

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents background of the research, problem of the research, purpose of the research, operational definition, significance of the research, and scope of the research.

#### **1.1 Background of the Research**

English is an international language in the world. Most people use English to communicate with other people in daily life. So, we have understand English well for communicate with other people in different country because English to be international language that learn by everyone in each country.

In Indonesia English become second language that must be learnt by students after Indonesian language. Brown (2007:1) states that learning a second language are long and complex undertaking, so we have already learn English language from elementary school until university. Even English lessons already to be taught from kindergarden.

Sometimes student do not like to English lessons, so we as a teacher make the students interesting to English lessons. We as a teacher can make interactive and interesting class to make students still active in learning English. In this case, the teacher should be able to use an interesting technique to avoid the students become bored.

Before learning English, we have to know the basic one that will make students are easy to understanding English well, and vocabulary is the important one thing in language learning. Without vocabulary, the student's difficult to learn English language and can't communicate with others.

Learning vocabulary is one of steps to learn English language, not only that learning vocabulary we will now a new word and new meaning. From learning vocabulary in used, in every level of school is very important because vocabulary is the basic one of knowledge to master all language skills in a higher study for the further knowledge and it depend on the each teacher in every school to teach vocabulary as interest as possible. But teacher can make the students attracted, so the teacher used technique to avoid students become bored and one of them is using game.

Games also can easily teacher to teach in learning and teaching process. In vocabulary, game also can help students to know a new word and meaning. Wright (2006:2) states that "Games also help the teacher to create contexts in which the language is useful and meaningful."

Some experts argue that teaching vocabulary by using games gives students motivation in learning English. This idea is on Erzoz (2000) who state that "Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. they also encourage and increase cooperation".

From the opinion can be concluded that game can gives motivate students to learn English because they state that game is an interesting to try it. In line with this,

Tosczak (2010) suggests game to be used to teach English vocabulary. "...The good ESL teachers play ESL games in every single class. They play fun, exciting and challenging ESL games in the class because they know that their students will be able to learn English at a much faster speed than students who don't use ESL games".

Tosczak (2010) further states that one of the game that can be used to teach new vocabulary is Taboo game.

Based on the theories explained above, the research about Taboo game is important to conduct. So this thesis is entitled "*The effect of using Taboo Game on the Eight Grade Students' Vocabulary mastery at MTs Baitul Arqom Balung in the 2014/2015 Academic Year.*"

## **1.2 Problem of the Research**

Based on the background above, the research problem is formulated as: Is there any significant effect of using Taboo game on the eight grade Students' vocabulary mastery at MTs Baitul Arqom Balung in the 2014/2015 academic year?

## **1.3 Objective of the Research**

The research objective is to know whether or not there is significant effect of using using Taboo game on the eight grade Students' vocabulary mastery at MTs Baitul Arqom Balung in the 2014/2015 academic year.

## **1.4 Operational Definition**

### **1.4.1 Taboo Game**

Taboo is a word game that asks the students to guess particular word given by the teacher by only using verbal clue without mentioning three taboo in the list. This game is good to make the students produce as many words as possible until the word given by teacher can be guessed by students.

### **1.4.2 Vocabulary Mastery**

Vocabulary is one of a particular language and one of component of language that has meaning, definition, grammatical and partly lexical. While mastery is complete knowledge or great skill. So, vocabulary mastery is complete knowledge or great skill that one knows in particular language. Vocabulary mastery here refers to students' mastery of noun, verb, and adjective vocabulary.

## **1.5 Significance of the Research**

This research is expected that the finding of the research will give important benefit both theoretically and practically.

### **1.5.1 Theoretical Significance**

It is hoped that the result of the research give description of the significant effect of using taboo game on students' vocabulary mastery.

### **1.5.2 Practical Significance**

The result of the research can be an input for the teacher to use or implement taboo game in the teaching of English vocabulary mastery.

## **1.6 Scope of the Research**

The research is limited on the use of taboo as a media in teaching vocabulary. This research will be conduct to grade eight Students' vocabulary mastery at SMPN 01 Arjasa in the 2014/2015 academic year.