

CHAPTER I

INTRODUCTION

In this chapter explain the background of the research, the problem of the research, purpose of the research, operational definition, significant and scope of the research.

1.1 Background of the Research

English was already well on its way to becoming a genuine *lingua franca*, that is a language used widely for communication between people who do not share the same first (or even second) language (Jeremy,2007:13). Language is the most important thing for all of people in the world, many languages that use in the world to communicate with other people, it also used in daily activity, the language that we used is depend to the place that we stay. We can take any information we need by using language.

By using language many people understand what we mean or what we say to them. It can confess what people feel, express, idea, information and knowledge, now a days English has become the international language that used for all of people in the world, English also mother tongue for many people in the world such ‘native speakers’ are increasingly out-numbered by people who have English as a second or third language and use it for international communication (Jeremy, 2007:13). Wilkins said in Thornbury (2002:13) “Without grammar little be conveyed, without vocabulary nothing can be conveyed”, it means that we

cannot say anything without the word but grammar can be followed as long as we learn the language.

English learners will understand about the sentence if they master vocabulary, the meaning of vocabulary it is the collection of words that usually used by all people for communicating each other (Bamhart in Herlina 2015:P.2). Vocabulary also can be said as collection of words than an individual knows (Nunan & Caroline, 2005:13). English learners who can understand the vocabulary well it can get a good impact in the process of communication (Nunan in Herlina 2015:P.2)

Based on Permendikbud no 22.2016 on curriculum 2013, the student is the center in learning process and teacher become facilitator and motivator in learning process and students are expected to be able to understand and express the information. It means that the English teacher should have understand how to make the students active in the class and create a nice atmosphere at class. Thornbury (2002:26) said that student is easy to forget the word up to 80 per cent of the material within 24 hours of initial learning, we can say that students may forget that the word around 24 hours after material. Thornbury (2002:27) also said there are some factors that the students difficult about the word, those are *pronunciation, spelling, length and complexity, grammar, meaning, range, connotation and idiomaticity*. Therefore, students need a strategy to teach them vocabulary to be easy, fun and also memorable and of course to be mastered.

Actually, There are several methods in English learning process. All of media and methods are useful to help the teacher in learning process, student will be able to have better understand and have fun when they do the learning process in the class by using media or methods. Thornbury, (2002:102) stated that “It would be wrong to suggest that vocabulary learning has to be all work and no play”, it means that to learn vocabulary the English teacher also can use games for learning vocabulary to English learners. Games provide a context for meaningful communication. Even if the game involves discrete language items, such as a spelling game, meaningful communication takes place as students seek to understand how to play the game and as they communicate about the game: before, during, and after the game (Wright at.al in Ernawati 2005:95).

There are many games to use for learning English, one of the games is feely games, this game can make the students more active to learn vocabulary because the students can feel the object and describe the thing by different word, the students describe the things that inside the box or bag. According to Catherine and Jill (2017:218) say that Feely bag game is single objects or several objects are put into a soft bag. The student may be invited to feel one object and guess want, it is, or to identify one object from the rest by feel of it. This game can also be used to practice describing words (the student is asked to say what an object feels like-soft, squashy, hard, square, round). According to Wright (2006:94), Feely game must be based on attaching meaning to the word, rather than just remembering the form of the word. Meaning can be brought to the new word through translation, but the aim in this game is to help the learners experience the

meanings of the words in context by using them for purposes which matter to them.

The previous research from Sahnida (2018) showed that the use of feely game can improve English learner's vocabulary mastery, the research method used action research, the researcher used two cycles in that research till the researcher get the target score for the students. The previous research also state that using this game the English learner can be active and enjoyable, and this method can be effective to use in the learning process also can give some beneficial impact for students vocabulary mastery. In this research the writer will confirm the previous research which state that the use of feely game can improve students' vocabulary mastery. So, this research gives a tittle as "The Effect Of Using Feely Game on Students' Vocabulary Mastery at Smp Muhammadiyah 1 Jember 2018/2019 Academic Year".

1.2 Problem of the Research

The problem investigated is stated as follows:

Is there any significant effect to the students' achievement in learning English vocabulary by using feely games?

1.3 Purpose of The Research

The aims of this research know the way of using feely games on students' vocabulary mastery in eight grade students' of junior high school.

1.4 Operational Definition of Key Terms

1.4.1 Vocabulary Mastery

Language has many components to learn, one of the components is vocabulary, in this research vocabulary can be define as understanding the word by using method, or vocabulary also can be define as collection of word that have meaning, vocabulary mastery can be improve from their score of the test. In this research vocabulary can be conveyed from three aspect, those are Verb, Noun, and Adjective

1.4.2 Feely Games

One of the methods is using feely game, it was an enjoy games that can use because the learners can use their feel and can mention the thing by using different word. Feely game has many variations, one of them is “Touch and Describe”. This game is working as like giving a feeling of object to the students and guessing by word to know what is the object. Feely game ask learners to give name of the object, touch and describe the object, after the English learner know the name of object they should spell the name of the object correctly.

1.5 Significance of The Research

The significance of the research are stated as follows :

1. For the learners

This research makes the learners easy to understand the vocabulary and the method interested enough for the learning process. From that the learner can

be active in class because they are enjoy to following the step of the strategy and they do not feel bored in class during learning process.

2. For the teacher

This research can provide the better method for learning vocabulary for learners, and it can be used to teaching learning. The teacher also can giving another variation of learning to make the English learner enjoy and motivated during learning process.

1.6 Scope of The Research

This research focus on students vocabulary, to improve their vocabulary the writer use feely as a media, this research take a place at junior high school at SMP 1 Muhammadiyah Jember, and the time is based on schedule that the writer made.

