

CHAPTER I

INTRODUCTION

1.1 Background of the Research

In studying English as foreign language there are four skills that must be mastered, they are listening, speaking, reading, and writing. English also has components, vocabulary, grammar and pronunciation. One of the important components to improve the four skills of English is vocabulary.

Vocabulary is central to English language teaching because without sufficient vocabulary learners cannot understand others or express their own ideas. According to Wilkins (1987,p.135) "... while without grammar very little can be conveyed, without vocabulary nothing can be conveyed ". From that statement, it can be assumed that if students have a little vocabulary, they will be difficult to communicate with other people. They will be difficult to say and express their ideas because they do not have enough vocabulary to communicate their ideas.

Teaching English vocabulary is so different from teaching Indonesian vocabulary, because English language is not our mother tongue. So, it can make the students difficult to understand what the meaning about, not only in the meaning but also in pronouncing the words. Teachers should be patient and give more attention to the students because the students need the teachers' attention in the teaching and learning process. In teaching vocabulary for young learners, the teachers should facilitate the students to master vocabulary.

In learning English especially in Junior High School at MTsN 5 Jember, the students still had problem about vocabulary mastery. Based on the preliminary study had been done at MTsN 5 Jember by conducting interview with English teacher. Based on the teacher explanation, the standard score requirement (KKM) on MTsN 5 Jember is 75. The subject at this study was 7A. There were 31 students in VII A. Most of students had English scores under the 75. One reason was lack of vocabulary. The students assumed that English was difficult lesson, especially in vocabulary mastery. Based on the resercher observation many students had lack of vocabulary when the teacher gave them text or paragraph. The students did not understand the meaning of the text or paragraph. The student did not answer the questions from the teacher. Although the teacher explained material clearly, the students still did not understand about the material because they were not interested in learning English. The Teacher should given an interesting method to teach the students. To improve student vocabulary the researcher used game in learning English.

In this study, the researcher would implemented Pictionary Game strategy in teaching vocabulary. This technique can be used as one of the educational strategies in teaching and learning process of English. Pictionary Game is a guessing game. Pictionary is not only a fun game, but also a fantastic educational tool. During learning by using Pictionary Game, the students can easily to get new vocabulary and then spell it correctly.

According to Karam (2012, p.1), Pictionary Game is exceptional game for vocabulary lesson because this game heavily on words, definitions, and word associations for strategic play. Another advantage of playing this game in teaching

vocabulary is the teacher has innovation to teach different English, so students do not get bored and attract students to develop the potential to speak English well.

Based on the above explanation, the writer wants to make action research to know how Pictionary game can improve student's vocabulary because this method makes students more easier and fun to study English. Therefore, a classroom action research entitled "Improving students' vocabulary mastery by using pictionary game of the Seventh Grade Students of MTsN 5 Jember in 2019/2020 Academic Year".

1.2 Problem of the Research

Based on the background above the researcher found two problems:

- “How can Pictionary Game improve students' vocabulary mastery of the seventh grade students at MTsN 5 Jember in academic year 2019/2020?”
- How can Pictionary Game improve students' active participations of the seventh grade students at MTsN 5 Jember in academic year 2019/2020?

1.3 Objective of the Research

Based on the question above the researcher aims to know:

- To know how Pictionary Game can improve the students' vocabulary mastery of the seventh grade students at MTsN 5 Jember in academic year 2019/2020.”
- To know how the implementation of Pictionary Game can improve students' participations of the seventh grade students at MTsN 5 Jember in academic years 2019/2020?

1.4. Operational Definition of the Research

In order to have the same perception about the terms used in this study, the following definitions are presented :

- **VocabularyMastery**

Vocabulary mastery is the total number of words that students understand. Words that are understood can be nouns, verbs, and adjectives . If the students learn a lot of words in language it means that the student master many words.

- **Pictionary Game**

Pictionary game is a guessing word game by drawing things. In this strategy, the students draw and guess a picture in a given time limit. Before the game begin, the students are asked to make groups and each group consists of 4 students. In this game, one student becomes a clue drawer whose job is to draw a clue given by the researcher and other members guess according to the specified clue.

1.5. Significance of the Research

This results of this classroom action research are expected to give important for the researcher, the English teacher and the students :

- **The researcher**

The researcher wants to know pictionary game which is useful for the students in improving students' vocabulary mastery.

- The English teacher

The result of this thesis are expected to be useful for teacher as a teaching method to improve student vocabulary and as another strategy to teach English

- The students

The students can be interested in learning English and make the students improve their vocabulary mastery.

1.6 Scope of the Research

The scope of this study is focus on improving the students vocabulary mastery using Pictionary Game at Seventh Grade Of MTsN 5 Jember in 2019/2020 academic year.

