

CHAPTER I

INTRODUCTION

A. Background of the Study

Vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. That is the reason why it is important to learn vocabulary (Alqahtani, 2015). We will face difficulties when try to speak if we are not mastered a lot of vocabularies. English learners are most likely to recognize the importance of mastered vocabulary. That's why vocabulary is important to be mastered.

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication (Alqahtani, 2015). In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills.

An attempt is made to review the trends in the area of teaching vocabulary through various techniques ESL/EFL teachers use when teaching. Before presenting the meaning or form of vocabulary items, teachers need to notice the type of the vocabulary, the students' level and characteristics, and also the value of the techniques for the learners. In other words, students' age, level of education as well as English proficiency ... etc. may affect their learning, so teachers need to be aware of these differences

when applying their teaching technique's. They can further provide their students with vocabulary learning strategies with opportunities to encounter words repeatedly and in more than one context (Alqahtani, 2015).

Based on Curriculum that we use in Indonesia nowadays is called "Kurikulum Merdeka". This Curriculum focused on essential material, relevant, and deeper. Therefore, there is enough time for teachers to building students' creativity and innovation. Teachers are given the freedom to carry out learning strategies according to the learning stages that correspond to the stages of student achievement and development.

Researcher found out that many students are feel difficult on expressing their english especially in SMP N 12 Padang. When researcher asked some questions such as "Hi. How are you?". Most of students will be answer with "I'm good. How are you?". But, I saw some students with a good vocabulary skill has answered researcher question with "Feel better than yesterday. You?", "I feel sick today. Yesterday I felt dizzy when I slept on my bed", etc. And for some moments, researcher has talked to a lot of students in SMP N 12 and try to play mini games such as guessing games by using my finger to pointing something to asking them "what is this name on English?". By this moment, the students has memorized vocabulary that I ask. So, I thought that games will be an effective way to enchanting students' vocabulary skill.

Based on the problem above, researcher getting interested to think how do we suppose to do to increasing students vocabulary mastery. Researcher watched some games from outside country from Indonesia that use a lot of kind of games to make students interest to learning English. Then researcher finally get some final decision which is using Charades Game to use in increasing students vocabulary mastery in this research moment.

Charades game is a game that uses the face and body to communicate. Charades game involves staging words, actions, or emotions in order to deliver the words that will be guess by the others. This game makes students guess each word by gesture and can help them remember the meaning of the word. By guessing the words of the gestures, This game can be used as another way to teach vocabulary. The word puzzle game is a fun and entertaining game for all ages. By using this game, students can participate well because they are will interested and satisfied when learning something.

In order of researcher did some observation through students about their vocabulary mastery who they were domination of SMP N 12 Padang, then researcher choose SMP N 12 Padang to be part of proving whether Charades game is effective to increasing students vocabulary or not.

A study was conducted by Wulanjani (2016). The study tried to prove whether the Use of Vocabulary Games can Improve Children's

Vocabulary in English Language Learning. The study showed that game was very effective in increasing vocabulary of the students`. It is considered to use a very fun, suitable and effective with the characteristics of the students` as beginner learners. So, the result of this study is the use of game in the classroom can make teaching and learning process was even more effective and enjoyable.

Several reasearcher form Indonesia have been proved that Charades Game is really effective to increasing students vocabulary mastery in Indonesia who is Dania, Ami R. (2016) from UIN Syarif Hifayatullah, Fatmawati (2019) from Muhammadiyah University of Makassar, and Fitri (2020) from IAIN Palopo.

B. Identification of the Problem

1. A lot of students still have difficulties on mastering vocabulary
2. A lot of students easily getting bored when learning english especially vocabulary
3. A lot of students still hard to remember a lot of vocabularies
4. A lot of students lost interest to learning english especially vocabulary

C. Limitation of the Problem

In this research, researcher focused on carry out students` interest on learning vocabulary and make it effisience by using Charades Game.

D. Formulation of the Problem

Based on the problem from background and limitation of the problem above, the researcher conclude that formulation of the problem as follow: Does using “Charades Game” give significant effect on Students’ Vocabulary Mastery at SMP N 12 Padang?

E. Purpose of the Study

The purpose of this study is to find the effect of using the Charades Game towards students’ vocabulary mastery at seventh grade in SMP N 12 Padang.

F. Benefits of the Study

The benefits of the study will be defined to as follows:

1. Students

For students who learn english, this study expected to show you there are so much way to make you easier and joy to learn english. For example Charades Game in this study.

2. English Teachers

This study expected for teacher to improve the teaching method and implementing some creative method to attract students for learning english. The game can be implemented in such a way to facilitate students’ learning.

3. Researchers

Researcher hope this study could be one of references for other researcher who have similar topic.

G. Defenition of Keyterms

Several keyterms will defined in order to avoid misunderstanding toward the terms which adapted in this research, as follow:

1. Effectiveness is the capability of producing a desired result or the ability to produce desired output. The effectiveness in this research refers to is there any significant difference score in teh students' vocabulary mastery before and after being thought by using Charades Game.
2. Vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning.
3. Vocabulary mastery refers to ability to knowing about how the words sound, what is teh meaning of the words, and how the words are used in the context.
4. Charades Game is a guessing game that use gesture to guess the word by the players. In this study, researcher will use theory Maley & Duff (2005) as a reference that guide researcher for the steps using Charades Game in the class. And the steps have been added in chapter 2.