I. INTRODUCTION

This chapter discusses about background of the research, formulation of the problem, objective of the research, uses of the research, scope of the research and definition of term.

1.1 Background of the Research

Vocabulary is a complex aspect in learning a language, including English as a foreign language. This is true, because vocabulary has some elements, to be purposely achieved in order to be able to use them in real communication. The aspect in teaching learning vocabulary are spelling, meaning, pronunciation, use and number of words.

For elementary students, learning vocabulary is the first steps in learning language skill. It is impossible to learn a language without vocabulary, learning a language means learning its vocabulary. It shows that vocabulary is one of language components that cannot be separated in learning language. From the explanation above, vocabulary means the words used to communicate effectly.

For elementary students in SDIT Baitul Muslim, especially in class 3 Bilal bin Rabbah learning English is difficult. They get poor score in vocabulary test.

It happened because they do not have adequate vocabulary and the students in this class are passive in following the activity in teaching learning process. They like playing with their friends better than following activity in teaching learning process. The result of middle test shows that 80% of students in class 3 Bilal bin Rabbah failed in doing vocabulary test. The result of preliminary test also shows that 90 % of students in class 3 Bilal bin Rabbah failed in answering vocabulary test. The result of preliminary test is shown in the findings.

There were only two students (9.09%) who could achieve the standard score or Kriteria Ketuntasan Minimal (KKM) and there were 20 students who gained the score below 60. The result proved that the students' vocabulary ability was very low. Further information of the result of preliminary vocabulary test could be seen in Appendix 6.

Theoretically, the students should get score higher than 60, unless they fail on the exam. So, the teacher needed another technique in teaching English at class 3 Bilal bin Rabbah to make students interested in learning English. Because of that, the writer decided to do a research to improve students' vocabulary mastery in class 3 Bilal bin Rabbah.

In relations to the findings mentioned previously by Hapsari's (2006: 25) research. She found in her research that 80% of students in her classes failed in doing vocabulary test. The students should get score higher than 65, unless they

failed in the exam. This might happen due to the reason of lack of vocabulary mastery.

Meanwhile, the kinds of vocabulary in Hapsari's research were content words type that consisted of nouns, verbs, and adjectives.

The factors that can influence the students' problem in mastering vocabulary are: students' motivation in learning English, students' learning strategy in vocabulary, and teacher's technique in teaching vocabulary. In this case, the teacher needs attractive technique in teaching vocabulary to increase students' motivation in learning English. So, if the students' motivation increases through attractive technique, their vocabulary mastery will also improve.

According to Fries (1974: 4) vocabulary divided into four types, these are content words, function words, substitute words, and distributed words. From these types of English vocabulary, the content words (nouns and verbs) were taken as the material in teaching vocabulary, since it is appropriate with guessing game. Moreover, the aspects in teaching learning vocabulary that the researcher took are about spelling and meaning. It is suitable with syllabus at elementary school for students in grade three that students are able to spell and repeat new vocabulary with strong voice.

Teaching learning process, which emphasizes only on memorizing the list of vocabulary without training the students to develop their vocabulary and involving them in the activity can also make them difficult to learn vocabulary. It

is difficult for the students to keep in mind and reproduce the English words they actually have learnt from list of words, they will forget them soon. In memorizing word list, students cannot remember the words immediately, but it needs a process, perhaps, after remembering the words from the list words, students are able to remember them. It is because learning words list does not pass through some steps or strategies that make the meaning of target words stick in students' mind. The lack of students' vocabulary is also caused by the lack of strategy to arouse their attention and motivation to study. So, they are bored in learning English.

It is teacher's responsibility to determine an appropriate technique, which is easier and more useful for teaching vocabulary, so that the students are interested and enjoy in learning English. In addition, an alternative way of teaching vocabulary is really needed. The researcher realizes that an interesting way can encourage students to learn vocabulary more easily.

There are many ways, which can be used to develop students' vocabulary achievement, such as flashcard, game, picture, text, translation, etc. In this case, the researcher used game to improve students' vocabulary mastery especially guessing game, because through games students experiment, discover, and interact with their environment. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. The games context makes the foreign language immediately useful to the students. It brings the target language to life. The game makes the reasons for speaking plausible even to reluctant student.

It is expected that using guessing games technique can help the students to master English vocabulary that they have learnt from the game. Applying guessing game in teaching English vocabulary is more enjoyable, interesting, and motivating for the students since guessing game is appropriate with the characteristics of elementary students who love playing and active in learning. In addition, learning vocabulary through guessing game is one of the effective and interesting ways that can be applied in any classrooms. Guessing game brings in relaxation and fun for students thus helps them learn and retain new words more easily. It usually involves friendly competition and keeps learners interested and enjoyable.

Guessing game can give motivation for learners of English to get involved and to participate actively in the learning activities. Guessing game also brings real word context into the classroom, and enhances students' use of English in a flexible, communicative way. It can help them to get a new vocabulary and remind their previous vocabulary that they have learnt. Therefore, their vocabulary can stay longer in their mind. This research, only focuses on content words (nouns and verb) since the researcher assumed that it is appropriate with guessing game. In this research, the researcher also focused on single word when teaching vocabulary.

Based on the background above the writer would like to do a classroom action research about improving students' vocabulary mastery through guessing game in class 3 Bilal bin Rabbah of SDIT Baitul Muslim, Way Jepara, East Lampung.

1.2 Formulation of the Problem

Relating to the background stated above, formulation of the problem can accordingly be stated as follows:

1. Can the use of guessing game in class 3 Bilal bin Rabbah of SDIT Baitul Muslim improve the student's vocabulary mastery especially noun and verb?

2. Can the use of guessing game in class 3 Bilal bin Rabbah of SDIT Baitul Muslim improve the student's participation in the teaching learning process?

1.3 Objectives of the Research

Based on the research problem stated above, the researcher also tries to formulate the objectives as follows:

1. To find out whether the use of guessing game in class three Bilal bin Rabbah of SDIT Baitul Muslim can improve the student's vocabulary mastery.

2. To find out whether the use of guessing game in class three Bilal bin Rabbah of SDIT Baitul Muslim can improve the student's participation in the teaching learning process.

1.4 Uses of the research

The writer really hopes that this research has some benefits to the writer herself and the readers in general:

1. Theoretical Benefit

   The writer expected that the result of the research can be used as an input in English teaching process.

2. Practical Benefit

   a. By teaching vocabulary using games, the teacher can motivate the students in order to make them interested in learning vocabulary.

   b. This study can be used by the teacher to provide better technique for teaching vocabulary in elementary class.

1.5 Scope of the Research

This research was conducted to improve the students' vocabulary mastery in learning English using guessing game in class three Bilal bin Rabbah of SDIT Baitul Muslim, Way Jepara. The subject of this research is students in class three Bilal bin Rabbah of SDIT Baitul Muslim, Way Jepara East Lampung.

The class as the subject in this research is third class of Bilal bin Rabbah consisting of 22 students. This class was taken as the subject because most of students of this class have already learned basic vocabulary in their extra curriculum class and most of them failed in doing vocabulary test in middle test,

because they have a little vocabulary mastery. The researcher decided to act as the teacher in this classroom action research and in collaboration with her friend who act as the researcher. The focus of the classroom action research is on teaching vocabulary by using guessing game to increase student's vocabulary mastery and teaching learning process.

In this research, the writer limited teaching vocabulary about content words type, which consists of 19 nouns and 11 verbs. The researcher proposed to focus only on noun and verb in this research, because this kind of content words was considered as the most important part of speech.

This research was held in two cycles. The first cycle was based on the problems, and then the second cycle was based on the result of the analysis and reflection of the first cycle. Each cycle consisted of four steps: planning, acting, observation and reflection.

1.6 Definition of Terms

Some terms are defined in order to give basic understanding of the related variable and concepts applied in this study; they are stated below:

1. Vocabulary is a set of lexeme including single words, compound words, and idioms, but in these CAR only single words.
2. A guessing game is a game in which the objective is to guess some kinds of information, such as a word, a phrase, a title, or a location of an object.

3. Vocabulary mastery is a number of words that have already been mastered by students as their basic knowledge and those that will be mastered by them.

4. Young Learners are children of formal schooling (five or six years old) to eleven or twelve years of age (Phillips, 1993:4).