CHAPTER I
INTRODUCTION

A. Research Background

Vocabulary is one of the English components taught to the learners and it has a primary role for all language skills. Vocabulary is important for adult learners since it is the one area of language learning that does not appear to be slowed down by age. It means, without a proportional amount of vocabulary anyone will get trouble in speaking, reading, listening, and writing. Learning vocabulary is very important because it is the main capital in learning sentence structure and other skills in the language. Students need to master vocabulary to communicate well. Learning vocabulary is likely to be one of the biggest challenges students will face in their studies (Alizadeh, 2016: 23). Vocabulary is not a developmental skill or one that can see ever be seen as fully mastered. The expansion and elaboration of vocabularies are something that for lifetime. It holds a special place among the components. On other hand, vocabulary was the first step for all learners to learn English. Vocabulary is not a single procces, because many aspects of the language is related, such us the sound and the structure. All the aspect are related, they are attached one another.

Based on explanation above can be concluded vocabulary is the most important aspect of learning English. Students will not understand English without vocabulary, without vocabulary also students will not be able to practice English or communicate well if students do not understand vocabulary. And someone also cannot make a good sentence or how to write in English without knowing the vocabulary.

In addition to knowing the words and meanings of English, students also need to know how words work together in English sentence. We concluded that teaching vocabulary not only to give meaning to words but to also teach how the word works and has meaning in this case grammar must be taught together with vocabulary to avoid many problems in learning

English. Problems in learning and teaching English are still in school, because English is completely different from Indonesian in structure, pronouncation and vocabulary.

Teachers play a role so that the current generation is more advanced by using existing media in learning, especially learning English. According to Antić (2016: 214) teachers have a broad field of education, and teacher development is a continuous process from turning potential into performance. It becomes a challenge for teachers to find or create a method that will have used in teaching vocabulary. Teachers need to find or create easy methods and fun in learning vocabulary. The teacher must prepare a method that is easy for students to understand. This method is expected to help in mastering vocabulary because with the right method students can understand and master it. Many methods can be used in mastering vocabulary but these methods are not effective and efficient.

Even so, students must master vocabulary effectively so that they can understand the meaning of vocabulary. In the teaching and learning process, the teacher must know the extent to which students understand vocabulary. Students need to master vocabulary which is an aspect of mastering English. Mastering vocabulary is very easy if the method is used effectively and efficiently. Students will easily understand the vocabulary learned.

Students find vocabulary difficult to master and understand. The researcher had experience during an internship in one of the junior high schools, where students find vocabulary difficult to master. Students find vocabulary difficult to remember when they learned. Students need the right method in learning vocabulary, an effective and efficient method for students. Students also need a fun method of learning vocabulary so that it is easy for them to learn it.

According to Fatria, (2017: 136) Lots of easy and fun media for learning vocabulary. The method that the researcher uses in her research to increase students' vocabulary is using a blindfold game. Blindfold game is a group game in describing objects one by one this game requires teamwork to

complete and with their eyes closed. This game is also an interesting method to improve vocabulary. According to Arfin *et al* (2020: 201) blindfold game is an interesting and funny game to teach and learn vocabulary. They will be more enthusiastic and will not feel bored using this game in learning vocabulary. Khobir, (2009) posited that the busiet thing that is what children do is play activities. The use of blindfold game can be entertainment in the classroom that can create a fun learning atmosphere. According to Lestari *et al.*, (2018) very child need play and games for growth. Recognizing experience the world around the child gets during play. Play can give stimulate children to do various developmental tasks, besides it can be a solid foundation in finding a solution to a problem later. Environmental exploration through fun play activities need to be done so that the child can stimulate growth and development, by because it's the arrangement of the playing environment safe and comfortable and conducive parents need to do at home and teachers at school. Of course, student participation will also be more active in the learning process carried out using this game. The use of conventional methods in teaching vocabulary makes students less interested and will get bored faster. Therefore, in this study, the researcher is interested improving students' vocabulary mastery through the blindfold game.

B. Research Question

Based on the research background above, the research question in this researchis "How can blindfold game improve vocabulary mastery to the eight grade students of SMP Negeri 2 Sajingan Besar in the academic year of 2022/2023?"

C. Research Purpose

Based on the research question above, the purpose of this research is to know how blindfold game can improve students'vocabulary mastery to the eight grade of SMP Negeri 2 Sajingan Besar in the academic year of 2022/2023.

D. Scope of Research

1. Research Variable

A research variable is anything in the form of anything determine by a researcher to be studied so that information about it is obtained and a conclusion is drawn. Kaur (2013: 36) stated that a variable is a property that takes on different values. The variable of this research is using a single variable. The variable is improving students' vocabulary mastery through blindfold game.

2. Terminology

To avoid misunderstanding between the researcher and reader, the researcher provides the definition and explanation of those terms, as follows:

a. Vocabulary Mastery

Vocabulary mastery is important to learn English. Vocabulary is a collection of several words that are combined so that they have meaning or meaning. Vocabulary cannot be separated from the four skills in language, reading, writing, listening, and speaking. Mastery of vocabulary is very necessary to master English. Mastering vocabulary is a basic thing that needs to be done to understand English.

b. Blindfold Game

Blindfold game is a method that is used for vocabulary mastery. Learning English requires an easy and fun method of mastering vocabulary. The blindfold game is a game played with a group where they will describe as many objects as possible with their eyes closed. It will create a fun class atmosphere and not make students bored.

c. SMP Negeri 2 Sajingan Besar

SMP Negeri 2 Sajingan Besar is stated as a government junior high school which is located at Jln. Angir Mas Batu Hitam Desa Sanatab, sub-district Sajingan Besar, regency Sambas. The

researcher will do teaching practice, especially in class VIII and the researcher will do the research entitled "Improving Students' Vocabulary Mastery Through Blindfold Game". (A Classroom Action Research to the Eight Grade Students of SMP Negeri 2 Sajingan Besar in the Academic Year of 2022/2023).

E. Significance of the Research

1. Practical Significance

   a. For the students

   For students, it is hoped that they can master vocabulary in an easy and fun way. Therefore, they can get an understanding of the vocabulary. They can know the importance of mastering vocabulary and they can easily find out the meaning of vocabulary. This can also be the anticipation for students in mastering word cities where they can know what their difficulties are in mastering vocabulary.

   b. For the teachers

   For teachers, this can provide information related to teaching techniques in mastering vocabulary. In addition, it can find out what difficulties students have in mastering vocabulary. They can find out the essence of mastering English vocabulary, and can also find out the factors that cause students to have difficulty mastering vocabulary. And can find the right steps to overcoming these problems.

   c. For the school

   After conducting this research, it is hoped that the school will be interested in this research method. This can also be a reflection to improve effective and efficient teaching. And can make innovative teaching.

d. For other researcher

For other researcher, it is hoped that this research can be a reference for them researching vocabulary mastery. That way this research can be useful for them as an additional reference.

2. Theoretical Significance

In theory, this research is expected to be able to improve English language skills. Then also able to improve the ability to read English texts. It is also hoped that mastering vocabulary can improve writing skills in English.