CHAPTER I

INTRODUCTION

A. Background of Study

According to the school-based curriculum from 2006, English is a means of communicating both orally and in writing. Understanding and exchanging information, ideas, and sentiments while also advancing science, technology, and culture are all aspects of communication. When referring to communication, discourse competency is meant. It has to do with the capacity to comprehend and create spoken or written texts.

One language that is widely utilized for worldwide communication is English. English has developed into a medium for communication in the fields of transportation, trade, finance, tourism, technological progress, diplomacy, and scientific study, claims Nunan in Cahyono (2010: 91). English is used to convey science and technology. In truth, there are numerous publications written in English that cover modern science and technology only in English. English serves as a bridge language for the progress of this science and technology. Indonesia thus lets students get ready to study English. English is an important subject that is taught in Indonesia at every stage of education, from the first grade of elementary school through the third grade of senior high school, as well as at the university level.

Given that language is a tool for communication, it makes sense that language learning programs should aim to give their students the

communicative competence necessary to utilize language effectively. Four areas of competence make up communicative competence: (2) Discourse competence refers to the ability to comprehend the context, while (1) linguistics competence refers to vocabulary, grammar, punctuation, tone, etc.

Thirdly, sociocultural In terms of communication, competence refers to language usage, manners, etc.(4) Strategic competence, on the other hand, refers to the ability to solve problems that may arise during communication.

One of the foreign languages offered in English classes in Indonesian schools. Speaking and writing in this foreign language is a common form of communication throughout the world. Because English is a worldwide language, it is well known that studying it is vital to communicate internationally in the era of globalization.

Mustika (2014) contends that since so many people nowadays still have difficulty understanding English, mastering the language is essential for having fruitful interpersonal connections. English is a language that is widely spoken throughout the world. English is a key to many doors, including those to understanding the economic, political, cultural, social, and tourism sectors.

The science and technology are conveyed using English. are many books containing the current science and technology written in English only. To develop this science and technology English is the mediator language.

Because of that Indonesia prepare the student to be able to study English. In Indonesia, English is an important subject taught at every level of education, from the first grade of Elementary school through the third grade of Senior High School and at the University in Indonesia as well.

The development of effective vocabulary is particularly important for English learning. Students will learn English more quickly if they are already familiar with the terminology, claim Hanson & Padua (2011). This is acquiring vocabulary and the in hand. When teaching English, the instructor should emphasize strategies.

A teacher needs to be aware of the characteristics of each student in addition to knowing how to apply the approaches. The instructor must also possess competence. The teacher must use a strategy to improve student motivation. The amount of instruction and learning that occurs in the classroom is not the only aspect of teaching and learning because also how interested and enjoyable the students are while learning.

Vocabulary is a part of linguistics competence. Canale and Swain state that "linguistics competence is concerned with mastery of the linguistic code (verbal or non-verbal), which includes vocabulary knowledge as well as knowledge of morphological, syntactic, semantic, and phonetic rules."

Because there has often been little emphasis on vocabulary instruction in the ESL classroom, teaching and acquiring vocabulary is a constant struggle for both teachers and students. Some universities have that playing games with other students is one of the strategies that might assist

pupils. This method will thus aid in the improvement of their vocabulary and social abilities.

So mastering vocabulary is a crucial part of learning a language. According to linguist David Wilkins, who made this claim in Thornbury (2002: 13), very little can be said without grammar, whereas nothing can be said without vocabulary. The most crucial part of the aforementioned statement is that vocabulary mastery is the key to properly learning a language for kids. Students' listening comprehension of the teacher's speech, the class discussion, and their vocabulary. How well they convey a message depends on the words they use when speaking.

The student's capacity to absorb and interpret a text when reading is influenced by their vocabulary. Additionally, when it comes to writing, students' vocabulary also has an impact on how well they can communicate their ideas to the reader.

So that students be prepared to speak in English, vocabulary development is crucial. The eighth-grade students of SMP PGRI SLAHUNG are among those junior high school students for those understanding language is crucial.

The capacity to grasp and produce brief functional texts in the forms of procedure, descriptive, narrative, and recount texts is one of the areas of English teaching and learning in junior high schools (Permendiknas, 2006). Vocabulary thus becomes a crucial component of English teaching

and learning. students to effortlessly comprehend and produce texts of that nature, they must have a strong command of terms.

Students must be able to identify the hidden word in the taboo game. They are not allowed to talk about any of the words that are written on the taboo cards, and the word is then developed into a phrase. Players must ask the others to guess the words without mentioning the word or any of the five other words that are printed on each player's card. One card, for instance, has the term "Yearbook" as its major word.

The terms images, class, sign, memories, and school cannot be used in the description of this word.

This forces the players to use unique English wording when discussing things. Parker Brothers created the guessing word game Taboo in 1989 (Nurjanah & Pratama, 2018). This game is similar to the Catch Phrase game where the player tries to help his teammates guess words using hints in word form.

Townsend (2009) taboo word games as quick-thinking word game words in multiple contexts with opportunities for students to process and personalize word meanings. The game Taboo (Hasbro, 2020) has been used as a model for a general chemistry collaborative activity. Taboo is a game commonly used at parties.

This game could be integrated at any point in the curriculum and is an effective and entertaining way to teach. Similar to the Catch Phrase game,

the object of this game is to assist your colleagues in guessing phrases by providing them with exact suggestions.

They can work in groups or couples to complete a task and improve their communication abilities. (Wang, 2010). The teaching of vocabulary in the classroom needs to prevent issues with the students' vocabulary mastery since vocabulary has become one of the key components in the teaching and learning of English.

However, several eighth-grade students at SMP PGRI SLAHUNG still had a difficult time with the language. These issues are as follows: first, students were too indolent to learn every new term they came across in the book. Second, students had trouble deciphering or holding the meanings of new terms. Third, the lack of motivation and interest among the students. Third, the lack of interest and motivation within the students. The teacher's use of traditional technologies seemed to require children to learn new vocabulary without the aid of media. As a result, students tended to give less attention to learning new words.

The use of instructional media may be a method to take students' attention, increase their interest, and inspire them to study when it comes to vocabulary training.

Whiteboards, images, slide projectors, and games are the most often instructional aids applied with junior high school students. According to an observation made on October 7th, 2022, SMP PGRI SLAHUNG's vocabulary instruction was drilled.

Additionally, the vocabulary teaching materials, like as handouts and dictionaries, were insufficient. As a result, the kids frequently struggle to acquire new words. They didn't appear to be interested in the lesson. There were no student responses to the teacher's questions.

If the teacher had just called their names and made them answer, they would have done so. The majority of the time, the children in the classroom were quiet.

The teacher claimed during an interview that drilling was the most effective method for introducing vocabulary. She gave students handouts with 166 new terms and their definitions to make them learn new vocabulary. The students were then needed to practice 20 words before every lesson. She said that the teaching of vocabulary often used other kinds of media like images and slide projectors.

The students suggested that learning English was hard because they didn't understand the meanings of the words they read, wrote, or heard. They accepted that not having class participation was a result of their nervousness about making errors. Additionally, they said that the teacher usually used games in the classroom and that a lot of activities were spent working through problems in a course book or an LKS.

The researcher discussed ways to help children memorize words with my partner during the interview that was done on October 10th, 2022. To keep students from getting bored, we had to create engaging material to teach vocabulary in the classroom.

The researcher first asked the teacher whether she uses visuals, and she responded that while she sometimes does, she still finds students who are bored in the class. Then I suggested to the teacher that one method to make sure that the kids get an instruction of the vocabulary is to include them actively in the vocabulary lessons.

So that they can take pleasure in the instruction and improve their vocabulary. As a result, the teacher needs a fun exercise that is focused on the students. Then I requested that the teacher use games. I give the teacher a few reasons for why I choose to play this game.

Games can be used as one of the interesting activities during the lesson. The use of games in the classroom as a learning activity can attract the students' attention and their involvement in the teaching and learning process. Besides being interesting and fun, games also have some advantages: First, games can increase students' involvement in the teaching and learning process. Second, students can learn how to work together as a group and learn how to appreciate each other. Third, playing games in the classroom develops the ability to cooperate. Fourth, games can create an enjoyable environment. Related to vocabulary learning, according to Allen, "games are helpful because they can make students feel that certain words are important and necessary because, without those words, the object of the game cannot be achieved". Furthermore, according to Rixon, "games help students revise vocabulary, and recalling an event from a game may help a student remember the language related to it."

Finally, the teacher concluded that one of the media that may be applied to teach vocabulary is taboo games. Besides being enjoyable, games have beneficial learning for the children.

Based on those facts, we are motivated to conduct classroom action research and try to resolve the language issues that the SMP PGRI SLAHUNG kids are experiencing. Taboo games are what we are using to teach vocabulary. It was created to help students in developing their vocabulary.

B. **Statement of Problems**

Based on the background above, the focus of the study in this research is the teacher's method of improving student vocabulary mastery through Taboo Games, hence The statement of the research question:

1. How was mastery through the taboo game method implemented to teach vocabulary learning in class VIII SMP PGRI SLAHUNG?

2. How can this method improve student vocabulary learning?

3. What are the results of implementing taboo games in improving students' vocabularies ability?

C. **Purpose of the study**

The purpose of the study is:

1) To improve students' vocabularies and English ability using the taboo game method

2) To improve vocabularies learning process using Taboo game method

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3) To find out the results of implementing Taboo Game in improving students' vocabularies ability using the Taboo game method.

D. Significance of the study

It is expected that this research will contribute some significant progress in teaching vocabulary for several slides, they are :

1. Teacher

It is expected that the teacher get more information about one of the appropriate activities, in this case, games. So the teacher hoped to create an interesting teaching-learning process by using games.

2. Researcher

The researcher gains invaluable experience that can be applied to other situations to improve the quality of teaching and learning. It also provides information and a starting point for other researchers looking to enhance techniques for assisting students with their learning methods.

3. Students

It is expected that the result increase students motivation to be better in vocabulary. Through games, students are expected to have good enrichment in vocabulary and also the changes of behavior during the teaching-learning process.

4. Readers

As a resource for discovering more about the method of teaching and learning in the field of education, in this context, in English classes,

students at school can learn in an environment that facilitates the

absorption of learning materials.

E. Scope and limitation

This study aims to enable students to understand vocabulary

through the Taboo Game method by clear, precise, and fluent

pronunciation, meaning, spelling, and usage related to students' daily lives.

F. Definition of key terms

There are some of the proposed definitions to clarify the keywords

used in this study.

Vocabulary: Vocabulary is a list or set of words in a language for a
particular language or a list or set of words that individual
speakers of language might use (Hatch and Brown 1995:1)

Taboo game: Taboo is a word, guessing, and party game. The objective of
the game is for a player to have their partners guess the
word on the player's card without using the word itself or
five additional words listed on the card (Parker Brothers,
1989)