

CHAPTER 1

INTRODUCTION

A. Background of Study

English is an international language used by a lot of people in the world. It also has a means to learn about science and technology in facing globalization era. Any sources of science using English as their language, so if people do not master English well, any difficulties will be found. Beside that, this language can increase social life with many native speaker who speaker it as a foreign language. By mastering this language, the number of misunderstanding of globalization era, English is the key to realize the success of personality, society, and nationality. Learning English cannot be seen as succesful learners if they still have not been able to speak English. Vocabulary is collection of words that an individual knowledge. Teaching words is a crucial aspect in learning a language as languages are based on words (Thornbury, 2002: p,15). Study English as foreign language is also accordance with the message found in the Qur'an (Ar-Rum:22) As follow:

وَمِنْ آيَاتِهِ ۚ خَلَقَ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتَلَفُ السِّنِّتِكُمْ وَالْوَانِكُمْ ۚ إِنَّ فِي

ذَٰلِكَ لَآيَاتٍ لِّلْعَلَمِينَ ﴿٢٢﴾

At the end verse Allah says.” Verily in that are sign those who know” it can be understood from this verse that Allah created some variation in our language in order to be thought and researched by human new condition of life and thought are constantly evolving new word and expression, new syntactical, structure and new words of pronunciation.

In Indonesia, English is the first foreign language which has played important roles in the development of indonesia; it us as means of communication when Indonesia wants to cooperate with other countries. It is also used as a national development. It is apparent that English in Indonesia is very important.

As the most important foreign language in Indonesia, English becomes one of the compulsory subject taught in education institute. English is also considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language being look at the from the system of structure, pronunciation and vocabulary. The goverment always made effort to improve the quality of English teaching. By improving the teachers’ quality and other components involved in educational process, the English teaching in Indonesia improved time to time.

Students as the object of English learning activity at school are demanded to love this language first. To make that condition the teacher should be more active and creative in order to create a successful teaching and learning activity. The children are more likely to interest it if it is in fun situation. Especially for the vocabulary, the teacher should teach it to the students in right way, because it is

the most important component of English. Many teachers worry about their students who do not retain the vocabulary that they learn in the course of a school year.

Based on the situation above, the writer is challenged to pass the job training in MA AL-Istiqamah Pekapuran Raya Banjarmasin. Beside as a trainee, the writer also is given a responsibility to teach the ten grades at MA AL-Istiqamah Pekapuran Raya Banjarmasin. That role is given exclusively to make the normal situation as usual. As a teacher, the writer prepared the materials for the lesson. The material was Basic English. The basic one is just they study about the vocabularies to enrich their capabilities in learning English.

In the previous study was conducted by Hari Supriyatna (2014) entitled *“The Effectiveness of Guessing Game Technique in Teaching Vocabulary At MTs Darussalam”* This researched used Guessing Game Technique for the researched. Puji Rahayu (2015) in her researche *“The Effectiveness of using Mind Mapping Technique in developing Students’ Vocabulary Mastery (An Experimental Research at the Seventh Grade Of SMPN 1 Kelumpang Hilir, Serongga, Kotabaru Academic Year 2014/2015)”* her took the population was classified by the result of IQ into students with high IQ and students with low IQ.

The most perfect way to make effective activity in teaching vocabulary to students by using game. As a technique in teaching vocabulary, using game is a must to get the main purpose of teaching and learning activity. Since, the student’s always like some fun activities.

This report based on the job training done at MA Al-Istiqamah Pekapuran Raya Banjarmasin. In the school, the writer focused the research on teaching vocabulary, its problem and solution. In the school especially in the ten grades in senior high school , the writer found some problems, which need to be discussed. To know how far the effectiveness of the method's role used, the writer did some examinations in the end of the job training. This new method reaffirms the writer's desire to have the student increase their English language skill with respect to receptivity as well as productivity. Finally in this final project, the writer presents discussion and reports entitled *“The Effectiveness of Indonesia Pintar game in Improving Students Vocabulary at MA Al-Istiqamah Pekapuran Raya Banjarmasin.”*

A. Research Question

To guide the research, the researcher formulates the research question as follows:

1. Is the game Indonesia Pintar game effective in Improving Students Vocabulary at MA Al-Istiqamah Pekapuran Raya Banjarmasin?
2. What are the differences before and after Indonesia Pintar game at MA Al-Istiqamah Pekapuran Raya Banjarmasin?

B. Objective of study

This research is aimed to improve the students' Vocabulary using Indonesia Pintar game.

C. Significance Of the Study

The result of this study is expected to be useful for :

- a. The teacher teaches English use Indonesia Pintar game, The teacher knows is Indonesia Pintar able effective to improve Vocabulary. And the teacher is expected to be more creative in making the game and develop learning model that is effective and It will help the teacher to facilitate the teaching process and to solve the problem.
- b. The students, create a moment enjoyable for the teaching process in class. Besides using the games can keep them motivated in learning English and the students' english Vocabulary increases.

E. Hypothesis

The hypothesis of this study was prepared as a tentative answer for research problem stated previously. In this case the alternative hypothesis as read follows:

(H1) "The student who are use Indonesia Pintar game in teaching Vocabulary is significant effective in improving student's Vocabulary at MA Al-Istiqamah Pekapuran Raya Banjarmasin"

Because of statistical computation the alternative hypothesis need to be change into null hypothesis as follow:

(Ho) "The students who are not use Indonesia Pintar game in teaching Vocabulary is haven't significant effective in improving students Vocabulary at MA Al-Istiqamah Pekapuran Raya Banjarmasin"

F. Definition Of Key Term

In order to make the readers get easier in understanding this study, here the researcher will give the definition of some key terms that important to be understood as the following:

1. **Effectiveness** quantitatively is the ratio between the divided outcomes and the targets to be achieved (Husaini usman, 2013, p.668)
2. **Indonesia Pintar Game** is a kind of game, where the teacher gives the theme vocabulary, then two students have guessed and gave instructions. Games bring real word context into the classroom, and enhance students use english in a flexible, communicative way (Journal of Huyen and Nga, 2003, p.2).
3. **Vocabulary** a group of word arraged in alfphabetical order and briefly explained and should be studied in context. It is a list of word in a language with their meaning (Hornby, 2002, p.1331).