

# CHAPTER I

## INTRODUCTION

### **1.1 Background of Study**

All students in educational units who have a role as a student in English lessons are primarily intended for all high school and MA students to master the four language skills in English. The four language skills in question are listening, speaking, reading, and writing. A skill in question is which of course integrates with each other in a learning process and also teaches in class. In the four language skills above, there is one component that greatly influences these skills. The component in question is vocabulary. (Nurdini et al., 2017)

These words are the basic words in a language. This is of course because vocabulary has a very important role to use in a communication process. In a communication can be said to be successful or not it depends on the students' understanding of the right vocabulary. In the learning process, especially in English subjects, students will not be able to listen, speak, read, and write very well if students do not know the vocabulary contained in these skills. (Bakti, 2018)

Heidari et al. (2012) states that words are the essence of a language and the foundational voice of language learning. Through foreign understanding words, students will understand the meaning of words especially in English. He believes that knowledge of vocabulary is important for academic success. "If students do not understand the meaning of the words in a text, then they will have difficulty understanding the contents. Therefore, understanding the meaning of words can help students understand reading materials and texts.

As one of the most important elements or the core of learning a language, understanding vocabulary can of course also present various problems and obstacles that students will face (Zhi-liang, 2010). In the field, when students learn vocabulary in a foreign language, students are more likely to be passive in class. Which means that students lack an understanding of the vocabulary, which

of course can affect these students as behavior in learning English. A vocabulary that is neglected in a language learning process especially in Asia because vocabulary is given little priority to be learned by chance in school.

As we know that communication can certainly be said to be successful or not depending on the accurate understanding of the vocabulary used by the student. In a lesson that uses English, it is certain that students will not be able to listen, speak, read, and also write if the vocabulary that students have is very small and in participating in student learning becomes less good because students do not understand the overall explanation given by the teacher. In particular, there are various categories of vocabulary in English such as nouns, verbs, adjectives, adverbs, and several other words.

But in the field that the level of mastery of students' vocabulary in English subjects will certainly have an influence on the abilities and learning outcomes that will be achieved by students. And not a few students who in high school there are still have low vocabulary mastery. The low mastery of students' vocabulary in English is generally influenced by various factors, including: lack of knowledge of students about vocabulary, a teacher not using interesting English vocabulary learning media for students, and not applying the right learning model. And If a student does not have a lot of vocabulary mastery then it is difficult for the student to follow the lesson being taught. Because of course they will be confused with the material being studied and they will be left behind to follow the lesson.

In vocabulary learning, a teacher must use a strategy that is appropriate and also effective and interesting that is set by the teacher in teaching. All students will learn and remember vocabulary easily if they are taught using appropriate teaching strategies that can attract students' attention. Not a few teachers are wrong in delivering the material, especially in learning vocabulary. A teacher does not adjust the material being taught with the level of students being taught so that if a teacher uses the wrong strategy when teaching, it will make students confused and make them not interested in learning anymore.

One of the materials at the high school level, especially in the tenth grade which is closely related to vocabulary, is homophones. Homophones here are

words which have the same sound, but have different meanings and spellings from other words. In English lessons, homophone material is a very important lesson for students to learn because so many students use spell checking programs in processing a word. While the spell check program can of course also catch a lot of errors from a word, such as they can't see some words that have misspellings when homophones are used. For example, the sound /mi:t/ can be interpreted as "meet" or "meat". Which is that actually "meet" means to visit someone (to meet), and the word "meat" which means meat. For brevity, homophones are two words that have the same sound or phonetic transcription but have different spellings and meanings. It can be distinguished from the context in which it is spoken.

For the most part there is some evidence that can certainly show a representation of whether phonological material does play a role in reading silently for meaning to come from studies that have used homophones. Homophones are pairs of words that have the same sound but different spellings and meanings. (eg, MAID-MADE). In this case the reason homophones are so useful is that a visual form of information from homophones can of course activate a meaning that is appropriate only for the words presented (e.g., MA/D-"servant") whereas phonological representations of homophones activate the appropriate meaning. with both members of a homophone pair (for example, MAID "servant" and "created"). If the word presents one member of a homophone pair, then the word can be shown to cause an active meaning in both members, It can be concluded that the phonological representation in this material plays a role in activating the meaning of the word.

This material is closely related to vocabulary. If students are not able to understand vocabulary, it will be difficult for them to understand and follow the lesson. Because this will hinder student performance in following the learning process. For this reason, one of the English teachers at this school uses the games method with the aim that it is easier for students to understand the vocabulary that is applied to this homophone material well.

In this case the teacher informs all students that when studying homophone material it is easier than previously thought by students. Students think it is

difficult because this material asked the students who can make a differences between one word with other word. In fact, If the tenth graders understand the meaning of phonological forms which have the same form as other words but understand the context being studied, the students will assume that this material is quite easy and not too difficult to learn. After this, of course, the teacher also proposes that the superiority of ability in learning this material can be translated into a structure of the entire lexicon. (Dautriche et al., 2018)

The games related to vocabulary of homophone is homophone games. The main reason for using games is because after students learn a new vocabulary in a material of study, the teacher can immediately test the vocabulary that the students have learned, because if the teacher tests it by asking it, it will be boring, therefore to avoid boredom in students the right step is to using a game.

When the teacher wants to play this game, the teacher must make a list of homophones that will be played later. It is also important for teachers to continue to explain homophones correctly to students even though they are already at the high school level. There is an opportunity for students, of course, to try to make several pairs of words that have a similar written form, therefore during the explanation, a teacher should pay attention to possible mistakes made to students and further emphasize that homophones make pairs only in silence in spoken form. This may be accompanied by an example. During speeches where the teacher explains homophones and possible mistakes, the interactive whiteboard function can of course also be used by the English teacher to allow the teacher to share some examples of words. Before starting the game that students must be explained the rules of the game, namely the student with the lowest number of turns wins. They should be encouraged to remember the place of the word and choose the right strategy, because it is possible that there are students who are just guessing without remembering the place and words.

To find out the vocabulary of tenth graders by using games, of course, there are several advantages that will be obtained by these students. The first advantage is that in general children often play a game to make them relax so they always play games in their lives. And also they have a lot of time to spend playing games

instead of playing inappropriately. The second advantage is that the game offers them a natural communication that fits the context between them all. By playing games sometimes will make them forget the strange actions. The third advantage is that games can motivate children to be able to speak in foreign languages through the games they are playing.

With a successful teacher in choosing a strategy in teaching material to students, this will make it easier for students to understand and also make students more active in carrying out a learning process. Moreover, in teaching homophone material which is more focused on students' vocabulary. Because if students do not understand the material being taught and with the limited vocabulary that students have, will make it difficult for students when following a learning process regarding a material being taught

The researcher choose Madrasah Aliyah Negeri 2 Model Medan as the object of research because some students in this school still have few mastery of vocabulary in English, especially on homophone material. This can be proven from the score that students get is quite low when pursuing assignments or exams, heard from students' pronunciation because students are still stammering and wrong in pronunciation, and seen from students' writings who still use spelling and vocabulary that are not precise so that they make vocabulary students are reduced. And to make it more interesting in learning process, researcher made learning methods related to homophone games with the aim that students were more enthusiastic during the learning process.

Therefore, in this study the researcher wants to invite students of Madrasah Aliyah Negeri 2 Medan to learn vocabulary through a homophone games. From the description above, the author plans a research entitled "The Use of Homophone Games on Students' Vocabulary in English Classes at Tenth Grade Students of Madrasah Aliyah Negeri 2 Medan Model".

## **1.2 The Limitation of Problem**

This research was conducted find out the students' vocabulary through homophone games in English classes at tenth grade students of Madrasah Aliyah Negeri 2 Model Medan.

## **1.3 The Formulation of Problem**

Based on the background of the problem that the author describes in this research, the author will conduct a study regarding the use of homophone games on students' vocabulary in English classes at tenth grade students of Madrasah Aliyah Negeri 2 Model Medan. For this reason, the formulation of the problem that the author wrote to study in MAN 2 Model Medan is as follows:

1. How is the process of learning vocabulary through homophone games?
2. What are the obstacles faced by English teachers in teaching vocabulary through homophone games?

## **1.4 The Objective of Research**

Based on the formulation of problem in this research, the objective of this research are:

1. To know the process of learning vocabulary through homophone games.
2. To know he obstacles faced by English teachers in teaching vocabulary through homophone games?

## **1.5 The Significance of Research**

From the results of this study, it is hoped that researchers can obtain good benefits for all parties, especially benefits related to the world of education, including the following:

### **1. Theoretical Benefits**

By referring to the theoretical aspect, this research is expected to have benefits to determine the usefulness of homophone games in students' vocabulary. And of course, this research can also be a reference that can be used by other researchers.

## **2. Practical Benefits**

### **a. For Researchers**

The results in this study can certainly be used by all other researchers to be a reference in knowing the usefulness of homophone games on students' vocabulary during learning.

### **b. For Teachers**

The results of this study can be used by everyone as a reference for the usefulness of homophone games on students' vocabulary, especially in grade tenth students.

### **c. For Students**

The results of this study can be used as a reference for students to find out their vocabulary on homophones with homophone games.

### **d. For Other Researchers**

The results of this study can be used as a guide to conduct research on the use of homophone games on students' vocabulary, especially for tenth graders for further research.