

## CHAPTER I

### INTRODUCTION

This section presents the background of the study, statement of the problem, objectives of the study, significant of the study, scope and limitation of the study, the hypothesis, and definition of the key term.

#### **A. Background of the Study**

There are many problems faced by learners, like grammar, writing, and speaking. But, besides that there is a problem which is gripped by the english learners, the problem is vocabulary mastery. Vocabulary mastery is very important in studying language. Because studying language is impossible escape from vocabulary.

The vocabulary mastery is compulsion for the english learners for understanding English language and all of the part which includes it like reading, writing, and speaking. According to David Wilkins:

“ if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expression. You can say very little with grammar, but you can say almost everything with words”.<sup>1</sup>

It means that vocabulary mastery is very important for the English learners for improving their English skill. Because, English language can be

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<sup>1</sup>Scott Thornbury, *How to Teach Vocabulary*, ( England: Person Education Limited, 2004 ), 13.

conveyed with a little grammar, but without vocabulary nothing can be conveyed.

Usually teaching vocabulary makes the learners are very bored, because teaching vocabulary is taught by boring method, like open dictionary and then memorize it. This method can make difficult for one of learning styles of student. As we know that there are three kinds of learning styles, like visual, auditorial and kinesthetic persons. Visual persons is person who can study by visual ways, auditorial persons is person who can study using hearing ways, and kinesthetic person is person who can not study without move their body. Usually the conventional learning like explained above can make one of the learning style feel difficult to absorb the material like kinesthetic persons. Because kinesthetic person is person who can absorb the material using body movement only.<sup>2</sup> For facing the problem, in this study the researcher wants to examine the unique method, the method is crazy professor reading game.

Crazy Professor Reading Game is a new reading system that addresses one of the most perplexing and important question in education.<sup>3</sup> This strategy can make all of students who have different learning styles learn English easily. Because, this strategy can build plenty of fun in teaching English, like explain the material or the meaning of something to our partner, uses gesture when they explain the material, and then asking definition to students about the material. If the answer's student is right, so all of students say "you are genius", but if the answer's students is wrong, so all of students say "It's cool",

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<sup>2</sup> Bobbi DePorter dan Mike Hernacki, *Quantum Learning (Membisakan Belajar Nyaman dan Menyenangkan)*, terj. Alwiyah abdurrahman, (Bandung: Kaifa, 1999), 113.

<sup>3</sup> Chris Biffle, "Crazy Professor Reading Game", (California: Crafton Hills College, 2007), 2.

etc.<sup>4</sup> This method makes students give explanation to their partner, so it can make them understand and know about the material easily. According to Siberman:

“What I hear, I Forget; What I hear, see, and ask question about or discuss with some one else, I begin to understand; What I hear, see, discuss, and do, I acquire knowledge and skill; What I teach to another, I master”.<sup>5</sup>

Because of that, crazy professor reading game can solve the teaching and learning problem of vocabulary.

Based on the explanation above, the researcher want to use Crazy professor reading game to know wether it is effective in teaching learning English vocabulary. Actually this method ever used by Zamroni for improving students' achievements in reading comprehension at SDN Petok Kab. Kediri. But, the researcher want to observe this methode for teaching vocabulary.

For the sample of this research, the researcher takes MTsN 1 Kediri as school that can be supported to be developed this research. Because, at MTsN 1 Kediri still use the conventional method, like open the dictionary and memorize it. So, in this school there are some student who can not study English very well. Because they have a little vocabulary. Because of that, the researcher wants to conduct the research entitled “ **The Effectiveness of Teaching Vocabulary using Crazy Professor Reading Game at MTsN 1 Kediri .”**

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<sup>4</sup> Ibid, 18.

<sup>5</sup> Mel Siberman, *Active Learning ( 101 Strategi Pembelajaran Aktif)*, terj. Sarjuli, et.al, ( Yogyakarta: Pustaka Insan Madani, 2009), 1-2.

## **B. Statement of the Problem**

Based on the background above, the problem of this study is formulated as follow: “Do the students who are taught using crazy professor reading game have better vocabulary mastery than those who are not taught using crazy professor reading game? “

## **C. Objective of the Study**

Based on the problem stated above, the general objective of this study is to find out wether the students who are taught using crazy professor reading game have better vocabulary mastery than those who are not taught using crazy professor reading game.

## **D. Scope and Limitiation of the Study**

This study focuses on the using crazy professor reading game method which is effective in teaching vocabulary in MTsN 1 Kediri.

This study will be done at the first grade students of MTsN 1 Kediri

## **E. The Hypothesis**

The hypothesis in this research: “There is significant difference between the students who are taught using crazy professor reading game than the students who are taught without using crazy professor reading game. ”

## **F. Definition of the Key Term**

In this study, there are some key terms, they are:

1. The Crazy Professor Reading Game is a new reading system that addresses one of the most perplexing and important questions in education.
2. The activity in applied crazy professor reading game in the class:
  - a. The researcher divides the class in pairs. Have them count off by twos. Thus, all students will be either a One or a Two.
  - b. The researcher gives the some vocabulary on the piece of paper and read it.
  - c. The researcher says something like the following, "We are going to play a game they play in college, it is called The Crazy Professor Reading Game. The Ones will begin reading the vocabularies with a dramatic tone of voice. The Twos will show what the Ones are reading with gestures."
  - d. The researcher demonstrate how students can illustrate anything that is being read with gestures.
  - e. The students read with a dramatic tone and use exaggerated gestures to show what they are reading.
  - f. Then the researcher says, "All right. I want the Ones to begin. Please read slowly so that the Twos can illustrate what you are saying with their gestures. When the researcher shouts 'Switch!', the students shout 'Switch!' and then switch roles, the Ones become the Twos and the Twos become the Ones."