

CHAPTER I

INTRODUCTION

This chapter presents introduction. It is divided into background of the study, problem identification, problem statement, objective of the study, and significance of the study.

1.1 Background of the Study

Every human is doing communication in every single time. Human uses language as a tool to communicate each other. There are many kinds of language in this world including English. English is an international language that is learned and used to communicate by people in the world.

In Indonesia, English become a second language that should be learned by students in the school. There are four skills that is used, those are speaking, reading, listening, and writing. For the language components are vocabulary, grammar, and pronunciation. Students learn those skills in education instance through curriculum implemented.

According to Nation (2001) in (Hidayat, 2016), in mastering those skills, students not only learn by reading theory but also practice orally. In learning English language, students must be capable in mastering vocabulary. It will not be balance if the students want to be fluent in doing communication with English if they have less vocabulary. So, vocabulary is one of the most important language components in learning English.

Vocabulary that has been learned is not considered as a count thing from language learning activity in school. Some people consider that the successful of learning language is from the academic achievement with the high frequency. Nowadays, grammar is become a proof of English learning achievement. Whereas, that is not able to know how the students understand the concept of unfamiliar words, gain a greater number of words with their own effort, and use the words successfully in communication purposes is still far to achieve vocabulary mastery (Susanto, 2017).

Vocabulary determines the successful of English learners, because without vocabulary communication will be empty. Vocabulary is a critical tool in English. The limitation of vocabulary will make the process of mastering skills unbalance because in writing, listening, speaking and reading we have to have many vocabularies and know the meaning (Alqahtani, 2015:22).

Based on the research investigation about vocabulary learning, in the last 25 years many of students still using traditional method in learning vocabulary such as rote memorization, learning new words through teachers' explicit instruction, reciting from word lists, and so on. It must be change to be better way in learning vocabulary for us as modern learner. There are so many method can be used if we be prepared to struggle (Alizadeh & Branch, 2016).

Nowadays, there are so many ways in mastering vocabulary. Students can enrich their vocabulary through formal or informal way. For informal way, students can enrich their vocabulary from some English sources such as reading books, watching movies, and sing a song, etc. For formal way students usually learn or get vocabulary from learning method, media, or game used by the teacher in school or courses especially method for improving vocabulary in learning activity.

Based on interview with English teacher, the students in MTs Maba'ul Ulum Mambak Pakis Aji Jepara still had less vocabulary. Students considered that learning vocabulary is tedious. Teacher usually teaches vocabulary by asking them to memorize some words and the meaning then express it in front of the class. But, after several days students forgot the word or the meaning even forgot the letter of the word despite a simple word. To solve that problem teacher could use different technique in teaching vocabulary to make students interested in learning vocabulary. Teacher could use different method in every meeting or giving a game.

According to Richards & Schmidt (2010:363) game (in language teaching) is an organized activity that usually has the following properties: a) a particular task or objective b) a set of rules c) competition between players d) communication between players by spoken or written language. Games are often used as a fluency activity in communicative language teaching and humanistic methods.

In this era, learning vocabulary can be modified into some games. English teacher should be creative to make their students be able to receive the content of learning activity. Students will be spirit to follow learning activity and easier to understand the material if in every lesson they know the meaning of the utterances of the teacher, so they will get new experience in learning activity using game.

In this study, the researcher focused on vocabulary, because it is the crucial aspect to mastering four English skills. The researcher hopes that students' vocabulary will increase after implementing Scrabble Game. People call this Scrabble as media and some people said it is a game, but in this paper, the researcher will call it a game.

Scrabble is a creative way to make students of junior high school easy to learn vocabulary and it is interesting to make students be active and do not feel bored in the classroom. This is a game that can be used to teach vocabulary and it will encourage the students to reinforce their vocabulary in their brain. When they play scrabble game, they will do not realize that they are learning English and enrich vocabulary naturally because of the rule of the game is pleasing (Hasibuan & Pohan, 2018).

Warner and Brown in (Hasibuan & Pohan, 2018) said that scrabble was proprietary board media, which involved the building of words for point score, for two or more players (or teams). Students got to arrange the letters that they got to produce a meaning. It forced the students to learn the vocabulary easily, store and recall it in memory. It also makes the

students remember vocabulary faster and better. Using scrabble media would make it easier for students to learn vocabulary. Besides being easy, this media also attracted students to the learning of English. While based on the research conducted by Tanjung in (Asmaharesti, 2015) the use of scrabble game in teaching vocabulary can overcome the writer's problem that is how to motivate student to learn English, especially vocabulary. He also said that the students give positive response to the implementation of teaching vocabulary by using scrabble game activity because they can more enjoy to learns and be more active in teaching learning process.

Accordingly, the researcher wants to conduct a research about The Effectiveness of Scrabble Game in Teaching Vocabulary at Eighth Grade Students of MTs Mamba'ul Ulum Mambak Pakis Aji Jepra in the Academic Year of 2019/2020.

1.2 Problem Identification

Problem that discussed in this research is about the students often forgot the vocabularies after they have memorized in learning it. The problem was because the students seldom using the vocabularies in communication. In other occasion, students considered that English was difficult lesson.

1.3 Problem Statement

Based on the background of the study above, the research question could be formulated as follows; “How is the effectiveness of Scrabble Game in teaching vocabulary of eighth grade students of MTs Mamba’ul Ulum Mambak Pakis Aji Jepara in the academic year of 2019/2020?”

1.4 Objective of the Study

The objective of this study was to examine the effectiveness of Scrabble Game in teaching vocabulary at the eighth grade students of MTs Mamba’ul Ulum Mambak Pakis Aji Jepara in the academic year of 2019/2020.

1.5 Significance of the Study

Through this study, writer hopes can give benefit to academician such as teachers, students, researchers and other readers theoretically and practically:

1. Theoretically

Theoretically, the significance of scrabble game can support the other English method or games especially in enriching vocabulary.

2. Practically

a. For Teachers

It is expected that teacher can use scrabble game to increase students' vocabulary. The researchers also hope that the result of this research can be useful for teachers.

b. For Students

It is expected that students can be motivated to be active in enriching their vocabulary. Through games, students are more interested in catching new word.

c. For Researchers

It is expected that this research can be useful to conduct research especially research about technique in improving vocabulary.

d. For Other Readers

This research can give the readers understanding how the way to implement scrabble game and also know the effect after implementation.

