

CHAPTER 1

INTRODUCTION

This chapter explains the general information about this research. There are six points of this chapter. Those are background of the research, statement of the problem, objective of the research, significance of the research and also thesis organization

1.1. Background of the Research

As the most widely used language in the world, English plays more important role in global integration (Yue, 2017:67). English is an international language used for communication in daily life and in the world of education, second or foreign language. In Indonesia, English is a foreign language. Now, it has been taught from formal basic education until university.

There are basically some skills which are involved in learning a language especially in English, they are listening, speaking, reading and writing (Mahmudah, 2016:1). All of them are very important for learners. In learning or teaching, there are four aspects before we get better of those skills such as grammar, spelling, vocabulary and pronunciation. Vocabulary as one of the language elements has a very important role in foreign language learning. It is the basic and very principle requirement for the students in learning English. The researcher realizes that language skills and other language elements will not develop

without good achievement of vocabulary because the basic foundation of these language skills is vocabulary.

According to Graves (Graves, 1986:49) the ideal vocabulary that must be possessed by beginner learners is between 2500 to 5,000 words to support language learning. In curriculum of Indonesia said that students in the eighth grade of junior high school have to adept 500 word. So, the teacher have to motivate students to adept 500 word. In Indonesia the minimally word more less because English in Indonesia as Foreign Language. Vocabulary holds an important role in learning English because it is a basic of the language skill (Kurniawan, 2009:1). One of important language components in any language is Vocabulary. We would never be able to listen, speak, read, and write without vocabulary mastery as the basic knowlege. For example, the students need to listen to some sources; the students need to find the meaning of each words in order to convey the meaning. So, vocabulary is the initial capitals student to make a sentence.

According to Ellis (1998:502) mastery is comprehensive knowledge or use of a subject or instrument. Mastering a word means mastering the aspects of word knowledge. Ellis summarizes that word knowledge include the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word, spoken and written, the connotation or associations of the word, and word frequency. The statement from Ellis supported by

Hornby (1984:777) who defines mastery as skill or thorough knowledge. From these definitions, it comes to the conclusion that mastery means the competency to understand and apply something learnt. So, that vocabulary mastery is important for the students (Lewis, Michael and Hill, 1997:12). Vocabulary mastery is always being an essential part of English, Without having proportional English vocabulary, students will get some difficulties in using English.

In reality, on the researcher experience when working at MTs Miftahul Huda Kedungleper as administrator, the teacher of English lesson ask researcher how to memorize vocabulary easily and motivate students not to be lazy to find the meaning of word on dictionary. Researcher found that most of students have many problems in mastering vocabulary and this situation make them feel lazy to study English, because the teacher still applies a traditional method. When the teacher asked student for giving opinion about the text or picture, they have difficulties to say what they think. Because of low vocabulary mastery. Namely, the students' have poor skills in memorizing vocabulary, the students' have less practice their vocabulary.

According to Lestari (2017:1) the limited numbers of vocabulary mastered by the students are caused by two factors: internal and external factors. The internal factors are students' motivation, interest, IQ (Intelligence Question) and others. The external factors are teaching method, parents, friends, facility, environment, including game. One of

the methods that can be used to solve this problem is by using games (Lestari, 2017:1). Games have many advantages for both teachers and students. They support learning the target language when students are involved in the games and have fun without noticing that they are learning the target language, and furthermore it is a pleasure for the teacher to present the language in an enjoyable atmosphere. By using games in teaching English, it is hoped that students will learn joyfully, enjoy, and interest in learning English especially in mastering the vocabularies and of course it will help the learning purposes reached optimally.

There are many kinds of game: Crossword puzzle, scrabble, word square, Anagram, text twist game. The researcher used a text twist game in this research. Text twist is a game for personal computers which allows people to improve their knowledge about vocabulary by twisting some letters (Lestari, 2017:2). Text twist 2 is one of the game which can be downloaded on a PC or mobile phone through the playstore. In this game the player is given a few letters, and then players have to put them into words. So, player have to find the collect as much as possible. If the word has been sorted by a player who made a mistake then the game system will not save questions.

Based on the issue above, the researcher is interested in conducting research by the title “the effectiveness of using text twist game to improve students’ vocabulary mastery at MTs Miftahul Huda

Kedungleper in the academic year of 2020/2021". The researcher hope after applying the game, the students vocabulary mastery would be better than before.

1.2. Statement of the Problem

After getting information from several sources, the researcher finds some problems related to vocabulary mastery in eighth grade students' of MTs. Miftahul Huda Kedungleper and they are as follows:

1. How is improvement text twist game improve the students' vocabulary mastery at 8th grade students of MTs Miftahul Huda Kedungleper inthe academic years 2020/2021?
2. How effective is text twist in improving students vocabulary mastery at 8th grade students of MTs Miftahul Huda Kedungleper inthe academic years 2020/2021?

1.3. Objective of the Research

Based on the statement of the problem above, the Object of the research are aimed:

1. To find out the improvement of students' vocabulary mastery by using text twist game at 8th grade students of MTs Miftahul Huda Kedungleper inthe academic years 2020/2021.
2. To find out effectiveness is text twist in improving students' vocabulary mastery at 8th grade students of MTs Miftahul Huda Kedungleper inthe academic years 2020/2021.

1.4. Scope of the Research

Hopefully, the result of this research will be useful for many people, especially for those who are closely related to English education.

The significance of the study is stated as follows:

1. The Eighth Grade Junior High School

The researcher choose eighth grade students because during the observation all MTs Miftahul Huda Kedungleper students' had very bad English vocabulary. Therefore, researcher chose them as research subjects.

2. The research focuses on the effects of applying text twist game.

The researcher focus on text twist game because we want to know how the results of using text twist are in teaching English, especially in vocabulary mastery.

1.5. Significance of the Research

Hopefully, the result of this research will be useful for many people, especially for those who are closely related to English education. The significance of the research is stated as follows:

1. The Student

The researcher hope it makes the students enrich more their vocabulary, interesting and motivate in improving mastery their vocabulary.

2. The other researcher

The researcher hope the other researcher can be used as reference who in choosing the test twist game for their result. So, hoped that this research will be useful for reader.

3. The English teacher

The researcher will hopefully give them a better way in teaching vocabulary for their students by using text twist game.

1.6. Thesis Organization

This study consists of five chapters that are including Chapter I Introduction, Chapter II Review of Related Literature and Hypothesis, Chapter III Research Methodology, Chapter IV Discussion, then Chapter V Conclusion and Suggestion.

Chapter I consists of background of the research, statement of the problem, scope of the research, objective of the research, significance of the research, and thesis organization.

Chapter II presents the review of the related literature. This chapter concerns with review of previous studies and some theories and ideas related to the research.

Chapter III discusses the research method. It includes the research design, population and sample, instrument of the study, method of collecting data, and method of analyzing data.

Chapter IV describes presents the research finding and the discussion of that result. The research finding is based on the data obtained from MTs Miftahul Huda Kedungleper and the discussion is based on the research finding. This chapter also discovers the verification of the hypothesis that proposed.

Chapter V is the conclusion and suggestions. This chapter concludes the study and provides suggestions.

