## CHAPTER I

## INTRODUCTION

This chapter presents the background of the study, problem of the study, objective of the study, hypothesis of the study, significance of the study, scope and limitation of the study and definition of the key terms.

1. **Background of the Study**

The increasing need caused by developing era demanded the global society to enhance their human resources quality in order to compete to the other countries. In responding this situation, the role of communication had become a part that could not be separated from this condition. As English had become very powerful language in the world, it became one of international languages; most global community used English as a media of communication with another.

English becomes the first foreign language which must be taken by the students as a compulsory subject in Indonesian schools. In other word, English must be taken by the students and must be given in teaching learning process for the junior/senior high school and elementary school. English is an international language. Many sciences, products, and most information are presented in English language. That is the reason why English is studied in elementary, junior and senior high school. The students who master the English will be able to understand much information written in English. Having this skill will contribute to get better live in the future. Today, mastering vocabulary is much needed. Getting information from all of the mass media or anything else is very important especially for the youth or the students. It can assist them to brood the knowledge and to study a certain academic discipline. Students are expected to master vocabulary because most of the information that they need use English, so that the students must have large vocabulary to know what the information talk about.

Based on the real fact, teaching English in elementary school just as complement. They do not consider the important of English teaching in the elementary school. They underestimate English language. So every teacher who is not competence in teaching English can teach it. Consequently, there will be many misunderstandings or error in teaching English. Teachers’ competence is much needed. Teachers have important role because they will bring the students to the likeness and consistency in learning English as second language.

A teacher also guides the students to be able to read, listen, speak and write. But before mastering these skills, the students need vocabulary. It is the essential things in term of learning second language. So teaching English in elementary school is emphasized on vocabulary.

To master vocabulary, however is not easy to students of elementary school because they cannot remember words by words quickly and easily. Moreover, the students of elementary school are forgetful. So that the teacher need new technique and material in order to improve students’ vocabulary. One of the techniques is a game, especially monopoly game.

The monopoly game is often associated with fun, particularly in second language teaching. In addition, it can be highly motivating relevant, interesting and comprehensible. The monopoly game can develop and reinforce many vocabularies, particularly in the case of true beginners.

The more students play it, more vocabulary they can remember. Moreover, it is not only for children but also family members. So the parents can study and guide their children. The children will be more interesting to study English using monopoly game.

Based on the explanation above, the writer writes a thesis about improving vocabulary using monopoly game, especially for fifth grade. So in this study, the writer gives the title **“The Effectiveness of Using Monopoly Game in Improving Students’ Vocabulary Mastery at SDI Qurota A’yun.”**

1. **Problem of the Study**

Based on the background above, it is necessary to do a study on the process of teaching vocabulary at SDI Qurota A’yun. The general question is; “How to improve students’ vocabulary using monopoly game?” To specify the problem, the specific research questions are:

1. How is the students’ mastery on vocabulary before taught by using monopoly game?
2. How is the students’ mastery on vocabulary after taught by using monopoly game?
3. Is there any significant difference between student’s mastery on vocabulary before taught by using monopoly game and after taught by using monopoly game?
4. **Objective of the Study**

Based on the problems above, the general purpose of this study is to describe the teaching learning process to improve the students’ vocabulary using monopoly game.

1. To know the students’ mastery on vocabulary before using monopoly game.
2. To know the students’ mastery on vocabulary after using monopoly game.
3. To know the difference of students’ mastery on vocabulary between before and after taught by using monopoly game.
4. **Hypothesis of the Study**
5. The Null Hypothesis (Ho)

There is no difference in the students’ mastery on vocabulary before and after taught by using monopoly game.

1. The Alternative Hypothesis (Ha)

There is significant difference in the students’ mastery on vocabulary before taught by using monopoly game and after taught by using monopoly game.

1. **Significance of the Study**

The result of this study is expected to give positive contribution for school, teacher and students. So they can use it as guidance for better learning process.

First, the result of this study for the school is giving the information about the technique in making the learning variation to improve students’ vocabulary.

Second, for the teacher is giving the information to the teacher about the situation of English class, giving information to the teacher about readiness and the critical level of the students and as the material of evaluation for the teacher to improve the students’ vocabulary.

The last, the result of the students is as the effort to improve the students’ vocabulary and the effort to raise the intelligence and the competency of the students thinking.

1. **Scope and Limitation of the Study**

The study is to describe the process of improving vocabulary by using monopoly game at SDI Qurota A’yun. The analysis is focused on the technique chosen by the teacher to improve the students’ vocabulary using monopoly game. Dealing with the ways to select the technique, to present the material and the students’ response toward the technique.

This study is limited on the description of applying monopoly game. The object of the research is fifth graders of SDI Qurota A’yun. The reason of choosing fifth graders as the object is because they must be motivated to master English skill especially at vocabulary. Having motivation, they will study harder to work the problem of English out at sixth grade easily.

1. **Definition of the Key Terms**
2. Vocabulary

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.[[1]](#footnote-2)

1. Monopoly

Monopoly game is the one of game in which the players compete to collect money as much as possible. The players take a turn by flipping the dice and move around the game board based on the number of the dice. The players will through partition of question that will be answered by the players.[[2]](#footnote-3) The vocabulary in this game is about the economic activities and the public places.

1. Jack C. Richards and Willy Renandya, *Methodology in Language Teaching* (New York: Cambridge University Press, 2002), page 255 [↑](#footnote-ref-2)
2. http;//dossuwanda.wordpress.com/artikel/pembelajaran-dengan-model-permainan-monopoly-pakem/ Accessed on March 2010 [↑](#footnote-ref-3)