CHAPTER I

INTRODUCTION

This chapter contains of background of the study, formulation of research question, objectives of the research, significance of the research, scope and limitation, hypothesis, definition of the key terms, and research paper organization.

A. Background of the Study

English is international language that links people all around the world. According to Brown (2001:118) English has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific approach. It means English is a tool of communication among people from different countries to be able to have a conversation. That's why English language plays important role for students.

The first point in learning English, we have to know English vocabulary. In expressing an idea we have to understand the vocabulary first. Without knowing about vocabulary, the student cannot study English well. It is reinforced in Asyiah's journal (2017: 294) which states that the role of vocabulary in learning a foreign language is inevitable. Rich vocabulary will totally help students mastering English and its four major skills. It means that vocabulary is very important for every learner who wants to master English language.

Vocabulary is list of words with their meanings, especially in a book for learning a foreign language (Oxford Learner's Dictionary). According to Richards and Renandya (2002:255) vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, students cannot achieve one of the skill of English well. However, Richards and Renandya (2002:259) also state that vocabulary learning is more than the study of individual words.

English vocabulary should be learned from early age, in order to they are accustomed to hear or see English language. As the beginner, young learners often have more opportunities to hear and use the language in environments where they do not experience strong pressure to speak fluently and accurately from the very beginning (Lightbown and Spada, 2006:68).

Instead, students face some obstacles in learning English vocabulary, especially for young learners. First, they cannot memorize list of vocabularies quickly. It can be caused by their unfamiliarity to the English. Second, the pronunciation is different with the written vocabulary. Sometimes, it can make students are confuse how they should read or write of a vocabulary. Third, sometimes they do not give attention to the teacher's explanation. It can be caused students view that learning English is very difficult.

Therefore, to break their point of view about English is difficult, teacher should use some strategies. The strategy must be fun and interesting for students. One strategy that contains them is game. Through games students will

be an active role than the teacher. In addition, they will give attention more to learning process. They also learn in a fun way. As we know that young learners still like playing. In teaching and learning process by games, they can play and learn in the same time.

There are some advantages of game for learning. Games provides a playful environment in which learners follow prescribed rules to reach a challenging goal. According to Heinich, et al. (2002:22), games provides attractive frameworks for learning activities. They are attractive because they are fun. Games also can keep learners interested in repetitious tasks, such as memorizing vocabulary list. Which is from tedious drill becomes fun.

In this era, many games which have been implemented in English teaching and learning process. In this study, the researcher finds a game that suitable to teach vocabulary. The game is called scavenger hunt game. Scavenger hunt is a game where the organizers prepare a list of items which the participants seek to complete all items on the list. According to Shaleha, et al. (2016) scavenger hunt is a game can be played as individuals or teams to find as much information as possible in a short time.

In organizing scavenger hunt, the researcher gives instruction about the game. The students have to understand the instruction given by the teacher. Before start the game, every student is given the list of things they must hunt for. They can look for the things around them. At the end of the hunt, the students report back what they have found in English.

Scavenger hunt gives some benefits for students. It builds the students' enthusiasm for learning. It is caused scavenger hunt involved physical movement to seek the things of the list (Wulan, 2015: 7). Scavenger hunt also involves almost all sensory nerves. In this game, students see, hear, speak, and write about the list of vocabulary. In this method, students will be faced with the concrete things around them. It is very useful for their experience in learning vocabulary.

Furthermore, Widya and Nurani (2016) in their study "Scavenger Hunt on Students' English Vocabulary Mastery" states that the use of scavenger hunt game is effective to improve students' confidence as they have a wide range of opportunity to explore their knowledge of vocabulary together. Another study was conducted by Shaleha, et al. (2016) entitled "Developing Students' Reading Comprehension Through Scavenger Hunt Game". The result of the study showed that the use of scavenger hunt game is effective to develop the students' ability in comprehending text by understanding the vocabularies first.

Based on the explanation, the researcher wants to test whether or not scavenger hunt game is effective used in teaching vocabulary for young learners. The researcher is going to conduct a research entitled "The Effectiveness of Using Scavenger Hunt Game on Students' Vocabulary Mastery of Fifth Grade at SDN 1 Sukodono Karangrejo."

B. Formulation of Research Question

Based on the background of the study above, the research question is: Is there any significant different scores of students' vocabulary mastery before and after taught by using scavenger hunt game?

C. Objectives of the Research

Based on the research question, the objectives of the research is: To identify whether there is significant different scores of students' vocabulary mastery before and after taught by using scavenger hunt game.

D. Significance of the Research

From the research, the researcher believes that the study has benefit for readers, thus the significance of this research may include:

1. The English teacher

   From this research, it is expected that the teacher will get more information about teaching vocabulary. This research also can become source to find out fun teaching media in learning English vocabulary.

2. The students

   This research may useful for the students' motivation in learning English. It also can improve their English vocabulary achievement by using scavenger hunt game.

3. The next researcher

   This research can be used as a reference for the next researcher who will conduct a similar research, especially on the same topic.

E. Scope and Limitation

   Scope and limitation of this study is used to avoid uncontrolled study. Therefore this research is to test the effectiveness of using scavenger hunt games on students' vocabulary mastery. The subject of the study are the students of fifth grade at SDN 1 Sukodono in academic year 2020/2021.

F. Hypothesis

   The hypothesis of this research are:

1. Null Hypothesis (H_0)

   There is no significant difference score of the students' vocabulary mastery before and after being taught by using scavenger hunt game for the fifth grade students at SDN 1 Sukodono.

2. Alternative Hypothesis (H_1)

   There is significant difference score of students' vocabulary mastery before and after being taught by using scavenger hunt game for the fifth grade students at SDN 1 Sukodono.

G. Definition of Key Terms

The definitions of key terms are to be given in order to avoid misunderstanding. The researcher gives the definition of key terms based on the title of this research as follow:

1. Effectiveness

   Effectiveness is the capability of producing a desired result or the ability to produce desired output.

2. Scavenger hunt

   Scavenger hunt is a game where the organizers prepare a list of items which the participants seek to complete all items on the list in a short time. This game can be played as individuals or groups.

3. Vocabulary

   Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

H. Research Paper Organization

The organization of the research paper is given in order to make the readers understand the content of the paper. The organization of this research paper is given as follows:

Chapter I is the introduction of the research which presents the background of the research, formulation of research question, objective of the research, significance of the research, scope and limitation, hypothesis, definition of key terms, and research paper organization.

Chapter II is the review of related literature. It consists of some explanation based on the title and literatures based on the research. It contains of definition of young learners, characteristics of young learner, definition of vocabulary, the importance of vocabulary, types of vocabulary, presenting new vocabulary, teaching and learning vocabulary, teaching vocabulary by games, definition of scavenger hunt game, procedure of implementing scavenger hunt, the advantages of scavenger hunt, and previous study.

Chapter III is research method. This chapter consists of six topics dealing with the research method. Those are research design, population and sample, research variable, research instrument, validity and reliability testing, normality testing, data collection method, and data analysis.

Chapter IV is research finding and discussion. This chapter consists of three topics dealing with the research finding and discussion. They are research finding, normality testing, hypothesis testing, and discussion about the data of the research.

Chapter V presents the conclusion of the research and suggestion for the future research.