CHAPTER I

INTRODUCTION

The researcher presents seven points related to the study in this chapter; background of the study, formulation of research problem, study purpose, significance of study, study scope and limitation, formulation of hypothesis, and key terms definition.

A. Background of The Study

Nowadays, English needed by all elements of society. English became one of the important languages that play significant role in every human life aspect; trading, science, technology, bilateral relationship, and many others. Therefore, we have to improve our English to gain knowledge widely. Wardaugh (1972:9) states that Language is one of tools that used for communicate in society. English is an international language which is one of prominent tools applied in academic and professional realm (Ricardo Schutz : 2007).

English as a foreign language to be one of necessary subjects taught in all school grades and became a part of educational program at university in Indonesia. The government enhances the quality of English teaching time to time. It is intended to help Indonesian students faced many problems in learning English: student who could not memorize English vocabulary well, low self-confident, have a high anxiety in learning English. Therefore, Vocabulary is a prominent key in language parts to be learn

that support the skill of using language nicely. In this term, we have to master the basic of the English that was vocabulary. The students can improve their ability in four skills by mastering vocabulary; speaking (student could speak up use a correct pronunciation), writing (student could create a good sentences by selecting the correct vocabulary or diction), reading (student could read and understand some text easily in every single situation), and listening (student could know which vocabulary that must be used without any difficulty). Vocabulary is a necessary key because with no mastering vocabulary we will get difficulty in developing our language skills and we won't understand numerous things to be learned. Thornbury (2002:13) mentions no grammar means just a little knowledge to be obtained, no vocabulary means nothing to be obtained".

In teaching a language, teacher could not use the same alternative to all levels. The alternative in teaching must be suitable with learners' need and based on the situation analysis. In this case, teacher prosecuted to know the general characters of his students each class that he hold and select an effective way in teaching them. Game can be one of activity that creates an enjoyment environment in teaching - learning process. Researcher thought that not only children who loves playing game but also the teenagers. It will be a considered way for teacher to handle the whole students in the classroom to cooperate each other. Although, game played essentially for entertainments or enjoyment, but it also can be serve in educational sector.

Freeman (1986) mentions that language games give students a valuable communicative practice because they enjoy the language learning process. Wright (1984) offends that games could assist students to rebuild consciousness in learning process. In other word, game could build the students mood, feeling comfortable, and have fun while follow up the English learning process. The use of alternative way in teaching English at this time developed than before. The alternative way in education process can be used to deliver the message, so that the students more interest and enjoy the process of learning English. One of the alternative ways that developed this time is using game. By applying game, researcher hopes that it will give student effort like something pleasant; for passive students, they can speak up and to be more active while follow up the learning process. At this point, all the students will get a same chance in learning English without any social gap or play favor in the classroom. It means, game could stimulate student become active students and they also get an opportunity to involve their mind, emotion, feeling and sense when they are participate the game.

In student's age, it cannot be a part form the fact that they really need happiness beside their seriousness to study in the school. From the reason, using game is a good way to make students enthusiasm while learning vocabulary. One of the alternative ways which can support in teaching English vocabulary is Conditional Chain Game.

Conditional Chain became the alternative way in teaching vocabulary which can be used for practicing any of the conditionals sentences, depending

on the learning stage of the learners. On this game, students should focus on the last sentence that was he heard and add a new one sentences, so that it becomes a new conditional sentence. Conditional Chain Game is a game that can train students' memory in remembering the new words which is got. At the same time, they will get a great benefit because besides seriousness of studying, it could make the student relish the English learning process. Vernon (2009:166) states same thing with songs and rhymes, game can create a grandness environtment in language classroom. It is published that English language games can enhance the learning process and are supported by children to be their most effective classroom tool. Additionally, Schwartz (2012) argues that people who play more often will generate more positive emotions, which in turn make the game more exiting and thus helps to build a good mood.

The fact, this is not the first time that chain game is used in teaching English vocabulary. It can be seen from the previous study that had been conducted by other researcher; first is Nikmahs' research (2010). The result of her research showed that chain game can improve the fourth grade student vocabulary ability. It is reflected by advancement of students' vocabulary test score in each cycle. At the first cycle, the total numbers of students who can pass the test were 14 (66.7%) students. Meanwhile at the second cycle, the total numbers of student who can pass the test increased into 19 (90.5%) students. it means the target achievement of this study was achieved. The second is Yantis' research (2017). The result of her research revealed that

chain game can give students improvement in vocabulary mastery that was seen from the improvement in students post=test and pre-test score (71.8>63.8).

Based on those reasons, it is significant to conduct an experimental research by the title: "The Effectiveness of Conditional Chain Games in Teaching English Vocabulary of the Seventh Graders at MTSN 7 TULUNGAGUNG."

B. Formulation of Research Question

Formulation of research question in this study is:

"Is Conditional Chain Games effective in teaching English vocabulary for the seventh graders at MTsN 7 Tulungagung?"

C. Purpose of The Study

From the research question above, this study research objective was:

"To know the effectiveness of Conditional Chain Games in teaching English vocabulary for the seventh graders at MTsN 7 Tulungagung"

D. Significance of The Study

The researcher hopes that this thesis helpful to:

1. Teachers

   This study result can be used by the English teacher as a variation or alternative way to help him teaching vocabulary, so they are not bound by only some certain way in teaching.

2. Other Researchers

The result of this study can be used as a reference to conduct the other research especially for the researcher who wants to conduct research which have the same topic and help the future researchers to get inspiration in enhancing the quality of English teaching - learning process.

E. Scope and Limitation Of The Study

The scope of this study is focus on student English vocabulary. By studying thus areas, the students given a chance to increase their vocabulary through joy-full activity and also build cooperation among student.

The researcher limits this study on the teaching English concern on English vocabulary trough Conditional Chain Games of the seventh graders at MTsN 7 Tulungagung with the sample is students of VII-C.

F. Formulation of Hypotheses

This study belongs to quantitative approach where data are in form of numbers or scores and analyzed statistically. There are two hypotheses in this study, null hypothesis and alternative hypothesis:

- **Null Hypotheses** stated that there is no significant effect of Conditional Chain Games on the students' English vocabulary.

- **Alternative Hypotheses** stated that there is a significant effect of Conditional Chain Games on the students' English vocabulary.

G. Definition of Key Terms

1. **Vocabulary Mastery**

    Vocabulary mastery is an ability to use correct or suitable words in a precise sentence, such as words type adjustment and words changes. It can define how many words in learners' memory or English user that they have.

2. **Conditional Chain Games**

    Conditional Chain Games is one of ways in teaching English vocabulary which can be used to practice any of the conditionals, depending on the learning stage of the learners. At this game we give more attention to think and adding a few words. So, the students must focus on the last sentences in order to continuo it with a new another sentences.

    Example:

    Students 1: If I make a cup coffee, I'll drink it at 9 p.m.

    Students 2: If I drink a coffee at 9 p.m., I'll stay awake all the night.

    Students 3: If I stay awake all the night, I'll late to go to office.

    Students 4: If I late to go to office, I'll get a punishment.

    Students 5: If I get a punishment, my parents will angry.

    Students 6:If my parents angry, they will stop my Wi-fi access.

    And so on.