

CHAPTER I

INTRODUCTION

This chapter shows the background of the research, formulation of research problems, objective of the research, significance of the research, scope and limitation of the research, formulation of hypothesis, and definition of key terms.

A. Background of the Research

Nowadays, human civilization has been developing rapidly throughout the countries. Hence, something is needed to unify people all around the world i.e. language. Language is a communication tool used by humans to express thoughts, feelings and ideas. Through language, humans can communicate with each other, build relationships, and cooperate as social beings. Nurhayati (2016: 207) added that language is functioning to give meaningful communication among people.

Due to its global development and being used by most people, English was chosen as an international language to unite people from various countries (Nurhayati, 2018). Thus, English plays an important role in various aspects, such as economy, education, international relations, technology, etc. As stated by Brown (2001: 118), English has become an international communication tool in diplomacy, commerce, tourism, banking, transportation, technology, and scientific methods. Consequently, English teaching has become an international enterprise. The widespread demand for English as a second or foreign language

has put tremendous pressure on the educational resources of many countries, including Indonesia.

In Indonesian formal education, English is used as local content or extracurricular in 2013 curriculum in which teachers are expected to develop their innovation (Nurhayati, 2014). In addition, English is learned as a foreign language in Indonesia. Learning a second or foreign language requires not only learning a new conceptual system, but also building a new vocabulary network (Thornbury, 2002: 18). Thus, learning English is more difficult to be mastered because it is not the mother tongue of Indonesian learners. In the early stage of mother tongue development, pupils are good in making a little language go a long way (Halliwell, 1992).

Moreover, there are many skills and components which have to be mastered when learning language including English. Language skills consist of reading, listening, writing, and speaking. While language components consist of vocabulary, spelling, pronunciation, and structure (Nurhayati, 2020: 382). Since language components are used to develop learners' language skill, it has to be mastered earlier. In other words, without mastering language components it would be impossible to master language skills.

As stated above, one of language components is vocabulary. The basic definition of vocabulary is a list of words in a specific language. According to Oxford Dictionary, vocabulary is the body of words used in a particular language or activity. While according to Cambridge Dictionary, vocabulary is all words in particular language or subject. Hornby (1984: 959) added that

vocabulary is the total number of words, with some rules, which build the language.

Vocabulary is one of the language components which has to be mastered when learning English. Without having enough vocabulary, learners will have difficulties to find out the meaning of what they read and what they listened as well as to express their aim in communication (Kusumaningrum and Cahyono, 2011: 127). Learners who have less number of vocabularies will be difficult to understand of what they read and hear. They will have difficulties to express their ideas through speaking and writing as well.

In addition, vocabulary plays an important role in language learning. According to the research of Kridalaksana (2008), vocabulary is an integral part of language maintaining all information about the meaning and use of words in the language. Vocabulary has the function of establishing the four language skills; reading, listening, writing, and speaking. Marianne Celce-Murcia (2001) added that learning vocabulary is a mandatory and absolute thing in learning language. By having a lot of vocabulary, learners could understand what they read and hear. In addition, learners are able to express their thoughts well while communicating.

However, mastering vocabulary is not easy since other aspects have to be mastered as well. Structure and sound have to be concerned while mastering vocabulary. Moreover, mastering vocabularies is considered to be uneasy job because the number of vocabularies is unlimited. Thus, it is important to make learners interest in learning vocabulary. Several ways which could be used by

teacher are; build a comfortable atmosphere in classroom, use variety of teaching method, and apply various media when teaching vocabulary. Nurhayati (2008: 25) pointed out that language teacher needs to build creative situation which can encourage vocabulary mastery to help learners acquire English vocabulary. Brewster *et al* in Dochart, (2010: 101) stated that senses, games, song, rhymes, and stories are effective ways to practice language. According to statement from Brewster above, one of those ways which could be used in teaching language is by using game.

Donmus (2497: 2010) stated that the value of educational games in language education has been increasing because they help improve the entertainment of language education. Game could make an enjoyable atmosphere which make learners interest in learning language. In addition, game helps learners to decrease the tension and anxiety in the classroom. Allen (1983) pointed out that games are useful tool for language learning as well. Game makes learners find that certain words are necessary and important because without these words the goal of the game cannot be reached.

By using games, teachers could create various situations where learners have to use certain language to communicate, express their opinions, and exchange information (Wright, Betteridge, and Bucky, 2003: 3). Learners have the opportunity to use the target language in relax way. Therefore, it can help them learn and retain new words faster. Domke in Nurhayati (2015) also stated that game gives chance for students to use their creativity and imagination so they are motivated to learn.

One of the language games can be used to learn vocabulary is Scavenger Hunt Game. Sumiati (2015) in her research stated that Scavenger Hunt Game could make students enjoy in following the learning process which involve indoor and outdoor activities. In addition, Scavenger Hunt Game could motivate students to learn vocabulary more because they did not find any pressure in learning. According to Hauschild, Poltavtchenko and Stoller (2012: 2), "Scavenger Hunt" is a game where groups work cooperatively to find as much informations or things as possible in a short time. Scavenger hunt is another game that can be played individually or as a team to find or hunt as much informations as possible in a short time to answer the list of questions raised by the teacher. Furthermore, Lu et all (2015) pointed out that Scavenger Hunt Game is a popular game in which the teacher provides a list of tasks or clues for learners to find within a set of time limit. Through this game, learners are encouraged to become active and creative thinkers while answering questions. By using this game, teacher can create enjoyable learning atmosphere.

In addition, there were several previous researches regarding to the implementation of Scavenger Hunt Game as media in teaching English. The first is a quasi-experimental research organized by Shaleha (2017) entitled *"Developing Students' Reading Comprehension through Scavenger Hunt Game at Eight Grade of SMPN 10 Palu"*. It confirmed that students' score of reading comprehension was significantly developed after being taught by Scavenger Hunt Game. It was proved by the significant different score between students' mean score in pre-test and post-test of experimental class.

The second is a classroom action research administered by Aminuddin (2017) under the title *“Improving Students’ Speaking Skill by Using Scavenger Hunt Game in MAN KUNIR”*. It was found that students with good score of English were not always had high score in speaking English. Thus, there must be an effective teaching method to solve those problem and achieve the goal of teaching. This research focused on the implementation of Scavenger Hunt Game to solve students’ speaking problems. In cycle 2 of the research, it resulted that Scavenger Hunt Game was effective media used to solve students’ speaking problems.

The third is a research conducted by Rani Sumiati (2015) entitled *“Teaching Vocabulary Using Scavenger Hunt Game to the First Grade Students at MI Negeri Surakarta in 2014/2015 Academic Year”*. It was a descriptive qualitative research which aimed to describe the implementation of Scavenger Hunt Game to teach vocabulary at MI Negeri Surakarta. The data were taken from interview, observation, and documentation. The results of this research showed that students enjoy and interest in having the experience of indoor and outdoor activities. Moreover, they are motivated and encouraged to learn more.

The last is a research conducted by Sitta (2012) from STAIN Tulungagung with entitled *“The Effectiveness of Using Little Shop of Treasures Game in Mastering English Vocabulary at the Fifth Grade Students at SDN Kutoanyar 02 Tulungagung”*. It used pre-experimental research design with only one group of students. The objective of the research was to find out

whether the Little Shop of Treasure Game was effective used as media for mastering English Vocabulary. Then the students' score of vocabulary before and after being taught by using Little Shop of Treasure Game were compared to know the final result. It was found that students' score of vocabulary after being taught by Little Shop of Treasures Game was better than before.

According to several explanations above, the use of game in teaching provided many positive impacts as stated by several experts earlier. Game could create an enjoyable yet challenging atmosphere in the classroom during teaching and learning activity. It could encourage students' motivation in learning new language. Scavenger Hunt Game requires students to interact with their environment to create a context-based learning and helps them to recognize the concrete things of what they learn.

Based on the previous studies above, Scavenger Hunt Game was an effective media to develop students' reading comprehension. It was also effective used as media to improve students' speaking skill. In addition, according to the syllabus of English subject for Junior High School, most of the materials for seventh grade contained vocabulary materials. Thus, the researcher interested to conduct a research by applying Scavenger Hunt Game to improve another language component that is vocabulary mastery.

One of those previous researches implemented a pre-experimental research design. Since it only involved one group of students, this kind of research design was less strong and could not truly test the effectiveness of something. Therefore, this research used a quasi-experimental research design

which involved two group of students as the complementary and to make up the shortcoming of previous researches. This research aimed to find out whether Scavenger Hunt Game is effective used to improve vocabulary mastery under the title **“The Effectiveness of Scavenger Hunt Game towards Students’ Vocabulary Mastery of 7th Grade at SMPN 1 Besuki Tulungagung in Academic Year 2020/2021”**.

B. Formulation of Research Problem

According to the background above, the research problem could be formulated as “Is there any significant difference score of vocabulary between students taught by using Scavenger Hunt Game and those taught by using conventional method?”

C. Objective of the Research

According to the research problem, the main objective of the research is to find out whether Scavenger Hunt Game is effective or not used as media in teaching vocabulary at 7th Grade of SMPN 1 Besuki Tulungagung in academic year 2020/2021

D. Significance of the Research

The result of the research is expected to be used theoretically and practically:

1. Theoretically

- a. The result of this research is expected to be able to expand teachers’ theoretical knowledge of Scavenger Hunt Game as alternative media to improve students’ vocabulary mastery.

- b. As a reference to other researchers who want to study Scavenger Hunt Game more intensive in teaching vocabulary.
- 2. Practically
 - a. The result of this research is suggested for both teacher and student to apply the Scavenger Hunt Game as the interesting media to improve students' vocabulary mastery.

E. Scope and Limitation

Scope and limitation of this research is used to avoid uncontrolled research. The researcher limits the discussion of this study as follows:

- 1. This research focused on mastering vocabulary especially noun and using Scavenger Hunt Game as instructional media.
- 2. This study was organized only to the 7th grade of SMPN 1 Besuki Tulungagung in academic year 2020/2021, with VII-D and VII-E classes as the sample. The special treatment that is Scavenger Hunt Game was given only to VII-D class as the experimental group. While VII-E as the control group was given conventional treatment or teaching method in learning vocabulary.

F. Formulation of Hypothesis

This research was belonged to quantitative research in which the data were in the form of scores and numbers which were analyzed statistically. Thus, the hypothesis need to be formulated as the temporary answer of the research. There were two hypotheses formulated in this research: Null Hypothesis (H_0) and Alternative Hypothesis (H_1).

1. Null Hypothesis

There is no significant difference score of vocabulary between students taught by using Scavenger Hunt Game and those taught by using conventional method at the 7th grade of SMPN 1 Besuki Tulungagung.

2. Alternative Hypothesis

There is significant difference score of vocabulary between students taught by using Scavenger Hunt Game and those taught by using conventional method at the 7th grade of SMPN 1 Besuki Tulungagung.

G. Definition of Key Terms

In order to avoid misunderstanding and ambiguity of key terms used in this research, the definition of it could be read as follows:

- a. Effectiveness

Effectiveness is degree to which something successfully produces the desired result.

- b. Vocabulary

Vocabulary is the list of words which exist and used in the specific language. Meanwhile, vocabulary mastery is the capability to recognize or master the word list, its meaning, form and usage in communication.

- c. Teaching Media

Teaching media is tools which conveys information from teacher to students in a controlled teaching environment to make learning activities effective. One of teaching media is game.

d. Game

Game is such activity conducted by individuals or teams, with element of fun several rules which have to be followed by the player or participant to reach the goal or to be the winner. While Scavenger hunt is a game which the players, either individuals or teams, compete to see who can obtain the most items from the list.