

Chapter 1

Introduction

There are seven parts that will be discussed in this chapter those are background of the study, formulation of research problem, purpose of the study, formulation of hypothesis, significant of the research, scope of the research and definition key terms.

A. Background of The Research

The higher human needs in the era of globalization, also require the development of human quality, one of which is their ability to communicate. The key to good communication is to have good language skills, communication and language have a very close relationship with humans. According to Ratna Susanti (2002) state that along with the advancement of science and technology in this increasingly global era, there is no denying that proficiency in foreign languages, especially English is very important. However, not a few students whose english learning achievements are not adequate. The development of the times, language also follows the development, especially the ability to master foreign languages, especially English, especially in the world of education.

Additionally in the world of education there are still many learning processes that use conventional methods, and teacher centered method, especially in English subjects. According Susanti (2002:88) It is necessary to create a learning process that is able to cover various different types of people in the learning process. Teachers should also be able to innovate in the learning process to facilitate and make the students comfortable. By continuing to

innovate to create an atmosphere of interesting learning process, it can make it easier for students to understand and increase their learning motivation. Audio media, visual media, audio visual media, and also games can increase students' learning motivation. According to Rossie and Breidle (2006) learning media are tool and materials that can be used to achieve educational goals such as radio, television, book, newspaper, magazine, and so on by their types, the media is divided into audio media, visual media, and audiovisual media.

The current development of the times, language also follows develop, especially the ability to master foreign languages (English). Vocabulary is an important component to achieve students' competencies in basic language skills such as listening, speaking, reading, and writing. According to Richards and Renandya (2002) vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. There is a lot going on that students still have difficulty to understand the words in English. The importance of vocabulary was also noted by Richards and Renandya (2002) believing that vocabulary plays crucial part in one's foreign language learning and language profeciency that can affect how well learners. Game is a set of games which it is designed to provoke students communication in the classroom. On these games also includes information gaps that demands students to talk with others to find the similarities or differences among different pictures and etc. According Jack C Richards these games not only encourage students to be actively participated in the activities occur in the classroom, but also enhance their confidence to talk with their friends.

As it is stated by Henner-Stanchina and Riley (1978) that in Communicative Language Teaching (CLT) students are expected to interact primarily with each other rather than with the teacher, and it is very important for learners to feel comfortable with each other and confident in themselves. From the game is also expected students are able to be interested to better understand some vocabularie in English so that students are not easily bored and easier to understand it.

Sugoroku is japanese board games printed and published on newsprint, have been popular since the 19 century, if not earlier. This style of game is thought to have originated in China in the 6th century and later been imported to japan. Starting in the Meiji period, sugoroku games were mass produced and distributed free in magazines and newspapers, serving as informal and social education to the masses of japanese people who were witnessing and adjusting to, rapid change and modernization in all aspects of life.

Nana rahayu (2016) stated that sugoroku is another Japanese term for a game called snakes and ladders. Based on the information obtained through the Wikipedia site, snakes and ladders games are board games for children played by 2 or more people. The game board is divided into small squares and in some boxes

are drawn a number of ladders or snakes that connect with other boxes. So, it is hoped that the Sugoroku can make it easier for students to improve the quality of their vocabulary. Sugoroku games are considered able to increase the attractiveness of students in the learning process. Because of the importance of vocabulary learning in an interesting way and enjoy researchers decided to apply this game to strategy in

learning methods that are easier for students to understand in their need to add vocabulary, in addition to this strategy also has an effect in students' learning is interesting and also face-to-face learning, especially English language learning.

This research is conducted in MA Darul Hikmah Mojokerto. The researcher chooses this school because in this school Sugoroku English is not applied yet in this school. Therefore, the researcher conducts this research in this school to know the effectiveness of Sugoroku English and to see the significant different on the students' vocabulary mastery in sugoroku English taught with and without taught by using Sugoroku English. In teaching vocabulary has been conducted by some researchers from the previous studies, the researcher takes lessons and also their discrepancies on the bass of the gaps.

There have been some studies investigating the use of sugoroku in teaching vocabulary. The first previous research conducted by Lutfhi Khusnia (2019) from IAIN Tulungagung entitled "The effectiveness of using sugoroku arabic to improve vocabulary skill at MTs Al-Hikmah Diwek Jombang" The result is Sugoroku Game was improved students vocabulary mastery.

The second research was conducted by Khabibah (2018) from UIN Maulana Malik Ibrahim with the title "The Use of Sugoroku to Measure The Effectiveness in Arabic Vocabulary Learning at MTsN Megaluh Jombang" The result of the research could significantly improve students' vocabulary mastery. The third research was conducted by Nandini (2013) with the title " Using Sugoroku to know the effectiveness of sugoroku game in remembering japanese language vocabulary eleventh grade at

SMAN 8 Bandung ” The result of the research could significantly improve students’ vocabulary mastery.

Based on the previous study above, most of researchers conducted the research focused on vocabulary achievement which is this game is applied to eighth graders junior high school in arabic language learning, and at eleventh grade at senior high school level in Japanese language learning. The results showed an increase in motivation and learning outcomes. In this study the researcher have difference with previous researchers, the researcher try to apply this game to english language learning on vocabulary mastery at eleventh grade at senior high school. Dealing with this the researcher wants to make the students enjoy in vocabulary learning an appropriate method, in this case is Sugoroku English. The researcher wants to know the effectiveness of Sugoroku English towards students vocabulary mastery. So, the title of this research is “ **The Effectiveness Of Using Sugoroku English On Students’ Vocabulary Mastery Of Eleventh Grade At MA Darul Hikmah Mojokerto** ”

B. Research Problem

Based on the background above, it is necessary to do a study on the process of teaching vocabulary in senior high school. The writer has determined the problem of the study that becomes the concern of the discussion. The problem is formulated as follows:

Is there any significant difference score between students' vocabulary mastery who are taught by using Sugoroku English and without using Sugoroku English at eleventh grade at senior high school?

C. Purposes of The Research

Based on the problems above, the researcher has some purposes as follows:

1. To know whether Sugoroku English game effective or not to teaching vocabulary at eleventh grade of senior high school.
2. To find out the significant different on the student' vocabulary mastery taught by using sugoroku english game at eleventh grade of senior high school.

D. Research Hypothesis

Before conducting this rsearch, the researcher proposed two hypothesis. Hypothesis is a tentative a explanation of the research problem, a possible outcome of the research, or an educated guess about the research outcome.The hypotheses are formulated with the assumption of t-test result as follows:

1. Null Hypothesis (Ho)

There is no effect of using sugoroku english to students vocabulary mastery or if $> \text{sig } \alpha = 0.05$ (5%). It means that the alternative hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted.

2. Alternative Hypothesis (Ha)

There is an effect of using sugoroku english to students vocabulary mastery or if $< \text{sig } \alpha = 0.05$ (5%). It means that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

E. Significance of The Research

The research activity conducted for the following needs and researcher hope that the result of the study will give contribution for the reader.

Especially:

1. The Students

The researcher hopefully, sugoroku english game can help the students overcome their difficulties in learning vocabulary. And hopefully can motivate them to learn english since sugoroku english is attractive.

2. The English Teachers

The researcher hope that with the sugoroku english able to add new innovations in the english learning process, especially vocabulary mastery. Because sugoroku games can help students more easily memorize vocabulary and enjoyable.

3. The other researcher

The researcher hope that the results of the study will be able to add references and review to conduct similar further research.

4. The researcher

The future researcher can use this research as the supporting source to get an idea or reference to conduct the next research with the related

topics. Besides, they also can develop this method to be implemented in other language skill or other kinds of text which can increase the students' competence and attention in learning English.

F. Scope and limitation of The Research

In avoiding misunderstanding upon what the researcher has explained the researcher limits the scope of this research in order to make it detail and focus.

The scope and limitation of this researcher explained below:

1. The research focused on the using Sugoroku English game toward student's vocabulary mastery .
2. The researcher focused on the eleventh grade of MA Darul Hikmah Mojokerto.
3. The components of writing that will be measured in this research are, organization, vocabulary.

G. Definition of Key Terms

In this part there are some explanation from the title mentioned in the previous items. The title is "The Effectiveness of Using Sugoroku English

Toward Student's Vocabulary Mastery at Eleventh Grade of MA Darul Hikmah Mojokerto".

The definitions of key terms are as follows:

1. Sugoroku

According Toshidama (2020) Foreign sugoroku are recognised as antiques or historical records but few are worth handing down to posterity as art objects. Sugoroku is a board game from Japan, where players roll dice, then move their pieces according to the number on the dice.

There are 2 ways to play Sugoroku. Sugoroku is played like a game of snakes and ladders. Second, it is played like a backgammon game.

According Futari Yuri Be (2012) However, the Sugoroku game that the researchers will research is Sugoroku which is played by means of a snake and ladder .

Picture 1.1 the example of sugoroku game



2. Game

According Andi Surayadi (20017 : 1) stated that game is a game, the game in this case refers to the sense of intellectual agility

(Intellectual Play Ability Game) which can also be interpreted as the arena of decisions and actions of players usually in the context of not serious or with refreshing purposes.

3. Vocabulary Mastery

Vocabulary mastery means that students have comprehensive knowledge about the vocabularies which 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 (Thornbury 2002).

In assessing students' vocabulary mastery, Schmitt and McCarthy (1997, in Setiawan 2010) state that receptive and productive knowledge may prove the only realistic way to measure depth of vocabulary knowledge.