

# **CHAPTER I**

## **INTRODUCTION**

This chapter the researcher presents six point related to this study. It consist of background of the study, formulation of research question, purpose of the research, formulation of hypothesis, significance of the research, scope and limitation of the research, and definition of the key terms.

### **A. Background of the research**

English is one of the foreign languages that is considered important that must be mastered by the Indonesian people because English has a very strategic position, namely in addition to being a communication tool as well as a popular language between nations. In addition, English is also the first foreign nation that is considered important for the purpose of accessing information, absorption and development of science, technology and culture art. According Chaer (2009:37) in journal Saputra (2019) proposes the term target language which is the language being considered and needs to be dominated. From of the target language can be mother language or foreign language. In Indonesian for example, first time learning first language learning (Javanese language), after that learning the second language (Indonesian language).

English is a foreign language that is studied in Indonesia from primary to secondary school. In this situation, it is essential important students to study

English. Students must learn a variety of skills in order to communicate effectively English. If students do not learn the language skills, they will have difficulties understanding English. Those are listening, reading, speaking, and writing skills. Grammar, vocabulary, and pronunciation is very important for a student to understand. One of element in mastering language is vocabulary.

Vocabulary is the basic method in which students can learn in order to fulfil the requirements basic of English skills needs of listening, speaking, reading, and writing. According Efendi (2013:1) it resembles one component that interfaces the four of speaking, listening, reading, and writing all together. Students must master all of the language skills in order to comprehend the English language. Before mastering the four language skills, a language learner should have enough vocabulary. Because vocabulary combines the four language skills of understanding, speaking, reading, and writing, it is essential in language learning. According Richard (2001:4) one of the most obvious elements is vocabulary.

The majority of junior high school students, on the other hand, are still shocked by some English term. A large enough vocabulary is a major stumbling block to communication in any language, wheter spoken or written. As a result, students consistently struggle to understand English. Allen (1983:8) states that knowing what students require in terms of speaking, as well as ‘creating the experience of requiring a word’, is crucial in deciding what to teach.

However, there are right tools that can make learning vocabulary easier and a lot of fun. Words are the tools to think, communicate, and learn. The more words are

known, the better we can think, communicate, and adsorb knowledge, not just about English but about everything that is important to learners. Word awareness, or perhaps knowledge of relationships with words, is a more general goal to help students improve vocabulary.

There are some ways that can make teaching vocabulary more interesting. Teachers can utilize a variety of strategies, methods, techniques, and media to pique students' interest in learning English, especially to improve their vocabulary. Several techniques can various media to help students learn vocabulary, such as objects, photos, illustrations, and games. The use of games is one way that can be used to teach vocabulary.

A game is a recreational art carried out for the purpose of having fun or filling free time. The game is usually done alone or together. Amy (2010:4) said games are acceptable entertaining activities that provide students with opportunities for engagement, thinking, learning, and problem-solving method. In addition, as the Moursund (2006:7) stated that game has the same goals intrinsic motivation; students feel engaged because they want to be engaged. Mastery of vocabulary is very important, because the main thing in language learning is to know and learn words and the meaning of the words from the formed sentences.

There are various variety of games that can be utilized in the classroom to teach vocabulary. One of several game is "Scattergories game". According Mills (2016) in journal Yuliansyah and Syafei (2018) Scattergories game is a board game for two to six players in which players try to list as many words that begin with a specific letter

and fall into one of several categories as possible. Through this game, teachers can see how well the students have known the vocabulary and then teach the vocabularies based on each categories. As a result, students are motivated to memorize the vocabulary they have acquired and to perform the game job with their classmates, in which they will enjoy learning and reviewing the language. The kids will be active while playing the game, which will attract their interest in the learning process, resulting in material that is simple to comprehend. As a result, the instructor could use the Scattergories game to capture the interest of students and motivate them to expand their vocabulary.

Several studies about the effectiveness of Scattergories game method. Some study has been done on teaching vocabulary mastery. From the previous studies, the researcher takes lessons and also their discrepancies on the bass of the found gaps. One of the previous studies comes by Wiraldi from Islamic Institute of Palopo entitled *“Improving Vocabulary Mastery of The Seventh Year Students Using Scattergories game in SMP Negeri 8 Palopo”*. The result of this researcher is Scattergories game was effective to improve students’ vocabulary. The second study was conducted by Anggi Suci Setya Maharani from Islamic Institute of Ponorogo entitled *“The Effectiveness of Using Category Game in Teaching Vocabulary to The Seventh Grade Students’ of Mts Miftahul Ulum Balong in Academic Year 2016/2017”*. The result of this researcher is a significant difference on students’ vocabulary achievement who are taught by using Category Game strategy. The third study was conducted Sri Rahayu Pudjiastuti from STKIP Arrahmaniyah Depok entitled *“Implementation of The Mind Mapping Model*

*with Scattergories Game in Improving Creativity and Learning Outcomes in National Education Materials of The Six Grade Students' of MI Nurul Huda Cimanggis Depok''.*

The result of this researcher is the application of the Mind Mapping Model with Game Scattergories has succeeded in improving.

Based on the previous study above, most of researcher focused on vocabulary mastery which is this game is applied. In the previous study the researcher same as using seventh grade at junior high school and six elementary school. But in this study researcher have difference with previous researcher, the researcher try to apply this game to English language learning at eight grade in junior high school and difference approach. This research is conducted in Mts Darul Hikmah Mojokerto. This school was chosen by researcher because in this school Scattergories game strategy is not applied yet. Thus, the researcher conducts research in this school to see significant different on the students' vocabulary mastery in Scattergories game with and without taught by using Scattergories game strategy. So, the title is **“The Effectiveness of Using Scattergories Game on Students' Vocabulary Mastery at The Second Grade Students' of Mts Darul Hikmah Mojokerto”**

## **B. Formulation of Research Question**

Based on the background of the study, researcher can identify the following problems:

“Is there are significant difference score on students’ vocabulary mastery by using Scattergories game of the second grade at Mts Darul Hikmah Mojokerto?”

## **C. Purpose of The Research**

Based on the background of problem mentioned previously, the researcher wanted to see if there was a significant difference in vocabulary mastery between students who taught using the Scattergories game and those who were not.

## **D. Formulation of Hypothesis**

Hypothesis is a theoretical explanation of a research problem, a potential research conclusion, or an accurate prediction of research results. The researcher has two hypothesis they are:

### **1. Null Hypothesis (Ho)**

There is no any significant different score in vocabulary mastery between the students who are taught and those who are not taught by using Scattergories game.

### **2. Alternative Hypothesis (Ha)**

There is significant different score in vocabulary mastery between the students who are taught and those who are not taught by using Scattergories game strategy.

## **E. Significance of The Research**

The writer hopes that this research will be useful in the following categories:

1. The Students

The researcher expects that by making this Scattergories game, students will be able to overcome their challenges in acquiring vocabulary and will be motivated to study English as a result of the game's appeal.

2. The Teachers

The researcher provides information on a number of materials that can be used in the classroom to teach English. English teachers should be able to help students' enhance their vocabulary mastery by playing the Scattergories game.

3. The Other Researchers

This study's findings are expected to serve as a guideline and review for future research in this subject.

4. The Writer

In conclusion, employing the Scattergories game is a good concept; this approach can easily be taught in class, and it can be used to determine how essential a method is in increasing students' interest in learning.

## **F. Scope and Limitation of The Research**

In order to avoid misunderstandings about what the researcher has said, the researcher in order to make it more detail and focus. Here, some limitations proposed are as the following:

1. The subject of this research eight class at Mts Darul Hikmah Mojokerto.
2. This research only focuses on the effectiveness of Scattergories game on students' vocabulary mastery.

## **G. Definition of Key Terms**

There are some explanations from the tittle mentioned in the previous things in this section. The title is “The Effectiveness of Using Scattergories game on Students’ Vocabulary Mastery at The Second Grade Students’ of Mts Darul Hikmah Mojokerto”. The following are the definitions of key terms:

1. Scattergories

Game is recreational activity with the aim of having fun or filling spare time. According to Amy (2010:4) which states that introduction games are both a necessary and enjoyable activity that helps students participate, think, learn, and develop problem-solving method. Scattergories game is a board game for two to six players in which players try to list as many words that begin with a specific letter and fall into one of several categories as possible in journal Yuliansyah and Syafei (2018) stated by Mills (2016).



## 2. Game

Martinson in Akdogan (2017:32) stated that game is an enjoyable way for students to learn since it allows them to explore new ideas and make alternate decisions without risking failure. We learn how to plan, assess possibilities, and think flexibly through playing games.

## 3. Vocabulary Mastery

Vocabulary is the most crucial part of learning a language; without it, we will be unable to acquire and develop our vocabulary in foreign languages. Watkins (2005: 34) argues the basis of a language is vocabulary, and it is becoming increasingly crucial in language training today. Based that Swannel (1994:656), mastery is comprehensive knowledge. So, without having proportional English vocabulary, students will get some difficulties in using English. Vocabulary mastery is important part in language learning.