CHAPTER I

INTRODUCTION

In this chapter, the researcher presents some aspect related to the topic of the research. They are background of the research, formulation of research question, purpose of the research, formulation of hypothesis significance of the research, scope and limitation of the research and definition of key terms.

A. Background of The Research

English is one of the subjects taught at every level of education. In official Indonesian education, in the 2013 curriculum English is used as local or extracurricular content that the teachers can develop their innovations (Nurhayati 2014). There are four skills in English teaching included reading listening, speaking and writing. These four skills are also supported by the study of elements of language. The language elements included are the structure, vocabulary, pronounciation and spelling. One of the important elements to be learned in language learning is vocabulary. Vocabulary is also one of the most important elements in language teaching; students must keep learning words as they learn structure and as they practice sound system (Syamsinar, Bisse & Syamsu, 2019). A major tool for students to use English effectively was vocabulary. Vocabulary is a collection of words a student has in order to make it easier for the student to understand speech or writing. It is used to provide meaningful communication between human (Nurhayati, 2016:207). Instead, more

students have a vocabulary, students will find it more difficult to understand the words or writings of others both orally and in writing.

In general teachers usually still use traditional methods, many teachers teach vocabulary with handbooks without using other media, it makes the student feeling bored as well as lazy to learn new words. In fact, many students fail to learn English because of the lack of vocabulary they have. It means the students in daily communication do not use English (Nurhayati, 2008:207) because they also feel bored doing the talking and writing activity because of the constant repetition of the same expressions and words. Sometimes they actually want to have a conversation but they usually don't know what they say because they lack vocabulary so as to make them stop talking because they don't have any ideas or vocabulary to speak of. Other difficulties, such as students' knowledge limited in understanding new meaning and pronounciation of words and students are inaquate to memorize new words and remember them again, (Sari & Wardani, 2009: 188-189). Lack of model implementation appropriate learning in teaching vocabulary also makes students low in vocabulary mastery. So far, the learning model applied is still traditional or teacher explains in front of the class. In a study conducting by Nurhayati (2019:26) found that students prefer to use paper texts. Then, most students are less interested in learning through texts or online materials. In this case, language teachers need to build creative situations that can encourage vocabulary mastery and proper elections can help learners acquire an English vocabulary (Nurhayati 2008:25). Then, the teacher is also required to be more creative not relying on a handbook in teaching vocabulary. Teacher should

also be able to teach vocabulary with various technique and make learning more fun and interesting for the students, given the importance of vocabulary in the study of English and the mastery of the students vocabulary. In this industrial era 4.0 having the skills to operate technology and learning media is very much needed, then E-learning is one of the alternative choices that can be used to teach English (Nurhayati, 2019:14)

There are various technique to teach vocabulary, especially using media like songs, videos, pictures, movies, games etc. One of the teaching techniques is with the media game, with games students can find learning to be very fun especially in the midst a pandemic. In this pandemic period learning activities are limited by learning using game media it is hoped that it can restore the enthusiasm of students or even reduce boredom after studying at home for a long time without meeting their friends. The game media is run to the board. Run to the board is a game where students should write the word on the board with the teacher's instructions. Run to the board game is suitable for teach English because it provides students with an interesting and fun way of learning language practice and vocabulary mastery. Then they will enjoy with this game during the learning activities in class and their vocabulary will automatically increase. So, run to the board game is good games to make teaching learning more interesting and fun.

Based on the observations by the researcher in the seventh grade of SMP Islam Al Ishlah Trowulan Mojokerto conducted on january 2022. The result of the observation suggests that the average student still lacked the ability to learn English, especially in reading and speaking. The lack is was the impact of learning

during the pandemic last year that causes students to be underprevileged in the learning process. During the pandemic, students were asked to study at home without face-toface, so the teacher could not monitor and control the learning process of students in the home. The teacher also stated that the students were always less concscientious in their understanding of a given material.it makes students' abilities less impressive. Therefore, by using Board Games is expected to improve students' learning ability in the English language.

There are some differences between this research and previous studies which distinguish the researcher's research from previous research. First, the difference lies in the design used during experiment. In the studies conducted by Nurul Mifta (2020), Awalia Zaenal (2020) used pre-experimental research design. While Abdul Malik (2019), Wiwin, Dida, Isry (2020) used classroom action research design. Meanwhile, the researcher used quasi-experimental research design in conducting this research.

The second difference lies in the research subject. Subject research conducted by Nurul Mifta (2020) is students at the eight grade of SMP Muhammadiyah Palopo, by Awalia Zaenal (2020) is students at eight grade of SMP Jaya Negara Makassar, by Abdul Malik (2019) is students at ninth grade of Islamic Junior High School Nurul Yaqin Banyuates Sampang, by Wiwin, Dida, Isry (2020) is students tenth grade of SMK Ypkkp Cijerah Bandung. Meanwhile, the researcher conducts the research to the seventh grade of SMP Islam Al Ishlah Trowulan Mojokerto.

Then, the difference between this study with some of the preceding research above, what needs to be pointed out was the focus of this study was tp find out the effectiveness of Run to the Board Game method trough students' general vocabulary, but more specifically to only discuss aout noun, verb and adjective. This study revealed whether thr Run to the Board Game method can give a sugnificant impact on aspect of vocabulary. Therefore, the researcher hope that is treatment can useful in future.

The aim of this study is to improve vocabulary mastery using run to the board game. Based on the reasons and background above, the researcher conducted a study with the title " The Effectiveness of Using Run to The Board Games Towards Students' Vocabulary Mastery for Seventh Grade of SMP Islam Al Ishlah Trowulan Mojokerto "

B. Formulation of Research Question

Based on the knowing the current reality and problems in teaching learning English, especially in the context of mastering vocabulary, the researcher take questions that can be formulated as follows "Is there any significant difference score on the seventh grade students' vocabulary mastery at SMP Islam Al Ishlah Trowulan Mojokerto that taught with run to the board game and taught without run to the board game?

C. Objective of the Research

The main purpose in conducting this research is to identify and know whether run to the board game is effective or not towards students' mastery at SMP Islam Al Ishlah Trowulan Mojokerto.

D. Formulation of Hypothesis

The hypothesis of this research is formulated as follows :

1. H_1 : There is significant difference score on the seventh grade students' vocabulary mastery that taught by using run to the board game and taught by using conventional method at SMP Islam Al Ishlah Trowulan Mojokerto

2. H_o : There is no significant difference score on the seventh grade students' vocabulary mastery that taught by using run to the board game and taught by using conventional method at SMP Islam Al Ishlah Trowulan Mojokerto

E. Significant of the Research

The result of this study are expected to give both theoretical and practical benefits as follows :

1. **Theoritical benefits**

   The result of this research are expected to be beneficial to student particularly to SMP Islam Al Ishlah Trowulan Mojokerto. Then, it can be applied and become an alternative and fun way to make students interested in learning English

2. **Practical benefits**

   a. **English Teacher**

      It is expected that run to the board game can be give and show an alternative way of teaching vocabulary mastery. Run to

the board game can help English teachers solve the problem in learning.

b. The students

It is expected that run to the board game can get different way in learning and improve the vocabulary mastery.

c. Other Researchers

The findings of this research can give new useful information. The researchers also hopes that this researcher can be used as one of the difference that can be developed for other studies.

F. Scope and Limitation of the Study

In this study the researcheris more detailed and focused to avoid misunderstanding about what is being said. There are several proposed limitations as follows :

1. The subject of this research seventh class at SMP Islam Al Ishlah Trowulan Mojokerto

2. This research only focuses on the effectiveness of using run to the board game towards students vocabulary mastery for seventh grade of SMP Islam Al Ishlah Trowulan Mojokerto

G. Definition of Key Terms

1. Run to The Board Game

According to Mike in Khikmah (2017: 21) a board game is board game played for two or more players in which the player tries to make or compose as

many word lists as possible starting with certain letters and are included the lists of categories

2. Vocabulary Mastery

According to (Hiebert, E.H & Kamil, 2005) vocabulary is a set words for which individual can assign meanings when listening or reading. Then, according to Merriem Webster Dictionary, Mastery is skill or knowledge that makes one master of a subject.