CHAPTER I

INTRODUCTION

This chapter presents the background of the study, formulation of research problem, objectives of the study, significance of the study, scope and limitation, formulation of hypothesis and definition of the key terms

A. Background of the Study

Communication is a way used to give, get and exchange information. There are two ways of communication, oral and written. Both of them have one important aspect. That is language. Sapir (1921) stated that language is a purely human and non-instinctive method of communicating ideas, emotions and desires. In this world, there are a lot of languages, one of them is English. English is one of the most widely foreign languages used by people all over the world according to the newest survey of UNESCO Survey of World Languages Launched in 2018, which makes English become an important thing to learn. This is indicated by the amount of countries that make English to be one of the school subjects. One of those countries is Indonesia.

Basically, English has four major skills. They are reading, writing, speaking and listening. Those four English skills need to be developed and mastered so that the communication process can go well and the information can be easily conveyed and received. However, before focusing on mastering all those skills, one thing that has to be regarded is mastering vocabulary. This is because vocabulary is an important aspect of language based on Syafrizal & Haerudin (2018). Without mastering vocabulary, the process of delivering thoughts and ideas in communication will be difficult to do and even mastering those four skills will be difficult to be realized. Alqahtani (2015) argued that vocabulary is the core to language teaching and it is crucial for language learner.

Concerning to the importance of mastering vocabulary, teacher vocabulary must be interesting to avoid tedious learning. In addition, the interesting teaching and learning process make students can be more attractive and stimulated in learning, especially in mastering vocabulary. That is why teaching vocabulary should be provided with media, techniques and strategies. Syafrizal & Haerudin (2018) claimed that there are some techniques in teaching vocabulary, such as translation, memorization, playing games and sing a song. So, one of the strategies that can be used in teaching vocabulary is by games.

Game is one of the things what students like. By combining what students like with a positive activity, which is learning vocabulary, will produce good result. Based on Klimova (2014), there are many surveys stated that games bring a positive effect on learning foreign language. It is because game makes the atmosphere becomes more fun. Therefore, this makes students improve their motivation on learning vocabulary. In addition, students also can learn vocabulary in more interesting way (Syafrizal & Haerudin, 2018).

One of the applications of games is as media in teaching and learning activity is Pictionary game (Picture-Dictionary). According to Arsyad (2011), media in teaching and learning process tends to be interpreted as graphic, photographic or electronic tools for capturing, processing and rearranging visual or verbal information. Drawings, paintings, images, pictures, cartoon, illustrations and photographs which are obtained from various sources can be used effectively by the teacher in teaching and learning activities (Harahap, 2016). Media in creating an image are paper, boards, walls and others. Pictionary is used to be played by using paper or board as the media. However, in this modern era, Pictionary can be played by phone screen and internet. One of Pictionary games that can be played via mobile phone is gartic.io.

Gartic.io is one of the games that have risen since the implementation of the quarantine starting in early 2020 in order to avoid the spread of Corona virus. This is shown by the number of gartic.io users from April 2020 to

September 2020 that reached 29 million users, reported from www.similar.com. The equipment needed to play gartic.io is smartphone and internet connection which are currently owned by everyone. The gameplay is also very easy, by describing the requested object and guessing what other players are drawing. That makes gartic.io becomes recommendation application/website that can be used to learn vocabulary.

In order to know whether Pictionary game is effective to improve students' mastery on vocabulary, the researcher needs to look out some research related to Pictionary game. There are several previous studies concerning to the explanation above. The first study is a study conducted in 2017 by a student from Institute of Islamic Studies of Metro Jember, Novi Terzzzeta, entitled *The Use of Pictionary Game to Increase Students' Vocabulary Mastery at the Eighth Grade Students of MTs Darul A'mal Metro in the Academic Year of 2017/2018.* The result of this study shows that Pictionary game is effective to improve students' vocabulary mastery. Another study is *The Effect of Using Pictionary Games on Students' English Vocabulary* which was conducted by Rianda Rita Ayu, a student from Tanjungpura University in 2018. The research was conducted at SMP Kemala Bhayangkari Pontianak with the 7th grade students as the subject. The result of the research shows that Pictionary game effects significantly on students' English vocabulary achievement.

Based on the result of the previous studies above, the researcher is interested to prove whether Pictionary game is effective to improve students' vocabulary mastery. However, the researcher will use Pictionary game from gartic.io and the 7th grade students as the subject of the research. The difference between this study and the previous ones is that the researcher uses Pictionary game from a website (gartic.io). In addition, it is conducted through students' mobile phones. While the previous studies conducted the game in conventional way, that is played in the classroom. By using gartic.io, the learning process will be more practice because it can be accessed by all of the students by mobile phones. So, to prove whether Pictionary game from gartic.io can improve students' vocabulary mastery, the researcher will

conduct a research under the title **"The Effectiveness of Pictionary Game from Gartic.io on Students' Vocabulary Mastery of the 7th Grade Students at MTs Sunan Kalijogo Kalidawir"**

B. **Formulation of Research Problem**

Dealing with the issue presented above, the problem is formulated as "Is there any significant difference score in vocabulary of the students who are taught by using Pictionary game from gartic.io and those who are taught by using conventional method at the 7th grade students of MTS Sunan Kalijogo Kalidawir?"

C. **Objectives of the Study**

The objective of this study is to find out whether there is any significant difference score in vocabulary of the students who are taught by using Pictionary game from gartic.io and those who are taught by using conventional method at the 7th grade students of MTS Sunan Kalijogo Kalidawir.

D. **Formulation of Hypothesis**

There are two hypotheses in this research that is formulated as follows:

1. Null Hypothesis (H_0)

   There is no significant difference score in vocabulary of the students who are taught by using Pictionary game from gartic.io and those who are taught by using conventional method at the 7th grade students of MTs Sunan Kalijogo Kalidawir.

2. Alternative Hypothesis (H_a)

   There is significant difference score in vocabulary of the students who are taught by using Pictionary game from gartic.io and those who are taught by using conventional method at the 7th grade students of MTs Sunan Kalijogo Kalidawir.

E. Significance of the Study

The result of the study is expected to be used theoretically and practically.

1. Theoretically

   The result of this study is expected to provide new knowledge for the researchers in teaching learning process especially to increase students' vocabulary mastery. It is also intended to be reference to write a research to prove a theory.

2. Practically

   a. For the students

      The result of this study hopefully is able to help students to improve vocabulary mastery and give them motivation to increase their interest in learning vocabulary.

   b. For the teachers

      The result of this study hopefully is able to provide teachers a new strategy that can be applied in teaching and learning process.

   c. For the researchers

      It is expected to be reference and additional information for researchers to conduct study in the same field further more.

F. Scope and Limitation

In order to avoid the over-discussion, the discussion will be limited as follows:

1. This study will be focused on students' vocabulary mastery and use Pictionary game from gartic.io as the media

2. This study will only be conducted to the 7th grade students of MTs Sunan Kalijogo Kalidawir in academic year 2021/2022 with two different classes as the sample.

G. Definition of Key Terms

There are some terms used in this study. In order to make them clear and avoid misunderstanding, they will be classified as follows:

1. Effectiveness

   Effectiveness is a condition where the result of the research is accordance with what is intended. In this research, effectiveness refers to the significant difference score of the students in vocabulary test.

2. Vocabulary mastery

   Vocabulary mastery is the capability of person to know and understand the amount of words or even phrases. In this research, students' vocabulary mastery can be measured by students' capability in interpreting a number of words which can be shown on students' score of vocabulary test.

3. Pictionary game

   Pictionary game is a game that provides some categories of words which have to be drawn by a player and guessed by the other players. In this research, Pictionary game is a game that is played through gartic.io.