

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the discussion on the background of the study, research problems, objectives of the research, significance of the study, scope, and limitation of the study, and definition of key terms.

### **A. Background of the Study**

Vocabulary is important when learning a foreign language. One component connects the four skills of speaking, listening, reading, and writing. Students must learn a sufficient number of words and understand how to use them correctly in order to communicate effectively in a foreign language.

Vocabulary is an important aspect of learning English. According to Agnieszka Uberman (2008), vocabulary acquisition is becoming increasingly important in language acquisition. Bricks are required to construct a house. Words are required to construct a language. Words here refer to vocabulary, which is an important aspect of language learning. Vocabulary mastery is especially important for beginners who want to learn more about English. Vocabulary is crucial in learning English. One of the keys to mastering English is a good vocabulary (Nurteteng & Nopitasari, 2019). It is essential in English language teaching because students cannot understand others or express their own ideas without a sufficient vocabulary.

Cameron (2001) added that the foundation for learning a foreign language is to develop a useful vocabulary. Vocabulary leads to fluency in speaking. A lack of vocabulary can cause people to not understand and speak English, and it is

important to improve English language skills not only in formal classes but also in courses. It is not easy to teach vocabulary in general. Teachers must be more creative in their presentations. It can be self-taught through activities such as conversing with tourists, listening to English songs, and playing a game that incorporates English instruction.

One important aspect of learning a foreign language is vocabulary. Thorn (2002) stated that "without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed." It means that learning vocabulary is critical because people cannot communicate effectively if they lack vocabulary mastery. As a result, an adequate vocabulary is essential for successful second language use because students will be unable to use the structures and functions that they have learned for comprehensible communication unless they have a large vocabulary. Vocabulary is important when learning a foreign language. One component connects the four skills of speaking, listening, reading, and writing. Students must learn a sufficient number of words and understand how to use them correctly in order to communicate effectively in a foreign language.

According to the writer's observations, the students are experiencing some difficulties. According to reports, the majority of tenth grade students at SMKN 1 Boyolangu Tulungagung have poor vocabulary mastery. First, it is highly likely that it is caused by students' motivation to learn English, as the method used by teachers does not significantly attract them to learning. Second, students struggle to understand vocabulary and are too lazy to improve their vocabulary mastery. Third, the students are afraid to speak in English because their limited vocabulary prevents them from understanding the meaning of every word. Finally, because

the students are uninterested in studying English, they do not achieve their maximum English score.

Based on the foregoing, some efforts must be made to solve the problems. The writer's main goal is to create a fun, easy, and appealing way to learn vocabulary. However, some English teachers in senior high school continue to use an old and monotonous method of teaching vocabulary that bores students and makes learning difficult. As a result, using a game to teach junior high school students is one of the techniques. According to Huyen (2003), games have been shown to have benefits and effectiveness in learning vocabulary for young learners in a variety of ways. For starters, games help students relax and have fun, which helps them learn and retain new words more easily. Second, games typically involve friendly competition, which keeps students interested.

There are numerous reasons why the Last Man Standing game is essential in language learning classrooms. Using the Last Man Standing game in the classroom can make the lesson more enjoyable, provide more motivation while learning how to play the game, assist students in remembering difficult-to-memorize vocabulary, encourage students to think quickly, and influence students to be more creative and active. It is therefore expected that this game will entice students to learn vocabulary. They can also improve their vocabulary mastery.

According to Koprowsky (2006), "the Last Man Standing game is a fun game that can help students improve their vocabulary mastery." As a result, the Last Man Standing game will increase the students' enjoyment, relaxation, and fun. Considering the benefits of games in vocabulary teaching, which can be best achieved by organizing fun, relaxed, competitive, and motivating vocabulary games and activities that adhere to the expanding rehearsal, the writer selects the

Last Man Standing game as a technique to enrich the vocabulary mastery of SMKN 1 Boyolangu Tulungagung tenth graders.

A previous study on captivating English vocabulary has been conducted by previous researchers. A previous study on captivating English vocabulary skills by using last man standing game has been conducted by previous researchers. The first previous study was conducted by M. Dahlan Bahang, Iriany Kusuma Wijaya and Juniati Banne Karua on *The Educational Review*, USA, 2019, 3(10), 135-141. With the title *Teaching English Vocabulary by Using Last One Standing Game at the Third Grade Students of SMP Tamalate Makasar* explained that last one standing game is the game that makes students understand the explanation easily because the game was simple for them. Besides that the game was has been proven to be an effective way of enhancing language competence particularly vocabulary skills.

Based on previous research by Mia Mareta. With the title *Using Last Man Standing Game to Develop Students' Vocabulary Mastery in the Tenth Grade of SMK N 2 Depok*, this classroom action research in two cycles and consisted of observation sheets, tests, questionnaires, and interviews to collect data, explain that students' opinion and perception the implementation of last man standing game in the classroom has developed their vocabulary mastery.

According to Dhiastri Ery Septiani's research. This experimental study, titled *Last One Standing Game as a Technique to Teach Vocabulary Mastery*, shows that the mean score of vocabulary mastery of fifth-grade students before being taught by the last one standing game is 67.96, and the mean score of vocabulary mastery of fifth-grade students after being taught by the last one standing game is 78.45. It is possible to conclude that  $t$ - obtained 5.20 at the level

of significance = 0.05 and the degree of freedom (df) 30 obtained from N-1, the t-critical is 2.042. It is explained that the technique of last one standing game is effective for teaching English vocabulary to students, and last one standing game in the teaching and learning process is better for the teacher to handle the noisy students and can divide the students into some groups to make the teaching and learning process more useful. In this quantitative study

Based on the problem identified, the researcher wishes to conduct research to determine whether the Last Man Standing Game improves the students' vocabulary mastery at the tenth grade level of SMKN 1 Boyolangu Tulungagung. Based on a pre-observation of Magang II in SMKN 1 Boyolangu Tulungagung on October 1, 2021, the researcher discovered that the students were still lacking in vocabulary. There were some issues that contributed to the students' lack of vocabulary. The first was that the students lacked motivation to study. The second issue was that the students were disinterested in the English class. The third issue is that students are having difficulty pronouncing vocabulary correctly, and the final issue is that students are having difficulty remembering the meaning of the word.

This paper is expected to be an insight into captivating English vocabulary skills by using the last man standing game. Based on the explanation above, the researcher is interested in conducting research entitled " The Correlation of Mastering English Vocabulary Skills by Using Last Man Standing Game at The Tenth Grade Students of SMKN 1 Boyolangu Tulungagung ".

## **B. Research Problems**

Based on the statement above, this research question was (1) is there any significant correlation between the last man standing game and students' English vocabulary skills at tenth grade of SMKN 1 Boyolangu Tulungagung in the academic year 2021/2022?

## **C. Objectives of the Research**

The objective of this study was the students at Tenth grade of SMKN 1 Boyolangu Tulungagung particularly on their vocabulary and to find out whether there is significant correlation between the last man standing games and English vocabulary skills.

## **D. Significant of the Study**

The results of this study are expected to provide benefits, both for researchers and for related parties, especially teachers and students at SMKN 1 Boyolangu Tulungagung. The benefits can be described as follows:

### 1. Theoretical (scientific) aspects

In this aspect, it is expected to be able to provide information about the methods used in captivating English vocabulary skills, besides being able to find various new methods that are best for Senior high school in learning English. In addition, the research can also contribute to the theory of foreign language learning.

### 2. Practical (applied) Aspects

#### a. For educators

The benefit of the research for educators is that they can upgrade their knowledge about English learning in an interesting and fun way and

it can be used as a reference for other researchers. In addition, educators can also apply methods in English learning.

b. For Reader

As a reference material in conducting research further information on teacher methods in teaching vocabulary English skills. In addition, it can also provide motivation and an overview general to the reader in determining the research topic

c. For writers

The benefit for the author is that the author can apply the methods used as teaching supplies and can update the old ones that have been used previously.

d. For next researcher

As a discourse and reference to solve cases further and can complement if there are deficiencies in the results this research.

## **E. Scope and Limitation of the Study**

There are many kinds of approach, method, and strategy to teach English. so that research is more focused and does not expand from the discussion intended, then this thesis limits the scope of research to captivating English vocabulary skills by using last man standing game at the tenth grade students of SMKN 1 Boyolangu Tulungagung.

## **F. Definition of Key Terms.**

### 1. Captivating English Vocabulary Skills

a vocabulary means a group of words, which have been mastered by the students after the process of teaching and learning. Vocabulary mastery is a

total amount of words that can be mastered and used in communication. By mastering vocabulary, students will be able to produce sentences either in spoken or written text.

## 2. The Last Man Standing Game

The last one standing game is a game or activity that involves the whole class, stand up in a circle and the teacher decides a topic and the person who still stands up at the end of the game is a winner. Moreover, students can give mutual response to other friends more quickly. The topic was depends on the teacher who will teach the students.