

CHAPTER I

INTRODUCTION

This chapter presents about background of the study, formulation of research question, purpose of the study, significance of the study, hypothesis, scope and limitation of the study, and definition of key terms.

A. Background of the Study

Language is a tool that people can use it to communicate, interact, and share information with society. Patel (2008: 31) states “Language is used to communicate our thoughts and ideas”. Without language people cannot communicate, express their feeling and share with other people around the world. In other words, communication is the main function of language. Communication is impossible without shared knowledge and assumptions between speakers and hearers. For that reason, language plays an important role in human life.

According to Nurhayati (2016: 60), each community has an identic language which is unique, creative, only used among their members. As an International language English becomes a tool to connect people in the world. Realizing the importance of English, in Indonesian context from elementary school until university as a foreign language. People need to understand English to increase their knowledge, because English plays an important role in the world.

English has three components, they are Grammar, Vocabulary, and pronunciation. Vocabulary is the most important part in language learning, because vocabulary is the first element that people use to communicate with others. Vocabulary is the most important part in language learning, because vocabulary is the first element that people use to communicate with others and for fluency in language. According to Richards and Renandya (2002: 255), vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. This statement confirms that students' vocabulary mastery will determine their success in mastering the four language skills; listening, speaking, reading, and writing.

Mastery of vocabulary allows people to receive and process the information that has been obtained. In addition, vocabulary will be a tool for students to learn other language skills in writing, speaking, reading, and listening. Nunan (1991: 117) states that the acquisition of an adequate vocabulary is essential for successful language use, because without having lots of vocabulary, the structures and functions that have been learned for comprehensible communication will not be able to use. Students will have difficulty learning language skills without mastering vocabulary.

In fact, teaching vocabulary is not easy for students. The main purpose of English instruction in junior high school is to increase the interest of the students in studying English. Teaching English vocabulary needs an appropriate technique which is suitable with the students' characteristics. Therefore, fun and enjoyable learning situation tend to be their learning activity. Vocabulary can be taught indirectly through various activities, for example through game applications.

According to Celce-Murcia and Macintosh (1979: 54), "Games are, by definition, fun, and nearly everyone would agree that if learning can be made enjoyable, then students will learn more". Games can be used as a tool to teach vocabulary, not only being fun, but games can also provide something new or learn new things, one of which is vocabulary. Nurhayati (2015: 221) stated that games are helpful because they can make students feel that certain words are important and necessary, because without these words, the object of the game cannot be achieved. Guessing games, for example, create conditions is necessary for leading the players to the correct guessing. One of technique that can be used to teach students in junior high school is Scrabble Game in Application mode.

We are now faced with a pandemic period that requires students and teachers to interact virtually. By using online learning applications students will enjoy and be able to find new experiences in terms of learning. Serious games, educational gaming, as well as virtual worlds developed for educational purposes reveal the potential of these

technologies to engage and motivate beyond leisure activities (Anderson et al., 2009).

According to Klimova (2015) Scrabble is one of the most popular boards that specifically highlight language. Scrabble application is a very good medium to increase vocabulary mastery, because it makes it challenges student's ability to remember the vocabulary more enjoyable. Scrabble application is also a board game which the player draw letter tiles and take turns to make interlocking words like a crossword. The scoring points are according to the letters played and their positions on the board.

The researcher uses Scrabble Application to teach vocabulary at SMPN 1 Campurdarat of the second grade students, because the students still lack of vocabulary and it is necessary to improve. Scrabble is a simple game that can help the teacher in teaching vocabulary especially in memorizing, spelling and understanding the meaning of the words. According to Peter Schwartzman, who is Galesburg's Fifth Ward Alderman and Knox College professor, "The game of Scrabble challenges your mind in so many ways – you have to do complex counting, you have to memorize and remember thousands of words, you have to find such words in your seven-letter rack as well as displaced letters on the board, you have to maximize your score (not just per play but over the entire game.)"

Research on the Scrabble game has conducted by Yuli Lidiasari, Sofian, Iwan Supardi (2016) entitled "Using Scrabble game in Improving

Students Using Scrabble game in Improving Students Vocabulary Mastery of SMP Negeri 1 Jawai”. The researcher used a Class room Action Research (CAR). This classroom action research was conducted in three cycles. Each cycle consisted of planning, acting, observing and reflecting stages. The acting stage was conducted in one meeting that was performed during the teaching learning process. The researcher observes the students and the teacher behavior during teaching learning process. Then, study was conducted by Ratih Sriwulan Hapsari (2017) entitled "The Effect Of Scrabble Game to The Eighth Grade Students' Vocabulary Mastery at SMPN 1 Semen In The Academic Year 2016/2017". The researcher used a quantitative research and pre-experimental design with one group pre-test – post-test. Then, the researcher uses randomized sampling. The result of the study shows that there is significant difference score on student's vocabulary mastery before and after being taught by using Scrabble Application.

Based on the explanations above, the researcher wants to test whether or not Scrabble Application is effectively used in teaching vocabulary for junior high school. The researcher is interested in researching about “The Effectiveness of Using Scrabble Application on Students' Vocabulary Achievement of the Second Year Students at SMPN 1 Campurdarat”.

B. Formulation of Research Question

Based on the background of the study above, the research question that can be formulated as follow “Is there any effectiveness of using Scrabble application on students’ vocabulary achievement of the second year students at SMPN 1 Campurdarat.

C. Purpose of the Study

Based on the research question, the objective of the research is: To know any significant difference on Vocabulary Mastery of the second grade student taught by using Scrabble application media and those taught by using non Scrabble application media at SMPN 1 Campurdarat.

D. Formulation of Hypothesis

The hypothesis of this research is formulated as follow:

a. Null Hypothesis (H_0)

There is no significant effect of using Scrabble application on students’ vocabulary achievement of the second year students at SMPN 1 Campurdarat.

b. Alternative Hypothesis (H_a)

There is a significant effect of using Scrabble application on students’ vocabulary achievement of the second year students at SMPN 1 Campurdarat.

E. Significant of the Study

This study is expected to give benefits theoretically and practically, especially for SMPN 1 Campurdarat.

a. Theoretical

The result of this research is expected to give benefits and knowledge, so that it can be applied and developed in teaching and learning listening skills especially by using Scrabble Application.

b. Practical

- **English teacher**

This research can be a reference for teachers in teaching vocabulary, because this research provides information about Scrabble Application as a method in teaching vocabulary. Teachers are expected to improve methods in teaching English.

- **Further researchers**

It is expected that the result of this research can be used to be a reference source that can be developed for further research.

F. Scope and Limitation of the Study

In this study, the researcher makes a limitation because there are many methods that can be used in teaching vocabulary. Thus, this study is focused on the effectiveness of Scrabble application on students' vocabulary achievement that involve the students of second grade at

SMPN 1 Campurdarat.

G. Definition of Key Terms

a. Vocabulary Mastery

Vocabulary mastery is great knowledge or skill in total number of English words taken from the stories and the local content curriculum of the second grade of junior high school. The students' vocabulary mastery in this research is focus on meaning of vocabulary. It is measured by using vocabulary test developed by the researcher.

b. Scrabble Application Media

Scrabble Application called Scrabble Go is a mobile word game developed by Scopely, where you create words to build a crossword and score points. It is based on the classic board game Scrabble and uses the same rules, board style and dictionaries. The app has additional features such as multiple game modes, treasure hunts, virtual currency and arcade-style graphics.

c. Effectiveness

Significant difference scores of two class from yieldit from the result statistical competition that scores that show the significant values $\leq 0,05$.