

CHAPTER I

INTRODUCTION

This chapter presents introduction. It consists of eight sub-chapters. They are (a) Background of the Study, (b) Formulating of Research Questions, (c) Research Objectives, (d) Significance of the Study, (e) Scope and Limitation, (f) Hypothesis, (g) Definition of Key Terms.

A. Background of the Study

Vocabulary is an important aspect to learn English as a foreign language. It is very needed to get the understanding English especially in four skills of language, such as listening, speaking, reading and writing. In other word, vocabulary is the pillar of studying English. Based on the curriculum of English in Indonesia, vocabulary should relate with the process of learning which is based on curriculum-based competence. It shows that all language teachers should be providing kind of the strategy to achieve the goal of vocabulary mastery properly.

In accordance with the 2004 curriculum, language components such as vocabulary, sentence structure, pronunciation, and spelling are taught integrated with language skills. Therefore, it is important for teachers to teach vocabulary in context. Students not only need to know and understand the meaning of the word clearly, but also can use the vocabulary in sentences. It is better if students can connect it with their world, so that it is easy for students to practice and remembering it.

For learning English, the students need to have relax, enjoyable, and interesting teaching learning process in order to reach the vocabulary items easily. Furthermore, their mastery in vocabulary is able to use in their daily life naturally and easily. It is a big task for the English

teachers to choose the right strategy or good media to build the students' interest in learning vocabulary especially in this study are students of the first grade of Junior High School.

Most of students of Junior High School have difficulties in learning vocabulary. As in research of Kartikadewi (2009) in the Seventh grade students of SMPN 2 Pakel, the students' vocabulary mastery was lack. It is shown by less than 50% of the students who got score over 75 (KKM). Besides that, according to Amiati (2010) in her research in the Seventh grade of SMP Islam Durenan, she found that many learners find difficulty to enrich their vocabulary, because English is not their mother tongue. In the researcher preliminary observation, there is different problem. The first grade students of SMP N 3 Kedungwaru have many difficulties to learn or memorize vocabulary. It caused by the opinion about English is difficult. So that students lazy or not enthusiast to learn English. These conditions need good strategy can be applied in teaching vocabulary.

Here, researcher tries to implement an innovative teaching strategy to build students interest in learning vocabulary by using game. In line with Cosby and Sawyer (1995:85) who stated that game having an effect on students' progress and game gives chance for students to learn about themselves, others, and environment. Game gives the freedoms for students to imagine, and develop their creativity. Shop-n-Spree game can make students more enthusiastic to learn vocabulary because this game is interesting, and familiar with things around us so that it makes students easier to remember vocabulary.

In the textbook for first grade of Junior High School level, especially in KTSP curriculum, there is material about things in living room, bedroom, and bathroom so that students should memorize the vocabulary. To increase students' motivation especially for beginner level in learning vocabulary, teacher should choose good strategy. So, the researcher try to find the

right strategy by using the “Shop-n-Spree” game to applied in teaching English. This game is designed to created students’ interest to learn vocabulary in English by looks for the items on the shopping list that want by costumers. The items are including all things in bathroom, bedroom, and living room.

The advantages of using Shop-n-Spree game have been proven by Frila Kartikadewi (2009) under title “Using Pictorial Board Game to Improve the Vocabulary Mastery of the Seventh Graders of SMP Negeri 2 Pakel, Tulungagung”. It is proven that more than 75% of students get score more than KKM appropriate with the criteria of success.

The second research was conducted by Amiati (2010). From Amiati’s study with the title “The Effectiveness of Using Pictorial Puzzle in Improving Vocabulary Mastery of Seventh Grade Students of SMP Islam Durenan”, it is found that the students’ achievement in vocabulary after being taught by using Pictorial Puzzle was better than before. And students got good achievement in vocabulary after being taught by using Pictorial Puzzle.

Based on this explanation, the researcher already done a study by experimental with title “The Effectiveness of Using Shop-N-Spree Game toward Students’ Vocabulary Mastery of the First Grade Students at SMP N 3 Kedungwaru Tulungagung.”

B. Formulating of Research Question

On the basis of the background, the research questions is formulated as follows:

1. How is the students’ vocabulary mastery before being taught by using “Shop-n-Spree” Game?
2. How is the students’ vocabulary mastery after being taught by using “Shop-n-Spree” Game?

3. Is there any significant difference in students' vocabulary mastery before and after being taught by using "Shop-n-Spree" Game?

C. Research Objectives

1. To know the students' vocabulary mastery before being taught by using "Shop-n-Spree" game
2. To know the students' vocabulary mastery after being taught by using "Shop-n-Spree" game
3. To know whether there is significance difference in students' vocabulary mastery before being taught by using "Shop-n-Spree" game

D. Significance of the Study

The result of this study is hoped be useful for:

1. The English Teacher

The result of this study can be useful for English teacher to give alternative and reference for teaching vocabulary.

2. The students

The study can help students to choose good and fun strategy for increase their vocabulary mastery.

3. The Other Researchers

This study can be used for the references for doing similar research.

E. Scope and Limitation

Scope in this study is on studying vocabulary. In addition, this study is only focussing on implementing Shop-n-Spree game in teaching learning process toward students' vocabulary mastery in the first grade students at SMPN 3 Kedungwaru.

F. Hypothesis

The study belongs to quantitative approach in which the data are in the forms of numbers or scores. That is way, the researcher needed to formulate hypothesis. There are two hypotheses formulated in this study; Null Hypothesis (H_0) and Alternative Hypothesis (H_1). In this study the H_0 is there is no significant difference between students' score before and after being taught by using Shop and Spree game. The while, the H_1 is there is significant difference between students' score before and being taught by using Shop-n-Spree game.

G. Definition of the Key Terms

The writer gave the definition of the terms in order to avoid misunderstanding and ambiguity, as follows:

1. Vocabulary mastery

Vocabulary mastery is a complete skill to understand and apply a word and its meaning of particular language. The students' mastery in vocabulary in this research was measured by pretest and post test. Pretest is test that give before doing the treatment, and post test is test that given after doing the treatment.

2. Shop-n-Spree Game

Game is an activity that follow with rules, has challenging goals, and make the players fun. Shop-n-Spree is a game that has mission to look for items in the shopping

center. The items in that game are all things in the living room, bedroom, and bathroom.

When costumers come in, their shopping lists will be displayed in a ballon.