CHAPTER 1
INTRODUCTION

This chapter discusses the background study, research problem, objective of study, significant of the research, scope and limitation of the research, research hypothesis, definition of key term and organization of the study.

A. Background of the study

Considering the important roles of the language, language learning has been included in curriculum of educations in Indonesia. Both Indonesian language as the first language and English language as the foreign language. Moreover, in the era of globalization, English language is widely used by the people to actualize the communicative competence in almost every situations. The communicative competence itself deals with the four skill in English and their components. Speaking, writing, reading, and listening are the skills that basically the people needs to be acquired. Scrivener (1994: 20) states that listening and reading are called receptive skills (the reader or listener receives the information). In other hand, speaking and writing are productive skill.

The relation between the skills in English cannot be separated with the vocabulary skill and grammar. Simplify, the vocabulary skill is realized in all of the English skill. How the both of oral and written sentences formed is from the combination of the vocabulary used. According to Richard and Renandya (2002:265) vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.

Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged for making use of language learning opportunities around them such as listening the news, listening the native speakers, using the language in different context, reading, or watching television. In conclusion, the mastering the vocabulary skill is one of the important aspect in learning English.

Vocabulary skill is one of linguistic features, which influences the communicative competence. Paulston et al (1976: 55) state that the one thing that

interferes most with our students' communicative competence is pitiable vocabulary and we have recently come to accept the fact that our students have been right all these years when they complained about not knowing and not being taught sufficient words.

Furthermore, Hammer (1991: 23) assets that for many years that vocabulary was seen as supplementary to the main purpose of language teaching, namely the acquisition of grammatical knowledge about the language. Vocabulary was necessary to give student something to suspend on learning structures, but was frequently not a main focus for learning itself.

Words are basic structure blocks of language; in fact survival level of communication can take quite comprehensibly when people simply link words together without any grammatical rules applied at all. So if we interested in being communicative, words are among the first order of business. In line with the above statement Carter and Nunan (2001: 42) write the English teachers learn to ignore the significance of vocabulary in their teaching of speaking or communication.

In vocabulary building mastery, there are many techniques that can be applied by teacher. They are building vocabulary through introducing letter idiom, phrase, sentence, clause, song, quiz, puzzle, reading, writing passage and games. Among these techniques games are considered as one of effective techniques in teaching vocabulary.

There are many reasons why games are very important in the language learning classroom. As Mc. Cullum and George in Marsuni (2005) stated that games automatically can stimulate students" interest. A properly introduced game can be one of the highest motivating techniques. Carrier in Baharuddin (2009) concluded other reasons for including game in the language class are, Games can be used to change the pace of a lesson and so maintain motivation, Games can be used to punctuate long formal teaching units and review student energy before returning to learning that is more formal, Games can be used to give hidden practice of specific language points without students being aware of this, Games encourage students" participation and can remove the inhibitions of those who feel intimidated by formal classroom situation, Games can change the role of the teacher from that

of formal instructor to that of manager or organizer of activities that students enjoy participating in.

this can be useful in reducing teacher-students distance conflict, Games can increase students" communication and so reduce the domination of the classroom by the teacher and last, Games can act as a testing mechanism, in sense that they will expose weakness and the need for remedial work. One of the games that is related and can be used effectively in teaching vocabulary is Bookworm Game.

Some reasons in online material why Bookworm is suitable for teaching vocabulary are because The students are free to choose the letter tile as many as possible in order to make a word, All the students have the same chance to compete, It can arouse the students confidence, The students are at ease, Have fun expanding our vocabulary, Excellent for all ages, very educational.

This study examines One of the games that have some benefits for students is Wormbook. One of the advantages of learning vocabulary in Wormbook game is people can unconsciously learn some vocabulary in fun way because they do not need to memorize them on purpose. It is a sign that the importance of learning vocabulary. There are many reasons why games are very important in the language learning classroom. As Mc. Cullum and George in Marsuni (2005) stated that games automatically can stimulate students" interest. A properly introduced game can be one of the highest motivating techniques. Carrier in Baharuddin (2009) concluded other reasons for including game in the language class are:

1. Games can be used to change the pace of a lesson and so maintain motivation

2. Games can be used to punctuate long formal teaching units and review students" energy before returning to learning that is more formal"

3. Games can be used to give hidden practice of specific language points without students being aware of this

4. Games encourage students" participation and can remove the inhibitions of those who feel intimidated by formal classroom situation"

5. Games can change the role of the teacher from that of formal instructor to that of manager or organizer of activities that students enjoy participating in. this can be useful in reducing teacher-students distance conflict

6. Games can increase students‟ communication and so reduce the domination of the classroom by the teacher

7. Games can act as a testing mechanism, in sense that they will expose weakness and the need for remedial work. One of the games that is related and can be used effectively in teaching vocabulary is Bookworm Game. Some reasons in online material why Bookworm is suitable for teaching vocabulary are:

   a) The students are free to choose the letter tile as many as possible in order to make a word

   b) All the students have the same chance to compete

   c) It can arouse the students confidence

   d) The students are at ease

   e) Have fun expanding our vocabulary, and

   f) Excellent for all ages, very educational.

The research about the effectiveness of wormbooks games towards student's vocabulary mastery had been conductued by other researcher before. One of the research about student's vocabulary mastery with title "effectiveness of charades game toward students' vocabulary mastery at fourth grade of sd unggulan aisyiyah bantul in the academic year of 2016/2017" by Demita Syahri and Nor Chairani (2016). This research using quantitative approach, with pre-experimental design. The previous researcher conclude that using game potentially can increase the vocabulary mastery of the students.

There are some difference between the previous research and this research. The previous research which is conducted by Demita sari and Nor Chairani (2016) is using charades game as the main subject to increase the vocabulary mastery of the students while this research is using wormbook as the subject to increase the vocabulary mastery of the students.

Considering the importance of vocabulary mastery of the first grade student at MTsN Kota Blitar. The researcher want to conduct research about the effectiveness of wormbooks game towards students's vocabulary mastery. Researcher found that using wormbook games potentially can improve students's vocabulary skills. Based on that explanation researcher want to prove that using wormbook games can effectively improve students's vocabulary skills in vocabulary mastery. The aim of this research is to prove the significant difference on students's vocabulary mastery before being taught by using wormbook games and after taught by using wormbook games.

Based on the explanation above, the researcher want to do research entitled "the effectiveness of Wormbook games towards students' vocabulary mastery of the first grade students at MTsN 1 kota blitar ". The subject is students of MTsN 1 Kota Blitar.

B. Formulation of research problem

According to the background of the study, the writer formulates the problem of the study, as followed:

1. How is the students vocabulary mastery before being taught by using Wormbook as a Alternative media of learning?

2. How is the students vocabulary mastery after being taught by using Wormbook as a Alternative media of learning?

3. Is there any difference on student vocabulary mastery before and after being taught by using Wormbook as the Alternative of learning?

C. Purposes of study

1. To know the students vocabulary mastery before being taught by using Wormbook as a Alternative media of learning

2. To know the students vocabulary mastery after being taught by using Wormbook as a Alternative media of learning

3. To know the difference of student vocabulary mastery before and after being taught by using Wormbook as the Alternative of learning?

D. Significance of study

Theoretically, it is used to practice the researcher knowledge in field of the research. Practically used for the finding of the present research is expected to give some scientific contribution for the students, teachers and the other researcher.

a) Student

It can be useful for students to help them measure their vocabulary mastery and it can be used to motivate the students to improve their vocabulary mastery.

b) Teacher

By doing this research, the researcher hopes that the result of the study will be usefull to give contribution of developing English teaching vocabulary especially in teaching vocabulary using media. Moreover, the researcher hopes teachers can use media as an alternative way in teaching vocabulary. Therefore, the students will get better achievement.

E. Scope and limitation

The scope of this study is teaching writing and teaching media. This study focused on investigating the effectiveness of Wormbook on students' vocabulary mastery, this research is limited only on Vocabulary and Wormbook basically was a puzzle word games media.

F. Formulation of hypothesis

Before conducting this research, the researcher proposed two hypotheses:

1. Null hypothesis states that there is no significant difference on students' Vocabulary mastery before and after taught by using Wormbook.

2. Alternative hypothesis states that there is significant difference on students' vocabulary mastery before and after taught by using Wormbook.

G. Definition of key terms

To help readers understand the title, the writer would like to provide the definitions and explanations for the terms used, which are as follows:

a. Vocabulary mastery

Vocabulary mastery refers to the number of words of someone knows. The term mastery is not to simply recognize the meaning of certain words, it is more precisely defined as 'to know a word' because the learners are said to have a good vocabulary mastery if they are able to recognize yhe meaning but also to know form, grammar, collocation meaning word formation (Ur, 1991 : 60). In relation to writing subskills, vocabulary mastery can be defined as a number of vocabulary or words in memeory of users learners. The Vocabulary test which will be utilized to measure the learners' vocabulary mastery is dealing with the measurement of productive skills that is the vocabulary knowledge required for writing (Nation, 2012 : 1)

b. Game

Savignon (1998) defines games as enjoyable activities that involve an element of chance and carried out by cooperating or competing decision makers seeking to achieve, within a set of rules, their objective. Similarly, according to Hadfield (1996) "Game is an activity with rules, goals and elements". Based on the explaination above, it can be said that game is the activities that consist of many factors, such as rules, competition, relaxation, and learning particular.

c. Wormbook

Bookworm is a puzzle game where you have to create words with the letter tiles in the field. The longer the words you create, the higher your score will be! There are also special tiles and bonus words.