

CHAPTER I

INTRODUCTION

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

A. Background of the Study

Language plays an important role as a means of communication. Language is also used as a tool to convey opinions and arguments to other parties. Language is a tool of communication that is used to inform or ask other humans certain things, to express feelings, emotions and ideas, or to share knowledge or experiences. Language has great importance since it serves for linguistic communication, which is a basic need for society. In addition, learning a new foreign language gives the individual an excellent opportunity in today's reality. Especially English language as an international language is very important to master. English has attained global prevalence and is being studied by countless individuals worldwide. This widespread adoption has positioned English as the most utilized language, asserting dominance in various spheres such as technology, information, trade, education, business, health, and commerce (Nurhayati, 2020). Learning English serves for not only work, but also it is crucial as well on socializing and entertainment since it is also the language of many social media nowadays.

In contemporary education, students learn English at school with a focus on developing proficiency in the four essential skills: listening, speaking, reading, and writing. Mastery of these skills is crucial for effective communication in English. Each skill is interconnected and must be practiced consistently by students. They cannot be isolated from one another if one aims to achieve fluency and confidence in English communication (Nurhayati & Fitriana, 2018a). To master these four skills in English, students need to master the vocabulary or the meaning of each word.

Vocabulary mastery is the one of most important components in learning and teaching English because vocabulary is one way to improve English skills. This is following what was said by (Richards and Renandya, 2002:255), that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Mastery of the language requires the provision of a lot of vocabulary and adequate grammatical forms. Vocabulary is then an essential component learned in language learning. About this, the linguist Wilkins in (Thornbury 2002:13) stated that without grammar very little can be conveyed, without vocabulary, nothing can be conveyed. The most important point of the statement above is that mastering vocabulary for students is the main component in order of learning a language successfully. In listening, students' vocabulary influences their understanding of the teacher's speech, class discussion, and other speeches. The words that they choose in speaking affect how well they deliver a message. In reading, students' vocabulary affects their ability to understand and comprehend a text. In addition, when

dealing with writing, students' vocabulary also influences how they convey their thoughts to readers. In short, vocabulary plays an important role in equipping the students to be able to communicate in English. English vocabulary is sometimes difficult for students because it is a foreign linguistic communication. There were many people ever said that "English is difficult because the written form, pronunciation and the meaning are different". There are many encouraging facilities such as books, dictionaries, etc., However, many students struggle with issues such as being unmotivated to learn and memorize vocabulary, lacking interest in learning, and disliking English vocabulary.

MA Ma'arif Udanawu is a senior high school where students, especially second graders, have difficulty following English lessons. The researcher observed that lack of vocabulary mastery was a problem and that students had low interest in learning English, possibly due to traditional teaching methods. Apart from that, teachers still use a mix of Indonesian and English, which results in students having deficiencies in mastering English vocabulary and of course in interference with mastering English skills. As (Nurhayati et.al., 2018b) said that 101 respondents (72%) acknowledged that lecturers' habits, students' motivation, and structural differences are the main contributors to Indonesian interference in morpho-syntactic properties. One key reason is that teachers often utilize Indonesian structures when delivering instructional materials across English language skills, including speaking, writing, reading, and listening. Based on that problem the researcher was inspired to apply a new teaching technique to address these challenges.

Teaching vocabulary may be problematic because many teachers are not confident about best practices in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning. According to (Nurhayati, 2019a) factors influencing learning outcomes can be categorized into two main types: subjective factors, originating from the students themselves, and external factors, which arise from outside influences. Subjective factors impacting learning outcomes encompass various aspects such as students' characteristics, attitudes towards instruction, ability to concentrate, engagement with learning materials, exploration of learning outcomes, self-confidence, study habits, and motivation to learn. Motivation, in particular, plays a significant role in learning, serving as a crucial driver for academic progress. On the other hand, external factors affecting learning outcomes include elements such as the social environment (including peer interactions), curriculum design, available facilities, and the quality of teaching. These external influences also play a significant role in shaping students' learning experiences and outcomes. The teaching of vocabulary for senior high school needs an appropriate and different strategy so that the students feel enjoyable and become active in the classroom. The game was chosen as a tool for teaching vocabulary in this study. The game is intended to overcome students' problems in learning because it makes students fun and enjoy it. By playing games, students did not feel bored because the game provided many aspects like challenge, reward, animation, etc., increasing the willingness to study (Zirawaga et al., 2017) "Games are a media that will provide benefits for teachers and students in increasing language knowledge. A game provides

motivation, decreases students' stress and give them the opportunity to have a real communication”.

The topic of increasing vocabulary has been researched several times by previous researchers. Starting from various methods, one of them was the use of game. Here the researcher was interested in using antonym matching game, since there was a theory from (Khoirunnisa, 2019) in her research that stated that most student had a positive response to the use of match words game. The students enjoyed playing the match words game. In this research, the researcher decided to apply the antonym matching game to students' vocabulary mastery. Antonym matching game is a game that match the word with its opposite hidden behind the card. Antonym matching game is a game to improve and facilitate students regarding word knowledge that matches the students' ability regarding lexical knowledge during the game. The unique thing about this game is the opportunities that the activity offers, which will provide players' opportunity to explore this type of deep word knowledge in a fun, engaging, and memorable way.

These were supported by some previous studies. The first previous study was conducted by (Eviyana, 2020) which focused on junior high school at the eighth grade of SMPN 35 Bandar Lampung. This research used classroom action research and found that the student's vocabulary mastery was improved from 43.3% of students passed the first cycle to 83.3% of students passed in the second cycle. It meant that antonym matching game was a good game in the learning process. The other study was also conducted by (Pradana, 2023) that focused on junior high school. This research used quasi-experimental method and showed

there was significant influence of using matching word game towards students' vocabulary mastery in the second semester of the seventh grade of SMP El-Syihab Bandar Lampung. The gap between this research and previous studies was the subject and technique used to collect the data. This research focused to know the effectiveness of using antonym matching game of the second graders' vocabulary mastery used pre-experimental method.

Based on the explanation above, the researcher wants to analyze how effective of using antonym matching game on students' vocabulary mastery in senior high school. This research focuses on using antonym matching game for teaching learning media, especially to improve vocabulary mastery ability in students. With this research, the researcher hopes that this media can be used as an alternative media in teaching vocabulary mastery.

B. Formulation of Research Problem

The formulated of the research problem is "Is there any significant different score of the second graders' vocabulary mastery before and after being taught by using antonym matching game at MA Ma'arif Udanawu?"

C. Purpose of the Study

Based on the formulation of research problem above, the purposes of research as follows:

1. To know the significant different score in students' vocabulary mastery before and after being taught by using antonym matching game of the second grade at MA Ma'arif Udanawu.

2. To measure the effectiveness of vocabulary mastery using antonym matching game.

D. Formulation Hypothesis

Before deciding the result of hypothesis the researcher proposed interpretation toward (the observation) with procedure as follows:

1. Formulating null hypothesis (H_0) there is no significant different score of the second graders' vocabulary mastery before and after being taught by using antonym matching game at MA Ma'arif Udanawu.
2. Formulating alternative hypothesis (H_a) there is significant different score of the second graders' vocabulary mastery before and after being taught by using antonym matching game at MA Ma'arif Udanawu.

E. Significance of the Study

The researcher hopes this study can give contribution both theoretical significance and practical significance:

1. Theoretical Significance

This research gives new way or fun technique in teaching for developing students' vocabulary mastery.

2. Practical Significance

- a. For the teacher, to improve their teaching method, then achieve better result to the student vocabulary mastery.
- b. For the students, to introduce and make the technique be familiar to the students in learning process, facilitate the process of mastering

vocabulary also to explore the students mastery in vocabulary after applying antonym matching game technique.

- c. For the researcher, to increase the ability in teaching as the good teacher in the future. While for the other researcher, to use this study as a reference to conduct next research.

F. Scope and Limitation of the Study

The scope describes the extent of the area to be explored in the study and determines the parameter within the research is conducted. The researcher makes the scope of this study on measure the effectiveness of using antonym matching game on the second grade students' vocabulary mastery at MA Ma'arif Udanawu. The researcher focused on measuring the aspect of word meaning in vocabulary.

The limitation is flow or shortcoming which could be caused by the insufficient number of samples, unavailability of resources, deformed methodology, etc. Since the researcher use pre-experimental research design, the limitations of this study is the lack of a comparative group to control for interfering variables that might contaminate the result of the research. Researcher can't assume that the changes occur between the pre-test and post-test results are caused by experimental treatment. There is always the possibility that an outside variable caused all or some of the changes.

G. Definition of Key Terms

Definition of Key Terms serves to avoid misunderstanding in terms and contents of the topic in this study. It is necessary for the researcher to define the key terms used in this study.

1. Effectiveness

It is said to be effective if there is a significant difference in students' vocabulary scores before and after being taught using antonym matching game. The significant difference in the score can be shown by the calculation of the statistical formula. If the p-value (Sig.1-tailed) is lower than significance level (0.05) and t-test is higher than t-table, it can be said that teaching using antonym matching game is effective on developing students' vocabulary mastery.

2. Antonym Matching Game

Antonym matching game is an interactive, educational, and fun match game for school-aged children, adults, and learners of all ages. The aim of the game is to find pairs of antonyms by turning over the cards. Antonyms are words that have opposite meanings. Antonym Matching is a game that asks students to guess the opposite of words in the card. The opposite is hidden on the card.

3. Vocabulary Mastery

Vocabulary mastery is knowledge of word meaning, how to pronounce it and use it. It points to all words in a language used by a

particular individual or exists. Those are all words that the person knows. Vocabulary refers to a primary knowledge in learning a language. A student with a good vocabulary will have less difficulty than a student with a small vocabulary. Knowing it integrates with four English skills, so it must be mastered well by the learners.