CHAPTER I

INTRODUCTION

This chapter includes the background of study, formulation of research question, purpose of study, formulation of hypothesis, significant of study, scope and limitation of the study, and definition of key terms.

A. Background of the Study

A Language is a tool of communication with other people. Keraf (1997:1) asserts that language serves as a medium of communication between individuals, conveyed through the symbolic sounds generated by human speech. Language is a tool to convey our idea to get our goal. God created humans in the world with various nations, ethnicities, and customs. Even So, the language, one country and another country have a different language. Without language we cannot communicate, express our feeling and share with other people around the world as we know that English is an international language that is important to know in other to be used to express ideas, thought, and feelings to other people. People in a society use language, which is mutually understand to communicate with others. Therefore, English becomes one of the compulsory subjects taught in an education institute. English is also considered as difficult subject for the Indonesian students, because English is completely different from the Indonesian language looking at from the system of structure, pronunciation and vocabulary. The government always made an effort to improve the quality of English teaching. By improving the teachers' quality and other components involved in the

educational process, the English teaching in Indonesia improved time to time Teaching English in the school is needed especially in elementary school and junior high school because we know that students memorize everything they learn at a young age.

Vocabulary mastery is crucial because it increases students' comprehension of a wide variety of the English language. Coxhead (2006:4) states that vocabulary mastery is a fundamental component of any language. Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read. In addition, vocabulary is the key to enriching the knowledge of a foreign/target language. Without vocabulary, people cannot speak, write, and understand what the reading and listening. Therefore, Teachers must have a great choice for interesting methods to create good participation of the students to improve their abilities. They should know how to improve the interest of the students to learn and students doing the achievements during the class and how to design the materials which are easy to students understand. The teacher should be able to develop any kind of material which in learning vocabulary will not become boring. At the beginning and the end of a lesson, educational games can be utilized. As a consequence, educators are capable of building students' enthusiasm and drive towards instructional sessions, as well as evaluating, reinforcing, and reviewing previously covered subjects. Consequently, educational games facilitate students' learning by encouraging them to actively participate in teachings.

Indeed, instructing students in vocabulary is not a simple task. Principally, the objective of English instruction in junior high is to stimulate students' interest in the subject. The instruction of English vocabulary requires a method that is suitable for the students' distinctive characteristics. Thus, they tend to engage in enjoyable and delightful learning situations. Nurhayati (2008) believes that increasing the frequency of various activities could enhance students' enjoyment of studying English, particularly by removing the burden associated with being involved in such activities. It is possible to teach vocabulary indirectly and through a variety of activities, such as a game. As stated by Celce-Murcia and Macintosh (1979:54), "Almost everyone would agree that if learning can be made enjoyable, then students will learn more." Games are, by definition, fun. Games can be utilized as a means of instructing vocabulary due to the fact that in addition to being entertaining, students will also gain knowledge from them, including vocabulary. According to Nurhayati (2015: 221), games can be beneficial in that they can instill in students the understanding that specific words are crucial and indispensable for the completion of the game's objective; such words are not optional.

Tell Me Five game is very versatile and can be played with no extra items. In this activity students have to write five things that the teacher tells them. For example, the teacher might say "write five things that are red." Then, the students write their list of ideas. Some previous studies related to the use of game and vocabulary improvement have been conducted by some previous researchers. Syukron Mohamad Farhan (2022) has conducted

research with the title, "The Effectiveness of Using Bingo Games Media to Improve Students' Vocabulary Mastery". However, the difference is in terms of the game used. Then, Fauziah (2019) showed that Scattergories game was effective at a moderate level towards students' vocabulary knowledge. But the research design and the game used are also different. Based on the previous studies, the difference of this research is the researcher focuses using "Tell Me Five" game to measure vocabulary mastery on students. Therefore, the researcher gives the title of this research is "The Effectiveness of Tell Me Five Game on Students' Vocabulary Mastery of the Seventh Grade at MTsN 2 Blitar City".

B.   Formulation of Research Problem

Based on the background of the study, the researcher presents the research question as follows: "Is there any significant difference score of the students' vocabulary mastery before and after being taught by "Tell Me Five Game" of the seventh grade at MTsN 2 Blitar City?".

C.   Purpose of the Research

Based on the research question, the aim of this study is to find whether there is any significant difference score of the students' vocabulary mastery before and after being taught by "Tell Me Five Game" of the seventh grade at MTsN 2 Blitar City.

D.   Formulation of Hypotheses

Stated differently, a hypothesis represents an inference about a problem or a potential correlation between two or more variables. The null

hypothesis (Ho) and the alternative hypothesis (Ha) are the two different categories of hypotheses. The research hypotheses are:

1. Null Hypotheses (Ho)

    There is no any significant difference score of the students' vocabulary mastery before and after being taught by "Tell Me Five Game" at the seventh grade of MTsN 2 Blitar City.

2. Alternative Hypotheses (Ha)

    There is any significant difference score of the students' vocabulary mastery before and after being taught by "Tell Me Five Game" at the seventh grade of MTsN 2 Blitar City.

E. Scope and Limitation for this Research

This study was intended to verify the effectiveness of Tell Me Five game on students' vocabulary mastery. This study was given to MTsN 2 Blitar City. However, this study would not investigate to what extend the students can learn from the use of Tell Me Five game. So, in this study, there is no description qualitatively related to how the students can learn better from the use of game from the use of the method.

F. Significance of the Study

With this research it is expected to provide suggestions for the following:

1. For teachers, this research can be utilized to assist teachers in improving students' English competency in vocabulary using the "Tell Me Five" game.

2. For students, this research may then be utilized to motivate them to

improve their vocabulary by playing the "Tell Me Five" game.

3. For further researchers, this study is expected to serve as a reference to conduct another study related to vocabulary mastery improvement.

G. Definition of Key Terms

To avoid misunderstanding, confusion, and ambiguity about concepts on this research topic, the explanations and definitions of key terms used in this research will be explained by researcher:

1. The Effectiveness

A method can be said to be effective when it can have an impact on improving students' vocabulary mastery. This is proven by statistical results showing less than or equal to 0.05.

2. Tell Me Five Game

The definition of Tell Me Five game is a cognitive activity designed to enhance the skills of item labeling, identifying, and categorization. As students become more practical, their proficiency in spontaneously generating ideas will improve, leading to more comfort in thinking on their own. The game's inherent simplicity minimizes pressure, making it an excellent tool for teaching English as a second language to students and enhancing their communication abilities.

3. Vocabulary Mastery

Vocabulary mastery refers to a student's thorough understanding of various aspects of vocabulary, such as meanings, pronunciation, spelling, grammar use, word origins, word combinations, appropriate

usage in different contexts, connotations or associations, and frequency of word usage (Thombury, 2002).

According to Schmitt and McCharty (1970, as cited in Setiawan, (2010), when evaluating students' vocabulary mastery, it may be necessary to measure both their ability to understand words (receptive knowledge) and their ability to use words (productive knowledge) in order to accurately assess the extent of their vocabulary knowledge.