CHAPTER I

INTRODUCTION

In this chapter, the writer presents about the background of study, formulation of the research problem, research objective, significance of the research, and definition of key term.

A. Background of the Study

Language and education are two things closely related. We need to deliver education with a language that appropriate with environment or the delivery place of the education, that is the language of instruction in education. This means that the instruction of language in Indonesia is Indonesian, but along with development of IPTEK education in Indonesia need another language be side Indonesian, that is English. The position of English in Indonesia is as one of the foreign languages that must be studied in Indonesia, because English is an international language, one of its functions is to communicate with people in the world. This makes the English language a great opportunity as an instruction of language in some schools in Indonesia.

In the English learning activities, there are some teachers who use English as the language instruction. This is intended to make the students get used to understand the words that expressed by the teachers using English, so that they can respond although they are not too familiar with English words. In this activity

the teachers also train students to communicate using English both oral and written. Meanwhile, it is difficult for some students to understand when the teachers use English as the language instruction, because they lack of vocabulary and have not trained with the English as the language instruction.

One of the keys to learn English is having good vocabulary mastery. Vocabulary has a very essential role in the mastery of foreign languages, especially English, as revealed by Hamriani (2011: 5) that vocabulary is an important component in learning the language, the more vocabulary the learner learns the easier it is to convey its thoughts both in written and oral form. Without mastering adequate vocabulary, students will be difficult to accept or understand English lesson. In addition, they also can't communicate in English at all.

Although the vocabulary is recognized as an important part of the learning process in English, the facts in the field show that many students have difficulties in terms of vocabulary mastery, which has implications for their learning process. This fact is known from the observation from the teacher and students itself. Therefore, this problem must be overcome immediately, so that the learning process of students can be re-run well and can achieve the purpose of learning.

In this study, the researcher chose SDI Miftahul Huda Tulungagung as the location because from that school the researcher found out vocabulary problem. The problem knowing from the results of interviews with English language teachers, there are several factors that cause students unable to master vocabulary. First, the students are not like to learn English because they thought that learning

English is difficult. Secondly, the students felt that memorize vocabulary is difficult. The last the students are not pay attention to the teacher when she was teaching. In addition the researcher also distributed questioners to the students, thus the result showed first, the students told that learning English is difficult. Secondly, they are difficult in memorize vocabularies. The last, they don't like memorizing vocabulary. As a result, those English learning activities bring the teacher become very important role to solve the problems above.

Teachers do not just teach students about subjects, especially English, teachers should also be able to create an active environment in the teaching learning process. According to Bonwell and Eison (1991: 2) active learning be define is anything that involves students in doing things and thinking about the things they are doing. Its mean that the teacher is not only explain the material but also she must involve the students in the teaching learning process. So as the teachers, they should have an active strategy in teaching. Finally, students are not bored with the material provided.

As a teacher we must have a certain technique or strategy to make students can be interested and easy to memorize vocabularies. According to Suja'i (2008: 24) learning strategy is the steps or actions that are fundamental and play a major role in teaching and learning process to achieve learning objectives that have been determined. In addition, Sanjaya (2014: 126) stated that learning strategy is a plan that contains about a series of activities designed to achieve certain educational goals. Therefore teachers must have a strategy in order to achieve learning

objectives. One of the strategies used by teachers in teaching activity is using the media to give them an interesting learning process. One of techniques or strategies is using games, such as monopoly games. This game is very interesting where in the monopoly game there are some rules, for example for players who lose can go to jail, and for those who win it will rule and can accumulate the wealth.

A study done by (Hariyadi, 2010) proved that the lack of vocabulary can be overcome by implementing monopoly game when teaching English. In addition Hamriani (2011: 5) revealed that monopoly game can also overcome the lack of vocabulary. Because a lot of empirical evidence proves that the monopoly game is good to solve the problem of lack of vocabulary in English learning related to the problems of the class that I met, I will apply monopoly vocabulary game to solve the problem.

Basically Monopoly game in vocabulary learning is similar with ordinary monopoly game. It purpose to master. The difference is in learning English, monopoly game purpose to get wealth in mastering vocabularies. So when the teacher teaches the material using monopoly game then the student will feel more interested in the lesson especially English. When they learn with a happy state they will be easy to memorize the vocabularies that the teacher teach through the game, in other words when teachers teach by using monopoly game then the student's vocabulary will be increase. As stated by Hariyadi (2010) that teaching vocabulary by using monopoly game is effective to improve students' mastery on

vocabularies. Monopoly game is effective to teach English, especially vocabulary, so it can be one of the reference media to teach English.

Based on the explanation above, the writer writes conducts a research about improving vocabulary using monopoly game, especially for third grade. So in this study, the writer gives the title **"The Use Of Monopoly Game Media To Improve Vocabulary Mastery Of The Third Grade Students Of SDI Miftahul Huda Tulungagung".**

B. Formulation of the Research Problem

- How can monopoly game improve vocabulary mastery of the third grade students of SDI Miftahul Huda Tulungagung?

C. Objective of the Research

Based on the problems above, so the purpose to be achieved in this study is to:

- Describe the application of the monopoly game to improve vocabulary mastery of the third grade students of SDI Miftahul Huda Tulungagung.

D. Significance of the Research

This sub section discusses about who will take benefit of the result of this study:

1. Teacher

For teachers SDI Miftahul Huda Tulungagung with conducted the application of a monopoly game media in improving students vocabulary mastery, teachers can identify learning that has been done, and can perform a

method of learning that creative so in learning not saturating, especially in both English.

2. Student

a. Make the motivation of student study to learning more active in subjects English.

b. Diminish students' saturation in learning English

c. Improve the interest, creativity, understanding in learning English

3. Future researcher

- The researcher hopes this study becomes motivation for the future researcher to conduct the other research especially deals with The Application of monopoly game media to improve student's vocabulary mastery.

E. Definition of Key Terms

1. Monopoly game

   The term monopoly game in this study is defined a paper game on which it is written vocabulary which every player should know. This game is not much different from the original monopoly rule. The purpose of this game is to master all the vocabulary plots that are on paper through the purchasing and mastery of vocabulary (Ana Hamriani K, 2011: 6-11).

2. Vocabulary mastery

   The term vocabulary mastery that use in this research refer to know the meaning of vocabulary and also understand and can use it in sentence context (Nanang Hariyadi, 2010: 20).