

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents about the background of the study, research problem, objective of the research, significance, and definition of key terms.

A. Background of the research

English learning has become an important part in the educational systems of developing societies. English has also become one of the important languages that use as a communication tool among the societies in the world. Learning English without knowing any vocabulary first is difficult. According to Kusumaningrum and Cahyono (2011) without having enough vocabulary, the students will have difficulties to know the meaning of what they listen and read as well as to express their aim in communication. Therefore, it is necessary to learn vocabulary for those who want to gain broader knowledge, information, technology, and make a good communication with other societies in the world.

Vocabulary plays an important role in learning foreign language. It is one elements that links to four language skills; listening, reading, speaking, and writing. Faraj (2015) in his research states that vocabulary is an essential element within a language that the learner acquires to learn; because it is overwhelming the majority of meaning is carried lexically. Mastering vocabulary is not easy. It need to understand other aspect of the language such as sound and structure. To speak English well needs to master it. No matter your grammar, how successfully the sound has produced in any meaningful way

Based on the observation that is conducted in MTsN Tulungagung, there are some problems faced by students in learning English. (1) The students had difficulties to catch what the teacher's explanation because they had lack of vocabulary. (2) Students are also difficult to understand and memorize new words that teacher gave to them in the learning English. (3) The students' score is low. It is proved by the students' score in preliminary study that was only 17% of total students can achieve the minimum score.

In addition, to solve the problem above, the teacher should find a technique or alternative ways to make the students more interested in the learning English especially in mastering vocabulary. There are a lot of techniques that can make students improve their vocabulary and interested in the learning both traditionally and modern. One of the techniques that researcher will use is game. Game is an attractive technique to stimulate and encourage students enriching and mastering their vocabulary in a fun environment. Agustina (2012: 2) states that game is an activity with rules, a goal and an element of fun. In addition, according to Huyen and Nga (2003) games are effective in helping students to improve their vocabulary building skill. In other words, using games in vocabulary learning is effective to improve students' vocabulary.

One of game that researcher wants to conduct is scrabble game because scrabble game is effective for students to improve vocabulary mastery in learning English in enjoyable environment. According to Alfred Butts during the early 20th century, playing Scrabble provides many advantages. (1) Improve spelling and vocabulary. (2) Creative and strategy. (3) Entertaining. Scrabble game is a

word game in which two to four players score points by placing tiles, each bearing a single letter, onto a game board which is divided into a 15×15 grid of squares. This game can be conducted into small or big group in the class. This game let the students make some efforts to solve the problems in the class. When the students are actively in joining problem solving process, they will memorize a new word and try to recall that the teacher had told the new words. Scrabble game also makes the students learn cooperatively as a group and appreciate each other. In addition, Sadewo (2016) proved that Scrabble game helps students improving their vocabulary mastery of the tenth grade of SMAN 2 Purworejo. Patmasari and Suka (2014) in their research showed that scrabble game is recommended to be used by the teacher in increasing the student's vocabulary achievement at SMA Kartikatama Metro. Therefore, researcher hopes that Scrabble game can solve the problems and motivate the students to learn English

Based on the description above, the researcher interested in conducting research entitle **“IMPROVING VOCABULARY MASTERY THROUGH SCRABBLE GAME OF THE EIGHTH GRADE AT ISLAMIC JUNIOR HIGH SCHOOL TULUNGAGUNG”**

B. Research Problem

The formulation of the research problem is “How can the scrabble game improve the vocabulary mastery of the eighth grade students at Islamic junior high school?”

C. Objective of the research

Based on formulation problem above the purpose of this study is that the researcher wants to improve the vocabulary mastery through scrabble game of the eighth grade students at Islamic junior high school.

D. Significance of the research

The study is expected to have contributions to:

1. Students,

This study can help the students improving their result study especially in English and develop their skills and creativity in mastering vocabulary through scrabble game in understanding of the material

2. Teacher,

This study can be used by English teacher to improve knowledge and master learning model especially scrabble game so that teacher can apply in teaching process,

3. School,

This study can be used as input to school to develop learning model and fix in teaching process in the school to get better.

E. Definiton of key terms

1. Scrabble game

Scrabble game in this study is a word game in which four players score points by placing tiles, each bearing a single letter, onto a game board which is divided into a 15×15 grid of squares.

2. Vocabulary Mastery

Vocabulary Mastery is a great skill or knowledge that is used to communicate which consists of a large collection of word