

CHAPTER I

INTRODUCTION

This chapter is divided into seven sections. a) The background of this research, b) Question of this research, the one that the researcher wants to solve, c) The objective of the research, d) Limitation of the problem, e) The significance of the research, f) Definition of key terms, and g) The organization of research paper.

A. Background of The Research

Generally, English skills are divided into two categories: receptive and productive skill. Listening and reading receptive skills, while speaking and writing are a part of productive skills. In Indonesia, English is a foreign language that taught formally from the Junior High School to the university level. In learning a foreign language, vocabulary plays a crucial role. Vocabulary is one of the elements that links the four skills of English; speaking, listening, reading, and writing all together. In order to communicate well in a foreign language, students should acquire and adequate numbers of words and should know how to compare each words accurately.

Dealing with the importance of acquiring vocabulary, based on the researcher's preliminary research at tenth grade students of SMKN 7 Pandeglang, researcher still found the lack of students' vocabulary mastery. Based on the interview with one of the English teacher at SMKN 7 Pandeglang, he said that most of students in that vocational school still had lack of vocabulary master so they cannot improve another skill of English for instance writing and reading. As cited in Pujianto (2014:

99) he conducted a research that showed the overemphasis of writing practices in EFL classrooms in Indonesia were on students' *spelling, word formation, vocabulary, grammar, and theories about writing*. But it was disregarded the context, students' needs, and goals. Additionally that students did not get any exposure on writing activity in the classroom, yet it contributes almost nothing in build-up students' writing skill.

They also had some difficulties in speaking and listening because they vocabulary mastery is still in basic level. They did not get any exposure of English from their previous school and they also did not have any strength motivation in learning English.

The researcher found several reasons why student have difficulty in overwhelming vocabulary; first, the teacher explanation is not interactive so students feel bored to follow the learning activity. Second, teacher does not give any exercises. Third, students not trying to discover vocabulary in various phrases, they only got vocabulary from books they read and teacher explanation.

By knowing those problems above, the researcher tried to apply a technique to make students feel enjoy when they are in learning process. Thus, this research aimed to find any influence of the used of game as an alternative technique in English vocabulary. In this research, the researcher tried to find the influence of using *scrabble game* in teaching English vocabulary at tenth grade of vocational school in Pandeglang, namely SMKN 7 Pandeglang.

B. Research Question

In this study, the researcher only focused on formulates one question this is:

1. Is there any difference between students who are taught by using Scrabble Game and who are taught without any technique on students' Vocabulary Mastery?

C. Objective of The Research

The objectives of the study had been determined the research activity that researcher conducted. Therefore, all activities had clearly directed since the objectives were decided from the beginning of this study. The objective is related to the influence of teaching vocabulary by using *scrabble game*. Here is the objective of this research:

1. To investigate the difference between students who are taught by using Scrabble Game and who are taught without any technique on students' Vocabulary Mastery.

D. Limitation of the Problem

Based on the identification of the problems above, the researcher focused on investigating the influence of *scrabble game* in teaching Vocabulary mastery at tenth grade students of SMKN 7 Pandeglang. The vocabulary those used in this research focus on 'word and meaning matching' and 'sentence completion'.

E. The Significance of the Research

The significance of the study is intended to give some contributions theoretically and practically. This research hopefully can give several benefits as follows:

1. Theoretically:

The result of the study would support the theories that *scrabble game* can be used by teachers as an effort in improving students' vocabulary mastery. Besides that, this research also let other researchers comprehend about kind of games that can be used in teaching English.

2. Practicality:

- a. The contribution for English teachers is to let them understand their students' need and problems in dealing with their vocabulary mastery.
- b. The contribution for students to improve their vocabulary mastery by using vocabulary games i.e *Scrabble game*.

3. Pedagogically:

- a. The results of this study can help teachers in creating interactive media in the classroom in teaching vocabulary using scrabble game, so that students do not feel bored.
- b. The researcher expected to help the teacher to choosing the right media in teaching vocabulary and the students will not have difficulty in learning vocabulary.

F. Definition of Key Terms

There are terms mostly used in this research that need to be defined. They are vocabulary and scrabble game.

1. Vocabulary

Vocabulary is the personal collection of words that any given person knows and uses on a daily basis. According to Stahl (2005), vocabulary is knowledge of a word which

not only implying a definition, but also implies how that words fits into the world. The writer focuses on the vocabulary teaching techniques which use correct media which is scrabble game to deliver the material in the vocabulary learning process.

2. Scrabble Game

In this study, scrabble is a learning media to improve and help students to master their vocabulary. Gagne, as cited in Rasibah (2006: 18), states that media is some kinds of components around students which stimulate them to study. The scrabble game is provided by the teacher and use it when the teacher wants to teach and explore vocabulary for the students. Scrabble game is a media that can expand the vocabulary and strengthen the language ability.

G. Organization of The Research Paper

This research consists of five chapters:

Chapter I : Introduction

In this chapter, the writer discusses background of the research, research question and hypothesis, objective of the research, limitation of the problem, significance of the research, definition of key terms and organization of the research paper.

Chapter II : Literature Review

In this second chapter, the writer provides the theoretical foundation of teaching vocabulary using scrabble game..

Chapter III : Research Methodology

This chapter discusses the procedures of the research that includes research design, research method, population and sample, instrument, data collection technique and data analysis.

Chapter IV : Results and Discussions

In this chapter reports the data that has been collected based on research methodology including the results and the discussions.

Chapter V : Conclusion and Suggestions

This chapter presents conclusion of this study and suggestions for further study.