

## CHAPTER I

### INTRODUCTION

This chapter deals with background of the research, the research questions, the purposes of the research, the significance of the research, the rationale, the hypothesis and the previous research.

#### **A. Background of The Research**

Vocabulary refers to a list or set of words for a particular language or a list or set of words that an individual speaker of a language might use (Hatch and Brown, 1995:1). The learner should have enough vocabulary to produce ideas as well as in written or oral form because the amount of their vocabulary will influence them in expressing something in English. Actually, learners must enrich their vocabulary to say something easily and get the information from the text.

As stated by Camille (2004:66), teaching vocabulary is very important because there is a strong connection between readers' vocabulary knowledge and their reading comprehension. Students can develop their ideas or can communicate well if they have a lot of vocabularies. According to Alqahtani (2015), vocabulary is central to a language and it is an important aspect of language learning. However, students especially whose English is as foreign language sometimes avoid learning English because they think it is difficult to understand. This problem occurs because they are actually lacking in vocabularies. Achmad (2013) said that the phenomenon of insufficient English mastery occurred, because of the lack of English vocabularies owned by the students, and it does not make them understand either the oral or written English

texts. Therefore, teachers need to find the appropriate strategies in teaching vocabulary to students so that students are actively engaged in learning English.

There are some strategies that teachers can use in teaching vocabulary to the students. One of them is using games. As stated by Ersoz (2000:1), games can motivate students. It increases cooperation to work together. The students try to be competitive, fair and brave. Sometimes, language learning is boring and frustrating. However, the teacher must be careful to choose what game that will be applied in language learning. Appropriate games allow students to practice language skills.

Rohani & Pourgharib (2013) said that students learn new vocabulary more quickly if the process of learning is relaxed and comfortable such as playing games. Furthermore, Derakhshan & Khatir (2015) said that games help and encourage the students in learning language more easily. It can be concluded that a game is one of the teaching-learning strategies that can be used by the teachers to make students more joyful and fun in learning a language, especially a vocabulary.

There are some reasons why this research is conducted. One of the reasons is based on the writer-teacher training development in a school where the students have difficulties in comprehending a text in English. They sometimes seemed puzzled when the teacher gave them a text in English. They tended to ask the teacher what the meaning of the words was based on the text. It happened because they lacked vocabularies. Consequently, it needed more time to discuss because they did not understand what they read. This problem appeared because the

method used is not interesting in teaching vocabulary to students. Students only asked to memorize the vocabularies so that students were bored in learning English. In addition, it can be seen from the result score of students. Eighty five percent of students only got score of 60, which means this score is less than enough. It is a serious problem that needs a solution so that students can understand what they learn and have a motivation to learn English actively. It is why this research is conducted to help the teachers know the effective strategies that can be implemented in teaching vocabulary.

As previous research by Kestha & Al-Faleet (2013) showed that puzzle is one of the effective strategies in teaching vocabulary because students' vocabulary mastery increases after the strategy has been implemented. However, this research tries to find another strategy in teaching vocabulary by using scattergories board game.

This strategy has been investigated by a few researchers. One of them is Amalia (2015). The research is about using word ladder in improving students' vocabulary mastery. The result of the research showed that using word ladder in teaching vocabulary totally improved the students' vocabulary mastery.

The other researcher is Efendi (2013), the research is about using games to improve student's vocabulary mastery. The result of the research showed that games improved students' vocabulary mastery.

Based on the reasons above, this research wants to apply this game in improving students' vocabulary mastery. The title of the research is: THE USE OF SCATTERGORIES BOARD GAME TO IMPROVE STUDENTS'

VOCABULARY MASTERY (A Quasi Experimental Study at the Tenth Grade Students of Senior High School Karya Budi Bandung).

### **B. The Research Questions**

In accordance with the previous information, a few problems emerged:

1. What is the result of students' vocabulary mastery using Scattergories Board Game?
2. What is the result of students' vocabulary mastery using Direct Learning Method?
3. What is the significance of differences between students' vocabulary mastery by using Scattergories Board Game and using Direct Learning Method?

### **C. The Purposes of The Research**

Based on the research questions, the purpose of this study is to explore:

1. The results of students' vocabulary mastery by using Scattergories Board Game.
2. The results of students' vocabulary mastery by using Direct Learning Method.
3. The significant differences between students' vocabulary mastery by using Scattergories Board Game and using Direct Learning Method.

### **D. The Significances of the Research**

The significance of the research are as follows:

1. Theoretical Significance

This study is expected to contribute to the current theory about the strategy in teaching vocabulary and the result of the research can be used by the teachers in teaching vocabulary to improve students' vocabulary.

## 2. Practical Significance

### a. For students

It is expected that the students can improve their vocabulary mastery by using scattergories board game in the class. Therefore, they learn English more interestingly and easier. By using this strategy, students are motivated in learning English and consider that English is fun.

### b. For teachers

It is expected that the teacher gets the new strategy on how to teach a fun vocabulary and they can improve their ability in teaching English by using this strategy. As the result, it helps the teacher in increasing the quality of teaching in facilitating the student in learning English.

### c. For researcher

This study can give the researcher new experience in conducting a teaching vocabulary especially in reading skill. Also, the researcher finds the answer on the effectiveness of teaching vocabulary by using Scattergories Board Game toward students' vocabulary. The researcher can give a contribution for the teachers to solve the problems in teaching English.

## **E. Rationale**

There are some experts who explain the definitions of vocabulary. Hatch and Brown (1995:1) state that vocabulary refers to a list or set of words for a particular language or a list or set of words that an individual speaker of a language might use. It means that more than one word is used by speakers for a certain language.

Cloustoun (2013:2) defines vocabulary as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. It means that vocabulary is not only a single word but also phrases that consist of two or more words.

Burns and Broman (1975:295) define that vocabulary is the stock of words used by a person, class or professional, all having much in common, yet each distinctly different.

The statements from some experts about the importance of vocabulary can be seen below: Dewey (1910) in Efendi (2013:78) states that vocabulary is critically important because a word is an instrument for thinking about the meanings which it expresses.

Coady and Huckin (1997:5) argues that vocabulary is of central and critical importance to a typical language learner. It makes vocabulary become the basic element to master the four language skills. Without having much vocabulary, a language learner will not be able to master the language skills. It has important roles in communication.

According to Mike (2006:35), scattergories board game is a board game for two to six players in which players try to list as many words as they can that start with a specific letter and fall within a list of categories.

Teaching vocabulary by using Scattergories Board Game as the implementation of an interactive approach in language learning, the research is expected to improve students' vocabulary in SMK Karya Budi.

#### **F. Hypothesis**

According to Creswell (2012:111), hypotheses are statements in quantitative research in which the investigator makes a prediction or conjecture about the outcome of the relationship among attributes or characteristics. It means in hypotheses, it predicts whether the research influences the outcome or not.

According to the explanation above, the hypotheses of this study are as follows:

1. Null Hypothesis ( $H_0$ ) accepted if  $t_{\text{accounted}} < t_{\text{table}}$

It means that there is no significant improvement on students' vocabulary using Scattergories Board Game at SMK Karya Budi.

2. Working Hypothesis ( $H_a$ ) accepted if  $t_{\text{accounted}} > t_{\text{table}}$

It means that there is a significant improvement of students' vocabulary using Scattergories Board Game at SMK Karya Budi.

#### **G. Previous Research on Teaching Vocabulary**

Kusrini (2012) conducts research about teaching vocabulary for junior high school students using snake and ladder board game. She designs

experimental study in this research. She says that the students have difficulties remembering the vocabulary. By providing words on the board, the students find out the vocabulary easily. She provides some questions on the board. She also uses pictures as the key words. It helps the students to find out the vocabulary. It makes them have long term memory about the vocabulary. Her research proves that snake and ladder board game is effective in teaching vocabulary.

Second related research taken from Nirmawati (2013). Her research is classroom action research. She finds that students have problems in speaking activities such as grammar, vocabulary, pronunciation and fluency. She applied a speaking board game to teach speaking. It provides a new expression on the board then the students have to speak based on the expression. It is done by group. Each group consists of some students. The students also listen about how to pronounce the expression so they can correct their mistakes. It improves their speaking. Speaking board game is a joyful way to learn.

Third, Sri Wahyuni propos to describe the procedure of teaching vocabulary by using flashcards to the students of SMP Percontohan Negeri 5 Takengon, and to describe the improvement of students vocabulary mastery after teaching learning vocabulary by using the strategy. The researcher was "IMPROVING STUDENTS VOCABULARY ACHIEVEMENT BY USING FLASH CARD at SMP PERCONTOHAN NEGERI 5 TAKENGON". The aim of this research is to find out the improvement of the students' achievement by using flash card strategy. The population and sample of this research is 34. The finding of this research in the improvement of students' score from the pretest was 44, 41



and post-test cycle 1 was 64, 85, cycle II 80, 44. The conclusion is that flash cards can improve the students' achievement in vocabulary.

Fourth, study was done by Ita Kurniawati entitled "IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH MIND-MAPPING STRATEGY (A Classroom Action Research at the Second Year students of SMP Negeri 2 Polanharjo, Klaten in the Academic Year of 2010/2011). She used a quantitative approach to describe the students' interest and to explain the procedure of mind-mapping strategy when it was implemented in teaching learning processes. She also used a quantitative approach to find out the improvement of students' vocabulary mastery through pre-test and post-test. The mean score of pre-test in cycle I was 54 and cycle II was 56, 33, while the score of pos-test in cycle I was 65, 66 and cycle II was 76, 66.

From the literature review above, the researcher assumes that this research is different from previous research. The researcher takes another kind of board game. The researcher choose scattergories board game. Therefore, this research differs from those previous research.