CHAPTER I

INTRODUCTION

A. Background of the Study

Learning a foreign language, particularly English, may have a few sorts of learning issues. These issues are identified with the learning of the sound framework, the learning new vocabularies, and the learning of better approaches for masterminding the unfamiliar words into sentences. To begin an investigation of the English language beginning with a thought of precisely how individuals can speak with each other utilizing discourse.

Nunan states that vocabulary is an important component in language skills.[1] It can be concluded that one of the most important aspects of language ability is vocabulary, which influences how well speakers, listeners, readers, and writers communicate. How well students understand what a speaker says is influenced by the words they use while speaking. Students' vocabulary competence in writing refers to how well they can express the thoughts of their readers. In reading, a student's vocabulary knowledge will influence their capacity to absorb and interpret the message conveyed by the researcher through their writing. The first step in

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[1] David Nunan, *Practical English Language Teaching Young Learners*. (New York: McGraw-Hill, 2005), p.122.

comprehending a statement is to look into the vocabulary's meaning. It means that the first thing we should learn in English is vocabulary because it will make learning language skills easier and will be important in the process of achieving language teaching objectives.

According to Suyanto, vocabulary is the collection of words that belong to a language and provide meaning when it is used.[2] When learning English as a foreign language, vocabulary is an important skill that students must develop. Students must grasp vocabulary as they study words, phrases, dialogues, and paragraphs in order to communicate effectively with others. The importance of vocabulary in foreign language components should be stressed, as it will affect the effectiveness of the four language skills: listening, reading, writing, and speaking. Therefore, students' vocabulary mastery will determine their performance in the target language.

Furthermore, the researcher concludes that mastering vocabulary is a valuable skill of knowledge relating to a group of terms that learners are familiar with as part of a given language. The knowledge they gain from acquiring the vocabulary can be utilized to communicate or share an idea with other students by

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[2] Kasihani K.E. Suyanto, *English for Young Learners* (Jakarta: PT. Bumi Aksara, 2010), p.43.

offering an opinion or a concept, allowing students to interact and create a lively classroom.

Since students can acquire the four key English skills, mastering vocabulary is a vital activity for students to achieve competency in learning the language. The extent to which students grasp listening, reading, writing, and speaking is determined by their vocabulary mastery. Therefore, mastery of vocabulary is the most basic thing that must be mastered by students in learning English. The achievement of the four English skill competencies will be aided if pupils have a sufficient English vocabulary. Hiebert asserts that "vocabulary is understanding of the meaning of words".[3] It means that vocabulary is crucial for generating understanding in conversation.

The lack of English vocabulary mastery of class VII students at SMPN 1 Petir is caused by several factors, namely: learning methods that are not creative and innovative, conventional learning methods, and the teaching materials prepared are not interesting. Therefore, the researcher want to provide innovation in vocabulary learning through the Pictionary Game method in class

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[3] Elfrida H. Hiebert, Michael L. Kamil, *Teaching and Learning Vocabulary*, (Mahwa, New Jersey : Lawrence Erlbaum associates, inc, 2006), p.3.

VII at SMPN 1 Petir as an effort to improve students' vocabulary mastery.

Rob Angle designed the Pictionary game, which was first released in 1986. Played in pairs, Pictionary game is a guessing game. When playing Pictionary, a player will attempt to guess what his partner drew.[4] This requires collaboration from other players as students must try to identify the word from the pictures created by their partners. Students who guess will use the English language, which is the target language, to guess the term. To help them understand the topic, students play guessing games based on pictures. When playing Pictionary, students' learn and retain words from pictures, and this game can also raise the students' sense of competence.

Ideally if students can use this method in learning English, their vocabulary mastery will increase. This can be seen in the first grade students at SMPN 1 Petir, from the lack of vocabulary they memorize and who are unable to mention the meaning of simple vocabulary. Based on these facts, the researcher will conduct a study entitled: *"The Influence of Pictionary Game towards*

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[4] P.B Ker, *Children of The Lamp*, (Yogyakarta: Penerbit Matahati, 2008), p.11.

Students' Vocabulary Mastery" (A Quasi Experimental Research in the First Grade of SMPN 1 Petir).

B. Identification of Problems

Based on the background of the research above, it can identify several problems faced by students in learning English, namely:

1. Students have difficulty in mastering English vocabulary.
2. Lack of students skills in pronunciation of words in English.
3. Lack of attention in learning vocabulary at school.
4. Students are not easy to remember English vocabulary.
5. Lack of students skills in understanding reading or discourse in English.

C. Limitation of the Problem

There are many methods and learning media that can be used towards students' vocabulary mastery, in this research the researcher focuses on using pictionary game in the classroom towards students' vocabulary mastery, implemented for first grade junior high school students at SMPN 1 Petir in the 2022-2023 academic year.

D. Research Question

1. How is the students' vocabulary mastery at the first grade of SMPN 1 Petir?

2. How is the effect of pictionary game on students' vocabulary mastery?

E. Objectives of the Study

1. To know the students' vocabulary mastery at the first grade of SMPN 1 Petir.

2. To find out the effect on increasing students' vocabulary mastery through Pictionary game.

F. Significant of the Study

Hopefully the significance of this research can be useful for students themselves, teacher and future writers. By doing this research, the author hopes that this research has several benefits, namely theoretical benefits and practical benefits.

1. For students, the results of this study are expected to encourage students to further improve their mastery of English vocabulary well.

2. For teachers, the results of this study are expected to be a reference in teaching to make it easier for students to facilitate students in mastering English vocabulary.

3. The last, the results of this study are expected to be useful for students of the English Education Department, at the State Islamic University of Sultan Maulana Hasanuddin Banten in particular, as well as students from other universities for similar research as other references.

G. Hypothesis of the Research

Ha: There is significant effect on the use of pictionary game towards students' vocabulary mastery.

Ho: There is no significant effect on the use of pictionary game towards students' vocabulary mastery.

H. Previous Study

There are some previous researchers that are used by researcher, they are:

A. Riskawati Hajis (2014) conducted the research with a tittle *"Improving Students' Vocabulary By Using Visual Media at*

SMP Negeri 10 Makassar" had found there was a significant improvement of the students' vocabulary after using visual media. The pupils' mean ability test score was 6.33, but it climbed to 6.80 in the first cycle and 7.51 in the second cycle, proving this point. It means that the pupils' vocabulary has improved from the first to the second cycle. Students' vocabulary could be increased by using visual media. This was a classroom action research project. There were two cycles in all. There were four stages to the study technique in each cycle. They were preparing, acting, watching, and reflecting on their actions. The participants in the study were 43 VIIB students from SMPN 10 Makassar. The test, which was studied quantitatively, and the observation sheet, which was analyzed qualitatively, were the instruments of this study.[5]

Hasmar Husein (2018) conducted the research with a tittle *"Using Linking Words Game to Increase Students' Vocabulary Mastery (A Classroom Action Research in seventh Grade Students of SMP 15 Kota Bengkulu in Academic Years 2017-2018)"* it has been found that students have increased vocabulary mastery in pre-assessment scores, cycle 1, cycle 2, and cycle 3. The average score

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[5] A. Riskawati Hajis, *"Improving Students' Vocabulary By Using Visual Media at SMP Negeri 10 Makassar"* (Thesis, English Education Department, Alauddin State Islamic University of Makassar, 2014).

in the pre-assessment is 41.15, 55.11 in cycle 2, and 77, 68 in cycle 3. The students' initial test scores were 0%, and the final test in the first cycle was 55.11 percent, 65.50 percent in the second cycle, and 77.99 percent in the third cycle. In the 2017-2018 school year, it is apparent that the conjunction game boosts English vocabulary at SMP 15 Bengkulu. It was also discovered that the pupils were paying attention in class. Furthermore, students have been able to reduce text comprehension issues such as foreign words, bored, and poor grammar. As a result, it can be stated that the linking words game can help students in grade seven (VII) at SMP 15 in Bengkulu improve their vocabulary abilities in the 2017/2018 school year. The method used in this research is classroom action research.[6]

Clara Citra Sudirman (2020) conducted the research with a tittle *"Improving Students' Vocabulary Mastery Through How Special Am I Game at the Second Semester Of The Eighth Grade Of Smpn 35 Bandar Lampung In Academic Year Of 2019/2020"*. The results of this study were that the use of the How Special Am I game in the second semester of eighth grade at SMPN 35 Bandar

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[6] Hasmar Husein, *"Using Linking Words Game to Increase Students' Vocabulary Mastery (A Classroom Action Research in seventh Grade Students of SMP 15 Kota Bengkulu in Academic Years 2017-2018)"* (Study Program of English Education Departement of Language Education, The State Institut for Islamic Studies (IAIN) Bengkulu, 2018).

Lampung in the 2019/2020 academic year was found to improve students' vocabulary mastery. Classroom Action Research was used as a research approach in this study (CAR). With the pre-test before treatment, this study had two rounds.[7]

The difference between this research and previous findings is related to the object of research, research methods and the theory used by them. The research method used by the three previous studies is Classroom Action Research, while in this research it was Quasi Experimental Research. In the first research discusses improving students' vocabulary by using visual media, while the second research discusses using linking words game to increase students' vocabulary mastery, and the third research has described improving students' vocabulary mastery through how special Am I Game. In the other hand, this research discusses about the influence of pictionary game towards students' vocabulary mastery. The similarities of this study with previous studies are: The three previous studies and this study discuss about students' vocabulary mastery by using various media.

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[7] Clara Citra Sudirman, *"Improving Students' Vocabulary Mastery Through How Special Am I Game at the Second Semester Of The Eighth Grade Of Smpn 35 Bandar Lampung In Academic Year Of 2019/2020"* (Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung, 2020).

I. Organization of Writing

The researcher uses several steps of his research to make it easier for readers to understand it, and divides it into several chapters or sections with systematic details of writing as follows:

CHAPTER I is Introduction and consists of: Background of the Study, Identification of Problem, Limitation of the Problem, Research Question, Objectives of the Study, Significant of the Study, Hypothesis of the Research, Previous Study, and the last point is the Organization of Writing.

CHAPTER II is a Theoretical Framework and consists of: The Consept of Vocabulary, and Learning Media.

CHAPTER III is Research Methodologi, this chapter consists of: The first point is the Method of Research. The second point is the Place and Time. The third point is Population and Sample. The fourth point is Instrument. The next point is Technique of Collecting the Data and Technique of Data Analyzing.

CHAPTER IV is Result and Discussion, this chapter consists of: Data Findings and Analysis, Hypothesis testing t-test and interpretation data.

CHAPTER V is Conclusions and Suggestions. The researcher analyzed the students and then concluded the results in this chapter. In addition, the researcher wrote suggestions to students, teachers and further researchers in the last chapter.