CHAPTER I

A. Background

Learning English as a foreign language requires a sufficient vocabulary to play in the four language skills. Based on its use in language skills, vocabulary in English is divided into active vocabulary and passive vocabulary. Active vocabulary are words that the speaker can understand and pronounce correctly and use constructively in speaking and writing skills, while passive vocabulary are words that the speaker recognizes and understands in context, but the speaker cannot produce them correctly in speaking skills. and writing.

As social beings, humans cannot live alone. They need to interact with other people. In interacting, humans need instruments as a medium to convey Brown says that language is a complex and specialized skill that develops in children spontaneously without conscious effort or formal interest in them. The medium of interaction is language. By using language, instructions, disseminated without awareness of the underlying logic are qualitatively the same in each individual and different from the more common that humans can trade their opinions and ideas.

Language is a communication tool. We cannot communicate with other people both orally and in writing without language. Language is a set of signs, and signs combine form and meaning. Language to convey messages to others through language to get information or to get what we need.

What English learners can do is always memorizing in a conventional way, so it's easy to forget and hard to memorize. That's a big problem for memorizing vocabulary, especially for conversation. The most important thing for memorizing vocabulary is memorizing with practice, that is, combining methods of memorizing and practicing. The benefit of this method of memorizing with practice is that we will always memorize it, so it doesn't feel like we have memorized a lot of vocabulary.

Being able to master several foreign languages is one of the skills that can make it easier for us in various aspects of life. However, to learn a language when we are no longer toddlers is complicated. Even some people spend some time learning a language, but are still having difficulty conversing in that language. If so, how much vocabulary do we have to master to be able to understand a foreign language? Through an article quoted

from the BBC, this question was answered, and the answer is 800 to 1000 vocabulary words. Let's just say that the reference language is English which is estimated to have 171,146 words and 47,156 using words.

Language is the most important aspect of human life. There's actually writing, and listening, and the three components of language like grammar, vocabulary, and pronunciation. Many languages are used in international communication. One of them is English. English is used in most international events. That is why English has become an international language.

In Indonesia, English is considered as the first foreign language. It is learning from elementary school to university, even in kindergarten they have speaking, reading, listening and writing. start learning English. Need teacher skills. Teachers need to be able to their students abilities. In fact, teachers often fail to make students use interesting methods and techniques to get good results and to avoid student boredom.

The teaching of learning English has developed very fast. This development certainly brings many changes, especially in students' self-perception. The teacher-centered strategies traditionally used to teach have been abandoned. This can be proven by the number of students who are unable. In Indonesia, English is considered the first foreign language. It is well spoken English. Even though they had studied for years, from elementary to university. Most English teachers/lecturers complain and blame their students' abilities. In fact, teachers often fail to get students to use the target language. In junior high schools, the aim of teaching English is to enable students to master the four language skills such as speaking, reading, writing and listening, and the three components of language such as grammar, vocabulary and pronunciation.

English is used as the first foreign language. Factors that influence the increase in foreign vocabulary into Indonesian vocabulary are developments in science, technology, art, and culture. This is the cause of the increasing number of foreign vocabulary absorbed into the Indonesian vocabulary. Vocabulary is an important aspect in learning a foreign language. The difficulty in understanding foreign vocabulary is caused by the lack of variation in the application of learning strategies by teachers, especially in learning vocabulary. Therefore, in this study the researcher was interested in increasing students' vocabulary mastery by using chain cards in class VIII students of MTs

Muhammadiyah Argosari Kebumen. This research is called experimental research. The population of this study were students of class VIII MTs Muhammadiyah Argosari Kebumen in the academic year 2013/2014. Researchers used VIII A consisting of 33 students and VIII B consisting of 33 students. The sampling technique used was purposive sampling. The test consists of 35 items. Namely 10 completion tests, 15 matching tests, and 10 compiling tests. Researchers conducted a pre-test, and post-test. The researcher teaches vocabulary using a chain of cards as a treatment. Statistically, the researchers analyzed the data using a split variance t-test. Statistically, the researcher analyzed the data by using t-test sample related. The results of this study indicate that there is a positive and significant effect on learning vocabulary mastery using chain cards for eighth graders of MTs Muhammadiyah Argosari, Kebumen. "Ho" is rejected and "Ha" is accepted. The average score of the students' vocabulary in the post-test was 67.88. This is an increase from 56.12 on the pre-test results. In the analysis of the t-test formula, it is obtained that the value of t is greater than t table, namely 2.723> 1.998. The research findings show that chain cards are effective in teaching vocabulary mastery. Based on these results, the researcher suggests that English teachers use chain cards as a medium in teaching vocabulary mastery so that it is easier for students to learn vocabulary.

The problem of understanding English is a challenge for MTs Tunaswangi students because speaking English requires more vocabulary so that students can understand it. Because vocabulary is an important aspect in learning a foreign language. Without a proportional vocabulary, anyone will have difficulty speaking, reading, listening and writing. Considering these problems, there are many solutions that students can offer to understand English very fluently, the researcher wants to try to make comprehension activities more effective for students in learning English by determining appropriate and effective teaching techniques for comprehension. Researchers will try to use chain card media with an interesting atmosphere so that students at MTs Tunaswangi don't get bored while studying.

Researcher interested in doing this research because it will be something new for students who do not have learning media and have never studied using games, especially chain card games, so I want to find out whether board games can improve students'

vocabulary skills or not. In this study, researchers will conduct a study on learning using the chain card method so that students can hone their vocabulary knowledge through this chain card game.

B. Identification of Problems

The learning process of understanding students' vocabulary skills requires a strategy. Strategies can help students learn English more interestingly. In this study, researchers used chain cards as a strategy. The researcher chose a chain card strategy because this strategy is rarely used by teachers to teach students' vocabulary skills. They usually use the classical method and open dictionaries to look up the meaning of words, even though not all foreign languages or borrowed words are in it. So that efforts are needed to improve the mastery of the foreign language.

C. Limitations of the Study

This researcher focuses his study on the use of chain cards to improve vocabulary mastery by students at MTs Tunsawangi Cadasari, Pandeglang, Banten.

D. Problem Formulation

1. What the students' English vocabulary skills were like before being given the chain cards?
2. Is there any effectiveness of chain cards to improve students vocabulary in seventh grade students of MTs Tunsawangi Cadasari Pandeglang Banten?

E. The Objective of the Research

1. To find out how students vocabulary before being given a chain card?
2. To find out whether there is effectiveness of chain cards to improve students vocabulary in seventh grade students of MTs Tunsawangi Cadasari Pandeglang Banten?

F. Previous Study

There are several previous studies presented in this study. One of which is Improving Students' Vocabulary Mastery by Using Word Chain Game for the Eighth Grade Students of SMP N 2 Bumiayu at Academic Year 2020/2021

This research is designed of improving students' vocabulary by using word chain game for the eighth grade students of SMP N 2 Bumiayu at academic year 2020/2021.The research was described about students' problems in vocabulary mastery.

It had been solved by choosing an appropriate game that is Word Chain Game. There were some problems during this research is students still had lack of vocabulary. The research questions in this research are: (1) To what extent is the students' vocabulary mastery taught with using word chain game for the eighth grade students of SMP N 2 Bumiayu at academic year 2020/2021? (2) To what extent is the students' vocabulary mastery taught without using word chain game for the eighth grade students of SMP N 2 Bumiayu at academic year 2020/2021? (3) Is there any significant improvement of the students' vocabulary mastery taught with and without using word chain game for the eighth grade students of SMP N 2 Bumiayu at academic year 2020/2021? In this research, the population was 300 students in the eighth grade. The samples were 2 classes. There were 30 students in Class VIII A controlled class and 30 students in VIII B as experimental class. The research applied non equivalent control group design. The instrument used to collect the data was multiple choice test. The value of t_table with (df) = 58 and a significance level of 0.025 (2-sided test) is 2.020. If -t_count<t_tabel or t_count>t_tabel then H0 is rejected. The calculation results show -3,077 -2,020 or 2,425 > 2,020, and the significance 0.05 (0.19 < 0.05).It means that hypothesis Ha was accepted and H0 was rejected. There was significant improvement of the students' vocabulary mastery taught with and without using Word Chain game for the eighth grade students of SMP N 2 Bumiayu".

THE EFFECTIVENESS OF USING CHAIN CARDS TO IMPROVE STUDENTS VOCABULARY MASTERY ON THE EIGHTH GRADE STUDENTS OF SMP YP PGRI 4 MAKASSAR. Kurniawati Kurniawati STKIP YPUP, Antonius Ali Wutun STKIP YPUP, Makassar Adriani Jihad STKIP YPUP Makassar. The objective of this research was to find out whether the used of Chain Cards game could improve students' vocabulary mastery at the eighth grade of SMP YP PGRI 4 Makassar. This research used a quasi-experimental method. The population in this students were eighth grade students of SMP YP PGRI Makassar in the 2022/2023 academic year. The sample of the research was 12 students and used purposive sampling technique in one class. The results of data analysis showed that there was a significant difference in students' vocabulary mastery, where the students' post-test scores were higher than the pre-test scores (82.91>47.083) and the t-test results were higher than t-table (16.924>1.796).

Based on the results of this research. It can be concluded that Using the Chain Cards game can improve students' vocabulary mastery in eight grade students of SMP YP PGRI 4 Makassar. The results of this study and previous researchers know that there are similarities in the results of students' effectiveness in increasing vocabulary skills by using chain cards

G. The Organization of Writing

In this study, the researcher arranged this paper as follows:

Chapter I Introduction. Introduction consisting of research background, problem identification, research limitations, problem statement, research objectives, research significance, previous research and writing organization.

Chapter II Theoretical Framework. This chapter consists of theorists from several experts that we have conducted research for this study.

Chapter III Research Methodology. This chapter contains the place and time of research, research methodology, population and sample, information collection techniques, research hypotheses, and information analysis techniques.

Chapter IV Results and Discussion. This chapter contains a description of the information and discussion of the findings.

Chapter V Conclusions and Suggestions. It contains a conclusion to a suggestion.