CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language it is used to communicate with other people in different country. English is known as a foreign language in Indonesia. English has become one of the compulsory subjects in school from kindergarten to high school in Indonesia. English at school aims to instill in students the importance of English as an international language in line with advances in science and technology in the Era of world globalization. English is studied at schools, colleges, university and private language institutes for children and young adults.[1]

This is usually because English is on the curriculum or because they need to learn it in order to study at an English medium college or university. On the other hand, where adults makes a chice to study English, they may do so for a variety of reasons. Perhaps they want to travel, perhaps they want to use social media in English, perhaps they want to get enhancement in study or perhaps they will going to live in an English-speaking country.

In addition, before writing this proposal the conducted preliminary research during PLP (Introduction to School Field) at MTs Al-Ma'arif to

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[1] Jeremy Harmer, *The Practice of English Language Teaching*. (New York: Pearson Education Limited, 2015), 4.

obtain valid information about the actual situation of the English teaching and learning process at MTs Al-Ma'arif. Based on the results of observation, when the English was taught to the class of 9B MTs Al-Ma'arif, the students did not master vocabulary even about vocabulary researchers around the class.

For example, when the researcher asked the vocabulary for "table", the students looked confused and hesitated to answer it. therefore, this is the reason that makes researcher interested in conducting research on students' vocabulary mastery in learning English at MTs Al Ma'arif.

During the preliminary research, the researcher interviewed the English teacher to find out what teacher's strategies were used in teaching English in the classroom. at that time, the teacher used learning strategies such as explaining the material to students and then the teacher gave questions related to the material that had been discussed.

Then the researcher concluded that one problem with the low level of students' ability to master English vocabulary was the teacher's teaching strategy during online learning during Covi-19 two years ago which caused a lack of student interest in learning English. This makes students feel bored in learning English, especially vocabulary, which has an impact on students' low level English vocabulary mastery and also

student learning motivation because learning English is monotonous and less fun during online learning two years ago.

In fact, teaching English especially vocabulary is not easy. From the results of preliminary research that have been described, the researcher concluded that there were at least two main problems in teaching vocabulary at MTs Al-Ma'arif. First, the strategy of learning English in class can be one of the reasons students are not interested in learning English.

So, they feel reluctant to memorize the new vocabulary given by the teacher. Second, students have low motivation in learning English because they think that English is difficult to learn and they don't need to learn Engliss. Regarding those problems, it is suggested that teacher has more ways of teaching English that can make English class more interesting and make easier for students to learn vocabulary.

According to Akdogan, that using games is one method that can help students when students are consciously involved in playing with other students. One way to improve students' learning abilities is to make students see pictures or actions. This will make it possible to develop vocabulary and students will enjoy learning English using games, game

activities and materials.[2] Therefore, the teacher should use appropriate strategy in teaching English. Many strategies can be used for language teaching. One type of strategy is the Scattergories card game.

Scattergories card game is a game that is played by uniquely naming objects in a group of categories, given the initial letter, in a limited time. Through this game, the teacher wants to know how much students can acquire vocabulary in a short time, and tries to describe what they have written in English.

Therefore the researcher is interested in conducting research based on the problems that exist in MTs Al Ma'arif in learning English in class. one way is by using Scattergories card game as a media for learning English to improve students' English vocabulary mastery. The researcher will try first to increase students' interest in learning English through game-based learning strategies, then the researcher will use fun learning methods to improve students' English vocabulary mastery using Scattergories card game.

Based on the previous research conducted by Husain, that games in teaching English especially vocabulary it's a great way to revive students interest in classroom activity. Especially Scattergories card game, the main beneficial of this game that is to train the students to think fast and

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[2] Esra Akdogan, "Developing Vocabulary in Game Activities and Game Materials", *Journal of Teaching and Education*, Vol. 7, No. 1, (Januari, 2017), 31.

categorize the vocabulary through the material given. Moreover, Scattergories card game is customizable to the teacher's need. The teacher can customize the content of the game flexibly appropriate with the purpose of the teaching materials.

Especially in English, this game also helps in teaching vocabulary such as to categorize list of words needed in certain chapter.[3] And the previous research conducted by Tamba, that the Scattergories card game is suitable for vocabulary instruction in language classroom. It aids in encouraging students to think quickly about word categorization.[4]

And according to Herdianti, Setiyadi, and Mahpul, that Scattergories card game is an effective methods for teaching vocabulary for students because the Scattergories card game could improve students' logical thinking, when students have to guess the words related to the category list while it can foster creativity and imagination.[5]

Based on explanation above, the researcher believes that to teach vocabulary needs improvisation and the English teacher should find encouraging ways to trigger students' motivation and facilitate students

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[3] M. Afif Husain, "The Use of Scattergories Game to Improve the Vocabulary Mastery", (Thesis, Semarang State University, Semarang, 2017), vii.
[4] Susi Marselina Tamba, "The Effectiveness of using Scattergories Game Towards Students' Vocabulary at MTs Baharuddin Tapanuli Selatan", (Thesis, State Islamic Universuty of North Sumatera, Medan, 2021), 18.
[5] Herdianti, A.G Bambang Setiyadi, and Mahpul, "Teaching Vocabulary using Board Games; Scattergories Game and What Someone Does Game", *Unila Journal of English Teaching*, Vol. 8, No. 2, (August, 2019), 6.

to learn vocabulary. So, the researcher has an assumption that this study which entitled "Scattergories Card Game to Enhance Students' Vocabulary Mastery (A Quasi Experimental Study at the Eighth Grade at MTs Al-Ma'arif Rancalutung, Serang Regency)" deserve to investigate comprehensively.

B. Identification of the Problem

From the background above, the identification of the problem are;

1. A few students are not interested in learning English

2. A few students have low motivation in learning English

3. Lack of vocabulary mastery faced by students

4. Students are no familiar with vocabulary around themselves

5. Students are do not know the objective of learing vocabulary at school

6. Traditional method made students feel bored to learning vocabulary

C. Limitation of the Problem

According to the problem above, the researcher focused about to enhance students' vocabulary mastery through the Scattergories card game as learning media and the effectiveness of Scattergories card game towards students' vocabulary knowledge especially at the eighth grade of MTs Al-Ma'arif Rancalutung.

D. Statements of the Problem

Based on the background above, the researcher formulated a research question as

follow:

1. How is students' vocabulary mastery before the treatment at the eight grade of MTs Al Ma'arif Rancalutung, Serang Regency?

2. How is the students' vocabulary mastery after the treatment at the eight grade of MTs Al Ma'arif Rancalutung, Serang Regency?

3. How is the effectiveness of Scattergories Card Game in enhance students' vocabulary mastery at the eight grade of MTs Al Ma'arif Rancaliting, Serang Regency?

E. Objective of the Study

1. Investigate students' vocabulary masteri before treatment

2. Investigate students' vocabulary mastery after treatment

3. Examine Scattergories card game has significant effect in enhance students' vocabulary mastery

F. Hypothesis

This study has two research hypothesis namely alternative hypothesis and null

hypothesis. This hypothesis of this study can be described as follows:

1. The Null Hypothesis (Ho): There is no significant effect of using Scattergories Card Game in enhance students' vocabulary mastery at the eight grade of MTs Al Ma'arif Rancalutung Serang Regency.

2. The Alternative Hypothesis (Ha): There is significant effect of using Scattergories Card Game in enhance students' vocabulary mastery at the eight grade of MTs Al Ma'arif Rancalutung Serang Regency.

G. Organization of Writing

This paper is divided into five chapters, which contains several points that describe the the chapter.

Chapter I Introduction, it consist of Background of the Study, identification of the Problem, Limitation of the Problem, Formulation of the Problem, and Objective of the Study.

Chapter II Theoritical Fondation, it consist of Definition of Vocabulary, Kinds of Vocabulary, Teaching Vocabulary, General Definition of Game, Definition of Scattergories Card Game, How to Play Scattergories Card Game, Teaching Vocabulary Using Scattergories Card Game, and Advantages and Disadvantages of Using Game in Teaching English Vocabulary.

Chapter III Research Methodology, it consist of Research Method, Research Design, Time and Place of the Research, Population and Sample, Research Instrument, Technique of Data Collection, and Technique of Data Analysis.

Chapter IV Research Finding and Discussion.

Chapter V Conclusion and Suggestion.