CHAPTER I

INTRODUCTION

A. Background of The Study

Indonesia has designated English as its first foreign language, according to the national curriculum from 1994. From the basic grades through the university level, English is taught. According to the national curriculum, learning English in Indonesia aims to improve students' oral and written communication skills. Additionally, English is the first foreign language that is seen as being crucial for learning, assimilating, and developing science and culture.[1]

Ideas on the nature of language in general influence language training. by theories regarding the particular language being taught and theories regarding language acquisition. The goal of English instruction in schools is to broaden and improve students' abilities in speaking, listening, reading, and writing. The pupils must master a number of vocabulary in order to accomplish these goals. The more vocabularies pupils know, the better they will be able to comprehend what they read and hear and express themselves in speech and writing.Vocabulary is crucial for language learning

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[1] Sri handayani, "Pentingnya kemampuan bahasa inggris". *Jurnal profesi pendidik*, Vol3 No.1 (2016).

since without it, communication is impossible.[2] The students will effectively communicate their ideas so that the listener could understand them by using the broad vocabulary. Without grammar, there is essentially no language to communicate and no vocabulary to communicate, in the words of Scott Thornburg.[3]

Assaadah Islamic Boarding School is a school that obligate its students using formal language. There are two formal languages, those are English and Arabic. The reserarcher took the students problem in learning English. Many students in Assa'adah have the same problem with usually student get in learning English. The researcher found some problem First, the students still less in mastering vocabulary because there was not a appropriate way in helping them to memorize it. Besides that, the students cannot remember all vocabularies that they have learned before. Second, the technique in teaching vocabulary was used monotonous method, the students just asked to translate the word without repeating it everyday. It made students felt bored and not interest much in teaching learning process.

In this case, to overcome the problems above the researcher choose the games in improving English vocabulary. Julia Dobson said that: "Game is a wonderful way to break the routine of classroom drill, because it provides

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[2] Jeremy Harmer, The practice of English language,(New york longman, 1992).
[3] Scott Thornburg, *How To Teach Vocabulary*. (Oxfordshire: Person Education Limited.2021).

fun and relaxation. That means that game is one of ways to relax routine of classroom and making fun. Moreover, as it is stated in Games for Language Learning book: "Game' to an activity which is entertaining and engaging, often challenging, and an activity in which learners play and usually interact with others". That means that any activity is interesting because games might make students enthusiastic to play it, sometimes it is challenging because when students are playing games, they have to be a winner in that games, and also it is entertaining because students fun and enjoy in playing and interacting each others. Besides that, it also gives the opportunity to the students to express their feeling.

There are many easy way that can use to make the teaching process more fun, one of the way with using a game, One of those games is observe and remember game. Observe and remember game is a game that comes from Kim's (keep in mind) game. This game is a good way to test ability of the students in observing and recall their moment during learning especially regarding English vocabulary, By using this game, the teacher does not have to translate some object. Based on the idea above, the researcher intends to conduct a research entitled **"The Effectiveness Of Observe And Remember Game Use In Teaching Vocabulary"**

B. Identification of the problem

Based on the background of the study, the researcher can identify many problems among other the students are lazy to learn English because of poor vocabulary they have, the students feel bored in enriching vocabulary with the conventional way, and the teacher need to find another way in teaching vocabulary.

C. The limitations of the study

Based on identification of the study, the researcher limited the study on students' ability in mastering vocabulary and students' activities in the class that will be built by using observe and remember game at the second grade of assa'adah junior high school.

D. Research Questions

Referring the background above, the problem statement can be formulated into a question as follow "Is there any effective of observe and remember game use in teaching vocabulary?

E. Objective of the Research

The objective of the research is to find out whether or not the use of observe and remember game is effective use in teaching vocabulary

F. The Significances of the Study

1. For the teacher

   This study is anticipated to provide teachers with knowledge that will aid in helping pupils improve their vocabulary who frequently struggle with learning English. The approach, strategy, and media can be used by the English instructor to accomplish the goal of the English lesson.

2. For the students

   Students can adopt a new approach to studying English while having fun by learning vocabulary by using observe and remember.

3. For the researcher

   This study provided the researcher with hands-on experience performing a study on teaching and learning, which is crucial for the growth of the researcher's competencies. The researcher had the chance to put what they had learned in school to use and contributed to the field's efforts to tackle actual problems. Additionally, it will benefit another researcher who chooses the same issue by allowing them to use this research as references when conducting their own research.

G. Previous study

In this research, the researcher find the other related study from as follow
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1. Thesis by Nenik Yuniarti The Effectiveness Of Observe And
   Remember Game For Teaching Speaking At Eleventh Grade Of
   Ma Ma'arif Balong. This research focus of this study especially
   on teaching speaking of observe and remember game using
   explanation text at eleventh grade. This research was conducted in
   MA Ma'arif Balong in Academic Year 2020/2021. It applied
   quasy experimental design of quantitative research. The research
   finding shows the use of observe and remember game was
   effective to improve speaking skill. The result research showed
   that the mean score post test from experimental class (67,29) was
   higher than control class (58,04). It had been found that
   comparing between the students' score who were taught using
   observe and remember game and those were not was 4,870. This
   score was higher than ttable which was 0,2732 at level of
   significance 5% with df= 50. It means that Ha was accepted and
   Ho was rejected.[4]

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[4] Nenik Yuniar, *The Effectiveness Of Observe And Remember Game For Teaching Speaking At Eleventh Grade Of Ma Ma'arif Balong* (English Education Department Faculty Of Tarbiyah And Teacher Training State Institute Of Islamic Studies Ponorogo September 2021)

2. Journal of English teaching by Khaidiyah (2017) entitled "The Use of Domino Game with Picture in Improving Students' Vocabulary Knowledge‖ was aimed to investigate the effectiveness of the use of Domino Game in improving students' vocabulary. The study implemented a pre-experimental design. The sample consists of 30 seven grade students in one of Junior High School in Subang. The sample was given Domino Game as the treatment. The data of this study were obtained through post-test and questionnaire. The result showed that lowest score on the post-test that is 10.00. Meanwhile, the highest score is an excellent score, 100. Then, the mean score is 71.90. Finally, the questionnaire results show that most of the students gave positive responses toward the use of Domino Game. The students agree that the game helps them to enrich their vocabulary because the game can motivate them, stimulate their interest and raise their curiosity. From this research, the teachers are recommended to have better competencies in selecting and presenting game activity in the classroom for better learning process.[5]

3. In the third research thesis by Novita sari, Improving Vocabulary Mastery Students Through Observe And Remember Games At

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[5] Khaidiyah (2017) *The Use of Domino Game With Picture in Improving Students' Vocabulary Knowledge*

The Second Grade Of (SMKN) 3 Enrekang, this research was aimed to see the improvement of vocabulary mastery students after learning process by using observe and remember game at the second grade of (SMKN) 3 Enrekang. The results of the research are useful for the teacher and students. In this research, the researcher used pre-experimental method. the researcher used instrument in form vocabulary test consisted of matching and multiple choice questions in pre-test and post-test. it was proven by significant difference between the students mean score of pre-test and post-test. the result showed that the mean score of pos-test (78,25) was higher than the mean score of pre-test (58,5) and obtained that a 0,05 and (df) N-1 20-1= 19, and the value of the t-table is 1,72472, while the value of t-test was 9,85. It means that the t-test value is greater than t-table (9,85≥1,72472).[6]

The relationship between the above research and this research speaks about the use of observing and remember games in vocabulary teaching. This research uses a quasi-experimental design with a sample of second grade junior high school students. Meanwhile, the difference between this research and the previous studies above lies in the research design. The first research

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[6] Novita sari, *Improving Vocabulary Mastery Students Through Observe And Remember Games At The Second Grade Of (SMKN) 3 Enrekang*

focused on teaching speaking and used a sample of eleventh grade high school students, and the second research used the Domino game with picture to increase students' vocabulary and also used a pre-experimental design, the third research used a pre-experimental method with a sample of eleventh grade high school students

H. Conceptual framework

Vocabulary is an important part of language. In teaching vocabulary there are many ways that can be used. In this case the researcher uses the observe and remember game in teaching vocabulary.

When using observe and remember game students can gain their understanding to memorize many vocabularies because this game can be used to generate ideas and interesting. It means that when students get started they learning process, they can get many new vocabularies specifically and enjoyably by using Observe and Remember Game.

By using this game, the researcher does not have to translate every single unfamiliar word. The researcher only needs to explain the material first, then when there are unfamiliar with words in the material, the researcher can pronounce it directly or using picture to demonstrate what does the word mean. Through this game, the students will be more active in developing vocabulary.

I. Organization of Writing

This paper consist of five (5) chapters : **The first chapter** is an introduction that consist of background of study, research question, limitation of the problem, objective of the research, significance of study, and organization of writing.

The second chapter about theoretical of framework it consist of definition of vocabulary mastery, kinds of vocabulary, teaching and learning vocabulary, definition of game, types of game, the reason of using game, definition of observe and remember game, advantages of using observe and remember game, teaching English vocabulary observe and remember game.

The third chapter is methodology of research it consist of method of the research, design of the research, research procedure, data collecting instrument, data collecting techniques, and data analysis.

The fourth chapter describes about research findings and discussion. The findings display all results of data analysis. The research questions meet the answers in this chapter. To make it clearer for the readers, the researcher conveys the discussion of the findings.

The fifth chapter is conclusion and suggestion. In this chapter describes some conclusions and offer the suggestion that related to the problems, bibliography is also included at the end of study.