

## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

Language is a vehicle for communicating meaning and messages. by understanding them, we can convey our feelings, thoughts, actions, ideas, and emotions as well as those of their people<sup>1</sup>. in learning a foreign language, there are four language skills that must be mastered; listening, speaking, reading, and writing. In addition to these four language skills, there are 3 components that support language skills in the teaching and learning process. English process; grammar, vocabulary terms, and pronunciation<sup>2</sup>.

Vocabulary is very important in learning components and language because vocabulary is the first element that people use when communicate with others. Wilkins cited in Thornbury “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”<sup>3</sup>. This statement mentions that vocabulary is important for communication because people will find it difficult to communicate if they do not have vocabulary.

Many students have difficulty with English classes because it is difficult for them to know the words and remember them even when they are translated. strategies to increase students' vocabulary and terms must be developed by educators. In addition,

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<sup>1</sup> Chotimah, C., & Astiyandha, T. (2022). “*Improving Students' Vocabulart Knowledge Through Race To The Board Game For ESP (Engkish For Spesific Purpose)*”. *Lingua*, 18(2), p.241.

<sup>2</sup> Scott Thornbury. *How to Teach Vocabulary*. (Malaysia: Pearson Education Limited, 2002), p. 13

<sup>3</sup> Thornbury, S. (2002). How words are learned. In J. Harmer (Ed.), *How to Teach Vocabulary* (pp. 13-31). Harlow: Longman.

teachers are obliged to help students to learn, especially in sharing their vocabulary and skills.

Based on observations made by the author at SMP Islam Da'ar El-Arqam , the teacher said that many students experienced several obstacles in mastering vocabulary. Lack of vocabulary in learning English creates problems for students, and students lack motivation in learning and are not fluent in speaking english.

This research is aimed at finding out how students acquire new vocabulary and apply it in English lessons in class and the researcher acts as a facilitator in the exploration process.

There are many different techniques for teaching vocabulary, especially through the use of various media such as songs, pictures, videos, films, games, etc. This technique is used by many people to improve and enrich their vocabulary. One of the games that can enrich students' vocabulary is a board game. A board game is a game in which students must follow the directions of a board game while following the teacher's instructions. The lesson will be fun for them and their vocabulary will automatically increase. You need to memorize a lot of vocabulary to play this game.

According to scrivener describes the characteristics of young learners. He states that young learners young learners are passionate, noisy, curious, have a low attention span, like to experiment, have a sense of humor, and like to have fun. sense of humor, and like to have fun. They are unable to concentrate for long periods of time and are always want to learn new things. However, when it comes to learning English, children do not progress in responding to and analyzing the language components such as grammar, vocabulary, and pronunciation. Therefore, vocabulary are important for junior high school students junior high school students because they help students

understand new words and increase their vocabulary new vocabulary and encourage them to become independent become independent learners. However, English classes in junior high school do not provide specific instructions on technical vocabulary. vocabulary. Therefore, children can learn english as a whole, but they can understand it through interesting activities, games, and tasks, games, and tasks.

Based on the explanation above, the researcher is interested in examining the problem of vocabulary mastery and is assisted by the board game method. Board games can be used as a game method that hopes students will pay more attention to the teaching and learning process and gain new experiences during learning to develop new vocabulary in English. Therefore, researchers took the title " The Effect of Using Board Games on Students' Vocabulary Mastery in Seventh Class of SMP Islam Da'ar El-Arqam".

## **B. The Identification of Problem**

The problem which occurred due to the background explanation above can be list as follow:

1. Students have a very little recognition of vocabularies.
2. Students have difficulty in memorizing vocabulary.
3. Students have difficulties in arranging the sentence in English.

## **C. The Limitation of The Problem**

Focusing on the research topic, the researcher limits and states.

Problem as follows:

1. Researchers focus on increasing students' vocabulary by using board games as a medium.

2. The object of the research is students of class VII Smp Islam Da'ar El-Arqam.
3. The research methodology used is quasi-experimental research.

#### **D. The Statements of The Problem**

Based on the background of the study above, the writer make statement of the problems as follows:

1. Is the competence of seventh grades students on vocabulary?
2. Is the effect of board game for learning vocabulary mastery?

#### **E. The Objective of The Study**

Based on statements of the problems, the objective of this study is to examine the effect of using board game on students' vocabulary mastery:

1. To know the competence of seventh grades students on vocabulary.
2. To know the effect of board game for learning vocabulary mastery.

#### **F. The Significance of The Study**

- a. For the students:

The Students of SMP Islam Da'ar El-Arqam, they will know how much their vocabulary level, how big vocabulary they have, and develop their vocabulary with fun and enjoyable. This research is expected not only to increase their motivation in learning English, but also can help them to have more English vocabulary. By using game, students can avoid boredom in classroom, so the material can be easily accepted by them.

b. For the teacher:

The English teacher especially English teacher in SMP Islam Da'ar El-Arqam. Thus, they can use this activity and increase this activity according to situation they have in the class.

c. For the writer:

The researcher hopes that this research will provide her with teaching experiences and assist her in implementing new teaching methods because she believes that the board game can solve the problem of learning English media, particularly in vocabulary

## **G. The Organization of The Writing**

This research is arranged into five chapters, every chapter has some points to explain the chapter.

**Chapter I is Introduction**, it contains the background of the study, identification of problem, the limitation of problem, the statement of problem, objective of study, the significance of research, and the organization of the writing.

**Chapter II is Theoretical Framework**; this chapter is consisting of the theorist from some experts we have conducted the research related to this research.

**Chapter III is Research Methodology**, it contains of the Method, place and time, population and sample, instrument of the research, data collection technique, and data analysis technique.

**Chapter IV is Result and Discussion**, this Chapter explains about Result of the Research and description of data.