CHAPTER I

INTRODUCTION

A. Background of Study

In daily life, language is extremely important, particularly for expressing one's ideas and opinions as well as for thinking about and experiencing life. Language is widely understood to be a tool for engagement and communication, a means of expressing concepts, ideas, feelings, and even thoughts.[1] Students' intellectual, social, and emotional growth are greatly influenced by language, which also ensures their academic achievement across all subject areas. It is anticipated that learning a language will aid pupils in knowing more about their own cultures as well as that of others. In order to pique pupils' interest in learning a language, language introduction should begin at a young age and take many forms.

English is one of the compulsory subjects. Every pupil pursues their own learning. English becomes more and more

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[1] Sitti Rabiah, "*Language As A Tool For Communication And Cultural Reality Discloser*," 2020, 1–11.

necessary as science and technology improve in order to boost the quantity and caliber of students. Many countries teach English to pupils as a second language in the classroom, and they start learning it at a young age.[2] Ensuring that pupils are competitive in the sphere of education is the aim of this. English is one of the languages that is most widely used in Indonesia, with applications in business, education, science, entertainment, and other domains. Considering how important English will be in the future, learning the language as soon as possible is essential. Improving one's ability to acquire a language is the aim of education.

Speaking, writing, listening, and reading are the four cornerstones of English language proficiency. Learning is required to acquire the vocabulary required to support the aforementioned English language competencies. Vocabulary is a fundamental part of understanding and is also an essential part of the literary and theme learning that takes place in classrooms these days.

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[2] Niyozova Aziza, "The Importance of English Language," *International Journal on Orange Technologies* 2, no. 1 (2020): 22–24.

Vocabulary is integral into very content area, and is addressed as part of the curriculum. One aspect of reading for effective communication is using language. Reading helps with language learning If students understand most of what they read, then reading volume improves their understanding. Regular readers also have better vocabulary, spelling, and writing skills.[3] A collection of words in the target language is not the only thing that makes up vocabulary. Grammar and vocabulary are intimately intertwined as parts of the language system.[4] The Mastery Vocabulary holds great significance as it will be taken into account by students during their educational journey. According to River, a person cannot successfully use a second language unless they have a sufficient level of comprehension since they will not be able to use structure and function.

Students often find vocabulary learning boring.[5] By leading discussions and asking questions, most English teachers

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[3] Jeremy Harmer, *How to Teach English* (London: Longman, 2007), 99

[4] David Nunan, *Second Language Teaching and Learning* (Bostan: Heinle and Heinle, 1999), 101

[5] Omer Elsheikh H. Elmahdi and Abdulrahman Mokbel M. Hezam, *"Challenges for Methods of Teaching English Vocabulary to Non-native Students"*, in *Advances in Social Sciences Research Journal*, Vol.VII, No.5, 556.

try to improve their vocabulary. In the question-and-answer format, students respond to questions posed by the teacher during class. With this teacher-centered approach, one-way communication is possible. As a result, educators need to incorporate students in the learning process and adopt a student-centered approach.

Conventional learning strategies which are usually monotonous are widely used by teachers.[6] Small group discussions are also another activity carried out by teachers. Conventional teaching methods cause students to become bored and discouraged, disinterested in class, unwilling to complete assignments, and poor test scores. Due to an inadequate learning environment and learning strategies that do not suit student characteristics, these efforts do not achieve optimal results. The learning strategies used by teachers when teaching material also influence vocabulary acquisition. Students can learn English vocabulary easily when teachers use innovative approaches.

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[6] Farha Alia Mokhtar, "*Rethinking Conventional Teaching In Language Learning And Proposing Edmodo As Intervention", A Qualitative Analysis"*, in Malaysian Online Journal of Educational Technology, Vol. IV, No.2, 22

The word matching game technique is one teaching and learning strategy that can be used to solve this issue. The word matching game technique helps improve and expedite vocabulary instruction while also improving recall. With the use of the word matching approach, students can comprehend expressions and determine the meaning of words without consulting a dictionary. Researchers want to conduct teaching skills experiments using word matching games. The primary objective of this study is to investigate how students learn and utilize new language, as well as the researcher's function as a facilitator in this process.

A method to assist teach vocabulary more easily and improve retention is to use word matching games. The context of this study is students' inadequate language comprehension as a result of an inefficient educational system. Therefore, the author wants to experiment by teaching skills using word matching games, with the hope that by introducing word matching games students will be able to gain new insights and expand their understanding.

Researchers made initial observations at SMPN 18 Kota Serang. researchers obtained information and discovered problems with the teaching media and students' vocabulary mastery. Students have low motivation to learn vocabulary, and they find it difficult when learning vocabulary. Students' vocabulary is lacking, according to teachers' daily reports. The problem with this teaching method is that teachers simply lecture their students. Even though teachers only use textbooks as learning resources, that does not mean the learning materials are not diverse.

From the foregoing explanation, it appears that word matching games and the problem of vocabulary learning are of interest to researchers. Word matching games are intended to help students focus on the fun, never-boring nature of the learning process while also providing them with fresh experiences that will help them become more proficient in English vocabulary. Thus, "The Effectiveness of Word Matching Game on Students' Vocabulary Mastery" is the title of this study

B. Identification Of Problem

Based on the research background mentioned above, the researcher identified several problem, including:

1. Lack of student vocabulary mastery.

2. Many students have low motivation to learn English.

3. Some students show a lack of interest in learning English.

4. Students are less familiar with the vocabulary around them.

5. Students lack awareness of the importance of vocabulary learning in school.

6. Traditional technique make students feel bored in learning vocabulary

C. Limitation of the Problem

Based on the problems found, the researcher limited his research to problems related to the English vocabulary of class VIII students at SMPN 18 Kota Serang. Researchers hope to increase students' vocabulary through the use of word matching games during the English learning process. The material for vocabulary mastery is adjective.

D. Research Question

Based on the research background above, the author decided to raise the following questions that underlie this research, namely:

1. How is students' vocabulary mastery before and after treatment at the eight grade of SMPN 18 Kota Serang?

2. How is the effectiveness of word matching game on students' vocabulary mastery at the eight grade of SMPN 18 Kota Serang?

E. Objective of Study

Sourced from the research questions above, the objectives of this study are as follows:

1. To know students' vocabulary mastery before and after treatment

2. To know the effect of word matching game on 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 Word Matching Game on students' vocabulary mastery at the eight grade of SMPN 18 Kota Serang.

2. The Alternative Hypothesis (Ha): There is significant effect of Word Matching Game on students' vocabulary mastery at the eight grade of SMPN 18 Kota Serang.

G. Significance of Study

This research is expected to be of benefits for the teachers, students and researchers as follows:

1. To the Writer

This gives the author valuable experience and insight to continue to innovate in the use of media and learning techniques to support the English language learning process in the class room.

2. To the Students

   a. Students will become more active and interested in learning English because they will use word comparison games to increase their English vocabulary.

   b. By using word matching games, students can gain an interesting learning experience that is different from previous English vocabulary learning provided by the teacher.

   c. By utilizing the word matching game technique used in class, we will increase students' motivation to learn English.

3. To the Teacher

   a. Teachers can utilize the use of word matching games in delivering English learning material, especially for learning to improve mastery of English vocabulary. Word matching games can be used as a technique to support learning to increase students' vocabulary.

   b. By using word matching games, teachers may improve the efficiency of the English language learning process

by helping students become more proficient with vocabulary.

c. To keep students from getting bored and to make learning English in class enjoyable, teachers might incorporate word matching games into their lesson plans.

H. Writing Organization

This study is structured into five chapters, each of which offers a number of several points.

Chapter I Introduction, it is consisting of Background of Study, Identification of Problem, Limitation of the Problem, Research Question, Objective of Study, Hypothesis, Significance of Study and Writing Organization.

Chapter II Literature Review, it is consisting Definition of Vocabulary, Kinds vocabulary, Teaching English Vocabulary, Definition of Game, Kinds of Game, Definition Word Matching Game, How to play Word Matching Game, Teaching Vocabulary Using Word Matching Game, and Advantages and Disadvantages of Using Word matching Game in Teaching English Vocabulary, Previous Study.

Chapter III Research Methodology, it consisting of Research Method, Research Design, Place and Time, Population and Sample, Technique of Collecting Data, Research Instrument and Data Analysis Technique.

Chapter IV Research Finding and Discussion, it consisting Prerequisite Analysis, T-test calculation, Effect Size Calculation, Hypothesis Testing, Discussion of Research Finding.

Chapter V Conclusion and Suggestion