**CHAPTER I**

**INTRODUCTION**

1. **BACKGROUND OF PROBLEM**

After the writer interview, it can found that the difficulties or problems in learning English in classes which are difficult to memorize formulas in grammar, difficulty in stringing words due to lack of vocabulary that is owned, difficulty in pronunciation of the English language, it is difficult to distinguish between regular and irregular words change sometimes even upside down, and it is difficult in a matter of listening for native speakers too fast or in dialog.

English teacher usually used or chose communicative language teaching and cooperative language learning and same time the teacher written on the whiteboard when the teacher talk, and using of puzzle game as supporting the learning process. SMAN 19 Balaraja Kabupaten Tangerang consists of 40 students in the classroom and there are 30 teachers and 4 English teachers.

SMAN 19 Balaraja Kabupaten Tangerang also once held a story telling competitions of folklore among classes ranging from first grade to second, it was one of the efforts to improve students' skills in English and also practice the confidence to speak in front of people as well as mental training students as a form of support and motivation to the students enthusiastic about learning English.The reason why the researcher chose SMAN 19 Balaraja Kabupaten Tangerang as the object of research.

Then the writer will do research with media in learning vocabulary. Research titled "the Effectiveness of Using Scrabble Game on Students' Vocabulary in the Student of Senior High School". This research used method as an experimental research Method with the subject research was the students of Senior High School of SMAN 19 Balaraja Kabupaten Tangerang.

Scrabble game is a game of English vocabulary already widely known and well-known in the world, the game is also effective to add to the vocabulary students in learning English.

The research chooses scrabble game as a technique of teaching to adapt and to use newly understood language in conversation and in written composition.[[1]](#footnote-2)And people already know the game that even students can try to play the game.

In addition, these games can motivate students to increase knowledge. Typically learn through games can lead to students' physical spirit and mind, good communication between teachers and students, motivates spontaneously, improve Study abroad, develop intonation and build the confidence of students. The last goal of the author’s technical solution of the problem when teachers teaching the classroom, especially learning vocabulary. The author's purpose scrabble game is so much better in improving vocabulary and learning.

1. **STATEMENT OF PROBLEM**

View of the background of the problem, the writer formulates the problem with some of the following questions:

1. How is the students’ implementation the vocabulary in learning vocabulary?
2. How the use of scrabble game is as the media in vocabulary is effective in the first grade students’ of SMAN 19 Balaraja Kabupaten Tangerang in the academic year 2016/2017?
3. How is the significant effect of scrabble on students’ vocabulary?
4. **THE AIMS OF THE STUDY**

Relating to the above problems previously, the aims of this study was provided as follows:

1. To find out students’ vocabulary using scrabble game at first grade students’ of SMAN 19 Balaraja Kabupaten Tangerang, in the academic year 2016/2017?
2. To find out students’ interesting in learning vocabulary using scrabble game at the first grade students’ of SMAN 19 Balaraja Kabupaten Tangerang, in the academic year 2016/2017?
3. To find out whether the use of scrabble game as the media in vocabulary is effective in the first grade students’ of SMAN 19 Balaraja Kabupaten Tangerang in the academic 2016/2017?
4. **ASSUMPTION AND HYPOTHESIS**
5. Assumption

Assumption is a statement that can be empirically verifiable based on the discovery, observation and experiment in a study conducted previously.[[2]](#footnote-3)

Sometimes, English vocabulary is an easy to memorize, but if the student never practice and not confident, they find difficulties to effective vocabulary, the researcher hopes the use scrabble game on vocabulary can be effective students’ skill in speaking and make them confident and easy to learn, not only in the class but in other place. Scrabble game is one media to effective students’ skill little by little can be to get many vocabularies. There are several papers about “the Effectiveness of Using Scrabble Game on Students’ Vocabulary, such as:

1. Sahar Ameer Bakhsh (2016) wrote, “*Using Games as a Tool in Teaching Vocabulary to Young Learners”.* When teaching young learners vocabulary using games, teachers must be patient in finding new and interesting ways so that students enjoy learning. Games can help young learners to learn their vocabulary effectively. As explained above, there are five games amongst many to be used to teach vocabulary e.g. Hot Potatoes, Memory Challenge, Last One Standing, Pictionary, and Bingo. Teacher should consider time and materials when designing or choosing the game. Although games have advantages and disadvantages when used to teach vocabularies, using them will enable young learners to acquire the lesson with fun where they can remember all the vocabulary easily.

Though games are very popular among young learners, they should not be overused. They should be chosen appropriately to students’ level, interest, and context. Furthermore, it must be concerned with the presented topic and vocabularies. Any game can be effective when it is used suitably to the topic and is controlled by wise and skilled teacher.[[3]](#footnote-4)

1. Ying-Jian Wang (2011) wrote, *“Investigating the Impact of Using Games in Teaching Children English”.* After presenting the findings, it is evident that using games may promote children‟s motivation, vocabulary acquisition, and reduce their anxiety from peer pressure. However, there are still some suggestions to be attended to drawn from the minority. Firstly, some participants who like to show themselves in public indicated that playing games cannot motivate them since it reduced opportunities to speak individually. Secondly, a few students mentioned that they still lose their attention if the pace of the game is not fast enough or if the other team takes up too much time. Thirdly, some minority answers declared that playing games sometimes confuses them if the actions of the vocabulary are similar, like “fly”, “bird” and “airplane”. They think that teachers should create some other actions to distinguish the differences. Fourthly, some participants mentioned that they receive pressure from peers due to losing the game, so that they hope teachers can utilize more cooperative games such as searching games to reduce their anxiety. Although few students claimed that they still prefer the traditional way of learn English, they still wonder whether game usage is effective in learning a foreign language. Yet, according to the research results, students with higher motivation, faster words acquisition, and lower anxiety from peers can reach better English performance. The application of games in teaching young children English is indeed a useful way to facilitate students‟ English proficiency.[[4]](#footnote-5)
2. Ali Sorayaie Azar (2012) wrote, *“The Effect of Games on EFL Learners’ Vocabulary Learning Strategies“*. In EFL contexts like Iran, learning vocabulary has been considered a boring subject for a long time and the traditional way of learning vocabulary by mere copying and remembering has shown to be less than effective. Meanwhile, games are also seen as a time-filling activity in most English classrooms. It is believed that games are just for fun and they have very little effect in teaching and learning. However, our research reveals that games contribute to vocabulary learning if they give students a chance to learn, practice and to review the English language in a pleasant atmosphere. From the research, we found that students are demanding a new way of teaching vocabulary, and they themselves are in search of a new way of learning this subject as well. Under such circumstances, games have been shown to have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way. Therefore, the role of games in teaching and learning vocabulary cannot be denied. However, in order to achieve the most from vocabulary games, it is essential that suitable games are chosen. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account. To conclude, learning a new language and its vocabulary through games is one significant and interesting way that can be applied for low level language learners. The results of this study suggest that games are used not only for having fun time in EFL classes, but more importantly, for the useful interaction and cooperation among EFL learners. The language games can be considered as a practice and review of language lessons in EFL classrooms.[[5]](#footnote-6)

The different of this research with another research here, the writer will see use of scrabble game as media in teaching vocabulary and the researcher hope this research will be success and suitable with planning.

1. Hypothesis

A hypothesis (plural hypotheses) is a proposed [explanation](https://en.wikipedia.org/wiki/Explanation) for a [phenomenon](https://en.wikipedia.org/wiki/Phenomenon).[[6]](#footnote-7) The study will take using scrabble game strategy as variable X and effectiveness students’ vocabulary as Variable Y. then, in this research the writer submits hypothesis by seeing how high the average score of experiment class (X) toward control class (Y) as follow:

Ha = to > tt = +: this is Effectiveness using Scrabble Game in Vocabulary.

It means that students who are taught by scrabble game will get more effectiveness increase in average score than students who are taught by other method.

Ha = to > tt = - : there is no effectiveness using Scrabble Game in Vocabulary.

It means that students who are taught by scrabble game will don’t get more effectiveness increase in average score than students who are taught by other method.

1. **CLARIFICATION OF THE TERMS**

In this occasion, the researcher clarified the terms paper into some chapter as follow:

Chapter I Introduction which consists of background of the problem, statement of problem, the aims of the study, assumption and hypothesis, and clarification of the terms.

Chapter II Theoretical Foundation which consists of English curriculum, teaching vocabulary in classroom performance, vocabulary techniques, teacher scrabble on teaching vocabulary, and the scoring system.

Chapter III Method of the Research which consists of research method, population and sample, population, sample, instruments, data collection and data analysis, and research procedure.

Chapter IV Result and Discussion which consists of description of data, data analysis and interpretation data.

Chapter V Conclusion and Suggestion which consists of conclusion and suggestion.

1. Andrew Wright et al., *Gamefor Language Learning,* (Cambridge: Cambridge University Press, 2006), p. 2. [↑](#footnote-ref-2)
2. http://www.informasiahli.com/2015/07/pengertian-asumsi-dalam-penelitian.html [↑](#footnote-ref-3)
3. Sahar Ameer Bakhsh, “*Using Games as a Tool in Teaching Vocabulary to Young Learners*,” Vol 9, No. 7(January-May, 2016), 124-125. [↑](#footnote-ref-4)
4. , Ying-Jian Wang *“Investigating the Impact of Using Games in Teaching Children English”*, Vol. 3, No. 5, (August-November, 2011), 139-140. [↑](#footnote-ref-5)
5. Ali Sorayaie Azar,”*The Effect of Games on EFL Learners’ Vocabulary Learning Strategies,* Vol. 1, No. 2, (October, 2012), 255-256. [↑](#footnote-ref-6)
6. https://en.wikipedia.org/wiki/Hypothesis [↑](#footnote-ref-7)