

# CHAPTER I

## INTRODUCTION

### A. Background of Study

The three important components of teaching as a scientific process are content, communication, and feedback. The teaching style has a positive impact on the learning of the students. It is always possible to make changes, enhancements, and development. The system's adaptability will be enhanced by the new teaching-learning activities, and "appropriate teaching environments can define the learner's terminal behavior in terms of learning structures."<sup>1</sup>

The development of common experience and common understanding is important to the teaching and learning process. This is also relevant to our goal to use English in the classroom. As a teacher and a class engage in numerous activities and interactions on a daily basis, they are building a resource of common experience to utilize as the foundation for future activity. Language plays a critical role here. The possibilities for constructing and elaborating on shared experiences would be severely constrained without language (as they are for other species). Teachers and

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<sup>1</sup> Isola Rajagopalan, "Concept of Teaching," *Shanlax International Journal of Education* 7, no. 2 (March 17, 2019), 5-8.

students, on the other hand, are free to discuss what they have done, are doing, and will do next.<sup>2</sup>

Some aspects can have an impact on the teaching-learning process's goal. They arise from the teacher, students, methods, strategies, classroom conditions, supplies, activities, and media, among other things. In determining the success of English teaching, the teacher plays a critical role. The instructor must be able to plan classroom activities in such a way that the previously defined learning objectives are achieved. The teachers must have experience and understanding in English instruction. Students must master four skills: speaking, listening, writing, and reading. They can combine active and passive English correctly if they master the four abilities fluently.<sup>3</sup>

This research discusses learning vocabulary in grade 8 junior high school with mobile games. Learning to use mobile games is one part of fun learning. The researcher choose this topic because researcher are often annoyed by mobile games advertisements that often appear and feel these advertisements can be used as material for research.

The researcher found a problem in this study, namely, whether using mobile games (Word Find) to improve students' ability to improve vocabulary. From this problem, the researcher will see whether or not the

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<sup>2</sup> Neil Mercer and Joan Swann, *Learning English Development and Diversity* (New York: The Open University & Routledge, Taylor & Francis, 1996), 133.

<sup>3</sup> Ayu Wandya, "The Teaching of English at Junior High School," *Language-Edu Journal of English Teaching and Learning* 9, no. 1 (2020).

students' ability in vocabulary has increased after learning to use mobile games (Word Find).

Word Find is a word game application in English. Players will arrange the letters provided into a word. The higher the level passed, the more difficult it is to compose words. Word Find is almost the same as the Scrabble game.

Scrabble is a word-building game in which players use small tiles with letters of varied point values to form words. It can be played with two to four people in a family setting. In this essay, we'll simply look at the two-player version. Scrabble is a game of incomplete data.<sup>4</sup>

It can be seen from the explanations of the two vocabulary games, the comparison is if each letter unit Scrabble has a score, while Word Find after the game is finished will only be notified of the score. The difficulty level of Scrabble and Word Find is also quite different, Scrabble has a level of difficulty in reaching the score because you have to adjust each letter you have to play, while Word Find has difficulty in each level, the higher the level the more difficult it is.

The purpose of using mobile games as vocabulary learning is so that students often open the English dictionary and find new vocabulary words that have never been known while playing.

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<sup>4</sup> Brian Sheppard, "World-Championship-Caliber" *Artificial Intelligence*, 134, no. 1–2 (January 2002): 241–275.

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

Based on the description in the background of the problem, there are three identification of the problem:

1. Students always study English repeatedly which makes students narrow in their knowledge of vocabulary.
2. Students rarely want to find out new vocabulary independently through a dictionary or book, because it is boring.
3. Students need a fun way of learning to increase their interest in learning English.

## **C. The Statements of The Problem**

Based on the background of the above research, the statement of the problem could be formulated as follow: How is the implementation of “Word Find” for develop vocabulary learning?

## **D. Limitation of Study**

Researcher will focus on the implementation of “Word Find” as a way of learning vocabulary in Islamic schools.

## **E. The Aims of The Study**

The aims of the study as follow: To analyze the implementation of “Word Find” for develop vocabulary learning.

## **F. Significant of Study**

The result of the researcher is expected to give benefit of English teacher, the students and the researcher:

1. The research result could be used as references for the teacher of English to teaching vocabulary using “Word Find” as a new teaching medium.
2. The result of this research could motivate the students to learn vocabulary and increase knowledge about vocabulary through “Word Find”.
3. The result to researcher could develop knowledge about the improving the students' vocabulary through “Word Find”.

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

In this study, the researcher organized this paper as follow:

**Chapter I is Introduction.** Introduction which consist of the background of study, the identification of the problem, limitation of the study, the statements of the problem, the aims of the study, the significance of the study, and organization of writing.

**Chapter II is Theoretical Framework.** This chapter consist of the theorist from some experts we have conducted the research to this research and previous studies.

**Chapter III is Methodology of Research.** This chapter consist of place and time of the study, research methodology, population and sample, instrument and the technique of data collecting, hypothesis of the study, and the technique of data analysis.

**Chapter IV is The Result and Discussion.** This chapter consist of description of the data and discussion of finding.

**Chapter V is Conclusion and Suggestion.** It consist conclusion for suggestion.