

# CHAPTER I

## INTRODUCTION

### A. Background Study

As an international language, people who want to know about advances in technology and science must master this language well, it is called an international language so this language can be used to communicate with all countries. Because of that English has an important role in the world<sup>1</sup>.

The first foreign language in Indonesia is English. Therefore, English has been taught compulsorily in middle school to high school in all secondary schools<sup>2</sup>. The role of English is so important that it is hoped that formal education can be satisfactory. But in fact, there are still many students who cannot use English. Most of them memorized the structure and grammar. It means that the Teaching of English results is far below the curriculum's standards. Learning to comprehend is complex. It is affected by two factors: internal and external. The internal factor comes from the learners themselves: for example, motivations, interest, attitude, and intelligence, while, the external factor comes from outside of the learners, like the situation, environment, learning materials, and the

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<sup>1</sup> Sharifian, Farzad, ed. "English as an international language: Perspectives and pedagogical issues" Vol. 11. *Multilingual Matters*, (2009).

<sup>2</sup> Mistar, Junaidi. " Teaching English as a foreign language (TEFL) in Indonesia " *Teaching English to the world: History, curriculum, and practice*, (2005): 71-80.

teachers. In learning, materials and the teachers are significant factors to encourage a learner to learn more rapidly and effectively<sup>3</sup>. Students may need to master four skills in learning English, namely listening, reading, speaking, and writing. Students also need to master many components such as grammar and vocabulary. One of the most important things required to master English is Vocabulary. For that, they need grammar and vocabulary when communicating in English. As stated by Scott Thornburg: "there will be little that can be conveyed if without grammar it cannot be conveyed without vocabulary."<sup>4</sup> This means that to communicate foreign languages students need vocabulary mastery. Building vocabulary is not easy. In this case, the English teacher has a vital role in stimulating students' Vocabulary.

The writer got through interviews with English teachers at this school. Some students not interested in learning vocabulary because students cannot remember new vocabulary. Also, many students still think that English is a complex subject to understand because English is a foreign language. Another problem faced by students is that during the teaching and learning process some students do not pay attention. Students feel uninterested or bored during the teaching and learning

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<sup>3</sup> Dornyei, Zoltan. *Teaching And Researching Motivation*, (Harlow. Person Education. 2021) p.27

<sup>4</sup> Scott Thornburg, *How to Teach Vocabulary*, (Person Education Limited 2002), p. 13.

process. In addition, vocabulary is usually taught through word memorization. The teacher must teach as creatively as possible and be fun to easily remember vocabulary learning.<sup>5</sup>

The authors choose to use games to increase English vocabulary to overcome this problem. Breaking class practice routines with games is away, which is good because it can give students fun and relaxation<sup>6</sup>. Games can be used as an educational technique in the English teaching and learning process. Kolf (1989)<sup>7</sup> In other words, they are helping students avoid boredom in learning English because the game will relieve the tension a bit.

Several types of games can use in learning English significantly to increase vocabulary. One of the games that the author applies is the Bananagrams game. Bananagrams is a fast-paced competitive word game, and this game can encourage students to develop their vocabulary as they search for words. Children will practice and correct themselves reading and writing on their tiles and increase their language by learning

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<sup>5</sup> Abdul muin, interviewed by wida robiyah, Pabuaran Walantaka Kota Serang-Banten, (April 20, 2021).

<sup>6</sup> Julio Dobson, "*Try One of My Games*". Washington. D.C, p. 295

<sup>7</sup> Kolf, June Cerza. *How Can I Help: Reaching Out to Someone Who Is Grieving*, (USA.Allyn and Bacon. 1989)

from fellow players. This game makes it suitable to develop vocabulary as it can introduce students to new words<sup>8</sup>.

From the background description, the authors are interested in researching the use bananagrams game to improve in vocabulary learning at MA Darul Ihsan Pabuaran Walantaka Kota Serang-Banten.

## **B. Identification of Problem**

The problems found in the study can be identified as follows:

1. Students' lack of motivation in learning vocabulary.
2. Students find it challenging to remember the language.
3. Students are bored in the teaching and learning process.

## **C. The Limitation Problem**

There are several components in learning English: reading, listening, writing, speaking, grammar, vocabulary, etc. In this case, the researcher will not discuss all the components of English in this thesis because of time constraints, therefore according to the identification of the problems found, the researcher limits the issues that are found, namely those that are focused on vocabulary problems, in this case, the researcher conducts research on the game Bananagrams which focused on the vocabulary of student in class X MA Darul Ihsan Pabuaran.

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<sup>8</sup> Helling, P., Roy, A., & Olmsted, A “ Effects of lexicon size on solving bananagrams ”. In *2017 12<sup>th</sup> International Conference for Internet Technology and Secured Transactions (ICITST)*, (2017), pp. 339-341

#### **D. Research Questions**

Sourced from this research background, the researcher wants to write a research problem:

1. How is Bananagrams games applied in learning to improve student vocabulary in MA Darul Ihsan Pabuaran?
2. How is the effectiveness of the Bananagrams game in teaching vocabulary in MA Darul Ihsan Pabuaran?

#### **E. Objective Of Study**

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

1. To find out the effectiveness of using Bananagrams game in vocabulary learning of class X student at MA Darul Ihsan Pabuaran
2. To find out the application of the Bananagrams game and to find out the increase in vocabulary skills of class X students at MA Darul Ihsan Pabuaran

#### **F. Significant of Study**

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

1. For writers

Provide valuable experience and insight for writers to continue innovating media or learning techniques to support the English learning process in the classroom.

2. To the students

- a) Students become more active and interested in learning English to improve their English vocabulary by using the Bananagrams game.

- b) Students get an exciting learning experience in the use of Bananagrams games, and it is different from the previous English vocabulary learning given by the teacher.

- c) Students will be motivated to learn English by using the Bananagrams game technique applied in class.

3. To the teacher

- a) Teachers can use the Bananagrams game as a learning support technique to increase students' vocabulary and be used as English learning materials, especially in increasing English vocabulary.

- b) Teachers can get input on ways to improve students abilities vocabulary.

- c) Teachers can increase the effectiveness of the English learning process in increasing students' vocabulary through the use of Bananagrams games.

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

This writing organization aims to help and facilitate what they read. It is divided into five chapters.

### **Chapter I: Introduction**

It consists of the background of the research, identification problem, limitation problem, research questions, objectives of the study, significance of the study, and organization of writing.

### **Chapter II: Review of Related Literature**

The second chapter includes a literature review, which describes the theoretical study of vocabulary and monopoly games, previous study, theoretical framework, and hypothesis.

### **Chapter III: Method of The Research**

The research methodology explains the time and place of research, research methods, population and samples research, research variables, instruments and data collection techniques, data analysis techniques, and statistical hypothesis.

### **Chapter IV: Research Findings and Discussion**

Discussing of before implementing the action; the description of the data, test the analysis requirements, test the hypothesis, and conclude the description of the data and test the hypothesis.

### **Chapter V: Conclusion and Suggestion.**

The fifth chapter is the closing which contains the conclusions of the research results and suggestions for research results.