

CHAPTER 1

INTRODUCTION

1.1. Background of the Research

Language is one of the most important things in communication and it is used as a toll of communication among the nations in all over the world. Ramelan (2020) states that language is a representation of concepts that are combined into words using speech sounds. Words combined into sentences this combination responds to those ideas become thoughts. In other contexts, in transmitting concepts, ideas, or feelings, language is known as a system of interaction with other individuals using sounds, Symbols, and phrases.

English teaching involves of four language skills, they are listening, Speaking, Reading and Writing. In teaching and learning a language, there are four aspects that support four language skills above such as: grammar, vocabulary, spelling and pronunciation that are also taught in English teaching and learning process. Vocabulary is one of important aspects in language thus it is must be learnt and master by students. It is impossible for a student or everybody to master language skills without vocabulary mastery.

According to John (2021:222) vocabulary is one of the important factors in all language teaching, a student must continually be learning words as they learn structure and as they practice sound system. Furthermore, vocabulary is essential because by knowing words, one can establish a good communication even though he or she does not have much knowledge about grammar. Teaching vocabulary is not easy. Different types of vocabulary demand different strategies.

In line with the teaching and learning process of English, vocabulary seems to be a vital aspect that should be seriously paid attention by English teachers. It means that if a person does not have plenty of vocabulary, it is rather difficult for him or her to understand other people are talking. It is, of course, without grasping sufficient vocabulary we would not know what is being talked to or discussed in writing.

Vocabulary is the total number of words people know and use in their language activities a group of words and meaning to communicate with others as a meaningful part of the language. Vocabulary is an essential subject for students to speak, read, write, and listen to. According to Ningsih (2019: 98), students have a good ability to master vocabulary but have some difficulties also that related to some aspects such as grammar and spelling. A student still has many problems or difficulties in vocabulary mastery. Most students have difficulties with grammar how understanding the meaning of words, how to spell, and making translations.

A vocabulary is several words that should be familiar (listening, writing, reading and writing). Without mastering enough vocabulary, students are not able to express their ideas clearly or understand the text. However, many students still get difficulties in mastering vocabulary thus their vocabulary mastery is not satisfying or low. Without mastering vocabulary, a students will get difficult in learning English. By knowing the vocabulary from the beginning, the beginners will get a lot of knowledge and will not get difficulties in mastering language skills. Thus, vocabulary should be the priority in English language teaching (Sariakin, 2021: 124).

Many methods can be used for teaching language and one of them is scattergories game. According to Hasbro (2019), scattergories game is a classic parlor game of words and categories. This game is commonly for adult players and famous in collegian students to kill their time with beneficial games. Scattergories game is the variations of the category game and can build general word learning. Scattergories is a branch of Board game.

Next, Ramelan (2020) states that Scattergories is a game that challenges players to come up with answers that fit within categories. All answers must begin with the letter chosen for the round, and players have a few minutes to respond. Scattergories is an example of a vocabulary game and question game, as well as a team building board game.

According to Ranandya (2022), there are several reasons why the scattergories game should be used in teaching vocabulary. The first is scattegories make students move actively and compete with their friends. The second is this game has rules that are easy to do by students. The third is this game makes the teaching and learning process more attractive and less stressful, which means that scattergories games have a positive impact on learning English.

According Ahmad in his research (2021), there is a significant increase in the use of the Scattergories game on students' vocabulary mastery in class VII of the Tarbiyah Takalar Modern Islamic Boarding School in 2021. Next, the research contributes to the process of teaching and learning English at the junior high school level, especially in the aspect of vocabulary. This is intended to create variety in teaching for English teachers, to increase students' vocabulary knowledge in a fun

way, and to encourage other researchers to conduct similar research in the future. In addition, Fauziah's research (2019) resulted that the use of Scattergories game in teaching and learning process can increase the students' ability in mastering vocabulary. Thus, the of Scattergories game is effective to increase the students' vocabulary mastery.

SMAN 1 Blangpegayon is chosen as the location of this research because of several considerations, including that the researcher had already carried out "Asistensi Mengajar" at this school so that the researcher was quite familiar with the school environment. Apart from that, the easy access to SMAN 1 Blangpegayon school also supports research activities at SMAN 1 Blangpegayon which will make it very easy for researchers to carry out research and complete research later.

Based on explanation above, the writer wants to know whether there is an effect on student's vocabulary mastery by using scattergories game. Finally, the researcher formulates the title of the study as follow: "increasing student's vocabulary by using scattergories at SMA Negeri 1 Blangpegayon" academic Year 2023/2024.

1.2. The Research Problem

The statement of problem is the beginning activity of the research process and it is the most difficult. The problem leads the researcher to what she has to do as to answer her problem. In line with the statements written above, the problem of this research activity is as follows: Can the use of Scattergorries game improve students' vocabulary of SMAN 1 Blangpegayon?

1.3. The Aim of Research

Based on the research problem above, the research aim of this research is to find out whether the use of Scattegorries game can improve students' vocabulary of SMAN 1 Blangpegayon.

1.4 The Postulate and Hypothesis

1.4.1 The postulate of the Research

Postulate is very important in research because it is a base of theory in the report of a research. In research, a researcher must be able to give postulate that relates to research problems. Winarno (2022:314) says a postulate is an opinion that is believed by a researcher. Next, he says every researcher can formulate different postulates. In addition, he suggests that researchers must read information sources a lot to help them to formulate postulate. Next, the postulates of this study are:

1. Vocabulary is very important and useful in four language skills; speaking, listening, reading, and writing.
2. The students' vocabulary is still needed to be improved.
3. The success of teaching and learning process is influenced by method or technique used by teachers.
4. Flashcard is one of ways that can be used in teaching vocabulary.

1.4.2 The Hypothesis of the Research

According to Creswell (2012), hypothesis is a procedure for making a decision about the result by comparing an observed value of a sample with a population value to determine if no difference exists between the value. Based on

the problem of this research thus the hypothesis of this research is formulated in the following:

Ho: The use of Scattegorries game cannot improve students' vocabulary of SMAN 1 Blangpegayon.

Ha: The use of Scattegorries game can improve students' vocabulary of SMAN 1 Blangpegayon.

1.5 Significance of the Research.

Based on the result of this research, the researcher hopes that it can be useful information for general English learners and teachers. There are two kinds of the benefit of this research as follows:

1. Theoretically

Based on the results of this study, the researcher hopes that it can contribute to the theories of teaching English vocabulary and can be used as a reference for those who want to research in improving English vocabulary through games.

2. Practically

a. For the Teachers.

This research is expected to be able to contribute to teachers in improving the quality of the learning process in teaching vocabulary through games, in this case, Scattergorries games as their new teaching method.

b. For the students

The students can think fast and easily to categorize words and improve their vocabulary through playing games.

c. For the Future Researchers

The future researcher can conduct further research in teaching vocabulary using Scattergories Games. They can use this research as information or references to do the teaching and learning process of English.

1.6 Scope of the Research.

The study will focus on tenth-grade students at SMAN 1 Blangpegayon as the primary participants. It will focus on a predetermined set of vocabulary words relevant to the curriculum and grade level. The specific vocabulary words to be used will be selected based on their relevance and appropriateness for the students' age and educational level. The study will involve implementing the Scattergories game as an intervention to enhance vocabulary mastery. The study will compare the vocabulary improvement of students who engage in Scattergories games with a control group that follows traditional vocabulary teaching methods. The traditional methods may include regular vocabulary lessons, exercises, and assessments. Vocabulary improvement will be measured using pre-test and post-test assessments for both groups. The assessments will focus on vocabulary knowledge, usage, and understanding.

Long-term retention of vocabulary beyond the study's duration will not be within the study's scope. The study will be conducted solely at SMAN 1 Blangpegayon and may not account for regional or cultural variations in vocabulary learning. The study will focus on the practical implementation of Scattergories games within the constraints of the school's resources and schedule.

1.7 Definition of Key of Terms

To avoid misunderstanding, there are some terms that need to be explained:

1. Vocabulary is vocabulary is a piece of knowledge to understand the word lead to language skill, both receptive connected to listening and reading or productive connected to speaking and writing.
2. Vocabulary Mastery is the comprehensive understanding and effective use of a wide range of words in a language, including their meanings, spellings pronunciations, and appropriate usage in contex.
3. Scattergories Games is interactive word-based games that require participants to generate words within specific categories, starting with a particular letter. In this study, Scattergories games are utilized as a tool to enhance vocabulary through engaging and competitive gameplay.