

CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, research problems, the objectives of the study, the significance of the study, scope and limitation of the study, hypothesis of the study, and definition of key terms.

A. Background of the Study

Vocabulary is a core component of listening, speaking, reading and writing (Richard, 2005.). There are four skills in teaching languages, namely listening, speaking, reading, and writing. These skills will be difficult to achieve if vocabulary cannot be mastered, because vocabulary is a supporting element for mastering the four learning skills. Mastery of vocabulary can help students in reading, speaking, and writing well, which is true, students cannot master the four skills in English.

Having a lot of vocabulary is a must. Students should have a lot of vocabulary to help them in learning English. Thornbury (2002) states that without grammar very little can be delivered, without vocabulary nothing can be conveyed. This means that vocabulary is more important than grammar. Without grammar we can still speak even a little. However, if we do not have vocabulary, we will not be able to speak anything. So, vocabulary is the most important thing for students to learn English. “A large vocabulary improves achievement and students with larger vocabulary often score higher on achievement tests than students with smaller vocabularies” (Webber, 2012).

To make vocabulary learning more effective, teachers need to change their learning methods and strategies to motivate their students to be more enthusiastic and motivated in the teaching and learning process. As the world of education evolves, there are many innovations and developments in English teaching methods and strategies that are more engaging for students. One method she can use in the teaching and learning process is the use of games. Donmus (2010) believes that "the value of educational games in language teaching is increasing because they help make language teaching fun" (Drakhshan & Khatir, 2015). Games are be one of the learning strategies adapted to the interests of today's generation.

Games can be an important and fun way to practice vocabulary for learners(Shaptoshvili, 2002). In addition, Simpson (2011) also states that teachers should be encouraged to use games to help practice new languages in the classroom. So, the game can be considered a useful and effective tool that can be applied in the classroom to improve the vocabulary of students. The use of games in teaching vocabulary is a way to make lessons more interesting and fun so that students do not feel bored. One of strategies that can be applied in teaching vocabulary is the Pictionary game. Pictionary game is a game that involves students guessing the words of a picture and students working in a team, each team member taking turns drawing the vocabulary given by the teacher. The rest of the team will try to guess the vocabulary depicted using English.

MTsN 1 Model Kediri is the most favorite in the Kediri. The learning there has been good, the English lessons have also gone well, but some students

in MTsN 1 Model Kediri still have less vocabulary. Most of students did not understand what the teacher said in English, students still have difficult to translate a word when asked by the teacher and they are difficult to remember new vocabularies that they have learned. Moreover, the students are still difficult to communicate using English. It can make the students lazy to learn English. The students do not give attention when the teacher is explaining the material in the class. Furthermore, they just keep silent if the teacher asked them in English. So, most of students just acquire a few vocabularies. The researcher needs to implement a method that can make students interested in learning.

In the previous study, some researchers applied Pictionary Game to increase the students' vocabulary mastery. Previous researchers state the use of Pictionary Game can be effective strategies and it can be used as an alternative way in teaching vocabulary (Novi, 2018). The Pictionary game is an effective strategy to improve students' vocabulary (Tiwa, 2021). Pictionary game can improve students' vocabulary mastery (Rina, 2017). Related to this fact, researchers are interested in using this Pictionary Game as an alternative way to improve students' vocabulary mastery. Because, by using this game in the learning process of vocabulary, teachers can be more creative and students can also be more active in the learning process.

According to background above, it can be concluded that the Pictionary Game can be used to increase students' vocabulary mastery. Therefore, researchers came up with the idea to conduct a study entitled "*The Effectiveness of Pictionary Game in Teaching Vocabulary Mastery*".

B. Research Problem

Deciding on question in research is important because it is used to state what will be discussed further in this study. It can also help the reader to know easily about the content of this research. Based on the background presented above, the research problem of the study is as the follow “Is Pictionary Game effective in teaching vocabulary mastery?”

C. Objective of the Study

Based on the research problem above, the objective in this study is directed to find out the effectiveness of using Pictionary game on students' vocabulary mastery at the VII grade students of MTsN 1 Model Kediri.

D. Significance of the Study

A research should have significance to this world. Minimally, it has significance in practical and theoretical. Practically, the result of this study can give beneficial for the teacher and the school. For the teacher, the result of this study is expected to give a feedback in implementation students' vocabulary mastery. And for the school, the result of the study additional learning material of English. The researcher also hopes that this research is very necessary for students because by reading this research, the students can know that by having a lot of vocabulary can help students to master all of English skills especially speaking. Mastering vocabulary can help student involve conversation with their friends.

Theoretically, the researcher hopes that this study is able to the previous study. This research also expected to be used as material for subsequent research related for further researcher.

E. Scope and Limitation of the Study

In a research, there must be one problem or more to answer the research problems, the researcher should have limitation and scope to make it easier. So, it is necessary to limit and scope this study in order to get clear understanding of the problems.

In this study, the researcher investigates whether Pictionary games are effective on students' vocabulary mastery, the researcher tries to limit the problem. The researcher takes place of study in MTsN 1 Model Kediri. The students' vocabulary mastery will be obtained from the result of the test given.

F. Hypothesis of the Study

H₁: There is significant difference between students taught by using Pictionary Game and students taught by using Memorizing Method strategy in their vocabulary mastery.

H₀: There is not any significant difference between students taught by using Pictionary game and students taught by using Memorizing Method in teaching vocabulary mastery.

G. Definition of Key Terms

The definition of terms is needed to avoid misunderstanding. The key terms of this research are:

1. Vocabulary

Vocabulary is a core component of listening, speaking, reading and writing (Richard, 2005.). There are four skills in teaching languages, namely listening, speaking, reading, and writing. These skills will be difficult to achieve if vocabulary cannot be mastered, because vocabulary is a

supporting element for mastering the four learning skills. Mastery of vocabulary can help students in reading, speaking, and writing well, which is true, students cannot master the four skills in English.

2. Teaching and Learning

Teaching and learning process can be defined as a transformation process of knowledge from teachers to students. It is referred as the combination of various elements within the process where an educator identifies and establishes the learning objectives and develops teaching resources and implements the teaching and learning strategy.

3. Pictionary Game

Pictionary game is a game that involves students guessing the words of a picture and students working in a team, each team member taking turns drawing the vocabulary given by the teacher. The rest of the team will try to guess the vocabulary depicted using English.

4. Memorizing Method

Memorization means that lessons that have been learned enter the memory or can pronounce fluently without looking at notes. In the Big Indonesian Dictionary (KBBI), the definition of memorization is trying to sink into the mind so that it always remembers. Memorization is generally based on sounds produced orally by looking at text. The way to memorize is to repeat the words heard or seen or read)