

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the research problem, the objective of the study, the significance of the study, the scope and limitation, and definition of key terms. Those steps are discussed below.

A. Background of the Study

The vocabulary is the fundamental one that must be mastered by the student to master the four skills; writing, reading, listening and speaking. Hocket (1958) has argued that vocabulary was the easiest aspect of the second language to learn and that it hardly required formal attention in the classroom.¹ So the vocabulary is the important aspect that must be paid more attention to teacher in teaching English. If the learner does not master the vocabulary very well, it can make the learner depressed and have no desire to learn English. English teacher does not only teach, but also build their desire and interesting in English because they will easily accept the message which the teacher transferred. By giving the motivation to the student, the teacher obsesses the students psychology, so that, the teacher easily support that English is student's need.

¹ David Nunan, *Language Teaching Methodology* (New York: Prentice Hall International , 1991), 117

Teacher needs approach to get the goal. The approach can be taken based on the condition of the class. Sometimes the different class has different approach to teach English, so that, the teacher is demanded to active and creative find out the effective approach for their student. The appropriate approach helps the teacher easily get the objective of the study and the good feedback from the students will be got easily too. The games can be tool to realize the teacher's motivation and approach. The students do not aware that they are learning English because the appearance of the tool is fun.

Game built in learning process. While the student actively engaged the game, their mind are experiencing the pleasure of grappling with (and coming to understand) a new system. That is a simple description the game. The game that applied in the learning process is the game to build the creativity and student's active. There are many games that can be used in learning process especially in teaching vocabulary; one of them is scramble game. Word in scramble games allow learners of all ages to review spelling and new vocabulary words they have just acquired. Scramble is a method that using suppression exercises are done in the form of game groups. In this learning method needs to be cooperation between group members to help each group of your friends can think critical so that it can be easier to find a resolution problem.²

The scramble is indirect learning. When the student plays the game, they do not realize that they are learning. They do not also get fun but they get new

² P. Sugiharti. "Pembelajaran Kooperatif Metode Scramble, Kemampuan Membaca Pemahaman, Kerangka berpikir, dan Penelitian yang Relevan". *PDF on line*, www.bpkpenabur.or.id, 18 Mei 2011, diakses tanggal 18 November 2012.

word and keep it in their mind. It does not only improve the student's vocabulary but also drilled in spelling. It was different if the student looks at the vocabulary in the dictionary because sometimes they have had memorized the vocabulary in their mind.

Based on the description above, this study is conducted to investigate "The Effectiveness of Scramble Game in Teaching Vocabulary to the Students of Mts Miftakhul Afkar Selotopeng Banyakan Kediri.

B. Problem of The Study

Based on the background of the study above, the problem of the study is: "Are the students taught by scramble game have better achievement than the students who are not taught by scramble game?"

C. Objective of the Study

Based on the problem of the study above, the objective of this research is to know whether students taught by scramble game have better achievement than the students who are not taught by scramble game.

D. Hypothesis

Based on the research, the researcher builds the hypothesis to make purpose of the study more detail. The hypothesis of this study is the students taught by scramble game have better achievement than the students who are not taught by scramble game.

E. Significance of The Study

This research expected to give positive contribution for the students, teacher, and all the readers. The result will be used for the following:

1. For the Students

The result of the research will give the effect for the students to improve their ability to mastery the vocabulary very well and to raise their intelligence. The students are able to be enjoying in learning English in the class and enlarge their vocabulary easily.

2. For the teacher

This research gives the information to the teacher to improve the vocabulary mastery for the student and help the student facing some difficulties in mastering the vocabulary.

3. For the reader

It is expected by reading this research; the reader gets more information about teaching vocabulary especially in teaching vocabulary by using scramble game

F. The Scope and Limitation

The researcher in this study took two classes of first grade students of Mts Miftakhul Afkar Selotopeng Banyakan Kediri as subject of the study. This research focuses on the effectives of scramble game to improve the student's vocabulary at the first grade of Mts Miftakhul Afkar. The materials for teaching vocabulary are house, nice tripe, and occupation.

G. The Definition of Key Terms

a. The Vocabulary

Vocabulary is all the words that a person knows or uses.³

Vocabulary is an important element in language. The first composition of language is vocabulary too, so that the mastery of the language is how the learner of language masters the vocabulary.

b. The Scramble Game

Scramble game is one of the language games which essentially an activity to acquire specific skills in a way encouraging. Scramble is a game in a group by answer the question on the question card that is prepared the alternative answer but the form of the alternative answer made randomly.

Scramble is a game by distribute questions sheet for student in which the question sheet consists of random letters that made from one word, and then there are characteristic and definition of that word. The students must identify letters based on the characteristic and definition.

³ *Oxford Learner's pocket dictionary*: Oxford University Press, 482.