

# **CHAPTER I**

## **INTRODUCTION**

This chapter describes the reasons for conducting this research which is described in several points : the background of the study, research problem, objective of the study, hypothesis, significance of the study, scope and limitation of the study, and the definition of key term.

### **A. Background of the study**

English is one of the subjects taught in schools in Indonesia. Because English is considered an international language, it is extremely important today. English is taught at all levels of education in Indonesia. Students must master four skills or aspects when learning English: speaking, reading, writing, and listening. Similarly learning other foreign languages, as the initial foundation for mastering all skills in English students must know the vocabulary. As a central part of a language, the more students know and use vocabulary, the more meaning they can communicate in a wide variety of circumstances (Lestari et al., 2019). Therefore, good vocabulary mastery will make it easier for students to learn and master all skills in English.

The old methods used in teaching English are starting to not attract students' interest, even in learning vocabulary. One of the old method that usually use in vocabulary learning is drilling. Drill is defined as a technique that focuses on a minimal number of language forms through several types of repetition (Brown, 2000). The drilling model according to Rusman (2012) is a learning activity that provides training to students with the material that has

been given previously, where this exercise aims to make students memorize (Finissha et al., 2021). Although this drilling method can also increase students' vocabulary, this method can be said to be monotonous and more in word pronunciation exercises. According to Asih (2007), the weakness of the drilling method is that the drilling method is more in pronunciation practice than in analyzing the meaning of words or sentences. And the exercise becomes monotonous and uninteresting (Paradina, D., 2018). Furthermore, the teachers have used memorizing or practicing using fill-in-the-blank to improve their students' vocabulary. This way is too boring for the learners and it did not show improvement, because most of the vocabulary that they have memorized does not last long.

However, it is often found in English classes that there are still many students who consider English subjects difficult because they do not understand the material presented, this was because students had problems in mastering vocabulary, especially for students who had the low motivation. Students who have low motivation may be less motivated in learning, have learning disorders, and other things that make their focus distracted while studying. Their vocabulary is very limited, so they can't express their feedback. Even in understanding the material or whatever is conveyed by the teacher, they cannot fully understand.

To be more effective in learning vocabulary, teachers need to make changes in learning methods and strategies so that students are more enthusiastic and motivated in the teaching and learning process. As the world of education develops, there are lots of innovations and developments in

English teaching methods and strategies that are more attractive to students. One method that can be used in the teaching and learning process is using games. Donmus (2010:1497) believed that "The value of educational games has been increasing in language education since they help to make language education entertaining" (Drakhshan & Khatir, 2015). Adapting to the interests of the current generation, games are one of the strategies used in learning. Prensky (2001) defines the current generation as a "gaming generation" since they spend their time playing games or learning new skills in school (John, 2015).

One method that is can used in learning English is card games. Card commonly used in vocabulary learning. Many studies have been conducted on how to increase students' vocabulary by using card and the effectiveness of in increasing students' vocabulary by using various methods and card models. Veronica, et al. (2021) who conducted research on seventh-grade students at SMP Negeri 1 Palasa Parigi Mautong using antonym card games to increase students' vocabulary and the results showed that students' vocabulary increased, he also concluded that using antonym card can also motivate students in learning and provide a memorable experience for them. In this study, the researcher will use a word matching game called Find A Match in teaching vocabulary to create a more relaxed but active learning atmosphere and can also help students in mastering vocabulary. As has been done by Rusliana, et al. (2020) found that the Spot It! card was effective in improving students' vocabulary mastery.

According to the given description, the researcher is interested in performing a study with the title "The Effectiveness of Find A Match on Vocabulary Mastery of Students at Eighth Grade."

### **B. Research Problem**

Based on the explanation above, the researcher formulated the research question as follow:

1. How is the students' vocabulary mastery before and after being treated by using Find A Match card?
2. How is the students' vocabulary mastery before and after being treated by using conventional method?
3. Is the Find A Match effective for students to mastery vocabulary?

### **C. Objectives of the study**

Based on the research problem above, the objective of this study is to formulated as follow:

1. To know the students' vocabulary mastery before being treated by using Find A Match card.
2. To know the students' vocabulary mastery before being treated by using Find A Match card.
3. To find out whether Find A Match is effective or not to mastery the vocabulary of students.

### **D. Hypothesis**

Based on the theoretical assumptions above, the hypothesis is formulated as follows:

1.  $H_0$ : There is no significant difference between the students taught by using Find A Match and conventional method on vocabulary mastery of students at eighth grade at MTs Putra-Putri Simo Lamongan.
2.  $H_a$ : There is significant difference between the students taught by using Find A Match and conventional method Find A Match is effective on vocabulary mastery of students in eighth grade at MTs Putra-Putri Simo Lamongan.

#### **E. Significance of the study**

With this research, the researcher hopes that the findings will be significant for future research, English teachers, students, and also readers.

1. The English teachers

This study can help English teachers innovate their teaching and learning methods and strategies. Teachers can motivate students to be more interested and enthusiastic about learning vocabulary by using card games.

2. The students

This research can assist students to be more interested in learning vocabulary and avoiding boredom. Furthermore, the primary goal of this study is to help students master vocabulary.

3. The further research

The researcher hopes that this research can help other researchers as a reference who wants to research teaching and learning in English, including the development of learning methods or strategies.

## **F. Scope and Limitations of the study**

The scope and limitations of this research are to focus on the use of Find A Match in learning with a cooperative learning approach for students' vocabulary mastery, as stated by Yi and LuXi (2012) that cooperative learning is students who work and study together in a group to carry out tasks and complete the desired goal (Aksu Atac, 2014). The vocabulary to be learned is verbs (actions or events in class, at school, and home) and adjective (descriptive adjective).

## **G. Definition of Key Terms**

1. Effectiveness is defined as the extent to which some thing is successful in producing the favored result or accomplishing a point of fulfillment. In the disciplin of schooling, it's miles associated with the ability to reap the desire consequences through the selected technique or approach.
2. Vocabulary mastery is good skill and knowledge of words and meanings in oral and printed language and productive and receptive form (Rasuan, 2017).
3. Find A Match is game that the participants need to find a match for a word, picture, or card. For example, students place 30 words cards, composed of 15 pairs, then each person must find two pairs of cards by using their memory (Klimova, 2015).