

# **CHAPTER I**

## **INTRODUCTION**

This chapter consists of the background of the study, research question, and objective of the study, significance of the study, scope and limitation, and definition of key terms.

### **A. Background of the Study**

Vocabulary is also the heart of language and the basic unit of language (Widya, 2019). Vocabulary is a major aspect of any a language that supports language in four skills such as writing, speaking, reading, and listening. This means that vocabulary plays an important role in studying the field of study. Vocabulary is indeed so important in the process of learning English. Having broad vocabulary knowledge will make it easier for students to learn English. Students who lack vocabulary find it difficult to understand the text, to speak English and to write their own ideas, and to comprehend the reading's content. Students will also have difficulty in communicating with others. Therefore, students will feel bored because students only use expressions with the same word. Vocabulary has a great contribution to support the success of student's English learning because without vocabulary nothing can be conveyed. Thus, the successfulness in learning a language depends on the knowledge of vocabulary.

In learning vocabulary, an effective teaching strategy is needed. Teaching strategies can help the teaching and learning process to be better (Akramy, 2022). Applying effective strategies in both teaching and learning vocabulary will have a positive contribution to the growth of students' vocabulary which

will affect their language skills. Teachers need to develop strategies to improve students' vocabulary and also students must have the support from teachers in learning, especially, in improving students' vocabulary skills. Schmitt (1997) states that appropriate teaching strategies for vocabulary can produce good vocabulary learning. From the explanation above, the vocabulary teaching strategy must be applied effectively, so that, students can easily understand vocabulary.

There are several strategies to teach vocabulary, especially by using media such as songs, videos, images, movies, games, etc. One of the media used until now is games. Allen (1983) explains that games have elements of play and discovery that are very appealing and engaging. This is why the game has a long and rich history. A game is a physical or mental activity or contest that has rules and that people do for pleasure. A game is a form of competitive play or sport with rules. Salmon (2021) explain that the teaching strategy that is suitable for teaching vocabulary is to use games. Games are used to create a fun learning atmosphere. In teaching learning process, the teacher must provide a communicative atmosphere in which the student can express himself (Halliwell, 1992). Game media has a positive effect in enriching vocabulary as a teaching strategy. Several researchers have also researched the application of games in vocabulary learning. The board game is one of the games that have a positive contribution to improving EFL vocabulary (Salmon, 2021).

In junior high school, students are taught several types of texts. One type of text included in the independent curriculum is descriptive text. A simple

text type known as descriptive text explains a specific person, place, or thing. Anderson (1998), the objective of a descriptive paragraph is to inform the reader about the subject pronoun by identifying features without giving a subjective opinion. The opening sentence (identification) and a series of paragraphs on the subject (description) form the structure of a descriptive text.

As we know, teaching vocabulary was not easy to do because most students have problems in learning vocabulary. From interview with teachers at SMPN 1 Plosoklaten, I found the problem that students only rely on asking the teacher about unknown vocabulary. Students have difficulty to remember a vocabulary and it makes them bored as well as students who are always crowded in class. Therefore, board games are suitable for introducing word to students and improving vocabulary knowledge.

The board game or running game is a game in which students have to write the word on the blackboard by following the teacher's instructions. The board game is a game where the teacher gives a topic that will later be written on the board. The student will enjoy during the class and their vocabulary will increase. Students need to memorize a lot of vocabulary to play this game. In this study, this game is called the running game. Running game has been investigated by several previous studies. The first study was carried out by Syamsinar (2019), the objective of this research is to find out how a team race game could help the students at SMP Negeri 2 Panca Rijang improving their ability in vocabulary. In this study used pre-experimental method. The findings showed that the pre-test had a mean score of 34, 80 whereas the post-

test had a mean score of 67, 16. Thus, it showed that the vocabulary was significantly improved by using team race games. The mean interest score for students was 73, 88. It indicated that the kids were motivated to practice their vocabulary through a team race activity.

The second study carried out by Rupiah (2019), the objective of this research was to find out significant effect of Board Game on students' vocabulary. Experimental method was used for this study. This result indicated that board games had a significant effect on eight grade student's language skills at SMP Negeri 2 SaiparDolok Hole.

The third study was carried out by Nurdina (2021), the objective of this research was to enhance students' vocabulary mastery at SMPN 8 Donggo Satu Atap by using board race game. Pre-experimental was used by the researcher. It showed that playing board games like races has a big impact on how well students could use verbs and adverbs.

The objective of this study from those previous studies, it could be conducted that this study has similarity is running game. The difference is method and material descriptive text. Therefore, the researcher is motivated to take the title of the research by **“The Implementation of Running Game to Improve Students' English Vocabulary Mastery at Seventh Grade SMPN 1 Plosoklaten”**.

## **B. Research Question**

Based on the background explanation above, the researcher formulates the research question as follows:

How can running game improve students vocabulary mastery of SMPN 1 Plosoklaten?

### **C. Objective of the Study**

According to the problem's description, the purpose of this study is to find out how running game can improve students English vocabulary of SMPN 1 Plosoklaten.

### **D. Significance of the Study**

This research is expected to be useful for students, so that, students can enjoy learning English by using games. Teaching vocabulary using running games will make students enjoy and relax. It is also hoped that it can provide knowledge for teachers when they have the same learning problems and can add teaching strategies in teaching vocabulary for teachers. The researcher uses the basic parts of speech namely nouns, adjectives and verbs contained in descriptive text. It is hoped that it will be helpful to subsequent researchers so that it can be used as a reference for the next researcher and as a source of inspiration for anyone who conducts similar study or continues this research.

### **E. Scope and Limitation of Study**

The scope of this study is mastery of vocabulary. In addition, this limitation focuses solely in the usage of running games as vocabulary teaching strategies. In this case, the researcher only focused on applying running games to improve the vocabulary knowledge of seventh grader at SMPN 1 Plosoklaten with 18 females and 15 males.

## **F. Definition of Key Term**

It is important to introduce the meaning of the key terms used in this review to avoid misunderstandings and errors. The meanings of these key terms are as follows:

### **a. Vocabulary**

Vocabulary is an aspect that must be learned before learning speaking, writing, reading and listening skills because vocabulary is the core or basis before learning a language.

### **b. Teaching of Vocabulary**

In vocabulary teaching, an effective strategy is needed to improve vocabulary knowledge. Strategies used in the teaching of vocabulary can be songs, videos, movies, images and games.

### **c. Running games**

Running game is a game where the teacher gives a topic that will later be written on the board. After that the teacher divides the students into two groups. The running game is given four minutes. By memorizing and repeating, students can use this running game to enhance their vocabulary knowledge beyond what they already know.

