

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the background of the research, statement of the problem, objective of the research, significance of the research, scope of the research, and operational definition.

1.1 Background of the Research

According to Masela (2017), vocabulary is need to teach in schools. It is to help the students able to reveal their ideas, opinions and feelings. Nushi and Jenabzadeh (2016) state that vocabulary is a word that have a meanings and a person knows and uses in language. In teaching vocabulary, English teachers have to know how to make the students motivated in learning vocabulary. According to Alqahtani (2015), a good teacher should prepare a variety of techniques to make the students interested in the teaching and learning process.

Saputra and Hadi (2019) say that teachers can use games in the teaching and learning process, it is because games can make the students enjoy learning. In this research, the researcher used scrabble games as a media to teach vocabulary to junior high school students. The researcher used scrabble game because scrabble game is already used in English Mastery Course as a media for teaching Junior High School students. Scrabble game is a board game that provides 15 columns and 15 rows and the players can make words from the letters provided. Each letter has a point, for difficult letters the points are high.

There are some benefits of using scrabble game in teaching vocabulary. First, for the English teachers, it can help to enrich the media in teaching vocabulary. Second, the students can make sentences correctly in all aspects. In the teaching and learning process, the students can enjoy English lessons, and also they can understand vocabulary in more detail. Derakhsan and Khatir (2015) find that learning vocabulary using game give some benefits, there are: 1) Improving their ability to remember words, 2) Facilitating student interaction, 3) Improving their communication skills, 4) Motivating the students in learning vocabulary.

Some previous studies show that using scrabble games can make the students learn words easily and have good motivation. Yulianti and Bharati (2017)

find that scrabble games are more effective for the students, it make them interested and also can increase their vocabulary.

Chairani (2021) indicates that scrabble games not only make the students motivated and interested but also make the students understand vocabulary easily. Moreover, Somantri and Nurhayati (2017) shows that the scrabble game gives a positive response to the students and also motivates the students in learning vocabulary.

Most of the previous studies on the use of scrabble games in teaching vocabulary focused on the effectiveness of using scrabble games in teaching vocabulary. Therefore this research aims to explore the implementation of the use of scrabble games in teaching vocabulary for junior high school students at English Mastery Course Kudus and the difficulties of the students when they learn vocabulary using scrabble game. The researcher choose the English Mastery course because the researcher has learned there and the researcher has looked the junior high school students not interested when learning vocabulary without media, so the researcher is interested to do this research and analyze whether the scrabble game could motivate the students in learning vocabulary at English Mastery Course Kudus.

1.2 Statement of the Problem

Based on the background of the research above, the statements of the problem that can be formulated are as follows:

1. How is the implementation of the use of scrabble game in teaching vocabulary for Junior High School students at English Mastery Course Kudus?
2. What are the difficulties of the students when they learn vocabulary using scrabble game?

1.3 Objectives of the Research

Based on the statements of the problem written above, the objectives of the research are as follows:

1. To find out the implementation of the use of scrabble game in teaching vocabulary for Junior High School students at English Mastery Course Kudus.
2. To find out the difficulties of the students when they learn vocabulary using scrabble game.

1.4 Significance of the Research

The result of this research is expected to be beneficial theoretically and practically. Theoretically, it is expected that this research can be used as one of the references by the future researchers who will conduct the research related to teaching vocabulary especially using scrabble games.

Practically, the researcher hopes that this research can help the teacher enrich the media of teaching especially in teaching vocabulary.

1.5 Scope of the Research

This research focuses on two things. The first is the implementation of the use of scrabble game in teaching vocabulary for Junior High School students at English Mastery Course Kudus. The second is the difficulties of the students when they learn vocabulary using scrabble game. The participants of this research will be the Junior High School Students at English Mastery Course Kudus.

1.6 Operational Definition

Based on the title of the research, three terms can be defined in the operational definition, they are:

1. Scrabble Game

Scrabble game is a board game that provides 15 columns and 15 rows and the players can make words from the letters provided. Each letter has a point, for difficult letters the points are high.

2. Vocabulary

Vocabulary is a word in language that have a meanings and a person knows and uses in the world to communicate with others.

3. Junior High School Students at English Mastery Course Kudus

Junior High School Students at English Mastery Course Kudus are the students who learn English in English Mastery Course Kudus.

