

CHAPTER I

INTRODUCTION

This chapter presents about introduction including the research context, research focuses, research objectives, research significances, scope and limitation of research and definition of keyterms.

A. Research Context

According to Vygotsky in Scott Thornbury a word is a microcosm of human consciousness. All languages have words. Language emerges first as words, both historically, and in terms of the way each of us learned our first and any subsequent languages. The coining of new words never stops. Nor does the acquisition of words. Even in our first language we are continually learning new words, and learning new meanings for old words. Take, for example, this description of a wine, where familiar words are being used and adapted to express very specialized meanings .¹

The skills of English teaching are speaking, writing, reading and listening.²The students will be easier to master the skills if they can memorize

¹ Scott Thornbury, *How to Teach Vocabulary* (England: Pearson Education Limited, 2002), 1.

² Rebecca L, *Language Learning Strategies* (Oxford: Newbury House Publishers, 1990), 151.

vocabularies, because vocabulary supports the learning of language skills development.³

The teachers often have difficulty encouraging their students to learning English especially to help the learners memorizing vocabulary, it is important to make learning process fun, because the fun factor can help words more memorable.⁴ So, they can memorize the vocabulary more easily. so teachers must improving creativity and quality to teaching English, the teacher can be uses the game to make in teaching learning process not boring and fun. So the teacher must uses the game in the class in order to more interesting and enjoyable.

Vocabulary is all of the words that all of person knows or uses.⁵ Vocabulary is a core component of language proficiency and provides much of the basis for how well learners' speak, listen, write and read.⁶ It is one of the important elements in language that should be understood by learners if they want to master English Language.

English vocabulary has a remarkable range, flexibility and adaptability. Thanks to the periods of contact with foreign languages and its readiness to coin new words out of old elements. English seems to have far more words in its core vocabulary than other languages. For example,

³SitiAzizah "Okara Jurnal Bahasa Dan Sastra" (Pamekasan: STAIN Pamekasan Press), 137.

⁴ Scott Thornbury, *How To Teach Vocabulary* (England: Pearson Education Limited, 2002), 102.

⁵ *Oxford advanced learners dictionary fourth edition* (Oxford University Press, 2008), 495.

⁶ Jack C. Richards, Willy A. Renandya, *Methodology in Language Teaching* (Cambridge University Press, 2002), 255.

alongside kingly (from Anglo-Saxon) we find royal (from French) and regal (from Latin). There are many such sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style.⁷

Games have elements of play and discovery that are very appealing and engaging. This is why game have a long and rich history.⁸ Game is a physical or mental activity or contest that has rules and that people do for pleasure. Game is a form of use competitive play or sport with roles.⁹ So, the game interesting in teaching learning process but when play game with roles. The teacher is important to use a good teaching to do play the game and must good teaching model and manage in the class.

A game is an activity with rules, a goal, and an element of fun.¹⁰ It means that vocabulary can be learned by games, game is form of play sport with roles and game is very interesting in the teaching-learning-process, the game can be helpful in teaching learning process in order to enjoyable and fun. So, the student will interest in teaching learning process with use game.

In learning English vocabulary it can be used by finding a new vocabulary as the rules, and then back to board game as the goal. The students will feel happy because they try to find new vocabulary by playing game.

⁷ Michael McCarthy Felicity O'Dell, *English Vocabulary in Use* (Cambridge University Press, 1994), 2.

⁸ Eric Hawkinson, *Board Game Design and Implementation for Specific Language Learning Goals* (Japan: Seibi University, 2013), 318.

⁹ *Oxford advanced learners dictionary fourth edition* (Oxford University, 1995), 486.

¹⁰ Jack C. Richards, Willy A. Renandya, *Methodology in Language Teaching* (Cambridge University Press, 2002), 225.

According to Dondlinger in Eric Hawkinson board game and video game have been found to instill a higher level of motivation for learning, although it is still disputed as to what elements or processes in games are most essential to motivating learners.¹¹

Board games can be used for educational purposes as well. More specifically, there are many studies that indicate the beneficial effects that game playing can bring in teaching in learning of English language. Use of a board game may increase the motivation of students to learn English, as they believe that board game is an interesting and useful method to be used at the school.¹²

Vocabulary and game is important because both of them very needed in teaching learning process, beside that, game often to used by the teacher in classroom because used game will make students easy to accepting materials especially in teaching learning vocabulary. Vocabulary is basic foundation in English subject, without vocabulary the students will be difficult to learn about vocabulary. So, game help the students to increase their ability in vocabulary.

In my pre-research with some students and the teacher in MA As-salafiyah Sumber Duko Pakong. I found that the students interest and spirit in

¹¹ Eric Hawkinson, *Board Game Design and Implementation for Specific Language Learning Goals* (Japan: Seibi University, 2013), 318.

¹² Maria Virvou, Spyros Papadimitriou, *Use of Digital 'Guess Who Board Game in Teaching English* (University of Piraeus)

joining the English class, the students also more active in vocabulary class than other school I have ever known.

Eriyanto said that skills of English teaching are speaking, writing, reading, and listening while to become master English language vocabulary is one of the important elements in English language and he said that vocabulary as the heart of English language. So, at tenth grade of MA As-salafiyah Sumber Duko Pakong use back to the board game in teaching English vocabulary although vocabulary not include on skills of English.¹³

To develop the student's English vocabulary , the teacher of MA As-salafiyah Sumber Duko Pakong used back to the board game, the students not only see or hear the vocabulary, but also play with the vocabulary. It means that the students find and arrange many vocabularies by themselves. The teacher make a group from some students, then one of student sits facing the class, back to the board; the teacher writes a recently studied word or phrase or idiom on the board, out of sight of the student. The student asks different students yes/ no/ either/ or questions in order to guess the word. The students do it happily, they feel that they are playing, whereas actually they study to find new vocabulary. It is needed in English teaching process to motivate the students, because the students will be more active if they are fun.

¹³Eriyanto, The English Teacher of MA As-salafiyah Sumber Duko Pakong at tenth grade, Directly interview (3 November 2019).

Based on the explanation above, the researcher tries to know, learn, and research the use of back to the board game in teaching vocabulary at tenth grade of MA As-salafiyah Sumber Dukong Pakong,

B. Research Focus

According to John W. Creswell, research problem is general education issue, controversy, concern, in research that narrow the topic and help researcher to conducting study.¹⁴

1. How does the teacher the use of back to the board game in teaching vocabulary at tenth grade of MA As-salafiyah Sumber Dukong Pakong?
2. How do the student's response on the use of back to the board game in teaching vocabulary at tenth grade of MA As-salafiyah Sumber Dukong Pakong?
3. The advantages of the use of back to the board game in teaching vocabulary at tenth grade of MA As-salafiyah Sumber Dukong Pakong?

C. Research Objective

According to John W. Creswell "Research objective is a statement of intent use in quantitative research that specifies goals that investigator plans to

¹⁴John W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (University of Nebraska-Lincoln, Pearson 2012), 59.

achieve the study”.¹⁵Based on the descriptive problem in research context.

The researcher has some objective of this study, there are:

1. To describe how the teacher the use of back to the board game on student’s learning vocabulary at tenth grade of MA As-salafiyah Sumber Duko Pakong.
2. To know the students’ response on the use of back to the board game in teaching vocabulary at tenth grade of MA As-salafiyah Sumber Duko Pakong.
3. To explain the advantages of the use of back to the board game in teaching vocabulary at tenth grade of MA As-salafiyah Sumber Duko Pakong.

D. Research Significances

The significance of study is to explain the use or the important of research, both of scientific or social use.¹⁶ There are two significances of the study, they are theoretical significance and practical significance.

1. Theoretical significances

- a. The result of the study will give some contribution to the success of teaching learning process, especially on vocabulary skill in English.
- b. The result of the study can be used as reference for further research in English teaching learning process.

¹⁵Ibid, 111.

¹⁶ *Pedoman Penulisan Karya Ilmiah Edisi Penyempurnaan* (Pamekasan: STAIN Pamekasan Press, 2012),19.

2. Practical significances

a. For reader

The result of the research will give contribution the readers knowledge about the effectiveness of learning vocabulary by use back to the board game.

b. For the researcher

The research is hoped to be an experience to identify problem in teaching learning process especially on the use of back to the board game in teaching vocabulary at tenth grade of MA As-salafiyah Sumber Duko Pakong.

c. For the teacher

The research will be useful to help the teacher in order to not difficulty in teaching and learning process.

d. For the students

This research will help the students to overcome their difficulties especially on the use of back to the board game in learning vocabulary.

E. Scope and Limitation of Research

In scope and limitation, the researcher must tells about the limitation of variable that want to researcher to research. The population or the subject of research, and then when the research will be do, and also in scope and limitation the research can explain about the variable become subvariable well

as indicators of it.¹⁷ The scope of this study will focus on the use of back to the board game on student's vocabulary learning. Also, the limitation of this study is teaching vocabulary at tenth grade of MA As-salafiyah Sumber Duko Pakong.

F. Definition of Key Terms

Definition of key term in this study is mean to provide the title description in correlation with the study. It explains more terms that related to mean concepts of research focus.¹⁸

Therefore in order to avoid misunderstanding in term use in the study, the researcher considers that is help the readers to have the following key terms defined before reading this discussions further. The definition of key terms constructed as follow:

1. Teaching Vocabulary

English vocabulary is a complex, with three main aspects related to form, meaning, and use, as well as layers of meaning connected to the roots of individual words. Teaching vocabulary is not just about words; it involves lexical phrases and knowledge of English vocabulary and how to go about learning and teaching it.

2. Game

¹⁷*Pedoman Penulisan Karya Ilmiah, Edisi Penyempurnaan* (STAIN Press, 2012), 12.

¹⁸*Ibid*, 12.

Game is a physical or mental activity or contest that has rules and that people do for pleasure. Game is a form of use competitive play or sport roles. According to Hadfield, a game is an activity with rules, a goal, and an element of fun.

Game (in Computer Assisted Language Learning) is rule-based competitive activities usually involving a time and manipulates knowledge in order to succeed. To get succeed in playing the game, the players must pay attention to the time because the game usually limited time.

3. Back to the Board Game

A board game is a game which involves counters or pieces being moved on a pre-marked surface or “board”, according to a set of rules. In learning English vocabulary it can be used by finding a new vocabulary as the rules, and then back to the board as the goal. The students will feel happy because they try to find new vocabulary by playing game and using board game in the classroom can be great instrument for increasing motivation among students to communicate.