

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses background of the Research, scope of the research, statement of the problem, objective of the research, significance of the research.

#### **A. Background of the Research**

In learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing all together. They master the four skills they have to know some vocabularies to support them in learning English. This is because vocabulary is an important and essential element in language learning. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. According to Hajis (2014 :2 ) vocabulary could be defined as words that taught in a foreign language. In brief, vocabulary was a unity of letters that became words that taught in a foreign language.

Vocabulary is a very important component in a language because it is the first step to use a language. Without vocabulary, a person could not express their ideas. People need vocabulary to speak or write the language to express or inform something to others' who has that language in order to understand what they say. Vocabulary was a unity of letters to be words which was formed by a set of user communities.

English vocabulary has a tool that used to understand and master English well.

Vocabulary was a main component to increase all English skills. Indeed mastered vocabulary was a difficult thing, was not as easy back your hand needed a process in mastering vocabulary. Many factors that effecting the students difficult in mastering the vocabulary the are :*First*, the difficulties of students to understand and remember vocabulary. Many students were obtaining difficult when they spoke because restrictiveness their vocabulary. *Second*, the lack of used the Games only always rely on the speech method without involved Games. The students were not interested and difficulty to understand vocabulary. *Third*, learning English was stilted or serious that made students depressed or afraid to develop their ability in vocabulary. *Fourth*, the lack of control memorize students' vocabulary. They were easy to forget vocabulary has been taught or learned.

One of popular senior high school was at SMA Mafakati Kota Ternate. It has prestige among other school. Certainly, the quality of that school should be as well as its prestige. In fact, there were still some problem that faced by the students' English ability. When the researcher did taught English there, the researcher found that the ability of students' vocabulary still leek, the students' were blank and difficult to said or write anything.

As a medium to meter vocabulary , learning English also the students' need a media. In education, the media interpreted as a learning source component. It was containing material for students' environment that could be stimulated to

learnable object that would learn. According Kasim (2011) media was the part of equipments that were using by the teacher to help students’.

One of the solution to solve it was applying Awabe Games. The use of Awabe Games in teaching vocabulary facilitated them to understand an object that want conveyed, memorized and interested in learning vocabulary. Awabe games are game in the from of applications and are designed as interesting as possible, complete with vocabulary and pronouncements clearly and correctly, so that it will facilitate students in learning vocabulary and students’ do not get bored in learning. Through the use of Awabe Game they are expected to be more interesting and more active in the process learn vocabulary.

Referring to the explanation above, the researcher is interested in researcher with the title of “The Use of Awabe Games to Improve Students’ Vocabulary at SMA Mafakati Kota Ternate.”

## **B. Scope of the Research**

The research focuses on teaching vocabulary by using Awabe Game (such as Greetings, at school, at home, big or small, things I do, places, your house, out and about, the body, staying healthy, making plans, countries, etc) in teaching English especially vocabulary at the second grade of SMA Mafakati Kota Ternate.

### **C. Statement of the Problem**

Based on the background above, the research would like to state the problem as “to what extent does Awabe Games significance increase students’ vocabulary at the second grade of SMA Mafakati Kota Ternate.

### **D. Objective of the Research**

The objective of the research is to know the significance increase of students’ vocabulary at the second grade of SMA Mafakati Kota Ternate.

### **E. Significance of the Research**

#### **1. Theoretical Significance**

The result of this research is to enrich and to add existing of literature related to vocabulary games.

#### **2. Practical Significance**

Firstly, this research can help teachers solve problems related to the use of games in teaching vocabulary. Teachers should consider Awabe Games as an effective medium in teaching vocabulary.

Secondly, the result of this research gives students’ an experience about memorizing vocabulary through the use of Awabe Games.

## **F. Hypothesis of the Research**

It is hypothesized that :

- a. Null hypothesis (Ho) : There is no significant increase of students' vocabulary through Awabe Games at the second grade of SMA Mafakati Kota Ternate .
- b. Alternative Hypothesis (Ha) : There is a significant increase of students' vocabulary through the use of Awabe Games at the second grade of SMA Mafakati Kota Ternate.