

CHAPTER I

INTRODUCTION

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

A. Background of the research

Language is very important for humans because it can help them to understand each other through words. Language is a way of communication employed by humans, consisting of auditory signals generated by the vocal apparatus (Ardiyanti S et al., 2021). Thus, language is essential and must be mastered by every human being because it can help them to express their feelings. With the development of information and globalization, people around the world certainly communicate speaking the same globally recognized language. English, alongside individuals from different nations (Sofyan, 2021). People from all walks of life utilize English as their primary, secondary, or even non-native language.

In Indonesia, English is made as a foreign language. Therefore, not all Indonesian people understand English. Only educated people understand. Different from countries that make English a second language, like Malaysia, almost all Malaysian people understand English. There are four skills in English language teaching and learning: listening, writing, reading, and speaking. These four are interrelated with each other and cannot be separated. However, the

foundation of these four skills is Vocabulary. Vocabulary is an essential component of language acquisition as it connects the four language proficiencies: listening, speaking, reading, and writing (Ardiyanti S et al., 2021).

Vocabulary is very crucial. However, when the researcher participated in the MBKM teaching assistance program at SMA N 5 Kota Ternate, The researcher still saw many students who had struggle in learning English due to the weakness of vocabulary. Through the researcher experience when the researcher taught, especially in the last hour, many students skipped and did not attend English lessons. Only a few came to the class, and when the researcher taught at that hour, several students were sleeping. The researcher asked the students who slept why they slept during class time, and the students answered that English is very complicated. This prompted the researcher to contemplate strategies for preventing pupils from dozing off in class, so fostering greater engagement and participation.

Through observations at SMA N 5 Kota Ternate and the experience when the researcher was still in school, the cause of students' lack of vocabulary is because teachers still use traditional teaching methods where in this method, teachers only tell students to open the textbook and explain it after that expose students to do the exercises in the book. Therefore, most students have to rely on their teachers to explain difficult vocabulary. Moreover, that is for students who are willing to ask. What about students who are afraid to ask? Students sit quietly in their notebooks or use them to complete the exercises until the teacher takes

charge of the class and gives the definitions of the words. Because of this, kids end up learning the term just in its taught form and never in any other context, which hinders their ability to communicate effectively in real life. Because teachers use the same teaching approach repeatedly, students need more vocabulary. They consistently come to class. They talk too much in class because they are busy with their affairs. When this lesson is over, we can imagine how bored and sleepy the students are, especially in the last hour. This makes the researcher think about how to make students not sleep during class time and students more active and not afraid to ask questions.

Based on the cases above, the researcher wants to use teaching media. Teaching media is a mode of learning that can facilitate teachers in improving student learning achievement. With the development of technology, many researchers innovate teaching media adapted to this day and age. Many kinds of teaching media are used to teach English, such as pictures, slide projectors, audio cassettes, charts, games, etc. However, in this case, the researcher will use the game as a teaching medium because the researcher wants to make the students happy with the English lesson. If students feel comfortable, they will be more motivated.

Moreover, the game the researcher used is a board race game. A board race game is a fun game in which two or more people "race" against each other according to a set of rules. This game would act the student's brains as they need to remember the previously learned words from memory.

The researcher created this board race game with a minor alteration to be implement at SMA N 5 Kota Ternate. Researcher hope to capitalize on the game's key benefits, which include teaching pupils to think rapidly and categorize terminology based on the content provide. The researcher observed SMA N 5 Kota Ternate and discovered that the board race game has not been used in vocabulary learning at this school.

Based on the background above, the researcher conducted a research with the title the use of board race game to improve students vocabulary mastery at SMA N 5 Kota Ternate.

B. Scope of the research

This research focuses on improving students' vocabulary in terms of, nouns, adjectives, and verbs in the recount text.

C. Statement of the problem

Based on the problem above, the researcher discovers the following issues: To what extent does board race game improve student vocabulary mastery at SMA N 5 Kota Ternate?

1. Hypothesis

H1: board race game can significantly improve students' mastery in vocabulary.

H0: board race game cannot significantly students mastery in vocabulary.

If the probability t-test <0.05 , the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. It means Utilizing board race games has proven to be a successful method for enhancing students' vocabulary. Additionally, if the probability t-test >0.05 , the null hypothesis (H0) is accepted and the alternative hypothesis (H1) is rejected. The utilization of board race games is ineffective in enhancing students' language proficiency.

D. Objective of the research

The aim of this research is to find out to what extent the board race game students vocabulary.

E. Significance of the research

1. Theoretical Significance

The results of this study are expected to enrich the literature and add information related to student vocabulary in using board race games.

2. Pratical Significance

a. Teacher

The results of this research is expected to contribute to English teachers improving vocabulary teaching through the Board Race game.

b. Students

This research is expected to make students utilize games more to improve their vocabulary.

c. Other researcher

The results of this study are expected to contribute valuable information about the use of games in English teaching and learning process.