

## **CHAPTER I**

### **INTRODUCTION**

In this chapter there are some aspects dealing with the topic of the research. They are background of the research, problem of the research, objective of the research, operational definition of the research, significances of the research, and limitation of the research.

#### **1.1 Background of the Research**

In Indonesia, English is a foreign language which must be learned after their national language. It happened because English is an international language that is one of important language in the world. Almost all people in the world use English to communicate with each other. Moreover, English can also increase knowledge in the field of science, technology, education, culture, economic and many others. Therefore, junior high schools, senior high schools and universities take English as an important lesson that must be learned.

Based on curriculum 2006, there are three goals of English subject at junior high school. They are: developing competence to communicate in oral and written form in order to achieve the level of functional literacy, having an awareness of the nature and importance of the English language to enhance the nation's competitiveness in a global society, developing an understanding of the

interrelationships between language and culture. Those three goals of English subject are the basic principle to teach English.

There are four skills in English: listening, speaking, reading and writing. Between one and other skills have relevance to develop English. So we have to teach all. In addition, there are some aspects to support all the skills. They are vocabulary, grammar, and pronunciation.

As mentioned before, one of the aspects to support English skills is Vocabulary. Vocabulary is the most important thing that must be learned before others because language consists of words. Vocabulary is collection of words that an individual knows. Teaching words is a crucial aspect in learning a language as languages are based on words (Thornbury, 2002:15). Alqahtani (2005:25) concludes that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. In addition Cameron (2001:7) writes vocabulary is a recognizable linguistic unit for children in the first language and so they will notice words in the new language. It is impossible learning language without words. So if the students learn English, they must learn vocabulary first.

As linguist David Wilkins (in Thornbury 2002:13) said that the learning vocabulary is very important "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". To be able to use language students should know a great deal of vocabulary, not only to communicate verbally, but also in written form. It is important to remember that nouns, verbs, adjective, adverb, and preposition as part of vocabulary. So the students must learn all of them.

Thornbury (2005:23) writes that the learners need not only to learn a lot of words, but also to remember them. Cameron (2001:71) writes children are still building up their first language vocabulary, and this development is intimately tied up with conceptual development. It is a way the student must be learn about vocabulary. But most of students have the same problem in remembering the words. Therefore, the teacher makes many ways to help the students to remember the vocabulary, because vocabulary is the most important thing to learn a language.

There are many ways to learn and remember vocabulary, one of them is a game. Because games are one of the ways to help the students learn and remember the words. Donmus (in Derakhshan and Khatir, 2015:39) believed that “The value of educational games has been increasing in language education since they help to make language education entertaining”. Therefore, the games can make the students fun and enjoy learning, so that the students are so easy to remember. One example of a suitable game to help the students is Spelling bee games.

Uranga (in Rahayu, 2009) Spelling Bee is a kind of competition where the competitors have to compete to spell words given correctly. Spelling bee is not only about memorizing, but also learn about introducing the clue like meaning, synonym, antonym, and also pronunciation. Spelling bee games focus to remember the words. So this game is very close with vocabulary. The purpose of this English Spelling Bee Games is to help students enhance their skills in spelling, vocabulary, concepts and develop their correct English usage.

Most of students have a problem with memorizing vocabulary. Therefore, students have difficulty to develop their skills. The game is expected to help solve their problem in vocabulary.

Learning vocabulary must have many attentions. To help them, vocabulary can be combined with games. According to Domnus (in Derakhshan and Khatir, 2015:39) “When games and education are combined, it can be educative and education environments can be entertaining. The learners who learned with the use of games, gain positive attitudes, and can be more motivated while learning”.

Considering the explanation above, the researcher assumes that it is necessary to provide a game in teaching and learning process, such as English Spelling Bee Games that might to motivate the students to improve their English especially in Vocabulary mastery. Therefore, this research is an experimental research to know the effect of using English spelling bee games on students’ vocabulary mastery. In addition the teacher at the seventh grade students of MTsN 2 Bondowoso in the 2015/2016 academic year had never used English spelling bee games on their vocabulary mastery. Therefore, a research entitled: *“The Effect of using English Spelling bee games on students’ vocabulary mastery at MTsN 2 Bondowoso in the 2015/12016 Academic Year”* is conducted.

## **1.2 Problem of the Research**

Based on the background above, the problem of the research is: “Is there any significant difference on students’ vocabulary mastery between those who are taught using

English spelling bee games and those who are taught by using conventional learning at MTsN 2 Bondowoso in the 2015/2016 academic year?”

### **1.3 Objective of the Research**

Based on the problem previously explained, the objective of this research is to know whether or not there is a significant difference on students' vocabulary mastery between those who are taught using English spelling bee games and those who are taught using conventional learning at MTsN 2 Bondowoso in the 2015/2016 academic year.

### **1.4 Operational Definition of the Research**

There are three definitions in this research, they are Vocabulary, Spelling bee games, and Conventional Learning:

#### 1.4.1 Vocabulary

Vocabulary is words that students must learn and remember to support their skills. Vocabulary is the most important thing that they must learn to communicate and express their idea, not only verbally, but also in written form.

#### 1.4.2 Spelling Bee Games

Spelling bee games is a game for the students to play while they are learning. In this game, students asked to spell and memorize the words that teacher say before correctly.

#### 1.4.3 Conventional Learning

Conventional learning is the learning where the teacher explains the material and the student listen passively. In this learning teacher takes the lead role.

## **1.5 Significances of the Research**

The results of this research are expected to be useful for following people:

### **1.5.1 The English Teacher**

The result of the research is expected to give more information about English spelling bee games. The teacher can have new experience using spelling bee games to teach vocabulary mastery.

### **1.5.2 The Students**

The result of the research is expected to give new experience to the students to enrich vocabulary by using English spelling bee games. Hopefully, with this game the students can get interested in learning English, especially in vocabulary mastery.

### **1.5.3 Other Researchers**

The result of the research can be used as a reference for future researchers to conduct researches dealing with English spelling bee games activities to enrich vocabulary mastery.

## **1.6 Limitation of the Research**

This research focused on investigating the effect of English spelling bee games on the seventh grade students' vocabulary mastery. The subjects of this research are the seventh grade students of MTsN 2 Bondowoso in the 2015/2016 academic year.