

# CHAPTER I

## INTRODUCTION

The content of this chapter includes background, problem, objectives, operational definition, significances, and scope of the research are included.

### 1.1. Background of the Research

Considering English has become a worldwide language, it is one of the languages that almost everyone needs to learn (Crystal, 2003). Vocabulary is necessary for learners to interact with others. Vocabulary mastery is crucial for effective communication because it indicates a learners' level of communication ability (Nurkolip & Hanafi, 2019). The more words they know, the better they will be in communicating.

Many students in areas that rarely use English as a second language find it difficult to master English (Khan & Khan, 2016). The problem that often occurs is the lack of motivation when students want to develop their English skills. Most of them are ignorant of English in the learning process at school. Basic understanding, such as describing their extracurricular activities, is easy when students use their first languages. However, it can be a problem for students because they do not yet understand how to describe something using the English language as a students' second language.

Based on the problem phenomenon, one of the methods to apply in the learning process is the game. The researcher has a topic that will be studying about the Team Games Tournament method. Researchers used this TGT method as research material to see whether it can effectively develop students' ability to master vocabulary when describing extracurricular activities. TGT method was implemented using describe and mentioned as a game that would interest the research

Based on Nasution, (2018) study, there was a significant effect of the TGT Method on vocabulary mastery at the 7<sup>th</sup>-grade students of SMA Negeri 1 Padangsidempuan. The TGT method is cooperative learning that assigns students in teams of 5-6 students with different abilities and sex (Sofya, 2018). Teaching vocabulary mastery can be done by applying various methods, including Team Game Tournament (TGT). Panjaitan et al., (2023) stated that the research found that TGT increased basic skills, students' achievements, positive interactions between students, acceptance of priority on classmates, and self-sufficiency.

Another study by Karman & Indriani, (2021) showed that the Team Games Tournament (TGT) could improve the vocabulary mastery of 8<sup>th</sup>-grade students of SMP ISLAM Pomalaa. In that study, the Classroom Action Research design consisted of two cycles to consider any improvement from cycles 1 and 2. Cycle 1 did not give any results because many students still did not enjoy the class with the new treatment. Also, in cycle 2, many students can enjoy the class and start to show improvement. The result from cycle 2 was that the students who were not confident and afraid to speak English improved. This means that the Teams Game Tournament can improve their vocabulary mastery.

In another research conducted by Don Mario Mangindaan et al., (2020) the result was that implementing Team Game Tournament using Word Square can increase students' vocabulary mastery—the research used experimental study with a descriptive quantitative and qualitative approach. The methods used to collect data were interviews, observation, questionnaires, and tests. The research also used 7<sup>th</sup> grade for the subject. The research also gave a limitation. Many factors affect increasing students' vocabulary mastery, such as psychological factors in their students and external factors, such as learning methods, media, classroom environment, and instruments.

Consequently, the research was studied the effect of the Team Games Tournament method through “Describe and Mention Games” on students' mastery of describing Extracurricular activities.

## **1.2. Problem of the Research**

Based on the above phenomenon, the writer formulated a research question. Does implementing the Team Games Tournament method significantly influence students' vocabulary mastery when describing extracurricular activities?

## **1.3. Objectives of the Research**

The Objectives of the Research based on the research question to examine whether the implementation of the Team Games Tournament method influences students' vocabulary mastery when describing extracurricular activities.

## **1.4. Operational Definition of the Terms**

### **1.4.1. Team Games Tournament**

Team Games Tournament is a cooperative learning method that assigns students to teams with different abilities and genders. The aim of this method is for students to be able to create a group consisting of 4 to 5 students. Each group lines up in a straight line, where the first person described the picture shown by the teacher, and then the second person will pass on the description to the next person until the last person says the words from what is being described.

### **1.4.2. Vocabulary mastery**

Vocabulary mastery refers to the students' ability to understand the verb and its meaning. For this research, students learned about the verb to identify extracurricular activities.

## **1.5. Significances of the Research**

The result of this study is expected to have a good impact or effect on students' mastery of vocabulary; for example, in theory, the Team Games Tournament has a good effect on students.

The result of this study is expected to be used for teacher to teach vocabulary mastery as a learning method for 7<sup>th</sup> grade Junior high school students.

## **1.6. Scope of the Research**

SMP ISLAM Kunir, Kunir subdistrict, Lumajang Regency, is one of the elementary schools far from the city center of Lumajang Regency, with all the

facilities and infrastructure adequate for the learning activities. This research focuses on identifying whether the TGT method can affect students' vocabulary mastery abilities in describing extracurricular activities. Based on the description above, the researcher was encouraged to conduct research on 7<sup>th</sup>-grade students at SMP ISLAM Kunir, Kunir District, Lumajang Regency, with the topic "The Effect of the TGT Method on Students' Vocabulary Mastery for Describing Extracurricular Activities."

