

CHAPTER I

INTRODUCTION

1.1 Background of Study

English is frequently taught as a foreign language in Indonesia. A language that is not utilized for communication in the nation where it is taught is considered a foreign language. In schools, teaching foreign languages is frequently one of the disciplines offered. According to Ramadhani et al. (2022), proficiency in English is now crucial for every student's future. Being fluent in English is currently required in order to obtain employment. Speaking and writing in English is a common way of communication among many individuals worldwide. Since English is a worldwide language, we all know that studying it is essential for international communication in the age of globalization. According to Mustika et al. (2014), In Indonesia, teaching English as a foreign language is common.

A language is deemed foreign if it is not used for communication in the country in which it is taught. Teaching foreign languages is a common discipline taught in schools. English language competency is now essential for every student's future (Ramadhani et al., 2022). These days, getting a job requires speaking English fluently. English is widely used for writing and speaking among people all around the world.

We all know that learning English is crucial for effective international communication in the age of globalization because it is a universal language (Mustika et al., 2014).

A language's vocabulary is base fundamental. Generally speaking, it is defined as every word that speakers use when speaking. Richards & Renandya (2002), asserts that vocabulary is a crucial component of language proficiency and forms a large portion of the foundation for students' speaking, listening, reading, and writing abilities. This implies that a language learner was struggle to comprehend other language abilities like speaking, reading, writing, and listening if they do not have a sufficient vocabulary. One of the first things that students need to acquire when studying English is vocabulary. Without a sufficient vocabulary, one cannot speak English, and insufficient vocabulary makes it impossible to learn the language.

Sucandra et al. (2022), asserts that as vocabulary is crucial to learning English, it is imperative that issues pertaining to student' inadequate vocabulary be appropriately addressed. The success of a student is largely dependent on their competency, although instructors sometimes misinterpret the term "competence" in its broadest sense. Consequently, in order to increase student' vocabulary and learning capacity, originality and creativity are required.

To ensure that students are not bored in class, teachers need to be creative in the resources they provide. To make sure that students can continue to learn effectively, it is crucial to make changes in the way that learning materials are used that are

appropriate for their circumstances. Another way to keep a positive learning environment is to offer distractions during the learning process. The Millennial Generation is a gaming-savvy generation. Since most students enjoy playing games, using games to teach is a great idea for today's youth. A type of education known as "game-based learning" makes use of games created expressly to aid in the learning process.

An effective method for teaching junior high school students English vocabulary is game-based learning. Students that play games can become more content and motivated to learn new words. A game is an activity that encourages student to memorize basic vocabulary through entertaining and motivating components (Suryam Dora, 2017). Because they may use language purposefully in the given conditions, students' capacity to use language in the classroom is considerably enhanced by playing games (Deesri, 2002). Furthermore, because games create a simple and laid-back environment, students retain information quicker and more effectively (Uberman, 1998). When seventh-grade students use games to learn vocabulary, they was not only learn the language but also gain an emotional sense of it.

It is advantageous and enjoyable to teach vocabulary through game-based learning, and it can boost students' interest in the subject matter. These days, learning is centered on using technology as a teaching aid. Technology-enabled game-based learning was have a significant impact, particularly for students who don't often speak up in class or participate in activities. It was automatically connect them with classmates, teachers, and other students, making them more engaged and motivated to learn. Consequently,

there are numerous justifications for the beneficial and proper use of technology-based games in language instruction.

Teachers might benefit from using the scrabble application game to help students with their vocabulary learning activities because they are aware of the students' shortcomings in language comprehension, particularly when it comes to learning English vocabulary. Students can improve their vocabulary and spelling skills by playing the scrabble game. Educators can also use the Scrabble application game to assess students' vocabulary recall during the language acquisition process, particularly in English. Due to the numerous benefits of the game scrabble, the researcher in this instance utilized it to expand vocabulary. Playing this game allows student to spell, comprehend, recall, and use words, which is one way it helps them learn vocabulary (Apsari, 2018). When used in conjunction with education, games can be a useful tool for raising student engagement and making the learning process enjoyable, particularly when it comes to vocabulary acquisition (Prensky, 2003). According to (T. Y. Liu & Chu, 2010), in comparison to students who were taught through explanation alone, found that students' pronunciation success increased dramatically while using the game-based strategy. Playing Scrabble can help students study while having fun and can also help them increase their vocabulary. Two to four people can play the game of scrabble, and each player creates words with words from their vocabulary. Teachers and students can study in an engaging and participatory environment thanks to the game (Sari et al., 2020). Students can utilize a variety of terms in the same language when playing Scrabble.

Siti (2017), asserts that vocabulary mastery and other language skills can be developed through the use of the Scrabble game. One of the numerous advantages of the Scrabble smartphone game is that it helps students learn vocabulary because they have to arrange letter pieces into words in order to score points. Rahman & Angraeni (2020), asserts that students who play games have more advanced vocabulary. Two to four players can play the word arrangement game Scrabble. According to Kobzeva (2015), scrabble is a game that may be added to vocabulary study to make it more engaging and stimulating. It also stimulates other learning opportunities.

It's crucial to incorporate games into vocabulary instruction to maintain students' interest in the material. The answer to this issue is to use games. Students are able to comprehend the teacher's lessons with ease when they play games. Dunn et al. (2011), asserts that vocabulary mastery through games increases the chances for students to take knowledge from one another. Thus, playing games during class was make learning English easier for the students. Scrabble is the name of the game that the researcher was utilize in this investigation. Scrabble is a straightforward game that teachers may use to help students learn vocabulary, spelling, and word meaning. Scrabble is an excellent teaching tool for English since it tests students' memorization of vocabulary in a way that makes it more enjoyable.

Based on direct observation made on August 19 until 20, 2023 by researcher, teachers still use conventional techniques which cause some students to become uninterested in their lessons. It turned out that the teacher did not use fun learning media in the form of games during learning. Otherwise, the teacher only uses conventional

techniques in the form of explaining the material to students so that learning becomes less comfortable for students and causes students to get bored easily. Students also often become disinterested in learning, lack enthusiasm for learning, and have difficulty understanding learning materials. This is especially true in terms of mastering English vocabulary. The students' highest average score in the final exam in English learning was 80 and the lowest score was 70.

The researcher decided to use the scrabble game to help seventh grade students at SMP Negeri 1 Bangli learn vocabulary because very few studies have looked at the effect of using the game to support game-based learning in improving students' vocabulary through experimental methods and post-test analysis at the junior high school level. No one has ever conducted research at this school on the topic. Given that many students still struggle to understand English vocabulary, using the Scrabble game to help with vocabulary learning actually has a lot of positive effects on students' vocabulary mastering.

1.2 Identification of Problem

Students at SMP Negeri 1 Bangli, in seventh grade typically struggle with spelling the letters that correspond to writing in English, get confused when pronouncing words, take a long time to acquire terminology, become bored fast, and lack enthusiasm for studying. Since of these challenges, students may not learn as much as they could since they have trouble grasping English language. According to August et al. (2005),

students was find it challenging to understand English vocabulary if the language is not utilized in their daily lives.

Students was be able to learn important facts and understanding about everyday activities by studying English vocabulary. That is not a simple task, though, as Indonesian students find English to be extremely challenging. Teachers play a more significant part in the educational process. To interesting students' interest and enthusiasm in studying English, teachers must be innovative in the materials and techniques they select. To create a fresh and engaging learning environment, educators must make the correct decisions.

According to Early (2011), conventional technique approaches include task and exercise division that is still used with teachers and vocal communication between teachers and students during the teaching and learning process. Teachers at SMP Negeri 1 Bangli continue to employ this learning method, which may result in below standard instruction and subject mastery, as well as a decrease in students' critical thinking skills, particularly when it comes to vocabulary understanding.

As a result, this study is crucial and should help seventh-grade students at SMP Negeri 1 Bagli better understand vocabulary through game-based learning using the scrabble application game. This was help students better understand English vocabulary, which can be challenging for them to produce more language from.

1.3 Research Questions

Is there any significant difference between students' English Vocabulary when they are taught by using Scrabble game than by using Conventional Technique of seventh grade students at SMP Negeri 1 Bangli?

1.4 Research Objective

To find out whether there is a significant difference between students' English Vocabulary when they are taught by using Scrabble game than by using Conventional Technique of seventh grade students at SMP Negeri 1 Bangli.

1.5 Research Significance

The author hopes that this research was contribute to the teaching and learning of English. This research has two main significances, namely practical and theoretical significance:

1. Theoretical Significance

The purpose of this study is to increase students' comprehension of English vocabulary through Scrabble game, including vocabulary expansion and spelling instruction. By insight into the Scrabble game in vocabulary education, the researcher hopes to support the teaching and learning process and support the creativity of teachers in helping students grasp vocabulary. Students and

teachers utilized the study's findings as a guide to help students learn more vocabulary in English through Scrabble game.

2. Practical Significance

a) For the Student

It is anticipated that the study's findings was advance our understanding of vocabulary mastery, spelling, and memorization of unfamiliar English words. Students can become more enthusiastic and driven to learn through game-based learning.

b) For the Teacher

The results of this study are expected to add insight into knowledge and information that is useful in carrying out learning in the classroom, in order to create a comfortable and pleasant learning atmosphere for students, so that learning objectives are achieved more effectively.

c) For the Reader

The results of this study are expected to be taken into consideration and input for other researchers in research related to the use of game-based learning assisted by scrabble in vocabulary learning.

1.6 Research Scope

The focuses of this study to determine whether teaching seventh grade students at SMP Negeri 1 Bangli using the Scrabble application game significantly effect their vocabulary in English than using conventional technique. Data was be gathered in two

classes at SMP Negeri 1 Bangli, specifically 7F and 7G. The study's are benefit to teacher, students, and readers. The multiple-choice Post Test questions using as the data source.

