

CHAPTER 1

INTRODUCTION

This chapter explains about the background of the research, identification of the problems, limitation of the problems, statement of the problems, objectives of the research, and benefits of the research.

A. Background of the Research

Vocabulary knowledge is essential element to understand English. It becomes effective when learners are capable of implementing both in spoken and written form correctly. It plays as crucial subject if learners do not know about it at all. Thus, memorizing many vocabularies are needed as the basic matter. We cannot separate learning vocabulary to other skills in mastering a language. Being able in enriching vocabulary is a key to make four core skills in English become so easily to implement.

Vocabulary is called as a central role in learning language and it has critical importance to the typical language. Lacking of vocabulary knowledge affects to lack of meaningful communication. So, the understanding of vocabulary helps learners to learn four cores English language skills. The researcher believes that the more learners know many vocabularies, the more they are able to master it and use it in speaking, writing, reading, and also listening. To be capable of mastering communication in a language needs an adequate mastery of vocabulary too. It cannot be separated from basic mastery of language.

Communication cannot happen in meaningful way without knowing any of vocabulary. Thus, the term of vocabulary is used to oral and print words. No matter learners are well in grammar, pronunciations, and any other elements of a language, without a numerous stock of vocabulary, communication cannot happen in any meaningful way. In addition, it is not quite easy to create effective media for teaching vocabulary to be more extraordinary. Because, learners need constructive learning media to support them master active vocabulary.

An effective and suitable teaching technique is importantly needed to handle the problem in learning vocabulary. There are various techniques of teaching provided to be an alternative to learn vocabulary. One of them is using games. It is believed that game is more fun and effective to be implemented. It requires learners to understand, produce, manipulate, and use the target words accurately. Games are provided to encourage young learners to gain an understanding of target language more easily. Game-based learning is supposed to create a useful and meaningful context in vocabulary learning process.

Mastering vocabulary through game is considered to alleviate anxiety and encourage learners to get involved actively in learning activity. After learning and practicing vocabulary through game, they will have golden opportunity to apply words both in spoken and written in a non-stressful way (Uberman, 1998). Games which are commonly used in teaching vocabulary, such as chalkboard pictionary or puzzle, letter scramble, bingo game, and

many others. It involves learners into friendly and fair competition. The use of games gives potential to contextualize learning words.

Derived from the condition above, the researcher attempts to discover an effective alternative as a solution in learning vocabulary. It is Monopoly game. The researcher wants to prove that Monopoly game can be more effective applied to young learners compares to learning. The difference from previous research is that this research is the first and new research. Despite the fact that Monopoly is common game, but it can be new media with few modifications and changes in game rules to support in learning vocabulary.

This game can be played at least two players and seven players in maximum for one board monopoly game. By implementing simple terms in playing game, new players who have no idea about this game can easily understand the rules. It trains honesty, accuracy in play game, vocabulary mastery, and friendly competitive game. Playing monopoly while memorizing words is more fun. One hour feels short. It can reduce boredom.

Furthermore, it can motivates young learners and change their view that learning vocabulary is something boring and difficult to do. Based on this case, the researcher concerns to clarify the effectiveness of Monopoly game in learning problem of vocabulary by conducting a research entitled “Effectiveness of Monopoly Game of First Grade Students’ Vocabulary Mastery at MTSN Pacitan in Academic Year 2021/2022”

B. Identification of the Problem

After collecting information from credible sources and considering background of the study, there are found some problems, such as the lack of young learners' vocabulary and strategy in learning vocabulary, the difficulty of young learners to memorize vocabulary, young learners are still not capable of using words properly, boring explanation at teaching meaning, pronunciation, spelling, and usage, form, and grammatical function.

Based on the identification of the several problems above, the researcher think Monopoly game is more effective game to be implemented as learning vocabulary to young learners than learning by memorizing vocabulary conventionally.

C. Limitation of the Problem

In an effort to make this research to be more practical, the researcher needs to limit the study by focusing on effectiveness of Monopoly game of first grade students' vocabulary mastery at MTs N Pacitan in academic year 2021/2022.

D. Statements of the Problem

This study assesses effectiveness of Monopoly game of first grade students' vocabulary mastery at MTs N Pacitan in academic year 2021/2022 compares to conventional learning.

Specifically, it opts to answer this following question:

1. Which one is more effective between Monopoly game and conventional learning to first grade students' vocabulary mastery at MTs N Pacitan in academic year 2021/2022?
2. Is there effectiveness in using Monopoly game for first grade students' vocabulary mastery at MTs N Pacitan in academic year 2021/2022?
3. How effective is Monopoly game to first grade students' vocabulary mastery at MTs N Pacitan in academic year 2021/2022?

E. Objectives of the Research

The answers of statements of the problems, as follows:

1. To clarify effectiveness of Monopoly game to first grade students' vocabulary mastery at MTs N Pacitan in academic year 2021/2022
2. To prove effectiveness of Monopoly game to first grade students' vocabulary mastery at MTs N Pacitan in academic year 2021/2022
3. To examine the hypothesis of effectiveness Monopoly to first grade students' vocabulary mastery at MTs N Pacitan in academic year 2021/2022.

F. Benefits of the Research

This research is expected to provide the following benefits:

1. Theoretically

This research informs the effectiveness in using Monopoly Game to first grade students' vocabulary mastery at MTs N Pacitan in academic year 2021/2022. It can also be an alternative at learning vocabulary through game.

2. Practically

a. For the young learners

The outcome of this research can be used to young learners in learning vocabulary effectively and practically. It can be also an option of fun and enjoyable game to play while learning vocabulary.

b. For the teachers

It provides an effective and worthy game to teach vocabulary in the classroom. So that, teaching and learning process will not be boring.

c. For the institution

This research can be contribution as an effective media used to teach vocabulary and makes it as high quality teaching and learning method.

d. For other researchers

It provides information as reference for other researchers who need to do research on related field in the future.

