

CHAPTER I INTRODUCTION

A. Background of the Problem

Vocabulary is the basic element of a language. It is commonly defined as all the words used by the speakers when using their language. Richards cited in (Nurman 2018) suggests that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It means without knowing and having enough vocabulary, someone or language learners will get difficulties understanding other language skills such as speaking, reading, writing, and listening. Vocabulary is one of the items that have to be mastered first by students in learning English because no one can speak English When students have limited vocabulary without a proportional amount of vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. Vocabulary is essential for communicating. People with less vocabulary will not understand what others are saying. Vocabulary should be described in detail. Mastery of vocabulary will affect a person's ability to use the language both in oral and written.

One of the junior high schools in Batanghari, namely SMPN 2 Batanghari. Researcher conducted interviews with English teacher in the eighth grade of SMPN 2 Batanghari. It was found that students had difficulty using the 2013 curriculum, teacher had to repeat and explain the basic vocabulary of English, and another difficulty was that students had difficulty remembering the vocabulary that had been given before.

Table 1.1 Classification of Vocabulary score grade 8.1 SMPN 2 Batanghari.

No	Classification	Score	Students
1.	Excellent	96-100	0
2.	Very Good	86-95	2
3.	Good	76-85	1
4.	Fairly good	66-75	5
5.	Fair	56-65	10
6.	Poor	46-55	8
7.	Very poor	0-45	6
Total			32

Source : English teacher grade 8.1 SMPN Batanghari

Based on the observations of the researcher above, it can be concluded that 24 out of 32 grade 8.2 SMPN 2 Batanghari need to improve their English skills. The problems faced by students in mastering and learning English is the lack of vocabulary to master and improve all skills in English including speaking, listening, and writing. Students are afraid to learn English. Although sometimes vocabulary seems easy to learn but it is quite difficult to teach except with interesting techniques or strategies. In addition to understanding the meaning of the vocabulary students must also understand the meaning of the vocabulary. Students must also remember the previous vocabulary before adding a new vocabulary.

From these problems, researcher provide solutions to facilitate the process of learning English vocabulary in the classroom. Researcher offer scrabble games as a medium to improve vocabulary mastery in students. Scrabble is to train the students arranging the word, sentence, or discourse and can improve the vocabulary mastery in vocabulary learning process. Games are helpful because they can make students feel that certain words are important and necessary because without those words the object of the game cannot be achieved Akar in (Chairani 2021). It seems that using scrabble game can encourage the students to memorize the vocabulary.

Based on the results above, researcher can conclude that the mastery of vocabulary in the eighth grade of SMPN 2 Batanghari needs to be improved. This vocabulary problem needs to be resolved because it will be difficult for the student to proceed to the next level. and also perhaps the low motivation possessed by the student.

Reference to the description above, then the researcher is interesting to lift a title "Improving Eighth Graders Vocabulary Mastery Using Scrabble Games."

B. Identification of the Problem

Based on the background of the problems above, researcher can identify several problems as follows:

1. Students have a very minimal vocabulary that makes it difficult to improve or master all English skills.
2. Students Have difficulty remembering or memorizing vocabulary that has been given by the teacher.
3. Students have difficulty understanding meaning of English vocabulary.

4. Students are too afraid to learn English

C. Limitation of the Problem

Based on the identification of the problem, the researcher focused on the main problem in this study Using the game Scrabble can improve the mastery of vocabulary in eighth-grade students at SMPN 2 Batanghari. Because based on preliminary research, researcher found That students have difficulty in understanding vocabulary. This material is also available on the syllabus in the eighth grade.

D. Formulation of the Problem

Based on the background of problem, the researcher formulated the problem in this research:

1. Can scrabble games improve students' vocabulary mastery? If yes, to what extent its improvement?
2. How are the students response toward scrabble games in improving vocabulary mastery eighth graders at SMPN 2 Batanghari?

E. Objective of the Research

Based on the above problem statement, the researcher has the following objectives.

1. To find out the whether scrabble game can improve students' vocabulary or not and explain its improvement.
2. To find out the students response toward scrabble game in improving students vocabulary at the eighth grade of SMPN 2 Batanghari.

F. Scope of Research

1. The Subject of Research

The subject of this research was the students of the seventh class of SMPN 2 Batanghari. Especially at 8.2 class, it consists of 32 students.

2. The Object of Research

The object of this research was the students' vocabulary mastery, especially in learning noun and pronoun.

3. The Place of Research

This research was conducted at SMPN 2 Batanghari, Lampung Timur.

4. The Time of Research

This research was conducted at the first semester in the academic year of 2022/2023