CHAPTER 1

INTRODUCTION

A. *Background*

English language acts as a tool to bridge the gap in reaching across the borders. English is the most important language which is used by people all over the world as an international language to communicate to one another either in spoken or written interaction.[1] It also has been the most famous language all over the world, it because used commonly in international context, such as; trading, bussiness, education, and entertainment. Besides that there are a lot of country that use it as mother and second language it can bee seen that have to memorize.

One of English language compenent is vocabulary. Vocabulary has many benefits in communication process. Some of them are used to express ideas, feeling, think or information to people clearly and accurately. Even though it is not only done by using words but also using body language or gesture. Knowing the meaning of words as the one of vocabulary mastery goal is also a way to understand the whole meaning of sentences or paragraphs in English exactly. The reason above also present on the same line with vocabulary definition by some experts like Vocabulary also means as a list of words that have meanings that is used to communicate between a people to another.[2] Related in to the importance of vocabulary learning is central to

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[1] L. C Moats, "Speech to Print: Language Essentials for Teachers," *ERIC*, 2000, 1.

[2] Hassan Shadily John M. Echols, *An Indonesian-English Dictionary*, 3rd Ed. (Jakarta: Gramedia, 1987).

language acquisition, whether the language first, second, or foreign.[3] Vocabulary is the knowledge of meanings of words.[4]

Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign.[5] Generically, vocabulary is the knowledge of meanings of words.[6] It because it relates to thousands and even billions of words, it is not easy for someone who is not native to easily master all the vocabulary in English.

In school, the students' lack of vocabulary is influenced by some factors. The first is that students learn through the teacher's explanation for meaning or definition, spelling, pronunciation and grammatical function which makes the student bored. The second is that vocabulary learning as just introduce a primary meaning of new words, and the last is the only one method usually will be applied at school is only how to memorize much vocabularies quickly without think that it also can be forgotten faster, because it is not saved in long term memory. That is way, the research try to find out a new method that can help students to memorize and also recall vocabularies by using a new game.

Based on the researcher observation at the Eighth Grade of MTs were found students difficulties in memorizing vocabularies so that it hampered student English

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[3] Marianne Celc E-Murcia, *Teaching English as a Second or Foreign Language*, Ed. 3rd (USA: Heinle & Heinle, 2001).

[4] Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice* (Mahwah, New Jersey: Lawrence Erlbaum Associates, 2005).

[5] Naoki Sakata, "Profiling Vocabulary For Proficiency Development: Effects Of Input And General Frequencies On L2 Learning," *System* 87 (2019): 1.

[6] Ersan Sanusi, "The Techniques Of Teaching Vocabulary," *Ittihad Jurnal Kopertis Wilayah Xi Kalimantan* 7, No. 11 (2009): 3.

achievement. Students sometimes could memorize some vocabulary item if the teacher asked to do it, but at the end they would forget all of it. It happened because the students only use memorizing method and they did not understand about the meaning and how to use it. It could be identify only saved in short term memory of students brain. And the closed factor was students only processed the vocabulary once. The information got from students, teacher and also English learning process at the school.

The researcher try to find the solution of the problems by looking for a new method to help student vocabulary mastery, the method is by using Game. That is "Who Am I" game. The reason of the researcher in choosing the game because it will recall some vocabularies that students know and looking for the other vocabulary needed, while the process of transferring into the brain is not only once but more. It can make the vocabulary will be saved in long term memory and it makes difficult to be forgot. The research also believes that implementing the game it will show students' responses in students' vocabulary mastery when they are playing the game. It is appropriate and helpful both for the teacher and for the students because the game uses the media in the form of pictures and also can easily to be memorized the name of the thing guessed.[7] That is why the research want to conduct a research with the title "The Effectiveness of "Who Am I" Game on Students' Vocabulary Mastery at the Eighth Grade of Mts Aluppang"

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[7] Mohammad Alan Arrosy Bimantara, "The Implementation of ' Who Am I ' Game to Teach Speaking Descriptive Text to the Seventh Graders oF SMPN 3 KRIAN" 1, no. 1 (2012): 1.

B. *Research Questions*

The researcher formulated the research question is following:

1. Is "Who Am I" game effective on students' vocabulary ability at the eighth grade of MTs Aluppang?

2. What are the responses of students about the "Who Am I" game related to their vocabulary ability?

C. *Definition Operational*

Based on the title of this research "The Effectiveness of "Who Am I" Game on Students' Vocabulary Mastery at the Eighth Grade of Mts Aluppang" "The definition explains as follows :

1. Effectiveness is in the sense of power effectiveness of computers as a educational tool.[8]

2. Mastery means skill or knowledge that makes one master of a subject.[9]

3. Vocabulary is the all word that a person knows or uses, the word in particular language, the word that the people use when they are try talking about a particular subject, and a list of words with their meanings, especially in a book for learning a foreign language.[10]

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[8]"Collins English Dictionary, Online Dictionary," accessed July 9, 2020, http://www.collinsdictionary.com/us/dictionary/english.

[9]"Merriam-Webster's.Dictionary. Access in: May 10th 2020. https://www.merriam-webster.com/dictionary/language".

[10] Hornby, *Advanced Learner Dictionary*, *Oxford Press*, 1995.

4. Game is an activity that is carried out with or without using a tool that generates the sense or provide information, give pleasure as well as give the imagination of the child.[11]

5. "Who Am I" is a type of game that can be make students to be more creative and communicative by try describe who are us which the character has been chosen.[12]

Having understood the term above it could be known that this thesis discussed about makes greater for students vocabulary which was a list of words with their meanings especially in using the game. The researcher focused to explore the effectiveness by using the technique that wasWho Am I game.

D. *Objective of the Research*

The objective of this research are:

1. To find out the effectiveness of "Who Am I" game on students' vocabulary ability at the eighth grade of MTs Aluppang.

2. To find out the responses of the students about the "Who Am I" game related to their vocabulary ability.

E. *Significant of the Research*

This research hopefully could have significances for some elements below:

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[11] Sudono, *Leraning Source and Game Tool* (Jakarta: Grasindo, 2000).

[12] M. Fatkhur Rohman, "The Use of Who Am I Game to Improve Students' Speaking Skill" (State Institute for Islamic Students (IAIN) Slaatiga, 2016).

1. Teacher

    The result of this research informed the teachers about the use of Who Am I game in improving students' vocabulary and also explored students vocabulary competence.

2. Students

    The result of this research hopefully gave an input to the students about vocabulary mastery by using a game and could also apply in their daily life.

3. Further Research

    The research was expected to contribute to the researchers themselves and also to all researchers that was as a reference for conducting research in the next.

F. *Previous Related Research Findings*

In composing this proposal, the researcher considered some previous researcher related to this study, those were:

The first previous research was Rohman, Fatkhur, aims of this research are (1) to find out whether there is improvement of speaking skill trough Who Am I Game (2) to find out the extent of using Who am I game to improve speaking ability of second grade of SMP N 3 Suruh. The findings show that the students' speaking skill increases from pre to post test. The increasing percentages of students who pass in oral test in cycle I and cycle II are: 56,66% up to 76,66%. The decreasing percentages students who do not pass oral test are: 43,33% to 23,33%. It means that

Who Am I Game is able to improve the students' speaking skill.[13] The previous research has the similarity with the recent one where both of them are same in using "Who Am I" game, while the difference is the focus. The recent one is focus on speaking skill while the previous one used vocabulary.

The second research also was done by Mut Mainah found that the use of snake ladder game can improve students speaking ability.[14] The previous researcher tried to find the implementation of snake and ladder game in improving students speaking skill by using an action research while it applied at the seventh garde of SMPTN 09 Salatiga in academic year 2010/2011. Both of the researcher (the recent and also the previous research use game as the method) the previous research used Snake and Ladder Games while the recent one used Who Am I game, the difference of both came from the kind of the game used and also the focus where the previous focused on speaking skill while the recent focused on vocabulary mastery.

The third previous research was come form Nur Hidayat in his research about Improving Students' Vocabulary achievement through Word game. This research was conducted by using classroom action research. She showed that the students' average of pre-test scores were 57,6; the first cycle were 68,8 and the second cycle were 85,2. The results of this study shows that word game can help students to memorize the vocabularies easier motivate students and make them more interested in

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[13] M. Fatkhur Rohman, "The Use of Who Am I Game to Improve Students' Speaking Skill (A Classroom Action Research Second Grade of SMPN 3 Suruh in the Academic Year 2015/2016, 2016.

[14] Mut Mainah, "The Use of Snake and Ladder Games to Improve Students Speaking Ability" (An Action Research at The Seventh Grade of SMPN 09 Salatiga in Academic Year 2010/2011)" (2010).

learning vocabulary.[15] In the recent research, the researcher uses game and also makes vocabulary as the focus one. It was same with the previous research who had taken the same things. The difference both of them was from the kind of game used. Where the previous research used Word game and the recent research used Who Am I game.

The fourth previous research was conducted by Ika Rahmadani Lubis where the objectives of the study are to show that there was a development on the students vocabulary achievement, it can be seen from the mean score of pretest were 53.3, the mean score of post-test 1 was 70.9, and the mean score of pottest cycle 2 was 83.5. In addition, there were 4 students (8.16%) who passed Minimum Achievement Criterion-Kriteria Ketuntasan Minimal (KKM) in the pretest. Meanwhile, in the cycle 1, there were 27 students (55.1%) who passed Minimum Achievement Criterion (KKM), and it gained which was in the post test cycle 2 there were 42 students (85.7%) who passed Minimum Achievement Criterion (KKM), so the criteria of success was achieved.[16] It almost same with the researcher uses game and also makes vocabulary as the focus one. It was same with the third previous related findings who had taken the same things. The difference both of them was from the kind of game used where the previous used Fly Swatter Game while the recent research used Who Am I game.
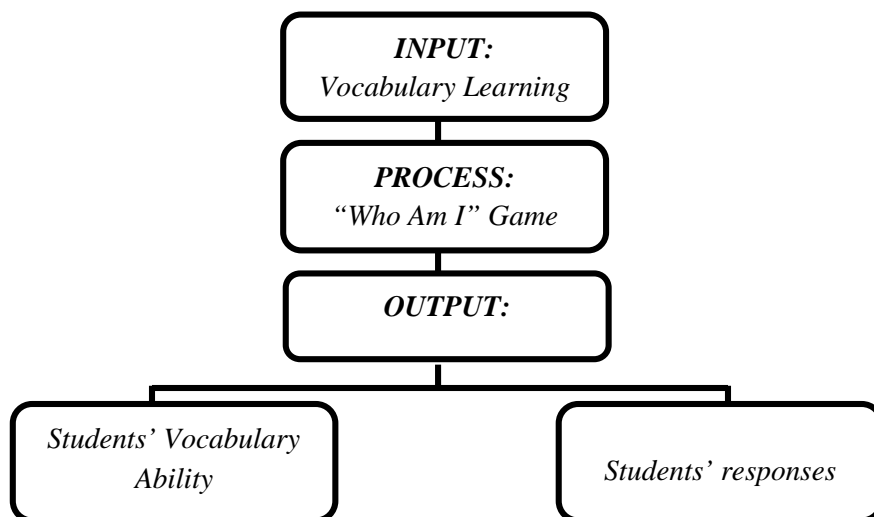
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[15] Nur Hidayat, 'Improving Students' Vocabulary Achievement through Word Game', *Journal of English Educators Society*, 1.2 (2016), 95 <https://doi.org/10.21070/jees.v1i2.446>.

[16] Ika Rahmadani Lubis, "Improving Students' Vocabulary Mastery by Using Fly Swatter Game in The First Grade of Mts Persatuan Amal Bakti (PAB) 1 Helveti'," *Unpublished Thesis: Unesa* : (2017).

The fifth research was from Ahdian Rosadi through his entitled The Effectiveness of Anagram Technique in Teaching Vocabulary. This research was conducted by using a pre-experimental design. The subject of this research was students at the seventh grade of MTs. Al-Majidiyah NW Majidi in the school year 2015-2016. The data collection was done by administering pre- test and post-test in the form of objective test. It can be conclude that that anagram is a good vocabulary learning strategy.[17] The recent research has similarity and differences in some area, there was a previous research also used the same focus while the difference come from technique used that the previous used Anagram technique while the recent used game method.

G. *Conceptual Framework*

The researcher ha arranged conceptual framework for this research as follow:

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┌─────────────────────┐
│      INPUT:          │
│ Vocabulary Learning  │
├─────────────────────┤
│     PROCESS:         │
│  "Who Am I" Game     │
├─────────────────────┤
│     OUTPUT:          │
└─────────────────────┘
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Students' Vocabulary Ability   Students' responses

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[17] Ahdian Rosadi and Mts Al-majidiyah N W Majidi, 'The Effectiveness of Anagram Technique in Teaching Vocabulary', 1.1 (2017), 41–50.

The meaning of conceptual framework above: the researcher describes the flow of research to be done. Starting from the process of learning vocabulary to students who are sampled, where there are some difficulties in memorizing vocabulary which among, them students cannot be forced to directly know many vocabularies by memorizing desperately. Therefore, researcher offers a game called "Who Am I" game to solve the problem of mastery of sample vocabulary in addition to seeing how the response of the sample or students related to the effectiveness of the use of of the sample English vocabulary in mastering vocabulary.

H. *Hypothesis*

Hypothesis is temporary speculation that be concluded from theoretical basis or literature review which is a temporary answer towards the problem that be faced, which has not been proved to be correct.[18] In this research the null hypothesis (H_0) and the alternative hypothesis (H_1).

1. Null hypothesis (H_0) : There is no effect of using "Who Am I" game on vocabulary ability.

2. Alternative hypothesis (H_1) : There is an effect of using "Who Am I" game on vocabulary ability.

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[18] Larry B. Christensen, *Experimental Methodology*, (Chicago: A Pearson Education Company, 2001) , p. 144

I. *Research Method*

This research applied mix research method approach with exploratory sequential design. Exploratory sequential design is the mixed methods the researcher begins with qualitative data and then collects quantitative information. The purpose of an exploratory sequential mixed methods design is involves the procedure of first gathering qualitative data to explore a phenomenon, and then collecting quantitative data to explain relationships found in the qualitative data.[19]

1. Quantitative

a. Research Method and Design

The researcher continued the research with quantitative research method. A quantitative research is a numerical method of describing observation of material of characteristics.[20] In this research, the researcher used descriptive quantitative design. The researcher gave questionnaire based on the Guttman scale. Then the questionnaire was given after the students had finished doing the implementation of the method by using poster comment method.

b. Location, Population and Sample

1). Location of the research

This research conducted in the eighth grade of MTs Aluppang in the academic year 2020/2021. The location was still in Bone regency.

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[19] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative,* (Fourth Edition, 2018), p, 543

[20] John Best, *Reseacrh in Educarion,* (New Jersey: Pracritice Hill, INC. 1981), p. 154

2). Population

Ridwan defined that population is object or subject in region and meet certain conditions related to the research issues.[21] Population of this research was the students in the the the eighth grade of MTs Aluppang in the academic year 2020/2021 where there are 17 population.

3). Sample

Sugiyono stated that sample was defined as a part of number and characteristic that had by population while Suharsimin Arikunto defined that samples are representative of the population studied.[22] In this research, the sampling technique used was nonprobability sampling with purposive sampling technique. Non probability sampling can be defined as a sampling technique where there is no equal space for each student to be selected into a sample. This sampling technique includes systematic sampling, quota, axial, purposive, saturation and snowball[23] while the definition of purposive sampling according to sugiyono is a sampling technique based on several criteria.[24] In this research, the students that become a sample were ten students of the eighth grade of MTs Aluppang in the academic year 2020/2021 that meet certain criteria.

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[21]Akdon dan Riduwan, *Rumus dan Data dalam Analisis Statistika*.(Bandung: Alfabeta, 2008), p. 8.

[22]Suharsimin Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*. (Jakarta: Binarupa Aksara, 2002), p. 109.

[23] Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R & D (Bandung: PT. Alfabet), 2016, P. 82.

[24] Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R & D, P. 85.

The criteria used as a sample of research were:

1). Had mobile phone

2). Had adequate network access.

3). Had more English proficiency than his classmates.

c. **Research Variables**

Variable is the object of research or something that become the concern by researcher to be studied to get any information and then make a conclusion of the object. [25] In this research had 2 kinds of variables, the variable in this study were:

1) Independent Variable

Independent variable is the variable that influences the change of dependent variable.[26] Independent variable in this research was using "Who Am I" game.

2) Dependent Variable

Dependent variable is variable that measures the influence of independent variable.[27] Dependent variable in this research was students' vocabulary mastery.

d. **Procedure of Collecting Data**

The procedure of collecting data of this research was performed as follow:

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[25] Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabet, 2007), p. 2

[26] Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabet, 2007), p. 4

[27] Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabet, 2007), p 6

1). Implementation "Who Am I" game

     The process of using "Who Am I" game applied about six meetings while in a meeting there were 45 durations in each meeting by using the different theme, the complete way was completed in lesson plan put on appendix.

2). Giving Questionnaire

     After applying "Who Am I" game to the students in the research process, the researcher gave questionnaire sheet to the students. It consisted of written questions with 10 items that including positive questions. In that instrument, the researcher gave the alternative option: Yes or No. The researcher used questionnaire techniques to obtain information related to the effectiveness of the application of the game "Who Am I". The questionnaire answered the first question by providing several list statements with two options to be chosen. The student's questionnaire process began by providing a questionnaire sheet that was filled in by the student then was scanned the results of the student's field as a result of the data and proof of filling.

e. Data Analysis

     In analyzing the data of quantitative, the researcher used questionnaire based on the Guttman scale. The Questionnaire was given after the students had finished doing the implementation of the method. In the questionnaire of Guttman scale, there were several options namely "yes" and "no" which related to the students' response related to the use of "Who Am I" game on students' vocabulary mastery. The questionnaire consists of 10 items of statements. There were 5 items for independent variable statements and 5 items for dependent variable statements.

And to calculate the score of all the students' questionnaire, the researcher used Statistical Product and Service Solutions (SPSS) with simple linear regression analysis. Simple linear regression is a regression method that can be used as a statistical inference tool to determine the effect of an independent variable on the dependent variable.[28]

2. Qualitative

a. Research Method and Design

Sugiyono stated that qualitative research is a research method based on philosophy of post-positivism, used to examine conditions natural object where the researcher is a key instrument, retrieval data source samples were carried out purposively, collection techniques with triangulation, data analysis is inductive or qualitative, and the result of qualitative research emphasize more meaning than generalization.[29]

Nasution argued that in qualitative research observe people in their environment, interact, and trying to understand their own language and interpretation of the world that's around it.[30] By using qualitative method found data that was not observed and quantitatively measured, such as value, mental attitude, habits, beliefs and culture adopted by someone or groups in certain environments. If viewed from the perspective of ability or possibility of research provided information or explanation, this research was included descriptive

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[28] Sugiyono, *Statistika Untuk Penelitian,* (Bandung: Alfabet, 2007), p. 14

[29] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif , dan R&B,* (Bandung: Alfabeta), 2009, p. 15.

[30] S, Nasution, . *Metode Penelitian Naturalistik Kualitatif (Bandung: Tarsito, 1998).*

research the researcher had to identify the students' responses related to the vocabulary mastery after applied a game named "Who Am I" game.

b. Location of Research

This research conducted in the eighth grade of MTs Aluppang in the academic year 2020/2021. The location was still in Bone regency.

c. Instrument of the Research

Research instruments were all tools used to collect, examine, investigate a problem, or collect, process, analyze, and present data systematically and objectively to solve a problem or test a hypothesis. The instrument of this research used interview for collecting data, below:

Interview is a technique that is primary used to gain an understanding of the underlying reasons and motivations for people attitude, preferences or behavior.[31] The interview are special kinds of conversation or speech even that used by researcher to explore informant's experience and interpretation.[32] The function of the interview was to get accurate information from the resource person by asking certain questions to the resource person. In this research, there were ten interview questions for the students where the questions related to the students responses. The purpose of interview used to gain students' responses toward the applying the "Who Am I" game on students vocabulary mastery as the answer of the second research question of this research.

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[31] Wilkinson David and Birmingham Peter, *Using Research Instruments: A Guide for Researchers* (London: Routledge Falmer Taylor and Francis Group, 2003).

[32] J, Maos, Hatch, "Doing Qualitative Research in Education Settings", (State University in New York Press, 2002), p 72.

d. Procedure of Collecting Data

In this part, the researcher interviewed students to get information about students' responses after the researcher applies ''Who Am I'' game on students' vocabulary mastery at the eighth grade of MTs Alluppang. The researcher used open-ended question as interview guideline. Open-ended question gives opportunity to the student to respond the questions based on their own way.[33] The researcher used interview technique to get deeper information from participants related to student responses after the game's "Who Am I" method was applied. Interview answered the second question by obtaining specific information from students as well as the teacher's subject. The student interview process was taken with notes and recorders and applied to all of the students who had been taken as participants.

e. Data Analysis Techniques

The qualitative data analysis of this research explain some main components according to Sugiyono[34], they were:

a. Data reduction

Data reduction occured continually through the analysis. It was not something separate from the analysis it is part of the analysis. In the early stages, it happened through editing, segmenting and summarizing the data. In both quantitative and qualitative analysis, the objective of data reduction was to

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[33] O. Creswell, John W, 'Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research', *Educational Research*, 2012, fourth edition, (Boston, Pearson Education.Inc. 2010. p. 217

[34]Sugiyono, *Educational Research Methods: Quantitative, Qualitative, and R&D Approaches* (Cet. X; Bandung: Alfabeta), 2010, P. 247.

reduce the data without significant loss of information. In qualitative analysis, an additional important component was not losing information was not to strip the data from their context.

The steps taken by researchers when reducing data began by studying all available data from various sources from both questionnaires and interviews. Once reviewed, the next step was to create a summary for each meeting with participants when summarizing data there was usually one element that did not be separated from the activity. This inseparable activity was known as abstraction, which was to make a summary of the core, process, and requirements that came from the participants maintained.

b. Data display

Data display organized compress and assemble information. Because qualitative data were typically voluminous, bulky and dispersed, displays help at all stages in the analysis. There were many different ways of displaying data-graphs, charts, networks diagrams of different types and any way that moves the analysis forward was appropriate. Displays were used at all stages, since they enable data to be organized and summarize, they showed what stage the analysis had reached and they were the basis for further analysis.

The steps taken were to sharpen the analysis, classify or categorize into each problem through briefs, directing, disposing of unnecessary, and organizing data so that it were withdrawn and verified. Data reduction included all data on the issue of research was related to the effectiveness of the application of "Who Am I" games to vocabulary mastery. Specifically, in this study, the researcher used narration to display data.

c. Drawing and verifying conclusions

The reasons for reducing and displaying data were to assist in drawing conclusions. While drawing conclusions logically follows reduction and display of data, in fact it took place more or less concurrently with them. Thus possible conclusions were noted early in the analysis, but they were vague. They held tentative pending further work, and sharpened during it. They were not finalized until all the data were in, and had been analyzed. Conclusions were in the form of propositions, and once they had been drawn, they needed to be verified. In this session, the researcher drew the data carefully. It was the fact or the information based on the data had been collected. In this step, after verify the data had been got the researcher explored and explained the data finding in the next chapter. The finding was relate to the theory and also data result that mentioned before.