**CHAPTER I**

**INTRODUCTION**

Chapter I consists of background, problem statement, objective of the study, scope of the study and significance of the study.

1. **Background**

Language is a tool of communication that people use to interact with another people, individual to individual, individual to community, community to individual or community to community. Language is as a means to convey ideas, needs, opinions, and feeling among the people by oral or written ways. The most popular language that people use to communicate in now days is English.

English becomes the dominant language around the world, and now more and more people use English as an international language. Corbett (2003:1) stated that English language was seen as a means of communication, and should be easily transferable to any cultural setting, and should not be bound to culturally-specific conditions of use.

English is an international language, which is used throughout the world and also English is used in many fields of life such as in politics, economics, social and education. Crystal (2003:87) argues that English language as the global language plays an official or working role in the proceedings of most other major international political gatherings, in all parts of the world. Moreover, Nugroho (2007:2) argues that the role of English was needed to face the era of globalization, where it would be many new things happened in our nation. The English language was recognized as undoubtedly the most important language for the increasingly mobile international community to learn. Therefore, English as an international communication language is clearly needed by many learners to deliver any information of interact in a variety of situation.

English is one of the foreign languages for Indonesian students. Phan (2008:72) states that the use of English as the language of powerful nations has contributed to the superior– inferior relationships between the powerful and the powerless. The powerful play their game while the powerless are often pawns on a chessboard. The national education has decided that English as a foreign language taught in Indonesian school. It learned started from primary school up to university. English is considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language being look at from the system of structure, pronunciation and vocabulary. As the result, the government always made effort to improve the quality of English teaching. By improving the teachers’ quality and other components involved in educational process, the English teaching in Indonesia improved time to time.

English Teacher realize that teaching English becomes very important and need much concern. As an English teacher, he or she demands to explore effective techniques, method, and approaches. Moreover, Nugroho (2007:3) said that in teaching a language, a teacher might realize that he or she could not apply only one or two strategies to all levels. In reverse, a teacher was required to be able to recognize the characters of his or her students and to select an appropriate strategy to them. It was not something different from teaching English to Senior High School students, the teacher was supposed to know that children was so closed with something fun and enjoyable.

English teaching involves of four language skills, they are speaking, listening, reading, and writing. In teaching and learning a language, there are four aspects that support four language skills above such as: grammar, vocabulary, spelling, and pronunciation that are also taught in English teaching and learning process (Leny, 2006:1).

In learning English, one of the factors that can cause the problem to the students is the poor mastery of vocabulary knowledge. The students are lack of stock of the words. The students who have little knowledge of vocabulary will face some difficulties to understand the written language and oral language. The students may get some difficulties in learning a language if they have limited number of vocabularies. Saleh (1997:12) argues, “The success in mastering a language is determined by the size of the vocabulary one has learned.” Thornbury (2002:23) adds “The learner needs not only to learn a lot of words, but to remember them.” To master all the language skills, vocabulary knowledge are important that have to known by the students and the teachers of English should have a technique that makes the students interesting in learning vocabulary.

Furthermore, Nugroho (2007:4) states that one of the most important language components was vocabulary. The mastery of it would be very helpful when the student learning foreign language having a great mastery on it. It would also facilitate the students to comprehend the subject learnt in which it was in English. And to support that Shahriarpour and kafi (2014:1738) Argue that Vocabulary is the most important skill in learning English.

With a limited vocabulary anyone will also has limited understanding in terms of speaking, reading, listening, and writing. Furthermore, Ashraf *at al*. (2014:287). State that Vocabulary is the core of any language. Several studies have paid special attention to vocabulary, and a variety of methods and strategies have been examined by different scholars who seek to propose an appropriate way to facilitate vocabulary acquisition. The more vocabulary we have, the bigger possibility to have a skill to use the language.

The same statement was argued by Huyen and Nga (2003:2) state that in learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of language. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know to use them accurately.

The student’s ability in mastering vocabulary depends on teacher strategy or technique in teaching English vocabulary. Igbaria (2010:3) argues that teachers are very important factor in selecting and teaching English vocabulary, and they have to design vocabulary syllabi according to their learners’ need. Moreover, Leny (2006:2) states that English teacher has to be able to organize teaching and learning activities, teachers have to give materials by using a suitable technique and master the lesson effectively. Especially in learning vocabulary, teachers must make the students able to memorize such words in English language and group of new words. The statements above means, vocabulary is important to teach and teachers must try to find the most effective way to teach it.

There are many problems of language teaching that can be identified as research subjects, such as methods, technique, material selection, media and others. As the writer knows, there are many senior High Schools which still use traditional methods in teaching vocabulary. The teachers’ just gives explanations, exercises and then end it with examination. This method is not effective because it makes the students became passive learner. There are many method of making the students interested in what they are learning especially in learning vocabulary.

Thornbury (2002:144) states that vocabulary cannot be taught, it can be presented, explained, included in all kind of activities and experienced in all manner of associations…but it is ultimately it is learned by the individual. A media is believed which can be used in teaching vocabularies which involve the essential idea and encourages memorizing vocabulary easily.

Reviewed at the explanation above, the researcher assumed that the use of media was one of good and effective ways to teach and to motivate the students to study English vocabulary.

The use of media in teaching process is one important aspect. Supeniati (2008:2) said that media can be a powerful tool for meaningful learning. Moreover, she said that media as teaching aids are needed to help students’ understanding and to increase the effectiveness in the communication between teacher and students in the teaching and learning process. Media is also used to stimulate the students’ interest to the lesson. In this research, researcher use game as a media in teaching vocabulary.

Game is one of the media that can be applied in teaching Vocabulary because game is one of potential activities that give students feeling of freedom to express their ideas. Shahriarpour and kafi (2014:1738) State that Game based learning has had an important role in increasing the level of learning and has promoted imagination in learners. Games are also useful to encourage students to interact each other’s orally. In addition, games are helpful because they can make students feel that certain words are important and necessary and without those words, the students cannot finish the game.

There are many games which can be used in teaching learning process. One kind of game is Tic Tac Toe game. TicTac Toe is a cooperative game that makes students working together in class or group beside its cooperative the game also competitive. Creighton and Szymkowiak (2013:158) stated that competitive game make player against one another to establish a winner in a game, and the cooperative game influence children worked together to win the game. By Tic Tac Toe, the students can get new vocabularies and improve their vocabulary, and train the student’s brain to recall the new words. Moreover the students will learn English by sharing with their friends to finish the game.

By using Tic Tac Toe Game as a media in teaching vocabulary to the students, the researcher find that the students felt something pleasant and felt it different from what the students used to get in the other class activity. The use of Game would stimulate the students to be more active. Through Game activity, people are able to reach outside their minds.

In relation to the explanation above, the writer carries out a title “The Effectiveness of Using Tic Tac Toe Game to Improve Students’ Vocabulary At The First Grade of SMA Negeri 1 Bontocani.

1. **Problem statement**

The vocabulary of first grade students inSMA Negeri 1 Bontocani Bone was insufficient. One of the factors is the teacher does not use attractive teaching in the class to support students` vocabulary. Consequently, the students don`t have a confidence to practice their English.

Considering the background above the writer formulated the research questions as follows:

1. Does the implementation of Tic Tac Toe game improve the students` vocabulary at the first grade of SMA Negeri 1 Bontocani?
2. What is the students’ interest toward the use Tic Tac Toe Game in learning vocabulary at the first grade of SMA Negeri 1 Bontocani?
3. **The Objectives of the Study**

In line with the research question previously, the objectives of this research are:

1. to describe whether the implementation of Tic Tac Toe game improves the students` vocabulary at the first grade of SMA Negeri 1 Bontocani.

2. to find out the students’ interest toward the use of Tic Tac Toe game in learning Vocabulary at the first grade of SMA Negeri 1 Bontocani.

**D. Scope of the Study**

By discipline, this research was under the disciplinary of applied linguistics. Linguistics refers to the students` vocabulary improvement in learning English

By the content, this research focused on teaching vocabulary at the first grade of SMA Negeri 1 Bontocani in Bone Regency in academic year 2015/2016 by using Tic Tac Toe Game to improve students’ vocabulary including noun, adjective, verb, and adverb. The teaching of vocabulary restricted to the understanding of the meaning of words which is taken from a text.

1. **Significance of the Study**

 The result of this research will be useful for English teachers and learners to help them to improve their knowledge about how to teach and learn English vocabulary. There are significances of this research in teaching vocabulary through Tic Tac Toe game to the first grade of SMA Negeri 1 Bontocani in Bone Regency.

1. By having read this research, the teachers of English are expected to increase their strategy in teaching vocabulary and the researcher hopes that this research will give a contribution in the educational side to the development of language teaching and learning about vocabulary through Tic Tac Toe game.

2. It is expected that this research will overcome the difficulties of students’ in memorizing their vocabulary and it can help the students to be interested in learning vocabulary

3. It is expected that this study to be one of the references for other researchers to get information about teaching through Tic Tac Toe game.

4. The writer will indirectly enlarge her knowledge and get experience by doing this study.