Chapter 1: Introduction

Basic consideration

Vocabulary is a set of words owned by someone or another entity, or a part of a particular language and learning vocabulary is a part of learning any language because it is one of the way to reach the goal of understanding the language itself, in this case, English. The importance of vocabulary it self is further explained by Richeck (2006, p.2) as cited in Binaba (2017, p.1) who stated that without vocabulary, students will get difficult in the process of learning English. Therefore, without vocabulary mastering English learning, students will not increase the four major skills in English teaching such as speaking, writing, listening and reading.

Understanding vocabulary is generally considered as an important part of the learning process of a language or the development of one's ability in a language that has been mastered. Students are often taught new words as part of certain subjects and many adults consider vocabulary formation as an interesting and educational activity. Though, the traditional method for learning vocabulary is considered to be unsuccessful and students, as well the teachers, feel that it is not the way of teaching the word anymore and during the learning process, there must be obstacles or difficulties that might be faced by the learners. So, in order to ease the learners to learn vocabulary, there are several methods that can be used and one of them is by using games.

Hadfield (1987: 3) states that a game is an activity with rules, a goal, and an element of fun. Game becomes a good way of practicing languagesinceit provides a model of what will be used by the learners in the real life or in the future. So it is safe to assume that game is the one of the best practice for studying and can help the students' to increase their knowledge, in this case, knowledge about vocabulary.

To ensure this assumption about using games in English learning process, the researcher visited SMP Negeri 6 Gorontalo. The researcher observedthe 7th grade class, specifically VII-2 which has difficulty in achieving basic competence. This is because the students' English vocabulary mastery is low, which greatly disrupts competency achievement in the curriculum. They often have difficulty understanding the meaning of a word because their vocabulary range is relatively smallwhich madethe process of achieving a basic competency was lasted longer. Based on the data that the researcher took from the English teacher of 7th grade, that class needs a better teaching method because the students in the class are looked bored and felt uncomfortable in receiving the materials that were given by the teacher.

Usually, when the students started to get difficult in understanding the meaning of a word during the learning process, the teacher gave them choices : (a) tell the students to look up for the word's meaning in the dictionary or (b) directly tell them the meaning of the word, but this strategy is used too often and could not help them to increase their knowledge because (a) not all of the students have dictionaries (b) students become dependent on dictionaries and (c) sometimes, students just waited the teacher to tell the word's meaning.

Seeing the above problem, the researcher tried to find a fun strategies for learning English especially to increase the vocabulary of the 7th grade students of SMP Negeri 6 Gorontalo, specifically VII-2. The researcher hoped that the students will not always depending on the dictionary or waiting for answers from the teacher, so this is expected to facilitate the achievement of the language competence while increasing students' understanding of the English vocabulary.

Therefore, after understanding the difficulties that occur in the school, then the researcher provided a learning strategy by using game. According to the researcher, playing while learning can increase students' mood to be happierin receiving the lessons given by the teacher. According to Bryne (1995, p.172) as long as they do not experience any difficulties in mastering vocabulary, students can learn by reading a lot of books or playing games that have a lot of vocabulary. Education should be challenging and fun, and not boring, which can be reached through the game as one of the right alternatives. Arikan (2010) as cited in Helprianursah (2017, p.6) argued that games automatically stimulate students interest; a properly introduced game can be one of the highest motivating techniques. The game can be used in teaching vocabulary. It is an alternative or variation method used by the teacher in teaching English subject. Lewis (as cited in Dalyono, p.12) there are several reasons why the game is an important in-class activity.

First, children like playing the game because it is fun. Through games, they experiment, discover, and interest in their environment. Second, for children between four and twelve years old, especially the youngest, language learning can be hard to

learn, but games can provide the stimulus because it adds variation to the lesson and increases motivation by providing a possible incentive to use the target language. Third, the game will make students learning fun. Thus, they can learn more without stress. Besides, it is believed that the student can positively participate more. Responding to the reason above, it can be concluded that game is useful in teaching process because through game, students will not be stressed and build the self-confidence of the students. Moreover, the game can practice their concentration, memory, and develop students' knowledge.

Based on the relevant research, the researcher Binaba, goes to find out whether the Criminal case game can increase students' vocabulary capacity or not. The subject of her research was the second semester at the English Department, Letter and Culture Faculty, UNG in 2016/2017 academic year, consist of 24 students. She wrote that students' English vocabulary before play game criminal cases as a treatment is very poor. It is shown by the mean students' score of pre-test in percentage before they are played criminal case game as a treatment. In other word, after she gives that game as treatment, she said that the Criminal case game is a good treatment and it is above average in the level of achievement. It is shown by the mean students' score of post-test in percentage after they are playing that game. She used a quasi-experimental design is one group pre-test and post-test design. The data were analyzed by using the T-test. From the calculation of the T-test, she found that t-count bigger than the t-list or 12,43 bigger than 2,24. Students' score test also was increased it proves by the students' mean score pre-test is 54 and the mean score in the post-test

is 75. From the calculated above the students' score was increased 21%, so can be concluded that criminal case game can improve students vocabulary.

Second, the research of composed by Toana (2015). The title of the research was "Enriching Students' Ability in Mastering Vocabulary through Videogame". The research was conducted at first-grade students of SMAN 1 Pinogaluman academic year 2013/2014. The research has the aim to find out whether the use of video game can enrich students' vocabulary or not. This research found that videogame as the media in teaching English can enrich students' on mastering vocabulary. The result of this research shows that the value of the t-count was 15.16 and the t-list was 2.04. it can be formulated as 15.16>2.04 with degree of freedom (n-1) = (30-1) and the level significance a=0,50. It was meant the hypothesis of this research is acceptable.

Moreover, the similarity of the study above is the using media games improving students' vocabulary mastery, but both of those research used different games. In Binaba's research, she used the Criminal Case Game to increase students' vocabulary. While Toana's research used Videogame to increase students' vocabulary mastery. Those research are different with this research, because this research, the researcher used Gardenscape game to increase students' vocabulary. There is also another difference that can be pointed out from those games. Gardenscape considered to be different from criminal case and videogame because both of them have to play with connection, while Gardenscape can be played without connection (data or Wi-Fi). This fact can helped the researcher to control the students when they were using the phones.

Problem statement

Based on the previous background, the problem statement of this research is "Can Gardenscape Game increase students' vocabulary?

Objective of Research

The objective of this research is to find out whether the Gardenscape game can increase students' vocabulary.

The significances of Research

For the students, the researcher hopes this game a great way to increase students' vocabulary that they could enjoy attending the lesson. Moreover, by having played the game, they were expected to have an improvement in their mastery in English vocabulary which appeared in their result of the study.

For the teacher, the researcher hopes it would give them a description of how to teach and to motivate the students to learn vocabulary in English learning, they would not be stuck only in some particular teaching strategies.

Scope of the Research

To avoid misunderstanding and clarify the study, it needs the delimitation of the study. In this case, the researcher limits this research only focused on using the Gardenscape game in increasing students' vocabulary. Vocabulary is about noun, there is a proper noun, a common noun, concrete noun, abstract noun, and the last material noun. Because the researcher just found five example types of the noun from students' work.