

CHAPTER I

INTRODUCTION

A. Background

English is a global language used to human's communication in the world. Many people want to master English because it is very much needed. For example, some companies require their employees who learn English. According to Rimando (2010), English has become one of the most important languages in the world. It has trickled even into lesser-known countries as something that is needed to communicate with others.

In the academic field, it is essential to master English. Therefore, English has a crucial position in education in our country and now it becomes a compulsory subject since the elementary school to university level. According to Rachmadie (1985:54), the quality of someone's English skill depends on the quality and quantity of the vocabulary she or he has.

Talking about learning English as the foreign language, directly it means that we should determine the vocabularies because vocabularies cannot be separated from word and without vocabularies, people cannot communicate with other people in any words said (Hardiansyah; 2014). According to Watkins (1972) in Watkins (2005:34), "the fact is that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Before learning other aspect or skills of any languages, people should learn some vocabulary first, at least basic vocabularies.

A preliminary observation at one of Junior High School at Bandung reveals that students' vocabularies were still limited. In other words, several students have no enough vocabulary to express their ideas. When they communicated in English language such as speaking, writing, reading, and listening, they did not want to come forward because they did not know what they should say. They also hesitate to write a text in English.

This happens due to monotonous learning activities. The teacher used rote memorization technique rather than using enjoyable and exciting

activities. Moreover, the teacher used the same teaching technique continuously, and the student has to memorize English vocabulary. It caused the students to feel bored and to be less motivated to learn English.

In line with this, learning strategy is a behavior of thought used by learners in the process of learning. It is used to improve the students' ability. As stated by Oxford (1990) "Learning strategies are steps taken by students to enhance their own learning". Every student has their own strategy in learning. Learning strategies is one of the major points in the process of learning because it will help students in enhancing their skill. In English learning, students need to use appropriate strategies as well as consider their different characteristics of learning.

According to Puspitasari (2017), One of them is using the game, the game can be used to develop students' vocabulary. Through game, the students can remember. Besides, it can make teaching easier and more enjoyable. There are many games in teaching technique to teach students vocabulary.

According to Karina (2013) Treasure Hunt Games is one of interesting games to make student having fun in memorizing vocabulary process. The basis of this game is finding the clues and if they do not understand the meaning of clues, they cannot look for another clue. Treasure Hunt Game has many variants depend on creativities the teacher to improve the students' vocabulary mastery.

This research, the students' vocabulary mastery using Treasure Hunt game because game have been shown to have advantages and effectiveness in learning vocabulary in various ways and this research focus on the meaning word.

B. Research Questions

Based on the discussion of background, this research tries to answer the problem that is formulated in these questions:

1. What is the students' mastery of vocabulary before implementing Treasure Hunt Game?
2. What is the students' mastery of vocabulary after implementing Treasure Hunt Game?
3. How significant is the difference between students' vocabulary mastery before and after implementing Treasure Hunt Game?

C. The Purposes of the Research

The purpose of the research are:

1. To find out the result of students' vocabulary mastery before implementing Treasure Hunt Game.
2. To find out the result of students' vocabulary mastery after implementing Treasure Hunt Game.
3. To find out the significant difference between students' vocabulary mastery before and after implementing Treasure Hunt Game.

D. The Significances of the Research

Generally, the significances of the research are to expand the knowledge of the readers, based on the statement above, the significances are important to improve their works. Then there are some significances of the research, as follows:

1. For the Readers

The result of this study can help the readers improve and add their knowledge about how to use an effective technique in teaching vocabulary. They can also know the benefits of creating joyful learning activities by using this technique.

Therefore, this study can help them understand well about the suitable technique to teach vocabulary.

2. For students

The students are able to increase their skill in vocabulary. By using Treasure Hunt Game in teaching-learning activity, it is expected that Treasure Hunt Game can increase the students' vocabulary and also make the student remember the vocabulary not for temporary because the media is more fun and enjoyable. The student will get more motivation to learn English specially to add their new vocabulary.

3. For teachers

The teacher can motivate students to increase their vocabulary through Treasure Hunt Game. The teacher will be more creative and get more idea by using Treasure Hunt Game. The teacher can be easier to explain the lesson.

E. Limitation of Study

This study focused on the increase students' vocabulary mastery using Treasure Hunt Game especially for meaning word. The concentration of which students in one of Junior High School Cileunyi being observed in this research is at the ninth grade one of Junior High School Cileunyi.

F. Research Framework

In this globalization era, many English teachers still use conventional techniques to teach English vocabulary. The teacher asks the students to read the story or dialogue. After the students read story or dialogue, they memorize the vocabulary or dialogue and the teacher gives exercise and the students read the question one by one and then read their responses. If the teacher uses conventional techniques in learning a foreign language. The students are frequently bored and become the problem in the learning process. The teacher should create something for the learning process that can make the students enjoyed.

Vocabulary is all the words in a particular language or particular subject (Hornby, 2000:1447). Learning vocabulary is very important on language activities, people cannot communicate with other people who use the same language without knowing vocabularies. He can communicate and adapt the language (Willis, 2008:80). Acquiring language begins before human birth and its happen naturally without any conscious language teaching for the first language acquisition (Napoli&Lee-Schoenfield, 2010:3). However, acquiring a second language is not the same as first language acquisition. Napoli & Lee-Schoenfield (2010:32) argue that there are important differences between the first and second acquisition. First, people who learn the second language should already have a first language; they will use their first language as a model to learn the second language especially in term of rules and structure. Second, first language acquisition occurs in the young period since born while the second language usually occurs after that. Third, the first language doesn't need conscious language teaching while the second language one needs. Fourth, second language acquisition affected by complexity while the first language doesn't. Fifth, first language acquisition doesn't need more practice but second language needs.

Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. Remember that for many children between four and twelve years, especially the youngest, language learning will not be the key motivational factor. Games provide this stimulus. The game context makes the foreign language immediately useful to the children. It brings the target language life by Gordon Lewis (1995:5)

According to Karina (2012) Treasure Hunt /Scavenger Hunt Game is a game in which the organizers (teacher) prepare a list defining specific items, which the participants, individuals or teams seek to gather all items (treasure hunt) on the list.

According to Marlene (2007:5) Treasure Hunt Game can be played as individuals or teams competing for time. But in this study. This game in the group. Each group must find a correct picture of the treasure (vocabulary) list that the teacher gave to each group. The one of the members of team read-aloud about the treasure list and the other member must find a correct picture then there's a time limit for students to find the pictures. Bakhsh (2016) states the best way to learn vocabulary is when the meaning of the word is illustrated through a picture or real objects.

G. Hypothesis

The hypothesis is a conjecture which may be right or maybe wrong. It will be rejected if wrong or false and will be accepted if the facts justify it. Marzuki (1953:5) Therefore, the hypotheses of this study are as follow

1. H_0 accepted if $t_{\text{account}} < t_{\text{table}}$: it means that there is no significant improvement of students' vocabulary mastery after using Treasure Hunt Game.
2. H_a accepted if $t_{\text{account}} > t_{\text{table}}$: it means that there is a significant improvement of students' vocabulary mastery after using Treasure Hunt Game.

H. Previous Research

Several of the research has been conducted on vocabulary retention. First, an investigation by Rina (2016) Using Treasure Hunt Game to Improve Students' Comprehension in Reading Descriptive Text. Treasure hunt game has been demonstrated to improve reading comprehension, to understand the function of using treasure hunt game to aid reading. This study aimed to quantitatively assess whether the ability to practice a treasure hunt game accurately can improve reading comprehension skills. The result, that treasure hunt game has significant and positive influence toward improving students' reading comprehension in descriptive text.

The research conducted by Karina (2012) Entitle Teaching English Vocabulary Using Games which is supported by Treasure Hunt Game. The

result of the research demonstrates that the students had a good time and they weren't bored while playing the vocabulary games.

Yani Ratnasari (2005) Entitle "The Effects of Treasure Hunt Game Instruction in Teaching English Spelling", the second thesis is to describe the procedure of teaching vocabulary using scavenger hunt and to know the students' responses teaching-learning activity of the use of scavenger hunt in teaching vocabulary by Elvida (2015) and the third thesis by Naan (2017) how the students understand vocabulary words and how they relate to other ideas and concepts greatly impact and influences reading comprehension by using Treasure Hunt Game.

In this present study, it is different from previous types of the researcher in term of the participant, related focused on meaning word, and research method. This study is present The Effectiveness of Treasure Hunt Game in Improving Students' Vocabulary Mastery.

