CHAPTER I
INTRODUCTION

A. The Background of the Study

In this globalization era, English as an international language had shown an important role in everyday life, because everyone had a global society in culture, especially in the field of education. To know English very well, people should be learned English, based on the four skills, namely Listening, Speaking, Reading, and Writing.

In order to get those four skills in English, vocabulary has a very important role in learning a language. In the world of education, especially in Indonesia: many students who are not active in using English vocabulary in the school. They find difficulties in understanding texts, writing and speaking. Therefore it caused by teaching vocabulary usually starts with reading text then searching difficult words to memorize. This method is not really effective because students cannot memorize the meaning of the vocabulary for a long time. That's why students found that it was boring to learn. The result was that the students might not be interest anymore in learning vocabulary and even hate it. Therefore in the learning method have strategies for achieving competence of learners such as learning activities with approaches, and technique of learning. The learning method was defined here as a conceptual framework that was used as a guide in learning. In addition to considering the purpose and desired outcomes of learning model has

five basic elements, namely (1) syntax, the operational step of learning, (2) social system, is the atmosphere and the prevailing norm in learning, (3) principles of reaction, illustrates how teachers should perceive, treat, and respond to learners, (4) support system, in any medium, material, equipment, or learning environment support learning, and (5) instructional effects of learning outcomes obtained directly based on learning objectives (instructional effects). (Handayani, 2011).

Many teachers today agree that students should learn to speak English by interacting with others routinely. Students should practice regularly those speaking components, such as pronunciation, grammar, vocabulary and fluency. In brief, English teacher should be more creative in developing their teaching-learning strategy.

Table: 1.1. KKM Siswa

Siswa	Nilai	KKM
Alex	50	70
Rudy	60	70
Budi	60	70
Santy	50	70
Ela	65	70

For this reason, English teachers should apply appropriate and interesting ways to teach speaking. It is assumed that students can be more excited when teachers use proper games to deliver the lessons. There are many kinds of vocabulary to teach English. In teaching learning process, language games such as *scrabble*, *puzzle*, *word-guessing*, etc. can attract students' attention to study and be more active in the class.

One of the simplest games is the Scrabbles game. These Scrabbles are used to encourage students to improve their speaking achievement. Scrabbles games are a game where students are given four topics in a scrabbles shape, then discuss it in group. The main good point of the game is that the game is low budget and easily modified. It can be played with colorful flash cards and even played simply using whiteboard and marker. This is the reason why the writer will use this game as a media in teaching. With this game, students do not feel like they are studying, instead they will feel like they are playing. Therefore, it will increase their interest in studying. This is the reason why the writers use this game as a media in teaching. Therefore, in this research, the writer tried to investigate the effectiveness of using Scrabbles to improve students' vocabulary achievement.

Based on the statement above, the writer thinks it was important to find ways to overcome the problem. One of the ways was by applying a teaching of learning that is suitable, effective, easy, interesting and helpful to the students.

B. The Problem of the Study

With reference to the background, the problem of the study was formulated as the following, “was students’ vocabulary achievement significantly improved if they are taught by using scrabbles?”

C. The Objective of the Study

In relation to the problem, the objective of the study was to find out the effect of using scrabbles on the students’ vocabulary achievement.

D. The Scope of the Study

The scope of the study was to apply a teaching media namely Scrabbles on students’ vocabulary achievement.

E. The Significance of the Study

The finding of this study was expected to be useful for:

1. Teacher, to give a better solution in applying a better way in teaching process especially in teaching vocabulary.
2. The Students, to improve their vocabulary achievement.
3. The Reader’s, can increase their knowledge about using Scrabbles and vocabulary mastery.