CHAPTER I
INTRODUCTION

The first chapter discusses the background of the study, the problem of the study, the purpose of the study, the scope of the study, and the significance of the study.

A. Research Background

Every language has its own vocabulary. Therefore, it is necessary to understand vocabulary so at least can be used in conversations or speaking in front of many people. The understanding of vocabulary is often considered as a benefit for English language learners (Alqahtani, 2015). English has four competencies: speaking, listening, writing, and reading. The two categories of these four skills are typically called productive and receptive skills. Writing and speaking are illustrations for "productive skills," but reading and listening are examples of "receptive skills," which interpret the language that is spoken (Harmer, 2018).

Therefore, vocabulary is a crucial aspect of language proficiency and has a key role in how well speakers, listeners, readers, and writers are able to communicate. An additional component of vocabulary mastery is having knowledge of each word in the English language. A proficient language learner must develop substantial vocabulary. They have an extensive vocabulary; They are ready to express themselves applying the language.

Learning and mastering English vocabulary is crucial for students because it becomes a foreign language, so it helps accelerate their language-learning process. Discovering unfamiliar words after obtaining them in books or other sources can be difficult for students as they generally struggle to comprehend their meanings. Students required guidance in order to fully understand new words they come across in texts or other resources. Students are still having problems identifying a place, a person, a piece of equipment, and an event with the relevant terms (Manihuruk, 2020).

However, because it relies on the techniques that are used in the classroom, it can be hard to make English instruction successful, interesting and ensure students to succeed in their classroom learning. Due to their inability to motivate students to expand their vocabulary dictionaries, memorization or speech strategies are no longer effective in the vocabulary classroom. Mastering vocabulary means being familiar with all the words and phrases in the language we speak. It is essential for students, specifically junior high school students, to explore their understanding of English vocabulary because English is a foreign language in Indonesia. Thanks to this, they will be able to use their English skills professionally and socially. It should be noted that the goal of this task is to identify the most excellent vocabulary-enhancing activities, not the best vocabulary-learning activities. Schools must support and create a language environment so that activities outside the classroom welcome activities in the classroom.

Additionally, starting to learn more about various parts of word knowledge is important (Schmitt, 2019) Teachers are encouraged to establish effective teaching strategies, inspire students to learn, and build self-confidence. Students' language skills are influenced by instruction and learning strategies in addition to other variables. When English is taught in schools, especially when it comes to vocabulary is taught, coming up with an idea is important. Students should have an extensive knowledge in terminology and pay particular attention to how words arise, how they are used in sentences, and how words adapt through time.

The researcher embraced the Jeopardy Game to improve the environment and help students speak English. The Jeopardy game is a fun way to get students to think about all the factors that could influence their answer choice. The Jeopardy game used in this study became a method for enhancing students' learning. A separate researcher conducted this vocabulary research. The researcher is interested in examining the efficiency of using the Jeopardy game to help students at SMP Negeri 50 Jakarta learn terminology based on the previously mentioned occurrence. The researcher planned to do the study entitled "The Effectiveness of Using Jeopardy Game Towards Student's Vocabulary Mastery at SMP Negeri 50 Jakarta".

B. Problem of the Study

Given the study's background, the research is interesting as to whether the Jeopardy Game might encourage students to consider the subject seriously, especially when it comes to vocabulary learning. The study's issue is briefly described in the paragraphs that follow: "Is there a significant effect of Jeopardy Game on students' vocabulary mastery at SMP Negeri 50 Jakarta?"

C. Purpose of the Study

The purpose of this study was to assess whether playing the Jeopardy game had a substantial impact on the vocabulary knowledge of 8th graders at SMP Negeri 50 Jakarta. Therefore, this study offers English language teachers and students to teach and learn vocabulary.

D. Scope of the Study

This study was restricted to using the Jeopardy game to help 8th graders at SMPN 50 Jakarta learn new vocabulary for the academic year 2022–2023. The participants will be divided into two classes: the experimental class will consist of 37 students from VIII C, and the control class will have 36 students from VIII-A. The researchers also used the test to collect data (pre- and post-test).

E. Significances of the Study

The researcher anticipates that his study's findings will be beneficial for:

1. Teachers

The researcher believes that this study will assist teachers in developing innovative vocabulary-teaching ways so they do not need to depend on just speaking skills in the classroom. However, the teacher will make learning enjoyable for the students.

2. Students

Using the Jeopardy game, students can discover a new way of acquiring vocabulary in a fun learning environment. The children can also enrich their vocabulary through engaging games and media, which keeps them from getting bored.

3. Readers

It was anticipated that this study would benefit readers, particularly students at Universitas Kristen Indonesia, who intended to benefit from it. Reading this research will encourage them to consider alternative classroom teaching strategies, particularly those focusing on teaching English.

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