CHAPTER I

INTRODUCTION

This chapter presents introduction. It consists of seven sub chapters. They are (a) background of the research, (b) research problems, (c) purposes of the study, (d) research hypothesis, (e) significant of the study, (f) scope and limitation, (g) definition of key terms, and (h) organization of the thesis.

A. Background of the Research

People in the world need communication with others. The key of communication is language which being one of the important tools to communicate each other.Through language peoplecan communicate, express their ideas and emotion. According to Kreidler (1998:19), language is the system of symbol through which people communicate. The symbol may be spoken, written, or signed with the hands. The signs will be useful to react to the members of a community. The theory of language also stated by another expert, according to Vacca (1999:8), language is language whether it is spoken, written, signed, or represented visually. It means that language is the most important ways to express idea to other people. Without language people cannot communicate each other, moreover they cannot built a relationship of communication.

According to previous explanation, it is widely known that in Indonesia English is the first foreign language that has been taught to students since kindergarten level. However, the problem is most of people in Indonesia still cannot use English for communication well. Those difficulties maybe because of several things, for instance Indonesian does not speak English, let alone use it for their daily life. English is only Indonesian's foreign language that is why it is rarely use to communicate among Indonesians. Another reason is technique and also the teachers' method to teach English in class which influences the use of English in Indonesia. In learning English, we are not only learn how to speak in the sense of communication, but also has four skills which we learn in English.

English contains four skills, reading, writing, speaking and listening. To master these four skills, they are cannot be separated from one of the component in English that is vocabulary. Vocabulary is the basic component when we learn foreign language. According to Schemite and Mc. Carthy (1997:6), vocabulary has an important role in language skills. Vocabulary teaching is necessary because inadequate vocabulary causes many difficulties in receptive and productive language (Oxford, 2011:225). Without having enough vocabulary, the students will have difficulties to know the meaning of what they listen and read as well as to express their aim in communication (Kusumaningrum and Cahyono, 2011: 127).

From the statement above, we conclude that if students have lack in vocabulary it will limit their abilities in mastering English skills covering writing, reading, speaking and also listening. Moreover, vocabulary learning is one of the most important issues in second language teaching and learning, and perhaps one of the most difficult aspects of learning a second language is how to include vocabulary teaching in instructional programs (Holden, 1999: 42). Vocabulary is a basic building block of language learning. It means that English learners need to know as many words as they could, it's meaning, it's spelling as well as it's pronunciation. So, in learning new language especially English language vocabulary cannot be ignored.

Even though the students realize that vocabulary become very important element in learning a language, most of them only learn vocabulary passively. Nguyen and Nga (2003:90) profess there are several factors that causing students' passive learning in gaining vocabulary knowledge. First they found that the way teacher gives the explanation for vocabulary's definition, pronunciation, spelling, and grammatical function is boring. Second, students think that understanding a word only to the extent of knowing the primary meaning of a word without comprehend the other function of the word. Third, usually students only acquire the new vocabulary from the textbook or from their teacher in learning process where teacher will tell them the meaning of the unknown word as well as the usage. Fourth, students do not want to take a risk in applying what they have learnt, which

mean they knew a word and its meaning but they do not able to use it properly in different contexts.

The main problems of learning vocabulary above faced by many students especially in young learner level. Oxford (2011:225) states "Vocabulary teaching is necessary because inadequate vocabulary causes many difficulties in receptive and productive language". So, in that case the teachers should facilitate the students to master vocabulary. Actually,learning English vocabulary will be better if it is started from young age. Children can start to learn simple English quickly, effectively and enjoyable. Young learners are easy to learn everything because their brains are still developing. So, if they have initial grasp of English inearly stage, they will have a strong foundation which will be an advantage in their later studies.

Thus, teacher's ability to present the material to the students is very important. In teaching vocabulary, the first thing should be done is introducing the students with English new vocabulary and make the students always remember what vocabulary which they have learned. Then, to make students master in learning vocabulary, the teacher must try to choose the best technique to make the students success in their learning.

Therefore, the researcher chooses MTsN 5 Tulungagung to be her research location because of some considerations. The student is active in participating of competitions especially English. Not only active, this school also won some competitions which they have joined. The first grade of MTsN

5 Tulungagung consists of 6 classes. Every class is divided based on the learning style which is determined with the test before they are joined to this school. For example, A class is *murajaah* class (audio visual) which every students in that class must memorize the Holy Quran. B class is the Olympiad class (audio visual), and the other classes is kinesthetic class.

Based on the observations, the first graders of MTsN 5 Tulungagung faced some problems in learning vocabulary. First, the students had fewer practices in learning vocabulary. For instance, when the researcher taught in one class and asked about the meaning of certain vocabulary there were some students who did not know the meaning of the vocabulary itself. Second, eventough they did not know the meaning of the word, they seen lazy to open their dictionary. Third, they still made many errors in writing words in English. Another problem related to pronunciation, some of the students could not pronounce the vocabulary correctly. The last, many students said that learning English was difficult and boring, it meant that they were not interested in learning English.

As we know, in teaching vocabulary there are various techniques how to teach the students. The technique in teaching is important because it gives new sense in learning process. By using an appropriate technique, it conveys the material and makes the students have high motivation, active, enjoy and understand the lesson in learning process especially in mastering vocabulary. According Nguyen & Nga (2003:90-105), one of the technique that were

recommended by some researchers for motivating the students to learn English is by using game.

There are many kinds of game that are able to increase students' vocabulary mastery. Modified Domino Cards Game is one of the games expected to enhance students to be more active in English class. It is also expected that Modified Domino Cards Game also can increase the students' motivation in learning English, so that it is appropiate to improve students' in vocabulary mastery.

According to Lebedova (2011), Dominoes cards are very useful, easy and entertaining to practice any set of vocabulary. This game is chosen because it has the necessary aspect of competition and force the learner learning vocabularies easily, store it in memory and recall it. This game is suitable to invite the students to be more active and have fun in learning vocabulary without any pressure. The impact of this game is to stimulate the interest of the students, to make students happy with their job and finally give a good impact for their achievement.

Several studies about the effectiveness of game in teaching vocabulary has been conducted by some researchers. From the previous studies, the researcher takes lessons and also their discrepancies on the basis of the found gabs. One of the previous studies comes from Aristika's thesis (2015) from IAIN Tulungagung entitled "Improving the Fifth Grade Students' Vocabulary Mastery through Modified Domino Cards at Elementary School Mergayu 1 in

the Academic Year 2014/2015". The second study was conducted by Pradiatama (2017) from IAIN Tulungagung with the title "the effectiveness of using modified domino cards game towards students' vocabulary mastery at seven grade of MTs Assafi'iyah Gondang Tulungagung in the academic year 2016/2017".

In this research the researcher involves pictures in the domino cards game to teach English vocabulary because picture is the one of the visual aid which suitable to used in teaching language. This game is expected effective to increase students' ability to match picture and word in mastering vocabulary. Based on the background of the study above, the writers takes the title, "THE EFFECTIVENESS OF USING MODIFIED DOMINO CARDS GAME TOWARD STUDENTS' VOCABULARY MASTERY OF THE FIRST GRADE STUDENTS AT MTSN 5 TULUNGAGUNG IN THE ACADEMIC YEAR 2018/2019".

B. **Research Problem**

Based on the background above the problems can be formulated as follows.

1. Is there any significant different score in the students' vocabulary mastery between students' taught with and without using Modified Domino Cards Game at the first grade of MTsN 5 Tulungagung in the academic year 2018/2019?

C. Purpose of the Study

ased on the research problem above, the objectives of the research are:

1. To know whether there is any significant different score in the students' vocabulary mastery between students' taught with and without using Modified Domino Cards Game at the first grade of MTsN 5 Tulungagung in the academic year 2018/2019.

D. Research Hypothesis

Based on the statement of the problems, there are two kinds of hypothesis.

1. Null Hypothesis (Ho)

   There is no significant different score on the students' vocabulary mastery between students' taught with and without using Modified Domino Cards Game at the first grade of MTsN 5 Tulungagung in the academic year 2018/2019.

2. Alternative Hypothesis (Ha)

   There is significant different score on the students' vocabulary mastery between students' taught with and without using Modified Domino Cards Game at the first grade of MTsN 5 Tulungagung in the academic year 2018/2019.

E. Significant of the Research

The researcher hopes that the results of this study are useful for:

1. **For English Teachers**

   The result of this study can be used by the English teacher as reference and feedback for the effectiveness in teaching vocabulary**.**

2. **For other researchers**

   The study can be used as a reference for developing learning strategy which effective, efficient, fun which involving students actively an English learning process to improve students' vocabulary.

F. Scope and Limitation of the Research

This study is to measure the effectiveness of Modified Domino Cards Game in teaching vocabulary. This study conducted in the two classes in first grade students of MTsN 5 Tulungagung academic years 2018/2019. This research is only focused on Modified Domino Cards Game in teaching vocabulary. This study used the same items in the pretest and posttest.

G. Definition of Key Terms

In order to avoid ambiguity and misunderstanding of the term used, the writer gives the definition of the term as follows:

1. **Modified domino cards**

   Dominoes or domino is a class of popular table games for two to four players, played with a set of specially marked tiles. Each domino is a rectangular tile with a line dividing its face into two square ends. Each end is marked with a number of spots (also called pips or nips) or is blank. The backs of the dominoes in a set are indistinguishable, either blank or having some common design. A domino set is a generic gaming device, similar to playing cards or dice, in that a variety of games can be played with a set.

   According Baker and Wetrup (2000: 38), Domino cards here mean matching words and picture, or matching word to their meaning.

   In this case, Domino game was modified utilized as a game which uses card as the media made of any particular paper content of a word of target language on one side and the other side is the meaning of the word in the first language learner.

2. **Vocabulary mastery**

   Vocabulary mastery can be defined as a number of vocabulary (words) is a language which contains information about its meaning, spelling, and pronunciation in context of communication. It is the basic knowledge that students should master first before mastering English. Vocabulary mastery is great skill or knowledge in total number of English words taken from the stories and the local content curriculum of the seven

grade of Junior High School. In this grade the learner learn about the name and number of animals, public places and things around us. The students' vocabulary mastery in this research is focus on meaning of vocabulary. It is measured by using vocabulary test developed by the researcher.

H. Thesis Organization

The writer divides this research into five chapters, they are as follow:

Chapter I is introduction. This chapter presents of the background of the research, formulation of research problems, purpose of the study, research hypothesis, significant of the research, scope and limitation of the research, definition of key terms and organization of the research.

Chapter II is review of related literature. This chapter included review of related theories, and review of related studies.

Chapter III is research method. This chapter explains of research design, population and sampling, variables, research instrument, validity and reliability testing, normality and homogeneity testing, data and data source, data collecting method, and data analysis.

Chapter IV is findings and discussion. This chapter explains the description of data, hypothesis testing, and discussion.

Chapter V is the last chapter. This chapter presents conclusion and suggestions.