

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents of the Background of the Research, Formulation of Research Problems, Objectives of the Research, Research Hypothesis, Significance of the Research, Scope and Limitation of the Research, Definition of Key Terms and Organization of the Research

A. Background of the Research

English has four skills they are Listening, Reading, Speaking and Writing. Moreover, English also has three components there are Grammar, Vocabulary and Pronunciation. In teaching English, the first basic and very important thing to do is teaching vocabulary. Vocabulary is a basic component that is very important to be learned when we want to learn foreign language. Vocabulary is important because it allows us to communicate. Vocabulary has important role in communication, Chitravelu *et al.* (2005:241) states “In using language to express ourselves and communicate with one another, we use words”. The words means vocabulary, therefore people use some vocabulary to communicate with other people. If people do not mastery vocabulary well, they will feel difficult to communicate with other people. They cannot explain everything that they want to share to another people.

Vocabulary is the one component in English and is one important aspect in learning a foreign language. Cahyono and Widiati (2011:107) state

“vocabulary is one of language elements considered necessary for language mastery”. Without a proportional amount of vocabulary, anyone will get trouble in her speaking, reading, listening, and writing. Oxford (2011:254) explain that learning vocabulary is important to developing not only reading skills but also other skills such as listening, speaking, and writing. Developing of English skills is depending on vocabulary knowledge. According to Carpenter & Olson (2012:92) in an EFL classroom, vocabulary is needed for expressing meaning and conveying thoughts through both receptive and productive skills. Thus, there should be a strategy to help students learn vocabulary. She also further states that in introducing vocabulary, teachers need to design classroom activities in which the students will be able to participate and actively involved so they can experience the language by themselves. Moreover, the vocabulary also has to be used repeatedly so the learners will meet the words over and over again that might help them to retain the meaning of the words.

Vocabulary is basic to communication. Chitravelu *et al.* (2005:243) explain that in foreign language learning, learners have to master 3000 until 10000 words or vocabulary. The total number of vocabulary is very high and it is need for the students to understand vocabulary and its meaning. Vocabulary is the word or group of words that have a particular meaning. From the explanation, vocabulary is the words that have a meaning that is possessed by humans for use in speaking and communicating. People should

learn and mastery some vocabulary in order makes communication with other people more easily.

Learning vocabulary is necessary for all people. Teaching English vocabulary is so different from teaching Indonesian language, not only in the meaning but also in pronouncing the words. Teachers should be patient and give more attention for the students because the students need the teachers' attention in the teaching and learning process. In teaching vocabulary for young learners, the teachers should facilitate the students to master vocabulary. Oxford (2011:225) states "Vocabulary teaching is necessary because inadequate vocabulary causes many difficulties in receptive and productive language". Therefore, the students should learn vocabulary early. The students learn some vocabulary from elementary school, even from kindergarten. In teaching vocabulary, the first thing should be done is introducing the students with English new vocabulary and make the students always remember what is the vocabulary that have they learned. Sometimes the teacher asked the student to read the vocabulary list and showed the picture and told the name of the picture. The students got more vocabulary but they do not memorize well the vocabulary because the students only focus on the picture and they cannot active in the learning process.

There are many techniques and methods of language teaching that can be selected for teaching vocabulary for young learners especially in this case is for Junior High School students. The technique in teaching is useful because it give new sense in teaching learning process. The teacher should use

technique to convey the material to make the students have high motivation, active and enjoy the lesson to make the students understand the lesson, especially in vocabulary mastery. According to Azar (2012:69), Yolageldili & Arikan (2011:10), Huyen & Nga (2003:90-105) one of the teaching strategies that were recommended by some researchers for motivating the students to learn English is by using games. Agustina (2012:2) states “Game is an activity with rules, a goal and an element of fun”. One of the most important reasons for using games is simply that the game is enjoyable for both teacher and students, the teaching learning process and the students will be active. It is easy for the students to understand the material that taught by the teacher because the material convey by a game, they do not feel bored in the class and can memorize the material easily, especially in vocabulary mastery. Besides, there are so many ways to improve students’ vocabulary. It can be done by using traditional ways, that is dictionary. When the students feel that the vocabulary is strange, they have to search the meaning in the dictionary. It is very time-consuming since students have to spend their time to look for the meaning in the dictionary and sometimes they find the wrong meaning because they do not know the part of speech of the vocabulary. Now, we can use modern ways, that is picture, pantomim, flashcards, etc. Nation in Cameron (2001:85) states some basic technique that can be used by teacher in explaining new words:

1. By demonstration or pictures (using an object, using a cut-out figure, using gesture, performing an action, photographs, drawing, or diagrams).

2. By verbal explanation (analytical definition, putting the new word in defining context, and translating into another language).

One of technique that can be used to teach young learner or students in junior high school is Domino Cards Game. It is a kind of game that was expected to enhance the students to be more active in English class. It was also expected to increase students' motivation in learning English so that it can improve the students' vocabulary mastery.

Based on the opinion above, the researcher uses Modified Domino Card Game to teach vocabulary mastery at seventh grade of MTs Assyafi'iyah Gondang Tulungagung because vocabulary is necessary to improve. The researcher chooses the school because many students of this school have high achievement in English, is proven that fact that students' in this school have joined and become the winner of English Olympiad and English contest. In English teaching, the school used 2013 curriculum in which the students should be able to explore their achievement. Of course, the techniques that have been choose by the researcher which is appropriate to build student's motivation, and focusing students' vocabulary mastery. Thus, the researcher chooses seventh grade of MTs Assafi'iyah Gondang Tulungagung as the subject of the study because this class have homogeneity in their English achievement than other class and the researcher gave suggestion to choose seventh A class by the English teacher.

Domino Card Game was utilized as a game which use card as the media made of any particular paper content of a word of target language on

one side is picture and the other side is the meaning of the picture in the English language. The researcher makes the Domino Card Game simple to make the students active, fun, and challenging to learn vocabulary in the teaching learning. This technique is a student-centered medium which places students as the center of the learning process and the teacher as the facilitator. In teaching and learning process this game can be practiced by asking students to remind words they have remembered after the lesson. This game is easy to be played because it helps students memorize the words and the game need simple supplementary media as pencil and the concerning cards as the media of teaching. The teacher will let students make some efforts in order to solve the problem given. When students are actively involved in problem solving process, students will memorize the new words deeply and be able to recall them easily instead of when the teacher just tells the students some new words.

From the background above, the researcher wants to assume that teaching English by games is an attractive technique to stimulate and encourage the students enriching their vocabulary and enjoy in studying English especially in the Junior High School. The researcher wants to be applied this game in a research entitled **“The Effectiveness of using Modified Domino Card Game toward Students’ Vocabulary Mastery at Seventh Grade of MTs Assyafi’iyah Gondang Tulungagung in the Academic Year 2016/2017”**.

B. Formulation of Research Problems

Based on the background of the research discussed above, the research problem of the present study is formulated as follow:

1. How is the students' score in vocabulary mastery before being taught by using Modified Domino Card Game at seventh grade of MTs Assyafi'iyah Gondang Tulungagung in the Academic Year 2016/2017?
2. How is the students' score in vocabulary mastery after being taught by using Modified Domino Card Game at seventh grade of MTs Assyafi'iyah Gondang Tulungagung in the Academic Year 2016/2017?
3. Is there any significant different scores on the students' in vocabulary mastery before and after being taught by using Modified Domino Card Game at seventh grade of MTs Assyafi'iyah Gondang Tulungagung in the Academic Year 2016/2017?

C. Objectives of the Research

Regarding the statement of the research problem above, the objectives of the research are:

1. To find out the students' score in vocabulary mastery before being taught by using Modified Domino Card Game at seventh grade of MTs Assyafi'iyah Gondang Tulungagung in the Academic Year 2016/2017.
2. To find out the students' score in vocabulary mastery after being taught by using Modified Domino Card Game at seventh grade of MTs Assyafi'iyah Gondang Tulungagung in the Academic Year 2016/2017.

3. To find out the significant different scores on the students' in vocabulary mastery before and after being taught by using Modified Domino Card Game at seventh grade of MTs Assyafi'iyah Gondang Tulungagung in the Academic Year 2016/2017.

D. Research Hypothesis

According to Kothari (2004:184) hypothesis is some supposition to be proved or disproved. In this research, the researcher has two kind of the hypothesis:

1. Alternative Hypothesis (Ha)

There is any significant difference score on the students' vocabulary mastery before and after being taught by using Modified Domino Card Game.

2. Null Hypothesis (Ho)

There is no any significant difference score on the students' vocabulary mastery before and after being taught by using Modified Domino Card Game.

E. Significance of the Research

The researcher hopes that the results of this study are expected to be give contributive for students, teacher and future researchers.

For the students, they are expected to be able to help students to learn vocabulary more easily. By through the use of Modified Domino Card Game

in teaching and learning activity in the class, they can be more active in learning vocabulary because this game is more fun, enjoyable and challenging. Besides, Modified Domino Card Game can make the students easy to remember new vocabulary.

Meanwhile for the teacher, the finding can give information as one of the references about an alternative on teaching and learning process, especially on the teaching vocabulary and to produce the knowledge for their teaching. The use of the Modified Domino Card Game can give them contribution to successful teaching English and also it can improve the students' interest and students' motivation.

Finally, for the future researcher, the result of this study can be used as one of the references to conduct their thesis. So, the future researcher can make their studies more complete and can use another skill and design.

F. Scope and Limitation of the Research

Scope and limitation of this study is used to avoid uncontrolled discussion of this study as follow:

This study aimed at finding the effectiveness of using modified domino card game toward students' vocabulary mastery. There are many games to teach vocabulary and it is not possible for the researcher to teach by using all of the games. The researcher applied the game especially Domino Card Game in increasing vocabulary mastery to the seventh grade of MTs

Assyafi'iyah Gondang Tulungagung in the academic year of 2016/2017. This research is limited focusing on meaning of vocabulary only.

G. Definition of Key Terms

The definition of key terms is given in order to avoid misunderstanding of some words used in this study. Some terms used in this study need to be defined are as follows:

1. Modified Domino Card Game

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 means 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

Vocabulary is the total of words or group of words that have a particular meaning. Vocabulary is the words that have a meaning that is possessed by humans for use in speaking and communicating. All the words known and used by particular person, all the words which exist in a particular language or subject. Every word that should be known when somebody will learn about a language.

3. Vocabulary mastery

Vocabulary mastery can be defined as a number of vocabulary (words) in 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. 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. Organization of the Research

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, objectives of the research,

research hypothesis, significance 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, sample and sampling, variables, research instrument, validity and reliability testing, normality testing, data collecting method, and data analysis.

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

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