CHAPTER 1
INTRODUCTION

A. Background of the Study

English is one of the languages which are used by many people in some countries. It is also used as main language for communication with other people from different countries. Because of that, English is recognized as an international language. Many people try to learn English as foreign and second language for example in Indonesia English is learnt as foreign language (EFL).

In learning English, there are four skills that have to be mastered namely speaking, writing, reading, and listening. These are divided into two types. Receptive skills are a term used for reading and listening, skills where meaning is extracted from discourse. Productive skills are term for speaking and writing, skills where students actually have to produce language themselves (Jeremy Harmer, 2007: 265).

According to Jeremy Harmer there are two elements of English those are grammar and vocabulary. Grammar is the descriptions of the ways in which words can change their forms and can be combined into sentence in that language. Whereas vocabulary is one of the basic components of language, no language exists without words (Nunan, 2005:130). It is also one of the essential aspects in learning English because vocabulary can improve the basic skill in learning English such as speaking, writing, reading and listening.
Based on that statement above, vocabulary is fundamental so that students in Indonesia need to learn it. In fact, students who learn English as foreign language have insufficient knowledge about vocabulary. They will skip or pass the words or even sentences that are not understandable. It is not good for them because their vocabularies do not improve.

Many students still face a lot of difficulties to increase their vocabulary because they assume that vocabulary is difficult to memorize and need much time to increase their new vocabulary. This case makes the students feel bored to learn English because in the beginning of teaching learning process they already face some troubles with words.

Based on that fact, the English teacher must be aware of applying appropriate strategy or technique to increase students’ vocabulary quickly. One of the ways to make students have interest in learning vocabulary is by using game in teaching learning process. Games have many advantages in teaching learning process. For example, it can create fun situation and also increase students’ motivation. The lesson is also easier to be learnt by the students so their competence will appear in learning language.

Teachers have to choose appropriate vocabulary game that is suitable for students who not only have high ability but also have lower ability in language. Besides that, teacher must to know the students’ background and level before they choose vocabulary game. This way he or she can avoid mistake in choosing vocabulary game.

Therefore the researcher has high curiosity to find out whether or not Domino Game can be used to enrich students’ mastery of vocabulary. Domino
Games is a game which uses a set of card as the media made of particular paper. The card contains two sides, left side contain a word and the right side is a picture. Students can play this game in group or in pairs. Each group will get 20 cards then they have to match the correct cards. In correlation with Domino Game, there is a researcher who implements this learning strategy. Lebedova stated that Domino Game has some advantages, one of them is that it can be used to teach vocabulary with more fun and because it forces the students to think critically for guessing the meaning of words. Students will be motivated to remember new vocabulary.

For those reason, the researcher interested in conducting a research which is focused on the effectiveness of Domino Game with the tittle “The Effectiveness of Domino Game to enrich students’ mastery of Vocabulary”. The researcher wants to know whether or not Domino Game is effective to enrich students’ mastery of vocabulary.

B. Reason For Choosing The Topic

In this thesis, there are some reasons of choosing the topic. They are as follow:

1. Vocabulary is one of the important language components in language learning and basic element language, by learning students will be more success in speaking, writing, listening, and reading.

2. Domino Game is one of the interesting teaching techniques for students to learn new vocabulary. It can be used to introduce new vocabulary because the card of domino game consists of word and picture to help the students to know the new meaning and memorize vocabulary.
C. Problem of The Study

Based on the background of the research, the problem is “Is Domino Game effective to enrich vocabulary?”

D. The Aim of The Study

The aim of this research is to find out whether or not enriching vocabulary using Domino Game at Junior High School is effective.

E. Clarification of Term

There are some key terms related with the title of this research. In order to avoid misunderstanding with the title, the researcher provided the clarification as follows:

1. Vocabulary

   Vocabulary is the basis for learning language (Ebrahimi, 2015: 5).

2. Domino Game

   Domino Game is very useful, easy and entertaining game to practice any set of vocabulary. This game can be played in groups or in pairs, it has the necessary aspect of competition and forces the learners easily to learn the vocabulary, store it in memory and recall it (Lebedova, 2011: 20).

F. Contribution of The Study

This research has great contribution to maximize the English learning process, especially about teaching Vocabulary. The contributions are as follow:
1. The Teacher

The writer hopes this research gives an alternative strategy of teaching vocabulary that is by using Domino Game. English teacher can use this strategy in order to make class active.

2. The students

The student can learn new vocabulary by using new method in teaching learning process. Besides that, students will be motivated and active to learn new vocabulary.