

Chapter 1

Introduction

Background

In learning English, there are four major skills which are identified as the primary aspects that must be mastered by students. Those are listening, speaking, reading, and writing which are very useful for students to develop their ability of English in communication with other. Meanwhile, to master the four major English skills, the students are also required to master some language components such as structure, pronunciation, and vocabulary. However, the quality of students' vocabulary mastery is one of the important components to help students to perform those skills successfully.

Mastering vocabulary is one of the important activity to achieve students' proficiency in learning language. This is because it is possible for students to achieve the four major English skills. How well the students' mastery in listening, reading, writing, and speaking depends on how far the vocabulary mastering is. According to Hông (2008) vocabulary is a crucial thing because it is a core part of language proficiency for students in providing the four major skills as foreign language learners.

Furthermore, in Webster Dictionary (2014) vocabulary is defined as a collection of words, terms, or phrases that are used by individuals, groups, or science to explain something or define something.

Based on the pre-observation at MTs Al-Maktab Wonosari, there were many obstacles faced by the writer in teaching vocabulary. Some of those obstacles were when the teacher asked them to give an example of vocabulary in adjective form, most of them could not do what the teacher ordered to do. Besides, the writer found that they did not even know the name of the things around them in English. On the other hand, some of those students at class VIIMTs Al-Maktab, said that they had difficulty to distinguish vocabulary among noun, adjective, and verb. It could be seen from the situation of the class. Some of those were indigent in expressing their opinion, feelings, and no responding.

Moreover, another problem in teaching English at MTs Al-Maktab Wonosari in class VII is that teaching English to students who have graduated from the elementary school that have not yet had the basic English is not easy to do because they tend to get bored. It was hard for them to understand the materials. They only followed the class, re-wrote the words of vocabulary from the board to their own book, but they got

nothing until the end of the class. In another case, the problem that was faced by the students appeared when they could not do what the teacher instructed. They could not pronounce the words, they also could not remember them when the teacher required their ability to re-wrote few words of vocabularies that have been taught by the teacher. Otherwise, they were just quiet and they were ashamed to expose their knowledge of vocabulary in front of their classmates. Besides, some of them were more interested in all of the things around them than focus on the lesson that is taught by the teacher.

It may happen because of the weakness of the teacher's way in teaching English who tend to use conventional method where the students were required to pay attention and listen to the subject that was explained by the teacher during the lesson and ended with the task. It could be concluded that this made the students became easily bored and not interested in learning English. Therefore, the writer considers that this is one of the issues that need to be studied.

The lack of students' interest in learning vocabulary makes teacher thinks creatively to look for a strategy to attract the students' interest in learning vocabulary. In this case, the writer assumes that game is one of the strategies that effective to be applied in teaching vocabulary. There are varieties of activities in communicative games

that could be used as the strategy to enrich students' vocabulary such as word market, give me a word that..., what is it?, test your concentration, what do you have? game etc. In this case, the writer took "what do you have" game as the strategy in teaching vocabulary. It is one of the activities based on five general goals of communicative games which very useful for the students to learn English and strategy for the teacher in teaching language (Nation & Thomas in Shameem&Tickoo, 1999).

"What do you have?" game has been selected as a treatment that would be applied to the class VIIMTs Al-Maktab Wonosari, because it is expected that it can attract students' attention to the lesson and it motivates them in expanding their vocabulary. Besides, the writer assumes that this game is very helpful for shy students to be brave and explore their ability about vocabulary by a competitive game. Furthermore, the important one is this activity enables students to be competent and capable to solve problem through applying game in which the students may work in group well. They are able to become more sociable getting involved at each other in this activity that is interesting them.

In this game, the students are required to form small groups consisting of 5 to 6. They are asked to draw 15 letters from the bag and form the letters into verb, adjective,

noun related to the lesson topic. Then they must write the words on their work sheet.

However, they need to cooperate or get involved with their group members and are asked them to communicate in English. The winner of this game depends on how many words the group finds because the more words they make, the more points they get.

Further, by doing this activity, the students are expected to be able to train themselves to differentiate between verb, adjective, and noun. Furthermore, particularly in this activity, the students are required to be able to give response and make clarification to their group members when they get involved in a game. Therefore, through applying “WDYH?” game in learning process the writer expects that there will be good progress to the students’ vocabulary mastery. So that it can develop the quality of learning English and it supports the teacher to achieve the learning goals.

By looking on the description above, the writer conduct a study entitled “The use of “what do you have” game as the strategy in teaching vocabulary”

Research Question

Can “What do you have?” game enrich students’ vocabulary?

The Objective of Study

The objective of this study is to find out whether “What do you have?” game can

give significant enrichment of students' vocabulary or not.

The Significance of the Study

Theoretically, the result of this study provides more information to all of the readers that “what do you have?” game is one of good activities of communicative games in teaching English and vocabulary in particular. In addition, the practical significance of this study for the English teacher “what do you have?” game is expected to encourage the ways of teacher in teaching vocabulary. The teacher can apply this game in the class as an easy strategy to achieve the learning goal because teacher makes every student get involved through this game. Furthermore, especially for the students “what do you have?” game is intended to assist students to enrich their vocabulary because this activity teaches students to solve problems together as a team work in playing the game. The last, all of the things in this study can increase the knowledge about teaching field to the other researcher.

Delimitation of the Study

This study only focuses on enrichment students' ability in vocabulary at class VII of MTs Al-Maktab Wonosari. Besides, the writer delimited this study on the activities of “what do you have?” game to build students' vocabulary mastering dealing with materials about noun, adjective and verb.