

**IMPROVING STUDENTS' VOCABULARIES BY USING
WORDS AND PICTURES DOMINOES CARD
MATCHING GAME
(Classroom Action Research at The Seventh Grade Students
of SMP Raksanagara)**

A RESEARCH PAPER

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STATEMENT

I hereby certify that this research paper entitled **“IMPROVING STUDENTS’ VOCABULARIES BY USING WORDS AND PICTURES DOMINOES CARD MATCHING GAME”** is completely my own work, except where due references are made in the text and that contains no material which has been submitted for the awards of any other Degree or Diploma in any University or Institution. I am fully aware that I have cited some statements and ideas from many sources, and all of citations are properly acknowledged. If any claims related to this paper persist in the future , I will be fully responsible for crarification.

Bandung Barat, May, 2017

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APPROVAL SHEET

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**(Classroom Action Research at The Seventh Grade Students
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ABSTRACT

The objectives of the research entitled “ improving students’ vocabularies by using words and pictures dominoes card matching game” are to find out whether teaching using words and pictures dominoes card matching game is able to improve the students’ vocabulary and to find out the students’ responses are toward the technique by using words and pictures dominoes card matching game. This research was conducted at SMP Raksanagara academic year 2016-2017 as the subject of the research. This subject of the research were consisted of 28 students’ of seventh grade. The method of this research was Classroom Action Research (CAR). The data were gathered through mixed method, for qualitative data were gained by analyzing the interview, meanwhile for quantitative used pre-test, post- test and questionnaire. The research showed that the mean score of pre-test were 68, 70 for the post-test cycle 1, 74.6 for the post-test cycle 2, and 83.3 for the post-test cycle 3. In addition, there were 12 students’ (42.9%) who passed Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal (KKM)* in the pre- test, 20 students’ (71.4%) in the cycle 1, and 24 students’ (85.7%) in cycle 2, meanwhile in cycle 3 were 28 students’ (100%) who passed Minimum Mastery Criterion. So the criteria success was achieved. The result of questionnaire and interview showed that there were positive responses in teaching-learning process, those are the students look interested, enjoy, and it could be an alternative strategies and motivated the students. Therefore, the students feeling easier to remember of vocabulary by using words and pictures dominoes card matching game.

Keywords : *vocabulary, words and pictures dominoes card matching game*

CHAPTER 1

INTRODUCTION

This chapter presents introduction concerning background of the research, research questions and hypothesis, objectives of the research, limitation of the research, benefit of the research and definition of key terms.

A. Background of The Research

In globalization era, people are demanded to have more than one language, language is a tool for communication takes an important role in our daily activities. Without communication, we will leave behind. Communication in a foreign language is a bridge to get information, knowledge, and culture. Indonesia as a developing country has realized that English as an international language is need to mastered by Indonesian people.

English is International language that used by so many people in the world to communication with each other. Everyday we always make conversation with other people. In conversation we use a tool to give information or share our mind. The tool we use is a language. That is reason why language is very important in our daily activity, especially for communication. Therefore, it is important to study English. A lot of people to learn and master this language, but they cannot easily master this language.

In Indonesia, English taught as a foreign language when students begin to enter the kindergarten. According to the goverment rules in 1994: In every school

university in Indonesia, English subject learned as an obligated subject, but in pre-school or playgroup English just learned as a local content subject that based on the needs and condition of the school. In fact, most of Indonesian people face the same difficulty in learning English. Actually, they have to learn four language skills. They are listening, speaking, reading, and writing. Listening and speaking skills are the skills that are involved to spoken language and the skills that are involved to written language are reading and writing skills.

People think that English is difficult to learn and understand, so they cannot improve their English ability because they are afraid of what they have said, being wrong especially in the case faced by the students of junior high school, the teacher who teaches language finds some difficulties, they are:

1. Students have difficulty in learning English because they have limited vocabulary.
2. Students have a difficulty in memorizing vocabulary.

English teacher must arouse students motivation by presenting English more attractive so that the students will have much spirit to learn English. Remembering that vocabulary is very important in learning English, the teacher must be able to present vocabulary in the classroom more interestingly, so that the students can increase their vocabulary.

For any beginning English learners, especially for young learners (described by Thornbury, S. (2002), as children of pre-primary and primary school age, although it is sometimes used to include adolescents as well), vocabulary and grammar are two essential units that require them to master at early stage. It was

once claimed that “experienced teachers of English as a Second Language know very well how important vocabulary is. They know their students must learn thousands of words that speakers and writers of English use.” (Allen, 1983). Also, linguist Wilkins, one of the leaders in language learning and teaching, as quoted in how to teach vocabulary (Thornbury, 2002: 13) indicated that “without grammar, very little could be conveyed, without vocabulary nothing can be conveyed” .

According to Cameron (2001: 73) “Vocabulary is about learning words, children are not only expected to know the word but also they have to know what the meaning of that word.” Furthermore, the age of the learner will determine the process of language acquisition. Mackey (1965: 13) assumes that “the younger a person starts a second language the better”. Mackey gives an idea that starting the second language early would be satisfied if it were started at the age of eight, from that point of view, the writer assumes that junior high school stages is the best age for learning foreign language.

In fact, teaching english vocabulary to children especially for young learners was enough difficult, therefore we have to know how to teach English at junior high school. We have to find out the techniques for teaching english with have fun.

Because of teaching English at junior high school was not easy, the students only know about English would confuse when they heard the words of English, and they would not understand the meaning of English vocabularies. In

addition, for introducing English to student junior high school should be fun, in order to the students interested for learning the English vocabulary.

Usually, the students were in junior high school or they called the young learners liked games very much in their life. So, in teaching vocabulary, we could use game technique for making the students interested and they wanted learn English vocabulary. It would make the students more easily to learn and understand about English, in other word the game was one of the technique which could be used for teaching English vocabulary to young learners especially at seventh students of SMP Raksanagara.

Therefore, the writer was eager to make research entitled “Improving Students’ Vocabularies by Using Words and Pictures Dominoes Card Matching Game”

B. Research Questions

The writer would like to state the problems as follows:

1. Is teaching using words and pictures dominoes card matching game able to improve the students vocabulary?
2. What are the students responses toward the technique by using words and pictures dominoes card matching game able to improve the students?

C. Objectives of The Research

The Objectives in writing this paper:

1. To find out how far whether teaching using words and pictures dominoes card matching game is able to improve students' vocabulary.
2. To find out the students' responses are toward the technique by using words and pictures dominoes card matching game .

D. Limitation of The Research

In this paper, the writer limits the problem only in teaching vocabulary by using words and pictures dominoes card matching game increased the students vocabulary mastery.

E. The Benefit of The Research

This research is expected to have some contribution for:

1. For the Students
 - a. To help children to enrich their vocabulary as much as possible.
 - b. To get students' interest to the new language.
 - c. To help the children solve their difficulty in learning English
2. For the Teachers
 - a. Will help English teachers to improve skills in teaching vocabulary. It is hoped that the result of this study can give some contributions to the success of the teaching learning English at the study program especially related to the effort of enriching students' vocabulary.

- b. Really handy resource to have and can be useful at every stage of the class. They are a great way to present, practise and recycle

3. For the Researchers

The writer hopes that this paper would contribute to the teaching-learning process in junior high school, especially in teaching vocabulary that is essential to be taught when students learn English as a foreign language.

F. Definition of Key Term

To avoid misconception or misunderstanding that might happen, the writer provides some definition of key terms, they are:

1. Vocabulary

According to Richard in Karlia (1997:60) “vocabulary is a list of words known, learnt, use in language a particular book, a study, etc”.

According to Richard and Rodgers (1986:32) “vocabulary is one of the most important aspect of foreign language learning”

2. Domino Game

Dominoes 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.

In this case, Dominoes 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 and the other side is the meaning of the word in the first language learner.

Using Dominoes game is a word learning strategy for independent learning in or out of class. On one side of the card is written the word to be learned. On the other side is the word's meaning, usually in the form of a first language translation (Nation, 1994: 20)

G. Organization of The Research Paper

Chapter 1: Introduction

In this chapter contains the background of the research, Research Questions and Hypothesis, Objectives of The Research, limitation of the research, the benefit of the research, and organization of the research paper.

Chapter II: Theoretical Foundation

This chapter contains the theoretical foundation of this study. This chapter describe of improving, vocabulary, types, and the method in teaching vocabulary. **Chapter**

III: Research Methodology

In this chapter, the writer discussed research design, research method, research instrument, research population, research sample, research data collection, research procedure.

Chapter 1V: Research Findings and Discussion

In this chapter, the writer discussed procedure of analyzing the data, calculating the data, result of the research.

Chapter V: Conclusion and Suggestions

In this chapter, the writer wrote the conclusion and suggestion of the research that was conducted.

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