ENRICHING STUDENTS' VOCABULARY THROUGH BOARD WORK ACTIVITIES AT MTs FATAHILLAH SIMONGAGROK DAWARBLANDONG MOJOKERTO

CHAPTER I

INTRODUCTION

A. Background of the Study

There are four language skills that should be achieved in the study of English as a foreign language. They are speaking, reading, listening, and writing skills. These four language skills are developed from four language components: structure, vocabulary, pronunciations and spelling.

Vocabulary has an important role in all aspects of language skills. It is the flesh of the language. Someone cannot express his or her idea without having enough vocabulary. Sanika Mokashi et.al. stated that students with poor vocabularies—including those from diverse cultures and economic levels and those with learning disabilities—need strong and systematic educational support to become successful, independent word learners. [1] Thus, learning vocabulary is very crucial in academic development.

Susilowati said that when we talk about the process of mastering vocabulary, we have to deal with the ways of enriching vocabulary. If the students could

[1] Sanika Mokashi et al, "*Designing for Children with focus on 'Play + Learn', Back to Our Roots, A Board Game Approach to Active Vocabulary*", (India: Texas Instruments India Foundation), 1

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

master and always remember all the vocabulary learned at school, when they have graduated their vocabulary of English would be adequate enough.[2] To know more about how students master vocabulary, the writer had a look for at the using of board work activities that can stimulate the students to enrich their vocabulary.

While according to Kaméenui, Dixon, & Carnine as quoted by Sanika Mokashi et.al,[3] there are many schools teaching vocabulary through rote memorization of words and definitions, that method has proven the least effective instructional method, resulting in little long-term effect. Therefore, it is generally accepted that students learn vocabulary more effectively when they are directly involved in constructing meaning rather than in memorizing definitions or synonyms.

From the phenomenon above, we often find the students who get difficulties in learning vocabulary especially in remembering and pronuncing the word. They also had less motivation in learning English. It is because of less variety of teaching English. This problem appeared at the eighth graders of MTs Fatahillah Simongagrok Dawarblandong Mojokerto. Based on preliminary study done on 2 May 2011, the researcher found information from the English teacher in MTs Fatahillah that in teaching vocabulary, the teacher usually just wrote new

---

[2] Susilowati: "*A Descriptive Study on the Vocabulary Mastery of the Eleventh Year Students of SMA Negeri 2 Surakarta, Academic Year 2007/2008*"(Surakarta: Faculty of Teacher Training and Education, 2007), 3

[3] Sanika Mokashi et al, *Designing for Children...* 2

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

vocabulary on the board and asked the students to find out the meanings in the dictionary. While in teaching grammar, she usually explained the material and asked some students to make sentences. As a result, there were just some students who were active in the class. This showed that the teacher's teaching technique was not quite effective. The teacher admitted that the facilities in the school were incomplete to support the teacher in teaching and learning process. She also got difficulties to look for interesting media in teaching English. Once the teacher gave vocabulary card as the game to introduce new vocabulary to make the students easy in learning vocabulary. Even though not all students got good scores in vocabulary test, but they were enthusiastic in learning through games. Therefore, the writer offered board work activities such as board games, well-organized writing and sticking some pictures on the board as media, which were expected to be able to create good athmosphere in learning process, so that the students can enrich vocabulary easily.

The writer will apply board work activities as media to stimulate the students in enriching their vocabulary so that they will be more enthusiastic and interested in learning vocabulary. It will also become new ways for the English teacher in teaching vocabulay. The writer designed board work activities to get students' attention and to provide better visual stimuli so that they can enrich vocabulary because of being interested in board work activities. It was not too difficult to be applied to eight graders of MTs Fatahillah because they have had background

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

knowledge in previous grade. After board work activities are applied, the students are expected that their vocabulary improvement will be better than before.

B. Problem of the Study

Based on the background of the study above, the problems of this study are formulated in the following questions:

1. How are board work activities applied to enrich students' vocabulary at MTs Fatahillah Simongagrok Dawarblandong Mojokerto?
2. How is students' vocabulary improvement after board work activities were applied?

C. Objectives of the Study

Objectives of the study which are expected to answer each of the problems of the study as follow:

1. To know the application of board work activities to enrich students' vocabulary at MTs Fatahillah Simongagrok Dawarblandong Mojokerto
2. To describe the students' vocabulary improvement after board work activities were applied

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

D. Significance of the Study

Through this research, it is expected that the result of this study will give significant for:

1. The English teacher will be able to apply board work activities to enrich students' vocabulary. Using board work activities is the way for the teacher to be more creative for helping the students to enrich their vocabulary
2. The students will be more interested in learning English especially in enriching their vocabulary through board work activities and it can provide better visual stimuli for them.
3. The reader will know and practice enriching vocabulary through board work activities
4. The reader will also know the application of board work activities

E. Scope and Limitation of the Study

1. The subject in this research is the eighth graders at MTs Fatahillah Simongagrok Dawarblandong Mojokerto. The writer chooses the eighth graders because they still need to enrich their vocabulary to build language skills. The eighth graders in that school consist of 2 classes, A and B class, that each of classes consists of for about 30 students. The writer chooses A class which consists of 28 students as recommendation from the English teacher.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2. This study emphasizes on the process of enriching vocabulary at MTs Fatahillah Simongagrok Dawarblandong Mojokerto through board work activities. In this research, the writer focuses on the use of noun, adjective and verb. The reason of using three of them is that the students will be able to identify the differences of using verb, noun and adjective.

F. Definition of Key Terms

To avoid any misunderstanding about the problems, the terms are defined as follows:

a. Enriching : getting more

b. Vocabulary : Total number of words in a language; list of words with their meaning.[4]

c. Board work : Anything that we write or stick on the board.[5]

d. Board work activities : The activities of designing everything on the board. In this case, the writer will focus on board games, well-organized writing and pictures that will be stuck on the board

e. Eighth graders : The students who are in the second class of MTs Fatahillah Simongagrok Dawarblandong Mojokerto.

---

[4] *Oxford Learner's Pocket Dictionary New Edition* (New York: Oxford University Press, 1995), 461
[5] Mokhamad Syaifudin, "*Providing Better Visual Stimuli Through Board work*". Paper, 2009, 1

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

The writer uses board work activities from the board that will be intended to enrich the eighth graders' vocabulary mastery.

G. Thesis Organization

The thesis organization consists of:

Chapter I : Introduction

The first chapter is introduction. This chapter discusses about background of the study, problem of the study, objectives of the study, significance of the study, scope and limitation of the study, definition of key terms, and thesis organization.

Chapter II : Review of Related Literature

This chapter discusses about the theoretical of the study that related to the last research that relevant. There are many theories entirely to support the research about enrinching students' vocabulary through board work activities.

Chapter III : Research Method

In this chapter, research of methodology is presented. The research method consists of research design, research setting, research subject, data and source data, data collection technique, instrument of data collection, data analysis technique, and the indicator of achievement.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Chapter IV : Research Findings and Discussion

This chapter discusses about general description in the research. It describes about the general description of the subject, the research findings in teaching vocabulary including the application of board work activities and students' vocabulary improvement after the application of board work activities, and the discussion which contains the results of the observation, field note and questionnaire, and the results of the students' vocabulary improvement from three cycles.

Chapter V : Conclusion and Suggestion

The last chapter is conclusion and suggestion. It discusses about the result of study containing the application of board work activities based on the results of observation, field note and questionnaire and suggestions for the English teacher, the students and for the further researcher.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id