CHAPTER I

INTRODUCTION

1.1 Background of The Study

Vocabulary is one of important component in learning English beside another component namely structure, pronunciation and intonation. Vocabulary has important role. If students are weak in mastering of vocabulary, they won't communicate his idea clearly. Then they can't understand about text which they read.

Teaching vocabulary is one of the most important components of any language class. The main reason is the fact that it is a medium, which carries meaning: learning to undestand and express the meaning is what counts in learning languages. One of important roles of the language teacher is to help the students find the easiest way of conveying new information into the already existing system of the mental lexicon. So teaching vocabulary is needed and teaching vocabulary needs some way to do it.

Students usually feel bored in vocabulary lessons because they have not changed their learning habits, such as writing words on paper, trying to learn by heart or learning passively through the teacher's explanations. To help students find language classes, especially vocabulary lessons more interesting, and to achieve more from games.[1]

Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practise language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation. Games are highly motivating because they are

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[1]Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga. 2003. *Learning Vocabulary Through Games; The Effectiveness of Learning Vocabulary Through Games.* Asian EFL Journal.

amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.[2]

Games, as a matter of fact, can help and encourage many students to sustain their interest and work. There is a common perception that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games. Games lend themselves to the learning of many aspects of language, such as vocabulary, grammar, and language patterns.

Games can help the teachers to create contexts in which the language is useful and meaningful. In the whole process of teaching and learning by games the students can take part widely and open-mindedly. To win the games each student or group should competitively answer the questions addressed by the teacher or other students or groups. In order to do so they must understand what the teacher or others are saying or have written, and they must speak or write in order to express their own point of view or give information.[3]

Odd-Man-Out (can be called by Odd-One-Out) is one of the game to study about vocabulary. Student are asked to find words which not involved the same categories word. By Odd-Man-Out students can difference kind of vocabularies. Odd-Man-Out is not boring way to learn about vocabularies. By Odd-Man-Out, that is expected no students study English with stress but it must be joyful study.

Learning vocabulary using language game Odd-Man-Out improved not only the students' mastery of vocabulary but also their motivation. Realizing that game can motivate

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[2]Aydan Ersoz. June 2000. *From 'Six Games For the EFL/ESL Classroom'*. The Internet TESL Journal Vol.VI No.6.

[3]Saverinus Kaka. June 2008, First Edition. *Teaching English Vocabulary by Games*. INSIDE Magazine.

the students to study, it is suggested that English teachers use language game as alternative strategy in their classroom.

The reseacher want to do this research at that school because the school have been never researched yet. The researcher want to change the perseption that English is difficult study become English is easy study.

Based on the above background, the reseacher do research entitled **"THE IMPLEMENTATION OF ODD-MAN-OUT GAME IN BUILDING STUDENTS' VOCABULARY FOR THE SECOND YEAR STUDENTS AT MTs DARUL ULUM BUDI AGUNG MEDAN".**

1.2 Identification of The Study

Based on the background, the researcher identifies of this research, they are:

1. The students' ability in vocabulary is low.

2. The students have difficulties to understand about vocabulary.

3. The students feel boring when they learned vocabulary.

4. The teachers are less in using method in class.

5. The teachers need new way to teach vocabulary.

1.3 Limitation of Study

This research focuses on the implementation of Odd-Man-Out game to build students' vocabulary at the students of MTs Darul Ulum Budi Agung Medan in 2014/2015 academic year. The scope of discussion limit only to the main problem faced by the students in vocabulary mastery, the implementation of Odd-Man-Out Game to build students' vocabulary, and the result of students' work before and after treatment.

1.4 Formulation of Study

The formulation of study in this research are stated as follows :

1. Can Odd-Man-Out game build students' vocabulary?

2. How can Odd-Man-Out game build students' vocabulary?

3. Can the students' vocabulary be increased by implementating Odd-Man-Out?

1.5 Objectives of Study

1. To find out whether Odd-Man-Out game can build students' vocabulary.

2. To investigate how Odd-Man-Out game can build students' vocabulary.

3. To find out whether the students' vocabulary can be increased by implementating Odd-Man-Out game.

1.6 Significance of Study

The result of this research are expected to be useful for:

1. The principle of the school as references in formulating the syllabus for English subject.

2. The teacher of English subject as a references in making teaching planning and decided method in English subject.

3. The students as a suggestion to improve their ability in mastering vocabulary.

4. The researcher to add experience in teaching English especially vocabulary.