

CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English is taught as a foreign language which the first language is not English. In English teaching and learning there are four skills namely speaking, listening, writing, and reading those students should learn and comprehend, but not only four skills, vocabulary and grammar are also important to be learned, both of them are important aspects to link four skills, especially for vocabulary. Wilkins in Thornbury (2002) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It is strongly supported by Aslanabadi and Rasouli (2013) states that learning the exact vocabulary can be considered to be more important than learning part of grammar as the basic need for learning a language. From the statement, it is clear that vocabulary takes very important role in language. Then, learning vocabulary at the beginning of English learning is a must.

Vocabulary is the basic access to a language. Without words, there would not be language structures. McCarthy (1990) vocabulary is defined as words in a specific language or free-standing items of language that have meaning. Vocabulary is the smallest element in English that has to be

mastered by students because without vocabulary we could not understand each other and we could not express our opinions, feelings, and ideas. When learning English, first we must understand vocabulary, because we cannot translate sentences, and paragraphs, not understand what people mean, and many others if we do not understand vocabulary. Vocabulary is basic element to learn a language and make a communicating with other people. It is impossible to learn English if students are lack of vocabulary. And then, if someone does not have sufficient vocabulary then will not be able to have difficulty in speaking, listening, writing, and reading.

And then Paul (1987), vocabulary is (a) all the words known by a particular person, (b) a set of special words used in a type of work, business, and so on, (c) a list of words that are usually arranged alphabetically and accompanied by an explanation of their meaning. Vocabulary relates to words and meanings, while mastery means comprehensive knowledge. Vocabulary mastery is a very comprehensive knowledge to recognize, understand, and produce supplies of words and their meanings.

Based on the observation of pre-research conducted at the seventh-grade students of SMP Negeri 5 Kota Bengkulu, the researcher found some problems that are some students feel difficulties in remembering vocabulary, they are less able to

understand and also have difficulty in learning vocabulary. Even though students enjoy learning English, in some circumstances when learning English some students feel uninterested and less motivated because they feel difficulties without any effort to try to understand English lessons. Based on explanations from the students, there are some students when in elementary school there was no learning English. In line with what was conveyed by the teacher students' vocabulary skills are still low and there are still students who cannot distinguish numbers in English correctly and there are still many students who have difficulty finding the meaning of words in the English dictionary, which triggers students' ignorance of the meaning of a word.

According to Cameron (2002) states that vocabulary is fundamental to using a foreign language as discourse. There are many ways to make the learner understand vocabulary and as a teacher, we must be able to choose a good activity in teaching. The kind of activities should be simple, interesting, and enjoyable, for example games. Games are one strategy that can make students fun and enjoy. Besides that, it is believed that students can easily remember words. It is supported by Nguyen and Khuat (2003) who point out games help learners to learn and retain new words more easily. In this study, the researcher are interested to improve students' vocabulary using games. Playing games in teaching

vocabulary is very important because teaching through games can create a fun situation and it can increase students' motivation.

Rizan (2015) states that games not only help students to encourage their learning but also can help the teacher to create useful and meaningful contexts. It means that games are not only beneficial for students, but they can help the teacher develop their material, and it can make teachers more creative in teaching vocabulary. There are many kinds of games that can be used by the teacher, such as fly swatter game. Fly swatter game can be played in pairs and groups. By playing the fly swatter game students can focus more on the lesson.

Fly swatter game is a game where the students have to get the word in the whiteboard by using the teacher's instruction. According to Schmenk (2001), Fly swatter is a game where the students have to get the word by swatting the words on the whiteboard. This game helps students to enhance their sight-word dictionary and it can be a valuable tool. Rezqiah & Zul (2013) states that it is an exciting activity in the class, and students will feel more enjoyable and they will get addicted to the game. On the other hand, Permadi (2014) also states that the use of fly swatter games was effective for teaching and learning vocabulary.

Based on the background explanation above, the researcher conducted research to determine the effect of using the fly swatter game on vocabulary mastery the title of this research is "The Effect of Fly Swatter Game on Students' Vocabulary Mastery at the Seventh-Grade students of SMP Negeri 5 Kota Bengkulu"

B. Identification of the Problems

1. Students at SMP Negeri 5 Kota Bengkulu are less able to understand, especially students have difficulty in learning and remembering vocabulary. This happens because of the lack of strategies used by teachers to improve students' vocabulary mastery.
2. Students at SMP Negeri 5 Kota Bengkulu are less motivated and not interested in learning English. This happens because of their lack of understanding of the vocabulary.

C. Limitation of the Study

To prevent misinterpretation of the problem, the researcher would like to limit the study. This researcher focuses on the effect of the fly swatter game on teaching and learning in the classroom to help students solve their problems in learning vocabulary. This research was carried

out at SMP Negeri 5 Kota Bengkulu on seventh-grade students.

D. Research Question

Based on the limitation of the study above, the research question of the study is “What is the effect of fly swatter game on vocabulary mastery of the seventh-grade students of SMP Negeri 5 Kota Bengkulu?”

E. Research Objective

Considering the question that has been formulated, the objective of this research is to investigate the effect of fly swatter game on vocabulary mastery among the seventh-grade students of SMP Negeri 5 Kota Bengkulu.

F. The Significances of the Research

1. Theoretically

The result of this research enriches knowledge in the English learning process, especially to increase student achievement of vocabulary mastery by using one of the teaching strategies (fly swatter) in the classroom.

2. Practically

These findings provide information to teachers, students, and researchers. For teachers, fly swatter game can be an alternative classroom teaching that can be used

in students' learning problems related to vocabulary. Then for students, this game will enrich their vocabulary mastery in an easy and fun way and also it can be a good experience for vocabulary learning. Further, for researcher, this research provides new knowledge regarding strategies of fly swatter that can be used in students' vocabulary mastery.

3. Further research

Other researchers might find the research's findings useful as a reference. This research provides benefits and can help them in solving their problems. The researcher hope that this research can encourage them to carry out other research.

