

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses the background of the study. In this part, scope and limitation of the study are formulated, statements of the problem are stated. In the last of this chapter the objective of the study and the significance of the study are also served completely with the explanation of each.

#### **A. Background of the Study**

Language is used to express our knowledge, ideas, and emotions to other, especially in learning English. There are process of learning English skills that students must learn and understand such as, speaking, listening, writing, and reading. Therefore, there are two important aspects for students to learn; those are vocabulary and grammar. They are important aspects, because those aspects are used to connect between four skills in learning English, especially vocabulary. Folse (2004:2) states that however, with the poor vocabulary that a person has, communication will be very limited. You can communicate without grammar, but you cannot communicate without vocabulary. It is strongly supported that, rather than learning part of grammar better learning the exact vocabulary as the basic need for learning a language (Aslanabadi & Giti, 2013: 187)

According to Richards & Renandya (2002:255), “vocabulary is the core component of language proficiency and provides much of the basis for how well students speak, listen, read, and write”. This is the basic aspect to learn language, because without words there would not be language structure. It means that vocabulary is the important aspect of learning language, because it will be a problem if students lack in vocabulary. Min (2013: 64) states that lack of vocabulary knowledge is a problem across all skills.

In the real condition of learning English in SMPN 1 Wonoayu, students get difficulties to learn speaking, listening, writing, and reading, because they are lack of vocabulary. The problems that they get from lack of vocabulary are that it is difficult to remember the meanings of words and remember their spellings. Other than that in learning process many students feel bored and not interested when

they are learning vocabulary, because teachers do not use method to support their teaching. Teachers need a good method to teach vocabulary to make students interested in the learning and to make students feel easy to memorize the vocabulary.

In teaching English vocabulary, there are many methods that can help students to enrich their vocabulary. Using a variety of games is one of the methods that a teacher can use. Game is one of methods that can make students easy to learn something and make students fun and enjoy the learning process. Besides that, it is believed that students can memorize the words and the meaning. It is supported by Huyen & Nga (2003) who point out games help learners to more easily learn and retain new words more easily. In this study the researchers interested to use games to enrich students' vocabulary. Here researcher investigates Fly Swatter Game on students' vocabulary achievement.

Rezkiah & Amri (2013: 237) states that Fly Swatter is a game that students have to get the word by swatting the words in the whiteboard. The students have to swatter the word by using the teacher's instruction. This game can encourage the students to be more active to find the words based on specific clue and make students feel more enjoyable. In addition, this game helps the students to enrich their vocabulary and it can be a useful tool for the students. So here the researcher chooses Fly Swatter Game to be examined because it is believed that the game can increase students' vocabulary, besides that it can make students feel enjoyable during learning process.

Furthermore, there are many researches had investigated on teaching vocabulary with any kinds of various games. Febriyansyah (2015), Amri (2016), and Wafaa (2017) are investigated teaching students vocabulary by using game. The kinds of games that they used is different, Febriyansyah (2015) used Bingo Game because it is more effective than just memorizing the words and help students to memorize unfamiliar words, Amri (2016) used Eye-Spy Game to introduce some vocabulary to children in the first stage learning English, and Waffa (2017) used Spelling Bee Game to enhance students to memorize word letter by letter. It could be conclude that game could make learning vocabulary more effective.

In this case, there were some similarities from previous research conducted by (Lubis, 2017). This research, it was found that the students' vocabulary mastery in noun and verb was influenced by some factors such as the students' enjoyment in learning process, using Fly Swatter Game could make the students more active, has some vocabularies, the teacher was explain the material clearly using media, and classroom condition very support the activities . It could be concluded that Fly Swatter Game could vocabulary students' better mastery in noun and verb. That was why the researcher wants to conducted a research with the title "The Use of Fly Swatter Game in Teaching Vocabulary and Its Effect on Vocabulary Achievement of 7<sup>th</sup> Grade Students of SMPN 1 Wonoayu".

### **B. Scope and Limitation of the Study**

Looking at the problems mentioned above, the scope of this research is focused on teaching vocabulary using game. The limitation in this research is Fly Swatter Game.

### **C. Statements of the Problem**

Based on the explanation in the background above, the researcher wants to solve the problem through using Fly Swatter Game. Then the formulation of the problem which the researcher is researching, is: "What is the effect of using Fly Swatter Game in teaching vocabulary on vocabulary achievement of 7<sup>th</sup> grade students of SMPN 1 Wonoayu?"

### **D. Purpose of the Study**

The researcher has purposes of the study to answer the statements of the problem above, the purpose of this research is to find out the effect of using Fly Swatter Game in teaching vocabulary on vocabulary achievement of 7<sup>th</sup> grade students of SMPN 1 Wonoayu.

### **E. The Significance of the Study**

The findings of the research can contribute some advantages to the teacher, the students, and other researcher.

1. Teacher
  - a. Give the alternative way of teaching vocabulary, especially teaching vocabulary through game.
  - b. Make teaching learning process enjoyable.
2. Students
  - a. To solve the problem of students in learning vocabulary.
  - b. Make them easy and enjoy learning vocabulary, because of using game in learning vocabulary makes them easy to learn new words.
  - c. Make them more confident. Through game, will makes them interact more often with friends, because of an equal level between students makes them not ashamed to communicate each other.
3. Other researcher
  - a. Give new knowledge to the other researcher to do better research of the similar case.
  - b. Give references for those who want to conduct a researcher in teaching and learning vocabulary by using game.
  - c. Give new information about research in teaching and learning vocabulary by using game