

# CHAPTER I

## INTRODUCTION

This chapter presents introduction. It is divided into background of the study, statement of problem, objective of the study and significance of the study.

### 1.1 Background of the Study

Language is one of the most important things to carry out our activities in life, especially English. English as an international language takes an important role such as in economy, politics, social and also education. For Indonesia, English is the first foreign language that is taught in the school. English has been taught from primary school until university. Studying a foreign language is needed for the student to mastery in English. In other words, English skills must teach so that students can use English actively.

Mastering English is not only for the four skills namely listening, speaking, reading and writing but also a component of the language itself that is vocabulary. Besides, the first that to be master by students in learning language especially English is vocabulary. Zulfah (2016) stated that vocabulary is the central and very important language for language learners. Without sufficient vocabulary, someone cannot effectively communicate or express their ideas both orally and in writing form, and someone cannot understand the information it receives (Zulfah,2016:14). We can conclude that learning vocabulary is very important especially for students in junior high school. They

should master English vocabulary and grammatical rules to make communicate with another people.

Vocabulary is one of the important languages because vocabulary is central to language teaching and learning. With mastering the vocabulary, the learners will be able to communicate with other people and also able to produce many sentences in spoken or written. In other words, vocabulary mastery must be on the first priority in English language teaching and learning. Without mastering the vocabulary it will be difficult for the learners to master the language skill (Fitriyani, 2016:1).

In the Curriculum 2013 for Junior High School in Indonesia education system, learning English is not only in the class but also at home and society. The teacher is not the only learning source. The students must be active to search many learning sources to increase their knowledge. They can get it from many learning sources, such as books, magazines, movies or articles from the internet (Muhlisoh, 2016).

Based on the curriculum 2013, the goal of teaching English at MTs Darul Ulum Purwogondo is to provide students to be able to express ideas and feelings using language to communicate with others in daily life whether in spoken or written form. Based on the interview with the English teacher of MTs Darul Ulum Purwogondo at Seventh Grade most of the students could not get the minimum score criteria (KKM) that are 70 and based on the information obtained in the observation on English teaching and learning process, the researcher found some problems. The problems were: the students lack of vocabulary, students always express the repetition word when they were

delivered some information, the students used dictionary to find the meaning of the words, the students did not easy to memories some words, the students low of motivation and the students bored of the monotonous method and strategy. Based on the problem above the students did not learn vocabulary systematically because they just read the book and listened to their teacher.

According to (Zulfah, 2016:15) some problems occur in the process of teaching vocabulary that is teacher rarely using instructional media or technique in teaching process in the classroom, it makes students quickly bored, sleepy, rowdy in class and they feel confused about the lesson. Fitriyani (2016:2) also stated that many common problems that cause the students lack of vocabulary are the first, students assume the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical functions are boring. Second, students only think of vocabulary learning as knowing the primary meaning of new words and ignore all the other functions of the words. Third, the learners only find new vocabulary through new words in their textbooks or when given by teachers during teaching and learning process. Therefore the teacher must apply appropriate techniques to solve the problem (Fitriyani, 2016:2). From the explanation above, the researcher concludes that it would be better if the teacher applies or change the teaching techniques with more effective techniques to improve students vocabulary by using games. Games can make students are interesting and enjoyable to learn English especially vocabulary.

Game can be used as one of the educational techniques in the teaching and learning process. It also can be a tool for transferring knowledge because it

provides an enjoyable atmosphere in the class. It can make the students learn vocabulary in a fun way and help the students to avoid boredom in learning especially learning English. Games will help the students to improve their motivation in learning vocabulary, so they will be more focus to learn English. Derakhshan (2015:40) stated that the game is profitable and effective for learning vocabulary. Most learners are difficult to remember the word or vocabulary. Through the game, the learners will not feel that they are studying but playing (Derakhshan & Khatir, 2015:40).

One of the games that can be applied by the teacher for teaching vocabulary is Fly Swatter Game. Rezkiah (2013:237) stated that Fly Swatter Game is a game where the students have to get a word in the whiteboard or blackboard by using the teacher's instruction. These games can help the students to increase their vocabulary mastery and it can be a very useful tool for the students and teacher. This game can motivate the students to be creative and active in finding words based on specific clues (Rezkiah, 2013:237). On the other hand, Rezkiah (2013:242) also stated that Fly Swatter game is an interesting activity in the class, and students will feel more enjoyable and they will get many new words from the game. This game can also change untrue judgment that learning English is difficult (Rezkiah, 2013:242). So here the researcher chooses Fly Swatter game to be investigate because it is believed that fly swatter game can increase students' vocabulary, besides that it can make students feel enjoyable during the learning process. It is also can appear their motivation in learning which can help students get new words easily because they learn in a fun atmosphere.

Based on the background above, the researcher intended to find out whether using Fly Swatter Game is effective to improve students' vocabulary mastery. Based on the problem, the researcher wants to conduct a research with the title: **“The Effectiveness of Fly Swatter Game to Improve Students' Vocabulary Mastery at the Seventh Grade of MTs Darul Ulum Purwogondo in the Academic Year of 2020/2021”**.

### **1.2 Statement of the Problem**

Based on the background of the research, the research question of this research is “ How is the effectiveness of fly Swatter game to improve students' vocabulary mastery at the Seventh Grade of MTs Darul Ulum Purwogondo in the Academic Year of 2020/2021 ?”

### **1.3 Objective of the Study**

Based on the statement of the problem, the objective of the research is to find out whether using Fly Swatter Game is effective to improve students' vocabulary mastery at the Seventh Grade of MTs Darul Ulum Purwogondo in the Academic Year of 2020.

### **1.4 Significance of the Study**

By doing this research, The research will be beneficial as follows :

#### 1. Theoretically

The result of this research can be used as the reference who will conduct the research especially in English teaching to build students'

vocabulary mastery and enrich experience and knowledge about English learning and teaching by using fly swatter games as a useful technique.

## 2. Practically

### a. For the Teacher

The result of the research can be a way of choosing the appropriate technique in teaching vocabulary and the teacher will get new experience by using fly swatter games to make a class more active.

### b. For the Researchers

Through this research, the researcher will get new experience and knowledge to improve students' vocabulary mastery using fly swatter game.

### c. For the Students

This game will be a useful tool for students. Students also can master the English lesson and get a good experience of learning vocabulary and it will increase their knowledge of learning vocabulary by using fly swatter game because students will feel relax and enjoy.

### d. For the other Researchers

The researcher hopes that the result of this research will be useful for other researchers as a reference and give new knowledge. This research also give any benefits and can help them in solving their problem.