

CHAPTER I

INTRODUCTION

1.1 Research Background

English is a language that is widely used for communication between people who do not share same language. It was already becoming a genuine *lingua franca* by the end of twentieth century (Harmer, 2010). English contains four skills that are really important to learn to enable learners use English language both actively and passively; they are reading, listening, speaking, and writing skills. However, the learners have to learn the other important language components such as vocabulary in order to master the four skills. Vocabulary is an important component to support the learners before they start to learn the first basic skill in English. Learning English without successfully acquiring vocabulary mastery can be a problem for the long-term (Alqahtani, 2015). Therefore, both the four skills and vocabulary mastery are needed in the process of learning.

According to Hatch & Brown (1995), language components such as vocabulary is set of words for a particular language or a set of words that might be used by individual speaker of language. Thornbury (2007) states learning vocabulary is important because it increases learners' knowledge of words. Vocabulary is the first stage that learners need to learn in order to possible to learn English skills. In other words, without learning vocabulary it is impossible to master language especially English. Learners must have sufficient vocabulary in order to avoid difficulties when learning English skills. The lack of Vocabulary mastery makes the learners find in difficult situation when they meet a problem to

understand teacher's explanation nor to speak English language in the class. According to Nushi & Jenabzadeh (2016), to receive all knowledge through individual reading and meaningful discussions in the classroom, students must have collections of vocabulary in their mind.

In teaching vocabulary, teachers need to consider several principles. Those principles are used to help students to gain better understanding towards vocabulary mastery. According to Nation (2013), there are six principles for the teacher to teach vocabulary in the class: simple and clear explanations, relatable examples, using oral and written explanations, paying more attention to words that are difficult to understand, telling the students that words are important to use in the future, and not bringing other unknown words of synonyms or opposites.

Nor, Mazlan, & Rajab (2015) state that the biggest problem that students face when learning English is a lack of vocabulary knowledge. The common problems that make students lack vocabulary are that they get bored easily when the teacher gives explanations, they think that vocabulary learning is only to know its meaning, and they only learn vocabulary through their textbooks. This is influenced by the teaching methods carried out by teachers who apply traditional teaching methods, which are characterized by the dominance of the teacher in teaching and learning activities (Nor, Mazlan, & Rajab, 2015; Alqahtani, 2015; Rezkiah & Amri, 2013; Uberman, 1998).

One popular method of teaching students is through games. According to Uberman (1998), the use of games for teaching English provides more interesting, enjoyable, and effective teaching. Fly Swatter game is one of effective games for teaching students' vocabulary mastery. Rezkiah & Amri (2013) state Fly Swatter

game is a fun activity where the students have to swat a word on the blackboard based on the teacher's instruction. They also believe that with the Fly Swatter game, the students' could be more active and enthusiastic in the teaching process, so their vocabulary could be improved (Rezkiyah & Amri, 2013).

Fly Swatter Game can be an effective game for teaching vocabulary mastery. It is because the game has provided several advantages for students, i.e., a) provide a creative and fun activity; b) help students learn and absorb new words easily; c) provide friendly competition and arouse students' interest; e) cause students to learn the pronunciation and spelling of words; and f) students are more active than teachers (Paramandita, 2019). Besides, the Fly Swatter Game might keep students motivated in language study and prevent them from becoming bored (Abrar et al., 2019; Lubis, 2019; Rezkiyah & Amri, 2013; Silaban & Andriani, 2017; Sofyanto & Hanna, 2022).

According to Alqahtani (2015) building a strong vocabulary foundation is crucial for elementary students, as it is for any language learner. Learning vocabulary plays a vital role in the language acquisition process, and it is necessary for students to master a wide range of words and understand their meanings to communicate effectively in a language. Building a strong vocabulary at a young age has numerous benefits for their overall language development and academic success such as: a) in reading comprehension skill: a rich vocabulary allows students to understand and comprehend written texts more effectively; b) in writing skills: a varied vocabulary helps students express themselves more precisely and accurately in their writing; c) in speaking and listening skill: a broad vocabulary enhances a student's ability to communicate effectively when speaking

and listening; d) in academic achievement: vocabulary knowledge plays a crucial role in various subjects across the curriculum; e) in critical thinking: having a wide range of vocabulary words allows students to think more critically and analyze information more deeply; and f) in confidence and self-expression: when students possess a strong vocabulary, they feel more confident in expressing themselves and participating in class discussions (Alqahtani, 2015). Therefore, to support vocabulary development, educators can incorporate various strategies such as reading books, engaging in discussions, using contextual clues, playing word games, and introducing new words through meaningful contexts.

However, until now, research related to the use of the fly sweater game in improving students' vocabulary skills in Indonesia has generally focused on junior high and high school (Paramandita, 2019; Abrar et al., 2019; Lubis, 2019; Rezkiah & Amri, 2013; Silaban & Andriani, 2017; Sofyanto & Hanna, 2022). This is because English is a compulsory subject at that level. Meanwhile, research on the application of the fly sweater game to improving students' vocabulary skills at the elementary school level is still rarely done. Thus, it is important to conduct research related to the effectiveness of using the fly sweater game in improving students' vocabulary skills at the elementary level, considering that in the Merdeka curriculum, English is taught in elementary schools. Therefore, this study tests the effect of the fly swatter game on students' vocabulary mastery in elementary school in SD Negeri 1 Bongan.

1.2 Problem Identification

Based on the background of the study, there are some problems identified.

The problems can be explained as follows:

1. The common problems that make students lack of vocabulary are that they get bored easily when the teacher gives explanations, they think that vocabulary learning is only to know its meaning, and they only learn vocabulary through their textbooks. This can be influenced by the teaching methods carried out by teachers who apply traditional teaching methods, which are characterized by the dominance of the teacher in teaching and learning activities (Nor, Mazlan, & Rajab, 2015; Alqahtani, 2015; Rezkiah & Amri, 2013; Uberman, 1998).
2. The teaching method using games, especially the fly sweater game, has been shown in many studies to increase students' mastery of English vocabulary (Paramandita, 2019; Abrar et al., 2019; Lubis, 2019; Rezkiah & Amri, 2013; Silaban & Andriani, 2017; Sofyanto & Hanna, 2022), however, generally research in Indonesia is conducted at the junior and senior high school levels which require English subjects to be taught at that level.
3. It is still relatively rare to do research on the effectiveness of teaching methods by utilizing games, especially the fly sweater game, in increasing students' English vocabulary mastery at the elementary level, even though in the current Merdeka curriculum, English is one of the compulsory subjects.

1.3 The Limitation of the problem

The limitation of the problem is focused on the effect of teaching vocabulary using *Fly Swatter* game for students' vocabulary mastery in elementary school student by taking case studies in SD Negeri 1 Bongan in Academic Year 2022/2023. The research analysis utilize paired t-test through the aid of IBM SPSS version 16.0 for windows.

1.4 Problem of the study

Based on the background above, the research question can be formulated as follows:

“Is there any significant effect of teaching vocabulary using Fly Swatter Game on Students' Vocabulary Mastery in SD Negeri 1 Bongan in Academic Year 2022/2023?”

1.5 Objective of the study

Based on the research problem, the objective of this research can be formulated as follows:

“To investigate the effect of teaching vocabulary using Fly Swatter Game on Students' Mastery in SD Negeri 1 Bongan in Academic Year 2022/2023”.

1.6 Significance of the study

The research significances can be divided into theoretical significance and practical significance. The details explanation can be seen as follow:

1.6.1 Theoretical Significance

The study is expected to give contribution on the knowledge about teaching vocabulary using Fly Swatter Game and its impact on the students' vocabulary mastery. Besides, the result of the study can be additional references theoretically for an effective strategy on English education.

1.6.2 Practical Significance

The results of the study are expected to contribute practical significance for English teachers, English Education Learners, and Students.

1. English Teachers

The study is expected to enrich English Teachers' idea for teaching vocabulary with innovative and effective way.

2. English Education Learners

The research is expected to give an additional practical option for teaching English specifically enriching students' vocabulary mastery.

3. Elementary Students

The results is expected to gain their motivation and enthusiasm during learning English vocabulary. The use of Fly Swatter game

can contribute to provide joyful learning for them. At some point, it gradually optimize the students' learning achievement as well.

