

## **Chapter One**

### **Introduction**

This chapter deals with the background of the research, identification of the problem, limitation of the problem and significances of the research.

#### **Background of the study**

In education system, teaching technique is important for a teacher especially teaching vocabulary. Huyen and Nga (2003) in learning foreign language, vocabulary plays an important role. Because if a teacher uses various teaching techniques, it can be more specific to teach his students. In teaching technique implementation, a teacher needs something to make it easy. One technique is to use the media. Ling (1991) stated that “media are the means for transferring or delivering messages. It is called the educational medium when the medium transfers message for the purpose of teaching” (p.62). Media can be used in almost any discipline to enhance learning, both in class, and also for out-of-class assignments.

Based on an interview which was conducted by the researcher in seventh grade students of SMP Muhammadiyah 1 Yogyakarta, there were several difficulties which were found by the students in mastering vocabulary. They were lack of memorizing word, lack of knowing its meaning, having motivation, and supporting teaching tools. Another problem came from the teaching technique and media used by the teacher. The teacher usually used not only same technique repeatedly, but also the same media.

The researcher recommended Zip-Zap game as an alternative technique to solve those problems. This game is useful in teaching students to learn English vocabulary because knowing that the students often move or talk to their friends during a lesson. Zip-Zap game can be a substitute of that activity, and of course, Zip-Zap game has more benefit for children than those activities they did before.

Zip-zap game will encourage students to have interest and motivation to learn English because they do something that make them enjoy to study English. Atti (2008) claims that zip-zap trains students to pronounce words with repetition technique (drill). Zip-zap game involves all the students to take a part in the activity, so that all students have an opportunity to show their talents, to use language, and to get feedback from the teacher to build up their inadequacy and to develop their English ability. According to Subhan (2011), "... good games can perform two functions in English learning. First as the media of learning and second as the motivator for learning English" (p .16). Zip-zap game can also help the students in building a good relationship with their friends as well as their achievement in learning vocabulary. According to Hornby (1995) game is an activity done to have some fun. They will not have under-pressure feeling because what they do is what they like. By doing this way, a teacher creates context in which the language is useful and meaningful. The learner who will join in this game should understand what the rule of this game, how they play it, understand what their friends speak about, and respond it in a correct way.

Accordingly, based on the above background the researcher is interested in finding out the improvement of vocabulary mastery by using Zip-zap game to seventh grade of SMP Muhammadiyah 1 Yogyakarta by conducting the research.

### **Identification of the Problems**

Based on the background of the study, when the researcher was doing the observation in Junior High School 1 Yogyakarta, there were some problems related to the teaching and learning especially vocabulary when the teacher teaching about descriptive text in Junior High School Muhammadiyah 1 Yogyakarta. The problems that occurred were:

**Limited ability to memorize vocabulary.** Most of the teachers used memorizing as a strategy for their students to master vocabularies. However, each student's ability in memorizing is different from other students'. Applying this strategy frequently will give advantages to students and will make a problem for the others. For example, the students who are low in memorizing will be left far behind in the task of multiplying vocabulary compared to students who have a good skill in memorizing.

**Lack of Knowing the Meaning the Vocabulary.** The students had difficulties to knowing the meaning of new vocabulary. For example, when a new vocabulary was presented in a classroom, in the next meeting the students forgot the meaning of those word. Additionally students also did not pay attention to the subject. They talked to each other and played when the teacher gave explanation.

**Lack of Pronouncing the Vocabulary.** The teacher only focus on the material. For example, when the teacher teach their students she only explain

about the material and ask the students to do some assessment. This condition made the students have difficulties in pronouncing the vocabulary. Additionally, students also did not have improvement in learning English, especially learning vocabulary.

**Less motivation to learn English.** Teachers usually used the same technique to teach English to their students. They rarely used media which might make the students motivated in the English teaching and learning process because of the limitation of knowledge and funds. The students were bored if they should do an activity repeatedly, so it will reduce their motivation in learning English. For example, oftentimes the teacher just gave the students some problems or tests for the students and corrected that test at the end of the lesson. This thing can be seen from the student's attitude such as talking to the other friends and not giving their attention toward the teacher's explanation.

**Lack of supporting tool to help children master vocabulary.** The teacher usually used a dictionary as a supporting tool to teach vocabulary. The dictionary is really helpful when the students find some new words. However, several students did not have the dictionary. This condition makes students become more selfish and some students do not care about the lesson. Indeed, most of them wanted to have a high score yet some of them lost motivation of learning. In other words, the students who had motivation will always bring a dictionary, while the other students who did not would not bring any dictionary. This can be seen from the situation in the class such as when the students have wrong pronunciation and they have to check the meaning of a word in the dictionary but

they do not bring it. In achieving the goals in mastering vocabulary using zip-zap game, the researcher believes that students will learn better if the process of achieving language is done in a fun way and comfortable circumstances like using a game.

### **Limitation of the Problems**

Based on the identification above of the problem, the researcher limits this research only to know about the implementation of Zip-zap game to teach vocabulary subject and the improvement of the student's vocabulary mastery after using Zip-zap game at seventh grades of junior high school Muhammadiyah 1 Yogyakarta in academic year 2014/2015.

### **Formulation of the Problems**

Based on the identification and limitation of the problem, the researcher formulated the problem in the form of the following research questions:

1. How is the implementation of Zip-Zap game to improve the student's vocabulary mastery?
2. How is the improvement of the student's vocabulary mastery after using Zip-Zap game?

### **Objectives of the Study**

Based on the problem formulation above, the objective of this research are:

1. To describe the implementation of Zip-Zap game to improve the students vocabulary mastery.
2. To describe the improvement of the students vocabulary mastery after using Zip-zap game.

### **Significance of the Study**

This research will bring some advantages for English teachers, students and other researcher.

**English teachers.** This research could be useful for the teachers to enhance their techniques in teaching English. This study will provide the English teacher with appropriate information about the use of Zip-zap game in teaching and learning English.

**Students.** This study is expected to be able to support students to develop their vocabulary mastery because they will study through interesting media.

**Other researchers.** The researcher hopes that the finding of the study was expected to be a reference for other researchers in conducting further investigation in the same problem.

**Researcher.** This study is expected to develop the researcher teaching technique in teaching English.