

CHAPTER I

INTRODUCTION

This chapter consists of background of the research, formulation of the research question, objective of the research, significance of the research, scope and limitation, hypothesis, and definition of key terms.

A. Background of the Research

Language is a tool that people can use it to communicate, interact, and share information with society. Patel (2008: 31) states “Language is used to communicate our thoughts and ideas”. Without language people cannot communicate, express their feeling and share with other people around the world. Nurhayati and Yuwartatik (2016) stated that language is used to create a meaningful communication among human beings. In other words, communication is the main function of language. Communication is impossible without shared knowledge and assumptions between speakers and hearers. For that reason, language plays an important role in human life.

According to Nurhayati (2016: 60), each community has an identic language which is unique, creative, only used among their members. As an International language, English becomes a tool to connect people in the world. Realizing the importance of English, in Indonesian context from elementary school until university as a foreign language. People need to understand English to increase their knowledge, because English plays an important role in the world.

English has three components, they are Grammar, Vocabulary, and Pronunciation. Vocabulary is the most important part in language learning,

because vocabulary is the first element that people use to communicate with others. Alemi and Tayebi (2012: 93) state, “Vocabulary is a basic component of language proficiency which provides the foundation for learner’s performance in other skills”. This statement implies that students’ vocabulary acquisition will determine their success in mastering four language skills; listening, speaking, reading, and writing.

Vocabulary mastery allows people to receive and transfer information they have gotten. In addition, vocabulary will be a capital for students to learn other language skill in writing, speaking, reading, and listening. Nunan (1991: 117) states that the acquisition of an adequate vocabulary is essential for successful language use, because without having lots of vocabulary, the structures and functions that have been learned for comprehensible communication will not be able to use. It will be difficult for students to learn language skills without vocabulary acquisition.

Chitraveleu, *et al*, (2005: 243) explain that in a foreign language learning, learners have to master 3000 until 10000 words or vocabulary. The total number of vocabulary is very much and the students need to master them. Vocabulary is the words that have a meaning that is acquired by people and mastery them in order to make communication with other people easily.

Learning vocabulary is necessary for all people. Oxford (2011: 225) states “Vocabulary teaching is necessary because inadequate vocabulary causes many difficulties in receptive and productive language”. Without a proportional amount of vocabulary, students will get trouble in speaking, reading, listening, and

writing. Thus, developing of English skills depends on vocabulary mastery. The teaching learning at class helps the students to get some vocabulary with the total number of vocabulary that should the students get.

In fact, teaching vocabulary is not easy for students. The main purpose of English instruction in junior high school is to increase the interest of the students in studying English. Teaching English vocabulary needs an appropriate technique which is suitable with the students' characteristics. Therefore, fun and enjoyable learning situation tend to be their learning activity. According to Nurhayati (2008a), the frequency of conducting various activities could make the students more enjoyable to study English especially reducing their burden to join activities. Vocabulary can be taught in an indirect way and in many kinds of activities, for example is through game.

According to Celce-Murcia and Macintosh (1979: 54), "Games are, by definition, fun, and nearly everyone would agree that if learning can be made enjoyable, then students will learn more". Game can be used as a method for teaching vocabulary because game is not only fun, but students also will learn something from the game, including vocabulary. Nurhayati (2015: 221) stated that games are helpful because they can make students feel that certain words are important and necessary, because without these words, the object of the game cannot be achieved. Guessing games, for example, create conditions is necessary for leading the players to the correct guessing. One of technique that can be used to teach students in junior high school is Hangman Game.

Ramdhani (2011: 21) states that Hangman Game is a game to revise the vocabulary, because the aim of hangman is similar to the aim in vocabulary exercise and has element of fun and relaxation. Hangman Game can make students focus on vocabulary area because this game creates condition in which the use of the target language is necessary for leading the players to the correct guess of the word.

The researcher uses Hangman Game to teach vocabulary at SMPN 1 Kalidawir of the eighth grade, because the students still lack of vocabulary and it is necessary to improve. Hangman Game can be used as a method in increasing students' vocabulary. Chalmers (2009) states that Hangman Game is a paper and pencil guessing game for two or more players. One player thinks of a word and the other tries to guess it by suggesting letters.

To prove Hangman Game is the effective to be used can be seen from the previous studies. The first study was conducted by Ifa Fauziyyah (2015) from State Islamic University of Sunan Gunung Djati Bandung entitled "*The Effectiveness of Using Hangman Game in Increasing Students' Vocabulary Mastery (An Quasi Experimental Study at the Second Grade of MTs Yapin Kertasemaya, Indramayu)*". The result of the study found that Hangman Game can increase students' vocabulary mastery. It is suggested to use Hangman Game in teaching vocabulary. Then, study was conducted by Ashartini Evi (2016) from Untan Pontianak entitled "*Teaching Vocabulary by Using Hangman Game to Eighth Grade Students SMP DDI SSA Pontianak in Academic Year 2016/2017)*". The result of the study found that teaching vocabulary by using Hangman Game

to eighth grade students SMP DDI SSA Pontianak in academic year 2016/2017 is effective. In addition, study was conducted by Bramantyo Sandhi Wirawan (2013) from Muhammadiyah University of Purwokerto entitled "*The Effectiveness of Hangman Game for Teaching English Vocabulary*". The result of the study found that Hangman Game was effective for teaching English vocabulary at fourth grade students of SDN 1 Sokanandi, Banjarnegara in academic year 2012/2013.

Based on the explanations above, the researcher wants to test whether or not Hangman Game is effective used in teaching vocabulary for junior high school. The researcher is interested in researching about "**The Effectiveness of Using Hangman Game on Students' Vocabulary Achievement of the Eighth Grade at SMPN 1 Kalidawir**".

B. Formulation of Research Question

Based on the background of the study, the formulation of research question is: Is there any significant difference score on vocabulary of the students taught by using Hangman Game and those taught by using a conventional method at SMPN 1 Kalidawir?

C. Objective of the Research

Based on the research question, the objective of the research is: To know any significant difference score on vocabulary of the students taught by using Hangman Game and those taught by using a conventional method at SMPN 1 Kalidawir.

D. Significance of the Research

The result of this research is expected to provide some valuable advantages for the teacher, the students, the readers, and also personal.

1. For the teacher

This research can be a reference for teacher in teaching vocabulary, because this research provides the information about Hangman Game as a method in teaching vocabulary. The teacher is expected can improve their method in teaching English.

2. For the students

The students can improve their vocabulary achievement by using Hangman Game, students also be more interested in learning English, especially learning vocabulary and students are motivated to learn English diligently.

3. For the readers

The researcher hopes this research can increase the readers' knowledge about teaching vocabulary by using Hangman Game as a method. This research also can be a reference for people who need as an additional material.

E. Scope and Limitation

The research was to test the effectiveness of Hangman Game on students' vocabulary achievement. It was conducted at the second grade in junior high school at SMPN 1 Kalidawir. The sample are class VIII H consist of 32 students as experimental class and class VIII I consist of 32 students as control class. So,

the result of this research only applied to the target population, especially at the second grade in junior high school at SMPN 1 Kalidawir.

The researcher does not give the limitation about the material here. So, the researcher uses the text that exists in the students' book in first semester.

F. Hypothesis

The hypothesis of this research are:

1. Null Hypothesis (H_0)

There is no significant difference score on vocabulary of the students taught by using Hangman Game and those taught by using a conventional method at SMPN 1 Kalidawir.

2. Alternative Hypothesis (H_1)

There is significant difference score on vocabulary of the students taught by using Hangman Game and those taught by using a conventional method at SMPN 1 Kalidawir.

G. Definition of Key Terms

In this part, there is explanation from the title and research questions mentioned in the previous items. The definition of the key terms is as follow:

1. Hangman Game

Hangman Game is a fast game for two or more people who only need paper, pencil, and the ability to spell. One player will act as a "word maker" and is tasked with making a secret word, while the other player will try to guess the word by guessing it letter by letter.

2. Vocabulary mastery

Vocabulary mastery is great knowledge or skill in total number of English words taken from the stories and the local content curriculum of the second grade of junior high school. The students' vocabulary mastery in this research is focus on meaning of vocabulary. It is measured by using vocabulary test developed by the researcher.

H. Research Paper Organization

The organization of the research paper is given in orders to make the readers understand the content of the paper. The organization of this research paper is given as follows:

Chapter I is the introduction of the research which presents the background of the research, formulation of research questions, objective of the research, significance of the research, scope and limitation, hypothesis, definition of key terms, and research paper organization.

Chapter II is the review of related literature. It consists of some explanations based on the title and literatures based on the research. It includes definition of vocabulary, kinds of vocabulary, presenting new vocabulary, the importance of vocabulary, principal for teaching vocabulary, vocabulary mastery, definition of game, kinds of game, categories of language game, definition of hangman game, the use of hangman game in teaching vocabulary, the advantages and disadvantages of hangman game, and previous study.

Chapter III is research method. It covers research design, subjects of the study, research variable, research instrument, validity and reliability testing,

normality and homogeneity testing, procedures of the research, data collecting method, and data analysis.

Chapter IV is research finding and discussion. In this chapter presents the description of data, the result of normality and homogeneity testing, hypothesis testing, and discussion.

Chapter V presents the conclusion of the research and suggestion for the future research to be better.