

CHAPTER 1

INTRODUCTION

This chapter covers several parts related to this research. Those are the background of the research, research problems, research objectives, research hypothesis, the significance of the research, scope, and limitation of the research, and definition of the key term.

A. Background of the Research

English has become one of the tools to connect people in communicating with each other globally, and it now touches nearly every area of human life, including education. Learning English is essentially learning communication (Yaamin, 2017:82). Communication is a process of delivering information (messages, ideas, and notion) from one student to another. Communication is carried out verbally which can be understood by both students. In understanding communication, four skills in English such as speaking, listening, reading, and writing must be acquired. Not only about skill, but also components of English must be learned to understand English well. Those components are grammar, pronunciation, and vocabulary.

As the one of English components, vocabulary is essential to learn four skills in English like listening, speaking, reading, and writing. Learning speaking skills without vocabulary means nothing can be conveyed (Wilkins, 1972 in Ling, 2013) and limited mastery of vocabulary gives impact to the learners in express their idea or conversation (Ling and Ciu, 2013). Then, learners cannot understand

what the speaker says through audio listening if they cannot understand any single vocabulary. Moreover, vocabulary also influences reading skills. Without having vocabulary mastery, learners cannot comprehend the meaning of the text. This statement is strengthened by Anderson and Freebody (1981) in Taylor (2009). They stated that vocabulary mastery is a vital component in comprehending the reading text. Moreover, this vocabulary mastery is also needed in writing skills to ease the students in putting their ideas through written text. Those prove to show how important vocabulary.

Due to the importance of vocabulary for English four skills, it means that vocabulary allows the learner to receive and transfer the information they have been gotten. It is the essential component for successful language use and learning English four skills without mastery vocabulary will be difficult for learners (Nunan, 1991:117). Moreover, vocabulary is an important part of language proficiency since it determines how effectively students in listening, speaking, reading, and writing (Richard and Renandya: 2002). Vocabulary is defined as one of the linguistic features which influence English skills. Students must learn vocabulary to be able to use English skills. In addition, another expert argues that having a few vocabularies is still able to communicate without the use of grammar (Thornbury: 2004). It can be concluded that vocabulary, as a basic component, is crucial for students to learn.

In comprehending the study of vocabulary, two principles must be applied. Those are learning explicitly and implicitly (Sokmen in Decario, 2001:286). The first is learning explicitly. This principle of learning includes enriching

vocabulary, combining new vocabulary with the vocabulary that has been mastered. The second is learning implicitly. This principle explains that vocabulary learning is learning that is not designed for vocabulary. For example, when students read text or use language for communication, they also automatically learn vocabulary. Without knowing the vocabulary, there is nothing the students get from the text. Then, how do teachers teach so that students can easily and enjoy learning? The teacher must consider how to help students' mastery English for their specific goals. The teacher can use a lot of variants of approaches, methods, and techniques. Not only that, vocabulary also can be taught indirectly through several activities such as games.

Games can be defined as one of the techniques that give a lot of benefits whether for students or teachers in the teaching-learning activities. Games can be used in teaching vocabulary through enjoyment and fun activities. Celce-Murcia and Macintosh (1979:54) agree that games are fun and learning can be more enjoyable. Games also very helpful for students because students can feel that certain words used in the game are important and necessary (Nurhayati, 2015:221). Those words cannot be achieved if the students do not understand the vocabulary. It means that the students will learn more and able to learn vocabulary through the games.

Munir (2016) and Huyen and Nga (2003) do studies on the efficacy of learning vocabulary by using games found that games are a fun and effective technique to learn vocabulary in any classroom. The finding of this study suggests that games are utilized for more than only entertainment, but also practical

practice and review of language lessons. As a result, it contributes to improving students' communicative ability. Therefore, the importance of games in teaching-learning vocabulary cannot be overstated. However, to get the most important from vocabulary games, the right games must be picked. Whenever a game is conducted, the number of students, timing, the classroom settings, cultural context, proficiency level, and learning topic are factors that should be taken into account. Here, the Hangman game was chosen.

Hangman Games is a game that is played in groups. This game has aim to exercise vocabulary (Ramdhani, 2011:21). Not only that, but Hangman game also has fun and relaxing element, so the aim is to create that enjoyed learning activity which is needed by students. Before starting the Hangman game, the teacher must explain the way and the rules of doing this game. Every word and syllable must be memorized by the students. When it comes to animals, for example, the student must memorize the animal's name. Then, the teacher divided students into two groups. The student must guess the word. "Is that an A, B, C, or anything else?", and if they guess the false word, the teacher draws an image of hang people on the board. The students may and get rid of their boredom during the class by playing this game. They also can focus on the vocabulary area because they have to guess the word correctly through spelling the letter one by one. Then, the researcher chooses Hangman as a basic game because it can help students in memorizing vocabularies fun and enjoy.

To prove Hangman Game is effective to be used can be seen from the previous study. The first study was conducted by Mustafidah (2015) found that

Hangman game is recommended to use for increasing students' vocabulary achievement. Then, the second study was conducted by Jurasni (2019) showed the result that students' vocabulary has differed considerably between the mean score of pre-test (67.2) and post-test (83.6).

The third is a previous study conducted by Nabilah (2019) found that the Hangman can help students to enhance their vocabulary. The last study was from Napiah (2019) found result that the Hangman game is suitable to support students' motivation in learning vocabulary and improve their interaction within a group. In conclusion, students can increase their vocabulary mastery because of the use of the Hangman game in the teaching-learning process.

Based on the results of those previous studies above, it can be seen explicitly that there are some gaps between previous studies and this recent study. The previous study uses Hangman games to teach at the school level, such as junior and senior high school. Meanwhile, this recent study uses the Hangman game to teach vocabulary in an English course named ATI. Moreover, those previous studies used Classroom Action Research or CAR. There is one previous study that uses experimental, but pre-experimental. Moreover, this recent research was used quasi-experimental which uses two classes, experimental and control. Through this recent study, the researcher wants to test whether Hangman Game is effective or not to be used in teaching vocabulary for students at ATI English course. Then, the researcher conducted a study entitled, *THE EFFECTIVENESS OF USING HANGMAN GAME ON THE STUDENT VOCABULARY MASTERY AT ATI ENGLISH COURSE TULUNGAGUNG*".

B. Research Problem

Based on the research background, the research question is formulated as follows: is there any significant difference score on students' vocabulary mastery after being taught by Hangman Game and those by using a conventional teaching method in ATI English Course Tulungagung?

C. Objectives of the Research

Based on the research problem, the objective of the research is formulated as follows: to know the significant difference score on students' vocabulary mastery after being taught by Hangman Game and those by using a conventional teaching method in ATI English Course Tulungagung.

D. Research Hypothesis

A hypothesis is a declaration of the researcher's research assumption regarding the link between two variables that will be tested within the framework of the researcher's study. In this investigation, there are two types of hypotheses. The Null hypothesis (H_0) is the first, while the Alternative hypothesis (H_2) is the second (H_1) (Arikunto, 2010: 112).

1. Null Hypothesis

H_0 : There is no significant difference score on the vocabulary of the students taught by using Hangman Game at ATI English Course.

2. Alternative Hypothesis

H₁: There is a significant difference in scores on the vocabulary of the students who are taught by using Hangman Game at ATI English Course.

The alternative hypothesis was chosen because it is hypothesized that there is a significant difference score on the vocabulary of the students taught by using Hangman Game at ATI English Course.

E. Significance of The Research

The research finding is expected to give practical benefits. It means that this research can give benefit English teachers of ATI Course, students, and other researchers.

1. For English teachers of ATI Course, the research finding offers new alternative media or strategy in teaching vocabulary at ATI English Course to improve the learning outcomes. Furthermore, this research is intended to benefit other English teachers who are dealing with similar issues with their students' vocabulary and engagement in class.
2. For students, the Hangman game provides an alternative media to learn vocabulary and enhance their vocabulary ratings.
3. For other researchers, the research finding gives the foundation for conducting more research on various aspects of the study.

F. Scope and Limitation of The Research

This research is focusing on The Effectiveness of Using Hangman games for students' Vocabulary Mastery at ATI English course. There are a lot of words or dictions that must be mastered by pupils such as nouns, verbs, adjectives, pronouns, and adverbs. However, the vocabulary was selected based on the topics that existed in the English Textbook that was currently applied, i.e. is Daily Conversation. Then, in this study, vocabulary mastery is confined to verbs, nouns, and adjectives, which are often used to request and deliver information about qualities, objects, and animals.

ATI English course as the research place consisted of three levels of the program. A is beginner for first until the third grade of elementary school students, T is intermediate for the fourth and fifth grade of elementary school students, and I is advanced for the sixth grade of elementary school and junior high school students. Each level of the program has three classes. This research chooses the I program because the students in this level have the highest vocabulary and can follow the hangman games very well.

Among three classes in the I program, I-3 which is consisted of 25 students were used as the class to do a try-out of the test. It means that the research subject is two-class, are I-1 as the experiment class which consists of 25 students, and I-2 as the control class which consists of 25 students. Therefore, the result is limited to the students of ATI English Course Tulungagung in I class and may not be generalized to a larger population.

G. Definition of Key Terms

Unless the terms used in this study are defined and explained briefly, they may cause confusion and misunderstanding. The following definitions of key terms are provided to avoid confusion, misunderstanding, ambiguity, and uncertainty of this concept.

1. **Vocabulary Mastery:** Mastering vocabulary is one of the most important aspects of learning English as a foreign language, especially when it comes to language skills. It implies that students can recognize, comprehend, and use words in sentences especially written text. Students do better in their language when they have a broader vocabulary. Students will struggle to acquire their English abilities if they have a restricted vocabulary.
2. **Hangman Game:** Hangman game is a good teaching media to keep students interested in learning a foreign language, especially when teaching vocabulary. The tools in playing this game are a whiteboard and board marker. The players must have the ability in spelling. The teacher will act as a “word marker” and the students guessing the word letter by letter.