

## CHAPTER I INTRODUCTION

### A. Background

Vocabulary is a fundamental skill in English, and mastering it is a vital part of learning the language. Before acquiring other English abilities, students are exposed to vocabulary. Learning vocabulary is critical because it serves as the foundation for learning sentence structure and other language skills. Vocabulary is not only vital but also a difficult aspect of learning English. Students must grasp vocabulary in order to achieve basic competency standards such as reading, writing, listening, and speaking. Vocabulary also helps students in understanding the meaning of phrases. The goal is to train vocabulary explicitly. According to Konza (2016), vocabulary is to encourage students' confidence in the meaning of the word and its application in context so that it becomes part of their repertory. Students must have a large vocabulary that expands over time as a result of their language and literacy experiences, be able to grasp and compose more complex texts, and use oral language for a range of social reasons. Early literacy and oral language development rely heavily on vocabulary (Hill, 2012).

Based on the pre-observations of seventh grade students at SMP Negeri 1 Boyan Tanjung, it can be seen that students have difficulty learning English. This is apparent from their English test score, most of them scored below standard. They are unable to interpret the meaning of difficult or new words, The students do not understand the context in which words are used in sentences or texts, and students have difficulty understanding spelling. This problem makes it difficult for students to learn vocabulary. To solve this problem, the researcher wants to use the Hangman game combined with vocabulary to help students improve their vocabulary mastery. One of them can use games to teach vocabulary in English. Students do not feel tense when learning using games, and they learn terminology in a fun method. One way to teach vocabulary is to play the hangman game (Novriana *et al*,

2013:113). The hangman game is one of the activities that can aid in boosting the learning of a foreign language, particularly when it comes to vocabulary instruction. Hangman games allow pupils to enhance their vocabulary while having fun. Studies have shown that wordplay makes students more active and they enjoy learning.

This is supported by Eko Wahyu Hidayat *et al* (2015), who discovered that using the Hangman game to teach vocabulary is an option because the game helps students expand their vocabulary. Nada Nabilah (2019) did another study titled "Improving The Students' Vocabulary Mastery Through Hangman Game." The goal of this study is to see how the Hangman Game affects students' vocabulary mastery. The hangman game on the study program can help pupils enhance their vocabulary. In the learning process, pupils are more engaged, passionate, and motivated. Dewi Sri Kuning and Rohaina (2019) did another study titled "The Influence of Using Hangman Game on the Seventh Graders' Vocabulary Mastery." The purpose of this study was to see how the Hangman game affected seventh-grade students' vocabulary competence. "The game of Hangman influences the language knowledge of seventh graders," according to the findings. Meanwhile, hangman games are a simple way to assist junior high school. It can be used by a teacher in any scenario and at any moment when he want to teach.

The researcher hopes that the seventh grade students of SMP Negeri 1 Boyan tanjung can improve their vocabulary by using hangman games in the teaching and learning process. Based on this background, the researcher reviewed the research through action research, because the researcher wants to know how far the hangman game can improve students' vocabulary mastery. So the researcher makes an action researcher with the title ‘ ‘ Improving Students Vocabulary Mastery Using Hangman Game’ ’.

## **B. Research Question**

Based on the explanation of the background of research about teaching and learning vocabulary, the question in this research that needed to be answered by this research is how can hangman game improve students' vocabulary mastery with the seventh grade students of SMP Negeri 1 Boyan Tanjung in the academic year of 2021/2022?''

## **C. Research Purposes**

Based on the research question above, the goal of this study is to explain how Hangman Game can improve seventh grade students at SMP Negeri 1 Boyan Tanjung improve their vocabulary knowledge in the academic year 2021/2022.

## **D. Action Hypothesis**

The action hypothesis of this research is proposes as follow :

The use of the hangman game can improve the students vocabulary mastery to the seventh grade students of SMP Negeri 1 Boyan Tanjung in the academic year of 2021/2022.

## **E. Significance of study**

### **1. Theoretical Significance**

Theoretically, the benefit of this research is can be a reference for other writers in their research.

### **2. Practical Significance**

By this study, the researcher expects this study can be a useful contribution including the following:

- a. For the Teachers, this research can be one of the references for teachers in teaching English, especially in teaching vocabulary because this research provides information about Hangman Game as a method in teaching vocabulary.

- b. For the Students, the students can improve their vocabulary mastery by using Hangman Game. Hangman games also can make students more interested in learning vocabulary.
- c. For the Researcher, the researcher hopes this research can increase the readers' knowledge about teaching vocabulary by using Hangman Game. This research also can be a reference for the other researchers who need it as resource material.
- d. For School, the research could be used by the school as the guide or reference in applying the Hangman Game to the students especially in vocabulary mastery at SMP Negeri 1 Boyan Tanjung.

## **F. Scope of the Research**

### **1. Research Variable**

According to Creswell (2012:112), a research variable is a trait or property of an organization that researchers may measure or observe, and it differs amongst persons or organizations researched. The variable is treated as a single variable in this study. The Hangman Game is used to improve students' vocabulary.

### **2. Research Terminology**

There are a few terms in this subject that you should be aware of. To avoid misunderstandings, misinterpretations, and misperceptions between the researcher and the readers, make it plain. The following is the definition of the term:

- a. Vocabulary mastery is key for students to understand what they hear and read, and to communicate with others people. According to Cameron in Febriyansah (2015:13), when they see the word to know the meaning they can recognize it. It means that the students have the ability in understanding and use the word and meaning.
- b. The hangman game is a word guessing game in which players must guess the letters hidden in boxes to build a word. The words in this hangman game aren't particularly difficult, but they do require thought

to make a word. Using visuals that are appealing to hangman players. According to Kartikawati (2014), students may express themselves by playing the Hangman game and researchers can create a joyful environment by guessing the secret phrase. Students think of letters to complete words as they play the hangman game. So that pupils do not find teaching and learning activities to be tedious. Because the words that are guessed in the game use / relate to each other, this game is ideal for learning.

- c. SMP Negeri 1 Boyan Tanjung is a junior high school located in the district Boyan Tanjung kabupaten Kapuas Hulu, Kalimantan Barat. It is located quite far from the city center.