

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Study**

There are many languages in the world and one of them is English language. Indonesia as a developing country has realized that English as an international language is needed to be mastered by Indonesian people. English is essential to be taught to the students from elementary school, junior high school up to university.

According to the English curriculum (KTSP,2006), in mastering English we should learn about listening, speaking, reading and writing. They are four skills of English and the four skills are supported by sub skills. They are grammar, vocabulary, pronunciation, and spelling. From the sub skills, vocabulary is the major problem faced by students in learning English. The learners are able to talk English if he/she mastered well about vocabulary. Vocabulary is one of the important language elements that should be mastered by the students. As Rivers (1968: 42) stated that it is impossible to learn language without vocabulary or without words.

Vocabulary has important role in teaching and learning proces, it should be taught to the students so that the students are able to master English easily. There are also many problems faced by students like they cannot memorize well each word and they felt bored in learning about vocabulary so those problems leads to another problem that students cannot fully improve their ability to use English vocabulary.

English teachers are expected to be able to motivate the students to learn English and find the solution how to overcome the problem faced by students. Teacher has an important duty to facilitate their students like giving stimulation to arise the students' interest in English such as using interesting technique in teaching and learning process to motivate the students in learning English especially about vocabulary. Teachers can use teaching aids to give different atmosphere to classroom situation that make students love the subject.

Considering the importance of teaching vocabulary to the students, the writer wants to use a game to improve the students' vocabulary mastery, so that later the students will be able to speak English well. The game is called *hangman game*. MacLean( in Connelly and Wood, 2009: 186) states that there are some factors that influence the improvement of students' vocabulary mastery and classroom environment. The steps in Hangman game could cover the students' problem indicators. Firstly, on step "choose the secret picture". The students who choose the picture are forced to know the name of the picture; it means Hangman game could improve the indicator of meaning. Secondly, on step "guess the word". The students are asked to guess the word correctly in spelling. Thirdly, on step "pronounce together" the students are asked to pronounce correctly. If some students make a mistake, they will learn through their friends; it means they learn by their own experience. With these activities, students have to use the word in context. The last, Hangman game is fun activities.

Based on the writer experience during teaching practice almost of the students are motivated to play Hangman game, therefore they were more brave to express their idea. By involving students to be interested in class activities by using

Hangman game, it can decrease students' boredom in the learning process. This game can help teachers more easily manage the class to be conducive. Based on the background above, the writer would like to conduct a study under the title '**A Study on the Use of Hangman Game in Improving Vocabulary Mastery of the Seventh Grade Students at SMP Swasta Diakui Adiyaksa 2 Kupang in the School Year 2014-2015.**'

## **1.2 Problem Statements**

This study is conducted in order to answer the following questions.

1. Is the use of hangman game effective in improving vocabulary mastery of the seventh grade students at SMP Swasta Diakui Adiyaksa 2 Kupang in the school Year of 2014/2015?
2. To what extent does hangman game improve the vocabulary mastery of the seventh grade students of SMP Swasta Diakui Adiyaksa 2 Kupang in the school Year of 2014/2015?

## **1.3 Objective of the Study**

The objectives of this study are formulated in the following statement:

1. To find out whether hangman game is effective in improving the vocabulary mastery of seventh grade students of SMP Swasta Diakui Adiyaksa 2 Kupang in the school Year of 2014/2015 Or not?
2. To find out to what extent hangman game improved the vocabulary mastery of seventh grade students of SMP Swata Diakui Adiyaksa 2 Kupang in the school year 2014/2015?

#### **1.4 Significance of the Study**

Significance of the study is actually the result of the study for the development of the science. The significance of the study are as follows:

##### **1. For the English Teacher**

From the result of the research, the English teacher can get information about the **hangman game** as an alternative technique used to teach vocabulary to students.

##### **2. For the Student**

By using **hangman game** the students become more interested in learning English, so that their vocabulary mastery will be improved.

##### **3. For the Writer**

In conducting this reseach the writer reads some references regarding hangman game and it increases and enrich knowlegde of the writer especially about hangman game and the use of it in teaching and learning process so she can apply the hangman game in teaching english later on.

#### **1.5 Scope and Limitation**

This study is a classroom action research (CAR). The writer wants to apply to teach vocabulary. There are a lot of games that can be used to teach vocabulary, for example: information gap, guessing games, search games, matching games, matching up games, exchanging and collecting games, etc( Had Field 1996). This research is focused on the students' mastery on the vocabulary through hangman game in which the writer chooses noun and adjective in the twenty questions. All of these noun and adjective have been learnt before (animals, jobs, public place and

adjective on appearances). This research will be conducted at the SMP Swasta Diakui Adhiyaksa 2 Kupang in the school Year of 2014/2015.

## **1.6 Definition of Terms**

To avoid misunderstanding of some words in this research, it is important to give some explanations or definitions as follows

### **1. Vocabulary**

Hornby defines vocabulary as a total number of the words, which make up a language and that person, know or use. (Hornby 1995: 1331-1506). In this study the writer teaches vocabulary using hangman game at the SMP Swasta Diakui Adhiyaksa 2 Kupang in the school Year of 2014/2015.

### **2. Technique**

A way of doing something by using special knowledge or skill (Webster's Merriem (1978). In this study the writer will use hangman game to teach English vocabulary at the seventh grade students of SMP Swasta Diakui Adhiyaksa 2 Kupang in the school Year of 2014/2015.

### **3. Mastery**

Mastery is the level of knowledge of certain group of the students obtained after the course (Hornby 1974: 523). Here, in this study mastery means the level of vocabulary of the seventh grade students at the SMP Swasta Diakui Adhiyaksa 2 Kupang in the school Year of 2014/2015.

#### **4. Hangman**

Hangman is a word game in which one player has to guess a word that the other player has thought of, by guessing the letters in it. Every time they guess a wrong letter, part of a picture of a person being hanged is drawn, and if the picture is completed the person guessing has lost (Jesper Juul, 2005). This hangman game will be used by the writer to teach english in the SMP Swasta Diakui Adhiyaksa 2 Kupang in the school Year of 2014/2015.

#### **5. SMP Swasta Diakui Adhiyaksa 2 Kupang**

SMP Swasta Diakui Adhiyaksa 2 Kupang it is one of private Junior High School in Kupang, in which the writer chooses as the location of the study. It is located on Jalan Somaharjo kupang NTT.