

ABSTRACT

Nurhayati, Wa Ode. 2021. Analysis Contextual Hangman Game for Teaching Vocabulary to Young Learners. A paper. English Education Department. Faculty of Teacher Training, Sunan Gunung Djati Islamic State University.

Vocabulary is one of the important language elements in learning a foreign language, besides grammar and pronunciation, because learning a language always relates to vocabulary. Contextual hangman game can make students master the vocabulary and more practice vocabulary in communication. So this study aims to determine the use of contextual Hangman games in learning English to improve young learner's vocabulary.

This qualitative case study was conducted in the seventh grade of an Islamic junior high school in Bandung. Data are obtained from observation, questionnaires, and interviews. These techniques are used to answer the first research question and the second research question. To obtain information from the sample, observations and interviews were conducted at the second meeting of English lessons. The first meeting was held to collect data based on observations, namely seeing the contextual process of the Hangman game in vocabulary learning. The second meeting was held to take interview data and fill out a questionnaire, which saw students' responses about the contextual Hangman game in vocabulary learning.

The results of this study found several problems with the use of contextual Hangman from children, namely: Lack of self-confidence if asked to come forward in making sentences, less conducive for the class in learning to use contextual Hangman games. However, from several problems, the results of the observations made to see the implementation of Contextual Hangman game were about 100% carried out by the teacher. The results of the students' response based on interview, and questionnaire show that 80% students were good in receiving English learning using the contextual Hangman.

This study concludes that the contextual hangman game in student vocabulary learning is active in learning situations. Contextual Hangman games can teach students how to achieve interpersonal relationships. Therefore, from the results of this study, further research should use a more important instrument, for example when asking about the implementation of the focus for observation only. To see the student's response, an interview is enough.