

CHAPTER I

INTRODUCTION

This chapter illustrates the main content of the research including the background, research questions, research purposes, research significances, rationale and previous researches. Reasons are added here to prove that this research is feasible to be investigated.

A. Background

Learning English is quite difficult for beginners, especially in memorizing vocabulary for young learners if only using the lecturing method or explaining. As time goes by one of the most crucial problems that come up is that students are still lack vocabulary. This fact is confirmed by Kweldju (2004) cited in Asyiah (2017) that the main problem for students' EFL context is limited vocabulary in both mastery and practice.

Based on the preliminary observation in the seventh-grade of an Islamic junior high school in Bandung, the students are lack vocabulary mastery. They always open their dictionary even though the vocabulary is familiar. Besides, the classroom pays less attention to the teacher. So, all of the students feel bored and not interested in the English lesson. Moreover, in learning the English language, the teacher teaches based on the book following the curriculum and does not use an interesting method. However, when the teacher uses games in teaching, the students pay more attention to answer the questions given by the teacher.

Language games will give many benefits to language skills. This is supported by Avedon (1971) cited in Manan (2018) that the game provides motivation and gives them an opportunity for real communication. Besides, it can make it easier for children to master vocabulary. As explained by Fellani (2005) cited by Hidayat (2015), games create a relaxed atmosphere, so the students remember things faster and better and make students more active in learning English.

So, there is one way that can make young learners more interested in learning English; that is using a game. Playing game is also suitable for young learners in increasing vocabulary mastery, one of the games that can be used is the hangman

game because this game is very effective for composing words and can improve learning effectiveness. This statement is supported by the data from the journal by Evi, Susilawati, & Salam, (2017) have been researched the effectiveness in teaching vocabulary using the hangman game. Hangman game can make students practice their spelling, pronunciation, improve their vocabulary, and have fun at the same time. According to Kartika (2014), cited in Manan (2018) using a hangman game can create a fun atmosphere, because the student can express their idea in trying to guess the secret word by Hangman game. It becomes the reason why the hangman game is used in this research.

This study focused on learning the vocabulary of what is in the classroom because it is related to the subject in the odd semester based on Curriculum 2013. it can facilitate this research to collect the data. For example, objects in the classroom such as chairs, tables, blackboards, and others which are included in the noun. These objects are items that are concrete around the student environment. So, this can make it easier for students to memorize these objects. The students do not only mention the name of the item from the vocabulary, but they are also required to make sentences from the noun.

There are some previous researches about using hangman games in teaching vocabulary. Firstly, research by Manan (2018) was conducted in Junior high school in Cirebon using a quantitative method with an experimental research design. Secondly, research was conducted on seventh-grade students in Junior High School Sausu by Hidayat (2015). The data were collected by using pretest and posttest. The last previous research is by Evi et al (2017), which was conducted in eighth grade in Junior High School Pontianak. The research method was pre-experimental research with one group of pretest and posttest design.

From the explanation above, all previous researches mostly researched about using traditional hangman game by using quantitative methods. No one used a modified hangman game to make it more contextual. Therefore, this research deeply analyses young learners' vocabulary mastery using a modified contextual hangman game. The modified hangman game is different from the previous studies

because modified hangman games are more contextual in which the players do not only mention the vocabulary but make a sentence in the chance the game is valid.

Hangman games can also make students master the vocabulary and more practice vocabulary in communication. It is very important for their skills in English and it can also create a fun and relaxed atmosphere in the teaching-learning activity. So, to prove this issue, a deep analysis of the “contextual hangman game for teaching vocabulary” in seventh grade at SMP Al-Islam is conducted.

B. Research Question

Based on the background this research will find the answer following the question:

1. How does the teacher implement contextual hangman game in the process of learning English?
2. How do the students respond to using hangman games for learning vocabulary?

C. Research Purposes

From the research questions above, this study aims to reveal the expected results, as follows:

1. To analyze how the teacher implementation contextual hangman game in the process of learning English
2. To analyze how the students respond to using hangman games for learning vocabulary

D. Research Significances

This research is expected to obtain results that are beneficial to the world of education in terms of:

1. Practical significance

It is expected that this research will be useful for readers, especially both for the teacher who will teach and student who get a lesson with ‘hangman games’. It makes a lesson easy to understand by using a game. The students also will feel relax and happy because learning with playing does not have to be too serious, but they still learn the topic. This game also does not take their

time too much because it is a very useful game for the student in learning and the students are expected to be able to increase their vocabulary skills.

2. Theoretical significance

Rixon (1981) cited by Huyen & Nga(2015), stated that understanding games will help teachers in finding and creating games that make their students learn while they play. So, using games when teaching vocabulary to young learners require trained teachers who can engage children in playing and mastering the linguistic part of the language.

E. Rationale

Young learners are the students aged 7-15. They are studying in Elementary school until the seventh grade of Junior High School. Young learners have a characteristic that is different from an adult from their thinking, attitude or aptitude, etc. It is very different from the adult. English is a second language for young learners. In learning English for young learners, it is very necessary to use a game because According to Allen (1983) cited by Manan (2018), games are important in teaching vocabulary because they highlight the necessary and important words to achieve the objectives of the game. Games have some advantages in language teaching. Firstly, the game provides motivation, decreases students' stress, and gives them an opportunity for real communication. Secondly, games can lower anxiety, thus making the acquisition to input more likely. So this is a chance for teachers to create fun, enjoyable, and suitable methods for them.

Using games for young learners can increase the memorizing strategies which are the main concern into four sets of "creating mental linkage", "applying image and sound", "reviewing well", and "employing actions". In this study from among the four sets of memory strategies classified by Oxford (1990) cited in Nemati(2010), the three sub-strategies of grouping, making an acronym, and using imagery were selected. These strategies enable learners to store material and then retrieve them when needed for communication. Grouping refers to classifying language material into a meaningful context to make the material easy to remember

by reducing the number of discrete elements. Based on the research using acronyms is a kind of placing new words into a context to remember them better. Placing new language information to concepts in memory through meaning visual imagery either in the mind or in an actual drawing is called using imagery.

With hangman games as a classic way to practice alphabet and vocabulary to be some sentence. Hangman game can be called as one of language game which can be used by the teacher to teach the students about alphabet and vocabulary. Hangman game is a great way for kids to practice their spelling, pronunciation, improve their vocabulary, and have fun at the same time. The way of playing these games is to guess and fill the secret word are still blank correctly, and then the student can make a sentence.

According to Webster dictionary (2003) cited in Novriana & Asrori (2013), there are three definitions of vocabulary: first, a list or collection of words and phrases usually alphabetically arranged and explained or defined. Second, a list or collection of terms or codes available for use. Third a sum or stock or word employed by a language group, individual, or work in-field knowledge.

This statement also is supported by Hatch and Brown (1995) cited in Rohmatillah (2015) that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use. So, vocabulary plays an important role in learning, because vocabulary is an important skill for learning to read, speak, write and listen. Without vocabulary, people cannot communicate and express their feelings.

From all the theories above, vocabulary is very important in the foundation of learning English because without the 4 aspects of vocabulary in English, it will not be achieved. Then to teach English to young learners it can be easier to use games. This research is interest in the Hangman game because this game is used by some teachers in Al-Islam school to learn vocabulary. By using this game children are very enthusiastic, and from some previous research, it is very effective for young learners. But in this research analyses contextual hangman games in teaching vocabulary to young learners. Because of this research interrelated relationships between increasing vocabulary by using hangman games.

F. Previous Research

There have been many kinds of research on using hangman games in various schools even in areas outside West Java. The first is a paper by Mustafidah (2015), which discusses *increasing students' vocabulary achievement through the hangman game* it was conducted at the eleventh Grade of MA Husnul Khotimah, Semarang. The subject of this research was the students of eleventh grade. The design of this research used is Classroom Action Research (CAR) with the reason that teacher can conduct a pre-cycle, and two cycles in classroom action research. The techniques of collecting the data are documentation, observation, and test. The result of the research showed that there was a significantly different achievement of students in expressing the feeling of pleasure after using the hangman game.

The second research is by Evi et al (2017) who focused on teaching vocabulary by using hangman games in eighth-grade students at SMP DDI SSA Pontianak 2016/2017. The research method was pre-experimental research with one group of pretest and posttest design. The data were collected through written test items in the form of multiple choices with forty numbers items and analyzed using t-test and effect size formula. The result of this research concluded that teaching vocabulary by using hangman game to eighth-grade students is effective.

The third research is by Manan (2018). This research focused on investigating the students' motivation in learning English by using the Hangman game. The method used in this study was quantitative with an experimental research design. The result is that using the hangman game to motivate the students is accepted in learning English.

The last research is by Fauziyyah (2015). The research also focused on teaching English using hangman game, because the research showed the effectiveness of using hangman game in increasing vocabulary mastery. The research used a quasi-experimental method. The result of this research is that hangman can increase vocabulary mastery.

The current research is different from the previous researches because this research does not use the quantitative method. This research uses a qualitative method and focused on deep analysis in teaching vocabulary mastery, especially

modified contextual hangman game. Then, to collect the data, this research used observation and interviews. The focus of the discussion is also very different. In the previous research, they discussed that with traditional Hangman game can increase student motivation in learning English, while this research uses a modified Hangman game to improve vocabulary mastery.

