

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged for making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television.

Research on vocabulary in recent years has done a great deal to clarify the levels of vocabulary learning learners need to achieve in order to read both simplified and unsimplified materials and to process different kind of oral and written texts, as well as the kinds of strategies learners use in understanding, using, and remembering words (Richards & Renandya, 2002, p. 255)

Vocabulary is very important. It is showed by Celce- Murcia (2001) has argued that vocabulary learning is central to language acquisition, whether the language is first, second, or foreign. Although vocabulary has not always been recognized as a priority in language teaching, interest in its role in second language (L2) learning has grown rapidly. Now, emphasize is needed for a systematic and principled approach to vocabulary by both the teacher and the learner.

Nation argues for a systematic rather than an incidental approach to the teaching of vocabulary and argues that such a focus is an essential part of language course. He points out the limitation of incidental learning and the fact that L2 learners are often unable to benefit from incidental vocabulary acquisition through reading because of limitations in their vocabulary knowledge (Richards & Renandya, 2002, p. 256)

Besides, vocabulary to be the most important because in Junior High School based on Curriculum 2013 is needed vocabulary as a prime element for example of basic competence 3.6 and 4.7 that have vocabulary in the element of Language, it is noun, verb and adjective which related to people, animals, thing in the classroom, school, house and surroundings (didno76, 2014).

Methods are typically top-down imposition of experts' view of teaching. The role of individual teacher is minimized. His other rokle is to apply the method and adapt his or her teaching style to make it conform to the method. Methods are hence perspective (Richards & Renandya, 2002). One of interesting methode is game. Games in the language classroom help children to see learning English as enjoyable and rewarding. Playing game in the classroom develops the ability to-cooperate, to compete without being aggressive, and to be a 'good looser' (Phillips, 1993, p. 79).

Based on statements above, the conclusion can be drawn that English teachers may use appropriate method in teaching learning and game as the effective method in teaching vocabulary. Because the use of game have a

lot of advantages such as enjoy learning and easy to memorize. the writer choose game in this research for improving students' vocabulary. Therefore, the researcher will conduct the research entitle “ The Effectiveness of Hangman Game to Improve Students' Vocabulary”.

1.2 Problem statements

In this research, there are two problem statements which become main discussion:

- a. How the effectiveness of Hangman Game to improve students' vocabularies in SMPN 2 Bangsri Jepara?

1.3 The objectives of Study

Based on the problem statements above, the objectives of study can be elaborated like the following:

- a. To know the effectiveness of Hangman Game to improve their vocabularies in SMPN 2 Bangsri Jepara.

1.4 Scope of the study

In order to solve the problem, the researcher limited the scope of this study. The writer conducts a research to know The Effectiveness of Hangman Game to Improve Students' Vocabulary which conducted at eight grade students of SMPN 2 Bangsri in the academic year 2018/2019. It is conducted in two weeks which expects to make students easier and relax in teaching learning process.

1.5 Significance of the study

In this study the writer expects that the research paper has benefits both theory and practice.

1. Theoretically

- a. The result of this research can be addition of knowledge for the researcher and the reader in English learning process using game in vocabulary class.
- b. The result of this research can be used as the reference for those who want to conduct a research in English teaching learning process.

2. Practically

- a. The teacher
 - a) Can be used as the tool to evaluate and repair the teaching learning process has been going on.
 - b) Helping the teacher to solve the problem in the teaching learning process especially for vocabulary.
 - c) Increasing the concept and choosing the model and method of teaching learning process.
- b. School
 - a) Used to motivate other teacher to repair or increase the method in teaching learning process.
 - b) Making a relationship between teacher and quality of education.

1.6 Hypothesis of the study

The use of T-test, there are three manners to formulate the hypothesis by

Nazir : 2011 as below :

In this research, the hypothesis is presented as below :

1. Null Hypothesis (H_0)

There is no a significant different in students vocabulary who are learn by using Hangman Game and those who are learn by using Guessing picture.

2. Working Hypothesis (H_a)

There is a significant different in students vocabulary who are learn by using Hangman Game and those who are learn by using Guessing picture.

