CHAPTER I
INTRODUCTION

A. Background of the Problem

Language is an important tool of communication. Without language, people will not be able to communicate one to another. Harmer states that language is used widely for communication between people who do not share the same second (or even second) language.[1] It means that language can be a primary necessity in human life. It has a big role for every people in making good relationship with others.

Language is a means of communication. Through language people can express their ideas, thought and feelings. Brown says, "Language is more than a system of communication. It involves whole person, culture, educational, developmental communicative process".[2] It means that language is considered as a tool of communication. Without language, it is impossible for people or everyone to join interaction each other in daily life or in learning something and also the human activities could not run well without language.

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[1] Jeremy Harmer, *The Practice of English Language Teaching*, Fourth Edition, (New York: Longman, 2007), p.13

[2] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (2nd Ed.) , (San Fransisco: Longman, 2001), p.34

English is an International language which is used by almost people in the world. As stated by Richards and Rodgers that today, English is the world's most widely studied foreign language.[3] English has an essential role for developing countries such as Indonesia. In Indonesia, the awareness to compete with global society has grown. Therefore, English teaching is spread all over the country.

In the process of language learning, there are four basic skills that must be mastered. They are listening, speaking, reading, and writing.[4] Beside that there are some language components that must be mastered such as grammar, pronunciation and vocabulary. As stated before, vocabulary is one of language components. Vocabulary is important in learning foreign language. It is one element that links the four skills in English, they are listening, speaking, reading and writing all together. In order to communicate well in English, students should acquire a sufficient number of words and know how to use them accurately. That is why vocabulary is very important to be mastered by the students in order to communicate well in English.

There are many factors which influence the students' vocabulary mastery. According to Thornbury, there are two factors that influence the students' vocabulary, they are intrinsic factor and extrinsic factor. Intrinsic means factors which come from inside the students such as motivation, intelligence, passion and interest. While extrinsic factor is factor from outside of the students that affect their learning process such as

[3]Jack C. Richards and Theodore S. Rodgers, *Approaches and Method in Language Teaching*, (Cambridge: Cambridge University Press, 1986), p.1
[4] Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.215

learning materials, teacher's performance including their teaching strategy.[5] Regarding the important of vocabulary, in fact most of Junior High School students still have some problems in learning vocabulary.

Based on the preliminary research that was conducted by the researcher in MTs N 2 Bandar Lampung on February 10th 2017. The researcher found that most of the students of seventh grade encountered serious problems in learning vocabulary more-over their vocabulary mastery is still low. This problem happens because the technique that was used by the teacher are monotonous and uninteractive so the students became passive, confused, shy, and bored.

The English teacher said that she provided a list of vocabulary. After that, she wrote the translation of the vocabulary list in *Bahasa*. She also asked the students to open bilingual dictionary and found the meaning of the words from the dictionary, and the teacher asked the students to do the tasks in the worksheet and at the end of the lesson, the teacher gave homework to make a list of vocabulary related to the topic of their lesson and the students have to translate the words into *Bahasa*, and presented it in the next meeting.[6] The teacher did not try to stimulate the students' interest, motivation and enjoyment in learning. It is obvious why they became passive, confused, shy, and bored when they study English.

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[5]Scott Thornburry, *How to Teach Vocabulary*, (London:Pearson Education Limited, 2002), p.13.

[6]Arsita Rini, An English Teacher of MTs N 2 Bandar Lampung, *An Interview,* on February 10th, 2016, Unpublished.

The researcher also asked the teacher about the students' vocabulary mastery. From that interview, the researcher got that more than 67% of students of seventh grade did not pass the minimum score as shown on the table 1.

Table 1
Students' Vocabulary Score at the Seventh Grade Students of MTs N 2 Bandar Lampung in the Academic Year of 2016/2017

No.	Class	Score		Total
		< 75 (Failed)	75 (Passed)	
1	VII D	26	10	36
2	VII E	26	7	33
3	VII F	21	12	33
4	VII G	23	9	32
5	VII H	19	13	32
6	VII I	21	10	31
7	VII J	17	12	29
Total		**153 (67.70%)**	**73(32.30%)**	**226 (100%)**

Source: document of students' score for vocabulary mastery at the seventh grade students of MTs N 2 Bandar Lampung in the Academic Year of 2016/2017.

From the data on Table 1, it can be seen that from 226 students of seventh grade of MTs N 2 Bandar Lampung there are 153 students (67.70 %) got score under 75. Because the criteria of minimum mastery (KKM) score of English subject at that school is 75. It indicated that most students still face difficulties in learning vocabulary.

Besides doing an interview to the English teacher, the researcher also interviewed some students. The students said that the teacher did not have interesting and varieties technique in teaching vocabulary. Sometimes teacher used technique which made students bored. The teacher usually used translation technique, the teacher gave some vocabularies for the students and asked them to translate it. The students did not feel

enjoyable when learning the material. They also said that they did not find any interest in learning vocabulary since the technique that is used by the teacher is monotonous and uninteractive. Moreover, the students said that they cannot remember the words or the material they have seen and heard. It is because the English teacher dominated the whole teaching learning process and did not give them opportunity to be active in the classroom.[7]

In this time, the teacher is suggested to create a suitable game in teaching and learning process, and it must involve students' interest in order to avoid their boredom. Besides, the appropriate game will make the students understand the lesson easily. The researcher realizes that an interesting way of teaching will encourage students to learn vocabulary more easily. The researcher would like to apply game in teaching vocabulary. One of the games that can be used in teaching and learning vocabulary is Hangman game.

Hangman game is a game that focuses on vocabulary and spelling.[8] In this game, the students have to guess the word an opponent is thinking of by guessing one letter at a time, and involving the gradual drawing of a stick figure hanging from the gallows. This activity will be fun for students in helping them prepare for a future test. They will not feel that English is difficult to learn yet they will feel that English is easy and

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[7] The Students of second semester of seventh grade of MTs N 2 Bandar Lampung, *An Interview*, on February 10th, 2016, Unpublished.
[8] Andrew Wright, David Betteridge, Michael Buckby, *Games for Language Learning* (New York: Cambridge University Press, 2006), p. 113

full of fun, so that the teaching of vocabulary will be useful and enable the students to achieve as many vocabulary as they can.

Based on the previous research conducted by Anita Novriana, Muhammad Asrori, and Martono about *Improving Vocabulary Mastery through Hangman Game*. They analyzed about the students' improvement in vocabulary mastery and the students' improvement in class situation. Based on the research findings, Hangman game can improve the students' vocabulary mastery. The results of the test support the statement are below:

> "Students' pre-test mean score is low, which is 53.41. This score is below the school passing grade, which is 70. The mean score improves since the posttest 1. The mean score of post- test 1 is 76.83 and it improves again in post- test 2 which is 87.62. The use of Hangman game to teach vocabulary also improves the situation during the teaching learning process. The class is conducted in fun atmosphere. They had a great enthusiasm and motivation toward the lesson, paid full attention to the teacher, and got more confidence to show their ideas or answer. By more involving students in interesting class activities supported by Hangman game, it can decrease students boredom in the learning process. This helps teachers more easily manage the class to be conducive."[9]

The difference between the previous research and this research is the result of previous research was counted by using pre-test and post-test score and the result of this research was counted by using the gain of pre-test and post-test score. Based on this explanation, the researcher assumes that Hangman game is an effective game to improve students' vocabulary mastery. Therefore, the researcher conducted a research

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[9]Anita Novriana, Muhammad Asrori, and Martono, "Improving Vocabulary Mastery through Hangman Game to Elementary School Students", (Article of English Education Study Program Sebelas Maret University, Surakarta), p. 118

entitled: The Influence of Using Hangman Game towards Students' Vocabulary Mastery at the Second Semester of the Seventh Grade of MTs N 2 Bandar Lampung in the Academic Year of 2016/2017.

B. Identification of the Problem

Based on the background of the problem above, the researcher identified the problem as follows:

1. The students' vocabulary mastery were still low.

2. The students were passive and bored in learning vocabulary.

3. The students had difficulty in learning vocabulary.

4. The students were not interested to memorize new vocabulary.

5. The teacher used monotonous technique in teaching vocabulary.

6. The teacher did not try to stimulate the students' interest, motivation, and enjoyment in learning.

7. The teacher did not give the students opportunity to be active in the classroom.

C. Limitation of the Problem

In this research, the researcher focused on the influence of using Hangman game towards students' vocabulary mastery at the second semester of the seventh grade of MTs N 2 Bandar Lampung in the academic year of 2016/2017.

The researcher used close environment as the theme of the vocabulary and use sports, occupation, and places as the topics of the vocabulary that are appropriate with the syllabus for vocabulary lesson to be taught at the second semester of the seventh grade students of MTs N 2 Bandar Lampung.

The researcher also used common noun vocabulary including: single word, compound word, and complex word. The researcher did not use idiom because it is inappropriate with the syllabus at the second semester of the seventh grade students of MTs N 2 Bandar Lampung. Then, the researcher focused on word meaning and word form to know the students' vocabulary mastery.

D. Formulation of the Problem

In this research, the formulation of the problem was formulated as follows:

Is there a significant influence of using Hangman game towards students' vocabulary mastery at the second semester of the seventh grade of MTs N 2 Bandar Lampung in the academic year of 2016/2017?

E. Objective of the Research

The objective of this research was to find out whether there is a significant influence of using Hangman game towards students' vocabulary mastery at the second semester of the seventh grade of MTs N 2 Bandar Lampung in the academic year of 2016/2017.

F. Significance of the Research

1. Theoretical Contribution

For the theoretical contribution, the results of this research were expected to support the previous theories about the influence of using Hangman game towards students' vocabulary mastery.

2. Practical Contribution

For practical contribution, the results of this research were expected that the teacher can use Hangman game in teaching vocabulary, and the students can increase their vocabulary mastery through Hangman game.

G. Scope of the Research

1. Subject of the Research

The subject of this research was the students of the seventh grade of MTs N 2 Bandar Lampung.

2. Object of the Research

The object of the research was using Hangman game towards students' vocabulary mastery.

3. Time of the Research

The research was conducted at the second semester in the academic year of 2016/2017.

4. Place of the Research

The research was conducted in MTs N 2 Bandar Lampung.