CHAPTER I

INTRODUCTION

1.1 Background of the Study

Vocabulary is a crucial part of a language, in which it is the fundamental element for language learners (Munikasari, 2021). It has a greater role in supporting all language skills. If the speakers of the language have a sufficient number of vocabularies, they will have fluency in speaking, listening, reading, and writing. Learning a lot of vocabulary able to make the studetns to understand the materials, respond to the speakers, clearly in speaking and write a lot of subjects (Munikasari, 2021). If the students do not understand their terminology, they will struggle, and also without vocabulary, students unablet to construct a sentences in speaking or writing. As the result, the educators must assess how the students' vocabulary mastery is develop.

Speakers of some languages make use of a collection of words known as a vocabulary. It plays an important role in using language. It is comparable to the origin of the language. Speaking a language requires expanding one's vocabulary because words make up the overall structure of language. Learning different languages will help students communicate with people in society more easily. The vocabulary that a speaker might have is a list or collection of terms from the speaker's particular language (Hatch and Brown, 1995). (Susanto, 2017).

One of the key elements in learning English is vocabulary (Hasbi et al., 2022). Students can learn English and better understand the language components by expanding their vocabulary. Lack of vocabulary will hamper one's ability to understand and produce language. To increase students' motivation and interest in

acquiring vocabulary, teachers are now encouraged to develop various instructional tactics and use engaging teaching techniques. To ensure that the teaching process runs smoothly and the learning environment in the classroom is conducive, good teaching strategies and approaches are essential. One of the best methods for teaching English is through games.Games are able help the teacher to maximize each student's learning potential (Hasbi et al., 2022). The game allows students to use their language in a less formal situation.

Students's enthusiasm in learning languages will increase if they use different games. The teacher should continue the game in the learning process instead of explaining and giving homework because kids love playing games. Games can not only help children learn more, they can also make learning fun. Teachers should use game-based English teaching methods because these methods facilitate students' acquisition of new vocabulary and concepts.

In the classroom, it the the common case that the pupils are only required to memorize a long size of the vocabulary words without the example how to use it. Besides it, there is another problem which is the lack of students' attention to the teacher in the classroom. Students commonly chat to their friends in class or even work on another lesson's homework. The reason that the most pupils are not interested in the classroom is because they have problem in remembering that. In teaching English teachers must use a technique to get the students' attention to teach vocabulary that makes students interested and enjoy the learning process.

Teachers can use learning processes such as puzzle games, matching games, card games, guessing games, Tic-Tac-Toe, and Hangman Games, to solve problems

in today's learning (Tanjung et al., 2020). One of the games that can be used in the educational process is the executioner. The Hangman game requires players to guess a word from a series of dashes (Woa, 2021). Two or more players can participate in the game. One person will choose a secret word, and the rest of the participants will try to decipher it by guessing letter by letter. In addition, the game offers clues such as words and adjectives, antonyms or synonymous terms (Tanjung et al., 2020). In addition, playing games is a fun approach for children to learn and improve their vocabulary, pronunciation and spelling while learning.

The game gives challenges students to guess the word based on the game's theme (Kuning & Rohaina, 2021). The game has several strengths. Begins with the game encourages students to learn the language, by implementing the game in the learning process and the students feel happy during the learning process, they will be able to develop a positive attitude during the learning process. Second, the Hangman game is full of fun and decreased the students' boredom. Next, the game develops the student's linguistic skill and make students concentrate on spelling and pronunciation in learning the English language. Fourth, the game is able to make students build their cooperation with other students instead of competition. Lastly, the Hangman game makes the learning process of the English language effective. The Hangman game is a great tool to help children improve their spelling and pronunciation, increase their vocabulary knowledge, and maintain attention during study sessions.

At SD Negeri 1 Sidemen, preliminary observations were made. One of the first elementary schools in Sidemen District was SD Negeri 1 Sidemen. Based on their observations, the young students said that they were not satisfied with traditional

methods and they only read books and listened to the teacher's explanations. They do not value learning because of this approach. The main challenge is getting bored and having limited choices due to limited vocabulary. The study suggested that to overcome this challenge in a learning environment, fifth graders of elementary schools would play the Hangman game.

Vocabulary achievement in SD Negeri 1 Sidemen is at a low level of achievement. The problem that students faced is because they had been through the online learning process, in which they only came to school to take their assignments without gaining new knowledge from their teacher. The teacher as the motivator in the class is very important as it directly affects the students (Alam & Farid, 2011) in (Mandasari, 2016). Students have less motivation in learning, and the teacher must motivate them in something they want to achieve.

Students will learn more effectively and with greater pleasure if games are used.The Hangman game might be the game that able to encourage the students to learn and have focus on their learning material. The students are able to communicate with their friends to develop their collaboration. Based on the explanation above, the researcher is interested in carrying out the research.

1.2 Problem Identification

There are no games played during the learning process by the teacher. Unfortunately, many students still find the usual learning methods boring, which has an impact on their vocabulary development. Because of this problem, the researcher tries to teach vocabulary to fifth grade students by using the Hangman game. Young learners who are in the development stage of vocabulary mastery and

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the concrete operational stage where they have mastered grouping, organizing, and linking also support this.

1.3 Limitations of the Study

In this research, the researcher limits the study to implementing the Hangman game in teaching English vocabulary to young learners at SD Negeri 1 Sidemen. It is focused on students' vocabulary mastery that restricts the comprehension of vocabulary. Therefore, the researcher wants to implement the hangman game as a teaching strategy for teaching vocabulary for fifth grade students of SD Negeri 1 Sidemen in elementary school at the beginning of the semester

1.4 Research Problem

Based on the background, the statement of the problem of this study able to be formulated as follows:

1. Is there any significant effect on the student's vocabulary mastery after the implementation of the Hangman game at SD Negeri 1 Sidemen?

1.5 The Objective of Study

Based on the research problem that stated in the previous backgroud, the purpose of the study is to investigate the effect of the Hangman game on students' vocabulary mastery at SD Negeri 1 Sidemen in the first semester.

1.6 Significance of the Study

   1. **The theoretical significance**

         This research is supposed to produce scientific evidence and support hypotheses related to vocabulary learning through gamification, and researchers are expected to increase knowledge in the field of education.

This study intends to significantly advance the learning process, especially in the context of teaching English and developing vocabulary, especially among fifth grade students at SD Negeri 1 Sidemen. The information in this study about the effects of the Hangman game can be used as a primary teaching tool for students. It also helps in the understanding of how to apply Hangman games to the learning process for educators, students and other scholars.

2. **Practical significance**

   a. **Young learners**

   This research is used to know how to overcome their difficulties when they learn by using Hangman as gamification, especially in learning vocabulary. For young learners, the game able to helps young learners to be able to master vocabulary by implementing the Hangman game in the learning process.

   b. **For teacher**

   This research is able to help the teacher in implementing gamification in the learning process. In addition, the teacher would be able to use the Hangman game in teaching young learners, because learning by using the game is more enjoyable and fun.

   c. **Future research**

   This research is the experience and knowledge that is known, especially using the Hangman game in the learning process in elementary school students in mastering vocabulary, also the researcher in the future

would be able to use it as a reference to do the teaching activities using the Hangman game.

1.7 Definition of Key Terms

1. Hangman

a) Conceptual definition

The Hangman is a game of wording in which represented by a row or dashed (Ratnanery, 2014). The game is one method of teaching English vocabulary (Kuning & Rohaina, 2021). It gives a challenge to students to guess the word based on its theme. The game is able to provide motivation to students in learning English. By implementing the game students are able to practice spelling, pronunciation, and reading, also most important students are able to learn new vocabulary. Hidayat (2015:2) in (Kuning & Rohaina, 2021) claimed that the Hangman game able to be used in the classroom to motivate and make the students interest in the learning seesion. The game prevents students from boredom, it is because they are able to play while learning. It allows the students and teacher to gain a relaxing and enjoyable learning process, and more experience.

b) Operational Definition

In playing the Hangman game, the students will try to guess the word letter-by-letter. The game was used by the teacher to teach vocabulary to young learners at SD Negeri 1 Sidemen and it was the independent variable of the research. The topic taught to the fifth-grade students were things in the class, my family, parts of the body, and food and drinks.

2. Young Learners

a) Conceptual Definition

Young learners are 3 to 12 years old learners. They have many differences from adult learners, such as in physical, social, emotional, conceptual, and cognitive aspects. Suhartarik (2008) in (Rusiana, 2017) mentioned that young learners have characteristics such as being moody, highly motivated about something they like, big curiosity, like physical activity, and like talking and concrete things.

b) Operational Definition

Young students who agreed to hangman game therapy were the subjects of this experiment. This study concentrates on how the Hangman game is carried out as a game-based language learning tool.

3. Vocabulary

a). Conceptual definition

One of the basic components of language is vocabulary, which is referred to in all languages (Tokdemir, 2015). One unable interact with other members of society without knowing vocabulary. The speaker's or writer's extensive word list is referred to as their vocabulary. According to the explanation given, vocabulary can be defined as the total number of words used in social interactions.

b). Operational Definition

The dependent variable of this research is vocabulary. It will take care of the Hangman game as a variable and focus on it. The study is focused on

the experience of using the Hangman game as a game-based language learning tool.