

CHAPTER I

INTRODCUTION

A. Background of the Study

As a foreign language, English is taught as a compulsory subject at senior high schools in Indonesia. The aim of English teaching and learning process is to enable students to comprehend and produce English. Language is an important part of how humans communicate with each other. It is no small thing. Through language, we learn how to “mean things” and how to share all of those meanings with others.¹ English is very important to be mastered because it has many relationships with various aspects of life owned by human being in Indonesia. It is considered as the first foreign language and taught formally from elementary school up to the university level. In addition, people must have good vocabulary to control speaking skill in order to produce words, express, state and deliver their thought, ideas and feeling even exchange information and convey meaning by using utterances in the form of communication. Not all speakers have benefit of such immediate listener feedback. This will often be in response to the feedback they are getting from their listeners who will show through a variety of

¹ Kristin Lems, Leah D. Miller, Tenena M. Soro,, Teaching Reading to English Language Learner: Insight From Linguistics, (New York: The Guilford Press 2010), p.1

gestures, expressions and interruption that they do understand and in face to face interaction² By using suitable methods. It does not the vocabulary learning become easier. Instead, the students feel more comfortable, less boring and less stressed. Students also do not realize that they are actually studying while using the online games for improving their vocabulary mastery. One of the methods of increasing vocabulary mastery using online game. By using the multimedia such as online games, students' performance in learning language n significantly increased³, make the player pick up the necessary vocabulary as they perceive certain tasks to be completed⁴. Besides, online games make the environment friendly competitive, collaborative , motivating, and interesting an effective as well.⁵ One of the researchers stated the students can freely use online games to improve their vocabulary mastery.⁶ Game is a game that synonymous which technology such as smartphones, computers, game boards, playstations and so on. In playing games there are also certain rules,

² Wahyuni, H. I. (2018). *Kebijakan Media Baru Di Indonesia:(Harapan Dinamika Dan Capaian Kebijakan Media Baru Di Indonesia)*. Ugm Press.

³ Salehi, H. (2017). Effects of using instructional video games on teaching English vocabulary to Iranian pre-intermediate EFL learners. *International Journal of Learning and Change*, 9(2), 111-130.

⁴ Begg, M., Macleod, H. A., & Dewhurst, D. (2005). Game-Informed learning: applying computer game processes to the higher education. *Innovate: Journal of Online Education*, 1(6).

⁵ Nikoopour, J., & Kazemi, A. (2014). Vocabulary learning through digitized & non-digitized flashcards delivery. *Procedia-Social and Behavioral Sciences*, 98, 1366-1373.

so there are winners and there are also losers, usually is on serious context or just entertainment. Because the basis is technology, games, continue to develop along with technological developments, in recent years, the most popular and widely played games are online games, namely games that allows player all over the world with just one device and internet connection. Online games have experienced very rapid development. Online game has not only, mushroom in big cities, but have also penetrated small town and villages, this can be seen from the large number of the games centers that have appeared with customers who often have more customers than internet cafes. In fact, the the target is online games the teenager and young children. But quite a few adults and even parents also play this online game. Regardless of age, gender, ethnicity, race, rank, or power. In online games everything is the same. Player was feared if the level high and the game is great. Online games have a huge influencer on the players. Apart from negative influences, of course there are also have positive influences, one of them development of the players English language skills. Most of the popular online games are games created by foreign companies, such as America, Japan, English, Arabic, French and others. That's why an research written with this title Using Hangman Game To Improve Student Vocabulary Mastery

to find out the relationship between the two vocabulary and games. Vocabulary is a set a familiar words in a person's language. Vocabulary, usually developed with age, serves as useful and fundamental tool for communication and acquiring knowledge. Acquiring and extensive vocabulary is one of the biggest challenge in learning second language. In this case. Which indicate that students' vocabulary are still very low in class XI MA Miftahul Ulum Kragilan Kabupaten Serang. Because the media they use in learning English is very minimal, and very limited, both in using everyday English or in the classroom, there is no curiosity to know the meaning in every that contains English. Therefore I chose the title of research about (Using Hangman Game to improve Student Vocabulary Mastery. The research really want to know whether through online games can improve their vocabulary knowledge or not. Based on the background above, the researcher wants to focus on this research with the title Using Hangman Game Improve Students Vocabulary Mastery.

B. The Statement of the Problems

In this research, the research limit problems only Using Hangman Game To Improve Students Vocabulary Mastery. This research focuses on the second grade A and B of MA Miftahul Ulum Kragilan. To make this research focus, the writer would like to

formulate this research in following questions:

1. How is the effectiveness of using online game in teaching vocabulary at the XI grade of MA Miftahul Ulum Kragilan?

C. The Objectives of the Research

This experiment research is conducted in order to improve students' vocabulary at 11th Grade of Junior High School Miftahul Ulum. This study is purposed at describing:

1. To know the effectiveness online games in improving student's vocabulary.

D. Limitation of the Problems

In this study, the researcher will focus on the main problem as described in the background section. Researchers will find out how students can focus on one of the language components, namely vocabulary, because vocabulary is a very complex activity that involves physical and psychological factors. the researcher will find out what kinds of difficulties students face in increasing English vocabulary. Then, the researcher will apply online games as a blended learning English that we can find out whether the is effective or not used in learning to improve their vocabulary skills

E. Significance of the Study

The finding of this research expected to give valuable contribution to the researcher, teachers, students, and school itself:

1. To the researcher

To develop the researcher's knowledge on the development of various techniques implemented in teaching English to the Junior High School students and develop another research based on the result and use it as one of references to study in their research.

2. To future researcher

To give a brief knowledge to another researcher to conduct to similar research in another school with another research subject and the result of this research can be useful starting point to conduct the next research.

3. To the teachers

To enrich the teacher's knowledge on the use of various techniques or strategies in teaching speaking, so the class will not run in boring atmosphere and the students will enjoy learning English. The various strategies that are comfortable feeling during the class activities.

4. To the school

It will be beneficial for school in giving beneficial contribution of the improvement of the quality of the educational in the school. Therefore, if the school has a good quality of course the society will trust and believe it and they will motivated to register their children to the school.

F. Hypothesis

In this research study, the writer assumes that the alternative hypothesis of research follow:

1. (Ha): Online Game media is effective to improve students' vocabulary at XI grade of MA Miftahul Ulum Kragilan.
2. (Ho): Online Game media is not effective to improve students' vocabulary at XI grade of MA Miftahul Ulum Kragilan.

G. Previous Study

So far, the researcher found what was related to this study, the researcher used quantitative method, and the difference with this research is. It can be explained as follow:

In guiding this research, researchers used Classroom Action

1. Using Games in Improving Students' Vocabulary

Siti Safura, Cut Mawar Hernanda (2022). The research is

(CAR) as a research method. She teaches vocabulary in languages English at Miftahul Janah Foundation (YMJ) Ciputat Middle School, this research consisted of two cycle and each cycle consists of four phases, namely: planning, action, observation, and reflection. And each cycle consists of three meetings, so the researcher conducted this research at six meetings over one month and three weeks. To collect and analyze data, researchers use interviews, observations and using student achievements in pre-test and post-test to support the data that has been collected. The results of this research show that the use of games in junior high schools Miftahul Janah Foundation (YMJ) Ciputat can improve their vocabulary. Response students show that they are interested in learning vocabulary through use games. Apart from that, student achievement in the pre-test and post-test shows significant improvement. The average student score in the pre-test was 52.81, the average. The average student score in post-test 1 was 64.70, and the average student score in post—test 2 was 75,71, while based on the class percentage result from the pre-test to the post-test 2 improved about 63.26%. From this result, the researcher concluded that using games at seventh grade of Yayasan Miftahul Janah (YMJ) Junior High

School Ciputat can improve students' vocabulary.

2. The Influence of Online Games on English Language Ability

Muhammad Nurul Anam (2024). This research is based on the results and methods from previous research. Study which is the main basis of this research is research conducted for investigate what impacts there are challenge, skill, involvement, and following participation in a game based on learning.⁷ The results of this research is that a person's involvement in the game learning-based ones have an impact clearer positives in learning, then the challenge of a learning game too has a positive impact on good learning directly or through improvements involvement in a game. Additionally [9] in his research conducted for examine differences in skill abilities listening and speaking in language English among students who use the method traditional to study with students who learn to use a game based system mobile.⁸ The results of this research are students who learn to use game systems mobile-based learning is significantly superior to students who learn to use traditional system in verbal post-test.

⁷ Hamari, J., Shernoff, D. J., Rowe, E., Coller, B., Asbell-Clarke, J., & Edwards, T. (2016). Challenging games help students learn: An empirical study on engagement, flow and immersion in game-based learning. *Computers in human behavior*, 54, 170-179.

⁸ Hwang, W. Y., Shih, T. K., Ma, Z. H., Shadiev, R., & Chen, S. Y. (2016). Evaluating listening and speaking skills in a mobile game-based learning environment with situational contexts. *Computer Assisted Language Learning*, 29(4), 639-657.

However the performance of the two students was the same on the post-test listen. Then in his research proves that with the existence of the game in every English lesson can increase motivation and can achieve maximum results compared to regular learning or non-game using test methods, interviews and surveys.⁹ The survey method is a method with How to collect data or information from Respondents using a good questionnaire directly or ask via telephone or social media. Survey method cqn generally be described as research scientific, the data comes from samples chosen by the entire population. By method survey respondents can freely answer questions according to what they get and feel. Test 2 is 75.71, which is based on the percentage class results from the pre-test Until post-test 2 it had increased, namely 63.26%.¹⁰ From these results, researchers concluded that the use of games in Miftahul Jannah Foundation (YMJ) Middle School Ciputat can improve students' vocabulary.

⁹ Wichadee, S., & Pattanapichet, F. (2018). Enhancement of performance and motivation through application of digital games in an English language class. *Teaching English with technology*, 18(1), 77-92.

¹⁰ Jannah, M. (2011). Using games in improving student's vocabulary: classroom action research at seventh grade of Yayasan Miftahul Jannah (YMJ) junior high school Ciputat.

3. The Effect of Minecraft Online Game on Students' English Vocabulary Mastery

Imam Sudarmaji (2021). Vocabulary mastery is important to acquire a language. Learning vocabulary has several barriers that slow down the progress. Minecraft application is used as a new method of learning English vocabulary. The goal of this research was to investigate whether there is a significance positive, effect after used Minecraft application on students' vocabulary mastery for 5th grade elementary students. A quasi-experimental method was used In this research with 63 students of SDN Poris Plawad 1 Tangerang. Which separated into an experimental group (n=31) and a control group (n=32). The result revealed that Minecraft has better score result than conventional method. The survey also revealed the students' agreed that Minecraft was making that learning easier. Less boring, less stressful and happier. However, the results could not be generalized due to the small sample in this research. This method in this paper employed a quantitative method of research. To be able solve to solve the problem in this paper, the writer used a quasi-experimental with pre-post-test control group approach. The pre-post-test control group approach is a method that can compare

the result between the pre-test and post-test. The purpose of this research is to reveal the effect of the Students' English vocabulary mastery in using a Video Game. The treatment for this research was using video game: Minecraft, there were 63 students' of 5th grade elementary school participated in this research. The students' were separated into two classes namely 5A (n=31) and 5B (n=32) which were experimental group and control group respectively. The writer conducted the pre-test to both group in order to ensure that both group has no significance difference. The test consisted of 20 questions, which separated into 4 parts. Each part measures one of the four of vocabulary mastery indicator such as meaning, writing, usage and pronunciation. Each indicator has 5 questions. All of the questions were in form of written, while the pronunciation was in in a form of spoken. A test of questions validation, there were two main test namely: the pre-test and the post-test. The pre-test was employed in order to discover the initial knowledge of the vocabulary. In order to get valid results, the mean score of the both group this survey employed online with google form. The survey was employed in order to know students' characteristics such as students' identity and parents' socioeconomic status. The

writer then separated instrument of the research. Before the pre-test conducted, a validation of the test was employed. After that, the writer then conduct the pre-test to both group in order to ensure that both group has no significance difference. After pre-test is conducted, the writer then taught both experimental and control group. The writer made the RPP (Teaching Plan) for used the treatment. Which was Minecraft application download through the students' smartphones. The control group used the conventional method for teaching vocabulary.

H. The Organization of Writing

This study organization is made to facilitate the discussion of the problem, presentation, and help the readers understand what they read. It is divided into five chapters.

Chapter I is Introduction Consisting of the background of study, the limitation and formulation of problem, statement of problem, the purpose of study, significance of the study, hypothesis, previous study, and the organization of writing.

Chapter II is theoretical framework discussing of vocabulary, definition of vocabulary, the kinds of vocabulary, techniques in presenting vocabulary, and discusses about games: definition of games, the kinds of games, the function of games, the

purposes of using games.

Chapter III is research methodology of the research that consist research method, place and time, population and sample, the technique data collecting, the technique of collecting system, and technique data analysis.

Chapter IV is the result of the research that consist of description of data, analyzing of the data research, and interpretation data.

Chapter V is closing that consists of conclusion and suggestion.