

# CHAPTER I

## INTRODUCTION

This chapter consists of a background of the research, the research questions, the purposes of the research, the significances of research, rationale, hypothesis, methodology of research, technique of collecting data, and data analysis.

### A. Background of Research

Language is a bridge that can connect people. By language, people can communicate, interact, and share information with society. According to Phipps and Gonzalez (2004: 2) “Languages are more than skills; they are the medium through which communities of people engage with, make sense of and shape the world”. Based on that statement, we know that language is an important element for us as social creatures who need to communicate with the society. In Indonesia, there are so many languages that are used by Indonesians as their mother tongue, the first language in Indonesia is Bahasa Indonesia, whereas English as a foreign language. In this globalization era, people are required to communicate and share the information not only with people in the same country or region, but also with people from another country. English as international language becomes a tool to connect people in the world. Realizing the importance of English nowadays, the Indonesian government gives a priority to English as a foreign language to be taught in Indonesia from elementary school until university.

English learning concerns with four language skills such as listening, speaking, reading, and writing. Moreover, there are the other aspects of language that can develop four language skills such as: grammar, vocabulary, pronunciation, and spelling. Vocabulary is the most important component in language learning because vocabulary is the first element that people use when communicating with others. Wilkins cited in Thornbury (2002: 13) “Without grammar very little

can be conveyed, without vocabulary nothing can be conveyed”. This statement explains how important vocabulary for communication because people will be difficult to communicate if they do not have vocabulary. In English learning, students’ vocabulary acquisition will determine their success in mastering four language skills. As Alemi and Tayebi mention in Bualuang (2012: 93) “Vocabulary is a basic component of language proficiency which provides the foundation for learner’s performance in other skills”.

Lack of vocabulary is the main problem that is faced by students in English learning and that affects to their language skill development. Based on the pre-research observation, it was found that students are difficult to understand when teacher speaks English, students are difficult to speak English, students are difficult to understand English text and students are difficult to write some English words, because they are lack of vocabulary. Based on that phenomena, lack of vocabulary makes students are difficult in mastering four language skills. The factor that makes students are difficult in mastering English vocabulary is teacher more focuses in teaching grammar than vocabulary. Allen (1983: 1) explains that teaching vocabulary was neglected during 1940-1970 by a teacher who more focuses in teaching grammar than vocabulary. Teachers who ignore teaching vocabulary still exist today. Moreover, the use of inappropriate method and media for teaching vocabulary become the other factors. In teaching vocabulary, a teacher usually just gives a list of words and students have to remember it. That method is monotonous and students are bored.

Rivers (1981) in Behlol (2010: 127) states that vocabulary cannot be taught directly to students but can be presented, explained, included in all kinds of activities in an indirect way. Vocabulary can be taught in an indirect way and in many kinds of activities, for example is through game. According to Celce-Murcia and Macintosh (1979: 54) in Alemi (2010: 428)

“Games are, by definition, fun, and nearly everyone would agree that if learning can be made enjoyable, then students will learn more”. Game can be used as a method for teaching vocabulary because game is not only fun, but students also will learn something from the game, including vocabulary. Hangman Game is one of guessing games which focus on vocabulary area because this game creates condition in which the use of the target language is necessary for leading the players to the correct guess of the word. Hangman Game can be used as a method in increasing students’ vocabulary.

Based on the explanations above, this research is given a title **THE EFFECTIVENESS OF USING HANGMAN GAME IN INCREASING STUDENTS’ VOCABULARY MASTERY (A Quasi Experimental Study at the Second Grade of MTs Yapin Kertasemaya).**

## **B. The Research Questions**

Based on background above, here are the following formulation of research questions:

1. What is the students’ vocabulary mastery achievement before using Hangman Game?
2. What is the students’ vocabulary mastery achievement after using Hangman Game?
3. How significant is the improvement of students’ vocabulary achievement using Hangman Game?

## **C. The Purpose of Research**

Based on the specific problems formulate above, the purposes of the study are as follows:

1. To know the students' vocabulary mastery achievement before using Hangman Game.
2. To know the students' vocabulary mastery achievement after using Hangman Game.
3. To know the significant improvement of students' vocabulary mastery achievement using Hangman Game.

#### **D. The Significances of Research**

The result of this research is expected to provide some valuable advantages for the teacher, the students, the readers, and also personal.

1. For the teacher

This research can be one of references for teacher in teaching English, especially teaching vocabulary because this research provides the information about Hangman Game as a method in teaching vocabulary. The teacher is expected can improve their method in teaching English.

2. For the students

The students can improve their vocabulary ability by using Hangman Game, students also be more interested in learning English, especially learning vocabulary and students are motivated to learn English more diligently.

3. For the readers

The researcher hopes this research can increase the readers' knowledge about teaching vocabulary by using Hangman Game as a method. This research also can be a reference for people who need it as an additional material or used as comparative study toward the other teaching method.

#### 4. Personal advantages

This research is increasing my knowledge and experience in making a scientific work to understand the method that are used in teaching learning process.

#### **E. Rationale**

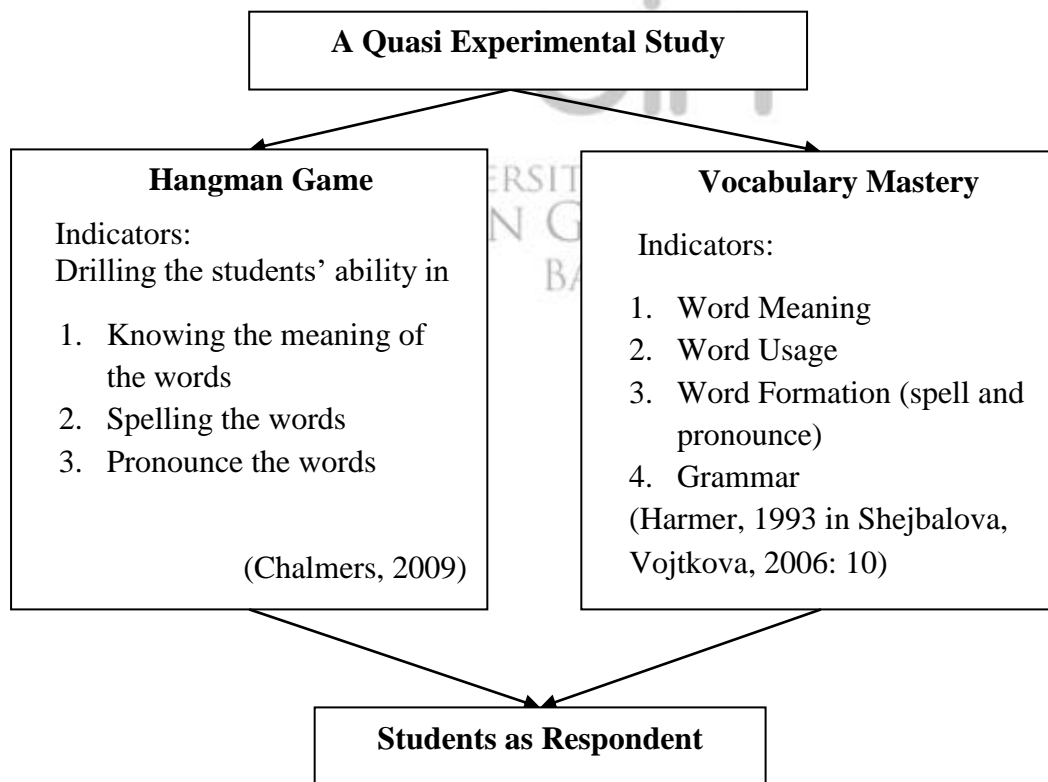
Vocabulary is the main tool for language learners, especially the students in the process of learning, mastering and using the language they learn. According to Hornby (1978: 1331) cited in Widiastuti (2010: 54) “Vocabulary is the total number of words, which make up language”. He believes that number of word can build a language. Someone who can communicate well with others and master in four English skills must have a lot of vocabulary which constitute of the basic of language. There are some aspects of language that should be taught to develop the four skills (listening, speaking, reading, and writing) such as grammar, vocabulary, pronunciation, and spelling (Widiastuti, 2010: 54). Mastering each of these skills is absolutely important as others, they are closely related to one another. So, developing vocabulary is the most important factors in language learning because vocabulary is the first aspect that will be used by people in communication. The reason why vocabulary is very important is people will understand what you say, even you have grammatical error, but you cannot speak if you are lack of vocabulary.

However, learning vocabulary is usually monotonous and makes students get bored if vocabulary is taught directly. A teacher can teach vocabulary to the students in an indirect way by using game as a method. According to Celce-Murcia and Macintosh (1979: 56) cited in Alemi (2010: 428) “Games bring classroom closer to the real world. Each game, by nature, focuses on one or more aspects of English like a grammar point, a vocabulary area, or a communication skill”. Game is not only makes students have fun and enjoyable, but students also can get some

benefits from the game, one of them is, can improve their vocabulary. Harmer (2007: 238) also mentions the same statement that there are many games which are appropriate for the use of vocabulary items which are designed to engage students with a list of vocabulary items.

Hangman Game is one of guessing games that can be used as a method in teaching vocabulary. Chalmers (2009) states that Hangman Game is a paper and pencil guessing game for two or more players. One player thinks of a word and the other tries to guess it by suggesting letters. Hangman Game can make students focus on vocabulary area because this game creates condition in which the use of the target language is necessary for leading the players to the correct guess of the word.

Related to vocabulary teaching learning, this game is appropriate because students probably have fun and enjoyable in learning English. This research used two kinds of variable, the first is Hangman Game as the “X” variable, and the second is the students’ vocabulary mastery as the “Y” variable.



**Figure 1.1**

**Indicator of Hangman Game and Vocabulary Mastery**

**F. Hypothesis**

Hypothesis is a conclusion that made by the researcher about the possible result from the research. Arikunto (2006: 71) states, “The hypothesis is a tentative answer to the research problem, until proven by the data collected”. A tentative answer needs proven by the data collected or the truth. This research uses two kinds of variables, the first is Hangman Game as the “X” variable and the second is students’ vocabulary mastery as the “Y” variable. In relations to hypothesis of this research is proposed as follows: “Students’ vocabulary mastery will be increased through Hangman Game compared to students before being taught by using Hangman Game as the method”. The formulated hypothesis is described below:

- 1)  $H_a$ : There is significant improvement of students’ vocabulary mastery after treatment with Hangman Game. This hypothesis is accepted if  $T \text{ count} > T \text{ table}$  and rejected if  $T \text{ count} < T \text{ table}$  (Subana, 1999: 172).
- 2)  $H_o$ : There is no significant improvement of students’ vocabulary mastery after treatment with Hangman Game. The hypothesis is accepted if  $T \text{ count} < T \text{ table}$  and rejected if  $T \text{ count} > T \text{ table}$  (Subana, 1999: 172).

**G. Methodology of Research**

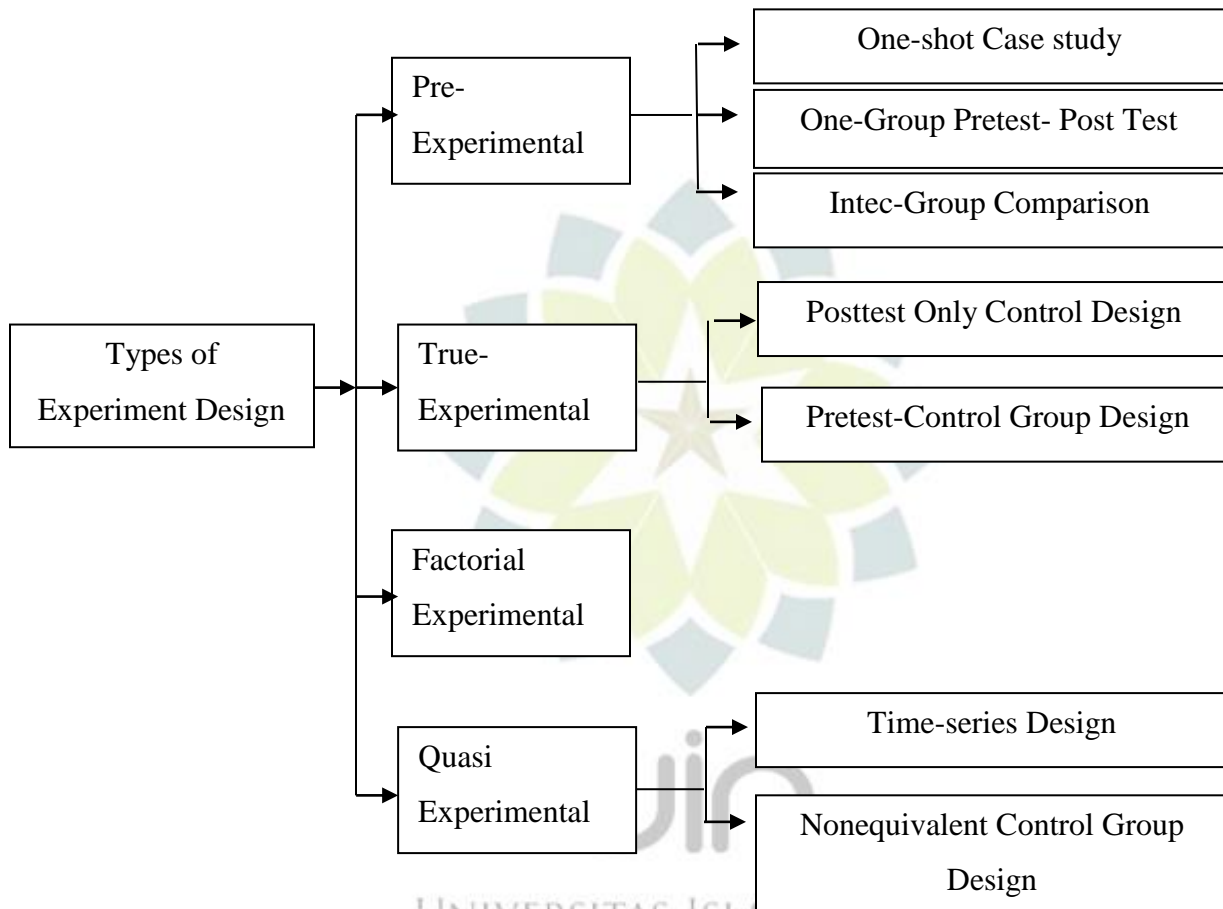
**1. Research Method**

There are many types of methodology research; Sugiono (2012: 72) said viewing in level of naturally (setting), there are three methods of research, the research experiments, surveys, and naturalistic (qualitative). In a research experiment there are treatments which have to be done by the researcher to find the strong result and validity. Whereas, there is no treatment in a



naturalistic study or qualitative. Thus, the experimental research method can be interpreted as the research method used to find the effect of the treatment of the other in of control conditions.

Here is schema of experimental design by Sugiono (2012: 73).



**Figure 1.2**  
UNIVERSITAS ISLAM NEGERI  
SUNAN GUNING DJATI  
BANDUNG

**Experimental Design by Sugiono (2012: 73)**

This research uses quasi experimental (time-series design) which is part of experiment design research. According to Sugiono (2012: 73), “this design does not have a control group, it is only one group of population was not chosen as random”. Before the treatment, a group will be given a pre-test with a view to determine the stability and clarity of the circumstances (Sugiono, 2012: 78). So, in this design, the students get the treatment by using Hangman Game and after the



treatment by using Hangman Game, the students will be given a post-test to find out the result from the treatment by using Hangman Game. Moreover, the post-test is to complete the data.

## **2. Determining Source of Data**

### **a. Location of Research**

This research conducted at the second grade of MTs Yapin Kertasemaya, Indramayu. The second grade students of MTs Yapin Kertasemaya face some problems such as students are still lack of vocabulary and that affects to all of four skills (listening, speaking, reading, and writing). The problems are students are difficult to understand when a teacher speaks English, students are difficult to speak English, students are difficult to understand an English text and students are difficult to write something in English because students are still lack of vocabulary. Moreover, the materials about describing people's physical appearance, people's characteristics and kinds of clothes is discussed at the second grade. So, this research conducted in that school.

### **b. Population**

Population, as quoted by Arikunto (2006: 130) from *Encyclopedia of Educational Evaluation*, is a set or collection of all elements possessing one or more attribute of interest. The objects in a population are investigated, analyzed, and concluded and the conclusion is valid to the whole population. Based on the statement, the second grade students of MTs Yapin Kertasemaya is the population in this research. Total number of the second grade students of MTs Yapin Kertasemaya in the academic year 2015/2016 are for about 24 students and only have one class.

**Table 1.1**

**The Number of Second Grade Students of MTs Yapin Kertasemaya**

<b>No.</b>	<b>Class</b>	<b>Student</b>			<b>Total Class</b>
		M	F	Total	

1.	VIII	10	14	24	
	<b>Total</b>	<b>10</b>	<b>14</b>	<b>24</b>	<b>1</b>

(Source: MTs Yapin Kertasemaya in the Academic Year of 2015/2016)

### c. Sample

Arikunto (1993: 104), the sample is any number of things, people or events which are less than the total population. A good sample, when the conclusion can be imposed on the population, is a sample that is representative or to describe the characteristics of the population. The number of population, sometimes, is too big and out of reach. In this case, research is conducted to a part of the whole population. This part, as suggested by Arikunto (2006: 131), must have the characteristics that represent all the population observed in the research. A sample is subset of individuals or cases from population. Sample enables a researcher to collect and organize data effeciently and practically.

**Table 1.2**

### **The Students Sample at the Second Grade of MTs Yapin Kertasemaya**

<b>VIII</b>		
Male	Female	Total
10	14	24

According to Arikunto (2006: 134) “if the population is less than 100 students, the sample of research that should be taken is all of them. However, if the population is more than 100 students, the sample of research can be taken between 10-15% or 20-25%”. The population

of the second grade students of MTs Yapin Kertasemaya is 24 students. Because the population of the second grade students of MTs Yapin Kertasemaya is less than 100, the sample of the research that should be taken is all of them. So, the sample is 24 students. There is only experimental class and there is no control class.

### **3. Determining Class of Research**

In this research, one class will be the respondents, those class is experimental class and there is no control class.

**Table 1.3**  
**Design of Quasi Experimental Class**

<b>Experimental Class</b>		
Using Hangman game	Treatment	Score

### **4. Technique of Collecting Data**

This research uses the techniques for collecting the data are through:

#### **a. Test**

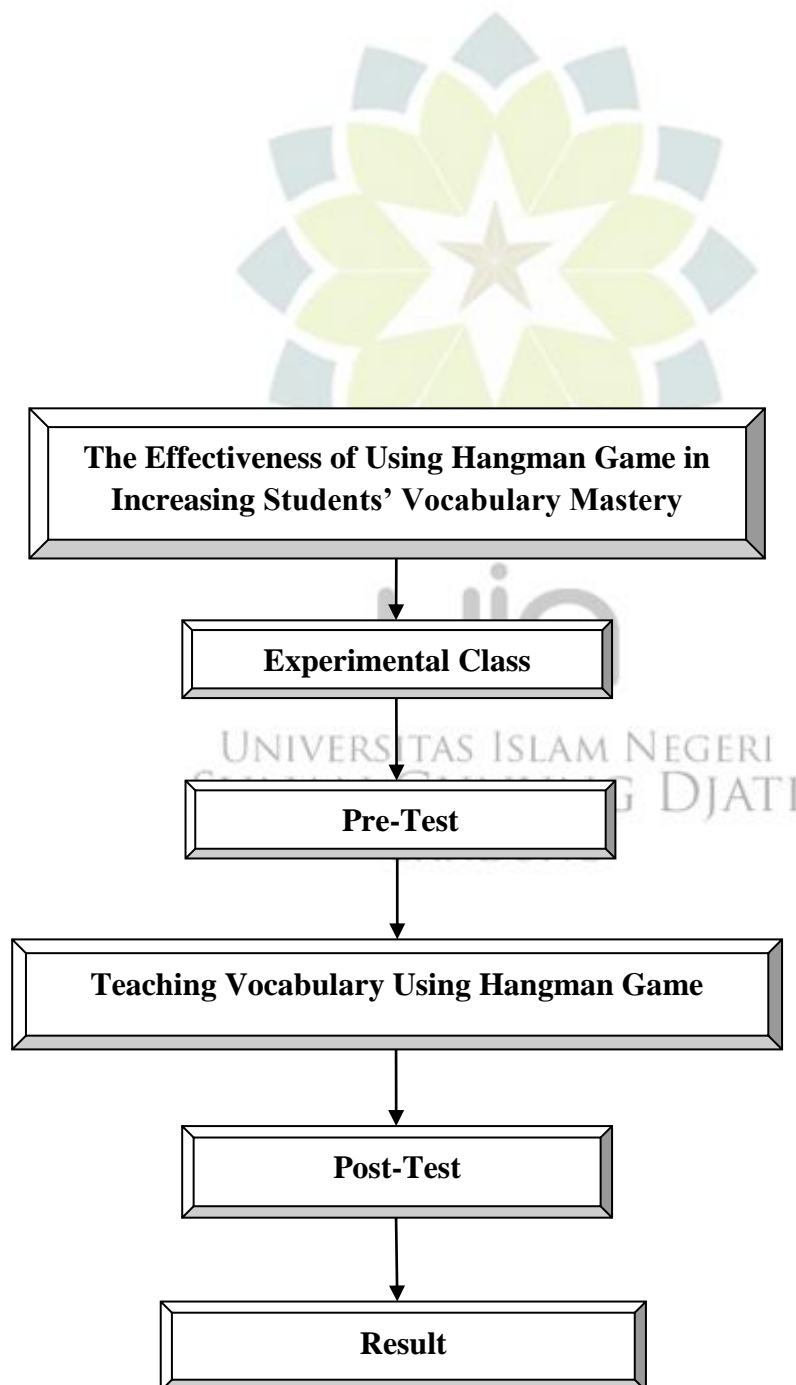
The primary data of this research is called as test and it will be divided into two kinds of tests, which are pre-test and post-test. The following is the detail of those two kinds of test:

#### **1) Pre-test**

Pre-test purposes to measure students' vocabulary mastery before they are treated with Hangman Game in teaching learning process. The students are supposed to answer the questions related with vocabulary mastery based on their ability.

## 2) Post – test

This test conducted after students experienced the process of teaching learning by using Hangman Game. This test is used to know students' vocabulary mastery after they are treated with Hangman Game and to know the significant improvement of students' vocabulary mastery after using Hangman Game.



**Figure 1.3**  
**Research Scheme**

## H. Data Analysis

- a. Calculating the Normal Gain (N-Gain) using the formula:

$$\frac{\text{Post-test score} - \text{Pre-test score}}{\text{Maximum Score} - \text{Pre-test Score}}$$

After the scores of N-gain are acquired, each score is interpreted based on the following table:

**Table 1.4**  
**Normal Gain Interpretation**

Score	Interpretation
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Average
$g < 0.3$	Low

(Hake, 1999, Cited by Wulansari, 2014: 16)

Below is the conversion score of number and character scoring by Arikunto (2012: 245).

**Table 1.5**  
**Conversion Score**

No	Score	Character	Interpretation
1	80-100	A	Very Good
2	65-79	B	Good
3	55-64	C	Fair

4	45-54	D	Less
5	35-44	E	Poor

b. Testing Normality of Pre-test and Post-test by using following steps:

1) Calculating the range (**R**) of data by using following formula:

$R = \text{the highest score} - \text{the lowest score} + 1$

$R = H - L + 1$

(Sugiyono, 2009: 55)

2) Calculating the class interval (**K**) by using following formula:

$K = 1 + 3.3 \log n$

(Sugiyono, 2009: 35)

3) Calculating the length of class interval (**P**) by using following formula:

$$P = \frac{R}{K}$$

(Subana. et al, 2000: 40)

4) Making the table of distribution of frequency

5) Determining the value of Mean ( $\bar{x}$ ) by using following formula:

$$\bar{x} = \frac{\sum f_i \cdot x_i}{\sum f_i}$$

(Subana, 2006: 65)

6) Counting standard deviation by using following formula:

$$SD = \sqrt{\frac{\sum f_i (X_i - \bar{X})^2}{(n - 1)}}$$

(Sugiyono, 2009: 58)

- 7) Making the distribution of observation and expectation frequency table
- 8) Calculating the value of  $\chi^2_{\text{count}}$  using the following formula:

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

- 9) Determining the degree of freedom by using following formula:

$$df = k-3$$

- 10) Determining the value of  $\chi^2$  table by using following formula:

$$\chi^2_{\text{tabel}} = \chi^2_{(1-\alpha)(dk)}$$

- 11) Interpreting normality of the data:

The data is normal if  $\chi^2_{\text{count}} < \chi^2_{\text{table}}$

The data is not normal if  $\chi^2_{\text{count}} > \chi^2_{\text{table}}$

#### c. Testing Hypothesis

- 1) Making table of Product Moment Correlation
- 2) Determining the value of  $R_{xy}$  (correlation between pre-test and post-test) by using following formula:

$$r_{xy} = \frac{(N \cdot \sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N \cdot \sum X^2 - (\sum X)^2\} \{N \cdot \sum Y^2 - (\sum Y)^2\}}}$$

(Sudjana, 2008: 149-151)

- 3) Calculating the value of  $t_{\text{count}}$  by using following formula:

$$t = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$$

(Sudjana, 2008)

- 4) Determining degree of freedom of the data (DF) by using following formula:

$$DF = n - 1$$



- 5) Determining the score of  $t_{table}$  from distribution of students with the level of significance 1% ( $\alpha = 0.01$ ) based on the value of DF
- 6) Determining testing criteria based on Sugiyono's statement (2009: 136):
- a) If  $t_{count} > t_{table}$ ,  $H_a$  is accepted and  $H_0$  is rejected, there is significant improvement of students' vocabulary mastery after using Hangman Game.
  - b) If  $t_{count} < t_{table}$ ,  $H_a$  is rejected and  $H_0$  is accepted, there is no significant improvement of students' vocabulary mastery after using Hangman Game.

