

CHAPTER I

INTRODUCTION

In this chapter, the writer will describes the background of the research, statement of the problem, objective of the research, significance of the research, limitation of the research and operational definition.

1.1 Background of the Research

Teaching in elementary school is a good start to introducing English for young learners. The purpose of introducing English in elementary school is to teach and motivate the students to learn English. The one of important components is vocabulary. Bakhsh (2016) said that vocabulary is the basic part and a key element to learn any language. So, when the students write, speak, listen or understand English material, they need to know the meaning of the words they want to understand. It is means that they should master vocabulary as the basic of English learning process.

Vocabulary has an important role in communication activity. Without vocabulary, communication will not occur in the daily life. Schmitt (2000:75), for example, notes that second language need approximately 2,000 words to maintain conversation, 3,000 words families to read authentic texts, and as many as 10,000 words to comprehend challenging academic text. Vocabulary as one of the properties that is specific to language that has to learn. Considering there are so many words that should be mastered by students. Teaching vocabulary should be done in appropriate ways and joyful for the students.

Language game that game are used in teaching learning activity to make the students easy in learning English. The emphasis is on successful communication rather than on a concreteness of language. Games are an extremely effective way to motivating the students in the classroom. Language teacher through history have interspersed their grammar of course material with what often seem like hearted games but they do actually touch the language directly. The most important thing is the games are fun.

Hangman game is guess the hidden phrase to complete a level. Hangman game is filled with thousands of terms and phrases, presented in random order

each time you play. Hangman is very entertaining, and a really good pastime for students as well, since apart from being fun it can be a good chance for students to learn words and improve spelling. The hangman a new product, one can find themself stuck to the computer screen throughout their free or party time and can take away the attention and mind from a lot of other things that one enjoys doing also.

In the research, the writer chooses MI Darul Ulum 01 Ngembal Rejo Bae Kudus of the fifth grade students in academic year 2021/2022 as the subject of the research. According to the English teacher at MI Darul Ulum 01 Ngembal Rejo Bae Kudus, most of the students are still confused to understand the materials. From the observations, the writer found a problem. It is the low achievement of the students in a daily test. The lowest score is 50 and the highest score is 75. Nevertheless, the teacher expects that the students should be good at recognizing any basic vocabularies, such as parts of body, fruits, foods and drinks, professions, transportations and many more taught in the fifth grade. It indicates that the teacher needs to create different teaching techniques or strategies which are more enjoyable, such as using game or media to support the learning to be easier and fun. The writer tries to use Hangman Game Application as the media of teaching English at MI Darul Ulum 01 Ngembal Rejo Bae Kudus. The writer hopes that teaching English vocabulary with Hangman Game Application as the media in teaching and learning process might make the students more understand vocabulary.

Based on the problem above, the writer is interested to conduct a research entitled “The Effectiveness of Using Hangman Game Application in Teaching Vocabulary Mastery of The Fifth Grade Students in Academic Year 2021/2022”

1.2 Statement of the Problem

The statement of the problem in this research is “Is there any significant difference between vocabulary mastery of fifth grade students in 2021/2022 before and after being taught by using Hangman Game Application?”

1.3 Objective of the Research

The objective of this research is “To find out whether there is a significant difference between vocabulary mastery of the fifth grade students in 2021/2022 before and after being taught by using Hangman Game Application.”

1.4 Significance of the Research

By conducting this research, the writer hopes that the result will be useful as follows :

1. Theoritically

It can be used as the reference for readers who want to conduct a research in the same field.

2. Practically :

1. For the students

The students will know the effectiveness of using Hangman game application in learning English.

2. For the teacher

The teacher may be able to know the use of Hangman game application in teaching English in the class.

3. For the readers

The readers will get information about the use of Hangman game application in English teaching and learning process in the classroom.

1.5 Scope of The Research

In this research, the writer focuses on the vocabulary mastery of the students taught by using game application. In this case, the writer is interested to choose the vocabulary mastery of transportation names and part of body as the main problem the writer wants to investigate. The subject of the research is the fifth grade students of MI Darul Ulum 01 Ngembal Rejo Bae Kudus in 2021/2022 academic year.

1.6 Operational Definition

The writer uses some terms that are related to the title of this research. They are :

1. Vocabulary mastery is the students' mastery in recognizing any words and the meaning.

2. Hangman game application is a game application which can be installed on the laptop and it shows the visual graphic which is related Ngembal Rejo Bae Kudus in 2021/2022 academic year.
3. To composing letters to be an English word.
4. The fifth grade students of MI Darul Ulum 01 Ngembal Rejo Bae Kudus are the students who are studying at MI Darul Ulum 01.

