CHAPTER 1

INTRODUCTION

This chapter covers the background of the problem, identification of the problem, limitations of the problem, formulation of the problem, purpose of the research, significance of the research, and definition of key terms.

1.1 Background of the Problem

Vocabulary refers to the words that a person knows, uses, or understands in a language. According to Hornby (2006:1645), vocabulary includes all of the words a person knows and uses, as well as all of the words in a specific language. Vocabulary mastery or acquisition is a critical component of language learning and academic success, particularly in high school, when students are expected to comprehend complex texts, express themselves clearly, and score well on standardized tests. Vocabulary acquisition is crucial because it is a fundamental component of language ability, with a major impact on reading comprehension, written and spoken communication, and overall academic success across disciplines.

Learning vocabulary is a key part of language learning since it forms the foundation of language skills and has a big effect on reading comprehension, communication ability, and overall academic performance. Neuman and Drawyer (2011:44) explained that vocabulary refers to the words someone needs to communicate effectively, including words used in speaking and listening. Basically, the more words you know, the better you can understand and express yourself in both written and spoken communication. Stahl and Fairbanks, as cited in Bromley (2007:528), point out that students

with strong vocabulary skills tend to have better reading comprehension and achieve higher scores on tests compared to those who lack vocabulary knowledge.

From the researcher's experience teaching at SMAN 8 JAMBI, it is clear that many high school students face challenges with vocabulary. These challenges can greatly affect their academic performance, writing abilities, and reading comprehension. To address these difficulties, researchers have come up with various strategies to improve vocabulary understanding, such as using games.

Uberman (1998) suggests that games create a simple and comfortable learning environment, which helps students remember information more quickly and effectively. These methods made the students feel bored and led them to believe that English was hard to understand or not interesting.

Many other types of games can be used to improve vocabulary, including puzzle games, card games, guessing games, and hangman games. In this study, the researcher will employ one of the games, Hangman. Hangman is a word-guessing game in which one player thinks of a word, phrase, or sentence, and the other(s) attempt to guess it by offering letters or numbers within a set number of guesses. Originally, played with paper and pencil.
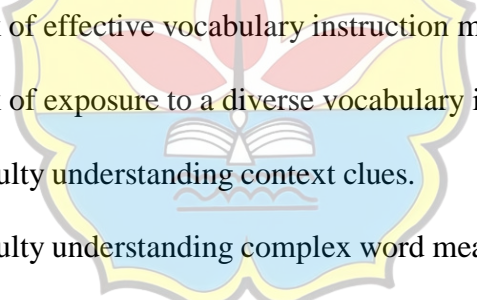
Although hangman games can theoretically be used to educate or expand students' vocabulary knowledge, they are the most basic and efficient approach to prepare. This game can help children improve their vocabulary by having them play and guess the words. This game can also be used to

determine which or how many students comprehend or know a specific language.

According to the statement above, the goal of this study is to look into "the influence of the hangman game on students' vocabulary acquisition for grade 10th at SMAN 8 Jambi." The researcher hopes that by analyzing this information, this study will be able to help and advise educators on how to use games as an exciting learning motivation to improve students' vocabulary and knowledge.

1.2 Identification of the Problem

Given the background of the problem mentioned above, the researcher developed the problem as follows:

1. A lack of effective vocabulary instruction methods.
2. A lack of exposure to a diverse vocabulary in their daily lives.
3. Difficulty understanding context clues.
4. Difficulty understanding complex word meaning.
5. Students' difficulties in comprehending and improving their vocabulary.

1.3 Limitations of the Problem

Based on the identification of the problem above, the researcher determines that there are certain issues with this research. To focus more on the issue, the researcher must prioritize the problem limitations, such as students' difficulties in comprehending and improving their vocabulary, or the time to do the research. As a result, the researcher will limit the Verbs used by SMAN 8 Jambi students.

1.4 Formulation of the Problem

Based on the limitation of the problem above, the researcher formulates the research question: "Is there any significant influence of the Hangman games on students' Vocabulary mastery?

1.5 Purpose of the Research

The purpose of the research is to find out the influence of the hangman game on the students' vocabulary mastery in grade 10th at SMAN 8 JAMBI.

1.6 Significance of the research

By conducting this research, the researcher hopes that the results of this research will benefit both theoretically and practically:

1. Theoretically:

This work focuses on language learning, game-based education, and educational psychology. It also looks into how the Hangman game can boost natural motivation, based on self-determination theory, and help manage mental effort, leading to better vocabulary acquisition. The research offers real evidence showing how games can be effective in teaching, which deepens our understanding of theory and encourages the use of new, engaging methods in language teaching.

2. Practically

    1. Students

The findings could help students understand and grow their vocabulary, and they may continue to use games as an enjoyable and practical way to increase their vocabulary, thereby improving their fluency.

2. English Teachers

The study will give educators a greater grasp of how games may make teaching English vocabulary more engaging and enjoyable for students.

3. Researchers

This study adds to existing knowledge of vocabulary learning and the use of games as a teaching tool and strategy, laying the groundwork for future research in related areas.

1.7 Definition of Key Terms

To clarify the use of terminology in this research, the researcher defines the following terms:

1. Games

A game is a structured form of play that is usually done for enjoyment or fun. Many games are considered art or work. Games are employed for a variety of reasons, demonstrating both the generality of their concept and the flexibility of their gameplay.

2. Vocabulary

The term vocabulary refers to the terminology that a person knows and understands in a certain language. It includes both understanding the meaning of words and knowing how to use them correctly in different situations.

3. Hangman games

Hangman is a word-guessing game where one person thinks of a word and the other tries to guess it by suggesting letters. With each incorrect guess, draw a piece of a stick figure, and the goal is to guess the word before the stick figure is completed.