

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of Study

Vocabulary is an important tool and skill that students have to master in learning language. The students will be easier to enhance their language ability when they learn and master many vocabularies (Nabilah, 2019). A person's language ability will increase by learning vocabulary. If somebody only learns the grammar, the advancement of language will be less progressing. Thornbury (2002) in Nada Nabilah (2019) stated that without grammar very little can be conveyed, but without vocabulary nothing can be conveyed. This explanation clarifies the imperative vocabulary for communication since individuals will be troublesome to communicate in case they do not know any vocabulary. Vocabulary is a carrier of a meaning and as a determinant of the material structure of a language, without words there is no communication and without words too would be less in moving forward the capacity in English (Nabilah, 2019).

There are so many students who have difficulties in learning vocabulary and mastering their vocabulary. Many students have limited vocabulary. Most of students have no many vocabularies because of they sometimes feel the ambience of classroom is not fun and make them bored when they are always only asked to master or memorize the vocabulary and they find it difficult to understand what their teacher is teaching in the class. There are so many challenges and difficulties that are faced by the teachers when they teach vocabulary.

Most of teachers do not know how to quantify their students' vocabulary (Nabilah, 2019). Most of teachers also do not know how to teach students' vocabulary and make students enjoy and feel interested in learning vocabulary. Lack of vocabulary in students is one of the causes of ineffective language learning in the classroom. It will be easy for students to enhance their language skill, if they learn and master many vocabularies. So, to make a good teaching and learning process, students have to be familiar or know many vocabularies first.

Teaching language, especially teaching English vocabulary is a difficult thing. Teachers should have a good tool or medium that enhances students' interest, makes the supportive classroom ambience and makes the students feel comfortable, excited and enjoy in studying when they are presented the vocabulary learning. Teachers could use games as a medium in teaching vocabulary. Nada Nabilah (2019) stated by using games that require students to be creative in

thinking and by accentuate cooperative and individual learning in a balanced way, teachers can help maintain the diversity of the difficulties above. Almost of the students love to playing games. So, by using games teachers will be able to create an ambience that increase students' willingness in learning vocabulary.

Hangman game is one of the guessing games that could use in teaching vocabulary (Nabilah, 2019). In this game, players will think of the words or phrases to guess by guessing letters. Hangman Game can make students focus on vocabulary areas because this game is one of the way to use the language (Nabilah, 2019). The Hangman game is a game that can help stimulate the process of learning a foreign language, especially in teaching vocabulary. It has players guessing the letters to reveal a word or phrase. After a certain number of incorrect letters guesses, the character on the screen will "hangs". The form of the hanging can vary. The Hangman game offers a challenge that will motivate students to try to guess words based on a theme (Nabilah, 2019).

Al Azhar Medan Junior High School is one of Islamic school that provide English as compulsory subject in that school. Based on the observation, teachers at Al Azhar Medan Junior High School have been used Hangman Game as one of learning medium that help teachers and students in vocabulary teaching and learning process. The Hangman Game gives a bunch of benefits for teachers and students. The Hangman Game are used randomly and conditioned according to the material that provided by the teachers.

A previous study come from Nada Nabilah (2019), (Improving the Students' Vocabulary Mastery Through Hangman Game). It stated that Hangman Game could improve the students' vocabulary mastery. The finding revealed that Hangman Game gave new atmosphere in learning process, so the students were more active, enthusiastic and had good motivation in learning process. Besides that, Hangman is effective to improve students' vocabulary. By conducted the Hangman game, students can expand their vocabulary through that word game.

According to the explanation above, it has been revealed that hangman games can improve the students' vocabulary. But no one has conducted research on teachers' perceptions of using hangman games in teaching students' vocabulary. This research can provide the new insight about how the teachers perceive of using Hangman Game as a medium in teaching and learning vocabulary. By knowing the teachers' perception of the Hangman Game as a medium, English teacher can design the better learning strategies that suit the students' need so that the

next vocabulary learning process can be carried out well. So therefore, it is needed to do the research on the perception of teachers of using hangman game in teaching students' vocabulary.

Based on the elucidation above, the researcher feel challenged to investigating the research by title: *The Teachers' Perception of Using Hangman Games as a Medium in Teaching Vocabulary*.

## **1.2 The Identification of Study**

Based on the background above, there are several problems that arise, they are including:

- a. Unattractive classroom ambience, the students get bored and difficulties when their teacher teaching vocabulary.
- b. Lack of vocabulary that mastered by students.

## **1.3 The Problem of Study**

Based on the background of the study above, it can be formulated some problems in this research, they are as follow:

- a. What is the classroom ambience like when using Hangman Game as a medium in teaching vocabulary?
- b. How do the teachers perceive of using Hangman Game in teaching vocabulary?

## **1.4 The Objective of Study**

Based on the problem of study above, it can be identified the objectives of this study are:

- a. To know the classroom ambience when using Hangman Game as a medium in teaching vocabulary.
- b. To find out the teachers' perception of using Hangman Game as a medium in teaching vocabulary.

## **1.5 The Limitation of Study**

After identifying the background and problem above, the researcher needs to focus this research on the classroom ambience and the teachers' perception of using hangman games in teaching students' vocabulary at Al-Azhar Medan Junior High School. The researcher limits

the participants in this research to only English teachers who had used the hangman game as a medium for more than 3 years.

### **1.6 The Significance of Study**

The result of this study could be useful for:

a. English Teacher

This research can be a reference for English teachers, especially in teaching vocabulary because this research presents information about the differences of teachers' perceive about Hangman Game as a medium in teaching vocabulary.

b. Students

Students can try to playing Hangman Game as a medium for learning and adding many new vocabulary for their knowledge.

c. Readers

Researcher hopes this study will be useful as a reference or as an additional source of information.

