

**VOCABULARY ACQUISITION EXPERIMENTAL TEACHING VIA  
HANGMAN GAME AT SECOND GRADE STUDENTS OF SMP  
NEGERI 5 LANGSA**

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*In the name of Allah. The Most Beneficent and the Most Merciful*

All praises be to Allah, who always blesses the writer in writing this thesis. Peace and blessing be upon our prophet Muhammad, his families, his companions, and his followers.

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Langsa, March, 1<sup>st</sup> 2018

The writer

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## ABSTRACT

Desi Susanti. 2018. "Vocabulary Acquisition Experimental Teaching Via Hangman Game At Second Grade Students Of SMP Negeri 5 Langsa". *Skripsi/* English Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies (IAIN) Langsa 2018 / 1439 H.

This study was intended to find out the significant effect of Hangman Game toward students' Vocabulary acquisition at second grade students of SMP Negeri 5 Langsa. This research was an experimental research that conducted at the second grade students of SMP Negeri 5 Langsa on January for four times during the academic year of 2018/2019. The number of the population was 112 students from five classes but the researcher selected 44 students as sample by using simple random sampling. They were 2-A as an experimental class consisted of 22 students and 2-C as a control class consisted of 22 students. In this research, the researcher used test to collect the data, the researcher administered the test in two ways, namely pre-test and post test. The data were analyzed using t-test formula to test the hypothesis. Based on the result of the analysis, it showed that the implementation of using hangman game in the teaching vocabulary was effective. It was proved with student's mean score in experimental group was higher than control class. Based on t-test analysis that was done, it was found that the t-score (22.26) was higher than t-table by using 5% alpha of significance with  $df\ 22 + 22 - 2 = 42$ , it was found  $t_{table} = 1,68$ . Because of  $t_{score} > t_{table}$ , that was  $22.26 > 1,68$ , so  $H_a$  was accepted and  $H_o$  was ejected. It meant that experimental group was better than control group after getting treatments. It could be concluded that there was significance of difference between the experimental and control class.

**Keywords:** *Hangman Game and Vocabulary*

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

There are four language skills or aspects of teaching and learning, they are listening, speaking, reading, and writing. All of skills need a wide vocabulary acquisition. "Vocabulary is core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write".<sup>1</sup> The acquisition of vocabulary becomes the most important part in learning foreign language. Vocabulary is one of the important aspects in learning English, without vocabulary nothing can be conveyed.<sup>2</sup> With the limited vocabulary the students will have the difficulties in learning and understanding the foreign language. It is fundamentals of a language because vocabulary has significant role in communicating process.

Considers about phenomenon it is undeniable that vocabulary mastery is really needed to improve four language skills, those are speaking, listening, reading and writing. It means that the vocabulary has important role in the language study. The students who are poor in vocabulary will be difficult to understand a text, disable to speak English, and difficult to write their idea. Vocabulary mastery is very important because it will carry the learner in learning process.

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<sup>1</sup> Jack C. Richards And Willy A Renandya, *Methodology of Language Teaching*, (New York: Cambridgeuniversity Press, 2002), p. 255.

<sup>2</sup>Scott Thornbury, *How to Teach Vocabulary*, (London: Longman, 2002), p. 13.

Based on the researcher's observation at SMP Negeri 5 Langsa, The researcher found the students are very difficult to remember new vocabulary since they never used the language before and the students did not have any interest to learn English. The students lack of vocabularies and have low motivation in learning.

There are many methods in teaching vocabulary such as, using songs, pictures, games, etc English. Teaching vocabulary by using games has some advantages. First, in general children are fond of games. They always play game in their lives. They spend of morefree times to play. Second, games offer natural communication context among them.By playing games they sometimes forgot about their shies. Third, games can motivate children to speak in foreign language they learn. In additional, games are able to useas a review for the previous lesson. It makes teacher's work easier.<sup>3</sup> The one kind of game is hangman game. Hangman game is guessing the hidden phrase to complete a level. Hangman 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 new words and improve spelling. The hangman a new product, one can find themselves 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.<sup>4</sup>

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<sup>3</sup>Gertrude Nye Dorry, *Games for second language learning*. (New York: Mc. Braw-Hill, Inc, 1966) p. 21

<sup>4</sup> Dely Utari, *analisis dan implementasi algoritma runut balik (backtracking) pada permainan Hangman*, (Universitas Sumatra Utara, 2012), p. 8

By using Hangman game, teacher is able to motivate students to learn and to pay attention to the material that teacher presents. It can also avoid students' feeling of boredom. Hangman game can be used as one of many teaching media in which students are given a chance to learn English more fun, enjoyable, relax, and they will be more motivated. Based on the statement above, the researcher believes that hangman game was an effective solution to improve their vocabulary.

Therefore, the writer wants to make an experimental research in teaching vocabulary by using Hangman game. Based on the condition above, the researcher is interested in conducting a research entitled: **Vocabulary acquisition experimental teaching via Hangman Game at second grade students of SMP Negeri 5 Langsa.**

## **B. Research Question**

Based on the background of the study, the research question of this study is: "is there any significant effect of Hangman Game toward students' Vocabulary acquisition at second grade students of SMP Negeri 5 Langsa?"

### **C. The Purpose of Study**

Based on the statements of the problem, the objective of the study is: “To find out the significant effect of Hangman Game toward students’ Vocabulary acquisition at second grade students of SMP Negeri 5 Langsa”.

### **D. Scope of the Study**

In this research, the researcher limits this research in students’ Vocabulary acquisition at second grade students of SMP Negeri 5 Langsa via Hangman Game.

### **E. Significance of the Study**

The researcher hopes that the result of this research can give information about the level of student’s vocabulary and the result of this research will be useful for all, for the teachers, the students and the researchers.

#### **1. For the teachers**

As a positive result of this research can support the teacher especially English teacher in indeveloping students’ Vocabulary acquisition and help the teacher use this method in teaching learning vocabulary. The teacher can change the traditional method with this new method in teaching vocabulary which is very interesting. They also can apply this new method for make student feel enjoy without bored in teaching and learning process.

## 2. For the students

The positive result of this research can support the learner to increase their vocabulary mastery and solve their problems about lack of vocabularies. Teaching vocabulary via Hangman Game can make the students have fun and enjoy in their teaching learning process.

## 3. For the researchers

This result can support the writer to enrich the method in teaching vocabulary. The other hand, the researcher has new experience how to increase vocabulary mastery.

## **F. Theoretical Framework**

### **1. Vocabulary**

Hornby said that vocabulary is the total number of words which make up a language.<sup>5</sup> So, language is arranged by so many words and phrases. He adds that vocabulary is a collection of words or phrases in language.<sup>6</sup> It means that vocabulary is a language component which gives information or explanation in a language terms. Based on those statements, vocabulary is a word or a sound which represents a certain meaning as an utterance unity. It is the most important part in language learning. To achieve four skills, a student must have acquired the vocabulary well, and a student needs to increase their

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<sup>5</sup> A. S. Hornby, Oxford Advanced Learner's Dictionary. (London: Oxford University Press, 1987), p. 461

<sup>6</sup>A. S. Hornby, Oxford Advanced Learner's Dictionary of Current English. (London: Oxford University Press, 1995), p. 1331

vocabulary mastery too. It is clear that vocabulary is a fundamental of language. So, there is no language without vocabulary.

## **2. Hangman Game**

Hangman game is a guessing word game for two or more players. One player thinks of a word and the other tries to guess it by suggesting letters. The word to guess is represented by a row of dashes, giving the number of letters.<sup>7</sup> The researcher concluded that hangman game is a word guessing game on paper and pencil for two or more players. One of the players determines a word, and other players try to guess by asking a few letters.

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<sup>7</sup> Nina Prastuti, "*Improving Students' Ability In Asking And Giving Opinion By Using Hangman Game*". (A Journal of Teacher Training And Education Faculty Tanjungpura University Pontianak 2013), p. 3.