ARTICLE

PENGARUH PENGGUNAAN PERMAINAN HANGMAN
UNTUK MENINGKATKAN PENGUASAAN KOSAKATA SISWA
DI KELAS DELAPAN DARI SMPN 1 SEMEN TAHUN AJARAN 2017/2018

THE EFFECT OF USING HANGMAN GAME TO IMPROVE STUDENTS'
VOCABULARY MASTERY AT EIGHT GRADE OF SMPN 1 SEMEN IN
ACADEMIC YEAR 2017/2018

WIRATANIA

13.1.01.08.0094

Advisors :

1. **Lina Mariana, S.S., M.Pd.**
2. **Dr. Diani Nurhajati, M.Pd.**

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
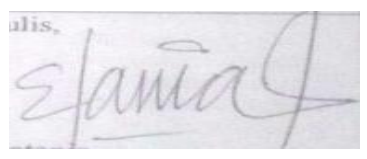**2018**

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Yang bertanda tangan di bawah ini:

Nama Lengkap	:	WIRATANIA
NPM	:	13.1.01.08.0094
Telepun/HP	:	085641001995
Alamat Surel (Email)	:	tania_widodo@yahoo.com
Judul Artikel	:	The Effect of Using Hangman Game to Improve Students' Vocabulary Mastery at Eight Grade of SMPN 1 Semen in Academic Year 2016/2017
Fakultas – Program Studi	:	FKIP- Bahasa Inggris
Nama Perguruan Tinggi	:	Universitas Nusantara PGRI Kediri
Alamat Perguruan Tinggi	:	Jln. KH. Ahmad Dahlan No. 76 Kediri

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Lina Mariana, S.S., M.Pd.	Dr. Diani Nurhajati, M.Pd.	Wiratania
NIDN. 0710097401	NIDN. 0711126302	NPM. 13.1.01.08.0094

THE EFFECT OF USING HANGMAN GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY AT EIGHT GRADE OF SMPN 1 SEMEN IN ACADEMIC YEAR 2017/2018

WIRATANIA
13.1.01.08.0094
FKIP – Prodi Bahasa Inggris
Email: tania_widodo@yahoo.com
Lina Mariana, S.S., M.Pd[1] dan Dr. Diani Nurhajati, M.Pd[2]

UNIVERSITAS NUSANTARA PGRI KEDIRI

Abstract

Vocabulary is a list of word used by both of the teachers and the students in teaching and learning process to express their ideas in communication. In teaching and learning process, the teacher should bring a new technique in order to avoid the students' boredom and able to make the students having good vocabulary mastery. Vocabulary mastery is the ability of the students about mastering a word, meaning, spelling, and they are able to use it in correct way. One of the ways that can be applied to solve the problem is using Hangman Game. Hangman game is simple guessing word and fun game that appropriate for the students to improve their vocabulary mastery in spelling and pronunciation. Therefore, the purpose of this research is to know whether there is any significant effect of using Hagman Game to improve students' vocabulary mastery at eight grade of SMPN 1 Semen in Academic Year 2017/2018.

In this research, the researcher used experimental research and quantitative approach with one group pre-test post-test design. This research was conducted at SMPN 1 Semen Kediri. The subject of this research is the eighth grade students, the population were consists of 341 students and the sample was VIII B class which consists of 37 students. The students were given pre-test, treatment, and post-test. The treatment was conducted twice in order to know whether there is any significant effect of using Hangman Game to improve students' vocabulary mastery. The data got from students' score of pre-test and post-test were analyzed using t-test formula. The result shows that the t-score is higher than t-table in the level significant of 5% (1.688) and at the level significant of 1% (2.434). The means of pre-test score is 70.9 with the total score is 2625, while the means score of post-test is 82.7 with the total score is 3060.

The result of this research showed that there is significant effect of using Hangman Game to improve students' vocabulary mastery. It is proved by the different score of pre-test and post-test that increased well. By using this technique, the teacher is able to create unmonotonous teaching and learning process, because in the process of this game the teacher not only asked the students to listen and write the material that was given, but the teacher also asked the students to join in the game. From here, the unmonotonous teaching learning process created. The students are able to increase their vocabulary mastery, they are able to learn how to spell the letter in correct way. Thus, the researcher suggests that the selection of appropriate teaching techniques is needed in order to the objective of teaching and learning process achieved well.
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Keywords: vocabulary, vocabulary mastery, hangman game

A. INTRODUCTION

In learning English, beside the students should study the four language skills, they should understand the language components. One of the language components in English is vocabulary. Vocabulary is a series of words used by individual speakers of certain language (Novriana et.al, 2010: 110), meanwhile according to Alqahtani (2015: 25), that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. Aribowo (2008: 19) states that vocabulary is the basic component of language learning, because without understand vocabulary they will have difficulties in the next learning process. To express something, they must know about many words, so that it is easier for them to show what they mean. It means that vocabulary is the foundation to learn a foreign language, because it has purpose for communication and express meaning. Based on the definition above, it can be concluded that vocabulary is a list of word that used by both of the teachers and the students in teaching and learning process to express their ideas in communication.

After the students learn a lot of vocabulary, they will have good vocabulary mastery According to Aisyahrani (2014: 12), vocabulary mastery is very significant for the students as the basis of developing language skill. It means that students need to master vocabulary as much as possible because when they have lot of vocabulary, they are able to develop their language skill. Based on some definitions above, it can be concluded that vocabulary mastery is the ability of the students about knowing a word, meaning, spelling, and they are able to use it in correct way.

While learning vocabulary, the student does not directly understand about the new words because each student has different ability. At last, it cannot be denied that some problems will occur while teaching learning process. Sometimes, the teachers teach students by writing down the new vocabulary on the whiteboard and asking the students to pay attention and remember, but actually it is not effective for them. This statement is supported with Saba (2012, as cited in Derakhshan, 2015: 40) says that traditional activities such as memorization of long vocabulary lists, derivations, repetition of words, translation, fill-in-the-blank exercises are boring for students. In such condition, most of the students are passive and do not want to ask about the new words that they do not understand the meaning and the pronunciation. The students also bored with the teacher's explanation that asked them only to listen and write down the material in their notebook, without any variant in teaching learning process or in conveying the

material. With this condition, most of the students prefer to make active movement by walking around the class and they also prefer to screaming out while want to speak something.

To overcome the students anxiety in learning English especially in learning vocabulary, the teacher should provide a different way of teaching. This distinction to be made should be able to make the students pay attention and pay interest.

One of the ways to have a different teaching process of vocabulary is by having game while teaching learning process. Game is appropriate with young learners, they like funny activities while learning and then they will not feel bored. Huyen and Nga (2003: 3) declare that such activities also include vocabulary games which specially focus on helping learners develop and use words in different contexts by making the lessons enjoyable. It is in line with the statement from Derakhshan (2015: 46) states that learning vocabulary through games is one of the effective and interesting ways that can be applied in classrooms. It means that teaching and learning process through game is better than using traditional technique like look and remembers. Aribowo, 2008: 13), the most perfect way to make effective activity in teaching vocabulary to the student is by using game.

As a technique in teaching vocabulary, using game is a must to get the main purpose of teaching and learning activity. One of the games that suitable with the young learner and able to solve the problem above is Hangman Game. According to Novriana et.al (2013: 112), Hangman Game is the one of guessing games. Wright et.al (2006: 111, as cited in Novriana et.al, 2013: 112) classify Hangman Game as a game that focuses on vocabulary and spelling. It can be concluded that Hangman game is simple guessing word and fun game that appropriate for the students to improve their vocabulary mastery in spelling and pronunciation.

Hangman Game provides some advantages when it applied in the classroom activity. According to Prasetiawati (2013: 33-34), there are several strengths of Hangman Game. First, it can support students to be interested in teaching English, if the students feel happy in teaching-learning activities, it can bring positive attitudes such as feeling of interested in the language that they are learning. Second, games can run through the boredom. Third, it can develop their linguistics skill, especially for spelling, pronunciation and concentration. Fourth, get the students to be cooperative not competitive. Language learning is a

situation where everyone can win. Children compete naturally with each other. The teacher should make room for shared experience. The last is more effective in learning English. It is an excellent way to practice spelling, increase vocabulary, and keep the mind focus on teaching learning process. The use of Hangman Game in the class could make the students kept active during the lesson and they competed to answer the questions. Students were involved in Hangman Game. They got busy competing answer questions, so they were kept their focus during the lesson (Novriana et.al, 2013: 113). From the advantages above it can be concluded that using Hangman Game in teaching vocabulary mastery is effective enough particularly in junior high school, because it will be able to make students remember the vocabulary and can be used to add vocabulary easily.

From the explanation above, the researcher formulated three research questions in this research, those are:

1. How is the students' vocabulary mastery before being taught using Hangman Game at eight grade students of SMPN 1 Semen in academic year 2017/2018?

2. How is the students' vocabulary mastery after being taught using Hangman Game at eight grade students

of SMPN 1 Semen in academic year 2017/2018?

3. Is there any significant effect of Hangman Game to improve students' vocabulary mastery at eight grade students of SMPN 1 Semen in academic year 2017/2018?

B. RESEARCH METHOD

In this research, the researcher used experimental research and quantitative approach with one group pre-test post-test design. This research was conducted at SMPN 1 Semen Kediri which located in Argowilis street no.78 Semen Kediri. The subject of this research is the eighth grade students, the population were consists of 341 students from nine classes and the sample was VIII - B class which consists of 37 students with 16 males and 21 females.

In collecting the data of the research, the researcher used quantitative research and the technique was experimental research with one group pre-test and post-test design. She gave pre-test, treatment, and post-test. The purpose of using these instrument were to measure the students' vocabulary mastery before being taught by using Hangman Game and after being taught by using Hangman Game. The treatment was conducted twice in order to know whether there is any significant

effect of using Hangman Game to improve students' vocabulary mastery.

The data got from students' score of pre-test and post-test were analyzed using t-test formula adapted from Ary et.al (2010: 177). This formula is as follows:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N(N-1)}}}$$

Where:

t	=	t ratio
$\bar{D}$	=	average difference
ΣD^2	=	different scores squared, then summed
$(\Sigma D)^2$	=	difference scores summed, then squared
N	=	number of pairs

After measuring and calculating students score of pre-test and post-test, the researcher calculated the mean score of those test, then measure it by using t-test formula and lastly compare the result of t-test with t-table.

C. RESULT AND DISCUSSION

The result of this research was described based on the research questions which are how is the students' vocabulary mastery before and after being taught using Hangman Game and is there any significant effect of using Hangman Game to improve students' vocabulary mastery at eight grade of SMPN 1 Semen Kediri. The result showed that students' vocabulary mastery after being taught using Hangman

Game was increasing as it stated in the following table.

Table 4.8

Average Score between Pre-test and Post-test

N = 35 Students	Pre-test	Post-test
Total score	2625	3060
Mean	70.9	82.7

From the table above, it can be seen that the total score of pre-test was 2625 with the mean score 70.9. While, the total score of post-test was 3060 with the mean score 82.7. It means that the students' score after getting treatment is better and showing an improvement.

From t-test calculation, it was found that the result of t-score was 10.73. The result of t-score was compared with t-table at the level of significance 1% and 5% to assert whether the alternative hypothesis was accepted or rejected. Moreover, it can be seen from the table below.

Table 4.9

The Statistical Computation of Using T-Test

Df	T-score	1%	5%	Alternative Hypothesis (Ha)	Null Hypothesis (Ho)
36	10.73	2.434	1.688	Accepted	Rejected

Based on the data on the table above, it can be seen that the t-score (10.73) > t-table at the level of significance 5% and 1%. It means that the result of t-score was very significant. Thus, the Null Hypothesis (Ho) was rejected and the Alternative

Hypothesis (Ha) was accepted. It can be concluded that there is significant effect before and after teaching and learning process using Hangman Game to improve students' vocabulary mastery at eight grade of SMPN 1 Semen in academic year 2017/2018.

The result of this research is the use of Hangman Game can increase the vocabulary mastery and Hangman Game is effective proved by the students score of pre-test and post-test that showed an improvement, means there is a significant effect before and after treatment using Hangman Game and much helping in increasing students' vocabulary mastery.

When the researcher conducted this research, there are some findings that found, those are: 1) makes the students' spelling increased well because the intensity of spelling letter more often than usual; 2) by finding some new vocabularies the students also learn new words, automatically their vocabulary mastery became better, because they got more vocabularies; 3) the students were more active and had responsibility in the group works because the steps of Hangman Game is the students should find some vocabularies from the pictures that had been given before with their group and the representative of each group should show the word to other group in front of the class; 4) the students' vocabulary was increased, because the students learned by playing game that are able to make them more easy in understanding the new vocabulary; and 5) Hangman Game could bring good atmosphere in the class.

Hangman Game can also be applied in teaching vocabulary because it helps the students more easy in learning new word and feel enjoy during teaching and learning process. This is supported by some previous research conducted by Novriana et.al (2013) had ever used Hangman Game to overcome the students' vocabulary mastery. Their research entitled Improving Vocabulary Mastery through Hangman Game to Elementary School Students and their result showed that Hangman Game could improve: (1) the students' mastery in understanding the meaning of words; (2) the students' mastery in spelling words; (3) the students' mastery in pronouncing the words; (4) the students' mastery in using the words based on the context given; and (5) English class situation.

In conclusion, Hangman Game gave contribution to the students' vocabulary mastery because they enjoyed the learning process of vocabulary and made them more active and responsible in teamwork task. It can be said that there is significant effect of using Hangman Game to improve the students' vocabulary mastery at eight

grade of SMPN 1 Semen in academic year 2017/2018.

D. CONCLUSION

1. Conclusion

Based on the explanation in the previous chapter, the researcher took some conclusions from this research. From the research findings, it can be concluded that Hangman Game is good to be used in teaching vocabulary, especially at eight grade of SMPN 1 Semen in academic year 2017/2018. It is proved by the result of t-score (10.73) that is higher than t-table in the level of significance 1% (2.434). Besides that, the students score of vocabulary mastery also increased after being taught by using Hangman Game, it is proved the mean score of post-test (82.7) that is higher than score of pre-test (70.9). It means that there is any effect of Hangman Game to the students' vocabulary mastery.

In conclusion, based on the research findings, it can be concluded that by applying Hangman Game the students' vocabulary mastery was improved well. This game also gave good influence to keep the students' active and responsible. The result of students score before and after teaching and learning using Hangman Game showed the significant effect to the students' vocabulary mastery. It proved by

the increasing of the students' score of post-test that better than the students' score of pre-test.

2. Suggestion

Based on the research findings above, there are some suggestions that are addressed to the teachers, the students, and the other researchers.

1. To the teachers

The teacher should explain the procedure of playing Hangman Game and how it can affect the students' vocabulary mastery. Thus, the students will be easier to play the Hangman Game. The teacher is able to use Hangman game in teaching and learning process, because as it can see that in this research showed the different score before the students being taught by using Hangman Game and after being taught using Hangman Game, the students score are increased well after having learning process using Hangman Game, thus it can be concluded that by using Hangman Game the students vocabulary mastery improve well, especially in spelling. The teacher can also give more interesting clue than a picture to get full interest from the students themselves, thus, they will give more attention to the material that will be given to them.

In playing Hangman Game, the students should play in group, thus the

teacher should apply a suitable technique in making a group, such as: choose the member based on the students' attendance list or using the other technique like using numbering, and etc. The use of technique in making a group will be able to avoid the excess members, because the students in junior high school usually prefer to make a group based on their close friend and the use of it will be able to make the students closer to the other friends and have a good socialization.

2. To the students

The students are expected to be more responsible and active in teamwork task when Hangman Game is applied in the classroom, especially in teaching and learning of vocabulary because before playing this game the students in group should find their words to bring in front of the class in order to the other group guess the correct letter.

The students are also expected to be more want to open and use the dictionary to find new vocabularies that they do not know yet. By using dictionary intensively, hopefully the students are able to get many new words that will be able to use for mastering vocabulary. Thus, their vocabulary mastery is increased and they will fluent in using English.

3. To other researchers

The researcher gives some suggestions to the other researchers who will conduct the same research. First, they may use Hangman Game in different materials besides descriptive text, may be in the other genre of text, like narrative text, report text, or recount text, and in vocabulary that use in English expressions, like suggestion, greeting and leave taking, or in vocabulary that use in daily activity. They may use different clues by giving another media beside pictures in order to make the students easier to find a new vocabulary. Second, they may apply Hangman Game at the different levels of education, such as in elementary school or in senior high school. The last suggestion is hopefully this research is able to be used as a reference when they do the same research that is teaching vocabulary mastery using Hangman Game.

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