

THE EFFECT OF HANGMAN GAME ON STUDENTS' VOCABULARY MASTERY

(A Study at the Eighth Grade of SMP NEGERI 1 PADANG BOLAK 2019/2020 Academic Year)

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Abstract: The purpose of this research are to find out: 1) the extent of the application of hangman game on students' vocabulary mastery at the eighth grade of SMP Negeri 1 Padang Bolak. 2) The extent of the students' vocabulary before and after using hangman game at the eighth grade of SMP Negeri 1 Padang Bolak. 3) Whether there is any significant effect of hangman game on students' vocabulary mastery at the eighth grade of SMP Negeri 1 Padang Bolak. The population of this research is all of the eighth grade Students of SMP Negeri 1 Padang Bolak consists of 103 students. The sample was 25 students which are taken by purposive sampling. The research method is used by experimental method. Then the data is collected by using the instrument. The instrument used is multiple choice. The hypothesis of this research is there is significant effect of hangman game on students' vocabulary mastery at the eighth grade of SMP Negeri 1 Padang Bolak. The calculation of t_{test} formula is higher than score of t_{table} . The score of the t_{test} is 18.4 meanwhile the score of t_{table} is 2.06 at 5% significant level with (df) 27, ($t_{test} 18.4 > t_{table} 2.06$) and hypothesis is accepted. It means that there is significant effect of hangman game on students' vocabulary mastery at the eighth grade of SMP Negeri 1 Padang Bolak.

Keyword: Hangman Game, Vocabulary

Abstract: Tujuan penelitian ini adalah untuk mengetahui: 1) sejauh mana pengaplikasian hangman game terhadap kemampuan vocabulary siswa kelas delapan SMP Negeri 1 Padang Bolak. 2) sejauh mana kemampuan vocabulary siswa sebelum dan sesudah menggunakan hangman game. 3) apakah ada pengaruh yang signifikan dari penggunaan hangman game terhadap kemampuan menulis siswa kelas delapan SMP Negeri 1 Padang Bolak. Populasi penelitian ini adalah seluruh siswa kelas delapan SMP Negeri 1 Padang Bolak yang terdiri dari 103 siswa. Sampelnya adalah 25 siswa yang diambil dengan purposive sampling. Metode penelitian yang digunakan adalah experimental method. Kemudian data dikumpul dengan menggunakan instrument. Instrument yang digunakan adalah tes pilihan berganda. Hipotesis penelitian ini adalah apakah ada pengaruh yang signifikan dari hangman game terhadap kemampuan vocabulary siswa kelas delapan SMP Negeri 1 Padang Bolak. Perhitungan rumus t_{test} lebih tinggi daripada t_{table} . Nilai t_{test} 18.4 sedangkan nilai t_{table} pada taraf 5% adalah 2.06. Dengan (df) 27, ($t_{test} 18.4 > t_{table} 2.06$) dan alternative hypothesis diterima. Ini berarti bahwa ada pengaruh yang signifikan dari hangman game terhadap kemampuan vocabulary siswa kelas delapan SMP Negeri 1 Padang Bolak.

Kata kunci: Hangman Game, Vocabulary

I. INTRODUCTION

Vocabulary is a basic of language and it is very important to be mastered. Vocabulary is the words that support communication and language learning. According to Hornby in Puspita and Sabiqoh (2017: 02), "Vocabulary is defined as a total number of words and a language, all the words known to person or used, and its list of words with their meaning". Meanwhile, according to Nunan (2006: 21), "Vocabulary is the collection of word that an individual knows". Vocabulary is the collection of word in language. Students cannot master a language if they are does not learn vocabulary and expression of word has meaningful way in communication. If we do not understand it, we cannot speak well. By lacking words, the interaction in other language cannot be done no matter how successfully the sound of the foreign language is mastered. Consequently, this situation should be gives the application for us especially for students that learn English. Vocabulary is very important but most of students still difficult in understanding of vocabulary, especially at the eighth grade students of SMP Negeri 1 Padang Bolak. They still hard to memorize and determine which noun, verb, adverb, and adjective.

In fact, many students at the eighth grade students of SMP Negeri 1 Padang Bolak are not successful in mastering vocabulary. They still difficult to determine noun, adverb, verb, and adjective. The factors that influence that problem are lack of self-confidence, lack of students motivation in learning, less in grammar mastery, weak in understanding about vocabulary, it is affected by environment, using effective strategy,

less of schools facilities and the change of curriculum. It shown their vocabulary is low. It can be seen from average score of pre-test when the researcher take the preliminary data is 53.28 meanwhile, the English criteria of minimum learning mastery is 80. The researcher see that their ability in mastering vocabulary still far from expectation.

The teacher give many efforts in vocabulary mastery by giving motivation, interesting book and good technique. But, it does not give a positive response to students learning process. The effort that used by the teacher is not interest, it is still looks monotonous, and not efficient. It can be make students bored and not interested to follow learning English language process. It becomes a problem and if this problem do not solve, it will make students' ability especially in mastering vocabulary is poor.

Hangman game is a word game which is represented by a row of dashes. It is played between two people or more. One person selects a secret word, and the others tried to determine the word by guessing it letter by letter. The games provide clues, such as whether the word is and adjective, or a noun, the antonym or synonym word. According to Ward in Evi (2017: 2) "Hangman is a great way for kids to practice their spelling, pronunciation, improve their vocabulary, and have fun at the same time". Hopefully, with using this game the students at the eighth grade of SMP Negeri 1 Padang Bolak are able to memorize and determine which noun, adverb, verb, and adjective.

To determine vocabulary, there are kinds of vocabulary that the students should have basic knowledge in mastering vocabulary namely: noun, adjective, verb, and adverb.

a. Noun

Noun is one of part of speech which used to identify any of a class of people, place, or things. According to Gobetti et al., (2018: 11) "Noun is a word that indicates a person, animal, thing, or idea; it can be accompanied by an article". Next, according to Olivia et al., (2018: 4) "Noun is a word used to refer to people, animal, object, substance, states, events, ideas and feelings". Nouns can be the subject or the object of a verb; they can be modified by an adjective and can take a determiner. In addition, to Cyssco (2009: 10) "Noun is refers to the name of a place, person, thing, and idea. For instance: mother, pen, Singer, record, etc.

b. Adjective

According to Novia (2009: 28), "Adjectives is words that used to limit the use of nouns by giving certain properties and nouns". Downing (2006: 440) says that "Adjectives as classifiers are frequently derived from nouns and restrict the noun head in relation to another referent". Gobetti (2008: 11) says that adjective is a word that describes a noun, a name, or a pronoun". In addition, "Adjectives is to modify nouns and pronouns, they describes the quality of people, things and abstraction" (Oliva, 2018:4).

c. Verb

According to Gobetti (2008: 12) "Verb is words that shows an action, an event, or state an even, or a state being". Moreover, according to Marthin and Jurafsky (2005: 04) "Verb class includes most referring to action and processes, including main verb like draw, provide, differ, and go". Next, according to Novia (2010: 104) "Verb is a word that indicate or state and action has been done". Novia (2009: 39-95) says, there are three kinds of

verb namely; infinitives, regular & irregular verb, auxiliary & Linking verb, transitive & intransitive.

d. Adverb

According to Novia (2009: 97), Adverb is words to describe verbs, adjectives, or other additional words. Gobetti *et al.*, (2008: 12) said that, "Adverb is a word that qualifies a verb, adjectives, noun, another adverb, or a sentence derived". According to Swick (2005: 16) "Adverb is also modifiers, but also modifiers, but they modify verb, adjective and other adverb". In addition, Anis (2017: 75) says, adverb is to explain or clarify an event or event that has been, is ongoing, or will take place, so that the sentences being pronounced become clearer.

According to Ward in Evi (2017: 2) "Hangman is a great way for kids to practice their spelling, pronunciation, improve their vocabulary, and have fun at the same time". Hangman game is a word game which represented by a row of dashes.

Furthermore, Coles in Wirawan (2013: 15) "Hangman is a fun game that students can play in the classroom in order to help them build their vocabulary skills, because they can play on blackboard, at their desk or even on the smart board". In addition, Parkin (2005:37) states that "Hangman game is a game where the players are given a hidden word and a set number of guesses". Later by using game like hangman game, there will be some clues which are given to answer the hidden word given so that the players can more readily come to the answer, and then the hangman

process will be started if the guesser failed to add the connect letter Suriani in Wirawan (2013: 15).

There are some steps to play hangman game according to Rauschenberg in Manan (2016: 142) as follows:

1. Draw some rows representating the number of the letters in a vocabulary words.
2. Have the students' guessing the letter.
3. If the letter is in the word, write the letter in the appropriate row.
4. If the letter is not in the word, then draw the hanged man (1 head, 2- torso, 3-arm, 4-arm, 5-leg, 6-leg).
5. If they can guess the word before the drawing of hanged man is done, then they win.

In addition, Wright in Evi (2016: 02) explains the procedure hangman game to exercise spelling some words, as follows:

1. Think of a word that should be familiar to the learners, and draw a dash for each letter.
2. Invite the learners to call out letters which they think may be in the word.
3. If a learner guesses correctly, write the letter above the appropriate dash. For each incorrect guess, draw one part of the 'hanged man'.

4. The game proceeds in this manner either until the learners guess the word, or until thirteen mistakes have been made, the drawing has been completed, and the learners have been 'hanged man'. You may then reveal the answer.

Hangman game is a fun game. Students can play in the classroom and it can help them to improve their vocabulary skill. Further, McIntyre in Wirawan (2013: 17) asserts that hangman game gives some advantages as follow:

1. Teacher can make vocabulary fun to learn for their students by using hangman game.
2. Hangman can be adapted by the people in all ages and can be used in a variety of settings.
3. Hangman is not only far more interactive than some spelling rote learning method, but also it is far more enjoyable.
4. Hangman is useful for teaching and revising spelling words.

While on the other hand, there are also disadvantages found. According to Hung and Young in Wirawan (2013: 17), "Hangman game may depend on luck and it is not measure the actual ability". Based on the explanation above, the researcher concludes that the advantages of hangman game in teaching vocabulary: (1) make learn vocabulary is more fun and interested, (2) hangman is useful for teaching and revising spelling words, (3) students can expand their vocabulary through playing with words.

II. METHODOLOGY OF THE RESEARCH

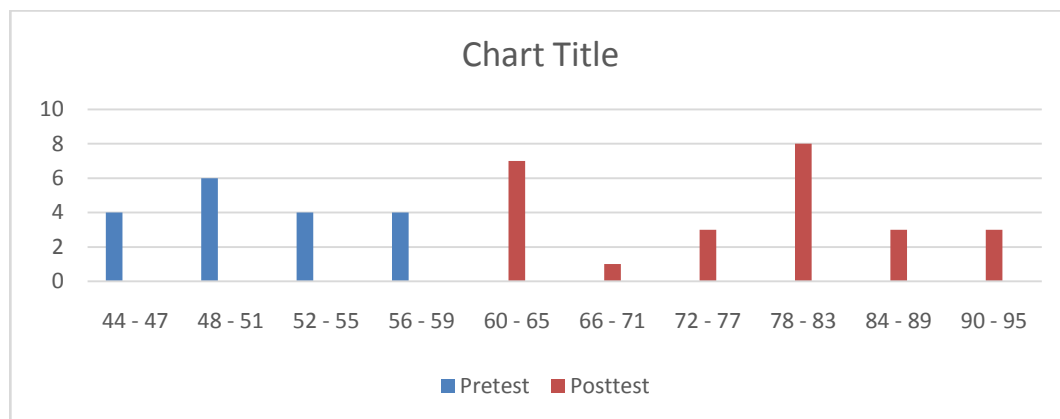
The location of the research is in SMP Negeri 1 Padang Bolak that located on Jl. Aminul Hajar No 157. Method of the research is very important in conducting research because the method of the research the way to solve the problem of the research. Sugiyono (2014:24) said that “research method is a scientific way to get data with purpose and usefulness. According to Sugiyono (2014:334), “experimental method can be defined as a research method that used to find out the effect of certain treatments on others in controlled conditions.” Then, Gay and Airasian (2000:367) says “experimental research is the only type of research that can test hypotheses to establish cause-and-effect relationship and use one of pre-experimental design namely one group pretest posttest design. Instrument arrangement of the research is done based on hangman game as X variable and vocabulary as Y variable. In this case the researcher use observation sheet to measure independent variable, and test to measure dependent variable. According to Larry Cristense in Sugiyono (2014: 235), “In research, observation sheet is define as watching of behavioral patterns of people in certain situation to obtain information about phenomenon of interest.

Observation is an important way to collect information about people because people do not always do what they say do. Meanwhile test used to measure the dependent variable. Arikunto (2006:150) explains that test is a series of questions or exercises and other tools that are used to measure skills, intelligence, abilities or talents possessed by individuals or groups. Furthermore Sanjaya (2013:252) states that tests are often used as a tool to

measure abilities in the fields of cognitive, affective and psychomotor. Many kinds of technique of collecting data. According to Arikunto (2006:150-157), they are: Test, Questionnaires, Interview, Observation, Carting scale, and documentation. Technique of collecting data in this research are observation sheet and test. There are two kinds of analysis data namely: descriptive analysis and inferential analysis. Descriptive analysis use to describe variables for instance: mean, median, modus, histogram, and other, meanwhile inferential analysis uses to analysis the hypothesis.

III. RESULT

Based on the result obtained from the analysis of observation sheet about how the researcher apply hangman game on students' writing discussion text at the eighth grade students which contents 3 stages that is, pre-teaching, while-teaching and post teaching. The average score was 3,5 and it is categorize "very good", the mean score pre- test of students' writing discussion text is 53.24 it shown that their vocabulary is "Fail" category where the highest score is 64 and the lowest score is 44 in the interval 48 - 51. The average or mean that got by the students after using hangman game was 76 and it is categorized "good" where the highest score is 92 and the lowest score is 64 in the interval 78 - 83.



Students' Vocabulary Before and After Using Hangman Game

From the histogram above, the researcher conclude that post-test is higher than pre-test. It can be proved by looking that histogram that the mean score of pre- test is 53.24 categorized "Bad" the interval 48 - 51 and the post-test is 76 categorized "Good" in the interval 78 – 83. The researcher found that t_{test} is higher than t_{table} ($18.4 > 2,04$) it means that there is significant effect of hangman game on students' vocabulary at the eighth grade of SMP Negeri 1 Padang Bolak, or on the other word alternative hypothesis (H_a) is accepted.

IV. DISCUSSION

From the result of research above the average of students' the researcher found that the score was 3.5 and it was categorized as "Very Good" criterion. Furthermore, the result of students' writing discussion text before taught by using hangman game was 53.24 and it was included in "Bad" category. While, the result of students' vocabulary after teaching by using hangman game was 76 and it was included in "Good" category.

To prove that this technique was suitable to be used on students' vocabulary, the researcher tested it by using t_{test} formulation. From this testing, the researcher got the t_{test} score about 18.4 while the t_{table} was 2.06 at 5% significances level. It means that hangman game was suitable to be used and increased the students' vocabulary achievement. By looking the previous related research which has been discussed in the chapter II, if the researcher compare them with result of this research. The first was Manan (2016) studied about, "The Use of Hangman Game in Motivating Students' in Learning English at the Eighth Grade Students of MTS Negeri Cirebon 1" was categorized "Very Good". Which the average score before the implementation of hangman game was 70 and the students' average score after implementation of hangman game was 96. The second was Hidayat (2015) studied about, "Increasing Vocabulary Mastery of the Seventh Grade Students Through Hangman Game of MTS Negeri Sausu" was categorized "Very Good". Which the average score pre-test was 34.92 and the average score of post-test was 78.77. It means that hangman game was suitable to be used to increase the students' vocabulary achievement.

CONCLUSION

The researcher makes conclusion: 1) The hypothesis is accepted because t_{test} higher than t_{table} so it means that there is a significant effect of hangman game on students' vocabulary. 2) This research proves that this technique successfully in increasing students' achievement and it can be proven by the relevant studies. 3) Hangman games is suitable technique to teach vocabulary

and it makes students have fun during learning vocabulary especially in SMP Negeri 1 Padang Bolak.

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