

TEACHING VOCABULARY BY USING HANGMAN GAME TO EIGHTH GRADE STUDENTS SMP DDI SSA PONTIANAK

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Abstract: This research focused on teaching vocabulary by using hangman game. The purposed of this research was to investigate whether or not teaching vocabulary by using hangman game was effective to increase students' vocabulary to eighth grade students SMP DDI SSA Pontianak in academic year 2016/2017. The research method was a pre-experimental research with one group of pretest and posttest design. The sample was class VIII consist of 25 students. The data were collected through written test item in form of multiple choices with forty numbers of items and analyzed using t-test and effect size formula. The research finding showed the result of t-test score was 7.98, higher than t table ($\alpha = 0.05$) 2.064. The effect size of the treatment was categorized as large, with the score 1.6 that was larger than .80. Therefore, it is concluded that teaching vocabulary by using hangman game to eighth grade students SMP DDI SSA Pontianak in academic year 2016/2017 is effective.

Keywords: *Teaching Vocabulary, Hangman Game, Students' Vocabulary*

Abstrak: Penelitian ini fokus pada mengajar kosakata menggunakan permainan hangman. Tujuan dari penelitian ini adalah untuk menginvestigasi apakah menggunakan permainan hangman efektif untuk meningkatkan kosakata siswa dan seberapa efektif permainan hangman untuk meningkatkan kosakata siswa pada siswa kelas delapan di SMP DDI SSA Pontianak di tahun ajaran 2016/2017. Metode penelitian yang digunakan adalah eksperimental dengan model satu kelompok pretest dan posttest. Sampel penelitian ini adalah kelas VIII yang terdiri dari 25 siswa. Data yang diambil berdasarkan tes tertulis dalam bentuk pilihan ganda dengan jumlah empat puluh soal dan dianalisa menggunakan rumus t-test dan effect size. Berdasarkan penemuan penelitian, hasil dari skor t-test 7.98 lebih tinggi dari tabel t ($\alpha = 0.05$) 2.064. efek penerapan dikategorikan besar, dengan skor 1.6 lebih besar dari .80. Oleh karena itu, dapat disimpulkan bahwa mengajar kosakata menggunakan permainan hangman Game pada siswa kelas delapan di SMP DDI SSA Pontianak di tahun ajaran 2016/2017 itu efektif.

Kata kunci: Mengajar Kosakata, Permainan Hangman, Kosakata Siswa

As a subject matter in academic field, English had important role in Education. By learning English the student were hoped to be able to communicate anything in English. But in fact, the students were still unable to used English. In order to use English correctly and properly in communication, students were expected to acquire the language that involves four language skills: listening, speaking, reading, and writing.

However, for mastering these skills, the students needed vocabulary. Vocabulary is one of the important language elements in learning a foreign language, besides grammar and pronunciation. Unfortunately, vocabulary becomes a major problem for the students in learning English as a foreign language. Students will have difficulties if they have less vocabulary. Besides that, vocabulary is important to learn because to master English skills, we must adequate numbers of vocabulary itself. Therefore, Vocabulary is critically important as an instrument for presenting the meaning which it expresses (John Dewey cited in Bintz, 2011: 44). It is one of the important aspects of the foreign language learning for communication.

In fact, many students have some problems in learning vocabulary, especially mastery word. Based on the writer's pre research in the class and interview with English teacher at SMP DDI SSA Pontianak, The eighth grade students had difficulties to know the meaning and hard to memorize some words. For example, the students who were given some vocabularies in the previous lesson, some of them tend to forget those if the teacher tests them about those vocabularies at present. Furthermore, they were too lazy to look up their dictionary. That putted them into difficulty since they were not allowed to consult their dictionary during examination.

Based on the problems above, the writer thought it is needed to propose a teaching strategy in order to teach vocabulary especially make students easy to know the meaning and enjoy memorizing some words. The teaching strategy used in this research was game. The use of game changes the boring class activity into an interesting one. The students' interest to study a lesson would be higher through the use of game. Therefore, this might be another new alternative way of teaching. Game enhances the students' motivation, interest, and concentration to study.

The name of game used in this research is hangman. According to Ward (cited in Bunga, 2013: 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 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 an adjective or a noun, the antonym or synonym word, the number of letter, the alphabet of word so on.

Wright et al (2006: 111) 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' as in the illustration.

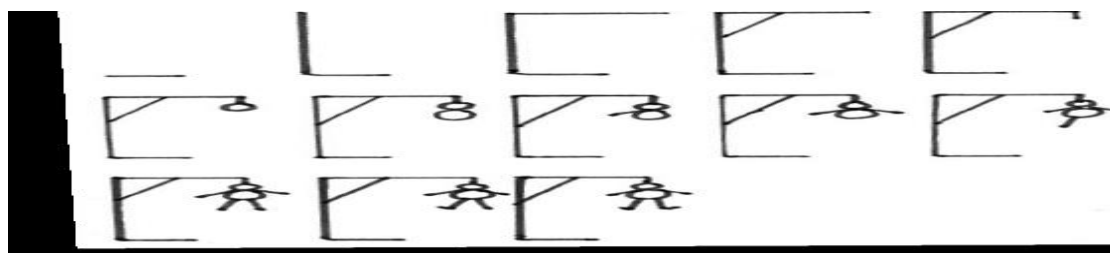


Chart 1. Illustration of Hangman Game

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’. You may then reveal the answer.

From the explanation above, it can be concluded that hangman game can be applied for learning / teaching vocabulary especially to practice spelling, increasing vocabulary, and memorizing some words. Hence, it encourages the writer to applied hangman game in this research. The purposed of this research was to investigate whether or not teaching vocabulary by using hangman game was effective to increase students’ vocabulary to eighth grade students SMP DDI SSA Pontianak in academic year 2016/2017. The research hypothesis was that teaching vocabulary by using hangman game effectively increases students’ vocabulary to eighth grade students SMP DDI SSA Pontianak in academic year 2016/2017.

METHOD

Considering the problem and the purposed, the appropriate method to be used in this research was pre- experimental method. The writer chooses one-group pre-test post-test design. Cohen, Manion, & Morrison (2000: 213) represented the one-group pre-test post-test design as below:

Table 1. One Pretest and Posttest Design

O ₁	X	O ₂
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Note: O₁ is pre-test in form of written test to measure the students’ vocabulary before giving treatment. X is the treatment; that is teaching vocabulary by using hangman game. O₂ that is post-test in form of written test to measure students’ vocabulary after giving treatment.

The population in this research is the second semester of eighth grade students in SMP DDI SSA Pontianak in academic year 2016/2017. There is only one class of eighth year students of SMP DDI SSA Pontianak in academic Year 2016/2017.

Table 2. Number of the Eighth Grade Students SMP DDI SSA Pontianak

No	Class	Total of Students
1	VIII	25
Total of Classes: 1 classes		25

The writer chose random sampling method in the present research. Gray (2004: 404) defines, “Random sampling is the method of drawing a proportion of a population such that all possible samples have the same probability of being selected.”In random sampling, the writer selected a number of sampling from the collection of sampling from the population. Therefore, only a class was being a sample of the research, which is Class VIII, was selected as the sample of this research which consists of 25 students.

In this research, the writer applied measurement technique in collecting the data. Measurement technique was a technique to collect the data of research which purposed in collecting quantitative data; in the form of score or achievement. It was intended to measure the students' achievement or score before and after the treatment. The writer tried out the forty test items before it is administered to collect the data on vocabulary achievement. The table of specification of test items as follows:

Table 3. Test Item Specification

No.	Indicators	Types of clues	Number of test item
1	Students answer the meaning of unfamiliar word.	Synonym	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 13, 17,26, 27, 28, 32, 33, 34,36,37
		Antonym	3,12,14,15,16,18,19,20,21,22,23,24,25,29, 30,31,35,38, 39, 40
Total			40 test items

The forty test items carried out in the eighth class. Try out was carried out because the writer wants to know the reliability. Heaton (1975: 155) stated that the reliability coefficient of the scores was calculated by using the Kuder formula as follow:

$$KR_{21} = 1 - \frac{M(K - M)}{K(s^2)}$$

Note: KR₂₁ = Kuder Richardson reliability coefficient
 K = the number of items in the test
 M = the mean of the test
 s = the standard deviation of test scores

The criteria for the reliability coefficient of the test score as follow:

Table 4. Reliability Classification

Coefficient	Classification
0.00 – 0.20	Negligible (N)
0.20 – 0.40	Low (L)
0.40 – 0.60	Moderate (M)
0.60 – 0.80	Substantial (S)
0.80 – 1.00	High to very high (H)

The reliability of the test item pretest was 0.67 categorized as substantial. So, based on the result of reliability coefficient computation, the test items were considered good to be tested onto the students in a research. Hence, the test was reliable to collect the data. To answer the research problem, the writer analyzed the data by using t-test and effect size formula. T- Test formula that used to calculate significant in this research is adopted from

Ary et al. whereas, effect size formula that used to calculate affect of treatment is adopted from Burns.

To calculate the mean score of pretest and posttest the formula is:

$$M = \frac{\sum X}{N}$$

Note: M = mean score
 $\sum x$ = the sum of separate score
 N = total number of testers

The t- test formula to calculate significant of treatment is as follow.

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

Adopted from Ary et al (2010:177)

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

The effect size formula to calculate affect of treatment is as follow.

$$d = \frac{t}{\sqrt{N}}$$

Note: d = effect size
 t = t ratio
 N = number of pairs

The result of effect size categorized as below.

Table 5. Effect Size Category

dof .80	Large
dof .50	Medium
dof .20	Small

Adopted from Burns (2000:170)

Implementation of the research

The writer took some steps in implementing her research. The first, the writer did try out to the students. The try out was administered on August 21, 2016. It was conducted to ensure the reliability of the pretest items. The pretest was given to the students before the teaching process or treatment was held. It was held on September 19, 2016. The purpose of pretest itself was to figure out about the students' mastery word ability before the treatment took place. The number of test were used in the pretest were forty questions in the form of

multiple choice test. The purpose of the pretest itself was to figure out about the students' achievement before the treatment took place.

Due to the time limitation, the treatment was conducted in three consecutive meetings. The first meeting was on September 19, 2016 and it was focused on pretest and introduction activity. As soon as the pretest was done, the writer engaged and moderated students to discuss about their prior knowledge of some words in the form of descriptive text and hangman game. However, since the hangman game was fairly new to them, the writer then started to do the introductory hangman game briefly.

In the second meeting, which was held on October 3, 2016, the writer explained about kinds of word and hangman game and how to implement the game on teaching vocabulary. The writer used the descriptive text the title "Justin Bieber". Then, the students asked to find the unfamiliar word that they found from the text. At first, some of them were still confused or unable to find the unfamiliar word because all most the word they do not know. After acknowledged the students' difficulties and discussed them with the students, she asked to students to make a group consist of 5 students. And then she explained what the students had to do with the piece of paper with some blank box. By following the steps one by one and elaborated explanation from the writer, they started to slowly understand how to apply hangman game. Many students were active during teaching and learning process and they feels fun.

After completing the piece of paper, they started to play the game. Remind the number of students, hangman game plays in group. The game asked every group to guess the letter in the dash. Before the dash is full of the group should guess the word, which has guess the word quickly they are the winner. In the process of playing game the class becomes noisy. The writer tries to make new rules to manage the game. After playing the game, the writer gives a piece of paper with dash and some clues. This activity they do by individual work.

The treatment was continued on October 10, 2016 that soon followed by posttest at the same day. Before the posttest was conducted, the writer still managed to review and discuss the individual students' blank dash that they made in the end of previous meeting. In the end of the treatment, the students then were given the posttest. It was held on the third meeting on October 10, 2016 in order to figure out the students' mastery word ability after the treatment was given. In this occasion, the test used was fairly similar to the pretest.

FINDINGS AND DISCUSSION

Research Findings

After conducting a research in teaching vocabulary by using hangman game to eighth grade students of SMP DDI SSA Pontianak in academic year 2016/2017, the writer collected the data for the sake of research findings. To answer the research problem, the writer analyzed the data that were obtained from a written test. In this research, the writer conducted pretest and posttest. The pretest showed the result of the students' score before the treatment was conducted and the posttest showed the result of the students' score after the entire treatment process.

The findings of the research treatment was to see how effective teaching vocabulary by using hangman game. The computation can be seen as follows:

$$t = \frac{13.4}{\sqrt{\frac{6175 - \frac{(335)^2}{25}}{25(25-1)}}}$$

$$= 7.98$$

From the computation above, the calculation of t-test indicates 7.98. First, the degree of freedom or $df = N-1$ (the number of the students who take the test – 1) is determined. Since they are 25 students who took the test in this research, then $df = 24$. The value of observed t is checked to see whether the difference is significant at the 0.05 levels. The result of the t-test score was higher than t- table. The calculation of t-test indicates “7.98” which was higher than t- table at 0.05 with the degree of freedom 24, which is “2.064”. After having the process of describing the score of t-test, the writer described the findings of significance effect of the treatment in order to see how effective teaching vocabulary by using hangman game, the writer used the formula of effect size. The computation of the effect of the treatment can be seen as follows:

$$d = \frac{7.98}{\sqrt{25}}$$

$$= \frac{7.98}{5}$$

$$= 1.6 \text{ (larger than 0.8 is categorized large)}$$

The result of analysis on the significance and the effectiveness of the treatment was used to answer the problem of is teaching vocabulary by using hangman game effective to increase students’ vocabulary on eighth grade students in SMP DDI SSA Pontianak in academic year 2016/2017.

Discussion

This research was started from August 2, 2016 until October 10, 2016 to eighth grade students SMP DDI SSA Pontianak. Before the treatment given, the writer was explained the hangman game to eighth grade students. In applying hangman game in the classroom, the writer found some problems.

First, this activity was made a class noisy. It was difficult for the writer to manage the situation. To solve that problem, the writer tried to create the rules that allow the students to answer one by one and raise their hand. Second, some of students can not spell the letter correctly. To overcome this problem, the writer tried to remind the student for spelling the letter in English. Third, the number of students is too much to play this game, because this game usually played two people or more. To solve this problem, the writer tried to make them work in group and give numbering to play this game.

Based on the writer observation before and after treatment, it showed that the used of hangman game was a new for them. It made the students easy to study the word in fun way. Ward (cited in Bunga, 2013: 2) hangman is a great way for kids to practice their spelling, pronunciation, improve their vocabulary, and have fun at the same time.

Many students were active during teaching and learning process. They feel fun and enjoy, but they also study language. According to Larcabal (cited in Mawaddah, 2010: 14) stated that Games provide an enjoyable atmosphere, a situation in which communication is essential and distraction from the language itself. Lee (cited in Mubaslat, 2012: 2) ads games are not just time filling activities but have a great educational value. Games should be central not peripheral to the foreign language teaching program.

From the activity, the students felt enjoy to study the word because they could spell and memorize the word in easy way. They had enjoyed to competition with the other students. They felt interest to know and memorize more vocabulary. It made the mean score of students was improved. The writer calculated the mean score of post-test by dividing the total score of post-test with the whole number of research sample that is 25 students. The mean score of post-test was 50.6. It showed that the students' mean score of pretest had improved 10 point from pre-test to post-test, 50.6 to 63.6. Then, the writer computed the effectiveness of the treatment by using the formula of effect size. As above computation, the effectiveness of the treatment was 0.93 was higher than 0.80 and categorized as large effect on the treatment.

In brief, Hangman game is one of appropriate teaching techniques that can be used to teach vocabulary. The writer found that Hangman can help the students to master vocabulary especially to memorize and spelling letter. Based on the findings and theoretical proved that the use of hangman game was categorized as large effect and significantly increases students' vocabulary on eighth grade students in SMP DDI SSA Pontianak in academic year 2016/2017.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the explanation above, the writer would like to present some points to conclude. The conclusions of this research were as follow: (1) It shown by the mean score of students in post-test is better than in pre-test before giving treatment. The mean score of pre-test is 50.6 and the mean score of posttest is 63.6. The interval of increasing students' mean score in pre-test and post-test is 13. The result of t-test score was higher than t- table. The calculation of t-test indicates "7.98" was higher than t- table at 0.05 with the degree of freedom 24, which is "2.064". (2) The result of effect size treatment showed that the treatment applied on this research is 1.6 was higher than 0.80. It is categorized as large effect. (3) Hangman game can significantly affect the students' vocabulary especially to practice spelling, increasing vocabulary, and memorizing some words. It was conclude that teaching vocabulary by using hangman games to eighth grade students of SMP DDI SSA Pontianak in academic year 2016/2017 was effective.

Suggestions

Referring to the result of the research, the writer would like to give some suggestions as follows: (1) Teachers are suggested to be as creative as possible in order to make the teaching and learning process more interesting, enjoyable and effective for students. (2) Teachers are suggested to use hangman games in teaching vocabulary, in order to help students easily to memorize and spelling the word. (3) In applying Hangman Game, the classroom would be very noisy. In order covers this problem, teachers are suggested to

manage the situation by creating the rules that allow the students to answer one by one and raise their hand first.

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