

INCREASING VOCABULARY MASTERY OF THE SEVENTH GRADE STUDENTS THROUGH HANGMAN GAME

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Abstract

The purpose of this research was to find out whether the students' vocabulary mastery can be increased by using Hangman Game or not. This research used pre-experimental research design. The population of this research was the seventh grade students of MTs Negeri Sausu. The sampling technique employed in this research was random sampling. The data were collected by using pre-test and post-test. The data gathered were analyzed statistically. The result of the data shows that the t-counted value (21,93) was greater than the t-table value (1.706) by applying 0.05 level of significance and 26 (27 – 1) degree of freedom (df). It means that the use of Hangman Game can increase students' vocabulary mastery of MTs Negeri Sausu.

Keywords: Game, Hangman Game, Vocabulary

INTRODUCTION

Language is a means of communication. It cannot be separated from our lives because it is used to connect society. Language is a part of culture and also a part of human behavior. There are many languages in the world used to communicate among people in the world. One of the languages which is used as an international language is English. English is an important language used in all world activities, such as conferences, sport events, and world trade. Moreover, English is also important in developing sciences, technology, education, and culture. In Indonesia, English is the first foreign language which is taught from elementary up to university level.

In learning English, students at Junior High School level are expected to acquire the language that involves four language skills: listening, speaking, reading, and writing. However, for mastering these skills, the students need vocabulary. Vocabulary is one of the important language elements in learning a foreign language. 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.

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The researcher found that students of MTs Negeri Sausu, especially the seventh grade students have lack of vocabulary. In the class, most students were passive because they did not know a lot of vocabulary. In addition, the teacher used traditional method namely teacher-centered. After giving explanation, usually the teacher asked the students to answer the questions. Therefore, when the teaching learning was in progress, they gave no attention, and felt boring at the English subject.

One technique for teaching English vocabulary is by using game. Games can be used as one of the educational techniques in teaching English. Vocabulary can be practiced and emphasized through games. In other words, students can get reinforcement as well as attention to vocabulary. In short, games can break the tension and help the students to avoid boredom in learning English. In this research, the researcher used one of the games to teach vocabulary, that is Hangman Game.

Games have some advantages in language teaching. Firstly, game provides motivation, decreases students' stress, and gives them opportunity for real communication (Avedon and Brian, 1971). Secondly, games can lower anxiety, thus make the acquisition to input more likely (Richard-Amato, 1988: 147). Finally, games create relaxed atmosphere, so the students remember things faster and better (Fellani, 2005). Based on the researcher's opinion, using hangman game is one of the media that can be used in teaching and learning process.

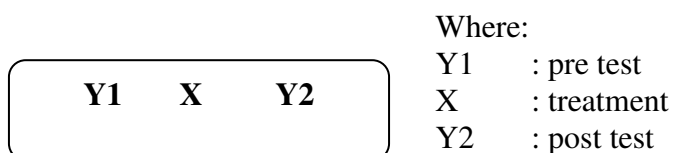
By using Hangman game, teacher is able to motivate students to learn and to pay attention to the material that teacher presents. It can also avoid students' feeling of boredom. Hangman game can be used as one of many teaching media in which students are given a chance to learn English more fun, enjoyable, 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.

Based on the descriptions above, researcher formulated research question as follows: "*Can the use of Hangman game increase the vocabulary mastery of the seventh grade students of MTs Negeri Sausu?*" and in relation to the question, the objective of this research was to find out whether the application of Hangman game can increase the vocabulary mastery of the seventh grade students of MTs Negeri Sausu through the use of Hangman Game.

The researcher focused on the meaning of the words, spellings, and the use of the vocabulary in sentences. Based on the seventh grade lesson book, they learn about adjectives, verbs, and nouns.

METHODOLOGY

The researcher used pre-experimental research design. The researcher chose only one class. The researcher took all of the VII D class students of MTs Negeri Sausu as the subject for this research without using the control group. The research used a research design proposed by Sukardi (2012:184) as follow:



Every research has population and sample. According to Sukardi (2012: 53), “Population is any group of individuals, animals, evens or things that gather in one place and become conclusion target of final research”. The population of this research was the seventh grade students of MTs Negeri Sausu. It consists of five parallel classes. Each class consists of 27-33 students. The total number of the population is 124 students. The sample of this research was D class of the seventh grade students of MTs Negeri Sausu which consists of 27 students.

After the treatment, the result of the test was evaluated. The result of students’ score in pre-test and post-test analyzed statistically. To analyze the individual’s standard in pre-test and post-test, the researcher used formula which is designed by Purwanto (1991:102) as follows:

$$Np = \frac{R}{SM} \times 100$$

Where:

- Np : percentage score
- R : real score of the students
- SM : ideal maximum score

Then, the researcher computed the mean score using formula which is designed by Arikunto (2006:272), as follows:

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

Where:

- X : mean score
- $\sum x$: sum of individual score
- N : number of students

After conducting the mean of pre-test and post-test, the researcher computed the mean score of the deviation used a formula proposed by Arikunto (2006: 307), as follows:

$$Md : \frac{\sum d}{N}$$

Where:

Md : mean deviation
 $\sum d$: the sum of deviation
N : number of students

Then, the researcher determined the square deviation score by using the formula designed by Arikunto (2006: 308), as follows:

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

Where:

$\sum x^2 d$: the sum of the squared deviation
 $\sum d^2$: the sum of deviation

After determining the square of deviation score, the researcher counted whether the result of the test is significant or not. The researcher applied t-test formula by Arikunto (2006:306), as follows:

$$t : \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

Where:

t : value of t-counted
Md : mean deviation
 $\sum X^2 d$: sum of squared deviation
N : number of students
 1 : constant number

FINDINGS

The researcher conducted pre-test on June 2nd, 2014. It was intended to know the students' vocabulary mastery before treatment. The result of the post-test was presented in the following table.

After getting the result, the researcher counted the mean score of the students by applying the formula proposed by Arikunto (2006: 272) as follow:

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

$$X = \frac{943}{27}$$

$X = 34.92$ (mean score of pre-test)

Post-test was given to the students on June 11th, 2014. It was given to know the students' vocabulary mastery after the treatment. The result of the post-test was presented in the table 2.

Table 1: Result of Pre-test

No	Initials	Raw scores			Total Scores	Maximum scores	Standard scores
		MC	MW	JL			
1	DFW	5	3	1	9	30	30
2	JLN	6	6	2	14	30	47
3	KTW	4	6	1	11	30	37
4	LIL	3	4	1	8	30	27
5	NWA	5	6	2	12	30	40
6	NRA	3	5	1	9	30	30
7	PRA	4	4	1	9	30	30
8	RSW	0	1	0	1	30	3
9	SMN	3	7	0	10	30	33
10	SWN	5	7	2	14	30	47
11	SUN	5	7	1	13	30	43
12	WDR	6	4	0	10	30	33
13	YVN	2	2	0	4	30	13
14	AMF	3	5	2	10	30	33
15	AMR	1	3	0	4	30	13
16	AGK	5	7	3	15	30	17
17	ALF	6	5	3	14	30	47
18	AFH	5	5	1	11	30	37
19	EOK	4	6	2	12	30	40
20	FHM	4	7	2	13	30	43
21	MLS	6	4	3	13	30	43
22	MAR	4	5	0	9	30	30
23	MSH	5	5	3	13	30	43
24	NSR	6	5	1	12	30	40
25	NWR	6	7	1	14	30	47
26	SHS	6	6	3	15	30	50
27	THD	4	6	4	14	30	47
Total					293	810	943

After computing the students mean score in pre-test, the researcher computed the students' mean score in the post-test. The formula design used was the same as in the pre-test. The computation was as follows:

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

$$X = \frac{2370}{27}$$

X = 87.77 (mean score in post-test)

Table 2: Result of Post-test

No	Initials	Raw Scores			Total Scores	Maximum scores	Standard Scores
		MC	MW	JL			
1	DFW	10	10	8	28	30	93
2	JLN	10	10	9	29	30	97
3	KTW	10	9	7	26	30	87
4	LIL	10	10	8	28	30	93
5	NWA	10	10	7	27	30	90
6	NRA	10	8	7	25	30	83
7	PRA	8	10	6	24	30	80
8	RSW	10	9	9	28	30	93
9	SMN	10	10	9	29	30	97
10	SWN	10	10	7	27	30	90
11	SUN	10	10	7	27	30	90
12	WDR	10	10	6	26	30	87
13	YVN	8	10	8	26	30	87
14	AMF	10	8	8	26	30	87
15	AMR	9	10	7	26	30	87
16	AGK	10	8	7	25	30	83
17	ALF	8	10	6	24	30	80
18	AFH	8	10	6	24	30	80
19	EOK	10	8	6	24	30	80
20	FHM	10	10	7	27	30	90
21	MLS	10	9	7	26	30	87
22	MAR	8	10	5	23	30	77
23	MSH	10	9	7	26	30	87
24	NSR	10	10	6	26	30	87
25	NWR	10	9	9	28	30	93
26	SHS	10	10	10	30	30	100
27	THD	9	10	7	26	30	87
Total					711	810	2370

After calculating the mean score of the students of both pre-test and post-test, the researcher computed the deviation and square deviation of the students' score in pre-test and post-test that can be seen at the table 3.

After having the result of deviation of pre-test and post-test, the researcher continued to calculate the mean deviation of pre-test and post-test by using the formula as follows:

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{1427}{27}$$

Md = 52.85 (mean deviation)

Table 3: Deviation and Square Deviation

No	Initials	Scores		x2 - x1 (X)	X ²
		Post (X2)	Pre(X1)		
1	DFW	93	30	63	4011
2	JLN	97	47	50	25000
3	KTW	87	37	50	25000
4	LIL	93	27	67	4445
5	NWA	90	40	50	2500
6	NRA	83	30	53	2844
7	PRA	80	30	50	2500
8	RSW	93	3	90	8100
9	SMN	97	33	63	4011
10	SWN	90	47	43	1878
11	SUN	90	43	47	2178
12	WDR	87	33	53	2844
13	YVN	87	13	73	5377
14	AMF	87	33	40	1600
15	AMR	87	13	73	5377
16	AGK	83	17	67	4445
17	ALF	80	47	33	1112
18	AFH	80	37	43	1878
19	EOK	80	40	40	1600
20	FHM	90	43	47	2178
21	MLS	87	43	43	1877
22	MAR	77	30	47	2177
23	MSH	87	43	43	1877
24	NSR	87	40	47	2177
25	NWR	93	47	47	2178
26	SHS	100	50	50	2500
27	THD	87	47	40	1600
TOTAL		2370	943	1427	79510

Before analyzing the data by using t-test formula, the researcher computed the sum of square deviation score by using the formula as follows:

$$\begin{aligned} \Sigma x^2 d &= \Sigma d^2 - \frac{(\Sigma d)^2}{N} \\ &= 79510 - \frac{(1427)^2}{N} \\ &= 79510 - \frac{2036329}{27} \end{aligned}$$

$$= 79510 - 75420$$

$$= 4090 \quad (\text{square deviation})$$

After that the researcher continued to find out the significant score by using t-test formula as follows:

$$\begin{aligned} t &= \frac{M_d}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}} \\ &= \frac{52.85}{\sqrt{\frac{4090}{27(27-1)}}} \\ &= \frac{52.85}{\sqrt{\frac{4090}{27(26)}}} \\ &= \frac{52.85}{\sqrt{\frac{4090}{702}}} \\ &= \frac{52.85}{\sqrt{5.82}} \\ &= \frac{52.85}{2.41} \\ &= 21.93 \end{aligned}$$

Finally after analyzing the data, it shows that the result of t-counted is 21.93

DISCUSSION

Related to the result of students' pre-test, none of the students achieved standard score. The standard score at MTs Negeri Sausu was 65. Meanwhile, the highest score in pre-test was 50. It shows that, there were no students who passed the test. The percentage of students who got score lower than 65 was 100%.

In pre-test, there was 1 student who got the highest score (50) and there was 1 student who got the lowest score (3). In doing the pre-test, the students did not understand well about the meaning of vocabulary. They also got difficult to spell the words correctly and put them in a good sentence.

In the treatment, the researcher used hangman game in order to make them more enjoyable, easier and interest to learn vocabulary. In the process, researcher divided the

students into four groups and made them in a line then wrote four rows of blank boxes and a pole for a hanging man on the whiteboard and asked them to suggest a letter (A – Z) one by one based on their group, for making those letters into a correct word that researcher prepared before relating to the clues that given before. Then student who suggested a wrong word must out of the line and researcher drew a hanging man picture started from the head, then the torso then the arms and legs (one by one) for every wrong answers. For 1st until 4th meetings, researcher prepared a word for them while for 5th and 6th meeting, the researcher asked the students to find out vocabulary that has relation with teaching materials. For each meeting, the researcher asked them to find out the meaning of words which were taken from the answer of hangman game. Then he asked them to spelt and putted those words in a sentence. It was aimed to improve their vocabulary mastery.

After conducting the treatment, the researcher gave post-test, he found that students already understood the meaning and how to spell the English word correctly, and they also were able to put them in a good sentence. In post-test, there was 1 student who got highest score and there were 4 students who got the lowest score. In other words, students' score was increased from the pre-test to the post-test.

In this research, the researcher focused on nouns, verbs, and adjectives. Based on the result of pre-test and post-test, the researcher found that the seventh grade students of MTs Negeri Sausu knew about nouns more than verbs and adjectives. It can be seen from the percentage of the test. The right answers of them are; in the pre-test, nouns 62.59 %, verbs 40.74 %, and adjectives 33.33 %. Then it increased in the post-test becoming 95.19 % for nouns, 84.81 % for verbs, and 81.48 % for adjectives. For more details, it can be seen in the table below:

Table 4: Results Percentage of the Test

Kind of Test	Pret-est (%)	Post-test (%)
Nouns	62.59 %	95.19 %
Verbs	40.74 %	84.81 %
Adjectives	33.33 %	81.48 %

By comparing the result of pre-test and post-test, the researcher concluded that the use of hangman game in teaching vocabulary mastery was effective because there was a progress or improvement in students' score. There was also a significant progress by comparing the result of t-counted with t-table.

Related to previous study, Nurtina (2008) also proved that teaching vocabulary by using game was effective to increase students' vocabulary mastery. In her research which used a classroom games including jumble word, hangman game, and bingo game. After analyzing the data, she found the result of her research showed that there were significant differences between pre-test and post-test of experimental group. It means that the application of classroom game in teaching vocabulary can increase students' motivation to learn more about vocabulary. Furthermore, the used of games in teaching vocabulary mastery at junior high school level can make students enjoy the lessons and become active in teaching and learning process.

CONCLUSIONS AND SUGGESTIONS

Based on the analysis of the tests, the researcher concludes that the use of hangman game can increase the vocabulary mastery of the seventh grade students of MTs Negeri Sausu. It is shown by the data analysis. It indicates that the hypothesis of this research was accepted because the t_{counted} was greater than the students' t_{table} . There is also a progress value of the students' mean scores from (34.92) in the pre-test to (87.77) in the post-test.

For the purpose of this research, there are some suggestions for those who involved in this final project. First, Students are expected to apply Hangman Game not only in the school but also outside the school by using group form. Therefore their vocabulary can be increased. Second, in class, the teacher should construct a teaching learning activity which involves the students actively. The application of Hangman Game is one of the alternatives in teaching vocabulary. Hangman Game is effective and much helping in increasing students' vocabulary. Thus, the researcher recommends the English teacher applies this interesting technique at SMP level. Third, the school should provide a lot of media to support the teacher in teaching English especially for vocabulary mastery.

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