

THE EFFECTIVENESS OF HANGMAN GAME IN IMPROVING STUDENTS' VOCABULARY MASTERY AT THE SEVENTH GRADE STUDENTS

Nenden Sri Rahayu – Syahrizal Farid
Bale Bandung University

ABSTRACT

This research paper entitled “The Effectiveness of Hangman Game to Improve Students' Vocabulary Mastery in Descriptive Text”. It was an experimental study at the seventh grade students of SMP N 2 Solokanjeruk. The aims of this study were to found out the effectiveness of hangman game in improving students' vocabulary mastery at the seventh grade students of SMPN 2 Solokanjeruk and to know whether or not the students like being taught vocabulary mastery when studying descriptive text by using hangman game. In this research, the researcher was used pre-experimental method. The researcher was used the pre-test, post-test and questionnaire as the instruments which were used in the data collection method. The finding of the study showed that the mean of pre-test was 47.67 and after several treatments were given, the mean of post-test become 75.50. It means the students' vocabulary mastery was increased. Based on the result computation, t-test was greater than t-table ($13.253 > 2.045$). Therefore, the H_0 was rejected. It means that there was significant difference in the students' score before and after the treatment using hangman game to the seventh grade students of SMP Negeri 2 Solokanjeruk. Therefore, using Hangman Game for improving students' vocabulary mastery in studying descriptive text was effective. Based on the result of the questionnaire, the students have positive responses toward hangman game as technique in learning vocabulary in descriptive text they also liked studying vocabulary using this game.

Key words: Vocabulary, Game and Hangman Game.

ABSTRAK

Penelitian ini berjudul Efektivitas Permainan Hangman untuk Meningkatkan Penguasaan Kosakata Siswa dalam Teks Deskriptif. Ini adalah penelitian eksperimen pada siswa kelas VII SMP N 2 Solokanjeruk. Tujuan dari penelitian ini adalah untuk mengetahui efektivitas permainan Hangman dalam meningkatkan penguasaan kosakata pada siswa kelas VII SMPN 2 Solokanjeruk dan untuk mengetahui apakah efektif atau tidak siswa yang diajarkan penguasaan kosakata ketika mempelajari teks deskriptif dengan menggunakan permainan hangman. Dalam penelitian ini, peneliti menggunakan metode pre-eksperimental. Peneliti ini menggunakan pre-test, post-test dan kuesioner sebagai instrumen yang digunakan dalam metode pengumpulan data. Berdasarkan hasil penelitian menunjukkan bahwa rata-rata pre-test adalah 47.67 dan setelah beberapa

treatment yang diberikan, rata-rata post-test menjadi 75.50, itu berarti, penguasaan kosakata siswa meningkat. Berdasarkan hasil perhitungan, t-test lebih besar dari t-tabel ($13.253 > 2.045$). Oleh karena itu, H_0 ditolak. Itu berarti bahwa ada perbedaan yang signifikan dalam nilai siswa sebelum dan setelah treatment dengan menggunakan permainan *hangman* untuk siswa kelas VII SMP Negeri 2 Solokanjeruk. Oleh karena itu, menggunakan permainan Hangman untuk meningkatkan penguasaan kosakata siswa dalam mempelajari teks deskriptif adalah efektif. Berdasarkan hasil kuesioner, siswa memiliki respon positif terhadap permainan *hangman* sebagai teknik dalam pembelajaran kosakata dalam teks deskriptif dan mereka juga suka belajar kosakata menggunakan permainan *hangman* ini.

Kata Kunci: Kosa Kata, Permainan, dan Permainan Hangman

INTRODUCTION

Language is an important device and a very beneficial tool for human being to communicate with other people. By using language, people can talk and understands each other. Language also is a means of communication. There are many languages in the world, one of them is English. English as an international language plays the important role. It is used in every aspect of life such as business, education, entertainment, etc. Being able to speak English is a demand in this era of globalization.

In learning English students should not only master the four language skill; writing, speaking, reading and listening, but also the other elements such as vocabulary, grammar, pronunciation and spelling are supported the four skills. Vocabulary is very important for students who learn four skills. Vocabulary helps people to build sentences for communication between them. So, it is very important to learn vocabulary.

In the junior high school, the students learn many texts, such as descriptive text, narrative text, recount text and others. So, the students should master a lot of vocabulary in order to understand the text. As a Wilkins (1972:112) said that:

“While without grammar very little can be conveyed,
without vocabulary *nothing* can be conveyed.”

It is clear that the students have to improve their vocabulary. Then, one of the texts that learned in Junior High School is Descriptive text. Learning vocabulary seems to be one of the easiest things in learning language. But it is also one of the hardest things to do. In fact, some students usually get bored and low motivation to learn vocabulary because they have to face monotonous activities during their learning activities, such as writing words on paper, remembering the words etc.

Based on the problem above, the researcher has one way to teaching vocabulary that is by playing game. The games are used as a form of play and

games are for fun (Dave, 2007:10). Based on the statement above, it can be concluded that games can make students or players easier to have fun each other in order to avoid monotonous when learning process, especially in learning vocabulary. Hangman game can be used as an alternative activity in the classroom. Hangman game is a cooperative game. This game can improve the students to memorizing vocabularies based on the context (Stacy, 2010).

Considering the explanation above, the researcher is interested to conduct the research entitled "The Effectiveness of Hangman Game to Improve Students' Vocabulary Mastery in Descriptive Text".

Based on the background above, the researcher can formulate the problem: Is Hangman game effective for improving students' vocabulary mastery in descriptive text at the seventh grade students of SMP Negeri 2 Solokanjeruk? And what are students' responses toward Hangman game in improving their vocabulary mastery in descriptive text at the seventh grade students of SMP Negeri 2 Solokanjeruk?

The aim of this research is to know whether or not hangman game is effective to improve students' vocabulary mastery in the seventh grade students of SMP Negeri 2 Solokanjeruk; and to discover of what the students' responses on the uses of hangman game in improving their vocabulary mastery in the seventh grade students of SMP Negeri 2 Solokanjeruk.

The research involved the seventh grade students of SMP Negeri 2 Solokanjeruk then the researcher used 30 sample students.

LITERATURE REVIEW

To avoid misunderstanding in interpreting the problems that the researcher gets, it is important to clarify the terms used in this paper. The researcher will explain some of them as follows:

1. Vocabulary can be defined as the words of a language, including single items and phrases. (Barcroft, Sunderman, & Schmitt, 2011:571). In this paper, the researcher will focus on single word which taken from descriptive text, such as: Noun, Verb, and Adjective.
2. Descriptive text is a kind of text with purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from report which describes things, animals, persons, or others in general. (Wignell, 1994:4). In this paper, the researcher uses descriptive text as an instrument to study vocabulary focus on things, animals, persons, or others.
3. Game refers to mean an activity which is entertaining and engaging, often challenging and an activity in which the learners play and usually interact with others. (Wright, 2006). In this paper, the game used is one of cooperative games.
4. Hangman game is designed for 2 or more players and one of them thinks about a specific game and the rest of them try to guess the word by suggesting some letters. It's a great way to review vocabulary. (Lila Stacy, 2010)

RESEARCH METHODOLOGY

Research Design

This research is conducted based on the pre-experimental design which is one group pre-test and post-test. The pre-experimental design can be presented as follow:

“One group pre-test and post-test design”

Group	Pre test	Treatment	Post test
One group pre-test-post test	√	√√√	√

- Choosing the single group on one group
- Giving pre test
- Giving the treatment to group
- Giving the post test

Data Collecting Technique

In collecting the data, the researcher follow the step below;

- Find out the vocabulary relate to the subject, in this case the researcher uses the hangman game as media.
- Giving children pre test. The pre test carried out to get the data of children score, especially vocabulary.
- Giving children treatment. this treatment is the teacher teach vocabulary in learning descriptive text using hangman game.
- Giving children post test. The post test is given to know how far the children master the vocabulary after teaching vocabulary using hangman game.
- Giving children questionnaire the questionnaire is given in order to know students' responses toward hangman game technique.

Procedure of Analyzing the Data

- The Test

The collected data will be analyzed using t-test for dependent group with the following formula and steps;

The formula for the Dependent t Test (Coolidge: 2000:160-163)

$$t = \frac{\bar{X1} - \bar{X2}}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N(N-1)}}$$

Where:

$\bar{X1}$ = The mean of the pre test scores

$\bar{X2}$ = The mean of the post test scores

$\sum D^2$ = the sum the squares of the differences between the pre test scores and post-test scores and the post test scores of.

$(\sum D)^2$ = the sum of the sum of the differences between the pre test scores and post-test scores.

N= the number of pairs of scores

DF= the degree of freedom

DF= N-1

(Hatch & Farhady, 1982)

Step 1: subtract the pairs of scores from each other in the following manner

Step 2: calculate the mean of the pre test scores (X_1)

Step 3: calculate the mean of the post test scores (X_2)

Step 4: enter the values obtained from step 1-3 into the formula for the dependent t-test.

Step 5: interpret the result of the computation

2. The Questionnaire

The questionnaire data is transcribed for getting information about the use hangman game in the experimental class. The questionnaire is purposed to answer second research question and also to support the statement of test result. The data analysis on questionnaire is using percentage formula as follow:

$$x = \frac{Y}{Z} \times 100$$

Where:

X = Percentage (quality of the answer)

Y = Give amount (total of the respondents' answer)

Z = Total amount (total the respondents)

RESEARCH FINDING AND DISCUSSION

Research Finding

This research was aimed at improving vocabulary in the seventh grade students of SMP Negeri 2 Solokanjeruk. The total sample was 30 students. This research was used pre-test, post-test and questionnaire to get the data. The pre-experimental research was used as research methodology. The results of pre-test and post-test are discussed in the following section.

a. Data Analysis

Table the Result of Pre-Test Score

Students' Id (N)	Pre-Test Score (X_1)
Student 1	50
Student 2	45
Student 3	40
Student 4	50
Student 5	55
Student 6	60

Student 7	50
Student 8	45
Student 9	45
Student 10	55
Student 11	30
Student 12	55
Student 13	45
Student 14	55
Student 15	45
Student 16	50
Student 17	30
Student 18	60
Student 19	40
Student 20	70
Student 21	35
Student 22	50
Student 23	20
Student 24	65
Student 25	45
Student 26	60
Student 27	25
Student 28	55
Student 29	40
Student 30	60
Σ	$\Sigma x_1 = 1,430$

From the table above, it can be seen that the highest score is 70 it was achieved by one student and the lowest score is 20 it was achieved by one student, while the mean score is 50. Therefore it can be concluded that almost all of the students got under the KKM, score that was 70. Therefore, the students should be given treatment to improve their vocabulary mastery.

After giving the treatment, then the researcher giving the post-test to the students and Post-test was conducted in order to know whether or not there was an improvement toward improving students' vocabulary mastery after receiving the treatments. The followings are the results of the post-test:

Table the Result of Post-Test Score

Students' Id (N)	Post-Test Score (x_2)
Student 1	80
Student 2	65
Student 3	70
Student 4	85
Student 5	75

Student 6	90
Student 7	80
Student 8	75
Student 9	85
Student 10	90
Student 11	70
Student 12	65
Student 13	80
Student 14	80
Student 15	75
Student 16	90
Student 17	60
Student 18	60
Student 19	70
Student 20	95
Student 21	75
Student 22	80
Student 23	40
Student 24	65
Student 25	100
Student 26	90
Student 27	45
Student 28	85
Student 29	55
Student 30	90
Σ	$\Sigma X_2 = 2,265$

From the table above, it can be seen that the highest score is 100 it was achieved only by one student and the lowest score is 40 it was achieved also only by one student, while the mean score is 75. It means that the students' mastery of vocabulary is better than before having treatment by using Hangman Game. Therefore to find out the effectiveness of hangman game to improve students' vocabulary mastery in descriptive text the researcher computes the score above in the following discussion.

Computation the Data

The data from the pre-test and post-test were shown in the following table:

Table of the Pre-Test and Post-Test

Students' Id (N)	Pre-Test Scores (X_1)	Post-Test Score (X_2)	D Scores	D^2
Student 1	50	80	-30	900
Student 2	45	65	-20	400

Student 3	40	70	-30	900
Student 4	50	85	-35	1,225
Student 5	55	75	-20	400
Student 6	60	90	-30	900
Student 7	50	80	-30	900
Student 8	45	75	-30	900
Student 9	45	85	-40	1,600
Student 10	55	90	-35	1,225
Student 11	30	70	-40	1,600
Student 12	55	65	-10	100
Student 13	45	80	-35	1,225
Student 14	55	80	-25	625
Student 15	45	75	-30	900
Student 16	50	90	-40	1,600
Student 17	30	60	-30	900
Student 18	60	60	0	0
Student 19	40	70	-30	900
Student 20	70	95	-25	625
Student 21	35	75	-40	1,600
Student 22	50	80	-30	900
Student 23	20	40	-20	400
Student 24	65	65	0	0
Student 25	45	100	-55	3,025
Student 26	60	90	-30	900
Student 27	25	45	-20	400
Student 28	55	85	-30	900
Student 29	40	55	-15	325
Student 30	60	90	-30	900
	$\sum X_1 = 1430$	$\sum X_2 = 2265$	$\sum D = -835$ $(\sum D)^2 = (-835)^2$ $= 697,225$	$\sum D^2 = 27,075$

From the table above, the researcher got:

- $\sum D = -835$
- The score of pre-test: $\sum X_1 = 1430$
- The score of post-test: $\sum X_2 = 2265$
- The mean of pre-test scores:

$$\bar{X}_1 = \frac{\sum X_1}{N} = \frac{1,430}{30} = 47.67$$
- The mean of post-test scores:

$$\bar{X}_2 = \frac{\sum X_2}{N} = \frac{2,265}{30} = 75.50$$

- The differences between the mean score of the post-test and the mean pre-test:
 $\sum D = \sum X_2 - \sum X_1 = 2265 - 1430 = 835$
- The sum of the differences between the pre-test scores and the post-test scores:
 $\sum D^2 = 27,075$
- $N = 30$
- The degree of freedom (DF):
 $DF = N - 1 = 30 - 1 = 29$

From the data above, the researcher computed out the dependent t-Test using formula as follows:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{47.67 - 75.50}{\sqrt{\frac{27,075 - \frac{(-835)^2}{30}}{30(30-1)}}$$

$$t = \frac{-27.83}{\sqrt{\frac{27,075 - \frac{697,225}{30}}{30(29)}}$$

$$t = \frac{-27.83}{\sqrt{\frac{27,075 - 23,240.83}{870}}}$$

$$t = \frac{-27.83}{\sqrt{\frac{3,834.17}{870}}}$$

$$t = \frac{-27.83}{\sqrt{4.41}} = \frac{-27.83}{2.10}$$

$$t = 13.253$$

From the result of the t-Test above, the researcher interpreted the result of the computation that the t-obtained is 13.253 while at $p = 05$ with the $df = n - 1 = 30 - 1 = 29$, at the level significant for two-tailed test is 2.045. As the values of t is bigger than that of the t-table $\rightarrow 13.253 > 2.045$. Therefore, the Null Hypothesis (H_0) is not effective, and the Alternative Hypothesis (H_a) is effective, stating that there is effectiveness difference in the students' score before and after the treatment using hangman game. This also means that improving vocabulary mastery using hangman game to the seventh grade students of SMP Negeri 2 Solokanjeruk is effective.

Questionnaire Data

Besides the pre-test and post-test, the researcher got the data from the questionnaire. It is about students' response toward the hangman game in learning vocabulary. The questionnaire consists of fifteen questions and the following data present the result of the questionnaire:

Table the Result of Questionnaire

No	Questions	Yes	No	Percentage	
				Yes	No
1	Apakah kamu menyukai mata pelajaran bahasa inggris? (Do you like English subject?)	26	4	86.7%	13.3%
2	Apakah pelajaran bahasa Inggris itu merupakan pelajaran yang sulit? (Is the English subject difficult to learn?)	22	8	73.3%	26.7%
3	Apakah kamu menguasai banyak kosa kata dalam Bahasa Inggris? (Do you know about the English vocabularies?)	1	29	3.3%	96.7%
4	Apakah menguasai banyak kosa kata dapat memudahkan kamu dalam belajar bahasa Inggris? (Does the vocabularies that you know can make you easier in learning English?)	22	8	73.3%	26.7%
5	Apakah menurut mu belajar kosa kata itu sulit? (Do you think that learning vocabulary is difficult to learn?)	18	12	60%	40%
6	Apakah kamu pernah belajar teks deskriptif sebelumnya? (Did you ever study descriptive text before?)	4	26	13.3%	86.7%
7	Apakah kamu pernah menulis teks deskriptif sebelumnya? (Did you ever write descriptive text before?)	2	28	6.7%	93.3%
8	Apakah kamu memahami generic	15	15	50%	50%

	structure dalam teks deskriptif? <i>(Do you understand about generic structure of descriptive text?)</i>				
9	Apakah kamu mempunyai kesulitan dalam memahami teks deskriptif? <i>(Do you have the difficult in learning descriptive text?)</i>	22	8	73.3%	26.7%
10	Apakah menurutmu kemampuan kosa kata Bahasa Inggris membantu dalam teks deskriptif? <i>(Do you think vocabulary mastery helps you in writing descriptive text?)</i>	24	6	80%	20%
11	Apakah kamu pernah belajar kosa kata dengan menggunakan game? <i>(Did you ever study about vocabulary by using hangman game?)</i>	25	5	83.3%	16.7%
12	Apakah kamu senang belajar Bahasa Inggris dengan menggunakan game? <i>(Are you happy to study English by using game?)</i>	29	1	96.7%	3.3%
13	Apakah hangman game meningkatkan kemampuan kosa kata mu? <i>(Does the hangman game improve your vocabulary mastery?)</i>	27	3	90%	10%
14	Apakah hangman game dapat membantu menambahkan kosa kata dalam menulis teks deskriptif? <i>(Can hangman game help you to improve your vocabulary in writing descriptive text?)</i>	22	8	73.3%	26.7%
15	Apakah kamu senang bermain hangman game? <i>(Do you like playing hangman</i>	29	1	93.3%	6.7%

	game?)				
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Based on the questionnaire data above, it can be seen that most of the students like English subject even though they still have trouble in remembering vocabulary. But, after receiving the treatments by using hangman game, almost all of students are more active in teaching and learning process. They can also improve their vocabulary mastery because the technique is fun and interesting in learning the new vocabulary. It means that the students' response toward "Hangman Game" is positive.

Discussion of Findings

Based on the result of the investigations did by the researcher, with the t -obtained is 13.253 while at $p = 05$ with the $df = n - 1 = 30 - 1 = 29$, at the level significant for two-tailed test is 2.045. As the values of t is bigger than that of the t -table $\rightarrow 13.253 > 2.045$. Therefore, the Null Hypothesis (H_0) is not effective, and the Alternative Hypothesis (H_a) is effective, stating that there is effectiveness difference in the students' score before and after the treatment using hangman game.

Meanwhile, related to the result of the questionnaire, the researcher found the students' responses toward "hangman game" in teaching vocabulary is good. In other word the students gave positive responses. The researcher concluded that students were interested in learning vocabulary by using "hangman game" technique in improving their vocabulary mastery.

CONCLUSION

The study is concerned with improving students' vocabulary mastery in studying descriptive text by using hangman game. As state in the first chapter, the aims of the study are to find out whether or not hangman game is effective in improving students' vocabulary mastery to the seventh grade students of SMP Negeri 2 Solokanjeruk and to find out the students responses toward playing hangman game in improving their vocabulary mastery in studying descriptive text.

The findings of the study show that after several treatments, playing hangman game for improving students' vocabulary mastery in studying descriptive text is effective. The result of post-test score of students is passed with the KKM score. It means that the students are able to improve their vocabulary in learning descriptive text by using hangman game.

Moreover, the result of the questionnaire shows that most of the students agree that hangman game is able to improve them in vocabulary mastery. It makes them easier to understanding the vocabulary which is given and it makes the atmosphere of classroom interesting and pleasing. It is because the students used that game. They also give a positive response toward the use hangman game.

Based on the research findings and the result of the questionnaire, it can be concluded that:

1. "Hangman Game" is very effective and useful. The result of the research shows that students' vocabulary mastery by using "Hangman Game" get a higher score after the treatment. After studying vocabulary through "Hangman Game" the students feel enjoyable, the process of teaching learning activities do not make them under stressed and the students are motivated to learn well.
2. The students give positive responses toward the use of "Hangman Game" in improving their vocabulary mastery. Most of the students like studying through "Hangman Game". During the study, students feel happy, become more confident, and they show a great enthusiasm. Then based on the result of questionnaire, the use of "Hangman Game" has given motivation to students in studying English vocabulary. It means that using "Hangman Game" for improving students' vocabulary mastery is interesting and they can have fun. According to the researcher's opinion that using "Hangman Game" in teaching vocabulary could help students to improve and to remember the meaning of vocabulary more easily and they can put forward the meaning of word better.

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