

THE EFFECTIVENESS OF HANGMAN GAME AND PICTURES TO IMPROVE STUDENTS' VOCABULARY IN THE SEVENTH GRADE OF SMP NEGERI 2 TEGOWANU

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Abstract. In this study the researchers saw that there were problems with students who had not been able to master English vocabulary to the fullest, so students needed a fun learning process, namely games. Teachers need variety in making the vocabulary learning process fun and attracting the attention of students in class. In this case the researcher applies the Hangman Game and Pictures media in the process of teaching and learning vocabulary. The purpose of this study is to increase vocabulary for students who are less than optimal in learning and understanding English vocabulary with the method applied which works effectively. The research method to achieve this goal, the researchers used quantitative research with Quasi – Experimental method. The researcher compared the 2 groups, experimental 1 which used the Hangman Game method and Experimental 2 which used the Pictures method to find solutions problem in learning and increase students' vocabulary. The results of the research found in students learning outcomes when tested using Hangman game and Pictures media in the teaching and learning process experienced a good and effective improvement. The data obtained and analyzed from before and after the existing treatment method, the results the results showed that there were differences which showed significant results. Pre-test data before using Hangman Game and Pictures media results show that the percentages are 55.33% and 50.16%. Then the researcher carried out treatment using Hangman Game and Pictures media to find out the results of the increase and showed the results of the post-test percentages were 87.33% and 83.70% which were included in the good category.

Keywords: hangman game; pictures; students vocabulary.

INTRODUCTION

Learning a foreign language, especially English requires extra effort to understand and requires basic knowledge and foundations to be able to learn a language, one of which is vocabulary recognition. Indonesia introduces English as a subject for students to study as part of their future education. Learning English vocabulary is an important aspect of teaching and learning English. English teachers have to be able to organize teaching and learning activities. They have to provide materials using a suitable technique and master the subject matter. A good method can make students understand and enjoy the lesson. On the other hand, many factors hinder the process of vocabulary mastery, such as a lack of curiosity in learning new words, laziness, and a lack of interest in remembering and memorizing vocabulary. The many types of vocabulary that exist make them feel bored and find it difficult to learn, even though without sufficient vocabulary capital, students cannot communicate using a good foreign language. Many students have struggled to master their vocabulary so far because they are less interested in learning it, lack practice pronouncing every word, and are too lazy to learn and remember it. Cameroon (2001:73) said that students are not only required to read each new word, but they also have to know the meaning of each of these words. In this case, students' vocabulary mastery is very minimal because students are less interested in learning, which is very boring, and vocabulary is difficult to learn and remember, so that the learning

outcomes of pupils' language skills and understanding are still quite low. Increasing students' understanding of vocabulary depends on several things, one of which is the use of learning media. For this reason, game media is needed in the vocabulary learning process with the aim of providing variations in the teaching and learning process so that students' understanding is more concrete. The purpose of this study, according to the researcher, was to test the effectiveness of using the hangman game and pictures methods to increase students' vocabulary during the teaching and learning process. The game media used helps teachers in teaching English and helps students understand the meaning of vocabulary so that they will experience an increase in the vocabulary that students previously had. Hangman Game and pictures are used in teaching learning activities to make it easier for students to learn English. The emphasis is on successful communication rather than on the concreteness of language. Games are an effective way to motivate students in the classroom.

RESEARCH METHOD

This research was conducted on students in class VII H and VII I of SMP Negeri 2 Tegowanu, which consisted of 30 and 31 students. The sample in this study was established using random sampling, which is a sampling approach in which all individuals in the population are given the same opportunity to be picked as members of the sample, either individually or collectively. The approach used is a quantitative approach. A quantitative research approach that involves itself in the calculation of quantity. This type of research uses experimental research. The researcher wants to compare two groups the experimental group, research using the experimental class, namely experimental 1 using Hangman Game media and experimental 2 using picture media. The instruments in this study were questions in the form of multiple choice consisting of 20 questions composed of questions and answers, and learning tools in the form of lesson plans (RPP). Data collection techniques used were pre-test, treatment, post-test, and questionnaire, which were then analyzed using the normality test, reliability test, and T-test to test the hypothesis with the SPSS program (Statistical Program for Social Science) version 25.

RESULT AND ANALYSIS

The Result of Normailty Test

Tabel 1. The Result of Normality Test of Pre-Test and Post-Test Hangman Game and Pictures.

	Kolmogorov - Smirnov ^a			Shapiro - Wilk		
	statistic	df	sig	statistic	Df	sig
Pre-test experimental 1	158	30	.062	.912	30	.031
Post-test experimental 1	160	30	.107	.899	30	.013
Pre-test experimental 2	179	31	.013	.934	31	.057
Pre-test experimental 2	160	31	.042	.947	31	.132

According to decision making, it can be seen that $\text{sig} > 0.05$ or it is called hangman game value $\text{sig} 0.13 > 0.05$ and $0.31 > 0.05$, then pictures value $\text{sig} 0.32 > 0.05$ and $0.057 > 0.05$. from the result, it can be concluded that the data is from normal distribution.

The Result of Reability Test.

Tabel 2. The Result of Reability Test of pe-test and post-test Hangman Game dan Pictures.

r_{11}	r_{table}	Explanation
2,32	0,36	Reliable

From the calculation and analysis, the computation of instrument's reliability found the reliability value (r_{11}) is 2,32. Therefore, r_{11} should be compared with r_{table} of product moment. In calculating the result of validity, the total number of test takers (N) is 31. The value of r_{table} at 5% of significant value of product moment showed 0.34. To decide the instrument is reliable or not, the reliability value (r_{11}) will be compared with r_{table} . An instrument is reliable if the reliability value is higher than r_{table} . According to that basic decision making, the results show that r_{11} (2.32) is higher than r_{table} (0.36) or it is called ($2.32 > 0.36$). From that results, it can be interpreted the instrument used in this study is reliable.

The Result of T-Test.

Tabel 3. the effectiveness of students learning outcomes of the experimental 1 using the t-test.

Paired Samples Test									
Paired Differences									
95% Confidence Interval of the Difference									
	Mean	Std. Deviation	Std. Error	Lower	Upper	t	df	Sig. (2-tailed)	
Pair 1	Pre Test - Post Test								
Hangman Game	-32.000	15.347	2.802	-37.731	-26.269	-16.021	29	.000	

The calculation of data which was calculated by using SPSS program represented the results of mean of pre-test and post-test was 32.000, standard deviation was 15.347, standard error was 2.802, and t-test was 16.021.

The Result of T-Test.

Tabel 4. the effectiveness of students learning outcomes of the experimental 1 using the t-test.

Paired Samples Test									
Paired Differences									
95% Confidence Interval of the Difference									
	Mean	Std. Deviation	Std. Error	Lower	Upper	t	df	Sig. (2-tailed)	
Pair 1	Pre Test - Post Test								
Hangman Game	32.000	15.347	2.802	-37.731	-26.269	16.021	29	.000	

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The calculation of data which was calculated by using SPSS program represented the results of mean of pre-test and post-test was 32.000, standard deviation was 15.347, standard error was 2.802, and t-test was 16.021.

Tabel 5. the effectiveness of students learning outcomes of the experimental 2 using the t-test.

		Paired Samples Test							
		Paired Differences							
		95% Confidence Interval of the					t	df	Sig. (2 tailed)
		Std. Mean	Std. Error	Difference					
		Mean	Deviation	Mean	Lower	Upper			
Pair 1	Pre Test - Post Test	-33.548	13.304	2.389	-38.428	-28.669	-31.040	30	.000

The calculation of data which was calculated by using SPSS program represented the results of mean of pre-test and post-test was 33.548, standard deviation was 13.304, standard error was 2.389, and t-test was 31.040.

From According to the findings of the preceding study, the distribution is normal in the normality test for the two experimental classes, particularly Hangman Game and Pictures Media, as evidenced by a significance value greater than 0.05. The two experimental classes are reliable in the sense that they both have excellent intellectual abilities in the reliable test. The average student learning outcomes of students who learned using the Hangman Game were greater than the average learning outcomes of students who were taught using pictures media. The two experimental classes' average learning outcomes were just completely different, at 87.33 and 83.70. Both of the learning media implemented, Hangman Game and Pictures, are effective learning media for improving vocabulary and student learning outcomes, as evidenced by the students' enthusiasm for learning vocabulary using Hangman Game and Pictures. All students in experimental classes 1 and 2, which used the Hangman Game media and Pictures media, were focused on the material being explained. All students in the Hangman Game class are very active and enthusiastic about finding the right answers. The condition of the class is the same in the Pictures Media class: all students work together to find the correct answer to be able to fill in the given vocabulary. There are no students who are preoccupied with their own tasks or who are engrossed in playing the Hangman Game and Pictures media by themselves. They were really thrilled and enthusiastic because the learning process was carried out through play. The significant value achieved above 0.05, which indicates that there are differences between the two media in the results of the students' vocabulary scores, makes it known that the two media are equally successful when employed in the learning process. The results of the students' vocabulary increased because the students were very happy and motivated to participate in the teaching and learning process of vocabulary by learning while playing. His habit of learning vocabulary is conveyed only through lectures and exercises. By playing, all students in both experimental classes (Hangman Game and Pictures) were very enthusiastic about guessing and finding the right answer. The learning that we combine with play makes the students happy, excited, motivated, and enthusiastic about following every material being taught so that the students' vocabulary results increase. These are in line with the idea that using gameplay as an alternative to teach vocabulary to students can be effective. Because gaming media may create an environment that is conducive to learning while still being enjoyable, colorful, cheerful, and relaxing.

CONCLUSION

The use of game media to enhance vocabulary in SMP Negeri 2 Tegowanu pupils was successful. Games are also enjoyable for learning and socializing with friends while achieving learning objectives. Therefore, Russiana and Nuraeningsih (2016: 194) say that the use of games needs to consider the fun and results achieved in learning. In addition, the games used also make the learning time of students more effective because the process of delivering subject matter can be uniformed so that the learning process can be done anywhere. The most important thing is the process of interaction and communication between teachers and students, so that students become more active during the learning process. The Hangman Game and Pictures that are used during the learning process can meet the criteria needed by students so that they can support the learning and teaching process. In other words, teaching using games can increase students' vocabulary in a natural way. According to the findings of the research, the average learning outcomes of students taught using the Hangman Game are higher than the average learning outcomes of students taught using Pictures. Both the Hangman game and pictures are effective learning media that can be used to improve student learning outcomes.

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