

The Influence of using Hangman game on the seventh graders' vocabulary mastery

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ABSTRACT

Vocabulary is an important component in learning a language. Vocabulary is used to communicate to each other through listening, writing, speaking, and reading. These skills are closely related to vocabulary mastery. However, students have difficulties in understanding the vocabularies from their reading or listening activities. This research belongs to quantitative study using quasi experimental of nonequivalent control group design to find out the influence of using Hangman game on the seventh graders' vocabulary mastery. The data were collected through a multiple-choice test. The hypothesis is tested using t-test. From the calculation of t-test, it was found that $t_{observed} = 2.7$, with $df = 30 + 29 - 2 = 57$ in $t_{table} = 2.0$, because $t_{observed} \geq t_{table}$ or $2.7 \geq 2.0$. Therefore, it can be concluded H_0 is rejected, while H_a is accepted. In other words, "Hangman game influences the seventh graders' vocabulary mastery."



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1. Introduction

English has four important skills to be learnt by learners in studying English. Those skills are listening, reading, speaking, and writing. Besides, the learners should understand the language components in English. One of the important components to be mastered by learners is vocabulary. It is considered as the basis of a language. It means that if students learn about a language, they must have enough vocabulary. By mastering a great number of vocabulary, learners can interact with each other more easily. They can listen, write, speak, and read to communicate to each other. According to Hidayat (2015:1) the important element of language learning is vocabulary. Without mastery of vocabulary, people will find so many difficulties and never understand what they read and listen. Thus, vocabulary is a list of words that are used by both teachers and students in the learning process to express their ideas in communication.

In learning English, vocabulary plays an important role because it is used to communicate. Many learners lack of English vocabulary because they are lazy to learn. Hence, they find difficulty in understanding the teacher's explanation. Besides, in learning vocabulary, students do not directly understand about the new words because each student has different abilities. At last, it cannot be denied that some problems will occur during the teaching learning process. Sometimes, the teachers teach students by writing down the new vocabulary on the whiteboard and asking the students to pay attention and remember, but actually it is not effective for them.

In such a condition, most of the students are passive and do not want to ask about the new words that they do not understand. The worse, they are bored with the teacher's instruction, in that they

have to listen and write down the material. Thus, the teacher must have many techniques to teach vocabulary to students. One technique that can be applied by the teacher to attract the students' attention is by using game. It brings many advantages for the teacher and the students. The classroom will be more fun, and the students will be more motivated and enthusiastic. Game consists of language practice to improve their English skill, such as listening, writing, speaking, and reading. By gaming the students can communicate well with others. One game that is suitable for young learners and able to solve the problem mentioned above is Hangman Game.

1.1. Vocabulary Mastery

Vocabulary is one of the components in learning English. According to Cameron in Febriyansah (2015:13) when they see the word to know the meaning they can recognize it. Read (2000:16) mentioned that mastering vocabulary means knowing about the meaning of a word. The purpose is to find out the ability of the learners about matching the word with synonym, a dictionary tape definition, or an equivalent word in their own language. According to Hornby (2010:1662), vocabulary is all the words that a person knows or uses. In other words, vocabulary is a word used by every person. Without vocabulary, people cannot use a language; in this case, they cannot use the English language. Consequently, vocabulary is very important to use in language. According to Suri (2012:3) mastery of vocabulary for academics requires language learning, because it is very important for success in reading, listening, speaking, and writing. It can be concluded that vocabulary mastery is the ability to understand the meaning of a word, of which the content is about the information of meaning, the use, and form in the context of communication.

According to Brown in Apriana (2013:13), there are some criteria that must be accounted for to assess vocabulary. Vocabulary knowledge focuses on words and meaning, generally word-class and word meaning. Rijkhoff (2002:115) explains that word class consists of nouns, verbs, adjectives, and adverbs. According to Harmer (1991:18), word meaning is the word that has more than one meanings. Word meaning is related to antonym and synonym.

1.2. Hangman Game

Hangman game is one method of teaching vocabulary (Novriana et al, 2013:113). The Hangman game gives a challenge to students to guess word based on the theme. Therefore, it can add the motivation of the students in learning English. In the game, students can practice their spelling and pronunciation. More importantly, they learn about new vocabulary. According to Hidayat (2015:2) Hangman game helps the teacher motivate the students, leading them to pay attention to the material presented in the classroom. Besides, it prevents students from boredom because they can play while learning something. Hangman game is one of abundant media that can be used to teach English, allowing the teacher and the students to gain more experience in a relaxing and enjoyable atmosphere.

According to Greenall in Novriana et.al (2013:112) Hangman games is a word game and students like it. In addition, Wright (2006:11) says that Hangman Game is classified as a game, which focuses on spelling, pronunciation, and vocabulary. According to Ward in Evi (2017:2), Hangman game is a great way for children to practice spelling, pronunciation, improving vocabulary; they can have fun at the same time. Hence, Hangman Game increases the students' interest in learning English. Hangman Game will eliminate boredom of the students and can develop their linguistics skill. They can produce their spelling, pronunciation, as well as building their concentration in learning English.

Hangman Game provides some advantages when it is applied in the classroom activity. According to Prasetyawati (2013: 33-34), there are several strengths of Hangman Game. First, Hangman Game encourages students to learn English. If the students feel happy during the learning process, they will develop a positive attitude about the learning. Second, Hangman game is full of fun, in that it decreases the students' boredom. Third, it can develop their linguistic skill and make better their spelling, pronunciation, and concentration in learning English. Fourth, the game teaches the students to build cooperation with others, instead of developing a competition. The last, Hangman Game makes learning English more effective. It is an excellent way for the students to practice their spelling, to increase their vocabulary, and to keep them focused on the learning activities.

1.3. Teaching Procedure of Vocabulary Using Hangman Game

To know the students' achievement, the teacher can assess the students. Testing is an important part in teaching because the teacher will know the ability of the students from their experience after completing the test. One technique in teaching vocabulary is by using game. Game is simple and it

requires very little preparation. In some games, dice, boards, cards, or pictures are needed. Ur in Novriana et al. (2013:113) use one of the game media, which is Hangman game. In the experiment, she gives the students the instruction to play Hangman game. The game is played as follows. First, one of the player writes down a series of dashes for the name of a word. Second, other players start guessing the word by mentioning one letter in turn. Third, if the letter is right, the first player writes it in the relevant dash. Fourth, if the letter is wrong, the first player draws one part of a hangman illustration, which is a man hanging on gallows. Fifth, the game continues until the word is guessed or of the Hangman drawing is completed. Sixth, if the first player succeeded in drawing the Hangman game, he wins. Seventh, if the word is guessed, the first player loses.

1.4. Hypothesis

Based on the theories, the research is to examine two hypotheses.

- 1) H_a : There is significant influence of using Hangman game on the seventh graders' vocabulary mastery
- 2) H_0 : There is no significant influence of using Hangman game on the seventh graders' vocabulary mastery.

2. Research Method

This research was quasi-experimental design by using 2 groups: experiment group and control group. The study has two variables: independent variable and dependent variable. Independent variable is a variable that influences other variables. In this case, the independent variable is the Hangman game (X). Meanwhile, the dependent variable is the one measured by using instruments and influenced by other variables. Dependent variable of this research is students' vocabulary mastery (Y).

According to Sugiyono (2012:79) the non-equivalent control group design is as presented in Figure 1 below:

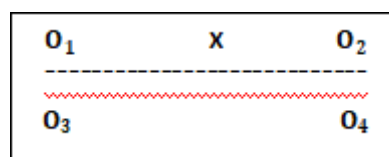


Fig. 1. Nonequivalent Control Group Design

In this research, the population was all students in the seventh grade of SMP Negeri 3 Kotabumi North Lampung. The total population is 180 students, which was divided into six classes. The research uses two classes. Class VII B consists of 32 students and will be the experiment group; and Class VII A is the control group with the same number of students. Therefore, the total sample is 64 students.

The study uses a test as the instrument, which is in the form of multiple choice having four answer choices. The instrument is to measure the students' vocabulary mastery. Pretest and posttest were given to both groups. In the experiment group, the pretest is to know the students' mastery before being treated using Hangman game, while the posttest is given after. The control group is also tested but they are taught using the conventional method.

The test begins with a tryout of using vocabulary. The instruments have 4 items with four options (A,B,C, and D). The items' validity is tested using point biserial correlation, while the reliability is tested using KR-20 Formula.

3. Findings and Discussion

The results are presented in the hypothesis test. It is to know the comparison of the data from the control group and the experiment one. The following Table 1 shows the results of hypothesis post-test.

Table 1. Result of Hypothesis Post-Test

Significant Level	t. observed	t. table
5%	2.7	2.0

From the table, it was shown that at significant level (α)=0.05, and $df = 57$, it was known that $t_{\text{observed}} \geq t_{\text{table}}$ or $2.7 \geq 2.0$. Thus, it can be concluded that H_0 was rejected. Meanwhile H_a was accepted, it means that Hangman game influences the students' vocabulary mastery.

The game used in the classroom increased the students' vocabulary mastery. The effectiveness is evident in the score of the pretest and posttest, in that the students' score increases. It means that there is a significant change before and after the treatment.

The study generates interesting findings. First, the students increase their vocabulary. Second, they can spell the words more intensely. Third, the students learn new vocabulary. Fourth, Hangman game brings a good atmosphere to the classroom. Fifth, the game encourages the students to be more active in the class because they should play in a team.

Hangman game is a simple guessing word game and fun; it is appropriate for classroom activities, particularly in vocabulary mastery. The game focuses on spelling and words. This way, students can also practice their English spelling (Wright in Novriana et al 2013: 112).

Hangman is good to be used in teaching vocabulary because it helps the students to learn the English words more easily and comfortably. This is supported by several previous research, such as the one conducted by Wirawan (2013) with the title "The Effectiveness of Hangman Game for Teaching English Vocabulary An Experimental Study at the IV Grade Students of SD N 1 Sokonandi, Banjarnegara. The study is to find out the effectiveness of the Hangman game for teaching English vocabulary at the fourth grade students of SD N 1 Sokonandi, Banjarnegara. The second previous research was conducted by Mustafidah (2015) with the title "Increasing Students Vocabulary Achievement Through Hangman Game (A Classroom Research at the Eleventh Grade of MA Husnul Khotimah Semarang" and it is gotten by using Classroom Action Research (CAR) with the reason the teacher can implementing Hangman game and increase student's vocabulary achievement.

From the previous studies, it can be concluded that Hangman is effective to teach English vocabulary. Students can easily understand the meaning of a word as well as the spelling and pronunciation. Furthermore, they learn to use the vocabulary in a particular context.

Using Hangman games has several benefits. It makes the students more interested in learning English and changes their attitude towards the learning process. It can prevent the students from feeling bored. Besides, they can develop their linguistics skills and improve their spelling as well as pronunciation. In other words, Hangman game is effective to be used in teaching vocabulary.

4. Conclusion

Based on the results of the research, it can be concluded that there is strong evidence on the effectiveness of Hangman game. In other words, Hangman game influences the seventh graders' vocabulary mastery. Therefore, this game can be considered to be applied by English teachers in their classroom practices.

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