

**THE USING WORD HANGMAN GAMES TO IMPROVE STUDENT'S VOCABULARY  
MASTERY AT THE EIGHT GRADES OF SMP SWASTA HKBP SIPOHOLON  
IN ACADEMIC YEAR OF 2021/2022**

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*Abstract*

*This study aims to improve student's vocabulary mastery by hangman game. This study was conducted by using classroom action research at the eighth grade of SMP SWASTA HKBP SIPOHOLON. The subject of this study was the eighth grades student and the total number of students was 32 students. The researcher was applied in two cycles with four meetings. The data was collected by using the quantitative data and qualitative data. The result showed that the improvement of the student's score from pretest to post test of cycle I and cycle II. The students' mean from pretest was 52.18, for the first cycle was 65.46, and the second cycle was 75.93. The pretest result 12.50% of the students got point 70 to up, the competence test cycle I was 34.37% and the improvement of the students showed in the last competence of the cycle II was 78.12%. Observation sheet, questionnaire and interview sheet supported that hangman game improved the students' vocabulary mastery. It was showed by the students' responses and attitude. They were looked well in each day. They became more active, serious and interested to learn vocabulary during the teaching learning process.*

**Keywords:** *Using Word; Hangman Games; Improve; Vocabulary Mastery.*

## INTRODUCTION

Vocabulary is a composite of words that used by the speakers in certain language. Vocabulary needs to be improved because vocabulary is the total number of words which makes up a language. Actually, the people have many words will be very easier in communicate with the other people. Hatch & Brown (1995) say that vocabulary refers to a list or set of words of a particular language or a list set of words that individual speaker of language might use. Commonly, students cannot compose a sentence or phrase in speaking even writing and reading because the students are poor in vocabulary. Most of the students are lazy to memorize and increase a vocabulary. The teachers just explain the material without any games, so the students are very bored in receive the materials.

The teachers must build the interest of students to learn English by using varieties of games. For instance, the teachers use game in

teaching learning because the students like to play. A game can use by the teachers can make students enjoy in learning. The teacher must use the appropriate game method in teaching learning process that can make students is easy to acquire the new vocabulary. The fact problem that faces in the class in teaching vocabulary is the students only force to remember a long list of vocabulary without a change to use the vocabulary the know. Another problem is the students didn't take attention in teaching learning process. Some of students are busy talk with their friends or even doing another lesson homework when the teacher asks one of the students to present the vocabulary they already memorize.

Students are not interested in learning vocabulary because students can't remember the new vocabulary. The teacher must use other technique in teaching vocabulary that make the students interest and enjoy in learning process. Therefore, to overcome that problem, there are many kinds of games that can be used in language learning such as, guessing game,

search game, matching game, puzzle game, card games and Hangman Game. In this research the writer just applies one of them namely Hangman Game.

Hangman Game is word game which is represented by a series of dashes. Hangman Game is play by two people or more. One person selects a secret word and the other try to determine the word by guessing letter by letter.

Besides that, by applying this game, students more fun enjoyable, relax, and the students more motivated 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. The students also don't bore in receive the material in the class.

### **The Problem of the Research**

Most of the students difficult to answer the teacher question. Actually, it because the students have low vocabulary. Based on the statements above, the writer formulated the research question as follows:

“Does word hangman games improve student's vocabulary mastery at the Eight grade of SMP SWASTA HKBP Sipoholon?”

### **The Objective of the Research**

Referring to the problem of the study above, the objective of the study is to find out whether using word hangman games can improve the student's vocabulary mastery.

### **The Scope of Research**

There are so many words class of vocabulary namely, noun, pronoun, verb, adverb, and adjective. This study focused on term of verb and noun.

### **The Significant of the Research**

After completing this study, it is expected that result of the study will be useful for:

1. For the teachers  
The researcher hopes that this research can help the teacher to improve students' achievement and also expected to be useful for English teachers to provide an alternative solution to improve student's vocabulary mastery.
2. For the students  
This research is expected to help the students to develop a new strategy to

improve their vocabulary mastery and to be more interested in learning vocabulary through Hangman Game.

3. For the researcher  
For the other researchers, this research can be a reference to conduct further studies for them.

## **THEORETICAL FRAMEWORK**

### **Vocabulary**

Vocabulary is a list or collection of the words of a language. To master a language, a learner should master the vocabulary of the language. In other words, the learner cannot use a language without having knowledge about vocabulary of that language. Richard (2002:4) states that vocabulary is list of words with their meanings, especially in a book for learning a foreign language.

### **Aspect of vocabulary**

According to Lado as cited in Mardianawati (2012: 11), the aspects of vocabulary that can be learn by the learners are follows:

#### 1. Meaning

Knowing the meaning of the word it will make easier for students to use it for written or oral communication

#### 2. Spelling

In learning English vocabulary, students can't spell the word well because there some words that have different from what is written, for example the letter (I) is not always pronounced /I/.

#### 3. Pronunciation

Pronunciation is the way to say words or letters. Pronunciation is difficult to learn because there is no connection between word spelling and pronunciation.

#### 4. Word classes

Word classes are categories of words such as nouns, verbs, adverb, adjectives and preposition.

### **The Meaning of Games**

A game is one of the techniques used by teachers in teaching a material. The teachers use games as creative and communicative technique especially in teaching vocabulary, this way is chosen because teachers did not want to use the same practice over and over again.

Hadfield (1987:3) defines a game is an activity with rules, a goal and element of fun which is divided into two kinds; competitive games, in which players or teams race to be the first to reach the goal, and cooperative games, in which players or teams work together towards a common goal”.

Moreover, Wright et al. (2006:1) define game as an activity in which is entertaining and engaging, often challenging and activity in which the learners play and usually interact with others. It means games lead to a creative and communicative activity that is good break the same practice uses in English language classroom.

### **Hangman Game**

Hangman is a fun game that can played by two or more player. The students must memories the words about everything. After that, teacher will prepare some words. The students must guess the word and if the word they guess false, teacher make the picture people hang on the board. According to Ward in Suganda (2013) Hangman is a great way for kids to practice their spelling, pronunciation, improve their vocabulary and have fun at the same time.

In addition, Parkin (2005:37) stated that Hangman Game is a game where the players are given a hidden word and a set number of guesses.

### **The Procedure of Hangman Game**

Hangman Game is one of the techniques in teaching vocabulary that make students don't bored in receive the material. According to Rauschenberg (2005:142) there are some steps to play Hangman Game:

1. Draw some rows representing the number of the letters in a vocabulary word.
2. Have the students guessing the letter.
3. If the letter is in the word, write the Letter in the appropriate row.
4. If the letter is not in the word, then draw the hanged man (1-head, 2-torso, 3-arm, 4-arm, 5-leg, and 6-leg).
5. If they can guess the word before the drawing of hanged man is done, then they win.

## **RESEACRH METHODOLOGY**

### **Research Design**

The method that used in this study was Classroom Action Research (CAR) method, because it occurs in the real classroom. Arikunto (2009:106) stated that CAR is viewed as a device to improve the quality of teaching learning ability in the physical classroom. Meanwhile Michael J. Wallace (2006:15) stated that CAR is a type of classroom research that the teacher found the problem in order to solve problems or to find answers toward context-specific issues. It means that to begin the CAR, the researcher or the teacher needs to identify any real problems which is found in the classroom concerning students' condition in teaching-learning process.

The CAR procedure that used in this research is Kurt Lewin's design. It consists of two cycles in which each cycle contains four phases; planning, action, observation, and reflection. Each cycle consists of two meetings.

### **The subject of Research**

The subject of this research was students at grade VIII of SMP Swasta HKBP Sipholon, academic year 2021/2022. The total number of students consist of 32. It is chosen based upon the unstructured interview result with the teacher at that class proving that they have the lowest achievement of English Test especially in vocabulary. Sugiyono (2016), states that Purposive Sampling is the process of selecting sample by taking subject that is not based on the level area, but it is taken based on the specific purpose. Specific purpose mean where a researcher selects a sample based on the students knowledge about the study. The participants are select according to the needs of the study.

### **DATA ANALYSIS**

In this research, the data were analyzed from qualitative data and quantitative data. The qualitative data were taken from interview, observation, and questionnaire sheet, and the quantitative data were taken from mean of students score in taking post-test. It was accomplished in two cycles. Every cycle consists of four steps of action; planning, action, observation, and reflection.

**Analysis Quantitative Data**

The quantitative data was taken from the test score which carried out in every meeting within two cycles. The tests were given three times, a pre-test and two tests after each cycle. The pre-test was given in the first meeting without any treatment to students, while the tests after each cycle were given after the students got some treatments. This research was conducted in eighth students with 32 students taken as the sample.

**Table 4.1**  
**The Result Students' Test**

NO	NAME	PRE-TEST	POST-TEST 1	POST-TEST 2
1	Andre Simanungkalit	55	60	65
2	Celsi Hutauruk	60	70	75
3	Christian Donovan	55	65	75
4	Dimas Arvandi	55	60	65
5	Dion Manalu	50	70	80
6	Extrada Bakkara	45	60	65
7	Eliajar Purba	50	60	75
8	Franto malau	55	65	75
9	Forina Siregar	50	70	80
10	Jenny Situmeang	70	75	85
11	Paska Situmeang	60	70	80
12	Rio Situmeang	45	60	65
13	Ruben Sihombing	40	60	75
14	Samuel Simanungkalit	55	60	75
15	Selvi Simanungkalit	70	80	90
16	Sondang Manalu	70	75	85
17	Tonny Manalu	55	60	75

18	Tiur Manalu	60	75	85
19	Yeskiel Manalu	55	60	80
20	Yuliana Situmeang	70	80	85
21	Josep Sibarani	45	60	80
22	Marcell Simanungkalit	35	55	65
23	Marsha Loi	40	60	80
24	Rakina Simanungkalit	45	60	70
25	Sera Situmeang	55	75	80
26	Andika Pasaribu	45	60	75
27	Martin Manalu	50	65	65
28	Andy Simanungkalit	40	60	65
29	Maria Simatupang	50	65	85
30	Zevaya Simanungkalit	50	70	75
31	Hendra Sinaga	45	65	80
32	Tommy Hutagalung	45	65	75
	TOTAL	1670	2095	2430
	MEAN	X= 52.187	X= 65.468	X= 75.937

1. In pre-test the total of score were 1700 and the students who took the test was 32, and the mean of the score was:

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

$$X = \frac{1670}{32}$$

$$X = 52.18$$

The percentage of students who passed the minimal mastery level criterion (KKM):

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{4}{32} \times 100\%$$

$$P = 12.50\%$$

2. In cycle I, the total of the score from post-test I were 2.083 and the number

of the students who took test was 32.

The mean of the students' score was:

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

$$X = \frac{2095}{32}$$

$$X = 65.46$$

The percentage of students who passed the minimal mastery level criterion (KKM):

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{11}{32} \times 100\%$$

$$P = 34.37\%$$

3. In cycle II, the total of the score from post-test II were 2385 and the number of the students who took test was 32. The mean of the students score was:

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

$$X = \frac{2430}{32}$$

$$X = 75.93$$

The percentage of students who passed the minimal mastery level criterion (KKM):

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{25}{32} \times 100\%$$

$$P = 78.12\%$$

The result.

From the data shows that there is an improvement of the students score in vocabulary mastery from pre-test till post-test I and II by hangman games. It proved by the mean of the score from 52.18 to 65.46 to 75.93.

From the calculation of percentage of students who pass the above in pre-test, there were 12.50% (5 students) who passed the KKM, in cycle one post-test I there were 34.37% (11 students) who passed the KKM, and in cycle two post-test II there were 78.12% (25 students) who passed the KKM. After analyzing the data, it was concluded that students score had improvement from pre-test until post-test.

### Analysis Qualitative Data

The qualitative data were taken from interview, and observation. It showed the students' interest in writing procedure text.

## CONCLUSION AND SUGGESTION

### Conclusion

After analyzing the data, it can be concluded that hangman game could improve students' vocabulary mastery, especially for students in eighth grade of SMP Swasta HKBP Sipholon. After analyzing the data, the conclusion

The result showed that the improvement of the student's score from pre-test to post test of cycle I and post-test cycle II. 2. The students' mean from pre-test was 52.18, for the cycle I was 65.46, and the cycle II was 75.93. The pre-test results 12.50% of the students got point 70 to up, the competence test cycle I was 34.37% and the improvement of the students showed in the last competence of the cycle II was 78.12%

### Suggestion

Regarding the result of the research, the researcher thinks that the students must be given games to improve their vocabulary mastery. This strategy makes them easier to memorize the word. In teaching learning process, the role of the teacher is much needed. They should be able to control the class and also become an active person in giving motivation to the students to learn the material. The teacher should try to use the other media like games to attract the students and make them enjoy with the material especially in learning vocabulary. The students need more to learn and memorize new word to improve their vocabulary mastery.

The researcher wants to give suggestion to other researchers who want to take the same subject to do details research about it. It is done because the research that has been done is not perfect so hopefully other researcher can make it better

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