



TEACHING VOCABULARY THROUGH HANGMAN GAME FOR THE HIGH SCHOOL STUDENTS

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ABSTRACT

This research aims to determine the effectiveness of teaching vocabulary through the Hangman game for high school students. This research used a pre-experimental design with a one-class pre-test and post-test design. The samples are 30 second-grade students from a private Islamic junior high school in Majene, West Sulawesi, Indonesia. Teaching observation and documentation were the techniques used. This research was analysed using T-Test statistical analysis to determine the differences in English vocabulary scores in the Hangman game. This research showed that the students' vocabulary significantly differed between the pre-test and post-test mean scores. The mean score of the pre-test was 68.8, and the mean score of the post-test was 79.7. The Hangman Game could improve the students' vocabulary by as much as 16%. It described clearly that the experiment's treatment has been going well, and the students' ability in nouns has increased. Thus, the Hangman Game technique effectively improved high school students' vocabulary mastery of singular and plural nouns. Most students felt happy during the vocabulary learning process taught using the Hangman Game.

Keywords: Teaching; vocabulary; Hangman game

1. INTRODUCTION

Vocabulary is one of the language aspects or important components in studying English. The students or learners can speak, read, listen, and write with vocabulary. Vocabulary is an essential skill that would help students understand, increase their knowledge and help the learner become more quickly for using and mastering English (Tanjung, 2019). Vocabulary is a primary language, and it is essential to be mastered. Vocabulary is the words that support communication and language learning.

Vocabulary is one of the essential elements in mastering language skills. Students need help with mastering English words. Studying a foreign language is required for the student to master English. In other words, English skills must be taught so that students can use English actively. Vocabulary is one of the critical languages because speech is central to language teaching and learning. By mastering the vocabulary, the learners can communicate with other people and produce many sentences in spoken or written. In other words, vocabulary mastery must be the priority in English language teaching and learning. Without mastering the vocabulary, it will be difficult for the learners to master the language skill (Khasanah, 2020).

Commonly, students cannot compose a sentence or phrase in speaking, even writing and reading, because the students are poor in vocabulary. Most students need to be more active to memorise and increase their vocabulary. The students are lazy causes of some teachers cannot motivate them because they need teaching games.

A game is a technique teachers use in teaching material. The teachers use games as creative and communicative techniques, especially in vocabulary teaching. This way was chosen because teachers wanted to use the same practice sparingly. Teachers need to play games they will use in the classroom to make their students enjoy, convenient, comfortable and interested in learning vocabulary.

Furthermore, Syafiq (2019), the word game is a medium to teach English subjects. Including the proper techniques to be applied in the classroom will help teachers or lecturers attract students' interest and arouse their motivation in a more effective teaching and learning process. Games have been proven to have advantages and effectiveness in learning vocabulary in various ways. First, games bring relaxation and fun to students. Second, games usually involve friendly solutions and keep students interested.

A game is defined as "an activity with rules, a goal, and an element of fun that can be further split into competitive games, in which players or teams compete to be the first to the objective, and cooperative games, in which players or teams work together toward a common goal." Children naturally and universally engage in games as activities. The enjoyment has an eternal quality. To play a game is to enjoy competing against other players individually or in groups. They do not intentionally consider the terminology used when playing games.

Games are crucially crucial for English language learners and teachers because they provide enjoyment and relaxation and encourage students to use their language creatively and communicatively (Yolageldili, 2011). A game is an educational object that aims to educate through pleasure and interest. Educational games are different from toys

and fun games because a fundamental principle is involved. Through the wise rules used in games, students can take their daily learning with a spoonful of pleasure.

Moreover, Husna (2021) defined a game as an educational object that aims to educate through pleasure and interest. An educational game is different from toys and fun games because a fundamental principle is involved. Through the wise rules used in games, students can take their daily learning with a spoonful of pleasure.

Hangman is a game that the students play in groups. The students must memorise the words about everything. After that, the teacher divided the students into two groups. The students must guess the word, and if the word they guess is false, the teacher makes the picture of people hang on the board.

Wiratania (2018), the Hangman game can be used to enlarge vocabulary mastery, practice spelling, and train students' concentration. This game helps teachers in controlling the classroom. While the students are playing the Hangman game in the classroom, the teacher observes the process of acquiring vocabulary. According to Wiratania (2018), the Hangman game has some advantages. First, the Hangman game motivates students. It can make students interested in language learning. Second, the Hangman game can avoid monotony. Third, the students' pronunciation, concentration and spelling skills can be improved. Subsequently, According to Nainggolan (2020), Hangman is a fun game that students can play in the classroom to help them build their vocabulary skills because they can play on the blackboard, at their desk or even on the smart board.

In addition, Amadhani (2020) said that Hangman games help students improve their English spelling and pronunciation, remembering and recalling their vocabulary related to the topic. The teacher can make vocabulary more fun by rewarding students who win the game. Therefore, the Hangman game that could make the students more active in the classroom is considered to help the teacher teach vocabulary.

Therefore, the researchers decided the Hangman game as an excellent way to improve students' motivation in learning vocabulary. Ramadhani (2020) said that the Hangman game offers players a set number of riddles to find a secret word. Later, the teacher will give several clues to students to guess the correct letter or word. Then, the Hangman process will be started if students answer the wrong word or letter by drawing a line individually. This game has several advantages: First, it engages students to recall the vocabulary since they think about the hidden words that should be guessed. Second, increasing students' vocabulary. Third, it can bring a pleasant atmosphere to the class. Fourth, students enjoy the learning process and make the learning process easier by

getting new words. Lastly, it also increases students' motivation to learn English since they try to find the word before the Hangman is drawn.

2. METHODS

Population is a certain group of things (people, objects, events, etc.) selected by researchers who study research that can be generalised to groups with at least one population characteristic that distinguishes them from other groups (Gay 2019). The population of this research was the second-grade students of an Islamic junior high school in Majene, West Sulawesi, Indonesia, in the academic year 2021/2022. The population consisted of one class. The total population of this research was 40 students. The sampling technique of this research was random sampling technique. The researcher selected this technique based on the teacher's information that second-grade students' achievement was low in English, especially in vocabulary. The researcher selected that class as a sample with total students was 30.

Gay (2019) explained that experimental research is a quantitative method, the only one that can genuinely test hypotheses regarding causal relationships. In order to find out the relationship between variables in experimental research, research aims to try something or techniques which can affect learning outcomes. The researchers used the t-test as a statistical calculation provided in SPSS version 28.00 software to analyse normality test the data, and the t-test was used to determine the difference in English vocabulary scores in the Hangman game.

3. RESULTS AND DISCUSSION

The Classification of the Students' Scores in Pre-test and Post-test

Before starting the treatment, the researcher gave pre-test and post-test to the class being taught to identify students' initial understanding of vocabulary. The researcher then assessed the vocabulary ability of the students to determine their quality.

Table 1. The Rate Percentage of the Students' Scores in the Pre-test and Post-test

No.	Classification	Score	Pre-test		Post-test	
			Frequency	Percentage %	frequency	Percentage %
1.	Excellent	96-100	0	0	10	33.3
2.	Very good	86-95	4	13.3	9	30.0
3.	Good	76-85	9	30.0	2	6.7
4.	Fairly good	66-75	2	6.7	3	10.0

5.	Fairly	56-65	3	10.0	0	0
6.	Poor	36-55	10	33.3	6	20.0
7.	Very poor	0-35	2	6.7	0	0
	Total		30	100	30	100

Table 1 above showed the percentage and frequency of the students' pre-test. Four students, or 33%, were classified as very good; nine students or 30,0% classified as good; two students or 6,7% classified as fairly good; three students or 10,0% classified as fairly and six students or 33,3%, were classified into poor. On the other hand, in the post-test, ten students, or 36,7%, were classified as excellent; nine students, or 30,0%, were classified as very good; two students or 6,7%, were classified as good; three students 20,0% classified as fairly good.

The Mean Score and Standard Deviation of the Students' Pre-test and Post-test

After calculating the result of the students' pre-test and post-test results, the mean score and standard deviation are presented in the following table.

Table 2. The Mean Score and Standard Deviation of the Students' Pre-test and Post-test

Test	Mean score	Standard deviation
Pre-test	68.8	22.5
Post-test	79.7	21.3

Table 2 provided a statistical summary of the student's scores and standard deviation for the pre-test and post-test. The mean scores for the students' pre-test and post-test were different, with the mean score being more significant than the mean score for the pre-test. The pre-test for the students had a mean score of 68.8, while the post-test had a mean score of 79.7. The student's pre-test had a standard deviation of 22.5, and their post-test had a standard deviation of 21.3.

Hypothesis Testing

The researchers used the t-test at a significance level of 0.05 to determine the significance level of the pre-test and post-test. Decision-making if the significance value < 0.05 indicates a significant relationship between the initial and final variables. It significantly affects the difference in the treatment given to each variable. If the significance value > 0.05 indicates that there is no significant difference between the initial

variable and the final variable. The result showed no significant effect on the difference in the treatment given to each variable.

Table 3. T-test of the Students' Vocabulary

Komponent	Significance Value	Level Significance
Noun	0,001	0,05

The hypothesis was tested using SPSS 26. In this case, the researcher used the t-test for significance testing for the paired sample t-test, namely a test to determine the significant difference between the results of the students' mean scores on the pre-test and post-test.

In this case, the researcher used the hangman game to teach junior high school students vocabulary. Hangman games can motivate children to learn languages. In this way, games are often played online but are not currently being played online. This game can help students more easily and quickly understand vocabulary. Hangman is effectively used to teach grammar to junior high school students. It can be proved based on the evidence from the pre-test average score of (68.8) increased significantly to the post-test (79.7).

There is a significant difference between before and after treatment because the significance value is 0.001, which is less than 0.05. It indicated that the alternative hypothesis (H1) was accepted, and the null hypothesis (H0) was rejected. The t-test revealed a significant difference between the pre-test and post-test findings, which the authors discovered. The researcher learned from the above explanation that the Hangman Game effectively affected students' vocabulary.

Harma (2021) concluded that student activities for the learning process in cycle I had personal interaction, understanding of vocabulary, and success in applying the Hangman Game to increase their vocabulary. His research stated that it had been conducted in one cycle with the Hangman Game as a vocabulary-learning medium. The student responses to using the Hangman Game to teach vocabulary were excellent. Most students agreed that the Hangman Show helped them expand their vocabulary.

Napiah (2019), the Hangman game effectively supported students' motivation to learn vocabulary and improved their group interaction in the seventh grade of a public junior high school. Including the Hangman game in the teaching-learning process can help pupils grasp their vocabulary.

CONCLUSION

Using the Hangman game in vocabulary instruction can help students learn more words because it allows them to compare their vocabulary before and after receiving therapy. Before receiving treatment, the students' vocabulary was weak, but after receiving treatment, the students' vocabulary improved thanks to the Hangman Game. It indicates that the technique was effective. The result of the difference between before and after treatment is because the significance value is 0.001, which is less than 0.05. Therefore, the alternative hypothesis (H1) was accepted, and the null hypothesis (Ho) was rejected. Using the Hangman game in teaching vocabulary could improve the students' vocabulary.

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