

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Language is very important in our life. In this world there are some kinds of languages, such as Indonesian Language, Spanish Language, English Language and other languages. English language is one of the languages in the world that is used by a lot of people in many countries. As an international language, many people learn English in order they can communicate with others that come from abroad. In many countries, English language is the second language but in Indonesia, English is not considered as a second language but English is a foreign language. English has a very large vocabulary, which adds greatly to our opportunities to express the meaning in different styles (McCarthy and O'Dell (2001:6). English is also called as the target language that has to be taught in schools in today's Indonesian curriculum.

English also has skills, they are, listening, speaking, reading, and the last one is writing, from these skills, the students can increase their vocabulary or their knowledge about English and the students can be mastery in English language. Therefore the student is hoped to increase their ability in English. Increasing the students' ability in mastering English the teachers have to think how to make students mastery English for their own purposes. There are so many approaches, methods, and techniques that can be used by the teacher.

Application software (app for short) is a program or group of programs designed for end users. Examples of an application include a word processor, a spreadsheet, an accounting application, a web browser, an email client, a media player, a file viewer, an aeronautical flight simulator, a console game or a photo editor. The collective noun application software refers to all

applications collectively. This contrasts with system software, which is mainly involved with running the computer. One technique that was used by the teacher to increase the students' ability in English is Games.

Game is a natural means for children to understand the world around them. Therefore, it should be part and parcel of their learning, including the learning of foreign languages. The aim of this article is thus to give a description of game, its classification and benefits for English teaching. In addition, the right timing for the implementation of game into the teaching is considered. The author also describes different ways of using games in language classrooms (Blanka Klimova, 2015 : 15). Through games there are so many advantages for students and teachers in learning process. The students can be more motivate and challenge. Games provide language practice in various skills of speaking, listening, writing, and reading. Games also encourage students to interact and communicate.

The writer chosen the Hangman game to encrease students vocabulary mastery. Hangman game is a word game which is represented by a row of dashes. It is played between two people or more. The writer used Ward in Evi (2017 : 2) as the theory to support her explanation about hangman game. According to Ward in Evi (2017: 2) "Hangman is a great way for kids to practice their spelling, pronunciation, improve their vocabulary, and have fun at the same time.

The writer used (Hornby, 1995: 1331) as the theory to support her explanation about vocabulary. Vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook (Hornby, 1995: 1331). Those definitions show that vocabulary is the first element that the English learners should learn in order to master English well besides the other English components and skills. The vocabulary of language always changes and grows.

As life become more complex, people devise or borrow new words to describe man's activities. No one knows exact numbers of words in the English vocabulary today. From the interpretation above, the writer can conclude that vocabulary is the core component of language proficiency that consists of a set of lexeme, including single words, compound words, idioms; provides much of the basis for how well learners speak, read, listen, and write; and has similarities with the term "lexis" and "lexicon".

There are some problems on students in learning vocabulary, they are : Deciding which words are worth learning, How to organize our vocabulary, Remembering vocabulary (Vocabulary learning has largely been construed as a memory problem) seems to be another difficulty for vocabulary learners, feel bored in vocabulary lessons because they have not changed their learning habits, such as writing words on paper, trying to learn byheart or learning passively through the teacher's explanations.

Based on the writer did observation in SMA Negeri 8 Medan and gave the written text that is vocabulary test in short text. As the result, the writer provides the data below :

Table 1.1. The Score of Students Vocabulary

No	Student's Initial	Score
1	AT	60
2	AJ	76
3	CR	73
4	DS	60
5	ER	55
6	FA	74
7	FS	65

8	GS	72
9	JN	77
10	KR	56
11	LK	60
12	MS	70
13	MG	55
14	MH	55
15	MM	65
16	MZ	78
17	PA	68
18	RN	55
19	SH	78
20	SR	78

Based on the data above, the writer concludes the students are lack of vocabularies. The writer has found one technique that was used to increase the students' vocabulary in English is through Games. There are so many advantages for students and teachers in learning process by employing games. The students can be more motivated and challenged. Game provide language practice in various skills of speaking, listening, writing, and reading. Game also encourage students to interact and communicate.

So, it needs more teacher's attention to make the transfer of the vocabulary process easier to grasp and more fun to learn. To do this hard job, teachers are hoped to have ingenuity in teaching by using any kind of teaching aids that already exist in their environment. One of those aids is using games or methode. The writer chooses Hangman game. The writer use Hangman game because Hangman game is enjoyable game, this game help and encourage many learners to

sustain their interest and work. With Hangman game student can have a lot of fun and get rid off their bored during the lesson.

This study examines the students mastering of vocabulary through games because games have been shown to have advantages and effectiveness in learning vocabulary in various ways. Therefore, the role of games in teaching and learning vocabulary can not be denied. However, in order to achieve the most important from vocabulary games, it is essential that suitable games are chosen. Whenever a game is to be conduct, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account. The aim of teaching English is to enhance students ability to understand English words which they may find their difficulties in their environment. In fact, students often find problems in learning the words.

Finding the problems it needs more teacher's attention to make the transfer of the vocabulary process easier to grasp and more fun to learn. In teaching learning teachers hope to have ingenuity in teaching by using any kind of teaching aids that already exist in their environment. One of those aids is using games. The writer chooses games because games can help and encourage many learners to sustain their interest and work. With games student can have a lot of fun and get rid off their tire some during the lesson.

Based on the situation right now, that is Corona Virus Desease or Covid-19 that lead the school should be closed for a while and the students study at home. That make the writer should be minimization her sample and change the name of school.

Based on the background above the research entitled The Effect of Using Hangman Game on Students' Vocabulary Mastery at Eleventh Grade in Senior High School.

1.2. Problem of Study

Based on the background of study above, the problems of the study can be formulated as follow: “Does the Hangman game affect on students’ vocabulary mastery?”

1.3.The Objectives of the Study

The Objective of the study is to find out wheather or not a hangman game affect on the students’ vocabulary mastery at eleventh grade in senior high school.

1.4.The Scope of the Study

This research is restricted to use of games in knowing the effects in students' vocabulary mastery in second grade students at senior high school. Clearly the writer will discuss the role of games in helping students learn vocabulary. There are many types of game in enriching students vocabulary, they are: Cross-word puzzle game, Dice game, Hangman game, and so on. The writer limits the game to an English game which is a Hangman game to affect studentsvocabulary mastery. And there are many types of vocabulary in enriching students vocabulary, they are : Noun, Adjective, Verb, and Adverb. The writer limits the vocabulary to an English vocabulary which is a Noun Vocabulary to affect students vocabulary mastery.

1.5. The Significance of the Study

The result of this research expect to provide some valuable advantages for the teacher, the students, the readers, and also personal.

1. For the teacher

This research can be one of references for teacher in teaching English, especially teaching vocabulary because this research provides the information about Hangman Game as a method in teaching vocabulary. The teacher is expected can improve their method in teaching English.

2. For the students

The students can improve their vocabulary ability by using Hangman Game, students also be more interested in learning English, especially learning vocabulary and students are motivated to learn English more diligently.

3. For the readers

The writer hopes this research can increase the readers' knowledge about teaching vocabulary by using Hangman Game as a method. This research also can be a reference for people who need it as an additional material or used as comparative study toward the other teaching method.

1.6.Hypothesis

Hypotheses are conclusions made by writer about possible outcomes of research. Arikunto (2006: 71) states, "The hypothesis is a temporary answer to the research problem, until proven by the data collected". Temporary answers need to be proven by data collected or truth. This study uses two types of variables, the first is Hangman Game as the "X" variable and the second is the students' vocabulary mastery as the "Y" variable.

In connection with this research hypothesis it is proposed as follows: "Students' vocabulary mastery will be enhanced through the effect of using Hangman Games as a method". The formulated hypothesis is described below:

1. Ha: There is a significant effect on students' vocabulary mastery with Hangman Games.
2. Ho: There is no significant effect in students' vocabulary mastery with Hangman Games.

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretical Framework

In conducting a research, theories are needed to explain some concepts term that have relation in this research the related literature of this study. Some of terms are used in this research and needed to be theoretically.

2.2. The Definition of Vocabulary

Vocabulary is one of the language aspects or important component in studying English. Without vocabulary the students or learner will be getting trouble in her speaking, reading, listening, and writing. Vocabulary is important components skills that would be help student in understanding, increase their knowldege and also to help the learner become more quickly for use English language and mastering English language.(Srimaharani Tanjung, et.al. 2019. The Effect of Hangman Game on Students' Vocabulary mastery which published by Linear Journal of Teaching and Education Vol. II, No. 3),Vocabulary is a basic of language and it is very

important to be mastered. Vocabulary is the words that support communication and language learning.

There are some definitions of vocabulary proposed by linguist experts, According to Hornby in Puspita and Sabiqoh (2017: 02), "Vocabulary is defined as a total number of words and a language, all the words known to person or used, and its list of words with their meaning". Vocabulary is the collection of word that an individual knows, (Nunan (2006: 21). Students can not master a language if they are does not learn vocabulary and expression of word has meaningful way in communication. If the students do not understand it, the students can not speak well. By lacking words, the interaction in other language can not be done no matter how successfully the sound of the foreign language is mastered. Consequently, this situation gives the application for us especially for students that learn English. Moreover, Barnhart (2008: 697), defines vocabulary as: "...(1) stock of words used by person, class of people, profession, etc. (2) a collection or list of words, usually in alphabetical order and defined." According to Penny (1991: 60), she said that, "Vocabulary can be defined, roughly, as the words we teach in the foreign language". Vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write, (Richards (2002:255).

Based on the definitions mentioned previously, the writer can define that Vocabulary is a set or total number meaningful words that used by people as basic element of learning English.

2.2.1. The Types of Vocabulary

There are some types of vocabulary proposed by linguist experts, According to Kamil and Hiebert (2005:11), There are two types of vocabulary or words, those are Oral and Print vocabulary. Oral vocabulary is words that are spoken or listening and Print vocabulary is words

that people know when they are reading or writing. (Srimaharani Tanjung, et.al. 2019. The Effect of Hangman Game on Students' Vocabulary mastery which published by Linear Journal of Teaching and Education Vol. II, No. 3), To determine vocabulary, there are types of vocabulary that the students should have basic knowledge in mastering vocabulary namely: Noun, Adjective, Verb, and Adverb.

1. Noun

Noun is one of part of speech which use to identify any of a class of people, place, or things. According to Gobetti et al., (2008: 11) "Noun is a word that indicates a person, animal, thing, or idea; it can be a companied by an article". Moreover, Noun is a word used to refer to people, animal, object, substance, states, events, ideas and feelings, (Olivia et al., (2018: 4). Nouns can be the subject or the object of a verb; they can be modify by an adjective and can take a determiner. In addition, to Cyssco (2009: 10) "Noun is refers to the name of a place, person, thing, and idea. For instance: mother, pen, Singer, record, etc.

The example of noun : The tiger is very big. From this example, the students can add their vocabulary from noun. Tiger is a noun and also tiger is the animal's name. The students can increase their knowledge about the vocabulary and noun.

2. Adjective

According to Novia (2009: 28), "Adjectives is words that used to limit the use of nouns by giving certain properties and nouns". Furthermore, Downing (2006: 440) says that "Adjectives as classifiers are frequently derived from nouns and restrict the noun head in relation to another referent". Adjective is a word that describes a noun, a name, or a pronoun, (Gobetti (2008: 11). In addition, "Adjectives is to modify nouns and pronouns, they describes the quality of people, things and abstraction" (Oliva, 2018:4).

The example of adjective : She is very kind. From this example, students can increase their vocabulary from the adjective.

3. Verb

According to Gobetti (2008: 12) “Verb is words that shows an action, an event, or state an even, or a state being”. Moreover, according to Marthin and Jurafsky (2005: 04) “Verb class includes most referring to action and processes, including main verb like draw, provide, differ, and go”. Next, Novia (2010: 104) said that ”Verb is a word that indicate or state and action has been done”.

The example of verb : Maulina and Pitta cut their hair, because the weather is very hot. From this example, students can add more their knowledge about vocabulary from the example of verb.

4. Adverb

According to Novia (2009: 97), Adverb is words to describe verbs, adjectives, or other additional words. Gobetti et al., (2008: 12) said that, “Adverb is a word that qualifies a verb, adjectives, noun, another adverb, or a sentence derived”. Furthermore, Adverb is also modifiers, but also modifiers, but they modify verb, adjective and other adverb, (Swick (2005: 16). In addition, Anis (2017: 75) says, Adverb is to explain or clarify an event or event that has been, is ongoing, or will take place, so that the sentences being pronounced become clearer.

Furthermore, Aebersold and Field (1997:139) classify the vocabulary based on the uses of vocabulary in communication into Active and Passive. Active vocabulary refers to put item which the learner can use appropriately in speaking or writing and it is also called as productive vocabulary. Passive vocabulary refers to language items that can be recognized and understood in the context of reading and listening and it is also called as receptive

vocabulary. The example of adverb : Mina read the question seriously. From the example, seriously is one of part of adverb of manner, so, the students get a new word or a new vocabulary from the example of adverb.

2.2.2. The Role of Vocabulary

There are some role of vocabulay proposed by linguist experts, According to Hunt and Beglar (1998 : 28) “many vocabularies are learned incidentally through extensive reading and listening”. For this reason, motivating learners to read and listen extensively can provide them with great opportunities to learn new vocabularies. In addition, Wesche & Paribakht, 1999 : 45, refer to incidental learning as something that is learned without specific focus of attention in a classroom context. As believed by Huckin and Coady (1999 : 87), incidental vocabulary learning can be really advantageous for learners because it is a more learner based process, in which learners select the reading materials to study according to their personal preferences. Therefore, reading will be more interesting for each person. “to enrich their knowledge of the words they already know, increase lexical access speeds, build network linkages between words, and a few words will be acquired” (Horst, Cobb and Meara (1998 : 221).

2.2.3. Vocabulary Mastery

Vocabulary is a knowledge that study about word, part of word that give clues to the meaning of whole words. There are some mastery of vocabulay proposed by linguist experts, Richard (2003:255) states that Vocabulary is a core component of language proficiency and provides much of the basis for how well learner speaks, listen, read, and write. Furthermore, McCarty (1984 : 73) states that vocabulary development by combining three approaches to vocabulary instruction and learning, these three approaches –Incidental learning, Explicit instruction and Independent strategy development are presented as seven teaching principles.

Vocabulary mastery can increase reading comprehension significantly if the students use many strategies in reading comprehension. It has been proved in three hypotheses testing, (McWhorter (1992:23). First, Vocabulary is contributed to reading comprehension. Second, hypothesis is also proved that there is positive and significant contribution between Learning strategies and reading comprehension. Good (1959 : 18) in Dictionary of Education defines vocabulary as: 1) the content and function words of a language which learned so thoroughly that they become a part of the students understanding, speaking, later reading, and writing vocabulary, and 2) words having meaning when heard or seen even though not produced by the individual himself to communication with other. In line with this, Webster (1983 : 23) states that vocabulary is a list of words and sometimes, phrases, usually arranged in alphabetical order defined as a dictionary, glossary, or lexicon; all the words of a language; and all the words used by a particular person, class, profession, etc. Vocabulary has important role of teaching learning process. There are some advantages when students can master the English vocabulary. According to Diana (1991 : 88) mastering English vocabulary has some advantages as follows:

1. Students will be better improving their reading, writing, speaking, and listening of vocabulary.
2. Students will think more clearly. Thoughts are limited by vocabulary.
3. Students will experience personal growth and greater confidence.
4. Students will understand other people idea and explanation easily.
5. Students will gain important survival tolls for the new millennium.
6. Students' friend will think they are getting very smart.

It shows that how vocabulary determines on how students learn language and their capability to communicate with others in teaching learning process.

2.2.4. Teaching Vocabulary

Teaching vocabulary is a crucial aspect in learning a language as languages are based on words (Alqahtani, 2015 : 19). Teaching vocabulary is considered as one of the most discussed parts of teaching English as a foreign language, (Alpino Susanto. 2017. The Teaching of Vocabulary: A Perspective. which published by Linear Journal of KATA Vol 1 No. 2 Oktober).The followings are some techniques of teaching vocabulary.

1. Teaching vocabulary using Objects

This technique can help learners in remembering vocabulary better, because memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words. Using this technique includes the use of visual aids, and demonstration. (Taka & Singleton, 2008 : 55). In addition, Gairns & Redman (1986 : 30) state that real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary. Objects can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used.

2. Teaching vocabulary by drilling, spelling, and active involvement

Drilling is employed to make learners get accustomed to the word form especially to how it sounds. To make learners more familiar with the word, drilling should be clear and natural (Thorbury, 2002 : 77). Drilling is very necessary since learners need to say the word to themselves as they learn it to recall the words from memory (Ellis & Beaton, 1993:26). The primary means of spelling is actually memorizing words (Reed, 2012: 17). Word spelling needs to be considered since spelling forms of English words is not always inferred by the

pronunciation. Employing this technique, the teacher encourages the students to find out word's meaning by elicitation (Taka & Singleton 2008 : 67). Elicitation maximizes learners' speaking opportunities, and acts as a way of checking learners' understanding (Thorbury, 2002 : 42). This technique also includes personalization, which is using the word by learners in a context or sentence that is related to their life. Related to the above techniques, Pinter (2006 : 15) argues that teachers are suggested to conduct planned presentations of vocabulary as various as possible, so it is better that teachers present word meaning and form by combining more than one technique. In addition, Taka and Singleton (2008 : 12) points out that in choosing which techniques to be used in the classroom, teachers consider time availability, the content or teaching material.

2.3. Definition of Games

There are some definition of games proposed by linguist experts, According to David Parlett (1999 : 32), Game is something that has "end and the means of achieving": that there is a purpose, and the results of a series of regulations to achieve both. Game is an activity that involves decision-player, trying to reach the goal with "limited by the particular context" (ie, limited by regulation), (Clark C. Abt,). Moreover, According to Roger Caillois, a French sociologist, in his book entitled *Les jeux et les hommes* expressed gaming is an activity that includes the following characteristics: fun (free play is an option but not the obligation), separate (separate), uncertain, non-productive, governed by rules (no rules), fictitious (pretend). In addition, Greg Costikyan said that, Game is "a form of works of art in which participants, called Players, made the decision to manage its resources through the objects in the game in order to achieve the goal". Furthermore, Game is "a system where players do mock conflict, defined by rules, which provide measurable results" (Katie Salen and Eric Zimmerman).

2.3.1. Kinds of Games

There are kinds of games that affect on students vocabulary mastery according to Lewis and Badson (2008:16-17):

1. Cross-word Puzzle Game

Putu Ngurah Rusmawan. 2018. Using Crossword Puzzle to increase Students' Vocabularies for Writing Skill in Descriptive Text which published by Academic Journal of English Language and Education Vol. 2, No. 1, A crossword is a word puzzles that normally takes the form of a square or a rectangular grid of white and black shaded squares (Davis, 2009). The goal is to fill the white squares with letters, forming words and phrases, by solving clues which lead to the answers. In language that are written left-to-right, the answer words and phrases are placed in the grid form left to right and from top to bottom. Crossword puzzle can be used as a technique in teaching vocabulary to the Junior High School students. Every crossword puzzle uses clues to find out the answers, it could be down and across. Moreover Siti (2013) Crossword puzzle can be done in a group or individually. The teacher gives a copy of the 'crossword puzzle' and explains the rules, such as students have to fill the columns as soon as possible, and who will get the first is the winner and get the good point from the teacher. In pair work group, the winner is the first complete the columns. The use of crossword puzzle in teaching vocabulary is one of the alternative techniques to help the students construct and improve their vocabulary enlargement. Suyanto (2008:117) says that game is an activity which is done based on the certain rule. Suyanto states that, according to some expert, language game which is communicative has four characteristics. Those characteristics namely: game must be interactive, the player must be clear, the player must be involved actively, the player get specific rules in the game.

2. Dice Game

According to Lewis and Bedson (1999 : 81), dice game is versatile game that provides variety of instruction and can be adjusted depend on the needs of the objectives. Variety instructions in this game will allow students to perform basic physical activity and the use of their five basic sensory according to the instructions, this game also require group work that suitable to their characteristic. Vocabulary dice game is a finite game that have particular rule to play and have winner at the end of the play. The teacher will divide the students into several groups and ask them to roll the dice and perform the words and instructions. After that, the representatives of each group are asked to follow the instruction related to the words given before the play. If the students can answer the question correctly their team will gain the score depends on the dice number. At the end of the game, the group with the highest score will be the winner (Lukman Nul Hakim, An Fauzia Rosyani Syafei. 2018. Using Vocabulary Dice Game in Teaching Vocabulary to Elementary School Students which published by Journal of English Language Teaching Volume 7 No. 4).

3. Hangman Game

Hangman game is a word game which is represented by a row of dashes. It is played between two people or more. One person selects a secret word, and the others tried to determine the word by guessing it letter by letter. The games provide clues, such as whether the word is and adjective, or a noun, the antonym or synonym word. According to Ward in Evi (2017: 2) “Hangman is a great way for kids to practice their spelling, pronunciation, improve their vocabulary, and have fun at the same time. Furthermore, Coles in Wirawan (2013: 15) “Hangman is a fun game that students can play in the classroom in order to help them build their

vocabulary skills, because they can play on blackboard, at their desk or even on the smart board”.

2.3.2. The Advantages of Games

Dr. Abdelrazig Ibrahim. 2017. Advantages of Using Language Games in Teaching English as a Foreign Language in Sudan Basic Schools which published by American Scientific Research Journal for Engineering, Technology, and Sciences (ASRJETS) Volume 37, No 1, pp 140-150, The benefit of using games in learning classrooms can be summed up in nine main points which are the following:

1. Games are learner-centered (the student is always in focus).
2. Games promote a communicative competence.
3. Games create a meaningful context for language use.
4. Games increase learning motivation
5. Games reduce learning anxiety.
6. Games integrate many various linguistic skills.
7. Games encourage creativity and spontaneous usage of the language.
8. Games construct a cooperative learning environment.
9. Games foster participatory attitudes of the students.

According to A. Nalasco(1991:76), Younger students also enjoy competing with their peers, and introducing a game element is a way of livening up any material”. It is often difficult to maintain their attention for too long as they cannot remember new words and expressions of a language they deal with for the first time and which is not their mother tongue. It is true that children like things to be repeated but they do not need only to keep repeating the desired part of the target language. Instead, a short and a simple game can be repeated more than once.

Incorporating games, then, in the language teaching-learning process helps building a good relationship with the new language. They do not just relax from serious learning but they reinforce the new vocabulary as well. Although a game in a class of beginners could be a disaster but it succeeds in making a good classroom atmosphere. By time, they realize that language is more than just long lists of words and sets of rules.

2.4. Hangman Game

According to Ward in Evi (2017: 2) “Hangman is a great way for kids to practice their spelling, pronunciation, improve their vocabulary, and have fun at the same time”. Hangman game is a word game which represented by a row of dashes. Later by using game like hangman game, there will be some clues which are given to answer the hidden word given so that the players can more readily come to the answer, and then the hangman process will be started if the guesser failed to add the connect letter Suryani in Wirawan (2013: 15). According to Ward (cited in Bunga, 2013: 2) hangman is a great way for kids to practice their spelling, pronunciation, improve their vocabulary, and have fun at the same time. Hangman game is a word game which is represented by a row of dashes. It is played between two people or more. One person selects a secret word, and the others tried to determine the word by guessing it letter-by-letter. The games provide clues, such as whether the word is an adjective or a noun, the antonym or synonym word, the number of letter, the alphabet of word so on. There are some steps to play hangman game according to Rauschenberg in Manan (2016: 142) as follows:

1. Draw some rows representating the number of the letters in a vocabulary words.
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, 6-leg).
5. If they can guess the word before the drawing of hanged man is done, then they win.

In addition, Wright in Evi (2017: 02) explains the procedure hangman game to exercise spelling some words, as follows:

1. Think of a word that should be familiar to the learners, and draw a dash for each letter.
2. Invite the learners to call out letters which they think may be in the word.
3. If a learner guesses correctly, write the letter above the appropriate dash. For each incorrect guess, draw one part of the “hanged man”.

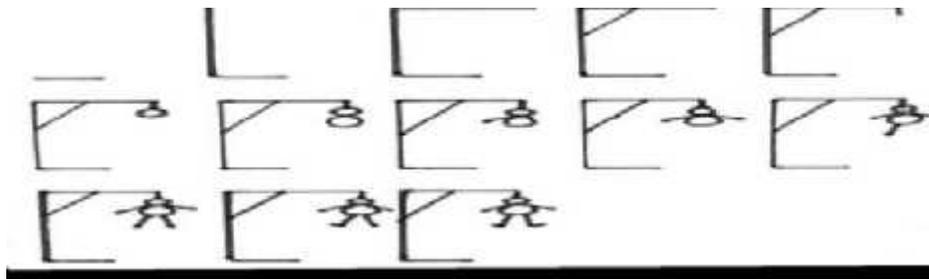


Figure2.1. Illustration of Hangman Game

Hangman game is a fun game. Students can play in the classroom and it can help them to improve their vocabulary skill.

According to McLoone, Jon (2010 : 18) Hangman is a paper and pencil guessing game for two or more players. One player thinks of a word, phrase or sentence and the other(s) tries to guess it by suggesting letters within a certain number of guesses. The word to guess is represented by a row of dashes, representing each letter of the word. In most variants, proper nouns, such as names, places, and brands, are not allowed. Slang words, sometimes referred to as informal or shortened words, are also not allowed. If the guessing player suggests a letter which

occurs in the word, the other player writes it in all its correct positions. If the suggested letter does not occur in the word, the other player draws one element of a hanged man stick figure as a tally mark. The player guessing the word may, at any time, attempt to guess the whole word. If the word is correct, the game is over and the guesser wins. Otherwise, the other player may choose to penalize the guesser by adding an element to the diagram. On the other hand, if the other player makes enough incorrect guesses to allow his opponent to complete the diagram, the game is also over, this time with the guesser losing. However, the guesser can also win by guessing all the letters that appear in the word, thereby completing the word, before the diagram is completed.

In addition McLoone, Jon (2010 : 65) explain the variants to play the Hangman game. As the name of the game suggests, the diagram is designed to look like a hanging man. Although debates have arisen about the questionable taste of this picture, it is still in use today. A common alternative for teachers is to draw an apple tree with ten apples, erasing or crossing out the apples as the guesses are used up. The exact nature of the diagram differs; some players draw the gallows before play and draw parts of the man's body (traditionally the head, then the torso, then the arms and legs one by one). Some players begin with no diagram at all, and drawing the individual elements of the gallows as part of the game, effectively giving the guessing players more chances. The amount of detail on the man can also vary, affecting the number of chances. Some players include a face on the head, either all at once or one feature at a time. Some players include beheading the head as the last chance by drawing a line at the neck. Some modifications to game play (house rules) to increase the difficulty level are sometimes implemented, such as limiting guesses on high-frequency consonants and vowels. Another alternative is to give the definition of the word; this can be used to facilitate the learning of a foreign language.

Furthermore, McLoone, Jon (2010 : 55) also has a strategy to play the hangman game, The fact that the twelve most commonly occurring letters in the English language are e-t-a-o-i-n-s-h-r-d-l-u (from most to least), along with other letter-frequency lists, are used by the guessing player to increase the odds when it is their turn to guess. On the other hand, the same lists can be used by the puzzle setter to stump their opponent by choosing a word that deliberately avoids common letters (e.g. rhythm or zephyr) or one that contains rare letters (e.g. jazz). Another common strategy is to guess vowels first, as English only has five vowels (a, e, i, o, and u, while y may sometimes, but rarely, be used as a vowel) and almost every word has at least one.

According to McLoone, Jon (2010) for Wolfram Research, the most difficult words to guess include jazz, buzz, hajj, faff, fizz, fuzz and variations of these. There are a Hangman Review Rules according to Mystie (2016) on her book:

1. Each student has their own gallows, with their name underneath.
2. Wrongly guessed letters are written underneath the blank letter spaces.
3. Write the number of letters a word has (and therefore the number of blanks required) on the index card to speed up game play.
4. Decide & draw the “standard” stick figure guy. We use one that allows 7 wrong guesses before “death”: head, body, 2 arms, 2 legs, and a face.
5. A “round” is each student being up at the board once. Points are awarded and stick figures erased at the end of each round.
6. Therefore, I use wet-erase marker to draw the gallows & names, and then the kids use dry-erase to write the words, letters, and stick figures.
7. There is a 5-minute timer going for each person’s turn at the board. Guessers have to keep guessing or they run out of time – and the person at the board gets a point if no one

guesses by the time the timer goes off (this has only happened once – but it motivates the guessers to keep it moving instead of stalling by “thinking”).

8. Points are awarded at the end of each round based on how many pieces of the body are not added – so the max would be 7, the average is usually 2-3. Each point is a piece of candy, usually a jelly bean, marshmallow, or Jolly Rancher.
9. If a child’s stick figure “dies,” then they lose the chance to guess more letters, and they don’t get any candy-points for that round, but they still have the opportunity to say something about the history noun or use the vocabulary word in a sentence. A correct fact or correct usage is worth one additional candy-point.

2.4.1. The Advantages of Hangman Game

Mcintyre in Wirawan (2013: 17) asserts that hangman game gives some advantages as follow:

1. Teacher can make vocabulary fun to learn for their students by using hangman game.
2. Hangman can be adapted by the people in all ages and can be used in a variety of settings.
3. Hangman is not only far more interactive than some spelling rote learning method, but also it is far more enjoyable.
4. Hangman is useful for teaching and revising spelling words. While on the other hand, there are also disadvantages found.

According to Wirawan (2013: 17), “Hangman game may depend on luck and it is not measure the actual ability”. Hangman Game provides some advantages when it applied in the classroom activity. According to Prasetiawati (2013: 33-34), there are several strengths of Hangman Game. First, it can support students to be interested in teaching English, if the students feel happy in

teaching-learning activities, it can bring positive attitudes such as feeling of interested in the language that they are learning. Second, games can run through the boredom. Third, it can develop their linguistics skill, especially for spelling, pronunciation and concentration. Fourth, get the students to be cooperative not competitive. Language learning is a situation where everyone can win. Children compete naturally with each other. The teacher should make room for shared experience. The last is more effective in learning English. It is an excellent way to practice spelling, increase vocabulary, and keep the mind focus on teaching learning process. The use of Hangman Game in the class could make the students kept active during the lesson and they competed to answer the questions. Students were involved in Hangman Game. They got busy competing answer questions, so they were kept their focus during the lesson (Novriana et.al, 2013: 113).

2.5. Previous Research

To prove Hangman Game is the effective to be used can be seen from the previous research. The first study was conducted by Ifa Fauziyyah (2015) from State Islamic University of Sunan Gunung Djati Bandung entitled "*The Effectiveness of Using Hangman Game in Increasing Students' Vocabulary Mastery (An Quasi Experimental Study at the Second Grade of MTs Yapin Kertasemaya, Indramayu)*". She wants to know the students' vocabulary mastery before using Hangman Game, to know students' vocabulary mastery after using Hangman Game, and to know the significant improvement of students' vocabulary mastery by using Hangman Game in the junior high school and used quanti experimental method of times series design of one group. It means that the research used one group without control group. The result of the study found that Hangman Game can increase students' vocabulary mastery. It is suggested to use Hangman Game in teaching vocabulary.

Then, the study was conducted by Ashartini Evi (2016) from Untan Pontianak entitled “*Teaching Vocabulary by Using Hangman Game to Eighth Grade Students SMP DDI SSA Pontianak in Academic Year 2016/2017*”. She wants to investigate whether or not teaching vocabulary by using hangman game was effective to increase students’ vocabulary in the junior high school and used a pre-experimental research with one group pre-test post-test design. The result of the study found that teaching vocabulary by using Hangman Game to eighth grade students SMP DDI SSA Pontianak in Academic Year 2016/2017 is effective.

In addition, the study was conducted by Bramantyo Sandhi Wirawan (2013) from Muhammadiyah University of Purwokerto entitled “*The Effectiveness of Hangman Game for Teaching English Vocabulary*”. He wants to find out the effectiveness of Hangman Game for teaching English vocabulary in the Elementary School and used a quasi-experimental research. The result of the study found that Hangman Game was effective for teaching English vocabulary at fourth grade students of SDN 1 Sokanandi, Banjarnegara in academic year 2012/2013.

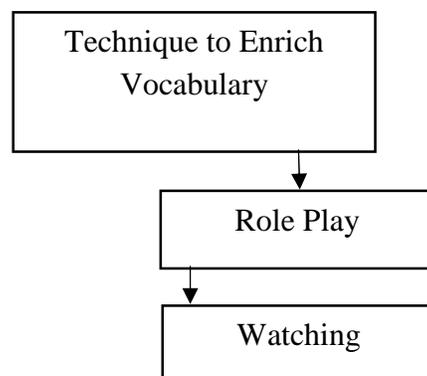
This research is different from the previous study, the writer uses Hangman Game on students’ vocabulary achievement in senior high school on twelveth grade students by using quanti-experimental design with experimental group and control group. In other hand, the items of pre-test and post-test questions were verbs of simple present tense form with 20 multiple choices and 20 matching. The 27 writer took two classes as the sample of the research. In the process of collecting data, the writer took the result of students’ score in pre-test and post-test. Besides, the scoring achievement procedure of this research; the students were given pre-test early before the researcher gave the treatment by applying hangman game technique, and the last they given post-test. The procedure of pre-test is the students must answer the questions that have prepared by the researcher. So, the procedure of post-test is same with pre-test

2.6. Conceptual Framework

As explained in the literature review, vocabulary is one more important element in English language without English language we can not the main part of English skill in a language. There are four language skills, namely listening, speaking, reading, and writing. Vocabulary mastery skill influences the students' learning process and their achievement.

Vocabulary mastery can help the learners to use a language or to mastering language in their life, without vocabulary the students' can not use a language in their life, can not express something about their self, can not share idea and explains something. But, in this real situation many students lack vocabulary that make them become lazy and get bored when teaching learning process. So, solve the problem the writer using Hangman game, because Hangman game is one technique in English language that more enjoyable to the students, make the students more fun and can not make them get bored when teaching learning process. So, that's why the writer use Hangman game to teach vocabulary in experimental class.

On the other hands, the writer decides to put Guessing Game. These are a variation on information gap games. One of the best known examples of a guessing game is 20 Questions, in which one person thinks of a famouse person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of. In addition, the writer provides the conceptual framework of this reasearch in figure 2.1. Below is the conceptual framework of this research.



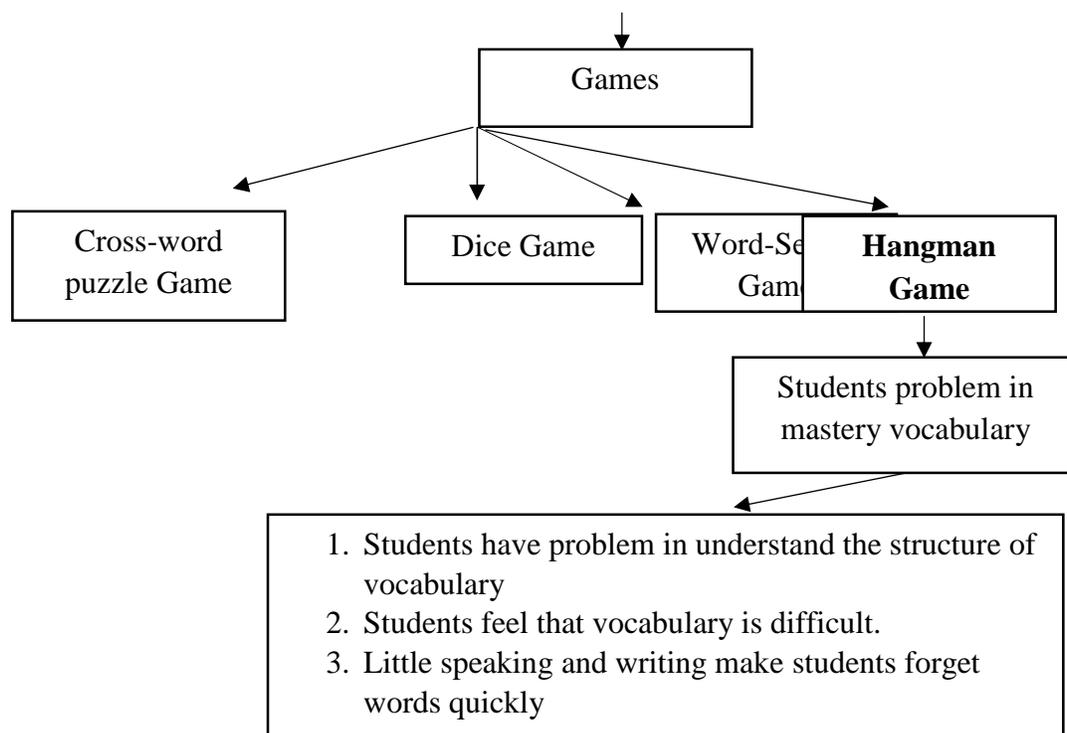


Figure 2.2 Conceptual Framework of *The effect of using hangman game on students' vocabulary mastery*

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

The method of this research was conducted by applying Experimental Quantitative Research. According to Muijs (2004: 11), quantitative research is about explaining phenomena by collecting quantitative data which are analyzed using mathematically based methods. The writer used quasi-experimental study and used Pre-test and post-test design. In this research, the writer does two observations, before experiment and after experiment. The observation before experiment was called Pre-test (O1), and the observation after experiment was called Post-test (O2). In the middle of Pre-test and Post-test, the writer gave the treatment to the class that was used hangman game activity in the class. Then, at the end of the treatment the writer administered

the result of pretest and post test score to find out whether the hangman game activity effective or not in teaching vocabulary.

3.2. Population and Sample

3.2.1. Population

Population was completed set all of possible observation of the which is to be investigated. According to Arikunto (2010:173) “ Population is totally of research”. In this study, the population was the second grade students at Senior High School were 10 students of sains class and 10 students of social class, so the writer chosen Senior high schoolbecause some of student have weak in vocabulary, with playing hangman game the writer hope that the students proficient on vocabulary.

3.2.2. Sample

Sample was chosen from the population. Arikunto (2010: 174) “ sample is a part or representative of the population that will observed”. Sampling for the research Arikunto 2010:180) “ if the population are 1000 persons, and the sample was aout 200 persons, the sample taken by random samply. The writer doing by that used lottery,ordinal or random number table”. In this research the writer took 10 students from sains class and 10 students from social class as the sample. Lottery as an experiment group with 10 Students of social class and multiple choises as control group with 10 students of sains class.

3.3.Instrument of Collecting Data

The instrument that the writer use for collecting data was test. The test divided into two tests, pre-test and post-test. The pre-test gave to the students before the treatment and the post-test after the treatment. There were 10 items of multiple choises, 5 items of gap-fill, 5 items of

gap-fill, 10 items of matching, and 10 items of C-Test in each of the test. The score per item is 20 for the correct answer. Students will get 100 point if they can answer correctly to all of the question. Both of the classes, experiment group and control group was given the same test.

Table 3.1
Vocabulary Scoring Rubric

Score Category	Characteristic
Excellent (100-90)	Complete knowledge of vocabulary. Excellent at identifying word meaning. No spelling problem.
Very good (89-80)	Good vocabulary knowledge. Good at identifying word meaning. No problem with spelling.
Good (79-70)	General vocabulary knowledge. Able to identify word meaning. Some spelling problems without interfering understanding.
Fair (69-60)	Still acceptable vocabulary knowledge. Still able to identify word meaning. Some spelling problems without fully interfering understanding.
Fail (59 or fewer)	Lack of vocabulary knowledge. Misspelled word. Unable to identify word meaning.

(Taken from: Villalobos, 2010:7)

3.4. The Technique of Collecting Data

The techniques of collecting data used in the research are:

1. Pre-test

The writer gave a pre-test to the class. There were 10 items of multiple choices, 5 items of gap-fill, 5 items of gap-fill, 10 items of matching, and 10 items of C-Test in describing part of body

2. Treatment

The writer taught vocabulary in the rest 15 minutes in every English meeting. She delivered hangman game activity to the experimental class in teaching vocabulary.

3. Post-test

The last step was giving post-test. It was given after the treatment finished. The post-test was purposed to know the result of students' achievement after the students' have been given teaching/ treatment.

3.5. Scoring System

After collecting all the tests, first, the researcher calculated students' scores of pre-test and post-test of experimental and control group using following formula (Arikunto, 2006):

$$S = \frac{R}{N} \times 100$$

Where:

S = total score

R = students' score

N = total numbers of question

100 = Constant number

3.6. Technique of Analyzing the Data

According to Arikunto (2010: 354- 355), to test the hypotesis, the T-test formula used as the following:

$$t = \frac{Mx - My}{\sqrt{\frac{x^2 + Y^2}{Nx + Ny - 2} \left(\frac{1}{Nx} + \frac{1}{Ny} \right)}}$$

Where:

t : The effect

M_x : Mean of experimental group

M_y : Mean of control group

x^2 : The deviation square of experimental group

y^2 : The deviation square of control group

N_x : The sample of experimental group

N_y : The sample of control group