

The Effectiveness Of Using Hangman Game In The Mastery Of Students' Vocabulary

Nur Asyiah¹, Ria Kamilah Agustina²
^{1,2} Universitas Hasyim Asy'ari Tebuireng Jombang

Alamat: Jln. Irian Jaya No. 55 Tebuireng, Jombang, Jawa Timur 61471

Korespondensi Penulis: asyiahhh03@gmail.com

Abstract: *This research aims to determine the effectiveness of Hangman game in the mastery of students' vocabulary in class VII-F of MTsN 9 Jombang. This research used a quantitative method and the research design used is a pre-experimental design. The method used by the researcher was Hangman game. The population of this research is class VII-F of MTsN 9 Jombang consisting of seven classes and the sample taken for this study is class VII-F consisting of 30 students. The researcher conducted the pretest and posttest to find out students' vocabulary before and after using Hangman game. The result showed that the mean score of the post-test was 79,83 higher than the mean score of the pretest was 51,33. It means that there was an increase in students' post-test scores. Therefore, the use of Hangman game in the mastery of students' vocabulary has significant differences in class VII-F of MTsN 9 Jombang.*

Keywords: *Vocabulary Mastery, Hangman Game*

Abstrak Penelitian ini bertujuan untuk mengetahui keefektifan permainan Hangman dalam penguasaan kosakata siswa kelas VII-F MTsN 9 Jombang. Penelitian ini menggunakan metode kuantitatif dan desain penelitian yang digunakan adalah desain pre-experimental. Metode yang digunakan peneliti adalah permainan Hangman. Populasi penelitian ini adalah kelas VII-F MTsN 9 Jombang yang terdiri dari tujuh kelas dan sampel yang diambil dalam penelitian ini adalah kelas VII-F yang terdiri dari 30 siswa. Peneliti melakukan pretest dan posttest untuk mengetahui kosa kata siswa sebelum dan sesudah menggunakan permainan Hangman. Hasil penelitian menunjukkan bahwa nilai rata-rata postes 79,83 lebih tinggi dari nilai rata-rata pretes 51,33. Hal ini berarti terjadi peningkatan nilai post test siswa. Oleh karena itu, penggunaan permainan Hangman dalam penguasaan kosa kata siswa memiliki perbedaan yang signifikan di kelas VII-F MTsN 9 Jombang.

Kata kunci: Penguasaan Kosakata, Permainan Hangman

INTRODUCTION

Language is an important tool that is used as a means of communication for people with others. It is supported by Patel in Julaiha (2019) says that language is one of the aspects used to communicate something that we want to express to others. Without the use of language, a person will get difficult to talk in daily life. When someone is talking, he or she will get difficult to understand what the other person say. Likewise, he will get difficult to express what he wants to say something to others. Language in each country is different, English is one of them.

Received: 13 Mei 2023, Revised: 20 Juni 2023, Accepted: 18 Juli 2023

*Nur Asyiah, asyiahhh03@gmail.com

English is the language used by most countries around the world to interact with each other. English is considered a second language in some countries, but in Indonesia it is considered that English is a foreign language so we have to learn it more.

To become a master in English, people is required to learn the basic components of English which consists of 3 kinds, namely vocabulary, grammar, and pronunciation. Of the three components, the most essential ability to learn if one wants to understand English is vocabulary because it is the basic part that will make a person mastery in English. According to Alemi and Tayebi as cited in Julaiha (2019), vocabulary is the main foundation for people to be able to master other skills in English. By mastering vocabulary, people can also learn four language skills; writing, speaking, listening, and reading easily. With many vocabularies that people have, they will be able to write, speak, listen, and read well. Harmer as cited in (Munikasari et al., 2021) say that students will be able to speak fluently, understand a reading text, catch the information from a conversation with others, write down their thought ideas, and respond well if they have many vocabularies.

From the observation that has been done by researcher, the students of class VII-F of MTsN 9 Jombang indicated to have lack of vocabulary. Several factors can cause students vocabulary cannot increase. First, students have problems understanding the meaning of a word or sentence in English. It can be proven by seeing them encounter words in a sentence, they are confused in understanding the reading so they don't know the meaning of the sentence. Second, many students have difficulties in spelling the words. Many of them don't know how to spell letterst correctly. Third, students have problem with pronouncing the words. The pronunciation of words in Indonesia has similarities between written form and spoken form, while in English, written form and spoken form is almost different. Therefore, they find it difficult to pronounce words in English so they assume that English is adifficult language. Last, the method used by the teacher uses conventional method. The learning method used by the teacher is the lecture method where the teacher only explains the learning materials without involving students actively in learning activities in the classroom. This method makes students overly dependent on teacher.

Based on the students' problems above, they have several constraint factors in mastering vocabulary. However, of all the problems, the researcher concluded that the learning methods used by teachers were the main factor causing the problem of low students' vocabulary. The method used in teaching is a conventional method where learning only focuses on the teacher so that learners are less enthusiastic in following the learning process.

To solve the problems above, there is an alternative way that can be used as a method to teach vocabulary, namely using game. One of the games used as a vocabulary-learning method is Hangman game. Novriana et al. as cited in Kuning and Rohaina (2021), Hangman game is a type of game that can be used to learn and teach vocabulary. In addition, Ward in Tanjung et al. (2019) state that Hangman game is a good technique for kids to learn spelling, pronunciation, vocabulary, and while still having fun. As a result, Hangman game can motivate learners to be interested in studying English because it can help them have fun and it was never played in the school before. Hangman game is expected to support children in developing vocabulary knowledge. The students can play and learn effectively by playing the Hangman game, which is expected to make vocabulary learning fun for them. With this method students can enjoy their learning process and easier to remember vocabulary they learn. Hangman game also can improve students' motivation to learn foreign language.

From the statement of the problems above, the purposes of this research are to find out; mastery of students' vocabulary before applying Hangman game in class VII-F MTsN 9 Jombang, mastery of students' vocabulary after applying Hangman game in class VII-F MTsN 9 Jombang, and significant differences in the mastery of students' vocabulary before and after applying Hangman game.

LITERATURE REVIEW

Hangman game is a game used as a method to teach vocabulary (Novriana et al., 2013). Hangman game makes students feel challenged because they guess random vocabulary according to the theme so that students' enthusiasm for learning increases, especially in learning English. Hangman game can help students to learn pronunciation and spelling and also add to their new vocabulary. Hidayat et al. (2015) argue that students can be motivated by Hangman game so that teachers feel helped by the game to make students focus more on the material explained in the class. Hangman game is a game that fun for students. By applying Hangman game, students become confident and also make the atmosphere more fun in class because they guess the secret vocabulary (Kartikawati, 2014). In Hangman game, students think of the correct letters to complete the guessed word. That way, students learn fun and not boring.

Hangman Game has strengths and weakness when apply it in the classroom. Prasetiawati as cited in Linda (2022), Hangman game has several advantages: a) make students feel excited and interested in following English learning. b) can improve students spelling and pronunciation. c) games that can avoid boredom. Furthermore, Mcintrye in Jurasni (2019)

stated that Hangman Game has many advantages: a) students could practice vocabulary in a fun method by applying the Hangman game. b) everyone can use Hangman game in different age circles with various kinds of rules as well. c) Hangman games not only make students more interactive but make the learning process more interesting and fun as well. d) Hangman game serves as a means to learn and teach spelling words.

Vocabulary is a basic aspect in the language that students should to learn English. According to Frank as cited in Ramadhani (2020), vocabulary is the part of English that students need to master to learn a foreign language. Hornby (2010) also explained that vocabulary as both a list of all words with their definitions and the number of vocabulary in English.

Vocabulary is essential to master English, so a large amount of vocabulary is needed to make it easier to learn English. Vocabulary is the most importance aspects because it can comprehending the four skills in English namely listening, speaking, reading, and writing. People cannot improve their English abilities if their vocabulary is low. According to Zimmerman as cited in Anisa (2016), vocabulary is the basis for English language, it is also important for the usual development of the language. People who study a language shouldn't forget vocabulary. Even if one wants to learn the four language skills, they must be mastered.

Mastery of vocabulary is people's ability to learn and understand an English word, which forms the basis of good written and oral communication. Vocabulary mastery is an important aspect of the process and comprehension of language learning. Neuman & Dwyer as claimed in Alqahtani (2015), Vocabulary mastery is a word used to communicate effectively such as receptive vocabulary and expressive vocabulary. By mastering vocabulary, people will be able to speak, write, read, or listen well. Without mastery of vocabulary, people will have difficulties in understand a reading text, speak fluently, catch information from a conversation with others, or write down their thought ideas.

Vocabulary mastery has many advantages for students in daily life. Students are able to interact with people by using vocabulary in a variety of contexts. Students can learn English more efficiently by getting some new knowledge. If students have a good vocabulary, they find that communicating and learning a language is easier. Many vocabularies help learners in knowing the language so that they don't find problems with word meanings. Students who have a mastery of vocabulary benefit when learning languages such as reading and writing in context. For the students to know the meanings of the words and find new vocabulary, the teacher needs to teach vocabulary classes. Students have difficulty communicating and learning

a new language without vocabulary. As a result, teachers want their students to memorize a few of the vocabulary they have given them so they can use them to learn a new language. Because of the importance of vocabulary and also the fact that it is a key aspect of language learning, teachers want their students to be able to understand some new words so they can use them in conversation and daily life. The most essential aspect of language is vocabulary (Saputri, 2018).

RESEARCH METHODS

This research used a kind of research, namely quantitative research. The researcher used a pre-experimental design as the research design with one group pretest and posttest. In this pre-experimental design, students are given the pre-test before being given treatment, and given the post-test after being given treatment. Then, the results of pretest and posttest are compared to find out if there is a difference before and after treatment.

The population of this study is class VII-F MTsN 9 Jombang in the 2022/2023 academic year, which consists of seven classes with a total of 224 students. The researcher took the sample of class VII-F consisting of 30 students.

The researcher used tests as data collection techniques, there were; pretest & posttest. The pretest was given to students before the researcher applying Hangman game. The posttest was given to students after the researcher applying Hangman game. But, before the test is used as a instrument, it must be tested for validity and reliability. According to Arikunto (2016), validity is a measure which present the levels of validity or validity of an instrument. An instrument is said to be valid if it has a high level of validity. Meanwhile Creswell in Mutolingatun (2018) explains that reliability is the degree to which an instrument is consistent and stable.

Data analysis techniques in this study use three steps, there are: descriptive statistics, normality tests, and T-tests (paired sample tests) using the SPSS program. Descriptive statistics are used to analyze data that includes mean, median, and mode. The normality test is used to find out if data has a distribution that is normal or not. While the T-test is used to find out the significant difference between the result of the pre-test and post-test.

RESULT AND DISCUSSION

As in the previous explanation, the researcher carried out the study in class VII-F of MTsN 9 Jombang with the total of 30 students. The study was conducted from May 8 to 16, 2023 with four meetings. At the first meeting, the researcher conducted the pretest, then for the

second and third meetings, the researcher gave treatment using Hangman game to students, and in the last meeting, the researcher conducted the post-test. The explanation below presented the results and discussion of the study:

1. Mastery of students' vocabulary before applying Hangman game in class VII-F MTsN 9 Jombang

Before students were given treatment, the researcher carried out the pretest (vocabulary test) in class VII-F. The pretest is used to see mastery of students' vocabulary before being given Hangman game. The pretest has been conducted on May 8, 2023, from 12.10 to 01.30 pm. The table below presented the results of pretest score before getting treatment:

Tabel 1. Statistics Descriptive of Pretest

Pretest	
N	30
Mean	51,33
Median	50,00
Mode	40
Minimum	35
Maximum	75
Sum	1540

The statistical calculation above presented that there were 30 students who took the pretest. The mean score of the pretest is 51,33 and the median is 50,00 and also the mode is 40. The minimum score is 35 and the maximum score is 75. So, the total pretest score obtained is 1540. Meanwhile, the researcher received information from an English teacher at MTsN 9 Jombang that the minimum criteria of mastery learning of an English lesson is 75. It means that the student has not achieved that score and is required to accomplish the specified minimum criteria score.

Based on the results showed that mastery of students' vocabulary before applying Hangman game in class VII-F of MTsN 9 Jombang was still low. It can be seen from the mean score of the pretest was 51,33 which means that the result was still relatively low. Of the 30 students, there was only 1 student who got the pretest score above the minimum criteria of mastery learning. Student has an absence number of 7 who gets a pretest score of 75. That is, most of them, or almost all of the students of class VII-F still get pretest scores under the minimum mastery criterion. This is due to their low vocabulary mastery, which causes their

English scores to be low. Alqahtani (2015) said that low vocabulary knowledge poses severe problems to its learners, which consequently impedes the learning of the English language. Low vocabulary also makes it difficult for students to read and understand the meaning of English text as stated by Fen, et al. (2013), Taiwanese students who have limited vocabulary size face reading difficulties. However, when the pretest was conducted, the researcher found many students who had difficulty understanding the meaning of the words in the question. It can be proven when they see the words in a sentence, they feel confused to understand the meaning of the word so they cannot answer the questions of vocabulary test well. Many of them are discussing with each other with their seatmates. They ask about the meaning of the word or the meaning of the question as well as about the answer to the question. They also tried to open the dictionary secretly, but it was immediately handled by the researcher so that they did not have time to find the meaning of the word they were looking for. Therefore, the students need the great quality of vocabulary knowledge to easier understanding the text in English.

2. Mastery of students' vocabulary after applying Hangman game in class VII-F MTsN 9 Jombang

After students were given treatment, the researcher conducted the posttest. The posttest is used to see mastery of students' vocabulary after being given Hangman game. The posttest has been conducted on May 16, 2023, from 12.10 to 01.30 pm. The table below presented the results of posttest score after getting treatment:

Tabel 2. Statistics Descriptive of Posttest

Posttest	
N	30
Mean	79,83
Median	80,00
Mode	75
Minimum	50
Maximum	100
Sum	2395

Based on the table of statistic calculation above, there were 30 students who took the test. The mean score of the post-test is 79,83 and the median is 80,00 and also the mode is 75. The minimum score is 50 and the maximum score is 100. Then, the total post-test score obtained is 2395.

Based on the results showed that mastery of students' vocabulary after applying Hangman game in class VII-F of MTsN 9 Jombang was increased. It can be seen that there were 8 students who still got scores under the minimum criteria of mastery learning on the posttest. The seven students respectively got scores of 65, 70, 50, 65, 70, 55, 70, and 70. It showed that after being given Hangman game, students' scores increased, from the mean score of 51,33 to 79,83. By implementing Hangman game, students can improve their vocabulary mastery through research that has been done. Hangman game may create students focus on the vocabulary section, as it creates conditions where the use of the target language is necessary to lead the players to the correct word guess. Manan (2016) stated that Hangman game is a method that can be used to gain a lot of vocabulary for students. Students get new vocabulary after successfully guessing the vocabulary correctly, or even if their guess is wrong will still be told the correct vocabulary so that all students know the vocabulary in the Hangman game and at the end of the lesson session, students write all the vocabulary that has been guessed to be copied in the book then they also memorize the vocabulary so that it is not easy to forget the vocabularies they have learned in the class. By applying Hangman game method, the researcher trust that students can practice their vocabulary mastery well. Wiratania (2018) says that Hangman game serves as a method to expand vocabulary mastery, practice spelling, and train students' focus. Here, they think of guessing letters by spelling, pronouncing words, and writing correctly guessed words. With the Hangman game, there are many benefits obtained by students, one of the most important is to get new vocabulary. In addition, the researcher found that students became more happy, active, and excited in attending the learning activities, especially in learning to master vocabulary after being given a Hangman game. Hangman game can motivate students to be interested in studying English because it can help them have fun and it was never played in the school before. According to Prasetiawati in Kuning and Rohaina (2021), Hangman game has several advantages, including being able to increase student motivation for enthusiasm for learning English. Students can play and learn effectively by playing Hangman game, which is expected to make vocabulary learning fun for them. With this method, students can enjoy their learning process, and easier to remember the vocabulary they learn. It means that Hangman game is an effective technique for teaching learning in the mastery of students' vocabulary.

3. Significant difference in the mastery of students' vocabulary before and after applying Hangman game

Based on the result, the use of Hangman game in the mastery of students' vocabulary has significant difference in class VII-F of MTsN 9 Jombang. Mastery of students' vocabulary before applying Hangman game has a mean score on the pretest is 51,33 while mastery of students' vocabulary after applying Hangman game has a mean score on the post-test is 79,83. That is, students' post-test scores after treatment using Hangman increased from pretest scores before treatment using Hangman game. Then, the researcher conduct the normality test first to find out if data from the students' pretest and posttest has a distribution that is normal or not. The results showed that the data was normal distribution so that it could proceed to calculate the T-test. Based on the calculation of the T-test, the data have been obtained the significant value (Sig-2 tailed) was 0.000, it was lower than 0.05 ($0.000 < 0.05$). Thus, null hypothesis was rejected and the alternative hypothesis was accepted. It means that that there was significant difference of using Hangman game on students' vocabulary. The study was conducted by Julaiha (2019) from State Islamic Institute (IAIN) Of Tulungagung found that there was a significant influence on the use of Hangman game on students vocabulary, where the results of the study had similarities with the results of the current research. In addition, there was a study that discusses the Hangman game that affects the vocabulary used to strengthen the findings in this study. The study was conducted by Ramadhani (2020) from UINSU found that Hangman game can improve mastery of students' vocabulary.

CONCLUSION AND SUGGESTION

In this section, the researcher makes the conclusion based on the statement of the problem that has been discussed in the research findings and the suggestions from the conclusion of the research.

Mastery of students' vocabulary in class VII-F MTsN 9 Jombang was still low when the pretest was conducted before treatment. It can be seen from the mean score of pretest is 51,33. The highest pretest scores in class VII-F was 75 and the lowest pretest scores was 35. Therefore, mastery of students' vocabulary in class VII-F of MTsN 9 Jombang must be improved. While, Mastery of students' vocabulary in class VII-F MTsN 9 Jombang increased when the posttest was conducted after treatment. It can be seen from the mean score of post-test is 79,83. The highest post-test scores in class VII-F was 100 and the lowest post-test scores was 50. Based on the post-test scores shown that higher than pretest scores. It means that Hangman game is an effective technique for teaching learning on mastery of students' vocabulary in class VII-F

of MTsN 9 Jombang. Additionally, based on the results of the T-test, data have been obtained the significant value (Sig-2 tailed) was 0.000, it was lower than 0.05 ($0.000 < 0.05$). It means that the null hypothesis was rejected and the alternative hypothesis was accepted. It can be concluded that there was significant difference of using Hangman game in the mastery of students' vocabulary in class VII-F of MTsN 9 Jombang.

Based on the conclusion above, the researcher would like to make some suggestion; English teachers are hoped to apply Hangman game as the technique for teaching English especially teaching vocabulary in the class, and also students are expected to participate more and be more active in participating in learning activities so that learning process becomes maximum and their vocabulary skills can increase.

REFERENCES

- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, *III*(3), 21–34. <https://doi.org/10.20472/TE.2015.3.3.002>
- Anisa, I. (2016). The Vocabulary Mastery of the second Semester Students of Widya Dharma University in academic Year 2015/2016. *Magistra*, *98*, 60–70.
- Arikunto, S. (2016). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Hidayat, E. W., Nadrun, & Wahyudin. (2015). Increasing Vocabulary Mastery Of The Seventh Grade Students Through Hangman Game. *Journal of English Language Teaching Society (ELTS)*, *3*(2), 1–11.
- Hornby, A. S. (2010). *The Oxford Advanced Learner's Dictionary* (8th ed.). USA: Oxford University Press.
- Julaiha, H. (2019). *The Effectiveness of Using Hangman Game on Students' Vocabulary Achievement of the Eighth Grade at SMPN 1 KALIDAWIR* [State Islamic Institute (IAIN) of Tulungagung]. <http://repo.uinsatu.ac.id/id/eprint/12416>
- Jurasni. (2019). *The Use of Hangman Game to Increase Students' Vocabulary* [Muhammadiyah University of Makassar]. https://digilibadmin.unismuh.ac.id/upload/5827-Full_Text.pdf
- Kartikawati, D. (2014). *Improving The Second Semester Mastery of students' vocabulary Using Hangman Game*.
- Kuning, D. S., & Rohaina. (2021). The Influence of using Hangman game on the seventh graders' vocabulary mastery. *UAD TEFL International Conference*, *2*, 172. <https://doi.org/10.12928/utic.v2.5753.2019>
- Linda, R. (2022). *Improving Students Vocabulary Mastery Using Hangman Game* [IKIP PGRI Pontianak]. <http://digilib.ikipgripta.ac.id/id/eprint/1000>
- Munikasari, Sudarsono, & Riyanti, D. (2021). the Effectiveness of Using Hangman Game To Strengthen Young Learners' Vocabulary. *Journal of English Education Program*, *2*(1), 57–65. <https://doi.org/10.26418/jeep.v2i1.43328>

- Mutolingatun, S. (2018). *The Influence Of Using Hangman Game Towards Mastery of students' vocabulary At The Second Semester Of The Seventh Grade Of Mtsn 2 Bandar Lampung In The Academic Year Of 2016/2017* [Raden Intan State Islamic University]. [RADEN INTAN STATE ISLAMIC UNIVERSITY]. <http://repository.radenintan.ac.id/id/eprint/2921>
- Novriana, A., Asrori, M., & Martono. (2013). *Improving Vocabulary Mastery Through Hangman Game To Elementary School Students*. 2(1), 110–119. https://jurnal.fkip.uns.ac.id/index.php/bhs_inggris/article/view/7928/5772
- Ramadhani, P. (2020). *The Effect of Hangman Game Towards Mastery of students' vocabulary at Seventh Grade Students of MTs Hifzil Qur'an Medan in the Academic Year of 2020/2021* [State Islamic University of North Sumatera Medan]. <http://repository.uinsu.ac.id/id/eprint/10923>
- Saputri, T. (2018). *Improving Vocabulary Mastery Through Flashcards in Sartika Kindergarten Surabaya*. 145(Iconelt 2017), 214–218. <https://doi.org/10.2991/iconelt-17.2018.47>
- Tanjung, S., Rahmansyah, H., & Siregar, S. R. (2019). *The Effect of Hangman Game on Students' Vocabulary Msatery (A Study at the Eighth Grade of SMP NEGERI 1 PADANG BOLAK 2019/2020 Academic Year)*. 2(3), 77–89. <https://journal.ipts.ac.id/index.php/LINER/article/view/1327>