

**AN UNDERGRADUATE THESIS**

**IMPROVING STUDENTS' VOCABULARY MASTERY IN SPEAKING  
THROUGH HANGMAN GAME AT THE SEVENTH GRADE OF SMP  
KARTIKATAMA METRO**

**By:**

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Students Number : 1701070153**



**TARBIYAH AND TEACHER TRAINING FACULTY  
ENGLISH EDUCATION DEPARTMENT**

**STATE ISLAMIC INSTITUTE (IAIN) OF METRO  
1445 H / 2024 M**

**AN UNDERGRADUATE THESIS**

**IMPROVING STUDENTS' VOCABULARY MASTERY IN SPEAKING  
THROUGH HANGMAN GAME AT THE SEVENTH GRADE OF SMP  
KARTIKATAMA METRO**

Presented as a Partial Fulfillment of the Requirement

for the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

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**1445 H / 2024 M**



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#### APPROVAL PAGE

Title : IMPROVING STUDENTS' VOCABULARY MASTERY IN  
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr.Wb*

  
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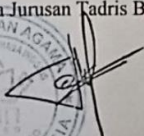
Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya, maka skripsi yang disusun oleh:

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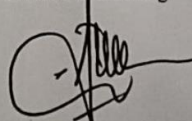
Sudah kami setuju dan dapat diajukan untuk dimunaqsyahkan. Demikian nota dinas ini kami buat, atas penerimaannya kami ucapkan terimakasih.

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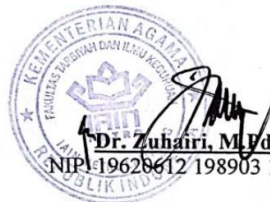
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An undergraduate thesis entitled: IMPROVING STUDENTS' VOCABULARY MASTERY IN SPEAKING THROUGH HANGMAN GAME AT THE SEVENTH GRADE OF SMP KARTIKATAMA METRO, Written by Yuliana Andriyani, student number 1701070153, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, June 27<sup>st</sup>, 2024 at 15.00-17.00. p.m.

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# **IMPROVING STUDENTS' VOCABULARY MASTERY IN SPEAKING THROUGH HANGMAN GAME AT THE SEVENTH GRADE OF SMP KARTIKATAMA METRO**

## **ABSTRACT**

**By:**

**YULIANA ANDRIYANI**

The objective of this research is to improve students' vocabulary mastery in speaking through hangman game at the seventh Grade of SMP Kartikatama Metro. The researcher chose to use Classroom Action Research (CAR) which focused primarily on 24 seventh grade students of SMP Kartikatama Metro.

In collecting the data, the writer used tests, observation, fieldnote, and documentation. The hangman game is an effective method in maximizing teachers' abilities to improve student achievement. There was an increase in the average score and the number of students who completed the test from pretest, Evaluation I to Evaluation II to posttest, the average pretest score was 52 and only 8 students (33%) completed the test. Meanwhile, in Evaluation I and II, and posttest there were 18 students or (82%) who completed with an average of 70 and 22 students (92%) who completed with an average of 73 and posttest 95%.

From this explanation, the researcher concluded that this study was successful and could be stopped in cycle II because the success indicator (95% of students scored  $\geq 70$ ) was achieved. The researcher used this hangman game to improve students' vocabulary mastery in improving their English speaking skills. In each treatment, the researcher tried to make students more active in the teaching and learning process. This activity was carried out until the end of the meeting. After carrying out cycles I and II, it is clear that the hangman game is one strategy that can be used to improve students' vocabulary mastery.

**Keyword:** *Hangman Game, Vocabulary Mastery, Speaking.*

**MENINGKATKAN PENGUASAAN KOSAKATA SISWA DALAM  
BERBICARA MELALUI PERMAINAN HANGMAN DI KELAS TUJUH  
SMP KARTIKATAMA METRO**

**ABSTRAK**

**Oleh:**

**YULIANA ANDRIYANI**

Tujuan dari penelitian ini adalah untuk meningkatkan penguasaan kosakata siswa dalam berbicara melalui permainan hangman di kelas tujuh SMP Kartikatama Metro. Peneliti memilih menggunakan Penelitian Tindakan Kelas (PTK) yang focus utamanya pada siswa kelas VII SMP Kartikatama Metro yang berjumlah 24 murid.

Dalam pengumpulan data, peneliti menggunakan tes, observasi, catatan lapangan, dan dokumentasi. Permainan algojo merupakan salah satu strategi yang efektif dalam memaksimalkan kemampuan guru untuk meningkatkan prestasi siswa. Terjadi peningkatan rata-rata nilai dan jumlah siswa yang tuntas tes dari pretest, evaluasi I ke evaluasi II ke posttest rata-rata nilai pretest 52 dan hanya 8 siswa (33%) yang tuntas tes. Sedangkan pada evaluasi I dan II, dan posttest terdapat 18 siswa (82%) yang tuntas dengan rata-rata 70 dan 22 siswa (92%) yang tuntas dengan rata-rata 73 dan posttest 95% .

Dari penjelasan tersebut peneliti menyimpulkan bahwa penelitian ini berhasil dan dapat dihentikan pada siklus II karena indikator keberhasilan (95% siswa memperoleh skor  $\geq 70$ ) tercapai. Peneliti menggunakan permainan algojo ini untuk meningkatkan penguasaan kosakata siswa dalam meningkatkan keterampilan berbicara bahasa Inggrisnya. Dalam setiap perlakuan, peneliti berusaha membuat siswa lebih aktif dalam proses belajar mengajar. Kegiatan ini dilakukan hingga akhir pertemuan. Setelah melaksanakan siklus I dan siklus II terlihat jelas bahwa permainan algojo merupakan salah satu strategi yang dapat digunakan untuk meningkatkan penguasaan kosakata siswa.

Kata kunci: *Permainan Hangman, Penguasaan Kosakata, Berbicara.*

#### ORIGINALITY OF RESEARCH

I undersigned:

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Declare that the thesis below as a whole is the result of my research except that certain parts are referenced from the source and mentioned in the bibliography.

Metro, June 2024



YULIANA ANDRIYANI

St. Number 1701070153

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Menyatakan bahwa skripsi dibawah ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, June 2024



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## MOTTO

فَاصْبِرْ إِنَّ وَعْدَ اللَّهِ حَقٌّ وَلَا يَسْتَخِفُّكَ لَ الَّذِينَ يُؤَقِّنُونَ ۖ

*“Dan bersabarlah kamu, sesungguhnya janji Allah adalah benar dan sekali-kali janganlah orang-orang yang tidak meyakini (kebenaran ayat-ayat Allah) itu menggelisahkan kamu.”*

*(QS Ar-Rum: 60)*

## **DEDICATION PAGE**

All praise be to Allah SWT, this undergraduate thesis is dedicated to:

My Beloved Parents (Mr. Muhidi, and Mrs. Hayanah)

My Beloved Sponsor (Dr. Aria Septi Anggraira, M.Pd)

My Beloved Friends in IAIN Metro

My Beloved Almamater of State Institute for Islamic of Metro Lampung.

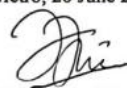
## ACKNOWLEDGEMENT

In the name of the Most Gracious and Merciful Allah SWT. Without the mercy and blessings of Allah, the Lord of the Worlds, none of these things would be possible. The researcher is really appreciative of the opportunity. Greetings and salutations to the Prophet Muhammad SAW, the man of genuine goodwill in everything, and the valiant leader of heroes both here on Earth and beyond. As a Partial Completion of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Study Program, the following thesis is offered:

**“IMPROVING STUDENTS' VOCABULARY MASTERY IN SPEAKING THROUGH HANGMAN GAME AT THE SEVENTH GRADE OF SMP KARTIKATAMA METRO”**

The researcher would like to express gratitude to the sponsor Dr. Aria Septi Anggaira, M.Pd who has constantly given her endorsement, time, and guidance so that the researcher could finish the thesis. The researcher also does not forget to appreciate all the help and support from the chief of SMP Kartikatama Metro, all friends from the English Department, and all of the students in the SMP Kartikatama Metro. Finally, the researcher realizes that the thesis is far from perfect. Last, hopes that the result of the research will give a significant contribution to English teaching-learning in SMP Kartikatama Metro.

Metro, 20 June 2024



Yuliana Andrivani

NPM. 1701070153

## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>TITTLE.....</b>	<b>ii</b>
<b>APPROVAL PAGE .....</b>	<b>iii</b>
<b>NOTIFICATION LETTER .....</b>	<b>iv</b>
<b>NOTA DINAS .....</b>	<b>v</b>
<b>RATIFICATION PAGE .....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>ABSTRAK .....</b>	<b>viii</b>
<b>STATEMENT OF RESEARCH ORIGINALITY .....</b>	<b>ix</b>
<b>ORISINALITAS PENELITIAN.....</b>	<b>x</b>
<b>MOTTO .....</b>	<b>xi</b>
<b>DEDICATION PAGE.....</b>	<b>xii</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>xiii</b>
<b>TABLE OF CONTENTS.....</b>	<b>xiv</b>
<b>LIST OF TABLE .....</b>	<b>xvii</b>
<b>LIST OF FIGURES .....</b>	<b>xviii</b>
<b>LIST OF APPENDICES .....</b>	<b>xix</b>
 <b>CHAPTER I INTRODUCTION.....</b>	 <b>1</b>
A. Background of study .....	1
B. Problem Identification .....	5
C. Problem Limitations .....	5
D. Problem Formulation .....	5
E. Objective and Benefit of the Study.....	5
F. Prior Research.....	6
 <b>CHAPTER II THEORITICAL REVIEW.....</b>	 <b>9</b>
A. Concept of Vocabulary .....	9
1. Definition of Vocabulary .....	9
2. The Type of Vocabulary .....	10

3. The Indicator of Vocabulary.....	11
4. Aspects of Vocabulary.....	14
B. The Assessment and Measurement of Vocabulary Mastery .....	16
1. The Assessment of Vocabulary Mastery .....	16
2. The Measurement of Vocabulary Mastery .....	18
C. Concept of Speaking Skill .....	21
1. Definition of Speaking Skill .....	21
2. The Type of Speaking .....	22
3. Classroom Speaking Activities .....	25
D. Concept of Game.....	28
E. The Advantages and Disadvantage of Using Games.....	30
F. Concept of Hangman Game.....	32
G. The Advantages and Disadvantages of Using Hangman Game.....	37
H. Action Hypothesis .....	38
<b>CHAPTER III RESEARCH METHODS.....</b>	<b>39</b>
A. Research Location .....	39
B. Subject and object of study .....	39
C. Action Plan .....	40
D. Data Collection Technique .....	44
E. Data Collecting Instrument .....	45
F. Data Analysis Technique .....	46
G. Indicator of Success .....	50
<b>CHAPTER IV RESEARCH RESULT AND DISCUSSION .....</b>	<b>51</b>
A. Research Result .....	51
1. Description of Research Location .....	51
2. Description of The Research Data .....	53
B. Interpretation .....	71
C. Discussion .....	77

<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>80</b>
A. Conclusion .....	80
B. Suggestion .....	81
 <b>BIBLIOGRAPHY .....</b>	 <b>82</b>
<b>APPENDICES .....</b>	<b>85</b>
<b>BIOGRAPHY .....</b>	<b>122</b>

## LIST OF TABLES

Table 1	The Result of Pre-Survey of Vocabulary at The Seventh Graders Of SMP Kartikatama Metro .....	3
Table 2	The Total of Students in SMP Kartikatama Metro .....	39
Table 3	List Periodization of SMP Kartikatama Metro Middle School Principals .....	52
Table 4	The Result Score of Students English Vocabulary Mastery in Pre-test .....	54
Table 5	The Result Score of Students English Vocabulary Mastery in Evaluation I .....	58
Table 6	The Students Activity in Cycle I .....	60
Table 7	The Students' Score at Pre-test and Evaluation I .....	61
Table 8	The Students' Score at Evaluation II .....	65
Table 9	The Students Activity in Cycle II.....	67
Table 10	The Students' Score at Evaluation I and Evaluation II.....	68
Table 11	The Table of Students' Activities in Cycle I and Cycle II.....	69
Table 12	Students' Score of Pre-test, Evaluation Cycle I, Evaluation Cycle II and Posttest.....	74
Table 13	The table of Students' Activities in Cycle I and Cycle II .....	76

## LIST OF FIGURES

Figure 1	Scoring Rubric.....	19
Figure 2	Language Level .....	21
Figure 3	The Action Research .....	41
Figure 4	The Frequency of the Students' Score in Pre-test .....	55
Figure 5	The Frequency of the Students' Score in Evaluation I.....	58
Figure 6	The Frequency of the Students' Score in Evaluation II .....	66
Figure 7	The Result Students in Posttest .....	70
Figure 8	The Result Pre-test, Evaluation I, Evaluation II and Posttest .....	71

## **LIST OF APPENDICES**

### **APPENDICES I**

1. Lesson Plan
2. Field Note Cycle I
3. Field Note Cycle II
4. The Guidelines of the Interview Teacher before CAR
5. The Guidelines of the Interview Students before CAR
6. Interview Transcript Teacher before CAR
7. Interview Transcript Students before CAR
8. Pre-Test Instrument
9. Post-test Instrument
10. Observation Sheet
11. Documentation

### **APPENDICES II**

1. SK Bimbingan Skripsi
2. Surat Tugas
3. Surat Izin Research
4. Surat Balasan Izin Research
5. Surat Keterangan Bebas Kaprodi
6. Surat Keterangan Bebas Pustaka
7. Turnitin
8. Kartu Konsultasi Bimbingan Skripsi

### **BIOGRAPHY**

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

Vocabulary is an important aspect of every language and must be acquired. Students cannot grasp a language unless they study vocabulary and communicate words in meaningful ways throughout communication. We cannot communicate effectively until we comprehend it. Interaction in another language is impossible without words, regardless of how well the other language's sounds are acquired. As a result, this issue should serve as an application for us, particularly for kids learning English.

Vocabulary is extremely essential, yet most students, particularly seventh-grade pupils at SMP Kartikatama Metro, struggle to grasp it. They are nevertheless difficult to remember and distinguish between nouns, verbs, adverbs, and adjectives. The popular word-guessing game hangman, as an entertaining and dynamic teaching tool, has the potential to help youngers enhance their knowledge of language and vocabulary. Games such hangman may be modified to stress certain language talents, such as speaking. The hangman game may assist seventh-grade students at SMP Kartikatama Metro become better communicators by giving them opportunity to improve their concentration in phrases, pronunciation, and fluency.

There are various methods to customize the hangman game to help with language acquisition. In addition to the previously described techniques,

utilizing the hangman game as a vocabulary review game is another way to adapt it for language learning. Students might be given lists of words to review, or they can take turns picking sentences and giving guidance to other teams in games.

Students can improve and enhance their language skills in a fun and engaging way by using the hangman game as a speaking activity. Teachers may help students gain competency and trust in their English language skills by offering them opportunities to practice speaking and pronouncing words in a low-pressure situation.

In order to collect data, the researcher conducted a preliminary study at the educational institution under consideration. About twenty four students participated in the pre-survey, which was done on January 2 in a single seventh-grade class at SMP KARTIKATAMA METRO. Researchers interviewed teachers and administered a brief pre-test to students. Based on the findings of student interviews and pre-tests, the researcher found that seventh-grade pupils' capacity to communicate in English remained weak. Second, students fail to compose whole phrases. Third, students need to spend a substantial amount of time researching the terms they will employ. Finally, students struggle with correctly pronouncing words. As a result of all of the aforementioned factors, individuals do badly, and the educational process fails.

The researcher asks a variety of questions, including, "What kinds of problems do students face when learning English?" The answer is that students are still struggling with word pronunciation and have a limited

vocabulary. After performing many studies, the researcher visited a seventh-grade class with twenty-four students. After completing a preliminary survey, the researchers ascertained the following results:

**Table 1**

**The Result of Pre-Survey of Vocabulary at The Seventh Graders Of SMP Kartikatama Metro**

No	Score	Percentage	Number of student	Categories
1	$\geq 70$	33 %	8	Complete
2	$<70$	67 %	16	Incomplete
Total		100%	24	

The minimum mastery criteria (MMC) for vocabulary for seventh grade students at Kartikatama Metro Middle School is 70. Based on the initial survey, researchers found that seventh grade students at Kartikatama Metro Middle School had problems with their vocabulary. Students still lack vocabulary. It can be seen that only 8 students or 33% got a complete score in vocabulary and 16 students or 67% did not complete.

The researcher assumes that low vocabulary mastery is caused by pupils' difficulty learning English. Students find it challenging to remember terminology. As a result of the issues raised above, academics have devised an effective technique for improving pupils' vocabulary mastery: the hangman game. According to Wiratania, the Hangman game may be utilized to increase vocabulary acquisition, practice spelling, and improve pupils' attentiveness. This game assists teachers in regulating the classroom. While the pupils are

playing Hangman in the educational environment, the instructor examines the process of word acquisition.

In the future, games like the hangman game will be used to provide players with many hints to solve the concealed words. If the guesser is unable to add a linking word, the hangman procedure will start. The hangman game also offers various benefits. First and foremost, the Hangman game motivates pupils. This can increase pupils' interest in language study. Second, the Hangman board game might help to break up the boredom. Third, students can enhance their skills, particularly in pronunciation, attentiveness, and spelling.

The hangman game will be used by researchers as a substitute to help pupils become more proficient with language, according to the description given above. Students are assisted in expanding their vocabulary by doing this. In addition, this game will encourage pupils to become more enthusiastic about studying English, particularly vocabulary. The title of the classroom action research will be "Improving Students Vocabulary Mastery in Speaking Through Hangman Game at the Seventh Grade of SMP KARTIKATAMA Metro." The researcher aims to be able to make pupils able to study English, gain vocabulary every day, and, most importantly, know the meaning of the speaking.

## **B. Problem Identification**

The researcher hopes to uncover the following issues based on the study's context and the information gathered from interviews with two teachers:

1. The students have low speaking ability due to lack of vocabulary.
2. The students have difficulty pronouncing vocabulary properly and correctly.
3. The strategy used in the learning process is less attractive.

## **C. Problem Limitation**

Based on the problem identification above, the writer focuses on the problem “Improving Students Vocabulary Mastery in Speaking Through Hangman Game at the Seventh Grade of SMP KARTIKATAMA Metro”.

## **D. Problem Formulation**

Based on the research background and problem identification above, the problem formulation in this research is how can the Hangman Game Improve Students' Vocabulary Mastery in Speaking in Grade Seven of KARTIKATAMA Metro Middle School?

## **E. Objective and Benefit of the Study**

1. The Objective of the study

Based on the research question above, the objective of the study is to Improve Students Vocabulary Mastery in Speaking Through Hangman Game and their learning activity.

## 2. Benefits of the study

### a. For the students

This research becomes a helpful strategy to improve their speaking skills, pronunciation, vocabulary and their learning activity.

### b. For the teacher

The result of this research can be a recommendation for the teacher to teach vocabulary mastery in speaking at SMP KARTIKATAMA Metro.

### c. For Other Writers

The result of this research will be references that applying Hangman game improving students vocabulary mastery in speaking.

## **F. Prior Research**

According to the first study, this study was undertaken to uncover proof that the Hangman game has an essential function in helping children improve their vocabulary. This research and earlier studies share similarities in that they both employ data from quantitative and qualitative gathering methods. Previously, researchers utilized pre-experimental research with a one-group pre-test and post-test approach. This study differs from earlier studies in that the latter concentrated more on the ways in which the hangman game might inspire students to learn. In the meanwhile, the hangman game was employed as a substitute in this study by the researchers to enhance students' vocabulary acquisition. Aside from that, it helps pupils learn new language. According to research data, this strategy can boost kids' vocabulary

greatly. Their attention and engagement demonstrate that this strategy improves pupils' language mastery. The Hangman game helps them comprehend the meaning of words and how to correctly spell them. In conclusion, students may more quickly recall language thanks to the Hangman game, which also increases their willingness to study. As a result, the researcher advocates using this strategy to teach vocabulary.

According to the second study, this is a sort of experimental research, namely pre-experimental. Researchers utilized pre- and post-tests to collect data. Students were given a pre-test prior to therapy and a post-test following treatment. Researchers administered assessments to pupils as part of their data analysis. In the second phase, the researcher corrects and scores the student's answer paper. The researcher assessed the score after it was obtained.<sup>1</sup> This research's data analysis yielded the following results: (1) Before using the hangman game as a teaching tool, students' speaking ability was (1) good; (2) after using the game as a teaching tool, students' speaking ability was (3) significantly different from before and after using the game as a teaching tool. Based on the findings of this study's data analysis, the researchers found that teaching writing abilities using video clips was beneficial in enhancing writing skill.

In the third and last study, researchers at one of the Islamic high schools in Padamulya Ciamis, Indonesia, looked at ways to employ digital

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<sup>1</sup> Suci Ramadani Siregar, Srimaharani Tanjung, Habib Rahmansyah, "The Effect Of Hangman Game On Students' Vocabulary Mastery (A Study At The Eighth Grade Of Smp Negeri 1 Padang Bolak 2019/2020 Academic Year)", Institut Pendidikan Tapanuli Selatan, Jurnal Liner, Institut Pendidikan Tapanuli Selatan. Vol. 2. No.3 September 2019, 78

hangman games to help students in grade ten learn vocabulary through the teaching of narrative texts.<sup>2</sup> Researchers conduct a thorough study by combining quantitative and qualitative data. This study employed experimental research methods. Students are typically satisfied with utilizing digital hangman games to teach narrative texts. Aside from that, practically all pupils expressed satisfaction with the game's execution. This gives upcoming scholars plenty of chances to expand on this work in the same area with new focus areas, such how to teach narrative literature using alternative approaches.

Based on the above research, it is possible to infer that using hangman in the game can assist students improve their English speaking skills. In addition, the hangman game serves a vital purpose in enhancing and encouraging each student's proficiency in the English language. This study varies from the other three in because researchers focused on the executioner's capacity to boost students' vocabulary mastery while speaking and teach them how to pronounce words correctly. Furthermore, prior research employed diverse ways to increase students' English competence. The first study focused on improving young learners' vocabularies. The second researcher employed a picture-based technique to assist pupils improve their vocabulary and communication abilities. In the third study, researchers used a narrative text strategy to gauge students' willingness to learn. Meanwhile, the three preceding investigations were equivalent in their use of CAR research, which included of interviews, post-tests, and pre-tests.

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<sup>2</sup> Etika Rachmawati and Zaqiyah Lailatul Farihah, "Digital Hangman Game To Improve Student's Vocabulary Mastery In Teaching Narrative Text", JALL (Journal of Applied Linguistics and Literacy), February 2020, Vol. 4, No. 1

## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **A. Concept of Vocabulary**

##### **1. Definition of Vocabulary**

English is widely used around the world and is popular in many places. Even though many students believe English is boring and difficult, we must continue to study it. However, it's a unique system that runs without speech, thought, or interaction. English is a second language for Indonesians. It is hoped that students learning English will be skilled in all areas of their second language.

Vocabulary is a list for a certain language or a group of terms that individual speakers of that language may use. It refers to a collection of terms used by certain language speakers. Dictionaries use only alphabetical arrangement since vocabulary is a list. In dictionaries, vocabulary is arranged in alphabetical order according to the foreign language's system or rules.

The most crucial aspect of learning English is acquiring the vocabulary. Students' lack of vocabulary causes several issues in the English learning process. According to Hatch and Brown, language proficiency is required to convey our views and understand what others are saying. The specificity of every individual's vocabulary knowledge is determined by the person, his drive, ambitions, and need for the terms. To

put it another way, vocabulary is a person's exceptional ability to use language, which they develop according to their own interests and drive.

Students must comprehend how words operate in English sentences, as well as the language's lexicon and meanings. We concluded that teaching vocabulary entails teaching both the meaning of words and how they operate. Here, understanding grammar together with vocabulary can help you avoid many problems when learning English. There are still problems with teaching and learning English in schools since Indonesian and English have very different vocabulary, pronunciations, structures, and English club activities.

## **2. The Type of Vocabulary**

Acquiring a language is meaningless without acquiring its vocabulary. There are four forms of vocabulary:

### **a. Listening vocabulary**

This kind develops when a youngster first recognizes sound. It is confined to the sound that is linked with this experience.

### **b. Speaking vocabulary**

This form of language is also developed early, as the youngster learns to communicate with their surroundings. At this point, vocabulary is used in a very basic way and includes a large number of short function words, which are words that may be used to construct speeches.

### **c. Vocabulary of reading and writing.**

These sorts of vocabulary arise practically simultaneously. However, reading vocabulary frequently comes before vocabulary writing.

These sorts of vocabulary are identified when a person is able to read and write. In other words, the assertion regarding the many sorts of language. A vocabulary must be taught from easy to harder words, beginning with hearing, comprehending, and then uttering the word. If teachers progress their students from a basic to a higher level of the language, they won't feel burdened with learning a foreign language.

### **3. The Indicator of Vocabulary**

Vocabulary is the group of words that together make up a phrase and give it shape. Vocabulary is one of the hardest subjects, and students frequently find it difficult to master. As Crystal stated, there are several indications of proficient vocabulary:

#### **1) Part of Speech**

##### **a) Noun (Noun phrase)**

Additionally, verbs can employ nouns as their subjects or objectives. The names of individuals, places, objects, attributes, or concepts are denoted by words (or combinations of words) called nouns.

##### **b) Pronoun**

A pronoun is a term that is used instead of a noun-containing word or phrase.

c) Adjective

An adjective for a pronoun or noun adds context to the object.

d) Verb

A verb is a phrase (or group of terms) that defines a circumstance, occurrence, or condition.

e) Adverb (adverbial phrase)

Adverbs are verbs, adjectives, or any other words that qualify another word by adding information to its meaning.

f) Preposition (prepositional phrase)

Any word or group of words that shows how one word relates to another is called a preposition.

g) Determiner

Determiner is an introductory word for a noun. It never occurs after the noun and never comes before any other adjectives that are used to describe it.

h) Conjunction

a term used to join clauses, phrases, or sentences.

## 2) Word Building

Gairns and Redman identify three main types of word creation in English:

### a) Affixation

Prefixes are added to the underlying item through a process called "affixation," which enables things to change in meaning or move from one sentence part to another.

### b) Compounding

Compounding is the process of creating words that can operate independently in several situations.

### c) Conversation

The ability to use a speech in several situations without altering its structure is known as conversational technique.

## 3) Word Meaning

According to Gairns and Redman, one can only understand and acquire a word's meaning in terms of its conceptual relations, or the connections amongst words in a language.

### a) Synonym

When two or more terms have the same meaning, a term is said to be synonymic. Synonyms are groups of words that, although first appearing to have the same meaning and therefore be used frequently in some contexts, actually have distinct mental meanings. To put it

another way, synonymy refers to a phrase having the same or almost similar meaning as another word.

b) Antonym

Crystal defines antonyms as words with opposing meanings. It discusses the link between contradicting meanings.

c) Hyponym

In Crystal's opinion, the term "hyponym" is more well known than synonymy or antonymy, despite the fact that it refers to a far more important sense link of inclusion.<sup>1</sup>

#### 4. Aspects of Vocabulary

Vocabulary mastery requires an understanding of its components. According to Kucan, vocabulary consists of four elements: usage, spelling, meaning, and pronunciation. These factors are essential for vocabulary mastery.

a. Pronunciation

Pronunciation is one of the most important aspects in determining vocabulary. Pronunciation is defined as the way a person says a words in a language. Students need to hear new words stated aloud in various languages in order to recognize the beginning, ending, and stress patterns of a word. Several terms in the English and Indonesian languages are pronounced differently.

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<sup>1</sup> Mohamad Isya Anshori, "The Correlation Between Students' Habit In Listening To English Songs And Their Vocabulary Mastery Of The Tenth Grade Students At MA Sunan Ampel Pare Kediri", A Thesis: English Education Department Faculty Tarbiyah And Teacher Training State Islamic Institute (IAIN) Of Tulungagung, 2019, 19-24

b. Spelling

Spelling is a phrase that demands children to understand the letters and syllables. The use of spelling is a way of forming words from single letters or sentence spellings. Sound spelling mismatches can lead to spelling and pronunciation errors and also increase a term's complexity. While English spelling is rather uniform overall, there are a few notable exceptions.

c. Grammar

The grammar of the term can sometimes be challenging, especially if it differs from the native tongue. It might be more difficult to remember if a verb like "enjoy," "love," or "hope" occurs after a continuous verb (like "to swim") or a -ing form (like "swimming").

d. Meaning

When two concepts have similar meanings, pupils are likely to mix them up. Make and do are great examples.

e. Fluency

Language fluency indicates well-delivered verbal output during a debate. Being confident and able to speak on a certain topic without much hesitation when choosing words are important qualities for a speech.

f. Use

It is not enough to study a single word. In order to expand your vocabulary and enhance your writing and speaking skills, it is imperative that you comprehend word use. This means learning the prepositions that accompany specific phrases, such as eager for, beneficial for, competent in, related to, or prepared to do, in addition to the verb tense that may follow the term.

g. Range, condition and idiomatic.<sup>2</sup>

## **B. The Assessment and Measurement of Vocabulary Mastery**

### **1. The Assessment of Vocabulary Mastery**

The ease of access to word lists, which may serve as a guide for selecting a set of words to evaluate, makes the process of evaluating vocabulary appear straightforward. Furthermore, a wide range of well-known item types are beneficial for vocabulary tests. Here are some examples:

#### **a. Multiple-choice (Choose the correct answer)**

When the principal learned what the pupils had done, she became enraged.

- 1) Surprised
- 2) Interested
- 3) Proud
- 4) angry

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<sup>2</sup> Desi Andriani, Vera Sriwahyuningsih, "An Analysis Of Students' Mastery Of Vocabulary", ELT-Lectura, Vol. 6, No. 2, 2019, 171

- b. Completion (Write in the missing word) At last the climbers reached the s of the mountain.
- c. Translation (Give the L1 equivalent of the underlined word) They worked at the mill.
- d. Matching (Match each word with its meaning).

These test items are easy to write and score, making optimal use of testing time. Multiple-choice questions, for instance, are often used in standardized tests.<sup>3</sup>

The observations revealed that the use of games may have an influence on students' vocabulary knowledge. It may be seen during and after class. Observational data revealed that students used more new terms to express their ideas and opinions. In addition, when learning, students look more enthusiastic. In most situations, students enrolled in afternoon sessions will rapidly get disenchanted in a learning environment that lacks diversity. For example, some students still have low or even terrible vocabulary skills, but when they play games, their vocabulary increases more than it did before. In essence, we don't conduct experiments; instead, the therapy we do is based on observations that were made before. However, data remains able to be collected.<sup>4</sup>

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<sup>3</sup> John Read, *Assessing Vocabulary*, (New York : Cambridge University Press, 2000), p.

<sup>4</sup> *Ibid*, 187

**Figure 1. Scoring Rubric**

Criteria	Score
<b>Very High</b>	75-100
<b>High</b>	58-74
<b>Average</b>	42-57
<b>Low</b>	25-41
<b>Very Low</b>	0-24

## 2. The Measurement of Vocabulary

This also relates to measurement language, more especially vocabulary knowledge. If we don't comprehend the units or use the wrong ones, we won't learn anything from the language we're trying to learn. This introductory chapter's objective is to define these measurement categories in relation to vocabulary acquisition and the methods used to assess vocabulary knowledge.

Language measuring is more challenging than weight and distance measurement. Since linguistic knowledge cannot be directly accessible, we require students to show that they comprehend the material in some way before we can quantify it. If pupils are overtired, uninspired, or misread the exam criteria, they may produce language that does not reflect their

knowledge. Another difficulty is the language features that we want to monitor. For example, grammar cannot be counted in readily sized containers.

Techniques like as essay writing, which we frequently use to elicit language from kids, produce data that is challenging to assess objectively. Performance is typically judged rather being measured, which may lead to misconceptions. For example, even though the score is twice as high, this does not mean that the student who earns a score of eight instead of ten on one essay and a four on another is twice as informed or talented.

Learning language, however, is neither simple nor easy. It does, however, lessen the challenge of the work; to become fluent in the target language, a pupil must still learn a large number of new words. Using a single word, or family, as a unit of assessment, it is also possible to design tests that provide us with a range of information, including when and how vocabulary is learned. When learning a new language, words that are considered to have a basic form with variants based on rules are much simpler to understand than when each version is assessed separately.

However, learning a language is neither easy nor straightforward. It does, however, reduce the difficulty of the task; a student must still acquire a huge number of new words in order to become proficient in the target language. One may also create tests that provide us a variety of information, such as when and how vocabulary is learnt, by using a single word, or family, as the unit of assessment. Words that are seen as having a

fundamental form with variants depending on rules are considerably easier to grasp while learning a new language than when each version is evaluated independently.<sup>5</sup>

**Figure 2. Language Level**

<b>Language Level</b>	<b>Number of Base Words Needed</b>
<b>A1</b>	500
<b>A2</b>	1000
<b>B1</b>	2000
<b>B2</b>	4000
<b>C1</b>	8000
<b>C2</b>	16000

<sup>5</sup> Nation Paul, "A Vocabulary Size Test", Victoria University of Wellington: Victoria, Available : <https://www.wgtn.ac.nz/lals/about/staff/paul-nation>

## **C. Concept of Speaking Skill**

### **1. Definition of Speaking Skill**

English is a widely spoken language in many countries throughout the world. However, we still need to learn English even if a lot of students think it's dull and hard. On the other hand, it's a special system that functions without words, conversation, or cognition. In Indonesia, English is spoken as a second language. Students studying English are expected to be able to converse in English as a second language in every situation. Mastery of the four language skills—hearing, speaking, reading, and writing—is necessary for learning English, according to Brown.

Speaking abilities are essential for pupils who want to be understood while communicating with us. Many educational institutions utilize textbooks to convey knowledge. Textbooks are especially successful since they allow for direct student-teacher interaction as well as information transmission. Communication and language usage skills become essential to acquire since language is used to understand the meaning of statements made in social interactions. It suggests that learners need to work on their speaking skills in order to be able to converse and use the language. Speaking is a crucial and significant communication ability to master since students must use it and speak the target language. Speakers may convey a great deal of information verbally, therefore having strong speaking abilities is necessary for efficient communication.

Speaking, in theory, is the ability to express oneself orally; it entails turning ideas about feelings, goals, and observations into words that other people may comprehend. Speaking with others keeps communication flowing smoothly. They must talk in order to express their views on an issue. If they want anything, they must voice their desire. It helps people comprehend their own desires.

A lot of educational theorists believe that communication exercises like role-playing, jigsaw puzzle games, and information gaps may help students become better communicators. Furthermore, research backed up the idea that two activities that might aid in better speaking abilities are role-playing and open discussion. It was claimed that language activities are essential for training communication skills. Activities encourage interaction in the language classroom. Furthermore, communicative activities may excite pupils and establish strong links between the instructor and students, as well as among students, producing an atmosphere conducive to language acquisition.

## **2. The Type of Speaking**

Before grading speech, it is vital to recognize the five fundamental categories of speaking. Brown suggests five ways of speech, as outlined below.

**a. Imitative**

Speaking in this way requires test-takers to accurately mimic an entire sentence, word, or phrase. Pronunciation is the most important assessment criteria, even if grammar forms one of the scoring components. The notion that linguistic communication skill is not required in imitation speaking should be highlighted. They need to acquire some knowledge and then vocally regurgitate it without additional explanation. They just share facts that they have heard.

**b. Intensive**

Phonology and pronunciation are not as important in concentrated speaking as they are in imitation. Understanding meaning is required to do some tasks, although there isn't much contact with the counterpart. The practice involves completing sentences and conversations. 8 Some intense speech assessment tasks:

- 1) Directed Response Task
- 2) Sentence /Dialogue Completion Tasks and Oral Questionnaires
- 3) Picture-Cued Tasks
- 4) Translation (of Limited Stretches of Discourse)

**c. Responsive**

Conversational sincerity is critical. As a result, the speaker is urged to talk more quickly. Making a simple request or comment to respond to a

brief conversation is an example of this type of speaking. Several examinations for responsive speech include:

- 1) Question and Answer
- 2) Giving Instructions and Directions
- 3) Paraphrasing

**d. Interactive**

The main distinction between interactive and response speaking is the level of information and sentence length. The number of presenters is important since lectures often require more than two people to participate. There are various interactive speaking evaluation assignments, including:

- 1) Interview
- 2) Role Play
- 3) Discussions and Conversations
- 4) Games

**e. Extensive**

Speaking over extended periods of time necessitates a variety of language production processes. In order to engage the counter speakers in discourse, the speaker must also ask questions and strike up discussions with them. Extended speaking might be considered the most sophisticated type of speaking skill, requiring substantial linguistic components. Several detailed speech assessment activities include:

- 1) Oral Presentations
- 2) Picture-Cued Story-Telling

- 3) Retelling a Story, News Event
- 4) Translation (of Extended Prose)

### **3. Classroom Speaking Activities**

An interesting classroom teaching activity provides an appealing environment as well as a comfortable speaking and learning experience. Harmer proposes the following assignments for further classroom speaking practice. English instructors use them the most often.

#### **a. Acting From a Script**

Acting out language and using scripts are the two types of scripted plays that educators should consider. The way that the pupils approach the performing scripts ought to be that of "real" acting. In this practice, the teacher serves as a stage director, guiding students' attention to appropriate emphasis, intonation, and pacing. Students can improve their speaking skills by rehearsing and role-playing discussions before to a presentation. To put it another way, students benefit far more from the experience of the rehearsal process.

#### **b. Communication Games**

The most effective and engaging method of teaching pupils a language is through games. Teachers should be cautious while selecting a game. They should choose a game that will allow them to practice speaking. It ought to be predicated on ignorance. They must communicate their knowledge in the target language. As a result, in an information gap

exercise, one student needs to be able to impart knowledge to another student that they are unaware of. One of the most important ideas in the research of teaching expressive language is the idea of the 13 knowledge gap.

c. Discussion

One of the most successful public speaking exercises is discussion. According to Bukart, there are several strategies a teacher may utilize to properly foster a debate with their pupils. In small groups rather than the entire class, students given options, encouraged to prepare, have a goal or objective in mind, have time limits for their discussions, are free to participate however they think suitable, complete applied topically follow-up, and receive suggestions for grammatical or pronunciation errors.

d. Prepared-talks

Students must make a presentation on their preferred topic as part of the prepared-talk exercise. These addresses are not intended for casual chat; they are for scheduled discussions. However, if at all feasible, students should talk from their own experiences rather than following a script. Prepared lessons are a recognized and helpful speaking genre that, with the right planning, can be engaging for both the speaker and the listener.

e. Questionnaires

Surveys are an extra activity. It is beneficial since they guarantee that both the questioner and the answer have something insightful to share with one another. Students may create concerns on any subject that they

consider are relevant to students in order for academics to serve as their resource and assist them in the creative process. Questionnaire responses can then serve as the foundation for oral presentations, written tasks, and group discussions.

f. Simulation and Role-play

Since it is so readily scalable to any level, speaking courses are the ones that use this practice the most, according to Riddell. As a part of a group method that focuses on processes, students role-play by acting out or mimicking an actual event. Celce-Murcia believes that it is very beneficial to practice social-cultural distinctions in speaking acts such as complimenting, ridiculing, and similar ones. Students can play simulations as themselves or adopt the character of someone completely different to communicate their views and feelings. These concepts indicate that the speaking exercises that some professionals propose for the classroom are basically the same. Teachers' assignment choices might be influenced by the lesson's content and learning aim. Each activity has benefits and drawbacks of its own. Before deciding whether to use one of the activities, teachers must evaluate the setting, the kids' health, and the content of the lesson.<sup>6</sup>

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<sup>6</sup> Dian Fitriana. Improving The Speaking Skills Through Guessing Games Of The Seventh Grade Students Of SMP Muhammadiyah 1 Seyegan Yogyakarta In The Academic Year Of 2012/2013. A Thesis. English Education Department Language And Arts Faculty Yogyakarta State University. December, 2012. 12-14

## **D. Concept of Game**

### **1. Definition of Game**

One method that teachers utilize to impart content is the game. Teachers utilize games as a creative and communicative tool, particularly when teaching vocabulary. This approach was selected because they did not want to repeatedly employ the same exercises. According to Rixon, a game consists of players competing to accomplish predetermined objectives. Stevick provides evidence for this theory by citing the game's four characteristics, which include the following:<sup>7</sup>

- a. A chessboard, playing area, or other similar item must be shared by all participants in a game. Like football, for example, we require a playing field, a ball, goal posts, along with of course the capability to run. It also share some tasks, such as the capacity to count or tell.
- b. The game plays a part in the participants' acceptance of the rule; they consent to limit their actions to what they can physically perform instead of doing everything.
- c. The participants have sufficient freedom to behave in ways that aren't totally predictable even when there are limitations on their options. At any given moment throughout the game, a player considers what other

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<sup>7</sup> Syarfuni, "The Implementation Of Game In Teaching English Vocabulary", STKIP Bina Bangsa Getsempena, Peuniti, Banda Aceh, Volume I, Nomor 2, 2010, 79

individuals have done and the decision they have made. When a player selects an option that is now open to him, other players react in a similar manner. based on their selection, and so on to the page's conclusion.

- d. The objective of the game is to defeat the opposition via defection in a competitive game similar to chaos football.

As a result, language games ought to be more than just a tool for teachers to break up the routine, grab students' attention, or collect additional money at the conclusion of the lesson. Furthermore, a student can be authentic when participating in language game activities.

Playing games in a language is entertaining, and almost everyone can agree that making studying pleasant can motivate students to study more. Students like playing language games, which makes it easier for them to recall new vocabulary words with excitement.

These often accepted and seldom questioned beliefs on how games motivate people might have a number of reasons. The majority of game researchers are highly driven gamers themselves, and they seldom take into account people for whom playing video games is demotivating or not at all. Furthermore, the presumption is furthered by the self-selection of gaming aficionados who frequently take part in gaming research. Furthermore, a large portion of the study literature in this field is based on studies done on children, a demographic more likely to be driven to play games, from which adult audiences might infer conclusions. The study that

was detailed in the article questioned looked at how motivating computer game-based learning is for college students. It was composed of many in-depth interviews and a larger-scale survey. The following section presents and discusses the study's methodology and findings..

## **E. The Advantages and Disadvantage of Using Games**

### **1. The Advantages of Using Games**

Due to its utilization of all four talents and minimal preparation after construction, the game may be simply tailored for age and interest levels. Agnieszka adds that games inspire, amuse, instruct, and foster fluency. Needless to say, kids may learn a great deal if they are engaged in their studies and don't feel pressured. Kim provides six benefits of utilizing linguistic games in the education setting, which provide more evidence in favor of that claim:<sup>8</sup>

- a. Games are motivating and challenging.
- b. Games are as a welcome break from the usual routine of the language class.
- c. Games help the students to make and sustain the effort of learning.
- d. Games provide language practice in the various and integrated language skills.
- e. Games encourage students to interact and communicate to each other.
- f. Games create a meaningful context for language that is being learned by the students.

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<sup>8</sup> *Ibid*, 82

## 2. The Disadvantages of Using Game

Although they have several drawbacks, games are one alternate method of teaching vocabulary. Game-based language learning is assumed to be difficult by the author. Before beginning to use language games in the classroom, teachers need to know the basic idea behind them, as well as what sorts of games are appropriate for their pupils. The use of games in the classroom has many drawbacks aside from that. These are:<sup>9</sup>

- a. Usually in making games are expensive
- b. Sometimes using game used a long preparation
- c. Not all students are interested in game
- d. Sometimes using games can disturb other class

Students must read and comprehend what others have written in order to participate in the activities. After that, they must talk or write in order to provide information or to voice their own opinions.

Games support fluency and serve to amuse, educate, and encourage. If for no other reason than they enable kids to appreciate the beauty in a language other than their sometimes-overwhelming issues, they need to be used. When games are characterized as free and voluntary activities, the emphasis is on using them for pleasure, providing breaks from studying and for relaxation.

According to Thiagarajan, Wright, Betteridge, and Buckby, students in elementary and older grades can benefit from language game

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<sup>9</sup> Jurasni, "The Use Of Hangman Game To Increase Students' Vocabulary", English Education Department Faculty Of Teachers Training And Education Muhammadiyah University Of Makassar, 2019

participation as well as increase their vocabulary. Games give pupils' otherwise boring material more appeal. Maintaining attention may include maintaining effort. Activities that involve games offer a fun and stress-free setting for expanding vocabulary and improving recall. Assisting teachers in creating an environment where language is relevant and useful is another benefit of game-based assignments.<sup>10</sup>

## **F. Concept of Hangman Game**

### **1. Definition of Hangman Game**

This long-standing patriarchal domination is undermined in The Hangman's Game, which also shows how women—whose domestic agency has seldom been questioned—have also had a significant, if sometimes unrecognized, impact on the destiny of peoples and nations. Students may install and use the Hangman game application easily, even for teachers.<sup>11</sup> The application's primary goal is to encourage kids to learn English by using the classic hangman game. As a result of hangman's simple, fun gameplay and widespread familiarity among players of all ages.<sup>12</sup>

A caricature of a guy who will be hung if he answers wrong several times is used in the hangman guessing game. The secret is to speak each

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<sup>10</sup> Masoumeh Mehregan, “Game-Based Tasks for Foreign Language Instruction: Perspectives on Young Learners' Vocabulary Acquisition”, Department of English Language, University of Isfahan, Iran, The IAFOR Journal of Language Learning, Volume I, Issue I, 2014, 3

<sup>11</sup> Vance Stevens, “Computer Hangman: Pedagogically Sound Or A Waste Of Time?”, Sultan Qaboos University, 1991,4

<sup>12</sup> Waqas Moazzam, Michael Reigler, Sagar Sen, And Mari Nygard, “Scientific Hangman: Gamifying Scientific Evidence For General Public”, Proceeding Of The Gamifir Workshop, Austria, 2015,

syllable separately. In addition to forcing children to respond to a word, the hangman game fosters speaking confidence and group collaboration. In order to allow students to play this game whenever they want, it is often offered on computers.

One of the main reasons that games are motivating is because they have an unknown result and force the player to concentrate on a task or objective. After a player achieves an initial objective, more game goals or tiers of goals offer rewards and challenges. Therefore, in order to succeed or win a game, participants must hone their abilities and plans. There are several ways to succeed in games, unlike most conventional training or schooling.

There are currently interactive games that teach about the folding of proteins, such the popular online crowdsourcing platform Foldit and practical classroom exercises. In the latter, players use computational design to find novel folding conformations; many of these compounds have uses in biomedicine and renewable energy sources. By completing puzzles and coming up with their own Hangman clues, students gain positive reinforcement in addition to being motivated to study content that will be tested. During the exercise, students practice sketching structures until they are able to confidently duplicate them in front of viewers.

Grammar, arrangement of sentences, vocabulary, spelling, and other language-related skills may all be practiced through language games, which are a broad category of language-related activities. Language skill

development is a key benefit of language games. Thus, the kids' learning experience would not be dull. The Hangman game helps pupils consider the letter that makes up a word. They will also consider the appropriate word. Another strategy to assist pupils develop their confidence in expressing their ideas is to use the hangman game. This indicates that the Hangman game allows students to practice vocabulary and the alphabet, both of which are critical for improving their English language proficiency. It also adds a playful element to the learning process. To acquire every English ability, you may also play the Hangman game. Thus, the Hangman game is not limited to teaching a single ability. This game may be used to teach students every English ability. This game uses very little material and is also quite easy to play.

## **2. How to Play Hangman Game**

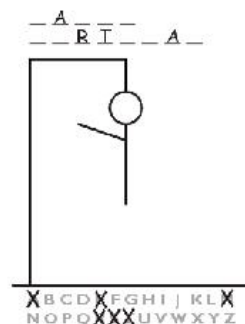
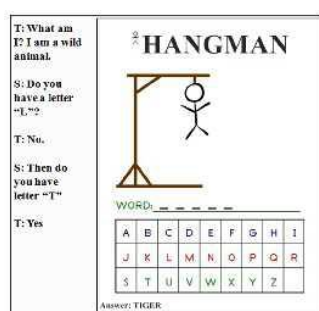
One language game that teachers may use to teach their children the alphabet and vocabulary is the hangman game. Additionally, according to Kartikawati, students may communicate their ideas by playing the Hangman game and researchers can create an enjoyable environment.

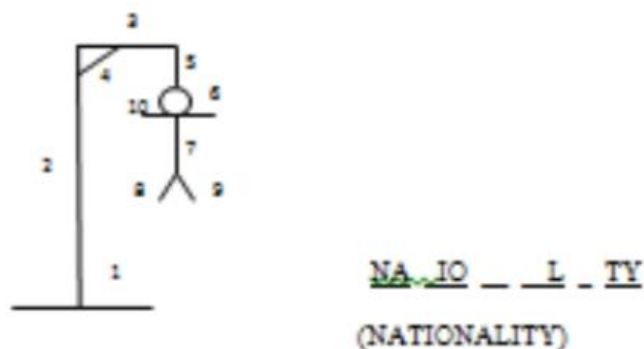
There are some steps to play Hangman Game according to Rauschenberg:

- a. Draw some rows representating the number of the letters in a vocabulary words.
- b. Have the students guessing the letter.
- c. If the letter is in the word, write the letter in the appropriate row.

- d. 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).
- e. If they can guess the word before the drawing of hanged man is done, then they win.

Here, the pupils use suggestion letters to guess the mystery word, with the teacher providing the guess. There are exactly as many stripes on the mystery word description as there are mysterious words. Should every student guess incorrectly, the instructor will create an image of a hangman by drawing several lines (hand, torso, and foot) and one circle (head). If the mystery word remains unguessed until the hangman picture is produced, the game will be lost. The guesser's defeat and the end of the game were certified at that point. Therefore, it may be said that the game of Hangman is a words guessing game in which players must gradually draw a stick figure that is hanging from a gallows while attempting to guess the word that their opponent is thinking about by guessing a single word at a time.





In the classic Hangman game, one player guesses a term or phrase from the audience and marks every single character in the response with a horizontal dash. To fill up the blanks, the remaining players suggest letters. The initial participant writes a letter in the relevant spot if it exists inside the term. One portion of the corpse is depicted on an illustration of the gallows if the wrong letter is guessed. As soon as a complete "hangman" is drawn, the player have to figure out the word or phrase.

The Hangman game helps pupils consider the letter that makes up a word. The appropriate term will also be on their minds. Playing the hangman game is another useful tool for boosting pupils' self-expression confidence. Thus, the Hangman game allows students to practice vocabulary and the alphabet, both of which are crucial for their proficiency in English. It also adds a fun element to the learning process. Not only can students use the hangman game to improve their vocabulary, but it can also be used to study all aspects of English. That indicates that there are more skills to be learned from the hangman game. Playing this game will help students acquire every English skill. Furthermore, the game hangman

is really simple to play and requires little resources. In order to encourage pupils to attempt word guessing based on subject, the hangman game presents a challenge. Spelling is improved, vocabulary grows, and the teaching-learning process is kept front and center with its help.

## **G. The Advantages and Disadvantages of Using Hangman Game**

### **1. The Advantage**

The Hangman game is enjoyable. It helps students develop their language skills and may be played in the classroom. According to McIntosh, the Hangman game also offers the following benefits:

- a. Educators may employ the Hangman game to engage pupils in language learning.
- b. People of different ages can customize the Hangman game to fit different settings.
- c. The Hangman games is not simply far more entertaining than many "rote learning" spelling techniques, but it's also lot more engaging.

Students can increase their vocabulary by manipulating words through games like Hangman. Word play increases student activity and enjoyment of learning, according to studies. This tactic entangles the mind. The students' problem-solving abilities as well as their recall, spelling, grammar, and syntax are enhanced.

### **2. The Disadvantages**

However, the Hangman game has drawbacks when it comes to language instruction. Hangman games have two drawbacks: they don't accurately gauge language acquisition and might rely too much on chance.

#### **H. Action Hypothesis**

The action hypothesis of this research is the use of Hangman Game can improve students vocabulary mastery in speaking and their learning activity at 7th graders of SMP Kartikatama Metro.

### **CHAPTER III**

#### **RESEARCH METHODS**

##### **A. Research Location**

Classroom Action Research is what this study is (CAR). Students from SMP KARTIKATAMA METRO's seventh grade participated in the study project. The seventh-graders are the researcher primary emphasis. The researcher selected this course since the majority of the students do poorly on vocabulary mastery tests.

##### **B. Subject and Object of the Study**

The study's main focus is on students' vocabulary proficiency. An English teacher and the study's authors collaborated on it. Seventh grade was chosen by the researcher since most of the kids did not meet the basic requirements in English, especially in vocabulary mastery. The class consists of 24 students, who are characterized as follows:

**Table 2 The Total of Students in SMP KARTIKATAMA Metro**

No	Class	Sex		Total
		Male	Female	
1	VII	50	45	95
2	VIII	47	39	86
3	XI	53	41	94

Source data of SMP KARTIKATAMA Metro

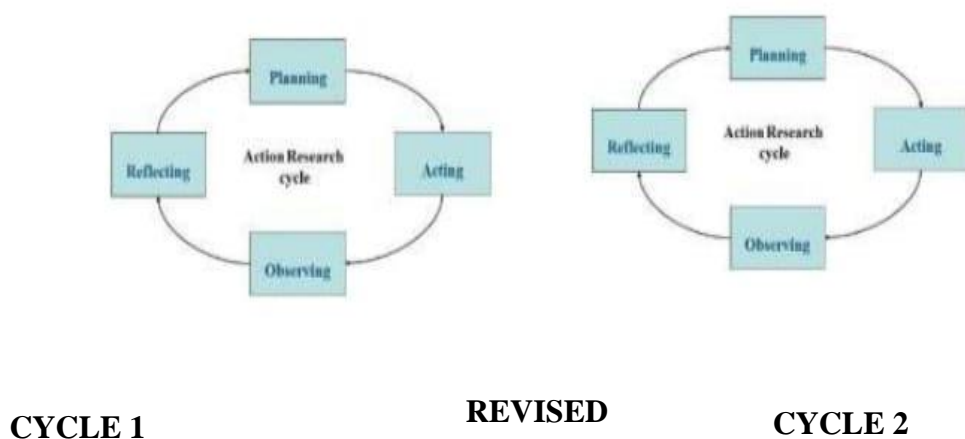
### C. Action Plan

In conducting research, the researcher will use classroom action research procedures. Classroom Action Research (CAR) focuses on class action. CAR has a wider scope because the object of this action research is not only limited in the classroom, but can also occur outside the classroom. As individuals who are close to students, teachers will recognize problems related to the learning process that occurs in class. Therefore, the teacher will try to solve the problem through CAR.<sup>1</sup>

From the explanation above it can be concluded that Classroom Action Research (CAR) is research that can solve problems or fix certain problems.

**Figure 3**

#### The Action Research




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<sup>1</sup> Purnama Syae Purrohman, classroom action reasearch alternative research activity for teacher (universitas muhammadiyah june 2016) hal 4.

(Activities in CAR illustrate by Kemmis & Mc Taggart and modified from the writer)

According to the above design, this is an explanation of the researcher procedure in the classroom action research.

## **1. Cycle 1**

### **a. Planning**

Planning is crucial, and it cannot be emphasized enough. This is to clarify your objectives. An action taken to accomplish a goal is referred to as a plan. The first step in every action is planning. The researcher won't focus if there isn't a planned activity. Every action must serve a purpose that has been thought out in advance to make the process simple. The researcher of the strategy has prepared the following step:

- 1) The researcher prepare a lesson plan.
- 2) The researcher prepare a material plan
- 3) The researcher prepare a observation sheet

In each cycle, students must complete the teaching process of speaking tasks, which also include taking an exam, going to a conference, analyzing and debating the outcomes of the observation process, and taking a two-day test.

### **b. Acting**

Acting comes next, after planning. For the first, the researcher made a prediction about how well the pupils could read. Second, the writer uses hangman game to teach speaking to students. The

researcher noticed this when engaging in learning activities. The researcher conducted a test to determine the outcomes of the treatment at the conclusion of this step.

c. Observing

During the course of lecturing, the researcher noticed. The researcher analyzed all the actions after the activity and discovered that by using the hangman game approach, the researcher had increased the students' speaking abilities.

d. Reflecting

The researcher summarizes the first cycle's actions based on data observation. The outcome serves as an assessment for the subsequent therapy. The objective is for the researcher to decide what to do in the following cycle and whether the cycle's outcomes are adequate.

## **2. Cycle 2**

a. Planning

Planning is an essential phase in any undertakings; without it, the researcher would become overwhelmed when attempting to do something. The researcher has created the following procedures for planning:

- 1) The researcher prepare a lesson plan.
- 2) The researcher prepare a material plan
- 3) The researcher prepare a observation sheet

b. Acting

Acting comes second after planning. Which is the execution of the plan. In this stage, the researcher acted as follows:

- 1) Pre-teaching activity one
  - a) The researcher choose the material
- 2) While the teaching process
  - a) The researcher used the lesson plan to teach
  - b) The researcher explained to students how to use hangman game to connect thoughts and express thoughts about materials
  - c) The researcher taught by using hangman game
  - d) The researcher asked the student to answer of question on text using hangman game
  - e) The last researcher give the evaluation from the material
- 3) Post teaching activity
  - a) The researcher asks students to answer some questions related to the topic.
  - b) The researcher greeted the student at the end of the class

c. Observing

In this stage, the researcher uses an observation table to monitor the instructional activities in progress. Among the things the researcher saw were the instructors asking questions, the teachers responding to the questions, the teachers responding to further inquiries, and the teachers providing explanations regarding the content.

d. Reflection

The researcher used reflection to adjust and examine the outcome of the activity. As a result, the researcher identified both the benefits and drawbacks of this action. In this stage, the researcher creates the distributions of pretest and post-test scores. The researcher evaluates the students' approach and considers if it need further improvement in circulation or whether it considerably enhances the students' speaking abilities in the second cycle.

#### **D. Data Collection Technique**

In collecting the data, the writer used this method :

1. Observation

Using a student observation sheet, the author employed observation to collect data in the seventh grade at SMP KARTIKATAMA Metro. This method was employed by the researcher to get knowledge and data about student activities, including vocabulary and involvement in the learning process.

2. Test

The researcher administers a pretest and a posttest to the student in this part:

- a. Pre-test : The researcher proposes a multiple-choice vocabulary exam.
- b. Post-test : Following processing, the writer administers an exam using multiple choice questions on the same theme or topic. The researcher chose the next cycle based on this outcome.

### 3. Documentation

The researcher employs documentation techniques to gather comprehensive data on reading comprehension in this part.

- a. In order to memorialize the first, the researcher snapped a photo of the students having a lesson.
- b. The researcher went through each student's response page individually.

## **E. Data Collection Instrument**

The researcher utilizes an assessment to determine the pupils' grasp of language:

### 1. Observation Sheet

The use of an observation sheet to direct the observations. Using the observation sheet, teachers can keep an eye on anything that can help students become more proficient in their vocabulary during the learning process. Observing the circumstances and activities that arose throughout the teaching-learning process is another purpose for the observation sheet.

### 2. Vocabulary Test

To evaluate the vocabulary knowledge of the seventh-grade pupils at SMP KARTIKATAMA Metro, the researcher gave them a vocabulary test consisting of two exams: a preliminary test and a post-test. To determine how effectively pupils are acquiring their content, the exam is designed to evaluate speaking skills in addition to vocabulary knowledge. Typically, ratings fall between 0 and 100. A student receives a score of 100

if they are able to correctly answer each question. Though not all answers are correct, the grade is determined by the percentage of correct ones.

### 3. Field Notes

Field notes are also used throughout cycle therapy. Field notes are transcription notes or written descriptions obtained from data acquired during observation. In this instance, the researcher can obtain additional information from the field notes that was not captured by voice or video notes. The information gathered from the feedback implementation observation sheet is supported by this tool.

### 4. Documentation

The documentation makes use of archived data to assist the researcher in gathering the necessary information. The researcher of the study uses the object research document, which includes a list of students' names and instructor names.

## **F. Data Analysis Technique**

Data analysis is done using the mean test and post-test results. The researcher also compared the data from the pre- and post-tests in order to better understand the benefits. If specific kids performed poorly in the first cycle, go on to the second. CAR, or classroom action research, requires a minimum of two periods. If students pass the first cycle, they can terminate the session and go on to the second. Both quantitative and qualitative analysis may be used to examine data in an action research project in the classroom. The two initial

cycles' pre- and post-test percentage terms scores are utilized to examine the learning objectives.

### **1. Qualitative**

Three types of data are included, as described by Miles and Huberman: reduction of data, display of data, and statistics conclusion drawing/verification.

#### **a. Data reduction**

A technique called as data reduction involves choosing, condensing, simplifying, abstracting from, and converting material that occurs in written notes or transcriptions. As data collection progresses, more data reduction tasks (write summaries, code, arrange topics, form clusters, create divisions, and take notes) will be carried out. In order to generate the final report, the statistic conversion and reduction process will be carried out once the field survey is complete. There is no difference between analysis and data reduction. This is incorporated in the analysis. The author of the study uses analytics to make judgments on which data blocks to encode, which data to extract, which model best fits the large number of blocks, and which narratives to adapt. A form of analysis known as "data reduction" can help to concentrate, reject, and organize data so that "final" conclusions can be created and verified.

#### **b. Data display**

The second major area of scientific endeavor is knowledge distribution. An organized, concise compilation of data that allows for conclusion making and activity is usually what is meant to be displayed. A few instances of displays in daily life include printouts from correlational studies, newspapers, and computer screens. Gazing at screens helps us understand what's happening and try to act on it, either by looking at any pertinent info or by acting on it. Historical evidence of qualitative knowledge has typically taken the form of lengthy texts from previous times to the future or vice versa.

c. Conclusion Drawing and Verification

The third line of inquiry consists of formulating and confirming conclusions. The goal of the qualitative analyst's information collecting process is to ascertain the meaning of various elements. Observations are made of assertions, causal processes, explanations, regularities, and patterns. These findings, at first tentative and elusive, then increasingly explicit and grounded, are retained tactfully by the skilled scientist while maintaining openness and skepticism. Even though a scientist maintains to have been conducting research "inductively," final conclusions are usually predicted from the beginning and may not become clear until after the collection of information is complete, considering the quantity of the database of observations, the type of encrypted data applied, the level of skill of the study's author, and thus the specifications of the funding agency.

Drawing conclusions in our investigation is limited to a half-gem configuration. The analyst yield results in the validation of conclusions. There are several ways to verify anything. The process can be as straightforward as an analyst thinking of a fugitive reverse processing while writing and then quickly going back to the field notes, or it can involve extensive peer review and discussion to create "inter individual offer," or it can involve concentrated efforts to reproduce a finding in an alternative knowledge set. The validity, "confirmability," and dependability of the conclusions made from the data must all be evaluated. Everything else we have are exaggerated, arguably unimportant accounts of what transpired. The analyst yield results in the validation of conclusions. There are several ways to verify information. The process can be as straightforward as an analyst thinking of a fugitive reverse processing while writing and then quickly going back to the field notes, or it can involve extensive peer review and discussion to create "inter dependent offer," or it can involve concentrated efforts to reproduce a finding in an alternative knowledge set. The validity, "confirmability," and dependability of the conclusions made from the data must all be evaluated. Otherwise, all that's left of what transpired are exaggerated, arguably unimportant accounts.

## **2. Quantitative**

A scientific study of a phenomenon by the collection of quantitative data and the use of mathematical, procedural, or applied

analysis tools is known as quantitative analysis. Through the use of sample techniques and online surveys, polls, questionnaires, and other methods, quantitative analysis gathers data from both current and future clients. The findings of these methods may be summarized numerically. When a thorough analysis of those figures forecasts a product or service's longevity and leads to corresponding modifications. The process of aggregating and evaluating non-numerical data is known as qualitative analysis; quantitative analysis is its opponent. Currently, the percentage score may be used to provide the score writer, and the formula derived from the % score is:  $P = \frac{\sum \chi}{N} \times 100$ . Take note: P is for percentages.  $\sum X$  = The cumulative score of the students N = Total number of instances The researchers evaluated the pre-test and post-test percentages in order to determine the overall score and enhance the students' development from the therapies used.

#### **G. Indicators of Success**

There are four categories into which the success indicators are separated:

1. The speaking scores of students have greatly improved.
2. 70% of pupils receive 60 points (or KKM) in English.
3. To fully comprehend the book, students might utilize hangman game.

## **CHAPTER IV**

### **RESEARCH RESULT AND DISCUSSION**

#### **A. Research Result**

The researcher want to convey his or her findings in this chapter. It included the researcher's study findings and discussions from the 2023/2024 academic year at SMP Kartikatama Metro. The results are as follows:

##### **1. Description of Research Location**

###### **a. The History of SMP Kartikatama Metro**

SMP Kartikatama Metro is a private junior high school in Metro City, Lampung Province, situated at Jalan Captain P. Tendean Margorejo Metro Selatan. In September 1986, the Krida Kartikatama Foundation established Kartikatama Metro Middle School by notarial deed NO.01/IX/1984. This foundation established a kindergarten, a middle school, a high school, and two vocational schools. The late proprietor of the Kridakartikatama foundation. Hi. Nurohmat, MP.d. now leads Mardi, M.M. and Kartikatamaa Metro Middle School. Kartikatama Metro Middle School's leadership has changed 10 times. This school is managed by the following principal:

**Table 3****Periodization of Kartikatama Metro Middle School Principals**

No	Name	Tenure
1.	Paryono	1987-1988
2.	Marsyaid	1988-1999
3.	Dra. Tugirah	1999-2002
4.	Drs. Basuki	2002-2004
5.	Adi Suseno S.Pd	2004-2006
6.	Drs. Mahsun Jauhari	2006-2008
7.	Sunarno, S.Pd, M.M	2008-2010
8.	Marsyaid, S.Pd	2010-2013
9.	Sutarno, S.Pd, M.M	2013-2019
10.	Nurohmat, M.Pd	2019 – Now

**b. Vision, Mission and Goals of Kartikatama Metro Middle School****1) Kartikatama Metro Middle School Vision**

- a) Excel in IMTAQ
- b) Excel in achieving national test scores.
- c) Excel in Indonesian and English competitions
- d) Excel in sports and arts
- e) Excelling in Curriculum Development
- f) Excellent in Learning Completion and Graduation Standards

## 2) Kartikatama Metro Middle School Mission

- a) Instill honest, disciplined and anti-corruption behaviour
- b) Optimizing environmental management by Reusing (Reuse)  
Reduce (reduce) and Recycle (recycle).
- c) Optimizing habits to care for and preserve the environment  
life.
- d) Optimizing PAIKEM learning and counseling guidance
- e) Increasing teacher professionalism through formal  
education, teacher coaching and certification.
- f) Develop educational and scouting cooperation global

## 3) General purpose of Kartikatama Metro Middle School

The purpose is to refer to the national goals outlined in Law No. 2 of 1989 concerning the National Education System, which include creating individuals who respect and believe in God Almighty, who are virtuous, affable, independent, tough, intelligent, creative, skilled, disciplined, working, professional, responsible, productive, physically and spiritually healthy, and who possess a sense of patriotism and love for their country.

## 2. Description of the Research Data

This study utilized classroom action research. The researcher will utilize the CAR to collect data. Classroom Action Research (CAR) is a way for improving and adjusting the functioning of a classroom in school. The goal of this study was to improve English vocabulary knowledge

among seventh students at Kartikatama Metro Junior High School. This study was done in two phases. Each cycle consists of planning, acting, observing, and reflecting. The following might be used to describe the description of study data:

a. Pre-test Activity

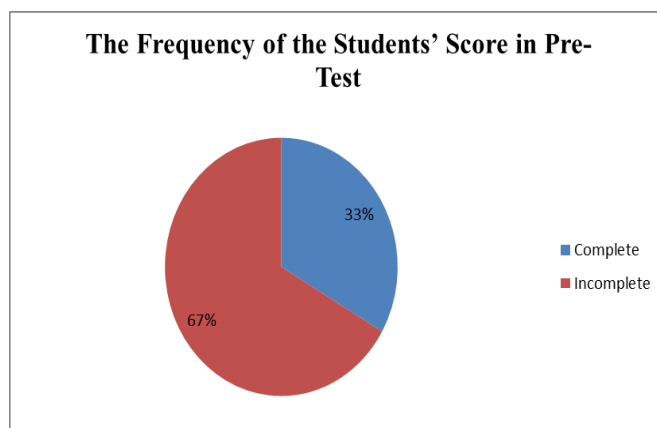
Before delivering therapy, researchers administered a pre-test to assess students' vocabulary competence, and the findings will be used to compare scores to the post-test. On Thursday, April 25, 2024, researchers conducted a pre-test. Students were answered questions on language mastery. The researcher requested that students turn in their response papers after they had finished the pre-test. The pre-test results are shown in the table below:

**Table 4**  
**The Result Score of Student's English Vocabulary Mastery in Pre Test**

No	Name	Score	Category	No	Name	Score	Category
1	RS	30	Incomplete	13	AKL	50	Incomplete
2	RA	35	Incomplete	14	AN	70	Complete
3	PK	45	Incomplete	15	SMD	70	Complete
4	PR	40	Incomplete	16	LK	75	Complete
5	PN	43	Incomplete	17	TMS	70	Complete
6	OAP	75	Complete	18	NA	55	Incomplete
7	NMH	45	Incomplete	19	YN	70	Complete
8	NH	75	Complete	20	GH	45	Incomplete
9	DPM	60	Incomplete	21	VA	70	Complete
10	DF	40	Incomplete	22	WY	43	Incomplete
11	CKR	50	Incomplete	23	NRT	40	Incomplete
12	BN	43	Incomplete	24	JS	75	Complete
Total Score		1314		Lowest Score		30	
Average		52,5		Complete		8	
Highest Score		75		Incompele		16	

Source: The result of Pre-test on Thursday, April 25th, 2024.

Based on table above, it can be made in the chart bellow :



**Figure 4. The Frequency of the Students' Score in Pre-Test**

This graph depicts the distribution of students' pre-test scores. The minimal quality for English classes at Kartikatama Metro Middle School is 70. The statistic shows that 8 students (33%) finished the pre-test, whereas 16 students (67%) did not. The lowest and highest pre-test scores are 30 and 75, respectively.

Based on the reasoning provided above, it may be stated that pupils' vocabulary mastery remains low. Furthermore, this condition corresponds to the problem's backdrop in Chapter I, which states that pupils require ways to increase their vocabulary mastery. The researcher selected to use the hangman game to improve students' vocabulary competence in speaking English.

### 3. Cycle 1

#### a. Planning

Researchers discovered difficulties after analyzing the kids' pre-test results. As a result, in order to facilitate teaching and learning,

researchers work with Mrs. Listi to produce a number of materials. During the planning phase, researchers work with Mrs. Listi as a collaborator to create an action lesson plan that addresses the issues that students are facing. Researchers and Mrs. Listi as a collaborator are selecting materials and exercises for the lesson plan. Researchers plan vocabulary-related materials for pupils. In addition, the researcher developed student worksheets, media, tools for the first evaluation cycle, and an assessment of the second meeting.

b. Acting

Acting is the second step of classroom action research. The activity was implemented across two meetings. The first appointment was for therapy, and the second was for post-testing. Here are the explanations of each meeting:

1) The first meeting was treatment.

The procedure was carried out by the researcher on Thursday, May 2, 2024. In this encounter, the researcher served as an English instructor and Mrs. Listi as a collaborator. This meeting was began by welcoming, praying, and verifying the attendance list, inspiring the kids, and inquiring about their condition.

The teacher questions the kids about their knowledge of terminology and hangman games. Subsequently, the researcher will provide a quick explanation of language and the hangman game once the students have responded to questions from the

teacher. After then, the teacher explained how to play the hangman game to the students. Six groups of four persons each, with a host and players, were instructed to be formed by the students. The teacher inserts hyphens across the text to indicate the word's constituent letters. The hangman game is introduced to the class. Players guess the letters one by one, and each host group member is prepared to draw the parts of a hung person or fill in the proper letters with the necessary dashes. If the player correctly guesses the letter, the host fills it in on the corresponding dash. Additionally, the host will steal one of the hangman's components if you predict the letter incorrectly. The teacher allows students to work in groups to answer hyphens. The teacher demonstrates the solution to the hangman game.

## 2) The Second Meeting

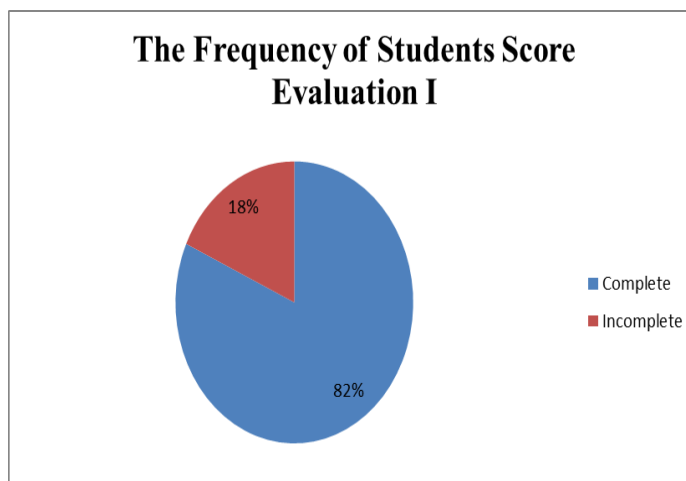
The second meeting was held on Wednesday, May 8th, 2024, and served as the evaluation I. This meeting began with a greeting, prayer, and attendance check, followed by motivation of the pupils and an inquiry into their condition. The researcher inquired about the material presented in the previous conference. Following that, the researcher administered assessment I to the pupils. The evaluation results might be explained in the table below:

**Table 5****The Result Score of Student's English Vocabulary Mastery In Evaluation 1**

No	Name	Score	Category	No	Name	Score	Category
1	RS	60	Incomplete	13	AKL	75	Complete
2	RA	60	Incomplete	14	AN	95	Complete
3	PK	75	Complete	15	SMD	95	Complete
4	PR	65	Incomplete	16	LK	95	Complete
5	PN	75	Complete	17	TMS	85	Complete
6	OAP	90	Complete	18	NA	75	Complete
7	NMH	78	Complete	19	YN	90	Complete
8	NH	85	Complete	20	GH	75	Complete
9	DPM	85	Complete	21	VA	75	Complete
10	DF	70	Complete	22	WY	78	Complete
11	CKR	70	Complete	23	NRT	78	Complete
12	BN	65	Incomplete	24	JS	80	Complete
Total Score		1874		Lowest Score		60	
Average		70		Complete		18	
Highest Score		95		Incomplete		4	

Source: The result of Evaluation I on May 8th, 2024.

Based on table above, it can be made in the chart bellow :

**Figure 5. The Frequency of the Students' Score in Evaluation I**

The figure above depicts the frequency with which students scored in Evaluation I. The minimal quality for English classes at

Kartikatama Metro Middle School is 70. According to the image, 8 students (33%) finished the pretest, while 4 students (18%) did not evaluate. The pretest's lowest and maximum scores are 30 and 75, respectively.

c. Observing

The researcher, working with Mrs. Listi as a collaborator, observed student activities in this observation. As a teacher, the researcher uses the hangman game to teach language. Four metrics are utilized and stated during the learning process to identify student participation. Every student who actively participates in the learning process gives a thick observation sheet.

Then kids are not actively studying, thus their observation papers are left blank. The attachment provides evidence of this. The indicators of student involvement are:

- 1) Students pay attention to the teacher's explanation
- 2) Students provide feedback to the teacher.
- 3) Students actively participate in conversations based on strategies using hangman games.
- 4) Students follow the teacher's instructions.

The results of student learning activities can be seen as follows:

**Table 6 The Students Activity in Cycle I**

<b>No</b>	<b>Students Activity</b>	<b>Frequency</b>	<b>Percentage</b>
<b>1</b>	Giving am attention to the teacher explanation	<b>17</b>	<b>70%</b>
<b>2</b>	Giving respond to the teacher explanation	<b>13</b>	<b>54%</b>
<b>3</b>	Active in participating conversation in learning process	<b>10</b>	<b>42%</b>
<b>4</b>	Following the teacher instruction	<b>11</b>	<b>45%</b>
	<b>Total Students</b>	<b>24</b>	

The chart demonstrates that not all pupils pay attention to and respond to their teacher. Furthermore, not all pupils actively engage in the hangman game. Aside from that, some pupils still don't follow the teacher's directions.

d. Reflecting

At this stage the researcher concluded that cycle 1 was not going well because most of the students had not reached the minimum completeness criteria (MMC). This can be seen from the results of pre-test and evaluation I. However, the majority of students' scores have

increased. From the results of observations in cycle I, several problems were found as follows:

- 1) There are still students who do not pay attention to the teacher's explanation
- 2) Some students do not respond to the teacher.
- 3) Some students are not active in taking part in the hangman game
- 4) Some students do not follow the teacher's instructions

Based on the results of reflection in cycle I, there are several problems that need to be revised in cycle II, including:

- 1) Teachers provide more motivation to students to study harder and make the learning process more interesting.
- 2) The teacher provides more detailed explanations and questions after explaining the material to control students.
- 3) The teacher guides students who are not yet active in the teaching and learning process.

Next are the learning outcomes in the previous cycle I and after carrying out treatment it can be analyzed as follows table.

**Table 7 The Students' score at PreTest and Evaluation I**

No	Name	Pre-test	Evaluation I	Explanation
1	RS	30	60	Did not Improve
2	RA	35	60	Did not Improve
3	PK	45	75	Improve
4	PR	40	65	Did not Improve
5	PN	43	75	Improve

6	OAP	75	90	Improve
7	NMH	45	78	Improve
8	NH	75	85	Improve
9	DPM	60	85	Improve
10	DF	40	70	Improve
11	CKR	50	70	Improve
12	BN	43	65	Did not Improve
13	AKL	50	75	Improve
14	AN	70	95	Improve
15	SMD	70	95	Improve
16	LK	75	95	Improve
17	TMS	70	85	Improve
18	NA	55	75	Improve
19	YN	70	90	Improve
20	GH	45	75	Improve
21	VA	70	75	Improve
22	WY	43	78	Improve
23	NRT	40	78	Improve
24	JS	75	80	Improve
Total Score		1314	1874	

In this study, researchers completed pretests and evaluations on their own. This seeks to assess pupils' vocabulary competence before and after therapy. The results of the pretest and assessment I showed that student scores had increased. The pretest average of 52 and the assessment I score of 70 demonstrate this. Even though student learning achievement increased, cycle I was unsuccessful as only 18 students (82%) finished evaluation 1. It may be determined that cycle I was unsuccessful since the

success markers were not met, and researchers must alter the approach to instruction and learning in the following cycle. Thus, the following cycle will see the continuation of this study.

#### **4. Cycle II**

##### **a. Planning**

After discussing a number of issues from cycle 1 with Mrs. Listi, the researcher and colleagues planned cycle 2. A number of materials pertaining to the process of teaching and learning are prepared by researchers in collaboration with Mrs. Listi. Researchers and collaborators develop learning strategies, resources, and methodologies for use in the process of teaching and learning during the planning stage. The content offered comprises hangman game techniques and guidance to students on mistakes committed in cycle 1. Furthermore, the researcher created observation and assessment sheets to analyze student actions after the process of teaching and learning.

##### **b. Acting**

###### **1) The first meeting**

The first meeting took place on Wednesday, May 15, 2024. This meeting began with greetings, prayers, and a check of the attendance list, followed by motivational remarks and questions regarding the students' situations. The learning process in cycle 2 focuses on existing shortcomings from cycle one.

The teacher questions students on yesterday's lesson, repeating the definition of terminology and the hangman game. Following that, the teacher again explained how to play the hangman game to the students. The students were invited to form six groups of four members. The teacher presents the text using a succession of hyphens, which reflect the word's letter sequence. Students begin playing the hangman game, guessing each letter. Students can respond to the hyphens in groups, with the teacher providing guidance. The teacher demonstrates the solution to the hangman game.

## 2) The Second Meeting

This meeting was utilized to conduct evaluation II. The researcher conducted assessment II on Thursday, May 16, 2024, after delivering therapy twice throughout cycle II. Speaking tests were administered, with each student making improvement at their own pace. Researchers prompted pupils to talk while adding language learned through hangman-style learning games. The type is the same as in the previous cycle, but the questions alter. After the students finished going ahead individually, the researcher examined the students' learning results utilizing the hangman game to improve their English speaking abilities. Following cycle 2 treatment delivery, the researcher administered an evaluation, and the instructor administered a post-test to the pupils following the

completion of all process study. The test had several choices.

While the questions were new, the type was the same as in cycle 1.

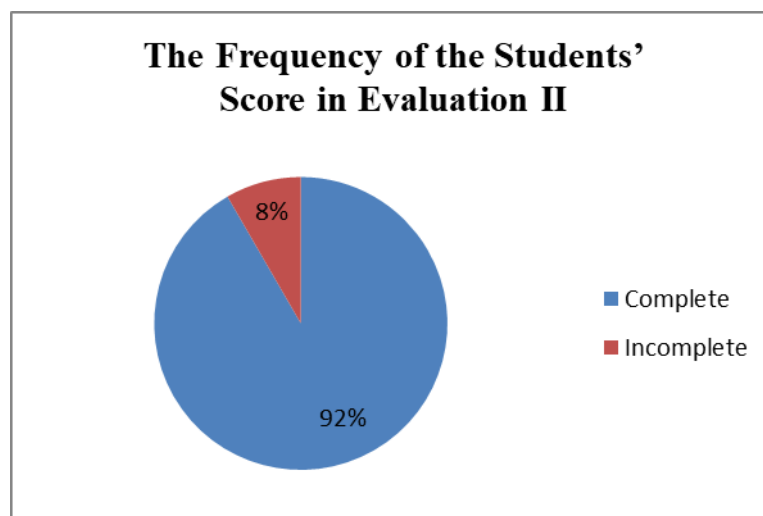
Almost every student in the meeting was able to respond with accuracy. The graphic below depicts the results of evaluation II:

**Table 8. The Students' Score at Evaluation II**

No	Name	Score	Category	No	Name	Score	Category
1	RS	80	Complete	13	AKL	95	Complete
2	RA	80	Complete	14	AN	90	Complete
3	PK	92	Complete	15	SMD	90	Complete
4	PR	92	Complete	16	LK	98	Complete
5	PN	78	Complete	17	TMS	92	Complete
6	OAP	98	Complete	18	NA	92	Complete
7	NMH	92	Complete	19	YN	95	Complete
8	NH	98	Complete	20	GH	78	Complete
9	DPM	95	Complete	21	VA	85	Complete
10	DF	90	Complete	22	WY	80	Complete
11	CKR	65	Incomplete	23	NRT	70	Complete
12	BN	90	Complete	24	JS	65	Incomplete
Total Score		2080		Lowest Score		65	
Average		72,5		Complete		22	
Highest Score		98		Incomplete		2	

Source: The result of Evaluation II on May 16th, 2024.

Based on table above, it can be made in the chart bellow :



**Figure 6. The Frequency of the Students' Score in Evaluation II**

The graph above depicts the frequency with which students scored on post-test II. The minimal quality for English classes at SMP Kartikatama Metro is 70. The figure shows that 22 students (92%) finished assessment II, whereas 2 students (8%) did not. The lowest and best scores on evaluation II were 65 and 98, respectively.

c. Observing

In this observation, the researcher and Mrs. Listi, a colleague, observe student activities. As a teacher, the researcher uses the hangman game to teach language. There are four metrics that are utilized and discussed throughout the learning process to assess student activities. Every student who actively participates in the learning process gives a thick observation sheet.

The observation sheet remains blank when students are not actively participating in the learning process. The attachment provides evidence of this. The indicators of student involvement are:

- a) Students pay attention to the teacher's explanation.
- b) Students provide feedback to the teacher.
- c) Students actively participate in conversations based on frontloading strategies.
- d) Students follow the teacher's instructions

The results of student learning activities can be seen as follows:

**Table 9. The Students Activity in Cycle II**

<b>No</b>	<b>Students Activity</b>	<b>Frequency</b>	<b>Percentage</b>
<b>1</b>	Giving am attention to the teacher explanation	<b>23</b>	<b>95%</b>
<b>2</b>	Giving respond to the teacher explanation	<b>19</b>	<b>80%</b>
<b>3</b>	Active in participating conversation in learning process	<b>14</b>	<b>58%</b>
<b>4</b>	Following the teacher instruction	<b>11</b>	<b>45%</b>
	<b>Total Students</b>	<b>24</b>	

The chart demonstrates that not all pupils pay attention to and respond to their teacher. Furthermore, some students do not actively engage in discussions centered around hangman game strategies. Aside from that, some pupils still don't follow the teacher's directions.

Among the students, 23 (95%) paid attention to the instructor's explanation, 19 (80%) responded to the teacher, 14 (58%) actively engaged in the lesson, and 11 (45%) followed the teacher's directions about the hangman game. The researcher determined that the study was effective based on the aforementioned findings, and it would not be carried out again in the next cycle. The table below shows students' scores from pre-test I to evaluation II:

**Table 10. The Students' score at Evaluation I and Evaluation II**

No	Name	Evaluation I	Evaluation II	Explanation
1	RS	60	80	Improve
2	RA	60	80	Improve
3	PK	75	92	Improve
4	PR	65	92	Improve
5	PN	75	78	Improve
6	OAP	90	98	Improve
7	NMH	78	92	Improve
8	NH	85	98	Improve
9	DPM	85	95	Improve
10	DF	70	90	Improve
11	CKR	70	65	Did not Improve
12	BN	65	90	Improve
13	AKL	75	95	Improve
14	AN	95	90	Improve
15	SMD	95	90	Improve
16	LK	95	98	Improve
17	TMS	85	92	Improve
18	NA	75	92	Improve
19	YN	90	95	Improve
20	GH	75	78	Improve
21	VA	75	85	Improve
22	WY	78	80	Improve
23	NRT	78	70	Improve
24	JS	80	65	Did not Improve
Total Score		1874	2080	

Based on the data, it is possible to assume that the hangman game can improve students' vocabulary knowledge because the average score increased from 52% in evaluation I to 72% in evaluation II. During cycle II, most students improved their vocabulary mastery. Thus, cycle II was a success.

This table illustrates the comparison of student learning outcomes in evaluation I and evaluation II

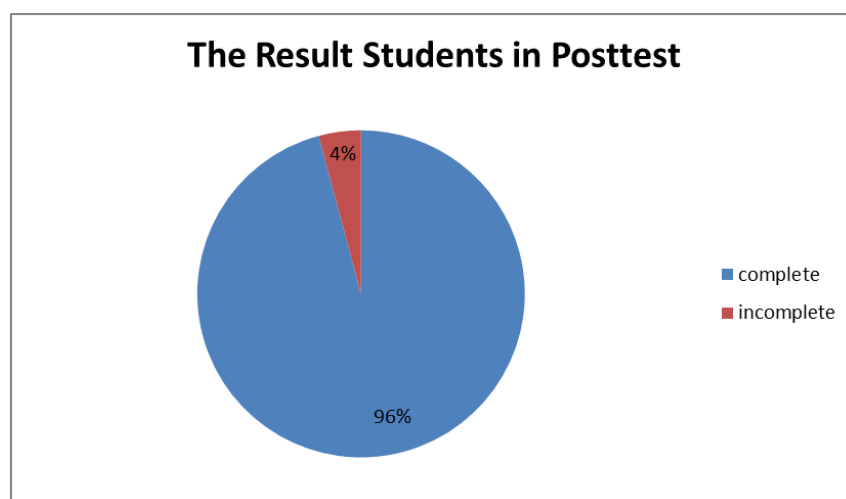
**Table 11. The Table of Students' Activities in Cycle I and Cycle II**

No	Students Activity	Cycle I		Cycle II	
		F	Percentage	F	Percentage
1	Giving an attention to the teacher explanation	17	70%	23	95%
2	Giving respond to the teacher explanation	13	54%	19	80%
3	Active in participating conversation in learning process	10	42%	14	58%
4	Following the teacher instruction	11	45%	11	45%
	<b>Total Students</b>	<b>24</b>			

Based on these data, student participation in cycles I and II increased. Paying focus to the teacher's explanations from 70% to 95%, students reacting to the teacher's explanations from 54% to 80%, students actively engaged in discussions in the process of learning from 42% to 58%, and students completing the lesson from 45%.

d. Reflecting

Based on the findings from the first conference, it was discovered that nearly all of students continued to possess little vocabulary. At this conference, the majority of the kids received high grades. This implies that instructors and partners may enhance the learning and teaching experience. As a result, the researcher judged that the study was effective because all of the success factors were met during this cycle. This indicates it does not continue in the following cycle.



**Figure 7 The Result Students in Posttest**

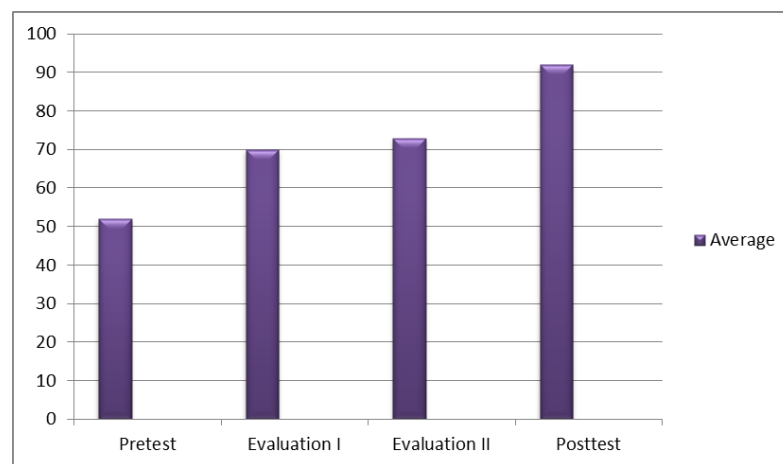
From the result of post-test, it could be inferred that 96% students were successful and 4% other students were not successful. At

the end the researcher got the conclusion, the result of percentages was higher than the cycle 1.

## B. Interpretation

**Figure 8**

**The result of Pre-test, Evaluation 1, Evaluation 2, and Post-test**



Vocabulary is simpler to learn when it is supplemented by an appropriate teaching technique since the lesson became more tangible for students and the students were required to finish knowledge. During the investigation, the researcher noticed that the students were eager to pay attention to the teacher's description of the learning process. The researcher believes that utilizing the hangman game might help pupils enhance their language proficiency.

## 1. The Results of Students Learning

### a. Result of Student Score in Pre-Test

During this step, the researcher administered a pre-test to assess the student's abilities before applying the therapy. The researcher collected data by administering a multiple-choice test for 90 minutes.

It was completed on April 25, 2024. The results of the pre-test revealed that the majority of the pupils had trouble taking the test. Based on the pre-test results, 16 pupils were unsuccessful and eight were successful. Successful students met the minimal Mastery Criteria at SMP Kartikatama of at least 70.

**b. Result of student score in evaluation 1**

In this study, to determine the improvement in students' vocabulary after applying the treatment, the researcher performed assessment 1 on May 8th, 2024. According to the results of assessment 1, 18 students had scores that met the criteria, while 4 students received scores that were below the level. It was greater than the pre-test score. The requirement for pupils who successfully master the content should be at least 70. The learning process was considered effective when 70% of pupils had grades higher than 70. The fact revealed that the results were disappointing.

**c. Result of student score in evaluation II**

In this phase, the researcher proceeded to cycle 2 because the score of assessment 1 in cycle I did not meet the Minimum Mastery Criteria, with just 61% passing. The researcher presented evaluation 2 to assess the student's capacity following the treatment. The researcher collected data via a multiple-choice exam that lasted 45 minutes. It is clear that the pupils' grades in assessment 2 varies. It is possible to conclude that 22 pupils were successful and 2 students were unsuccessful. Based on

the assessment II findings, the researcher received an average score of 73. It was higher than the first evaluation in Cycle 1. It signifies that the effectiveness of this research was demonstrated by the fact that more than 85% of pupils reached grade 70. It showed that the student's language mastery had increased.

**d. Result of post-test**

During this phase, the researcher administered a post-test to assess the student's abilities after applying the therapy. The researcher gathered the data by administering a multiple-choice exam for 90 minutes. It was completed on May 16th, 2024. The post-test results revealed that the majority of pupils had higher scores than the pre-test. Based on the post-test results, it is possible to conclude that one student was unsuccessful and 23 other students were successful. Successful students met the minimal Mastery Criteria at SMP Kartikatama Metro of at least 70.

**e. Comparison of grade in Pre-test and Post test**

The English learning process was effective in Cycle II. Students scored higher on the post-test than on the pre-test. Furthermore, the student's average score was higher in cycle II than in cycle I, indicating a good and significant increase in the student's performance. The pupils' cumulative pre-test and post-test scores indicate this. The average score ranges from 52 to 92. As a result, the researcher decided

that the investigation was effective because the sign of success had been met.

## **2. Students' Score in Pretest, Evaluation Cycle I, Evaluation Cycle II, and Posttest**

In cycle I, students' average results were poor despite the effectiveness of the English learning process. Meanwhile, pupils' assessment I scores were greater than their pretest. Aside from that, cycle II had a higher average student score than cycle I. The following table depicts the scores in cycles I and II:

**Table 12 Students' Score of Pretest, Evaluation Cycle I, Evaluation Cycle II, and Posttest**

No	Name	Pre-test	Evaluation I Score	Evaluation II Score	Posttest
1	RS	30	60	80	92
2	RA	35	60	80	92
3	PK	45	75	92	95
4	PR	40	65	92	95
5	PN	43	75	78	90
6	OAP	75	90	98	98
7	NMH	45	78	92	95
8	NH	75	85	98	95
9	DPM	60	85	95	95
10	DF	40	70	90	90
11	CKR	50	70	65	80
12	BN	43	65	90	98
13	AKL	50	75	95	95
14	AN	70	95	90	90
15	SMD	70	95	90	90
16	LK	75	95	98	98
17	TMS	70	85	92	95
18	NA	55	75	92	95
19	YN	70	90	95	95
20	GH	45	75	78	85
21	VA	70	75	85	98

22	WY	43	78	80	90
23	NRT	40	78	70	90
24	JS	75	80	65	65

Based on the findings of the pre-test, evaluation I, evaluation II, and posttest, it is clear that student scores increased positively and significantly.

As a result, the researcher decided that the research was effective because all of the success factors were met. He believes that the Hangman game is a good technique for maximizing teachers' ability to increase student success.

### **3. The Result of Students' Learning Activities in Cycle I and Cycle II**

Student learning activity data is obtained from all student learning activities on the observation sheet. The increase table is as follows:

**Table 13****The Table of Students' Activities in Cycle I and Cycle II**

<b>No</b>	<b>Students Activity</b>	<b>Cycle I</b>		<b>Cycle II</b>	
		<b>F</b>	<b>Percentage</b>	<b>F</b>	<b>Percentage</b>
<b>1</b>	Giving am attention to the teacher explanation	<b>17</b>	<b>70%</b>	<b>23</b>	<b>95%</b>
<b>2</b>	Giving respond to the teacher explanation	<b>13</b>	<b>54%</b>	<b>19</b>	<b>80%</b>
<b>3</b>	Active in participating conversation in learning process	<b>10</b>	<b>42%</b>	<b>14</b>	<b>58%</b>
<b>4</b>	Following the teacher instruction	<b>11</b>	<b>45%</b>	<b>11</b>	<b>45%</b>
	<b>Total Students</b>	<b>24</b>			

Based on the data obtained it can be explained as follows:

- a. Students pay attention to the teacher's explanation

Students' attention to the teacher's explanation from the first meeting to the next meeting increases. In cycle I it was only 70% and in cycle II it was 95%.

- b. Students respond to the teacher's explanation.

Students who have finished responding to the teacher's explanation. This can be seen in cycle I and cycle II. This activity experienced, from cycle I 54% and cycle II 80%.

- c. Students are active in participating in conversations in the learning process

Students who understand the material using the frontloading strategy also experience improvement. From cycle I 42% and cycle II 58%.

- d. Students follow the teacher's instructions

Students who have finished following the teacher's explanation. This can be seen in cycle I 45% and cycle II 45%.

Based on the data above, it can be concluded that students feel comfortable and active in the learning process because the majority of students show a good increase in learning activities when the front-loading strategy is applied in the learning process from cycle I to cycle II.

### **C. Discussion**

According to the pre-survey, there are certain issues with teaching the hangman game to SMP Kartikatama Metro pupils, particularly those in VII A class, such as some students having difficulty understanding language and not knowing how to produce a paragraph from the vocabulary they received. The

researcher used the hangman game to boost pupils' vocabularies when speaking.

The researcher utilized this approach to determine how much language they knew. As a result, it has been demonstrated that using the hangman game to improve students' speaking vocabulary is beneficial to the learning process.

Based on the explanations provided in cycles 1 and 2, it is clear that using the Hangman game can help students enhance their vocabulary mastery. Students scored  $\geq 70$  on the pre-test, evaluation 1, evaluation 2, and post-test, indicating improvement. It is concluded that there is an improvement in the students' overall score and the total score of the students who passed the least from the pre-test, evaluation I, evaluation II, and post-test. Based on the explanation, the researcher decides that the research is effective and may be halted in cycle II because 95% of students received scores  $\geq 70$ .

If the researcher compares the findings of this study to those of earlier relevant studies presented in Chapter I. The first is Suci Ramadani Siregar, Srimaharani Tanjung, and Habib Rahmansyah's (2019) study, "The Effect of Hangman Game on Students Vocabulary Mastery (A Study at the Eighth Grade of SMP Negeri 1 Padang Bolak 2019/2020 Academic Year)," in which the results of students' vocabulary after being taught using the hangman game were 76 and classified as "Good". The second is Etika Rachmawati and Zaqiyah Lailatul Farihah (2020), who studied "Digital Hangman Game to Improve Students' Vocabulary Mastery in Teaching Narrative Text" and received a "Very Good" rating. The average pre-test score is 40, whereas the

average post-test score is 75. This that the hangman game is suitable for improving students' vocabulary achievement.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

Based on the previous discussion and research results, the researchers concluded as follows:

Based on evidence from cycles I and II, the Hangman game can help pupils enhance their vocabulary mastery. The average improvement score from the pre-test was 52, followed by evaluations I and II of 70. The average score and number of students who finished the tests from pre-test, evaluation I, and evaluation II increased.

In this situation, the researcher determined that Kartikatama Metro Middle School students lacked the necessary vocabulary expertise to develop their English speaking skills. As a result, the usage of media is critical for a teacher's ability to impart content to pupils, particularly when teaching vocabulary. Researchers picked the hangman game as a medium to promote students' vocabulary acquisition because it is straightforward to implement and an appealing media that is extremely near to students' learning activities.

Aside from that, researchers employed the hangman game to improve students' vocabulary proficiency and English speaking skills. In each treatment, researchers attempt to increase student participation in the teaching and learning process. The researcher informs the pupils about the issue. The researcher requested that students participate actively in the exercise, such as

creating groups and predicting letter by letter with their group. The researcher then invited the students to speak one at a time, adding terminology learned during learning exercises such as the hangman game. At the end of the learning process, students are invited to draw judgments on the topic. This action continued till the end of the meeting. After completing cycles I and II, it became evident that the hangman game might be utilized to increase students' vocabulary understanding.

## **B. SUGGESTION**

Based on the research results, the researcher would like to provide several suggestions as follows:

1. Students are recommended to be more active in studying English in order to grasp the content presented by the teacher and enhance their knowledge, particularly in memorizing vocabulary.
2. It is advised that English teachers employ hangman games as an alternate way to boost students' vocabulary knowledge during the teaching and learning process.
3. Teachers are supposed to persuade pupils to be excited about learning English, as many students believe it is a difficult subject to master. According to classroom observations, children become more engaged once the instructor motivates them.

It is advised that school principals urge and enable instructors to use this media since it is effective for imparting material to teachers.

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# APPENDICES

## **LESSON PLAN**

### **RENCANA PELAKSANAAN PENGAJARAN (RPP)**

Sekolah : SMP Kartikatama Metro

Mata Pelajaran : Bahasa Inggris

Materi : Descriptive text

Kelas/Semester : VII A/Genap

Alokasi Waktu : 8X45 Menit

#### **A. KOMPETENSI INTI**

**KI 1** : Menghargai dan menghayati ajaran agama yang dianutnya.

**KI 2** : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong, santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

**KI 3** : Memahami pengetahuan (faktuan, konsepsional, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian yang tampak mata.

**KI 4** : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis,

membaca menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## **B. KOMPETENSI DASAR**

**KD 3.4** : Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan public yang dekat dengan kehidupan peserta didik sehari – hari sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular).

**KD 4.4** : Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait nama binatang, benda dan bangunan public yang dekat dengan kehidupan peserta didik sehari – hari dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## **C. TUJUAN PEMBELAJARAN**

1. Menunjukkan kesungguhan dalam belajar bahasa Inggris dengan menjelaskan tentang karakter dan sifat orang, nama binatang dan benda dalam mempelajari vocabulary.
2. Meniru contoh-contoh interaksi dengan menyebutkan dan menanyakan sifat orang, binatang, dan sikap yang benar.

3. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri fungsi sosial, struktur teks, dan unsur kebahasaan dalam menyebutkan dan menanyakan sifat orang, binatang, benda.
4. Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan sifat orang, binatang, benda dalam konteks pembelajaran, simulasi, roleplay, dan kegiatan lain yang berstruktur.

#### **D. MATERI PEMBELAJARAN**

- a. Nama-nama benda dan hewan yang sangat lazim di rumah, kelas, sekolah, dan sekitarnya.
- b. Ucapan, tekanan kata, intonasi, ejaan dan tanda baca

#### **E. METODE PEMBELAJARAN**

Metode : Hangman Game

#### **F. MEDIA PEMBELAJARAN**

##### **1. Media**

- a. Worksheet atau lembar kerja (siswa)
- b. Lembar penilaian

##### **2. Alat/Bahan**

- a. Spidol
- b. Papan tulis
- c. Kertas

#### **G. SUMBER BELAJAR**

- a. Kamus Bahasa Inggris

b. Internet

## H. KEGIATAN PEMBELAJARAN

### 1. Pertemuan pertama

Kegiatan Pembelajaran	Langkah – Langkah	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"><li>• Tegur sapa</li><li>• Mengecek kehadiran siswa</li><li>• Mereview materi sebelumnya</li><li>• Menyampaikan tujuan pembelajaran</li></ul>	15 Menit
Inti	<ul style="list-style-type: none"><li>• Siswa dibagi kedalam beberapa kelompok yang terdiri dari 4 orang per kelompok.</li><li>• Penulis menjelaskan cara memainkan Hangman game di kelas.</li></ul>	60 menit
Penutup	<ul style="list-style-type: none"><li>• Penulis bertanya kepada siswa mengenai kesulitan dalam belajar vocabulary.</li><li>• Menjawab pertanyaan siswa</li></ul>	15 menit

	<p>sekaligus memberikan sedikit motivasi.</p>	
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## 2. Pertemuan Kedua

Kegiatan Pembelajaran	Langkah – Langkah	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Tegur sapa.</li> <li>• Mengecek kehadiran siswa.</li> <li>• Mereview materi sebelumnya</li> </ul>	15 Menit
Inti	<ul style="list-style-type: none"> <li>• Menjelaskan kepada siswa mengenai pengertian noun beserta dengan contohnya</li> <li>• Memperkenalkan kepada siswa mengenai benda-benda yang ada di sekolah</li> <li>• Meminta kepada siswa untuk memilih salah satu benda yang ada di</li> </ul>	60 menit

	<p>sekolah untuk dijadikan bahan tebak.</p> <ul style="list-style-type: none"> <li>• Siswa membuat serangkaian garis putusputus sesuai jumlah kata yang akan ditebak.</li> <li>• Kelompok yang lain menebak huruf demi huruf.</li> <li>• Penulis akan menggambar dipapan tulis dengan salah satu komponen dari gambar hang apabila siswa salah menebak huruf.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• Siswa membaca dan mengartikan kata yang ditebak secara benar.</li> <li>• Menanyakan kesulitan yang dilakukan selama proses pembelajaran.</li> <li>• Menyampaikan materi</li> </ul>	15 menit

	yang akan di bahas pada pertemuan berikutnya.	
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### 3. Pertemuan Ketiga

Kegiatan Pembelajaran	Langkah – Langkah	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Tegur sapa</li> <li>• Mengecek kehadiran siswa</li> <li>• Review materi sebelumnya</li> <li>• Menyampaikan materi yang akan dipelajari yaitu tentang benda-benda yang ada di rumah</li> </ul>	15 Menit
Inti	<ul style="list-style-type: none"> <li>• Meminta kepada siswa untuk memilih salah satu benda yang ada di rumah untuk dijadikan bahan tebak.</li> </ul>	60 menit

	<ul style="list-style-type: none"> <li>• Siswa membuat serangkaian garis putus-putus sesuai jumlah kata yang akan ditebak.</li> <li>• Kelompok yang lain menebak huruf demi huruf.</li> <li>• Penulis akan menggambar dipapan tulis dengan salah satu komponen dari gambar hang apabila siswa salah menebak huruf</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• Siswa membaca dan mengartikan kata yang ditebak secara benar.</li> <li>• Menanyakan kesulitan yang dilakukan selama proses pembelajaran.</li> <li>• Menyampaikan materi yang akan di bahas pada pertemuan</li> </ul>	15 menit

	berikutnya.	
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#### 4. Pertemuan Keempat

Kegiatan Pembelajaran	Langkah – Langkah	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Salam dan tegur sapa</li> <li>• Mengecek kehadiran siswa</li> <li>• Mereview materi sebelumnya</li> <li>• Menyampaikan materi yang akan dipelajari yaitu tentang Description Someone.</li> </ul>	15 Menit
Inti	<ul style="list-style-type: none"> <li>• Penulis menjelaskan kepada siswa mengenai pengertian Verb beserta dengan contohnya.</li> <li>• Meminta kepada siswa untuk memilih salah satu temannya untuk di deskripsikan.</li> </ul>	60 menit

	<ul style="list-style-type: none"> <li>• Siswa membuat serangkaian garis putus-putus sesuai jumlah kata yang akan ditebak.</li> <li>• Kelompok yang lain menebak huruf demi huruf.</li> <li>• Penulis akan menggambar dipapan tulis dengan salah satu komponen dari gambar yang apabila siswa salah menebak huruf .</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• Siswa membaca dan mengartikan kata yang ditebak secara benar.</li> <li>• Menanyakan kesulitan yang dilakukan selama proses pembelajaran.</li> <li>• Menutup pembelajaran sekaligus membuat kesimpulan.</li> </ul>	15 menit

## **Field Note Cycle I**

### **Field Note in Cycle 1 - Meeting 1**

**Hari/Tanggal : Kamis, 25 April 2024**

**Ruang : Ruang kelas VII A**

**Hal : Observasi**

1. Peneliti datang pada pelajaran ke 3 dan 4 untuk memasuki kelas VII A bersama Guru Bahasa Inggris. Waktu masuk kelas VII A keadaan kelas sangat ramai. Kemudian Guru Bahasa Inggris memberi perintah kepada para siswa untuk diam sejenak, karena beliau ingin memperkenalkan dan menjelaskan alasan kedatangan Peneliti ke kelas mereka. Setelah itu beliau langsung menyuruh para siswa untuk membuka buku mereka dan menanyakan materi sebelumnya. Keadaan kelas masih sedikit ramai ketika mereka mempersiapkan buku- buku bahasa Inggris mereka, namun Guru Bahasa Inggris tidak begitu menghiraukan. Materi saat itu masih tentang Noun. Dihadari sebelumnya Guru Bahasa Inggris meminta para siswa untuk menghafalkan kata benda, dan hari itu beliau meminta murid- murid maju satu persatu untuk menyebutkannya tanpa membaca buku. Ada sebagian siswa yang malu untuk menyebutkan walaupun sebenarnya mereka bisa, ada juga yang hanya sibuk dengan kesibukannya sendiri, namun ada juga yang berani untuk maju dan menyebutkan kata benda apa saja yang dia hafal walaupun terkadang dalam pengucapannya masih ada kesalahan.
2. Setelah beberapa menit, Guru Bahasa Inggris meminta para siswa untuk membuka LKS mereka, dan menyuruh mengerjakan latihan- latihan yang ada hubungannya dengan materi pada hari itu, dan salah satu latihan- latihan mereka, ada yang menyuruh mereka untuk membuat dialog tentang menggambarkan ciri- ciri dari beberapa gambar di LKS mereka.
3. Melihat ada latihan membuat dialog, beberapa siswa kelihatan kebingungan, banyak yang mengeluh karena tidak bisa mengerjakan dengan membuat keributan, tapi ada juga yang memberanikan diri untuk tanya langsung kepada Guru Bahasa Inggris. Saat ada yang tanya Guru Bahasa Inggris hanya memberikan penjelasan singkat bagaimana cara untuk menggambarkan seseorang yang beliau ambil dari contoh- contoh yang ada pada LKS tersebut.
4. Beberapa menit kemudian Guru Bahasa Inggris menyuruh murid yang sudah selesai membuat dialog mereka untuk berbicara di depan kelas, namun tidak ada

yang berani untuk maju ke depan. Para murid malah meminta untuk mengumpulkan pekerjaan mereka saja kepada Guru Bahasa Inggris.

5. Bel pulang berbunyi, para siswa langsung meminta siap- siap pulang kepada Guru Bahasa Inggris. Mendengar itu Guru Bahasa Inggris menyuruh para siswa untuk melanjutkan dialog mereka di rumah sebagai tugas rumah mereka, dan menyuruh mereka berkemas untuk pulang. Guru Bahasa Inggris menutup pelajaran dengan berdoa bersama.

6. Setelah selesai, Guru Bahasa Inggris dan Peneliti menuju ke kantor guru dan berbincang- bincang sebentar tentang keadaan kelas selama pelajaran tadi. Peneliti kemudian menjelaskan tentang media yang akan Peneliti gunakan saat penelitian nanti, masalah yang timbul tadi khususnya untuk memotivasi para murid dalam berbicara dalam bahasa Inggris, bagaimana membuat mereka berani untuk berbicara dalam bahasa Inggris, dan juga untuk membuat mereka konsentrasi dalam menerima pelajaran akan terselesaikan dengan menggunakan hangman game. Guru Bahasa Inggris pun menyetujui.

## **Meeting 2**

**Hari/ tanggal : Kamis, 2 Mei 2024**

**Ruang : Ruang kelas VII A**

**Hal : Memberikan pemahaman tentang Hangman dan materi tentang Noun/Benda-benda disekitar sekolah serta Implementasi guessing game yang pertama untuk materi tentang “Noun” dalam putaran pertama**

1. Bel masuk pelajaran ke 3 dan 4 berbunyi, Peneliti bergegas untuk menuju ke kelas VII A. Peneliti ditemani Guru Bahasa Inggris saat masuk ke dalam kelas. Saat masuk, keadaan masih ramai bahkan ada beberapa siswa yang belum masuk ke dalam kelas. Namun setelah semua masuk Guru Bahasa Inggris meminta para murid untuk diam sejenak dan kemudian memberi salam “ good morning students” dan para siswa menjawab “ good morning Mrs...”dan memberi tahu kepada para siswa kalau Peneliti akan mulai mengajar hari ini. Para siswa senang mendengar kabar kalau Peneliti yang akan mengajar di kelas mereka.

2. Guru Bahasa Inggris meminta para siswa untuk tidak nakal dan ribut selama Peneliti mengajar mereka, para siswa pun menjawab “siap Mrs...”. Kemudian Guru Bahasa Inggris mempersilahkan Peneliti untuk memulai pelajarannya, sedangkan Guru Bahasa Inggris duduk dibangku belakang untuk mengamati para siswa dan memberi penilaian kepada Peneliti.

3. Peneliti membuka pelajaran dengan memberi salam terlebih dahulu kepada para siswa dengan “assalamualaikum, good morning students?” dan para siswa pun memberi jawaban “wa’alaikumsalam, good morning miss”. Kemudian P tanya kabar mereka dengan pertanyaan “ how are you today?”, dan dijawab “I’m fine thank you, and you?”. Dan P pun menjawab “I fine too thank”. Kemudian P meminta berkenalan dengan para siswa dengan mengabsen daftar nama mereka, dan meminta para siswa yang dipanggil namanya untuk mengangkat tangan mereka.

4. Setelah selesai, Peneliti memberikan beberapa pertanyaan kepada para siswa yang berhubungan dengan materi yang akan diberikan. Peneliti memberikan 3 pertanyaan seperti yang tertulis di dalam RPP, dari semua pertanyaan, banyak yang menjawab tapi hanya sedikit yang berani menjawab dengan menggunakan bahasa Inggris, yang lainnya menggunakan bahasa Indonesia.

5. Kemudian Peneliti memberi penjelasan, kenapa Peneliti memberi pertanyaan terlebih dahulu, itu karena pelajaran hari ini yaitu masih tentang kata benda/Noun. Peneliti menunjukan beberapa kata benda yang ada di dalam kelas tersebut kepada para siswa, seperti jendela, pintu, dan lain-lain. Kemudian Peneliti meminta para siswa untuk menyebutkan dalam bahasa Inggris seperti yang peneliti lakukan secara bersamaan.

6. Setelah secara bersama-sama dalam menjawab, Peneliti mengacak siswa untuk menjawab benda yang ditunjuk oleh peneliti dalam bahasa inggris. Dari kegiatan ini para siswa sudah mulai berani berbicara dalam bahasa Inggris walaupun dalam pengucapannya masih ada yang salah.

7. Untuk mengetahui pemahaman para siswa, Peneliti kemudian meminta para siswa untuk mendiskripsikan benda yang ada di sekitar mereka. Peneliti melakukan kegiatan ini secara drill, Peneliti memilih 1 siswa dan meminta dia untuk memilih satu benda yang akan didiskripsikan, kegiatan ini membuat para siswa ramai karena mereka takut.

8. Setelah beberapa menit Peneliti mengajak para siswa untuk bermain game, namun sebelumnya Peneliti menjelaskan terlebih dahulu peraturan permainannya kepada para siswa. Peneliti juga membagi para siswa menjadi 6 grup dimana masing- masing grup terdiri dari 4 siswa. Setelah semua sudah dijelaskan peraturannya, Peneliti langsung membagikan gambar untuk permainan guessing gamenya kepada masing- masing grup.

9. Dalam guessing game yang pertama ini Peneliti meminta para siswa untuk menebak gambar siapa yang ada ditangan kelompok lain berdasarkan clue yang

disebutkan oleh siswa. siswa tersebut musti ambil gambar yang sudah Peneliti sebar dan mencoba untuk mendeskripsikan. Saat siswa mendeskripsikan gambar harus dalam suara yang keras dan menggunakan bahasa Inggris, hal ini bertujuan agar grup yang lain bisa mendengarkan dan memberikan penilaian mereka. Dalam satu gambar yang mereka ambil harus dideskripsikan sebanyak enam kalimat jadi setiap siswa dalam grup mengutarakan satu kalimat.

10. Saat permainan berlangsung Guru Bahasa Inggris datang kedalam ruang kelas, dan melihat keadaan para siswanya. Saat memainkan game para siswa terlihat antusias dan tidak mau kalah dengan yang lainnya, dan tanpa mereka sadari kalau mereka sudah berani berbicara dengan menggunakan Bahasa Inggris. Melihat keantusiasan para siswa Guru Bahasa Inggris merasa tenang apalagi para siswa juga aktif.

11. Peneliti kemudian menghampiri Guru Bahasa Inggris dan menjelaskan game hari ini secara singkat, Peneliti juga tidak lupa mengontrol kegiatan para siswa dalam memainkan gamenya.

12. Saat jam pelajaran mau habis, ada grup yang memenangkan gamenya terlebih dahulu “finish”. Grup yang menang sangat senang dan tertawa sambil lompat-lompat, bagi para siswa yang kalah jadi jengkel sendiri. Kemudian Peneliti meminta para siswa untuk duduk ditempat mereka semula, dan meminta untuk tenang sejenak. Sebelum menutup pelajaran, Peneliti menanyakan kepada para siswa “senang tidak?”, para siswa pun menjawab “senang! Besok lagi ya, Miss”. Tiba-tiba langsung berbunyi bel pulang sekolahnya, Peneliti pun menutup pelajaran dengan memberi salam kepada para siswa, dan langsung di jawab oleh para siswa. Setelah merapikan meja Peneliti, dan Guru Bahasa Inggris langsung menuju ke ruang guru bersama.

## **Field Note Cycle II**

### **Field Note in Cycle 2 - Meeting 1**

**Hari/ tanggal : Rabu, 15 Mei 2024**

**Ruang : Ruang kelas VII A**

**Hal : Memberikan pemahaman materi tentang Noun/Benda-benda disekitar rumah serta Implementasi guessing game yang pertama dalam putaran kedua**

1. Peneliti masuk ke dalam kelas dan langsung memberi salam kepada para siswa. Dan langsung dijawab oleh para siswa. Peneliti juga tidak lupa melihat daftar hadir para siswa, dan menurut daftar hadir semua siswa hadir semua.
2. Sebelum memberi materi, seperti biasa Peneliti memberikan pertanyaan sederhana terlebih dahulu kepada para siswa. Pertanyaan-pertanyaan yang Peneliti berikan di jawab secara oral, jadi siswa menjawab secara langsung. Sebagian menjawab dengan bahasa Inggris walaupun masih salah.
3. Peneliti menunjukan beberapa gambar benda-benda yang ada di rumah kepada para siswa, seperti gambar selimut, bantal dll. Kemudian Peneliti meminta para siswa untuk menyebutkan dalam bahasa Inggris sesuai dengan gambar secara bersamaan. Setelah secara bersama-sama dalam menjawab, Peneliti mengacak siswa untuk menjawab sesuai dengan gambar yang ditunjukkan. Dari kegiatan ini para siswa sudah mulai berani berbicara dalam bahasa Inggris walaupun dalam pengucapannya masih ada yang salah.
4. Setelah selesai Peneliti mulai mengajukan pertanyaan selanjutnya, serentak hal ini membuat kelas ramai karena mereka kebingungan. Peneliti meminta para siswa untuk tenang, kemudian memberikan contoh. Kemudian Peneliti menanyakan kejelasan tentang contoh yang Peneliti berikan kepada para siswa. Sebagian siswa sudah mengerti, sebagian lagi tidak memberikan pendapatnya. Untuk mengetahui pemahaman para siswa, Peneliti kemudian meminta para siswa untuk mendiskripsikan benda yang ada di rumah mereka.
5. Setelah beberapa menit Peneliti mengajak para siswa untuk bermain game, namun sebelumnya Peneliti menjelaskan terlebih dahulu peraturan permainannya kepada para siswa. Peneliti juga membagi para siswa menjadi 6 grup dimana masing- masing grup terdiri dari 4 siswa. Setelah semua sudah dijelaskan

peraturannya, Peneliti langsung membagikan gambar untuk permainan guessing gamenya kepada masing- masing grup.

6. Dalam guessing game yang pertama ini Peneliti meminta para siswa untuk menebak gambar siapa yang ada ditangan kelompok lain berdasarkan clue yang disebutkan oleh siswa. siswa tersebut musti ambil gambar yang sudah Peneliti sebar dan mencoba untuk mendeskripsikan. Saat siswa mendiskripsikan gambar harus dalam suara yang keras dan menggunakan bahasa Inggris, hal ini bertujuan agar grup yang lain bisa mendengarkan dan memberikan penilaian mereka. Dalam satu gambar yang mereka ambil harus didiskripsikan sebanyak enam kalimat jadi setiap siswa dalam grup mengutarakan satu kalimat.

7. Saat permaian berlangsung Guru Bahasa Inggris datang kedalam ruang kelas, dan melihat keadaan para siswanya. Saat memainkan game para siswa terlihat antusias dan tidak mau kalah dengan yang lainnya, dan tanpa mereka sadari kalau mereka sudah berani berbicara dengan menggunakan Bahasa Inggris. Melihat keantusiasan para siswa Guru Bahasa Inggris merasa tenang apalagi para siswa juga aktif.

8. Peneliti menutup pelajaran dengan memberi informasi kepada para siswa untuk mempersiapkan diri mereka karena besok akan dilanjutkan lagi, dan memberi tahu mereka kalau besok akan diadakan permainan yang sama dengan sebelumnya. Mendengarnya para siswa pun bersorak.

9. Sebelum keluar kelas Peneliti memberi salam dengan “wassalamualaikum wr wb, good bye. Siswa pun menjawab “good bye miss...”.

## **Meeting 2**

**Hari/ tanggal : Senin 23 Juli 2012**

**Ruang : Ruang kelas VII A**

**Hal : Memberikan pemahaman materi tentang “Verb” serta Implementasi guessing game yang kedua dalam putaran kedua**

1. Seperti pertemuan sebelumnya Peneliti mengawali kegiatan belajar mengajar dengan memberikan salam kepada para siswa, lalu mengecek daftar hadir para siswa.

2. Peneliti mulai memberikan pertanyaan seputar kata kerja physical appearance seperti “tidur, dalam bahasa inggris apa?”, “membaca, dalam bahasa inggris apa?”, bagi siswa yang bisa menjawab bisa mengangkat tangan mereka.

3. Setelah Peneliti merasa kalau para siswa sudah paham. Peneliti kemudian, meminta para siswa untuk membuat group seperti pertemuan sebelumnya, sebelum mulai bermain game.
4. Selanjutnya, Peneliti memberikan peraturan untuk memainkan guessing game yang kedua ini. Namun sebelumnya Peneliti meminta para siswa untuk kembali tenang dan memperhatikan benar- benar peraturannya.
5. Setelah semua mengerti, Peneliti memberikan guessing game yang ketiga kepada para siswa. Dan memulai gamenya. Selama para siswa memainkan guessing gamenya Peneliti tidak lupa untuk memperhatikan mereka. Kadang Peneliti memberi sedikit bantuan kepada para siswa, karena ada beberapa profesi yang mereka belum tau, dan juga membenarkan susunan kata para siswa, supaya grup yang lainnya bisa mengerti. P memberikan perhatian dan kontrol kegiatan siswa sampai ada yang memenangkan gamenya.
6. Selama para siswa memainkan guessing game, Peneliti tidak lupa untuk memperhatikan mereka. Dan tak butuh waktu yang lama ada siswa yang bersorak karena telah menemukan jawabannya.
7. Setelah selesai, Peneliti meminta para siswa untuk kembali ke tempat duduk mereka masing-masing. Kemudian Peneliti menanyakan perasaan para siswa dalam permainan kali ini. Kegiatan ini berlangsung sampai bel berbunyi.
9. Bel pelajaran usai, P mengucapkan terimakasih kepada para siswa, dilanjutkan dengan salam.

## **The Guidelines of the Interview Teacher before CAR**

### **The Guidelines of the Interview for the 7th grade English teacher of SMP Kartikatama Metro before Classroom Action Research Implementation before CAR**

1. Secara umum, bagaimana kemampuan siswa dalam mempelajari Bahasa Inggris?
2. Bagaimana kemampuan siswa dalam penguasaan vocabulary?
3. Secara umum, apa saja kesulitan siswa dalam mempelajari atau menguasai vocabulary?
4. Dalam mengajar Bahasa Inggris, apa saja teknik/metode yang digunakan agar siswa termotivasi untuk mempelajari dan memahami materi?
5. Apakah ada metode khusus yang digunakan agar siswa menguasai vocabulary dengan baik?
6. Apa saja kendala yang dihadapi guru dalam mengajar Bahasa Inggris?
7. Bagaimana Ibu mengatasi kendala tersebut?

## **The Guidelines of the Interview Students before CAR**

### **Interview Guidelines for VII A Students of SMP Kartikatama Metro before Implementing Classroom Action Research**

1. Apakah kamu menyukai pelajaran Bahasa Inggris? Berikan alasannya.
2. Berapakah KKM untuk pelajaran Bahasa Inggris? Apakah kamu merasa sulit untuk mencapai standar tersebut?
3. Apakah kamu mempunyai kesulitan dalam menguasai vocabulary?
4. Hal-hal apa saja yang dapat memotivasimu untuk mempelajari English vocabulary?
5. Apa cara yang kamu lakukan untuk menambah English vocabulary?
6. Apakah Ibu guru menggunakan teknik/metode tertentu saat mengajar bahasa Inggris di kelas?
7. Bagaimana tanggapanmu mengenai teknik/metode yang Ibu guru kamu terapkan saat mengajar?
8. Apakah kamu paham dengan metode yang digunakan oleh Ibu guru kamu?

## **Interview Transcript before CAR**

### **Interview Transcript for VII A Teacher of SMP Kartikatama Metro before Implementing Classroom Action Research**

Peneliti : Secara umum, bagaimana kemampuan siswa dalam mempelajari Bahasa Inggris?

Guru : Secara umum, anak tertarik mempelajari bahasa Inggris. Apalagi sekarang rata-rata anak millenial yang suka nonton kartun-kartun bahasa inggris, lagu bahasa Inggris, game online yang membuat mereka mengetahui bahasa Inggris. Sehingga kemampuan bahasa Inggris mereka sudah lumayan.

Peneliti : Bagaimana kemampuan siswa dalam penguasaan vocabulary?

Guru : Mengenai kosa kata: mereka sudah tau untuk kosa kata Bahasa Inggris yang umum, meskipun pengetahuan mereka masih terbatas karena baru kelas 7. Saat ini, pelajaran Bahasa Inggris di tingkat SD/MI mulai dihilangkan. Padahal pelajaran Bahasa Inggris dari SD/MI itu sangat berpengaruh bagi siswa sebagai pengetahuan dasar mereka untuk tingkat pendidikan selanjutnya. Jika pelajaran tersebut dihilangkan, berarti di tingkat SMP/MTs harus diajarkan dari awal lagi kecuali anak-anak yang sudah tau Bahasa Inggris dari film atau You tube.

Peneliti : Secara umum, apa saja kesulitan siswa dalam mempelajari atau menguasai vocabulary?

Guru : Kesulitan anak dalam mempelajari Bahasa Inggris ialah kesulitan dalam berbicara (Speaking) karena terbatasnya vocabulary yang mereka punya yang tiba-tiba harus inget. Beda halnya dengan menulis, kalau menulis masih ada jeda dan bisa membuka kamus. Kalau ngomong kan vocabularynya harus ada saat itu juga. Masih terpaku juga dengan tenses. Siswa itu sering lupa kosa kata Bahasa Inggris karena mereka jarang latihan atau pembiasaan dalam kehidupan sehari-hari.

Peneliti : Dalam mengajar Bahasa Inggris, apa saja teknik/metode yang digunakan agar siswa termotivasi untuk mempelajari dan memahami materi?

Guru : Untuk kelas 7 tekniknya lebih banyak bermain, berkelompok sesuai dengan materinya. Untuk kelas 7 lebih banyak permainan-permainan seperti menyusun kosa-kata, menyusun kata menjadi kalimat. Karena baru 2 judul pokok pembahasan, metode yang diberikan masih hanya seperti dialog atau role model.

Peneliti :Apakah ada metode khusus yang digunakan agar siswa menguasai vocabulary dengan baik?

Guru : Dalam penguasaan vocabulary, jangan biarkan anak menghafal atau menguasai kosa kata secara acak. Maksudnya ialah sesuai dengan tujuan yang tertera pada silabus, sesuai dengan kurikulum, menggiring anak untuk bisa mengerjakan soal ujian dan membawa anak untuk bisa lanjut ke tingkat berikutnya, otomatis kita memberikan dan meminta menghafal kosa-kata yang sesuai dengan pembahasan yang ada di silabus dan kurikulum. Misalnya, ketika mengajarkan materi tentang time, maka kosa kata pun yang berhubungan dengan waktu seperti kapan bangun tidur, mau tidur jam berapa. Materi pengenalan pun kosa katanya berhubungan dengan materi pengenalan. Kalau kita memberikan kosa-kata yang tidak beraturan, nanti malah membuat si siswa bingung. Untuk kosa kata yang berhubungan dengan kata kerja, dapat dikaitkan dengan materi yang sedang diajarkan. Misalnya ketika materi tentang pronoun (kata ganti), ada pronoun yang berfungsi sebagai objek, otomatis membutuhkan dan menggunakan verb, nah disitulah anak-anak diberikan kata kerja baru. Meskipun sebenarnya sedang mempelajari pronoun, tapi anak-anak juga diajarkan kata kerja baru. Jadi, mempelajarinya secara tersirat begitupun dengan kosa kata adjective. Karena mengajarkan kelas 7 itu sebenarnya membuat mereka tidak sadar jika mereka sedang belajar, jadi seperti kebiasaan. Jika anak disuruh menghafal tetapi tidak dibatasi, maka seperti menghafal kamus. Si anak tidak dapat mencerna.

Peneliti : Apa saja kendala yang dihadapi guru dalam mengajar Bahasa Inggris?

Guru : Kendala yang dihadapi ketika mengajar Bahasa Inggris antara lain perubahan hormon pada siswa yang menyebabkan mereka terkadang berkhayal atau melamun, sehingga mengganggu mereka ketika belajar. Terkadang ada anak-anak juga yang masih makan ketika jam pelajaran, apalagi setelah olahraga. Faktor lain adalah adanya gadget yang dapat mengganggu konsentrasi anak ketika belajar. Ketika menerapkan game ke dalam sebuah kelas, pasti mempraktekkannya tidak semaksimal menerapkan di kelas pada jam pertama dan kedua. Karena faktor umur juga yang membuat cepat lelah, sehingga tidak maksimal ketika mengajar dengan game pada jam akhir.

Peneliti : Bagaimana ibu mengatasi kendala tersebut?

Guru : Memberikan jeda ketika pelajaran dan melihat mood si anak, disesuaikan juga dengan waktu pembelajaran. Pada pelajaran bahasa Inggris di jam-jam akhir, maka anak diberikan pelajaran dengan materi yang sama tetapi dengan porsi yang berbeda. Sehingga terkadang finishnya tidak sama. Memberikan waktu untuk menghabiskan makanan. Memberikan kebebasan saat belajar, mau mereka duduk

dalam posisi apapun yang penting mereka mengikuti pelajaran. Memberikan game juga sih terkadang seperti membuat atau menguraikan kata-kata yang hurufnya tersusun dari kata yang telah diberikan, sehingga si anak berpikir. Contoh: kata „comfortable“ dapat diuraikan menjadi kata cat, car, table, dan lain-lain selama huruf-huruf tersebut ada di dalam kata “comfortable”. Sehingga pada dasarnya, anak bermain sambil belajar. Ketika si anak sudah mulai bosan dalam belajar, maka diarahkan ke kehidupan atau keinginan si siswa di masa depan yang mana harus melewati tahapan-tahapan pembelajaran di sekolah, sehingga si anak mau tidak mau akan mengikuti pelajaran.

## **Interview Transcript Students before CAR**

### **Interview Transcript for VII A Students of SMP Kartikatama Metro before Implementing Classroom Action Research**

1. Peneliti : Apakah kamu menyukai pelajaran Bahasa Inggris? Berikan alasannya.

Murid 1 : Ya, saya menyukai Bahasa Inggris karena dapat berbicara dengan orang-orang asing dan menyenangkan.

Murid 2 : Ya, saya menyukai Bahasa Inggris karena belajar Bahasa Inggris berguna untuk bekerja nanti, kalau ketemu orang asing bisa berbicara dengannya.

Murid 3 : Ya, Suka karena seru, menambah wawasan, memudahkan kita berbicara dengan orang asing.

Murid 4 : Suka, karena aku memang suka aja pelajaran bahasa inggris. Menambah pengetahuan juga, terus kalau bisa bahasa Inggris kalau ke luar negeri gampang komunikasinya. Gampang dapat pekerjaan juga.

Murid 5 : Suka aja karena bahasanya menarik.

2. Peneliti : Berapakah KKM untuk pelajaran Bahasa Inggris? Apakah kamu merasa sulit untuk mencapai standar tersebut?

Murid 1 : Tidak terlalu sulit, karena saya memang suka pelajaran ini

Murid 2 : KKM 75. Agak sulit untuk mencapai angka tersebut. Tetapi, saya mencoba belajar dengan benar dan memperhatikan guru ketika menerangkan

Murid 3 : 70 ke atas. Lumayan sulit.

Murid 4 : 75, ga sulit

Murid 5 : 75, sulit. Karena belajar Bahasa Inggris susah.

3. Peneliti : Apakah kamu mempunyai kesulitan dalam menguasai vocabulary?

Murid 1 : Cukup sulit.

Murid 2 : Ada kata-kata bahasa Inggris yang belum tau

Murid 3 :Kurang ngerti, kurang bisa mengucapkan katanya, ada yang sama tulisan tetapi beda pengucapannya.

Murid 4 : Tidak

Murid 5 : Iya, karena susah menghafal kata-kata tersebut

4. Peneliti : Hal-hal apa saja yang dapat memotivasimu untuk mempelajari English vocabulary?

Murid 1 : saya temotivasi karena kakak saya bisa bahasa inggris, terbiasa mendengarkan lagu barat. Saya juga sering mempraktikkan di game online.

Murid 2 : Orang lain, agar saya dapat berinteraksi dengan orang asing

Murid 3 : Melihat di TV orang sering ngomong Bahasa Inggris, dan lihat temen-temen sekitar bisa Bahasa Inggris jadi memotivasi saya untuk bisa Bahasa Inggris juga.

Murid 4 : Pngen bisa aja. Jadi dari dalam diri sendiri

Murid 5 :Karena teman dan guru

5. Peneliti : Apa cara yang kamu lakukan untuk menambah English vocabulary?

Murid 1 : Dihafal aja, karena saya suka menghafal. Saya juga sering bermain game online.

Murid 2 : Biasanya buka kamus atau nanya ke guru

Murid 3 : Biasanya dihafal ketika menemukan kata baru

Murid 4 : Dengerin lagu, nonton video berbahasa Inggris

Murid 5 : Biasanya menghafal kata-kata

6. Peneliti : Apakah ibu guru menggunakan teknik/metode tertentu saat mengajar bahasa Inggris di kelas?

Murid 1 : Mengajar sedikit-sedikit, fokus dengan satu permasalahan, lalu memberi contoh.

Murid 2 : ga terlalu, paling sambil ngobrol atau belajar sambil bermain

Murid 3 : Kata-kata diulang, kalau belum faham diulang lagi.

Murid 4 : Terkadang suka ngobrol gitu, jadi lebih cepet faham. Kadang-kadang juga pakai game.

Murid 5 : Sambil bercanda, sambil diajak ngobrol, terkadang sambil nyanyi

7. Peneliti : Bagaimana tanggapanmu mengenai teknik/metode yang ibu guru terapkan saat mengajar?

Murid 1 : Baik, Mengajarnya santai.

Murid 2 : Sabar, baik, menyenangkan, kalau belum bisa pelajarannya diulang-ulang

Murid 3 : Suka bercanda, belajarnya jadi menyenangkan

Murid 4 : pembelajarannya menyenangkan

Murid 5 : pembelajarannya seru

8. Peneliti : Apakah kamu paham dengan metode yang digunakan oleh ibu guru?

Murid 1 : Dapat dimengerti, dapat dicerna di otak.

Murid 2 : Mudah dimengerti

Murid 3 : Mudah dipahami.

Murid 4 : Ya, faham

Murid 5 : Ya, faham.

## APPENDEXIES 5

### INSTRUMEN OF THE RESEARCH

#### PRE-TEST

**Name** :

**Class** :

A. Choose the correct meaning of the underline word below by crossing a, b, c or d!

1. They watch the movie every Saturday.

- |            |             |
|------------|-------------|
| a. Mencuci | c. Menonton |
| b. Memasak | d. Menulis  |

2. Please close the door!

- |          |                 |
|----------|-----------------|
| a. Buka  | c. Membersihkan |
| b. Tutup | d. Mengetuk     |

3. Nila needs a glass to drink tea.

- |                |                |
|----------------|----------------|
| a. Mendapatkan | c. Membuat     |
| b. Menaruh     | d. Membutuhkan |

4. Ani gives me a magazine.

- |            |              |
|------------|--------------|
| a. Memberi | c. Mengambil |
| b. Membawa | d. Membawa   |

5. I bring four books from the library.

- |              |            |
|--------------|------------|
| a. Mengambil | c. Memberi |
| b. Membawa   | d. Memilih |

- Erase
- Book
- Ruler
- Table
- Window

C. Classify the following words below into verb and noun :

Door      Pencil      Mirror      Sit      Open  
Clean      See      Drink      Whiteboard      Bed

Noun	Verb

## INSTRUMEN OF THE RESEARCH

### POST-TEST

Name :

Class :

A. Choose the correct meaning of the underline word below by crossing a, b, c or d!

1. They cook the dinner together.

- |             |            |
|-------------|------------|
| a. Menonton | c. Memasak |
| b. Makan    | d. Minum   |

2. I go to school at 7 a.m.

- |           |            |
|-----------|------------|
| a. Datang | c. Belajar |
| b. Pergi  | d. Duduk   |

3. My parents read one book a month.

- |            |                 |
|------------|-----------------|
| a. Membaca | c. Mendengarkan |
| b. Menulis | d. Berbicara    |

4. Ciko and Dillan always play basketball in the school.

- |             |             |
|-------------|-------------|
| a. Bermain  | c. Melihat  |
| b. Menyanyi | d. Menonton |

5. I meet Vina last sunday.

- |              |             |
|--------------|-------------|
| a. Mengambil | c. Menunggu |
| b. Bertemu   | d. Menemani |

6. I **wash** my clothes every Sunday.
- a. Mencuci
  - b. Membersihkan
  - c. Memperbaiki
  - d. Menyapu
7. My Parents **send** me a box of snack.
- a. Menerima
  - b. Mengirim
  - c. Menjual
  - d. Membeli
8. My friends **work** at the biggest company in Jakarta.
- a. Berjalan
  - b. Berpikir
  - c. Bekerja
  - d. Berdiri
9. I **teach** my students about English.
- a. Belajar
  - b. Menjelaskan
  - c. Mengerjakan
  - d. Mengajar
10. I never **swim** because I can't swim.
- a. Berlari
  - b. Melompat
  - c. Berjalan
  - d. Berenang

B. Write down the meaning of the words below :

- a. Bag
- b. Sock
- c. Shoes
- d. Pencil
- e. Picture

C. Classify the following words below into verb and noun :

Floor      Television      Flower      Sleep      Scream  
Take      Blanket      Choose      Clock      Pillow

Noun	Verb

## INSTRUMEN OF THE RESEARCH

### PRE-TEST

Name : Rosa Anggraini  
Class : VII A

(52)

A. Choose the correct meaning of the underline word below by crossing a, b, c or

d!

✗ 1. They watch the movie every Saturday.

- |            |                        |
|------------|------------------------|
| a. Mencuci | <del>c.</del> Menonton |
| b. Memasak | d. Menulis             |

2. Please close the door!

- |                     |                 |
|---------------------|-----------------|
| a. Buka             | c. Membersihkan |
| <del>b.</del> Tutup | d. Mengetuk     |

✗ 3. Nila needs a glass to drink tea.

- |                |                       |
|----------------|-----------------------|
| a. Mendapatkan | <del>c.</del> Membuat |
| b. Menaruh     | d. Membutuhkan        |

✗ 4. Ani gives me a magazine.

- |                       |              |
|-----------------------|--------------|
| a. Memberi            | c. Mengambil |
| <del>b.</del> Membawa | d. Membawa   |

✗ 5. I bring four books from the library.

- |              |                       |
|--------------|-----------------------|
| a. Mengambil | c. Memberi            |
| b. Membawa   | <del>d.</del> Memilih |

6. Did you sleep enough last night?

- a. Duduk
- b. Bangun
- c. ~~Tidur~~
- d. Berdiri

7. Please close the door!

- a. Buka
- b. ~~Tutu~~
- c. Membersihkan
- d. Mengetuk

X 8. The students listen to the teacher's explanation.

- a. ~~Menjawab~~
- b. Mendengarkan
- c. Meminta
- d. Bertanya

X 9. The students answer the teacher's questions.

- a. Menjawab
- b. ~~Membantu~~
- c. Mendengarkan
- d. Melihat

X 10. I write the letter for my friend.

- a. Membaca
- b. Mendengarkan
- c. Menulis
- d. ~~Memilih~~

B. Write down the meaning of the words below :

- a. Erase = Penghapus ✓
- b. Book = buku ✓
- c. Ruler = penggaris ✓
- d. Table = meja ✓
- e. Window = jendela ✓

C. Classify the following words below into verb and noun :

Door      Pencil      Mirror      Sit      Open  
Clean      See      Drink      Whiteboard      Pen

Noun	Verb
Door Pencil Pen Whiteboard	Open      clean X Mirror      See Sit      Drink

## INSTRUMEN OF THE RESEARCH

### POST-TEST

Name : Rosa Anggraini

Class : VII A

(Signature)

A. Choose the correct meaning of the underline word below by crossing a, b, c or

d!

1. They cook the dinner together.

- |             |  |
|-------------|--|
| a. Menonton | <input checked="" type="checkbox"/> e. Memasak |
| b. Makan    | d. Minum                                       |

2. I go to school at 7 a.m.

- |  |            |
|--|------------|
| a. Datang                                    | c. Belajar |
| <input checked="" type="checkbox"/> b. Pergi | d. Duduk   |

3. My parents read one book a month.

- |  |                 |
|--|-----------------|
| <input checked="" type="checkbox"/> a. Membaca | c. Mendengarkan |
| b. Menulis                                     | d. Berbicara    |

4. Ciko and Dillan always play basketball in the school.

- |  |             |
|--|-------------|
| <input checked="" type="checkbox"/> a. Bermain | c. Melihat  |
| b. Menyanyi                                    | d. Menonton |

5. I meet Vina last sunday.

- |  |             |
|--|-------------|
| a. Mengambil                                   | c. Menunggu |
| <input checked="" type="checkbox"/> b. Bertemu | d. Menemani |

6. I wash my clothes every Sunday.

- a. Mencuci
- b. Membersihkan
- c. Memperbaiki
- d. Menyapu

7. My Parents send me a box of snack.

- a. Menerima
- b. Mengirim
- c. Menjual
- d. Membeli

8. My friends work at the biggest company in Jakarta.

- a. Berjalan
- b. Berpikir
- c. Bekerja
- d. Berdiri

9. I teach my students about English.

- a. Belajar
- b. Menjelaskan
- c. Mengerjakan
- d. Mengajar

10. I never swim because I can't swim.

- a. Berlari
- b. Melompat
- c. Berjalan
- d. Berenang

B. Write down the meaning of the words below :

- a. Bag = tas
- b. Sock = -
- c. Shoes = Sepatu
- d. Pencil = pensil
- e. Picture = gambar

C. Classify the following words below into verb and noun :

Floor      Call      Flower      Run      Scream  
Take      Dictionary      Choose      Clock      Chair

Noun	Verb
Floor Flower Clock Chair Dictionary	Call Choose Run Scream Take

## OBSERVATION SHEET

**Class : VII-A**

**Cycle : 1**

**Day/Date : Tuesday, May 8th 2024**

Instruction:

The observer checks (√) based on the real condition.

VG = (Very Good/Sangat Baik);

G = (Good/Baik);

A = (Adequate/Cukup);

I = (Insufficient/Kurang)

No.	Teaching and Learning Activities	VG	G	A	I
<b>A.</b>	<b>Researcher's Activities</b>				
	<b>Opening Activities</b>				
	The researcher opens the class by greeting and checking students' attendance.	√			
	The researcher prepares the class condition.		√		
	The researcher prepares the students apperception to attract their attention and motivation		√		
	The researcher states the learning objective		√		
	<b>Main Activities</b>				
	The teacher explain the learning material	√			
	The teacher give example of the learning material	√			
	The teacher give students question and feedback		√		
	The teacher introduce the Hangman Game to the students	√			
	The teachers asks them to make a group of six	√			

	The teachers write the dashes on the board and give students clues to guess the hidden words	√			
	Students try to guess the word and discuss with their friend		√		
	The teachers draw lines become the hangman game if students failed to guess the word		√		
	<b>Closing Activities</b>				
	The researcher and the students summarize the lesson			√	
	The researcher gives an opportunity for the students to ask about what they do not understand		√		
	The researcher and the students do a reflection			√	
	The researcher closes the lesson	√			
<b>B.</b>	<b>Students Activities</b>				
	The students pay attention to the researchers explanation	√			
	The students giving to the teacher		√		
	The students active in participating conversation in learning process.		√		
	The students following the teacher instruction		√		

## OBSERVATION SHEET

**Class : VII-A**

**Cycle : 2**

**Day/Date : Tuesday, May 16<sup>th</sup> 2024**

Instruction:

The observer checks (√) based on the real condition.

VG = (Very Good/Sangat Baik);

G = (Good/Baik);

A = (Adequate/Cukup);

I = (Insufficient/Kurang)

No.	Teaching and Learning Activities	VG	G	A	I
<b>A.</b>	<b>Researcher's Activities</b>				
	<b>Opening Activities</b>				
	The researcher opens the class by greeting and checking students' attendance.	√			
	The researcher prepares the class condition.		√		
	The researcher prepares the students apperception to attract their attention and motivation		√		
	The researcher states the learning objective		√		
	<b>Main Activities</b>				
	The teacher explain the learning material	√			
	The teacher give example of the learning material	√			
	The teacher give students question and feedback		√		
	The teacher introduce the Hangman Game to the students	√			
	The teachers asks them to make a group of six	√			

	The teachers write the dashes on the board and give students clues to guess the hidden words	√			
	Students try to guess the word and discuss with their friend		√		
	The teachers draw lines become the hangman game if students failed to guess the word		√		
	<b>Closing Activities</b>				
	The researcher and the students summarize the lesson			√	
	The researcher gives an opportunity for the students to ask about what they do not understand		√		
	The researcher and the students do a reflection		√		
	The researcher closes the lesson	√			
<b>B.</b>	<b>Students Activities</b>				
	The students pay attention to the teacher explanation	√			
	The students giving to the teacher	√			
	The students active in participating conversation in learning process		√		
	The students following the teacher instruction		√		

## APPENDIXES 6

### DOCUMENTATION





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

Nomor : 2777/In.28.1/J/TL.00/06/2024  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Aria Septi Anggaira (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: YULIANA ANDRIYANI
NPM	: 1701070153
Semester	: 14 (Empat Belas)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: IMPROVING STUDENTS' VOCABULARY MASTERY IN SPEAKING THROUGH HANGMAN GAME AT THE SEVENTH GRADE OF SMP KARTIKATAMA METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 12 Juni 2024  
Ketua Jurusan,



Dr. Much Deinatur M.Pd.B.I.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan KJ. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
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**SURAT TUGAS**

Nomor: B-2866/In.28/D.1/TL.01/06/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : YULIANA ANDRIYANI  
NPM : 1701070153  
Semester : 14 (Empat Belas)  
Jurusan : Tadris Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di SMP KARTIKATAMA METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS' VOCABULARY MASTERY IN SPEAKING THROUGH HANGMAN GAME AT THE SEVENTH GRADE OF SMP KARTIKATAMA METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

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Dikeluarkan di : Metro  
Pada Tanggal : 20 Juni 2024

Wakil Dekan Akademik dan  
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Dra. Isti Fatonah MA  
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Nomor : B-2867/In.28/D.1/TL.00/06/2024  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMP KARTIKATAMA  
METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-2866/In.28/D.1/TL.01/06/2024,  
tanggal 20 Juni 2024 atas nama saudara:

Nama : **YULIANA ANDRIYANI**  
NPM : 1701070153  
Semester : 14 (Empat Belas)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMP KARTIKATAMA METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP KARTIKATAMA METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS' VOCABULARY MASTERY IN SPEAKING THROUGH HANGMAN GAME AT THE SEVENTH GRADE OF SMP KARTIKATAMA METRO".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih,

*Wassalamu'alaikum Wr. Wb.*

Metro, 20 Juni 2024  
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**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



**YAYASAN KRIDA KARTIKATAMA  
SEKOLAH MENENGAH PERTAMA  
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*Jalan Kapten P. Tendean, Margorejo Metro Selatan Kota Metro*

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Nama : YULIANA ANDRIYANI  
NPM : 1701070153  
Semester : 14 (Empat Belas)  
Program Studi : Tadris Bahasa Inggris

Untuk mengadakan kegiatan tersebut diatas dalam rangka penulisan Tugas Akhir/Skripsi dengan judul:

"Improving Students' Vocabulary Mastery in Speaking Through Hangman Game at the Seventh Grade of SMP Kartikatama Metro".

Selanjutnya setelah mengadakan kegiatan saudara tersebut diatas agar melaporkan hasilnya kepada Kepala SMP Kartikatama Metro.

Demikian surat Izin Research ini dibuat untuk dapat di gunakan sebagaimana mestinya.

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Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

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Prodi : Tadris Bahasa Inggris (TBI)

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Metro, 10 Juni 2024

Ketua Program Studi TBI



**Dr. Much Deiniatur, M.Pd.B.I**  
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Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1701070153

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10 Juni 2024  
Kepala Perpustakaan

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Semester : XI

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	18/01/2023		Chapter I, II, III	
	25/01/2023		Chapter I, II, III	
	21/07/2023		Chapter I, II, III	
	01/08/2023		acc for seminar proposal	

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KARTU KONSULTASI BIMBINGAN ALAT PENGUMPULAN  
DATAMAHASISWA  
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Program Studi : TBI  
Semester : XIV

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3	20/ June 2024		Acc for Muna Qas	

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BIOGRAPHY

Yuliana Andriyani is the name of the researcher of this thesis. Born on July, 13

1999 in Metro. The researcher is the last children, from Mr.



Muhidi and Mrs. Hayanah. The researcher first entered TK

Kuncup Harapan. The researcher continued her ducation at

SDN8 Metro Barat. Then continued her education at SMP

Kartikatama Metro. After graduating from SMP Kartikatama

Metro, the researcher continued her education to SMA Kartikatama and graduated

in 2017. And in 2017 she was registered as a student at IAIN Metro, Faculty of

Tarbiyah and Teacher Training, Department of English.