

Improving Students' Vocabulary Mastery Through Hangman Game Technique

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Abstract

The purpose of the research is to improve students' vocabulary mastery through the Hangman game technique as an alternative method in the learning process. The method of the study of this research is Classroom Action Research (CAR) which following role model by Kemmis and Taggart. That concern of three Cycle. The results from the pre-test are taken from the average score (59.32). The average score obtained of cycle 1 was 62.00, cycle 2 was 70.57 then cycle 3 was 85.86. Furthermore, the researcher observed students' attitudes, namely attitudes of courage, perseverance, and respect for students. Researchers tried to increase students' interest in learning but researchers are also trying to create a comfortable and enjoyable learning atmosphere. As a result, 28 students had an attitude of courage, 28 students had an attitude of perseverance, and 28 students had an attitude of respect. It can be concluded learning teaching process by using Hangman Game Technique can improve students' vocabulary mastery at SMK PANJATEK BEKASI 2023/2024.

Kata kunci: Hangman game technique, improving, vocabulary mastery.

1 INTRODUCTION

Vocabulary is a basic of language and it is very important to be mastered. Vocabulary is the words that support communication and language learning. Vocabulary is the collection of word in language. Students cannot master a language if they are does not learn vocabulary and expression of word has meaningful way incommunication.¹ (Srimaharani Tanjung, Habib Rahmansyah, Suci Ramadani Siregar, 2019). "Vocabulary is a crucial factor because it may be found in all aspects of language, including speaking, writing, listening, and reading".² (Mardianti, 2022)

Vocabulary is the fundamental element for language learners. It is the basic resource for any language classes. Vocabulary has the greater role that supports all language skills. The learners will speak, listen, read and write well if they have sufficient numbers of vocabularies.³ (Munikasari, Sudarsono, Dwi Riyanti, 2021)

Vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which covey a particular meaning, the way individual words do. Hebert and Kamil (2005) define vocabulary is the knowledge of meanings of words.⁴ Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Vocabulary was an important aspect of learning a foreign language. Guarding all information regarding meaning and using terms on language. People need to communicate in their daily activities and interact with others in their lives. When students learn a new language, they should have sufficient vocabulary.

Vocabulary is mandatory to be taught to students, as vocabulary has a central role to the whole language. In addition, there were some researchers regarding vocabulary that was more important than grammar. The vocabulary that good people use in speaking also writes, one should have many words to communicate with others because without the vocabulary there was nothing to convey, one would need to use the vocabulary properly to avoid misunderstandings.

According to Richards and Renandya (2002) stated vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write.⁵ Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speaker, using language in different context, reading or watching television.

Vocabulary mastery is very important to build understanding of meaningful reference. Even making them memorize the vocabulary was boring for some students at practice. The techniques used in the teaching vocabulary are in an indirect way that students continually memorize verb, noun, adjective, and adverb changes. A good teaching technique can make disciples understand and master the lesson. Therefore, English teachers are required to organize or make better learning teaching activities, managing interesting class activities so that learners can increase their interest in memorizing the learning vocabulary. Teachers should invite learners to reach out to each other and work with fellow students so they can improve and build their confidence.

Vocabulary mastery is students' competency to comprehend the meaning of certain words, produce those words in separate individual form both written and oral; and identify the proper word use based on the context.⁶ (Anita Novriana, Muhammad Asrori, Martono, 2017) Vocabulary mastery was how teachers could teach a student a list of words by means, especially in a book to learn a foreign language. By possessing and mastering it, students will know the meaning of a vocabulary in context. It can also help students to avoid making mistakes in identifying a language with a dictionary and guiding students in making a second language equivalency with the original language.

Hangman game is the one of guessing games. One player thinks of a word, phrase or sentence and the other tries to guess it by suggesting letters. Hangman game is a word guessing game where one has to guess the word an opponent is thinking of by guessing one letter at a time, and involving the gradual drawing of a stick figure hanging from the gallows.

Hangman game is one of many educational games that is suitable for students to express their thought. As Prastuti (2013) stated that Hangman game is guessing words game and interesting media for learners especially young learners. It makes students expressing their ideas and getting new words. In Hangman game, students play depending on the teacher instruction.⁷ Hangman game is a game that the students played on groups. The students must memories the word about everything. After that, teacher divided the students into two groups. The students must guess the words and if the word they guess false, teacher make the picture people hang on the board.

2 RESEARCH METHODS

The design of the study of this research is Classroom Action Research (CAR) .The researcher will came to the class and meet the students. According to Dave Ebbut in David Hopkins (2008) is "a systematic study of attempts to improve educational practice by groups or participants by means of their own practical action and by means of their own

reflection upon the effects of those action".⁸ There are two experts explaining about the action research as follow as: Mills (2014) proposes action research as "any systematic inquiry conducted by teacher researcher to gather information about the ways that their particular school operates, how they teach, and how well their student learn". Burns (2015) stated that action research is "a self-reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community".⁹ The aim is to identify problematic situations or issues considered by the participants to be worthy of investigation in order to bring about critically informed changes in practice. Action research is underpinned by democratic principles in that ownership of change is invested in those who conduct the research".

Based on the explain above it can be concluded that the action research is a study involving researchers and teachers, made systematically where the researchers find problems that occur in the learning process of students then researchers will make an action to improve their learning process.

3 RESULT AND DISCUSSION

Based on the observation result there were three causes that made the students have difficulties in learning English vocabulary. Firstly, the students felt strange and unfamiliar with English vocabulary items including their pronunciation and their spelling. Secondly, the students felt difficult to understand or comprehend the words and their meanings. Thirdly, many students had low abilities to memorize and remember the English words.

3.1 Result

3.1.1 Cycle 1

The fourth stage in cycle one is the researcher making an evaluation based on observation to look for weaknesses in the teaching and learning process activities. then, the researcher also analyzed the data obtained from the observations to draw a conclusion about what developments had occurred in cycle one and identify any problems found in cycle one. Form the graph below, there were 7 students or 25% who passed or reached the KKM and 21 students or 75% was failed and could not reached the KKM.

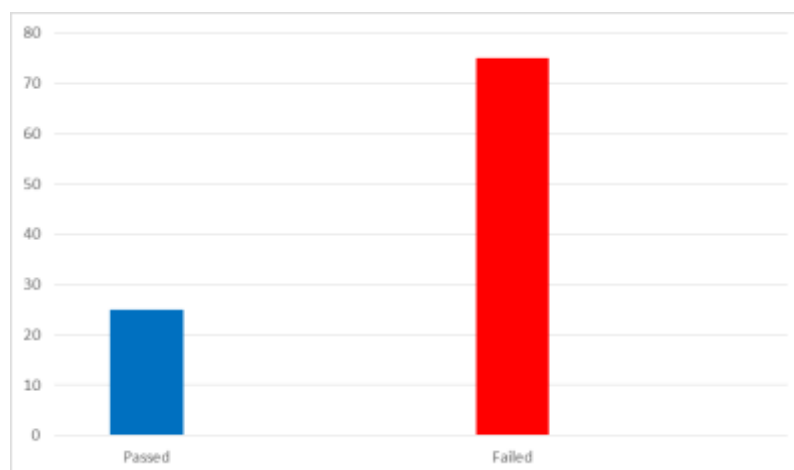


Figure 1. Cycle 1

Based on the result in cycle I, the researcher and the collaborator discussed some teaching learning strategies in to overcome these problems as give more motivation to the students

to be more active in doing teaching learning activity in the classroom, and the researcher was going to fix the matter and enhance the score of students in cycle II.

3.1.2 Cycle 2

The fourth stage in cycle two is the researcher making an evaluation based on observation to look for weaknesses in the teaching and learning process activities. then, the researcher also analyzed the data obtained from the observations to draw a conclusion about what developments had occurred in cycle one and identify any problems found in cycle two. Form the graph below, there were 19 students or 68% who passed or reached the KKM and 9 students or 32% was failed and could not reached the KKM.



Figure 2. Cycle 2

According to the result of the test in cycle II, there were 19 (68%) students who passed or reached the KKM and 9 students or 32% was failed. Because the percentages of the passed students were less than 80%, so that the research was necessary to continue to cycle III to get score appropriate with KKM.

3.1.3 Cycle 3

The fourth stage in cycle three is the researcher making an evaluation based on observation to look for weaknesses in the teaching and learning process activities. then, the researcher also analyzed the data obtained from the observations to draw a conclusion about what developments had occurred in cycle one and identify any problems found in cycle three. In the last cycle the score of students' assignment result had significant increase from 7.5 in cycle 2 became 8.7. There are 26 students or 92% who reach the KKM. It means that the standard minimum of competence is reached in this cycle.



Figure 3. Cycle3

Based on the result above, Thepercentageof students score achievement third cycle was increased with Hangman Game technique. There was 26 students or 92% who reached the KKM.

3.2 Discussion

The research did appropriate research so the purpose of the researcher to improving students' vocabulary mastery through Hangman Game Technique at SMK PANJATEK Bekasi was successful.

In cycle 1, the students felt confused when they did the exercise, and some students didn't interest with this strategy, because in Hangman Game Technique all students must be improve their self to learn language, must had motivation to learn language especially mastering vocabulary, and students had to hear carefully the teacher or the researcher instruction. the result, the test in cycle 1 there were only 7 students whose scores were successful above the KKM and 21 students whose scores were below the KKM.

But in cycle 2 until the last cycle, all of students start to know what the aim of Hangman Game Technique and tried to hear carefully the researchers' instruction. By knew this strategy, all students easily, remember the words in the letter and lastly able to understand the meaning of the word and writing correctly. The researcher could see that this strategy can make influences for almost all students in tenth grade of SMK PANJATEK Bekasi. the test results increased, in cycle 2 students whose scores were above the KKM, namely there were 19 students and 9 students whose scores were still below the KKM.

In every cycle, cycle 1 until cycle 3, interaction between students and the researcher was improved. In each cycle, teacher or researcher gave direction clearly, so students can follow the rule or all steps. By this good interaction, students can ask help to the researcher and more enthusiastic to learn English especially in mastering vocabulary. the results are in cycle 3, the test results have increased. There are 26 students whose scores are above the KKM and 2 students whose scores are still below the KKM.

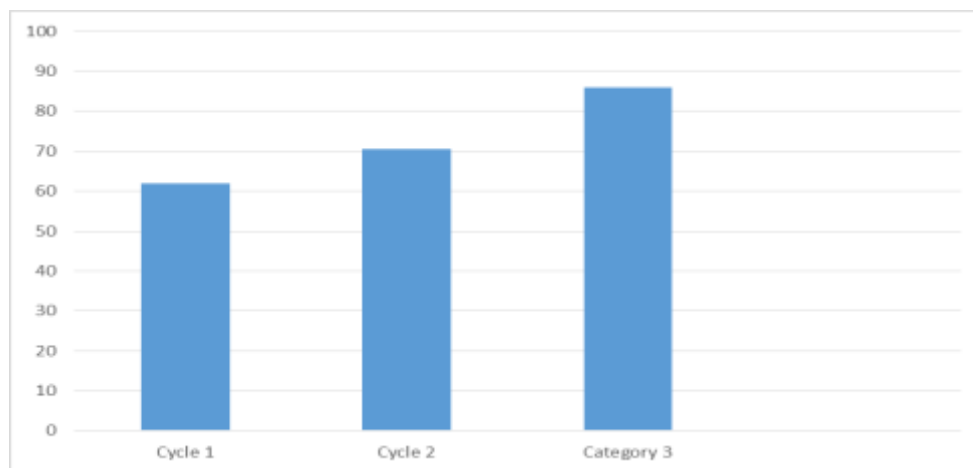


Figure 4. Student's Score

Observations also increased, in cycle 1 the students were not enthusiastic about what the researcher gave. The result is that there are only 15 students who have courage, then only 17 students who have perseverance, and only 16 students who have respect. then the researchers kept trying, the results in cycle 2 increased. students who have courage increased to 22 students, then students who have perseverance increased to 24 students, and students who have respect increased to 24 students.

Then in the cycle 3, the researchers' efforts were not in vain. 28 students have courage, perseverance, and respect. that means all students increase. Researchers and fellow students help each other.

Based on the data above, the graph data of students' score improvement looks that the average score in first cycle is 62, in second cycle is 70,57, and in third cycle is 85,86. it means that the hypothesis can be accepted, or the other opinion can said that "in learning teaching process by using Hangman Game Technique can improve students. Vocabulary mastery at SMK PANJATEK Bekasi".

4 CONCLUSION

Researchers succeeded in increasing vocabulary mastery at SMK PANJATEK by using the Hangman game technique. . before the study, researchers communicate with students. what students need and what researchers need. the students were helped by the research. Previously many students did not know vocabulary, so they knew a lot about English vocabulary. during the research, researchers continue to try to provide the best for students. students also respond in a good way. based on research findings, the hangman game technique can improve students' vocabulary mastery. the results come from the pre-test conducted by the researcher at the beginning of the study and are taken from the average score (59.32). from here the researcher began to try how the cycle 1 test increased. then the researcher conducted a test in cycle 1. the researcher succeeded in increasing the results and the average score obtained was (62). researchers are still trying to improve test results in cycle 2. then, researchers conduct tests in cycle 2. the results increase, and the average score obtained is (70.57). then, in cycle 3 the increase in test results was quite significant. researchers managed to improve their test results. the average score obtained in cycle 3 is (85.86).

Furthermore, the researcher observed students' attitudes, namely attitudes of courage, perseverance, and respect for students. in cycle 1 many students did not have the attitude of courage, perseverance, and respect. As a result, in cycle 1 there were only 17 students who had an attitude of courage, 17 students who had an attitude of perseverance, and an attitude of respect for 16 students. then, the researcher tried to increase students' interest in learning with the hangman game technique. the results in cycle 2 the attitude of courage, perseverance, and respect for students increased to 22 students who had an attitude of courage, 24 students who had an attitude of perseverance, and 24 students who had an attitude of respect. In cycle 3, the researcher communicated a lot with students about hangman game techniques. Researchers are not only trying to increase students' interest in learning but researchers are also trying to create a comfortable and enjoyable learning atmosphere. As a result, 28 students had an attitude of courage, 28 students had an attitude of perseverance, and 28 students had an attitude of respect. it means all students have these 3 attitudes. Can be concluded learning teaching process by using Hangman Game Technique can improve students vocabulary mastery at SMK PANJATEK BEKASI.

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