THE EFFECT OF HANGMAN GAME TOWARDS STUDENTS'

VOCABULARY MASTERY AT THE SEVENTH GRADE STUDENTS OF

MTS HIFZIL QUR'AN MEDAN IN THE ACADEMIC YEAR OF

2020/2021

SKRIPSI

Submitted to Faculty of Tarbiyah Science and Teacher Training UIN SU as a

Partial Fulfillment of the Requirement for the Degree of Bachelor

BY:
PUTRI RAMADHANI
NIM. 34.16.2.097

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN
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STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN

2020

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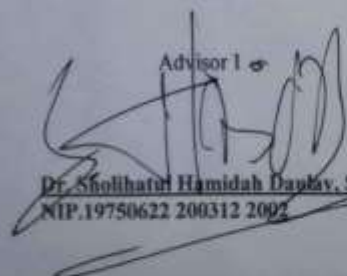
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    Maka kami berpendapat bahwa skripsi ini sudah dapat diterima dan dimunaqasyahkan pada sidang Munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan. Demikian kami sampaikan atas perhatian saudara kami ucapkan terima kasih.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

Medan, 17 Desember 2020
Yang Membuat Pernyataan

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ABSTRACT

Putri Ramadhani. 34.16.2.097. The Effect of Hangman game towards Students' Vocabulary Mastery at The Seventh Grade Students of MTs Hifzil Qur'an Medan. Thesis. English Education Department. Faculty of Tarbiyah Science and Teachers training. State Islamic University of North Sumatera Medan. 2020. Advisor I: Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum. Advisor II: Deasy Yunita Siregar, M. Pd

Key Words: Hangman Games Technique, Vocabulary Mastery

Vocabulary is one of the most basic elements of language learning that students have to master. Therefore, students are hoped to be able to understand the meaning of the words correctly. But in fact, the researcher found that students' ability in vocabulary was still low. Using the appropriate technique will help students to have much vocabulary. Hangman game is considered to be one of the most effective techniques to improve students' vocabulary mastery.

The formulations of this research problem as follows: 1) How are the students' vocabulary mastery before being taught using Hangman game? 2) How are the students' vocabulary mastery after being taught using Hangman game? 3) Is there any significant difference in students' vocabulary mastery between students who are taught using Hangman games and those taught using the conventional technique?

The method used in this study is quantitative method with quasi experimental research design. The researcher chose VII-2 as the experimental class and VII-3 as the control class. The findings of this research show that teaching vocabulary using Hangman games technique was effective. It can be seen by the t-value (3,649) is higher than t-table (2,024) with (α) (0.05) significance level and the Sign. (2 tailed) is 0.001 is less than alpha (α) was 0.05 (0.000 < 0.05). Hence, Ho (Null Hypothesis) was rejected and Ha (Alternative Hypothesis) was accepted. It showed that there was a significant difference using Hangman games technique on student vocabulary mastery.

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In the Name of Allah, the Most Gracious the Most Merciful

Assalamu'alaikum. Wr. Wb.

Alhamdulillahirobbil'alamin, all praise is due to Allah, The Almighty, The Lord of the worlds, who has given the researcher His grace, mercy, and blessing to accomplish the final assignment as one of the requirements for the Degree of Bachelor. Peace and gratitude may always be upon the beloved Prophet Muhammad, who has guided all creatures from the darkness to the lightness, from the stupid era to the cleverness within Islamic religion.

This thesis is written to fulfill one of the requirements for S-1 program at English Education Department of Tarbiyah Science and Teacher Training Faculty, The State Islamic University of North Sumatera Medan. The researcher conducts the thesis under title "The Effect of Hangman game towards Students' Vocabulary Mastery at the Seventh Grade Students of MTs Hifzil Qur'an Medan in the Academic Year of 2020/2021."

Furthermore, the researcher is fully aware that this thesis cannot be completed without much help, support, and persistent help from a lot of people. Therefore, the researcher would like to express her deep gratitude and great appreciation to:

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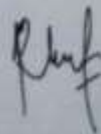
11. Everyone who cannot mention one by one for all their help and contribution in completing this research.

Finally, the researcher realizes that this thesis is still far from perfect. Therefore, the researcher would highly appreciate and accept constructive comments and suggestions from the reader to create a research paper better in the future. Hopefully, this thesis has values and useful information for the researcher and the reader. The words are not enough to say gratitude and appreciation for your help and contributions to this thesis. May Allah always bless us and guide us in His right path.

Wassalamu'alaikum Wr.Wb

Medan, 17 Desember 2020

The researcher

Putri Ramadhani
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CHAPTER I

INTRODUCTION

1.1. Background of the Research

Language is a system of communication consisting of sounds, words, signs, and symbols used by humans to communicate thoughts and express feelings. There are many languages in the world. One of them is English. English is very important to learn because it is considered as an international language and a bridge to communicate with people from all over the world. Many countries have English as a second language such as Singapore, Denmark, Finland, Austria and others. In Indonesia, English has been one of the compulsory subjects in school.

When people want to master English, they should learn three basic English components, namely pronunciation, grammar, and vocabulary. All of them are very important to learn. However, vocabulary is the most important that they need to learn because it is the basic thing that determines people will be successful or not in mastering English and the essential element that connects all of the four language skills: speaking, listening, reading, and writing.

We need to learn vocabulary to understand the message that the writer conveys through text, communicate their ideas into the text, interact with others, and understand what people say. If we master vocabularies, we can improve our receptive skills and productive skills. The receptive skills are reading and listening skills, while the productive skills are writing skills and speaking skills.

Deller and Hocking state that if you spend most of your time studying grammar, your English will not improve very much. You will see more improvement if you learn more words. You can say very little with grammar, but

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you can say almost anything with words.[1]It can be concluded that the first thing that must be mastered by people in learning English is vocabulary. How much you spend your time studying grammar will not improve your English but if you spend your time learning vocabulary, you will see more improvement. With learn vocabulary, there are many words that you can say, but with grammar, very few words that you can say.

Learning vocabulary is very important, especially for students. If students lack vocabularies, they will get difficulties understanding and producing the English language. Then they also get difficulties conveying their ideas to other people. Nevertheless, if they master vocabularies, they can easily express and understand ideas both in an oral and written form. By mastering vocabularies, students can improve their English language skills. For listening and reading, students' vocabulary helps them understand what the speaker says and what the writer conveys in the text. Then, for writing and speaking, students' vocabulary will also influence their ability to deliver their ideas in written and oral form.

Based on the guideline K-13, students in the seventh grade are hoped to catch the main idea of the text and compose spoken and written text coherent and sequentially with linguistic elements accurately, acceptably, and fluently. To be able to catch the main idea of the text and compose spoken and written text well, students need to master vocabularies first. But in fact, many students still lack of vocabulary. Therefore, I choose to focus on students' problem mastering vocabulary for junior high school students. After conducting observation and interview the

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[1]Scott *Thornbury*, *How to Teach Vocabulary*, (England: Pearson Education Limited, 2002), p. 13.

English teacher and students, I am as the researcher found that students' ability in vocabulary was still low. Some problems may cause the students did not master vocabulary.

First, they have difficulties in understanding the meaning of words in the text. It can be seen from when they meet the words in the text, and they feel confused to understand the meaning of words. If they find unfamiliar words, they will directly ask their teacher what the meaning of those words. I also see very few students bring an English dictionary. It may be one of the students' problems that make students' vocabulary is low. They also feel difficult to define the meaning of the words in English because they lack vocabulary.

Second, they do not know how to use the word appropriately. In other words, the students feel confused to choose and use the word based on the context because one English word has multiple meanings.

Third, they have problem with spelling the words. Some students even do not know what spelling is and how to do it. When I ask students to spell a word, most of them make the same spelling mistakes, mostly for spelling letter a,i,e.

Fourth, some students have difficulties in pronouncing the words. In Indonesia, the way we pronounce words is the same as the written form, but it is different for English words where the written form is different from the spoken form. That is why they feel confused to pronounce English words and think that English is a difficult subject to learn.

Fifth, some students have low participation in learning English. During learning processes, some students are sleepy, fall asleep, make a fuss in the classroom, and always ask permission to go out of class.

Sixth, the students have difficulties in memorizing the words. it can be seen from the students' comments about the difficulties they face in learning English. One of the difficulties they have is memorizing the words. When I give students questions to mention the names of things in the classroom and some adjective words that have been learned, some students cannot mention the words. It can be said that they feel hard to memorize the words.

Last, the researcher found that the teacher still uses the conventional technique in teaching English to her students. This technique makes students overly dependent on teacher. When the teacher asks them to translate the English text into Indonesian with themselves, they feel hard to translate the unfamiliar words and continuously asks the teacher what the meaning of words is.

After knowing the problems that students face in mastering vocabulary, the researcher concludes that English teaching technique is considered the most dominant problem that causes the students' vocabulary low where the conventional technique makes students less active in teaching learning process.

Regarding the problems above, some techniques can be used in teaching vocabulary, especially in this case, for junior high school students. One of the effective techniques is by using games so students can improve their vocabulary mastery. It can be an alternative way to increase students' vocabulary. Games help the teacher make students more active and want to take part during the classroom learning process.

Hangman game is a fun game for two players or more where one player thinks a word or phrase that will be guessed by the other player. There are some reasons

why I choose Hangman game as the technique to improve students' vocabulary mastery.

First, Hangman game is suitable for teachers who want teaching vocabulary, especially for teaching noun, adjective, verb, and adverb, and spelling. Second, students can learn English words in a fun way. Third, by Hangman games, students will be happy to learn and avoid boredom during learning process. Fourth, Hangman game makes students more motivated to learn, active, and want to take apart. Last, Hangman games can be played in various settings. Thus, I believe that Hangman game can increase students' vocabulary mastery and their spelling.

Based on the reasons above, I am interested in uses Hangman game as a technique to improve students' vocabulary mastery. I want to conduct research with the title "**The Effect of Hangman game towards Students' Vocabulary Mastery at The Seventh Grade Students of MTs Hifzil Qur'an Medan in the Academic Year of 2020/2021**."

1.2. Identification of the Problem

Based on the observation, there are some problems that the researcher identifies of students at the seventh grade in MTs Hifzil Qur'an Medan:

1. The students had difficulties in understanding the meaning of words.

2. The students get difficulties to use the word appropriately.

3. The students get difficulties in spelling and pronouncing words correctly.

1.3. Formulation of the Problem

Based on the background of research and identification of the problem above, the researcher formulated problems into the following questions:

1. How are the students' vocabulary mastery before being taught using Hangman game at the seventh grade students of MTs Hifzil Qur'an Medan in the Academic Year of 2020/2021?

2. How are the students' vocabulary mastery after being taught using Hangman game at the seventh grade students of MTs Hifzil Qur'an Medan in the Academic Year of 2020/2021?

3. Is there any significant difference in students' vocabulary mastery between students who are taught using Hangman games and those who are taught using the conventional technique?

1.4. The objective of the Research

Based on the statements of the problems above, this research aims to:

1. To know the students' vocabulary mastery before being taught using Hangman game at the seventh grade students of MTs Hifzil Qur'an Medan in the Academic Year of 2020/2021

2. To know the students' vocabulary mastery after being taught using Hangman game at the seventh grade students of MTs Hifzil Qur'an Medan in the Academic Year of 2020/2021

3. To know whether there is any significant difference in students' vocabulary mastery between students who are taught by using Hangman game and those who are taught by using the conventional technique.

1.5. Significance of the Research

The findings of the study are expected to be significant, theoretically and practically.

1. Theoretically, this research results are expected to increase, develop, and enrich the theoretical of vocabulary and the theoretical of teaching and learning vocabulary using games.

2. Practically, the findings of the study are expected to be useful for:

a. The Students

By using Hangman game, it is hoped that the students are more motivated and interested in learning English. When they have to learning vocabulary, it will make students enjoy so it can be used to increase students' mastery of vocabulary.

b. The English Teacher

This findings research is given to English teacher to find an alternative technique when teaching vocabulary. This research is expected to enrich the teachers' knowledge of how to improve students' vocabulary mastery and solve the students' difficulties in understanding the meaning of words and using the words appropriately.

c. The Future Researcher

This study is expected to be one of the references for future researchers to conduct research related to teaching vocabulary with a similar problem and give references on how to improve the students' vocabulary mastery using Hangman game in order to do better research.

1.6. Limitation of the Problem

Based on the identification of the research, the researcher only focuses on teaching vocabulary using Hangman games especially teaching noun, adjective, adverb, and verb at the seventh grade students of MTs Hifzil Qur'an Medan in the

academic year 2020/2021. I choose this school because the school hold learning activities face-to-face, where students present and learn in the classroom during pandemic covid-19 by following health protocols. Then, there are several classes of the seventh grade so the researchers can decide which two classes will be chosen as the sample of the study.

The researcher decided to dues those problem by using Hangman Game. There are several reasons why I choose Hangman game to see the different results of treatments in teaching learning vocabulary through Hangman game and conventional technique. First, Hangman is suitable to teaching vocabulary. Second, it makes students more active and enjoys learning English. Third, Hangman can encourage students to work in pairs or groups. Finally, it can increase students' motivation to learn and makes students interested in learning English.

CHAPTER II

THEORETICAL REVIEW

2.1. Theoretical Framework

2.1.1. Definition of Vocabulary

Vocabulary is one of the essential components of language should be learned by students in learning English. According to Frank, vocabulary is one of the elements of English that should be mastered and gained by students in learning a foreign language.[2] In addition, Hornby defined vocabulary as the total number of words in the English language and vocabulary as a word list with their meanings.[3] The vocabulary was also mentioned in the Quran, where Prophet Adam was taught the names of things before anything else was taught. Similarly, when we learn English, we will learn and understand vocabularies before we master English, and this also shows us it is very important to master vocabularies. The surah al Quran describing this topic as follows;

وَعَلَّمَ ءَادَمَ ٱلۡأَسۡمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمۡ عَلَى ٱلۡمَلَٰٓئِكَةِ فَقَالَ أَنۢبُِٔونِي بِأَسۡمَاءِ هَٰٓؤُلَآءِ إِن كُنتُمۡ صَٰدِقِينَ ٣١

Meaning: And He taught Adam the names of all things: then He placed them before the angels, and said: "Tell me the names of these if ye are right." (Al-Baqarah verse 31)[4]

After that, in the Surah Ar-Rahman: 1-4, it does seem that God, who has created man and endow man with brain and heart so that man can do many wonderful things, particularly speaking and pronouncing words, so that human

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[2] Marcella *Frank, Modern English*, (New Jersey: Prentice Hall, 1972) p. 6

[3] A.S. Hornby, *Oxford Advanced Learners Dictionary of Current English*, (London: Oxford University, 1995), p. 1331.

[4] Abdullah Yusuf Ali, *The Holy Qur'an, Text and Translation*, (New Delhi: Millat Book Center, 2006), p. 8

beings can communicate with others and with languages easily to convey their ideas and express their emotions, both oral, written and gestured.

ٱلرَّحْمَٰنُ ١ عَلَّمَ ٱلْقُرْءَانَ ٢ خَلَقَ ٱلْإِنسَٰنَ ٣ عَلَّمَهُ ٱلْبَيَانَ ٤

Meaning: 1. "(God) Most Gracious! 2. It is He Who has taught the Qur-ān. 3. He has created man: 4. He has taught him speech (And Intelligence)." (Ar-Rahman: 1-4)[5]

Moreover, in the Surah Ar-Rum verse 22, it is shown that Allah shows us the signs of His authority in the variations of languages and colors in which God created man with various ethnicities, nations, and languages. We can see people living in different nations having different languages because we needed to learn the language to know what other people say and talk.

وَمِنْ ءَايَٰتِهِ خَلْقُ ٱلسَّمَٰوَٰتِ وَٱلْأَرْضِ وَٱخْتِلَٰفُ ٱلْسِنَتِكُمْ وَأَلْوَٰنِكُمْ إِنَّ فِي ذَٰلِكَ لَآيَٰتٍ لِّلْعَٰلِمِينَ ٢٢

Meaning: And among His Signs is the creation of the heavens and the earth, and the variations in your languages and your colours: verily in that are Signs for those who know.[6] (Ar-Rum verse 22)

Furthermore, Napa stated that vocabulary is one aspect of language and that there is no language without words. No one can speak or understand the language without it. As Burn and Broman have pointed out, vocabulary is the stock of words used by the person, class, or profession to express their idea. According to Ur, vocabulary can be described mostly as the word teacher teaches in a new language.[7]

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[5] *Ibid,* p. 590
[6] *Ibid,* p. 436
[7] Penny Ur, *A course in language teaching*, (Cambridge: Cambridge University Press, 1998), p. 60

Then, we have to know and understand the meaning of words in learning English because saying something without knowing the meaning of the word can cause some problems, one of them such as when we were involved in singing English songs that we did not understand the meaning of the words in the song, we might have said dirty words. Mastering vocabulary helps us know and understand the meaning of words so that when we use words, it does not cause any confusion. The above statement is relevant with the following Hadith where Abu Huraira reported Allah's Messenger (ﷺ) as saying:

و حَدَّثَنَاه مُحَمَّدُ بْنُ أَبِي عُمَرَ الْمَكِّيُّ حَدَّثَنَا عَبْدُ الْعَزِيزِ الدَّرَاوَرْدِيُّ عَنْ يَزِيدَ بْنِ الْهَادِ عَنْ مُحَمَّدِ بْنِ إِبْرَاهِيمَ عَنْ عِيسَى بْنِ طَلْحَةَ عَنْ أَبِي هُرَيْرَةَ أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ إِنَّ الْعَبْدَ لَيَتَكَلَّمُ بِالْكَلِمَةِ مَا يَتَبَيَّنُ مَا فِيهَا يَهْوِي بِهَا فِي النَّارِ أَبْعَدَ مَا بَيْنَ الْمَشْرِقِ وَالْمَغْرِبِ

Meaning: The servant speaks words that he does not understand its consequences, so he sinks deeper than the distance between the east and the west in Hell-Fire.[8]

From the above definition, it can be inferred that vocabulary is a set of words to be learned by students to communicate clearly and convey their ideas both in oral and written form.

2.1.2 Vocabulary Mastery

Vocabulary is one of the components of English that students must understand and master. According to John, vocabulary is a knowledge of the meanings of words. Therefore the vocabulary test aims to determine whether the learners can match each word with a synonym, a dictionary, a definition, or an equivalent word in their language.[9] In addition, Mukti has described mastery of vocabulary is the ability to use knowledge of words taught when students learn a new language and

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[8] Imam Muslim, *Sahih Muslim: The Book of Zuhd and Softening of Heart,* Number 7121 available online on https://sunnah.com/muslim/55/65

[9] John, R., *Assesing Vocabulary*, (Cambridge: Cambridge University Press, 2000), p. 16

understand the meaning of words. They have no difficulty pronouncing, spelling, and using them.[10]

From these definitions, this can be inferred that, in learning English, students must first know and master vocabulary, so students will be able to understand the meaning of words and be able to pronounce, spell, and use them correctly.

2.1.3   Types of Vocabulary

There are types of vocabulary that students should have basic knowledge of mastering vocabulary, namely: noun, adjective, verb, and adverb.[11]

a.   Noun is the name of a place, person, thing, and concept.[12]

b.   Adjective is a word that describes a noun, a name, or a pronoun.[13]

c.   Verb is a word that show acts, an event, a state, and even a state being.[14]

d.   Adverb, is a word used to describe a verb, an adjective, a noun, another adverb."[15]

2.1.4   Aspect of vocabulary

Harmer argued that some elements of vocabulary need to be studied, namely: word meaning (synonym, antonym, connotation, and denotation), broad usage of words such as idioms, word combination or collocation, and the grammar of words that includes noun, verb, adjective, and adverb.

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[10] Prima Ardya Mukti, Improving *Students' Vocabulary Mastery Using Cartoon Films (A Classroom Action Research on the Fourth Grade of SDN 01 Mojosongo in 2009 / 2010 Academic Year)*, (Undergraduate Thesis: English Education Department Teacher Training and Education Faculty Sebelas Maret University Surakarta, 2012), p. 8.

[11] Judy K. Montgomery, *The Bridge of Vocabulary: Evidence Based Activities for Academic Success*, (USA: NCS Pearson Inc., 2007), p. 24

[12] Danny R. Cyssco, *English Grammar practice Preparation for Toefl*, (Jakarta: Kesaint Blanc, 2009) p. 10.

[13] *Daniela Gobetti, Cristiana Mora Thielmann, and Chiara Marchelli*, *Intermediate Italian for Dummies*. (Canada: Wiley Publishing, Inc., 2008), p. 11

[14] Daniela Gobetti, Cristiana Mora Thielmann, and Chiara Marchelli, Op.cit., p. 12

[15] Daniela Gobetti, Cristiana Mora Thielmann, and Chiara Marchelli, loc.cit.

1.   Meaning

   a. Synonym is derived from Greek: syn-+-nymy. The two parts are called "same and name." Synonymy deals with the same meaning, with more than one word having the same meaning.

   b. Antonym is the opposite of meaning. It is derived from Greek, "ant-and-nymy," the two parts indicate "opposite + name

   c. Denotation is referred to as "conceptual meaning," "ideal meaning," "reference meaning". The meaning refers to a certain referent, concept, or idea of the reference.

   d. Connotation is the feeling and emotion associated with a meaning.

2.   Use

   According to Nation, there are several ways to draw attention to the use of words clearly showing the grammatical structure in which the word matches (countable / uncountable, transitive / intransitive, etc.), giving a few similar collocates, mentioning any rules on the use of the word (formal, informal, impolite, used only with children, etc.) and giving a well-known opposite or well-known word.[16]

3.   Spelling

   Spelling is the writing of a word or a word with the appropriate letters and phonetic spellings present in the accepted standard order and the arrangement of letters forming a word or part of a word, forming a word by putting a letter together. According to Ur, some important points need to be considered when teaching

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[16] I. S. P. Nation, *Learning Vocabulary in Another Language*, (UK: Cambridge University Press, 2001), p. 1

vocabulary that is created (pronunciation and spelling).[17] The learners need to know what the word sound is like (pronunciation) and what it looks like (spelling).

4.   Pronunciation

Pronunciation may be said to be the act of speaking with articulation, giving the right sound and accent, the utterance, the pronunciation of the syllables of the words, the clear or unpredictable pronunciation. It is the way the language is spoken. It includes segmental features, vocal patterns, and intonation. The listeners should well and correctly implement them. These are common features and, for the first time, one or the other will be understood by the learners when they meet the shapes.[18]

Based on the above definitions, it can be explained that students should know how to pronounce, spell, and use words correctly. Besides that, students should understand the meaning of words to be able to communicate their ideas properly.

2.1.5   The Importance of Vocabulary

Vocabulary is very important for students to master. Thornbury said very little can be conveyed without grammar, nothing can be conveyed without vocabulary.[19] People first learn basic vocabulary when they go abroad because it enables them to exchange information with native speakers of a given language.[20]

Then vocabulary also plays a very important role in developing the four language skills (listening, speaking, reading, and writing). This assumption is in line with Neuman and Dwyer, they said that vocabulary is a word we need to know

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[17] Penny Ur, op. cit., p. 60

[18] Jeremy Harmer, How to Teach English: An Introduction to the Practice of English Language Teaching, (New Jersey: Longman, 1998), p. 16

[19] Scott Thornbury, *How to Teach Vocabulary*, (England: Pearson Education Limited, 2002), p. 13.

[20] David Wilkins, *Linguistics in language teaching*, (London: Arnold, 1972), p.111–112

to communicate more effectively, speak and write (expressive vocabulary), listen and read (receptive vocabulary).[21]

Moreover, Tarigan said the quality of someone's language skills depends on the level of the vocabulary being mastered.[22] It means that vocabulary must first be learned in learning English because, without vocabulary, they cannot understand thoughts, express emotions, and communicate well. The quality can see the level of someone's language skills of their vocabulary.

Bromley said that vocabulary plays a variety of beneficial roles in the learning process. These are as follows;

1. Promoting fluency

Students who know and understand a lot of words read more quickly and easily than students with limited vocabulary.

2. Boosting comprehension

Vocabulary knowledge greatly affects understanding. On the component analysis of comprehension, 74% of comprehension was established with word meanings.

3. Improving achievement

Students with large vocabulary score higher on the achievement test than those with small vocabulary.

4. Enhancing thinking and communication

A large vocabulary makes it possible to communicate in accurate, powerful, persuasive, and interesting ways. [23]

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[21] Susan B. Neuman and Julie Dwyer, *Missing in action: Vocabulary instruction in pre-k,* The Reading Teacher, Vol 62, Issue 5, 2009, p. 385

[22] Henry Guntur *Tarigan, Membaca Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1984), p. 2

[23] Karen Bromley, *The Language and Literacy Spectrum, (*New York: the New York State Reading Association, 2004), p. 3-4

Then Dellar H and Hocking D in Thornbury said that if anyone spends most of his / her time learning grammar, there is no significant improvement in his / her English.[24]It means that with grammar, someone can say a little, but none of us can say anything at all without words. A significant improvement will also be seen if anyone learns words.

As mentioned above, it can be assumed that vocabulary plays a significant role in English skills and grammar. With a sufficient vocabulary, students will communicate their ideas clearly and understand any text written in English. They will be able to comprehend the English news on tv or the radio. If students do not master vocabularies, they would not be able to express their ideas and understand another person's idea.

2.1.6 Learning Vocabulary

Learning is a must because learning is will not only improving our knowledge and skills, but also will improving ourselves for the better. The term "learning," according to Säljö, is "no more conceived as an activity of expression, but rather as a process of interpreting meaning from what you read or hear."[25] Sunarti said that vocabulary means a group of words that have been learned by students through the teaching and learning process.[26] Learning vocabulary is learning about the meaning of words and how to pronounce, spell, and use them correctly. McCarten noted that learning vocabulary is primarily about remembering, students usually need to see,

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[24] Scott Thonbury, loc.cit.

[25] Roger Säljö, *Learning in the learner's perspective. I: Some common sense conceptions,* (Report from the Institute of Education, University of Göteborg, Mölndal, No. 76, 1979), p. 16

[26] Sunarti, *Teaching Vocabulary by Using Pictures to the Fifth Year Students of SDN 031 Samarinda Utara in Academic Years 2010/2011*, (Undergraduate Thesis: Faculty of Education and Teacher Mulawarman University, 2010), p. 9

say, write newly learn words several times before they can already master them.[27]

In addition, Wallace also explained that "learning vocabulary is a complex process that requires the ability to recognize, remember, and pronounce, spell, and use words correctly."[28]

However, it is not easy for learners to learn vocabulary in a foreign language. Brown and Payne in Hatch and Brown explained five main steps in vocabulary learning: 1) providing sources for finding new words; 2) having a clear picture, whether in visual or auditory or both, the forms of new words; 3) learning the meaning of words; 4) building a strong memory connection between the forms and the meanings of words, and 5) using words.

2.1.7 Teaching Vocabulary

Teaching and learning cannot be separated since they are interrelated. Teaching is transfer of knowledge to the student and guidance of good behavior in Kimble and Garmezy defined teaching as "showing or helping someone to learn how to do something, giving instructions, guiding the study of something, providing knowledge, causing knowledge or understanding."[29]

If teacher want to teach a new language, teacher should teach vocabulary first. Cameron said, "Teaching vocabulary focuses on helping students develop knowledge and understanding of words so that students can use the language effectively and successfully."[30] In addition, Moreover, Nation said that when

[27] Jeanne McCarten, *Teaching Vocabulary: Lessons from the Corpus, Lessons for the Classroom*, (Cambridge University Press: New York, 2007), p. 21

[28] Michael J. Wallace, *Teaching vocabulary*, (London: Heinemann, 1982), p. 29-30

[29] H. Douglass Brown, *Principles of Language Learning and Teaching,* fourth edition, (San Fransisco: San Fransisco State University, 2000), p. 8

[30] Lyne Cameron*, Teaching Languages to young learners*, (New York: Cambridge University Press, 2001), p. 75

teacher want to teach a word, teacher must teach three things: 1. teacher should teach the form of word; 2. teacher should teach the meaning of word; 3. teacher should teach the form and the meaning of the word go together.[31] Margarita Calderón provides seven stages in pre-teaching vocabulary:

1. The teacher says and shows the word and asks the students to repeat the word three times. This stage improves pronunciation and introduces the printed version.

2. The teacher reads and shows the word in a sentence (context) from the text. This stage helps the students remember the word in context when they begin to read.

3. The teacher explains the meaning with a student-friendly definition or gives an example that the students can relate to. Teachers uses simple language, common illustrations, images, objects, gestures.

4. The teacher gives definition(s) of both the dictionary or glossary(s). This stage introduces students through formal English and prepares students for dictionaries when they are more advanced.

5. The teacher emphasizes a component of the word that could cause difficulties: pronunciation, multiple meanings, incorrect meaning, prefixes, suffixes, simple words, synonyms, antonyms, homophones, grammatical variations.

6. The teacher gathers all students into an oral practice and a concept. Writing a word, drawing, or other word practice should be done later than reading.

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[31] I.S.P. Nation, *Techniques for teaching vocabulary*, English Teaching Forum, Vol. 12, No. 3, 1974, p. 18

7. The teacher directs oral and written summaries through peer reading and discusses how new words need to be used or how students will be effective for these words.

Based on the statement above, teaching vocabulary instructs students to understand the meaning of words and know how to use them properly. Students need to develop their vocabulary in English.

2.1.8   The Principle of Teaching Vocabulary

Several concepts should be maintained when teaching or learning vocabulary. Cameron points out the general principles for helping children learn vocabulary:

1. Teachers should design how to use strategies and specifically attract children's attention. Example: the teacher will demonstrate how to find clues about the meaning of a new word in a picture.

2. Teachers should teach the sub skills required to make use of strategies. Example: the efficient use of a dictionary involves knowledge of alphabetical order and a lot of practice.

3. Classroom tasks can provide structured opportunities for the use of strategies. For example, when the teacher reads a story, the teacher explicitly encourages the prediction of a new word's meaning.

4. The independent strategy used can be practiced in the classroom. For example, students can help prepare a list of words they want to learn from a lesson, they can demonstrate ways to learn from a list, and they can put letters in pairs to check each other.

5. Young learners can be helped to reflect on the learning process by evaluating their achievement. For example: at the end of a lesson, students can be asked

how many new words they have learned and which words they need to learn more.[32]

2.1.9. Techniques of Teaching Vocabulary

Teaching vocabulary is very important in learning a foreign language, so the teacher should be able to use the appropriate vocabulary teaching technique so that students are interested in learning vocabulary and can develop and grow their vocabulary effectively. Setiyadi argued that technique is implementation and meaning that a technique is something that actually takes place in language teaching and learning in the classroom.[33] Besides, Brown claimed that technique was any of the wide variety of exercises, activities, or tasks used in the classroom vocabulary to accomplish the lesson's goals.[34]

Based on the description above, it means that the technique is a wide variety of activities used in the teaching and learning process. According to Jeremy Harmer, there are seven techniques in presenting vocabulary:

a. Realia

One way of introducing words is to bring the things they represent to the classroom by bringing "Realia" into the room. Words such as "postcard," "pen," "ball" can be presented in this way. The teacher holds up the item (or points it out), says the words, and then asks the students to repeat it.

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[32] Lyne Cameron, Op.cit., p. 93
[33] Agustinus Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 14
[34] H Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, second edition, (San Francisco: Longman, 2001), p. 16

b.   Picture

Pictures can be drawing board, wall pictures, charts, flashcards, magazine images, and any other visual presentation. The picture can illustrate the meaning of vocabulary items. Teachers can draw things on the board or share pictures.

c.   Mime, Action, and Gesture

It is difficult to explain the meaning of words and grammar with realia or pictures. Actions, in particular, are probably best demonstrated by mime. Concepts like running or smoking are easy to bring through in this way.

d.   Contrast

We have seen how words exist because of their meaning relations, which can be used to teach them. We may present the meaning of "empty" by comparing it with "full." We can present these concepts with pictures or mime and draw attention to the contrast in the way that we ensure our students' understanding.

e.   Enumeration

This technique is what we can use to present meaning. We may say "clothes" and explain this by listing or enumerating various items. The same refers, for example, "vegetable" or "fruit."

f.   Explanation

This technique can be used for more intermediate students. It is good to remember that it is necessary to explain the meaning of a word and to explain the facts of the words used which are relevant.

g.   Translation

Translation is a quick and easy way to present the meaning of words, but it is not without problems. In the first place, it is not always easy to translate words, and

in the second place, even when translation is possible, it can make it a little too easy for students to do so by keeping them from interacting with words.

h.   Game

Game is a technique that allows and inspires many learners to enhance their interest and work.[35]One of the most interesting techniques for teaching vocabulary is using game because it helps students enjoy learning and increases students ' knowledge.

From the explanation above, it can be inferred that the teacher must select the most suitable vocabulary teaching techniques. The researcher decided to use the game as a vocabulary teaching technique because students will be inspired and interested to learn. By playing games, students are excited to learn and enrich students' knowledge at the same time. In addition, games can also help the student enjoy and be more focused on learning.

2.1.10.   Definition of Game

According to Hornby, a game is an activity you are doing to have fun.[36] Next, Hornby described the game as an activity or sport with rules in which people or teams compete against each other. [37] This statement is in line with Hadfield, who said that the game is an activity with rules, a goal, and an element of fun.[38] It means that the game is an activity that makes students enjoyable, with rules and goals.

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[35] Jeremy Harmer, The Practice of English Language Teaching New Edition, (London: Longman, 1991), p. 161-162

[36] A. S. Hornby, *Oxford Advanced. Learners Dictionary*. (New York: Oxford University Press, 1974), p. 486

[37] A. S. Hornby, *Oxford Advance Learner's Dictionary*, (New York: Oxford University Press, 2003), p. 586.

[38] *Jill* Hadfield, *A Collection of Games and Activities for Low to Mid-Intermediate students of English: Intermediate Communication Games*, (Hong Kong: Thomus and Nelson and Nelson and Sons Limited, 1990), p. 5

Depending on the above explanation, game is an interesting and enjoyable activity with rules and goals that students compete to be winners. Through games, students will have fun, enjoy learning and working with others to learn well.

2.1.11. Types of Games for Vocabulary Learning

There are several types of games that can be used to teach English. According to Hadfield, the following are eight types of games:

1. Guessing games are a familiar game type. The information player actively keeps it, while others guess what it could be. For example: Hangman Game, Taboo Game, Kangaroo Game.

2. Search games are another type that covers the full class. In such games, everyone in the class has one piece of information that players must have all or a large amount of information available to fill in a chart or a picture or solve a problem.

3. Matching games are based on a different concept but often require the sharing of information. These include matching the corresponding pairs of picture cards and may be played as a whole class activity.

4. Labeling games involve matching labels to picture items.

5. Exchanging of games is based on the "barter" concept. Players have certain objects, cards, or ideas that they want to share with others. The goal of the game is to make an exchange that is acceptable to both sides.

6. Roleplay games are given the name and characteristics of a fictional character.

7. Board games and card games are familiar game types, where the goal is to be the first round of the board, collect the most cards, or get rid of the cards and

squares on the board. They are used as a stimulus to express a communication exchange.[39]

2.1.12 Criteria for Good Games

There are some guidelines for how to select the games to be played in the classroom as follows:

    a. The game had to be more than just fun.

    b. A game is supposed to involve a "friendly" competition.

    c. The game should keep all the students active and interested.

    d. A game should allow students to concentrate on the use of language rather than the language itself.

    e. A game can give students a chance to learn, practice, or interpret a specific language.[40]

2.1.13 The Advantages of Using Game

According to Wright, Betteridge, and Buckby, game help teacher create contexts in which the language is meaningful and useful. The learners want to participate actively, so they must understand what others say or have written and talk or write to express their point of view or provide information.[41] Moreover, Hansen said that games are highly motivating and enjoyable and give shy learners more opportunities to express their thoughts and feelings.[42]

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[39] Jill Hadfield, Intermediate Vocabulary Games, (England: Longman, 2001), p. 5.

[40] Rodney E. *Tyson*, *"Serious" fun: Using games, jokes, and stories in the language classroom*, Daejin University, Summer Workshop for Elementary School Teachers, August 1998, p. 20. (Retrieved on https://www.scribd.com/doc/94400183/Using-Games-in-Teaching-English-to-Young-Learners at 10 November 2019)

[41] Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning,* (Cambridge: Cambridge University Press, 2006), p. 2

[42] M Hansen, *The use of games for vocabulary presentation and revision*, Forum, Vol. 36, No. 1, 1994, p. 118. (Retrieved on

Based on the statements above, it can be inferred that there are many benefits of using games to teach English. Games provide students with a highly inspiring, enjoyable and relaxing lesson and the most meaningful context for language usage.

2.1.14 Definition of Hangman game

According to Novriana et al., Hangman game is one of the guessing games.[43] In addition, Parkin said, "The Hangman game is a game where players are given a secret word and a set number of guesses."[44] This word to be guessed is represented by a row of dashes, representing each letter of the word.[45]

Wright et al. describe Hangman game as a game that focuses on vocabulary and spelling.[46] Further, Ward in Evi also said that Hangman was the best way for kids to practice spelling, pronunciation, develop their vocabulary, and have lots of fun.[47] It can be clarified that the Hangman game is ideal for teaching vocabulary because this game provides a condition in which students can learn their vocabulary in a fun way.

Further, Coles in Wirawan explained that Hangman is a fun game that students can play in the classroom to help them develop their vocabulary skills because they

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https://journal.lppmunindra.ac.id/index.php/Deiksis/article/download/2992/2338 at March 6 2020)

[43] Anita Novriana, Muhammad Asrori, and Martono, *Improving Vocabulary Mastery Through Hangman Game to Elementary School Student*. (Surakarta: University of Sebelas Maret, 2013), p. 112

[44] Adam Robert Parkin, *Educational Gems: An Exploration and Evaluation of a Visual Functional Programming Environment*, (Victoria: University of Victoria, 2005), p. 37

[45] Vikhyat Kumar, et.al., *Developing Hangman Game in Android using Android Studio*, International Journal of Scientific & Engineering Research, Volume 7, Issue 12, 2016, p. 7

[46] Andrew Wright, David Betteridge and Michael Buckby, loc.cit.

[47] Ashartini Evi, Endang Susilawati, Urai Salam, *Teaching Vocabulary by Using Hangman Game to Eighth Grade Students SMP DDI SSA Pontianak*, Artikel IlmiahMahasiswa, Vol.1, No. 1, 2015, p. 2

can play on the blackboard, on the desk, or even on the smartboard.[48] Using a game like a Hangman game, there will be some clues given to answer the secret word provided so that the players can get the answer more quickly, and then Hangman process will be started if the player2 fails to add the connect letter.[49]

Based on the description above, it can be inferred that Hangman game is a fun word guessing game for two or more people in which one person thinks of a word, and the others try to guess a word with predicting letters. Hangman game can be played on the blackboard, students' desk, or smartboard, where some clues are given to answer the hidden word, whether the word is a verb or a noun, an adjective or an adverb, an antonym or synonymous word, the number of letters.

2.1.15 Advantages and Disadvantages of Hangman Game

Hangman game is a popular word guessing game where students can play in the classroom to help students develop their vocabulary skills. Hangman Games has some advantages and disadvantages when teachers in the classroom apply it. According to Prasetiawati, the Hangman game has many strengths:

a. It could encourage students to be involved in teaching English. If students feel excited about teaching-learning activities, it could lead to positive attitudes, such as a feeling of interest in the language they are learning.

b. Games can run out of boredom.

c. They can improve their linguistic skills, particularly in spelling, pronunciation.

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[48] Bramantyo Shandi Wirawan, *The Effectiveness of Hangman Game in Teaching English Vocabulary,* Purwokerto: Muhammadiyah University of Purwokerto, 2013), p. 15
[49] *Ibid.*

  d. Get students to be cooperative, not competitive.[50]

  Besides the advantages have explained before, there are also some disadvantages in using Hangman games in the learning process. According to Hung and Young in Wirawan, Hangman games may depend on luck and do not measure the actual skill. [51] Moreover, the weakness of this game is that children do not know and care about its meaning. Here, the teacher can anticipate this by putting the word games in context. Another game that can be played is Sara's cooking party that has been proven to be a game that can enhance students' vocabulary mastery.[52]Sara's cooking party game is an online cooking class game that can be used as a learning media. This game gives instructions on how to cook food in English so that children's vocabulary mastery, interest, and motivation can be enhanced. Then the other game that the teacher can be applied is board game or puzzle. The children should rearrange the alphabet into a meaningful word. Perhaps, pre-school learners would find it hard to do this kind of activity. Teachers can support learners by presenting images. So, kids are going to have a puzzle with a picture. It is going to be better for them. **[53]**

2.1.16 The procedure of Teaching Vocabulary through Hangman Game

  Wright et al. stated the Hangman game procedure as follows: (a) Think of a word that should be familiar to the learners, and draw a dash for each letter; (b)

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[50] Nofi Prasetyawati, *Teaching Vocabulary Using Hangaroo Game in The Fourth Grade Students of Elementary School*, Journal of English Education, Vol 1, No 1, 2013, p. 33-34 (Retrieved on from http://ejournal.umpwr.ac.id/index.php/scripta/article/view/282/304 at 26 July 2020)

[51] Bramantyo Shandi Wirawan, loc.cit.

[52] Sholihatul Hamidah Daulay, et.al., *Sara's Cooking Party Game as A Media to Enrich Students' English Vocabulary*, International Journal of Psychosocial Rehabilitation, Vol 24, Issue 8, 2020, p. 15249

[53] Arum Nisma Wulanjani, The Use of Vocabulary-Games in Improving Children's Vocabulary in English Language Learning, Transformatika, Vol. 12, No. 1, 2016, p. 800

invite the learners to call out letters that they may think in the word; and (c) if the learner guesses correctly, write the letter above the appropriate dash. For each incorrect guess, draw part of the hanged man as shown in the illustration.[54]

Figure 2.1

Illustration Part of the Hangman
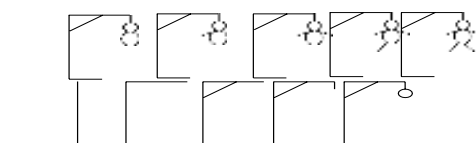
Figure 2.2

Illustration How to Play Hangman Game

https://id.pinterest.com/pin/388646642824605232/

In this study, the researcher uses several steps to apply Hangman game in teaching vocabulary as follows:

1. The researcher decided the theme of vocabulary that will be guessed by the students. Vocabulary theme related to the noun, adjective, verb, and adverb;

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[54] Andrew Wright, David Betteridge and Michael Buckby, Op.cit., p. 111

2. The students will be divided into five groups. Each group consists of about 4 students;

3. One student in each group will be asked about the antonym / synonym / definition / connotation of the word as a clue before creating several letters with a series of lines. One student in each group who chooses to make several letters with a series of dashes will be forced to know the word;

4. The other groups will guess the word by spelling the letters of the word one by one based on the student's clue who draws the number of letters with a series of dashes. The other groups will be asked to guess the word in the correct spelling;

5. If the letter is in the word, the student will write it on the right position above the dash, but if they say the letter is wrong, the teacher will draw one part of the hangman on the whiteboard; there are ten parts of the gallows. If there are ten wrong guesses, the student who gives the clue get one point. But if the other groups can guess the word correctly, the group will get one point;

6. After the word can be guessed, the students and the teacher spell and pronounce the word correctly. The students will then be asked to say the meaning of the word and use the appropriate word based on context in the worksheet that will be shared.

2.2. Conceptual Framework

Based on what has already been explained, it can be understood that vocabulary is one of the language components that must be learned in English learning. It needs to be learned because it will help students develop their language

skills, such as listening, speaking, reading, and writing. Without vocabulary mastery, students will find difficult to understand and produce a language, make sentences and transfer their ideas to other people. If they learn vocabulary, they can quickly communicate their ideas and convey the message into English words.

As explained in chapter I, some of seventh grade students at MTs Hifzil Qur'an Medan have difficulty learning English that is vocabulary mastery. They had difficulty recognizing and understanding the meanings of words, using the words properly, pronouncing and spelling words correctly.

Concerning these problems, the teacher should have the appropriate technique to make students enjoy the learning process. A game is considered to be one of the techniques that are supposed to make students enjoy learning. Hangman game is a fun word guessing game. With the Hangman game, students can be more involved and enjoyable. So, the students will be more interested and active in learning.

Hangman games help students to improve their English spelling and pronunciation, remember and recall their vocabulary that is related to the topic. The teacher can make vocabulary more fun by giving a reward to students who win the game. Therefore, Hangman game that could make the students more active in the classroom is considered to help the teacher teach vocabulary.

Based on the hypotheses described above, the researcher hypothesized that using Hangman game in teaching vocabulary would make it easier for students to understand and memorize English vocabulary, hence increase students' mastery of vocabulary.

2.3.   Related Study

In this part, the researcher will describe some previous studies which are relevant to this thesis.

1. Mustafidah 2015 (Student Number: 113411030) "Increasing Student's Vocabulary Achievement Through Hangman game (A Classroom Action Research at the Eleventh Grade of MA Husnul Khotimah Semarang in the Academic Year 2015/2016)"

This study is action research. There are two classes, class XI-A and XI B. The researcher used the class XI-A of Social Education (Ilmu Pengetahuan Sosisal) at MA Husnul Khotimah in the academic year 2015/2016 as the sample in this research consisting 25 students. In this research, the researcher will use three instruments to gather data: documentation, observation, and test. The researcher did a test to measure the students' mastery, especially in expressing request and response. This research was conducted in one preliminary cycle and two cycles, those were cycle one and cycle 2. In cycle 1, it showed that the students' achievement was 69,76. In cycle 2 increased to be 74, 72. It could be concluded that there was an improvement in every cycle after using Hangman game.

2. Nur Napiah 2019 (NIM: 11150140000116) Improving Students' Motivation and Vocabulary Knowledge through Hangman game (A Classroom Action Research at Seventh Grade of MTs Negeri 2 Jakarta in Academic Year 2019/2020)

In conducting this research, the researcher uses classroom action research. The researcher selected one class based on the interview with the English teacher. The teacher suggested class 7-1 to be the sample since the students needed improvement

in their learning motivation and vocabulary. MTs Negeri 2 Jakarta has five classrooms for 7th-grade students. Each class consisted of 36 students. In collecting data, the researcher used five instruments to obtain qualitative and quantitative data. For qualitative data, the instruments used were interview, observation checklist, and field note. The researcher was used pre-test, post-test, and questionnaire to gather quantitative data. In the pre-test, there were only 36.11% of students passed the test. In post-test 1, the score increased 58.33%. Then, in post-test 2, 80.56% of the students could increase their score. The final result indicated that the Hangman game implementation could improve students' motivation in learning vocabulary at the seventh-grade students of MTsN 2 Jakarta.

3. Heni Julaiha. NIM. 17203153010. 2019. The Effectiveness of Using Hangman Game on Students' Vocabulary Achievement of the Eighth Grade at SMPN 1 Kalidawir

This study was conducted to investigate whether or not Hangman Game is effective in teaching vocabulary for junior high school. Is there any significant difference in the vocabulary of the students taught using Hangman Game and those taught using a conventional method at SMPN 1 Kalidawir. The research design of this study was quasi-experimental with quantitative approach. The population of this study was SMPN 1 Kalidawir eighth grade students. The samples were VIII H class consisted of 32 students and VIII I class consisted of 32 students. The research instrument was test. The finding showed that Hangman Game was used effectively enhance student vocabulary mastery at eighth grade students SMPN 1 Kalidawir. The result can be seen in the following points: 1) the mean pre-test student score taught using the Hangman Game was 60.47, and the mean post-test score was

74.38. The total score was 13.91. 2) The mean of pre-test students taught without the Hangman Game was 49.53, and the mean of post-test was 51.25.

4. Sri Mutolingatun NPM 1211040113 2017 The Influence of Using Hangman Game towards Students' Vocabulary Mastery at the Second Semester of the Seventh Grade of MTsn 2 Bandar Lampung in the Academic Year Of 2016/2017

The objective of this study is to know whether or not there is a significant effect on the use of Hangman games for students' vocabulary mastery in the seventh grade of MTs N 2 Bandar Lampung in the academic year 2016/2017. The design of this research was pre-test post-test group design. The population of this study was students of the MTsN 2 Bandar Lampung in the seventh grade. The researcher selected the sample randomly using the random sampling technique of the cluster. The result showed that data had no normal distribution and the data variance was homogeneous. Therefore, the researchers used the Mann-Withney test to analyze the data. The result was found Sig (p-value) = 0.000 < 5-007 = 0.05. It means that Ho is rejected and that Ha is accepted. To sum up, the use of the Hangman game for student vocabulary mastery has had a significant effect. The conclusion of this research is that the Hangman game is useful for students' mastery of vocabulary.

2.4 Hypothesis

Hypothesis is the assumption that possibly true or possibly wrong. It is the valid truth decided by the researchers that should be checked and proven.[55] The hypothesis of this thesis could be formulated as followed:

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[55] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik 13th Edition*, (Jakarta: PT Rineka Cipta, 2006), p. 116.

a. Ha = there is a significant effect of Hangman game towards students'
   vocabulary mastery

b. Ho = there is no significant effect of Hangman game towards students'
   vocabulary mastery

   The criteria were:

a. Ha accepted if t-value > t-table

b. Ho accepted if t-value

CHAPTER III

RESEARCH METHOD

3.1. Location of Research

This research was conducted at MTs Hifzil Qur'an Medan, which was located in Jl. Pancing, Medan Estate, Kec. Percut Sei Tuan, Kabupaten Deli Serdang, Sumatera Utara 20371. The reason for choosing this school is the researcher found that the students have some mastering vocabulary problems. The other reason is the researcher used experimental research where there must be more two classes to decide which class will be chosen as the experimental and control classes. I found there are five classrooms of the seventh grade students in this school.

3.2. Population and Sample

3.2.1 Population

According to Arikunto said that population is the whole subject of the research.[56] Thus, the population is the whole subject that would be studied in this research. The population of this research is the seventh grade of MTs Hifzil Qur'an Medan in the academic year 2020/2021. Five classes are consisting of 164 students, and they are VII-1, VII-2, VII-3, VII-4, VII-5.

3.2.2. Sample

Arikunto stated that a sample must be representative of a population.[57]In this study, the researcher used purposive sampling to gain the sample. Arikunto said that purposive sampling is selecting sample by taking subject that is not based on the level of area, but it is taken based on the specific purpose.[58] The researcher took

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[56] Suharsismi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2002), p. 108.
[57] Suharsimi Arikunto, Op.cit., p. 109
[58] Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2010), p. 183

two classes as the sample of study; class VII-2 as the experimental class consists of 20 students and VII-3 as the control class consists of 20 students. The researcher chooses VII-2 and VII-3 as the study sample because students' problem in mastering vocabulary is almost the same. Then it will make the researcher easy to conduct research in VII-2 and VII-3 classes because the English lesson schedule's duration in those classes was 70 minutes/ one meeting directly.

3.3. Research Design

Research design is a crucial part of the research. It includes all the four important considerations: the strategy, the conceptual framework, identifying whom and what to study on, and the tools and procedures to be used for collecting and analyzing data.[59] The research design is divided into several types that are qualitative research and quantitative research.[60] In this research, the researcher used a quantitative research method. The quantitative method is used to explain, predict phenomena with measurable variables.[61] There are four three kinds of designs such as experimental, correlational, and survey.[62] Sugiyono states that several experimental research designs are pre-experimental design, true experimental design, factorial design, and quasi-experimental design.[63]

The type of this research was quasi-experimental design. Quasi-experimental methods that involve the creation of a comparison group are most often used when

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[59] Keith F. Punch, *Introduction to Social Research*, (London: Sage,1998), p.66

[60] Richard Holmes, Hazadiah Mohammad Dahan, and Habibah Ashari, *A Guide to Research in the Social Sciences*, (Malaysia: Pearson, 2005), p. 18.

[61] Leedy, P. and Ormrod, J. *Practical Research: Planning and Design*, 7th edition, (New Jersey: Merrill Prentice Hall, 2001), p. 101.

[62] John W. Creswell, *Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, fourth edition, (Boston: Pearson, 2012), p. 12-13.

[63] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2011) p. 73

it is not possible to randomize individuals or groups to treatment and control groups.[64] It was appropriate with the school's conditions where it is not possible to randomize individuals or experiment and control groups because the school has organized the students well in the classroom, and it cannot proceed. The researcher also used a quasi-experimental design because it aims to reach valid conclusions of the experimental treatment on the dependent variable.[65] It is the same with the purpose of this research, which was to gain conclusions the effect of Hangman game on students' vocabulary mastery.

In this research, the researcher uses a quasi-experimental method with the nonequivalent control group pretest-post-test design. This design's advantage is that we can compare scores before and after treatment in a group that receives the treatment and in a nonequivalent control group that does not receive the treatment.[66] The design of this research is as follow:[67]

Table 3.1

Quasi-Experimental Design

Nonequivalent Control Group Pretest- Post-test Design

Group	Pre-Test	Treatment	Post-Test
Experimental Class	O1	X	O2
Control Class	O1	-	O2

[64] H. White and S. Sabarwal, Quasi-experimental Design and Methods: Methodological Briefs- Impact Evaluation No. 8, (UNICEF OFFICE of Research, Florence, 2014), p. 2

[65] Donald Ary, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh, *Introduction to Research in Education*, 8th edition, (USA: Wadsworth Cengage Learning, 2010), p. 301.

[66] Lynn Ahlgrim-Delzell and Gregory J. Privitera, *Research Methods for Education*, (Los Angeles: SAGE Publications, Inc., 2019), p. 340

[67] Denise F Polit and Cheryl Tatano Beck, Nursing research : principles and methods, 7th edition, (Philadelphia : Lippincott Williams & Wilkins, 2004), p. 18

O1: Pretest

X: Treatment for student using Hangman game

O2: Post-test

There were two groups involved in this research, namely experimental group and control group. Both groups will be given a pretest to measure their early vocabulary mastery before getting the treatment and post-test to know whether the treatment is effective or not. During the treatment, the experimental group will be taught using the Hangman game (X), while the control group will be taught using the conventional technique.

3.4. Operational Definition

There are two variables in this research; independent variable and dependent variable. They are as follows:

1. Hangman game as the independent variable is a fun word guessing game in which one person thinks of a word, and the others try to guess the word by guessing letters.

2. Students' vocabulary mastery as the dependent variable is the students' ability to understand and use the words properly especially related to noun, adjective, adverb, and verb.

3.5. The Instrument for Data Collection

According to Gay and Airasian, instrument is a tool that is used in collecting data.[68] In this research, the researcher used test to measure students' ability in vocabulary mastery. Djiwandono defined that test is a tool used to measure the

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[68] *L R. Gay* and Peter Airasian, *Educational Research: Competencies for Analysis and Application Sixth Edition.)*, (New Jersey: Prentice Hall, 2000), p. 145

students' language proficiency.[69] The tests were pre-test and post-test. In this research the pre-test was given to the students before doing a treatment, then the researcher giving treatments by using Hangman game as the technique for teaching vocabulary, and after that, the post-test was given to the students to know how far the improvement is after doing the treatments. The tests were given to the students in form of multiple-choice questions. According to Sudjana, multiple-choice tests are a test that has one correct answer.[70] For the pretest and post-test, the researcher gave 25 questions to the students about noun, adjective, adverb, and verb with four options (a,b,c,d). The students will get one score for the correct answer to each item. The formulating scores as follows:

1. For each number, each correct answer got score 4

2. The maximum score is 25 x 4 = 100

$$Score = \frac{Obtained\ scores}{Total\ Scores} X\ 100$$

3.6. The Technique of Collecting Data

The technique of collecting data in this research was test. It used to see the effect of Hangman games on students' vocabulary mastery. It would be organized like this:

a. Pre-test

According to Creswell, a pre-test provides a measure on some characteristic that you assess for participants in an experiment before they receive treatment.[71] The researcher gave a pre-test in both classes that were given before doing a

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[69] Soenardi *Djiwandono*, *Tes Bahasa: Pegangan bagi pengajar bahasa*, (Jakarta:Indeks, 2008), p. 12

[70] Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar*, (Bandung: PT. Remaja Rosdakarya, 2010), p. 48

[71] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (New Jersey: Pearson Education Ltd., 2008), p. 313

treatment to know the difference between the two classes taught by Hangman game and conventional technique. The pre-test is in form of multiple choices for vocabulary tests. The researcher gave 25 questions to the students with four options (a,b,c,d).

b. Treatment

The treatment will be given after conducting the pretest. The duration for giving the experiment at the seventh grade students in VII-2 and VII-3 class was 70 minutes/ one meeting in which the control class will be taught with using the conventional technique while the experiment class will be taught with using Hangman game in vocabulary learning.

c. Post-test

After the treatment is done, post-test will be giving to students. It used to know students' vocabulary mastery after the treatment was conducted. The post-test will be given in form of multiple choices. The test items in the post-test are same as the pre-test.

3.7. The Technique of Analysis Data

After getting the pre-test and post-test scores from the experimental group and control group, the researcher analyzing the data by using the statistical analysis. To find out the difference students' scores between the experimental class and the control class, the researcher used t-test formula. The statistical calculation that the researcher used to analyze the hypothesis is a t-test formula with a significant degree of 0.05 (5%). Before analyzing the data with the t-test formula, the researcher examined the data description, pre-requisite test, and hypothesis test.

3.7.1 Data Description

In analyzing the data, the researcher determined the descriptive statistics firstly used to calculate students' vocabulary scores. The descriptive statistics consist of mean, median, mode, and standard deviation of vocabulary score.

a.   Mean

It is calculated by summing all the scores and then dividing the sum by the number of scores[72] The formula to calculate the mean of the students' answer is as follows:[73]

$$Me = \frac{\sum x}{N}$$

Where:

Me: Mean

$\sum x$: The sum of all the score

N: The total of Data

b.   Median

The median is that point which divides a rank-ordered distribution into halves that have an equal number of scores.[74] To know the median of the students' score of vocabulary, the following formula was used:[75]

$$Me = b + p \frac{\frac{1}{2}n - F}{f}$$

Where:

Me: Median

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[72] James *H. McMillan* and Sally *Schumacher*, *Research in Education: A Conceptual Introduction*. (New York: Longman, 2001), p. 215
[73] Sugiyono, *Statistika untuk penelitian*, (Bandung: Alfabeta, 2010), p. 54
[74] James H. McMillan and Sally Schumacher, Op.cit., p. 216
[75] Sugiyono, Op.cit., p. 53

b: Under limit

p: The interval

N : Total of the Data

F : The Sum of all frequency before median class

f : The frequency of median class

c.   Mode

The mode is simply the score that occurs most frequently in a distribution.[76] The formula of the mode as follows:[77]

$$Mo = b + p + \frac{b1}{b1+b2}$$

Where:

Mo: Modus

b : The interval class limit with the biggest frequency

p : The interval

b1 : Frequency in the modus class reduced the frequency of the closest of interval class before.

b2 : Frequency in the modus class reduced the frequency of the next of interval class

d.   Standard Deviation

The standard deviation is a numerical index that indicates the average variability of the scores. It tells us, in other words, about distance, on the average

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[76] James H. McMillan and Sally Schumacher, Op.cit., p. 217
[77] Sugiyono, Op.cit., p.52

of the score from the mean.[78] The formula used to determine the standard deviation

for frequency distribution is as follow:[79]

$$SD = \frac{\sum(x - \hat{x})}{n-1}$$

Where:

SD: The symbol for standard deviation

x: Value of item

$\hat{x}$: Mean of item value

n: Total number of items

3.7.2 Pre-Requisite Test

1.   Validity

According to Sugiyono, validity means the instrument can be used to measure

what should be measured.[80] In this study, the researcher used product-moment

correlation by Pearson to know the validity of the test. To calculate the validity of

the test, the researcher used the formula as follows:

$$r_{xy} = \frac{N \sum XY - \sum(X)\sum(Y)}{\sqrt{\left\{N\sum x^2 - (\sum x)^2\right\}\left\{N\sum Y^2 - (\sum Y)^2\right\}}}$$

Where:

r_{xy} = The correlation coefficient between variable and variable

N   = The number of students

$\sum x$ = The sum of score of x item

$\sum y$ = The sum of score of y item[81]

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[78] James H. McMillan and Sally Schumacher, Op.cit., p. 221
[79] Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, Dan Kombinasi (Mixed Methods) Edisi Keempat*, (Bandung: Alfabeta, 2013), p. 57
[80] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2011) p. 173
[81] Sugiono, Op.cit., p. 187

The item of the test is valid if rxy > r-table. While the item of the test is not valid if rxy < rtable. The researcher conducted a tryout with 35 items of the test to analyze the validity of the vocabulary test by giving them to VII-5 class of MTs Hifzil Qur'an Medan consisting of 34 students who were not sample of this study. The researcher used SPSS V 22 software to calculate the validity.

Table 3.2

The Result of Validity of Item

Item Number	"r" Calculate (Rxy)	"r" Table	Criteria
1.	0.626	0.3388	valid
2.	0.456	0.3388	valid
3.	0.418	0.3388	valid
4.	0.196	0.3388	invalid
5.	0.182	0.3388	invalid
6.	0.558	0.3388	valid
7.	0.576	0.3388	valid
8.	0.356	0.3388	valid
9.	0.723	0.3388	valid
10.	0.255	0.3388	invalid
11.	0.516	0.3388	valid
12.	0.438	0.3388	valid
13.	0.629	0.3388	valid
14.	0.506	0.3388	valid
15.	0.374	0.3388	valid
16.	0.394	0.3388	valid
17.	0.554	0.3388	valid
18.	0.633	0.3388	valid
19.	0.500	0.3388	valid
20.	0.534	0.3388	valid
21.	0.702	0.3388	valid
22.	0.406	0.3388	valid
23.	0.432	0.3388	valid
24.	0.691	0.3388	valid
25.	0.646	0.3388	valid
26.	0.573	0.3388	valid
27.	0.687	0.3388	valid
28.	0.433	0.3388	valid
29.	0.428	0.3388	valid
30.	0.595	0.3388	valid

31.	0.387	0.3388	valid
32.	0.594	0.3388	valid
33.	0.446	0.3388	valid
34.	0.539	0.3388	valid
35.	0.638	0.3388	valid

Based on the validity calculation result, there are 32 items from 35 questions are valid, that are number 1, 2, 3, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34 and 3 invalid items, that are number 4, 5, 10. Thus, for pre-test and post-test, the researcher take 25 valid question items, that are number 1, 2, 3, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 18, 20, 22, 23, 25, 26, 27, 28, 30, 31, 33, 34.

2.   Reliability

According to Johnson and Christensen stated that reliability refers to the consistency of the test scores.[82] A test is reliable if it shows a similar or even the same result on any different situations. In this research, the researcher used the Kuder Richardson-20 formula to calculate the test instrument's reliability. The formula is as follows:

$$r_{11} = \frac{n}{n-1} \left(\frac{S_t^2 - \sum pq}{S_t^2} \right)$$

r_{11} = Reliability of the test

p = Proportion subject that answers the true of item

q = Proportion subject that answer the false of item (q= 1-p)

$\sum pq$ = Total equals between p and q

n = Total of the item

S = Standard Deviation

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[82] Wilmar Tinambunan, *Evaluation of Students Achievement*, (Jakarta: Depdikbud, 1988), p. 14

S_t^2 = Total Varian

With the formula total Varian in the test below

$$S_t^2 = \left| \frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N} \right|$$

Where

N   = the number of item score

$\sum x$ = the number of students

$\sum x^2$ = the number of quadrate scores

Thus, the result will be compared with r table of product-moment 5% level of significance. If r11 is higher than r table, it can be said that the test was reliable. Arikunto mentioned the criterion of reliability is as follows:

0.800 — 1.000 very high

0.600 — 0.799 high

0.400 — 0.599 moderate

0.200 — 0.399 low

< 0.200 very low[83]

The reliability of the test calculated using Microsoft Excel with the result of the reliability level in very high category, as $r_{11} > r_{table}$ (1.00 > 0.3388) with N (student total) was 34 students and 25 items questions with level of significance 0.05. It means the test is reliable. It can be concluded that the test instrument fulfilled the criteria to be used as a research instrument in this research. The following can be seen:

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[83] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2010), p. 310

Table 3.3

The Result of Reliability of Test

r_{11}	r_{table}	Explanation
1.00	0.3388	Reliable

3. Normality

Arikunto stated that if the researcher wants to get the better of the research result, the normality testing has to be done.[84] The normality test was used to know whether the data of the experimental and control group are normally distributed or not. In this research, the researcher used Shapiro Wilk to do normality test. The researcher measured the normality of both pre-test and post-test by using SPSS version 22. The criteria of acceptance or rejection of hypotheses for normality test are:

a. The data has a normal distribution if the significance value is > 0.05.

b. The data does not have a normal distribution if the significance value is < 0.05.

4. Homogeneity

Homogeneity test is used to know whether the data is homogeneous or not.[85] The researcher used statistical calculation for check the homogeneity of the test with SPSS version 22. Homogeneity test using Levene Statistic Test with the level of significance 0.05. The hypothesis is:

a. H_a: the variances of the experimental and the control group are not homogenous

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[84] Suharsimi Arikunto, Op.cit., p. 314

[85] Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2015), p. 197

b. H$_{o:}$ the variances of the experimental and the control group are homogenous

While the criteria for acceptance of the normality test is as follows:

a. If Sig (p-value) > α = 0.05, H$_o$ is accepted

b. If Sig (p-value) < α = 0.05, H$_a$ is accepted

3.7.3 Hypothesis Test

a.   Independent Sample T-Test

It is used to examine average whether the experimental group and control group have a different average.[86]After collecting and analyzing the data, the researcher used T-test to find out whether any significant difference in students' vocabulary mastery between the experimental class and control class. For the hypothesis test, the result of the post-test in the experimental group is compared to the post test of the control group in this study by using independent sample T-test. The following formula of the independent sample T-test:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

$\tilde{X}_1$ = average of experimental group

$\tilde{X}_2$ = average of control group

n_1 = number of experiment group

n_2 = number of control group

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[86] Suharsimi Arikunto, Op.cit., p. 311.

S_1^2 = standard deviation of experimental group

S_2^2 = standard deviation of control group

After the data calculated by using the independent sample T-test formula, the hypothesis assumed as follows:

a. If t-test (to) > t-table (tt) or if the Sig. (2-tailed) < 0.05, it means that the alternative hypothesis (Ha) is accepted, and null hypothesis (Ho) is rejected.

b. If t-test (to) < t-table (tt) or if the Sig. (2-tailed) > 0.05, it means that the alternative hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted.

Where:

a. Alternative Hypothesis (Ha): There is a significant difference of Hangman game towards students' vocabulary mastery at the seventh-grade students of MTs Hifzil Qur'an Medan in the academic year of 2020/2021

b. Null Hyphothesis (Ho): There is no significant difference of Hangman game towards students' vocabulary mastery at the seventh-grade students of MTs Hifzil Qur'an Medan in the academic year of 2020/2021

b. Paired Sample T-Test

The researcher uses the paired sample t-test provided by SPSS V 22 to analyze pre-test and post-test scores and prove whether or not there is a significant improvement of using Hangman game towards students' vocabulary by comparing the average differences before and after treatment in the experimental group.

In this research, the paired sample t-test was calculated by using SPSS v 22. After having t-value, t-value will be compared with t-table. If t-value > t-table at the level of significant 0.05, the alternative hypothesis (Ha) is accepted and the null

hypothesis (Ho) is rejected. But, if t-value $<$ t-table at the level of significant 0.05, the alternative hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted. The data were analyzed using statistical calculation of SPSS version 22. The following paired sample t-test formulation:

$$t = \frac{(\sum D)/N}{\sqrt{\dfrac{\sum D^2 - (\dfrac{(\sum D)^2}{N})}{(N-1)(N)}}}$$

CHAPTER IV

FINDING AND DISCUSSION

A. Finding of The Study

1. Data Description

This section shows the finding of the research from the experimental class and the control class. The population of this study was all students of the seventh grade in MTs Hifzil Qur'an Medan that consists of 5 classes. The sample of this study was VII-2 with consisted of 20 students as the experimental class and VII-3 with consisted of 20 students as the control class. Here the researcher wanted to know the effect of using Hangman game towards students' vocabulary at the students of seventh grade in MTs Hifzil Qur'an Medan. The instrument of this study was test. The pre-test was in the form of multiple choices for vocabulary tests. The pretest was given to both of the control class and experimental class. Then, after conducting the pretest, the researcher gave treatment by using Hangman game in the experimental group and conventional technique in the control group. After the treatment is done post-test will be giving students of the experimental group and control group. There were 25 number of the question given to students of the experimental class and the control class.

a. The result of pretest and post-test of the experimental group

After conducting pretest and post-test of experimental groups, the researcher obtained the data. The data were as follows:

Table 4.1

The Data of Pretest-Post-test of Experimental Group

Students' Number	The Experimental Group	
	Pretest	Post-test

1.	24	40
2.	32	80
3.	72	80
4.	52	80
5.	76	80
6.	24	36
7.	60	96
8.	20	84
9.	52	56
10.	44	60
11.	48	84
12.	76	80
13.	64	76
14.	96	96
15.	88	100
16.	24	64
17.	40	76
18.	40	80
19.	44	64
20.	40	76

Table 4.2

Descriptive Statistic of Pretest and Post-test

Statistics

		PRETEST	POSTTEST
N	Valid	20	20
	Missing	0	0
Mean		50.8000	74.4000
Median		46.0000	80.0000
Mode		24.00[a]	80.00
Std. Deviation		22.14212	16.84105
Variance		490.274	283.621
Range		76.00	64.00
Minimum		20.00	36.00
Maximum		96.00	100.00
Sum		1016.00	1488.00

a. Multiple modes exist. The smallest value is shown

The researcher used the SPSS 22.0 version to calculate the descriptive statistics. The teacher at MTs Hifzil Qur'an Medan informed the researcher that the minimum mastery criteria for English subjects is 75. This means that students should reach that score and achieve the minimum score required.

Based on the above results, the number of students taking the test is 20. The total pre-test score obtained by the experimental class is 1016 and the mean pre-test score is 50,80 with mode 24 and median 46. The lowest score for the pre-test was 20 and the highest score was 96. The researcher found that there were only 4 students with a score above the minimum mastery criterion. In the meanwhile, the total score for the post-test is 1488 and the mean is 74,40 with mode 80 and median 80. The lowest score for the post-test was 36 and the highest score was 100. It showed that there were 14 students on the post-test who achieved above the minimum mastery criterion. It can be indicated that there is a significant difference in the experimental class between the pre-test and post-test scores.

Table 4.3

Frequency Pre-Test Distribution in the Experimental Class

PRETEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20.00	1	5.0	5.0	5.0
	24.00	3	15.0	15.0	20.0
	32.00	1	5.0	5.0	25.0
	40.00	3	15.0	15.0	40.0
	44.00	2	10.0	10.0	50.0
	48.00	1	5.0	5.0	55.0
	52.00	2	10.0	10.0	65.0
	60.00	1	5.0	5.0	70.0
	64.00	1	5.0	5.0	75.0
	72.00	1	5.0	5.0	80.0
	76.00	2	10.0	10.0	90.0
	88.00	1	5.0	5.0	95.0
	96.00	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

From the table above, it could be seen that there are various student pretest scores. There were 5% or 1 student got score 20, 15% or 3 students got score 24, 5% or 1 student got score 32, 15% or 3 students got score 40, 10% or 2 students got score 44, 5% or 1 student got score 48, 10% or 2

students got score 52, 5% or 1 student got score 60, 5% or 1 student got

score 64, 5% or 1 student got score 72, 10% or 2 students got score 76, 5%

or 1 student got score 88, 5% or 1 student got score 96. Based on the above

table, the histogram is shown as follows:

Pre-Test Histogram in the Experimental Class

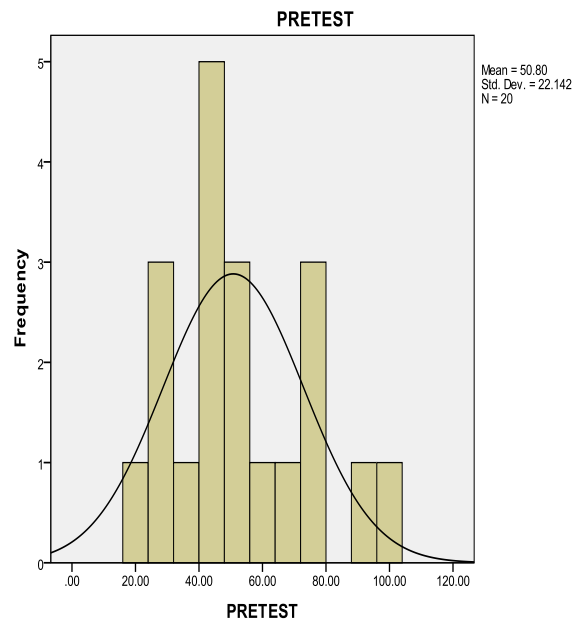
PRETEST

Mean = 50.80
Std. Dev. = 22.142
N = 20

Table 4.4

Frequency Post-Test Distribution in The Experimental Class

POSTTEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36.00	1	5.0	5.0	5.0
	40.00	1	5.0	5.0	10.0
	56.00	1	5.0	5.0	15.0
	60.00	1	5.0	5.0	20.0
	64.00	2	10.0	10.0	30.0
	76.00	3	15.0	15.0	45.0
	80.00	6	30.0	30.0	75.0
	84.00	2	10.0	10.0	85.0
	96.00	2	10.0	10.0	95.0
	100.00	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

From the table above, it could be seen that there are various student post-test scores. There were 5% or 1 student got score 36, 5% or 1 student got score 40, 5% or 1 student got score 56, 5% or 1 student got score 60, 10% or 2 students got score 85, 15% or 3 students got score 76, 30% or 6 students got score 95, 5% or 1 student got score 100. The histogram will be described in table below.

Post-Test Histogram in The Experimental Class
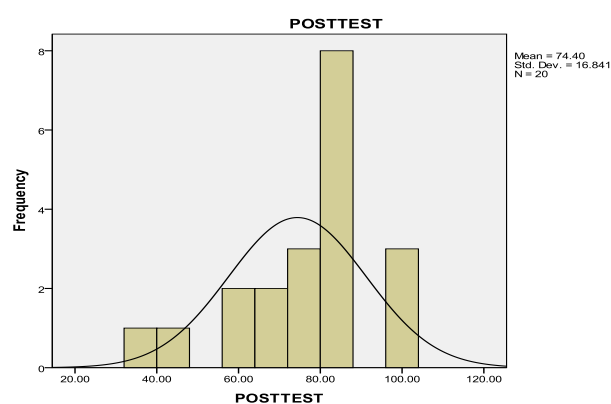
b. The result of pretest and post-test of control group

After conducting pretest-post-test of control group, the researcher obtained the data. The data were as follows:

Table 4.5

The Data of Pretest-Post-test of Control Class

Students' Number	The Control Group	
	Pretest	Post-test
1.	16	40
2.	36	64
3.	76	84
4.	76	64
5.	40	32
6.	68	68
7.	40	24
8.	40	36
9.	72	84
10.	48	20

11.	16	32
12.	64	68
13.	44	52
14.	20	48
15.	40	24
16.	24	64
17.	32	64
18.	36	28
19.	76	96
20.	48	36

Table 4.6

Descriptive Statistic of Pretest and Post-test

Statistics

		PRETEST	POSTTEST
N	Valid	20	20
	Missing	0	0
Mean		45.6000	51.4000
Median		40.0000	50.0000
Mode		40.00	64.00
Std. Deviation		20.12173	22.60042
Variance		404.884	510.779
Range		60.00	76.00
Minimum		16.00	20.00
Maximum		76.00	96.00
Sum		912.00	1028.00

Based on the results described above, the students who take the test is 20. The total pre-test score obtained by the control class is 912 and the mean pre-test score is 45.60 with mode 40 and median score is 40. The lowest score in pre-test was 16 and the highest score was 76. The researcher found that there were only 3 students with a score above the minimum mastery criterion. Meanwhile, the total score for the post-test is 1028 and the mean is 51.40 with mode 64 and median 50. The lowest score in the post-test was 20 and the highest score was 96. This means that there is also an improvement in vocabulary mastery for the control class, but not significant.

Table 4.7

Frequency Pre-Test Distribution in The Control Class

PRETEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16.00	2	10.0	10.0	10.0
	20.00	1	5.0	5.0	15.0
	24.00	1	5.0	5.0	20.0
	32.00	1	5.0	5.0	25.0
	36.00	2	10.0	10.0	35.0
	40.00	4	20.0	20.0	55.0
	44.00	1	5.0	5.0	60.0
	48.00	2	10.0	10.0	70.0
	64.00	1	5.0	5.0	75.0
	68.00	1	5.0	5.0	80.0
	72.00	1	5.0	5.0	85.0
	76.00	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

From the table above, it could be seen there are different scores of students. There were 10% or 2 students with a score of 16, 5% or 1 student got score 20, 5% or 1 student got score 24, 5% or 1 student got score 32, 10% or 2 students got score 36, 40% or 4 students got score 40, 5% or 1 student got score 44, 10% or 2 students got score 48, 5% or 1 student got score 64, 5% or 1 student got score 68, 5% or 1 student got score 72, 15% or 3 students got score 76. The histogram could be described in table below.

Pre-Test Histogram in The Control Class

PRETEST

Mean = 45.60
Std. Dev. = 20.122
N = 20
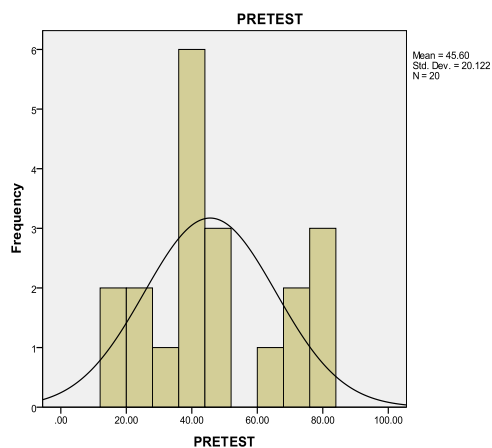
Table 4.8

Frequency Post-Test Distribution in The Control Class

POSTTEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20.00	1	5.0	5.0	5.0
	24.00	2	10.0	10.0	15.0
	28.00	1	5.0	5.0	20.0
	32.00	2	10.0	10.0	30.0
	36.00	2	10.0	10.0	40.0
	40.00	1	5.0	5.0	45.0
	48.00	1	5.0	5.0	50.0
	52.00	1	5.0	5.0	55.0
	64.00	4	20.0	20.0	75.0
	68.00	2	10.0	10.0	85.0
	84.00	2	10.0	10.0	95.0
	96.00	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

From the table above, it can be shown that there are various student scores. There were 5% or 1 student with a score of 20, 10% or 2 students got score 24, 5% or 1 student got score 28, 10% or 2 students got score 32, 10% or 2 students got score 36, 5% or 1 student got score 40, 5% or 1 student got score 48, 5% or 1 student got score 52, 20% or 4 students got score 64, 10% or 2 students with a score of 68, 10% or 2 students got score 84, 5% or 1 student got score 96. The histogram could be described in table below.

Post-Test Histogram in The Control Class

POSTTEST

Mean = 51.40
Std. Dev. = 22.60
N = 20
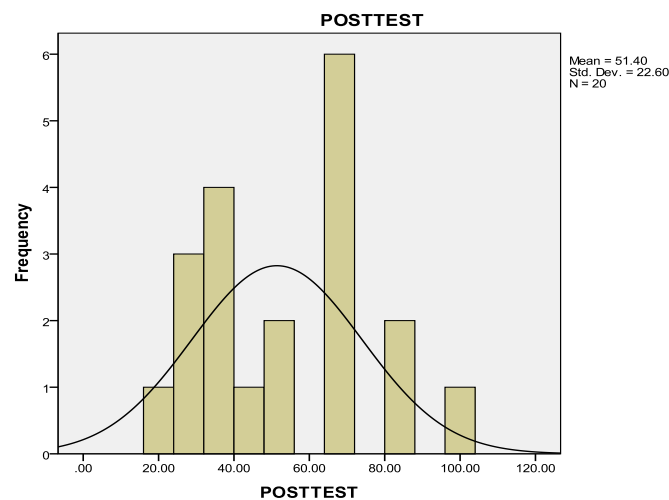
In conclusion, the data showed that the highest score in the experimental class was 100, while the lowest score in the experimental class was 36, with total score was 1488. The highest score in the control class was 96, while the lowest score in the control class was 20, with total score was 1028. It could be seen that there was a significant difference between student scores in both classes. The experimental class score taught by using Hangman game was higher than the control class score taught by conventional technique.

2.   **Test Requirements Analysis**

a.   **Normality Test**

To know the data from the two groups are normally distributed, the normality test must be done. To know the result of the calculation is normal or not, the researcher used Shapiro-Wilk formulas by using SPSS V 22 software with $\alpha = 0,05$. If the significance value of pre-test and post-test is higher than $\alpha = 0.05$, it can be assumed that the data is normally distributed. But if the significance value of pre-test and post-test is lower than $\alpha = 0.05$, it can be concluded that the data is not normally distributed. The calculation of the normality test using Shapiro-Wilk can be seen in the following table:

1)   The experimental class normality testing

Table 4.9

Experimental Class Normality Testing

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	.128	20	.200[*]	.947	20	.324
POSTTEST	.238	20	.004	.907	20	.056

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table shows that the significance value of pre-test is 0.324, higher than 0.05, which means that the pre-test data distribution is normal. The post-test significance value is 0.056, higher than 0.05, which means that the post-test data distribution is also normal. It can be concluded that the experimental class data are normal.

2)   The Control Class Normality Testing

Table 4.10

Control Class Normality Testing

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	.160	20	.196	.913	20	.072
POSTTEST	.161	20	.183	.934	20	.184

a. Lilliefors Significance Correction

The normality testing analysis shows that the significance value of pre-test is 0.072, higher than 0.05, which means that the pre-test data distribution is normal. The post-test significance value is 0.0.184, higher than 0.05, which means that the post-test data distribution is also normal. It can be concluded that both pre-test and post-test data the control class were normally distributed.

b.   Homogeneity Test

The researcher will analyze the homogeneity test after the normality test, which will be calculated using SPSS V 22 to know the similarity of the two classes, the experiment class and the control class. To calculate the homogeneity in SPSS V 22, the researcher used Levene Statistic Test. In order to have homogenous distribution

data, the significant value in the Levene table should be higher than 0.05. The result of the homogeneity test is presented in the following table.

1) Pre-Test

Table 4.11

Homogeneity Pre-Test Result both Experimental and Control Class

Test of Homogeneity of Variances

PRETEST

Levene Statistic	df1	df2	Sig.
.175	1	38	.678

Based on the table above, the result of \ Levene Statistic Test showed that the significant value of the pre-test between the experimental class and the control class is more than 0.05 (0.678 >0.05). It means that the data in both the experimental and control class pre-test are homogeneous.

2) Post-Test

Table 4.12

Homogeneity Post-Test Result both Experimental and Control Class

Test of Homogeneity of Variances

POSTTEST

Levene Statistic	df1	df2	Sig.
3.973	1	38	.053

Based on the data shown in Table 4.12 above, it can be seen that the significance value is more than 0.05 (0.053 > 0.05). It can be concluded that the data of the post-test both the experimental and control groups was homogeneous.

3. **Hypothesis Testing**

a. **Independent t-test**

After the researcher measured the normality and homogeneity of the data, the researcher will examine the hypothesis to see whether or not there was a significant difference in the result of post-test between the experimental and control class after treatment. Thus, the researcher will analyze the result of post-test using independent t-test formula by SPSS v 22 to compare the mean of the experimental and control class. The results of the calculation as follow:

Table 4.13

The Mean of Experimental and Control Class

Group Statistics

	KELAS	N	Mean	Std. Deviation	Std. Error Mean
POSTTEST	EKSPERIMEN	20	74.40	16.841	3.766
	CONTROL	20	51.40	22.600	5.054

Based on the table above, the result showed that the students' mean of the experimental class (who are taught using Hangman game technique) is 74,40 and the students mean of control class (who are taught using conventional technique) is 51,40. It can be concluded that the mean of experimental class was higher than control class.

Table 4.14

The Result of Independence Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
POSTTEST	Equal variances assumed	3.973	.053	3.649	38	.001	23.000	6.302	10.241	35.759
	Equal variances not assumed			3.649	35.128	.001	23.000	6.302	10.207	35.793

From the calculation above, the result showed that the t-test value is higher than the t-table value (3,649 > 2,024) with the Sign. (2 tailed) is 0.001 < 0.05 and dB = 38. It proved that the alternate hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Thus, it can be concluded that *there was a significant difference of using Hangman game towards Students' Vocabulary Mastery at the Seventh Grade Students of MTs Hifzil Qur'an Medan in the Academic Year of 2020/2021.*

b.   The Paired T-Test Analysis in Experimental Class

The Paired sample t-test was used to determine whether or not there was a significant improvement of using Hangman game towards students' vocabulary mastery. The calculation of the paired t-test was used to analyze the experimental group scores between pretest and post-test. The result of the experimental group pre-test and post-test scores were determined using SPSS version 22.

Table 4.15

Paired Samples Statistics Pre-Test and Post-Test Experimental Group

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	50.80	20	22.142	4.951
	POSTTEST	74.40	20	16.841	3.766

Based on the result, the mean post-test score of the experimental class was higher than the mean pretest score where the mean post-test score 74,40 and the mean pretest score 50,80.

Table 4.16

Paired Samples Test

Paired Samples Test

| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PRETEST - POSTTEST	-23.600	17.599	3.935	-31.837	-15.363	-5.997	19	.000

Based on the result above, it can be seen that the t-value is higher than the t-table value (5,997 > 2.093) with df = 19. Furthermore, the p-value is less than the alpha level (0.000<0.05) Thus, Ho was rejected and Ha was accepted. This result assumes that *there was a significant improvement of using Hangman game towards Students' Vocabulary Mastery at the Seventh Grade Students of MTs Hifzil Qur'an Medan in the Academic Year of 2020/2021.*

B. Discussion

The objective of this study is to find out whether any significant difference on students' vocabulary mastery between the students who were taught using Hangman game and those who were taught using conventional. In addition, the researcher wanted to know whether or not there was any significant improvement on students' vocabulary mastery before and after being taught using the Hangman game. The pretest was done to know students' mastery of vocabulary before treatment. Then, the post-test was given to measure the improvement on students' mastery of vocabulary in both classes after treatment.

From the calculation in Tables 4.2 and 4.6, the result of the mean from the experimental class and the control class was significantly different. The mean pre-test of the experimental class and control class is 50,80 and 74,40. After conducting the treatment, the mean of the experimental class and control class is 45,60 and 51,40. This result indicates that there was an improvement mean in the experimental class 23,60 from 50,80 to 74,40. As for the control class, mean increase 5,80 from 45,60 to 51,40. This shows that the experimental class had mean that increased more significantly than the control class.

Then the researcher analyzed the normality and homogeneity of the data. The result of the normality test showed that the significance value of the pre-test and post-test score in both control and experimental class was higher than 0.05, as well as the homogeneity test showed that the significance value of the pre-test and post-test score in both control and experimental class was higher than 0.05. It can be assumed that the data collected from control and experimental class pre-test and post-test scores were normal and homogeneous.

After analyzing post-test scores from both classes (experimental and control classes), The results of independent sample t-test showed that t-test is 3,649 and t-table is 2,024 at the significance level of 0.05 with the Sign. (2 tailed) is 0.001. The t-test was higher than the t-table with the Sign. (2 tailed) is 0.001 was lower than $\alpha = 0.05$, so H_o is rejected and H_a is accepted. It can be concluded that *there was a significant difference of using Hangman Game towards Students' Vocabulary Mastery at the Seventh Grade Students of MTs Hifzil Qur'an Medan in the Academic Year of 2020/2021.*

Last, the researcher used paired sample test to know whether or not there was any significant improvement on students' vocabulary mastery before and after being taught using the Hangman game. The results of paired sample test analysis showed that the p-value was $0.000 < 0.05$ and the t-value is higher than the t-table $(5,997 > 2.093)$. Thus, Ho was rejected and Ha was accepted. This result assumes that *there was a significant improvement of using Hangman game towards Students' Vocabulary Mastery at the Seventh Grade Students of MTs Hifzil Qur'an Medan in the Academic Year of 2020/2021.*

CHAPTER V

CONCLUSION AND SUGGESTION

A.   **Conclusion**

Based on the results of the hypothetical test, the researcher concluded that there was a significant difference on students' vocabulary mastery by using Hangman game. In the previous chapter, the result of the data calculation shown that the mean pre-test score for the students was 50,80 in the experimental class and 45,60 in the control class. It can be said that the vocabulary mastery of students before treatment was still low. After conducting the treatment, the experimental class had a higher score than the control class where the mean post-test score of the students in the experimental class was 74,40 and 51,40 in the control class. Then, t-test is higher than t-table 3,649 > 2,024 and the Sign. (2 tailed) is 0.001 < 0.05, which suggest that Ha was accepted and Ho was rejected. Thus, it can be proven that there was a significant effect of using Hangman game towards students' vocabulary mastery at the seventh grade.

B.   **Suggestion**

After completing this research, the researcher has some suggestions for teacher, students, and future researchers as follows:

1.   For English Teacher

Based on the findings of this study, it has been shown that the Hangman game is effective in improving students' vocabulary mastery. Therefore, English teachers are hoped to use the Hangman game in teaching vocabulary because this technique can improve students' mastery of vocabulary.

2.   For Students

The students should realize that vocabulary skills are very important in mastering English and developing their language skills. In order to master vocabulary, they are encouraged to be more interested in learning English by using Hangman game because it will help them to master vocabulary. Then, the students are suggested to be more active and focused during learning process.

3.   For Future Researchers

The finding of this research proves that the Hangman game is effective in improving students' vocabulary mastery. So, the findings of this study can be used by future researchers as an additional reference for conducting further studies. Moreover, the researcher hopes that the future researcher will be able to develop this study to be better in order to make this research more valuable.

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LESSON PLAN

(Experimental Class)

School   : MTs Hifzil Qur'an Medan

Subject   : English

Class   : VII-2 (Experimental-Class)

Topic   : They Are Pretty (Chapter II)

Time Allocation   : 8 x 35 Minutes (4 x Meetings)

A.   Main Competence

K1   :   Respecting and appreciating religion they believe.

K2`   :   Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association and existence.

K3   :   Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.

K4   :   Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with the subject learned in school and other sources that have the same point of view/theory.

B.   Basic Competencies and Achievement Indicators

Basic Competences	Achievement Indicators
3.5 Identifying the social functions, text structures, and linguistic elements of oral and written transactional interactions text that involving the act of giving	3.5.1 Students are able to identify the meaning of the word 3.5.2 Students are able to identify spell and pronounce the word correctly 3.5.3 Students are able to identify noun,

and asking information related to the qualities of people, animals, and things according to the context of their use (Notice the linguistic elements be, adjective) 4.5 Composing a very short and simple oral and written transactional interaction text that involves the act of giving and asking information related to the qualities of people, animals and things, taking into account social functions, text structures and linguistic elements that are correct and in context	verb, adjective, and adverb as part of speech in English that is in the oral and written transactional interactions text 4.5.1 Students are able to use the word appropriately in a very short and simple oral and written transactional interaction text 4.5.2 Complete a very short and simple oral and written transactional interaction text by using appropriate word

C.   Learning Objectives

After learning the material, the students are expected to be able to:

1. Know and understand the meaning of the word
2. Use the word in a sentence appropriately
3. Spell and pronounce the word correctly
4. Identify noun, verb, adjective, and adverb as part of speech in English
5. Memorize and remember the meaning of word

D.   Learning Materials

  1.   Social Function

      Know vocabularies that are used to describe the qualities of people, animals, and things are generally found in a short text where also will be followed by verb, noun, and adverb.

  2.   Text structure

      a. Mention the character and physical appearance of a person, animal, or thing.

      b. Mention a description of the character and physical appearance of

person, animal, or things

3. The element of language

    a. Statements describing the character of people, things, animals.

    b. Words and grammar that very commonly used in short and simple oral and written transactional interaction text

    c. Use vocabularies related to an adjective (personality, physical appearance, feeling, taste), noun (things in the classroom, public building, name of the profession), verb (base form of the verb and verbs in simple present tense), and adverb (adverb of frequency and adverb manner)

    d. Pronunciation, word stress, intonation

    e. Spelling

E.   Learning Method

    Hangman game - Word Guessing Game

F.   Learning media

   1.Media: whiteboard

   2.Tools: board marker

   3.Lesson sources

    a. Internet

    b. Sri Andreani and Kasihani K.E.Suyanto**,** 2016. English in context 2013 curriculum. Jakarta: PT Bumi Aksara

    c. Kementrian Pendidikan dan Kebudayaan. 2017. When English rings the bell 2013 curriculum. Jakarta: Politeknik Negri Media Kreatif.

    d. Dictionary

G.   Learning Activities

Opening **Meeting 1**	• Teacher says *Salam* and greets students by saying "Hello, class", "Good Afternoon, students," and "How are you today". • Teacher checks students'	10 minutes

	attendance.	
	• The teacher prepares students to ready to learn.	
	• Teacher conveys the learning material and its objectives.	
Core Activities	**Observing**	60 Minutes
	• Teacher shares lesson materials to students and explains vocabularies such as adjectives, nouns, verbs, and adverbs that are found generally in a short text.	
	• Teacher draws a Hangman game on the whiteboard and explains how to play it to the students	
	Questioning	
	• Teacher allows students to ask the question about the meaning of words that they did not know and the procedure to play the Hangman game that they still confused	
	• With the guidance and direction of the teacher, students ask the question about vocabularies that they did not understand.	
	Exploring	

• Teacher divided students into 5 groups • Teacher provides some clues that has been prepared and shares it to each group. Those clues consist of the meaning of the word, the synonym of the word, the antonym of the word, the definition of the word, and the denotation of the words, fill in the blank with the appropriate word. • After all of the groups can answer clues, teacher will invite one student of each group by turn to play Hangman game. • One student of the group should classify the answer of that clue is whether include adjectives, nouns, verbs, and adverbs that will be guessed by the other group • One student of the group should classify the answer of that clue is whether include adjectives, nouns, verbs, and adverbs that will be guessed by the other group	

	• The other groups should guess the word in the right spelling • If the other group can guess the word correctly, they get one point. But if there are ten wrong guesses, the group of the student who gives the clue of word gets one point. **Associating** • The students tell the meaning of the word **Communicating** • The students and the teacher together spell and pronounce the word correctly.	
Closing	• Teacher concludes with students about the material that had learned • Teacher says *Salam* and *see you later* to the students	10 Minutes

Opening Meeting 2	• Teacher invites students to say *Basmalah* before starting the lesson. • Teacher says to the students "Hello, class", "Good Morning students," and "How are you today". • Teacher checks students' attendance.	10 minutes

	• The teacher prepares students to ready to learn. • The teacher asks questions about the previously studied material. • Teacher conveys the learning material and its objectives.	
Core Activities	**Observing** • Teacher shares lesson materials to students and explains vocabularies such as adjectives, nouns, verbs, and adverbs that are found generally in a short text. • Teacher draws a Hangman game on the whiteboard and explains how to play it to the students **Questioning** • Teacher allows students to ask the question about the meaning of words that they did not know and the procedure to play the Hangman game that they still confused • With the guidance and direction of the teacher, students ask the question	60 Minutes

	about vocabularies that they did not understand. **Exploring** • Teacher divided students into 5 groups • Teacher provides some clues that has been prepared and shares it to each group. Those clues consist of the meaning of the word, the synonym of the word, the antonym of the word, the definition of the word, and the denotation of the words, fill in the blank with the appropriate word. • After the groups can answer clue, the clue will be collected to the teacher • Teacher start to play Hangman game and all of groups should guess the word in the right spelling • If one group can guess the word correctly, they get one point. But if there are ten wrong guesses, teacher will give know what the word. **Associating** • The students tell the meaning of the word	

	Communicating	
	• The students pronounce the word correctly.	
Closing	• Teacher concludes with students about the material that had learned • Teacher says *Salam* and *see you later* to the students	10 Minutes

Opening **Meeting 3**	• Teacher invites students to say *Basmalah* before starting the lesson. • Teacher says to the students "Hello, class", "Good Afternoon, students," and "How are you today". • Teacher checks students' attendance. • The teacher prepares students to ready to learn. • The teacher asks questions about the previously studied material. • Teacher conveys the learning material and its objectives.	10 minutes

Core Activities	**Observing**	60 Minutes
	• Teacher shares lesson materials to students and explains vocabularies such as adjectives, nouns, verbs, and adverbs that are found generally in a short text.	
	• Teacher draws a Hangman game on the whiteboard and explains how to play it to the students	
	Questioning	
	• Teacher allows students to ask the question about the meaning of words that they did not know and the procedure to play the Hangman game that they still confused	
	• With the guidance and direction of the teacher, students ask the question about vocabularies that they did not understand.	
	Exploring	
	• Teacher divided students into 5 groups	
	• Teacher provides some clues that has been prepared and shares it to each group. Those clues consist of the meaning of the word, the synonym of the word, the antonym of the word,	

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	the definition of the word, and the denotation of the words, fill in the blank with the appropriate word. • After the groups can answer clue correctly, the clue will be collected to the teacher • One student of the group should classify the answer of that clue is whether include adjectives, nouns, verbs, and adverbs that will be guessed by the other group • The other groups should guess the word in the right spelling • If the other group can guess the word correctly, they get one point. But if there are ten wrong guesses, the group of the student who gives the clue of word gets one point. • If one group can guess the word correctly, they get one point. But if there are ten wrong guesses, the group of the student who gives the clue of word gets one point. **Associating** • The students tell the meaning of the word **Communicating**	

		• The students pronounce the word correctly. • The students will be asked to tell the meaning of the word and use the right word based on the context in the worksheet • The students collect worksheet to teacher individually	
Closing		• Teacher concludes with students about the material that had learned • Teacher gives questions related to the material that had learned • Teacher says *Salam* and *see you later* to the students	10 Minutes

Opening **Meeting 4**		• Teacher invites students to say *Basmalah* before starting the lesson. • Teacher says to the students "Hello, class", "Good Afternoon, students," and "How are you today". • Teacher checks students' attendance. • The teacher prepares students to ready to learn. • The teacher asks questions about the previously studied material.	10 minutes

	• Teacher conveys the learning material and its objectives.	
Core Activities	**Observing** • Teacher explains vocabularies such as adjectives, nouns, verbs, and adverbs that are found generally in a short text. • Teacher draws a Hangman game on the whiteboard and explains how to play it to the students **Questioning** • Teacher allows students to ask the question about the meaning of words that they did not know and the procedure to play the Hangman game that they still confused • With the guidance and direction of the teacher, students ask the question about vocabularies that they did not understand. **Exploring** • Teacher divided students into 4 groups • Teacher provides some clues that has been prepared and shares it to each group. Those	60 Minutes

	clues consist of the meaning of the word, the synonym of the word, the antonym of the word, the definition of the word, and the denotation of the words, fill in the blank with the appropriate word.	
	• Each group must answer the clue correctly	
	• One student of the group should classify the answer of that clue is whether include adjectives, nouns, verbs, and adverbs that will be guessed by the other group	
	• The other groups should guess the word in the right spelling	
	• If the other group can guess the word correctly, they get one point. But if there are ten wrong guesses, the group of the student who gives the clue of word gets one point.	
	• If one group can guess the word correctly, they get one point. But if there are ten wrong guesses, the group of the student who gives the clue of word gets one point.	
	Associating	

	• The students tell the meaning of the word **Communicating** • The students pronounce the word correctly.	
Closing	• Teacher concludes with students about the material that had learned • Teacher says *Salam* and *see you later* to the students	

H.   Assessment

Technique   : Written-test

Instrument   : Matching

a. Multiple choice

Choose the correct answer by crossing (x) a, b,c or d

1.The word "<u>thin</u>" and "strong" has the same meaning as...
   a.   fat and heavy
   b.   slim and heavy
   c.   slim and powerful
   d.   large and powerful

2.The opposite of the word "read" and "<u>tall</u>" is …
   a.   write and short
   b.   forgot and short
   c.   write and long
   d.   say and long

3.She loves to <u>make them laugh</u>. She is a ____ person.

   a.   creative
   b.   good
   c.   humorous
   d.   lazy

4.Maria is ____. She loves to talk with people.
   a.   talkative
   b.   quiet
   c.   quick
   d.   serious

5.Maria has lots of friends. She is ____.
   a.   talkative
   b.   serious
   c.   easygoing

d. proud

b. Matching

Match the words with their definitions

1. Blackboard	a. Teacher used it to clean the wrong sentence on the blackboard
2. Chair	b. We can find the meaning of words with it
3. Eraser	c. Teacher used it to write something with chalk
4. Dictionary	d. It is used to sweep the floor
5. Broom	e. It is used for sitting
6. Taxi driver	f. I cut people's hair
7. Waiter	g. I bring letters to people
8. English Teacher	h. I work on car
9. Barber	i. I carry food from the kitchen
10. Postman	j. I teach children at school
11. Library	k. A place to get a treated when you are ill
12. Hospital	l. A place to catch a plane
13. Airport	m. A place to read or borrow books
14. Stupid	n. Someone who is impolite
15. Shy	o. Someone who only thinks about himself
16. Rude	p. Someone who is quiet and a little bit around other people
17. Selfish	q. Someone who is truthful
18. Honest	r. Someone who is not clever

Question number 6-10 adopted from ESLprintables.com

Question number 11-13 adopted from iSLCollective.com

Question number 14-18 adopted from Nur Zaida, *Bahasa Inggris, Bright: an English course for junior high school students grade VII.* Jakarta: Erlangga, 2014

A. Assessment Guidelines

The researcher uses the following formula to measure the students' scores:

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

Where:

S = score of the test

R = the number of the correct answer

N = the number of the question

Medan, 26 October 2020

Known by,

The Principle of MTs Hifzil Qur'an Medan   English Teacher

Dahrin Harahap S.Pd.I., M. Si   Fitriani, S.Pd

Researcher

Putri Ramadhani
NIM. 34.16.2.097

LESSON PLAN

(Control Class)

School : MTs Hifzil Qur'an Medan

Subject : English

Class : VII-3 (Control Class)

Topic : They Are Pretty (Chapter II)

Time Allocation : 8 x 35 Minutes (4x Meetings)

A. Main Competence

K1 : Respecting and appreciating religion they believe.

K2` : Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association and existence.

K3 : Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.

K4 : Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with the subject learned in school and other sources that have the same point of view/theory.

B. Basic Competencies and Achievement Indicators

Basic Competences	Achievement Indicators
3.5 Identifying the social functions, text structures, and linguistic elements of oral and written transactional interactions text that involving the act of giving and asking information related to the qualities of people, animals, and things according to the context of	3.5.1 Students are able to identify the meaning of the word 3.5.2 Students are able to identify spell and pronounce the word correctly 3.5.3 Students are able to identify noun, verb, adjective, and adverb as part of speech in English that is in the

their use (Notice the linguistic elements be, adjective)	oral and written transactional interactions text
4.5 Composing a very short and simple oral and written transactional interaction text that involves the act of giving and asking information related to the qualities of people, animals and things, taking into account social functions, text structures and linguistic elements that are correct and in context	4.5.1 Students are able to use the word appropriately in a very short and simple oral and written transactional interaction text 4.5.2 Complete a very short and simple oral and written transactional interaction text by using appropriate word

C. Learning Objectives

After learning the material, the students are expected to be able to:

a. Know and understand the meaning of the word

b. Use the word in a sentence appropriately

c. Spell and pronounce the word correctly

d. Identify noun, verb, adjective, and adverb as part of speech in English

e. Memorize and remember the meaning of word

D. Learning Materials

1. Social Function

Know vocabularies that are used to describe the qualities of people, animals, and things are generally found in a short text where also will be followed by verb, noun, and adverb.

2. Text structure

a. Mention the character and physical appearance of a person, animal, or thing.

b. Mention a description of the character and physical appearance of person, animal, or

things

3. The element of language

a. Statements describing the character of people, things, animals.

b. Words and grammar that very commonly used in short and

simple oral and written transactional interaction text

c. Use vocabularies related to an adjective (personality, physical appearance, feeling, taste), noun (things in the classroom, public building, name of the profession), verb (base form of the verb and verbs in simple present tense), and adverb (adverb of frequency and adverb manner)

d. Pronunciation, word stress, intonation,

e. Spelling

E. Learning Method

    a. Approach   : Scientific Approach

    b. Model   : Discovery Learning

F. Learning media

    1. Media: whiteboard

    2. Tools: board marker

    3. Lesson sources

      a. Internet

      b. Sri Andreani and Kasihani K.E.Suyanto, 2016. English in context 2013 curriculum. Jakarta: PT Bumi Aksara

      c. Kementrian Pendidikan dan Kebudayaan. 2017. When English rings the bell 2013 curriculum. Jakarta: Politeknik Negri Media Kreatif.

      d. Dictionary

G. Learning Activities

Opening Meeting 1	- Teacher says *Salam* and greets students by saying "Hello, class", "Good Morning students," and "How are you today". - Teacher checks students' attendance. - The teacher prepares	10 minutes

	students to ready to learn. • Teacher conveys the learning material and its objectives.	
Core Activities	**Observing** • Teacher shares materials to students and explains vocabularies such as adjectives, nouns, verbs, and adverbs that are found generally in a short text. **Questioning** • Teacher allows students to ask the question about the meaning of words that they did not recognize • With the guidance and direction of the teacher, students ask the question about vocabularies that they did not understand. **Exploring** • Students listen to the teacher say and spell vocabularies correctly listed in the lesson materials **Associating** • Students pronounce vocabularies together correctly **Communicating**	60 Minutes

	• Students tell the meaning of the words that was questioned by the teacher	
Closing	• Teacher concludes about the material that had learned • Teacher says *Salam* and *see you later* to the students	

Opening **Meeting 2**	• Teacher says *Salam* and greets students by saying "Hello, class", "Good Morning, students," and "How are you today". • Teacher checks students' attendance. • The teacher prepares students to ready to learn. • The teacher arranges the students' seating • The teacher asks questions about the previously studied material.	10 minutes

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	• Teacher conveys the learning material and its objectives.	
Core Activities	**Observing** • Teacher shares materials to students and explains vocabularies such as adjectives, nouns, verbs, and adverbs that are found generally in a short text. **Questioning** • Teacher allows students to ask the question about the meaning of words that they did not recognize • With the guidance and direction of the teacher, students ask the question about vocabularies that they did not understand. **Exploring** • Students listen to the teacher say and spell vocabularies correctly listed in the lesson materials **Associating**	60 Minutes

	• Teacher share worksheet to the students that related to the vocabularies that have been learned • The students will be asked to tell the meaning of the word and use the right word based on the context in the worksheet **Communicating** • The students collect worksheet to teacher individually	
Closing	• Teacher concludes about the material that had learned • Teacher says *Salam* and *see you later* to the students	10 Minutes

Opening Meeting 3	• Teacher says *Salam* and greets students by saying "Hello, class", "Good Morning students," and "How are you today". • Teacher checks students'	10 minutes

	attendance.	
	• The teacher prepares students to ready to learn.	
	• The teacher asks questions about the previously studied material.	
	• Teacher conveys the learning material and its objectives.	
Core Activities	**Observing** • Teacher shares materials to students and explains vocabularies such as adjectives, nouns, verbs, and adverbs that are found generally in a short text. **Questioning** • Teacher allows students to ask the question about the meaning of words that they did not recognize • With the guidance and direction of the teacher, students ask the question about	60 Minutes

		vocabularies that they did not understand.	
		Exploring	
		• Students listen to the teacher say and spell vocabularies correctly listed in the lesson materials	
		Associating	
		• Teacher share worksheet that related to the vocabularies that have been learned	
		• The students will be asked to tell the meaning of the word and use the right word based on the context in the worksheet	
		Communicating	
		• The students collect worksheet to teacher individually	
Closing		• Teacher concludes about the material that had learned	10 Minutes
		• Teacher says *Salam* and *see you later* to the students	

Opening Meeting 4		• Teacher says *Salam* and greets	10 minutes

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	students by saying "Hello, class", "Good Morning students," and "How are you today". • Teacher checks students' attendance. • The teacher prepares students to ready to learn. • The teacher asks questions about the previously studied material. • Teacher conveys the learning material and its objectives.	
Core Activities	**Observing** • Teacher shares materials to students and explains vocabularies such as adjectives, nouns, verbs, and adverbs that are found generally in a short text. **Questioning** • Teacher allows students to ask the	60 Minutes

	question about the meaning of words that they did not recognize	
	• With the guidance and direction of the teacher, students ask the question about vocabularies that they did not understand.	
	Exploring	
	• Students listen to the teacher say and spell vocabularies correctly listed in the lesson materials	
	Associating	
	• Teacher share worksheet that related to the vocabularies that have been learned	
	• The students will be asked to tell the meaning of the word and use the right word based on the context in the worksheet	
	Communicating	
	• The students collect worksheet to teacher individually	

Closing	• Teacher concludes about the material that had learned • Teacher says *Salam* and *see you later* to the students	10 Minutes

H. Assessment

Technique : Written-test

Instrument : Multiple choice, Matching, Fill in the Blank, and Rearranging

a. Multiple choice

Choose the correct answer by crossing (x) a, b,c or d

1. The word "<u>thin</u>" and "strong" has the same meaning as...
   a. fat and heavy
   b. slim and heavy
   c. slim and powerful
   d. large and powerful

2. The opposite of the word "read" and "<u>tall</u>" is …
   a. write and short
   b. forgot and short
   c. write and long
   d. say and long

3. She loves to <u>make them laugh</u>. She is a person.
   a. creative
   b. good
   c. humorous
   d. lazy

4. Maria is ___. She loves to talk with people.
   a. talkative
   b. quiet
   c. quick
   d. serious

5. Maria has lots of friends. She is ___.
   a. talkative
   b. serious
   c. easygoing
   d. proud

b. Matching

Match the words with their definitions

1. Blackboard	a. Teacher used it to clean the wrong sentence on the blackboard
2. Chair	b. We can find the meaning of words with it
3. Eraser	c. Teacher used it to write something with chalk
4. Dictionary	d. It is used to sweep the floor
5. Broom	e. It is used for sitting
6. Taxi driver	f. I cut people's hair
7. Waiter	g. I bring letters to people
8. English Teacher	h. I work on car
9. Barber	i. I carry food from the kitchen
10. Postman	j. I teach children at school
11. Library	k. A place to get a treated when you are ill
12. Hospital	l. A place to catch a plane
13. Airport	m. A place to read or borrow books
14. Stupid	n. Someone who is impolite
15. Shy	o. Someone who only thinks about himself

16. Rude	p. Someone who is quiet and a little bit around other people
17. Selfish	q. Someone who is truthful
18. Honest	r. Someone who is not clever

Question number 6-10 adopted from ESLprintables.com

Question number 11-13 adopted from iSLCollective.com

Question number 14-18 adopted from Nur Zaida, Bahasa Inggris, Bright: an English course for junior high school students grade VII, Jakarta: Erlangga, 2014

c. Fill in the Blanks

Fill in the blanks with the appropriate words in the box

MARIA

This text for questions number 1-5

My sister's name is Maria and she is 23 years old and she --- in an office. She's --- and has long, ---, brown hair and she has green eyes. Maria --- wears red glasses and she often reads ---- in the ---. When she doesn't --- you can find her in the gym. She likes to exercise two or

three times a week. Because she likes to exercise, she is thin, strong, and healthy. She is also a very --- person and she loves to talk with people and make them laugh, so she has lots of friends. Maria has a big, --- smile and I think she is a --- person. Everyone loves her and, of course, I am very happy that she is my older sister.

a. Beautiful	b. wavy
c. sometimes	d. tall
e. friendly	f. works
g. books	h. read
i. funny	j. library

Adopted from www.allthingstopics.com

d. Rearranging

Arrange the following words into a good sentence!

1. Swim/usually/they/fast
2. listen/don't/music/they/often/to
3. I/play/usually/football/the/on/Sunday
4. we/to/sometimes/the/go/cinema
5. I/do/homework/always/my

Adopted from iSLCollective.com

I. Assessment Guidelines

The researcher uses the following formula to measure the students' scores:

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

Where:

S = score of the test

R = the number of the correct answer

N = the number of the question

Medan, 26 October 2020

Known by,

The Principle of MTs Hifzil Qur'an Medan   English Teacher

Dahrin Harahap S.Pd.I., M. Si   Fitriani, S.Pd

Researcher

Putri Ramadhani
NIM. 34.16.2.097

APPENDIX II

<div align="center">

INSTRUMENT

PRE-TEST & POST-TEST

</div>

Name

Class:

Choose the correct answer by crossing (x) a, b, c, or d!

1. Kayla is very <u>clever</u>. The similar meaning of the underlined word is …
a. **smart**
b. nice
c. stupid
d. happy

2. We go to the… to watch a film.
a. **cinema**
b. school
c. market
d. post office

3. The bus is <u>slow</u>. The underlined word has opposite meaning with …
a. expensive
b. cheap
c. strong
d. **fast**

4. Dictionary is used to …
a. know date, day, and month
b. sweep
c. put rubbish
d. **find the meaning of words**

5. Tono always drives his car...
a. careful

b. **carefully**
c. friendly
d. kind

6. My teacher uses ... to write words on the whiteboard
a. eraser
b. pen
c. **board marker**
d. pencil

7. They will go to the ... to read and borrow some books.
a. hospital
b. park
c. hotel
d. **library**

8. Doctor is a person who ...
a. catches criminals
b. work in the garden
c. **helps sick people**
d. teaches students

9. English is <u>difficult</u> to learn. The antonym of the underlined word is …
a. **easy**
b. cheap
c. near

d.   stupid

10. He looks happy. The synonym of word "happy" is…

a.   sad

b.   difficult

c.   glad

d.   smart

11. I like to ... the book.

a.   read

b.   eat

c.   show

d.   take

12.   I ... go to school every day.

a. usually

b. always

c. never

d. sometimes

13.   The   opposite   meaning   of "teach" is …

a.   play

b.   run

c.   learn

d.   walk

14.   Temmy is a ... boy. He always gets good score in all the subjects.

a.   funny

b.   lazy

c.   smart

d.   stupid

15.   Dina is an honest girl. She always ...

a.   tells the truth

b.   make people feel happy

c.   tells a lie

d.   angry

16.   I am feeling blue because my cat is lost. The meaning of "blue" based on the context of the sentence is ...

a.   happy

b.   glad

c.   nice

d.   sad

17. Diana's friend doesn't like her because she talks too much. Diana is ...

a.   quiet

b.   talkative

c.   bad

d.   good

18.   I always watch television in the living room. Translate into Indonesia language!

a.   saya selalu menonton televisi di dapur

b.   saya biasanya menonton televisi di kamar

c.   saya biasanya menonton televisi di ruang tamu

d.   saya selalu menonton televisi di ruang tamu

19.   Find   the correct spelling of the word "supermarket"

a. es – yu – pi – i - ar – em – ei – ar – key – i -ti

b. es – yu – pi – i - ar – em – ei – ar - kiu – i -ti

c. es – yu – pi – ei - ar – em – ei – ar – kiu – i -ti

d. es – yu – pi – ei - ar – em – i – ar – key – i -ti

20. How do you spell the word "teach"?

a.   ti – ai – ei – si – eich

b.   ti – i – ai – si – eich

c.   ti – i – ei – si – eich

d.   ti – ei – ei – si – eich

21. Find the correct spelling of the word "generous"

a. jey – ei – en – i -ar -ou – iu – es

b. jey – i – en – i -ar -ou – iu – es

c. ji – i – en – ai -ar -ou – iu – es

d. **ji – i – en – i -ar -ou – iu – es**

22. Find the correct pronunciation of the word "pencil" and "play"

a.   pensail and plai

b.   pensail and plei

c.   pensl and plei

d.   pensl and plai

23. The synonym of the word "study" is …

a.   read

b.   open

c.   learn

d.   go

24. This cake is very ...

a.   well

b.   delicious

c.   good

d.   spicy

25. They/drink/tea/in/usually/morning/
     1   2   3 4 5   6
the
 7

a.1-5-2-3-4-7-6

b.1-2-7-3-4-6-5

c.1-2-5-3-7-4-6

d. 1-2-7-3-5-4-6

APPENDIX III

KEY ANSWER PRE-TEST & POST-TEST

1.	A
2.	A
3.	D
4.	D
5.	B
6.	C
7.	D
8.	C
9.	A
10.	C
11.	A
12.	B
13.	C
14.	C
15.	A
16.	D
17.	B
18.	D
19.	A
20.	C
21.	D
22.	C
23.	C
24.	B
25.	A

APPENDIX IV

SCHEDULE OF THE STUDY (VII-2 AND VII-3)

VII

JAM KE	1		2		3		4		5
					UPACARA				
1	MATEMATIKA	EY	IPA	AL	MATEMATIKA	KHS	IPS	ZH	IPS
2	MATEMATIKA	EY	IPA	AL	MATEMATIKA	KHS	IPS	ZH	IPS
3	IPS	AK	B.INGGIRIS	FR	FIKIH	SA	SBK	FA	MATEMATIKA
4	IPS	AK	B.INGGIRIS	FR	FIKIH	SA	SBK	FA	MATEMATIKA
5	IPA	AL	Q.HADIST		IPS	AK	MATEMATIKA	KHS	PJKS
5	FIKIH	SA	Q.HADIST	QA	IPS	AK	MATEMATIKA	KHS	PJKS
7	MATEMATIKA	EY	MATEMATIKA	KHS	Q.HADIST	SD	B.INGGIRIS	FR	FIKIH
8	MATEMATIKA	EY	MATEMATIKA	KHS	Q.HADIST	SD	B.INGGIRIS	FR	B.ARAB
1	B.ARAB	NHY	PKN	SW	SBK	FA	MATEMATIKA	KHS	MATEMATIKA
2	B.ARAB	NHY	PKN	SW	SBK	FA	MATEMATIKA	KHS	MATEMATIKA
3	B.INGGIRIS	FR	B.ARAB	NHY	SHOROF	SD	FIKIH	SA	SKI
4	B.INGGIRIS	FR	B.ARAB	SA	A.AKHLAK	KHL	FIKIH	SA	SKI
5	PKN	SW	FIKIH		B.INGGIRIS	FR	B.ARAB	NHY	Q.HADIST
6	PKN	SW	FIKIH	SA	B.INGGIRIS	FR	B.ARAB	NHY	Q.HADIST
7	FIKIH	SA	B.INGGIRIS	FR	B.ARAB	NHY	SHOROF	SD	IPA
8	FIKIH	SA	B.INGGIRIS	FR	B.ARAB	NHY	SHOROF	SD	IPA

VII

JAM KE	1		2		3		4		5
1	A.AKHLAK	KHL	IPS	AK	MATEMATIKA	KHS	IPS	ZH	B.INDONESIA
2	A.AKHLAK	KHL	IPS	AK	MATEMATIKA	KHS	IPS	ZH	SKI
3	SHOROF	SD	MATEMATIKA	KHS	IPA	AL	A.AKHLAK	KHL	B.INDONESIA
4	SHOROF	SD	MATEMATIKA	KHS	IPA	AL	A.AKHLAK	KHL	FIKIH
5	Q.HADIST	IT	Q.HADIST	QA	A.AKHLAK	KHL	PKN	SW	FIKIH
6			SKI	AKD	IPA	AL	PKN	SW	FIKIH
7	MATEMATIKA	EY	IPA	AL	PKN	SW	MATEMATIKA	KHS	
8	MATEMATIKA	EY	FIKIH	SA	PKN	SW	MATEMATIKA	KHS	B.INGGIRIS
1	SKI	ARD	NAHWU	ML	B.INDONESIA	SKH	B.ARAB	NHY	IPA
2	SKI	ARD	NAHWU	ML	B.ARAB	NHY	B.INDONESIA	SKH	MATAEMATIKA
3	IPS	AK	B.ARAB	NHY	NAHWU	ML	B.INDONESIA	SKH	MATAEMATIKA
4	IPS	AK	B.INDONESIA	SKH	NAHWU	ML	SKI	ARD	Q.HADIST
5	Q.HADIST	IT	SKI	ARD	IPS	AK	NAHWU	ML	B.INDONESIA
6	B.ARAB	NHY	SKI	ARD	IPS	AK	NAHWU	ML	B.INDONESIA
7	NAHWU	ML	A.AKHLAK	KHL	SHOROF	SD	SKI	ARD	B.ARAB
8	NAHWU	ML	A.AKHLAK	KHL	SKI	ARD	Q.HADIST	SD	B.ARAB
1	B.INDONESIA	SKH	SHOROF	SD	SKI	ARD	IPA	AL	NAHWU
2	B.INDONESIA	SKH	SHOROF	SD	SKI	ARD	IPA	AL	NAHWU
3	SKI	ARD	IPA	AL	MATEMATIKA	KHS	B.INDONESIA	SKH	SBK
4	B.INDONESIA	SKH	IPA	AL	MATEMATIKA	KHS	SKI	ARD	SBK
5	IPA	AL	SBK	FA	B.INDONESIA	SKH	Q.HADIST	SD	SHOROF
6	IPA	AL	SBK	FA	B.INDONESIA	SKH	Q.HADIST	SD	SHOROF
7	SBK	FA	B.INDONESIA	SKH	FIKIH	SA	IPA	AL	IPS
8	SBK	FA	B.INDONESIA	SKH	Q.HADIST	SD	FIKIH	SA	IPS

VII

JAM KE	1		2		3		4		5
1	B.INGGIRIS	FR	IPS	AK	B.INDONESIA	SKH	PJKS	FD	IPA
2	B.INGGIRIS	FR	IPS	AK	B.INDONESIA	SKH	PJKS	FD	IPA
3	B.INDONESIA	SKH	PJKS	FD	B.INGGIRIS	FR	IPA	AL	PKN
4	B.INDONESIA	SKH	PJKS	FD	B.INGGIRIS	FR	IPA	AL	PKN
5	IPA	AL	MATEMATIKA	KHS	PJKS	FD	B.INDONESIA	SKH	B.INGGIRIS
6	IPA	AL	MATEMATIKA	KHS	PJKS	FD	B.INDONESIA	SKH	B.INGGIRIS
7	PJKS	FD	B.INDONESIA	SKH	IPA	AL	B.INGGIRIS	FR	A.AKHLAK
8	PJKS	FD	B.INDONESIA	SKH	IPA	AL	B.INGGIRIS	FR	A.AKHLAK

APPENDIX V

THE RESULT OF VALIDITY TEST

Correlations

(Pearson Correlation matrix for soal1–soal35 and skor; each variable reports Pearson Correlation, Sig. (2-tailed), and N = 34.)

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

THE RESULT OF RELIABILITY TEST

$$r_{11} = \frac{n}{n-1}\left(\frac{S_t^2 - \sum pq}{S_t^2}\right)$$

n = 34

Σx = 446

Σx² = 7110

Σpq = 5.45

$$S_t^2 = \left|\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N}\right|$$

$$St^2 = \frac{7110 - \frac{(446)^2}{34}}{34} = \frac{7110 - 13.12^2}{34} = \frac{7110 - 172.13}{34} = \frac{6937.87}{34} = 204.06$$

$$r_{11} = \frac{n}{n-1}\left(\frac{S_t^2 - \sum pq}{S_t^2}\right)$$

$$r_{11} = \frac{n}{n-1}\left(\frac{st^2 - \sum pq}{st^2}\right) = \frac{34}{34-1}\left(\frac{204.06 - 5.45}{204.06}\right) = \frac{34}{33}\left(\frac{204.06 - 5.45}{204.06}\right) = \frac{34}{33}\left(\frac{198.61}{204.06}\right) = (1.03)$$

(0.97) = 1.00

r11 > rtable = 1.00 > 0.3388= reliable

APPENDIX VII

RESULT OF STUDENTS' VOCABULARY TEST

INSTRUMENT
PRE-TEST

52

Name: Muhadzib Habib
Class: 7-2

Choose the correct answer by crossing (x) a, b, c, or d!

1. Kayla is very <u>clever</u>. The similar meaning of the underlined word is ...
   a. smart
   b. nice
   X stupid
   d. happy

2. We go to the... to watch a film.
   X cinema
   b. school
   c. market
   d. post office

3. The bus is <u>slow</u>. The underlined word has opposite meaning with ...
   a. expensive
   b. cheap
   c. strong
   X fast

4. Dictionary is used to ...
   a. know date, day, and month
   b. sweep
   c. put rubbish
   X find the meaning of words

5. Tono always drives his car...
   a. careful
   X carefully
   c. friendly
   d. kind

6. My teacher uses ... to write words on the whiteboard
   a. eraser
   b. pen
   X board marker
   d. pencil

7. They will go to the ... to read and borrow some books.
   a. hospital
   b. park
   c. hotel
   X library

8. Doctor is a person who ...
   a. catches criminals
   b. work in the garden
   X helps sick people
   d. teaches students

9. English is <u>difficult</u> to learn. The antonym of the underlined word is ...
   X easy
   b. cheap
   c. near
   d. stupid

10. He looks happy. The synonym of word "happy" is...
    a. sad
    b. difficult
    c. glad
    X smart

11. I like to ... the book.
    X read
    b. eat
    c. show
    d. take

12. I ... go to school every day.
    a. usually
    X always
    c. never
    d. sometimes

13. The opposite meaning of "teach" is ...
    a. play
    b. run
    X learn
    d. walk

14. Temmy is a ... boy. He always gets good score in all the subjects.
    a. funny
    b. lazy
    X smart

115

80

Name: muhadzib Habib

Class: 7-2

Choose the correct answer by crossing (x) a, b, c, or d!

1. Kayla is very clever. The similar meaning of the underlined word is …
   - x. smart
   - b. nice
   - c. stupid
   - d. happy

2. We go to the… to watch a film.
   - x. cinema
   - b. school
   - c. market
   - d. post office

3. The bus is slow. The underlined word has opposite meaning with …
   - a. expensive
   - b. cheap
   - c. strong
   - x. fast

4. Dictionary is used to …
   - a. know date, day, and month
   - b. sweep
   - c. put rubbish
   - x. find the meaning of words

5. Tono always drives his car…
   - a. careful
   - x. carefully
   - c. friendly
   - d. kind

6. My teacher uses … to write words on the whiteboard
   - a. eraser
   - b. pen
   - x. board marker
   - d. pencil

7. They will go to the … to read and borrow some books.
   - a. hospital
   - b. park
   - c. hotel
   - x. library

8. Doctor is a person who …
   - a. catches criminals
   - b. work in the garden
   - x. helps sick people
   - d. teaches students

9. English is difficult to learn. The antonym of the underlined word is …
   - x. easy
   - b. cheap
   - c. near
   - d. stupid

10. He looks happy. The synonym of word "happy" is…
    - x. sad
    - b. difficult
    - c. glad
    - d. smart

11. I like to … the book.
    - x. read
    - b. eat
    - c. show
    - d. take

12. I … go to school every day.
    - a. usually
    - x. always
    - c. never
    - d. sometimes

13. The opposite meaning of "teach" is …
    - a. play
    - b. run
    - x. learn
    - d. walk

14. Temmy is a … boy. He always gets good score in all the subjects.
    - a. funny
    - b. lazy
    - x. smart

116

36

INSTRUMENT
PRE-TEST

Name : muhAmmAd KholAFi
Class: VII – 3.

Choose the correct answer by crossing (x) a, b, c, or d!

1. Kayla is very <u>clever</u>. The similar meaning of the underlined word is ...

a. smart

b. nice

c. stupid

X happy

2. We go to the... to watch a film.

X cinema

b. school

c. market

d. post office

3. The bus ___ is slow. The underlined word has opposite meaning with ___

a. expensive

b. cheap

X strong

d. fast

4. Dictionary is used to ...

a. know date, day, and month

b. sweep

X put rubbish

d. find the meaning of words

5. Tono always drives his car...

a. careful

X carefully

c. friendly

d. kind

6. My teacher uses ___ to write words on the whiteboard

a. eraser

X pen

c. board marker

d. pencil

7. They will go to the ___ to read and borrow some books.

a. hospital

b. park

c. hotel

X library

8. Doctor is a person who ___

a. catches criminals

b. work in the garden

c. helps sick people

d. teaches students

9. English is <u>difficult</u> to learn. The antonym of the underlined word is ___

X easy

b. cheap

c. near

d. stupid

10. He looks happy. The synonym of word "happy" is...

a. sad

b. difficult

X glad

d. smart

11. I like to ___ the book.

a. read

X eat

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INSTRUMENT
POSTTEST

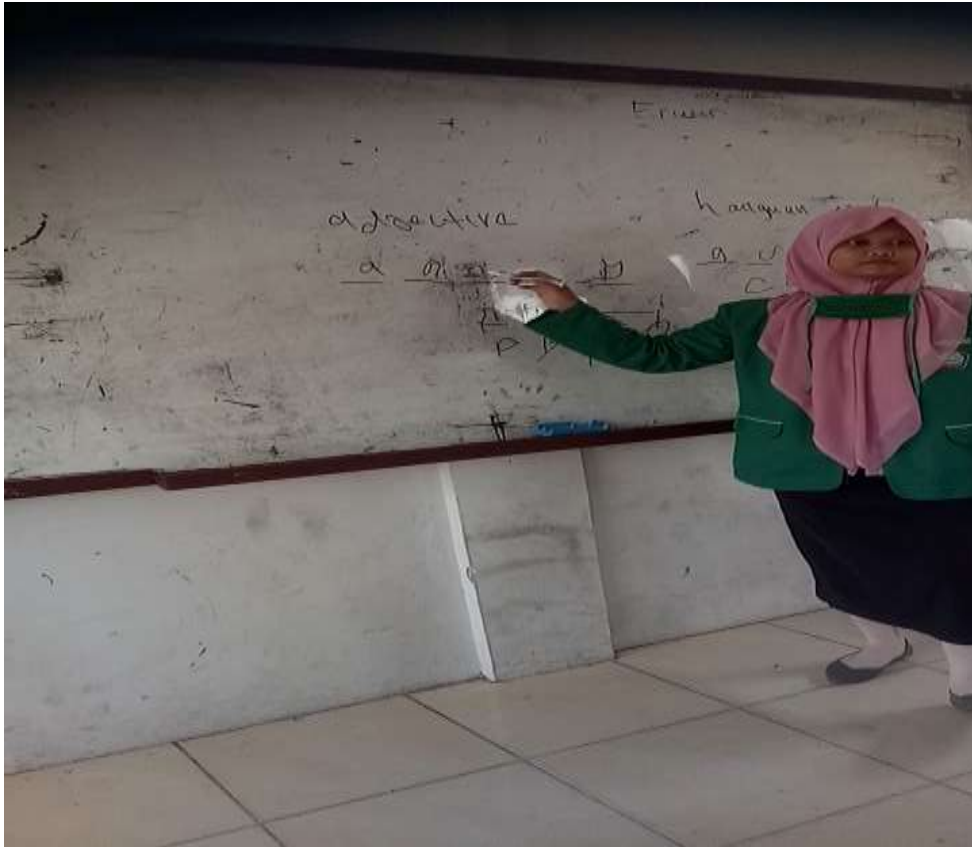64

Name: Muhammad Khodafi

Class: VII - 3.

Choose the correct answer by crossing (x) a, b, c, or d!

1. Kayla is very clever. The similar meaning of the underlined word is ...

X. smart

b. nice

c. stupid

d. happy

2. We go to the... to watch a film.

X cinema

b. school

c. market

d. post office

3. The bus is slow. The underlined word has opposite meaning with ...

a. expensive

b. cheap

c. strong

X. fast

4. Dictionary is used to ...

X. know date, day, and month

b. sweep

c. put rubbish

d. find the meaning of words

5. Tono always drives his car...

a. careful

X. carefully

c. friendly

d. kind

6. My teacher uses ... to write words on the whiteboard

a. eraser

b. pen

X. board marker

d. pencil

7. They will go to the ... to read and borrow some books.

a. hospital

X. park

c. hotel

d. library

8. Doctor is a person who ...

a. catches criminals

b. work in the garden

X. helps sick people

d. teaches students

9. English is difficult to learn. The antonym of the underlined word is ...

X. easy

b. cheap

c. near

d. stupid

10. He looks happy. The synonym of word "happy" is...

X. sad

b. difficult

c. glad

d. smart

11. I like to ... the book.

X. read

b. eat

c. show

d. take

12. I ... go to school every day.

X. usually

b. always

c. never

d. sometimes

13. The opposite meaning of "teach" is ...

a. play

b. run

X. learn

d. walk

14. Temmy is a ... boy. He always gets good score in all the subjects.

a. funny

b. lazy

X. smart

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APPENDIX VIII

DOCUMENTATION

APPENDIX IX

THE CLUE OF HANGMAN GAME

Meeting 1

The similar meaning of the word "mad"	The antonym of the word "young"	The synonym of the word "do"	The opposite meaning of "teach" is	I use --- to clean the mistake in our writing
The synonym of the word big	The opposite of the word "stupid"	The same meaning of the word "understand"	The opposite of the word "buy"	Student use --- to make a line
The similar meaning of the word smart	The opposite meaning of the word "tall"	I teach students at school	A place where we buy books	Teacher use --- to write on the whiteboard
The word "quick" has the same meaning with	She was <u>noisy</u>. The opposite of the underlined word	I help sick people get well	We go to the --- when we are sick	We use --- to sit
He is a <u>naughty</u> boy. The similar meaning of the underlined word	English is easy to learn. The antonym of the underlined word	A person who cook food in a restaurant	A place where we watch movie	I --- read the newspaper in the morning (80%)

The word "talk" has same meaning with	The opposite of the word "run"	Mr. Tono plant and grow rice	I go to the --- read or borrow books	They --- read a book (40%)
The similar meaning of the word "hear"	The antonym of the word "remember"	A person who study at school	A place where we study	I --- play badminton on Sunday (80%)
The word "finish" has the similar meaning with	The antonym of the word "cry"	We use --- to find the meaning of words	We --- listen to the radio (60%)	I --- wake up at 5 o'clock (100%)

Meeting 2 & 3

The synonym of the word "do"	The antonym of the word "remember"	A place where we buy books	I --- read the newspaper in the morning (90%)	A person who always tell the jokes
He is so <u>funny</u>. The antonym of the underlined word	The opposite meaning of "Write" is	A place to have some food	I --- the news in the radio (mendengarkan - translate ke bahasa Inggris)	A person who always share what he has
The opposite of the word "talkative"	The word "talk" has same meaning with	To clean the whiteboard/ erase the mistake in our writing	The girl is angry. She is crying --- (dengan keras - translate ke bahasa Inggris)	My father seeing red today
The word "quick" has the	A person who serves food and	To make a line	My sister has (coklat, lurus, dan pendek hair	This cake is very --- (lezat

same meaning with	drinks in a restaurant		translate ke bahasa Inggris)	terjemahkan ke bahasa inggris)
He is a <u>naughty</u> boy. The similar meaning of the underlined word	A person who help people find books in the library	I feel so blue	I wanted to eat kue keju translate ke bahasa Inggris	It is a very --- film. (bagus terjemahkan ke bahasa inggris)
The synonym of word "angry"	My father is <u>tall</u>. The opposite meaning of the underlined word	A person who plant and grow rice	Postman is a place where we --- letters	To know the time

Meeting 4

The similar meaning of the word clever is ----	... is a person who cooks delicious food.	I like to ... the book.	Dina is an --- girl. She always tells the truth
I go to the --- to watch a film.	I will go to the ... to read and borrow some books.	I ... go to school every day. (100%)	I am feeling blue because my book is lost. The meaning of blue in that sentence is ...
The word slow has opposite meaning with …	--- is a person who helps sick people	<u>The opposite meaning of "teach" is …</u>	I don't like Diana because she talks too much. Diana is ...

We use --- to find the meaning of words	Tania is a teacher. She works at ---	Temmy is a --- boy. He always gets good score in all the subjects.	I miss my home very much, but I cannot go back until next week. The meaning of home in that sentence is ...
Tono always drives his car --- (translate the word berhati-hati into English)	The antonym of the word difficult is …	I want to buy --- for my mother. (translate the word kue keju into English)	I always --- television in the living room.
My teacher uses ... to write words on the whiteboard	The synonym of word "happy" is…	I have read an --- in the library. (translate the word buku bahasa Inggris into English)	The synonym of the word "study" is …
This cake is very ...	They --- drink tea in the morning. (90%)	Someone who only thinks about himself	I bring letters to people

APPENDIX X

LETTER OF PERMISSION

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl.Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor	: B-9861/ITK/ITK.V.3/PP.00.9/08/2020	25 Agustus 2020
Lampiran	: -	
Hal	: **Izin Riset**	

Yth. Bapak/Ibu Kepala MTs Hifzil Quran Medan

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	:	**Putri Ramadhani**
NIM	:	**0304162097**
Tempat/Tanggal Lahir	:	**Medan, 28 Desember 1998**
Program Studi	:	**Pendidikan Bahasa Inggris**
Semester	:	**VIII (Delapan)**
Alamat	:	**JL. DALU X B DUSUN VII BATANG KUIS Kelurahan Tumpatan Nibung Kecamatan Batang Kuis**

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTs Hifzil Quran Medan, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

THE EFFECT OF HANGMAN GAME TOWARDS STUDENTS VOCABULARY MASTERY AT THE SEVENTH GRADE STUDENTS OF MTS HIFZIL QURAN MEDAN IN THE ACADEMIC YEAR OF 2020/2021

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Medan, 25 Agustus 2020
a.n. DEKAN
Ketua Program Studi Pendidikan Bahasa Inggris

Digitally Signed

Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum
NIP. 197506222003122002

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

SURAT KETERANGAN

Nomor : 163/ MTs/YIC-SU/XI/2020

Madrasah Tsanawiyah Hifzhil Qur'an Yayasan Islamic Centre Sumatera Utara, dengan ini menerangkan bahwa :

Nama	: PUTRI RAMADHANI
Tempat/Tanggal Lahir	: Medan, 28 Desember 1998
NIM	: 0304162097
Sem/Jurusan	: VIII/Pendidikan Bahasa Inggris
Alamat	: Jl. Dalu X B Dusun VII Batang Kuis

Benar nama tersebut di atas telah melaksanakan *Riset/Penelitian* mulai dari tgl 31 Agustus s/d 27 Oktober 2020 pada Madrasah Tsanawiyah Hifzhil Qur'an Yayasan Islamic Centre Sumatera Utara untuk keperluan penyusunan Skripsi S1 yang bersangkutan dengan judul :

" THE EFFECT OF HANGMAN GAME TOWARDS STUDENTS VOCABULARY MASTERY AT THE SEVENTH GRADE STUDENTS OF MTS HIFZIL QUR'AN MEDAN IN THE ACADEMIC YEAR OF 2020/2021 "

Demikian surat keterangan ini kami perbuat dengan sebenarnya untuk dapat dipergunakan sebagai mana mestinya.

Medan, 07 November 2020

Kepala Madrasah,

DAHRIN HARAHAP, S. Pd I

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