



**THE USE OF HANGMAN GAME TO IMPROVE SUDENTS' VOCABULARIES AT
THE FIRST GRADE OF MTsN 1 MEDAN IN ACADEMIC YEAR 2018/2019**

THESIS

**Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic University of
North Sumatera as a Partial Fulfillment of the Requirements for the Degree of S-1
Program**

By:

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FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF
NORTH SUMATERA
MEDAN
2018**



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Assalamu'alaikum Wr.Wb

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa a.n. **Samroh Tulaili Sitorus** yang berjudul

"The Use of Hangman Game to Improve Students' Vocabularies in the First Grade of MTsN 1 Medan in Academic Year 2018/2019", maka saya berpendapat bahwa skripsi ini sudah dapat diterima dan dimunaqasyahkan pada sidang Munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan atas perhatian saudara kami ucapkan terima kasih.

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Judul Skripsi : **The Use of Hangman Game to Improve Student Vocabularies in the First Grade of MTsN 1 Medan in Academic Year 2018/2019**

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 dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar ijazah yang diberikan oleh universitas batal saya terima.

Medan, 11 September 2018

Yang membuat pernyataan

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ABSTRACT

The research aimed to find out improving students' vocabulary by using hangman game. This research was conducted by using Classroom Action Research (CAR). The subject of this research was grade VII-11 of MTsN 1 Medan 2018/2019 academic year which consisted of 42 students. The object of this research was to improve the students' vocabulary through hangman game. This research was conducted in two cycles which each consists of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing the interview and observation result. Then, quantitative data were obtained from the students' vocabulary score of pre-test, and post-test.

Based on the result of this research showed that there was a development on the students' vocabulary mastery, it can be seen from the mean score of pre-test were 50,2, the mean score of post-test 1 was 71.14, and the mean score of post-test cycle 2 was 83.3. In addition, there were no one students (0%) who passed Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal (KKM)* in the pre-test. Meanwhile, in the cycle 1, there were 26 students (61.9%) who passed Minimum Mastery Criterion (KKM), and it gained which was in the post-test cycle 2 there were 35 students (83.7%) who passed Minimum Mastery Criterion (KKM), so the criteria of success was achieved. Furthermore the students were motivated in teaching-learning process during the implementation of hangman game.

Keywords : Vocabulary, Hangman Game

ACKNOWLEDGEMENT

In the name of Allah, the beneficent, the merciful.

Praise be to Allah, the cherisher and Sustainer of the world, who has given the writer many things such as chance to learn, strength, motivation, and guidance for the writer, therefore this paper can be finished thoroughly. Peace and blessing be upon to Prophet Muhammad Saw, his families, his relatives, and all followers.

This thesis is written to fulfill one of the requirements to obtain the S-1 program at English Department of Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera (UIN SU).

In finding the research, I have encountered some difficulties such as collecting the references, finding the data and especially in analyzing the data. I would like to say tahnkyou so much for myself because have tried the best, and I realized that without much help from numerous people, this thesis wouldn't finish effectively. That's why obviously I would like to thanks to the following people:

1. My beloved father Baharuddin Sitorus and my beloved mother Hamidah, who always given me motivated, advice, suggestion, spirit and finishing this final task and also their prayer as the greatest power on earth that makes me easy to do this thesis, big thanks for your

endless love, even my beloved parent are not educated people but they have good responsibilities for their children and try the best thing. Because they believe their children will be get better life than them.

2. Dr. Derliana Marbun, M.Pd, and Maryati Salmiah, S.Pd., M.Hum as my advisor who has guided me and given me advices and suggestion in writing this thesis, they are kindly and down to earth.
3. Dr. Amiruddin Siahaan, M.Pd as a Dean of Faculty of Tarbiyah Science and Teachers Training State of Islamic University of North Sumatera and all of the administration staff.
3. Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum as head master of English Department for the facilities that given to me during the completion this thesis.
4. For all of lecturers in Faculty of Tarbiyah Science and Teachers Training State Islamic University of North Sumatera, especially in English Department.
5. The principal of MTsN 1 Medan Rasmat, S.Ag, MA, all of the staffs who help me to do this research.
6. Miss Yeni YUSDANELLY, S.Pd as the English teacher and all Students of MTsN 1 Medan in VII-11, who help me to do this research.
7. My beloved brothers, Selamat Riadi Sitorus, Wahyu Affandi Sitorus, my beloved sister Suci Handayani Sitorus, Winda Syafitri Sitorus, and all of my big family who always pray me to success.

8. My kind hearted Muhammad Adji Rosadi who always support, correct, and sometimes help me during the process of this research.

9. My best of the best friends who always surrounded me with joy and happiness Sukma Pratiwi Santoso, Sayra Nur Aflah Diana, Rahnies Faurizka, Resi Auliani Ulfa, Dini Lizarni Putri Nussy, Ayu Astari, Devita Sari.

10. My friends in PBI-1 (2014)

11. My beloved friend from Junior High School my D'cheittheir Wirda Mawaddah, Sonia Tu'ulfa, Amty Rizki Ananda, Dwi Atika Ramadhani, Diah Putri Ramadhani, my beloved friend from Senior High School my wyw Liza Khairani, Nazlia Nurrasyidah, Ade Ulfa Nurfawanti, Yusuf Abdurrahman, Doli Perdana Harahap, Tasya Faradilla, Muhammad Arief, Rasyid Ridho.

12. And for all who helped and gave me spirit when doing this thesis.

Finally, the writer realizes that this paper is far from being perfect and need to suggestion and correction. It is a great pleasure for the writer to receive critics and suggestions in developing this research and it will have some value for her and for a better thing in the future. Hopefully this thesis may give the advantages for all.

Medan, 11 September 2018

Samroh Tulaili Sitorus
34.14.3.017

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CHAPTER I

INTRODUCTION

A. The Background of Study

In Oxford learner's pocket dictionary states that vocabulary is all the words that a person knows or uses. Vocabulary is all the words in a language. Vocabulary also lists of words with their meaning. Moreover, in Cambridge dictionary states that vocabulary is all the words that exist in a particular language or subject.¹

According to Harris and Hodges (as cited in Israel) "vocabulary is a tool to communicate known words with others". It means vocabulary is the main goals in learning English and vocabulary is the important aspect for students to master their skill to read, listen, write, and speak English.²

Richards and Renandya mention that vocabulary is the center segment of language proficiency and gives a great part of the premise to how well learners speak, listen, read, and write.³

From the definition above, the writer concludes that vocabulary is the important aspect in language learning to develop the four skills of students' ability in a process of teaching language. Without knowing any vocabularies, the students will

¹ Oxford learner's pocket dictionary .(2008. Newyork: Oxford university express.

² Israel, S. (2008). *Vocabulary Lists and Activities for the PreK-2 Classroom: Integrating Vocabulary, Children's Literature, and Think-Aloud to Enhance Literacy*. Retrieved February 15th, 2017 from books.google.co.id.

³Felder, RM & Brent, R. (2005). Understanding Student Differences. *Journal of Engineering Education*, 94 (1), 57-72. Retrieved March 15th, 2017 from www4.ncsu.edu/unity/lockers/users/f/felder/public/.../Understanding_Differences.pdf

difficult to speak, write, listen, and read English. Because vocabulary is the first element that should be learned by the students of language learning in improving the mastery of English vocabulary. The other components or skills of English will be easier to study and understand if the students know a lot of vocabularies.

Based on the research experience when ask the teacher, student are lack of vocabulary and lack of awareness in study English, they are did not understand well about the material, they are not focus when study, and their not excited when study English. The student less motivation and interest in learning English, they still think that English is hard to learn. The student get difficulty in memorizing vocabulary, and the teacher uses monotonous strategy in teach vocabularies.

Learning vocabulary can be more effective if it has the relation to the context of learners world, so it will be more easier to do the practice or to do the communication.⁴ Teachers have so many options and ways to improve students' vocabulary, the deal is teacher should be able to choose the appropriate one. The other considerations are the teacher should have mastering techniques in teaching and learning process. As we can see, the students' desire in learning English language is lower than we can imagine. They are feeling burden in understanding English language. They have set in their minds that English is kind of subject which is hard to learn. So, teacher need to find a way to break this mind set, and help students to build their potentions.

Common students are interest in learning in a group than learning individually. Teachers should utilize this chance to build up students' desire to learn. Game could

⁴ Kasihani Suyanto, (2007), English for Young Learners: Melejitkan Potensi Anak Melalui English Class yang Fun, Asyik dan Menarik, Jakarta: PT Bumi Aksara, p. 47

be considered to make the students work together in their teams. It also can be effective way in teaching vocabulary. Game will break the students mind set that learning English should be monotone and flat.

One of the solution to solve this problem is by use hangman game. Hangman is type of wordplay, the result of to fill the blank in word, appropriate by the line that has a word with some missing letter in it.

The researchser's think that Hangman Game can make the students excited in learning vocabularis. It means that after learning vocabularis the students will be able to iimprove their vocabularis and easier to remember words. That is why the writer want to conduct a research with the title **"The Use of Hangman Game to Improve Students' Vocabularies at The First Grade of MTsN 1 Medan in Academic Year 2018/2019"**

B. Statement of the Problem

The purpose of using Hangman game is to improve the students' vocabularies in learning process. There're some difficulties that face by students in learning English such as they lack of vocabularies, difficult to memorizing vocabularies, and low intrest in learning vocabularies. And here the researcher tries to solve these problems use Hangman Game to improve students' vocabularies.

C. Research Questions

The problem of this research was formulated as following:

1. How does the teacher use hangman game to improve students' vocabularies?
2. How is the students' English vocabulary improving after using of hangman game?

D. Purposes of the Research

1. To describe how the use of hangman game in teaching vocabulary.
2. To describe the process of the use of hangman game to improve students' vocabularies.

E. The Significances of Study

To finding of this study expected to be useful for the teachers on their attempts to improve the student vocabulary, the result of the findings will provide valuable input to:

1. English teachers, who need information about games or the use of various technique to improve students' vocabularies.
2. Student of Junior High School, to improve their vocabularies and make students excited in improving their vocabularies.
3. The other researchers, the research hope this research can be used as a reference for the other researchers especially the researchers who have the same problem.

F. The Limitation of Problem

The researcher limited to find out development of the students' vocabularies. The scope of discussion was limited on the use of hangman game to improve students' vocabularies at the first grade at MTsN 1 Medan in academic year 2018/2019.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Framework

This theoretical framework is representing in order to give some clearer concepts being applied in this study that was on using hangman game to improve students English vocabulary. To support the ideas of this research, some theories and some information will be include to help the research designed this research.

1. Vocabulary

In this part focus about definition of vocabulary by Expert

a. Definition of Vocabulary

A vocabulary is set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring extensive vocabulary is one of the largest challenges in learning a second language.⁵

Vocabulary is a major part of almost every standardized test, including reading achievement tests. College entrance exams, and armed forces and vocational placement test, tests developers know that vocabulary is a key measure of both ones learning and ones' ability to learn . it is for this reason that they include a separate vocabulary section as well as a reading comprehension section. The more words you know, then, be better you are likely to do such important tests.⁶

⁵ <https://id.m.wikipedia.org/wiki/vocabulary> retrieved on March 23,2018

⁶ Nist L.Sherrie and Mohr Carole , (2002), *Improving Vocabulary Skills*, Townsend Press , USA, P.1.

According to Caroline T. Linse, "Vocabulary is the collection of words consist of nouns, verbs, adjectives, adverbs, and prepositions that an individual knows.

"Vocabulary is one of the important factors in all language teaching ; students continually learn words as they learn structure and as practice sound system."⁷

Based on explanation above, the researcher concludes that vocabulary means the collection of words including nouns, verbs, adjectives, adverbs, and prepositions for which an individual can assign meanings, and it can be argued that vocabulary not only contains list of words but also it become a basic for people to communicate.

Jackson and Amvela say that the terms of vocabulary, lexis, and lexicon are synonymous. Vocabulary is one of the language components that can affect macro skills. Some definition of vocabulary is proposed by some experts. Furthermore, Jackson and Amvela say that the terms vocabulary, lexis, and lexicon are synonymous.⁸ In addition, Richards and Schmidt state that vocabulary is a set of lexeme, including single words, compound words, and idioms. Vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook⁹

Allah says in the Al-Qur'an Al-Kareem surah Al-Baqarah : 33:

⁷ https://www.academia.edu/6086481/Definition_of_vocabulary retrieved on March 23,2018

⁸ H. Jakson And Ze Amvela,E. 2000. *Words, Meaning, And Vocabulary, An Introduction To Modern English Lexicology*. Cassell. Taylor: Francis Group. P.11

⁹ J..Richads And Shcmidt,R. 2002. *Longman Dictionary of Language Teaching & Applied Linguistic*. London : Oxford University. P.580

قَالَ يَا آدَمُ أَنْبِئْهُمْ بِأَسْمَائِهِمْ ۖ فَلَمَّا أَنْبَأَهُمْ بِأَسْمَائِهِمْ قَالَ أَلَمْ أَقُلْ لَكُمْ إِنِّي أَعْلَمُ غَيْبَ السَّمَاوَاتِ وَالْأَرْضِ وَأَعْلَمُ مَا تُبْدُونَ وَمَا كُنْتُمْ تَكْتُمُونَ

Sahih International

" He said: O Adam! Inform them of their names, and when he had informed them of their names, He said: Did I not tell you that I know the secret of the heavens and the earth? And I know that which ye disclose and which ye hide [33]"

In hadist, Rasulullah SAW said that:

إِنَّ اللَّهَ وَمَلَائِكَتَهُ وَأَهْلَ السَّمَاوَاتِ وَأَهْلَ الْأَرْضِ حَتَّى النَّمْلَةُ فِي جُحْرِهَا وَحَتَّى الْحَوْتَ لِيَصَلُّوا عَلَى مُعَلِّمِ النَّاسِ الْخَيْرِ

"Allah and his angels and the inhabitants of the heavens and the earth even the great ants and fish of the sea are praying for those who teach goodness to person".

Nunan said that vocabulary is a rundown of target language words.¹⁰ It can be said that vocabulary is one of the language components that must be learned in learning English.

From the definition above, the writer concludes that vocabulary is the important aspect in language learning to develop the four skills of students' ability in a process of teaching language. Without knowing any vocabularies, the students will difficult to speak, write, listen, and read English.

¹⁰ Nunan, D. (1992). *Designing Task for the Communicative Classroom*. New York: Cambridge University Press. Retrieved December 25th 2016 from <https://www.slideshare.net/zoneanan/nunan-designing-tasks-for-the-communicative-classroom>.

b. Kinds of Vocabulary

Ruth Gairns and Stuart Redman explained that vocabulary is divided into two types. The first type of vocabulary refers to the one that the students have been taught and that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Namely, Receptive vocabulary and Productive vocabulary.

1. Receptive vocabulary

Receptive vocabulary, it is used to imply language items which can only be aware of and comprehended in the context of reading and listening materials. Receptive vocabulary as the language items which can only be recognized and comprehend in the context of reading and listening material. It can be concluded that: receptive vocabulary is words that can't be produce correctly but understood through reading and listening activity and it requires a reader to associate label as in reading or listening.

2. Productive vocabulary

Productive vocabularyIt is used to refer to language items which the learner can recollect and apply accurately in speech and writing.¹¹ Therefore,productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.¹²

¹¹Ruth Gairns and Stuart Redman, (1986), *Working with Words: A Guide to Teaching and Learning Vocabulary*, (Cambridge: Cambridge University Press, p. 64-65.

¹² Alqhatani Mofareh, Journal, *The Importance Of Vocabulary in Language Learning and How To be Taught* , *International Journal of Teaching Education* , (Saudi Arabiah : 2015), p. 25

In conclusion from the explanation about kinds of vocabulary above, it is so important to teachers and learners to know and understand the kinds of vocabulary before doing the process of teaching-learning vocabulary. We can develop our vocabulary through out our whole lives, we can learn new words and explain our knowledge from our experience. Moreover, the vocabulary itself has different dividing of vocabulary kinds which can also affect teaching-learning instruction and objective.

c. Types of Vocabulary

Words fall into two quite categories ; content words and function words: First category is content words fall into the major part of speech, including nouns, verbs, adjective, adverbs, and some pronouns.

Second category is function words fall into the minor part of speech, including preposition, conjunction, interjection, particles, auxiliary, articles, demonstratives, and some adverbs and pronoun.¹³

The writer will focus of doing research in content words category. Based on writer interview before observe to the teachers, most of students have problem in learning vocabulary especially in content words like nouns, verbs, adverbs, and adjective.

d. Teaching vocabulary

In learning English, vocabulary plays an important role. So, students should make efforts from time to time increase their vocabulary mastery. Vocabulary is the

¹³ Laurel J. Brinton, (2002), *The Structure of Modern English : A Linguistic Introduction, Volume 1*, Amsterdam : John Benjamin Publishing Company, p. 118

knowledge of words and word meanings. According to Pavicia Takac “vocabulary as a dictionary or a set of words”.¹⁴Kamil also defines declares that vocabulary is as the knowledge os meaning of words. ¹⁵The knowledge of a word not only implies a definition, but also implies how that word fits into the word” vocabulary knowledge is not something that can ever be fully mastered; it is something that expand and deepens over course of a lifetime.

Based on the curriculum, the students of junior high school are expected mastering vocabularies 2000 words after graduatred.¹⁶ It means that the students have to reach at least 667 in one year. The writer found that is class VIII they had 160 minutes in one week to learn English where it was divided into two meeting and each meeting had 2x40 minutes. It means in once month the students have 8 meeting and in one year the students have 96 meeting. So that the students are expected reach vocabularies in one meeting at least 7 words.

Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence.Although, vocabulary is important in learning English, it is not easy to learn teacher should notice and realize this condition. Therefore, teachers must keep on looking for technique, strategy or anything to each vocabulary more interestingly for the students, According to Michael Graves there are five

¹⁴Pavicia Takak and Vinsja. 2008. *Vocabulary Learning strategies and Foreign Language Acquisition*. Clevedon: Cromwell, p. 25

¹⁵Kamil, M.L., and Hiebert, E. H. 2005. *Teachihg and Learning Vocabulary: Bringing Scientific Research to Practice*. Mahwah. New Jersey: Laurance Erlbaum Associates, p. 19

¹⁶Dadang dachajar(2008), *Get Succes UN Bahasa Inggris, Anggota IKPI, Penerbit Grafindo Media pratama*, p.1

components of an effective vocabulary program, they are :¹⁷

- a. Wide or extensive independent reading to expand word knowledge
- b. Instruction in specific words to enhance comprehension of text containing those words
- c. Instruction in independent word-learning strategies, and
- d. Word consciousness and word-play activities to motivate and enhance learning
- e. The assessment of vocabulary

From the statement definition all above almost students feel difficult in mastering vocabulary because it is very hard for then to memorize the words. That is why, teacher should use different technique and activities in teaching english vocabulary to motivate the learners, enrich their vocabulary and enable them to speak english properly. One of the interesting and joyanable technique is taboo game,It means that taboo game is one of good game to recycle vocabulary in the classroom. So, we know that taboo game is a good technique in teaching and learning vocabulary.

e. Principles for Teaching vocabulary

According to Caroline T. Linse, there are seven principles in teaching and learning vocabulary "Firstly is emphasize direct and indirect teaching. The second is teach vocabulary words before a new activity. Third is teach how to use context clues

¹⁷McCarthy, Collier. 1995. *The Key to english Vocabulary*. London: The Macmillan Company, p. 75

appropriately. Fourth is present multiple exposures to new vocabulary items. Fifth is working with information at a high cognitive and personal level refers to deep processing. Sixth is teach students to use dictionaries. The last is use vocabulary notebooks. Its offer students with the chances to improve a kind of vocabulary acquisition strategies and also help students have more control over their leaning.”¹⁸

Based on the statement above we can conclude that teaching vocabulary has seven principles which English language teachers need to pay attention. By following those rules it will give an enermous contribution in teaching learning process, especially teaching vocabulary. The teacher can teach students maximally and students get the goal by learning experience.

There are many ways to learn the vocabulary, but before beginning the teaching and learning process, the teacher must understand exactly what she/he is teaching. The teacher must understand what is the most appropriate way to teach vocabulary. Teaching vocabulary directly through the game is the right thing teachers do. Because, with the theme of playing students feel happy, even though it is actually carrying out learning. Avoiding boredom when hearing “learning”, is a challenge for every teacher to always be innovative. Through the game in learning English especially in vocabulary is one interesting alternative for students. Because, children will be serious when playing.

2. Game

a. Definition of Game

Game an activity that you take part in for amusement.¹⁹ The game as an’ activity

¹⁸ Caroline T. Linse and David Nunan, (2006), *Practical Language Teaching: Young Learners* (New York: McGraw-Hill), p. 123-127

¹⁹ Little Oxford English Dictionary, (2006), Oxford University Press Inc, China, p.285

governed by rules, a goal and element of fun.²⁰ A game is recognised as organised play that gives us enjoyment and pleasure.²¹ There are two kinds of game: competitive game. In which player or team race to be the first to reach the goal, and cooperative game. In which player or team work together towards in common goal.²²

Educational games are specifically designed to teach the user a particular learning of conceptual development, understanding, and guide them is to training their abilities as well as motivate them to play.²³

Games and fun activities are a vital part of teaching English as a foreign language. Whether you're teaching adults or children, games will liven up your lesson and ensure that your students will leave the classroom wanting more. This list of ten classic ESL games every teacher should know will help get you started and feeling prepared. Having these up your sleeve before stepping into the classroom will ensure your lesson run smoothly, and should things get a little out of control, you'll be able to pull back the attention of the class in no time. There are board race, call my bluff, Simon says, word jumble race, hangman, pictionary, the mime, hot seat, where shall I go?, and what's my problem?.²⁴

The researcher choose hangman game as a game will be doing in teaching vocabulary. Hangman is a classic game and still favorite until nowadays.

b. Hangman Game

Hangman game is a paper and pencil guessing game for two or more players.

²⁰ Jill Hadfield, (1985), *Elementary Vocabulary Games*, Nelson Addison Wesley : Longman, p. 4

²¹ Dave Moursund, (2006), *Introduction to Using Games in Education: A Guide for Teachers and Parents* (Eugene, Oregon: University of Oregon, p. 25

²² Ibid

²³ www.indonesiastudent.com>IPA retrieved on March 17,2017

²⁴ <http://www.gooverseas.com.blog.10> retrieved on October 18, 2013

One player think of a word, phrase or sentence and the other tries to guess it by suggesting letters or numbers, within a certain number of a guesses.²⁵

Hangman is a quick and easy game for at least two people that requires nothing more than paper, pencil, and the ability to spell.²⁶

Start by telling a story about someone in danger. Every time we make a mistake, that person becomes more dangerous. We can help him if we find the word in the line. The series of lines corresponds to the number of letters in the word. If we are wrong in guessing the letters that ad in the series, the possibility that person will depend. But if we are right, the likelihood of the person hanging will disappear slowly and if we find the word, the person will be free. Will we help him.²⁷

Hangman is the one of guess in games. One player thinks of a word, phrase or sentence and the other tries to guess it by suggesting letters. Webster online dictionary defines Hangman game as a guessing game where one has a to guess the word an open is thinking of by guessing one letter at a time, and involving the gradual drawing of a stick figure hanging from the gallows.²⁸

So, hangman game include easy game, tools, materials, and how to play is simple. Only need paper and pencil or whiteboard and board. Consisting at least two people, one person be a guess the word it contain, if true then will save the hangman, but if the guess continuous wrong so, the guess will be lost and make a hangman. Another person be a someone who has a secret vocabulary in mind, if the guess right, she/he should write down the correct letter in the line, but if the guess wrong she/he make a line step by step be a hangman.

c. How To Play and Rules

The rules are simple ; a player writes down the first and last letters of a word and

²⁵ <http://en.m.wikipedia.org/wiki/hangman> retrieved on March 8,2018

²⁶ <http://wikihow.com/play-Hangman%3famp=1> retrieved on March 18,2018

²⁷ Nutriana Anggerina, 2004, *Ma Belajar Yuk !*, Depok : PT AgroMedia Pustaka, p.40

²⁸ Novriana Anita,dkk, "*Improving vocabulary mastery through hangman game to elementary school students*", Sebelas Maret University, p.112

another player guesses the letters in between.²⁹

Firstly, choose one person to be the “host”, this is the person that invents the puzzle for the other person to solve. They will be tasked with choosing a word or phrase that “the players” will have to solve. Secondly, if you are the host, choose a secret word. The other players will need to guess your word letter by letter, so choose a word you think will be difficult to guess. Difficult words usually have uncommon letters, like “z”, or “j”, and only a few vowels. Thirdly, draw the blank line for each letter in the word. Fourthly, start guessing letters if you are the player. Once the word has been chosen and the players know how many letters in the secret word, begin guessing which letters are in the word by asking the host. Fifthly, fill the letter in the blanks if the players guess correctly. Whenever the players guess a letter that is in the secret word, the host fills it into the blank where it occurs. Next, draw part of the “hangman” when the players guess wrong. Whenever the players guess a letter that is not in the secret word they get a strike that brings them closer to losing. Finally, the players win when they guess the correct word.³⁰

Based on the explanation above, we can summarize that this game only requires at least two people one as a guesser and another person who gives a secret vocabulary by forming a dashed line that will be answered by his playmate if wrong in guessing, step by step form hangman, if right can change the position.

d. Using games in Teaching Language

Nowadays, games are used as a technique in teaching English because teaching

²⁹ <http://en.m.wikipedia.org/wiki/hangman> retrieved on March 8,2018

³⁰ <http://wikihow.com./play-Hangman%3famp=1> retrieved on March 18,2018

english as foreign language is not an easy task for people and in order not to get bored soon, teacher needs to create fun in the process of teaching and learning. According to Dorry, "one of the strongest beliefs about foreign language teaching is that whole process of teaching and learning should be fun³¹". It's means that games help and encourage many students to sustain their interest in learning english because they are amusing, interesting and challenging. Playing games in the classroom develops the ability to cooperate well, to compete without being aggressive and to become a winner, games also can be used to give practice in all language skills.

According to Huyen, "games have been shown to have advantages and effectiveness in learning vocabulary in various ways. Firts, games bring in relaxation and fun for students, thus help learn and retain new words more easily, second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of english to get involved and participate actively in learning activities. Third, vocabulary games bring real world context ito the classroom, and chance student's use of english in a flexible and communicative way³². From the statement above, games have a significants to increas vocabulary learning in the clasroom.

According to Langeling and Malarcher "There are general benefits of games

³¹Dory GN . 1996. *Games for Second Teaching Learning*.cambridge: university press . p. 26

³²Huyen . 2003. *The Effectivness of Learning Vocabulary Through Games*.United State: NTT. P.67

namely; affective, cognitive, class dynamic and adaptability³³.

Affective:

- Lowers affective filter
- Encourages creative and spontaneous use of language
- Promotes communicative competence
- Motivates
- Fun

Cognitive:

- Reinforce
- Reviews and extends
- Focuses on grammar communicatively

³³Langeling MM and Malarcher. 2014. *A Natural Resource for Teacher the InternetTESL*. vol, 35,no,4.

Class dynamics:

- Students centered
- Teacher acts only as facilitator
- Builds class cohesion
- Foster whole class participation
- Promotes healthy competition

Adaptability

- Easily adjusted for age, level and interest

Utilize all four skills

- Requires minimum preparation after development

Based on the explanation all above, it can be seen the significant of using game in the teaching and learning process, especially in the teaching and learning vocabulary.

e. Advantage of Using Game

There are many advantages of using games in language learning and language teaching. One of the advantage of using game in teaching and learning process is it can motivates students to do their best to win the game. Students are always lazy to do the tasks. Therefore, games are used suitably in the way in which learners are led to participate in the games so that learners can have a chance to practice or use the new

language items they have just learnt eagerly and willingly instead of forcing them to do the tasks unwillingly. It is more effective in a way that students can play and learn at the same time.

Every game has its own rules to play, so teacher can train students' ability in obeying the rules. It is also one of the most important learning points. It is all about how the student keeps walking in the right line to get the goal. It is necessary for the players to digest these rules before the start so that they can play the games smoothly without committing them.

Beside that, games are, in this case, emphasized to encourage students' solidarity in teamwork in which they have to try their best to do the task or maybe to code any requirements given in the games for the team spirit. They will support each other because it is needed to be done in order to make sure that their team are in the highest rank.

Teacher should realise that language learning is hard work. Students need to push their best effort to understand, to apply the language, to match the perfect grammar, and also adapting the language to their mother tongue languages. Their effort should be continuously maintained over long periods of time because they will possibly forget how the word works in a sentence. To avoid this issue, games could be used to encourage many students to sustain their language ability.

Games also help the teacher to create context in which the language is useful and meaningful. The learner wants to take part, and in order to do so must understand what others are saying or have written, and they must speak or write in order to express

their own point of view or give information. Games provides one way of helping the learners to *experience* language rather than merely *study* it.³⁴

Games could be accepted to provide intense and valueable practice of language. Teacher should be sensively understand that students will be more interest to play through game rather than formal learning. It is does mean that students should sometimes playing in learning process. It was just how the teacher blend both formal learning and learning through game.

Teachers' role in a game will possibly influence how the students' point of view in realising that teachers are not always be so serious. Teachers are also a human being who can interact to each other and play to each other. In a game, students could also be more better than the teacher itself. It will build students' personality to be more confident in learning.

As a teachers perhaps we are too often tempted to tell the students the right answer or to do their thinking for them. Learning to think powerfully, and thinking itself, take time. Of course teachers are under pressure to 'deliver the curriculum', but if the teachers asks the children to think, then teacher must create the opportunity for them to do just that. However, as the children's abilities develop they will be able to think more quickly and in more sophisticated ways. Your patience early on will bring benefits later.³⁵

It is totally a long road explanation of what are the advantages of the game to the

³⁴ Andrew Wright, David Betteridge, and Michael Bucky, (2006), *Op.cit*, hal. 2

³⁵ Steve Bowkett, 2007, *Jumpstart Creativity Games and Activity for Ages 7-14*, Oxon: Routledge, hal. XI

students. Game could help individual children settle if they're upset.³⁶ Learning process will be so boring at some situations. Here is the role of the game to take part of. While making the students become more relax it will implicitly send new informations to the students. It will also aid the memory when we want children to remember things we've told them.

Teacher will find all of their children are creative by seeing how they work in a group. Their roles in group/team could be develop their personality to be more open-minded to each other. They will be more respect each other than they will ever be. Their curiosity will be a rocket to themselves to think harder but still, they will enjoying their times.

B. Related study

- 1) Syarifah Hanip, 2013. Improving The Students Vocabulary Mastery Through Jumble Letters at MTs. Mifthul Ula Pematang Cengal. A Thesis Department of English Education Tarbiyah Faculty and Teacher Training, State University for Islamic Studies North Sumatra Medan. For collecting data, the instruments use were qualitative (observation sheet, diary notes, interview, documentation) and quantitative data (vocabulary test). Based on the data, it was found there was improving of students means was 82, 63%. Where, 33 students got successful in criteria score or it was 86,84%. In other words, the students vocabulary was improved. And based on interviewed, observation sheet, diary notes and

³⁶ Ibid, P. 3

documentation, it showed taht the students response at vocabulary was very good.

- 2) Lestina Samosir, 2017. "The Use of Manual Super Text Twist Game to Improve Students English Mastery Vocabulay at Eight Grade of SMP Al-Washliyah-1 Ismailiyah Medan". A Thesis Department of English Education Tarbiyah Faculty and Teacher Training, State University for Islamic Studies North Sumatra Medan. For collecting data, the instruments use were qualitative (obseravation sheet, diary notes, interview, documentation) and quantitative data (vocabulary test). Based on the data, it was found there was improving of students means was (86,67%). Where, 30 students got successful in criteria score or it was (87,50). In other words, the students vocabulary was improved. And based on interviewed, observation sheet, diary notes and documentation, it showed taht the students response at vocabulary was very good.

C. Conceptual Framework

Based on the explanation above, we have already known that vocabulary is all the words that a person knows of uses. Mastering vocabulary is a basic thing that must be learn by learners. Of course to increase their vocabulary, learners must first have a desire to expand their knowledge of words meaning, as well as commitment to study new words.

Vocabulary as a basic and supporting element to master the four language skills. Game to present a new vocabulary items, students will be easier to remember the words and feel enjoy during study English, and finally student can improve their

vocabularies.

In teaching vocabulary, the students are given explanation of the words clearly. Teacher must develop the material and adapt in with the students condition. If the condition can be considered, the students interest will be higher so teaching and learning process will be well and enjoy.

Game is the appropriate technique in teaching vocabulary especially for young learners. As we know children like do something by playing and having fun, fantasizing, being creative and learning something indirectly. Playing game in learning vocabulary can motivate them to be more active in the classss. They will be more interested and having fun in process of learning.

Hangman game is one of game that can help students to improve their vocabulary by using this game is one of alternative ways to enable students easily in learning vocabulary.

CHAPTER III

RESEARCH METODOLOGY

This chapter consists of research subject of the study , method and design, the procedures of research, instrument of collecting data, and technique of analyzing data.

A. Research Design

Classroom action research is the research in which combination the research procedures with substantive action, an action which going on inquiry disciplines, or somebody's effort to comprehend what is while join to the process of improving and icreasing.³⁷ In the field of education, especially in practice the study, action research round into class action research round into class action research. Classroom Action Research is action reeseach executed in class when study take place. Classroom action research conducted as a mean to improve study quality.³⁸

Based on the definition above, the writer conclude that classroom action research is the way to make the learning process more active and disciplines, and as the alternatives to improve their practice, it aimed to improve students learning an the achievement in learning process. Thus, it involved four steps, namely: planning, action, observation, and reflection.

B. Research Setting and Subject

³⁷ Rochiati Wiratmaja, *Metode Penelitian Tindakan Kelas*, (Bandung. PT Remaja Rosda Karya, 1993), p.11

³⁸ Chandra Wijaya and Syahrur, *Penelitian Tindakan Kelas*, (Bandung, Cita Pustaka Media Perintis, 2013), p.39

This research will be conducted in March 2018/2019 academic year. It will take place at MTsN 1 Medan. The researcher choose this school is because this school has a lot of students' variation. This school also has lots of prestige and researcher sure that it helped the researcher did the research in this school. The subject of this research in at Class VII-11 that consists of 42 students in education year 2018/2019. It start in August.

Table of Participants

Class	VII-11
Students	42

C. The Procedure of the Research

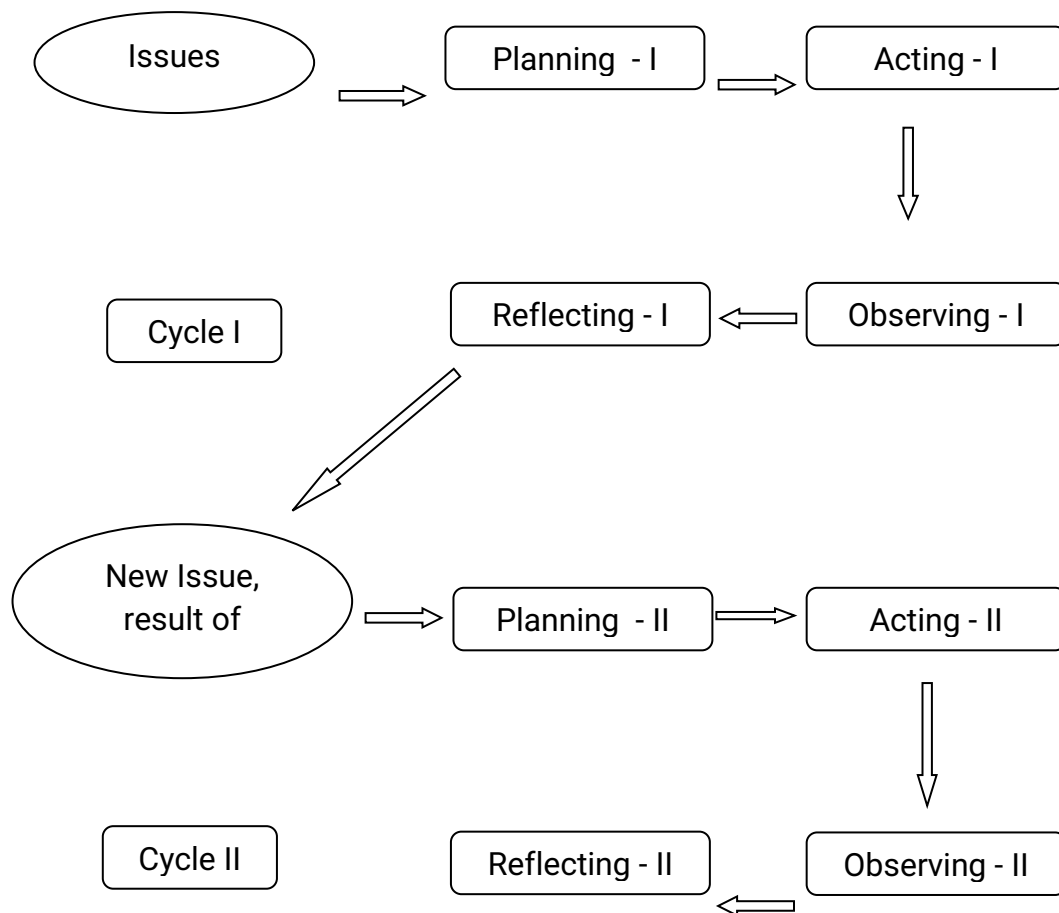
The procedure of research is conducted by making classroom action research. After the problem is set, the implementation of classroom action research begins with the first cycle consisting of four activities : planning, acting, observing, reflecting.

The researcher got data from teacher and students when teaching learning process activity. (1) Students is a learner, in this research students are the important object as a source of the data. (2) Teacher as a collaborator, the collaborator assisted the researcher in conducting the action research.

Action research is about working towards practical outcomes, and also about creating new forms of understanding. It means that action without understanding is blind, just a theory without action meaningless. This study is action research where it is

collaboratively conducted to change what is going on in the classroom, including the techniques, classroom management, media, curriculum, materials, and evaluation systems. This was done by formulating the problems, planning and carrying out the actions, and reflecting on the actions.

Activities in the second cycle can be same activities as before when aimed at repeating succes, to reassure or to reinforce results.³⁹



1. Cycle I

³⁹ Salim, dkk. (2015), *Penelitian Tindakan Kelas*, Medan : Perdana Publishing, p. 36-37

a) Planning

The first step was planning. Planning is arrangement for doing something. In planning, it is considered everything which is related to the action that is done and its also prepared everything that will be needed in teaching learning process. In this case, the writer prepared some activities done by the researcher, that related to the material they are :

- 1) Making lesson plan.
- 2) Doing first observation to identify the problems that need to be solved. In this step, the writer will do the observation on learning process to VII Grade students and the English teacher.
- 3) Preparing the pre test as instrument to collect the data about students' problem.
- 4) Preparing research instrument, such as : test, observation sheet and documentation.
- 5) Deciding the material that is suitable with the study.
- 6) Designing the procedure of teaching learning vocabularies by using hangman game.
- 7) Analyzing the weakness in learning process and reflecting the result of teaching learning process.
- 8) Preparing the test to measure the result of the study.

b) Action

The second step was action. Action is the process of doing the Task Based Language Teaching based on the lesson plan that has been made. There are some activities that :

Table 3.1

Table 3.1

Teachers' Activity	Students' Activity
1. Conducting Pre Test	1. The students work individually before play hangman game and the students sit on each their's chair, consisting of one table for two chairs.
2. Explained the topic to the students	4. Listened seriously to the teacher.
5. Introduce task and explain the step it.	3. Listened to the teachers' explanation.
4. Demonstrate the method	4. Start to do the step of Task-

of hangman game to improve students' vocabularies	based language teaching.
5. The teacher divide students into some pair, consisting 2-students each the member of pair.	5. The students make a pair and sit with their pair.
6. The teachers control classroom conditions.	6. The students keep things vocabulary and play with their pair,
7. The teachers gives time to the student	7. Students play alternately.
8. The teacher give conclusion of the material.	8. The students make their conclusion self, with helped by the teacher.
9. Conducting Post test I.	9. The students work individually after play hangman game like an early learning.

c) Observing

The third step was observing. In this step the writer took a note for every event that occurred in the classroom in order to get accurate data to repair next cycle. It held when the classroom action research was in progress.

d) Reflecting

The last step was reflecting. Reflection is a feedback process from the action that has been done before. Reflection use to help the researcher makes the decision. In this case the researcher reflected on everything that had been done. Researcher took the feedback of teaching and learning process from the result of the observation. If the result did not reach the goal determined, there will be continued to the second cycle. In this case researcher and teacher discussed collaboratively further some problems occurred in the class. Thus, the reflection is able to be determined after implementing the action and observation outcomes.

2. Cycle II

This cycle is follow up of the first cycle. Cycle II will do, if there are not suitable for the purpose or target at the first cycle.

D. Techniques of Collecting the Data

The techniques of data collections will be used by the researcher are qualitative and quantitative data.

1. Qualitative

The qualitative data were obtained by interviewing the students and teacher, doing

observation during the teaching-learning process and the implementation of the action in the field. The data were in the form of field notes and interview transcript.

2. Quantitative

Meanwhile, the quantitative data were in the form of students' vocabularies scores. The scores were collected through the assessments which were conducted twice in this study. The first was pre-test. It was conducted to know the students' English vocabularies. The second was post-test. It was done to know whether there was a significance improvement of the students' vocabularies or not after a hangman game apply.

There are some kinds of technique used by the researcher to collect the data. They are documentation, observation, test and interview. Each technique was also followed by the instruments.

1. Documentation

Documentation method is done to take document/data that support the research. It covers the students data, the result of students' study, and all the pictures that taken when doing the research.

2. Observation

Observation is technique of collecting data by observing every events that is happening and collect it by using the observation about everything will be observed. The observation sheet in implementing learning method only focus to the students' activity during learning English process. Observation will be used to monitor the students' activity the teaching learning process.

Researcher observes the situation in class the lesson, response, and attitude of the students when they are give explanation, doing task, and to know their difficulties. Some of the aspects that will be observed, such as: (1)Students' participate toward teacher's explanation. (2)Students' activity in make a note from teacher explanation. (3)Students ask the question the teacher to clarify understanding. (4)The students are enthusiastic in responding teacher's question. (5)Teh students answer the teacher's question. (6)The students are enthusiastic doing and complete the written test.

3. Test

Test is an instrument of systematic procedure for measuring a sample of behaviour by posing a set of questions in a uniform manner.⁴⁰The researcher used data from

⁴⁰ Jihad Asep. Abdul Haris, (2013), *Evaluasi Pembelajaran*, Yogyakarta: Multi Pressindo, p. 110

evaluation test to know the result of learning vocabulary after the teacher had used hangman game, to know the changeable on students vocabulary material between learning process with explanatory method and learning process through hangman game. The researcher would compare the result of students score in the first and second cycles based on the criteria of success. Test is done to know students' achievement so that the researcher knows the students improvement can be reached by the students.

4. Interview

Interview is conversation aimed to get information usually consisted of two person or more. In this case the interview aim to get the information about students improve vocabulary before conducting the research. In depth-interview is conducted to get the data in which in turn is processed via transcription. The interview is applied by using tape recorder and transcribes them into the writing form. This is in order to crosscheck the data from on another.

E. Technique of the Analyzing the Data

Technique of analyzing data was the most important element in any conduct reserch. All collected data would be meaningless, if didn't do the analysis. The results of the analysis would provide an overview of the direction, purpose and intent of the study. Technique of analyzing data in use descriptive technique.

To get the mean of students' writing score within one cycle uses the formula :

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

M : Mean

$\sum x$: The total value of X.

N : The total number of students.⁴¹

Next, to get class percentage which passes the minimum mastery criteria- *Kriteria Ketuntasan Minimal* (KKM) 75 (seventy-five) the score percentage of each cycle will be calculated by using the following formula :

$$P = \frac{R}{T} \times 100 \%$$

P : The percentage of students who get the point (≥ 75).

R : The total number of students who get the point (≥ 75).

T : The total number of students who do test

While the qualitative data will be analyzed by Miles and Huberman. Qualitative data analysis consists of three components that flows and activity: data condensation, data display, and conclusion drawing and verification.⁴²

⁴¹ Anas Sudjono, (2008) ,*Pengantar Statistika Pendidikan*, Jakarta : Raja Grafindo Persada, p.75

⁴² Suryani dan Hendrayadi, (2015) *Metode Riset Kuantitatif*, Jakarta: Prenadamedia grup, p.183

1. Data Condensation

Data reduction is the process of selecting, focusing simplifying, abstracting and transforming the data that appear in written –up fields notes or transcriptions. It means that the researcher had been reducing the data before, during, after the data as well as analyzing the data. The data reduced in this study were data found in the interview transcript.

2. Data Display

The next step is analyzing the data is data display. It is an organized, compressed assembly of information the permits conclusion drawing and action. By displaying the data, the researcher will easy to understand and to analyzed what will happen with the data presented.

In this study, the researcher will use the result of writing test by students' in displaying the data, because it is most common data display will be used in qualitative research.

3. Conclusion Drawing and Verification

The last step of analysis that will draw conclusion and verification. From the start of the data collection, the qualitative data analysis is beginning to decide what things mean is nothing regulation, patterns, explanation, possible configuration, causal flows and preposition. The conclusion in qualitative research was a new discovery that can be an answer of the research problem. The conclusion was in the from description of the

object of this study. Finally, in this step the researcher will get the result and conclusion of the research.

F. Techniques of Establishing the Trustworthiness

It is important to establish the trustworthiness of the study. There are various ways to establish the trustworthiness of the study. According to Lincoln and Guba, the trustworthiness consists of the following components: credibility, transferability, dependability, and confirmability. Trustworthiness is very important in qualitative research. The aim of trustworthiness is to support the argument that the inquiry's findings are "worth paying attention to" (Lincoln and Guba 1985). These four concepts are extension or adaptations, of the traditional categories of internal validity, external validity, reliability and objectivity.⁴³ The researcher only use the credibility, specifically in triangulation.

Triangulation refers to the idea that multiple sources bring more credibility to an investigation.⁴⁴ There are four kinds of triangulation, they are : (a). Source triangulation, (b). Method triangulation, (c). Researcher triangulation, and (d). Theory triangulation. In this research, the researcher only limits on the triangulation, namely: source triangulation and methodological triangulation.

⁴³ Clive Opie, (2004), *Doing Educational Research*, USA: Sage Publication, p. 69

⁴⁴ Marilyn Lichtman, (2010), *Qualitative Research in Education: A User's Guide*, USA: Sage Publications, p. 229

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDINGS

A. The Data Description

The data that used in this research are qualitative and quantitative data. The qualitative data were taken from observation, documentation, and questionnaire. Meanwhile, the quantitative data were taken from the tests that conducted in each cycle. This research was conducted only in one class that consists of 42 students. This research was accomplished in two cycles. Each cycle was consisted of four steps, namely planning, action, observation, and reflection. The first cycle was conducted only in one meeting and the second cycle was also conducted in one meeting. In the last meeting of each cycle, the research gave the post test to the students to see the students' improving in vocabularies

1. The Quantitative Data

The quantitative data were taken from the tests. The tests were consisted of pre test and post test. The pre test was given before giving the treatment to the students and the post test was given in the last meeting of each cycle. The result of the students' score can be seen in the following table.

4.1. The Student's Score in the Pre-Test

The researcher gave a test in the pre-test. The number of the students who test was 42 . Here the students score of pre-test as follow:

Table 3.7 The Students' Score in Pre-test

No	Initial Names of Students	PRE TEST	
		Score	Criteria Success (>75)
1	AK	55	Unsuccessful
2	AFS	55	Unsuccessful
3	AS	55	Unsuccessful
4	AASL	55	Unsuccessful
5	AMA	60	Unsuccessful
6	AS	55	Unsuccessful
7	AP	65	Unsuccessful
8	AAP	50	Unsuccessful
9	AHS	50	Unsuccessful
10	AFH	60	Unsuccessful
11	DR	50	Unsuccessful
12	FM	60	Unsuccessful
13	HZ	60	Unsuccessful
14	IJ	55	Unsuccessful
15	IS	55	Unsuccessful
16	K	50	Unsuccessful
17	MA	50	Unsuccessful
18	MNA	65	Unsuccessful
19	NFS	55	Unsuccessful
20	MFH	55	Unsuccessful

21	MHR	60	Unsuccessful
22	MIF	55	Unsuccessful
23	MI	60	Unsuccessful
24	MJW	50	Unsuccessful
25	MRA	65	Unsuccessful
26	MRH	60	Unsuccessful
27	MZM	65	Unsuccessful
28	MZA	65	Unsuccessful
29	MA	50	Unsuccessful
30	NCA	60	Unsuccessful
31	NA	50	Unsuccessful
32	NA	65	Unsuccessful
33	NY	55	Unsuccessful
34	RZ	55	Unsuccessful
35	RZ	50	Unsuccessful
36	RQ	50	Unsuccessful
37	RA	50	Unsuccessful
38	RB	60	Unsuccessful
39	SS	65	Unsuccessful
40	SA	60	Unsuccessful
41	SY	60	Unsuccessful
42	YD	50	Unsuccessful

	Total ΣX	$\Sigma X = 2110$ $X = 50,2$
--	------------------------------------	---

From the table of pre-test, the total score of the students was 2110 and the number of the students who completed took the pre-test were 42 of students, to see the mean of the students in this test the researcher applied the following formula:

$$X = \frac{\sum X}{N}$$

Where: X: The mean of the students

Σ : The total score

N: The number of students

So, the mean of the students was: $X = \frac{2110}{42} = 50,2$

From the analysis above knew that students' writing ability were very low. The mean of the students was 50,2 and the student categories still in poor level. And the number of the students who were competent in vocabularies in was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

P = The percentage of students who get 75

R = The member of students who get 75 up

T = The total number of students who do the test.

$$p1 = \frac{0}{42} \times 100\% = 0\%$$

$$p2 = \frac{42}{42} \times 100\% = 100\%$$

Table 4.2 The Percentage of The Students' Score in Pre-Test

	Criteria	Total Students	Percentage
P ₁	Successful	0	0%
P ₂	Unsuccessful	42	100%
TOTAL		42	100%

From the percentage above known that the students who competent in writing were very low.

4.2.The Students' Score in Post Test I

Table 4.3 The Students' Score in Post Test I

No	Initial Names of Students	POST TEST 1	
		Score	Criteria Success (>75)
1	AK	70	Unsuccessful
2	AF	80	Successful
3	AS	85	Successful
4	AASL	70	Unsuccessful
5	AMA	85	Successful
6	AS	80	Successful
7	AP	70	Unsuccessful
8	AAP	65	Unsuccessful
9	AHS	70	Unsuccessful

10	AFH	65	Unsuccessful
11	DR	75	Successful
12	FM	70	Unsuccessful
13	HZ	75	Successful
14	IJ	75	Successful
15	IS	60	Unsuccessful
16	K	60	Unsuccessful
17	MA	80	Successful
18	MN	75	Successful
19	MFS	70	Unsuccessful
20	MFH	75	Successful
21	MHN	75	Successful
22	MIF	75	Successful
23	MI	80	Successful
24	MJW	75	Successful
25	MRA	80	Successful
26	MRH	70	Unsuccessful
27	MZM	75	Successful
28	MZA	75	Successful
29	MA	75	Successful
30	NCA	65	Unsuccessful
31	NA	75	Successful
32	NA	60	Unsuccessful
33	NY	60	Unsuccessful

34	RZ	70	Unsuccessful
35	RZ	80	Successful
36	RQ	80	Successful
37	RA	75	Successful
38	RB	85	Successful
39	SS	80	Successful
40	SA	70	Unsuccessful
41	SM	80	Successful
42	YD	80	Successful
	Total ΣX	$\Sigma X = 3030$ $X = 72,14$	

From the table of pre-test, the total score of the students was 3030 and the number of the students who completed took the pre-test were 42 of students, to see the mean of the students in this test the researcher applied the following formula:

$$X = \frac{\Sigma X}{N}$$

Where: X: The mean of the students

Σ : The total score

N: The number of students

So, the mean of the students was: $X = \frac{3030}{42} = 71.14$

From the analysis above knew that students' vocabularies were still low. The

mean of the students was 71.14 and the include fair level. And the number of the students who were competent in vocabularies in was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

P = The percentage of students who get 75

R = The member of students who get 75 up

T = The total number of students who do the test.

$$p1 = \frac{26}{42} \times 100\% = 61.9\%$$

$$p2 = \frac{16}{42} \times 100\% = 38.1\%$$

Table 4.4 The Percentage of The Students' Score in Post-Test1

	Criteria	Total Students	Percentage
P ₁	Successful	26	61.9%
P ₂	Unsuccessful	16	38.1%
TOTAL		42	100%

From the analysis above knew that the students' vocabularies got improving. The mean of the students was 72.14. From the score who got 75 up were 26 students or it was 61.9 % and 16 students got the score fewer than 75 or it was 38.1 %. It could be concluded that the students' vocabularies got higher in post-test in cycle I than pre-test.

But, the students' achievement in the post-test of cycle I was categorized unsuccessful. Because the percentage of the students who pass the passing grade only 61.9%, the researcher wanted the percentage of students who pass the passing grade was 75%. Therefore the next action continued on the cycle II.

4.3.The Students' Score in Post Test II

Table 4.5 The Students' Score in Post Test II

No	Initial Names of Students	POST TEST 1I	
		Score	Criteria Success (>75)
1	AK	75	Successful
2	AF	80	Successful
3	AS	85	Successful
4	AASL	85	Successful
5	AMA	85	Successful
6	AS	80	Successful
7	AP	80	Successful
8	AAP	70	Unsuccessful
9	AHS	80	Successful
10	AFH	70	Unsuccessful
11	DR	70	Successful
12	FM	85	Successful
13	HZ	75	Successful
14	IJ	75	Successful

15	IS	80	Successful
16	K	80	Successful
17	MA	80	Successful
18	MN	75	Successful
19	MFS	70	Unsuccessful
20	MFH	75	Successful
21	MHN	75	Successful
22	MIF	75	Successful
23	MI	80	Successful
24	MJW	75	Successful
25	MRA	80	Successful
26	MRH	70	Unsuccessful
27	MZM	75	Successful
28	MZA	75	Successful
29	MA	75	Successful
30	NCA	65	Unsuccessful
31	NA	75	Successful
32	NA	70	Unsuccessful
33	NY	70	Unsuccessful
34	RZ	80	Successful
35	RZ	80	Successful
36	RQ	80	Successful
37	RA	75	Successful
38	RB	85	Successful

39	SS	80	Successful
40	SA	85	Successful
41	SM	80	Successful
42	YD	80	Successful
	Total ΣX	$\Sigma X = 3240$ $X = 77,14$	

From the table of pre-test, the total score of the students was 3240 and the number of the students who completed took the pre-test were 42 of students, to see the mean of the students in this test the researcher applied the following formula:

$$X = \frac{\Sigma X}{N}$$

Where: X: The mean of the students

Σ : The total score

N: The number of students

So, the mean of the students was: $X = \frac{3240}{42} = 77.14$

From the analysis above knew that students' vocabularies improve . The mean of the students was 77.14 . And the number of the students who were competent in vocabularies in was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

P = The percentage of students who get 75

R = The member of students who get 75 up

T = The total number of students who do the test.

$$p1 = \frac{35}{42} \times 100\% = 83.3\%$$

$$p2 = \frac{7}{42} \times 100\% = 16.6\%$$

Table 4.6 The Percentage of The Students' Score in Post-TestII

	Criteria	Total Students	Percentage
P ₁	Successful	35	83.3%
P ₂	Unsuccessful	7	16.6%
TOTAL		42	100%

From the percentage, the students' vocabularies was classified on good level when doing the action research on cycle II. The students' score showed the increasing which could be determined that they showed the progress little by little. They got the improving score in each cycle.

Table 4.7 Students' score from Pre-Test, Post Test I, and Post-Test II

No	Initial Names of Students	PRE TEST	POST TEST I	POST TEST II
		Score	Score	Score
1	AK	55	70	75
2	AFS	55	80	80
3	AS	55	85	85
4	AASL	55	70	85
5	AMA	60	85	85
6	AS	55	80	80
7	AP	65	70	80
8	AAP	50	65	70
9	AHS	50	70	80
10	AFH	60	65	70
11	DR	50	75	70
12	FM	60	70	85
13	HZ	60	75	75
14	IJ	55	75	75
15	IS	55	60	80
16	K	50	60	80
17	MA	50	80	80
18	MNA	65	75	75
19	NFS	55	70	70
20	MFH	55	75	75
21	MHR	60	75	75

22	MIF	55	75	75
23	MI	60	80	80
24	MJW	50	75	75
25	MRA	65	80	80
26	MRH	60	70	70
27	MZM	65	75	75
28	MZA	65	75	75
29	MA	50	75	75
30	NCA	60	65	65
31	NA	50	75	75
32	NA	65	60	70
33	NY	55	60	70
34	RZ	55	70	80
35	RZ	50	80	80
36	RQ	50	80	80
37	RA	50	75	75
38	RB	60	85	85
39	SS	65	80	80
40	SA	60	70	85
41	SY	60	80	80
42	YD	50	80	80
	Total ΣX	$\Sigma X = 2120$ $X = 50.2$	$\Sigma X = 3030$ $X = 71,14$	$\Sigma X = 3240$ $X = 77.14$

Table 4.8 The Mean Score of Cycle I (Pre -Test and Post Test I) and Cycle II (PostTest II)

X	Pre-Test	Post-Test1	Post-TestII
Mean	50.2	71.14	77.14

The mean of the students' score in the post- test of cycle II was highest, so it could be said that the students' vocabularies by using hangman game improved from 50.2 to 77.14.

The number of competent the student was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

P = The percentage of students who get 75

R = The member of students who get 75 up

T = The total number of students who do the test.

The percentage of the increasing of students' writing ability could be seen as follows:

a.The percentage of competent students in the pre-test was:

$$p1 = \frac{0}{42} \times 100\% = 0\%$$

b.The percentage of the competent students in the post test I was:

$$p1 = \frac{26}{42} \times 100\% = 61.9\%$$

c. The percentage of the competent students in the post test II was:

$$p1 = \frac{35}{42} \times 100\% = 83.3\%$$

Table 4.9 The Percentage of Improving Students' Vocabularies

CYCLE		THE COMPETENT STUDENT	PERCENTAGE
Cycle1	Pre-Test	0	0%
	Post-Test1	26	61,9%
CycleII	Post-TestII	35	83.3%

From the table above, the result showed the increasing of the students' scores from the pre-test to the post-test of cycle I, post-test of cycle I to post- test cycle II. In the first test (pre-test) the students who got the score 75 up were 0 students of 42 students (0%). In the second test (post-test cycle I) the students who got the score 75 up were 16 students of 42 students (61,9%). In the third test (post-test cycle II) the students who got the score 75 up were 35 students of 42 students (83.3%). The increasing of the pre-test to the post -test of cycle I was about 61.9% and the increasing of post-test of cycle I to the post-test of cycle II was about 21,4 %.

2. The Qualitative Data

Qualitative data were taken from diary notes interview, observation Sheet and documentation. This was carried out in two cycles. There were four meetings were conducted. The researcher was conducted in two cycles and each cycle consisted of two meetings.

A) Observation Sheet

Observation sheet was used to write down the situation when teaching and learning process. Observation sheet was useful for recording students and teacher activity for identifying all the condition in teaching learning process.

From the result of observation sheet of teacher's activity in cycle I can be seen that teacher are comes on time, explains about vocabulary, explain about how to play hangman game , asks the students to play hangman game, and close the lesson. It is categorized on point 3 that is very good. And on activity open the lesson by greeting and gives motivation, observes students' activities and behaviors during teaching-learning process, give opportunity to the students to ask/answer question and feedback, teacher got point 2 that is good.

In cycle II the teacher's activity got improved in open the lesson by greeting and gives motivation, observes students' activities and behaviors during teaching-learning process, and give opportunity to the students to ask/answer question. It has become 4 that is very good. While gives feedback, it is still categorized in good.

From the result of observation sheet of students' activity in Cycle I can be seen that students are listen and pay attention to the teacher's explanation and instruction,

ask/answer the teacher's question, and ask some question to the teacher. It is categorized on point 3 that is good. While students ability in understand the teacher's explanation and instruction, control their manner and voice in classroom, answer the question based on the task, do all tasks actively and cooperatively, and collect their papers on time are still low. They got point 2 that categorized in enough.

In cycle II the students' ability got improved. It can be seen that students categorized in good on their ability in listen and pay attention to the teacher's explanation and instruction, ask/answer the teacher's question, understand to the teacher's explanation and instruction, able to control their manner and voice in classroom, ask some question to the teacher, create descriptive text based on the task, and do all tasks actively and cooperatively.

While the students' ability in collecting their papers on time still same, not got improved, that is categorized on enough.

B) Interview

The interview was done before conducting the first cycle. The researcher interviewed the teacher and the students. This interview also done after implemented the technique. From the students and teacher's answer in interview, showed that there were differences feeling before and after the implemented of the game.

From the teacher answer in interview, showed that before used game the teacher said that she has do all her best to help the improve students' vocabularies. But according to the students' spirit in learning English, there are some students have no spirit and negative view about English. After use the game teacher felt the students' was

improving. From the students' less motivation, before use the game they said that they have difficulties in English, they have lack of vocabulary and their teacher never teach them about the game. After use the game they felt better and easier in vocabularies through hangman game.

The interview also done after use hangman game to improve student vocabularies in the class, it was found that the teacher agree to use this game. When we were interviewing he said “ *It's very good,thankyou Samroh ! I find a new ways how to improve my studnets' vocabularies by using hangman game. As we know that vocabulary is basic for writing, speaking,and listening, it is so important.*”

The student also said “*Miss I enjoy learn vocabulary by this game, and make me easier to remember many vocabularies, even I don't know the vocabulary before. (Miss saya menikmati belajar kosakata dengan menggunakan permainan ini, dan membuat saya mudah dalam mengingat kosakata, meski sebelumnya saya tidak mengetahui kosakata tersebut)*”. It's mean the all of students felt intrested in learning vocabularies through hangman game and it's improve the students vocabularies.

C) Diary Notes

Diary notes was used as an instrument to record all things that happened in teaching and learning process. This is also used to record all progress of students in achieving the material given by the teacher. The diary notes during the research can be seen in the appendix

D) Documentation

Photography is one of source as documentation or responding observation for researcher to catch every moment which considered important. The photography was taken while the teacher taught the students in front of the classroom.

It was taken when the students did the test, and during the teaching- learning process in the classroom. From the photo will be found that the students were active and focus during the teaching-learning process. Documentation during the research can be seen in the appendix.

B. Data Analysis

Here, the researcher tried to analysis the data that got from quantitative data and qualitative data to know the result of the research.

1. Quantitative Data

The quantitative data were obtained from the score of student's test. The improvement of students' vocabularies by using hangman game can be seen from the mean of student's score in pre-test, post-test in cycle I and post-test in cycle II.

Table 4.10 Students' score from Pre-Test, Post Test I, and Post-Test II

No	Initial Names of Students	PRE TEST	POST TEST I	POST TEST II
		Score	Score	Score

1	AK	55	70	75
2	AFS	55	80	80
3	AS	55	85	85
4	AASL	55	70	85
5	AMA	60	85	85
6	AS	55	80	80
7	AP	65	70	80
8	AAP	50	65	70
9	AHS	50	70	80
10	AFH	60	65	70
11	DR	50	75	70
12	FM	60	70	85
13	HZ	60	75	75
14	IJ	55	75	75
15	IS	55	60	80
16	K	50	60	80
17	MA	50	80	80
18	MNA	65	75	75
19	NFS	55	70	70
20	MFH	55	75	75

21	MHR	60	75	75
22	MIF	55	75	75
23	MI	60	80	80
24	MJW	50	75	75
25	MRA	65	80	80
26	MRH	60	70	70
27	MZM	65	75	75
28	MZA	65	75	75
29	MA	50	75	75
30	NCA	60	65	65
31	NA	50	75	75
32	NA	65	60	70
33	NY	55	60	70
34	RZ	55	70	80
35	RZ	50	80	80
36	RQ	50	80	80
37	RA	50	75	75
38	RB	60	85	85
39	SS	65	80	80
40	SA	60	70	85
41	SY	60	80	80
42	YD	50	80	80
	Total ΣX	$\Sigma X = 2120$ $X = 50.2$	$\Sigma X = 3030$ $X = 71,14$	$\Sigma X = 3240$ $X = 77.14$

Table 4.11 The Mean Score of Cycle I (Pre -Test and Post Test I) and Cycle II (PostTest II)

X	Pre-Test	Post-Test1	Post-TestII
Mean	50.2	71.14	77.14

From the data above the researcher found there is the improving of the students'. It could be seen from the mean of the value from pre-test, post-test of cycle I and post-test of cycle II that increase.

It also could be seen from the table below that showed the students value failed or passed. From the table above the writer found the students' achievement are:

- Pre-Test

In the Pre-test the students score include to the low result, because in Pre-test the students did not understand yet about the material and still shy to ask the teacher. It gave influence in Students' achievement. From the table it showed in the pre-test there were 0 (zero) students failed for the test.

- Post-Test I

In the Post-Test I the students score got increasing. In the post-test I students had given the reaction to pay more attention to the teacher and asked the material they did not know.

And the reaction of the students gave influence in students' achievement to

increase. From the table it showed in the post-test I there are 16 students who able to pass the passing grade 75.

- Post-Test II

In the post-test II the students score got increasing. In the post-test II students gave the positive reaction and more motivated in doing the test. The students' reaction and motivation increased the students' achievement. From the table it showed in the post test II there were 35 persons who pass the passing grade 75.

The mean of the students' score in the post- test of cycle II was highest, so it could be said that the students' vocabularis improved by using hangman game from 50.2 to 77.14.

The number of competent the student was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

P = The percentage of students who get 75

R = The member of students who get 75 up

T = The total number of students who do the test.

The percentage of the increasing of students' writing ability could be seen as follows:

a. The percentage of competent students in the pre-test was:

$$p1 = \frac{0}{42} \times 100\% = 0\%$$

b. The percentage of the competent students in the post test I was:

$$p1 = \frac{16}{42} \times 100\% = 38.1\%$$

c. The percentage of the competent students in the post test II was:

$$p1 = \frac{35}{42} \times 100\% = 83.3\%$$

2. The Qualitative Data

Qualitative data were taken from dairy note, interview, observation Sheet and documentation. This was carried out in two cycles. There were four meetings were conducted. The researcher was conducted in two cycles and each cycle consisted of two meetings.

2.1. The Activity of Pre-Test

In the first meeting, the pre-test was given to determine based on theirs table. The pre-test was given to 42 students. One student one paper. In this activity student were asked to write vocabulary they know. There were some students seemed very difficult to write vocabulary they know but some of them tried seriously. After doing the pre-test, the researcher interviewed the students.

2.2. The Activity of the First Cycle

In this cycle, there were two meetings were conducted to the students. First meeting was used as pre-test. A test was administrated in the end of teaching learning process. The steps of this action research where:

A. Planning

The plan was arranged before doing research. All the preparation that was needed in the process of research was prepared, such as made lesson plan, observation sheet, material about descriptive text , camera to get documentation, and exercise as the instrument of collecting data improving vocabularies.

B. Action

In this phases, there were some activities done by the researcher, they were:

- a. Teacher provided the pre-test to the students. In pre-test the researcher observed the situation of the class by giving 20 question multiple choise to the students. Researcher also asked the students about the problem which they faced in vocabulary.
- b. The researcher explained what is vocabulary, kinds of vocabularies, and the importance of vocabularies. After that the researcher taught the students about vocabulary by using hangman game which help in improving students' vocabularies.
- c. After that researcher gave the explanation about vocabulary, and researcher give the students rules how to play hangman game and give example about hangman game. Then, researcher asks them to play.

C. Observation

In this observation the researcher recorded every action, comment and certain behavior of students during teaching learning process in the class by using documentation, and photos. There were many things that had been observed as follow:

- a. Many students lack of vocabularies.
- b. Many students still confused kinds of vocabulary.
- c. Many students were not active in doing the task and some students were serious in class but there were some students still made noise, imitated their friend and disturb their friend when teaching learning process.

D. Reflection

The researcher evaluated the teaching learning process in the end of meeting of first cycle. The researcher as the teacher asked the students about their difficulties and problems understanding the lesson. The evaluation of two meetings became the reflection to the researcher in making second cycle. From the data the researcher decided to continuous to second cycle in order to get better result.

2.3. The Activity of the Second Cycle

The second cycle was done by the researcher in order to get the better improvement of students' result. The similar step to the first cycle, researcher conducted to the second cycle with the same steps as follow:

A. Planning

The researcher as the teacher designed the lesson plan for second cycle, and got other them for post-test I.

B. Action

The first thing that the researcher did in the second cycle was to ask the students about things or parts or they had not understood yet from the teacher's explanation before. They replied that they still confused. Based on the students' question, the teacher explains again. And in the end of second cycle, the researcher asked the students to play hangman game. The theme of thing in the school different with the theme of cycle II.

C. Observation

The observation was done for cycle II. From the last result it indicates that the students had improve in vocabularies by using hangman. Some students got score up 75.

D. Reflection

Having checked the students' vocabulary mastery by giving the test, it was found the students' score showed the increasing. Based on the observation and the result of their test, the students could use hangman game as their media in memorizing and retaining their vocabulary. It can be concluded that the students could improve their vocabulary mastery by using hangman game.

C. Research Finding

The result was indicated that there was an improvement on the students' vocabularies by using hangman game. The mean of the first cycle was 71.14. It was still low, because the students still have difficulties. The mean of second cycle was 77.14.

From the data could be seen that the students' score and the mean in second cycle were better than first cycle. The percentage of students who got point up to also grew up. In the pre-test, students who got up 75 were 0 students of 42 students (0%). In the post test of cycle I , students who got up 75 there were 16 students of 42 students (38.1%). In post-test II, students who got up 75 there were 35 of 42 students (77.14%). In other words, the students' ability was become well in the first meeting to the next meeting.

From the data above, showed by applying this technique, the score of the students in vocabulary kept increasing from the pre test until post test in each cycle. The students' vocabulary mastery improved and became well in the first meeting to the next meeting not only happened in the mean of the students' score, but also the expression, interest and excitement of students' showed that there was improvement. It can be seen in observation sheets and interview sheet. Most the students were more active and enthusiast during teaching learning process. It implied that the use of hangman game could increase the students' vocabulary and also help the English teacher to teach vocabulary.

D. Discussion on Research Finding

This research was conducted to improving the students' vocabulary by using hangman game. The result of researcher was from the cycle I, cycle II and the analysis showed that the mean of the first cycle was about 71.14. It showed that the students were still lack in vocabularies. In cycle II the improvement was about 77.14. Based on

the standard of English subject, the students got score up 75 were 35 of 42 students (83.3%). It was caused the teacher used hangman game in teaching process.

The research was conducted to find out the improving of the students' vocabulary by using hangman game. Hangman was one of many technique that could help the students to be easier in memorizing vocabularies. This research has proved the improvement by using hangman game. It was shown in the table 4 of the improvement of students score of the pre-test until post-test II. It was because the researcher controlled the class better and directly the students who were noisy so the class was quieter and also provided more interesting activity in cycle II.

The effect for hangman game, the students was easier in learning vocabularies and the students can understand correctly. The teacher was better and easier to use hangman game in teaching vocabularies. Based on the result of quantitative data, the result showed that the students' score in pre-test were still low, it caused the students still lack of vocabulary. In cycle I the students vocabularies improved. The score was higher and higher for each meeting in the test. It was proven by fact that the mean of the score in post –test I improved. The mean score of post- test I was 71.14 or 16 students. It was higher than pre- test. The students'score in post-test I improved, it shown that the use of hangman game in cycle I can improved students' vocabularies.

The students' responds when using hangman game to improve students' vocabularies was very good. Because with hangman game can make student active in group and interested the lesson and the students more understand about vocabularies. The mean of post-test of cycle II was 77,14. It was higher than the post-test I. It shown that the students' understanding was better then before cycle. It was proven from the

student who passed in the post-test II. In the cycle II only 7 students still didn't understand well about the material. The result of the research showed the improving students' vocabularies by using hangman game.

The qualitative data were taken from dairy note, interview , observation sheet, and documentation. It was found that the class was effectively. Qualitative data also be an improvement of the teacher's and student's activities during teaching learning process.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses the conclusions and the suggestions. The detailed explanation of each point is presented below.

A. Conclusions

Here the researcher got the conclusions:

1. Based on the result and discussion of the researcher, it could be concluded that the students' English vocabulary got improvement through hangman game. It was showed from the mean of the students score in three test: pre-test 50,2 , post-test I 71,14 , post-test II 77,14 . And also score improvement who got score up to 75 pre-test in first cycle were 0 of 42 students (0%), post-test I in first cycle were 16 of 42 students (38,1%), post- test II in second cycle were 35 of 42 students (83.3%). Therefore, hangman game in learning process can improved the students' English vocabulary.

2. The students' respond in language teaching when they were by using hangman game in teaching process was good. It could be seen from first cycle until the second cycle. The first cycle the researcher got the point that they still difficult. Beside that the students did not gave attention to the teacher. They were lack of vocabularies and less motivation to learn vocabulary. The students responses in learning process in cycle II

was good it could be seen on the students responds in cycle II in qualitative data.

B. Suggestions

Based on the conclusion of the study, some suggestions will be directed toward the English teacher, and other researcher.

1. To English Teacher

The English teacher can use hangman game in learning process. Because based on the result of the research, hangman game can improve the students' English vocabulary. It also can support the teaching-learning process so that the students will be more interested in learning English.

2. To the Other Researcher

This study is mainly intended to describe how hangman game were used to improve the students' vocabularies of VII class, students of MTsN 1 Medan. The other researchers may follow this study in different contexts in order to find more actions to improve the students' English vocabulary. This study may be used as one of the resources before the researchers do an action research related to the improving students' English vocabulary.

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APPENDIX I

LESSON PLAN

Cycle I

School : MTsN 1 Medan

Subject : English

Class/sem : VII/ I

Aspect/ Skill : Vocabulary

Time Allocation : 6 X 40 Minutes

Topic : My School and Things in it

I. Standard Competence : Comprehend and express simple instruction for transactional and interpersonal at simple related to surrounding environment.

II. Basic Competence : To Know meaning of the words and mention the name of things in the school.

III. Indicator : 1. Knowing the names of the things in the school
2. Understanding the names of the things in the school
3. Asking question about things in the classroom
4. Recognizing the name of the things in the school

IV. Learning Objective : At the end of the learning process, students are able to:

1. The students are able to know the names of the things in the school

2. The students are able to mention the names of the things in the school

3. The students are able to ask question about things in the school

4. The students are able to recognizing the names of the things in the school

V. Material :Write objectin the classroom, library, canteen, Student Health Unit, and laboratory.

VI. Method : Hangman game

VII. Teaching learning process:

No	Description of Teaching Activity	Time Allocation
1.	Introduction	10 Minutes
	<ul style="list-style-type: none">• Greetings• Pray	

	<ul style="list-style-type: none"> • Check the student attendance list • Warming up activities: <ul style="list-style-type: none"> - Ask the students questions related to the things in the school - Explain how important the next competence learning that should be master by the students. 	
2.	Main Activity	60 minutes
	<p>Exploration</p> <ul style="list-style-type: none"> • Introduction the topic to the students • Asking the students about their prior knowledge that relate to the topic • Asking the students that related with the material <p>Elaboration</p> <ul style="list-style-type: none"> • Teacher will give the instruction to the students about the Hangman game • Teacher give the explanation about how to do the hangman game, they should be prepare the vocabulary that they know • The researcher gave intruction to students for keep the vocabularies until they play, prepare a paper and pen. • The researcher made the group. There was have sixteen group consisted pair of group. 	

	<ul style="list-style-type: none"> • The researcher gave time for student to play, and wait for the winner <p>Confirmation</p> <ul style="list-style-type: none"> • Giving positive feedback to the students who gets guess the most word • Giving the motivation to the students 	
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VIII. Media : Paper, pen

IX. Source : - English book
- Dictionary

X. Evaluation : Vocabulary test: multiple choices which is consisted of 20 questions.

Evaluation rule:

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

Where:

S = score of the text

R = number of correct answer

N = number of question

Patumbak, 19 Agustus 2018

Known by,

Headmaster of MTsN 1 Medan

English Teacher

Rasmat, S.Ag, MA

Yeni YUSDANELLY, S.Pd

Researcher

Samroh Tulaili Sirorus

NIM. 34143017

APPENDIX II

LESSON PLAN

Cycle II

School : MTsN 1 Medan

Subject : English

Class/sem : VII/ I

Aspect/ Skill : Vocabulary

Time Allocation : 6 X 40 Minutes

Topic : Parts of the House and the Things in it

I. Standard Competence : Comprehend and express simple instruction for transactional and interpersonal at simple related to surrounding environment.

II. Basic Competence : To know the meaning of the words and mention the parts of the house and the things in it

III. Indicator :

1. Knowing the names of the rooms in the house and the things in it

2. Understanding the names of the things in the rooms of the house

IV. Learning Objective :

At the end of the learning process, students are able to:

1. The students are able to know the names of the rooms in

the house and the things in it

2. The students are able to understand the names of the things in the rooms of the house

. V. Material :Write objects related to the topic such as the living room, kitchen, bedroom, bathroom

VI. Method : Hangman Game

VII. Teaching learning process :

No .	Description of Teaching Activity	Time Allocation
1.	Introduction	11 Minutes
	<ul style="list-style-type: none">• Greetings• Pray• Check the student attendance list• Warming up activities:<ul style="list-style-type: none">- Ask the students questions related to the things in the school- Explain how important the next competence learning that should be master by the students.	
2.	Main Activity	60 minutes

	<p>Exploration</p> <ul style="list-style-type: none"> • Introduction the topic to the students • Asking the students about their prior knowledge that relate to the topic • Asking the students that related with the material <p>Elaboration</p> <ul style="list-style-type: none"> • Teacher will give the instruction to the students about the Bingo game • Teacher give the explanation about how to do the bingogame, they should be write vocabulary on bingo card • The researcher gave intruction to students for wrote vocabulary which the students know on whiteboard, after that the researcher correct the vocabulary and gave the traversed sign for the same vocabulary • The researcher vanished vocabulary and made the group. There was have six group consisted of five students in one group. • The researcher gave paper to each of group. Every group should play hangman game. <p>Confirmation</p> <ul style="list-style-type: none"> • Giving positive feedback to the students who can finish the game • Giving the motivation to the students 	
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	<p>Exploration</p> <ul style="list-style-type: none"> • Introduction the topic to the student • Asking the students about their prior knowledge that relate to the topic • Asking the students that related with the material <p>Elaboration</p> <ul style="list-style-type: none"> • Teacher will give the instruction to the students about the Bingo game • Teacher give the explanation about how to do the hangman game • The researcher gave intruction to students to play on paper. • The researcher gave the paper to each of group. Every group should play. <p>Confirmation</p> <ul style="list-style-type: none"> • Giving positive feedback to the students who can finish the Bingo game • Giving the motivation to the students 	
--	--	--

Closing	10 inutes
<ul style="list-style-type: none"> • Asking the difficulty during the teaching and learning process • The teacher concludes the material • The teacher gives feedback for the students • The teacher advices the students to remember the lesson • Closing the lesson by praying and giving closing- greeting 	

VIII. Media : Paper, pen

IX. Source : - English book
- Dictionary

X. Evaluation : Vocabulary test: multiple choices which is consisted of 20 questions.

Evaluation rule:

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

Where:

S = score of the text

R = number of correct answer

N = number of question

Patumbak, 19 Agustus 2018

Known by,

Headmaster of MTsN 1 Medan

English Teacher

Rasmat, S.Ag, MA

Yeni YUSDANELLY, S.Pd

Researcher

Samroh Tulaili Sirorus

NIM. 34143017

APPENDIX III

Observation Sheet cycle 1

Subject : English

Class : VII/ MTsN 1 Medan

1= poor 2=fair 3=good

No	The Aspect of Supervision	Cycle 1		
		1	2	3
1.	The teacher motivates the students about the importance of vocabulary.		✓	
2.	The teacher explains the material to the students.			✓
3.	The teacher gives the explanation about the hangman game			✓
4.	The teacher observes the students during teaching and learning process.		✓	
5.	The teacher helps the students when they find some problems in learning process.		✓	
6.	The teacher conclude the material and close the meeting.		✓	
7.	The students pay attention to the teacher's explanation.		✓	
8.	The students are active in asking the question about the material to the teacher.		✓	
9.	The students were enthusiast to do their assignment.			✓
10.	The students were motivated in study vocabulary by using hangman game.			✓
12.	The students were participle in teaching learning process.		✓	

APPENDIX IV**OBSERVATION SHEET****CYCLE II****Teacher Name** :**Observation Activity** : **Teacher Activities****Observation Sheet cycle 1****Subject** : **English****Class** : **VII MTsN 1 Medan**

1= poor 2=fair 3=good

No	The Aspect of Supervision	Cycle 1		
		1	2	3
1.	The teacher motivates the students about the importance of vocabulary.			✓
2.	The teacher explains the material to the students.			✓
3.	The teacher gives the explanation about the hangman game			✓
4.	The teacher observes the students during teaching and learning process.			✓
5.	The teacher helps the students when they find some problems in learning process.		✓	
6.	The teacher conclude the material and close the meeting.		✓	
7.	The students pay attention to the teacher's explanation.		✓	
8.	The students are active in asking the question about the material to the teacher.			✓

9.	The students were enthusiast to do their assignment.			✓
10.	The students were motivated in study vocabulary by using hangman game.			✓
12.	The students were participle in teaching learning process.			✓

APPENDIX V

Test Instrument And Answer Key In Cycle I (Pre Test)

TEST OF PRE TEST

Name :

Class :

Choose the correct answer with crossing (X)a,b,c and d!

1. My teacher writes in the. . . by using a marker

- | | |
|---------------|----------|
| a. Whiteboard | c. Chalk |
| b. Floor | d. Map |

2. The students sit on the . . .

- | | |
|-------------|----------|
| a. Table | c. Chair |
| b. Cupboard | d. Wall |

3. There is a . . . of Indonesia on the class wall.

- | | |
|---------|----------------|
| a. Map | c. Globe |
| b. Book | d. Noticeboard |

4. The . . . in the library is used to placed the books based on type of it.

- | | |
|----------|--------------|
| a. Table | c. Bookshelf |
|----------|--------------|

- b. Book
- d. Chair

5. Beside reading a book, the students also can read . . . in the library.

- a. Magazine
- c. Map
- b. Book
- d. Globe

6. The uses of the . . . is to know location of countries.

- a. Globe
- c. Magazine
- b. Book
- d. Newspaper

7. A . . . works in the library

- a. Teacher
- c. Librarian
- b. Security
- d. Headmaster

8. The students usually have an experiment in . . .

- a. Classroom
- c. Laboratory
- b. Library
- d. Office

9. . . . is the place to borrow some books at school.

- a. Canteen
- c. Library
- b. Classroom
- d. Teacher Office

10. Rani is a student. She bring . . .

- a. Book
- c. Belt

- b. Ice cream
- d. Television

11. Mr. Dedi is a teacher. He works in . . .

- a. Hotel
- c. Teacher Office
- b. Hospital
- d. School

12. . . . is the place for the students to study.

- a. Canteen
- c. Teacher Office
- b. Classroom
- d. Library

13. We need . . . to bring our school books.

- a. Wallet
- c. Pencil Case
- b. Bag
- d. Uniform

14. There are pencil, pen, eraser and sharpener in the . . .

- a. Pencil Case
- c. Book
- b. Bag
- d. Wallet

15. Budi needs . . . to remove his wrong writing.

- a. Pencil
- c. Eraser
- b. Pen
- d. Ruler

16. Ceremonies on Monday do at . . .

- a. Classroom
- c. Canteen

b. Teacher Office

d. Field

17. I go to school by . . .

a. Bike

c. Plane

b. Ship

d. Helicopter

18. We are . . . MTs. Al- Hasanah

a. Students

c. Doctors

b. Teachers

d. Artists

19. Students have to wear uniform to go to . . .

a. Party

c. Mall

b. Bed

d. School

20. Students need . . . to write a letter

a. Stamp

c. Coin

b. Pen

d. Glue

Pre Test Answer Key

1. A

2. C

3. A

4. A

5. A

6. A

7. C

8. C

9. C

10. A

11. D

12. B

13. B

14. A

15. C

16. D

17. A

18. A

19. D

20. B

APPENDIX VI

Test Instrument And Answer Key In Cycle I (Post Test I)

TEST OF POST TEST I

Name :

Class :

Choose the correct with crossing (X) a, b,c, and d!

1. Mr. Dedi is a teacher. He works in . . .
 - a. Hotel
 - b. Hospital
 - c. School
 - d. Teacher Office
2. . . . is the place for the students to study.
 - a. Canteen
 - b. Classroom
 - c. Teacher Office
 - d. Library
3. We needs . . . to bring our school books.
 - a. Wallet
 - b. Bag
 - c. Pencil Case
 - d. Uniform
4. There are pencil, pen, eraser and sharpener in the . . .
 - a. Pencil Case
 - b. Bag
 - c. Book
 - d. Wallet

5. Budi needs . . . to remove his wrong writing.

- | | |
|-----------|-----------|
| a. Pencil | c. Eraser |
| b. Pen | d. Ruler |

6. Ceremonies on Monday do at . . .

- | | |
|-------------------|------------|
| a. Classroom | c. Canteen |
| b. Teacher Office | d. Field |

7. I go to school by . . .

- | | |
|---------|---------------|
| a. Bike | c. Plane |
| b. Ship | d. Helicopter |

8. We are . . . MTs. Al- Hasanah

- | | |
|-------------|------------|
| a. Students | c. Doctors |
| b. Teachers | d. Artists |

9. Students have to wear uniform to go to . . .

- | | |
|----------|-----------|
| a. Party | c. Mall |
| b. Bed | d. School |

10. Students need . . . to write a letter

- | | |
|----------|---------|
| a. Stamp | c. Coin |
| b. Pen | d. Glue |

11. My teacher writes in the . . . by using a marker

c. Whiteboard c. Chalk

d. Floor d. Map

12. The students sit on the . . .

a. Table c. Chair

b. Cupboard d. Wall

13. There is a . . . of Indonesia on the class wall.

a. Map c. Globe

b. Book d. Noticeboard

14. The . . . in the library is used to place the books based on type of it.

a. Table c. Bookshelf

b. Book d. Chair

15. Beside reading a book, the students also can read . . . in the library.

a. Magazine c. Map

b. Book d. Globe

16. The uses of the . . . is to know location of countries.

a. Globe c. Magazine

b. Book

d. Newspaper

17. A . . . works in the library

a. Teacher

c. Librarian

b. Security

d. Headmaster

18. The students usually have an experiment in . . .

a. Classroom

c. Laboratory

b. Library

d. Office

19. . . . is the place to borrow some books at school.

a. Canteen

c. Library

b. Classroom

d. Teacher Office

20. Rani is a student. She bring . . .

a. Book

c. Belt

b. Ice cream

d. Television

Post test I Answer Key

1. D

2. B

3. B

4. A

5. C

6. D

7. A

8. A

9. D

10. B

11. A

12. C

13. A

14. A

15. A

16. A

17. C

18. C

19. C

20. A

APPENDIX VII

Test Instrument And Answer Key In Cycle I (Post Test I)

TEST OF POST TEST II

Name :

Class :

- I save my pictures and other file in the . . .
 - Book
 - Magazine
 - Cupboard
 - Computer
- I put my clothes, pants, socks, and underwear in the . . .
 - Bed
 - Bag
 - Cupboard
 - Bed
- My brother often watch. . . . in the evening.
 - Magazine
 - Newspaper
 - Television
 - Radio
- My grandmother always hear . . . in the morning
 - Radio
 - Television
 - Magazine
 - Newspaper
- I save my pictures and other file in the . . .
 - Book
 - Cupboard

- b. Magazine d. Computer

6. I put my book in the . . .

- a. Bookshelf c. Cupboard

- b. Bag d. Computer

7. I dry my body with . . .

- a. Paper toilet c. Soap

- b. Towel d. Shower

8. I use a . . . to brush my teeth.

- a. Soap c. Shampo

- b. Towel d. Toothbrush

9. I wash my hair with . . . everyday.

- a. Shampo c. Toothpaste

- b. Soap d. Toothbrush

10. My mother puts vegetable, meat, and egg into the. . .

- a. Fridge c. Stove

- b. Rice cooker d. Toaster

11. I bake the cookies in the. . .

- a. Fridge c. Toaster

b. Oven

d. Rice cooker

12. I use a . . . to chop the vegetables.

a. Knife

c. Fork

b. Spoon

d. Glass

13. Ridho is a chef. He makes . . .

a. Shoes

c. BBQ

b. Belt

d. Bag

14. This room is dark, please turn on the . . .

a. door

c. Television

b. Lamp

d. AC

15. You can find . . . in your kitchen

a. pillow

c. Chairs

b. television

d. Stove

16. I tidy my . . . every morning.

a. Pillow

c. Blanket

b. Bed

d. Clothes

17. This room is hot, please turn on the . . .

a. Door

c. Lamp

b. AC

d. Television

18. Dita calls a . . . for cut grass in her garden.

a. Gardener

c. Speaker

b. Farmer

d. Gardener

19. We buy a book in a . . .

a. Supermarket

c. Bookstore

b. Fruitstall

d. Music Studio

20. I plant many flowers at the . . .

a. Living room

c. Kitchen

b. Bathroom

d. Bed room

Post Test II Answer Key (Cycle II)

1. D

2. C

3. C

4. A

5. D

6. A

7. D

8. D

9. A

10.C

11.B

12.A

13.C

14.B

15.D

16.B

17.A

18.A

19.C

20.C

APPENDIX VIII

INTERVIEW SHEET

Interview for the English teacher in the Preliminary Study

(Before Classroom Action Researcher)

Interview Kepada Guru Bahasa Inggris (MTsN 1 Medan)

Interviewer : Samroh Tulaili Sitorus

Interview : Yeni YUSDANELLY, S.Pd

Profession : English Teacher

R : Researcher

T : Teacher

R : Apa sajakah kegiatan belajar mengajar bahasa Inggris didalam kelas?

T : Proses pembelajaran bahasa Inggris dikelas adalah memberikan materi dan test.

R : Tehnik mengajar apa saja yang anda gunakan dalam pengajaran *vocabulary*?

T : Metode penghapalan

R : Aktivitas apa saja yang dilaksanakan dalam proses pengajaran *Vocabulary*?

T : Menulis dan mengingat

R : Sarana/fasilitas apa saja yang tersedia disekolah ini yang bisa mendukung pembelajaran bahasa Inggris?

T : Tidak ada sarana yang tersedia

R : Apa kendala dalam pengajaran *vocabulary*?

T : kurangnya antusias siswa dalam belajar kosakata dan mereka merasa tidak map dalam menguasai bahasa inggris yang harus dimulai dengan kosakat yang banyak.

R : Bagaimana pastisipasi siswa ketika pengajaran *vocabulary* berlangsung?

T : hanya beberapa dari mereka yang memiliki niat

R : Tugas apa yang biasa Ibu berikan dikelas untuk mendukung pembelajaran *vocabulary*?

T : menghafal kosakata yang ada di dalam buku. Biasanya di dalam buku paket ada beberapa kosakata yang jarang dijumpao, sehingga diberikan arti di dalam kolom buku. Saya meminta mereka untuk menghafalnya, dan pertemuan selanjutnya akan saya uji, atau kadang saya juga suka mengajak mereka mengartikan teks, mencari kata yang sulit bagi mereka dan mencari artinya bersama-sama.

R : Berapa KKM untuk mata pelajaran bahasa inggris untuk kelas VII di MTsN 1 Medan ?

T : KKM disekolah 75

R : Apakah Ibu pernah mendengar metode pengajaran *hangman game*?

T : saya pernah mendengarnya saja tapi belum pernah memainkan dan mencobanya di dalam kelas.

R : Apakah strategi pengajaran *hangman game* efektif diterapkan pada pengajaran sub skill *vocabulary*?

T : cukup efektif, hangman game sangar membantu kemampuan siswa dalam skill kosakata. Mudahnya bahan yang digunakan serta luasnya kosakata yang ada membuat permainan ini sangatlah menarik.

R : Menurut Ibu apakah strategi pengajaran *hangman game* dapat meningkatkan

pembendaharaan *vocabulary* siswa dalam bahasa Inggris?

T : Ya game ini sangat membantu saya dalam menambah variasi dalam proses belajar mengajar. Saya yakin mereka akan suka dan tertarik jika diberikan hal-hal berbaur game. Kurangnya fasilitas lab bahasa disekolah menjadikan saya sedikit terbatas dalam mengembangkan metode, teknik, bahkan media dalam belajar-mengajar. Dengan game ini saya berharap siswa yang awalnya malas sekali jika disuruh menghafal kosakata, dan merasa kesusahan, akan mulai merasa senang karna ada hal baru bagi mereka.

APPENDIX IX

Interview for the English Teacher after Classroom Action Research

Interview Kepada Guru Bahasa Inggris MTsN 1 MEDAN

Interviewer : Samroh Tulaili Sitorus

Interview : Yeni YUSDANELLY, S.Pd

Profession : English Teacher

R : Researcher

T : Teacher

R : Bagaimana kemampuan siswa kelas VII dalam pembelajaran vocabulary setelah menggunakan metode hangman game?

T : Jauh lebih meningkat dalam segi akademis, dan baik sekali dari segi psikologis. Mereka sangat tertarik dan merasa senang melakukannya.

R : Bagaimana penguasaan vocabulary siswa setelah menerapkan strategi hangman game?

T : Lebih mudah menghafal dan mengetahui kosa kata yang baru

R : Bagaimana partisipasi siswa ketika pembelajaran vocabulary menggunakan hangman game berlangsung?

T : Mereka antusias, motivasi dalam belajar bahasa Inggris jauh lebih baik setelah diberikah hangman game. Yaa, anak-anak selalu suka dengan hal bermain.

R : Masalah apa sajakah yang terlihat ketika belajar vocabulary menggunakan hangman game?

T : Siswa kadang mengganggu temannya, atau kadang mencari contekan lewat kamus

R : Menurut Ibu, bagaimana mengatasi permasalahan tersebut?

T : Guru harus selalu mengingatkan agar mereka sportif setiap pelajaran bahasa Inggris dan memberi hukuman pada mereka yang mengganggu temannya saat belajar berlangsung.

R : Apa pendapat Ibu setelah melihat penggunaan hangman game dalam pembelajaran di kelas?

T : Saya sangat senang, dan ingin mengucapkan terimakasih telah memberikan ide baru bagi saya dalam mengajar kosakata. Saya menemukan cara baru untuk meningkatkan kosakata siswa. Yaa, seperti kita tahu, kosakta adalah dasar untuk melakukan percakapan, menulis, serta mendengarkan. Semuanya berlangsung Sssuai harapan saya sebelum hangman game ini dilaksanakan

R : Apakah Ibu merasa termotivasi setelah melihat penggunaan hangman game dalam pembelajaran dikelas?

T : Iya, saya merasa termotivasi. Saya ingin mencari game baru untuk mendukung peningkatan belajar siswa, kalau bisa tidak hanya dalam kosakata, tetapi yang lain juga. Seperti menulis dan berbicara.

R : Menurut pendapat Ibu, bagaimana aktivitas yang dilaksanakan dalam proses pembelajaran vocabulary dengan menggunakan hangman game?

T : Aktivitasnya jauh lebih baik dari pelajaran0pelajaran sebelumnya saat belum menggunakan hangman game

R : Setelah melihat pembelajaran vocabulary dengan menggunakan hangman game, apakah strategi ini efektif diterapkan pada pembelajaran vocabulary?

T : Iya, efektif.

R : Menurut Ibu, apakah metode pembelajaran hangman game dapat memperkaya

vocabulary siswa dalam bahasa inggris?

T : Menurut saya sangat bisa.

APPENDIX X

Interview the Students Before Classroom Action Research

R : Researcher

S : Student

R : Apa yang kamu pikirkan tentang bahasa Inggris?

DR : Saya tidak terlalu suka belajar bahasa inggris, mencari artinya susah.

R : Apa yang kamu pikirkan tentang kemampuan *vocabulary* kamu?

AMA : Menurut saya biasa saja

R : Baiklah, mungkin sekarang saya tahu apa masalah dan kesulitan dalam belajar *vocabulary*. Dapatkah kamu menceritakannya?

MA : Saya tidak tahu artinya, dan malas sekali mencari tahu. Belum lagi saya duduk di belakang dan tidak terlalu fokus ketika pelajaran berlangsung. Saya merasa bahasa inggris itu gak seru.

R : Jadi, bagaimana kamu meningkatkan *vocabulary*mu sampai saat ini?

YD : Mengingat yang saya bisa saja

APPENDIX XI

Interview the Students After Classroom Action Research (Using Hangman Game)

R : Reseacher

S : Students

R : Apakah kamu menyukai belajar bahasa Inggris menggunakan strategi permainan hangman game?

AK : Saya sangat menyukai pelajaran bahasa inggris, dan setelah tau ada hangman game yang seru ini saya semakin semangat. Saya merasa hangman game ini cocok untuk saya dan teman sebangku. Kami suka memainkannya, dan kami berlomba untuk tau lebih banyak kosakata yang ada dalam bahasa Inggris. Dulu saya jarang buka kamus, sekarang saya suka, karna bisa mencari kosakata baru dan dimainkan bersama teman.

R : Apa yang kamu pikirkan tentang kemampuan *vocabulary* kamu setelah belajar menggunakan permainan hangman game?

HZ : Saya bukan siswa yang termasuk suka bahasa Inggris, tetapi game ini membuat saya merasa lebih baik dalam kosakata bahasa inggris, kemampuan saya meningkat perlahan.

APPENDIX XII

The Students' Attention List during the Research

No	Name of Students	Meeting					
		1	2	3	4	5	6
1.	Afifah Khairiyah	✓	✓	✓	✓	✓	✓
2.	Akhmad Fauzi S	✓	✓	✓	✓	✓	✓
3.	Aldo Suriac	✓	✓	✓	✓	✓	✓
4.	Alifya Alfi Syahri Lubis	✓	✓	✓	✓	✓	✓
5.	Alisa May Ahdini	✓	✓	✓	✓	✓	✓
6.	Alya Salsabila	✓	✓	✓	✓	✓	✓
7.	Amanda Putri	✓	✓	✓	✓	✓	✓
8.	Angga Athfal Putra	✓	✓	✓	✓	✓	✓
9.	Anindya Hashifah S	✓	✓	✓	✓	✓	✓
10.	Annisa Febynur Hodayati	✓	✓	✓	✓	✓	✓
11.	Dina Rahmadani	✓	✓	✓	✓	✓	✓
12.	Farahdina Maghfirah	✓	✓	✓	✓	✓	✓

13.	Hafizan Zulfatih	✓	✓	✓	✓	✓	✓
14.	Indra Jauza	✓	✓	✓	✓	✓	✓
15.	Ibrahim Syahbana	✓	✓	✓	✓	✓	✓
16.	Khairunnisa	✓	✓	✓	✓	✓	✓
17.	Marhalifia Adnin	✓	✓	✓	✓	✓	✓
18.	Maulida Nabila A	✓	✓	✓	✓	✓	✓
19.	M. Fajar Shiddiq	✓	✓	✓	✓	✓	✓
20.	M. Fikri Hasibuan	✓	✓	✓	✓	✓	✓
21.	M. Hamka Nirwana	✓	✓	✓	✓	✓	✓
22.	M. Iqbal Fahrezzi	✓	✓	✓	✓	✓	✓
23.	M. Irfan	✓	✓	✓	✓	✓	✓
24.	M. Jaya Wibowo	✓	✓	✓	✓	✓	✓
25.	M. Rifki Al-azis	✓	✓	✓	✓	✓	✓
26.	M. Rifqi Hariadi	✓	✓	✓	✓	✓	✓
27.	M. Zaki Maulana	✓	✓	✓	✓	✓	✓
28.	M. Zuhair Apta	✓	✓	✓	✓	✓	✓
29.	Munziah Azuhra	✓	✓	✓	✓	✓	✓

30.	Nabilah Cici Ananta	✓	✓	✓	✓	✓	✓
31.	Nadia Anggraini	✓	✓	✓	✓	✓	✓
32.	Nadia Azuhra	✓	✓	✓	✓	✓	✓
33.	Nurilmi Yova	✓	✓	✓	✓	✓	✓
34.	Rahma Zulaikha	✓	✓	✓	✓	✓	✓
35.	Rahmaduna Zuhra	✓	✓	✓	✓	✓	✓
36.	Ridha Qanitah	✓	✓	✓	✓	✓	✓
37.	Ridho Aditya	✓	✓	✓	✓	✓	✓
38.	Ridwana	✓	✓	✓	✓	✓	✓
39.	Salsa Sauza	✓	✓	✓	✓	✓	✓
40.	Sarah Amalia	✓	✓	✓	✓	✓	✓
41.	Syafiqoh Maghfiroh	✓	✓	✓	✓	✓	✓
42.	Yogi Dinata	✓	✓	✓	✓	✓	✓

APPENDIX XIII

Students' Name and Initial

No	Name of Students	The Initial of Students
1.	Afifah Khairiyah	AK
2.	Akhmad Fauzi S	AFS
3.	Aldo Suriac	AS
4.	Alifya Alfi Syahri Lubis	AASL
5.	Alisa May Ahdini	AMA
6.	Alya Salsabila	AS
7.	Amanda Putri	AP
8.	Angga Athfal Putra	AAP
9.	Anindya Hashifah S	AHS
10.	Annisa Febynur Hodayati	AFH
11.	Dina Rahmadani	DR
12.	Farahdina Maghfirah	FM
13.	Hafizan Zulfatih	HZ
14.	Indra Jauza	IJ

15.	Ibrahim Syahbana	IS
16.	Khairunnisa	K
17.	Marhalifia Adnin	MA
18.	Maulida Nabila A	MNA
19.	M. Fajar Shiddiq	MFS
20.	M. Fikri Hasibuan	MFH
21.	M. Hamka Nirwana	MHN
22.	M. Iqbal Fahrezzi	MIF
23.	M. Irfan	MI
24.	M. Jaya Wibowo	MJW
25.	M. Rifki Al-azis	MRA
26.	M. Rifqi Hariadi	MRH
27.	M. Zaki Maulana	MZM
28.	M. Zuhair Apta	MZA
29.	Munziah Azuhra	MA
30.	Nabilah Cici Ananta	NCA
31.	Nadia Anggraini	NA

32.	Nadia Azuhra	NA
33.	Nurilmi Yova	NY
34.	Rahma Zulaikha	RZ
35.	Rahmaduna Zuhra	RZ
36.	Ridha Qanitah	RQ
37.	Ridho Aditya	RA
38.	Ridwana	RB
39.	Salsa Sauza	SS
40.	Sarah Amalia	SA
41.	Syafiqoh Maghfiroh	SY
42.	Yogi Dinata	YD

APPENDIX XIV

Students' Score In Cycle I (Pre Test)

The Result of Students Vocabulary in the 1st Cycle

No	Initial Names of Students	PRE TEST	
		Score	Criteria Success (>75)
1	AK	55	Unsuccessful

2	AFS	55	Unsuccessful
3	AS	55	Unsuccessful
4	AASL	55	Unsuccessful
5	AMA	60	Unsuccessful
6	AS	55	Unsuccessful
7	AP	65	Unsuccessful
8	AAP	50	Unsuccessful
9	AHS	50	Unsuccessful
10	AFH	60	Unsuccessful
11	DR	50	Unsuccessful
12	FM	60	Unsuccessful
13	HZ	60	Unsuccessful
14	IJ	55	Unsuccessful
15	IS	55	Unsuccessful
16	K	50	Unsuccessful
17	MA	50	Unsuccessful
18	MNA	65	Unsuccessful

19	NFS	55	Unsuccessful
20	MFH	55	Unsuccessful
21	MHR	60	Unsuccessful
22	MIF	55	Unsuccessful
23	MI	60	Unsuccessful
24	MJW	50	Unsuccessful
25	MRA	65	Unsuccessful
26	MRH	60	Unsuccessful
27	MZM	65	Unsuccessful
28	MZA	65	Unsuccessful
29	MA	50	Unsuccessful
30	NCA	60	Unsuccessful
31	NA	50	Unsuccessful
32	NA	65	Unsuccessful
33	NY	55	Unsuccessful
34	RZ	55	Unsuccessful
35	RZ	50	Unsuccessful

36	RQ	50	Unsuccessful
37	RA	50	Unsuccessful
38	RB	60	Unsuccessful
39	SS	65	Unsuccessful
40	SA	60	Unsuccessful
41	SY	60	Unsuccessful
42	YD	50	Unsuccessful

APPENDIX XV

Students' Score In Cycle I (Post Test I)

The Result of Students Vocabulary in the 1st Cycle

No	Initial Names of Student s	POST TEST 1	
		Score	Criteria Success (>75)
1	AK	70	Unsuccessful
2	AF	80	Successful
3	AS	85	Successful
4	AASL	70	Unsuccessful
5	AMA	85	Successful
6	AS	80	Successful
7	AP	70	Unsuccessful
8	AAP	65	Unsuccessful
9	AHS	70	Unsuccessful
10	AFH	65	Unsuccessful

11	DR	75	Successful
12	FM	70	Unsuccessful
13	HZ	75	Successful
14	IJ	75	Successful
15	IS	60	Unsuccessful
16	K	60	Unsuccessful
17	MA	80	Successful
18	MN	75	Successful
19	MFS	70	Unsuccessful
20	MFH	75	Successful
21	MHN	75	Successful
22	MIF	75	Successful
23	MI	80	Successful
24	MJW	75	Successful
25	MRA	80	Successful
26	MRH	70	Unsuccessful
27	MZM	75	Successful

28	MZA	75	Successful
29	MA	75	Successful
30	NCA	65	Unsuccessful
31	NA	75	Successful
32	NA	60	Unsuccessful
33	NY	60	Unsuccessful
34	RZ	70	Unsuccessful
35	RZ	80	Successful
36	RQ	80	Successful
37	RA	75	Successful
38	RB	85	Successful
39	SS	80	Successful
40	SA	70	Unsuccessful
41	SM	80	Successful
42	YD	80	Successful

APPENDIX XVI

Students' Score In Cycle II (Post Test II)

The Result of Students Vocabulary in the 2nd Cycle

No	Initial Names of Student s	POST TEST 1I	
		Score	Criteria Success (>75)
1	AK	75	Successful
2	AF	80	Successful
3	AS	85	Successful
4	AASL	85	Successful
5	AMA	85	Successful
6	AS	80	Successful
7	AP	80	Successful
8	AAP	70	Unsuccessful
9	AHS	80	Successful
10	AFH	70	Unsuccessful

11	DR	70	Successful
12	FM	85	Successful
13	HZ	75	Successful
14	IJ	75	Successful
15	IS	80	Successful
16	K	80	Successful
17	MA	80	Successful
18	MN	75	Successful
19	MFS	70	Unsuccessful
20	MFH	75	Successful
21	MHN	75	Successful
22	MIF	75	Successful
23	MI	80	Successful
24	MJW	75	Successful
25	MRA	80	Successful
26	MRH	70	Unsuccessful
27	MZM	75	Successful

28	MZA	75	Successful
29	MA	75	Successful
30	NCA	65	Unsuccessful
31	NA	75	Successful
32	NA	70	Unsuccessful
33	NY	70	Unsuccessful
34	RZ	80	Successful
35	RZ	80	Successful
36	RQ	80	Successful
37	RA	75	Successful
38	RB	85	Successful
39	SS	80	Successful
40	SA	85	Successful
41	SM	80	Successful
42	YD	80	Successful

APPENDIX XVII

Students' score from Pre-Test, Post Test I, and Post-Test II

No	Initial Names of Students	PRE TEST	POST TEST I	POST TEST II
		Score	Score	Score

1	AK	55	70	75
2	AFS	55	80	80
3	AS	55	85	85
4	AASL	55	70	85
5	AMA	60	85	85
6	AS	55	80	80
7	AP	65	70	80
8	AAP	50	65	70
9	AHS	50	70	80
10	AFH	60	65	70
11	DR	50	75	70
12	FM	60	70	85

13	HZ	60	75	75
14	IJ	55	75	75
15	IS	55	60	80
16	K	50	60	80
17	MA	50	80	80
18	MNA	65	75	75
19	NFS	55	70	70
20	MFH	55	75	75
21	MHR	60	75	75
22	MIF	55	75	75
23	MI	60	80	80
24	MJW	50	75	75
25	MRA	65	80	80
26	MRH	60	70	70
27	MZM	65	75	75
28	MZA	65	75	75
29	MA	50	75	75

30	NCA	60	65	65
31	NA	50	75	75
32	NA	65	60	70
33	NY	55	60	70
34	RZ	55	70	80
35	RZ	50	80	80
36	RQ	50	80	80
37	RA	50	75	75
38	RB	60	85	85
39	SS	65	80	80
40	SA	60	70	85
41	SY	60	80	80
42	YD	50	80	80

APPENDIX XVIII

DIARY NOTES

Diary Notes In Cycle I

Cycle I/ Meeting : I/1 (one)

Day/Date : Tuesday/ 21st Agustus 2018

1. Good Points

- From the students' side
 - Some students pay attention on teacher's explanation
 - Students looked so interested in learning vocabulary through hangman game
- From the teacher's side
 - The teacher choose the good teaching technique in explaining
 - Teacher gave intensive guide by checking students' activity

2. Things to consider

- From the students' side
 - Students need the clear instruction to make hangman game.
- Some students look confuses when play hangman game.

- Students need the clear and slow explanation.
- From the teacher's side
 - Teacher should give the way how to play hangman game clearly and slowly

Cycle/Meeting : I/2 (two)

Day/Date : Thursday / 23th Agustus 2018

1. Good points

- From the students' side
 - Students look so interested in doing activity especially in learning vocabulary through hangman game
 - Students motivated in play game
- From the teacher's side
 - The teacher understood to condition of students by explaining the material step by step
 - The teacher gave the activity for students in right condition by individual work

2. Thing to consider

- From the students' side
 - Some students don't understand what they have to do. They only know the title about the activity and do not asking the teacher about the activity
 - Some students disturb their friend when study vocabulary through hangman game

- From the teacher's side
 - Before starting an activity, the teacher should give a clear explanation about what students have to do

Cycle/Meeting : I/3 (three)

Day/Date : Tuesday / 28th Agustus 2018

1. Good points

- From the students' side
 - More students pay attention on a new topic and teacher explanation
 - Some students participate in finding a new vocabulary
 - More students look enthusiast when playing game
- From the teacher's side
 - The teacher mastered the technique and the material she gives
 - The teacher checked the students' activity by walking to their table

2. Thing to consider

- From the students' side
 - Some students look not seriously in doing activity
 - Some students still had difficult in material
- From the teacher's side
 - The teacher should give punishment to the students if they disturb their friend

- The teacher should make sure if the students are ready to listen to her explanation about the materials or some instruction\

APPENDIX XIX

DIARY NOTES

Diary Notes In Cycle II

Cycle/Meeting : II/1 (one)

Day/Date : Thursday/ 30th Agustus 2018

1. Good points

- From the students' side
 - More students pay attention on teacher explanation
 - Some students participate in finding a new vocabulary in part in house and write on whiteboard
 - More students look enthusiast when playing game
- From the teacher's side
 - The teacher give explanantion about the material
 - The teacher explained detail information
 - The teacher gave the chace to the studnets to choose their member of group to do assignment given

2. Thing to consider

- From the students' side
 - Some students had difficult to understand know word in part in house

- The class still was noisy
- From the teacher's side
 - The teacher should have effort to make the students keep silent

Cycle/Meeting : II/2 (two)

Day/Date : Tuesday/ 4th April 2018

1. Good points

- From the students' side
 - Students already know the teacher style in teaching and support the teacher's teaching goal
 - Students had already known how to learn hangman game
 - Students already known about part in house
- From the teacher's side
 - The teacher gave the clear explanation about the materials
 - The teacher gave the reward to the students who had a good score
 - The teacher motivated the students to be active in the activities given

2. Things to consider

- From the students' side

- Some students had easy to understand the name in part of house
- From the teacher's side
 - The teacher should check the students to make sure that they are understand about the instruction.

Cycle/Meeting : II/ 3 (three)

Day/Date : Thursday/ 6th Agustus 2018

1. Good points

- From the students' side
 - The students followed the activity given actively
 - The students did their assignment
 - Some students had understood the name part of house
- From the teacher's side
 - The teacher explained the material more slowly and clearly
 - The teacher gave a clear instruction about activity clearly
 - The teacher checked the students understanding about name part of house
 - The teacher checked the students to make sure the entire students understand about the instruction

APPENDIX XX

PHOTOGRAPHY EVIDANCE



Picture 1 : The reseacher explain procedure for play hangman game



Picture 2 : the students play hangman game



Picture 3 : the researcher help student who get problem



Picture 4 : The researcher mention one by one name in the class



Picture 5: take picture with the English teacher



Picture 6 : take a picture with headmaster of MTsN 1 Medan

APPENDIX XXI

Autobiography

Name : Samroh Tulaili Sitorus

Student Number : 34.14.3.017

Place/ Date of Birth : Patumbak, April 11th 1996

Sex : Female

Address : Jl. Pertahanan dusun V gang : Swakarya

Name of Father : Baharuddin Sitorus

Name of Mother : Hamidah

Education Background

1. Primary School at SD Negeri 105298 2008.
2. Junior High School at MTsN 1 Model Medan 2011.
3. Senior High School at MAN 3 Medan 2014.
4. Student of English Education Department Faculty of Tarbiyah Science and Teacher Training State Islamic University North Sumatera Medan.