IMPROVING THE STUDENTS' VOCABULARY MASTERY THROUGH HANGMAN GAME AT SMA NEGERI 1 TEBING TINGGI KAB. SERDANG BEDAGAI

A THESIS

Submitted to the Faculty of Tarbiyah Science and Teacher Training States Islamic University of North Sumatera Medan as a Partial Fulfillment of Requirements for the Degree of Sarjana Pendidikan (S-1)

By:

NADA NABILAH

Reg. Number: 34.15.1.015

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN

2019

Improving The Students' Vocabulary Mastery Through Hangman Game
at SMA Negeri 1 Tebing Tinggi Kab. Serdang Bedagai

A SKRIPSI

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Assalamu'alaikumWr. Wb
Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap
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Judul   :**IMPROVING THE STUDENTS' VOCABULARY MASTERY
              THROUGH HANGMAN GAME AT SMA NEGERI 1 TEBING
              TINGGI KAB. SERDANG BEDAGAI**

Maka Kami berpendapat bahwa skripsi ini sudah dapat diterima untuk
dimunaqasyahkan pada sidang Munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan
UIN Sumatera Utara Medan.

Demikianlah kami sampaikan atas perhatian saudara kami ucapkan
terimakasih.
Wassalamu'alaikumWr.Wb.

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PERNYATAAN KEASLIAN SKRIPSI

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

Medan, 25 September 2019

Yang Membuat Pernyataan

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DEDICATION

This Thesis is

Dedication to my beloved Parents

Mr. Syarifuddin and Mrs. Herlina Damanik

Who have always given me supports

And

Encourage me to purse my studies

And to my younger brothers, A. Zeni Azima

and M. Ammar Murtadha

who have always been my biggest inspiration

in finishing my study

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the person who will help me if I got difficulties while doing my thesis especially about my error grammatical.

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ABSTRACT

NADA NABILAH. 2019. Improving the Students' Vocabulary Mastery Through Hangman Game.

Adviser I : Rahmah Fithriani, SS., M.Hum, PhD, Adviser II : Dr. H. Syaukani, M.Ed

The capability in mastering the language is closely related to vocabulary so that we can master the language itself. One of the factors is teaching by using media, for example Mobile phone. The mobile phone offer many kinds of applications for different purposes. One of the applications is Hangman Game. This research has also shown that Hangman Game is effective to improve students' vocabulary. However the use of mobile phone as media in Indonesia still relatively few and the impact of it is the students have not motivation and passive in the class because they feel bored. They also have not a lot of vocabulary. The subjects of this study were 20 students at 10th grade in SMA Negeri 1 Tebing Tinggi Kab. Serdang Bedagai in academic year 2018/2019. The participant of this research was 20 students. This research was aimed to find out the improving the students' vocabulary mastery Through Hangman Game. This research was conducted by using classroom action research that consists of 2 cycles. The researcher used the technique by Miles and Huberman for the analysis of qualitative data that were taken from interview, observation, researcher's note and documentation. While the quantitative data were taken from the test that has given to the students in form of pre-cycle, cycle I and the cycle 2. The result of this research showed that the mean of the students score in pre-cycle was 55,00 in which there were 3 from 20 students who passed the standard minimum score or KKM. In the post test I, there were 9 students who passed the test or 45% who improved and the mean score in the cycle I was 67,45. Meanwhile, in the cycle II, the mean score was 81,45. There were 16 students or 80% passed the standard minimum score. It indicated that Hangman Game could improve the students' vocabulary mastery. The finding revealed that Hangman Game gave new atmosphere in learning process, so the students were more active, enthusiastic and had good motivation in learning process. Besides that Hangman is effective to improve students' vocabulary.

Keywords: *Vocabulary, Hangman Game*

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CHAPTER I

INTRODUCTION

A. The Background of Research

During the era of globalization, the occurrence of digitalization of information and massive use of artificial intelligence in various sectors of human life, including the world of education is one sign of the beginning of the integration of technology. Hoyles and Lagrange (2010) stated that digital technology is something that greatly influences the education system in the world today.[1] This is due to the aspects of effectiveness, efficiency and attractiveness offered by digital technology base learning methods.

As time passes, technology cannot be separated from teaching language. Solanki and Shyamlee1[2] (2012) and Pourhosein Gilakjani[3] (2017) agree with the view that language teaching method has been changed through technology. The researchers also said that the technology's application helps students learn on the basis of their interests. It is why technology becomes an integral part of the learning experience. As well as in learning English, the students will know the hard skills of English they are: reading, writing, listening and speaking. There are also the soft skills namely: vocabulary and grammar. The capability in mastering the language is closely related to vocabulary so that we can master the language itself. For example in reading skill, the students who

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[1]Hoyles, C. & Lagangre, J. B (Eds). (2010). *Mathematics Education and Technology Rethinking the Terrain. the 17th ICMI Study*. Heidelberg. New York: Springer.

[2] Solanki, D. & Shyamlee1, M. P. (2012). *Use of Technology in English Language Teaching and Learning: an Analysis.* International Conference on Language. Medias and Culture IPEDR. Vol. 33. Singapore: IACSIT Press. p.150-156.

[3] Pourhossein Gilakjani, A.. & Sabouri, N. B. (2017). Advantages of using computer in teaching English pronunciation. *International Journal of Research in English Education (IJREE).* Vol2 No.3, p.78-85.

have a lot of vocabulary will get affect at their comprehension of a reading text. Besides that, in writing, vocabulary will contribute to the students' success in writing compositions. It means that vocabulary mastery can support mastery of the language skills, both in terms of receptive (listening and reading) or productive (speaking and writing).

But, in the reality teachers in Indonesia have only focused on teaching grammar than vocabulary in the classroom practice. It is in line with Phipps and Borg[4] (2009) stated that EFL teachers' cognition about teaching grammar has been well studied but vocabulary teachers' cognition has received considerably less attention. Until they forgot that the goal of language skills is to communicate well in using the language, in this case is English. As a result, most students in Indonesia are better at grammar than their vocabulary mastery. Juhendi (2011:4) in his research stated that "Vocabulary is a vital aspect in language, because it appears in every skill of language including speaking, writing, listening and reading skills". It means that the low ability of students in English skills is closely related to the amount of vocabulary that they have.

Considering the importance of vocabulary in learning foreign language, the mastery of this component should be developed. Ideally, the students who are in senior high school are able to have many vocabularies. Because when they have a lot of vocabulary they can be able to improve their language skills. There are many factors of students' successful in teaching learning process. One of the factors is teaching by using media. Besides that, one of the factors of unsuccessful in teaching is because of media. So, a teacher must be able to adjust the teaching media with the times and what of the

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[4] S. Phipps, & Borg, S. (2009). *Exploring Tensions Between Teachers' Grammar Teaching Beliefs and Practice System.* Vo.37 No.3. p.380-390.

students need. For example: teachers can use mobile assisted language learning (MALL) as a media to teach language. It is in line with Thornton and Houser (2005) said that mobile devise gives many advantages and effective tool for delivering language learning.[5] Especially, in the current era of globalization children are more interested in seeing their computer screens or mobile phones than paying attention to their teacher who is explaining in front of the class. When the teaching and learning process takes place maybe the students can concentrate for about ten to twenty minutes. This is in line with the opinion of Robertus which states that the concentration of student learning in the classroom is currently decreasing. Even students can only concentrate within 10 minutes period. But when the break time the students even stay in the classroom just to see and use their mobile phone. Seeing a situation like that, it shows that children today are very interested in the applications that offered by mobile phones.

Based on the result of interview and observation report from the English teacher, the researcher found that the students of SMA Negeri 1 Tebing Tinggi Kab. Serdang Bedagai especially the tenth grade students have not a lot of vocabularies. Most students have difficulties in remembering the words. Besides that the students are passive in the class and the teacher still uses traditional method. This situation makes the ability of students' vocabulary mastery is low.

Seeing that condition, of course the English teachers need the solution to solve the problem. One of the strategies that can be used in improving vocabulary is game. According to Andrew Wright et.al[6], games can help teachers to give a creation context in which the language is useful and meaningful. Teachers can choose the exact game

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[5] P. Thornton. & Houser, C. *(*2005). Using mobile phones in English education in Japan. *Journal of Computer Assisted Learning.* p.21.'''

[6] Andrew Wright. (2006). *Games for Language Learning,* Cambridge University Press. p.4.

application that is offered by mobile as a media for teaching vocabulary. In this research, researcher will use one type of game applications on mobile phone that can teach vocabulary, it is Hangman Game

There are several similar researches that have been done. But there is different process with other researches that will be carried out by the researcher. In the previous researches, the research process did not involve the use of vocabulary that obtained from Hangman Game. But, in this research the researcher will look at the use of vocabulary that students will obtain from Hangman Game. This is because the researcher wants to integrate the vocabulary that the students get. Based on that, the researcher wants to conduct the research under the title *Improving the Students' Vocabulary Mastery through Hangman Game at SMA Negeri 1 Tebing Tinggi Kab. Serdang Bedagai*.

B. The Identification of Research

Based on the background of the study above, it can be identified some problems as follows:

1. There are many students who get difficulties in remembering the meaning of words.
2. There are many passive students in the class because they do not know a lot of vocabularies.
3. The English teacher still uses traditional method so the students felt bored in learning.

C. The Research Question

Based on the background of the research above, the researcher states a question as follows: "Can Hangman Game improve the students' vocabulary mastery at SMA Negeri 1 Tebing Tinggi Kab. Serdang Bedagai?"

D. The Objective of Research

The objective of the study is to find out whether there is an improvement of students' vocabulary mastery by using Hangman game at SMA Negeri 1 Tebing Tinggi Kab. Serdang Bedagai.

E. The Significance of Research

The result of this study is expected to be useful for:

1. Teachers

   This research can be one of the references for teachers in teaching English, especially in teaching vocabulary because this research provides the information about Hangman Game as a method in teaching vocabulary.

2. The students

   The students can improve their vocabulary mastery by using Hangman Game. Hangman game also can make students more interest in learning vocabulary.

3. The readers

The researcher hopes this research can increase the readers' knowledge about teaching vocabulary by using Hangman Game. This research also can be a reference for the other researchers who need it as a resource material.

CHAPTER II

LITERATURE REVIEW

In conducting research, theory is needed to explain some of the concepts that will be applied in the research that will be conducted. Some terms that will be used in the research will be explained theoretically.

A.   Theoretical Framework

1. English as a Foreign Language

As a global language, English becomes a main foreign language that most spoken widely by people who come from different countries and different mother tongues.[7] It means that English can be used for communication. Native-speakers or non-native-speakers can use English as the tool to communicate in the worldwide. Even in the education field, such as universities students need English to search knowledge and information. For that reason, the students who study English as the second or foreign language is increase. Now English has been taught in schools and university. Even though teaching English is not easy because there are four hard skills: speaking, reading, writing and listening and soft skill: grammar and vocabulary that have been taught by teachers in

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[7] Rahma Fithriani, (2018), Discrimination behind NEST and NNEST Dichotomy in ELT Professionalism, in *the 1ˢᵗ Annual International Conference on Language and Literature, KnE Social Science*, DOI 10.18502/kss.v3i4.1982, p.741

classroom. But in the fact the English teachers still get difficulties in teaching practices. It is because the students' vocabulary mastery is still low.

1)   Vocabulary as an EFL skill

According to Webster's Ninth Collegiate Dictionary defined that Vocabulary is:

a) A collection of words and phrases which is alphabetically arranged and it has definition.
b) A stock of words employed by a group individual of language or in a field of knowledge.
c) A list of term or codes that available for us.[8]

From the classification above, the researcher concludes that learning vocabulary is one of the aspects in language. Vocabulary is also important tool in learning language. But it is difficult because it has many kinds of classification. The students cannot learn only the original vocabulary but they must know all the types of vocabulary.

In Al-Qur'an Allah SWT required human remember to all the name of anything. Allah SWT said in Surah Al-Baqarah verse 31:

$$\text{وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ}$$

The meaning: And He taught Adam all the names of all things, then showed them to the angels, saying: "Inform Me of the names of these things, if you are thruthful."[9]

Based on the verse above the researcher concludes that God taught Adam's names entirely, which gives him the potential of knowledge about the names or words by using

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[8] Meriem Webster's Ninth New Collegiate Dictionary, (online), (America: Meriem Webster) Retrieved from http://www.merriam-webster.com/dictionary. Accessed On 2nd February 2019
[9] Allahmah Sayyid Sa'eed Akhtar Rizvi, (2019), Al-Mizan An Exegesis of the Qur'an,   vol 1, publish: wprld Organization for Islamic Services (WOFIS)

pointed objects, or objects of teaching function. This verse informs that God endowed human potential to know the name or function and characteristics of objects. He was also awarded the potential to speak.

Although English is taught in Indonesia, it also use as a foreign language and there have been many years of English subject in the formal school. There are many problems that still faced by teachers and students, for example: students have limited vocabulary so the teaching and learning process is not effectively. It also supported by the finding of Mbato's research (2013), he stated that "the factor that impede the success of language teaching and learning in Indonesia because of the limited of effectiveness of EFL teaching learning in Indonesia."[10] This is because most of students have no many vocabularies, so they feel difficult to understand the material that teachers have given in the class. It is why vocabulary is one of the important soft skills that the students have to master it besides they also have to know about the grammar.

Not only discuss about the importance of vocabulary, it is also important to focus on what the teachers have conducted to improve the students' lexical competence. The students will be easier to improve their language skills when they study and know many vocabularies. A person's language skills will increase by learning vocabulary. If someone only learns the grammatical, the development of language will be less improving. Wilkins cited in Thornbury (2002), "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed".[11] This statement explains how important vocabulary for communication because people will be difficult to communicate if they do not have vocabulary.

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[10] Urip Sulistiyo, 2013, *Learning English as Foreign Language in an Indonesia University Study of Non-English Department Students' Preferred Activities Inside and Outside the Classroom ,*Universitas Jambi: Jambi, p. 5

[11]Thornbury, Scott, (2002), *How to Teach Vocabulary,* England: Longman, p.13.

Strengthened by the opinion of Bohn that vocabulary is carrier of a meaning and as a determinant of the material structure of a language, without words there is no communication.

In summary, in learning process it would be the teacher as the center of the learning because it has done few past times. The teachers have to create the model of the learning process which empowerment the students' ability in English.[12] So, one factor of the success in teaching learning English as foreign language is the mastery of the vocabulary. Because without words it would be less improving the ability in English.

2) The Teaching of Vocabulary in Indonesian EFL (English Foreign Language) Context

Since English is regarded as a foreign language in Indonesia, lack of exposure to English vocabulary is the reason why vocabulary acquisition is problematic. In teaching English, vocabulary should be used consistently. It is not surprising that Indonesian EFL learners' lack of vocabulary is revealed by some studies. There are many extensive literatures on the teaching of English vocabulary as a foreign language (EFL vocabulary) in Indonesia context. Teaching vocabulary in the English as a foreign language (EFL) context is challenging for teachers in Indonesia. There are many challenges that related to foreign language vocabulary in teaching and learning process.

First, it is not same with first language vocabulary learning, foreign language vocabulary learning are slow and uneven. Most Indonesian EFL teachers do not know how to measure their students' vocabulary, what words they have to teach and bow to

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[12] Idris Sadri, Rahmah Fithriani, Saidurrahman, Maryati Salmiah and Sholihatul Hamidah. 2019. Suggesting Critical-Thinking and Problem-Solving Method into Teaching English Reading to EFL in Indonesia. *The Second Annual International Conference on Language and Literature. Universitas Negeri Sumatera Utara Medan (UIN-SU):Medan. p. 302.*

teach the words.[13] Moreover, the teachers often complain when they get their students do not have a lot of vocabulary and the students often admit that they do not know the meaning of many words in a text. This thing happens because the lack of opportunities to use the language in and outside the classroom. Second, there is simply too much to learn. According Folse, K S, an educated native speaker knows 20,000 word families. This number is the result of addition 1000 words each year after having 5000 words in the age five years. While an educated foreign language speaker's vocabulary is 8000–9000 words, even the latter may be a life-long challenge for an EFL learner. It is because a student who has graduated from high school and does not read may only know about 5000-6000 words. Besides that a student who has finished his study in high school and has habit to read books may know closer to 10.000 words.

We have to know that the place of EFL vocabulary in the Indonesian curriculum is changing in accordance with the existing curriculum, perceived from the changing of the objectives and methods of English instruction in Indonesia. The purpose of vocabulary teaching is enabling the students to understand the concepts of unfamiliar words and use the words successfully for communicative. Thus, good vocabulary mastery will supports mastery of the language skills, both receptive (listening and reading) and productive (writing and speaking). Varela (2013) has mentioned that many of the experts agree that high frequency of words is crucial because they include a large number of running words in spoken and written language and they also take place in every language used.[14]

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[13] Folse, K. S., *(2004), Myths About Teaching And Learning Second Language Vocabulary: What Recent Research Says*. Retrieved from http://www.vocablearning.comJWhyVocableamingIFolse-Accessed on 4th April 2019.
[14]Varela, M. L. R., (2013), High Frequency English Words in Spoken Learner Language: Actual, Career And Pretend As A Case In Point. *Journal of Procedia-Social and Behavioral Sciences*, p.*95*, 90-97.

He also believes the students who have acquired these words will succeed in daily activities. Even though all languages use many vocabularies, not all these words are used the same. One way to know it is called word frequency. It is how often the word occurs in the normal use of the language. From word frequency, the word "the" is the most frequent in the English language. This word is used about 7% in every written or oral text. These frequent words are very useful if learners know them; the learners will recognize big proportion of running words in written and spoken English. Most of them are content words and knowing them allows to a good degree of comprehension.

Priyono (2004) who found that students are lack of vocabulary has been the main problem for students in learning English in EFL especially in Indonesia context.[15] This problem may have something to do with how teachers and students perceive vocabulary teaching and vocabulary learning as well as how vocabulary is taught and learned in the practice of ELT. Relevant studies on perceptions toward vocabulary teaching and learning process showed that vocabulary teaching and learning haven't been taken into the consideration by the students in teaching English as a foreign language. Dewi (2017) investigated teachers and students' perceptions in vocabulary learning strategies.[16] It was found that the majority factors of the unsuccess of EFL teaching in Indonesia are the teachers and students don't have adequate knowledge about learning strategies and vocabulary learning strategies. Teachers are not aware of the importance of vocabulary

[15] Priyono, (2004), Logical Problems of Teaching English as a Foreign Language in Indonesia. In Cahyono, B. Y. & Widiati, U. (Eds.), *The Tapestry of English Language Teaching and Learning in Indonesia*, Malang: State University of Malang Press, p.17-28.

[16] Dewi Nur Aisyah, (2017), The Vocabulary Teaching and Vocabulary Learning: Reception, Strategies, and Influences on Students' Vocabulary Mastery, *Jurnal Bahasa Lingua Scientia,* Vol.9, No.2, p.295.

and vocabulary learning strategies and those vocabulary strategies are not integrated in the English curriculum.

Based on the explanation above, it describes that the factors to impede the success of teaching learning EFL in Indonesia are English teachers in Indonesia need to explore many kinds of techniques in the teaching of vocabulary. Increasing the students' vocabulary requires independent strategy development, implying the need for training students in the use of strategies for vocabulary learning. Because, it will give good impact to the students' ability in mastery the foreign language.

2. Technology Integration in Language Learning

In the field of education, technology is very beneficial for use as an educational tool. Especially in learning, technology such as computers or mobile phones can be used as a tool to convey information or ideas contained in the learning material delivered to students. In addition, computers or mobile phones can be used as a medium that allows students to learn independently in understanding subject matter. This is very possible because these two technological tools have the ability to combine text, images, video, sound, motion and color and create an intelligence that presents an interactive process.

Technology integration in language learning can be understood as a tool that used to support the teaching and learning process. [17]NCTM (2000) argues that the integration of technology in learning has three positive impacts on the teaching and learning process, namely that with technology can improve the achievement of the learning material objectives given to students, technology can also increase effectiveness in the teaching and

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[17] Rahma Fithriani, Utami Dewi, Sholihatul Hamidah Daulay, Maryati Salmiah and Widya Fransiska, (2019), Using Facebook in EFL Writing Class: Its Effectiveness from Students' Perspective, *the Second Annual International Conference on Language and Literature,* Universitas Islam Negeri Sumatera Utara (UIN-SU) : Medan.

learning process takes place in the classroom and technology is also able to influence the course of the learning process that is learned and taught to students in the classroom.[18] By using technology, there are many things that can be done to support the teaching and learning process to get maximum result.

Using technology in foreign language teaching and learning process is very useful for teachers and students. It is because teachers can use the technology to support the curriculum so that the students can increase the true use of technology in their language skills.[19] Undoubtedly, there are many positive effects on teaching and learning the English language by using technology. For example, teachers can use computers, LCD (Liquid Crystal Display) and also mobile phones as learning media. With the teaching technology teachers will certainly be easier in delivering English material such as using videos that found on YouTube to help the students in listening and speaking lessons, downloading story texts through Google and Yahoo for reading lessons, or even giving assignments to send writing via e-mail as a writing assignment. So, teachers can use the technology as one of the educational techniques in teaching English.

a. **Mobile Assisted Language Learning (MALL)**

Teaching by using traditional methods in this time is no longer motivating and enjoyable for the students. Today's teachers need to know and understand that digital become more interest in teaching learning process. When mobile phones, internet, computer, video games, music players etc. are used to achieve in the target in language learning

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[18]Putrawangsa, S, & Hasanah, U, (2018), Integrasi Teknologi Digital Dalam Pembelajaran Di Era Industri 4.0, *Jurnal Tatsqif* ,(Online), Vol.16 No.1, p.43-44. Retrieved from http://journal.uinmataram.ac.id/index.php/tasqif/article/view/203. Accessed on 30th January 2019.

[19] Ahmadi, The Use of Technology in English Language Learning: A Literature Review, *International Journal of Research in English Education,* Vol. 3, No. 2, p.119 (online) Retrieved From www.ijreeonline.com, Email: info@ijreeonline.com . Accessed on 32th March 2019.

process, students' motivation will increase. Thus the teachers have to support the students to use the technology wisely for practicing their language. For example through mobile phone.

Mobile-Assisted Language Learning (MALL) is talking about the use of mobile technology in language learning. Because mobile phones have high capabilities, so it can extend into all part of human life. This technology is expected to accessible for all urban and rural areas of each country. Thornton and Houser (2005) stated that mobile devices can be effective tools for delivering language learning materials to the students.[20] So, widespread access to inexpensive and sophisticated devices like this seems to have changed the landscape of e-learning. In fact, mobile learning can be made as the next generation of e-learning. While according to Rahma Fithriani, et al (2019)[21] Mobile-Assisted Language Learning (MALL) is use the mobile devices to support the language learning process and it makes the activity in the class more interesting and fun.

However, study by the mobile phone or m-learning give the students the opportunity to learn when they are not in the class or doing something in their part-time jobs. They also can learn every time and everywhere. Teachers can fulfill their need in the context of the teaching that will be given to the students in the class. Moreover, if we compare with other wireless devices such as computers and laptop, mobile phones have functions as Internet browsers available in most devices.

Today, the integration of technologies in teaching and learning process has grown rapidly, so the teachers need to understand how they can choose the exact media to support the teaching and learning process and choose the effective methods and materials for mobile assisted language learning (MALL), especially about mobile learning (m-Learning). Mobile

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[20] *Op.cit,* Thornton and Houser, p.21.
[21] *Op.cit,* Rahma Fithriani, p. 637.

learning is easier by delivery of many kinds learning materials or content to the students through the mobile devices. Furthermore, teachers can present the information in many ways. This technology makes media more interesting than textbook or traditional method that the teachers usually use. There are also many kinds of activities that related to language teaching and learning. It is supported by mobile devices which we can find namely audio/video recording, internet access, camera, SMS and video messaging (MMS) even social media such as; *Instagram*, *Facebook*, *Tweeter, Telegram, Line*, *WhatsApp*.

Mobile phones also offer many kinds of features. Feature like games make the application that is offered by the mobile phone fun in the language teaching and learning process. The mobile phone offer many kinds of applications for different purposes. The students can choose the applications which one best and suits with their needs. There are many applications that students can choose for develop different language skills (hard skills: speaking, writing, listening, reading and soft skills: vocabulary and grammar). In the field of education, the use of computer-based technology or a mobile phone is a way to deliver the material by using micro-processor-based sources, where the material or information deliver is stored in digital form.[22]

Game-based learning is another feature for mobile learning that is designed to be integrated. In learning, the activities are facilitated to use the mobile technology which serves as a link between the real world of knowledge and the visual world of the game. [23] MALL is related with the use of mobile technology in language learning. Students do not always have to study a foreign language in a classroom. They may have the opportunity to learn it using mobile devices when they desire and where they are. Because learning

[22] Deni Darmawan & Asra, (2012), *Teknologi Informasi dan KomputerI,* Jakarta, p.71.
[23] Kukulska-Hulme. A., (2009), *Will Mobile Learning Change Language Learning,* ReCALL 21(2), pp.157-165.

English is considered as a main factor of success, providing more comfortable environment for the students to learn English is one of the strategic educational goals to improve the students' achievement and supporting their learning needs.

The m-learning games also can be used to teach foreign language skills such as grammar, listening, reading comprehension, vocabulary, pronunciation and spelling. According to Canny (2010), mobile phones offer an ideal platform for learning since they are affordable, ubiquitous, compact and wireless.[24] Rosell Aguliar (2014) also explains some advantages of using a mobile phone application for language learning. They are: touch screen responsive, enhance text entry, high-quality images, audio recordings and video, editing and sharing, voice recognition, voltage, connectivity and GPS all bring together the multi-sensory experience needed for actively language learning. Furthermore, the information can be presented in various ways, through a mixture of different media that makes them more interesting than textbook or traditional activities, they are also good for students who afraid of failure, because they may feel comfortable trying as many tasks as they want until they get the right answer.[25] It is in line with Huang et al (2012) said that there are many advantages of mobile technology, they are; flexibility, small size, low cost and user friendliness.[26]

b. The Use of Games in Language Learning

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[24]*Microsoft Research Program*, (2010), Retrieved from http://research.microsoft.com/enus/collaboration/papers/berkeley.pdf Accessed on 23th March 2019.

[25]Rossel Aguliar, F, *How Smartphone app Are Revolutionizing Learning,* 2014. Retrieved from http://theconversation.com/how-smartphone-apps-are-revolutionising-language   -learning-25165. Accessed on 10th March 2019.

[26] Huang, (2012), *A ubiquitous English Vocabulary Learning System: Evidence of Active/Passive Attitudes.* p.58.

Teaching language is a difficult thing. One of the best things to do in the world is written or written, or written composition. Effort is required at every moment and must be maintained over a long period of time. There are many advantages of using games to help students to improve students' boredom and improving students' interest in learning, make the students feel enjoy and comfortable. Teachers can help sustain diversity in many kinds of ways, for example by using games that require the students to be creative in thinking and by emphasizing individual learning and cooperative learning equally.

By using games teachers will create an atmosphere that will enhance the students' desire to learn the language. The students learn better when they have the feeling that they are making progress and games provide opportunity for students to practice and omit their fear. The researchers of the project MILLEE at California University (UC Berkeley) concentrated on simple English language skills and designed a series of games that constitute a curriculum equivalent to an ESL course. They tested their cell phone-based learning games in North India. They reported from the researchers is the game can give significant learning benefits, and this type of learning will enhance student's basic skills and provides clues to the sustainability and scalability of their approach Microsoft research program).

Everybody knows that teaching vocabulary is same as teaching structure. To gain better results on the language learning process, it needs a good technique in teaching vocabulary. In the researcher's hypothesis, Games in teaching vocabulary at tenth grade students of SMA Negeri 1 Tebing Tinggi Kab. Serdang Bedagai, alternative teaching helps because almost the students like to play games. By games students will practice to use the vocabularies that they have learned and communicated with their friends previously.

Based on the statements above, there are some benefits of using games for teaching vocabulary, they are:

1) Teaching vocabulary using games is not only an effective tool for bringing out students from the monotony or boring situations in learning processes, but also for developing students' vocabulary.

2) Andrew Wright et.al[27] gives some reasons why in teaching language we need game, they are:

   a) Language learning is hard work, so it must make an effort to learn and understand language. In this case games can help and encourage students to sustain their work.

   b) Experience language, games also can help teachers to make creation in teaching and learning process. Besides it, the games teachers can create the context in which the language. Games provide one manner of helping the students to experience language rather that merely study it.

   c) Central learning, to minimize the difficulties that the students face is familiar with the games. The students usually asked to play.

3. **The Use of Hangman Game in Language Learning**

   a. **Teaching Vocabularies by Using Hangman Game**

   Hangman game is one of the guessing games. In this game, players will think of a word or phrase to guess by guessing letters. Greenala (1988) explains Hangman games is a guessing game where one has to guess opponent's words is thinking by guessing one letter at a time, and involving gradual drawing of a stick figure hanging from gallows.

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[27]*Op.Cit*, Andrew Wright et.al, p.4.

[28]Hangman Game can make students focus on vocabulary areas because this game is the best way to use the language. Relevant studies come from Anita Novriana, Muhammad Asrori and Martono (2015), (Improving Vocabulary Mastery Through Hangman game to Elementary School Students (A Classroom Action Research)[29] showed that Hangman Game can improve the students' understanding about the meaning of the words, besides that the students also can mastery the words based on the context given. In this research, players will get new words via their mobile devices in different categories as they choose in the game. They will later elaborate the words of the game in the classroom. The application can be downloaded in the play store.

Hangman game is one of the games that can help in stimulating learning foreign language process particularly in teaching of vocabulary. This make the players guess letters to reveal a word or phrase. After a certain number of incorrect guesses, a character onscreen is "hanged". The hanging can take the many forms. Hangman game offers a challenge that will motivate the students to try to guess word based on the theme. It is an excellent way to add vocabulary, and keep the mind focus on teaching learning process. By playing Hangman games students can expand their vocabulary through playing with words. Studies have shown that word play makes students more active and they enjoy learning. This is in line with Eko Wahyu Hidayat et al (2015), in his study he found that the application of Hangman game is an alternative in teaching vocabulary because this

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[28] Greenal S. (1988), *Language Games and Activities,* Hulton: Hulton Educational Publications Ltd., p.84

[29] Anita Novriana. Muhammad Asrori. Martono. (2015), Thesis: *Improving Vocabulary Mastery Through Hangman Game to Elementary School Students,* Surakarta: Sebelas Maret University.

game helps in increasing students' vocabulary.[30]It means that the use of Hangman Game can increase students' vocabulary mastery in this strategy the mind is entangled. The learners improve their memory, orthography and reasoning as well as increase their problem solving skills.

This game is intended to measure the capacity of the students to memorize names of the animals, countries, music, movies, food, sport, characters, jobs, cities, etc. The procedure of Hangman game also can be played by:

a) Download the application of Hangman game from the play store

b) Open the application then choose the categories and the difficulty of the game.

c) After that click 'start game' to begin the game. In this game the player guesses a letter. If the player guesses correctly, automatically the letter will reveal. If the player guesses wrong, it will describe the elements of Hangman chart.

The game ends when all the letters in the word has been revealed or when guess have run the chance to guess.[31]
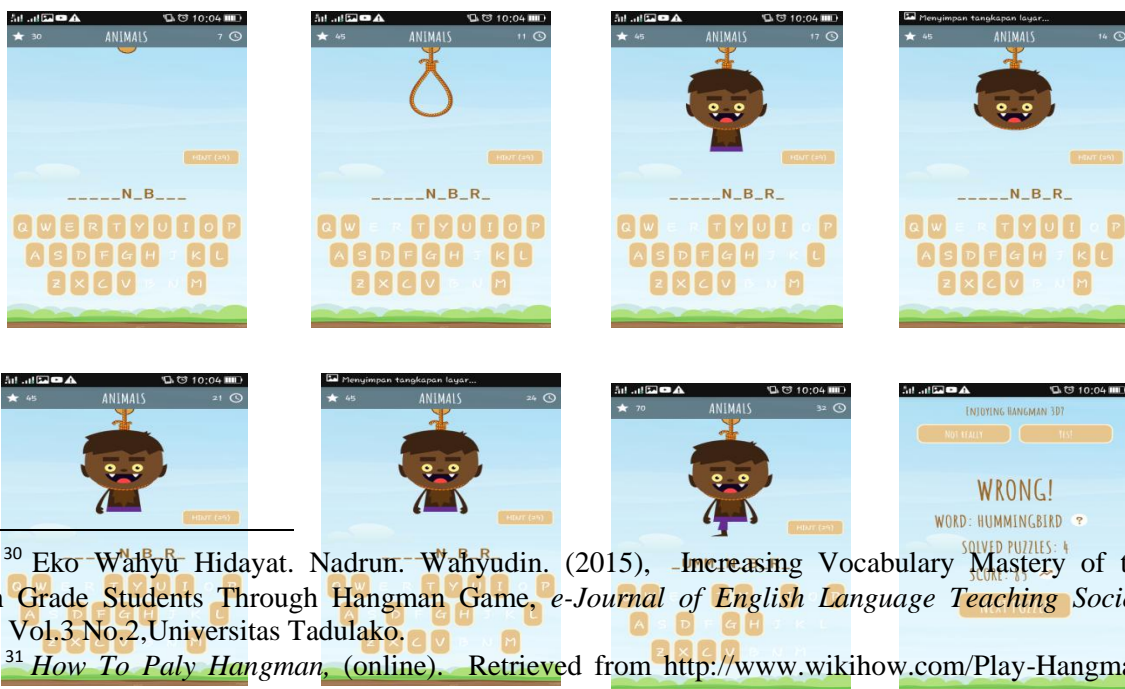
[30] Eko Wahyu Hidayat. Nadrun. Wahyudin. (2015), Increasing Vocabulary Mastery of the Seventh Grade Students Through Hangman Game, *e-Journal of English Language Teaching Society (ELTS),* Vol.3 No.2,Universitas Tadulako.

[31] *How To Paly Hangman,* (online). Retrieved from http://www.wikihow.com/Play-Hangman. Accessed on 02 February 2018

Figure 2.1 The Illustration of Hangman Game

From the pictures above explain that the player tries to guess the word by choosing what letters it contains. However, every wrong guess brings them one step closer to losing. Hangman can also be customized to make the game easier, harder, or educational.

b. Benefits of Hangman Game

There are some advantages of Hangman game, they are:

a) Hangman Game Can Add The Vocabulary for Students

Hangman game can increase students' vocabulary because students will learn by playing and it will make them easier to understand and memorizing when they found new words. Besides it, the procedure that is ordered in this game is match for implementing to students. It is not only in this research, there are some researches which got same finding.

b) English Class Situation

Hangman game gives the contribution and positive effect for the students if we implement it in the class. One of the positive effects of the Hangman game is it create the English class situation. Because Hangman game students is easier to control and give the instruction. Besides that the students more active in the class during the lesson and they also can complete to answer the questions. Not only about that the students also can increase their capability is language skill.

c) The Students Activeness in Study English

By implementing Hangman game it can give good effect for the students, one of the effects is the students will more active in study English. It is because Hangman game will give a good contribution for the students because they will enjoyable in learning vocabulary and will solve the problem. Not only about that the students also gave good attention for the teacher to follow the lesson, and they got a confident to show their capability in answering the question.

d) Increasing The Students Learning Motivation

This strategy can increase the students learning motivation. Hangman game can give the support and motivation for the students so they can increase their enthusiasm in learning vocabulary. This strategy also makes the students more interesting and serious in learning vocabulary in the class. And the last the students felt enjoy and happy to follow learning vocabulary.

Besides that, according to Prasetiawati, there are several strengths of Hangman Game, they are:

a) It can support students to be interested in teaching English, if the students feel happy in teaching-learning activities, it can bring positive attitudes such as feeling of interested in the language that they are learning.

b) Games can run through the boredom.

c) It can develop their linguistics skill, especially for spelling, pronunciation and concentration.

d) Get the students to be cooperative not competitive.[32]

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[32] Wiratania, (2018), The Effect of Using Hangman Game to Improve Students' Vocabulary Mastery At Eight Grade Of SMPN 1 Semen In Academic Year 2017/2018, *Simki-Pedagogja,* Vol.02 No.04, Kediri: University of Nusantara PGRI Kediri, p.3.

Related to previous study Ifa Fauziyyah (2015) also proved that teaching vocabulary by Hangman Game effective to improve the students' vocabulary mastery.[33] In her research which used A Quasi Experimental Study, she found the Hangman Game can increase students' vocabulary mastery. It means that the application of classroom game in teaching and learning vocabulary process can encourage students to learn more about vocabulary.

B. Conceptual Framework

Vocabulary is one element that is very important in learning languages. This is because a person's ability in a language is closely related to vocabulary. Be aware of the importance of vocabulary in learning a foreign language. There are many types of strategies that can be used to increase vocabulary. One strategy that can be used is the Hangman Game. Hangman game is one of the games that can increase the mastery of vocabulary skills. In this game players must guess what words are presented by guessing letters one by one.

In the teaching process, when a teacher uses the Hangman Game, it means that the teacher gives the opportunity for students to develop and add their vocabulary by using an application on their mobile phone. The result is that students will meet a new vocabulary that they may not have known before. Besides this Hangman game will make them interested and not feel bored in the learning process because children at the moment are inseparable from the mobile phone.

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[33] Ifa Fauziyah, (2015), Thesis: *The Effectiveness of Using Game in Increasing Students' Vocabulary Mastery,* Bandung: Universitas Islam Negeri Sunan Gunung Djati.

CHAPTER III

THE RESEARCH METHODOLOGY

A. Research Design

This research conducted by applying Classroom Action Research. Classroom Action Research (CAR) is a research action taken by a teacher in a class. According to Hopskin, action research is the design of the research can be used to translate a concept into the reality that is more practical.[34] The group of participants can be teachers, students, lecturers, parents, and other community members. All groups of participants have different skills.[35]

In this class action research, the researcher used a combination of qualitative and quantitative research. In this classroom action research, the researcher collected the qualitative data that was analyzed quantitatively. However, the results of this class action research can be shared by others who have backgrounds similar to the research process carried out by researchers.

Based on the explanation above, action research was qualified to improve the students' vocabulary mastery through Hangman Game. It was expected by the

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[34]Hopskin, David, (2008), *A Teacher's Guide to Classroom Research,* USA: McGraw Hill-Open University Press.

[35] Wina Sanjaya, (2009), *Penelitian Tindakan Kelas,* Jakarta:Prenadamedia Group, p.24

researcher of the students' vocabulary mastery by using this action research model by Hopskin this model consists of four main steps, they are: (1) planning, (2) acting, (3) observing and acting.

B. The Subject of Research

The subject of this research was the students at Tenth Grade SMA Negeri 1 Tebing Tiggi Kab. Serdang Bedagai which was consists of 4 classes. The participant was class MIA-1 which was consists of 20 students, 15 females and 5 males. The researcher choosed this class because based on the result of interview with the English teacher that the students of MIA-1 found difficulties in following the teaching learning English process because they did not have a lot of vocabularies.

C. The Location and the Time of Research

This research was conducted at SMA Negeri 1 Kec. Tebing Tinggi Kab. Serdang Bedagai on 12th June 2019 until 26th July 2019. The researcher choosed this school because there are several reasons, namely: the first, researcher had already interviewed the teacher of English there. Secondly, the researcher had already done preliminary study there so the researcher knows the situation of the school. Thirdly, the researcher will be very easy to collect data because the school has allowed researcher to conduct research on the topic of improving students' vocabulary mastery. And finally, the researcher found a problem regarding mastery of vocabulary for the school students.

D. The Procedure of Observation

The cycle of the classroom action research was depend on the indicators. Whether the cycle can be achieved in one cycle or the researcher need to continue to next cycle. The first cycle was conducted based on the problems that be faced by the

students in vocabulary mastery. The cycle consisted of: (1) planning, (2) acting, (3) observation and interpretation and (4) analysis reflection.

The cycle in the classroom action research happened continually. If the indicators of the research will not fulfilled in second cycle, so the third cycle will be implemented to make it better. According to Hopskin, model of this study conducted by forming a downward spiral which starting from the feel of the problem, the planning, carry out the action, making observations and do a reflection and make plans again and so on.
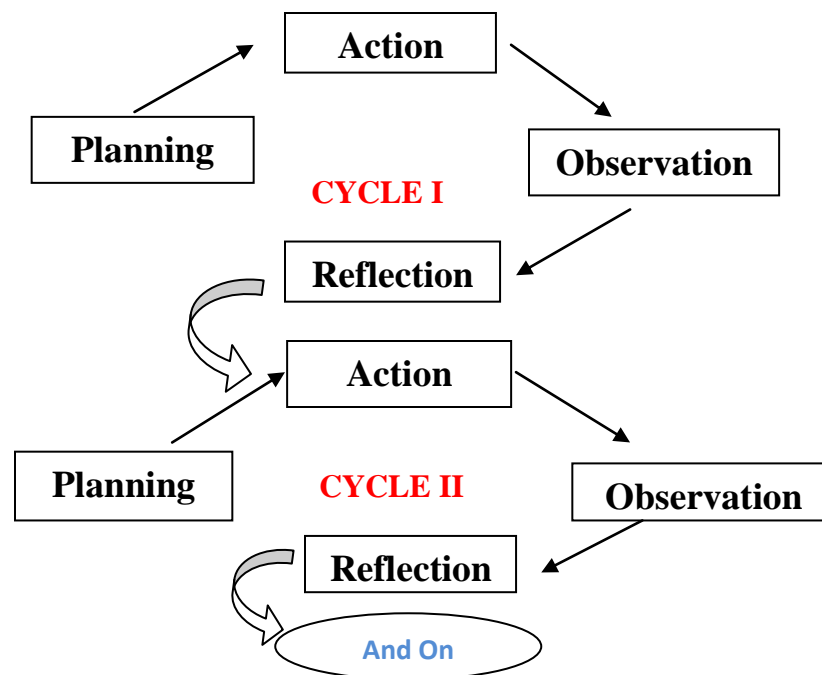
Figure 3.1: Action Research

1. **Cycle I**

There are 4 phases in class action research, namely:

a. Planning

The researcher planed some actions which are feasible to be implemented in the field. Learning plan made based on an analysis of the problems that are in the classroom. This research was intended to find out: 1) students response during the teaching learning

process, 2) Students' improvement in vocabulary mastery, 3) The researcher was conducted two cycles of the research to know the improvement of students' vocabulary mastery.

Classroom action plans were directed at resolving the causes of problems, looking forward, and were flexible to receive unexpected effects. The researcher was as a teacher and the researcher worked together the English teacher to plan everything related to the teaching process.

b. Action

The action was the process of what the research had done. Based on the model, the researcher can change the plans after conducting one cycle. In this step the researcher and the collaborator worked together to implement Hangman Game. Every cycle was conducted in four meetings. If the first, cycle success, so the researcher will stop. But if the cycle not success the researcher would be continue to the next cycle.

The research had done in two cycles and on. Every cycle contains of four steps. The first step was planning, the researcher had made planning for the cycle one they were: (1) administrating the vocabulary learning process according to the lesson plan, (2) preparing the material for vocabulary mastery, (3) conducting a test of vocabulary mastery through Hangman game in the end cycle and (4) preparing the instrument for collecting data, such as observation sheet, researcher's notes, interview sheets and documentation. The second step was action, in this step the students was taught how to comprehend vocabulary mastery through Hangman game. In this step, the researcher had done some activities.

The activities were: introduction activity, core activity, and post activity. In the introduction activity there were some activities that had done by the researcher, including: (1) researcher entered to the class and gave greeting to the students so there was English environment since the first meeting, (2) prayed together, (3) Teacher checked the attendance list of students, (4) explained how important the next competence learning that should be mastered by the students in English and the last (5) teacher gave the purpose of the study.

In the core activity, there were also some activities they were: (1) the researcher asked the students to download and use Hangman Game (2) while the students downloaded it, the researcher introduced the Hangman Game and its procedure, and then (3) teacher asked the students to choose sports and jobs as the theme from Hangman Game on their own mobile phones and tried to guest the words and wrote the new words that they got on their notebooks (4) after that the students divided into five groups, without writing the students discussed about the meaning of the vocabularies (theme: sports, jobs, food and animals) that they got during the learning process. Every student had to elaborate the meaning of the vocabularies and they present in front of the other groups. (5) next the students made a conclusion about the meaning of the vocabularies.

In the last of meeting there was post activity (closing). In this step, the researcher had done some activities, they were: (1) the researcher asked the students about the difficulty during the teaching and learning process, (2) the researcher also gave evaluation consistently for giving feedback, (3) the researcher had gave motivation

for students to not be shy in telling their words connect to the sentence and the last (4) the researcher closed the lesson by praying and giving closing- greeting.

c. Observation

In this step, the researcher had done observed the students during the implementation of the actions. Those data are also used to observe the behavior, the skills and the implementation of the actions. The researcher had written the notes of the teaching learning. While the result of the test was written to know the students' vocabulary mastery.

d. Reflection

In this step the researcher toke the feedback of this vocabulary mastery and learning process from the result of the researcher's note in every single meeting, the problems that exist, and the cause of problems. Because the result did not reach the goal that determines, the researcher made a decision that the researcher need to continue to the research into cycle II. Reflection activities were intended to find the strengths and weaknesses of the actions taken, identified the obstacles faced and analyze the effects that are affected by taking action. Reflection would be carried out after the researcher conducts analysis, synthesis, assessments, explains and draws conclusions based on the data.[36]

2. **Cycle II**

After cycle of planning, action, observation, and reflection in cycle I, the process in the cycle II was the same with first cycle. Cycle II conducted to observe the

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[36] Ridwan Abdullah Sani Sudiran, (2012), *Penelitian Tindakan Kelas,* Bandung: Citapustaka media Perintis, p.16-19

effectiveness of teaching English by using Hangman Game in improving students' vocabulary mastery for the first year students of senior high school. The data that had been collected in cycle 1 was used as the material for consideration in preparation of planning in cycle 2. During the treatments, mastery vocabulary test has given to the students at the end of every meeting. The students were testing by asking them to answer 20 questions multiple choices and 10 essays.

E. The Technique of Collecting Data

This section explained how the researcher collected data. Data collection is one of the most important things in one study. To get the information needed, the researcher also used references from the library besides also several journals and reference books that supported this research. In this research there were five ways to collect data, namely tests, interview, observation, researcher's notes and documentation.

Test was a method that was used by researcher to measure the abilities and knowledge of students in the vocabulary. The test result which was measured by the researcher aimed to determine the ability to master student vocabulary. The type of test that was used in this study was the vocabulary test. Besides that, interview also used to add the information about the effect of process learning vocabulary with Hangman game.

a. Test

The purpose of this test was to measure students' mastery of vocabulary mastery and also to obtain quantitative data. The test in this research has given to students after getting action. The result of the test was measured to know the students' vocabulary after getting action in learning by using Hangman game. In this research, the test was

conducted in a multiple choice form that consist of 20 items and essay test that consist of 10 items.

This research used test in different levels, they were multiple choice and elaborate the definition of words. To make the words were integrated, the researcher gave training time to the participant where they would to understand the meaning of words in a group by discussing them without writing. At the time of the test, the students wrote down the meaning of words. Thus it would be seen that vocabulary can be used in speaking, writing and listening.

b. Observation

Observation was a technique that was used by researcher to collect data related to students' activities in the teaching and learning process. The observation sheet has given based on reality in the classroom.

c. Interview

The researcher in this research reflected the whole answers of the question that has given by some the students. This interview was used to add the information about the students' difficulties in English vocabulary and to know the effect that the students got after using Hangman game in learning vocabulary.

d. Researcher's Notes

Researcher's notes were used to write all students activities in the classroom during the teaching and learning process. The researcher's notes consist of personal evaluations of researcher regarding the events in the class whether progress or new things were

discovered during the research. The researcher wrote all of the new data after every single meeting.

e. Documentation

Documentation was used to show the teaching and learning process by using the photo. The researcher can show the situation of the teaching and learning process.

F. The Technique of Analyzing Data

1. Qualitative Data

The qualitative data analysis that used in this study is data obtained from the results of observation, interview and diary notes during the teaching and learning process before and after class action research. Researcher used a qualitative explanation to illustrate how the teaching process uses Hangman games. The qualitative data was analyzed by Miles and Huberman. Qualitative data analysis consists of three components that constitute concurrent flows and activity: data reduction, data display, and conclusion drawing and verification.[37] as follow:

a. Data reduction

There were some steps that the researcher have done in the process of data reduction: 1) The researcher had summarized the data directly related to event, situation and condition during the teaching learning process in the class. In this step, the researcher choosed the relevant data appropriate with to the research. 2) The second was coding, the researcher had made the detail information from the data that has already

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[37] Andrea Daniel, (2010), *Perception Gaps between Headquarters and Subsidiary Managers: Differing Perspectives on Subsidiary Roles and Their Implications,* Wiesbaden: Gabler, p.138

summarize before. 3) The researcher had noted the data objectively. The researcher also made the classification and edit the data based on the factual situation. 4) The researcher had reflected the data and gave the ideas of thinking related to the data information. In every step the researcher had selected, focused and simplifying the raw data so that the researcher could easily carry out the data collection. It means that the researcher reduced the data before, during, after the data as well as analyzing the data. The data reduced in this study, the data was found in the interview transcript.

b. Data display.

Data display is a presenting data. The researcher would present the data in form narration. In data display there were some steps that the researcher had done, they were: 1) Collecting the result of data reduction, 2) Arrange the relevant data of research, 3) Make a diagram or matrix. The contain of diagram or matrix will present in codes or symbols (words or phrasal verbs). In presenting the interview data, the researcher also explained it as the data excerpt. In this research, I used the observation sheet, interview and researcher's note in displaying the data, because it was most common data display that be used in qualitative research.

c. Conclusion/verification

The last process of qualitative analysis was conclusion. After the analyzed the data, the researcher concluded the result of the data The researcher made the conclusion from the result of data display. In this case, the researcher calculated the number of each data.   The conclusion in qualitative research was a new discovery that used to answer of the research problems. This conclusion aims to make clear explanation that has already presented in data display.

After the process of data qualitative analysis had finished in every stage, the researcher made sure the trustworthiness at the data analysis by using peer de brief. There was one peer de brief that helped the researcher, she is a lecturer who is an expert in analyzing qualitative data. In the process of peer de brief, the researcher consulted to the lecturer in order to reflect on what went right (or wrong) in each stage of data analysis.

2. Quantitative Data

Quantitative data analysis that researcher used to collect all data that was obtained from the result of multiple choice tests which were carried out in two cycles. The tests were given to the students at the end of the cycle. This was used to find out how well students score. It aims to ensure the inter-rate reliability of scoring the vocabulary test. In analyzing numeric data, first, researcher tried to get the average score of students per action in one cycle.

The researcher used formula which was designed by Purwanto (1991)[38], as follows:

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

s   = score

R   = the number of the correct answer

N   = the number of the test items

The mean of the students' score for each cycle was obtained by using the Arithmetic Mean formula by Arikunto[39], as follows:

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[38] Purwanto, M.V., (1991), *Prinsip-prinsip dan Tehnik Evaluasi Pengajaran*, Bandung: Remaja Posdakarya.

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

X = the mean of students' score

∑x = the total score

N = the number of students

The researcher got a percentage of classes that achieve minimum mastery level criterion (KKM) considering the English subject gains score is 75 (Seventy Five). The categorize number of students who competent in mastery the vocabulary, the following formula is:

$$P = \frac{F}{N} \ x \ 100\%$$

P = the percentage of students who get the point >75

F = the number of students who get the point <75

N = the total number of students who do the test

[39] Arikunto, S., (2006), *Prosedur Penelitian,* Jakarta : Binarupa Aksara, p.272.

BAB IV

THE RESEARCH FINDING AND DISCUSSION

A. Research Finding

The data of this research was analyzed by qualitative and quantitative data. The qualitative data was taken from the observation sheet, interview, diary note and documentation. While, the quantitative data was taken from the mean of the students' score vocabulary test. This research was conducted in X-1 class of SMA Negeri 1 Tebing Tinggi Kab. Serdang Bedagai which consist of 20 students. This research was conducted in two cycles and every cycle consisted of four steps, they are: planning, action, observation and reflection. The first cycle conducted in four meetings include pre-cycle. The second cycle conducted in four meetings too. The students were taken the test as the post-test in every last meeting of each cycle.

The researcher did some observation to indentify the situation and the problem that occurred during the vocabulary teaching learning process. This observation was held on 10th June, 2019. After the observation the class, the researcher discussed to the English teacher. This discussion aimed to indentify the problems that occurred in the class during

the English teaching problem, especially in vocabulary material that would be described by the researcher in every report of the cycles.

1.   Preliminary Study

The preliminary study was held at the first meeting on 12th Juny, 2019. In the preliminary study, the researcher gave the students the vocabulary test in order to know the students' vocabulary skill before using Hangman Game method was applied. The result of the test showed that the students' vocabulary skill is still low and they did not have a lot of vocabularies. So, they felt difficult to answer the vocabulary test. The minimum Passing Grade (KKM) of English subject in that school was 75. In this research there were 20 students who followed the test.

The qualitative data was taken by interview. The interview was done before the learning process was applied by the researcher. When the researcher interviewed some of the students, the researcher found that the students were difficult to understand the meaning of English words. The result of interview can be seen at appendix XIII. This result of the interview showed that the students' vocabulary skill still low. The interview was done before the cycle I. it can be seen from this data below:

*Researcher   : Skill dan sub-skill apa yang menurut kamu sulit dalam pelajaran
                     bahasa Inggris?*
Student I   : "Vocabulary miss karena saya susah mengahapal"

Translation:

Researcher   : What skill and soft-skill do you find difficult in English lessons*?*
Student I   : "Vocabulary miss, because I still got difficult in memorize the
                     vocabulary."
                                                            (*Interview Transcript)*

From the data above, it showed that the vocabulary is one of the skills that students still didn't master it yet. It was because they still difficult to memories the meaning of the words that they got.

Researcher : *Skill dan sub-skill apa yang menurut kamu sulit dalam pelajaran bahasa Inggris?*
Student I : *"Banyak vocabulary yang tidak diketahui artinya miss"*

Translation:

Researcher : What skill and soft-skill do you find difficult in English lessons*?*
Student I : *"*There are many of vocabularies that I don't understand about their meaning*"*

(*Interview Transcript*)

Besides that, the second student said there were many kinds of vocabularies that he didn't know its meaning. It was indicated that the students' vocabulary mastery was still low. It also made the students felt lazy to follow English learning process in the class. It can be seen from the information below.

Researcher : *Skill dan sub-skill apa yang menurut kamu sulit dalam pelajaran bahasa Inggris?*

Student I : *"Yang sulit itu bagaimana cara mengucapkan kosakata. Sehingga suasana belajarnya ada yang aktif bagi yang ngerti tapi kalau yang tidak mengerti ya cuma diam aja mis"*

Translation:

Researcher : What skill and soft-skill do you find difficult in English lessons*?*

Student I : *"The difficulty that I found was how to pronounce the vocabulary. So the situation of the learning process was active if there were some of us understand and others were passive because they don't understand so they just keep quite."*

(*Interview Transcript*)

The last student said that there were only some students who were active in the English learning process but the other students who didn't understand or only had a few

vocabularies just keep quiet during the English learning process. They also didn't have motivation to learn English because they didn't understand the meaning.

From the result of interview above, the students' vocabulary mastery is still not good yet. It was because when the researcher interviewed some students, they said that they felt difficult and they didn't motivate to follow the English learning process. They also said that they felt difficult to memorize the meaning of vocabularies. To support the data above, the researcher also had done interviewed the English teacher (appendix XI), it can be seen from the data below:

The researcher : *"Menurut miss, skill dan sub-skill apakah yang sulit dipahami siswa dalam mengajar bahasa Inggris?"*

The teacher : *"Sub skill yang sulit diajarkan kepada anak anak ini adalah tehnik dalam menangkap vocabulary. Anak anak ini masih pada kewalahan dan bingung dalam membedakan vocabulary yang pronunciationnya hampir sama. Sementara itu, partisipasi anak dalam belajar masih kurang. Tapi jika belajar vocabulary dengan menggunakan game, anak anak ini justru lebih semangat"*

Translation:

The researcher : "According to miss, what skill and soft-skill do you find difficult in English lessons?"

The teacher : "Soft skill that difficult to be taught for the students is the technique in memorizing the vocabulary. The students still got overwhelmed and confused in difference the vocabulary that has almost same pronunciation. Besides that, the participation the students in teaching learning process are still low. But, if we study the vocabulary by using game, the students have more spirit during the learning process.

(*Interview Transcript*)

The information from the English teacher, it showed that the students had good spirit in learning English. But they still felt confuse to difference the vocabulary that has

the same pronunciation. Besides that the participation of the students in learning process is less. All of those were the factors of the students' vocabulary mastery was low.

The quantitative data also used in this research to support the qualitative data. The result of the pre-cycle showed that the students' total score was 1.100 and the mean of the score was 55,00. This score indicated that the students' vocabulary skill was low. It was still far minimum passing grade (KKM) which was 75. It could be seen from the percentage of the students' score that showed 15% or only 3 students who could be passed and got the score up to 75. Besides that, about 17 students could not get the score up to the 75 or it can be said that the students were unsuccessed. This data can be seen in the appendix 15.

From the qualitative and quantitative data above, it concluded that the students' vocabulary mastery was still low. Therefore, I would like to improve the students' vocabulary mastery through Hangman Game. So I continued to the first cycle.

2. **Report of Cycle I**

The researcher had done some steps, in the first cycle they were; planning, action, observation and reflection. There are two kinds of analyses data that the researcher had done, they are: qualitative data and quantitative data. The qualitative data was taken from observation sheet, interview and researcher's note. Besides that, the quantitative data was taken from the mean of students' score in vocabulary test that the researcher had given it in the last meeting of cycle I.

2.1 Qualitative Data

The finding of the implementation Hangman Game in improving students' vocabulary mastery will be discussed as follow:

a. The implementation of Hangman Game in Cycle I

There were three meetings in the cycle I. The meetings were on 19th June, 26th June, 28th June, 2019. Every single meeting had same procedure in implementing Hangman. Before the researcher implement the Hangman game, there some activities that the researcher had done, they were: (1) researcher entered to the class and gave greeting to the students so there was English environment since the first meeting, (2) prayed together, (3) Teacher checked the attendance list of students, (4) explained how important the next competence learning that should be mastered by the students in English and the last (5) teacher gave the purpose of the study.

The implementing of Hangman Game were involved in three steps : (1) applying the Hangman game (2) divided the students into five groups to discuss the meaning of the vocabularies (theme: sports in 2nd meeting, jobs in 3th meeting) that they got during the learning process (3) present the result of discussion in front of the other groups.

The aim of the researcher to apply Hangman Game to the students was the students' can improve their vocabulary mastery. There were three steps in implementing the core activity of the plan in every meeting.

1. Applying Hangman Game in Vocabulary Class

Learning vocabulary by using Hangman game made students easier to add their vocabularies. It can be seen from the result of the students' vocabulary test in cycle I that was showed an improvement of students' vocabulary mastery. In the first cycle the researcher planned to introduce Hangman Game and implemented it to the students' in the vocabulary teaching and learning process. Hangman Game also helped the students to improve their vocabulary mastery.

There were some activities that the researcher had done, as follows: first, the researchers explained what Hangman Game and also explained the procedure of using Hangman Game on the students' mobile phone. Second, the researcher asked the students to choose the theme that the researcher had chosen it first. For the first cycle, so the researcher also gave them example to play the Hangman game step by step. It was showed as follow (see in appendix 13):

> The researcher : *"Apakah kamu pernah mendengar tehnik pengajaran Hangman Game?"*
> Student I : *"Ga pernah miss"*
> Student II : *"Baru pertama ini miss"*
> Student III : *"Belum pernah miss"*

Translation:

> The researcher : "Do you ever hear Hangman Game as the teaching technique?"
> Student I : "Never miss"
> Student II : "This is the first one miss"
> Student III : "Never miss"
>
> (*Interview Transcript*)

2. Dividing the Students into some Groups

Dividing the students into some groups was an effective ways to make them more understand about the meaning of vocabularies that they got from the application of Hangman Game. It was because the students always do the assignment that their teacher given. It can be seen from the result of the student interviewed (appendix XIII):

> The researcher : *Teknik mengajar apa saja yang guru anda gunakan dalam pengajaran vocabulary?*
> Student I : *Biasanya di kasi materi kemudian setiap vocabulary dibuat ke dalam kalimat miss sama seprti mengerjakan soal miss*
> Student II : *Tehnik yang digunakan yaitu mencari arti dari setiap vocabulary yang diberi*
> Student III : *Tanya Jawab miss*

Translation:

<div align="right">(Interview Transcript)</div>

It also supported by the teacher that said (look at appendix XI):

<u>*Translation:*</u>

<div align="right">(Interview Transcript)</div>

So in this case, the researcher wanted to make new atmosphere in teaching learning process, especially in vocabulary material. The students would discuss about every meaning of the vocabularies that they got during played the game with the theme; sports and jobs in their own group. The researcher made this technique to make the students easier to find out the meaning of the vocabularies. In this group, the students also would learn to confident to deliver their opinion about the elaborate of the meaning of the vocabulary without writing anything.

In this step the researcher had discussed to the English teacher that the group would be divided   based on their seat because it would not waste the time.

3. Presenting the Result of Discussion in front the Class

After discussed in a group, the researcher asked one of the members in every group to present the result of their discussion. This activity was aim to build the confident of the students to speak up in front of the small group like a class by using the vocabulary that they got according to the context. So they can make a sentence by using an exact word. But in the first cycle the researcher found that only some students who wanted to speak up in front of the class and explain the result of their group discussion. It was because the students didn't usual to speak by using English. It also supported by the researcher's note in the third meeting mentioned that:

> *"Only some students who wanted to explain the definition of vocabulary and others refused it."*

> *(see appendix XXI)*

b. **The Problems Faced by the Researcher After Implementing Hangman Game in Cycle I**

1) There were some students who had not mobile phone.

2) The students still found difficulties to find out the meaning of vocabulary. It can be seen from the result of the interview below:

> *The researcher   : Apa kendala dalam belajar vocabulary?*
> *Student I   : Sulit menghapal dan kurang paham miss sama   artinya*
> *Student II   : Banyak vocabulary yang tidak diketahui artinya miss*
> *Student III   : Yang sulit cara menghapal kosakata baru miss*

> <u>*Translation:*</u>

> The researcher   : What is your difficulty in learning vocabulary?
> Student I   : "I feel difficult to memorize and I don't understand about the meaning."
> Student II   :"there are many vocabularies that I don't the meaning of them."
> Student III   :"It is difficult to memorize the new vocabularies miss."

> (*Interview Transcript*)

From the interviewed it could be seen that the students still found difficulties in finding the meaning of the vocabularies that they got from Hangman Game. It was because they still confuse to find the word in the dictionary. It was supported by the teacher that said the students still felt confuse to find the word that they mean. (see appendix 11)

> *The researcher: Apakah kendala yang miss alami dalam mengajarkan vocabulary?*
> *The teacher : Kalau bercerita kendalanya, anak-anak masih lambat dalam membuka kamus dan mencari kosa katanya. Sementara untuk menunggu mereka menemukan vocabulary yang dicari sudah mengahbiskan banyak waktu. Jadi alternatifnya saya menyuruh mereka untuk menghafal minimal lima kosakata dalam sehari.*

Translation:

> The researcher : Miss, What is your difficulty in learning vocabulary?
> The teacher : "If we are talking about the difficulties, the students still difficult in opening the dictionary and looking for the vocabulary. While, waiting for them to find out the vocabulary will waste the time. So for the alternative, I ask them to memorize minimum five vocabularies in a day."

(*Interview Transcript*)

3) Most of the students were not confident to present the definition of vocabulary in front of the class.

In the teaching learning process, the researcher found that only some students who confident to speak up in front of their friends. It could be seen from the researcher's note in third meeting of cycle I, It showed that:

> *"The students felt difficult in elaborating the meaning of the vocabularies that they got and they didn't brave to convey the result of their discussion."*
> *(see appendix XXI)*

Most of the students were refused to explain the definition of the vocabulary. The result showed that the student who presented the result of their discussion in the group was the same person. It was because they did not have a lot of vocabularies. This problem made some of the students passive in English class. It can be seen from the result of interview with the students (see appendix XIII) :

> The researcher : *Bagaimana partisipasi kamu dan siswa lainnya ketika proses pembelajaran vocabulary berlangsung?*
> Student I : *"Biasa aja kadang aktif kadang enggak miss."*
> Student II : *"Aktif."*
> Student III : *"Suasana belajarnya ada yang aktif bagi yang ngerti tapi kalau yang tidak mengerti ya Cuma diam aja miss."*

Translation:

> The researcher: *How about your participation and the other students during the teaching and learning vocabulary?*
> Student I : *"It so so, Sometimes I am active and sometimes I passive in the class."*
> Student II : *"Active."*
> Student III : *"The situation during the studying is active for them who understand and for them who don't understand they must be keep quite miss"*
>
> (*Interview Transcript*)

The result of the observation sheet (see appendix IX) also showed that there were only about eight students who wanted to participate in the teaching learning process, eleven students who had good motivation in following the teaching learning process although they got difficulties. From the qualitative data above it showed that there were only some students who active in the English class and some of them still had no confident.

2.2. Quantitative Data

The researcher took the quantitative data from the result of the test that had given to the students. The test that the researcher had given was based on the material that had learnt in the class previously.

The result of this data was collected which is used the basic reflection. In the first cycle it showed that the total score of the post-test was 1.349, it was about 9 students who had succeed the test from 20 students. The mean score of the students' score was 67,45. The percentage of the students' score was 45% (this data can be seen in appendix 16).

The purposed of this step was to find out the information about the, motivation, participation and the enthusiastic of students during the action process.

Table 4.1 The comparison of students' writing performance

No	Cycle	Mean Score	The Percentage
1	Pre-cycle	55.00	20%
2	Cycle 1	67.45	45%

From the students score in the pre-cycle and post-test I, it can be seen that there was a proven between the pre-cycle and the post-test. But it was still low, and didn't get up to the minimum passing grade.

2.3. Reflection

In this step the researcher took the feedback of this vocabulary mastery and learning process from the result of the researcher's note in every single meeting, observation, interview and documentation. In the end of every single meeting the researcher asked the students about what they felt and what the difficulties that they got during the vocabulary learning process by using Hangman game. So, after saw the situation and the motivation the students in the learning process in cycle I.

The researcher found that there was an improvement of the students' between pre-cycle and cycle I, although the result of the students' score was not significant. From the information above, the researcher decided to continue in cycle II. However the implementation of next cycle needed the evaluation. The researcher hoped that the evaluation would give effect to the cycle II. Based on the problems faced by researcher in cycle I, the researcher tried to find the solution to solve the problems, as follows:

1. The students play Hangman Game alternately with one mobile phone. It was because this application could be play by two players. So the first player as the guesser and the second player as the person who would give the word and the first player had to guess it.

2. Giving the explanation for the students how to find the words in the dictionary easily.

3. Giving the motivation to the students and made a role that every student had to present the definition, so they would be given time to prepare their selves before present the definition of vocabularies.

3. **Report of Cycle II**

Cycle II was purposed to solve the problem that occurred in cycle I or in the other words there were some solution to the problem in cycle I. It was the reason why the researcher decided to continue the research to the cycle II. The focus of the cycle II was same as the cycle I. So, the researcher still used Hangman Game as the method to improve the students' vocabulary mastery. There are two kinds of data, they are: qualitative data and quantitative data. The qualitative data was taken from the

observation sheet, interview and researcher's note. While the quantitative data was taken from the students' score of vocabulary test that has give in last meeting of cycle II.

3.1. Qualitative Data

The finding of the implementation Hangman Game in improving students' vocabulary mastery will be discussed as follow:

a. The implementation of Hangman Game in Cycle II

The implementation of the cycle II was held on in three meetings. They were on 5th July, 12th July, 19th July 2019. The researcher was as a teacher in this action, while the English teacher as a collaborator research of the teaching learning process. This action also focused on improving the students' vocabulary mastery.

Before implementing the cycle II, the researcher had discussed to the English teacher to make the new plan. This plan would be done in cycle II that was aim to solve the problem in the cycle I. there were some activities, such as: introduction activity, core activity, and post activity. In the introduction activity the researcher had done (1) researcher entered to the class and gave greeting to the students so there was English environment since the first meeting, (2) prayed together, (3) Teacher checked the attendance list of students, (4) gave the purposed of the learning process.

In the core activity, the activities that had done by the researcher were: The implementing of Hangman Game was involved in two steps: (1) applying the Hangman game (2) Discussion and everyone present the result of discussion in front of the other groups.

1. Using Hangman Game

In this step, the researcher asked the students to play Hangman Game personally. The researcher also would ask the students to choose the theme such us; sports and jobs to avoid students' boredom. So in this step, every student had to guess the words by choosing letter by letter. The students also wrote the vocabularies that they got during the game. This activity could add the students' vocabulary. It can be seen from the result of the interview with the one of the student (see appendix XIV) :

The researcher: Bagaimana penguasaan vocabulary kamu setelah diterapkan Hangman Game?

Student III   *: "Bertambah miss. Ternyata ada banyak vocabulary yang saya tidak tahu miss. Tapi dengan game ini bisa membantu kami untuk belajar sambil bermain."*

Translation:

The researcher : How about your vocabulary mastery after implementing Hangman Game?

Student III   : "My vocabulary was added miss. Now I know that there are many vocabularies that I don't know. But by using this game, it can help us to study while playing."

(*Interview Transcript*)

It also supported by the result of the interview with the English teacher that can be seen at appendix XII:

The researcher: Menurut miss, bagaimana penguasaan vocabulary siswa setelah diterapkan Hangman?

The teacher   *: "Saya melihat ada kemajuan serta vocabulary anak kelas X khusunya bertambah.Hal ini dikarenakan saya melihat di Hangman game anak-anak harus menebak vocabulary dengan memilih huruf satu persatu."*

Translation:

The researcher : According to miss, How about the students' vocabulary mastery after implementing Hangman Gam,?

The teacher   : ""I see that there is progress and the students of the ten class was increased. This is because I saw the students have to guess the vocabulary by choosing the letter one by one."

From the result of the interview above, it indicated that almost all of the students in the class got new vocabularies. It means that they could add their vocabulary by using this application game. After that the researcher also asked every student to find their own partner to play it together by using one mobile phone. At this activity the first student as the player who guessed the world and the second student as the player who would gave the words. It aims to find new atmosphere so the students didn't feel bored during the teaching and learning process. The English teacher also agreed that this activity did not make the students felt bored, it was because she stated in the interview that (see appendix XII):

> *The researcher: Bagaimana pendapat miss mengenai suasana ketika pembelajran vocabulary menggunakan Hangman Game berlangsung?*
> *The teacher : "Saya melihat anak anak begitu aktif karena memang pada dasarnya saat ini mobile phone merupakan salah satu alat yang disukai anak-anak. Sehingga anak-anak lebih termotivasi dan antusias untuk mengikuti proses pembelajaran vocabulary."*
>
> *Translation:*
>
> *The researcher: How about your opinion about the situation the teaching learning process during the vocabulary material by using Hangman game?*
> *The teacher :"I saw the students were very active because basically now day mobile phone is one of the preferred tools by the children. So the students were motivated and enthusiastic to follow the vocabulary learning process."*
>
> (*Interview Transcript*)

2. Discussion and Present the Definition of the Words

At this activity, the students discussed about the definition of the vocabularies in their own groups. The researcher would help the students if they got difficulties in translate the definition of the vocabularies. This activity also helped the students to elaborate the definition of the vocabularies that they got. So they did not only know

the meaning but also the explanation of the vocabularies' meaning. It can be seen from

the appendix XIV, the result of the interview showed that:

The researcher: Bagaimana penguasaan vocabulary kamu setelah diterapkan Hangman Game?

Student I : Bertambah miss. Karna harus menebak huruf sampai akhirnya kita bisa menjawab vocabulary apa yang dimaksud. Selain itu kami juga ada waktu untuk diskusi dengan teman sehingga kami bisa bertukar pikiran dan pendapat miss.

Translation:

The researcher : How about your vocabulary mastery after implementing Hangman Game

Student I : "My vocabulary was added miss. Because it must guess the letter until we can answer what does the vocabulary that will appear. After that we also have time for discussion with our friends so we can share our thinking and opinion miss."

(*Interview Transcript*)

After that the researcher gave every student opportunity to present the result of

discussion. This way purposed to make the students more confident to speak English

in front of the class. The result showed that in this cycle the students more active and

almost of them had prepared their selves to present the result of the discussion. This

thing is supported by the English teacher (see appendix XII) that stated:

The researcher: Apakah yang miss rasakan ketika melihat proses pembelajaran Bahasa Inggris dengan materi Vocabulary kepada siswa dikelas dengan menggunakan Hangman Game?

The teacher : "Saya melihat anak-anak lebih antusias dan aktif dalam mengikuti proses pembelajaran. Meskipun awalnya mereka masih terlihat bingung bagaimana cara memainkan Hangman Game ini."

Translation:

The researcher: Miss, what does do you feel when you saw the teaching English process with vocabulary material for the students in the class by using Hangman Game?

The teacher : "I saw that the students more enthusiastic and active in following the teaching learning process. Although in the first time they looked confused how to play this Hangman Game."

It also can be seen from the result of the observation sheet (see appendix X). The observation sheet showed that the activeness and enthusiastic of the students were increase. The result showed that there were only two students from twenty students who still had not motivation in following the teaching and learning process. But in this cycle almost the students were participate in the learning process. Then, the students discuss again and give the conclusion to make sure that the definition of the vocabulary that they got was clear and everyone of them had understood the vocabularies.

Besides that the researcher made a role, that everyone of the students had to explain the definition of the vocabulary that they know in front of others students. It was because the researcher wanted to build the confident of the students. And the result showed that every student prepared their selves to present their result of the discussion in group.

b. The Problems Faced by the Researcher After Implementing Hangman Game in Cycle II

After the researcher implementing Hangman Game in cycle II to improve the students' vocabulary mastery. The researcher found one problem, it was: the students still difficult to find out the meaning of vocabulary. So the researcher had to make sure that the students were understood about the meaning of the vocabularies that they got from the Hangman Game. It can be seen from the researcher's note (appendix XXIV) at the second cycle, third meeting. To solve this problem the researcher decided to help them in translating some difficult words.

3.2. Quantitative Data

The quantitative data was taken from the result of the test that had given to the students. The test that the researcher had given was based on the material that had learnt in the class.

The result showed that there were 20 students who followed the vocabulary test. The result showed that the total score of the students was 1.629 and the mean of the students' score was 81,45. It means that the result of vocabulary test in cycle II is higher than pre-cycle and cycle I. this diagram below is the comparison between pre-cycle, cycle I and cycle II:

Diagram 4.1

The Percentage of Students' Score of Vocabulary Test
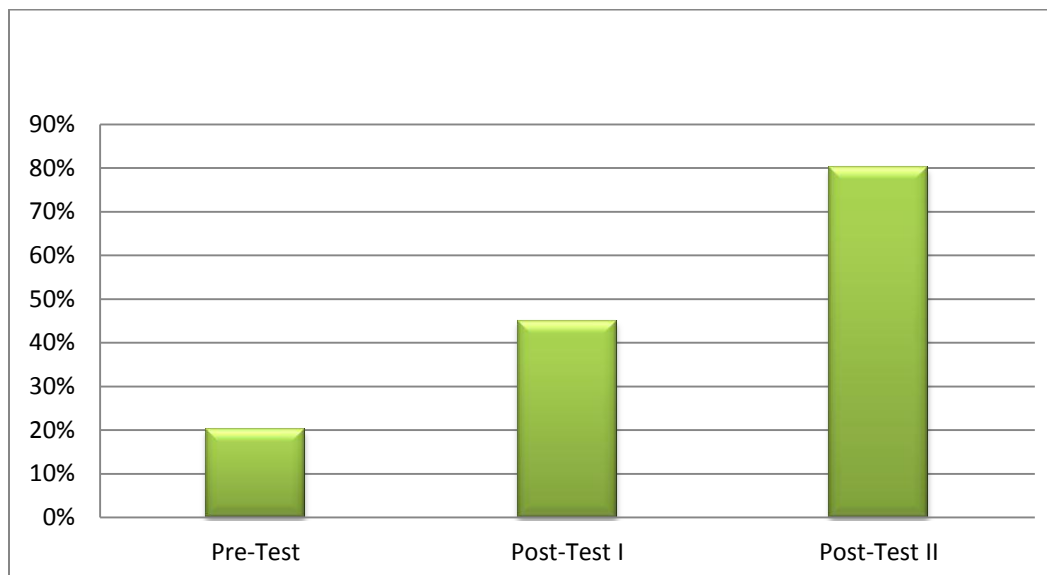
The data above indicated that there was an improvement from the pre-cycle, cycle I and cycle II. In the pre-cycle the students who got the score up to the KKM was 4 of 20 students. It means that only about 20% students who were success in the test. In the cycle I there were 9 of 20 students who got score up to KKM or we can say that it just about 45%

students were success. The last is cycle II, there were 16 of 20 students who were success in the test or about 80%. So the improvement of students' vocabulary test score from pre-cycle test to the cycle II test was 60%. While the improvement of the students' score in vocabulary test from the cycle I to the cycle II was 35%.

It means that the researcher did not need to revise the plan. The following data below is the detail information related to the implementation of Hangman Game on improving students' vocabulary mastery.

Table 4.3 The Improvement of Cycle

Before Action	After Cycle I	After Cycle II
The students cannot keep their focus on the material.	Students interest to play the Hangman Game. So they got busy in competing the answer questions and the last they could keep focus during the teaching learning process	Students interest to play the Hangman Game. So they got busy in competing the answer questions and the last they could keep focus during the teaching learning process
The students were passive in the class	Since the students involved in Hangman Game they were active during the teaching learning process. Although there were some of them who still not confident and shy to answer and present the definition of the vocabulary that they got	Students were active during the teaching learning vocabulary. They also tries to present the definition of the vocabularies that they got.
The students still confused to play Hangman Game	The students had understood the procedure of Playing Hangman Game. Although sometimes they felt difficult to guess the words	The students were enjoy the teaching learning vocabulary by using Hangman Game
The mean of the students' score of the Pre-Cycle was 55,0	The mean of the students' score of the Cycle I was 67,45	The mean of the students' score of the Cycle II test was 81,45

3.3. Reflection

The implementation of Hangman Game to improve the students' vocabulary mastery in Cycle II of course there were many obstructions. Because of that reason the researcher

reflect the implementation of the action. The researcher saw that there was an improvement in students' vocabulary mastery. It shows from the students' score in vocabulary test from pre-cycle, cycle I and cycle II. It can be seen from the mean score of the students' score was increase.

Not only from the students' score but also from the result of the observation sheet, it showed that the motivation, participant and the enthusiastic of the students in following the teaching and learning vocabulary by using hangman Game was increase (see appendix 9 and 10). Based on that data the researcher and the collaborator felt that the cycle could be stopped because the students' vocabulary mastery by using Hangman Game was improved.

B. Discussion

Based on the result of the finding, this research only needed 2 cycles to reach the minimum of the passing grade (KKM). Zul Amri (2013)[40] stated that the cycle in the Classroom Action Research can be conducted into two cycles or three cycles and the research can be ends when the researcher has satisfied with the students' result. Based on the statement, it means that this research has met the requirements of Classroom Action Research (CAR). The aim of the research is to find out the improvement of students' vocabulary mastery by using Hangman Game of grade X students. The discussion of this research are Pre-Cycle, Cycle I and Cycle II.

The result in the cycle I showed that the students were failed to pass the minimum passing grade. It was because in cycle I the students got some difficulties during the teaching and learning process. The problems that the students faced in the cycle I were the students still got difficulties in finding the meaning of the vocabulary, there were only some students who had

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[40]Zul Amri, (2013), Classroom Action Research and Lesson Study: How do They Work for Lectures and High School English Teachers, *Journal of SELT Proceeding,* ISBN: 978-602-17017-1-3, p. 261

good motivation, enthusiastic and participation. This finding also found in the Eko Wahyu Hidayat et al (2015) research, in his research he found that the students' difficulties was occurred because they had no a lot of vocabularies. Even though there was an improvement of the students' score in vocabulary test. But the improvement of the students' score between preliminary study and cycle I was not significant.   It can be seen in the table of the students' score improvement in appendix XVI.

While, based on the finding in the cycle II. It showed the improvement of the students' vocabulary mastery. The qualitative data that was taken from the observation sheet, interview and researcher's note also showed that the situation of the English class is effective. The students had given good attention, motivation, enthusiastic, and they also participate during the teaching learning process. This is in line with Ifa Fauziyyah (2015) also proved that teaching English especially in vocabulary material by using Hangman Game is effective. It is because Hangman Game can encourage the students to be active in the class during the learning process. It also supported by the theory of Prasetiawati[41] that said one of the strength of Hangman Game is this game can make students more cooperative and active in the class.

It indicated that the implementation of Hangman Game is one of the ways to build the spirit of the students in studying English, especially vocabulary. Furthermore the result of the quantitative data showed that the students' score in vocabulary test was improved from the first test until third test. It was proven by the students' mean score which increased in every test.

From the explanation above, the research has also shown that Hangman Game is an effective tool to improve students' vocabulary mastery. The findings also show that the students gave positive respond to use Hangman Game in English teaching learning process, especially in vocabulary material.

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[41] *Opcit,* p. 3

CHAPTER V

THE CONCLUSION AND SUGGESTION

A. Conclusion

The result of the preliminary study showed that the students' skill in vocabulary mastery was low. Most of them did not have lot of vocabularies, they also still confused to find out the words in dictionaries. The result of the total score in vocabulary score pre-cycle was 1.100 and the mean of the students' score was 55,00. The percentage of the students' score was 20% or it can be said that there were only 3 students who were passed the test. On the other hand, there were 17 students who were not unsuccessful to pass the test. Therefore, I would like to improve the students' vocabulary mastery.

In the cycle I, the data qualitative was taken from the observation sheet, interview and also the researcher's note. Based on those instruments, there was an improvement in teaching learning but it was still low. It can be seen from the result of the students' score in vocabulary test that had given by the researcher in the last meeting of the cycle I. the result showed that the total score of the students in vocabulary test was 1.349 and the mean score was 67,45. The percentage of the students who success in the test was

45% or it was about 9 students who were passed the test while there were about 11 students did not pass the test.

In the cycle II, the result of the vocabulary test showed that there 80% students had passed the test. It means that there were about 16 students were success in doing the test and got the score up to 75 while there were 3 students still did not pass the test. The total score of the students was 1.629 and the mean of the students' score was 81,45.

Based on the finding, the result of the students' score showed that Hangman Game method could improve the students' vocabulary mastery. So the cycle II was categorized successful.

B. Suggestion

Based on the result, the researcher suggests for the:

1. The teachers

   a. Hangman game can be used in teaching learning process, especially in vocabulary material. But the teachers have to give more attention to the students during the teaching learning process because sometimes the students more focus on their social media than playing Hangman Game. So that the students do not distract during the learning process.

   b. According to the experience, Hangman Game is good for the adolescence students. It is because the Elementary school students do not get permission to bring mobile phone.

2. The Students

   Students should to always be active in teaching and learning process. Besides that the students also have to focus on the material to the teacher's explanation.

The students also must have confident to speak up in front of many people by using English. The last one the students should to add their vocabularies inside or outside of the class.

3. The Readers

It has been known from the result of study vocabulary by using Hangman Game could improve students' vocabulary mastery. The researcher would like to suggest the readers that Hangman game can be used as additional reference for further research with the different sample and occasion.

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Appendix I

LESSON PLAN

Cycle 1

School Name	: SMA Negeri 1 Kec. T. Tinggi Kab. Sergai
Subject	: English
Class/ Semester	: X/I
Subject Material	: Vocabulary
Time	: 8 x 45 minutes (4 meetings)
Topic	: Food, animals

A. STANDARD COMPETENCE:

Comprehending the meaning of conversational expression for transactional and interpersonal related to the surrounding of environment.

B. BASIC COMPETENCE:

Comprehending the meaning of conversational expression for transactional and interpersonal fluently, accurately.

C. INDICATOR:

Students have skill to express simple oral texts to say the meaning of the words that they get and elaborate the words by their own explanation

Attitude

a. Showing spirit

b. Showing confidence

c. Demonstrate self-awareness

d. Showing discipline

e. Present the responsibility

Knowledge

Explain and ask the meaning of words.

Response

Discuss the explanation about the words.

D. LEARNING OBJECTIVE :

a. The students are able to explain the meaning of the words orally

b. The students are able to use a right word in sentence

E. METHOD:

Oral communication

Giving the task

Strategy : Hangman Game

F. MEDIA :
Mobile Phones

G. TEACHING LEARNING ACTIVITY

 1. First Meeting

Activity	Description of the Activity	Time
Introduction Activity (Pre-teaching)	*Apperception* • Teacher enters to the class and gives greeting to the students so there is English environment since the first meeting. • Teacher can use "*Good morning students*". • Make sure that the students can give response by answer "*Good morning teacher/Sir, Mom*" • Pray together • Teacher Checks the students list of students *Motivation*	10 minutes

	• Warming up activity	
	• Explain how important the next competence learning that should be master by the students in English.	
	• Teacher gives the purpose of the study.	
Core Activity	*Exploration*	70 minutes
	• Teacher introduce the topic to the students	
	• Teacher asks the students about their prior knowledge that relate to the topic	
	Elaboration	
	• Teacher asks the students to download and use Hangman Game in the class	
	• Teacher introduce the Hangman Game and its procedure	
	• Teacher asks the students to choose jobs and animals as the theme from Hangman Game on their own mobile phones.	
	• Students try to guest the words and write the new words that they get on their notebooks.	
	Experimenting	
	• The students divided into five groups	
	• Without writing the students discuss about the meaning of the vocabularies (theme: animals) that they got during the learning process. The vocabularies are: *Centipede, Lion, Lizard, Elephants, Squirrels, Cat, Turtle, Cricket, Dolphin, Quail, Ladybird, Caterpillar.*	
	• Every student elaborates the meaning of the vocabularies and they present in their group first.	
	• The students make a conclusion about the	

	meaning of the vocabularies.	
	• Teacher will notice the students.	
	Communicating	
	• The students present the result of the discussion in their own group.	
	• The presentation will be done by role play orally. Teacher will give the feedback about the result of the students' presentation.	
	Confirmation	
	• Giving positive feedback to the students as praise, spoken, or present in front of the class.	
	• Facilities the students for doing reflection to get meaningful experience of the activity.	
Post Activity	• After following the learning activity in the first meeting, ask the students about the difficulty during the teaching and learning process	10 minutes
	• Giving evaluation consistently for giving feedback	
	• Ask the students to give the conclusion about the lesson in this meeting.	
	• Giving motivation for students to not be shy in telling their words connect to the sentence	
	• Closing the lesson by praying and giving closing- greeting.	

2. Second Meeting

Activity	Description of the Activity	Time
Introduction	*Apperception*	10 minutes

Activity (Pre-teaching)	• Teacher enters to the class and gives greeting to the students so there is English environment since the first meeting. • Teacher can use "*Good morning students*". • Make sure that the students can give response by answer "*Good morning teacher/Sir, Mom*" • Pray together • Teacher Checks the students list of students *Motivation* • Warming up activity • Explain how important the next competence learning that should be master by the students in English. • Teacher gives the purpose of the study.	
Core Activity	*Observing* • Teacher asks the students about what the vocabularies that the students have found from last meeting. • Teacher asks the definition of the vocabularies that the students found. *Experimenting* • Students choose their partner to continue play Hangman Game. • The first player can choose the name of Food or animals that will be guessed by the second player. • The second player try to answer the vocabulary by choose the letter one by one. • If the second player false he must write the vocabularies on his notebook.	70 minutes

	· Students practice to memorize the meaning and make a simple explanation about the words that they write.	
	· Teacher will notice the students.	
	After the students play with their partner	
	· The students will divided into five groups too	
	· Without writing the students discuss about the meaning of the vocabularies (theme: food) that they got during the learning process. The vocabularies such as: *Soup, Chocolate, Mushroom, Eggplant, Zalacca, Butter, Bread, Popcorn, Milk, Steak, Lemonade, Spinach, Biscuit.*	
	· Every student elaborates the meaning of the vocabularies and they present in their group first.	
	· The students make a conclusion about the meaning of the vocabularies.	
	· Teacher will notice the students.	
	Communicating	
	· The students present the result of the discussion in their own group.	
	· The presentation will be done by role play orally. Teacher will give the feedback about the result of students' presentation.	
Post Activity	· After following the learning activity in the second meeting, teacher will ask the students about the words that they got during the teaching and learning process	10 minutes
	· Giving evaluation consistently for giving	

	feedback	
	• Ask the students to give the conclusion about the lesson in this meeting.	
	• Giving motivation for students to not be shy in telling their words connect to the sentence	
	• Closing the lesson by praying and giving closing- greeting.	

3. Third Meeting

Activity	Description of the Activity	Time
Introduction Activity (Pre-teaching)	*Apperception* • Teacher enters to the class and gives greeting to the students so there is English environment since the first meeting. • Teacher can use "*Good morning students*". • Make sure that the students can give response by answer "*Good morning teacher/Sir, Mom*" • Pray together • Teacher Checks the students list of students *Motivation* • Warming up activity • Explain how important the next competence learning that should be master by the students in English. • Teacher gives the purpose of the study.	10 minutes
Core Activity	*Experimenting* • The students directly divided into five groups • Without writing the students discuss about the meaning of the vocabularies (theme: Food and	70 minutes

Activity	Description of the Activity	Time
	animals) that they got during the learning process. • Every student elaborates the meaning of the vocabularies and they present in their group first. • The students make a conclusion about the meaning of the vocabularies. • Teacher will notice the students. *Communicating* • The students present the result of the discussion in their own group. • The presentation will be done by role play orally. • Teacher will give the feedback about the result of students' presentation.	
Post Activity	• After following the learning activity in the second meeting, teacher will ask the students about the words that they got during the teaching and learning process • Giving evaluation consistently for giving feedback • Ask the students to give the conclusion about the lesson in this meeting. • Giving motivation for students to not be shy in telling their words connect to the sentence • Closing the lesson by praying and giving closing- greeting.	10 minutes

4. Forth Meeting

Activity	Description of the Activity	Time
Introduction Activity	*Apperception* • Teacher enters to the class and gives greeting to	10 minutes

(Pre-teaching)	the students so there is English environment since the first meeting. • Teacher can use "*Good morning students*". • Make sure that the students can give response by answer "*Good morning teacher/Sir, Mom*" • Pray together • Teacher checks the students list of students *Motivation* • Warming up activity • Explain how important the next competence learning that should be master by the students in English. • Teacher gives the purpose of the study.	
Core Activity	*Questioning* • Teacher can give some questions that related to the teaching and learning process previously, such as: 　1. *What do you think about our last meeting?* 　2. *How many new vocabularies that you get after some meetings* • Students answer the questions that are given by the teacher. *Experimenting* • Teacher share the test sheets to the students. • Teacher gives the explanation about the role in doing the test. • Every student does his own test by his self. • Teacher notice the students.	70 minutes
Post Activity	• After following the learning activity in the second meeting, teacher will ask the students	10 minutes

	about the words that they got during the teaching and learning process • Giving evaluation consistently for giving feedback • Ask the students to give the conclusion about the lesson in this meeting. • Giving motivation for students to not be shy in telling their words connect to the sentence • Closing the lesson by praying and giving closing- greeting.	

H. **SOURCE :**

Application of Hangman Game feature

I. **EVALUATION :**
   • Kind of instrument: Written
   • Form of instrument: Multiple choice and Essay

J. **THE SCORING :**
   • For each number, each correct answer for multiple choice is 2.5 and for essay is 10
   • Total score a maximum of 50 (multiple choice) + 50 (essay) = 100

Table

The Rubric of Vocabulary Assessment

Vocabulary Assessment				
Category				
	Poor (1-35)	**Fair (36-65)**	**Good (66-95)**	**Excellent (96-100)**
Write Definition	Student is able to	Student is able to	Student is able to	Student is able to

	write only a few definitions	write some of the definitions	write most of the definitions	write all of the definitions
Elaborate the Meaning of the Word	Student is able to write only a few explanation of the word	Student is able to write some explanation of the word	Student is able to write the almost correct explanation of the word	Student is able to write correct explanation of the word
Using Correct Word	Student able to use only a few correct words	Student able to use some correct words	Student able to use most correct words	Student able to use all correct words

Tebing Tinggi, 10 Juni 2019

Advisor Teacher,

Agnes Octavia Silalahi, S.Pd   **Nada Nabilah**
                                                                                          NIM: 34151015

The Headmaster of School

Drs. Mangarap Simanjuntak
NIP. 19700131 199702 001

LESSON PLAN
Cycle 2

School Name   : SMA Negeri 1 Kec. T. Tinggi Kab. Sergai

Subject   : English

Class/ Semester   : X/I

Subject Material   : Vocabulary

Time   : 8 x 45 minutes (4 meetings)

Topic   :Sports, Jobs

A. STANDARD COMPETENCE:

Comprehending the meaning of conversational expression for transactional and interpersonal related to the surrounding of environment.

B. BASIC COMPETENCE:

Comprehending the meaning of conversational expression for transactional and interpersonal fluently, accurately.

C. INDICATOR:

Students have skill to express simple oral texts to say the meaning of the words that they get and elaborate the words by their own explanation

Attitude

a. Showing spirit

b. Showing confidence

c. Demonstrate self-awareness

d. Showing discipline

e. Present the responsibility

Knowledge

Explain and ask the meaning of words.

Response

Discuss the explanation about the words.

D. LEARNING OBJECTIVE :

a. The students are able to explain the meaning of the words orally

b. The students are able to use a right word in sentence

E. METHOD:

Oral communication

Giving the task

Strategy   : Hangman Game

F. MEDIA :
Mobile Phones

G. TEACHING LEARNING ACTIVITY

1. First Meeting

Activity	Description of the Activity	Time
Introduction Activity (Pre-	*Apperception* • Teacher enters to the class and gives greeting to the students so there is English environment since	10 minutes

teaching)	the first meeting. • Teacher can use "*Good morning students*". • Make sure that the students can give response by answer "*Good morning teacher/Sir, Mom*" • Pray together • Teacher Checks the students list of students *Motivation* • Warming up activity • Explain how important the next competence learning that should be master by the students in English. • Teacher gives the purpose of the study.	
Core Activity	*Exploration* • Teacher introduce the topic to the students • Teacher asks the students about their prior knowledge that relate to the topic *Elaboration* • Teacher asks the students to download and use Hangman Game in the class • Teacher introduce the Hangman Game and its procedure • Teacher asks the students to choose sports and jobs as the theme from Hangman Game on their own mobile phones. • Students try to guest the words and write the new words that they get on their notebooks. *Experimenting* • The students divided into five groups • Without writing the students discuss about the meaning of the vocabularies (theme: sports) that	70 minutes

	they got during the learning process. The vocabularies are: *Snorkeling, Dice, Boxing, Hiking, Soccer, Ballet, Canoeing, Hunting, Running, Rowing, Chess, Ice-Skates, Cycling, etc.* • Every student elaborates the meaning of the vocabularies and they present in their group first. • The students make a conclusion about the meaning of the vocabularies. • Teacher will notice the students. *Communicating* • The students present the result of the discussion in their own group. • The presentation will be done by role play orally. Teacher will give the feedback about the result of students' presentation. *Confirmation* • Giving positive feedback to the students as praise, spoken, or present in front of the class. • Facilities the students for doing reflection to get meaningful experience of the activity.	
Post Activity	• After following the learning activity in the first meeting, ask the students about the difficulty during the teaching and learning process • Giving evaluation consistently for giving feedback • Ask the students to give the conclusion about the lesson in this meeting. • Giving motivation for students to not be shy in	10 minutes

| | telling their words connect to the sentence | |
| | • Closing the lesson by praying and giving closing- greeting. | |

2. Second Meeting

Activity	Description of the Activity	Time
Introduction Activity (Pre-teaching)	*Apperception* • Teacher enters to the class and gives greeting to the students so there is English environment since the first meeting. • Teacher can use "*Good morning students*". • Make sure that the students can give response by answer "*Good morning teacher/Sir, Mom*" • Pray together • Teacher Checks the students list of students *Motivation* • Warming up activity • Explain how important the next competence learning that should be master by the students in English. • Teacher gives the purpose of the study.	10 minutes
Core Activity	*Observing* • Teacher asks the students about what the vocabularies that the students have found from last meeting. • Teacher asks the definition of the vocabularies that the students found. *Experimenting* • Students choose their partner to continue play Hangman Game.	70 minutes

	- The first player can choose the name of sports or jobs that will be guessed by the second player. - The second player try to answer the vocabulary by choose the letter one by one. - If the second player false he must write the vocabularies on his notebook. - Students practice to memorize the meaning and make a simple explanation about the words that they write. - Teacher will notice the students. After the students play with their partner - The students will divided into five groups too - Without writing the students discuss about the meaning of the vocabularies (theme: jobs) that they got during the learning process. Some of the words are: *Guitarist, Pilot, Readers, Chef, Writer, Steward, Dentist, Cashier, Fishing, Receptionist, Barber, Students, Lecturer, Surgeon, Tailor, Lawyer.* - Every student elaborates the meaning of the vocabularies and they present in their group first. - The students make a conclusion about the meaning of the vocabularies. - Teacher will notice the students. *Communicating* - The students present the result of the discussion in their own group. - The presentation will be done by role play orally. Teacher will give the feedback about the result of students' presentation.	

Activity	Description of the Activity	Time
Post Activity	• After following the learning activity in the second meeting, teacher will ask the students about the words that they got during the teaching and learning process • Giving evaluation consistently for giving feedback • Ask the students to give the conclusion about the lesson in this meeting. • Giving motivation for students to not be shy in telling their words connect to the sentence • Closing the lesson by praying and giving closing- greeting.	10 minutes

3. Third Meeting

Activity	Description of the Activity	Time
Introduction Activity (Pre-teaching)	*Apperception* • Teacher enters to the class and gives greeting to the students so there is English environment since the first meeting. • Teacher can use "*Good morning students*". • Make sure that the students can give response by answer "*Good morning teacher/Sir, Mom*" • Pray together • Teacher Checks the students list of students *Motivation* • Warming up activity • Explain how important the next competence learning that should be master by the students in English. • Teacher gives the purpose of the study.	10 minutes

Core Activity	*Experimenting* • The students directly divided into five groups • Without writing the students discuss about the meaning of the vocabularies (theme: Sports and jobs) that they got during the learning process. • Every student elaborates the meaning of the vocabularies and they present in their group first. • The students make a conclusion about the meaning of the vocabularies. • Teacher will notice the students. *Communicating* • The students present the result of the discussion in their own group. • The presentation will be done by role play orally. • Teacher will give the feedback about the result of students' presentation.	70 minutes
Post Activity	• After following the learning activity in the second meeting, teacher will ask the students about the words that they got during the teaching and learning process • Giving evaluation consistently for giving feedback • Ask the students to give the conclusion about the lesson in this meeting. • Giving motivation for students to not be shy in telling their words connect to the sentence • Closing the lesson by praying and giving closing- greeting.	10 minutes

4. Forth Meeting

Activity	Description of the Activity	Time
Introduction Activity (Pre-teaching)	*Apperception* • Teacher enters to the class and gives greeting to the students so there is English environment since the first meeting. • Teacher can use "*Good morning students*". • Make sure that the students can give response by answer "*Good morning teacher/Sir, Mom*" • Pray together • Teacher checks the students list of students *Motivation* • Warming up activity • Explain how important the next competence learning that should be master by the students in English. • Teacher gives the purpose of the study.	10 minutes

Core Activity	*Questioning*
	• Teacher can give some questions that related to the teaching and learning process previously, such as:
	   3. *What do you think about our last meeting?*
	   4. *How many new vocabularies that you get after some meetings*
	• Students answer the questions that is given by the teacher.
	Experimenting
	• Teacher share the test I sheets to the students.
	• Teacher gives the explanation about the role in doing the test.
	• Every student does his own test by his self.
		70 minutes

	• Teacher notice the students.	
Post Activity	• After following the learning activity in the second meeting, teacher will ask the students about the words that they got during the teaching and learning process • Giving evaluation consistently for giving feedback • Ask the students to give the conclusion about the lesson in this meeting. • Giving motivation for students to not be shy in telling their words connect to the sentence • Closing the lesson by praying and giving closing- greeting.	10 minutes

H. **SOURCE :**

Application of Hangman Game feature

I. **EVALUATION :**
   • Kind of instrument: Written
   • Form of instrument: Multiple choice and Essay

J. **THE SCORING :**
   • For each number, each correct answer for multiple choice is 2,5 and for essay is 10
   • Total score a maximum of 50 (multiple choice) + 50 essay = 100

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Category			
	Poor (1-35)	**Fair (36-65)**	**Good (66-95)**	**Excellent (96-**

				100)
Write Definition	Student is able to write only a few definitions	Student is able to write some of the definitions	Student is able to write most of the definitions	Student is able to write all of the definitions
Elaborate the Meaning of the Word	Student is able to write only a few explanation of the word	Student is able to write some explanation of the word	Student is able to write the almost correct explanation of the word	Student is able to write correct explanation of the word
Using Correct Word	Student able to use only a few correct words	Student able to use some correct words	Student able to use most correct words	Student able to use all correct words

Tebing Tinggi, 10 Juni 2019

Advisor Teacher,

Agnes Octavia Silalahi, S.Pd   **Nada Nabilah**
NIM: 34151015

The Headmaster of School

Drs. Mangarap Simanjuntak
NIP. 19700131 199702 001

Appendix III

<div align="center">

PRE-TEST

</div>

Name :

Class : X

Time : 60 minutes

A. *Choose either a, b ,c or d for the correct answer !*

1. My father always reads … every morning.
   a. Radio   c. Television
   b. Computer   d. Newspaper

2. I went to dentist yesterday because my … were pain.
   a. Ears   c. Teeth
   b. Hands   d. Fingers

3. My family buy hamburger in the ….
   a. Bank   c. Post office
   b. Hotel   d. Restaurant

4. A: Can you help me?
   B: Yes, of course. What can I do for you?
   A: Please … this bag to my room.
   B: Yes, Sir.
   a. Bring   c. Help
   b. Give   d. Buy

5. If we get suffering we should buy the medicines at the ….
   a. Book store   c. Food store
   b. Drug store   d. Fruit store

6. An ant is … animal.
   a. Big   c. Small

b. Tall   d. Short

7. I can't do this English subject. It is so … for me.

    a. Easy   c. Nice

    b. Good   d. Difficult

8. An animal that has poison is ….

    a. Butterfly   c. Horse

    b. Snake   d. Elephant

9. She have long golden hair, she was locked in a tower stood in the forest. The name is........

    a. Snow white   c. Rapunzel

    b. Cinderella   d. Timun emas

10. Afgan Syahreza is a *famous* Indonesian singer. He is so handsome boy. The synonym of *famous* is ….

    a. Unknown   c. Unpopular

    b. Popular   d. Poor

11. After playing football in the rain, Rio got a ….

    a. Stomachache   c. Toothache

    b. Earache   d. Flu

12. These animals are wild animal. Except ….

    a. Lion   c. Horse

    b. Crocodile   d. Tiger

13. Mr. Aji got *angry* with me because I come late go to school. The word *angry* means …..

    a. Marah   c. Lapar

    b. Senang   d. Gembira

14. Rina : I want to wear my white gown to Amanda's party. What do you think?

Lisa : I think the red one is better.

Rina : Ok. I will … the red gown

    a. Wrap   c. Go

    b. Wear   d. Give

15. Selly is a *smart* student. She always passes examination with good mark. The synonym of *smart* is …..

    a. Diligent   c. Clever

    b. Stupid   d. Lazy

16. Mr. Wawan is a ... He catches the thieves.

    a. Postman   c. Doctor

    b. Policeman   d. Teacher

17. It is animal. It looks like a cat but very big and wild. It has black and yellow stripes. It eats meat. It is….

    a. Tiger   c. Lion

    b. Wolf   d. Cat

18. My uncle works in the school. He teaches the students. He is a…

    a. Police   c. Headmaster

    b. Teacher   d. Principle

19. We always listen news on the ....

    a. Radio   c. Newspaper

    b. Television   d. Book

20. The students like running, running means ….

    a. Walking   c. Cycling

b. Swimming   d.Sprint

B. *Elaborate the Definition and Give One Example Sentence for Each Word Below!*

1. Mall   =
2. Sad   =
3. Dutch   =
4. Post Office =
5. Elephant   =
6. Journalist =
7. Headmaster =
8. Studio   =
9. Fishing   =
10. Popular   =

Appendix IV

ANSWER KEY OF PRE-TEST

A. Multiple Choices

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

B. Essay

1. Mall   = a shopping centre

2. Sad   = unhappy or causing unhappiness

3. Dutch   = people of Holland

4. Post Office   = an office for receiving and dispatching letters, parcels, etc

5. Elephant   = a very large type of animal with very thick skin, a trunk and two tusks.

6. Journalist   = a writer for a newspaper, magazine, etc

7. Headmaster   = the person in charge of a school; principal

8. Studio   = the workroom of an artist or photographer

9. Fishing   = a fine strong thread, now usually made of nylon. Used with a rod, hooks

                      etc for catching fish

10. Popular   = liked by most people

Appendix V

TEST CYCLE I

Name   **:**

Class   **: X**

Time   **: 60 minutes**

A. *Choose either a, b ,c or d for the correct answer !*

1. Ali   : What is your father's job?

   Boy   : He is a …. He flies the plane.

   a. Doctor   c. Farmer

   b. Postman   d. Pilot

2. Using a tube to breathe through while under water is called …

   a. Snorkeling   c. Dying

   b. Swimming   d. Diving

3. A man who plays guitar is called ….

   a. Vocalist   c. Guitarist

   b. Pianist   d. Drummer

4. To play "snake and ladder" game, every player must throw the… to get the number

   a. Box   c. Dice

   b. Marble   d. Rope

5. If we have a toothache, we go to the …

   a. Surgeon   c. Dentist

   b. Pediatrician   d. internist

6. In general we know that the parts of plants are root, stem, leaf. Flower, seed, etc.

The word "we " refers to …

a. the writer   c. the readers and writers

b. the readers   d. the publisher

7. A … makes some food.

a. Teacher   c. Lawyer

b. Doctor   d. Chef

8. Andre   :How did you go to Paris ?

Sule   : By plane

Andre   : Was the … kind?

Sule   : yes, he was. He helped what we needed aboard the plane.

a. Steward   c. Pilot

b. Passenger   d. Porter

9. The practice of fighting with the first in a roped square ring according to prescribed rules is called …

a. Punching   c. Karate

b. Boxing   d. Basket ball

10. To walk for a long distance, especially across country or in the woods is called…

a. Climbing   c. Hiking

b. Cross country   d. Sprint

11. A game with 2 teams and a ball that may not be touched with the hands or arms during play except by the goal keeper is …

a. Volleyball   c. Soccer

b. Baseball   d. Karate

12. After eating or drinking in the restaurant, you give the bill to the …

a. Waiter   c. Cashier

b. Waitress   d. Manager

13. An artistic dance form performance to music using precise and highly formalized set steps and gestures is called …

a. Ballet   c. Dance

b. Yoga   d. Swimming

14. The meaning of fishing is …

a. Memancing   c. Menyelam

b. Ikan   d. Bersepeda

15. … is a sport or activity of propelling oneself through water using the limbs.

a. Boating   c. Canoeing

b. Swimming   d. Ballet

16. The activity of catching creatures from a body of water, other for food or as a sport is called …

a. Catching   c. Fishing

b. Fighting   d Hunting.

17. When I go to the hotel. There is a receptionist who welcomes me. The underline word means …

a. Guru   c. Sekretaris

b. Resepsionis   d. Atlit

18. What is a person who cuts men's hair only called?

a. A barber   c. A cutter   b. Swimming   d. Basketball

b. A woodman   d. A musician

19. Budi   : Do you know the cheapest
sports?.

    a. Running   c. Cycling

20. We are … at SMA Negeri 1 Tebing
Tinggi Kab. Serdang Bedagai.

    a. Students   c. Doctors

    b. Artists   d.Farmers

B. *Elaborate the Definition and Give One Example Sentence for Each Word Below!*

1. Lecturer   =
2. Surgeon   =
3. Rowing   =
4. Chess   =
5. Ice skates   =
6. Tailor   =
7. Lawyer   =
8. Boxing   =
9. Cycling   =
10. Carpenter   =

Appendix VI

A. Multiple Choices

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

B. Essay

1. Lecturer = A person who teaches the students in university
2. Surgeon = A doctor who treats injuries or diseases by operation in which the body sometimes has to be cut open
3. Rowing = A boat which is moved by oars
4. Chess = A game for two played with thirty-two (usually black-white) pieces on a board with sixty-four squares.
5. Ice skates = One kind of the sports that skate on ice

6. Tailor   = A person who cuts and makes suits, overcoats, etc
7. Lawyer   = A person whose works to know about and give advice and help to others
                       concerning the law
8. Boxing   = The sports of fighting with the fists in a rope square rings
9. Cycling   = A sport which use a bicycle.
10. Carpenter   = A craftsman in wood

Appendix VII

TEST CYCLE II

Name   :

Class   : X

Time   : 60 minutes

A. *Choose either a, b ,c or d for the correct answer !*

1. If a lion can't see a giraffe, he certainly can't eat it.

    The underline word "he" refers to…

    a. An animal   c. A lion

    b. A giraffe   d. Someone

2. The following animals are usually kept as pets, except …

    a. Elephant   c. Horses

    b. Dogs   d. Cat

3. Pizza, noodle, sandwich and burger. They are called …

    a. Vegetables   c. Fruits

    b. Food   d. Drinks

4. An animal that has many feet is…

    a. Centipede   c. Caterpillar

    b. Snake   d. Cricket

5. Mother needs meat, carrot, cabbage and potatoes. She will make …

    a. Burger   c. Noodle

    b. Soup   d. Fried rice

6. I have a food. It is sweet and soft. The color is usually yellow and brown. What is it? It is a …

    a. Cake   c. Chocolate

    b. Candy   d. Porridge

7. Today my mother is cooking fried mushroom. The underline word is …

    a. Jamur   c. Kentang

b. Bayam   d. Sayur

8. It is a big animal but has small eyes, two tucks and a long trunk. It is a/an …
   a. Elephant   c. Rhinoceros
   b. Bear   d. Crocodile

9. It is a kind of vegetable. It is purple and it is long. What is it?
   a. Chili   c. Cabbage
   b. Eggplant   d. Cucumber

10. What is the meaning of lizard?
    a. Kadal   c. Cacing
    b. Buaya   d. Ulat

11. Rena   : What is your favorite fruit?
    Damar   : My favorite fruit is (salak)
    The English of salak is …
    a. Pineapple   c. Zalacca
    b. Banana   d. Jackfruit

12. These animals are wild animal. Except ….
    a. Lion   c. Horse
    b. Crocodile   d. Tiger

13. Coca cola, beer, tea and milk. They are called …
    a. Vegetables   c. Fruits
    b. Food   d. Drunks

14. What kind animals who like to eat cheese but most people don't like them.
    a. Squirrel   c. Chicken
    b. Mouse   d. Shark

15. My breakfast are … and …

a. Bread, milk   c. Book, water
b. Grass, milk   d. Bread, grass

16. This is kind of food. The taste is sweet. People usually eat it when they feel bored and stress…
    a. Milk   c. Chocolate
    b. Lemonade   d. steak

17. It is animal. It looks like a cat but very big and wild. It has black and yellow stripes. It eats meat. It is….
    a. Tiger   c. Lion
    b. Wolf   d. Cat

18. What forest animals which like nuts and climb trees?
    a. Lions   c. Cows
    b. Squirrels   d. Bears

19. We need … on our popcorn.
    a. Snack   c. Chili
    b. Butter   d. Curry

20. This animal is green. It has a hard shell and moves very slowly. What is it?
    a. Iguana   c. Frog
    b. Turtle   d.Grasshopper

B. *Elaborate the Definition and Give One Example Sentence for Each Word Below!*

1. Cricket =
2. Dolphin =
3. Popcorn =
4. Steak =
5. Lemonade =
6. Quail =
7. Ladybird =
8. Spinach =
9. Biscuits =
10. Caterpillar =

Appendix VIII

ANSWER KEY OF TEST CYCLE II

A. Multiple Choices

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

B. Essay

1. Cricket = An insect related to the grasshopper , the male of which makes a chirping noises
2. Dolphin = A type of sea animal about two and a half to three meters long
3. Popcorn = A kind of food that the main ingredient is corn.
4. Steak = A slice of meet (usually beef) or fish (often cod) for e.g frying
5. Lemonade = A drink flavoured with lemons
6. Quail = A type of birds that cannot fly
7. Ladybird = A type of little round beetle, usually red with black spots
8. Spinach = A kind of plant whose young leaves are eaten as a vegetable
9. Biscuits = A crisp, sweet piece of dough baked in small flat cakes
10. Caterpillar = The larva of a butterfly or moth that feeds upon the leaves of plants
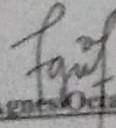
OBSERVATION SHEET

The Observation Sheet of students in Cycle I
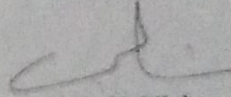
No	Name	Motivation	Participation	Enthusiastic
1	Alexander Aldi S	✓	✓	✓
2	Anngi Ayumi	✓	-	-
3	Anggi Novita	✓	✓	-
4	Duwi Amanda Sari	✓	-	-
5	Erika Agape S	-	-	✓
6	Iko Jhon Kristian S	-	✓	✓
7	Mhd. Rizky Abdila	✓	-	-
8	Nur Ainun	-	-	✓
9	Randa Wijaya	-	-	-
10	Refinna Nababan	-	-	✓
11	Risma Amelia	✓	-	-
12	Royintan Panjaitan	✓	✓	-
13	Sherliyana	-	-	-
14	Sinta Nurlia P	✓	-	-
15	Siti Aulia Monika	-	✓	✓
16	Siti Hartati	✓	-	✓
17	Sri Wahyuni	-	-	-
18	Susliana	✓	✓	✓
19	Triya Safitri	✓	✓	-
20	Widya Wati	-	✓	-

Tebing Tinggi, 05 July 2019

Advisor Teacher,

Reseacher,

Agnes Octavia Silalahi, S.Pd

Nada Nabilah
NIM: 3415101

APPENDIX X
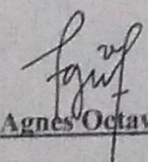
OBSERVATION SHEET

The Observation Sheet of students in Cycle II

No	Name	Motivation	Participation	Enthusiastic
1	Alexander Aldi S	✓	✓	✓
2	Anngi Ayumi	✓	✓	-
3	Anggi Novita	✓	✓	-
4	Duwi Amanda Sari	✓	✓	✓
5	Erika Agape S	✓	-	✓
6	Iko Jhon Kristian S	✓	✓	✓
7	Mhd. Rizky Abdila	✓	✓	✓
8	Nur Ainun	✓	✓	✓
9	Randa Wijaya	✓	✓	✓
10	Refinna Nababan	✓	-	✓
11	Risma Amelia	✓	✓	✓
12	Royintan Panjaitan	✓	✓	✓
13	Sherliyana	-	-	✓
14	Sinta Nurlia	✓	✓	✓
15	Siti Aulia Monika	✓	✓	✓
16	Siti Hartati	✓	✓	✓
17	Sri Wahyuni	-	✓	-
18	Susliana	✓	✓	✓
19	Triya Safitri	✓	✓	✓
20	Wahyudi Kasum	✓	✓	✓

Tebing Tinggi, 26 July 2019

Advisor Teacher,

Reseacher,

Agnes Octavia Silalahi, S.Pd

Nada Nabilah

NIM: 34151015

Appendix XI

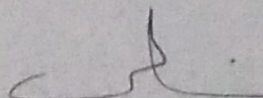## INTERVIEW QUESTION FOR THE TEACHER BEFORE CLASSROOM ACTION RESEARCH

The researcher : Menurut miss, skill dan sub-skill apakah yang sulit dipahami siswa dalam mengajar bahasa Inggris?

The teacher : Sub skill yang sulit diajarkan kepada anak anak ini adalah tehnik dalam menangkap vocabulary. Anak anak ini masih pada kewalahan dan bingung dalam membedakan vocabulary yang pronunciationnya hampir sama.

The researcher : Teknik mengajar apa sajakah yang pernah miss gunakan dalam mengajarkan vocabulary?

The teacher : Ada beberapa aktivitas seperti game dan tanya jawab.

The researcher :Aktivitas apa sajakah yang miss laksakan dalam proses pengajaran vocabulary?

The teacher :Biasanya saya menyuruh anak-anak untuk mencari kosa kata bahasa Indonesia, semenatara sebagian lainnya berusaha untuk mencoba menjawab kosa kata tersebut.

The researcher : Media apakah yang miss gunakan dalam pengajaran vocabulary?

The teacher : media yang digunakan ada yang berbentuk kertas karton dan infokus.

The researcher : Apakah murid memahami kosa kata yang miss ajarkan?

The teacher :Lebih banyak mereka menikmati proses pembelajarannya. Namun untuk memahami mungkin hanya sekitar lima sampai delapan orang. Untuk keseluruhan mereka masih sulit dan belum paham.

The researcher : Apakah kendala yang miss alami dalam mengajarkan vocabulary?

The teacher   : Kalau bercerita kendalanya, anak-anak masih lambat dalam membuka kamus dan mencari kosa katanya. Sementara untuk menunggu mereka menemukan vocabulary yang dicari sudah mengahbiskan banyak waktu. Jadi alternatifnya saya menyuruh mereka untuk menghafal minimal lima kosakata dalam sehari.

The researcher : Menurut miss, bagaimanakah partisipasi siswa ketika proses pemebelajaran vocabulary berlangsung?

The teacher   : Partisipasi anak dalam belajar masih kurang. Tapi jika belajar vocabulary dengan menggunakan game, anak anak ini justru lebih semangat.

The researcher : Tugas apakah yang biasa miss berikan kepada siswa di kelas?

The teacher   : tugas yang saya berikan adalah setiap anak harus menyetor lima vocabulary setiap harinya.

The researcher : Berapakah KKM mata pelajaran Bahasa Inggris untuk kelas X SMA Negeri 1 Tebing Tinggi Kab. Serdang Bedagai?

The teacher   : nilai KKM 75

The researcher : Apakah miss pernah mendengar teknik pengajaran Hangman Game?

The teacher   : Wah kalau ini saya baru dengar.

Appendix XII

INTERVIEW QUESTION FOR THE TEACHER AFTER CLASSROOM ACTION RESEARCH

The researcher : Apakah yang miss rasakan ketika melihat proses pembelajaran Bahasa Inggris dengan materi *Vocabulary* kepada siswa dikelas dengan menggunakan Hangman Game?

The teacher : Saya melihat anak-anak lebih antusias dan aktif dalam mengikuti proses pembelajaran. Meskipun awalnya mereka masih terlihat bingung bagaimana cara memainkan Hangman Game ini.

The researcher : Menurut miss, bagaimana penguasaan vocabulary siswa setelah diterapkan *Hangman Game*?

The teacher : Saya melihat ada kemajuan serta vocabulary anak kelas X khusunya bertambah.Hal ini dikarenakan saya melihat di Hangman game anak-anak harus menebak vocabulary dengan memilih huruf satu persatu

The researcher : Bagaimana pendapat miss mengenai suasana ketika pembelajran *vocabulary* menggunakan *Hangman Game* berlangsung?

The teacher : Saya melihat anak anak begitu aktif karena memang pada dasarnya saat ini mobile phone merupakan salah satu alat yang disukai anak-anak. Sehingga anak-anak lebih termotivasi dan antusias untuk mengikuti proses pembelajaran vocabulary

The researcher : Menurut miss masalah apakah yang muncul ketika belajar *vocabulary* menggunakan *Hangman Game*?

The teacher : Mungkin masalahnya adalah ketika ada salah satu anak yang tidak memiliki mobile phone, namun begitu saya melihat diaplikasi Hangman game ini ada pilihan "two player" sehingga satu mobile phone bisa digunakan untuk dua anak.

The researcher : Menurut miss, apakah *Hangman Game* cocok diterapkan dalam belajar *Vocabulary*, jelaskan?

The teacher : Ya sangat cocok. Hal ini karena: pertama, Game ini memang hanya membahasa tentang vocabulary dengan berbagai macam theme, sehingga anak-anak bisa memilih theme yang mereka sukai. Kedua, Game ini bukan lagi menjadi permainan tradisional karena untuk memainkan saja kita membutuhkan mobile phone, sangat cocok jika digunakan pada saat ini yang memang semuanya membutuhkan teknologi. Ketiga proses yang dilakukan juga menarik yaitu anak-anak disuruh menebak vocabulary. Kemudian vocabulary yang di dapat didiskusikan kembali dalam satu kelompok untuk dijelaskan secara terperinci mengenai arti atau maknanya

The researcher : Apa pendapat miss setelah melihat pembelajaran *vocabulary* menggunakan *Hangman Game*?

The teacher : Saya sangat senang dan justru ini bisa menjadi refrensi saya dalam proses pembelajaran di dalam kelas

The researcher : Apakah miss merasa termotivasi setelah melihat penggunaan *Hangman Game* dalam pembelajaran di kelas?

The teacher : ya saya termotivasi dan seperti yang saya katakana, Hangman Game ini bisa menjadi refrensi media yang saya gunakan dalam mengajar

The researcher : Menurut pendapat miss, bagaimana aktivitas yang telah dilaksanakan dalam proses pembelajaran *vocabulary* dengan menggunakan *Hangman Game*?

The teacher : Bagus, karena memang semua anak mau mengikuti dan berpartisipasi di dalam kelas

The researcher : Setelah melihat pembelajaran *vocabulary* dengan menggunakan *Hangman game*, apakah startegi ini efektif diterapkan pada pembelajaran *vocabulary*?

The teacher : Menurut saya Hangman game ini efektif jika digunakan untuk pembelajaran vocabulary

The researcher : Menurut miss, apakah strategi pembelajaran *Hangman Game* dapat memperkaya *vocabulary* siswa dalam bahasa Inggris?

The teacher : Ya tentu saja

Appendix XIII

INTERVIEW QUESTION FOR THE STUDENTS BEFORE CLASSROOM ACTION RESEARCH

The researcher : Kegiatan apa sajakah yang pernah digunakan guru bahasa inggris dalam kegiatan belajar mengajar didalam kelas?

Student I : Kegiatannya seperti game dan tanya jawab miss.

Student II : Tanya jawab

Student III : Ngerjai soal dan tanya jawab miss

The researcher : Skill dan sub-skill apa yang menurut kamu sulit dalam pelajaran bahasa Inggris?

Student I : Vocabulary miss karena saya susah mengahapal

Student II : Yang sulit itu bagaimana cara mengucapkan kosakata

Student III : Kosakata miss

The researcher : Teknik mengajar apa saja yang guru anda gunakan dalam pengajaran *vocabulary*?

Student I : Biasanya di kasi materi kemudian setiap vocabulary dibuat ke dalam kalimat miss sama seprti mengerjakan soal miss

Student II : Tehnik yang digunakan yaitu mencari arti dari setiap vocabulary yang diberi

Student III : Tanya Jawab miss

The researcher : Aktivitas apa saja yang dilaksanakan dalam proses pengajaran *vocabulary*?

Student I : Ngerjain soal miss

Student II   : Salah satu contoh aktivitasnya kami disuruh membaca satu teks kemudian kata-kata yang sulit harus kami cari artinya dengan menggunakan kamus miss

Student III   : Disuruh buat kalimat

The researcher   : Media apa yang anda gunakan dalam pengajaran *vocabulary*?

Student I   : Kertas karton miss

Student II   : Buku miss

Student III   : Buku dan kamus miss

The researcher   : Apa kendala dalam belajar *vocabulary*?

Student I   : Sulit menghapal dan kurang paham miss sama artinya

Student II   : Banyak vocabulary yang tidak diketahui artinya miss

Student III   : Yang sulit cara menghapal kosakata baru miss

The researcher   : Bagaimana partisipasi kamu dan siswa lainnya ketika proses pembelajaran *vocabulary* berlangsung?

Student I   : Biasa aja kadang aktif kadang enggak miss

Student II   : Aktif

Student III   : Suasana belajarnya ada yang aktif bagi yang ngerti tapi kalau yang tidak mengerti ya Cuma diam aja miss

The researcher   : Tugas apa yang biasa Bapak/Ibu guru kamu berikan di kelas?

Student I   : Guru bahasa inggris biasa kasih soal yang harus kami terjemahkan kedalam bahasa inggris miss

Student II   : Membuat kalimat dari vocabulary yang diberikan miss

Student III   : mengerjakan soal miss.

The researcher : Berapa KKM untuk mata pelajaran Bahasa Inggris untuk kelas X SMA

Negeri 1 Kec. Tebing Tinggi Kab. Serdang Bedagai?

Student I : KKM nya setahu saya 75 miss

Student II : 75 miss

Student III : 75 miss

The researcher : Apakah kamu pernah mendengar tehnik pengajaran *Hangman Game*?

Student I : Ga pernah miss

Student II : Baru pertama ini miss

Student III : Belum pernah miss

Appendix XIV

INTERVIEW QUESTION FOR THE STUDENTS AFTER CLASSROOM ACTION RESEARCH

The researcher : Apakah yang kamu rasakan ketika mengikuti pelajaran Bahasa Inggris dengan materi *Vocabulary*?

Student I : Saya merasa tidak percaya diri karna takut pengucapannya salah miss tapi sekarang sudah tidak lagi

Student II : Saya merasa agak sulit tapi kalau gurunya sabar enak juga

Student III : Senang. Karena bisa dapat kata-kata baru tapi ada juga susahnya ketika memnemui kata-kata yang ga tahu artinya

The researcher : Bagaimana penguasaan vocabulary kamu setelah diterapkan *Hangman Game*?

Student I : Bertambah miss. Karna harus menebak huruf sampai akhirnya kita bisa menjawab vocabulary apa yang dimaksud. Selain itu kami juga ada waktu untuk diskusi dengan teman sehingga kami bisa bertukar pikiran dan pendapat miss.

Student II : Ada pertambahannya selama belajar vocabulary dengan menggunakan Hangman Game miss. Saya sangat suka karena game ini menantang saya untuk terus mencoba menebak kata apa yang dimaksud.

Student III : Bertambah miss. Ternyata ada banyak vocabulary yang saya tidak tahu miss. Tapi dengan game ini bisa membantu kami untuk belajar sambil bermain

The researcher   : Bagaimana pendapat kamu ketika pembelajran *vocabulary* menggunakan

Hangman Game berlangsung?

Student I   : Seru. Karna kan gamenya pakai tema jadi lebih tertarik miss untuk

menebak vocabularynya

Student II   : Tidak membosankan karena kita belajar dengan menggunakan Hangman

game

Student III   : Ga buat bosen miss

The researcher   : Masalah apa sajakah yang kamu alami ketika belajar *vocabulary*

menggunakan *Hangman Game*?

Student I   : Bagaimana kita harus bisa pikirkan vocabulary apa yang dimaksud

Student II   : sampai saat ini belum ada miss

Student III   : Karna sedikit vocabulary jadi sulit menjawab atau menebak katanya

The researcher   : Menurut kamu, apakah *Hangman Game* cocok diterapkan dalam belajar

Vocabulary, jelaskan?

Student I   : cocok miss.

Student II   : saya rasa tepat miss belajar vocab dengan menggunakan Hangman Game

Student III   : cocok miss

The researcher   : Apa pendapat kamu setelah melihat pembelajaran *vocabulary*

menggunakan *Hangman Game*?

Student I   : Enak miss. Apalagi kita maen gamenya pakai handphone.

Student II   : Bagus miss. Karena kan biasa menggunakan buku sebagai media belajar

tapi kali ini belajar dengan handphone padahal sebelumnya handphone

Cuma dipake buat buak sosmed tapi sekarang udah bisa bermain sambil

belajar

Student III   : Pembelajarannya jadi lebih mudah karena kita dapat kata baru

The researcher   : Apakah kamu merasa termotivasi setelah melihat penggunaan *Hangman*

Game dalam pembelajaran di kelas?

Student I   : Iya miss. Karena inikan pertamakalinya belajar vocabulary pakai game

jenis ini

Student II   : termotivasi miss

Student III   : iya miss. Karen membantu kita untuk menambah vocabulary

The researcher   : Menurut pendapat kamu, bagaimana aktivitas yang dilaksanakan dalam

proses pembelajaran *vocabulary* dengan menggunakan *Hangman Game*?

Student I   : Bagus miss. Kaarena saya lihat temen-temen pada mencoba menjawab

terlihat lebih serius belajarnya miss tapi tetap santai

Student II   : Kita bisa lebih fokus

Student III   : Seru miss. Karena kita bisa maen bareng sama temen untuk menebak

vocabulary

The researcher   : Setelah melihat pembelajaran *vocabulary* dengan menggunakan *Hangman*

game, apakah startegi ini efektif diterapkan pada pembelajaran *vocabulary*?

Student I   : Efektif miss

Student II   : Efektif miss

Student III   : Efektif miss

The researcher   : Menurut kamu, apakah strategi pembelajaran *Hangman Game* dapat

memperkaya *vocabulary* siswa dalam bahasa Inggris?

Student I   : Iya miss. Karna kan kita khusus menebak kosakata jadi banyak kosakata baru yang ditemukan

Student II   : Bisa menambah vocabulary karena banyak vocabulary yang sebelumnya ga tahu sekarang jadi tahu

Student III   : Iya miss. Contohnya saja saya sebelumnya ga tahu arti *caterpillar* sekarang jadi tahu

Appendix XV

The Students' Score before Treatment (Pre-Cycle)

No	Initial of Name	SCORE	
		Pre-Cycle	Criteria of Success ≥ 75
1	ALA	**78**	**Success**
2	AA	38	Unsuccess
3	AN	**75**	**Success**
4	DAS	58	Unsuccess
5	EAS	51	Unsuccess
6	IJK	56	Unsuccess
7	MRA	50	Unsuccess
8	NA	59	Unsuccess
9	RW	32	Unsuccess
10	RN	36	Unsuccess
11	RA	45	Unsuccess
12	RP	**76**	**Success**
13	SHE	38	Unsuccess
14	SNP	51	Unsuccess
15	SAM	60	Unsuccess
16	SH	69	Unsuccess
17	SW	39	Unsuccess
18	SUS	**75**	**Success**
19	TS	62	Unsuccess
20	WG	55	Unsuccess
TOTAL	$\sum$= 1.100 M= 55,00		

Appendix XVI

The Students' Score in Cycle I

No	Initial of Name	SCORE	
		Cycle I	Criteria of Success ≥ 75
1	ALA	**85**	**Success**
2	AA	54	Unsuccess
3	AN	**78**	**Success**
4	DAS	68	Unsuccess
5	EAS	67	Unsuccess
6	IJK	**78**	**Success**
7	MRA	73	Unsuccess
8	NA	**75**	**Success**
9	RW	48	Unsuccess
10	RN	50	Unsuccess
11	RA	58	Unsuccess
12	RP	**80**	**Success**
13	SHE	42	Unsuccess
14	SNP	**75**	**Success**
15	SAM	70	Unsuccess
16	SH	72	Unsuccess
17	SW	45	Unsuccess
18	SUS	**80**	**Success**
19	TS	**75**	**Success**
20	WG	**76**	**Success**
TOTAL	$\sum = 1.349$ M= 67,45		

Appendix XVII

The Students' Score in Cycle II

No	Initial of Name	SCORE	
		Cycle II	**Criteria of Success ≥ 75**
1	ALA	**92**	**Success**
2	AA	**78**	**Success**
3	AN	**90**	**Success**
4	DAS	**83**	**Success**
5	EAS	**79**	**Success**
6	IJK	**88**	**Success**
7	MRA	**87**	**Success**
8	NA	**83**	**Success**
9	RW	72	Unsuccess
10	RN	63	Unsuccess
11	RA	**86**	**Success**
12	RP	**88**	**Success**
13	SHE	58	Unsuccess
14	SNP	**86**	**Success**
15	SAM	**79**	**Success**
16	SH	**88**	**Success**
17	SW	65	Unsuccess
18	SUS	**90**	**Success**
19	TS	**89**	**Success**
20	WG	**85**	**Success**
TOTAL	$\sum = 1.629$ $M = 81,45$		

Appendix XVIII

The students' score on Pre- Cycle, Cycle I, and Cycle II

No	Initial Name	Values		
		Pre –Cycle	Cycle I	Cycle II
1	ALA	78	85	92
2	AA	38	54	78
3	AN	75	78	90
4	DAS	58	68	83
5	EAS	51	67	79
6	IJK	56	78	88
7	MRA	50	73	87
8	NA	59	75	83
9	RW	32	48	72
10	RN	36	50	63
11	RA	45	58	86
12	RP	76	80	88
13	SHE	38	42	58
14	SNP	51	75	86
15	SAM	60	70	79
16	SH	69	72	88
17	SW	39	45	65
18	SUS	75	80	90
19	TS	62	75	89
20	WG	55	76	85
	TOTAL	$\sum X = 1.100$ M = 55,00	$\sum X = 1.349$ M = 67,45	$\sum X = 1.629$ M = 81,45

Appendix XIX

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Researcher's Note

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Cycle/Meeting   **: I/ 1 (One)**

Day/Date   **: Wednesday/ 19th June 2019**

1. Good points
    a. From the students' side

       - Some students looked enthusiastic to the material

    b. From the researcher's side

       - The researcher gave intensive guide by checking students' activity

2. Things to consider
    a. From the students' side

       - Some students looked confuse to play the Hangman Game.

       - Students need more explanation and clear instruction about Hangman Game

    b. From the researcher's side

       - The researcher should give the example of how to play Hangman clearly and slowly

Appendix XX

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Researcher's Note

</div>

Cycle/Meeting : I/ 2 (Two)

Day/Date : **Wednesday/ 26th June 2019**

1. Good points
   a. From the students' side
      - Students look interested during the teaching and learning vocabulary process through Hangman Game
      - Students were motivated during the teaching and learning process
   b. From the researcher's side
      - The researcher did the right way to give the students play Hangman Game by individually and with a partner

2. Things to consider
   a. From the students' side
      - The students felt difficult in finding the meaning of the vocabularies that they got
      - There were some students who did not focus on the material and disturb their friends
   b. From the researcher's side
      - Before beginning the teaching and learning process the researcher should make sure that the students understood what would be they have to do

Appendix XXI

Researcher's Note

Cycle/Meeting : I/ 3 (Three)

Day/Date : Friday/ 28th June 2019

1. Good points
   a. From the students' side
      - More students pay attention on the researcher' explanation and material
      - Students understood what would they do in that meeting
      - Some students got new vocabularies
      - More students look enthusiast and motivated played Hangman Game

   b. From the researcher side
      - The researcher mastered the technique in giving the explanation
      - The researcher checked the students' activity by walking from one table to another table

2. Thing to consider
   a. From the students' side
      - The students felt difficult in elaborating the meaning of the vocabularies that they got and they didn't brave to convey the result of their discussion.
      - There were some students who not seriously in following the activity
      - Only some students who wanted to explain the definition of vocabulary and others refused it.
   b. From the teacher's side
      - The researcher had to distinct to the students if they disturb their friends.
      - The researcher should make sure that the students had good spirit and motivated in following the activity

Appendix XXII

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Researcher's Note

</div>

Cycle/Meeting   : II/ 1 (One)

Day/Date   : Friday/ 5th July 2019

1. Good points

   a. From the students' side

      - Most students paid attention to the researcher's explanation

      - Students got new vocabularies about the theme (sports, jobs, food, animal)

      - More students look enthusiast when playing game

   b. From the researcher's side

      - The researcher gave the explanation about the material

      - The researcher explained detail information about what would the students do

      - The researcher gave the opportunity to the students to choose their member of group to make discussion

2. Thing to consider

   a. From the students' side

      - Some students did not confident to explain the meaning of the vocabularies

   b. From the researcher's side

      - The researcher should have effort to make the students focus

Appendix XXIII

Researcher's Note

Cycle/Meeting : II/ 2 (Two)

Day/Date : Friday/ 12th July 2019

1. Good points

   a. From the students' side

      - Students already understood the researcher style in teaching

      - Students had already understood how to learn vocabulary through Hangman Game

   b. From the researcher's side

      - The researcher gave the clear explanation about the materials

      - The researcher motivated the students to be active in the teaching and learning

2. Things to consider

   a. From the students' side

      - Some students felt shy to speak up in front of the class

   b. From the researcher's side

      - The researcher should notice the students to make sure that they were enthusiastic

      and had good spirit in following the activity

Appendix XXIV

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Researcher's Note

</div>

Cycle/Meeting   : II/ 3 (Three)

Day/Date   : Friday/ 19th July 2019

1. Good points

   a. From the students' side

      - The students followed the activity actively

      - Most of the students had understood how to play Hangman Game and they got new

      vocabularies

   b. From the researcher's side

      - The researcher checked the students understanding about the meaning of the

      vocabularies that they got from Hangman Game

      - The researcher made sure that all of the students had an opportunity to explain the

      definition of the vocabularies that they had discussed before

DOCUMENTATION

Interview

Introducing Hangman Game

Playing Hangman Game

Giving the Explanation of the Activity in Group Discussion

Group Discussion

Presentation the Result of Discussion

Vocabulary Test in Cycle I

Vocabulary Test in Cycle II

Nomor   : B-6028/ITK/ITK.V.3/PP.00.9/ 05/2019   Medan, 23 Mei 2019
Lampiran : -
Hal   : **Izin Riset**

Yth. Ka. SMA N 1 Tebing Tinggi

Assalamu'alaikum Wr Wb

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

Nama   :   NADA NABILAH
Tempat/Tanggal Lahir   :   Medan, 20 April 1997
NIM   :   34151015
Semester/Jurusan   :   VIII/Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMA N 1 Tebing Tinggi, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH HANGMAN GAME.

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

Wassalam
a.n Dekan
Ketua Jurusan PBI

Dr. Sholihatul Hamidah Dly, M.Hum
NIP 19750622 200312 2 002

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

SURAT KETERANGAN

Nomor : 423.4/118/SMAN1.TT/08/2019

Sehubungan dengan surat dari Universitas Islam Negeri Sumatera Utara Medan Nomor : B-6028/ITK/ITK.V.3/PP.00.9/05/2019, hal Izin Melaksanakan Riset tertanggal 23 Mei 2019, maka Kepala SMA Negeri 1 Tebing Tinggi Kabupaten Serdang Bedagai dengan ini menerangkan nama mahasiswa/i dibawah ini :

Nama   : NADA NABILAH

Tempat/Tanggal Lahir   : Medan, 20 April 1997

NIM   : 34151015

Semester/Jurusan   : VIII/Pendidikan Bahasa Inggris

Benar telah melaksanakan Riset di SMA Negeri 1 Tebing Tinggi Kabupaten Serdang Bedagai pada tanggal 12 Juni 2019 s/d 26 Juli 2019 guna melengkapi data pada penyusunan Skripsi yang berjudul :

" IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH HANGMAN GAME ".

Demikian surat Keterangan ini diperbuat untuk dapat dipergunakan seperlunya.

Tebing Tinggi, 02 Agustus 2019

Kepala SMA Negeri 1 Tebing Tinggi

Drs. Mangarap Simanjuntak
Pembina Tk.1, IV/b
NIP. 19700131 199702 1 001