

INCREASING STUDENTS' VOCABULARY OF SEVENTH GRADE AT SMP N 1 GALANG THROUGH HANGMAN GAMES

Diyenti Rusdin

English Education Study Program
Teacher Training and Education Faculty of Madako University

ABSTRACT

The objective of the research is to prove whether the use of hangman games effective in increasing students' . This pre-experimental study use 22 students as a sample. They are grade VII^d of SMP N 1Galang . The procedure of this research consists of pretest, treatment, and posttest. The result It can be seen by the difference of the mean score between pre-test and post-test. The mean score of pre-test is 56.72 while in the post-test improved up to 90.64. The data of this research are analyzed by using SPSS Program version 16.0. Then the data of both tests are analyzed by using T-test, and the result shows that the T-test value 9.681 is high than T-table value 2.080. It can be inferred that hangman games is very effective to improve students' vocabulary.

Keywords: increasing , vocabulary, Hangman games

ABSTRAK

Tujuan dari penelitian ini adalah untuk membuktikan apakah penggunaan teknik tebak huruf untuk meningkatkan pemahaman siswa Ini adalah pre-experimental desain yang menggunakan 22 siswa sebagai contoh. Mereka adalah kelas VII^d dari SMP N 1 Galang Prosedur penelitian ini terdiri dari pretest, treatment, dan posttest. Hasil dari analisis menunjukkan perbedaan skor mean antara pretest dan posttest. Mean skor pretest adalah 56.67 sedangkan mean skor posttest meningkat menjadi 90.64. Data penelitian ini dianalisa dengan menggunakan SPSS Program versi 16.0. kemudian data dari kedua test dianalisis menggunakan T-test, dan hasilnya mnunjukkan bawa nilai T-test 9.681 lebih besar dari pada nilai T-table 2.080 dapat disimpulkan bahwa tehnik tebak huruf meningkatkan pemahaman kosakata siswa

Kata kunci: meningkatkan, koasakata , tebak huruf

1. Introduction

Learning English is very important, because it has become a global language, which is used by most communities in the world. Many countries use English as their second language. In spite of difficulties in studying English, it is worthwhile to study the language because it plays a very important role in almost all fields of life such as: communication, commerce, economy, politics, education, science, and technology and so it is also called as the target language that has to be taught teach in schools in today's Indonesian curriculum. Therefore the student is hoped to improve their ability in English. Whenever we talk about language learning, we will thinkabout To know what vocabulary is, the writer wwould like too present several definiton as follow :

Bambang (2011) states that vocabulary is a tool to communicate such as, read, hear adn speak so voocabulary cannot be seperated from leaning a language.Vocabulary mastery is a necessity for someone who want to understand reading text. Conversation o writing in english without having sufficient vocabulary is impossible for us achieves the aim.vocabulary can be

defined As a list or content of words that is used to express ideas or in other meaning it is used general communication from.

In learning vocabulary students still difficult in memorizing. In fact, the students VII grade of SMP N 1 Galang. face problem in study vocabulary student must confused how to memorize vocabulary well. This problem can be solved by answering the research question *Can the application of Hangman games increase students' vocabulary of grade seventh students at SMP N 1 Galang* “.

2. Method of the Research

In this research, the researcher collected, processed, analysed ; process; analyzes the data to get conclusion of the research. This research is called quantitative research because it used numbers or statistics. In this research pre-experimental design with one group pre-test and post-test design was used. Pre-test is the test which given to the students in other to before the treatment. The post-test was given to the student's after the treatment to find out the student's achievemint.

Butler (1985;65) stated that “experimental studies are those in which the investigator deliberately manipulates some factors or circumstances in order to test the effect on some other phenomenon”. pretest-posttest design

3. Findings and Discussion

3.1 The Result of Pretest The Researcher gave a pretest to students on April 5^h, 2016. This is done before providing treatment to them. It is very important to measure students' vocabulary. Pretest results are presented in the following table

Table 4.1 Student' score in pretest class (VII^d)

No	Students Initials Name	Test Items		Total	Individual Score	Classification	Criteria
		Multiple Choice	Matching Items				
1	RKD	13	8	21	42	very poor	Failed
2	ADH	15	6	21	42	very poor	Failed
3	IML	21	5	26	52	very poor	Failed
4	AND	16	7	23	46	very poor	Failed
5	NVL	13	0	13	26	very poor	Failed
6	MSR	23	6	29	58	Poor	Failed
7	MAZ	15	10	25	50	very poor	Failed
8	RSN	28	10	38	76	Fair	Successful
9	DAL	11	6	17	34	very poor	Failed
10	MHA	18	10	28	56	Poor	Failed
11	AGM	29	10	39	78	Fair	Successful
12	DAL	15	10	25	50	very poor	Failed
13	AML	35	10	45	90	Very good	Successful
14	EKW	17	10	27	54	very poor	Failed
15	PRF	30	10	40	80	Good	Successful

16	AML	19	10	29	58	Poor	Failed
17	HAS	20	10	30	60	Poor	Failed
18	NHI	39	10	49	98	Very Good	Successful
19	AST	19	8	27	54	very poor	Failed
20	ASR	10	10	20	40	very poor	Failed
21	KRN	10	10	20	40	very poor	Failed
22	B HR	17	10	27	54	very poor	Failed
SUM		433	186		1238		

The table above shows that there were 3 students (13.64%) got very good score, 1 students (4.54%) got good score, 2 students (9.09%) got poor score and 4 students (18.18%) got very poor score, 13 students (59.09%)

Table 4.3 The Result of Posttest

NO	STUDENT NAME	TEST ITEM		Total	TOTAL SCORE	CLASSAFICATION	CRITERIA
		MULTIPEL CHOISE	MATCHING TEST				
1	RKD	35	10	45	90	Very good	successful
2	ADH	30	10	40	80	Good	successful
3	IML	30	10	40	80	Good	successful
4	AND	23	9	32	64	Poor	Failed
5	NVL	30	8	38	76	Good	successful
6	MSR	39	10	49	98	Very good	successful
7	MAZ	30	10	40	80	Good	successful
8	RSN	32	10	42	84	Good	successful
9	DAL	29	10	39	78	Good	successful
10	MHA	40	10	50	100	Very good	successful
11	AGM	37	10	47	94	Very good	successful
12	DAL	39	10	49	98	Very good	successful
13	AML	39	10	49	98	Very good	successful
14	EKW	38	10	38	96	Very good	successful
15	PRF	39	10	49	98	Very good	successful
16	AML	40	10	50	100	Very good	successful
17	HAS	<u>40</u>	10	50	100	Very good	successful
18	NHI	37	10	47	94	Very good	successful
19	AST	<u>40</u>	10	50	100	Very good	successful
20	ASR	35	10	45	90	Very good	successful
21	KRN	39	10	49	98	Very good	successful
22	BHR	39	10	49	98	Very good	Successful
SUM		780	217		1998		

3.2 The Result of Posttest

The table above shows that there were 15 out of 22 students (68.18%) got very good score, 4 out of 22 students (18.18%) got fair score and 2 out of 22 students (9.09%) got poor score of 1 student. (4.54%)

4. Discussion

In this part, the researcher discussed the result of the data analysis of the pre-test and post-test in accordance with the scope of this research. The discussion is intended to know whether using Hangman games increasing students' vocabulary of the seven grade at SMP Negeri 1 Galang or not. After establishing the data analysis, it shows that the mean score of students in pretest is 56.72. It indicates that students' vocabulary was relatively low. And the second step of this research, the researcher conducted the treatment. It was done three times of treatment. The researcher taught the students by using Hangman games. This technique was applied in order to train the students to increase their vocabulary. At the beginning of the treatment, the researcher explained to the students about vocabulary and instructed the students to attach some word in the word to make the whole in the white board.

In the next meeting, the researcher reviewed about the text to the students and the researcher helped them when they got difficulties in understanding the text question. After that the researcher gave them hangman games and guided them while they did the exercises. At the end of the meeting the researcher gave the students post-test in order to know the increasing of vocabulary. The students were easy to answer the question because they already understood well how to answer the question of the hangman games. After conducting post-test, the researcher calculated and processed their scores. Based on the result presented previously the mean score of post-test was 90.681. The students' score in post-test was better than pre-test. It proved that the treatment through Hangman games was effective to increase students' vocabulary.

5. Conclusion

Hangman games is effective to increase students' vocabulary of the seven grade of SMP Negeri 1 Galang in academic year of 2016/2017. It was proved by the obtained score of t-test (t-count). The t-test (t-count) showed that t-score 9.681 was higher than t-table 2.080

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