

IMPROVING STUDENTS' VOCABULARY OF THE SEVENTH GRADE
STUDENTS THROUGH HANGMAN GAME
AT SMP NEGERI 34 MAKASSAR
(An Experiment Research)

SKRIPSI



By

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4509101026

UNIVERSITAS

BOSOWA



ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHERSHIP AND EDUCATIONAL SCIENCE
UNIVERSITY 45 MAKASSAR

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Submitted to the Faculty of Teacher and Educational Science in Partial
Fulfillment of the Requirements for the Sarjana Degree (S. Pd)



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AT SMPN 34 MAKASSAR**

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03th May 2013**

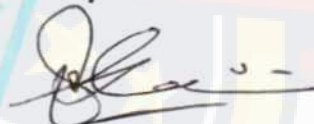
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PERNYATAAN

Dengan ini saya menyatakan skripsi dengan judul "**Improving Student Vocabulary of the Seventh Grade Students Through Hangman Game at SMPN 34 Makassar** " Beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan hasil karya plagiat. Saya siap menanggung resiko /sanksi apabila ternyata ditemukan adanya perbuatan tercelah yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, Mei 2013

Yang membuat pernyataan

UNI SERE

MOTTO and DEDICATION

Success will never come

If you will never try

Believe with yourself

Is the key of your success?

BOSOWA

This skripsi dedicated to :

- ♥ My Lovely Parents (Yohanis Duma' Sampewai & Yohana L)
- ♥ My Lovely Brothers and Sisters
- ♥ My Lovely Friends

ACKNOWLEDGEMENT

First of all, the writer would like to say thank you very much and praise to the Almighty God Jesus Christ for his blessing and mercies that enable to start until the writer could finished this skripsi.

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Finally the writer hopes that this skripsi will be useful for the readers, especially the students and lecturers of English Educational Department and also for everybody who loves education, thus the quality of graduates of University 45 Makassar will be better. May almighty Lord Jesus Christ always bless and guide us to the straight path. Amen.

Makassar, May 2013

BOSOWA
Uni Sere

ABSTRAK

UNI SERE. 2013. *Improving Students' Vocabulary of the Seventh Grade Students Through Hangman Game at SMP Negeri 34 Makassar.*
(Dibimbing oleh, Hj. Hanyah Haneng dan HJ. St. Haliah Batau).

Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan kosa kata siswa dengan menggunakan metode Hangman game melalui pemberian tes kosa kata. Peneliti menggunakan metode pre-experiment dengan satu kelompok pre-test and post-test dengan menggunakan tes instrument berupa tes kosa kata.

Populasi pada penelitian ini berjumlah 320 siswa kelas VII yang tersebar kedalam 9 kelas dengan jumlah sample sebanyak 29 siswa. Penelitian ini berlangsung pada bulan Januari sampai Februari 2013. Instrument dalam penelitian ini berupa tes yang diujikan dalam pre-test and post-test. Soal ujian dalam bentuk menjodohkan kata dan pilihan ganda yang diujikan sebanyak 2 kali (pre-test dan post-test). Dari hasil analisis data diperoleh bahwa nilai rata-rata uji kosa kata siswa pada pre-test hanya 63.65, tetapi setelah dilakukan perlakuan nilai rata-rata meningkat pada post-test menjadi 80.51 Hal ini menunjukkan bahwa penerapan media hangman game dapat meningkatkan kosa kata siswa SMPN 34 Makassar.

Hasil penelitian menunjukkan bahwa dengan menggunakan media hangman game dalam proses belajar mengajar bahasa Inggris, dapat meningkatkan kosa kata mereka. Hal ini menunjukkan bahwa penggunaan metode Hangman game membawa dampak positif yang sangat baik.

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CHAPTER I

INTRODUCTION

This chapter consists of background, problem statement, objective, significance, and scope of research.

A. Background

Good understanding of English is quite necessary and urgent for Indonesian people particularly of student. The main goal of it is to enable the students to communicate and express their ideas in English and to have a good command in comprehending text book and written information to English.

Vocabulary is one of the most important aspects in mastery English because the ability of the students to read and comprehend the subject is relatively determined by their vocabulary. In this case vocabulary plays important role in developing the for language skills (reading, listening, writing, and speaking). Because more vocabulary learners have easier for them to develop for their four language skill. If the learners have no or lack of vocabulary the ability the communicate couldn't be established. Ahmad (1992 : 51) concludes that some factors that may cause students lacks of vocabulary: motivation, interest, and poor technique or strategies by the teachers.

In teaching vocabulary, many techniques can be applied by the teacher, they are building vocabulary introducing letter, idiom, phrase,

games. Playing games is a good in teaching vocabulary. This is not a new method. It has been around and used for a long time. Playing games is considered very affective and teachers indirectly add an element of fun of relaxation in vocabulary practices. The purpose is to make the material are more interesting enjoyable and challenging specially introduction new vocabulary. Harmer (1991:161) points out some strategies in teaching abulary; he states that using game in teaching vocabulary is keeping the classroom survive and life atmosphere. Game can increase learners motivation to reinforce skill and concept learned.

One of the games that will be tested here is the hangman game. The hangman game is a technique used in teaching vocabulary and as media in language. The Hangman game can interest the learners to learn vocabulary. They are challenging to find the words to run up the game, Ayurini (2006). The result was this game that can improve the students vocabulary.

Based on the description above, the writer is interested in conducting a research under the title **"Improving Students' Vocabulary of the seventh student through Hangman game at SMP NEGERI 34 MAKASSAR "**

B. Problem Statement

Based on the background on page 1 the writer formulates question: Does the used of Hangman game effective in improving the vocabulary mastery of the seventh grade students at SMP NEGERI 34 MAKASSAR ?

C. Objective of the Reaearch

Based on the problem statement above, the objective of this research is to find out whether or not the use of Hangman game can improve the students' mastery vocabulary of the seventh grade students of SMP NEGERI 34 MAKASSAR.

D. Significance of the Research

The result of the research is expected to be a piece of useful information to the readers, expecially English teachers who teach vocabulary for the seventh grade students and to be helpful for further research who is interest in teaching and learning process.

E. Scope of the Research

This research is under applied linguistics by discipline. It is specific in using the Hangman game for the seventh grade students of SMPN 34 Makassar improving the vocabulary mastery. The kinds of vocabulary were presented in this research are nouns, verb, and adjective.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains with the several related research finding, pertinent ideas, resume, theoretical framework, and hypothesis.

A. Previous Related Research Findings

Vocabulary means of a communication, learning, and thinking has made some researcher to explore and expose the implementation of various technique in teaching language. There are some research who have conducted research on vocabulary

1. Fatmasari (2004:35) states that using chain story game can improve the vocabulary achievement as the students.
2. Muliana (2000:37) concluded that using a find of teaching media such as scrabble can interest the learners to learn vocabulary, they are challenged to find the words to run up the game.
3. Sunarti (2004:24) in her research on vocabulary learning student find that Family 100 game can improve students' vocabulary.

Based on the finding above that research concludes that games make students remember things faster and better because they enjoy their learning process. One of games was used Hangman game which involves friendly competition and keep the student interested. In teaching vocabulary, the students need some strategies in learning English.

B. Some Pertinent Ideas

1. Defenition of Vocabulary

Vocabulary is an important element in a language beside pronunciation and grammar. The writer would like to present several definitions about vocabulary :

- a. Barnhart (2008: 697), define vocabulary as (1) stock of words used by person, class of people, profession, etc. (2) a collection or list of words, usually in alphabetical order and defined.
- b. Hatch and Brown (1994: 365) define vocabulary as a list or set of words for a particular language or a list or set of word that individual speakers of language might use.
- c. Similarly, Hornby (1995: 1331) defines vocabulary as:
 - 1). The total number of words in language.
 - 2). All the words know to a person or used in a particular book, subject, etc.
 - 3). A list of words with their meanings, especially one that accompanies a text book in a foreign language.
- d. Ur (1996:60) argues that words must be shorted into defferent parts of speech or some similar groups, which separate the type of word with large reserve vocabulary from those with small reserve. Therefor vocabulary is a meaningful word of language not only in speaking and writing, but also in listening and reading.

2. Type of vocabulary

Hammer (1991:15) distinguishes two type of vocabulary :

- a. Active vocabulary; it refers to vocabulary that student have been taught are learned and they expected to be able to use.
- b. Passive vocabulary; it refers to vocabulary they may not be able to produce.

Schell in Muliana (1996:10) stated that three kinds of vocabulary, they are:

- a. Active vocabulary, the words we customarily use in speaking frequently is and maybe runs from 5000 to 10000 words.
- b. Reserve vocabularies, the words we know but we rarely use them in ordinary speech. How, we use them in writing letters.
- c. Passive vocabulary, the words we recognize vaguely, but we are not sure of the meaning; we never use them in either speech or writing, and we just know them because we have seen them before.

For meaning that is more spesific, Penny Ur (1996) devided vocabulary into for kinds as follows:

- a. Oral vocabulary consists of words actively used in speech. They are the words that comes reality to the tongue of the one's conversation. The more often a person utters a word, more readily it will come to his tongue.

- b. Writing vocabulary is the words that come readily to one's finger vocabulary.
- c. Listening vocabulary is the stock of words to which one responds with meaning and understands in speaking to others.
- d. Reading vocabulary consists of words which one responds in the writing of others.

3. Vocabulary Development

Of the many compelling reasons for providing students with instruction to build vocabulary, none is more important than the contribution of vocabulary knowledge to reading comprehension. Indeed, one of the most enduring findings in reading research is the extent to which students' vocabulary knowledge relates to their reading comprehension (Anderson & Free body, 1981). Give that students' success in school and beyond depends in great measure upon their ability to read with comprehension, there is an urgency to providing instruction that equips students with the skill and strategies necessary for lifelong vocabulary development. Many of these students have difficulty comprehending what they read. A major cause of this difficulty is their lack of understanding of abstract English words, especially those words that they see in content area textbooks (Garcia, 1991; Verhoeven, 1990).

4. The Principles of Teaching and Learning Vocabulary

There are nine principles of teaching and learning vocabulary indicated by Wallace (1989 : 27-31), they are as follows:

a. **Aim**

In teaching vocabulary we have to be clear about what aims, how many of vocabulary listed and we expect the learners to be able to do. If it is not clear at this point, it will be difficult to access how successful the vocabulary learning has been attained.

b. **Quality**

Having decided on what involved in vocabulary learning, we our students can learn. If may decided on quantity of vocabulary to be taught, the number of new words that we expect the words that will be taught become part of students' active vocabulary, then put the numbers of words as low as round five to seven new words. Clearly, the actual number will be depend on a number of factors varying from class and learner. When there are too many new words, the students may become confused, discouraged, and frustrated.

c. **Need**

In most cases, the choice of vocabulary taught to the students, the teacher uses course book or syllabus. In any cases, the teacher choosing the vocabulary there are going to

be taught will relate to the aim of course and objectives of responsibility of choosing the vocabulary to be taught to the students. In other words, the students are put in the situation where they have to communicate the words they need, as they need them using the words as the information.

d. Frequent Exposure and Repetition

In teaching and learning vocabulary, there has to be a certain amount of repetition until there is evidence that the students have learnt the target words. The simplest ways of checking that the learning has been done is by seeing whether the students can recognize the target words and identify their meaning. If the words have to be a part of students' productive vocabulary, they must be given opportunity to use them, as often as necessary for them to recall the words at all with the correct spelling and pronunciation and identify their meaning.

e. Meaningful presentation

In the presentation of the vocabulary lesson, the student must have a clear and specific understanding of what denotes or refers to. This requires that the words presented in as much a way their denotation and references are perfect and unambiguous.

f. **Situation presentation**

The words presented should be appropriate to the students' situation, with a favorable condition, enough time consuming, and convenient method. The students will be automatically success in learning vocabulary.

g. **Presenting in context**

Words very seldom occur in isolation, so it is important for the students to know the usual collocation the words occurs in. So from the very beginning the word must appear in its natural environment as it were aiming the words naturally collocate with collocation are words that are community associated.

h. **Learning vocabulary in the mother tongue and in the target language**

There are five steps to learn or to achieve vocabulary in the mother tongue and in the target language as follow:

- 1) There is a felt need.
- 2) The mother tongue learner mostly controls his own rate of learning.
- 3) The mother tongue is exposed to an enormous quality of his own language in addition, has tremendous scope for repetition of what he learn.
- 4) The language is nearly always encountered in appropriate situation and in the appropriate context.

5) Since the words are learned as they arise out of a felt need in a particular situation, they usually have a clear denotation.

i. Inference (guessing) procedure in vocabulary meaning

Inference is also one of the strategies in learning vocabulary in which the learners are helped on a practice by using a definite knowledge to have a clear understanding of the word they learn. The students infer the meaning of a word by listening or reading then used in certain context and certain situation. A new vocabulary should not co-occur with difficult structure and certain amount of vagueness in guessing the meaning of a word is accepted.

In regard to the learning of vocabulary in foreign language, Walter (1997: 17) stated that the process of learning vocabulary involves four stages namely (1) discrimination (2) understanding the meaning (3) remembering and (4) consolidation and extension of meaning

Based on the description above, the writer can conclude that the teacher and the students must know the nine principles of teaching and learning vocabulary. So, what do you think they want in studying vocabulary can be attained successfully.

5. Factors Cause Difficulty to Learn Vocabulary

Meyske Tunanken (1998) describes some factors that can cause students' difficulty to learn vocabulary from themselves are the

lack of motivation, the curriculum issue, lack of students interest toward subject, students laziness in memorizing a number of word required, the students competence in learning vocabulary of students health.

Tunanken (1999:135) points out eight factors which may cause the lack of students vocabulary that come from the teacher:

- a. The teacher does not know which English word the students need most to learn.
- b. The teacher can not make those words seem importan to the students.
- c. The teacher does not know which aids are availabel in teaching vocabulary.
- d. The teacher can not plan the time to teach many needed word.
- e. The teacher does not know how to encourage the students to take responsibilities for their learning.
- f. The teacher can not find out some good ways to know how much vocabulary the students have actually learned.
- g. The teacher does not know how to identify which word are easier than other learn.
- h. The teacher does not know what she/he should do if a few numbers of the class already know words than the others.

6. Games

Before teaching vocabulary a teacher should know what technique that will be used the good technique should:

- a. Interest the learner
- b. Make the learner give attention to the form, and meaning
- c. Give change for repetition to what the learners need.

1. Defenition of game

Brown (1994:179) says that a game could be any activity that formalizes a technique into units that can be score some way.

Moore in Wahyuni (1999:531) defines game as follows:

- ❖ A place of fun; a jest (was only playing a game with you)
- ❖ Dodges, tricks (non of your names)

In relation to above, Hadfield (1999:4) defines a game is an activity with rules, a goal and element of fun.

Mareover, Byrne and Rixon (1979:8) defines game as an activity carried out by cooperating or competing decision-makers, seeking to achieve, within the rules, their objectives.

Game used in vocabulary teaching contain a collection of activities for teaching and revising vocabulary.

Game in vocabulary in teaching are of enjoyble and competitive activities for practice vocabulary mastery.

Based on defenition of game above, the writer concludes that a game is a fun activity or an exercises that is the player knows

when they win and completed and inexpensive, contains one learning points and adaptable to a wide variety of situation.

It also can be started that the using of game, especially in learning vocabulary are enjoyable and competitive to the students. So that the students can be stimulated and motivated to learn vocabulary easier and happier.

2. Benefits of using game in teaching vocabulary

Vocabulary games have become more widely used recently because of these two main reasons (Wallace, 1989:87) first, vocabulary games will encourage students motivation and create appropriate kinds of positive effective atmosphere in the classroom. Second, vocabulary games will supply a genuine desire to communicate in the target language even the artificial confines of the classroom. Jones and Laura (2000:1) games is an activity with rules, a goal and element of fun. Game is a part of an art. So it is interesting to the students. They can learn, while they are playing. It can guide the students in communicating efficiently and properly with their peer. It can be helpful to the teacher of foreign language in a number of different ways. It can be brighten up the class and bring more variety into the language lesson, especially teaching vocabulary. It can also give a kind of satisfaction in the ways of thinking. On the one hand, stated that a classroom should be

place of fun as well as instruction students motivation can increase with the use of game to reinforce skill and concept learned. Accomplished teacher use game to reinforce skill though to large group they also use carefully chosen games to asses, mastery of skill or content. Game also have value for teaching and teaching and reinforcing social skill and for deepening discourse about topics.

3. Characteristic of vocabulary games

Wallaces (1989:103-104), suggest to use vocabulary games which have the following characteristics:

- a. There should be an element of fun or relaxation in the games, since learning may always be a successful process if done enjoyable condition.
- b. Game usually have to be a carefully organized in a competitive organization in order to motivate students to learn.
- c. Rules and scoring system of the games should be clear easy to work and obviously fair.
- d. The competitive element should be balanced by cooperatives element in which the class is divided into teams and they should cooperativefor the success of their team.

7. Hangman Game

1. What is Hangman Game?

Hangman game can be played these fun interactive Hangman game. The object of this game is to figure out word that fills the spaces at the bottom of the game. According to Jean Atchison, this game is very good game to play when students have some free time. It is educational and helps consume time where students are not busy doing other work. It can also be used for families to help promote thinking and vocabulary mastery.

The educational advice from internet give definition Hangman game is can be envisage as individual or collective work in class or at home and it will be necessary search the meaning in a dictionary. Use of this game is that it promotes critical thinking by trying to come up with a difficult word that other students will not able to come up with. It also helps increase vocabulary mastery for the students.

At the present time, most of the teacher and students regard a Hangman game as a tool which is used to enable them to achieve the goal of learning English.

2. Marterial

Related to the material, the records are sometimes use as aids to broaden the base of activities or to help in the correction

of problems always seem to read the material and always also about similar subject (Hows, 1974:141). He pours over the days of the week, months, colors, animal, sports, fruits, etc. He also needs to develop vocabulary skill, to extend language power as well to strengthen the vocabulary mastery.

3. Material purposes

The aims of the Hangman game is to help the students to learn, to understand, speak, read, and mastery vocabulary much easily in order that may use these skills for meaning communication.

The Hangman game is use to see a number of short lines together that represent the number of a letter in the word have to guess. In a class divide four group and than each group must guess the question with the topic have define in a box about these lines and will be see some letters. And give at the time in the second one to guess the question, if the a group can't answer or guess so can move the other group which can answer the question and get the point. If the one of the group have high point or score is the winner. The also provide conversational activities which can be done in group. Hangman is traditionally playing with paper and pencil. It's very easy and convenient to play.

4. Features

The features of a good Hangman game in the report of fast Hangman an games and educational advice games as follow:

- a. Hangman game play these fun interactive and can play the regular or a more fun Hangman.
- b. Hangman game it's very easy and convenient to play.
- c. Hangman game also an original way to use computer combine with a written work.

5. Advantages

In the report of Hangman game also report as the following:

- a. The students can found much the new words
- b. The students can practice our vocabulary mastery with the memorize the new words.
- c. The students get much information about word parts and can help the students learn the meaning of many new words.

6. Resume

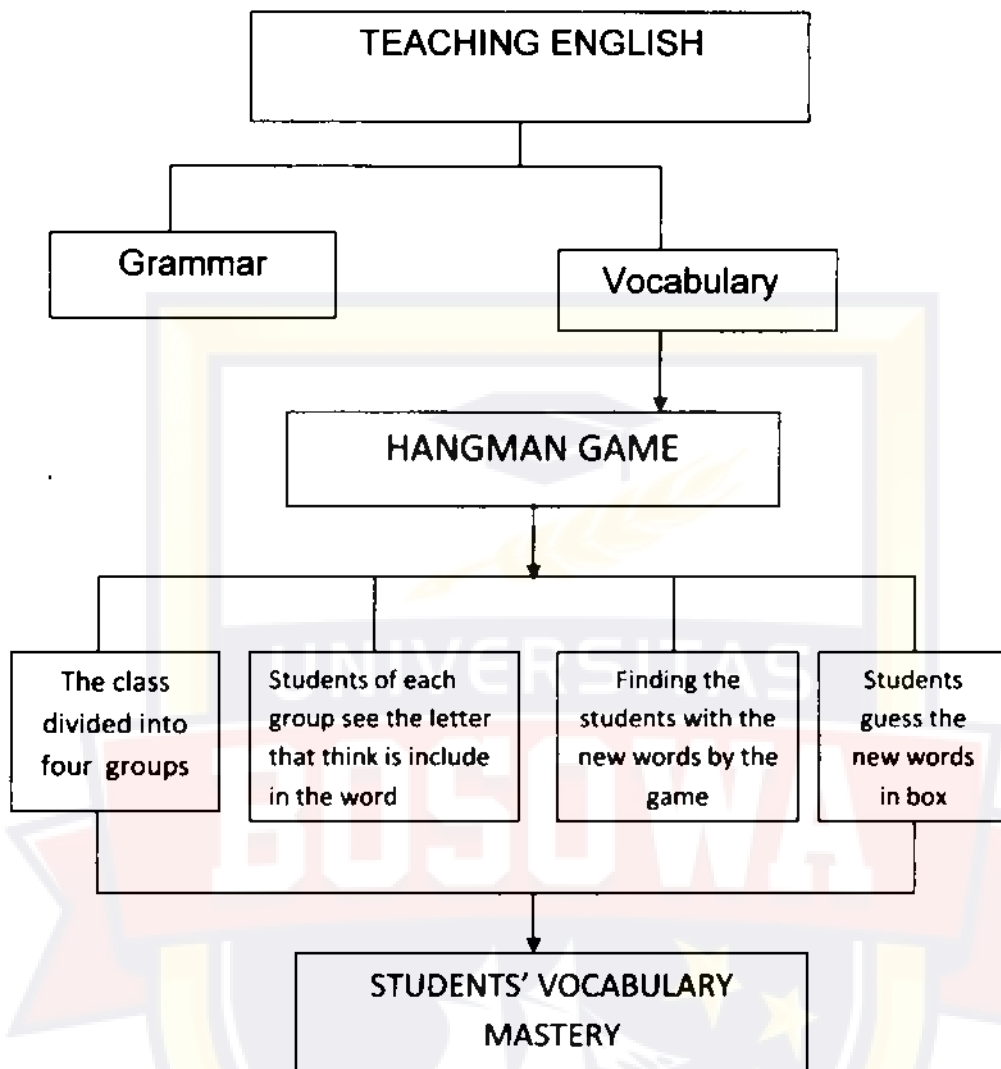
Having explanation and theories from some expert on teaching vocabulary by using Hangman Game, the writer can simplify that overcoming the problem in teaching English vocabulary needs technique that will attract the enthusiasm learning.

Using Hangman game in teaching vocabulary is expected to solve the problem because this technique has advantages,

some researches have provide it. Through Hangman game in teaching.

C. Theoretical Framework

Vocabulary is one of the important language aspects for mastering English vocabulary. The mastery of vocabulary becomes very essential in supporting other language as well as language skills. Ahmad (1992) points out that the main factors influencing students achievement in mastering vocabulary, the majority of the students are less interested in learning vocabulary, the students have low interest in learning vocabulary uninteresting strategies of presentation and ineffective of teaching. It is convince to memorize the words easily to make comfortable environment and the materials or course are more interest enjoying and challenging. To bring the students familiar with vocabularies the writer use games which relevant to the level of students competence base on curriculum. The theoretical framework underlying this research is given in the following diagram



D. Hypothesis

Ho : There is no significant difference between the result of the post-test of vocabulary mastery of the students.

H1 : There is a significance between the result of the post-test of vocabulary mastery of the students.

CHAPTER III

RESEARCH METHOD

This chapter discussed the design of the research, population and sample, instrument of the research, procedure of collecting data and technique of data analysis.

A. The Research Method

This research employed pre-experiment method with given pre-test and post-test there. Three activities in method, they are pre-test is given before treatment to know the prior knowledge of the students and post-test is given after treatment to know the students ability after given treatment. In this case treatment is given between pre-test and post-test. The design is represented as follows:



Where :

T1 : Pre-test

X : Treatment

T2 : post-test

B. The Research Variables

This research consist of two variables; they are independent variable and dependent variable.

1. Independent variable was teaching vocabulary through Hangman game.
2. Dependent variable was the students' achievement in learning English vocabulary.

C. Population and Sample

1. Population

The population of the research was the seventh grade students at SMP NEGERI 34 MAKASSAR in academic year 2012/2013. The total of population is 320 students which consist of nine classes.

2. Sample

This research was applied purposive sampling technique. The sample of the research was choosed 29 students of class VII.2 by considered that the students of high grades are put at class VII.

D. Instrument of the Research

The research was used vocabulary test. Vocabulary test gave as a pre-test and post-test. The pre-test was used to find out the students prior knowledge, which consist of 30 items, while post-test

was used to find out the students' mastery an English vocabulary after giving treatment by using Hangman game.

E. Procedure of Collecting Data

To collect the data, the writer was used some procedures as follows :

1. Pre-test

Before giving treatment, the writer employed a pre-test using the vocabulary achievement of the students before the treatment is given.

2. Treatment

Related to the title "the writer used pre experimental teaching Hangman game technique as a media in teaching vocabulary. The writer explains the definition of Hangman game and how to play, the students divided in to four groups and give the topic consisted of three parts. Parts 1 consist of five words (matching some words with the means about jobs). Part 2 consist of ten words (matching some words with the means about fruit). The last part was consists of ten words (matching some words about daily activities). The totally were 30 words. The writer start playing the game and finish the game with a minute time. Who group get much points be the winner.

3. Post-test

After conducting the pre experimental teaching, post-test was given to the students. The test was still the same items as given in the pre-test, it means to check whether the apply of treatment to the students was successful or not. To know success or unsuccessful, the scores of pre-test and post-test is compare.

F. Techniques of the Data Analysis

1. Scoring the students answer

$$\text{Score} = \frac{\text{Students correct}}{\text{The total number of items}} \times 100$$

2. Classifying the student item correct into five levels

91 to 100 is very good

75 to 90 is good

61 to 74 is fair

51 to 60 is poor

0 to 50 is very poor

(diknas, 2004: 143)

3. Calculating the mean score of treatment using the following formula:

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

Where :

\bar{X} = Mean

$\sum x$ = Total of raw score

N = The Number of subject

(Gay, 1979:298)

4. Computing the frequency of the rate percentage of students score

$$P = \frac{F}{N} \times 100$$

Notation :

P = percentage

F = frequency

N = the total number of students

(Gay, 1990:204)

5. Finding out the significant difference between the mean score of the pretest and posttest by calculating the value of test. The following formula is employed

$$\bar{D} = \frac{\sum D}{N}$$

Where: \bar{D} = Mean score of deviation

$\sum D$ = The total score of difference

N = Total number of student

(Gay, 1981:330)

6. Calculating standard deviation of pre-test and post-test

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N - 1}}$$

Where:

SD = Standard deviation

$\sum x^2$ = Total row scores

N = Number of student

7. Calculating the value of test to indicate the significance for non independent sample, the formula is as follow:

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

Where: t = test of significant

\bar{D} = the mean score of deviation

$\sum D$ = the sum of all score

$\sum D^2$ = the square of the sum score differences

N = the total number of the students

(Gay, 1981: 331)

BOSOWA

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two parts, the finding of the research and the discussion of the research finding. It entirely covers the description of the result of data analysis, in discussion section further explanation and interpretation of the finding.

A. Finding

In collecting data the writer employed a test, which used as a pre-test and a post-test. The pre-test was applied before giving treatment where as the post-test was administrated after giving treatment. In analysis the data, the writer presented the items of the test, namely ; vocabulary test. The writer described into several of table to show the data after made research in the classroom.

In this part the writer presents about the result of the data analysis namely the vocabulary test. The research process was conducted for treatment by using Hangman Game.

To obtain the information of the students' vocabulary, the writer described it through scoring giving classification, of the pre-test and post-test mean score standard deviation and test significance.

1. The Students' Pre-test

The classification of the students vocabulary test in pre-test is shown in the following table :

Table 1. The Pre-Test and Post-Test Score of the students' SMPN 34 Makassar

No	Name of students	Pre-test	Post-test
1.	Andi Rabiah A	50	73
2.	Ananda Eko Putra	63	80
3.	Ayu Ashari	53	80
4.	A.Sri Rahayu	73	86
5.	Arya Meidwi Putra	66	80
6.	Arianti Arifin	66	83
7.	Ayu Wahyuni	63	76
8.	Besse Atika Nur	56	76
9.	Erni	56	73
10.	Fenny Alveonita	63	80
11.	Gustiawan	53	76
12.	Innah Safa'ah	50	80
13.	Muh.Reskihan Arfan	46	73
14.	Moch.Rival Rafi	60	76
15.	Maria Veronika Teo	60	76
16.	Muh.Nur Mahmudi	76	90
17.	Muh. Nur Alif Syah	66	80
18.	Nafiatul Muasyarah	70	83
19.	Nur Aini Anjali putrid	70	83
20.	Nadia Hanafi	56	70
21.	N.Mahfud Arfan	56	73
22.	Nurfadillah	46	70
23.	Nurhidayat	73	86
24.	Nurul	76	90
25.	Nur Athifah Idris	80	93
26.	Risal Fajrin	70	83
27.	Sri Wulansari	70	80
28.	Siska Dwi Saharti	76	90
29.	Sri Rahmayanti	83	96
	Total	1846	2335

Source: SMPN 34 Makassar

Table 2. Table of Score

No	Sample	Pre-test		Post-test		$x_2 - x_1$	Deviation
		(x_1)	$(x_1)^2$	(x_2)	$(x_2)^2$	D	D^2
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Andi Rabiah	50	2500	73	5329	23	529
2	Ananda Eko	63	3969	80	6400	17	289
3	Ayu Ashari	53	2809	80	6400	27	729
4	A.Sri Rahayu	73	5329	86	7396	13	169
5	Arya Meidwi	66	4356	80	6400	14	196
6	Arianti Arifin	66	4356	83	6889	17	289
7	Ayu Wahyuni	63	3969	76	5776	13	169
8	Besse A. Nur	56	3136	76	5776	20	400
9	Emi	56	3136	73	5329	10	100
10	Fenny Alveoni	63	3969	80	6400	17	289
11	Gustiawan	53	2809	76	5776	23	529
12	Innah Safa'ah	50	2500	80	6400	30	900
13	Muh.Reskihan	46	2116	73	5329	27	729
14	Moch.Rival R	60	3600	76	5776	16	256
15	Maria Veronika	60	3600	76	5776	16	256

To be continued...

Continuation...

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
16	Muh.Nur M	76	5776	90	8100	14	196
17	Muh.Nur Alif	66	4357	80	6400	14	196
18	Nafiatul M	70	4900	83	6889	13	169
19	Nur Aini A	70	4900	83	6889	13	169
20	Nadia H	56	3136	70	4900	14	196
21	N.Mahfud A	56	3136	73	5329	17	289
22	Nurfadillah	46	2116	70	4900	24	576
23	Nurhidayat	73	5329	86	7396	13	169
24	Nurul	76	5776	90	8100	14	196
25	Nur Athifah I	80	6400	93	8649	13	169
26	Risal Fajrin	70	4900	83	6889	13	169
27	Sri W	70	4900	80	6400	10	100
28	Siska Dwi S	76	5776	90	8100	14	196
29	Sri Rahmayanti	83	6889	96	9216	13	169
	Total	1846	12044	2335	189309	482	8977

Source: SMPN 34 Makassar

Table 3. The Distribution Frequency and Percentage Score of Students' Vocabulary Test in Pre-Test

No.	Classification	Score	Frequency	Percentage
1.	Very good	91-100	-	-
2.	Good	76-90	5	17,24 %
3.	Fair	61-75	12	41,37%
4.	Poor	51-60	8	27,58%
5.	Very poor	0-50	4	13,79%
	Total		29	100%

Source: SMPN 34 Makassar

Table 3 above, shows that in pre-test there were 5 student (17,24%) got good classification, 12 students (41,37%) got fair category, 8 students (27,58%) got poor classification and 4 students (13,79%) got very poor classification . While none of the students got very good classification. From this result, it can be conclude that the students' vocabulary in pre-test was fair.

2. The students' Post-test

The classification of the students' vocabulary test in post-test is shown in the following table:

Table 4. The Distribution of Frequency And Percentage Score of Students' Vocabulary Test in Post-Test

No	Classification	Score	Frequency	Percentage
1.	Very good	91-100	2	6,89 %
2.	Good	76-90	21	72,41 %
3.	Fair	61-75	6	20,68%
4.	Poor	51-60	-	-
5.	Very poor	0-50	-	-
	Total		29	100%

Source: SMPN 34 Makassar

Table 4, shows that 2 students (6,89%) got very good classification, 21 students (72,41%) got good classification, 6 students (20,68%) got fair classification. None of them got poor and very poor classification. Thus it can be concluded that the students' vocabulary mastery improved.

3. The Mean Score and Standard Deviation of the Pre-test Post –test

After classifying the vocabulary achievement of students, the mean score and standard deviation of in pre-test and post-test are presented in the following table:

Table 5: The Mean Scores and Standard Deviation of the pre-test and post-test

Test	Mean score	Standard deviation
Pre-test	63.65	10.24
Post-test	80.51	6.81

Table 5 above shows that the mean score of students in pre-test was 63.65, the mean score in post-test increase to 80.51. The standard deviation of the pre-test is 10.24 while the standard deviation of the post-test is 6.81. From the table data, we obviously see that the mean score of students' post-test is greater than the mean score of students' pre-test.

4. Standard Deviation in Pre-Test

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{120444 - \frac{(1846)^2}{29}}{29-1}}$$

$$SD = \sqrt{\frac{120444 - \frac{3407716}{29}}{28}}$$

$$SD = \sqrt{\frac{120444 - 117507.44}{28}}$$

$$SD = \sqrt{\frac{2936.56}{28}}$$

$$SD = \sqrt{104.87}$$

$$SD = 10.24$$

5. Standard Deviation of Students Post-test

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{189309 - \frac{(2335)^2}{29}}{29 - 1}}$$

$$SD = \sqrt{\frac{189309 - \frac{5452225}{29}}{28}}$$

$$SD = \sqrt{\frac{189309 - 188007.75}{28}}$$

$$SD = \sqrt{\frac{1301.25}{28}}$$

$$SD = \sqrt{46.473}$$

$$SD = 6.81$$

6. T-test Analysis

$$X_1 = 1846$$

$$X_2 = 2335$$

$$\sum D = 489$$

$$\sum D^2 = 8977$$

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

$$t = \frac{16.86}{\sqrt{\frac{8977 - \frac{(489)^2}{29}}{29(29-1)}}$$

$$t = \frac{16.86}{\sqrt{\frac{8977 - \frac{239121}{29}}{29(28)}}$$

$$t = \frac{16.86}{\sqrt{\frac{8977 - 8245.55}{812}}}$$

$$t = \frac{16.86}{\sqrt{\frac{731.45}{812}}}$$

$$t = \frac{16.86}{\sqrt{0.900}}$$

$$t = \frac{16.86}{0.949}$$

$$t = 17.76$$

6. T-test value

In order to know whether or not the mean score is significantly different between the two variables (pre-test and post-test) at the level significance 0.05 with degree of freedom (df) = n-1, where n= number of students (30), t-test. The t-test of the students achievement is presented in the following table:

Table 6 : T-test and t-table value

T-test value	t-table
17.76	2.048

7. Hypothesis Testing

The result of the statistical analysis at the level of significance 0.05 with degree of freedom (df)= n-1, where n= 29 indicated that there was a significant difference between the mean score of pre-test was, 63.65 and the mean score of post-test was 80.51. In addition the T-test value was greater than the t-table value that is $17.76 > 2.048$. it means that null hypothesis (H₀) was rejected while alternative hypothesis was accept. In other words, there is significant difference between the result of pre-test and post-test. The use of hangman game in teaching English vocabulary is effective to improve the students' vocabulary achievement.

N1-1 (29-1= 28). Based on the result of the t-test, the writer found that there was a significance different between the result of pre-test and post-test. In other word, use Hangman game method can improve students vocabulary mastery in teaching English.

Based on the finding from page 38, the writer concluded that the students of SMPN 34 Makassar in 2012/2013 have good mastery after learning vocabulary by using Hangman game. Finally the writer concludes that Hangman game can improve mastery students vocabulary.

Therefore, the use of games in teaching English is said to be an alternative teaching technique in improving students' vocabulary mastery. There are many games which can use, for example scramble, puzzle, jigsaw.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion. The conclusion is based on the findings while the suggestions are based on the conclusion.

A. Conclusions

Based on the discussion and explanation in the previous chapter and looking at the result of this research, the writer put forward some conclusions as follows :

1. The mean score of students in post-test is greater than in pre-test. It can be said that students' vocabulary achievement of the seventh grade students of SMPN 34 Makassar is improved by using hangman game.
2. There is a significance differences between the pre-test and post-test was 16.86. It means that the mean score of the pre-test 63.65 and the mean score of the post-test 80.86. The mean difference between the pre-test and post-test is 16.86
3. The value of T-test was greater than the t-table value ($17.76 > 2.048$). It means that the value of t-test showed that 17.76 and the table value showed that 2.048.

B. Suggestions

From the conclusions above the writer suggest that :

1. The English teacher should use Hangman game as a technique to teach English vocabulary to improve students vocabulary.
2. The English teacher should use various technique in teaching English especially in teaching vocabulary in order to avoid boredom.



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APPENDIXES

Appendix 1. Instrument of the Research in Pre-test and Post-test

Petunjuk:

1. Tes ini bertujuan untuk mengetahui peningkatan kosakata siswa sebelum dan sesudah penerapan metode Hangman game.
2. Hasil tes ini akan menjadi data dalam penyusunan skripsi pada strata satu (S1) jurusan pendidikan Bahasa Inggris pada FKIP "45" Makassar.
3. Atas kerjasama dari para siswa diucapkan terima kasih.

Nama Siswa :

NIS :

- I. Complete the following sentences with the words in the column.

Singer- Teacher- Nurse - Pilot- Postman

1. My mother teaches at Junior high school. She is a
2. My father flies a plane. He is a
3. Eli always brings a letter, and work in the post office. He is a
4. My sister helps the doctor. She works in the hospital. She is a
5. Agnes Monica sing a pop song. She is a

II. Cross one of (a, b, c, or d) which had not found in a group by another three words, such as the exemplified.

Example: a. Plate b. Glass c. Spoon ~~X~~ Lip

- | | |
|---------------|-----------------|
| 1. a. knee | 6. a. Ruler |
| b. finger | b. Fork |
| c. leg | c. Knife |
| d. spoon | d. Glass |
| 2. a. Chair | 7. a. Delicious |
| b. Ear | b. Sleep |
| c. teeth | c. Hungry |
| d. Eyes | d. Bad |
| 3. a. Mango | 8. a. lazy |
| b. Banana | b. Deliver |
| c. Comb | c. Run |
| d. Apple | d. Guide |
| 4. a. skirt | 9. a. arm |
| b. Pineapple | b. Bag |
| c. watermelon | c. Elbow |
| d. Grape | d. Hand |
| 5. a. Chicken | 10. a. Table |
| b. Horse | b. Desk |
| c. Trousers | c. Chair |
| d. Cat | d. Rabbit |

III. Write 5 words who you know a part of the category which have given below and write also about meaning of each words that determined.

1. Kind of parts of the noun

No	Words	Meaning
1.		
2.		
3.		
4.		
5.		

2. Kind of parts of the verb

No	Words	Meaning
1.		
2.		
3.		
4.		
5.		

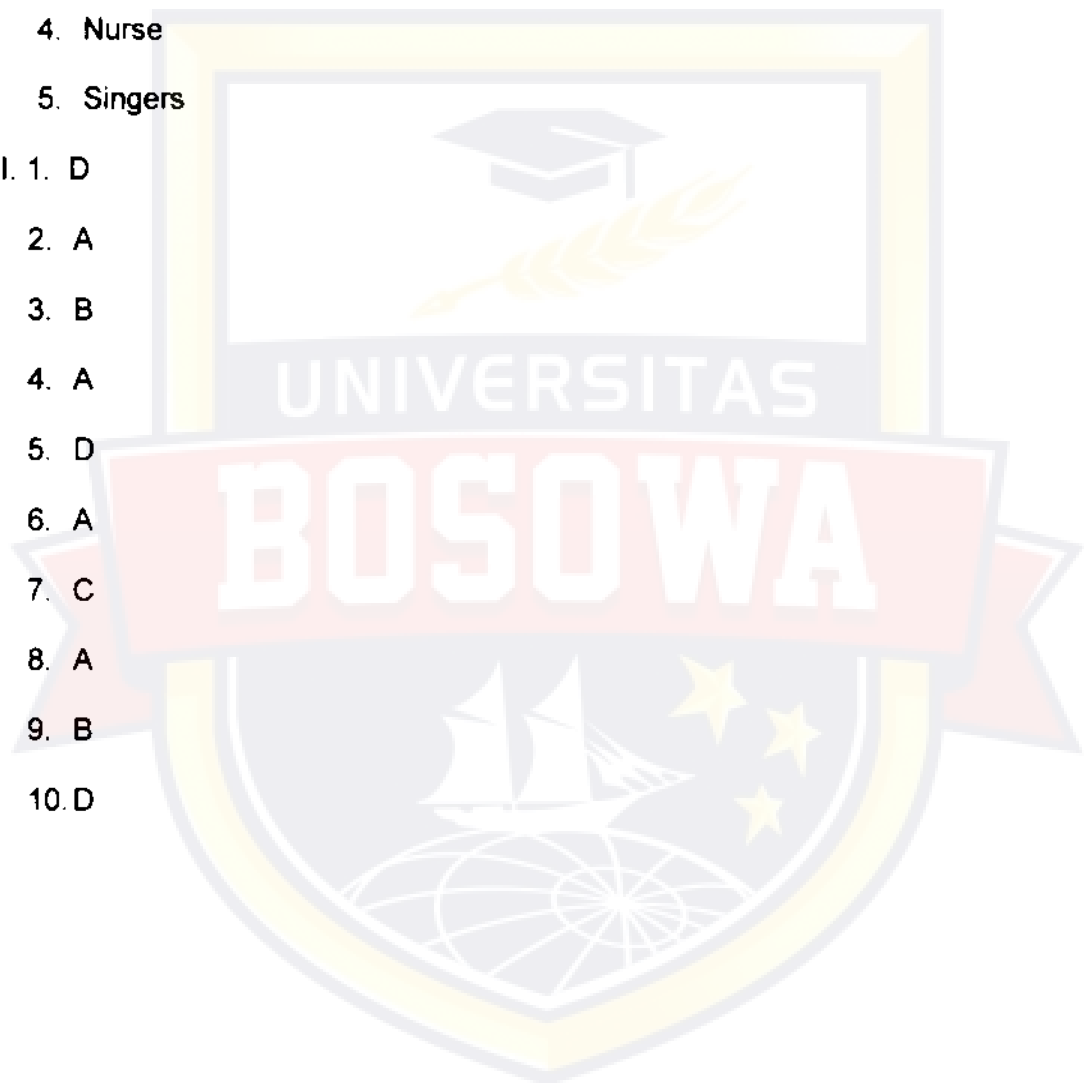
3. Kind of parts of the adjective

No	Words	Meaning
1.		
2.		
3.		
4.		
5.		

The Answer key

1. Teacher
2. Pilot
3. A postman
4. Nurse
5. Singers

- II. 1. D
2. A
3. B
4. A
5. D
6. A
7. C
8. A
9. B
10. D



Appendix 2. Classification of the Students' Pre-test Score

No	Name of students	Matching word	Multiple choice	X1	Classification
1.	Andi Rabiah. A	9	6	50	Very poor
2.	Ananda Eko Putra	13	6	63	Fair
3.	Ayu Ashari	12	4	53	Poor
4.	A. sri Rahayu	16	6	73	Fair
5.	Arya Meidwi putra	13	6	66	Fair
6.	Arianti Arifin	14	6	66	Fair
7.	Ayu Wahyuni	16	3	63	Fair
8.	Besse Atika Nur	12	5	56	Poor
9.	Erni	13	4	56	Poor
10.	Fenny Alveonita	15	4	63	Fair
11.	Gustiawan	11	5	53	Poor
12.	Innah Safa'ah	12	3	50	Very poor
13.	Muh.Reskihan Arfan	9	5	46	Very poor
14.	Moch.Rival Rafi	9	8	60	Poor
15.	Maria Veronika Teo	13	4	60	Poor
16.	Muh.Nur Mahmudi	18	5	76	Good
17.	Muh. Nur Alif Syah	13	7	66	Fair
18.	Nafiatul Muasyarah	14	7	70	Fair
19.	Nur Aini Anjali putrid	13	8	70	Fair
20.	Nadia Hanafi	12	5	56	Poor
21.	N.Mahfud Arfan	12	5	56	Poor
22.	Nurfadillah	9	5	46	Very poor
23.	Nurhidayat	16	6	73	Fair
24.	Nurul	18	6	76	Good
25.	Nur Athifah Idris	16	8	80	Good
26.	Risal Fajrin	13	8	70	Fair
27.	Sri Wulansari	15	6	70	Fair
28.	Siska Dwi Saharti	16	7	76	Good
29.	Sri Rahmayanti	16	9	83	Good
	Total			1846	

Source: SMPN 34 Makassar

Appendix 3. Classification of the Students' Post-test Score

No	Name of students	Matching word	Multiple choice	X2	Classification
1.	Andi Rabiah. A	16	6	73	Fair
2.	Ananda Eko Putra	19	5	80	Good
3.	Ayu Ashari	16	8	80	Good
4.	A. sri Rahayu	18	8	86	Good
5.	Arya Meidwi putra	16	8	80	Good
6.	Arianti Arifin	17	7	83	Good
7.	Ayu Wahyuni	15	8	76	Good
8.	Besse Atika Nur	16	7	76	Good
9.	Erni	16	6	73	Fair
10.	Fenny Alveonita	19	5	80	Good
11.	Gustiawan	17	6	76	Good
12.	Innah Safa'ah	16	8	80	Good
13.	Muh.Reskihan Arfan	17	8	73	Fair
14.	Moch.Rival Rafi	17	6	76	Good
15.	Maria Veronika Teo	15	8	76	Good
16.	Muh.Nur Mahmudi	20	7	90	Good
17.	Muh. Nur Alif Syah	17	7	80	Good
18.	Nafiatul Muasyarah	18	7	83	Good
19.	Nur Aini Anjali putrid	18	7	83	Good
20.	Nadia Hanafi	12	8	70	Fair
21.	N.Mahfud Arfan	18	4	73	Fair
22.	Nurfadillah	14	6	70	Fair
23.	Nurhidayat	19	7	86	Good
24.	Nurul	19	8	90	Good
25.	Nur Athifah Idris	20	8	93	Very good
26.	Risal Fajrin	19	6	83	Good
27.	Sri Wulansari	20	4	80	Good
28.	Siska Dwi Saharti	19	8	90	Good
29.	Sri Rahmayanti	19	10	96	Very good
	Total			2335	

Source: SMPN 34 Makassar

Appendix 4. Table of Score

No	Name of students	Pre-test		Post-test		D	(D) ²
		X ₁	(x ₁) ²	X ₂	(x ₂) ²		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1.	Andi Rabiah. A	50	2500	73	5329	23	529
2.	Ananda Eko Putra	63	3969	80	8400	17	289
3.	Ayu Ashari	53	2809	80	8400	27	729
4.	A. sri Rahayu	73	5329	86	7396	13	169
5.	Arya Meidwi putra	66	4356	80	8400	14	196
6.	Arianti Arifin	66	4356	83	6889	17	289
7.	Ayu Wahyuni	63	3969	76	5776	13	169
8.	Besse Atika Nur	56	3136	76	5776	20	400
9.	Erni	56	3136	73	5329	17	289
10.	Fenny Alveonita	63	3969	80	8400	17	289
11.	Gustiawan	53	2809	76	5776	23	529
12.	Innah Safa'ah	50	2500	80	8400	30	900
13.	Muh.Reskihan Arfan	46	2116	73	5329	27	729
14.	Moch.Rival Rafi	60	3600	76	5776	16	256
15.	Maria Veronika Teo	60	3600	76	5776	16	256

To be continued...

Continuation...

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
16.	Muh. Nur Mahmudi	76	5776	90	8100	14	196
17.	Muh. Nur Alif Syah	66	4356	80	6400	14	196
18.	Nafiatul Muasyarah	70	4900	83	6889	13	169
19.	Nur Aini Anjali	70	4900	83	6889	13	169
20.	Nadia Hanafi	56	3136	70	4900	14	196
21.	N. Mahfud Arfan	56	3136	73	5329	17	289
22.	Nurfadillah	46	2116	70	4900	24	576
23.	Nurhidayat	73	5329	86	7396	13	169
24.	Nurul	76	5776	90	8100	14	196
25.	Nur Athifah Idris	80	6400	93	8649	13	169
26.	Risal Fajrin	70	4900	83	6889	13	169
27.	Sri Wulansari	70	4900	80	6400	10	100
28.	Siska Dwi Saharti	76	5776	90	8100	14	196
29.	Sri Rahmayanti	83	6889	96	9216	13	169
	TOTAL	1846	120444	2335	199309	489	8977

Source: SMPN 34 Makassar

Appendix 5. The Mean Score of Students Pre-Test and Post-Test

a. The students' Mean score of pre-test

$$\bar{x} = \frac{\sum X1}{N}$$

$$\bar{x} = \frac{1846}{29}$$

$$\bar{x} = 63.65$$

b. The students' Mean score of post-test

$$\bar{x} = \frac{\sum X2}{N}$$

$$\bar{x} = \frac{2335}{29}$$

$$\bar{x} = 80.51$$

c. The Mean score of difference

$$\bar{D} = \frac{\sum D}{N}$$

$$\bar{D} = \frac{489}{29}$$

$$\bar{D} = 16.86$$

Appendix 6. Standard Deviation of Pre-test

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{120444 - \frac{(1846)^2}{29}}{29-1}}$$

$$SD = \sqrt{\frac{120444 - \frac{3407716}{29}}{28}}$$

$$SD = \sqrt{\frac{120444 - 117507.44}{28}}$$

$$SD = \sqrt{\frac{2936.56}{28}}$$

$$SD = \sqrt{104.87}$$

$$SD = 10.24$$

Appendix 7. Standard Deviation of Students Post-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{189309 - \frac{(2335)^2}{29}}{29 - 1}}$$

$$SD = \sqrt{\frac{189309 - \frac{5452225}{29}}{28}}$$

$$SD = \sqrt{\frac{189309 - 188007.75}{28}}$$

$$SD = \sqrt{\frac{1301.25}{28}}$$

$$SD = \sqrt{46.473}$$

$$SD = 6.81$$

Appendix 8. The t-test

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

$$t = \frac{16.86}{\sqrt{\frac{8977 - \frac{(489)^2}{29}}{29(29-1)}}$$

$$t = \frac{16.86}{\sqrt{\frac{8977 - \frac{239121}{29}}{29(28)}}$$

$$t = \frac{16.86}{\sqrt{\frac{8977 - 8245.55}{812}}}$$

$$t = \frac{16.86}{\sqrt{\frac{731.45}{812}}}$$

$$t = \frac{16.86}{\sqrt{0.900}}$$

$$t = \frac{16.86}{0.949}$$

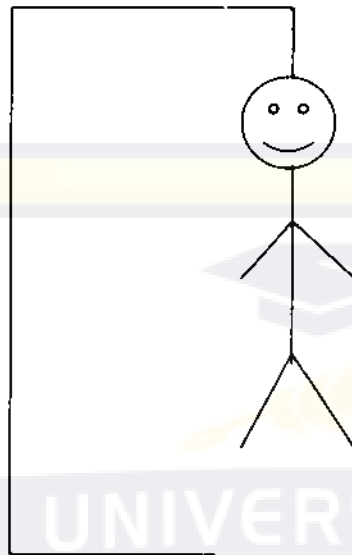
$$t = 17,76$$

Appendix 9 : DISTRIBUTION OF T-TABLE

Df	Level of Significance					
	0.20	0.10	0.05	0.02	0.01	0.001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.866	2.290	4.303	6.955	9.926	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.355	4.023	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.226	2.764	3.168	4.587
11	1.363	1.796	2.201	2.716	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.120	4.221
14	1.345	1.761	2.145	2.624	3.977	4.140
15	1.341	1.753	2.131	2.604	3.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.23	1.721	2.060	2.518	2.931	3.819
22	1.321	1.717	2.074	2.208	2.819	3.729
23	1.319	1.714	2.690	2.500	2.807	3.767
24	1.318	1.711	2.640	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.030	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	2.980	2.358	2.617	3.373
X	1.262	1.645	1.960	2.326	2.376	3.291

(Brown James Dean, 1988)

Appendix 10. Hangman Games



S E L F I S H

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

❖ They always think about or care about their self

They don't care about the other people

Appendix 11 : The Students result in Pre-test
Instrument of research

Petunjuk:

1. Tes ini bertujuan untuk mengukur kosakata siswa sebelum dan sesudah penerapan metode Hangman game.
2. Hasil tes ini akan menjadi data dalam penyusunan skripsi pada strata satu (S1) jurusan pendidikan Bahasa Inggris pada FKIP "45" Makassar.
3. Atas kerjasama dari para siswa diucapkan terima kasih.

Nama Siswa : Nurfaehla

NIS : 00022002186

Kelas : VII 2

$\frac{14}{30} = (46)$

I. Complete the following sentences with the words in the column.

Singer- Teacher- Nurse - Pilot- Postman

1. My mother teaches at Junior high school. She is a Teacher ✓
2. My father flies a plane. He is a Pilot ✓
3. Sandy always brings a letter, and work in the post office. He is a Postman ✓
4. My sister helps the doctor. She works in the hospital. She is a Nurse ✓
5. Agnes Monica sing a pop song. She is a Singer ✓

II. Cross one of (a, b, c, or d) which had not found in a group by another three words, such as the exemplified.

Example: a. Spoon b. Plate c. Glass ~~x~~ Lip

1. a. knee c. finger ✓
 b. leg ~~x~~ spoon ✓
2. a. Chair c. teeth
~~x~~ Ear d. Eyes ✗
3. a. Mango c. Banana ✓
~~x~~ Comb d. Apple ✓
4. ~~x~~ skirt c. Pineapple ✓
 b. Grape d. watermelon ✓
5. a. Chicken c. cat ✓
 b. Horse ~~x~~ Trousers ✓
6. a. Ruler c. Fork ✗
~~x~~ Knife d. Glass ✗
7. a. Delicious c. Hungry
 c. Sleep ~~x~~ Bad ✗
8. a. lazy c. run
 b. Deliver ~~x~~ Guide ✗
9. a. Arm ~~x~~ Elbow
 b. Bag d. Hand
10. a. Table c. Chair ✓
 b. Desk ~~x~~ Rabbit ✓

III. Write 5 words who you know a part of the category which have given below and write also about meaning of each words that determined.

1. Kind of parts of the noun

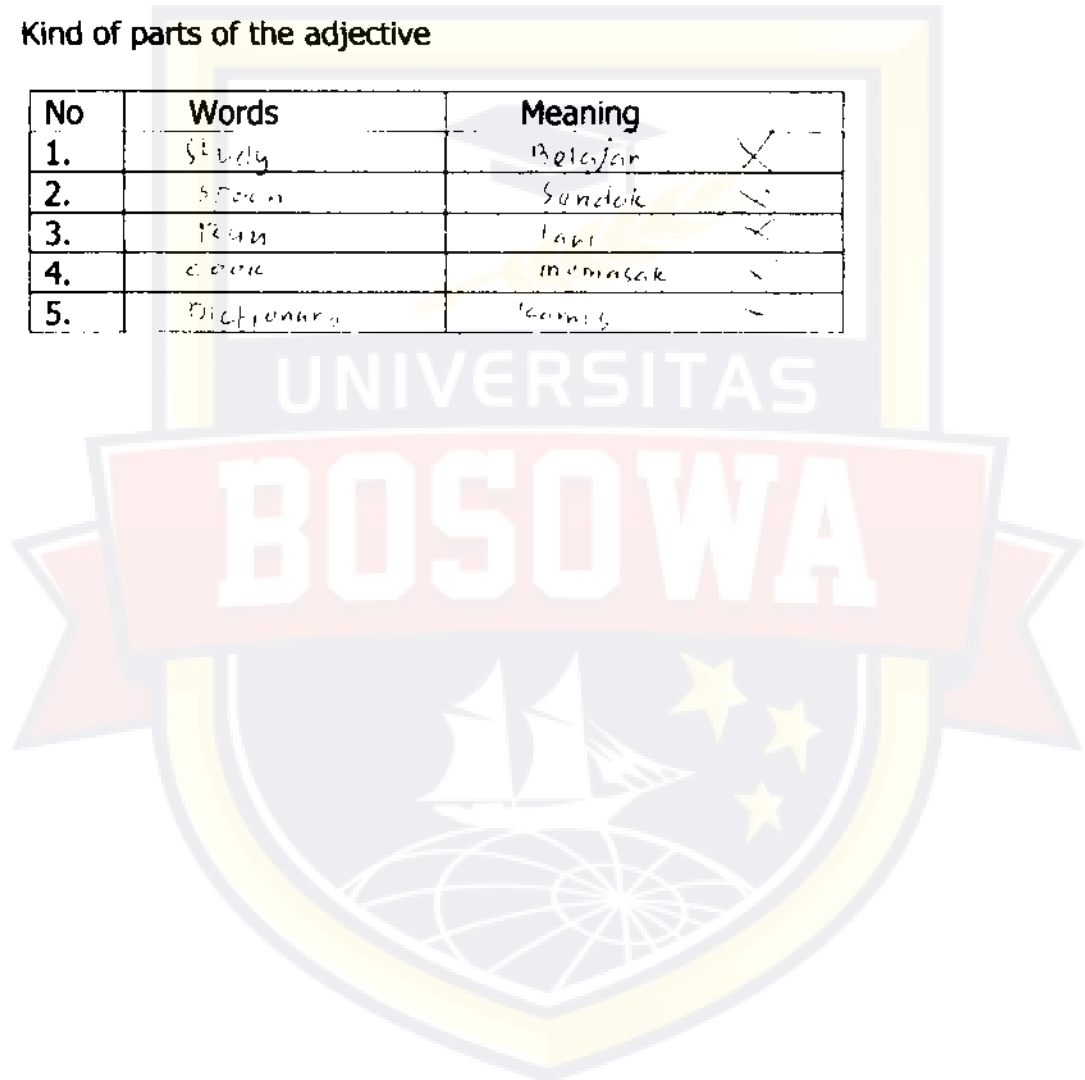
No	Words	Meaning
1.	clock	Jam ✓
2.	ball	bola ✓
3.	mirror	cermin ✓
4.	close	meneksa ✓
5.	Hungry	Lapar ✗

2. Kind of parts of the verb

No	Words	Meaning
1.	fork	garpu X
2.	beautiful	cantik X
3.	sweet	manis X
4.	long	panjang X
5.	Book	buku X

3. Kind of parts of the adjective

No	Words	Meaning
1.	study	belajar X
2.	spoon	sendok X
3.	rain	hujan X
4.	cook	memasak X
5.	Dictionary	kamus X



Instrument of research

Petunjuk:

1. Tes ini bertujuan untuk mengukur kosakata siswa sebelum dan sesudah penerapan metode Hangman game.
2. Hasil tes ini akan menjadi data dalam penyusunan skripsi pada strata satu (S1) jurusan pendidikan Bahasa Inggris pada FKIP "45" Makassar.
3. Atas kerjasama dari para siswa diucapkan terima kasih.

$$\begin{array}{r} 25 \\ 30 \end{array}$$
 Nama Siswa : Sri Rahmiyanti
 NIS : 000889827
 Kelas : VII.2

I. Complete the following sentences with the words in the column.

Singer- Teacher- Nurse - Pilot- Postman

1. My mother teaches at Junior high school. She is a Teacher ✓
2. My father flies a plane. He is a Pilot ✓
3. Sandy always brings a letter, and work in the post office. He is a Postman ✓
4. My sister helps the doctor. She works in the hospital. She is a Singer ✗
5. Agnes Monica sing a pop song. She is a Nurse ✗

II. Cross one of (a, b, c, or d) which had not found in a group by another three words, such as the exampled.

Example: a. Spoon b. Plate c. Glass ~~a~~ Lip

1. a. knee c. finger ✓
b. leg ~~a~~ spoon
2. ~~a~~ Chair c. teeth ✓
b. Ear d. Eyes
3. a. Mango c. Banana ✓
~~a~~ Comb d. Apple
4. ~~a~~ skirt c. Pineapple ✓
b. Grape d. watermelon
5. a. Chicken c. cat ✓
b. Horse ~~a~~ Trousers
6. ~~a~~ Ruler c. Fork ✓
b. Knife d. Glass
7. ~~a~~ Delicious c. Hungry
c. Sleep d. Bad ✗
8. ~~a~~ lazy c. run ✓
b. Deliver d. Guide
9. a. Arm c. Elbow ✓
~~a~~ Bag d. Hand
10. a. Table c. Chair ✓
b. Desk ~~a~~ Rabbit

III. Write 5 words who you know a part of the category which have given below and write also about meaning of each words that determined.

1. Kind of parts of the noun

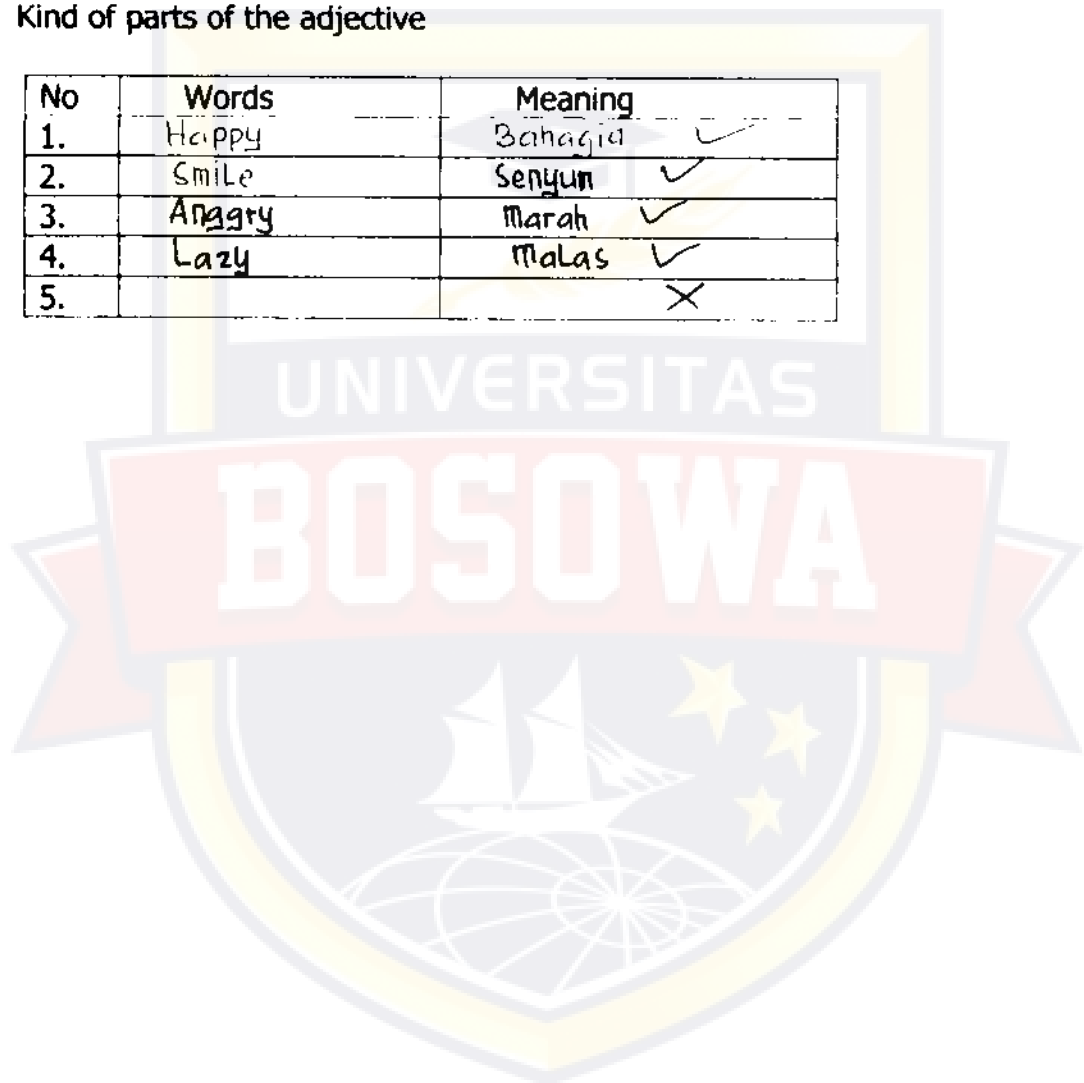
No	Words	Meaning
1.	Window	Jendela ✓
2.	Chair	kursi ✓
3.	Car	Mobil ✓
4.	Table	Meja ✓
5.		✗

2. Kind of parts of the verb

No	Words	Meaning
1.	Eat	Makan ✓
2.	Sleep	Tidur ✓
3.	Drink	Minum ✓
4.	Sing	Menyanyi ✓
5.	Speak	Berbicara ✓

3. Kind of parts of the adjective

No	Words	Meaning
1.	Happy	Bahagia ✓
2.	Smile	Senyum ✓
3.	Angry	Marah ✓
4.	Lazy	Malas ✓
5.		X



Instrument of research

Petunjuk:

1. Tes ini bertujuan untuk mengukur kosakata siswa sebelum dan sesudah penerapan metode Hangman game.
2. Hasil tes ini akan menjadi data dalam penyusunan skripsi pada strata satu (S1) jurusan pendidikan Bahasa Inggris pada FKIP "45" Makassar.
3. Atas kerjasama dari para siswa diucapkan terima kasih.

22
30 = 73

Nama Siswa : *Murfaqilla*

NIS : *00022602190*

Kelas : *VI 2*

I. Complete the following sentences with the words in the column.

Singer- Teacher- Nurse - Pilot- Postman

1. My mother teaches at Junior high school. She is a *Teacher* ✓
2. My father flies a plane. He is a *Pilot* ✓
3. Sandy always brings a letter, and work in the post office. He is a *Postman* ✓
4. My sister helps the doctor. She works in the hospital. She is a *Nurse* ✓
5. Agnes Monica sing a pop song. She is a *Singer* ✓

II. Cross one of (a, b, c, or d) which had not found in a group by another three words, such as the exempld.

Example: a. Spoon b. Plate c. Glass ~~x~~ Lip

1. a. knee c. finger 6. a. Ruler ~~x~~ Fork
 b. leg ~~x~~ spoon b. Knife d. Glass
2. a. Chair ~~x~~ teeth 7. a. Delicious c. Hungry
 b. Ear d. Eyes ~~x~~ Sleep d. Bad
3. a. Mango c. Banana 8. a. lazy c. run
~~x~~ Comb d. Apple b. Deliver ~~x~~ Guide
4. ~~x~~ skirt c. Pineapple 9. a. Arm ~~x~~ Elbow
 b. Grape d. watermelon b. Bag d. Hand
5. a. Chicken c. cat 10. a. Table c. Chair
 b. Horse ~~x~~ Trousers b. Desk ~~x~~ Rabbit

III. Write 5 words who you know a part of the category which have given below and write also about meaning of each words that determined.

1. Kind of parts of the noun

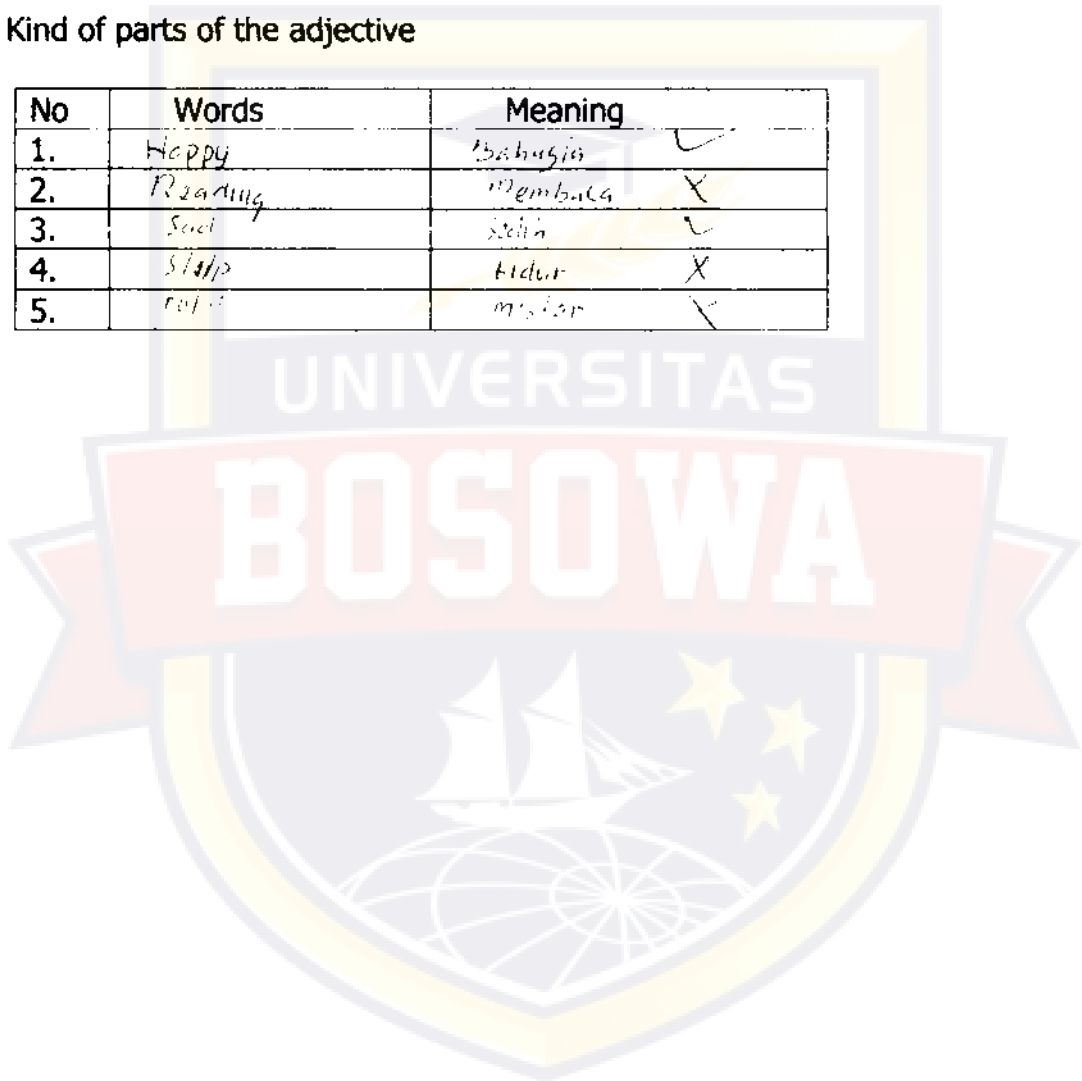
No	Words	Meaning
1.	Window	Jendela ✓
2.	Blackboard	Papan tulis ✓
3.	doll	Bonaca ✓
4.	mirror	Kamih ✓
5.	big	besar ✗

2. Kind of parts of the verb

No	Words	Meaning
1.	cut	memotong ✓
2.	drink	minum ✓
3.	eat	makan ✓
4.	long	panjang ✗
5.	book	buku ✗

3. Kind of parts of the adjective

No	Words	Meaning
1.	Happy	Bahagia ✓
2.	Reading	membaca ✗
3.	Sad	sedih ✓
4.	Slap	tidur ✗
5.	roti	roti ✗



Instrument of research

Petunjuk:

1. Tes ini bertujuan untuk mengukur kosakata siswa sebelum dan sesudah penerapan metode Hangman game.
2. Hasil tes ini akan menjadi data dalam penyusunan skripsi pada strata satu (S1) jurusan pendidikan Bahasa Inggris pada FKIP "45" Makassar.
3. Atas kerjasama dari para siswa diucapkan terima kasih.

$$\frac{29}{30} = (96)$$
 Nama Siswa : Sri Rahmiyanti
 NIS : 0008848277
 Kelas : VII-2

I. Complete the following sentences with the words in the column.

Singer- Teacher- Nurse - Pilot- Postman

1. My mother teaches at Junior high school. She is a Teacher ✓
2. My father flies a plane. He is a Pilot ✓
3. Sandy always brings a letter, and work in the post office. He is a Postman ✓
4. My sister helps the doctor. She works in the hospital. She is a Nurse ✓
5. Agnes Monica sing a pop song. She is a Singer ✓

II. Cross one of (a, b, c, or d) which had not found in a group by another three words, such as the exemplified.

Example: a. Spoon b. Plate c. Glass ~~d. Lip~~

1. a. knee c. finger ✓
b. leg ~~d. spoon~~
2. ~~a. Chair~~ c. teeth ✓
b. Ear d. Eyes ~~d. Sleep~~
3. a. Mango c. Banana ✓
~~a. Comb~~ d. Apple
4. ~~a. skirt~~ c. Pineapple ✓
b. Grape d. watermelon
5. a. Chicken c. cat ✓
b. Horse ~~d. Trousers~~
6. ~~a. Ruler~~ c. Fork ✓
b. Knife d. Glass
7. a. Delicious c. Hungry ✓
~~a. Sleep~~ d. Bad
8. ~~a. lazy~~ c. run ✓
b. Deliver d. Guide
9. a. Arm c. Elbow ✓
~~a. Bag~~ d. Hand
10. a. Table c. Chair ✓
b. Desk ~~d. Rabbit~~

II. Write 5 words who you know a part of the category which have given below and write also about meaning of each words that determined.

1. Kind of parts of the noun

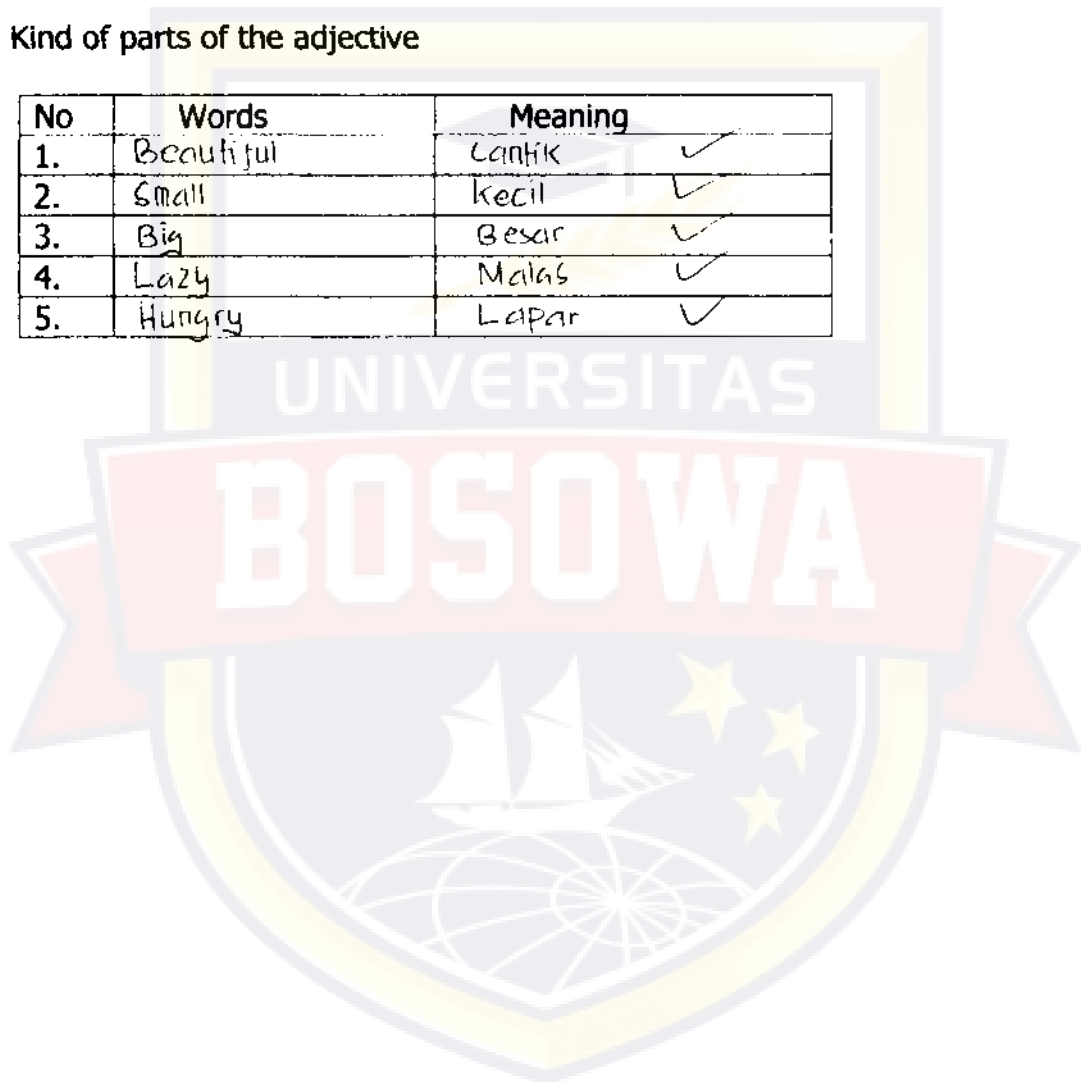
No	Words	Meaning
1.	Window	Jendela ✓
2.	Pencilcase	Tempat pengii ✓
3.	Eraser	Penghapus ✓
4.	Ink	Tinta ✓
5.		✗

2. Kind of parts of the verb

No	Words	Meaning
1.	Ruli	Lari ✓
2.	Take a bath	Mandi ✓
3.	Cry	Menangis ✓
4.	Breakfast	Sarapan ✓
5.	Jump	Melompat ✓

3. Kind of parts of the adjective

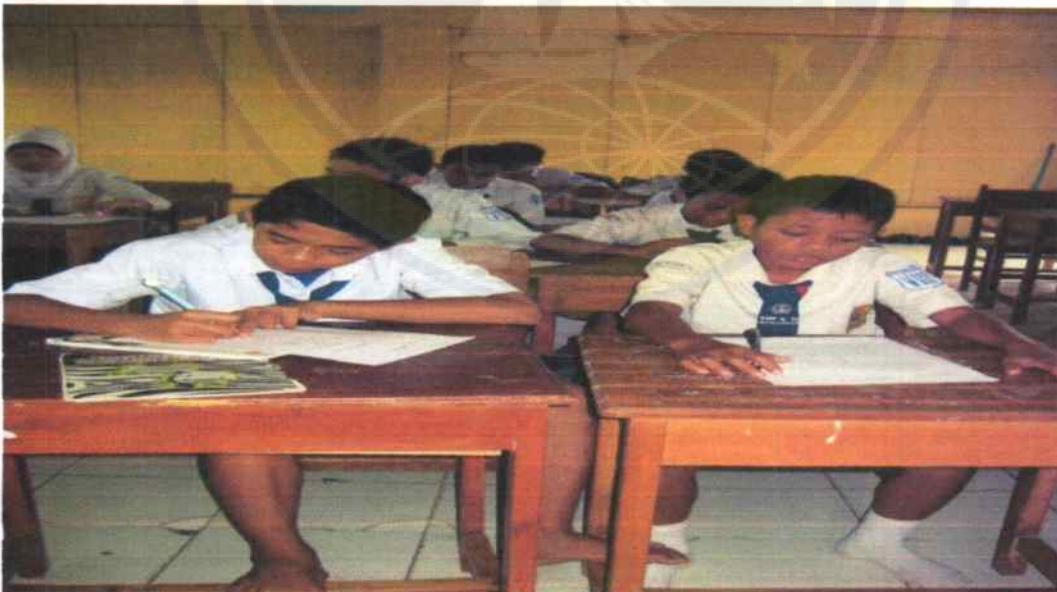
No	Words	Meaning
1.	Beautiful	Cantik ✓
2.	Small	Kecil ✓
3.	Big	Besar ✓
4.	Lazy	Malas ✓
5.	Hungry	Lapar ✓



Appendix 13. Pictures



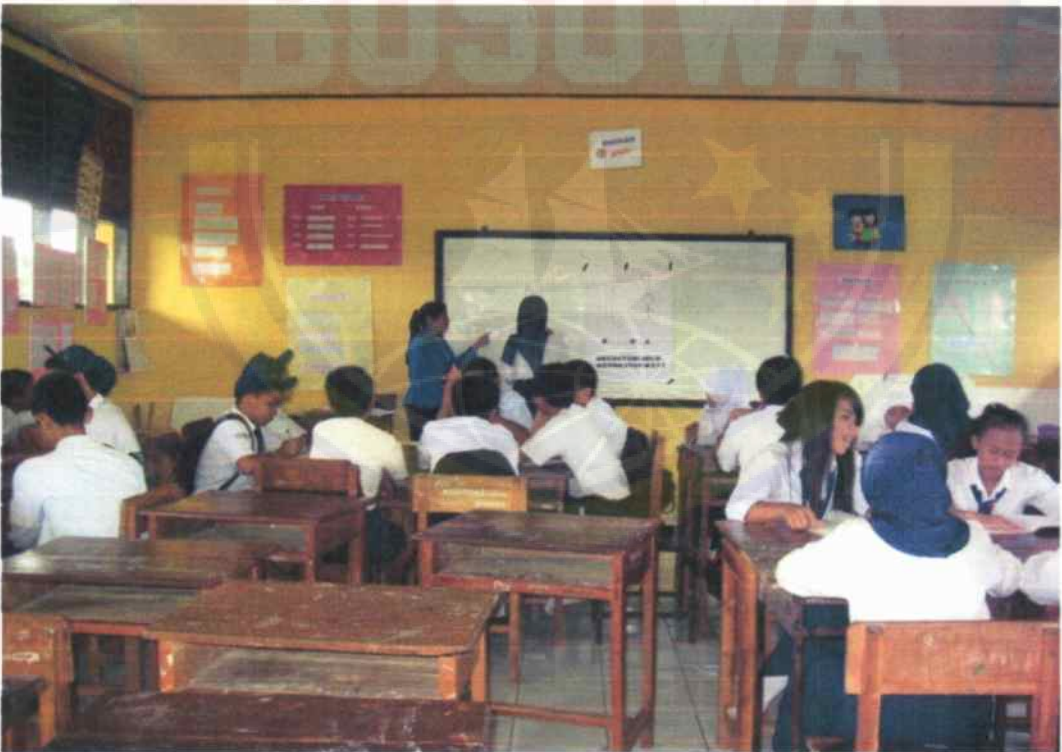
Picture 1. The students were answering the pre-test questions



Picture 2. The students were answering the pre-test questions



Picture 3. The writer is explaining about media Hangman Game



Picture 4. The student was filling the hangman game question in front of the class



Picture 5. The students were interesting to hangman game



Picture 6. The writer was helping the students play the game



Picture 7. The students were answering the question in post-test



Picture 8. The students were answering the question in post-test



PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
SMP NEGERI 34 MAKASSAR

Alamat : Jl. Torpedo 3 Manurukki Kec. Biringkanaya Makassar, Tlp (0411).4721041

SURAT KETERANGAN

Nomor: 421.3/ 57/SMP.34/II/2013

Yang bertanda tangan dibawah ini Kepala SMP Negeri 34 Makassar menerangkan bahwa

Nama : UNI SERE
N I M : 4509101026
Fak/Prog/Jurusan : FKIP/Bahasa Inggris/Jurusan Bahasa Inggris
Pekerjaan : Mahasiswa
Alamat : Jl.Dirgantara Lr.9 No.24 Makassar

Telah melaksanakan Penelitian di SMP Negeri 34 Makassar mulai tanggal 14 januari s/d 14 Februari 2013 yang berjudul 'IMPROVING STUDENTS VOCABULARY OF THE FIRST YEAR STUDENTS THROUGH HANGMAN GAME OF SMP NEGERI 34 MAKASSAR" dalam rangka penyusunan Skripsi (S1) Universitas 45 Makassar.

Demikian Surat Keterangan ini diberikan untuk digunakan sebagaimana mestinya.

Makassar, 20 Februari 2013

Kepala Sekolah,



Dra.Hj.ROSMINI,M.Pd

Pang. Pembina

29591231 198903 2 027

CURRICULUM VITAE



Uni Sere was born on July 25, 1986, in Paccerakan, South Sulawesi. Her father's name is Yohanis Duma Sampewai and her mother is Yohana Lepe. She is the sixth child from four brothers and four sisters. She started her study in Elementary School Paccerakan in 1993 and graduated in 1998. In the same year, she continued her study in SMPN 1 Rantepao and graduated in 2001. Then she continued her education in SMA Kristen Rantepao and graduated in 2004. In 2004 until 2008, she worked at Mamee company Sdn. Berhad in Malaysia. In 2009, she accepted as a student of the English Education Study Program of the English Department, Faculty of Teachership and Educational Science, University of 45 Makassar, and completed her Strata (S1) Program in 2013.