INCREASING VOCABULARY THROUGH HANGMAN GAME BY STUDENTS' OF SMPN 3 MAKASSAR

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Abstract

The writer of this study wants to know how the 9.2 grade students at SMPN 3 Makassar are progressing in their vocabulary learning. This was a classroom action research (CAR). The participants in this study were 30 SMPN 3 Makassar 9.2 grade students. In order to represent the population as a study, 22 students out of 30 were chosen. This study was performed in one cycle with Hangman Game as the media for learning vocabulary. The author concluded that in the first cycle, students' involvement in the learning process improved, as did their comprehension of vocabulary. and have had success using the Hangman Game to expand their vocabulary. Aside from that, Hangman Game was a good media for students in SMPN 3 Makassar to learn vocabulary because they needed to refresh their minds after thinking seriously and hardly all day. The majority of students improved their vocabulary as a result of this result.

Keywords: Increasing, Vocabulary And Hangman Game

Introduction

In learning a foreign language, vocabulary plays an important role. It is one element that links the four language skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. The acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledge transferred for a better life. [1]

Vocabulary is one of the essential language components in studying English. Without a proportional amount of vocabulary, anyone will get trouble in speaking, reading, listening and writing. In other words, the first that to be master for language learner in learning language especially English is vocabulary. It means that learning vocabulary is very important. [2]

Vocabulary is needed to improve the four language skills, namely listening, speaking, reading, and writing. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. When we just learn about grammar without learning vocabulary, we cannot express anything. It shows that English has a special place in the teaching of foreign languages to students. [3]

In learning vocabulary, many problems who faced by students, so that they are very difficult to understand all of the materials that her or his teacher was explained, they are: First, is understanding the meaning of the word. Most students have found difficulties in understanding the meaning of the words, because they may not know it when they are learning, so that it is so hard for them could understand the lesson well, and it also might make them disappointed and unmotivated.

Besides that, they try to translate it into Bahasa Indonesia, so that they attempt to lookup it in the dictionary. The second is differentiating the foreign word- spelling. The students have found some similar words and sounds in English so that it might

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make them feel confused. The third is using the words. The students forgot the word that has been learned before so that they could not make a sentence well.

The problem in learning and teaching English still exist at school, because the English language is completely different from the Indonesian language in the system of structure, pronunciation, and vocabulary. For teachers creating English teaching effectively and efficiently is not an easy job, therefore, that the English teacher must be able to organize teaching learning activities. They have to present materials by using a suitable teaching technique. A good teaching technique makes students understand and master the lesson like the other lessons which need a suitable technique and methods, teaching language also needs suitable techniques and methods. [4]

In the reality, the teacher mostly teaches vocabulary through the traditional method. It seems a monotonous method so that it might make students bored, and lazy in the teaching learning process. Besides that, vocabulary is usually taught through memorizing words and drilling patterns. It means that their teacher taught this way to apply the material that would teach. From the explanation above, a teacher has to choose a suitable way, subject and material and how to apply it in the classroom. He or she has to be a creative teacher who succeeded in teaching English vocabulary.

Based on the observation conducted by the student at SMPN 3 Makassar, the writer found some problems related to the vocabulary teaching and learning process. The traditional method is usually used by looking for difficult words and finds the meaning in the dictionary and students supposed to memorize the words. They were lazy to memorize the unfamiliar words that they heard or read in the text. They had difficulties in understanding or comprehending the meanings of unfamiliar words and memorizing new words. They had low vocabulary mastery.

Those problems must be solved because it can be difficult for students to continue to the next level. They also may have low motivation in learning English because they thought English was difficult. Furthermore, they will have boredom in English class. Hangman Game is the one of guessing games. One player thinks of a word, phrase or sentence and the other tries to guess it by suggesting letters. Webster's online dictionary (2003:1400) defines Hangman Game as a guessing game where one has to guess the word an opponent is thinking of by guessing one letter at a time and involving the gradual drawing of a stick figure hanging from the gallows. [5]

Methodology

This research was a CAR (classroom action research) that used observation data on the process of teaching learning in the classroom. Those data were analyzed through some steps in the cycles. Method is an important factor in the research, the important steps had to be formulated to support the research. This paper was an action research at SMPN 3 Makassar. The writer used the form of action research, as stated by Wilfred that is kind of research which is done systematically in collecting the data on the lesson and anlyzing it in order to come to some decisions abaout what the future lesson shoud be. That action research is aimed to improve or increase the practices of learning simultaneously, which is basically looking at the run of mission of profession in education done by teacher. [6]

In CAR four important steps were consisting of planning (identifying the problems), acting (collecting data), observing (analyze and interpret data), and the last is reflecting (developing an action). All these aspects were made a cycle, as stated by Kemmis and Mc Tanggart. In accordance with the select research design, this study used action research model written by Arikunto (2007). Arikunto's model consisted of four phases, they were planning, action, observation, and

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reflection. The forth phases was in one cycle.

Before conducting this paper, the writer was conducting preliminary test. Based on the result of preliminary test, the writer decided to conduct this research to improve students' vocabulary mastery especially for specific purposes.

In this research the writer only used first cycle. In first cycle, the writer wrote a lesson plan and prepared the media (illustrate card) and gave pre test to students. The type of test has tested was objective multiple choice test consits of 30 items. The writer gave 15 minutes to filled the questions. After pre test, the writer divided the class in to groups consists of five students. Then the writer asked the leader of the group to took the illustrated cards which contained the secret words to be presented to their group, the writer gave 100 score to each group and three chance to guessed the secret words. When the group could not guess the secret word the writer gave minus 50 score and turned to the next group until fifth group. The group that collected point the most was the winner and the group that collected point the least was the looser.

After applying Hangman Game the writer explained the meaning of the words appropriate to the illustrate card and gave post test. The type of test has tested was objective multiple choice test consists of 30 items. The writer gave 15 minutes to filled the questions. The test was given is objective multiple choice-test which consist of 25 items for each cycle with 60 minutes. The criterion of success of this study was when the mean score of students was 75 or more than 75.

Findings and Discussion

It stars with the presentation of the data were obtained through questionnaire filled in by the participants. The result of this research is there is improvement in the students of vocabulary.

Table 1
The Result of Pre Test and Post Test
Students of SMPN 3 Makassar

No	Pre test			Post test		
	Student	Mark	Result	Student	Mark	Result
1.	S1	21	70	S1	24	80
2.	S2	21	70	S2	21	70
3.	S3	20	66,6	S3	22	73,3
4.	S4	21	70	S4	25	83,3
5.	S5	18	60	S5	22	73,3
6.	S6	16	53,3	S6	23	76,6
7.	S7	17	56,6	S7	24	80
8.	S8	18	60	S8	22	73,3
9.	S9	17	56,6	S9	24	80
10.	S10	19	63,3	S10	22	73,3
11.	S11	17	56,6	S11	25	83,3
12.	S12	18	60	S12	25	83,3
13.	S13	18	60	S13	24	80
14.	S14	20	66,6	S14	21	70
15.	S15	18	60	S15	24	80
16.	S16	17	56,6	S16	27	90
17.	S17	15	50	S17	20	66,6
18.	S18	13	43,3	S18	22	73,3
19.	S19	16	53,3	S19	27	90
20.	S20	14	46,6	S20	20	66,6
21.	S21	16	53,3	S21	21	70
22.	S22	17	56,6	S22	22	73,3
			58,63			**76,81**

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The mean score of preliminary test was (58,63) and post test was (76,81). Based on the result, the score of pre test is categarized as poor ability. The most error was found in section A that is categorizing words to their group. After applied the cycle one to the students, the writer gave the post test which was has the same questions as the pre test to the students. Based on the result, the score of post test is categarized as good. It means that the score had achieved the criteria of success and the writer did not continue to the second and third cycle.

In applying Hangman Game in the classroom, the writer found some problems. First, this activity was made a class noisy. It was difficult for the writer to manage the situation. To solve that problem, the writer tried to create the rules that allow the students in the group to answer and raise their hand. Second, some of students could not spell the letter correctly. To overcome this problem, the writer tried to remind the student for spelling the letter in English. Third, the number of students was too much to play this game, because this game usually played two people or more. To solve this problem, the writer tried to make them work into group and gave numbering to play this game.

Based on the result of pre test test showed that 58,63. In applying Hangman Game the writer divided the class in to groups consists of five students. Then the writer asked the leader of the group to took the illustrated cards which contained the secret words to be presented to their group, the writer gave 100 score to each group and three chance to guessed the secret words. When the group could not guess the secret word the writer gave minus 50 score and turned to the next group until fifth group. The group that collected point the most was the winner and the group that collected point the least was the looser.

After applying Hangman Game the writer gave post test and the score wass 76,81 it increased by 18,18. The implementation of Hangman Game in

SMPN 3 Makassar was succeed to increasing students' vocabulary because in implementation of Hangman Game, students were taught about the meaning of the word, the synonim of the word, categorize words into their group, and apply the word into sentence which why the result of post test was increased.

Beside that, Hangman Game was a good media for learning vocabulary for students of ninth grade in SMPN 3 Makassar because they need to refresh their mind after thinking seriously and hardly all the day. Hangman method was also help students in memorizing new vocabulary.

Conclusion

This research conducted in one cycle with Hangman Game as media learning vocabulary, the writer concluded that students' activity for learning process in first cycle, has increased involve, understanding of vocabulary and success applying Hangman Game to increased their vocabulary. Students' response about learning vocabulary by applying Hangman Game was very good. Most of students stated agree that Hangman Game was increase their vocabulary. Students' learning result increased from 58,63 (pre test) to 76,81 (post test), it increased by 18,18.

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