Increasing The High School Students' Vocabulary Mastery through Hangman Game

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ABSTRACT

This research was aimed to know and analyze how do high school students perceive the use of the Hangman Game Application in learning English. The subjects of this study were students in 12th grade in SMK Muhammadiyah 4 Makassar in the academic year 2020/2021. Data were collected through online interviews and were analyzed using qualitative methods. Then the data were collected by using an instrument. The results of this study indicated that students were ecstatic and engaged when learning English using Hangman and students also responded positively. Meanwhile, the teacher said that Hangman helped the students to acquire a lot of vocabulary. When using Hangman, the teacher used a communicative approach method to make it easier for teens by instructing them to recollect the words in the game. The problem faced by the teacher was teaching using Hangman was difficult to adjust to the material being studied

Keywords: *Teaching Vocabulary, Hangman Game, Students' Vocabulary*

INTRODUCTION

The capability in mastering the language is closely related to vocabulary so that we can master the language itself. For example, in reading skills, the students who have a lot of vocabulary will get affect their comprehension of a reading text. Besides that, in writing, vocabulary will contribute to the student's success in writing compositions. It means that mastering vocabulary can help you acquire other language skills, whether they are receptive (hearing and reading) or productive (speaking and writing).

But, in reality, teachers in Indonesia have only focused on teaching grammar than vocabulary in classroom practice. It agrees with Phipps and Borg (2009) who said that EFL teachers' cognition is important Grammar teachers' cognition has gotten a lot of attention,

whereas vocabulary instructors' cognition has gotten a lot less attention. Until they forget that the purpose of language skills is to be able to communicate effectively in the target language, which is English in this situation. As a result, most Indonesian students excel at grammar but struggle with vocabulary. In his research, Juhendi(2011: 4) noted that "vocabulary is a crucial factor because it may be found in all aspects of language, including speaking, writing, listening, and reading". 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 a foreign language, the mastery of this component should be developed. Ideally, the students who are in senior high school can have many vocabularies. Because when they have a plentiful vocabulary, they can be able to enrich their language skills. There are many factors of students' success in the teaching-learning process. One of the factors is the use of media in education. Besides, one of the factors of being unsuccessful in teaching is because of media. So, a teacher must be able to adjust the teaching media with the times and what the students need. For example, teachers can use mobile-assisted language learning(MALL) as a medium to teach language. It is in line with Thornton and Houser(2005) that mobile devices give many advantages and effective tools for delivering language learning. Especially, in the current period of globalization, children are more interested in seeing their computer screens using their phones rather than paying attention to the teacher in front of the class who is discussing something. Students may be able to concentrate for ten to twenty minutes during the teaching and learning process. This is in line with the opinion of Robertus who states that the concentration of student learning in the classroom is currently decreasing. Even students can only focus for 10 minutes at a time. But at break time the students even stay in the classroom just play and use their mobile phones. Seeing a situation like that shows that children today are very interested in the applications that are offered by mobile phones.

As a result of this situation, English teachers are in desperate need of a solution to the problem. One of the strategies that can be used in improving vocabulary is games. In the opinion of Andrew Wright et. al, games can help teachers to give a creative context in which the language is useful and meaningful (Erna, 2020). Teachers can choose the exact games application that is offered by mobile as a medium for teaching vocabulary. In this research, the

researcher will use one type of games application on a mobile phone that can teach vocabulary, is Hangman Games.

Several similar pieces of research have been done. But there is a different process from other research that will be carried out by the researcher. In the previous research, the research process did not involve the use of vocabulary obtained from Hangman Games. But, in this research, the researcher looked at the use of vocabulary that students will obtain from Hangman Games. This is because the researcher wants to integrate the students' vocabulary. Based on that, the researcher wants to conduct the research under the title Increasing the High School Students' Vocabulary Mastery through Hangman Game.

METHODS

The researcher used descriptive qualitative in this research. Qualitative data are a resource of well-grounded, rich descriptions and explanations of processes in identifiable local contexts (Miles & Huberman, 1994). Hence, in this study, the researcher provided an overview and summary of how the Hangman application can be used in learning English in SMK Muhammadiyah 4 Makassar.

The Location and the Time of Research

This research was conducted at SMK Muhammadiyah 4 Makassar from 29th March to 20th April 2021. The researcher picked up this school because there were several reasons, namely: First of all, the English teacher there. Secondly, the researcher had already done a preliminary study there so the researcher knows the situation of the school. Next, the researcher will be very easy to collect data because the school has allowed the researcher to research the topic of analyzing students' vocabulary mastery. And finally, the researcher found a problem regarding mastery of vocabulary for the students.

Data Source

In this part, the researcher needs all of the data about the teacher using the Hangman application in teaching and learning English. Moreover, the researcher also needs all of the data about students' perceptions about using the Hangman application in teaching and learning English. All data were taken by the researcher through interviews.

The Technique of Collecting Data

There were two ways to collect data in this research, namely interview and documentation.

1. Interview; the researcher was asked several questions about how the teacher used the Hangman application in his class along with the students in 12th grade. The interview was conducted with students online via WhatsApp.

2. Documentation; Documentation here used as a supported instrument used by the researcher. By using this one, researchers can more fully in data collection. Interviews can be documenting pictures. The screenshot of the chat with the teacher and students can support the research.

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

Qualitative Data Analysis

Analysis as consisting of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification (Huberman & Saldana, 1994):

1. Data Reduction; The data obtained by the researcher be in form of unprocessed data. Thus, the researcher separated the data first based on the needs. In the same way, the data were reduced before, during, and after the data was found in the interview transcript.

2. Data Display; A display is an organized, compressed assembly of information that permits conclusion drawing and action. In this term, the interview result was in displaying the data.

3. Conclusion / Verification; The last process of qualitative analysis will be a conclusion. After analyzing the data, the researcher concluded the result of the data display. The researcher in this situation estimated the number of each datum. The conclusion in qualitative research was a discovery that was used to answer the research problems. This conclusion aims to make a clear explanation that has already been presented in the data display.

RESULTS

In this section, the researcher would describe the results of the data obtained by the researcher while conducting research. The researcher conducted research on teachers and students in SMK Muhammadiyah 4 Makassar who used the Hangman application in learning English. The researcher has conducted research from 29th March to 20th April 2021.

1. *How the class was doing when learning used the Hangman application?*

   When conducting interviews with the teacher, the researcher asked about how the class was doing when learning using the Hangman application, the teacher answered that "*the students were very enthusiastic and very excited about learning English in the classroom*". Before using this Hangman application, the teacher asked students to read the text in the textbook and discussed all vocabulary they did not know. After that, the teacher told them to close the book and used the Hangman application on the teacher's cellphone. Moreover, the teacher provided several columns in the Hangman application, then the students guessed the letters in groups, the teacher gave students three chances to guess after they could guess the teacher asked students to also state the meaning of the word.

   When conducting interviews with the students about how the class was doing when learning used the Hangman "Learning English with the Hangman became fascinating, very intriguing, easy to comprehend, and fun," they said. Here, they were very happy to learn English using Hangman, seen from the results of their answers, which are very busy so it was not boring when the learning takes place. So, it could be concluded that the condition of the class when learning English using the Hangman application is very useful for teachers and students because it was seen from the results of the teacher's answers, the teacher was easily using the Hangman application in the classroom to students and also when interviewed also answered that they were very easy and also very fun and the class becomes fun when learning English used the Hangman application.

2. *How was the teacher evaluated after using the Hangman application in learning?*

   Furthermore, the researcher asked the teacher how the teacher evaluated after using the Hangman application in learning, the teacher answered, he urged the pupils to rewrite the words and read the vocabulary, explaining that "it was more about the vocabulary and pronunciation" which they got from the Hangman application and its meaning and the evaluation was in the form of writing and reading. In this interview, the students replied with their evaluation in the form that "*we were told to come forward to rewrite the words we got*

in the Hangman application". So the conclusion of the evaluation after using the Hangman application is to rewrite over to remember the vocabulary in the Hangman application and its meanings.

3. ***Do students get satisfactory grades in the learning process using Hangman?***

Furthermore, the researcher asked the teacher whether the students got satisfactory scores in the learning process using Hangman, the teacher answered "they were good enough because the smart ones had very good grades while the lazy ones were a little less satisfied in their grades. Based on interviews with the teacher, it was found that students got satisfactory grades after using the Hangman game.

4. ***What obstacles were experienced in using the Hangman application in learning?***

"*I had trouble modifying the material with the Hangman application*," the teacher explained. Furthermore, the researcher asked the teacher whether there were difficulties experienced by students in using the Hangman application, the teacher answered "*the students had a little difficulty when guessing the same number of words, for example in the Hangman application there were 5 columns, meaning there were 5 letters in the column, students began to guess the word which was 5 letters in number in the text, and sometimes there are some words that have the same number of letters and there are students who mistake them"*.

Researchers also asked students about the difficulties of using the application to ascertain whether the obstacles experienced by the teacher were also experienced by students and after being asked by students about the problems in using the application, it turned out that students did not experience difficulties, in this case, only teachers who had difficulty using the Hangman application.

The teacher directs students to move forward in turn then guesses the words in Hangman that are from the English learning material, he asked students to guess the words and letters, then gives three opportunities to guess. "*I asked the pupils to guess the words and letters and then I gave them three chances,*" the teacher remarked in response to the interview results. This result corresponded to Greenala (1988) who states that Hangman was a guessing game where someone has to guess what the opponent was thinking by guessing one letter at a time. Its advantages make students easy to understand and become enthusiastic when learning English using Hangman and its impact also makes students very

active and students' scores that were previously unsatisfactory very satisfying after using Hangman in learning English.

DISCUSSIONS

This research shows that the teacher used Hangman to teach English, where students are directed by the teacher to guess the words in the Hangman according to the material studied by students. Therefore, students must know what vocabulary was in the material to be able to answer in Hangman so that the teaching and learning process in class becomes interesting. This was in line with (Greenala, 1988)which states that Hangman was a guessing game where one has to guess the opponent's words that are being thought by guessing one letter at a time, this statement was in line with what the teacher expressed that Hangman was a word guessing game where the teacher asked students to guess words and letters. Furthermore, the teacher used cell phones to access Hangman in English teaching to make the learning process more active and enjoyable for students.

Students who only used cell phones at learning used Hangman, yet they were not allowed to use cell phones during learning English beside used Hangman. Students progress alternately to guess the word that was on the teacher's cellphone. This was in line with (Thornton, 2005) that mobile devices could be an effective tool for delivering language learning materials to students. This statement was in line with the findings of researchers when interviewed teachers, namely using Hangman mobile devices in English learning could be an effective tool in delivering language learning material to students. It was seen in the enthusiasm of students when guessing, and when followed up in the class. Here students remember what vocabulary was learned in Hangman during English learning appropriately to complete Hangman because one of them would increase in knowledge and a lot later they will convey in a language such as (Thornbury, 2002) states that without grammar, very little could be conveyed, without vocabulary, there was nothing to convey, this statement was in line with the teacher's answer, namely when students mention the vocabulary they asked, students also try to pronounce the word correctly because in addition to students know what it means, students also know letters or write and also how to read them.

CONCLUSION

In conclusion, based on several theories that explain the use of the Hangman application, it could be used to guess words. This was the same as the results of research by researchers,

where Hangman was also used as teaching material for guessing words. In addition, from various theories, it was also explained that the results of previous studies on the use of Hangman obtained positive results from students. This theory was the same as the results of research where students of SMK Muhammadiyah 4 Makassar responded positively to the use of the Hangman application or agreed and were happy with the use of this application.

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