Implementing the Hangman Game in Teaching English Vocabulary to Elementary School Students

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A B S T R A K

Kosakata merupakan bagian penting dari bahasa, namun pada kenyataannya siswa kesulitan dalam memahami kosakata, khususnya siswa kelas lima. Permainan Hangman dapat menginspirasi siswa untuk belajar lebih giat dan lebih fokus pada pelajaran yang diajarkan. Tujuan dari penelitian ini adalah untuk menganalisis pengaruh yang signifikan dari penggunaan media permainan Hangman untuk mengajar kosa kata bahasa Inggris untuk siswa kelas lima. Metode penelitian ini adalah penelitian pre-experimental dengan satu kelompok dan data dikumpulkan melalui desain pre-test dan post-test. Peneliti menganalisis data dengan menggunakan SPSS versi 26.0. Hasil penelitian menunjukkan peningkatan yang signifikan dalam penguasaan kosa kata siswa. Nilai rata-rata pre-test adalah 32,89 sedangkan nilai pre-test adalah 81,84. Kemudian peningkatan kosa kata siswa sebesar 48,95%. Yang berarti skor rata-rata post-test lebih besar dari skor rata-rata pre-test. Hasil uji t berpasangan dapat disimpulkan bahwa nilai Sig. (2-tailed) sebesar 0,000 menunjukkan bahwa nilai t lebih rendah dari signifikan alpha (α = 0,05), maka hipotesis nol (Ho) ditolak. Sedangkan hipotesis alternatif (Ha) diterima. Berdasarkan temuan penelitian, dapat disimpulkan bahwa permainan Hangman efektif dalam mengajarkan kosa kata siswa kepada siswa kelas lima.

A B S T R A C T

Vocabulary is an important part of language, but in fact, students find it difficult in understanding the vocabulary, especially the fifth-grade students. The Hangman game might inspire pupils to study harder and focus more on the lessons being taught. The objective of the research was to analyze the significant effect of the use of the Hangman game as the media to teaching English vocabulary to fifth-grade students. The method of this research was pre-experimental research with one group and the data were collected through the pre-test and the post-test design. The researcher analyzed the data by using SPSS 26.0 version. The result of the study showed a significant increase in vocabulary mastery of the students. The mean score of the pre-test was 32.89 meanwhile the pre-test score was 81.84. Then the improvement of the students' vocabulary was 48,95%. Which means the post-test score mean score was greater than the pre-test mean score. The paired t-test result was able to be concluded that the value of Sig. (2-tailed) is 0.000 indicates that the t-value was lower than the significant alpha (α = 0.05), the null hypothesis (Ho) was rejected. Meanwhile, the alternative hypothesis (Ha) was accepted. Based on the research findings, it able to be concluded that the Hangman game was effective in teaching students' vocabulary to the fifth-grade students.

1. INTRODUCTION

Vocabulary is the one of basics of a language. Mastered vocabulary is an important part of learning a language. By mastering vocabulary, people will be able to communicate with each other and learn the language vocabulary is a part of a language that is crucial, in which it is the fundamental element for language learners (Harma et al., 2021; Munikasari et al., 2021). The speakers of the language will be able to speak fluently if they mastered a lot of vocabulary, also speakers will be able to comprehend reading materials, give responses, and also able to write various topics. Meanwhile in general vocabulary is the collection of words that individuals know. In learning language students are unable to master a language if they are not learning vocabulary and the expression of words (Rahmasari, 2021; Tanjung et al., 2020; Yuliawati, 2018).

Vocabulary is the one of components of learning English. Students can study English more effectively and master the language component by learning vocabulary (Hasbi et al., 2022; Hwang et al., 2016; Lin et al., 2022). The inability to produce and comprehend language will be limited by a lack of vocabulary. To boost students' interest and motivation in acquiring vocabulary, teachers today are expected to provide a variety of teaching strategies and demand engaging teaching techniques (Ahmadi et al., 2012; Käsper et al., 2018; Suprianti & Jayanta, 2020). To ensure that learning proceeds smoothly in the classroom and that the environment is favorable, excellent teaching strategies and methods are crucial. One effective method for teaching English is

through games. Game allows students to use their language in a less formal situation (Al-Sharafat & AbuSeileek, 2012; Castillo-Cuesta, 2022; Rahmasari, 2021).

The use of various games is able to make the students interested in learning the English language. Instead, convey the learning material in a boring way such as by explaining the material and giving the assignment, the teacher should carry the game in the learning process because mostly in students are mostly like to play games, even simple games (Lastari et al., 2020; Mandasari, 2016; Setyaningrum et al., 2018). This game method in teaching, especially teaching English must be appropriate by the teacher because besides the students mostly like to play games, they also acquire the material and the new vocabulary in an easy way (Hidayat, 2016; Sari & Lestari, 2020).

The fact is that in the learning process these days students are only forced to remember the material without knowing the way how to use it. Another problem faced by the teacher is the lack of students' lose their attention to the teacher in the casual learning process. The reason why most pupils are not interested in learning a new language is that they have trouble remembering it. In order to teach vocabulary that engages students and makes learning fun, English teachers need to find a way to grab their attention. Teachers can employ the learning process, such as puzzle games, matching games, card games, guessing games, Tic-Tac-Toe, and Hangman Games to address the issue in today's learning (Mee Mee et al., 2020; Ratminingsih et al., 2018; Tanjung et al., 2020). One of the games that can be used in the educational process is the hangman. A succession of dashes is used to represent words in the word game hangman (Ibna Seraj & Habil, 2019; Woa, 2021). Two or more players can participate in the game. One person will choose a secret word, and the participants will attempt to decipher it by making letter-by-letter guesses.

The game asks players to guess a word based on the theme of the game. The game has several advantages. By incorporating the game into the learning process and making the students feel pleased while they are studying, they will be able to cultivate a positive attitude throughout the learning process (Kuning & Rohaina, 2021; Munikasari et al., 2021). The game starts by encouraging kids to learn the language. Second, the game of Hangman is entertaining and helped the pupils' boredom. The game also helps kids improve their language skills by forcing them to focus on pronunciation and spelling when studying the English language (Hidayat, 2016; Ibna Seraj & Habil, 2019). Fourthly, rather than encouraging competition among pupils, the game encourages teamwork. Last but not least, the Hangman game helps English language learners be successful. The Hangman game is a great tool for helping kids improve their spelling and pronunciation, boost their vocabulary knowledge, and maintain attention throughout learning sessions (Harma et al., 2021; Mandasari, 2016)..

Vocabulary is an important part of language, but in fact, students find it difficult in understanding the vocabulary, especially the fifth-grade students of SD Negeri 1 Sidemen, Karangasem. They still have difficulties memorizing words in the English language. Students will learn more effectively and with greater enjoyment if the game is used. The Hangman game might inspire pupils to study harder and focus more on the lessons being taught. The ability to speak with friends helps the pupils build teamwork. The objective of the research was to analyze the significant effect of the use of the Hangman game as the media to teaching English vocabulary to fifth-grade students of SD Negeri 1 Sidemen.

2. METHOD

This research used pre-experimental research to investigate the use of the Hangman game in order to increase the students' vocabulary. The research used a pre-test to measure the students' vocabulary before giving the treatment and the post-test was given after the treatment to measure their vocabulary development after the treatment (Gay, 2012). The research design used was from able to summarize in the Table 1.

Table 1. Research Design

Pre-test	Treatment	Post-test
O1	X	O2

In this research, the population was the fifth-grade students of SD Negeri 1 Sidemen Karangasem. The total population was 19 students. The research used a pre-test and post-test, in the form of multiple choices that consist of 20 questions. The pre-test was given to measure the students' vocabulary mastery before giving the Hangman game treatment. Meanwhile, the post-test was given to measure their vocabulary mastery after the treatment.

Before giving the test, the instruments such as the pre-test and post-test were tested out by the professional judges, whether the instruments were relevant and suitable by using the Gregory formula. The result showed that the validity was high enough, and result showed the r_{table} was 0.361, and there were 20 items were found.

3. RESULT AND DISCUSSION

Result

The Hangman game was implemented for fifth-grade students of SD Negeri 1 Sidemen (elementary school). Before the Hangman game was implemented, the researcher first gave the students the pre-test to measure and showed the students' original understanding before giving the treatment. The pre-test contained twenty multiple choices. The students' scores on the pre-test and post-test were able to be seen in Figure 1.
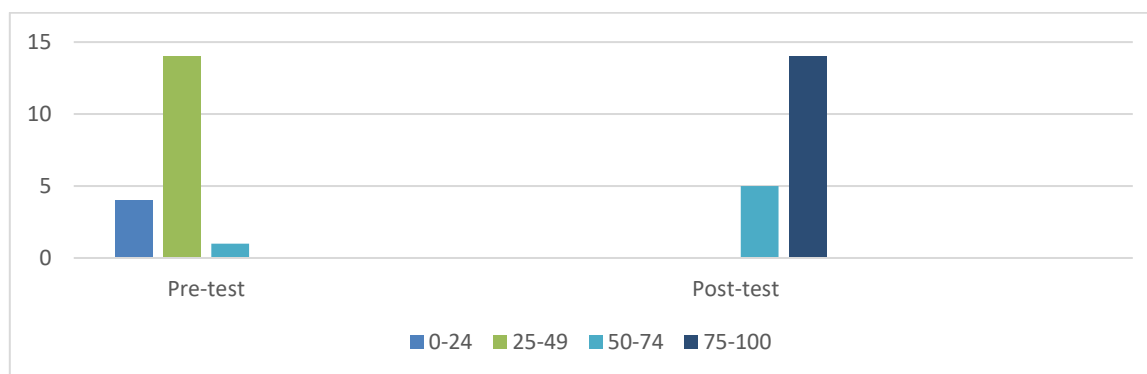

Figure 1. Grafic of Students' Scores on The Pre-Test and Post-Test

The researcher analyzed the data by using SPSS 26.0 version. The researcher used a t-test and the effect-sized formula to answer the research question. Based on the result obtained by the researcher, the student's pre-test and post-test score is show in Table 1.

Table 1. Students' Score on the Pre-Test and Post-Test

	Pre-test	Post-test
Mean	32.89	81.84
Median	35.00	85.00
Mode	35	95
Std. Deviation	12.836	12.271
Variance	164.766	150.585
Range	55	35

Base on Table 1 showed that they have less understanding of the vocabulary, and the mean score of the pre-test was 32.89. Meanwhile, the mean score of the post-test was 81.84. the result showed that the mean score of the post-test was higher than the pre-test mean score. The mean difference was 48.95. Based on the score above the Hangman game has affected the students' pupils' vocabulary mastery. The median score in the pre-test was 35.00, whereas the median score in the post-test was increased to 85.00, which means the post-test score has higher distribution mid-point score. The mode also increased, and the pre-test score mode was 35, whereas the post-test mode was 95. The researcher also calculated the standard deviation for the pre-test which was 12.836 and the standard deviation for the post-test was 12.271. It is immediately followed by the index range. According to this indicator, the range has fallen from 55 to 35. The range of pre-test scores is 15 to 70. While 65 is the lowest and 95 is the highest post-test score. This range can suggest a bigger gap. Finally, the total score value rises from 625 to 1555. It proves that the students' grade point average increased, or it can be stated that the use of the Hangman game enhances the students' performance.

Inferential statistical analysis was employed by the researcher to arrive at the study's concluding conclusion after using descriptive statistics to assess the data. The researcher compared the pre-test and post-test treatment data in the one group sample using a paired t-test to ascertain the outcome. Normality and homogeneity were necessary conditions to meet in order to execute the t-test. The test is known as the Levene-Statistic and Saphiro-Wilk statistic tests. The homogeneity of the result was determined using the homogeneity test result. If the significance value (.Sig) was more than 0.05, the normality homogeneity test result was classified as normally distributed. The fact that the significance value (.Sig) was low or less than 0.05, indicating that the data were not distributed normally, may also be explained by this theory.

Besides it, the normality test and homogeneity were used to recognize the distribution of data and determine the variation between the pre-test and post-test. The significant value of the pre-test was .038 and for the post-test was .027, which means the significant value of the pre-test and post-test showed that both of the data

were the significant alpha, and the p-value was greater than 0.05, which the data was normally distributed. The homogeneity test was used to determine the pre-test and post-test scores of the pre-experimental were similar or not, and the result showed that the level of significance of the homogeneity test was 0.743 which is greater than 0.05 and able to be stated as homogeneous.

The Paired-sample test was used to recognize the significant effect of the pre-test and post-test. It was used because the subject of the research was using one class pre-test and post-test design. The null hypothesis was accepted if there was a significant difference between the pre-test and post-test after implementing the Hangman game. The result of the effect size was 1,9 which means there was significant treatment effectiveness between the pre-test and post-test of the fifth grade of SD Negeri 1 Sidemen. The hypothesis testing was used to investigate the significant effect on the students' vocabulary mastery after the implementation and the result showed that the Hangman game has a significant impact on students' vocabulary mastery, and the study's statistics can be accepted. The t observed (to) and t critical value demonstrates that the claim is correct (tcv). The null hypothesis (Ho) is rejected based on the results of the paired t-test in Table 4.6, where it can be observed that the value of Sig. (2-tailed) is 0.000, which denotes that the t-value was less than the significant alpha (= 0.05). The alternate theory is accepted in the meanwhile. In conclusion, employing the Hangman Game to teach vocabulary has a considerable impact on students' vocabulary mastery (N1>N2).

Discussion

The use of the Hangman game in SD Negeri 1 Sidemen is effective in helping the children learn the vocabulary for body parts, illnesses, and everyday speech. The Hangman game enables the students to collaborate with their friends to find the solution to the problem presented on the whiteboard. The homogeneity test result is higher than 0.05, or 0.743, which indicates that the results of the Hangman game test are normally distributed and homogenous, according to a comparison of the results of the pre-test and post-test scores among fifth-grade students of SD Negeri 1 Sidemen. The results of the paired t-test also indicated that the significant value is 0.000, which is less than 0.05, in which case the alternative hypothesis (Ha) is accepted and the null hypothesis is rejected, indicating that the Hangman game had an effect on the students' vocabulary mastery (Mandasari, 2016; Tanjung et al., 2020).

The Hangman game was selected because it is appropriate for English language learners. Based on the answer to the study question, the game was able to improve the students' vocabulary proficiency. Additionally, the game proved successful in fostering group work among the kids as they discussed solutions while attempting to solve the Hangman game's puzzles together (Aba, 2019; Reynolds & Kao, 2021; Taka, 2019). Additionally, the students were required to work in groups to complete several tasks, such as selecting the word for the word guess. Since they had fifteen seconds for each question, the children were also honing their critical thinking skills. Through a contact in the classroom with the researcher as well as with their peers, their communication skills were also enhanced (Partovi & Razavi, 2019; Ranuharja et al., 2021; Saputri et al., 2018). Additionally, the students found it enjoyable and challenging to figure out and discuss with their friends as the content grew easier to comprehend and more accessible. Their performance demonstrated that the students were at ease during the teaching and learning process and that the Hangman game was the greatest technique to teach English vocabulary.

The researcher could conclude from the observation that the students' opinions tended to be positive and that they enjoyed learning with the Hangman game based on the implementation of the game in six meetings. The researcher discovered that the opinions of the pupils are favorable as a result of the observation. Because they just needed to prepare one word, write dashes according to the word's letter, and draw the hanged man if their opponent replied incorrectly, the students felt that the game was simple to grasp and play. In addition to that, the game inspired them to study new vocabulary to keep them interested in learning English. Additionally, the students found it enjoyable and challenging to figure out and discuss with their friends as the content grew easier to comprehend and more accessible (Laakso et al., 2021; Susanto et al., 2019). Their performance demonstrated that the students were at ease during the teaching and learning process and that the Hangman game was the greatest technique to teach English vocabulary.

The Hangman game is successfully used in SD Negeri 1 Sidemen to help children learn vocabulary for bodily parts, illnesses, and everyday speech. The pupils can collaborate with their pals while playing the game of hangman to find an answer to the question written on the whiteboard. Based on the comparison of the pre-test and post-test scores of SD Negeri 1 Sidemen fifth-graders, the homogeneity test result is higher than 0.05, or 0.743, indicating that the results of the Hangman game test are normally distributed and homogenous. The results of the paired t-test also indicated that the significant value is 0.000, which is less than 0.05, in which case the alternative hypothesis (Ha) is accepted and the null hypothesis is rejected, indicating that the Hangman game had an effect on the students' vocabulary mastery. Students' communication, teamwork, vocabulary mastery, and competitiveness can all be enhanced through the use of this Hangman game (Kuning & Rohaina, 2021; Munikasari et al., 2021). In addition, the game will encourage kids to learn English terminology and participate more actively

in class. Additionally, the pupils' vocabulary mastery was enhanced by the Hangman game used to teach English vocabulary. The students' positive attitudes had an impact on their command of terminology.

In line with previous study that examine implementation of Hangman game to improve the fifth grade students' vocabulary mastery and class situation (Novriana & Asrori, 2013). The research findings show that Hangman game could improve students' mastery in understanding the meaning of words, students' mastery in spelling words, students' mastery in pronouncing the words, students' mastery in using the words based on the context given, and maximize English class situation.There are also research that implement Hangman game in improving students' speaking skill (Hawa & Nihayah, 2021). The result found there is significantly different of the students' speaking of Al-Maemuroh before and after implemented Hangman game.

The implication of this study providing overview related to implementation of Hangman game in improving studnts' vocabullary skill. This study can be use as reference for teacher in use Hangman game in language learning. It is base on the test students' performance has improved as well, and they feel at ease during the teaching and learning process. Namun penelitian ini masih memiliki keterbatasan. Salah satu keterbatasan penelitian ini adalah waktu pengaplikasian Hangman game yang masih sangat terbatas. Jadi peneliti belum mengetahui dampak pengaplikasian Hangman game secara jangka panjang. Maka dari itu diharapkan penelitian yang akan datang mampu memperdalam dan memperluas penelitian sejenis dengan mengaplikasikan Hangman game.

4. CONCLUSION

The researcher concluded from the findings and discussion that the Hangman game had a considerable impact on the students' vocabulary mastery. Additionally, the students expressed satisfaction with the improvement in the average score between the pre-test and post-test which indicates that Hangman games have positive impact on students' vocabulary mastery. The paired t-test result indicated that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted with a significant value of 0.000, which is lower than 0.05. The researcher also discovered that the Hangman game had an impact on the students' vocabulary mastery. The kids' ability to master vocabulary was dramatically impacted by the Hangman game.

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