THE USE OF HANGMAN GAME TO INCREASE

STUDENTS' VOCABULARY

(A Pre Experimental Research at the First Grade of MTs Aisyiyah Sungguminasa)

A THESIS

Submitted to the Faculty of Teacher Training and Education
Muhammadiyah University of Makassar in Partial Fulfillment Of the
Requirement for the Degree of Sarjana Pendidikan

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2019

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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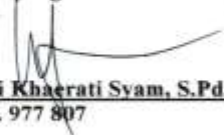NBM: 860 934

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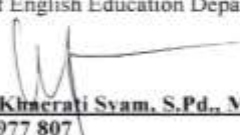
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MOTTO AND DEDICATION

"Sesungguhnya sesudah kesulitan ada kemudahan,

Maka apabila engkau telah selesai (dari suatu urusan),

tetaplah bekerja untuk urusan lain,

dan hanya kepada Tuhanmulah engkau berharap.."

(QS.Al- Insyirah :6,7,8)

I dedicated this thesis:

For my beloved parents, my family, my friends and

all people who love and pray for me

ABSTRACT

JURASNI. 2019. *The Use of Hangman Game to Increase Students' Vocabulary (A Pre-Experimental Research at the First Grade of MTs Aisyiyah Sungguminasa in academic year 2018/2019).* Thesis, English Education Department, Faculty of Teachers Training and Education, Muhammadiyah University of Makassar. Supervised by Sulfasyah and Awalia Azis.

This research aimed to find out the improvement of the students' vocabulary by using Hangman Game that focused on noun and verb at the First Grade of MTs Aisyiyah Sungguminasa.

This research used pre-experimental research with one group pre-test and post-test. The population of this research was the first grade students of MTs Aisyiyah Sungguminasa. The sample of this research was class VII.B which consisted of 30 students by using purposive sampling technique. The writer used test as an instrument.

The result of this research, the writer got students' vocabulary was significance difference between the mean score of pre-test and post-test. The mean score of pre-test was 67.2 and the mean score of post-test was 83.6. Then the improvement of the students' vocabulary could improve on 24.40%. It means that mean score of post-test was greater than the mean score of pre-test. Then the calculating the t-test value for vocabulary was 9.7 and t-table for vocabulary was 2.045. It means that the t-test was greater than t-table or 9.7>2.045. The alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected.

Based on the research findings, it could be concluded that hangman game was effective to increase students' vocabulary at the first grade of MTs Aisyiyah Sungguminasa.

Keywords: Hangman Game, Students' Vocabulary

ABSTRAK

JURASNI.2019. *Penggunaan Hangman Game Untuk Meningkatkan Kosakata Siswa (Penelitian Pre Experimental pada Siswa Kelas 1 MTs Aisyiyah Sungguminasa Tahun Ajaran 2018/2019).* Skripsi, Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Sulfasyah and Awalia Azis.

Penelitian ini bertujuan untuk mengetahui peningkatan kosakata siswa dengan menggunakan hangman game yang berfokus pada noun dan verb pada siswa kelas 1 MTs Aisyiyah Sungguminasa.

Penelitian ini menggunakan penelitian pre eksperimental dengan satu kelompok pre-test dan post-test. Populasi dalam penelitiian ini yaitu siswa kelas 1 MTs Aisyiyah Sungguminasa. Sampel dalam penelitian ini yaitu siswa kelas VII.B yang terdiri dari 30 siswa dengan menggunakan teknik purposive sampling. Penulis menggunakan tes sebagai instrument.

Hasil penelitian ini, penulis memperoleh perbedaan yang signifikan pada kosakata siswa antara nilai rata-rata pre-test dan post-test. Nilai Rata-rata siswa pada pre-test yaitu 67.2 dan nilai rata- rata siswa pada post-test yaitu 83.6. Kemudian, peningkatan kosakata siswa dapat meningkat pada 24.40%. Ini berarti bahwa nilai rata-rata post-test lebih besar daripada nilai rata-rata pre-test. Kemudian, perhitungan nilai t-test untuk kosakata yaitu 9.7 dan t-table untuk kosakata yaitu 2.045. Ini berarti bahwa t-test lebih besar daripada t-table. Hipotesis alternative (H1) diterima dan hipotesis nol (H0) ditolak.

Berdasarkan hasil penelitian, dapat disimpulkan bahwa Hangman Game efektif untuk meningkatkan kosakata siswa di kelas 1 MTs Aisyiyah Sungguminasa.

Kata Kunci   : Hangman Game, Kosakata Siswa

ACKNOWLEDMENT

In the name of Allah, the Beneficent, the Merciful

Alhamdulillaahi Robbil Alamin, the writer would like to express his praise and thankfulness to Allah SWT for blessing, love, mercy, guidance and most of all, to finish this thesis with the title **"The Use of Hangman Game to Increase Students' Vocabulary (A Pre-Experimental Research at the First Grade of MTs Aisyiyah Sungguminasa)"**. Salam and Shalawat are addressed to the beloved and choose messenger, the Prophet Muhammad SAW who has changed the human life.

During the writing this thesis, the writer would like to express her greatest gratitude and honor to her big family in Enrekang. My higher appreciation and deepest thankfulness to my beloved parents Saftar and Kartini for their prayer, loves, financial, and motivation for the writer success, and my sister jumriati and my brother julaidi who always give me support for finished my study.

The writer realized that in carrying out the research and writing this thesis, many people have contributed their valuable suggestion, guidance, assistance, and advice for the completion of this thesis. They are follows:

1. **Prof. Dr. H. Abd Rahman Rahim, S.E., MM** as the Rektor of Muhammadiyah University of Makassar.

2. **Erwin Akib, M.Pd., Ph.D** as the Dean of Faculty Teachers Training and Education.

The writer is sure that this thesis far from being perfect so the writer sincerely appreciates the constructive criticism from the reader. Finally may this thesis be beneficial. *Amin*

Makassar,   November 2018

The Writer,

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CHAPTER I

INTRODUCTION

A. Background

Vocabulary is a composite of words that used by the speakers in certain language. Vocabulary needs to be improved because vocabulary is the total number of words which makes up a language. Actually, the people have many words will be very easier in communicate with the other people. Hatch & Brown (1995) say that vocabulary refers to a list or set of words of a particular language or a list set of words that individual speakers of language might use.

Commonly, students cannot compose a sentence or phrase in speaking even writing and reading because the students are poor in vocabulary. Most of the students are lazy to memorize and increase a vocabulary. The students are lazy causes of some teachers cannot motivate them because lack teaching games. The teachers just explain the material without any games, so the students are very bored in receive the materials.

The teachers must build the interest of students to learn English by using varieties of games. For instance, the teachers use game in teaching learning because the students like to play. A game which used by the teachers can make students enjoy in learning. The teacher must use the appropriate game method in teaching learning process that can make students is easy to acquire the new vocabulary.

The fact problem that face in the class in teaching vocabulary is the students only force to remember a long list of vocabulary without a change to use the vocabulary the know. Another problem is the students didn't take attention in teaching learning process. Some of students are busy talk with their friends or even doing another lesson homework when the teacher ask one of the students to present the vocabulary they already memorize. Students are not interested in learning vocabulary because students can't remember the new vocabulary. The teacher must use other technique in teaching vocabulary that make the students interest and enjoy in learning process.

Therefore, to overcome that problem, there are many kinds of games that can be used in language learning such as, guessing game, search game, matching game, puzzle game, card games and Hangman Game. In this research the writer just applies one of them namely Hangman Game. Hangman Game is word game which is represented by a series of dashes. Hangman Game is played by two people or more. One person selects a secret word and the other try to determine the word by guessing letter by letter.

Besides that, by applying this game, students more fun enjoyable, relax, and the students will be more motivated in teaching and learning process. By using Hangman Game, teacher is able to motivate students to learn and to pay attention to the material that teacher presents. The students also don't bored in receive the material in the class.

Based on the explanation above, the writer is interested to carry out the research which entitles: "The Use of Hangman Game to Increase Students' Vocabulary at the First Grade of MTs Aisyiyah Sungguminasa".

B. Problem Statement

In MTs Aisyiyah Sungguminasa, most of the students usually difficult to answer the teachers question. Actually, It caused the students have low vocabulary. Based on the statements above, the writer formulates the research question as follows:

"Does the use of Hangman Game increase students' vocabulary at the first grade of MTs Aisyiyah Sungguminasa?"

C. Objective of the Research

Based on the problem statement above, the objective of this research are:

To find out the use of Hangman Game increase students' vocabulary at the first grade of MTs Aisyiyah Sungguminasa.

D. Significance of the Research

This research will be expected to be useful information for many People in learning process, such as:

1. For the students

This research is expected to help the students to develop a new strategy to improve their vocabulary mastery and can motivate them in order to be more interested in learning vocabulary through Hangman Game.

2. For the teachers

The researcher hopes that this research can help the teacher to improve students' achievement. It is also expected to be useful for English teachers to provide an alternative solution to solve the problems in teaching vocabulary.

3. For the researcher

This research is expected to give great contribution to the other researchers as a reference for further studies on a similar topic.

E. Scope of the Research

The scope of this research is limited to the teaching and learning vocabulary at the first grade of MTs Aisyiyah Sungguminasa by applaying Hangman Game. There are many kinds of vocabulary but in this research, the writer is focus on the use of Hangman Game to increase students' vocabulary especially vocabulary in term of noun and verb.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

Hidayat, et.al. (2015) in their journal, Increasing Vocabulary Mastery of the Seventh Grade Students Through Hangman Game. They stated that the application of Hangman Game was one of the alternatives in teaching vocabulary of MTs Negeri Sausu. Hangman Game was effective and much helping in increasing students' vocabulary. The result of the data shows that the counted value (21,93) was greater than the t- table value (1.706) by applying 0.05 level of significance and 26 (27 – 1) degree of freedom .

Anas (2014) in his thesis, the Effectiveness of Using Card Game Technique in Teaching Vocabulary. He stated that the card games technique was effective and applicable in teaching vocabulary at the seventh grade of SMP Negeri 18 Tangerang. It could be proven by the result of t-test (6.03) that was higher than value of t-table in the significance of 5 % (1.99). It can be concluded that the use of card games technique in teaching vocabulary was more effective and applicable than the conventional teaching way.

Fadlia (2014) in her thesis "Enriching Vocabulary in Reading Comprehension through Hangman Game as a Media". The result of data analysis indicated that the application of hangman game was significant in enriching the students' vocabulary. It was proved by the mean score of cycle 1 was 6.62 classified as fairly then improved to be 8.19 and it is classified as

good in cycle II. They were higher than the mean score of diagnostic test namely 4.95 that classified as poor. It means that there was the improvement of the students' vocabulary test. It could be concluded that the result of teaching vocabulary through Hangman Game as a media had a significant influence and could enrich English Vocabulary.

Based on the three previous related finding above, the writer concluded that there is the similarity and the different between this research and third previous research above. The similarity of three finding above with this is teaching English vocabulary (noun and verb) for the junior high school. Then, the different between this research and third previous research are the first previous is try to increasing English vocabulary by using hangman game, the second previous is using Card game technique in teaching vocabulary and the third previous is try to enriching vocabulary in reading comprehension.

B. Some Pertinent Ideas

1. The Concept of Vocabulary

a. Definition of Vocabulary

Vocabulary is the key to master the four language skill. It is because vocabulary becomes the basic component to support the speakers in communication to express their ideas. Vocabulary plays an important role in supporting the students' English learning achievement. The students who have good vocabulary mastery always get good learning achievement.

The Oxford dictionary (2007) defines vocabulary as the body of words used in a particular sphere and as the total number of words that make up a language. Moreover, Richard (2002:4) states that vocabulary is list of words with their meanings, especially in a book for learning a foreign language. In addition, according to Fauziati (2010:61), vocabulary is central to language and critical importance to typical language learner. Without a sufficient vocabulary one cannot communicate effectively or express his ideas in both oral and written form. Having a limited vocabulary is also a barrier that precludes learners from learning a foreign language.

From some definition above, it can be conclude that vocabulary is one of the important aspects in language learning as a collection of the words that used by the speakers to communicate in both oral or written form.

b. **The Types of Vocabulary**

A vocabulary means both a list of words and the range of words known by any one person. There are four main types of vocabulary. They are:

1) Reading Vocabulary

A learned person's reading vocabulary is all the words he or she can identify when reading.

2) Writing Vocabulary

Words are used in various forms of writing from essays to twitter feeds. A write will have his own preference as to which synonyms to use from the entire word list.

3) Listening Vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech of communication.

4) Speaking Vocabulary

A person's speaking vocabulary is all the words he or she uses in communication.

c. **Aspect of Vocabulary**

According to Ur (1996: 60-62), there are some aspects of vocabulary that   should be mastered by students as follows:

1) Pronunciation and Spelling

The students have to know what a word sounds like (its pronunciation) and what it looks like (its spelling).

2) Grammar

The grammatical rules should be understood by student when they learn a set of new words.

3) Meaning

The meaning of words is primarily what is refers to in the real world, its denotation. A less obvious component of the meaning of an item it is connotation: the association, or positive or negative

feeling it evokes, which may not be indicated in a dictionary definition. A more aspect of meaning that often needs to be taught is whether particular item is the appropriate one to use in a certain context or not.

d. Kinds of Vocabulary

A person's knowledge of words is divided into two broad kinds of vocabulary. Evelyn & Charly Brown in Supriyatna (2014) classify the vocabulary into active and passive.

1) Active Vocabulary (Productive Vocabulary)

Active vocabulary is word which the students understand, can pronounce correctly, and uses constructively in speaking and writing.

It refers to put item which the learner can use appropriately in speaking or writing, and it is also called as productive vocabulary, although in fact it is more difficult to put into practice, its means that to use the productive vocabulary, the students must know how to pronounce it well, they must familiar with collocation and understand the connotation meaning of the word. This type is often used in speaking and writing skill.

2) Passive Vocabulary (Receptive Vocabulary)

Passive vocabulary is words that recognize and understand when they occur in a context, but which the students cannot produce correctly by themselves.

It refers to language items that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary.

e. **Vocabulary Mastery**

Vocabulary mastery is important for language learners in learning the whole language. To develop students' language skill in reading, listening, speaking, and writing, the learners must be able to master vocabulary. Vocabulary mastery is needed to master other skills (Reading, Writing, Speaking, and Listening).

Vocabulary mastery is an individual's great skill in using words of a language, which is acquiring based on their own interests need and motivation (Alqahtani, 2015:26). The success in widening the vocabulary mastery requires their own motivation and interest on the words of a individual's great skill in using words of a language, which is acquired based on their own interest needs and motivation.

Vocabulary and mastery are parts of set in learning vocabulary, mastery is clearly shown by learners' ability in expressing vocabulary that known with understanding. It is also shown by their ability of making sentences using vocabulary. Vocabulary mastery is purposed of learning vocabulary, because when learners mastery vocabulary they are able to use it in daily life.

The process of learning vocabulary may be resulted vocabulary mastery. The students should be able to produce all kinds of vocabulary both active and passive or receptive and productive. The students can understand the meaning of the sentences and speak them in any situation. The words can be used to express their ideas.

Word mastery in vocabulary learning has some levels. The first level is full mastery. It is reached when learner has the capability in using vocabulary while they are writing and speaking. The second level is enough comprehension of words when they find it in reading. The last level is the simple ability in mastery words because in this part learners only use their ability in understanding words to know the text that read. It can be concluded that vocabulary mastery is the ability of using words whether in listening, reading, writing, speaking and some language components.

Based on the statements above, the vocabulary mastery in this research means the improving vocabulary students' competence to understand all words with their set of this.

2. The Concept of Games

a. The Meaning of Games

A game is one of the techniques used by teachers in teaching a material. The teachers use games as creative and communicative technique especially in teaching vocabulary, this way is chosen because teachers did not want to use the same practice over and over again.

Teachers needs to play games they will use in the classroom that can make their students enjoying, convenient, comfortable and interested in learning vocabulary.

Furthermore, Hadfield (1998) defines a game is an activity with rules, a goal and element of fun which is divided into two kinds; competitive games, in which players or teams race to be the first to reach the goal, and cooperative games, in which players or teams work together towards a common goal". Games are activities that children naturally and universally are engaged in. There is timelessness in the pleasure. To play game is to enjoy competing alone or in groups against other players. In playing games, they do not think consciously about the language involved in doing so.

Games is crucially important for English language learners and teachers, not only because they provide enjoyment and relaxation, but also as they encourage students to use their language in a creative and communicative manner (Yolageldili & Arda Arikan : 2011)

Moreover, Wright, et.al. (2006) define game as an activity in which is entertaining and engaging, often challenging and activity in which the learners play and usually interact with others. It means games lead to a creative and communicative activity that is good break the same practice use in English language classroom.

Based on the explanation about it can be conclude that game is a technique that can be used in teaching especially in teaching vocabulary that make the students enjoy, fun, and interest in learning process.

b. The Advantages and Disadvantages of Using Game

1) The Advantages

There are many advantages from using games in language learning. Games could help reduce the boredom of drilling in language class, making students comfortable and improve their attention on the lesson. The other hand, games have some advantages in language teaching. Firstly, game provides motivation, decreases students' stress, and gives them opportunity for real communication (Avedon & Brian, 1971). Secondly, games can lower anxiety, thus make the acquisition to input more likely (Richard-Amato, 1988: 147). Finally, games create relaxed atmosphere, so the students remember things faster and better (Fellani, 2005).

2) The Disadvantages

Games are one of the alternative techniques used in teaching vocabulary but it also has several limitations. The writer assumes that it is not easy to use games in language learning. The teacher must understand the principle of language games first, what kinds of games that are suitable for their students and if it is applicable in their classes or not. Besides that, there are some disadvantages of using game in classroom. They are:

- Usually in making games are expensive

- Sometimes using game used a long preparation

- Not all students are interested in game

- Sometimes using games can disturb other class.

3. The Concept of Hangman Game

a. The Definition of Hangman Game

Hangman is a game that the students played on groups. The students must memories the words about everything. After that, teacher divided the students into two groups. The students must guess the word and if the word they guess false, teacher make the picture people hang on the board.

MCintyre in Wirawan (2013) states that Hangman Game is a simple spelling game in which participants try to build a scaffold and execute an evil villain. Further, M intyre says that this game is relic of the 19th century, when criminals received the ultimate penalty for committing the ultimate crime. But nowadays, there is an alteration where Hangman is used to be a game which is to make learning words fun and to help students get to grips with new language.

Subsequently, according to Ward in Suganda (2013) Hangman is a great way for kids to practice their spelling, pronunciation, improve their vocabulary and have fun at the same time.

In addition, Parkin (2005:37) says that Hangman Game is a game where the players are given a hidden word and a set number of guesses.

Based on the explanation above, it can be conclude that Hangman Game is a game that used by the teacher in teaching vocabulary that is the students must guess a letter one by one and make the students enjoy and fun in learning process.

b. The Steps to Play Hangman Game in Teaching Vocabulary

Hangman Game is one of the technique in teaching vocabulary that make students don't bored in receive the material. Here there are several steps to play Hangman Game. According to Rauschenberg (2005) there are some steps to play Hangman Game:

1) Draw some rows representing the number of the letters in a vocabulary words.

2) Have the students guessing the letter.

3) If the letter is in the word, write the Letter in the appropriate row.

4) If the letter is not in the word, then draw the hanged man (1-head, 2- torso, 3-arm, 4-arm, 5-leg, and 6-leg).

5) If they can guess the word before the drawing of hanged man is done, then they win.

The complete drawing looks something like this:
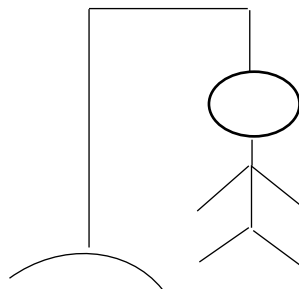
c. The Advantages and Disadvantages of Hangman Game

1) The Advantages

  Hangman Game is fun game. Students can play it in the classroom and it can help them to improve their vocabulary skill. Further, MCintyre (2007) asserts that Hangman Game gives some advantages follow:

a) Teacher can make vocabulary fun to learn for their students by using Hangman Game.

b) Hangman Game can be adapted by the people in all ages and can used in a variety of setting.

c) Hangman is not only far more interactive than some spelling "rote learning" methods, but also it is far more enjoyable.

2) The Disadvantages

  While on the other hand, there are disadvantages of Hangman Game in teaching vocabulary. The disadvantages of Hangman Game in teaching vocabulary is may depend on luck and it is not measure the actual ability

C. Conceptual Framework

The theory which supports this research can be shown in logical and clear relationship in the following framework

```
┌─────────────────────────┐
│   Teaching Vocabulary    │
└─────────────────────────┘
             │
             ▼
┌─────────────────────────┐
│      Hangman Game        │
└─────────────────────────┘
             │
             ▼
┌─────────────────────────┐
│      Pre-experimental    │
│         Research         │
└─────────────────────────┘
      │          │          │
      ▼          ▼          ▼
┌──────────┐ ┌──────────┐ ┌──────────┐
│ Pre-test │ │Treatment │ │Post-test │
└──────────┘ └──────────┘ └──────────┘
```
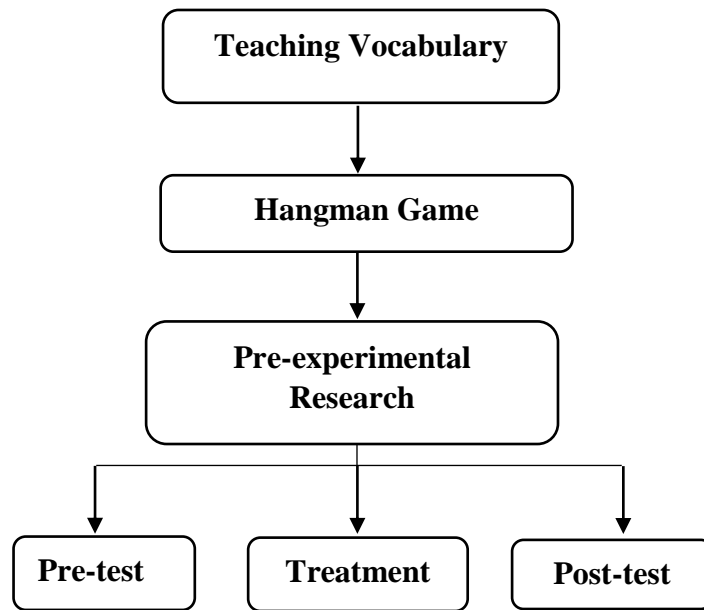
Figure 2.1 Conceptual Framework

The conceptual framework above explains the process of learning and teaching English vocabulary in the class. Teaching vocabulary is important for the students because without vocabulary the students can't interact to the other people. This research uses pre-experimental research that consists of pre-test (before the treatment) and post-test (after the treatment) .There are many kinds of game that can be used in teaching vocabulary. This research, the writer presents the material by using Hangman Game. Hangman Game is word game which presented by a series of dashes. Thus, the writer uses pre-experimental research.

D. Research Hypothesis

A hypothesis was a tentative answer the problem of the research, the hypothesis of this research state that:

1. Null Hypothesis (Ho):

    The use of Hangman Game was not effective to increase students' vocabulary at the first grade of MTs Aisyiyah Sungguminasa.

2. Alternative Hypothesis (H_1) :

    The use of Hangman Game was effective to increase students' vocabulary at the first grade of MTs Aisyiyah Sungguminasa.

CHAPTER III

METHODOLOGY

This chapter deals with research design, research variables and indicators, research instrument, data collection and data analysis.

A. Research Design

In this research, the writer used pre-experimental research to see the use of Hangman Game to increase students' vocabulary with one group pre-test and post-test. Pre-test was given to the students before the treatment and post-test was given to the students after the treatment.

Table 3.1 Research Design

Pre-test	Treatment	Post-test
O1	X	O2

(Gay, 2012)

O1   : Pre-test

X   : Hangman Game

O2   : Post-test

In conducted the research, the writer took action in the form of learning process as follows:

1. Pretest

The writer gave the test as a pretest (01) to measure prior knowledge on the students before gave treatment and to knew the problems that the students have.

2. Treatment

   The writer gave treatment (X) to improve students' vocabulary by using Hangman Game. The procedures of Hangman Game were:

   a. Before class began, the writer divided students into several group.

   b. The writer explained the way of the treatment by using Hangman Game.

   c. The writer asked the students to choose the one word that had been given by the writer.

   d. The students made the number of the letters with series of dashes.

   e. The other group was guess letter by letter.

   f. When the students guess a letter wrong, the writer may draw one component of a drawing of hanging on a whiteboard.

   g. The students that win in every group read loudly the word that already to guess correctly and spelling that word.

3. Post-test

   The writer gave post-test (02) for the students after the treatment. The writer gave the posttest to find out the value of the treatment whether or not the result of the posttest was better than the result of the pretest.

B. Research Variable and Indicator

1. Variables

There were two kinds of variables in this research. The variables were follows:

a. Independent Variable (X) : Hangman Game

b. Dependent Variable (Y)   **:** Students' vocabulary.

2. Indicator

The indicator of this research were the students were able to know the meaning of the words and students were able to read loudly the word that already to guess correctly and spelling that word.

C. Population and Sample

1. Population

The population of this research was the first grade students of MTs Aisyiyah Sungguminasa in the academic year 2018/2019. The Population consists of three classes. The total of the population of this research was 89 students.

Table 3.2 Number of Population

Class	Number of Students
VII-A	30
VII-B	30
VII-C	29
TOTAL	**89**

2. Sample

The sampling technique of this research was purposive sampling technique. The writer selected this technique based on the statement of the teacher that students' achievement in first grade was getting low in English especially in vocabulary. The writer selected class VII-B MTs Aisyiyah Sungguminasa as a sample. The total of the sample was 30 students.

D. Research Instrument

This research, the writer used vocabulary test as an instrument. The writer gave test to the students in order to be done. Test materials were English vocabularies given by the writer to know the students' vocabulary mastery. The number of the test was 3 numbers.

This research used two kinds of test, they were: Pretest and Posttest. Pretest was given before the students were given the treatment and Posttest was given after the treatment. This test used to know achievement of the students' vocabulary after they given the treatment.

E. Data Collection

In collecting the data, there were some steps apply by the writer as follow:

1. Before the treatment, the writer gave pretest to the students.

2. After gave the pretest, the writer gave the treatment in four meetings. It was in the form of teaching and learning process by using Hangman Game.

3. After the treatment, the writer gave posttest to the students in the same form with pretest to know their improvement after apply Hangman Game in teaching and learning process.

4. Finally, all students' score both pretest and posttest were tabulated and analyzed by using the formulas.

F. Data Analysis

1. To score the students' answer of Pre-test and Post-test, the researcher will
   use the formula.

$$Scoring = \frac{Total\ Correct\ Answer}{Total\ number\ of\ items} x\ 100$$

(Depdikbud, 1985:8)

2. To find out the mean score of the students' test, the writer will use the
   formula ·

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

Where:

    X   = Mean Score

    $\sum X$ = Total Score

    N = The number of students

(Gay, 1981)

3. To classify the students' score, there are seven classifications which will
   be used as follows:

Table 3.4 The Classification of the Students' Score

Classification	Scores
Excellent	96 – 100
Very Good	86 – 95
Good	76– 85
Fairly Good	66- 75
Fairly	56-65
Poor	36-55
Very Poor	0-35

(Depdikbud, 2007)

4. Computing the frequency and the percentage of the students' score

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

Where :

P = percentage

F = frequency

N = the total number of students

(Gay, 2012)

5. To find out standard deviation of the students' score in pre-test and post-test by applying formula below:

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

Where:

SD : Standard Deviation

$\sum X$: The sum of all score

N : Total number of students

(Gay, 1981:363)

6. To find out the students' improvement the formula as follows:

$$\% = \frac{X2 - X1}{X1} \times 100$$

Where:

% : The students' improvement

X1 : The mean score of the pre-test

X2 : The mean score of post-test

(Gay, 2012)

7. To find out the significant different between pretest and posttest of students' ability in vocabulary, the writer calculated the value of t-test as follow:

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

Where:

D : Deviation

ΣD : Standard Deviation

N : Number of students

$$t = \frac{\bar{D}}{\sqrt{\dfrac{\Sigma D^2 - \left(\dfrac{(\Sigma D)^2}{N}\right)}{N(N-1)}}}$$

Where:

t = Test of significance

D = The different between pretest and posttest

$\bar{D}$ = Mean of different score

$(\Sigma D)^2$ = The square of the sum the different score

N = Number of sample

I = Constant Number

(Gay, 1981:331)

8. The criteria used to accept or reject the hypothesis.

Table 3.4 HypothesisTesting

Testing	Null Hypothesis	Alternative Hypothesis
T-test > T-table	Rejected	Accepted
T-test < T-table	Accepted	Rejected

(Gay, 1981:4)

After calculating the value of t-test, it was compared with the value of t-table. When it was found that the value of t-test was greater than the value of t-table, it means that Null Hypothesis (H_0) was rejected and Alternative Hypothesis (H_1) was accepted because there was significant difference between pretest and posttest before and after being teaching vocabulary by using Hangman Game. Meanwhile, when the value of the t-test was lower than the value of t-table, it means that Null Hypothesis (H_0) was accepted and Alternative Hypothesis (H_1) was rejected because there was no significance difference between pretest and posttest before and after teaching.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter particularly presented the findings and discussion of this research. The finding of this research deal with the scoring classification of the students' score in pre-test and post-test, mean score, standard deviation and hypothesis testing. The findings were described as follows.

1. The Classification of the Students' Score in Pre-test and Post-test

Table 4.1 The Rate Percentage of the Students' Score in Pre-test and Post-test

N0	Classification	Score	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	96 – 100	0	0	3	10%
2	Very Good	86 – 95	1	3.33%	9	30%
3	Good	76– 85	4	13.33%	13	43.33%
4	Fairly good	66- 75	12	40%	5	16.66%
5	Fairly	56-65	12	40%	0	0
6	Poor	36-55	1	3.33%	0	0
7	Very Poor	0-35	0	0	0	0
	Total		30	100%	30	100%

The table 4.1 above showed that the percentage and frequency of the students' pre-test and post-test. There were 1 student or 3.33% classified into very good, 4 students or 13.33% classified into good, 12 students or 40% classified into fairly good, 12 students or 40% classified into fairly and 1 student or 3.33% classified into poor.

While the post-test above showed that the percentage and frequency of the students pre-test. There were 3 students or 10% classified into excellent, 9 students or 30% classified into very good, 13 students or 43.33% classified into good and 5 student 16.66% classified into fairly good. It was clearly shown in the graphic below.
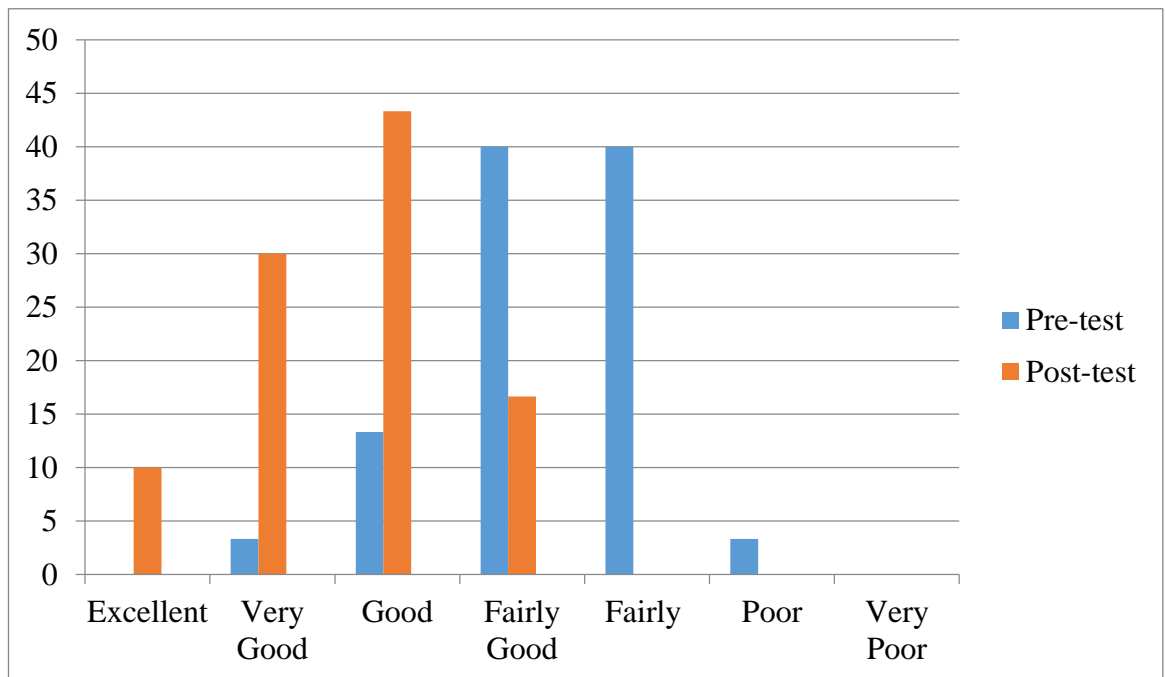
Graphic 4.1 The Rate Percentage of the Students' Score in Pre-test and Post-test

The graphic 4.1 above showed that the rate percentage of the students'
vocabulary in pre-test and post-test. In pre-test, 1 student (3.33%) classified
into very good, 4 students (13.33%) classified into good, 12 students (40%)
classified into fairly good, 12 students (40%) classified into fairly and 1
student (3.33%) classified into poor. While in post-test there were 3 students
(10%) classified into excellent, 9 students (30%) classified into very good,
13 students (43.33%) classified into good and 5 students (16.66%) classified
into fairly good.

2. The Mean Score and Standard Deviation of the Students' Pre-test and Post-test.

After calculating the result of the students' pre-test and post-test,
the mean score and standard deviation presented in following table.

Table 4.2 The Mean Score and Standard Deviation of the Students' Pre-test and Post-test

Test	Mean Score	Standard Deviation
Pre-test	67. 2	8.81
Post-test	83.6	8.16

The table 4.2 above showed the statistical summary of the
students' score and standard deviation both in pre-test and post-test. The
mean score of the students' pre-test and post-test was different, where the
mean score of the students' post-test was higher than the mean score of
the students' pre-test. The mean score of the students' pre-test was 67.2
and the mean score of the students' post-test was 83.6. The standard

deviation of the students' pre-test was 8.81 and the standard deviation of the students' post-test was 8.16. It was clearly shown in the graphic below.
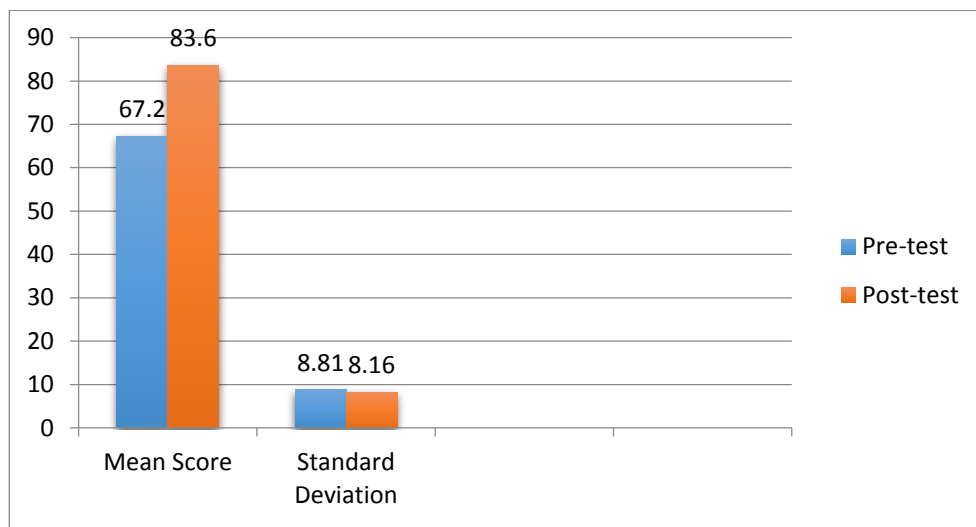
Graphic 4.2 The Mean Score and Standard Deviation of the Students' Pre-test and Post-test.

The graphic 4.2 above showed that the mean score and standard deviation of the students' pre-test and post-test. The mean score of the students' pre-test was 67.2 and post-test was 83.6. It means that score of the students' post-test was higher than pre-test. While, the standard deviation of the students' pretest was 8.81 and post-test was 8.16. It means that standard deviation of the students' pre-test was higher than post-test

3. **The Improvement of the Students' Vocabulary**

The following table showed the improvement in Pre-test and Post-test.

Table 4.3 The Improvement of the Students' Vocabulary

Component	Pre-test	Post-test	Improvement (%)
Noun and verb	67.2	83.6	24.40%

The table 4.3 above showed that the students' improvement from pre-test to post-test in which post-test was greater than pre-test. Pre-test was 67.2 and post-test was 83.6. From pre-test to post-test could improve on 24.40%.

To see clearly the improvement of the students' vocabulary, the writer presented the following graphic below:
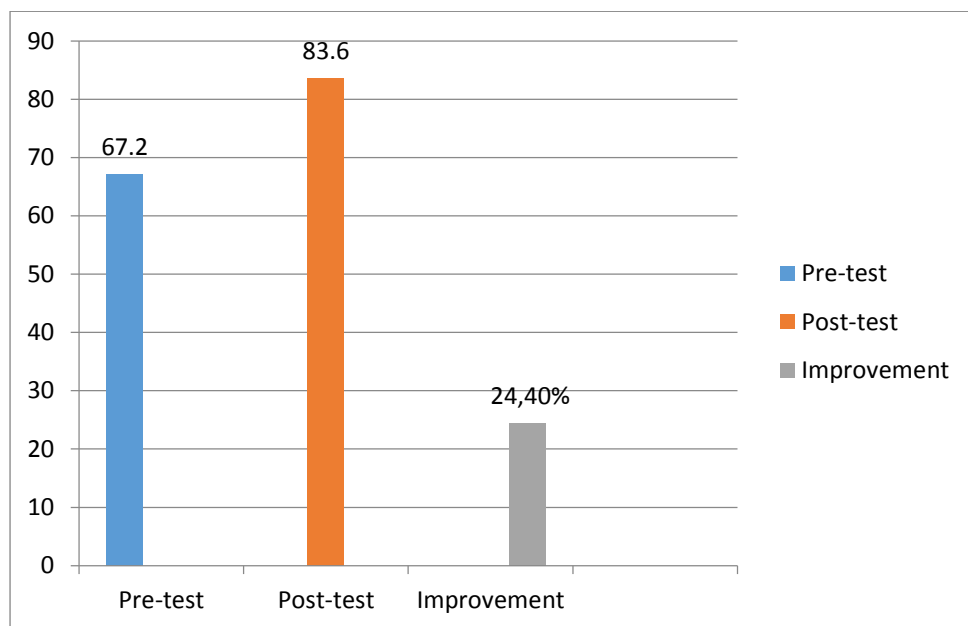
Graphic 4.3 The Improvement of the Students' Vocabulary

The graphic 4.3 above showed that there was improvement of the students in vocabulary in terms noun and verb from pre-test with mean score was 67.2, post-test with the mean score was 83.6 and the improvement of pre-test and post-test was 24.40%.

4. Hypothesis Testing

To know the level of significance of the pre-test and post-test, the writer used t-test analysis on the level of significance (p)= 0.05 with degree of freedom (df) =N-1 (30-1), where N= number of subject (30 students) .Then the value of t-table was 2.045. The t-test statistical analysis for independent sample was applied. The following table showed the result of t-test calculation:

Table 4.4 T-test of the Students' Vocabulary

Components	T-test Value	T-table Value
Noun and Verb	9.7	2.045

The table 4.4 above showed that t-test value was higher than t-table value (9.7> 2.045). It means that there was an improvement of the students' vocabulary before and after use Hangman Game to the students' vocabulary of the first grade of MTs Aisyiyah Sungguminasa. It could be concluded that the null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted. It means that there was a significance difference in students' vocabulary before and after using Hangman Game.

B. Discussion

In this part, the discussion of the research findings derived from result of the students' vocabulary in term noun and verb. The first previous showed by Hidayat, et.al. (2015, this study entitled "Increasing Vocabulary Mastery of the Seventh Grade Students through Hangman Game" stated that the application

of Hangman Game was one of the alternatives in teaching vocabulary of MTs Negeri Sausu. Hangman Game was effective and much helping in increasing students' vocabulary. The result of the data shows that the counted value (21,93) was greater than the t- table value (1.706) by applying 0.05 level of significance and 26 (27 – 1) degree of freedom .

Furthermore, according to Anas (2014) in his thesis "the Effectiveness of Using Card Game Technique in Teaching Vocabulary" stated that the card games technique was effective and applicable in teaching vocabulary at the seventh grade of SMP Negeri 18 Tangerang. It could be proven by the result of t-test (6.03) that was higher than value of t-table in the significance of 5 % (1.99). It can be concluded that the use of card games technique in teaching vocabulary was more effective and applicable than the conventional teaching way.

Fadlia (2014) in her thesis "Enriching Vocabulary in Reading Comprehension through Hangman Game as a Media". The result of data analysis indicated that the application of hangman game was significant in enriching the students' vocabulary. It was proved by the mean score of cycle 1 was 6.62 classified as fairly then improved to be 8.19 and it is classified as good in cycle II. They were higher than the mean score of diagnostic test namely 4.95 that classified as poor. It means that there was the improvement of the students' vocabulary test. It could be concluded that the result of teaching vocabulary through Hangman Game as a media had a significant influence and could enrich English Vocabulary.

Therefore, the differences between those three studies with the research being conducted by the research were in focused on vocabulary in noun and verb. The result of this research showed that the students' vocabulary in term noun and verb at the first grade of MTs Aisyiyah Sungguminasa in academic year 2017/2018 could improve and the students' score after applying hangman game was better than before the treatment was given to the students.

The purpose of this research was to find out whether the use of Hangman Game was effective to increase students' vocabulary at the first grade of MTs Aisyiyah Sungguminasa in academic year 2018/2019. To find out the purpose of this research, the writer used test as an instrument. The test gave through pre-test and post-test. The population was first grade of MTs Aisyiyah Sungguminasa consist of 89 students and the sample was class VII-B consist of 30 students.

In the component of content, in the pre-test 1 student or 3.33% classified into very good, 4 students or 13.33% classified into good, 12 students or 40% classified into fairly good, 12 students or 40% classified into fairly and 1 student or 3.33% classified into poor . While in the post-test 3 students or 10% classified into excellent, 9 students or 30% classified into very good, 13 students or 43.33% classified into good and 5 student 16.66% classified into fairly good.

The mean score of the students' pre-test was 67.2 classified into fairly good and post-test was 83.6 classified into good score. It showed that the mean score of the students' post-test was greater than pre-test. The standard deviation

of the students pre-test was 8.81and post-test was 8.16. Then, the improvement of the students' vocabulary from pre-test to post-test was 24.40%.

The value of t-test was greater than t-table. The value of t-test was 9.7 and the value of t-table was 2.045. It means that null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was rejected. Based on the t-test, the writer found that there was significance difference between in the result of pre-test and post-test. By the explanation above, the writer got information that Hangman Game was effective to increase students' vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part presents some conclusion based on the data analysis and findings in the previous chapter. The second part present some suggestions based on the findings and conclusion of this research.

A. Conclusions

Based on the result of data analysis, the writer found that applying Hangman Game in the class, students' vocabulary at the first grade of MTs Aisyiyah Sungguminasa could be improved. The writer analyzed the data obtained from the students with one class of pre-test and post-test. The data consisted of the result on pre-test and post-test. This result proved that this method was effective to improve the students' vocabulary.

The use of Hangman Game in teaching vocabulary could increase the students' vocabulary because at the time before and after given the treatment, the students had comparison, before given the treatment the students had weakness in vocabulary and after the treatment, the students' vocabulary increase by using Hangman Game. It means that this method was effective.

The result of t-test showed that the t-test value was higher than t-table value (9.7>2.045). Therefore, it could be concluded that alternative hypothesis (H_1) was accepted and the null hypothesis (H_o) was rejected. It means that the use of Hangman Game in teaching vocabulary could improve the students' vocabulary.

Moreover, another finding in this research was the mean score of students in pre-test was 67.2 which were classified as fairly good classification and after post-test was 83.6 which classified as good classification.

B. Suggestions

Based on the conclusion that had been written, the writer would like to recommend some suggestion as follows:

1. For the teacher

   a. The teacher should know the students' difficulties in vocabulary especially in term noun and verb.

   b. The teacher should use Hangman Game as interesting method in teaching learning process to motivate the students in vocabulary.

   c. The teacher should give more exercises to the students in vocabulary, so that they don't have any difficulties when doing exercise more.

   d. The teacher should be creative to create a new media and new method in learning process.

2. For the students

   a. The students should pay attention to the teacher when she or he gives the lesson.

   b. The students should enrich their vocabulary.

   c. The students should practice more in vocabulary especially in noun and verb by using Hangman Game, so their ability in vocabulary improved well.

d. The students should consult the difficulties that they face in vocabulary to the teacher.

e. The students should be brave to express their idea and share about their opinion.

3. For the Researcher

a. The researcher should be able to take the benefit of this research such as using this final project as a reference to do the research on vocabulary and for the next researcher had conducted in the class was she needed to give motivation for the students.

b. The researcher should be more creative in creating an interesting media to teach and improve the students' vocabulary.

c. The researcher should be able to develop the use of Hangman Game in teaching learning process.

d. The result of this research can also be used as additional references for the further study.

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APPENDICES

APPENDIX A

The Raw Score of the Students' Pre-test and Post-test

NO	RESPONDENTS	PRE-TEST		POST-TEST		D	D^2
		X_1	X_1^2	X_2	X_2^2	$X_2.X_1$	X_2-X_1
1	A Salman Al Farisi	88	7744	96	9216	8	64
2	Abd. Azis	76	5776	92	8464	16	256
3	Al Isra'	72	5184	84	7056	12	144
4	Amelia Aras	60	3600	68	4624	8	64
5	An Nisa	68	4624	72	5184	4	16
6	Aulia	72	5184	84	7056	12	144
7	Hilda Ainiyyah Putri.H	72	5184	92	8464	20	400
8	Irwansyah	56	3136	92	8464	36	1296
9	Muh. Abdi Syafaat	68	4624	76	5776	8	64
10	Muh. Alif Akbar	64	4096	80	6400	16	256
11	Muh. Fadil Umara Usman	72	5184	80	6400	8	64
12	Muh. Ibnu Zaky	72	5184	88	7744	16	256
13	Muh. Nur Fadli	56	3136	92	8464	36	1296
14	Muh. Ridwan Ansar	68	4624	92	8464	24	576
15	Muh. Rifki Sauki	64	4096	84	7056	20	400
16	Muh. Zulkifli	68	4624	80	6400	12	144
17	Nabila	60	3600	80	6400	20	400
18	Nardi	64	4096	80	6400	16	256
19	Nur Faizah	56	3136	84	7056	28	784
20	Nur Isra Amanda	64	4096	72	5184	8	64
21	Nurul Ikhsan	56	3136	80	6400	24	576
22	Rehan	80	6400	96	9216	16	256
23	Reski Ayu Amanda	68	4624	92	8464	24	576
24	Salsabila	76	5776	88	7744	12	144
25	Rianti Mutmainnah	68	4624	72	5184	4	16
26	Siti Rusyida Adila	72	5184	76	5776	4	16
27	Umayya	64	4096	72	5184	8	64
28	Wahyu Aryadi	48	2304	80	6400	32	1024
29	Yulia Kartika	60	3600	88	7744	28	784
30	Zulkifli Mudra	84	7056	96	9216	12	144
	TOTAL	2016	137728	2508	211600	492	10544

APPENDIX B

The Mean Score of Pre-test and Post-test

a. **Pre-test**

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

$$X = \frac{2016}{30}$$

$$X = 67.2$$

b. **Post-test**

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

$$X = \frac{2508}{30}$$

$$X = 83.6$$

APPENDIX C

The Improvement of the Students' Vocabulary

$$\% = \frac{X2 - X1}{X1} \times 100$$

$$\% = \frac{83.6 - 67.2}{67.2} \times 100$$

$$\% = \frac{16.4}{67.2} \times 100$$

$$\% = \frac{1640}{67.2}$$

$$\% = 24.40$$

APPENDIX D

Standard Deviation of Pre-test and Post-test

a. **Pre-test**

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

Where:

$$SD = \frac{\sqrt{137728 - \frac{(2016)^2}{30}}}{30-1}$$

$$SD = \frac{\sqrt{137728 - \frac{4064256}{30}}}{29}$$

$$SD = \frac{\sqrt{137728 - 135475.2}}{29}$$

$$SD = \frac{\sqrt{2252.8}}{29}$$

$$SD = \sqrt{77.68}$$

$$SD = 8.81$$

b. **Post-test**

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

Where:

$$SD = \frac{\sqrt{211600 - \frac{(2508)^2}{30}}}{30-1}$$

$$SD = \frac{\sqrt{211600 - \frac{6290064}{30}}}{29}$$

$$SD = \frac{\sqrt{211600 - 209668.8}}{29}$$

$$SD = \frac{\sqrt{1931.2}}{29}$$

$$SD = \sqrt{66.59}$$

$$SD = 8.16$$

The Significance Difference between Pre-test and Post-test

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

Where:

$$\bar{D} = \frac{492}{30}$$

$$\bar{D} = 16.4$$

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

$$t = \frac{16.4}{\sqrt{\frac{10544 - \left(\frac{(492)^2}{30}\right)}{30(30-1)}}}$$

$$t = \frac{16.4}{\sqrt{\frac{10544 - \left(\frac{242064}{30}\right)}{30(29)}}}$$

$$t = \frac{16.4}{\sqrt{\frac{10544 - 8068.8}{870}}}$$

$$t = \frac{16.4}{\sqrt{\frac{2475.2}{870}}}$$

$$t = \frac{16.4}{\sqrt{2.85}}$$

$$t = \frac{16.4}{1.69}$$

$$t = 9.7$$

APPENDIX F
The distribution of t-table

	(Level of Significance) (two-tailed test)					
	0.5	0.2	0.1	**0.05**	0.02	0.01
1.	1.000	3.078	6.314	12.706	31.821	63.657
2.	0.816	1.886	2.920	4.303	6.965	9.925
3.	0.765	1.638	2.353	3.182	4.541	5.841
4.	0.741	1.533	2.132	2.776	3.747	4.604
5.	0.727	1.476	2.015	2.571	3.365	4.032
6.	0.718	1.440	1.943	2.447	3.143	3.707
7.	0.711	1.415	1.895	2.365	2.998	3.499
8.	0.706	1.397	1.860	2.306	2.896	3.355
9.	0.703	1.383	1.833	2.262	2.821	3.250
10.	0.700	1.372	1.812	2.228	2.764	3.169
11.	0.697	1.363	1.796	2.201	2.718	3.106
12.	0.695	1.356	1.782	2.179	2.681	3.055
13	0.692	1.350	1.771	2.160	2.650	3.012
14	0.691	1.345	1.761	2.145	2.624	2.977
15	0.690	1.341	1.753	2.131	2.602	2.547
16	0.689	1.337	1.746	2.120	2.583	2.921
17	0.688	1.333	1.740	2.110	2.587	2.989
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.6870	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.325	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.508	2.829
23	0.685	1.319	1.714	2.069	2.500	2.807
24	0.685	1.318	1.711	2.064	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.779

27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	**2.045**	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	1.980	2.358	2.617

For level of significance (p) = 0.05

Degree of freedom (df) = N-1=30-1=29

T-test (9.7) > t-table (2.045)

APPENDIX G

The Attendance List of Class VII.B

NO	Name	Meetings					
		1	**2**	**3**	**4**	**5**	**6**
		6/11	7/11	13/11	14/11	21/11	27/11
1	A Salman Al Farisi	✓	✓	✓	✓	✓	✓
2	Abd. Azis	✓	✓	✓	✓	✓	✓
3	Al Isra'	✓	✓	✓	✓	A	✓
4	Amelia Aras	✓	✓	✓	✓	✓	✓
5	An Nisa	✓	✓	✓	✓	✓	✓
6	Aulia	✓	✓	✓	✓	✓	✓
7	Hilda Ainiyyah Putri.H	✓	✓	✓	✓	✓	✓
8	Irwansyah	✓	✓	✓	✓	✓	✓
9	Muh. Abdi Syafaat	✓	✓	✓	✓	✓	✓
10	Muh. Alif Akbar	✓	✓	✓	✓	✓	✓
11	Muh. Fadil Umara Usman	✓	✓	✓	✓	✓	✓
12	Muh. Ibnu Zaky	✓	✓	✓	A	✓	✓
13	Muh. Nur Fadli	✓	S	✓	A	✓	✓
14	Muh. Ridwan Ansar	✓	✓	✓	✓	✓	✓
15	Muh. Rifki Sauki	✓	✓	✓	✓	✓	✓
16	Muh. Zulkifli	✓	✓	✓	✓	A	✓
17	Nabila	✓	✓	✓	✓	✓	✓
18	Nardi	✓	✓	✓	✓	✓	✓
19	Nur Faizah	✓	A	✓	✓	✓	✓
20	Nur Isra Amanda	✓	✓	✓	✓	✓	✓
21	Nurul Ikhsan	✓	✓	✓	✓	✓	✓
22	Rehan	✓	✓	✓	✓	✓	✓

23	Reski Ayu Amanda	✓	✓	✓	✓	✓	✓
24	Salsabila	✓	✓	✓	✓	✓	✓
25	Rianti Mutmainnah	✓	✓	✓	✓	✓	✓
26	Siti Rusyida Adila	✓	✓	✓	✓	✓	✓
27	Umayya	✓	✓	✓	✓	✓	✓
28	Wahyu Aryadi	✓	✓	✓	✓	✓	✓
29	Yulia Kartika	✓	✓	✓	✓	✓	✓
30	Zulkifli Mudra	✓	✓	✓	A	✓	✓

RENCANA PELAKSANAAN PENGAJARAN (RPP)

Sekolah   : **MTs Aisyiyah Sungguminasa**

Mata Pelajaran   : **Bahasa Inggris**

Kelas/Semester   : **VII B**

Materi Pokok   : **Teks interaksi transaksional**

Alokasi Waktu   : **8X45 Menit**

A. KOMPETENSI INTI

KI 1   :   Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2   :   Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong, santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3   :   Memahami pengetahuan (faktuan, konsepsional, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.

KI 4   :   Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

KD 3.4.   :   Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan public yang dekat dengan kehidupan peserta didik sehari – hari sesuai dengan konteks

penggunaannya.   (Perhatikan unsur kebahasaan dan kosa kata terkait article a dan the, plural dan singular).

KD 4.4:   Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait nama binatang, benda dan bangunan public yang dekat dengan kehidupan peserta didik sehari – hari dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik mampu:

1. Peserta didik mampu mengidentifikasi kosakata yang ada dalam nama-nama dan jumlah benda.

D. MATERI PEMBELAJARAN

1. Fungsi sosial

Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar.

2. Struktur teks

a. Memulai

b. Menanggapi (diharapkan/di luar dugaan)

c. Unsur kebahasaan

3. Countable noun

Countable noun adalah benda yang dapat dihitung. Berikut penyebutan kata benda singular dan plural dapat dihitung:

A book

A box

A watch

A glass

A potato

A radio

An umbrella

An hour

Two books

4. Uncountable noun

Uncountable noun adalah benda yang tidak dapat dihitung. Kata benda yang tidak dapat dihitung/uncountable noun tidak menggunakan artikel a/an dan tidak memiliki bentuk jamak/plural. Meskipun demikian, kita bisa menghitung satuannya. Penyebutannya dapat menggunakan: amount, much, little.

Example:

I have amount of money.

There are so much water in my house.

I have little money.

5. Penggunaan kata penunjuk this, that, these, those ...

This, that, these dan those adalah demonstrative determiners yang berfungsi sebagai kata petunjuk.Demonstrative determiner berfungsi untuk menunjukkan jumlah dan dimana objek (kata benda) yang sedang dibicarakan berada terkait dengan seberapa jauh objek tersebut dari pembicaranya.

a. This digunakan untuk kata benda tunggal yang berada dekatdengan pembicara

Example: This is my pen.

This is olive oil.

b. That digunakan untuk kata benda tunggal yang berada jauh dari pembicara.

Example: That is a key chain.

c. These digunakan untuk objek banyak yang berada dekat dengan pembicara.

Example: These are bags.

d. Those digunakan untuk objek banyak yang berada jauh dari pembicara.

Example: Those are crog shoes.

E. METODE PEMBELAJARAN

Metode   : Hangman Game

F. MEDIA PEMBELAJARAN

1. Media

a. Worksheet atau lembar kerja (siswa)

b. Lembar penilaian

2. Alat/Bahan

a. Spidol

b. Papan tulis

c. Kertas

G. SUMBER BELAJAR

a. Kamus Bahasa Inggris

b. Internet

H. KEGIATAN PEMBELAJARAN

1. Pertemuan Pertama

Kegiatan Pembelajaran	Langkah – Langkah	Alokasi Waktu
Pendahuluan	• Tegur sapa • Mengecek kehadiran siswa • Mereview materi sebelumnya • Menyampaikan tujuan pembelajaran	**15 Menit**
Inti	• Siswa dibagi kedalam beberapa kelompok yang terdiri dari 7 orang per kelompok. • Penulis menjelaskan cara memainkan Hangman game di kelas.	**60 Menit**
Penutup	• Penulis bertanya kepada siswa menge nai kesulitan dalam belajar vocabulary • Menjawab pertanyaan siswa sekaligus memberikan sedikit motivasi.	**15 Menit**

Kegiatan Pembelajaran	Langkah – Langkah	Alokasi Waktu
	• Sebelum menutup pelajaran, penulis terlebih dahulu menyampaikan materi selanjutnya.	

2. Pertemuan Kedua

Kegiatan Pembelajaran	Langkah – Langkah	Alokasi Waktu
Pendahuluan	• Tegur sapa • Mengecek kehadiran siswa. • Mereview materi sebelumnya.	**15 Menit**
Inti	• Menjelaskan kepada siswa mengenai pengertian noun beserta dengan contohnya • Memperkenalkan kepada siswa mengenai benda-benda yang ada di sekolah • Meminta kepada siswa untuk memilih salah satu benda yang ada di sekolah untuk dijadikan bahan tebak . • Siswa membuat serangkaian garis putus-putus sesuai jumlah kata yang akan ditebak. • Kelompok yang lain menebak huruf demi huruf. • Penulis akan menggambar dipapan tulis dengan salah satu komponen dari gambar hang apabila siswa salah menebak huruf	**60 Menit**
Penutup	• Siswa membaca dan mengartikan kata yang ditebak secara benar. • Menanyakan kesulitan yang dilakukan selama proses pembelajaran. • Menyampaikan materi yang akan di bahas	**15 Menit**

	pada pertemuan berikutnya.	

3. Pertemuan Ketiga

Kegiatan Pembelajaran	Langkah – Langkah	Alokasi Waktu
Pendahuluan	- Tegur sapa - Mengecek kehadiran siswa - Review materi sebelumnya - Menyampaikan materi yang akan dipelajari yaitu tentang benda-benda yang ada dirumah	**15 Menit**
Inti	- Meminta kepada siswa untuk memilih salah satu benda yang ada di rumah untuk dijadikan bahan tebak. - Siswa membuat serangkaian garis putus-putus sesuai jumlah kata yang akan ditebak. - Kelompok yang lain menebak huruf demi huruf. - Penulis akan menggambar dipapan tulis dengan salah satu komponen dari gambar hang apabila siswa salah menebak huruf	**60 Menit**
Penutup	- Siswa membaca dan mengartikan kata yang ditebak secara benar. - Menanyakan kesulitan yang dilakukan selama proses pembelajaran. - Menyampaikan materi yang akan di bahas pada pertemuan berikutnya.	**15 Menit**

4. Pertemuan Keempat

Kegiatan Pembelajaran	Langkah – Langkah	Alokasi Waktu
Pendahuluan	• Salam dan tegur sapa • Mengecek kehadiran siswa • Mereview materi sebelumnya • Menyampaikan materi yang akan dipelajari yaitu tentang kegiatan yang selalu dilakukan di rumah.	**15 Menit**
Inti	• Penulis menjelaskan kepada siswa mengenai pengertian verb beserta dengan contohnya. • Meminta kepada siswa untuk memilih salah satu kegiatan yang biasanya dilakukan saat dirumah. • Siswa membuat serangkaian garis putus-putus sesuai jumlah kata yang akan ditebak. • Kelompok yang lain menebak huruf demi huruf. • Penulis akan menggambar dipapan tulis dengan salah satu komponen dari gambar hang apabila siswa salah menebak huruf .	**60 Menit**
Penutup	• Siswa membaca dan mengartikan kata yang ditebak secara benar. • Menanyakan kesulitan yang dilakukan selama proses pembelajaran. • Menutup pembelajaran sekaligus membuat kesimpulan.	**15 Menit**

I. PENILAIAN

Teknik Penilaian: Tes tulis, penugasan.

Observe the picture below and then state the locations of at least 5 things in the classroom.

1. _____

   _____

2. _____

   _____

3. _____

   _____

4. _____

   _____

5. _____

   _____

J. PEDOMAN PENILAIAN

NO	CRITERIAS	MARKS
1	Punctuality (10 Marks)	
2	Creativity (25 Marks)	
3	Content (30 Marks)	
4	Presentation (35 Marks)	
	TOTAL MARKS	

Makassar, 06 November 2018

Mahasiswa,

JURASNI
1053 5579 314

INSTRUMENT OF THE RESEARCH

PRE-TEST

Name : Nur Faizah

Class : $\sqrt{11}^{b}$

A. Choose the correct meaning of the underline word below by crossing a, b, c or d!

1. They **watch** the movie every Saturday.

~~a. Mencuci~~   c. Menonton

b. Memasak   d. Menulis

2. Please **close** the door!

a. Buka   c. Membersihkan

b. Tutup   ~~d. Mengetuk~~

3. Nita **needs** a glass to drink tea.

~~a. Mendapatkan~~   ~~c. Membuat~~

b. Menaruh   d. Membutuhkan

* 4. Ana **gives** me a magazine.

a. Memberi   c. Mengambil

b. Memilih   ~~d. Membawa~~

5. I **bring** four books from the library.

a. Mengambil   c. Memberi

b. Membawa   ~~d. Memilih~~

6. Did you **sleep** enough last night?

a. Duduk   ~~c. Tidur~~ ✓

b. Bangun   d. Berdiri

7. I **buy** a novel in the bookstore.

a. Membayar   c. Menjual

b. Mengirim   ~~d. Membeli~~ ✓

8. The students **listen** to the teacher's explanation.

a. Menjawab   c. Meminta

b. Mendengarkan   ~~d. Bertanya~~

9. The students **answer** the teacher's questions.
   - ~~a.~~ Menjawab ✓
   - b. Membantu
   - c. Mendengarkan
   - d. Melihat

10. I **write** the letter for my friend.
   - ~~a.~~ Membaca
   - b. Mendengarkan
   - c. Menulis
   - d. Memilih

B. Write down the meaning of the words below:
   - a. Knife   Pisau ✓
   - b. Cupboard   Lemari ✓
   - c. Plate   Piring ✓
   - d. Dictionary   kamus ✓
   - e. Lamp   Lampu ✓

C. Classify the following words below into verb and noun :

| Pencil | Drink | Clean | Soap | See |
| Open | Mirror | Sand | Sit | Broom |

Noun	Verb
Pencil ✓	open ✓
Mirror ✓	see ✓
Soap ✓	sand
Drink	sit ✓
~~Broom~~	Clean
Clean	Broom

INSTRUMENT OF THE RESEARCH

POST-TEST

Name : NUR Foizoh

Class : $\sqrt{II}$ B

A. Choose the correct meaning of the underline word below by crossing a, b, c or d!

1. They **cook** the dinner together.
   a. Menonton
   c. Memasak ✓
   b. Makan
   d. Minum

2. I **go** to school on foot at 7.a.m.
   a. Datang
   c. Belajar
   b. Pergi ✓
   d. Duduk

3. My parents **read** one book a month.
   a. Membaca ✓
   c. Mendengarkan
   b. Menulis
   d. Bebicara

4. Rifki and Riski always **play** basketball in the school.
   a. Bermain ✓
   c. Melihat
   b. Menyanyi
   d. Menonton

5. I **meet** Tania last Sunday.
   a. Memanggil
   c. Menunggu
   b. Bertemu ✓
   d. Menemani

6. I **wash** my motorcycle every Sunday.
   a. Mencuci ✓
   c. Memperbaiki
   b. Membersihkan
   d. Menyapu

7. My parents **send** me a box of chocolate.
   a. Menerima
   c. Menjual
   b. Mengirim ✓
   d. Membeli

8. My friends **work** at the biggest company in Bali.
    a. Berjalan   c. Bekerja ✓
    b. Berpikir   d. Berdiri

9. I **teach** my students about English.
    a. Belajar   c. Mengerjakan
    b. Menjelaskan   d. Mengajar

10. I never **swim** because I can't swim.
    a. Berlari   c. Berjalan
    b. Melompat   d. Berenang

B. Write down the meaning of the words below:
    a. Ruler   penggaris ✓
    b. Picture   gambar ✓
    c. Shoes   kertas ✗
    d. Scissors   gunting ✓
    e. Bag   tas ✓

C. Classify the following words below into verb and noun :

| Book | Floor | Door | Call | Run |
| Sing | Choose | Study | Flower | Whiteboard |

Noun	Verb
BOOK ✓	Call ✓
DOOR ✓	sudy ✗
FlOOr ✓	Run ✓
flower ✓	choose ✓
white board ✓	sing ✓

APPENDIX K

DOCUMENTATION

PRE-TEST

TREATMENT

POST-TEST

CURRICULUM VITAE

Jurasni was born on July 7th 1996 in Enrekang, South Sulawesi. She has two brothers and two sisters. She is the third child from marriage of Saftar and Kartini.

In 2002, she started her education first, in Elementary at SDN 150 Baibo and graduated in 2008. She continued her education in Junior High School at SMPN 1 Alla and finished in 2011. Then, she continued her education in Senior High School at SMKN 1 Enrekang and finished in 2014. In the same year she entered the English Education Department of Faculty Teachers and Training at Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis entitle **"The Use of Hangman Game to Increase Students' Vocabulary (A Pre-Experimental Research at the First Grade of MTs Aisyiyah Sungguminasa)."**