TEACHING VOCABULARY THROUGH HANGMAN GAME TO THE

SEVENTH GRADE STUDENTS OF MTS. BUA

IAIN PALOPO

A THESIS

Submitted to the English Education Program of Tarbiyah and Teacher Training Faculty of States Islamic Institute of Palopo as Partial Fulfillment of Requirements for S.Pd Degree in English Education

MUSDALIFAH

15.0202.0149

ENGLISH STUDY PROGRAM

TARBIYAH AND TEACHERS TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

2020

TEACHING VOCABULARY THROUGH HANGMAN GAME TO THE

SEVENTH GRADE STUDENTS OF MTS. BUA

IAIN PALOPO

A THESIS

*Submitted to the English Education Program of Tarbiyah and Teacher
Training Faculty of State Islamic Institute of Palopo as Partial
Fulfillment of Requirements for S.Pd Degree in English Education*

By:

MUSDALIFAH

Reg. Num: 15 0202 0149

Supervised By:

1. **Wahibah, S.Ag., M.Hum**
2. **Andi Tenrisanna Syam, S.Pd., M.Pd**

ENGLISH STUDY PROGRAM

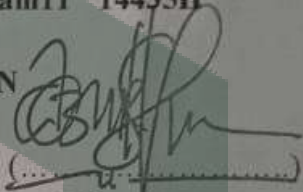**TARBIYAH AND TEACHERS TRAINING FACULTY**
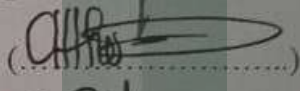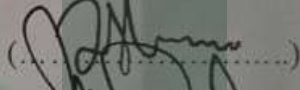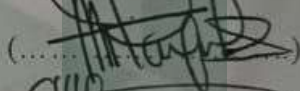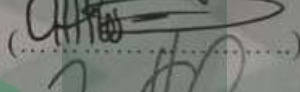
STATE ISLAMIC INSTITUTE OF PALOPO

2020

THESIS APPROVAL

This thesis, entitled "TEACHING VOCABULARY THROUGH HANGMAN GAME TO THE SEVENTH GRADE STUDENTS OF MTS.BUA" written by MUSDALIFAH, Reg. Number 15.0202.0149, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in MUNAQASYAH session which is carried out on **Friday,September4**[th] **2020 M**, coincided with **Muharram 16**[rd] **1442 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, Agustus20[th], 2021 M
Muharram11[th] 14435H

COMMITTEE OF EXAMINATION

1. Andi Tenrisanna Syam, S.Pd., M.Pd   Chairman   (............................)

2. Wahibah, S.Ag., M.Pd.   Secretary   (............................)

3. Dr. Masruddin, S.S., M.Hum.   Examiner I   (............................)

4. Amalia Yahya, S.E., M.Hum.   Examiner II   (............................)

5. Wahibah, S.Ag., M.Pd.   Consultant I   (............................)

6. Andi Tenrisanna Syam, S.Pd., M.Pd.   Consultant II   (............................)
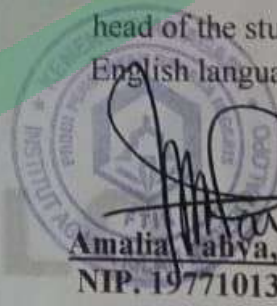
Approved by;

a.n Dekan IAIN Palopo
The Dean of Tarbiyah and
Teacher Training Faculty

head of the study program
English language education

Dr. Nurdin K, M.Pd
NIP. 19681231 199903 1 014

Amalia Yahya, S.E., M.Hum.
NIP. 19771013 200501 2 006

STATEMENTS AUTHENTICITY

1. Who undersigned below,

    Name   : Musdalifah
    Registration Number   : 15.0202.0149
    Faculty   : Tarbiyah and Teacher Training
    Study Program   : English Study Program

Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of others that I acknowledge as my own work or tought.
2. All parts of this thesis are my own works except the citations whose original sources have been reported. All mistakes or errors in it are my responbility.

If later this statement is not true, I am willing to accept administrative sanctions for the act,and then the academic degree that I have achieved can be revoked. In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo,08 Agustus 2022
Regarc

(Musdalifah)
15.0202.0149

NOTA DINAS PEMBIMBING

Hal : Skripsi
Lampiran : -
Kepada Yth
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Di-
Tempat
Assalamu'Alaikum Wr.Wb
Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun tekhnik penulisan terhadap skripsi mahasiswa tersebut di bawah ini:

Nama : Musdalifah
Nim : 15.0202.0149
Prodi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul : Teaching Vocabulary Through Hangman Game to the Seventh Grade Students of Mts.Bua

Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk di ujikan demikian untuk di proses selanjutnya
Wassalamu'Alaikum Wr.Wb
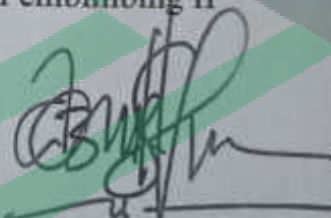
Pembimbing I

Wahibah,S.Ag.,M.Hum
NIP. 196905042003122002

Pembimbing II

Andi Tenrisanna Syam,S.Pd.,M.Pd
NIP. 198604232015032005

CONSULTANT APPROVAL

Thesis Entitled   : Teaching Vocabulary Through Hangman Game to the
Seventh Grade Students of Mts.Bua

Written By   :
      Name   : Musdalifah
      Reg.Number   : 15.0202. 0149
      Faculty   : Tarbiyah
      Study Program   : Tadris Bahasa Inggris

Has been corrected and approved to be Munaqasyah examination.

Palopo, 01 September 2020

Consultant I

Dr. Masruddin,S.S.,M.Hum
NIP. 198006132005011005

Consultant II

Amaliya Yahya,S.E.,M.Hum
NIP.197710132005012006

ACKNOWLEDGMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name of ALLAH SWT, the beneficent and the most merciful, lord of the world has created judgment day in the hereafter and to our Prophet, MUHAMMAD SAW peace be upon him. Alhamdulillah, the researcher expresses her gratitude to the almighty God (ALLAH) that have been given guidance, chances and good health. So, the researcher could finish the thesis entitled "teaching vocabulary through hangman game to the seventh grade students of MTs.Bua".

The researcher realizes that the existence of this thesis was by receiving much advice, guidance, encouragements, and comments from many people, even though this thesis is still far from being perfect. Therefore, the researcher would like to express her deepest gratitude to them.

1. Prof. Dr. Abdul Pirol, M. Ag, the Rector of IAIN Palopo, the first, the second, and the third deputy head, all of the lectures and their assistances and the employers of IAIN Palopo who have taught, educated, helped, advice, and guidance the writer during his study in IAIN Palopo.

2. Dr. Nurdin Kaso, M. Pd, the Dean of Tarbiyah and Teacher Training Faculty of IAIN Palopo and the researcher's respect for him.

3. Amaliyah Yahya, SE., M.Hum, the Head of English Study Program, the first consultant Wahibah, S.Ag., M. Hum, and also Andi Tenrisanna Syam, S.Pd.,

4

M.Pd as the second consultant. Thanks for the advice, explanations, suggestion, idea, help, and guidance since the preliminary study until the researcher can complete this thesis.

4. All the lecturers of English Education Study Program at IAIN Palopo who have given motivation, attention, and knowledge to the researcher.

5. Thanks to the researcher's mother Rosmala Dewi and her father who has given the researcher's help, motivation, bless, pray and strength to finish the thesis. Thus, the researcher can finish her thesis and her study in IAIN Palopo.

6. Special thanks to the researcher's brother and sister; Wahdania, S.ST and Istikhara for their support, guidance, financial and education to finishing this thesis.

7. Special thanks to the researcher's best friends, they are: Ulwiah, Nur Amalia Mahir, Nurul Hafsari, Sri Handayan, all of the BIG D 2015 family, and all of the researcher's friends who cannot mention one by one for their help, support, give jokes, and smiles to the researcher in every place and every situation, so the researcher can be finishing this thesis.

8. Thanks a million to all of the students at MTs.Bua especially for VII.A and VII.B that had participated and joined this research as the respondents so the research can be run well.

The researcher hopes this thesis can give some values to the students of English department, English teachers, and the readers. The researcher admits that this thesis is not perfect so that the researcher will accept suggestion from the

readers to make better. The researcher hopes that this thesis would be beneficial to everyone.

Finally, the researcher pray to the God, Allah SWT gives regard to all of the people who have helped the researcher and the researcher hopes this thesis can be useful and give positive contribution for the readers and the others. The researcher dedicates this thesis, may ALLAH SWT bless us.

Palopo, 29th August 2020
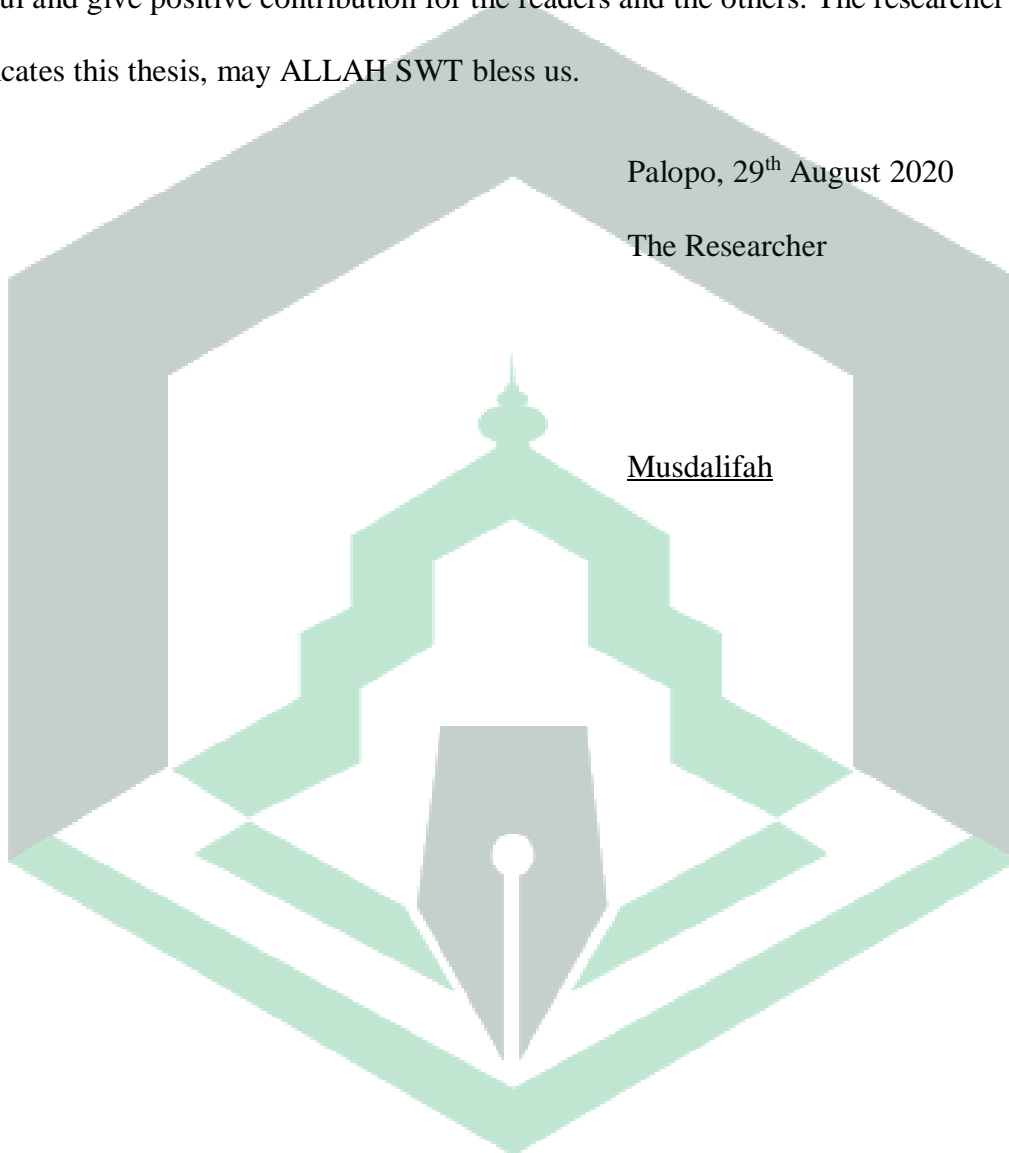
The Researcher

Musdalifah

TABLE OF CONTENT

CHAPTER III RESEARCH METHOD

CHAPTER IV FINDINGS AND DISCUSSIONS

CHAPTER V CONCLUSIONS AND SUGGESTIONS

LIST OF TABLES

ABSTRACT

Musdalifah, 2020. Teaching Vocabulary through Hangman Game to the Seventh Grade Students of MTs.Bua. English Study Program Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies (IAIN) Palopo.Under the supervisors (1) Wahibah, S.Ag.,M.Hum (2) Andi Tenrisanna Syam, S.Pd.,M.Pd

This thesis deals with increasing students' vocabulary by using Hangman Game to the seventh grade of MTs.Bua. The research question of this thesis: is the use of hangman game effective to increase students' vocabulary to the seventh grade of MTs.Bua. The objective of the research is to find out whether or not the use of hangman game is effective to increase students' vocabulary to the seventh grade of MTs.Bua. This research used quasi experimental method with pre-test and post-test design. The pretest was given to know the students' vocabulary before giving treatment. The posttest was given to know the students' vocabulary improvement after giving treatment. The population of this research was the Seventh grade students of MTs.Bua. The number of population was 36 students. The samples of this research were Class VII.A consisted of 18 students as experimental class and Class VII.B consisted of 18 students as control class. The sampling technique in this research was purposive sampling. The instrument of this research was vocabulary test. The writer gave pre-test and post-test to the students. The data were analyzed by using SPSS 20. The result showed that the students' mean score of pretest in experimental class was lower than the mean score in control class (59,17<60,28). While the mean score of posttest in experimental class was higher than the mean score in control class (70,11>62,50). The result of statistical analysis the experimental class for level of significance 0.05 with degree of freedom (df) = 34; the probability value was higher than α 0.000>0.05. As a result, there is a significant difference in vocabulary between the students' who are taught by using hangman game and students' score in learning vocabulary at the seventh grade students' of MTs.Bua. The researcher concluded that the hangman game to increase students' vocabulary. Null hypothesis was accepted alternative hypothesis was rejected.

CHAPTER I

INTRODUCTION

A. Background

Vocabulary can be defined as the set of all words understood by person because all words that will be used to compose a new sentence. Therefore, vocabulary is generally considered a description of the intelligence or level of education hence many standardized exams that provide questions that examine the vocabulary.

Vocabulary is central to language teaching and learning because through vocabulary we can express ideas, emotions, and desires effectively and efficiently. So by learning vocabularies students can be easier to communicate with each other. Teaching vocabulary to young learners is not an easy job. The young learners sometimes face some problems in learning English as a foreign language consequently the teacher should be creative and become a good model in teaching English for their students. Teaching young learners is different from teaching adults, we must have extra power to teach theme because young learners have certain characteristics and need certain treatment.

One's assumption about vocabulary, in general, is considered an important part of either the learning process of a language that has been mastered as school students are often taught new words as part of certain subjects and many who consider the formation of ^{vocabulary} as an interesting and educative activity, therefore, students should know and pay attention to the mistakes they make to access the vocabulary well and accurately, adjectives and advancer. The noun

It self is the first word used by the student is a common noun which is on syllable taken from the sound of babble in the happy, the verb is that after students learn enough nouns to mention names and objects around it, the adjective itself is an adjective that appears in the most commonly used vocabulary such.

Based on observations made in MTS.BUA class 1, the researcher found some problems: 1) that students could not understand the meaning and did not know how to write the word, because the student was very lazy to memorize the meaning of the word, understand the subject matter, and lazy to memorize. The meaning of the word, the students just saw the word on the dictionary without memorizing their meaning and without giving attention to the written form, 2) the students could not pronounce the words well because the students just read the word on its writing, they did not observe the way to pronounce the word, 3) the teacher still used a traditional method in teaching English. The teacher only explained, and then gave it an assignment, which made the students uninterested and bored in the learning process,4) lack of student's interest, and 5) the students did not respond to the teachers, so the researchers took the initiative to use the game in the learning process so that the atmosphere in the classroom went well.

Realizing the problems above, the researcher interested in applying game in teaching vocabulary. Various studies mention that game has great benefits for children's development. That play is a learning experience that is useful for children. According to Mayke S. Tedjasaputra (2001:38-44), playing game has several benefits, namely:[1] 1) sharpen the brain almost all game that has sprung up

---

[1] Mayke S http://ciricara.com/2015/01/29/fungsi-dan-manfaat-bermain-game.

must be done to play games at home-to achieve certain targets of a game, 2) developing social aspects of children, social aspects such as social attitudes, communication, organizing roles, and interactions with fellow friends will develop through play, 3) developing emotional aspects playing is a medium for expressing thoughts and feelings. When playing the game, children can control their emotions, channel their desires and apply discipline by obeying the rules, and 4) developing aspects of cognition playing for children serves to facilitate the development of children's cognition so that children communicate with other children, vocabulary becomes more.

Hangman game is a fast and easy game for two or more people who only need paper, pencil, and the ability to spell. The name of the game used in this research is the hangman. According to Ward as cited in Bunga (2013: 2) hangman is a great way for kids to practice their spelling, pronunciation, improve their vocabulary, and have fun at the same time. Wright et al. (2006: 111) explains the procedure hangman game to exercise spelling some words, as follows: 1. Think of a word that should be familiar to the learners, and draw a dash for each letter. 2. Invite the learners to call out letters that they think maybe in the word. 3. If a learner guesses correctly, write the letter above the appropriate dash. For each incorrect guess, draw one part of the 'hanged man' as in the illustration. Hangman game has advantages that can be developed by referring to the development of student vocabulary aimed at educating students to be able to develop student interest in learning through hangman games. Krissantina found that hangman

games can improve students' vocabulary. Rika Mandasari Manan found that hangman games can motivate students to learn English.

B. Research Question

Based on the background previously, the researcher formulates research question: Do the students who were taught by using hangman game have better scores than the students who were taught by using non-hangman game?

C. The objective of the Research

Based on the formulation of the research, the objective of the research is to know whether or not the students who were taught by using hangman game have better scores than the students who were taught by using non-hangman game.

D. Significance of the Research

1. Theoretically

The result of this research supports the theory which was stated that hangman games can improve students' vocabulary.

2. Practically

a) For the teacher

This research has the benefit for the teacher to know which one the effective methods that can be applied to improve the students' vocabulary mastery.

b) For the students

Students can be motivated and attracted to learn English creatively.

E. Scope of the Research

The researcher focuses on teaching vocabulary. The researcher taught nouns, verb, and adjectives. There were thirty four nouns as school, student, information, system, world, and thirty three verbs as will, can, make, say, get, and thirty three adjectives as new, only, good, different, high. The researcher hopes that the students would master 100 vocabularies. By discipline, this research was under applied English language teaching.

F. Definition of Terms

To get general understand about the aim of the title research, the researcher explains the definition of terms as follows:

1. Vocabulary is a set of words known by someone or is part of a particular language. A person's vocabulary is defined as a set of all words understood by that person or all possible words that will be used by that person to compile new sentences.[2]

2. Hangman game is a fast and easy game for two or more people who only need paper and pencil and the ability to spell and how to play it is quite young, namely first the students listen to the researcher how to play the hangman then the research determines topics such as the vocabulary of the noun, so the students only guess what letters are correct in the empty column, for example: (A _ _ _ T _ _ N) if each groups succeeds in guessing the letter until a word is formed they will get a point, but if on the other hand students cannot guess

---

[2] http://maulana-bahasa-inggris.blogspot.com/2007/12/pengertian-vocabulary.html?m=1

correctly until the researcher has finished drawing someone hanging themselves, that means the group has lost the guess.[3]

[3] http://www.thefreedictionary.com/teaching-definition

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Ashartini Evi (2017) focused on teaching vocabulary by using the hangman game; the purpose of this study was to find out whether teaching vocabulary using the hangman game was effective to improve students' vocabulary. She conducted research in the eighth grade of SMP DDI SSA Pontianak in the 2016/1017 academic year, there were 25 students. She found that the hangman game can improve students' vocabulary. This research discussed about vocabulary as well as the researchers. The difference is the research method above is pre-experimental research while this research is quasi-experimental research.[4]

Rika Mandasari Manan (2016) aims to determine whether the use of hangman games motivates students in learning English. She conducted research in eighth grade MTs.Bua Negeri Cirebon, there were 23 students. She found that the hangman game can motivate students to learn English. This research talks about vocabulary as well as research researchers. The difference is the research method above is the method used in quantitative research designs while this research is quasi-experimental research.[5]

Eko Wahyu Hidayat (2015) wanted to determine whether students' vocabulary mastery could be improved by using hangman games or not. He did research in the seventh grade MTs.Bua Negeri Sauce, and he found that hangman

---

[4] Ashartini evi teaching-vocabulary-by-using-hangman-game-to-eighth-grade-students-smp-ddi-ssa-pontianak.

[5] Rika mandasari manan "the use of game in motivating students in learning English"

games can improve students' vocabulary mastery. This research talks about vocabulary as well as this research. The research method above is a pre-experimental method while this research is quasi-experimental research.[6]

Krissantina (2012) this study aims to determine students the vocabulary of students through the hangman game. She did research in eighth grade SMP Theresia 1, she suggested that hangman games can improve students' vocabulary, this study talks about vocabulary as well as research researchers. The research method is pre-experimental research while this research is quasi-experimental research.[7]

Similarities and differences between previous researchers and the author's research that both want to improve student vocabulary and motivate students through hangman games while the difference is that previous researchers used pre-experimental methods while researcher used quasi experimental and previous researchers could use make a sentence, unramble sentences in board while this study uses the hangman game by guessing letters until the formation of a vocabulary, because with this game can motivate students to learn.

B. Some Pertinent Ideas

1. Vocabulary

a) Definition of Vocabulary

Vocabulary is not the only symbol for ideas but also a part of how to improve language skills in the target language. The more vocabulary which

---

[6] Eko wahyu hidayat "Increasingvocabulary mastery of the seventh grade students through hangman game"

[7] Krissantina "Improving the mastery of vocabulary using hangman game to the eighth grade immersion students of SMP Theresiana 1 in the academic year 2011/2012"

students master the more ideas they could have, so they can communicate by using their ideas more effectively.

Burton"s (1982) large number of vocabularies help to express ideas vividly and without repetition of words. Besides that, he said that with a larger vocabulary, we could better perform in all aspects of English language work. That is why the student has to master a great number of vocabularies if they want to make it easy to learn a foreign language.

Fries (1959) vocabulary is an essential area of language learning. It has meant that learning a language, of course, is learning its vocabulary, too, because vocabulary is one of the components of language that cannot be separated in learning the language. Therefore, students who are rich in vocabulary are easier to learn a language than poor ones. It refers that by mastering a great number of vocabularies students will learn a foreign language easily. In other words, to master a foreign language, we have to master the vocabulary first.[8]

Hatch and Brown (1995:1) define that vocabulary as a list of words for a particular language or a list or set word that individual speakers of language might use.

Laufer (1997:54) states that vocabulary learning is at the heart of language learning and language use.[9] Richard and Renandya (2002), vocabulary is a component of language proficiency and provides much of the basis for how well students speak, listen, read and write. Vocabulary is the basic component to help the students in mastering the language. They will learn the language skill easily if

---

[8] Fries file:///C:/Users/asus/Documents/Revised2%20(Thesis%20Bab%20II).pdf
[9] Laufer https://www.academia.edu/6086481/Definition_of_vocabulary

they have enough vocabulary. In any foreign language, learning vocabulary is one that is emphasized. Thus, Students have to develop their vocabulary.[10]

2. Kinds of Vocabulary

According to Collier is that vocabulary can be divided into four kinds, they are:[11]

a. Active vocabulary

Active vocabulary refers to the vocabulary that the students have been taught or have learned and which they are expected to be able to use.

b. Passive vocabulary

Passive vocabulary refers to the vocabulary that the students do not frequently use but can be recognized and understood the meaning both in textual and oral contexts.

3. Part of Speech

a. Content words

1) Definition of noun

According to the Cambridge dictionary, a noun or noun is a word that refers to people, places, things, activities, substances, and qualities. So words like doctor, coal beauty, fear, man, dog, table, swarm, courage, are a few examples of English nouns.[12]

---

[10] Jack C. Richard and Willy A. Renandya, Methodology in Language Teaching: An Anthology of Current Practice (New York: Cambridge University Press, 2002),225

[11] Collier, they key to English vocabulary,(london memmilan limited,1965),p.7

[12] Cambridge http://www.belajarbahasainggrisku.id/2015/03/pengertian-4-jenis-noun-dan-berbagai-contoh-penggunaannya.html.

2) Concrete noun (tangible noun)

Types of nouns that are material and can be seen, touched and felt by the five senses. Concrete noun also has several types, namely:

a) Proper noun (separate noun)

Nouns begin with capital letters such as names of people, cities, countries, schools, companies and other place names. For examples: Canada, Jakarta, Japan, Xerox, University of Indonesia, and so on.

b) Common noun

Common noun is noun classification for people, places, things and things in general. This noun does not use capital letters at the beginning of the word, unless the word starts a sentence or becomes the title of an article.

c) Material noun (noun consisting of raw language / raw material).

Material nouns is nouns used to indicate objects originating from and made of nature (produce) as well as natural phenomena, also to indicate man-made objects.

d) Collective noun

Collective noun is nouns formed by a single noun that consists of more than one, like a group. Example: herd, flock, group, class, family, jury, audience.

3) Abstract Noun

Nouns cannot be understood by the five senses but they can be imagined. Example: connection, beauty, poverty, wisdom, happiness, sadness, childhood, argument, entertainment, faith, confidence, injury, broadcasting, writing and so on.

4) Definition of adjective

According to Azar in his book 'understanding and using English grammar,' adjectives are simply defined as one word that describes or explains a noun (pronoun). In short, adjective / is always an explanation of the noun. This means that everything that modifies, explains, describes and follows nouns that have the potential to be adjectives from the word form.[13]

a) Descriptive adjectives

Judging from the terms used are descriptive, the following group of adjectives has the main function of describing or explaining nouns and pronouns. This type of adjective is also often called a qualitative adjective. The main idea of descriptive/qualitative adjectives is to provide information, quality or attributes to the noun/pronoun described. Most of the adjectives that we encounter in English sentences are part of this adjective. Consider the following examples:

1. The house is very big.

2. My mother is beautiful.

3. A beautiful woman is standing next to me.

4. I have a very big house.

5. I buy an interesting book.

Adjective successive; big, beautiful, and interesting in the sentence above serves as an attribute or explanatory of the noun; house women, mother, and book.

b) Demonstrative adjectives

This type of adjective is actually quite often found in English sentences. But many of us English learners do not realize that this word is an adjective. This

---

[13] Azar https://english-discussion.com/memahami-jenis-jenis-kata-sifat-atau-adjective-1/

is because the adjective form is not as clear and easily recognizable as the previous adjective. Simply put, demonstrative adjective groups, according to the use of the term, have the function of marking things in terms of time and distance. Demonstrative adjective groups are represented as mark/show objects in terms of time and distance. Demonstrative adjective groups are represented by the words this, that, these and those.

1. These books are expensive.

2. May I bring that book?

3. This time I will win.

4. Those people are friendly.

These words, those, and that in the example sentences above are words that characterize and become explanatory nouns that follow, book, time, and people. However, it needs to be distinguished that the words this, that, there and those on several occasions are not words. Opportunity is not an adjective, but as a pronoun, an easy way to distinguish the two is to see the noun afterward. If we see that after the word demonstrative there are nouns that follow, we can be sure that the word is a demonstrative adjective. This is because demonstrative as a pronoun always stands alone without any words that follow after.

c) Quantitative adjective

Based on the word quantitative, the following adjectives have the function of explaining nouns in terms of quantity or amount. Quantitative adjectives provide information or answers to the questions' how much and how many.

1. She has two children.

2. She gave me enough information.

3. Some tickets are sold out.

4. Just a little sugar, please?

Tenses; two, enough some can little above is adjective because it is an explanation of the noun that follows them, namely children..

5) Definition of verb

a) Finite verb

This type of verb is a verb that has a subject and can also stand as the subject of an independent clause. The finite verb can also be said as the main verb in a sentence that can explain the form of the sentence itself, whether it is past, present or future in other words, this type of verb its use depends on the subject and tense used in a sentence. In addition, the finite verb can explain the number of subjects, whether singular (plural) or plural (plural). Here is an example of finite verb:[14]

- Based on tense

- Present: Past

- See: Saw

- Based on person

- First: Second

- See: See

Example of sentence:

- I saw my father in this building yesterday.

---

[14] http://www.belajaringgris.net/kata-kerja-verbs-1331.html

- He eats an apple every day.

- Some people come to this library at the weekend.

b) Auxiliary verb

Verbs in English type are types that have the ability to modify the meaning of a verb. It appears before the main verb. The difference between auxiliary verbs and helping verbs is that this type of verb has no lexical meaning. The verb in English is divided into two, namely primary auxiliary and modal auxiliary verb. Here is the division:

Table 2.1. Primary auxiliary verb

Do	Be	Have
Do	Is	Has
Does	Are	Have
Did	Am	Had
	Was	
	Were	
	Be	
	Being	
	Been	

Example of sentence:

- He is my brother.

- They have played footbaal for an hour.

- I do not buy a car every day.

- Did you drink a cup of coffee last night?

- We are the students of this school.

c) Modal auxiliary verb

Example: can, could, may, might, will, would, shall, should, must, and ought to.

Example of sentence:

- We can buy it every Sunday.

- I could play futsal well last year.

- May I ask you to bring my bag?

d) Verb ringing

Verbs in English are used to connect between subjects and with information about the subject. In addition to the subject, it can be in the form of a relationship with also its own description of the word no. Because of this, it gives an action to the object classified into the type of intransitive verb.

4. How to Teach Vocabulary

In the teaching and learning process, many activities that can be done by the teacher and students include: 1) at the initial meeting in order to create a comfortable atmosphere for students, the teacher acts as a model or example, the teacher can give instructions to several students and then practice them in front of students so that students can understand the instructions that will be given and can follow it. Example:

- Stand up, please!

- Touch your hair, please!

- Close your eyes, please!

- Open your mouth, please!

- Take the English book, please!

In the second stage, students can demonstrate what they understand from the instructions that have been given with their own friends. Then come to the stage when students have understood, understood and can respond to commands with physical responses, students can learn further to read and write them. 3) researchers provide reading and writing activities to students to increase vocabulary and also train in their sentence structure, and after reading students can express whatever vocabulary they know in the sentence.[15]

5. Principles in Teaching Vocabulary

There are three criteria in guiding student master vocabulary:

- Include both definitional information and information about each word's contextual meaning.

- Involve children more actively in word learning.

- Provide multiple exposures meaningful to information about the word.[16]

It is crucial to take into account reasons for treating language, in general, to be thought as a tool for social interaction. Richards (2001, p. 161) theorized four reasons, namely:

1. Language is a system for the expression of meaning.

2. The primary function of language is to allow interaction and communication.

3. The structure of language reflects its functional and communicative uses.

---

[15] http://rima-putri13.blogspot.com/2014/10/metode-pembelajaran-bing-tpr-total.html?m=1

[16] https://www.englishindo.com/2012/11/3-prinsip-mengajarkan-kosakata.htm/?m=1

4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.[17]

6. Game

Game is a game that is liked by many children to adults, games are actually important in brain development, to improve concentration and train to solve problems to entertain, precisely and quickly because in games there are various conflicts or problems that require us to solve them quickly and correctly. But games can also be detrimental because if we are addicted to the game we will forget the time and will disrupt the activities or activities that we are doing.[18]

Brathwaite and Schreiber (2009) game design is the process of creating the content and rules of a game.

Ernest Adama (2006) revealed that game is a type of play activity, conducted in the context of a pretended reality, in which the participant(s) try to achieve at least one arbitrary, nontrivial goal by acting in accordance with rules.[19] Ivan C Sibero (2014) stated that game is one of the most widely used as applications and enjoyed by electronic media users today.

7. Hangman Game

a) Definition of the hangman game

---

[17] https://www.google.com/seach?=pendapat+terbaru+mengenai+principle+teaching

[18] https://segera.id/dasar-perancangan-permainan-1-definisi-desain-permainan

[19] Ernest adam https//www.mandalamaya.com/pengertian-game-menurut-para-ahli/

Hangman is a fast and easy game for two or more people who only need paper, pencil, and the ability to spell. The name of the game used in this research is the hangman.

Ward as cited in Bunga (2013:2) hangman game is a great way for kids to improve their vocabulary, and have fun at the same time. Hangman game is a word game that is represented by a person who selects a secret word, and the others tried to determine the word by guessing it letter-by-letter.[20]

Wright et al (2006: 111) explain the procedure hangman game to exercise spelling the same words, as follows:[21]

- Think of a word that should be familiar to the learners and draw a dash for each letter.

- Invite the learners to call out letters that they think maybe in the word.

- If a learner's guesses correctly, write the letter above the appropriate dash.

Kartikawati (2014) also states that the students can express their idea in 11 ts trying to guess the secret word by hangman game and the researcher also create a fun atmosphere.[22]

Brophy (2004) argues that it means that a person who has the motivation to do something also has a clear direction about the achievement.[23]

8. The Concept of Hangman Game

---

[20] Ward File:///C:/Users/asus/Documents/209789-none.pdf

[21] Wright et al "Theaching vocabulary by using hangman game to eighth grade students smp ddi ssa pontianak."

[22] Kartikawati file:///C:/Users/asus/Documents/224-469-2-PB.pdf

[23] Brophy file:///C:/Users/asus/Documents/teori%20hangman%20game.pdf"THE USE OF HANGMAN GAME IN MOTIVATING STUDENTS IN LEARNING ENGLISH"

In making or designing a game there are the basics of making game namely:

- The teacher and the children determine the theme to be played, for example, animals, colors, fruits, etc.

- After the theme is agreed. The teacher starts this game the mission of this game is that children must save someone who is hanged by guessing the letters of a particular word.

- According to the name of this game. Hangman draws a gallows on the board and the same lines that represent words that must be guessed for example apple. This means the lines made as many letters in the word apple are 5 lines.

- Children must guess the word in question by mentioning the letters if the children mispronounce the letter (------), the teacher will draw a circle resembling a human head if the child is still wrong the teacher continues to draw the body. If it's still wrong, it will also be continued by drawing both hands and feet, and finally a sad face, this is a sign that children cannot save punishment.

- If the letter mentioned by the child represents the word in question, write the letter above the line that has been made and so on letter by letter until the word guessed. The game is declared over if the children cannot complete the line with the right letters and conversely the children are declared win if they can complete it so that the word in question is known.[24]

---

[24] http://www.studyenglishtoday.net/fruitnveg.html
http://www.teachingenglishgames.com/3-5.htm

B. Theoretical Framework

Vocabulary is an element that supports the English skills component. If students have more vocabulary, it will make them easily in expressing their ideas, feelings, emotions, etc. Without vocabulary, students will have problems in learning English.

This means that vocabulary is very important in the process of learning English. Hangman game is one of the enjoyable games to teach English vocabulary that can improve students' vocabulary skill. In this game, students not only memorize words, letter by letter but also students can improve their pronunciation and know the meaning of words.

From the fact above, the researcher conducted research by using of hangman game in teaching vocabulary, in order to bring awareness not only to students but also to teachers of English about how to teach vocabulary effectively.

Vocabulary is one of the problems in mastering English especially at the seventh-grade students of Madrasah Tsanawiyah Bua. There were many methods to teach vocabulary. One method is through the hangman game.

Hangman game is a fast and easy game for two or more people who only need paper, pencil, and the ability to spell. It brings some benefits for the students, namely:

1. Sharpen the brain almost all games that have sprung up must be done to play games at home-to achieve certain targets of a game.

2. Developing social aspects of children, social aspects such as social attitudes, communication, organizing roles, and interactions with fellow friends will develop through play.

3. Developing emotional aspects playing is a medium for expressing thoughts and feelings. When playing the game, children can control their emotions, channel their desires and apply discipline by obeying the rules.

4. Developing aspects of cognition playing for children serves to facilitate the development of children's cognition so that children communicate with other children, vocabulary becomes more.
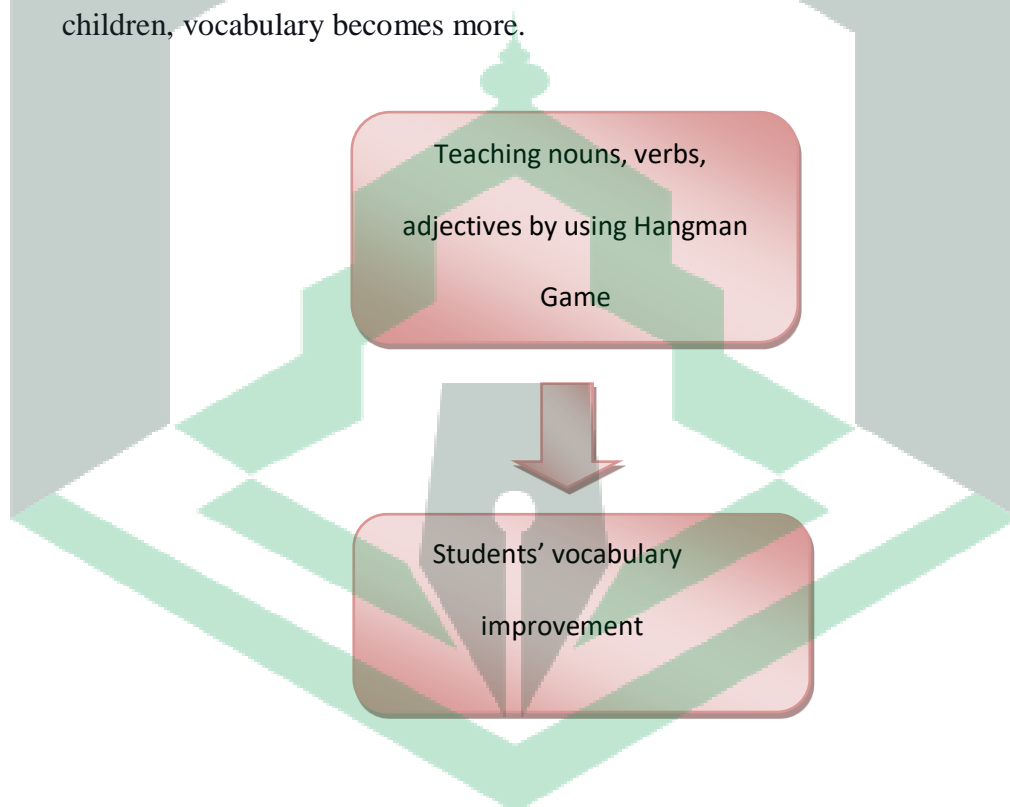
Figure 2.2. Theoretical Framework

C. Hypothesis

1. The hypothesis of the research was formulated as follows:

Ho = there is an improvement in students' vocabulary mastery at the seventh-grade students of Madrasah Tsanawiyah Bua.

Hi = there an improvement in students' vocabulary mastery after they are taught by using hangman games at Madrasah Tsanawiyah Bua.[25]

2. The hypothesis acceptability criteria as follows:

   a. If p-value $\leq \alpha$ 0,05 means reject H_0

   b. If p-value $\geq \alpha$ 0,05 means accept H_0

---
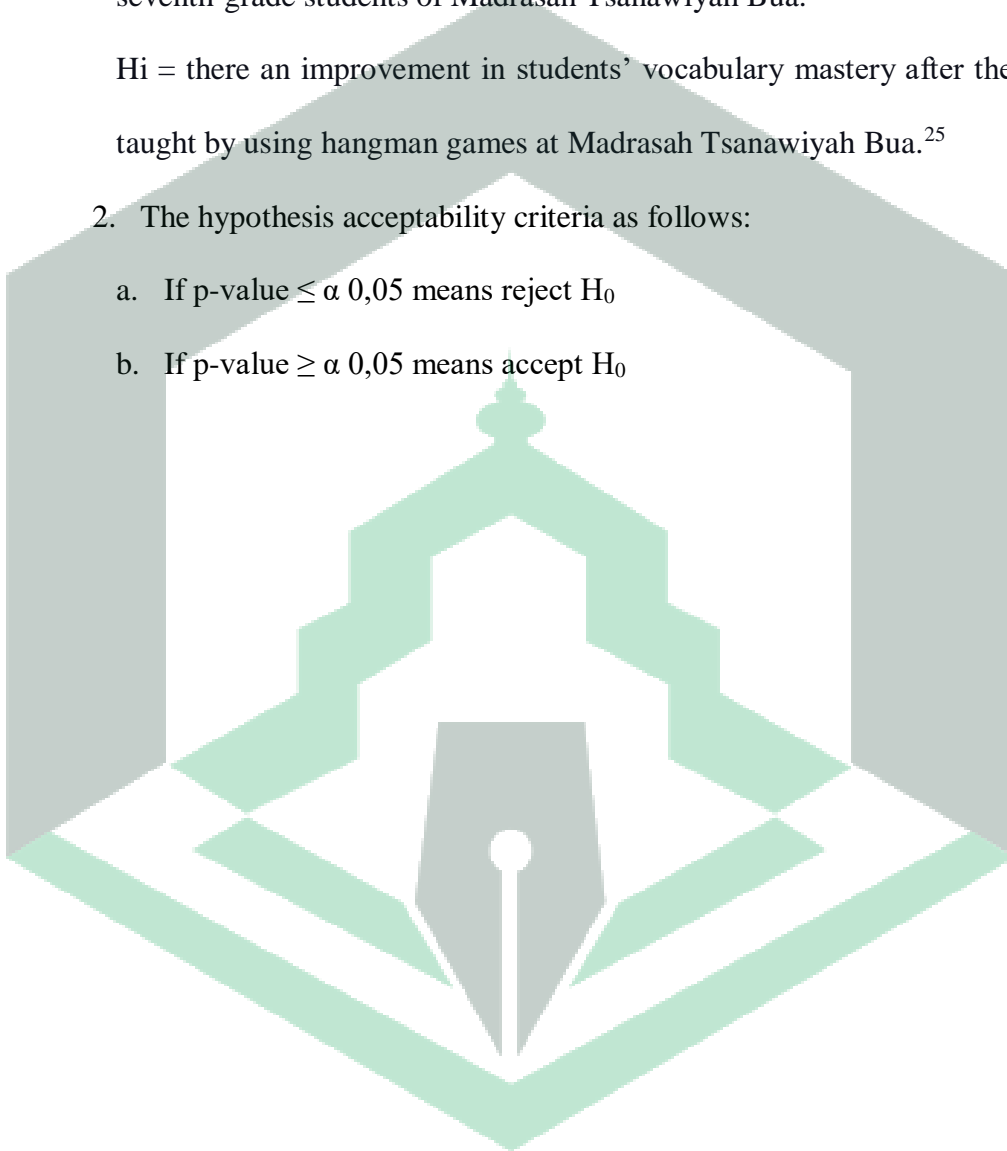
[25] Teaching vocabulary through picture story at the eighth year students of SMP PMDS putra palopo.

CHAPTER III

RESEARCH METHOD

A.   Research Design

This research applied a quasi-experimental research method. It involved two groups of students with pre-test and post-test design. Quasi-experimental methods that involve the creation of a comparison groups are most often use when it is not possible to randomize individuals or groups to treatment and control groups. This is always the case for ex-post impact evaluations, for example, where ethical, political or logistical constraints, like the need for a phased geographical roll-out, rule out randomization.[26]

$$O_1 \quad X, O_2$$
$$O_1 \quad X_2 \; O_2$$

O_1 = The experimental group before being given a pretest.

O_1 = The experimental group after being given a posttest.

X = Experimental class.

X_2 = Control class.

O_2 = The control group before being given treatment.

O_2 = The control group after being given treatment.

[26] Novia, Quasi Experimental Design and Methods, file:///C:/Users/Novia/Documents/New%20folder/Downloads/QuasiExperimental_Design_and_Methods_ENG.pdf. Accessed on 29 january 2019.

X = Treatment given to the experimental group, absence of treatment in the control group.[27]

B. Population and Sample

1. Population

   The population of this research was the seventh-grade grade students of MTS.BUA. The population consisted of 3 classes and each class consisted of 19 students so the population was 57 students.

2. Sample

   In this study, researchers applied a purposive sampling technique. The sampling technique aimed to collect samples based on the research objectives, the researcher choose two classes as a sample, namely class VII.A and VII.B which consisted of 38 students. The researcher chose this sample because the students in this class had lower vocabulary skills than other classes.

C. The instrument of the Research

The instrument of the research was a vocabulary test. There were 20 numbers of questions. The forms of the tests are multiple choices, matching pictures with the word, guessing the parts of the house.

D. The Procedure of Collecting Data

To collect data, the researcher taught six meetings or days in the class. The procedures for collecting data was described as follows:

---

[27]file:///C:/Users/asus/Documents/quasi%20BAB%20III.pdf

1. Pre-test

   The researcher gave a pre-test to the students before the researcher gave the treatment. This test aimed to measure the students' prior knowledge of vocabulary.

2. Treatment

   The researcher conducted treatments after doing the pre-test and the treatments will do until for four meetings. The step as follows:

a. The first meeting

   1. The researcher explained the verb.

   2. The researcher gave some examples of the verb.

   3. The researcher divided the students into 4 groups.

   4. The researcher provided a blank column to be filled out by students containing vocabulary with the theme "verb".

   5. The researcher chose the students from one team and instructed the students to answer.

   6. If each team incorrectly mentioned letters (because they did not represent word that is maximized the writer draw a circle that resembles a human head. However, if the students answer is correct, he will get the first point in the form of one candy and whoever gets the most points is the winner, but if the students' answers were still wrong then the researcher continued to draw both hands and feet, it is a sign that each member did not save a penalty.

7. If each group could not finish the game correctly, they would be punished by memorizing 10 vocabularies.

b. The second meeting

1. The researcher explained the adjectives.

2. The researcher gave some examples of the adjectives.

3. The researcher divided the students into 4 groups.

4. The researcher provided a blank column to be filled out by students containing vocabulary with the theme "adjectives".

5. The researcher chose the students from one team and instructed the students to answer.

6. If each team incorrectly mentioned letters (because they did not represent word that is maximized the writer draw a circle that resembles a human head. However, if the students answer is correct, he will get the first point in the form of one candy and whoever gets the most points is the winner, but if the students' answers were still wrong then the researcher continued to draw both hands and feet, it is a sign that each member did not save a penalty..

7. If each group cannot finish the game correctly, they would be punished by memorizing 10 vocabularies.

c. The Third meeting

1. The researcher explained the noun.

2. The researcher gave some examples of the noun.

3. The researcher divided the students into 4 groups.

4. The researcher provided a blank column to be filled out by students containing vocabulary with the theme "verb".

5. The researcher chose the students from one team and instructed the students to answer.

6. If each team incorrectly mentioned letters (because they did not represent word that is maximized) the writer draw a circle that resembles a human head. However, if the students answer is correct, he will get the first point in the form of one candy and whoever gets the most points is the winner, but if the students' answers were still wrong then the researcher continued to draw both hands and feet, it is a sign that each member did not save a penalty..

7. If each group cannot finish the game correctly, they would be punished by memorizing 10 vocabularies.

d. The Fourth meeting

1. The researcher explained the verb.

2. The researcher gave some examples of the verb.

3. The researcher divided the students into 4 groups.

4. The researcher provided a blank column to be filled out by students containing vocabulary with the theme "verb".

5. The researcher chose the students from one team and instructed the students to answer.

6. If each team incorrectly mentioned letters (because they did not represent word that is maximized the writer draw a circle that

resembles a human head. However, if the students answer is correct, he will get the first point in the form of one candy and whoever gets the most points is the winner, but if the students' answers were still wrong then the researcher continued to draw both hands and feet, it is a sign that each member did not save a penalty.

7. If each group cannot finish the game correctly, they would be punished by memorizing 10 vocabularies.

3. Treatment for control class

a) The first meeting: the teacher explained what is meant by nouns and gave examples to students, after that the teacher wrote as many as 10 nouns that students must memorize during the lesson, but before students memorize the vocabulary given, students first make a sentence with the vocabulary with a predetermined time.

b) The second meeting: the teacher explained what is meant by the verb and gave an example to students, after that the teacher wrote 10 verbs that students must memorize during the lesson, but before students memorize the vocabulary given, students first make a sentence with the vocabulary with a predetermined time.

c) The third meeting: the teacher explained what is meant by adjectives and gave examples to students, after that the teacher wrote as many as 10 adjectives that students must memorize during the lesson, but before students memorize the vocabulary given, students first make a sentence with the vocabulary with a predetermined time.

d) The fourth meeting: at the meeting the writer explained again about nouns, verb and adjectives, after that the researcher gave the task of memorizing the vocabulary that had been given earlier from the first meeting to the third meeting.

4. Post-test

Giving treatment for the students in four meetings, the researcher gave a post-test. In the post-test, the researcher gave the same way in the pre-test to the students. This test was aimed to measure the students' vocabulary achievement after giving treatment to the students.

E. Technique of Data Analysis

Before analyzing the data, the researcher collected the data and analyzed by using procedures follows:

1. Scoring the raw data of pre-test and post-test. Each of the students' correct answer got 1, and the wrong answer got 0.

2. Converting the raw scores to a set of core maximum of 100, using the following formula :

$$\text{Score} = \frac{\text{The total of the student' correct answer}}{\text{The total of items}} \times 100$$

3. Converting the score of the students into values.

4. Classifying the score of the students into the following score rubric.

Table 3.1. Students' Classification Score

Score	Classification
81-100	Very Good
61-80	Good
41-60	Fair
21-40	Poor
1-20	Very Poor

5. Calculating the mean score, standard deviation, frequency table and test between vocabulary achievement of the experimental class and control class by using SPSS 22 for windows evaluation.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The researcher achieved the data in the form of a score. The score divided from the test. There were pretest and posttest. The pretest was held on 31st October 2019. Before giving the pretest the researcher did the treatment to experimental class (VII.A) was held on 02nd November until 07th November 2019. The last posttest held on 09th November 2019. The researcher will discuss the finding the student' vocabulary between the experimental classes were given the treatment and control class were not given the treatment.

1. **The Analysis of Students' Pretest Score**

In the following analysis, the research findings will be presented. Student pretest scores were collected, the researchers discussed the student's vocabulary findings between the experimental class being treatment and the control class not being treated.

a. **The students' Scoring Classification of Students' Pretest score of Experimental class And Control Class**

This classification, the writer presented the frequency and percentage of the students' pretest of experimental class and control class. It showed the improvement of the students in the experimental class and control class before giving treatments by using a hangman game.

Following table to be the data achieved from the

experimental and control class after giving treatment.

Table 4.1. Frequency and Percentage of Students Pretest of Experimental Class and Control Class

Classification	Score	Pretest Of Experimental Class		Pretest Of Control Class	
		Frequency	Percentage	Frequency	Percentage
Very Good	81-100	0	0%	0	0%
Good	61-80	9	50%	6	33.3%
Fair	41-60	7	38.9%	12	66.7%
Poor	21-40	2	11.1%	0	0%
Very Poor	1-20	0	0%	0	0%

Table 4.1 showed the data of the pretest in the experimental and control

class. The data pretest of experimental were 9 students (50%) in good

classification, 7 students (38.9%) in fair classification, and 2 students (11.1%) in

poor classification. While the data pretest of control class were 6 students (33.3%)

in good classification, 12 students (66.7%) in fair classification and none of the

students of both classes are very good classification.

b. **The mean score and standard deviation of students' pretest
score of experimental class and control class.**

In this part, the researcher described the mean score and

standard deviation in order to compare a mean score of pretest in

experimental class and control class before giving treatment.

Table 4.2. The Mean Score and Standard Deviation of Students' Pretest in Experimental and Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation

pretestexp	18	25	75	59.17	12.976
pretestcont	18	50	75	60.28	6.524
valid N (listwise)	18				

Table 4.2 showed that there was a difference between the mean score of pretest in the experimental and control class. The mean score of the pretest in the experimental class was 59.17 and the control class was 60.28. It means the mean score of the pretest in the experimental class was lower than the mean score in the control class (59.17<60.28). The standard deviation of pretest in the experimental class was higher than the standard deviation in the control class (12.97>6.52)

c. **The Calculation of pretest of experimental class and control class**

In this part, the researcher described the calculation of t-test paired samples statistic and paired sample t-test of pretest in experimental class and control class before giving treatment.

Table 4.3. The Paired Samples Statistic Pretest of Experimental Class and Control Class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
pair 1	testexp	59.17	18	12.976	3.059
	testcont	60.28	18	6.524	1.538

Table 4.3 was described as the statistical result of the experimental class and control class. From the class of the table above, N was the total of the subject data which was 18 from the group experimental class and 18

44

from the control class. It could be seen that between the pretest of the experimental and control class is significantly different. The mean that acquired by the experimental class was 59.17while the mean score of the control class was 60.28. Further the statistical hypothesis of the research was described in the table below:

Table 4.4. The Paired Samples Test Pretest of Experimental Class and Control Class

Paired Samples Test

		Paired Differences					T	Df	ig. (2-tailed)
		Mean	Std. Deviation	td. Error Mean	% Confidence Interval of the Difference				
					Lower	Upper			
pair 1	testexp–pretestcont	-1.111	13.672	3.223	-7.910	5.688	-.345	17	.734

Based on the result of data analysis as summarized in Table 4.4 above in the pretest of experimental class and control class, the researcher found that the Probability Value is higher than alpha (α) (0.734> 0.05) which means that there is no significant difference in the pretest of both classes.

2. **The Analysis of Students' Posttest Score**

The following analysis, it would be presented research findings. The score of students' posttest was collected. The researcher discussed the finding of the students' vocabulary between the experimental class were given the treatment and control class were after given the treatment.

a. The Students' Scoring Classification of Posttest Score of Experimental and Control Classes.

In this classification, the researcher presented the frequency and percentage of the students' posttest of experimental class and control class. It shows the improvement of the students in the experimental class and control class after giving treatment by using a hangman game.

The following table to be the data achieved from the experimental and control class after giving treatment.

Table 4.5

Frequency and Percentage of Students Posttest of Experimental Class and Control Class

Classification	Score	Posttest of Experimental Class		Posttest of Control Class	
		Frequency	Percentage	Frequency	Percentage
Very Good	81-100	8	44,4%	0%	0%
Good	61-80	10	55,6%	12	66.6%
Fair	41-60	0	0%	3	16.7%
Poor	21-40	0	0%	2	11.1%
Very Poor	1-20	0	0%	1	5.6%
Total		18	100%	18	100%

Table 4.5 showed the data of the posttest in the experimental and control class. The data pretest of experimental were 8 students (44,4%) in very good classification, 10 students (55,6%) in good classification. While the data posttest of control class was 12 students (66.6%) in good classification, 3 students (16.7%) in fair classification, 2 students (11.1%) in poor classification and 1 student (5.6%) in very poor classification.

46

b. **The mean score and standard deviation of students' posttest scores of experimental class and control class**.

In this part, the researcher described the mean score and standard deviation in order to compare a mean score of the posttest. In experimental class and control class after giving treatment.

Table 4.6. The Mean Score and Standard Deviation of Students' Posttest in Experimental and Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
stestexp	18	30	85	70.11	19.393
stestcon	18	20	75	62.50	15.459
lid N (listwise)	18				

Table 4.6 showed there was a difference between the mean score of the post-test in the experimental and control class. The mean score of the post-test in the experimental class was 70,11 and the control class was 62,50. It means the mean score of the pretest in the experimental class was higher than the mean score in the control class (70,11>62,50). The standard deviation of the posttest in the experimental class was higher than the standard deviation in the control class (19.3>15.4).

c. **The Calculation of the t-test posttest of experimental class and control class.**

In this part, the researcher described the calculation of t-test paired samples statistic and paired sample t-test of pretest in experimental class and control class after giving treatment.

47

Table 4.7. The Paired Samples Statistic of Posttest in Experimental Class and Control Class

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 posttestexp	70.11	18	19.393	4.571
posttestcon	62.50	18	15.459	3.644

Table 4.7 described the statistical result of the posttest experimental class and control class. From the class of the table above, N was the total of the subject data which was 18 from the class experimental class and 18 from the control class. It could be seen that between the posttest of the experimental class and control class is significantly different. The mean that acquires by the experimental group was 70.11while the mean score of the control class was 62.50.

Table 4.8. The Paired Samples Test of Posttest in Experimental Class and Control Class

Paired Samples Test

	Paired Differences							Sig. (2-tailed)
	mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper	t	df	
1 ttestexpe - posttestcon	18.333	14.246	3.358	11.249	25.418	5.460	17	.000

Based on the result of data analysis as summarized in Table 4.8 above in the pretest of control and experimental group, the researcher found that the

Probability Value is lower than alpha (α) (0.000<0.05) which means that there is a significant difference in posttest of both classes. Thus, the hangman game was not effective in teaching vocabulary.

B. Discussion

Based on the research findings, the data analysis shows that hangman game improves students' vocabulary skills in the posttest, can be seen before and after providing continuous through hangman game. Hangman game has many benefits when students focus on class. Kartikawati stated that students can express their ideas in trying to guess the secret word by hangman game and researchers also create a pleasant atmosphere. In this section, researcher took 3 students as representations that have different abilities. They are students R1, R7, and R15, of these three students, the comparison of hangman game vocabulary is high, medium and low in the experimental class. The first student is the student (R1), the researcher found some vocabulary correctly answered by students in the pretest, besides after the research gave treatment and the researcher continued the posttest test, he answered 15 questions correctly in the pretest and 17 questions in the posttest. The second student is a student (R7), this student has a very moderate ability to answer before the researcher gives and after treatment, he answers well 13 questions correctly in the pretest and 15 questions in the posttest. This third student has a very different comparison between the two students above because he has quite low of R1 students and R7 students than previous researchers after giving care of hangman game on the vocabulary, he answered 9 questions correctly in the pretest and 11 questions in the posttest.

In the control class, the researcher found different from the experimental class. Where class control has a mild vocabulary understanding. Besides that, after the researcher taught in control class, researchers found some students who did not understand yet the correct vocabulary.

In this research, there were previous researchers; the first HeniJulaiha researched the title: *"The effectiveness of using hangman game on students' bulary achievement of the eighth grade at SMPN 1 Kalidawir"*.In the academic year 2019. She is using the class action research method in her thesis and she is used two cycles. The differences between Heni Julaiha's research and this research were in the material and instrument of the research. The material of Heni Julaiha's research was vocabulary mastery and this research focused on English vocabulary. Both of the researches use the class action research method (CAR). The similarities between Heni Julaiha's research and this research are improving English vocabulary mastery.[28]

The second research is Ashartini Evi, conducted research under the title *"Teaching vocabulary by using hangman game to eighth-grade students SMP ddi pontianak" in the academic year 2017*. The difference between Ashartini Evi the researcher is the research method above pre-experimental while the research is quasi-experimental.[29]

The third research is Rika Manda Sari Manan conducted research under the title *"The use of the game in motivating students in learning English "*(2016). And then she focused on effective vocabulary to improving vocabulary. The

---

[28] File:///C:/Users/asus/Documents/catatan%20kaki.pdf
[29] http://jurnal.untan.ac.id/index.php/jpdpd/article/view/21409

differences between Ashartini Evi is as an experimental group which consists of 25 students' and the researcher above uses quasi-experimental while AshartiniEvi is pre-experimental. The similarities between Ashartini Evi research this research focused on effective vocabulary to improving vocabulary mastery.[30]

The explanation of the previous researchers above the result of pretest before using the Hangman game was implemented was lower than after giving Hangman game was implemented. After getting the result of the posttest, it was found that there were significant differences between the experimental class and the control class. It can be seen from table 4.10 that sig. (2-tailed) the score was 0,000 higher than 0,05. Therefore, it could be seen that $p < \alpha$ (0.000< 0,05) which means H0 is rejected and H1 is accepted. It means, using the Hangman game is effective in teaching vocabulary but using the Hangman game is to consolidated theories in teaching vocabulary in English learning.

---

[30]

http://www.researchgate.net/publication/33171366_The_Use_of_Hangman_Game_in_Motivati ng_Students_in_Learning_English.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Result of this research found that there is a significant effect using hangman games in teaching vocabulary. In another word, using the Hangman game is effective to increase students' vocabulary. After presenting and analyzing data in the previous chapter, the researcher accomplishes to the conclusion as follow: there was a significant influence using hangman game to increase students' vocabulary. That is, hangman games can give a significant influence on students' vocabulary. It was supported by the scores achieved by the students in which they got high after the researcher gave the treatment hangman game as a medium for teaching vocabulary. The signs can be seeing from the researcher found that the Probability Value is higher than alpha which means that there is a significant difference in the posttest of both classes. Thus, hangman games were effective in teaching vocabulary but using hangman games is to consolidated theories in teaching vocabulary in English learning. In the control class, the researcher found different from the experimental class. Where class control has a mild vocabulary understanding. Besides that, after the researcher taught in control class, researchers found some students who did not understand yet the correct vocabulary.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestions.

1. Suggestion for the Teacher

   a) The teacher should realize the technique using in teaching learning is an important thing that can improve students motivation in learning. The researcher a recommended to use hangman game in teaching vocabulary order to make students easier in understanding vocabulary.

   b) The teacher should give that the instruction clearly when using games as media in teaching English. So, it makes students understand how to play the games.

2. Suggestion for the Students

   a) The students also can use hangman game with their friend or their teacher in other lesson with different rules.

   b) The students have to use the alternative way to help students in understanding the vocabulary such as hangman game because the effectiveness of using hangman game has been evidenced.

3. Suggestion for the next Researcher

   In this research, the researcher used hangman game to teach students of junior high school, especially in teaching vocabulary further the researcher can conduct this media on different level students and different of material.

BIBLIOGRAPHY

Ashartini evi, "teaching-vocabulary-by-using-hangman-game-to-eighth-grade-students-smp-ddi-ssa-pontianak"

Azar https://english-discussion.com/memahami-jenis-jenis-kata-sifat-atau-adjective-1/

Brathwaite and schreibe https://www.englishindo.com/2012/11/3-prinsip-mengajarkan-kosakata.htm/?m=1

Brophy, "Theuseofhangmangameinmotivatingstudentsinlearningenglish"

Cambridge http://www.belajarbahasainggrisku.id/2015/03/pengertian-4-jenis-noun-dan-berbagai-contoh-penggunaannya.html.

Collier, they key to English vocabulary,(london memmilan limited,1965),p.7

Eko wahyu hidayat, "Increasing vocabulary mastery of the seventh grade students through hangman game"

Erners adam, https://segera.id/dasar-perancangan-permainan-1-definisi-desain-permainan

Fries, file:///C:/Users/asus/Documents/Revised2%20(Thesis%20Bab%20II).pdf

Ivan C sibero, http://www.teachingenglishgames.com/3-5.htm "Teaching vocabulary through picture story at the eighth year students of SMP PMDS putra palopo"

JackC. Richard and Willy A. Renandya, *Methodology in Language Teaching: AnAnthology of Current Practice* (New York: Cambridge University Press, 2002),225

Kartikawati, file:///C:/Users/asus/Documents/224-469-2-PB.pdf

Krissantina, "Improving the mastery of vocabulary using hangman game to the eighth grade immersion students of SMP Theresiana 1 in the academic year 2011/2012"

Laufer, https://www.academia.edu/6086481/Definition_of_vocabulary

Lee "TEACHING VOCABULARY BY USING HANGMAN GAME TO EIGHTH GRADE STUDENTS SMP DDI SSA PONTIANAK "

Mayke S http://ciricara.com/2015/01/29/fungsi-dan-manfaat-bermain-game/

Muhammad Kasiran, *Teknik analysis item' Teshasilbelajardancaramenghitung Validity and Reability.*(Surabaya: Usaha Nasionall, 1948).

Rika mandasari manan, "the use of game in motivating students in learning english"

RIMA PUTRI, http://rima-putri13.blogspot.com/2014/10/metode-pembelajaran-bing-tpr-total.html?m=1

Ward, https//www.mandalamaya.com/pengertian-game-menurut-para-ahli/

Wright et al, File:///C:/Users/asus/Documents/209789-none."Theaching vocabulary by using hangman game to eighth grade students smp ddi ssa pontianak"

APPENDICES
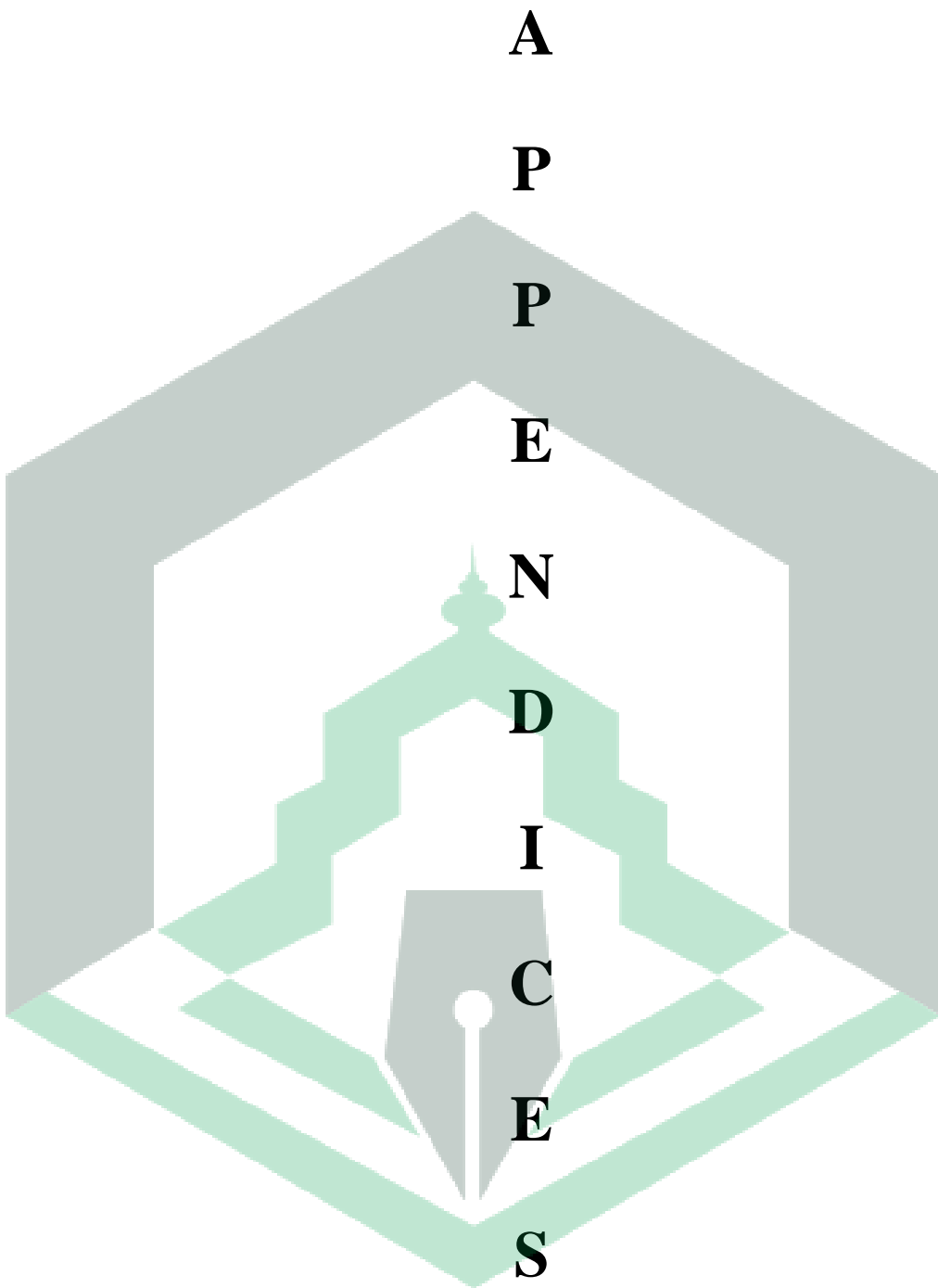
1. **The students are doing pretest in class control**

2. **The students are doing pretest in class experiment**

3. **The students are doing posttest in class control**

4. **The students are doing posttest in class experiment**

Table 4.1

The students' pretest of experimental class and control class

Respondent	Pretest of Experimental Class	Pretest of Control Class
R1	70	65
R2	65	65
R3	50	65
R4	55	75
R5	60	70
R6	55	55
R7	25	55
R8	65	50
R9	55	60
R10	35	65
R11	70	60
R12	65	60
R13	55	50
R14	70	60
R15	55	60
R16	75	60
R17	70	55
R18	70	55

Based on table 4.1.shows that the results of the pretest data score of the experimental and control class. Pretest score of the experimental class showed that one-student reached a score of 75, five-students reached a score of 70, three-students reached a score of 65, one-student reached a score of 60,five-students reached a score of 55, one-student reached a score of 50, one-student reached a score of 35 and one-student reached a score of 25. While the control class pretest data showed, one-student reached a score of 70, four-students reached a score of 65, six-students

achieved a score of 60, four-students reached a score of 55 and two-students reached a score of 50.

Table 4.6.

The Students' Posttest of Experimental class and Control Class

Respondent	Posttest of Experimental Class	Posttest of Control Class
R1	85	75
R2	85	70
R3	85	75
R4	75	20
R5	75	40
R6	80	40
R7	80	75
R8	85	75
R9	85	55
R10	85	60
R11	85	75
R12	80	70
R13	80	55
R14	75	70
R15	75	75
R16	80	65
R17	75	65
R18	85	65

Based on table 4.6 Showed that the data result indicates that the students' posttest scores of the experimental and control class. The data of the posttest score of the experimental class showed that the eight-students achieved score 85, five-students achieved score 80, five-students achieved score 75. While the data posttest of control class showed, six-students

achieved score 75, three-students achieved score 70, three-students achieved score 65, one-students achieved score 60, two-students achieved score 55, two-students achieved score 40 and one-students achieved score 20.

APPENDIX 2 LESSON PLAN

Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah   : MTs.Bua

Mata Pelajaran   : BahasaInggris

Kelas / Semester   : VII

Waktu   : 2 X 40 menit

Skill   : Vocabulary

I.   StandarKompetensi :

1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah.

II.   Kompetensidasar :

1.1 Merespon intruksi sangat sederhana dengan tindakan secara berirama dalam konteks sekolah

1.2 Merespon intruksi sangat sederhana secara verbal.

III.   Indikatorpembelajaran

- Siswadapatmemahami kosa kata.

- Siswadapatmemberikan intruksi sederhana menggunakan kosa kata

- Siswadapat melaksanakan intruksi sederhana secara cepat dan tepat menggunakan kosa kata.

63

IV.   Tujuanpembelajaran

- Siswadapatmengembangkan kosakata.

- Siswa dapat menggunakan kosa kata dalam berinteraksi.

V. Materipembelajaran

1. Menjelaskan tentang pengertian vocabulary.
2. Menjelaskan tentang verb,noun,adjective.
3. Memberikan contoh bagaimana cara memainkan hangman game.

VI. Karaktersiswa yang diharapkan

Dapat dipercaya (Thrustworties), Rasa Hormat dan perhatian (respect), tekun (diligence), tanggung jawab (responsibility), Berani (courage), dan Ketulusan (honesty).

VII. Materi pokok

Vocabulary is component of language proficiency and provides much of the basis for how well students speak, listen, read and write.

Noun is words that function to name. This type of word can be used to indicate the name of a person, animal, plant, day, place, name of an object or things that are dammed and so on.

Verb is the word used to show the action or state of being the subject. Example: Accuse, add, agree, advise, allow.

Adjective is words used to explain the nature and add meaning of nouns and pronouns.

Example: White, black , yellow, green, blue, red, grey, purple, orange, brown,

active, afraid, alone, angry, asleep, bored, brave, busy, clever, crazy,deaf,

diligent, dumb, funny, glad, happy.

VIII.   Metode pembelajaran

Direct method

Using hangman game to teach vocabulary.

IX.   Langkah pembelajran

Kegiatan dan Langkah Pembelajaran	Waktu
A. Kegiatan Awal • Greeting (memberi salam dan saling tegur sapa) • Ice Breaking (pengkondisian kelas) • Memberikan motivasi belajar.	25 menit
B. KegiatanInti a. Guru menjelaskan kepada siswa tentang hangman game. b. Guru menjelaskan tentang verb. c. Guru membagi siswa menjadi 4 sampai 5 kelompok. d. Pemimpin dari setiap kelompok menulis jawaban mereka di lembaran kertas.	45 menit

e. Guru memberikan waktu kepada siswa selama 5 menit untuk mengisi kolom kosong tersebut.	
f. Siswa di perbolehkan membuka kamus	
g. Setelah siswa menyelesaikan kolom kosong tersebut, setiap kelompok di minta untuk menyebutkan huruf-huruf apa saja yang bersangkutan dengan kosa kata tersebut.	
h. If it is correct, the writer gives one point to the team.	
i. jika jawaban setiap kelompok salah dalam menebak kata, siswa akan terkena hukuman.	
C. Kegiatanpenutup	15 menit
• Siswa diminta untuk mengumpulkan hasil kerjanya	
• Guru memberikan sedikit catatan	
• Salam	

X.   Sumber belajar/ alat/ bahan

1. Buku English in Focus.

2. Kamus

3. Spidol, whiteboard.

XI. Penilaian

- Teknik : pengamatan langsung

- Bentuk : ketepatan dalam merespon

Mengetahui,   Sabtu, 14 Januari 2017

Guru Mapel Bahasa Inggris,   Peneliti,

Erna S.Pd   Musdalifah

NIP.   NIM. 15 02020149

RencanaPelaksanaanPembelajaran

(RPP)

Sekolah   : MTs.Bua

Mata Pelajaran   : BahasaInggris

Kelas / Semester   : VII

Waktu   : 2 X 40 menit

Skill   : Vocabulary

I.   Standar Kompetensi :

1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks

sekolah.

II.   Kompetensi dasar :

1.3 Merespon intruksi sangat sederhana dengan tindakan secara berirama

dalam konteks sekolah

1.4 Merespon intruksi sangat sederhana secara verbal.

III.   Indikator pembelajaran

- Siswa dapat memahami kosa kata.

- Siswa dapat memberikan intruksi sederhana menggunakan kosa kata

- Siswa dapat melaksanakan intruksi sederhana secara cepat dan tepat

menggunakan kosa kata.

IV.   Tujuan pembelajaran

- Siswa dapat mengembangkan kosakata.

- Siswa dapat menggunakan kosa kata dalam berinteraksi.

V. Materi pembelajaran

4. Menjelaskan tentang pengertian vocabulary.

5. Menjelaskan tentang verb, noun, adjective.

6. Memberikan contoh bagaimana cara memainkan hangman game.

VI. Karakter siswa yang diharapkan

Dapat dipercaya (Thrustworties), Rasa Hormat dan perhatian (respect), tekun (diligence), tanggungjawab (responsibility), Berani (courage), danKetulusan (honesty).

VII. Materipokok

Vocabulary is component of language proficiency and provides much of the basis for how well students speak, listen, read and write.

Noun is words that function to name. This type of word can be used to indicate the name of a person, animal, plant, day, place, name of an object or things that are dammed and so on.

Verb is the word used to show the action or state of being the subject.

Example: Accuse, add, agree, advise, allow.

Adjective is words used to explain the nature and add meaning of nouns and pronouns.

Example: White, black , yellow, green, blue, red, grey, purple, orange, brown,

active, afraid, alone, angry, asleep, bored, brave, busy, clever, crazy,deaf,

diligent, dumb, funny, glad, happy.

VIII.   Metodepembelajaran

Direct method

Using hangman game to teach vocabulary.

IX.   Langkahpembelajran

KegiatandanLangkahPembelajaran	Waktu
A. KegiatanAwal • Greeting (memberisalamdansalingtegursapa) • Ice Breaking (pengkondisiankelas) • Memberikanmotivasibelajar.	25 menit
B. KegiatanInti a. Guru menjelaskan kepada siswa tentang hangman game. b. Guru menjelaskan tentang ajective. c. Guru membagi siswa menjadi 4 sampai 5 kelompok. d. Pemimpin dari setiap kelompok menulis jawaban mereka di lembaran kertas. e. Guru memberikan waktu kepada siswa selama 5	45 menit

menit untuk mengisi kolom kosong tersebut.	
f. Siswa di perbolehkan membuka kamus.	
g. Setelah siswa menyelesaikan kolom kosong tersebut, setiap kelompok di minta untuk menyebutkan huruf-huruf apa saja yang bersangkutan dengan kosa kata tersebut.	
h. If it is correct,the writer gives one point to the team.	
i. jika jawaban setiap kelompok salah dalam menebak kata, siswa akan terkena hukuman.	
C. Kegiatanpenutup • Siswadimintauntukmengumpulkanhasilkerjanya • Guru memberikansedikitcatatan • Salam	15 menit

X.   Sumberbelajar/ alat/ bahan

1. Buku English in Focus.

2. Kamus

3. Spidol, whiteboard.

XI. Penilaian

• Teknik : pengamatan langsung

• Bentuk : ketepatan dalam merespon

Mengetahui,   Sabtu, 14 Januari 2017

Guru MapelBahasaInggris,   Peneliti,

Erna S.Pd   Musdalifah

NIP.   NIM. 15 0202 0149

RencanaPelaksanaanPembelajaran

(RPP)

Sekolah   : MTs.Bua

Mata Pelajaran   : BahasaInggris

Kelas / Semester   : VII

Waktu   : 2 X 40 menit

Skill   : Vocabulary

I.   StandarKompetensi :

    1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks

sekolah.

II.   Kompetensidasar :

    1.5 Merespon intruksi sangat sederhana dengan tindakan secara berirama

        dalam konteks sekolah

    1.6 Merespon intruksi sangat sederhana secara verbal.

III.   Indikatorpembelajaran

- Siswadapatmemahami kosa kata.

- Siswadapatmemberikan intruksi sederhana menggunakan kosa kata

- Siswadapat melaksanakan intruksi sederhana secara cepat dan tepat

    menggunakan kosa kata.

73

IV.   Tujuanpembelajaran

- Siswadapatmengembangkan kosakata.

- Siswa dapat menggunakan kosa kata dalam berinteraksi.

V. Materipembelajaran

7. Menjelaskan tentang pengertian vocabulary.

8. Menjelaskan tentang verb, noun, adjective.

9. Memberikan contoh bagaimana cara memainkan hangman game.

VI. Karaktersiswa yang diharapkan

Dapatdipercaya (Thrustworties), Rasa Hormatdanperhatian (respect), tekun (diligence), tanggungjawab (responsibility), Berani (courage), danKetulusan (honesty).

VII. Materipokok

Vocabulary is component of language proficiency and provides much of the basis for how well students speak, listen, read and write.

Noun is words that function to name. This type of word can be used to indicate the name of a person, animal, plant, day, place, name of an object or things that are dammed and so on.

Verb is the word used to show the action or state of being the subject.

Example: Accuse, add, agree, advise, allow.

Adjective is words used to explain the nature and add meaning of nouns and pronouns.

Example: White, black , yellow, green, blue, red, grey, purple, orange, brown, active, afraid, alone, angry, asleep, bored, brave, busy, clever, crazy,deaf, diligent, dumb, funny, glad, happy.

VIII.   Metodepembelajaran

Direct method

Using hangman game to teach vocabulary.

IX.   Langkahpembelajran

KegiatandanLangkahPembelajaran	Waktu
A. KegiatanAwal • Greeting (memberisalamdansalingtegursapa) • Ice Breaking (pengkondisiankelas) • Memberikanmotivasibelajar.	25 menit
B. KegiatanInti a. Guru menjelaskankepadasiswatentanghangmangame. b. Guru menjelaskan tentang noun. c. Guru membagi siswa menjadi 4 sampai 5 kelompok. d. Pemimpin dari setiap kelompok menulis jawaban mereka di lembaran kertas. e. Guru memberikan waktu kepada siswa selama 5 menit untuk mengisi kolom kosong tersebut.	45 menit

f. Siswa di perbolehkan membuka kamus.	
g. Setelah siswa menyelesaikan kolom kosong tersebut, setiap kelompok di minta untuk menyebutkan huruf-huruf apa saja yang bersangkutan dengan kosa kata tersebut.	
h. If it is correct, the writer gives one point to the team.	
i. Jika jawaban setiap kelompok salah dalam menebak kata, siswa akan terkena hukuman.	
C. Kegiatanpenutup	
• Siswadimintauntukmengumpulkanhasilkerjanya	
• Guru memberikansedikitcatatan	15 menit
• Salam	

X.   Sumberbelajar/ alat/ bahan

1.   Buku English in Focus.

2.   Kamus

3.   Spidol, whiteboard.

XI. Penilaian

• Teknik : pengamatan langsung

• Bentuk : ketepatan dalam merespon

Mengetahui,   Sabtu, 14 Januari 2017

Guru MapelBahasaInggris,   Peneliti,

Erna S.Pd   Musdalifah

NIP.   NIM. 15 0202 0149

RencanaPelaksanaanPembelajaran

(RPP)

Sekolah   : MTs.Bua

Mata Pelajaran   : BahasaInggris

Kelas / Semester : VII

Waktu   : 2 X 40 menit

Skill   : Vocabulary

I.   StandarKompetensi :

   1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks

sekolah.

II.   Kompetensidasar :

   1.7 Merespon intruksi sangat sederhana dengan tindakan secara berirama

        dalam konteks sekolah

   1.8 Merespon intruksi sangat sederhana secara verbal.

III.   Indikatorpembelajaran

   - Siswadapatmemahami kosa kata.

   - Siswadapatmemberikan intruksi sederhana menggunakan kosa kata

   - Siswadapat melaksanakan intruksi sederhana secara cepat dan tepat

     menggunakan kosa kata.

78

IV.   Tujuanpembelajaran

- Siswadapatmengembangkan kosakata.

- Siswa dapat menggunakan kosa kata dalam berinteraksi.

V. Materipembelajaran

10. Menjelaskan tentang pengertian vocabulary.

11. Menjelaskan tentang verb, noun, adjective.

12. Memberikan contoh bagaimana cara memainkan hangman game.

VI. Karaktersiswa yang diharapkan

Dapatdipercaya (Thrustworties), Rasa Hormatdanperhatian (respect), tekun (diligence), tanggungjawab (responsibility), Berani (courage), danKetulusan (honesty).

VII. Materipokok

Vocabulary is component of language proficiency and provides much of the basis for how well students speak, listen, read and write.

Noun is words that function to name. This type of word can be used to indicate the name of a person, animal, plant, day, place, name of an object or things that are dammed and so on.

Verb is the word used to show the action or state of being the subject.

Example: Accuse, add, agree, advise, allow.

Adjective is words used to explain the nature and add meaning of nouns and pronouns.

Example: White, black , yellow, green, blue, red, grey, purple, orange, brown,

active, afraid, alone, angry, asleep, bored, brave, busy, clever, crazy,deaf,

diligent, dumb, funny, glad, happy.

VIII.   Metodepembelajaran

Direct method

Using hangman game to teach vocabulary.

IX.   Langkahpembelajran

KegiatandanLangkahPembelajaran	Waktu
A. KegiatanAwal • Greeting (memberisalamdansalingtegursapa) • Ice Breaking (pengkondisiankelas) • Memberikanmotivasibelajar.	25 menit
B. KegiatanInti a. Guru menjelaskan kepada siswa tentang hangman game. b. Guru menjelaskan tentang verb. c. Guru membagi siswa menjadi 4 sampai 5 kelompok. d. Pemimpin dari setiap kelompok menulis jawaban mereka di selembar kertas. e. Guru memberikan waktu kepada siswa selama 5	45 menit

menit untuk mengisi kolom kosong tersebut.	
f. Siswa di perbolehkan membuka kamus.	
g. Setelah siswa menyelesaikan kolom kosong tersebut, setiap kelompok di minta untuk menyebutkan huruf-huruf apa saja yang bersangkutan dengan kosa kata tesebut.	
h. If it is correct, the writer gives one point to the team.	
i. Jika jawaban setiap kelompok salah dalam menebak kata, siswa akan terkena hukuman.	
C. Kegiatanpenutup • Siswadimintauntukmengumpulkanhasilkerjanya • Guru memberikansedikitcatatan • Salam	15 menit

X.   Sumberbelajar/ alat/ bahan

1.   Buku English in Focus.

2.   Kamus

3.   Spidol, whiteboard.

XI. Penilaian

- Teknik : pengamatan langsung

- Bentuk : ketepatan dalam merespon

Mengetahui,   Sabtu, 14 Januari 2017

Guru MapelBahasaInggris,   Peneliti,

Erna S.Pd   Musdalifah

NIP.   NIM. 15 0202 0149

APPENDIX 2 LESSON PLAN

RencanaPelaksanaanPembelajaran

(RPP)

Sekolah   : MTs.Bua

Mata Pelajaran : BahasaInggris

Kelas / Semester : VII

Waktu   : 2 X 40 menit

Skill   : Vocabulary

I. StandarKompetensi :

 1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah.

II. Kompetensidasar :

 1.9 Merespon intruksi sangat sederhana dengan tindakan secara berirama

   dalam konteks sekolah

 1.10Merespon intruksi sangat sederhana secara verbal.

III. Indikatorpembelajaran

- Siswadapatmemahami kosa kata.

- Siswadapatmemberikan intruksi sederhana menggunakan kosa kata

- Siswadapat melaksanakan intruksi sederhana secara cepat dan tepat

 menggunakan kosa kata.

IV.   Tujuanpembelajaran

- Siswadapatmengembangkan kosakata.

- Siswa dapat menggunakan kosa kata dalam berinteraksi.

V. Materipembelajaran

13. Menjelaskan tentang pengertian vocabulary.
14. Menjelaskan tentang verb,noun,adjective.
15. Memberikan contoh bagaimana cara memainkan hangman game.

VI. Karaktersiswa yang diharapkan

Dapatdipercaya (Thrustworties), Rasa Hormatdanperhatian (respect), tekun (diligence), tanggungjawab (responsibility), Berani (courage), danKetulusan (honesty).

VII. Materipokok

Vocabulary is component of language proficiency and provides much of the basis for how well students speak, listen, read and write.

Noun is words that function to name. This type of word can be used to indicate the name of a person, animal, plant, day, place, name of an object or things that are dammed and so on.

Verb is the word used to show the action or state of being the subject. Example: Accuse, add, agree, advise, allow.

Adjective is words used to explain the nature and add meaning of nouns and pronouns.

84

Example: White, black , yellow, green, blue, red, grey, purple, orange, brown,

active, afraid, alone, angry, asleep, bored, brave, busy, clever, crazy,deaf,

diligent, dumb, funny, glad, happy.

VIII.   Metodepembelajaran

Direct method

Using hangman game to teach vocabulary.

IX.   Langkahpembelajran

KegiatandanLangkahPembelajaran	Waktu
A. KegiatanAwal • Greeting (memberi salam dan saling tegur sapa) • Ice Breaking (pengkondisian kelas) • Memberikan motivasi belajar.	25 menit
B. KegiatanInti a. Guru menjelaskan tentang verb. b. Guru mempersilahkan siswa untuk menulis kosakata apa saja yang termasuk dalam verb. c. Guru memberikan tugas kepada siswa. d. Guru memberikan waktu kepada siswa selama 15 menit untuk mengerjakan tugas tersebut. e. Siswa di perbolehkan membuka kamus	45 menit

C. Kegiatanpenutup • Siswadimintauntukmengumpulkanhasilkerjanya • Guru memberikansedikitcatatan • Salam	15 menit

X.   Sumberbelajar/ alat/ bahan

4. Buku English in Focus.

5. Kamus

6. Spidol, whiteboard.

XI. Penilaian

• Teknik : pengamatan langsung

• Bentuk : ketepatan dalam merespon

Mengetahui,   Sabtu, 14 Januari 2017

Guru MapelBahasaInggris,   Peneliti,

Erna S.Pd   Musdalifah

NIP.   NIM. 15 02020149

RencanaPelaksanaanPembelajaran

(RPP)

Sekolah : MTs.Bua

Mata Pelajaran : BahasaInggris

Kelas / Semester : VII

Waktu : 2 X 40 menit

Skill : Vocabulary

I. StandarKompetensi :

1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks

sekolah.

II. Kompetensidasar :

1.11 Merespon intruksi sangat sederhana dengan tindakan secara berirama

dalam konteks sekolah

1.12 Merespon intruksi sangat sederhana secara verbal.

III. Indikatorpembelajaran

- Siswadapatmemahami kosa kata.

- Siswadapatmemberikan intruksi sederhana menggunakan kosa kata

- Siswadapat melaksanakan intruksi sederhana secara cepat dan tepat

menggunakan kosa kata.

IV.   Tujuanpembelajaran

- Siswadapatmengembangkan kosakata.

- Siswa dapat menggunakan kosa kata dalam berinteraksi.

V. Materipembelajaran

16. Menjelaskan tentang pengertian vocabulary.
17. Menjelaskan tentang verb, noun, adjective.
18. Memberikan contoh bagaimana cara memainkan hangman game.

VI. Karaktersiswa yang diharapkan

Dapatdipercaya (Thrustworties), Rasa Hormatdanperhatian (respect), tekun (diligence), tanggungjawab (responsibility), Berani (courage), danKetulusan (honesty).

VII. Materipokok

Vocabulary is component of language proficiency and provides much of the basis for how well students speak, listen, read and write.

Noun is words that function to name. This type of word can be used to indicate the name of a person, animal, plant, day, place, name of an object or things that are dammed and so on.

Verb is the word used to show the action or state of being the subject.

Example: Accuse, add, agree, advise, allow.

Adjective is words used to explain the nature and add meaning of nouns and pronouns.

Example: White, black , yellow, green, blue, red, grey, purple, orange, brown,

active, afraid, alone, angry, asleep, bored, brave, busy, clever, crazy,deaf,

diligent, dumb, funny, glad, happy.

VIII.   Metodepembelajaran

Direct method

Using hangman game to teach vocabulary.

IX.   Langkahpembelajran

KegiatandanLangkahPembelajaran	Waktu
A. KegiatanAwal • Greeting (memberisalamdansalingtegursapa) • Ice Breaking (pengkondisiankelas) • Memberikanmotivasibelajar.	25 menit
B. KegiatanInti a. Guru menjelaskan tentang noun. b. Guru mempersilahkan siswa untuk menulis kosakata apa saja yang termasuk dalam noun. c. Guru memberikan tugas kepada siswa. d. Guru memberikan waktu kepada siswa selama 15 menit untuk mengerjakan tugas tesebut. e. Siswa di perbolehkan membuka kamus.	45 menit

C. Kegiatanpenutup	
• Siswadimintauntukmengumpulkanhasilkerjanya	
• Guru memberikansedikitcatatan	
• Salam	15 menit

X.   Sumberbelajar/ alat/ bahan

   4. Buku English in Focus.

   5. Kamus

   6. Spidol, whiteboard.

XI. Penilaian

   • Teknik : pengamatan langsung

   • Bentuk : ketepatan dalam merespon

Mengetahui,   Sabtu, 14 Januari 2017

Guru MapelBahasaInggris,   Peneliti,

Erna S.Pd   Musdalifah

NIP.   NIM. 15 0202 0149

RencanaPelaksanaanPembelajaran

(RPP)

Sekolah   : MTs.Bua

Mata Pelajaran   : BahasaInggris

Kelas / Semester   : VII

Waktu   : 2 X 40 menit

Skill   : Vocabulary

I.   StandarKompetensi :

    1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks

sekolah.

II.   Kompetensidasar :

    1.13Merespon intruksi sangat sederhana dengan tindakan secara berirama

        dalam konteks sekolah

    1.14Merespon intruksi sangat sederhana secara verbal.

III.   Indikatorpembelajaran

- Siswadapatmemahami kosa kata.

- Siswadapatmemberikan intruksi sederhana menggunakan kosa kata

- Siswadapat melaksanakan intruksi sederhana secara cepat dan tepat

    menggunakan kosa kata.

IV.   Tujuanpembelajaran

- Siswadapatmengembangkan kosakata.

- Siswa dapat menggunakan kosa kata dalam berinteraksi.

V. Materipembelajaran

19. Menjelaskan tentang pengertian vocabulary.
20. Menjelaskan tentang verb, noun, adjective.
21. Memberikan contoh bagaimana cara memainkan hangman game.

VI. Karaktersiswa yang diharapkan

Dapatdipercaya (Thrustworties), Rasa Hormatdanperhatian (respect), tekun (diligence), tanggungjawab (responsibility), Berani (courage), danKetulusan (honesty).

VII. Materipokok

Vocabulary is component of language proficiency and provides much of the basis for how well students speak, listen, read and write.

Noun is words that function to name. This type of word can be used to indicate the name of a person, animal, plant, day, place, name of an object or things that are dammed and so on.

Verb is the word used to show the action or state of being the subject.

Example: Accuse, add, agree, advise, allow.

Adjective is words used to explain the nature and add meaning of nouns and pronouns.

Example: White, black , yellow, green, blue, red, grey, purple, orange, brown, active, afraid, alone, angry, asleep, bored, brave, busy, clever, crazy,deaf, diligent, dumb, funny, glad, happy.

VIII.   Metodepembelajaran

Direct method

Using hangman game to teach vocabulary.

IX.   Langkahpembelajran

KegiatandanLangkahPembelajaran	Waktu
A. KegiatanAwal • Greeting (memberisalamdansalingtegursapa) • Ice Breaking (pengkondisiankelas) • Memberikanmotivasibelajar.	25 menit
B. KegiatanInti a. Guru menjelaskan tentang adjective. b. Guru mempersilahkan siswa untuk menulis kosakata apa saja yang termasuk dalam adjective. c. Guru memberikan tugas kepada siswa. d. Guru memberikan waktu kepada siswa selama 15 menit untuk mengerjakan tugas tersebut. e. Siswa di perbolehkan membuka kamus.	45 menit

C. Kegiatanpenutup

- Siswadimintauntukmengumpulkanhasilkerjanya

- Guru memberikansedikitcatatan

- Salam

| | 15 menit |

X.   Sumberbelajar/ alat/ bahan

4.   Buku English in Focus.

5.   Kamus

6.   Spidol, whiteboard.

XI. Penilaian

- Teknik : pengamatan langsung

- Bentuk : ketepatan dalam merespon

Mengetahui,   Sabtu, 14 Januari 2017

Guru MapelBahasaInggris,   Peneliti,

Erna S.Pd   Musdalifah

NIP.   NIM. 15 0202 0149

RencanaPelaksanaanPembelajaran

(RPP)

Sekolah   : MTs.Bua

Mata Pelajaran   : BahasaInggris

Kelas / Semester   : VII

Waktu   : 2 X 40 menit

Skill   : Vocabulary

I.   StandarKompetensi :

   1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks

sekolah.

II.   Kompetensidasar :

   1.15Merespon intruksi sangat sederhana dengan tindakan secara berirama

     dalam konteks sekolah

   1.16Merespon intruksi sangat sederhana secara verbal.

III.   Indikatorpembelajaran

- Siswadapatmemahami kosa kata.

- Siswadapatmemberikan intruksi sederhana menggunakan kosa kata

- Siswadapat melaksanakan intruksi sederhana secara cepat dan tepat

  menggunakan kosa kata.

98

IV.   Tujuanpembelajaran

- Siswadapatmengembangkan kosakata.

- Siswa dapat menggunakan kosa kata dalam berinteraksi.

V. Materipembelajaran

22. Menjelaskan tentang pengertian vocabulary.

23. Menjelaskan tentang verb, noun, adjective.

24. Memberikan contoh bagaimana cara memainkan hangman game.

VI. Karaktersiswa yang diharapkan

Dapatdipercaya (Thrustworties), Rasa Hormatdanperhatian (respect), tekun (diligence), tanggungjawab (responsibility), Berani (courage), danKetulusan (honesty).

VII. Materipokok

Vocabulary is component of language proficiency and provides much of the basis for how well students speak, listen, read and write.

Noun is words that function to name. This type of word can be used to indicate the name of a person, animal, plant, day, place, name of an object or things that are dammed and so on.

Verb is the word used to show the action or state of being the subject.

Example: Accuse, add, agree, advise, allow.

Adjective is words used to explain the nature and add meaning of nouns and pronouns.

Example: White, black , yellow, green, blue, red, grey, purple, orange, brown,

active, afraid, alone, angry, asleep, bored, brave, busy, clever, crazy,deaf,

diligent, dumb, funny, glad, happy.

VIII.   Metodepembelajaran

Direct method

Using hangman game to teach vocabulary.

IX.   Langkahpembelajran

KegiatandanLangkahPembelajaran	Waktu
A. KegiatanAwal • Greeting (memberisalamdansalingtegursapa) • Ice Breaking (pengkondisiankelas) • Memberikanmotivasibelajar.	25 menit
B. KegiatanInti a. Guru menjelaskan tentang verb. b. Guru mempersilahkan siswa untuk menulis kosakata apa saja yang termasuk dalam verb. c. Guru memberikan tugas kepada siswa. d. Guru memberikan waktu kepada siswa selama 15 menit untuk mengerjakan tugas tersebut. e. Siswa di perbolehkan membuka kamus.	45 menit

C. Kegiatanpenutup	
• Siswadimintauntukmengumpulkanhasilkerjanya	
• Guru memberikansedikitcatatan	
• Salam	
	15 menit

X. Sumberbelajar/ alat/ bahan

    4. Buku English in Focus.

    5. Kamus

    6. Spidol, whiteboard.

XI. Penilaian

• Teknik : pengamatan langsung

• Bentuk : ketepatan dalam merespon

Mengetahui,   Sabtu, 14 Januari 2017
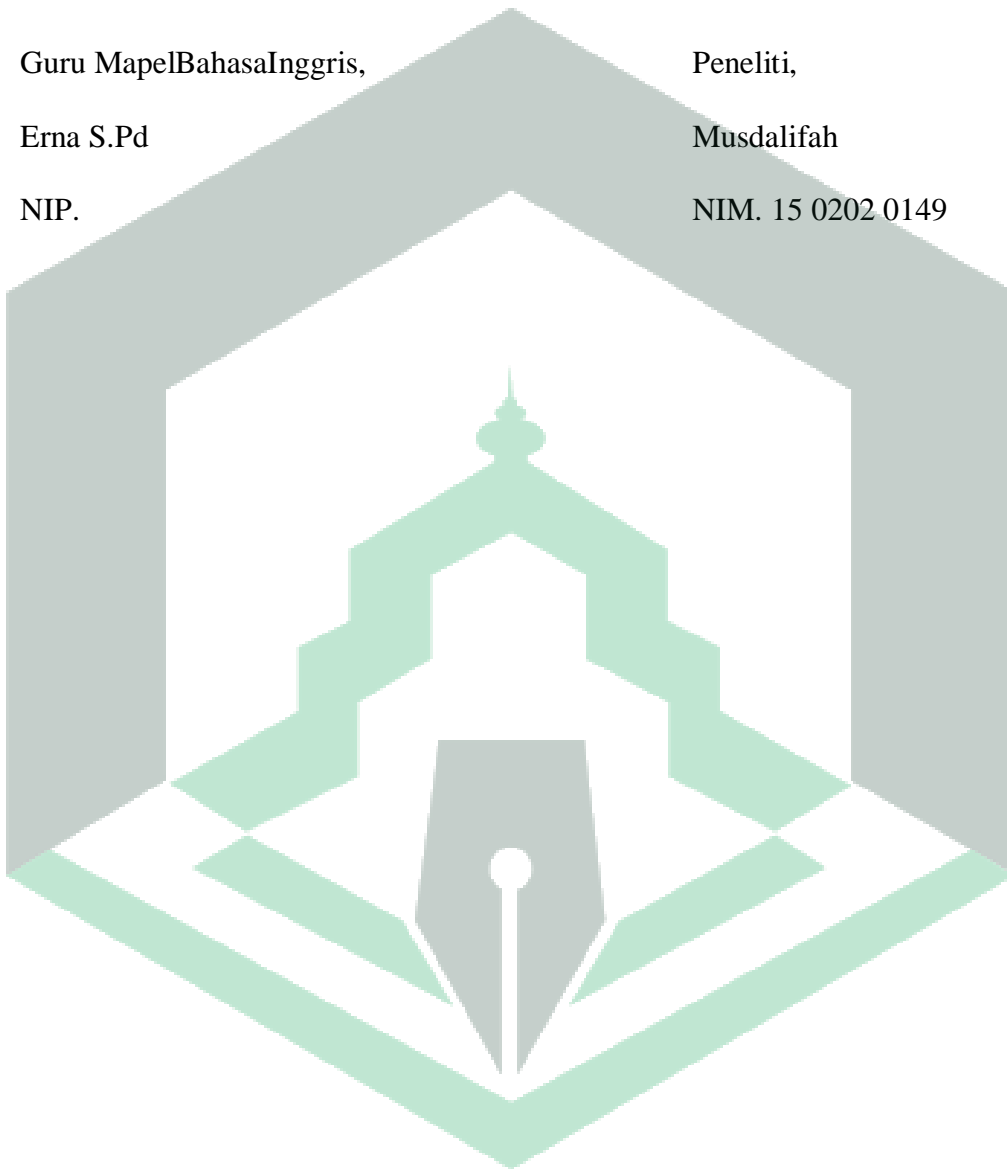
Guru MapelBahasaInggris,   Peneliti,

Erna S.Pd   Musdalifah

NIP.   NIM. 15 0202 0149

(Pre-test)

1. A library … contains a list of all the books in the library.
    - A. Article
    - B. Catalogue
    - C. Edition
    - D. Reference
2. Talita likes telling the truth.
    From the information above we know that Talita is a very … girl.

    - A. Dishonest
    - B. Honest
    - C. Naughty
    - D. Disobedient
3. Dika always studies well, so he is a … boy.
    - A. Diligent
    - B. Carefull
    - C. Friendly
    - D. Polite
4. We can find pearl in the…
    - A. Sea
    - B. Forest
    - C. Ground
    - D. Air
5. Maryam :"what is rone?"
    Juwita :"she is a …?"

    She serves food and drink to the guests in the restaurant.

    - A. Stewardes
    - B. Cook
    - C. Servant
    - D. Waitress
6. Indonesia has a … climate, because it lies in the equator line.
    - A. Hot
    - B. Tropical
    - C. Winter
    - D. Summer
7. …are the parts of the body used to see something.
    - A. Lungs
    - B. Heart

C. Eyes

D. Ears

8. A school is the place where students … with their teachers.

A. Teach

B. Work

C. Play

D. Study

9. Bunga is celebrating her birthday.

Now Bunga feels …

A. Happy

B. Easy

C. Angry

D. Hungry

A cell phone is a great gadget in this modern world. What is a cell phone? A cell phone is actually a radio in certain way. Like a radio, by a cell phone we can communicate to other people in real time. Million people use cell phone for their communication. Even nowadays, people use cell phones to communicate in voice, written and data. Alexander Graham Bell is the person who make great change in the way people communicate to each other. He invented a telephone in 1876. While wireless radio was formally known in 18994 presented by Guglielmo Marconi. By these two technologies, then a cell phone was born. However do you know how actually cell phones work?

This short explanation on how a cell phone work is really wonderful. A cell phone or in long term "cellular telephone' works by transmitting signals of radio to towers of cellular. The towers are networked to a central switching station. The connection usually uses wire, fiber optic-cables, or microwave.

Then the central switching station which handles calls in certain given area

is directed connected to the wire-based telephone system. Cellulars are

pick up by the towers and relayed to another cellular telephone user or the

user of wire-based telephone network.

the towers vary in the capacity and capability to receive signals. Some can

receive the signal from short distance and the others can receive more

distance. However, there are usually more than one tower in certain given

area so that the system can handle the increasing telephone traffic.

10. I hadn't … brookfast when you call me.
    A. **Already**
    B. Have
    C. Just
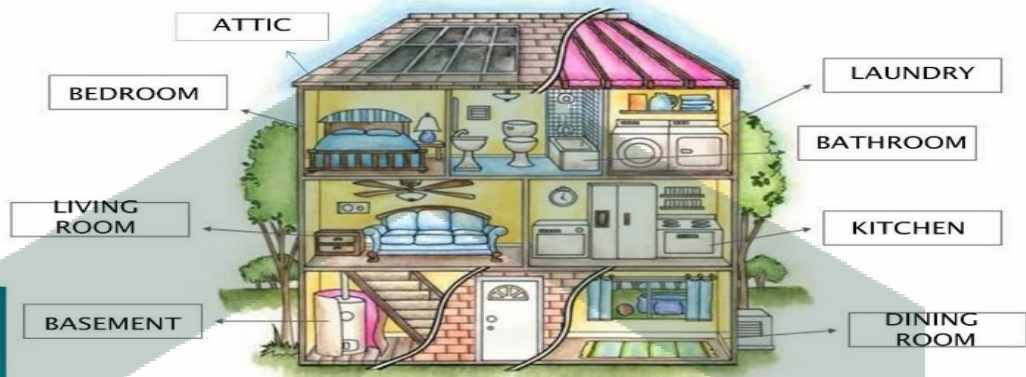   D. Has

11. My cat … their fish today
    A. **Eats**
    B. Has eat
    C. Eaten
    D. Eat

12. Your meal hasn't been …
    A. Finish
    B. **Finished**
    C. Finishing
    D. Finishs

PARTS OF THE HOUSE

13. Attic (……………)

14. Bedroom (…………….)

15. Livingroom (………….)

16. Basement (……………)

17. Laundry (…………….)

18. Bathroom (…………..)

19. Kitchen (…………….)

20. Diningroom (………….)

(Post-test)

A. Choose the correct answer crossing A, B, OR C !
(pilihlah jawaban yang tepat dengan menyilang (x) A, B, C)

1. He is a **garderner.** Gardener is …
    A. Penjaga perpustakaan
    B. Penjaga tokoh
    C. Penjaga kebun
    D. Penjaga hotel
2. I have ….. his name.
    A. Forgot
    B. Forgotten
    C. Forget
    D. Forgets
3. My parents will be ……… for Canada tomorrow.
    A. Leave
    B. Leaves
    C. Leaving
    D. Left
4. My uncle will ……….. holiday to Europe next month.
    A. Went
    B. Goes
    C. Going
    D. Go
5. Luna is celebrating her birthday.
    Now Luna feels …

    A. Easy
    B. Angry
    C. Hungry
    D. Happy
6. Grant is a tailor. He makes ……
    A. Clothes
    B. Bag
    C. Belt
    D. ice cream

7. Teguh : This fried chicken is my favourite.

Hilda : I like it too. This fried chicken is very …..

    A. Delicious

    B. Bitter

    C. Salty

    D. Dangerous

8. Sugar is ….. , but honey is sweeter than sugar.

    A. Salty

    B. Small

    C. Sweet

    D. Smooth

9. You can find … in your kitchen.

    A. Pillow

    B. Stove

    C. Television

    D. Sofa

10. My father always reads … every morning in living room.

    A. Newspaper

    B. Radio

    C. Computer

    D. Television

B. Match the words and the pictures !

1. CUP	7. MIRROR
2. FLOWER	8. BOOK
3. TIE	9. TREE
4. BAG	10. PEN
5. KNIFE	
6. TELEPHONE	

11.

(………….)

12.

(……………….)

13.

(……………)

14.

(……………)

15.

(…………….)

16.

(……………)

17.

(…………….)

18.

(………………..)

19.

(……………..)

20.

(………………..)