

**THE EFFECT OF USING HANGMAN GAME ON VOCABULARY
MASTERY AT THE EIGHT GRADE STUDENTS OF SMP N 5
PADANGSIDIMPUAN**



A Thesis

*Submitted to the English Education Department of State Islamic
University Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a
partial fulfillment of the Requirement for the Graduate Degree of
Education (S. Pd) in English Department*

Written by :

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ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2026

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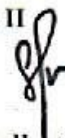
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PADANGSIDIMPUAN**

2026

LETTER OF AGREEMENT

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Padangsidempuan, 25 February 2026

To: Dean of Tarbiyah and Teacher
Training Faculty

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Assalamu'alaikumwarohmatullahwabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to Ria Safitri Siregar, entitled "*The Effect of Using Hangman Game on Students Vocabulary Mastery at the Eight Grade of SMP N 5 Padangsidempuan*". We assumed that the thesis has been acceptable to complete the assignments and fulfil the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

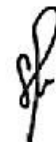
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ABSTRACT

Name : Ria Safitri Siregar
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The purposes of this research are 1) to describe the students' vocabulary mastery before using Hangman game at SMP N 5 Padangsidempuan, 2) to describe the students' vocabulary mastery after using Hangman game at SMP N 5 Padangsidempuan, and 3) to examine whether there is a significant effect of using hangman game on students' vocabulary mastery at the Eighth Grade Students of SMPN 5 Padangsidempuan or not. This research uses a quantitative approach in experimental design by using pre-test and post-test design. The sample is VIII-1 as experimental group consisted of 30 students, and VIII-3 as control group consisted of 30 students. The data were collected through multiple choices test, and analyzed by using independent sample t-test. The result of this research shows that mean score of experimental group before using hangman game is 65.16 the category was enough, the mean score of experimental group after using hangman game is 81.33 the category was good. From the result of t-test, $t_{count} > t_{table}$ ($8.921 > 1.671$), which means that H_a is accepted and H_o is rejected and it is implied that there is a significant effect of Hangman Game on students vocabulary mastery at SMPN 5 Padangsidempuan. It can be concluded that Hangman Game is very useful on vocabulary mastery. The researcher recommended Hangman Game to teach vocabulary mastery at the eighth grade of SMPN 5 Padangsidempuan.

Keywords : Hangman Game and Vocabulary Mastery

ABSTRAK

Nama : Ria Safitri Siregar

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Judul : Pengaruh Penggunaan Permainan Hangman terhadap Penguasaan Kosakata Siswa Kelas Delapan SMP N 5 Padangsidempuan.

Tujuan dari penelitian ini adalah 1) Untuk mendeskripsikan penguasaan kosakata siswa sebelum menggunakan permainan Hangman di SMP N 5 Padangsidempuan. 2) Untuk mendeskripsikan penguasaan kosakata siswa setelah menggunakan permainan Hangman di SMP N 5 Padangsidempuan. 3) Untuk menguji apakah ada pengaruh yang signifikan dari penggunaan permainan Hangman terhadap penguasaan kosakata siswa pada Siswa Kelas Delapan SMPN 5 Padangsidempuan atau tidak. Penelitian ini menggunakan pendekatan kuantitatif dalam eksperimen dengan menggunakan desain pre- test dan post-test. Sampelnya adalah VIII-1 sebagai kelompok eksperimen yang terdiri dari 30 siswa, dan VIII-3 sebagai kelompok kontrol yang terdiri dari 30 siswa. Data dikumpulkan melalui tes pilihan ganda, dan dianalisis dengan menggunakan uji-t sampel independen. Hasil penelitian ini menunjukkan bahwa skor rata-rata kelompok eksperimen sebelum menggunakan permainan Hangman adalah 65,16 kategori cukup, kemudian skor rata-rata kelompok eksperimen setelah menggunakan permainan Hangman adalah 81,33 kategori baik. Dari hasil uji-t, $t_{hitung} > t_{tabel}$ ($8,921 > 1,671$), yang berarti H_a diterima dan H_o ditolak, dan tersirat bahwa terdapat pengaruh signifikan Permainan Hangman terhadap penguasaan kosakata siswa di SMPN 5 Padangsidempuan. Dapat disimpulkan bahwa Permainan Hangman sangat bermanfaat dalam penguasaan kosakata. Peneliti merekomendasikan Permainan Hangman untuk mengajarkan penguasaan kosakata di kelas delapan SMPN 5 Padangsidempuan.

Kata Kunci : Permainan Hangman dan Penguasaan Kosakata

ملخص البحث

الاسم : ريا سافيتري سيريفار

رقم التسجيل : ٠٢٠٢٠٢٢٢٠٢

العنوان : تأثير استخدام لعبة المشقة على إتقان طلاب الصف الثامن في مدرسة هادانغسيديمبون الابتدائية

هدفت هذه الدراسة إلى وصف إتقان طلاب الصف الثامن لمفرداتهم قبل استخدام لعبة المشقة، وبعد استخدامها، ودراسة نتائج استخدامها لتحديد ما إذا كان لها تأثير كبير على إتقانهم لمفرداتهم. اعتمدت هذه الدراسة على أسلوب البحث التجريبي بتصميم مجموعة ضابطة قبل الاختبار وبعده. أخذت العينة باستخدام أسلوب العينة العشوائية العنقودية، من الصفين الثامن إلى الثالث، وبلغ عددهم ٠٦ طالبًا. تم جمع البيانات من خلال إدارة اختبار مستقل. وجد قبلي واختبار لاحق من نوع الاختيار من متعدد. لتحليل البيانات، استخدمت هذه الدراسة اختبار الباحثون أن متوسط درجات الطلاب في الصف الثامن-الأول بعد التعلم باستخدام لعبة المشقة كان أعلى من متوسط الدرجات قبل استخدام اللعبة. كان متوسط الدرجات قبل استخدام لعبة المشقة ٠٦,٠٦، وهو في الفئة المناسبة. في حين أن متوسط الدرجات بعد استخدام لعبة المشقة كان ٦٧,٩٠، وهو في الفئة الجيدة. علاوة على ذلك، بعد حساب وهذا يعني أن الفرضية مقبولة. يمكن . $6,7,8 < 8,098$ ، وجد الباحثون أن نتائج هذه الدراسة كانت اختبار الاستنتاج أن هناك تأثيرًا كبيرًا لاستخدام لعبة المشقة على إتقان المفردات لدى طلاب الصف الثامن في مدرسة هادانغسيديمبون الابتدائية

الكلمات المفتاحية: لعبة المشقة وإتقان المفردا

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I realize this thesis can not be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for me to get critiques and suggestion to make this thesis better.

Padangsidempuan, 25 October 2025
Researcher

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TABLE OF CONTENTS

	Page
INSIDE TITLE PAGE	
LEGALIZATION OF ADVISOR	
AGREEMENT OF ADVISOR	
DECLARATION OF SELF THESIS COMPLETION	
PUBLICATION APPROVAL STATEMENT	
EXAMINERS SCHOLAR MUNAQOSYAH EXAMINATION	
LEGALIZATION OF DEAN OF TARBIYAH AND TEACHER	
TRAINING FACULTY	
ABSTRACT	i
ACKNOWLEDGEMENT	iv
TABLE OF CONTENT	vi
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF APPENDIXES	x
 CHAPTER I : INTRODUCTION	 1
A. The Background of the Problem	1
B. The Identifications of the Problem.....	5
C. The Limitation of the Problems.....	5
D. The Definition of Operational Variables	5
E. The Formulations of the Problem.....	6
F. The Objectives of the Research.....	6
G. The Significance of the Research.....	6
H. The Outline of the Research	7
 CHAPTER II : LITERATURE REVIEW	 9
A. Theoretical Description	9
1. Vocabulary Mastery	9
a. Definition of Vocabulary Mastery.....	9
b. The Kinds of Vocabulary.....	12
c. The Importance of Vocabulary.....	16
d. The Principles of Teaching Vocabulary.....	17
e. Material of Teaching Vocabulary.....	18
f. Vocabulary Assessment.....	20
2. Hangman Games	21
a. Task Based Language Teaching Definition	17
b. Definition of Hangman Game.....	22
c. The Procedures Using Hangman game.....	24
d. Advantages and Disadvantages of Hangman Game	26

e. Teaching Vocabulary by Using Hangman Game	27
f. Teaching Vocabulary by Using Teacher Activities.....	30
B. Related Findings	33
C. Conceptual Framework.....	35
D. Hypothesis.....	36
CHAPTER III : RESEARCH METHODOLOGY	37
A. Research Design	37
B. The Time and Location of the Research.....	38
C. The Population and Sample	38
D. The Instrument of Data Collection	39
E. The Validity and the Reliability of the Instrument	40
F. The Research Procedure.....	42
G. Techniques of Analyzing Data	43
CHAPTER IV : THE RESULT OF THE RESEARCH.....	47
A. Description of Data	47
1. Description of Data in Pre-Test.....	47
a. Pre-Test Score of Control Class	47
b. Score of Pre-Test in Experimental Class.....	50
2. Data Description of Post-Test.....	52
a. Post-Test Score Control Class	52
b. Post-Test Score of Experimental class.....	54
3. Description of Comparison the Score of Pre-test and Post-Test	57
a. The Comparison of Score Pre-Test and Post-Test in Control Class.....	57
b. The Comparison of Score in Pre-Test and Post-Test in Experimental Class	58
c. The Range Score	59
B. Requirement and Hypothesis Test.....	59
C. Discussion	63
D. Threats of The Research	65
CHAPTER V DISCUSSION AND SUGGESTION	66
A. Conclusion	66
B. Implication.....	67
C. Suggestion.....	68
REFERENCES	
CURRICULUM VITE	
APPENDIXES	

LIST OF TABLES

	Page
Table II.1 Teaching Vocabulary by Using Hangman Game	29
Table II.2 Teaching Vocabulary by Using Teacher Activities	31
Table III.1 Table of the Research Design	37
Table III.2 The population of the VIII of SMP N 5 Padangsidimpuan 2023-2024	38
Table III.3 Table of sample Samples of the Research	39
Table III.4 The Indicators of Vocabulary Mastery in Pre-Test and Post-test	40
Table III.5 Normality of Experimental and Control Class in Pre-Test and Post-Test	44
Table III.6 Homogeneity of Experimental and Control Class in Pre-Test and Post-Test	45
Table III.7 The Criteria Score Interpretation of Mean Score	45
Table IV.1 The Score of Pre-Test in Control Class	48
Table IV.2 Frequency Distribution of Pre-Test in Control Class	48
Table IV.3 The Score of Pre-test in Experimental Class	50
Table IV.4 Frequency Distribution of Pre-Test in Experimental Class	51
Table IV.5 The Score of Post-Test in Control Class	52
Table IV.6 Frequency Distribution of Post-Test in Control Class	53
Table IV.7 The Score of Post-Test in Experimental Class	55
Table IV.8 Frequency Distribution of Post-Test in Experimental Clas	55
Table IV.9 The Comparison of Score Pre-test and Post-Test in Control class	57
Table IV.10 The Comparison of Score Pre-test and Post-Test in Experimental class	58
Table IV.11 The Range Score	59
Table IV.12 The Normality Test	60
Table IV.13 The Homogeneity Test	61
Table IV.14 Independent Sample Test	62
Table IV.15 The Gain of Score in Experimental Class and Control Class	62
Table IV.16 The Result of t-test.....	62

LIST OF FIGURES

	Page
Figure II. 1 The Vocabulary Lesson	19
Figure II. 2 The Vocabulary Lesson	19
Figure II. 3 Illustration How to Play Hangman Game	24
Figure II. 4 Conceptual Framework	36
Figure IV. 1 Histogram of Pre-Test Score in Control Class	49
Figure IV. 2 Histogram of Pre-Test Score in Experimental Class	51
Figure IV. 3 Histogram of Post-Test Score in Control Class	54
Figure IV. 4 Histogram of Post-Test Score in Experimental Class	56

LIST OF APPENDIXES

APPENDIX 1	: The Lesson Plan of Experimental Class
APPENDIX 2	: The Lesson Plan of Control Class
APPENDIX 3	: The Instrument Test Before Validation
APPENDIX 4	: Key Answers Instrument Test Before Validity
APPENDIX 5	: Validation Instrument Test of Pre-Test and Post-Test
APPENDIX 6	: Instrument Pre-Test in Experimental Class and Control Class
APPENDIX 7	: Instrument Post-Test in Experimental Class and Control Class
APPENDIX 8	: Key Answers of Pre-test and Post-test in Experimental Class and Control Class
APPENDIX 9	: Calculation of Statistical Result
APPENDIX 10	: Students' Score of Pre-Test and Post-Test in Experimental Class
APPENDIX 11	: Students' Score Pre-Test and Post-Test in Control Class
APPENDIX 12	: The Result of Normality
APPENDIX 13	: The Documentation

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Vocabulary is one of the most important linguistic skills when learning a language as English. Anyone who lacks a sufficient vocabulary will struggle with listening, speaking, reading, and writing. Put another way, vocabulary is the first skill a language student needs to grasp when learning a language, especially English. It implies that expanding one's vocabulary is crucial.

As the basic component of the four language skills, vocabulary has to be mastered by the learners. Vocabulary is the main point to learn English. Richard and Renandya stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners listen, speak, read, and write¹. Based on Jurasni, vocabulary is the key to master the four language skill². It is because vocabulary becomes the basic component to support the speakers in communication to express their ideas. In addition, Mardikawati stated vocabulary is a crucial component of academic success since it increases students comprehension, broadens their knowledge, and speeds up their acquisition of the English language³. So, vocabulary is refers to all words in the whole language

¹ Jack C Richards and Willy A. Renandya, *Methodology in Language Teaching*, Cambridge University Press 2002 (Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, Sao paulo Cambridge, 2002).

² Jurasni, "The Use of Hangman Game to Increase Students" Vocabulary" (2019), https://doi.org/https://digilibadmin.unismuh.ac.id/upload/5827-Full_Text.pdf.

³ Asri Nurlaeli Mardikawati, "The Effectiveness of Hangman Game towards Students" English Vocabulary Mastery at 7" (2024), [https://doi.org/https://repository.uinsaizu.ac.id/24953/1/ASRI%20NURLAELI%20MARDIKA%20WATI_THE%20EFFECTIVENESS%20OF%20HANGMAN%20GAME%](https://doi.org/https://repository.uinsaizu.ac.id/24953/1/ASRI%20NURLAELI%20MARDIKA%20WATI_THE%20EFFECTIVENESS%20OF%20HANGMAN%20GAME%20).

used in a particular variety and vocabulary is a list of word and sometimes phrases usually arrange in alphabetical order and defined as a dictionary.

Based on the interview at the VIII grade students of SMP N 5 Padangsidimpuan, the teacher⁴ said that are some problems faced by the students, among others, For starters, the teacher said that students are unmotivated to learn English because the classroom environment is passive. It is created by the teacher's teaching technique, which is teacher centered and does not provide opportunities for students to practice in class. As a result, students find it difficult to express themselves directly in English, which is a widespread problem among students in English classes.

As Brophy said that students' motivation is rooted in students' subjective experiences and it affected to their willingness to engage in lessons and learning activities and their reason for doing⁵. So it means that teacher's motivation is important for the students, because students have their own reason for their learning activities. Sometimes they feel bored with the subject of the study or maybe the way of teacher explains the lesson is confusing.

Second, the students have problem with spelling the words. Some students even do not know what spelling is and how to do it. When the teacher asked students to spell a word, most of them make the same spelling mistakes, mostly for spelling letter a,i,e. Third, the student have difficulties in understanding the meaning of words in the text. It can be seen from when they meet the words in the text, and

⁴ Private interview with Mrs. Ros Mawar , on 17th of November 2023 at SMP N 5 Padangsidimpuan

⁵ Jere Brophy, *Motivating Students to Learn*, 2nd ed. (London: Lawrence Erlbaum Associates, 2004).

they feel confused to understand the meaning of words. If they find unfamiliar words, they will directly ask their teacher what the meaning of those words.

The last, students did not have the opportunity to practice language in the classroom during teaching and learning. It's because in the teaching and learning process, the teacher never offers them any assignments. In short, there are numerous difficulties that students confront when learning vocabulary, and it is the teacher's responsibility to reduce these barriers.

Based on the problems above, the researcher thought it is needed a teaching strategy in order to teach vocabulary, especially to make students easy and enjoy to know the meaning and memorizing some words. The teaching strategy used in this research is using game as a technique to learn vocabulary. The use of the game can change the situation of passive class into active class. The interest of the students to study the lesson of vocabulary would be higher through the use of the game.

In this case the researcher interested in to applying a Hangman game. According to Wright et.al there are several activities to practice and revise vocabulary. Considers game such as hangman to be an effective tool for increasing vocabulary and language comprehension. In hangman, students can learn to recognize letters, build words, and use context to guess the correct word⁶. It can also stimulate discussion among students about the meaning of words and their correct use. Jatmiko stated that hangman is a learning strategies that can be used to attract students' interested in learning⁷. It means that the game provides an

⁶ Andrew Wright, David and Betteridge, and Michael Buckby, *Games for Language Learning*, 3rd ed. (New York: America by Cambridge University press, 2006).

⁷ Aji Jatmiko Joyful English Games for SMP/MTS (Ahsyara Media Indonesia, Maret 2019), *Book*

interactive and enjoyable way for students to practice and reinforce concepts, such as vocabulary, spelling, or critical thinking. By turning learning into a fun activity, it can help students stay motivated and improve their focus on the subject matter.

Therefore, to overcome these problems the researcher chooses to apply the Hangman game. This game is usually played by two or more people. One player chooses a secret word, and the other tries to guess the word by saying it letter by letter. By applying the game, it is hoped that students will be more relaxed and motivated in participating in the learning process. By using the Hangman game, the teacher can motivate students to pay more attention to learning and students will not feel bored in receiving the material given. There are several studies related to the use of hangman games in learning English.

In addition, based on Munikasari et.al stated Hangman Game can be used to improve spelling, vocabulary acquisition, and focus on students Hangman Game is a game that consists of two players⁸. The guesser player will try to guess the alphabet according to the specified word. The other player will draw the part of hanged man if the guesser player guesses incorrectly. If hanged man drawn in full, then the guesser player is losing and the drawer player to be the winner.

Based on the explanation above, the researcher interested in using Hangman game as a technique to improve students' vocabulary mastery. So the researcher conducts research with the title "The Effect of Using Hangman Game to Students Vocabulary Mastery at The Eight Grade SMP N 5 Padangsidempuan."

⁸ Munikasari, Sudarsono, and Dwi Riyanti, "The Effectiveness of Using Hangman Game To Strengthen Young Learners' Vocabulary," *Journal of English Education Program* 2, no. 1 (2021): 57–65, <https://doi.org/10.26418/jeep.v2i1.43328>

B. The Identifications of the Problem

Based on the background, there are some problems that the presented identifies of students at the VIII grade in SMP N 5 Padangsidempuan such as the students had lack of vocabulary, especially nouns, the students difficult to say or to pronounce, difficult in writing because spelling in English is not always consistent with pronunciation. The students were not very interested in learning English. And the students were not good at in memorizing and translating the vocabulary.

C. The Limitation of the Problems

Based on the identification of the problem above, there are several factors to understand vocabulary, the researcher focused on lack of vocabulary mastery of the students in noun (animal) and in the game of teaching vocabulary, the game focused on uses Hangman Game for teaching vocabulary.

D. The Definition of Operational Variables

1. Hangman Game

Hangman Game is word game which is represented by a series of dashes, that is played by two people or more, in which one person selects a secret word and the other try to determine the word by guessing letter by letter.

2. Students Vocabulary Mastery

Students vocabulary mastery refers to a person's ability to understand, use, and recall a wide range of words in a given language. Which encompasses an individual's proficiency in comprehending, utilizing, and recalling.

E. The Formulations of the Problem

The formulation of the research problems are:

1. How is the students vocabulary mastery before learning using Hangman game at the VIII grade students of SMP N 5 Padangsidimpuan.
2. How is the students vocabulary mastery after learning using Hangman game at the VIII grade students of SMP N 5 Padangsidimpuan.
3. Is there any significant effect of Hangman game on students' vocabulary mastery at the VIII grade students of SMP N 5 Padangsidimpuan ?

F. The Objectives of the Research

By looking at the problem formulation above, the aim of this research can be formulated to determine the effectiveness of using Hangman game on student vocabulary at the VIII grade SMP N 5 Padangsidimpuan, explained as follows

1. To describe the students vocabulary mastery before using Hangman game at SMP N 5 Padangsidimpuan.
2. To describe the students' vocabulary mastery after using Hangman game at SMP N 5 Padangsidimpuan.
3. To examine the significant effect of the students vocabulary mastery between student who are taught using hangman games and those who are taught using the teacher technique.

G. The Significance of the Research

This research aims to describe the specific results the researcher wanted to obtain. Therefore, this hangman game help researcher answer question from the problem above, and to answer these questions the researcher hopes that this research

aims to:

1. For teacher's, the research finding offers new alternative media or strategy in teaching vocabulary at SMP N 5 Padangsidempuan to improve the learning outcomes. Furthermore, this research is intended to benefit other English teachers who are dealing with similar issues with their students' vocabulary and engagement in class.
2. For students, the Hangman game provides an alternative media to learn vocabulary and enhance their vocabulary ratings, by using Hangman game it is hoped that the student are more motivated and interested in learning English. When they have to learned vocabulary, it will make students enjoy so it can be used to increase the students' mastery of vocabulary.

H. The Outline of the Research

The a thesis outline of this research could be divided into three chapters. Moreover, every chapter consist of sub chapter with details as follow:

Chapter 1 introduction that consisted of the background of the problem, the identification of the problem, the limitation of the problem, the definition of the operational variables, the formulation of the problem, the objectives of the research, and the last the significances of the research.

Chapter II that consisted of theoretical description which explained about hangman game, vocabulary, review the related finding, conceptual framework, and hypothesis.

Chapter III research methodology, and is consisted of time and location of the research, research design, population and sample, research instrument of data

collection are: pre-test and post-test, validity and reliability of the instrument, research procedure, and the last of techniques of analyzing data.

Chapter IV result of the research, it consisted of data description, hypothesis, testing, and the treats of the research.

Chapter V deals with conclusion about the result of the research and suggestion that are given by the researcher.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Vocabulary Mastery

a. Definition of Vocabulary Mastery

Vocabulary is an essential element of English as a foreign language. Having mastered a large number of vocabularies will likely be able to express our ideas in the language conveniently. It is true that vocabulary plays an important role in learning and understanding the language. Based on Bauer⁹ vocabulary is about words where they come from, how they change, how they relate to each other and how we use them to view the world. As stated Siregar¹⁰ vocabulary is an important component of language in learning a language, especially as basic of language so that is why vocabulary is important in education. Therefore, having a good vocabulary helps students understand their lessons better and improves their ability to use the language well.

Vocabulary needs to be improved because vocabulary is the total number of words which makes up a language. Actually, the people have many words will be very easier in communicate with the other people. Harida also said “vocabulary is a core to understand every languages¹¹”. It means

⁹ Laurie Bauer, *Vocabulary*, ed. Richard Hudson, *Analytical Biochemistry*, 2001st ed., vol. 11 (London and New York: Independely Published, 1998), <https://singlelogin.re/book/997434/052f66/vocabulary-language-workbooks.html>.

¹⁰ Fitri Rayani Siregar, “Male and Female Students “ Vocabulary Mastery” 10, no. 01 (2022): 237–49, <https://doi.org/http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ> Male.

¹¹ Eka Sustri Harida, “Students” Ability and Difficulties in Understanding English Text (A

that knowing the words and their meanings is fundamental to comprehending any language. Vocabulary forms the basis of language proficiency, enabling people to communicate, read, and understand spoken and written content in that language.

According to Brown the term of vocabulary refers to a list or set of words of a particular language or a list set of words that individual speakers of language might use¹². It means that, vocabulary is one of the important components of language to communicate.

According to Lin in Novianti, vocabulary refers to all the words as a language, the number of words that an individual can understand and use whether in speaking or writing, the words said to be representative of a subject or occupation, list of words to serve a specific purpose¹³. It proves that vocabulary playing an important role in gaining a good sense of a language. In other words, word choice affects how well the impression of serving a specific purpose using the target language. Dealing with the vocabulary Ur states that vocabulary can be defined, roughly, as the words we teach in the foreign language¹⁴. It means vocabulary is written or spoken unit of language as symbol of idea in foreign language introduced to learners. If a

Study at English Program IAIN Padangsidimpuan),” *Al-Ta Lim Journal* 21, no. 3 (2014): 183–88, <https://doi.org/10.15548/jt.v21i3.102>

¹² Brown H. Douglas, *Principle of Language Learning and Teaching, Encyclopedia of the Sciences of Learning*, 5th ed. (San Francisco State University, 2007), <https://smartlib.umri.ac.id/assets/uploads/files/af2ff-language-teaching-principles-1-.pdf>.

¹³ Shinta Agustina Novianti, “The Effectiveness of Make a Match Technique in Teaching Vocabulary at the Eleventh Grade Students of MA Muhammadiyah 1 Ponorogo in Academic Year 2019/2020,” *Ethesis IAIN Ponorogo* (2020), <https://doi.org/http://etheses.iainponorogo.ac.id/11277/>.

¹⁴ Penny Ur, “A Course in Language Teaching” (Cambridge University Press, 2009)

teacher teaches new words in foreign language, it means the teacher teaches vocabulary. Vocabulary is one of the imperative aspects to support English language skills. As stated by Richards and Renandya vocabulary is a core component of language proficiency and provides much of the basis of how well learners speak, read, listen and write.¹⁵ Nothing can be done without the vocabulary, it is the basic for communication.

Mastery refers to the complete command or understanding of a subject, skill, or language. It involves having great knowledge or expertise, which enables one to use the subject matter effortlessly and without difficulty. Syarifuddin et al said in the process of learning English in junior high school¹⁶, vocabulary mastery is very important for the students. It means mastering vocabulary is essential for success in learning English because it directly impacts a student's ability to learn and use the language effectively.

According to Batubara, mastery is complete control or power over someone or something through understanding or great skill. Knowledge is important thing to the students to get more information and minimalist misunderstanding¹⁷. So, the students more focus on gaining knowledge and achieving mastery, the better equipped they are to understand and use the information effectively.

¹⁵ Richards and Renandya, *Methodology in Language Teaching*.

¹⁶ Aswal Syarifudin, Rismaya Marbun, and Dewi Novita, "An Analysis on the Students " Vocabulary Mastery A Descriptive Study on the MTS," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 2014, 1–10, <https://doi.org/Jurnal.untan.ac.id/index.php/jpdpb/article/viewFile/7022/7215>.

¹⁷ Umami Kalsum Batubara, "Improving the Students" Vocabulary Mastery by Using English Song At Eight Grade of MTS Islamic Zending Medan" (2019), <https://doi.org/http://repository.uinsu.ac.id/6870/1/SkripsiUmamiKalsumBatubara.word.pdf>.

Vocabulary mastery is regarded as bases in both spoken and written communication. In addition Nunan states that the most useful vocabulary that every language learner needs¹⁸. Whether they use the language for listening, speaking, reading, or writing, or whether they use the language in formal and informal situations, is the most frequent 1000 word families in English.

Based on the definitions above, it can be concluded that vocabulary mastery is crucial for successful English learning, as it significantly impacts their ability to use the language effectively in various contexts. In summary, vocabulary plays a pivotal role in acquiring and mastering English as a foreign language.

b. The Kinds of Vocabulary

Vocabulary is a type of language that is very important in language skill. There are many experts divided kinds of vocabulary into same parts. Jackson Howard in Novianti¹⁹ stated type of vocabulary into two that is active and passive vocabulary. Active vocabulary is the words that you use in your own speech and writing, while passive vocabulary is the words that you recognize and can make sense of in the speech and writing of other people.

Hiebert and Kamil²⁰ stated that generically, vocabulary is the

¹⁸ David Nunan, *Practical English Teaching*, (New York: McGraw-Hill Companies, 2003)

¹⁹ Shinta Agustina Novianti, "The Effectiveness of Make a Match Technique in Teaching Vocabulary at the Eleventh Grade Students of MA Muhammadiyah 1 Ponorogo in Academic Year 2019/2020." <https://doi.org/http://etheses.iainponorogo.ac.id/11277/>.

²⁰ Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*. (New Jersey: Lawrence Erlbaum Associates, 2005)

knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and print. Knowledge of words also comes in at least two forms, receptive is that we can understand or recognize and productive is the vocabulary we use when we write or speak. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently. Productive vocabulary is the set of words that an individual can use when writing or speaking. Conversely, receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading.

In relation to kinds of vocabulary, Nation²¹ stated that there are four categories of vocabulary in the non-fiction text they are:

- 1) High frequency words. In the example text, these words are not marked at all and include function words: in, for, the, of, a, etc. The high-frequency words also include many content words: government, forests, production, adoption, represent, boundary
- 2) Academic words. The text is from an academic textbook and contains many words that are common in different kinds of academic texts: policy, phase, adjusted, sustained. Typically these words make up about 9% of the running words in the text.
- 3) Technical words. The text contains some words that are very closely

²¹ I. S.P. Nation, *Learning Vocabulary in Another Language, Learning Vocabulary in Another Language* (New York, Victoria University Wellington: Cambridge University Press 2001), [https://doi.org/10.1016/s0889-4906\(02\)00014-5](https://doi.org/10.1016/s0889-4906(02)00014-5).

related to the topic and subject area of the text. These words include indigenous, regeneration, podocarp, beech, rimu (a New Zealand tree) and timber. These words are reasonably common in this topic area but not so common else. As soon as we see them we know what topic is being dealt with. Technical words like these typically cover about 5% of the running words in a text.

- 4) Low-frequency words. The fourth group is the low-frequency words. Here, this group includes words like zoned, pioneering, perpetuity, aired and pastoral. They make up over 5% of the words in an academic text. There are thousands of them in the language, by far the biggest group of words.

So from the explained above, it can be concluded that there are some kinds of vocabulary. They are received vocabulary and productive vocabulary, general vocabulary and special vocabulary, active and recognition vocabulary, traditional vocabulary it covers verb, adjective, noun and adverb. Besides that, there are four categories in vocabulary such as high frequency words, academic words, technical words, and low-frequency words.

Material of vocabulary used in this research is noun. A noun can be defined as a word used to name a person, place, thing, or animal. Noun can be categorized into 2. They are:

- 1) Countable nouns which are made up from individual and collective nouns.

A countable noun refers to nouns denoting persons or things that can be

counted. Therefore, it is only the nouns in this category which can be made into the plural form. In their singular form, they are preceded by the indefinite article „a/an“. The plural form of the singular countable nouns are normally made by adding –s, as a cat become cats, a lion become lions, and a cow become cows. However, nouns ending in –s, –sh, –ch, or –x, and –o, form their plural by adding –es to their singular form, like a kiss become kisses, a match become matches, a tax become taxes, and a mango become mangoes.

- 2) Uncountable nouns which are mostly made up from abstract nouns. Mass nouns or uncountable (or non-count) nouns differ from count nouns in precisely that respect: they cannot take plurals or combine with number words or the above type of quantifiers. For example, it is not possible to refer to a furniture or three furnitures.

According to their number, these countable nouns can be made into (1) singular and (2) plural nouns. Although the note on countable and uncountable nouns in this section is trustworthy, it is not always easy to distinguish countable from uncountable nouns.

In this research, the researcher focused on countable nouns, especially name of animal. Based on the explanation above the researcher focuses on the content word, especially on the noun. So the kind of vocabulary should be related to the material of school.

c. The Importance of Vocabulary

Vocabulary is very important for students to master. Thornbury said very little can be conveyed without grammar, nothing can be conveyed without vocabulary²². When the students just learn about grammar without learning vocabulary, the students cannot express anything. It shows that English has a special place in the teaching of foreign languages to students. Vocabulary is important in learning English for having a large vocabulary makes it easier to learn the language. Vocabulary is one of the most important components of understanding the four English abilities of listening, speaking, reading, and writing. When someone has a limited vocabulary, they are unable to improve their English skills. Zimmerman in Coady and Huckin stated that vocabulary is central to language and critical importance to the typical language learning. Vocabulary should not be neglected by those who learn a language²³. It even needs to be mastered if someone wants to master the four language skills.

Vocabulary provides several benefits for students in everyday life. Students can communicate with others by using words in many contexts. Some new knowledge also helps students learn English more effectively. Students find it easier to communicate and learn a language if they have a better vocabulary. Various new vocabularies support students in learning the language so that students do not experience difficulties regarding the meaning

²² Scott Thornbury, "How to Teach Vocabulary. Pdf," 2002.
https://www.Academia.Edu/18950782/How_to_teach_vocabulary_by_Scott_Thornbury

²³ James Coady and Thomas Huckin, *Second Language Vocabulary Acquisition*, 2003.

of words. Good vocabulary mastery helps students in learning languages such as writing and reading based on context.

The teacher gives lessons on vocabulary so that students understand the meaning of words and have the new vocabulary. Without vocabulary, students have difficulties communicating and learning languages. Therefore, students are expected to be able to remember some of the vocabularies taught by the teacher and can be used in the language learning process. Students are expected to be able to master some new vocabularies.

So, that it can be concluded the vocabulary is important to used in everyday life and used in communication because vocabulary has a very important role and is a major aspect of language learning.

d. The Principles of Teaching Vocabulary

As for principles of teaching vocabulary, an account for what vocabulary forms need to teach and the principles of how they are taught is crucial. As suggested by Rambe the teachers should make the class to be fun (by gaming), establish groups, call on each student, and teacher always encouraged students to speak to the teacher and to each other in the class²⁴.

There are many theories about the principles of teaching vocabulary. But researcher only focused to Nation, according to Nation there are six principles in teaching vocabulary, namely:

- 1) Keep teaching simple and clear don't give complicated explanation

²⁴ Sokhira Linda Vinde Rambe, "Exploring Interaction Patterns in EFL Teaching and Learning Context," *Journal of Language Teaching and Learning, Linguistics and Literature* 4778 (2022): 109–20, <https://doi.org/IDEAS> is licensed under CC-BY-SA 4.0 License Issued.

- 2) Connecting current teaching with past knowledge with the aim of stimulating students
- 3) Use oral and written presentation, write on whiteboard and explanations that are easy for students to understand
- 4) Pay the greatest attention to words that are partially known
- 5) Tell students whether high-frequency words are worth saying not for future attention
- 6) Do not explain other related matters that are unknown or poorly known words such as near synonyms, opposite words, or members of the same lexical association Keep teaching simple and clear Don't give complicated explanation²⁵.

Based on the principles of teaching vocabulary by Nation it can be concluded that the teacher should use the best way to teach the students to make students easier in understanding vocabulary.

e. Material of Teaching Vocabulary

Material in the learning context material in the learning context is any form of material or content used to assist the education and learning process. These materials include various types of resources designed to support teaching and students' understanding of a particular subject or skill, at SMP N 5 Padangsidempuan the teachers use books as a media for teaching in classroom²⁶.

²⁵ Paul Nation, "Teaching Vocabulary," *ASIAN EFL JOURNAL*, no. c (2022): 273–84, <https://doi.org/10.4324/9781003022497-24>.

²⁶ Siti Wachidah, Asep Gunawan, and Yuli Rulani Khatimah. Diyantari, *Bahasa Inggris "When English Rings a Bell"* (Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2017).

The following is an example of the material that students in SMP N 5 Padangsidimpuan:

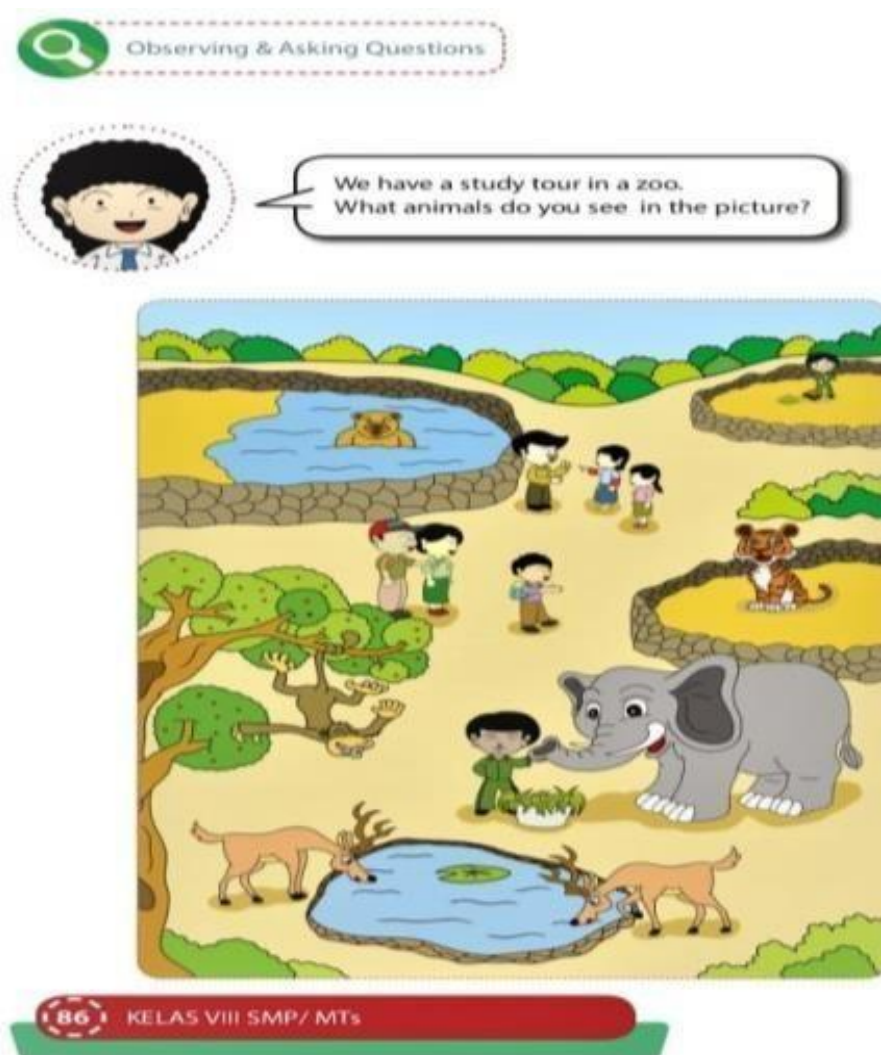


Figure II. 1
The Vocabulary Lesson²⁷

²⁷ Siti Wachidah, Asep Gunawan, and Yuli Rulani Khatimah. Diyantari, *Bahasa Inggris "When English Rings a Bell"* (Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2017)

Task 13

Work in pairs. Look at the pictures of pets below. Ask 5 classmates which animal they would be willing to keep as a pet. Write the answer in the table.

1


2


3


4


5


6


Source: www.pinterest.com, www.mentalfloss.com, www.petbarn.com, www.amazon.com, www.i-love-cats.com, www.reference.com (January 6, 2017)

No.	Name	Animal					
		Rabbit	Hamster	Fish	Dog	Cat	Snake
		✓			✓	✓	
1.							
2.							
3.							
4.							
5.							

Figure II. 2
The Vocabulary Lesson²⁸

f. Vocabulary Assessment

This study focuses on four aspects of vocabulary learning.

According to Mardikawati²⁹ there are some vocabulary aspects as follows:

²⁸ Siti Wachidah, Asep Gunawan, and Yuli Rulani Khatimah. Diyantari, *Bahasa Inggris "When English Rings a Bell"* (Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2017)

²⁹ Mardikawati, "The Effectiveness of Hangman Game towards Students" English Vocabulary Mastery at 7."

1) Meaning

Meaning is a very important aspect of vocabulary lessons. Students become more confident in learning new vocabulary and the teacher must explain a word so that it has one meaning in a different context. In the teaching and learning process, the meaning of a vocabulary teacher can use an integrated game or dictionary that can facilitate the learning process.

2) Spelling

In learning, vocabulary spelling is very important. Spelling improves in word alignment and sound. Spelling helps in teaching vocabulary and understanding its meaning. Starting with learning to spell, students can progress from one word to several sentences.

3) Pronunciation

Pronunciation is the production of sounds that are used to create meaning. Students study pronunciation to get different sounds and meanings in language. students have difficulty pronouncing English because it is not related to the spelling of words. there are words that have one pronunciation but some words have two or more pronunciations. So that students need to learn pronunciation in English to help them communicate and make it easier for the recipient to understand the meaning that is pronounced.

4) Word classes

Word classes are a sets of word in a language. Hatch and Brown stated that the word classification is based on their functional classification, namely part of speech. There are parts of speech that students must know such as noun, verb, adjectives, adverbs, pronouns, preposition, conjunctions, and interjections.

Based on the aspects of vocabularies above, the researcher focused on meaning and spelling. Those are the skills that early learners acquire in order to communicate effectively.

2. Hangman Games

a. Definition of Game

Game is a technique that allows and inspires many learners to enhance their interest and work According to Hornby, a game is an activity you are doing to have fun and the game as an activity or sport with rules in which people or teams compete against each other³⁰. This statement is in line with Hadfield, who said that the game is an activity with rules, a goal, and an element of fun³¹. It means that the game is an activity that makes students enjoyable, with rules and goals.

³⁰ A. S. Hornby, Oxford Advanced. Learners Dictionary. (New York: Oxford University Press, 1974)

³¹ Jill Hadfield, A Collection of Games and Activities for Low to Mid-Intermediate students of English: Intermediate Communication Games, (Hong Kong: Thomus and Nelson and Nelson and Sons Limited, 1990)

Based on the statement above, game is an interesting and enjoyable activity with rules and goals that students compete to be winners. Through games, students will have fun, enjoy learning and working with others to learn well.

b. Definition of Hangman Game

Hangman is a game that the students played on groups. The students must memorize the word about everything. According to Wright et.al there are several activities to practice and revise vocabulary. Considers games such as hangman to be an effective tool for increasing vocabulary and language comprehension. In Hangman, students can learn to recognize letters, build words, and use context to guess the correct word³². It can also stimulate discussion among students about the meaning of words and their correct use. Jatmiko stated that hangman are a learning strategies that can be used to attract students' interest in learning³³. It means that the game provides an interactive and enjoyable way for students to practice and reinforce concepts, such as vocabulary, spelling, or critical thinking. By turning learning into a fun activity, it can help students stay motivated and improve their focus on the subject matter.

Ward in Kuning and Rohaina stated that Hangman is a great game for English learners to practice their English spelling, pronunciation,

³² Andrew Wright, Betteridge, and Buckby, *Games for Language Learning*.

³³ Aji Jatmiko, Joyful English Games for SMP/MTS (Ahsyara Media Indonesia, Maret 2019), *Book*

and vocabulary, as well as to have fun at the same time³⁴. It means that Ward believes Hangman is an effective and enjoyable way for English learners to improve their spelling, pronunciation, and vocabulary skills.

Hangman is a guessing game which is represented with a set number of dashes. The dashes consisted of unknown words and the clues. It involves the progressive drawing, a line for each incorrect answer. Wiratania in Asyiah and Agustina stated Hangman game can be used to enlarge vocabulary mastery, practice spelling, and trained students' concentration. This game helps teacher in controlling classroom³⁵. While the students are playing Hangman game in the classroom, the teacher observes the process of acquiring vocabulary.

According to Kartikawati in Manan stated that the students can express their idea in trying to guess the secret word by Hangman game and the researcher also can create fun atmosphere³⁶. So, the teaching learning activity will be not boring for the students. By playing Hangman game, students will think about the letter which is in the word. They will also think about what the right word is. Hangman game also can be one way to help

³⁴ Dewi Sri Kuning and Rohaina Rohaina, "The Influence of Using Hangman Game on the Seventh Graders' Vocabulary Mastery," *UAD TEFL International Conference 2* (2021): 172, <https://doi.org/10.12928/utic.v2.5753.2019>.

³⁵ Nur Asyiah and Ria Kamilah Agustina, "The Effectiveness Of Using Hangman Game In The Mastery Of Students' Vocabulary," *Journal of Education and Language Motivation* 1, no. 3 (2023): 166–76, <https://doi.org/https://journal.widyakarya.ac.id/index.php/jmpb-widyakarya/article/view/927>

³⁶ Rika Mandasari Manan, "The Use of Hangman Game in Motivating Students in Learning English," *ELT Perspective* 4, no. September (2018): 139–51, <https://doi.org/ISSN: 2354-7340>.

students practice their confidence to express their thought.

Based on the statements above, the researcher concluded that Hangman is a game that played by two or more people that consist a host and players. The players guess letter by letter, while the host draw the part of hangman, the students can practice the alphabet and vocabulary which is really important for their English skill and it can also create fun atmosphere in teaching learning activity.

c. The Procedures Using Hangman game

Hangman Game is one of the technique in teaching vocabulary that make students do not bored in receive the material. Here there are several steps to play Hangman Game. According to Wright et al. stated the Hangman game procedure 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 may think in the word
- 3) If the learner guesses correctly, write the letter above the appropriate dash.

For each incorrect guess, draw part of the hanged man as shown in the illustration.³⁷

³⁷ Andrew Wright, Betteridge, and Buckby, *Games for Language Learning*.

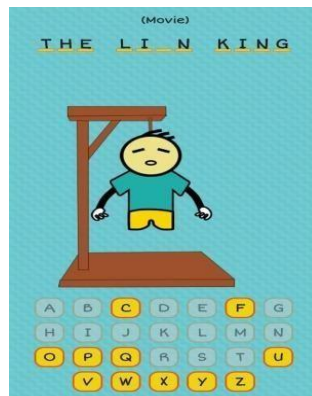


Figure II. 3
Illustration How to Play Hangman Game

The second, Jatmiko stated that hangman game procedures as follow:

- 1) The teacher determines one word, and writes it on the board using dotted lines.
- 2) Students guess the letter, if the letter is guessed correctly, write it on the line. If the guess is wrong start drawing the hanging person
- 3) Students win if they can guess the correct word before the picture of the hanged person is finished.
- 4) The teacher makes poles and lines to represent the length of the word that must be guessed, for example IAMSORRY.
- 5) Students guess the letters of the word, if they are wrong the teacher draws a picture of a body part, and faces sad if they guess too many things wrong.
- 6) The game ends when the child cannot complete the line with the correct letter. The player wins when the word is revealed³⁸.

³⁸ Aji Jatmiko, Joyful English Games for SMP/MTS (Ahsyara Media Indonesia, Maret 2019)

Based on the procedures explained by Wright et al. and Jatmiko, the Hangman Game is implemented by having the teacher choose a familiar word, represent it with lines, and let students guess letters while parts of a figure are drawn for each wrong answer. The game continues until students successfully guess the word or the drawing is completed. Jatmiko's procedure is more detailed, and the researcher adopts his steps. So from the two steps above, the researcher took Jatmiko theory in steps of the Hangman game.

d. Advantages and Disadvantages of Hangman Game

Hangman game is a popular word guessing game where students can play in the classroom to help students develop their vocabulary skills. Hangman Games has some advantages and disadvantages when teachers in the classroom apply it. According to Prasetiawati in Ramadhani, the Hangman game has many advantages:³⁹

- 1) It could encourage students to be involved in teaching English. If students feel excited about teaching-learning activities, it could lead to positive attitudes, such as a feeling of interest in the language they are learning
- 2) Hangman game can avoid the monotony.
- 3) They can improve their linguistic skills, particularly in spelling, pronunciation.
- 4) Get students to be cooperative, not competitive⁴⁰.

³⁹ Putri Ramadhani, "The Effect of Hangman Game towards Students" Vocabulary Mastery at The Seventh Grade Students of MTs Hifzil Qur'an Medan in the Academic Year of 2020/2021."(n.d.)

⁴⁰ Putri Ramadhani, "The Effect of Hangman Game towards Students" Vocabulary Mastery at The Seventh Grade Students of MTs Hifzil Qur'an Medan in the Academic Year of

The conclusion of the advantages above is that students' learning in class becomes interesting and enthusiastic, cooperation is established, students can guess vocabulary and of course this can increase students' vocabulary.

Besides the advantages have explained before, there are also some disadvantages in using Hangman games in the learning process. According to Srimaharani in Mardikawati⁴¹, the hangman game can be found that it is unable to gauge students true aptitude. Unquestionably, issues will arise at some points during teaching and learning process. In occasion, the teacher must instruct students by writing new word on the whiteboard. In fact, this is not very effective. Other solutions that can be done so that students are able to remember the vocabulary they have got from the Hangman Game, include carrying out several activities that are directly related to the vocabulary, explaining its meaning using realia, or changing the vocabulary into a simple song. So, that students can remember the meaning while sing.

Based on the advantages and disadvantages of Hangman game, Hangman Game is useful for learning vocabulary because it makes lessons more interesting, reduces boredom, encourages students to work together, and helps improve spelling and pronunciation. However, it cannot fully measure students' real vocabulary ability and still needs teacher support to explain or

2020/2021.”(n.d.)

<https://doi.org/http://repository.uinsu.ac.id/10923/1/SKRIPSI%20PUTRI%20RAMADHANI%20NIM%200304162097.pdf>.

⁴¹ Mardikawati, “The Effectiveness of Hangman Game towards Students” English Vocabulary Mastery at 7.”

reinforce new words. Therefore, Hangman is a good learning tool, but it should be used together with other activities to help students learn vocabulary more effectively.

e. Teaching Vocabulary by Using Hangman Game

Teaching vocabulary can be more effective and interesting. The researcher hopes that the hangman game can overcome this students' difficulties in mastering internal and external vocabulary factor. Hangman games can motivate students to learn vocabulary, because this is one of the best teaching techniques. So, they no longer feel bored when studying this material. The procedure of using this Hangman game is as follows:

1) Pre-Teaching

The process in pre-teaching, first before the teacher start the learning session, teacher great the students and checks the attendance list and gives the icebreaking to the students. After that the students pay attention to the teacher and respond to teacher says or asks.

2) While-Teaching

Next, this is the first vocabulary learning procedure using an engaging hangman game. In this procedure, the teacher explains the hangman game procedure, after which the teacher will draw lines and poles to represent the length of the word to be guessed on the board. The teacher then lets the students guess the letters of the word.

3) Post-Teaching

The last is revising, in this procedure the teacher repeated the material again to make sure that students understand the material well. The teacher summarized today's material and revise the mistakes while teaching learning takes place.

The procedures of teaching vocabulary using Hangman Game, as follows:

Table II. 1
Teaching Vocabulary by Using Hangman Game

Teacher's Activity	Procedures	Student's activity
Pre-Teaching 1. The Teacher open the class with greeting, praying and check the attendance list.		1. Students answer the teachers greeting and pray together, and 2. Students raise their hand and say "present"
2. The teacher convey the objectives and benefits of the learning, motivate and students and asks about the last material the related		1. Students listen and pay attention to the teacher 2. Students answer the question from the teacher by raising their hand.
While-Teaching 1. The teacher prepare playing game	1. The teacher determines one word, and writes it on the board using dotted lines	1. Students follow the instruction from the teacher 2. Students pay attention to the teacher
2. The teacher explain the procedure of Hangman game	2. Students guess the letter, if the letter is guessed correctly, write it on the line. If the guess is wrong start the hangman	1. Students pay attention to the instructions given by the teacher 2. Students follow the instruction from the teacher

Teacher's Activity	Procedures	Student's activity
3. The teacher will invite one student from each group in turn to play the Hangman game.	3. Students win if they can guess the correct word before the picture of the hanged person is finished.	1. Students follow the procedures, and the other group has to guess the word with the correct spelling 2. Students follow the instruction from the teacher
4. The teacher makes poles and lines on the blackboard	4. The teacher makes poles and lines to represent the length of the word that must be guessed, for example lion	1. Students pay attention to the teacher 2. Students listen to the teacher 3. Students respond to teacher explanation
	5. Students guess the letters of the word, if they are wrong the teacher draws a picture of a body part, and faces sad if they guess too many things wrong.	1. Students guess the letter on the dotted line 2. Students listen carefully to the teacher
	6. The game ends when the child cannot complete the line with the correct letter. The player wins when the word is revealed.	1. Students pay attention to the teacher 2. Students listen carefully to the teacher 3. The student wins when the word is revealed.
Post-teaching 1. The teacher appreciates the efforts made by students during.		1. Students pay attention to the teacher
2. The teacher drills and gives feedback		1. Students respond to the teacher

Teacher's Activity	Procedures	Student's activity
3. The teacher concludes the lesson with the students		1. Students pay attention
4. Teacher close the class with greeting		1. Students give the greeting to the teacher

f. Teaching Vocabulary by Using Teacher Activities

Teaching Vocabulary in Control Class is different with teaching in Experimental Class, Because in Control Class teaching there is no treatment like in Experimental Class.

Table II. 2 Teaching Vocabulary by Using Teacher Activities

Teacher's Activity	Procedures	Student's activity
Pre-Teaching The Teacher open the class with greeting, praying and check the attendance list.	Greeting	Students answer the teacher's greeting and pray together, and students raise their hand and say "present"
The teacher convey the objectives and benefits of the learning, motivate and students and asks about the last material the related to the new material.	Introduction	Students listen and pay attention to the teacher Students answer the question from the teacher by raising their hand.
While-Teaching Teacher asks the students to open their English Book.	Students show their English Book	Students open their English Book.

Teacher's Activity	Procedures	Student's activity
Teacher asks the students about vocabulary they have known.	Students prepare their self.	Students answer the teacher
Teacher shows the picture and says the name of picture and asks the students to repeat it.	Students look at the picture.	Students repeat the name of vocabulary.
Teacher asks the students to write the nouns with the meaning on their book and show to the teacher.	Students follow the instruction from the teacher.	Students write their task on their book.
The teacher collect the students' book and check their task.	Students follow the intruction from the teacher.	Students collect their book to the teacher.
Post-teaching The teacher appreciate the efforts made by students during.		Students pay attention
The teacher drills and gives feedback	Drilling	Students respond to the teacher
The teacher concludes the lesson with the students	Concluding	Students pay attention
Teacher close the class with greeting	Closing	Students give the greeting to the teacher

B. Related Findings

Related findings were conducted to avoid duplication in drawing the researcher and observations it also shows authenticity to the researcher that the subject studied by other researchers is not the same regarding. In addition, it is very

useful when looking at previous studies research in selecting and determining and appropriate research design because researchers get an overview and comparison of the plans made carried out.

The first is thesis from Ramadhani did a research in quantitative method with quasi experimental research design. The findings of this research show that teaching vocabulary using Hangman games technique was effective. It can be seen by the value (3.649) is higher than t-table (2.024) with (α) (0.05) significance level and the Sign. (2 tailed) is 0.001 is less than alpha (α) was 0.05 ($0.000 < 0.05$). Hence, H_0 (Null Hypothesis) was rejected and H_a (Alternative Hypothesis) was accepted. It showed that there was a significant difference using Hangman games technique on student vocabulary mastery.⁴²

The second, Munikasari et al stated that her research showed that Hangman game was effective to increase students' vocabulary achievement. It was proven by the result of t-test computation is higher than t-critical value ($9.24 > 2.060$). This means that the Null Hypothesis (H_0) which is the implementation of Hangman game does not affect the young learners' vocabulary significantly was rejected, while the Alternative Hypothesis which is the implementation of Hangman game affect the young learners vocabulary significantly was accepted. The score of effect size was 1.8 and qualified as strong effect. To conclude, Hangman game enabled the students to recollect vocabulary easily and generate the students' motivation in learning process. Thus, the researcher suggested this technique to be implemented

⁴² Ramadhani, "The Effect of Hangman Game towards Students' Vocabulary Mastery at The Seventh Grade Students of MTs Hifzil Qur'an Medan in the Academic Year of 2020/2021." <https://doi.org/http://repository.uinsu.ac.id/10923/1/SKRIPSI%20PUTRI%20RAMADHANI%20NIM%200304162097.pdf>.

in teaching vocabulary.⁴³

The third, Asyiah and Agustina stated that this research aim to determine the effectiveness of Hangman game in the mastery of students' vocabulary in class. This research used a quantitative method and the research design used is a pre-experimental design. The method used by the researcher was Hangman game. The researcher conducted the pretest and posttest to find out students' vocabulary before and after using Hangman game. The result showed that the mean score of the post-test was 79.83 higher than the mean score of the pretest was 51.33. It means that there was an increase in students' post-test scores. Therefore, the use of Hangman game in the mastery of students' vocabulary has significant differences in class.⁴⁴

The fourth Saputra stated that the method was used in this research was the quantitative method by using the quasi-experimental design as the research design. The instrument of the data collection was vocabulary tests that were divided as pre-test and posttest. Furthermore, the data collected from this study were analyzed using t-test in order to identify the significance level and using cohen's d formula to identify the effect size of the results. Based on the data, t_0 (2.99) is higher than table (1.99), in the degree of freedom 74 and degree of significance 5%. However, the effect size calculation did not show a high-level effect. The effect size (0.05) is in interval 0 – 0.20, which was in a weak effect level. From the explanation above,

⁴³ Munikasari, Sudarsono, and Riyanti, "The Effectiveness of Using Hangman Game To Strengthen Young Learners' Vocabulary." *Journal of English Education Program* (2021). *Journal of English Education Program* 2, no. 1 (2021): 57–65, <https://doi.org/10.26418/jeeep.v2i1.43328>

⁴⁴ Asyiah and Agustina, "The Effectiveness Of Using Hangman Game In The Mastery Of Students' Vocabulary." *Journal of Education and Language Motivation* (2023) <https://doi.org/https://journal.widyakarya.ac.id/index.php/jmpb-widyakarya/article/view/927>

it can be concluded that Hangman Game applied in students,, vocabulary mastery⁴⁵.

From the statements above, it can be concluded that the related findings used the Hangman game has a positive impact on improving students' vocabulary mastery, and there are differences between the research with the related findings in using hangman game. Such as quasi- experimental and pre-experimental. The researcher also choose the VIII grade class and SMP N 5 Padangsidempuan as place for research.

C. Conceptual Framework

Based on what has already been explained, it can be understood that vocabulary is one of the language components that must be learned in English learning. It needs to be learned because it will help students develop their language skills, such as listening, speaking, reading, and writing. Without vocabulary mastery, students will find difficult to understand and produce a language, make sentences and transfer their ideas to other people. If they learn vocabulary, they can quickly communicate their ideas and convey the message into English words.

A game is considered to be one of the techniques that are supposed to make students enjoy learning. Hangman game is a fun word guessing game. With the Hangman game, students can be more involved and enjoyable. So, the students will be more interested and active in learning. Hangman games help students to improve their English spelling and pronunciation, remember and recall their vocabulary that is related to the topic. The teacher can make vocabulary more fun by giving a

⁴⁵ Haris Ahmad Saputra, "The Effect of Using Hangman Game on Students" Vocabulary Mastery (A Quasy-Experimental Study at MTs Darul Amal).", *Fisheries Research* 140, no. 1 (2021): 6, [https://doi.org/http://dSPACE.ucuenca.edu.ec/bitstream/123456789/35612/1/Trabajo de Titulacion.pdf%0A..](https://doi.org/http://dSPACE.ucuenca.edu.ec/bitstream/123456789/35612/1/Trabajo%20de%20Titulacion.pdf%0A..)

reward to students who win the game. Therefore, Hangman game that could make the students more active in the classroom is considered to help the teacher teach vocabulary.

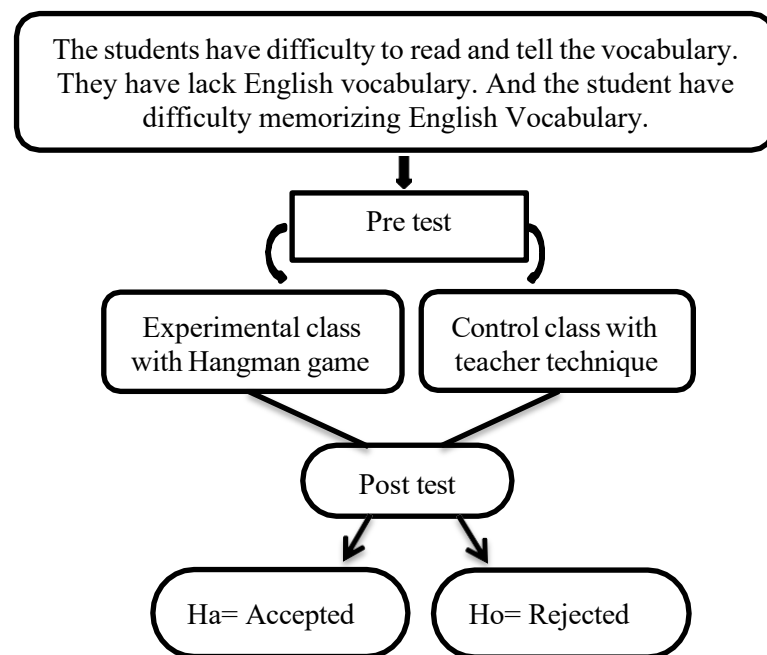


Figure II. 4 Conceptual Framework

D. Hypothesis

A Hypothesis is defined as a temporary answer to a research problem formulation that can be statement between the relationship between two or more variables. The Hypothesis of this research is stated as: "There is a significant effect of Hangman Game to the students" Vocabulary mastery at grade VIII student SMP N 5 Padangsidimpuan."

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research is quantitative research in experimental research. This research used two classes, as an experimental class and a control class. The researcher concluded experimental research was one of research design kinds which have purpose to know or to find causal-effect from the variables. The design of the research is Pre-test and Post-test control group design, it can be seen in the following table:

Table III. 1
Table of the Research Design

Class	Pre - Test	Treatment	Post - Test
R	O ₁	X	O ₂
R	O ₃	-	O ₄

Notices:

R= The sample of the research

O₁= Pre- test in experimental class

O₂= Post-test in experimental class

X= Treatment

O₃= Pre-test in control class

O₄= Post-test in control class Symbol for experimental class⁴⁶

⁴⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, 25th ed. (Bandung: Alfabeta, 2017). <https://id.scribd.com/document/688009736/Metode-Penelitian-Kuantitatif-Kualitatif-Dan-R-D-Prof-Dr-Sugiyono-2017>

B. The Time and Location of the Research

This research is conducted students at grade VIII of SMP N 5 Padangsidimpuan. The located at Jl. Perintis Kemerdekaan, No. 61, 22731, Padang Matinggi, Kec. Padangsidimpuan Selatan., Padang Sidempuan City, Province of North Sumatera. This research has been done from July 2024 until November 2025.

C. The Population and Sample

1. Population

The population of this research all students at grade VIII of SMP N 5 Padangsidimpuan, which consisted of seven classes of the students at grade VIII of SMP N 5 Padangsidimpuan. They consist of 215 students.

Table III. 2
The population of the VIII of SMP N 5 Padangsidimpuan 2023-2024

No	Class	Students
1	VIII-1	30
2	VIII-2	32
3	VIII-3	30
4	VIII-4	31
5	VIII-5	30
6	VIII-6	31
7	VIII-7	31
	Total	215

2. Sample

The sample of this research is part of population chosen as the object of the research. The technique taking the sample by using random sampling, which is the research write down the all of name of class in pieces of paper, the rolled it up and the researcher randomly chooses which paper or class the sample. Random sample is used because the test is homogenous. From the result of homogeneity test and it can be seen on the table III.6 So, below is the sample of

research.

Table III. 3
Table of sample Samples of the Research

No	Class	Number
1	Experimental class VIII-1	30
2	Control class VIII- 3	30
	Total	60

Based on the table above, VIII-1 30 students is choose as experimental class and VIII-3 as control class 30 students, and consist 60 students.

D. The Instrument of Data Collection

This research must have an instrument, instrument was a tool that can be used by the researcher to collect the valid and reliable data. In this research used a test consist of pre- test and post-test. To get the data from the students, this research collected the data with a multiple choice test. This multiple choice test consist of 60 questions 25 multiple choice of pre- test and 25 multiple choice of post- test wiht the 4 option a, b, c, d in each question.

The function of pre-test to know how far the students' vocabulary mastery before using Hangman Game and function of post-test is to know the enhancement of students' vocabulary mastery after using Hangman Game and to examine whether or not the game has an effect on the students' vocabulary mastery. The result of this assessment is to rovide the information about the students' vocabulary mastery.

Below is the indicator items of the pre-test for the vocabulary mastery instrument:

Table III. 4
The Indicators of Vocabulary Mastery in Pre-Test and Post-test

No	Indicators	Items	Number of Items	Score
1.	Students are able to identify the name of animals.	10	1,2,3,4,5,6,7,8,9,10	40
2.	Students are able to write correct spelling of the words.	8	11,12,13,14,15,16,17,18	32
3.	Students are able to write correct spelling of the words	7	19,20,21,22,23,24,25	28
	Total	25		100

Based on the table above, there is 25 questions in the pre-test and 25 questions in post-test, and one question received 4 points. So, the students would have answered all of questions to got the 100 score.

E. The Validity and the Reliability of the Instrument

1. The Validity

In this study, the researcher used item validity by the Pearson product-moment correlation by Pearson to know the validity of the test. To calculate the validity of the test, the researcher used the formula as follows:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}} \text{ Where:}$$

r_{xy} = Correlation coefficient between variable X and variable Y

N = Number of subject

$\sum xy$ = The sum of multiplication score x and score y

$\sum x$ = The sum of score of x item

$\sum y$ = The sum of score of y item

$\sum x^2$ = The sum of squares x

$\sum y^2$ = The sum of square y⁴⁷

Based on the analysis of the validity test which was carried out using the with spss v.29. a value $r_{table} = 0.2656$, there are 60 questions and there are valid questions and 10 questions not valid. The questions that not valid found in number 37,38,39,40,41,56,57,58,59,and 60 (the calculation result can be seen in appendix 5). From the table above, it can be seen that 50 questions that met the criteria were valid, so the researcher used 50 questions because they have been tested, and divided into 2 that is for pre-test 25 questions and for post-test 25 questions.

2. The Reliability

Besides having validity, the internal consistent of the measurement was defined as reliability. Internal consistency was have done by trying the instrument just once, then the data obtained was analyzed with certain techniques. Reliability was the consistency and accuracy in scoring that would

⁴⁷ Sahir.

have resulted from the researched measure. That reality of successful test was reliability, the researcher used SPSS version 29. There are two criteria for determined validity of test, as follows:

- a. If the alpha value > 0.70 means reliable
- b. If the alpha value < 0.70 means not reliable

Based on the results of the post-test reliability test using SPSS V.29, the Cronbach's Alpha (r_{count}) value of 0.917 was obtained. So it can be concluded that Cronbach's Alpha > 0.70 ($0.917 > 0.70$).

F. The Research Procedure

In procedure of the research, there are have three steps to get the data from the students, they are pre-test, treatment, and post-test. The test and treatment that researcher gave to the students to know the effect of the technique.

1. Pre-test

The researcher gave a pre-test in both classes that were given before doing a treatment to know the difference between the two classes taught by Hangman game technique.

- a. The researcher gave 25 questions to the students with four options (a,b,c,d).
- b. The researcher explained what the students need to do.
- c. The researcher gave time to the students to answer the test.
- d. The researcher collected the test paper.
- e. The researcher checked the answer and counts the students score.

2. Treatment

In this research, after doing a pre-test in experimental and control class the researcher do the treatment in experimental by using Hangman Game. The researcher gave the students the treatment for three meetings. The time allocation in each meeting is 90 minutes. Therefore, in three meetings, the time allocation is one 270 minutes meeting.

The researcher used some ways they are:

- a. The teacher prepare playing game
- b. The teacher explained the procedure of Hangman game
- c. The teacher invite one student from each group in turn to play the Hangman gam
- d. The teacher makes poles and lines on the blackboar
- e. The teacher appreciate the efforts made by students during

3. Post-test

After giving treatment to experimental class, the researcher conduct a post-test. The function is to know the difference score of experiment and control class and the effect after using hangman game, whether it has an effect or not.

There are some ways of post- test:

- a. The researcher gave the test to students.
- b. The researcher explained what students need to do.
- c. The researcher gave time to the students to answer the questions.
- d. The researcher collected the test paper.
- e. The researcher checked the students answer and count the score.

G. Techniques of Analyzing Data

1. Normality test

The normality test is used to determine whether the distribution is normal or not. The researcher used Shapiro-Wilk. The data was calculated using SPSS 29.0. it was statistical program for social science that used to analyzed statistic data with computer application. The criteria of acceptance and rejection of normality test are:

The data has a normal distribution if the significance value is > 0.05 .

The data does not have a normal distribution if the significance value is < 0.05 .

Table III.5
Normality of Experimental and Control Class in Pre-Test and Post-Test
Shapiro-Wilk

Class	Statistic	Df	Sig.
Pre-test Experiment	.955	30	.225
Post-test Experiment	.940	30	.090
Pre-test Control	.932	30	.055
Post-test Control	.951	30	.179

So, based on the table above, the researcher found that Shapiro- Wilk > 0.05 . Where can be presented from the data in pre-test and post- test of experimental class were normal because the sig. value > 0.05 which control class pre-test calculation was $0.225 > 0.05$ and control class post-test calculation was $0.090 > 0.05$. It is also showed normally in experiment class which in pre-test $0.055 > 0.050$ and post-test of experiment class was $0.179 > 0.05$. So it can be

concluded that data in both experimental class and control class were normality distributed.

2. Homogeneity test

To test whether the variants of two samples are homogenous, the variants equality test is used. The researcher used test of homogeneity of variances with using SPSS 29.0. The criteria of acceptance and rejection of homogeneity test are:

If $\text{sig} > 0.05$, the variance is homogeneous

If $\text{sig} < 0.05$, the variance is not homogeneous

Table III.6
Homogeneity of Experimental and Control Class in Pre-Test and Post-Test

Result	Levence Statistic	Df 1	Df 2	Sig
Based on Mean	.354	1	58	.554
Based on Median	.458	1	58	.501
Based on Median and with adjusted df	.458	1	56.35	.501
Based on Trimmed Mean	.419	1	58	.520

So, based on the table above the data in this research categorized into homogen because the Sig. Based on mean > 0.05 . The result showed that the Sig. based on mean was at 0.554 ($0.554 > 0.05$). The data showed the homogeneity so the calculation and measurement can continue to t-test.

3. Means Score

The results can be seen from the mean score. The mean score of showed whether there was a difference between mean score of the control class and mean score of the experimental class, which means that method was useful or not. According to Widiyanto⁴⁸ the category interpreted of mean score can be seen in the table below:

Table III. 7
The Criteria Score Interpretation of Mean Score

No	Interval	Prediction	Description
1	80-100	A	Very Good
2	66-79	B	Good
3	56-65	C	Enough
4	40-55	D	Low
5	0-39	E	Fail

4. Hypothesis Test

Hypothesis is the statement or initial conjecture about the relationship between variables in a research study. The hypothesis serves as an initial step in the research process, guiding investigation and testing. In this research, the researcher used the independent sample T-test using SPSS 29.0 version. Researchers must made a hypothesis from the data that has been analyzed by looking at the t_{count} and comparing it with t_{table} . If $t_{\text{count}} > t_{\text{table}}$ means the hypothesis is accepted, while if $t_{\text{count}} < t_{\text{table}}$ means the hypothesis is rejected. By testing the hypothesis, the formulation of the problem was answered based on the decision making method using data analysis.

⁴⁸ Joko Widiyanto, *Evaluasi Pembelajaran (Sesuai Dengan Kurikulum 2013) : Konsep, Prinsip & Prosedur*, ed. Asri Musandi, Universitas PGRI Madiun (Madiun: UNIPMA PRESS, 2018).

CHAPTER IV

THE RESULT OF RESEARCH

This chapter presents the result of the research. In order to find the effect of hangman game on students vocabulary mastery at grade VIII SMP N 5 Padangsidempuan. The researcher had calculated the data using pre-test and post-test. The researcher conducted the researcher with pre-test to know the students vocabulary understanding before given the treatment and post-test to know the students vocabulary ability after given the treatment by using hangman game.

A. Description of Data

1. Description of Data in Pre-Test

a. Pre-Test Score of Control Class

The pre-test in control class, the researcher choosed the VIII-3. The researcher has calculated the students" score and arranged it from the lowest score until the highest score in interval class form. The researcher calculated it used the spss 29.0. The researcher calculated it to get the total score of pre-test in control class was 1684, highest score was 68, lowest score was 48, range was 20, interval was 3, mean was 56.13, median was 56 modus was 52, variant was 50.32, standard deviation was 5.50. The score of pre- test in control class can be seen in the table below:

Table IV. 1
The Score of Pre-Test in Control Class

No	Description	Statistics
1	Total score	1684
2	Highest score	68
3	Lowest score	48
4	Range	20
5	Interval	4
6	Mean	56.13
7	Median	56
8	Mode	52
9	Variant	30.32
10	Standard deviation	5.50

The calculation of the frequency distribution of the students score in control class can be applied into table frequency distribution as follow:

Table IV. 2
Frequency Distribution of Pre-Test in Control Class

NO.	Interval	Frequency	Percentages
1	48-51	4	13%
2	52-55	8	27%
3	56-59	7	23%
4	60-63	6	20%
5	64-67	4	13%
6	68-71	1	4%
	<i>I = 4</i>	30	100%

Based on the table above, there was 4 student who got the score in interval between 48-51 (13%) with midpoint, there were 8 students who got the score in interval 52-55 (27%) there were 7 students who got score in interval 56-59 (23%), there were 6 students who got the score in interval 60-63 (20%), there were 4 students who got the score in interval 64-67 (13%), and there was 1 student who got the score in interval 68-71 (4%). Then, the researcher also presented the data in the form of histogram to made the description of the data clearly and completely, the histogram as follow:

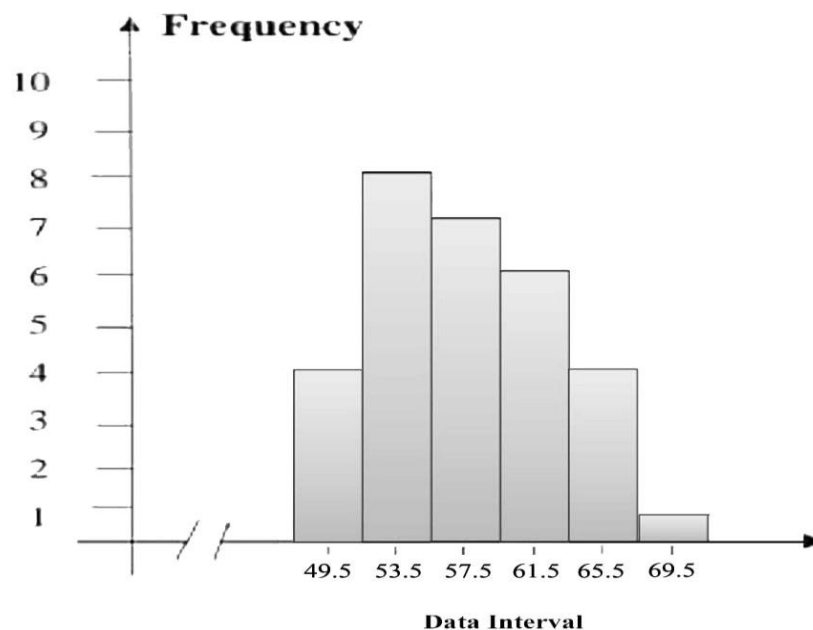


Figure IV. 1
Histogram of Pre-Test Score in Control Class

From the figure above, the students score in class interval between 48-51 was 4 student, class interval between 52-55 was 8 students, class interval between 56-59 was 7 students, class interval between 60-63 was 6 students, class interval between 64-67 was 4 students, class interval between 68-71 was 1 student. The frequency can be seen above.

From the average score of the control class indicated that the students' achievement in pre-test was relative low, the mean score of pre- test was 56.13. It means, before any special treatment, the students' vocabulary mastery was in the enough category that can be seen in table III.5.

b. Score of Pre-Test in Experimental Class

In this research, the researcher have been given the 25 pre-test questions to the students before conducting the learning using the Hangman Game. The researcher used class VIII-1 as the experimental class. The researcher calculated the students' scores based on their pre- test responses, then ranked the results in the form of class intervals, starting from the lowest to the highest scores. The total score of experimental class in pre-test was 1.955, highest score was 80, lowest score was 52, range was 28, interval was 4, mean was 65.16, median was 64, mode was 64, variance was 44.695, standard deviation was 6.685. The score of pre-test in experimental class can be seen in the following table:

Table IV.3
The Score of Pre-test in Experimental Class

No	Description	Statistics
1	Total score	1955
2	Highest score	80
3	Lowest score	52
4	Range	28
5	Interval	5
6	Mean	65.16
7	Median	64
8	Mode	64
9	Variant	44.69
10	Standard deviation	6,68

The calculation of the frequency distribution of the students score in control class can be applied into table frequency distribution as follow:

Table IV. 4
Frequency Distribution of Pre-Test in Experimental Class

NO.	Interval	Frequency	Percentages
1	52-56	3	10%
2	57-61	6	20%
3	62-66	9	30%
4	67-71	6	20%
5	72-76	5	17%
6	77-81	1	3%
	<i>I = 5</i>	30	100%

Based on the table above, there was 3 student who got the score in interval between 52-56 (10%) with midpoint, there were 6 students who got the score in interval 57-61 (20%) there were 9 students who got score in interval 62-66 (30%), there were 6 students who got the score in interval 67-71 (20%), there were 5 students who got the score in interval 72-76 (17%), and there was 1 student who got the score in interval 77-81 (3%). Then, the researcher also presented the data in the form of histogram to made the description of the data clearly and completely, the histogram as follow:

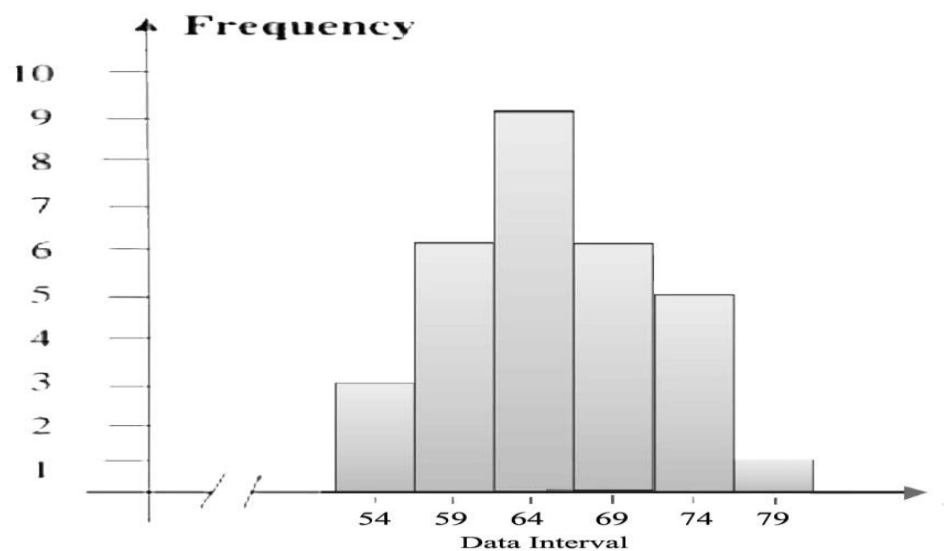


Figure IV. 2
Histogram of Pre-Test Score in Experimental Class

From the figure above, the students score in class interval between 52-56 was 3 students, class interval between 57-61 was 6 students, class interval between 62-66 was 9 students, class interval between 67-71 was 6 students, class interval between 72-76 was 5 students, class interval between 77-81 was 1 student. The frequency can be seen above.

From the average score of the experimental class indicated that the students' achievement in pre-test was relative low, the mean score of pre-test was 65.16. It means, before treatment, the students' vocabulary mastery was in the enough category that can be seen in table III.5.

2. Data Description of Post-Test

a. Post-Test Score Control Class

The researcher gave the teacher method to students for the treatment. Then, students did the post-test. The researcher gave the test consists of 25 multiple choice and the researcher has calculated the students' score and arranged it from the lowest score until the highest score in interval class form. The researcher calculated it based on spss 29.0. The researcher calculated it to get the score of total score, highest score, lowest score, range, interval, mean, median, mode, variant and standard deviation. The score of post-test in control class can be seen in the table below:

Table IV. 5
The Score of Post-Test in Control Class

No	Description	Statistics
1	Total score	2028
2	Highest score	84
3	Lowest score	56
4	Range	28
5	Interval	5
6	Mean	67.60
7	Median	68
8	Mode	68
9	Variant	42
10	Standard deviation	6.48

The total score of post-test in control class was 2028, highest score was 84, lowest score was 56, range was 28, interval was 4, mean was 67.60, median was 68, modus was 68, variant was 42, and the standard deviation was 6.84. After calculating and getting the result, the next step is, the researcher made it into percentages to see the dominants score that gotten by the students. The score of post-test in control class could be applied into the table frequency distribution as follow:

Table IV. 6
Frequency Distribution of Post-Test in Control Class

NO.	Interval	Frequency	Percentages
1	56-60	6	20%
2	61-65	7	23%
3	66-70	8	27%
4	71-75	5	17%
5	76-80	3	10%
6	81-85	1	3%
	<i>I = 5</i>	30	100%

Based on the table above, there was 6 student who got the score in interval between 56-60 (20%) with midpoint, there were 7 students who got the score in interval 61-65 (23%) there were 8 students who got score in interval 66-70 (27%), there were 5 students who got the score in interval 71-

75 (17%), there were 3 students who got the score in interval 76-80 (10%), and there was 1 student who got the score in interval 81-85 (3%). Then, the researcher also presented the data in the form of histogram to made the description of the data clearly and completely, the histogram as follow:

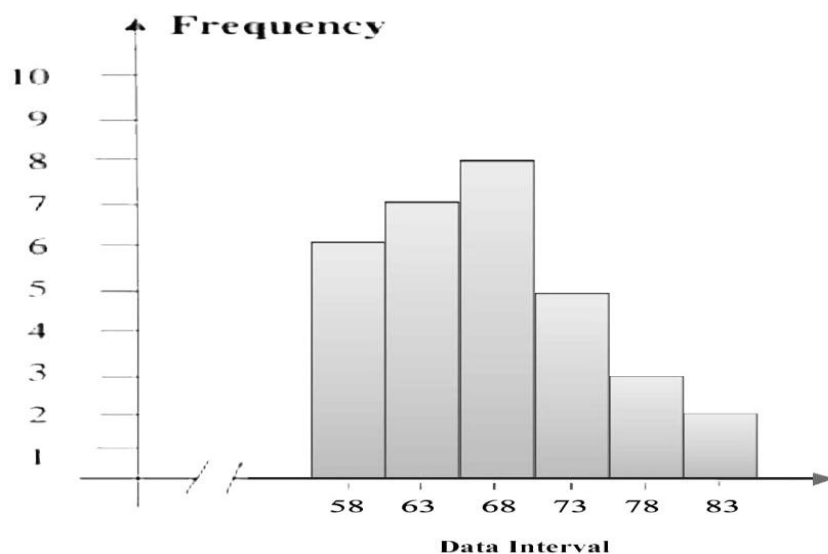


Figure IV. 3
Histogram of Post-Test Score in Control Class

From the figure above, the students score in class interval between 56-60 was 6 students, class interval between 61-65 was 7 students, class interval between 66-70 was 8 students, class interval between 71-75 was 5 students, class interval between 76-80 was 3 students, class interval between 81-85 was 1 student. The frequency can be seen above.

From the average score of the control class indicated that the students' achievement in post-test was relative low, the mean score of post- test was 67.60. It means, without any special treatment, the students' vocabulary mastery was in the enough category that can be seen in table III.5.

b. Post-Test Score of Experimental class

After giving the Taboo Word Game treatment, the students did the post-test to know the Hangman Game affects to the students' vocabulary mastery, the researcher gave the test of multiple choice and rearrange consist of 25 questions. The researcher has calculated the students' score arranged it from the low score until the high score in interval class form. The researcher calculated using spss 29.0. The researcher calculated it to get the score of range, interval, mean, median, modus, variant and standart deviation.

Table IV. 7
The Score of Post-Test in Experimental Class

No	Description	Statistics
1	Total score	2440
2	Highest score	92
3	Lowest score	72
4	Range	20
5	Interval	4
6	Mean	81.33
7	Median	80
8	Mode	80
9	Variant	29
10	Standard deviation	5.39

The total score of post-test in experimental class was 2440, highest score was 92, lowest score was 72, range was 20, interval was 3, mean was 81,33, median was 80, modus was 80, variant was 29, and the standard deviation was 5.390. After calculating and getting the result, the next step is, the researcher made it into percentages to see the dominants score that gotten by the students. The score of post-test in experimental class could be applied into the table frequency distribution as follow:

Table IV. 8
Frequency Distribution of Post-Test in Experimental Class

NO.	Interval	Frequency	Percentages
1	72-75	2	7%
2	76-79	7	23%
3	80-83	8	27%
4	84-87	7	23%
5	88-91	4	13%
6	92-95	2	7%
	<i>I = 4</i>	30	100%

Based on the table above, there was 2 student who got the score in interval between 72-75 (7%) with midpoint, there were 7 students who got the score in interval 76-79 (23%) there were 8 students who got score in interval 80-83 (27%), there were 7 students who got the score in interval 84-87 (23%), there were 4 students who got the score in interval 88-91 (13%), and there was 2 student who got the score in interval 92-95 (7%). Then, the researcher also presented the data in the form of histogram to made the description of the data clearly and completely, the histogram as follow:

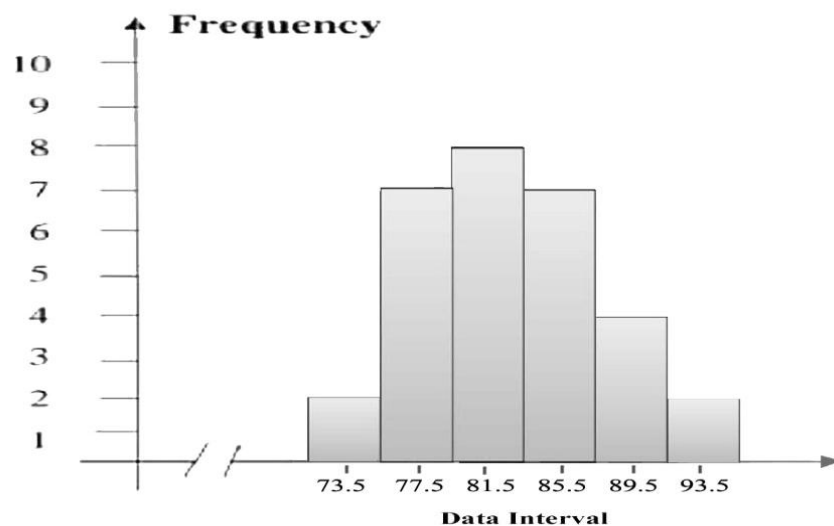


Figure IV. 4
Histogram of Post-Test Score in Experimental Class

From the figure above, the students score in class interval between 72-75 was 2 students, class interval between 76-79 was 7 students, class interval between 80-83 was 8 students, class interval between 84-87- was 7 students, class interval between 88-91 was 4 students, class interval between 92-95 was 2 student. The frequency can be seen above.

From the average score of the experimental class indicated that the students' achievement in post-test has increased, the mean score of post-test was 81.33. It means, after treatment, the students' vocabulary mastery was in the good category that can be seen in table III.5.

3. Description of Comparison the Score of Pre-test and Post-Test

a. The Comparison of Score Pre-Test and Post-Test in Control Class

After getting the score of pre-test and post-test in control class, the researcher made comparison of score in from of table. Based on students answers in pre-test and post-test in control class. It can be seen in the following table:

Table IV.9
The Comparison of Score Pre-test and Post-Test in Control class

No	Description	Pre-Test	Post-Test
1	Total Score	1684	2028
2	Highest Score	68	84
3	Lowest Score	48	56
4	Range	20	28
5	Interval	3.33	4.66
6	Mean	56.13	67.6
7	Median	56	68
8	Mode	52	68
9	Variant	30.32	42.04
10	Standard Deviation	5.50	6.48

Based on the table above, the researcher found the different score between pre-test and post-test in control class, the most of students got the lowest score in pre-test, the score was 48. The highest score in pre-test was 68 and in post-test was 84. It can be concluded that the score of students' vocabulary mastery was higher in the post-test than pre-test.

b. The Comparison of Score in Pre-Test and Post-Test in Experimental Class

After getting the score of pre-test and post-test in control class, the researcher made comparison of score in from of table. Based on students answers in pre-test and post-test in control class. It can be seen in the following table:

Table IV.10
The Comparison of Score Pre-test and Post-Test in Experimental class

No	Description	Pre-Test	Post-Test
1	Total Score	1955	2440
2	Highest Score	80	92
3	Lowest Score	52	72
4	Range	28	20
5	Interval	4,66	3,33
6	Mean	65.16	81.33
7	Median	64	80
8	Mode	64	80
9	Variant	44.69	29.05
10	Standard Deviation	6.68	5.39

Based on the table above, the researcher found the different score pre-test and post-test in experimental class, the most of students got the lowest score in pre-test, the lowest score in pre-test was 52. But after got the treatment the lowest score in post test was 72. And the range score between

pre-test and post test was . Based on the data, it can be concluded that the score of students' vocabulary mastery was higher in the post-test than pre-test.

c. The Range Score

After calculated the result of this research, the researcher found the range score of pre-test and post-test in control class and experimental class. The data can be seen in form of table below :

Table IV. 11
The Range Score

Class	Pre-Test	Post-Test	Range
Experimental Class	80	92	20
Control Class	68	84	28

So, based on the table above, the largest range value was in the control class, where the difference between the pre-test score and the post test score was 20. Meanwhile, the difference in scores in the experimental class was 28. So, based on these results, both classes have increased.

B. Requirement and Hypothesis Test

1. Requirement Test

a. Normality Test

After got the score pre-test and post-test in experimental class and control class, the researcher calculated the normality test. The normality in this research used Shapiro-Wilk, the data was calculated using spss 29.0. The result of normality can be seen in the table below:

Table IV. 12
The Normality Test

Shapiro-Wilk			
Class	Statistic	Df	Sig.
Pre-test Experiment	.955	30	.225
Post-test Experiment	.940	30	.090
Pre-test Control	.932	30	.055
Post-test Control	.951	30	.179

So, based on the table above, the researcher found that Shapiro- Wilk 0.05. Where can be presented from the data in pre-test and post-test of experimental class were normal because the sig. value >0.05 which control class pre-test calculation was $0.225 > 0.05$ and control class post-test calculation was $0.090 > 0.05$. It is also showed normally in experiment class which in pre-test $0.055 > 0.050$ and post-test of experiment class was $0.179 > 0.05$. So it can be concluded that data in both experimental class and control class were normality distributed.

b. Homogeneity Test

Homogeneity test is a statistical test used to determine whether two or more groups of data have the same or homogeneous variance. This test helps ensure that the variation in different groups of data is similar, allowing for valid comparisons between groups. In calculating the data, the researcher used SPSS 29.0 version. The result in calculating the data can be seen in the table below:

Table IV. 13
The Homogeneity Test

Result	Levence Statistic	Df 1	Df 2	Sig
Based on Mean	.354	1	58	.554
Based on Median	.458	1	58	.501
Based on Median and with adjusted df	.458	1	56.35	.501
Based on Trimmed Mean	.419	1	58	.520

So, based on the table above the data in this research categorized into homogen because the Sig. Based on mean > 0.05 . The result showed that the Sig. based on mean was at 0.554 ($0.554 > 0.05$). The data showed the homogeneity so the calculation and measurement can continue to t- test.

2. Hypothesis Test

The researcher has known the data normal and homogenous. It means the researcher continue the next step, it is to test the hypothesis. Therefore, to test the hypothesis can be done using the Independent Sample T-test. Researcher used the SPSS version 29.0 to calculate the hypothesis statistically. To see the effect of hangman game towards vocabulary mastery. The researcher presented the data in the table below.

TableIV.14
Independent Sample Test

		F	Sig	t
Students Learning Outcomes	Equal Variances Assumed	.354	.000	8.921
	Equal Variances not Assumed		.000	8.921

From the table above, it can be seen that T_{count} is 8.921 and T_{table} is 1.671. It means $T_{count} > T_{table}$ ($8.921 > 1.671$). So, H_a is accept and H_o is rejected. It is there is significant effect of Hangman Game to the students' Vocabulary mastery at grade VIII student SMP N 5 Padangsidempuan.

Table IV.15
The Gain of Score in Experimental Class and Control Class

Class	Pre-test	Post-test	Enhancement	Gain Score
Experimental Class	65.16	81.33	16.17	4.70
Control Class	56.13	67.60	11.47	

Based on the table IV.15 the mean score of experimental class in pre-test was 65.16 and the mean score of control class in pre-test was 56.13. The mean score of experimental in post-test was 81.33 and the mean score of control class in post-test was 67.60. There was improvement for both of class. The enhancement in experimental class was 5.45 and 2.07 was the enhancement in control class. Gain score is the difference between pre-test and post-test. In this research, 3.38 was gain score that gotten by the researcher.

Based on data above, it can be concluded that the experimental class that used Outlining as a technique in writing recount text mastery had a positive effect of increasing students grades.

Table IV. 16
The Result of t-test

T count	T table
8.921	1.671

The t-test hypothesis have two criteria. First, if $t_{\text{count}} > t_{\text{table}}$, H_a is accepted and H_o is rejected. Second, if $t_{\text{count}} < t_{\text{table}}$ H_a is reject and H_o is accept. Based on researcher calculation, researcher found that t_{count} 8.921 while t_{table} 1.671. It means that hypothesis H_a is accept and H_o is reject. So, there is significant effect of Hangman Game to the students' Vocabulary mastery at grade VIII student SMP N 5 Padangsidempuan.

C. Discussion

This research was conducted to determine the significance of the theory from the data analysis results in order to find the t-score and H_a . The result of the research proved theory from Jatmiko which stated that hangman game are a learning strategies that can be used to attract students' interest in learning. In this research, the researcher found the result of experimental class in pre-test and post- test, before using the Hangman Game, the mean score of pre-test in experimental class was 65.16, the highest score was 80, and the lowest score was 52. And after using Hangman Game, the mean score of post-test in experimental class was 81.33, the highest score was 92, and the lowest score was 72. So the post-test score higher than pre-test score. From the score, it can be concluded that this research can prove the theory of this research, Jatmiko⁴⁹ stated that hangman are a learning strategies

⁴⁹ Aji Jatmiko, Joyful English Games for SMP/MTS (Ahsyara Media Indonesia, Maret 2019)

that can be used to attract students' interest in learning.

There were several results from previous research. The first, Aisyah and Agustina⁵⁰ the result of mean post-test score for the experimental class (79.83) was higher than the control class (51.33). The second, Ramadhani⁵¹, the average score of the pretest before the researcher did the treatment was 36.49. After the researcher did the treatment Hangman game, the average post-test score was 20.24. Based on result above, the similarity between this research and the previous research was that have an effect on students' vocabulary mastery, but have different results. In this research, in experimental class the score of mean in pre- test was 53.00 and the score of mean in post-test was 89.76. It shows that the score of the experimental class is better than the control class.

Besides that, there are also differences, the difference can be seen from the number of samples, the samples in this research amounted to 60 students, which had an experimental class of 30 students and a control class of 30 students. In the Aisyah and Agustina research, the sample was only 30 students and in the Ramadhani research there were 20 students. In addition, the difference can be seen from achievements, in this research Hangman game used to measure the students' achievement in learning noun of animals, in Aisyah and Agustina research to measure the students' achievement in learning nouns of thing, and in Ramadhani research Hangman game used to measure the students' achievement in learning noun, adjective, adverb, and verb.

⁵⁰ Asyiah and Agustina, "The Effectiveness Of Using Hangman Game In The Mastery Of Students' Vocabulary

⁵¹ Ramadhani, "The Effect of Hangman Game towards Students' Vocabulary Mastery at The Seventh Grade Students of MTs Hifzil Qur'an Medan in the Academic Year of 2020/2021.

Based on the table of interpretation the mean score the score of pre- test in experimental class before using Hangman Game was 65.16. So, the category was enough. And the mean score of post-test in experimental class after using Hangman Game was 81.33, and the category was very good. And based on the data of mean score of Pre-Test and Post-Test in Experimental Class there is no significant effect of using Hangman Game to students' vocabulary mastery at grade VIII SMPN 5 Padangsidempuan because the category of post-test in control class and experimental class was good. But, If based on the increase in value, the Hangman game can develop of students' vocabulary mastery.

D. The Threat of the Research

There were some threats that faced by the researcher when conducted this research, as follow:

1. There are many students dislike to learn English.
2. Some students are slow to understand how to play Hangman Game.
3. Some students had the difficult to pronoun the name of animal.
4. Hangman Game made the classroom environment was some what uncondusive to learning.

CHAPTER V

DISCUSSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher got the conclusion as

1. Before learning by using Hangman game, the mean score of pre-test in experimental class was 65.16. So, the students' vocabulary mastery was in enough category.
2. After learning by using Hangman game, the students vocabulary mastery increasing became better than before, it can be seen from the mean score of pre-test in experimental class was 81.33, the category was good.
3. The result proved that t_{count} was higher than t_{table} , t_{count} was $8.921 > t_{table}$ was 1.671 ($8.921 > 1.67155$), which means that H_a is accepted and H_o is rejected . It is implied that there is a significant effect of using Hangman Game to Vocabulary mastery at grade VIII SMPN 5 Padangsidempuan.

B. Implication

Based on the research conducted on "The effect of Using Hangman Game to Students' Vocabulary Mastery at Grade VIII SMPN 5 Padangsidempuan. There are several implications obtained from the results of the study they are:

1. The result of this study, Hangman Game can be a good game use to improve students' vocabulary mastery.
2. The result of this study, Hangman Game can make the students more enthusiastic to learn English.

3. The result of this study, Hangman Game can improve the quality of learning vocabulary.
4. This study can increase teachers' awareness about the importance of using game in teaching vocabulary.

In summary, the use of Hangman game during the research can affect to the students vocabulary mastery. Therefore, the hangman game needs to be applied continuously in teaching vocabulary. It is because the use of hangman game can be effective game to help the students' vocabulary and create an enthusiastic learning process so that the standard of competence of learning process can be achieved.

C. Suggestion

After finishing the research, the researcher got a lot of information and experience in English teaching learning. Therefore, from that experience researcher would give some suggestion, as follow:

1. The researcher hopes that the next researcher will explore the methodology used in this research in greater detail.
2. For English teachers, especially an English teacher in SMPN 5 Padangsidempuan are hoped to use hangman game in teaching vocabulary to increase the students' vocabulary.
3. To students, the students should realize that vocabulary skills are very important in mastering English and developing their language skills. In order to master vocabulary, they are encouraged to be more interested in learning English by using Hangman game because it help them to master vocabulary.

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CURICULUM VITAE



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C. Educational Backgrounds

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3. Senior High School : MAS Syekh Ahmad Basyir
4. University : UIN Syekh Ali Hasan Ahmad
Addary Padangsidimpuan

Appendix 1

LESSON PLAN IN EXPERIMENTAL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMP N 5 Padangsidempuan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/1
Materi Pokok	: My uncle is a zookeeper
Skill Focus	: Vocabulary
Alokasi Waktu	: 2 x 45 menit

A. Kompetensi Inti

1. **K1:** Menghargai dan menghayati ajaran agama yang dianutnya
2. **K2:** Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli, santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya..
3. **K3:** Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan.

B. Kompetensi Dasar

- a. **3.5:** Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, sesuai dengan konteks penggunaannya.
- b. **4.6:** Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar.

C. Indikator

1. Menyebutkan ungkapan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tentu.
2. Merespon ungkapan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tentu.
3. Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan menanyakan keberadaan orang, benda binatang dalam jumlah yang tidak tentu.

D. Tujuan Pembelajaran

Pada akhir pelajaran, siswa diharapkan dapat :

1. Siswa mampu memahami arti kata
2. Siswa mampu menggunakan kata tersebut dalam kalimat dengan tepat
3. Siswa mampu mengeja dan mengucapkan kata dengan benar
4. Siswa mampu mengidentifikasi kata benda, kata kerja, kata sifat, dan keterangan sebagai bagian dari bahasa inggris
5. Siswa mampu mengingat kembali dari kata tersebut

E. Metode Pembelajaran

1. Hangman Game

F. Media Pembelajaran

Media/Alat: Papan tulis, Spidol, Text book, Buku tulis, Alat tulis

G. Sumber Pembelajaran

Buku Bahasa Inggris SMP/MTs “When English Rings Bell”

H. Langkah-langkah Aktivitas Pembelajaran

Langkah-langkah pembelajaran	Waktu
1. Pre Activity - Guru menyapa siswa dan memberi salam - Guru mengecek kehadiran siswa - Guru memberikan apersepsi kepada siswa berdasarkan apa yang telah diketahui dan menyambungkannya dengan pelajaran baru. - Guru menyampaikan materi pembelajaran dan tujuannya	10 enit
2. Main Activity - Guru menjelaskan prosedur permainan Hangman. - Guru membagi siswa ke dalam beberapa kelompok yang terdiri dari 4–5 orang. - Guru menentukan satu kata sesuai dengan materi pembelajaran, kemudian menuliskannya di papan tulis dalam bentuk garis-garis sesuai dengan jumlah huruf pada kata tersebut. - Setiap kelompok secara bergiliran menebak satu huruf melalui diskusi kelompok. - Jika huruf yang ditebak benar, guru menuliskan huruf tersebut pada garis yang tersedia. - Jika tebakkan salah, guru menggambar bagian tubuh orang yang digantung secara bertahap. - Siswa berdiskusi dan bekerja sama dalam kelompok untuk menentukan huruf yang akan ditebak selanjutnya. - Kelompok yang berhasil menebak kata dengan benar sebelum gambar orang yang digantung selesai dinyatakan sebagai pemenang.	30 menit

i. Permainan berakhir ketika anak tidak dapat melengkapi garis dengan huruf yang benar. Pemain menang ketika kata terungkap. j. Siswa menang ketika kata terungkap.	
3. Post Activity a. Guru memberikan umpan balik terkait materi pembelajaran b. Guru menyimpulkan bersama siswa tentang materi yang telah dipelajari c. Guru menutup pembelajaran dengan mengucapkan salam	15 menit

I. Penilaian Hasil Pembelajaran

1. Keaktifan belajar

- a. Mampu mengidentifikasi
- b. Mampu mengucapkan kosa kata dengan baik
- c. Mampu menulis kosa kata

Guru

Padangsidimpuan

Mei 2025

Mrs. Rosmawar siregar

Ria Safitri Siregar

Appendix 2

LESSON PLAN IN CONTROLL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMP N 5 Padangsidempuan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/1
Materi Pokok	: My uncle is a zookeeper
Skill Focus	: Vocabulary
Alokasi Waktu	: 2 x 45 menit

A. Kompetensi Inti

1. **K1:** Menghargai dan menghayati ajaran agama yang dianutnya
2. **K2:** Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli, santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya..
3. **K3:** Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan.

B. Kompetensi Dasar

- a. **3.5:** Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, sesuai dengan konteks penggunaannya.

- b. **4.6:** Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar.

C. Indikator

1. Menyebutkan ungkapan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tentu.
2. Merespon ungkapan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tentu.
3. Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan menanyakan keberadaan orang, benda binatang dalam jumlah yang tidak tentu.

D. Tujuan Pembelajaran

Pada akhir pelajaran, siswa diharapkan dapat :

1. Siswa mampu memahami arti kata
2. Siswa mampu menggunakan kata tersebut dalam kalimat dengan tepat
3. Siswa mampu mengeja dan mengucapkan kata dengan benar
4. Siswa mampu mengidentifikasi kata benda, kata kerja, kata sifat, dan keterangan sebagai bagian dari bahasa Inggris
5. Siswa mampu mengingat kembali dari kata tersebut

E. Metode Pembelajaran

1. Teacher technique

F. Media Pembelajaran

Media/Alat: Papan tulis, Spidol, Text book, Buku tulis, Alat tulis

G. Sumber Pembelajaran

Buku Bahasa Inggris SMP/MTs “When English Rings Bell”

H. Langkah-langkah Aktivitas Pembelajaran

Langkah-langkah pembelajaran	Waktu
1. Kegiatan pendahuluan a. Guru menyapa siswa dan memberi salam b. Guru mengecek kehadiran siswa c. Guru memberikan apersepsi kepada siswa berdasarkan apa yang telah diketahui dan menyambungkannya dengan pelajaran baru. d. Guru menyampaikan materi pembelajaran dan tujuannya	10 menit
2. Kegiatan inti a. Guru menunjukkan beberapa gambar tentang benda. b. Guru menyebutkan nama benda yang ada didalam gambar dalam bahasa inggris dan siswa diminta untuk menyebutkan ulang nama benda tersebut. c. Guru meminta siswa mencari arti benda yang ada pada gambar menggunakan kamus bahasa inggris d. Guru meminta siswa untuk menuliskan kosa kata tersebut di buku tulis mereka masing-masing.	30 menit
3. Kegiatan penutup a. Guru memberikan umpan balik terkait dengan materi pembelajaran b. Guru menyimpulkan bersama siswa tentang materi yang telah dipelajari	15 menit

c. Guru menutup pembelajaran dengan mengucapkan salam	
---	--

I. Penilaian Hasil Pembelajaran

1. Keaktifan belajar
 - a. Mampu mengidentifikasi
 - b. Mampu mengucapkan kosa kata dengan baik
 - c. Mampu menulis kosa kata

Guru

Padangsidempuan, Mei 2025

Mrs. Rosmawar siregar

Ria Safitri Siregar

APPENDIX 3

INSRUMENT TEST BEFORE VALIDITY

A. Choose the correct answer by crossing (x) a, b, c or d!

1. What animal in the picture?



- a. cow
 - b. Bear
 - c. Elephant
 - d. giraffe
2. The animals above live in the sea, what is it?



- a. Whale
 - b. Shark
 - c. piranha
 - d. Dolphin
3. The picture is.....



- a. butterfly
 - b. Bird
 - c. Dragonfly
 - d. Crow
4. This animal very slowly, what is it?



- a. Fish
- b. Turtle

- c. Shell
- d. Seals

5. What animal in the picture?



- a. Pigeon
 - b. Bird
 - c. Swan
 - d. Duck
6. It has black and yellow stripes. What animal is it?
- a. Tiger
 - b. Wolf
 - c. Lion
 - d. Cat
7. This animal has a long proboscis. What animal is it?
- a. Elephant
 - b. Monkey
 - c. Bear
 - d. Tiger
8. It has black and white stripes. What animal is it?
- a. Elephant
 - b. Monkey
 - c. Bear
 - d. Tiger
9. This animal like to eat bananas. What animal is that?
- a. Elephant
 - b. Monkey
 - c. Bear
 - d. Tiger

10. It has a shell and moves slowly.
What animal is it?
- Turtle
 - Rabbit
 - Snake
 - Deer
11. The lion eats meat. The word lion means?
- Harimau
 - Singa
 - Jerapah
 - Gajah
12. My sister like a cat. The word cat means?
- Harimau
 - kucing
 - panda
 - beruang
13. Snake adalah hewan yang berbisa. The word snake means?
- Ular
 - Cacing
 - Lebah
 - Kupu kupu
14. Tiger is a lord of animal, what the meaning of the underline word?
- Singa
 - Gajah
 - Harimau
 - Jerapah
15. Hewan yang memiliki sayap yaitu bird. What the meaning of the underline word?
- Cecak
 - Ular
 - Monyet
 - Burung
16. There is a wolf, wolf means....
- Serigala
 - Kucing
 - Beruang
 - Harimau

17. What is the meaning kuda in English?

- Horse
- Roster
- Tiger
- Lion

18. Goat adalah salah satu hewan peliharaan nabi Muhammad, what the meaning of goat?

- Jerapah
- Kupu kupu
- Kambing
- Kuda

19. What animal in the picture?



- Panda
- Kangaroo
- Zebra
- Horse

20. This animal has yellow-brown in color and black striped. What animal in the picture?



- Zebra
- Tiger
- Lion
- Snake

21. Which animal has a long neck and eats leaves from tall trees?



- Giraffe
- Kangaroo
- Horse
- Rabbit

22. This animal can swim in the sea and walk on land. What animal in the picture?



- a. Bear
 - b. Penguin
 - c. Beaver
 - d. Fish
23. What the name of animal in the picture?



- a. Kangaroo
 - b. Ostrich
 - c. Emu
 - d. Deer
24. This animal has a hump on its back. This animal is?
- a. Giraffe
 - b. Zebra
 - c. Deer
 - d. Camel
25. This animal has pocket on its belly and it put its babies in it. This animal is?
- a. Crocodile
 - b. Donkey
 - c. Deer
 - d. Kangaroo
26. This animal has four legs, we often drink their milk. This animal is.....
- a. Crocodile
 - b. Donkey
 - c. Cow
 - d. Kangaroo
27. It has two long ears, it eats carrot. What animal is it?

- a. Cat
 - b. Dog
 - c. Rabbit
 - d. Cow
28. This animal usually awake at night. This animal is....
- a. Owl
 - b. Bee
 - c. Butterfly
 - d. Rabbit
29. Bee adalah hewan yang menghasilkan madu. What the meaning of bee?
- a. Semut
 - b. Lebah
 - c. Burung
 - d. Kupu kupu
30. The bear like eats honey. The word bear means?
- a. Gajah
 - b. Jerapah
 - c. Beruang
 - d. Lebah
31. What is the meaning badak in English?
- a. Tiger
 - b. Lion
 - c. Wolf
 - d. Rhinoceros
32. What is the meaning rusa in English?
- a. Deer
 - b. Cow
 - c. Kangaroo
 - d. Goat
33. There is a shark. Shark means?
- a. Paus
 - b. Hiu
 - c. Lumba lumba
 - d. Kura kura
34. What is the meaning of octopus?
- a. Hiu
 - b. Paus
 - c. Gurita

- d. Lumba lumba
35. Camel adalah hewan yang hidup di gurun. What the meaning of camel?
- Rusa
 - Unta
 - Kuda
 - Badak
36. The cow eats grass. The word cow means?
- Badak
 - Sapi
 - Unta
 - Singa
37. What is the meaning of "crocodile"?
- Dinosaur
 - Buaya
 - Kura-kura
 - Rusa
38. Badak adalah hewan yang memiliki cula, what the meaning of the underline word?
- Rhino
 - Zebra
 - Lion
 - Giraffe
39. Komodo is reptile. The word komodo means?
- Ikan
 - Buaya
 - Komodo
 - Lumba lumba
40. This animal has four legs and a tail. People like to keep it as a pet. This animal is?
- Chicken
 - Cat
 - Crocodile
 - Monkey

41. This animal can fly and live in trees. What animal is it?

- Bird
- Fish
- Monkey
- Frog

Which is the correct spelling word below?

42. O-B-F-U-F-L-A

- Bufflao
- Buffalo
- Buffaol
- Baffulo

43. G-I-U-N-N-E-P

- Penuing
- Guinnep
- Penguin
- Pennuig

44. A-N-S-E-K

- Snake
- Skane
- Sneka
- Skena

45. A-I-R-G-E-F-F

- Rigeffa
- Giffare
- Geraffi
- Giraffe

46. E-E-P-L-A-H-T-N

- Elephant
- Elaphent
- Elhapent
- Ehlapent

47. E-I-G-T-R

- Tiger
- Tegir
- Terig
- Tireg

48. R-E-D-E

- Reed
- Deer
- Dere

- d. Dree
- 49. N-O-I-L
 - a. Lion
 - b. Loin
 - c. Niol
 - d. Olin
- 50. A-R-B-B-I-T
 - a. Ribbat
 - b. Rabbit
 - c. Ratbib
 - d. Tibbar
- 51. A-P-A-N-D
 - a. Panda
 - b. Padan
 - c. Napad
 - d. Padna
- 52. K-E-Y-M-O-N
 - a. Monyek
 - b. Menyok
 - c. Monkey
 - d. Menkoy
- 53. S-E-R-O-H
 - a. Herso
 - b. Hesor
 - c. Horse
 - d. Hoser
- 54. A-Z-E-B-R
 - a. Zebra
 - b. Zabre
 - c. Zerba
 - d. Zareb
- 55. G-A-A-K-N-R-O-O
 - a. Kongaroa
 - b. Kangoroo
 - c. Konagroa
 - d. Kangaroo
- 56. A-R-H-S-K
 - a. Shark
 - b. Shakr
 - c. Shark
 - d. Sarhk
- 57. D-I-L-E-C-R-O-C-O
 - a. Crocolide
 - b. Crocodile
 - c. Crocoledi
 - d. Crocodele
- 58. A-T-G-O
 - a. Goat
 - b. Gaot
 - c. Gato
 - d. Gota
- 59. M-E-L-C-A
 - a. Camle
 - b. Calem
 - c. Camel
 - d. Cemal
- 60. T-T-E-R-B-U-F-L-Y
 - a. Butterfly
 - b. Betturfly
 - c. Butterlyf
 - d. Butterylyf

APPENDIX 4

KEY ANSWER INSTRUMENT TEST BEFORE VALIDITY

- | | |
|-----------------|------------------|
| 1. C. ELEPHANT | 31. D. RHINO |
| 2. D. DOLPHIN | 32. A. DEER |
| 3. A. BUTTERFLY | 33. B. HIU |
| 4. B. TURTLE | 34. C. GURITA |
| 5. C. SWAN | 35. B. UNTA |
| 6. A. TIGER | 36. B. SAPI |
| 7. A. ELEPHANT | 37. B. BUAYA |
| 8. C. ZEBRA | 38. A. RHINO |
| 9. B. MONKEY | 39. C. KOMODO |
| 10. A. TURTLE | 40. B. CAT |
| 11. B. SINGA | 41. A. BIRD |
| 12. B. KUCING | 42. A. BUFFALO |
| 13. A. ULAR | 43. A. PENGUIN |
| 14. C. HARIMAU | 44. A. SNAKE |
| 15. D. BURUNG | 45. D. GIRRAFE |
| 16. A. SERIGALA | 46. A. ELEPHANT |
| 17. A. HORSE | 47. A. TIGER |
| 18. C. KAMBING | 48. B. DEER |
| 19. B. BUFFALO | 49. A. LION |
| 20. C. PENGUIN | 50. B. RABBIT |
| 21. A. SNAKE | 51. A. PANDA |
| 22. D. GIRAFFE | 52. A. MONKEY |
| 23. A. ELEPHANT | 53. C. HORSE |
| 24. A. TIGER | 54. A. ZEBRA |
| 25. A. DEER | 55. D. KANGAROO |
| 26. C. ZEBRA | 56. A. SHARK |
| 27. B. MONKEY | 57. B. CROCODILE |
| 28. A. OWL | 58. A. GOAT |
| 29. B. LEBAH | 59. C. CAMEL |
| 30. C. BERUANG | 60. A. BUTTERFLY |

APPENDIX 5

VALIDATION INSTRUMENT TEST OF PRE-TEST AND POST-TEST

No	R Hitung	R Tabel	Information
1	0.573105	0.2656	Valid
2	0.317181	0.2656	Valid
3	0.368728	0.2656	Valid
4	0.278575	0.2656	Valid
5	0.438659	0.2656	Valid
6	0.289670	0.2656	Valid
7	0.413695	0.2656	Valid
8	0.543556	0.2656	Valid
9	0.425140	0.2656	Valid
10	0.558289	0.2656	Valid
11	0.355786	0.2656	Valid
12	0.372447	0.2656	Valid
13	0.375931	0.2656	Valid
14	0.333218	0.2656	Valid
15	0.534946	0.2656	Valid
16	0.279388	0.2656	Valid
17	0.462035	0.2656	Valid
18	0.326242	0.2656	Valid
19	0.462035	0.2656	Valid
20	0.310179	0.2656	Valid
21	0.479141	0.2656	Valid
22	0.386658	0.2656	Valid

No	R Hitung	R Tabel	Information
23	0.558466	0.2656	Valid
24	0.362814	0.2656	Valid
25	0.575729	0.2656	Valid
26	0.392038	0.2656	Valid
27	0.432998	0.2656	Valid
28	0.297106	0.2656	Valid
29	0.397385	0.2656	Valid
30	0.336484	0.2656	Valid
31	0.496935	0.2656	Valid
32	0.275486	0.2656	Valid
33	0.432416	0.2656	Valid
34	0.426816	0.2656	Valid
35	0.461253	0.2656	Valid
36	0.367961	0.2656	Valid
37	0.157337	0.2656	Invalid
38	0.162758	0.2656	Invalid
39	0.162758	0.2656	Invalid
40	0.107757	0.2656	Invalid
41	0.208467	0.2656	Invalid
42	0.327586	0.2656	Valid
43	0.310452	0.2656	Valid
44	0.505779	0.2656	Valid
45	0.353671	0.2656	Valid
46	0.403159	0.2656	Valid

No	R Hitung	R Tabel	Information
47	0.336484	0.2656	Valid
48	0.392038	0.2656	Valid
49	0.362814	0.2656	Valid
50	0.529512	0.2656	Valid
51	0.376347	0.2656	Valid
52	0.493539	0.2656	Valid
53	0.531901	0.2656	Valid
54	0.458804	0.2656	Valid
55	0.326832	0.2656	Valid
56	0.100130	0.2656	Invalid
57	0.075895	0.2656	Invalid
58	0.125094	0.2656	Invalid
59	0.214032	0.2656	Invalid
60	0.048625	0.2656	Invalid

APPENDIX 6

Instrument Pre-test in Experimental Class and Control Class

Name:

Class:

B. Choose the correct answer by crossing (x) a, b, c or d!

1. What animal in the picture?



- e. cow
- f. Bear
- g. Elephant
- h. Giraffe

2. The animals above live in the sea, what is it?



- e. Whale
- f. Shark
- g. piranha
- h. Dolphin

3. The picture is.....



- e. butterfly
- f. Bird
- g. Dragonfly
- h. Crow

4. This animal very slowly, what is it?



- e. Fish
- f. Turtle
- g. Shell
- h. Seals

5. What animal in the picture?



- e. Pigeon
- f. Bird
- g. Swan
- h. Duck

6. It has black and yellow stripes.
What animal is it?

- e. Tiger
- f. Wolf
- g. Lion
- h. Cat

7. This animal has a long proboscis.
What animal is it?

- e. Elephant
- f. Monkey
- g. Bear
- h. Tiger

8. It has black and white stripes. What animal is it?
- e. Elephant
 - f. Monkey
 - g. Bear
 - h. Tiger
9. This animal like to eat bananas. What animal is that?
- e. Elephant
 - f. Monkey
 - g. Bear
 - h. Tiger
10. It has a shell and moves slowly. What animal is it?
- e. Turtle
 - f. Rabbit
 - g. Snake
 - h. Deer
11. The lion eats meat. The word lion means?
- e. Harimau
 - f. Singa
 - g. Jerapah
 - h. Gajah
12. My sister like a cat. The word cat means?
- e. Harimau
 - f. kucing
 - g. panda
 - h. beruang
13. Snake adalah hewan yang berbisa. The word snake means?
- a. Ular
 - b. Cacing
 - c. Lebah
 - d. Kupu kupu
14. Tiger is a lord of animal, what the meaning of the underline word?
- e. Singa
 - f. Gajah
 - g. Harimau
 - h. Jerapah

15. Hewan yang memiliki sayap yaitu bird. What the meaning of the underline word?
- e. Cecak
 - f. Ular
 - g. Monyet
 - h. Burung
16. There is a wolf, wolf means....
- e. Serigala
 - f. Kucing
 - g. Beruang
 - h. Harimau
17. What is the meaning kuda in English?
- e. Horse
 - f. Roster
 - g. Tiger
 - h. Lion
18. Goat adalah salah satu hewan peliharaan nabi Muhammad, what the meaning of goat?
- e. Jerapah
 - f. Kupu kupu
 - g. Kambing
 - h. Kuda

Which is the correct spelling word below?

19. O-B-F-U-F-L-A
- a. Bufflao
 - b. Buffalo
 - c. Buffaol
 - d. Baffulo
20. G-I-U-N-N-E-P
- a. Penuing
 - b. Guinnep
 - c. Penguin
 - d. pennuig
21. A-N-S-E-K
- a. Snake
 - b. Skane
 - c. Sneka
 - d. Skena
22. A-I-R-G-E-F-F

- a. Rigeffa
 - b. Giffare
 - c. Geraffi
 - d. Giraffe
23. E-E-P-L-A-H-T-N
- a. Elephant
 - b. Elaphent
 - c. Elhapent
 - d. Ehlapent
24. E-I-G-T-R

- a. Tiger
 - b. Tegir
 - c. Terig
 - d. Tireg
25. R-E-D-E
- a. Reed
 - b. Deer
 - c. Dere
 - d. Dree

APPENDIX 7

Instrument Post-test in Experimental Class and Control Class

Name:

Class:

A. Choose the correct answer by crossing (x) a, b, c, or d!

1. What animal in the picture?



- e. Panda
 - f. Kangaroo
 - g. Zebra
 - h. Horse
2. This animal has yellow-brown in color and black striped. What animal in the picture?



- e. Zebra
 - f. Tiger
 - g. Lion
 - h. Snake
3. Which animal has a long neck and eats leaves from tall trees?



- e. Giraffe
 - f. Kangaroo
 - g. Horse
 - h. Rabbit
4. This animal can swim in the sea and walk on land. What animal in the picture?



- e. Bear
 - f. Penguin
 - g. Beaver
 - h. Fish
5. What the name of animal in the picture?



- e. Kangaroo
 - f. Ostrich
 - g. Emu
 - h. Deer
6. This animal has a hump on its back. This animal is?
- e. Giraffe
 - f. Zebra
 - g. Deer
 - h. Camel
7. This animal has pocket on its belly and it put its babies in it. This animal is?
- e. Crocodile
 - f. Donkey
 - g. Deer
 - h. Kangaroo
8. This animal has four legs, we often drink their milk. This animal is.....
- e. Crocodile
 - f. Donkey
 - g. Cow
 - h. Kangaroo
9. It has two long ears, it eats carrot. What animal is it?
- e. Cat
 - f. Dog
 - g. Rabbit
 - h. Cow
10. This animal usually awake at night. This animal is....
- e. Owl
 - f. Bee
 - g. Butterfly
 - h. Rabbit
11. Bee adalah hewan yang menghasilkan madu. What the meaning of bee?
- e. Semut
 - f. Lebah
 - g. Burung
 - h. Kupu kupu
12. The bear like eats honey. The word bear means?
- e. Gajah
 - f. Jerapah
 - g. Beruang
 - h. Lebah
13. What is the meaning badak in English?
- e. Tiger
 - f. Lion
 - g. Wolf
 - h. Rhinoceros
14. What is the meaning rusa in English?
- e. Deer
 - f. Cow
 - g. Kangaroo
 - h. Goat
15. There is a shark. Shark means?
- e. Paus
 - f. Hiu
 - g. Lumba lumba
 - h. Kura kura
16. What is the meaning of octopus?
- e. Hiu
 - f. Paus
 - g. Gurita
 - h. Lumba lumba
17. Camel adalah hewan yang hidup di gurun. What the meaning of camel?
- e. Rusa
 - f. Unta
 - g. Kuda
 - h. Badak
18. The cow eats grass. The word cow means?
- e. Badak
 - f. Sapi
 - g. Unta

h. Singa

Which is the correct spelling word below?

19. N-O-I-L

- a. Lion
- b. Loin
- c. Niol
- d. Olin

20. A-R-B-B-I-T

- a. Ribbat
- b. Rabbit
- c. Ratbib
- d. Tibbar

21. A-P-A-N-D

- a. Panda
- b. Padan
- c. Napad
- d. Padna

22. K-E-Y-M-O-N

- a. Monyek
- b. Menyok
- c. Monkey
- d. Menkoy

23. S-E-R-O-H

- a. Herso
- b. Hesor
- c. Horse
- d. Hoser

24. A-Z-E-B-R

- a. Zebra
- b. Zabre
- c. Zerba
- d. Zareb

25. G-A-A-K-N-R-O-O

- a. Kongaroa
- b. Kangoroa
- c. Konagroa
- d. Kangaroo

APPENDIX 8

Key Answer of Pre-test and Post-test in Experimental Class and Control Class

Key Answer of Pre-Test

1. Multiple Choice

1. C. ELEPHANT
2. D. DOLPHIN
3. A. BUTTERFLY
4. B. TURTLE
5. C. SWAN
6. A. TIGER
7. A. ELEPHANT
8. C. ZEBRA
9. B. MONKEY
10. A. TURTLE
11. B. SINGA
12. B. KUCING
13. A. ULAR
14. C. HARIMAU
15. D. BURUNG
16. A. SERIGALA
17. A. HORSE
18. C. KAMBING
19. B. BUFFALO
20. C. PENGUIN
21. A. SNAKE
22. D. GIRAFFE
23. A. ELEPHANT
24. A. TIGER
25. A. DEER

Key Answer of Post-Test

A. Multiple Choice

1. C. ZEBRA
2. A. TIGER
3. A. GIRAFFE
4. B. PENGUIN
5. D. DEER
6. D. CAMEL
7. D. KANGAROO
8. C. COW
9. C. RABBIT
10. A. OWL
11. B. LEBAH
12. C. BERUANG
13. D. RHINOCEROS
14. A. DEER
15. B. HIU
16. C. GURITA
17. B. UNTA
18. B. SAPI
19. A. LION
20. B. RABBIT
21. A. PANDA
22. C. MONKEY
23. C. HORSE
24. A. ZEBRA
25. D. KANGAROO

APPENDIX 9

Calculation of Statistical Result

A. Perhitungan Distribusi Data Nilai pre-test Kelas Experimental

Langkah-Langkah Menghitung Distribusi Frekuensi

a. Menentukan Banyak Kelas (K)

Rumus K: $1 + \log n$

: $1 + 3,3 \log 30$

: $1 + 3,3 \cdot 1,397$

: $5,6101 \longrightarrow 6$

b. Rentang Data (R)

: Data Terbesar-Data Terkecil

: $80 - 52 = 28$

c. Menentukan Interval

$I = R/K$

$28/ = 6$

Descriptive Statistic

Hasil

N	Valid	30
	Missing	0
Mean		65,16
Median		64,00
Mode		64

Std. Deviation	6,685
Variance	44,695
Range	28
Minimum	52
Maximum	80
Sum	1955

Pre-test experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	2	6,7	6,7	6,7
	56	1	3,3	3,3	10,0
	60	6	20,0	20,0	30,0
	64	9	30,0	30,0	60,0
	68	6	20,0	20,0	80,0
	72	2	6,7	6,7	86,7
	76	3	10,0	10,0	96,7
	80	1	3,3	3,3	100,0
	Total	30	100,0	100,0	

B. Perhitungan Distribusi Data Nilai Post-test Kelas Experimental

Langkah-Langkah Menghitung Distribusi Frekuensi

a. Menentukan Banyak Kelas (K)

Rumus : $K = 1 + 3,3 \log n$

: $1 + 3,3 \cdot \log 30$

: $5,6101 \Rightarrow 6$

b. Rentang Data

: Data Terbesar - Data Terkecil

: $92 - 72 = 20$

c. Menentukan Interval (I)

$$I=R/K$$

: $20/6 = 3,333 \Rightarrow$ **Descriptive statistic**

Hasil

N	Valid	30
	Missing	0
Mean		81,33
Median		80
Mode		80
Std. Deviation		5,39050
Variance		29,057
Range		20
Minimum		72
Maximum		92
Sum		2440

Post-test experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72	2	6,9	6,9	6,9
	76	7	24,1	24,1	31,0
	80	7	24,1	24,1	55,1
	84	7	24,1	24,1	79,2
	88	4	13,8	13,8	93,0
	92	2	6,9	6,9	100,0
	Total	30	100,0	100,0	

C. Perhitungan Distribusi Data Nilai Pre-test Kelas Kontrol

Langkah-Langkah Menghitung Distribusi Frekuensi

a. Menentukan Banyak Kelas (K)

Rumus K : $1 + \log n$

: $1 + 3,3 \log 30$

: $1 + 3,3 \cdot 1,397$

: $5,6101 \longrightarrow 6$

b. Rentang Data (R)

: Data Terbesar - Data Terkecil

: $68 - 48 = 20$

c. Menentukan Interval

$I = R/K$

: $20/6 = 4$

Descriptive Statistic

Hasil

N	Valid	30
	Missing	0
Mean		56,13
Median		56,00
Mode		52
Std. Deviation		5,5069
Variance		30,326
Range		20
Minimum		48
Maximum		68
Sum		1684

Pre-test Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48	4	13,3	13,3	13,3
	52	8	26,7	26,7	40,0
	56	7	23,3	23,3	63,3
	60	6	20,0	20,0	83,3
	64	4	13,3	13,3	96,7
	68	1	3,3	3,3	100,0
	Total	30	100,0	100,0	

D. Perhitungan Distribusi Data Nilai Post-test Kelas Kontrol

Langkah-Langkah Menghitung Distribusi Frekuensi

a. Menentukan Banyak Kelas (K)

Rumus K : $1 + \log n$

: $1 + 3,3 \log 30$

: $1 + 3,3. 1, 397$

: 5, 6101 $\longrightarrow$ 6

b. Rentang Data (R)

: Data Terbesar-Data Terkecil

: $84-56 = 28$

c. Menentukan Interval

$I = R/K$

: $28/6 = 4$

Descriptive Statistic

Hasil

N	Valid	30
	Missing	0
Mean		67,60
Median		68,00
Mode		85
Std. Deviation		17,446
Variance		42,041
Range		28,00
Minimum		56
Maximum		84
Sum		2028

Post-test Control Class

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	56	1	3,3	3,3	3,3
	60	5	16,7	16,7	20,0
	64	7	23,3	23,3	43,3
	68	8	26,6	26,6	70,0
	72	5	16,6	16,6	86,7
	76	2	6,6	6,6	93,3
	80	1	3,3	3,3	96,7
	84	1	3,3	3,3	100,0
	Total	30	100,0	100,0	

APPENDIX 10

1. Students' score of Pre-Test and Post-Test in Experimental Class

No	VIII-1	Experimental Class	
	Name	Pre-Test	Post-Test
1	Abelia Nasution	64	84
2	Aulia Zahra Hasibuan	76	88
3	Amelia Veronica	52	76
4	Aidil	60	76
5	Afardan AUFAR	64	80
6	Aisyah Rani	60	80
7	Bahana	64	80
8	Berkah Rizki	76	88
9	Cindy Fitriani	72	84
10	Dedek Sakinah	68	84
11	Dicky	68	80
12	Fadhil Hudzalfi	68	76
13	Habib Sihombing	68	84
14	Helfy	64	80
15	Keyla Nazma Anisa	60	76
16	Luthfia Adina Putri	64	80
17	Nur Khairani	68	84
18	Olivia Christin	64	80
19	Putri Sakinah	68	84
20	Putri Natasya	60	76
21	Ratu prasetya	60	76
22	Rama Panggabean	64	84
23	Raisa Hutasuhut	60	72
24	Rakes Dafita	64	80
25	Septia Riski Fitri	52	72
26	Septina Tia Damayani	72	88
27	Tania putri	64	88
28	Talenta	76	92
29	Veronica	56	76
30	Vivi chintiya daulaye	80	92
	Jumlah	1955	2440

APPENDIX 11

1. Students' score of Pre-Test and Post-Test in Control Class

No	VIII-1	Control Class	
	Name	Pre-Test	Post-Test
1	Aimar Natama	60	72
2	Ardin	64	72
3	Binsar Sihotang	56	64
4	Cristian Finanel	68	74
5	Daniel Parsaulian	56	68
6	Elnatama	52	64
7	Heru Pratama	52	68
8	Kharisma Cinta Khairani	56	64
9	Marhama Tussaliha Lubis	56	68
10	Muhammad Riski	60	76
11	Nabila Wahyuni Pane	48	60
12	Nadia Tussaleha	52	68
13	Najla Auliyah	48	56
14	Natasya	64	76
15	Nur Aisyah	52	60
16	Putri	52	64
17	Rahmadani	48	64
18	Rahvita Sari	60	68
19	Reva Juliana Manurung	60	68
20	Ridhoan Btr	52	60
21	Sakinah	48	60
22	Saskia Rahmadani Hrp	56	64
23	Stevani	56	68
24	Theovani	52	68
25	Winda sari	60	72
26	Winta Nainggolan	64	84
27	Zain Hutagalung	56	64
28	Zahari Hasibuan	52	60
29	Zaky	60	74
30	Zepani Zebua	64	80
	Jumlah	1684	2028

APPENDIX 12

The Result of Normality Test

Tests of Normality							
	CLASS	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
STUDENTS RESULT	PRE-TEST EXPERIMENT	,169	30	,028	,955	30	,225
	POST-TEST EXPERIMENT	,164	30	,038	,940	30	,090
	PRE-TEST CONTROL	,174	30	,022	,932	30	,055
	POST-TEST CONTROL	,175	30	,019	,951	30	,179
a. Lilliefors Significance Correction							

The Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
STUDENTS RESULT	Based on Mean	,354	1	58	,554
	Based on Median	,458	1	58	,501
	Based on Median and with adjusted df	,458	1	56,358	,501
	Based on trimmed mean	,419	1	58	,520

Independent Sample Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
STUDENTS' RESULT	Equal variances assumed	,354	,554	8,921	58	,000	13,7333	1,53947	10,65175	16,81491
	Equal variances not assumed			8,921	56,128	,000	13,7333	1,53947	10,64956	16,81710

TABEL NILAI KRITIS DISTRIBUSI T

df	One-Tailed Test						
	0,25	0,10	0,05	0,025	0,01	0,005	0,001
	Two-Tailed Test						
	0,50	0,20	0,10	0,05	0,02	0,01	0,002
1	1,000000	3,077684	6,313752	12,706205	31,820516	63,656741	318,308839
2	0,816497	1,885618	2,919986	4,302653	6,964557	9,924843	22,327125
3	0,764892	1,637744	2,353363	3,182446	4,540703	5,840909	10,214532
4	0,740697	1,533206	2,131847	2,776445	3,746947	4,604095	7,173182
5	0,726687	1,475884	2,015048	2,570582	3,364930	4,032143	5,893430
6	0,717558	1,439756	1,943180	2,446912	3,142668	3,707428	5,207626
7	0,711142	1,414924	1,894579	2,364624	2,997952	3,499483	4,785290
8	0,706387	1,396815	1,859548	2,306004	2,896459	3,355387	4,500791
9	0,702722	1,383029	1,833113	2,262157	2,821438	3,249836	4,296806
10	0,699812	1,372184	1,812461	2,228139	2,763769	3,169273	4,143700
11	0,697445	1,363430	1,795885	2,200985	2,718079	3,105807	4,024701
12	0,695483	1,356217	1,782288	2,178813	2,680998	3,054540	3,929633
13	0,693829	1,350171	1,770933	2,160369	2,650309	3,012276	3,851982
14	0,692417	1,345030	1,761310	2,144787	2,624494	2,976843	3,787390
15	0,691197	1,340606	1,753050	2,131450	2,602480	2,946713	3,732834
16	0,690132	1,336757	1,745884	2,119905	2,583487	2,920782	3,686155
17	0,689195	1,333379	1,739607	2,109816	2,566934	2,898231	3,645767
18	0,688364	1,330391	1,734064	2,100922	2,552380	2,878440	3,610485
19	0,687621	1,327728	1,729133	2,093024	2,539483	2,860935	3,579400
20	0,686954	1,325341	1,724718	2,085963	2,527977	2,845340	3,551808
21	0,686352	1,323188	1,720743	2,079614	2,517648	2,831360	3,527154
22	0,685805	1,321237	1,717144	2,073873	2,508325	2,818756	3,504992
23	0,685306	1,319460	1,713872	2,068658	2,499867	2,807336	3,484964
24	0,684850	1,317836	1,710882	2,063899	2,492159	2,796940	3,466777
25	0,684430	1,316345	1,708141	2,059539	2,485107	2,787436	3,450189
26	0,684043	1,314972	1,705618	2,055529	2,478630	2,778715	3,434997
27	0,683685	1,313703	1,703288	2,051831	2,472660	2,770683	3,421034
28	0,683353	1,312527	1,701131	2,048407	2,467140	2,763262	3,408155
29	0,683044	1,311434	1,699127	2,045230	2,462021	2,756386	3,396240
30	0,682756	1,310415	1,697261	2,042272	2,457262	2,749996	3,385185
31	0,682486	1,309464	1,695519	2,039513	2,452824	2,744042	3,374899
32	0,682234	1,308573	1,693889	2,036933	2,448678	2,738481	3,365306
33	0,681997	1,307737	1,692360	2,034515	2,444794	2,733277	3,356337
34	0,681774	1,306952	1,690924	2,032245	2,441150	2,728394	3,347934
35	0,681564	1,306212	1,689572	2,030108	2,437723	2,723806	3,340045
36	0,681366	1,305514	1,688298	2,028094	2,434494	2,719485	3,332624
37	0,681178	1,304854	1,687094	2,026192	2,431447	2,715409	3,325631
38	0,681001	1,304230	1,685954	2,024394	2,428568	2,711558	3,319030
39	0,680833	1,303639	1,684875	2,022691	2,425841	2,707913	3,312788
40	0,680673	1,303077	1,683851	2,021075	2,423257	2,704459	3,306878

APPENDIX 13

DOCUMENTATIONS OF THE RESEARCH

Pre- Test in Control Class



Pre-Test in Experimental Class

Treatment in Experimental Class





Treatment in Experimental Class

Post-test in Control Class



Post-Test in Experimental Class

Name: Putri Sakinah

Class: VIII-1

INSTRUMENT FOR POST-TEST

A. Choose the correct answer by crossing (x) a, b, c, or d!

1. What animal in the picture?



- a. Panda
- ~~b. Kangaroo~~
- ☒ c. Zebra
- d. Horse

2. This animal has yellow-brown in color and black striped. What animal in the picture?



- ~~a. Zebra~~
- ☒ b. Tiger
- c. Lion
- d. Snake

3. Which animal has a long neck and eats leaves from tall trees?



- ☒ a. Giraffe
- b. Kangaroo
- c. Horse
- d. Rabbit

4. This animal can swim in the sea and walk on land. What animal in the picture?



- ~~a. Bear~~
- ☒ b. Penguin
- c. Beaver
- d. Fish

84

B: 21
S: 4

Name: Septi Riskia Fitri

Class: VIII - 1

INSTRUMENT FOR POST-TEST

A. Choose the correct answer by crossing (x) a, b, c, or d!

1. What animal in the picture?



- a. Panda
- b. Kangaroo
- ☒ c. Zebra
- d. Horse

2. This animal has yellow-brown in color and black striped. What animal in the picture?



- a. Zebra
- ☒ b. Tiger
- c. Lion
- d. Snake

3. Which animal has a long neck and eats leaves from tall trees?



- ☒ a. Giraffe
- b. Kangaroo
- c. Horse
- d. Rabbit

4. This animal can swim in the sea and walk on land. What animal in the picture?



- a. Bear
- ☒ b. Penguin
- c. Beaver
- d. Fish

72

B = 18
S = 7

Name: BERKAH RIZKI

Class: VII-1

INSTRUMENT FOR POST-TEST

A. Choose the correct answer by crossing (x) a, b, c, or d!

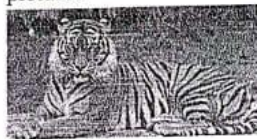
1. What animal in the picture?



- a. Panda
- b. Kangaroo
- ☒ c. Zebra
- d. Horse

88

2. This animal has yellow-brown in color and black striped. What animal in the picture?



- a. Zebra
- ☒ b. Tiger
- c. Lion
- d. Snake

3. Which animal has a long neck and eats leaves from tall trees?



- ☒ a. Giraffe
- b. Kangaroo
- c. Horse
- d. Rabbit

4. This animal can swim in the sea and walk on land. What animal in the picture?



- a. Bear
- ☒ b. Penguin
- c. Beaver
- d. Fish

B = 22

S = 3

Name: ~~Rakesh~~ Rakes Doffa

Class: VIII - I

INSTRUMENT FOR POST-TEST

A. Choose the correct answer by crossing (x) a, b, c, or d!

1. What animal in the picture?



- a. Panda
- b. Kangaroo
- ☒ c. Zebra
- d. Horse

2. This animal has yellow-brown in color and black striped. What animal in the picture?



- a. Zebra
- ☒ b. Tiger
- c. Lion
- d. Snake

3. Which animal has a long neck and eats leaves from tall trees?



- ☒ a. Giraffe
- b. Kangaroo
- c. Horse
- d. Rabbit

4. This animal can swim in the sea and walk on land. What animal in the picture?



- a. Bear
- ☒ b. Penguin
- c. Beaver
- d. Fish

80

B : 20
S : 5



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Lamp : -
Perihal : Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

31 Desember 2024

Yth.

1. Dr. Eka Sustri Harida, M. Pd (Pembimbing I)
2. Sri Rahmadhani Siregar, M. Pd (Pembimbing II)

Assalamu alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa di bawah ini sebagai berikut:

Nama : Ria Safitri
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Judul Skripsi : The Effect of Using Hangman Game on Students' Vocabulary Mastery at Eight Grade of SMP Negeri 5 Padangsidimpuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 220 Tahun 2024 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/ Ibu Dosen sebagaimana nama tersebut di atas menjadi Pembimbing I dan Pembimbing II penelitian skripsi mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan Kerjasama yang baik dari Bapak/ Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan

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05 Mei 2025

Yth. Kepala SMP N 5 Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

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adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul " **The Effect of Using Hangman Game on students Vocabulaary Mastery At The VIII Grade Students of SMP N 5 Padangsidempuan**"

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

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Yang bertanda tangan dibawah ini Kepala SMP Negeri 5 Padangsidempuan di Padangsidempuan, menerangkan bahwa:

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benar telah mengadakan penelitian (Riset) di SMP Negeri 5 Padangsidempuan pada tanggal 12 Mei 2025 s/d selesai, guna untuk melengkapi penyelesaian skripsinya yang berjudul : "The Effect of Using Hangman Game on students Vocabulary Mastery At The VIII Grade Students of SMP N 5 Padangsidempuan" sesuai dengan surat Dekan Universitas Islam Negeri (UIN) Syekh Ali Hasan Ahmad Addary Padangsidempuan Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-1518/Un.28/E.1/TL.00.9/ 05 /2025 tanggal 05 Mei 2025.

Demikianlah surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan seperlunya.

Padangsidempuan, 06 Desember 2025
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