

The Influence of *The Hangman Game* on The Students' Vocabulary Mastery For 10th Grade of SMAN 8 Jambi

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ABSTRACT

This research aims to investigate the influence of the Hangman game on the vocabulary mastery of 10th-grade students at SMAN 8 Jambi City. The study was conducted using a pre-experimental method with two groups of classes: an experimental class taught using the Hangman game and a control class taught using the conventional methods. Data were collected through a test administered before and after the treatment. The results revealed that the students in the experimental class showed an improvement in their vocabulary mastery. These findings suggest that incorporating the Hangman game as a supplementary teaching strategy not only improves learning outcomes but also motivates students through active participation and enjoyable practice. Therefore, it is suggested that English teachers should consider implementing the Hangman game or a similar interactive game to create a more engaging learning environment.

Keywords: *Hangman game, Vocabulary Mastery*

INTRODUCTION

Vocabulary refers to the words that a person knows, uses, or understands in a language. vocabulary includes all of the words a person knows and uses, as well as all of the words in a specific language. Vocabulary mastery or acquisition is a crucial component of language learning and academic success, particularly in high school, when students are expected to comprehend complex texts, express themselves clearly, and achieve high scores on standardized tests. Vocabulary mastery is crucial because it is a fundamental component of language ability, with a major impact on reading comprehension, written and spoken communication, and overall academic success across disciplines.

Learning vocabulary is a crucial part of language learning, as it forms the foundation of language skills and has a significant impact on reading comprehension, communication ability, and overall academic performance. Basically, the more words you know, the better you can understand and express yourself in both written and spoken communication. Students with strong vocabulary skills tend to have better reading comprehension and

achieve higher scores on tests compared to those who lack vocabulary knowledge.

Many high school students face challenges with vocabulary. These challenges can greatly affect their academic performance, writing abilities, and reading comprehension. To address these difficulties, researchers have come up with various strategies to improve vocabulary understanding, such as using games. Games create a simple and comfortable learning environment, which helps students remember information more quickly and effectively. These methods made the students feel bored and led them to believe that English was hard to understand or not interesting.

Many other types of games can be used to improve vocabulary, including puzzle games, card games, guessing games, and hangman games. In this study, the researcher will employ one of the games, Hangman. Hangman is a word-guessing game in which one player thinks of a word, phrase, or sentence, and the other(s) attempt to guess it by offering letters or numbers within a set number of guesses. Originally, played with paper and pencil.

The goal of this study is to look into "The Influence of the Hangman game on Students' Vocabulary Mastery for grade 10th at SMAN 8." The researcher hopes that by analyzing this information, this study

will be able to help and advise educators on how to use games as an exciting learning motivation to improve students' vocabulary and knowledge.

REVIEW OF RELATED LITERATURE

• **Vocabulary**

Vocabulary is a collection of terms in a language that are familiar to a particular person or group. It includes all the words someone can understand and apply when speaking, writing, listening, or reading. According to Hornby (2000), vocabulary is a group of words that have meanings important for mastering a language.

• **Games**

A game is a structured kind of play that is typically done for fun, pleasure, or education. It can also help people develop skills or compete with others. Wright, Betteridge, and Buckby (2006) explain that a game is an engaging and enjoyable activity that often requires effort, where players interact with each other.

• **Hangman Games**

Hangman is a classic word-guessing game where one person thinks of a word and the other tries to figure it out by guessing

letters. Each time a wrong letter is guessed, part of a stick figure is drawn. The aim is to guess the word before the stick figure is fully drawn. Parkin also mentions that the game involves players trying to uncover a hidden word by using a set number of attempts (Parkin, 2005:37).

• **Previous studies**

Several studies have proven the effectiveness of The Hangman Game in increasing the students' vocabulary. Jurasni (2019) found that the students not only experienced a significant improvement in vocabulary, as measured through pre-test and post-test. Asri Nurlaeli Mardikawati (2024) revealed the increase in students' scores after implementing the hangman game. Imelda Mimu (2015) found that the application of the hangman game can be quite successful, as it can improve students' vocabulary.

METHODOLOGY

This study applied a quantitative method aimed at analyzing students' vocabulary mastery.

• **Population and Sample**

The population and sample were the students of classes 10.1 and 10.8, with each class consisting of 36 students, for a total of 72 students.

• **Research Instrument**

The instrument used was a pre-experimental test, which was a vocabulary test.

• **Procedure**

1. Before the researcher begins the treatment, they will give a pre-test to the students.
2. After they gave the pre-test, the researcher gave the treatment in two meetings. It was in the form of a

teaching and learning process by using the Hangman Game.

3. After the treatment, the researcher gave a post-test to the students in the same form as the pre-test to know their improvement after applying the Hangman Game in the teaching and learning process.
4. Finally, all the students' scores, both pre-test and post-test, were analyzed by using the formulas.

Table 1. The classification of the students' scores

Classification	Scores
Excellent	96-100
Very good	86-95
Good	76-85
Fairly good	66-75
Fairly	56-65

Poor	36-55
Very poor	0-35

Data were analyzed by calculating mean scores, frequency, and percentage.

FINDINGS AND DISCUSSION

Table 2. Average score of the pre-test and post-test experimental class

Statistics	EXPERIMENTAL CLASS	
	Pre-test	Post-test
Sample Size	36	36
Average	78.89	82.78
Highest score	100	100
Lowest score	55	60
Standard deviation	10,896	9,520
Variance	118,730	90,635

Table 3. Average score of the pre-test and post-test control class

STATISTIC	CONTROL CLASS	
	PRE-TEST	POST-TEST
Sample size	36	36
average	75.14	81.53
Highest score	95	100
Lowest score	50	55
Standard deviation	11.307	11,137
Variance	137,837	124,028

From the table above, it can be seen that the comparison between pre-test and post-test results shows that the Hangman Game treatment had a positive impact on students' learning outcomes.

• **DISCUSSION**

The discussion suggests that the Hangman Game can serve as a supplementary teaching strategy to enhance students' vocabulary mastery of verbs by increasing engagement, motivation, and exposure to words, as it not only improves learning outcomes but also motivates students through active participation and enjoyable practice.

CONCLUSION

The purpose of the research was to collect data on the influence of the Hangman game on the vocabulary mastery of SMAN 8 Jambi students in the 10th grade, based on an experiment in which the Hangman game was used in the experimental class and a normal learning method was used in the control class.

According to the calculations presented in Chapter IV, the researcher can conclude that the Hangman game had a significant effect on students' vocabulary mastery. The research outcome can be determined by comparing the average score of students in the experimental and control classes. The average pre-test score in the experimental class was 78.89, with a post-test score of 82.78. Meanwhile, the control class had an average pre-test score of 75.14 and a post-test score of 81.53.

Based on a comparison of the experimental class (using the Hangman game) and the control class (using standard learning methods), it is possible to conclude that playing the Hangman game improves students' learning outcomes. The experimental class improved its average scores more (from 78.8 to 82.7) than the control class (75.1 to 81.5). This suggests that the Hangman game not only inspires students but also encourages them to participate actively, memorize vocabulary more effectively, and enjoy the learning process. As a result, the Hangman game is a useful learning approach that can help students meet their learning objectives in English lessons.

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