IMPROVING VOCABULARY MASTERY THROUGH
HANGMAN GAME
(An Action Research Study on the Fifth Grade of Elementary School Students at SD Negeri 1 Bangsri Wonogiri in the Academic Year 2011/2012)

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OCTOBER 2012
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Anita Novriana
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Submitted to Fulfill One of the Requirements for Obtaining the Undergraduate Degree in English Education, Language and Art Education Department

TEACHER TRAINING AND EDUCATION FACULTY
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ABSTRACT


This research aims at: (1) identifying whether Hangman game improves the students’ vocabulary mastery, and (2) describing the class situation when Hangman game is implemented in the English class of the fifth grade of SD Negeri 1 Bangsri Wonogiri.

The method used in this research was a Classroom Action Research (CAR). The research was conducted in two cycles at the fifth grade of SD Negeri 1 Bangsri Wonogiri from 29th March to 17th May 2012. The research data were collected by using techniques of observation, interview, notes/journals, documents, and tests (pre-test and post-test). The qualitative data were analyzed through assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. Meanwhile, the quantitative data were analyzed through descriptive statistic.

The research findings show that the use of Hangman game could improve students’ vocabulary mastery and class situation of English class. The improvement of students’ vocabulary mastery includes: (1) students could easily identify the meaning of vocabularies; (2) students made fewer mistakes in spelling some vocabularies; (3) students were able to identify the proper word use; (4) students had fewer mispronunciations. The improvement of class situation includes: (1) the students made less noise during the lesson; (2) students looked enthusiastic during the lesson; (3) most of students were active during the class activities; (4) students could be controlled not to bother other friends during the lesson; (5) students voluntarily took notes of the lesson. Besides the two findings above, there are other findings as follows: (1) students could work either in group or individually; (2) students who were usually shy became more brave and active to express their answers.

Keywords: vocabulary, hangman game
MOTTO

"Most certainly, there is ease with hardship"
(Ash-Sharh: 6)

"There is no struggle vain"
(Anita, throughout life)

“When you feel like hope is gone, look inside you and be strong, and you’ll finally see the truth, that a hero lies in you”
(Mariah Carey, Hero)

“Mistakes can be corrected, failure can be repeated, but giving up makes everything ends”

“When you know that the time has left you, then that’s when you will feel remorse”

“Think big, Start small, and Act now!”
DEDICATION

to my beloved parents and little sisters
and
to my Adi Nugroho.
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The writer realizes this thesis is still far from being perfect. She invites every constructive comment and suggestion. Hopefully, this thesis will be useful for the readers.

Wonogiri, October 2012

Anita Novriana
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CHAPTER I
INTRODUCTION

A. Background of Study

Language is the most important thing for everyone to communicate with the other. It means that without comprehending the language, someone will get many difficulties in her/his life. For instance, one cannot understand what he hears or reads if he does not have any idea about the language which he hears or reads. Then, he cannot express what he wants to say or write as well if he has no idea about what correct or proper words to express.

English is the language that must be mastered by everyone because English is an international language. In Indonesia, learning English means learning foreign language. Teaching English to young learners is very important because it will serve as the main foundation for students to learn English at the higher level.

Vocabulary plays an important role in learning a language. It is one element that links the four skills of speaking, listening, reading and writing together. Expanding students' vocabulary at a young age is a vital part of their education. However, learning new vocabulary takes long hours of tedious memorization. In English teaching-learning process, if the learners do not recognize the meaning of the words use by those who address them, they will be unable to participate in conversation, unable to express some ideas, or unable to ask for information.

Considering the importance of vocabulary role in learning foreign language, the mastery of this element should be ensured and developed. For elementary school students, mastering vocabulary means students must understand the meaning of a word, then they should also be able to speak and write that word correctly, and using the word according to the context given.

For the fifth grade of Elementary School students in SD Negeri 1 Bangsri Wonogiri, most of the students feel that the most difficult of English learn
ing is the vocabulary. After giving pretest on April, 12\textsuperscript{nd} 2012 to the students, the writer found some main problems:

1. The students get difficulties to remember the meaning of words. They often forgot the meaning of a word after the teaching learning process.
2. The students get difficulties to spell vocabulary correctly. For example, they spell ‘samer’ for ‘summer’.
3. The students get difficulties to pronounce English word. For example, they pronounce /klodi/ instead of /klaodi/ for the word ‘cloudy’, and
4. The students get difficulties to use the word properly. Some students could not identify the proper function of word although the context was given.

Besides, there are several problems in class situations:

1. Students are too talkative during the lesson and make the class noisy.
2. The students cannot keep their focus on the lesson.
3. The students are passive in class.
4. Students bother their friends during the lesson.
5. Students are not eager to write the material on their books.

After observing the teaching learning process and doing interview with the English teacher, the writer found those problems above are caused by several factors from:

1. Students
   - The students are less interested in the teaching learning process. They feel that English is the most difficult lesson to be learned.
   - The students are not brave to express their idea. They afraid if they make mistake, their friends will laugh to them.

2. Teacher
   - The teacher conducts less communicative class.
   - The teacher does not master the material well. When researcher interviews the teacher, suddenly the teacher says that she does not understand English well, she only teaches the students by following the material in book.
• The teacher is not able to optimize media. The teacher never uses anything media.

• The teacher is not able to use variation technique. She does not have any idea of what technique should be implemented in English class.

3. Class situation

• Class environment is very noisy. The class is very close to the *gamelan* skill room.

As we shall see, teaching is a complex process. Khan in Brumfit (1995: 142) states that children play and children want to play. Children learn through playing. In playing together, children interact and in interacting they develop language skills. Games provide context for play, reasons for playing and routines for playing. Using games can help them make memorizing vocabulary easier. In line, Alan (1998: 4) says that playing games is fundamental to human behavior. The truth of the matter is that we all play games. It's how we explore the world and find out who we are. Games are fun, too, and some of the most enjoyable and creative games are the ones we play with words. The wonderful thing is that they can also be powerful learning tools. Playing word games is a great way to get to know new people and become comfortable with new surroundings - a new class, a new teacher, or a new school.

For elementary school students, vocabulary games are an effective way to help build their vocabulary while having fun at the same time. Word games engage students and break the monotony of every day classroom routines while teaching sound patterns and spelling. Traditional games such as word searches, hangman and flash cards help students sound out and memorize spelling words.

The one of word games that can be implemented in vocabulary learning is Hangman game. Hangman is an excellent choice for use in the English as Second Language classroom. We can use it to practice any type of English vocabulary or phrase and most students are familiar with the game. Hangman game is a great help in stimulating in learning foreign language particularly in teaching of vocabulary. Hangman game offers a challenge that will motivate the students to try to guess word based on the theme. It is an excellent way to practice
spelling and pronunciation, understand meaning, and keep the mind focus on teaching learning process. The students will feel fun, relax, and enjoy. They will memorize the vocabulary in different way that is by playing.

MacLean in Connelly and Wood (2009: 186) states that the traditional game of ‘Hangman’, while not a pure spelling task, has built into its word-identification structure a number of possible approaches to solving the task, some of which are clearly related to spelling. The child has to identify an unknown word given only minimal information about it; knowing only the number of letters it has. The expectations a reader, speller or in this case a ‘Hangman’ player has about the target word are likely to be determined by the individual’s age and education, and also by their knowledge of their orthography.

There were some factors that influence the improvement of students’ vocabulary mastery and classroom environment. The steps in Hangman game could cover the students’ problem indicators. Firstly, on step “choose the secret picture”. The students who choose the picture are forced to know the name of the picture; it means Hangman game could improve the indicator of meaning. Secondly, on step “guess the word”. The students are asked to guess the word correctly in spelling. Thirdly, on step “pronounce together” the students are asked to pronounce correctly. If some students make a mistake, they will learn through their friends; it means they learn by their own experience. Fourthly, after pronouncing words correctly, the students are asked to connect the word/s that related to the word. Here, the students are asked to give their opinion on the appropriate context with the word. With these activities, students have used the word in context. The last, Hangman game is fun activities. Almost of the students are motivated to play Hangman game, therefore they were more brave to express their idea. By involving students more in interesting class activities supported by Hangman game, it can decrease students’ boredom in the learning process. This helps teachers more easily manage the class to be conducive.

Based on the problem faced by the students and the potentials of hangman game in improving students’ vocabulary mastery, the writer would conduct an action research entitled, IMPROVING VOCABULARY MASTERY
THROUGH HANGMAN GAME (An Action Research Study on the Fifth Grade of Elementary School Students at SD Negeri 1 Bangsri Wonogiri in the Academic Year 2011/2012).

B. Problems Statements

The problems of the study that will be analyzed are

1. How far does hangman game improve the students’ vocabulary mastery?
2. What is the class situation when Hangman game is implemented in the English class of the fifth grade of SD Negeri 1 Bangsri Wonogiri?

C. The Objective of the Study

Based on the problem statements above, the objectives of this research are

1. To identify how far the use of Hangman Game improves students’ vocabulary mastery.
2. To describe the class situation when Hangman game is implemented in English class of the fifth grade of SD Negeri 1 Bangsri Wonogiri.

D. The Benefit of the Study

It is expected that this research contribute some significant progresses in teaching vocabulary. The significances of this research are

1. For teachers, the study gives input in enriching their teaching techniques to be implemented in the classroom.
2. For the students in general, the study could enhance the students’ motivation and improve the students’ vocabulary mastery then.
3. For the school, the study will enrich teaching techniques in the school.
4. For the writer, the study could bring her to a better understanding of improving students’ vocabulary mastery and give practical contributions to her on how to improve students’ vocabulary mastery using hangman game.

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CHAPTER II
THEORETICAL REVIEW

A. Review of Vocabulary

1. The Definition of Vocabulary

Vocabulary is one of the most important skills in a language. To achieve the success in language teaching learning process especially English, vocabulary is one of important factors in all language teaching.

There are some definitions of vocabulary proposed by some linguist experts. Hatch and Brown (1995: 1) state that vocabulary is a list or set of words for a particular language or a list or set of words that individual speakers of a language might use. It means vocabulary is a series of words used by individual speakers of certain language. Since vocabulary is a list, the only system involved is alphabetical order in dictionaries. Here, vocabulary is written in alphabetical order in dictionaries based on the system or rule of the foreign language. While Schmitt (1997: 40) argues that vocabulary is a basis of a language; it is very important to be mastered first. People cannot speak well and understand written materials if people do not master it. He added that no matter how successfully the sound of the foreign language is mastered, without words to express the wider range of meanings, communication in a foreign language just cannot happen in any meaningful way.

According to Ur (1998: 60) vocabulary can be defined, roughly, as the words people teach in the foreign language. It means vocabulary is written or spoken unit of language as symbol of idea in foreign language introduced to learners. If a teacher teaches new words in foreign language, it means the teacher teaches vocabulary.

Webster dictionary (2003: 1400) has three definitions of vocabulary as follows:

a. A list or collection of words and phrases usually alphabetically arranged and explained or define.
b. A list or collection of terms or codes available for use.
c. A sum or stock of word employed by a language group, individual or work or in a field knowledge.

Based on the opinions above, generally, vocabulary is a series of words with their meaning which is used by individual speakers of certain language in form of written or spoken unit that is very important to be mastered first. While, considering this study, vocabulary in this research is the words that included in the scope of a particular theme; weather and seasons and kinds of shapes, which is based on the curriculum or syllabus for English lessons at elementary school.

2. The Kinds of Vocabulary

Harmer (1991: 150) divides vocabulary into two types; active and passive vocabulary. Active vocabulary is the stocks of words which have been taught by the teacher or learnt by the students and which are expected to be able to use. On the other hand, passive vocabulary is the words of which the students will recognize when they meet them, but of which they will probably not be able to pronounce.

Haycraft (1986: 44) distinguishes between these two kinds of vocabulary. The first kind of vocabulary refers to the words that students understand, can pronounce correctly, and use constructively in speaking and writing. While the second term refers to the words that the students recognize and understand when they occur in a context, but of which they cannot produce correctly themselves.

Based on the explanation above, it can be concluded that there are two types of vocabulary; active and passive vocabulary. Active vocabulary could be defined as the words of which the students understand, use, and pronounce constructively in speaking and writing. While passive vocabulary could be defined as the words that the students recognize and understand when they meet them, and they might be able to pronounce them in separated individual
word, but they are not able to use and pronounce constructively in speaking and writing.

3. **Aspects of Teaching Vocabulary**

Talking about all words used in English is really wide area. The teacher sometimes getting confused in choosing which and how vocabulary has to be taught to their students. There is a need to make limitation in introducing new words to the students and to know the guideline in making sure the students will be master it.

Haycraft (1986: 44-47) provides a guidelines for choosing appropriate vocabulary. They are as follows:

a. **Commonest words**
   
   Teacher has to choose words that are commonly used. The lists of common words can be found in the book that they use.

b. **Student’s needs**
   
   When a student needs to know a word, motivating him by teaching it to him will make him remember the word.

c. **Student’s language**
   
   There are some words that are similar between first language and second language. For example, the word ‘radio’ in bahasa Indonesia is similar with the word ‘radio’ in English.

d. **World building**
   
   It is often worth in choosing a word because a general rule can be formed, for example: teach-teacher.

e. **Topic areas**
   
   To make it easier for the teacher to teach vocabulary, sequence is the key.

f. **Cross reference**
   
   A lot of words are applicable to different situations or specializations. For example, we choose vocabulary connected with part of the body, such as: ear, nose, arm, hand, etc.
g. Related structure

Many structures demand their own vocabulary, if you are teaching may be, you are likely to introduce a vocabulary connected with possibility.

According to Harmer (1991: 156-158), there are several aspects in knowing a word that are needed to be taught by the teacher as follows:

a. Meaning
   1) The first thing to realize about vocabulary items is that they frequently have more than one meaning.
   2) In deciphering meaning, it is needed to look at the context in which a word is used (meaning in context).
   3) Sometimes words have meanings in relation to other words (sense relations).

b. Word use
   1) Word meaning is frequently stretched through the use of metaphor and idiom.
   2) Word meaning is also governed by collocation; that is which words go with each other.
   3) The use of words is often governed by the style and register in which they are used.

c. Word formation

   Students need to know how words are written and spoken and can change their forms.

d. Word grammar

   The use of certain words can trigger the use of certain grammatical patterns. There are many areas of grammatical behavior that students need to know: what are phrasal verbs and how do they behave? How are adjectives ordered? What position can adverbs be used in?

   Ur (1996: 60-62) also provides six aspects that are needed to be taught by the teacher. First of all pupils should learn the form, that is, the pronunciation and spelling. Second, teachers should teach the grammar and
collocations associated with the word. In addition, aspects of meaning should be taught, which is connotation and appropriateness but also synonyms, hyponyms, superordinates and translations. A final aspect should be the word formation. Below is the explanation for each aspect:

a. Form: Pronunciation and spelling
   The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling).

b. Grammar
   The grammar of a new item will need to be taught of this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical context or may have some idiosyncratic way of connecting with other words in sentences; it is important to provide learners with this information at the same time as we teach the base form.

c. Collocation
   The collocation typical of particular items are another factor that makes a particular combination sound ‘right’ or ‘wrong’ in a given context. So this is another piece of information about a new item which it may be worth teaching.

d. Aspects of meaning (1): denotation, connotation, appropriateness
   The meaning of word is primarily what it refers to in the real world, its denotation; this is often the sort of definition that is given in a dictionary. A less obvious component of the meaning of an item is its connotation; the associations or positive, or negative feelings it evokes, which may or may not be indicated in a dictionary definition. A more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not.

e. Aspects of meaning (2): meaning relationships
   How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships; here are some of the main ones.
1) Synonyms
2) Antonyms
3) Hyponyms
4) Co-hyponyms
5) Superordinates
6) Translation

f. Word formation

Vocabulary items, whether one-word or multi-word, can often be broken down into their component ‘bits’. Exactly how these bits are put together is another piece of useful information—perhaps mainly for more advanced learners.

Based on those ideas and the scope of this study, it can be concluded that the aspects of teaching vocabulary covers the aspects of meaning, form (pronunciation and spelling), and word use.

4. The Techniques in Teaching Vocabulary

In order to teach vocabulary successfully, a teacher should know more how the students learn vocabulary. If the teacher understands the strategies used by the students, he can help them in acquiring vocabulary mastery.

According to Brown and Payne (1994, as cited in Hatch and Brown 1995 373-391), there are five essential steps in vocabulary learning:

a. Encountering new words

The student strategies here include learning new words by “reading book,” “listening to TV and radio” and “reading newspaper and magazines”. In addition to interest, actual need may make a difference in whether encountered words are learned. People seem to learn words more quickly if they have felt a need for them in some way. Another indication that encountering words may be more effective under some circumstances than others has been found in work with interactive video materials. When students have seen an object or an action, their desire to
know the label (word) for it may increase so that, when the word for it is encountered, it is learned very quickly.

b. Getting the words form

This step essential to vocabulary learning appears to be the setting of a clear image—visual or auditory or both—of the vocabulary items. The importance of having a clear image of the “form” of words becomes apparent when people think about what happens when people try to retrieve words. In addition, it also appears when students are asked to give definitions for words.

c. Getting the word meaning

This step includes such strategies as “asking native English speakers what words mean,” “asking people who speak the native language the meaning of new words,” “making pictures of word meaning in mind,” and “explaining what the speaker means and asking someone to tell him English word”.

d. Consolidating word form and meaning in memory

This step includes many kinds of vocabulary learning drills such as, flashcards, matching exercise, crossword puzzles, etc, that strengthen the form-meaning connection.

e. Using the word

In this step, word use is essential if the goal is to help learners move as far along the continuum of word knowledge as they can. Furthermore, use seems to provide a mild guarantee that words and meanings will not fade from memory once they are learned.

Other techniques about introducing new words are suggested by Harmer (1992: 90-91). They are as follows:

a. Using Realia

The teacher gives the referent of the word being taught in the class. He or she brings the objects that become the referent of a word into the class.

For example: pen, pencil, book, etc.

b. Using picture
This kind of technique needs a well-drawer teacher in order to explain the vocabulary clearly.

c. Mimes, Expressions, and Gestures
   There will be an action as the techniques to explain the word clearly. Most verbs can be easily taught to students using this technique.

d. Contrast
   Some words are easily to be explained to students by contrast it with its opposite. Like the word black contrasted with white.

e. Enumeration
   People can use this technique to present meaning. People can say clothes and explain this by enumerating or listing various items.

f. Explanation
   The simplest way is by explaining directly to the object using a sentence or more.

g. Translation
   There are always some words that the situation needs to be translated.

   Meanwhile, Haycraft (1986: 47-50) suggests “If you introduce new words which are not in the text book you are using, jot them down in a notebook so that you can bring them up again.” Haycraft also adds his statement by giving the ways of presenting new vocabulary. Here are some of them:

   a. In context
      If the word occurs in a text or passage, the meaning can often be deduced when the other words in the sentence are already known. This deductive process applies particularly to the use of reading passage or stories, whether taped, read, or told.

   b. Create a context
      The only way to teach the meaning of many abstract words is by creating a context or situation from which the students can then deduce the meaning.

c. Descriptions or definition
Teachers can describe and define objects: ‘You steer a ship with a rudder’, ‘You put luggage into the boot of a car’, ‘A lawn is an area of grass in a garden’.

d. Outside the classroom

Take the class out and introduces words for things seen in a shop window, or in the street. Close control and plenty of revision is needed here but it is a vivid way of teaching, and new vocabulary is taught in living context.

e. Objects

There are hundreds of simple objects already in the classroom, others which can probably be seen through the window, and others can be brought in when needed. The teacher can bring the things (realia) representing the words into the classroom. Words like ‘postcard’, ‘ruler’, ‘pen’, ‘ball’, etc. can obviously be presented in this way. Introducing a new word by showing the real object often helps students to memorize the word through visualization.

f. Drawing

Even a teacher without too much skill can represent simple objects on the board. If he draws badly, a guessing game ensues to determine what he actually has drawn.

g. Mime

This is particularly useful for actions: ‘eating’, ‘drinking’, ‘jumping’, ‘tripping up’, etc. it can also involve the object connected with these verbs: ‘drinking coffee’, ‘eating a sandwich’, etc. revise by getting the students to mime when the teacher say a word.

h. Opposites

A word can often be defined if the students know its opposite: ‘a brave man isn’t afraid’, ‘an ugly girl isn’t pretty’, ‘a plain girl isn’t pretty or ugly’, etc.

i. Synonyms

As words of Latin origin in English are often paralleled by those of Anglo Saxon origin and vice versa, synonyms can be useful for students from
‘Latin’ countries, or for Germans of Scandinavians. A French student may understand ‘commence’ if in teacher definition he/she bring in the word ‘begin’.

j. Translation

It is a quick and easy way to present the meaning of words, but it is not without problems. It is not always easy to translate words. Besides, it may make it a bit too easy for students by discouraging them from interacting with the words. Furthermore, teachers may find it difficult to use this way with a class of different nationalities since it is not easy to translate into all the necessary languages. However, there are always some words that need to be translated and this technique can save a lot of time. If teachers do translate vocabulary, they need to exemplify the word in context so that students will not forget it easily.

k. Picture/flash cards

The existence of a wide assortment of magazines and illustrated advertisements means that pictures can be easily found for special vocabulary areas such as kitchens, clothes, cars, interiors, and so on. The pictures or cutting can be pasted on to a piece of cardboard to make a flash-card.

l. Wall charts

These are valuable because they also present vocabulary in a visual context, as long they are clearly visible.

m. Word games

There are a large variety of these and they are useful for practicing and revising vocabulary after it has been introduced. For example, crosswords puzzle and scrabble.

Based on the theories above, it can be concluded that there are a lot of techniques in teaching vocabulary; they are getting the words form, getting the word meaning, consolidating word form and meaning in memory, using the word, in context, create a context, descriptions or definition, outside the...
classroom, objects, drawing, mime, opposites, synonyms, translation, picture/flash cards, wall charts, and word games.

5. **Vocabulary Mastery**

Vocabulary as one of the language aspects have to be learned when people are learning a language. Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading besides grammar. A learner of the foreign language will speak fluently and accurately, write easily, or understand what he or she reads or hears if he or she has enough vocabulary and has a capability of using it accurately.

According to Collier (1971:1), when a student has mastered the fundamental grammatical patterns of language, his next task is to master its vocabulary, or at least that of its vocabulary that he need. It is obvious that vocabulary is very important in learning a language, especially English, because the English vocabulary is extremely large and varies as well.

Burton (1982: 98) states that without a large vocabulary, it is impossible to use English language precisely and vividly. While, Coulson et al (1987: 1050) define that mastery is skill, use, or knowledge. It means mastery is the ability to use one of knowledge. Hornby (1995: 721) states that mastery is complete knowledge or great skill. Therefore, it is highly essential for English teachers to help their students in mastering vocabulary.

Thus, considering this scope of study, vocabulary mastery in this research is students’ competency to comprehend the meaning of certain words in weather and seasons and kind of shapes theme; produce those words in separate individual form both written and oral; and identify the proper word use based on the context.

**B. Teaching English for Young Learners**

In teaching English, including vocabulary, children are treated differently from adult. Children have to be involved in learning English. They also have to be
given experience and experiment in learning. The vocabulary development in the early years of learner’s life is a part of the process of growing up. It is determined by environment, life patterns, and the influence of parents, teacher, and peers.

Vale and Feunteun (1998: 28) point out that as everybody knows children have many special characteristics in learning. They, as young learners, have specific learning needs. They learn best when they are involved and their work is valued and they have opportunity to experience and experiment for themselves. Words deal with the real things and structures are less obviously useful, therefore young learner are quick to learn words but slower to learn structure.

1. The Characteristics of Young Learners

Basically, the important thing that the teacher must know is how to grow and increase the young learners’ interest in learning English. The teacher should know the characteristics of young learners so that the teacher can chose the appropriate material, technique, and method to teach them. The term “young learner” covers a large chronological age span: from around 3 years of age to 15. Children do exhibit different mental and social characteristics at different ages; a strict segmentation is not particularly helpful.

Slattery and Willis (2001: 4) define the characteristics of young learners as follows:

a. They are developing quickly as individuals; it means that they have difference in language acquisition.

b. Learn in a variety of ways, for example; by watching, by listening, by imitating and by doing things. It means children learn their knowledge through what they see, heard in their surrounding and then imitate it and imitating by doing things (children learn by doing).

c. Are not able to understand grammatical rules and explanations about language. Children are not understanding about the rule of language, they only imitate what they are seeing and hearing.
d. Try to make sense of situations by making use of non-verbal clues. Children will do imitate, it means learning by doing.

e. Talk in their mother tongue about they understand and do this helps them learn. It means they use their mother tongue to understand everything.

f. Can generally imitate the sounds they hear quite accurately and copy the way adults speak. It means they do imitation, memorization, practice and over learning, what the people are said.

g. Are naturally curious. They have strong willingness to know what they see and hear in their surrounding.

h. Love to play and use their imagination. It means they are learning while playing.

i. Are comfortable with routines and enjoy repetition. It means they need habit to learn.

j. Have quite a short attention span and need variety. Because they are learning while playing, it is needed many ways to make them understand what the teacher means.

According to Scott and Ytreberg, (2000:1) the characteristics of young children around eight to ten years old are as follows:

a. Their basic concepts as performed. They have very decided views of the worlds.

b. They can tell the difference between fact and fiction.

c. They ask question all the time.

d. They are able to make decision about their own learning.

e. They rely on spoken words as well as the physical world to convey and understand meaning.

f. They have definite views about what they like and do not like doing.

g. They have a developed sense of fairness about what happens in the classroom and begin to question the teacher decisions.

h. They are able to work with others and learn from others.
In this research, the object of the study is the fifth grade of Elementary School students which is categorized as young learners around ten to twelve years old that have the characteristics as follows:

a. They love playing.
b. They can tell the difference between fact and fiction or the real and the imaginary.
c. They have a developed sense of fairness about what happens in the classroom and begin to question the teacher decisions.
d. They rely on spoken words as well as the physical world to convey and understand meaning.
e. They have definite views about what they like and do not like doing.
f. They are able to work with others and learn from others.
g. They can be reliable and take responsibility for class activities and routines.
h. Naturally, children have strong curiosity and they are interested in exploring their surroundings, therefore they ask question all the time.
i. They learn effectively when they are satisfied with the situation happened.

2. **Teaching English to Young Learners**

Cameron (2001: 19-20) summarizes the reasons of why young children learning a foreign language. They are:

a. Children actively try to construct meaning

   Children actively try to ‘make sense’, i.e. to find and construct a meaning and purpose for what adults say to them and ask them to do.

b. Children need space for language growth

   In both language and cognitive development, the ZPD or immediate potential of the child is of central importance for effective learning.

c. Language in use carries cues to meaning that may not be noticed

   Children need skilled help in noticing and attending to aspects of the foreign language that carry meaning.

d. Development can be seen as internalizing from social interaction
Language can grow as the child takes over control of language used initially with other children and adults.

e. Children’s foreign language learning depends on what they experience

There are important links between what and how children are taught, and what they learn. Foreign language lessons often provide all or most of a child’s experience of the language in use; if people want children to develop certain language skills, people need to ensure they have experiences in lessons that will build those skills.

To help deciding material or method to give, a teacher needs to know the characteristics of young learners. As proposed by Brumfit (1995: v), there are some special characteristics of young learners.

a. Young learners are only just beginning their schooling, so that teachers have major opportunity to mould their expectations of life in school.

b. As a group they are potentially more differentiated than secondary or adult learners, for they are closer to their varied home cultures and new to the conformity increasingly imposed across cultural groupings by the school.

c. They tend to be keen and enthusiastic learners, without the inhibitions which older children sometimes bring to their schooling.

d. Their learning can be closely linked with their development of ideas and concepts, because it is so close to their initial experience of formal schooling.

e. They need physical movement and activity as much as stimulation for their thinking, and the closer together these can be the better.

Since children have those special characteristics, teaching English for them cannot be regarded similarly as teaching adult. Not all of the English teaching methods can be used to teach young learners. It should be based on their needs and characteristics.

By knowing the reasons for teaching English to children, it promotes the second aspect that is how to teach English to children. At first, teacher pinpoint to the way children think and learn. According to Scott (2000: 4),
there are many similarities between learning one’s mother tongue and learning foreign language. In spite of differences in age and the time available, most eight to ten years old will have some sort of language awareness and readiness which they bring with them into the foreign language classroom.

From the discussion above, the teacher should have appropriate approach in teaching English to children. The teacher has to concern more with students’ characteristics and the way they learn language to communicate.

Since the subject of this study is the fifth grade students of Elementary School that can be categorized as young learners, the researcher was connecting the characteristics of the young learners and the strategies to teach English as a foreign language. The best strategy to teach English vocabulary to the fifth grade students of SD Negeri 1 Bangsri Wonogiri is by using Game. Then, vocabulary in this research is limited into a set/ list of English words which is close to the students’ world that should be taught so that they would use the words.

C. Review of Hangman Game

1. The Definition of Game

According to Byrne (1995: 101) game is a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game.

Khan in Brumfit (1995: 142- 143) stated that games are activities governed by rules, which set up clearly defined goals. The achievement of these goals signals the end of the game. She also added that games involve a contest either between players or between the players and the goal, and games should lead to having fun. Games are for playing, and this element of play is crucial. The same definition was proposed by Jill Hadfield (1996: 4), he said that a game is an activity with rules, a goal and an element of fun.
Meanwhile, Phillips (1997: 85) states that games in the language classroom help children to see learning English as enjoyable and rewarding. Playing games in the classroom develops the ability to cooperate, to compete without being aggressive, and to be a good loser. Games, like the other activity, have components. Smed and Hakonen (2003) states that a game seems to involve three components:

a. Players who are willing to participate the game,
b. Rules which define the limits of the game, and
c. Goals that give arise to conflicts and rivalry among the players.

Jesper Juul (2005: 6) says “A game is a rule-based system with a variable and quantifiable outcome, where different outcomes are assigned different values, the player exerts effort in order to influence the outcome, the player feels emotionally attached to the outcome, and the consequences of the activity are optional and negotiable.”

Based on the scope of this study, it can be concluded that game is an enjoyable activity in learning English done by following certain rules to achieve the goal and it help children develop their ability to cooperate, to compete without being aggressive, and to be a good loser.

2. The Use of Games in Language Teaching

McCallum (1980: ix) states, “there are many valid reasons for using games in the language classroom, not least among them the sheer enjoyment of a moment of relaxation after some arduous drilling, or as a short respite after prolonged deskwork.” It means that when one considers the importance of communicative competence in the target language, a major goal of all language acquisition, and the need for spontaneous and creative use of that language, one recognizes the significant role of word games in achieving these objectives. Students, in the informal atmosphere of game play, are less self-conscious and therefore more apt to experiment and freely participate in using foreign language. McCallum adds his statement that games automatically stimulate student interest; a properly introduced game can be
one of the highest motivating techniques. He also gives the other reasons for including games in the language class, they are:

a. They focus student attention on specific structures, grammatical patterns, and vocabulary items.

b. They can function as reinforcement, review, and enrichment.

c. They involve equal participation from both slow and fast learners.

d. They can be adjusted to suit the individual ages and language levels of the students in the class.

e. They contribute to an atmosphere of healthy competition, providing an outlet for the creative use of natural language in a non-stressful situation.

f. They can be used in any language teaching situation and with any skill area whether reading, writing, speaking, or listening.

g. They provide immediate feedback for the teacher.

h. They ensure maximum student participation for a minimum of teacher preparation.

Meanwhile, Rixon in Brumfit (1995: 33) argues, "It is a commonplace that young children learn better through play or at least can be induced to go along with teaching that is tempered by ‘fun’ activities". In line, Khan in Brumfit (1995: 142) states, "Children play and children want to play. Children learn through playing. In playing together, children interact and in interacting they develop language skills. Games provide contexts for play, reasons for playing and routines for playing." It means that since the children naturally want to play the game, it is clear that games can be motivating them.

Lee (1995:35) lists several main advantages when games are used in the classroom, including a welcome break from the usual routine of the language class, motivating and challenging, effort of learning, and language practice in the various skills. Games encourage, entertain, teach and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming.
Wright et al (2006: 2) show some reasons of using games in language teaching:

a. Language learning is hard work. Games help and encourage many learners to sustain their interest and work.

b. Experiencing language. Games provide one way of helping the learners to experience language rather than merely study it.

c. Repeated use of language items. Games involve the emotions, and the meaning of the language is thus more vividly experienced.

d. Central to learning. If it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as central to a language teacher’s repertoire and not merely a way of passing the time.

Based on the opinions above, it can be concluded that the uses of game in language teaching are automatically stimulate learner interest, involve equal participation from both slow and fast learners, contribute to an atmosphere of healthy competition, providing an outlet for the creative use of natural language in a non-stressful situation, and provide intense and meaningful practice of language.

3. The Type of Vocabulary Games

According to Hadfield (1996: 4), generally, there are two kinds of games, that is, competitive games and co-operative games. Competitive games are games where the players or teams compete to be the first to reach the goal. And co-operative games are those ones where the player or team works together towards a common goal.

In addition, Hadfield (1996: 4-5) also divides the type of vocabulary games as follows:

a. Information gap

In these activities Student A has access some information which is not held by Student B. Student B must acquire this information to complete task successfully.
b. Guessing games  
   The player with the information deliberately withholds it, while others guess what it might be.

c. Search games  
   In these games, everyone in the class has one piece of information. Players must obtain all or a large amount of the information available to fill in a questionnaire or to solve a problem.

d. Matching games  
   These games involve matching identical pairs of cards or pictures, and maybe played as a whole class activity, where everyone must circulate until they find a partner with the same card or picture; or as a pair work or small group activity, where players must choose pictures or cards from the same selection; or as a card game on the “snap” principle.

e. Matching up games  
   Each player in a group has a list of opinion, preferences or possibilities. Only one of these is shared by everyone in the group.

f. Exchanging and collecting games  
   Players have certain articles or cards which they are willing to exchange for others in order to complete a set.

g. Combining activities  
   Combining activities are those in which the players must act on certain information in order to arrange themselves in groups such as families or people living in the same flat.

h. Puzzle solving  
   Puzzle solving activities occur when participant in the game share or pull information in order to solve a problem or a mystery.

i. Simulations  
   Simulation is the imitation in the classroom of a total situation, where the classroom becomes a street, a hotel, or a supermarket.
Jacobs in International Journal of Learning and Development (2011: 129) further classifies games into more detailed forms which are composed of both the elements defining linguistic and communicative games.

a. Sorting, ordering or arranging games
   For example, students have a set of cards with months, and they have to arrange those cards in order.

b. Information gap games
   In such games, one or more people have information that other people do not, and they have to exchange their information to complete a task.

c. Guessing games
   These are a variation on information gap games. For instance, one student who has a flash card cannot show it to others but must instead mime it to others, and then other students have to guess the word from his or her performance.

d. Searching games
   These games are another version of two-way information games, with everyone seeking and giving information. For example, everyone is given a clue to find out who the criminal is. They have to ask and then reply to their partners to solve the problem.

e. Matching games
   As the name implies, participants need to find a match for a word, picture, or card.

f. Labeling games
   These are a form of matching game. The only difference is that the participants match labels and pictures.

g. Exchanging games
   Many card games fall into this category. In these games, students barter cards, objectives, or ideas.

h. Board games
   “Scrabble” is one of the most popular games in this category.
i. Role playing games

Such games involve students in playing roles that they might not play in real life. They might also be employed to get students to practice set dialogues.

Based on the opinions above, it can be concluded that vocabulary games has variety types, there are: guessing games, search games, matching games, matching up games, exchanging and collecting games, combining activities, puzzle solving, simulations, sorting, ordering or arranging games, information gap games, labeling games, board games and role playing games. In this research, the researcher uses Hangman game as a technique that can be categorized as guessing game.

4. The Definition of Hangman Game

Hangman game is the one of guessing games. One player thinks of a word, phrase or sentence and the other tries to guess it by suggesting letters. Webster online dictionary defines Hangman game as a guessing game where one has to guess the word an opponent is thinking of by guessing one letter at a time, and involving the gradual drawing of a stick figure hanging from the gallows.

According Tony Augarde, the author of The Oxford Guide to Word Games (Oxford University Press), the origins of Hangman are obscure, but it seems to have arisen in Victorian times. The game is mentioned in Alice Bertha Gomme's Traditional Games in 1894 under the name Birds, Beasts and Fishes. The rules are simple; a player writes down the first and last letters of a word for an animal, and the other player guesses the letters in between. In other source the game is called Gallows, The Game of Hangin', or Hanger. Hangman has featured in the 1978 Speak & Spell video game system under the name "Mystery Word" and is sometimes played today as a forum game.

The word to guess is represented by a row of dashes, giving the number of letters and category of the word. If the guessing player suggests a letter which occurs in the word, the other player writes it in all its correct
positions. If the suggested letter does not occur in the word, the other player draws one element of the hangman diagram as a tally mark.

The exact nature of the diagram differs; some players draw the gallows before playing and drawing parts of the man's body (traditionally the head, then the torso, then the arms & legs one by one). Some players begin with no diagram at all, and drawing the individual elements of the gallows as part of the game, effectively giving the guessing players more chances. The amount of detail on the man can also vary, affecting the number of chances. Many players include a face on the head, either all at once or one feature at a time.

Greenall (1988: 84) explains Hangman game as a words game and he puts it in his eighth chapter entitled Play on Words. He classifies Hangman game as a game for Elementary level and the procedure to play Hangman game are:

a. Form groups of four or five. Ask one person in each group to think of a word of not less than seven letters, and then make the number of letters with a series of dashes. In turn, the other students say one letter each. If the letter is contained in the word, it is marked in its correct position above the dash. If the letter is not contained in the word, a line representing part of the gallows (see below) is drawn.

![Hangman Diagram]


Picture 2.1. The example of hangman diagram by Greenall
b. Each time a student guesses a letter which does not occur in the word, further part is added to the gallows in the order marked below. There are ten parts to the gallows and if there are ten wrong guesses, the person who thought of the word wins a point.

Note that in the example below, letters which occur twice have to be suggested twice. Where time is limited, letters which occur twice or more can all be marked at the same time.

Some modifications to game play to increase difficulty level are sometimes facilitated, such as limiting guesses on high-frequency consonants and vowels. Another alternative is to give the definition of the word. This can be used to facilitate the learning of a foreign language.

Ur (1998: 31) gives the instruction to play hangman game as follows:

a. One player thinks of a word and writes down a series dashes, which represent the series of letters that make up the word.
b. The other players than guess what the letters are.
c. If they guess a letter right, the first player has to fill it in on the relevant dash (es).
d. If they guess a letter wrong, he or she may draw one (more) component of a drawing of a man hanging on a gallows.
e. The guesses continue until either the whole word has been guessed, or the hangman drawing has been finished. The complete drawing looks something like this:

Picture 2.2. The example of Hangman diagram by Ur
If the first player completes the drawing before the other has guessed the word, he or she wins, and may choose other words to be guessed.

If the word is guessed first, then the player to fill in the last letter(s) of the word may choose the next.

Wright et al (2006: 111) classifies Hangman game as a game that focuses on vocabulary and spelling. He gives the procedure to play Hangman game as follows:

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

b. Invite the learners to call out letters which they think may be in the word.

c. If a learner guesses correctly, write the letter above the appropriate dash. For each incorrect guess, draw one part of the hanged man as in the illustration.

![Hangman Diagram](image)

Picture 2.3. The steps to draw hangman diagram by Wright
Hangman game is a great help in stimulating in learning foreign language particularly in teaching of vocabulary. This involves guessing letters to reveal a word or phrase. After a certain number of incorrect guesses, a character onscreen is "hanged". The hanging can take the many forms.

Hangman game offers a challenge that will motivate the students to try to guess word based on the theme. It is an excellent way to practice spelling, increase vocabulary, and keep the mind focus on teaching learning process.

5. Teaching Vocabulary using Hangman Game to Young Learner

In this research, the researcher implements Hangman game to improve the fifth grade of Elementary School students’ vocabulary mastery. The procedure that the researcher uses are:

a. The students and teacher determine the theme of vocabulary (for example: profession)

b. The students are divided into 6 groups (each groups consist of 7 students) by the teacher.

c. One student in group is asked to choose a word or picture that has been given by the teacher and then makes the number of letters with a series of dashes.

d. In turn, the other groups guess the letters of the word one by one based on the clue/s given by the person who chooses the word.

e. If the letter is contained the word, it is marked in its correct position above the dash.

f. If they guess a letter wrongly, the teacher may draw one component of a drawing of a man hanging on a gallows (it is presented in the projector).

g. Each time a student guesses a letter which does not occur in the word, further part is added to complete the drawing of a man hanging on a gallows. There are ten parts to the gallows and if there are ten wrong guesses, the student who chooses the word wins a point. If one of the groups can guess the word correctly, the group wins a point.
h. After the word can be guessed, the students and the teacher spell together the word correctly.

i. Then, the students and the teacher pronounce the word appropriately.

j. After pronouncing words correctly, the students are asked to connect the word/s that related to the word.

By playing Hangman game, students can expand their vocabulary through playing with words. Studies have shown that word play makes students more active and they enjoy learning. In this strategy the mind is

commit to user
entangled. The learners improve their memory, orthography, reasoning, and spelling as well as increase their problem solving skills.

D. Review of Related Research

There are several other researchers’ works which discuss the use of games in language teaching. Some are published in internet TESL Journal. Since there is a similarity teaching media discussed in those articles and in this research, the writer briefly explains those articles below.

The first article is written by Nguyen and Khuat in Asian EFL Journal entitled “Learning Vocabulary through Games” shows that learning vocabulary through games is one effective and interesting way that can be applied in any classrooms. The results of their research suggest that games are used not only for more fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence. They add, “another issue related to using games for language teaching is while playing games, students usually speak in their mother tongue to discuss instead of the language they are learning. From our own experience and HUFS teachers' comments, it is hard to control the use of first language (L1) in classrooms when people use games as a tool to have students practice more their communicative skills in a foreign language. One unavoidable thing in utilizing games in English classrooms is that students, especially those who speak the same language, prefer using their first language to English. Even advanced students in our classes at the Distance Education Center still discussed with each other in first language.”

The second article is written by Minoo Alemi entitled “Educational Games as a Vehicle to Teaching Vocabulary”. This article focuses on the uses of word games. The result of her research shows that the uses of word games have positive effect on vocabulary development of third-grade Junior High School students. Then she said, “word games can provide the students a critical eye to observe their own behavior and to think about their classmates’. Word games can provide insights into how teacher evaluate the learning process. Through word
games teacher can confirm progress that has been made to demonstrate how future efforts can be directed.

Additionally, the research done by Larasati entitled Improving Students’ Vocabulary Mastery through Board Games (A Classroom Action Research at the Fourth Grade of SD Negeri Cengklik II Surakarta in 2009/2010 Academic Year) has result that board games can improve students’ vocabulary mastery. The improvement can be seen in the form of students’ behavior and students’ score. The students become more active in teaching and learning process. The improvement of students’ score can be seen from the differences between pre-test and post-test. The mean score of pretest is 5.82 and it improves to 6.72 in post test 1 and it also improves to 7.50 in the post-test 2.

Meanwhile, Ghada Sari states that games are like any other activity and when planning for them the teacher needs to consider what his/her objectives are. Some examples of aims and objectives when using games in teaching vocabulary are:

- Present new vocabulary items.
- Review vocabulary from previous lessons.
- Check what students know before teaching new vocabulary items.
- Practice new vocabulary items that have just been presented.
- As a warmer at the beginning of the lesson.
- As a filler at the end the lesson.

Based on the related researches that have been done, it can be concluded that Hangman game can improve fifth grade of Elementary School students’ vocabulary mastery in SD Negeri 1 Bangsri Wonogiri.

E. Rationale

In learning English vocabulary, there are difficulties that might be faced by the students. It happens to the fifth grade students of SD Negeri 1 Bangsri Wonogiri who still lack vocabulary mastery. Some indicators showing students’ problems are: (1) the students get difficulties to remember the meaning of words, (2) the students get difficulties to spell vocabulary correctly, (3) the students get
difficulties to pronounce English word, and (4) The students get difficulties to use the word properly. Those problems cause students getting marks lower than the passing grade.

In order to solve students’ problems in vocabulary learning, the teacher should implement an interesting teaching technique. Considering the supporting school facilities and the recent children’s characteristic, the writer proposes to improve vocabulary mastery on the fifth grade of SD Negeri 1 Bangsri Wonogiri students by using Hangman Game. Hangman game offers a challenge that will motivate the students to try to guess the meaning of difficult word based on the context. It is an excellent way to practice spelling, increase vocabulary, and keep the mind focus on teaching learning process. The students will feel fun, relax, and enjoy. They will memorize the vocabulary in different way that is by playing. Later, students will be aided to learn English vocabulary and do activities related to words they learn.

F. Hypothesis Action

Considering the explanation above, it is assumed that the students’ vocabulary mastery can be improved through Hangman game. When the students have a chance to be active in the vocabulary learning process, it is expected they will have better understanding and memory of vocabulary.

Thus the hypothesis proposed is “Hangman game can improve the students’ vocabulary mastery”.
CHAPTER III
RESEARCH METHODOLOGY

A. Context of The Study

This research was carried out in SD Negeri 1 Bangsri Wonogiri which is located on Bangsri, Purwantoro, Wonogiri, Central Java. SD Negeri 1 Bangsri provides multimedia facilities like computer and LCD. Besides, there are also laboratory of computer and gamelan’s room.

The writer conducted the research in the fifth grade students of academic year 2011/2012. In grade five, there are two classes; they are class VA and Class VB. Agree with the school’s regulation that in English lesson the two of classes was joined, thus the writer concerned on both of classes. There are 42 students in class V consisting 17 boys and 25 girls. Physically, the condition of the classroom in the fifth grade was quite conducive and effective for teaching and learning activities.

The research was conducted on February 2012 until July 2012. The time schedule of the research is described in Table 3.1, below.

Table 3.1. The Schedule of the Research

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Planning</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Acting and Observing (Cycle I)</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Reflecting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Replanning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>Acting and Observing (Cycle 2)</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Reflecting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Data Analysis and Reporting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

The research was conducted on February 2012 until July 2012. The time schedule of the research is described in Table 3.1, below.

Table 3.1. The Schedule of the Research

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Planning</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Acting and Observing (Cycle I)</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Reflecting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Replanning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>Acting and Observing (Cycle 2)</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Reflecting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Data Analysis and Reporting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

The research was conducted on February 2012 until July 2012. The time schedule of the research is described in Table 3.1, below.
B. Action Research

1. The Definition of Action Research

In conducting the study, the researcher uses action research. Nunan (1992: 229) defined Action research as a form of self-reflective inquiry carried out by practitioners, aimed at solving problems, improving practice, or enhancing understanding. It is often collaborative. While Wallace (1998: 1) gives his definition of action research as the systematic collection and analysis of data relating to the improvement of some aspect of professional practice.

Furthermore, Mason and Bramble (1997: 42) refer action research to a research designed to uncover effective ways of dealing with real world problems in which the researcher intends to study real settings. Burns (1999: 24) says that action research focuses on concrete and practical issues of immediate concern to particular social groups or communities. Its approaches are essentially ‘participatory’, in that they are conducted by and with members of the actual community under study (Balley in Burns, 1999: 24).

There are some characteristics of action research proposed by Burns (1999: 30) as follows:

a. Action research is contextual, small-scale and localized — it identifies and investigates problems within a specific situation.

b. It is evaluative and reflective as it aims to bring about change and improvement in practice.

c. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.

d. Changes in practice are based on the collection of information on data which provides the impetus for change.

Based on Mills (2000: 6) action research is systematic inquiry conducted by teacher, researchers, principles, school counselors, or other stakeholders in the teaching or learning environment to gather information about the ways that there particular schools operate how they teach, and how well their students learn.
In this research, the classroom action research was conducted to improve students’ vocabulary mastery through Hangman Game.

2. The Model of Action Research

In this classroom action research, the writer uses the model developed by Kemmis and McTaggart in Burns (1999: 32). According to Kemmis and Mc Taggart, action research occurs through a dynamic and complementary process consisting of four essential moments of planning, action, observation, and reflection. These moments are the fundamental steps in a spiraling process. Each moment will be explained as follow:

a. Moment of planning
   It is a process to develop a plan of critically informed action in order to improve what is already happening.

b. Moment of action
   It is an act to implement the plan.

c. Moment of observation
   It is a process of observing the effect of critically informed action in the context in which it occurs.

d. Moment of reflection
   It is reflecting process on these effects as the basis for further planning; subsequent critically informed action and so on, though a succession of stages.

The steps in action research (planning, action, observation, and reflection) are done in a cycle. Cycles are done depending on the problems needed to solve. The following is the model of action research figured by Kemmis and McTaggart in Burns (1999: 33).
The classroom procedure of this research was conducted within two cycles as shown in the following table:

Table 3.2. The Classroom Procedure of the Research

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>The writer prepared everything including lesson plans, instruments, and media needed in implementing the action.</td>
</tr>
<tr>
<td>Acting</td>
<td>The writer implemented teaching and learning activities as she planned.</td>
</tr>
<tr>
<td>Observing</td>
<td>Together with the collaborator, the writer observed all of the activities happened in the teaching and learning process and collected necessary data.</td>
</tr>
<tr>
<td>Reflecting</td>
<td>The writer analyzed the teaching and learning process done. Based on the analysis result, it was decided to continue to the cycle 2 since there were still problems to solve.</td>
</tr>
</tbody>
</table>
Planning  
The writer made a new lesson plan containing strategies to solve the problems.

Acting  
The writer implemented teaching and learning activities as she planned.

Observing  
Together with the collaborator, the writer observed all of the activities happened in the teaching and learning process and collected necessary data.

Reflecting  
The writer analyzed the teaching and learning process done. Based on the analysis result, the problems could be solved and it was considered not to continue the cycle.

3. The Procedures of the Research

There are eleven phases in an action research proposed by Burns (1999: 36-42). Those phases are elaborated below.

a. Exploring
   This is a very open-ended phase where researchers feel their way into the research questions. It is a starting point for undertaking some initial action, such as documenting general observations of the situation, in order to clarify the understanding about the problem. It may also involve doing some reading of recent articles or books to obtain ideas for research.

b. Identifying
   This involves recording or documenting observations which relate to the research area. It helps to clarify the nature of the situation and to suggest further action.

c. Planning
   This phase involves developing a viable plan of action for gathering data, and considering and selecting a range of appropriate research methods.

d. Collecting Data
   During this period, the procedures selected for collecting data are developed and put into action.
e. Analyzing/Reflecting
   This phase is considered as a combination of both analysis and reflection because the close analysis of data is often the stimulus for reflection.

f. Hypothesizing/Speculating
   In this phase, hypotheses are drawn out based on the data that have been collected to this point, on the analysis and on the reflections that have been arisen from the analysis.

g. Intervening
   This phase involves changing classroom approaches or practices in response to the hypotheses.

h. Observing
   This involves observing the outcomes of the intervention and reflecting on its effectiveness. This also involves a new set of teaching strategies and activities and a recycling back into a period of further data collection.

i. Reporting
   This phase involves articulating the activities, data collection and results that have come out of the research process within the research group.

j. Writing
   This is the phase where the research questions, the strategies developed, the process of the research, and the analyses and results observed are drawn together by writing up an account in a report or article.

k. Presenting
   This phase aims to ensure that the research is presented to a wider audience.

C. The Techniques of Collecting Data

   According to Nunan in Burns (1999: 78), Techniques for collecting action research data are generally qualitative in nature, reflecting the primary purpose to investigate practice critically and to work toward changing it within the context of the teaching situation. Then, Brindley in Burns (1999: 78) clarifies that this does not necessarily mean that quantitative methods are irrelevant to action
research; there well may be cases where quantitative methods will be used to complement or extend the findings of collaborative or individual action research projects.

Based on the opinions above, the researcher uses qualitative and quantitative methods in collecting the data. Qualitative data include observation, notes and journals, photographs, interviews, and documents. Meanwhile, quantitative data include tests (pre-test and post-test).

Below are the explanations of each method by Burns that have been summarized by the researcher:

1. Observation

Observation is an activity to take regular and conscious notice of classroom actions and occurrences which are particularly relevant to the issue or topics being investigated (Burns, 1999: 80). In the action research process, the daily experiences of observing students’ classroom behaviors and actions are not ‘just looking’, but more systematic and precise.

The writer observed what happened before, during and after the implementation of Hangman Game in the classroom. Some observed aspects were the classroom situation, students’ behavior, the teacher’s technique, and students’ response in the teaching and learning process. The collaborator was involved in the observation during the implementation.

2. Notes and Journals

According to Burns (1999: 87), notes or field notes are descriptions and accounts of events in the research context which are written in a relatively factual and objective style. They include reports of non verbal information, physical settings, group structures and records of conversations and interactions between participants. The writer noted the students’ reaction and response (critical incidents) to the teaching and learning process.

As defined by Burns (1999: 89), journals are an alternative to field notes, or a supplement, if time permits. They provide continuing
accounts of perceptions and thought processes, as well as of critical events or issues which have surfaced in the classroom. Journals contain more subjective and personal reflections and interpretations than the relatively formalized recordings of notes. After conducting each meeting in each cycle, the writer made journals containing all of the happenings in meetings and expressed her own reflection and feeling.

3. Audio and video recording

Audio and video recording are a technique for capturing in detail naturalistic interactions and verbatim utterances. Used in the classroom, they are thus very valuable resources of accurate information in patterns of interactional behavior which may not be obvious during the actual teaching process (Burns, 1990: 94).

In this research, audio recording is used to record the pronunciation of each student in pronunciation test, while video recording is used to record the activities in every meeting, so it can provide additional input into note-taking and show the classroom improvement.

4. Photographs

Photographic data hold promise as a way of richly illuminating numerous aspects of the classroom quickly and relatively inexpensively and providing new angles on the context being researched (Burns, 1999: 101). During the implementation process, the writer took photographs of students’ behavior and students’ learning activities to provide more accurate data.

5. Interviews

Interviews are face-to-face personal interactions which generate data about the research issue and allow specific issues to be discussed from other people’s perspectives (Burns, 1999: 117). According to Wallace (1998: 130), the great advantage of the interview is its flexibility. If the respondent has problems with the questions, they can be explained. If the respondent says something intriguing, follow-up questions can be
asked. If the structure of interview is sufficiently loose, sometimes unexpected avenues of investigation can be explored.

This technique was held at the beginning and the end of the research. The writer formally and informally interviewed the teacher before, during, and after conducting the research. Besides, the writer also informally interviewed students to know how they feel before and after the action.

6. Documents

These include student portfolios of written work, student records and profiles, lesson plans, classroom materials, letters, class memos and newsletters, and previous test or examination papers (Burns, 1999: 140). By examining documents, researchers can be aided to complement other observations by building a richer profile of the classroom or institutional context for the research. Documents like lesson plans, teaching materials, and students’ worksheets are important data in conducting this research.

7. Test

According to Arifin (1990: 22), test is an evaluation technique containing various questions which are done by students, its answers then result the measurement about students’ behaviors.

In each cycle of the research, there were pre-test before doing the treatment and post-test after the treatment held. The recorded marks of pre-test and post-test can be measured to know the students’ vocabulary mastery improvement.

D. The Techniques of Analyzing Data

Data analysis is the point where statements or assertions about what the research shows are produced (Burns, 1999: 153). In addition, data analysis involves describing (the ‘what’ of the research) and explaining (the ‘why’ of the research). Through the ‘what’ aspects, it is aimed to set out what the data show, while the ‘why’ aspects lead to find explanations for what emerges from the descriptions of the data.
1. Techniques of Analyzing Qualitative Data

In analyzing qualitative data, Burns (1999: 157-160) mentions several stages as follows:

a. Assembling the data
   The first step is to assemble the data that have been collected over the period of the research. By scanning the data, the process of more detailed analysis is started by bringing up possible patterns which can be adapted or added.

b. Coding the data
   Coding is a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes, or types.

c. Comparing the data
   After the data have been categorized in some way, comparisons can be made to see whether themes or patterns are repeated or developed across different data gathering techniques. The main aim of this stage is to describe and display the data rather than to interpret or explain them.

d. Building interpretations
   This is the point where the analyst makes some sense of the meaning of the data. It may be needed to come back to the data several times to pose questions, rethink the connections, and develop explanations of the bigger picture underpinning the research.

e. Reporting the outcomes
   The final stage involves presenting an account of the research for others. It is important to ensure that the report sets out the major processes of the research, and that the findings and outcomes are well supported with examples from the data.

2. Techniques of Analyzing Quantitative Data

In analyzing quantitative data, the writer uses descriptive statistic with the formula as follows:
\[
\bar{X} = \frac{\sum X}{N} \quad \bar{Y} = \frac{\sum Y}{N}
\]

in which:
\(\bar{X}\) = mean score of pre-test
\(\bar{Y}\) = mean score of post-test
\(\sum X\) = the sum of pre-test scores
\(\sum Y\) = the sum of post-test scores
\(N\) = the number of students

The mean score of students’ pre-test is compared to the mean of students’ post test to measure students’ achievement in vocabulary.
CHAPTER IV
RESEARCH FINDINGS AND ANALYSIS

The research is purposed to identify the improvement of students’ vocabulary mastery and to identify the improvement of the class situation when Hangman game is implemented as a technique during the teaching-learning process. The result of the research is elaborated into two sections: research findings and discussion.

A. Research Findings

1. Situation before the Research

   The research was conducted in Class V of SD Negeri 1 Bangsri Wonogiri. Before conducting the research, there were held pre-observation, pre-interview to the English teacher, and pre-test to collect the detail data. The situation before the research is summarized in Table 4.1

Table 4.1. Situation before the Research

<table>
<thead>
<tr>
<th>Problem Indicators of Vocabulary</th>
<th>Situation before the Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Students’ Language Skill</td>
<td></td>
</tr>
<tr>
<td>1) The students get difficulties to remember the meaning of words.</td>
<td>1) Some students often forgot the meaning of a word after the teaching learning process.</td>
</tr>
<tr>
<td>2) The students get difficulties to spell vocabulary correctly.</td>
<td>2) Generally, students spell ‘sam’er for ‘summer’.</td>
</tr>
<tr>
<td>3) The students get difficulties to pronounce English words.</td>
<td>3) Almost the students pronounce /kloidi/ instead of /klo奥迪/ for the word ‘cloudy’.</td>
</tr>
<tr>
<td>4) The students get difficulties to use the word properly.</td>
<td>4) Some students could not identify the proper function of word although the context was given.</td>
</tr>
</tbody>
</table>
b. **Mean Score of Pre-Test**

| Students’ mean score in pre-test was 53.41 | The pre-test mean score was lower than the minimum standard which was 7.00. |

---

c. **Class situation**

1) Students are too talkative during the lesson and make the class noisy.

2) The students cannot keep their focus on the lesson.

3) The students are passive in class.

4) Students bother their friends during the lesson.

5) Students are not eager to write the material on their books.

1) Most of the students were busy talking with their friends when the teacher (BL) explained the material. Therefore, the classroom became noisy.

2) There were some students who tried to pay attention to the teacher’s explanation and take notes. But, since other friends surrounding were noisy and bothered them, they were affected and could not focus on the lesson.

3) The students are not brave to express their idea.

4) Some students threw their eraser to their friends during the lesson.

5) Instead of immediately copying the material written by the teacher (BL) on the blackboard, students busily talked with their friends, this wasted the lesson time since the teacher (BL) should wait them until they finished copying.

---

Additionally, the detail of students’ mean score of vocabulary aspects is presented in Table 4.2.
Table 4.2. The Detail of Vocabulary Aspects’ Mean Scores of Pre-Test

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects of Vocabulary</th>
<th>Mean Score</th>
<th>KKM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Spelling</td>
<td>7.48</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>Meaning</td>
<td>5.52</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>Using</td>
<td>4.96</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>Pronunciation</td>
<td>4.29</td>
<td>7</td>
</tr>
</tbody>
</table>

Pre-observation was conducted to identify the condition of class V before implementing the action. It was conducted on April 5th, 2012 from 11.30 AM until 12.40 PM. By pre-observing, it was found that students of class V were generally hard to be controlled. Most of them were talkative during the lesson and made noises.

Before starting the lesson, the English teacher (BL) had to control the students to enter the classroom and make the class conducive enough. This was quite not easy and took long time. They were children after all. Thus, BL needed extra patience to condition the class and make students ready to start the lesson. Furthermore, there were students lazily laying their heads on the desk and daydreaming. As what happened to a student (BM), he seemed could not stand of having the English class. The writer heard he (BM) said that the English class was too long.

Actually, the condition of class V had already been realized by the teacher (BL). In the pre-interview that was held on March 29th, 2012, she said that the students of class V were hard to be controlled. Actually, they could understand the lesson quite well, but they were talkative and so noisy. Further, the class conducted in same time with gamelan lesson for class IV. It makes the classroom environment noisier.

Taken from the pre-observation and pre-interview, the causes of the problems were emerged not only from students’ characteristics that caused the noise, but also from the way the teacher delivered the material. During the lesson, it was encountered that the teacher did not use optimal technique to make students focus and help them to understand the lesson.
In explaining the material, the teacher wrote on the whiteboard and asked students to copy it on their notebooks. Indeed, this technique did not suit elementary students’ characteristics who love something fun. Therefore, students were not enthusiastic in the learning process. They easily got bored and could not focus. The teacher’s instruction to copy material written on the blackboard into students’ notebooks was not effective to handle the class situation and make them did not pay attention to the lesson. Indeed, this wasted the lesson time because the teacher had to wait students copying the material before erasing it and continuing to the next one.

From the pre-observation, it was found that the teacher focused more on meaning of vocabulary; she directly translated the English into Indonesian. Also she did not give sufficient pronunciation modeling. It was also realized by the teacher that she still lacked English pronunciation.

The pre-test was held in order to know the detail problems of students’ vocabulary mastery. From the result, it was found that the students’ test result was not satisfying. Their pre-test mean score was 53.41 and it was lower than the minimum standard which was 7.00. From the pre-test, it was encountered that some students still could not identify the correct English names of weather and seasons although the pictures were given. Students also found it difficult to fill the incomplete words by providing the missing letters. Besides, they still could not use the words although the context was given. In addition, through the oral test, it was encountered that students still could not pronounce English words correctly.

Based on the pre-research, it was identified that students’ vocabulary mastery and the class situation should be improved. Therefore, Hangman game was used as the teaching technique. It was optimized to create fun activity in learning English vocabulary.
2. The Implementation of the Research

a. Procedure of Research

The research was initialized by observing the teaching-learning situation in class V before any action was carried out. It was held in order to collect initial data of the teaching-learning process. Pre-interview and pre-test were also held in order to get more details of problems. Based on the initial data interpretation, a teaching plan was developed and implemented. Observation was held during the implementation process. Eventually, final findings were drawn at the end of the research to conclude the reflection. The research process is summarized in Table 4.3.

<table>
<thead>
<tr>
<th>Class</th>
<th>Class V of SD Negeri 1 Bangsri Wonogiri</th>
</tr>
</thead>
</table>
| Problem Identified | 1) Students’ vocabulary mastery was still low  
2) The class situation needed to improve |
| Solution | Using Hangman game as the teaching-learning technique |
| Pre-Research | 1) Pre-Interview  
The teacher (BL) was interviewed on March 29th, 2012 to collect the before-research data from BL’s points of view.  
2) Pre-Observation  
In order to gain the detail data, pre-observation was held on April 5th, 2012 in class V.  
3) Pre-Test  
Pre-test was conducted on April 12th, 2012, the material was concerned on “Weather and Season” |
| Research Implementation | There were four meetings held within two cycles. Each cycle covered two meetings. There was a post-test conducted in the end of each cycle. |
| Cycle I | 1) Meeting I (April 19th, 2012)  
Media: PowerPoint presentation  
Theme: Weather and seasons |
<table>
<thead>
<tr>
<th>Cycle 2</th>
<th>Activities: Presenting vocabularies, pronunciation modeling, drilling and practice, watching video, Singing a song, reviewing materials (doing exercise)</th>
</tr>
</thead>
</table>
| 2) Meeting 2 (April 26th, 2012) | Media: PowerPoint presentation  
Technique: Hangman game  
Theme: Weather and seasons  
Activities: Reviewing the previous material (correcting the homework), group game (Hangman game) |

| Cycle 2 | 1) Meeting 1 (May 3rd, 2012)  
Media: PowerPoint presentation  
Theme: Shapes  
Activities: Presenting vocabularies, pronunciation modeling, drilling and practice, watching video, Singing a song, reviewing materials (doing exercise)  
2) Meeting 2 (May 10th, 2012)  
Media: PowerPoint presentation  
Technique: Hangman game  
Theme: Shapes  
Activities: Reviewing the previous material (correcting the homework), group game (Hangman game) |

| Overall Reflection | Students’ vocabulary mastery improved and the class situation became more conducive to study. Hangman game was a helpful technique to make students more focus on the lesson and involve them in interest activities. |

From the table 4.3, it can be seen that in this research there were two cycles was conducted. There were two meetings held in each cycle. Consider that students’ vocabulary mastery and class situation still needed to improve, the cycle 1 continued to the cycle 2.
b. **Cycle 1**

There were several stages within cycle 1. The first step done before conducting any action was planning the action. This was done by preparing lesson plans and materials. Thereafter, all that had been planned was implemented in the class. During the implementation process, the writer observed the class situation and students’ behaviors. From the observation, the writer evaluated and reflected the action result. By considering the evaluation and reflection, it could be decided whether the research was continued to cycle 2 or not. The summary of cycle 1 is presented in Table 4.4.

### Table 4.4. The Summary of Cycle 1

<table>
<thead>
<tr>
<th>Topic introduced</th>
<th>The names of weather and seasons, covering the seasons in Europe.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycle 1 planning</td>
<td>In cycle 1, there were two meetings. Media: PowerPoint presentation Technique: Hangman game</td>
</tr>
</tbody>
</table>
| Action           | Meeting 1  
Theme: Weather and seasons  
Activities:  
- Presenting vocabularies  
- Pronunciation modeling  
- Drilling and practice  
- Watching video  
- Singing a song  
- Doing exercise  
- Reviewing materials  
Meeting 2  
Theme: Weather and seasons  
Activities:  
- Singing a song  
- Correcting the homework  
- Reviewing the previous material |
### Observation

**Meeting 1**
- The class was noisy. Some students talked with friends and disturbed others.
- The class was so narrow for 42 students. It also made the class unconducive for teaching-learning process.
- Students were really interested watching pictures in slide presentation.
- Students were really interested listen the native speaker pronunciation of words, and repeated it loudly.
- Students were quite good at memorizing vocabularies, but they could not pronounce the words correctly.
- In singing session, students were enthusiastic followed the song; it seemed they followed easily because there were subtitle in song video.
- Students were really interested watching video.

**Meeting 2**
- Students were very easy to condition.
- Students were very happy to study English.
- Some students did not fully finish their homework.
- Some students made mistakes in spelling words.
- Students still mispronounced some words.
- Students were enthusiastic to play Hangman game and work with friends.
- Some students get bored because the members of group were not agreeing with their wish.
- Some students still shy and afraid to answer the questions.

### Reflection

#### a) Teaching and learning process
- PowerPoint was used as the teaching media.
- Hangman game was used as the teaching technique.
- Students were actively involved in class activities.
- Students were involved in Hangman games and group works.
- Native pronunciations were effectively given as the modeling.
- There were students who were still shy and not
b) Vocabulary Mastery
   - Some students still had problems on using indicator.

Problem to solve:
a) There were some students who were shy and not confident in expressing their answer.
b) Students still had problems in vocabulary mastery especially aspect of using.
c) Students’ responsibility still needed to increase.

Considering the reflection of cycle 1, the research was continued to cycle 2. Students’ vocabulary mastery and class situation still needed to be improved.

The detail of Table 4.4. is elaborated as follows.

1) Planning the action

   In this stage, the lesson plan was made for the whole meetings in cycle 1. There were 2 meetings planned to be conducted in cycle 1. The writer got once meeting for English lesson within a week. The writer collected teaching materials from various books recommended by the teacher.

   The topic of the lesson was all the same during the research in cycle 1 that was “Weather and season”. The media used was PowerPoint presentation. While, the technique used was Hangman game.

2) Implementing the action

   a) The first meeting (April 19th, 2012)

      The lesson actually started at 11.30 AM. But, the writer got permission from the class teacher (BL) to prepare the LCD in class before English lesson started in order to check whether or not it could run. BL said that the LCD never
used in Class V. The writer took the rest time to prepare the LCD, because before English lesson, the students took a rest. Then, the writer also prepared the sound system. There was movable speaker. The problem was the cable of LCD did not too long, so the researcher added connection cable that had been prepared by the school. Unfortunately, the connection cable was broken. Thus, the LCD used in Blackboard and the pictures were not good. The other problem was the classroom environment. Because the class was close to Gamelan’s room, it was so noisy. The researcher should speak loudly so all the students can hear the researcher’s voice. It needed full power for the researcher. Since the number of class V was 42, it also makes the class unconducive for teaching-learning process.

The bell rang and the students entered the classroom one by one. Some students still brought their snack to the class, the others brought their ball. The class was very noisy. They shouted each other although they known that the researcher was stand up in front of the class.

From the pre-observation, the researcher had realized that students of class V were not easy to control and the class was so narrow for the students. To make the students focus on the lesson was really hard, therefore, the researcher tried to attract students’ focus and attention by greeted students by shouted “Hay!” students were required to loudly answer “Hallo!”. This strategy was quite successful and the lesson could be started.

Thereafter, the writer stated that students would learn about weather and seasons. Before presenting the main material, the writer gained students’ background knowledge about weather and season. The writer asked students question like, “Siapa yang tahu musim di Indonesia apa saja?”,
“Kalau di Eropa ada musim apa saja?”, “Kalau di Indonesia musim hujan, cuacanya bagaimana?”, “apa bedanya musim dan cuaca?”. They mentioned seasons in Indonesia and Europe in Indonesian loudly. They shouted their answer and raised their hand. It seen that they have been already learn about season in social knowledge lesson. It was a good respond for the researcher.

Then, the researcher showed the picture of weather and seasons. Firstly, it was the pictures of weather, above the picture there was a name of each picture. The students were really interested watching pictures in slide presentation. While showing the picture, the researcher played the native pronunciation to model the proper English pronunciation using speaker and laptop. The sound clearly heard enough, so the students could repeat easily. The students were really interested listen the native speaker pronunciation of words, the repeated it loudly. Then, the researcher asked the students to repeat the pronunciation and practice one by one. In last slide, the researcher gave some pictures of weather and seasons. Then, the researcher asked the students to spell and pronounce the name of pictures in English. Almost the students were quite good in memorizing vocabularies, but some of them could not pronounce the words correctly.

After drilling and practicing all vocabularies, the researcher showed the song video entitled “How’s the weather?” and “It’s rainy”. Each video played three times. Suddenly, all the students followed the song; it seemed they followed easily because there were subtitle in song video. The students were very happy to sing a song together. Then, to show the real situation of season in Europe, the researcher played video entitled “If you know all the seasons” and
“season in a year”. While the students watching video, the researcher gave the students’ worksheet to the students. After the video was ended, the researcher asked the students to do the worksheet by themselves. The researcher read the instruction loudly and explained to the students what should they do.

About fifteen minutes later, the researcher asked the students, “have you finished?”, one students (BM) said, “gek ngomong nopo tho Bu...?”. The researcher explained to the students that have you finished means “Mpun rampung dereng?”, and then the researcher gave same question again “have you finished?” All the students answered “No..No…”. They mean that they were not finished the work yet. Again, the researcher told the students if they have finished the work, the can answer “Yes I have, Miss” but if they were not finish the work yet, they can answer “Not yet, Miss”. It seemed that the students understood, they answered “Not yet, Miss” together.

Thereafter, students and the researcher corrected the answer of question together. Then, the researcher asked the students to cut the pictures and stick them to their English notes book; also they should write down the name above each picture. After that, the researcher showed the presentation again and together reviewed the material.

After all activities were done, the researcher announced the students that next meeting they will play Hangman game and asked the students to prepare themselves by learn the material today. Then, the researcher thanked students for paying attention and appreciated their works. Then, the writer closed class by asking the chair man lead to pray. The researcher wrote in black board “To close the
lesson, pray begin” and “enough!”. The researcher asked the chair man to lead the prayer in English. After modeling the pronunciation to all students, the chairman lead the prayer, then the researcher saying “Good Afternoon!” Students answered the closing greeting and the students left the class.

b) The Second Meeting (April 26th, 2012)

As previous meeting, on the rest time the researcher went to class V to prepare LCD and speaker. In this meeting, the researcher brought her own connection cable. After preparing the media, the researcher walked to the students who sat in class. There were about 8 students. The researcher asked them about English lesson in their point of view in previous meeting. Some of them said that English was really hard, especially in pronunciation and spelling; because it was different between spelling and pronunciation. When the researcher wanted to ask more, the bell rang, and all the students came in class. Students were easier to be conditioned.

As the researcher said in previous meeting, in the second meeting students played Hangman game in groups. As young learners, their characteristics gave positive impacts towards the game activity. The Hangman game was especially focused on spelling, relearning meaning, and pronunciation. Before played Hangman game, the researcher played song video and asked the students to sing a song together. After that, the researcher and the students corrected the students’ homework together. But, four of students (BM, PU, JK, and SS) did not fully finish their works. Thus, the researcher gave punishment by asked them sang together in front of the class, also asked them to collect their works in next meeting. Then, students and the researcher reviewed the previous lesson about
“Weather and seasons”. Some of students still mispronounced and made mistakes in spelling some words.

Next, the researcher divided the class into six groups. Each groups consisted of seven students. The researcher chosen the members of groups based on the score on pre-test; each group has heterogeneous members that got bad and good score. After that, the students sat down in group and the researcher gave the name of each group; there were group A, B, C, D, E, and F. But, some of students seemed getting bored because they felt that they did not have appropriate group members. One of the students said (UR), “Nggak mau Bu, kelompoknya dibagi sendiri aja Bu!” To avoid the students’ protest, the researcher gave option to the students whether they obey the rule and they will play the game or violate the rules and they will not play the game. Then, they agreed to obey the rule and played the game.

Next, the researcher explained the steps in Hangman game. The researcher used Indonesian to make the students easily understand. The students were enthusiastic to play Hangman game and work with their friends. They kept focus on the researcher explanation. After finished the explanation, some students asked their friends in whisper about the steps, it mean that they were not understand yet. Then, the researcher and some students tried to practice the game. After the students understood the steps, the researcher told the students that the group which played first was the group which did not noisy. “Kelompok yang paling rapi dan tenang, maju duluan.” Then, they sat down quietly and put on their hand on the table. Finally, the researcher chosen group A as the first guesser group and group B as the first answerer group.
The researcher provided a paper consisted vocabulary list of weather and seasons. The group A chosen the number then the researcher showed the word that must be guessed by group B. Then, one of the member group A (DN) came in front of the class made dashes as much as the letters amount of word that have been chosen. The word was “cloudy”. DN gave a clue by saying, “Merupakan sebuah cuaca.” Then the group B guessed in English the letter “W”, unfortunately there were not letter W in word cloudy. So, the researcher drew the first part of Hangman picture by clicked the key. All member of group B shouted “yaaaaaahhh…”, it shown that they were disappointed. Next, the group B guessed letter “R”, they made mistake again and the researcher clicked the key’s wrong, so the head of Hangman has been drawn on blackboard. One of the members (AL) realized that there were six dashes in blackboard, he shouted letter “C”. It was correct letter for “cloudy”, so DN wrote down the letter “C” on first dashes. Conscious that the answer is cloudy, all members shouted the letters formed word “cloudy”. After wrote down the letters, the researcher asked the students to pronounce and give the meaning of word “cloudy” together. If there were still mispronunciation, the researcher played the native speaker pronunciation, and asked the students to repeat together. Then, the researcher and the students discussed about the characteristics of cloudy. It supposed to give students’ knowledge of using the word based on context.

After all groups played the game, the three winners was group C, B, and F. the researcher gave rewards to the winners and the losers. They seemed very happy to play the game although when guessing the letter, some students still shy and afraid to answer the questions. To check and
strengthen students’ vocabulary memory and pronunciation, the review session was held. Overall, their vocabulary memory was good although there were some vocabularies they forgot like foggy and autumn. In the pronunciation review, students listened to the native pronunciation voice again. Right after they listened to the native pronunciation, they followed how to say the words correctly. The pronunciation drilling and practice were done in class, group, and individual. The second meeting’s time was up; the researcher thanked students and reminded them to study hard. The students left the class after praying together lead by BM.

3) Observing the action
   a) The first meeting

   Actually it was easy for the students to understand the lesson, but they were difficult to control. It took long time to condition them until they were ready enough to start the lesson. Their characteristics gave both positive and negative impacts in the teaching-learning process. In the positive side, they were active in classroom activities. On the other hand, they tended to talk with friends and disturb other friends. This condition made the class noisy and not conducive to the teaching-learning process. Moreover, the number of students was 42, it belonged to large amount.

   In the first meeting, it could be seen that students were really interested watching song videos and pictures. In daily lesson with BL, they seldom saw pictures as visual aids in learning vocabularies. Therefore, they were attracted when they saw displayed video and pictures.
In practice session, many students were embarrassed to practice pronunciation of vocabulary. They were concerned about their wrong pronunciation. For this reason, researchers always gave a positive response as saying "good job", or gave applause. They actually looked very enthusiastic; there were also some students who hand picked-up to practice pronunciation. But, there were some students who could not pay attention to the lesson, especially students who sat in the back. They were busy doing other non-academic things. The researcher had to walk around the class to control those noisy students.

When song video was played, the students spontaneously followed the song. They could follow the song because there was subtitled in video and the tempo of the song was quite slow. When the researcher distributed a worksheet, some students just tried to do, but there are also some students who were still confused about how to do it. Then, the researcher explained how to do the worksheet; the students were very quiet and very concerned listen the researcher’s explanation. After they finished, the researcher and the students corrected the answer together. Then, the researcher gave homework to them; cut the picture in worksheet and put them in their English notes book. Closed at the end of the lesson, the researcher announced that the next meeting, they would play the Hangman game and they have to learn seriously about the Weather and Seasons material. They were very happy and cheered together. When the bell rang, the students immediately packed up and ready to go home. They were lined up to greet the researcher and then go home.
b) Second meeting

Started the second meeting, the researcher played the song video at the first meeting. They were already familiar with the song and sang it very well. They looked very happy. After sang together, the researcher asked about the homework that given in the previous meeting. Almost the students have done the homework. As expected, there are some students who did not do it. They said that they forgot to do. The researcher gave the punishment to them (BM, FB, MO, and ARF). The researcher asked them to sing in front of the class.

Then, the researcher divided the students into several groups. At the time of the group division, there were some students who felt disappointed with the members of the group. They wanted to choose their own group members. However, the researcher does not agree and gave them optional choice; played the game or not. Then, the students agreed to play the game with their member chosen by the researcher.

Before starting the game, the researcher explained the stages of the Hangman game. The students looked very confused and asked each other. Hangman game for them was very strange and they have never done before. The researcher then gave an example by pointed to one of the students and practiced in front of the class. Some students seemed already understand, but some other students did not understand yet. Later, the researcher tried to give examples by chosen two groups for practiced the game. Ultimately, all students could understand and the game began. This explanation takes a long time. The researcher was worried about running out of time.

At the time of the game, many students were still confused to spell out the letters in the English language, especially the vowel letters (A, I, U, E, and O). The researcher
still must help them in distinguished the pronunciation of the letters. When guessing the letter, some students still shy and afraid to answer the questions. At the end of the lesson, the researcher gave gifts to the three groups’ winner. The losing group looked very disappointed; they did not know that they also get a prize. When the researcher gave gifts to the losing group, they were also very happy. The researcher asked them to remember the pronunciation of English letter. Then, the time was over. The researcher asked BM to lead the prayer as it is taught in previous meeting. After greeted the researcher, the students lined up to shake hands with the researcher and left the classroom.

4) Reflecting and evaluating the result

With facilities provided by the school (LCD and speaker), it was very helpful for the researcher to deliver the material. Although there was an obstacle on the first meeting that the LCD cable was too short, but it could still be resolved at second meeting; the researcher brought her own connection cable.

After analyzing the result in cycle 1, the researcher found that there was improvement in vocabulary mastery and class situation. In the teaching-learning process, the students’ vocabulary mastery score was increased and the students were actively involved in class activities. But, there were still some problems appears in this cycle. Although the average score increased in post-test 1, there were some students who did not passed the minimum score yet. Also the average score of using aspect did not achieved the passing grade. Besides, in playingHangman game, some students still shy to express their idea or answer.
a) Strengths
- The students become active, they were involved in
  Hangman game and group works.
- The students could pay their attention and participation in
  teaching and learning process.
- From the result of post-test 1, it was found that students
  were good in the meaning aspect. They could memorize
  vocabularies well.
- There was found students’ vocabulary mastery
  improvement. It was indicated by the improvement of the
  mean score in post-test 1 compared to the pre-test. The
  mean score of the pre-test which is 53.41 increased up to
  76.83.

b) Weaknesses
- The average score of using aspect was still low. It was
  known from the post-test 1 results.
- There were students who were still shy and not
  confidence to express their answer.

Based on the strengths and weaknesses found, the
researcher thought that it was necessary to conduct the second
cycle to overcome the problems.

5) Revising the plan

Considering the reflection of cycle 1, the research was
continued to cycle 2. There were several problems related to the
students’ vocabulary mastery and class situation that needed to be
solved.

Based on the post-test 1 result, there were some students
that unable using the words correctly although the context given.
Although its score has increased, but the students still have not
reached the passing grade score that must be achieved. Besides

commit to user
the post-test 1 result, the writer also uses her observation result during teaching learning process. In Hangman game activity, although most the students were able to answer all questions, but the writer still found some errors in spelling and pronunciation. Therefore, in first meeting of cycle 2, the writer focuses on spelling, pronunciation, and meaning. Then, in second meeting, the writer will focus in all aspects especially in using aspect.

In second meeting of cycle 1, the students were easier to be conditioned. The problems of class situation are there were some students who felt shy and afraid to express their idea or answers. Therefore, the researcher would give special treatment to them by gave them more chance than the others to answer or guess in Hangman game. As done in the first cycle, all meetings in cycle 2 would be conducted in the class V.

c. Cycle 2

After considering the reflection and evaluation result, there were still found problems needed to solve. Some vocabulary aspects and class situation still needed to be improved. Therefore, the research was continued to cycle 2. The same stages were done within the cycle 2. It was begun by planning what and how the action that would be conducted. This was done by making lesson plans. Thereafter, the planned actions were implemented. During the implementation, the researcher observed the class situation and students’ behaviors. From the observation and post-test result, the researcher could reflect and evaluate whether the research should be continued to the next cycle or not. The summary of cycle 2 is presented in Table 4.5.
### Table 4.5. The Summary of Cycle 2

<table>
<thead>
<tr>
<th>Topic introduced</th>
<th>Kinds of shapes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycle 2 planning</td>
<td>There were two meetings conducting in cycle 2. Main focus in meeting 1 was spelling, meaning, and pronunciation. While main focus in meeting 2 was spelling, meaning, using, and pronunciation. Media: PowerPoint presentation Technique: Hangman game</td>
</tr>
</tbody>
</table>

#### Actions

**Meeting 1**

- Theme: Shapes
- Activities:
  - Presenting vocabularies
  - Pronunciation modeling
  - Drilling and practice
  - Watching video
  - Singing a song
  - Doing exercise
  - Correcting works together (class discussion)
  - Reviewing materials

**Meeting 2**

- Theme: Shapes
- Activities:
  - Reviewing the previous material
  - Hangman Game

#### Observation

- There were some students who forgot some vocabularies.
- Some students still misspelled some words.
- There were still founds some mispronunciations.
- Students could be conditioned to have the listening session.
- Students cooperatively followed the native pronunciation.
- By correcting works together, students helped each other in the learning process.
### Meeting 2
- Students were enthusiastic in playing Hangman game.
- Students were competitive.
- Students were enthusiastic to give comments and correct other groups’ error and mistakes.
- Students were active and enthusiastic to answer questions including students who were usually shy in previous meeting.

### Reflection

**a) Teaching and learning process**
- Hangman game was used as the teaching technique.
  - Students were more active involved in class activities especially in checking and correcting other groups’ error and mistakes.
  - Students were involved in more fun activities.
  - Native pronunciation could be presented as the modeling since the class situation was more conducive for the listening session.
  - Students who were usually shy became more confident to express their answers in front of the class.
  - Students more respected the lesson and were more serious doing the test.

**b) Vocabulary mastery**
- There were only minor problem in spelling and pronunciation.

### Findings as the whole

**a) Teaching and learning process**
- Students were interested in learning vocabularies through Hangman game.
  - Students more respected in lesson.
  - Students became easier to be conditioned to create a conducive situation.

**b) Vocabulary mastery**
- Students have good vocabulary memory.
  - Most of the students could pronounce vocabularies correctly. There were only few students who still made minor errors in pronouncing words.
  - Most of the students could correctly spell...
The detail of Table 4.5. is elaborated as follows.

1) **Planning the action**

Cycle 2 was conducted in two meetings. The topic in this cycle quietly different with cycle 1, it was “kinds of shapes”. The first meeting would focus only in three aspects; there were spelling, meaning, and pronunciation. While second meeting would focus on the four aspects of vocabulary, there were spelling, meaning, using, and pronunciation. In cycle 2, the researcher would give treatment to the students who were still shy and afraid to express their ideas or answer in playing Hangman game. In cycle 1 each group freely answer the questions, but in cycle 2 the researcher asked students to give their answers one by one in sequence in each group. So, every member of the group should give their own answers.

2) **Implementing the action**

a) **The first meeting** (May 3rd, 2012)

The first meeting would focus on the four aspects of vocabulary; there were spelling, meaning, using, and pronunciation. The lesson began at 11.30 AM. As usual, students were firstly conditioned until they were ready to start the lesson. There was one student who was absent that day because she followed sing a song competition in Wonogiri regency. To start the meeting, the researcher greeted students
and checked their attendance. Thereafter the researcher announced who got the best score in the previous post-test 1.

Before doing main activities, the researcher told the students that in this meeting they would learn about kinds of shapes. Students still did not seem understand the meaning of the word "shapes". After given samples images on the LCD, they can understand the meaning of the word "shapes".

The researcher started by giving question of what things that have a shape liked the picture on the LCD screen. The students were very enthusiastic to answer questions. They responded very quickly. After warming up, the researcher began the lesson by showed the picture and its name in English. Same as in the previous lesson, the researchers also prepared the native pronunciation as modeling. The students were easy to be conditioned; they listened to and imitated native pronunciation together.

After that, the researcher played the song video about "Kinds of shapes". They are very keen to see the video. They could not follow the song because there was not any subtitled in video. They only enjoyed the video and moved their head and hand. At the same time, the researcher distributed worksheets to the students. Before doing the worksheet, the researcher asked students to answer the questions on the LCD. The researcher gave chance to students who want to answer questions by raised their hand. In a question and answer session, there are still some students who make mistakes in pronunciation and spelling; primarily on the word "sphere", the researchers have repeated many times, but still there were mistakes in pronunciation.

About 20 minutes later, the researchers asked, "Have you finished?". Most of the students answered "yes, I have", 
but some other students answered "Not yet, Miss". Basically, they were easy to understand and easy to memorize if the words in the English language was applied in their life. After all students completed the worksheets, the researcher asked the students to exchange their answer to another friend randomly to be corrected.

After all questions were answered, the researcher asked the students to pronounce those kinds of shapes’ names to review their pronunciation. Then, the researcher announced that next meeting they would play Hangman game again with the same group members. Thus, they should prepare themselves to win the game. In the end of meeting, the researcher thanked the students, appreciated their works, asked one of the students to lead the prayer, and took a leave.

b) **Second meeting (May 10th, 2012)**

Not as usual, all the students of class V had been in class in rest time. They said that they want to help the researcher to prepare the LCD and speaker. The researcher felt very happy because their respond was very surprised. The students said that they could not wait to play Hangman game. The bell had not been ring, but they asked the researcher to close the door and started the lesson. Because they were well prepared, then the researcher followed their wishes to start the lesson.

In waiting the bell rang, the researcher played song video of “Kinds of shapes”, when the picture appeared, the students shouted out the shape name of the picture in English. Then, after the song video was end, the students asked the researcher to played video about “alphabet”, they want to...
remember pronunciation of each letter. After played the video twice, the students could follow the song well.

Hangman game has ready to begin. Without ordered to calm down, the students had to sit quietly. They wanted their group to advance early to play Hangman game. The researcher chosen group C as the first group who became gave question, while group D as guesser. They were very enthusiastic. The researchers pointed one student (BM) from group C to advance in front of the class. The researchers pointed BM because in teaching and learning BM usually gave an enormous influence on the atmosphere of learning and teaching in the classroom. At the pre-interview, the teacher (BL) also revealed that BM was very difficult to be controlled. Before BM advancing to the front of the class, the researcher asked a group C to choose a number that contained the secret image. Group C chose the number 8 and the image that there was a triangle. Before going forward, the group C discussed to make sure the name of the picture. After the completion of discussion, BM drew 8 dashes according to the number of letters in the word "triangle". On the Hangman game this time, the researcher did not ask student to provide keywords. To condense the time, the researcher pointed student who must guess the letter and limit their time for guessing within 5 seconds. The first three members did not guess the letter then the member of the four began to guess the letter "P", because the letter "P" was not in the word "triangle", the researcher drew the first part of Hangman. After that, member of five tried to guess the letter "R", BM still confused to put on where dash the letter R, then the researcher asked the group C whether the letter "R" was in the secret word or not, group C answered that letter "R" was in second dash. BM wrote the
letter "R" above the second dash. After that, the next member guessed the letter "T" and BM wrote down on the first dash. The guessing continued until formed the word "TRIANG_ _". This time the member of the group D guessed the letter "E" by said "eeeeee ...", because in English language did not exist, it was considered a mistake thus the researcher drew the second part of Hangman game in LCD. After that, the other member realized their mistakes and justified it to form the word "TRIANGLE". Another group gave applause for group D because they was managed to guess the word correctly and there were only 2 errors. After that, the researcher asked the students to pronounce and spell together, and then asked them about what the meaning of the word.

Students actively guessed the word and they could work well together. Even students who were initially very shy, now they more brave to express their opinion. After the game finished, there was still some pictures that have not been predictable. The researcher drew some dashes on blackboard and asked the students to guess the letters. All the students gave their letters, thus, the researcher wrote the most letter/s that shouted by the students. They looked happy and seemed to have mastered the English vocabulary as well.

At the end of the study, the researcher showed the slides at the first meeting to review their vocabulary. The students have a good in memory. Students’ spelling and pronunciation have been improved too. Five minutes before the bell rings, researchers announced that today is the last day he was teaching. The next material would be delivered by their teachers (BL). The students looked very sad. They wanted the researcher continued to teach in their class. Several students asked, "Miss, kenapa kok udah nggak ngajar lagi?", "Miss,
mau ngajar di sekolah lain to?”, "Miss, jangan pergi lho miss, di sini aja!", "Miss, besok miss ngajar lagi ya... " The researcher could only smile at every word that came out of the student. Basically they were children; they do not understand what the purpose of this research study. When the bell rang, the students prepared themselves and the chairman (NN) lead the prayer in English that have been taught by the researcher at the first meeting in cycle 1. After praying, they lined up and shook hands with the researcher. Some female students were not shy to give a hug to the researcher. The researcher was very pleased and very touched because in a moment they could be close to the researcher. The researcher always said “be careful ya...” after they shook hands. The researcher asked the students to study hard.

3) Reflecting and evaluating the result

In the second cycle, students were more active during the teaching-learning process. They were so enthusiastic and competitive. Although there were students who forgot some vocabularies, all students generally could guess and spell the “secret word” correctly in playing Hangman game.

a) Strengths

- The students actively participated in checking and correcting their friends’ errors and mistakes especially in the using aspect.

- Students who were usually shy to express their answers, they became more confident time to time. For example, a student named SAR who was so shy and not confident to answer questions though she knew the answers. During the second cycle, she became braver to answer questions.
- Students were easier to condition. It gave good impacts in building a concussive teaching-learning situation.
- The students more respected the importance of the lesson.
- The class situation was quiet and conducive enough, so the sound of native pronunciation played through speaker could be clearly heard.
- There was found an improvement on students’ vocabulary mastery. The mean score of post-test 2 proved it. It was 87.62, higher than the mean score of post-test 1 which was 76.83.
- There was found that the mean scores of all vocabulary mastery aspects (spelling, meaning, using, and pronunciation) were passed the passing grade.
- During the post-test 2, many students said that they could successfully do the test; also they could do the test faster.

b) Weaknesses
- There were only minor problem in spelling and pronunciation.

3. Findings

By analyzing various data sources, research findings were gathered including the effectiveness of using Hangman game to improve students’ vocabulary mastery and class situation during the teaching-learning process. The research findings are summarized in Table 4.6. below.
### Table 4.6. Research Findings

<table>
<thead>
<tr>
<th>Indicators before research</th>
<th>Criteria</th>
<th>Situation prior to the research</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ Language Skill</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) The students get difficulties to remember the meaning of words.</td>
<td>1) The students often forgot the meaning of a word after the teaching learning process.</td>
<td>1) Students were good in memorizing seasons’ names.</td>
<td>1) Overall, students could identify the shapes’ names.</td>
<td>1) Overall, students were good in memorizing shapes’ names although there were some vocabularies they forgot like sphere and semicircle.</td>
</tr>
<tr>
<td>2) The students get difficulties to spell vocabulary</td>
<td>2) Generally, students spell ‘samer’ for ‘summer’.</td>
<td>2) Students made mistakes in spelling.</td>
<td>2) There were some misspellings found.</td>
<td>2) Students had fewer difficulties in spelling words.</td>
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<tr>
<td>Indicators before research</td>
<td>Criteria</td>
<td>Situation prior to the research</td>
<td>Cycle 1</td>
<td>Cycle 2</td>
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<td></td>
<td>Instruments of collecting data: students’ documents, observation, interview, pre-test, post-test1</td>
<td></td>
<td>Instruments of collecting data: students’ documents, observation, interview, post-test1, post-test 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meeting 1</td>
<td>Meeting 2</td>
<td>Meeting 1</td>
</tr>
<tr>
<td>3) The students get difficulties to pronounce English words.</td>
<td>3) Almost the students pronounce /clowdi/ instead of /klaudi/ for the word ‘cloudy’.</td>
<td>3) Students made many mistakes in pronouncing words of weather and seasons.</td>
<td>3) Students still made several pronunciation mistakes.</td>
<td>3) There were still found some mispronunciations.</td>
</tr>
<tr>
<td></td>
<td>4) The students get difficulties</td>
<td>4) Some students could not identify</td>
<td>4) Students could not mention the weather</td>
<td>4) Students were able to identify</td>
</tr>
<tr>
<td>Indicators before research</td>
<td>Criteria</td>
<td>Situation prior to the research</td>
<td>Cycle 1</td>
<td>Cycle 2</td>
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<td>Instruments of collecting data: students' documents, observation, interview, pre-test, post-test</td>
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<td></td>
<td></td>
<td>Cycle 1 Meeting 1</td>
<td>Cycle 2 Meeting 2</td>
<td>Cycle 1 Meeting 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meeting 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Result of Test</td>
<td>The mean score of pre-test was 53.41 which were under the passing grade (7.00).</td>
<td>The mean score of post-test 1 was 55.41 which 76.83. It passed the passing grade.</td>
<td>The mean score of post-test 1 was 53.41 which 87.62 which had passed passing grade.</td>
<td></td>
</tr>
<tr>
<td>Class situation</td>
<td>1) Students are too talkative during the lesson and make the class noisy.</td>
<td>1) Most of the students were busy talking with their friends when the teacher (BL) explained the material.</td>
<td>1) Students were noisy and difficult to control.</td>
<td>1) Students were easier to control.</td>
</tr>
<tr>
<td></td>
<td>1) Most of the students were busy talking with their friends when the teacher (BL) explained the material.</td>
<td>1) Students were noisy and difficult to control.</td>
<td>1) Some students were still noisy and difficult to control.</td>
<td>1) Students were easier to control.</td>
</tr>
<tr>
<td></td>
<td>1) Students were noisy and difficult to control.</td>
<td>1) Some students were still noisy and difficult to control.</td>
<td>1) Students were easier to control.</td>
<td>1) Students were easier to control.</td>
</tr>
<tr>
<td>Indicators before research</td>
<td>Criteria</td>
<td>Situation prior to the research</td>
<td>Cycle 1</td>
<td>Cycle 2</td>
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<td></td>
<td>2) The students cannot keep their focus on the lesson.</td>
<td>2) There were some students who tried to pay attention to the teacher’s explanation and take notes. But, since other friends surrounding were noisy and bothered them, they were</td>
<td>2) Students were involved in fun activities. They got busy competing answer questions, so they were kept their focus during the lesson.</td>
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<td></td>
<td>2) Therefore, the classroom became noisy.</td>
<td>2) Students were involved in fun activities. They got busy competing answer questions, so they were kept their focus during the lesson.</td>
<td>2) Students were involved in fun activities. They got busy competing answer questions, so they were kept their focus during the lesson.</td>
</tr>
<tr>
<td>Indicators before research</td>
<td>Criteria</td>
<td>Situation prior to the research</td>
<td>Cycle 1</td>
<td>Cycle 2</td>
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<td>Meeting 1</td>
<td>Meeting 2</td>
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<td></td>
<td>Meeting 1</td>
<td>Meeting 2</td>
</tr>
<tr>
<td>3) The students are passive in class.</td>
<td>3) The students are not brave to express their idea.</td>
<td>3) The students are not afraid to answer the teacher’s questions.</td>
<td>3) Since the students involved in Hangman game, they were kept active during the lesson. However, some students still shy to answer the questions.</td>
<td>3) Students were kept active during the lesson. They competed to answer the questions.</td>
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<tr>
<td>4) Students bother their friends</td>
<td>4) Some students threw their</td>
<td>4) Some students</td>
<td>4) Some students</td>
<td>4) Some students</td>
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</tr>
</tbody>
</table>

**Instruments of collecting data:**

- students’ documents, observation, interview, pre-test, post-test 1
- post-test 2
<table>
<thead>
<tr>
<th>Indicators before research</th>
<th>Criteria</th>
<th>Situation prior to the research</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Instruments of collecting data: students’ documents, observation, interview, pre-test, post-test 1</td>
<td></td>
<td>Instruments of collecting data: students’ documents, observation, interview, post-test 1, post-test 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meeting 1</td>
<td>Meeting 2</td>
<td>Meeting 1</td>
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<tr>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>during the lesson.</td>
<td>eraser to their friends during the lesson.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) Students are not eager to write the material on their books.</td>
<td>5) Instead of immediately copying the material written by the teacher (BL) on the blackboard, students busily talked with their friends during the lesson.</td>
<td>5) Instead of being forced to write the material, students felt more interesting to do fun activities related to the material (watching song video and pictures) during the lesson.</td>
<td></td>
<td>5) Instead of being forced to write the material, students felt more interesting to do fun activities related to the material (watching song video and pictures) during the lesson.</td>
</tr>
<tr>
<td>Indicators before research</td>
<td>Criteria</td>
<td>Situation prior to the research</td>
<td></td>
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<td>------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>friends, this wasted the lesson time since the teacher (BL) should wait them until they finished copying.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meeting 1</strong></td>
<td><strong>Meeting 2</strong></td>
</tr>
<tr>
<td><strong>Instruments of collecting data:</strong> students’ documents, observation, interview, pre-test, post-test</td>
<td><strong>Instruments of collecting data:</strong> students’ documents, observation, interview, post-test1, post-test2</td>
</tr>
<tr>
<td><strong>related to the material</strong> (watching song video and pictures)</td>
<td><strong>playing Hangman game</strong></td>
</tr>
</tbody>
</table>
a. The Improvement of Students’ Vocabulary Mastery

The use of Hangman game as the teaching technique had helped students’ learning process, so their vocabulary mastery could improve. It is proved by the increase of mean score through pre-test and post-tests. The positive change of students’ attitudes shown day by day also played role in the increase of test score. Furthermore, the number of students who passed the test also increased through tests. The improvement of students’ achievement is presented in the following figures and table.

![Picture 4.1. The Improvement of Students’ Mean Scores](image)

Table 4.7. The Improvement of Students’ Vocabulary Aspects

<table>
<thead>
<tr>
<th>Aspects</th>
<th>S</th>
<th>U</th>
<th>M</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>KKM</td>
<td>7.0</td>
<td>7.0</td>
<td>7.0</td>
<td>7.0</td>
</tr>
<tr>
<td>Pre-Test</td>
<td>7.48</td>
<td>5.52</td>
<td>4.96</td>
<td>4.29</td>
</tr>
<tr>
<td>Post-Test 1</td>
<td>9.76</td>
<td>6.93</td>
<td>8.04</td>
<td>7.21</td>
</tr>
<tr>
<td>Post-Test 2</td>
<td>9.80</td>
<td>9.05</td>
<td>8.92</td>
<td>8.19</td>
</tr>
</tbody>
</table>

S: Spelling    U: Use    M: Meaning    P: Pronunciation
There were three students having different intelligence level who got more attention in this research. The improvement of their achievement is summarized below.

<table>
<thead>
<tr>
<th></th>
<th>Pre-Test</th>
<th>Post-Test 1</th>
<th>Post-Test 2</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A (NF)</td>
<td>70</td>
<td>100</td>
<td>100</td>
<td>90</td>
</tr>
<tr>
<td>Student B (WL)</td>
<td>56.67</td>
<td>76.67</td>
<td>96.67</td>
<td>76.67</td>
</tr>
<tr>
<td>Student C (AG)</td>
<td>20</td>
<td>50</td>
<td>66.67</td>
<td>45.56</td>
</tr>
</tbody>
</table>

Student A is indeed known as the cleverest student. In the class, he always paid attention to the lesson. He always passed the passing grade in pre-test and post-tests. He could understand the lesson quickly. Furthermore, he made a little mistake in pronunciation. Basically, he did not need a special treatment during the research.

Student B is considered in the average level. Actually, she had a good motivation. Nevertheless, she was a shy student. Although she knew the answers of given questions and wanted to answer, she was not confident to speak up in English. Furthermore, she easily got bored and tended to make noises in the class. During the research, Hangman game helped her to focus on the lesson. She was more interested to pay attention and active in the class activities. Through the meetings, she was more confident than before.

Student C is included in the lower level. Actually, she is a special student. She had lower intelligence level than other students. She could not quickly understand and memorize the
materials like other friends. Nevertheless, she liked playing Hangman game and doing group works. Due to her weaknesses, she needed to be specially motivated and treated so that it would be easier for him to understand the lesson.

In conclusion, the sample students had improved their vocabulary mastery. It is shown in their improvement of test scores and attitudes.

b. The Improvement of the Class Situation

Comparing to the condition before the research was conducted, there were some positive progresses in the class situation. Before the research, almost all students were busy doing non-academic activities. The conventional teaching process without an interesting technique made students easily got bored and tended to make noises during the teaching-learning process. Students were not easy to control. Therefore, the class became not conducive. But, the condition changed positively with the help of Hangman game as the teaching technique. It could attract the students’ attention and curious. They became more focused on the lesson and were helped to understand the materials.

It was said by one of students (AY) that learning English with Hangman games and various picture and song video was interesting. *Dia sangat tertarik karena belajar sambil bermain. Biasanya dengan BL hanya mencatat saja dan latihan soal* (AY, Informal Interview Note, 10/5/2012).

Besides, Hangman game facilitates students of Class V who were competitive. They could be actively involved in class activities and explore their skills more. Moreover, students were more easily to control and condition. Even, they could cooperate to keep any noise during the listening session in the every meeting. Due to the conducive situation, the native pronunciation
could be heard clearly enough, so students could get the pronunciation modeling.

c. The Improvement of Students’ Behavior

Students’ behavior in the class also changed during the research. There were some positive progresses shown by some students who were usually shy in the class. They were not confident to speak up although they knew the answers. But, through the meetings, those shy students became more confident answering questions. They more actively participated in the games and bravely raised their hands competing with other friends to answer questions.

In the earlier meetings, some students were not respectful to the researcher. But, they became more friendly and cheerful through days. They always happily greeted the writer and called the writer’s name whenever they saw her passed the class. Besides, girl students were not shy to hug the writer and wanted the writer to teach them longer. When the research was ended, they sadly let the writer leave the class and hugged her tightly.

B. Discussion

1. Hangman game is Able to Improve Students’ Vocabulary Mastery

The implementation of Hangman game as the teaching technique had improved students’ vocabulary mastery. Four aspects in vocabulary concerned in this research could be improved. Those are spelling, meaning, use, and pronunciation. In the final test, it was shown students’ higher achievement.

In the learning process, Hangman game had aided students to understand and memorizing the materials better. It is stated by Lee (1995:35) that there are several main advantages when games are used in the classroom, including a welcome break from the usual routine of the
language class, motivating and challenging, effort of learning, and language practice in the various skills. Games encourage, entertain, teach and promote fluency. Hangman game offers a challenge that will motivate the students to try to guess word based on the theme. It is an excellent way to practice spelling, increase vocabulary, and keep the mind focus on teaching learning process.

Rixon in Brumfit (1995: 33) states, “it is a commonplace that young children learn better through play or at least can be induced to go along with teaching that is tempered by ‘fun’ activities.” Hangman game has aims and objectives in teaching vocabulary; they are review vocabulary from previous lessons and practice new vocabulary items that have just been presented.

2. Hangman game is Able to Improve the English Class situation

Hangman game helps teachers to manage the class. It can attract students’ attention and make them focus on the lesson. If students’ attention can be gained, the tendency of students to make noises can be reduced since they focus on the game. This is helpful to manage and keep the class conducive.

During the research implementation, students were more motivated to follow the lesson. They did not seem sleepy or bored. By the support of Hangman game, teachers can create interesting activity to keep students alive in the class. Using Hangman game makes young children more highly engaged in classroom learning activities. By building such conducive atmosphere, it increases students’ enthusiasm to be active in the class and help them explore their skills. Additionally, students more focus on the lesson, so their non-academic activities can be reduced.
CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTIONS

After collecting data by observing teaching-learning process, interviewing teachers and students, and from the researcher’s reflections of applying Hangman game in the class V she is teaching, the researcher has come to some findings that will be helpful for teaching and learning vocabulary. The results will be displayed in three subsections, (A) conclusion, (B) implication, and (C) suggestions.

A. Conclusion

The discussion in the previous chapter can be drawn into conclusion which is based on the result of the research with the following problem statements: 1) how far does hangman game improve the students’ vocabulary mastery? And 2) what is the classroom situation when Hangman game is implemented in the English class of the fifth grade of SD Negeri 1 Bangri Wonogiri?

First, the use of Hangman game to teach vocabulary can improve students’ vocabulary mastery. The students had positive progress in vocabulary indicators as mentioned in the research findings. The improvement in meaning indicator made the students better in memorizing vocabulary. Most of the students also could correctly spell vocabularies. Errors and mistakes could be reduced through students’ experiences. Most of the students could pronounce vocabularies correctly. There were only few students who still made minor errors in pronouncing words. Students also could identify the proper word use based on the context given.

The result of the test supports the statement. Students’ pre-test mean score is low, which is 53.41. This score is below the school passing grade, which is 70. The mean score improves since the post-test 1. The mean score of post-test 1 is 76.83 and it improves again in post-test 2 which is 87.62.

Second, the use of Hangman game to teach vocabulary improves the situation during the teaching learning process. The class was conducted in fun atmosphere. They had a great enthusiasm and motivation toward the lesson, paid
full attention to the teacher, and got more confidence to show their ideas or answer. By more involving students in interesting class activities supported by Hangman game, it can decrease students’ boredom in the learning process. This helps teachers more easily manage the class to be conducive.

B. Implication

The one of vocabulary games that that can be implemented and suitable with the characteristics of the fifth grade elementary school students is Hangman game. The conclusion of this research proves that Hangman game can improve the students’ vocabulary mastery and also it gives positive effects in classroom environments.

There were some factors that might influence the improvement of students’ vocabulary mastery and classroom environment. The steps in Hangman game could cover the students’ problem indicators. Firstly, on step “choose the secret picture”. The students who choose the picture are forced to know the name of the picture; it means Hangman game could improve the indicator of meaning. Secondly, on step “guess the word”. The students are asked to guess the word correctly in spelling. Thirdly, on step “pronounce together” the students are asked to pronounce correctly. If some students make a mistake, they will learn through their friends; it means they learn by their own experience. Fourthly, after pronouncing words correctly, the students are asked to connect the word/s that related to the word. Here, the students are asked to give their opinion on the appropriate context with the word. With these activities, students have used the word in context. The last, Hangman game is fun activities. Almost of the students are motivated to play Hangman game, therefore they were more brave to express their idea. By involving students more in interesting class activities supported by Hangman game, it can decrease students’ boredom in the learning process. This helps teachers more easily manage the class to be conducive.

In conclusion, learning vocabulary through Hangman game is one effective and interesting way that can be applied in any classrooms. The results of this research suggest that Hangman game is used not only for mere fun, but more
importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence.

C. Suggestions

Based on the conclusion and implication elaborated above, there are some suggestions related to vocabulary teaching as follows:

1. For teachers

Games, such as Hangman game is one of the alternative techniques to make a fun atmosphere during teaching and learning process in a classroom. The teachers who want to implement this game are required to give instruction clearly to the students. In playing Hangman game, there are several steps that must be understood. Therefore, the teacher should make sure that the students clearly understand the way or the rule in playing Hangman game. It is suggested to use some pictures related to the theme of Hangman game, thus the students can understand the step more easily.

2. For institutions

Hangman game requires some facilities such as LCD projector, speaker, and laptop. The institution can provide those facilities so that Hangman game can be done successfully in teaching-learning process. In addition, the institution can give some training of playing Hangman game to the English teachers.