

THESIS

**A STUDY ON THE USE OF HANGMAN GAME
IN IMPROVING VOCABULARY MASTERY
OF THE SEVENTH GRADE STUDENTS AT
SMP SWASTA DIAKUI ADHIYAKSA 2 KUPANG
IN THE SCHOOL YEAR 2014/2015**



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FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
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For Sarjana Pendidikan Degree in English Language Education**

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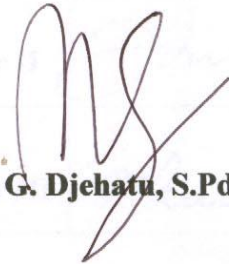
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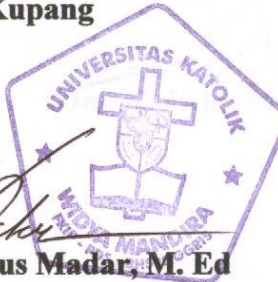

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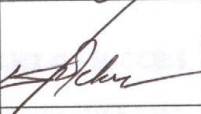
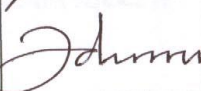
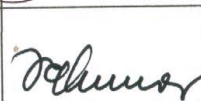
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MOTTO

**“INTELLIGENT IS NOT THE ONLY THING THE DETERMINANT OF SUCCESS
BUT HARDWORK IS THE REAL DETERMINANT OF YOUR SUCCESS”
(NOVY REME)**

DEDICATION

This thesis is particularly dedicated to the following persons.

- 1. My Beloved parents(Pius Wens Reme And Orlanda Quintao)**
- 2. My Beloved Brothers and Sister (Tima Reme,Fano Reme,Thomas Reme
And Gilbert Reme)**
- 3. My Almamater Widya Mandira Catholic University, Kupang**
- 4. And all my families, relatives, friends, who are very attentive to the success
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Kupang,July2015

The writer

ABSTRACT

This study is entitled: **“A STUDY ON THE USE OF HANGMAN GAME IN IMPROVING VOCABULARY MASTERY OF THE SEVENTH GRADE STUDENTS AT SMP SWASTA DIAKUI ADHIYAKSA 2 KUPANG IN THE SCHOOL YEAR 2014/2015”**. This study is conducted to answer the following questions: (1) Is the use of hangman game effective in improving vocabulary mastery of the seventh grade students at SMP Swasta Diakui Adhiyaksa 2 Kupang in the school Year of 2014/2015? (2) To what extent does hangman game improve the vocabulary mastery of the seventh grade students of SMP Swasta Diakui Adhiyaksa 2 Kupang in the school Year of 2014/2015?. The objectives of this study are the following: (1) To find out whether hangman game is effective in improving the vocabulary mastery of seventh grade students of SMP Swasta Diakui Adhiyaksa 2 Kupang in the school Year of 2014/2015 Or not? (2) To find out to what extent hangman game improved the vocabulary mastery of seventh grade students of SMP Swasta Diakui Adhiyaksa 2 Kupang in the school year 2014/2015?A. This study belongs to the Classroom Action Research (CAR) based on the model offered by Kemmis and McTaggart (in Burn, 2010: 90) and were conducted in two cycles. Each cycle consists of four stages namely: Planning, Action, Observation, and Reflection. The writer chooses the seventh grade students of SMP Swasta Diakui Adhiyaksa 2 Kupang which consist of 20 students. The instruments used in this study were observation sheet, pre test and post test. The pre test was given before they had been taught without hangman game and post test was given after they had been taught using hangmangame . Based on the analysis of data, the writer concludes that The use of hangman game is effective to teach vocabulary for students in SMP Swasta Diakui Adhiyaksa 2 Kupang. There are some significant differences in research of teaching vocabulary by using hangman game. The student’s level of vocabulary in the pre test was below average (45.25) while the post test cycle I their level is average (59.37) and post test cycle II is Fairly Good (68.25). In teaching vocabulary without technique or games especially hangman game students had low motivation in classroom interaction but in playing hangman game students had higher motivation in learning English especially about vocabulary. Based on the result of the study, the writer would like to propose some suggestions as follows: (1) The English teacher of the researched school should pay attention to students’ needs and characteristics by giving them some technique to make them easier to learn English. (2) The English teacher should be more serious in helping the students to develop their skill in English especially about vocabulary. (3) Hangman game technique can be an alternative to overcome student’s boredom in learning English. (4) This strategy or technique is suggested to used by English teacher or other researcher who want to conduct similar research or study,(5)Students are hoped to study more and give a lot of responses in learning process, because hangman game is very useful for both active and especially passive students to improve their abilities of communication in group.

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