THESIS

THE EFFECTIVENESS OF USING HANGMAN GAME IN SPEAKING

SKILL AT SURVIVAL COURSE OF AL MA'MUROH

IN ACADEMIC YEAR 2019/2020

BY

HURI WARDAH NIHAYAH

NIM 16112210006

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THESIS

Presented to the Faculty of Education and Teacher Training in a Partical
Fulfillment of the Requirement for the Degree of Strata 1
in English Education Department

BY

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NIM 16112210006

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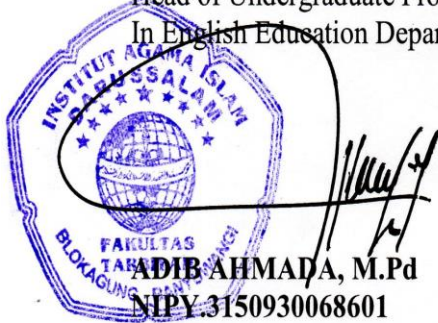
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2020

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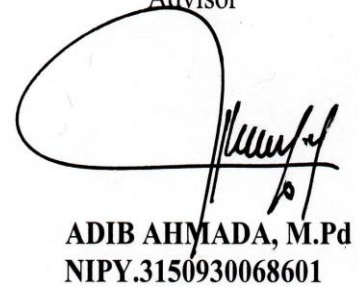approved by thesis advisor for further approval by the board of examiner.

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Head of Undergraduate Program
In English Education Department

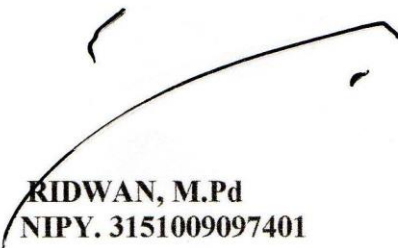**ADIB AHMADA, M.Pd**
NIPY.3150930068601

Advisor

ADIB AHMADA, M.Pd
NIPY.3150930068601

AGREEMENT

This is to certify that Sarjana's thesis of **Huri Wardah Nihayah** has been

approved by the board of examiners as a requirement for the Sarjana Degree in

English Education Department.

Banyuwangi, 30th July 2020

Examiner 1

RIDWAN, M.Pd
NIPY. 3151009097401

Examiner 2

MOH. MAHMUD, M.Pd
NIPY. 3150506057801

Examiner 3

ADIB AHMADA, M.Pd
NIPY. 315093006860

Acknowledgement,
Dean of Education and Teacher Training Faculty

Dr. SITI AIMAH, S.Pd.I., M.Si
NIPY.3150801058001

MOTTO

" Dont say don't in your life, because dont make your life down "

DEDICATION

Praise the presence of Allah swt who has given grace, taufiq and guidance to us all, this thesis I offer to:

1. To Mbah yai Muktar syafa'at who always gives blessings to the blessing of knowledge and benefits.

2. To all caretakers of Darussalam Islamic Boarding Schools who always provide prayers and knowledge and hopefully become useful and blessing knowledge.

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6. To someone who always gives encouragement in any situation.

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13. To Ayu your partner in life,so i want finish this thesis because i want getting married.

14. To Ana and Suthun thank you so much for your place without you im with my thesis are nothing, also for your tempe that always company me everyday.

DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim

Herewith, 1:

Name : **Huri Wardah Nihayah**

NIM : 16112210006

Study program : English Education Departement

Addres : Blokagung Tegalsari Banyuwangi

Declare that:

1) This thesis has never submitted to any other tertiary education for any other academic degree.

2) This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any person.

3) If a later time it is found that the thesis is product of plagiarism, I am willing to accept any legal consequences that imposed to me.

Banyuwangi, 22nd july 2020

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METERAI
TEMPEL
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C610EAHF766654849
6000
ENAM RIBU RUPIAH

Huri Wardah Nihayah

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ABSTRACT

Nihayah, H.W. 2019, The Effectiveness of Using Hangman Game in Teaching Speaking Skill at Survival Course Al-Ma'muroh in Academic Year 2019 / 2020

Key Word: Hangman Game, Speaking Skill

The researcher is interested to conduct this research because using hangman game as media for teaching speaking skill is more effective in helping students to speaking and fasted understand about the material of speaking. Therefore, the problem in this research is Do the students of Al-Ma'muroh have better speaking skill achievement after being taught by using hangman game.

This research used an experimental research exactly Pre-experimental. The sample of the research was Al-Ma'muroh survival Course in academic year 2019/2020. The total number of the students is 15 students. In order to get the data, the researcher used pre-test and post-test. Pre-test was given by students before treatment, and post-test was given by students after treatment. In analyzing the data, the researcher give test to the students. Second steps, the researcher corrects the students answer papers and giving score. After getting the score, the researcher analyses them.

Based on the data analysis of the research are follow: (1) the students' speaking before taught by hangman game, (2) the students' speaking after taught by hangman game is good, (3) there is significant different of the students' speaking of Al-Ma'muroh in academic year 2019/2020 before and after being taught by using hangman game media for teaching speaking skill.

So the researcher conclude that, teaching writing skill using video clips as media is effective in increase the writing skill , based on the result of data analysis in this study. This can be seen from the significant value (2-tailed) less than 0.05 (95% confidence interval) that is 0.00. This indicated that the results of the analysis are significant.

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All praise be to Allah the lord of this universe, by the grace of Allah the highest finally the writer is able to finish her "skripsi" after long effort of writing, Peace, blessing and salutation be upon our great prophet Muhammad, his family, his descendants, and his followers who strived in Islam.

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2. Siti Aimah, S.Pd. I., M.Si. Dean of Faculty of Education and Teacher Training.

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I do expect this thesis gives advantages to the world of education. For improvement this thesis . I welcome warmly for any constructive and suggestion. Hopefully, my God blesses those mentioned above for all their sacrifices and effort that will be valuable and beneficial for them to get successful in the future life. Aamiin.

Banyuwangi ,22nd july 2020

The Writer

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CHAPTER I

INTRODUCTION

A. Research Background

Language is a means to communicate among many people in the society English is always used in an international conference or meeting. So the English is so important in all sectors of our lives (Akmal Shafa 2019:1). Many people use it as a means of international communication, in science, technology, art, and social relation. From a wide variety of Language there is one International Language that is used by the whole world to communicate, that is English, because English is an International Language that sometimes is used by one country to another (Hanum, l. 2018:2).

As an international language, English is one of language that trendy in many countries. However, we have to study this language although many students that say English are bored are difficult. It is a special system however that function independently of speech, thought, and communication. In Indonesia, English are second language. With learning English the learners are hoped can to connect anything in this second language. Of coursely, we need some wide knowledge and component of English (Sugiyono. 2017:1).

Brown (1994:217) states that there are four language skills that must be mastered in English learning, among as listening, speaking, reading and writing. Moreover, these skill not will not good if the learner do not

understand component of English. Many Indonesian students, even though they study English at university, they cannot speak English well because some English teachers focus on teaching the grammar (Lutfhia Hanum 2018:1).Speaking skill so important to learner who are want be able to understand what he or she want communicate with us. In many school using textbooks to teach or to transfer some knowledge. Text books very effective because we are not just transfer some knowledge, but also direct interaction between student and teacher. In all these abilities are all very important, do not rule out the possibility to learn all, but every human being will only master one ability between writing, speaking, reading, and listening(Pourhosein Gilakjani, 2016:18). There are a lot of definitions of the word " speaking'' that have been suggested by the researchers in language learning. In Webster New World Dictionary, speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech(Wong & Nunan, 2011). According to (Harmer, 2007) human communication is a complex process. Persons need communication when they want to say something and transmit information.

One way of different and variant that suitable with the millenial learner above is Hangman Game. According to Novrianaet.al (2013: 112), Hangman Game is the one of guessing games. Wright et.al (2006: 111, as cited in Novrianaet.al, 2013: 112) classifies Hangman Game as a game that focuses on vocabulary and spelling. It can be game that make some student having fun and mastering vocabulary without

memorizing. According to Ward (cited in Bunga, 2013: 2) hangman is a great way for young to practice their spelling, pronunciation, and have fun at the same time. It is in line with the statement from Derakhshan (2015: 46) states that learning vocabulary through games is one of the effective and interesting ways that can be applied in classrooms. It means that learning game are interesting both of the student and the teacher with a game is better than without a game or using whiteboard. (Aribowo, 2008: 13), the most perfect way to make effective activity in teaching vocabulary to the student is by using game.

According to Wiratania (2018 :2) from her thesis that the title " the use of hangman game increase vocabulary mastery in speaking skill at SMPN 1 Semen From the research findings, it can be concluded that Hangman Game is good to be used in teaching vocabulary, Also, Mutmainah (2010) from her thesis that the title "The Use of Snake and Ladder Games to Improve Students Speaking Ability An Action Research at The Seventh Grade of SMPN 09 Salatiga in Academic Year 2010/2011)". She found that the use of snake ladder game can improve students speaking ability.

The researcher implementing the Research in SECA (Source English Course Al-Ma'muroh) located in Pesantren Darussalam, Blokagung, Tegalsari, Banyuwangi. Where SECA is one of the course based English that refers to the speaking skill, and researcher is one of the tutors who teach in the English Course. But in dealing with this course, there is problem faced by researcher. Therefore, researcher try to

implement methods that can improve the speaking skill of members. The obstacles When the researcher was trying to apply the method to increase member's speaking there were some problems that are not done yet, as like first, they thought English is difficult. That bad thought influence the intention of the members so much, so if the members had that thought it will be so difficult to increase their speaking skill. Second, the lack of the vocabularies that they studied will make them difficult in making conversation and will make them confident. From the reasons above can be concluded that the first problem can be resolved by using an interesting method and the second problem will make the members memorized easier and multiplied the vocabularies by using an interesting method, the point is by using an interesting method of using hangman game we hope it is the solution to increase the speaking skill and to multiply the vocabularies of the members.

From the obtained evidence by the researcher there were some result that the members had the lower score, from 15 members class of SECA Course there were 15 members that had a value below the average, the obtained result was gotten from the result of test with the members. Obtained result of test can be concluded that there were some members who is still difficult in speaking skill. Therefore this research discussed about how to increase the quality of the speaking of the member and increasing the result of their studying English especially speaking and memorizing.

Based on the background above, the researcher intrested in conducting a research under the title " the effectiveness of using hangman game in teaching speaking skill at survival course Al-Ma'muroh dormitory in academic year 2019/ 2020 ". The subjects of this research are 15 students.

B.Research Problem

Based on the background that has been stated above, then the problem research on this problem is: Do the students of Al-Ma'muroh have better speaking skill achievement after being taught by using hangman game ?

C.Research Objective

The purpose of the research is produce: Be better speaking skill achievement after being taught by using hangman game.

D.Hypothesis Formulation

According to the theories that have been told the experts about hangman game and the previous last research, so the researcher made a hypothesis as:

" students who have been taught by using hangman game significantly perform better in speaking skill ''

E. Limitation of the study

1. The subject of this research is the member of Survival English Course Al-Ma'muroh.

2. The material learned is speaking that use hangman game to implementing speaking skill.

3. This research is located in Survival English Course Al-Ma'muroh.

F. Significance of the study

1. Practical benefits

First, the students, it may motivate students to increase their speaking class, so that they havea good skill and knowledge in speaking skill. Besides, the students are more interested when teacher use hangman game as teaching media on speaking skill. Second, for the teachers, they can use the result of this study asa new media/strategies if they wanr to increase their students in teaching speaking skill.

2. Theoritical benefit

This research enriches the studies on speaking skill using hangman game. It can be new refererences to other researcher.

G. Definition of the Key Terms

1. **Hangman Game**

In this research, hangman game are guessing some words that researcher write down in blackboard so the student guessing by spelling alphabet. If student say wrong aphabet so teacher can punish them.

2. **Speaking skill**

Speaking skill in this research focused on three things, that is vocabulary, pronunciation, and fluency. With these 3 elements can be categorized as success criteria in the field of speaking skill, therefore the application of speaking skill with hangman game which is in it there are 3 things referred to as explained earlier.

H. **Review of the Previous Study**

1. **Similiary and The differences Of The research**

a) Wiratania (2018 :2) from her thesis that the title " the use of hangman game increase vocabulary mastery in speaking skill at SMPN 1 Semen " From the research findings, it can be concluded that Hangman Game is good to be used in teaching vocabulary, especially at eight grade of SMPN 1 Semen in academic year 2017/2018.

In this study there are some similiraties found in research belonging to Wiratania (2018), the similiraties exist is apply to learning vocabulari in speaking skill with using this method, especially using hangman game.

The difference between this study and Wiratania the place studied by Wiratania at SMPN 1 Semen and this research is housing in the chair of the Al-Ma'muroh.

b) Mutmainah (2010) from her thesis that the title "The Use of Snake and Ladder Games to Improve Students Speaking AbilityAnActionResearch Seventh Grade of SMPN 09 Salatiga in Academic Year 2010/2011)".

In this study there are some similiraties found in research belonging to Mutmainah (2010), the similarity that exist is this research are she found that the use of snake ladder game can improve students speaking ability. The differences between this study and research using game method. Especially hangman game and snake and ladder game.

CHAPTER II

LITERATURE REVIEW

A. Definition

1. The understanding of speaking

The ability to communicate and use the language becomes important to be mastered and it is used to understand the meaning of utterance social interaction. It means that to be able to communicate and use the language, the learners need to develop their speaking proficiency (Harisandy, R. 2015:13). So it is useful and valuable to master communication skill, which is speaking, because the students automatically are forced to use it and reach the target language. The speakers can give much verbal information to the listener, so we should be able to have the speaking skill to make a good communication. It is based on according to Chaney, that speaking is " the process of building and sharing meaning through the use of verbal non-verbal symbols, in a variety of contexts." Therefore, speaking is determined as a skill which deals with the way of pronouncing words and giving information from the speaker to the listener (Arikunto, S. 2010:15). Someone is said doing a speaking when he or she has a listener people do speaking, they can see and hear your listener. People also speak because they have something to say, a reason for saying it, and someone to say it (Kunandar.2009:18). So the speaker must have someone to hear what they want to say. Speaking

is the most important skill to be mastered in language learning (Prasetiawati, Nofi. 2013:23). It is fact that language learning is successful if the learners are able to use the language in their communication. Richard and Gennady state "Speaking is one of the central elements of communication in EFL." In conclusion, speaking is the activity of transferring meaningful idea from one person as a speaker, to other people as a listener. Speaking in English is useful to gain the communication around the world. English becomes the international language that I used and learned by many other counties as a second or foreign language.

2. Teaching speaking

Speaking Ability is the ability to express oneself in a life situation, or the ability to report act or situation in precise words to express a sequence of ideas fluently. According to Harmer (1991:46), speaking happens when two people are engaged in talking to each other. It involves using speech to express meanings to other people. It means that speaking is one of crucial abilities to use a language. A successful teaching speaking depends on interactive discourse within the speakers that is the communication between teachers and students or students with other in the classroom.

According to Brown (2001 : 272) there are some micro skills of oral communication that should be mastered in order to have good speaking ability. The first micro skill is students know how to produce chunks of language of different lengths. Second, the students can orally

produce differences among the English phonemes and allophonic variants. Third, the students are able to produce English stress patterns, word in stressed and unstressed positions, rhythmic structure, and intonate contours. Fourth, the students are able to produce reduced forms of words and phrase. Fifth, the students can use an adequate number of lexical units (words) in order to accomplish pragmatic purposes. Sixth, the students are able to produce fluent speech at different rates of delivery. Seventh, the students can monitor their own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking to enhance the clarity of the message. Eight, the students know how to use grammatical words classes, systems, word order, pattern, rules and elliptical forms. Ninth, students can produce speech in natural constituents in appropriate phrases, pause groups, breath groups and sentences. Tenth, the students are able to express particular meaning in different grammatical forms. Eleventh, the students are able to use cohesive devices in spoken discourse. Twelfth, the students can accomplish appropriately communicative functions according to situations, participants, and goals. Thirteenth, the students know how to use appropriate registers, implicative, pragmatic conventions, and other sociolinguistic features in face to face conversations. Fourteenth, the students know how to convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification. Fifteenth, the students are able to use facial features, kinesics, body

language, and other nonverbal cues along with verbal language to convoy meanings. Sixteenth, the students are capable of developing and using a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Noonan in Brown (2001 : 251) divides the spoken language into two types: monologue and dialogue. According to Brown (2001;251), in monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcast, and the like, the hearer must process long stretches of speech without interruption. The stream of speech will go on whether or not the hearer comprehends. In dialogues, two or more speakers can share those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey proportions or factual information (transactional). In accordance with the definition above, it can be said that both dialogues and monologue are two types of speaking learning activities.

3. **Elements of speaking**

(Aryl, Donald, Lucy Chester Jacobs., Chris Sorensen. 2010:57). In teaching speaking, there are some aspects that the teacher must concern about. It can be used as a guidance to assess the speaking. There are pronunciation, grammar, vocabulary, fluency, and comprehension. Behind the statement, the writer uses the term pronunciation to change the accent.

a) **Pronunciation**

(Aryl, Donald, Lucy Chester Jacobs., Chris Sorensen. 2010:57) said that A certain sound or soundshare produced through the pronunciation. Pronunciation teaching not only makes a student's aware of different sound feature, but can also improve their speaking immeasurably because pronunciation can help allows the students to get over serious intelligibility problem in particular case.

b) **Vocabulary**

(Aryl, Donald, Lucy Chester Jacobs., Chris Sorensen. 2010:57) said that Vocabulary is a must when someone wants to convey his/her thoughts, feelings, or views to other people. Without the mastery of vocabularies, someone would face the difficulties in conveying his/her thoughts, feelings, or views to other people. So, vocabulary is a part of teacher, art and the student's need to see the word how they are used.

c) **Fluency**

(Aryl, Donald, Lucy Chester Jacobs., Chris Sorensen. 2010:57). The fluency of someone when speaking might draw that he or she is able to speak well. But, it needs to be noticed that the intelligibility of the words pronounced is also important. At the

level of someone's fluency when speaking, it can be seen whether

he or she speaks natural without so hesitations about what he or

she would like to say.

4. The Function of Speaking

When speaking in the classroom, the students communicate both

with their teacher and friends. The students also can study language

through speaking so that they can achieve the goal of learning language.

People speak or communicate to other people in order to share and

convey their thoughts, feelings, opinions, and views just like what they

do in their life and social life so that the students can maintain

relationship among them(Cohen, L., Lawrence M., & Keith M. 2000).

Speaking has many purposes that give some advantages in teaching

foreign language skills. But the advantages or function of speaking can

be achieved if the teacher encourages the students by giving the

opportunity and spaces for students to speak up their thought and ideas

(Heaton, J.B. 1975).

5. Hangman game

a) The definition of game

According to Horney, the game is an activity that you do to have

some fun (Ali Sorayaie Azar, 2012:253). Another definition of

game is expressed on Oxford Advance Dictionary, game is an

activity or a sport with rules in which people or teams compete

again each other. It makes students expressing their ideas and

getting new words. Since games can present fun and enjoyment in a

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classroom, thus it can be a good technique in language learning (Gray, D.E. 2004:23). Such a game should be enjoyable, convenient, comfortable, and interesting usually this situation will invite the students to concentrate on learning activities. (Ayden Eros 2000 : 253) " that games are highly motivating because they are amusing and interesting". From that description it can be concluded if game are can effective and interesting to teaching speaking skill because student can more enjoyable, and got highly motivating to learn english in gaming, exactly hangman game. Moreover, (Lee Su Kim 1975 :137) said on a statement that the use of games in the classroom is:

1) Games are helpful to ice-breaking the students' bored on at the language class.

2) Games are challenging for the students also for the teachers.

3) Games are useful to boost the students' willingness of learning the language.

4) Games are motivated the students to apply it in their daily life.

5) Games create a meaningful context for the use of language.

   (Peter J. Rainbow and Richard B. Balladur, Jr 2013 : 132) in their journal write some characteristics of games. The game should be fun and entertain, intrinsically, motivating, and worth playing for the students.

b) **The definition of hangman game**

Games are able to help the students use and practice the target language being learned in a relaxed way. Games are also highly motivating since they are amusing and interesting. For the classroom activities, games can be used in personal, groups, or for the whole class. For this research, the writer used kind of games that is played in the team. The rules of the game allow one group. Hangman Game. According to Novrianaet.al (2013: 112), Hangman Game is the one of guessing games. Wright et.al (2006: 111, as cited in Novrianaet.al, 2013: 112) classifies Hangman Game as a game that focuses on vocabulary and spelling. It can be game that make some student having fun and mastering vocabulary without memorizing. According to Ward (cited in Bunga, 2013: 2) hangman is a great way for kids to practice their spelling, pronunciation, improve their vocabulary, and have fun at the same time. It is in line with the statement from Derakhshan (2015: 46) states that learning vocabulary through games is one of the effective and interesting ways that can be applied in classrooms. It means that learning game are interesting both of the student and the teacher with a game is better than without a game or using whiteboard. (Aribowo, 2008: 13), the most perfect way to make effective activity in teaching vocabulary to the student is by using game. Hangman game is started when teacher gives clues to the students and draw the dash on the board. The teacher should think familiar words in order the learners answer it

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easily. Sometimes, the teacher also has to give new words to develop students" vocabulary. In this case, Hangman game is also used to increase students" motivation since the students are trying to get a hidden word before the man is hanged. Hangman game is suitable for Senior High School students especially seventh grade students because at this level they still like to play. So, they might follow the teacher"s instruction. Here are some steps to play Hangman game according to Rauschenberg (2005:34):

a. Draw some rows re-presentating the number of the letters in a vocabulary words.

b. Ask students guessing the letter.

c. If the letter is in the word, write the letter in the appropriate row.

d. If the letter is not in the word, then draw the hanged man (1-torso, 2-arm, 3-arm, 4-leg, 5-leg).

e. If they can guess the word before the drawing of hanged man is done, then they win.

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CHAPTER III

RESEARCH METHODOLOGY

This chapter presents research methodology. It includes research design, research subject, research instrument,and data analysis method.

A. Research design

The research design is a unified, detailed and specific plan on how to acquire, analyze, and interpret data. According to Nazis (in Mauston, 2004), research design is all the processes required in the planning and execution of the study, from the preparation phase to the preparation state of the report.

Sometimes an experimental research is conducted without a control group. In this research, the group is given a pre-test before the experimental treatment. Aftr the treatment is finished, the post test is administered to see the achievement. The effectiveness of the istructional treatment is measured by comparing the average score of the pre-test and post test. When it turns out that the post test average score is significantly higher than the average score of the pre test, then it is concluded that the instructional treatment is effective. Another name for this pre-Experimental Design is One-Group Pretest-Posttest Design (Borg, W.R, Gall, M.D. 1989:670). Latief (2011:96) said:

> "This pre-Experimental research can be done to investigate, for example, the effectiveness of the One-Semester Intensive English Course for Freshmen of English Department, State University of Malang, the effectiveness of bilingual, classes in Science classes in SMAN 3 Malang, the effectiveness of a Master Degree training for English techers in teachingin Islamichigh Schools"

In this research, the resarcher use pre-Experimental design according to experts. The role researcher to take a data. The first, use Pre-test for know the student's achieve. Second, a treatment by using hangman game to know that theory. Third, Post test to know usefull by using hangman game is effective or not.

Table 3.1 The research procedure

Research subject	Pre- test	Treatment with hangman game	Post test

The speaking pre-test give to the group before the hangman game as media give to the group. Then, the post-test give later at groups after the treatment.

B. Teaching Procedure

In the first meeting, The researcher give a greeting. Introduction ownself, by speaking alone one by one. Ask about what they game are like. Teacher telling about what hangman game is. Teacher give pre-test matery exactly daily activity. The researcher give some vocab and student can speak in daily activity. The researcher will analyze the students pretest scores from the group to measure the students achievement on speaking test before give treatment.

Second meeting, The researcher give a greeting. Absen class exactly calling her name one by one. Replay what their remember from daily activity yesterday. Give a syllabus for next meeting**.**

Third meeting, The researcher give a greeting. Absen class calling her name one by one. Give conversation about daily activity, ask two

student come forward to practice that conversation. Give treatment a hangman game and the vocab take from daily activity. Student should guess what the fill in hangman that blank is. The researcher give time only 15 minutes. Student come forward and spell with loud while guess abjad in hangman game. The researcher direct correction what student guess is it wrong or true. Give a punish that student answer with wrong abjad.

Fourth meeting, The researcher give a greeting. Absen class calling her name one by one. Review matery a hangman game and guess again what is. Telling what vocab get from yesterday in hangman game. Give a post test about cinderella. Give some vocab that connect about cinderella. Give times only 45 minutes. Student speaking in front of the researcher.

Table 3.2.1 Time allocation

No	Date	Time	Group
1.	12 of June	15 minutes	Give pre-test
		15 minutes	Scoring and correcting
2.	13 of June	10 minutes	Give a syllabus for next meeting
3.	14 of June	15 minutes	Treatment
		15 minutes	Correcting
4.	15 of June	45 minutes	Post-test
5.	16 of June	15 minutes	Correcting

C. Research subject

Research subject selected because its location is reachable for researcher to conduct the research, one of Islamic boarding dormitory in Blokagung, exactly Survival Al-Ma'muroh Dormitory course. The total students are consists 15 students.

D. Research Instrument

The instrument in this research is test. Pre-test was conducted by all of sudents are made some telling story especially daily actvity with giving a vocab from the researcher. Post test was conducted with a cinderella story so the students can guess what will the researcher say.

E. Data Analysis Method

T-test

All data collect of this study by analyze. The researcher will compare the students score in pretest and posttest. The results of the comparison will use to answer the statement of the problem of this study, whether there is significant difference between speaking skill of students who are thing speaking skill with hangman game.

The test in this study was carrying out during the learning process take place in class, the test itself includes a pretest that is a test given by the teacher early learning to decide the level of student understanding of the material which will conveyed by the teacher in learning, and post-test is a test teachers do to students at the end of

learning with a goal know the level of student understanding of the overall material that has been delivered by the teacher during the learning process.

" t- test is a statistical test that allows you to compare two means determine the probability that the difference between the means is a real difference rather than a chance difference" (Tuchman 1978: 257).

The results of the pretest and the posttest were counted statistically (SPSS). It can be set up in 2 ways of testing hypothesis as follows :

1. With comparing the t values with t-table

    a) If t-values> t-table, Ho is refused

    b) If t-values<t-table, Ho isreceived

2. With comparing the rate of taraf significance (p-value) it was correlation between giving students hangman game for their speaking skill.

    a) If significance < 0.05, Ho is rejected

    b) If significance > 0.05, Ho is accepted.

CHAPTER IV

FINDING AND DISCUSSION

This chapter is divided four subheadings: data presentation, data analysis and discussion. Besides, this chapter analyzes statistically the data gained from the result of pre-test and post-test. For this case, the t-test was applied.

A. Data presentation

Hangman game was used to show the effectiveness of hangman game in teaching speaking the student's process. This study to find out while there is higher abillity the students who are taught using hangman game. This study used pre-Experimental which consists of one subject group. One class, consists of 15 students'.

This study was conducted by the researcher to find out how the teacher uses hangman game in teaching and learning English, hangman game have better speaking skill. The data was collected from the students' pretest and posttest score. The pretest was conducted first to the group. The result of the pretest provides information about of groups' ability in speaking. The posttest was administered then the group after the group got the treatments. The analytical scoring adapted from Arthur Hughes is used to score the students' speaking skill. The components on the scoring which are used in this test are pronunciation, vocabulary, fluency .

1. The result of pre-test group

The pretest was administrated before gave hangman game in group. Pretest was conducted on Tuesday, June 12nd 2020. The pretest in a group was given on the first meeting, while the group was given pretest on the first meeting. Pretest was conducted by the researcher as the replacement of the English teacher. The researcher asked the students to tell material, exactly daily activity, to know their speaking skill. The pretest was conducted to determine the students' speaking. The data from pretest was aimed to measure the students' speaking skill before they got the treatments. The pretest of group was done on Tuesday, June 12nd 2020. In pretest, students were asked to use hangman game. The topic was telling story about cinderella. So, the students were free to spell abjad. The whole scoring of the students' speaking skill was adapted from Arthur Hughes. There were 3 categories with 3 levels to score the students' speaking skill. The whole of the students' pretest score are presented as follows:

The result of pre test score

Student	Pre test			
	V	F	P	Score
1	20	20	20	60

	V	F	P	
2	30	20	20	70
3	25	10	15	50
4	25	25	25	75
5	20	30	10	60
6	30	15	20	65
7	20	25	20	65
8	30	10	30	70
9	20	25	20	65
10	20	10	30	60
11	30	20	20	70
12	25	20	30	75
13	25	15	20	60
14	25	30	25	80
15	30	15	25	70

In which:

V: Vocabulary

F: Fluency

P: Pronunciation

2. **The Activities during Treatment**

The first treatment was held on Wednesday, June 14th 2020. The process of first treatment is presented as follows:

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a. The researcher give a greeting

b. Absen class calling her name one by one

c. Give conversation about daily activity, ask two student come forward to practice that conversation

d. Give blank was fill, take from daily activity

e. Student should guess what the fill in hangman

f. The researcher give time only 15 minutes

g. Student come forward and spell with loud while guess abjad in hangman game

h. The researcher direct correction what student guess is it wrong or true

i. Give a punish that student answer with wrong alphabet

3. **The Result of Group's post test Score**

While, after the researcher gave treatments by teaching them using hangman game, the researcher conducted posttest to find out whether there was effectiveness of the students' speaking skill or not. The posttest was administered on Friday, June 16th 2020. The students were also asked to use of hangman game, but the topic was describing people. So, the result of the students' posttest score is presented as follows:

Student	Post test			
	V	P	F	Score
1	30	15	25	70

2	25	30	20	75
3	30	15	30	75
4	20	35	25	85
5	35	20	15	70
6	25	15	30	70
7	35	15	25	75
8	25	20	25	70
9	20	35	25	80
10	25	20	25	70
11	25	20	30	75
12	30	25	25	80
13	35	25	25	85
14	25	30	30	85
15	35	15	30	80

The Test Result of pre-test and post test

by using Hangman Game

Students	A class		Gained
	Pre Test	Post Test	Score
Hilda nuriatul	60	70	10
Sri widiawati	70	75	5
Safinatul hasana	50	75	25

Ufi nafiatun	75	85	10
Windi indriani	60	70	10
Meisya dea lola	65	70	5
Natasya ayu	65	75	10
Nur haniyah	70	70	0
Evi hidayatul	65	80	15
Lela sintiya	60	70	10
Arencha mayori	70	75	5
Devi yupita	75	80	5
Yasmin	60	85	15
Navisatul	80	85	5
Riyan uswatun	70	80	10
$\sum$ n = 15	$\sum$ = 995	$\sum$ = 1145	$\sum$ = 140
AVERAGE	66,4	76,4	9,4
MAX	80	85	25

From the above table, it can be seen that the average score of students' pre test in the experimental class is 66,4 and the average score of their post test is 76,4. From that scores especially both of pre-test and post test. Then the researcher got the average students' gained score is 25.

For that detailed description, the researcher show the following analysis to interval between of pre-test and post-test in the class and also the number of students where got

a certain score in the same interval. This analysis will show

the interval score which the most students got.

Table Frequency Gained Score of Class

Interval Gained Score	Frequency	Percentage
0-5	6	40 %
6-10	6	40%
11-15	2	14%
16-20	0	-
21-25	1	6%

From the table above, it can be seen that most of

students got gained score in the interval 0-15. In the other

word there were 94% students who got gained score

between 0-15 . In the control class the higher gained score

was 25 and the lowest was -15.

4. **The result of pre-test and post test of class**

This table are result of pre-test and post test using SPSS

(Statistical   Package for the Social Sciences) exactly paired t-test formula to know the mean before and after giving treatment. Here are interpretation of SPSS output:

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Experiment pre-test	66,3333	15	7,66874	1,98006
	Experiment post test	76,3333	15	5,81460	1,50132

In this table paired sample statistic loaded descriptive about the differences between using hangman game and without using hangman game the students speaking skill which include many data, mean , standard deviation and standard error mean.

Many data of each student between using

hangman game and without using hangman game the students speaking skill = 15 average (mean) before using hangman game students speaking skill = 66,34 and average (mean) after using hangman game students speaking skill= 76,34. Then, standard deviation before using hangman game are = 7,67 and after using hangman game are = 5,81.

Depend on this description between average (mean), the level of mastering student speaking skill before using hangman game are = 66,34 and after using hangman game are = 76,34 it means there was higher effective about using hangman game for speaking skill.

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviatio n	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			

					-	-	-		
Experiment pre-test - post test	-10,00000	7,07107	1,8257 4	13,915 83	6,0841 7	5,4 77	14	,000

In this table of sample paired t-test, it contain the result of analysis data of t-test sample in pairs that contain t-value and significance, based on these data above, it can be set up in 2 ways of testing hypothesis as follows :

1. With comparing the t values with t-table

    a) If t-values > t-table, Ho is refused

    b) If t-values< t-table, Ho is received

To know the rate of t-table, so it was based on the degree of freedom, which amount is N-1 (15-1=14), based on this result of t-test analysis of paired two samples, it got t-value 5.477, if t-valued was absolute, it will become 5.477, it got the following result :

T-value was bigger than t-table (5.477 > 2.032), so Ho is accepted, it means there was (effective) the rate of mastering student for speaking skill with giving hangman game and without hangman game.

If the result are significant (2-tailed) < 0,05 that are

proved the differences very significant both of first variabel and last variabel. It is proved the effective very useful of during treatment treatment by using hangman game.

If the result are significant (2-tailed) $> 0{,}05$ that are proved there is no differences very significant both of first variabel and the last variabel. It is proved there is no effective of during treatment treatment by using hangman game.

2. With comparing the rate of taraf significance (p-value) it was correlation between giving students hangman game for their speaking skill.

   a) If significance < 0.05, Ho is rejected

   b) If significance > 0.05, Ho is accepted

In this case apparent that significant < 0.05, so Ho was rejected and Ho was received, it means that the hypothesis there was a different of the rate of student speaking skill with and without giving hangman game.

B. Discussion

In this research, to get the students data, the test was given to the students. Daily activity of myself, was given in post test which are group then, teacher also gave vocab that there are correlation with a cinderella story. Then, the result of students test were analyzed by using SPSS (Statistical package for the social science). The result of data analysis in his result indicated that the using hangman game there a significant in

speaking skill. This could be seen by the value of significance (2-tailed) was less than 0,05 (confidence interval 95%) that was 0,000. It means that this result analysis was significant.

Class after being with hangman game was more ready to does the test than before gave a hangman game. Class after being with hangman game are motivated to learn English because they had got interested in hangman game. Besides, it could made their brain are imagine that true alphabet in a hangman game. Concerning the result in this research, they proved that students hangman game was very effective for speaking skill as an effort to increase their speaking skill at survival class Al-Ma'muroh dormitory.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on this result of speaking skill test is given by after treatment in experimental class. It was found that there are a significant influent of students speaking skill at survival class in Al-Ma'muroh dormitory.

Based on this result of data analysis and hypothesis, it can be concluded that students hangman game can be influenced for speaking skill. It can comprehend student in speaking as in background of this research said it can interested student in learning English language.

Based on this analysis of t-test one sample paired, it can conclude that there was differences rate of students speaking skill before using hangman game and after using hangman game. Based on comparison between average (mean pre-test: 66,3) and (post test mean: 76,3) the result of speaking skill between after giving treatment are higher than before gave treatment.

It means there was a significant, so this hangman game are very effective to speaking skill students at survival class Al-Ma' muroh.

B. Suggestion

1. For the teacher

English ability is one of the most decisive skills in all jobs these days. This happened that there emergence of idea from researcher to

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the teachers Al-Ma'muroh survival class. A teacher could have a professionally ability in teaching students, also fun abilities or interested abilities. Learn from the experience of the researcher, the students are very interested and fun things. Now a days, seeing that much matter happen a teacher should gave things that do not made a student feel bored in learning English. A teacher should have a creative and an innovative in building spirit student to learn English.

2. **For the students**

   English is not one thing that you think very difficult to learn if our selves have ability and there are some motivate from our own selves. For the entire member survival Al-Ma'muroh dormitory you have to be able or understand English with well seeing the condition nowadays, which is very modern where the English become lifestyle and trend. So all member have to learn English so your future can be better.

3. **For the survival Al-Ma'muroh**

   Survival is not different with school, not too far. In this survival class is one place that can became the student well. Exactly in learning English. So, this survival class must have a good facility to give student some spirit to face bright future. To develop student's language skill, survival class must facilitate student. Such as, English dictionary, grammar book, oxford, book conversation well and well because it is very help full language ability for bette

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Appendix 1

Pre test the material of daily activity of myself

I usually wake up at 4.00 a.m. after that, I go to bathroom to brush my teeth and wash my face. Then, I study lessons for today until 4.30 a.m. after that, I pray subuh and clean up my room. At 5.00 a.m, I help my mother to cook and prepare all the things that I need for school in my bag. After that, I take a bath and wear my school uniform. At 6.30 a.m, I have a breakfast and go to school with my friends.

My school start the lessons at 7.00 a.m and there's a lunch break at 1.00 p.m. at 3.00 pm, my school is finished and I go home with my friends. After I change my clothes, I take a nap for a while. At 4.00 p.m, I play with my sisters or my friends. In the night, I usually watch movie and i sleep at 9.00 p.m.

Appendix 2

Table the result of pre test

Student	Pre test			
	V	F	P	Score
Hilda Nuriatul	20	20	20	60
Sri widiawati	30	20	20	70
Safinatul hasana	25	10	15	50
Ufi nafiatun	25	25	25	75
Windi Indiana	20	30	10	60
Meisya dea lola	30	15	20	65
Natasya ayu	20	25	20	65

Nur haniyah	30	10	30	70
Evi hidayatul	20	25	20	65
Lela sintiya	20	10	30	60
Arencha mayori	30	20	20	70
Devi yupita	25	20	30	75
Yasmin	25	15	20	60
Navisatul	25	30	25	80
Riyan uswatun	30	15	25	70

Appendix 3

The material of Post test Daily Activity of my brother

He usually wake up at 5.00 a.m. after that, he go to bathroom to brush his teeth and wash his face. Then, he study lessons for today until 4.30 a.m. after that, he pray subuh and clean up his room. At 5.30 a.m, he help his father to clean his car and prepare all the things that he need for school in his bag. After that, he take a bath and wear his school uniform. At 6.30 a.m, he have a breakfast and go to school with his friends.

His school start the lessons at 7.00 a.m and there's a lunch break at 1.00 p.m. at 3.00 pm, his school is finished and he go home with his friends. After he change his clothes, he take a nap for a while. At 4.00 p.m, he play with me or his friends. In the night, he usually watch movie and he sleep at 9.00 p.m.

Appendix 4

The result of post test

Student	Post test			
	V	P	F	Score
Hilda Nuriatul	30	15	25	70
Sri widiawati	25	30	20	75
Safinatul hasana	30	15	30	75
Ufi nafiatun	20	35	25	85
Windi Indiana	35	20	15	70
Meisya dea lola	25	15	30	70
Natasya ayu	35	15	25	75
Nur haniyah	25	20	25	70
Evi hidayatul	20	35	25	80
Lela sintiya	25	20	25	70
Arencha mayori	25	20	30	75
Devi yupita	30	25	25	80
Yasmin	35	25	25	85
Navisatul	25	30	30	85
Riyan uswatun	35	15	30	80

Appendix 5

Table List Of Score Member

The Test Result of Class

by using Hangman Game

Students	Experimental Class		Gained
	Pre Test	**Post Test**	**Score**
Hilda Nuriatul	60	70	10
Sri widiawati	70	75	5
Safinatul hasana	50	75	25
Ufi nafiatun	75	85	10
Windi Indiana	60	70	10
Meisya dea lola	65	70	5
Natasya ayu	65	75	10
Nur haniyah	70	70	0
Evi hidayatul	65	80	15
Lela sintiya	60	70	10
Arencha mayori	70	75	5
Devi yupita	75	80	5
Yasmin	60	85	15
Navisatul	80	85	5
Riyan uswatun	70	80	10
$\sum n = 15$	$\sum = 995$	$\sum = 1145$	$\sum = 140$

AVERAGE	**66,4**	**76,4**	**9,4**

CURRICULUM VITAE

The writer's name is **HURY WARDAH NIHAYAH** . She usually called Oma, she was born 15 november 1998 in Banyuwangi, she has been living in small village exactly in Setail, Krajan, Genteng, Banyuwangi. She is the second sister of Mr Masruchin and Mrs chotimah. She has a brother named Muqorrobin, Afton, also sister Maya. She has passed for school :

- ❖ SDN 7 SETAIL
- ❖ SMP PLUS DARUSSALAM
- ❖ MA AL-AMIRIYYAH DARUSSALAM

After finishing her education in MA AL-AMIRIYAH DARUSSALAM, she went to Blokagung on 2016 and continued her study in the Institut Agama Islam Darussalam at English department until now. She was taking thesis program for requirements to obtain S-1 degree. Studying in Blokagung. The writer was staying in Islamic Boarding School exactly Al-ma'muroh dormitory and Bangongshi room.

NIM NAMA FAKULTAS   16112210006
PROGRAM STUDI PERIODE   HURI WARDAH NIHAYAH TARBIYAH DAN KEGURUAN S1 TADRIS BAHASA INGGRIS 20192
JUDUL   the effectiveness of hangman game in teaching speaking skill at survival class Al Mamuroh dormitory in academic year 20192020

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20192	26 Juli 2020	26 Juli 2020	Submit revisi bab 1-5	Acc daftar ujian skripsi
2	20192	20 Juli 2020	20 Juli 2020	Submit bab 1-5	Revisi
3	20192	13 Juli 2020	13 Juli 2020	Konsultasi bab 4	Penjelasan
4	20192	05 Juli 2020	05 Juli 2020	Revisi pasca ujian proposal	Revisi
5	20192	08 Mei 2020	08 Mei 2020	Submit bab 1,2,3	Siap ujian proposal
6	20192	04 Mei 2020	04 Mei 2020	Submit bab 3	Revisi
7	20192	30 April 2020	30 April 2020	Revisi bab 1 dan bab 2	Revisi
8	20192	25 April 2020	25 April 2020	Revisi bab 1 dan submit bab 2	Revisi
9	20192	20 April 2020	20 April 2020	Revisi bab 1	Revisi
10	20192	13 April 2020	13 April 2020	Submit judul dan bab 1	Revisi

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Nomor : 31.5/035/IAIDA/C.3/VI/2020
Lamp. : -
Hal   : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

Survival Al Ma'murah
Di - Tempat

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan di bawah ini Rektor Institut Agama Islam Darussalam (IAIDA) Blokagung

Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

N a m a   : **HURI WARDAH NIHAYAH**
TTL   : **Banyuwangi, 15 November 1998**
NIM /NIMKO   : **16112210006/2016.4.071.0147.1.000005**
Fakultas   : **Tarbiyah**
Program Studi   : **Tadris Bahasa Inggris (TBIG)**
Alamat   : **Setail - Genteng - Banyuwangi - Jawa Timur**
HP   : **0**
Dosen Pembimbing   : **Adib Ahmada, M.Pd.**

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka

penyelesaian program skripsi.

Adapun judul penelitiannya adalah:

"The Effectiveness of Hangman Game in Teaching Speaking Skill at Al - Makmuroh Dormitory in

Academic Year 2019/2020"

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum Wr. Wb.

Blokagung, 13 Juni 2020

Dekan

Dr. Siti Aimah, S.Pd.I., M.Si.
NIPY. 3150801058001

Nomor   : 31.3/54/ALMAKMUROH/VII/2020
Perihal   : **PENERIMAAN PENELITIAN**

Kepada Yang Terhormat:

INSTITUT AGAMA ISLAM DARUSSALAM

Di-

Tempat

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan dibawah ini The Head of Al-Ma'muroh Course menerima izin penelitian mahasiswa atas nama:

Nama	: HURI WARDAH NIHAYAH	
Tempat, Tanggal Lahir	: Banyuwangi, 15 November 1998	
NIM	: 16112210006	
Fakultas	: Tarbiyah dan Keguruan (FTK)	
Prodi	: Tadris Bahasa Inggris	
Alamat	: Setail - Genteng - Banyuwangi	
Dosen Pembimbing	: Adib Ahmada, M.Pd.	

Dengan ini kami menyatakan bahwasannya mahasiswa tersebut telah **MELAKSANAKAN PENELITIAN** di asrama Al-Ma'muroh.

Demikian surat penerimaan izin ini kami buat, atas perhatiannya kami sampaikan terimakasih.

Wassalamu'alaikum Wr.Wb.

Blokagung, 2 Juli 2020

Mengetahui,

Ketua Asrama   Lead Of Al-Ma'muroh Course

Hilda Nuriatul Fikiah   Sri Widiawati

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CHAPTER I INTRODUCTION This chapter gives a brief description of the whole content of the research background, research problem, research objective, hypothesis formulation, assumption, Limitation of the study, significant of the study, and definition of the Key Terms. Background of study English as a foreign language in Indonesia plays an important role in many aspects of life like educations, economy, lifestyle, etc.

Related to the problem in teaching English, Indonesia it self-introduces English since in elementary school as a local content. English competence becomes a compulsory subject in Junior High School, Senior High School and University (Riyanto, 2015:6). In English there are four skills: listening, speaking, reading, and writing (Oxford, 1990:2).

The function of English subject also stated in Keputusan Direktur Jenderal Manajemen Pendidikan Dasar dan Menengah Departemen Pendidikan Nasional 2003:15, "Bahasa Inggris dan Bahasa Asing lain, berfungsi sebagai alat untuk berkomunikasi dalam rangka mengakses dan bertukar informasi secara global untuk membina hubungan interpersonal, dan meningkatkan wawasan tentang budaya bangsa asing (wawasan internasional)".

One of important skill in the education of English is writing, writing is one of the abilities in English that must be improved, especially writing academically because writing needs complex skills such as the creation of ideas, variations of vocabulary and also the use of good and correct grammar. Handoyo (2006: 1) states that writing is not only a means of communication, but also as a media of learning, thinking, and also generating ideas.

Therefore, writing can be used as a means to express all inspiration in various forms, such as stories, even though various difficulties are encountered in writing, especially

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