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THE EFFECT OF HANGMAN GAME TOWARDS STUDENTS' VOCABULARY MASTERY AT THE SEVENTH GRADE STUDENTS OF MTS HIFZIL QUR'AN MEDAN IN THE ACADEMIC YEAR OF 2020/2021

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ABSTRACT

Vocabulary is one of the most basic elements of language learning that students have to master. Therefore, students are hoped to be able to understand the meaning of the words correctly. But in fact, the researcher found that students' ability in vocabulary was still low. Using the appropriate technique will help students acquire more vocabulary. Hangman game is considered to be one of the most effective techniques to improve students' vocabulary mastery. The formulations of this research problem as follows: 1) How are the students' vocabulary mastery before being taught using Hangman game? 2) How are the students' vocabulary mastery after being taught using Hangman game? 3) Is there any significant difference in students' vocabulary mastery between students who are taught by using Hangman games and those who are taught by using the conventional technique? The method used in this study is quantitative method with quasi experimental research design. The researcher chose VII-2 as the experimental class and VII-3 as the control class. The findings of this research show that teaching vocabulary using Hangman games technique was effective. It can be seen by the t- value (3,649) is higher than t-table (2,024) with 5% (0.05) significance level and the Sign. (2 tailed) is 0.001 with alpha (α) was 0.05 ($0.000 < 0.05$). Hence, H_0 (Null Hypothesis) was rejected and H_a (Alternative Hypothesis) was accepted. It showed that there was a significant difference using the Hangman games technique on student vocabulary mastery.

Keyword: *Hangman Games Technique, Vocabulary Mastery*

INTRODUCTION

Language is a system of communication consisting of sounds, words, signs, and symbols which are used by humans to communicate thoughts and express feelings. There are many languages in this world. One of them is English. In Indonesia, English has become one of the compulsory subjects in school.

When someone wants to learn English, they must master three basic components of English, namely pronunciation, grammar, and vocabulary. All of them are very important to master but vocabulary is the most important that need to learn because it is the basic thing that determines people will be successful or not in mastering English.

Deller and Hocking in Thornbury (2002: 13) state that if you spend most of your time studying grammar, your English will not improve very much. You will see more improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words. It can be said that how much you spend your time studying grammar, will not improve your English but if you spend your time learning vocabulary, you will see more improvement.

Learning vocabulary is very important especially for students. If students have a lack of vocabularies, they will get difficulties understanding and produce the English language. With mastering vocabularies, students can improve their English language skills.

Based on the guideline K-13, students in the seventh grade are hoped to be able to catch the meaning of the text and compose spoken and written text coherent and sequentially with linguistic elements are accurately, acceptably, and fluently. In order to be able to catch the meaning of the text and compose spoken and written text well, students need to master vocabularies. But in fact, many students still lack vocabulary.

Based on the interview with the English teacher and students, I am as the researcher found that students' ability in vocabulary was still low. Some students' problems on vocabulary mastery; First, they have problems understanding the meaning of the words in the text. Second, they do not know how to use the word appropriately Third, they have problems with spelling the words. Fourth, some students have difficulties in pronouncing the words.

Based on the students' problems above, there some factors that might it happen; students' motivation and teacher's teaching techniques. The researcher decided to conduct interview with English teacher to found what the factor that causes students' vocabulary were still low. After interviewing, the researcher found that the English teacher still uses

conventional techniques. The researcher concluded that teacher's teaching techniques as the most dominant factor that causes the students' vocabulary were still low where the conventional technique causes students less participate in teaching learning process and become overly depend on teacher.

Regarding the problems above, there some techniques that can be used in teaching vocabulary. One of the effective techniques is by using games so students can improve their vocabulary mastery. Games also help the teacher to make students more active and want to take part during learning process in the classroom.

The researcher chooses Hangman game as teaching technique. Hangman game is suitable for teachers in teaching vocabulary especially teaching noun, adjective, verb, and adverb and also spelling. Hangman game is a fun game for two players or more where one player thinks a word or phrase that will be guessed by the other player.

Based on the explanation above, I want to conduct the research with the title "The Effect of Hangman game towards Students' Vocabulary Mastery at The Seventh Grade Students of MTs Hifzil Qur'an Medan in the Academic Year of 2020/2021." The research aims to know: (1) how are the students' vocabulary mastery before and after being taught using Hangman game at the seventh grade students of MTs Hifzil Qur'an Medan in the Academic Year of 2020/2021; (2) whether there is any significant difference in students' vocabulary mastery between students who are taught by using Hangman game and those who are taught by using the conventional technique.

LITERATURE RIVIEW

Definition of Vocabulary

Vocabulary is one of the most essential components of language learning that is required to help people in communication and therefore must be learned by students in learning English. According to Frank (1972: 6), vocabulary is one of the elements of English that really should be mastered and gained by students in the learning of a foreign language. In addition, From the above definition, it can be inferred that vocabulary is a set of words to be learned by students and are used to communicate and to convey their ideas both in oral and written form.

Vocabulary Mastery

Vocabulary is one of the components of English that students must master. Swannel describes mastery as comprehensive knowledge. Mukti (2012: 8) has described that mastery of vocabulary is the ability on using knowledge of words that are taught when students

learn a new language and not only understand the meaning of words, but have no difficulty in pronouncing, spelling, and using them.

Types of Vocabulary

There are types of vocabulary that students should have basic knowledge of mastering vocabulary, namely: noun, adjective, verb, and adverb (Montgomery: 2007, 24)

a. Noun

Harmer (2007: 24) claimed that "noun is a word (or group of words) that is the name of a person, place, activity or quality or concept, and can be used as the subject or object of a verb."

b. Adjective

Oliva et. Al., (2018: 4) said that the adjective is to modify nouns and pronouns, that it represents the quality of people, things, and concepts.

c. Verb

According to Gobetti *et al.* (2008: 12), verb is words that show acts, an event, or state an even, or a state being.

d. Adverb

Swick, (2005, 16) stated that adverb is also modifiers, but they modifying verbs, adjectives, and other adverbs.

Aspect of vocabulary

Harmer (1998: 16) argued that some elements of vocabulary need to be studied, namely: word meaning (synonym, antonym, connotation, and denotation), broad usage of words such as idioms, word combination or collocation, and the grammar of words that includes noun, verb, adjective, and adverb.

1. Meaning
 - a. Synonym
 - b. Antonym
 - c. Denotation
 - d. Connotation
2. Use
3. Spelling
4. Pronunciation

The Importance of Vocabulary

Bromley (2004: 3-4) said that vocabulary plays a variety of beneficial roles in the learning process. These are as follows;

1. Promoting fluency
2. Boosting comprehension

3. Improving achievement
4. Enhancing thinking and communication

Learning Vocabulary

Learning vocabulary is not just about learning the meaning of words but also how to pronounce, spell, and use them correctly. McCarten (2007: 21) noted that learning vocabulary is primarily about remembering, and students usually need to see, speak, and write learned new words several times before they can be assumed to already mastered them. Brown and Payne in Hatch and Brown listed out five steps involved in vocabulary learning: 1) providing sources for finding new words; 2) having a clear picture, whether in visual or auditory or both; 3) learning the meaning of words; 4) building a strong memory connection between the forms and the meanings of words, and 5) using words.

Teaching Vocabulary

Cameron (2001: 75) said, "Teaching vocabulary focuses on helping students develop knowledge and understanding of words so that students can use the language effectively and successfully." Besides, Moreover, Nation (1974, 18) said that when we teach a word, we must teach three things: 1. We must teach the form of word; 2. We should teach the meaning of word; 3. We have to teach such a form and the meaning of the word go together.

The Principle of Teaching Vocabulary

According to Nunan (2003: 135-141), there are four principles which are focused on teaching vocabulary; there are four principles for teaching vocabulary, those are:

- a. Focus on the most useful vocabulary first
- b. Focus on the vocabulary in the most appropriate way
- c. Give attention to the high frequency words across the four strands of a course
- d. Encourage learners to reflect on and take responsibility for learning

Techniques of Teaching Vocabulary

According to Jeremy Harmer (1991, 161-162), there are seven techniques in presenting vocabulary:

- a. Realia

One way of introducing words is to bring the things they represent to the classroom by bringing "Realia" into the room.

- b. Picture

Pictures can be used to illustrate the meaning of vocabulary items: teachers can draw things on the board or share pictures.

c. Mime, Action, and Gesture

Actions, in particular, are probably best demonstrated by mime. Concepts like running are easy to bring through in this way.

d. Contrast

We can present the meaning of "empty" by comparing it with "full." e. Enumeration

We can say "clothes" and explain this by listing or enumerating various items. The same refers, for example, "vegetable" or "furniture."

f. Explanation

It is good to remember that it is necessary to explain the meaning of a word and to explain the facts of the words used which are relevant.

g. Translation

Translation is a quick and easy way to present the meaning of words, but it's not without problems.

h. Game

One of the most interesting techniques for teaching vocabulary is the use of game because it not only helps students enjoy learning but also increases students' knowledge.

Definition of Game

According to Hornby (1974: 486), a game is an activity that you do to have some fun. Next, Hornby (2003: 586), defined a game as an activity or a sport with rules in which people or teams compete against each other. This statement is in line with Hadfield (1990: 5) who said that the game is an activity with rules, a goal, and an element of fun. It means that the game is an activity that makes students enjoyable, with rules and goals.

Types of Games for Vocabulary Learning

There are several types of games that can be used to teach English. According to Hadfield (2001: 5), the following are eight types of games; (1) Guessing games are a familiar game type. For example; Hangman game; (2) Search games are another type that covers the full class; (3) Matching games are based on a different concept, but often require the sharing of information; (4) Labeling games involve matching labels to picture items; (5) Exchanging of games is based on the "barter" concept; (6) Roleplay games are given the name and characteristics of a fictional character; (7) Board games and card games are familiar game types, where the goal is to be the first round of the board or to collect the most cards.

Criteria for good Games

There are some guidelines for how to select the games to be played in the classroom as follows; (1) The game had to be more than just fun; (2) A game is supposed to involve "friendly" competition; (3) The game should keep all the students active and interested; (4) A game should allow students to concentrate on the use of language rather than the

language itself; (5) A game can give students a chance to learn, practice, or interpret a specific language (Tyson: 1998, p. 20).

The Advantages of Using Game

Kim (1995: 35) said that there are many benefits of using games in the classroom; (1) Games are a welcome break from the usual language class routine; (2) They're motivating and challenging; (3) Learning a language requires a great deal of effort and helps students to make and support their learning efforts; (4) Game provides language practice in a variety of skills; (5) They allow students to connect and communicate with each other; (5) Create a meaningful context for the use of language.

Definitions of Hangman Game

According to Novriana et.al, Hangman game is one of the guessing games. In addition, Parkin (2005: 37) said, "The Hangman game is a game where players are given a secret word and a set number of guesses". Wright et al., (2006: 2) describe Hangman game as a game that focuses on vocabulary and spelling. It can be clarified that the Hangman game is ideal for teaching vocabulary because this game provides a condition in which students can learn their vocabulary in a fun way. Further, Coles in Wirawan (2013: 15) explained that Hangman is a fun game that students can play in the classroom to help them develop their vocabulary skills because they can play on the blackboard, on the desk, or even on the smartboard.

Advantages and Disadvantages of Hangman Game

According to Prasetyawati (2013: 33-34), the Hangman game has many advantages: It could encourage students to be involved in teaching English,

1. Games can run out of boredom.
2. They can improve their linguistic skills, particularly in spelling, pronunciation, and concentration.
3. Get students to be cooperative, not competitive.

Besides the advantages have explained before, there are also some disadvantages in the use of Hangman games in the learning process. According to Hung and Young in Wirawan (2013: 15), Hangman games may depend on luck and do not measure the actual skill. Moreover, the weakness of this game is that children do not know and care about its meaning. Here, the teacher can anticipate this by putting the word games in context (Prasetyawati: 2013, p. 33-34)

The procedure of Teaching Vocabulary through Hangman Game

Ur (1998: 31) said that the Hangman game can be used to practice spelling words for young learners. The following technique for teaching vocabulary using Hangman game:

- a. One player thinks of a word and writes down a series of dashes that represent a series of letters that make up the word;
- b. The other players guess what the letters are;

- c. If they say the letter is right, the first player must fill it in on the relevant dash;
- d. If they think a letter is incorrect, he or she can draw one (more) part of a man's drawing on the gallows;
- e. The guesses go on till the whole word has been guessed or the Hangman drawing has been finished;
- f. If the first player completes the drawing before the other person has guessed the word, he or she wins and can select other words to be guessed

Figure 2.2

Illustration How to Play Hangman Game



<https://id.pinterest.com/pin/388646642824605232/>

In this study, the researcher uses several steps to apply the Hangman game in teaching vocabulary as follows:

1. The researcher decided on the theme of vocabulary that will be guessed by the students. Vocabulary theme related to the noun, adjective, verb, and adverb;
2. The students will be divided into six groups. Each group consists of about five students;
3. One student in each group will be asked about the antonym / synonym / definition / connotation of the word as a clue before creating several letters with a series of lines. One student in each group who chooses to make several letters with a series of dashes will be forced to know the word;
4. The other groups will guess the word spelling the letters of the word one by

one based on the clue given by the student who draws the number of letters with a series of dashes. The other groups will be asked to guess the word in the correct spelling;

5. If the letter is in the word, the student will write it in the right position above the dash, but if they say the letter is wrong, the teacher will draw one part of the man on the whiteboard; there are ten parts of the gallows. If there are ten wrong guesses, the student who gives the word clue wins one point. But if one of the groups can guess the word correctly, the group will win one point;
6. After the word can be guessed, the students and the teacher together spell and pronounce the word correctly. The students will then be asked to say the meaning of the word and use the appropriate context-based word in the worksheet that will be shared.

RESEARCH METHODOLOGY

This research was conducted at MTs Hifzil Qur'an Medan, which was located in Jl. Pancing, Medan Estate, Kec. Percut Sei Tuan, Kabupaten Deli Serdang, Sumatera Utara 20371. The type of this research was quasi-experimental design. Quasi-experimental methods that involve the creation of a comparison group are most often used when it is not possible to randomize individuals or groups to treatment and control groups (White and Sabarwal: 2014, p. 2). In this research, the researcher uses a quasi-experimental method with the nonequivalent control group pretest-post-test design. The design of this research is as follow:

Table 1

Quasi-Experimental Design

Nonequivalent Control Group Pretest- Post-test Design

Group	Pre-	Treatm	Post-Test
Experimental Class	O1	X	O2
Control Class	O1	-	O2

O1: Pretest

O2: Post-test

X: Treatment for student using Hangman game

There were two groups involved in this research namely the experimental group and control group where the experimental group receives a treatment (X) while the control group does not receive treatment (-). The researcher used tests as a tool to measure students' ability in mastering vocabulary. Both groups will be given a pretest to measure their early vocabulary mastery before getting the treatment and a post-test to know whether the treatment is effective or not. During the treatment, the experimental group will be taught by using Hangman game (X), while the control group will be taught by using

the conventional technique. The researcher took two classes as the sample of study; class VII-2 as the experimental class consists of 20 students and VII-3 as the control class consists of 20 students. The researcher examined the data description and pre-requisite test, and hypothesis test.

FINDING AND DISCUSSION

The data was collected from the result of students' pretest and post-test scores of the experimental class (VII-2) and control class (VII-3).

The Result of Students' Pretest and Post-Test:

After conducting pretest and post-test of experimental groups, the researcher obtained the data. The data were as follows:

Table 2
Descriptive Statistic of Pretest and Post-test

Statistic	Pretest	Post-test
Minimum	20	36
First Quartile (Q1)	46	74
Median	50	80
Third Quartile (Q3)	58	80
Maximum	96	100

The total pre-test score obtained by the experimental class is 1016 and the mean pre-test score is 50,80 with mode 24 and the median 46. The lowest score for the pre- test was 20 and the highest score was 96. In the meanwhile, the total score for the post-test is 1488 and the mean score is 74,40 with mode 80 and the median 80. The lowest score for the post-test was 36 and the highest score was 100. It can be indicated that there is a significant difference in the experimental class between the pre-test and post-test scores.

Next, the researcher was obtained the data pretest-post-test of the control group. The data were as follows:

Table 3
Descriptive Statistic of Pretest and Post-test

Statistic	Pretest	Post-test
Minimum	20	36
First Quartile (Q1)	51	74
Median	51	80
Third Quartile (Q3)	51	80
Maximum	51	100

Vocabulary		
Mean		
Median	45,8000	
Mode	40,0000	
Std. Deviation	9,0000	
Minimum		16,00
Maximum		76,00

Based on the results described above, the number of students who take the test is 20. The total pre-test score obtained by the control class is 912 and the mean pre- test score is 45.60 with mode 40 and the mean score is 40. The lowest score in the pre-test was 16 and the highest score was 76. Meanwhile, the total score for the post- test is 1028 and the mean score is 51.40 with mode 64 and median 50. The lowest score in the post-test was 20 and the highest score was 96. This means that there is also an improvement in vocabulary mastery for the control class, but not significant.

In conclusion, the data showed that the highest score in the experimental class was 100, while the lowest score in the experimental class was 36, with a total score of 1488. The highest score in the control class was 96, while the lowest score in the control class was 20, for a total score of 1028. It could be seen that there was a significant difference between student scores in both classes. The experimental class score that was taught by using Hangman game in vocabulary learning was higher than the control class score that learned vocabulary with the conventional technique.

Test Requirements Analysis

Normality Test

The researcher used Shapiro-Wilk formulas by using SPSS V 22 software with significance level $\alpha = 0,05$ to know the result of the calculation is normal or not. The calculation of the normality test using Shapiro-Wilk can be seen in the following table;

Table 4
Experimental Class Normality Testing

Tests of Normality							
	S	S	Kolmogorov-Smirnov ^a		Shapiro-Wilk		Sig.
			Statistic	df	Statistic	df	
PRETEST	20	20	.196	20	.947	20	.324
POSTTEST	20	20	.183	20	.907	20	.056

a. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table shows that the significance value of pre-test is 0.324, higher than 0.05, which means that the pre-test data distribution is normal. The post-test significance value is 0.056, higher than 0.05, which means that the post-test data distribution is also normal. It can be concluded that the experimental class data are normal.

Control Class Normality Testing

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	.196	20	.196	.943	20	.072
POSTTEST	.161	20	.183	.934	20	.184

a. Lilliefors Significance Correction

The normality testing analysis shows that the significance value of pre-test is 0.072, higher than 0.05, which means that the pre-test data distribution is normal. The post-test significance value is 0.0184, higher than 0.05, this means that the post- test data distribution is also normal. It can be concluded that both pre-test and post- test data from the control class were normally distributed.

Homogeneity Test

The researcher used Levene Statistic Test. in order to have homogenous distribution data to calculate the homogeneity in SPSS V 22. The result of the homogeneity test is presented in the following table.

Table 6
Homogeneity Pre-Test Result both Experimental and Control Class

Test of Homogeneity of Variances			
	PRETEST		Sig.
Levene Statistic		38	.678

Based on the table above, the result of the Levene Statistic Test showed that the significant homogeneity of the pre-test between the experimental class and the control class is more than 0.05 (0.678 >0.05). This means that the data in both the experimental and control class pre-test are homogeneous since it was higher than 0.05.

Table 7
Homogeneity Post-Test Result both Experimental and Control Class

Test of Homogeneity of Variances			
	POSTTEST		Sig.
Levene Statistic		38	.053

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Based on the data shown in Table 4.12 above, it can be seen that the significance test for homogeneity is more than 0.05 ($0.053 > 0.05$). It can be concluded that the data of the post-test in both the experimental and control groups were homogeneous.

Hypothesis Testing

Independent t-test

The researcher used an independent t-test from IBM Statistics SPSS v 22 to compare the means or averages of the experimental and control class to determine whether there was a significant difference between students' vocabulary in experimental and control class after treatment. The results of the calculation as follow:

The Mean Score of Experimental and Control Class

Group Statistics

KELAS	N	Mean	Std. Deviation
CONTROL			

Based on the table, the result showed the students' mean score of the experimental class (who are taught using Hangman game technique) is 74,40. While the students' mean score of control class (who are taught using conventional technique) is 51,40. It can be concluded that the mean score of experimental class was higher than control class.

Table 9

The Result of Independence Sample Test

Levene's Test for Homogeneity of Variance

	KELAS	N	Sum of Squares	df	Mean Square	F	
						Between Groups	Within Groups
	POSTTEST EKSPERIMEN					.001	
	CONTROL					.001	

From the calculation above, the result showed that t-test was 3,649 and t-table was 2,024 at the significance level of 0.05 with $df = 38$ and the Sign. (2 tailed) is 0.001. This means that the t-test value is higher than the t-table value ($3,649 > 2,024$) and the Sign. (2 tailed) is $0.001 < 0.05$. It proved that the alternate hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Thus, it can be concluded that *there was a significant difference in using Hangman game towards Students' Vocabulary Mastery at the Seventh Grade Students of MTs Hifzil Qur'an Medan in the Academic Year of 2020/2021.*

The Paired T-Test Analysis

The Paired sample t-test was used to determine whether or not there was a significant improvement in using Hangman game towards students' vocabulary mastery.

The result of the experimental group pre-test and post-test scores were determined using SPSS version 22.

Table 10
Paired Samples Statistics Pre-Test and Post-Test Experimental Group

		Std. E		
P	1	PPRETEST	50,80	
		POSTTEST	74,40	

Based on the result, the mean scores on post-test of the experimental group students were higher in which the mean = 74,40 was higher than their scores on pre- test the mean = 50,80. The t-value of 5,997 and df = 19 were obtained from the paired sample test analysis. This means that the t-value is higher than the t-table value (5,997

> 2.093).

Paired Samples Test

		Std. E		
P	1	DF		

Furthermore, the two-tailed p-value was 0.000, which was less than 0.05. Thus, Ho was rejected and Ha was accepted. This assumes that *there was a significant improvement of using Hangman game towards Students' Vocabulary Mastery at the Seventh Grade Students of MTs Hifzil Qur'an Medan in the Academic Year of 2020/2021.*

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