

USING HANGMAN GAME STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION ACHIEVEMENT

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Abstract: The objective of this quasi-experimental study was to find out whether or not there was significant difference in reading achievements between the students who were taught by using hangman game strategy and that of those who were not. The population of this study was the seventh graders of SMPN 2 Kayuagung. The samples of this study were 64 students divided into experimental and control groups. The samples were chosen using a purposive sampling method. To collect the data, written test in the form multiple choices was used and the data was analyzed statistically by using independent sample t-test. The result of independent sample t-test showed that mean difference between experimental and control groups was 14.375 at the significant level $p < 0.05$. It meant that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. In other words, there was significant difference reading achievement between the students who were taught by using Hangman game Strategy and that of those who were not.

Keywords: *Hangman Game Strategy, reading comprehension achievement, seventh graders*

In Indonesia, English is considered as the first foreign language to be taught from junior high school level to university level. As stated in the standard of content, English is studied at junior high schools (Peraturan Menteri Pendidikan Nasional, No 22, 2006). It is needed to be taught to junior high school students because it is the basic element for the higher level in further education. In other words, English is regarded as one of

the important subjects that should be mastered by Indonesian students.

Reading is a very important skill. The students can get knowledge by doing a lot of reading. Reading is one of English language skills and it has a very important role (Romli, 2014, p.12). It helps students to get knowledge, information and vocabulary. Reading is also an active process that requires a great deal of practice and skill (Moreillon, 2007,

p.10). It means that the readers have to use their ability to get the information and understand the text well.

According to Hill (2006, p.190) reading is the action to comprehend the meaning of the text with constructing our own words so that the reader can comprehend the text easily. Referring to Hill's statement, it can be concluded that the main goal of reading is comprehension. As Richards and Renandya (2002, p. 277) state reading for comprehension is the primary purpose for reading.

Readers need ability to comprehend a reading text in order to gain the information from it. Hence, reading comprehension is needed to ascertain the relationship between the sentences that enables the reader in comprehending the paragraphs. The relationship between paragraphs have been understood, the reader will get the information of a text. Mart (2012, p.92) believes that reading is a good way of comprehension. It means that reading is the way to comprehend the text.

However, English reading is a challenge for EFL students. There are some challenges of reading skill that are faced by students. The problems in English reading can contribute to the succesful of reading. One of the challenges is the level of difficulty of reading text that should be in accordance with the level of the students' reading ability.

Many methods and techniques in teaching English can be applied in teaching learning process. The teacher could select the most significant ones according to the situation and necessities of students. Games are one of the methods which can be used in teaching English reading.

A game is an activity with rules and goals, as the researcher mention,

that most students like game, because by using games they can feel enjoyable, especially when they are learning in the class. Lavery (2001, p.92) states, "it helps students to forget that they are studying because they lose themselves in the fun of the activity motivated them".

The activities in teaching English reading, especially for junior high school students, should be interesting. The English teachers can encourage the students to show their understanding through movements such as acting, walking, running, jumping, and miming. The students should be given opportunities to practice the language. Imitating and doing the actions can help students to learn the language.

METHODOLOGY

This study applied a quasi experimental research method. The samples of this study were the seventh grade of SMPN.2 Kayuagung. The sample was divided into an experimental group and a control groups and each of them consisted of 32 students.

The experimental group was taught by using the Hangman game and the procedures of the teaching activities for this experimental group was as follows.

- *Pre-Teaching reading.* In order to get optimal target in teaching learning process, before discussing the material, the students were given brainstorming by the researcher. By doing so, the students would have the same perception about the information which they would get.
- *Introducing words.* The word were introduced to the students through the following steps: a) select new vocabulary items from the previous

text, b) add some more new words, by talking the clue, guess the word and show the students how to do them, c) give explanation by using demonstration, d) follow the activities by practicing and using them.

- *Words memorization.* It is important that the students memorize although an obviously critical component in learning is often overlooked by teacher when selecting to decide the methods for teaching reading.

FINDINGS AND DISCUSSION

Based on the result of the pre-test in the experimental group, it was found that the highest score was 72, the lowest score was 28, and the mean score was 50.62 with the standard deviation of 13.075. Meanwhile, based on the result of the post-test in the experimental group, it was found that the highest score was 92, the lowest score was 36, and the mean score of the post-test score was 67.88 with the standard deviation of 12.911. The detailed information of the result of the pre-test and post-test scores in the experimental group are presented in Table 1.

Table 1
Results of Pre-test and Post test of Experimental Group

Score Interval	Experimental Group	
	Pre-test	Post-test
Lowest Score	28	36
Highest Score	72	92
Mean Score	50.62	67.88
Std. Dev	13.075	12.911
Normality	0.160	0.777

Table 2 present the result of the pre-test and post-test of the control group.

Based on the results of the pre-test in the control group, it was found that the highest score was 72, the lowest score was 28, and the mean score was 51.75 with the standard deviation of 12.232. In the post-test, it was found that the highest score was 80, the lowest score was 32, and the mean score was 53.50 with the standard deviation 13.507.

Table 2
Results of Pre-test and Post test of Control Group

Score Interval	Experimental Group	
	Pre-test	Post-test
Lowest Score	28	32
Highest Score	72	80
Mean Score	51.75	53.50
SD	12.232	13.507
Normality	0.245	0.109

The independent sample t-test was used to find out whether or not there was a significant difference in students' reading achievement between the experimental and control groups.

Table 3
Results of Paired Sample t-test and Independent Sample t-test

Pre-test	Mean Experiment	50.62
	Mean Control	51.75
Post-test	Mean Experiment	67.88
	Mean Control	53.50
Pre and Post-test Experiment within	Mean Diffenrence	17.250
	SD	8.466
Pre and Post-test Control within	Mean diffence	1.750
	SD	10.157
Mean Difference Post Test between Experimental & Control		14.375
T-Value Post-test between Experimental & Control		4.352

Based on the result of paired sample statistics in the control group, it was found that the mean difference was 1.75, with t-obtained (0.975) that

was less than t-table (2.0395) and P_{value} (0.337) was higher than α_{value} (0.05). It meant that there was no progress on students' reading achievement in the control group. In other words, the students who were taught by using conventional method did not show significant progress in their reading achievement because they only read the text without doing discussion about the text deeply.

The result of the independent sample t-test as shown in table 3 showed that mean score of the post-test in the experimental group was 67.88, while the mean score of the post-test in the control group was 53.50. The mean difference between experimental and control groups was 14.375 at the significant level $p < 0.05$ in two tailed testing with $df = 62$, t -obtained was 4.352, and the critical value of t-table was 1.9990. Since t -obtained (4.352) was higher than t-table (1.9990) and P_{value} (0.000) was less than α_{value} (0.05), it showed that null hypotheses (H_0) was rejected and alternative hypotheses (H_a) was accepted. It meant that there was any significant difference in reading achievement between the students who were taught by using hangman game strategy and that of those who were not.

CONCLUSION

As described in the background of this article, English reading is a challenge for EFL students. Therefore, the English teachers can apply certain methods or strategies in teaching English. The English teachers can select the one that is suitable based on the situation and the needs of their students. Literature has shown that games are one of the methods which can be used in teaching English reading. In this study, Hangman game

was applied to help students improve their reading comprehension. The result of this study has shown that there was a progress on students' reading achievement before and after the treatment. The students who were taught by using Hangman game strategy had improvement because this strategy guided them to comprehend the reading texts.

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