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GIVING OPINION BY USING HANGMAN GAME**

**A Classroom Action Research at the Eighth Grade Students of SMP Negeri  
16 Pontianak in the Academic Year of 2011/2012**

**A JOURNAL**

**Proposed by**

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**TANJUNGPURA UNIVERSITY**

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## IMPROVING STUDENTS' ABILITY IN ASKING AND GIVING OPINION BY USING HANGMAN GAME

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### Abstract

This study was about the use of hangman game in teaching speaking to improve students' ability in asking and giving opinion. The writer used Hangman Pro (Ken Winograd:2007) in the project. It was a classroom action research on the eighth grade students of SMP in Pontianak in academic year 2011/2012. It was found in cycle 1 of the research that the students still had difficulties to pronounce the words and making dialogue, to solve the problem the teacher gave a guide dialogue before the students practiced using the hangman. In the second cycle, the result showed that the students became motivated to participate in classroom processes and hangman game. They were enthusiastic using hangman to practice asking and giving opinion in the dialogues. The study found that using hangman game was conducive to improved students' ability in asking and giving opinion.

Key words: Improving, hangman, opinion

In this research, the writer tried to improve the students' speaking ability in asking and giving opinion. The *Kurikulum Tingkat Satuan Pendidikan (KTSP)* in syllabus for Junior High School level, especially for the eighth grade students shows that the standard competence in speaking was that the students were expected to be able to express meaning in transactional and interpersonal (to get thing done) conversation (socialization) to ask and give opinions (make question and answer). Prior to the investigation, the writer identified the students' problems in the teaching and learning process. They had difficulties in asking and giving opinion in English. Based on the observation, the students still experienced difficulties in choosing words to ask and to give opinion. Those problems could also be seen from the result of the score in making a dialogue about asking and giving opinion, the students average score was 50 point which was not good and was below the minimum standard of students' achievement, 70 point. In addition, the problems could be a result of monotonous technique/media in teaching English.

The teacher had to be creative to use the technique/media for improving students' speaking ability especially in asking and giving opinion. In this research, the writer used software games as the media. As Kang and Dennis (2003) argue the students need to learn vocabulary in context and with visual clues to help understand them. Vocabularies which were found in that software

game helped the students to be able to express their opinion in speaking. This software game was named hangman. This game was operated by guessing the words and exciting media for learners especially the young learners. It helped the students to express their opinion and retain new words. In hangman game, students play by selecting the options of categories depending on the teacher instruction. Based on the problems and the potentials of hangman games in improving students' ability in asking and giving opinion, the writer applied a classroom action research, because a classroom action research focused on seeking solutions and solving the problems of students'.

The purpose of this research was to investigate how the use of hangman game improve the ability in asking and giving opinion by the eighth grade students' of SMP Negeri 16 Pontianak. The learning process which used hangman game improved the students' ability in asking and giving opinion. This kind of learning process allow the teacher to use their teaching media in order to promote the teacher creativity and innovation in teaching English and also helped the school to improve the quality and enrich the teaching media of the school.

In the syllabus of the speaking aspect at eighth grade , the students are expected to have the ability in using appropriate topic related to their environmental needs. Most of the topics are about their lives especially in asking and giving opinion. The most important aspects are pronunciation, grammar, vocabulary, and fluency, because those aspects are important to gain the meaning so that people can communicate with others. To help the teacher in teaching speaking to junior high school students, the teacher might use interesting teaching media which helped the teacher in creating a fun class. One of the alternative media is hangman game.

The materials of asking and giving opinion are:

- Opinion is including the words of opinion and argument/reasons. Opinion dialogue is a dialogue consists of two persons or more who have opinion each others. It can use the expressions, such as in my opinion, in my view, I think etc.
- The definition of asking and giving opinion: asking opinion is used when someone wants to know about anyone thought. Giving opinion is used when someone conveys about his thought to others.

The table below shows the example of asking and giving opinions

<b>Table 1, Asking and giving opinion</b>	
Asking	Giving
What do you think ...?	Well, I think ...
What's your opinion about ...?	In my opinion I think ...
How do you feel about ...?	I feel that wwe should ...
What's your reaction to that ...?	My reaction is that we should ...
Any comments, John?	May I make a comment on that?

*Adapted and modified from [england.caduff.org/505835956d0c08101/505835956e0cb2617/](http://england.caduff.org/505835956d0c08101/505835956e0cb2617/)*

- There are other expressions to guess word or find the word in hangman game

**Table 2, The other expressions**

Asking Opinion	Giving Opinion
<ul style="list-style-type: none"> <li>• Do you think we should have ...?</li> <li>• What is your opinion if we click ...?</li> <li>• May I guess ...?</li> </ul>	<ul style="list-style-type: none"> <li>• I think we should have ...</li> <li>• In my opinion, we should have ...</li> <li>• I guess we should have ...</li> </ul>

### **Game for Learning**

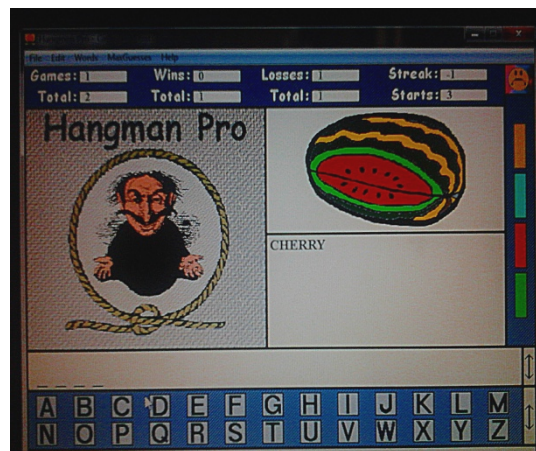
Media and technology play an important roles in a teaching and learning process. Many creative educators have taken advantages of the development in technology to enrich their teaching media, method, and technique. Their logical reason to bring technology into class especially in speaking class might be bringing the real world to class, this will help students to learn more and the knowledge will retain better in their mind. Computer which might be considered as the main part of development in technology has been a special topic of interest to be used in classroom instruction from the past 39 years since the invention of low-cost personal computers in the late 1970s (Lever-Duffy et al, 2002: xiii). In addition, the fast growing of computer technology supports the availability of software games that can be brought into classroom as Virvou, Katsionis and Manos (2005) state:

The process of learning is a very complex cognitive task that can be very imposing on students since it requires a lot of effort from them. Consequently, they need a lot of motivation to cope with it. In view of this, it is within the benefit of education to create educational software that is interesting and stimulating for students. On the other hand, there is a fast growing area of computer technology, that of computer games, that is extremely appealing to children and adolescents. Indeed, anyone who interacts with children and adolescents in every-day life can easily observe that they like computer games.

Long and Long (2004: 14) say that software refers to any program that tells the computer system what to do. They classify many kinds of software into two major types as well, namely system software and application software. Hangman game is included in the application software, because application software is sets of computer instruction that are designed and created to perform specific task such as word processing, graphics, multimedia, and game.

Hangman game is a guessing word game for two or more players. One player thinks of a word and the other tries to guess it by suggesting letters. The word to guess is represented by a row of dashes, giving the number of letters. If the guessing player suggests a letter which occurs in the word, the other player writes it in all its correct positions. If the suggested letter does not occur in the word, the other player draws one element of the hangman diagram. The game is over when: the guessing player completes the word, or guesses the whole word correctly and the other player completes the diagram.

**Figure 1 Hangman Game**



### **Hangman Game in Teaching Learning Process**

In classroom action research the writer and collaborator work as a research team in conducting the preliminary study, planning the action, implementing the action, analyzing the data and making reflection. The steps of procedures were, as follows:

- 1). In planning step the writer prepared a lesson plan, field notes, observation checklist, teaching material, and teaching aids such as computer and speaker to play hangman
- 2). In the acting stage, the writer taught students how to ask and give opinion in English during hangman game playing and taught about scoring aspects in speaking (pronunciation, grammar, vocabulary, fluency). In this section the writers explained the instruction of hangman game. Here, Hangman game played by the students when they guess the word to practice asking and giving opinion dialogue. The writer also gave the students example of asking and giving opinion dialogue by using hangman to make the students understand in doing the exercise. For the practice, the writer asked the students work in pair in front of their own computer.
- 3). Observing, in this step the writer helped by the teacher. The teacher noted events happening in the teaching learning process. The process of learning speaking in asking and giving opinion by using hangman game would be recorded by the teacher to find out the result of improvement students' ability in speaking. Then the writer would gave score to each student and concluded the rating scale as a data
- 4). Reflecting, the writer made an evaluation towards what she has observed to find the weakness of the teaching activity having been carried out, by analyzing collected data, the writer determined whether the action was successful on unsuccessful. The weaknesses could be seen from whether the students were

active or passive during the teaching learning process, and from whether the students passed the standard achievement target or not.

## Research Methods

The research participants were 30 students; they came from VIII A grade students of SMP Negeri 16 Pontianak in academic year 2011/2012. The instruments used to collect the data were observation checklist, field notes, oral test, and recording. In this research, the writer would be a teacher and the teacher would be a collaborator. Collaborator was needed to observe the classroom situation in teaching learning process. The observation would be done by using observation checklist and field notes as a guidance to notice students' improvement by using hangman. In collecting the data, the writer used measurement technique and observation technique to observe the students' ability in asking and giving opinion by using hangman game. Where, observation technique was used in which the treatment carried by the writer. Thus, it can help the writer in reflecting whether the action gave succes in improving the students' speaking ability. In this research, hangman game is a tool of teaching learning process. The data would be analyzed based on the rating scale of speaking.

The classroom action reserach analyzed the data from the result of students' performance, observation checklist, and field notes. The formula of students score were:

1. Students individual score

$$x = \frac{r}{n} \times 100$$

Note:

X : Students' individual score

r : Students' composition result

n : Total items

100: Maximum score

2. Students mean score

$$M = \frac{\sum x}{n}$$

Note:

M : Mean score

$\sum x$  : The sum of Individual score

N : Total number of students

**Table 3, Scoring Profile of Speaking**

<b>Score</b>	<b>Pronunciation</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Fluency</b>
5	Speech consists of almost appropriate pronunciation.	Make few ( if any ) noticeable errors of grammar or word order	Use of wide range of vocabulary taught previously	Speech is quite flowing style, mostly easy to understand
4	Speech consists of hardly incorrect pronunciation	Occasionally makes grammatical and/or word order errors which do not however obscure	Sometimes use inappropriate terms and/or must rephrase ideas because of lexical inadequacies	Speed of speech seems to be slightly affected by language problem
3	Speech consists of some inappropriate pronunciation	Makes frequent errors of grammar and word order which occasionally obscure meaning	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary	Speed of fluency are rather strongly affected by language problem
2	Speech consists of mostly inappropriate pronunciation	Grammar and word order errors make comprehension difficult, must often rephrase sentence and/ or restrict him/herself to basic pattern	Miss use of words and very limited vocabulary make comprehension quite difficult	Usually hesitant; often forced into silent by language limitation
1	Speech consists of very poor pronunciation	Error in grammar and word order so severe as to make conversation virtually unintelligible	Vocabulary limitation so extreme as to make conversation virtually impossible	Speech is so halting and fragmentary as to make conversation virtually impossible

(Adapted and Modified From Model Kurikulum Tingkat Satuan Pendidikan 2006)



To find out whether hangman game has improve the student's ability to ask and give opinion, the research has been conducted in two cycles. The teacher implemented the hangman game as media and asked students to make a dialogue about asking and giving opinion. For the compute the score of student's dialogue, the teacher recorded the students conversation. The score was based on the aspects of speaking (pronunciation, grammar, vocabulary, fluency). In addition, the teacher helped by the collaborator to make a note about what were happening in the classroom. The collaborator observed the students' activities during the teaching learning process.

When hangman game was held in the classroom, the main results of this research was that students became participative and motivated to the material. Then students also paid more serious attention to learn English by using hangman game. All of these aspects are presented as follows:

The 1<sup>st</sup> cycle (March 13<sup>th</sup>, 2012)

a. Planning

The writer act as a teacher and prepared a lesson plan to help her in teaching learning process. She managed the time efficiently to get the objective in the meeting. The objective in this cycle was to improve students' ability in asking and giving opinion by using hangman game. Beside a lesson plan, the teacher needed to prepare some instruments to collect the data including observation checklist table, field notes, tape recording, and supporting material about asking and giving opinion. Last, is teaching aids or media, such as computer laboratory and insert the application of hangman game in every computer. Then LCD projector to showed the students about the example of asking and giving opinion dialogue by using hangman. Hangman game is a computer game that guessing the word for two or more players. One player thinks of a word and the other tries to guess it by suggesting letters. If the suggested letter does not occur in the word, the parts of the hangman game will occur in diagram. The game is over when: the guessing player completes the word, or guesses the whole word correctly and the other player completes the diagram.

b. Acting and observing

The teacher began the teaching learning process by greetings and reviewing the previous lesson. Then, started the lesson by asking some questions dealing with the materials. In this cycle, the teacher taught the students about asking and giving opinion, explained the speaking aspects that want to evaluate by the teacher, such as pronunciation, fluency, grammar and vocabulary. Before the students began to play, the teacher gave an example how practice the dialogue about asking and giving opinion by using hangman game. After that, the teacher introduced and explained the instruction of steps how to play hangman game, invited the students to play hangman game and asked them to make group consist of two students. The main goal of this game was the students had to practice dialogue while playing the game until finished, they had to

struggle find out and guess the correct word. The categories hangman that the students had to select was about animal's name. The teacher gave the speaking test about asking and giving opinion and the students had to practice it based on the example before.

For the observation, the teacher found that the students got difficulties in practice a dialogue, expressing their ideas, lack of vocabulary and grammar. The result of the first cycle was not good and it did not achieve the KKM ( minimum criteria for accomplishment). The score given was based on the criteria on the scoring rubric (pronunciation, fluency, vocabulary, and grammar).

Students' mean score in the first cycle is :

$$M = \frac{\sum X}{S} = \frac{1770}{30} = 59$$

The mean score of students' ability in asking and giving opinion was only 59 point which was categorized as poor ability. This point showed that students' score was still low because the highest point was 100. In addition, it was found that the students still had problems in pronounce the words, grammar and using words to ask and to give opinions.

#### c. Reflecting

Based on the discussion between the teacher and the collaborator, it was concluded that in the first cycle the students were still categorized poor. This result was disappointing and let the teacher know exactly students' ability in asking and giving opinion. The teacher concluded that the students had difficulties in pronouncing the word and students used too much time to play the game without finished the exercise. Therefore, for the next meeting the teacher should overcome the problems that occurred in the first cycle. The change was the teacher should taught the lesson much more interesting and slower to make the students easier to understand.

The 2<sup>nd</sup> cycle ( March 27<sup>th</sup>, 2012)

#### a. Planning

The teacher got some information from the first cycle. The teacher knew her students' difficulties in practicing dialogue by using hangman. The teacher also prepares the lesson plan, treatment, and suitable material to teach her students. And prepare some instruments to collect the data including observation checklist table, field notes, tape recording. The teacher should manage the time efficiently to get the objective of this teaching learning process. The teacher would focused on the students difficulties in practice dialogue whether they pronoun the word correctly and used an appropriate grammar and vocabulary, then the fluency of the sentences.

#### b. Acting and Observing

The teacher began the teaching learning process by greetings and reviewing the previous lesson. Then, started the lesson by asking some questions dealing with the materials. Based on the reflection the problem at the previous cycle, the teacher explained briefly the procedures how using hangman to practice dialogue about asking and giving opinion, then motivated them to be brave when they pronounce the word. Before that, the teacher showed the example of dialogue again. In this cycle, the teacher gave a treatment by changing the categories of hangman became a hangman about fruit's name. The teacher taught the students how to pronounce the new words. Then the teacher asked the students work in pair to practice the dialogue about asking and giving opinion by using hangman. During the students talking, the writer recorded it.

In observing, the students paid more attention to the teacher's explanation and to the activity in the class. They tried to pronounce the new words correctly that given by the teacher and tried to guess the word while they practice the dialogue. The students did their task in pairs. At the end of the class, teacher gave a brief explanation as feedback. In this cycle, students already understood about the lesson. They can make a simple dialogue, expressing their ideas, and found more vocabularies. They could finish the activities as within time given. The students had a good result than the first cycle. This can be seen clearly in scoring table in appendix 6.

Students' mean score in the second cycle is :

$$M = \frac{\sum X}{s} = \frac{2410}{30} = 80.33$$

This result showed that the students had improvement score from the first cycle. The score is categorized good. There were 2 students who absent in this cycle. Almost, all students who got mark excellent. It means that there was significant improvement on students speaking score. Most of the students can achieve  $70 \geq$ .

#### c. Reflecting

Based on the discussion between the teacher and the collaborator, it was concluded that in the second cycle the students were categorized as good. In this last cycle was the good cycle that improved students' speaking ability in asking and giving opinion by using hangman game. And also the four aspects of speaking competence namely pronunciation, grammar, vocabulary, and fluency. In this cycle, the writer concluded that improving students' ability in asking and giving opinion by using hangman game gave positive impact to improve students' speaking skill. The teaching-learning process was good since the beginning until the end of the action. The use of hangman game did not get the students bored with the lesson at all. By using hangman game, the students could achieve most of the vocabularies in game easily.

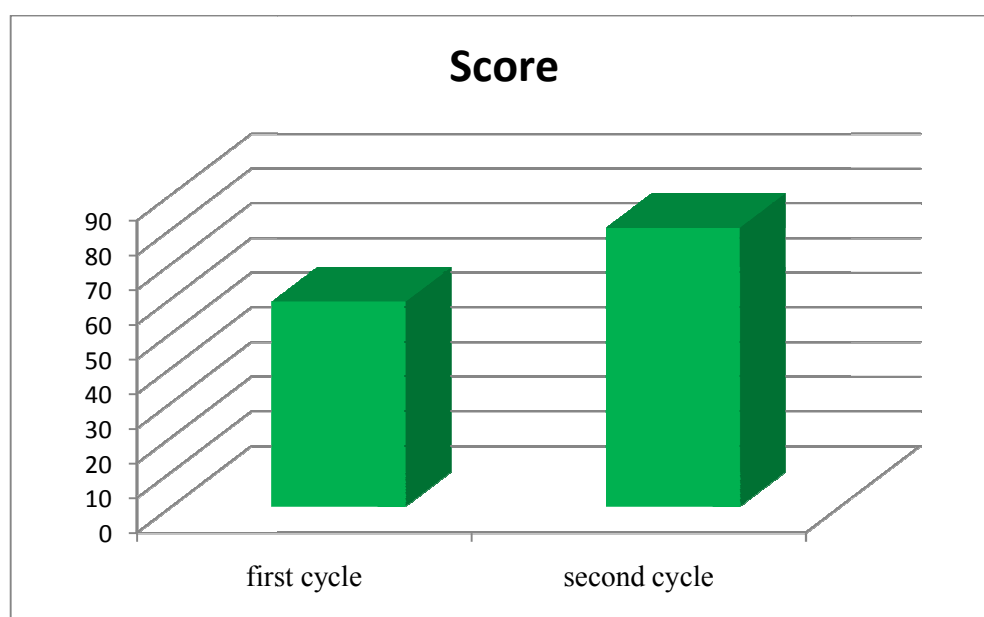
From the research finding above, the writer found some important things. Hangman game made the students active because in this game, beside the

game was fun and interesting, the students often practiced their speaking especially in ask and give opinion by using hangman. They more struggle to found the word and practice the dialogue. It did not make the students felt nervous when they talking during recorded.

As Byrne in Deesri (2002:7) gave the definition to games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game. Moreover, games help the teacher to create contexts in which the language is useful and meaningful. When students want to take part, they must understand what others are saying or have written. They must speak or write in order to express their own point of view or give information. Thus, games provide one way of helping the learners to experience language rather than merely study it.

When the students were motivated in speaking and they understood the rules of hangman game clearly, they were enthusiastic using hangman to practice the dialogue about asking and giving opinion. The improvement of students' ability in asking and giving opinion by using hangman game from the first cycle to the second cycle is presented in the table in appendix 5 and the following diagram:

**Figure 2, Speaking Test Score: asking and giving opinion**



The diagram shows that the mean score in the last cycle was improved. The students' mean score in first cycle was 59. It was categorized poor. The second mean score was 80,33 . It was categorized good.

The description above showed that encouraging students to speak by using hangman game could improve students' speaking ability in asking and

giving opinion. The Students could use words correctly and could be comprehend the material easily.

Using hangman in teaching speaking was fun, productive, and get the students speaking. They could laugh, smile, relax, and even made a little noise when the students play hangman and when the students practiced the dialogue in pairs. In this research, the writer used simple sentence in making dialogue about asking and giving opinion. In this research, the writer found that using hangman media in teaching speaking was effective to improve students' ability in asking and giving opinion. In conclusion, the research finding of the classroom action research was satisfied and showed that there was a significance result in every cycles.

### **Conclusion**

Teaching speaking in asking and giving opinion through hangman game could positively involve the students in the process of teaching learning activity. The research was done in two cycles. In the first treatment, students' result of speaking ability in asking and giving opinion was low, but they were involved in the activity happily. It means that in the first cycle the teacher should explains the lesson much more interesting and slower to make the students easier to understand.

The weaknesses of hangman game were the classroom situation when teaching learning process would be out of the control if the teacher did not manage the time efficiently and gave clear explanation about using hangman game. Without clear explanation, the students would be confuse and they were bored to play the game.

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