INCREASING STUDENT'S VOCABULARY ACHIEVEMENT THROUGH HANGEMAN GAME

(A Classroom Action Research at the Eleventh Grade of

MA Husnul Khotimah Semarang in the Academic Year 2015/2016)

(Peningkatan kosakata peserta didik dengan menggunakan hangeman game,

penelitian tindak kelas di kelas XI MA Husnul Khotimah Semarang, tahun ajaran

2015/2016)

THESIS

Submitted in Partial Fulfillment of the Requirement

for Degree of Education Bachelor

in English Language Education

By:

MUSTAFIDAH

STUDENT NUMBER: 113411030

EDUCATION AND TEACHER TRAINING FACULTY

WALISONGO STATE ISLAMIC UNIVERSITY

SEMARANG

2015

A THESIS STATEMENT

DECLARATION OF ORIGINALITY

I am, the student with the following identity:

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Certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, November 13th, 2015

The Researcher

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Thesis with the following identify :

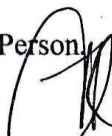|	
Title	: **Increasing Student's Vocabulary Achievement Through Hangeman Game (A Classroom Action Research at the Eleventh Grade of MA Husnul Khotimah Semarang in the Academic Year 2015/2016)**
Name	: **Mustafidah**
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Faculty/Major	: Education and Teacher Training / English Language Education

had been ratified by the board of examiners of Education Faculty of Walisongo State Institute for Islamic Studies can be received as one of any requirement for Gaining the Bachelor Degree in English Language Education.

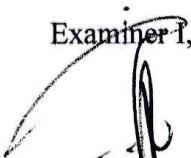Semarang, November, 26th 2015

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Dear Sir
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Matter: **A Final Project Manuscript Approval**

Assalamu'alaikum Wr. Wb.
After reading and revising, we as advisors declare that the final project of:

Title	:	**Increasing Student's Vocabulary Achievement through Hangeman Game (A Classroom Action Research at the Eleventh Garde of MA Husnul Khotimah Semarang in the Academic Year 2015/2016)**
Name	:	**Mustafidah**
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Faculty/Major	:	Education and Teacher Training / English Language Education

is approved. Therefore, we appeal in order to examine it as soon as possible. We thank you for your attention.
Wassalamu'alaikum Wr. Wb.

Advisor

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ABSTRACT

Title   : **Increasing Student's Vocabulary Achievement through Hangeman Game (A Classroom Action Research at the Eleventh Grade of MA Husnul Khotimah Semarang in the Academic Year 2015/2016)**
Researcher   : **Mustafidah**
Student Number   : 113411030

This thesis discusses the increasing student's vocabulary achievement through hangeman game (A classroom action research at the eleventh grade of MA Husnul Khotimah Semarang in the academic year 2015/2016).

The background of the study in this research are students of eleventh grade of MA Husnul Khotimah Semarang have the problems in study English, such as : low students participation in learning activity, less self-confidence, students are not attracted with the teacher's way in conveying material, less motivation, lack of media used in delivering material.

The objects of this study are: (1) To know the technique for the teacher in teaching vocabulary using hangeman game. (2) To identify the increasing students' vocabulary achievement after being taught by using hangeman game of eleventh grade students of MA Husnul Khotimah Semarang in the academic year 2015/2016.

The study was conducted at MA Husnul Khotimah Semarang the academic year 2015/2016. The subject of this study was the students of eleventh graders. The design research that used was Classroom Action Research (CAR) with the reason the teacher can implementing hangeman game and increase student's vocabulary achievement. This research conducted pre-cycle, and two cycles in classroom action research. The technique which were used to collect the data are documentation, observation, and test.

This CAR was done in two cycles with three activities including pre-cycle. pre-cycle was 50,36. In cycle 1 showed 69,76. In cycle 2 increased to be 74,72. The result of the research showed that there was a significantly different students' achievement in every cycle. It can be recommended that there was improvement in students' vocabulary achievement in express of feeling pleasure after using Hangeman game.

This thesis is useful for the teacher and the next researcher. The teacher can implement hangeman game to increase students' vocabulary achievement. Hangeman game can be used as a technique that want to be investigated by next researcher.

Keyword : *Vocabulary Achievement and Hangeman Game*

MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا (الا نشراح: ٦)

"So verily, with the hardship, there is relief (Al Insyirah: 6)"

خير الناس احسنهم خلقا و انفعهم للناس[1]

"The best people is who has good character and useful for another people"

---

[1] https://abahry.wordpress.com/materi-kuliah/matkul-bahasa-arab/kumpulan-mahfuzhot-pribahasa-arab/ (27 November 2015)

DEDICATION

This final project is proudly dedicated to:

1. My deepest gratitude goes to my beloved parents (Ali Imron S. Pd. I and Sunarti) for their endless love, prayer, patient, and support;

2. My dearest brother and sister (A'fifatul Ma'rifah, Nur Fitria Rahayu, Dewi Astuti FU, and Nova Agung Muliana) who gives me support in finishing this final project;

3. My best friends Elya Eka, Laila Fathiyyah, and Ria Resti Ridawati who always gave me some advices to be strong person.

4. My embarrassing family : Oma (muzayyanah), Opa (Khoirul Manan), kak Bayla (Laila Fathiyyah), Pocy (Elya Eka), Uple (Maria Ulfah), cak luq (Lukman Haqim) who always gave me the good experience.

5. My big family PBI A 2011

6. All member of Walisong English Club (WEC)

7. All of my best friends who always give me motivation and support to do this final project.

ACKNOWLEDGEMENT

Praise is to Allah, the merciful, and the compassionate that the researcher can finish this final project completely. Shalawat and Salam for the Prophet Muhammad who brings us from the darkness to the brightness.
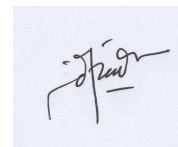
The researcher realizes that there are many people who are already helped him in arranging and writing this final project directly or indirectly. In this chance, the researcher would like to express deeper appreciation to:

1. The Dean of Education and Teacher Training Faculty DR. H. Rahardjo, M. Ed. St.

2. The Head of English Department Dr. H. Muslih, M.A., Ph.D.as.

3. The Advisor Sayyidatul Fadlilah, M. Pd, thank for providing careful guidance, helpful corrections, very good advice as well as suggestion and encouragement during the consultation..

4. My beloved father Ali Imron, S. Pd. I and my beloved mother Sunarti who always give inspiration and motivation to continue this study.

5. The Headmaster of MA Husnul Khotimah Semarang Ali Imron, S. Pd. I, who had allowed the researcher to carry out the research in his school.

6. All of my friends in English Language Education 2011 especially for English Education A 2011.

7. Last but not least, those who cannot be mentioned one by one, who have supported the researcher to finish this final project.

Finally, the researcher realizes that this final project is far from being perfect therefore, the research will happily accept constructive criticism in order to make it better. The researcher hopes that this final project would be beneficial to everyone. Ameen.

Semarang, November 13th, 2015

The Researcher,

MUSTAFIDAH
NIM: 113411030

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CHAPTER I
INTRODUCTION

A. Research Background

Language is a means of communication to convey thoughts and feeling. Language and human beings cannot be separated. Human life perspicacity can run well because they use language to communicate something one another. Through the language, people gain a better insight into human relations. They use the language to express their ideas and thoughts. Meanwhile language itself can survive and develop because people use it and teach to other people. Whoever, whenever and wherever they are, language always accompanies them. Even when one is silent, basically he still uses language it is a means used to form thought and feeling, will and activity.[2]

English has important role in the world. The different growth of languages makes it the most popular among the other international language. Nowadays, there are no part of the world affairs know nothing about English. International affairs such as education, economic, sport, science, medicine, and security, always involve English as the medium. Besides, it must be realized that most scientific books are written in English. Accordingly, in order to be able to comprehend the books for getting knowledge, one must have mastery in English and so must the Indonesian students.

For Indonesia, English is foreign language. With this position, it does not have social function as wide as a second language. English in academic field is taught as a subject matter. By learning English the learners are hoped to be able to communicate anything in English. As we know that the final aim of teaching a foreign language is to produce students who can communicate anything and everything in the foreign language.

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[2] H. Douglas Brown, *Principles of Language Learning And Teaching*, (New York: Person Education, 2007), P. 384

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To achieve the communicative function, we need general knowledge and skill of English and language components. These four skills are taught to all English learners including young learner. However, these skills will not be well established if the learner do not master the English language components. One of the essential language components is vocabulary.[3]

Language games are games that are used in teaching learning activity to make the students easy in learning English. The emphasis is on a successful communication rather than on a concreteness of language. Games are an extremely effective way of motivating the students in the classroom. Language teachers through history have interspersed their grammar of course material with what often seem like hearted games but they do actually touch the language directly. The most important thing is the games are fun.[4]

Hangman game is guess the hidden phrase to complete a level. Hangeman is filled with thousands of terms and phrases, presented in random order each time you play. Hangman is very entertaining, and a really good pastime for students as well, since apart from being fun it can be a good chance for students to learn new words and improve spelling. The hangeman a new product, one can find themselves stuck to the computer screen throughout their free or party time and can take away the attention and mind from a lot of other things that one enjoys doing also.[5]

This emphasis is reasonable, as the graduates of SMA are prepared to continue their study to university in which most reference books are written in English. Furthermore, vocabulary knowledge is basic to and primarily the prime ingredient in comprehension. Strategy for vocabulary

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[3] Bambang Yudi Cahyono, *Practical Techniques for English Language Teaching*, (State Univercity of Malang Press, 2011), P. 123

[4] Hornby, A.S. 1995. *Oxford Advanced Learner's Dictionary of Current English.* (London: Oxford University Press), P. 486

[5] Dely Utari, *analisis dan implementasi algoritma runut balik (backtracking) pada permainan Hangman*, (Universitas Sumatra Utara, 2012), P. 8

development is essential element of any reading program. The language components involve vocabulary, grammar, and pronunciation. In fact, all language components are important, but the most important one in language teaching is vocabulary, as Coleman says, that vocabulary is the most important component in language teaching. By having an adequate mastery of vocabulary, students can learn language more easily. Besides, there is a direct relationship between a successful career and large vocabulary. Men and women who had achieved distinction in variety of field were proved to have vocabularies larger than the average. It does not mean that a large vocabulary can guarantee one to become a scientist. But it means that inadequate vocabulary will minimize one's chances for success; an effective vocabulary will increase them.

The phenomenon in the reality had shown that in learning process, there are still many problem. From the result of observation in the class and discussion with the English Teacher, there are many weeknesses in learning process especially in learning writing at senior high school grade XI A in the academic year 2015/2016 that influence the result of study and based on diagnosis, it is found several weeknesses, such as: 1) Low students participation in learning activity,   2) less self-confidence in each students, 3) Students are not attracted with the teacher's way in conveying material, 4) Most of students are not motivated to study English, because their mind-set that English is difficult, 5) lack of media used in delivering material. It could be indentified from the students' English score in learning English previously. The students' English score specifically when they learn writing that many students could not be achieved yet the Criterion Minimum of Completeness (KKM).

From the nations above, it needs good solution to increase the learning process at senior high school in academic year 2015/2016, so that helping students achieve the Criterion Minimum of Completeness (KKM). Its is necessary to develop learning process in quality aspect of changing action of teaching learning process. Based on the reason, an action

research can be done to improve learning process. It is also chosen to solve the problem about writing especially vocabulary in teaching learning process.

CAR can be applied by using hangeman game as a technique that makes students active and creative. Active learning is a learning that invites students to learn affectively. Active learning dominate the learning activities until students actively use their cognitive comprehensively, in the case of finding the mind idea, problem solving, or applying what they get in the lesson. With learning actively, students can follow the learning process so that they can enjoy happier atmosphere and the result of study can be maximal. Method or technique that can be developed from active learning also has to consider students' condition and achievement at XI A students of MA Husnul Khatimah Semarang in the academic year of 2015/2016 that is heterogeneous with high, medium, and low academic ability and the differences background of students. So that hangeman game enables students to interact and communicate knowledge in learning process.

Based on the explanations above, the writer decided to choose "Increasing Student's Vocabulary Achievement Through Hangeman Game at Eleventh Grade Students of MA HUSNUL KHATIMAH Semarang in the Academic Year 2015-2016"

B. Problem Statement

This research is aimed to find the answer to the following research questions.

1. How to teach vocabulary for senior high school by Hangeman Game?
2. Can hangeman game increase student's vocabulary achievement at eleventh grade students of MA Husnul Khotimah Semarang in the academic year 2015-2016?

C. Research Objective

1. To know the technique for the teacher in teaching vocabulary using hangeman game.
2. To identify the increasing students' vocabulary achievement after being taught by using hangeman game of eleventh grade students of MA Husnul Khotimah Semarang in the academic year of 2015-2016.

D. Pedagogical Significance

The result of the study is hoped can give positive contributions for teachers, students, school, reader and for researcher.

1. The school

   It can give positive effect to future in teaching learning process, especially in teaching vocabulary

2. The teacher

   The teacher is expected to be able to apply an appropriate technique in teaching English vocabulary.

3. The students

   This thesis will help the students in learning and improving students' vocabulary.

4. The readers

   Readers get some knowledge about how to teach and learn vocabulary.

5. The researcher

6. As an experience for the writer after performing the research and also to improve the writer's ability or knowledge especially in English teaching ability.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Studies

The researcher will describe some works which are relevant to this thesis to make this thesis arrangement easier:

1. Improving Students' Mastery on Adverb of Frequency trough Memory Round Game for the Eighth grade students of MTs NU 07 Patebon Kendal in the Academic Year of 2009/2010 by Khoirunnisa. She used of memory round game as a media to teach adverb to junior high school students. The objectives of this study were to describe the implementation of using memory round game in teaching adverb of frequency at the eighth grade students of MTs NU 07 Patebon Kendal and adverb of frequency at the eighth grades students of MTs NU 07 Patebon Kendal. [6]

   The result of the study above concluded that in this research, the researcher wants to describe the implementation of memory round game in improving students' understanding on adverb of frequency and to identify how much the memory round game improves students' understanding on adverb of frequency. In this research, the researcher uses Classroom Action Research. Its purposes are to know students' understanding on adverb of frequency. In these finding, the researcher presents the result of research and the analysis of the data collected which are conducted through three activities that consist of pre-cycle, cycle 1 and cycle 2. Pre-cycle considered as the preliminary research, two times of treatment are the teaching and learning processes using memory round game and the evaluation tests.

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[6] Khoirunnisa (3105210), *Improving Students' Mastery on Adverb of Frequency Trough Memory Round Game for English Grade students of MTs NU 07Patebon Kendal in the Academic Year of 2009/2010*. (Semarang: Walisongo state Institud of Islamic Studies (IAIN) Semarang, 2010).

The similarity between this research and my researchis using game. The differences are on the object of study that this research on adverb and my research focus on Vocabulary . this classroom Action Research.

2. The use of puppet to improve students' understanding on concreat noun for fourth Grade of SDN 04 Dongos Kedung Jepara in the Academic Year of 2009/2010 by Wahyun Widiyastutik Ningrum. The researcher used puppet as medium in teaching learning process. Because, she said that the puppet can help the teacher to motive students' interest, understanding and enjoyment in following the lesson. She used CAR.[7]

The result of the study above concluded that in this researcher, the researcher wants to describe the implementation process of using puppet to improve students' understanding on concrete nouns can be applied by using lesson plan for first cycle until the third cycle was performed by puppet. According to the data from result of test and observation, it showed indicators that using puppet to improve students' achievement on concrete noun is effective. It can be seen that the use of puppet makes students more interested and be able to help them in increasing vocabulary especially in concrete noun.

The similarity in this research and my research is on the object of the study (vocabulary). But, my research will focus on vocabulary through hangeman game and this research focus on concrete noun, the research approach, to find out the students achievement and the data analysis. The differences are on the participant and the media was used in the research.

It can be concluded this research focuses on teaching English vocabulary by using hangeman game to increase students' achievement with Classroom Action Research approach, so as researcher, I just need one class. The participants are students at eleventh grade of Senior High School students.

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[7] Wahyu Widiyastutik Ningrum (3105163), *The use of puppet to improve students' understanding on concrete noun. (A Classroom Action Research at fourth Grade of SDN 04 Dongos Kedung Jepara in the Academic Year of 2009/2010)*, (Semarang: Walisongo State Institute of Islamic Studies (IAIN) Semarang, 2010).

B. Theoretical Framework

1. Introduction of Vocabulary

a. Definition of Vocabulary

Whenever we talk about language learning, we will think about vocabulary mastery. It is because vocabulary support the speakers express their ideas in communication.

To know what vocabulary is, the writer would like to present several definitions as follows:

Bambang (2011) said that Vocabulary is a tool to communicate such as, read, hear and speak, so vocabulary cannot be separated from learning a language. We know that vocabularies support in communication to express the idea. Vocabulary mastery is a necessity for someone who wants to understand reading text, conversation or writing in English without having sufficient vocabulary is impossible for us achieves the aim.[8] Vocabulary can be defined as a list or a content of words that is used to express ideas or in other meaning it is used for general communication.

Pora (2003) viewed Vocabulary as the total number of words in a language. From the definition, we can infer that language consist of words. Consequently, to be able to use the language appropriately, we should, firstly, master the words of the language. Having mastered a large number or words, we will likely be able to express our ideas in the language appropriately.[9] From the statements above the writer concludes that vocabulary is list or a content of word that is used to express the idea that is used for general communication. So,

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[9] Hornby, A.S. Oxford Advanced Learner's Dictionary of Current English. (London: Oxford University Press, 1995), P. 1331

vocabulary is one of important factors in learning English. Without mastering vocabulary, it is impossible to master English well.

b. The Types of Learning Vocabulary

Words are not comprehensible solely in term of their reference. It is more important to study the complex and varied types that exist between words.

According to Lyons (196:21) there are five types of vocabulary:

1. Synonym

Synonym means one item may be substituted for another with the overall meaning of the utterance remaining the same. For example conception is a synonym of idea in the context:

"My idea of a university is of a community of scholars"

Where the substitution of conception does not seem to change what the sentence communicates. However, in the sentence: is idea seems a one of such substitution is possible and therefore in this context conception is not a synonym of idea.

2. Hyponym

Hyponym means a relation of inclusion, vehicle includes car, bus, and so on. Just as the meaning of vehicles depends upon what is hyponyms are, so the meaning of car depends on its beings a hyponym of vehicle and its sharing this status with a number of other words.

3. Incompatibility

The relation of "incompatibility" is in same sense the reverse of hyponym, in that is one of exclusion. The incompatibility is between item that are similar in meaning.

To say morning is to say not afternoon, not evening, and not night. A relation of incompatibility also exist between color terms since the choice of red entails the exclusion of black, blue, yellow, and so on. Not all color terms are incompatibility.

Scarlet is a hyponym of red.

4. Complementary\

That is a relationship in which to predicate one term is to contradict another. It exists between pairs like perfect and imperfect, single and married, or dead and alive. If we were to falsity one by inserting not before it we would automatically assert the truth of the other.

5. Antonym

Antonym can be defined as the opposite relation, like young and old, dry air and damp air, dry lips and moist lips.

c. **Improving Vocabulary**

Vocabulary is one of English language components which is important to be taught besides structure, pronunciation, etc. to support developing all of language skills. The teacher has an important role, to be a facilitator in learning process in the school. Not only the teacher ability can make a learning teaching process successfully, but student's interest is also important. Student can think freshly if they feel interest and comfortable with something they learn. In this case, the teacher must be able to make reading as students' habit.[10]

In learning vocabulary, we must remember that vocabulary goes from passive knowledge to active knowledge. It means that we need to repeat a word often before it becomes active vocabulary. We also must be patient with our self; because it takes time for this process to work. Try to always learn vocabulary in groups of words instead of random lists. In this manner, words are related to each other and are more likely to remember over the long-term.

Your vocabulary can be one of our strongest assets or one of our greatest liabilities. It defines and describes you by revealing a great deal about our level of education and our experience. Your vocabulary

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[10] Masykur, *Improving The Vocabulary Using Conversation Text*, (IKIP PGRI Semarang, 2012), P. 19

contributes to that all-important first impression people form when they meet you. A strong vocabulary provides both immediate academic benefits and long-term careers effect. [11]

To enrich the vocabulary the people must expand or enlarge their range of word. The better and larger vocabulary mastery will support people in conveying their ideas to others.

Therefore vocabulary is a necessity, because of their lack of vocabulary; people cannot grasp the ideas transmitted to them. Their listening, writing, speaking and reading ability is hampered by their limited vocabulary.

There are two techniques to enrich our vocabularies, they are:[12]

1. Card method.

Sometimes we have many vocabulary but we cannot use in communication. One of ways to help this problem is by writing English words or phrases that we have not recognize in a card, and behind of the card we can write the meaning or translation.

2. Reading method.

Through reading we can get many new vocabularies and understand the content of the text.

Vocabulary as one of language components has an important role in learning English. Without mastering vocabulary, it is impossible to master English well. The students who get more vocabulary, they can increase their English easily.

d. **The Importance of Vocabulary**

There are a number of reasons why we want to improve our vocabulary. We will feel good about ourselves, because we will have a larger command of our language. It has also been shown that

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[11] McWhorter, K.T. *Reading Across the Discipline*. (New York: Longman, 2005), P. 18

[12] Pora, Yusron. *Enrich Our Vocabulary Through Reading And Idioms*. (Yogyakarta: Pustaka Pelajar, 2003), P. 7-10

improving our vocabulary can greatly increase our IQ. In addition to this, there are many practical benefits we can gain by improving our vocabulary. [13]

Perhaps the best benefit is being able to communicate our ideas to people in a much more effective manner. While most of us are aware of the fact that others will judge us based on our outward appearance, it should also be noted that people will judge us by the way we speak.

Our language is the words and phrases we use to communicate with each other. Each language in the world may have tens of thousands of words, if not hundreds of thousands. The more words that we know out of our language, the more eloquently we will be able to communicate our ideas to people. By being able to effectively communicate our ideas to people, we can open up a number of doors, especially when it comes to our career. There are a number of ways that we can improve our vocabulary. From the time we start going to school until we graduate, we will be required to take classes that improve our vocabulary. [14]

Most of these classes will teach us the basics. They will show us word structure, the proper way to read, and the proper way to write. While this is important, it is only the beginning. The path to improving our vocabulary will require us to do more. Many people graduate from high school thinking that they have learned all they need to know. This is not correct. We can never learn everything that exists in this world, and learning is a lifelong experience. Whether we are graduating from high school or from college, it should be our goal to continue improving our vocabulary.

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[13] Masykur, *Improving The Vocabulary Using Conversation Text*, (IKIP PGRI Semarang, 2012), P. 19

[14] (http://universityofibnkhaldunbogor-indonesia.blogspot.com/2010/01/ importance-of-vocabulary-in-english.html.) Retrieved on November 11, 2014

In addition to our appearance and the way we carry ourselves, people will judge us based on the words that come out of our mouth. Even if we are a mathematical genius, having a poor vocabulary will send across a message that we're not very intelligent.[15]

In other site stated:

Vocabulary, much more than grammar, is the key to your child understanding what she hears and reads in school; and to communicating successfully with other people. For this reason it is very important for her to quickly build up a large store of words. Research studies have shown the strong links between having an extensive vocabulary and achieving school success.

2. Student's Achievement

a. Definition of Achievement

Achievement is a result which has been reached. Achievement refers to accomplishment and carriers the connotation that accomplishment follows a period of study training or practice. According to Nana Sudjana, achievement is students' abilities after they accept experience in learning process.[16]

According to Syeikh az-Zarnuji in book Ta'limul Muta'allim, said theat we can success with six cases, in dalil said:

الالا تنا ل العلم الا بستة   #   سأنبيك مجموعها ببيان

ذكاء وحرص واصطبار وبلغة   #   وارشاد استاذ وطول زمان[17]

"Remember, you will not be success in learning except six cases: Intelligence, love to science, patient, expense, guide of teacher and long time".[18]

With the dalil above we knew that we can success with many ways, and we must do it.

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[15] (http://esl.fis.edu/parents/advice/vocab.htm) Retrieved on November 11, 2014
[16] Nuna Sudjana, *Dasar-dasar belajar mengajar,* P. 37
[17] Syeikh az-Zarnuji, Ta'lim Muta'alim, (Surabaya, Mutiara Ilmu Surabaya, 1995), P. 23
[18] Humam nasirudin, *Syarah Taklimul Muta'alim*, (Semarang, Aneka Ilmu, 1999), P. 14

There are many definition about achievement, and in Mariam-Webster Collegiate Dictionary told that there are some definition about achievement:

1. Achievement is the act of achieving accomplishment
2. Achievement is the result gained by effort
3. Achievement is great or heroic deed
4. Achievement is the quality and quantity of student's work.[19]

Based on the definition above, it can be concluded that achievement is the result which is reached by students in the learning process through experience and training. Usually, it is shown by the score from the lecture. In this research, the learning achievement refers to the students' achievement in eleventh grade of MA Husnul Khotimah Semarang in the academic year of 2015-2016.

b. **The Types of Learning Achievement**

According to Bloom, the types of learning achievement divide into three parts. They are the cognitive domain, affective domain and psychomotor domain.

1) Cognitive Domain

This Domain involves knowledge and the development of intellectual skills. It includes the recall or recognition of specific facts, procedural patterns and concepts that serve in the development of intellectual abilities and skills. This domain consists of six aspects: knowledge, comprehension, application, analysis, synthesis and evaluation.

2) Affective Domain

This domain includes the manner in which we deal with things emotionally, such as feeling, values, appreciation, enthusiasms, motivation and attitudes. This domain consists of five characteristic of score or internalization of score.

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[19] Mariam-webster, *Mariam-Webster's Collegiate Dictionary*, (UAS: mariam-webster'sine)

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3) Psychomotor Domain

The domain includes physical movement, coordination and use of the motor skill areas. This domain consists of six aspects. They are reflex movement, perceptual skill, physical skill, motorist skill and non verbal communication.[20] Philip mentions the learning product which may result from learning activity. These product are: (1) skill and habit, (2) social competence, (3) abstract and creative thinking.[21]

c. **Factors Affecting Students' Learning Achievement**

There are many factors affecting learning achievement. Djamarah says that factors influencing student's learning achievement are factors that come from student's internal and external sides.[22]
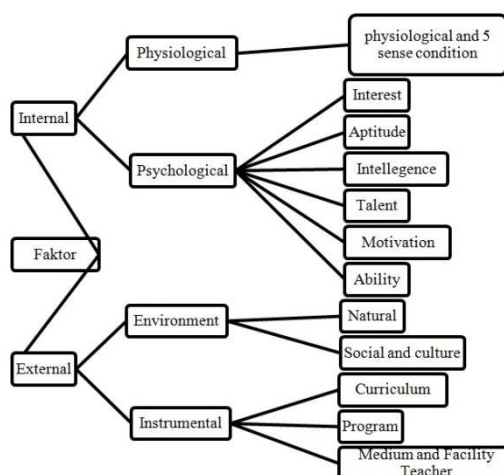
Figur. 1 Factors Affecting Learning Achievement

Researcher think it is very important learning outcomes for children, teachers and school because it can measure the level of success of teachers in the process of delivering a lesson in school or because of its antecedents.

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[20] Wina Sanjaya, *Kajian Kurikulum Dan Pembelajaran*, (Bandung, Sekolah Pascasarjana Universitas Pendidikan Indonesia, 2007), P. 102

[21] Skuiner, Ch.E. (ed), *Education Psychology*, (new York: Prentice Hall, 1995), P. 206

[22] Syaiful Bachri Djamarah, *Psikologi Belajar*, P. 90

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3. Hangeman Game Technique

Hangman is a word guessing game on paper and pencil for two or more players. One of the players determine a word, and other players try to guess by asking a few letters.

"The origins of Hangman is not clear, but it seems to have appeared at the time of Victoria.[23] This game is mentioned in the book Alice Bertha Gomme, entitled "Traditional Games" in 1894 under the name of "Birds, Beasts and Fishes ". The rules are simple, a player wrote letters The first and last of a word for an animal, and other players guess the letters in between. Other sources put the game is "Gallows", "The Game of Hangin "or" Hanger ". Hangman has appeared since 1978 on Speak and Spell video game by the name of "Mystery Word" and sometimes this time the game is played as a forum.

Hangman is actually designed to look like a man hanged himself. Although there is a debate about since when this image is used, but still use today. In addition, the rules of the game Hangman could Different. Some players draw the gallows before playing and drawing of the human body (such as the head, torso, left hand, right hand, left foot and right foot one by one) when the games. There is also the start without picture at all to give more opportunities to other players to guess. The number of human body parts can also vary, depending the number of opportunities that will be provided. Another alternative that makes the game a little easier is to provide a definition of the word to guess that allowing also for the players to learn the language.[24]

In English, there are 12 of the most commonly used letters, E, T, A, O, I, N, S, H, R, D, L and U. list this letter frequencies used by guesser for increase the chances when their turn to guess. On the other hand, the list can be used by the makers of the puzzle to confuse their opponents

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[23] Tony Augarde, *The Oxford Guide to Word Games*, (New York: Oxford Univercity Press, 2003), P. 145

[24] Dely Utari, *analisis dan implementasi algoritma runut balik (backtracking) pada permainan Hangman*, (Universitas Sumatra Utara, 2012), P. 15

deliberately choose a word that avoids public or letters containing rare letters. another strategy common is to guess the vowels first, because English only has five vowels (A, E, I, O and U) and almost every word has at least one. As for the Indonesian text letters that often arises is the letter A, N, I, E, L, T, R, D, S and M

Hangman generally require by the rules as follows.

1. One player chooses a secret word, then write the same number of lines many with long words.

2. Other players begin to guess a letter. If the player guesses correctly, then the first player who will reveal the position of the letter The inside word. If not, then the first player guesses wrong and describe the elements of Hangman chart.

3. The game ends when all the letters in the word has been revealed or when guess have run the chance to guess.[25]

C. Action Hypothesis

Action hypothesis is defined as the provisional answer to the problem that is faced; as an alternative action supposed the most certain way to solve the problem which was chose to the research through classroom action research.[26] In this research, the writer proposes that using hangman game in teaching vocabulary can increase students' vocabulary achievement.

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[25] Dely Utari, *Analisis dan Implementasi Algoritma Runut Balik (Backtracking) pada permainan Hangman*, (Universitas Sumatra Utara, 2012), P. 17

[26] Mulyasa, *Praktik Penelitian Tindak Kelas*, (Bandung: PT. Remaja Rosdakarya, 2009), P. 63

CHAPTER III
METHODS OF INVESTIGATION

This research is a CAR that uses observation data on the process of teaching learning in the classroom. Those data were analyzed through some steps in the cycles. Method is an important factor in the research, the important steps had to be formulated to support the research. While the methods of this research consist of:

A. Research Subject

The subject of this research was the eleventh grade students in the class of Social Education (Ilmu pengetahuan Sosial) at MA Husnul Khotimah Semarang in the academic year 2015/2016. There were two classes. There are two classes, class XI A and XI B. The researcher used the class XI A of Social Education (Ilmu Pengetahuan Sosisal) at MA Husnul Khotimah in the academic year 2015/2016 as the sample in this research that twenty five students, there are five boys and twenty girls.

B. Research Setting

In this research, a CAR was conducted at MA Husnul Khotimah Semarang located at Jl. Attaqwa no:09 RT: 01 RW: 04 Rowosari Tembalang Semarang. The researcher chose this Vocational High School because the school located at village. There was no a researcher conducted any research yet in this school, while the students faced the limited facilities in learning and do need an interesting way to learn English especially in improving their vocabulary. In addition, the researcher determined this setting because the location was not far for the researcher lived. Conducting the research in this setting was a good idea because it was appropriate with the program of teaching and learning process in MA Husnul Khotimah Semarang that was designed based on the religious programs to the students, it was also the researcher will try to increase the students' vocabulary through hangeman game that will take time for about a month.

C. Research Focus

The research focus was an object that was explored in a research activity. The research focuses of this CAR were:

1. The focus of students can be seen from students' activity in teaching learning process that involved:
   a. Students' activities doing learning process;
   b. Increasing students' vocabulary in expressing of feeling pleasure which was indicated by students' achievement.

2. Teacher

   Focusing on the teacher was the way of teacher in constructing teaching learning condition using hangeman game. They are motivating students, presenting the lesson, and giving questions to the students.

3. Teaching learning process

   Teaching learning process was focused on the improvement of students' ability toward using hangman game to increase student's vocabulary achievement.

D. **Research Design**

   This study is action research at the eleventh Grade Students of MA HUSNUL KHATIMAH Semarang in the academic year 2015-2016. The researcher will use the form of action research, as stated by Wilfred that is a kind of research which is done systematically in collecting the data on the lesson and analyzing it in order to come to some decisions about what the future lesson should be.[27]

   Sukamto (2002:60) said that action research is aimed to improve or increase the practices of learning simultaneously, which is basically looking at the run of mission of profession in education done by teacher. Action research is one of the strategies in improving the service in education that has to be held in context also in improving the quality of school, program as a whole in a moveable society.[28]

   Action research is simply a form of self-reflective enquiry undertaken by participants in social situation in order to improve the rationality and

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[27] Michael J Wilfred Carr, *Action Research For Language Teacher*, (New York: Cambridge Univercity Press, 1998), P. 4
[28] Sukamto, *Metode Penelitian*, (Jakarta: Rineka Cipta, 2002), P. 60

justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out.[29]

Based on the explanations above, the researcher will use an action research as an effort to develop English teaching leaning process and to solve the problem faced by students', especially in learning vocabulary. This study will focus on improving students' vocabulary achievement through hangeman game. The result will be taken from measure of students' achievement in vocabulary.

In CAR there are four important steps consisting of planning (identifying the problems), acting (collecting the data), observing (analyze and interpret data), and the last is reflecting (developing an action). All these aspects are made a cycle, as stated by Kemmis and Mc Tanggart:[30]
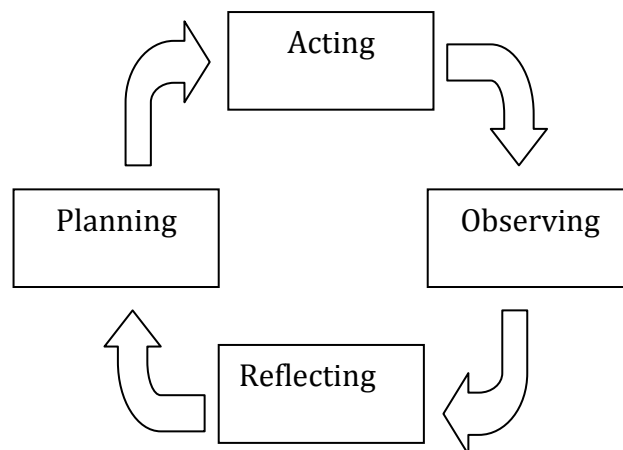
Figure 1 Action Research Cycle

In this research, the researcher plane to conduct two cycles of classroom action research. There are four step process in each cycle for doing CAR. All those step can be explained as follow.

1) Planning

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[29] E. Book, *Wilfred Carr and Stephen Kemmis*, Becoming Critical: Education, Knowledge, and Action Research, (USA: Routledge farmer, 2004), P. 162

[30] Suharsimi Arikunto, et. al., *Penelitian Tindak Kelas*, (Jakarta: PT. Bumi Aksara, 2008), P. 16

In this step, planning is an action by focusing on who, what, when, where, and how the action will be done. This step arranged the plan of action that involved: arranged the lesson plans, teaching material and evaluation. This research was collaborative research which was the action was done by the teacher and the researcher was as observer. In making a plan, the teacher and the researcher worked together to decide teaching material.

2) Acting

The planning is applied in teaching and learning process. In this step. Hangman game was applied in teaching expression of filing pleasure to increase vocabulary achievement. The teacher taught the material that had been made with the researcher before.

3) Observing

Observation was the next step to monitor and watch closely teaching and learning process and collect the data from result of action. The researcher prepared the observation paper to know class condition when the action done, then the researcher and the collaborator (English teacher for eleventh grade) discussed about the result of observation, what the problem were faced when teaching and learning process and looked for good solution to solve the problem. In this phase, the researcher observed and took notes during teaching and learning process.

4) Reflecting

Reflecting means to analyze the result based on the data that have been collected to determine the next action in the next cycle. In this phase, the researcher could observe whether the acting activity had resulted any progress, what progress happened, and also about the positives and negatives.[31] Result from observation then being

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[31] Suharsimi Arikunto, et. al., *Penelitian Tindak Kelas*, (Jakarta: PT. Bumi Aksara, 2008), P. 74

reflected together by teacher and researcher, this includes analysis, and evaluation toward observation result.

A cyclical process involving stages of action research is followed by action. It can be illustrated below,[32]
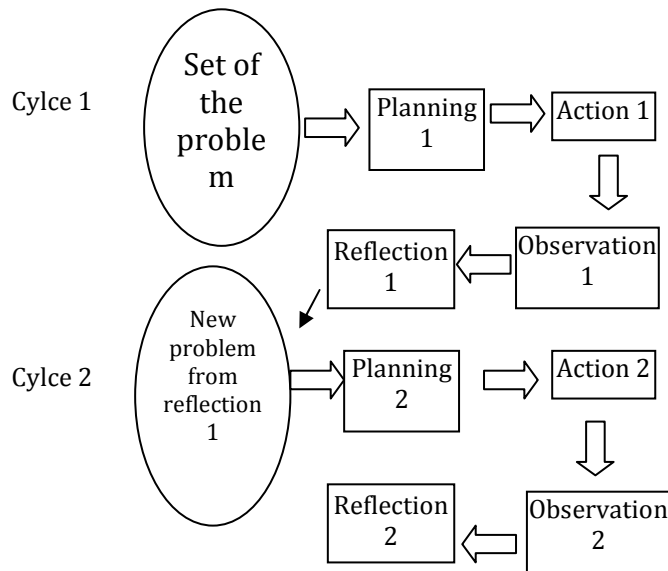
Figure 2 Cyclical Process of Action Research

The characteristic of classroom action research are:[33]

a) First and foremost situational, being concerned with the identification and solution of problems in a specific context.

b) They also identify collaboration as an important feature of this type of research.

c) The aim of the research is to improve the current state of affairs within the educational context in which the research is being carried out.

From the statements above, it can be concluded that CAR has characteristic. The important thing when researcher conducts the CAR is the presence of the collaborator. The collaborator help the researcher conduct the research in the classroom action research so that it can run well.

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[32] Suharsimi Arikunto, et. al., *Penelitian Tindak Kelas*, (Jakarta: PT. Bumi Aksara, 2008), P. 75-80
[33] David Nunan, *Research Method in Language Learning*, (United Kingdom: Cambridge Univercity Press, 1992), P. 18

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E. Procedure of the Research

There are two cycles in this study, each cycle consists of planning (planning to use Hangeman game in teaching, acting (implementing the hangeman game in teaching vocabulary), observing (observing the even during the treatment), reflecting (evaluating the weakness in each cycle).

The researcher will conduct two cycle and each cycle is ended by a final test, but before conducting the first cycle she will conduct preliminary to know the initial condition of student's achievement in vocabulary. The research procedures as follows.

1. Pre-cycle

In pre-cycle, the teacher taught expression of feeling pleasure using one game to the students. Hangeman game were not used in pre-cycle. After the activity finished, the teacher gave comprehension test. The test was a dialogue that used expression of feeling pleasure. The dialogue was provided by the teacher in order to be performed by the students in front of the class in pair. The test was used to know the students' vocabulary

After the researcher got the data from the test, then he interviewed the students to know the problems faced by them in increasing their vocabulary achievement. The result was used to make a plan in cycle 1.

2. The Cycle 1

Teacher will use hangeman game to teach vocabulary. The procedures as follow.

   a. Planning.
      1) Researcher prepares the technique related the material
      2) Researcher prepares the teaching material
      3) Researcher arranges a lesson plan
      4) Researcher prepares checklist observation
      5) Researcher prepares the material for test

b. Action

1) Researcher explains about hangeman game that will be used in every cycle as a technique to increase students' vocabulary achievement in expressing of feeling pleasure.

2) Researcher explains about expressing of feeling pleasure, the way how to respond to feel pleasure.

3) Researcher explains about expressing of feeling pleasure, giving new vocabulary about expressing of feeling pleasure and applied through hangman game. Teacher check their understanding also in concept mapping in group

4) Researcher divides students into six groups.

5) Researcher tells students to memorize the vocabulary about expressing of feeling pleasure through hangeman game each group.

6) Researcher tell students using the vocabulary about expressing of feeling that students to make the conversation about expressing of feeling pleasure each group.

7) Researcher tell students that they may bring their hand-held scripts, but they must not totally read it in their performance. Meanwhile, they were enable to develop the scripts through their creativity. In this case, students should speak loudly when they are performing.

8) After composing the script finished, researcher instruct to students to perform in front of the class with friends-group.

c. Observation

In this step, the researcher was doing observation toward teaching learning process used observation scheme that has been made.

d. Reflecting

The result of the observation then analyzed, and the result is used to increase vocabulary achievement through hangaman game in expressing of feeling pleasure.

3. The Cycle II

After conducting the first cycle, the researcher conducts cycle II. The second cycle will do based on the result of first cycle, if the result from observation shows that students' score still low, it needs to continue to the next cycle.

a. Planning.

1) Researcher identifying the problem and make the solution for problem.

2) Researcher prepares the teacher material.

3) Researcher arranges the lesson plan based on the teaching material.

4) Researcher prepares checklist observation.

5) Researcher prepares students' attendance list.

6) Researcher prepares the material for test.

b. Acting

1) Researcher divides students into six groups as the same group previously.

2) Researcher tells students to play hangman game to memorize the vocabulary about expressing of feeling pleasure.

3) Researcher gives their new script using the topic of expressing of feeling pleasure.

4) Researcher asks students to start composing their script.

5) Researcher asks students to make sure that the script using expressing of feeling pleasure.

6) Researcher asks students in every group to take turns performing their conversation for the class.

c. Observation

Observing the teaching learning process focused on the increasing students' vocabulary achievement.

    d. Reflecting

The result of the observation then analyzed, and the result used to improve students' speaking ability in expressing of feeling pleasure.

F. Instrument of Data Collection

An instrument is needed by researcher to collect the data. In this research the researcher will use three instrument in gathering data; those are documentation, observation and test.

1) Documentation

The researcher will use documentation which relate with this research. They will be students' name list, students' English mark, lesson schedule, students' worksheet and photo of teaching and learning process by using hangeman game.

2) Observation

Observation will be used to monitor the students' activities during the teaching learning process. Researcher observes the situation in class during lesson, response and attitude of students when they are give explanation, doing task, and to know their difficulties. In conducting this classroom action research, the researcher decides to use observation form.

3) Test

Test is giving questions or drills is used to measure the knowledge, intelligence, the ability from individual or group work.[34] The researcher carried out the test in this research. Test could represent someone's ability in using a language. It was used for measuring the students' oral proficiency in English. It was focused on expressing of feeling pleasure. The test included into two types. The first type was implemented in pre-cycle. It was about performing the

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[34]Suharsimi A., *Prosedur Penelitian Suatu Pendekatan Praktik,* p. 150.

dialogue in pair that it contained expressions of feeling pleasure. The second type was implemented in two cycles. It was the students performance in a group. Therefore, students were expected to become creative when they were given the chance to compose the script of the story using expression of feeling pleasure. They became more enjoy and easier to understand the material. Finally, students knew how to pronounce English words correctly by directing and/ correcting from the teacher. Students could use the expression of feeling pleasure and feeling contextually and situational, not conceptually. The teacher considered some aspects to test the student's vocabulary in expressing of feeling pleasure based on the analytic oral language scoring rubric below[35]:

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[35] J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners Practical Approaches for Teachers,* (USA: Addison-Wesley Publishing Company, Inc, 1996), p. 68.

Table 3.1
The Criteria of Students' Scores

Scores	Pron.	Gram.	Vocab.	Fluency	Comp.
80–100	Has few traces of foreign language	Makes few errors of grammar and word order	The use of vocabulary is virtually	Speech as fluent as the native speaker	Under-stand every-thing without diffi-culty
60–79	Always intelli-gible	Occasi-onally make gramma-tical errors	Some-times uses inappro-priate terms and need rephrase	Speed of speech seems to be slight	Under-stand at normal speed
40–59	Occasiona-lly lead to mis-Understanding	Make frequent errors	Freque-ntly uses the wrong words	Speed and fluency are rather strong	Under-stand at slower than normal speed
20–39	Very hard to under-stand	Hard to compre-hend	Make conver-sation quite difficult	Usually hesitant	Compre-hend in slow speed with

					repeti-tion
1–19	Speech virtuall y unintel lig-ible	Speec h virtu-ally unintel - ligible	Make conver-sation virtually impos-sible	Make convers ation virtually impos-sible	Cannot be under-stood even in simple conver sation.

G. Technique of Data Analysis

The aim of this study is to find out whether personal letter could increase the vocabulary in writing students skill or not. There are pre test and post test, these tests are used to measure the students' progress in mastering vocabulary in writing skill. The steps of data analysis are:

1) Analyzing Observation Checklist

Researcher will use observation checklist during the teaching and learning process in prelimily research, cycle I, and cycle II.

Then the result of observation checklist will be analyzed by calculating the percentage as following.

The formula to measure the student's participant is:

Percentage $\% = \frac{n}{N} x100\%$

n = the score of students

N = the sum of total score

% = the percentage of the expectation.

From the formula above student's participation can be categorized as follow.

a) Poor

The aspect of activity that will be observed above, reaches about 20% from overall percentage 100%.

b) Fair

The aspect of activity that will be observed above reaches out for about 21-40% from overall percentage 100%

c) Average

The aspect of activity that will be observed above reaches out for about 41-60% from overall percentage 100%

d) Good

The aspect of activity that will be observed above reaches out for about 61-80% from overall percentage 100%

e) Excellent

The aspect of activity that will be observed above reaches out for about 81-100%.

Analyzing test

2) Method of Analyzing Test

When the researcher did treatments using hangeman game, the researcher determined the test results that were measured by using the formula as follows:

a. Measuring Score of Pre-cycle, Two cycles

Increasing Vocabulary Achievement through Hangeman Game. In this research, the researcher implemented the analytic scoring to measure the students' vocabulary in expressing of feeling pleasure.

This analysis technique was purposed to find out how the increasing vocabulary achievement through hangeman game in expressing of feeling pleasure. In this research, the researcher counted the data that used to decide the achievement of students' oral proficiency because from this technique, it was already known the result of the research was different in every cycle or not, was significant or not. Finally, the students were expected to be able to increase their vocabulary in expressing of feeling pleasure through hangeman game.

H. Achievement Indicator

The students' success and failure in doing the planned activities were

assessed by referring to the increasing students' vocabulary achievement through hangeman game. The proficiency could be said that they were successfully gained by students if the students had improvement in every cycle.

The subjects of the research were belong to intermediate level. According to Michel and Lorraine, the setting standard would most likely be placed at level 3. Therefore, the researcher limited the research until level 3 for each aspect. There are five aspects in the oral language proficiency so that the students should achieve more than seventy in the total score.

CHAPTER IV

RESEARCH FINDING AND DICUSSION

A. Description of the Data

This classroom action research was conducted into two cycles besides the pre-cycle. Each cycle consists of four steps; they were planning, acting, observing, and reflecting. The implementations of each cycle were as follows.

1. Pre-Cycle

Before the research did a cycle, he collected data such as the students' name and the rating from the first test from correspondence. The first rating was taken from the test before cycle.

At first, the researcher did observation such as getting familiar with students at grade XIA of Social Education and observing the teaching method which was done by English teacher at class. After doing the observation, the researcher did a test to measure the students' mastery, especially in expressing of fulfilling request.

The pre-cycle was held on 8 October 2015 (12.45 PM – 02.00 PM). It was used to measure the students' oral proficiency in expressing fulfilling request. This test was also used to decide the first score before he did the research.

The score from pre-cycle could be seen in the table below:

Table 4.1

Students' Interview Score in pre-cycle:

NO	NAME	Aspects					Total Score	Final Score
		P	G	V	C	F		
1	S-1	45	65	40	40	75	265	53
2	S-2	50	30	45	40	50	215	43
3	S-3	70	75	50	75	60	330	66
4	S-4	70	65	50	75	80	340	68
5	S-5	A	A	A	A	A	0	0
6	S-6	70	65	65	70	75	345	69
7	S-7	80	40	45	50	60	275	55

8	S-8	60	35	45	65	60	265	53
9	S-9	40	25	45	30	40	180	36
10	S-10	80	70	65	65	70	350	70*
11	S-11	75	70	65	65	60	335	67
12	S-12	80	70	65	65	75	355	71*
13	S-13	50	75	45	50	60	280	56
14	S-14	50	65	45	65	50	275	55
15	S-15	60	50	50	45	60	265	53
16	S-16	70	65	50	60	75	320	64
17	S-17	75	65	50	60	60	310	62
18	S-18	55	35	35	30	60	215	43
19	S-19	75	45	50	50	70	290	58
20	S-20	45	30	40	30	40	185	37
21	S-21	65	60	55	50	60	290	58
22	S-22	65	30	30	30	50	205	41
23	S-23	A	A	A	A	A	0	0
24	S-24	50	30	40	45	40	205	41
25	S-25	45	30	40	45	40	200	40
Total Score								1259

*Students who pass Criterion Minimum of Completeness (KKM)

Explanation:

P : Pronunciation

G : Grammar

V : Vocabulary

C : Comprehension

F : Fluency

70: Criterion Minimum of Completeness (KKM)

Based on the result of pre-cycle scores, it can be known that students' achievement in oral proficiency to expressing fulfillling request was below. It could be seen that there were two students got up to 70 (S-10, and S-12), and the other students was got under to 70. Only two students (S-10 and S-12) who reached 70. Therefore, there was twenty three students not passed the minimum standard score (70). It made an action research must be done.

2.   First Cycle

This cycle was done on Thursday October 15th 2015, the steps as follows.

a. Planning

The researcher made a lesson plan, prepared instruments (topic and game), formed several groups, made an evaluation based on the first cycle, arranged the observation checklist, took documentation, and reflection.

b. Acting

The researcher started learning process by greeting, reading *basmalah* together, and checking attendance. The researcher explained about hangeman game that will be used in this material. After getting students' response, the researcher asked the students to play hangaman game. The researcher enabled students to ask how to play hangeman game as good as possible. The researcher explained about expressing of feeling pleasure, and gave new vocabulary about expressing of feeling pleasure. After the researcher explain the material, she gave some paper of dialogue to the students and asked the students to read in front of the class with load voice, before that the researcher and students applied through hangeman game to memorize the new vocabulary about expressing of feeling pleasure. After all students read the dialogue the researcher checks their understanding about the material.

The researcher divided the students into six groups since the students' sit during the research was not ever complete so that the research was conducted for the active students. They were twenty five. Therefore, each group consisted of four students. The researcher told students to play hangeman game each group and memorize the vocabulary about expressing of feeling pleasure. After played hangeman game, the researcher told to the students to make the conversation about expressing of feeling pleasure using the new

vocabulary that was gave from the researcher. After discussing to compose the script in a group, the students were asked to perform in front of the class. Every performance was given a maximal time allotment for five minutes. Besides that, every student should have own script, because an original script must be submitted to the researcher and in order that he knew the story in general.

From the processes above, the researcher paid attention to students' in expressing when they read the dialogue and their pronunciation. She took pictures as the documentation when they were performing. If there were mistakes, the researcher corrected and gave suggestion for their better performance after they acted.

After all of the processes had finished, the researcher evaluated students based on their performance. That was used to know the increasing of students' vocabulary in expressing of feeling pleasure after learning process.

At last, the researcher asked students to say hamdalah together, then he closed the meeting.

The result rating of the first cycle was gotten by researcher from the test. The rating of students in the first cycle could be seen in the table below:

Table 4.2

NO	NAME	Aspects					Total Score	Final Score
		P	G	V	C	F		
1	S-1	65	60	70	70	70	335	67
2	S-2	60	65	70	70	70	335	67
3	S-3	65	60	70	70	75	340	68
4	S-4	70	75	70	75	75	365	73
5	S-5	75	65	70	75	75	360	72
6	S-6	70	75	75	75	75	370	74
7	S-7	70	65	70	75	70	350	70
8	S-8	75	70	70	75	75	365	73
9	S-9	70	65	70	70	70	345	69
10	S-10	75	80	75	75	75	380	76
11	S-11	75	75	75	70	70	365	73

12	S-12	75	75	75	80	75	380	76
13	S-13	60	65	65	70	70	330	66
14	S-14	60	65	70	70	70	335	67
15	S-15	70	65	75	70	75	355	71
16	S-16	75	75	75	75	75	375	75
17	S-17	70	70	75	70	70	355	71
18	S-18	65	60	70	65	70	330	66
19	S-19	65	60	75	70	75	345	69
20	S-20	65	60	70	70	70	335	67
21	S-21	65	65	70	70	70	340	68
22	S-22	60	65	70	70	70	335	67
23	S-23	60	60	65	70	70	325	65
24	S-24	65	60	70	70	70	335	67
25	S-25	65	60	70	70	70	335	67
Total Score								1744

Students' Score in first cycle:

According to the table above, the final score of the test was low because the minimum rating standard of the achievement did not reach to seventy (70) yet. The students' achievement in vocabulary to expressing of feeling pleasure was failed. It seemed that there was a student got up to seventy (70) only thirteen (13) students, and twelve (12) students got under seventy (70). There was an incensement between Pre-cycle and Cycle 1. It could be concluded that using hangeman game to increase students' vocabulary achievement was affective to teach expressing of feeling pleasure in this cycle. However, both of the cycle's minimum standard rating was still low average. So, the second cycle would be conducted.

c. Observing

In observation, there were some important matters, which must be paid attention during the research. In this observation, the researcher took six items, which focused on the research. Here, the researcher observed students' activity during treatment. The description of observation can be seen in the table below:

Table 4.3
Score of Observation at the First Cycle

No.	Indicators	Poor (0-39%) 1	Fair (40-59%) 2	Average (60-74%) 3	Good (75-84%) 4	Excellent (85-100%) 5	Total Score
1	Paying attention			√			3
2	Being enthusiastic			√			3
3	Asking questions		√				2
4	Responding to the questions			√			3
5	Making effort to solve problem			√			3
6	Accomplishing task				√		4
	Total Score	0	2	12	4	0	18

According to the table above, the observation score in the second cycle was counted by using the formula as follows.

Score = Total Score X 100%
              Maximal Score
       = 18 X 100%
          30
       = 60%

Based on the observation table above, the researcher knew that students' activeness was less.

In this cycle, the students' interest was average. The students was enthusiastic enough in the class but they did not respond well. Some students made noisy when the teacher explained the material and when the other group was performing. There were many students were passive in learning process. It could be shown that there were not many students asked questions to the researcher. They did not ask anything what they did not understand yet. When the teacher asked students, they could respond well enough although sometimes the response was not clear enough. In grouping and in composing the script of their dialogue were not bad. In grouping, students were difficult to compose the scripts using expressions of feeling pleasure. Most of students were strict and hesitant to pronounce English words. Students could not enjoy totally when they were performing because they looked unconfident and strict in speaking. Most of

students totally read the scripts and some students spoke unclearly. Some students were good enough in taking turn each other.

d.   Reflecting

The result of the test above showed that the achievement rating did not pass the standard. All students did not reach to seventy as the minimum standard rating to indicate that they were successful. Therefore, the researcher could know that the students' vocabulary achievement in expressing of feeling pleasure was still below average. It was because there were students still did not focus on the material when the researcher explained. Beside that, the students were still confused to compose the script in English meanwhile they were unfamiliar with English words so that they did not speak clearly and often had got mispronunciations. The students were flat in every single stage of their action. In addition, the students did not show good gestures to support their performance.

For the researcher, she observed herself such as she was good enough in delivering materials and in guiding students to compose the scripts. She controlled the class well, although there were many students made noisy in the class during the treatment.

Based on the weakness above, the researcher had to be more creative in delivering material to encourage students' activeness in speaking . She completed the students' observation in the first cycle, the she did reflection and evaluation during learning activities in the first cycle. She tried to get solution of problems by planning some actions such as belows.

1)   Asking students to focus on studying and working their script well;

2)   Asking students to be more active in learning process and attend in the class;

3)   Managing class well, such as tried to be more familiar with students, to be better in delivering material and to be more pay attention to students' work;

4)   Making condition of the class well in order that students to be more active;

5)   Asking students to be confident and did not need to be shy speaking aloud;

6) Asking students to act as good as possible in performance using appropriate gestures, not totally read;

7) Asking students to check their pronunciation in the dictionary before performing.

From the reflection above, it might help the researcher to get solution of the problem of learning process by using hangeman game to increase students' vocabulary achievement in expressing of feeling pleasure at the eleventh grade students of MA Husnul Khotimah Semarang. The result of reflection could be used to make some notes about students' improvement in vocabulary achievement in expressing of feeling pleasure. It was also used to reflect in doing second cycle to get maximum research and repairing the third cycle if the result of the second cycle was still unsatisfied.

3. Second Cycle

The activity in this cycle was similar with the activity in the first cycle, but the researcher tried to do not do the same weaknesses such as in the first cycle. This cycle was done on 22 October 2015. This cycle consisted of several steps such as below:

a. Planning

The researcher planned some activities to get maximum result in the second cycle. She planned to arrange a lesson plan, instruments (Topic and game), and documentation for the second cycle. The researcher prepared more paper and dialogue to play hangeman game. It would make enjoy for the students to applied hangeman game and easy to memorize the new vocabulary. In addition, more paper would make students become more serious to study in expressing of feeling pleasure.

b. Acting

The researcher started learning process by greeting, reciting *basmalah* together, and checking attendance. She stimulated to get students' interest by asking the last material and connected with the topic. In teaching and learning process, the researcher gave the same material that was about expressions of feeling pleasure. Then, she showed pictures that

related to the material. The researcher asked students to answer the questions orally and gave other example of expressing of feeling pleasure.

The researcher ordered students to make six groups. They were like the previous group. Each group consisted of four students. Then, she gave some paper each students to play hangeman game in their group. It was the same play from the first cycle. After played angeman game the students composed the script in a group while the researcher walked around the class and helped to answer some students' questions if they did not find the English meaning of Indonesian words from their dictionary.

After doing that, the researcher asked students to come forward playing their dialogue each group. Each group had the same duration in performance such in the first cycle. It was five minutes maximum for each group. The researcher paid attention to students' vocabulary achievement in expressing of feeling pleasure when the students were performing.

After all of the processes had finished, the researcher evaluated the students' performance. It was used to know the improvement of students' vocabulary achievement in expressing of feeling pleasure after applied hangeman game in this cycle.

At last, the researcher recalled the material had been discussed and motivated students to do not lazy to memorize more vocabulary and do not be shy to speak English. Then, she asked the students to say hamdalah together and he closed the meeting.

The result score in the second cycle was gotten by the researcher from the test. It could be known in the table below:

Table 4.4
Students' Score in second cycle

NO	NAME	Aspects					Total Score	Final Score
		P	G	V	C	F		
1	S-1	70	70	70	70	70	350	70
2	S-2	70	75	70	75	75	365	73
3	S-3	75	75	80	80	80	390	78
4	S-4	75	75	75	75	75	375	75
5	S-5	70	70	75	80	75	370	74
6	S-6	80	80	85	75	80	400	80
7	S-7	75	75	75	70	75	370	74
8	S-8	75	80	75	80	80	390	78

9	S-9	70	70	75	70	70	355	71
10	S-10	80	80	80	80	85	405	81
11	S-11	80	80	85	75	85	405	81
12	S-12	80	75	85	80	80	400	80
13	S-13	80	75	80	75	80	390	78
14	S-14	65	60	70	70	70	335	67
15	S-15	75	75	80	75	80	385	77
16	S-16	75	80	80	80	80	395	79
17	S-17	70	70	75	70	80	365	73
18	S-18	70	70	75	70	70	355	71
19	S-19	75	75	80	80	80	390	78
20	S-20	70	70	75	75	70	360	72
21	S-21	70	70	75	75	75	365	73
22	S-22	70	70	70	70	70	350	70
23	S-23	70	70	70	70	75	355	71
24	S-24	70	70	75	75	70	360	72
25	S-25	70	70	75	75	70	360	72
Total Score								1868

According to the table above, the final score of the test was good because the minimum rating standard of the achievement reached to seventy. The students' vocabulary achievement through hangeman game in expressing of feeling pleasure and fulfilled the achievement setting standard that was seventy. It seemed that there were five students got up to eighty (S-6, S-10, S-11 and -12), nineteen students got up to seventy, and a student got sixty seven (S-14) it mean under minimum rating standard because he was lazy in English. There was improvement in Pre-cycle, Cycle 1 and Cycle 2. It could be concluded that using hangeman game to increase student's vocabulary achievement was affective in teaching expression of feeling pleasure.

c. Observing

The description of observation in the second cycle can be known in the table below.

Table 4.5

Score of Observation at the Second Cycle

No.	Indicators	Poor (0-39%) 1	Fair (40-59%) 2	Average (60-74%) 3	Good (75-84%) 4	Excellent (85-100%) 5	Total Score
1	Paying attention				√		4
2	Being enthusiastic				√		4
3	Asking questions			√			3
4	Responding to the questions				√		4
5	Making effort to solve problem				√		4
6	Accomplishing task					√	5
	Total Score	0	0	6	16	5	24

According to the table above, the observation score in the third cycle was counted by using the formula as follows.

Score = Total Score X 100%
          Maximal Score
      = 24 X 100%
        30
      = 80 %

Based on the observation table above, the researcher knew that students' activeness was good.

In this cycle, the students' interest was good. The students were enthusiastic in the class and they responded well. Their attention to the lesson was good enough and students did not make noisy when the teacher explained the material. There was no student still passive in learning process. In grouping, the students composed the script of their dialogue with their own group mates by cooperating each other well. Some of them were brave to ask what they did not understand yet. Besides that, when the teacher asked them and they responded well. Most of students were good to pronounce English words and they could be

more serious in their performance in this cycle. Most of the students had already acted well.

In addition, the students comprehended enough of their dialogue and they enjoyed using hangeman game in learning expression of feeling pleasure. They did not totally read all of the script anymore and they were brave to speak louder.

d.   Reflecting

The final score of the test fulfilled the minimum rating standard of the achievement that was seventy. Therefore, the researcher could know that the students' vocabulary achievement in learning expressing of feeling pleasure was satisfactory. It showed that the students had good achievement in the research by using hangeman game to increase their vocabulary in expressing of feeling pleasure. It was because most of the students were confident to perform in front of the class meanwhile they were familiar enough with English words so that they spoke aloud than they performed in the first cycle. The students were minimal in mispronunciation. In addition, the students had already enjoyed using hangeman game to increase their vocabulary achievement in learning expression of feeling plesure. The students were brave to show good gestures to support their performance and most of them were not strict anymore.

For the researcher, she observed himself such as she was good in explaining materials and in guiding students to compose the scripts and speak out confidently. Based on the reflection above, teaching expression of feeling pleasure by using hangeman game could increase student's vocabulary achievement. The students' achievement fulfilled the minimum rating standard that was seventy. By analyzing the result of the research in the second cycle, the teacher and the researcher stopped the cycle.

B. Discussion

The objectives of the research were to know the implementation of Hangeman game to increase student's vocabulary achievement in expressing of feeling pleasure at eleventh grade students of MA Husnul

Khotimah in the Academic Year 2015/2016. The totals of students at eleventh grade were 25 students.

In using Hangeman game to teach expressions of feeling pleasure, the students could feel more fun, simple, and enjoy because it was not a conventional way in learning expression of feeling pleasure. They learned how to express feeling pleasure and how to memorize new vocabulary. They could speak English loudly and confidently. Therefore, they were expected to be able to communicate using English well. In addition, they did not need to full costumes, stage sets, and memorization of scripts. Therefore, the students could be relaxed in learning expression of feeling pleasure. The implementation of using Hangeman game in teaching expression of feeling pleasure was clear corresponded. Students could compose the script by using expression of feeling pleasure, then they could perform and negotiate their idea with the group orally so that was good for the students' improvement in vocabulary achievement, students' interest and students' confidence to speak English, especially in expressing of feeling pleasure.

Based on the whole test above, the researcher knew that the improvement of students' vocabulary achievement in expressing of feeling pleasure could be seen briefly as follow.

Table 4.6
The Result of the Whole Test

No	Students' Code	Pre-cycle	Cycle 1	Cycle 2
1	S-1	53	67	70
2	S-2	43	67	73
3	S-3	66	68	78
4	S-4	68	73	75
5	S-5	0	72	74
6	S-6	69	74	80
7	S-7	55	70	74
8	S-8	53	73	78

9	S-9	36	69	71
10	S-10	70	76	81
11	S-11	67	73	81
12	S-12	71	76	80
13	S-13	56	66	78
14	S-14	55	67	67
15	S-15	53	71	77
16	S-16	64	75	79
17	S-17	62	71	73
18	S-18	43	66	71
19	S-19	58	69	78
20	S-20	37	67	72
21	S-21	58	68	73
22	S-22	41	67	70
23	S-23	0	65	71
24	S-24	41	67	72
25	S-25	40	67	72
Sum		**1259**	1744	**1868**
Average (Mean)		**50.36**	**69.76**	**74.72**
Lowest Score		**37**	**66**	**67**
Highest Score		**71**	**77**	**81**

Vocabulary achievement through hangeman game in expressing of feeling pleasure. So the CAR of the implementation of hangeman game was successful. It could be seen from the result in each cycle. Pre-cycle showed that the students' achievement setting standard average was 50,4. It meant that the students' comprehension was less because of the authentic assessment standardized for speaking is seventy.

Cycle 1 showed that the students' vocabulary achievement in learning express of feeling pleasure was still low average. It was 69,76. In cycle 2, the students' average of minimum rating score increased to be 74,72. It could be concluded that there was improvement in every cycle after using Hangeman game.

C. Limitation of the Research

This research was not a perfect research. There were many boundaries in conducting this research. That's why this research was still need to be developed by other researchers.

The limitations of this research were:

1. Time of the research

   The researcher realized that an oral proficiency could not be improved in a very short time. It would need very long time to reach ideal and perfect research. However, this research was conducted for only a month, since observation (1 October 2015) until writing the report (26 October 2015).

2. Cycles of the research

   This research was conducted in one preliminary cycle and two cycles, those were cycle 1 and cycle 2.

3. Materials taught during the research

   This research was conducted when teaching expression of feeling pleasure.

CHAPTER V
CONCLUSION

A. Conclusion

Based on the result of the research about "Increasing Student's Vocabulary Achievement through Hangeman Game with the Eleventh Grade students of MA Husnul Khotimah Semarang in the Academic Year of 2015/2016", can be concluded such as below.

1. Implementing Hangeman Game to increase student's vocabulary achievement in expressing of feeling pleasure at eleventh grade students of MA Husnul Khotimah Semarang in three cycles. It was oriented with learning process in choosing hangeman game to be technique to increase student's vocabulary, it was not enable to read totally and students should speak aloud in performance. If there were mistakes from the students' pronunciation, the researcher as a teacher gave correction to them after acting. The researcher also motivated students to speak loudly and confidently. In another hand, the researcher encouraged students to be active in learning process as long as they performed and be creative in composing the dialogue and memorize the new vocabulary.

2. The improvement of using Hangeman game to increase student's vocabulary achievement in expressing of feeling pleasure can be seen in every cycle of learning process. Teaching expression of feeling pleasure by using Hangeman game helped to increase students' vocabulary achievement in expressing of feeling pleasure. As the result in the test that the student's vocabulary could be known based on conducting in every cycle after holding in pre-cycle showed that the students' average of achievement standard was 50,36. It was less because the achievement setting standard was 70. In cycle 1 showed that the students' achievement was 69,76. It was also low average. It needed to conduct the second cycle. In cycle 2 increased to be 74,72. So, the students' vocabulary achievement in expressing of feeling using hangeman game fulfilled the minimum rating standard in the cycle 2.

B. Suggestion

Based on the result of observation, there are some suggestions.

1. For Teacher

    a. Teacher should have prepared the material well to get maximum result in teaching and learning process;

    b. Teacher should be creative to get students' interest in learning process, especially to increasing students' vocabulary achievement, such as using hangeman game;

    c. Teacher should be use more meaningful language in teaching and learning process to make students' understand the material;

    d. Teacher should more understand about the students' characteristic to be more easily in delivering material;

    e. Teacher should create the condition of the class to be fun, such as the students could play hangeman game to increase their vocabulary;

    f. Teacher should more care and more pay attention to the students' mistakes in order there will be correction from the teacher to the students;

    g. Teacher should always motivate the students of the English importance as an International language;

    h. Teacher should study more about teaching strategies to get optimal in teaching and learning.

2. For School

    The researcher felt difficult enough to provide fun and interesting learning during the research, because the school in village. Beside that, the school facilities were very minimal. The researcher had to use an LCD projector that it is one and only at MA Husnul Khotimah Semarang and she had to bring it from the teachers' room to the research classroom in every cycle. The English teacher at MA Husnul Khotimah Semarang also still used conventional method in teaching English. The researcher hoped that the school would increase the facility and the teacher's method.

3. For Student

    a. Students should study more and respond in learning process;

    b. Students should be more interested in learning English;

    c. Students should improve their ability in English;

    d. Students should be confident to speak English.

C. Closing

Praise be to Allah, which has been giving everything so that the final project can be finished.

The researcher realizes that this final project is far from being perfect, because of that, constructive critic and advice are really expected for the perfection of final project. Hopefully, this final project will be useful for all of us. Ameen.

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Appendix 1

Research Subject's List

NO	NAME	Students' Code
1	Aini setyawati	S-1
2	Ali Handoyo	S-2
3	Amrina Rosyada	S-3
4	Arina Nurul Indah	S-4
5	Ayu Wahyuni	S-5
6	Dida Wahyu Yulianti	S-6
7	Evin Agustin	S-7
8	Fitrotun Nisa	S-8
9	Intan Putri Sejati	S-9
10	Iskandar Catur Wijayanti	S-10
11	Lailatul Wijayanti	S-11
12	Luluk Aini Zakiyati	S-12
13	M. Rajif Kurniawan	S-13
14	M. Syaiful Auliya'	S-14
15	Maria Nailis Tianah	S-15
16	Millatul Izzah S	S-16
17	Mu'alifah	S-17
18	Nanda Agustina	S-18
19	Novia Rahayu	S-19
20	Nur Izzatul Muna	S-20
21	Nurul Aini	S-21
22	Putri Wahyuni	S-22
23	Rifki Azizi	S-23
24	Siti Nur Afifah	S-24
25	Suci Lailatun Nafisah	S-25

Appendix 2

Class : **XI / 1**

Material : **Expression of Fulfilling Request**

Practice the dialogue in front of the class in pair!

Dialogue 1

David : Good morning, can I speak to Mr. Ivenson, please!

Secretary : May I know who is calling, please?

David : David Williams.

Secretary : please hold on for a moment. I'll see if Mr. Inverson is available…

please speak on. Mr. Inverson is on line.

David : Hi Michael, how are you?

Michael : Hello, David, I'm fine. How are you?

David : Fine, thanks. I need your help, Michael.

Could you lend me some money, please?

Michael : Certainly, can you send someone to collect the money?

David : I'll come my self. I'll be there in half an hour. Thanks Michael.

Michael : Most welcome. See you then.

.

Dialogue 2

Peter : Would you please turn on a radio now? Sorry but I'm still washing my hands.

Jane : Sure no problem, it's your favorite ghost story time. Isn't it?

Peter : Yes, it's true "encounter" time. Would you mind sitting here with me? I like ghost

stories but it's just too scary to sit and listen to the program all alone.

Jane : Ok …. No problem

Peter : The program starts. Listen, please. A man just started his 'true encounter' story.

Jane : could you possibly turn the volume down? It's getting creepier….

Pater : Certainly

Jane : You wouldn't mind turning it off. Would you? I'm getting real scared.

Pater : Yes. I'm sorry it's my favorite. I won't turn it off.

Dialogue 3

Expressing of Feeling Pleasure

Lisa: Hello, whom I am speaking to?

Tika: Hello, I am Tika.

Lisa: Anything I could do Tika?

Tika: I just wanna say many thanks for you.

Lisa: For what Tika?

Tika: It is about your gift. I have opened it. And I really love it.
Lisa: I am so happy to hear that. I hope it will be useful for you.
Tika: It is so useful for me. It is my pleasure to call you Tika. See you soon.
Lisa: Bye.

Dialogue 4
Dani : Rio, how do you feel at your new office

Rio: It is more comfort than before. How about you Dani?

Dani : I am so excited. My office is very comfort and The important thing is my salary is
        bigger than my previous job.

Rio : Oh maybe you can treat me now.

Dani: It doesn't matter Rio, for celebration our new job

Dialogue 5

Aini   : Hello, Aini speaking. Can I help you?

Ali   : Hi, Aini. Do you remember me?

Aini   : You are Ali, aren't you? I'm so delighted to speak with you again. How are you?

Ali   : I'm OK. How about you?

Aini   : Very well, thanks.

Ali   : What do you do now?

Aini   : I'm a doctor in Local Hospital in Tasikmalaya.

Ali   : That's great. I'm happy to hear that.

Aini   : Ali, it is very nice to talk with you, but I have to do something now.

Ali   : Never mind. May I call you sometimes later?

Aini   : Yes, of course.

Ali   : Good bye

Aini   : Bye

Dialogue 6

Yuni : Heloo, who I'm speaking to?

Tina : Hello Yuni, this is Tina.

Yuni : What's up Tina?

Tina : I have to say thanks to you.

Yuni : For what?

Tina : It is about your gift that you gave me. It is wonderful. I'm very pleased with it.

Yuni : I'm very delighted to hear that. It is very nice to talk with you, but I have to go now.

Tina : No problem. I will call you leter. Bye.

Yuni : Bye.

- -

Dialogue 7

Stave : Frank, how about your new job'.

Frank : It was not as easy as I thought of before. How about you?

Stave : I feel delighted. The office is very comfortable. My boss is very friendly, and my salary is better than my previous job.

Frank : I'm not as lucky as you.

Stave : At least you have job.

- -

Dialogue 8

Mira: Hello, whom I am identifying with?

Lala: Hello, I am Lala.

Mira: Anything I could do Lala?

Lala: I just wanna say an abundance of thanks for you.

Mira: For what Lala?

Lala: It speaks the truth your blessing. I have opened it. What's more, I truly cherish it.

Mira: I am so upbeat to hear that. I seek it will be valuable after you.

Lala: It is so helpful for me. It is my pleasure to call you Lala. See you soon.

Mira: Bye.

Dialogue 9

Putra: Rio, how would you feel at your new office

Rio: It is more solace than some time recently. You should Dani?

Putra: I am so energized. My office is extremely solace and The imperative thing is my compensation is greater than my past employment.

Fadhil: Oh perhaps you can treat me now.

Dani: It doesn't make a difference Rio, for festivity our new occupation

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Dialogue 10

Taufik	: Hey Bur... Good morning ?
Burhan	: Hey... good morning !
Taufik	: How was your vacation yesterday ?
Burhan	: It was awesome!
Taufik	: Are you sure ?, where was it ?
Burhan	: I was sure, it was one of tourist attraction in Malang, and how your vacation yesterday.?
Taufik	: the's greet.
Burhan	: Where were you going on vacation ?
Taufik	: I went to Tanahlot beach in Bali .!

Burhan : oh .... That is good

Taufik : Ok, next time, we want to Tanahlot beach together, Ok ?

Burhan : Ok...

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Appendix 3

SILABUS PEMBELAJARAN

Nama Sekolah : MA Husnul Khatimah
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI/1

Kompetensi Dasar	Materi Pembelajaran	Nilai Karakter	Kewirausahaan	Kegiatan Pembelajaran	Indikator	Penilaian	Sumber Belajar
Berbicara 3. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari							
3.1 Mengungkapkan makna dalam percakapan transaksional 1(*to get things done*) dan interpersonal (bersosialisa ... bahasa lisan secara akurat, lancar dan bertema dalam konteks kehidupan	• *Using expressions of making, accepting and declining an invitation*	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati optimis). • Berorientasi pada tugas (bermotivasi, tekun tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin). • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Melakukan studi pustaka untuk mengidentifik asi berbagai ungkapan menasehati memperingat kan melihus kan, permintaan dan menyatakan perasaan beserta responnya secara kelompok. • Mendengarkan percakapan transaksional /interpersonal melalui tape secara klasikal	• Mengidentifika si makna tindak tutur menasehati dan responnya • Mengidentifika si makna tindak tutur memperingatka n dan responnya • Mengidentifika si makna tindak tutur melubuskan permintaan dan responnya • Mengidentifika si makna tindak tutur menyatakan perasaan dan responnya	Tenlis (PG dan Uraian) Quiz Tugas	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/Poster Gambar Koran berbehasa Inggris Majalah Internet

3.2									

Mengungkap-kan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) dengan menggunakan ragam bahasa lisan secara akurat, ... sehari-hari dan melibatkan tindak tutur menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas

- *Using expressions of making and cancelling an appointment*

- Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan)

- Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok

- Menggunakan tindak tutur menasehati dan meresponnya
- Menggunakan tindak tutur memperingatkan dan meresponnya
- Menggunakan tindak tutur meluluskan permintaan dan meresponnya
- Menggunakan tindak tutur menyatakan perasaan dan meresponnya

Tugas

Performans

4 x 45

4 x 45

Developing English Competencies for Grade X Senior High School (SMA/MA)
Tape
Kamus
Kaset/CD
Tape/CD Player
OHP/L

Appendix 4

LESSON PLAN

Name of School   : MA Husnul Khotimah Semarang

Class/Semester   : XI/I

Subject   : English

Meeting   : 1st

Skill Focus   : Speaking

Material   : Expressions of fulfilling Request

Time allotment   : 2x45 minutes (1 meeting)

A. Core Competence

I. Standard Competence

    3. to express the meaning in transactional and interpersonal conversation in the context of daily life

II. Basic Competence

    3.2 to express the meaning in transactional (to get thing done) and interpersonal conversation (formal or informal) using simple spoken language accurately and fluently in the context of daly life involving expression fulfilling request.

III. Indicators

    3.2.1 Students are able to express the meaning of transactional and interpersonal conversation

    3.2.2 Students are able to interact with environment involve; advise or suggestion,

    3.2.3 Students are able to interact with environment involve giving warning, fulfilling request,

    3.2.4 Students are able to interact with environment involve feeling of relief, pleasure and pain

3.2.5 Students are able to express the meaning of transactional and interpersonal conversation

3.2.6 Students are able to mention the expression involve; advise or suggestion, giving warning, fulfilling request, satisfaction and sissaticfaction.

IV. Learning Goal

- to express the meaning of transactional and interpersonal conversation
- to interact with environment involve; advise or suggestion,
- to interact with environment involve giving warning, fulfilling request
- to express the meaning of transactional and interpersonal conversation
- ❖ to mention the expression fulfilling request
- ❖ Students' character   Confidence

                                  Independent

                                  Cooperation

                                  Analitic

                                  Careful

V. Lerarning Materials

Expressing fulfilling request

Social Function

Keeping interpersonal relation between teacher, friends, and others.

Feeling expression is an expression to show emotional condition, such as upset, awful, great, mad, fine, marvelous, lazy, happy, bad, fascinating, afraid, and sleepy

Request is to ask for something in a polite or formal way.

Example :

     a. Alright

     b. Certainly

     c. Right away

     d. Yes, of course

e. By all means

f. Yes, why not…

g. Sure, you can….

Language Features:

(1) Spelling

(2) Pronunciation, word pressing, intonation when present

(3) Word reference

Dialogue of Expressing fulfilling requ

Peter : Would you please turn on a radio now? Sorry but I'm still washing my hands.

Jane : Sure no problem, it's your favorite ghost story time. Isn't it?

Peter : Yes, it's true "encounter" time. Would you mind sitting here with me? I like ghost stories but it's just too scary to sit and listen to the program all alone.

Jane : Ok …. No problem

Peter : The program starts. Listen, please. A man just started his 'true encounter' story.

Jane : could you possibly turn the volume down? It's getting creepier….

Pater : Certainly

Jane : You wouldn't mind turning it off. Would you? I'm getting real scared.

Pater : Yes. I'm sorry it's my favorite. I won't turn it off

VI. Teaching Method:

- Role-play
- Group Discussion

VII. Learning Activity

Activitieas	Description
Pre-activities	▪ Teacher opens the class by greeting students "Assalamualaikum warohmatullohi wabarokatuh" , good morning students, how are you today ? ▪ Make sure that students answer the greeting well using apropriate answer ▪ Teacher cheks the attendance ▪ Teacher invites students to pray for starting the class ▪ Teacher gives some questions based on the material as a

		stimulus. For example "have you ever learned about expressing fulfilling request?"
▪ Main-activities		OBSERVING ▪ Teacher tells studets main material and goal of the learning ▪ Teacher informs student stages of the learning ▪ Teacher explains whole thing related to the main material ▪ Teacher explains what is expressing fulfilling request. ▪ Teacher gives example about expressing fulfilling request. ▪ Teacher gives the new vocabulary. QUESTIONIN ▪ Students ask a question that they have not understood from the explanation. EXPLORING ▪ Teacher ask students to do an assignment in pair ▪ Teacher ask the students to make the conversation about expressing fulfilling request in pair. ▪ Teacher ask each pair to read their conversation in front of class.. COMMUNICATING ▪ Teacher gives a chance to the students to ask some difficult things related to the material.
Post-activities		▪ Teacher reviews or recalls the material has been discussed ▪ Teacher gives conclution about the material ▪ Teacher gives student a home work related to the material ▪ Teacher invites students to recite *Hamdallah* to close the class ▪ Teacher close the class

VIII.   Learning media and sources

Source   : Look Ahead 2 for Senior High School Students

Media   : Board

IX.   **Assessment**

Type   : Oral

Instrument   : Performance (work in group)

Aspect to be assessed:

-                Pronunciation

-                Fluency

-                Vocabulary

-                Grammar

X.   **Assessment of Learning Result**

a. **Scoring Technique**

The teacher considers some aspects to test the students' oral proficiency in expressing fulfilling request based on the analytic oral language scoring rubric below :

Scores	Pron.	Gram.	Vocab.	Fluency	Comp.
80–100	Has few traces of foreign language	Makes few errors of grammar and word order	The use of voca-bulary is virtually	Speech as fluent as the native speaker	Under-stand every-thing without diffi-culty
60–79	Always intelli-gible	Occasi-onally make gramma-tical errors	Some-times uses inappro-priate terms and	Speed of speech seems to be slight	Under-stand at normal speed

			need rephrase		
40–59	Occasiona-lly lead to mis-Understan-ding	Make frequent errors	Freque-ntly uses the wrong words	Speed and fluency are rather strong	Under-stand at slower than normal speed
20–39	Very hard to under-stand	Hard to compre-hend	Make conver-sation quite difficult	Usually hesitant	Compre-hend in slow speed with repeti-tion
1–19	Speech virtually unintelli g-ible	Speech virtually unintel-ligible	Make conver-sation ly impos-sible	Make conversation virtually impos-sible	Cannot be under-stood even in simple conversation.

b. **Observation Rubric Checklist**

Sheet of Observation to Students' Attitude

No.	Indicators	Poor (0-39%)	Fair (40-59%)	Average (60-74%)	Good (75-84%)	Excellent (85-100%)	Total Score
		1	2	3	4	5	
1	Paying attention						
2	Being enthusiastic						
3	Asking questions						
4	Responding to the questions						

5	Making effort to solve problem					
6	Accomplishing task					
	Total Score					

$$\text{Score} = \frac{\textit{Scored Got}}{\textit{Total of Criterion from Observation}} \times 100\%$$
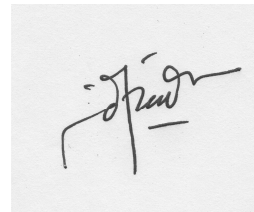
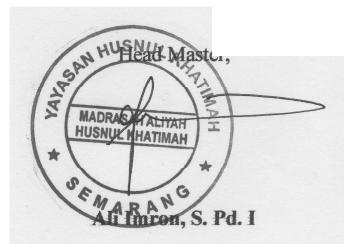Semarang, October 8th 2015

Known,

English Teacher,   Researcher,

Ahmad Masykur, S.Pd   **Mustafidah**

Head Master,

Ali Imron, S. Pd. I

LESSON PLAN

Name of School   : MA Husnul Khotimah Semarang
Class/Semester   : XI/I
Subject   : English
Meeting   : 2nd
Skill Focus   : Speaking
Material   : Expressions of Feeling Pleasure

I. Standard Competence

4. to express the meaning in transactional and interpersonal conversation in the context of daily life

II. . Basic Competence

3.2 to express the meaning in transactional (to get thing done) and interpersonal conversation (formal or informal) using simple spoken language accurately and fluently in the context of daly life involving expression of feeling pleasure.

III. Indicators

4.2.1   Students are able to express the meaning of transactional and interpersonal conversation

4.2.2   Students are able to interact with environment involve; advise or suggestion,

4.2.3   Students are able to interact with environment involve expression of feeling pleasure

4.2.4   Students are able to interact with environment involve feeling pleasure

4.2.5   Students are able to express the meaning of transactional and interpersonal conversation

4.2.6   Students are able to mention the expression involve feeling pleasure

IV. Learning Goal

- to express the meaning of transactional and interpersonal conversation
- to interact with environment involve; advise or suggestion,
- to interact with environment involve giving warning, fulfilling request
- to express the meaning of transactional and interpersonal conversation
- to mention the expressio   g pleasure

❖ Students' character   Confi

                        Independent

                        Cooperation

                        Analitic

                        Careful

V. 2.2 Lerarning Materials

Expressing of feeling pleasure

Social Function

Keeping interpersonal relation between teacher, friends, and others.

Feeling expression is an expression to show emotional condition, such as upset, awful, great, mad, fine, marvelous, lazy, happy, bad, fascinating, afraid, and sleepy

Pleasure is : a feeling of happiness, enjoyment, or satisfaction : a pleasant or pleasing feeling

Example of expression of feeling pleasure :

- I am so happy
- I am so excited
- That is awesome
- I am very happy
- It is good news

Language Features:

(1) Spelling

(2) Pronunciation, word pressing, intonation when present

(3) Word reference

Diaogue expressing of feeling pleasure

Lisa : Hello, whom I am speaking to?

Tika: Hello, I am Tika.

Lisa: Anything I could do Tika?

Tika: I just wanna say many thanks for you.

Lisa: For what Tika?

Tika: It is about your gift. I have opened it. And I really love it.

Lisa: I am so happy to hear that. I hope it will be useful for you.

Tika: It is so useful for me. It is my pleasure to call you Tika. See you soon.

Lisa: Bye.

VI. Teaching Method:

- Role-play
- Group Discussion

VII. Learning Activity

Activitieas	Description
Pre-activities	▪ Teacher opens the class by greeting students "Assalamualaikum warohmatullohi wabarokatuh" , good morning students, how are you today ? ▪ Make sure that students answer the greeting well using apropriate answer ▪ Teacher cheks the attendance ▪ Teacher invites students to pray for starting the class ▪ Teacher gives some questions based on the material as a stimulus. For example "have you ever learned about expressing of feeling pleasure?"
▪ Main-activities	OBSERVING ▪ Teacher tells studets main material and goal of the learning ▪ Teacher informs student stages of the learning ▪ Teacher explains whole thing related to the main material ▪ Teacher explains what is expressing of feeling pleasure. ▪ Teacher gives example about expressing of feeling pleasure. ▪ Teacher gives the new vocabulary.

	▪ Teacher ask to the students to play hangeman game for memorize the new vocabulary
	QUESTIONING
	▪ Students ask a question that they have not understood from the explanation.
	EXPLORING
	▪ Teacher ask students to do an assignment in pair
	▪ Teacher ask the students to make the conversation about expressing leasure in pair.
	▪ Teacher as r to read their conversation in front of class..
	COMMUNICATING
	▪ Teacher gives a chance to the students to ask some difficult things related to the material.
Post-activities	▪ Teacher reviews or recalls the material has been discussed
	▪ Teacher gives conclution about the material
	▪ Teacher gives student a home work related to the material
	▪ Teacher invites students to recite *Hamdallah* to close the class
	▪ Teacher close the class

VIII.   Learning media and sources

Source   : Look Ahead 2 for Senior High School Students

Media   : Board

IX.   Assessment

Type   : Oral

Instrument   : Performance (work in group)

Aspect to be assessed:

-            Pronunciation

-            Fluency

-            Vocabulary

-            Grammar

X. **Assessment of Learning Result**

a. **Scoring Technique**

The teacher considers some aspects to test the students' oral proficiency in expressing of feeling pleasure based on the analytic oral language scoring rubric below :

Scores	Pron.	Gram.	Vocab.	Fluency	Comp.
80–100	Has few traces of foreign language	Makes few errors of grammar and ᴠ order	The use of vocabulary is virtually	Speech as fluent as the native speaker	Under-stand every-thing without diffi-culty
60–79	Always intelli-gible	Occasi-onally make gramma-tical errors	Some-times uses inappro-priate terms and need rephrase	Speed of speech seems to be slight	Under-stand at normal speed
40–59	Occasio-na-lly lead to mis-Understan-ding	Make frequent errors	Freque-ntly uses the wrong words	Speed and fluency are rather strong	Under-stand at slower than normal speed
20–39	Very hard to under-	Hard to compr	Make conver-sation	Usually hesitant	Compre-hend in slow speed with

	stand	e-hend	quite difficult		repeti-tion
1–19	Speech virtually unintellig-ible	Speech virtu-ally unintel-ligible	Make conver-sation virtually impos-sible	Make conversation virtually impos-sible	Cannot be under-stood even in simple conversation.

b. Observation Rubric Checklist

Sheet of Observation to Students' Attitude

No.	Indicators	Poor (0-39%)	Fair (40-59%)	Average (60-74%)	Good (75-84%)	Excellent (85-100%)	Total Score
		1	2	3	4	5	
1	Paying attention						
2	Being enthusiastic						
3	Asking questions						
4	Responding to the questions						
5	Making effort to solve problem						
6	Accomplishing task						
	Total Score						

$$Score = \frac{Scored\ Got}{Total\ of\ Criterion\ from\ Observation} \times 100\%$$

Semarang, October 15th 2015

Known,

English Teacher,   Researcher,

Head Master,

Ali Imron, S. Pd. I
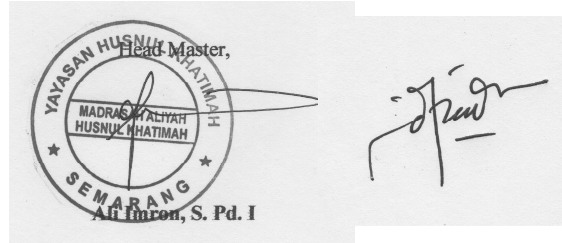
Ahmad Masykur, S.Pd   **Mustafidah**

LESSON PLAN

Name of School   : MA Husnul Khotimah Semarang

Class/Semester   : XI/I

Subject   : English

Meeting   : 3rd

Skill Focus   : Speaking

Topic   : Expressions of Feeling Pleasure

Time allotment   : 2x45 minutes (1 meeting)

I.   Standard Competence

3.   To express the meaning in transactional and interpersonal conversation in the context of daily life

II. Basic Competence

3.2 To express the meaning in transactional (to get thing done) and interpersonal conversation (formal or informal) using simple spoken language accurately and fluently in the context of daly life involving expression of feeling pleasure

III. Indicators

3.2.1   Students are able to express the meaning of transactional and interpersonal conversation

3.2.2   Students are able to interact with environment involve; advise or suggestion,

3.2.3   Students are able to interact with environment involve giving warning, fulfilling request,

3.2.4   Students are able to interact with environment involve feeling of relief, pleasure and pain

3.2.5   Students are able to express the meaning of transactional and interpersonal conversation

3.2.6   Students are able to mention the expression of feeling pleasure

IV. Learning Goal

- To express the meaning of transactional and interpersonal conversation
- To interact with environment involve; advise or suggestion,
- To interact with environment involve feeling pleasure
- To express the meaning of transactional and interpersonal conversation
- To mention the expression of feeling pleasure

❖ Students' character   Confid

                                        Independent

                                        Cooperation

                                        Analitic

                                        Careful

V.   Learning Material

Expressing of feeling pleasure

Social Function

Keeping interpersonal relation between teacher, friends, and others.

Feeling expression is an expression to show emotional condition, such as upset, awful, great, mad, fine, marvelous, lazy, happy, bad, fascinating, afraid, and sleepy

Pleasure is : a feeling of happiness, enjoyment, or satisfaction : a pleasant or pleasing feeling

Example of expression of feeling pleasure :

- It is really delightful
- It is my pleasure
- It is wonderful
- I have a good time
- I am so delighted to hear that

Language Features:

(1) Spelling

(2) Pronunciation, word pressing, intonation when present

(3) Word reference

Dialogue epressing of feeling pleasure

Aini   : Hello, Aini speaking. Can I help you?

Ali   : Hi, Aini. Do you remember me?

Aini   : You are Ali, aren't you? I'm so delighted to speak with you again. How are you?

Ali   : I'm OK. How about you?

Aini   : Very well, thanks.

Ali   : What do you do now?

Aini   : I'm a doctor in Local Hospital in Tasikmalaya.

Ali   : That's great. I'm happy to hear that.

Aini   : Ali, it is very nice to talk with you, but I have to do something now.

Ali   : Never mind. May I c   ʋ   ietimes later?

Aini   : Yes, of course.

Ali   : Good bye

Aini   : Bye

VI.   Teaching Method:

- Role-play
- Group Discussion

VII.   Learning Activity

Activitieas	Description
Pre-activities	▪ Teacher opens the class by greeting students "Assalamualaikum warohmatullohi wabarokatuh" , good morning students, how are you today ? ▪ Make sure that students answer the greeting well using apropriate answer ▪ Teacher cheks the attendance ▪ Teacher invites students to pray for starting the class ▪ Teacher gives some questions based on the material as a stimulus. For example "have you ever learned about expressing of feeling pleasure?"

▪ Main-activities	OBSERVING ▪ Teacher tells studets main material and goal of the learning ▪ Teacher informs student stages of the learning ▪ Teacher explains whole thing related to the main material ▪ Teacher explains what is expressing of feeling pleasure. ▪ Teacher gives example about expressing of feeling pleasure. ▪ Teacher gives the new vocabulary. ▪ Teacher ask to the students to play hangeman game for memorize the new vocabulary QUESTIONING ▪ Students ask a question that they have not understood from the explanation. EXPLORING ▪ Teacher divided the students into six groups, each group four students ▪ Teacher ask students to do an assignment in group ▪ Teacher ask the students to make the conversation about expressing of feeling pleasure in pair with give three example from expression of feeling pleasure ▪ Teacher ask each group to read their conversation in front of class.. COMMUNICATING ▪ Teacher gives a chance to the students to ask some difficult things related to the material.
Post-activities	▪ Teacher reviews or recalls the material has been discussed ▪ Teacher gives conclution about the material ▪ Teacher invites students to recite *Hamdallah* to close the class ▪ Teacher close the class

VIII.   Learning media and sources

Source   : Look Ahead 2 for Senior High School Students

Media : - Board

- Paper

IX. **Assessment**

Type : Oral

Instrument : Performance (work in group)

Aspect to be assessed:

- Pronunciation

- Fluency

- Vocabulary

- Grammar

X. **Assessment of Learning Result**

a. **Scoring Technique**

The teacher considers some aspects to test the students' oral proficiency in expressing of feeling pleasure based on the analytic oral language scoring rubric below :

Scores	Pron.	Gram.	Vocab.	Fluency	Comp.
80–100	Has few traces of foreign language	Makes few errors of grammar and word order	The use of voca-bulary is virtually	Speech as fluent as the native speaker	Under-stand every-thing without diffi-culty
60–79	Always intelli-gible	Occasi-onally make gramm a-tical	Some-times uses inappro-priate	Speed of speech seems to be slight	Under-stand at normal speed

		errors	terms and need rephrase		
40–59	Occasiona-lly lead to mis-Understan-ding	Make frequent errors	Freque-ntly uses the wrong words	Speed and fluency are rather strong	Under-stand at slower than normal speed
20–39	Very hard to under-stand	Hard to compre-hend	Make conver-sation quite difficult	Usually hesitant	Compre-hend in slow speed with repeti-tion
1–19	Speech virtually unintelli g-ible	Speech virtu-ally unintel -ligible	Make conver-sation virtually impos-sible	Make conversation virtually impos-sible	Cannot be under-stood even in simple conversation.

b. Observation Rubric Checklist

Sheet of Observation to Students' Attitude

No.	Indicators	Poor (0-39%)	Fair (40-59%)	Average (60-74%)	Good (75-84%)	Excellent (85-100%)	Total Score
		1	2	3	4	5	
1	Paying attention						
2	Being enthusiastic						

3	Asking questions						
4	Responding to the questions						
5	Making effort to solve problem						
6	Accomplishing task						
	Total Score						

$$\text{Score} = \frac{Scored\ Got}{Total\ of\ Criterion\ from\ Observation} \text{x } 100\%$$

Semarang, October 22nd 2015
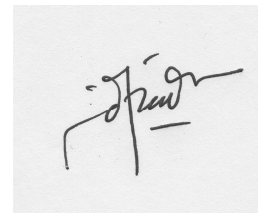
Known,

English Teacher,   Researcher,

Ahmad Masykur, S.Pd   **Mustafidah**

Appendix 5

RESEARCH SCHEDULE IN THE CLASSROOM ACTION RESEARCH

Teacher   : Ahmad Masykur, S.Pd

Researcher   : Mustafidah

Clas   : XI A MA Husnul Khotimah Semarang

NO	Activities	Date
1	Preliminary visit (Meet the administration officer)	01st of October 2015
2	Meet the hademaster to give research permission letter	01st of October 2015
3	Meet the English teacher to ask data of students' as participant	01st of October 2015
4	Do to the research (pre-cycle)	08th of October 2015
5	First cycle	15th of October 2015
6	Second cycle	22nd of October 2015
7	Give the whole result to teacher and do interview	26th of October 2015

Appendix   6

RESEARCH JOURNAL

No.	Activity	Date	Signature
1.	Researcher asked English teacher about the condition of teaching learning process	01-10-2015	
2.	Reseacher asked the list of students' name XI A	01-10-2015	
3.	Reseacher and English teacher discussed about the characteristic of students in the class	03-10-2015	
4.	Reseacher and English teacher discussed about the appropiate method in teaching English	03-10-2015	
5.	Reseacher was given an example of syllabus and lesson plan by English teacher, then hetaught the way how to make a good lesson plan	05-10-2015	
6.	Reseacher and English teacher discussed the best strategy in reflection	05-10-2015	
7.	Reseacher was given the way how to face the students' characteristic in the class	05-10-2015	

Appendix 7

Nurul : Hallo, How are you ?

Nanda : I'm so happy

Nurul : Hi. Mu'alifah, can ii hspeaku to aini ?

Mu'alifah : Sorry, she is while busy

Nurul : oh!.

Mu'alifah : what yov help me

Nurvi : Yes, please calling Office girl to come here

Mu'alifah : okay.

Nama Kelompok :

1. Aini Setyawati
2. Mu'alifah
3. Nanda Agustina
4. Nurul Aini
5. Putri Wahyuni

The Score Result can be seen as follow:

No	Students' Code	Focus					Score
		Pronunciation	Grammar	Vocabulary	Comprehension	Fluency	
1	S-1	65	60	70	70	70	67
2	S-17	70	70	75	70	70	71
3	S-18	65	60	70	65	70	66
4	S-21	65	65	70	70	70	68
5	S-22	70	70	75	70	70	71

Group 11

IRA : Good morning, Tina
Tina : Good morning, IRA
IRA : How are you, Tina
Tina : I'm fine, thanks.
Ira : I'm very happy today, because my mother give a surprize for me.
Tina : What your surprize ...?
IRa : My surprize Is new dress.
Tina : What your so happy.
Ira : Yes, I'm happy.

Nama kelompok.
- Ayu Wahyuni
- Evin Agustin
- Fitrotunnisak
- Intan putri sejati.

The Score Result can be seen as follow:

No	Students' Code	Focus					Score
		Pronunciation	Grammar	Vocabulary	Comprehension	Fluency	
1	S-5	75	65	70	75	75	72
2	S-7	70	65	70	75	70	70
3	S-8	75	70	70	75	75	73
4	S-9	70	65	70	70	70	69

oup 1"

. Amrina Rosyada
. Arina Nurul Indah
Milatul Izzah
. Novia Rahayu

Ani : Hello, who I'm speaking to?

Marry : Hi Ani, this is marry

Ani : what's up marry?

Marry : I have to say thanks to you. ~~for wh~~

Ani : for what?

Marry : It's is about the gift that you gave to me. it is wonderful. really, I'm very pleased with it.

Ani : me too, marry. I am very delighted to hear that. it is nice to talk with you, but I have to go now.

Marry : No problem. I will call you later. Bye

Ani : Bye.

The Score Result can be seen as follow:

No	Students' Code	Focus					Score
		Pronunciation	Grammar	Vocabulary	Comprehension	Fluency	
1	S-3	65	60	70	70	75	68
2	S-4	70	75	70	75	75	73
3	S-16	75	75	75	75	75	75
4	S-19	65	60	75	70	75	69

Group IV

1. Ali Handoyo
2. M. Rojif. Kurniawan
3. M. Syaiful. Auliya'
4. Rifqi Azizi.

Kunyil : Hello, what is your name ?

Usro : Hello, my name is usro

Kunyil : where do you live ?

Usro : I live at Rowosari semarang

Kunyil : How old are you ?

Usro : I'm 15 years old

Kunyil : do you so happy introduce with me

Usro : Yes, i'm so happy

Kunyil : see you

Usro : see you later.

1   2   3   4   5

The Score Result can be seen as follow:

No	Students' Code	Focus					Score
		Pronunciation	Grammar	Vocabulary	Comprehension	Fluency	
1	S-2	65	60	70	70	70	67
2	S-13	60	65	65	70	70	66
3	S-14	60	65	70	70	70	67
4	S-23	60	60	65	70	70	65

roup V   Name : Luluk Aini Jawiyati
          Dida wahyu Yulianti
          Lailatul' Wijayanti
          Iskandar Catur Wijayanti.
          Class : XI A

Dida   : Hi, How are you, Luluk?
Luluk   : Hi, I'm fine. How about you, Dida ?
Dida   : I'm fine too.
Luluk   : when did you come to Semarang ?
Dida   : two days ago. I bring souvenir for you.
Luluk   : wow, I feel delighted. Thank you !
Dida   who is come with you ?
Dida   : This is my friend, his name is Laila.
Laila   : Laila, this is Luluk. She is my friend in semarang.
Laila   : Hi, Luluk. I'm so happy can meet with you.
Luluk   : I'm too.
Dida   : who is together with you ?
Luluk   : This is Catur.
Dida   : Hi, Catur. this is for you.
Catur   : What this it ?
Dida   : This is bagle for you.
Catur   : wow, that's wonderful. thank you.

No	Students' Code	Focus					Score
		Pronunciation	Grammar	Vocabulary	Comprehension	Fluency	
1	S-6	70	75	75	75	75	74
2	S-10	75	80	75	75	75	76
3	S-11	75	75	75	70	70	73
4	S-12	75	75	75	80	75	76

roup VI

Maria Maulis
Suci Lailatun
Siti Nur
Nur Izzatul

~~I'm very delighted~~

Dialogue.

Muna = Hi, aini, how are you?

Aini = Hi muna, I'm fine thank

muna : Would you like to go with me to night?

Aini : Yes, I will go with you

muna : Okay, wait night I will ask you

Aini : okay, I wait you in front of house

Muna = Im very pleased with it go with you, because you person good

Aini = thanks, we will go to Particle a muna.?

Muna = we will go to the cinema.

Aini = wow, The cinema many film for camera, is good,
        I felt delighted go to this place.

Muna = Aini, The time already protracted night, we must return home
        because parent we definite worry.

Aini = yes, you true we must go to home but you accompany 1 go to home?
                                                            a   ?

Muna = Okay.

Aini = Okay, this It was really delighful, thanks already my persuade
        go to cinema

Muna = you are welcome.

No	Students' Code	Focus					Score
		Pronunciation	Grammar	Vocabulary	Comprehension	Fluency	
1	S-5	75	65	70	75	75	72
2	S-20	65	60	70	70	70	67
3	S-24	65	60	70	70	70	67
4	S-25	65	60	70	70	70	67

Group : 1

Name : => Aini Setiyawati
        => Mu'alifah
        => Nanda Agustina.
        => Nurul Aini.
        => Putri Wahyuni.

_____

(Title)

Aini   : Hi Nurul, Happy birtday, May God bless you.
Nurul : Thanks a lot Aini, I'm happy you can come to my party
Aini   : This is a small thing for you
Nurul : thanks you.

Aini   :

Nurul : Hi Mu'alifah. How do you do !
Mu'alifah: How do you do !
Putri : Hi Nurul Happy birtday
Nurul : Hi Putri thanks. I'm happy you can come to my party
Putri : This is a small thing for you.
Nurul : Thanks you.
Putri : Nurul, you look so beautiful with you new dress.
Nurul : really ! you look so beautiful with you new dress too.
Mu'alifah: By the way, where is Nanda ?
Putri : I don't know.
Aini   : By the way, where are you parents ?
Nurul : My mother is in the kitchen, my father is in bed. He is
         feeling unwell.
Aini   : I'm sorry to hear that.
Nurul : please enjoy the party.
Aini   : All right, thank you.

Nanda : Hi All, sorry I'm late.
Nurul : at last to come as well.
Nanda : sorry !
         this is a small ting for you.
Nurul : Thank you.

The Score Result can be seen as follow:

No	Students' Code	Focus					Score
		Pronunciation	Grammar	Vocabulary	Comprehension	Fluency	
1	S-1	70	70	70	70	70	70
2	S-17	70	70	75	70	80	73
3	S-18	70	70	75	70	70	71
4	S-21	70	70	75	75	75	73
5	S-22	70	70	70	70	70	70

Group : 2

Name : - Ayu Wahyuni
- Evin Agustin
- Fitrotunnisak .
- Intan Putri Sejati

~~Bat~~ BIRTHDAY

INA : Hello, who I'am speaking to ?
Ani : Hello, ~~~~ This is Ina.
Ina : what's up, Ani
Ani : I have to say thanks to you
Ina : For what ?
Ani : it is about the gift that you gave to me.
It is wonderful. Really, Iam very pleased with it.
Ina : me too, Ani, I am very delighted to hear that.
It is nice to talk.
Ani : Yes, what are you busy today ?
Ina : no, why ?
Ani : I would like to ask what gifts are suitable
For my sister birthday gifts.
Ina : That's good.
Ani : Whether he would pleasud with it.
Ina : Of course, he will very pleased with it.
Ani : thank you . Bye
Ina : Bye .

The Score Result can be seen as follow:

No	Students' Code	Focus					Score
		Pronunciation	Grammar	Vocabulary	Comprehension	Fluency	
1	S-5	70	70	75	80	75	74
2	S-7	75	75	75	70	75	74
3	S-8	75	80	75	80	80	78
4	S-9	70	70	75	70	70	71

Group: 3

Name: Amrina Rosyada
Arina Nurul Intah
Milatul Izzah
Novia Rahayu

_____

(Title)

* Expression of feeling pleasure.

Yuni : Hello, who I'm speaking to?

Tina : Hello Yuni, this is Tina.

Yuni : what's up Tina!

Tina : I have to say thanks to you.

Yuni : for what?

Tina : it is about the gift that you gave to me. It is wonderful
I'm very pleased with it.

Yuni : I'm very delighted to hear that. it is very nice to talk
with you, but I have to go now.

Tina : No problem. I will call you later.
Bye.

Yuni : Bye.

The Score Result can be seen as follow:

No	Students' Code	Focus					Score
		Pronunciation	Grammar	Vocabulary	Comprehension	Fluency	
1	S-3	75	75	80	80	80	78
2	S-4	75	75	75	75	75	75
3	S-16	75	80	80	80	80	79
4	S-19	75	75	80	80	80	78

Group : 4

Name : Muhammad Rajif kurniawan
Muhammad syaiful auliya'
Ali Handoyo
Rifki azizi

_____

(Title)

Steve : frank, how about your new job

frank : it was not as easy as I thought of before.
How about you?

Steve : I feel delighted. The office is very comfortable,
my boss is very friendly, and my salary is better
than my previous job.

frank : I'm not as lucky as you

Steve : at least you have a job.

frank' frank : See you later

Steve : See you latter

The Score Result can be seen as follow:

No	Students' Code	Focus					Score
		Pronunciation	Grammar	Vocabulary	Comprehension	Fluency	
1	S-2	70	75	70	75	75	73
2	S-13	80	75	80	75	80	78
3	S-14	65	60	70	70	70	67
4	S-23	70	70	70	70	75	71

Group : 5

Class : XI A

Name : Luluk Aini Faluyati
Dida Wahyu yulianti
Lailatul Wijayanti
Iskandar catur wijayanti

GIFT FOR MY FRIEND.

(Title)

Dida : Hello, whom I speaking to ?

Luluk : Hello, I 'am Luluk .

Dida : Anything I could do luluk ?

Luluk : I just wanna say many thanks for you.

Dida : For what luluk ?.

Luluk : It is about your gift . I have opened it. And I really love it.

Dida : I 'am so happy to hear that . I hope it will be useful for you.

Luluk : It is so useful for me. it is my pleasure to call you dida.
see you soon .

Dida : Bye .

No	Students' Code	Focus					Score
		Pronunciation	Grammar	Vocabulary	Comprehension	Fluency	
1	S-6	80	80	85	75	80	80
2	S-10	80	80	80	80	85	81
3	S-11	80	80	85	75	85	81
4	S-12	80	75	85	80	80	80

Group : 6

Name : Maria Nailis
Suci Lailatun
Siti Nur
Nur Izzatul

_____

(Title)

Desi : Hi Riska, how are you?

Riska : Hidesi, I am fine thanks

Desi : By the way, are you free today?

Riska : Today. is Sunday free. What's up?

Desi : I will persuade you to the Beach. would you like to go with me?

Riska : Of course. I want to go with you Because. I'am very pleased with it.

Desi : okay. I will wait you.

Riska : Please, wait moment. Now I am reddy go to the Beach!

Desi : Let's go!

Riska : wow. the look! scenery very Beautiful

Desi : Are you happy, Riska

Riska : Yes. I am so happy, the beach is very comfortable

Desi : Yes, It was really delightful.

Riska : What time is it? Desi

Desi : Now at 5 P.M. Riska let's we goto home

Riska : Okay. thanks Desi, See you later

Desi : You're welcom. See you

No	Students' Code	Focus					Score
		Pronunciation	Grammar	Vocabulary	Comprehension	Fluency	
1	S-5	70	70	75	80	75	74
2	S-20	70	70	75	75	70	72
3	S-24	70	70	75	75	70	72
4	S-25	70	70	75	75	70	72

Appendix 8

Teaching and Learning in the Class

Appendix 9

Nomor : In.06.3/J4/PP.00.9/ 4911/2014   Semarang, 22 November 2014

Lamp : -

Hal : **Penunjukan Pembimbing Skripsi**

Kepada Yth

1. Sayyidatul Fadillah, M.Pd.

Berdasarkan hasil pembahasan usulan judul penelitian jurusan Tadris Bahasa Inggris, maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswi:

Nama : Mustafidah

NIM : 113411030

Judul :"Increasing Student's Vocabulary Achievement Through Hangman Game (A Classroom Action Research at Eleventh Grade Students of MA Husnul Khotimah Semarang in the Academic Year of 2014/2015)"

dan menunjuk Ibu Sayyidatul Fadillah, M.Pd. Sebagai pembimbing.

Demikian atas kerjasama yang diberikan kami ucapkanterimakasih.

A.n. Dekan,
Ketua Jurusan Tadris Bahasa Inggris

Siti Tarwiyah, M.Hum.
NIP. 19721108 199903 2001

Tembusan:

1. Dekan Fakultas Tarbiyah IAIN Walisongo (sebagailaporan)
2. Mahasiswi yang bersangkutan
3. Arsip

Appendix 10

YAYASAN HUSNUL KHATIMAH

MADRASAH ALIYAH HUSNUL KHATIMAH

STATUS: TERAKREDITASI B

ROWOS_____ALANG SEMARANG

Alamat: Jl. Attaqwa No. 09 Rowosari Tembalang Se_____ ____ Pos. 50279 Telp.024 -70798158 / 024-706646

SURAT KETERANGAN
Nomor: 024/MA.HKh/XI/2015

Yang bertanda tangan dibawah ini:

Nama	: Ali Imron, S.Pd.I
NIP	: -
Jabatan	: Kepala Madrasah Aliyah Husnul Khatimah
No. Telp/HP	: 085712676580

Dengan ini menerangkan bahwa:

Nama	: Mustafidah
NIM	: 113411030
Program	: S1
Jurusan	: Pendidikan Bahasa Inggris
Judul	: Increasing Student's Vocabulary Achievement through Hangeman Game A (Classroom Action Research at Eleventh Grade Students of MA Husnul Khatimah in the Academic Year 2015/2016)

Benar–benar telah mengadakan penelitian di MA Husnul Khatimah dalam rangka menyusun skripsi dari tanggal 01 Oktobr 2015 s/d 26 Oktober 2015.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Semarang, 11 November 2015
Kepala
MA Husnul Khatimah

Ali Imron, S.Pd.I

Appendix 11

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
PUSAT PENGEMBANGAN BAHASA
Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Telp./Fax. (024) 7614453 Semarang 50185
email : pbb.walisongo@gmail.com

Certificate

Nomor : In.06.0/P6/PP.00.9/0395/2015

Certificate Number : 12015102

This is to certify that

MUSTAFIDAH

Student Register Number: 20150142102
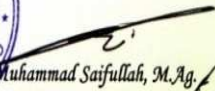
the TOEFL Preparation Test

conducted by

the Language Development Center State University for Islamic Studies (UIN) "Walisongo"
Semarang

On March 18th, 2015

and achieved the following result:

Listening Comprehension	Structure and Written Expression	Vocabulary and Reading	Score
52	41	42	450

Give in Semarang,
March 25th, 2015

Director,

H. Muhammad Saifullah, M.Ag.
NIP. 19700321 199603 1 003

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Curriculum

Vitae

Contact Person
No. HP : 0857- 4000 - 2591
E-mail   : fieedhaa22@gmail.com

Personal Details

Full Name   : Mustafidah

Date of Birth   : May 22nd , 1991

Place of Birth   : Semarang, Central Java

Province, Indonesia

Student's Number : 113411030

Address   : Pedurungan Kidul No; 91 RT 01

RW 07 Kel. Pedurungan, Semarang-

50192, Central JavaProvince, Indonesia

Educational Background

1. RA Infarul Ghoy - Semarang   (1996 – 1997)
2. MI Taufiqiyah – Semarang   (1997 – 2003)
3. PP Gontor Putri 1 – Mantingan, Ngawi, jawa Timur   (2004 – 2010)
4. Universitas Islam Negeri (UIN) Walisongo
    Semarang – English Language Education   (2011 – 2015)

Semarang, November 13th, 2015

The Researcher

MUSTAFIDAH

NIM: 113411030