

THE INFLUENCE OF USING HANGMAN GAME LEARNING METHOD TOWARD STUDENTS READING ABILITY OF THE ELEVENTH GRADE SMA NEGERI 04 KOTABUMI ACADEMIC YEAR 2024/2025

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Abstract: *The Lampung accent that is attached to the everyday language used by students has an influence when trying to read English texts. This makes students experience problems in improving their English reading skills. Some students understand vocabulary and some still don't, while the teacher's special technique for vocabulary is to give reading test practice to pay attention to whether the pronunciation is clear or not. In reality, there are still students who feel bored because they have not been able to master the language vocabulary. The formalution in this study is there influence of using Hangman Game learning method toward students reading ability of the eleventh grade SMAN 4 Kotabumi. The purpose of this study was to find out the influece of using Hangman game learning method toward students reading ability of the eleventh grade SMAN 4 Kotabumi. This type of research is classified as quantitative research. The design used in quantitative research is the Quasi Experimental Design type. The instrument used was a learning outcomes test of 40 questions, which was given at the end of the meeting (posttest), reliability calculations used the alpha formula and obtained $r_{11}=0.92175$. Based on the results of the analysis, the posttest hypothesis was tested, $t_{count}=5.467$ and $t_{(tabel(0.05)(61))}=1.670$ with $t_{count} > t_{tabel}$ then there is The Influence of Using Hangman Game Learning Method Toward Students Reading Ability of the Eleventh Grade SMA Negeri 04 Kotabumi Academic Year 2024/2025.*

Key Word: *Game Learning Method, Reading Ability.*

Abstrak : Aksan Lampung yang melekat pada bahasa sehari-hari yang digunakan siswa mempunyai pengaruh ketika mencoba membaca teks bahasa Inggris. Hal ini membuat siswa mengalami kendala dalam meningkatkan kemampuan membaca bahasa Inggrisnya. Siswa ada yang memahami kosa kata dan ada pula yang masih belum, sedangkan teknik khusus guru untuk kosa kata adalah dengan memberikan latihan tes membaca untuk memperhatikan apakah pengucapannya jelas atau tidak. Kenyataannya, masih ada siswa yang merasa bosan karena belum mampu menguasai kosa kata bahasa. Formalitas dalam penelitian ini adalah ada pengaruh penggunaan metode pembelajaran Hangman Game terhadap kemampuan membaca siswa kelas sebelas SMAN 4 Kotabumi. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan metode pembelajaran permainan Hangman terhadap kemampuan membaca siswa kelas sebelas SMAN 4 Kotabumi. Jenis penelitian ini tergolong penelitian kuantitatif. Desain yang digunakan dalam penelitian kuantitatif adalah jenis Quasi Eksperimental Design. Instrumen yang digunakan adalah tes hasil belajar sebanyak 40 soal yang diberikan pada akhir pertemuan (posttest), perhitungan

reliabilitas menggunakan rumus alpha dan diperoleh $r_{11}=0,92175$. Berdasarkan hasil analisis, hipotesis posttest teruji, $t_{hitung}=5,467$ dan $t_{(tabel(0,05)(61))}=1,670$ dengan $t_{hitung} > t_{tabel}$ maka terdapat Pengaruh Penggunaan Metode Pembelajaran Hangman Game Terhadap Kemampuan Membaca Siswa Kelas XI SMA Negeri 04 Kotabumi Tahun Pelajaran 2024/2025

Kata Kunci: Metode Pembelajaran Game, Kemampuan Membaca

I. INTRODUCTION

Through reading soul book, you can learn, be inspire and develop insight into the world. Not only that, reading is an important tool in developing critical, analytical and creative thinking skills. When reading we are faced with various arguments, ideas and points of view which make it possible to reflect, criticize and formulate our own opinions. The ability to read with good understanding is the key to becoming an individual who is knowledgeable, thinks independently, and is able to make the right decisions. Language skills include four components, namely listening skills, speaking skills, reading skills and writing skills (Tarigan, 2017). The ability to read is a required part of the educational process.

Reading is an activity or cognitive process that attempts to find various information contained in writing. This means that reading is a thinking process to understand the content of the text being read. According to Dalman (2020) reading is an activity or cognitive process that attempts to find various information contained in writing. This means that reading is a

thinking process to understand the content of the text being read. It can be concluded that reading is an activity that everyone can do to broaden their horizons and knowledge. Therefore, reading is the ability to understand and experience writing in the form of sequences and combinations of letters, and to hide this sequence in words that have their own meaning. And reading is also a cognitive process that aims to find various information and knowledge contained therein.

Reading is an activity that must be carried out by every student. In its application, reading can connect readers and writers. The knowledge that the author has will be transferred to the reader so that the reader understands what he wants to learn from the reading. In the world of education today, there are still many who do not understand the importance of training students to read. The impact of students' English reading is related to the students' next level of education.

Reading is considered a very important skill for students in learning English, because it is in accordance with the Education Unit Level Curriculum, text-

based English learning materials in Senior High Schools. The ability to read is part of understanding and exploring the meaning of written text. Reading as a receptive skill in the process of seeing and understanding written text, means that when someone reads, there is a process of seeing something written and trying to get the meaning to understand it.

The facts in the field that the researcher knows are based on the results of pre-research interviews conducted by the researcher with the English Teacher at SMA Negeri 4 Kotabumi, teacher of was found that the reading ability of students at SMA Negeri 4 Kotabumi could be said to be still lacking, perhaps some students had mastered the basics since junior high school. However, this research found several problems related to reading ability. There are many students who do not master English vocabulary. As a result, students have difficulty reading English texts.

TABLE 1
DATA ON THE AVERAGE VALUE OF DAILY ASSESSMENTS ON READING ABILITY MATERIAL FOR CLASS XI ACADEMIC YEAR 2024/2025

No.	Interval Score	Frequency
1.	0-50	0%
2.	51-60	30%
3.	61-70	35,59 %
4.	71-80	14%
5.	81-90	12,06%
6.	91-100	8,35%

Source: Class XI English Educator

Based on the table above, more than 75 is 34.41%, this percentage is still quite low considering that the KKM standard is more than or equal to 75. The percentage obtained does not reach half of the total number of students. This means that the English language learning that has been implemented has not produced good learning results and the learning process cannot be said to be successful.

Regarding obstacles in reading, students at SMA Negeri 4 Kotabumi still laugh because there is a foreign language spoken by the students with a Lampung accent. The Lampung accent that is attached to the everyday language used by students has an influence when trying to read English texts. This makes students experience problems in improving their English reading skills. Some students understand vocabulary and some still don't, while the teacher's special technique for vocabulary is to give reading test practice to pay attention to whether the pronunciation is clear or not. In reality, there are still students who feel bored because they have not been able to master the language vocabulary.

This requires a solution to encourage students to read, especially mastering English vocabulary. Students will be very enthusiastic if they learn using games. One learning method that combines word games

in the classroom learning process is the hangman method. The hangman method can be an appropriate elaboration in improving students English reading skills in class. This can happen because the hangman method can provide additional students English vocabulary.

II. RESEARCH METHODS

The research method used in this research is *quasi-experimental design* research which is classified as quantitative research. According to Sugiyono (2018) Quantitative research methodology is a type of research according to its paradigm. Quantitative approaches are based on a paradigm that holds the view that researchers can deliberately make changes to the world around them by conducting experiments. According to Setyaningsih et al., (2020) the design or design in this study is a pure experimental design or true experimental design with a pretest-posttest control group design technique. This design involves two groups that are randomly selected, then given a pre-test to find out the initial state of whether there is a difference between the experimental group and the control group.

According to Sugiyono (2018), the population is a generalization area consisting of object subjects that have

certain qualities and characteristics set by researchers to study and then draw conclusions. The population in this study were all students in XI grade of SMA Negeri 04 Kotabumi in the 2024/2025 academic year. The total number of students in class XI of SMA Negeri 04 Kotabumi in the 2024/2025 academic year is 203 students. The following is population data in this study as follows.

According to Sugiyono (2018), the sample is part of the number owned by the population. For this reason, the sample taken must truly represent the population. In this study, the samples will be 2 classes, namely XI 3 as the experimental class and XI 4 as the control class.

TABLE 2
NUMBER OF STUDENTS IN CLASS XI AT PUBLIC HIGH SCHOOL 04 KOTABUMI NORTH LAMPUNG IN THE 2024/2025 ACADEMIC YEAR

Number	Class		Number of Learners	
1	XI 3 IPA		28	
2	XI 4 IPS		35	
	Amount		63	
<i>Source: Staff administration SMA Negeri 4 Kotabumi.1</i>	VA	9	19	28
2	VB	17	10	27
Jumlah		23	31	55

Reading ability is an essential skill in one's comprehension and verbal communication. Conceptually, reading ability refers to a person's ability to comprehend, decipher and interpret written text effectively. It involves a variety of mental processes and skills that work together to process the information contained in the text. Reading ability involves not only technical abilities such as recognizing letters and words, but also involves critical thinking skills, understanding context, and the ability to structure information. This ability has a major impact on a person's intellectual development, education, and communication in everyday life.

Reading ability through the hangman game learning method is in the form of scores obtained from the post-test results. The instrument is in the form made according to specifications consisting of finding main idea, determining vocabulary center, finding reference, determining inference, finding supporting detail. The five instrument specifications total 60 questions. Each test instrument will get a correct and incorrect score according to the number of questions.

1. Homogeneity Test

According to Budiyono (2015) to test the homogeneity of two groups, the two variants equality test will be used. The

requirement for a homogeneous test is that both data are normally distributed. To find out whether the variants of the two samples are homogeneous or not, it is necessary to test the homogeneity of the variants first using the F test.

2. Hypothesis Test

After knowing that the data is normally distributed and homogeneous, hypothesis testing is carried out. Hypothesis test data analysis is done by t-test. The test was conducted to determine whether the discovery learning model had an effect or not between data from the experimental group and the control group. In this case, the experimental group is the group that is given the discovery learning model treatment while the control group is not given treatment. The formula for hypothesis testing according to Sugiyono (2012) is as follows.

III. RESEARCH RESULTS AND DISCUSSION

The learning process using tutoring and conventional methods on physical environmental change material was carried out from 1 February to 27 February 2024. Research activities were carried out in 6 meetings or 12 hours of lessons with a time allocation of 40 minutes per hour. Delivery of learning material was carried out during 6

meetings or 8 lesson hours and 2 meetings or 4 lesson hours were used for the pretest and posttest.

**TABLE 3
SUMMARY OF PRELIMINARY TEST
HOMOGENITY TEST
CALCULATIONS (PRETEST)**

	Experiment Class	Class Control
Many Samples	35	28
Average	59,357	56,786
Standard Deviation	7,484	8,133
Variant	56,008	66,138
F count	1,18	
F table	4,001	

Seen in the table above, it is obtained $F_{count} 1,18 (\alpha) = 0,05\alpha = 0,05$. Because dk in the numerator = 60 and dk in the denominator = 60 are not in the table, to find F in the table, interpolation is used. With testing criteria $F_{count} \leq F_{table} = 1,18 \leq 4,001$ which indicates that it is accepted.

**TABLE 4
SUMMARY OF FINAL TEST
HOMOGENEITY TEST
CALCULATIONS (POSTEST)**

	Experiment Class	Control Class
Many Samples	35	28
Average	74,286	64,911

Standard Deviation	7,919	5,672
Variant	62,710	32,168
F count	1,95	
F table	4,001	

Seen in the table above, it is obtained $F_{count} 1,95 (\alpha) = 0,05\alpha = 0,05$. Because dk in the numerator = 60 and dk in the denominator = 60 are not in the table, to find F in the table, interpolation is used. With testing criteria $F_{count} \leq F_{table} = 1,95 \leq 4,001$ which indicates that it is accepted.

**TABLE 5
HYPOTESIST TEST EXPERIMENT
CLASS**

	PRETEST	POSTTEST
Many Samples	35	28
Average	74,286	64,911
Standard Deviation	7,919	5,672
Variant	62,710	32,168
T count	5,467	
T table	1,670	

Above using a two-party test at a significance level $(\alpha\alpha) = 0.05$. At a significant level $(\alpha\alpha) = 0,05$ seems like $t_{count} >> t_{table}$ which means that H_0 is rejected. This shows that there is an influence of tutoring on students' reading ability in English subjects XI 3 and XI 4 at SMA

Negeri 04 Kotabumi for the 2024/2025 academic year.

In this section, we will discuss the results of research regarding the influence of tutoring on Indonesian language learning outcomes in reading ability material with calculations of posttest results showing the influence of tutoring on students' reading ability in English subjects XI 3 and XI 4 at SMA Negeri 04 Kotabumi in the academic year 2022/2023. Based on the results of the analysis prerequisite tests which include normality tests and homogeneity tests, it shows that the two samples are normally distributed and the variants of the two samples are homogeneous. Thus, the prerequisites for the analysis have been fulfilled, seen from the analysis of the average value of learning outcomes for students who were treated using tutoring is 0.981. At a significant level (α) = 0,05 seems like $5,467 > > 1,670$ which means that H_0 is rejected. This shows that there is an influence of tutoring on students' reading ability in English subjects XI 3 and XI 4 at SMA Negeri 04 Kotabumi for the 2024/2025 academic year. In the discussion above, it can be concluded that there is an influence of tutoring on students' reading abilities in English subjects XI 3 and XI 4 at SMA Negeri 04 Kotabumi for the 2022/2023 academic year.

IV. CLOSING

Based on the results of this research, it can be concluded that there has there is influence reading ability of students in Classes XI 3 and XI 4 at SMA Negeri 04 Kotabumi for the 2022/2023 academic year. Based on the results of the analysis prerequisite tests which include normality tests and homogeneity tests, it shows that the two samples are normally distributed and the variants of the two samples are homogeneous. Thus, the prerequisites for the analysis have been fulfilled, seen from the analysis of the average value of learning outcomes for students. In the discussion above, it can be concluded that there is an influence of tutoring on students' reading abilities in English subjects XI 3 and XI 4 at SMA Negeri 04 Kotabumi for the 2022/2023 academic year.

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