

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

There are two research questions that have to be answered in this research. The first was the used of Hangman application in teaching English in MTs Raudhatusysyubban. The second about students' perceptions in used Hangman application in learning English in MTs Raudhatusyubban.

In this section the researcher would describe the results of the data obtained by the researcher while conducting research. Researcher conducted research on teacher and students in MTs Raudhatusysyubban who used Hangman application in learning English. The researcher has conducted research on July 13 to September 13, 2020.

1. **The use of Hangman Application in Teaching and Learning English in MTs Raudhausysyubban.**

In MTs Raudhatusysyubban, English teachers used Hangman application in learning English. In collecting data, the researcher used online interview. The researcher conducted interview online in this study. Online interviews were conducted used WhatsApp to find out more about used the Hangman application in this study. The researcher took the results of several chats with teachers and students at MTs Raudhatusysyubban. Details of the results of online interviewed conducted by researchers of the teaching and learning process of class VIII B students at MTs Raudhatusysyubban could be seen in the appendix.

By conducting online interviews, researchers could conclude the answers to this research question (Appendix 1).

Table 4.1			
List of Interview Schedule			
No	Day/Date	Narasumber	The Use of Hangman
1	Friday/ July 17 th 2020	Teacher	1) The teacher asked students to read the text in the textbook
			2) The teacher gives students three chances to guess
			3) Teacher discuss vocabulary they did not know
			4) The teacher tells them to close the

			<p>book and use the Hangman application on the teacher's handphone</p>
			<p>5) The teacher provides several columns in the Hangman application</p>
			<p>6) The teacher ask students to also state the meaning of the word</p>
			<p>7) The teacher using the communicative approach method</p>
			<p>8) The teacher asks the students to</p>

			recall what vocabulary is in the Hangman application
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1) How the class was doing when learning used the Hangman application?

When conducted interviews with the teacher, the researcher asked about how the class was doing when learning used the Hangman application, the teacher answered that the class situation when used the Hangman application was before starting to use the Hangman application the teacher asked students to read the text in the textbook and discussed vocabulary they did not know After that, the teacher told them to close the book and used the Hangman application on the teacher's cellphone, then the teacher provided several columns in the Hangman application, then the students guessed the letters in groups, the teacher gave students three chances to guess, after they could guess the teacher asked students to also state the meaning of the word.

When conducted interviews with class VIII-A students about how the class was doing when learning used the Hangman application, they answered that learning English used the Hangman application became exciting because classes that were usually ordinary became extraordinary and class VII-B when being interviewed also answered during language learning English used the Hangman Class application was very interesting, easy to understand, and fun.

So, it could be concluded that the condition of the class when learning English used the Hangman application is very useful for teachers and students because seen from the results of the teacher's answers, the teacher was very easy

to use the Hangman application in the classroom to students and also when interviewed also answered that they were very easy and also very fun and the class becomes fun when learning English used the Hangman application.

2) What method is used when teaching used the Hangman application?

Next, the researcher asked the teacher what method is used when teaching used the Hangman application, the teacher answered the teacher used the communicative approach method, The researcher asked what method the teacher used to answer the research question number one, namely to strengthen the data on how the teacher used the Hangman application in the classroom, namely by asking one of the methods used by the teacher in the classroom.

Next, This sentence describes the method used by the teacher, namely the teacher used the communicative approach method, which means that the teacher was pressing students to be more active, namely by means after finishing he asked the students to recall what vocabulary was in the Hangman application. When interviewed class VIII-A they answered the same as what the teacher said, namely they were asked by the teacher to remember the vocabulary and its meaning after learning used the Hangman application, just like class VIII-A, class VIII-B when being interviewed also answered that the teacher told them to recall vocabulary and its meaning in the Hangman application. So, it could be concluded that the method used when learning uses the Hangman application was used the communicative approach method. The researcher concluded this because it was seen from the results of the teacher's and student's answers that they did

use the communicative approach method, which means that the teacher emphasizes students to be more active in learning.

3) What follow-up activities were carried out after used the Hangman application in learning?

Furthermore, the researcher asked the teacher what follow-up activities were carried out after used the Hangman application in learning, the teacher answered, the next activity was to recall the vocabulary obtained from the Hangman application, when the student mentioned the vocabulary he asked the students to also try to pronounce the word correctly because in addition to the students knew what it meant. they also know the letter or writing and also how to read it. When interviewing class VIII-A they answered after used vocabulary recall, there was no further follow-up and class VIII-B also answered that no follow-up was done after recalling vocabulary. So in conclusion, there is a difference between the teacher's answer and the students of class VIII-A and VIII-B, namely the teacher answers the follow-up that is done after using the Hangman application is to recall vocabulary, while classes VIII-A and VIII-B answer that no follow-up is taken. after the communicative approach method activity.

4) How the teacher evaluated after used the Hangman application in learning?

Furthermore, the researcher asked the teacher how the teacher evaluated after used the Hangman application in learning, the teacher answered that it was more about

the vocabulary and pronunciation, he asked the students to rewrite the words and read the vocabulary which they got from the Hangman application and its meaning and the evaluation was in the form of writing and reading . In this interview, class VIII-A students answered their evaluation in the form that they were told to come forward to rewrite the words they got in the Hangman application and class VIII-B answered the same as class VIII-A, namely they were told to come forward to write down vocabulary they remember. So the conclusion of the evaluation after using the Hangman application is to write back forward to remember the vocabulary in the Hangman application and their meanings.

5) What obstacles were experienced in using the Hangman application in learning?

Furthermore, the researcher asked the teacher what obstacles were experienced in using the Hangman application in learning, the teacher answered the problem he was experiencing was that it was difficult for him to adjust the vocabulary in the Hangman application with the content of the material in the textbook, students in class VIII-A were asked about the answer not found. There are obstacles in learning English using the Hangman application as well as class VIII-A, Class VIII-B also answered that in this case there were no problems in learning English using the Hangman application. So the conclusion in this case is what obstacles were found by the teacher, namely the teacher had difficulty adjusting the material with the Hangman application, while the students in grades VIII-A and VIII-B did not find any obstacles in learning. the process of learning English using the Hangman application. Researchers also asked students about the difficulties of using the application to ascertain whether the obstacles experienced by the teacher were also experienced by students and after being asked by students about the

problems in using the application, it turned out that students did not experience difficulties in this case, only teachers who had difficulty using the Hangman application.

According to the researcher, the teacher used Hangman in learning English was correct, the teacher directs students to move forward in turn then guesses the words in Hangman that are in accordance with the English learning material, he asked students to guess the words and letters, then gives three opportunities to This guess was according to the results of an interview with the teacher, namely the teacher said that "He asked the students to guess the words and letters and then he gave them three chances". This result was mine with Greenala (1988) who states that Hangman was a guessing game where someone has to guess what the opponent was thinking by guessing one letter at a time. Its advantages make students easy to understand and become enthusiastic when learning English used Hangman and its impact also makes students very active and students' scores that were previously unsatisfactory become very satisfying after using Hangman in learning English.

1. Students' perception about the use of Hangman application in Learning English

In used Hangman application for learning English in MAN 2 MTs Raudhatussyuban, the researcher also wants to know how students perception on the use of the Hangman application. To find out the perceptions of these students, researcher collected data by conducting interviews with several students. For students who were the subject of this study was the VIII-A and VIII-B class, why the researcher chose students in this class because this class used the Hangman application in learning English.

In class VIII-A there were 29 female students, and in class VIII-B there were 27 female students. Researchers conducted interviews with 15 students in class VIII-A and 12 students in class VIII-B. Researchers conducted interviews with 27 students. The researcher interviewed 15 students out of 29 students in class VIII-A and 12 out of 27 students in class VIII-B. Researchers conducted interviews with students online via WhatsApp. Researchers conducted interviews by stating in advance, so that students were comfortable and free to answer the questions asked.

a. Interview Result

a) For teacher

1. How students respond during the learning process using the Hangman?

When conducted interviews with the teacher, the researcher asked about the students more excited if learning English using Hangman, the teacher answered when used the Hangman application in classes VIII-A and VIII-B the students were very enthusiastic and very excited about learning English in the classroom. (Appendix 2a)

2. Are there any difficulties experienced by students in using the Hangman application?

Furthermore, the researcher asked the teacher whether there were difficulties experienced by students in used the Hangman application, the teacher answered the students had a little difficulty when guessing the same number of words, for example in the Hangman application there were 5 columns, meaning there were 5 letters in the column, students began to guess the word. which was 5 letters in number in the text, and sometimes there are some words that have the same number of letters and there are students who mistake them.(Appendix 2b)

3. Do students like the method you are using ?

Furthermore, the researcher asked the teacher whether the students like the method used, here the students really like the method used by the teacher, it could be seen from the way the teacher answered that the student is very enthusiastic when guessing.(Appendix 2c)

4. Do students actively participate in using the Hangman app ?

Furthermore, the researcher asked the teacher whether the students actively participated in using the Hangman application, here the students really participated in using Hangman as seen from the results of the teacher's answer, namely the students were divided into groups, so if it was the turn of the next group of students, they competed to answer. (Appendix 2d)

5. Do students get satisfactory grades in the learning process using Hangman?

Furthermore, the researcher asked the teacher whether the students got satisfactory scores in the learning process using Hangman, the teacher answered quite satisfactorily because the smart ones had very good grades while the lazy ones were a little less satisfying in their grades. (Appendix 3 and 2e)

Based on interviews with the teacher, in class A it was found that students got satisfactory grades after using the Hangman game, but the teacher answered that students in class B got unsatisfactory grades.

b) For Students

1. Did you get a satisfying grade delivered by the teacher in the learning process using Hangman?

when interviewing students of class VIII-A they answered that their grades depended on because their grades were not told by the teacher, while class VIII-B when they were interviewed they answered that their scores were very satisfying when learning used the Hangman application. So here according to the teacher, students who get satisfactory scores are only students who are good at learning, while students who are lazy do not get satisfactory scores, and also this is a difference between class VIII-A and VIII-B students in answered. Class VIII-A answered that their score was not told by the teacher, while class VIII-B had very satisfying scores. (Appendix 4a)

2. Are you happy when learning English using the Hangman application ?

Furthermore, when interviewing students in class VIII A and VIII B about whether they like learning English used the Hangman application, here they are very happy to learn English used Hangman, seen from the results of their answered, which are very busy so that it was not boring when the learning takes place. (Appendix 4b)

3. What difficulties did you encounter when using the Hangman application ?

However, when interviewed class VIII-A students, they answered that they did not find difficulties when learning English using the Hangman application, Class VIII-B also answered the same as class VIII-A, they also did not find difficulties when learning Hangman took place using the Hangman application. Here there was a difference with the results of interviews between teachers and students in grades VIII-A and VIII-B conducted by researchers that according to the teacher, students find difficulties in learning English used the Hangman application, while according to grade VIII-A and VIII-B students they do not. find it difficult.

The difficulty was that students find it difficult to determine words with the same number of letter columns, for example the teacher provides five columns, then students begin to think about what words correspond to the five columns, sometimes in this one material there are several words that have the same number as seen from the results of interviews with the teacher who said "The students have a little difficulty in guessing the same number of words, for example the teacher provides five columns, which means five letters, the students begin to guess the words that are five letters, and sometimes there are several words with the same number of letters". So here the teacher gives three times the chance to guess the letters so that the words are clearer. (Appendix 4c)

4. After using the Hangman application, do you understand the lessons better or have difficulties ?

Furthermore, when interviewed class VIII A and VIII B students about after they used Hangman in learning English, whether they understood the lesson better or had difficulty answering them, they understood the lesson better. (Appendix 4d)

5. Do you actively participate in using the Hangman application ?

When interviewed students of class VIII-A they answered that they were only active sometimes during Hangman lessons. while class VIII-B answered that they were very active in the class and they answered that they were very happy when learning to used the Hangman application in English class. Here there are differences in the results of interviews between class VIII-A and VIII-B students conducted by researchers that according to class VIII-A students they are only sometimes active when learning English used the Hangman application, according to these students because from the start they do not like language lessons English, they think English lessons are very difficult for them to understand, so when used Hangman they only like to learn English a little and only sometimes be active, while class VIII-B they are very active and even very happy, they are very active and happy in learning English because in this class on average almost all students like English lessons, and their enthusiasm for learning English was increasing and they are increasingly very active when the teacher used Hangman in learning English when learning used the Hangman application, and the teacher also answers that Grade. VIII-A and VIII-B students active while studying. (Appendix 4e)

B. Discussion

After the data has been obtained and in the process like the description above, the researcher has written and analyzed the data that has been obtained in the researcher at the above

findings. The researcher also knows how to use the hangman application in learning English and what students perceive about using Hangman in learning English.

In this study, it shows that the teacher used Hangman to learn English, where students are directed by the teacher to guess the words in the Hangman according to the material studied by students. Therefore, students must know what vocabulary was in the material to be able to answer the vocabulary in Hangman so that the teaching and learning process in class becomes interesting. This was in line with (Greenala, 1988) which states that Hangman was a guessing game where one has to guess the opponent's words that are being thought by guessing one letter at a time, this statement was in line with what the teacher expressed that Hangman was a word guessing game where the teacher asked students to guess words and letters. Furthermore, teachers used cellphones to access Hangman in English learning to make the learning process more active and enjoyable for students, here in English learning used Hangman, which only used cellphones, students are not allowed to use cellphones, so during learning English used Hangman, students progress alternately to guess the word that is on the teacher's cellphone. This was in line with (Thornton, 2005) that mobile devices could be an effective tool for delivering language learning materials to students, this statement was in line with the findings of researchers when interviewed teachers, namely that using Hangman mobile devices in English learning could be a tool that was effective in delivering language learning material to students seen from the enthusiasm of students when guessing, and when follow up in the class here students remember what vocabulary was learned in Hangman during English learning appropriately in order to complete Hangman because one of them by using this Hangman their vocabulary would increase in knowledge and a lot later they will convey in language such as (Thornbury, 2002) states that Without grammar, very little could be conveyed, without vocabulary there was

nothing to convey, a statement This was in line with the teacher's answer, namely when students mention the vocabulary they asked, students also try to pronounce the word correctly because in addition to students know what it means, students also know letters or write and also how to read them

From the findings of data on students' perceptions about the used of Hangman in English learning, students could understand English lessons used Hangman and do not experience difficulties in line (Hidayat & Wahyudin, 2015) application of the Hangman game was an alternative in learning vocabulary because this game helps in increase students' vocabulary, this was in accordance with what they answered at the time of the interview, namely they answered they easily understood better and fun, this was also because students only followed the directions from the teacher to answer guessed the words in Hangman, namely by used the teacher's cellphone by make groups and moved forward alternately in line with (Thornton, 2005) mobile devices could be an effective tool to convey language learning materials to students. For the problem of activeness here there are students who are very active and some are only active sometimes this was because these active students really like English lessons while those who are only sometimes active don't really like language lessons, so until the next time the teacher uses Hangman in Learning who used to be less active becomes sometimes active, so Hangman here does not measure the actual ability of students in learning English, this was in line with (Wirawan, 2013), the Hangman game does not measure actual ability, this was like the results of their students' answers, they answer only sometimes they are active At the time of learning, here also at the time of learning English students are very happy, seen from their enthusiasm when learning from here they could develop their vocabulary through playing with English words used Hangman in line with (Wirawan, 2013) learning more vocabulary fun and interesting

In conclusion, based on several theories that explain the used of the Hangman application, it could be used to guess words. This was the same as the results of research by researchers, where Hangman was also used as a teaching material for guessing words. In addition, from various theories it was also explained that the results of previous studies on the use of Hangman obtained positive results from students. This theory was the same as the results of research where most of the class VIII-A and VIII-B students of MTs Raudhatussyubban responded positively to the used of the Hangman application or agreed and were happy with the used of this application.