

Vol. 8, No.2 July 2019

P-ISSN: 2301-9913, E-ISSN: 2597-9132

DOI: <http://dx.doi.org/10.31000/globish.v7i2>

Word Box Game on the Eighth Grade Students' Vocabulary Mastery

¹Hesti Wulandari, ²Arjulayana, ³Sumiyani

English Education Study Program Teachers Training and Education Faculty Muhammadiyah

University of Tangerang

Jl.Perintis Kemerdekaan I/33 Cikokol, Tangerang-Indonesia.

Email: Hesti.wul.wulandari@gmail.com, Arjulayana@umt.ac.id

Abstract

Vocabulary is first thing to do and one micro skill that must be raise to help the students mastering four language skills. If the students have a lack of vocabulary, they will find some difficulties in expressing ideas in oral or written. In addition, if the students have less vocabulary, they also cannot access the information or knowledge. Moreover, without the words the students cannot really understand facts or ideas that the students have met. Therefore, the students should have to obtain vocabulary mastery to communicate effectively or express his ideas in both oral and written form and also used as basic foundation to construct a word into a good sequence of sentence. Due to the statement, this study is aimed to find out the effect of word box game on the eighth grade students' vocabulary mastery at Mts Mathla'ul Anwar. The research method is using quasi experimental design and analyze the data by using statistical hypothesis. Based on the data analysis, it was found that the data was normally distributed and homogeneous. Then, the researchers used t-test formula to analyze the hypotheses. From hypothesis test using t-test, obtained t_{count} was smaller than t_{table} or $1.54 < 1.67$ on pre-test and on post-test that t_{count} was higher than t_{table} or $8.92 > 1.67$ with the degree of significant $\alpha = 0.05$ and $df = 35 + 35 - 2 = 68$. Thus, it can be concluded that there is difference of students' vocabulary mastery between using word box game and without word box game in experiment and control class.

Keywords: *Vocabulary Mastery, Word Box Game, Quasi Experimental Design.*

INTRODUCTION

Now is the globalitation era where, nearly have to be quick and instant to balance their life with the movement. Indirectly students will go in the modern world, they need to interact with other people. One of the tools which is used to have interaction and communication by the people is language, especially for English language. When learn foreign language. Learn the vocabulary is the first thing to do and one micro skill that must be develop because, without the vocabulary students will not be able to reach the next stage. Richard and Renandya

(2002) states that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (p.255). It means vocabulary is important element of materials in speaking, listening, reading and writing for students to be studied and understood in order to be used properly.

To be able to synchronize with native speaker, English learners need to master the vocabulary with specific limit for middle school, as Nation (2001) holds that educated native speakers of English know around 20.000 word families (p.9). However, in junior high school they have some problems with vocabulary. Some students in junior high school still have lack vocabulary because they do not give attention when teacher explain the material in the class and they just keep silent if teacher asked them in English. So, most of students just acquire a few vocabularies. To make teaching vocabulary more interesting and good idea is needed. According to Nation (2001) state that teacher and learner should give careful consideration to how vocabulary is learned; in particular the pshychological conditions that are most likely to lead to effective learning (p.4). It means in teaching process, the teachers need to pay attention and must know the condition of students in learning to make students have to feel comfortable and confident in practicing their English. Therefore teacher should be able to encourage and motivate the students to learn the target language by using the appropriate strategies. One of great strategies in teaching language is by using game.

Richard and Amato (1996) explains that games are sometimes used in classrooms to develop and reinforce concepts, to add diversion to the regular activities, and even to break the ice. Perhaps their most important function, however, is to give practice in communication skills (Harrel and Jordan, 2005, 138). Applying game in classroom makes students' interact, communicative, and sustain the effort of learning and they provide a meaningful context for language use, generate fluency, lower anxiety and introduce fun and relaxation. And also can help teacher produces conducive situation in teaching learning.

VOCABULARY

In learning English, vocabulary is the important part of language that students should be master, without vocabulary the language cannot be used to maintain all information in language. Vocabulary is used for communication both in spoken and written with other people fluently and express their opinion or idea conveniently.

According Richards and Renandya (2002) proposed that vocabulary is an important part of language proficiency and they have to master a language component in order to provides much of the basis for how well learners are able to listen, speak, read, and write (p.255). Whereas, Hanson and Padua (2011) "Vocabulary refers to words we use to communicate in oral and print language" (p.5). Furthermore, Read (2000) states that "Vocabulary can be seen as a priority area in language teaching to assess how adequate their vocabulary knowledge is to meet their communication needs." (p.1). It is true that vocabulary is important skill to the entire spectrum of language namely listening, speaking, reading, and writing. Because, a limited vocabulary make students cannot access the information or knowledge.

Moreover, without the words the learners cannot really understand facts or ideas that the learners have met. Therefore, the students need to mastering vocabulary because in English teaching learning process, mastering vocabulary well can help the students to understand the lesson. To master a language is not easy because some aspects of language are not easy to learn, it is impossible to learn a language without mastering vocabulary.

WORD BOX GAME

A single definition of the word box game is difficult to find, because there still limit of the research. All available definitions seem to be descriptions of the most common characteristics of games. Game is one of the simplest strategies to stimulate students' abilities and talents that will get experience of active learning, innovative, creative, educated, and fun. Wright, et al. (2006) states that the word 'game' to mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others (p.1). Hadfield (2003) also explains that game is an activity with rules, a goal and an

element of fun” (p.4). Games are seen as the elements which are able to help teacher to attract student’s interest or attention.

Games are employed to drill the material that can be effective to prevent students from getting bored. Games are proposed to become an alternative strategies in teaching on speaking because of are their essential aspects of fun, spontaneity, and opportunity for intensive language practice. In this research, researcher interest in word box game. Word box game is a game that uses a rectangular box which contains vocabulary that written on paper size 5 x 5 to add the students' vocabulary every day.

RESEARCH METHOD

The research method in this research used quantitative with quasi experiment design by doing treatment and giving test. The group of collecting the data in research namely experiment group and control group. As defined by Riadi (2015) that quasi experimental design is research to investigate the effect on one or more groups that given treatment with one or more groups that given untreatment (p.13). The group that give treatment called experimental group and the groups that given untreatment called control group. The researchers conducted the research in eighth grade students at MTs Mathla’ul Anwar that is located on Jl. Gatot Subroto, Km 5.5, Ledug, Jatiuwung, Keroncong, Kota Tangerang, Banten 15134. The researchers selected the school because the students at MTs Mathla’ul Anwar still low in English lesson particularly in vocabulary skill. The sample in the research is two class, 35 students of VIII.A as experiment class and 35 students of VIII.B as control class

The data collecting instruments in this research was taken from test. In collecting the data, the researchers gave the students’ pre-test and post-test for both experiment and control class. The test consists of 20 items that are Multiple Choice, with 5 items of identify the part of speech, 5 items of identify the meaning of word, and 10 items of identify the synonym and antonyms of words.

After collecting the data, the researchers analyzed the students’ vocabulary mastery score on pre-test, the students’ vocabulary mastery score on post-test, descriptive analysis, and parametric analysis. Descriptive analysis consists of the

students' score on pre-test and post-test, and comparison mean on pre-test and post-test. The term mean is defined by Riadi (2015) is average of the value (p.45), with formula as follow:

$$X = \frac{\sum_{i=1}^n f_i x_i}{\sum_{i=1}^n f_i}$$

Description:

X : Mean

f_i : Frequency class

X_i : Middle score of class

n : Total number of sample

After getting the data complete, the researcher has to analysis the data using parametric analysis. Based on the data analysis, it was found that the data was normally distributed and homogeneous. Since the data normal and homogeneous, the researcher calculated using hypothesis test. Hypothesis testing covers the summary of statistic data as a result of hypothesis testing. This researcher uses t-test to analysis the data, the formula as follow:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

Description:

$n_1 = n_2$ sample homogeny

$\iff dk = n_1 + n_2 - 2$

$n_1 \neq n_2$ sample non homogeny

$\iff dk = n_1 - 1$ atau $n_2 - 1$

$n_1 \neq n_2$ sample non homogeny

$\iff t_{table} = (\Delta t_{table} / 2) + t_{table\text{Smallest}}$

$\Delta t_{table} = \text{differencet}_{table} n_1$ dan n_2

RESEARCH FINDING AND DISCUSSION

First, the finding shows the mean values obtained experiment class was 67.7 while the mean of the control class was 64.6. Then the experiment class students' grades increased after treated. From the analysis of post-test have shown that there are differences in the mean value of post-test between the experiment

and control class, where the mean of the experiment class was 81.7 while the average of the control group was 66.0. Testing the mean of pre-test and post-test above shows that the value of pre-test and post-test there was difference in student learning outcomes between the experiment and control class. The mean difference caused in experiment class was given lessons by using word box game while in control group was given lessons without using word box game.

Second, the researchers found on pre-test that hypothesis testing calculation with significant 0.05 shows that value of t_{count} (1.54) lower than t_{table} (1.668), so H_1 was rejected and H_0 was accepted. It means that "There is no effect in students' vocabulary mastery between experiment and control class". Beside, on post-test that hypothesis testing calculation with significant 0.05 shows that value of t_{count} (8.92) greater than t_{table} (1.668), so H_1 was accepted and H_0 was rejected. It means that "There is an effect in students' vocabulary mastery between experiment and control class".

The data shows that word box game can solve the problems faced by students in English lesson, make the condition of classroom more fun and help students feel better. Beside, by using word box game make students will feel curious about the word that will get and students get many examples of words. It also helps an English teacher to be alternative strategy of build students' motivation and great enthusiasm in teaching vocabulary which can improve and keep their vocabulary.

CONCLUSION

The researchers pointed out the conclusions that the result of t-test and the difference of mean score in experiment and control class. The t-test showed that t_{count} 8.92 with the degree of significant $\alpha = 0.05$ was 1.67. It means t_{count} was higher than t_{table} or $8.92 > 1.67$. Therefore, H_1 was accepted and H_0 was rejected. It means that there is an effect of students' vocabulary mastery between using word box game and without word box game in experiment and control class. After that, the mean score of experiment class in post-test was 81.7 and the mean score of control class in post-test was 66.0. It could be seen that the mean score of experiment class was higher than the mean score of control class. So it was getting better by using

word box game can improve students vocabulary mastery and give better achievement of students.

REFERENCES

Brown, H. D. (2004). *Language Assessment Principles and Classroom Practices*. United States of America: Pearson Education.

Cameron, L. (2001). *Teaching Language to Young Learners*. United Kingdom: Cambridge University Press.

Fitriatun, A & Sukanti (2016). The Analysis of Validity, Reliability, and Item of Try Out in the National Examination of Accounting at MAN Maguwoharjo. *Jurnal Kajian Pendidikan Akuntansi Indonesia*, 8, 1-11.

Hadfield, J. (2003). *Intermediate Grammar Games*. England: Pearson Education Limited.

Hanson, S & Padua, J. F. M. (2011). *Teaching Vocabulary Explicitly*. Hawai'i: Pacific Resources for Education and Learning.

Herrell, A. L & Jordan, M. (2012). *50 Strategies for Teaching English Language Learners*. United States of America: Pearson.

Hidayat, N. (2016). Improving Students' Vocabulary Achievement through Word Game. *Journal of Educators Society*, 1, 2, 95-104.

Lunes. (2011). Reading Method: Look and Say. Access from <http://smile-creativeteacher.blogspot.co.id/2011/03/reading-method-look-and-say.html?m=1>.

Munawaroh, N. S. (2016). The Effectiveness of Binggo Game on the Fifth Grader's Vocabulary Mastery. *Journal of Lingua Scientia*, 1, 8, 101-108.

Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. United Kingdom: Cambridge University Press.

Read, J. (2000). *Assessing Vocabulary*. United Kingdom: Cambridge University Press.

Rezapanah, F. (2013). Investigating the Effects of Word Games on Iranian EFL Learners' Application of the Words in Writing Paragraph Essays. *Journal of Applied Linguistics & English Literature*, 1, 2, 35-43.

Riadi, E. (2015). *Metode Statistika Parametrik & Nonparametrik*. Tangerang: Pustaka Mandiri.

Richards, J. C & Renandya, W. A. (2002). *Methodology in Language Teaching*. United States of America: Cambridge University Press.

Schmitt, N. (2000). *Vocabulary in Language Teaching*. United States of America: Cambridge University Press.

Stojkovic, M. K & Jerotijevic, D. M. (2011). Reasons for Using or Avoiding Games in an EFL Classroom. *1st International Conference on Foreign Language Teaching and Applied Linguistics*. Serbia, 5-7 May.

Sugiyono. (2011). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.

Takac, V. P. (2008). *Vocabulary Learning Strategies and Foreign Language Acquisition*. Great Britain: Cromwell Press Ltd.

Thornbury, S. (2002). *How to Teach Vocabulary*. UK: Pearson Education Limited.

Wright, A., Betteridge, D., & Buckby, M. (2006). *Games for Language Learning*. United States of America: Cambridge University Press.