EDUMASPUL
JURNAL PENDIDIKAN
Vol. 7 – No. 2, year (2023), page 2418-2425
| ISSN 2548-8201 (Print) | 2580-0469) (Online) |

The Implementation of Word Find Game to Improve Students' English Vocabulary

Ratna[1], Nasriandi[2], Jusriati[3]
[1]*English Education Department, Muhammadiyah University of Palopo, Indonesia.*
[2]*English Education Department, Muhammadiyah University of Palopo, Indonesia.*
[3]*English Education Department, Muhammadiyah University of Palopo, Indonesia.*

* Corresponding Author. E-mail: [1]ratnasyamsul01@gmail.com

Receive: 17/07/2023	***Accepted: 17/08/2023***	***Published: 01/10/2023***

Abstract

This research is Quasi Experimental Research. The objective of this research is to investigate the process of improving students' English vocabulary by using word find game. The respondents in this research are the eleventh grade students of MAN Bantaeng, consist of 30 students which divided into two group of class where 15 students from MIA 2 as experiment class and 15 students from MIA 1 as a control class. In collecting data, this research used pre-test and post-test. Data calculation using SPSS v.20. The independent variable of this research is word find game and the dependent variable of this research is students' english vocabulary. This research used random sampling technique. The results of the research showed that score test on pre-test in experiment class was 74.33 and score test pre-test in control class was 65.00. The score post-test in experiment class was 92.67 and score post-test in control class was 76.73. The results of the research showed that the implementation of word find game can increase students' English vocabulary.

Keywords*: word find game, students' vocabulary.*

Introduction

English in Indonesia is avowed as foreign language (Berta & Swarniti, 2020, p. 19). Berta and swarniti also said at school english is one of the subjects that students have to learn. Teaching and learning English is a feature of every school today. All middle and senior high school students have to learn learn English. Students must be able to listen, speak, read and write. In this case, when learning English, you have to meet all the elements that English contains.

Vocabulary is an important and fundamental aspect of learning a foreign language, especially English (Dustmamatovna, 2021, p. 74). The first thing you need to know is vocabulary. Vocabulary is the first aspect we learn in a language. When we were born into this world and began to listen, we heard common words every day.

According to (Al-Jarf, 2017, p. 1), Vocabulary knowledge is an important part of learning a second language (L2). By learning new words, students can expand their listening, speaking and reading also writing vocabulary, and improve their L2 comprehension and productivity. and on the other side (Dustmamatovna, 2021, p. 74) affirms that English vocabulary helps students control their listening, speaking and writing also reading skills. This is cause for concern. Listening, speaking, reading and writing interact in many ways in building vocabulary, one of which he learns through game.

Learning vocabulary takes a lot of effort and requires understanding, creating and manipulating words that interest you. Games help and encourage many learners to learn their target language more easily. It also helps teachers create a context in which the target word is useful and meaningful. It's fun for students and helps them learn and remember new words faster. In other words, game-based learning can create meaningful context for the language learning process. After learning and practicing new vocabulary through games, students have the opportunity to use the language without stress. (Derakhshan et al., 2015, p. 40). When in school environment, games is common thing who students likes. every break time comes, student like to play some games to spend their break time. so to implement game in classroom is the right choice because game fun activity who students like and can avoid boredom.

Learning through game has a positive impact on student learning. Learning through game also improves students' skills in school. Research results show that learning through game approaches are effective in promoting student skill development. Education combined with play keeps students active and enjoys learning and acquiring knowledge. Game designers and educators are expected to be able to design games that meet the needs of students and implement educational games in general. According to the results of experiments conducted, students who learned through games gained more knowledge than those who did not. (Andreani & Ying, 2019, p. 474).

By using games, teachers can create a variety of situations in which students need in communicating, share information, and express their thinking. “Learning through games facilitates the action of certain psychological and intellectual factors that may facilitate communication, increase self-esteem, motivation and initiative, enhance learning, improve focus and build confidence. It is possible to do so,” concludes.

Literature Review

There are several studies on the effects of using games on vocabulary learning. Several studies suggest that games are beneficial for language learning. There is (Pemikiran et al., 2017, p. 107) As a result of hypothesis verification, it turned out that "word search puzzle" has a great effect on vocabulary learning. The tean score of Pre-test and post-testcan be used to show that researchers have already calculated and compared. The mean score of pre-test was "68.689". The mean score of post-test was 97.586 points.

In a similar research also prove, (Sitompul & Harahap, 2020, p. 189) Data were obtained from pre-test and post-test results for experimental and control classes. In both groups, data on pretest scores were used to determine students' vocabulary before to treatment. Data on student performance on vocabulary tests. They corresponded to the experimental and control group values before and after the test. Mean scores for the experimental group were 62.83 (pre-test) and 76.83 (post-test). The control group mean values were 58.50 (pre-test) and 64.17 (post-test).

(Berta & Swarniti, 2020, p. 24) As a result of this research, the students revealed that performed better on vocabulary acquisition after performing this exercise for two cycles. Researchers conducted a study using a word square game and found that students seemed to enjoy learning vocabulary especially in the simple past tense and were more likely to complete simple sentences in the past tense. It turns out that is also possible. simply. Therefore,

it can be said that the students benefited from the word square game.

From the three previous studies above, the writer briefly thinks so game implementation can increase student vocabulary. In addition, fun activities or techniques can make students enjoy more class and make meaningful learning for students.

METHOD

The method in this research is quasi experimental. Where there are two classes, XI MIA 2 as experimental class and XI MIA 1 as the control class. In the experimental class, the researcher gave treatment, namely applying the word find game while in the control class is not given treatment. research using pre-test and post-test in the experimental class and control class. The purpose of this study was to find out the positive and significant differences in students' English vocabulary between those who were given treatment using the word find game media and those who were not given treatment. To be able to see the significance of the experimental class and the control class, following research design Non equivalent Control Group Design (Sugiyono, 2012, p. 79).

O_1 x O_2

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O_3 O_4

O_1 : *pre-test* the treatment class

O_2 : *post-test* the treatment class

O_3 : *pre-test* not given the treatment class

O_4 : *post test* not given the treatment class

X : *the treatment*, that is word find game

Sample/Participants

The population in this research was eleventh grade of the students of MAN Bantaeng, which is 62 students in total. The purposive sampling as the sampling technique by used in this study. In taking sample, the researcher chose class XI MIA 2 as a experimental class which has 15 students, and class XI MIA 1 as controlled class which has 15 students. So, the researcher used 30 students for the sample.

Instrument

In this research, The instrument used is in the form of an objective test multiple choice (a, b, c, d dan e) designed as many as 20 items for 35 minutes of work. The scoring criteria are based on scores, correct answers get a score of one (1), wrong answers get a score of zero (0).

The test carried out twice, namely pre-test and post-test to determine the increase in students' vocabulary before and after treatment. The pre-test was used to measure the extent to which students had mastered vocabulary before being given treatment and the post-test was used to measure the success rate of increasing students' vocabulary after giving treatment.

RESULT AND DISCUSSION

Result

Experiment class pre-test data scores

The Experimental Class is a class that is taught using word fine game media in English vocabulary skills. Previously, a pre-test was carried out in the experimental class, namely students in class XI MIA 2. The subjects in this experimental class totaled 15 students.

Based on the pre-test results obtained, the lowest pre-test data score was 45, the highest score was 75, the mean (mean) was 74.33 and the standard deviation was 15.337. The distribution of the frequency and

percent score of the pre-test English vocabulary skills of the experimental class students can be seen in the following table.

No	Score Interval	Category	Frequency	Percent
1	85-95	Very High	4	26.7
2	75-84	High	5	33.3
3	65-74	Fairly	3	20.0
4	55-64	Low	0	0
5	45-54	Very Low	3	20.0
			15	100.0

The results of calculations using SPSS v.20 show that the frequency distribution of the pre-test score of the English vocabulary abilities of the experimental class students is the number of classes of 5 with a class length of 9. It can be stated that students who have the most English vocabulary ability scores are located in the interval 75- 84 in the high category with a frequency of 5 students or as much as 33.3% and students who have the least English vocabulary score are in the 55-64 interval in the low category with a frequency of 0 students or as much as 0%.

Control class pre-test data scores

The control class is the class that is not given treatment. First, a pre-test was carried out in the control class, namely students in class XI MIA I. The subjects in the control class consisted of 15 students.

Based on the pre-test results obtained, the lowest pre-test data score was 10, the highest score was 100, the mean (mean) was 65.00 and the standard deviation was 25.565. The frequency distribution and percent score of the pre-test English vocabulary skills of the control class students can be seen in the following table.

No	Score Interval	Category	Frequency	Percent
1	82-100	Very High	4	26.7
2	64-81	High	5	33.3
3	46-63	Fairly	3	20.0
4	28-45	Low	1	6.7
5	10-27	Very Low	2	13.3
			15	100.0

The results of calculations using SPSS v.20 show that the distribution of the frequency scores of the pre-test English vocabulary ability of students in the control class is 5 classes with a class length of 17. It can be stated that students who have the most English vocabulary ability scores are located in the interval 64- 81 in the high category with a frequency of 5 students or as much as 33.3% and students who have the least English vocabulary score are in the 28-45 interval in the low category with a frequency of 1 student or as much as 6.7%.

Post-test data scores of the Experiment class

After being given the treatment 5 times using the gword find game media in learning English vocabulary in the experimental class, then after the treatment a post-test was held. The post-test was carried out with the aim of knowing the students' English vocabulary skills after being given treatment. The subjects in the experimental class totaled 15 students.

Based on the post-test results obtained, the lowest post-test data score was 75, the highest score was 100, the mean (mean) was 92.67 and the standard deviation was 7.037. The distribution of the frequency and percent post-test scores of the English vocabulary skills of the experimental class students can be seen in the following table.

No	Score Interval	Category	Frequency	Percent
1	95-100	Very High	10	66.7
2	90-94	High	3	20.0
3	85-89	Fairly	0	0
4	80-84	Low	1	6.7

5	75-79	Very Low	1	6.7
			15	100.0

The results of calculations using SPSS v.20 show that the frequency distribution of the post-test score of the English vocabulary abilities of the experimental class students is the number of classes of 5 with a class length of 4, it can be stated that students who have the most English vocabulary ability scores are located in the 95- 100 in the very high category with a frequency of 10 students or as much as 66.7% and students who have English vocabulary proficiency scores at least lie in the intervals 85-89, 80-84 and 75-79 in the fairly, low and very low categories with a frequency of 0, 1 and 1 student or as much as 0%, 6.7% and 6.7%.

Post-test data scores Control class

As with the experimental group, in the control class a post-test was also held to measure English vocabulary skills. The subjects in the control class totaled 15 students.

Based on the post-test results obtained, the lowest post-test data score was 45, the highest score was 100, the mean (mean) was 76.67 and the standard deviation was 16,655. The distribution of the frequency and percent post-test scores of the English vocabulary skills of the experimental class students can be seen in the following table.

No	Score Interval	Category	Frequency	Percent
1	89-100	Very High	5	33.3
2	78-88	High	3	20.0
3	67-77	Fairly	4	26.7
4	56-66	Low	1	6.7
5	45-55	Very Low	2	13.3
			15	100.0

The results of calculations using SPSS v.20 show that the frequency distribution of post-test scores for English vocabulary ability of students in the control class is 5 classes with a class length of 10. It can be stated that students who have the most English vocabulary ability scores are located in the interval 89- 100 in the very high category with a frequency of 5 students or as much as 33.3% and students who have the least English vocabulary score are in the 56-66 interval in the low category with a frequency of 1 student or as much as 6.7%.

The Mean Score and Standard Deviation of Control Class and Experimental Class

The mean and standard deviation scores for the two classes can be presented in the following table:

Pre-test

Class	Mean Score	Standar Deviation
Pre-test Control	65,00	25,565
Pre-test Exsperimental	74,33	15,337

The table above showed that the relationship between the mean pre-test control value is 65.00 and the experimental pre-test is 74.33 while the standard deviation value for the pre-test control is 25.565 and the experimental pre-test is 15.337.

Post-test

Class	Mean Score	Standar Deviation
Post-test Control	76,67	16,655
Post-test Exsperimental	92,67	7,037

The table above showed that the relationship between the mean value of the posttest control is 76.67 and the posttest experiment is 92.67 while the standard deviation value of the posttest control is 16.655 and the posttest experiment is 7.037.

Hypothesis Testing

The first alternative hypothesis (H_a) in this study is that there is a positive and significant improvement of the vocabulary students who are taught games in class XI MIA MAN Bantaeng between those who are taught with word find game media and those who are not taught with the media. For testing purposes, this hypothesis is changed to the null hypothesis (H_0) which reads There is no positive and significant improvement of the vocabulary students who are taught games in class XI MIA MAN Bantaeng between those who are taught with word find game media and those who are not taught with media.

Calculations were performed by t-test using the SPSS v.20 computer application. The hypothesis criterion is accepted if the value of t_{count} is smaller than t_{table} at a significance level of $\alpha = 0.05$ then H_0 is accepted and H_a is rejected. Conversely, if the price of t_{count} is greater than t_{table} at the significance level $\alpha = 0.05$ then H_0 is rejected and H_a is accepted. The results of the t-test analysis can be seen in the following table.

Table of results of the Experiment class t-test

Control Class	Mean	t_{hitung}	t_{tabel}	sig	keterangan
Pre-test	65,00	4,466	2,145	0,01	$t_{hitung} > t_{tabel}$ significant
Post-test	75,67				

Based on the results of the t-test analysis of the control class, it can be seen through the difference in the pre-test class mean which has a mean of 65.00 and the post-test is 75.67, the calculation results are t = 0.05, the t_{count} of the English control class is 4.466 with a significance value of 0.01. Then the t_{count} value is consulted with the t_{table} value at the significance level $\alpha = 0.05$, obtained t_{table} 2.145. This showed that t_{count} is greater than t_{table} (t_{count}: 4.466> t_{table}: 2.145), with a significance of 0.01 which is smaller than the significance level $\alpha = 0.05$ (0.01<0.05), then the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. This means that there is a positive and significant increase in the learning achievement of students' English vocabulary abilities in the control class, a significant increase in the mean of 11.667. during the pre-test and the results fluctuate.

Table of results of the Experiment class t-test

Exsperimental Class	Mean	t_{hitung}	t_{tabel}	sig	keterangan
Pre-test	74,33	4,905	2,145	0,00	$t_{hitung} > t_{tabel}$ significant
Post-test	92,67				

Based on the results of the t-test analysis of the experimental class, it can be seen through the difference in the mean of the pre-test class which has a mean of 74.33 and the post-test of 92.67, the results of the calculation t = 0.05, the t_{count} of the English experimental class is obtained 4.905 with a significance value of 0.00. Then the t_{count} value is consulted with the t_{table} value at the significance level $\alpha = 0.05$, obtained t_{table} 2.145. This showed that t_{count} is greater than t_{table} (t_{count}: 4.905> t_{table}: 2.145), with a significance of 0.00 which is smaller than the significance level $\alpha = 0.05$ (0.00<0.05), then the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. This means that there is a positive and significant increase in the learning achievement of students' English vocabulary skills in the experimental class, a significant increase in the mean of 18.333.

Discussion

Based on the results of the study, the results of the mean post-test of students' English vocabulary skills in the experimental class were higher than the post-test results of students' English vocabulary skills in the control class (92.67> 76.67). From the mean data obtained, it can be seen that there are differences in learning achievement in the

English vocabulary abilities of class XI MIA MAN Bantaeng between classes taught using word find game media and classes not taught using media.

This can be seen from the results of the hypothesis test which showed that the tcount value is greater than the t_{table} value at the significance level $\alpha = 0.05$. The t_{count} calculation results for the final English vocabulary ability (post-test) are 4.905 with a significance value of 0.00. This showed that the value of t_{count} is greater than t_{table} (t_{count}: 4.905> t_{table} 2.145, when compared with a significance value of 0.00 it is smaller than the significance level value $\alpha = 0.05$ (0.00> 0.05), so it can be It can be concluded that there is a significant difference in learning achievement in the English vocabulary skills of class XI MIA MAN Bantaeng students between those who are taught using word find game media and those who are not taught using media.

From the results of data analysis carried out by testing descriptive statistics in the form of the mean value in each class, the experimental class mean value was better than the control class, the experimental class mean was higher than the pre-test mean value to the post-test value, while the final class value control underwent little change. In addition, it is proven statistically in the form of a t-test, the value of tcount is greater than ttable and the significance value is less than 0.05. It can be concluded that the English vocabulary skills of the experimental class after being treated using the word find game media experienced a positive and significant increase.Vocabulary mastery is the activity of mastering and understanding and using the words contained in a language, both spoken and written language. Vocabulary mastery is very necessary because the more vocabulary a person has, the easier it is for him/her to convey and receive information, even vocabulary can be used as a measure of one's intelligence (Wahab & Hendriani, 2021, p. 26). To improve English vocabulary skills, good learning media must be used in the classroom, so students don't get bored quickly when receiving subject matter and become enthusiastic and more active in the learning process. One of the media that can be used is interactive learning media. Interactive learning media is learning that prioritizes interaction and cooperation in solving problems in learning.

Media word find game is very appropriate when applied to learning English. This media trains students to be active and encourages students to always be involved in the process of learning English, especially in learning vocabulary. When learning in class, the first 20-30 minutes are given subject matter as usual, after that students play word find games based on the material provided. The media used uses random letters of the alphabet which will be arranged into correct vocabulary based on “clue answer” and “word random”. Students are divided into several groups. All letters are collected and placed on the table, each group representative of 1-2 people stands in front of the table of the letters while the other group members wait at their respective group tables to prepare to arrange the letters that will be brought by the teacher. team representatives to solve the game by arranging letters into a vocabulary. When students are ready, there are 2 rules in the game to get points, the first is by "clue answer" which is a description of a vocabulary, the second is by "word random" which is writing random letters from the vocabulary. If students can answer the word with "clue answer" then they get 10 points, and if students have difficulty solving the answer and ask for a second way, namely "word random", then they will get 5 points when they successfully solve it.

The positive and significant influence of using word find game media is also supported by several literature reviews. Many studies are in line with the results of this study where every study that uses game media in teaching English is proven to increase student vocabulary.

There is (Pemikiran et al., 2017) prove that the hypothesis testing stated that There is a significant effect of "Word Search Puzzle" in teaching vocabulary. It can be proven by mean score of Pre-test and post-test can be used to show that researchers have already calculated and compared. The mean score pre-test was "68.689". The mean score post-test was 97.586 points.

In a similar research also prove, (Sitompul & Harahap, 2020, p. 189) Data were obtained from the pre-test and post-test scores in the experimental class and the control class. The pre-test score data in both groups was to determine the students' vocabulary achievement before treatment. Pre-test outcome data were used in both groups to determine students' vocabulary skills before treatment. Data on student performance on vocabulary tests. It was the scores of the experimental and control groups before and after the test. The mean score for the experimental group was 62.83 (pre-test) and 76.83 (post-test). The mean score for the control group was 58.50 (pre-test) and 64.17 (post-test).

(Berta & Swarniti, 2020, p. 24) The results of this study found that students performed better on vocabulary acquisition after two cycles of this action. Researchers conducted a study using a word square game and found that students seemed to enjoy learning vocabulary especially in the simple past tense, and students were more likely to complete simple sentences in the past tense. It turns out that it also seems to be possible. simply. Therefore, it can be said that the students enjoyed the benefits of the word square game.

In the word search puzzle research, there are several differences in the research process when compared to this study, including the location of the word search puzzle media research which takes place in junior high school while the word find game media research takes place in senior high school, the research design uses pre-experimental while This research uses quasi-experimental. Even so, the results of using game media in teaching are both positive and significant.

Similarly, in this study, positive and significant effects of use word find game in English classes vocabulary. The mean score of pre-test in the experimental class it was 74.33. after that the mean score increased post-test was 92.67.

In the word search puzzle research, there are several differences in the research process, including the location of the word puzzle media research in junior high school while the word find game media research takes place in senior high school, the research design uses pre-experimental while this research uses quasi-experimental. Even so, the results of using game media in teaching are both positive and significant.

The researcher recommends further research not only to look at the positive and significant use of the word find game media, but also to analyze the use of the media and the influence of student learning motivation on the application of the media in the classroom because this is the first time about word find game media.

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WRITER'S PROFILE

The writer, Ratna, was born in Bantaeng on January 17, 2001. The writer's parents named Syamsul and Hajerah. The writer has two younger brothers and one younger sister. The writer is now living in Palopo City on Jl. Ahmad Razak and now still student in Muhammadiyah University of Palopo.