

## **INCREASING VOCABULARY OF VIII GRADE STUDENTS AT SMPN 3 OGOEIDE THROUGH WORD GAME**

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### **ABSTRACT**

The objective of this research is to identify whether the use of word game can increase students' vocabulary. An experimental design is used to collect the data, while quantitative approach is used to analyze them. The research takes place in the VIII grade of SMP Negeri 3 Ogoeide. It is conducted in one class (VIII A). The data are obtained through a pre-test and post-test. The researcher used SPSS 16.0 program to analyze the data collection. The pre-test is used to measure the students' previous vocabulary, the treatments are applying materials through word game, and the post-test is used to find out the students' vocabulary ability after given treatments. The results of this research show that word games can effectively increase students' vocabulary. The improvement can be seen in the form of students' behavior and students' score. The students become more active in teaching and learning process. The improvement of students' score can be seen from the differences between pre-test and post-test. The mean score of pretest is 23.76 and it improves to 75.29 in post. Moreover the Minimum Mastery Criterion of English lesson was 70 (seventy). Then the data of both tests are analyzed by using T-test, and the result showed that the T-test value 24.51 is greater than T-table value 2.131. It can be inferred that word game is very effective to increase students' ability in vocabulary. From the test result, it shows that there is a significant improvement of students' vocabulary after the researcher conducts the research. It proves that teaching vocabulary through word game can increase students' vocabulary.

**Key words:** Increasing, vocabulary, word game.

### **ABSTRAK**

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan permainan kata dapat meningkatkan kosakata siswa. Desain eksperimen digunakan untuk mengumpulkan data, sedangkan pendekatan kuantitatif digunakan untuk menganalisisnya. Penelitian ini dilakukan di kelas VIII SMP Negeri 3 Ogoeide. Penelitian ini dilakukan dalam satu kelas (VIII A). Data tersebut diperoleh melalui pretest dan posttest. Peneliti menggunakan program SPSS 16.0 untuk menganalisa data. Pretest digunakan untuk mengukur kemampuan siswa sebelumnya dalam kosakata, perlakuan menggunakan materi melalui permainan kata, dan posttest digunakan untuk mengetahui kemampuan kosakata siswa setelah diberikan perlakuan. Hasil dari penelitian ini menunjukkan bahwa permainan kata efektif meningkatkan kosakata siswa. Peningkatan dapat dilihat dari sikap dan nilai siswa. Siswa menjadi lebih aktif dalam mengajar dan proses pembelajaran. Peningkatan dari nilai siswa dapat dilihat dari perbedaan antara pretest dan posttest. Nilai tengah dari pretest adalah 23.76 dan meningkat menjadi 75.29 pada post test. Selain itu KKM dari pelajaran bahasa Inggris adalah 70 (tujuh puluh). Kemudian data dari kedua test di analisis dengan menggunakan T-test, dan hasilnya menunjukkan bahwa nilai T-test 24.51 lebih besar dari nilai T-table 2.131. Disimpulkan bahwa permainan kata sangat efektif untuk meningkatkan

kemampuan kosa kata siswa. Dari hasil test, menunjukkan bahwa ada peningkatan yang signifikan dari kosa kata siswa setelah peneliti menerapkan penelitian. Itu membuktikan bahwa mengajar kosa kata melalui permainan kata dapat meningkatkan kosa kata siswa.

**Kata Kunci:** Meningkatkan, kosa kata, permainan kata..

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## 1. Introduction

Vocabulary refers to all of words in the whole language or the words or phrases used in particular variety. Vocabulary is also one of the components of language which supports the speaker in communication. In other words, vocabulary plays a very important role in developing the four language skills (listening, speaking, reading, and writing).

Vocabulary is one important aspect in learning a foreign language. Vocabulary plays important roles in mastering English. Rivers Nunan (1992: 17) stated that Vocabulary is essential for successful study on the second language. Thornbury (2002: 13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Vocabulary refers to all words in the whole language used in a particular variety.

According to Grains and Redman (1986), there are two kinds of vocabulary. They are active and passive vocabulary. Active vocabulary is used in oral and written expression by the students. While the passive vocabulary is used by the person who has ability to active produce their own speech and writing is called he has active language knowledge. The words that students recognize and understand when they occur in a context or students need someone to say something that help them recall the word meaning is called passive vocabulary. The person who has ability to understand the speech and writing of other people means he has passive knowledge. The students of elementary school have the passive vocabulary knowledge. The students of the third grade of this research understand the vocabulary of things in the kitchen. They wished to master; the understanding of the meaning of each word, the students know and are able to mention the function of the words, the understanding of the passage, and the arrangement of the jumbled word.

One of the aims of teaching English is to enhance students to be able to understand English words which they might find in their environment. In fact, student often find problems in learning the words. For example the students cannot memories the word and the meaning of the word. So it needs more teachers' attention to make the transfer of the vocabulary process easier to grasp and more fun to learn. To do this hard job, teachers are expected to have ingenuity in teaching by using any kind of teaching aids that already exist in their environment. One of those aids is using game. The researcher chooses game because games help and encourage many learners to sustain their interest and work.

According to Harmer (2001), games are a vital part of a teacher's equipment, not only for the language practice they provide, but also for the therapeutic effect they have. They can be used at any stage of a class to provide an amusing and challenging respite from other classroom activity about their English class.

Games can be modified into attractive teaching aids and the students will be motivated as well. Word game is still rarely used in learning vocabulary. With Word Game the students will create a sense of curiosity, how does it work, what are the advantages, is it interesting or not. So that, students will study carefully and they will feel a different atmosphere, yet still fun. Word Game can be used as one of interesting activities to review their vocabulary during the lesson. It can attract the students' attention and their involvement in the teaching and learning process. Students can learn how to work and cooperate as a group

and also learn how to appreciate each other. Word Game can create an enjoyable environment.

Based on Merriam – Webster, word game is a game in which players compete in forming, thinking of, or guessing words according to a set of rules.

There are some reasons why activities in teaching learning process game are very important in teaching English as a foreign language. According to Andrew Wright, David Betteridge and Michael Buckby in their books 'Games for language learning' Cambridge University Press, 1984 : 'Language learning is hard work ... Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work.'

There are many advantages of using games. "Games can lower anxiety, thus making the acquisition of input more likely" (Richard-Amato 1988:147). "They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings" (Hansen 1994:118). They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Furthermore, to quote Richard-Amato, they, "add diversion to the regular classroom activities," break the ice, "[but also] they are used to introduce new ideas" (1988:147). In the easy, "relaxed atmosphere which is created by using games, students remember things faster and better" (Wierus 1994:218). S. M. Silvers says many teachers are enthusiastic about using games as "a teaching device," yet they often perceive games as mere time-fillers, "a break from the monotony of drilling" or frivolous activities. He also claims that many teachers often overlook the fact that in a relaxed atmosphere, real learning takes place, and students use the language they have been exposed to and have practiced earlier (1982:29).

On the other hand, most of VIII grade students at SMP NEGERI 3 OGODEIDE have main problems which are related to vocabulary. They are lazy to memorize the unfamiliar words that they heard or read in the text. They had difficulties in understanding or comprehending the meanings of unfamiliar words. Based on that fact teachers have to choose the best way, approach or technique, or media which is going to be used when teaching vocabulary.

## 2. Method of the Research

The method of this research was pre-experimental which used pre-test and post-test by analyzing or comparing the result before do the treatment in the classroom. The form of pre-experimental study which the researcher applied can be seen below :

Where  $O_1$ : Pre-test  
X: Treatment  
 $O_2$ : Post-test

Arikunto (2006:85)

$O_1$  X  $O_2$  The design above means that the teacher gives them pre-test before using games then gives them post-test after teaching several times using games.

## 3. Findings and Discussion

### 3.1 The Result of Pretest

The research gave a pretest to students on March 09, 2017. This is done before providing treatment to them. It is very important to measure students' skills in

vocabulary before researcher conducts word train game. Pretest results are presented in the following table:

**Table 1. The Result of Pretest**

NO	INITIAL NAME	Score			TOTAL	INDIVIDUAL SCORE (X)	RATE
		N 35	V 30	A 35			
1	A D	10	4	3	19	19	Failed
2	AFT	19	10	1	19	30	Failed
3	FS	18	2	1	30	21	Failed
4	FT	19	1	2	21	22	Failed
5	GM	20	-	16	22	36	Failed
6	IM	16	1	2	36	19	Failed
7	IA	6	5	2	19	13	Failed
8	ILA	19	10	1	13	30	Failed
9	MD	27	9	2	30	38	Failed
10	MI	15	2	-	38	17	Failed
11	MM	5	6	1	17	12	Failed
12	RN	10	4	3	12	17	Failed
13	RM	18	5	4	17	27	Failed
14	SP	17	5	4	27	26	Failed
15	SLB	19	5	4	26	28	Failed
16	ST	20	-	10	28	30	Failed
17	YRG	18	1	-	30	19	Failed
<b>TOTAL</b>						<b>404</b>	

Based on the table above, it is clear that there is no students got excellent, very good, good, fair, and poor. The highest score is very poor score with 17 students. The researcher concluded that students of grade VIII A of SMPN 3 Ogodeide still had less of vocabulary.

**3.2 The Result of Posttest**

The researcher administered post-test to the students on march 23<sup>th</sup>. It was conducted after giving treatment to the students that presented in the following table:

**Table 2. The Result of Posttest**

No	INITIAL NAME	Score			TOTAL	INDIVIDUAL SCORE (X)	RATE
		N 35	V 30	A 35			
1	A D	34	20	17	71	71	Successful
2	AFT	27	24	22	73	73	Successful
3	FS	29	20	21	70	70	Successful
4	FT	41	15	21	77	71	Successful
5	GM	68	15	26	100	76	Successful
6	IM	34	21	17	72	72	Successful
7	IA	34	18	20	72	72	Successful
8	ILA	33	26	20	78	78	Successful
9	MD	42	30	21	93	86	Successful
10	MI	35	18	18	71	71	Successful

11	MM	21	20	19	60	60	Failed
12	RN	35	20	15	70	70	Successful
13	RM	33	21	16	70	70	Successful
14	SP	25	15	15	55	55	Failed
15	SLB	37	17	20	74	72	Successful
16	ST	48	15	30	93	80	Successful
17	YRG	45	14	22	81	71	Successful
<b>TOTAL</b>						<b>1218</b>	

Based on the table above, it is clear that the highest score is good score with 11 students, the second highest is fair score with 3 students, the third is poor score with 2 students, the fourth is very good score with 1 student and very poor score is indicated as a lowest score with 0 students. The researcher concluded that students' vocabulary of grade VIII of SMP Negeri 3 Ogodeide could be improved through word game.

#### 4. Discussion

The researcher discussed the result of the data analysis of the pretest and posttest in accordance with the scope of this research. The discussion is intended to know whether the use of word game could increase students' vocabulary of grade VIII students at SMP Negeri 3 Ogodeide or not.

Based on observation the data collected from pretest and posttest show that teaching vocabulary through word game was effective to increase students' vocabulary. It can be prove from the increasing of students score from pretest there were 17 (100%) students got very poor classification, while in posttest there was 1 (6%) student got very good score, 11 (65%) students got good score, 3 (18%) students got fair score and 2 (12%) students got poor score. It means that there was significant different between the result of pre-test and post-test.

The students' result can be increase, because every meeting in treatment the researcher gives many new vocabularies through word game. The students can remember the unfamiliar word or the word that they found in the game. It can make the students easy to answer worksheet that the researcher gave in the posttest.

The researcher use scoring system with maximum score is 100. With limit of the word are noun is 35 words, verb is 30 words and adjective is 35 words. If there are students got words more than the limits, so the researcher just gave score appropriate with the limit of scoring.

The researcher conducted the treatment. It was done in six meetings. Researcher taught the students as sample of this research by using word game. This technique was applied to increasing students' vocabulary.

The description of the data collected through the objective test showed that the students' vocabulary through word game had significant improvement. It also was supported by mean score of the students in pretest was 23.76 classified as poor classification, and the mean score of students in posttest was 71.65 classified as good classification. The value of t-test was greater than t-table ( $29.113 \geq 2.120$ ). Based on t-test, the researcher could conclude that there was significant difference between the result of pretest and posttest. It means that students' vocabulary got improved. This implies that word game was one of the some effective ways to increase the students' vocabulary.

#### 5. Conclusion

The application of word game can increase students' vocabulary of VIII grade at SMP Negeri 3 Ogodeide. It can be seen from the students' achievement scores in each test. There is significant difference between the result of pre-test and post-test, where the mean score of

post-test was 75.39. It was higher than the mean score of pre-test that was 23.76. Finally the researcher can draw an inference that the students' vocabulary of grade VIII of SMP Negeri 3 Ogodeide in academic year 2016-2017 have a good ability in vocabulary through word game.

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