

WORD COLLECT: WORD GAMES AS LANGUAGE TEACHING MEDIA IN LEARNING VOCABULARY

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ABSTRACT

The objectives of the research were to know whether the implementation of Word Collect: Word Games as Language Teaching Media effective in Learning Vocabulary. The writer was applied pre-experimental with one group pre-test and post-test. This research was conducted at UPT SPF SMP Negeri 36 Bulukumba. In this research, the population was the seven grade students of UPT SPF SMP Negeri 36 Bulukumba in academic year 2021/2022. The total numbers of population were 140 students. The researcher was used total sampling technique. The total number of samples was 12 students from class IX. In analyzing the numerical data, the writer used SPSS for windows. After conducted the research, the writer concludes that that the use of Word Collect: Word Games in teaching English vocabulary enriches the students' vocabulary; it is proved by the mean score of the students in pre-test and posttest. The mean score of the pre-test before the treatment was 61.30 and after the treatment the students gained score 75.17. The t-test of the students' vocabulary achievement in posttest was smaller than α . The researcher found that the p-value (probability value) was lower than α ($0.00 < 0.05$) and the degree of freedom was 11. The t-test value of pre-test and post-test was remarked significantly different. It indicated that the alternative hypothesis (H1) was accepted and, of course, the null hypothesis (H0) was rejected.

Keywords: Word Games, Language Teaching Media, Vocabulary,

INTRODUCTION

Vocabulary is one of the important language aspects in learning English. Having vocabulary, students are easier to understand teachers' explanation and also help them in learning four language skills namely listening, speaking, reading and writing. Eka (2016) as cited in Scott Thornbury states that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". This indicates that vocabulary has an important role in communicates the ideas. Students who have enough vocabulary are able to write and speak well.

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Additionally, students need to learn academic words list in understanding vocabulary. Scott Thornbury (2002) states “a recently published academic word list consists of just 570 words families, covering a variety of disciplines – arts, commerce, law and science – also includes such items as analyzed, concept, data and research”. This is important because those academic words can help students in learning huge number of vocabulary in the class. On the other hand, “most researcher nowadays recommended a basic vocabulary of at least 3.000 word families, while for more specialized needs, a working vocabulary of over 5,000 word families is probably desirable”.

Peoples across the world have the strong feelings that the lack of vocabulary mastery can impede the process of English learning. They found problems in learning language that related to the lack of vocabulary. The problems are: 1) cannot speak English fluently, 2) easy to forget new words learned recently, 3) tend to use the same idiomatic expressions to express different sort of things, 4) sometimes it is hard to find the correct word to say (Thornbury, 2002:13). There are also other problems occurs related to the lack of vocabulary mastery as quoted from Handayani’s thesis (2009), the problems are: 1) the problems in catching words or sentences which were said, 2) the problems in understanding meaning of words.

However, in term of teaching English many students are still confused to use vocabulary in their writing. Many students could not choose and use the suitable and correct vocabulary. Students did not understand when teacher used English in the class so they asked the teacher to translate into Indonesia language. Furthermore, teachers are seldom use media and teaching by repetition makes the students feel bored. Those information is obtained when the writer did Integrated Field Teaching Practice (PPL) for two months. Based on factors above, teachers need to provide students with various techniques to increase students’ vocabulary.

Dewi Nurhamida (2012) found that many students get the difficulty in remembering new vocabulary and also they are not interested in learning English. Then she used word wall as media in teaching vocabulary to improve students’ vocabulary mastery. After she used word wall in teaching vocabulary, students’ score were higher than before she used media. Additionally, Hari Supriyatna (2014) found that technique in teaching vocabulary is less of variation and tend to be monotonous. Then he used guessing game as media in teaching vocabulary. The result of students’ score who were taught by using guessing game as media was higher.

From some researches above, it can be suggested that the use of media in teaching vocabulary is effective, it showed that students’ score in experimental

class that use media is higher than students' score in control class that without media.

Additionally, there are some techniques and media that can build the interest of students in learning vocabulary. One kind of media that the writer wants to apply in teaching vocabulary is Word Collect: Word Games. By applying Word Collect: Word Games the writer hopes that it seems to be effective for students' vocabulary learning.

"Word Collect: Word Games is a game that makes the teaching-learning process attractive." It means that the crossword puzzle will motivate the students to solve the puzzle by making learning fun and relaxed. In this case students more understanding learning vocabulary because they have to fulfill the hidden words that teacher given by using crossword puzzle and make them remember vocabulary easily in different way, that is rewriting them. The reasons of using this game are because the learners can enjoy in learning of the target language. It is because the students are involved in the learning process. Moreover, the Word Collect: Word Games can also help the students to gain their interest in learning vocabulary by practice and repetition the sentence pattern.

METHOD

The writer was applied pre-experimental with one group pre-test and post-test. This research was conducted at UPT SPF SMP Negeri 36 Bulukumba. In this research, the population was the seven grade students of UPT SPF SMP Negeri 36 Bulukumba in academic year 2018/2019. The total numbers of population were 240 students. The researcher was used total sampling technique. The total number of samples was 12 students from class IX. In analyzing the numerical data, the writer used SPSS for windows.

FINDINGS AND DISCUSSION

Findings

The Interpretation of the Result of Students' Achievement Test.

This section deals with the presentation and the elaboration of data about pretest and posttest, and the students' improvement in learning vocabulary before and after employing treatments. In addition, mean score of pretest, posttest, and questionnaire and standard deviation of pretest and posttest as consideration in this research is also explored further. The detailed results are provided in the further presentation of the data.

The presentation of the data in this part is obtained through the vocabulary test interpretations. The interpretations are taken from mean score, standard deviation, frequency, and any other supporting source of statistical elements.

a. Scoring classification of the students' pre-test.

As being stated earlier that after tabulating and analyzing the students' scores into percentage, they were classified into six levels based on Puskur (2006:35). The following table is the students' pretest score and percentage of experimental and control group.

Table 1 The Percentage of Students' Pretest Score

| Classification | Score | Frequency | Percentage |
|----------------|--------|-----------|------------|
| Very Good | 81-100 | 0 | 0 |
| Good | 61-80 | 2 | 17 |
| Fair | 41-60 | 10 | 83 |
| Poor | 21-40 | 0 | 0 |
| Very Poor | 1-20 | 0 | 0 |
| Total | | 12 | 100 |

Based on the data in Table 1, pre-test showed that out of 30 students, there was none student of them categorized as very good. There were 2 (17%) students yielded good. In the next level categorized as fair which was by 10 (83%) students. There was none student positioned in category of poor and very poor. The mean score and standard deviation of students' pretest.

Before the treatments were performed, the researcher was given pretest to know the students' prior knowledge. Furthermore, the purpose of the test was to find out whether the students at the same level or not.

After calculating the result of the students' pretest, the mean score and standard deviation are presented in the following table.

Table 2 The Mean Score and Standard Deviation of Students' Pretest

| Mean Score | Standard Deviation |
|------------|--------------------|
| 61.30 | 8.718 |

Based on the classification of vocabulary test, the mean score of the pre-test (61.30) was considered fair with the standard deviation 8.718. It indicates that the points of the classification reached by the students are still low.

b. Scoring classification of the students' post-test.

The scores of students' vocabulary achievement were classified into five levels. Those scores then were tabulated and analyzed into percentage. The following table is the statistical summary of the students' posttest of both groups.

Table 3 The Percentage of Students' Post-test Score

| Classification | Score | Frequency | Percentage |
|----------------|--------|-----------|------------|
| Very Good | 81-100 | 1 | 8 |
| Good | 61-80 | 11 | 92 |
| Fair | 41-60 | 0 | 0 |
| Poor | 21-40 | 0 | 0 |
| Very Poor | 1-20 | 0 | 0 |
| Total | | 12 | 100 |

From the classification, the scores, and the rate percentage of the post-test illustrated in the table above that out of 13 students, two of the bottom categories poor and very poor were not employed by anyone of them. There were 1 (8%) Students leveled as fair. There were 11 (92%) students leveled as good.

c. The mean score and standard deviation of students' post-test.

The result of the posttest was defined to be the way to know the mean score and the standard deviation. The following table presents the mean score and the standard deviation of post-test.

Table 4 The Mean Score and Standard Deviation of Students' Posttest

| Mean Score | Standard Deviation |
|------------|--------------------|
| 75.17 | 7.130 |

It can be observed in the table above that post-test was valued 75.17 for its mean score with the standard deviation obtained 7.130. It can be referred from the description about the mean score and the standard deviation for posttest. Post-test produces a better improvement or a higher achievement that turns from 57.40 pretest to 74.67 in posttest or fair classification to good classification.

d. Test of significance (t-test).

T-test is a test to measure whether or not there is a significant difference between the results of the students' mean scores in the pretest and the posttest. By using inferential analysis of t-test or test of significance run by SPSS Version 16, the significant differences can be easier to analyze. The level of significance is (α)

= 0.05 and the degree of freedom (df) = 12, $N_1 - 1$, the number of students (each 12) minus 1. The following table illustrates the t-test value result:

Table 5 The Paired t-test Value of Students' Achievement

| Variables | Probability Value | α | Remarks |
|------------------------|-------------------|----------|-------------------------|
| Pre-test and Post-test | 0.00 | 0.05 | Significantly different |

Based on the result of data analysis as summarized in table 4.5 pretest and post-test, the researcher found that the p-value (probability value) was lower than α ($0.00 < 0.05$) and the degree of freedom was 29. The t-test value of pre-test and post-test was remarked significantly different. It indicated that the alternative hypothesis (H_1) was accepted and, of course, the null hypothesis (H_0) was rejected. It showed that the use of Word Collect: Word Games significantly enrich students' vocabulary. It is more effective, more productive and faster to enrich the students' vocabulary.

Discussion

The Students' Vocabulary Achievement.

Relating to collected data through the pretest and posttest, the comparison of the enrichment of students' achievement can be proved by analyzing the pretest and post-test result. It can be stated that after giving treatment by using Word Collect: Word Games, the mean score of the pre-test before the treatment was 61.20 and after the treatment the students gained score 75.17. In the pretest, there was none student of them categorized as very good. There were 10 (33%) students yielded good. In the next level categorized as fair which was by 19 (63%) students. There were 1 (4 %) students positioned in category of poor and there was none student of them categorized as very poor.

By noticing the result of students' pre-test, the researcher assumed that the prior knowledge of the students seem lack because the students did not have any knowledge about the test or they are not given the treatment yet by using Word Collect: Word Games. There are some factors that can influence students' achievement. Slameto (1988) states that factors that influence teaching and learning process can be divided into two parts namely: internal factor and external factor. External factors consist of school factor, teaching procedure, school physical condition, curriculum, school discipline, teaching media, time schedule, and peer group. While internal factors are motivation, physical condition, students interest, student intelligence, attitude, language aptitude, and concentration. Another factor that can influence students' achievement in pretest

that is teaching media and students' attitude. Therefore, pretest was given to find out prior knowledge of students, so the researcher should treat the students by using word wall media as one technique to overcome the low mastery of students.

The result of posttest indicates that the use of Word Collect: Word Games gives progress significantly toward students' achievement. It means all the students could enrich their vocabulary; it is proved by the students' mean score before and after the treatment gets increase as stated before. The vocabulary achievement showed better post-test.

The statistical data based on the t-test through SPSS Version 16 to test the hypothesis indicated that the probability value of the experimental group is lower than alpha (α) in which ($0.000 < 0.05$). It meant that the H_1 of the hypothesis was accepted.

Based on the findings of the research above, the researcher may point out that before giving the treatment (pretest), almost all of the students got fair and poor classification in mastering vocabulary. The difficulties that the students faced are especially to remember the meaning and the spelling.

Furthermore, from the researcher observation during the treatments conducted for six meetings in different topics that employed the Word Collect: Word Games, the students could enrich their ability to master vocabulary. Word Collect: Word Games provided a really enjoyable atmosphere while learning a new vocabulary.

The procedure of the treatment has an important role for the students' vocabulary mastery. It is proved by the enhancement of students' vocabulary achievement after giving the treatment by using Word Collect: Word Games for four times.

CONCLUSION

Based on the research findings and discussion in the previous chapter, the researcher concludes that the use of Word Collect: Word Games in teaching English vocabulary enriches the students' vocabulary; it is proved by the mean score of the students in pre-test and posttest. The mean score of the pre-test before the treatment was 61.30 and after the treatment the students gained score 75.17. The t-test of the students' vocabulary achievement in posttest was smaller than α . The researcher found that the p-value (probability value) was lower than α ($0.00 < 0.05$) and the degree of freedom was 11 The t-test value of pre-test and post-test was remarked significantly different. It indicated that the alternative hypothesis (H_1) was accepted and, of course, the null hypothesis (H_0) was rejected.

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