TEAM RACE GAME IN TEACHING VOCABULARY MASTERY AT SMP NEGERI 2 PANCA RIJANG

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ABSTRACT

The objective of the research was to find out whether or not use of team race game can improve the ability of the students of SMP Negeri 2 Panca Rijang in vocabulary. This research employed the method of the research was pre-experimental method with one group pre-test and post-test design. The population was the VII.2 students of SMP Negeri 2 Panca Rijang in 2018-2019 academic years. Total number of population was 99 students consists of 4 classes and class(VII.2) was taken as sample by using team race game, total number of sample was 25. The instrument used in this research was vocabulary test. The result of this research showed that the pre-test got the mean score (34,80) while the post-test got mean score (67,16) . This showed that there was significant difference between pre test and post tes. The result of the P-value(0,000) was lower than level of significant (apha (α)=0,05). This means that H_1 was accepted. This research concluded that teaching vocabulary by using team race game improved the students ability in vocabulary mastery at the second year of SMP Negeri 2 Panca Rijang. The research data indicated that the applying team race game in vocabulary was significantly improved the vocabulary. The mean score of students interest showed 73,88. It means the students interested to use team race game approach in improving students vocabulary.

INTRODUCTION

Language is communication tool in the from of a sound symbol system produced by human utterances. As we know language consists of word or a collection of words. Each had a meaning namely, an abstract relationship between words as symbols of objects or concept represented by a collection of words or vocabulary by linguists arranged alphabetically ,or in alphabetical order, accompanied by an explanation of their meaning and then recorded into a dictionary or lexicon. When we speak or write, the words we say or write are not arranged according , but follow the rules. To express ideas , thought or feelings, we must choose the right words and arrange the words according to the rules of language. A set of the rules that are based on language usage, or what we use as language guidelines is what is called grammar.

English was a language used as a medium of communication and as the first international language used to interact with other people throughout the world. Vocabulary (English: vocabulary) is a set of words. A person's vocabulary is defined as words of people who understand or words that might be used to compile new sentences. The wealth of one's vocabulary is generally seen as an illustration of their intelligence or level of education. Therefore, many standard tests, such as SAT, provide questions that test vocabulary. Vocabulary is a common language in controlled languages. School students also consider vocational coaching as an interesting and educational activity. Vocabulary is a core component of language skills and provides a basis for how proficient students speak, listen, read and write. Without the amount of vocabulary mastered and without a new vocabulary acquisition strategy, learners often get the little comparison.

Vocabulary is English as a second language or a foreign language. The teaching of vocabulary is important because it is basic communication. If students do not recognize the meaning of words, they will not be able to participate in the conversation, even if they know the morphology and syntax. So, students must first master a large number of vocabulary, without it, they cannot express themselves clearly and effectively. In addition, Vocabulary is a collection of words known by someone (Linse, 2005: 121). There are several experts who provide definitions of vocabulary. According to Soedjito (2009: 24) vocabulary or vocabulary is defined as:

1. All words contained in the language.
2. The wealth of words owned by a speaker or writer
3. Words used in the field of science
4. List of words arranged like a dictionary and brief and practical explanations While vocabulary is expressed. Conclusions from the four meanings of Vocabulary according to Soedjito all words that have meaning and can be arranged.

Vocabulary is one of the important factors in all language teaching; students must continue to learn words when they learn the structure and when they practice the sound system ". Sometimes, it is difficult to determine the words students use related to vocabulary such as meaning, oral / written form, collocation, connotation, grammatical behavior, etc. (Linse, 2005: 121). According to Sudjianto and Dahidi (2004: 97) states that vocabulary is one aspect of language that must be considered and mastered to support smooth communication using Japanese both oral and written.

One of the possible causes of student vocabulary weakness is that teachers still use conventional English teaching methods. The teacher only explains the material and then provides training to students in writing. The only teaching media are textbooks and blackboards. This method makes students sometimes feel bored, especially when taught in the last session. Based on the experience of researchers in teaching English in SMP Negeri 2 Panca Rijang especially in vocabulary teaching. Researcher found that the same students were less interested in vocabulary. They are afraid to make mistakes in saying words and they sometimes feel embarrassed especially in front of their friends.

In this case, some English teachers still use traditional techniques in teaching vocabulary. They focus on books and students just sit and listen to them, so they don't understand what they mean. Considering that, researchers want to provide solutions especially in increasing students' vocabulary. The researcher has a solution that is trying to teach vocabulary using team racing games. Because team racing games offer challenges will motivate students to try more effectively. This gives many opportunities for students to practice and repeat sentence patterns and vocabulary. Students feel happy, relaxed and fun in learning English and they will memorize the vocabulary differently, namely by rereading and rewriting.

In this study, researchers chose racing team playing techniques to teach structural texts in vocabulary. Because it organizes a team of five or seven students for a competition so students feel comforted and don't feel pressured. They are more easily understood and remembered in a happy state. Based on this, the researchers lookt to know the vocabulary of SMP 2 Panca Rijang students by using team race games. Games are one of the activities that can help create dynamic and motivating classes. The reason is that real learning occurs when students, in relaxed situations, participate in activities that require them to use what they have done. The game is not only suitable for children but also for adults (Fauziati, 2005: 130). Team race game is a game that uses a system of competition between teams with each other. It has a duration of about 5-6 minutes. Through this game, the researchers hope this method can make teaching vocabulary active.

METHODS

In this study, researchers wanted to collect, process and analyze data to get conclusions from the research. The researcher was use mixed methods, mixed research methods combine quantitative and qualitative approaches, including quantitative and qualitative data in one study.

2.1 Population and Sample

The population in this study was seventh-grade students of SMP Negeri 2 Panca Rijang with 99 students. Where there are four classes, where VII.$_1$ VII.$_2$ VII.$_3$ and VII.$_4$. Sample was the selected elements (people or objects) chosen for participation in a study : people are reffered

to as subjects or participant. The sampling technique in this research was cluster sampling technique. Cluster sampling was a technique of selecting a sample from a small set of units. Some clusters are then randomly selected as representative of the population, then all elements in the selected cluster are used as the sample the research. The researcher would choose one class from four classes of the seventh grade students of SMP Negeri 2 PancaRijang . So, VII.2 is sample with 25 students.

2.2 The Instrument of The Research

2.2.1 Test

The research instrument in this study was a pre-test and post-test, which was conducted to find out how student scores after they taught using the "Game Race Team" increased vocabulary. To complete and support data, observed by observation, document the teaching and learning process.

2.2.2. Questionnaire

The questionnaire are used to determine students' interest in vocabulary mastery using the "Race Team Game" method. The questionnaire consists of 20 items (10 positive statements and 10 negatives) Questionnaires was given to students after the post-test. It measures students' interest in the vocabulary of this Race Games Team to improve student mastery of vocabulary.

2.3. Procedure of Collecting Data

This study was uses data from students and procedures for collecting data:

2.3.1 Game Race Team of Vocabulary Mastery

2.3.1.1 Pre-Test

1. Researcher explains about tests to students.

2. Researcher distributes tests to students and is asked to answer questions

3. The researcher are provide pre-tests by memorizing vocabulary.

4. Research evaluates students

2.3.1.2 Treatment

After giving a pre-test, the treatment was carried out for each group. There was be four meetings in two weeks. Every meeting for 80 minutes.

2.3.1.3 Post-test

a. After providing care, students are given a set of vocabulary tests.

b. Researcher provides student test scores.

2.3.2 Questionnaire

After giving a post-test, the questionnaire was distributed to students to find out their interest in the "Race Game Team" of vocabulary mastery. The questionnaire consisted of 20 items. That is 10 positive statements and 10 negative statements in the questionnaire.

RESULTS AND DISCUSSION

1.1   The percentage of pre-test and post-test

The findings were conducted by trough pre-test and post-test. The result table 1 was the reference for the student's previous achievement.

TABLE 1/ The classification, frequency, and the percentage of pre-test

Classification	Score	f	%
Very good	90-100	0	0
Good	75-89	0	0
Fair	60-74	0	0
Poor	0-59	25	100
Total		23	100

Table 1 showed that all of the students (100%) were classified into poor. There were not any students classified very good and good. It means before the researcher giving treatment, the students pre-test is poor.

TABLE 2/ The classification, frequency, and the percentage of post-test

Classification	Score	f	%
Very good	90-100	1	4
Good	75-89	6	24

Fair	60-74	17	68
Poor	0-59	1	4
Total		25	100

Table 2 showed that the students score in test result for post-test were in very good category was 1 person (4%), good category were 6 persons (24%), fair category were 17 persons (68%), poor category was 1 person (4%) . It means that there was significant difference between students taught through team race game. The mean score and standard deviation of the students in pre-test and post-test are percentages as table 3.

TABLE 3/ The mean score and standard deviation of the students's test

Group	Mean score	Standard deviation
Pre-test	34,80	6,98
Post-test	67,16	10,30

The description of the data collected through the test as explained in the previous section showed that the students vocabulary improves significantly. It is supported by the mean score of the students test in post-test students. The mean score of post-test was 67,16. Data showed that applying team race game in vocabulary was effective to improve students vocabulary. It is supported by the difference between the test mean score of post-test (67,16) was higher than pre-test. This research data indicated that the applying team race in vocabulary was significantly improved the students vocabulary.

1.2 Hypotesis

The hypothesis stated was tested using inferential analysis. In this case, the researcher applied a t-test analysis in paired sample using the SPSS 21.0 program for Windows Evaluation Version.

TABLE 4/ The p-value of the students's vocabulary skill

α	p-value	Remarks
0,05	0,000	Significant Difference

Table 4 showed that the p-value was lower than alpha (α) value (0.000<0.005), it means that null hypothesis was rejected and alternative hypothesis was accepted. It means that the students of SMPN 2 Panca Rijang improve after they are taught by using team race game in vocabulary. The research is Huyen (2002) in his journal "Learning Vocabulary Through Games " stated that academic opinions on this specifically focused matter, of which there are relatively few, we began action research which included applying games in our own classes, observing other teachers' classes, and interviewing both teachers and learners so as to elicit students' reactions, feelings and the effectiveness of games in vocabulary learning. The research shows they are effective in helping students to improve their vocabulary building skills.

Mubbeen (2014), in his journal "Notions of vocabulary learning among the students of university of Sargodha " stated that the finding of this study showed that students have different beliefs and achievements about clearing vocabulary strategies. Our findings indicate that most students are having problematic strategies for learning vocabulary. The students who have no appropriate and suitable strategies they are not able to enchance vocabulary properly. Rosadi(2017) in his journal " The effectiveness of Anagram Technique in Teaching Vocabulary " stated that on his research showed that anagram is a good vocabulary learning strategy. It encourages greater self-direction for learners.

1.3 Students Interest

To know the students interest toward use of team race game in improving students vocabulary, the researcher distributed questionnaire to the students. The data was analyzed by using Likert Scale and SPSS 21.0. The result can be seen on table 5

TABLE 5/ The category, range, frequency, and the percentage of students interest

Category	Range	Frequency	%
Strongly Interested	85-100	1	4
Interested	69-84	21	84
Moderate	51-68	3	12
Uninterested	36-50	0	0

Strongly Uninterested	20-35	0	0	
Total			100	

Based on the percentage analysis of students interest on the table 5, the analysis indicated that the students were interested to improve vocabulary achievement through team race game. It was proved by interest mean (73,88) were students strongly interested (4%), were students interested (84%), and were students moderate (12%). The mean score of students interest showed in table 6.

TABLE 6/ The mean score of students interest

Total Respondent	Total of Students Score	Mean
25	1847	73,88

The research data indicated that the applying team race game in vocabulary was significantly improved the vocabulary. The mean score of students interest showed 73,88. It means the students Interested to use team race game approach in improving students vocabulary.

Syukri (2009: 34) states that interest that is experimental is a response of liking that is present when we are aware of the object we are preparing to reach or when we realize our disposition of the object we like. The students interest to express enthusiastically, but the main factor influencing the students ability is no appropriate topic which are suitable with the students level.

CONCLUSION

Based on the findings and the discussion in the preceding chapter, it could be concluded that teaching vocabulary in English through team race game to the seventh grade students of SMP 2 Negeri Panca Rijang was effective. This means that the use of compare and contras could improve the vocabulary of the students. It is found through the findings of the research that show the result of post-test which was significantly higher than the pre-test. In addition, the result of the test calculation the strengthened the data.

The result of hypothesis testing showed p-value was lower than alpha (α) value (0,000<0,005), it means that null hypothesis was rejected and alternative hypothesis was accepted. This means that compare and contrast could improve the vocabulary and the mean score of students interest 73,88. It means the students Interested to use team race game in improving students vocabulary.

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