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# THE EFFECT OF RANDOM WORD GAME IN IMPROVING ENGLISH VOCABULARY

Evi Kartini Putri<sup>1\*</sup>, Muhammad Hanafi<sup>2</sup>, Sam Hermansyah<sup>3</sup>, Nuraini K.<sup>4</sup>

<sup>1</sup>English Education Departemen, Universitas Muhammadiyah Sidenreng Rappang, Indonesia,

<sup>2</sup>Indonesian Education Departemen, Universitas Muhammadiyah Sidenreng Rappang, Indonesia,

<sup>3</sup>English Education Departemen, Universitas Muhammadiyah Sidenreng Rappang, Indonesia,

<sup>4</sup>Indonesian Education Departemen, Universitas Muhammadiyah Sidenreng Rappang, Indonesia.

## ABSTRACT

The purpose of this study was determined whether the use of random word games could improved the ability of SMP N 2 Pancarijang students in vocabulary and whether students are interested in the method of this game. This study uses a mixed research method that was a quantitative research. The population of this study was seventh grade students of SMP N 2 Pancarijang in the 2018-2019 academic year. The total population was 87 students consisting of 4 classes. Class VII3 was taken as a sample using cluster sampling techniques, the total number of samples was 21. The instruments used in this study were vocabulary tests. The results of this study indicate that the pre-test got an average score (29,28) while the post-test got an average score (52,85). This shows that there was a significant difference between the pre-test and post-test. The p-value (0,00) is lower than the significant level ( $\alpha = 0,05$ ). This means  $H_1$  was accepted. This study concluded that vocabulary teaching using the random word game improved students' ability to master vocabulary mastery in seventh grade students of SMP N 2 Pancarijang

**Keywords:** random word game, vocabulary.

## INTRODUCTION

Vocabulary is very important in language. When we learn about language it means that we learn about the words of the language. According to the Oxford Dictionary, vocabulary was defined as "all words used and known by society". a series of words known in a language were referred to as vocabulary. learning languages means learning vocabulary at once. In communicating, the vocabulary was spoken or written. Through language we can communicate and convey information. No language production without understanding vocabulary, as well as in the second language.

Usually vocabulary develops with increasing age, and as a medium of communication and gaining knowledge English vocabulary has a remarkable, flexibility and adaptability. To clarify the notion of English vocabulary we can discuss some of the vocabulary definition put forward by some the experts. Good (1959) in Dictionary of Education defines vocabulary as : 1) the content and function words of a language which learned so thoroughly that they being a part of the students understanding, speaking, later reading, an writing vocabulary, and 2) words having meaning when heard or seen even though not produced by the individual himself to communicate with other. Furthermore, Nunan (2008) states that words were clearly vocabulary. She also adds that vocabulary was not only that, but it also words combination multiple units, word families, and core meaning also are counted as vocabulary. Likewise, Young (2009) defines vocabulary is words are useful in all skills in four ways, the meaning of words, how the words are used, root words, prefixes, suffixes, and analogies. In learning English as a foreign language. Because their vocabulary is very limited, they cannot communicate their ideas sent to the definition. From the above definition, we can conclude

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\*Correspondence:

Evi Kartini Putri

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that vocabulary is all words in a language that is always used by someone to communicate with each other.

Vocabulary productive means vocabulary that we often use everyday. While unproductive vocabulary but is rarely used daily. Considered to be productive because the vocabulary is always used in English. The characteristics of productive vocabulary are also easily understood. To speak English well, we need to learn and understand vocabulary productively, because vocabulary is always used. In understanding a productive vocabulary will be easier because it is often used in everyday life.

Vocabulary unproductive, why is unproductive because this vocabulary is rarely used in making sentences or conversations in English. In everyday life sometimes vocabulary is difficult to understand. Therefore we must learn more about this vocabulary so that it is not difficult to apply it in everyday life.

One of the ways to teaching strategies that can make students motivated to learn English is suitable strategy, such as games. Using games not only will change the dynamic of class but also we help students study easily and help the brain to learn more effectively. Julia Dobson (1997) said that "Game is a wonderful way to break the routine of classroom drill, because it provides fun and relaxation. It means that game is one of ways to relax routine of classroom, so that it will make fun. Moreover, as it is stated in Games for Language Learning book. Game to an activity that is funny and engaging, often challenging, and an activity is interesting because games might make students enthusiastic to play, sometimes it is challenging because when students are playing games, they have to be a winner in that games, and also it is entertaining because students fun and enjoy playing and interacting each others. Besides that, it also gives the opportunity to the students to express their feeling.

## METHODS

### 2.1 Research Design

A series of methods and procedures used are research designs to measure and analyze variables identified in research problems. In this research would like to collect, process, analyze the data to get the conclusion of the research. This research method of this research is quantitative method with one group pre-test and post-test design would be used. A pre-test in the test which gives to the students' before the treatment. Post-testing after being given to students to determine student success.

In this class, The researcher would provide a pre-test and post-test in which the pre-test was conducted to measure the students' vocabulary before while the post-test was conducted to measure the effects of treatment. The research investigate the improve students vocabulary mastery by gave a special treatment that would applied random word game.

TABLE 1/ Research Design

Group	Pre-Test	Treatment	Post-Test
N	O <sub>1</sub>	X	O <sub>2</sub>

(Gay, 1981: 257)

Where :

N : Sample

X : The Treatment

O<sub>1</sub> :Pre-test

O<sub>2</sub> :Post-test

The above design means that the researcher gave the students pre-testing before the treatment was applied and then gives them post-testing after teaching the treatment several times.

### 2.2 Population and Sample

The population in this study were students of this study in seventh grade students of SMP Negeri 2 Pancarijang in academic years 2018-2019 was consist of two class that include of VII.1, VII.2, VII.3, VII.4. So the total member of student are 87 students. Thus each sampling unit as an isolated population element has the same opportunity to be a sample or to represent the population. This way was done if members of the population were considered homogeneous. This class is VII.3 which consist of 21 students.

### 2.3 Procedure of Collecting Data

The data of the study was obtained by using a type of test. Which use memorizing test. The procedure of collecting data would present in chronological order as follows:

### 2.3.1 Pre-test

Before the treatment is carried out, this research would give the students of pre-test. It aims to identify the students' English vocabulary mastery. This research would use the simple form of the reading test. There are 30 total numbers of the test. The score of multiple choice items test is one point for each correct answer and zero point for each error answer.

### 2.3.2 Treatment

The treatment conducts after pre-test given in the classroom. The procedure giving treatment as follows :

2.3.2.1 In first meeting, the students would give a short explanation about vocabulary include a definition of vocabulary, some of the types of vocabulary, vocabulary improvement in context. And the researcher give a pre-test to the students.

2.3.2.2 In the second meeting, the students would give some material of vocabulary like that noun, verb, adjective and Adverb. After give material the researcher try to ask students some vocabulary and the student must be answer the question. This is the first level of this game.

2.3.2.3 In the third meeting, the students would give the students one envelope, and the students must all the word according to the keywords and the command. It's the second stage of this game where the students is find the vocabulary according keywords.

2.3.2.4 In the fourth meeting, the review material in the first meeting. In this meeting researcher would give post-test to the students.

### 2.3.3 Post-test

After giving treatment, this research would give the students post-test to discover the influence of random word game toward students' English vocabulary. The post-test content is the same. The purpose of the post-test was to determine students' vocabulary mastery after treatment.

## 2.4 Instrument of The Research

A data collection tool was essential for any scientific research. The accuracy of the findings depends primarily on the accuracy of the instrument. Data collection instruments must be well prepared before conducting research. The instrument that use in this research was consist of two kinds of instrument. They were: the researcher make the instrument of this research that consists of 30 questions vocabulary test. It was divide into two forms. Multiple choice was the first part, the second parts was translating the words. If the students can choose the answer of one item correctly, they would get one score, and if the students choose the answer of one item incorrectly, they would get zero scores.

## 2.5 The Technique of Data Analysis

Data analysis in the research was quantitative, by which the data would measure in the form of numbers. After the data have collected, the data would analyze by using vocabulary statistic. In analyzing the data would collect through the pre-test and post-test, the researcher would use the procedure is as follows.

### 2.4.1 Student vocabulary

2.4.1.1 Scoring test: in each correct answer by the student, the score is one and in each incorrect answer the score is zero (J. B. Heaton, 1998).

2.4.1.2 Classifying of the students' vocabulary mastery based on the score classification, as follows:

**TABLE 2/** Classification of the students' score

No	Classification	Scoring
1	Very Good	86 – 100
2	Good	71 – 85
3	Average	56 – 70
4	Poor	41 – 55
5	Very Poor	0 – 40

(Depdiknas, 2006:38)

2.4.1.3 Computing the descriptive statistic of the data, including the percentage, means, and standard deviation to know the know the significance of pre-test and post-test score using inferential statistic ( SPSS version 21.0).

2.4.1.4 Criteria of testing hypothesis

Criteria for testing hypothesis

To test the hypothesis, the researcher would obtain p-value at the level of significance  $\alpha = 0,05$  or non independent sample. The criteria for testing hypothesis are:

- a. If p-value  $> 0,05$ ,  $H_0$  would be accepted,  $H_1$  would be rejected. It means that using random word game can not improve students vocabulary mastery at seventh grade of SMP Negeri 2 Pancarijang.
- b. If p-value  $\leq 0,05$ ,  $H_0$  would be rejected,  $H_1$  would be accepted. It means that using random word game can improve student vocabulary mastery at seventh grade of SMP Negeri 2 Pancarijang.

## RESULTS AND DISCUSSION

The vocabulary knowledge of seventh grade students of SMP 2 Panca Rijang in pre-test was low. The table 3 shows the results of the students pre-test.

TABLE 3/ The Percentage of Students' Score of Pre-Test

Classification	Score	Frekuensi	Percentage
Very good	86-100	0	0
Good	71-85	0	0
Fair	56-70	0	0
Poor	41-55	1	4,76
Very poor	$\leq 40$	20	95,24
Total		21	100

Table 3 shows that the students' score in test result for pre-test group most of them were in very poor category, 20 persons (95,24%) were classified into very poor, 1 person (4,76%) were classified into poor. There were not any students classified fair, good and very good . It means before the researcher giving treatment, the students' pre-test were very poor and the student's English vocabulary has low significantly.

TABLE 4/ The Percentage of Students' Score of Post-Test

Classification	Score	Frekuensi	Percentage
Very good	86-100	0	0
Good	71-85	3	14,29
Fair	56-70	3	14,29
Poor	41-55	9	42,85
Very poor	$\leq 40$	6	28,57
Total		21	100

Table 4 shows that the students' score in test result for post-test most of them were in good category, 3 students (14,29%) were classified into good, 3 students (14,29%) were classified into fair, 9 students (42,85%) were classified into poor and 6 students (29,57%) were classified into very poor. There were not any students classified into very good. It means that there was significant difference students who taught through keyword.

The mean score and standard deviaton of the students in pre-test and post-test are percentages as table 5

TABLE 5/ The Mean Score an Standard Deviation of Pre-Test and Post-Test

No	Score	Pre-test	Post-test
1	Mean Score	29,28	52,85
2	Standard Deviation	9,25	15,4

Table 5 shows that the mean score of the students in post-test was greater than pre-test. It showed that English vocabulary of students pre-test and post-test has significant different, where students after applied the four card game method has a higher score better than before applied four card game in teaching vocabulary.

In testing hypothesis, the researcher used p-value formula (paired sample t-test). The level of significant is set at  $\alpha = 0,05$ .

**TABLE 6/** The p-value of the students' score of Pre-Test and Post-Test

p-value	alpha
0,00	0,05

The table 6 shows that the p-value was lower than alpha ( $\alpha$ ) value, it means that null hypothesis was rejected and alternative hypothesis was accepted. This means that the vocabulary mastery of the seventh grade students of SMP 2 Pancarijang has improved.

## CONCLUSION

The students' achievement in English vocabulary through four card game was significant improve. This was indicated by the mean score they got on posttest was higher than pretest. The result of hypothesis testing showed significant score between p-value and alpha which is p-value was lower than alpha ( $0,00 < 0,05$ ). It means that the use of keyword is more effective.

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