

# THE EFFECT OF RANDOM WORD GAMES IN IMPROVING ENGLISH VOCABULARY STUDENTS AT SEVENTH GRADE OF SMP NEGERI 2 PANCARIJANG

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## 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 24. 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 (58.85). This shows that there was a significant difference between the pre-test and post-test. The p-value (0,000) is lower than the significant level ( $\alpha = 0.05$ ). This means H1 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

## INTRODUCTION

English was a language used as communication media and as the first international language used to interact with other people through out the world. English was a Germanic language spoken first in the early Middle Ages in the United Kingdom.

As foreing language, English was very necessary for development of science in Indonesian, especially for education. As knowledge, English was learn from high school to university level as a compulsory subject. Vocabulary was 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

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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.

Futhermore, 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.

Based on explanation about game, that researcher would be choose game as methode to improve students' vocabulary, namely Random Word Game. This game is a game created by researchers and has never been applied to any research. Random word game is a game involves many letters, which are arranged randomly, then students must manage the letters in accordance with the explanations on the text that has been provided. The text describes the keyworrrds of the word to be compiled. This random word game focuses on developing English student vocabularies, students are given the opportunity to find a words number that they can form several letter boundaries provided. Actually if the students can play many games in English their vocabulary mastery will be up. It can been seen from less vocabulary that they have memorize and they are not able to mention the meaning of simple vocabulary. That is why the researcher want to conduct a research with the tittle "The Effect of Random Word Games in Improving English Vocabulary of Student at Seventh Grade Student of SMP Negeri 2 Pancarijang"

## **B. Problem**

### **Statement**

Considering the description above it, the research question would be formulated.

Does the effect of Random Word game improve students' English vocabulary mastery at SMP Negeri 2 Pancarijang?

### **C. Objectives of the Research**

Related to problem statement , the objectives of the research would be :

To find out whether or not the effect Random Word game can improve students' English vocabulary mastery at SMP Negeri 2 Pancarijang.

### **D. Significance of the research**

The research result was expected to be beneficial for the following group of people.

a. School

The research result would be expected to give some theoretical contributions to the school to develop the quality of education.

b. Teacher

The result of the research would be useful for teachers English as information to determine the ability of English vocabulary student and can be used as a consideration to improve the quality of teaching and English vocabulary mastery

c. Students

The research result would help the students as information to know their vocabulary mastery, so in terms of supporting the improvement of the English language skills of vocabulary students it is very important to master

d. Other Research

The research result would be expected to become a reference for other researchers who want to conduct a further research on the similar problems, by using another design, by using other designs, such as games that help in developing students' English vocabulary mastery.

### **E. Scope of the Research**

a. by with discipline, researcher would be limited to development of English student vocabularies.

b. by the content, this research would be focused on the teaching English Vocabulary (Verb, Noun, Adjective, Adverb)

c. by activity, researchers would teach English vocabulary, in this case; using Random Word games to add their vocabulary, researchers would put research on students in SMP Negeri 2 Pancarijang .

## **REVIEW OF THE RELATED LITERATURE**

### **A. Previous Related Research Finding**

Some researchers have explored the result of their research on vocabulary as a basic element of language with various methods in language teaching. There the researchers are presented below :

Wiyanjani (2009) entitled "Teaching Vocabulary Through Cooperative Learning With Puzzle Technique to the Eight Grade Students of SMP Negeri 2 Sidemen Academic Year 2008/2009". In this paper he argues that the vocabulary learning process through cooperative learning uses a puzzle technique that encourages students to find as many words as they can diagonally, horizontally and vertically. The subjects in this study were eighth graders of Sidemen National Middle School 2 consisting of 34 students.

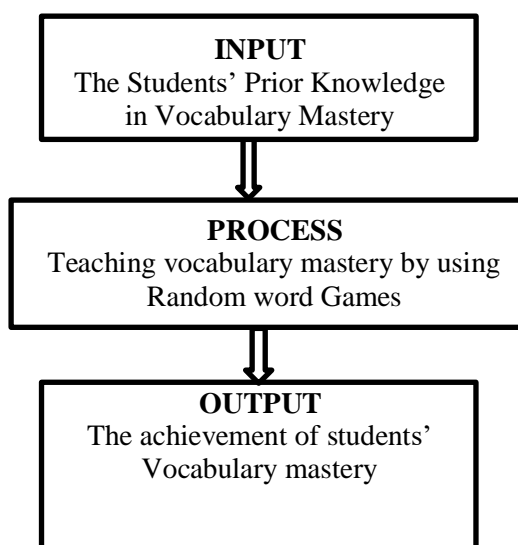
Nur Fatmasari (2013). The purpose of this study was to determine whether there was a difference between student vocabulary achievement after being taught through scrabble. This study uses one group pretest-posttest design. The research sample consisted of students of class XI 2013/2014 academic year. This study shows that the average value of students from the pretest is 57.24 and the average score of the posttest is 71.15. There was a significant increase of 13.91. The researcher used a significant level of 0.05. The hypothesis in this study accepts the results of calculations that show a two-sided significance value of 0.000. This proves that there is a significant increase in student grades ( $p < 0.05$ ,  $p = 0.000$ ). It can be said that, through scrabble that has been taught there is a significant increase in student vocabulary. Therefore, scrabble games are proposed for teachers to be used to improve student vocabulary achievement.

Mofareh Alqahtani (2015) in her international journal "the importance of vocabulary in language learning and how to be taught" ESL / EFL teacher see trends in

#### **D. Conceptual Framework**

Mastery of vocabulary especially in speaking students can become more confident and easier to communicate in English. The researcher was applied pre-experimental method with individualized activities, gave researcher an opportunity to students with a choice of random

The conceptual framework of this researcher present by showing the following diagram.



Note :

##### 1. Input

This research, would use the vocabulary by introduce themselves students' as a test to know students before mastery of the vocabulary of students.

##### 2. Treatment

In this research, the researcher would teach the material to development of students vocabulary mastery with use random word game as media the independent variable of this research, and the teaching material with use the media would be set in the lesson plan.

##### 3. Output

The research would evaluate by looking at an indicator of the students' achievement in increasing their vocabulary mastery.

#### **E. Hypothesis**

Based on the theoretical framework, the researcher would formulate an alternative and null hypothesis as follows :

##### 1. Alternative Hypothesis (H<sub>1</sub>)

The use of random word games can increases students' vocabulary.

##### 2. Null Hypothesis (H<sub>0</sub>)

The use of random word games cannot increase students in mastery of vocabulary.

**RESEARCH METHOD**

**A. 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 3.1. Research Design

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

(Gay, 2006)

Where :

N : Sample

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

X :The Treatment

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.

**B. Variable of the Research and Operational Definition**

**1. Research Variable**

There are two variable in this research namely dependent variable (X) and independent variable (Y). the use of random wordplay in teaching vocabulary was an independent variable, and the dependent variable was mastery of students' vocabulary.

Figure 3.1. Research Variable



Where X : The Use of Random Word Game  
Y : Student vocabulary mastery

**2. The Operational Definition of Variable.**

There several terms that necessary be clarified in other to avoid readers from misunderstanding the concept or ideas. They were :

- a. Vocabulary was one aspect of language. The students can not read, by speak, write and listen without understanding the meaning of words. But,teaching vocabulay was an important element in language. The ability to communicate and convey our social needs can be built, by having sufficient vocabulary.
- b. Random Word game was one of all game methods to improve students' vocabulary, adding vocabularies to verbs, noun,adjective, and adverb. This method makes the students interested and entertained, There was therefore no pressure in the learning process

**C. The Population and Samples**

**1. Population**

The Population was the whole subject of the study. If one wishes to examine all the elements present in the study area, the research was a population study or population study census (Sabar, 2007). This study, the population was 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 78 students.

Tabel 3.2. Population at seventh grade of SMP Negeri 2 Pancarijang

No.	Class	Population
1.	VII.1	22
2.	VII.2	23
3.	VII.3	21
4.	VII.4	21
SUM		87

(Document SMPN 2 PANCARIJANG)

## 2. Sample

The sample was part of the subject in the study population, which was certainly capable of representing the population representation. The sample was the selected elements (people or object) selected for study participation; people are referred to as subjects or participants. Sampling was the selection process for a group of people, events, behavior or other elements to conduct a study.

In this research the researcher applied random sampling technique the researcher choose one class sample. Random sampling was a subset or a sample selected from a large group (a population). Margono (2004) stated that simple random sampling was a technique to get samples that were directly carried out on the sampling unit. 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.1 which consist of 20 students.

Table 3.3 The Sample of the Research

No.	Class	Population	Sample
1.	VII.3	21	21
SUM			21

## D. Procedure of Colleting 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 :

### 1. Pre-test

Before the treatment is carried out, this research would gave the students of pre-test. It aims to identifying 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. Treatment

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

- a. In first meeting, the students would gave a short expalanation 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.
- b. In the second meeting, the students would gave 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.
- c. In the third meeting, the students would gave 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.
- d. In the fourth meeting, the review material in the first meeting. In this meeting researcher would gave post-test to the students

## 3. Post-test

After giving treatment, this research would gave 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.

### E. 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 intrument. They were :

The researcher make the intrument of this research that consists of 30 questions vocabualry 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.

### F. 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 researher would use the procedure is as follows :

1. Scoring the students' correct answer of pre-test.

Table 3.4 Vocabulary assessment

Answer	Score
Correct	1
Incorrect	0

(J. B. Heaton, 1998)

2. Classifying of the students' vocabualry mastery based on the score classification, as follows :

Table 3. 5 Classification of the students' score

Score	Classification
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86-100	Very good
71-85	Good
56-70	Fair
41-55	Poor
≤ 40	Very Poor

(Depdiknas, 2005)

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

5. 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 :

- If  $t_{table} > t_{test}$ ,  $H_0$  would be accepted,  $H_1$  would be rejected. It means that using random word game cannot improve students vocabulary mastery at seventh grade of SMP Negeri 2 Pancarijang.
- If  $t_{table} < t_{test}$ ,  $H_0$  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.

## FINDING AND DISCUSSION

### A. Findings

This section discusses the presentation of student achievement in vocabulary learning with the random word game method. Before applying the random word game in vocabulary learning, the vocabulary knowledge of seventh grade students of SMP 2 Panca Rijang was low. The table below shows the results of the students pre test.

Table 4.1. The percentage of the students' score of pre-test.

NO	Classification	Score	Pre-test	
			F	%
1	Very good	86-100	0	0
2	Good	71-85	0	0
3	Fair	56-70	0	0
4	Poor	41-55	1	5
5	Very poor	≤40	20	95
<b>TOTAL</b>			<b>21</b>	<b>100</b>

a

Table 4.1 shows that the students' score in test result for pre-test group most of them were in very poor category, 20 (95%) students were classified into very poor, 1(5%) students 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 poor and the student's English vocabulary has low significantly.

Table.4.2.Thepercentage ofstudents'scoreofpost-test.

NO	Classification	Score	Post-test	
			F	%



1	Very good	86-100	0	0
2	Good	71-85	3	14
3	Fair	56-70	3	14
4	Poor	41-55	9	43
5	Very poor	<40	6	29
<b>TOTAL</b>			<b>21</b>	<b>100</b>

Table 4.2 shows that the students' score in test result for post-test most of them were in good category, 3 (14%) students were classified into good, 3 (14%) students were classified into fair, 9 (43%) students were classified into fair and 6(29%) students were classified into poor. There were not any students classified into very good. It means that there was significant difference students who taught through keyword.

2. Mean score and standard deviation of pre-test and post-test.

The mean score and standard deviation of the students in pre-test and post-test are percentages as follow :

Table 4.3. The mean score of pre-test and post-test

No		Pre-test	Post-test
1	Mean Score	29.28	52.85
2	Standard Deviation	9.25	15.4

Table 4.3 shows that the mean score of the students in post-test (58.85) was greater than pre-test (29.28), it means that the students who was teach by using random word game in teaching vocabulary was improved.

3. Hypothesis

In testing hypothesis, the researcher used p-value formula (Paired sample test). The level of significant is set at  $\alpha = 0.05$ .

Table 4.4. The p-value of the students' score of pre-test and post-test.

p-value	Al pha ( $\alpha$ )
0.00	0.05

The table 4.4 above 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.

**B. Discussion**

This section deals with the finding that delivered from descriptive statistic and the interpretation of the test result of the group.

Based on the data above, 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 .

The description of the data collected through the test as explained the previous section showed that the students vocabulary improved significantly. It means score of post-test was 58.85. The data in previous section showed that applying four card game in learning vocabulary was effective to improve students

vocabulary. It is supported by the difference between the test mean score of post-test (58.85) was higher than the pre-test (29.28)

This research data indicated that the applying random word game in learning vocabulary was significant improved the students' vocabulary.

## **CONCLUSION AND SUGGESTION**

### **A. 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..

### **B. Suggestion**

Since the use of keyword has been proven to be more effective in improving students' English vocabulary, the researcher would like to give suggestions as follows:

1. For the English teacher, the should apply the various teaching techniques and learning strategies in teaching vocabulary, in order to make the students easy to improve their vocabulary. One of the various teaching which were able to improve the vocabulary through random word games.
2. For the students, it is suggest to find out the texts with picture material because it could improve the vocabulary, and also could motivate themself to learn English, especially in vocabulary.
3. For the curriculum designer, the researcher suggest to put the materials of game methods in learning English, so that the students were interested to learn vocabulary through games method.
4. For the other researcher, it is suggest to find out the result of the researcher as one of comparative study in employing their research.

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