

**THE EFFECT OF USING FIND THE WORDS GAME ON
VOCABULARY MASTERY EIGHTH GRADE STUDENTS
OF MTS AL-QODIRI JEMBER IN THE 2016/2017
ACADEMIC YEAR.**

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Abstract

Vocabulary is one of language component and the most important thing in learning English. Less of vocabulary can make the student difficult in learning English and to express their ideas into sentences. According to Bintz (2011), states the importance of vocabulary learning, as follows:

“Vocabulary is critically important because a word is an instrument for thinking about the meanings which it expresses.”

In other words, if there is no sufficient knowledge of mastering vocabulary, someone will not be able to express his idea easily or even to communicate with others using the target language. Find the word game is focused in teaching of vocabulary and expected that find the word game can be a good method for the students in learning vocabulary.

The problem of this research is “is there any significant effect of find the word game on vocabulary mastery at eight grade students’ on MTS Al Qodiri Jember in the academic year of 2016/2017? The purpose of the research is to know whether or not there is any significant effect of find the word game on vocabulary mastery eight grade students’ of MTS Al Qodiri Jember in the academic year of 2016/2017. The design of this research is experimental research which uses test as the instrument of the research. The population of the eight year students is 67 students. Then, the researcher uses t-test formula. After analyzing the data, the results of this study are :

the value of t-test is 2.13 and the critical value of t-table with the error significant level 5% is 2. In other word, the hypothesis was accepted. So, it can be concluded that there is a significant effect of find the word game on vocabulary mastery eight grade students' at MTS Al Qodiri Jember in the academic year of 2016/2017.

Key words: *Find the word game, Vocabulary Mastery*

**PENGARUH PERMAINAN MENCARI KATA PADA PENGUASAAN
KOSAKATA SISWA KELAS DELAPAN DI MTS AL QODIRI JEMBER
DITAHUN AKADEMIK 2016/2017**

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Abstrak

Kosakata adalah salah satu komponen bahasa dan hal terpenting dalam belajar bahasa Inggris. Kurang kosa kata bisa membuat siswa sulit dalam belajar bahasa Inggris dan mengekspresikan gagasan mereka ke dalam kalimat. Menurut Bintz (2011), menyatakan pentingnya pembelajaran kosakata, sebagai berikut:

"Kosakata sangat penting karena sebuah kata adalah instrumen untuk memikirkan makna yang diungkapkannya."

Dengan kata lain, jika tidak ada pengetahuan menguasai kosa kata yang memadai, seseorang tidak akan dapat mengekspresikan idenya dengan mudah atau bahkan untuk berkomunikasi dengan orang lain menggunakan bahasa target. Temukan kata permainan yang fokus dalam pengajaran kosakata dan diharapkan bisa menemukan kata permainan bisa menjadi metode yang baik bagi siswa dalam belajar kosa kata.

Masalah penelitian ini adalah "apakah ada pengaruh yang signifikan untuk menemukan permainan kata pada penguasaan kosakata pada siswa kelas delapan di MTS Al Qodiri Jember pada tahun ajaran 2016/2017? Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan dari menemukan kata

permainan pada penguasaan kosakata delapan siswa kelas 'MTS Al Qodiri Jember pada tahun akademik 2016/2017.

Rancangan penelitian ini adalah penelitian eksperimental yang menggunakan uji sebagai instrumen penelitian. Populasi siswa kelas delapan adalah 67 siswa. Kemudian, peneliti menggunakan rumus t-test. Setelah menganalisa data, hasil penelitian ini adalah: nilai t-test adalah 2,13 dan nilai kritis t-tabel dengan tingkat kesalahan signifikan 5% adalah 2. Dengan kata lain, hipotesis diterima. Jadi, dapat disimpulkan bahwa ada pengaruh signifikan dalam menemukan permainan kata pada penguasaan kosakata delapan siswa kelas 'di MTS Al Qodiri Jember pada tahun ajaran 2016/2017.

Kata Kunci : *Menebak Kata, Penguasaan Kosakata.*

Introduction

English has many levels for people who wants to master it. For instance from the basic up to the advanced learning. So that, to improve the skills in study English language, the students should have a lot of number of vocabularies. Thornbury (2005 : 13) you will see most improvement if you learn more words and expressions. It means that a lot of vocabularies are able to have a good ability in mastering all of language skills included English. Not having a wide of vocabulary can give an effect in studying English.

According to Cheryl Zimmerman in James Coady and Thomas Huckins (1997:5) vocabulary is the central point in learning language, she also notes that words are critical importance for the languages learner.

RESEARCH METHOD

The Objectives of the Research are:

The general objective of this research is intended to know whether or not there is a significant effect of find the word game on vocabulary mastery of the eight grade students' at MTS Al QodiriJember in the 2016 / 2017 Academic Year.

Action Hypothesis

There is a positive effect of find the word game on vocabulary mastery of the eight grade students at MTS Al QodiriJember in the 2016 / 2017 academic year.

Kind of Research

The kind of this research is experimental research, because it tries to investigate the effect of using guessing meaning on vocabulary mastery of the eight grade students of MTS Al Qodiri Jember in academic year 2016 / 2017. According to Ary(2010:265) an experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variables. In addition, Campbell and Stanley (1963: 4) experiments may be multivariate in either or both of two senses. More than one "independent" variable (gender, school grade, method of teaching arithmetic, style of printing type, size of printing type, etc.) may be incorporated into the design and/or more than one "dependent" variable (number of errors, speed, number right, various tests, etc.) may be employed. Finally the research results of experimental and control groups will be compared.

Research Design

This research is quasi experimental. It employs randomized control group pre-test and post-test design. Meanwhile, the respondent is divided into two groups, experimental group and control group. The groups are chosen randomly. The experimental group will get a treatment and each group is given the same test, pretest and posttest. The design can be described as follows:

Group	Pre-test	Treatment	Post-test
E	Y ₁	X	Y ₂
C	Y ₁		Y ₂

(Ary, 2010: 307)

Notes:

E : Experimental Group

C : Control Group
Y₁ : Pre-test both experimental group and control group
Y₂ : Post-test both experimental group and control group
X : Experimental Treatment (teaching using the guessing strategy)

THE RESULT OF THE RESEARCH

The research was held from February 18th, 2017 to March 2nd, 2017. The respondents were the eight grade students of MTs Al Qodiri Jember in Academic Year 2016/2017. It consisted of at least seven classes. The researcher divided the respondents into two groups. Those were the D class belonged to an experimental, which E class belonged to control. The researcher gave pre-test and post-test for both groups. The sample of this research were 67 students, they were VIIID which consisted of 33 students as experimental group and VIIIE which consisted of 34 students as the control group.

The Score of Pre-Test in the Experimental and Control Group

The pre-test was held for both experimental and control groups to know the beginning ability of the students before being given treatment. The pre-test was held on February 18th 2017 for the experimental and February 19th 2017 control group. The form of the test was objective test. The test validity was analyzed and it had the content validity. The result showed that the test had a good (see appendix 8). The result of the pre-test is as follow:

Table 1 : The Result of Pre-Test

Class	N	Highest	Lowest
Experimental	33	18	7
Control	34	16	6

From the table above, it can be seen that the highest score of experimental group is 18 and the lowest is 7. In control group the highest is 27 and lowest is 6. So, the mean of control group is higher than experimental group (see appendix 13 and 14).

The Score of Post-Test in the Experimental and Control Group

The post-test was done in both experimental and control group to know the achievement of the students after being given treatment. The post-test of experimental group and control group was held on February 25th 2017 and February 26th 2017. The material was taken based on the KTSP and the form of the test was objective test. Of course, the test for the pre-test and post-test were the same. The result of the post-test is as follow:

Table 2 : The Result of Post-Test

Class	N	Highest	Lowest
Experimental	33	27	15
Control	34	27	12

From the table above, it was formed that the highest score of experimental group is 27 and the lowest is 15 and in control group the highest is 27 and lowest is 12. So, both groups has difference score in post-test. The experimental group has highest score than control group (see appendix 13 and 14). The mean of both groups is also very different. The mean of experimental group is highest than control group.

Result of Data Analysis

In this research, both experimental and control group were given pre-test and post-test. Nevertheless, treatment by using find the word game was given to experimental group only. The aim of this treatment was to find out the effect of the using find the word game whether could improve the vocabulary mastery on eighth grade students. The mean score of pre-test result of experimental group was 15, post-test was 20, and difference was 5. The mean score of pre-test result of control group was 14, post-test was 17, and difference was 3.00. After that, it could be seen deviation for experimental and control group that were 90,06 and 209,77. The result from t-test formula was 4,13. After that, the degree of freedom (df) was calculated and the result of 65 was 2,13 (see appendix 19) that was compared with t-table by using error significance 5 %. The result is clear that the result of t-test is higher than t-table ($4,13 > 2,13$).

Hypothesis Verification

The value of t-test is 4,13 , it is gotten from t-test formula (see appendix 19) When t-test is compared with t-table 2,13 , is gotten t-test higher than t-table. It means that null hypothesis is rejected. As an interpretation, is used alternative hypothesis, that is : there is significant effect of find the word game on vocabulary mastery of eighth grade students' at MTS Al Qodiri Jember in the academic year of 2016/2017.

From the explanation above, it can be concluded that there is significant effect of find the word game on vocabulary mastery of eighth grade students' at MTS Al Qodiri Jember in the academic year of 2016/2017.

DISCUSSION

This method was very useful in teaching learning process because this method in this research increase the students' scores of vocabulary mastery. It could be seen in the result of pre-test and post-test. It showed that the mean of pre-test is 15 and post-test is 20.

Every one can not express their ideas into sentences if they lack of vocabulary, because vocabulary is the basic thing that have to be owned by every one in language learning, especially for the students. In learning English the students must have a lot number of vocabulary in order to be able to do or study all skills of english. Sometimes the students feel bored when they ask to memorize some words. So, because of that the teacher must choose an interesting method in presenting vocabulary in their teaching. Teaching english by using Find the Words in game is interesting method and that can be applied in teaching. The student will be attracted to study and memorize many new words. And it will help the student to achieve their vocabulary.

After the treatment, the students' were given post-test. It was found that using find the word game improved students' vocabulary mastery in experimental group. It could be seen in mean of post-test was 20 but in pretest before was 15. It was caused by the treatment. The test was objective test consisting 30 items for multiple choice. The compression was made between scores of pre-test and post-test. In this research, the researcher used t-test formula with t-table of 5% of significance level. From the result of t-test value was higher than the t-table value 5% significanc level (4,13>2,13).

CONCLUSION AND SUGGESTION

Conclusion

It can be concluded that there is a significant effect of find the word game on eighth grade students' vocabulary mastery of at MTS Al Qodiri Jember in the academic year of 2016/2017. Score of the students taught by using find the word game are higher than the score of students' taught without find the word game.

Suggestion

From the discussion and conclusion above, the researcher hopes to give suggestion to English teacher, to the students, and to other researchers.

1. The English teacher

The English teacher is suggested to use find the word game to teaching vocabulary since it could attract students' interest to learn English language especially enrich vocabulary.

2. The Students

In this research, the researcher wanted to make the students able to memorize many words by using find the word game. The students could take a lot of information from the activities, especially new vocabulary. It can be said that from find the word game, the students could create some ideas and then they would not be confused to express their ideas in the class. Therefore, they are suggested to increase their vocabulary by using find the word game to influence their vocabulary mastery.

3. The Other Researchers

The result of this research can be used as input or a reference to conduct a further research dealing with a similar problem by using another design, such as classroom action research to develop students' vocabulary mastery by using find the word game at Junior High School.

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