

THE EFFECT OF USING PAPER AIRPLANE GAME ON VOCABULARY MASTERY OF SEVENTH GRADE STUDENTS AT MTs NURUL HIKMAH BINTORO IN THE 2018/2019 ACADEMIC YEAR

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ABSTRACT

Vocabulary is one of the ability in English which is very important and useful. The basic problem that appears in teaching vocabulary it caused by many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning. It can formulated to know there is or not significant effect of using paper airplanes game on vocabulary mastery of seventh grade students at MTs Nurul Hikmah Bintoro in the 2018/2019 academic year. The design of the research is quasi –experimental research. The subject of this research were 15 students of VII A as experimental group was taught by using paper airplane game and 15 students of VII B as control group was taught by lecturing method. The data collecting technique of this research is used Non-randomized Control Group, Pre-test and Post-test Design. The treatment result showed that experimental group has better than control group. It can be seen from hypothesis testing result, the significant values is 0.000 which mean it is lower than significances level of 5%. In other word the use of Paper Airplane Game has significant effect on the students vocabulary mastery.

Key Word: Vocabulary Mastery, Paper Airplane Game

Introduction

Vocabulary was one of the ability in English which was very important and useful. According to Okselina and Anwar (2018:57) Vocabulary is one of the essential aspects that should be considered before learning the other skills like listening, speaking, reading and writing. By working actively and repeatedly with a word, especially for students in junior high school. They must master English

vocabulary and its grammatical rules to make communicate to another people. According to Alqahtani (2015:24) Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning.

There was some way to make the activities of learning teaching become more interesting for students one of them is paper airplane games. Paper airplane game was a game that used an airplanes from pieces of paper and used some questions based on the material taught in the classroom. According to Okselina and Anwar (2018:59) through Paper Airplane the teacher could see clearly whether the students have new word or not, feel relax in the classroom, and become interested classes.

Paper airplane game was constructive learning activity based on the material to run the project in class.

. Based on all the reasons above the researcher interested to do this research with the title “The effect of using paper airplane game on vocabulary mastery of seventh grade students at MTs Nurul Hikmah Bintoro in the 2018/2019 academic year.

Review of Related Literature

Vocabulary was a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined. Harmer (2007:285) stated that vocabulary included not only all the words in a language, but also the way words collocates (join together) into lexical phrases and chunks.

Moreover Thornbury (2002:13) explained that people could say very little with grammar, but people could say almost anything with words. It means that people used words when they talked and wrote.

Mastery was a learning process that aims to increase a broader understanding of the material being studied . Guskey & Anderman (2014:1) states that Mastery was a term that all educators used and believed they understood well. So, the students better understand the material above an ability.

According to William in Margono, Istianah, Rofiq, (2013: 66) there were two classes of vocabulary: large and small vocabulary. A large vocabulary included nouns, verbs, adjectives, and adverbs. Noun is a word that refers to a person, a place or a thing, a quality or an activity. For example : *mother, bag house, and fish*. Verb Bull (2010:1653) a word or group of words that expressed an action, an event, or a state. For example : *eat, run, and fly*. Adjective Bull (2010:17) a words that described a person or thing. For example : *beauty, clever, and bad*. Adverb Bull (2010:21) a word that adds more information about place, time, manner, cause or degree to a verb, an adjective, a phrase or an other adverb. For example : *speak kindly and incredibly deep*.

According to Hatch and Brown (1995:372), there were five steps in vocabulary learning, there are :

Encountering new words that was having a source for words, learning the word by reading books, television, radio, newspaper, or magazine. Getting the words form was second step essential to vocabulary learning appears to be getting of clear image, visual or auditory or both. Getting the words meaning was the third step essential making a pictures of word meaning in mind and explaining what the mean to tell the English word Consolidating word form and meaning in memory the step to conselidating the conection between word ad meaning in memory. Using the word was the last step in learning vocabulary to apply so many all processes as well and desired the receptive knowledge of the word.

Paper airplane game was a game that used an airplane from pieces of paper and used some question based on the material taught in the classroom.

According to Hammermill (2016:6) explanation, there were 9 steps of making paper airplane:

1. Took a piece of paper. Place it on your desk so that it is portrait orientation.
2. Fold it in half vertically. Be sure to press down on the crease hard.

3. Now unfold the paper so that it is again in portrait orientation. You should see an indentation of a line running down the middle of the page.
4. Fold the two top corners of the corners of the page down so that they meet the intended line in the center made by the fold.
5. Now fold your paper vertically again. With the top corners folded inward , you should be able to see the nose of the plane.
6. Took the angled edge and fold it so that it meets the middle indented line. Do this on booth sides.
7. Fold the plane inward along its central vertical line.
8. Fold the two flaps down to make the wings.
9. Your plane was done. Send your plane into fight!

According to Okselina and Anwar (2018:57), paper airplane game could be used in teaching English. There were 4 steps of paper airplane games.

1. Brainstorming

The teacher started the material by showing some pictures related to the vocabulary and then asked about the meaning of the picture.

2. Discusing about the material

Devided students into groups, each group will be given the task to discuss the

material guided with questions given by the teacher. So students should explain in detail about the material in which the teacher asks.

3. Playing paper airplane game

The teacher guided the student to play the paper airplane, which if the plane was about an object or picture then the student must mention the meaning of the object in English and its explanation.

4. Concluding

The teacher concluded the correlation of the game with the material being taught.

Research Method

This research was an experimental research because it tried to investigate the effect of using Paper Airplane Game on Vocabulary Mastery of seventh grade students' at MTs Nurul Hikmah Bintoro in the 2018/2019 academic year. According to Ary (2010:265) an experiment was a scientific investigation in which the researcher manipulated one or more independent variables, controls any other relevant variables, and observed the effect of the manipulation on the dependent variable.

The kind of experimental design in this research was used quasi experimental design. Because, the quasi experimental design did not provided full control, study the effected of treatment on a single subject, and the researcher compared the

difference in behavior before and after the treatment. According to Ary (2010:316) Quasi experimental designs was similar with randomized experimental designs in that they involved manipulation of an independent variable but differ in that subjects were not randomly assign to treatment groups.

The population of this research were all of the students at the seventh grade in MTs Nurul Hikmah Bintoro 2018/2019 academic year. The total number of the students seventh grade was 30 students. According to (Arikunto, 2013) If the number of subjects was more than 100 people, we can take 10 %, or 20% up to 25% or more of the population, while the number was less then 100 people, we could took all the Population.

The researcher would used the test as the instrument of collecting data. Like (Arikunto, 2013) stated that collecting data was sets of activities to observe the research variable with such kind of methods; interview, test, observation and questionnaire.

The achievement test the researcher made test in the form of objective test for vocabulary mastery. According to (Purwanto, 1985) Objective examned included true-false, fill-in-the-blank, matching, and multiple choice questions.

Finding

Pre-Test has done on 18th July 2018. Based on the results of the Pre-Test scores of both the experimental and control group. the means score of experimental group in Pre-Test is 44.87, the standard deviation is 4.454, the maximum score is 55 and the minimum score is 38. Furthermore, the means score of the control group in Pre-Test is 41.47, the standard deviation is 3.226, the maximum score is 50 and the minimum score is 38.

Then, caculating Normality Test to determine whether the data set is well-modeled has the normality distribution or not.

Normality Test is used to determine whether the data set is well-modeled has the normality distribution or not. The researcher used *Shapiro-Wilk* formula to calculate the Normality Test because the sample of the data is less than 50 respondents.

Post-Test is measured the students' vocabulary mastery after the treatment was given. The researcher has done the Post-Test on 21st July 2018. From Post-Test resut the means score of experimental group is Post-Test is 64.87, the standard deviation is 4.454, the maximum score is 75 and the minimum score is 58.

Meanwhile, the mean score of control group in post-test was 49.13, the

standard deviation was 3.335, the maximum score was 58 and the minimum score was 45.

The statistics in this chapter provided the hypothesis whether there was significant difference in students' vocabulary who taught by Paper Airplane Game and those who were taught using Lecturing. The statistics used in this calculation was test of normality, test of homogeneity and sample t-test.

Independent Sample t-test formula was applied to measure the level of the difference and significance on Post-Test score. The researcher used Independent Sample t-test Test for hypothesis testing because the researcher had researched two different free groups and compared the post-test result of both after gave the treatment to know different significant means between experiment group and control group.

The result from the analyzing data, if (t) significance 2 tailed > 0.05 , the null hypothesis is accepted which means there is no different of means between experimental and control groups. On the contrary, if (t) significance 2 tailed < 0.05 , the null hypothesis is rejected that means there is difference of means between experimental and control groups. Because the homogeneity of the post-test was 0.309, it means that the data was homogenous. The table above indicated

that the deficiency was 28 and the significance value was 0.000. It could be concluded that H_0 was rejected, so the Post-Test score from both experimental and control group had a difference means

Based on those data analyzing result, the null hypothesis (H_0) was formulated as there was no significant difference vocabulary between the seventh grade students who were taught by paper airplane game and those who was not at MTs Nurul Hikmah in the 2018/2019 academic year was rejected. The Hypothesis Alternative (H_a) was accepted which says "There was a significant difference vocabulary between the seventh grade students who were taught by paper airplane game and those who was not at MTs Nurul Hikmah in the 2018/2019 academic year".

Discussion

Based on data analysis showed the Pre-Test score result of both experiment and control group has not normal distribution from the distribution frequencies statistic. Its means that the students ability were seperated or . Independent Sample t-test formula showed that the significance value of Post-Test is 0,000. So, it can be concluded that there is a better effect on students who were taught by Paper Airplane Game. The hypothesis implied that by using Paper Airplane as

teaching strategy give the positive effect on students' vocabulary.

Based on the teaching vocabulary by using Paper Airplane Game as the treatment of experimental group, the students were very enthusiastic and motivated in vocabulary activity than the students of control group who were taught vocabulary by using Lecturing. The students of experimental group also could predict the meaning of vocabulary used because the descriptions of the Paper Airplane Game used familiar words.

From the discussion above, it could be concluded that Paper Airplane Game was a helpful strategy for teaching vocabulary. It was proved by the result of this research that indicated the use of Paper Airplane Game had positive significant effect on the seventh grade students' vocabulary mastery of MTs Nurul Hikmah Bintoro.

Conclusion

Based on the data analysis of the post test result, hypothesis verification and discussion in the previous chapter, it can be known that there is significant difference vocabulary matery between students who taught by paper airplane game and students who are not taught by lecturing method. So, it can be concluded that there was a significant effect of using Paper Airplane Game of the seventh grade

students' vocabulary mastery at MTs Nurul Hikmah in 2018/2019 academic year.

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