

## ENHANCING STUDENTS’ VOCABULARY MASTERY THROUGH WORDS HUNTING GAME OF THE FIFTH GRADE; A CASE STUDY

Indah Majidah

[Indahmajidah95@gmail.com](mailto:Indahmajidah95@gmail.com)

Universitas Islam Darul ‘Ulum Lamongan

**Abstract.** In this study, the researcher used quasi-experimental and observe the fifth grade of MI AL-HUDA Sumberagung. As the population is all of fifth grade and the sample consist of 23 students. The data of this study are taken from test, questionnaire, and observation. For collecting data, the researcher gives pre-test, treatment and post-test. The writing tests consist of 20 test items. The result of the study proves that the hypothesis is accepted, it can be seen from the result of t-test 3.09 it is higher than t-table 2.81 at levels significance 0.01 with *d.f* 22. It means that there is significant differences between students who are teach before using *words hunting game* and after using *words hunting game* in increasing vocabulary mastery. The problem statements in this research are 1) the effectiveness of using *words hunting game* to increase the students’ vocabulary mastery at fifth grade of MI AL-HUDA Sumberagung in the academic year 2017/2018, and 2) the students’ response toward the using of *words hunting game* to increase the students’ vocabulary mastery at fifth grade of MI AL-HUDA Sumberagung in the academic year 2017/2018.

**Keywords:** vocabulary, hunting game, words, mastery

### INTRODUCTION

In this study, the writer has found two problems in teaching vocabulary at Fifth Grade of MI AL-HUDA Sumberagung Sukodadi Lamongan. First, the students’ vocabulary mastery in verb, adjective, adverb and noun. Second, they are lazy to memorize vocabulary and some of students get boring of that teaching process. Based on the problem observation, the writer tries to give solution for the teacher to implement an English teaching strategy which can motivate and give more opportunities for the students to active in English teaching process, it is the *words hunting game*. This strategy is designed to create students’ interests to learn with pleasant. In *words hunting game*, the game played with four or five players with use an object representing the players on the *words hunting game* board. The players hunting in the words. The players will mention some vocabularies when they stop at one of word in the board. And the players will find some instructions when they stop at the swath marked “?” or “!”. The writer hopes using the *words hunting game* in teaching vocabulary make the students motivated to reinforce their vocabulary that they have stirred in their brains.

There are many ways and problems in teach vocabulary and it is not possible for the writer to tell all more specific. The study applies the game technique especially *words hunting game* to increase the students’ vocabulary mastery at fifth grade of MI AL-HUDA Sumberagung Sukodadi Lamongan in academic year 2017/2018. This study focuses on the vocabulary (verb, adjective, adverb, and noun) which are related to the procedure text. The writer chooses procedure text, because it is the material that is learn by fifth grade of MI AL-HUDA Sumberagung Sukodadi Lamongan. When the writer researches in this class. It can ease the English teacher in teaching procedure text if the students’ vocabulary can increase.

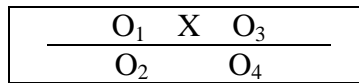
### RESEARCH METHODS

#### *Research Design*

This study takes the form experimental design because the writer has limit time to research at fifth grade of MI AL-HUDA Sumberagung Sukodadi Lamongan. According to Cohen (2007:282) the experimental design is divided into three kinds, they are pre experimental design, quasi experimental design, and true experimental design.

In this study, the writer used quasi experimental design because experimental group and control group are not choosen randomly, the writer gives pre-test to assign experimental

group and control group. According to Vanderstoep and Johnston (2009:37), a quasi experiment involves conducting an experiment, usually in a real life setting, without the benefit of random assignment of participant to conditions or other controls. The writer used design according to Cohen (2007:283) the design of control group pretest and post test. The design of experimental pre-test and post-test are as follows:



Notes :

- E = Experiment group
- K = Control group
- O<sub>1</sub> and O<sub>3</sub> = Pre-test
- O<sub>2</sub> and O<sub>4</sub> = Post-test
- X = Treatment
- = No treatment

**Population, Sample and Instruments**

The populations of this research is focused only in the fifth grade of MI AL-HUDA Sumberagung Sukodadi Lamongan in academic year 2017/2018, that consist of 23 students of population of the fourth grade students of MI AL-HUDA Sumberagung Sukodadi Lamongan. The samples are divided into two groups; 23 students (control group) and 23 students (experimental group).

The instruments used in this research are test, questionnaire, and observation. The first instrument is test. Test is a method of measuring a person’s ability, knowledge, or performance in a given domain (Brown, 2003:3). The test is given to answer the first statement of the problem. The writer used two tests, there are pre-test—is the first method of data gathering is used by the writer. The purpose of giving a pre-test is to know the students’ vocabularies mastery between experimental group and control group. The pre-test is given once. In this study, pre-test consists of 20 multiple choices, (enclosed). The post-test was given to the students to measure the result of treatment that given to experimental group. The post-test is given once. The first consists of 15 multiple choices and 5 tests about the students must find the word from the group that not belongs (enclosed).

The close-questionnaire was given to gather information from the students, after being taught by using *words hunting game* and answer the second statement of the problem. The questions consist of ten multiple-choice questions. In each question, there would be five possible options. The students had to choose one of them that represented their opinion.

**Technique of Data Analysis**

The writer tabulates the score of pre-test and post-test given to the students then determines the deviation (d) by counting post-test minus pre-test, and accounts all deviation from all subject. Then, the researcher determines the means of the difference between the pre-test and post-test (Md) by dividing all deviation by total numbers of subject. There are three steps in analysing the data as shown in table below:

*Table 1: The steps and formula used in analysing the data.*

|  |   |
|--|---|
| The deviation of every subject (xd) by counting deviation minus every subject’s deviation. | Xd = d – Md   |
| To compute the data writer used T-test formula   | $t = \frac{Md}{\sqrt{\frac{\sum xd^2}{N(N-1)}}}$ <p>Md : Means of deviation<br/>                 N : Number of students<br/>                 Xd : The different of deviation with</p> |

|   |   |
|---|---|
|   | mean deviation<br>$\Sigma xd^2$ : The sun of squared deviation  |
| To know the percentage describing the levels of students respons, the researcher used formula as follows: | $R = \frac{A}{N} \times 100$<br>A: Total score gained by the respondent<br>N: Number of respondent<br>R: Percentage of response |

The result wilbe calculated and categorized into soime interval as it is explained in the table 2.

Table 2: The result of calculation consuited to this interval

| No. | Interval of Response | Category  |
|-----|----------------------|-----------|
| 1   | 86 – 100 %           | Excellent |
| 2   | 71 – 85 %            | Good      |
| 3   | 61 – 70 %            | Fair      |
| 4   | 51 – 60 %            | Poor      |
| 5   | 0 – 50 %             | Very poor |

### FINDINGS AND DISCUSSION

The test was conducted on May, 2<sup>nd</sup> 2018 as pre-test and May, 3<sup>rd</sup> 2018 as post-test to fifth grade of MI AL-HUDA Sumberagung Sukodadi Lamongan in academic year 2017/2018. The treatment was conducted on May, 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> 2018 and the result is

#### Analyzing the Pre-test and Post-test

Table 3: The Result of Pre-test and Post-test

| No           | Name       | Pre-test          | Post-test         |
|--------------|------------|-------------------|-------------------|
| 1            | Student 1  | 70                | 80                |
| 2            | Student 2  | 60                | 70                |
| 3            | Student 3  | 70                | 85                |
| 4            | Student 4  | 70                | 75                |
| 5            | Student 5  | 80                | 80                |
| 6            | Student 6  | 80                | 80                |
| 7            | Student 7  | 85                | 75                |
| 8            | Student 8  | 75                | 80                |
| 9            | Student 9  | 65                | 75                |
| 0            | Student 10 | 60                | 5                 |
| 11           | Student 11 | 70                | 60                |
| 12           | Student 12 | 70                | 65                |
| 13           | Student 13 | 60                | 70                |
| 14           | Student 14 | 70                | 65                |
| 15           | Student 15 | 65                | 75                |
| 16           | Student 16 | 70                | 80                |
| 17           | Student 17 | 60                | 65                |
| 18           | Student 18 | 60                | 70                |
| 19           | Student 19 | 80                | 80                |
| 20           | Student 20 | 75                | 90                |
| 21           | Student 21 | 50                | 70                |
| 22           | Student 22 | 65                | 75                |
| 23           | Student 23 | 75                | 80                |
| <b>Total</b> |            | <b>1660</b>       | <b>1740</b>       |
| <b>Mean</b>  |            | <b>X = 72,174</b> | <b>Y = 75,652</b> |

$$\begin{aligned}
 (\text{Mean}) X &= \frac{\Sigma X}{N} \\
 &= \frac{1660}{23} \\
 &= 72,174
 \end{aligned}$$

$$\begin{aligned}
 (\text{Mean}) Y &= \frac{\Sigma Y}{N} \\
 &= \frac{1740}{23} \\
 &= 75,652
 \end{aligned}$$

This table shows that the mean of the pre-test is 72,174 and the mean of post-test is 75,652. Mean of post-test is higher than pre-test it means that there is an influence treatment toward the students’ score.

Table 4: T-test Calculating

| No.          | Name       | Pre-test         | Post-test         | d          | Xd<br>(d – Md) | X <sup>2</sup><br>(Xd) <sup>2</sup> |
|--------------|------------|------------------|-------------------|------------|----------------|-------------------------------------|
| 1            | Student 1  | 70               | 80                | 10         | 5              | 25                                  |
| 2            | Student 2  | 60               | 70                | 10         | 5              | 25                                  |
| 3            | Student 3  | 70               | 85                | 15         | 10             | 100                                 |
| 4            | Student 4  | 70               | 75                | 5          | 0              | 0                                   |
| 5            | Student 5  | 80               | 80                | 0          | -5             | 25                                  |
| 6            | Student 6  | 80               | 80                | 0          | -5             | 25                                  |
| 7            | Student 7  | 85               | 75                | -10        | -15            | 25                                  |
| 8            | Student 8  | 75               | 80                | 5          | 0              | 0                                   |
| 9            | Student 9  | 65               | 75                | 10         | 5              | 25                                  |
| 10           | Student 10 | 60               | 65                | 5          | 0              | 0                                   |
| 11           | Student 11 | 70               | 60                | -10        | -15            | 25                                  |
| 12           | Student 12 | 70               | 65                | -5         | -10            | 100                                 |
| 13           | Student 13 | 60               | 70                | 10         | 5              | 25                                  |
| 14           | Student 14 | 70               | 65                | -5         | -10            | 100                                 |
| 15           | Student 15 | 65               | 75                | 5          | 0              | 0                                   |
| 16           | Student 16 | 70               | 80                | 10         | 5              | 25                                  |
| 17           | Student 17 | 60               | 65                | 5          | 0              | 0                                   |
| 18           | Student 18 | 60               | 70                | 10         | 5              | 25                                  |
| 19           | Student 19 | 80               | 80                | 0          | -5             | 25                                  |
| 20           | Student 20 | 75               | 90                | 15         | 10             | 100                                 |
| 21           | Student 21 | 50               | 70                | 20         | 15             | 25                                  |
| 22           | Student 22 | 65               | 75                | 10         | 5              | 25                                  |
| 23           | Student 23 | 75               | 80                | 5          | 0              | 0                                   |
| <b>Total</b> |            | <b>1660</b>      | <b>1740</b>       | <b>115</b> | 5              | 1325                                |
| <b>Mean</b>  |            | <b>X = 72,74</b> | <b>Y = 75,652</b> |            |                |                                     |

From the calculating of the table above, it can be concluded:

$$Md = \frac{\sum d}{N}$$

$$= \frac{115}{23}$$

$$= 5$$

$$X = \frac{\sum X}{N}$$

$$= \frac{1660}{23}$$

$$= 72,174$$

$$Y = \frac{\sum Y}{N}$$

$$= \frac{1740}{23}$$

$$= 75,652$$

$$d.f = N - 1$$

$$= 23 - 1$$

$$= 22$$

After doing the challenge above, then it is put into T-test formula:

$$t = \frac{Md}{\sqrt{\frac{\sum X^2}{N(N-1)}}}$$

$$= \frac{5}{\sqrt{\frac{1325}{23(23-1)}}}$$

$$= \frac{5}{\sqrt{\frac{1325}{23(22)}}}$$

$$t = \frac{5}{\sqrt{\frac{1325}{506}}}$$

$$t = \frac{5}{\sqrt{2,618}}$$

$$t = \frac{5}{1,618}$$

$$t = 3,09$$

Table 5: The Result of the Pre-test and Post-test Calculation

| d.f                      | T-value | T-table | Explanation   |
|--------------------------|---------|---------|---|
| ( N – 1 )<br>23 – 1 = 22 | 3,09    | 2,81    | The result shows that the t-value is higher than t-table. It means that the hypothesis is accepted. |

This chapter shows that the t-value is higher than t-table. There is a difference between students before being taught by using *words Hunting Game* after using *words Hunting Game*. It means that the hypothesis is accepted. Based on the result of the research, it is revealed that *words hunting game* can be affective. The students are very interested to learn English by using *words hunting game*, the researcher can conclude from the result list, that the *words hunting game* can attract the students to learn English. From the checklist, it is explained the students active in learning in the process of teaching and learning. They ask and answer each other with their friends, and their also answer the teacher question. They can understand the materials used, and the material increase students' vocabulary mastery and can motivate students' to learn English vocabulary.

The result of calculation show the result of t-test; 3,09 was higher than t-table; 2,81. It means that there is effective or significant, therefore the hypothesis is accepted. The result of pre-test and post-test was different and it is influenced by treatment.

From the statement above, it is find that there is significant effect of using *words hunting game* to learning English vocabulary. *Words hunting game* to as an examples can increasing students' ability in vocabulary at the fifth grade of MI AL-HUDA Sumberagung Sukodadi Lamongan in the academic year 2017/2018. Based on the result of questionnaire, the students like the *words hunting game* because this game can help them to translate and increase their vocabulary, because they feel helped and more spirit study English vocabulary by using *words hunting game*. The result of observation, the students very interested to study English by using *words hunting game*.

The researcher conclude from the result list, that *words hunting game* can attract the students to study English, from the checklist is explained the students active in learning in the process of teaching and learning. They ask and answer each other with their friends, and their also answer the teacher question. They can understand the materials used, and the material very useful for students. The students like and they feel happy when they study English with this game, so *words hunting game* is able to increase students' vocabulary mastery and can motivate students' to learn English vocabulary.

## CONCLUSION

Based on the analysis of the data, documents and observation, the writer can conclude that 1) the use of *words hunting game* in teaching vocabulary is affective. It can be seen from the result of t-test 3,09 it is higher than t-table 2,18. It means that there is effectiveness or significant value, therefore the hypothesis is accepted. 2) The use of *words hunting game* can

be effective for teaching English vocabulary. It can be seen from the result of questionnaire and observation, the students like the *words hunting game* because this game can help them to translate and increase their vocabulary, because they feel helped and more spirit study English vocabulary by using *words hunting game*.

## REFERENCES

- Al-Dersi, Zamzam Emhemmad Mari, 2013. *The Use of Short-Stories for an Developing vocabulary of ELF Learners*. International Referred & Index Journal of English Language & Translation Studies, ([www.eltjournal.org](http://www.eltjournal.org)), accessed Marc 30<sup>th</sup> 2018, 21.20 p.m.
- Arikunto, Suharsimi. 2010. *Prosedure Penelitian*. Jakarta: Rineka Cipta.
- Arikunto, Suharsimi. 2008. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Bintz, William P. 2011. *Teaching Vocabulary Across the Curriculum*. ([www.stclair.k12.il.us/.../Teaching%20Vocabulary%20Across%20the%20](http://www.stclair.k12.il.us/.../Teaching%20Vocabulary%20Across%20the%20)), accessed at Apr 5<sup>th</sup> 2018, 20.30 p.m.
- Cahyono, Bambang Yudi, & Utami Widiati. 2011. *The Teaching of English as a Foreign Language in Indonesia*. Malang: State University of Malang.
- Campillo, Lopez R. Teaching Learning Vocabulary, (<http://dialnet.unirioja.es/descarga/articula/2282507.pdf>), accessed at Apr 5<sup>th</sup> 2018, 21.04 p.m.
- Cohen, Louis., Lawrence Manion, & Keith Morrison. 2007. *Research Methods in Education*. USA & Canada: Taylor & France e-Library.
- Chapelle, Carrol A., & Susan Hunston. 2000. *Learning Vocabulary in Another Language*. Nation: Cambridge University Press.
- Cynthia, & Drew J. Teach English. ([ebookpdf.biz/ebook/q/pdf/teach-English.html](http://ebookpdf.biz/ebook/q/pdf/teach-English.html)) accessed at Apr 6<sup>th</sup> 2018 01.30 a.m.
- Hackman, Sue. 2008. *Teaching Effective Vocabulary*. Nottingham: the Department for Children, School and Families.
- Sugiyono, 2015. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, cv.
- Kasiram, 2008. *Metodologi Penelitian Kualitatif-Kuantitatif*. Malang: UIN Malang Press.
- Raphael, Taffy E. 2001. *Vocabulary Teaching and Learning*. Chicago: Mc Graw Hill Wright Group.
- Richard, Jack C., & Willy A. Renandya. 2002. *Methodology in Language Teaching*. New York: Cambridge University Press.
- Salen, Katie & Eric. 2004. *Rules of Play: Game Design Fundamentals*. The MIT Press.
- Schaw, Chris F. 2012. Quasi-Experimental Design ([http://www.uk.sagepub.com/upm-data/46877/Breakwell\\_Ch04.pdf](http://www.uk.sagepub.com/upm-data/46877/Breakwell_Ch04.pdf)) accessed at Apr 7<sup>th</sup> 2018, 22.24 p.m.
- Schmitt, Norbert. 2000. *Vocabulary in Language Teaching*. Cambridge: The Press Syndicate of the University of Cambridge.
- Vanderstoep, Scott W., & Deirdre D. Johnston. 2009. *Research Methods for Everyday Life*. San Francisco: Jossey-Bass.