

Teaching Vocabulary through English Word Games

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Abstract: *There were some problems faced by students in learning English. The students' vocabulary mastery need to be improved. The students got difficulties in mastering vocabulary. They found difficulties in using the words in sentences. The students also found difficulties in pronouncing English words. Then the teacher has never used English Words Game in teaching vocabulary. The objectives of this research were to know and describe the influence of English Words Game towards students' vocabulary mastery. To know and describe whether the average score of students' vocabulary mastery which is taught through English Words Game is higher than which is taught through conventional technique.*

This research was conducted by using Experimental Method. The populations of the research are 302 students in 9 classes. The samples of this research were 2 classes. The writer used cluster random sampling technique in taking the sample. For the data collecting technique, the writer used objective test to get the students' vocabulary mastery, which is multiple-choice test consisting of 40 items with 4 options, in data analysis the writer used independent sample T-test which the control and experiment group have the capability in pretest that level of probability 0.688 means that both of the group are compared appropriately. However, in the posttest they have significant different score, whereas the experimental group has done much better than conventional group. Even though, both of English word game and conventional technique are able to promote students Vocabulary improvement.

Keywords: *English word game; Vocabulary; Technique)*

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I. Introduction

English is an international language. Almost all countries have adapted English used as a compulsory subject at schools. The national education has decided that English as a foreign language taught in Indonesian schools. It is learned started from primary schools up to university. People realize that teaching English at this level becomes very important and need much concern. As an English teacher, he or she demands to explore effective techniques, method, and approaches. The students have to master the four basic language skills. They are listening, speaking, reading, and writing. Beside such basic skill, the student has to master some vocabularies as well as possible.

Vocabulary is one important aspect in learning a foreign language. With a limited vocabulary anyone will also has a limited understanding in terms of speaking, reading, listening, and writing. It is true that it might be impossible to learn a language without mastering vocabulary. Vocabulary is one of the problems confronted by English language learners. Because of the limited vocabulary, the learners cannot communicate to others clearly. Sometimes it is difficult to group the idea transmitted to them. The acquisition of a large number of vocabularies can help the students read, speak, listen, and write. A good vocabulary and ability to use words correctly and effectively can help the students make school work easier and more rewarding, and also many tests that they take in school include vocabulary questions. The more vocabularies they know the better their chance to do well on an English test.

Many teachers teach and use the same techniques and teach on long explanation text book. It makes students falling asleep and makes the situation of lesson boring, so that it makes English as a boring subject. Teaching vocabulary needs a good technique. A good technique can increase students' attention and students come into the lesson without they know aware that they are studying. In this research the writer is imply the game as one of interesting, the technique that can increase the students' vocabulary.

There are many games that can be used by the English teacher to teach vocabulary. One of the games is English Words Game. English Words Game is a interesting game to teach vocabulary. In this game, the students are provided some letters, and the students are asked to write a word startes by the letter itself.

Vocabulary mastery is the ability to master the total number of word with those statements, indeed, vocabulary is very fundamental for anyone who wants to speak or produce any utterance or at least for reading and listening. Vocabulary is an important factor in using language.

Based on the writer's preliminary research of SMP Negeri 25 Bandar Lampung, the writer found that there were some problems faced by students in learning English. The students' vocabulary mastery need to be

improved. The students got difficulties in mastering vocabulary. They found difficulties in using the words in sentences. The students also found difficulties in pronouncing English words. The writer also found that the teacher has never used English Words Game in teaching vocabulary.

Based on the problem above, to improve the students' vocabulary mastery, the writer applied English Words Game in teaching vocabulary. So, the writer proposed a research entitled "Teaching Vocabulary through English Word Game at the Seventh Class of SMP Negeri 25 Bandar Lampung"

Based on the background of problem, the writer identified the problem as follows:

1. The students' vocabulary mastery need to be improved.
2. The students get difficulties in mastering vocabulary.
3. The students get difficulties in using the words in sentences.
4. The students find difficulties in pronouncing English words.
5. The teacher has never used English Words Game in teaching vocabulary.

Based on the identification of problem and limitation of the problem above, the writer formulated the problem as follows:

1. Is there any significant difference pretest score of control group which utilizes conventional technique and experimental group which utilizes English word game?
2. Is there any significant difference pretest score of control group which utilizes conventional technique and experimental group which utilizes English word game for Vocabulary?

There are several of objective and use of this research, the first one is To know and describe the influence of English Words Game towards students' vocabulary mastery, the second is To know and describe whether the average score of students' vocabulary mastery which is taught through English Words Game is higher than which is taught through conventional technique, the third is To give information to the English teacher about the influence of English Words Game toward students' vocabulary mastery, the last is To motivate the students in learning English, especially in learning vocabulary and to give information for the further research with certain interests.

II. Material And Methods

In conducting the research, the writer used experimental method. It means that, the writer applied English Words Game to increase students' vocabulary mastery. In this case, the writer used two classes. The first class was an experimental class that was taught by using English Words Game and the second class is the control class that is taught by using the conventional technique.

The population was the total students at the Seventh class of SMP Negeri 25 Bandar Lampung consisting of 302 students in 9 classes. The samples of this research were two classes, the first class as the experimental class and the second class as the control class. In conducting the research, the writer used cluster random sampling technique because the students' achievements was homogeneous. To know the students' vocabulary mastery, the writer used vocabulary test. The kind of the test was multiple choice which consists of 40 items and each item consisted of four options (a, b, c, and d) and the score for each option was 2.5. The highest score was 100 and the lowest score was 0. The test item was said valid if they could investigate the data correctly. To know the validity of the test, the writer used content and constructs validity. It means that the test was designed based on the content curriculum that has been taught by the teacher and the theories of teaching English as a foreign language.

The procedure of English Words Game proposes by Agoestyowati (2010:15) are as follow:

1. In pairs or small group or even it can individual, the students think of as many as English words as they know in five minutes.
2. Write up all of the words they know on the board (The words from A to Z), and it is exactly done in 5 minutes.
3. Alternatively, do the activity as a competition and see which student has the most words.
4. It can be seen like this:

Topic <i>(Any English Words)</i>	STUDENT 1	STUDENTS 2	STUDENT 3
A	Ant	Ape	Animal
B	Big	Bear	But
C	Calender	Chat	Come
D	Duck	Delete	Do
E	Eleven	Elephant	Egg
F	Five	Fit	Fear
G	Go	Get	Goat
H	Hen	Hand	Horrible
I	Ideal	Ill	Ink
J	Jealous	Job	Jam

K	Kid	Kiss	Key
L	Less	Light	Lamp
M	Man	Made	Mine
N	Near	Net	Night
O	Occupation	Onion	Orange
P	Peace	Pass	Pet
Q	Queue	Q	Queen
R	Rabbit	R	Rabbit
S	Slum	S	Shut
T	Tear	T	T
U	Uniform	U	U
V	Veil	V	V
W	Warrior	W	W
X	X-ray	X	X
Y	Yet	Y	Y
Z	Zebra	Z	Z

III. Result and Discussion

The table of statistical Packages for Social Sciences (SPSS) version 23 will have shown the result about students of Vocabulary mastery in each group (control and experimental group)

**Table 1: Descriptive summary for pretest
Group Statistics**

Control And Experiment		N	Mean	Std. Deviation	Std. Error Mean
Pretest Vocab	Control Class	35	59.0000	2.36394	.39958
	Experiment Class	35	59.2857	3.46046	.58492

**Table 2: Independent samples test for pretest of control and experiment group
Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
PRETEST VOCAB	Equal variances assumed	3.940	.051	-.403	68	.688	-.28571	.70838	-1.69926	1.12783
	Equal variances not assumed			-.403	60.058	.688	-.28571	.70838	-1.70265	1.13123

Based on Tables 1 and 2, the p-value from the Levene's test for equality of variances is 0.688. This means that equality of variances can be assumed where Pretest scores can be said to be similar. It can be concluded from the results above that the subjects shared the same level of vocabulary. Thus, the two groups were deemed comparable prior to treatment.

**Table 3 : Descriptive Summary for pretest
Group Statistics**

Control And Experiment		N	Mean	Std. Deviation	Std. Error Mean
Posttest Vocabulary	Control	35	65.1429	.84515	.14286
	Experiment	35	73.1429	3.65532	.61786

**Table 4 : Independent samples test for pretest of control and experiment group
Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper

CONTROL AND EXP POSTTEST	Equal variances assumed	78.078	.000	-12.615	68	.000	-8.00000	.63416	-9.26545	-6.73455
	Equal variances not assumed			-12.615	37.625	.000	-8.00000	.63416	-9.28421	-6.71579

Regarding to the table 3 and 4, it had showed the evidence that there was significant different score between the posttest of control and experiment, whereas the P-value was 0.000 that means the score of control and experiment group to be compared significantly. Whereas, the experimental group which implemented English word game for the improvement of students vocabulary mastery had done much better than the conventional method which the mean for the experiment from pretest 59,2 so in the posttest 73.1 while for the control group in the pretest 59 so in the posttest 65,1 meaning that both of the techniques in the control and experimental group could promote students vocabulary improvement, But, the group with English word game has done much better to promote the improvement of students' Vocabularies. Because of the students are enjoy learning by English Word game and the game has many benefit toward language learning. It offers students a fun-filled and relaxing learning atmosphere. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way (Uberman,1998). While playing games, the learners' attention is on the message, not on the language. Rather than paying attention to the correctness of linguistic forms, most participants will do all they can to win. Games are also motivating since they are amusing and at the same time challenging. It introduces an element of competition into language-building activities. This provides valuable stimulus to a purposeful use of language (Prasad, 2003).

As matter of fact, Vocabulary is the basic knowledge in learning language and has important role in communication. Vocabulary can help the students in speaking, learning, writing, listening, and reading. By having enough vocabulary there is no difficulty in comprehending and impressing ideas in speaking and writing. Learning language cannot be separated from learning its vocabulary as a part of language. Vocabulary is very important element language, and vocabulary is one of language components and it is a basic element. Language consists of some elements such as sound, structure and vocabulary. In order to support this finding, the researcher provided several examples of English word game for students to improve their own vocabularies.

IV. Conclusion

Based on the result and discussion above it can be concluded that both of English word game and conventional technique are effective to promote the students' Vocabulary improvement. However, English word game had been more effective than conventional technique to promote students' vocabulary improvement because by English word game, the students enjoyed and relaxed in the process of learning not only that but also English word game is motivating for the students since they are amusing and at the same time challenging. It introduces an element of competition into language-building activities.

And the suggestion for further researcher is the researcher have to modify or design the English word game technique, it can be produce not only a word but also the sentence, on my research the technique just produce a free word, i think it's better to produce contextual word on sentences.

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