THE INFLUENCE OF WORD WEBS GAME TOWARDS STUDENTS' VOCABULARY MASTERY AT THE SECOND SEMESTER OF THE EIGHTH CLASS OF SMP DHARMAPALA BANDAR LAMPUNG

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ABSTRACT

Vocabulary is entirely important to be learns. In order that the students can express their minds, make sentences, interact and also catch the meaning from the context. This research applied *Word Webs Game* in teaching vocabulary. This research analyzed the result of application of the technique in order to know the influence of *Word Webs game*.

The number all population in this research are 161 students. It used an experimental method in this research. It took two classes as the sample. The sample is taken by using Cluster Random Sampling Technique. The form of the test is objective test that is multiple choice that consist of 50 items of vocabulary test.

Before conducting the research, it is assumed that the students had the same characteristics, qualities and also status. The result of the research showed that there was positive influence of *Word Webs Game* towards students' vocabulary mastery at the second semester at SMP Dharmapala Bandar Lampung in 2012/2013. It is shown from the distribution list df = 40 obtained the t_{test} 3.24 and t_{tab} for α = 5 % or 2.00, α = 1 % or 0.01 = 2.66, so the result is 2.00 < 3.24 > 2.66. So, Ho is accepted and ha is rejected.

The Average score of post test in experiment class was 68.75, while the average score of post test in control class was 57.67. It is indicated that the average score of post test in experiment class was higher than the average score of post test in control class. So, it can be concluded that there was positive influence in of *Word Webs game* towards students' vocabulary mastery.

Key Words: Influence, Word Web Game, Vocabulay Mastery.

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INTRODUCTION

Language is a means to communicate in our daily life, without language we can not communicate with other people. According to Finnocchiaro (in Brown 1994:4) "Language is a system of arbitrary, vocal symbol which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact". Every country has its own language, like Indonesian. Indonesian become a national language that is used by Indonesian people beside their regional language. Beside that, Indonesian people also use English as a foreign language to communicate in daily life. English becomes International language that is used by people in the world, so that there are many information written in English such as technology, science, business and moreover.

In Indonesia, English becomes the compulsory subject that should be learned by students. In learning English, students should learn four skills and three elements of English. The four skills are namely listening, speaking, reading, and writing, while the three components are vocabulary, grammar, phonology. They have related to each other. One of the important elements in English is vocabulary. It is expected that if the students have acquired a large number of vocabularies, they will be success in learning language. Thornbury (2002:14) states that " … Vocabulary acquisition is the largest and most important task facing the language learner … ". It means that vocabulary is one of the most important part in learning language. Students most have a good vocabulary to learn about language deeply. Vocabulary also gives the target act than the others component of language, so to learn well about a language, students should master vocabulary of a language first. By having enough vocabulary students may know the content and the meaning of sentences easily and also they will have a good ability of the others components of language. For acquiring a good vocabulary in learning English, the teacher should have a good technique in learning activity. The techniques should be considered to the needs of the students. It means that the teachers have to select which one of the techniques that is good for students to increase their English vocabulary.

Based on the preliminary research at SMP DHARMAPALA Bandar Lampung, it is found that the students find difficulties in learning and mastering English Vocabulary. The students' English vocabulary mastery need to be improved because they have limited English vocabulary. It is also found that the English teacher has never used Word Webs Game in teaching English vocabulary, namely game that will be used as an independent variable in this research.

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Based on the problem above, it is known that there are many techniques in teaching English vocabulary. In this case, the teachers should be able to find the most appropriate technique in teaching English vocabulary in order to increase their student English vocabulary. Word Webs game is one of the good techniques in teaching vocabulary. In Word Webs game, the students will be able to remember the English words well. Andrew Wright, et al (2006:102-103) states that Word webs game is a game centering on a topic, shown by a word or short phrase. The webs of associated can be general association or personal association. It means that the students do not to identify the topic on their word webs but the students should try to identify the topic of each webs. By using Word Webs game the students are more interested in learning English vocabulary. The students can increase their English vocabulary and enjoy the learning English process then finally they will have a good English vocabulary mastery after learning through Word Webs Game. The problem in this research can be formulated as follows:

1. How is the average score of students   vocabulary mastery who learn vocabulary through word webs game?
2. How is the influence of word webs game toward students' vocabulary mastery?

The Objectives of the research are:

1. To know and describe whether the average score of students vocabulary mastery who learn using word webs game is higher than those who are learn vocabulary by using word list.
2. To know and describe the influence of using word webs game toward the students' vocabulary mastery.

The research may have some benefits as follows:

1. To give information to the English teachers about the influence of using Word Webs games toward students' vocabulary mastery.
2. To motivate the students in learning vocabulary.

METHOD

This research used experimental method. It took two classes, the first class was experiment class which is taught by using Word Webs Game and the other class was control class which is taught by using words list at same level and the research focused on vocabulary mastery. Then the result of the test both classes was compared to know whether there was influence about teaching vocabulary by using Word Webs Game towards students' vocabulary mastery.

The population of this research was the students at the second semester of the eighth class of SMP Dharmapala Bandar Lampung in 2012/2013. The number of students at the eighth class are 161 students of four classes. In conducting the sample of the research, it used cluster random sampling technique because the average score of each classes are homogenous.

To know the students' vocabulary mastery, this reseach used objective test that was multiple choice test. The test consists of 50 items test, each item consists of four options A, B, C, and D. The score is 2 of each item tests for true and 0 for wrong. The highest score is 100 and the lowest score is 0. The supporting techniques in collecting the data thay are used in this research are observation, interview and documentation to know the condition of the students and the teacher in completing the data.

Hypothesis test is used to prove whether they are accepted or not. The formula of ttest as follows:

$$t_{test} = \frac{\bar{X}_1 - \bar{X}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Notes:

1	= Mean of experimental class
2	= Mean of control class
n1	= The total students from experimental class
n2	= The total students from the control class
S1	= The standard deviation from experimental class
S2	= The standard deviation from control class
S	= The combination standard deviation (Sudjana, 2005:239)

The Testing of the Equality of the Average Score

$H_0 1: \mu_1 = \mu_2$ (There is no influence of Word Webs Game towards students'
vocabulary mastery at the second semester of the eighth class
at SMP Dharmapala Bandar Lampung).

$H_a 1: \mu_1 \neq \mu_2$ (There is influence of Word Webs Game towards students'
vocabulary mastery at the second semester of the eighth class
at SMP Dharmapala Bandar Lampung)

The criteria is accepted if Ha1 if tcal >ttab at significant level 5% and 1%.
The Testing of the Difference of Two Average

$H_0 2: \mu_1 < \mu_2$ (The average score of students' vocabulary mastery who learn by using Word Webs Game is difference than those who learn by using Words List at the second semester of the eighth class at SMP Dharmapala Bandar Lampung in 2012/2013)

$H_a 2: \mu_1 > \mu_2$ (The average score of students' vocabulary mastery learn by using Word Webs Game is higher than learn using Words List at the second semester of the eighth class at SMP Dharmapala Bandar Lampung in 2012/2013)

The alternative hypothesis (Ha) is accepted on this research. The criteria is accepted is Ha1 if tcal > ttab at significant level 5% and 1%.

THE RESEARCH REPORT

Based on the calculation of data analysis and testing of hypothesis, it is got that t-test= 3.24 which means that it is located in the critical are rejecting Ho and t-table = 2.00 and 2.66 that is why Ho is rejected and consequently Ha is accepted. It means that teaching vocabulary by using Word Webs Game can improve students' vocabulary mastery and this technique has positive influence.

Generally, vocabulary is one of important item in learning English. Vocabulary consists of words that should be mastered by the students. Word Webs game is one technique students' to get new words in learning and teaching vocabulary. To know the influence of word webs game towards students' vocabulary mastery, the writer gave vocabulary test consisted of 50 items test to the students. The result of the test was counted by Product Moment formula to know the level of influence.

Based on the result of the test, it is found that the average score of post test in experiment class was 68.75 while the average score of post test in control class was 57.67. It means that the average score of post test in experiment class is higher than average score of post test in control class. The total number of the students who got the low score was about 14 students because they didn't pay attention to the question and they got the difficulties in remember the vocabulary.the solution of this problem the students need carefully to answer the question and memorized the vocabulary seriously. In this case the writer assumed word webs game can influence the students' vocabulary mastery. Word webs game is one of the alternative techniques in teaching vocabulary. It is effectives in helping the students in mastering vocabulary mastery.

CONCLUSION

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Based on the result of the data analysis and the computation which used the formula t-test in chapter IV, the result of analysis the data is significant, which is t-ratio > t-table. From the data analysis data, there are some conclusion as follows:

1. The average score of students' vocabulary mastery who learn vocabulary through word webs game is higher than those who are learn vocabulary by using words list. The average score of post-test in experiment class is 68.75 which higher than average score of post test in control class using words list is 57.67.
2. There is a significant influence of word webs game towards the students' vocabulary mastery. Word Webs Game gave a good effect to improve students' vocabulary mastery.

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Biodata Penulis:

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