

THE EFFECT OF USING WORD FAMILY GAME ON THE VOCABULARY MASTERY OF THE FIFTH GRADE STUDENTS

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Abstract

This study aimed at investigating the effect of using word family game committed by the fifth grade student in SD Negeri 1 Astina in mastering the English vocabulary. This study was True-Experimental with post-test only control group design. The population was 59 students of the fifth grade and the sample was selected by using cluster random sampling. The sample of this research study was 22 students in 5A as an Experimental Group while 22 students in 5B as a Control Group. The experimental group was taught by using Word Family Game and control group was taught without using Word Family Game. The data was analyzed descriptively and inferentially through SPSS 16.0 Program. Descriptively, the students in experimental group were achieved better than the students in control group. It was proven by the result of the mean score of the experimental group was 90.45, while the mean score of control group was 83.18. The result of the t-test also showed that the score of the (tobs) was 3.393 which the score of (tcv) was 1.682 which based on the degree of freedom was 42. It showed that the (tobs) > (tcv), where: $3.393 > 1.682$. It could be concluded that the word family game had a significant effect on the students' vocabulary mastery rather than using conventional teaching.

Keywords: Word Family Game, Vocabulary Mastery

INTRODUCTION

Vocabulary mastery is very influential to English learners in their efforts to learn the language. It can be considered as the basic for being able to communicate through spoken and written interaction. Without sufficient vocabulary, the learner cannot understand a reading text or produce a writing text and also cannot either comprehend a speech or produce an utterance. According to Rojananak and Vitayapirak (2015:01) since vocabulary learning is part of language learning and teaching, it is also worth mentioning in the present study that strategies should be indispensable parts of vocabulary learning and teaching.

Teaching vocabulary is not an easy work. Teacher should find the best or the effective technique to teach English vocabulary. According to Dewi (2013:1) in real teaching and learning process, vocabulary is still being a problem for both of teacher and the students. It means before the teacher going to teach the

students in mastering English vocabulary, the teacher should be knowledgeable or master in English vocabulary first. Many students fail in learning English because they have less English Vocabulary.

Teaching English in a fun and interesting way is one of an appropriate way to teach the students at primary level. In some of elementary school in Indonesia have not teach yet about the important of learning English language to the students. It shows that the students in preliminary level are still lack of the knowledge of an English language especially in mastering the vocabulary. Media as teaching aids are needed to help students' understanding and to increase the effectiveness in the communication between teacher and students in teaching and learning process. It is also used to stimulate the students' motivation and students' interest to the lesson.

One of the beneficial media in improving students' mastery of vocabulary is the words

family. By applying words family game hopefully could help the students in remembering the vocabulary without feeling that they are very serious in studying. Through the habit such as looking the words technique, indirectly they remember the vocabulary. Actually, word which is used by the students is always the same word around their conversation of their daily activities which consist of noun, verb, adjective and adverb. The teacher only has to improve student's vocabulary by suitable Game such as Words Family Game.

The writer chooses Word Family game because empirically, in some of Indonesian schools have not been applied yet a Word Family Game especially in Bali. Furthermore, the writer wants to investigate whether or not it has significant effect on students' vocabulary mastery. Besides, Word Family Game already applied in other areas by some of researcher and it shows that this game give an impact on students' vocabulary mastery. Therefore, the writer will apply this game in one of school in Bali named SD Negeri 1 Astina.

SD Negeri 1 Astina is located at Gajah Mada Street number 37, Buleleng Sub-District. Based on the preliminary observation conducted by the writer found that the number of the students at SDNegeri1 Asrina of fifth Grade student is 54 and consist of 2 classes they are 5A and 5B class. Based on the interview with one of English teacher in that school stated that, she found some difficulties in teaching English, due to English as a foreign language makes the students in this school difficult to learn a new language, where their mother tongue is Bahasa.

Based on the aforementioned statement, Word Family Game will be tried out whether or not it has significant effect of using words family Game on Students' Vocabulary Mastery. Considering with the previous research conducted by Fak iyah (2015) shows that Word Family Game can help the students to improve their vocabulary mastery. As the result, the writer will conduct a research about this study in SD Negeri 1 Astina, where the Word Family Game as an independent variable is to measure the students'

Vocabulary Mastery and Vocabulary Mastery is the dependent variable that will be measured as the result in applying the independent variable. The population of this study is students in the fifth grade and the researcher will choose 2 classes which are chosen by Cluster randomly sampling from the total number of students in fifth grade is 59 and contained of 2 classes; those are 5A and 5B.

LITERATURE REVIEW

Cognitive Learning Theory

Cognitive theories focus on the conceptualization of students' learning processes and address the issues of how information is received, organized, stored, and retrieved by the mind. According to Ertmer and Newby (2013:51) learning is concerned not so much with what learners do but with what they know and how they come to acquire it.

Teaching English in Primary Stage

In this globalization era, learning English in the early stage is the way of new language acquisition especially English as a foreign language in Indonesia. According to Nilawati (2008: 12) students in Indonesia are expected to posses of four skills such as reading, listening, speaking and writing skill using selected topics related to their environmental needs.

Notion of vocabulary

According to Fauziati (2005: 155) vocabulary is central to language and of critical importance to typical language learner, without a sufficient vocabulary, someone cannot communicate effectively or expresses his ideas in both oral and written form. Having a limited vocabulary is also a barrier that precludes learners from learning a foreign language. Thornbury stated in Astutik (2015: 28) if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar but you can say almost anything with words. It shows that

vocabulary become an important part in English.

Kinds of Vocabulary

According to Kamil and Hiebert in Iyah (2015: 30) there are two kinds of vocabulary, they are productive and receptive vocabulary: first is Productive vocabulary which means the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. According to Alqahtani (2015:25) productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time.

The second one is Receptive vocabulary means that set of words for which an individual can assign meanings when listening or reading. According to Alqahtani (2015:25) receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce.

Aspect of Vocabulary

Actually according to Thornbury in Iyah (2015: 23) there are many ways that will help students to expand their vocabulary and proficiency, are as follow:

There are some Word classes; the first one is Nouns, Noun is a word or group of words that is the name of a person, place, a thing or activity or a quality or idea. Harmer in Iyah (2015: 23) stated about nouns can be used as the subject or object of a verb, and then Verbs is a word or group of words which is used in describing an action, experience or state. The third one is Adjective, Adjective is a word that gives more information about a noun or pronoun. The last of word classes which focused on this study was Adverb, Adverb is a word or group of words that describes or adds to the meaning of a verb, adjectives, or whole sentences.

Teaching Vocabulary

Teaching vocabulary as a foreign language is not as easy as teaching mother language, because vocabulary is the basic

material to master the four language skills that is speaking, reading, writing and listening, without understanding the new words the students will get the difficulties to study English language. According to Anil (2011: 46) many of a student thinks that knowing English and speaking English are meant for the elite group or 'English medium' students.

According to Thornbury in Iyah (2015: 29) the once problem in teaching vocabulary is the students feel easily forget the new word have just learned, because English is a foreign language in our country, and learning process, so students have the some problems in remembering the new words.

Principle of Teaching Vocabulary

Learners see vocabulary as being a very important part of language learning and one of the difficulties in planning the vocabulary component of a course is making sure that it does not overwhelm other essential parts of the course. While according to Nation in Iyah (2015: 30) there are three principle of teaching vocabulary, these principles are as follow:

- a. Content and sequencing is what vocabulary is focused on and how it is divided into stages.
- b. Format and presentation is how the vocabulary is taught and learned.
- c. Monitoring and assessment is how learning is measured. The function of monitoring and assessments are test learners to see what vocabulary they need to focus on, use monitoring and assessment to keep learners motivated, encourage and help learners to reflect on their learning.

Research Hypothesis

The alternative hypothesis will be used in order to investigate whether there is significant effect or not on students' Vocabulary Mastery by using Word Family Game. If there is a significant effect on the students' score, the alternative hypothesis will be accepted but if the is no significant effect

on the students' score, the alternative hypothesis will be rejected

METHOD

Setting and Subject of the Study

The setting of this research is in SD Negeri 1 Astina Singaraja sub-district. The population is the fifth grade students in academic years of 2017/2018 and for the sample of this study is 22 students in 5A while 22 Students in 5B.

Research Design

This study was an experimental research design which dealt with Word Family Game to investigate whether or not the word family game had a significant effect on the student's vocabulary mastery of the fifth grade students of SD Negeri 1 Astina. The researcher applied an experimental research design and the obtained data used was quantitative approach. According to Creswell (2012: 294) an experimental research design was used for conducting a quantitative research. The researcher used true experimental research design, where the researcher chose two groups, one group as a control group and one group as the experimental group. Based on the Creswell (2012) the researcher randomly assigned the participants to different conditions of the experimental variable. Individuals in the experimental group received the experimental treatment, whereas those in the control group did not. In the experimental group, the researcher gave a treatment such a family word and gave a post-test only after the treatment, meanwhile in control group, the researcher didn't give any treatment but the researcher only gave the post-test after teaching session.

Research Procedure

The procedure in conducting this research is formulated as follows: Firstly, the researcher Determining the population of the study, and the chosen population was the fifth grade students of the first semester. After that, the researcher was selecting the two classes of the fifth grade in SD Negeri 1 Astina by using cluster random sampling and then

deciding both classes which one as control group and which one as experimental group through lottery. After deciding both classes, next the researcher preparing the instrument for collecting the data further. Both classes was given different treatment, Experimental group was treated by using Word Family Game, while the control group did not treated by using Word Family Game. The researcher also administering the experiment and control group was tested with the same instrument after giving the treatment. After all of the preparations and the post-test was given, the researcher analysing the result of the post-test score by using descriptive statistic and inferential analysis through SPSS 16.0 Program. The last was summarizing the result of the study to determine the effect of Word Family Game on the students' vocabulary mastery of the fifth grade students in SD Negeri 1 Astina Singaraja.

Research Instrument

Dewi (2013: 24) stated that selecting valid and variable research instrument was very essential step of scientific investigation. In this study, the researcher used test for the research instrument in order to collect the data. According to Dewi (2013: 24) the research instrument used to qualify the result in valid and reliable required data of the study being carried out.

Instrument for Collecting Data

This study used post-test only. The goal of giving this test was to measure the student's achievement in vocabulary mastery. According to Dewi (2013: 25) the post test is used to examine whether effective or not the treatment that was taken and wasn't give the treatment. The test which used in this research was multiple choices which consisted of 20 questions. The post-test could be seen on appendix 2.

Instrument for Supporting Data

This study used teaching scenario or lesson plan to support the data collection. The lesson plan was used as guidance during the teaching process. There were 2 kind of

teaching scenario, the first is for experimental group and the second is for the control group.

Technique of Data Collection

There were some techniques in collecting the data for this research. The first one was test, where the intended data in this research were collected by using post-test in which the test was conducted after giving treatment in order to investigate whether or not the word family game had a significant effect on the students' vocabulary mastery. The students' vocabulary mastery in control group and experiment group was assessed by using the same instrument, namely multiple choice tests consisted of 20 questions.

The second one was observation. In this study, the data were collected after doing an observation during the learning process. The goal of doing an observation was to see the activity which done by the students. Then the writer took a note for everything that happened in the classroom during the learning process and saw how the students' activity during the learning process.

Besides using test and doing an observation, the data were also supported by taking some photos of during teaching as documentation.

According to Fraenkell and Wallen (2009: 186) quantitative data are obtained when the variable being studied is measured along a scale that indicates how much of the variable is present. Quantitative data are reported in terms of scores. This research used true experiment of post-test only control group design. The data was taken after giving treatment. The students' vocabulary mastery in experiment group and control group was scored by using the same instrument. The obtained data was analyzed by using two forms of statistical analysis in SPSS. Those two forms were descriptive analysis and inferential analysis.

Data Analysis

FINDINGS

Tabel 1. The quality of the obtained data frequencies

Mean Score	Interval Score	Category
(Experimental) : 90,45	95.0 – 100.0	Excellent
	91.7 – 94.9	Good
	88.3 – 91.6	Average
	85.0 – 88.2	Bellow Average
	80.0 – 84.9	Poor
Mean Score	Interval Score	Category
(Contro) : 83,18	92.5 – 100.0	Excellent
	87.5 – 92.4	Good
	82.5 – 87.4	Average

77.5 – 82.4	Below Average
70.0 – 77.4	Poor

Tabel 2. The result of the t-test

		Independent Samples Test								
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	Df	Sig. (2- tailed)	Mean Differen ce	Std. Error Differen ce	95% Confidence Interval of the Difference	
								Lower	Upper	
SCORE	Equal variances assumed	.209	.650	-	42	.002	-7.273	2.144	-11.599	-2.947
				3.39						
				3						
	Equal variances not assumed			-	41.5	.002	-7.273	2.144	-11.600	-2.945
				3.39	05					
				3						

DISCUSSION

Based on the data obtained showed that the experimental group which was treated using word family game achieved higher scores than the data obtained which is showed in control group. It could be seen from the mean score between experimental was 90.45 and control group was 83.18. Meanwhile, concerning to the result of inferential statistical analysis, it was found that the obtained significance two-tailed score was 0.002 or lower than the alpha value (α) at the degree of freedom 42. Thus, the researcher determined that there is significant effect of using word family game on the students' vocabulary mastery of the fifth grade student. Moreover, the use of word family game as a strategy of teaching English vocabulary is effective to help the teacher improve the students' English vocabulary.

The result of the experimental group which showed the effectiveness of using word family game as a strategy of teaching English vocabulary could happen because of the fun and enjoyable learning process. In the line

with statement of Kunnu, Uiphanit and Sukwises (2016: 419) games are the methods to practice English, which are significantly effective in learning language as learners are fun in learning, making the learners feel enthusiasm and courage to use English.

The findings also answered the statements of the problem of this research which is to know the effect of using word family game on the students' English vocabulary mastery of the fifth grade students and it also supported by the result statistically of the pos-test for both experimental group and control group.

Empirically, the use of game as a strategy of teaching English vocabulary was already investigated by the other researchers. Firma in (2010) proved that there is a significant effect of using game on students' vocabulary mastery of the seventh grade students of SMP Islam Durenan. In line with that statement, there is Fauziah in (2011) showed the data result that there is significant effect of using picture in increasing students' vocabulary mastery. Where, picture is one of media of

teaching that could help the students in learning English especially in increasing the new vocabulary by seeing the pictures given.

Furthermore, based on the research study conducted by Damayanti in 2014 showed that there is significant effect of using word search puzzle game on students; vocabulary mastery. It means that word search puzzle game is suitable game to increase students' vocabulary mastery of the fifth grade students of SD Negeri 01 Ngaglik, Blitar. Thus, the game is appropriate to use to teach English vocabulary in the elementary grade students.

Theoretically, Al Nasri and Al Najar (2014:145) Games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Games also usually involve friendly competition and they keep learners interested. Thus, game can help the students to be more active in the class. Al Nasri and Al Najar also stated that games are highly motivating and they give students more opportunity to express their opinions. According to Donmus in Chalak and Ahmadi (2017: 78) games provided students with the opportunity to reinforce the previous knowledge by repeating it in a more comfortable environment. Educational games are software that helps students to learn the lesson topics and develop their problem solving skills by using their desire and enthusiasm to play. Furthermore, the word family game as one of media teaching English vocabulary can help the students to learn a new language. It proved by Iyah (2015: 31) which conducted a research study about the use of word family in teaching English vocabulary, from the result showed that word family game could bring an active and fun learning activity. The students also learn to be better in teamwork and to be a good leader in the team.

Mulling over to the relation between the result of the study and the empirical review, there is also the theory which is stated by Duke and Moses (2003:6) playing a game such a fun media of teaching during the learning process simply encouraging the students to be more enthusiasm in exploring their knowledge of words and its meaning. Meanwhile, from

those all empirical review which is conducted the same strategies of teaching such as game, showed that have a significant effect on the students English vocabulary. Thus, comparing between teaching conventionally, teaching English vocabulary to the students of elementary grade and teaching by using game especially word family game, give a significant effect in helping the students in remembering a new word and learn to build a complete sentences.

In this research study, the researcher taught of the experimental and control class by teaching scenario. The teaching scenarios in both classes were almost same, but the different is only in the techniques of giving the treatment, where the control group were only taught conventionally or without using such of game, but in experimental group were taught by giving such of game which is namely word family game. It could be said that, the 5B of SD Negeri 1 Astina were taught without using word family game, meanwhile the 5A of SD Negeri 1 Astina were taught by using word family game.

In the teaching process of experimental group, the researcher was using communicative approach, the method was communicative language teaching, the techniques was word family game, group discussion, and question and answer. Meanwhile, in the control group, the researcher was using communicative approach, communicative language teaching method, and for the techniques of teaching, the researcher gave the students drill, group discussion and exercises. For every student in both experiment and control group achieved a similar feedback that was by answer or respond the students questions or answer, giving some comments to their worksheet, giving some advices while teaching and also appreciate them in a good way to motivated them in learning more and more.

After all the students' score of post-test was collected and completed, the researcher analyzed the data collection descriptively and for the result of the experimental group showed the mean score is 90.45 and for the control group is 83.18. The standard deviation of experimental group is 6.710 and for the

control group is 7.487. From those findings, the data obtained showed that the experimental achieved score better than the control group. Inferentially, the data showed that the score of Sig. (2-tailed) was .002 or 0.002 in degree of freedom was 42 which means the significance 2-tailed test was lower than the alpha value (α) which is 0.05 or .05 (5%). It could be seen in the score of the (tobs) is 3.393 which the score of (tcv) is 1.682 which is based on the degree of freedom is 42. It shows that the (tobs) > (tcv), where: 3.393 > 1.682. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. It means, there is significant effect of using word family game on the students' English vocabulary mastery at the fifth grade students of SD Negeri 1 Astina Singaraja sub-district in academic year of 2017/2018. It also proven and strengthened by the result of the previous researcher which is conducted the same study, as well as the theories that support and stated in this research study.

CONCLUSION

Based on the result of the analysis of the mean score achieved by the experimental group is better than the control group (90.45>83.18). the most importantly showed from the inferential statistical analysis showed that the score of Sig. (2-tailed) was .002 or 0.002 in degree of freedom was 42 which means the significance 2-tailed test was lower than the alpha value (α) which is 0.05 or .05 (5%). It could be seen in the score of the (tobs) is 3.393 which the score of (tcv) is 1.682 which is based on the degree of freedom is 42. It shows that the (tobs) > (tcv), where: 3.393 > 1.682. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted.

Thus, it could be said that, there is significant effect of using word family game on the students' English vocabulary mastery at the fifth grade students of SD Negeri 1 Astina Singaraja sub-district in academic year of 2017/2018.

SUGGESTION

Based on the result of this current study, there are some suggestions which could be proposed by the researcher as follows.

Firstly, the word family game is highly recommended to be implemented by the teacher as a media of teaching especially in increasing the students' English vocabulary. The use of word family game is simple and it is proven effective in improving the students' English vocabulary mastery.

Secondly for the students, it is expected that the use of word family game could help them easy in remembering the new word and improve their English vocabulary mastery as well as their learning achievement. Moreover, the students are also expected to be more active, enthusiasm and in the process of learning and importantly, the students are expected to be more confident to speak English than before. It is because they already known the new word and its meaning.

Thirdly for the other researchers, this research study is recommended to use to be implemented in teaching the fifth grade students of elementary school. The other researchers also expected to know the limitation of this study and make further research better.

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