

THE IMPLEMENTATION OF OBSERVE AND REMEMBER GAME TO IMPROVE VOCABULARY MASTERY

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Abstract

This study aims to see the improvement of vocabulary mastery students after learning process by using observe and remember game at the eighth grade students of SMPN 2 Cempa Kabupaten Pinrang. The results of the study are useful for the teacher and students. The study uses pre-experimental method. The sample is one class VIII.3 SMPN 2 Cempa consisted of 21 students. The sampling technique in this study is classroom random sampling. In collecting the data, the instrument in form vocabulary test consisted of matching and multiple choice questions in pre-test and post-test. The questionnaire is given to know the responses of students to observe and remember game. Based on the calculation, the result shows that the mean score of pos-test (84,04) was higher than the mean score of pre-test (63,09) and obtained that $\alpha = 0,05$ and $(df) = N-1 = 21-1 = 20$, and the value of the t-table is 1,72472, while the value of t-test was 13,09. It means that the t-test value is greater than t-table ($13,09 \geq 1,72472$). Thus it can be concluded that the vocabulary mastery students were better after getting the treatment. So, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. The second result of analyzed data that 84.23 of the students were interested in using observes and remembers game. Based on the research result, it was concluded that observe and remember game improved students' vocabulary mastery at the eighth grade of SMPN 2 Cempa.

Keywords: *Vocabulary Master, Observe, Remember Game.*

Introduction

Vocabulary is one of the language components that needed in mastering English. So, when the students communicate using English language, they need not only in grammar but also in vocabulary. As it is stated by Scott Thornburg that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that vocabulary is very important when the students communicate using foreign language especially English language.

By having more knowledge of language skills, we have the opportunity to understand better and get what we want and need from around us. This ability cannot be separated because it has a relationship with each talking about language, vocabulary is the most important element in learning well a foreign language as one of three basic parts (phonetic, vocabulary and grammar).

Vocabulary is the collection of words that an individual knows. There are some experts who give definitions of vocabulary. Vocabulary is not only limited to the meaning of words but also depends on how the vocabulary is shared: how student's use and store vocabulary and how they learn words and phrases. It means that the vocabulary controlled by learners must be known that the vocabulary covers the various categories of the words and how to use the vocabulary.

Many students still lack of vocabulary. Based on my observation with some students of SMPN 2 Cempa, they are very difficult to understand all of materials the teacher explained: *First*, understanding meaning of word. Most students have found difficulties in understanding meaning of words because, they may not know it when they are learning, it is so hard for them could understand the lesson well, and it also might make them disappointed and unmotivated. Besides that, they try to translate it into Bahasa Indonesia so, they attempt look up in the dictionary. *Second*, is differentiating the foreign word-spelling. The students have found some similar words and sounds in English; it might make them feel confused. *Third*, is memorizing the words. The students forgot word that has been learned before. So, the students could not make a sentence well.

Alternatively, it should find another ideal way to deliver new words that students need to learn. The use of different media when teaching vocabulary is considered as a solution. In general, the media is a tool which brings the information from the sources to the receivers. One of the media that can be used to solve the problem in teaching vocabulary is by using games. Students love to play games. It is interesting and also challenging. The students will have fun by playing a game, yet they will learn new words.

One of the games that can be used in teaching vocabulary is using observe and remember game. This game can be played inside or outside of the class and can use anything to play this game. This game is a good game to testing observation and memory of the students. The researcher uses it to train the students to improve their observational skills and situational awareness. By using this game, the students are expected to gain many new words and delight the game while they are learning vocabulary. Another advantage of playing this game in teaching vocabulary is to encourage students to remember the words fondly. So the words will stay longer in their brain to extend their vocabulary.

On the other hand, how many words does a learner need to know? A further major difference between first and second language vocabulary learning is in the potential size of the lexicon in each case. An educated native speaker will probably have a vocabulary of around 20,000 words (or, more accurately, 20,000 word families). This is the result of adding about a thousand words a year to the 5,000 he/she had acquired by the age of five. An English Dictionary includes many more: the *Longman Dictionary of Contemporary English*, for example, boasts 'over 80,000 words and phrases', while the *Oxford English Dictionary* contains half a million entries. Most adult second language learners, however, will be lucky to have acquired 5,000 word families even after several years of study.

There is a strong argument, then, for equipping learners with a core vocabulary of 2,000 high frequency words as soon as possible. The researcher Paul Meara estimated that at the rate of 50 words a week (not unreasonable, especially if the emphasis is taken off grammar teaching) this target could be reached in 40 weeks, or one academic year, more or less. Of course, this is the minimum or threshold level. Most researchers nowadays recommend a basic vocabulary of at least 3,000 word families, while for more specialized needs, a working vocabulary of over 5,000 word families is probably desirable. Students aiming to pass the Cambridge First Certificate Examination (FCE), for example, should probably aim to understand at least 5,000 words even if their productive vocabulary is half that number.

At the MTs and SMP levels, the students were only able to be given 20 vocabularies in every meeting and the students have to memorize 500-1500 vocabularies start from class VII-IX.

Method

This study applies pre-experimental method with one group pre-test and post-test design. The population of this research was the students of SMPN 2 Cempa, Kab. Pinrang in academic year 2019/2020. The total of population was three classes, namely: class VIII.1, VIII.2, VIII.3. One class is taken as sample and use classroom random sampling technique to determine one class from three classes by the gamble all classes. The result of lottery said that class VIII. 3 decided as sample. The total of the sample were 21 students.

Vocabulary test and questionnaire as the instrument in this study. The test applies for pre-test and post-test. The pre-test is to find out the students prior knowledge before using observe and remember game, in this case vocabulary test, while post-test is to find out improvement of the students by using observe and remember game after the treatment.

Result

The result of the pre-test and post-test showing data in table 1 that the mean score of the pre-test was 63,09 (X1) while the mean score of the post-test increased 84,04 (X2). The standard deviation of pre-test was 11,45 (SD) while the standard deviation of the post-test was 13,74 (SD).

Table 1. The mean score and standard deviation of the pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	63,09	11,45
Post-test	84,04	13,74

For the level of significance ($P = 0,05$) and $df = 20$ then the value of the table = 13,09 the value of the T-test as greater than the t-table ($13,09 > 1,72472$) it means that there was an improvement with the students' vocabulary mastery after giving treatment by observe and remember game to the students.

Table 2. The test significance

Variable	T-test	T-table value
Pre-test – Post-test	13,09	1,72472

The table 3 shows that cumulative score that got through the questionnaire was 84, 23 (very strong agree).

Table 3. The result of the students' score questionnaire

0	20	20-40	41-60	61-80	81-100
	SD	D	U	A	SA
					84,23

Discussion

At the beginning, some procedures are explained to the students. The procedures as follow: students are given pre-test to know their prior vocabulary mastery. After giving pre-test, the treatments begins. In the treatment, the students are explained about nouns: things in the class, things in the bedroom, things in the kitchen, thing in the bathroom, things in the living room, things in the dining room and evaluating by observe and remember game. After giving treatments, the post-test is done to get the score increase students' vocabulary mastery. To find out how the implementation of observe and remember game to improve vocabulary mastery students, some pieces information are gotten from the students' activities in learning.

There were eight meeting for doing this stuy. Two meetings for doing the test and six meetings for doing the treatment by using observe and remember game.

After the students understood about the questionnaire, the students are given some papers to each student. The researcher was given to the students to find out the students respond by using observe and remember game to study English vocabulary. Questionnaire is registering that meaty question which should be answered or worked by respondents that want to be investigated. This questionnaire was utilized to know respondent comment to question that was purposed. With this questionnaire respondent easy to give answer because answer alternative was provided and needs laconic time to answer it. This questionnaire gave the students after the researcher gave post-test.

After the researcher examined all the students answered to each questionnaire, the researcher was concluded that the students respond using observe and remember game in learning vocabulary in which be proved through their answers in the questionnaire. According to the category score of all items indicates that there was a very strong agree.

Conclusions

Many students still lack of vocabulary. Based on my observation with some students of SMPN 2 Cempa, they are very difficult to understand all of materials the teacher explained: *First*, understanding meaning of word. *Second*, is differentiating the foreign word-spelling. *Third*, is using the words.

The study found that the implementation observe and remember game is effective to improve students' vocabulary mastery at the eighth grade of SMPN 2 Cempa. T-test result in which the value of the t-test was 13,09 than t-table was 1,72472 at the level significance and degree of freedom (df) was 20.

Based on the result of questionnaire above, the total mean score of the all items showed that 84.23 of the students had a positive respond in learning process by using observe and remember game. It means that, the students really interested using observe and remember game to study English vocabulary.

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