THE EFFECT OF WORD SEARCH GAME ON IMPROVING STUDENTS VOCABULARY MASTERY

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Abstract: This study aimed to measure the effect of word search game on improving vocabulary of the seventh grade students of SMP Budi Dharma Dumai., This research uses quantitative research and applied pre-experiment, one group pretest and posttest research design. The population of this research is all seventh grade students consisting of 70 students, while the sample of the research was VII 3 consisting of 23 students. To find the data of the research, using pretest and posttest. The instruments to collect the data were multiple choice tests with 35 questions. The result of the data analysis showed that the mean score of pretest was 51.80 while in posttest was 66.71. it shows that the mean score of posttest was higher than pretest mean score. The result of test it was found that the value of t_{test} was higher than t_{table} at 1% and 5% level of significance t_{test} 1.171 <6.59>2.073 It can be concluded that there is a significant effect of using word search game on improving vocabulary. In other words, the alternative hypothesis of this research, "There is significant effect of using word search game on improving vocabulary of the seventh grade students of SMP Budi Dharma Dumai" was accepted.

Keywords: Word Search Game, Vocabulary, English Teaching

PENGARUH GAME PENCARIAN KATA TERHADAP PENINGKATAN PENGUASAAN KOSA KATA SISWA

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Abstrak : Penelitian ini bertujuan untuk mengukur pengaruh permainan pencarian kata terhadap peningkatan kosakata siswa kelas tujuh SMP Budi Dharma Dumai. Penelitian ini menggunakan penelitian kuantitatif dan desain penelitian terapan pra-eksperimen, satu kelompok pretes dan pascates. Populasi penelitian ini adalah seluruh siswa kelas VII yang berjumlah 70 siswa, sedangkan sampel penelitiannya adalah VII 3 yang berjumlah 23 siswa. Untuk mencari data penelitian menggunakan pretest dan posttest. Instrumen untuk mengumpulkan data adalah tes pilihan ganda dengan jumlah soal sebanyak 35 soal. Hasil analisis data menunjukkan rata-rata nilai pretest sebesar 51,80 dan nilai rata-rata posttest sebesar 66,71. Hal ini menunjukkan bahwa nilai rata-rata posttest lebih tinggi dibandingkan dengan nilai rata-rata pretest. Hasil pengujian diperoleh nilai thitung lebih tinggi dari ttabel pada taraf signifikansi 1% dan 5% thitung 1,171 <6,59>2,073 Dapat disimpulkan bahwa terdapat pengaruh yang signifikan penggunaan permainan pencarian kata terhadap peningkatan kosakata. Dengan kata lain, hipotesis alternatif penelitian ini, "Ada pengaruh yang signifikan penggunaan permainan pencarian kata terhadap peningkatan kosakata siswa kelas tujuh SMP Budi Dharma Dumai" diterima.

Kata Kunci: Word Search Game, Kosa Kata, Pengajaran Bahasa Inggris

INTRODUCTION

English is an important subject that must be taught to junior and senior high school. Students are expected to master English as a provision for them to face their future. According to Kralova & Dolezelova (2021), a high level of English language competence, particularly in oral communication abilities, would be beneficial to tackle various challenges that arise in business scenarios.

To master English students must have a large of vocabulary. Having enough vocabulary also can make it easier for students to understand reading texts and write fluently. According to Febiana, (2019) teaching English in a foreign language is difficult because English is not the student's first language. Teachers must choose the right media to teach it. Applying the right media in teaching vocabulary can make a positive contribution to students and they will have vocabulary development that will affect their English language skills later Sudiran (2014), as cited in Yudha & Mandasari (2021).

Based on Derakhshan & Davoodi Khatir (2015) said that there are many ways to teach vocabulary to the students. Teaching vocabulary can be carried out by doing many techniques/activities. There are several techniques as follows: Question – Answer Technique, explaining, brainstorming, educational games, drama, and role plays. In this study, the researcher using educational games in teaching vocabulary. The use of games in teaching vocabulary can improve students' ability to memorize vocabulary, increase student interaction with other students, improve communication skills, and increase student learning motivation.

Based on the observation in SMP Budi Dharma Dumai, the writer found that the students faced problems in learning English because of the lack of vocabulary. The students did not respond to the writer in the learning process. Thus, the atmosphere in the classroom was quiet. Due to a lack of vocabulary, students don't know how to respond to the teacher in front of the class. It is because their first time learning English, so they only have a limited vocabulary. Due to this issue, the writer used an interesting way to improve students' vocabulary and also make the class more active. Word Search Game is used as a technique while teaching in the classroom. According to Vossoughi (2011), word search is a game in where the player have to discover hidden words. Word search is a game in which the player(s) look for the word vertically, horizontally, or diagonally. From the explanation above, the writer concludes Word Search Game was a good technique in teaching English to help students memorize the vocabulary and can make the class more active.

This strategy proved with these previous studies. The first previous study was carried out by Al-Furqon (2017), this research aims to know the significant effect of word search puzzle game in teaching vocabulary. This research showed that there was a significant effect on the Word Search Puzzle game in teaching vocabulary because the t-calculated score was higher than the t-critical. This study means that the Word Search Puzzle has a positive effect on teaching vocabulary.

Second previous study was conducted by Megawati (2019), the study aims to know the effect of word search puzzle games in teaching vocabulary and to know how significant word search puzzle game gives in teaching vocabulary. This study used pre-experimental as the research design and used tests and documentation as the research instrument. The result of this study showed that there was a significant effect that was given after the implementation of the Word Search Puzzle Game in learning. The last previous study was conducted by Astutik (2015), this research focused on the implementation of a word search puzzle game to develop students' vocabulary mastery to find out the difference between lecturing and a word search game. The result of this study implied the word search game can improve students' vocabulary mastery.

Based on the previous study, the aim of this research is to find out whether the word search Game has an effect on improving vocabulary of the seventh grade students of SMP Budi Dharma Dumai.

METHOD

In this research, this study used quantitative pre-experimental research with one group pretest posttest design. One-group pretest-posttest design is a research design that works in one experimental group. The population in this research was the seventh grade students at SMP Budi Dharma Dumai. The writer choose the sample using cluster random sampling (lottery). The sample of this study was class VII.3.

In collecting the data, the writer applied a tryout test to the class VII. 2 of SMP Budi Dharma Dumai to know whether the instrument was valid or not. This trial result show that all of items of the test were valid. Then, the writer continued the test with pretest to the class VII.3 include 35 questions in term of multiple choices. The writer found the lowest score was 25.71 and the highest score was 77.14. After carried out the pretest, the researcher conducted the treatment in six meetings. During treatment, the researcher gave the students word search game about the vocabulary based on the material and ask them to find out the hidden words in the box. After that they should pronounced it in front of the class.

a. The data analysis in calculating the students' score using formula below:

$$S = \frac{R}{N} \times 100$$

Where:
S = Score
R = Frequency of correct answers
N = Total test items

b. Mean

$$M = \frac{\Sigma fx}{N}$$

Where:

M = Mean score

Σfx = Total score

N = the number of students

After the researcher calculated the data, the researcher categorized students' scores using the following table:

Table 1. Classification Students' Score

Range	Qualification
86 – 100	Very Good
70 – 86	Good
50 – 70	Poor
00 – 50	Very Poor

FINDING AND DISCUSSION

a. The Results of the Test

This research was conducted to find the significant effect of word search game on improving vocabulary of the seventh grade students of SMP Budi Dharma Dumai. The writer collected the data by giving test. After collecting data, the researcher continued to analyze the data.

Table 2. Description Data of Students' Pretest Score

NO	RESPONDEND CODE	CORRECT ANSWER	TOTAL ITEM	SCORE	Qualification
1	Student 1	18	35	51.43	Poor
2	Student 2	15	35	42.86	Very poor
3	Student 3	21	35	60.00	Poor
4	Student 4	11	35	31.43	Very poor
5	Student 5	13	35	37.14	Very poor
6	Student 6	14	35	40.00	Very poor
7	Student 7	18	35	51.43	Poor
8	Student 8	23	35	65.71	Poor
9	Student 9	24	35	68.57	Poor
10	Student 10	18	35	51.43	Poor
11	Student 11	15	35	42.86	Very poor
12	Student 12	23	35	65.71	Poor
13	Student 13	19	35	54.29	Poor

14	Student 14	25	35	71.43	Good
15	Student 15	18	35	51.43	Poor
16	Student 16	17	35	48.57	Very poor
17	Student 17	27	35	77.14	Good
18	Student 18	20	35	57.14	Poor
19	Student 19	21	35	60.00	Poor
20	Student 20	15	35	42.86	Very poor
21	Student 21	19	35	54.29	Poor
22	Student 22	14	35	40.00	Very poor
23	Student 23	9	35	25.71	Very poor
TOTAL		**417**	**805**	**1191.43**	

From the Table 2, there are 2 students in the good category with score range 70-86. Then, 12 students got a poor category with a score range of 50-70. There are 9 students got very poor category with score range 00-50.

Table 3. The Percentage of the Students' Score in Pretest

Range Score	Qualification	Frequency	Percentage
86 – 100	Very Good	0	0%
70 – 86	Good	2	8.69%
50 – 70	Poor	12	52.17%
00 – 50	Very Poor	9	39.13%
Total		23	100%

Table 3 shows that there are no students who achieved very good with percentage 0%, there are 2 students who achieved good level with percentage 8.69%, there are 12 students who achieved poor level with percentage 52.17%, while in the very poor level there are 9 students with percentage 39.13 %

Table 4. Description Data of Students' Posttest Score

NO	RESPONDEND CODE	CORRECT ANSWER	TOTAL ITEM	SCORE	QUALIFICATION
1	Student 1	30	35	85.71	Good
2	Student 2	21	35	60.00	Poor
3	Student 3	29	35	82.86	Good
4	Student 4	13	35	37.14	Very Poor
5	Student 5	19	35	54.29	Poor
6	Student 6	16	35	45.71	Very Poor
7	Student 7	21	35	60.00	Poor
8	Student 8	28	35	80.00	Good
9	Student 9	28	35	80.00	Good
10	Student 10	28	35	80.00	Good
11	Student 11	24	35	68.57	Poor
12	Student 12	31	35	88.57	Very Good
13	Student 13	22	35	62.86	Poor
14	Student 14	28	35	80.00	Good
15	Student 15	22	35	62.86	Poor
16	Student 16	19	35	54.29	Poor
17	Student 17	30	35	85.71	Good
18	Student 18	22	35	62.86	Poor
19	Student 19	32	35	91.43	Very Good
20	Student 20	21	35	60.00	Poor
21	Student 21	21	35	60.00	Poor
22	Student 22	13	35	37.14	Very Poor
23	Student 23	19	35	54.29	Poor
	TOTAL	**537**	**805**	**1534.29**	

Table 4 revealed that there was 1 student got very good category with range of score 86-100. Then, 7 students got good category with range of score 70-86. 11

students got poor category in the range of score 50-70. The last, there were 4 students got very poor category.

Table 5. The Precentage of the Students' Score in Posttest

Range Score	Qualification	Frequency	Percentage
86 – 100	Very Good	2	8.69%
70 – 86	Good	7	30.43%
50 – 70	Poor	11	47.82%
00 – 50	Very Poor	3	13.04%
Total		23	100%

From the table 5, can be shown that there are 2 students who achieved very good criteria with percentage 8.69%, 7 students who achieved good criteria with percentage 30.43%, 11 students who achieved poor criteria with percentage 47.82% and 3 students who achieved very poor criteria with percentage 13.04%.

According to Notoatmodjo (2005), in Widi R (2011), as cited by Janna & Herianto (2021), reliability is an index that shows the extent to which a measuring instrument can be trusted or relied upon. Until test reliability can be used to determine the consistency of the measuring instrument, the measuring instrument is fixed consistent if the measurement is repeated. A measuring instrument is reliable if it produces. The results are the same even if the measurements are repeated several times.

Table 6. Reliability Index Interpretation

Reliability Coefficient	Interpretation
0.80 – 1.00	Very good
0.60 – 0.80	Good
0.40 – 0.60	Quite
0.20 – 0.40	Poor
0.00 – 0.20	Very poor

The reliability test was performed using the Microsoft Excel 2019 with Kuder-Richardson (Formula KR). Based on the calculation using Formula KR 20, the results at pretest was .891 and the score of posttest was .901. Based on the reliability index interpretation table, if the value of Formula KR 20 is between 0.80-1.00 then the level of reliability is in the very good category.

DISCUSSION

Based on the procedure of the data collection technique, the teaching and learning process was divided into three steps. The first step was giving pretest to

the students aimed to acquire data about the students' vocabulary before using word search game.

After carried out the pretest, the researcher conducted the treatment in six meetings. During treatment, the researcher gave the students word search game about the vocabulary based on the material and ask them to find out the hidden words in the box. After that they should pronounced it in front of the class.

The last step was posttest. The purpose of the posttest is to find out whether there are effects before and after giving word search game treatment to students. The result showed that there was a significant different in students' vocabulary between before and after the treatment using word search game. It can be seen on the mean score before taught using word search game (pretest) was 51.80 and the mean of score after applying treatment which was using word search game to the students, the mean score of the posttest was 66.7083. In other words, it can be concluded that the use of word search games in learning can improve students' vocabulary of the seventh grade students of SMP Budi Dharma Dumai.

Meanwhile after the data was calculated using t_{test} it was found that the value of t_{test} was higher than t_{table} at 1% and 5% level of significance t_{test} 1.171 <6.59>2.073. This result supported the alternative hypothesis that there was any significant effect of using a word search game on improving vocabulary of the seventh grade students of SMP Budi Dharma Dumai was accepted. On the opposite, the null hypothesis stated that there was no significant effect of using word search game on improving vocabulary of the seventh grade students of SMP Budi Dharma Dumai was rejected.

This result was supported by the research of Al-Furqon (2017), Megawati (2019), Astutik (2015) and the research by Rahmah (2016) who also proved that the word search game effective for improving students' vocabulary. These researchers confirmed that word search game can help the students to memorize vocabulary. The researchers also claim that word search games can increase student participation in classroom while learning and make students enjoy the learning process. When learning vocabulary using word search game, the students were challenged to be the first to find all the hidden words and they felt proud of themselves.

CONCLUSION AND RECOMMENDATION

Conclusions

This study was a pre-experimental research that aimed to find out the effect of using Word Search Game on improving vocabulary of the seventh grade students of SMP Budi Dharma Dumai. Based on the result calculation, it shows that the t_{test} was higher than t_{table} at 1% and 5% level of significance t_{test} 1.171 <6.59>2.073. It means that the Alternative Hypothesis (Ha) was accepted and Null Hypothesis (Ho) was rejected. It can be concluded that Word Search Game gave significant effect on the vocabulary of the students' of the seventh grade students of SMP Budi Dharma Dumai. Furthermore, the use of Word Search Game made the students easier to memorize the vocabulary, so students can enrich their vocabulary from this game.

Recommendations

Based on the previous explanations, there are a lot of recommendations for English Teachers, Students, and Future Researchers regarding the use of the Index Card Match Strategy. First, for English Teachers are researcher recommended word search game for the teacher to use this game in their learning process and can help their students in increasing the vocabulary. Second, for students are expected to follow the teacher's directions during the learning process using the word search game in order to create a good atmosphere. Besides, students are also expected to maintain class so that the learning process can run well. Last, for Future Researchers are recommended prepare as well as possible for their studies and continue this research and the researcher hopes that they can do the better research.

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