



IMPROVING STUDENTS' VOCABULARY THROUGH DISPLAY TABLE GAME

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ABSTRACT

The purpose of this research is to prove whether display table games are effective or not in improving students' vocabulary at SMP Negeri 1 Ratahan. This study is quantitative, with a pre-experimental design and a one-group pretest and post-test design. An objective test was used to collect data for this study. The findings of this study revealed that students' post-test scores were higher than their pre-test scores. The mean of the post-test was 73, while the mean of the pre-test was 61.5. It means that using display table games in teaching vocabulary is effective in increasing students' vocabulary.

Keywords: Vocabulary, display table game

Abstrak

Tujuan dari penelitian ini adalah untuk membuktikan apakah permainan meja peraga efektif atau tidak dalam meningkatkan kosakata siswa di SMP Negeri 1 Ratahan. Penelitian ini bersifat kuantitatif, dengan desain pre-experimental dan one-group pretest and post-test design. Tes objektif digunakan untuk mengumpulkan data untuk penelitian ini. Temuan penelitian ini mengungkapkan bahwa nilai post-test siswa lebih tinggi dari nilai pre-test mereka. Rata-rata post-test adalah 73, sedangkan rata-rata pre-test adalah 61,5. Ini berarti bahwa penggunaan permainan meja peraga dalam pengajaran kosa kata efektif dalam meningkatkan kosa kata siswa.

Kata kunci : Kosakata, permainan tabel tampilan

1. INTRODUCTION

Language is a tool of communication. It plays an important role in human life's daily activities. Language allows people to communicate or interact, that is, express ideas, feelings, and experiences to others in a community where the language is used. Lado (1962: 2) says: "Language is primarily an instrument of communication among human beings in communities."

As one of the languages of the world, English is considered and applied as an international language. Since then, it has grown in popularity and is now spoken and learned by almost everyone on the planet. These are some reasons why learning English is important, and many people attempt to do so. Some of them are: finding a job, traveling, interacting with others, doing business, taking an examination, doing research, and writing in a foreign language.

In learning English, there are four skills that should be mastered by the students in order to use English well. They are listening, speaking, reading, and writing. Here the researcher intends to develop one of the components, which is vocabulary. A component of vocabulary is words. Vocabulary is one of the important components of language, so it is very important in language learning. The student will be able to listen, pronounce, speak, read, and write well if they have a good and considerable number of vocabularies. In learning new vocabulary, the students are expected to be able to listen, pronounce, read, and write it. According to the statement above, English is an obligation that is taught in class to help students develop their four language skills: vocabulary, grammar, pronunciation, and fluency. The teaching of English in the class is based on the interest of the students and their mastery of vocabulary, followed by suitable grammar instruction.

Teaching English vocabulary in the class is intended to provide the students with knowledge of new English vocabularies and help them understand them. Therefore, the teacher holds an important role in making sure the students know and understand what she or he is teaching. For this reason, an English teacher

must be skilled in teaching technique and also master the teaching materials.

Games can be the best way to develop or increase students' vocabularies when learning English because they can create a fun and interesting environment that will make students look forward to English lessons.

2. REVIEW OF LITERATURE

2.1 Teaching and Learning

Teaching and learning are two important aspects that cannot be separated. These activities involve both teachers and students. Brown (1979:7) Teaching is showing or helping someone learn how to do something by providing knowledge that causes them to know or understand."

According to Cronbach (1954:17), "learning is shown by change in behavior as a result of experience."

From the quotation, we can say that teaching is a process of learning something new. In the teaching process, the students are expected to go from knowing nothing to knowing something. It is hoped that by giving them a lovely and warm relationship between teacher and student, they will study without any burden and will enjoy the learning and teaching processes.

Making the students know and understand the material being taught is done through suitable methods and techniques and the use of language teaching games.

The teacher must not only transfer knowledge and skills of the language to the students and make them understand it, but she must also make the students interested in or motivated to study the language. Students who are interested in English will pay close attention to the subject and learn it more effectively. In other words, they will be actively involved in learning activities.

2.2 Teaching English Vocabulary

The incidental learning of vocabulary may eventually account for the majority of an advanced learner's vocabulary; however, international learning through instruction also significantly contributes to vocabulary development. Explicit instruction is essential for beginning students whose luck with vocabulary limits their reading ability.

Learning vocabulary through incidental, international, and independent approaches requires the teacher to plan a wide variety of activities and exercises. The amount of emphasis that teachers and programs decide to place on any given activity will depend on the learners' level and the educational goals of the teacher and the program in general. It makes the most sense to emphasize the direct teaching of vocabulary for learners who still need to learn the first 3000 most common words. Learners engage in extensive reading and listening as their vocabulary grows in size and depth. Translation, elaboration, fluency activities, guessing from context, and the dictionary all have a role to play in systematically developing the learners' vocabulary knowledge.

Vocabulary is one of the most important aspects of language and is used in all language skills: listening, speaking, reading, and writing. No one can communicate well in a language if she or he has a limited number of vocabulary words.

The vocabulary is defined as follows:

1. Vocabulary is one of the components of language, and no language exists without words (Napa 1991:6).
2. Vocabulary refers to both the total number of words in a language and the collection of words that a person knows and uses.(Nault1984:337)
3. "Vocabulary is the stock of words used by a person, a group of people, or a profession; it is all the words of a language" (Clareans and Bernhard 1980:23)
4. A person's vocabulary certainly consists of words and meanings (Deighton 1981:1).
5. It is the basic foundation on which language skills are developed.
6. As Dighton (11977:1) points out, a person's vocabulary certainly consists of words and meanings. "The words in the vocabulary are those we understand and use."

Based on the definition above, it can be concluded that vocabulary means all words in a language and their meaning that are known and used by a person. It can be understood that it is impossible to use a language and comprehend the words in sentences in written or oral form without mastering the vocabulary. Thus, when someone has mastered vocabulary, it is easy for her or him to construct sentences in speaking, writing, and understanding a reading text.

Oral vocabulary, written vocabulary, listening vocabulary, and reading vocabulary are the four types of vocabulary.Oral vocabulary consists of words that someone responds to with meaning and understanding in another person's speech. Listening vocabulary is the words to which someone responds with meaning when another person speaks; reading vocabulary is the words to which someone responds with meaning and understanding when another person writes.

It is important for students who learn English as a foreign language to increase their vocabulary because proficiency in the four language skills requires a good mastery of the English vocabulary.

A person also has four different vocabularies: the words used in speaking. (1) He or she knows their meaning so well that he or she does not hesitate to use them. (2) He or she also has a writing vocabulary. These are the words used in letters and in writing. (3) The listening vocabulary He or she listens to conversations, speeches, and entertainment on television and radio programs. (4) His or her reading

contains a very large number of words that he or she knows only slightly. He/she knows their meaning, so that he/she can make sense of the passages in which they appear (Dighton, 1977:243).

Vocabulary is very important in language. It is the foundation upon which all linguistic skills are built. The study of vocabulary concentrates on learning the lexical equivalents of mother tongue vocabulary and, after the beginning level, on lexical items for new concepts. "The emphasis is squarely on semantics."

Clarence & Barnhart (1982:342) state: "Vocabulary is the stock of words used by a person, group of people, or profession." "Vocabulary is all the words of a language." Another definition was put forward by Nault (1984:337). He defines "vocabulary" as "words in a language." Based on the definition above, it can be concluded that vocabulary is words in a language and their meanings.

In classroom practices, vocabulary is included as one part of the substance of language because it is one of the most important aspects of language. The fact that no language exists without words is one that should be considered in teaching vocabulary. The emphasis is squarely on the semantic. It basically concerns meaning in parallel with the first language of the learner.

The study of vocabulary is the process of learning a list of words. Someone can speak or write in English if she or he has a good number of vocabulary words, because vocabulary is the foundation on which all other skills are built.

There are several clearly established principles about what helps pupils remember things best. Because all teachers are in the business of helping students remember, it is important to understand these principles and apply them deliberately in the classroom. Let us examine the ones appropriate to the learning of vocabulary:

- Motivate the pupils to learn and to remember.
- Give positive reinforcement for desired behaviors.
- Avoid interference.
- Make the initial learning as meaningful as possible.
- Allow students to apply their new knowledge as soon as possible.

Vocabulary is needed by language learners; they are not able to speak, read, listen, and write in English without knowing the vocabulary. Therefore, it is important for students to increase their vocabulary. In teaching English vocabulary, McCarty and O'Dell (1994:8) point out that before we decide the vocabulary items to teach, we need to:

1. Look at the theme or subtheme being discussed.

2.3 Games

A game is a source of motivation, interest, and enjoyment. According to Ur Penny (1988:23), "the reason why most games are interesting is that they provide their participants with a feeling of pleasure, and this feature can also contribute to the interest of language practice activities. Games are transmitted from generation to generation. A person's favorite game could be easily observed back in parents and grandparents behavior and forward in children and grandchildren behavior.

Games not only serve as time fillers, but they also provide some education; games encourage learners to use the language rather than thinking about learning the correct "form." Furthermore, games should be regarded as a central, rather than a peripheral, component of a foreign language teaching program. (Steinberg 1988:iv) emphasized that "games are a viable method to achieve many educational objectives such as reinforcement, review, reward, relaxation, inhibition reduction, attentiveness, retention, and motivation." This implies that any English teacher should know and master the skill of using language games in his or her class.

"If we want our pupils to master language skills for themselves so they can go learning long after they leave school and teacher behind," Bright and McGregor (1970:5) write, "we had better make our language activities enjoyable, which makes teaching more enjoyable and far less exhausting." The statement above implies that the English teacher has to make her teaching activities enjoyable so that the students are motivated and interested in learning the language, which will make it easier for them to master the language.

Byrne and Rixon (1979:8) stated, "Games are an activity carried out by cooperating or competing decision makers, seeking to achieve within the rules their objectives." The statement above means that through games, students can work together to complete the specified task and achieve the instructional objectives.

Larsen and Freeman (1986: 129, 136) stated, "Games are important because they have certain features in common with real communicative events; there is a purpose to the exchange." The speaker receives immediate feedback from the listener. The students find the games enjoyable, and if they are properly designed, they give them valuable communication practice. This indicates that through games, particularly language games used by the teacher in language teaching and learning activities, the students may get the opportunity to speak.

Dobson (1975:295-296) puts forward some criteria for selecting games that will be used in teaching and learning activities. They are as follows:

1. Before introducing a game to the class, ask the students if they think they would enjoy this kind of activity.
2. Choose a game that will allow as many of your students as possible to participate.
3. Be sure that the game you select is within the range of your students' abilities.
4. Give the directions for the game very clearly so that everyone understands exactly what they have to do.
5. Direct the game yourself. Always stand in front of the class so that the students can see you as a leader.
6. Ask the students to follow the rules of the game exactly.
7. Keep the game well under control. Establish a pleasant but firm tone in order that games can both be useful and teach the students.
8. In a team game, try to have an equal number of more proficient and less proficient students on each team so that the team will be balanced.
9. Do not play one game too often, causing it to lose its novelty.

The advantages of games, particularly language games, are as follows:

1. Games provide their participants with a feeling of pleasure. This feature can help to increase interest in language practice activities.
2. Language games have the added advantage of being fun, competitive, and consequently memorable.
3. A game is a source of motivation, interest, and enjoyment.
4. The game provides an excellent opportunity for the use of grammar, structure, and vocabulary. Games are self-motivating because they offer a challenge that is commonly met successfully. In games, there is a pleasant, formal but often relaxed atmosphere favorable to language learning (Adenan, 1984:9).
5. Games can innovate and entertain; they can also give shy students more opportunities to express their opinions and feelings. They also enable learners to acquire new experiences within a foreign language (Hansen, 1994:118).

From the statement above, it can be concluded that games are interesting and enjoyable, and they can motivate students to learn the target language, in this case, English. A game is a way of playing with rules to achieve instructional aims in the teaching of skills or components of language.

2.4 Vocabulary by Using Display Table Game

Game is one of the techniques that can be applied in teaching vocabulary. There are so many kinds of games, but in this study, the writer tried to apply the display table game. A display table game is a game that is played on a table.

The Procedure:

- Before applying the game, the teacher explains and gives instructions to the student about how to display the table game.
- The teacher divides the class into three groups.
- The teacher has provided a picture card of the names of the words on the table. Example: twelve kinds of fruit twenty kinds of vegetables, ten kinds of public places Display the picture cards on the table.
- Following that, the teacher instructed each student in each group to stand in front of the class, and then instructed them to "find out the pictures of apples." The group that found the first picture was the winner. Next, alternately, one student from each group will stand up to the front of the class and display the table game again.

In teaching vocabulary by using display table games, there are some important things that need to be considered by the teacher. They are as follows:

- Make the game competitive. In most classes, competition increases motivation and interest considerably.
- Make sure you have read all your instructions thoroughly.
- Make sure you have allowed the right amount of time for the game. It is very difficult to follow one that has petered out. Equally, it's very frustrating for the students to have to finish before the game has come to an end.
- Get all the students involved.
- Make the game fun.

3. RESEARCH METHODOLOGY

3.1. Research Design

In doing this research, the writer will use quantitative research through a pre-experimental design with a one-group pretest and post-test design. A pre-test would be presented to the students before treatment. The post-test is the test given to the students after treatment.

Hatch and Farhady (1982:20) stated, "Pre-test and post-test design are similar to one short case study." The difference is that a pre-test is given before instruction or treatment begins, so there are two tests. is pre-test and is post-test, and X is to symbolize the treatment.

The design is represented by the following paradigm:

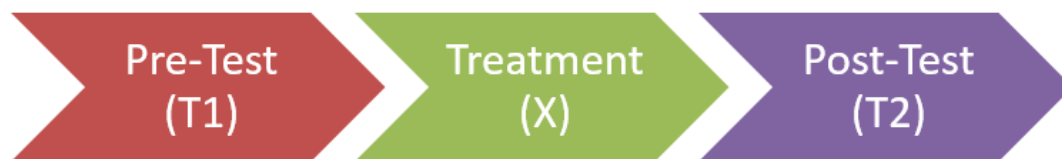


Figure 1. Research Paradigm

3.2. Population and Sample

According to Gay (1981:86), "a population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalized." This study's population consists of students from SMP Negeri 1 Ratahan.

The sample for this study is the first-year students of SMP Negeri 1 Ratahan, consisting of 30 students.

3.3. Research Instrument

The technique for collecting the data for this research is testing, and the kind of testing is an objective test. The first test is the pre-test, and the second test is the post-test. The test is arranged by the teacher.

3.4. Data Collection

The results of this research consisted of numeric scores collected through the procedure of testing the students' achievement in vocabulary building. Thus, the instrument used in this research was a written test in the form of a subjective test. This test was then checked to obtain the scores.

3.5. Data Analysis

In analyzing the data, the writer used the mean-score formula. The data were presented as a frequency distribution. Then, the score of the test was presented in a frequency polygon.

$$\bar{x} = \frac{\sum x}{n}$$

Where:

\bar{x} = Mean Score

$\sum x$ = score

N = total number of student

4. ANALYSIS

4.1. Tabulation of Data

The obtained data are put into the table of frequency distribution and computed using the mean score formula to find out whether using the display table game is effective or not. To make it clear, let us see the result of the pre- and post-test in the forms of:

Table 1	: The score of students in pre test and post test
Table 2	: The frequency distribution matrix of pre test (T_1)
Table 3	: The frequency distribution matrix of post test (T_2)
Table 4	: The computation of mean (X) and the standard deviation (S) of pre test
Table 5	: The computation of mean (X) and standard deviation (S) of post test
Table 6	: Frequency polygon of the students scores in the pre test (T_1)
Table 7	: Frequency polygon of the students scores in post test (T_2)
Table 8	: Percentage of students in pre test (T_1) and post test (T_2).

Table 1. The Score of Students in T_1 and T_2

No.	T_1	T_2
1	60	80
2	60	70
3	55	65
4	60	80
5	70	70
6	60	70
7	60	70
8	80	90
9	50	55
10	60	70
11	55	60
12	70	80
13	50	55
14	70	80
15	60	80
16	60	65
17	80	90
18	50	70
19	60	80
20	50	75
21	65	85
22	50	60
23	60	75
24	70	90
25	80	80
26	60	70
27	60	80
28	50	55
29	60	65
30	70	80

Table 2. Frequency Distribution Matrix of T_1

Scores	Tally	Frequency	%	Cumulative Frequency	Cumulative Proportion	Cumulative Percentage
80		3	10	30	1	100
75	-	-	-	-	-	-
70		5	16.66	25	0.83	83
65		1	3.33	24	0.8	80
60		13	43.33	11	0.36	36
55		2	6.66	9	0.3	30
50		6	20	3	0.1	10

Table 3. Frequency Distribution Matrix of T_2

Score	Tally	Frequency	%	Cumulative Frequency	Cumulative Proportion	Cumulative Percentage
90		3	10	30	1	100
85		1	3.33	29	0.96	96
80		9	30	20	0.66	66
75		2	6.66	18	0.6	60
70		7	23.33	11	0.36	36

65		3	0.1	8	0.26	26
60		2	6.66	6	0.2	20
55		3	10	3	0.1	10

Table 4. Computation of Mean (x) and Standard Deviation (s) of T_1 Scores

No.	x_1	\bar{x}	$x_1 - \bar{x}$	$(x_1 - \bar{x})^2$
1	60	61.5	-1.5	2.25
2	60		-1.5	2.25
3	55		-6.5	42.25
4	60		-1.5	2.25
5	70		8.5	72.25
6	60		-1.5	2.25
7	60		-1.5	2.25
8	80		18.5	342.25
9	50		-11.5	132.25
10	60		-1.5	2.25
11	55		-6.5	42.25
12	70		8.5	72.25
13	50		-11.5	132.25
14	70		8.5	72.25
15	60		-1.5	2.25
16	60		-1.5	2.25
17	80		18.5	342.25
18	50		-11.5	132.25
19	60		-1.5	2.25
20	50		-11.5	132.25
21	65		3.5	12.25
22	50		-11.5	132.25
23	60		-1.5	2.25
24	70		8.5	72.25
25	80		18.5	342.25
26	60		-1.5	2.25
27	60		-1.5	2.25
28	50		-11.5	132.25
29	60		-1.5	2.25
30	70		8.5	72.25
Total	1845		0	2307.5

Mean Score of T_1

$n = 30$

$\sum x_1 = 1845$

$$\begin{aligned} \bar{x} &= \frac{\sum x_1}{n} \\ &= \frac{1845}{30} \\ &= 61.5 \end{aligned}$$

Standard Deviation (S)

$$\begin{aligned}
 S &= \sqrt{\frac{\sum(x_1-\bar{x})^2}{n-1}} \\
 &= \sqrt{\frac{2307.5}{30-1}} \\
 &= \sqrt{79.568} \\
 &= 8.92
 \end{aligned}$$

Table 5. Computation of Mean (x) and Standard Deviation (s) of T_2 Scores

No.	x_2	\bar{x}	$x_2-\bar{x}$	$(x_2-\bar{x})^2$
1	80	73	7	49
2	70		-3	9
3	65		-8	64
4	80		7	49
5	70		-3	9
6	70		-3	9
7	70		-3	9
8	90		17	289
9	55		-18	324
10	70		-3	9
11	60		-13	169
12	80		7	49
13	55		-18	324
14	80		7	49
15	80		7	49
16	65		-8	64
17	90		17	289
18	70		-3	9
19	80		7	49
20	75		2	4
21	85		12	144
22	60		-13	169
23	75		2	4
24	90		17	289
25	80		7	49
26	70		-3	9
27	80		7	49
28	55		-18	324

29	65		-8	64
30	80		7	49
Total	2190		5	3029

Mean Score of T_2

$$n = 30$$

$$\sum x_2 = 2190$$

$$x = \frac{\sum x_2}{n}$$

$$= \frac{2190}{30}$$

$$= 73$$

Standard Deviation (S)

$$S = \sqrt{\frac{\sum (x_2 - \bar{x})^2}{n-1}}$$

$$= \sqrt{\frac{3029}{29}}$$

$$= \sqrt{104.44}$$

$$= 10.21$$

FREQUENCY POLYGON OF TEST 1

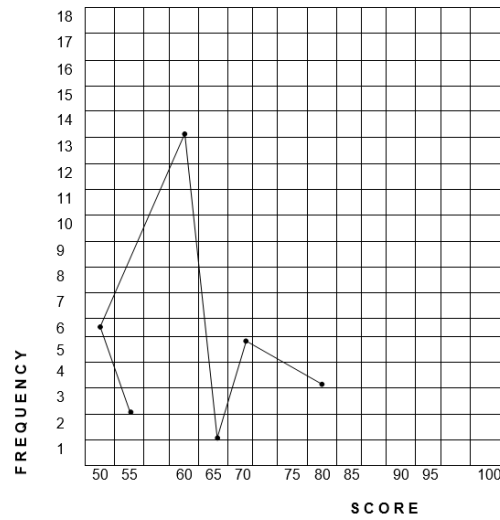


Figure 2. Test 1

FREQUENCY POLYGON OF TEST 2

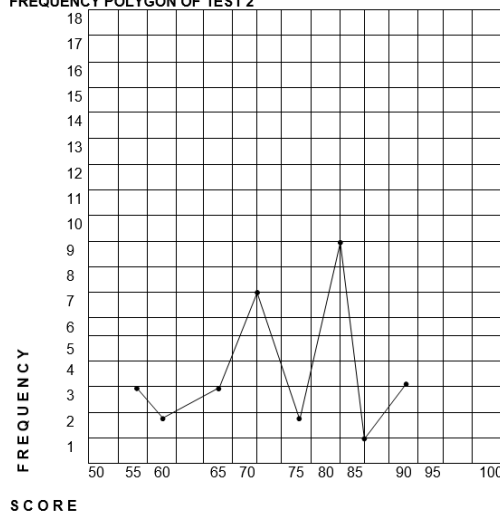


Figure 3. Test 2

Table 6. Percentage of Students in Pre-Test (T_1) and Post Test (T_2)

Scores	Pre Test	%	Post Test	%
100				
95				
90			3	10
85			1	3.33
80	3	10	9	30
75			7	23.33
70	5	16.66	2	6.66
65	1	3.33	2	6.66
60	13	43.33	2	6.66
55	2	6.66	3	10
50	6	20		

4.2. Discussion

The total score in the post-test () in the table is higher than the score obtained in the pre-test (). It means that the students who received treatment (x) through the use of games technique improved their vocabulary abilities. Students' post-test scores in tables 2 and 3 are higher than their pre-test scores. The pre-test (80) has a higher score than the post-test (90). The lower score in the pretest () is 50, and the higher score in the post test () is 55. The difference indicates the students' achievement in the pre-test and post-test is different.

Furthermore, the calculation of the result of the pre- and post-test in tables 4 and 5 showed that the mean of the post-test was higher than the pre-test. The post-test mean is 73, and the pre-test mean is 61.5; the standard deviation is recorded in areas 10, 21, and 92 for the post-test and 8, 92 for the pre-test.

The pre-test: six students got 50, two got 55, 13 got 60, one got 65, five got 70, no one got 75, and three got 80. The post-test results were: 3 students got 55, 2 got 60, 3 got 65, 7 got 70, 2 got 75, 9 got 80, 1 got 85, and 3 got 90.

The writer determined the value of the success of the treatment as follows: the students' scores of 70–90 indicate the success of the treatment, while those who got under 65 are failing. The analysis showed that this technique was effective.

Based on the description above, it can be concluded that the hypothesis is accepted because the score of the post-test is higher than the pre-test. So applying the display table game to teaching vocabulary is effective.

5. CONCLUSION

Based on the explanation of the preview chapters, it can be concluded that:

The result of this research shows that the scores of the students in the post-test are higher than in the pre-test. It means that using display table games in teaching vocabulary is effective.

The use of the display table game in teaching vocabulary helps English teachers improve their students' ability in vocabulary building.

6. SUGGESTION

In teaching English as a foreign language, especially vocabulary, the teacher should prepare or make games because teaching vocabulary by using display table games will make the learning process more interesting, effective, and efficient.

The English teacher should be creative in implementing the method and technique of teaching vocabulary.

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