



USING GAME IN IMPROVING STUDENTS' VOCABULARY MASTERY

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Abstract: *This study was aimed at improving vocabulary mastery through games. It is to see whether game can improve students' vocabulary mastery and to know the effectiveness of using game in teaching class. The participants of this study were 10 students and one English lecturer at University of Muhammadiyah Aceh. The data were obtained from questionnaires that distributed to students and interview one lecturer to add more information. In analyzing the data, this study applied the qualitative descriptive method. The result of this study reveals that the implementation of game in teaching learning process is effective in which it encourages students' motivation and involvement during the learning process. Indeed, it becomes the relevant way for lecturer to improve students' vocabulary mastery.*

Keywords : *Game, Improving, Vocabulary Mastery.*

Abstrak: Studi ini bertujuan pada peningkatan penguasaan kosa kata melalui permainan. Ini dilakukan untuk melihat apakah permainan dapat meningkatkan penguasaan kosa kata siswa dan untuk mengetahui keefektifan penggunaan permainan dalam pengajaran di kelas. Partisipan dari studi ini adalah 10 orang mahasiswa dan seorang dosen Bahasa Inggris di Universitas Muhammadiyah Aceh. Data didapatkan dari angket yang didistribusikan kepada para mahasiswa dan wawancara seorang dosen untuk menambahkan informasi lainnya. Dalam menganalisa data, studi ini menggunakan metode deskriptif kualitatif. Hasil dari penelitian ini menunjukkan bahwa penggunaan permainan dalam proses belajar mengajar efektif dimana permainan ini meningkatkan motivasi dan keikutsertaan siswa dalam proses belajar. Hal ini menjadi cara yang baik bagi dosen untuk meningkatkan penguasaan kosa kata para mahasiswa.

Kata kunci : *Permainan, Meningkatkan, Penguasaan Kosa Kata*

Language is a mean of global correspondence in the world. Through the language, individuals could communicate their feelings and thoughts. Most of people on the world impart to one another in English. English is valuable for setting up and keeping up the connection with those individuals. Besides, it likewise valuable to dominate English since it assumes a significant part in understanding and building up the logical and mechanical

information. Consequently, learning English is significant on the grounds that it is one of worldwide language.

In learning English, it needs to observe the standards to get a well dominance of language. This English language centers and emphasizes around four abilities, they are reading, writing, speaking and listening. Moreover, it additionally incorporates language component like grammar, vocabulary,

pronunciation, and spelling, which should be perceived to help the improvement of the four abilities.

Betty (1995) said that, "Every individual does not use the same size of vocabulary in reading, writing, speaking and listening. There are obvious differences between the lexical items of the spoken and the written language". Based on this statement, it infers that vocabulary the most important tool for student in the process of acquiring learning, mastering and using the language.

Vocabulary mastery has a fundamental role in studying the language. It is one of components which support the language's skills. Without having sufficient and proper vocabulary, indeed our ideas will be difficult to be delivered to other people and to understand what other people are talking about. In this case, Khufaishi (1994) says that one of the issues that English Foreign Language (EFL) students face is vocabulary. They are unable to read newspaper columns or popular magazines, and they are unable to comprehend radio or television newscasts. Their limited vocabulary hinders their listening comprehension, writing, and reading skills. Relating to this case Madsen (1993) also says that mastering vocabulary is one of the most important aspects of learning English for everyone. In reality, most people or students struggle with mastering the four skills in English due to a lack of vocabulary. It is undoubtedly caused by a variety of factors that make it difficult for individuals or students to improve their vocabulary mastery.

There are many methods that can be used to mastery vocabulary, particularly in teaching vocabulary, such as teaching vocabulary through

games, images, maps, visualization, total physical response, word cards, and so on. Sumardi (1975) states, "The success or failure of the teaching program is often evaluated from the method used by the teachers, because it is the method that determines the material and way of teaching language". This statement emphasized that the using of a suitable method is an important key toward a successful teaching. Besides, the suitable technique is also supporting the successful teaching learning process.

Along with this, the purpose of this study is to look into the use of games as a media for teaching vocabulary. This media is thought to be one of the best ways for students to solve their vocabulary problems. It is not only beneficial in the classroom, but it also increases students' interest in the learning process.

LITERATURE REVIEW

Vocabulary

One of the most important aspects of learning English is developing a strong vocabulary. It is necessary when students learn to listen, sing, read, and write. Robert (2008) stated that "Vocabulary is words as units that were part of grammatical patterns." In that sense, a word could be an element which can stand alone as an utterance, it cannot be divided into two or more part similarity characterized. Larsen (1986) also claims that, "Vocabulary as a stock or supply of words that a person uses or understands even if he does not use them in oral or written communication or in reading". From the statements, it can be seen that vocabulary is a list or a series of words that is used to express the idea or in other meaning it is used for

general communication. The students will not be able to comprehend the English language if they do not master vocabulary.

As a result, the teachers recognize the importance of vocabulary in a foreign language. Students may have difficulty with all language skills due to a lack of vocabulary. Every skill can only be improved through the use of words or vocabulary, as what Witty (1965) states that, "If you short on words, you may also be short on ideas, this will handicap you in school or college, at home or elsewhere. But if you know many words, you are likely to have a wealth of ideas, so that you will be able to understand what you read or hear. You are also being able to express yourself when you talk or write". According to the statement, vocabulary is the most important skill to master because it is used to communicate and produce ideas, information, feelings, and other things.

Games

Shelaqh (1992) says that, "game is a play governed by rules or as an activity carried out by cooperating or competing decision makers, seeking to achieve, within a set of rules, their objectives". Richard Amato as quoted by El-Bahri (2017), states that, "Games can make the students more focus in learning, because they do not feel that they are forced to learn. Games can lower anxiety, thus making the acquisition of input more likely". They are highly motivating and entertaining, and they allow students to express their thoughts and feelings more freely. They also allow students to gain new experiences in a foreign language that are not always available in a traditional classroom setting. Games can be a form of media that provides numerous benefits to both teachers and

students. The useful of games are attract the student to learn English because it is fun and make them want to have experiment, discover and interact with their environment.

A language game is an activity that students will participate in during class as part of their language learning. However, in order to engage actively, they must be able to comprehend what others are saying or writing. They must express themselves and provide information by speaking or writing. Gower and Walters (1984) say that, "Language game is usually designed to give either creative practice opportunities for predicted language areas or general communicative practice". So, the use of game is expected could attract students to improve their vocabulary mastery.

Methods in teaching vocabulary

The method is a way of teaching something to students. The method determines the success and failure of teaching learning process. According to Harmer (1985), there are seven ways that the teacher can use in presenting vocabulary; they are realia, pictures, mime, action and gesture, contrast, enumeration, explanation and translation.

Realia

Any real objects used in the classroom to bring the class to life are referred to as realia in English teaching learning terms. In this tip, we will look at some activities that use realia, as well as why it is important to bring things into the classroom. The primary benefit of incorporating real objects into the classroom is that it enhances the learner's memory of the material. To give a couple of simple examples, if going to teach vocabulary of fruit and vegetables it can be much more affective for students if they can touch, smell and see the objects

at the same time as hearing the new word. This would appeal to a wider range of learner styles than a simple flashcard picture of the piece of fruit or vegetable. To very young learners, classroom management can become trickier if it bring in real objects as excitement levels tend to rise.

Picture

The meaning of vocabulary items can be explained using pictures. On the blackboard, the teacher could draw pens, rulers, and balls, or have magazine photographs of cars, bicycles, and trains taped to cardboard. The teacher might bring a picture showing three people in a room which could be used for introducing the meaning of sentence, 'there are three people in room'. Dawson (1984) stated that, "An interesting pictures makes a strong visual impact and gives rise to a lot of useful oral work. On the whole the student's language will be much more spontaneous and lively than when oral work is based on the written words". Board drawings, wall paintings and charts, magazines, photographs, flashcards, and any other non-visual representation are all examples of images. In the teaching and learning process, a teacher will draw things on the board (board drawing) or bring in pictures to the classroom to explain the meaning of vocabulary items.

Mime, Action and Gesture

A mime is a performer who communicates entirely through gestures and facial expressions, or who imitates (a person or manner) for satirical effect. An action is something that is carried out (usually as opposed to something said). Mime, in particular, is probably better at explaining actions. Thus concepts like running and smoking are easy

concepts to explain if the teacher pretends to run or take a drag on an imagery cigarette. The use of movements (especially of the hands) to convey familiar or prearranged signals, or demonstrate, express, or direct through movement are all examples of gestures

Contrast

Contrast is the act of distinguishing by comparing differences, a conceptual separation or distinction; there is a narrow line between sanity and insanity, or the perceptual effect of the juxtaposition of very different colors. Sometimes visual elements (e.g. realia, picture, mime) may not be sufficient to explain meaning. So, contrast can be used as the meaning of "full" is better understood in the context of "empty", "big" in context of "small".

Enumeration

Enumeration is the act of counting; reciting numbers in ascending order; the counting continued for several hours or a numbered list or specify individually; it enumerated the many obstacles it had encountered; the doctor recited the list of possible side effects of the drug. The word 'clothes' is a difficult word to explain visually. If, however, the teacher rapidly lists (or enumerates) a number of clothes the meaning will become clear.

Explanation

It can be difficult to explain the meaning of vocabulary items, just as it can be difficult to explain grammatical concepts, particularly at the elementary level. When making such an explanation, it will be critical to make sure that the explanation contains information about when the item can be used. so pointed out that it was colloquial informal English and only used in certain

contexts.

Translation

For a long time, translation was thought to be out of style. Students will clearly be hampered in their learning if the teacher is constantly translating because they want to hear and use the target language, not their own. However, it seems silly not to translate if doing so will save a lot of time. If the students do not understand a word and the teacher cannot think how to explain it, she can quickly translate it, the same is true, in principle, of a piece of grammar.

Furthermore, Brummit (2017) proposed two effective methods of teaching vocabulary; explicit vocabulary (intentional, planned instruction) and implicit vocabulary (spontaneous instruction as a child comes to new words in a text) methods.

Explicit Vocabulary

a. Pre-teaching Vocabulary Words

Teaching unfamiliar words used in a text prior to the reading experience is one of the most effective ways to help children learn new vocabulary words. Adults should preview reading materials (either alone or with the children) to assess which words are unfamiliar. After that, these terms should be formulated and debated. It is important for the adult to not only tell the children what the word means, but also to discuss its meaning. This allows the children to develop an understanding of the word's connotations as well as its denotation. Also, discussion provides the adult with feedback about how well the children understand the word. After pre-teaching vocabulary words, the children should read the text.

b. Repeated Exposure to Words

It may appear intuitive that the more we are

exposed to a phrase, the better we understand it. Repeated exposure to new vocabulary words, on the other hand, is often overlooked. Adults often overlook the fact that a person (especially a child) must hear and use a word several times before it becomes ingrained in her vocabulary. Allowing for different uses of a new word in both written and spoken form

c. Keyword Technique

Like pre-teaching, the keyword method occurs before a child reads a particular text. In this method, unfamiliar words are introduced prior to reading. However, rather than encouraging the child to remember a definition for a new word, the adult teaches him a "word clue" to help him understand it. This "word clue" or keyword might be a part of the definition, an illustrative example or an image that the reader connects to the word to make it easier to remember the meaning when reading it in context. The idea behind the keyword method is to create an easy cognitive link to the word's meaning that the reader can access efficiently during a reading experience.

d. Word Maps

The word map is a great way to scaffold a child's vocabulary development. The adult (either alone or with the children) should preview reading materials to ascertain which words are unfamiliar, as with the other explicit teaching practices. The child (with the help of the adult) makes a graphic organizer for each of the new vocabulary words. At the top or center of the organizer is the vocabulary word. Branching off of the word are three categories: classification (what class or group does the word belong to), qualities (what is the word like) and examples. Using prior knowledge the child fills

in each of these three categories. Word maps help readers develop complete understandings of words.

e. Root Analysis

While root analysis is taught explicitly, the ultimate goal is for readers to use this method independently. Many of the words in the English language are derived from Latin or Greek roots. They either contain a “core” root (the primary component of the word) or use prefixes or suffixes that hold meaning. Adults should focus on teaching children the most commonly occurring roots, prefixes and suffixes. As each student is taught, examples of its application in everyday language should be shared and discussed. The reader should be able to see how the root aids her understanding of the definition of the word. The children should then be given opportunities to practice analyzing words to identify their meanings and roots. When a reader can break down unfamiliar words into prefixes, suffixes, and roots, they can start to figure out what they mean.

f. Restructuring Reading Materials

This method is especially useful for assisting struggling readers in expanding their vocabularies. Because there are too many unfamiliar words in grade level materials, they are often unavailable to readers. Adults should restructure the materials in a variety of ways to make them easier to understand for readers. A portion of the difficult words can be replaced with “easier” synonyms to help the reader understand the overall text. Vocabulary footnotes (definitions provided at the bottom of the page) can be added for particularly challenging words so that the reader can easily “look up” the word while still reading the text. An accompanying vocabulary

guide can be provided for the text. Words that are included in the guide should be highlighted or printed in bold text to direct the reader to check the vocabulary guide if the word or its meaning is unfamiliar.

Implicit Vocabulary

a. Incidental Learning

Incidental vocabulary learning occurs all of the time when read. Based on the way a word is used in a text are able to determine its meaning. Adults should model this sort of incidental vocabulary learning for children to help them develop their own skills.

b. Context Skills

Context skills are the methods that a reader uses for incidental vocabulary learning. Texts are full of “clues” about the meanings of words. Other words in a sentence or paragraph, captions, illustrations and titles provide readers with information about the text that they can use to determine the meanings of unfamiliar words. These features are often referred to as “context clues” because they are contained within the context of the piece of writing rather than outside it. Young readers should be taught to find and use context clues for learning new vocabulary words.

Adult modeling and practice are keys for helping children develop this important reading skill. Regardless of the methods and techniques employed, the goal of teaching vocabulary is to achieve the goal of teaching English language. In line with this, Sukirah (1988) says, “There are various ways of teaching vocabulary, but there is no single ‘best’ way for teaching vocabulary.” In teaching vocabulary, the teacher should choose a

proper method, because the success of teaching vocabulary will affect how students understand and improve their vocabulary mastery.

METHODOLOGY

In this study, qualitative method was used in collecting data focusing on how the use of game in improving students' vocabulary mastery. Qualitative research is a research based on descriptive data analysis that does not make use of statistical procedure (Netta and Safura, 2018). The participants of this study were one English lecturer and ten students of University of Muhammadiyah Aceh. In collecting the data, the writers used two data collection techniques; questionnaire and interview. The questionnaire sheets were distributed for students, while the interview was used for the lecturer to add more data. Then, the techniques of data analysis used in this study is descriptive qualitative.

RESULT AND DISCUSSION

The questionnaire sheets were distributed for 10 students at English Department of University of Muhammadiyah Aceh. This instrument was used to figure out the use of game to improve students' vocabulary mastery. According to Arikunto (2011), questionnaire is a number of questions from the writer that used to get information from respondent about their circumstances and condition.

Table 1. The students' statement of using game in learning vocabulary

No	statements	yes	neutral	no
1.	Feel attracted	90%	-	10%
2.	Feel comfortable	90%	10%	-
3.	Have motivation	100%	-	-
4.	Ease to understand vocabulary	90%	-	10%
5.	Ease to find synonym	90%	-	10%
6.	Improve vocabulary	90%	10%	-

	mastery			
7.	Fondness media	80%	20%	-
8.	Fun method	100%	-	-

The data presented in the table above shows that 90% of students were attracted to learn vocabulary by using game, while only 10% who said "no". The same responses were also indicated from the statement "ease to understand vocabulary" and "ease to find synonym" who voted 90% "yes" and 10% "no". Regarding the statement "feel comfortable" and "improve vocabulary", 90% of students also chose "yes", while 10% of students prefer "neutral". Further, 80% of students chose game as an enjoyable media to learn vocabulary, while 20% preferred "neutral" which seen from the statement "fondness media". Last, all students felt motivated and satisfied with game in which 100% of students voted "yes" for using game in learning vocabulary. In term of this, it could be confirmed that students had pleasure in learning vocabulary by applying game as a media to improve their vocabulary.

The data from interview was to support the result of questionnaire in which one lecturer was interviewed to get the deep information about the use of game in increasing students' vocabulary mastery. The lecturer explained using game as media is very useful in teaching and learning process. Students seem enthusiast to follow the learning process in the class. This media could support teacher in implementing the teaching and learning process well. As said by her, using game in teaching vocabulary helped her to solve the problem when the students have difficulty in understanding vocabulary. the implementation of games and other supporting fun activities succeeded in helping

students to learn and understand new vocabulary

From the result finding, it demonstrates that game is a proper media that can be applied in learning vocabulary. Improving students' vocabulary by using games is assumed more attractive than without using games. The game could encourage students to build up the vocabulary mastery. Furthermore, students enjoy the given material and the class activities during the learning process. Students may also participate actively in the learning process by discussing misunderstandings in vocabulary with their teacher or peers in order to gain a better understanding of vocabulary mastery. This finding is supported by the result of a study which found that the implementation of games succeeded in helping students to learn and understand new vocabulary and using games during teaching English was successful in improving students' vocabulary mastery (Jannah, I, M. 2020). Similarly, Ramadhaniarti, T. (2016) also found that students had positive view toward game in term of the fun class situation.

CONCLUSION

The purpose of using a game as a teaching media in class is to engage students in learning English vocabulary. Most students are enthusiastic about learning English through games because it allows them to express themselves and communicate directly with their peers. Hence, The use of games in the classroom is thought to be more effective in terms of attracting students to learn vocabulary. Furthermore, using games in the classroom encourages lecturers (or teachers) to assist students in improving their vocabulary

mastery, making it a significant way for teachers to address students' difficulties with vocabulary mastery.

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