THE EFFECTIVENESS OF USING KIM'S MEMORY GAME TO INCREASE STUDENTS' VOCABULARY AT THE SECOND GRADE OF JUNIOR HIGH SCHOOL

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Abstract: The purpose of this research was to reveal the effectiveness of using Kim's memory game in increasing students' vocabulary. This research was pre-experimental research using quantitative research with one group pre-test and post-test design. Population of this research were students of SMP Negeri 3 Kombi and the sample were VIII grade students in academic year 2019/2020 and the total number of the sample were 15 students. The data were collected through multiple choice test. The data of this research were analysed statistically using mean score formula $\overline{X} = \frac{\sum X}{N}$. The result of the data analysis showed that the highest score in pre-test was 88 and the lowest was 40. The highest score in post-test was 96 and the lowest was 70. The mean score of pre-test was 65.33 and the mean score of post-test was 81.86. The improvement was 16.53 from the pre-test until the post-test. It was indicated that the used of Kim's Memory game was effective to improve students' Vocabulary.

Keywords: *Kim's memory game, vocabulary, increasing, EFL*

INTRODUCTION

English is an International language that controlled every sector. As stated by (Mogea, Enhancing Students' Speaking Ability Through Small Group Discussion Technique to the First Year Students of SMA Negeri 1 Ratahan, 2019) "English take up a very important position in almost every walk of life: business, commerce, academic field, tourism, etc. It has

claimed as the first foreign language in Indonesia. So, it is included in the curriculum as the foreign language to be taught in School". The aim of learning English for students is for communication. So that in the future, Indonesian students will able to confront every challenge.

By that very fact, learning English is difficult than learning our mother tongue. It has the different vocabulary, structure, and pronunciation. In this case, vocabulary is the important part in learning language (Andries, Hampp, Rombepajung & Lengkoan, 2019). To start communicate, we need a word to build a sentence. In learning English, we should learn the tenses and it is need a vocabulary. (Andries et Al, 2019) Vocabulary and grammar have the same importance in language teaching and learning. They cannot be separated each other. When we have many vocabularies, it will make us easily to start communication and learning something in the past, present, and future (Nihta V.F. Liando, J. A, 2018).

For the second grade of junior high school, learning English is easy for some students. It can proceed from their background and motivation. It can be concluded that the teaching process hold the important role for the students. As stated by (Mogea, The Effectiveness of Question and Answer Technique in Teaching Reading Comprehension at SMP Negeri 3 Ratahan, 2019), "There are some factors in teaching-learning process, which can influence the gaining of successful goals at school. They are curriculum, materials, method, teachers, students and facility. All parts are related each other and cannot be separated. The two active parts are who is teach and students who are to learn".

Much research has been done about to increase vocabulary. It can be from listening to music, watching videos/film, reading a book, etc. (Hatch, E., & Brown. S, 1995). In this research, the writer interested to use a game in teaching vocabulary. According to (Mozez N. G., & Liando, N. V., 2019) "The game can give a big result for learners' abilities. Through the game, children get various interesting experiences, at the same

moment they study and develop their ability expansion. The game can give a contribution to upgrade the learners' psychic and physic abilities (Andrew Wright, D. B. 2006)

There are so many games that effective in helping students to building their vocabulary. In this research, Kim's Memory Game was used as a technique and Slide Presentation as the media in teaching vocabulary.

RESEARCH METHOD

This research was pre-experimental design with pre-test and post-test. According to (Farhady, 1982), pre-test(T_1) was given before the treatments and post-test(T_2) was given after the treatments. X used to symbolize the treatment.

The following was representation of the design:

Pretest	Treatment	Posttest
T_1	X	T_2

FINDINGS

The researcher obtained two kinds of data, the score of pre-test and post-test. Based on the sample, there were 15 students from the second semester the year of 2019/2020 of SMP Negeri 3 Kombi. This chapter also showed the statistical procedure because this research classified as quantitative research. The statistical procedure was used to measure or to judge the result of the two tests (pretest and posttest) given to the students so that the final conclusions concerning the use of Kim's Memory game as a technique in teaching Vocabulary arrived.

Table 1 showed the students' score in pre-test (test 1) and post-test (test 2) and how many point that each student gain:

Table 1. The data of students in T_1 (Pre-test) and T_2 (Post-test)

No	Students	Pre-test (T1)	Post-test (T2)	Gain
1	Aurel Seroh	84	92	8
2	Abraham Jacob	40	72	32
3	Brooklyn Lasut	88	96	8
4	Edoardo Lasut	60	80	20
5	Geoffano Walujan	72	88	16
6	Maria Rengku	40	72	32
7	Meisya Morasa	80	84	4
8	Venansia Kerap	60	84	24
9	Naomi Roring	60	72	12
10	Pavel Tangkau	72	80	8
11	Sherina Mamahit	40	70	30
12	Trixie Senduk	80	88	8
13	Nadya Lombogia	84	92	8
14	Wayne Ngantung	40	70	30
15	Wulandari Lomboan	80	88	8

From the table 1, there were 15 students who took the tests, and all the students could improve their score after follow the several times treatment. There were several students got the same point in the Pre-test and Post-test. In other words, when the Kim's Memory game was apply in teaching English vocabulary, the score increased.

Table 2 showed the frequency of the students' score of pre-test. It showed how many times that each score appear, and which score that appear often in pre-test.

Table 2. Frequency distribution matrix of Pre-test (T_1)

Scores	Tally	Frequency	Freq-%	Cumulative proportion	Cumulative presentation
88	I	1	6.66%	15	100.00
84	II	2	13.33%	14	93.33
80	III	3	20%	12	80
72	II	2	13.33%	9	60
60	III	3	20%	7	46.66
40	IIII	4	26.66%	4	26.66
			n= 15		

From the table 2, there were fifteen students took part in Pre-test. The highest score of fifteen students was eighty-eight (88) achieved by one (1) student or (6.66%), two (2) students got eighty-four (84) or (13.33%), three (3) students got eighty (80) or (20%), two (2) students got seventy-two (72) or (13.33%), three (3) students got sixty (60) or (20%), and four (4) students got forty (40) or (26.66%).

Figure 1 showed the score frequency of pre-test.

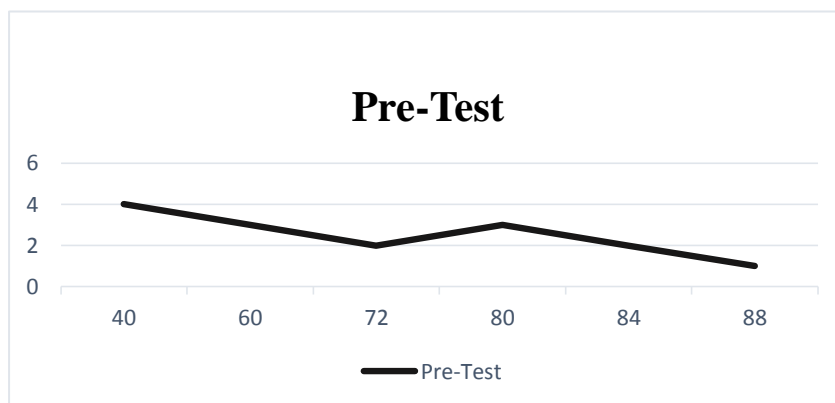**Figure 1. Frequency polygon of Pre-test**

Figure 1 of frequency polygon of pre-test (T_1) showed that there were four students who achieved the lowest score 40, three students got 80, and 1 student got the highest score 88 in pre-test.

Table 3 showed the frequency of the students' score of post-test. It showed how many times that each score appear, and which score that appear often in post-test.

Table 3. Frequency distribution matrix of Post-test (T_2)

Scores	Tally	Frequency	Freq-%	Cumulative proportion	Cumulative presentation
96	I	1	6.66%	15	100.00
92	II	2	13.33%	14	93.33
88	III	3	20%	12	80
84	II	2	13.33%	9	60
80	II	2	13.33%	7	46.66
72	III	3	20%	5	33.33
70	II	2	13.33%	2	13.33
			n= 15		

Table 3 shows that there were fifteen students involved in the Post-test. One (1) student got ninety-six (96) or (6.66%), two (2) students got ninety-two (92) or (13.33%), three (3) students got eighty-eight (88) or (20%), two (2) students got eighty-four (84) or (13.33%), two (2) students got eighty (80) or (13.33%), three (3) students got seventy-two (72) or (20%) and two (2) students got seventy (70) or (13.33%). Figure 2 showed the score frequency of post-test.
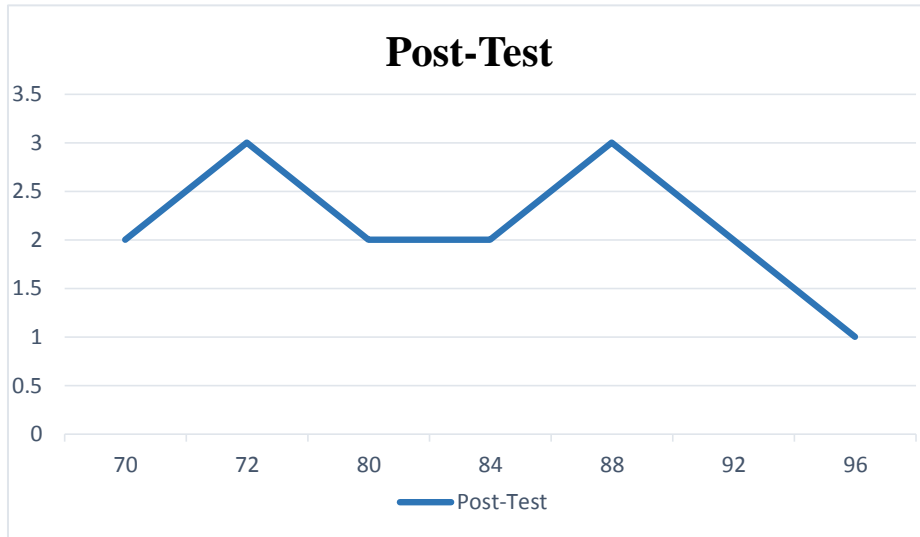
Figure 2. Frequency polygon of Post-test

Figure 2 of frequency polygon of post-test (T_2) showed that there were two student who achieved the lowest score 70, three students got 88, and 1 student got the highest score 96 in post-test. In this research the data of Pre-test are compared to the data of Post-test showing that Post-test is better than Pre-test.

In the pre-test, no more students who got more than ninety. The highest score is eighty-eight (88) and this was achieve by one student. The lowest score is forty (40) and it was achieved by four students, while in the Post-test there are students who got ninety until ninety-six (90-96) achieved by three students and seventy (70) achieved by two students. The score was increased when the researcher giving the treatment using Kim's Memory game.

Table 4 showed the computation of mean score ($\overline{X}$) of pre-test using mean score formula.

Table 4. Computation of mean score ($\overline{X}$) in Pre-test

N	Score (X_1)
1	84
2	40
3	88
4	60
5	72
6	40
7	80
8	60
9	60
10	72
11	40
12	80
13	84
14	40
15	80
Total	980

The mean score of computation above:

N   = 980

$\overline{X}$ $= \frac{\sum X}{n}$

$= \frac{980}{15}$

$= 65.33$

The result of computation of mean score of Pre-test above that the mean score is 65.33.

Table 5 showed the computation of mean score ($\overline{X}$) of post-test using mean score formula.

Table 5. Computation of mean score ($\overline{X}$) in Post-test

N	Score (X_2)
1	92
2	72
3	96
4	80
5	88
6	72
7	84
8	84
9	72
10	80
11	70
12	88
13	92
14	70
15	88
Total	1228

The mean score of computation above:

N = 15

$$\overline{X} = \frac{\sum X}{n}$$

$$= \frac{1228}{15}$$

$$= 81.86$$

The result of computation of mean score of Post-test above that the mean score is 81.86.

Table 6 showed the final computation from pre-test until post-test.

Table 6. The mean score of Pre-test and Post-test.

	Pre-test	Post-test
Mean score ($\bar{X}$)	65.33	81.86

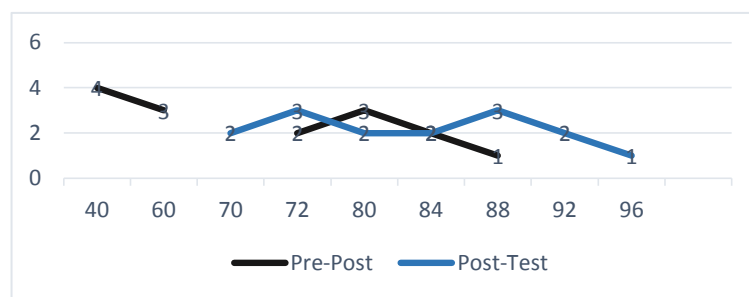Figure 3 showed the score frequency from pre-test until post-test.

Figure 3. Frequency polygon of the Pre-test (T$_1$) and Post-test (T$_2$)

DISCUSSION

There were some steps when applied the treatment Kim's Memory Game" in SMP Negeri 3 Kombi. In the first step, the researcher gave pre-test to the students in order to measure their knowledge about the vocabulary. When got the result of pre-test, the researcher applied the treatment (Kim's Memory Game) in teaching English vocabulary. In the first treatment, there were some students still have difficulties in describes the object. Although they know some the name of the object. The researcher help them using the Kim's Memory game. In the second treatment, the students can describe the object in simple sentence using adjectives (degree of comparison) and mention more the kind of animals. In the third treatment, the students were quickly mention the name of the

object and able to described the object using the adjective (degree of comparison). In the same time after applying the treatment, the students followed the post-test. Which in the post test, the researcher measured the progress of the students. Therefore, the data collected in order to prove whether the vocabulary was increase or not.

The result of the analysis showed the following fact. There were 15 students took part in pre-test and post-test. Amount these 15 students, in pre-test the highest score was 88 was achieved by one (1) student. The lowest score was fourteen (40) was achieved by four (4) students. In post-test, the highest score was 96 was achieved by one (1) student. The lowest score was 70 was achieved by two (2) students. The mean score of pre-test was 65.33 and the mean score of post-test was 81.86.

The result of pre-test indicated that the students' achievement of vocabulary is still poor (low) before giving the treatment of using Kim's Memory game. While the result of post-test indicated that the students' achievement of vocabulary through Kim's Memory game was improved.

(Huang, 1996) "learning through games could encourage the operation of certain psychological and intellectual factors which could facilitate communication heightened self-esteem, motivation and spontaneity, reinforcing learning, improving intonation, and building confidence". It means that game is effective in learning process. From the explanation above, the result showed that the students could increase their vocabularies after giving the treatment Kim's Memory game. It makes the students enthusiastic to learn vocabulary.

CONCLUSION

As has been explained in the research question, that the researcher would like to see whether that the use of Kim's Memory game in

increasing students' vocabulary is effective or not. So based on the result of the data analysis described previously, it could be concluded that the used of Kim's memory game could help students to increase their vocabulary and made them easy to understood the vocabularies not only know the meaning but also they could described them.

When Kim's Memory game was used in teaching vocabulary to the small class, it was found that this game was effective. On the other hand, it was not effective if it used in the large class.

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