

Increasing Students' English Vocabulary Mastery

GABRIELLA M. BAWUNO, PAULA ROMBEPAJUNG, SANERITA T. OLII

Universitas Negeri Manado

Correspondance author: Gabriellabawuno@gmail.com

Received: 27 Agustus 2024

Accepted: 11 September 2024

Published: 16 September 2024

Abstract : This research is based on the problem that students face in English learning, which is the lack of vocabulary. The lack of vocabulary mastery makes some students hard to understand the material and also hard to express their ideas in English. This research aims to see whether Guess Card Games increase students' English vocabulary mastery. This research took place at SMP Negeri 2 Tondano. The subjects of the study in this research were 20 students of class VIII B SMP Negeri 2 Tondano. The research design applied was pre-experimental research design with one group pre-test and post-test. The instrument used was a test in the form of multiple-choice questions. There was a significant difference between the results of the pre-test and post-test. The mean score of the pre-test was 57,2 and in the posttest 71,3. It was confirmed that Guess Card Games have a significant effect on increasing students' English vocabulary mastery.

Keywords: *Guess Card, Vocabulary Mastery, English, Student, Increasing*

INTRODUCTION

English is the most widely spoken universal language, so its significance cannot be overstated in today's globalized world (Nishanthi, 2018). English can bring together the various languages of each nation (Makasoe et al., 2022). In Indonesia, English has been presented at all degrees of schooling as one of the subjects. This demonstrates how significant English is in our nation, particularly in building a phenomenal quality for the youthful age in light of Regulation No. 20 of 2003 on Public Schooling System. These days, the capacity in English is many times thought about fundamental for progress in different fields, including business,

scholastics, and strategy. English proficiency can make it easier to communicate with people of different cultures and open up opportunities to travel, study, and work in many countries. Indonesian, also known as Bahasa Indonesia, is the country's primary language. In addition, Indonesian is one of the many ethnic groups and languages in the world, and every person there was raised speaking it as their first language.

In the mean time, we learn English as an unknown dialect, so it is testing. The teacher faces numerous challenges when teaching English, including the student's lack of motivation, limited English proficiency, and fear of making mistakes. To that end authority of jargon is vital for assist understudies with learning English. not just to remember, but also to comprehend how the words are used and what they mean. Language is essential for both communication and academic success (Kaloke et al., 2021). The more it improves, the less they will be confused about how to speak or have a conversation in English in class and how to learn English better. In learning English, particularly jargon, the educator should have a decent technique that can assist understudies with learning English in a significant and energizing manner. Other than that, the instructor likewise should bond with the understudies. The scientist is attempting to sort out some way to conquer this and make something that can help English Advancing so it very well may be pleasant and the understudy has serious areas of strength for a to be aware and learn English. To create students who were interested in education and the learning process, educators needed to be able to cultivate learners who were inspired by the learning activity.

The researcher discovered that games are a useful and effective method for teaching vocabulary in the classroom. In order to make learning vocabulary, particularly English vocabulary, both practical and enjoyable, the researcher selects the Guess Card Games game that she develops as the medium and method for learning vocabulary. Additionally, When the analyst did the perception at middle school, she found that understudies experienced issues learning English well and had less jargon authority. A few reasons are that educator showing procedure has less

development and imagination; another explanation is that the material could be more recognizable and used in the educating and growing experience. As a result, the researcher has chosen to conduct the study under the heading "Increasing Students' English Vocabulary Mastery through Guess Card Games.". Understudies' eagerness and energy for learning English are powerless as a result of the absence of jargon. It is about the problem of students not knowing enough words and expressions to communicate well in a particular language. This issue can influence understudies' language capability in talking, tuning in, perusing, and composing. Additionally, it may have an effect on their academic performance and career prospects. Can Guess Card Games increase students' English Vocabulary Mastery. The researcher delimited to English Vocabulary Mastery that focus on Noun : Proper Noun & Common Noun through Guess Card Games at grade VIIIB of SMP Negeri 2 Tondano.

RESEARCH METHOD

The design that the researcher applied in this research was "pre-experimental research design with one group pre-test and post-test", (Hatch & Farhady, 1981). This is presented as follow:

Class	<i>Pre-test</i>	Treatment	<i>Post-test</i>
Class of VIII			
B	T1	X	T2

Descriptions:

- Class of VIII B = Experiment class
- T1 = Pre-test before the treatment
- T2 = Post-test after the treatment
- X = The use of Guess Card Games

SMP Negeri 2 Tondano served as the research location. In order to gather and examine data, quantitative research was used in this study. Thus, researchers collected data for a month.

The subject of this research were students of class VIIIIB at SMP Negeri 2 Tondano, in the even semester 2023/2024.

Hajar, (2021) outlined how measurement instruments, such as research instruments, are used to collect quantitative data, including characteristic and objective variables. Multiple-choice questions are used in the test as the research instrument. The purpose of the pre-test is to determine students' vocabulary prior to receiving treatment, and the post-test is to determine if students' vocabulary grows as a result of receiving treatment.

The pre- and post-tests were used by the researcher to gather data. Prior to receiving treatment, students were given a pre-test measuring their mastery of English vocabulary, consisting of 50 multiple-choice questions, at the first meeting. There were two meetings for the treatment. Additionally, following the Guess Card Game, students must pass a post-test at the fourth and final meeting to gauge their English vocabulary.

Arikunto (2007) A sort of pre-experimental study design known as the one-group pre-test and post-test design is one in which a group of participants is tested twice, once before and once after an intervention. In this design, the dependent variable is measured by the researcher both before and after the intervention to see if the variable changes as a result of the intervention.

In analyzing the obtained data, mean score formula used in this research (Arikunto 2007:264) :

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

Where :
 \bar{x} = Mean (average score)

$$\begin{aligned} \sum x &= \text{Total students score} \\ n &= \text{Total number of students} \end{aligned}$$

FINDINGS AND DISCUSSION

The research data used in the study came from a single class at SMP Negeri 2 Tondano, specifically class VIII B, which included 20 pupils. Quantitative research was employed in this study using a pre-experimental design that included a single group pre- and post-tests. Based on an exam consisting of fifty numbered multiple-choice questions, the data was gathered. Finally, the data was presented in tabular form as follows :

The computation of the pre-test mean score

Number of Students	T1
1	56
2	60
3	50
4	52
5	62
6	50
7	52
8	60
9	56
10	68
11	70
12	60
13	62
14	52
15	50
16	50

17	52
18	58
19	60
20	64
Total	1144

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

$$\bar{x} = \frac{1.144}{20}$$

$$\bar{x} = 57,2$$

The mean score of the pre-test was 57,2. The achievement in the pre-test showed that from 20 students who took part in the pre-test (T1), the highest score was 70 and the lowest score was 50. It showed students' achievement in pre-test was lower.

The computation of post-test mean score

Number of Students	T2
1	72
2	80
3	74
4	60
5	76
6	70
7	64
8	72
9	70
10	84
11	88
12	74
13	76

14	70
15	60
16	62
17	60
18	64
19	72
20	78
Total	1426

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

$$\bar{x} = \frac{1.426}{20}$$

$$\bar{x} = 71,3$$

The mean score of the post-test was 71,3. The highest score was 88, and the lowest score was 60. It showed that students achievement was improved.

Table 4.1.3 Matrix of Pre-test and Post-test

Number of Students	Pre-test	Post-test
1	56	72
2	60	80
3	50	74
4	52	60
5	62	76
6	50	70
7	52	64
8	60	72
9	56	70

10	68	84
11	70	88
12	60	74
13	62	76
14	52	70
15	50	60
16	50	62
17	52	60
18	58	64
19	60	72
20	64	78
Total	1150	1426

The study's findings indicated that students' vocabulary mastery may be impacted by using Guess Cards. Compared to the pre-test, the post-test had a greater value. Stated differently, using Guess card games can help pupils become more proficient in using English vocabulary.

Table 4.1.4 Students Gaining Scores

Number of Students	Pre-test	Post-test	Gained Scores
1	56	72	16
2	60	80	20
3	50	74	24
4	52	60	8
5	62	76	14
6	50	70	20
7	52	64	12

8	60	72	12
9	56	70	14
10	68	84	16
11	70	88	18
12	60	74	14
13	62	76	14
14	52	70	18
15	50	60	10
16	50	62	12
17	52	60	8
18	58	64	6
19	60	72	12
20	64	78	14
Total	1144	1426	282

Twenty students took the test, as indicated by Table 4.4, which also shows that the total pre-test score was 1.144, the total post-test score was 1.426, and the total gained score was 282. Subsequently, 50 was the pre-test minimum score and 70 was the pre-test maximum score. In the meantime, the post-test had a maximum score of 88 and a lowest score of 60. The pre-test mean was 57,2, while the post-test mean was 71,3. These results were attained by treating students with Guess Card Games to improve their vocabulary mastery of English. As a result, it is evident that the performance and outcomes of the pre- and post-tests differ significantly.

Table 4.1.5 Frequency distribution matrix of pre-test

Score s	Tally	Frequenc y	%	Cumulativ e Proportion	Cumulative Presentatio n
--------------------	--------------	-----------------------	----------	---------------------------------------	---

70	I	1	5%	20	100%
68	I	1	5%	19	95%
64	I	1	5%	18	90%
62	II	2	10%	17	85%
60	IV	4	20%	15	75%
58	I	1	5%	11	55%
56	II	2	10%	10	50%
52	IV	4	20%	8	40%
50	IV	4	20%	4	20%

Table 4.5 showed that, there were 1 student got 70 or 5%, 1 student got 68 or 5%, 1 student got 64 or 5%, 2 students got 62 or 10%, 4 students got 60 or 20%, 1 student got 58 or 5%, 2 students got 56 or 10%, 4 students got 52 or 20%, 4 students got 50 or 20%.

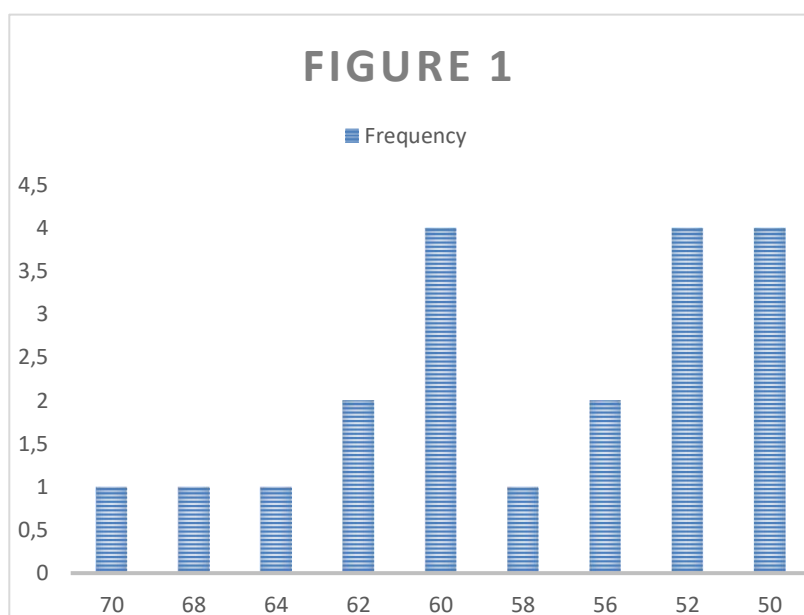


Figure 1. Result of

Student's Pre-Test Score Frequency.

The preceding histogram shows that the pre-test (T1) scores of 20 students were lower. According to the histogram, one student received 70, one received 68, one received 64, two received 62, four received 60, one received 58, two received 56, four received 52, and four received 50.

Table 4.1.6 Frequency distribution matrix of Post-Test

Scores	Tally	Frequency	%	Cumulative Proportion	Cumulative Presentation
88	I	1	5%	20	100%
84	I	1	5%	19	95%
80	I	1	5%	18	90%
78	I	1	5%	17	85%
76	II	2	10%	16	80%
74	II	2	10%	14	70%
72	III	3	15%	12	60%
70	III	3	15%	9	45%

64	II	2	10%	6	30%
62	I	1	5%	4	20%
60	III	3	15%	3	15%

Table 4.6 showed that, there were 1 student got 88 or 5%, 1 student got 84 or 5%, 1 student got 80 or 5%, 1 student got 78 or 5%, 2 students got 76 or 10%, 2 students got 74 or 10%, 3 students got 72 or 15%, 3 students got 70 or 15%, 2 students got 64 or 10%, 1 student got 62 or 5%, 1 student got 60 or 5%.

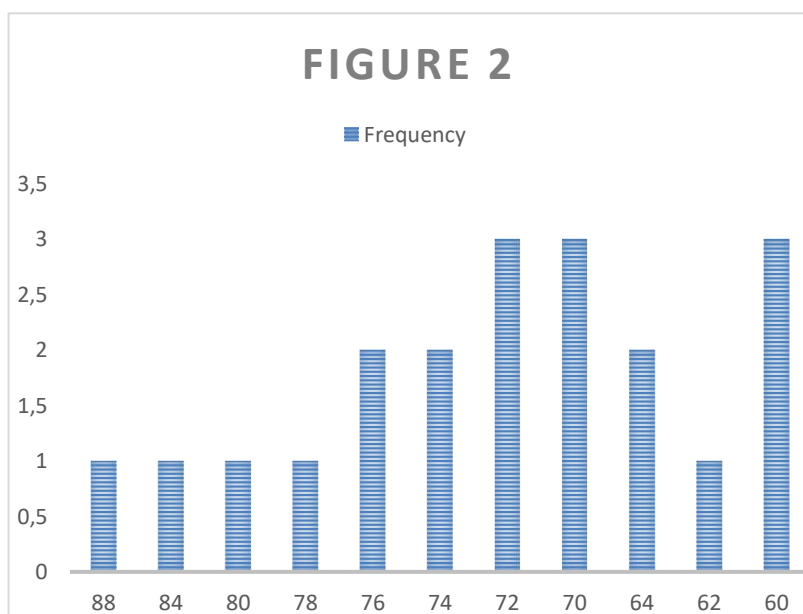


Figure 2. Result of Student's Post-Test Score Frequency.

From the histogram above we can see that students score from 31 students was improved in pre-test (T2). The histogram showed that, 1 student got 88, 1 student got 84, 1 student got 80, 1 student got 78, 2 students got 76, 2 students got 74, 3 students got 72, 3 students got 70, 2 students got 64, 1 student got 62, 1 student got 60.

Table 4.1.7 Recapitulation of Mean Scores of Pre-Test and Post-Test

Test	Score
------	-------

T1	57,2
T2	71,3

Discussion

The purpose of this study was to determine whether playing guess card games had a noteworthy impact on students' grasp of English vocabulary. One technique that teachers can use to help pupils learn more vocabulary in English is to assign guess card games. The four skills required to learn English are listening, speaking, reading, and writing. One of the challenges students encountered was not having a large enough vocabulary, which prevented them from effectively mastering these skills. The researcher thought that kids studying English benefited from having a strong vocabulary. Based on the aforementioned data, the researchers discovered that both before and after therapy, pupils' proficiency with English vocabulary increased.

Twenty pupils participated in the test, according to the information provided. One student received 70 or 5%, one student received 68 or 5%, one student received 64 or 5%, two students received 62 or 10%, four students received 60 or 20%, one student received 58 or 5%, two students received 56 or 10%, four students received 52 or 20%, and four students received 50 or 20% out of the twenty (20) students who took the pre-test. The pre-test results show that the students' proficiency with English vocabulary was less.

Of the thirty-one students who participated in the post-test, the following results were obtained: two students received 76 or 10%, two students received 74 or 10%, three students received 72 or 15%, three students received 70 or 15%, two students received 64 or 10%, one student received 62 or 5%, and one student received 60 or 5%. The pre-test mean score is 57,2, while the post-test mean score is 71,3. One could argue that the post-test results outperform the pre-test results.

Conclusion

Guess Card games can improve students' English vocabulary acquisition in class VIII B at SMP Negeri 2 Tondano, according to the research's findings based on the data presented and analyzed. The researcher also discovered that by using Guess card games, the pupils were able to understand terms or new terminology more quickly. The findings of this study showed that students' post-test scores were greater than their pre-test scores. The pre-test mean score is 57,2, while the post-test mean score is 71,3. It is evident that the post-test result exceeded the pre-test results.

REFERENCES

- Altenberg, E. P., & Vago, R. M. (2010). *English Grammar: Understanding the Basics*. Cambridge University Press.
- Anderson, R. C., & Freebody, P. (1983). *Reading comprehension and the assessment and acquisition of word knowledge*. *Advances in reading/language research*, 2, 231-256.
- Arikunto, S. (2007). *Prosedur penelitian: Suatu pendekatan praktik (Edisi Revisi VI)*. Rineka Cipta.264
- Biber, D., Conrad, S., & Reppen, R. (2002). *Corpus linguistics: Investigating language structure and use*. Cambridge University Press.
- Cain, K., Oakhill, J., & Bryant, P. (2004). Children's reading comprehension ability: Concurrent prediction by working memory, verbal ability, and component skills. *Journal of Educational Psychology*, 96(1), 31-42.
- Cameron, L. (2001). *Teaching languages to young learners*. Ernst Klett Sprachen.
- Coxhead, A. (2012). Vocabulary acquisition: A synthesis of the research. In A. D. Cohen & E. Macaro (Eds.), *Language learner strategies: Thirty years of research and practice* (pp. 123-143). Oxford University Press.
- Davis, J., & Lyman-Hager, M. (2005). A comparative study of the effects of instruction using online and traditional methods on student learning. *Journal of Interactive Online Learning*, 4(1), 1-12.
- Frase, L. E., & Krolak-Schwerdt, S. (2001). The relationship of vocabulary and background knowledge to comprehension and recall of science information. *Journal of Research in Science Teaching*, 38(7), 677-690.
- Hatch, E., & Farhady, H. (1981). *Research Design and Statistics for Applied Linguistics* (p. 311). Rahnama Publications.
- Kaloke, C., Hampp, P., & Rombepajung, P. (2021). Increasing Students ' Vocabulary By Using Word Cards. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, 1(5), 676–686.

- Laufer, B., & Hulstijn, J. (2001). Incidental vocabulary acquisition in a second language: The construct of task-induced involvement. *Applied Linguistics*, 22(1), 1-26.
- Li, L. (2017). Mobile learning of English vocabulary: Perceptions and practices. *Journal of Educational Technology Development and Exchange*, 10(2), 1-14.
- Makasoe, I., Liando, N., & Rombepajung, P. (2022). Students' Perception on the Use of English Songs to Learn Pronunciation. *JoTELL Journal of Teaching English*, 1(10), 1164–1179.
- Medina, J. (2008). *Brain rules: 12 principles for surviving and thriving at work, home, and school*. Pear Press.
- Nagy, W. E., Anderson, R. C., & Herman, P. A. (1989). Learning words from context. *Reading Research Quarterly*, 24(3), 233-253.
- Nagy, W. E., Herman, P. A., & Anderson, R. C. (1985). Learning words from context. *Reading Research Quarterly*, 20(2), 233-253. Top of Form
- Nation, I. S. (1990). *Teaching and learning vocabulary*. New York, NY: Newbury House/Harper & Row.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.
- Nation, I. S. P., & Newton, J. (2008). Teaching vocabulary. In J. Cummins & C. Davison (Eds.), *International handbook of English language teaching* (pp. 237-252). Springer.
- Nisbett, R. E., Krantz, D. H., Jepson, C., & Kunda, Z. (1987). The use of statistical heuristics in everyday inductive reasoning. *Psychological Review*, 94(4), 536-555.
- Nishanthi, R. (2018). The Importance of Learning English in Today World. *International Journal of Trend in Scientific Research and Development*, Volume 3(Issue-1), 871–874. <https://doi.org/10.31142/ijtsrd19061>
- Richard, J. C. (2002). *Curriculum development in language teaching*. Cambridge University Press. (p. 225.)
- Sabanari, V. W., Rombepajung, P., & Kumayas, T. (2022). *Using Pictures To Improve Students' English Vocabulary At Seventh Grade Of Smp Negeri 1 Siau Timur Selatan*. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, 1(3), 417–430.
- Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge University Press.
- Stone, L. (2019). Teaching vocabulary. *Reading for Life*, 181–188. <https://doi.org/10.4324/9780429490767-27>
- Schmitt, N., & Schmitt, D. (2014). *A practical guide to researching vocabulary*. Routledge.
- Scrivener, J. (2011). *Learning teaching: The essential guide to English language teaching*. Macmillan Education.
- Wang, Y., & Li, Y. (2011). The application of mobile learning in ESP vocabulary teaching. *Journal of Language Teaching and Research*, 2(4), 934-940.

