THE USE OF GAME TO INCREASE STUDENTS' VOCABULARY AT SMP KRISTEN MALAK MATUNGKAS

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Abstract: This research aimed at finding out the improvement of students' vocabulary by using Last Man Standing Game at seventh grade of SMP Kristen Malak. This research used pre-experimental design with one group pre-test and post-test. The population of this research was the SMP Kristen Malak. The sample of this research was the seventh grade students which consisted of 11 students. The researcher used format multiple choice and fill in the blank test as the instrument of this research. Based on the research findings, it showed that using Last Man Standing Game was effective to increase students' vocabulary. It is proved by mean score of post-test. The mean score before and after treatment (35,63 became 65,09) with the t-test value was greater than t-table 13,97 > 1.812. The researcher concluded that using Last Man Standing Game could increase students' vocabulary and could be one good technique in teaching vocabulary.

Keywords: *Game, Last Man Standing, Increase, Vocabulary.*

INTRODUCTION

Language is the most important aspect in the life of all human beings (Panambunan et al., 2016: 58). (R. Paranduk, Rombepajung P, 2021) also defined that language is human ability to communicative with others using signs. In other stated by (Sudarsono, Samola, and Maru., 2018) language is human communication tool to interact. Language is fundamental to all social processes, and

human do need to communicate to each other. Nowadays, English one of the language that is important in our life. English is an international language used all over the world, for education, technology, political, and commercial purpose (Mogea, T. 2019:9). (Goni, R., Muntuuntu, M., and Sanger, M., 2021) stated English is one of the international languages. This language is spoken all over the world. In Indonesia, English is one of compulsory subjects studied in several schools, from elementary school to university. In learning English, vocabulary plays an important aspects that must be mastered by the student before learning language (Lengkoan et al, 2019). It is one element one connects the four language skills all together. Vocabulary is the first and foremost important step in language acquisition. According to (Liando, N.V., Adam J. D., and Londa, T. K., 2018) "Since vocabulary is important in language learning, interesting activities and a good environment are needed to influence very young learners' brain and motivation to master them. In other words, vocabulary is the basic part and key element to learn any language because it is all the words a person known and uses in a language that have meanings (Pikirang et al, 2021).

English as a subject has been introduced in Indonesia from 1945 up to present time (Hampp et al, 2021). The teaching English in Indonesia as a foreign language has been focused on developing the four language skills- reading, writing, speaking, and listening-with various degrees of proficiency (Lambe, 2018). In Indonesia, English is declared as a foreign language, not a second language. The education process is the process of receiving, absorbing and

understanding this information. In order to students to keep and benefit from what they learn at schools, they have to receive it in an interesting manner or technique and associate it with their surroundings. According to (Mozez, N. G., & Liando, N. V., 2019) also defines that game can give big result for students' abilities. Through the game, the students' get various interesting experiences, at the same moment they study and develop their ability expansion. Games can provide these requirements. Whenever games are used in classrooms, learners feel relaxed and calm (Wechselberger, 2013) in addition, games provide a positive experience for teachers as well as students.They help lecturers to be creative in their teaching methods, and students to be active and creative in their answers. In other words, games help to widen thinking in different aspects. Games help students in shaping their intellect, enhancing their skills and absorbing information in an efficient manner.

Games help students revise vocabulary and recalling something that happened in a game may help students remember the language connected with it (Rixon, 1992:82). According to (Koprowsky, 2006) The Last Man Standing is amusing game that can stimulate the students' vocabulary mastery. Therefore, the Last Man Standing Game make the students more enjoy, relax, and fun. Considering the advantages of game in teaching vocabulary in which they can be best achieved by organizing fun, relax, competitive, and motivating vocabulary games and activities, which adhere to the expanding rehearsal.

Based on what the researcher had done PPL at SMK Kristen Imanuel Laikit, besides the teacher asked to teach at SMP Kristen Malak Matungkas. She found the students were still lacking of vocabulary, so the writer chose the Last Man Standing Game as a technique to increase students' vocabulary of seventh grade SMP Kristen Malak Matungkas.

REVIEW OF LITERATURE

The Definition of Vocabulary

Vocabulary is one of components of a language, besides sound system, grammar and culture. Students who want to learn a target language, in this case English of course have to learn those elements. According to (Richard and Willy, 2002:225), vocabulary is a core component of language proficiency and provides much of the basic for how well learners listen, speak, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners oftenachieve less than their potential and maybe discourages from making useof language learning opportunities around them such as listening to the radio, listening to native speaker, reading or watching television.

According to (Algathani, 2015) vocabulary is essential for successful foreign language use because without an extensive vocabulary, a language learner will be unable to use the structures and functions. The students may have learned for comprehensible communication. In other word, vocabulary is the most essential of many aspects language. When people have large knowledge

about vocabulary, they better in many aspects automatically. And also, they can be more confident to use their ability. So students need to learn seriously because without vocabulary and acquiring strategies that used they will be found difficulty in English skill.

Types of Vocabulary

Talking about vocabulary it is necessary to present the types of vocabulary when one speaks to others. He needs some words to express his idea desire or when he listens, he must be able to catch the meaning. (Stahl, 1999) states that there are four types of vocabulary which must be known and mastered for any skills, such as listening,speaking, reading and writing. They are (a) listening vocabulary is all the words he or she can recognize when listening to speech. They are the stock of words to which one responding with meaning and understanding in speech of others. (b) reading vocabulary is all the words he or she can recognize when reading. (c) speaking vocabulary is all the words that personable use in speech. Due to spontaneous nature of speaking vocabulary, words are often misused. When one speaks, may be compensated by facial expressions, tone of voice or hand gestures.(d) writing vocabulary is all the words people can employ in writing. It is relating to the second type of vocabulary that is simulated by its user.

Teaching Vocabulary

Students need to pay attention to some element of English language such as pronunciation, spelling, structure, and vocabulary. Teaching

vocabulary is one of the most discussed parts of teaching English Foreign Language. When the teaching and learning process takes place, problem would appear to the teachers. To teachers English skills, students must know the vocabulary of the language a list of words with their meaning because it supports their skill improvement (Linse, 2005).

Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students master all the language skills listening, speaking, reading and writing (Lengkoan et al, 2022). Vocabulary will make students practice the structure more easily. It is useful for students in order to communicative in daily life and will strengthen belief that English can be used to express same ideas or feelings they can express in their native language (Finocchiaro, 1974:8). Teaching vocabulary is not easy as we think. We have to find to way deliver material in a good way, which is why the teacher supposed to be creative in vocabulary. According to (Tahrin A , Wowor D.J, & Liando N.V.,2018:2) in practice, students often feel difficult to comprehend vocabulary knowledge. They find it hard to memorize vocabulary because most teachers still use the old method in teaching, such as by writing the material down on a whiteboard, then ask the students to translate and memorize the word. (Thornbury, 2002:1440) mentions some techniques for remembering word in teaching vocabulary. There are using key word by picture, word card, guessing from context, using dictionary, spelling rules, motivating.

What is Game

According to (Wright, 2006:1) state that "game is an activity which entertaining and engaging, often challenging, and an activity in which students play and usually interact with others". The statement above suggests that the teachers must bring the games when they are teaching in English language. In order to the students are not feeling bored and lazy when they are learning English language.

Last Man Standing Game

Last Man Standing is a fast paced peer learning game which increase vocabulary skills. To play this game you need to stand in a group circle with your classmate and have someone holding a ball. Next, name a theme or category including things found in food, the kitchen, living, or at work etc. Begin the game by tossing the ball to a student in the circle. That student has to shout a word which is in relation to the theme before they throw the ball on to a new student. This student must then think of a new word within a few seconds before throwing the ball again. If the student repeats a word that any other students says or cannot think of a relevant word, then they say must sit out. Change the theme until there is only person left. The last student standing is the winner.

The advantages of last man standing game in the classroom:

1) Last Man Standing Game is fun.

2) It can give more motivation while learning how to play the game.

3) It can help the students remember some vocabularies that aredifficult to memorize.

4) It can invite students to think fast.

5) It can influence the students to be more creative and active.

RESEARCH METHOD

In this research, the writer used quantitative procedure through pre-experimental design. Pre-experimental design with one group pretest-posttest.

The procedure of conducting this research is described below:

X1	T	X2

Where:

X1: Pre-Test

T : Treatment

X2: Post-Test   (Gay, 2006:282)

In analyzing the data collected through the pre-test and post-test the researcher used the procedure as follows:

1. Scoring the students correct answer of the vocabulary test by using formula (Depdikbud, 1985:8)

$$Score = \frac{Students\,correct\,answer}{Total\,number\,of\,items} X\,100$$

2. Finding out the mean score of the students' answer by using theformula:

$$\overline{X} = \frac{\Sigma X}{N}$$

Notation:

$\overline{X}$: Mean score

ΣX : Total score

N : Total sample   (Gay, in Satria 1981:298)

3. Calculate the frequency and the rate percentage using the following formula:

$$P = \frac{F}{N} \times 100\ \%$$

Where:

P : The percentage

F : Frequency of the correct answer

N : The total of samples.

4. Calculating the standard deviation of students pre-test and post-test, by using the formula below:

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

Where:

SD = Standard Deviation

$\sum x^2$ = The sum of score

$(\sum x)^2$ = The square of the sum of the score

n = The total number of the object.

5. Finding out significant between the pre-test and post-test by using the following formula:

$$t = \frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{n(\ n-1\ )}$$

Where:

t = Test of significance

D = The difference of mean score

$\sum D$ = The sum of the total score

$(\sum D^2$ = The square of the sum score of difference

n = The total number of the object

FINDINGS AND DISCUSSION

This chapter consists of two parts, namely the finding of research and the discussion of the research. The finding of the research cover the description of the result of data collected through a test that can be discussed in the section below. The findings of this research consist of the classification of results students' pre-test and post-test, it aimed to find out that using last man tanding game is able to increase students' vocabulary at seventh grade of SMP Kristen Malak Matungkas.

The Students' Score in Pre-test

The researcher gave the students pre-test to know their ability in vocabulary before treatment by using Last Man Standing Game.

Students	Score of Pre-test
1	60
2	32
3	24
4	32
5	28
6	28
7	32
8	28
9	52
10	32
11	44

The Percentage of Pre-test Classification

Classification	Score	Frequency	Percentage
Excellent	86-100	-	-
Good	71-85	-	-
Fair	56-70	1	9.09%
Poor	41-55	2	18.18%
Very Poor	0-40	8	72.72%

The table 4.1 shows the percentage of pre-test classification. The table above showed that, in pre-test none of students got excellent, good classification, 1 (9.09%) student got fair classification, 2 (18.18%) students got poor classification, 8 (72.72%) students got very poor classification. It means that the students' vocabulary at the seventh grade of students of SMP Kristen Malak Matungkas were still low, because most of them got very poor score. There were 8 (72.72%) students got very poor classification. After knowing the percentage of pre-test classification, the researcher calculated the mean score and the standard deviation of pre-test. The result of mean score and standard deviation can be seen on the table below:

The Mean Score and Standard Deviation of Pre-test

Test	Mean Score	Standard deviation (SD)
Pre-test	35.63	11.37

Table 4.2 shows the mean score and standard deviation of pre-test. The table illustrated that the mean score of pre-test was 33.27 and the

standard deviation was 11.37. It could be seen that the students' vocabulary were in low category.

The Students' Score in Post-test

The researcher also gave post-test to know the students' vocabulary after being taught using last man standing game.

Students	Score of Post-test
1	88
2	48
3	52
4	60
5	52
6	68
7	72
8	60
9	84
10	56
11	76

The Percentage of Post test Classification

Classification	Score	Frequency	Percentage
Excellent	86-100	1	9.09%
Good	71-85	3	27.27%
Fair	56-70	4	36.36%
Poor	41-55	3	27.27%
Very Poor	0-40	-	-

Table 4.3 shows the percentage of post-test classification. The table above showed that in post-test, 1 (9.09%) students got excellent classification, 3 (27.27%) students got good classification, 4 (36.36%) students got fair classification, and 3 (27.27%) students got poor classification.

After determining the percentage of post-test classification, the researcher calculated the mean score and standard deviation of post-test. The result of mean score and standard deviation can be seen on the table below:

The Mean Score and Standard Deviation of Post-test

Test	Mean Score	Standard Deviation (SD)
Post-test	65.09	13.51

Table 4.4 shows the mean score and the standard deviation of post-test. The table illustrated that the mean score of post-test was 65.09 and the standard deviation was 13.51. It could be seen that the students' vocabulary were good category.

The Increasing of Students' Vocabulary

a. Students' Score in Pre –test and Post – test

- A pre –test conducted to find out the data of the students' ability in vocabulary before treatment given. The result of the test showed the students' achievement in vocabulary before the treatment was given. The higher score was 60 and the lowest score was 24. The mean (*X)* was 35.62.

- The post – test was also conducted to find out the data of the students' ability in mastering vocabulary after getting the treatment. The higher score was 88 and the lowest score was 48. The mean (X) was 65.09.

The increasing percentage can be seen in the following table:

Table 4.5 The Improvement Percentage of Students' Score

Indicator	Vocabulary		Improvement (100%)
	Pre-test	**Post-test**	
Mean Score	35.63	65.09	82.65%

The improvement of the students' vocabulary that are through taught by using game oflast man standing above also can be seen at the chart below:

Figure 4.6 The mean score of Pre-test and Post-test
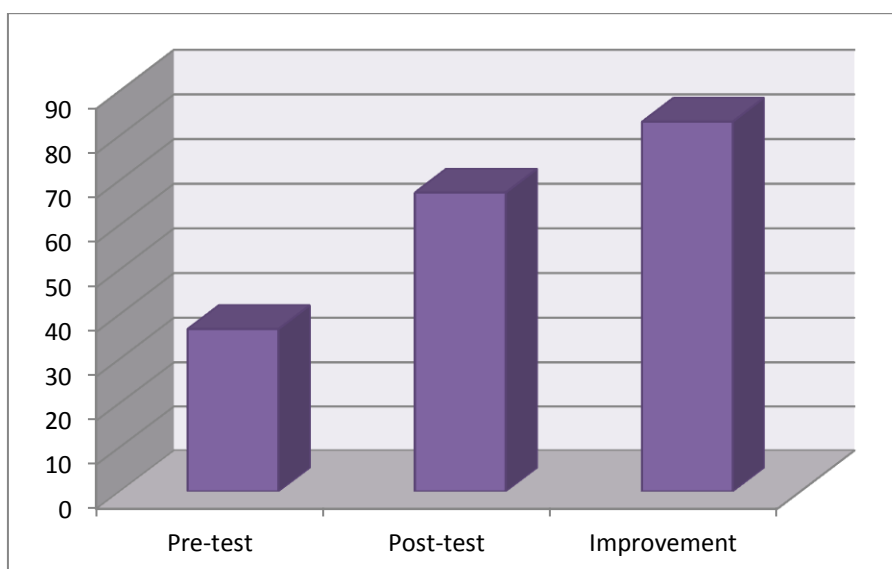
The chart showed the significantly different of mean score of pretest and post-test. Before the treatment, the researcher conducted pre-test, the mean score was 35.63after the treatment, and the mean score was 65.09. It means that the progress happened after the Last Man Standing Game applied to increase students' vocabulary.

As the conclusion, it was relatively fair to state that Last Man Standing Game to increase students' vocabulary at the seventh grade of students SMP Kristen Malak Matungkas can increase students' vocabulary especially in noun.

CONCLUSION

Based on the result of data analysis and discussion of this research in previous chapter, the research of data analysis showed that there was a significant difference between the students' vocabulary before and after learning English using last man standing game. Which, it was proved by the development of the mean score of pre-test was 35.63, and the standard deviation was 11.37. The mean score of post-test was 65.09 and the standard deviation was 13.51. T-test value of was 13.97. It was greatervthan table 1.812 at the level significance 0.05, and degree freedomv*(df)* was 10. It means that last man standing game enough effective to increase the students' vocabulary at seventh grade of SMP Kristen Malak Matungkas.

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