

## **THE EFFECTIVENESS OF SPEED WORD GAMES TO ENHANCE STUDENTS' VOCABULARY ACQUISITION AT SMK DHARMA BHAKTI TOMOHON**

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**Abstract:** This study focused on the use of interactive Speed Word Games, which included two word games there are speed scrabble and speed charades, to enhance students' vocabulary acquisition at SMK Dharma Bhakti Tomohon. The research subjects consisted of 15 students from class X Health. A quantitative research method was used, with a pre- and post-test design involving just one group. This study used a multiple-choice test consisting of twenty-five items as its instrument. The data were analyzed using the mean score formula. 48.8 was the students' pretest score, and 80.8 was their post-test score. According to the study's findings, the mean post-test score increased by 32% over the pre-test score. This proved that the use of Speed Word Games is effective in enhancing students' vocabulary acquisition at SMK Dharma Bhakti Tomohon. Finally, this study suggests that Speed Word Games can be used as an alternative learning method in English classrooms, particularly for vocabulary acquisition.

**Keywords:** *Speed word game, scrabble, charades, vocabulary acquisition, enhance*

### **INTRODUCTION**

Vocabulary is an important component in connecting the four language skills of listening, speaking, reading, writing. According to McCarthy and Nightingale (2012), vocabulary is important in language competence because it includes word use, comprehension, and knowledge of meaning and word relationships. As a result, when speaking and writing, students with a broad vocabulary are better able to clarify and locate ideas more rapidly and accurately. According to Hariadi and Amir (2014), in communication, vocabulary enables speakers to convey their thoughts, feelings, and opinions.

In learning English, a lack of knowledge and vocabulary collection becomes an obstacle for students in understanding the meaning and even communicating in English, as seen at SMK Dharma Bhakti Tomohon, where researchers have identified the main issues that arise and are encountered throughout the process of teaching and learning English by both teachers and students. The issue is that students are disinterested in learning English, which causes them to become lazy and unmotivated to remember a large vocabulary. This occurs because there is a lack of variety in learning that can pique students' interest in learning, particularly when it comes to expanding their vocabulary. Students become bored in the classroom due to the teacher's use of conventional teaching methods. As a result, students lack comprehension and focus on the teacher's instruction, resulting in a lack of lesson mastery and vocabulary acquisition.

However, the problem can be solved using a technique that involves turning traditional teaching into games. According to Ashraf (2014), using games can be one of the ways to solve existing problems. According to Harmer (2001), implementing games will increase students' enthusiasm for learning vocabulary. When games are used in the classroom, students have a more enjoyable learning experience and, most importantly, do not become bored while learning vocabulary. To increase students' interest in learning English, particularly in vocabulary mastery, the researcher used the learning-by-playing method to improve the teaching and learning process while also preventing students from becoming bored during the learning process.

According to Mulianti (2013), Speed Word game is a game that tests the speed and accuracy in forming, recognizing, and connecting words in a short and limited time. This type of word game is commonly used for entertainment, but it has also been discovered to serve an educational purpose by increasing student interest in learning. The reason for this is that it incorporates two types of word games speed charades and scrabble games.

Two competitive games that can encourage students to think and be more active are speed scrabble and speed charades. These games require players to use speed time, which forces them to think quickly and accurately in order to win. As a

group game, this one can also teach students how to work well with others using this game in the classroom, the researcher hypothesized, would be a good way to help students increase their vocabulary and increase their interest in learning new things. In order to validate this hypothesis, the researcher used speed word games in a study at SMK Dharma Bhakti Tomohon to determine whether or not these games are useful for enhancing students' vocabulary acquisition.

## RESEARCH METHOD

Quantitative research methods were used in this study. According to Crowl (1996), quantitative research looks at issues that are best addressed by gathering and statistically evaluating numerical data. The goal of experimental data collection techniques is to reduce the potential risks to the validity and dependability of the study Nunan (1993). The researcher only focused on one group and there was no comparison group, the researcher used a pre-experimental design consisting of a pre- and post-test for a single group. Fifteen students from class X (Health) at SMK Dharma Bhakti Tomohon served as the research subjects. A multiple-choice test consisting of 25 numbers was utilized in this study, and its arrangement was determined by the recount text that the participants had been taught. The pre- and post-tests are where the test is administered.

**Table 1. Design of research**

Group	Pre-test	Treatment	Post-test
Class X (Health)	T1	X	T2

**Source:** (Ayuningtyas, 2016)

Where:

Class X (Health) = Experiment Class

T1 = Pre-test

T2 = Post-test

X = Treatment (the implementation of Speed Word Games)

Using the Mean Score formula from Sugiyono (2008), the researcher analyzed the data in this study to determine the average scores from the pre- and post-tests. The equation is:

$$Me = \frac{\sum x i}{n}$$

The description of the above formula is as follows:

$Me$  = The students' mean score

$\sum x i$  = The total result of students score

$n$  = The total number of students

## FINDINGS AND DISCUSSION

There were fifteen students in class X Health at SMK Dharma Bhakti Tomohon, where the research data came from. In this study, one group was given pre- and post-tests through a pre-experimental design utilizing quantitative research methods. A test with 25 numbered multiple-choice questions was used to gather the data. Through the gathering of data, this research seeks to assess how well the speed word game intervention affected students' vocabulary acquisition. To determine the efficacy of the chosen learning strategy, the outcomes of T1 and T2 will be examined. The information was ultimately displayed as follows in a table:

**Table 2. The computation of the pre-test mean score**

No	Name of Students	T1
1	AL	44
2	AP	68
3	EP	68
4	GM	40
5	JP	44
6	JP	56
7	MP	44

8	NL	44
9	RL	60
10	ST	52
11	ST	32
12	VT	60
13	VT	52
14	WL	32
15	YD	36
<b>Total</b>		<b>732</b>

$$Me = \frac{\sum x_i}{n}$$

$$Me = \frac{732}{15}$$

$$Me = 48,8$$

48.8 was the average pretest score. Out of the 15 students who took part, the pretest (T1) results indicated that 32 was the lowest possible score and 68 was the highest possible score. It was evident that the pupils' pre-test results were lower.

**Table 3. The computation of post-test mean score**

No	Name of Students	T2
1	AL	80
2	AP	96
3	EP	92
4	GM	76
5	JP	80
6	JP	80
7	MP	88
8	NL	72

9	RL	88
10	ST	76
11	ST	68
12	VT	80
13	VT	84
14	WL	76
15	YD	76
<b>Total</b>		<b>1.212</b>

$$Me = \frac{\sum x_i}{n}$$

$$Me = \frac{1.212}{15}$$

$$Me = 80,8$$

A post-test mean score of 80,8 was obtained. 96 was the highest possible score, and 68 was the lowest. It was evidence of the improvement in student accomplishment.

**Table 4. Students Gaining Scores**

<b>Name of Students</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Gained Scores</b>
AL	44	80	36
AP	68	96	28
EP	68	92	24
GM	40	76	36
JP	44	80	36
JP	56	80	24
MP	44	88	44
NL	44	72	28
RL	60	88	28
ST	52	76	24
ST	32	68	36

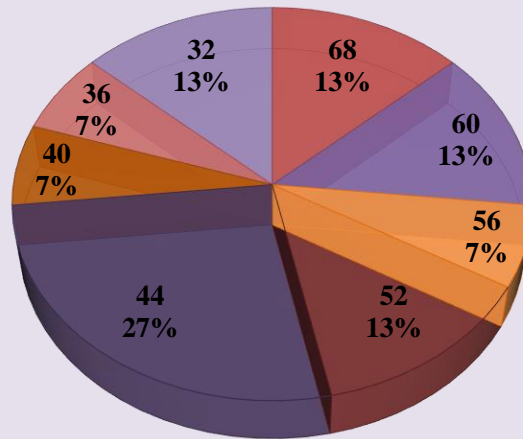
VT	60	80	20
VT	52	84	32
WL	32	76	44
YD	36	76	40
<b>Total</b>	<b>732</b>	<b>1.212</b>	<b>480</b>

Table 4 shows that 15 students finished the pre-test obtained a 732 score, 1.212 on the posttest and an acquired score of 480. The pre-test scores had a minimum of 32 and a maximum of 68, respectively. The range of the posttest score was 68 to 96, where 68 was the lowest score and 96 the highest. The test's mean before was 732, and its mean after was 1.212. The Speed Word Game, which designed to help students acquire vocabulary more effectively, was used to get these results. Consequently, the outcomes and accomplishments of the pretest and posttests differ significantly. It can be concluded that Speed Word Game has a beneficial effect on students' vocabulary acquisition because there was a significant increase in the post-test score. It is clear from these data that there was a substantial improvement in students' vocabulary learning from the speed word games.

**Table 5: Pretest frequency distribution matrix**

<b>Scores</b>	<b>Tally</b>	<b>Frequency</b>	<b>Frequency %</b>	<b>Cumulative Proportion</b>	<b>Cumulative Percentage</b>
68	II	2	13%	15	100%
60	II	2	13%	13	87%
56	I	1	7%	11	74%
52	II	2	13%	10	67%
44	IIII	4	27%	8	54%
40	I	1	7%	4	27%
36	I	1	7%	3	20%
32	II	2	13%	2	13%

**FIGURE 1: FREQUENCY**



**Figure 1. Results of Student’s Pre-Test Score Frequency.**

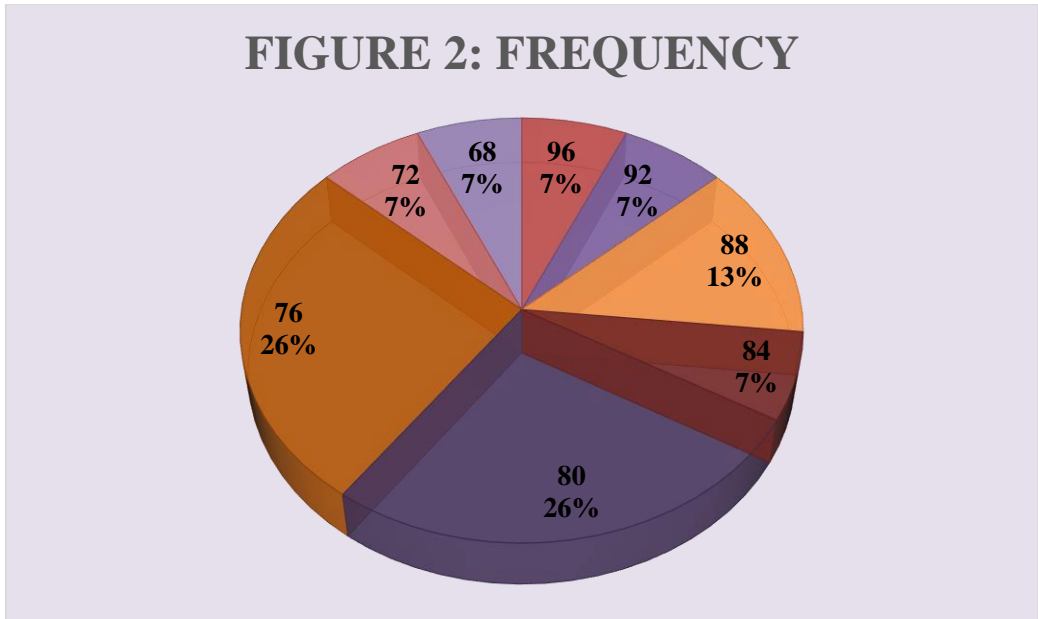
Fifteen students had lower pre-test (T1) scores, as indicated by Table 4 and the above figure. Four students received 44 or 27%, one student received 40 or 7%, one student received 36 or 7%, two students received 68 or 13%, two students received 60 or 13%, one student received 56 or 7%, two students received 52 or 13%, and four students received 68 or 13%.

**Table 6: Posttest frequency distribution matrix**

Scores	Tally	Frequency	Frequency %	Cumulative Proportion	Cumulative Percentage
96	I	1	7%	15	100%
92	I	1	7%	14	93%
88	II	2	13%	13	86%
84	I	1	7%	11	73%
80	IIII	4	26%	10	66%
76	IIII	4	26%	6	40%
72	I	1	7%	2	14%
68	I	1	7%	1	7%



**FIGURE 2: FREQUENCY**



**Figure 2. Results of Student’s Post-Test Score Frequency.**

Fifteen students improved on the post-test (T2), as indicated by Table 6 and the above figure. As for the students, one got 96 or 7%, another got 92 or 7%, two got 88 or 13%, one got 84 or 7%, four got 80 or 26%, four got 76 or 26%, one got 72 or 7%, and one got 68 or 7%.

**Table 7: Recapitulating the Pretest and Posttest Mean Scores**

Test	Score
T1	48,8
T2	80,8

According to the provided statistics, fifteen students took the test. Four students received 44 or 27%, two received 68 or 13%, two received 60 or 13%, one received 56 or 7%, two received 52 or 13%, two received 40 or 7%, one received 36 or 7%, and two received 32 or 13%. The pretest results indicate that the students' vocabulary was less.

One student scored 96 or 7%, another scored 92 or 7%, two students scored 88 or 13%, one student scored 84 or 7%, four students scored 80 or 26%, four students scored 76 or 26%, one student scored 72 or 7%, and one student scored

68 or 70% out of the fifteen students who responded to the post-test. The students' acquisition of vocabulary was enhanced, according to the results. 48,8 and 80,8 are the respective mean scores for the pre- and post-tests.

There is an improvement over the pre-test results in the post-test results. The pre-test and posttest scores collected during the research, with 48,8 being the pretest score and 80,8 being the post-test score. which means an increase of 32%, clearly demonstrate how much the implemented of Speed Word Games has enhanced students' vocabulary acquisition.

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