

## *Enriching The Vocabulary of The Eighth Graders Of SMPN 38 Palembang by Using Action Race Game*

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**Abstract:** *Vocabulary is an important aspect of language learning. Vocabulary is important to learn because it can help students understand listening and learning materials and create good sentences in speaking and writing. It can be challenging for students' to memorize English words, therefore they still need to increase their vocabulary achievement in order to become proficient in the language. Therefore, the writer investigated the used of Action Race Game to find out whether or not there was any significant enrichment on students' vocabulary after the instrument applied and whether or not there was any significant mean difference between those who were taught by using action race game and those who were not. The research used the experimental group and control group consisted 67 students' eighth class SMPN 38 Palembang. To asses students' vocabulary achievement, the writer proceeded the pre-test at the beginning of the research and followed the post-test end of research. The vocabulary achievement was analyzed by using SPSS. The result of this study indicated that there was there any significant difference between those who were taught by using action race game and those who were not. It was found that t-obtained value was 13.552 at significant value of  $p < 0.005$ , the t-table value was 2.0369. Since t-table value of t-obtained is higher that t- table, the null hypothesis ( $H_0$ ) was rejected and the null hypothesis ( $H_1$ ) was accepted. In other words, the use of action race game in vocabulary learning had positive effects on their vocabulary learning.*

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### **INTRODUCTION**

As one of the international languages, English is used and learned much by people in the world, English is the most important language in the world most people speak English when they meet foreigners. In indonesia, English is one of the languages that students learn in school, starting from elementary school until university, English consists of many skills and aspects, There are four integrated language skills, listening, speaking, reading and writing. To have a good English, the students have to master all of the skills and aspect of English. One of the most important aspects that support all skills in English is vocabulary. Vocabulary is all the word that a person knows or uses, Vocabulary is one of the important aspects in the language learning.

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The use of vocabulary in the junior high school is very important because vocabulary is the basic knowledge of someone to master all language skills in a higher study for further knowledge (Prasetiawati, 2012). Cameron (2001) states the vocabulary is a list of fundamental to using the foreign language as discourse, Therefore, it is important to learn vocabulary because it can help students have a idea of listening and reading materials and make it good sentences in speaking and writing. Vocabulary is often not taught as a separate subject, but rather as part of reading, listening, speaking, and writing skills, (Gnoinska, 1998). Students employ their own vocabulary while also being exposed to new words in the classroom from the teacher and their classmates, which are then applied to classroom activities. Many English students feel that vocabulary consists of a deluge of new terminology with connotations in their native tongue that they have never encountered before. Without having to memorize these strange words, students can just write them down. Learning vocabulary is mostly about recall, and kids typically need to see, pronounce, and write new words a few times before they can use them. Some researchers have suggested that there are a variety of encounters with a word of learning to take place. Some people believe that students can learn a lot when they are taught a list of pairs. Many people agree that repetition is an important aid to learning. In fact, actively recalling a word is a more effective way of learning than just seeing it once or exposure. Another important question to consider is what kind of vocabulary students should use when they speak and write. We want them to recognize and understand the concepts, but not necessarily produce them. A great deal of vocabulary learning research points to the relative success of self-study, using various learning strategies, and keeping good vocabulary notes. Unfortunately, there are still problems of Vocabulary mastery.

According to (Rohmatillah, 2014), There were six difficulties faced by Indonesia students such as, (1). Almost all of the students have difficulties pronouncing the words, (2) how to write and spell, (3) the different grammatical form of a word known as inflections was one of causes of students difficulties in choosing the appropriate meaning of the words and (5) also still confuse using the word based on the context. The last. (6) the students were also still confuse when they found words expression that were idiomatic. In addition, Susanto (2021), found factors that caused students difficulties in learning vocabulary (1) the written form is different from the spoken form in English, (2) The number of words that students need to learn exceedingly large, (3) the limitations of the sources of the information about words, (4) The complexity of word knowledge. Knowing a words involves much more than knowing its dictionary definition, (5) causes of lack of understanding of grammatical of the words, (6) the incorrect pronunciation is often caused by the lack of sound similarity between English and students' native language. Many students' can achieve a good level memorization of the course material, but by the end of the teaching-learning process "they actually don't understand it at all."

Based on the observation of the eighth graders SMP NEGERI 38 Palembang during Teaching Practice (PPL), she found that the problem in the learning English of the students is difficult to memorize English word, they still need to improve their vocabulary achievement in order to get skill in English. The success of the English language teaching in junior high schools based on the teachers creativity but sometimes the students do not pay attention when the teacher explain, because they get bored and dislike when they think of a serious, such as sentence, grammar, etc. Romli (2006). Therefore, teacher needs to something make interesting and can motivate all of them. The teacher should be able to create an interesting method and also

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technique in order to obtain a good result and avoid the student from boredom. In to the above reasons, the writer would like to do research by developing vocabulary through Action Race Game, The teacher needs an activity to build students vocabulary, the strategies that teacher use must be fun, so they feel interested in learning English. Game is one of methods that can make students fun while learning. Some English foreign language in indonesia, many students are shy to stand up front of class because sometimes it is difficult for them to understand or save to their memorize the word and catch the right pronunciation, Therefore, the writer try to use game as the additional media to make it the learning more interesting to the students.

Several techniques of vocabulary teaching that can be applied included visual, verbal and translation. Visual technique includes visual aids like flashcards, photographs, blackboard drawings, wall charts, and relia. They are very useful for teaching concrete in terms of vocabulary such as places, professions, etc. In visual technique, teachers also use mime and gesture as a supplement for other ways of conveying meaning. The teachers can choose them when they teach students to attract students' attention. The visual technique gives direct meaning for students in recognizing new words. Moreover, verbal technique enables teacher to use the illustrative situation by oral or written, synonymy and definition, contrast and opposite, scale, and example of the type. Lastly, translation can be a very effective technique for conveying meaning. But, on another side, it is also far from valuable learning because the activity does not give the students a learning experience. Among the techniques described, the teachers may select one most appropriate with the needs of their students. Thus, teachers' creativity in applying effective and interesting technique is required. Hence, their teaching would be more meaningful to the students.

Based on the explanation above, the writer used action race game as teaching and learning media that can help learn English vocabulary more easily. The writer was interested in doing the research entitled “ Enriching The Vocabulary Achievement of the eighth Graders of Junior High School 38 Palembang By Using Action Race Game“. By conducting this research, it was expected that teacher knows another effective strategy to improve vocabulary achievement.

## **METHOD**

The quantitative method was used in this research. According to Kowalczyk (2016) Quantitative research methods are those methods in which numbers are used to explain findings. According The quantitative technique, according to Creswell (2012), has three designs: experimental, correlation, and survey. The study will be designed using experimental research by the author. The greatest technique to establish a cause and-effect link between variables is through experimental research Fraenkel & Wallen (2009). Because the writer wants to look at the effect of the independent variable on the dependent variable, thewriter will employ experimental research. In addition, the research design used in this study is a nonequivalent control group design, which is a type of quasi- experimental research. Because the writer wants to compare the results of the experimental and control groups without utilizing random sampling, the writer will adopt a quasi-experimental design.

In this study school for the eight grade students of SMPN 38 Palembang in academic year 2021/2022. The total of the population in the research was 67 students. In selecting the sample, the writer chose two classes based on some criteria that have low of standard average in English subject the students were taught by the same teacher on the same level. The writer divided into

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two groups, experimental and control class. The writer flipped a coin to decided groups belongs to the experimental and control groups

Validity could be a degree that shows the levels of legitimacy of an instrument Arikunto (2014). Validity of the test instrument will utilize in this inquire about is substance legitimacy test. Concurring to Sekaran (2006) that substance legitimacy is the legitimacy that's assessed through testing toward the appropriateness or pertinence of the test substance through judicious examination by a competent board or through master judgment. Content legitimacy test is decided using expert judgments. Specialists here are individuals who have mastery within the field, of course with the fitting areas for investigate rebellious. Since in this inquire about, the investigate needs test students' cognitive capacities in learning English, so the validator in this inquire about were an English teacher an English educator. Score 1 = Not valid, Score 2= Less Valid, Score 3= Enough Valid, Score 4= Valid and Score 5= Very valid were the scores given by the validator on a Likert scale.

Agreeing to Creswell (2012) unwavering quality implies that scores from an instrument are steady and reliable. Unwavering quality is an action in which analyst assess information to degree the tests advertised in such a way that discoveries remain reliable all through the estimation procedure. In this investigate, the analyst will employments two classes to do a try-out. After doing Try-Out the analyst utilized SPSS 25 to assist of check the unwavering quality of the test. According to Sujarweni (2014), if the Cronbach Alpha value is  $> 0,60$ , it is considered reliable, meanwhile if the Cronbach Alpha value is  $< 0.60$ , it is considered as not reliable.

- $0.60 <$  : Low Reliable
- $0.60 >$  : Medium Reliable
- $0.80 >$  : High Reliable

In this study, the researcher uses vocabulary test instrument. Vocabulary test is a method of measuring a person's ability, knowledge, or performance in a givendomain (Brown, 2004,p. 3). A vocabulary test is a series of the questions or exercise or other tools used to measure the skills, knowledge, intelligence, abilities, or talents of an individual or group (Arikunto, 2013). The researcher used multiple choice, the total number of the vocabulary test questions is 50 items. The vocabulary test used to measure students achievement an progress students vocabularies, vocabulary test also to given to know so far student's English vocabulary understanding.

To evaluate data, the writer utilized a t-test and SPSS v.25. In this study, the paired sample t-test and the independent sample t-test used. To examine if there is a difference between mean vocabulary achievement scores by using action race game, a paired sample t-test utilized. Meanwhile, an independent sample t- test is employed to determine whether the differences between the two groups significant.

## **FINDINGS AND DISCUSSION**

The results of the pre-test and post-test in the vocabulary test from both groups were used by the writer to take the conclusions and data (experimental and control groups). Pre-tests and post-tests were administered prior to and following treatment, respectively. Following data collection, t-test analysis was performed using the SPSS v.25 program. To compare the means of the students' vocabulary enrichment achievement before and after the intervention, the writer

used a paired sample t-test. To determine whether there was a significant mean difference between the experimental and control groups, an independent sample t-test was utilized. Before finding the out the results of paired sample t-test and independent sample t-test, the writer must check whether the data were distributed normally and homogeneous.

The writer examined the data's normality before examining the hypothesis. This analysis determined whether or not the research's data was regularly distributed. By examining the significance of the data, the writer employed the SPSS v.25 tool to determine the normality of the data. if the value exceeds 0.05, the data were normally distributed. Following is a table that summarized the findings of the pre- and post-test of normality tests from both the experimental and control groups:

**Table 1. The Result of Normality and Homogeneity test in both group**

	Normality Shapiro-Wilk				Homogeneity	
	Experimental Group		Control Group		Levene Statistic	Sig.
	Statistic	Sig.	Statistic	Sig.		
Pre-Test	.962	.287	.955	.169	2.551	.115
Post-Test	.966	.388	.963	.298	3.078	.087

On the basis of table 4.1 above, the pre-test result for the experimental class using Shapiro-Wilk methodology reached a significance level of 0,287. According to Rumsey (2019, p.93), if the p-value is between 0.01 and 0.05, the results are considered statistically. The fact that 0,287 was higher than 0,05 ( $0,287 > 0,05$ ) suggests that the data were regularly distributed. Additionally, according to Shapiro-Wilk, the post-test score in the experimental score class had a significance value of 0,388. The fact that 0,388 was higher than 0,05 ( $0,388 > 0,05$ ) suggests that the data was regularly distributed. Based on the computation of normality, the writer found that all of the data in the pre- and post-test for the experimental class were normally distributed. Both of the data had to be regularly distributed for the t-test, which was one prerequisite.

Based on the result of homogeneity pre- test was sig 0,115 was higher than ( $0,115 > 0,05$ ). Thus, the data were homogeneous, and the result from the post-test was sig 0,084 was higher than 0,05, ( $.084 > 0,05$ ). Thus, the data was homogeneous. After the data were normally distributed and homogeneous the writer calculated the results of the pre-test and post-test.

**Table 2. The Result of Paired Sample T-Test and Independent T-Test**

Levene's Test for Equality of Variances		t-test for Equality of Means								
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SCORE	Equal variances assumed	3.038	.086	-3.085	65	.003	-5.487	1.779	-9.039	-1.934
	POSTTEST									
	Equal variances not assumed			-3.067	55.750	.003	-5.487	1.789	-9.071	-1.902

The result of paired sample t-test shows that Sig.(2-tailed) was  $0.000 < 0.05$ , t- table (df=33). It means that there was a significant difference in vocabulary achievement before and after treatment in experimental group. Based on the analysis of independent sample t-test of the per-test in the experimental group and control group, the sig was  $0,000 < 0,003$  At the significant level of  $p > 0,05$  for two tailed test and degree of freedom (df) t-table was 3,085. The null hypothesis (H0) was rejected and the research hypothesis (H1) was accepted. It can be stated that there was a significance difference in vocabulary achievement before and after treatment in both experimental group and control group.

Based on the findings above, the writer made some interpretations. The writer made the interpretations based on some analysis related to the results of the test that found during the research. First, there was significant improvement in the Experimental group in terms of vocabulary. It might happen because interaction between one student and another students, students easier to remember their vocabulary. by the looking at the object around also have affect toward their vocabulary. Second, The writer asked the students like „,“ What is your favorite colors for example,“ merah” what is the English for „,“merah”“ and to try what colors do you know ?, try to make the visuals picture about the fruits, animals, part of body, food and hobby. Included with the concept of visual are gestures, which are very effective for students to build their vocabulary. Third, the writer gave the students' assignment to know how many vocabulary they have. The assignment use the picture and have the clue and use picture also but with the random sentence or correct the word. Some students already have a lot of vocabulary. Fourth, the students ran to get their markers, touched the wall and had to run back to the board to write their vocabulary in his/her mind. Fifth, the first students to the board could get a „,“bonus”“ point for being fast. However, the first students who completed writing the correct answer could be awarded two points.

Furthermore, after the writer gave the treatment to the students, they could know word by seeing the expression and action of their friends and also memorize the word easily, So, the experimental group got better vocabulary achievement than control group. This progress was probably caused by action race game which made the students' active and confident in learning language. The writer helped the students' to memorize new word and they practiced and also

spell and knew how to pronounce correctly. During the treatment, the students enjoyed learning vocabulary and it was highly motivated them. It is related to what has been found by Klimova (2015) Action race game can help students develop vocabulary skills. Action race game is very effective to be applied to avoid burnout and boredom of students in participating in the learning process.

Moreover, the nature of students' played an important role to this action race this game provided fun situation in learning language to the students' especially game, vocabulary, using action race game the students are easier in remembering their new vocabularies. Therefore, the students' were really enjoying their classroom activity, it is related to what has been found by Rositasari (2008) that students feel enjoy learning English through game. It can be seen from the improvement of the students' vocabulary achievement. The experimental group was better than the control group.

Game is not always just the media of icebreaking in teaching, but it can be a media in assessing the material for the students in a class. They are effective to enrich students' cognitive achievement and stimulate their motivated (Boeker, 2013) The game can increase students' encouragement and help reduce their boredom when learning. Action race game can be applied for students when have just taught the lesson or have taught the lesson last week (Sara, 2018). Action race game is an activity with the rules, a goal, and element of fun. The game has a benefit in the learning process which can be used in the process of teaching and learning activities (Hadfield, 2017). In the other situation, the game also can be played at the start of the class as icebreaking to get students active and warm the students' brains. This is one of the great ways of testing what the students' already know about the subject about to teach.

Finally, based on the explanation above, the use of action race game enrich students' vocabulary achievement because the students who were taught by using action race game were more motivated in learning vocabulary and be more highly active in studying English. It could be interpreted that action race game was a good technique to improve students' vocabulary achievement. The students' progress in vocabulary also could be seen from the result of posttest, which was higher than the result of pretest. The post test in the experimental group was higher than the post-test in the control group by using the same test. The writer interpreted that this technique could help students learn better and motivate them.

## **CONCLUSION**

Based on the finding and interpretation in the previous chapter, it can be concluded that the use of action race game developed Enriching the Vocabulary achievement of the eighth graders of SMP Negeri 38 Palembang by using action race game and there was a significant mean difference in vocabulary achievement those who were taught by using action race game and who were not. Games have the benefit of the enrichment students' vocabulary skills. From the game, it is hoped that the students will feel happy with the game being played, but without realizing it, it turns out that the game developed is useful for developing aspects of language in students' and other aspects. Vocabulary can be obtained by interpreting and English vocabulary. Interpreting a vocabulary can be done with the help of the pictures that can be applied to a game. The meaning of an English vocabulary is very important for students to help understand English vocabulary and learn the form of English vocabulary Students who have interpreted English vocabulary are then introduced to reading English vocabulary. The process

of learning to read is done repeatedly and accompanied by playing games. The results of the research discussed and analyzed above reveal that in order to enrichment students' mastery of English vocabulary, therefore a teacher needs to provide an innovation in the teaching and learning process, namely by providing an action race game in the form of picture game and correct the word. Because by playing the game, students will find it easier to learn and master vocabulary without feeling bored and burdened.

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