

The Influence Of Games Toward Student's English Vocabulary Building At The Second Semester Students Of The State Polytechnic Of Lampung

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Abstract

Tujuan dari penelitian ini adalah untuk mengidentifikasi game atau permainan apa yang disenangi oleh mahasiswa dan untuk menemukan apakah ada pengaruh bagi mahasiswa dalam belajar kosa kata Bahasa Inggris melalui game atau permainan. Ada 320 mahasiswa Politeknik Negeri Lampung semester dua dari 11 program studi. Perlakuan yang digunakan adalah empat jenis game atau permainan; Concentration Games, go fish, hangman, Jumbled letters. Pada penelitian ini, penulis akan menggunakan posttest pretest of true experimental design. Dua kelompok akan memakai desain ini: satu kelompok (para mahasiswa dari lima program studi), menerima perlakuan dengan menggunakan empat jenis game atau permainan sebagai experiment group sedangkan kelompok yang kedua (para mahasiswa dari lima program studi yang lain) tidak menerima perlakuan seperti kelompok pertama sebagai control group. Kedua kelompok diberi suatu posttest dan pretest. Ada pengaruh yang nyata dari menggunakan game terhadap pengembangan kosa kata bahasa Inggris mahasiswa. Hal itu dapat dibuktikan dari hasil T-Test, bahwa T-Ratio adalah lebih tinggi dibanding yang T-table Di tingkatan dari 0.05. Di dalam experiment group, yang menggunakan games, telah terbukti dengan melihat hasil dari F value di dalam holiustic score adalah lebih tinggi dibanding yang F-table Ditingkatan 0.05. Experiment groups, yang diberi game, memberi hasil yang lebih tinggi dibanding control group, yang tidak diberi game. Sebab dengan di beri game mahasiswa mempunyai lebih banyak kesempatan untuk mengekspresikan kata-kata mereka dengan bebas.

Key words : experimental design, opportunities, pretest posttest, control groups, holiustic score

Introduction

expected to be able to apply their knowledge whether in spoken or written form.

Background of The Problem

English is an international language and the first foreign language in our country. In the implementation of curriculum of The State Polytechnic of Lampung, English subject has been taught from first semester to fifth semester. Language skills such as reading, speaking, listening, and writing which must be taught to students, as well as language aspect such as vocabulary and structure. In this case the students are

However the great majority of Indonesian students, especially students of the state polytechnic of Lampung, are poor beginner of English, although they started to learn English in Junior High School, even some of them in elementary school, it was discovered that high school graduates' vocabulary consisted of 1226 words only (Nurweni. 1999), while the curriculum for SMU has specified 4,000 words, which included the 1,500, learned in Junior High School. It implies that those students should

master at least 4,000 words when they enter the university. It is fairly certain that Indonesian students do not master the vocabulary that is stated in the curriculum, especially students of the State polytechnic of Lampung.

There always have been problems in language teaching and learning and there always will be like answerless riddles. They never can and never will be completely overcome or answered though effort has been made and research has been done to solve them. What we do is to try to minimize the problems and to optimize the results. Among the many problems, the one that needs our attention and which the writer choose to discuss is the communicative teaching and learning of vocabulary through games because vocabulary is the basic of English.

There are many problems of vocabulary teaching and learning vocabulary. Nowadays the teaching and learning of vocabulary is the most neglected area of all in language teaching (Paulston and Bruder.1976). In the teaching of English in our Indonesian context, too much time and effort are spent on the teaching of structure and reading comprehension, while very little time is spent on the teaching vocabulary. It is true that final goal of the English instruction is that students are able to comprehend English textbooks they have to read, in order to do so they should have sufficient knowledge of vocabulary, Paulston and Bruder write what most interferes with the students' reading is their poor knowledge of vocabulary. They say further that students

have been right if they have complained about not knowing enough vocabulary or not being taught enough words.

When we fail, we tend to seek a scapegoat to get rid of our responsibility. This is sore or less what happens in Indonesia. However, it does not solve any problem nor does it change the "status quo". What needs to be done is to identify all the potential and existing problems and to direct our effort to solve them. The Objective of this research are to identify what games interested by the learners and to find out whether there are any influences in learning English vocabulary by students with games and the Contributions of It are expected that:

The results of the study can be used by English lecturers in determining vocabulary learning materials and activities that are suitable to the learners and The result of the study can be used as complementary consideration for the other research related to study.

The theoretical Assumption is Teaching activity should be directed to the students' learning. Teaching, like instruction, is a process. In the process all components are activated to carry out their own task. The teacher's tasks in teaching is to create an environment or situation in which the students can learn, one of them is through games. So, There must be influences in learning English vocabulary with games to the students.

The hypothesis proposed in this study is there must be significant influences

of games towards student's English vocabulary building

The frame of theories of this research are Mastering vocabulary as a basic element of language is a must, since vocabulary is basic element of language that will make language becomes meaningful and without vocabulary one can not use the language for communication purpose. As basic element, it is impossible to learn language without vocabulary, Rivers (1970). Moreover, finocchiaro (1967) states that the essential part of the language learning the lexicon or vocabulary of the language. Furthermore, (Hornby. 1986) states that vocabulary is the total number of words that with the rules combing them make up the language. It means that there are thousand of words that the students should master. Unlike computers, humans being tend to forget ever time. It would be good idea to develop a plan for learning vocabulary and set up a schedule for learning vocabulary. Based on the definition of vocabulary above, it is very important for students who want to be able to communicate in certain language, including English, both oral and written form should learn vocabulary, since learning language also means learning vocabulary.

According to Nation (1990) learners felt that many of their difficulties in both receptive and productive language use result from inadequate vocabulary. Therefore, learning vocabulary becomes urgent for language learners. By mastering adequate vocabularies, learners will use the language appropriately. Burton (1982) supports this

idea, he says that the large number of vocabulary will help learners express idea precisely and vividly. On the other hand, it can be said that the more vocabularies the learners master the better they are using language. With regard to learning vocabulary, Nation (1990) says that students learn vocabulary in two ways namely direct and indirect learning. Direct vocabulary learning means that the learner do exercises and activities that focus their attention on vocabulary. Such exercises include word building exercise, guessing word from the context when this is done as a class exercise, learning words in lists and vocabulary games. Meanwhile, indirect vocabulary learning occurs when the learner's attention in focused on some other features, such as the messages conveyed by a speaker or writer. It would seem that learning is mental activities that is gathering the information about vocabulary, such as how to memorize the words and how to use the words. The activities in learning vocabulary allow to the strategy that is used to convey the information about vocabulary. However people in the world have variety ability to process the information into long term memory and retrieve it when needed it. It quite possible that student's strategy is also different. Further using the appropriate strategy often results in improved achievement in specific skill areas (Oxford et al. 1993). It seems very likely that students who are able to select and employ the appropriate strategy will improve their vocabulary achievement and it could be said

that those students are good learner in learning vocabulary.

Wallace (1982) says that language games have become more widely used in recent years. He mentions two reasons. Firstly, research on language learning has revealed the students motivation and affective atmosphere in the classroom have great influence on the acquisition of language competence. Krashen and Terrel (1983) support this finding. Secondly, in games there is real communication. If a game works properly, it will stimulate within the students the desire to communicate in the target language (Wallace. 1982)

If games are to be used in Polytechnic, there will certainly be some objection. Even so, it is necessary that lecturers explain to their students the best way to learn vocabulary, i.e. through games. Teachers should introduce the games and demonstrate how to play them several times in class until they can play the games pretty well. The class, then, should be divided into several study groups. Each should meet regularly to play the games in order to learn the vocabulary. To ensure that they learn new words, teachers should regularly give quizzes or tests every one or two weeks by which the progress made by the students can constantly be monitored and evaluated. Feedback can be given to each group based on the average achievements on the test of the group members. There are so many language or vocabulary games. The following are some games that I will apply because they are easy to apply, interesting,

and they don't need many times to prepare them

1. Concentration Games

This is a kind of card game. Each set can consists of fourteen to twenty four cards. Half of the cards have the new English words being learned; the other half have the pictures of or the equivalent Indonesian words. The cards can be of different or the same color(s).

Procedure : Lay the cards face down in column and rows. Taking turns, the students turn over two cards. If the do not match, they turn them back over. When a match is made, the students remove the cards and take another turn. The students pronounce the words every time they turn over the cards. They say a sentence every time they make a match. The student with the most pairs wins.

2. Go Fish

Students play a card game where they can ask each other for cards to make pairs. The student who gets the most pairs wins.

Procedure : Prepare a set of matching cards like what we have in the concentration game. Students play in groups of three to five. Shuffle the cards and give each player four cards. The rest of the cards are placed in the middle. The students take turns asking each other for cards to match those they have in their hands. When a student is asked and he does not have the card, the other student should say "Go Fish".

He then takes a card from the pile. The game continues until all cards have been watched.

3. Hangman

One student think of a word and writes a number of lines indicating the number of letters of the word. The other students should guess the word by saying the letters. The correct guesses are then written on the lines. For each wrong guess, a line / part of a stick person is drawn. If too many wrong guesses are made, the stick person is hanged.

4. Jumbled Letters

Students are given a number of different letter. Using these letters, they should compose as many words as possible. The student asking the most word wins

According to Algarabel and Dasi (2001) achievement is the competence of a person in relation to domains of knowledge and the performance externally can be observed to identify the achievement.

To reach a specific level of performance it may be necessary to bring into play complex cognitive tools, like strategies, heuristics or skills. Finally, they conclude that the end result and the type of means to reach it must be correlated. Concerning the option, the student's vocabulary achievement may be defined to the competence a student has in learning vocabulary, in the word each student perhaps will have different achievement.

Indonesian students, especially students of the state polytechnic of Lampung

should achieve at least 4,000 words as stated in the curriculum of English

Method

The research will be conducted in the State Polytechnic of Lampung. The time of research is four months, on May until August 2006 and The material of this research is the second semester students of the state Polytechnic of Lampung. There were 160 students taken from 10 study programs. The equipments are four games ; Concentration Games, Go fish, Hangman, Jumbled letters. There are ten study programs in the second semester students of The State Polytechnic of Lampung. By using coin thrown technique, the writer decides the students of ten study programs as the population and in the same way, he can also decide that students of five study programs as the experimental class (using four games) and students of five study programs as the control class (Not using four games). The writer assumes that the students' ability of the second semester students of Lampung State Polytechnic are almost the same, it is based on the students' report in the first semester and Academic's information that the placement of students are not based on the rank of students' achievement but they are placed randomly.

In this research, the writer will use the pretest posttest of true experimental design. Two groups will employed in this design : one group (students of five study programs), as the experimental group receives treatments (four games) while the

second group (students of the other five study programs) as the control groups do not receive treatments. Both groups are given a pretest and posttest.

The design can be represented as follows :

$$\begin{array}{cccc} \underline{G1} & \underline{T1} & \underline{X1} & \underline{T2} \\ \underline{G2} & \underline{T2} & \underline{X2} & \underline{T2} \end{array} \dots\dots\dots(1)$$

G1 : Experimental group

G2 : Control group

T1 : Pretest

T2 : Posttest

X : Treatment

(Hatch and Farhady. 1982)

In order to collect the data, he will give pretest and posttest to students and in constructing the test, the writer will consult with the reviewer or advisor from Lampung University and based on English for specific purpose Agriculture. In this research he will use:

1. Pretest

A pretest was administered to capture the initial differences between the groups. He conducted pretest in order to know the student's basic ability in vocabulary. Based on the score gained he knew the rank of difficulty of the test so that the test was suitable to be used in the next step of research.

2. Posttest

He administered posttest after giving treatment on the students and then he collected the score gained from the posttest. From both pretest and posttest score, he found out the students' progress in vocabulary achievement.

In this research the writer deals with three variables, they are one dependent and two independent variables.

1. Dependent variable is students' vocabulary achievement
2. The first independent variable is giving four games
3. The second independent variable is not giving four games

After collecting the data, the writer scored and analyzed them. Here, the step of analysis of data :

A. Inter Rater Reliability Test

$$r = 1 - \frac{6(d^2)}{n(n^2 - 1)} \dots\dots\dots(2)$$

Notes :

r : Coefficient reliability

n : Number of samples

d : Difference between rank

B. Homogeneity Test

The homogeneity test will be conducted by using variance test as follows

$$F = \frac{S^2(\text{the largest variance})}{S^2(\text{the smallest variance})} \dots\dots\dots(3)$$

The criteria is :

Ho : F ratio < F table (the variance of the data is homogeneous)

Ha : F ratio > F table (the variance of the data is not homogeneous)

C Hypothesis Test

Using T-test

The formula is :

$$t = \frac{X1 - X2}{\sqrt{\frac{(n1-1)S1^2 + (n2-1)S2^2}{n1+n2-2} \left(\frac{1}{n1} + \frac{1}{n2}\right)}} \dots\dots\dots(4)$$

Note :

- X1 : The arithmetical mean of experimental class
- X2 : The arithmetical mean of control class
- S : Standard deviation
- n1 : The number of students in experimental class
- n2 : The number of students in control class

It was used to know whether there are significant influences of games towards student's English vocabulary building or in other hand, to know which one the technique gave a higher result than the other. The criteria of hypothesis is :

Rejected Ho if T-ratio \geq T-table or

Accepted Ho if T-ratio $<$ T-table

The hypothesis is :

- Ho : There is no a significant influence of games toward student's English vocabulary building
- Ha : There is a significant influence of games toward student's English vocabulary building

The students' score of pretest and posttest in experimental groups that receive treatment games are counted and compared to the students' score of pretest and posttest in control groups that do not receive treatment games. The students higher score on experiment or control groups will

indicate there is a significant influence of games toward student's English vocabulary building or not

Result and discussion

After administering the research, we know the effect of games to the experiment group which students get treatment games toward their English vocabulary building. Based on the research the writer found out that in experiment group, teaching by games, each learner was free and relax to contributed words and corrected the words suggested by the other learners. It helped students to be involved in discussion activity to cooperate with other in achieving solution in their vocabulary. In experiment group, teaching by games, each learner was free to express their vocabularies. It means that all learners in its group should be active. For lecturer it helped him in marking because the students corrected most the mistake themselves before the words was handed to the lecturer. it will stimulate within the students the desire to communicate in the target language . If games are to be used in Polytechnic, there will certainly be some objection. Even so, it is necessary that lecturers explain to their students the best way to learn vocabulary, i.e. through games. Teachers should introduce the games and demonstrate how to play them several times in class until they can play the games pretty well. The class, then, should be divided into several study groups. Each should meet regularly to play the games in order to learn the vocabulary. To ensure that they learn new words, teachers should regularly give

quizzes or tests every one or two weeks by which the progress made by the students can constantly be monitored and evaluated. Feedback can be given to each group based on the average achievements on the test of the group members. But he found that the class room was noisy because each learner, in group, was expected to give suggestion in finishing their words.

On the contrary, in control group, not given games, the learners are not free and enjoy to express their words. They just work based on teacher's guidance so that they will be passive or not to be creative. It will not stimulate within the students the desire to communicate in the target language.

By seeing the findings above, it can be said that students' vocabulary building who use games are different. It is proved by the score gained from pretest and posttest of experiment group which were compared by using Anova. It shows that F observed for holistic score is higher than F table for 0.05 (3.98). This means that the students' number of holistic score in pretest and posttest differ significantly. The posttest is higher than pretest.

Conclusion

Based on the result of discussion before, some conclusion can be made from the research findings, they are:

1. There is significant influence of using games toward students' vocabulary building. It can be proved from the result of T-test, it states that T-ratio is higher than T-table at the significant

level of 0.05. In experiment group, given treatment games, it was proved by seeing the result of F value in holistic score is higher than F-table at the significant level of 0.05. On the contrary, control group, not given games, influence students' vocabulary building but not significant. It can be proved which F value in holistic score is lower than F table at the significant level of 0.05.

2. Experiment groups, given games, gives higher result than control group, not given games. Because by given games the learners have more opportunities to express their words freely. They also try to develop their words by discussion in group in other hand the learner should be active.

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