

**IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH GAME
ACTIVITIES: A CASE STUDY AT MTS. BABUL KHAER KABUPATEN
BULUKUMBA**



A THESIS

*Submitted to the Faculty of Cultural Sciences of Hasanuddin University in Partial
Fulfillment of Requirements to Obtain Sarjana Degree in English Literature Study
Program*

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ENGLISH LITERATURE STUDY PROGRAM

FACULTY OF CULTURAL SCIENCES

HASANUDDIN UNIVERSITY

2023

LEGITIMATION

THESIS

**IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH GAME
ACTIVITIES: A CASE STUDY AT MTS. BABUL KHAER KABUPATEN
BULUKUMBA**

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It has been examined before the Board of Thesis Examination on Friday, February 24th 2023
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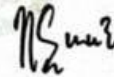
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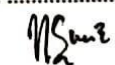
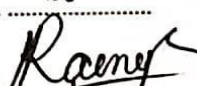

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AGREEMENT

On Monday, February 27th 2023, the Board of Thesis Examination has kindly approved a thesis by **SUCI MUQADDIMATUL JANNAH** (F041191043) entitled "*Improving Student's Vocabulary Mastery Through Game Activities: A Case Study At MTS. Babul Khaer Kabupaten Bulukumba*" submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

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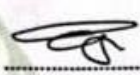
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DECLARATION

The thesis by **SUCI MUQADDIMATUL JANNAH (F041191043)** entitled "*Improving Student's Vocabulary Mastery Through Game Activities: A Case Study At MTS. Babul Khaer Kabupaten Bulukumba*" has been revised as advised during the examination on Friday, February 24th 2023 and is approved by the Board of Undergraduate Thesis Examiners:

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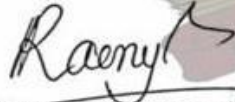
With reference to the letter of the Dean of Cultural Sciences Number 1790/UN4.9.1/KEP/2022 regarding supervision, we hereby confirm to approve the thesis draft by **SUCI MUQADDIMATUL JANNAH** (F041191043) to be examined at the English Department, Faculty of Cultural Sciences.

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Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except the quotations and references.

Makassar, 27th February 2023

The Author,



Suci Muqaddimatul Jannah

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ABSTRACT

Suci Muqaddimatul Jannah. Improving Students' Vocabulary Mastery through Game Activities: A Case Study at MTs. Babul Khaer Kabupaten Bulukumba (supervised by **Sitti Sahraeny** and **Hidayatullah Yunus**).

This research investigates the improvement of students' vocabulary mastery through game activities. There are two objectives of this research. The first is to find out the effectiveness of the game method in improving students' vocabulary. The second is to reveal the use of game regarding students' motivation in learning vocabulary.

The subject of this research was VIII B2 grade of MTs. Babul Khaer Bulukumba which consisted of 20 students. The writer selected the sample by using simple random sampling. This research was conducted in two methods which each consist of the score test and the questionnaire. The data was gathered through quantitative and qualitative data.

The findings of this research show that the result of the students' vocabulary achievement is significantly different between Pre-test and Post-test. The mean score of the pre-test was 79,5 and the post-test was 92,5. The students' perceptions in learning vocabulary by using game are mostly positive. This is because they enjoy learning vocabulary using game which makes them able to easily remember the vocabulary that has been taught through this method.

Keywords: *Vocabulary, Improving, Game.*

ABSTRAK

Suci Muqaddimatul Jannah. Meningkatkan Penguasaan Kosakata Siswa Melalui Kegiatan Permainan: Studi Kasus Di MTs. Babul Khaer Kabupaten Bulukumba (dibimbing oleh **Sitti Sahraeny** dan **Hidayatullah Yunus**).

Studi penelitian ini menyelidiki peningkatan penguasaan kosa kata siswa melalui aktivitas permainan. Ada dua tujuan dari penelitian ini. Yang pertama adalah mendeskripsikan bagaimana keefektifan metode permainan dalam meningkatkan kosakata siswa. Yang kedua adalah untuk mengungkapkan penggunaan permainan tentang motivasi siswa dalam belajar kosakata.

Subyek penelitian ini adalah siswa kelas VIII B2 di MTs. Babul Khaer Bulukumba yang terdiri dari 20 siswa. Penulis memilih sampel dengan menggunakan simple random sampling. Penelitian ini dilakukan dengan dua metode yang masing-masing terdiri dari tes skor dan angket. Pengumpulan data dilakukan melalui data kuantitatif dan kualitatif.

Temuan dari penelitian ini menunjukkan bahwa hasil pencapaian kosakata siswa ada perbedaan yang signifikan antara Pre-test dan Post-test. Nilai rata-rata post-test adalah 92,5 dan post-test adalah 79,5. Persepsi siswa dalam mempelajari kosakata dengan menggunakan permainan sebagian besar positif. Hal ini karena mereka senang belajar kosakata dengan menggunakan permainan yang membuat mereka dapat dengan mudah mengingat kosakata yang telah diajarkan melalui metode ini.

Kata Kunci: Kosakata, Peningkatan, Permainan.

CHAPTER I

INTRODUCTION

A. Background of study

Many students are interested in learning English as a foreign language in Indonesia. On the other hand, some students feel bored and think that English is difficult to learn. As stated by Hiebert (2005:3), vocabulary is the knowledge of meanings of words. We must master the vocabulary to be able to use the language. This is very important because without vocabulary, students cannot talk, write, and understand the meaning of the sentences. Wilkins (2002:13) also illustrated the importance of learning vocabulary, he stated that “without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed”.

According to Alqahtani (2015) that in the field of EFL students, vocabulary acquisition plays an important role because without a rich vocabulary, EFL students will have difficulty in applying language to either structural or functional parts of communication. In language learning, vocabulary becomes important when students want to speak the language well. Wallace (2007) pointed out that vocabulary has an important key in learning English. Without having adequate vocabulary, it would be difficult

for everyone, especially for students to use language skills. Learning vocabulary is the very basic point to master in the target language.

One of the main challenges in teaching English is finding the right method and materials that are engaging, interesting, and up-to-date while the same time to helps the students learn. There are some media which are used in learning and teaching English vocabulary such as through game activities which can help the teacher to teach English in the class. Learning vocabulary through games has attained a lot of attention. Donmus (2010), stated that “educational games enrich the learning process, it makes students“ learning more enjoyable and retentive.”

Games as learning activities also increase the attention of the students towards the lesson. Teaching vocabulary through games will be more effective rather than teaching it through repetition and memorization. Implementing games in teaching and learning is the right choice and it is also a fun activity where students can interact, think, learn, and strategize how to solve problems. According to Kuzu and Ural findings (as cited in Donmus, 2010, p.1499) “when games and education are combined, it can be educative and education environments can be entertaining”. The learners who learned with the use of games, gain positive attitudes and can be more motivated in learning”.

For the second grade of junior high school, learning English is easy for some students because they have already received English lessons at the

previous grade level. Learning English for junior high school students is also important because with their extensive knowledge of English, it will make it easier for them to learn English for a higher level in high school. Along with the momentum of the intellectual period, each student's English proficiency will slowly become apparent at the school level. Junior high school students will be able to absorb the material well because they are still in the process of forming student character so that teachers are still easy to transfer their knowledge.

Madrasah Tsanawiyah (MTs) Babul Khaer Bulukumba is the chosen school because it is an Islamic-based school, so it does not consider the importance of learning English and focuses students on learning Arabic and researcher are alumni of the school so they chose the school to serve as a place of research. In these schools students" are prioritized to study Arabic, so they only focus on Arabic lessons rather than other general subjects, especially English. This is because many students" lack the motivation to learn English, so they lack English knowledge, especially vocabulary.

Relating to the problem, the writer would like to propose a game as a solution and ways to teaching methods that can make students motivated to learn English. The use of games will not only change the dynamic of class but also can help students study easily and help the brain to learn more effectively. With games, students can learn while playing because games are so exciting that students become more attractive in class.

Based on the background above, the writer is interested in doing this research entitled “*Improving Students’ Vocabulary Mastery through Game Activities*”.

B. Identification of Problems

From the background above, the writer identified several issues related to the effect of game activities to improve students’ vocabulary, as follows:

1. Students especially in Junior High School still feel anxious when speaking English because they have limited vocabulary.
2. Students are bored and not interested in learning English because they cannot understand the English language.
3. Students rarely learn vocabulary independently outside of the class.
4. Teachers rarely use games in teaching vocabulary.

C. Scope of Problems

The main focus of the research is to analyze how to improve students’ vocabulary using game activities in Junior High School.

D. Research Questions

From the scope of the problem above, the writer formulates two research questions as follow:

1. What are the effectiveness of the game method in improving students' vocabulary?
2. How does the use of games affect the students' motivation in learning vocabulary?

E. Objective of Research

The objectives of this research are:

1. To find out the effectiveness of the game method in improving students' vocabulary.
2. To reveal the use of games regarding students' motivation in learning vocabulary.

F. Significance of Research

The research would be significant in two ways: theoretically and practically. The first was that this research was expected to be useful and valuable information for teachers in general, and especially for eighth-grade junior high school students in terms of teaching vocabulary. It was also used as a resource for other researchers who wanted to do vocabulary research. The second was that findings of this study were expected to be useful information

for the English teacher of Junior High School in order to always use interesting techniques to teach English in the classroom, especially using games to improve students' vocabulary. Furthermore, the writer hopes that students have motivation and confidence to learn and to start speaking English after mastering a lot of vocabulary, especially in public without being afraid to make a mistake.

CHAPTER II

LITERATURE REVIEW

A. PREVIOUS STUDY

The purpose of this chapter is to describe the literature which is relevant to the topic of the study including previous studies required as material to consider for this research, as well to support the construction of the theoretical background. There are some researchers related to the topic of this research, as presented below:

Ali Derakhshan. (2015). The title of his research was “The Effect of Using Games On English Vocabulary Language”. This research suggested game-based learning activities and techniques in the classroom. According to Ali, games can help the teachers to create contexts in which the language is useful and meaningful, so this study aims to guide teachers and students in their better understanding of vocabulary through educational games.

Sri Wahyuni. (2018). Stated in her research “*The Use of Guessing Game in Improving Students’ Vocabulary: A Study at SD InpresPerumasAntang II/I Makassar*”. The research findings showed that vocabulary of most students improved after the Guessing Game was used

in the teaching and learning process. It is because the students enjoyed the process of learning when they were involved actively in the activities. Besides, she finds out that all the students can easily remember the vocabulary that has been taught through the guessing game.

Herdianti. (2019). The title of her research was “*Teaching Vocabulary Using Board Games; Scattergories Game and What Someone Does Game at Second Grade SMP Karya Bhakti Gadingrejo*”. She stated the use of the Scattergories game is a simple technique where students must succeed in getting the highest score and the players work individually in a group. The results in this game can be seen that the post-test average score in the experimental class 1 is 80.60 and the post-test average score in experimental class 2 is 74.67.

Wiraldi. (2020). The title of his research was “*Improving Vocabulary Mastery of The Seventh Year Students Using Scattergories Game in SMP Negeri 8 Palopo*”. In his study, he found out that using the Scattergories game given to students could improve their vocabulary. In Pre- test, he found the highest score of students was 70.0 and the lowest score was 50.0. While in the Post-Test, the highest score of students was 93.0 and lowest score was 75.0. It means that the game is effective in improving the student vocabulary.

Based on the previous studies, it can be concluded that all research used games to improve students' vocabulary. This is also similar to this research. However, this research is different from the previous studies because this study used a different game and a different research location.

B. THEORETICAL FRAMEWORK

1. Vocabulary

According to Rafinggi (2016), "vocabulary is a collection of words in a language to communicate". It means vocabulary is the key to understanding a foreign language. By enriching oneself using vocabulary, someone can express ideas in communication easier. While Puspitoaji (2014) states vocabulary is the group of sound or combination of letters made up of something and triggering some meaning.

Cambridge Dictionary (2020) emphasized that vocabulary is all about the words that are used by a particular person, or all the words that exist in a particular language or subject. Vocabulary is a knowledge that studies words, a part of a word that gives clues to the meaning of whole words.

Oxford Dictionary (2021) defined three definitions of vocabulary. First, the word used in a particular subject or sphere of activity or on a particular occasion. Second, the body of words known to an individual

person. Third, a list of difficult or unfamiliar words with an explanation of their meanings, accompanying a piece of specialist or foreign language text.

Vocabulary is the basis of determining how well students speak, listen, and write which are all important things. Students often feel that they are still lacking in their potential and all this can be improved by giving them opportunities to learn the language around them like listening to music and listening to native speakers while learning pronunciation.

a. The importance of vocabulary

Vocabulary is one of the most important qualifications required for foreign language teaching or learning. It is the basis of development of other abilities such as reading, listening, speaking, writing, spelling, and pronunciation. Richards and Renandya (2002, p. 255) stated that “vocabulary is a key component of language skills and provides a great deal of basis for how well students speak, hear, read, and write”.

In dialogue or discussion, vocabulary is something that is considered important to be mastered. In studying vocabulary by saying the wrong words that are not effective in increasing the effectiveness

by remembering definitions, we have to add some procedures such as the use of the keyword method.

Moreover, there are several vocabulary considerations according to Green (2009), in particular:

1. Vocabulary is a strong insight into improving performance. Increasing student vocabulary will directly increase their performance.
2. Words are well-known for supporting learning organizations. This means that learning requires words, for all languages are words.
3. Labeling (words) is a learning improvement tool. Students can improve their education with vocabulary.
4. Vocabulary education, in particular for students affected by poverty, should be a focus of study.
5. Vocabulary education is an excellent advanced level provider but must also be taught in context.

b. Types of Vocabulary

According to Wakely (2003) presents vocabulary in four units:

- **Reading Vocabulary**

A person's reading vocabulary is all the words recognized when reading. This class of vocabulary is generally the most ample, as new words are more commonly encountered when reading than when listening.

- **Listening Vocabulary**

A person's listening vocabulary comprises the words recognized when listening to speech. Cues such as the speaker's tone and gestures, the topic of discussion, and the conversation's social context may convey the meaning of an unfamiliar word.

- **Speaking Vocabulary**

A person's speaking vocabulary compares the words used in speech and is generally a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused slightly and unintentionally, but facial expressions and tone of voice can compensate for this misuse.

- **Writing Vocabulary**

The written word appears in registers as different as formal essays and social media feeds. While many written words rarely appear in speech, a person's written vocabulary is generally limited by preference and context; a writer may prefer one synonym over another, and they will be unlikely to use technical vocabulary relating to a subject in which they have no interest or knowledge.

c. **Kinds of Vocabulary**

In English, there are many kinds of vocabulary including nouns, verbs, adjectives, etc.

- **Noun**

According to the Oxford Dictionary (2010), noun is a word that refers to a person, a place, or a thing, a quality or an activity. Based on the form, noun can be divided into two kinds, such as: concrete is noun is the real noun, abstract noun,

- **Verb**

According to the Oxford Dictionary (2010), a verb is a word or phrase that expresses an action, an event, or a state. Verbs are an important part of the speech because without verbs, words cannot be said as a sentence.

- **Adjective**

Adjectives are used to observe certain qualities or attributes. Usually, adjectives are used to describe certain nouns. There are two subclasses in adjectives. First, based adjectives get the inflection suffix –er and –est in their comparative and superlative degrees. Second, derived adjectives are formed from various bases by derivational suffixes like –ours, -al, and –able.

d. Difficulty in Vocabulary

The first step taken in the success of teaching vocabulary is identifying the difficulties faced by students.

- **Pronunciation**

According to Hewings (2004:3), pronunciation of a language is the main component of speech which combines together. Pronunciation is also related to phonetic transcription. The main components of pronunciation are sounds, syllables, and words.

- **Spelling**

Sounds-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty (Thornbury: 2002).

- **Grammar**

Grammar can also be a problem students often face, concerning the most difficult words, especially if these are different from the L1 equivalent. English grammar has some very strict rules.

2. The Concept of Game

a. Definition of Games

Games are one of the most important components in EFL classrooms. They include activities which have goals and rules at the same time fun. Hadfield (1990; quoted in Deesri: 2002) describes games as “an activity with rules, a goal, and element of fun.”

Foreign language learning games can be considered as a framework to provide a meaningful context for language acquisition. Constantinescu (2012) claims that learners can improve their understanding of written and spoken English via games. Games help learners learn words and structures in a context using correct pronunciation and spelling.

Andrew Wright, David Betteridge and Michael Buckby (2006) stated in a book of games for language learning that game is an

activity which is entertaining and engaging, often challenging, and an activity in which learners play and usually interact with others.

Games in learning activities are media that are used by the teachers as a strategy or technique to catch students' attention in creating fun and challenging learning. It makes the teaching learning process run well. By using games, learning becomes more fun, interesting and also helps for teacher creativity in using language and the meaning of it. The purpose of the games is to make the students understand the subject easier and they can interpret the meaning easily when asked to communicate, speak up or write something.

b. The Advantages of Games

Games make students actively involved in the teaching learning process. Games can be used to review the material at the end of the lesson.

Constantinescu (2012) states some advantages of games as in the following:

1. Games increase motivation and desire for self improvement.
2. Challenge and competition are key factors for any game and students pay more attention to completing the task.
3. Games develop students' ability to observe.

4. Games gave clear rules and objectives.
5. Games develop critical thinking, problem solving, and imagination.
6. Educational games are easy to understand and use.
7. Immediate feedback both for the students and the teachers.

c. Types of Games

Games usually use a variety of techniques which are important in language teaching. The simple games are sorting, ordering, or arranging games. These are usually played in pairs or small groups.

According to Hadfield (1999), there are eight types of games as follows:

1. Matching games are based on a different principle, but they also involve a transfer of information. These involve matching corresponding pairs of cards or pictures and maybe played as a whole class activity.
2. Guessing games are familiar variants of games. The player with the information deliberately withholds it, while others guess what it might be.
3. Search games are another variant, involving the whole class. In these games, everyone in the class has one piece of

information. Players must use all or a large amount of the information available to fill in a chart or picture or to solve a problem.

4. Exchanging games are based on the „barter“ principle. Players have certain articles, cards or ideas which they wish to exchange for others.
5. Labeling games which involves matching labels to items in a picture.
6. Role-play games where players are given the name and some characteristics of a fictional character.
7. Board games and card games are familiar game types, where the aim is to be the first to round a board, or to collect the most cards, or to get rid of the cards first, or to build up a story.

d. The Purpose of Using Games

According to Gretchen E. Weed (2016) that using games in teaching language has many purposes as follows:

1. Physical activity, to release physical and nervous tension and to promote mental alertness by breaking the routine of drills.
2. Enjoyment, to create a climate of fun and interest that will help the students look forward to their English lesson and

games learned in class are also something they can do outside of class to have fun.

3. Cultural content, to use games as a way of revealing general patterns of culture that should add to the students' gaps of the ways of English speaking people. A simple little game indicates the role of individual competition and recognition of a winner-who alone receives a prize if one is given.
4. Language learning, to serve as an adjunct to the techniques of teaching of grammar and sound system of the new language. Games can be the experience that gives meaning to form and sound.

e. The Function of Games

According to Andrew Wright, David Betteridge, and Michael Buckby (2016) in *Games for Language Learning* book, games have functions as follows:

1. Games provide a way of helping the learners to experience the languages rather than merely study it.
2. Games involve the emotion and the meaning of the language is thus more vividly experienced. It is, for this reason, probably better absorbed than learning based on mechanical drills.

Function of the game is not only to have fun, but it is also a practice for students' ability in mastering English, for example it is to spell words, to pronounce words, and so on. So it has many functions in practicing students' ability.