

INCREASING STUDENTS' VOCABULARY MASTERY BY USING STAND UP SEQUENCES GAME

Hisnairah¹, Nanning²
State Islamic Institute of Parepare¹²

Abstract

This research to find out the whether or not the increasing of vocabulary by using stand up sequences game at the second year students' of MA-AI Amanah Waikaya Kab Mamuju Tengah. In this research, the researcher used pre-experimental method with two objects pre-test and post- test design. The instruments of collecting data used in this research was translation, matching and multiple choice. The population was at the second year students of MA-AI Amanah Waikaya Kab. Mamuju Tengah with total number of student 60 students. But the researcher took XIB. Class as the sample that was taken by using random sampling. Thus, the number of sample were 24 students. They were giving treatment about vocabulary by using stand up sequences game. The result of the research showed the mean score of pre-test was 60,25 and the mean score of post-test was 88,95.while the t-test was greater than the t-table($11,93 > 2.064$). It showed that the H_0 hypothesis was rejected and the H_1 hypothesis was accepted. The conclusion is stand up sequences game is effective to increase students' vocabulary mastery.

Keywords: *Vocabulary, Vocabulary Mystery, Stand Up Sequences Game.*

Introduction

The language English is the first foreign language in Indonesia many school or courses have given English as one of the lessons English have four skill: speaking, reading, listening, and writing and vocabulary as component could be a tool to increase all the skill of English

Vocabulary is knowledge of words and an important part master English well the teachers cannot communicate to others clearly if they do not have enough vocabulary. Most students find that they memorize words better if they do something. Even better is to try and learn the word in a typical combination with other words. Learning vocabulary is a very important part of learning a language.

To increase students' ability in master vocabulary, the teachers have to think how to make students master in the teacher's competence is much needed. Teachers have an important role because they will bring the students to the likeness and consistency of learning English as a second language.

One of the most effective ways the students to know vocabulary is to control your learning of new words is to keep a vocabulary notebook. Keep a small one in your pocket so that you can write whenever you hear or see them.

To be master vocabulary, however, is difficult for students because they cannot remember words by word quickly and easily. The students of junior high school and senior high school are forgetful. So that the teacher needs new techniques, methods, strategies and material in order to improve students' vocabulary.

One of the technique is used by teachers is game. Game is an activity that you do to have some fun to increase the students' vocabulary. We need media to be used. Games can make the students more focus in learning; because the game will help the teacher teach English in the context/situation that is more easily understood by the students. Through the game there are so many advantages for students and teachers in learning. Games also help the students not get bored and encourage them to be more active in practicing English. They can also be free to express their activity every day without feeling embarrassed.

Stand-up sequences game can be used to improve students' vocabulary and to motivate the students in learning vocabulary because the game that can make the students interested in learning vocabulary and it can make students enjoy and have fun in learning vocabulary. That is the way the researcher chooses with stand-up sequences game as a teaching technique involves vocabulary mastery to make the situation of learning English is meaningful and very interesting. It is considered that in application the stand-up sequences game would have to improve students' abilities to understand vocabulary.

As we know, to give students an understanding of material that cannot be conveyed only by the usual methods, such as the lecture method. Because it only uses the lecture method that makes students easily bored and not interested in listening and talking about what is asked by the teacher asks . Therefore, it is sometimes necessary to also involve learning English with games because it can make learning fun, interesting and fun so that students are motivated to facilitate and understand the material that is encouraging. This game invites students to continue to improve in helping, renewing vocabulary, and increase speed and increase.

Method

This study is pre-experimental design with pre-test and post-test design. The comparison between pre-test and post-test score depends on the success of the treatment.

The research subject is MA-AI AmanahWaikaya Mamuju Kab. Mamuju Tengah, especially the students in the second year of MA-AI AmanahWaikaya Kab. Mamuju Tengah.

The population of this research is the students' at the second-year students at the MA-AI Amanah Waikaya Mamuju Kab. Mamuju Tengah in Academic 2020.

Random sampling technique is used which involves two classes. Because, this class according to the teacher is the class with vary of students' ability, thus it can represent all the population. Therefore, class of XI I was chosen as a sample of the research. The total sample used by the researcher is 24 students. Vocabulary tests were taught as pre-test and post-test, and formed a group. Researchers discussed vocabulary, multiple choice translation, because in each meeting, students were given memorizing vocabulary.

Finding and Discussions

The result of the pre-test and post-test showing in the following table.

Table 1. Mean Score and Standard Deviation of the Student's Pre-test and Post-test.

No	Test	Standard deviation
1	60,25	9,01
2	88,95	18,66

The data in table 1 above show that in pre-test, the mean score of students is 60,25 so of standard deviation 9,01, while the mean score of students in post-test is 85,70, so of standard deviation 9,16. It reveals that the students' vocabulary improved by using Total physical response method because the mean score of post-test was higher than the mean score of pre-test. ($60,25 < 85,70$).

The result of t-test value and t-table value were tabulated:

Table 2. The result of t-test and t-table value

Variable	T-test	T-table value
Pre-test–Post-test	11,93	2,064

The table above reveals that the result of t-test (11,93) was greater than t-table value (2,064) with $n = 24$, freedom (of) $n-1=23$ in the level of significance 0,05. (Interpretation of the value = $11,93 > 2,064$). So there were significantly different between pre-test and post-test, it means that after giving four treatment, the application of using stand up sequences game to increase the students' vocabulary at the second-year Students of MA-Al Amanah Waikaya Mamuju Kab. Mamuju Tengah.

The discussion deals with interpreting the finding derived from the result of statistical analysis of test.

In this research, the research divided the students' into a group consist 5 or 6 people. The research gave the students' the list of vocabulary. Then, the researcher asked the students' to memorize and to remember the words. After that, the researcher used stand up sequences game to teach learning English vocabulary and to increase the student's

vocabulary mastery. The researcher gave four materials for the students' about vocabulary and just focus on noun. The first meeting is "Place". The second meeting is "Animal". The third meeting is "Nature it Surroundings" and the fourth is "food". In the last meeting, the researcher would see the students' vocabulary achievement by giving the students' test post-test.

Stand up Sequences game was used by the researcher in teaching to improve students' vocabulary and to motivate the students' in learning vocabulary and then can make the students' to respond the vocabulary quickly and make the students' interested, not bored, encourage, enjoyed and fun in learning vocabulary for the students'.

The ability of students before treatment can be said still low. Then after giving a treatment though stand up sequences game, the students' vocabulary can increase. It means that stand up sequences game can be used in teaching vocabulary for the students'.

Looking for the result of the t-test statistical analysis at the level of the significance 0,05 with freedom (df) $N-1=24-1=23$, t-test value is 11,93 and t-table value is 2,064. The research round that t-test value (11,93 was bigger that the t-table value 2,064). It was concluded that there was significance difference between the students' score on pre-test and the students' score post-test. The mean score of the students' on pre-test was (60,25) lower from the total score (1446) so of standard deviation (9,01) and the mean score of the students' on post-test was (88,95) from the total score 2135 so of standard deviation 18,66. It means that the students' mean score on pre-test and post-test were statistically different. In the second-year students MA-AI Amanah Waikaya Mamuju Kab. Mamuju Tengah have increased their English vocabulary through stand up sequences game.

Conclusion

The result of the discussion above shows that t-test (11,93) is higher than t-table (2,064). It means that the null hypothesis (H_0) was rejected and the Alternative hypothesis (H_1) was accepted. Teaching English vocabulary through stand up sequences game can increase the students' English vocabulary at the second-year students MA-AI Amanah Waikaya Mamuju Kab. Mamuju Tengah.

References

- Agnieszka.[http://www.tefgames.com/ why. Html](http://www.tefgames.com/why.Html). Accessed on 31/03/2016.
- Amry, Linra Res. 2014 “ The Students’ Vocabulary Mastery by Using Disply Media at the second Year Student of SMAN 2 Parepare” Unpublished Skripsi, Parepare: STAIN Parepare .
- Arikunto, Suharsimi. 2012. *Prosedur Penelitian*. Jakarta: PT RinekeCipta. 2009*Dasar – Dasar Evaluasi Pendidika*. Edisi Revisi;Jakarta:BumiAksara.
- Asdar. 2012. “Improving Vocabulary Mastery though Cards as the First Character of Vocabulary of the Second Year Students of SMPNegeri 4 Sendana,Majene” Unpublished Skripsi, Parepare: STAIN Parepare.
- Asmilah Dani, 2015. “Using Make a Match” Game to Increase Students’ Vocabulary at the second Grade of SMPN 2 Tellu Limpoe Sidenreng, Rappang” Unpublished Skripsi, Parepare: STAIN Parepare .
- Azar, Ali Sorayaie. 2012. *Internatioanal Journal of Basic and Applied Science*. 01, No. 02.
- Gay, L.R 1981. *Educational Research Competencies for Analysis and Application*. Florida: Charles E. Meril Publishing CO.
- Gay, L.R 1981. *Educational Research Competencies for Analysis and Application: Fight Edition*. Columbus: Merrill Prentice Hall.
- Gay , L.R Mills. Geofferey E & Airasian, Petter. 1981. *Educational Research Competencies for Analysis and Application: Fight Edition*. Columbus: Merril Prentice Hall.
- Harliah, 2008.” Using Grammar Translation Method to Improve Vocabulary Mastery to the second Year Student of Madrasah Aliyah DDI Tinambung,Unpublished Skripsi Parepare: STAIN Parepare.
- Hartina. 2014. “ Developing Vocabulary Mastery though Various Games to the Eight Grade Students’ of Mts Negeri Pareare” Unpublished Skripsi Parepare: STAIN Parepare.
- Harris, Albert J, Harris and Edward S.Sipay, 1975.*How to Increase Reading Ability*.New York.
- Hornby, A.S. 1995, *Oxford Advanced learners’ Dictionary*. Sixth Edition;New York: Oxford university Press.
- [http://www. Meriam-Webster.com/dictionary/dictionary/Game](http://www.Meriam-Webster.com/dictionary/dictionary/Game). accessed on 23/ 03/ 2016.
- [http://www.google.co.id/whyteac vocabulary with the game &source](http://www.google.co.id/whyteac%20vocabulary%20with%20the%20game%20&source), accessed on 31/03/2016.
- <http://b-ok.xyz/book/2369194/544b68>(Accessed February, 09 2018)
- <http://b-ok.xyz/book/941828/5852d4>(Accessed may, 252018).
- Jack, Richard, 2001, *Curriculum Development in Language Teaching: Forward, Central, and Backward Design*. Singapore: Region Language Centre.

- Jeremy, Harmer.1991. *The Practice of English Language Teaching*.(London: longmanGroup).
- Ontario, Don Mills.1965. *The Key to English Vocabulary*. United States of America: The Macmillan Company.
- Oxford. 2008. Oxford Learner's pocket Dictionary. Fourth Edition; New York: Oxford University press.
- Paul Cezanne.Wikipedia, <http://en.wikipedia.org/wiki/game>.accessed on 23/03/2016.
- Rahayu Rini. 2009. "Increasing the Vocabulary Ability by Using Catch Ballon Game of the Eight Year Students at MTs Negeri Parepare"Unpublished Skripsi, Parepare: STAIN Parepare.
- Rusdiana. 2013'' Developing Student Vocabulary Ability by Using, 3-W Game for the Eight Grade at SMP Negeri 1 suppa KabupatenP inrang'' unpublished Skripsi, Parepare: STAIN Parepare.
- Sugiyono.2012. Statistic untuk Penelitian Bandung: Alfabeta.
- Terry, Page and Thomas. 1973. International Dictionary of Education. New York: Nicholas Publisher Co.
- Tinri, Irmayanti. 2014. "Developing Students' Vocabulary Mastery by Using Finger Word Games for the Second Grade at SMP Negeri 4 Suppa, Kab. Pinrang"Unpublished Skripsi,Parepare: STAIN Parepare.
- Troute, Lisa R. *Oral Language and Vocabulary Development Activities*. School District of palm Beach County, FL: Departmen of Multicultural Education.
- Wellace, Michael J. 1989. Teaching Vocabulary.ELBS.Oxford University Press.
- Windycitra.blogspot.co.id/2014/12/pembelajaran-bahasa-inggris-dengan.html?m=1
- Pimsleur,Paul.2013.*How to Learn a Foreign Language*.New York:Simon&Schuster.
- Read, John. 2000. *Assessing Vocabulary*. Cambridge: Cambridge University Press
- Richards, Jact C and will A. Renandya. 2002. *Methodology in Language Teaching*. New York: Cambridge University Press. <http://b-ok.xyz/book/647615/c9c3f2> (Accessed April, 08 2018).
- Rini, EndhaSetyo. 2016." *The Effectiveneness of Using Hyponymy in Teaching Vocabulary*" Thesis IAIN Surakarta.
- Saeed,John. Semantic. 2000. Oxford, Blackwell. Hhttp://b-ok.xyz/book/1124770/366de4 (Accessed May, 25 2018).
- Saepuddin, dkk. 2013. *Pedoman penulisan karya ilmiah*. Sekolah tinggi agama islam Negeri(STAIN): Parepare.
- Schimtt, Norbert. 2000. *Vocabulry in Language Teaching*. Cambridge: Cambridge University Press. <http://b-ok.xyz/book/875604/409ad1>(Accessed April, 08 2018).

Seal, B.D.1991.*Vocabulary Learning and teaching*.In M. Celce-Murcia (Ed).Teaching English as a second or foreign language. Boston, MA: Heinle&Heinle.