

The Effect of Language Games Toward Mastery Students Vocabulary at Seventh Grade of SMP Islam Al-Ikhl

Ni'maturrohmah
nimah233@gmail.com

Syaeful Millah
Syaefulmillah87@gmail.com

Universitas Panca Sakti Bekasi

ABSTRACT

The main objective of the study was to determine whether playing Taboo games could affect students' language retention or not. This study focused on 40 students in grade VII at SMP Islam Al-Ikhl Bekasi during the academic year 2021–2022. In this study, every student was chosen as a sample (class VII-3 and VII-4). With the design of the class control and class experimental, the methodology utilized in this work is quantitative. Using SPSS statistic 26, a statistical analysis of the pre-test and post-test data was conducted. According to the study's findings, the pre-test mean score for the students was 65.40, while the post-test mean score was 86.55. The t-test of students' achievement in experimental and control group in posttest was smaller than sig. (2-tailed) is $0,000 < 0,05$. It means that Taboo games has significant effect on student's vocabulary students at SMP Islam A-Ikhl Bekasi.

Key words: Vocabulary; Taboo Games

INTRODUCTION

One of the language skills that students should gain when learning English is vocabulary. It is the component that links the four English language proficiency domains of speaking, reading, and writing. In other words, students must learn vocabulary to improve the four competencies. Students will have a better chance of mastering the language if they are able to master more vocabulary words. However, the study focuses on finding a problem with the process of teaching and learning language in SMP Islam Al-Ikhl in the academic year 2021–2022, based on observation and interviews with the English instructor and a few seventh-grade students. New English words are tough for the kids to remember. The words that have previously been taught to them are readily forgotten. The meanings of the words in a text are then challenging for them to understand. After problem analysis, the teacher's teaching strategy may have an impact on the students' issue. The teacher continues to follow the traditional approach while teaching vocabulary. The teacher typically assigns the pupils a book to translate into Indonesian to increase their vocabulary mastery. The students feel that it is not difficult for them. Thus, they easily forget the new words that have been learned before.

The researcher intends to employ a different approach to raise the kids' language proficiency in light of the situation. The vocabulary mastery of students can be increased through a variety of methods or strategies, including drawings, cards, games, songs, etc. The author of this study selects a game called "taboo games." The decision to increase kids' vocabulary might be better. The Taboo game gives students an opportunity to learn new vocabulary. In the Taboo games, the students will recall the words by making educated guesses in some entertaining and difficult questions.

Critical thinking will be used by the students as they search for the solutions. They will therefore exercise critical thought and be attentive to every word, in other words. They can use it to understand vocabulary words for nouns, verbs, adjectives, and adverbs in English. Students can also practice this game outside of class. There aren't many equipment requirements for this game. The students can thus practice whenever they wish, which may lead to an increase in vocabulary. The mastering of students' language is the main emphasis of this study. Students may be inspired to learn vocabulary through Taboo games since they will study while playing. They could be impressed by the meanings of words. Doing Taboo games should help students learn increased vocabulary.

LITERATURE REVIEW

Previous Study

Fauziah, et al (2018) investigated about the use of Boggle Game in improving the students' vocabulary mastery in descriptive text to the VII C grade students' of SMP Negeri 1 MempawahHilir in academic year 2015/2016. In this study, Boggle game as one of language teaching games, has been proved to improve students' vocabulary in spelling aspect and meaning aspect. This game is good to enhance students' awareness in word spelling which helped them produce a good writing. The result, the students can write short simple descriptive text at ease without looking up to their dictionary.

Risnawati (2019) researched about the use of Tic Tac Toe game to improve the student's vocabulary. Through the Tic Tac Toe game, students could learn without feeling bored, depressed, or sleepy in class because students felt challenged to answer the questions given to win the game.

Vocabulary

Vocabulary is needed in students' lives and future possibilities (Faliyanti & Sari, 2018). They explained that it could better for students to master vocabulary first before mastering other English language components. Marzuki (2015) mentioned in his study that there are several ways that students need to do in vocabulary mastering: Students should train themselves by practicing and memorizing English vocabulary during the teaching and learning process, students should follow the course or make a small group discussion at school or home which can help them to learn vocabulary, students should

practice their vocabulary inside or outside the school which can improve their vocabulary mastery. Mastering vocabulary is one of the requirements for learning English as a foreign language. The ability to comprehend and apply a word's meaning indicates that the students possess this ability. Students' language proficiency increases as their vocabulary grows.

Along with the phonological system, the grammar, and culture, vocabulary is a part of language. Student's want to learn a specific language. In this situation, English obviously needs to master those components. When teaching English vocabulary to students, teachers must be able to communicate in simple English. In other words, English teaching strives to introduce the language, which necessitates the use of the existing situational context in the teaching process. Teachers must do so because teaching English to youngsters differs from teaching English to adults, particularly in terms of vocabulary instruction. Using an approach, teachers should aim to explain the meaning of the terms being taught as clearly as feasible.

Taboo Games

Taboo is a word, guessing, and party game published by Parker Brothers in 1989 (subsequently purchased by Hasbro). The objective of the game is for a player to have their partners guess the word on the player's card without using the word itself or five additional words listed on the card. The game is like Catch Phrase, also from Hasbro, in which a player tries to get their teammates to guess words using verbal clues. From 2003, a TV game show adaptation ran on TNN, hosted by Chris Wylde. The game Taboo (Hasbro, 2020) has been used as a model for a general chemistry collaborative activity. Taboo is a word guessing game commonly used at parties. This game could be integrated at any point in the curriculum and is an effective and entertaining way to teach and reinforce central chemistry concepts and review for exams.

An even number of players from four to ten sit alternating around in a circle. Players take turns as the "giver", who attempts to prompt their teammates to guess as many keywords as possible in the allotted time. However, each card also has "taboo" (forbidden) words listed which may not be spoken. Should the giver say one, a "censor" on the opposing team hits the buzzer and the giver must move on to the next word. For example, the giver might have to get their team to deduce the word "baseball" without offering the words "sport", "game", "pastime", "hitter", "pitcher", or "baseball" itself as clues. The giver may not say a part of a "taboo" word; for example, using "base" in "baseball" is taboo. Nor may they use a form of a word; for example, if the word was "wedding" and the taboo words are "marriage", "bride", "groom", "nuptials", or "honeymoon", the words "marry" and "bridal" would not be allowed. The giver may only use speech to prompt their teammates; gestures, sounds (e.g., barking), or drawings are not allowed. Singing is permitted, provided the singer is singing words rather than humming or whistling a tune. The giver's hints may rhyme with a taboo word or be an abbreviation of a taboo word.

While the giver is prompting the teammates they may make as many guesses as they want with no penalties for wrong guesses. Once the team correctly guesses the word

exactly as written on the card, the giver moves on to the next word, trying to get as many words as possible in the allotted time. When time runs out, play passes to the next adjacent player of the other team. The playing team receives one point for correct guesses and one penalty point if "taboo" words are spoken.

Instruction in Taboo Games

1. The Clue – giver draws a card from the card holder. The word at the top of the card is the guess word, the clue-giver is trying to get his or her teammates to say. The five words below the guess word are the Taboo words the Clue-giver CANNOT say when giving clues for the Guess word.
2. As soon as a card is drawn, the Clue-giver turns over the timer and starts giving the clue that will make teammates say the Guess Word.
3. Rules for clues:
 - a. No form or part of any word printed on the card may be given as a clue.
 - b. No gestures may be made.
 - c. No sound effects or noises may be made, such as explosions or engine noises.
 - d. You cannot say the guess word “sounds like” or “rhymes with” another word.
 - e. No initials or abbreviations can be given if the words they represent are included on the card.
4. As the Clue-giver gives clues, his or her teammates shout out possible words trying to say the Guess word.
5. Scoring a point: each time a teammate shouts out the correct Guess word, the Clue-giver’s team scores a point.
6. Losing a point: Clue-givers can lose points two ways: by getting buzzed and by passing on a card.
7. The Clue-giver’s turn continues until the timer runs out.
8. If there is an unfinished card on chart, place it out of play. It does not count in the counting.
9. All the cards on the chart and in the discard pile are placed out of play before the opposing team’s Clue-giver starts the next turn.

The following section shows specifics on how Taboo Games are being used to teach vocabulary: Pre-teaching Exercise, this activity is carried out at the start of the lesson with the intention of inspiring students' interest in learning and introducing them to the material that will be covered in the class. These are a few of the pre-teaching activities that will be used. The teacher will first introduce the subject that will be covered. It will aid pupils in recalling their personal experiences with the subject. The teacher has other options on how to introduce the subject. Second, the teacher uses a series of questions to assess the students' understanding of vocabulary that they may already be familiar with. The teacher warns them before the game starts to play the game.

METHOD

Design and Sample

This research is purely quantitative in the form of pre-experimental design. The researcher used the Class Control and Class Experimental to find out the effectiveness of using variable X (Control Class) toward variable Y Experimental (Class). The researcher has given pre-test and post-test for students. This study was conducted in SMP Islam Al-Ikhlâs Bekasi. The samples data were taken the seventh-grade students of SMP Islam Al-Ikhlâs Bekasi in academic 2021/2022. There are two classes, VII-3 and VII- 4. In this study all of the population used as participant. There were 40 students the sample of the research. The total number of students were divided into two groups, namely 20 students of experimental class and 20 students of control class.

Instrument and Procedures

In this study, the researcher observes real situations and conditions in the classroom during the teaching and learning process. The researchers looked at how students replied to the teacher during an English question and answer session, how brave they were speaking English, and how much vocabulary they had. During the learning process, the researcher also took several pictures.

Data Analysis

To determine whether the Taboo game significantly affected students' vocabulary, the researcher utilized a t-test to analyze the data. The dependent test in this research was computed using SPSS 26 windows. The null hypothesis (H1) is accepted after the t value ($t_{\text{achieved}} \geq t_{\text{critical}}$) is attained at the level of significance ($p = 0.05$). However, the null hypothesis (H1) is disproved if ($t_{\text{attained}} \leq t_{\text{crucial}}$). SPSS 26 for Windows, a statistical computer program, was used to calculate the data.

RESULT AND DISUSSION

The researcher performed a normality test before studying any data to see whether the t-test model had a normal distribution or not.

Table 1. Descriptive Statistic

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre- test experiment	20	59	70	65.40	3.152
Post- test experiment	20	85	90	86.55	1.669
Pre- test control	20	56	67	62.00	3.277
Post- test control	20	78	85	81.55	2.139
Valid N (listwise)	20				

From the table, it can be shown the means of the pre-test control class is 62.00 while post-test is 81.55. Meanwhile, the means of the pre-test experiment class is 65.40 while post-test is 86.55.

The researcher performed a normality test before studying any data to see whether the t-test model had a normal distribution or not. To analyzing the situation and conditions in the class, the researcher also gave a test in the form of multiple choice questions that had been adjusted to the material being applied in the class. The test at this step is called the normality test. Both classes are given the researcher used class and has given pre-test and post-test for students.

Table 2. Test of Normality

	Class	Kolmogorov-Smirnov ^a		
		Statistic	df	Sig.
Final score study	Pre- test experiment	.158	20	.200*
	Post- test experiment	.123	20	.200*
	Pre- test control	.147	20	.200*
	Post- test control	.162	20	.177

The pre-test and post-test results in this study all produced significant results with significance levels more than 0.05, namely $0.200 > p (0.05)$ and $0.177 > p (0.05)$, respectively. It illustrates that the pre-test and post-test results for the group are acceptable.

Table 3. Independent Sample Test

Independent Samples 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 student	Equal variances assumed	1.119	.297	8.240	38	.000	5.000	.607	3.772	6.228
	Equal variances not assumed			8.240	35.881	.000	5.000	.607	3.769	6.231

Based on the 'Independent Sample Test' output table above, it is known that the value of Sign. (2-tailed) is $0.000 < 0.05$. So, the hypothesis in this research H_0 is accepted if $t_o > t_{tabel}$ or if the Sig. (2-tailed) < 0.05 . Its mean there is a significance difference of student's vocabulary mastery using Taboo games.

Table 4. Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Score Student	Based on Mean	1.119	1	38	.297
	Based on Median	.599	1	38	.444
	Based on Median and with adjusted df	.599	1	35.234	.444
	Based on trimmed mean	1.052	1	38	.312

Based on the output above, it is known that the significance value (Sig.) Based on Mean is $0,297 > 0,05$, So it can be concluded that the variance of post test data in experimental class and post test data in control class is the same or homogeneous.

CONCLUSION

The goal of this study was to determine whether teaching vocabulary to students using the Taboo Game may enhance their vocabulary knowledge and whether it can positively affect their behavior. The pre-test and post-test (vocabulary test) results were used to collect the data. It is evident that Taboo Games can help students become more proficient in their language. The dependent t-test results from the pre- and post-tests served as evidence. Learning can be done in so many way, one of them by playing a game. Because games reduce tension by adding fun and humor to lessons, and students add an element of competitiveness that motivates students to participate. So it is also the ways and can be applied to improve students' learning ability in teaching speaking because most of Indonesian students are lack of vocabulary for what they should say and bravery to speak. The t-test of students' achievement in experimental and control group in post-test was smaller than sig. (2-tailed) is $0,000 < 0,05$. It means that Taboo games has significant effect on student's vocabulary students at SMP Islam A-Ikhlas Bekasi.

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