

Students' Perception about the Implementation of English Word Games in English Class

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Abstract:

Background: Since vocabulary becomes the most important thing to be mastered in communication and help students to compose good sentences, English word games comes as a solution to help students to be more confident and increase their vocabulary in fun way. However, perception about the implementation of English Word Games should be considered to measure the impact of students' vocabulary mastery.

Materials and Methods: In this quantitative research, there are 18 students in one class of SMPN 33 Bandar Lampung grade seven were chosen to be the sample of this research. Each student is asked to do pre-test and post-test consists of 30 questions per each in form of multiple-choices which is aimed to measure vocabulary mastery before and after treatment. After that, the questionnaire is provided to measure students' vocabulary mastery after treatment. The data was analyzed statistically by using R application and the design was Repeated Measure T-Test.

Results: The result of pre-test minimum score was 20 maximum score was 80 with mean score was 61,7, while the result of minimum score in post-test was 30 and the maximum score was 100 with mean score was 74,7. The result of questionnaire analysis shows positive impact to students after treatment.

Conclusion: The usage of English Word Games to increase students' vocabulary mastery is effective and students' perception about the implementation of it is positive.

Key Word: Vocabulary, Students' Perception, English Word Games

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I. Introduction

Communication is often hampered or even failed due to the limited vocabulary of the speakers¹. Hence, students are required to be able to compose sentences through various vocabulary since it can affect the learners to use the language correctly². Using words repeatedly is an effort to help students remember new vocabulary so they don't forget easily (Rahmi, et.al, 2021). Thus, vocabulary is very important to follow the early stages of communication. Psychologically, a person's ability to acquire vocabulary can also increase with development and age. The human brain will receive many new vocabularies during adolescence. More than that, it tends to decline. However, if the vocabulary is acquired from childhood until before the age of 20, those words will last until he is old (Seashore, 1948). Since age has been considered to be one of important factors in acquiring new language, and many scholars have been stated that young learners are faster than the old in learning new language, Junior high school age (12-15 years) as young learners are included into this general phenomenon called 'critical period' (Hu, 2016). Hence, to acquire new vocabularies, students in this age should be easier and faster. However, Indonesia as one of EFL users, having problems to use English in daily lives. In addition, Covid-19 pandemic becomes another big obstacle to conduct teaching and learning activities directly.

SMPN 33 Bandar Lampung is one of the samples of school which held online learning during this pandemic. The students are given material delivered through online media (google form). When problems in the learning process arise, the learning strategies used need to be adjusted. Games are an option to create learning strategies to be more fun and easier and should happen in stress-free environment^{6,7}. With regard to vocabulary learning during the current pandemic, English Word Games is suitable to be implemented.

English Word Games is a game where players have to guess or arrange the missing words according to the rules of the game (Merriam-Webster.com (2020)). Games that used in this study was unscramble word. To conduct, students are asked to arrange an unscramble word into a good word sent through google form. Many previous studies shows that the use of English Word Games is believed can help students to increase vocabulary mastery in fun way. However, students' perception should be considered to measure the impact of students' vocabulary mastery and to identify the problems during the treatment. This study aims to determine the difference of students' vocabulary skill through English Word Games before and after treatment and to trace students' perceptions of the implementation of English Word Games.

II. Material And Methods

This quantitative research was carried out on students' class 7 A SMPN 33 Bandar Lampung in September 2021. A total of 18 students of aged 12 years were for in this study.

Study Design: Repeated Measure T-Test

Study Location: Class 7A SMPN 33 Bandar Lampung

Study Duration: September 2021, odd semester.

Subjects & selection method: The study population was drawn from students grade seven at SMPN 33 Bandar Lampung which is known have limited vocabulary in English and never learn English at all.

Procedure methodology

Since teaching-learning process still conducted through online due to this Pandemic, the Vocabulary Test distributed through google form within three meetings. At the first meeting, the researcher distributed the Pre-Test through the English Teacher to see how the students' vocabulary skill are. After that, they are taught by using English Word Games technique that is Unscramble Word, which words used was obtained from Chapter 4 with topic entitled "This is My World" in accordance with Lesson Plan. At the second meeting, the unscramble word games was conducted as a treatment. These students are asked to rearrange the unscramble word withing 30 minutes. The response of these students are they feel more enjoy when using this game, because they feel challenged to complete the words given. Even though at the beginning they had problems guessing unscramble words, this technique made it easier for them to remember the names of things. At the last meeting, the researcher distributed the Post-Test and Questionnaire to measure students' vocabulary ability after treatment and to see their response after being taught by using English Word Games technique.

III. Result

Data was analyzed using R application. Student's *t*-test was used to ascertain the significance of differences in students' vocabulary skills after being given treatment and confirmed by parametric *t*-test. The level $P < 1,857$ was considered as the cutoff value or significance. With the results is following:

Table no 2: The result of Repeated Measure T-Test

Inferential Test		
	<i>Wilcoxon test</i> (Non Parametric)	<i>t</i> -test (Parametric)
	(1)	(2)
<i>Test Stat</i>	235,5	1,857
<i>P-Value</i>	0,051	0,072

To measure students' perception about the implementation of English Word Games, questionnaire was obtained at the third meeting after post-test contains of four aspects of students' perception; motivation, attitudes, cognitive development, and expectation which is consist 20 items with 5 items for each aspect. Tble no 2 shows the result of average of each aspects was 73,2, 74,5, 74,2, 74,2, 74, standard deviation of each aspects was 9,98, 15,3, 13, 12,9, 10,8.

Table no 2: The result of Students' Perception's Questionnaire

Student Perception					
	<i>Motivation</i>	<i>Attitude</i>	<i>Cognitive Development</i>	<i>Expectation</i>	<i>Overall</i>
	(1)	(2)	(3)	(4)	(5)
<i>Avg</i>	73,2	74,5	74,2	74,2	74
<i>Std Dev</i>	9,98	15,3	13	12,9	10,8

IV. Discussion

English Word Games in helping students to improve vocabulary mastery are succeeded. English Word Games have benefits in helping students learn; to help students to be more focused, to create communicative learning situations, to create meaningful contexts for language use, to increase motivation to learn, to relieve anxiety, to integrate many linguistic skills in one method, to encourage creativity in language use, to build a cooperative learning environment, and to foster participatory attitudes of students⁸.

Previous study which conducted by Abidin (2017) was game-based classroom response system in a computer programming course for undergraduate students to see their perception. The sample of this games were 120 students of Faculty of Electrical Engineering in Univerisiti Teknologi MARA, Malaysia. The result shows positive impact for students who have difficulties in using a computer programming course so that they can be motivated again to use the program as a medium in the learning process. This research is useful for those who wants to improve their understanding in Computer Programming. However, this game cannot be applied for basic level and it takes much time and many tools to be implemented in Junior High School.

While research that conducted by Bakhsh (2016) to young learners (kindergarten and elementary school) is to find out the practical implications of using games to teach vocabulary, then find out what obstacles' teachers experience when teaching using games. The finding of this research is game is proven to be an effective way to make young learner easier to acquire new vocabularies in fun way. In his finding, Bakhsh only expressed his findings without testing certain games and how big the increase of students' ability to master vocabulary. From these two previous studies, to answer what games can be used to improve vocabulary mastery for junior high school's students who are still at the basic level, and how their perception about this game is still unknown. However, this research has been done by conducted English Word Games (Unscramble Word) as teaching technique and implemented as a treatment to measure students' vocabulary mastery.

The result of pre-test and post-test scores, according to statistical data analysis, are significantly different and shows positive impact. Where the minimum score in pre-test was 20, the maximum score is 80, and the mean was 61,7. While, the minimum score in post-test was 30, the maximum score was 100, and the mean was 74,7. From this result, there is an increase from pre-test to post-test in score with t-value 1,857 and significant level 0,1 ($0,072 < 1,857$). While the positive impact is reflected on students' behavior during treatment where these students feel more confident and challenged in compiling unscramble words. This technique is useful to help students memorize new words, because the words used are also in accordance with the topic being taught and familiar with their daily lives and makes students feel more comfortable and confident when doing post-test.

The pre-test and post-test given also fulfill construct validity's requirements, where the items contain of four aspects of vocabulary; nouns, verbs, adjectives, and adverbs. From these all aspects, verb got the highest scores to be mastery for students compared to other aspects. This is because the needs of students are focus on composing better sentences, so they are more active in memorizing verbs. In compiling unscramble words, students can also sharpen their ability to think critically and intuition. Background knowledge is also needed to get the context of the topic.

During the treatment, the students were given 10 unscramble words and they were asked to arrange into a correct word related to the names of places and daily activities. This makes them easier to know and remember the names of objects around them that they often meet or do. So when they were asked to tell or make a sentence, they can use the vocabularies. This is an effort to increase vocabulary mastery, where vocabulary as a part of communication will be more proficient if they use it repeatedly⁹.

V. Conclusion

In line with the discussion and findings, it can be concluded that English Word Games is effective to improve students' vocabulary proven by t-value 1,875 and significant level in 0,1 ($0,072 < 1,875$) and the gain between the result of mean score in pre-test and post-test (61,7-74,7). While, the result of questionnaire analysis towards students' perception shows positive response because students feel more comfortable and can learn flexibly anywhere and anytime.

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