Word Search Game as a Valuable Technique in Enhancing Students' English Vocabulary Mastery

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Abstract. The research purpose is to find out whether or not word search game is effective to improve the students' vocabulary mastery, especially for tenth grade students of State Vocational High School (SMK) Negeri 1 Kebumen in the academic year of 2016/2017.The subject of the study was the students of SMK Negeri 1 Kebumen. The population of this research is the tenth grade students of SMK Negeri 1 Kebumen in the academic year of 2016/2017. As sample, the researcher took two classes, class AK1 consisting of 32 students of control group and 32 students of the experimental group from class AK2.The result shows that there is an enhancement of students' English vocabulary mastery after using word search game at the students of that school. It could be seen from the results of t-value is 10.156. Referring to 0.05 significance level, the t-table value is 2.000 with the degree of freedom is 64, the calculation shows that t-value is higher than t-table (10.156>2.000). In addition, , the enhancement could also be proven from gained score from the group with treatment (experimental) is higher than group with no treatment (control). It could be proved from gained score from the experimmental group is higher than control group. The experimental and control group scores are 64 and 52,5 respectively. Thus, it indicates that experimental group is higher than control group in terms of their mean score. In conclusion, using word search games can afford a valuable technique in language classroom for students especially to enhance students' vocabulary mastery.

Keywords:technique, vocabulary mastery, word search game,

1 Introduction

When someone learns English, vocabulary is one of an important part that should not be ignored. If a learner does not have sufficient vocabulary , they will have difficulty in communicating with others and misunderstanding tends to occur in communication process. Many literatures revealed that vocabulary provides the basis for mastering English [1], [2], [3], [4]. In addition , [5] said that learning vocabulary is largely about remembering and students generally need to see, say, and write newly learned words many times before they can be said to have learned them. [6]proposed vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. Also, [7], [8] as well as [9] state that learners' vocabulary development is an important aspect of their language development. Even though, research on the importance seems to neglected for many years, some researchers have increasingly been turning their attention to vocabulary such as [10] , [11], [12],and [13],

In studying English vocabulary, many students get bored since they must open dictionary and memorize vocabulary. In addition, the method and media that the teacher used for learning vocabulary is monotonous and less varied for them. Consequently students still got difficulties to memorize the word meaning and used the words inappropriately in a sentence. In teaching learning process, some of the students did not pay attention and the others were just silent. When the teacher asked the students about the meaning of words , they did not have the answer of those questions.

Game for teaching should be considered as one of the alternative technique that can be used in order to avoid boring time during teaching and learning activity.[14] argued that games help and encourage the learners to sustain their interest and work. The learners also experience the language when they learning through games and make them understand easier about the language rather than just study it in classroom boringly. According to [15] using word games in class should be guided by these principles: a) Games should help to achieve classroom goals. b) The most important reason for using a game is that will help children to learn more efficiently. c) Games should promote full participation. Games are associated with a feeling of happiness. Word Search Game is a kind of game to help students recognize words. It is a game that letters of a word lay in grid and usually has a square shape. To play this game, players search and mark all hidden words inside the grid. Listed words may be arranged in horizontal, vertical or diagonal directions in the grid. According to [16]a word search is simply a collection of words hidden in a grid of seemingly random letters and the words always run in a straight line horizontally, vertically, or diagonally in two directions; forward or backward in each of these four directions

Finally, this articles tries to investigate whether teaching vocabulary using word search game is successful to enhance the students' vocabulary mastery of tenth grader of SMK Negeri 1 Kebumen in the academic year of 2016/2017

2 Method

In this study the researchers used experimental design with quantitative approach. This research belongs to experimental design. There are two groups compared namely experimental and control group. The students of control group is not taught vocabulary using conventional way without word search game. The class which is taught by using word search game was indicated as experimental group. Both of experimental group and control group in this study were taken from the different students or different classes with the same level. The researchers used purposive sampling and took the samples from the tenth grade students of class Accountant 1 (AK1) as Control group and Accountant 2 (AK2) as Experimental group in SMK Negeri 1 Kebumen in the academic year of 2016/2017. Each of class consisted of 32 students. The research instrument used is in the form of test. The data of the students' achievement are classified into two types, which gained from pre-test and post-test applied in both of classes. The data are obtained by administering a test before the treatment (pre-test) and after the treatment (post-test).

3 Results

After calculating the data, the result of experimental and control group is as follow:

Chart 1. Students' vocabulary mastery
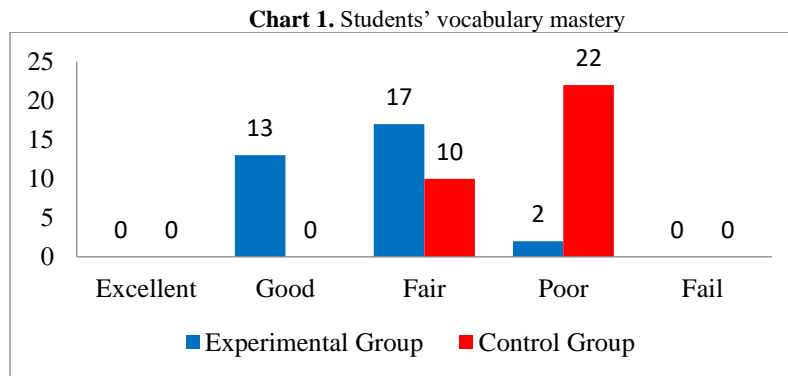
The chart above shows the students' vocabulary mastery after being taught using word search game applied in experimental and control group. Good category is reached by 13 students of experimental group, but there is no student of control group that belongs to good level. Another fact shows that there are only left 2 students of experimental group who belong to poor level, whereas in control group there are 22 students who still belong to poor level. It means that the use of word search game enhances the students' english vocabulary mastery gained by the experimental group.

The computation of using SPSS of control and experimental group. The result as follows

Table 1. T-Test using SPSS

		Score	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	0.175	
	Sig.	0.678	
t-test for Equality of Means	T	**10.156**	**10.156**
	Df	62	61.802
	Sig. (2-tailed)	0	0
	Mean Difference	11.5	11.5
	Std. Error Difference	1.132	1.132
	95% Confidence Interval of the Difference — Lower	9.236	9.236
	95% Confidence Interval of the Difference — Upper	13.764	13.764

The table 1 shows that the t-value is 10.156 at the 95% confidence interval of difference. The Sig. (2-tailed) both is lower than 0.05, (0.000<0.05). It means that there is significance difference between the result of experimental and control class.

Table 2. Post – Test Result of Experimental Group and Control Group

Group	H	L	Mo	Me	R	T	SD
Experimental	72	52	68	64	20.00	2048	4.66
Control	64	44	52	52	20.00	1680	4.40

Notes:
H   : The highest score
L   : The lowest score
Mo   : The mode
Me   : The median
R   : The range
Sum   : The total scores of the students
SD   : The standard deviation

From the table presented above, it shows that the mean score of experimental group (64) is higher than control group (52). In addtion, the highest score of the students in experimental group is 72, and the lowest one is 52. The mean of group with treatment is 64.00 and the SD is 4.66. Meanwhile, the highest score in class without treatment is 64. The lowest one is 44. Thecontrol class mean without treatment is 52.5 and the SD is 4.40.

Therefore, it is able to be inferred that the experimental participants which learn vocabulary using word search game get the score which is higher than control class which learn vocabulary without using game.

4 Discusssion

Based on the score analysis and the degree classification of experimental and control group, the author can reveal that the participants of experimental class has a good result on their vocabulary mastery. Meanwhile, after calculating t-test separated variance, the author is able to conclude that word search game is effective to enhance students' vocabulary mastery at the tenth grade student.

There are some researches which have similar findings. Word Search Game is effective to improve student's vocabulary mastery [17], [18], [19], [20]. Compared to our research, these four researches investigates the effectivenes of using word search game to improve Junior High School students' vocabulary mastery whereas these research deals with vocational school students. Another researcher[21] found that students in the group who have been equipped the word search game on smart phones has the highest improvement at 21.4%.Compared to our research, research (21) found that using word search game on smartphone is effective to improvestudents'vocabulary, while this research showed there in an improvement on students'vocabulary after udin word search game on a piece of paper.

5 Conclusion

In a conclusion, usingword search games can afford a valuable technique in language classroom for students especially to improve students' vocabulary mastery . Thus, the game can be used to facilitate the process of vocabulary learning. The teachers can evaluate students' vocabulary understanding through word search game. In addition, the games reveal the depth of students understanding quickly since they are given opportunities to find and to understand new vocabulary without direct teacher assistance.

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