Exploring the Effects of Using Game on Students' Vocabulary Mastery: A Case Study in Instructional Material and Media Development Class

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Abstract— **The fundamental issue is how to teach vocabulary as effectively as possible, since vocabulary became the most important factor in learning English. Vocabulary should not be learnt separately or by memorization without understanding. This aimed to explore the effectiveness of using game in Instructional material and media development (IMALD) classroom. This study adopts a qualitative methodology. Vocabulary test and observation were also done to support this research. The result of this study indicates that there is improvement on student vocabulary mastery. Student motivation and involvement during teaching learning process was also increasing. The results of the tests showed that most of students get high scores when translating English vocabulary. The implementation of games and other supporting fun activities succeeded in helping students to learn and understand new vocabulary. Overall, using games during teaching English was successful in improving students' vocabulary mastery. Implications of the study suggested that teachers should apply games in teaching vocabulary in order to provide students an effective learning.**

Keywords: games, vocabulary mastery, effectiveness

I. INTRODUCTION

Vocabulary has an important role in learning English. Every learner have to master vocabulary during language learning as it is one of the basic requirement for being able to communicate in spoken or written form. Learning English vocabulary is not easy especially for beginner learners because sometimes they should find the meaning of difficult words when they found it. It might be difficult for beginner because they have to memorize unfamiliar words and its spelling (Nguyen & Khuat, 2003). Vocabulary is very important when children or adolescents want to learn second language, neither their academic, social confidence nor competence (Alexander, 2009).Thus, if the learners have lacks of vocabulary, they will find difficulties in mastering language skills (reading, listening, speaking, and writing). Once in a while, learners just wait for the teachers as controller in the lesson to write the words in their notebooks or in completing the exercise in the exact formats of word they that they have learnt.

Teaching vocabulary is not that easy. The teacher should find the best and the most effective way of teaching. Most studies have been explored on how to teach vocabulary in effective way. The previous studies illustratedon the report (Decarrico, 2001), vocabulary should not be learnt separately or by memorization without understanding. This is why teaching English in a fun and interesting way might be appropriate for teaching the beginner learners, including using games. Furthermore, another studies focused on the impact of using interactive games on the mode of learning (Foreman *et al*., 2004). Games are helpful for teacher in creating a meaningful language context. The use of games as a learning tool is more effective to catch student's attention compare to using traditional media such as textbooks (Wood, 2001).

Another studies have been conducted, there are various games that can help learners to master the vocabulary, for example, Memory games, word association, Miming, Hangaroo, Hangman, and etc. Games provide learners a chance to learn, practice and review the target language in a fun atmosphere. Meanwhile, Nguyen and Khatu (2003) showed the advantages of using games in learning vocabulary. First, games bring relaxation and pleasant to students which can help them to learn and retain new words easier. Second, games can engage students in learning by involving a friendly competition which increases their motivation to participate actively during learning activities. Third, it brings a real-world context into the classroom and stimulates students to use English flexibly and communicatively. Thus, it can be concluded that the role of games in teaching and learning vocabulary cannot be denied.

Therefore, this study focused on exploring the effect of using games in students' vocabulary mastery. The purpose of this study is to investigate the effect of games while adapting in Instructional material and media development (IMALD) towards student vocabulary mastery and this current study attempted to answer whether using games give effects in vocabulary mastery or not. A Qualitative method was employed in this study. A vocabulary test also conducted to

check students' vocabulary mastery level. An observation was conducted to explore further information about this topic. Students of English Teacher Education Department at State Islamic University of Sunan Ampel Surabaya were chosen as the participant of this study.

II. LITERATURE REVIEW

A. Vocabulary Mastery

Vocabulary is needed in students' live and future possibilities (Faliyanti & Sari, 2018). They explained that before mastering English language skill, it is better if the students should master vocabulary first. As stated by Asyiah (2017) that the more vocabularies mastered, the better English language skills they will have. Similary, Sukrina's (2012) stated that vocabulary mastery is significantly needed to perceive the language skills, speak fluently and make a good writing. Nguyen & Khuat (2003) in their study found that most of students learn vocabulary by copying the new words provided by the teacher and find it in dictionary. 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.

Vocabulary mastery means that students should understand the vocabularies that include its meaning, the spoken and written form, the words' origin, grammatical behavior, the opposition words, the associations of the words, and also the word frequency (Thornbury, 2002). According to Meierding (2005), there are some levels of word mastery in vocabulary learning. The first level is full mastery, which means that the students have a good ability to produce words in writing and speaking. The second level is how the students understand context of words in a reading text. Based on the explanation above, it can be concluded that vocabulary mastery is very essential to master and improve students' language skills such as listening, reading, writing, and speaking by practicing and memorizing the vocabulary through a small group discussion inside or outside the school.

B. Teaching Vocabulary

Understanding vocabulary can be characterized by increasing vocabulary memorization as expressed by(Joe, Nation, and Newton, 1996) in spoken or written form. According to Allen (1983), in teaching vocabulary we need to make a game by highlighting the words that are necessary and important in order to achieve the learning objectives. Teacher need to pay attention on the use of games in teaching as it can cause emotions when language instruction becomes serious and dry (Bransford, Brown, & Chocking, 2000 and Ersoz, 2000).As Bauer and Nation (1993) point out the level of learning vocabulary divided into 3 categories.

The first level is beginner. At this level, themost effective way is to make Vocabulary cards. A small card has been made into two parts. The first part is the English vocabulary, on the other side, which is for the translation. But it needs to be underlined, at this level it would be nice to use a library that has phrases or contains new words that are easy to understand and not too difficult. The use of such cards must be used as a keyword technique, or analysis for part of the word where the card is used.

The second level is intermediate,at this level games are more emphasized on the meaning of the vocabulary that has been underlined before in a word that consists of several contexts in a sentence. Exploring vocabulary according to their existence will be more suitable at this level likeexploring the meanings of words like head, fork, or agree can be a useful activity. This type of activity can be done inductively.

The last is advanced level. This level is more focused on high school students and colleges in the context of using vocabulary in academic writing level. Students at this level need a specific strategy to use vocabulary in line with its difficulty level and use it based on the context of the sentence (Nation, 1990). Strategies in vocabulary learning need to be applied, for example by breaking down or matching words according to the context, using word parts to remember the meanings of words, and using mnemonic techniques. The main focus of teaching should be on development strategy.

C. Teaching Vocabulary Using Game

Teaching vocabulary through games has become an agreeable way to encourage student vocabulary mastery, it is because students feel more enthusiastic when teacher use various games in the classroom. Furthermore, games also increase student's motivation and make students to be more competitive in teaching learning process. Games are media development as they require students to participate actively in the class (Cruickshank & Telfer, 2001). Ordinarily, students tend to get bored with traditional English methods. It requires teachers to be more creative in developing methods which applied in teaching and teachers should also consider the advantages of using games in teaching vocabulary such as grab students' attention; decrease students' stress; and give students a chance for a real communication. However, games enable interactions, reward, students' interaction and problem solving (Schwartman, 1997).

Leastwise, teachers also think that applying games applying in the classroom is wasting time. In another hand, games are always associated with something enjoyable. Moreover, designing the concept and applying the games should not eliminate the pedagogic aspects, especially in second language teaching. In addition, games are often highly motivating, relevant, interesting, and comprehensible since they can be used to practice all language skills and to communicate." (Ersoz, 2000).

There are several studies dealing with teaching vocabulary using games. First, a study conducted by Umi Nashibah (2011) entitled "The Use Of Make A Match Board Gamusari Trenggalek". The finding showed that there were significant

effects on the use of Make A Match Board Gamusari Trenggalek". It was indicated by increasingly students' score 45 in preliminary study, 69,37 in cycle I, 78,75 in cycle II and finally 87 in post-test. This present study aimed to examine the effectiveness of game in improving the students' vocabulary achievement.

III. METHOD

This chapter is dealing with the procedures for conducting a research. It covers approach and research design, research question, objective of the study, research location, research instruments, data collection technique, data analysis technique, and checking validity of fiidings.

A. Research Design

This study was conducted by involving 32 students in IMALD C class who were selected through purposive sampling. A qualitative method was used to collect and analyze the data which had been obtained from all participants.

A qualitative method collected information to describe a topic more than measure it.A qualitative research helps researcher to obtain detail information on a topic. It can be used to initiate a research by discovering problems or opportunities that people are thinking about.

Tests had been conducted to determine the extent of students' vocabulary mastery. By providing vocabulary translation according to students' level and taken from several materials used during the Instructional material and media development class (IMALD) as well as Materials and Method in ELT : A Teacher's Guide book.An Observation had also done to obtain more valid data.

B. Research question

Does the use of games affect student vocabulary mastery among Instructional material and media development (IMALD) learners at the 6th semester?

C. Research Location

This research took place at UIN Sunan Ampel Surabaya. It is located in Jl. Ahmad Yani No. 17 Surabaya, Faculty of Tarbiyah and Teacher's Training.. This research was conducted on May 2019.

D. Significant of The Study

The result of this study may give contribution on the language learning process in the lexical learning domain and students' language skills such as vocabulary and teaching either in our education system and possibly throughout the world.

E. Data Collection Technique

In this research, the data were collected through observation and test.Field notes are carried out by documenting learning vocabulary process through games both

from the teacher's activities and students as well as the environment or conditions during teaching learning. How the presenter designs the learning model, How the presenter designs the games, how the teacher behaves when he/she sees his students delivering the material, how the teacher's role is, what the classroom situation is when learning takes place, and how the mastery of the material acquired by students is developed also how the feedback is given by the teacher.

Vocabulary test is used to measure students' vocabulary mastery. The test was done at the end of IMALD class.It was given without minimum duration of time and participants were not allowed to use a dictionary during the test. There is only one class which consists of 10 students who received the test.Then, the test results were corrected by the researcher based on criteria that had been made, then the result of the test were accumulated. If most ofthe students got a high score it could be concluded that games succeed in influencing students' vocabulary mastery.

F. Research Instrument

To obtain the data, some instruments were used: Observation checklist and vocabulary test. In assessingstudents' vocabulary improvement, this research used vocabulary test which include25items about vocabulary translation.

G. Data Analysis Technique

The qualitative data were in the form of result of observation and students' vocabulary score which gained from vocabulary test.

H. Validity and reliability of the data

This study applied triangulation to check validity and reliability of the data. Silverman. Denzin (1978, cited in Burns 199: 164) stated that triangulation is essential in a collaborative research which focusing on the same focus area". He proposed four types of triangulation such as Time triangulation, Space triangulation, Investigator triangulation, Theoretical triangulation.

Three of the four triangulation types were applied in this study. They were:

1. Time triangulation was used in which the data were collected at different time to identify the factors involved in the change processes.
2. Investigator triangulation was used in which the data were collected by more than one researcher in the same setting. In this study, investigator triangulation involved the English teacher as the collaborator. The observation was done during teaching and learning process and helped researcher in reflecting the actions.
3. Theoritical triangulation was used in which the data were analyzed based on the theory.

IV. FINDINGS AND DISCUSSION

This study aims to find out how games could improve students' vocabulary mastery. The data on students'

progression had been elaborated in the reports, reflection, and summary in each session. After implementing games in the lessons, the classroom observations showed that the students were very enthusiastic when it came to playing the games.

Observation was done approximately in 3 meetings. Each meeting applies the use of games in delivering material. It starts from the idea of a teacher who teaches Instructional material and media development (IMALD) classes. According to the lecturer, presentation in front of the class is ordinary thing to do. However, how to engage students so they are interested in learning at that time, are no longer teacher centered but also learners centered, in essence teachers and students collaborate in creating an interesting learning atmosphere in a unique way.

In essence students are divided into 11 groups in one class, can consist of 3-4 people in each group. Every group must present the material in a different way in each meeting. Usually in each material there are three types of games that are designed. Some use whispering games, estafet games, true false games, using spinner, using online games and other alternative games. For instance, one of the groups was assessing listening material. The group used whispering games, relay games, and summarizing materials. But they bring it in an interesting way. In the game relay, they used some of the vocabularies in the material to be memorized as conclusions at the end of the session. At the end of the session, students were asked to explain the material they received with the vocabulary obtained during the games. The result is that students tend to be more active and have a lot of vocabulary to convey ideas that they get with new vocabulary.

The next meeting is assessing speaking material. In pre-activity, the presenter gives games in the form of remembering a given word. The instructions are 7 students representing each group going forward to do the games that have been designed. The words were such as "preliminary", "established", and etc. The way to play this game is that students sequentially say the sequence of letters or can be called spelling be. When you arrived at the last word the next student must guess the meaning of the word that has been mentioned. This was done continuously. We could draw some conclusions that through this game, students got a lot of new vocabulary, besides that games can make students more enthusiastic in participating in learning through fun activities. Additionally, it showed that teacher asks and gives feedback that some students smoothly provide explanations with the vocabulary they get during the game.

In addition, online games are also used and also as interesting as previous games that was spinner. In each column inside the spinner there is name of each group, if the spinner arrow stops in one column, the group who got it should take a challenge of answering the question. This was integrated with a vocabulary placed on a box for example "Assessing", in each letter in the vocabulary there were hidden question. Indirectly, the words used also add to the understanding of students' vocabulary. From this, students can know some of the vocabulary used during games.

The result of observation showed that the use of games can affect students' vocabulary mastery. It can be seen during class and after class. From the results of observations, students used more new vocabulary when delivering ideas and presentations. Moreover, students look more enthusiastic when learning. Usually when the learning system is only monotonous students will easily get bored especially if they have afternoon class. For example, there are students whose vocabulary level is still moderate and even low, when games are applied to the students, it affected students vocabulary increases than before. Basically we do not use experimental studies, but the observations that we carry out treatment have been given before we do the research. Although, data can still be obtained.

TABLE 1 SCORING RUBRIC

Criteria	Score
Very high	75-100
High	58-74
Average	42-57
Low	25-41
Very low	0-24

TABLE 2 STUDENTS' SCORE

Students	Score
Student 1	92
Student 2	88
Student 3	72
Student 4	92
Student 5	92
Student 6	88
Student 7	84
Student 8	92
Student 9	92
Student 10	80
Mean	87,2

After conducting a vocabulary test, we make a list of students' score and we can see how the effect of playing games towards students' vocabulary mastery is. In table 1, there is scoring rubrics which shows the range of score that classify students' score in very low to very high criteria. Table 2 shows 10 students' score and the average of it. From the table 2, we can see that 9 students have score in very high criteria and only 1 student have a score in high criteria. However, the average of all students' score is 87,2 which means very high criteria.

From this result, we can conclude that playing games in IMALD course have a very positive effect on students' vocabulary mastery. Students can know well vocabularies relate to the material and it makes them easy to understand the context.

V. CONCLUSION

A. Conclusion

Based on the result of the data analysis, it can be concluded that the students were very enthusiastic in the class after implementing the games on IMALD classes. Regarding to the results of observations, the result shows that the students express more new vocabularies in delivering their ideas when doing a presentation and make the learning activities more interesting. Moreover, the implementation of games in learning engaged the students who easily get bored to the learning activity in unique ways. Based on the conclusion, it can be suggested that using games in learning give positive effects on the students' vocabulary mastery. The memorization of the vocabularies can be easier since it delivered indirectly through fun activities. In addition, the students tend to be more active in following the activity and get a lot of new vocabularies.

B. Limitation

The scope of this study is about students' level of vocabulary mastery during Instructional material and media development (IMALD) classroom. This study analyzed the result of vocabulary test to investigate students' vocabulary mastery level based on the scoring rubric. Dealing with the scopes stated above, it was also important to set some limitations so that this research could reach its objectives. For that reason, this study involved students in IMALD classroom at UIN Sunan Ampel Surabaya. Therefore, the result of the study will be conducted as good as possible.

C. Recommendation

For the next researcher, if you conduct a research related to the topic, it would be better to consider the technique by selecting a good vocabulary test and adjusting to the level of participants. Furthermore, more reliable assessment rubric is essential. Finding a gap and looking for previous studies can be helpful to understand the research topic. For more accurate results, further researchers are expected to conduct experiments by giving a pretest and post-test in experimental research.

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APPENDIX

Vocabulary Test

This test is to measure the vocabulary acquisition after join IMALD class

Comprehension *

Pemahaman

Recognize *

Mengenali

Engage *

Melibatkan/menarik perhatian

Framework *

Kerangka

Brainstorming *

Pemanasan

Achievement *

Pencapaian

Feedback *

Timbal balik

Determine *

Menentukan

Concern *

Mengkhawatirkan

Consideration *

Pertimbangan

Responsibility *

Pertanggungjawaban

Emphasize *

Menekankan

Expertise *

	Compatibility *				
	Kecocokan				

Encourage *

Mendorong

Supplementary *

Tambahan

Distinguish *

Membedakan

No.	Statement				
2.	The students are active in teaching learning process	✔			
3.	The students ask the teacher about lesson material			✔	
4.	The students are interested in the lesson material		✔		
5.	The students are interested in teaching method	✔			
6.	The students give attention when the teacher explains lesson material	✔			
7.	The students are interested in teaching using game Teaching method	✔			
8.	The students can finish task on time		✔		
9.	The teacher integrated game to teach vocabulary	✔			
10.	The activities that the teacher gave were varied.	✔			
11.	There were media in the teaching and learning process		✔		
12.	The students weren't afraid of making mistakes.		✔		

No.	Student	Score	Classification
3.	Student 3	23 x 4 = 92	Very High
4.	Student 4	23 x 4 = 92	Very High
5.	Student 5	20 x 4 = 80	Very High
6.	Student 6	23 x 4 = 92	Very High
7.	Student 7	22 x 4 = 88	Very High
8.	Student 8	18 x 4 =72	High
9.	Student 9	23 x 4 = 92	Very High
10.	Student 10	23 x 4 = 92	Very High

Scoring Rubric

No.	Performance Score
1.	Students are considered to have the ability to translate "very high" English vocabulary when they score 75-100
2.	Students are considered to have the ability to translate "high" English vocabulary when they score 58-74
3.	Students are considered to have the ability to translate "average" English vocabulary when they score 42-57
4.	Students are considered to have the ability to translate "low" English vocabulary when they score 25-41
5.	Students are considered to have the ability to translate "very low" English vocabulary when they score 0-24

Vocabulary Score

No.	Student	Score	Classification
1.	Student 1	22 x 4 = 88	Very High
2.	Student 2	21 x 4 = 84	Very High