IMPROVING STUDENTS' VOCABULARY MASTERY BY USING FAST HANDS GAME AT THE SECOND GRADE STUDENTS OF SMPN 1 BAROMBONG

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ABSTRACT

This research aimed at finding out the improvement of students' vocabulary mastery by using Fast Hands Game. This research used a pre-experimental method. The population of this research was the second grade students of SMPN 1 Barombong. The total sample was 26 students and it used a purposive sampling technique. In collecting data, the researcher used vocabulary test that is administered of pre-test and post-test. The result of this research showed that the mean score in post-test was higher than the mean score in pre-test (80,54 > 46,73). The result of t-test was greater than the t-table value (13,38 > 2,060) at the significance level of 0,05. Based on the result of data analysis, it is concluded that using Fast Hands Game can improve the students' vocabulary mastery at SMPN 1 Barombong.

Keywords : *Fast Hands Game, vocabulary mastery.*

ABSTRAK

Penelitian ini bertujuan mengetahui peningkatan penguasaan kosakata siswa dengan menggunakan *Fast Hands Game*. Penelitian ini menggunakan metode pre-experimental. Populasi penelitian adalah siswa kelas dua SMPN 1 Barombong dengan sampel penelitian berjumlah 26 siswa dan menggunakan sampel tujuan. Dalam mengumpulkan data, peneliti menggunakan tes vocabulary yang dilaksanakan atas pre-test dan post-test. Hasil penelitian menunjukkan nilai rata-rata pada post-test lebih tinggi dari nilai rata-rata pada pre-test (80,54 > 46,73). Nilai t-test lebih besar dari nilai t-table (13,38 > 2,060) pada tingkat signifikansi 0,05. Berdasarkan hasil analisis data, dapat disimpulkan bahwa *Fast Hands Game* dapat meningkatkan penguasaan kosakata siswa di SMPN 1 Barombong.

Kata Kunci : *Fast Hands Game, penguasaan kosakata.*

INTRODUCTION

Cross-country communication is a factor that shapes the world, as the development of our times is required to get to know more foreign languages. The development of religion, science, technology, business, and education are highly dependent on the communication process. Therefore, we need to be able to communicate and understand each other. This communication process should also be done by people from different countries that use different languages. This need encourages an attempt to create a language that is understandable and used by everyone in the world. And English is used as a global language. English is as a first or second language of many countries around the world. It means that English is the main language in communication. It can solve the background of cultures and languages.

There are two theories in learning a language. First, "learning about the language" is to learn about the language, the in and out cover all components of language such as grammar, vocabulary, as well as other rules and linguistics. Second, “learning how to use the language” is to learn how we use the language as communication (Wahyuni and Setyorini, 2013:7).

To master English, we have to understand and learn about the four skills of language: speaking, reading, writing, and listening. Each of them is important and related to each other. In English language teaching, there are four languages elements namely: structure, vocabulary, pronunciation, and spelling. These elements are to develop the students' skill in the language learning. And the most important is vocabulary. Vocabulary is the most important thing to master the language learning. Without enough vocabulary, the learners cannot express their feelings and ideas. They cannot even understand if people talk to them or if they read something.

We know that English in Indonesia is not a primary language but foreign language. English is the first foreign language to be learned and the students just learn simple English pattern. As the foreign language, the students have very limited knowledge of English. Sometimes it creates problems in the learning process.

There are problems in teaching and learning English. Generally, some students are difficult to memorize the words and express their ideas because their lack of vocabulary. So, the students cannot use English effectively in their communication. And to communicate effectively, the students must learn English well. Learning English well and fun can be learnt by playing games.

Games are used as methods or techniques to involve students in learning. Well-chosen and designed games are invaluable as they give students a break and at the same time allow learners to practice language skills.

One of the strategies that can be used to make the students master vocabulary is the use of Fast Hands Game. Fast Hand Game is a popular game to learn English, which focus on vocabulary items. It is really easy, fun and a great way to learn and review words. Using this game will make the students interest to learn English, especially vocabulary. As Huyen (2003) states the advantages of using games to learn vocabulary: a) Games add relation and fun. b) Games keep learners interested and motivated. c) Games bring real world context to the classroom. Therefore, games are enjoyable to use in the classroom because leaners can be more interested to learn English.

METHODOLOGY

Research Method and Design

The research method was quantitative research and the research design was pre-experimental method. This method involved a pre-test, a treatment, and a post-test. Before giving the treatment, the researchers gave pre-test. Post-test was given after the treatment. The result of the pre-test and post-test were compared to find out whether Fast Hands Game could improve students' vocabulary mastery.

Variables of the Research

There were two variables in this research, namely dependent variable and independent variable. The dependent variable was the students' vocabulary, while independent variable was the use of Fast Hands Game.

Population and Sample

The population of this research was the second grade students of SMPN 1 Barombong that consisted of six classes, namely VIII A until VIII F. So, the total number of population consisted of 216 students. And in this research, the researchers used purposive sampling technique. The researchers chose class VIII A as the sample because the students' English was still low, especially in vocabulary. The total number of sample was 26 students.

Instrument of the Research

The instruments of this research were both of pre-test and post-test in vocabulary. The pre-test was used to measure the students' ability in vocabulary, and the post-test was used to know whether there was an improvement of the students' vocabulary after given treatment.

FINDINGS AND DISCUSSION

Findings

The findings of the research deals with the students' score of pre-test and post-test, the frequency and rate percentage of the students' score, the mean score, total score, and hypothesis testing. The researchers collected the data by using procedure of collecting data. The researchers gave test and treatment. There are some findings that found in test and treatments. The clarified findings as follows:

a. Pre-test

The pretest was given before the students had the treatments. It aimed to find out the students' vocabulary prior knowledge. On this test, the researchers provided the order of test by Fast Hands Game. The describing data showed that the highest score of their pre-test result was 87 that consisted of one student, and the lowest score was 29 that was consist of four students. These data were clearly explained that the students' vocabulary skill were still low.

Table 1

The Classification, Frequency, and Rate Percentage of the Students' Score in Pre-Test

No	Classification	Frequency	Percentage
1	Very Good (91-100)	0	0
2	Good (76-90)	1	3,85
3	Fair (61-75)	4	15,38
4	Poor (51-60)	4	15,38
5	Very Poor (0-50)	17	65,39
	Total	**26**	**100**

The table above shows the categories of students score based on the classification score and illustrates the rate percentage and frequency of the students' pre-test. Based on the table above, the students' result of pre-test can be classified as follow; None of the student (0%) was classified into very good, one student (3,85%) was classified into good, 4 students (15,38%) were classified into fair, 4 students (15,38%) were classified into poor, 17 students (65,39%) were classified into very poor.

b. Treatment

After giving the pre-test, the researchers gave treatment to the students to help them improving vocabulary by using fast hands game. In treatment, the researchers explained the material about the part of speech section of the vocabulary, especially the

noun, verb, and pronoun. And the researchers divided the students into 6 groups. The procedures of treatment from the first day up to the fourth day were similar.

c. Post-test

To measure the students understanding about the material given and the effectiveness of this strategy, the researchers prepared the second test. The researchers gave the post-test after the researchers delivered the treatments. It aimed at finding out the students' vocabulary improvement after the students have been learned vocabulary by Fast Hands Game.

Table 2

The Classification, Frequency, and Rate Percentage of the Students' Score in Post-test

No	Classification	Frequency	Percentage
1	Very Good (91-100)	5	19,23
2	Good (76-90)	13	50
3	Fair (61-75)	8	30,77
4	Poor (51-60)	0	0
5	Very Poor (0-50)	0	0
	Total	**26**	**100**

The data of the table above showed the rate percentage and frequency of the students' post-test in learning English vocabulary by Fast Hands Game. The table above, five students (19,23%) were classified into very good, 13 students (50%) were classified into good, 8 students (30,77%) were classified into fair, none students (0%) were classified into poor, and none of the students (0%) were classified into very poor. It can be said that the rate percentage in the post-test was greater than the rate percentage in the pre-test. The table above shows the categories of students score based on five levels classification score and illustrates the rate percentage and frequency of the students' in pre-test and post-test.

Table 3

The mean score of pre-test and post-test

Mean Score of Pre-test	Mean Score of Post-test
46,73	80,54

The data in the table showed that the mean score of the students' pre-test with the total 46,73 which classified as very poor while the mean score of the students post-test with the total 80,54 which classified as good. It means the mean score of the students' post-test was higher than the mean score of the students' pre-test. After calculating, it was found that the t-test value = 13,38 where assuming that, the level of significant (P) = 0,05 and the degree of freedom (df) = N - 1 = 26 - 1 = 25. The value of t-table = 2,060.

For level of significance (P) = 0,05 and degree of freedom (df) = 25 the value of t-table = 2,060. Comparing with the test value, it can be concluded, t-test value (13,38) was higher than the t-table (2,060). In other hand we said that 13,38 > 2,060. It means that null hypothesis (H_0) of this research is rejected and the alternative hypothesis (H_1) is acceptable because there is significance different between the pre-test and post-test result by Fast Hands Game for improving students vocabulary.

Table 4

Table of Significance

Df	Level of significant (p)	t-test value	t-table value
25	0,05	13,38	2,060

The table above showed that the t-test was higher than t-table value 13,38 while the t-table 2,060. It means that there was a significant different of the students' result in pre-test and post-test.

Discussion

Based on the data above, it is clear that there is an improvement of the students' vocabulary mastery after they got treatments through Fast Hands Game strategy. The researchers collected the result from two kinds of test namely pre-test and post-test. The researchers used Fast Hands Game as the strategy to improve students' vocabulary mastery. Before the students were taught using Fast Hands Game strategy that in this research, the researcher gave the students of pre-test, it was aimed to find out the students' prior knowledge of vocabulary, there was only one student who got a good

score and there were twenty five students failed in the pre-test because they difficult to distinguish between noun and verb, they can recognize the image but do not know the name of picture in English and they have difficulty to make a sentences because they only focus in pronoun "I" and they do not know some pronouns in part of speech because they were unfamiliar with the pronoun "they, we, she, he and it". The researchers asked the students to make a sentences, example from the word "Go" but some students make a sentences from the school slogan attached to the classroom wall, example "Lets go green". Some students used two verbs to make a sentences, for example: Help open the door. And there are some students who do not make sentences but interpret the word in Indonesian.

After having the data of pre-test and post-test, the researchers compared the students' result of pre-test and post-test. It was aimed to find out whether or not there was significance difference between the result of pre-test and post-test. To know the effect of Fast Hands Game strategy of students in learning English process and teaching English vocabulary, the researchers administrated the pre-test, did the treatment after having pre-test, and did post-test.

Based on the pre-test result it can be seen that the students found it difficult to analyse the vocabulary test. Generally, the students were lack of vocabulary and difficult to find the meaning of the sentence. According to Richards and Rodgers (2001: 37) states vocabulary is the most important aspects of foreign language learning. Therefore, in order to know the significance difference of students pre-test and post-tost, the researchers determined students' score by using Fast Hands Game in teaching vocabulary. But there are some difficulties in vocabulary, according to Thornbury (2004: 27) propose some factors that make some words more difficult as follows: pronunciation, spelling, length and complexity, grammar, meaning range, connotation, and idiomaticity.

During the treatment, the researchers identified some problems. The first, students were noisy, because of the students learned vocabulary by using game. But the students participated actively and enjoyed in the teaching and learning process. They showed their enthusiasm and interest in learning vocabulary by using the game. Second, they could not understand what the researcher explained the instruction in English. Therefore, the researchers combined English and Indonesian language. The students understood the explanation easily because the game was simple for them. Then, the researchers divided the students into 6 groups; each group consisted of 5 or 6 students. The researchers form two sessions, the first session played by 1,2, & 3 groups and the

second session played by 4,5,&6 groups. And the researchers prepared audio and picture about noun and verb. Then, the students listened to the audio about nouns and verbs. Members of each group alternate forward to match the audio with the image on the table and stick the image on the board. And the winner of each session competed to determine the group that would be the champion. After that, the students would be asked to make simple sentences from the nouns and verbs that have been given to them.

In post-test result the rate percentage and frequency of the students' vocabulary test by using Fast Hands Game were five students who classified into very good, thirteen students were classified into good category, eight students were classified into fair, none students was classified into poor, and none students was classified into very poor. So, it can be concluded that the most students vocabulary were started to improve into good category with thirteen students and can be concluded that the rate percentage of students' post-test result got improvement. It did not take a long time for the students to finish the vocabulary test. In this case the researchers success to apply personal vocabulary by using Fast Hands Game. By looking at the data shown, the using of Fast Hands Game in teaching vocabulary to the students' especially the second grade students of SMPN 1 Barombong was effective. Apart from the frequency and the rate percentage of the students' result, the other data which showed the students' achievement was the students' mean score pre-test and post-test.

The average of students' score in pre-test and post-test plays an important role in determining the successful of a technique used in teaching and learning vocabulary. Logically, if the average of students' score in pre-test is higher than average score of post-test, we can concluded that the technique used does not have significance influenced in developing students' English vocabulary. Automatically, the technique cannot be used in improving the students' vocabulary achievement. In the contrary, if the average of students' score in pre-test is lower than the average of students' post-test score, we can concluded that the technique used has significance influenced in improving students' vocabulary achievement.

In addition, Fast Hands Game is a very popular game to learn English because Fast Hands Game is easy and fun to play. This is a game to learn English focusing on vocabulary items. The player listens to the sound or read the word and then clicks on the matching pictures. The game is very easy, fun and a great way to learn and review words. And Fast Hands Game has many advantages if used in teaching vocabulary. It is more memorable and enjoyable for students' to learn English vocabulary. Therefore, the researchers interested to use Fast Hands Game in learning vocabulary. But in this research, the researchers apply the game to be manual because the facility (computer) in the school where the research be conducted was inadequate.

This finding supported by some researchers who have conducted on the various techniques in teaching English Vocabulary are; Riang (2014) explained a research entitled "Teaching Vocabulary through Hangaroo Game Strategy at the First Grade Students of SMP Kristen Kondosapata Makassar". The researchers found some effective ways to improve the vocabulary of the first grade at SMP Kristen Kondosapata Makassar through Hangaroo Game. The student's vocabulary is significantly improved which shown in the result between the pre-test and post-test score, and the students are more interested and enjoyable in learning vocabulary through Hangaroo Game.

Ngole (2015) stated a research entitled "Improving students' Vocabulary by Using Rivet Game at The First Grade Students of SMP Khadijah Makassar". The result showed that the students' vocabulary which had been taught by using Rivet Game has improved, where post-test was categorized as good and pre-test was categorized as poor. It means that they were considered to be different after treatment. And Trihandyani and Sofwan (2016) who stated after doing treatments using Fast Hands Game, this strategy effectively improve the students' vocabulary mastery. This research also found that by using Fast Hands Game can improve students' vocabulary achievement. Therefore, there are several researchers who have conducted research using different games and strategies in teaching vocabulary.

In brief of the discussion above, the use Fast Hands Game strategy was good enough to improve the students' vocabulary especially in noun and verb. It could be proved by seeing the improvement of students' pre-test and post-test score. Thus, it indicates that the second grade students of SMPN 1 Barombong improved their ability in vocabulary especially by using Fast Hands Game.

CONCLUSION

Based on the result of the data analysis, research findings, and discussion in the previous chapter, the researchers formulate the conclusion as follow:

The use of Fast Hands Game as treatment of the research was applied by teaching vocabulary. The students means score in pre-test (before the treatment given) was 46,73 score which could be categorized as very poor, while on the students' mean score in post-test (after given the treatment) was 80,54 which could be categorized as good. Thus, the application of treatment by using Fast Hands Game in teaching and learning vocabulary could improve students' achievement from 46,73 to 80,54 score. It means that the treatment has increased to the achievement of students' post-test score

because it was higher than the pretest scores. It is concluded that using Fast Hands Game can improve students' vocabulary. Therefore, the use of the Fast Hand Game is one of the vocabulary teaching techniques that can be recommended in learning activities because this technique can attract students to learn English vocabulary.

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