

# THE EFFECTIVENESS OF USING COMBINATION OF MODIFIED GAME TIC TAC TOE AND JUMBLE WORD TO TEACH ENGLISH VOCABULARY OF DESCRIPTIVE TEXT TO THE SEVENTH GRADERS OF SMP NEGERI 1 CERME

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## ABSTRACT

English has four skills, they are listening, speaking, reading and writing. Those skill must be taught to the students, but they have to learn vocabulary first before learning those four skills. Vocabulary is a key in learning any language. The students have to enrich their vocabulary in order to make them success in learning those skills, especially for the students who in the seventh graders of junior high school. The writer chooses SMP Negeri 1 Cerme to conduct her research. The seventh grade students must be able to learn descriptive text but before they are success in making a good descriptive text, they have to enrich their vocabulary by learning English vocabulary of descriptive text first.

In this case, the teacher must be creative to use technique to teach vocabulary to the students. Game is a technique that can be used by the teacher to teach vocabulary, one of game that can be used is combination of modified game Tic Tac Toe and Jumble Word.

In conducting her research, the writer used an experimental quantitative by collecting the data through giving pretest before treatments were done then giving three treatments. Then giving post test after to get the students' vocabulary score. But before pretest held, the writer gave a try out to other class not for classes which were chosen as experimental and control group. This try out was done to know whether the test could be the good test or not before it was given as pretest and posttest.

The researcher analyzed quantitatively by using t-test to find out the significance difference in vocabulary mastery between the seventh graders who are taught using combination of modified game Tic Tac Toe and Jumble Word and those who are not. The writer found that t value was 3,76 with t table 2.00. It meant that there was significance difference in vocabulary mastery between the seventh graders who are taught using combination of modified game Tic Tac Toe and Jumble Word and those who are not.

Based on the result of the research, the use of combination of modified game Tic Tac Toe and Jumble Word is appropriate technique to be used to teach English vocabulary of descriptive text to the students.

*Key Word : English Vocabulary, Combination of Modified Game Tic Tac Toe and Jumble Word, Vocabulary of Descriptive Text, Seventh Graders*

## ABSTRAK

Inggris memiliki empat keterampilan, mendengarkan, berbicara, membaca dan menulis. Keterampilan itu harus diajarkan kepada siswa. Namun mereka harus belajar kosa kata terlebih dahulu sebelum belajar empat keterampilan tersebut. Kosa kata adalah kunci dalam mempelajari bahasa apapun. Para siswa harus memperkaya kosa kata mereka dalam rangka untuk membuat mereka sukses dalam belajar keterampilan tersebut, terutama untuk siswa yang di kelas tujuh SMP. Disini penulis memilih SMP Negeri 1 Cerme untuk melakukan penelitiannya. Siswa kelas tujuh harus mampu belajar teks deskriptif tapi sebelum mereka sukses dalam membuat teks deskriptif yang baik, mereka harus memperkaya kosa kata mereka dengan belajar kosa kata bahasa Inggris dari teks deskriptif lebih dahulu.

Dalamhalini, guru harus kreatif untuk menggunakan teknik untuk mengajarkan kosakata kepada siswa. Permainan adalah suatu teknik yang dapat digunakan oleh guru untuk mengajarkan kosakata, salah satu permainan yang dapat digunakan adalah kombinasi permainan yang dimodifikasi Tic Tac Toe dan Jumble Word.

Dalam melakukan penelitiannya, penulis menggunakan sebuah penelitian kuantitatif dengan mengumpulkan data dengan memberikan pre-test sebelum memberikan tiga treatment. Kemudian setelah diberi pre-test dan treatment sebanyak tiga kali, penulis memberikan post-test. Namun sebelum pretest diadakan, penulis memberikan try out kepada kelas lain, dan tidak untuk kelas yang dipilih sebagai kelompok eksperimen dan kontrol. Try out ini dilakukan untuk mengetahui apakah tes bisa menjadi yang baik atau tidak, sebelum itu diberikan sebagai pre-test dan post-test.

Peneliti menganalisis secara kuantitatif dengan menggunakan t-test untuk mengetahui perbedaan yang signifikan dalam penguasaan kosa kata antara siswa kelas tujuh yang diajarkan menggunakan kombinasi permainan yang dimodifikasi Tic Tac Toe dan Jumble Word dan mereka yang tidak. Penulis menemukan bahwa nilai t test adalah 3,76 dengan t tabel 2,00. Ini berarti bahwa ada perbedaan yang signifikan dalam penguasaan kosa kata antara siswa kelas tujuh yang diajarkan menggunakan kombinasi permainan yang dimodifikasi Tic Tac Toe dan Jumble Word dan mereka yang tidak.

Berdasarkan hasil penelitian, penggunaan kombinasi permainan yang dimodifikasi Tic Tac Toe dan Jumble Word adalah teknik yang tepat untuk digunakan mengajarkan kosa kata bahasa Inggris dalam teks deskriptif kepada siswa.

Kata kunci : Kosa kata bahasa Inggris, Permainan modifikasi Tic Tac Toe dan Jumble Word, Kosa kata dalam teks deskriptif, Siswa kelas tujuh

## INTRODUCTION

English is an international language. That is used by most people in all over the world. In Indonesia, English becomes a second language. It has been taught and has become a compulsory study in the school and university. Larsen Freeman and Long (1991:1) stated that English plays an important role in the fields of business and commerce, science and technology and international language relations and diplomacy. So that it makes English very important to be mastered.

In learning English, there are four skills that must be mastered. They are writing, reading, listening, and speaking. But before understanding those skills, the students have to learn vocabulary first. Deighton (1971:61) stated that vocabulary is the most important component of language power in using the language. Students who are rich in vocabulary will be successful in production skills (speaking and writing) and receptive skills (reading and listening), but those who are poor in vocabulary will get trouble in those skills. So, the students should be rich in vocabulary mastery.

Vocabulary is a key in learning any language. It has a very important role in all levels of studying language. Generally, in learning language, vocabulary always becomes the first aspect that must be mastered before the other components of language. It influences all skills and components of language. Richard and Renandya (2002:255) stated that vocabulary is a core component of language proficiency and provides much basis of how the learners speak, listen, read, and write well. Without vocabulary and strategies for acquiring new vocabulary,

learners often achieve less than their potential and may discourage from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different context, reading, or watching TV.

The statement above shows how important vocabulary is. The mastery of vocabulary influences other language components and skills. It means that vocabulary also influences the success of mastering English.

Many teachers keep the teaching and learning process in a monotonous process. As a result, the students have poor mastery of English vocabulary, which lead to their poor performance in English language skills.

The teacher should use various techniques to solve that problem. One of the alternative techniques which can be used by the teachers in teaching English vocabulary of descriptive text is game.

Game, can reduce the students' boredom and will also help the students to learn new English vocabulary easily. The students will enjoy the learning process by doing games. The use of game will also give them good motivation in learning English.

Based on the background above, the writer tries to conduct a study on using Combination of Modified Game Tic Tac Toe and Jumble Word to teach English vocabulary of descriptive text to the seventh graders of junior high school. The writer hopes Combination of Modified Game Tic Tac Toe and Jumble Word can be an alternative way to

teach English vocabulary of descriptive text to the seventh graders of junior high school that can also help them learn English vocabulary easily.

Based on background of the study above, the writer would like to answer research questions, which are formulated as follow : Is there any significance difference in vocabulary mastery of descriptive text between the seventh graders who are taught using Combination of Modified Game Tic Tac Toe and Jumble Word and those who are not?

Related to the research question stated above, the objectives of the study is : To find out the significance difference in vocabulary mastery of descriptive text between the seventh graders who are taught using Combination of Modified Game Tic Tac Toe and Jumble Word and those who are not

The result of this research is expected to be useful information for students which this study is supposed to support the students learn vocabulary in interesting way using Combination of Modified Game Tic Tac Toe and Jumble Word. For teacher which this study is used to get more understanding of the effectiveness of teaching vocabulary of descriptive text through Combination of Modified Game Tic Tac Toe and Jumble Word. For other researcher which it can be used as a reference in conducting the same study for getting better result.

## METHODOLOGY

The research was done to find out the significance difference in vocabulary mastery between the students who are taught using Combination of Modified Game Tic Tac Toe and Jumble Word and those who are not.

Based on the statement above, it could be said that this study was experimental quantitative research, in the form of two group design pre-test and post-test. One group served as the experimental group and the other as the control group. The class which was taught using Combination of Modified Game Tic Tac Toe and Jumble Word was the experimental group and the class which was not taught using Combination of Modified Game Tic Tac Toe and Jumble Word was the control group.

This research had one Independent Variables which it is the use of Combination of Modified Game Tic Tac Toe and Jumble Word. And one Dependent Variables which it is vocabulary mastery because the score is affected by the use of Combination of Modified Game Tic Tac Toe and Jumble Word

In this study, the population is the seventh graders of SMP Negeri 1 Cerme. The samples are two classes in the seventh graders of SMP Negeri 1 Cerme. The writer uses random sampling and then uses random assignment to choose two groups as the experimental group and the control group.

The instrument that is used in collecting the data which is needed for this research istests. The test particularly consisted of try out, pre-test and post-test.

After the writer obtained the data, which are pretest and post test score, the writer analyze them quantitatively by using t-test to answer whether the hypothesis can be confirmed or rejected. Here, the writer use Excel program for Windows to analyze the data, so that the writer do not have to do the numerical matter by herself. The writer input the score to the program then automatically the program shows the result. Then, the writer inteprete the result.

## RESULTS AND DISCUSSION

### Result

This section would elaborate the data taken from the test. The tests were administered twice, pre-test and post-test in both experimental and control group. Pre-test in the experimental group was attended by 34 students, while in the post-test too. In the pre test of control group was attended by 34 students and in the post-test too.

### Analyzing Pretest scores Experimental and Control group

The table below show the scores of pre-test between two groups, they are experimental and control group. The data was collected before the treatment was given to the students.

Table 4.1

The pre-test scores of experimental and control groups

<b>Pre-Test Experimental</b>	<b>Pre-Test control</b>
2053	1973
<b>60.38</b>	<b>58.03</b>

The table above shows that the experimental group has higher score than control group. It can also be showed that the mean of experimental group is 60,38 and the mean of control group is 58,03. The difference is only 2,35 from both group. Although the experimental group has the higher one, it still can be said that there

was not a difference which is significant between both of them.

*Analyzing Post Test scores of Experimental and Control group*

Post-test was given after the writer give pre-test and treatment to the students. This table below shows the post-test sore between experimental and control group, and also the mean of post test score from both group.

Table 4.2

The post-test scores of experimental and control groups

Post-Test (Y)	Post-Test (Y)
2855.00	2532.00
83.97	74.47

The table above shows that the experimental group has higher score than control group. Experimental group score is 2855 and control group is 2532. The mean of experimental group is 83,97 and control group is 74,47. After knowing the mean between both of them, the writer use t-test to calculate the mean of post-test score in order to know whether there is significance difference or not. The calculation was showed in Appendix II.

After the writer gave the pre-test, treatments, and post-test, then the researcher calculated the different means of post-test score between experimental and control groups. To know whether the results different was significant or not between both of groups, then the results was analyzed by using t-test formula. But before calculated t-test, researcher must find the standard deviation of pre-test and post-test and standard errors of different first from experimental group and control group.

The table below was the result of the calculation of the mean of post-test between experimental and control group.

Table 4.3

The result calculation of standard deviation (SD) and t-value

Group	N	Mean	SD	t-value	t-table
Experimental group	34	83.97	2.76	17.93	2.042

Control group	34	74.47	1.52		
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The calculation result of standard deviation was 2,76 for experimental group. The calculation result of standard deviation for control group show lower scores between experimental group in the table above, it is 1,52.

*Analyzing Scores of Pre-test and Post-test of Experimental group*

In this part, the data was collected from the experimental group test, pre-test and post-test. It is done to know whether there is an increase in pre-test and post-test score of experimental group. This table below is the result of analyzing scores of pre-test and post-test of experimental group :

Table 4.4

The result of pre-test and post-test calculation of experimental group

Test	N	Mean	t-value	t-table
Pre-test	34	60,53	7,87	2,04
Post-test	34	83,97		

That table above showed that the result of the pre-test and post-test calculation of experimental group is higher that the t-table and the difference is very significant.

*Analyzing Scores of Pre-test and Post-test of Control Group*

In this part, the data was collected from the control group test, pre-test and post-test. It is done to know whether there is an increase in pre-test and post-test score of control group. The researcher also done to whether the score is lower or higher than the experimental group. This table below is the result of analyzing scores of pre-test and post-test of control group :

Table 4.5

The result of pre-test and post-test calculation of Control group

Test	N	Mean	t-value	t-table
Pre test	34	58,03	4,34	2,042
Post test	34	74,47		

That table above showed that the result of the pre-test and post-test calculation of control group is higher than the t-table and the difference is significant. Although the students did not give the treatment but they were given some explanation by the writer in order to give them more information about vocabulary so that they can get high score than in pre-test. the scores of the pre-test and post-test of control group was increased, but it was much lower than that of the experimental group.

*Analyzing the difference between Pre-test and Post-test Scores of Experimental group and Control group.*

In this analysis, the researcher calculate the difference between pre-test and post-test scores of experimental group and control group. The result can be significant or not. It is based on the scores of pre-test and post-test. This table below shows the calculation of the different scores of the experimental and control group.

*Analyzing the difference between Pre-test and Post-test Scores of Experimental group and Control group.*

In this analysis, the researcher calculate the difference between pre-test and post-test scores of experimental group and control group. The result can be significant or not. It is based on the scores of pre-test and post-test. This table below shows the calculation of the different scores of the experimental and control group.

Table 4.6

The different scores of experimental and control group

Subject	Experimental	Control
1	43.00	30.00
2	53.00	23.00
3	36.00	20.00
4	33.00	16.00
5	30.00	16.00
6	23.00	14.00
7	23.00	10.00
8	30.00	10.00

9	34.00	16.00
10	34.00	10.00
11	30.00	10.00
12	16.00	26.00
13	23.00	6.00
14	20.00	17.00
15	17.00	17.00
16	13.00	7.00
17	20.00	10.00
18	23.00	26.00
19	18.00	20.00
20	27.00	26.00
21	24.00	20.00
22	27.00	13.00
23	23.00	16.00
24	13.00	16.00
25	16.00	10.00
26	13.00	17.00
27	20.00	10.00
28	14.00	20.00
29	20.00	13.00
30	20.00	13.00
31	20.00	17.00
32	20.00	30.00
33	13.00	20.00
34	13.00	14.00

The researcher analyzed those data above using formula t-test. Next, to calculate t-test, the

writer determine the degrees of freedom first by using formula as follows:

$$\begin{aligned}
 \text{Degree of Freedom} &= N_1 + N_2 - 2 \\
 &= 34 + 34 - 2 \\
 &= 66
 \end{aligned}$$

After calculating all of them, then the researcher calculated the t-value by using t-test formula. The calculation of t-test was presented below in table 4.6. The writer calculated and made a list of post-test and pre-test score difference between both groups. The result of the calculation of t-value of both of groups were presented in bellow.

Table 4.7

The calculation result of t-value between both of groups

Experimental				Control		
Test	Student	t-value	t-table	Student	t-value	t-table
Pre-Test	34	7,87	2,000	34	4,34	2,000
Post-Test	34			34		

Based on the calculation of t-test, then t-value compared with t-table distribution with the significant level of 0,05 and degree of freedom 66 on the table was 2,000. It can be seen clearly that the t-value of experimental groups was 7,87 and t-value for control group 4,34. It means that t-value of experimental group was higher than the t-table, and t-value of control group was also higher than t-table. This table below is the result of the calculation.

Table 4.8

The result calculation of deviation square and t-test

Subject	N	Deviation Square		t-value	t-table
		Experiment	Control		
Experimental group	34	2783	-	3.76	2
Control group	34	-	1287		

The researcher found that the result of t-test was 3,76 which standard of errors was 820,96.

The difference between post-test scores of the experimental and control group was showed by the researcher. The result can be seen in table 4.7, the t-test of both groups on post-test was 3,76 with the significant different level of 0,05 and 66 degree of freedom the t-table distribution was 2. It means that the t-value was higher than t-table or it has significant results.

In other words, the treatment by using Combination of modified game Tic Tac Toe and Jumble Word gives significant influence to the student's scores of vocabulary test.

The computation that was calculated by the researcher showed that t-value(3,76) was higher than the t-table (2) with the degree of freedom 66. It means that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. From the findings, it can be concluded that the implementation of teaching vocabulary of descriptive text using Combination of Modified Game Tic Tac Toe and Jumble Word can improve students vocabulary mastery.

## Discussion

The calculation results of experimental groups show significant improvement of student's vocabulary mastery. Many students could learn vocabulary of descriptive text with the fun condition in class and Combination of Modified Game Tic Tac Toe and Jumble Word could give them a motivation to learn it.

Then the calculation result of control group also showed the improvement of the students vocabulary mastery, though it was not significant. It may be caused by the fact that they still remember what they have done in the pre test but as they did not get treatment, the improvement of their vocabulary mastery was not significant. On the other hand, the students of the experimental group got much better improvement for they got treatment.

There were several factors which influence the improvement of students vocabulary mastery of the experimental group. The technique of presenting the materials was used in the research could attract student motivation by playing the most important role. Here, Combination of Modified Game Tic Tac Toe and Jumble Word is the one of suitable strategy to arouse student's motivation to improve students vocabulary mastery and can give different atmosphere in English class. Combination of Modified Game Tic Tac Toe and Jumble Word stimulates students to learn vocabulary of descriptive text, it makes the condition class be fun and the students in good motivation without finding a difficulties when they

asked to do the vocabulary test, especially vocabulary of descriptive text.

## CONCLUSION

From the previous chapter, the writer got conclusion which relates to the findings that students' vocabulary mastery in experimental group was better than students mastery of vocabulary in control group. It can also be said that Combination of Modified Game Tic Tac Toe and Jumble Word can facilitate the seventh grade students of junior high school to increase the vocabulary mastery. The class' atmosphere which was created during conduction the games enabled the students to develop their vocabulary mastery since it is very important in learning English

The experimental group's vocabulary mastery had positive progres since they got treatment Combination of Modified Game Tic Tac Toe and Jumble Word. This technique helped the students to get higher score in vocabulary mastery. In fact this technique can be used to teach English vocabulary of descriptive text. It can make the students more interested in learning English vocabulary.

## SUGGESTION

Based on the result of the research, the writer would like to offer some suggestions to be consider enlarging the students' vocabulary mastery. Those sugestions are :

For the English teacher

Teacher who wants to teach English vocabulary of descriptive text using game, especially Combination of Modified Game Tic Tac Toe and Jumble Word. Firstly, they need to give clear explanation when giving the instrustion in doing the game in order to make the students can do it easily. After that the student will be able to begin their experience in learning English vocabulary using a fun game.

For other writers

Writers who want to conduct the same research need to prepare the material that is used to do the game well and also explain the instruction to do the game clearly in order to make the student understand how to do it. So that they will find that the game is so fan and easy to be played.

For students

They need to enrich their vocabulary. It is better for them to use some material as a media or technique in learning vocabulary. A game is a good choice which can be used by the students.

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