

IMPROVING STUDENT'S VOCABULARY MASTERY THROUGH GAME: A CASE STUDY OF NON-FORMAL STUDENTS OF PKBM DARUSSA'ADAH PALANGKA RAYA

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Abstract

The purpose of this study was to use the game to improve vocabulary mastery. The purpose of the game is to test whether it can help students become more proficient with vocabulary and to determine how well games work in the classroom. Ten of PKBM Darussa'adah students and one English teacher participated in this study. The information was gathered by interviewing one teacher and distributing questionnaires to students. This study used the qualitative descriptive method to analyze the data. The findings of this study demonstrate how well games may be incorporated into the teaching and learning process by boosting students' interest and motivation. In fact, it becomes a useful strategy for teacher to help pupils become more proficient in terminology.

Kay Words : game, improve, and vovabulary

Introduction

Learning English involves many different aspects, including grammar, vocabulary, speaking, listening, writing, and reading. Apart from grammar and pronunciation, vocabulary is one of the most crucial components of language instruction and acquisition. Possessing a strong vocabulary and the skill to use it effectively can open doors to a wealth of fascinating information. across the words they need and hear, people can travel across time to the past, present, and future.

It is difficult to expand vocabulary without a proper plan for doing so. The English

teacher's role is crucial in encouraging students to expand their vocabulary in this situation. The traditional method of teaching vocabulary, such as the memorization technique, did not encourage students to increase the amount of their vocabulary since it placed too much emphasis on memorization, which frequently left pupils bored.

Learning vocabulary is an essential part of learning the language. It is one of the elements that upholds the language's abilities. It will be challenging for us to communicate our ideas to others and to comprehend what they are saying if we don't have a large enough vocabulary.

One of the most important aspects of learning English is developing a strong vocabulary. It is necessary when students learn to listen, sing, read, and write. Robert (2008) stated that “Vocabulary is words as units that were part of grammatical patterns.” In that sense, a word could be an element which can stand alone as an utterance, it cannot be divided into two or more-part similarity characterized. Larsen (1986) also claims that, “Vocabulary as a stock or supply of words that a person uses or understands even if he does not use them in oral or written communication or in reading”. It is clear from the remarks that vocabulary is a list or sequence of words that are used to convey ideas or, to put it another way, is utilized in everyday conversation. If they do, the pupils won't be able to understand the English language.

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In teaching English, in this case vocabulary, the teachers usually prepare some materials for their students to enrich their vocabulary by using drills or exercises, but if the teachers keep using this monotony methods of learning vocabulary of course will occur and it will make students get bored. Teachers need to design some engaging, easy, comfortable, and enjoyable vocabulary-learning

activities for their students. Students will discover this wonderful circumstance when the teacher incorporates games and other enjoyable activities.

Shelaqh (1992) says that, “game is a play governed by rules or as an activity carried out by cooperating or competing decision makers, seeking to achieve, within a set of rules, their objectives”. Richard Amato as quoted by El-Bahri (2017), states that, “Games can make the students more focus in learning, because they do not feel that they are forced to learn. Games can lower anxiety, thus making the acquisition of input more likely”. In addition to being incredibly engaging and encouraging, they provide pupils more freedom to communicate their emotions.

Games help to create a context in which children's attention is focused on the completion of a task without necessarily realizing that language items are being practice. As a result, language learning takes place in a context that children can directly relate to. Additionally, teacher give students access to fresh foreign language experiences that aren't always available in a typical classroom.

There are many possible techniques in teaching learning process to transfer the teaching points to students such as discussion, the use of pictures, songs, games, and so on. There are numerous variations of every main game type that teachers can utilize as part of their teaching strategies, and each version may

foster a particular set of language abilities and be acceptable for a different degree of language achievement. It is crucial to select games that are suitable for the class in terms of participation style and language. After selecting a suitable game, the learners should be made aware of its purpose, rules, and character.

A language game is an activity that students will participate in during class as part of their language learning. However, in order to engage actively, they must be able to comprehend what others are saying or writing. They must express themselves and provide information by speaking or writing. Gower and Walters (1984) say that, “Language game is usually designed to give either creative practice opportunities for predicted language areas or general communicative practice”. So, the use of game is expected could attract students to improve their vocabulary mastery.

Additionally, Brummit (2017) suggested two efficient approaches to teaching vocabulary: explicit vocabulary, which involves deliberate, planned education, and implicit vocabulary, which involves learning that happens naturally as a kid encounters new terms in a text.

Methodology

The present investigation employed a qualitative approach to gather data on the impact of game use on students' vocabulary proficiency. According to Netta and Safura (2018), qualitative research is study that relies on descriptive data analysis rather than

statistical procedures. Ten of PKBM Darussa'adah students and one English teacher took part in this study. The writers employed two methods for gathering data: interviews and questionnaires. Students received the questionnaires, and the instructor used the interview to give extra information. Descriptive qualitative data analysis approaches were then employed in this investigation.

Result and Discussion

The questionnaire sheets were distributed for 10 students of PKBM Darussa'adah. This instrument was used to figure out the use of game to improve students' vocabulary mastery. According to Arikunto (2011), questionnaire is a number of questions from the writer that used to get information from respondent about their circumstances and condition.

Table 1. The students' statement of using game in learning vocabulary

No	Satements	Yes	No	Neutral
1.	Fell Attracted	90%	6%	4%
2.	Fell Comfortable	80%	15%	5%
3.	Motivated	80%	10%	10%
4.	Easy to Understand Vocabulary	90%	5%	5%
5.	Improve Vocabulary	80%	15%	5%
6.	Easy to find Synonym	75%	15%	10%
7.	Fondness Media	90%	-	10%
8.	Fun Method	95%	-	5%

Data from the interview was used to corroborate the questionnaire's findings, and an in-depth interview with a professor was conducted to obtain detailed information regarding the application of games to improve students' vocabulary knowledge. The instructor emphasized how beneficial it is to use games as media in the teaching and learning process. Pupils appear to be enthusiastic about participating in the classroom learning process. Teachers could use this media to help them effectively implement the teaching and learning process.

The results show that games are an appropriate form of media that can be used to aid with vocabulary development. It is believed that employing games to increase pupils' vocabulary is more appealing than not using them at all. Students could be inspired to increase their vocabulary proficiency by the game. In addition, students find pleasure in the assigned readings and group projects while they study. In order to better grasp vocabulary mastery, students can also actively engage in the learning process by talking to their teacher or peers about vocabulary mistakes.

This finding is supported by the result of a study which found that the implementation of games succeeded in helping students to learn and understand new vocabulary and using games during teaching English was successful in improving students' vocabulary mastery (Jannah, I, M. 2020). Similarly, Ramadhaniarti, T. (2016) also found that

students had positive view toward game in term of the fun class situation.

Conslusion

Introducing games into the classroom is an excellent way to get kids interested in learning new vocabulary in English. Since games give them the opportunity to express themselves and interact with their peers directly, most students are excited about learning the language through games. Therefore, it is believed that using games in the classroom is more successful in getting kids interested in learning new terminology.

Furthermore, using games in the classroom encourages lecturers (or teachers) to assist students in improving their vocabulary mastery, making it a significant way for teachers to address students' difficulties with vocabulary mastery.

Suggestion

Dealing with the conclusion, the writer would like to suggest as follow, teachers should:

1. Improve their way in teaching vocabulary; they should motivate and stimulate students by using games especially in teaching vocabulary
2. Find the best methods in teaching vocabulary
3. Have the ability in improving the students' language skills.
4. Use giving massage and collect your cards in teaching vocabulary.

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