

**IMPROVING STUDENTS' VOCABULARY MASTERY USING WEB-BASED VOCAB GAME ON *GAMESTOLEARNENGLISH.COM* AT SEVENTH GRADE SMPN 2 SENDURO**

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**Abstract**

The research objective of this research was to improve students' vocabulary mastery using web-based game vocab game on *gamestolearnenglish.com* at seventh grade SMPN 2 Senduro. The design used in this research was classroom action research that includes planning, action, observation, and reflection. This research conducted in two cycles. Each cycle consisted of three meetings. The minimum score determined by the researcher to reach the criteria of success is 73 with a percentage of 70% by the total of the students in the class. Based on the students' mean score, it could be seen that 60% of students reached the minimum score. The students' score increased after implementing web-based vocab game on *gamestolearnenglish.com*. The researcher conducted cycle two in order to increase the percentage of students' who achieve the minimum score. The result of vocabulary test in cycle two showed that implementing of using web-based vocab game on *gamestolearnenglish.com* with different treatment was successful and there were 85% of students who got the minimum score set. Therefore the implementation of using web-based vocab game on *gamestolearnenglish.com* could improve students' vocabulary mastery.

**Keywords:** *Vocabulary, Web-based Vocab Game, Game*

**1. Introduction**

Language is a system for expression of meaning. The function of language is to interact and communicate. Brown (2000) stated that language is a system of arbitrary conventionalized vocal, written or gestural symbols that enable members of given community to communicate intelligibly with one another. English in particular has two components, they are grammar and vocabulary. Wilkins in Thornbury (2002)

stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Vocabulary is words that can be used on a particular occasion or in a particular context. Vocabulary is the biggest component of learning a language because vocabulary has an important role in the beginning and foundation of language teaching. Pikulski and Templeton define vocabulary as the sum of words that are used and understood by students. Based on the definitions mentioned previously, it can be concluded that vocabulary is a set of words that comes from written and oral form and used to communicate in learning language. Vocabulary also defined as a core component of language proficiency and provides much of the basis for how well learners speak, listen, write, and read (Pikulski and Templeton, 2004).

In learning English, developing or enriching vocabulary is the foremost thing to do. Learning vocabulary in English is not an easy thing, especially for students as novice learners. The most difficult thing for students in mastering vocabulary is the differences of meaning and pronunciation. However, it is important for students to authorize vocabulary in the learning process. Learning vocabulary can not be learnt only from what students hear and write, but from what they see around (Fitria, 2014).

Some foreign language students have problem with their vocabulary. When the teacher asked them to say something in English, they did not know how to respond because of limited vocabulary. Thus, they find it difficult to reply what teacher said. Therefore, vocabulary emerged as the cause of the difficulty faced by students. Although they have experienced such for problem long time, the teacher failed to overcome the problem and stimulate the students to be interested and to use English in simple practice. Such condition was mostly found in the classroom. Moreover, disinterest in strategy the teacher used also makes it more difficult for them to memorize vocabulary. Teaching strategy is the teacher's plan to carry out teaching activities. This is the teacher's attempt to influence students to achieve the teaching goals that have been set. Therefore, students need fun and exciting learning activity to make them enthusiast in learning vocabulary. Some previous studies shows that students' difficulties in learning vocabulary can be solved by applying game in the teaching and learning activity. Sri Wahyuni in her thesis stated that there is a significant increase of achievement after treatment by using guessing game. It is because the students enjoyed the process of learning when they were involved actively in the activities. Besides, she finds out that all the students can easily remember the vocabulary that has been taught through the guessing game (Wahyuni, 2018). Another significant result was written by Jurasni in her thesis. The use of Hangman Game in teaching vocabulary could increase the students' vocabulary because at the time before and after given the treatment, the students had comparison, before given the treatment the students had weakness in

vocabulary and after the treatment, the students' vocabulary increase by using Hangman Game. It means that this method was effective (Jurasni, 2019).

Hence, teachers require a teaching media that can provoke students to be interested in learning vocabulary. Media is a tool to convey something. The teaching process also requires media to convey the learning material to make it easier to understand and more interesting. According to Bakri (2022) media is plural form of *medium*, which derives from Latin word *medius* that has meaning "middle". In Indonesian, medium means "between or interval". The meaning of media aimed at something that delivers information (message) between message sender and receiver. Meanwhile, Gerlach and Ely in Bakri (2022) divide teaching media in wide meaning and narrow meaning. Media in wide meaning is people, material or event which can create condition so that students can get new knowledge, skill or attitude. In this meaning teacher, book, and environment is included in media. While media in narrow meaning is graphic, photo, picture, mechanic and electronic tools that use to express, process and also convey visual and verbal information.

In teaching and learning process, instructional media is needed especially for teacher. Ruis stated that instructional media is the facilitation for teacher used in teaching and learning process to make an instruction, send message to the students, and stimulate them to learn. Teaching media can help teacher to deliver the material for the students (Ruis, 2009).

Instructional media can be defined as the physical means including conventional means such as chalk, blackboard, textbooks and modern means such as videos, tape, recorders, computers and others instructional activities delivered to the students. Harmer (2003) stated that a range of objects, pictures, and other things can be used as instructional media to present and manipulate language and to involve students in the activities.

One of media that could be use is game. Game is fun and relaxing, so it is a great way to break the classroom routine. In this case, web-based vocab game on [gamestolearnenglishh.com](http://gamestolearnenglishh.com) would be seen as the solution. This game provides several categories that exist around students. Moreover, this website provide many types of game. Students can learn with pleasure and the teacher becomes easier to give new topics. So that, students could be easily understanding because the objects are around them. Based on the field, this method can decrease the boredom of students. Enjoyment and fun as part of the learning process are important when learning new tools since the learner is relaxed and motivated and therefore more willing to learn (Prensky, 2001). A teacher is challenged in the teaching and learning process to always build students' self-esteem by building good rapport in order to create a non-threatening environment. The teacher is also advised to provide positive feedback to

students by praising them and making meaningful suggestions, and to never demotivate them (Machfudi, 2016).

Based on explanation above, the researcher is interested to conduct a research about improving the students' vocabulary mastery using web-based vocab game on [gamestolearnenglish.com](http://gamestolearnenglish.com). In addition, the researcher will conduct the research to improve student's vocabulary mastery under the title "Improving Students' Vocabulary Mastery Using Web-Based Game Vocab Game on [Gamestolearnenglish.com](http://Gamestolearnenglish.com) at Seventh Grade SMPN 2 Senduro".

## 2. Method

In this research, the researcher used Classroom Action Research (CAR) as a research design includes planning, action, observation, and reflection (Anne, 2010; Cohen, 2005; Cresswell, 2012). The research setting was in SMPN 2 Senduro, Lumajang especially in the seventh grade consisted of 20 students. The data consist of some the data on the process of teaching vocabulary using web-based vocab game on [gamestolearnenglish.com](http://gamestolearnenglish.com) and those related to students' improvement in vocabulary as indicated by the students' mean scores obtained from the vocabulary post test given. Two types of data were employed (Arikunto, 2006). The first set of data is qualitative data. It concerns with the students' activities done in class during the teaching of vocabulary by using web-based vocab game on [gamestolearnenglish.com](http://gamestolearnenglish.com). The second set of data as quantitative data of the study is related to the result of the students' vocabulary which test will be administered at the end of each cycle. They are used to evaluate the students' improvement in vocabulary mastery. The data were taken from vocabulary quiz, observation sheets, and interview. Further, the criteria of success was set to determine whether the learning activities in the research are successful or not, the students are classified into success or pass examination when their score at 73 as the lowest grade score on English subject at SMPN 2 Senduro.

## 3. Findings and Discussion

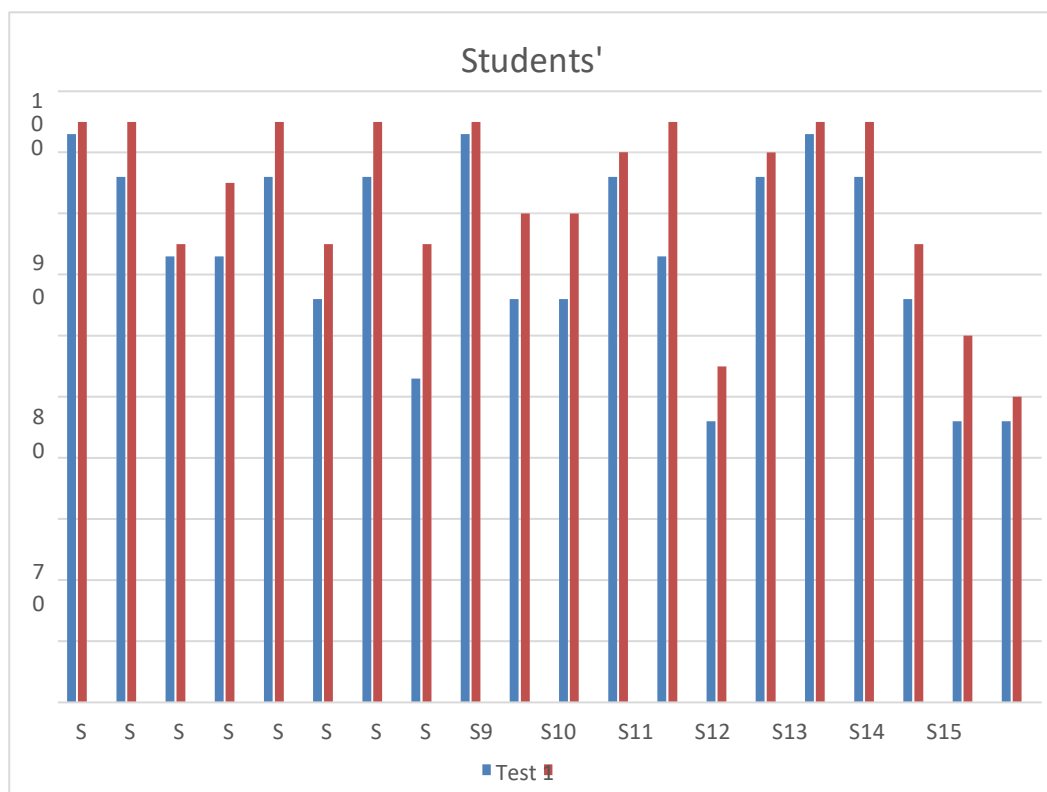
The implementation of in this research was covered planning, acting, observing and reflecting that were carried out in two cycles. Cycle 1 and Cycle 2 were done in three meetings. The first cycle was held in May 28<sup>th</sup> 2022 to 31<sup>st</sup> May 2022 while the second cycle was held in June 2<sup>nd</sup> 2022 to 4<sup>th</sup> June 2022.

The table of scores from the preliminary study, test 1, test 2 will be discussed in the following table.

**Table 1. of the percentage of the students' vocabulary mastery**

Meeting	Students' who got score higher than 73	Mean Score	Percentage
Exist Score from Prelim	4	70,75	20%
Cycle 1	12	73,45	60%
Cycle 2	17	82,5	85%

From the table 4.6, it can be seen that the mean score of cycle 1 was 73 and cycle 2 was 82. It means the score of cycle 2 was higher than the cycle 1. The percentage of students who got score above in cycle 1 was 60% and cycle 2 was 85%. It indicated that students who mastering vocabulary increased up to 25%. The comparison the students' score from cycle 1 to cycle 2 shown in the following diagram:

**Chart 2. Diagram of Students' Score**

From the diagram 2, it can be seen that the students' score from cycle 1 to cycle 2 was increased. There were many students passed their score based on KKM 73 or more. In conclusion, web-based vocab game on [gamestolearnenglish.com](http://gamestolearnenglish.com) was appropriate to improve students' vocabulary mastery. Therefore, researcher and collaborator decided to stop the CAR. Researcher did not need revise plan or move to the next cycle.

From the findings, it can be said that Game is appropriate to be used in teaching vocabulary. According to Lewis in Bakhsh, games are popular among children because they like to play. Through games, students could interact, discover, and experiment with their surroundings. Using games will not only enhance students' motivation, but also provide an incentive and stimulus to use the language. In line with this theory, it was a fact that implementing web-based vocab game on [gamestolearnenglish.com](http://gamestolearnenglish.com) influenced the classroom activities become more fun and lead the students learn more passionately. Students felt more comfortable to learn and teacher will also teach well. Teaching vocabulary without implementing game possibly make the students bored and feel burden. It was also supported by Harmer in Hidayat (2016) stated that game can make learners to be more enthusiastic in learning vocabulary.

The interpretation of the data result among the preliminary study, test in cycle 1 and test in cycle 2 were as following; In the pre-activity, the average score of students in vocabulary test before carrying CAR was 65,25. It was the mean score of the students before implementing web-based vocab game on [gamestolearnenglish.com](http://gamestolearnenglish.com). Meanwhile, the class percentage which pass the Minimum Mastery Criteria in the pre- activities was 30%. It means that there were only 6 students who passed the Minimum Mastery Criterion 73 and there are 14 students out of target. Furthermore, the average score in the test I was 73,45. It means that there were many students could pass the improvement from the previous test (pre-activity score). Meanwhile the class percentage which passed the Minimum Mastery Criterion in test 1 was 60%. It showed there were 12 students who pass the Minimum Mastery Criterion and there are 8 students who got the score under the target. However, it is still needed more improvement because it could not achieve the target of success in Classroom Action Research, That was why the researcher continue to the second cycle.

Next, the average score in the test 2 was 82,5. It showed students' improvement from the previous test. Meanwhile, the class percentage which pass the Minimum Mastery Criterion was 85%. It means there were 17 students whose score passed the Minimum Mastery Criterion 73 or more and there were 3 students under the target of Minimum Mastery Criterion. Automatically, it can be said that the Classroom Action research is successful and the cycle can be stop.

This result of the research were similar with the previous research which held by Nur Hidayat (2016) entitled *Improving Students' Vocabulary Achievement through Word Game*. This research also focused on students' vocabulary achievement using word game. The research design of this research was classroom action research. This research conducted 2 cycles. The result shows that students average of pre-test scores were 57,6; the first cycle were 68,8; and the second cycle were 85,2. The students'

scores increased and all the students could reach the passing grade. It meant that the criteria of success has been achieved.

This result of the research also similar with the previous study Yuli Eviyana (2020) entitled *Improving Students' Vocabulary Mastery Through Antonym Matching Game at The Second Semester of Eight Grade of SMPN 35 Bandar Lampung*. The objective of this research was to find out whether there is any improvement in students' vocabulary mastery after being taught by antonym matching game. The researcher used classroom action research as a research design that was held in two cycles. Based on the score, it was found that the score increase from 43.3% in the first cycle to 83.3% in the second cycle. It means that antonym matching game is a good game in the learning process, especially in teaching vocabulary.

This research was successful and similar with the previous research conducted by Imas Febriyansah (2015) entitled *Improving Students' Vocabulary Mastery Through Bingo Game for Grade X of SMAN 4 Purworejo*. This research aimed to find effective solution to improve the students' vocabulary. The implementation of Bingo Game and the complementary actions were successful to help the students memorize and understand new words easily.

From those explanation, the use of Game to improve students' vocabulary mastery was great and successful in two cycles. In this research was "Vocab Game". The result of the observation also showed the positive responses from the students. In conclusion, the students' vocabulary mastery was improved through the implementation of Web-Based Game "Vocab Game"

## **Conclusion and suggestion**

### **A. Conclusion**

1. Based on data analysis, the researcher concluded that using web-based vocab game on [gamestolearnenglish.com](http://gamestolearnenglish.com) could improve students' vocabulary mastery. There was improvement from cycle 1 to cycle 2 from vocabulary test given by the researcher. The students who achieved above or equal the minimum score were 85%. It means that it has met the criteria of success set. Moreover, web-based vocab game on [gamestolearnenglish.com](http://gamestolearnenglish.com) could increase students participation and their memorizing ability. In other words, web-based vocab game on [gamestolearnenglish.com](http://gamestolearnenglish.com) was considered to be fun and interesting game for students to play in learning activities..

### **B. Suggestion**

After conducting the research, the researcher proposed several recommendations for the English teacher and the future researcher as presented as follows:

1. For the English teacher

The teacher could use web-based vocab game on [gamestolearnenglish.com](http://gamestolearnenglish.com) method to improve students' vocabulary in the class, because this method could improve the students' vocabulary. This method could make the students active during the teaching and learning process.

2. For the future researcher

The researcher hopes that this research could be used as a reference for further researchers to do better method of teaching and learning English the further research could implement web-based vocab game on [gamestolearnenglish.com](http://gamestolearnenglish.com) method in other skill, such as reading, writing, speaking and listening.

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