

The Effect of Using Game on Students' Motivation in Learning Vocabulary

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ABSTRACT

This study focuses on the effect of using stimulant play and word learning hard to remember a new word. The purpose of this study was to describe the motivations of students learning pre-game learning, to explain the motivations of students learning pre-game play, to explore the significant impact of using quiz games words. The research method used in this study is numerical. This type of test is an experimental test. In addition, the test sample included 92 students. It consisted of an experimental class of 48 students as well as a management class of 46 students. During the data collection, the researcher used the research paper to determine the motivation for learning English and speaking in data collection. To analyze the data, the researcher used a t_{-test} method. The score of the test class before using Whispering Game is 64 and the score after using Whispering Game is 85. Currently, the score of the class in the test is 75,52 In addition, the t_{count} score is greater than table ($5.46 > 1.684$).

Keywords: Games, Motivation, Vocabulary Learning

INTRODUCTION

Motivation is the desire and desire to do what everyone wants in order to achieve their goals for the future success. Motivation can also be seen as a process of effort to provide a setting for a person's desire and desire to act. Thus, this stimulus can be triggered by external factors, but this stimulus develops within a person. Motivation is one of the most important factors in the success of learning English. Its average students with high motivation to learn English will be easy to learn English without complaining that they are learning diligently and they can improve their mastery of body type and learning, students with low motivation will be different from children books with high motivation. There are many things that students need to know in the curriculum. One of them is speech. In the curriculum, speech also has a key role for students to learn English. This can be seen in the English curriculum which keeps the word out in almost every subject in English. For example, when the material relates to reading, the lesson applies

not only to what is in the text but also to the words. Therefore, reading and speech cannot be separated because words are the key to all topics in English teaching.

Words are very important for students to communicate, without speech comprehension, students are unable to learn to listen, speak, read, writes. Therefore, students must first understand words. Impressions are gained in a fluid, global, diffused way. Students become more enthusiastic about learning, students become more interested in learning, and students become more involved in language learning.

There are some factors that influence student's motivation in learning vocabulary. They are method, media and game. This research only taken game for discussing. "The value of educational game has been increasing in language education entertaining" (Rahayu and Riska, 2018:87)

Sports are part of a great teaching process and can help students create ideas and provide natural motivation. Gambling is also a form of organized sport, often for entertainment or recreation, and is sometimes used as a teaching tool.

There are many games that can be applied to the learning curriculum of language teaching including speech instruction. Like complicated words, Scattergories games and insulting games. These games can be used to study speech.

Motivation has been determined as important aspect in human cognitive process. Some theorists and experts had defined in some ways. The following are definition about motivation. According to Tella, Ayeni and Popoola. "Motivation is a very important element of behaviour". (Ayeni & Popoola, 2017:2) Nevertheless, motivation is not the only explanation of behaviour it interacts with and acts in conjunction with other cognitive processes it is essential for someone to success in doing something.

Motivation is one of several important factors that may influence students' English achievement. Learners' motivation has been widely accepted as a key factor which influences the rate and success of second/foreign language learning. Among the factors influencing students' learning, motivation is thought to be an important reason for different achievement. Motivation is a very important factor which determines the success or failure in second language learning because motivation can directly influence the frequency of using learning strategies, willpower of learning, goal setting, and the achievement in learning. Therefore, motivation would explain why students ignore or achieve learning English.

Learning can comprehend as change step entire or all individual behaviour which relative remain to as result of interaction and experience with environment entangling cognate process.

According to Omrod "motivation is something you turn (energizes), directing and maintaining behaviour, motivation to make students move puts them in a certain direction, and keep them moving." (Jeane Ellis Omrod, 2018:58) According to Harold Spears in Suprijono. "Learning is to observe, to read, to imitate, to try something themselves, to listen, to follow direction."(Suprijono, 2019:2) According to Muhibbin Syah. "Learning is the change all of individual in behaviour while relative as a result experience and interaction with environmental within cognitive process."(Muhibbin Syah:2013:65)

Vocabulary is a list of word usually in alphabetical order with explanation of their meaningless complete than a dictionary. Hornby defines in Alqahtani. "Vocabulary as the total number of words in a language; vocabulary is a list of words with their meanings". (Mofareh Alqahtani, 2015:25) Vocabulary is a set of words in language and vocabulary is component of language which is conducted needed every one in mastering language especially to foreign language.

Based on explanation above the meaning of motivation in learning vocabulary is a drive to observe, read, imitate a list of words. So, that the students can learn more efficiently if students try to do maximal learning.

One of the purposes of this study is to investigate how the students learn and memorizes vocabulary. The results of the study reveals that the most popular vocabulary learning strategy is looking up words in a dictionary, followed by vocabulary application in daily life, mental lexicon, contextual clues, key words methods, and associations. (Lin-Fang Wu, 2013:205)

Purpose of learning motivation is to movement someone in order that to appear wanted to do something, so that can to get English achievement and purpose of learning motivation is medium for achieve purpose definite to be teacher, purpose in leaning motivation is movement students so that can to emerge wanted for increase English achievement. Everyone that will give motivation must know and understand life background, needed personality people that will give motivation and purpose of learning motivation is:

- 1) Motivation as push, movement, and director for to do something such as learn.
- 2) To change behaviour, from bad become good.
- 3) To add knowledge
- 4) To selection of activities. (M. Dalyono, 2019:50)

From the purpose of motivation above the more important is to add knowledge, it helps the students hone their thinking skills. it actually makes the students process learning easier.

Factors that can motivated the students in learning vocabulary such as media, method and game. According to Musfiqon in Yesi, "Media of learning is aids in the form of physical and non-physical who deliberately used as the agency between teachers and students in understanding learning material to be more effective and efficient." (Yesi Apriyani, 2015:6) According to Jill Hadfield in Tita Puspitasari "game is anactivity with rules, a goal and an element of fun. One of the most

important reason for using games is simply that they are immensely enjoyable for both teacher and student." Tita Puspitasari and Dwinesa Anggraeni, 2019:18)

Motivation is an important factor in learning process. In learning English, the students should have high motivation to make the learning process easier. The success of learning depends on the level of students' motivation. It can drive learners in reaching learning goal. Therefore, motivation is the key of success in learning teaching process. Without motivation, the goal of learning is difficult to be reached. (Yolanda Rizki Putri, 2016:11) By having motivation students will be enthusiastic in teaching learning process so they will be pushed to study English well. Motivation is a factor of high or low of the goal. (H. D Brown, 2011:75) So, motivation is stimulus that comes from inside of individual (intrinsic motivation) and also can be influenced by external factor (extrinsic motivation). The motivation function is as supporter or stimulus for student in English learning so the goal of learning can be reached easily.

As motivation has an effect on language learning, a logical assumption could therefore be made that motivation is likely to facilitate vocabulary learning. So far, however, there has been little discussion about the connection of motivation and vocabulary learning.

According to Laufer and Hulstij. "Theorise on the cognitive and motivational load of vocabulary tasks". (Batia Laufer, 2011:22) As they call it, the Involvement Load Hypothesis, is further investigated by Kim "Who finds a connection between motivational factors and lexical performance". (Kim, Y, 2018:285-325) Other studies conclude that both integrative and instrumental motivation can help vocabulary learning. propose a framework that explores vocabulary knowledge and motivation and suggest that motivated vocabulary learning follows a developmental mode and functions as a cyclic process as learners' motivation towards vocabulary learning ebbs and flows over a time period.

In understanding the effect of motivation on vocabulary acquisition we should also consider the productive-receptive distinction of vocabulary types explained above. production is a more demanding task than reception, an aspect with implications for learners' motivation towards learning a foreign language. In this vein, Nation concludes that in Almodena, "differently from receptive vocabulary, in productive vocabulary, if we want to convey a message, we need to have a sense of wanting to do it". This feature is not required in receptive vocabulary. Then, each type seems to require a different level of motivation. (Almodena Fern and La Rioja, 2016:25)

Motivation is an important factor in learning process because by having motivation students will be enthusiasm in learning process and with motivation students will more confidence to learn the new lesson.

METHODS

The kind of this research is quantitative research. Where "quantitative research is based on the collection and analysis of numerical data, usually obtained from questionnaires, tests, checklists and other formal paper and pencil instruments." (L. R. Gay Geoffrey E. Mills, 2020:8)

This research is uses experimental method. Gay says "Experimental research is the only type of the research that can test hypotheses to establish cause and effect." (Airasian, 2016:37) Experimental research is the only type of research that can be tests hypotheses to establish cause and effect relationship. So, this research concluded experimental research is one of research design kinds which have purpose to know or to find causal-effect from the variables.

In this research use two classes, as an experimental class and control class. The experiment class is the class that teach with whispering game, as a treatment. Then, the control class is the class that teach with use conventional method or without treatment. The research design of this research can be seen from the table:

R	O ₁	X	O ₂
R	O ₃		O ₄

Notes:
R : The sample of the research
O₁ : Pretest in experimental class
O₂ : Posttest in experimental class
X : Treatment
O₃ : Pretest in control class
O₄ : Post test in control class⁴⁶

The population of the research consist of 11 rooms with 538 students. So, the reason used homogeneous sampling technique is because of all the sample had the same time, age, lesson, placed because not placement test, to chosen and it is the best way to obtain a representative sample.

Instrument is a tool that can be used by the researcher to collect the valid and reliable data. In this research used instrument of validity and reliability for taking the valid data. Based on the participants, for the primary data this research used the interviews an instrument for collecting the data, this research used the quantitative research. Based of statement above, this research chosen the instrument of collecting data is questionnaire. It is mainly made up of a list of questions, but should also include clear instruction and space for answer or administrative detail. The questionnaire is used to get information about students' motivation in learning vocabulary.

There are five basics types of scales used to measure attitudes, they are Likert scales, Semantic differential scales, rating scales, thrust one scales and Gutman scales.

RESULTS & DISCUSSION

Based on the related finding, the researcher discussed result of this research and compared with finding. It also discussed with theory that has been stated by researcher. In this case, the theory which has been discussed by the researcher was from Bellout Hadjerin his research find that there is Learning Styles and Motivation on Students' Vocabulary Acquisition for Writing Purposes.

Motivation is effective strategies in training second language mainly on learning vocabulary include, for instance, identifying one's mood and anxiety level, talking about feelings and rewarding oneself.

The second, research was done by her research about motivation and reading comprehension. She used ex post facto as her research design of her research in title

Consequently, From the results of this research demonstrate clearly that using games to practice vocabulary improves learners' ability to memorize the new words effectively. Games provide logical contribution while learners interact in the group, allowing students to clarify the meanings of the words.

From the result of the research that is previously stated. It was proved that the students who were taught vocabulary by using whispering game got better result. As in this research, the mean score of experimental class got better result than control class ($83.25 > 63$). Looking the students' score after using whispering game to motivation learning vocabulary, this strategy is good to be used as an innovation for teaching vocabulary. It aims to motivate the students in learning

vocabulary. Although not all of the aspect in vocabulary can be covered by this strategy. It can be considerably used in teaching vocabulary. This strategy makes the students happy and not feel bored when the teacher gave the material about vocabulary. As a conclusion, this strategy is recommended to be used for teaching vocabulary.

CONCLUSION

Based on the result of the research, the conclusions of this research are:

1. Before using whispering game, students' vocabulary mastery was still low. it can be seen by highest score of experimental class in pre test was 75 only and lowest score was 52. While the highest score of control class was 71 and the lowest score was 58. Besides, the mean score of experimental class with using conventional strategy was 66 and the control class with using conventional strategy was 64, it is on the level low.
2. After using Whispering Game, the mean score of experimental class as higher than the mean score of control class which was taught by conventional strategy. The mean score of post-test of experimental class was 89 and the mean score of control class was 80. It can be seen experimental class was higher than control class ($80 > 75.52$). it means that by using Whispering Game in learning motivation was higher.
3. Based on the calculation of tcount was 5.46 was higher than ttable 1.684 and the mean score of experimental class in post-test was 80, meanwhile

the mean score of control class in post-test was 75.52, it was higher than control class (54.46 > 1.684), it can be concluded that there was the significant effect of using Whispering Game on Students' Vocabulary at the eighth Grade students where H_a was accepted and H_0 was rejected.

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