

# STUDENTS' VOCABULARY MASTERY TAUGHT USING HANGAROO GAME AND WORD JUMBLE

*Meidiana Sabila*

*English Department, Lambung Mangkurat University  
Brigjend. H. Hasan Basry Street, Banjarmasin, Indonesia  
email: bellasabila.ms@gmail.com*

**Abstract.** *This research is to see the implementation of Hangaroo Game and Word Jumble to build the students' vocabulary mastery. The method used is quasi-experimental research. There were students of SMP Negeri 9 Banjarmasin as the sample. As the result, the students from both classes had limited comprehension on vocabulary proven by the students' score of pre-test. The class of experimental yielded the mean score of 20,19. The mean score was 17,29. The final result of the research was determined after the researcher had acquired the t-test result. It is found that there was no difference of students' vocabulary mastery taught using Hangaroo Game and students taught using Word Jumble. For further research, it is hoped to be more curious and innovative to choose other media that can be used to aid the students' vocabulary mastery.*

**Keywords:** *score, Hangaroo Game, Word Jumble, vocabulary, vocabulary mastery, Lexicogrammatical.*

## INTRODUCTION

Nowadays, media for the process of teaching and learning English have become a very important aspect and one of the primary options to assist the process. Teachers choose to use media to help them in teaching. This means that media may come with positive effect in the process of teaching and learning English. Media essentially are the connectors between the speaker (teachers) and receiver (students). In accordance with Heinich et.al. (2002), medium or media (plural) can be defined as a bridge or connector of communication from sender to receiver.

Similar idea is also stated by Criticos (1996:245) who stated that media are one of the tool to delivering messages between a person to other people. Media for English teaching can be categorized based on the procedure of the English lesson itself. There are media in form of tools, such as educative toys. Some others are in form of applied technology for education. Outside from those form of media of teaching and learning, there

are also some media in form of game tools. Students said that they liked the relaxed atmosphere, the competitiveness and the motivation that games brought to the classroom. This is because students have a chance to "use their imagination and creativity" during activities like games in the classroom; therefore they are motivated to learn (Domke in Nguyen Thi & Khuat Thi) Hangaroo Game is one of many examples of media for teaching and learning English in form of game. Hangaroo Game is kind of game that come up as an adaptation of classic Hangman Game. Hangman, or in this research, Hangaroo Game has solid relationship with words or vocabulary. Based on Faliyanti & Sari (2018) there is the positive and significant effect of Hangaroo game toward students' vocabulary mastery.

Hangaroo Game contains thousands of words and phrases. Everyone may involve in this educational game as the players. The core of this game is simple. In brief, the players should fill the blank spaces with letters to form

a correct word and if they are failed to fill the spaces the kangaroo will get hanged. In line with other educational game as media of teaching and learning, the final result that expected from the user of Hangaroo Game is the students gain new vocabularies and they can use them to support the English comprehension. In this case, the Hangaroo Game is a physical medium in form of caption not the digital one because the main concern of this research is the use of media. There were two researchers that conducted a research about the implementation of Hangaroo Game in teaching and learning vocabulary. The first one was conducted by Prasetyawati (2012) entitled *“Teaching Vocabulary Using Hangaroo Game in the Fourth Grade Students of Elementary School”*. Other researcher that conducted a research about Hangaroo Game was Lestari (2015). Both researches shown that Hangaroo Game was suitable to be used as the media of teaching and learning vocabulary. It is supported by the results of the researches. The students from the two researcher mentioned above gain a satisfying vocabulary mastery after the had the treatment of Hangaroo Game as the media of teaching and learning vocabulary.

Hangaroo Game is not the only educative game that related to words. Word Jumble is another example of educative game that can be used to improve students' vocabulary mastery. The basic idea of Word Jumble is the player should rearrange the letters from a jumbled word in order to form a correct word. The main goal of this game is to build students' vocabulary. There were also some researches related to the implementation of Word Jumble as the media of teaching and learning

vocabulary in junior high school. There were two studies in 2013 conducted by Zahara and Fudhla. The studies resulted on the statement that Word Jumble was recommended to be used as the media of teaching and learning English vocabulary in Junior High School.

These days, implementation of games in teaching process is getting popular. Many educational games have been developed to aid the teacher in the teaching process. In English teaching, the teacher should use the games based on the skills. For example, the teacher can use guessing games in teaching vocabulary. Based on the statement, the researcher tries to find out the differences between students taught using Hangaroo Games and the one taught using Word Jumble in their vocabulary mastery. In this research, the researcher uses lexicogrammatical theories as the references to emphasize the relation between the topic of the research and vocabulary.

#### **RESEARCH METHODOLOGY**

The design of this research is quasi-experimental. Creswell (2014:19) assumed that when researchers decided to use quasi-experimental design to conduct a research, they would have two research groups known as group of experimental and group of control. In advance, the groups for research in quasi-experimental do not randomly assigned in the research implementation. The statements were align with the goal of the research which was to find the differences between students taught using Hangaroo Games and the one taught using Word Jumble in their vocabulary mastery. As the instrumentation to collect the data, the researcher chose to use vocabulary mastery test. Below were the steps of the research implementation:

Table 1. The Steps of Quasi-Experimental Research

Class	Test	Treatment	Test
Group of Control	T1	X1	T2
Group of Experiment	T1	X2	T2

Where:

T1 = Initial-test

X1 = Word Jumble

X2 = Hangaroo Game

T2 = Final-test

There were 308 ninth grader students of SMP Negeri 9 Banjarmasin that were chosen as the population of the research. The total students were divide into 8 classes. The division can be seen in the table 2.

Table 2. The Research Population

Class	Number of Students
IX-A	35
IX-B	36
IX-C	36
IX-D	35
IX-E	35
IX-F	35
IX-G	34
IX-H	31
<b>Total</b>	<b>308</b>

The researcher chose cluster random sampling to determine the sample of the research. Fraenkel and Wallen (2006:96) stated that cluster random sampling as the way to determine research subject in form of groups not in individual subject. Since the target participants of this research were groups of students in class, cluster random sampling was the most appropriate method of sampling. In advance, the writer took two classes of ninth grade at SMP Negeri 9 Banjarmasin which were IX-G and IX-H based on the teacher's permission. The classes then classified as group of control and experimental. The researcher determined the

group of experimental and control class by doing a coin toss.

The researcher chose an achievement test of vocabulary to be the primer research instrument. The test was administered for both classes of the research. Since it was the primer research instrument, the test should be valid. The researcher needed to measure the level of validity of the test, the researcher chose content validity. Since the researcher was not an expert, the researcher asked the favor to measure the content validity of the test to experts. The experts were two English teachers of SMP Negeri 9 Banjarmasin. The reliability of the research instrument was also measured to make sure the test would yield consistent results. Before administering the test to experimental and control class, the researcher conducted a try out.

In collecting the data, the researcher administered pre-test and post-test for both classes. In between of pre and post test, there were three implementation of the research treatment. For the experimental class, the students got a treatment of learning vocabulary using Hangaroo Game as the media. In the other hand, the students from control class learned vocabulary with the help of Word Jumble that acted as the media of learning.

The data in form of students' vocabulary then analyzed with certain way. The researcher calculated the data with t-test calculation. At last, the t-test calculation used in testing the research hypothesis.

## RESULT AND DISCUSSION

### *Description of the Data*

The form of the research data were the students' achievement in vocabulary. The students' achievements were in form score. As the main instrument of the research, test was used in order to collect the data. The data of the research were taken from the ninth grade students of SMP Negeri 9 Banjarmasin. There were groups of research subject, one class was chosen as the group experimental and the other as group of control.

### *Description of the Research Implementation*

In this part, the researcher tried to give the description of research implementation in both groups of the research. Both groups of the

research were taught using different teaching media. The teaching process was administered by the English teacher of SMP Negeri 9 Banjarmasin with the help of the researcher with the responsibility of providing the lesson plan, teaching materials, and test.

### **Result**

#### **Experimental Class**

The pre-test was conducted in order to get the information about the students' initial mastery in vocabulary. In advance, test that administered before research implementation was meant to figure out the similarity on students' mastery in vocabulary. Below were the results of the initial test before the research implementation.

Table 3. The Result of the Pre-Test of the Experimental Class

Score	Classification	Number of Students
91 – 100	Very Good	0
75 – 90	Good	5
61 – 74	Fair	13
51 – 60	Poor	12
less than 50	Very poor	1
<b>Total</b>		<b>31</b>

As stated in the table above, there were 20 (64.5%) students who failed to get minimum score of English in SMP Negeri 9 Banjarmasin. From the total of 31 student, 11 (35.5%) students already achieved the standard

score. The researcher then used the result of above to find the students' average scores were calculated based on the numbers above. The result showed that the mean score was 64.19.

Table 4. The Outcome of the Final-Test of the Group of Experimental

Score	Classification	Number of Students
91 – 100	Very Good	11
75 – 90	Good	16
61 – 74	Fair	3
51 – 60	Poor	1
less than 50	Very poor	0
<b>Total</b>		<b>31</b>

After implementing the research treatment, there was a test that conducted to were the results of the students' test after research treatment.

find the students' mastery of vocabulary. All the research subjects did the last test. These The number of the students that passed the minimum score of English in SMP Negeri

9 Banjarmasin was raised. There were only 3 (9.7%) research subject who barely got the minimum score from the total of 31 students. The rest of the students already achieved the standard score. From the further analysis of the data above, the researcher found that the mean score of the result was 84.4. The mean score indicated that most of the students in experimental have achieved the standard score of English also known as KKM.

From the analysis on the research subject initial test, the average score was 64.19. The average or the mean score indicated that the students in experimental class did not pass the standard score in SMP Negeri 9 Banjarmasin. After the treatment, there was a follow up test for the group experimental. In contrast with the result of the pre-test, the post-test result showed that the students in experimental class passed the standard score with the average score of 84.4. It means that there was a

positive progress about 20 points on the mastery of vocabulary of the research subject.

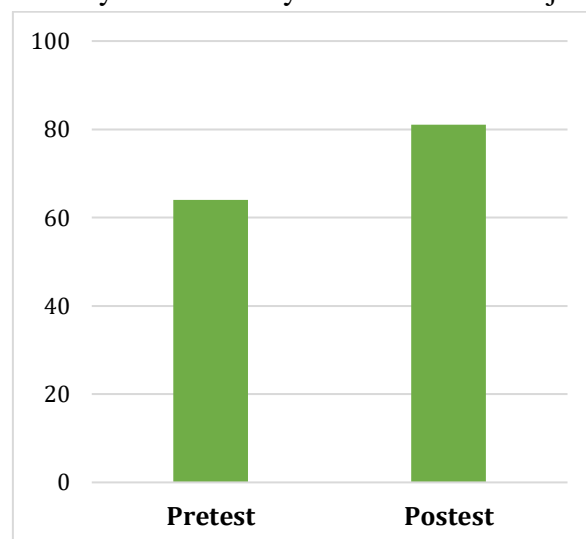


Figure 1. The Mean of Students' Achievement in Experimental Class

There were also an analysis on students achievement for each of the word classification. The analysis can be seen in the figure 2.

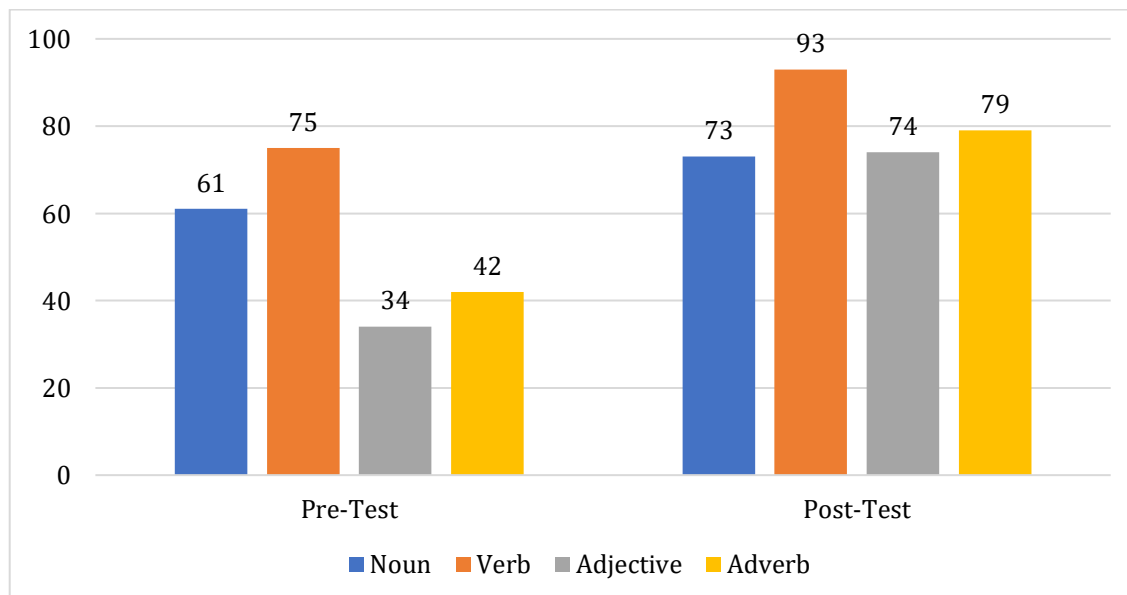


Figure 2. The Students' Achievement in Experimental Class

**Control Class**

The initial test for the research group of control was conducted on Tuesday, September 19<sup>th</sup> 2018. There were 34 students who took the initial test. The research subjects had to finish

the test in form of multiple choice with 25 items. The students had 30 minutes to finish the test. There were the initial test results of the research subjects from group of control.

Table 5. The Result of the Pre-Test of the Control Class

Score	Classification	Number of Students
91 – 100	Very Good	1
75 – 90	Good	6
61 – 74	Fair	10
51 – 60	Poor	16
less than 50	Very poor	1
<b>Total</b>		<b>34</b>

In accordance with the table above, there were only 7 (20.%) students who passed the minimum standard score of English in SMP Negeri 9 Banjarmasin. In the other hand, the rest of the students which was 27 (79.4%) students did not pass the minimum standard

score. In the further analysis of the result above, the researcher found the mean of the

The result which was 64.11 As we can see from the result above, most of the students in control class have not yet achieved the standard score in SMP Negeri 9 Banjarmasin.

Table 6. The Result of the Post-Test of the Control Class

Score	Classification	Number of Students
91 – 100	Very Good	1
75 – 90	Good	6
61 – 74	Fair	10
51 – 60	Poor	16
less than 50	Very poor	1
<b>Total</b>		<b>34</b>

From the last test, it is shown that 26 (76.5%) students had achieve the standard score of English in SMP Negeri 9 Banjarmasin. There were 8 (23.5%) students who did not achieved the standard score. From the result above, the researcher also found that the mean score was 81.4. It means a dominant number of students in control class had achieve the standard score or the KKM of English.

indicated that the research subjects from group control have not achieve the standard score of English in SMP Negeri 9 Banjarmasin. The average score of the students had greatly increased in the post-test. The average score was 81.4. The number meant that the students had achieve the standard score of English in SMP Negeri 9 Banjarmasin. The range of both scores was about 17 points. The result can be seen in the figure 3.

In the initial test of the research subject from group control was 64.11. The result

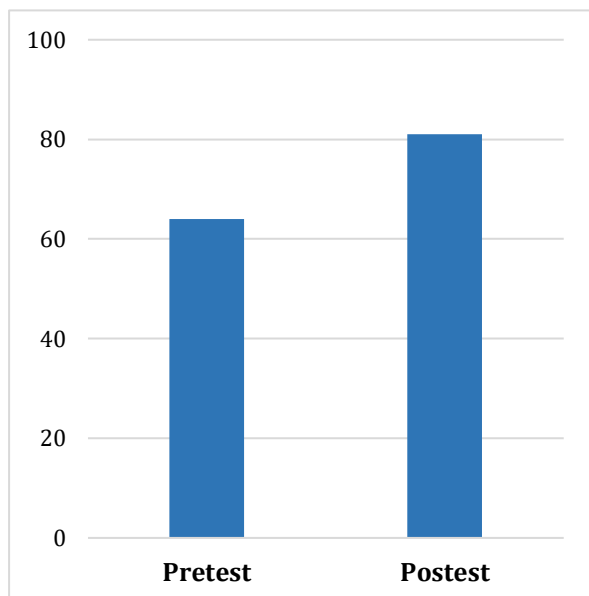


Figure 3. The Mean of Students' Achievement in Control Class

The next analysis was about the research subjects' score seen from the classification of words. Below were the results.

**Hypothesis Testing**

As stated in the introduction of this researcher, the main goal of this research is to find whether there are differences between the subjects taught using hangaroo game and them who taught using word jumble at the ninth grade of SMP Negeri 9 Banjarmasin academic year 2018/2019.

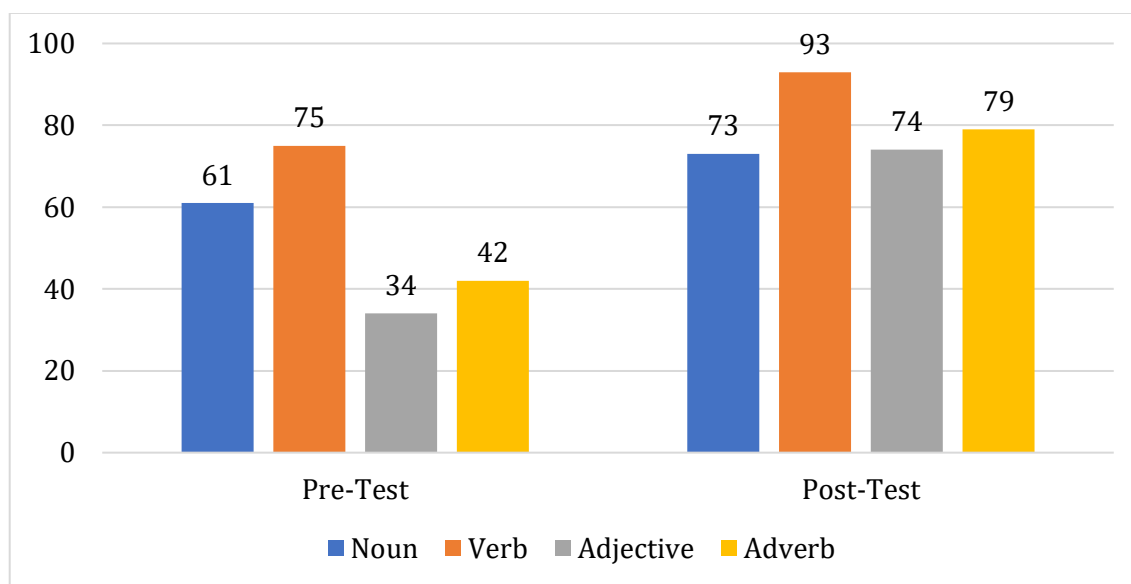


Figure 4. The Students' Achievement in Control Class

In this part, the researcher presented the result of the hypothesis testing to prove whether the hypothesis is accepted or not.

The hypotheses are as follow:

*Alternative Hypothesis (H1)*

There are some differences of students' vocabulary mastery taught using Hangaroo Game and students taught using Word Jumble.

*Null Hypothesis (Ho)*

There is no differences of students' vocabulary mastery taught using Hangaroo Game and students taught using Word Jumble.

As the analysis continues, the researcher calculated the mean of the experimental and control class and the sum of the square of post-test and pre-test from both classes.

At the end of the calculation of the t-test, its result then compared to the t-table. The degree of freedom of the result of this research was gained from the subjects of experimental

class (31) plus the subjects of control class (34) minus 2. The significant level is 0.05. The result of the table is 1.9971 and result of the t-test is 0.86. In accordance with the results, H1 is rejected and H0 is accepted.

In conclusion, there is no difference of students' vocabulary mastery taught using Hangaroo Game and students taught using Word Jumble in the ninth grade of SMP Negeri 9 Banjarmasin academic year 2018/2019.

### **Discussion**

As the result of the research, both classes experienced a change in their vocabulary mastery. Students from experimental and control class started with a poor vocabulary mastery. In this research, the vocabulary mastery of the students' was shown in form of score. The total of students who failed to get minimum score were more than half of the total number of the students in the class but the other who achieved the standard score were not yield a very good scores. The standard score was the one that used in SMP Negeri 9 Banjarmasin especially for English course.

The pre-test for the experimental class was conducted on Tuesday, September 18<sup>th</sup> 2018. There were 31 students who took the test. The pre-test for the control class was conducted on Tuesday, September 19<sup>th</sup> 2018. There were 34 students who took the test. In the initial test, the subjects had to finish test in form of multiple choice with 25 items. The students had 30 minutes to finish the test. In the test, the students were asked to chose the correct words to complete the sentences. There were five texts in the test. The type of the texts were report text. One text contained five questions.

The last test was administered on 2 October 2018 in the group of experimental followed by the control class the day after. The post-test was conducted after all of the treatments were done in both classes. The test that used in post-test was similar with the one

used in pre-test. In the post-test, the students from both classes yielded better score that also mean the better vocabulary mastery. The researcher then used the score of the post-test from both classes to be compared with the score of the pre-test in order to see if there was any changes in students vocabulary mastery before and after the treatments of Hangaroo Game and Word Jumble.

The pre-test and post-test were divided into some categories. The categories were based on the word classification stated by Hatch and Brown (1995:218). They were (1) Noun, (2) Verb, (3) Adjective, and (4) Adverb. Each of the classification was represented on the items of the test. The classifications of vocabulary in the test were randomly spread in all 25 items of the test. The analysis continued as the researcher tried to figure out the students' score on each category. The score can be used as the evidence that the students' vocabulary mastery was occurred in every aspects of vocabulary.

Both classes in this research yielded similar score after they experienced the treatment of using Hangaroo Game and Word Jumble. The similarity of the students' score in the end of the research indicated that both media were effective in matter of English teaching and learning especially for vocabulary. During the process of the implementation of the research, both media were able to attract the attention of the students. Furthermore, as the result of the implementation of both media the students could gain some new vocabulary. This is align with the steps of learning vocabulary as stated by Brown and Payne in Hatch and Brown (1995:373). At the beginning of the learning process, it is intended that the students could get more new words.

The positive aspect of the media was not only can be seen from the responds of the students. The procedures of both media were not complicated. The implementation did not



require the procedures that could be disadvantages for the teaching and learning process. From the start, the media proven to be effective and efficient that there was no wasted period during the lesson.

In order to complete the analysis of the data, the researcher then continued with the calculation of the data to test the research hypothesis. The result of the hypothesis testing showed that the mastery of the students taught using hangaroo game was similar with the them who taught using word jumble in the ninth grade of SMP Negeri 9 Banjarmasin academic year 2018/2019. In this case, null hypothesis was accepted as the final result of the research.

## CONCLUSION

As the conclusion of this research, the students taught using Hangaroo Game from experimental class and the students taught using Word Jumble from control class yielded similar result to their vocabulary mastery test after the research implementation. The students from both classes start with a poor level of vocabulary mastery.

## REFERENCES

- Dulay, H. C., Burt, M.K., & Krashen, S.D. (1982). *Language two*. New York: Oxford University Press.
- Faliyanti, E. & Sari, Puspita, S. (2018). The Influence of Using Hangaroo Game towards Students' Vocabulary Mastery. *Intensive Journal: The Journal of English Education and Language Teaching*, 1(1), 9-16.
- Hurford, J.R, Brendan H., and Michael B.S. (2007). *Semantics: A Coursebook (2<sup>nd</sup> Ed.)*. Cambridge: Cambridge University Press.
- James, C. (1998). *Errors in language learning and use: Exploring error analysis*. New York: Routledge.
- Kreidler, C.W. (1998). *Introducing English Semantics*. London: Routledge.
- Nguyen Thi, T.H & Khuat Thi, T N. The Effectiveness of Learning Vocabulary Through Games. *Asian EFL Journal*, 3, 1-15.
- Rambaud, M.G. (2012). *Basic Semantics*. Madrid: Uned.
- Sermsooki, K, J. Liamnimitr & R. Pochakorn. (2017). An Analysis of Errors in Written English Sentences: A Case Study of Thai EFL Students. *English Language Teaching*, 10(3), 101-110.
- Van Valin, R.D. and R.J. Lapolla. (1997). *Syntax: Structure, Meaning, and Function*. New York: Cambridge University Press.