THE EFFECTIVENESS OF RANSOM NOTE GAME IN LEARNING VOCABULARY

Arbi Maulida Hadijah Zurri

SMP Negeri 1 Keruak, Lombok Tengah, NTB

arbimaulida@gmail.com

Abstract

This research was aimed to find out the effectevenness of Ransom Note Game in learning vocabulary. this research was quasi experimental design. The populations of this research were all of students at second grade students of SMPN 1 KERUAK that consist of 284 students that consist of eight different classes. In which the sample of this research used two classes where VIII.1 Class as experimental group consisted of 32 student and VIII.3 as control group consisted of 31 students. The experimental was taught by Ransom Note Game Game and control group taught by Puzzle Game. The instruments that used were objective test with multiple choice, matching word, fill in the blank and true or false. The analysis used t-test formula. The result of the analysis, showed that the value of t_o (t obtained) 2,0888 was higher than t_t (t table) 1,8702, the significant level 0,05. Based on the result of this investigation, it was proved that the alternative hypothesis (Ha) was accepted. In other words, there was significant effect of Ransom Note Game in learning vocabulary at the second grade students at SMPN 1 KERUAK in academic year 2016/2017.

Key Words: *Ransom Note Game and Vocabulary Learning*

Abstrak

Penelitian ini bertujuan untuk mengetahui keefektifitasan dari Ransom Note Game dalam pembelajaran vocabulary. Model penelitian ini adalah penelitian quasi. Populasi dari penelitian ini adalah semua siswa-siswi kelas delapan yang terdiri dari 284 siswa yang di bagi dari delapan kelas yang berbeda. Dimana sample penelitian ini menggunakan dua kelas dimana VIII.1 sebagai experimental grup terdiri dari 32 siswa dan VIII.3 sebagai control grup terdiri dari 31 siswa. Experimental grup di beri perlakuan menggunkan Ransom Note Game dan control grup di beri perlakuan menggunakan Puzzle Game. Instrument yang digunakan yaitu tes obyektif dalam bentuk pilihan ganda, mencocokan kata, mengisi kalimat rampung, dan benar/salah. Berdasarkan hasil dari analisis menunjukan bahwa niali dari t (t test) = 2,0888 lebih tinggi dari pada t table = 1,8702 pada taraf signifikan = 0,05. Berdasarkan keduanya, dari penelitian ini dapat disimpulkan bahwa alternative hypothesis (Ha) diterima. Dengan kata lain, pengaruh siknifikan dari Ransom Note Game dalam pembelajaran vocabulary pada siswa kelas delapan SMPN 1 KERUAK tahun akademik 2016/2017.

Kata Kunci: *Permainan Ransom Note Game dan Pembelajaran Kosakata*

INTRODUCTION

Vocabulary is one of an important aspect in teaching English language that should be mastered by the student. Without sufficient vocabulary student cannot speak in English. They have to know new vocabularies and the structure of English in order to be able to construct sentences or utterances in English. Sprenger (2013: 13) vocabulary is an essential component to college and career readiness, and references to it appear throughout the grade-level standards. Vocabulary is very essential to support a language learning process and to support a good communication by using the language.

The researcher has conducted an observation at SMPN 1 KERUAK on December 10th 2016. The researcher found problem the student still lack at vocabulary

especially in word meaning. Additionally, most student seems likely did not interest not able to speak and write in English because they did not have sufficient vocabulary in return they cannot speak and write in English. The students always ignore when the teacher gave some question about the material. The problem caused by the technique used in teaching and learning process, the student had given the method by their teacher just like write down on the whiteboard and ask the students to memorize those words. That method made the student have difficult to memorize the words and the student easily to forget the words. Referring to the problem above, the researcher proposes to solve this problem by using Ransom Note Game. The researcher assumes that by using Ransom Note Game was ease the student in learning vocabulary and attract the student to learn English. Ransom Note Game from newspaper and magazine, to attract the students to be more active and the student more enjoy in learning English. Because naturally students always want to have fun. Besides that students cannot be separated from their natural need which is playing games.

Riview of Related Literature

According to Hiebert & Kamil (2005: 3) vocabulary is the knowledge of meaning word. In addition, Sprenger (2013: 13) vocabulary is an essential component to college and career readiness, and references to it appear throughout the grade-level standards. Baker, Simmons, & Kame'enui (1997) in Sprenger (2013: 8) vocabulary is a strong indicator of student success.

According to Lewis and Bedson (1999: 110) Ransom Note is a Games using magazine or newspaper to ease the student to determine new vocabulary. There are three variations Ransom Note such as: a). instead of ransom note, ask the children to write a love letter. Make separate groups of girls and boys role and vice versa. b). Older children can write funny newspaper headlines. The children

can award each other 'wacky points' for them. c). For younger children you can use very bright colorful magazine with lots of pictures . Ask the children to find something blue, or find something big and yellow. They should sit in a circle with the entire magazine in the middle. Each child may take only one magazine at a time and must return it before taking another. The children cut out what the find and glue it to their sheets of paper. After about 6-8 question the compare pictures. Hang them on the wall of your classroom if possible.

RESEARCH METHOD

Research Design

According to Kothari (2004: 31) research design is the arrangement of conditions for collecting and analyzing of data in a manner that aims to combine relevance to the research purpose with economy in procedure.In this study, the researcher used quantitative approach and focused on quasi-experimental design, in addition, the researcher used pre-test and post-test. In this research, the researcher took the data from experimental group and control group.

There are two groups in this study, those were experimental group and control group. Experimental group gave the treatment treated by using Ransom Note Game and the control group gave the treatment by using Puzzle Game.

Population and Sample

In this research, the researcher took all second   grade student of SMPN 1 KERUAK academic year 2016/2017 as the population. The total number of the members of the population is 284 student and they was be divided into eight classes (VIII.1 are 32 student, VIII.2 are 34 students,VIII.3 are 31 students, VIII.4 are 36 student, VIII.5 are 39 student, VIII.6 are 36 student, VIII.7 are 35 student and VIII.8 are 34 student).

The researcher used cluster random sampling as technique sampling to take two classes as the sample for this research. The researcher, in this case, used lottery

and those two classes that popped out where VIII.1 and VIII.3. VIII.1 classes consist of 34 students as the experimental group and VIII.3 consist of 36 students as the control group. So, the total number of sample is 70 students.The researcher gave vocabulary test for the student. It was objective test that used and it consist of multiple choice 10 items, marching words 5 items, fill in the blank 8 items, and true/false 2 items. The total number of question is 25 items.

Before giving treatment, the researcher give the student vocabulary test for both group (experimental & control) to know their basic knowledge in English vocabulary. Post-test is a test that was being given to the student after the treatment from the researcher. The kinds of test which given to both groups are the same. This test applied to find out the result of the student vocabulary after treating them by using different treatment.

In this research, the technique of data analysis divided into two general type methodologies, namely; descriptive analysis included (mean, median, mode, and standard deviation) and inferential analysis (the branch of statistics analyzed sample data to draw conclusions about a population).

RESEARCH FINDINGS AND DISCUSSION

This research was conducted on 05th May – 05th June 2017 at SMPN 1 KERUAK. The steps of the research were as follows: at the first step the researcher gave pre-test, the purpose was to know the students' basic knowledge about the materials. Second, the researcher gave treatment to both the groups. Where in experiment group used Ransom Note Game and in control group used Puzzle Game. The last step, the researcher gave post-test to both of the groups as the last step to collect the data. To answer the problem, the researcher analyzed the data obtained from pre-test and post-test scores of both experiment and control group. Then, the researcher presented the statistical computation of mean scores of both groups. The discussion continued to analyze and interpret the findings. The statistical computation covered the calculation of both experiment and control group.

Testing hypothesis is the process in deciding whether alternative hypothesis would be accepted or null hypothesis would be rejected. The hypothesis was tested by using t-test formula. To find out the result of t test whether or not higher from t table (t test value   t table) was used in determining the level of significance as well as the degree of freedom of samples minus two. In this research, the sample of data was 32 students for experimental group and 31 students for control group; the total sample for both of the groups obtained were the mean score of experiment group was 24,5 and the mean score of control group was 19,48 meanwhile, the standard deviation of experiment group was 10,80 and standard deviation score of control group was 7,66 and the squared standard deviation score of experiment group was 116,69 and squared standard deviation score of control group was 58,67.Those scores need to be analyzed using t-test to find out significant result of this research.

Based on the data, it shown that the hypothesis of this research was t-test value > t-table value at significant level of 0,05 (90%) with 32 student for experiment group and 31 student for control group the total sample for both of the groups was 63, so the degree of freedom that was used 63-2 = 61. The result of t-test was higher than t-table 2,088   1,8702. The mean score of experimental group who was taught by Ransom Note Game is higher than control group. So the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. Before go on we back to Spenger (2013: 13) defines vocabulary is an essential component to college and career readiness, and references to it appear thorough out the grade level standards

From definition vocabulary above that in learning vocabulary not only to be able to mastery the word but they also to be able understanding meaning word. So, that the researcher tried to applied Ransom Note Game in earning vocabulary. According Lewis and Bedson (1999: 110) Ransom Note Game is a Game from magazine or newspaper to ease the student to determine new vocabulary. On the previous chapter, the researcher proposed a research question. That was stated "Is there any Effect of Ransom Note Game in Learning Vocabulary at Second Grade of Students at SMPN 1 KERUAK 2016/2017?. After computing the result of the data in this study, It showed that the mean score of experiment group was 24,5 and the mean score of control group was 19,48 meanwhile, the standard deviation of experiment group was 10,80 and standard deviation score of control group was 19,48 and the squared standard deviation score of experiment group was 116,69 and squared standard deviation score of control group was 58,67. Further, the result of calculating t-test was higher than t table, the result of t-test was 2,088, while the result of t table was 1,8702 (2,088 1,8702).

In this part, the researcher comparison this research and the previous of the study that was conducted by Winda Medianty entitled "Improving English Vocabulary by using Hangman Game Method to Student of class VIIIB in SMPN 4 Tamiang Layang academic year 2013-2014. This research used Classroom Action Research which relates to the implementation of Hangman Game method in state SMPN 4 Tamiang Layang. There were 2 cycle in this research each of which consisted of plan, action, observation, and reflection. The instruments of data collection were students' and teachers activity observation sheets, vocabulary test, and questionnaire. The objective of this research was to improve the students' achievement on English vocabulary by using Hangman Game method to the eight grade students of class VIIIB in SMPN 4 Tamiang Layang in academic year 2013-2014 .

Based on the teaching and learning activities that has done by the researcher, it could be stated that students enjoyed and fun the used of Ransom Note Game allowed students to work in team which make students open mindedly to figure out what are in their mind and share each other and they were not clumsy anymore such they done with the teacher. Based on the result above, the researcher concluded that Ransom Note Game has any effect in learning vocabulary. Therefore, Alternative Hypothesis was accepted and Null Hypothesis was rejected.

CONCLUSION AND SUGGESTION

Conclusion

Based on the statement of the problem in the previous chapter, "Is Ransom Note Game effective in Learning Vocabulary at Second Grade of Students at SMPN 1 KERUAK Academic Year 2016/2017?". In this study, the researcher found out that Ransom Note Game was an appropriate strategy in learning vocabulary. There were some points that the researcher took toward the advantage of Ransom Note in learning vocabulary. First, make the student interested and fun in learning vocabulary of English. Second, the students increase their vocabulary. Finally, it helps the student easier to remember the meaning of the words

Based on the result of data analysis in the previous chapter (IV), the mean score of experiment group was 24,5 and the mean score of control group was 19,48. Furthermore, the score of t-test was 2,088, while the score of t table was 1,999 (2,088 1,8702) at the level of significance 0,05% , meant that the score of t-test was higher than t-table. Alternative Hypothesis was accepted and Null Hypothesis was rejected. It took conclusion that the Ransom Note Game was effective in learning Vocabulary at the second grade

students of SMPN 1 KERUAK in academic year 2016/2017.

Suggestion

Teachers are suggested to use Ransom Note Game in teaching vocabulary. Using Ransom Note Game will help the student to learn vocabulary without teacher; on the other hand, student will be more independent in learning vocabulary. In addition the student will find wider information on their own. By using Ransom Note Game, the students are not just listening to their teacher but they can interact with their teacher and friends too in the clasrom. Ransom Note Game also makes the student interest and fun in learning vocabulary of English The researcher hopes that this study will be useful reference for the next research on similar issue.

REFERENCES

Hiebert, E.H. & Kamil, M.L. (2005). Teaching and Learning Vocabulary Bringing Research to Practice. LEA. London.

Lewis, Gordon & Bedson, Gunther. 1999. Games for Children. Oxford.UNIVERSITY PRESS.

Kothari, C. R. 1984. *Quantitative Technique*, 2nd ed, New Delhi: Vikas Publishing House Pvt.Ltd.

 Thornbury, Scoot. 2002. *How to Teach* Thornbury, Scoot. 2002. *How to Teach Vocabulary*. Person Education limited. England.

Steve, Miller. 2005. *Experimental Design and Statistics.* Second Edition. United Kingdom: Taylor and Francis e-Library

Sprenger, Marile. *Teaching the Critical Vocabulary of the Common Core_55 Word That Make or Break Student Understanding*. ASCD. USA

Thornbury, Scoot. 2002. *How to Teach Vocabulary*. Person Education limited. England.

Schreiber, J &Asner-self, K. 2011.*Educational Research.The Interrelationship of Questions, Sampling, Design, and Analysis.* USA: John Wiley & Sons, INC.

Sugiyono. 2014. *Statistika untuk penelitian.* Bandung. Alfabeta cv.

Sugiyono. 2010. *Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif, Dan R&D*. Alfabeta. Bandung.

Hadfield, Jill. 2008. *Beginners' communication games.* Addison Wesley Longman.

Hadfield, Jill. 1999. *Intermediate vocabulary games. Longman.*

Brown, H.D. 2003. *Language Assessment Principles and Classroom Practices*. Longman. California.