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ENRICHING STUDENTS ABILITY IN MASTERING VOCABULARY THROUGH VIDEOGAME

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Abstract: This study aims at investigating the students' mastery on English vocabularies through Harvest Moon video game. The research method used was pre-expreimental one. The samples were the 30 students of class X IPA 2 of SMA Negeri 2 Pinogaluman though purposive sampling. The data are gathered through multiple-choices test. The data were analyzed by using parametric testing, *t-test*. The results indicate that the value of *t_{count}* is 15.16 and the *t_{list}* is 2.04 respectively. This can be formulated as $15.16 > 2.04$, with the degree of freedom $(n-1) = (30-1) = 29$, with the level of significance $\alpha = 0.05$, thus the hypothesis is acceptable. Since the *t_{count}* is higher than *t_{test}*. Thus, Harvest Moon video game can enrich students' ability in mastering vocabulary. Therefore, teachers may implement the game in classroom activity, particularly in teaching vocabulary.

Keywords: *Vocabulary, Videogame, Harvest Moon*

INTRODUCTION

Learning foreign language means that a person needs to learn the vocabularies as well. Vocabularies are used in expressing one's thought in oral or written form. According to Richards (2000), vocabulary and lexical unit is the core of communication (p.1). This refers to the meanings in which contribute to the human language.

Learning English as a foreign language is challenging, it takes extra efforts in mastering the language. Wright, Betteridge, and Buckby (2006) similarly argue that language learning is a hard work; one must take an effort to understand the language completely. There are several aspects to be considered in foreign language learning such as grammar, vocabulary, spelling, and pronunciation. However, vocabulary is one of the main aspects in learning English as foreign language. It is crucial to understand the utterance and the text as well. Having limited vocabularies affects one's language capability.

Understanding and enriching vocabulary are quite intricate for students. This is echoing to the arguments by Hiebert, Kamil, and Michael (2005: 1)). They state that words refer to a complexity; it often has multiple meaning, and it should be fully comprehended as it is a first step in learning new languages. Otherwise, mastering foreign language for a student will be more complex and difficult (Sedita, 2005: 1).

There are several obstacles in adding more vocabulary inputs for students, especially if they have less or no basic knowledge about English. Furthermore, students without lack of reading habits outside the school will obstruct them to learn the language (Beck, McDown, & Kucan, as cited in Sedita, 2005: 1).

Nowadays, lots of student tends to spend their time to play videogames. It is rare for them to learn and review the lesson they got from the classroom learning once they get home. In other

words, they prefer playing game rather than reading the learning material. Anderson, Gentile, and Buckley (2007: 7) views that video game already influenced children, teenagers, as well as adults regardless their gender and ages (Buchman, Frank, 1996; federal Trade Commission, 2000; Walsh, 1999). Video game is closely related to the teenagers' activity. It grows rapidly and influence people as it similar to the impact from the Hollywood (Media Wise, 2007).

THEORETICAL BASES

Defining English Vocabulary

According to the Oxford learner's pocket dictionary (2000), vocabulary refers to the words that people know and use. It is a word of a language which has meanings.

Hiebert et al (2009:) said generally vocabulary is the knowledge of meaning of words. They also categorized vocabulary at least in two form, oral vocabulary and print vocabulary. Knowledge of words also comes in at least in two forms namely receptive that we can understand or recognized and productive is the vocabulary we use when we write or speak). And oral vocabulary is the set of words for which we know the meaning when we speak or read orally, print vocabulary consist of those words for which the meaning is known when we write or read silently.

Wiley and Sons (2007: 10) said "there are some classifications of English vocabulary. They are called the eight parts of speech. There are follow; noun, adverb, adjective, verb, pronoun, interjection, preposition, and conjunction.

Relating in this research, the writer limited this study in particular parts of speech (verb, adverb, adjective and noun) to measure the students' ability in mastering vocabulary.

Concept of Videogame

According to Neilsenet all (2009: 31) "videogame a new form of popular arts, and game designer is the artist of our country". Let's see another concept of video game' definition, Nielsen

(2009, p. 79) stated that video game and computer game awoke fully as a hardcore gaming platform due to major advances in sound and graphical and well-equipped.

Laverborn (2009: 3) videogame is various games playable on a computer or a console connected to a television set. Is a computer game that you play on you television or a similar device (Collins Cobuild advanced Dictionary of English 2009)

Significance of Videogame for Education

Basically, there are many experts or academicians always states and argues that video game has bad encounter or have a lot of disadvantages to young learners especially students, nonetheless, video game itself also exists of educational side, for providing it, I try to recognized some following experts' perspectives about video game which have benefits for education, and here are the following theory bellow:

Griffiths (Vol 20, No. 30, 2002) said video game has a positive potential in addition to their entertainment value and there has been considerable success when games are designed to address a specific problem to teach a certain skill.

Video game also as a game that influence the students to play it as a media of learning, as cited from Willoughby et al (2008: 41) claims that games act like a human's mind that a good place to study and produce human's thinking and learning, such understanding words, actions, events, or things.

Harvest Moon

Harvest moon is game which is reflection of the condition our recent earth now. Harvest moon has specific vocabulary that is about farm's word classification. Harvest moon published by Victor Interactive Software (acquired by marvelous entertainment in 2003) in originally created by Yoshiro Wada 1996.

In this game, based on experience and exploration the player should be managing the farm that consist of planting the seed for growing up fruits, flowers, herbs, and vegetables, and also completing item like making the home sweet home, arrange the tools of farm, and also making relation with other friend as a second player, and harvest moon presented about the social reality as usual.

Harvest moon also can give good effecting to the learners who has difficult to accept the vocabulary or hard to remember new work, with this game, the learners will seriously to playing its game, and also the learners did not know about their own enlarge vocabulary will be increased.

METHOD OF RESEARCH

In conducting this research, the writer used quantitative method.

Population and Sample

The writer will be conducted in the population of student in SMA Negeri 1 Pinogaluman in North Bolaang Mongondow especially students of class X IPA that consist of 86 students. In taking the sample the writer will use purposive sampling.

Design of Research

In this pre-experimental design, the writer will use one group pretest posttest design that analyzing the students based on pretest, treatment, and posttest.

$$O_1 \times O_2$$

(Arikunto, 2009, p. 212)

Where: O_1 = Pre-test

x = Treatment

O_2 = Post-test

Pre-Test

Pre-test is the first tests that will be giving to the students. This is the preliminary test that already designed by the writer to determine the students' baseline knowledge about

vocabulary. And this test will be giving before the treatment. The writer will designed kinds of test that consists of 30 items of multiple choice.

Treatment

In this case, the treatment going to do for five meetings with some topics such as, "Part of speech", and particularly topics namely, "Verb, Adjective, Adverb, and Noun". Further, this is focused on vocabulary in videogame (Harvest Moon).

Post-test

In this section, when treatment already finished, the writer gave the posttest to the students in order to determine what the students have learned in videogame contains of vocabulary. This step is really important to the writer to determine the success of this research. The total of questions is 30 multiple choices

Variable of Research

There are two variables in this research, namely

- Variable X: (independent variable) in this part of research, variable X is Videogame by using Harvest moon game.
- Variable Y: (dependent variable) the students in mastering vocabulary is the variable Y of this research.

Technique of Collecting the Data

Instrument Test

The data of the implementation of research in the class are obtained from pre-test, treatment, and posttest. Total item of questions is 30 of multiple choice items that related to videogame's vocabulary. The indicators of test focus on topic namely, verb, adjective, noun, and adverb.

Calibration of the Data

The Validity Test

In testing the validity of the test, the writer use correlation product moment, by the following procedures:

- First step, the writer gives thirty items of question for the students in second grade senior high school. Then, the writer checks the students' answer by giving score.
- Secondly, based on the students' score, I analyze one by one all of the items by using the following formula:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

(Arikunto, 2012, p. 241)

Reliability Testing

The writer used Kuder and Richardson (KR 21) Formula, and here is the formula.

$$r_i = \frac{k}{(k-1)} \left\{ 1 - \frac{M(k-M)}{k s_i^2} \right\}$$

(Sugiono, 2007, p. 132)

To decide whether the test is reliable or unreliable, I used sugiyono's criterion reliable value (2009:184).

Technique for Analyzing the Data

Testing Normalitas Data

The normality analysis is intend to know the test result which are normally distributed or not normally distributed, in analysing the data, the writer uses Lilliefors method.

Testing Hypothesis

Testing hypothesis is aimed to determine videogame can enrich students' vocabulary. The formula of t-test as follows:

$$\begin{aligned} &= \frac{972}{\sqrt{3508800}} \\ &= \frac{972}{\sqrt{1873.17}} = 0.518 \text{ (Valid)} \end{aligned}$$

Before counting the t-test, the writer will count the standard deviation (S_d). In this case the writer would like to use the formula as follows:

$$t = \frac{s}{s_d \sqrt{n}}$$

Hypothesis Verification

In verifying the hypothesis of this research, the writer used $dk = (n-1)$ and the level significance $\alpha = 0,05$ with criteria as follow:

$$S_d = \sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n-1}}$$

Riwidikdo, 2010, p. 90)

RESEARCH FINDING

In the process of collecting the data of this research was collected by using test instrument. The test included of 30 items which related to the material and the forms of test were multiple choices. The test itself was tried in same level of 10 grades, in addition, the result of try-out is 22 items which valid and reliable.

$$H_1 \text{ is tenable if } -t(1 - \frac{1}{2}\alpha) \geq t \geq t(1 - \frac{1}{2}\alpha)$$

$$H_0 \text{ is tenable if } -t(1 - \frac{1}{2}\alpha) \leq t \leq -t(1 - \frac{1}{2}\alpha)$$

Testing the Validity of the test

In the testing of the validity test, it is obtained that 30 test items, there are 22 test items which are valid and 8 items which are invalid. There are number 2, 7, 22, 23, 27, 28, 29, and 30, those items were invalid. Due the fact, the invalid questions cannot be used in pre-test. Here is an example of question number 2 and how to calculate the question is as follows.

$$\begin{aligned} r_1 &= \frac{26(362) - (20)(422)}{\sqrt{\{26(20) - (400)\} \{26(7974) - (178084)\}}} \\ &= \frac{9142 - 8440}{\sqrt{(120) 207324 - 178084}} \end{aligned}$$

The calculation above shows that question number 1 is valid with the value $r_1 = 0.518$.

Reliability Testing

After validity test had been done, the next analysis was the testing the reliability of instrument, it was done to find out whether a test is really accurate to be used in collecting the data or not. The formula that was used in the reliability testing

KR 21 (Kuder and Richarson) formulas, as follow.

$$\begin{aligned}
 r_{11} &= \left(\frac{30}{30-1} \right) \left(1 - \frac{16.23(30-16.23)}{30(43.25)} \right) \\
 &= 1.034 \left(1 - \frac{223.49}{1297.5} \right) \\
 &= 1.034(1 - 0.1722) \\
 r_{11} &= 0.85
 \end{aligned}$$

The writer found that the value of reliability testing that was obtained 0.85, with $N = 30$ thus, the value resulted from computing is r_{11} 0.85. It could be concluded that the instrument that were used in this research was reliable.

The Description of Pre-Test Data

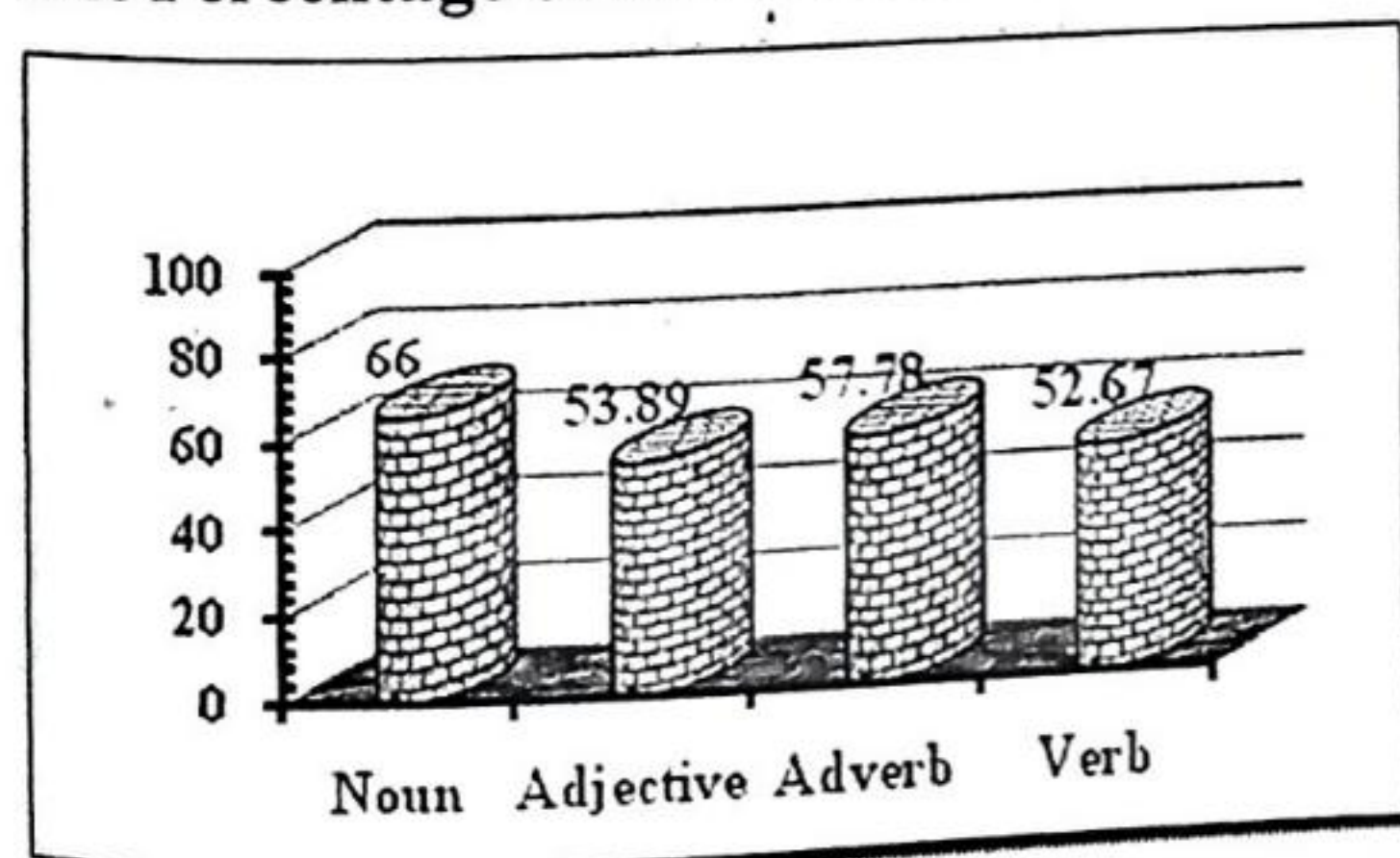
The next analysis is presenting the result of pre-test. In this process, The test contain of 22 multiple choices, as result, the writer found the student's higher score is 19, and the student's lowest score is 5, the mean (\bar{X}) of score was 12.63, the standard deviation (S_1) of score was 3.36, the range of class interval (R) was 14, the amount of class interval (K) was 6, and the wide of class interval (P) was 3.

The description was clear by providing the student score in Pre-test vocabulary in following table.

Table 5 Interval Frequency of Pre-test data

	Frequency	Percent	Valid Percent	Cumulative Percent
4-6	1	3.3	3.3	3.3
7-9	4	13.3	13.3	16.7
10-12	9	30.0	30.0	46.7
Valid 13-15	9	30.0	30.0	76.7
16-18	6	20.0	20.0	96.7
19-21	1	3.3	3.3	100.0
Total	30	100.0	100.0	

The Percentage of Pre-test data



The graphic illustrated the result of students' score in pre-test can be seen as four indicator namely noun, adjective, adverb and verb. Every single indicator was divided in different multiple choice item, such as first indicator is noun which consists of the 5 (1, 4, 17, 20, and 22) items with the total answer were 66% the correct answer that obtained 30 students. The second indicator is adjective which consist of 6 items of question, as result, 53.89% students can answered the current indicator. The third indicator is adverb; this indicator also contained 6 items of question. The results, the percentage of the students' score in these items were 57.78%. There were 5 items of questions in the last indicator and students' score in each item were 52.67%.

The data above gave the strong information that the students' percentage of each indicators percentage during pre-test session, in summary, there were 2 (noun 66%, and adverb 57.78%) indicators shows clearly that the student could be answered well and there were 2 indicators left shows the low score (adjective 53.89, and verb 52.67%). Additionally, by comparing the result of students' percentage of indicators in pre-test could be the reason that students had less vocabulary and could not understand the word when they were reading the question.

The Description of Treatment

Here, the writer taught to overcome the pre-test result by doing the treatment dealing with media especially videogame (Harvest Moon game). The topic in each meeting is verb, adjective, noun and adverb. Therefore, in this treatment, the writer did in 6 meeting. The writer also taught them about the media of learning vocabulary.

The Description of Post-Test Data

After giving the treatment to the students, the writer gave the post-test to the students and analyzed the data. The data showed that the students who got the higher score were 3 students and the lowest score were 2 students. The mean score are 19.167. Then, the students' standard

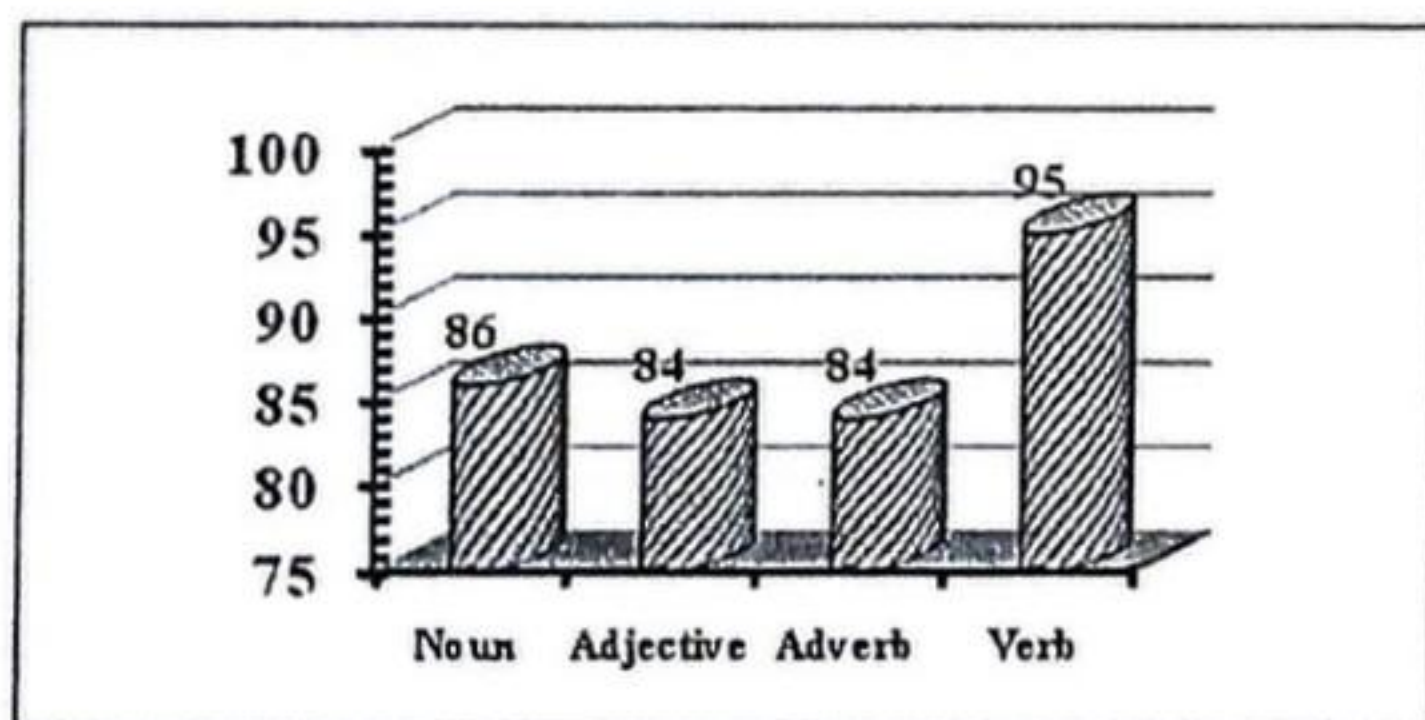
deviation are 1.621. the range of interval class are 6, the amount of interval class are 6. The wide of interval class is 1. Here is the data finding of post-test in the following table.

Table 6 Interval Frequency of Post-test Data

	Frequency	Percent	Valid Percent	Cumulative Percent
16	2	6.7	6.7	6.7
17	2	6.7	6.7	13.3
18	7	23.3	23.3	36.7
19	5	16.7	16.7	53.3
20	9	30.0	30.0	83.3
21	2	6.7	6.7	90.0
22	3	10.0	10.0	100.0
Total	30	100.0	100.0	

Based on the post-test data above, it concluded that there were for each 2 (6.7%) students who got the low score in the post data in the interval class 16 to 17. The students who score of 18 got by 7 students or 23.3%. Then, students score of 19 got by 5 students (16,7%). The students score of 20 got by 9 students (30%). The students who obtained score 21 were 2 students (6.7%). The students who got the higher score in the post test data in the interval class 22 were 3 students (10%).

Figure 2 Percentages of Post-test Data



Additionally, by comparing the result of all description above, from the students' score in the pre-test and the post-test. The writer can compare that there are significantly different result, in this case, the students' score in the post-test are higher than the students' score in the pre-test. It can be said that by giving the treatment of applying the videogame technique in several meeting, the students' vocabulary improved

significantly. It means that teaching vocabulary by using videogame technique can be applied to teach English in Senior High School.

The Analysis of Normality Data

The Normality Analysis of Pre-Test

This analysis, the writer used Lilliefors as method in analysing the values from pre-test and post-test. Firstly, the writer calculated the normality analysis of pre-test, as the result of calculation of pre-test data, the writer found the, $\sum x_i$ is 379, $\sum z_i$ is 0,00 and $\sum f(z_i)$ is 15,218. Meanwhile, the total of proportion ($\sum f(z_i)$) in pre-test is 15.500 and the total of $F(z_i) - S(z_i)$ is 0,824. Based on calculation above, it is found that L_{Count} is 0,0634, the L_{Count} was taken by the highest value of $F(z_i) - S(z_i)$. The criteria value of Lilliefors test at the significance $\alpha = 0,05$ with the amount of sample (n) = 30 is 0,161. Moreover, the $L_{list} = 0,161$ and the $L_{Count} = 0,0634$. The criterion is received if.

It showed that the data is in normally distributed.

The Normality Analysis of Post-Test

In this normality analysis of post-test data, the writer used same method (Lilliefors) as process of analysing. As the result, the writer found the, H_i if $L_{List} \geq L_{Count}$ ($0,161 \geq 0,0634$) and. $\sum f(z_i)$ is 15,067. Meanwhile, the total of proportion in pre-test is 15.500 and the total of is 1,517.

Based on calculation above, it is found that is 0,1369, this value is calculated by taking the highest value among of. The criteria value of Lilliefors test at the significance with the amount of sample = 30 is 0,161. Moreover, the = 0,161 and the = 0,1369. If comparing the values of with It can see that the criteria received if. Therefore, it concluded that the data was in normally distributed.

Testing Hypothesis

In this testing hypothesis, the writer used t-test to determine whether the applying videogame technique can improve the students'

ability in mastering vocabulary or not by comparing the hypothesis from the pre-test until post-test. Based on calculation the writer found that result as follows: Standard Deviation of pre-test and the post-test is 2.30 and score is 15.16 for level significant 0,05 and 2,04.

Table 7 the result of t-testing calculation

N	Df	\bar{d}	S_d	t_{count}	t_{list}
30	29	6.533	2.360	15.16	2.04

From the table above, it shows t_{count} is 15.16 at the level significance $\alpha = 0,05$, then the value of t_{list} is 2.04. The criteria of hypothesis after did calculation $\sum x_i$ is 575 was $\sum z_i$ is 0,00 verified if H_1 would be receive if $t_{list} < t_{count}$ as seen on the table above where is $15.16 > 2.04$. The writer concluded that the hypothesis is acceptable because the calculation of larger than. As result, video game technique can improve the students' ability in mastering

The Limitation of Research

In this research, there are some the limitation that the writer chooses to make this research clear and specific. First, the research is only focus on four elements of parts of speech which consists of verb, adverb, adjective and noun. In the other hand, all the data result of this research just discussed about the students' ability in mastering vocabulary in four elements of part of speech. So, the other researcher can do the same media (videogame especially "Harvest Moon game") and used the different element or same elements (verb, adverb, adjective, and noun) but different kind of game. Second, in this research the writer just used one sample that is 30 students in class X IPA II. Third, in measuring the data the writer used multiple choice items, so, the other researcher or teacher can do the other type of test when assessing the students' vocabulary. The

writer realized that this research had not done optimally.

Furthermore, the writer hopes to the teacher and other researcher can apply this media (Videogame) in different kinds of part of speech or material as long as this media (videogame) used in positive time and way.

CONCLUSION

From all discussion of this "skripsi", the writer concludes that using videogame especially Harvest Moon game is one way of enriching students' vocabulary that is helpful. The students need to enrich their vocabulary since vocabulary is one of most important component in languages. Here, the writer concluded research in SMA Negeri 1 Pinogaluman, Class IX A.

Videogame especially Harvest Moon, the technique that the writer uses in learning English vocabulary, using harvest moon is a simple technique in enriching students' vocabulary, along this game used for teaching English vocabulary. Although this game containing education, but is possible there are several bad aspect in this game. It is undeniable that using this technique is a good way.

In this research, the writer used quasi experimental design where the writer uses one group pre-test and post-test design. This method included some steps needed to be carried out, in conducting the research, the writer also need to calculate the validity of the instrument, reliability, normality, and testing hypothesis. Those are done to get hypothesis verification.

From this research, the writer found that using videogame (Harvest Moon) is a good way to be applied in SMA Negeri 1 Pinogaluman class XI². It was proved by scores percentage that the students have got. In pre-test there were, Noun 66%, adjective 53.89%, Adverb 57.78%, and Verb 52.67%. After did treatment in few meeting, in contrary from pre-test, the students' score percentage increased. Here the percentage in post-test. There were, Noun reached 86%, Adjective

84%, Adverb 84 and the highest percentage was Verb 95%.

In addition, as strong proof of this research, the writer testing the hypothesis and found that the hypostasis verification in this research was received. Where the calculation of was 15.16 and was 2.04. So, it is clearly seen that. Furthermore, based on all result the writer conclude that the application of videogame (Harvest Moon) technique can improve students' vocabulary, it shows that their vocabulary is better than before using this technique.

Suggestion

Since using videogame is successful to implement in SMA Negeri 1 Pinogaluman class X² here the writer suggests teachers as well as readers to use videogame especially harvest moon game for enriching students' vocabulary, it is simple, easy to play and also useful. This technique is u flexible; it can be fixed in students' level and can be used by students to improve their vocabulary independently. Avoid the bad impact of videogame as the writer knows.

However, in enriching vocabulary, the teacher should always motivate the students. In addition for next researchers, they may apply this media in different way or school in order to improve students' vocabulary.

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