
EFEKTIVITAS PENGGUNAAN WORD DOMINATION GAME TERHADAP PENGUASAAN KOSAKATA SISWA KELAS LIMA DI SEKOLAH DASAR ISLAM MIFTAHUL HUDA PLOSOKANDANG

THE EFFECTIVENESS OF USING WORD DOMINATION GAME IN STUDENTS VOCABULARY OF FIFTH GRADE AT MIFTAHUL HUDA ISLAMIC ELEMENTARY SCHOOL PLOSOKANDANG

**Muhammad Ghofur
Rokhim***

*Universitas Bhinneka PGRI
Tulungagung Jawa Timur,
Indonesia

*email:
muhamadghofur515@gmail.com

Abstrak

Penguasaan kosakata adalah kegiatan memperkaya kosakata, mereka menguasai kosakata agar dapat menguasai empat keterampilan berbahasa. Penelitian ini membahas tentang efektivitas *Word Domination Game* dalam penguasaan kosakata siswa. Tujuan dari penelitian ini adalah untuk mengetahui metode *Word Domination game* dalam penguasaan kosakata siswa. Penelitian ini menggunakan penelitian kuantitatif. Peneliti menggunakan desain penelitian pre experimental design. Metode pengumpulan data yang digunakan adalah pretest, treatment, dan posttest. Subjek penelitian ini adalah siswa kelas lima SDI Miftahul Huda. Rata-rata posttest lebih tinggi dari pretest yaitu $7.27 > 4.33$, dan signifikansinya $0.000 < 0.05$. Kesimpulannya adalah bahwa "*Word Domination game*" secara signifikan efektif untuk penguasaan kosakata siswa kelas lima di SDI Miftahul Huda. Jadi, *Word Domination game* adalah metode yang efektif untuk meningkatkan penguasaan kosakata siswa dan metode ini dapat diterapkan di kelas.

Kata Kunci:
Efektivitas
Word Domination Game
Penguasaan Kosakata

Keywords:
Effectiveness
Word Domination Game
Vocabulary Mastery

Abstract

Vocabulary mastery is the activity to enrich the vocabulary, they master the vocabulary in order to be able to master four language skills. This research discusses about the effectiveness of *Word Domination game* in students' vocabulary mastery. The objective of this research is to know "*Word Domination game*" method in students vocabulary mastery. This research uses quantitative research. The researcher uses pre experimental design for research design. The data collecting method are pretest, treatment, and posttest. The subject of the research is students fifth grade of Miftahul Huda Islamic Elementary School. The mean of posttest is higher than pretest which is $7.27 > 4.33$, and the significant is $0.000 < 0.05$. In conclusion that "*Word Domination game*" is significantly effective for students vocabulary mastery of fifth grade at Miftahul Huda Islamic Elementary School. So, *Word Domination game* was effective method to improve students vocabulary mastery and this method can be applied in the classroom.

PENDAHULUAN

Language is communication, and English is the most widely used language in international communication. English language skills can open up many opportunities for children in the future, such as expanding career and study abroad opportunities, as

well as broadening their horizons and knowledge of the world. The study aims to assess the effectiveness of the word domination English game in enhance the vocabulary of fifth-grade students at Miftahul Huda Islamic Elementary School Plosokandang. According to Nursidik (2011), "Some traits commonly found in elementary school students include: (1) a preference

for playing, (2) enjoyment of physical activity, (3) enthusiasm for group work, and (4) a desire to engage directly in activities or demonstrations.” The shortage of students in the fifth grade of Miftahul Huda Islamic Elementary School is: (1) lack of self-confidence; (2) not memorizing vocabulary; (3) limited time to learn; (4) not having friends to learn English together.

METODE PENELITIAN

The type of this research is a quantitative research method, pre-experimental design with pre and post-tests for one group. Leavy (2022) stated that a pre-experimental design is concentrated on researching a single group that receives the experimental intervention (experimental groups only). There is just one group in this study. According to Williams, C. (2007), quantitative research originated in the physical sciences, especially in fields like chemistry and physics. In the data collection process, the researcher initially employs pre-testing to gather baseline data before administering the Word Domination game treatment, which spans 3 days. This procedure occurs after acquiring data from the pre-test and before obtaining the subsequent data through the post-test. The researcher will conduct a quantitative analysis of the data in this study. First, The researcher intends to present the data from the pre-test and post-test with descriptive statistics. Second, The researcher will compare the mean scores from the pre-test and post-test using a paired sample t-test to assess the hypothesis.

HASIL DAN PEMBAHASAN

The research findings were derived from data analysis results, which utilized vocabulary tests to gather data. The vocabulary test included both a pre-test and a post-test. The pre-test assessed students'

vocabulary knowledge prior to introducing “Word Domination” while the post-test evaluated their vocabulary improvement after the intervention. Prior to the intervention, the researcher conducted a pre-test to evaluate the students' vocabulary proficiency. The pre-test results indicated that while several students possessed adequate vocabulary skills, some were still below the expected proficiency level. The data collected by the researcher is subsequently analyzed using SPSS. From the analysis, The researcher found that the mean pre-test score is 4.33, with a standard deviation of 2.193 and a standard error of the mean of 0.566. For the post-test, the mean score is 7.27, with a standard deviation of 1.223 and a standard error of the mean of 0.316.

Descriptive Statistics								
	N	Mean		Std. Deviation		Skewness		Kurtosis
	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Statistic	Std. Error
Pretest	22	4.33	.566	2.193	.165	.580	-.597	1.121
Posttest	22	7.27	.316	1.223	-.587	.580	-.088	1.121
Valid N (listwise)	22							

Gambar 1. The mean, std. deviation of students' pretest and posttest score.

The analyzed data from both the pre-test and post-test show distinct outcomes, with the post-test average higher than that of the pre-test. This suggests that students' vocabulary mastery improved after undergoing the treatment.

1. Paired Samples Test									
		Paired Differences				T	df	Sig. (2-tailed)	
			Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Mean				Lower
Pair 1	pretest - posttest	-2.933	2.404	.621	-4.265	-1.602	-4.725	14	.000

Gambar 2. Paired sample test.

After the researcher obtained the data, The scores of students in the pretest and posttest can be observed. The treatment also be applied after the pretest process. In this process students must active in teamwork process with their group. If they have a good teamwork this method will give good impact to

their improvement of the skill. In this process, students must arrange letters and look for vocabulary words that match the letters. Then the other groups will read and try to understand the vocabulary. They will find new or unfamiliar vocabulary. Next, the researcher analyzes the data using SPSS to determine whether significant differences occur after the treatment. The data indicates an increase in students' scores in the posttest. Following analysis with SPSS, the paired t-test yielded a result of 0.000, which is less than 0.05 which means that the use of Word Domination game is significantly effective in students vocabulary mastery.

KESIMPULAN

The conclusion, derived from data analysis, shows a distinction between pre-test and post-test scores. The students' post-test scores were superior to their pre-test scores, indicating an improvement in vocabulary mastery following the treatment. Based on the process of research and from the conclusion, the researcher obtained the suggestion such as; For the students, When using this method, the researcher hopes that students can improve their vocabulary mastery. They also can more focus when reading and understanding some vocabulary. For the teacher, From this research, the researcher hopes teachers can use this method as another option in the teaching process. Students may also be more active and interested in the learning and teaching process. For the next researcher, The researcher hopes that this method can provide more information for his similar research on the same media. This research can bring more motivation or ideas in their research.

REFERENSI

- Alderson, J. C. (2000). *Assessing Reading [Cambridge LanguageAssessment]*. Cambridge.
- Ariandika, A. G., & Kartikawati, D. (2018). *Effective Method of Teaching Reading (a Case Study)*. 10(2), 275–286.
- Brown, H. D. (2003). *Principles of Language Learning and Teaching*. Longman.
- Bungin, M. B. (2005). *Metodologi Penelitian Kuantitatif*. Kencana.
- Champbell, C., & Kryszewska, H. (n.d.). *Learner Based Teaching*.
- Creswell, J. w. (2017). *Research Design ; Qualitative, Quantitative, and Mixed Method Approaches* (4th edition). SAGE Publications.
- E Gozcu, CK Caganaga (2016). *The Importance of Using Games in EFL Classrooms*. Cypriot Journal of Educational Sciences, v11 n3 p126-135 2016
- Donald, A., Jacobs, L. C., Sorensen, C., & Razavich, A. (2010). *Introduction to Research in Education* (eight edition). Wadsworth, cengage learning.
- Eryawati, M. (2010). *The Effectiveness of Three Phase Technique in Teaching Reading Comprehension Viewed From Inteligence*.
- Grabe, W., & Stoller, F. L. (2011). *Teaching and Researching Reading* (Second edition).
- Hamilton, H. (2012). The efficacy of dictionary use while reading for learning new words. *American Annals of the Deaf*. <https://doi.org/10.1353/aad.2012.1627>
- Junaid, A. (2017). *The Effectiveness of Reading Aloud to Improve the Students ' Vocabulary Mastery at the Second Grade of SMPN 3 Parangloe*.
- Lindstromberg, S. (2004). *Language Activities for Teenagers*.
- Subekti, A. (2014). *The Effectiveness of Using Pictures in Teaching Reading of Procedures Text*.