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THE EFFECT OF USING OBSERVE AND REMEMBER GAME IN MASTERING VOCABULARY ENGLISH STUDENTS AT THE SECOND GRADE OF SMPN 1 HARAU

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Abstract

The vocabulary mastery of English students at the 2nd grade of SMP N 1 Harau was often constrained by the problem of the lack of students' ability to remember vocabulary. Students had little vocabulary and they thought English was difficult to learn. The researcher tries to offer a strategy for teaching vocabulary by using "observe and remember" games.This research was conducted to know whether there was an effect of using the observe and remember game as a strategy in teaching vocabulary to improve students' vocabulary mastery. The research used a quantitative approach with a research design used a quasi-experimental. In this study, the researcher used 2 classes as the sample class, which consisted of the experimental class and the control class. The results showed that there was a significant effect of using the observe and remember game in mastering vocabulary. The researcher found the mean score of the post-test was 68,00. It was higher than the pre-test was 34,06 and obtained that the t-calculatedwas 14,46 bigger than the t-table was 2.042. It means that the Ha was accepted. In addition, there was a significant difference between the students who were taught by using the observe and remember game (68,00) and the students who were taught without using the observe and remember game (51,58). The observe and remember game was effective to improve students' vocabulary mastery in the 2nd grade students of SMP N 1 Harau.

Keywords: *Vocabulary Mastery, Observe and Remember Game*

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INTRODUCTION

Vocabulary is an important aspect of learning English. Vocabulary is a collection of words used by speakers of a specific language. People with limited vocabulary will have difficulty understanding what other people are saying but also have difficult constructing sentences to communicate their message to others. On the other hand, people who have a large vocabulary will find it very easy to communicate with other people and grasp the reading material, discussion, or articles in English. As Thornburry said nothing can be communicated without vocabulary (Scott Thornbury, 2022). It is not only important, vocabulary is a center of English language teaching. Mastering a lot of vocabularies is the main facility to compose a sentence and speak fluently and understand the meaning of a sentence that is heard and read. By mastering vocabulary, learners can understand what they read and hear, and the better learners can say what they want to speak or write. Vocabulary is an important part of language proficiency since it determines how well learners talk, listen, read, and write (Jack and Willy,2002). Other people can still understand the ungrammatical formulation of a sentence in the form of conveying ideas, but the wrong use of vocabulary makes miss communications and miss interpretation.

Currently in schools, although students have learned English, they still experience many difficulties in understanding English material. One of the problems with learning English that is often encountered at school is the lack of vocabulary. This problem is in accordance with the opinion of Virginia Allen. She said how communication stops when learners lack the necessary words (Virginia Allen,1983). This problem is often found in schools, especially in countries where English is not the main language of communication. In Indonesian schools, teaching vocabulary is not one of the main subjects that must be taught. The main lesson is English skills including reading, writing, speaking and listening skills. Vocabulary is only taught as an addition to the material. Even though it is important for teenagers to learn and master a lot of numbers of vocabulary to make them easier to learn English.

There are many ways that can be used by teachers to increase students' vocabulary such as using songs, pictures, games, etc. It is important to choose the right strategy to improve students' vocabulary. Teachers should choose a strategy that can attract students' attention and make them feel relaxed and have fun while learning. The right strategy can make it easier for students to absorb what they learn. The class will be more cheerful and

joyful and the students will be more active and excited about learning English. Using games is a good choice because games will make them interested, happy, and enthusiastic.

Game is a way to make class routine relaxing and fun. Moreover, as it is stated in the games for language learning book, game refers to an activity that is fun and interesting, as well as typically demanding, and in which learners engage and interact with others (Andrew Wright,2006). It means that because games make any activity more interesting, sometimes challenging because students want to be winners when they play games, and entertaining because they enjoy and have fun playing and interacting with other friends. It also provides opportunities for them to express their feelings.

There are many games that can be used in teaching vocabulary. One of the games that can be used in teaching vocabulary is using observe and remember game. The observe and remember game is a game that comes from Kim (keep in mind) game. This game is a kind of memorizing activity which refers to images or visual observation or recalled like a snap shot from the past. Teachers can use this game both inside and outside the classroom and can use anything to play this game. This game is a good game to test the observation and memory of the students. Teachers use it to train students in improving their observation and memory skills. By using these games, they are expected to get a lot of new vocabularies and can encourage them to remember vocabulary well. So, the words will stay longer in their brains to extend their vocabulary. According to Wright Kim's game focuses on learning vocabulary ((Andrew Wright,2006).

On October 2021, the researcher conducted preliminary research four times at SMPN 1 Harau. The researcher did the interview with the teacher and the students as well as observation in the class. The researcher found several problems related to students' difficulties in mastering vocabulary based on interview with the teacher. Students have difficulty understanding the material that the teacher has explained. When the teacher explained the material in English, students did not understand what the teacher said, so the teacher used Indonesian more than English. When the teacher gave assignments, students cannot do it well. Besides that, students did not understand the meaning of the text they read, so the teacher must translate the text first. Students also had difficulty writing simple English sentences, and this problem made students' English scores low.

Students had difficulty in remembering and understanding the meaning of English words. The teachers taught vocabulary by entering the same word into several different

sentences with the intention of the students to remember it quickly, but when she gave the assignments with similar word, the students did not know what the meaning of the word that they had learned before.

Based on the interview with the students, the researcher found several problems related to difficulties faced by students in learning English and students' opinions about learning English in the classroom. Students said that learning English is difficult because they did not understand what they learned, and this made their interest in learning low, they were not interested in learning English and affected the teaching and learning conditions in the class, students became unmotivated, lazy, bored, and passive during the learning process.

Students also said that English lesson are fun if they understand the material taught by teacher and if the teacher's teaching is fun and not stressful. However, in the learning process, they often don't understand the meaning of a word and also have difficulty pronouncing it, which makes them difficulty in understanding material in the classroom.

This statement is supported by the results of the researcher's observations in class. When the process of learning English takes place, students become more passive and look very lazy when studying. When the teacher used English, they did not understand what the teacher was saying. Therefore, the teacher explains more in Indonesian than in English. In addition, when doing assignments or reading texts, the teacher must translate the text or command questions first so that students understand what they are going to do. Based on the explanation above, the researcher was interested in trying to teach vocabulary in a different way to increase students' enthusiasm and motivation in learning English so that they could easily remember and understand vocabulary in a fun way. As a result, the researcher intends to used observe and remember games to teach vocabulary.

METHODS

This research used a quantitative approach. Sugiyono said that research is called as quantitative because of the data of the research is numeric and uses statistical analysis (Sugiyono,2012). It means the researcher used statistics to analyze the data obtained from the sample. The researcher used an experimental research method. This method according to Sugiyono, can be interpreted as a research method used to find the effect of certain treatment of others under control conditions (Sugiyono,2012). The researcher used a quasi-

experimental research design. One type of experimental research design that suggests a causal relationship in a research finding was quasi-experimental research. This was one example of quantitative research that was different from other types of research. The researcher controls or manipulates one or more independent variables, then measures how the treatment is effective for each group (Marguerite, Dean, and Katherine,2010). This research, the researcher used quasi-experimental research to find out the effectiveness of the observe and remember game in mastering vocabulary in English.

Table 1. Control-Group Pretest-Posttest Design

Group	**Pre-test**	**Independent variable**	**Post-test**
A	T_1E	X	T_2E
B	T_1C	-	T_2C

Note: A: Experimental group ; B: Control group; T_1E: The pre-test for the experimental class; T_2E: The post-test for the experimental class; X: The treatment; T_1C : The pre-test for the control class; T_2C: The post-test for the control class.

The researcher used an observe and remember game in the experimental class but did not use it in the control class. Finally, both the experimental and control groups were given tests before (pretest) and after (posttest) the treatment.

A population is a collection of people who all have similar characteristics(Creswell,2012). The population of this study was the second-grade students at SMP N 01 Harau, consisting of 317 students in 10 classes. The sample this research was purposive sampling is a sampling technique with certain consideration(Sugiyono, 2013). The researcher first found that they had the same level of knowledge in learning English and that the students in this class had difficulties following vocabulary learning in English subject based on suggestions from the English teacher who taught English in both of the classes and based on the results of the homogeneity and normality of the data that researchers had collected before. The sample classes were class VIII H and VIII I as a sample, which means that the samples were class VIII H as an experimental class and class VIII I as a control class.

Table 2. The Research Sample by Class

No	Class	The Number of Students
1.	VIII H	33
2.	VIII I	34
Total of students		67

The instrument was needed to collect results data. Sugiyono states that research instruments are tools for measuring and observing to produce quantitative data results, he also said that research instruments were used to measure the value of research variables (Sugiyono, 2013). In this research, the vocabulary test was used as a research instrument. The type of test used by the researcher was multiple choice, fill in the blank, word translation, and classifying word classes. In addition, the researcher considers the validity of the test to be used to measure the test validity and reliability of the test.

validity was used by comparing the instrument of the content with the teaching material. In this study, the researcher conducted content validity before the test was given. Researchers consult instrumentation with experts. The researchers will inquire about the lectures as an expert judgment of the instrument. the researcher tested the validity of instrument items. The calculating of validity used split half in Excel. Try out consists of 50 items. After a validity test using split-half in Exel, it was found that there were 35 valid items. To get the data the researcher used all the valid items as an instrument which consisted of 25 items. Creswell, Reliability refers to the stability and consistency of an instrument's scores. When researchers administer the instrument numerous times at different times, the results should be almost identical (Creswell,2008). The researcher tested the reliability of the instrument of all valid items being tested for reliability. The researcher tests the reliability of the items also used split half in Exel. The researcher's instrument was found to be reliable with a reliability of 0.816, placing it in the very high reliable category.

The data collection method was the way the researcher collected the data. The researcher used two kinds of tests and treatment after giving a pre-test. A pre-test was given to the students before the researcher taught by using an observe and remember game. A pre-test was needed to know how far the students' vocabulary achievement has come in the English subject without using the observe and remember game. The form of the pre-test was about nouns and verbs in the simple present tense. The pre-test was given

to measure their ability and to know them earlier knowledge before they get treatment. The students answer the task of the pre-test in 25-30 minutes. After the treatment, the post-test was given to the students. This test was to measure students' vocabulary after treatment. The form post-test was also about nouns and verbs in the simple present tense. It was given to measure students' achievement after they get treatment. The time allocation to answer the task was 25-30 minutes.

RESULTS

Description of the Data

a. The Data from Pre-Test of Experimental and Control Class

To get the data the researcher used all the valid items as an instrument which consisted of 25 item and the description of the data in both of experimental and control classes were explained below:

Table 3. The Result of Score Calculation from Pre Test

Class	N	Mean	SD	Variance	Lowest Score	Highest Score
Experiment	31	34.0645	11.86012	140.662	16.00	52.00
Control	29	42.1379	14.06039	197.695	16.00	72.00

From the table, it can be shown that the mean score for the experimental class was 34,06 while the mean score for the control class was 42,13. Pre-test scores from the experimental class were lower than those from the control class, although this difference was not very significant.

b. The Data from Post Test of Experimental and Control Class

Table 4. The Result of Score Calculation from Post Test

Class	N	Mean	SD	Variance	Lowest Score	Highest Score
Experiment	31	68.0000	12.52198	156.800	44.00	92.00
Control	29	51,5862	10.16126	103,251	36,00	72.00

According to the table above, the experimental class's mean post-test score was 68,00, while the control class's mean score was 58,89. It indicates that the experimental class's

mean score was greater than the control classes. The researcher compared the results from those classes after completing the pre-and post-tests for both classes. The information for the pre- and post-test result comparisons in the experimental class and control class was as follows:

Table 5. The Comparison of Pre Test and Post Test from Experimental and Control Class

Test Result / Class	PRE-TEST	POST-TEST
Experimental Class	$\bar{x}$ = 34,0645 **SD** = 11,86012	$\bar{x}$ = 68,0000 **SD** = 12,52198
Control Class	$\bar{x}$ = 42,1379 **SD** = 14,06039	$\bar{x}$ = 51,5862 **SD** = 10,16126

Based on the table above, it can be stated that the post test result of the experimental class was higher than the pretest result (68,00> 34,06). It means that the strategy used has improved the students' vocabulary. Then, the post test result between the experimental and control classes showed that the experimental class got a higher mean score than the control class (68,00>51,58). Then, it was indicated that the 31 students who were taught by using observe and remember game as a strategy got better results than the students who were taught without observe and remember game.

Hypothesis Testing

The researcher tested the hypothesis in this research after completing the data from the pre-test and post-test in the experimental and control classes. In this study, there were the following three hypotheses:

Table 6. The Calculation of First Hypothesis Testing in experiment class

Category	Value
Degree of Freedom (Df)	(N-1) 31-1 = 30
Level of Significant (α)	0,05
T-Calculated	14.46
T-Table	2.042
T-Calculated > T-Table (14,46> 2.042)	

Based on the data above, it was shown that the degree of freedom (df) was 30, the level of significance was 0,05 and the t-calculated was 14,46. The T-table at 30 was 2.042. So, t-

calculated was bigger than t-table (14,46>2.042). In conclusion, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected.

Table 7. The Calculation of Second Hypothesis Testing in Control Class

Category	**Value**
Degree of Freedom (Df)	(N-1) 29-1 = 28
Level of Significant (α)	0,05
T-Calculated	5,60
T-Table	2,048
T-Calculated > T-Table (5,60> 2,048)	

Based on the data above, it was shown that the degree of freedom (df) was 28, the level of significance was 0,05 and the t-calculated was 5,60. The T-table at 28 was 2,048. So, t-calculated was bigger than t-table (5,60>2,048). In conclusion, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected.

Table 8. The Calculation of Third Hypothesis Testing in Both Classes

Category	**Value**
Degree of Freedom (Df)	(n+n-2) 31+29-2 = 58
Level of Significant (α)	0,05
T-Calculated	5,52
T-Table	1,671
T-Calculated > T-Table (5,52>1,671)	

In addition, based on the data (which could be seen in the appendices), it was shown that the sig (2-tailed) was 0,000 and alpha was 0,05. The sig (2-tailed) was smaller than alpha (0,000<0,050). In conclusion, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. So, there were significant differences between students' vocabulary mastery who were taught by using the observe and remember game and the students' vocabulary mastery who were not taught by using the observe and remember game.

DISCUSSION

After the analysis of the data and the testing of the hypothesis, In this research, the researcher had seen the effect of using an observe and remember game towards students' vocabulary mastery. It can be seen from the data that the experimental class in the pre-test

and post-test were different. The mean score of the experimental class in the pre-test was 34,06 while the mean score after treatment in the post-test was 68,00. After calculating the both pre and post test mean scores by using the paired sample t-test formula, it showed that the value was bigger than t-table at the level of significance of 0,05 (14,46>2.042). It means that the first alternative hypothesis is accepted.

Besides that, it can be seen from some of the students' post-test scores that they showed a significant increase when compared to their pre-test scores before being given treatment in the form of observe and remember game strategy in teaching vocabulary. One student with the initial RBPD had a pre-test score of 52, but after being given three treatments, he got a post-test score of 92. During the treatment process, he was also an enthusiastic student when playing games. Other than RBPD, there was also a female student with the initials RA who had a very significant increase in score between the pre-test and post-test. During the pre-test, she got a score of 52, and during the post-test, she got a score of 88. So, it can be said that the use of observe and remember games has a significant effect on the development of students' vocabulary mastery in the experimental class.

In the second hypothesis, the researcher found that there was a significant effect between the pre-test and post-test scores of students from the control class, or in other words, the conventional teaching method also had a significant effect on students' learning outcomes. It can be seen that the mean pre-test and post-test scores of students had an increase in which the mean value of the pre-test of the students was 42,13 and the mean value of the post-test increased to 51,58. Even though there was a significant difference between pre-test and post-test in the control class who was taught without using observe and remember game strategy, there was a significant difference between the result of the post test of the experimental class and the control class. In other words, the use of the observe and remember game as a strategy in teaching vocabulary was more effective than teaching without the observe and remember game. It can be seen from the results of the third hypothesis.

In the third hypothesis, the researcher also found that there was a significant difference between the vocabulary mastery of the students who were taught by using the observe and remember game and the students who were taught without that game. It can be seen from the t-test from the post-test of the experimental and control classes. The

value analysis shows that the t-calculated was bigger than the t-table (5,552>1,671). It means that the third alternative hypothesis is accepted.

From this research, the result of the T-test shows that the null hypothesis (H0) is refused and the alternative hypothesis (H1) is accepted. It means that the treatments had used observe and remember games in teaching students' vocabulary was effective and it had been supported by the previous research conducted by Husni Baraqih. She conducted the research entitled "The Implementation of Observe and Remember Games to Improve Students' Vocabulary Mastery at Seventh Grade Students of MTS.S Al-Washliyah Tembung". In this case, the result of her research showed that the implementation of the observe and remember game was effective in improving students' achievement in vocabulary mastery (Baraqih). As a result, this game is suitable for both teaching and learning vocabulary.

The vocabulary approach is a vocabulary strategy that helps students to deepen their understanding of key vocabulary terms (Beck, McKeown, and Kucan in Dixon Kim (keep in mind)in Hariadi and Amir). It is supported by Wright et al., the form of Kim's game that focuses on vocabulary learning, vocabulary for any object, or objects in pictures(Wright,2006). It means that the observe and remember game can be used to make students understand more about the vocabulary that they studied, and this game is a good strategy to improve students' vocabulary because it focuses on teaching vocabulary. Therefore, it can be concluded that students' vocabulary was influenced by the observe and remember games rather than without them. From this research, the researcher also found that the observe and remember game was very useful in teaching vocabulary and that it could improve classroom atmosphere by making students more active in groups or individually when they observed the picture, discussed it, and took the quiz. The students really enjoyed the learning process because the majority of the exercises were engaging and motivating. They had a positive attitude, were not scared to make mistakes, and gained confidence in themselves. It can be stated that the observe and remember game encourages students to study and work together to expand their information, knowledge, and enthusiasm in the learning process by putting them in entertaining conditions.

On the other hand, the researcher had problems as well. It was difficult to motivate students who dislike English to participate in this activity; group discussion was noisy; monitoring students would be difficult if the activity was done outside the classroom; it

takes time and patience, as well as a good strategy to lead and support; and they were sometimes too shy to study.

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