THE EFFECTIVENESS OF RANSOM NOTE GAME IN LEARNING VOCABULARY AT SMPN 1 KERUAK

Arbi Maulida Hadijah Zurri [1], Kamarudin [2], Ahmad Hanan [3])
(Arbimaulida@yahoo.com[1], kamarudin_din15@yahoo.com[2],
hananbagus@yahoo.com[3])
Students of IKIP Mataram[1], Lecturer of FPBS IKIP Mataram[2], Lecturer of FPBS
IKIP Mataram[3]
Faculty of Education for Language and Arts (FPBS)
Mataram Institute for Teacher Training and Education (IKIP)

ABSTRACT

This research was aimed at finding 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 choices, 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 to (t obtained) 2, 0888 was higher than tt (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.

Keywords: *Ransom Note Game, and Vocabulary*

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.

Based on the statement of the problem, the purpose of the study was to find out the effectiveness of Ransom Note Game in learning vocabulary at SMPN 1 KERUAK in academic year 2016/2017.

REVIEW OF LITERATURE

1. Vocabulary

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.

Based on the explanation above the researcher found the conclusion about vocabulary that is study about word and meaning that word.

a. Indicators of Vocabulary

According to Thornburry (2002: 27) there are 6 factors that make some words or difficult than others:

1) Pronunciation

Potentially difficult words was typically be those that contain sounds that are unfamiliar to some groups of learners.

2) Spelling

Sound spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a words difficulty.

3) Length and complexity

Long words seem to be no more difficult to learn than short one.

4) Grammar

Also problematic the grammar associated with the word, especially if this differs from that of its L1 equivalent.

5) Meaning

When two words overlap in meaning learners are likely to confuse them.

6) Range, connotation and idiomatic

Words that can be used in a wide range of context was generally be perceived as easier than their synonyms with a narrower range.

2. Ransom Note Game

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.

Steps in Teaching Vocabulary by using Ransom Note Game

According to Lewis and Bedson (1999: 110) there are some steps in teaching vocabulary toward Ransom note game:

1. Divide the class into groups of 4-5. The children sit together at desks around the classroom.
2. Give each group a pile of magazine or newspaper, two to pairs of scissors, and some glue.
3. Explain to the groups what kidnapping is. Show them ransom note you have made.
4. Tell the children they have kidnapped someone and must write a ransom note by cutting out words from the magazine and gluing them on to a piece of paper.
5. The ransom note must not have any English mistakes in it. Otherwise the ransom was not be paid.
6. When a group thinks they have correct ransom note, they bring it to you. If it is correct, give them a thumbs-up sign. They win the game.

If their note is wrong, give thumbs-down sign. They must return to their table and try again. Do not tell them the mistakes- they must work them out or write a new note. Of course it is all right to give them hints. Children who have finished can help the others.

METHOD

1. 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.

2. Population

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).

3. Sample

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.

4. Research Instrument

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 questions is 25 items.

FINDING AND DISCUSSION

This research was conducted on 05thMay – 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

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.

REFERENCES

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

Lewis, Gordon., & Bedson, Gunther. (1999). *Games for Children*. Oxford University Press.

Kothari, C. R. (1984). *Quantitative Technique* (Second Edi). New Delhi: Vikas Publishing House Pvt.Ltd.

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

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

Sprenger, Marile. (2013). *Teaching the Critical Vocabulary of the Common Core_55 Word That Make or Break Student Understanding*. USA: ASCD.

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