

## Implementing “Superlary Game” to Improve Students’ Vocabulary Mastery

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### ABSTRACT

*This research is aimed to overcome the problem in the classroom by improving students’ vocabulary mastery through game. The research is conducted in SMAN 1 Kademangan for grade tenth of MIPA 1. The game applied in this research was made by Wahyu Dwi Lestari (2020). It is a “Superlary game” game stand for Escapade game. To cater to a new way of overcoming this issue, classroom action research is focusing on intensifying the students’ vocabulary mastery through the game. The research instruments were pre-test and post-test which were analyzed using an independent sample t-test. Furthermore, the results obtained that the results of the post-test test of 84 are greater than the pre-test of 63. This means that the Superlary game application is effective for improving vocabulary mastery and learning achievement of students of class X MIPA SMAN 1 Kademangan Blitar. This finding shows that students show a very good increase in vocabulary enrichment in one cycle. Therefore, it can be concluded that the Superlary game application can be used effectively by teachers as an alternative application for teaching and learning vocabulary mastery, especially for the basic competencies of historical events. For the future researchers can use the results of this research as the first step to examine the effectiveness of students using “Superlary game” or even create similar games with different themes.*

**Keywords:** *Game; Vocabulary Mastery; Superlary game*

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## INTRODUCTION

The total quantity of words in a language, as well as the ability of words that a person knows and uses in speech and writing, is referred to as vocabulary. Because life is becoming increasingly complex, a language's vocabulary is continually growing and developing. Although the precise number of English vocabulary terms is unknown, reputable estimates place the figure at around one million. It is obvious from the previous definition that mastery of a sufficient vocabulary is required to learn a language effectively. After all, when it comes

to language, vocabulary is inextricably linked. Words that individuals understand in terms of meaning and application are referred to as vocabulary. How many words should a person have in their vocabulary? To understand what is read and heard, a person must have a significant vocabulary, as well as the ability to talk and write in the correct words so that others may understand them.

Permendiknas No. 69 of 2013, covering the school curriculum, English is one of the required topics that all high school students must master. The English lessons presented contain four language aspects: listening, speaking, reading, and writing. The demand to speak English is rising nowadays since English is an international language that is highly significant in the age of globalization. Many institutions have begun to provide English language instruction as early as elementary school. Furthermore, there are several international schools where English is the language of teaching. English used by students cannot be isolated from vocabulary mastery, because basic vocabulary knowledge will let students communicate and understand the language included in textbooks. Vocabulary mastery in 10<sup>th</sup> grade is critical and serves as a strong foundation for vocabulary mastery in college and beyond. Students at the time study and are directed on a regular and systematic basis in the process of recognizing the world and its natural surroundings, even beyond the natural world, which is known as the learning process. The reality on the ground shows that the ability to speak English in high school students is still generally low, despite the fact that at the high school level because student learning is still monotonous, especially the ability to master vocabulary has a serious problem that is not yet creating the habit of communicating in English. Students tend to utilize their mother tongue more. A mother tongue is the first language that persons learn from birth via interaction with other members of their society, such as their family and community. Students' lack of vocabulary mastery is caused by monotonous learning, as seen when describing something in English that is not fluent, and in textbooks that are not proportional, meaning that they do not have enough portions to develop the skills, one of which is communicating properly and correctly in English.

The primary goal of the English language instruction program is to assist students in developing a broad vocabulary. The instructor must introduce new terms in each class, have students practice them, and seek for them a clear meaning (Graves, 2016).

Based on observations and interviews collected at SMAN 1 Kademangan, the researcher stated that several students struggled to carry on discussions in English due to a lack of vocabulary. "One of the keys to being able to speak English is to understand and know formulas

and vocabulary, however, I didn't have too many of those two, my present difficulty is in vocabulary and speaking," said Mohammad Abdul, a class X MIPA 1 student at SMAN 1 Kademangan. while the teacher has tried to present vocabulary material such that students can memorize it Mulki Banu Wati, S.Pd., an English teacher at SMAN 1 Kademangan, stated: " For the time being, I provide vocabulary material to the children in the form of verbs; for other vocabularies, I normally ask them to read from the text, and if they don't understand what it means, they will seek on Google or ask me directly. It is still not best for certain tasks such as drilling, memorizing, or using digital or non-digital methods". And the headmaster said, "there are no special facilities from the school for teachers and students to develop their English abilities; we have given facilities such as language laboratories, but they are not used by teachers and students for English lessons." And we only assist students if there are specific events, such as story-telling contests.

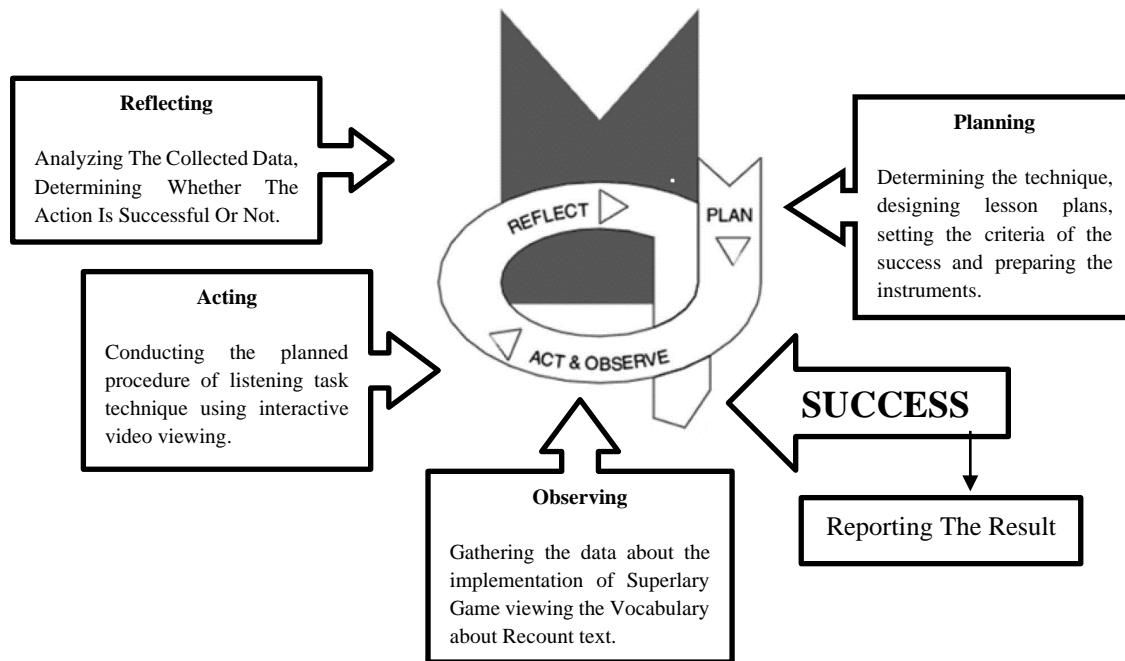
Based on some of the comments above, the research states that a teacher must develop their own method of improving students' English so that they may grasp vocabulary in English, particularly for students with specific goals.

The importance of vocabulary in the English education program cannot be overstated. This is evident in the vocabulary taught in each language skill (listening, reading, writing, speaking), as well as features of language form (phonology/phonology, grammar/structure). Vocabulary is taught for a variety of reasons, including 1) Accurate vocabulary study can aid learners or students in developing practical language skills, particularly speaking. 2) Students or learners still have a limited vocabulary. 3) Both students and scholars believe that vocabulary is critical to language development. Because a limited vocabulary in a second language impedes successful communication, vocabulary knowledge is generally seen as a key skill for second language learners. Schmitt (2000) illustrates the significance of vocabulary learning, stating that "lexical knowledge is crucial to communicative competence and second language acquisition."

## **RESEARCH METHODOLOGY**

This research uses classroom action research as its research methodology. Classroom action research is well-known and widely used in the educational field. Kemmis & McTaggart (2015), classroom action research is research that often comprises a small-scale inquiry project

in the teacher's classroom itself and consists of multiple phases that repeat themselves in cycle0s. Planning, action, observation, and reflection are the stages in the cycle. Researchers pick classroom action because they aim to make learning entertaining in class with students while adhering to the rules so that students are not stressed when receiving content and can readily comprehend what is learned (Cottrell, 2019).



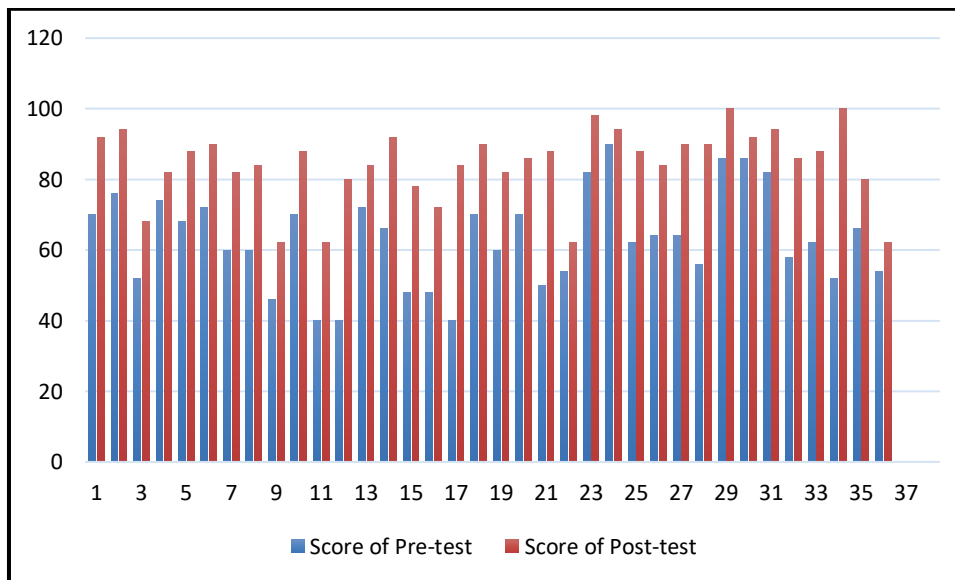
**Fig 2. Classroom Action Research Cycles**

Kemmis and McTaggart (2014) stated that there are four steps in Classroom Action Research (CAR), they are; a) Planning. In this research, researchers will complete one cycle, which comprises eight sessions. According to Kemmis (2009) the following actions will be conducted by researchers. b) Action. The researcher will use action research in this activity and will carry out numerous tasks. c) Observation. Observation is one of the tools used to learn about a student's feelings, thoughts, and actions during the learning process. The researcher can watch the students' actions during the learning process by taking field notes, which is aided by the partner researcher (Strayer, 2012). In this study, the researcher also administers a pre-test and a post-test to the students, which are both analyzed by the researcher (Mandasari & Aminatun, 2020). d) Reflection. The researcher evaluates the students during the teaching-learning process based on the findings of the observation (Oo et al., 2021). If the researcher discovers an issue with the students during the first cycle, this is a crucial measure to take. The

researcher will do better in the following cycle, as I did in the previous cycle (Hennink et al., 2020).

## RESULT AND DISCUSSION

In this research, The researcher has completed the pre-test, treatment, and post-test processes in this chapter. The pre-test was carried out in one meeting each for treatment. The treatment was carried out in two ways for eight meetings. Then a post-test was conducted for one meeting. The post-test results obtained by the researcher will be used to calculate the ratio of the hypotheses in this study. The method that researcher used in this study is Classroom Action Research (CAR) using computer-based Superlary Game media. Superlary Game is currently not accessible to Android/mobile/tablet because the system used is still based on construct 2, so researcher use a computer lab to perform treatments using the Superlary Game. The target to be achieved by the researcher is in the form of learning outcomes that meet the KKM, which is more than 75.



**Fig 3. Students' progress in learning vocabulary**

**Table 1. Record of Students' Concentration in pre-test and post-test**

Test	Students' Average Score
Pre-test	63
Post-test	84

From the results of the study, it can be concluded that the use of Superlary games can motivate students to increase vocabulary. Superlary game is a game that involves students

guessing words, Sari & Lestari (2020). It can be seen that most of the students like the learning while playing method. The higher score comes from the students' high motivation and interest in learning to use the Superlary Game. By understanding the material well, students gain confidence and courage which helps them to master vocabulary and apply it in speaking, listening, reading, and writing. Student learning outcomes in this cycle have an average score of 84 with details of students who obtained a score of  $\geq 75$  totaling 30 students and students who obtained a score of  $\leq 75$  totaling 6 students. With this average, it can be categorized that 17% of students have not reached the minimum completion criteria (KKM) and it can be categorized that 83% of students have reached the minimum completion criteria (KKM). The result score of test in pre-test and post-test as follows:

**Table 2. Students' Average Score in Pre-test and Post-test**

No.	Score of Pre-test	Score of Post-test	Percentage Increase
1.	70	92	22%
2.	76	94	18%
3.	52	68	16%
4.	74	82	8%
5.	68	88	20%
6.	72	90	18%
7.	60	82	22%
8.	60	84	24%
9.	46	62	16%
10.	70	88	18%
11.	40	62	22%
12.	40	80	40%
13.	72	84	12%
14.	66	92	26%
15.	48	78	30%
16.	48	72	24%
17.	40	84	44%
18.	70	90	20%
19.	60	82	22%
20.	70	86	16%
21.	50	88	38%
22.	54	62	8%
23.	82	98	16%
24.	90	94	4%
25.	62	88	26%
26.	64	84	20%
27.	64	90	26%
28.	56	90	34%
29.	86	100	14%
30.	86	92	6%
31.	82	94	12%
32.	58	86	28%
33.	62	88	26%
34.	52	100	48%
35.	66	80	14%

No.	Score of Pre-test	Score of Post-test	Percentage Increase
36.	54	62	8%
<b>Amount</b>	2270	3036	-
<b>Average</b>	63	84	22%

This research was motivated by the results of studies and direct observations in the classroom at SMAN 1 Kademangan Blitar which showed that learning English in X MIPA 1 class about vocabulary became one of the parts that were difficult for students to understand because many students were still under the KKM.

This research was carried out in 1 cycle with pre-test activities, eight treatment meetings, and a post-test. to increase the vocabulary of the pre-test researcher students at the initial meeting. The first meeting between the researcher and the students of Class X MIPA 1 SMAN 1 Kademangan was a meeting to explore students' abilities in vocabulary mastery. After getting the results of the student's vocabulary mastery, the researchers conducted treatment using Superlary Game media for eight meetings. At the first meeting during the treatment, the students looked scared and they were embarrassed. In the action of learning while playing, students are more enthusiastic and feel comfortable in the learning process. The games that have been implemented are used to help and encourage students to maintain their interests. Superlary Game is a game that involves students answering the word from the "key" obtained during playing the Superlary Game. Superlary Game is designed in construct 2 so that it can only be played on a computer or PC, Wahyu Dwi Lestari (2020). This game helps students to increase vocabulary with fun learning and they can learn vocabulary easily.

In this treatment, when the researcher explained the Superlary game, the students looked interested, because the Superlary game was very interesting and made them feel happy and enjoyed with this game. almost all students have great enthusiasm for playing Superlary Game sessions. They can't wait to play the Superlary Game in the computer lab during the classroom activities.

Based on the results of classroom action research regarding the use of Superlary Game to improve student learning outcomes in class X MIPA 1 in learning English vocabulary material at SMAN 1 Kademangan. The learning activities in order to improve the teacher's ability to carry out English learning using the Superlary Game learning media for student learning outcomes of vocabulary mastery material is by making an assessment instrument to assess teacher activities in carrying out learning. The activity of teachers in carrying out learning has

increased from the results of the pre-test scores to the post-test scores with adequate results. The effectiveness of using Superlary game media to improve the learning outcomes of class X MIPA 1 students in learning English vocabulary material has been successfully carried out.

The implementation of this Classroom Action Research, provides space for researchers to reflect on themselves, that the existence of the use of media in learning is a bridge between teachers and students. Learning media is something that will be one of the important components of the success or failure of the material delivered and understood by students.

In this study the learning outcomes were successful. This is evident from the students' scores which have increased from the results of the pre-test scores to the results of the post-test scores.

## **CONCLUSION**

Based on the data above, it can be concluded that learning in 1 cycle has reached the desired target, which is above 85% of students have reached the minimum completeness criteria. It means, that learning 1 cycle has been implemented well. Therefore, this classroom action research was declared successful and stopped in 1 cycle.

The procedure for implementing the Superlary game in improving the vocabulary mastery of class X students of SMAN 1 Kademangan is students have good participation from improving vocabulary using Superlary game. This game went well and students were very enthusiastic about participating in the learning in class.

The achievement of students' vocabulary can be improved with "Superlary games" in the teaching and learning process. This can be proven by the pre-test and post-test scores. The post-test score is greater than the pre-test. Based on the results of the pre-test scores, the average student score is 63 while the average post-test score is 85. From the results of the pre-test and post-test scores, students' vocabulary mastery increased by 22%. This means that there is a significant difference in average between the pre-test and post-test. This shows that the Superlary game can improve the vocabulary mastery of the tenth graders of SMAN 1 Kademangan for the academic year 2021/2022.

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