THE EFFECT OF “KIM’S MEMORY GAME” ON STUDENTS’ VOCABULARY MASTERY VIEWED FROM STUDENTS’ MOTIVATION

(An Experimental Study at the Seventh Grade Students of SMP N 2 Pedan, Klaten in the Academic Year 2016/2017)

Submitted to the Department of Language Studies, Graduate School of Muhammadiyah University of Surakarta in Partial Fulfilment of the Requirements for the Degree of Master of Education

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DEPARTMENT OF LANGUAGE STUDIES
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APPROVAL

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Abstract

The main objectives of this study are: (1) to find out whether there is any different influence on Kim’s memory game and Translation toward students’ vocabulary mastery (2) to find out whether there is any different influence of of high students’ motivation and low students’ motivation toward students’ vocabulary mastery (3) to find out whether there is the influence of the interaction between learning technique and students’ motivation toward students’ vocabulary mastery. This study is experimental study. The population of the research is 331 students of seventh grade students’ of SMP N 2 Pedan, Klaten in the academic year 2016/2017. The total sample were 62 students’ taken from two classes, 7D and 7E were the sample. The instrument of this research is vocabulary test and questionnaire. In analyzed the data using ANOVA or multifactor analysis and Tukey test. The research findings show that: (1) using Kim’s memory game is better than using translation for teaching vocabulary mastery. (2) the students who have high motivation have better vocabulary mastery than the students who have low motivation. (3) there is no influence of the interaction between teaching technique and students’ motivation in teaching vocabulary mastery.

Keywords: Kim’s memory game, Motivation, Vocabulary

Abstrak

Penelitian ini bertujuan: (1) untuk mengetahui perbedaan pengaruh teknik pembelajaran menggunakan Kim’s memory game dan translation terhadap penguasaan kosa kata siswa (2) untuk mengetahui perbedaan pengaruh tingkat motivasi belajar tinggi dan tingkat motivasi belajar rendah terhadap penguasaan kosa kata siswa (3) untuk mengetahui pengaruh interaksi teknik pembelajaran dan motivasi belajar terhadap penguasaan kosa kata siswa. Penelitian ini menggunakan model eksperimen. Jumlah populasi penelitian ini 331 siswa kelas 7 SMP N 2 Pedan, Klaten tahun pelajaran 2016/2017/ Jumlah sampel dalam penelitian ini 62 siswa dari dua kelas, 7D dan 7E . Teknik pengumpulan data menggunakan test kosa kata dan kuesionnaire. Teknik analisis data yang digunakan adalah ANOVA atau analysis multifaktor varian dan test Tukey. Hasil penelitian menunjukkan bahwa: (1) penggunaan Kim’s memory game lebih baik daripada penggunaan translation untuk penguasaan kosakata siswa. (2) siswa yang memiliki tingkat motivasi belajar tinggi lebih baik penguasaan kosakata daripada siswa yang memiliki tingkat motivasi belajar rendah. (3) tidak ada pengaruh interaksi teknik pembelajaran dan motivasi belajar terhadap penguasaan kosa kata siswa.

Kata kunci: Kim's memory game, Motivasi, Kosakata
1. INTRODUCTION

Vocabulary is an important part in foreign language learning as the meaning of new words are very often highlighted, whether in book or in classroom (Alqahtani, 2015: 21). Vocabulary is important tool in communication, so it is important for a teacher to be creative and innovative in teaching vocabulary. One of technique that teacher can used is game. Game is an activity that makes learners fun, relax, and enjoy in learning activity. One of the games that teacher can use is “Kim’s memory game”. “Kim’s memory game” is a game where students are asked to remember exactly what was on astray before it was covered. So, it not only makes learners happy and interested in learning process, but also will challenge their power of observation and memory.

There is a reason for teaching young learner, because teaching English for young learner needs for highly skilled and dedicated teaching (Harmer, 2004: 83). Based on the researcher’s observation in teaching English at the seventh grade students of SMP N 2 Pedan, Klaten, many problems appear in the learning process. The causes of problems are that the material and the ways in delivering material are not interesting. Based on the problems that arise, the researcher is interested in conducting experimental research entitled, “THE EFFECT OF KIM’S MEMORY GAME ON STUDENTS VOCABULARY MASTERY VIEWED FROM STUDENTS MOTIVATION (An Experimental Study at the Seventh Grade Students of SMP N 2 Pedan, Klaten in the Academic Year 2016/2017). The researcher hopes this study will have two kinds of adavantage: (1) theoretical benefit, (2) Practical benefit. (1)Theoretical benefit: this study hopes have contribution to improve students’ vocabulary through use of Kim’s memory game; and games is one of interesting techniques that can be used in a learning activity. (2) Practical benefit: (a) to English teacher: this results can enrich the teacher technique in learning process. It can make relax and fun learning, so students are not bored in the learning process. (b) to other researchers: these studies give brief knowledge about using games in vocabulary learning.
This study is based on research conducted by previous writers. Tuan (2012) concluded that class taught using games was better than the class in recollection vocabulary. Chen and Hsiao (2008), showed that 20-hour vocabulary game training have influenced the participants’ use of language learning. Kunnu, Uiphanit, and Sukwises (2016), there is statistically significant difference between pre-learning and post-learning of learning achievement by using games. Tunchalearnpanih (2012), games help students to remember more words, and students’ vocabulary knowledge was improved. Wang, Shang, and Briody (2011), there is significant improvements in learning, motivation, and reduced when learning included games. Al-Shaw I (2014), by using games improved learners’ ability to memorize the new words effectively and enhanced students’ enthusiasm to learn new vocabulary of scientific English. Darfilal (2014), language game is an effective method in improving EFL middle school students’ vocabulary knowledge. Huyen, and Nga (2003), game is an effective strategy for helping students to improve their vocabulary building skills. Mubaslat (2012), games are effective in teaching a second language and helpful for the teacher as a procedure for language acquisition. Stojkovich and Jerotijevich (2011), the reasons pro, teacher more aware by used games and students makes some progress in learning activity. Then reason against, teacher afraid that used game in learning activity, students would not be able to learn anything and it would transform into playing. Mozelius (2014), the basic component taxonomy of intrinsic motivation has potential to stimulate both of the level internal and interpersonal motivation. Maria and Othman (2015), game was proved to be an effective way in learning vocabulary for L2 learners. Mahmoud and Tanni (2012), games have influence of students’ attitudes in learning activity. Yahouei (2012), language game is effective in teaching vocabulary and help students to improve their knowledge. Rohani and Pourgharib (2013), there is no significant difference was found between use of textbooks and games on learning vocabulary. Blacker, Curby, Klobusicky, and Chein (2014), an action video game has a potentially unique and visual working system might be
enhanced. Sadeghi and Sharifi (2013), the post-teaching activities have implications for EFL in implementing task-oriented activities for better retention of vocabulary. Taheri (2014), language games has an effect on students’ retention. Habbash (2015), the students are not trained well in use mobiles and it caused a disturbance in the classrooms. Derakhshan and Khatir (2015), teacher and students can apply educational games as effective and interesting ways in learning vocabulary.

2. METHODOLOGY

This study is experimental study with quantitatif approach. This research used the factorial design, because this design used to analyze the main effects for both experimental variables as well as analysis of the interaction between the treatments. The population of this study was the seventh grade students of Junior High School of SMP N 2 Pedan, Klaten. The total sample is 62 students taken from two classes 7D and 7E. This study used test and questionnaire as instruments of the research. This study focused on students’ vocabulary mastery, used Kim’s memory game in experimental class. While control class used translation. This study also viewed students’ motivation in learning English. In data analysis the researcher used multifactor analysis of variance (ANOVA) and Tukey test. Before analysis using ANOVA and Tukey test, the researcher analysis normality and homogeneity first. Normality test is to know the data have normal distribution or not (Gunawan, 2015: 67), then homogeneity test is used to know the data from the population that have same variance (the data homogeneous) or not (Gunawan, 2015: 77).

3. RESULTS AND DISCUSSION

The results of tried out showed that test item of vocabulary test there were 36 valid out of 85 items. The test items also reliable because $r_o(1,68)$ is higher that $r_t(0,355)$. 

4
The Different Influence of Kim’s Memory Game and Translation towards Students’ Vocabulary Mastery of the Seventh Grade Students of SMP N 2 Pedan, Klaten in the Academic Year 2016/2017

The result of data experimental group (students who are taught using Kim’s memory game)

This group is normal distribution because $L_\sigma(0,1109)$ is lower than $L_t(0,1591)$. The population also homogeneous, because $X^2_\sigma(6,10295)$ is lower than $X^2_{t(95)(3)}(7,81)$. The mean score from 31 students is 80. The highest score that students gets is 95 and the lowest score is 60. Standard deviation is 10,08 and median 80,5.

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 - 65</td>
<td>3</td>
</tr>
<tr>
<td>66 - 71</td>
<td>4</td>
</tr>
<tr>
<td>72 - 77</td>
<td>5</td>
</tr>
<tr>
<td>78 - 83</td>
<td>7</td>
</tr>
<tr>
<td>84 - 89</td>
<td>3</td>
</tr>
<tr>
<td>90 - 95</td>
<td>4</td>
</tr>
</tbody>
</table>

The result of data control group (students who are taught using translation)

This group is a normal distribution, because $L_\sigma(0,1578)$ is lower than $L_t(0,1591)$. The population also homogeneous, because $X^2_\sigma(6,10295)$ is lower than $X^2_{t(95)(3)}(7,81)$. The mean score from 31 students is 74,52. The highest score that students gets is 95 and the lowest score is 60. Standard deviation is 11,35 and the median is 74,5.
Based on the table above, $F_o$ between columns (5,527) is higher than $F_{table\ (0,05)}$ (4,007), it means the differences between columns is significant. The results of table 4.8, showed that $q_o(4,68)$ is higher than $q_{t\ (0,05)}(2,83)$, so the difference between column A1- A2 is significant. The mean score of students who are taught using Kim’s memory game (80) is also higher than the mean score of students who are taught using translation (74,52). So, it can be concluded that there is significant different influence of Kim’s memory game and translation towards students’ vocabulary mastery of the seventh grade students’ of SMP N 2 Pedan, Klaten.

The Different Influence of Students’ Who Having High Motivation and Students’ Who Having Low Motivation towards Students’ Vocabulary Mastery of Seventh Grade Students of SMP N 2 Pedan, Klaten in the Academic Year 2016/ 2017

This group is a normal distribution, because $L_o(0,1033)$ is lower than $L_t(0,1401)$. The population also homogeneous, because $X^2_o(6,10295)$ is lower than $X^2_{t\ (95)}(3) (7,81)$. The mean score from 40 students is 81, 38. The highest score that students gets is 95 and the lowest score is 60. Standard deviation is 10,38 and the median is 83,5.
Table

Histogram and Polygon Students who Having High Motivation (B1)

![Histogram and Polygon Students who Having High Motivation (B1)]

Data of Students’ Low Motivation
This group is a normal distribution, because \( L_0(0,1382) \) is lower than \( L_\ell(0,1832) \). The population also homogeneous, because \( X^2_\alpha(6,10295) \) is lower than \( X^2_{\ell(95)}(7,81) \). The mean score from 22 students is 69.77. The highest score that students gets is 85 and the lowest score is 60. Standard deviation is 7.79 and the median is 72.5.

Table

Histogram and Polygon of Students who having Low Motivation (B2)

![Histogram and Polygon of Students who having Low Motivation (B2)]

The Influence of the Interaction Between Learning Technique and Students’ Motivation towards Students’ Vocabulary Mastery of Seventh Grade Students of SMP N 2 Pedan, Klaten in the Academic Year 2016/2017.
Data of Students’ Taught Using Kim’s Memory Game who Having High Motivation (A1B1)
This group is a normal distribution, because $L_a(0,1326)$ is lower than $L_e(0,1866)$. The population also homogeneous, because $X^2_a(6,10295)$ is lower than $X^2_e(95)(7,81)$. The mean score of 21 students is 85. The highest score is 95 and the lowest score is 70. Standard deviation is 7,35 and Median 86,67.

Table
Histogram and Polygon of A1B1

Data of Students’ Taught Using Kim’s Memory Game Who Having Low Motivation (A1B2)
This group is a normal distribution, because $L_a(0,1734)$ is lower than $L_e(0,258)$. The result of calculation of normality test can be looked in appendix 4. The population also homogeneous, because $X^2_a(6,10295)$ is lower than $X^2_e(95)(7,81)$. The mean score of 10 students is 69,5. The highest score is 80 and the lowest score is 60. Standard deviation is 5,99 and the median is 68,33.

Table
Histogram and Polygon of A1B2
Data of Students’ Taught Using Translation who Having High Motivation (A2B1)
This group is a normal distribution, because \( L_o(0,1397) \) is lower than \( L_t(0,195) \). The population also homogeneous, because \( X^2_o(6,10295) \) is lower than \( X^2_t(95)(3) \) (7,81). The mean score of 19 students is 77,37. The highest score is 95 and the lowest score is 60. Standard deviation is 11, 83 and the median is 79,75.

Table
Histogram and Polygon of A2B1

Data of Students’ Taught Using Translation Who Having Low Motivation (A2B2)
This group is a normal distribution, because \( L_o(0,1932) \) is lower than \( L_t(0,242) \). The population also homogeneous, because \( X^2_o(6,10295) \) is lower than \( X^2_t(95)(3) \) (7,81). The mean score is 70. The highest score is 85 and the lowest score is 60. Standard deviation is 9, 29 and media is 70.

Table
Histogram and Polygon of A2B2
This experimental research is one of an effort to improve in teaching vocabulary mastery for seventh grade students. The following is the discussion of research findings are as follows:

There is a significant difference influence on Kim’s memory game and translation towards students’ vocabulary mastery of the seventh grade students of SMP N 2 Pedan, Klaten in the academic year 2016/2017.

Vocabulary is an important aspect of learning a language. Before the students learn language, the first aspect that the students have to learn is vocabulary. If, the students didn’t know vocabulary, so they can’t learn the language. Kim’s memory game is one of interesting technique in learning vocabulary. Kim’s memory game helps students to remember words based on the picture or object that students have been looking before. So, this technique also challenges their memory.

4. CONCLUSION

Based on the results of data analysis, it can be concluded that: (1) using Kim’s memory game is better than using translation for teaching vocabulary mastery at seventh grade students of SMP N 2 Pedan, Klaten in the academic year 2016/2017, (2) the students who have high motivation have better vocabulary mastery than the students who have low motivation in the seventh grade students of SMP N 2 Pedan, Klaten in the academic year 2016/2017, (3) there is no influence of the interaction between teaching technique and students’ motivation in teaching vocabulary mastery at the seventh grade students of SMP N 2 Pedan, Klaten in the academic year 2016/2017. There are some suggestions for the English teacher and the other researcher; as follows: (1) the English teacher: there are many techniques or strategies that can be used by teachers in teaching vocabulary. The teacher can use the effective technique in learning activity in order the situation of learning activity will be interesting and students will be enjoying learning English. One of the effective technique that teacher can use is Kim’s memory game. Kim’s memory game is a vocabulary game where learners challenge their power of observation and
memory. By using this game, it is not only making situation of learning activity more interesting, but students will be active and attractive during the learning activity. So, teachers can apply this game in teaching vocabulary. (2) the other researcher: This research is not prefect. Because, the result of another research that ever the researcher reads. There is an influence in the interaction between teaching technique and students’ motivation. But, this result of the research there is no influence in the interaction between teaching technique and students’ motivation. This research is also conducted once try out only. It is better if there is twice try out. This research may be useful for other researcher to conduct the next research with the different students’ condition for example, students’ interest or students’ intelligence. The other researcher is also possible to conduct similar research with different population characteristic.

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