

MINGLE GAME IMPLEMENTATION ON STUDENTS' VOCABULARY MASTERY

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ABSTRAK

Students' vocabulary mastery is the problem in this research. One of the factor caused the problem is teaching strategy used in teaching vocabulary. This research has purposes to find out: 1) How mingle game implemented in teaching vocabulary, 2) Students' vocabulary mastery before and after taught by Mingle Game, 3) a significant effect on vocabulary mastery by implementing Mingle Game. The research method was quantitative. The population was 62 students then sample was 31 students who was taken by systematic sampling technique. Observation sheet and test were used as the instruments of this research. The result of research got the implementation of mingle game is very good. Students' vocabulary before taught by mingle game was fail, and after taught by mingle game was enough. Then, hypothesis testing showed that t_{test} was higher than t_{table} , so it clearly determines a significant effect on vocabulary mastery by implementing mingle game.

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1. INTRODUCTION

Sufficient vocabulary contributes big impact on communication ability in English (Sutrisna et al., 2018). It makes speaker can communicate his ideas and understand what people talk about. In other words, vocabulary mastery has significant effect on someone's ability in communication. Thus, the lacks of vocabulary, contributes the difficulties in mastering English language skills, they are reading, listening, speaking, and writing.

Sadly, vocabulary mastery is a problem for TEFL learners. Seventh grade students of SMP Swasta Sariputra have lack of vocabulary. It was seen when the researcher tested students' vocabulary by giving students a multiple choice test to measure students' vocabulary mastery. It is found that from 40 questions, students can only got 25 correct answer. It is found that students did not have a lot vocabularies. They got difficulties in differing adjective and adverb, such as fast and fastly, also noun and adjective, such as beauty and beautiful, ease and easy, etc. The data showed they have lack of vocabulary mastery.

Since vocabulary determines the succesful of English communication, researcher is interested to research the factors caused vocabulary mastery problem such as teaching strategy and media used by teacher. In teaching, the use of game is helpful. Students really enjoy it because it is so fun. Playing games in a classroom takes a part in making students grow up and learn to be better. Games creates fun atmosphere in teaching and arise students in conversation. They are valuable in language learning.

In this research, researcher applies game in teaching to see the significant effect on students' vocabulary mastery, namely Mingle Game. In playing mingle game students prepare questions in several topics then move around the class to find their friends. By this game, students' vocabulary is assumed can be improved.

As (Fajrin, 2018) found in his research that students of SMP Negeri 12 Palu have problem in speaking English, then Mingle game has significantly affects students' ability. Mingle game offers communication skills and students' interests effectively. Then based on (Mufidah et al., 2021)

research about the implementation of Mingle Game on Azmania Islamic Junior High School Ponorogo students and factors influence the successful of implementation showed that the implementation of mingle game needs a lot of preparations by teacher and students' energy. In addition, (Yahya & Salih, 2021) in their research about using Mingle Strategy in improving speaking for students' achievement in Salah Ad-deem, Iraq showed that by using mingle game, quiet students becomes more active in speaking English because they have confidence to speak. From that previous researches, the researcher is interested to investigate significant effect of implementing mingle game on students' vocabulary mastery by formulating research hypothesis that there is a significant effect of mingle game on students' vocabulary mastery.

a. Vocabulary Mastery

Vocabulary is the most essential knowledge that must be mastered in foreign language skill (Chonniah & Izzah, 2022). In learning English as foreign language, mastering vocabulary takes important part because all aspects of language skills need vocabulary (Aristi et al., 2017)).

Because reading, listening, writing and speaking needs vocabulary mastery. It has great contribution to make communication in English effectively (Maya & Al Halim, 2021). From that, it is clearly seen that vocabulary mastery is a crucial thing in learning English skill. It is the important key to be able in English communication because all English skills demand vocabulary mastery.

b. Teaching Vocabulary

English language teaching is purposed to make students master good skills in language by vocabulary mastery (Rachmaida & Mutiarani, 2022). EFL students got problems in learning English because they do not have a lot of vocabularies (Chonniah & Izzah, 2022), they can not construct sentences (Kenza Tacarraoucht et al., 2022), they can not distinguish and understand the part of speech (Habibi et al., 2022) and also they do not have knowledge to pronounce the correct words (Buana & Irawan, 2021).

For that, teacher needs to use good method or strategy to teach vocabulary well to solve students' difficulties problem (Fatiani et al., 2021). In teaching vocabulary needs serious effort from teacher. Teacher must be able to choose appropriate strategies to make students' vocabulary is improved (Purba et al., 2022). Because it clearly mentioned above that vocabulary determines students' English mastery.

c. Mingle Game

As mentioned before that a teacher has a responsibility to meet what students' need, interests and teaching goals by using suitable strategy (Rao, 2019).

Game is one of effective strategies to build students' motivation and interests in a classroom (Thi et al., 2020). Game can create fun learning atmosphere which a teacher is responsible to consider students'

feelings during learning process because it brings effects on students' achievement.

Mingle game is one of interesting games which can create interesting and fun atmosphere in classroom for teaching vocabulary. Students make a circle then go around the class to find their friends to speak. They speak numerous topics. It is also used for practicing Q and A technique among classmates then write the answers in a note. It is a classroom activity which students have turns to talk each other by moving around until get the information needed. The Mingle Game required students to speak up based on topic asked and discuss it with their friends.

It is a game designed to make students collectively speaking about something (Irdamurni et al., 2018). When they are speaking, incidentally it improves new vocabularies. This game is interesting and enjoyable so, from some researches students admitted that they like to do it again (Chapter, 2015).

2. METHOD

This research was taken in SMP Swasta Sariputra, on Jl. Sudirman No 423 Padangsidempuan. Pre-experimental design by using One-group Pre-test and Post-test was the research design used. The seventh grade students as population of this research then sample was 31 students which taken by systematic sampling technique.

Observation sheet and multiple choice were as the instruments of this research to measure the implementation of mingle game and students' vocabulary mastery. This test is designed based on the indicators of vocabulary. From that test, students' score will be analyzed by criteria of scoring below.

Table 1

The Score Criteria of Vocabulary Mastery

NO	SCORE	PREDICATE
1	80-100	Very good
2	70-79	Good
3	60-69	Enough
4	50-59	Bad
5	0-49	Fail

Pretest used to measure students' vocabulary before implementing mingle game. Then posttest to measure students' vocabulary after doing treatment, implementing mingle game. After that, the researcher tested the hypothesis whether the mingle game brings a significant effect on vocabulary mastery. Data analysis technique in this research were using descriptive and inferential analysis. Then t-test formula was used to test the hypothesis.

3. FINDINGS AND DISCUSSION

Findings

The implementation of mingle game in teaching vocabulary from observation sheet got 3.6 as mean score, the predicate was very good. Then, students vocabulary mastery will be described as follow:

a. Students' Vocabulary Mastery Before Taught by Mingle Game

Researcher gave test which consist of 40 questions about vocabulary. The researcher got the students' score which is shown below.

Table 1
Mean, Median and Mode Score of Students' Vocabulary Mastery Before Taught by Mingle Game

No	Item	Score
1	Mean	40
2	Median	42
3	Mode	46

Then, the researcher analyzes the students' vocabulary mastery per indicators below:

- Vocabulary from noun aspect, the score was 48, the predicate was "Fail"
- Vocabulary from verb aspect, the score was 50, the predicate was "Bad".
- Vocabulary from adjective aspect, the score was 57, the predicate was "Bad".
- Vocabulary from adverb aspect, the score was 28, the predicate was "Fail".

b. Students' Vocabulary Mastery After Taught by Mingle Game

Students' vocabulary mastery after taught by mingle game got 90 as the highest score and 40 the lowest score. The students' mean score can be seen as follow:

Table 2
Mean, Median and Mode Score of Students' Vocabulary Mastery After Taught by Mingle Game

No	Item	core
1	Mean	63
2	Median	62
3	Mode	61

Then, the researcher analyzes the students' vocabulary mastery per indicators below:

- Vocabulary from noun aspect, the score was 66, the predicate was "Enough"
- Vocabulary from verb aspect was 58.38, the predicate was "Bad".
- Vocabulary from adjective aspect was 74.83, the predicate was "Good".
- Vocabulary from adverb aspect was 50.64, the predicate was "Bad".

Then, the hypothesis testing showed that t_{test} was 3.75 then t_{table} was 2.04. T_{test} is higher than t_{table} , the hypothesis means accepted. Therefore there is a significant effect on students' vocabulary mastery by implementing mingle game.

Discussions

From the results of research, it is proven that students' vocabulary mastery was significantly affected by mingle game especially in noun and adjective aspect. As the reseacher presumed that mingle game is good and appropriate strategy in teaching vocabulary, it gives the significant effect on the sudents' vocabulary mastery, as we know that

mingle game is the a game based strategy that is applied by talking and mingling.

By this game, students circulate, talk to each other, deliver questions and answer then discuss various topics. It build students' vocabulary in communication besides this game is so fun and appropriate used in teaching vocabulary. This game makes students move around talking each other about various topics, students have their turns to talk then record the answers by taking notes.

Mingle game makes students more active in communicate because it stimulates students' vocabulary. Students get new more vocabularies when express to their classmates in conversation. Eventhough this game needs a lot of preparation by the teachers how to arrange class more conducive because it also needs a lot of energy. From the research of (Mufidah et al., 2021) entitled "Mingle Game For Teaching Speaking", she found that for teaching speaking, teacher can use mingle game because it was successful making students were happy and enjoy the learning although some of them felt this game was so energetic and hard.

By this research, researcher found that the situation of English class before taught by mingle game is passive, students do not have capability to speak. Then after taught by this game, students more active in leraning English, they find new more vocabularies and practice with other students as a drill of vocabulary mastery.

4. CONCLUSIONS AND SUGGESTIONS

Conclusions

Students' vocabulary mastery has been affected significantly after taught by mingle game. This game makes students more active and enthusiastic in learning, it contributes students' vocabulary mastery because by talking to each other, questioning and answering the questions, students get a lot of vocabularies. Mingle game is also a kind of fun activities in classroom which gives positive atmosphere in learning vocabulary.

Suggestions

In this research, reseacher only focus in applying mingle game in teaching vocabulary and see the effects on students' vocabulary mastery. It does not investigate what factors influence the implementation of mingle game, and students' perception of this game. For a further research about this topic, it is suggested to research about the factors and also use a good vocabulary test and level of participants. Then, it can be developed to the next indicators of vocabulary mastery as English language skill.

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