THE USE OF WORD MAPPING GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY AT MTs NURUL JIHAD SAOHIRING

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Abstract

The objective of this research is to know about the use of word mapping game in improving students' vocabulary mastery. The research was conducted at MTs Nurul Jihad Saohiring. The method of the research was pre-experimental. The procedure of the research consists of a pre-test, treatment, and post-test. The subject of the research was the 28 students of the VIII grade. The results of the research are to compare students' vocabulary before and after using the word mapping game. The development of the data indicated a significant difference between pre-test (63.142) and post-test (84.285). It means that the mean students' scores in the post-test were more critical than the pre-test, and there was a different value between pre-test and post-test. *Word mapping game* could improve the students' vocabulary mastery. Word Mapping game could change the students to be active learners as they are involved in the activity and automatically learn by doing.

Keywords: *word mapping game, vocabulary mastery*

INTRODUCTION

English is one language that is very important to learn because English is an international language, or it is also called a cross-country communication tool. Almost worldwide know this language as a foreign language and has become a tool for communicating and interacting with people of different nationalities when they travel, do business, or in other contexts. Today, English is no stranger to society. Almost every level of organization heard English through songs, TV broadcasts, games, YouTube, and others. Most companies use English as a condition for hiring new employees. There are four basic skills in English in the teaching and learning process, namely listening, speaking, reading, and writing. It is assuaging that today's society starts to know about the meaning of learning English, not due to its role in knowledge, science, and innovation, yet more due to the job of English in financial exercises and vocation progress. This pattern is obliged by the expansion of schools that utilization English as instructing medium, work advancement is composed or distributed in English, and TV programs like the news are currently communicated in English (Yunus, M., Rahmawati, S., Muliadi. 2022). To improve these four skills, a sufficient vocabulary is required. They also have to master several language components: grammar, pronunciation, and vocabulary.

Even though the students have studied English since elementary school, they still have difficulties learning vocabulary. Many strategies can be used with a variation that is not boring. Ideally, if the teacher uses different teaching strategies, the students' ability will increase, especially in learning vocabulary. The research concentrate on the word mapping game. The researcher will utilize "word mapping "as a strategy in instructing lexicon. Word mapping game is taken from a word mapping amusement that has been altered for lexicon learning to be fun and challenging. This strategy could be a media put away in students who put students as the center of the learning prepare and the teacher as a facilitator. The teacher will welcome the students to create some effort to figure the given word. When students are effectively included

within the process, students will consist of the lexicon without realizing (Muhajir., Sulaiman, R., Ismail, U. 2018). One of the very important things in learning a language is vocabulary. Vocabulary is the center of a language. In learning English as a foreign language, sufficient vocabulary is needed to understand a sentence, a conversation, or express their ideas in English. Meanwhile, Hiebert and Kamil (2005) state vocabulary is the knowledge of meanings of words. Meanwhile, according to Sulaiman, R., Akidah, I. (2021) learning vocabulary is remembering, commonly related to brain capacity.

Based on the above opinion, it can be seen that the essential thing in the process of learning English as a foreign language is vocabulary mastery. Therefore, it is better to apply an appropriate strategy to help students learn English in the teaching and learning process. One way that can be done to increase students' interest in understanding English vocabulary is that the atmosphere in the classroom is more active and enjoyable by using games. Refers to situation at the Eighth grade of MTs Nurul Jihad Saohiring showed the students experience difficulty identifying vocabulary. They are also hard to get the vocabulary, especially the word classes (noun). Besides that, some teachers still use a conventional way to teach English, especially in learning vocabulary that the students did not understand. Then, they got bored quickly when they faced vocabulary tasks. The students did not have an interest in vocabulary mastery, making it difficult to understand its meaning. They assumed that English was a complex subject to study and the language would make them confused. However, while learning the word classes (noun) in MTs Nurul Jihad Saohiring, the student often feels that it is difficult to mention the word that relates to the part of the house (living room, kitchen, bedroom), and by using word mapping game, the students will be able to mention the word.

REVIEW OF LITERATURE
Definition of Vocabulary

When we talk about language learning, we still bring up vocabulary. It is because vocabulary supports a speaker say what they want to say. There are several definitions of vocabulary, according to experts. According to Syamsu, A. (2021) vocabulary is the essential thing in foreign language lessons. Furthermore, Syamsu, A. (2021) also says that building a helpful vocabulary is a center for learning foreign languages at the intermediate level. Therefore, in studying a foreign language, vocabulary is an essential thing that can make a sentence meaningful. But, Sulastri., Ayu, R., Abdollah. (2021), vocabulary as the complete number of words in a language. From the definition, we can surmise that language is comprised of words. Thus, to have the option to utilize the language fittingly, we ought to, first and foremost, ace the expressions of the language. Having dominated an enormous number of words, we can almost certainly communicate our thoughts in the language appropriately.

According to the book "Developing Vocabulary, Grammar, and Idioms" by Sulaiman, R., Muhajir. (2019), vocabulary is necessary for anyone who wants to understand reading, speaking, or writing. Vocabulary is one of the language components that students must master when learning a new language. Students should have enough vocabulary to improve their abilities in the four languages. In listening, they can easily listen to and understand all the words in oral communication by using a lot of vocabulary. They can cover all the words used in oral communication in terms of verbal skills. Through reading skills, they can understand all the words in the written material. They can express their thoughts, opinions, and cohesion through writing skills. Writing and speaking are language products that belong to production skills while listening and reading involve receiving messages that belong to receiving abilities. When students do not understand vocabulary, they will encounter difficulties learning and understanding foreign languages. When students do not know how to increase their vocabulary,

they will lose interest in learning foreign languages because they cannot understand a foreign language. Therefore, vocabulary is essential for learning foreign languages.

In this case, vocabulary teaching plays a vital role. Teachers should pay special attention to ensuring that students learn the meaning of many words to communicate effectively and achieve academic success. Effective vocabulary teaching requires educators to deliberately provide students with many rich and good learning opportunities to learn words, related concepts, and meanings. Based on the above vocabulary concepts, the research assumes that vocabulary is essential for language teaching. Many famous linguistics quotes support this view, and teachers need to help students develop vocabulary effectively. Vocabulary is the total number of words, including single words, compound words, idioms, and words that the individual knows-rules for combining words to form language.

Word Mapping Strategy

Word mapping is a strategy that helps students engage and think about a new term or concept in several ways. Generally, a word mapping strategy is in the form of a graphic rendering of the meaning of a word by placing the main word in the center of the graph. WMS (Wors Mapping Strategy) aims to promote the students' more profound understanding of words by depicting varying relationships between and among words (Syarifuddin, S., Hasyim, I. 2017).

The word mapping strategy is possibly the most impressive way to show vocabulary since it draws students to contemplate word connections (Syamsu, A. 2017). Meanwhile, according to Yunus, M., Taslim., (2017) a word mapping strategy can assist the students with finding multiple new vocabularies by building up the primary word. Word mapping also gives students various circumstances in learning English, particularly vocabulary. Word mapping is a strategy for representing knowledge in a graph. The word mapping strategy is one of the activities that can improve students' vocabulary. Learning vocabulary using word mapping allows students to think about the meaning or meaning of a word in various ways. From some of the descriptions above, the researcher assumes that the word mapping strategy can help students find new vocabulary, enabling them to remain longer in their memory.

Games

Games are complex activities with rules, gameplay, and culture. A game is a system in which players participate in artificial conflicts, where the players interact with the system, and the battles in the game are designed or artificially designed. In the game, there are rules designed to limit player behavior and determine the game. Games are meant to be entertaining, and usually, children like games-from children to adults. Games are essential for brain development, improving concentration and training accuracy, and solving problems quickly because there are various conflicts or issues in the game. We need to solve them quickly and accurately. Games are fun activities for interaction, thinking, learning, and problem-solving strategies.

Games are usually used as a method or technique to attract students' attention in learning (Akdogan, 2017). Vocabulary games utilize in the classroom are exceptionally compelling and steady exercises adding to understudies' language abilities and capability. Unfortunately, due to time and curriculum constraints, teachers need to cover all the substance and materials, which students will be tried on, and it is not in every case simple to join games into the class. It tends to be seen that games are precious and can be utilized to build up students' language learning and give them a chance to rehearse communication. Accordingly, it is suggested that teachers attempt a few games that might be valuable to their students to improve students' capability and help them meet their objectives, and at any rate, to attempt new things in

instructing. According to Fauziati (2005), games are one of the activities that can help create dynamic and motivating classes. The reason is that real learning occurs when students in a relaxed atmosphere participate in activities that require them to use what they have explored. Games are not only suitable for children but also adults. From the explanation above, the researcher argues that the use of games in the teaching and learning process can increase students' interest in learning both children and adolescents. There are so many games that can be done to hone students' thinking skills, using word mapping games.

RESEARCH METHOD

This research applied to pre-experimental research. It only took one class where the treatment would be given. The population of this research was the class VIII students of MTs Nurul Jihad Saohiring with the total number is 28, consisting of one class. Meanwhile, sampling technique used total sampling with a total number of 28 students consists of 20 females and 8 males.

FINDINGS
The effectiveness of the word mapping game in improving students' vocabulary mastery

The result of the test, according to the data that was collected, the researcher analyzed the data using the SPSS 22 application with the following results:

1. The Result of The Test

Table 1. Paired Samples Statistics

Pair 1	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	63.142	28	13.970	2.640
Post-Test	84.285	28	4.327	817

Source: (Primary Data Strahayu Fadillah, 2021)

The mean score of 28 students pre-test was 63.142 (with a standard deviation of 13.970 and standard error mean was 2.640), and the students post-test tell score was 84.285 (with a standard deviation of 4.327 and standard error mean was 0.817).

Table 2. Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
Pair 1 Pretest - PostTest	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
	-21.142	14.364	2.714	-26.712	-15.572	-7.788	27	.000

Source: (Primary Data Strahayu Fadillah, 2021)

Based on the result above, the researcher gave interpretation as the following steps:
a. Mean paired pre-test and post-test: -21.142.
b. Standard deviation paired pre-test and post-test: 14.364.
c. Standard error mean paired pre-test and post-test: 2.714.
d. Interval of differences
   Lower: -26.712
   Upper: -15.572

e. T-table: -7.788.
f. Sig: 0.00

Based on the result paired sample test table, significant (2-tailed) is $0,00 < 0,05$ showed that there were significant differences between pre-test and post-test students' scores before and after treatment.

2. The Result of Students' Mean Score on Pre-Test and Post-Test

    a. Mean Score on Pre-Test

$$\bar{X} = \frac{2.077}{28}$$
$$\bar{X} = 63.142$$

    b. Mean Score on Post-Test

$$\bar{X} = \frac{2.360}{28}$$
$$\bar{X} = 84.285$$

3. The Percentage of Students' Improvement Score

$$P = \frac{84.285 - 63.142}{63.142}$$
$$P = \frac{21.143}{63.142} \times 100\%$$
$$P = 33.48\%\%$$

4. The Result of Students' Level on Pre-Test and Post-Test

The result of the data analysis set as a pre-experimental finding showed that the effectiveness of the word mapping game to improve the students' vocabulary mastery.

Table 3. The student's level in the VIII grade

Score	Level	Pre-Test	Post-Test
9,6 – 10	Excellent	-	2
8,6 – 9,5	Very Good	-	9
7,6 – 8,5	Good	10	17
6,6 – 7,5	Fairly Good	2	
5,6 – 6,5	Fair	4	-
3,6 – 5,5	Poor	12	-

Source: (Primary Data Strahayu Fadillah, 2021)

The student's perception in improving vocabulary mastery through a word mapping game

The VIII students MTs Nurul Jihad Saohiring perception in improving vocabulary mastery through a word mapping game.

a. Vocabulary is important (item 1).
b. The Students is happy in Learning English (item 2).
c. The purpose of the learning material is not convey at the beginning of the lesson (item 3).
d. The meaning of vocabulary is the most difficult in learning vocabulary (item 4).
e. The students are very happy in lerning vocabulary by using word mapping game (item 5).
f. The student's often join in the class to followed the lessons in class (item 6).
g. The teacher is very good in teaching English in the classroom (item 7).
h. The teacher gives the students material about learning vocabulary (item 8).
i. Learning vocabulary by using word mapping game increase student's vocabulary (item 9).

DISCUSSION

The effectiveness of the word mapping game in improving students' vocabulary mastery

Before the teaching and learning process, the researcher performed a pre-test in the first meeting. Twenty-eight students followed it in VIII grade at MTs Nurul Jihad Saohiring. The researcher gave ten questions consisting of 5 questions about rearranging the letter in the bracket to complete sentences and mentioned five things that relate to the things based on word classes (noun), theme part of the house (living room, kitchen, bedroom).

The last meeting was post-test. It was followed by 28 students in VIII grade at MTs Nurul Jihad Saohiring. The researcher gave the same question, that was ten questions consist of 5 questions about rearranging the letter in the bracket to complete sentences and mentioning five things that relate to the things based on word classes (noun), theme part of the house (living room, kitchen, bedroom) in the post-test. Before giving a post-test, the researcher reviewed again all the materials given during treatment. Then, the researcher gave a post-test. From table 1, it can be concluded that the total score of pre-test and post-test in the experimental class was 1.768 and 2.360, which is classified as a good score. Table 2 shows that the mean score of the pre-test was 63.142, and the post-test was 84.285, and it is classified as a good score. Table 3 showed significant differences between pre-test and post-test students' scores before and after treatment with significant (2-tailed) is $0,00 < 0,05$.

The data which had been analyzed indicated that there was a significant between pre-test (63.142) and post-test (84.285). It means that the mean students' scores in the post-test were bigger than the pre-test, and there was a different value between pre-test and post-test. In other words, after doing treatment, namely, applying a word mapping game to increase students' vocabulary mastery increased significantly. Moreover, table 3 also shows that the achievement of the student's level from the lowest in the pre-test → post-test: Poor from 12 students to 0 students, fair from 4 students to 0 students, fairly good from 2 students to 0 students, Good from 10 students to 17 students, very good from 0 students to 9 students, and excellent from 0 students to 2 students. It proves that using the word mapping game was effective in increasing students' vocabulary mastery.

The student's perception in improving vocabulary mastery through a word mapping game

In this section, the researcher used interviews to find students' perceptions of improving vocabulary by using a word mapping game. In the interview, the researcher gave 9 questions to the students. Based on student's answers, the researcher found several student opinions about the learned vocabulary used word mapping game; the findings were described as follows:

Table 4. The Students' opinion about the importance of English

Level of the importance of learning English	Frequency	Percentage
Very important	11	39.29%
important	9	32.14%
Not really important	6	1.43%
Not Important	2	7.14%
Total	**28**	**100%**

Source: (Primary Data Strahayu Fadillah, 2021)

Based on the data above (Table I) students' opinion about the importance of learning English, 11 students from 28 (39.29%) said that learning English was very important, nine students (32.14%) said vocabulary was important, six students (21.43%) said that learning English not really important, and two students from 28 students (7.14%) said learning English

was not important. It can be concluded that learning English is very important based on the VIII grade students of MTs Nurul Jihad Saohiring with percentage 39.29%.

Table 5. How happy are students learning English

Level of interesting	Frequency	Percentage
Very Happy	6	21.43%
Happy	17	60.71%
Unhappy	5	17.86%
Total	**28**	**100%**

Source: (Primary Data Strahayu Fadillah, 2021)

Based on the table above (Table II), how happy were students learning English, six students from 28 students (21.43%) said that They was very happy in learning English, and 17 students (60.71%) said that they were happy, and five students (17.86%) say they were unhappy in learning English. It can be concluded that the students are happy in learning English, based on the VIII grade students of MTs Nurul Jihad Saohiring with a percentage of 60.71%.

The purpose of the learning material is not convey at the beginning of the lesson
Table 6. The teacher gives the purpose of the material teach in the initial session

Given	Frequency	Percentage
Yes	6	21.43%
No	24	85.71%
Total	**28**	**100%**

Source: (Primary Data Strahayu Fadillah, 2021)

Based on the data above (Table III), The teacher gives the purpose of the material taught in the initial session, six students from 28 students (21.43%) state that the teacher gives the purpose of the material taught in the initial session, and 24 students 85.71%) argue that the teacher didn't give the purpose of the material taught in the initial session. It can be concluded that the teacher didn't give the purpose of the material taught in the initial session based on the VIII grade students of MTs Nurul Jihad Saohiring with percentage 85.71%.

The Meaning of Vocabulary is the most difficult in learning   Vocabulary
Table 7. The most difficult in learning vocabulary

Listening skill	Frequency	Percentage
Writing	9	32.14%
Pronouncing	7	25%
Meaning	10	35.71%
Diction	4	14.29%
Total	**28**	**100%**

Source: (Primary Data Strahayu Fadillah, 2021)

Based on the table above (Table IV), students' opinions about the most difficult in learning vocabulary, nine students from 28 students (32.14%) say that writing is the most difficult in learning vocabulary, seven students (25%) say that pronouncing is the most difficult in learning vocabulary, and 10 of them (35.71%) say meaning is the most difficult in learning vocabulary. Four students from 28 students (14.29%) say that diction is the most difficult in learning vocabulary. It can be concluded that meaning is the most difficult in learning vocabulary, based on the VIII grade students of MTs Nurul Jihad Saohiring with a percentage of 35.71%.

The students are very happy in lerning vocabulary by using word mapping game
Table 8. Students' Interest in Learning Using Word Mapping Game

Level of interesting	Frequency	Percentage
Very Happy	20	71.43%
Happy	6	21.43%
Unhappy	2	7.14%
Total	**28**	**100%**

Source: (Primary Data Strahayu Fadillah,2021)

By looking at the table above (table V), the students are interested in learning English using word mapping game, as the table shown there are 20 students (71.43%) said that they were very happy in learning vocabulary by using word mapping game, six students (21.43%) state that they were happy, two students (7.14%) say that they were unhappy. It can be concluded that the students were very happy in learning vocabulary by using a word mapping game, based on the VIII grade students of MTs Nurul Jihad Saohiring with a percentage of 71.43%.

The student's often join in the class to follow the lessons in class
Table 9. Student's Frequency Join the Class

Level of frequency	Frequency	Percentage
Always	8	28.57%
Often	15	53.57%
Seldom	5	17.86%
Never	0	0%
Total	**28**	**100%**

Source: (Primary Data Strahayu Fadillah, 2021)

Based on the data above (Table VI), student's frequency joins the class, eight students from 28 students (28.57%) always join the class, 15 students (53.57%) often join in the class, five students from 28 students (17.86%) seldom join in the class, and none of them never join in the class. It can be concluded that the student often joins in the class to follow the lessons in class. It is based on the VIII grade students of MTs Nurul Jihad Saohiring with a percentage of 53.57%.

The teacher is very good in teaching English in the classroom
Table 10. The Way Teacher in Teaching

Level of interesting	Frequency	Percentage
Very good	18	64.29%
Good	8	28.57%
Bad	2	7.14%
Very bad	0	0%
Total	**28**	**100%**

Source: (Primary Data Strahayu Fadillah,2021)

By looking at the table above (table VII), the way teacher in teaching, as the table shown there were 18 students (64.29%) said that their teacher was very good in teaching, eight students (28.57%) stated that the teacher was good, two students (7.14%) say that the teacher was bad. None of the students say their lecture was very bad. It can be concluded that the teacher was Very good at teaching English in the classroom, based on the VIII grade students of MTs Nurul Jihad Saohiring with a percentage of 64.29%.

The teacher gives the students material about learning vocabulary

Table 11. learning vocabulary is given by teacher

Given	Frequency	Percentage
Yes	18	64.29%
No	10	35.71%
Total	**28**	**100%**

Source: (Primary Data Strahayu Fadillah, 2021)

Based on the table above (Table VIII), learning vocabulary is given by the teacher, 18 students from 28 students (64.29%) say that the teacher gave them learning vocabulary, and 10 of them (35.71%) say that the teacher did not give them any references of learning vocabulary. It can be concluded that the teacher gave the student material about learning vocabulary with a percentage of 64.29%.

Learning vocabulary by using word mapping game increase student's vocabulary

Table 1. Learning vocabulary by using word mapping game increase student's vocabulary

Given	Frequency	Percentage
Yes	20	71.43%
No	8	28.57%
Total	**28**	**100%**

Source: (Primary Data Strahayu Fadillah, 2021)

Based on the table above (Table IX), learning vocabulary by using word mapping game increase student's vocabulary, 20 students from 28 students (71.43%) say that learning vocabulary by using word mapping game increase student's vocabulary, and 8 of them (28.57%) say that learning vocabulary by using word mapping game did not increase student's vocabulary. It can be concluded that learning vocabulary by using a word mapping game increases students' vocabulary with a percentage of 71.43%. Based on the finding obtained through the interview as well, it can be concluded that, from table 5 students agree that learning English was very important (item 1). Table 6 Showed that the students were happy in Learning English (item 2). table 7 Showed that the students assumed that the teacher didn't give the purpose of the material taught in the initial session (item 3). The VIII students MTs Nurul Jihad Saohiring also assumed that Meaning is the most difficult in learning vocabulary (item 4). Table 9 showed that the students were very happy in learning vocabulary by using the word mapping game (item 5). Table 10 showed that the students often join the class to follow the lessons in class (item 6). Table 11 showed that the VIII students of MTs Nurul Jihad Saohiring assumed that the teacher was Very good at teaching English in the classroom (item 7). Table 12 showed that the VIII students of MTs Nurul Jihad Saohiring assumed that the teacher gave the students material about learning vocabulary (item 8). And table 13 showed that the students assumed that using the word mapping game increased students' vocabulary (item 9).

CONCLUSION

After doing an experiment and according to the result of the students' score in pre-test and post-test on the VIII grade of MTs Nurul Jihad Saohiring, the researcher found that:

a. The students who were taught vocabulary with the word mapping game got higher results than the students who were not through vocabulary with the word mapping game.

b. The researcher concludes that teaching vocabulary using a word mapping game is more effective than using another method such as discussion or else. It is because the word mapping game is more interesting.

c. The VIII students of MTs Nurul Jihad Saohiring said that they enjoyed learning English, especially vocabulary, and often took lessons in class. Besides that, their teacher was also very good. The meaning of vocabulary was the most difficult vocabulary learned, according to them. With the application of word mapping game, students felt very happy to learn vocabulary, and they thought that learning vocabulary by using word mapping games increases students' vocabulary mastery.

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