

**THE EFFECT OF USING STAND UP SEQUENCE GAME TOWARD
STUDENTS' VOCABULARY MASTERY OF BUDI UTOMO ENGLISH CLUB OF
METRO IN 2020/2021 ACADEMIC YEAR**

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Abstract

The study is aimed to find out whether the use of Stand up Sequence Game is effective as the media in teaching vocabulary mastery. The study used quasi-experimental design with the research population namely 22 female students of Budi Utomo Orphanage.

The researcher conducted the systematic of purposive sampling and used pre-test and post-test as a research instrument. To analyze the pre-test and post-test score, the researcher used t-test analyzes. The result of the first hypothesis test which uses 5% significant degree, where the t-test obtained is (6.999) which also higher than that of t table (2.22). The second hypothesis test where the t-test obtained is (2.274) which is higher than that of t table (2.08). It shows that the students who are taught by Stand up Sequence Game having a higher score. In conclusion, that teaching English vocabulary using Stand up Sequence Game is more effective than that of without using Stand up Sequence Game.

Keywords: *Vocabulary Mastery, Stand up Sequence Game.*

INTRODUCTION

Vocabulary is the foundation to build languages, it plays a fundamental role in communication. It means that people needs vocabulary to communicate with the others people. Vocabulary is needed to improve the four language skills, namely listening, speaking, reading, and writing. Vocabulary has word classes namely verbs, nouns, adjectives, pronouns, numerals, conjunctions and adverbs. It shows that vocabulary has a special place in the teaching of the foreign language at school because vocabulary is the basis for students to communication with others.

However, as a matter of fact, there are still many students that have obstacles in mastering vocabulary so that students cannot express their opinions well because of the limited vocabulary students have. There are several factors that make students occur obstacles in mastering vocabulary such as: The teacher does not use interesting media in the learning process, the lack of students interest in learning vocabulary, the lack of students motivation in learning vocabulary and students are embarrassed to ask the teacher when students feel there are problems in the learning process. These factors can all hinder the learning process in the students when not handled. The most important thing is the way how to choose and to use effective media, so that the learning process and result will be increased. In this study, the researcher uses Stand up Sequence Game which is believed can improve students' vocabulary mastery.

Based on the background of the study, the problems are formulated as follow:

1. Is there any the effect of using Stand up Sequence Game in teaching vocabulary mastery for students' in Budi Utomo English Club of Metro ?
2. Is there any significant differences by using Stand up Sequence Game in teaching vocabulary mastery for students' in Budi Utomo English Club of Metro?

LITERATURE REVIEW

Based on the journal findings, the researcher adapts from those journal about the things related to this research. The first research was conducted by (Tanasy, Novalia & Ali, Nuraliah. 2019) entitled "Improving The Vocabulary Mastery Through Word-Connection Game". The second research was conducted by (Susanti, Putu Tressya, et al. 2018) entitled "The Effect of Using Word Clap Game on The Vocabulary Mastery". The last research was written by (Hutabarat, Siska Juliana. 2020) under the title "Improving The Students' Ability In Vocabulary Mastery Through Boggle Game".

The Concept of Vocabulary

According to Susanto and Fazlinda (2016) states that vocabulary mastery refers to the great skill in processing words of a language. Heidari et al (2012) states that vocabulary is the core of language and the cornerstone of language learning. Rouhani and Purgharib (2013) states that vocabulary as a language element that links the four language skills including listening, speaking, reading, and writing in learning a foreign language. It can be summarized that vocabulary is the main aspect in learning a language without vocabulary people can not interact with other people and also vocabulary is still related with the four skills in English such as listening, speaking, reading, and writing. When people want to master these four English skills, they must learn vocabulary and master it well because it is an important foundation for mastering the four skills in English.

The Concept of Teaching and Learning Vocabulary

Teaching and learning activities is something that cannot be separated. Ratsgoo (2011) states that the purpose of vocabulary learning should include not only remembering words but also the ability to use them automatically in a wide range of language contexts when the need arises. It can be summarized that in teaching and learning vocabulary there are several approaches used to help students in the learning process of vocabulary so that students learn it easier, such as the

incidental learning approach, explicit instruction, and independent strategy development, it can all be used in teaching and learning vocabulary so that students can use vocabulary well, not just remembering vocabulary.

The Concept of Stand up Sequence Game

According to Jill Hadfield as cited in Thresia (2017) Stand up Sequence Game is a game that can be used to increase the speed of students responses and improve vocabulary skills. Students are divided into several groups, the teacher will start with one theme and one alphabet, for example alphabet B for animal names. Then, the teacher will appoint the first group and say "B" to students in the group, then the group must answer the name of the animal beginning with the alphabet B with a time of 10 seconds. The group that successfully answers then, the group get one point, and the group that gets the most points is the winner.

RESEARCH METHODS

Research Design

According to Creswell (2008) research design is a process of steps used to collect and analyze information to increase our understanding of a topic or issue.

The research is executed in Budi Utomo Orphanage of Metro. The design used in this research is pre-test and post-test in both experimental and control group design. It can be looked at the following table:

Class	Pre-test	Treatment	Post-test
C	O1	-	O2
E	O1	X	O2

Note:

E : Experiment Class

C : Control Class

O1 : Pre-test

X : Stand up Sequence Game

- : Conventional Technique

O2 : Post-test

(Sugiyono, 2010)

Based on the explanation above the researcher will give the pre-test to know the students' the real competence in vocabulary. The researcher conducted the pre-test before the treatment X (Stand up Sequence Game), after implementing the treatment, the researcher will give a post-test to measure how the students' improvement in vocabulary.

Research Population, Sampling Technique and Sample

Sugiyono (2010) states that population is generalization area consisting of objects / subjects that have quantity and characteristics determined by researcher to learn and make conclusions. The total of the population in this research is 22 female students in Budi utomo Orphanage of Metro.

Sampling Technique and Sample

Sukardi (2003:54) states that sample is part of population that is chosen as the representative. Based on the definition, the researcher used purposive sampling as the technique to determine which class will be the experimental group and the control group. In this study, the researcher took two class that class B as the experimental group which consists of 11 students, while class A as the control group which consists of 11 students.

Instrument of The Research

Arikunto (2010:262) Research instrument refers to any equipment used to collect the data. As an experimental research, the instrument used in this research was tests, especially vocabulary test. For more detail information the research instrument can be seen by the table below:

Design of Assessment the Vocabulary

Assessment	Types of Tasks	Description
Receptive Vocabulary The purpose of this kind of task is to test learners' the ability of recognition and comprehension of vocabulary. Thus many vocabulary tests are presented in the form of single sentences.	Multiple Choice	Test-takers are required to choose one correct item from four/five options. They must be able to recognize the meaning of the word based on the one sentence given context.
	Vocabulary Matching Exercise	Test-takers are required to match the target words according to the given definition.
	Word Association	This test can be used to assess a learner's vocabulary size. Test-takers are required to choose words that come into their minds from presented target words.
Productive Vocabulary The purpose of testing productive vocabulary is to assess learners' ability of recalling and using vocabulary.	Fill-in-the-blank	In this kind of test, the target word is deleted from a sentence, and the test-taker must use the appropriate word to fill in the blank, understanding the context of the sentence.
	Selective Deletion Cloze	In addition to single sentence, a longer passage or a text can be used to assess learners' knowledge of

		vocabulary. In this test, some target words are deleted from a passage, so test-takers must be able to identify not only the meaning but also the form of the target vocabulary needed to fill in the blank.
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(Designing Assessment Tasks of Vocabulary by Brown (2001))

The table vocabulary assessment rubric above is aimed to limit the research instruments in order to fit the research plan which is carried out by the researcher.

Validity and Reliability

a) Validity

Arikunto (2010) claims that validity is a standard which shows the degree of validity or valid instrument. So, validity is a tool that can be used to see the validity of an instrument used by the researcher. There are two experts to test which provide an assessment on the suitability in each item with indicators and basic competence, this is done to see whether the question items which is used is valid or not to be used as the test.

b) Reliability

To test the reliability of vocabulary test on this study, the researcher used Spearman Brown to find the reliability test with the formula is as follows:

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

Note:

r_{11} = reliability of instrument

r_{xy} = correlation between score each split

The researcher evaluated the result. The result of r_{11} consulted to criteria reliability as follow:

Table
Spearman Brown Score Criteria

Interval Coefficient	Correlation
0,00 – 0,19	Very low
0,20 – 0,39	Low
0,40 – 0,59	Medium
0,60 – 0,79	High
0,80 – 1,00	Very high

(Source: Sugiyono, 2013)

Data Collecting Technique

In this section, the researcher used a test to collect the data. So, an improvement of students' achievement can be tested by using a test as a method. The kinds of the test are pre-test and post-test, the pre-test to identify the students' real competence and post-test to see students' achievement after giving the treatment. Then the result can be compared between the score both pre-test and post-test to see whether there is an improvement of students' vocabulary mastery or not.

Data Analysis Technique

After the researcher collected the data, the researcher analyzed the result of data from pre-test and post-test related both of them through the formulas of normality test, homogeneity test, and hypothesis test.

The procedures to treat the data as follow:

Normality Test

The object test for normality to determine the distribution of the data follows a normal distribution or not. The detail explanation can be seen as follow:

Normality test using the formula Chi-square as follow:

The hypothesis formula:

H_0 : Sample comes from the population that has a normal distribution.

H_1 : Sample did not come from the population that has not a normal distribution.

Statistic Formula:

$$\chi^2_{\text{Count}} = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

(Arikunto, 2006)

Homogeneity Test

A homogeneity test was applied to analyze whether or not the scores of one group have homogenous variance compared with the score of other groups. In this study, the researcher used F-test. The formula can be seen as follow:

The hypothesis formula:

H_0 : $\sigma_1^2 = \sigma_2^2$ both sample have the quality of variants.

H_1 : $\sigma_1^2 \neq \sigma_2^2$ both sample have different of variants.

The used statistic formula of the test is:

$$F = \frac{\text{biggest variants}}{\text{smallest variants}}$$

The test criterion

Accepted H_0 if $F_{\text{ratio}} \geq F_{\frac{1}{2}} \alpha (V_1 - V_2)$, with $V_1 = n_1 - 1$ and $V_2 = n_2 - 1$

(Setiadi, 2006)

Hypothesis Test

Hypothesis testing is intended to see whether the hypothesis that is proposed in this research is accepted or not, to test the hypothesis. Repeated measures T-test was conducted and the used formula of the test is t-test which frames at this below formula:

$$t_{\text{test}} = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

The criteria are :

H_0 : H_0 is accepted if t-ratio < t-table

H_a : H_a is accepted if t-ratio > t-table

FINDINGS AND DISCUSSION**The Validity of Research Instrument**

In this research, the researcher used content validity for validation. According to Sekaran (2006) content validity is used to know how well the dimensions and elements of a concept have been depicted. So, content validity is carried out to ensure whether the contents of the questionnaire are appropriate and relevant to the research objectives. The instruments got the approval from the experts. The experts are lecturers at Muhammadiyah University of Metro. They are Fenny Thresia, M.Pd. and Amirudin Latif, M.Pd. as the validator of vocabulary instrument. After getting validation from the validators, it means that the instrument is ready to use.

The Reliability of Research Instrument

The result of the reliability can be seen from the table below (based on Sugiyono, 2013)

Table
Score Criteria

Interval Coefficient	Correlation
0,00 – 0,19	Very low
0,20 – 0,39	Low
0,40 – 0,59	Medium
0,60 – 0,79	High
0,80 – 1,00	Very high

(Source: Sugiyono, 2013)

Based on the table above, it can be seen that the calculation of reliability is (0.788). It means that the reliability is high reliable so, the test can be used as data collection.

The Result of Pre-Test and Post-Test Score

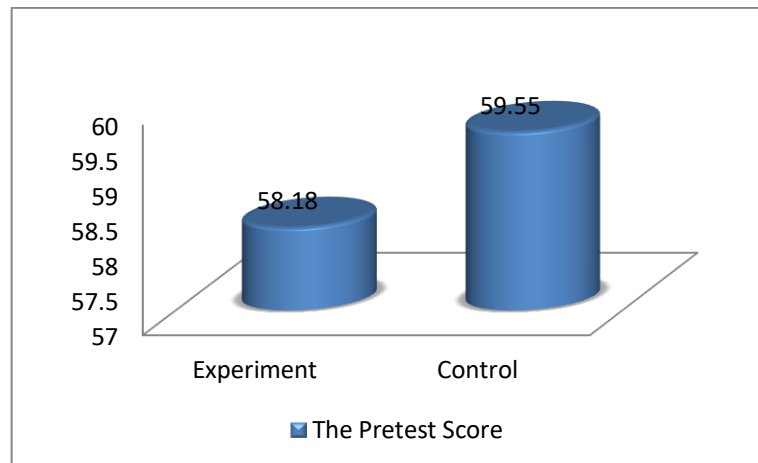
A pre-test is conducted as the preliminary research to identify the students' real competence and problems in vocabulary learning. The pre-test was given on August 25 th, 2020 to the 22 students, where the 11 students were experimental class and the 11 students were included as the control class. The following is the table which will show more detail information about the result of the pre-test which has done by the researcher.

Table
Data Description of Pre-test Result in the Experimental and Control Groups
Statistics

	Pretest_experiment	Pretest_control
N Valid	11	11
Missing	0	0
Mean	58.18	59.55
Std. Deviation	14.365	8.790
Range	40	30
Minimum	35	45
Maximum	75	75

Source: the result of pre-test in experiment and control class.

Below is a chart of students' average score in pre-test:



The data of students' pre-test shows that it could be summarized that among 11 students there were 5 students or 45.45% that could achieve into medium category. Moreover, there were 6 students or 54.55% who belong to a low category. Meanwhile, the mean difference is not significant so it could be said that the two groups had the same result in the pre-test score

Table

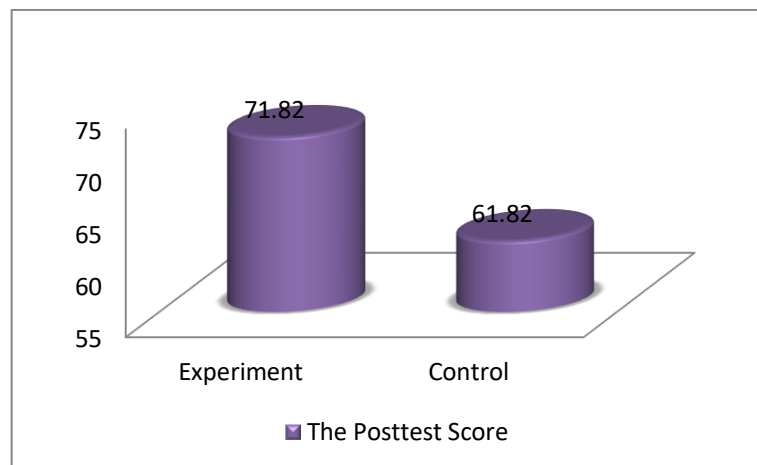
Data description of Post-test in the Experimental and Control Groups

Statistics

	Posttest_esperiment	Posttest_control
N Valid	11	11
Missing	0	0
Mean	71.82	61.82
Std. Deviation	12.898	6.809
Range	35	25
Minimum	50	50
Maximum	85	75

Source: the result of post-test in experiment and control class.

Below is a chart of students' average score in post-test:



The data of students' post-test shows that the mean and standard deviation were 71.82 and 12.898 respectively for the experimental group while 61.82 and 6.809 were the mean and the standard deviation of the control group. Furthermore, the maximum and minimum scores were 85 and 50 for the experimental group and for the control group the maximum and minimum scores were 75 and 50 with the range of 35 for the experimental group and 25 for the control group. The mean difference is significant so it could be said that the experimental group was better than control group in the post-test score.

The Result of Normality Test

The values of normality test of pre test experimental and control groups (*Asymp. Sig. (2-tailed)*) were higher than 0.05. They were 0.866 and 0.484 so it indicated that the data distribution was normal. Furthermore, the data of post-test in experimental and control groups (*Asymp. Sig. (2-tailed)*) were higher than 0.05, that is, 0.589 and 0.221. It meant that the data distribution was normal.

The Result of Homogeneity Test

The value of F-test obtained (F_o) was 1.762 and F_t was 4.35 at degree of freedom 1:20. It meant that the two groups were homogeneous because the value of F_o is lower than that of F_t ($1.762 < 4.35$).

The Result of Hypothesis Testing

The first hypothesis indicates that the value of t obtained (6.999) was higher than that of t table (2.22) at the significance level 0.05 and the

significance (0.000) was lower than 0.05 (See Appendix). In conclusion the teaching vocabulary mastery using the Stand up Sequence Game at the studentsof Budi Utomo Orphanage English Club of Metro is effective.

The second hypothesis testing shows the value of t obtained (2.274) was higher than that of t table (2.08) at the significance level 0.05 and the significance (0.034) was lower than 0.05. It means that teaching vocabulary mastery using the Stand up Sequence Game gives any significant difference toward experimental group.

CONCLUSION

After the treatment has done to be applied the result then calculated to recognize the final information coming from those data. The result of the pre-test and post-test from the experimental group and control group will be known the difference result of each other. In the pre-test, the average score of the experimental group and the control group are 58.18 and 59.55. From the score of two groups, the result of the post-test of the experimental group is higher than that of the control group; that are 71.82 for the experimental group and 61.82 for the control group.

Then, the result of the first hypothesis from the two classes both the experimental and control group that the measurement shows that increasing line of the vocabulary mastery of the experimental group is higher than the control group. The t-test measurement obtained is (6.999) was higher than that of t table (2.22).

The second hypothesis proves the t-test measurement obtained is (2.274) was higher than that of t table (2.08). It means that teaching vocabulary mastery using the Stand up Sequence Game gives any significant difference toward experimental group than those taught using the conventional method in the control group.

SUGGESTION

For English Teachers

The researcher suggest English teachers to make the students enthusiastic and do not bored, the teachers should have an alternative way to teach English. Stand up Sequence Game is one of way that can be choosen in teaching and learning process. The students can be more active in learning process.

For The Students

The researcher hopes by using Stand up Sequence Game the students will motivate and get good score in English lesson. Students should do much practice in learning English especially in vocabulary. When they do not practice more, they will not master the vocabulary and other skills like reading, speaking, listening and writing.

For The Other Researchers

The researcher hopes for the other researchers do further research about Stand up Sequence Game, because this research still have weaknesses as follows: The students who do not master vocabulary well will have difficulty in playing, and the students lack of understanding of the rules in the game because it will be noise in outside or inside the classroom. The researcher hopes that the other researcher can develop this research to be better.

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