



THE INTERPLAY OF EFFECT OF FAW GAME AND PSYCHOLOGICAL BEHAVIOUR STUDENTS' IN LEARNING VOCABULARY

Andi Uceng and Andi Sadapotto

Englis Departement, Teacher Training and Eduaction Faculty Universitas

Muhammadiyah Sidenreng Rappang, Indonesia

Corresponding Email: andiuceng@gmail.com

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Abstract

The purpose of this study was to determine whether the use of FAW games in vocabulary learning could influence the behavior of students' psychiatology. In this study, researchers focused on aspects of students' interests and attitudes. This study used a qualitative research method, the population of this study was seventh grade students of SMP N 2 Baranti in the years 2018-2019. The total population is 101 students consisting of four classes. Class VII₁ was taken as a sample using a cluster sampling technique, the total number of samples was 25. The instruments used in this study were questionnaires of interest and attitude. The results of this study indicate that students' interest in using FAW game method is quite high, students feel more relaxed in learning so that their understanding of vocabulary increases. Besides that students' attitudes in vocabulary learning using the FAW game method show good things, students are more active and cooperate with other students. This shows that H1 is accepted. Based on the results of the interest questionnaire list, 16 students (64%) were very interested in the FAW game method and based on the results of the attitude questionnaire 19 students (76%) showed good attitude.

Keywords: Vocabulary, FAW game

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan game FAW dalam pembelajaran kosakata dapat mempengaruhi perilaku psikiatri siswa. Dalam penelitian ini, peneliti memfokuskan pada aspek minat dan sikap siswa. Penelitian ini menggunakan metode penelitian kualitatif, populasi penelitian ini adalah siswa kelas VII SMP N 2 Baranti tahun ajaran 2018-2019. Jumlah populasi adalah 101 siswa yang terdiri dari empat kelas. Kelas VII₁ diambil sebagai sampel dengan menggunakan teknik cluster sampling, jumlah sampel sebanyak 25. Instrumen yang digunakan dalam penelitian ini adalah angket minat dan sikap. Hasil penelitian ini menunjukkan bahwa minat siswa dalam menggunakan metode permainan FAW cukup tinggi, siswa merasa lebih rileks dalam belajar sehingga pemahaman kosakatanya meningkat. Selain itu sikap siswa dalam pembelajaran kosakata menggunakan metode permainan FAW menunjukkan hal-hal yang baik, siswa lebih aktif dan bekerjasama dengan siswa lain. Hal ini menunjukkan bahwa H1 diterima. Berdasarkan hasil daftar angket minat, 16 siswa (64%) sangat tertarik dengan metode permainan FAW dan berdasarkan hasil angket sikap 19 siswa (76%) menunjukkan sikap yang baik.

Kata Kunci: kosa kata, FAW game

INTRODUCTION

English as international language is spoken almost all over the world. In the global era, English takes an important role as communication language used in many sector of life, such as trading, bilateral

relationship, politic, science, technology and many others. In fact, people use the language used by many people over the world to connect and share with another. Therefore, people should understand and master

English in order to gain broader knowledge, information and technology.

As foreign language, English is very important for development of science in Indonesian, especially for education. As knowledge, English is taught as a foreign language and is almost a language that is highly recommended to be studied. When we learn about English, things that are very important for us to master are vocabulary. Vocabulary rewords that are taught in a foreign language. Vocabulary is a list or collection of words and phrases that are usually arranged and explained alphabetically or explained.

In learning English there are 4 aspects, namely listening, speaking, writing, and reading. Every individual has different levels of difficulty, including difficulty in communicating, difficulty understanding Grammar, or lack of vocabulary. Basically everyone experiences the same thing when learning English, from memorizing vocabulary, understanding grammar and other language structures. The above problems are actually not because of the learner's fault, but it could be an error in the learning method that is not interesting or too rigid, therefore it is necessary to have effective learning activities. In learning English students must be able to master 4 aspects of skill.

Vocabulary is one component of language that plays an important role in the systematic learning of a language. Without good vocabulary mastery, people will not be able to communicate and express their ideas effectively. As Burton said in Nurudin (2002) "Vocabulary is needed by people to understand the meaning of words and help them express ideas correctly".

Therefore, Napa (1991) observed that learning English vocabulary takes an important position. It means that when people lack english vocabulary, they could not speak English well, write a sentences well, comprehend a text well, and

absolutely could not understand about what the other people say.

As well, Morales (2004) states that vocabulary is a list of words used in several conversations. Lehr (2004) vocabulary is knowledge of words and words meaning in both oral and print language and in productive and receptive forms which is used in listening, speaking.

Likewise, Good (1959) in the Education Dictionary defines vocabulary as: 1) the contents and functions of words from a language that are thoroughly studied so that they become part of student understanding, speaking, then reading, and writing Vocabulary, and 2) words have meaning when heard are heard or seen even though it is not produced by the individual himself to communicate with others.

Similarly Webster (1983) states that vocabulary is a list of words and sometimes, phrases, usually arranged in alphabetical order defined as dictionaries, glossaries, or lexicons, all words used by certain people, classes, professions, etc.

From the opinions above, we can conclude that vocabulary is one of the important components such a structure, pronunciation and intonation. The vocabulary is very important to learn, because if a student is weak in vocabulary mastery, we cannot communicate our thoughts and ideas either orally or in writing.

Teaching English for young learners is not easy. The teacher has to consider what material sholud be given to interest the learnest learn English. In this case, the material should be issued by departement of education and culture in the curriculum one aspect that must be taught is vocabulary. Vocabulary is one of the language elements that support to master of the four language skill (listening, reading, writing, speaking).

English is quite difficult to the learners of English. They have difficulties to understand and express their idea in English to other people because they do not have good vocabulary command. Therefore,

efforts are needed to improve our vocabulary, in order to obtain good results from learning English. However, sometimes problems are found, especially in junior high school in the learning process of English. Learning Vocabulary English is a basic and very important part of learning English.

To learn the word new vocabulary, we also need to understand what the word means. To truly learn new English words, we must understand them and be able to use those words correctly when we speak or write. We might learn English words faster when those words are important for our lives that are all lacking or come from a subject that interests us. One way that can help students to learn English Vocabulary is to see and hear many repetitions of words in an interesting topic or context such as stories or readings.

Learning vocabulary is actually very easy, the vocabulary that is used every day can be the first step to increase our word in English, but most students find it difficult even afraid to speak English especially learning vocabulary, the students had difficulty in differentiated the form of word grammatically, such as part of speech noun, verb, adjective, and adverb. Furthermore, sometimes students feel bored and less interested in class when learning English. The vocabulary problem must be solved, because it can make it difficult for students to continue to the next level or class. May be also students are less motivated in learning English because they feel English is difficult. So that makes students become bored in learning English. In addition, the delivery of material carried out by teachers is monotonous, making the learning process unattractive. The media used is also not able to make students more active in learning vocabulary in English.

In the development of English vocabulary, researcher are not only focused on the development and mastery of English student vocabularies but are more focused on seeing how students' physical behavior towards the methods used by researchers in developing

vocabulary. Attitudes and student interest in the methods used are the main objects of the researcher.

Based on the statement above, the researcher applied games method in learning English vocabulary. Julia Dobson (1997) stated that “ Game is a wonderful way to break the routine of classroom drill, because it provides fun and relaxation. It means that game is one of ways to relax routine of classroom, so that it will make fun. Moreover, as it is stated in Games for Language Learning book. Games are a simple way to entertain and attract students' attention, thus making students more relaxed and eager to learn English, sometimes it is challenging because when students are playing games, they have to be a winner in that games, and also it is entertaining because students fun and enjoy playing and interacting each others. Besides that, it also gives the opportunity to the students to express their feeling.

One of game that may can increase the students' vocabulary mastery is FAW (Find-Arrange Word) Game. FAW game is a game where students given some word and the students must be finding and arranges the word with the keyword and suggest from the researcher. Ideally if the students can play many games in English their vocabulary mastery would be up. It can be seen from less vocabulary that they have memorized and they are not able to mention the meaning of simple vocabulary.

Based on the reason above, the researcher carries out a research under the title “The Effect of FAW Games In Improving Students' Psychological Behaviour In Learning Vocabulary ”

RESEARCH METHODE

A. Research Design

Research design is a strategy to achieve established research goals and acts as a guide or guide for researchers during the research process. In this study, researchers wanted to collect, process, analyze data from research conclusions. This research method is a qualitative research method. Qualitative research is research that is used to investigate, find, describe, and explain the quality or privilege of social influences that

cannot be explained, measured or described through a quantitative approach.

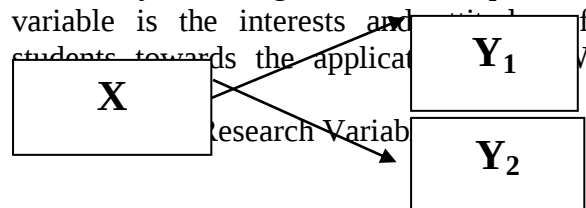
Menurut Sugiyono (2011), metode penelitian kualitatif adalah metode penelitian yang didasarkan pada filosofi post-positivisme, yang digunakan untuk memeriksa kondisi benda-benda alam, (berlawanan dengan eksperimen) di mana peneliti merupakan instrument kunci, pengambilan sampel sumber data dilakukan secara sengaja dan bola salju, teknik pengumpulan tri-gradasi (gabungan), analisis data bersifat induktif atau kualitatif, dan hasil penelitian kualitatif lebih menekankan makna dari pada generalisasi

According to Sugiyono (2011), qualitative research methods are research methods based on post positivism philosophy, used to examine natural object conditions, (as opposed to experiments) where the researcher is a key instrument, purposive and snowball sampling of data sources. Tri-graft collection techniques (combined), data analysis is inductive or qualitative, and the results of qualitative research emphasize the meaning rather than generalization.

B. Variable of the Research

1. Research Variable

There are two variables in this study, namely the dependent variable (X) and the independent variable (Y). The independent variable is the use of FAW games in vocabulary teaching, and the dependent variable is the interests and attitudes of students towards the application of FAW game.



Where:

X: The Use FAW Game in Teaching Vocabulary

Y₁: Students' Interest

Y₂: Students' Attitude

2. The Operational Definition of Variable.

There are several terms that necessary be clarified in other to avoid readers from misunderstanding the concept or ideas. They are:

- Find Arrange Word (FAW) game is a word play made by researcher as a strategy to increase students' interest in learning English especially in developing student vocabulary. This strategy is a game that is designed to be a medium of student learning in finding a vocabulary in a short time.
- Interest is would take someone to think about his positive response or attitude to something likes, enjoy, and appreciate which makes him having a desire to do. To clearly define what actually interest means some theorists would define it.
- Attitudes can be translated correctly as attitudes and was ingress to act on things. Attitude are always directed at something, object. There is no attitude without any object; attitude may be directed at object, people, but also events, sights, institutions, norms, value and others.

C. The Population and Samples

1. Population

Population is the totality or the whole subject of research whether objects, people, or other things in which important information can be taken in the form of research data. Menurut Arikunto (2002), pengertian populasi adalah objek yang secara keseluruhan digunakan untuk penelitian, According to Arikunto (2002), the notion of population is the object as a whole used for research. So if there is someone who wants to examine all the characteristics and elements in a research area, of course the research is included in population research.

In this research, the population is the students of this research in the students

at seventh grade of SMP 2 Baranti in academic years 2017-2018 is consist of four class that include of VII.₁, VII.₂, VII.₃, VII.₄. So the total member of student is 101 students.

Table 3.1. Population at seventh grade of SMP 2 Baranti

No	Class	Population
1	VII. ₁	25
2	VII. ₂	27
3	VII. ₃	24
4	VII. ₄	25
SUM		101

(Students data document of SMP 2 BARANTI 2019)

2. Sample

The sample is part of the subject in the population, which is certainly capable of representing the population representation. Sample is the selected elements (people or object) chosen for participation in a study, people are referred to as subject or participants. Sampling is the process of selecting a group of people, events, behaviors, or other elements to conduct research. *Sampel diambil sebagian dari seluruh objek yang diteliti dan dianggap mewakili iseluruh populasi. (Soekidjo. 2005)*, the sample is partially taken from the entire object under study and is considered to represent the entire population. (Soekidjo. 2005)

In this research the researcher applied cluster sampling technique the researcher choose one class sample. Cluster Sampling is a sampling technique where selection refers to groups not to individuals. *Cluster sampling adalah metode pengambilan sampel berdasarkan kelompok tertentu (Sugiyono: 2003)*, Cluster sampling is a method of sampling based on certain clusters (Sugiyono : 2003). Some clusters are then randomly chosen as representatives of the population, and then all elements in the selected cluster are used as research samples. This class is VII₁ which consists of 25 students.

Table 3.2 Sample (Cluster sapling)

No	Class	Population
1	VII. ₁	25
2	VII. ₂	-
3	VII. ₃	-
4	VII. ₄	-
SUM		25

(Students data document SMP 2 BARANTI 2019)

D. Procedure of Collecting Data

In analyzing the psychological behavior of students using FAW games in improving their vocabulary, researchers would make observations, provide a list of questions and conduct interviews. Observation is a method or method of analyzing behavior systematically by looking at or observing individuals or groups directly. An interview is a conversation between two or more people and takes place between the speaker and the interviewer. The purpose of the interview is to get information where the interviewer asks questions to be answered by the interview. Questionnaire is a list of questions sent to respondents both directly and directly. Questionnaires in general can take the form of questions or statements that can be answered in the form of a questionnaire. In this study, researchers would use a closed questionnaire.

E. Instrument of the Research.

In any scientific research, instruments for collecting data are very important. The accuracy of the results of a study is very dependent on how accurately the tool is used. Before the research is conducted, the data collection instrument must be well prepared.

1. In the initial stages, researchers observed students' initial knowledge of their vocabulary in English. The researcher would see how students behave in learning vocabualry.
2. After that the researcher would conduct interviews with students,

listing the researchers' questions during interviews related to the learning model that is often done by students in the teaching and learning process.

3. And in the final stage, the researcher would provide a questionnaire. The questionnaire would use a closed questionnaire. This questionnaire contains questions related to students' daily habits in learning English, especially in mastering vocabulary. Questionnaires would be given at the end of the meeting or after the application of the FAW game in vocabulary teaching. Highest score of 100 and lowest of 20.

F. Technique of Data Analysis

The researcher provides a closed questionnaire whose answer has been provided by the researcher. The researcher would measure student psychological behavior according to the student's answer choices.

1. Analyzing the data from the questionnaire to see the students' interest through simulation in learning vocabulary based on Likert Scale.

Table 3.3 Likert Scale

Positive Statement		Negative Score	
Category	Score	Category	Score
Strongly Agree	5	Strongly Disagree	1
Agree	4	Disagree	2
Undecided	3	Undecided	3
Disagree	2	Agree	4
Strongly Disagree	1	Strongly Agree	5

(Sugiyono, 2010)

2. Classifying of the students' interest based on the score classification, as follows :

Table 3.4

Score	Classification
85-100	Strongly Interested
69-84	Interested
51-68	Moderate
36-50	Uninterested
20-35	Strongly Uninterested

(Sugiyono, 2010)

3. Analyzing the data from the questionnaire to see the students' attitude through simulation in learning vocabulary.

Table. 3.5

Category	Score
Always	5
Often	4
Sometimes	3
Rarely	2
Never	1

(A. Muri Yusuf 2005)

4. Classification of student learning attitudes based on classification, as follows :

Table 3.6

Score	Classification
81-100	Very Good
61-80	Good
41-60	Enough
21-40	Less
< 20	Not Good

(Cepi Safruddin Abdul Jazar 2009)

4. Calculating the mean score, standard deviation, and frequency table to know the students' interest by using descriptive statistical analysis in SPSS 21.0 program for window evaluation version.

FINDING AND DISCUSSION

A. Findings

This section discusses the psychological behavior of students towards the application of the FAW game method in the vocabulary learning process. The psychological behavior of students who are focused by researchers is their interests and attitudes, how the attitudes of students in the process of learning vocabulary using the FAW game method and how much students are interested in applying this method.

1. Students' Interest

By learning the vocabulary through the FAW game method, it turns out that there are many students who are interested and like this method. The following is a table of percentage of student interest

Table. 4.1. The percentage of students' interest.

NO	Clasificati on	Scor e	Students' Interest	
			F	%
1	Strongly Interested	85- 100	16	64
2	Interested	69-84	6	24
3	Moderate	51-68	3	12
4	Uninterest ed	36- 50	0	0
5	Strongly uninterese sted	20- 35	0	0
TOTAL			25	100

The table above shows that 16 (64%) were very interested in the FAW game method, 6 (24%) were interested in this method, 3 (12%) in category moderate. And not students in categories uninterested and strongly uninterested. That means students are strongly interested in the applying FAW game method in learning vocabulary.

2. Student Attitude

In vocabulary learning using the FAW game method. Students' physical behavior

shows good things, students are more active and work together with their group teams to find and arrange several letters to be put together into one vocabulary that matches the keywords given by the researcher. It is not difficult to attract students' attention in applied this game, the method applied by researchers makes students more relaxed to receive vocabulary lessons.

Table. 4.2. The percentage of students' attitude.

NO	Clasificat ion	Score	Students' Interest	
			F	%
1	Very Good	81-100	1	4
2	Good	61-80	19	76
3	Enough	41-60	5	20
4	Less	20-40	0	0
5	Not Good	<20	0	0
TOTAL			25	100

The table above shows that 1 (4%) were very good category, 19 (76%) were in good category, 5 (20%) in category enough. And not students in categories less and not good. That means the attitude of students in the learning process is good.

3. Hypothesis

attitude quisionnaire, students behave well in the learning process Based on the result of the interet quisionnaire and the attitude of studebts the hypothesis of thi study was accepeted. Students were interested in using FAW game method in learning vocabulary. The assesing attitude is concluded based on the

B. Discussion

This section deals with findings presented from descriptive statistics and interpretation of test results. Based on the data above, it shows that students are more active in learning vocabulary through the

FAW game method and students are interested in the methods applied by researchers in the vocabulary learning process.

1. Students Interest

The description of the data collected through interview tests and questionnaire lists shows that students are very interested in the FAW game method in vocabulary learning. In the research process carried out by researchers students are more relaxed in learning vocabulary

According to Hadfield (1987) who said that "A game is an activity with a rule, a goal and an element of fun. The game is a good way of practicing language, for they provide a model of what learners will use the language in real in future"

This research data shows students are interested and more active by using the FAW game method in learning vocabulary. It can be concluded that students are interested in learning vocabulary using the FAW game method and students are more active in class when learning vocabulary using the FAW game method.

2. Students Attitude

Student learning behavior greatly influences the chase process. In this study students' attitudes during vocabulary learning using the FAW game method showed good things. Sstudents' are enthusiastic and more active in the class. The level of interaction and cooperation with other friends also increase.

In the opinion of Mayke Tedjasaputro (2000) states that learning by playing provides an opportunity for children to manipulate, practice, and get a variety of innumerable concepts and understandings.

With the application of games in the learning process helps students to more easily receive material. the classroom atmosphere is more crowded with the eagerness of students who feel challenged with the game FAW this game. Apart from the cooperation and activeness of students, students are also easier to remember

vocabulary that they have found and then arranged into one vocabulary.

CONCLUSION

The application of FAW games in vocabulary learning adds to the activeness of students while studying and students are also interested in using the method of this game. This is indicated by the score from the questionnaire sheet of student interest. This shows that the method helps students to easily remember and know vocabulary.

Observation made by the researcher at the beginning of the study to the final stage, the behavior of students in the class seemed more active when applying the FAW game method in learning vocabulary. The attitude of students is also on a scale good in measuring the data collection through attitude questionnaire.

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