THE APPLICATION OF WIND BLOWS GAME TO DEVELOP STUDENTS' VOCABULARY AT THE EIGHTH GRADE IN MTS MA'ARIF BOLAROMANG

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Article Info	Abstract
	The research aims to find out the application of Wind Blows Game to develop students' vocabulary at the eighth grade in MTs Ma'arif Bolaromang. This research was conducted in a pre-experimental using a quantitative approach. To collect the data from the students, the researcher was use test (vocabulary test). The sample was selected by using total sampling because the researcher took one class at the eighth grade in MTs Ma'arif Bolaromang. The sample in this research was 20 students. The research found that there was a significant difference between students' pre-test and post-test scores. The students' mean score before treatment was 47.75, but it improved to 78.75 after applying Wind Blows Game. While the students' mean score in the term of verb before treatment was 52, it improved to 76 after treatment. It's the same with the students' mean score in the term of noun, which was 43.5 before treatment and 81.5 after applied Wind Blows Game. Furthermore, t-test analysis showed that t-test value was bigger than t-table, indicating that students' vocabulary totally (12.03>1.729), verb (6.99>1.729), and noun (10.57>1.729) were all higher than t-table. As a result, the Null Hypothesis (H0) was rejected and the Alternative Hypothesis (H1) was accepted as the research hypothesis. It shows that Wind Blows Game was successful in developing students' verb and noun vocabulary.

INTRODUCTION

English is an international language, but this does not mean that all countries use English as their first language. Some countries use English as a second language and foreign language. English in Indonesia is a foreign language and that is why every school and university teaches and studies English. Because of its domination in almost all parts of life, learning the English language has become crucial for everyone.

Vocabulary is an important component of language. It is supported by Kabooha and Elyas (2015) statement that vocabulary is one of these fundamental components in language development. So, in learning foreign language, vocabulary is needed. Vocabulary will assist us in four skills of language. It related to Huyen and Nga (2003) statement that in the

learning of a foreign language, vocabulary is a language element that connects the four language skills of listening, speaking, reading, and writing.

Teaching vocabulary to the students should be with new idea and more creative to make the students interested to learn and improving their vocabulary. There are numerous methods for teaching vocabulary nowadays. One of them is through the use of games. Teachers can use games to help students build meaningful language contexts. Furthermore, psychological obstacles are a major difficulties in the learning process. Teachers may utilize language games to break down these barriers so students feel pleased and free while playing. Language games assist students in reducing stress, which has a detrimental impact on their learning process. Students can be helped and encouraged to keep their attention by playing games.

Related to the statement before, Akdogan (2017:32) stated that games have a high educational value and can be used in the classroom to encourage students to use the language rather than just memorize formulas. Learners are encouraged to communicate, collaborate, and be creative while utilizing the language in a meaningful way through games. Learners desire to participate in activities, enjoy games, and have a high level of ambition. They must be able to understand and communicate in the target language in order to participate. Games can also help students stay engaged in their studies, and they can be used by teachers to create situations in which the language is helpful.

The following are some of the advantages of utilizing games to acquire vocabulary in the classroom (Huyen and Nga, 2003): a) Games help students relax and enjoy themselves, making it easier for them to remember the language. b) Because games include friendly competition, they keep students motivated and engaged. c) Vocabulary games create a sense of reality in the classroom.

MTs Ma'arif Bolaromang was chosen based on the researcher's observations in Internship 2 and teacher interview. The researcher discovered that most of the students struggled in mastering English. It's the result of a lack of vocabulary and practice especially in the term of verb and noun. Students' vocabulary competence in teaching and learning English is important and needed to avoid the students' laziness and boredom in English Class.

Based on the preliminary research, the researcher will apply wind blows game to help students develop their vocabulary. Wind blows game is a fun way to check vocabulary, whether its terms from the most recent session or words from the previous week's class. As a conclusion, the researcher will conduct a study with the title "The Application of Wind Blows Game to Develop Students' Vocabulary at the Eighth Grade in MTs Ma'arif Bolaromang" to know   the result in developing students' vocabulary by applying wind blows game.

RESEARCH METHOD

This research conducted in a pre-experimental using a quantitative approach. The researcher gave pre-test, treatment, and post-test. Pre-test and post-test respectively once, while treatment gave in three times. The result of the students' vocabulary development were considered as the result of treatment.

Based on the previous research design, Pre-test before gave treatment to know how the students' vocabulary before treatment. While Wind Blows game applied in treatment as a learning strategy, and post-test gave after treatment to know how the students' vocabulary.

RESULT AND DISCUSSION

This discovery justified the findings of the study, which were based on test results such as students' pre- and post-test scores, as well as their indicator scores. There were 20 students followed pre-test and post-test. The following table shows how the students' vocabulary has improved

RESULT
The Students' Vocabulary Improvement in the Term of Verb.

TABLE 1. THE MEAN SCORE OF THE STUDENTS IN THE TERM OF VERB

Indicator	Pre-Test Score	Post-Test Score	Improvement %
Students' vocabulary in the term of verb	52	76	46.1%

The table 1 above showed the students' mean score in term of verb. The outcome of the students' vocabulary score in the pre-test was 52, while their vocabulary score in the post-test was 76 after applied Wind Blows Game. As a result, it is possible to conclude that students' verb vocabulary increased about 46.1 %.

Rate Percentage and Frequency of the Students in the Term of Verb.

TABLE 2 SCORE CATEGORY OF THE STUDENTS IN TERM OF VERB

No	Category	Score	Pre-Test		Post-Test	
			Freq	%	Freq	%
1	Excellent	96-100	-	-	5	25
2	Early good	86-95	-	-	2	10
3	Good	76-85	2	10	3	15
4	Fairly good	66-75	5	25	4	20
5	Fair	56-65	4	20	4	20
6	Poor	36-55	4	20	1	5
7	Very poor	0-35	5	25	1	5
	TOTAL		20	100	20	100

The table 2 showed that between pre-test and post-test, the category, frequency, and percentage of the students' vocabulary in terms of verb differ. Based on the results of the pre-test conducted before apply Wind Blows Game, no students were classified as excellent and

early good. Only 2 (10%) students were classified in the good category, 5 (25) in the fairly good category, 4 (20%) in the fair category, 4 (20%) in the poor category, and 5 (25) in the very poor category.

The results of the post-test after applied Wind Blows Game discovered that 5 (25) students were in the excellent category, 2 (10%) in the early good category, 3 (15%) in the good category, 4 (20%) in the fairly good category, 4 (20%) in the fair category, 1 (5%) in the poor category, and 1 (5%) in the very poor category. Wind Blows Game was shown to be successful in developing students' vocabulary in the term of verb.

FIGURE 4.1 THE STUDENTS' RATE FREQUENCY SCORE IN PRE-TEST AND POST-TEST IN THE TERM OF VERB

In the term of verb, students' rate frequency in the pre-test and post-test is shown in Figure 1. The students' scores improved after applying Wind Blows Game, with the post-test was higher than the pre-test. The result showed that 25% of students got in the very poor category in the pre-test, and no student got in the early good category, whereas only one student got in the very poor category in the post-test and 10% got in the early good category. It indicated that their understanding of vocabulary in the term of verbs has grown.

The Students' Vocabulary Improvement in the Term of Noun

Table 3: The Mean Score of the Students in the Term of Noun

Indicator	Pre-Test Score	Post-Test Score	Improvement %
Students' vocabulary in the term of noun	43.5	81.5	87.3%

The table 4.3 above explained the mean score of students in the noun category. Based on the data above, students' vocabulary scores in the pre-test were 43.5, but their vocabulary scores in the post-test were 81.5 after applied Wind Blows Game. As a result, it can be concluded that students' vocabulary in the term of noun improved by 87.3 % from pre-test to post-test.

1. **Rate Percentage and Frequency of the Students in the Term of Noun.**
   TABLE 4 SCORE CATEGORY OF THE STUDENTS IN THE TERM OF NOUN

No	Category	Score	Pre-Test		Post-Test	
			Freq	%	Freq	%
1	Excellent	96-100	-	-	6	30
2	Early good	86-95	-	-	2	10
3	Good	76-85	-	-	5	25
4	Fairly good	66-75	2	10	4	20
5	Fair	56-65	4	20	2	10
6	Poor	36-55	7	35	1	5
7	Very poor	0-35	7	35	-	-
	TOTAL		20	100	20	100

The category, frequency, and percentage of students' vocabulary in terms of noun are different between pre-test and post-test, as shown in table 4.4. The results of the pre-test before applying Wind Blows Game indicated that no students were in the categories of excellent, early good, and good. There were 2 (10%) students in the fairly good category, 4 (20%) in the fair category, 7 (35%) in the poor category, and 7 (35%) in the very poor category. As a result, after applied Wind Blows Game, there were 6 (30%) students in category excellent, 2 (10%) in category early good, 5 (25%) in good, 4 (20%) in fairly good, 2 (10%) in fair, 1 (5%) in poor, and none in very poor categories. As a result, the students' vocabulary improved after the treatment.
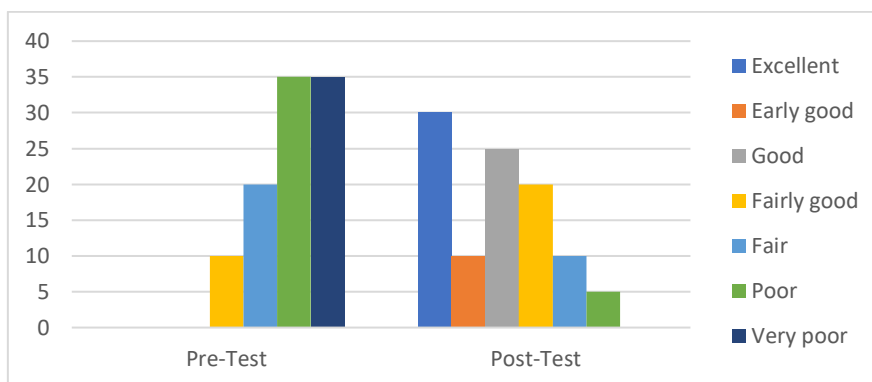

FIGURE 2 THE STUDENTS' RATE FREQUENCY SCORE IN PRE-TEST AND POST-TEST IN THE TERM OF NOUN.

Figure 2 illustrated the rate of students' frequency in the term of noun in the pre-test and post-test. The students' scores improved after applying Wind Blows Game, with the post-test being higher than the pre-test. The result indicated that on the pre-test, 35% of students were classified as very poor and none as good, whereas on the post-test, none were classified as very poor and 25% were categorized as good.

The Students' Vocabulary Improvement

TABLE 5 THE MEAN SCORE OF THE STUDENTS

Indicator	Pre-Test Score	Post-Test Score	Improvement%
Vocabulary of the Students	47.75	78.75	64.9%

Based on to the table 4.5 above, students' vocabulary total mean score in the pre-test before treatment was 47.75, while students' vocabulary total mean score in the post-test was 78.75 after treatment. As a result, it can be concluded that students' vocabulary increased by 64.9 %.

Rate Percentage and Frequency of the Students

TABLE 6 ALL SCORE CATEGORY OF THE STUDENTS

No	Category	Score	Pre-Test		Post-Test	
			Freq	%	Freq	%
1	Excellent	96-100	-	-	5	25
2	Early good	86-95	-	-	1	5
3	Good	76-85	-	-	4	20
4	Fairly good	66-75	2	10	3	15
5	Fair	56-65	7	35	6	30
6	Poor	36-55	5	25	1	5
7	Very poor	0-35	6	30	-	-
	TOTAL		20	100	20	100

The table 6 indicated that the pre-test and post-test categories, frequency, and percentage of students' vocabulary increase. There were no students in the categories of excellent, early good, and good in the pre-test before applied Wind Blows Game. Only 2 (10%) students were classified in the category fairly good, 7 (35%) in the category fair, 5 (25%) in the category poor, and 6 (30%) in the category very poor.

After applied Wind Blows Game, the post-test indicated that 5 (25) students were in category excellent, 1 (5%) in category early good, 4 (20%) in category good, 3 (15%) in category fairly good, 6 (30%) in category fair, 1 (5%) in category poor, and none in category very poor. Wind Blows Game showed successful in developing students' vocabularies.
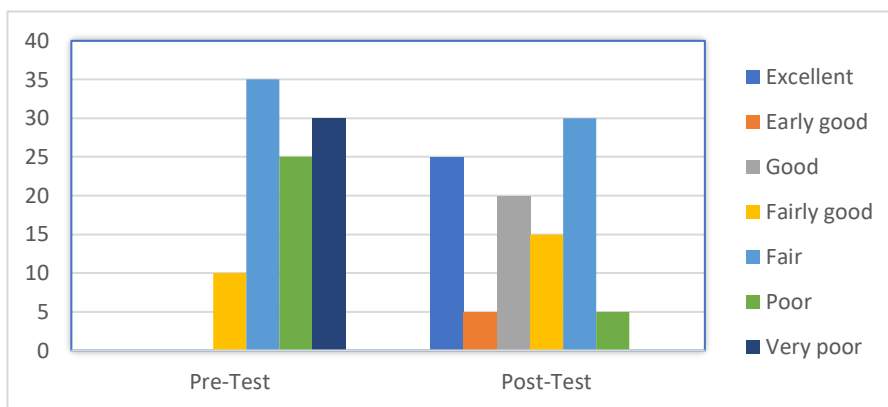
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FIGURE 3 THE STUDENTS' RATE FREQUENCY ALL SCORE IN PRE-TEST AND POST-TEST.

In the pre-test and post-test, students' rate frequency is shown in Figure 3. The students' scores improved after applying Wind Blows Game, with the post-test was higher than the pre-test. The result showed that 30% of students scored in the very poor category in the pre-test, but no students got in the very poor category in the post-test. It indicated that their English vocabulary has improved.
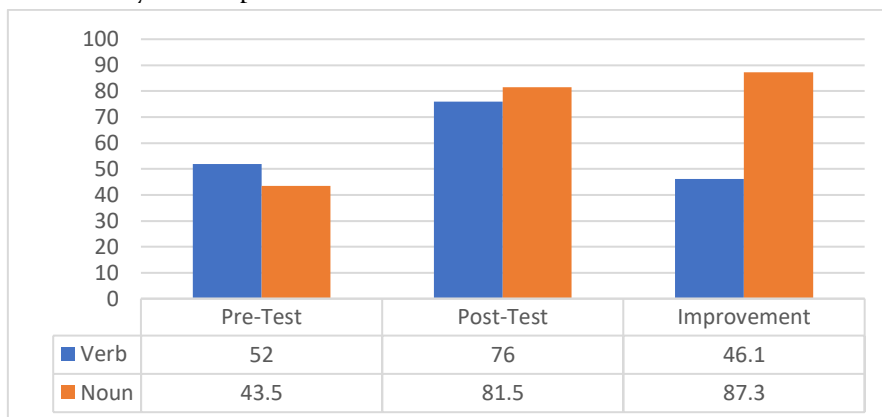

	Pre-Test	Post-Test	Improvement
Verb	52	76	46.1
Noun	43.5	81.5	87.3

FIGURE 4. THE IMPROVEMENT OF THE STUDENTS IN PRE-TEST AND POST-TEST IN THE TERM OF VERB AND NOUN.

Figure 4 demonstrated that in the term of verb, 20 students achieved 52% on the pre-test, 76% on the post-test, and a 46.1% improvement on the post-test. The result indicated that in the term of noun, students got 43.5% in the pre-test and 81.5% in the post-test and it indicated that students improved by 87.3% in the term of noun. It means that the students' post-test scores and percentages were better and higher than the pre-test. As a result, after the treatment, there was an improvement.

DISCUSSION

In this part, the researcher discusses her findings from applying Wind Blows Game to help students develop their vocabulary in terms of verbs and nouns during the teaching and

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learning process. Based on the findings, the students' post-test score was higher than their pre-test score. It may be seen in the students' pre-test and post-test scores.

This research supported by the other research. Akdogan (2017) in her research entitled *Developing Vocabulary in Game Activities and Game Materials*. The findings showed that games boost the occurrence of memorization, and hence may be a more efficient technique to foster language acquisition.

Umasugi, et. al (2018) with the research entitled *"The Scramble Game in Improving Students' Vocabulary at the Seventh Grade of MTS LKMD Sawa"*. The research found that using a scramble game to teach vocabulary improved students' vocabulary, and it can be concluded that using a scramble game to teach vocabulary is an effective way to improve students' vocabulary and enthusiasm in learning vocabulary through scramble games.

Shabaneh & Farrah (2019) mentioned in their research entitled *The Effect of Games on Vocabulary Retention*. The study findings revealed the effectiveness of using games in the educational process. As a result, games assist students in remembering new vocabulary, associating new information with their surroundings, and developing their language and communicative skills.

Sahrin & Hasan (2019) in their research entitled *Increasing Students' Vocabulary Acquisition by Master and Mastery Cards Game*. Students enthusiastically participated in the Master and Mastery vocabulary cards game. According to the researcher and co-observer, students' vocabulary learning and involvement rose dramatically as a result of this study.

Habibah (2021) in her reseach entitled *"The Effect of Boggle Board Game on the Students' Vocabulary Mastery of the Eighth Grade of SMPN 10 Metro"*. According to the data analysis, the mean score of the post-test in the experiment class was 73.39, while the mean score of the pre-test was 65.15. It is possible to identify that the Boggle Board Game has a beneficial and considerable impact on students' vocabulary proficiency in the eighth grade at SMPN 10 Metro.

Based on the previous research, it can be concluded that game have a big role and effective to improve students' vocabulary. As well as the result of this research showed that Wind Blows Game effective to develop students' vocabulary in the term of verb and noun. Wind Blows Game make the students' more engaged and enjoy in teaching and learning process, in order to make them easy to know and memorize a new vocabulary.

The researcher applied Wind Blows Game in the teaching and learning process, and it was successful in developing students' vocabularies. The researcher discovered that before applied Wind Blows Game, the students' mean pre-test scores were extremely poor, but that after applied Wind Blows Game, the students' post-test scores were good and excellent. Because students have found repeated vocabulary and looked for unknown vocabulary through reading, speaking, writing, and listening, using the Wind Blows Game can help them memorize vocabulary and new vocabulary. As a result, it is possible to concluded that students' vocabulary improved after applying Wind Blows Game.

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The researcher discovered that the t-test value was bigger than the t-table value (t-test>t-table) after calculating and comparing the two values. The students' vocabulary mastery in terms of verb score was (6.99>1.729) and their vocabulary in terms of noun score was (10.57>1.729), based on the final results. It signified that there is a considerable difference in the students' verb and noun vocabulary before and after applying Wind Blows Game. It shows that the Alternative Hypothesis (H₁) is accepted while the Null Hypothesis (H₀) is rejected. It means Wind Blows Game was effective in developing students' vocabulary in terms of verb and noun at the eighth grade in MTs Ma'arif Bolaromang.

CONCLUSION

Based on the hypothesis testing, the Null Hypothesis (H₀) was rejected and the Alternative Hypothesis (H₁) was accepted. The value of the t-test in terms of all score (12.03), the value of the t-test in terms of verb (6.99), and the value of the t-test in terms of noun (10.57) were all higher than the value of the t-table (1.729). It may be determined that the application of Wind Blows Game develop students' vocabulary at the eighth grade in MTs Ma'arif Bolaromang.

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