



The Effect of Complete The Story Game towards Students' Vocabulary Mastery

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Abstract: The research was conducted at SD Negeri 2 Labuhan Ratu, Bandar Lampung in 2022/2023 academic year. In this research the writer used experimental method. It consist of two classes, they were experimental class and control class. The population of this research was the students at the first semester of the fifth grade at SD Negeri 2 Labuhan Ratu, Bandar Lampung. The population consisted of 66 students from three classes. The sample of this research was VA and VB. The writer used cluster random sampling technique. In the data collecting technique the writer used test, kind of the test is multiple choice. To prove the hypothesis that there is positive and significant effect of *Complete the Story Game* towards students' vocabulary mastery, the writer used t_{test} formula. The result of this research showed that the average score of students' vocabulary mastery in experimental class (71.3) was higher than the students' vocabulary mastery in control class (50.17). Then, the writer got the result of t_{test} was higher than t_{table} with significance level 5% ($7.57 > 1.68$). It means that the writer proved the hypothesis that there was significant effect of *Complete the Story Game* towards students' vocabulary mastery of the fifth grade at SDN 2 Labuhan Ratu, Bandar Lampung.

Keywords: *complete the story game, vocabulary.*

INTRODUCTION

English is one of the foreign language and it is one of the subjects of the high school program . Mastering vocabulary is very important when the students learn English, because without mastering vocabulary, the learners can not use language to communicate to other people. The purpose of teaching English that is students understand a number of vocabulary and they are expected to be able to complete the story. The teacher should be able to create an interesting method and

technique in teaching English to motivate students to understand a number of vocabulary in order to make them enjoy and understand the material easily in learning process.

Vocabulary is one of the language aspect. Vocabulary make the students understand the meaning of the language. Learning vocabulary is the first step in building students' language in learning English. With a limited vocabulary anyone will also has a limited understanding in terms of speaking, reading, listening and writing. There are many factors that make students have difficulty in mastering vocabulary. First, students get difficulties understanding and remembering the vocabulary. Second, learning English is very serious, it can make the students frustration or fear developing their vocabulary skills. Vocabulary is needed to improve four language skills, namely: speaking, writing, reading, and listening.

Based on the result of the preliminary research in SDN 2 Labuhan Ratu, Bandar Lampung, it is shown that the students' vocabulary is still very low, so their vocabulary needs to be improved. Most of them had less antusias in learning vocabulary, and they had difficulties to express their idea in learning vocabulary, they also often forget the meaning of vocabulary. Another problem is the technique of presenting the teacher's material in the class. The teacher cannot attract the students' attention, so they are indifferent in learning English, most of them usually open a dictionary to look for a new words in learning vocabulary, without getting new words from the teacher.

The writer proposes an alternative way to make students improve their vocabulary and feel interested in learning English by using *complete the story game* because this is one of the easy techniques that can be used in teaching to encourage students' motivation in learning vocabulary.

Based on the explanation above, the writer interested to apply *complete the story game* to teach vocabulary. It will be done to know whether it can improve the students's vocabulary mastery. The writer formulated the problem as follows. First, Is there influence of Complete the Story Game towards students vocabulary mastery?, second, Is the average score of students' vocabulary mastery which is taught through Complete the Story Game towards higher than taught through translation technique?.

THEORETICAL FRAMEWORK

McCarthy (2003: 1) Vocabulary is the biggest component of any language course. No matter how well the student learns grammar, no matter how successful the sounds of L2 are mastered, without words to express a wide range of meanings, communication in a L2 just cannot happen in any meaningful way".

(Thornbury, 2002) Vocabulary cannot be tough. It can be presented, explained, included in all kinds of activities, and experience in all manner of associations, but ultimately it is learned by the individual. As language teacher, we must arouse interest in words in certain excitement in personal development in this

area. We can help our students by giving them ideas on how to learn, but each would finally learn a very personal selection of items, organized into relationships in an individual way.

There are many ways in teaching vocabulary and mostly the English teacher uses translation techniques. The English teacher can not only give the students a list of words but also must relate to the context of the words it means, to motivate them, to call the word the giving illustration of the word. The teacher of English has been careful in selecting the language skills and the language component that is vocabulary. The students have to memorize their new words in their mind. As it has been, explained before that vocabulary is very important in language. It is useful that through vocabulary the students can arrange their own language which is appropriate with the context. By learning vocabulary we see what learning takes to help students understand and remember vocabulary.

According (Richard and Rodgers, 2001) vocabulary as a central dimension of language learning and choice of vocabulary as crucial. The most important vocabulary for the learner deals with the most functional and versatile words of the native language. This “Functional Vocabulary” provides a key, to comprehending the “Spirit” of language.

From the statement above, the writer assumed that vocabulary has a great function in language learning. By vocabulary learning we see that the learning take to help the students’ understand and remember vocabulary. They should have as much vocabulary as possible, so they will not have any problems when they write, listen, speak, and read. In fact, teaching vocabulary very important in teaching English language, because without vocabulary it is impossible to learn language. The student can do more than we think, in order to teach vocabulary, the teacher has given the students of understanding of the meaning of the vocabulary item

According to (Schmitt, 2000) One of the keys in learning a foreign language is mastery the second language’s vocabulary” it is clear that everyone who learns their foreign language must know and master the vocabulary to improve their language skills. To increase students' experience in learning the meaning of words, teachers must select the strategies that can be useful and beneficial for students. A great strategy to show the information is through word list. Word list can help students understand a word very easily.

According to (Nation Paul, 2000) one of great attractions of learning lists of words is that large numbers of word that can be learnt in very short time. Without too much effort, learners can master well over thirty foreign-word mother tongue word associations per hour. Moreover, (Wells . L and Valcourt . G, 2010) learning vocabulary involves more than simply recognizing a word. In order to truly know a word, students’ must:

- a. Have multiple` exposures to the word
- b. Know more than the meaning, spelling, and pronunciation of a word
- c. Be familiar with other members of word’s family

From the explanation above, the writer conclude that in teaching vocabulary, the teachers must choose the strategies that can be useful for students. A great way to show information is through word list. By using word list the students are able to master the list of vocabulary well and also know the meaning of word, able to spell and pronounce the word correctly.

According to Hiebert and Kamil (2005 : 3) stated, "Vocabulary is set of wordfor which an individual can assign meaning when listening and reading ." It means that vocabulary is one of the important things in a language, especially learning English because without vocabulary nothing can be conveyed. Vocabulary can help the students in speaking, writing and reading, but if they don't have more vocabulary, they also can not comprehending in listening comprehension. They can understand and expressing ideas if they have more vocabulary. By having adequate vocabulary, people can express their idea or something clearly and easily.

According to Cameron (2001:95), "Vocabulary is fundamental to using the foreign language as discourse, since vocabulary is both learn from participating in discourse, and is essential to participating in it." It means that vocabulary is very important when the students learn English, because without mastering vocabulary, the learners can not use language to communicate to another people.

To know the classifications of word, Hatch and Brown (1995 : 218) classify the word, they are including : Noun, Adjective, Verb, Pronoun, Conjunction, and Proposition.

Based on Oxford Dictionary at fourth edition , there are the meaning of elements from vocabulary :

1. Noun is word that refers to a person, a place or a thing, a quality or an activity. examples : Shinta, borobudur temple, bicycle .
2. Verbs is word or phrase that expresses an action. examples : eat, an event, exist.
3. Adjectives is word that describes a noun. example *green grass*.
4. Pronoun is used instead of a noun such as *hers or it*.
5. Adverb is word that adds information to a verb, adjective, phrase, or another adverb. example : *quickly*.

In this research, the writer was focus on two elements from vocabulary that is Verb and Adjective.

According to Peter Watcyin-Jones(2010:15), " Complete the story game is a game which is the players complete the word or vocabulary in the missing story. Complete the story game is one of technique in teaching vocabulary. This technique to be able to make the students interesting and have high motivation to increase vocabulary. By using complete the story game the teacher can make vocabulary is fun to be learn, and also make the students enjoyable and brave to imagine and then try to guessing the appropriate vocabulary to complete that story. Complete the story game can help the students to memorize the vocabulary easier. Sometimes the

teacher asks the students spontaneously, but they do not know what should they say, because they do not know the meaning directly.

Game is one of the interesting technique in teaching and learning process. Games can help the teacher to teach the students and the students more easily to accept the materials. In teaching English for the students, especially junior high school should be more creative and patience, in order to the students more interest with English, especially vocabulary. Complete the story game as alternative game to teach the students. Complete the story game can help passive students more active, because passive student of course want to know what the story talk about, and then they can imagine after that they guess words or vocabulary in that story.

So complete the story game can improve to feel want to know the students to guess and imagine what is the appropriate vocabulary or word to complete the story, to finish that story. Complete story also help the teacher to teaching English easier and make the students feeling enjoy to remember vocabulary. Complete story game is one of interesting game that can be applied in the classroom to make the classroom is enjoy and fun .

Procedure of Teaching Vocabulary Through Complete the Story Game

According to Peter Watcyin-Jones(2010:15), procedure of complete story game :

1. The words to be cut up. First the 24 missing words, then 24 words are distractors.
2. The students work either alone or in pairs. The words are divided up amongst each student/pair. Make sure that everyone has at least one correct word and depending on the number of students in the class, one distractor all the words are placed face up on the table or desk.
3. Read out the story, one at a time. If necessary, read each sentence more than one. Make sure you clearly indicate (by making sound, etc), where the missing word is in story.
4. The students who think she or he has the missing word, holds it up and says it out loud. If correct, the word is turned face down. This helps the teacher to see how many words each student has left.
5. If incorrect, the teacher can ask other students to suggest the missing word (they may be able to guess it even if it isn't one of their words). Further help can be given, e.g if starts with the letter p. Again, if the teacher is close enough to the students she or he may be able to point to a student or pair and say it's one of your words.
6. Continue until the story have been complete successfully.

METHOD

In this research, the writer used the experimental method, because the writer did the treatment for the sample. The writer as the researcher used two classes, one as the experimental class and the other one as the control class. The first class as

the experimental class who learn vocabulary through Complete the Story Game, and the other one as the control class who learn vocabulary through conventional.

There are two variables in this research. First, independent variable is Complete the story game (x) and second, dependent variable is students' vocabulary mastery (y).

The population of this research was the students at the first semester of the fifth grade at SD Negeri 2 Labuhan Ratu, Bandar Lampung. The population consisted of 66 students from three classes. To be more detail see the following table.

Table 1. The Population of the fifth class at SD Negeri 2 Labuhan Ratu, Kedaton, Bandar Lampung

NO	CLASS	GENDER		TOTAL
		Male	Female	
1	V A	8	12	20
2	V B	13	10	23
3	V C	11	12	23
	S	32	34	66

In this research, as the sample was taken two classes from fifth class at SD Negeri 2 Labuhan Ratu, Bandar Lampung. The first class was an experimental class, there are 20 students from A class and the second class is a control class, there are 23 students from B class. In determining that sample, the writer used cluster random sampling technique because the classes are homogenous.

In conducting this research, the writer used the techniques to collect some data. Measure the students' vocabulary mastery used test. The test consists of 40 item test and has four options (a, b, c and d) and the scoring for each item is 2,5. So, the lowest score is 0 and the highest score is 100.

FINDING AND DISCUSSION

Research Finding

1. The Data Analysis

After getting the score from vocabulary test from two classes, then the researcher analyzed the data. To make description clearer we can see from following table.

Table 2. The Score of Students' Vocabulary Mastery in the Experimental Class and Control Class

No. Respondent	Control Class (VB)	Experimental Class (VA)
1	70	55
2	35	55
3	65	60
4	35	60
5	40	67.5
6	37.5	65
7	47,5	65
8	37.5	65

9	45	62.5
10	42.5	75
11	47.5	72.5
12	42.5	70
13	55	70
14	55	82.5
15	52.5	82.5
16	50	80
17	52.5	75
18	52.5	85
19	60	87.5
20	60	90
21	57.5	
22	57.5	
23	57.5	

2. The Normality Test of the Data

Based on the table above, it was obtained the biggest score for experimental class is 90 and the smallest score is 55 from the number of data (n) = 20. Meanwhile control class is the biggest score is 70 and smallest score is 35 from the number of the data (n) = 23.

As the result of experimental and control class, the data was normal distributed because the result of data calculation were $X^2_{ratio} < X^2_{table}$ (2.54 and $0.62 < 5.99$) For the significant level of 5% ($\alpha : 0.005$). The summary can be seen to the table below:

Table 3. The Summary of Normality Test

Sample	Control Class	Experimental class
Average	50.17	71.3
Standard Deviation	9.0	9.61
Chi-Square Value	0.62	2.54
Chi-Square Table	5.99	5.99
Summary	Normal Distributed	Normal Distributed

3. The Homogeneity Test of Variance

After population data had been proven that the result had normal distribution, the writer also conducted the examination of homogeneity variants from both samples.

Table 3. The Summary of Homogeneity Testing

Variabel	Fratio	Ftable
Vocabulary	1.14	2.11

As the result above, it is clear that $F_{ratio} < F_{table}$. So that, H_0 is accepted, which means that the variance of the data are homogeneous.

4. The Hypothesis Test

The calculation result of the hypothesis test was $t\text{-test} > t\text{-table}$ with significance level 5% ($7.57 > 1.68$). It means that H_0 was rejected and H_a was accepted. Therefore, there was a significant effect of complete the story game towards students' vocabulary mastery at the fifth grade of SDN 2 Labuhan Ratu, Bandar Lampung. The testing of hypothesis is to show any effect of using *Complete the story game* towards students' vocabulary mastery.

The Hypothesis are:

$H_0: \mu_1 = \mu_2$ (There is no effect of using *Complete the story game* towards students' vocabulary mastery at the fifth grade of SDN 2 Labuhan Ratu, Bandar Lampung in 2022/2023 academic year)

$H_a: \mu_1 \neq \mu_2$ (There is an effect of using *Complete the story game* towards students' vocabulary mastery at the fifth grade of SDN 2 Labuhan Ratu, Bandar Lampung in 2022/2023 academic year).

Discussions

The writer taught by using *complete the story game* and the students were interested in learning vocabulary. They find difficulties in mastering vocabulary before they know about *complete the story game*. Based on analysis of the data and hypothesis test, the result of the test hypothesis by using $t_{\text{test}} = 7.57$ and from the distribution table of t at the significance level of 5% = 1.68. It means that $t_{\text{test}} > t_{\text{table}}$ it can be said that there is a significant influence of teaching vocabulary by using *Complete the story game* towards students' vocabulary mastery at the fifth grade of SDN 2 Labuhan Ratu, Bandar Lampung in 2022/2023 academic year.

The result of this research showed that the average score of students' vocabulary mastery in experimental class (71.3) was higher than the students' vocabulary mastery in control class (50.17). Then the writer got result of t_{test} was higher than t_{table} with significance level 5% ($7.57 > 1.68$). It means that, the writer proved the hypothesis that there is significant effect of *Complete the Story Game* towards students' vocabulary mastery at the fifth grade at SD Negeri 2 Labuhan Ratu, Bandar Lampung.

Therefore, in this case the writer concluded that using *Complete the story game* in teaching learning process is one of alternative technique in teaching English, especially in teaching vocabulary. Game also motivate students in learning English in order that the students will be easier to master vocabulary.

CONCLUSION

Based on the result of the data analysis, The researcher made the conclusion of this research as below:

1. The result of calculation normality testing by using Chi-square (X^2) formula showed that the experimental and control class data were normally distributed because of $X^2_{ratio} < X^2_{table}$ (2.54 and $0.62 < 5.99$).
2. The result of calculation homogeneity testing by using Variances test (F-test) formula was $F_{ratio} < F_{table}$ ($1.14 < 2.11$). It means that both of variances were homogeneous.
3. The result hypothesis testing by using the t-test formula was $t_{test} > t_{table}$ ($7.57 > 1.68$). It means that H_0 was rejected and H_a was accepted. Therefore, *complete the story game* was significant effect on students' vocabulary mastery at the fifth grade of SDN 2 Labuhan Ratu, Bandar Lampung.
4. This research showed that the average score of students' vocabulary mastery in experimental class (71.3) was higher than the students' vocabulary mastery in control class (50.17).

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