THE EFFECTIVENESS OF QUIZ – QUIZ TRADE GAME TO IMPROVE THE STUDENTS' VOCABULARY MASTERY AT THE FOURTH GRADE OF MI MA'ARIF BANJARSARI IN THE ACADEMIC YEAR 2021/2022

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Abstract

The problems that are often faced by students in mastering English vocabulary is difficulty in memorizing the words. Quiz-quiz trade game is one of the techniques that offers the students to memorize vocabulary easily. Thus, by using quiz–quiz trade game can help the fourth-grade students to improve their vocabulary mastery. The aim of this research

is to find out whether using quiz–quiz trade game is effective or not to improve students' vocabulary mastery on the fourth-grade students. This research uses a true experimental study. This research collects the data from observation, documentation, and test. T-test is used to test the hypothesis. The result of t-test is to 3,956 > ttable 1,697, in other words Ho is rejected and Ha is accepted. The writers conclude that the quiz–quiz trade game is effective to improve students' vocabulary mastery on the fourth-grade students of MI Ma'arif NU Banjarsari.

Keywords: *quiz quiz trade game, vocabulary mastery, the fourth grade students*

A. Introduction

Vocabulary describes one of the essential parts of learning English which has long been discussed by most people around the world, and vocabulary is one of the important topics that have been introduced in schools for a long time, including young learners, for example, in the elementary school students. The various problems that are often faced by students in mastering English vocabulary are difficulties in learning, such as the difficulty of memorizing words, and students can easily forget them, so it is still the main problem that makes students difficult in mastering vocabulary. This can also happen because English is very different from Indonesian, which includes several aspects such as spelling, pronunciation, use, and meaning of words.

The writers choose the research location at MI Ma'arif NU Banjarsari because there is English subject from grade three to grade six. This is because many elementary schools do not have English subjects. Based on the results of observations regarding to the learning English in class IV, the teaching and learning

process uses the lecture learning method. There are several problems that occur, including low mastery of vocabulary in students, low enthusiasm of students towards interest in learning English, and the learning method only focuses on Student Worksheets (LKS) so that students become inactive and passive due to lack of interaction between one student and another. Other students also seem embarrassed to ask if there are difficulties, and students easily forget the material that has been delivered. This makes students very weak in mastering vocabulary because of a lack of motivation.

There are many types of strategies in cooperative learning that can be used by teachers to make learning English more interesting. One technique that can be used by teachers to motivate young students to master vocabulary is to use games. Games can create a new atmosphere that can make them more enthusiastic about learning English vocabulary. One of the games that can be used in learning vocabulary is the quiz-quiz trade game.

Quiz - quiz trade game is one of the cooperative learning techniques developed by Spencer Kagan (2009) where students in pairs ask each other using a flashcard that has been provided by the teacher. The flashcard has two sides, the first side contains questions, and the other side contains answers. They play in pairs. After they answer and appreciate each other, their cards are traded with each other, and they look for other pairs. This is done with the time determined by the teacher. Using this game can make students interested and enthusiastic and feel challenged to learn vocabulary because they exchange information. This can help students to achieve goals in the learning process effectively.

B. Literature Review

Vocabulary is all about words, and when we use or learn a language, we can use words all the time, even thousands of words. If we can know the language well, then we know how to write the words and how to pronounce the words based on Michael McCarthy, Anne O'Keeffe, and - Steve Walsh (2010: 1). Mastery of vocabulary is needed to be able to express our ideas and to be able to understand the meaning of what other people say. Rivers as cited in Nunan (1991: 117) delivers vocabularies that are essential for success in second language use because, without an extensive vocabulary, we can unable to use the structures and functions we may have learned for comprehensible communication. Therefore, students are required to be able to English vocabulary mastery because with a lack of vocabulary mastery, students cannot understand the structure and function of language, especially in English as a foreign language.

In learning a lot of vocabulary, there are several aspects of vocabulary that need to be considered by the teacher in the teaching and learning process in the classroom. Based on Lado in Fitriyani (2016: 8) vocabulary consists of several aspects that must be considered, including meaning, spelling, pronunciation, word class, and word use. According to Kagan (2009: 1.11), cooperative learning is an excellent tool for that learning because it emphasizes basic social skills such as: taking turns, expressing appreciation, and asking rather than grabbing, and the skills needed for academic success include listening, following directions, staying on task. Kagan (2009: 5.7) says quiz-quiz trade is also referred to as a class builder where students can interact directly with their classmates, but within its structure, it also promotes academic learning as classmates give quizzes to each

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other with the aim of academic content to interact with classmates positively and master the curriculum academic achievement simultaneously. Furthermore, by using quiz–quiz trade game in the teaching and learning process, students can master the material that has been delivered by the teacher because students can exchange information with each other so that the teaching and learning process can achieve its goals.

There are the rules for using quiz–quiz trade game to teach vocabulary.

1. After the writers provides material about vocabulary, the author prepares a card which on one side contains questions about the vocabulary material that has been conveyed and on the other side contains the answers, after that, the writers explain the procedures for playing quiz-quiz trade game to students.

2. In the first step, students are asked to stand and pair up.

3. In the second step, student A asks student B according to the card provided and distributed by the writers.

4. In the third step, student B answers questions from student A. In the fourth step, if the answers from student B are correct, then student A give praise. However, if student B's answer is wrong, then student A teach student B.

5. In the fifth step, students switch roles.

6. In the sixth step, students exchange cards and thank each other.

7. In the seventh step, students pair up with other students and repeat the process as in steps 1-6 until the time that has been determined by the writers runs out.

C. Method of Investigation

In this research, the writers conduct quantitative research. The writers using experimental design with a true experimental design. according to Payadnya & Jayantika (2018: 2), experimental research is to examine the effect of treatment on behaviour that arises as a result of treatment. The purpose of this research is to find out whether quiz–quiz trade game is effective or not to improve the students' vocabulary mastery at the fourth grade students of MI Ma'arif NU Banjarsari. There are two class categories in this research, the experimental class and control class. The fourth grade K.H Hasyim Asy'ari and the fourth grade H. Turmudi are as sample. The fourth grade K.H Hasyim Asy'ari is as experimental and it gets the treatment by using quiz–quiz trade game. Whereas, the fourth grade H. Turmudi is as control class. In the technique of data collection, the writers use observation, documentation, and test. The writerss apply the technique of data analysis with normality test, homogeneity test, and hypothesis test.

D. Findings and Discussion

The first is observation, based on the results of observation in class IV, namely class KH. Hasyim Asy'ari and class H. Turmudi at MI Ma'arif NU Banjarsari, there are English subjects with passive students' involvement in the teaching and learning process. There are many factors making the students are not enthusiastic, primarily when the material is delivered.

The second is documentation, in this study, the writers used the documentation technique to collect the data about students, such as the list of names, and the value of 1st semester, to see the student's value in the English subject.

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The third is the test, in this part, the writers present the results of the tests given to the sample of students of MI Ma'arif NU Banjarsari using pre-test and post-test. Before the instruments of pre-test and post-test delivered to students in experiment and control class, content validity test is carried out using judgement experts. The pre-test questions are given at the beginning before the treatment is given, and post-test questions are given after treatment. The results are used to obtain empirical evidence about the effectiveness of using the quiz-quiz trade game to improve students' vocabulary mastery in the fourth-grade students of MI Ma'arif NU Banjarsari in the academic year 2021/2022.

The research results are presented as a description of the test based on the test results. Thus, the following description shows the research results obtained from the participant's pre-test and post-test scores. The writers use multiple-choice to get the results of the data analysis.

Based on the results of the data of experimental class, the scores of the pre-test and post-test in the experiment class are different. The pre-test mean was 62,81 and the post-test mean is 78,68. Based on the mean score, the result of the pre-test is lowest than the mean score of the post-test. Based on the results of the data of control class, the scores of the pre-test and post-test in the control class is different. The pre-test mean is 62,75 and the post-test mean is 73,18. Based on the mean score, the result of the pre-test is lowest than the mean score of the post-test. The student performance is better in the experiment class scores than in the control class students in doing on the post-test. It can be seen from the significant difference between vocabulary mastery of students who use quiz - quiz trade game and

control classes that do not use quiz - quiz trade game. It can be proven based on the students' scores before and after the treatment. Before the treatment, the mean score of the experiment class is 62,81, and the control class is 62,75 after being given a pre-test. Meanwhile, after the treatments given to the experiment class using a quiz-quiz trade game and the control class using conventional learning, the mean score obtained by the experiment class is 78,68, and the mean score obtained by the control class is 73,18. Based on the mean score of both post-test, it can be seen that the experiment class has a higher score than the control class.

In addition, based on the results of data analysis from several steps in calculating statistical analysis, the results of ttable at a significance level of 0.05 = 5% with df = 30 were 1,697, while the results for t0 are 3,956. From these results, it can be concluded that t0 = 3,956 > ttable 1,697, in other words, H0 (Hypothesis Null) is rejected, and Ha (Hypothesis Alternative) is accepted, it means using quiz-quiz trade game is effective to improve students' vocabulary mastery on the fourth-grade students of MI Ma'arif NU Banjarsari in the academic year 2021/2022.

E. Conclusion

It is concluded that using of quiz – quiz trade game is effective to improve students' vocabulary mastery on the fourth grade of MI Ma'arif NU Banjarsari. It can be seen from the different results of the mean score on the post-test results between the experiment class has the mean score is 78,68 and the control class is 73,18.

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Based on the conclusion above, it is confirmed that teaching and learning vocabulary using the quiz-quiz trade game learning technique is effective for students' vocabulary mastery. This can be seen by the increasement of students' achievement in mastering vocabulary by using the quiz-quiz trade game, which is better than students who do not get the game treatment. This can happen because students can enjoy teaching and learning activities in the classroom as long as the game is used. However, it would be better if the students are willing to practice and learn to master their vocabulary by reading a lot and discussing with their peers. So, to help students improve their language skills, they should improve their previous vocabulary by learning new vocabulary and practicing the vocabulary they know in everyday life.

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