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THE ROLE OF VOCABULARY IN IMPROVING STUDENTS' READING COMPREHENSION THROUGH THE GAME

Abstrak

Penelitian ini bertujuan untuk mengetahui apakah Peran Kosakata Melalui Permainan dapat meningkatkan pemahaman membaca siswa. Sampel dari penelitian ini adalah seluruh populasi siswa kelas VII di Sekolah Menengah Pertama Manaratul Ulum. Dalam penelitian ini digunakan metode pre-eksperimental one-group pretest-posttest. Penelitian ini menggunakan uji-t sampel berpasangan untuk menilai kemampuan membaca sebelum dan sesudah penerapan Vocabulary Through the Game pada siswa kelas VII. Setelah penerapan, siswa dikategorikan sangat baik (26%), mendapat nilai baik (37%), dan hasil yang cukup (37%). Pada uji paired samples t-test, terlihat bahwa nilai signifikansi (2-tailed) sebesar (<0.001) < a (0.05). Dalam hal ini, dapat disimpulkan bahwa perbedaan tersebut signifikan, dan terbukti bahwa Ho ditolak. Ha diterima, yang berarti ada signifikansi dalam pengajaran membaca menggunakan The Role of Vocabulary Through the Game, yang dapat meningkatkan pemahaman membaca siswa.

Kata Kunci: Pemahaman Membaca, Kosakata Dan Game Online

Abstract

This study aims to determine whether The Role of Vocabulary Through the Game can improve students' reading comprehension. The sample of this study was the entire population of grade VII students at Manaratul Ulum Junior High School. In this research, the pre-experimental one-group pretest-posttest method was used. This study used a paired sample t-test to assess reading skill before and after applying Vocabulary Through the Game to the seventh-grade students. After the application, students were categorized as excellent (26%), scored good (37%), and enough results (37%). In the paired samples test, it can be seen that the significance value (2-tailed) of (<0.001) < a (0.05). In this case, it can be concluded that the difference is significant, and it is proved that Ho is rejected. Ha is accepted, which means there is significance in teaching reading using The Role of Vocabulary Through the Game, which can improve students' reading comprehension.

Keywords: Reading Comprehension, Vocabulary, And Online Game

INTRODUTION

English education is a necessary process that helps students develop the skills, knowledge, and abilities necessary in various aspects of life. English makes it easier to communicate because it is an international language. Therefore, from junior high schools to universities, English is explicitly taught in schools in Indonesia. There are several basic skills in learning English at school: reading, listening, writing, speaking and grammar. One of the essential skills that students must master is reading skills in English.

Reading is a process of understanding text that allows students to absorb knowledge, understand concepts, and develop critical thinking in English. According to Jack, (2019:1) Reading can have a significant influence on our lives. It can evoke emotions, inspire, provide entertainment, convey knowledge, offer enlightenment, and many other things. Reading is an essential ability that is vital in gaining knowledge and interpreting the world we live in. Nonetheless, several individuals find it challenging to comprehend what they read, which can

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impede their academic, career, and personal development (Ikhtiyorovna, 2023:33). According to Chettri & Rout, (2013:13) Reading is an essential resource for continued education, for the acquisition of new knowledge and skills, for gaining information through media, newspapers, books, radio, television, and computers. Shea & Ceprano (2017:48) stated reading is characterized by understanding, although understanding is labeled in different ways (e.g., comprehension, meaning making), success with this language process requires that one fully comprehends the message expressed, interprets between and beyond the lines of text, and contructs personal meaning with the text (e.g., elaborating and extending).

The research focuses on reading ability. One of the abilities deemed crucial for language learning is reading, and like the other skills, its proficiency is influenced by various conditions. By reading a lot of known knowledge, more insight is obtained. The reading command can be found in the first revelation revealed to prophet Muhammad SAW, in surah Al-'Alaq 1-5.

In Surah Al-'Alaq, it is stated that the capacity to read is the key to education. Reading is an essential thing in life. Reading can be crucial in growing an innovative, creative, critical generation. Reading activities can add a lot of knowledge and information. Reading skills are the ability to comprehend something while reading. Reading is primarily an activity for skill development, beginning with the ability to interpret words for words, sentences, and paragraphs and to comprehend the meaning of all reading critically.

Based on the experience of researcher, in grade VII junior high school, almost the average student found it difficult to take part in learning English. According to researcher observations, this could result from inefficient learning hours or credit limits for each course. Students need to acquire sufficient vocabulary during instruction. Students feel bored because learning is monotonous, so many need to pay attention and are full of assignments. The researcher also found that students who had difficulty reading during class learning felt shy and afraid of making mistakes while reading. And can be shown by students' weaknesses in interpreting information from reading texts. They also need help when asked to find meaning by using contextual clues. It makes it difficult for students to improve their reading skills.

The primary cause for college students' inability to read fully is a restricted vocabulary. A thorough grasp of vocabulary instruction is required to help students learn. Vocabulary learning is a domain where perseverance and continuous effort are vital. Having a growth mindset can act as a catalyst for initiating self-regulated learning cycles (Xu & Wang, 2022:4). From here, the researcher concludes that students need more learning time and like interesting and fun learning.

There are various ways to improve reading skills in a fun way. However, According to Abramenka-Lachheb & De Siqueira (2022:18), technology is essential in an online learning environment to give students access to resources and learning activities. This has attracted the attention of researchers interested in understanding how these tools influence teaching methods and students' learning experiences (Selwyn, as cited in Pacheco et al., (2018:4). Another research describes how gamified tools are implemented to increase efficacy in the educational context and achieve various educational purposes, from mathematical to writing and reading skills (Zeybek & Saygı, 2023:238).

The researcher chooses Find Joe: unsolved Mystery game media to improve students' reading skills. The researcher chose this media because now a days, almost everyone, from children to teenagers, likes online games, and technology has become increasingly sophisticated. All satisfaction types strengthen the intention to play (Kim et al, 2018:392). With Find Joe: unsolved Mystery game, students can study anywhere and spend more time studying to improve their reading skills at school. According to Plass et al, (2020:7) , the main arguments for the implementation of game or even full-fledged games as an educational tool are based on potentially fostering learning outcomes.

Besides improving reading skills, Find Joe: Unsolved Mystery game can also train students in critical thinking, discussing with friends in conveying their respective ideas, and making students more interested and motivated in learning. The game enhances their enjoyment (Chou et al, 2014:3). Educational video games, often known as Edu games, have the potential to be customized to cater to the preferences and interests of individuals who have grown up in the digital age. One notable aspect is the widespread utilization of multimedia components within

the realm of gaming. In games, the instructional content is conveyed through the integration of visual, auditory, and textual components. Players have strong motivations to attain goals and obtain achievements that boost their behavioral engagement (Lin et al, 2015:831).

Based on the explanation above, the researcher is interested in conducting research with the title "The Role of Vocabulary in Improving Students' Reading Comprehension Through The Game" because researcher find students only use their gadgets to play games. even though games also contain many benefits. This game is related to reading because students must read what they are told and understand what they mean to complete the tasks in the game. To solve the abovementioned problem, this research aims to obtain empirical evidence about impact of vocabulary role through the game improving students' reading comprehension. Arndt and Woore (2018:127) suggest that vocabulary knowledge is an essential requirement for understanding and producing a foreign language.

The researcher hopes that the results of this research will provide the following theoretical and practical benefits. The researcher hopes that the findings of this study provide information about the impact of vocabulary role through the Find Joe: Unsolved Mystery game on students' understanding of reading English sentences and the importance of reading in improving understanding as intended. The researcher hopes that the results of this research can improve student achievement in mastering fun English methods and make it easier for student to understand reading in the form of sentences that have purpose and meaning. Get new vocabulary and be motivated in learning English. Students will find out how much vocabulary they get from Find Joe: unsolved mystery game, reading fluency and understanding the purpose of Find Joe: unsolved mystery game. The researcher hopes that teachers can implement fun reading methods and make it easier for students to understand reading in sentences with meaning and purpose. From the researcher's explanation of the hypothesis above.

1. Negative hypothesis (Ho); Vocabulary role through the Find Joe: Unsolved Mystery Game doesn't impact students' reading comprehension.
2. Positive hypothesis (Ha); Vocabulary role through the Find Joe: Unsolved Mystery Game impacts students' reading comprehension.

METHOD

To solve this problem, researcher use quantitative research. Quantitative research methods focus on accumulating and analyzing structured data that can be numerically represented. One of the primary objectives is to develop precise and trustworthy measurements that enable statistical analysis. Here the researcher uses a pre-experimental design method in solving problems and In this one-group pretest-posttest design, the treatment results can be known more accurately because they can be compared with the situation before treatment. Upon completion of the test, the results will be compared between the mean scores of the pre-test and post-test. The student's answers can be scored, correcting for guessed answers using a formula.

$$\textbf{Score} = \frac{\text{B}}{\text{N}} \times 100$$

Description:
B= number of items answered correctly
N= Number of multiple-choice items

The score of students was classified into five levels as follows:

Table 1 Criteria of Students' Score

No.	Qualification	Range score
1.	Excellent	90-100
2.	Good	76-89
3.	Enough	66-75
4.	Poor	40-65
5.	Very poor	00-39

This study used a paired sample t-test to assess reading skill before and after applying Vocabulary Through the Game to the seventh-grade students (Darling et al, (2022). The research was conducted in the academic year 2023/2024 at SMP Manaratul Ulum The school was located on Jl. Darusalam Masjid No.3 Blok A Kebayoran Baru - South Jakarta. In this study, the researcher only focuses her discussion The impact of Find Joe: Unsolved Mystery game towards students understanding in reading comprehension. Data collection methods are pretest, treatment post-test.

FINDINGS AND DISCUSSION

The findings of the research deal with the answer to the research question about a significant impact on the use of Find Joe: unsolved mystery game towards students' reading skill and the discussion section further information regarding the findings of the research.

1. **The Description of the Data**

    This study aims to determine whether the use of Find Joe: Unsolved Mystery Game can effectively improve students' reading skills. This study was conducted at Manaratul Ulum Junior High School, Jakarta. The sample of this study is grade 7, which consists of 35 students.

    In the publication "Developing Reading Comprehension Questions," Day and Park identified six forms of comprehension based on their experience teaching and designing reading materials. Their taxonomy was informed by Pearson and Johnson's beliefs. Taxonomy consists of the following:

    First, literal comprehension involves interpreting words or phrases. Second, restructuring. This knowledge style relies on a literal grasp of the text but requires arranging different pieces to extract information. Third, inference. In this style of knowledge, information is not conveyed explicitly. Readers must infer or draw assumptions from the content. Fourth, forecasts. Readers must arrange their knowledge of relevant themes to comprehend a tale and anticipate what will happen next. Predictions may provide insight into readers' understanding of the primary issue. Fifth, evaluate. When evaluating a text, readers must offer a thorough or holistic review. Sixth, a personalized answer. This form of comprehension encourages readers to respond with their own opinions. Overall, the answer is subjective. This kind of comprehension involves asking the reader to express their thoughts on the material, including pros and drawbacks.

    Researchers used pre-experimental methods in the research that was carried out. Researchers use tests to obtain information from students. The tests consisted of a pre-test given before treatment was given and a post-test given after treatment. The students took multiple-choice tests individually during the test. Students in treatment learn to read using Find Joe: Unsolved Mystery Game. Students' pre-test scores were obtained from an objective test consisting of 10 questions related to games, five questions on understanding a descriptive story about a person, and five questions on vocabulary in games often used in everyday life. The test is carried out for 25 minutes. This test is given to determine students' basic abilities before being given treatment. After treatment, students are given a test with an assessment similar to the pre-test to produce a post-test score. Data on students' pre-test and post-test results before the t-test calculations are shown below.

    a.   **Pre-test result**

Table 2. Pre-Test Result

No.	Student's Name	Pre-Test
1.	AIK	80
2.	ALF	50
3.	ALP	70
4.	AMR	65
5.	BAR	65

6.	CTA	50
7.	DEP	70
8.	DHS	60
9.	FAN	65
10.	FIN	70
11.	FNK	70
12.	HAR	80
13.	HLL	60
14.	HRF	75
15.	LTI	60
16.	MAH	60
17.	MIA	80
18.	MUF	60
19.	MUG	60
20.	MUI	60
21.	MUS	80
22.	MUT	80
23.	NIM	60
24.	PAG	60
25.	PAM	60
26.	RAW	80
27.	REK	55
28.	REM	80
29.	RER	85
30.	RIS	70
31.	RZF	75
32.	SAA	65
33.	SIP	70
34.	VAM	65
35.	ZIT	70
Total		**2365**
Mean		**67.571**

The pre-test results above can show students' ability to improve their reading skills. Based on the pre-test scores obtained by the students, the students were divided into several categories. The student's reading ability in the pre-test above is classified as one of the following:

Table 3 Criteria of Students' Score

No.	Qualification	Range score
1.	Excellent	90-100
2.	Good	76-89
3.	Enough	66-75
4.	Poor	40-65
5.	Very poor	00-39

Using the data above, the researcher might place the students in the following categories:

Table 4. Percentage of Pre-Test Results

Criteria	Score	Number of Students	Number of Students in Precentage
Excellent	90-100	0	0%
Good	76-89	8	23%
Enough	66-75	9	26%
Poor	40-65	18	51%
Very Poor	00-39	0	0%

According to the table above, none of the 35 students in the pre-test fell into the "Excellent" score category, 8 (23%) fell into the "Good" category, 9 (26%) fell into the "Fair" category, 18 (51%) fell into the "Poor" category, and none fell into the "Very Poor" score category. To obtain a pre-test score, students were asked to answer multiple-choice questions. During the pre-test, several pupils were still trying to figure out what was intended or the meaning of the sentences in the questions. According to the problem description in the previous chapter, pupils still needed to be more effective in developing their reading abilities on this pre-test assessment because they needed clarification to understand English adequately and appropriately. Students feel they do not comprehend or master English topics. In this situation, a post-test is required to determine how well pupils understand and comprehend English courses.

b. Posttest result

Table 5. Post-test Result

No.	Student's Name	Post-Test
1.	AIK	95
2.	ALF	75
3.	ALP	85
4.	AMR	80
5.	BAR	80
6.	CTA	70
7.	DEP	85
8.	DHS	70
9.	FAN	80
10.	FIN	80
11.	FNK	80
12.	HAR	90
13.	HLL	75
14.	HRF	85
15.	LTI	75
16.	MAH	75
17.	MIA	95
18.	MUF	75
19.	MUG	80
20.	MUI	80
21.	MUS	95
22.	MUT	95
23.	NIM	70

24.	PAG	70
25.	PAM	75
26.	RAW	90
27.	REK	75
28.	REM	90
29.	RER	100
30.	RIS	85
31.	RZF	90
32.	SAA	75
33.	SIP	85
34.	VAM	75
35.	ZIT	85
Total		**2865**
Mean		**81.857**

Table 6 Percentage of Post-test Results

Criteria	Score	Number of Students	Number of Students in Precentage
Excellent	90-100	9	26%
Good	76-89	13	37%
Enough	66-75	13	37%
Poor	40-65	0	0%
Very Poor	00-39	0	0%

The table above showed that there was no student who got very poor and poor. There were 9 students categorized as excellent (26%). There were 12 students who got good result (34%). And there were 13 students who got enough result (37%)

2. **Analysis Data**
   a. **Normality Test**

   A normality test is a statistical test carried out to assess the distribution of data in a group of data or variables. The main objective is to determine whether the data distribution is normally distributed. This test is instrumental in determining whether the data that has been collected is normally distributed or taken from a normal population. The following are the results of the normality test from this study.

Table 7 Tests of Normality

Tests of Normality						
	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Questions	.165	35	.017	.930	35	.028
Posttest Questions	.166	35	.015	.929	35	.027

If the sample used > 50, use the Kolmogorov-Smirnov test, and if the sample used < 50, use the Shapiro-Wilk test (Dahlan, 2010:48). This study used 35 samples, so the researcher used the Shapiro-Wilk test. From the results of the Shapiro Wilk test output above, it was obtained that the pretest question was 0.28 and the posttest question was 0.27, while the significant level

was 0.05. Therefore, according to the standard in conclusion, the sig value on Shapiro Wilk test is 0.28 and 0.27 ≥ the significance level of 0.05, so the sample used is well distributed. It can proceed to the following statistical test.

b. Paired Sample Statistics

Table 8 Paired Samples Statistics

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Questions	67.571	35	9.2650	1.5661
	Posttest Questions	81.857	35	8.3213	1.4066

The table indicates that the mean score in the pre-test is 67,571, and the mean score in the post-test is 81,857, where N represents the number of samples, which is 35. The standard deviation for heterogeneous data before and after using Find Joe: Unsolved Mystery Game is 9.250 and 8.3213, respectively, while the standard error of means is 1.5661 and 1.4066

c. Paired Sample Correlation

Paired Sample Correlation in SPSS determines the relationship between two variables in paired samples. The following are the calculation results of this study.

Table 9 Paired Samples Correlations

Paired Samples Correlations		N	Correlation	Significance	
				One-Sided p	Two-Sided p
Pair 1	Pretest Questions & Posttest Questions	35	.919	<.001	<.001

In paired samples correlations, it can be seen that the significance value (<0.001) < a (0.05), and it can be concluded that there is a significant correlation between the use of Find Joe: Unsolved Mystery Game in reading skill and without Find Joe: Unsolved Mystery Game in reading skill.

d. Paired Sample Test

Paired Sample T-Test in SPSS is a test used to compare the difference of two means of two paired samples. Paired samples come from the same subject. Each variable is taken during different situations and circumstances. The following are the calculation results of the research results.

Table 10. Paired Samples Test

Paired Samples Test				
	Paired Differences			
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference
				Lower
Pretest Questions - Posttest Questions	-14.2857	3.6668	.6198	-15.5453

Paired Samples Test				
	Paired Differences	t	df	Significance

	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
		Upper				
Pretest Questions - Posttest Questions		-13.0261	-23.049	35	<.001	<.001

Based on the t-test calculation above, this research data shows significant results. This can be seen from the results above the mean of -14.2857, where the standard deviation is 3.6668, the standard error of the mean is 0.6198, and the lower interval is -15.5453. The upper interval is -13.0261, the degree of freedom is 35, the t-test result is -23.049, and the significant (2-tailed) of (<0.001) < a (0.05). Suppose the significance value is lower than a = 0.05. In that case, it can be concluded that the difference is significant, and it is proved that Ho is rejected and Ha is accepted, which means there is significance in teaching reading using Find Joe: Unsolved Mystery Game, which can improve students' reading skills.

DISCUSSION

This research was conducted to determine the significant difference in student scores before and after teaching using Find Joe: Unsolved Mystery Game to improve students' reading abilities. As the researcher mentioned in Chapter II, the researcher outlined the hypothesis as follows:

1. Negative hypothesis (Ho): Vocabulary role through the Find Joe: Unsolved Mystery Game doesn't impact students' reading comprehension.
2. Positive hypothesis (Ha): Vocabulary role through the Find Joe: Unsolved Mystery Game impacts students' reading comprehension.

Based on the series of calculations above, the researcher concluded that all data was conveyed in a general and homogeneous manner. The results can be seen in the normality of the data in the Shapiro-Wilk Test section, with significance results (2-tailed), namely pre-test and post-test of 0.28 and 0.27 > a (0.05), where the significance score is higher than a = 0.05, which means that the pre-test and post-test data are expected.

Based on the next output, paired sample statistics, the table shows the average value in the pre-test is 67.571, while in the post-test, it is 81.857; N refers to the number of samples, namely 35. The standard deviation shows the heterogeneity that occurs in the data before and after using Find Joe: Unsolved Mystery Game is 9.2650 and 8.3213. The standard error mean before and after using Find Joe: Unsolved Mystery Game is 1.5661 and 1.4066. The mean pre-test score was 67.571, while the mean post-test score was 81.857. This means that the pre-test and post-test variances are different. Furthermore, the statistical analysis above shows a clear difference between the average scores of the reading teaching results with and without Find Joe: Unsolved Mystery Game.

Based on the paired test, the significance (2-tailed) is (<0.001) < a (0.05). If the significance score is smaller than a = 0.05, then it can be concluded that there is a significant difference, and it is proven that Ho is rejected, and Ha is accepted. In a previous study conducted by Rifai and Komala (2021) with the title "The Impacts of The Cherry Orchard Video Game on Players' Reading Comprehension," the results of their research also said that students who were given game treatment were better than students who were not given treatment/control class. Let's see the results from the mean scores of the two classes. The treated class scored 75.5 points, while the control class got a mean score of 37 points. The class treatment-given game-based learning can work well.

Moreover, According to seli & santoso (2022) the study "The Role of Video Games in Learning English" used 57 respondents who answered 39 questions. The first order of the series

is about reading skills using video games, including the ability to identify main ideas, structures, and vocabulary they have never seen before. Researcher concluded that almost all respondents agreed that video games can positively affect reading skills by getting a mean value of 3.32.

These results support the positive hypothesis (Ha). In other words, teaching reading using vocabulary role through the Find Joe: Unsolved Mystery Game can improve the reading comprehension of seventh-grade students at Manaratul Ulum Middle School. This method can improve students' reading comprehension. After comparing the findings of previous research, it can be concluded that using vocabulary role through the Find Joe: Unsolved Mystery Game can improve students' reading comprehension.

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CONCLUSIONS

Based on research conducted on grade 7 students at Manaratul Ulum Middle School, Jakarta, it can be concluded that using vocabulary role through the Find Joe: Unsolved Mystery Game can positively improve students' reading comprehension. Students' pre-test scores are obtained from objective tests consisting of tests related to games, understanding descriptive stories about someone, and vocabulary in games often used in everyday life. The test is carried out for 25 minutes. After treatment, students are given a test with an assessment similar to the pre-test to produce a post-test score.

Statistical calculations show that the calculated t value for the significance level (<0.001 is smaller than the alpha value of 0.05 at a significance level of 95%. Thus, the Negative Hypothesis (Ho) is rejected, and the positive Hypothesis (Ha) is accepted. Thus, using vocabulary role through the Find Joe: Unsolved Mystery Game effectively improves the reading comprehension of seventh-grade students at Manaratul Ulum Middle School, Jakarta.

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