# THE EFFECT OF KNOWORD GAME TOWARD STUDENT'S VOCABULARY MASTERY AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL TWO MENES PANDEGLANG BANTEN IN THE ACADEMIC YEAR 2025/2026

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## ABSTRACT

*The research is to investigate wheter there is any The Effect of Knoword Game Toward Student's Vocabulary Mastery At The Eighth Grade of Junior High School Two Menes Pandeglang Banten In The Academic Year 2025/2026. The research uses quantitative approach with quasi experimental pre-test and post-test design. The population of this research consists of 88 students, while the sample of this research consists 44 students which separated into 22 students of experimenttal class and 22 students of control class. The research instrument used is oral test. The instrument is normally distributed and reliable. The data of this research is collected from the pre-test and post-test scores. The data is analyzed using statistical of program IBM SPSS 25 including mean, standard deviation, and t-test. Based on the result of data analysis and interpretation of the research, the finding shows that there is significant Effect of Knoword Game Toward Student's Vocabulary Mastery At The Eighth Grade of Junior High School Two Menes Pandeglang Banten In The Academic Year 2025/2026. The result of t-test obtained sig. value $0.000 \leq \alpha = 0.05$, so $H_a$ is accepted and $H_0$ is rejected. It can be concluded that there is significant effect of Knoword Game toward student's vocabulary mastery.*

*Keyword: Knoword Game, Vocabulary Mastery. Learning Media.*

## ABSTRAK

Penelitian ini bertujuan untuk menyelidiki apakah terdapat pengaruh permainan Knoword terhadap penguasaan kosakata siswa kelas VIII SMP Negeri 2 Menes Pandeglang Banten pada Tahun Ajaran 2025/2026. Penelitian ini menggunakan pendekatan kuantitatif dengan desain kuasi eksperimen pre-test dan post-test. Populasi penelitian ini terdiri dari 88 siswa, sedangkan sampelnya berjumlah 44 siswa yang terbagi menjadi 22 siswa kelas eksperimen dan 22 siswa kelas kontrol. Instrumen penelitian yang digunakan adalah tes lisan. Instrumen tersebut terdistribusi normal dan reliabel. Data penelitian ini dikumpulkan dari skor pre-test

dan post-test. Data dianalisis menggunakan program statistik IBM SPSS 25 meliputi mean, standar deviasi, dan uji t. Berdasarkan hasil analisis data dan interpretasi penelitian, temuan menunjukkan bahwa terdapat pengaruh yang signifikan dari permainan Knoword terhadap penguasaan kosakata siswa kelas VIII SMP Negeri 2 Menes Pandeglang Banten pada Tahun Ajaran 2025/2026. Hasil uji t diperoleh nilai signifikansi $0.000 \leq \alpha = 0.05$, sehingga $H_a$ diterima dan $H_0$ ditolak. Dengan demikian dapat disimpulkan bahwa terdapat pengaruh yang signifikan dari permainan Knoword terhadap penguasaan kosakata siswa.

Kata kunci: Permainan Knoword, Penguasaan Kosakata, Media Pembelajaran.

## A. Introduction

English as international language is widely spoken by many people around the world. There are billions of people use English as their first, second and foreign language (Pratiwi, 2021). Therefore, mastering English is a very urgent need, especially in this era of globalization. One of the basic skills in learning English is vocabulary mastery, because vocabulary is the foundation for other language skills such as reading, writing, listening and speaking (Sakan & Utanto, 2019).

In English language learning process, there are four main skills that students need to master, namely listening, speaking, reading and writing. The four skills are interrelated and supported by one very important basic component, namely vocabulary. Without adequate vocabulary mastery, students will have difficulty in understanding and using English in real communication contexts. Vocabulary acts as the main foundation in mastering language skills (Permatasari, Sudirman, & Munawaroh, 2022).

A person will not be able to understand reading (reading), compose sentences in writing (writing), or convey ideas orally (speaking), or capture messages in conversation (listening), without having sufficient vocabulary. Therefore, improving vocabulary mastery is the first and

crucial step in the process of learning English (Ne'matullayevna, Gulrux, Mirsaidovna, Nasimovich, & Furkatzoda, 2020).

Despite its importance, vocabulary acquisition remains a significant challenge for many students, especially at the junior high school level. Traditional teaching methods, such as memorization and translation, often fail to engage students effectively and can lead to boredom and lack of motivation. As a result, students show limited vocabulary development and poor retention, which negatively impacts their overall English proficiency (Sofian & Anggraeni, 2021).

According to Haryadi, explain that mastery of vocabulary is very important in learning English and it can be concluded that if someone is able to speak or apply their English skills in the form of speaking or communication in English, it means that their vocabulary mastery is good (Haryadi, 2022). Vocabulary plays an important role in various aspects of language skills, such as speaking, listening, reading and writing. In speaking, a wide vocabulary allows one to convey ideas clearly and precisely.

Someone who has limited vocabulary will find it difficult to express their thoughts well, which can lead to ineffective communication or even misunderstanding. In listening

skills, a sufficient vocabulary will help one understand what the other person is saying. If a person has a limited vocabulary, they will have difficulty in grasping the meaning of spoken words, especially in fast-paced conversations or with different accents. Thus, a good vocabulary will improve listening comprehension skills (Tanggoro, 2015).

According to Rahmah et al, Vocabulary mastery is one of the components that must be mastered in English as a foreign language at the elementary, middle, and advanced levels (Rahmah, Tahir, & Talib, 2023). The importance of vocabulary acquisition at all levels shows that the more vocabulary one has, the better one's ability to use English effectively. Reading books and articles in English, watching movies or listening to podcasts in English, taking notes on new words and their meanings, and practicing using words in writing or conversation everyday are all strategies that can be used to improve vocabulary acquisition at every level of learning (Wibawa, Mumtaziah, Sholaihah, & Hikmawan, 2021).

One of the factor causing student's low vocabulary mastery the lack of interesting and interactive learning methods. Traditional approaches such as memorizing word lists are often less effective as they do not provide a fun and contextual learning experience. Therefore, more innovative methods are needed to increase students' motivation in learning new vocabulary.

The researcher is interested to conduct the research "The Effect of Knoword Game Toward Student's Vocabulary Mastery At The Eighth Grade of Junior High School Two Menes Pandeglang Banten In The Academic Year 2025/2026".

After the researcher have conducted observations at Junior High school Two Menes, Pandeglang, Banten, it was found that students' vocabulary mastery is still relatively low. This can be seen from students' difficulties in understanding the meaning of words, using them in sentences, and student's lack of interest in following conventional English learning. In addition, teachers tend to use monotonous methods, so students quickly feel bored and are not motivated to enrich their vocabulary.

Based on these problems, researcher are interested in finding solutions that can improve student's vocabulary mastery in a more fun and interactive way. One alternative learning media that is considered interesting is Knoword Game, a digital-based game that helps students learn vocabulary in a contextual and challenging way.

## B. Research Method

This research was quantitative research with a quasi-experimental design to investigated the effect of the Knoword Game on students' vocabulary mastery (Nurhayati, Latif, & Anwar, 2024). The study involved two groups: an experimental group, which is taught using the Knoword Game, and a control group, which is taught using conventional teaching methods. According to Anafah et al, Quantitative is research that collects data, describes the results, and interprets the data obtained by involving numbers or statistical calculations (Anafah, Nisak, Kaulika, & Pandin, 2022).

This research used a pretest-posttest control group design to measure the effect of Knoword Game on student's vocabulary acquisition (Sugiyono, 2022). The experimental group received learning by using Knoword Game which emphasized on interactive and participatory learning.

Meanwhile, the control group followed the Snowball Throwing technique. Both groups were given a pretest and posttest to compare the results.

This reseach took place at Junior High School Two Menes Pandeglang which is located at Jl. Labuan Km.1, Alaswangi village, Menes sub-district, Pandeglang district, Banten province in academic year 2025/2026. The researcher conducted the research to investigate the effect of knoword game toward student's vocabulary mastery at the eighth grade of junior high school two menes pandeglang banten on July to August 2025.

After conducting observation at Junior High School, researcher discovered problem with student's lack of vocabulary mastery and the lack of teaching method that utilize media. Therefore, the researcher provided a solution for English language learning using one type of media, namely the game Knoword, which can help improve student's vocabulary mastery. (Hadi & Arikunto, 2021)

This research was designed systematically to achieve its objectives effectively and efficiently. It was conducted over four meetings from March to August 2025. During this period, researchers followed a series of systematic steps to ensure that the data collected was valid and supported the overall research objectives.

The population total number of objects studied, specifically objects that could be directly observe by measuring the research objects that provide information related to the subject being investigate (Pokhrel, 2024:23). In this research, the population has been determined as all eighth grade of Junior High School Two Menes Pandeglang Banten In The Academic Year 2025/2026, totaling 88 students.The table shows that Class Eight GradeA has 23 students, Class Eight Grade B has 22 students, Class Eight Grade C has 21 students, and Class Eight Grade D has 22 students, with a total population of 88 students.

This research uses quantitative methods with random sampling techniques. This technique is chosen because it provides equal opportunities for the entire population to be sampled, so as to avoid bias and the research results are more representative. The research was conducted at Junior High School Menes, which has a total of four classes at the VIII level (eighth grade), namely classes VIII A to VIII D.

Simple random sample utilizing the lottery method is the sampling strategy used in this investigation. Two classes were chosen at random to make up the sample after each class name was written on a tiny piece of paper. Class VIII A and VIII B were chosen as the research samples based on the lottery.

To ensure fairness and representation, the researcher made the number of samples in the experimental and control classes equal, avoiding any imbalance between groups. From each selected class, 22 students were taken so that the total number of samples amounted to 44 students. One student who exceeded the quota was eliminated to maintain the balance of the sample size (22 students in the experimental class and 22 students in the control class) (Nurhayati, 2024).

## C.Research Findings and Discussion

In this research, the researcher used a quantitative approach because they wanted to determine knowledge of numerical or statistical data

(Creswell, 2020). The researcher used a quasi experiment research where the researcher took two classes as in the sample research, namely eighth grade students at Junior High School Two Menes, Pandeglang. The researher used the experimental class and the control class to be given a test question in the from pre-test and post-test, but before doing the post-test, the reseacher gave a treatment to the two classes but only had different trategies in the research.

From this population, the researcher took two classes as samples, consisting of class eighth grade A as the experimental class with 22 students and class eight grade B as the control class with 22 students. The researcher first administered a pretest to both sample classes. The second researcher applied the treatment, the experiment class used the Knoword game and the Snowball Throwing in the control class. The purpose of this treatment variation was to compare how well the two methods assisted students in mastering language. Finally, after the therapy, the researcher gave both classes a posttest that had the same questions as the pretest (Bungin & Sos, 2021).

To determine student learning outcomes, researcher used a vocabulary test consisting of 20 multiple-choice questions. Each question focused on three main categories, namely verbs, nouns, and adjectives. The final score ranged from 0 to 100. Thus, students who were able to answer all 20 questions correctly would receive a maximum score of 100. The questions and key answers can be found in the appendix (Lubis, 2021).

**Table 1. The score of Pre-Test and Post-Test of Experiment class**

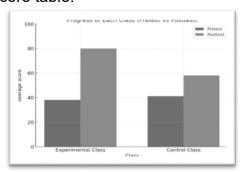| No | Name | Control Class | |
| | | pre-test | postet |
|---|---|---|---|
| 1 | S1 | 55 | 80 |
| 2 | S2 | 30 | 75 |
| 3 | S3 | 45 | 80 |
| 4 | S4 | 45 | 70 |
| 5 | S5 | 45 | 75 |
| 6 | S6 | 40 | 90 |
| 7 | S7 | 30 | 85 |
| 8 | S8 | 45 | 80 |
| 9 | S9 | 45 | 70 |
| 10 | S10 | 35 | 85 |
| 11 | S11 | 30 | 75 |

From Table 4.1, it can be explained that the lowest score of the pre-test in experimental class was 25 and the highest score of the pre-test in experimental class was 90. While the lowest score of the post-test in experimental class was 70 and the highest score of post-testin experimental class was 100. Looking to the average score of experimental class for pre-test 38 and for post-test 80, it showed that there is ignificant effect on students' vocabulary mastery after using knoword game.

**Table 2. The score of Pre-Test and Post-Test of Control class**

| No | Name | Control Class | |
| | | pre-test | postet |
|---|---|---|---|
| 1 | S1 | 45 | 65 |
| 2 | S2 | 40 | 70 |
| 3 | S3 | 50 | 65 |
| 4 | S4 | 40 | 60 |
| 5 | S5 | 45 | 55 |
| 6 | S6 | 35 | 65 |
| 7 | S7 | 35 | 60 |
| 8 | S8 | 35 | 55 |
| 9 | S9 | 40 | 65 |
| 10 | S10 | 35 | 55 |
| 11 | S11 | 30 | 60 |
| 12 | S12 | 45 | 50 |
| 13 | S13 | 40 | 65 |
| 14 | S14 | 30 | 55 |
| 15 | S15 | 35 | 45 |
| 16 | S16 | 55 | 40 |
| 17 | S17 | 40 | 45 |
| 18 | S18 | 45 | 55 |
| 19 | S19 | 45 | 55 |
| 20 | S20 | 30 | 60 |
| 21 | S21 | 55 | 65 |
| 22 | S22 | 45 | 55 |
| **Total** | | 895 | 1265 |
| **Minimum Score** | | 30 | 40 |
| **Maximum Score** | | 80 | 100 |
| **Average** | | 41 | 58 |

From Table 4.2, it can be explained that the lowest score of the pre-test in control class was 30 and the highest score of the pre-test in control class was 80. While the lowest score of the

post-test in control class was 40 and the highest score of post-testin control class was 100. Looking to the average score of control class for pre-test 41 and for post-test 58, it showed that there is ignificant effect on students' vocabulary mastery. The following diagram illustrates the improvement of the control class and experimental class which will be given an additional score table:



Based on tables 1 and 2. The experimental class was given the knoword game while the control class was given the snowball throwing game. Although both groups made progress, the experimental class showed greater achievement. This difference indicates that the treatment using Knoword Game was more effective in improving students' vocabulary acquisition compared to the snowball throwing game teaching method applied in the control class.

In this research the researcher tested the hypothesis by using t-test analysis in IBM SPSS version 25. However, the data should be analyzed the normality, and homogeneity as a Pre-Requirment tn the research. Both tests, pre-test and postest, in both classes, experimental and controlled class, will determine whether the data transmitted normally and homogeneous. The result of data analysis can be viewed as follow:

**Table 3. The Normality Test of Pre-Test and Post-Test in Experimental Class and Control Class**

| Tests of Normality | | | | |
|---|---|---|---|---|
| | | Shapiro-Wilk | | |
| Class | | Statistic | df | Sig. |
| Score | Pretest control class | 0,929 | 22 | 0,118 |
| | Postest control class | 0,921 | 22 | 0,080 |
| | Pretest | 0,919 | 22 | 0,072 |

Based on Table 3, the significance value of Shapiro-Wilk the pretest value was 0.118 and the posttest was 0.080 in the control class. While in the experimental class the postest value was 0.072 and the posttest was 0.093. It can be concluded that the pretest and posttest data in both classes, both control and experimental classes, show a normal distribution.

**Table 4. Test of Homogeneity of pre-test Control Class and Experimental Class**

| Test of Homogeneity of Variance | | | | | |
|---|---|---|---|---|---|
| | | Levene Statistic | df1 | df2 | Sig. |
| Score | Based on Mean | 0,888 | 1 | 42 | 0,351 |
| | Based on Median | 0,753 | 1 | 42 | 0,390 |
| | Based on Median and with adjusted df | 0,753 | 1 | 41,906 | 0,390 |
| | Based on trimmed mean | 0,959 | 1 | 42 | 0,333 |

From Table 4, the result from pretest in control and experimental class based on mean in significance was 0.351 This data proved that the pretest score is homogeneity because the significance value were less than significance α (significance level) = 0.05. It means the pretest data in the experimental and controled class was homogeneous.

**Table 5
Test of Homogeneity of post-test Control Class and Experiment Class**

| Test of Homogeneity of Variance | | | | | |
|---|---|---|---|---|---|
| | | Levene Statistic | df1 | df2 | Sig. |
| score | Based on Mean | 2,570 | 1 | 42 | 0,116 |
| | Based on Median | 2,798 | 1 | 42 | 0,102 |
| | Based on Median and with adjusted df | 2,798 | 1 | 40,622 | 0,102 |
| | Based on trimmed mean | 2,536 | 1 | 42 | 0,119 |

In Table 5, the significance value of based on mean was 0.351. Otherwise, the result from postest in control and experimental class was higher than the significance α = 0.05. It implies that the data of post-test in control and experimental class was homogeneous, because it significance value 0.351 > 0.05.

The next step is calculating the t-test of the result of research to test the hypothesis after knowing the data normality and homogeneity distributed. This measurement intended to ensure a significance difference of knoword game toward student's vocabulary mastery. Like the previous calculations, the researcher also used IBM SPSS version 25 to calculate t-test.

Table 6 The Result oh T-Test Calculation

| Group Statistics | | | | | |
|---|---|---|---|---|---|
| Class | | N | Mean | Std. Deviation | Std. Error Mean |
| Score | Postest control class | 22 | 57,50 | 7,676 | 1,637 |
| | Postest experiment class | 22 | 79,55 | 5,544 | 1,182 |

Table 6 showed the t-test results showed a significant difference between the experimental and control classes. The posttest score of the experimental class got 79.55, while the control got 57.50 as the mean score of post-test. Comparing the mean value, experimental class has higher score than controlled class. Furthermore, detail calculation of t-test will be explained as follow.

Table 7 The Result of Independent Sample Test

| Independent Samples Test | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | Interval of the Difference | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Score | Equal variances assumed | 2,570 | 0,116 | -10,920 | 42 | 0,000 | -22,045 | 2,019 | -26,120 | -17,971 |
| | Equal variances not assumed | | | -10,920 | 38,221 | 0,000 | -22,045 | 2,019 | -26,132 | -17,959 |

The reseacher presented the result of independent sample test in table 7 above. Because of the post-test data were homogeneity, researcher focused to result in row equal variance assemed and reffered to significant value of sig α = 0.05 (5%).

Table 7 showed the effect of independent sample t-test in p-value or sig. Value 2-tailed was 0.000, which is lower than 0.05. So, it can be concluded that the null hypothesis ($H_0$) was rejected and the alternative hypothesis ($H_a$) was accepted. The conclusion took because the value of sig.(2-tailed) less than the value of sig α, 0.000 ≤ 0.05. Therefore, it can be said that there is any significance effect of knoword game toward student's Vocabulary mastery.

## Result Discussion

This research was conducted to know the effect of knoword game toward student's vocabulary mastery at the eight grade of junior high school two Menes Pandeglang Bnaten. This can be clearly seen from the difference in the average posttest scores between the experimental class, which was taught using Knoword Game, and the control class, which was taught using Snowball Throwing. Student's in the experimental class showed a much greater improvement compared to those in the control class.

This indicates that game-based learning strategies can provide unique advantages in vocabulary acquisition, particularly because vocabulary learning is often perceived as difficult and monotonous when delivered through traditional methods such as rote memorization or lecture-based teaching. By integrating games,

students are not only encouraged to memorize vocabulary but also to use it interactively, making it easier for them to understand, retain, and apply new words.

Furthermore, the findings align with motivation theory, which emphasizes that students' emotional engagement and interest strongly influence their academic success. The Knoword Game creates a fun yet challenging learning atmosphere, stimulating students' intrinsic motivation to participate actively in the learning process. Through a healthy sense of competition, students are encouraged to think faster, expand their vocabulary knowledge, and strengthen their memory. The classroom observation also showed that students in the experimental class were more enthusiastic, active, and willing to take risks in using new vocabulary, even if they made mistakes (Lauscher, Crowley, & Hovy, 2022). In contrast, students in the control class tended to remain passive, as the traditional method mainly relied on teacher explanation and limited discussion. This difference in classroom dynamics explains why the experimental class achieved higher learning outcomes, as students became more motivated and engaged in their vocabulary learning.

**Result of Data Analysis**

Before the test instrument was used in the research, validity and reliability tests were conducted. The validity test aims to determine whether the items used are really able to measure students' vocabulary skills. The validity test results showed that most of the items were declared valid because the item correlation value was greater than r table. Thus, the instrument used can be declared feasible as a research measurement tool. Furthermore, a reliability test was conducted to ensure the consistency of the instrument. The reliability test results show that the Cronbach's Alpha value is 724, which means that the instrument has a high level of reliability and can be trusted to be used in data collection.

After the instrument is declared valid and reliable, a normality test is carried out to determine whether the pretest and posttest data from both classes are normally distributed. Based on the results of the Shapiro-Wilk test, the significance value is greater than 0.05 so it can be concluded that the data is normally distributed. Furthermore, a homogeneity test was conducted to ascertain whether the variances of the two data groups (experimental and control classes) were the same. The homogeneity test results show a significance value greater than 0.05, so it can be stated that the data is homogeneous.

The final stage is hypothesis testing using the t-test. Based on the results of the t-test calculation on the posttest data, a significance value of <0.05 was obtained, which means that there is a significant difference between the experimental and control classes. The average value of the experimental class posttest reached 79.55, while the control class only obtained 57.50. This result shows that the use of Knoword Game has a significant effect on improving students' vocabulary mastery compared to conventional learning methods. Thus, the research hypothesis can be accepted and it is proven that Knoword Game is an effective learning media in improving student's vocabulary.

**Limitation of thr Research**

This research was conducted at the junior high school with a limited sample of one experimental class and

one control class. The first limitation that arises is the relatively small number of samples, so the results of the researcher cannot be generalized to all junior high school students with diverse conditions. The second limitation is the short research time. The researcher only lasted four meetings, so the effect of Knoword Game on student's vocabulary mastery can only be observed in the short term. Long-term impacts, such as vocabulary retention after several months or changes in students' learning attitudes in a sustainable manner, cannot be known in depth. The third limitation is the scope of the researcher which only focused on the vocabulary aspect of English. In fact, the language skills of junior high school student's include four main aspects, namely listening, speaking, reading and writing. Thus, the results of this research do not provide a comprehensive picture of the impact of Knoword game on student's language skills.

## E. Conclusion

Based on the findings of this research, it can be concluded that the use of the Knoword Game has a significant positive effect on improving students' vocabulary mastery at the eighth grade of junior high school. The data analysis showed that the average posttest score of the experimental class taught through Knoword Game was higher than that of the control class, which was taught using conventional methods.

This result proves that game-based learning strategies are able to create a more interesting, enjoyable, and interactive learning atmosphere, which motivates students to participate more actively in the learning process. Moreover, this study revealed that the

Knoword Game does not only help students memorize vocabulary, but also enables them to understand and apply it in contextual situations.

Through game activities, students were encouraged to think quickly, cooperate with their peers, and become more confident in using new vocabulary without being afraid of making mistakes. This learning condition was different from traditional instruction, which tends to be monotonous and less engaging for students.

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