



Improving English Vocabulary in Seventh Grade Students using Heaven and Hell Game

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*Received:
Accepted:
Published:*

Keywords:

*Vocabulary, Heaven
and Hell Game,
English Learning*

Abstract

This study aims to explore the effectiveness of the game "Heaven and Hell" in improving English vocabulary among seventh-grade students at Madrasah Tsanawiyah Emeyodere in Sorong. Before the implementation of the game, only 7 out of 18 students demonstrated a good vocabulary, and many felt hesitant to speak. During six days of observation, lessons focused on different vocabulary themes each day. The results from the pre-test and post-test showed a significant increase in students' vocabulary scores, from an average of 54.6 to 83. Statistical analysis indicated that the data were normally distributed, and consistency between the pre-test and post-test was confirmed through homogeneity tests. T-test results revealed a significant difference between the pre-test and post-test scores, affirming that the game was effective in enhancing students' vocabulary. These findings conclude that the game "Heaven and Hell" can serve as an engaging and effective method for teaching English vocabulary.

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INTRODUCTION

Language is the most crucial invention, functioning as a fundamental tool for communicating thoughts and emotions and facilitating cooperation among individuals. This highlights its integral role in shaping interactions and the structure of society (pinker, 2018). English is one of the international languages that serve as a bridge for communication between local and global communities. Language allows us to express ideas, share emotions, expand thoughts, and convey feelings of joy when understood and assimilated by both speakers and listeners.

To master english easily, one needs to understand four essential aspects of the language: speaking, writing, listening, and reading. Proficiency in these four skills will facilitate effective communication. A good command of vocabulary enables an individual to utilize all four



aspects. Therefore, vocabulary plays a crucial role in ensuring that messages are easily conveyed and understood by others.

Among the various aspects of language, vocabulary plays a very important role in language mastery. Mastery of vocabulary is one of the key components in language learning. Insufficient vocabulary knowledge can lead to a lack of fluency in learners' efforts to communicate effectively in everyday conversations, especially in academic discussions (wulansari & kirana, 2023).

Vocabulary plays a role in developing and improving communication skills among students. To provide improve students in highlighting fluency and understanding its significance for achieving fluency and understanding in a foreign language context. If students have a large and strong vocabulary base, it will be very important for someone to achieve literacy and effective communication. Therefore, students with limited vocabulary often experience difficulties in a foreign language which has a negative impact on their development and level of language ability.

In indonesia, the challenge of mastering english vocabulary is substantial, as students often struggle to acquire new words in a foreign language (faridi, 2020). They face multiple obstacles in their english vocabulary learning process. For seventh-grade students at mts emeyedore sorong, mastering english vocabulary proves particularly difficult, primarily due to challenges in pronouncing and understanding the words, which can lead to discouragement in their learning efforts. Acquiring a rich vocabulary is inherently difficult because of the large number of words in any language and the cognitive effort needed to memorize, retain, and recall them. This challenge is evident even among native speakers, underscoring the need for systematic vocabulary instruction. Therefore, effective vocabulary teaching is essential for young language learners, as it enhances their skills in listening, speaking, reading, and writing, thus supporting their overall language development (grabe, 2019).

In this study, the researcher found an important and new context in the development and application of learning methods that are fun, make students more interested, and draw students' attention. Therefore, the researcher chose the game heaven and hell as the method to increase the vocabulary of students in seventh grade.

METHOD

This design employs a quantitative approach, utilizing a pre-experimental framework to provide robust data on the effectiveness of game-based learning in enhancing English vocabulary among minority students. Researchers conducted this research at the Emeyodere Sorong Tsanawiyah Madrasah. Located at Jln Kanal Viktori Pantai No. Km.10, Kladufu, Sorong City, Southwest Papua. At MTs there is one class VII. Emeyodere Sorong, totaling 18 students. This research was conducted in the odd semester of the 2024/2025 academic year. The sample in this research was grade 7 students at MTS Emeyedore Sorong. Measurements are carried out through a pretest before treatment, followed by giving



treatment, and ending with a posttest to measure changes or effects that occur after treatment.

In this study, data collection methods involved using pre-test and post-test to measure changes in students' English vocabulary acquisition. The pre-test was administered before the intervention to assess the initial vocabulary level, serving as a baseline for comparison with the results after the treatment. Following the pre-test, students participated in game-based learning sessions aimed at enhancing their vocabulary. After the intervention, a post-test was conducted to evaluate the changes in vocabulary acquisition, comparing the post-test results with the pre-test to determine the effectiveness of the applied learning method. This approach allows the research to provide clear data on the impact of game-based learning on students' vocabulary improvement.

The steps taken in this research procedure are as follows:

a. Pre-experiment

Design in quantitative research is an approach used to evaluate the effects of an intervention without involving a control group, usually using a one-group pretest-posttest design. In this design, researchers measure the same variables in one sample group before (pretest) and after (posttest) the treatment is given, so they can see the changes that occur as a result of the intervention.

b. Research/experiment

In this phase, researchers conducted experiments that began with descriptions, instrument design, and data collection. Initial data were gathered from the pretest, followed by experimental treatment, and final data were collected through the posttest. The steps at this research stage are outlined below (Cresswell, 2018).

1) Pre-test

The pretest is an initial assessment given to students before the treatment to determine their existing knowledge.

2) Treatment

At this stage, I taught vocabulary twice, focusing on basic vocabulary relevant to the game. I provided explanations about vocabulary related to each theme to be addressed in the game, and discussed how to play the "Heaven and Hell" game. Before the treatment, I also assigned tasks related to the lessons taught, along with additional assignments after the treatment.

3) Post-test

The post-test was conducted to evaluate student learning achievements after the treatment and to compare these results with those from the pretest. This allows for an assessment of whether the treatment had a significant impact on student learning outcomes.

4) Post-experiment

After completing the pre-experimental and experimental stages, this final phase involves drawing conclusions from



the research. At this stage, the data from the pretests and posttests were analyzed using statistical methods, allowing the researcher to draw conclusion.

The research instrument used in this research is “ post-test” which functions to assess the increase in students' vocabulary after being given an intervention involving the game Heaven and Hell. This posttest will evaluate the effectiveness of the game in improving students' vocabulary skills by measuring their performance and understanding of the vocabulary taught during the intervention. By analyzing the posttest results, researchers can determine the impact of the game on students' vocabulary acquisition. In this case, the instrument is a test designed to measure individual proficiency in the knowledge area acquired through learning. The tests in this study aim to assess students' abilities both before and after the treatment, with the pretest administered prior to the treatment and the post-test following the completion of the treatment (Douglas, 2018).

FINDING AND DISCUSSION

Finding

This section presents research findings based on student results during learning, including pretest and posttest. Students' vocabulary abilities were assessed through research conducted on seventh grade students at MTs Emeyodere, Sorong City.

1) First day

On Friday August 1, 2024

The researcher invited students to get acquainted in this introduction which took as much as 10 minutes. After the introduction session ended, the researcher conveyed the researcher's aims and objectives for being in this class. The students also understood and comprehended the researcher's aims and objectives for being here. The next time the researcher gave students initial material related to vocabulary and what types of vocabulary there were to grade 7 students.

During the explanation, the researcher noticed that some students seemed focused, while others were chatting with their classmates. These situations provide a quantitative picture of students' varying levels of attention and engagement during learning.

After explaining the material to assess student understanding, the researcher randomly asked students to express their understanding of the topic that had just been discussed. There are students who are silent, there are also those who respond to questions. To encourage quiet students, researchers try to rephrase questions or provide instructions regarding the material. The researcher then informed them that this game would be played at the next meeting. Researchers believe that this approach aims to create a supportive

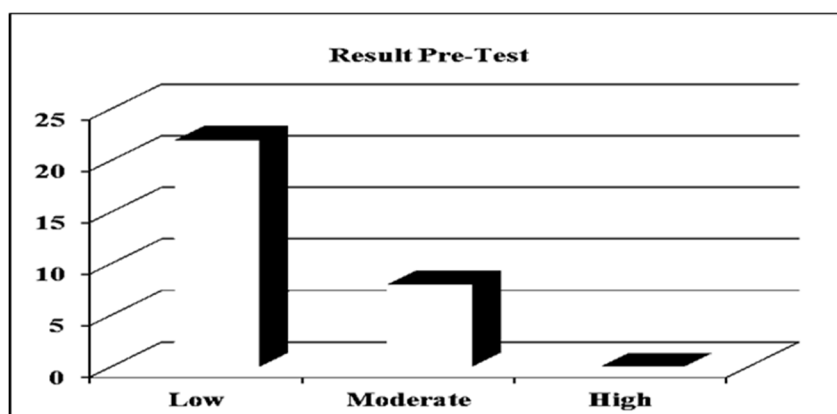


environment, motivating students to participate without feeling pressured.

If students do not fully understand the material, the researcher will explain it again to the students. Researchers also looked for other methods by using video vocabulary on a laptop and then showing it to students. Because the school did not have a projector, the researchers used a laptop as an alternative for presenting explanatory videos. All students appeared very focused when watching the video carefully, this shows that the students were very enthusiastic.

After watching the learning video, the researcher asked students whether they understood the material explained in the video. They all answered in unison, "Yes, teacher. After they said they understood the explanation in the video, the researcher gave assignments to grade 7 students. Their task was to answer the question sheet given by the researcher. This was the first step of the pre-test.

Chart 1 Result Pre-Test



Pre-Test Result measurement heaven and hell game in seventh-grade students of MTS Emeyedore Sorong

Category	High	Moderate	Low
Score	100-90	89-60	59-0

Table 1 categorization of researcher measurement

The video teaches and improves students' vocabulary through the game "Heaven and Hell". Initially, researchers found that students recognized some words but were hesitant to pronounce them due to fear of making mistakes and lack of self-motivation. As a result, many students have difficulty communicating due to limited vocabulary.

Of the 18 students, only 7 students obtained good results before the treatment was implemented. At this first meeting,



most of the students were present, some seemed unfocused, busy doing activities such as chatting or sleeping and disturbing other friends.

2) Second day

On Thursday 08 August 2024

The second day of school activities, researchers focused on the theme of providing different vocabulary materials. After providing the material, the researcher immediately provided treatment to the students, including distributing sticky notes containing vocabulary related to the chosen theme. On the second day, students were given treatment.

After the treatment, students were instructed to write down the vocabulary they knew and submit it to the researcher's desk. After the assignments were collected and assessed, they were asked to attach their work to the prepared Manila paper, which also served as an assessment assignment for the conclusion of the second meeting. At this second meeting, students were still given punishments agreed upon by other students. Later at the next meeting, during treatment, students will be given punishment by depositing 5 vocabulary words.

Among the 18 students, 9 people produced decent vocabulary while the others still lacked concentration. In assessing their work, there were students who had written vocabulary correctly, but there were also those who still had difficulty pronouncing and writing vocabulary. However, errors in pronouncing and writing vocabulary were immediately addressed and corrected.

3) Third day

Today the focus of learning is playing games and analyzing the results, with a theme focused on vocabulary related to the anatomy of the human body. Before the game started, the researcher gave a brief explanation about the parts of the human body along with several examples as an initial basis for students to know. After that, students were asked to become one group and form a circle to play the game. After the game ended, the students looked very happy and happy. Even though the game was tested several times, they managed to play it well. The researcher also distributed sticky notes containing vocabulary related to the theme of body parts to each student. This activity took place over three sessions and also served as an evaluation at the end of the third meeting. At the end of each treatment, students were given the task of writing back the vocabulary results they got after playing the game, then handed in the assignment to the researcher to check it before the students' vocabulary results were pasted on manila paper on the wall of class VII.

In this third session, all 18 class VII students participated in learning activities with great enthusiasm.

4) Fourth day



On Thursday 22 August 2024

The learning session went well, and the researcher implemented treatment to increase students' vocabulary through a picture guessing game. During this game, previously taught vocabulary is reviewed. Students are instructed to come up to the board one by one and answer questions related to the images displayed, based on the material that has been taught previously. Of the 18 students, 15 students managed to answer the entire picture, while 3 students only answered part of it. Even though these three students only provided incomplete answers, the researcher recorded positive progress in grade 7 students. Every student who answered the researcher's question incorrectly would be punishment, according to the wishes of the other students and deposit 5 vocabulary words back to researcher.

Activities The students after the treatment looked happy, even though some came in and out of the classroom to buy snacks, run around and do other activities. a fun learning experience makes students very enthusiastic; they even asked researchers to come to class during free time just to play the game "heaven and hell" considering the activity to be fun. This shows that they still have a high interest in games and activities that involve increasing vocabulary.

5) Fifth day

The fifth day was held on Friday 29 August 2024 which marked the continuation of research activities at the school. During this learning and treatment, students showed high enthusiasm.

Every time there was free time, the students immediately looked for the researcher and asked the researcher to come into the class to fill the free time by playing the game Heaven and Hell. When they arrived at class, without instructions, the students immediately formed a circle and asked the researcher for new vocabulary. The researcher made an agreement with the students. The researcher said that students who make mistakes will face punishment determined by their classmates and as usual deposit 5 vocabulary words.

From the feedback received, it was noted that only one student mispronounced a word, indicating a high level of accuracy within the group. After completing the game researchers looked at their ability to understand new vocabulary effectively, as well as their willingness to participate in learning activities.

the students seemed to understand that their task was to write the vocabulary in their notebooks. They then submitted their work to the research desk for assesment.

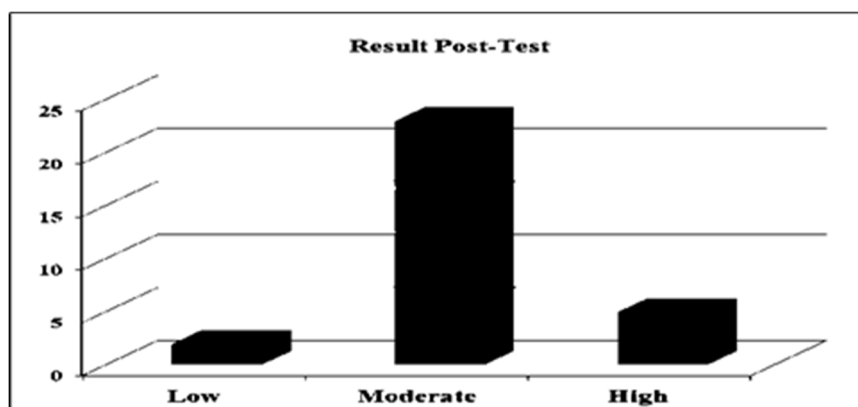
6) Sixth day

The sixth day is Thursday, August 30 2024, which is the last day of research activities at this school. On this day, there was



no treatment session but the researcher was more focused on giving post-tests to students because they were scheduled to take the final exam in the researcher's research. as a form of assessing the progress achieved during 7 meetings. Researchers often visit on Thursdays and in their free time. In this final post test, students will be given a prize if they achieve a high target score. The researcher gave a post-test consisting of 20 questions, which included 15 multiple choice questions and 5 essay questions. In addition, prizes are also offered to students with the highest grades, with the aim of motivating students to engage more actively in their assignment.

Chart 2 Result Post-Test



Post-Test Result measurement heaven and hell game in seventh-grade students of MTS Emeyedore Sorong

Category	High	Moderate	Low
Score	100-90	89-60	59-0

Table 2 categorization of researcher measurement

The results of the post-test investigation indicate that in the final exam, all students performed well. Five students achieved excellent scores, while 13 received satisfactory scores.

In terms of vocabulary used in the final exam, there was a real increase, good and confident in answering questions.

In the final exam, the number of students' vocabulary entries increased significantly, resulting in very satisfactory results. Most students can identify vocabulary accurately based on their respective fields.

Overall, after conducting research and providing treatment, it appears that students' vocabulary skills have increased. The following will explain further regarding the increase in student scores from pre-test to post-test.



Table 1 Recapitulation of Pre Test and Post Test Results

No	Standard	Experimentc Cass	
		Pre-test	Post-test
1	High score	84	95
2	Average	54,6	83
3	Lowest score	31	60
4	Standard deviation	20,7	9,54

Two people who got a score of 84 during the pre-test as the highest score and 1 person who got a score of 31 as the lowest score during the pre-test.

a. Analisis Condition test

1) Normality test

In this study, the Shapiro-Wilk test was used with a significance level of 0.05, with the following decision criteria:

- If the significance value (sig) > 0.05, then the data is normally distributed.
- If the significance value (sig) < 0.05, then the data is not normally distributed.

Table 2 Normality of pre-test and post-test result

KATEGORI	Kolmogorov-Smirnov ^a			Shapiro-Wilk			
	Statistic	Df	Sig.	Statistic	Df	Sig	
HASIL	PRETEST	.248	18	.005	.900	18	.057
	POSTEST	.158	18	.200	.937	18	.026

Based on the results above, the normality test results for the pretest and posttest of students' vocabulary improvement in class 7 using the game "Heaven and Hell" at MTS Emeyodere Sorong show that the Asymptotic Significance (2-tailed) values are 0.057 and 0.260, respectively. Since both values are greater than 0.05, it indicates that the data is normally distributed for both the pretest and post-test.

2) Homogeneity test

Homogeneity of Pretest and Posttest Classes

Table 3 Levene's Test of Equality of Error Variances

F	Df1	Df2	Sig
2.138	1	34	.153

Test the null hypothesis that the error variance of the dependent variable is equal across groups.

Design: Intercept + KATEGORI

The guideline for decision-making in Levene's Test is that if the significance value is greater than 0.05, the data is considered homogeneous. The significance value obtained from the pretest and posttest classes is 0.153, which is greater than 0.05. Therefore, the data



from the pretest and posttest classes shows a homogeneous distributions.

3) Uji Independent Sampel T Test

Tabel Independent Sampel Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
HASIL	Equal variances assumed	2.138	.153	-5.908	34	.000	-26.11111	4.41950	-35.09261	-17.12961
	Equal variances not assumed			-5.908	31.736	.000	-26.11111	4.41950	-35.11627	-17.10596

Hypotheses for the study

- “H “ : There is no difference in the pretest and posttest vocabulary improvement of seventh-grade students using the "Heaven and Hell" game at MTs Emeyodere Sorong.
- “Ha” : There is a difference in the pretest and posttest vocabulary improvement of seventh-grade students using the "Heaven and Hell" game at MTs Emeyodere Sorong.

Decision-makin Guideline

- If the probability/significance level > 0.05, then H0 is accepted.
- If the probability/significance level ≤ 0.05, then H0 is rejected.

Based on the table above, the P-value (sig) is $0.000 \leq 0.05$, with a calculated t-value of -5.908 and a critical t-value of 2.119. The negative t-value indicates that the average score of the pretest is lower than that of the posttest; therefore, the negative t-value can still be interpreted positively. Since the calculated t-value (5.908) is greater than the critical t-value (2.119), we can conclude that H0 is rejected, or Ha is accepted, meaning there is a significant effect of the pretest and posttest on vocabulary improvement of seventh-grade students using the "Heaven and Hell" game at MTs Emeyodere Sorong.

Discussion

Here are some factors that influence the improvement of students' vocabulary through the "Heaven and Hell" game:

1. Dynamic Learning Experience

Students are encouraged to get more involved in vocabulary acquisition by playing the "Heaven and Hell" game, which offers an entertaining and dynamic leaning environment.

a. More student motivation

Engaging in the game can increase students' motivation to pick up and retain new language.

b. Repetition and practice

By playing this game, kids are exposed to the same language on a regular basis, which strengthens their comprehension and recall.

c. Immediate feedback



After responding, students get immediate feedback, which enables them to grow from their errors and enhance their language use.

d. Collaboration and competition

Students are encouraged to learn from one another and improve their vocabulary skills together as the game promotes a collaborative and competitive environment.

The heaven and hell game can be a useful technique for improving vocabulary if these considerations are taken into account. This study used an experiment approach with pre-experimental design at MTs Emeyodere Sorong. Since there was just one group in the study one class the sampling procedure was not done at random. Class VII which included eighteen students was chosen as the therapy group the heaven and hell game was used as a teaching tool for class VII. Students. Five therapy sessions and one additional session were conducted by the researcher in a total of seven encounters. A post-test was done at the conclusion of the trial to see if there had been a significant difference in the improvement of the students.

After presenting the material, the researcher asked the students to form a circle and explained the rules and steps of the "Heaven and Hell" game. The teacher established an agreement regarding the punishments that the students would receive: one punishment agreed upon by all class members and one punishment from the teacher, which involved naming and defining 5 vocabulary words related to the material. The researcher then provided the students with the opportunity to ask questions or give feedback to ensure they understood the instruction.

Afterward, the students began playing the "Heaven and Hell" game while the researcher observed. The researcher also wrote several vocabulary words used by the students on the board, pronounced them, and had the students repeat them.

After reviewing the vocabulary, the researcher assigned one student from each group to write and describe 10 vocabulary words that they had learned and recorded in their notebooks before the treatment began. The researcher then asked each group to create a text using those vocabulary words and present it on the Manila paper provided at the board. During this session, the students appeared bored and confused about the learning process. However, in subsequent sessions, the students no longer seemed confused and showed increased interest in learning through the "Heaven and Hell" game.

In the subsequent sessions, the students showed no signs of boredom, as their enthusiasm during the "Heaven and Hell" game was evident. When selecting vocabulary words to use as names in the game, they began to discover new terms, such as "banana" for "pisang" and "book" for "buku," among others. Integrating games into the classroom made the learning experience feel relaxed, enjoyable, and comfortable, without exerting pressure on the students, which encouraged greater participation. They responded well during class discussions, starting to use vocabulary that was previously unfamiliar to them and becoming more confident in asking and answering questions from both the researcher and their peers. However, there were moments when the classroom atmosphere



became less conducive due to the students' excitement in recalling vocabulary during the game, presenting a challenge for the researcher in maintaining an effective learning environment.

In the final session, the researcher conducted a post-test for the students to assess whether there was any progress and improvement. It is essential for teachers to introduce diversity in vocabulary learning strategies. This is necessary to engage students actively, prevent them from becoming quickly bored, and enhance their memory capacity by incorporating kinesthetic learning that involves physical movement and direct interaction with the learning materials. Employing various engaging and interactive teaching methods can also boost students' interest and participation in the learning process. One effective strategy is to use the "Heaven and Hell" game. Through this game, students can improve their vocabulary mastery skills while enjoying themselves and actively participating in the learning process. Therefore, the use of the "Heaven and Hell" game can positively impact students' ability to master English vocabulary.

CONCLUSION

The games heaven and hell have a positive impact on the vocabulary improvement of seventh – grade students at MTs Emeyedore Sorong through the implementation of engaging interactions. This activity also enhance students involvement in the learning process and helps them remember new vocabulary more easily. The effectiveness of game heaven and hell is indicated by the pretest and posttest score. Affectiveness the games, After implementing the games "Heaven" and "Hell," students often demonstrate an improvement in their vocabulary. When asked about the vocabulary taught in previous sessions, they can respond confidently. If these games are conducted consistently, they will serve as a highly effective and enjoyable tool for learning. The highlight of this study is educators should consider incorporating interactive games like "Heaven and Hell" into their teaching strategies. These engaging activities can increase student interest and involvement, leading to enhanced vocabulary learning. Then, Students are encouraged to actively engage in such games, as they not only make the learning process enjoyable but also help reinforce vocabulary through repetition. Fostering a positive mindset toward making mistakes can further enrich their educational experience. The next subsequent studies should investigate the long-term impact of game-based learning on vocabulary retention and overall language proficiency. Additionally, research could compare the effectiveness of various games on student engagement and learning outcomes.

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