

IMPROVING THE STUDENTS' VOCABULARY MASTERY THROUGH WORD SQUARE GAME AT THE EIGHTH GRADE OF SMP DWIJENDRA DENPASAR IN THE ACADEMIC YEAR 2019/2020

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ABSTRACT

The aim of this research was to know the process of improve the students' vocabulary mastery through word square game for eighth grade students of SMP Dwijendra Denpasar in the academic year 2019/2020. The subject was the students of VIII D in the academic year 2019/2020. This class consists of 30 students. In collecting the data, the researcher used test. The test were given in pre-test, post-test 1 and post-test 2. The researcher analyzed the mean score of each test to find out the improvement of students' vocabulary mastery after the action was conducted. The researcher conducted the action the students' vocabulary mastery increased optimally. It could be seen from the score that pre-test was 61,55, post-test 1 was 71,03, and post-test 2 was 80. After apply the action the researcher was able to solve the problem in improve vocabulary mastery. The students were able to take the word meaning based on the context. The use of word square game in teaching vocabulary, students could easily understand and memorize new vocabulary. In the teaching process, when the teacher used word square game, the students were enthusiastic and enjoy during teaching learning process.

Keywords: Vocabulary Mastery, Word Square Game, Simple Past Tense.

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui proses peningkatan penguasaan kosakata siswa melalui permainan word square pada siswa kelas VIII SMP Dwijendra Denpasar tahun pelajaran 2019/2020. Subjek penelitian ini adalah siswa kelas VIII D tahun ajaran 2019/2020. Kelas ini terdiri dari 30 siswa. Dalam pengumpulan data, peneliti menggunakan tes. Tes diberikan dalam bentuk pre-test, post-test 1 dan post-test 2. Peneliti menganalisis skor rata-rata setiap tes untuk mengetahui peningkatan penguasaan kosakata siswa setelah dilakukan tindakan. penguasaan kosakata siswa meningkat secara optimal. Hal ini terlihat dari nilai pre-test 61,55, post-test 1 71,03, dan post-test 2 80. Setelah menerapkan tindakan peneliti mampu memecahkan masalah dalam meningkatkan penguasaan kosakata. Siswa mampu memahami makna kata berdasarkan konteksnya. Penggunaan permainan word square dalam pembelajaran kosakata, siswa dapat dengan mudah memahami dan menghafal kosakata baru. Dalam proses pembelajaran, saat guru menggunakan permainan word square, siswa terlihat antusias dan menikmati selama proses belajar mengajar.

Kata Kunci: Penguasaan Kosakata, Permainan Word Square, Simple Past Tense.

1. INTRODUCTION

English in Indonesia is recognized as foreign language. As a foreign language, it is recognized as the people's target for quality in education either nationally or internationally (Swarniti, 2019). The most important and well known tool for communication was language (Swarniti, 2021). English is one the subjects in the school that is important to be learned by students. Now days, the English teaching and learning English characterized by each school Every student in junior and senior high school must learn English; students are expected to have ability in listening, speaking, reading and writing. In this case, in learning English it needs to fulfil all the components in it. One of the component is vocabulary. In every written text in English, it is need to concern in the cohesion, generic structure, grammar, and good word choices (Swarniti, 2021).

Vocabulary is realized as the main aspect in learning language because vocabulary impacts the language being meaningful in its application. A person can use a language well if she/he has more provision of vocabulary. Nathan, N. (2013) entitled Structuring Vocabulary for Tenderfoots stated that it does not matter how well someone in grammar, pronunciations, and any other elements of a language, without a numerous stock of vocabulary, communication cannot happen in any meaningful way. This statement shows that the use of grammar is not main point of learning a language especially English. Meanwhile, vocabulary is a main point of language component because vocabulary make the speakers convey the idea both in oral and written form efficiently. Vocabulary is realized as an important part of learning English because it can support the learners' capability in developing and improving their language skills either in listening, speaking, reading and writing. Vocabulary supports the students to convey their thought to the listeners and it helps the students in understanding the teachers' guidance that relate to the topic are being studied.

As foreign language, English learners in Indonesia are still unfamiliar in English vocabularies. However, in reality there are still many in junior high school students have a big expectation of being master in speaking English. It is not a simple issue for the learners because learning English is not as simple as learning their mother tongue (Swarniti, 2020).

When the teachers try to give them more vocabularies the students are really difficult to memorize them. Moreover, they are really complicated to remember the words given. It is caused by some reasons. The first, the students are complicated to pronounce the words. The second, the students are difficult to spell and write the words. The third, there are unfamiliar grammatical form. The fourth, the complexity of words' choice. The last, lack of words' sources. Therefore, as the English teacher, it should get the ideas and consider with this case. The teachers should find good strategy and appropriate media in supporting the students' learning activities. This is important in order to make the students do not feel bored in

gathering the new vocabularies either in remember the vocabularies that had been given to them.

Consequently, now days researcher considers that as the English teacher needs to find the better strategy in improving the students' vocabulary learning and to guide the students feel enjoy in gathering the vocabularies that they need in their communication. Teachers need games to involve in the teaching learning Games in the school are sometimes viewed as an activity in which students could only get fun or amusement without anything they could learn from it however games could also be used as one of educational aids in teaching.

The game that is used by the researcher is Word square game, because the use of traditional strategy usually makes the students bored and bring them as passive learners because they are just controlled and guided by the teachers. Moreover, the students have lack of creativity in learning process.

Recently, teaching media do not only traditional media however there are many media could be used in teaching and learning language specifically English, however there are some recent media that could be used in teaching and learning language. One of the media is word square game. In learning English, the word square game has a big role in improving students' improvement in learning language, especially English. It was proved by previous researches such as Roslinda (2017) entitled *The Influence of Word Square Game on Student's Vocabulary Mastery of the Eight Grade at Mts Alikhlash Blabak Kandat Kediri Academic Year 2016 / 2017*. This researcher stated that from the results, the use of Word Square Game in teaching vocabulary mastery, as evidenced by the scores obtained from test. The score obtained after the test is more improved than the previous score. Moreover, the use of word square game in teaching and learning process can stimulate students in achieving the numbers of the words.

Word Square Game is a set of word games arranged in a grid so that they read horizontally, vertically, or diagonally. According to Widodo (2009) entitled *Model Pembelajaran Word Square* stated that the Word Square model is a learning model that combines the ability to answer questions with care in matching answers in the answer box. Thus, the use of word square games can make students become active because this game is always followed by discussion or teacher explanation. In addition, it could make students independent because they are required to be disciplined with their assignments, could better understand the material because they can remember and understand teacher concepts easily, and can provide motivation for students to learn more. As a consideration of researchers to use word square game in teaching vocabulary, because pre-secondary students such as junior high school students lack English vocabulary. Therefore, they need innovative strategies and media to improve it.

Based on the previous coverage, the researcher expects that use word square game in teaching vocabulary is an appropriate media, which was able to help the students develop their vocabulary. Thus, the students could be confident in improving their English. Thus, the researcher decides to design a new study under the title “Improving the Students’ Vocabulary Mastery Through Word Square Game at the Eighth Grade Students of SMP Dwijendra Denpasar in The Academic Year 2019/2020.

2. METHODOLOGY

This research to improve the students’ vocabulary mastery at the Eighth-Grade students of SMP Dwijendra Denpasar located of Kamboja street number 17 in the academic year 2019/2020 through the use of word square game was a classroom action research during the teaching learning process. This class consists of 30 students altogether with 15 females and 15 males. In choosing the subject of this study, the researcher used purposive sampling. Purposive sampling was the process of selecting sample by taking subject that was not based on the level or area, but it was taken based on the specific purpose (Arikunto:2010). The reason why researcher choose this class because the basic of the result of the interview which was previously done to the English teacher of the class. Teacher said the students' vocabulary on the class still low.

There were some instruments that was used in collecting the data, namely: Test, Observation sheet and Interview. The following parts would describe each instrument:

1. Observation Sheet

Observation sheet was technique for collecting data about research and students' activities in teaching and learning process. The observation sheet was given based on reality in the classroom, the type of observation was used in this research was direct observation. The guidelines consisted of a list of the students' activities that have observed during learning process. It would use to identify whether using word square game could overcome the students' problems and improve the students' vocabulary.

2. Interview Guide

Interview Guide was used to get data about implementation of Classroom Action Research (CAR) to the students.

3. Test

Test was used for getting data research result and student activities in teaching learning. There were two tests used in this research as follows:

- a) The pre-test was a test which was given to the students’ before conducting the treatment and designed to find out the basic data of the students in mastering vocabulary. The pretest was done by giving the students a list of questions in the form of multiple choice to be answered before the lesson started.

- b) The post-test was used to measure the students' competency in mastering vocabulary. and it would be given to the students after the treatments were conducted. This test was administered at the post-test 1 in cycle I and post-test 2 in cycle II. The first session and the second session were the same. The researcher distributes worksheets in the form of boxes that contain the answers disguised then accompanied by questions and then asks students to answer the questions by shading line to connect the letters in the box according to the answers.

Each cycle has four activities, there were: planning, action, observation and reflection.

An action research cycle:

- a) Planning

In the planning stage, the researcher was conducted some activities, such as: prepared syllabus, prepared lesson plan, made word square game, made teaching media if necessary, designed field note, designed vocabulary test and task.

- b) Action

In this stage, the activities were done together by researcher and collaborative teacher in took action by utilizing word square game to students and took a note during teaching learning process and gave some test to get the score.

- c) Observation

The observation in this stage was used to collect data of the research. The stage was done together with the action stage. Observations of teaching and learning process were conducted by using vocabulary test at the end of cycle. The result was analyzed to get information about vocabulary of students after utilizing word square game.

- d) Reflection

In this stage, the researcher was collected the result of the students' activities during teaching learning process such as result of students' test, and field note. so, from all activities, the researcher found students' weakness during the activities at class and then the researcher and collaborative teacher revised to get better process in next meeting.

3. FINDINGS AND DISCUSSION

Findings

1. The Result of Pre-test

Based on the result of the pre-test, the data showed that the mean score of pre-test was 61.55. There were not students Excellent and poor. There were 3 or 10.3% students got very good categories, students got good categories 19 or 65.5% and students got moderate 7 or 24.1% of the students who got the score above the Minimum Mastery Criterion (KKM) which

about 78. After analyzing the result of study, it could be concluded that most of the students had small vocabulary size and low understanding on simple past tense especially in verbs.

2. Findings of the Cycle I

Based on the result of the posttest 1, the data showed that the mean score of pre-test was 71,03. There were not students moderate and poor. 1 or 3.4% students who got excellent categories, 10 or 34.5% students who got very good categories and 18 or 62.1% students who got good categories. The result of the students' mean score from the students' vocabulary improve in the cycle 1, there was an increase of students mean score from the students' vocabulary improve on the preliminary study to the students, vocabulary improve on the cycle I. It was from preliminary study mean score from the mean class 61,55 increased to 71,03 or in the pre-test there were not students who reached Minimum Mastery Criterion (KKM), however in cycle 1 there were 5 students who scored above Minimum Mastery Criterion (KKM). That means that there was 9,48% of mean score improvement.

3. Findings of the Cycle II

Based on the result of the post-test 2, the data showed that the mean score of pre-test was 80. There were not students moderate and poor. 3 or 10,03% students who got excellent categories, 23 or 79,3% students who got very good categories and 3 or 10,03% students who got good categories. Based on the result of the students' mean score from the students' vocabulary improve in the cycle 2, there was an increase of students mean score from the students' vocabulary improve on the cycle 1 to the students, vocabulary improve on the cycle II. it was from cycle 1 mean score from the mean class 71,03 increased to 80 or in the post-test 1 there were 5 students who reached Minimum Mastery Criterion (KKM), however in cycle 2 there were 17 students who scored above Minimum Mastery Criterion (KKM). That means that there was 8,97% of mean score improvement.

Discussion

The finding of the research proved that words square game could retain students' vocabulary. It can be seen from the improvement of the students score. The students' average score of pre-test was 61.55. After the implementation of word square game, the average score of post-test 1 cycle 1 was 71.03. Then, the researcher continued to the second cycle with the average post-test 2 were 80 passed the Minimum Mastery Criterion (KKM) 78 as the criterion of success determined. Besides, improving the students' score, the implementation of word square game got positive responses from students in their teaching-learning process of vocabulary.

Table 4.4 The Improvement of the Students Mean Score:

Type of Test	Mean Score	Categories
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Pre-Test	61,55	Good
Post-Test 1	71,03	Very Good
Post-Test 2	80	Very Good

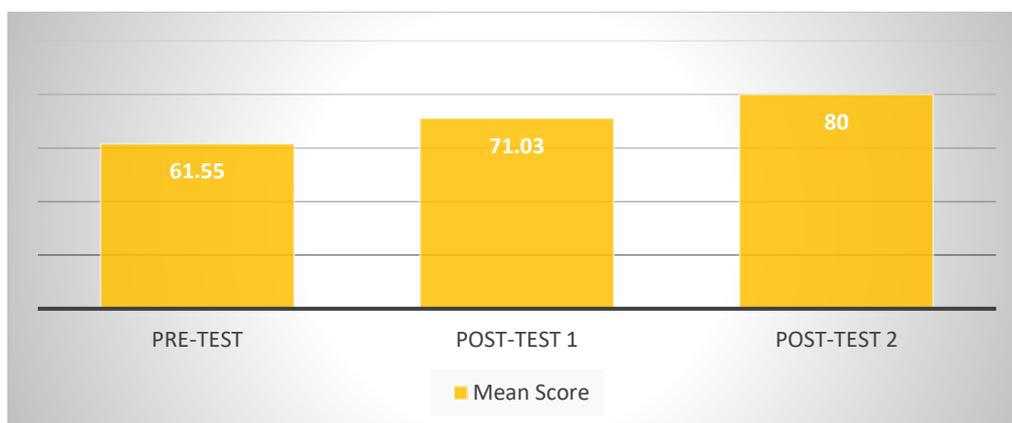


Figure 4.4 The Improvement of the Students Mean Score

The result of this research showed that the student's achievement in vocabulary mastery after giving the action for two cycles was improved. When the researcher conducted the research using word square game the researcher found the students seemed to enjoy in learning vocabulary mastery especially in simple past tense, and the students also seemed to completed simple past tense sentences easily. Therefore, it could be said that the students received the advantages of word square games.

Based on the discussion above, it could be inferred that the implementation word square game was successful in this research and the strategy was useful to improve the students' vocabulary mastery in simple past tense.

4. CONCLUSION

Conclusion

The present classroom action research was administered to help the eighth-grade students of SMP Dwijendra Denpasar in academic year 2019/2020 improve the vocabulary mastery. The analysis showed that the calculation of the pre-test which resulted the mean score was 61,55. It obviously revealed that the vocabulary mastery of the students was relatively low. The researcher obtained the mean score in cycle I was 71,03. Thus, it showed that the students' achievement had been improved and generated a higher score than that of pre-test. Furthermore, the researcher also obtained the higher mean score for cycle II was 80. The essential findings of the present classroom action study it could be concluded that improving the vocabulary through word square game could make the students' more active and deliver creative participation in the classroom activity.

Suggestion.

For the Teacher, it could give new reference the use of word square game for the teacher in teaching English. For the Students, the students were suggested to be more active and more motivated to learn English specially to improve their vocabulary because it was the basic of English which links all skill efficiency such as listening, speaking, reading and writing. For the Researcher, the other researchers were suggested to attempt to hold the same kind of research with different sample in the use of word square game in order to know whether this strategy could significantly help to improve the students' vocabulary mastery or not.

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