

## **IMPROVING STUDENTS' VOCABULARY BY USING WORD GAME APPLICATION TO THE FIRST GRADE AT SMP N 3 JULI**

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### **Abstract**

This research is entitled "Improving The Students' Vocabulary By Using Word Game Application To The First Grade At SMP N 3 Juli (Collaborative Classroom Action Research). The researcher raised the problems of this research, namely: first, how does the Wordwall vocabulary game application increase students' vocabulary? And secondly, how do students respond to the implementation of the Wordwall vocabulary game application at SMP N 3 Juli? The purpose of this research is to see the improvement and response of students to the application of the Wordwall vocabulary game application as a medium for learning Vocabulary skills. The method used in this research is Collaborative Classroom Action Research. Researchers collaborated with teachers at SMP N 3 Juli. The instruments used in this research were tests, observation sheets, and questionnaires. It can be seen that the average student speaking test score in the first cycle was 51.79% and in the second cycle it increased to 73.47%. The average value of student observations in cycle I was 56.6% and in cycle II was 86.4%. Students' responses to the application of the Wordwall vocabulary game application obtained an average score of 83.95. These results indicate that the application of the Wordwall vocabulary game in improving students' vocabulary achievement obtained good results and satisfactory responses. Thus this research is said to be successful.

**Key Word : *Improving, Vocabulary Achievement, Wordwall Application***

## INTRODUCTION

A person's vocabulary continues to expand through a variety of methods, including direct instruction, self-reading, and exposure to natural language, but it can also shrink due to forgetfulness, trauma, or illness. In addition, vocabulary is a significant focus of study in various disciplines, such as linguistics, education, psychology and artificial intelligence.

In fact, learning English vocabulary at SMP Negeri 3 Juli has not gone well because there are still many students showing that students' vocabulary mastery is still low, this shows that it is an obstacle that can interfere with students in constructing a good and correct word. Students still find it difficult to remember a lot of vocabulary and some students still have problems with the learning method used by the school where they feel bored with the way the teacher explains or teaches English lessons. The method that is often used by teachers at SMP Negeri 3 Juli schools is the lecture method where this method is only focused on educators so that students do not play an active role in learning thus the ability to master the vocabulary of grade 1 students is still ordinary and relatively [1].

Mastery of the 4 skills cannot be separated from mastery of basic understanding they have. The more understanding they have. The more the more knowledge they learn/master the greater the opportunities they get role in the international arena. Tarigan (1993: 109) states that a person's language skills depending on the quantity and quality of understanding it has. Getting richer .The understanding a student has the more likely that person is proficient in the language because of the level of understanding. On the other hand, Finocchiaro and Brown (1973: 188) stated that language only has meaning when it is used in the context of its use[2]. In addition Vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write [3]. Jackson and Amvela (2000:11) say that the terms of vocabulary, lexis, and lexicon are [4].

Based on the explanation above, considering vocabulary as a person's skill in speaking can show intelligence or level of education where expressing an idea consisting of a collection of words that becomes a sentence good vocabulary mastery can help students establish good and successful communication. The teacher has to able to teach with good strategy and learners also able to mastering and memorizing the materials. Before us talking far about the teaching vocabulary, it's very important we know how the teaching learning process be effective. So, let's we see some factor which is influence the teaching.

On the other hand, Burton's (1982) explains that a large vocabulary will helps express ideas more clearly without using too much words reapeping. In addition, with a vocabulary that a

lot of people can speak English better. Therefore all students must have a large vocabulary to make it easier for them to learn a foreign language[4].

Vocabulary has an important role in language learning. Although Vocabulary is not always a priority in language learning, concern on learning vocabulary in languages has increased rapidly in recent years and experts are now emphasizing the need for a systematic approach for vocabulary learning. One of the drivers of increasing the status of vocabulary in language learning the development of a communicative approach and comprehension pressure method. Proponents of approaches and methods This suggests that the early learning stage should be emphasized on vocabulary and grammar (Nunan, 1991:117).

The following are some of the benefits or functions that the students' can get master vocabulary in English properly and correctly other words, it can be said that there are a lot of advantages of using LCD projector in the classroom as follows[5]:

1. Can master English quickly

Like a toddler who is just learning to speak, they will be able to master a language along with the amount of vocabulary students know. Likewise, the students' can master more vocabulary in English, then of course students can master the language correctly faster.

2. Helps increase self-confidence

The importance of good English vocabulary, then the students' can communicate with other people using that language with high confidence. The students' can freely express what's on other people's minds without worrying that they can not understand what's being said. Indirectly it can also help increase the confidence to speak in front of others.

3. Can facilitate activities related to foreign languages

By mastering vocabulary, it will also be easier for students to carry out various activities that use English in practice. For example, listening to music, watching movies, and joining foreign communities according to students' passion.

4. Students' own mastery of grammar

After mastering the English vocabulary, slowly but surely the students will also master the grammatical structures in English on students own. The students will begin to learn to compose English vocabulary that students master so that are proficient in speaking this language in everyday communication.

When teaching new vocabulary to students, it is important to choose the key vocabulary for each unit or lesson to be taught. Fun learning means interactive and active learning so that students can focus their attention on the learning that they are going through (Salirawati and Nur

: 2018). Using the media as a means of teaching English to young students has denied making class conversations more lively. The media also helps teachers provide material and helps students discuss the material provided.

According to Bell-Gredler in Darmadi (2017), learning is a process carried out by humans to obtain competencies, skills, and attitudes, which are obtained gradually and continuously. Students have the potential to learn, and the space to learn a foreign language so that it harms them if they do not exploit that potential. So learning foreign languages well if the teacher provides adequate facilities for learning.

### **RESEACRH METHODELOGY**

The Research design is how a researcher conducts research methodology. The type of research used is Collaborative Classroom Action Research (CCAR). In this study, researchers tried to improve students' memory through word game application learning media.

In this study the researchers collaborated with one of the class teachers to overcome students' problems in increasing vocabulary memory and making it easier for researchers to overcome student problems in the teaching and learning process later and contribute to the development of learning media in the education sector.

As quoted by Akbar, I. (2018: 7) Ferrance E. Says action research is a social research activity that a person can be applied, group, or organization to improve the performance of a social environment. From this understanding, we can conclude that this research can involve two teachers or a group of teachers and other people interested in dealing with classroom problems or different social environments.

As aquoted by Akbar, I. (2018) Kemmis and Mc Taggart define action research as follows: "action research is delaberate, solution oriented investigation that is group or personally owned and conducted. It is characterized by spiraling cycles of problem identification, systematic data collection, reflection, analysis, data-driven action taken, and, finally problem definition". That means that action research discuss, solution-oriented investigations carried out either as a group or individually. Its characteristics that problem identification is carried out in a repeated cycle (spiral), systematic data collection, reflection, analysis, taking action based on data, and finally, defining the problem.

Thus, *Kemmis and Taggart* divided the research procedure into four stages of one cycle: planning, action, observation, and reflection. Action and observation activities are combined at one time. In comparison, the results of reflection observations to determine the next exercise. The *Kemmis and Taggart* research model was also developed by adding a replanning

step. These steps are carried out to revise various weaknesses in the implementation again in the next cycle.

Analyzing the data was conducted in each cycle and was done in three stages. The first was data analysis in the planning of the lesson. The second was data analysis in the implementing of the lesson. The third was data analysis in the evaluating of lesson. The data in the planning stage was gathered from the observation on the lesson plan. The items that were analyzed include the identity of the lesson plan, the specific instructional objectives, the instructional materials, the instructional media, the teaching learning activities and the evaluation. Each item was categorized as "very high" with score 4 (8-10) if it states four indicators, "high" with score 3 (7-7,9) if the states three indicators, "moderate" with scored  $(6 + 0, 9)$  if it states two indicators, and "low" with scored 1 (0 - 5, 9) if states only one indicators. So, the lesson plan is considered in good qualification if it reaches at least the score of 7 in the category of high. In the implementation stages, the researcher analyzed the data gathered from observation checklist. In this case, the researcher prepared guidelines of analyzing the teaching and learning vocabulary. The aspects that were included in the three phase of learning activities. The aspect in pre, whilst, and post teaching are rate as "very high" with score 4 (3,5-4,) if four indicators could be performed, "High" with score 3 (2.5 - 3, 4) if three indicators could be performed, "Moderate" with scored 2(1, 1 - 2, 4) if two indicators could be performed, and "Low" with score 1 (0 - 1, 0) if only one indicators could be performed. the evaluation stages, the researcher analyzed the data from pre-test and post-test in each cycle. The researcher analyzed based on the vocabulary achievement scoring rubric. It was rate "Very High" or value (8 - 10) if the student could answer the test 80 - 100% "High" or value (7 - 7,9) if the students could answer the test 70 - 79% "Moderate" or value if (6 - 6, 9) if the students could answer the test 60 - 69 % and "Low" or value (0 - 5, 9) if the students could answer the test 0 - 59%.

## **RESEACRH FINDINGS AND DISCUSSIONS**

This section presents the planning, the implementation, and the evaluation of the action plan followed by the analysis, the reflection, and the findings on the planning stages, the Implementation stages, and the evaluation stage of cycle 1.

In checking whether the action was successful or not, the researcher and the collaborative teacher collaborate in analyzing the three stages of the study the planning stages, the implementation stages and the evaluation stages. The analysis was done on the lesson plan. The

teaching and learning process and the result of the pre-test and post-test. The analysis in the cycle 1 is elaborated in the following sub-sections.

In the planning stages the researcher analyzed the lesson plan. The items that analyzed include the identity of the lesson plan, the instructional materials, the instructional media, the teaching learning activities and the evaluation. First, the identity of Lesson Plan in this cycle was rates as "High" or score 3 as it stated the subject, the grade and the semester, the theme and sub-theme, and the time allotment. Second, the instructional materials were rated "moderate or score 2, 5 as it covered the three indicators the theme, the student's interest, the student's level proficiency, the relevance to the curriculum. Third, the instructional media was rated "high" or score 2,6 as it covered the interesting of the students to the medin, the student's attention for lesson and the student's motivation. Fourth, The teaching and learning procedures and activities were rated "moderate or score 2, 4 as it was observed that they were organize sequentially and in line with the instructional materials provided and were organized and planed to be student centered that might reflect on presenting words. The last component that analyzed in planning stages is the evaluation. It was rated "moderate" or score 2,5 as it was observed by almost aspect of teacher's performance, student's action and learning outcomes

Based on the descriptive above, it could be concluded that the planning stages (lesson plan) of this cycle is categorized as "moderate". It shows that there are more aspects to be revised.

Analysis on the implementing stage was done on basis of the obtained information from the observation checklist for the teacher (practitioner) and the students during the teaching learning process. In pre-teaching phases, some activities hat were carried out by the teacher those explairung the objective of the lesson of that meeting brainstorming activity, and giving some instruction for the student's action. It was rated "High" or score 3.

Besides, the students also did some activities 1 pre-teaching phase, such as paying attention to the teacher's explanation about the objective of the lesson, answering the teacher's question, participating actively in brainstorming activities, and listening to the instruction from the teacher. The average of the student's performance in pre-teaching activity in cycle 1 is elaborated as follows. in activity one, the average of the student's performance was "hugh" or score 2, 8. In activity two, the average student's performance was "moderate" or score 2, 4. The average of thus performances in pre-teaching phase in this cycle was rated as "high" or score 2, 6. The student's performance in each meeting in pre-teaching activities in cycle I can be seen in Appendix 5.

In whilst teaching phase, there were some activities carried out by the teacher performed the text on the slide and give explanation for them, teacher read the text, give instruction for students to find out the concrete noun, and explaining the concrete nouns by using LCD. The average of teacher's performance in this phase was rated "moderate" or score 2,5. The teacher's performance in this phase could be seen in Appendix 3. Meanwhile, the students also did some activities in this phase, such as, pay attention to the teacher's explanation, read loudly the text, find out some of concrete noun in the text, and doing the task by the teacher in activity one, the average of student's performance were "moderate or score 2, 4. The student's performance could be seen in Appendix 5.

In cycle 1, the researcher's performance during the learning process using the Wordwall vocabulary application was collected in a checklist observation sheet. The observation sheet contains how researchers can improve students' vocabulary skills Wordwall vocabulary application. Not only that, the observation sheet also contains the performance of the researcher who taught during the implementation of the action, which can be analyzed based on the researcher's activities, the way the researcher provides motivation, and self-confidence.

Based on the observation sheet, the researcher's performance score was obtained in implementing the Wordwall vocabulary application media in improving students' vocabulary skills in the first cycle, namely at the first meeting it was 54% and at the second meeting it was 58%. The average percentage obtained was 56%, categorized as "sufficient" but had not yet reached the complete criteria of 75%.

Based on the findings of the student checklist observation sheet, the researcher concluded that the use of the Wordwall Game Application to improve students' vocabulary skills in the first cycle did not provide satisfactory results. This can be seen in the first meeting of cycle 1 which obtained a result of 38.57% and the second meeting of 45.71% with an average result at both meetings of 42.1%. From the intermediate results, the success criteria have not reached 70%. Therefore, the researcher concluded to continue this research into the second cycle.

Based on the research results in cycle 1, the researcher found several facts regarding problems with the results of the teaching and learning process. Several processes have not been achieved in the teaching and learning process through the implementation of the Wordwall vocabulary game application in improving students' vocabulary skills. Based on the data analyzed in cycle 1, the researcher concluded that the teaching process was not successful. Knowledge of students' memory abilities using the Wordwall vocabulary game application is still low.

The results above show that students have not fully mastered the vocabulary, so the implementation in cycle one was not categorized as successful. Therefore, researchers must make a new plan for grade 1 students of SMP Negeri 3 Juli. Researchers must revise the plan to be better and explain to students about the material and use of media in detail, as well as make students more active to create a pleasant classroom atmosphere. This is what the researcher needs to do in order to get maximum results according to the success criteria that have been set, and the researcher continues the research to the next cycle.

In pre-teaching phases in cycle 2, some activities that were carried out by the teacher those explaining the objective of the lesson of that meeting, brainstorming activity, and giving some instruction for the student's action. It was rated "High" or score 3.

In observing an action, researchers collect data from every aspect or event of teaching and learning activities. To get accurate results, the researcher used a checklist observation sheet to observe the researcher in teaching and observe students in the learning process. Researchers also used field notes to record all incidents, noting in detail the advantages and disadvantages. To see students' perceptions of using the Wordwall vocabulary game application, researchers used a questionnaire to determine students' responses after implementing the media.

Based on the results of the second cycle test, the researcher explained that three students got a score of 70, three students got a score of 75, nine students got a score of 80, and four students got a score of 85. Based on the total score obtained was 1495, and the average student test score was 1495. 78.68 is included in the "very good" category. Thus, it can be concluded that students' listening abilities in implementing the Wordwall vocabulary game application have increased significantly and are said to be successful with the determination of predetermined success criteria. This means that the success criteria have been met. Therefore, the research was not continued to the next cycle

The Researchers collected data in a checklist observation sheet. Researchers' observations include how to improve students' vocabulary skills through vocabulary game applications. The researcher's observations during the teaching and learning process were based on the researcher's activities, motivation and self-confidence in welcoming students, checking the attendance list, and encouraging students to be motivated in learning to listen.

As in the previous cycle, researchers do not need to explain to students in detail about what is being implemented. Researchers only invite students to play games that can improve students' listening skills. So far, students have really understood the learning process. Meanwhile, observers also collect the researcher's performance scores in the learning process. The first



meeting of cycle II obtained 91% results, and the second meeting 94%. The average percentage in cycle II was 92% or the "very good" category and had reached the success criteria so that the researcher's performance in implementing the Wordwall vocabulary game application in increasing students' vocabulary was declared successful in this cycle.

Based on the results of student observations, the researcher obtained a score at the first meeting of 90% and at the second meeting of 94%. Based on the first and second meetings, the researchers obtained an average score of 92.1% in the "very good" category. Based on the average obtained, the researcher concluded that students' listening abilities through the Wordwall vocabulary game application had increased significantly and had reached the completion criteria. Thus, the researcher stopped the research in the second cycle and did not continue to the next cycle.

## **CONCLUSION AND SUGGESTION**

Based on the research it was done, the researcher drew several essential conclusions about improved students' vocabulary ability through application game vocabulary Wordwall as a medium in the first grade of SMP Negeri 3 Juli, the conclusions were as follows:

1. The research methodology used in this study is Collaborative Classroom Action Research (CCAR). This study aimed to solved teacher problems by improved students' vocabulary ability and developed learning media through application game vocabulary Word wall. The populated in the first grade of SMP Negeri 3 Juli.
2. The research was done in two cycles in two meetings. It is because the research in the first cycle had not showed the criteria of success. The average students test score in the first cycle of research was 60.78. So the results had not been declared successful because they had not met the criteria of success. Therefore, the study continued to the second cycle and got the average score of the student test was 78.68 between the results of the average research score in the first cycle and the second cycle showed a good increased from 60.78 to 78.68, thus meaning that The results of the study showed that the applied of application game vocabulary Word wall media could improved students' vocabulary skills
3. Based on the results of the questionnaire, the percentage increased and students' response to the implemented application game vocabulary Wordwall got an average score of 3.3 (Strongly Agree) and this indicated that students were very satisfied and happy and were very motivated and awaked students' interested through the used of the media in improved vocabulary skills.

4. Furthermore, based on observations made by collaborative teachers, the application of the Wordwall vocabulary game application in teaching vocabulary skills makes learning activities fun and interesting because the use of the Wordwall vocabulary game application can help students learn vocabulary independently, creatively and innovatively. This can be seen from the results of the average teacher observation in cycle I of 56%, increasing in cycle II to 92% in the "very good" category. And the results of student observations in cycle I were 42.1%, increasing to 92.1% in cycle II.

At the end of this chapter, the researcher gives some suggestions. The researcher hopes that the suggestions that the researcher provides can be helpful for interested parties in the field of education, especially the subject of English. Suggestions that researcher give are as follows:

1. For Teachers

The researcher suggests that teachers can prepare materials and choose appropriate media for teaching English. And teachers can adjust teaching and learning situations based on the Education curriculum. To have a good development impact on students from the learning obtained.

2. For Students

For students, researchers suggest using the Wordwall vocabulary game application as a medium to improve vocabulary skills, and students can practice independently, actively and innovatively. Researchers hope that students will pay more attention to their learning progress, so they don't miss out on updates to the learning curriculum.

3. For Other Researchers

Hopefully, that other researchers will use this thesis as a reference and can develop this research with specific updates to make an excellent contribution to the next generation.

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