Improving Students' Vocabulary Mastery by Using ABC Basic Game at the First Grade of SMPN 1 Sunguminasa

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Abstract

The objective of the research is to find out whether or not ABC 5 Basic Game can improve the students' vocabulary mastery at the first grade students of SMPN 1 Sungguminasa. This research employed pre-experimental method which one class was given pre-test, treatment and post-test. The population of this research was the whole class of the first grade students of SMPN 1 Sungguminasa. The total sample consisted 20 students and it is used purpose sampling technique. The instrument was noun test in order to measure the students' vocabulary mastery in learning process by using ABC Basic Game. In other words, the finding indicated that by using ABC 5 Basic Game strategy in teaching vocabulary was able to improve the students' vocabulary mastery. The researcher found out that the students' understanding on noun was increased significantly. The result showed that the students' mean scores in post-test was higher than the pre-test (76.50>57.75). In other words, T-test value was higher than T-table (13.877>2.093). Based on the data above, the researcher concluded that the ABC Basic Game is effective in improving the students' vocabulary mastery at the first grade students of SMPN 1 Sungguminasa. Based on the finding of the research it could be concluded that the use of ABC Basic Game technique in teaching vocabulary can be improved at SMP N 1 Sungguminasa and it is an effective activity to make the students active in learning vocabulary mastery particularly noun.

Keywords

ABC 5 Basic Game, Vocabulary Mastery

1. Introduction

English language is very important things in communication that is used in many countries in the world as a tool of communication. It is also used in many fields such as economics, science, art, education, politics, technology, ect. While in Indonesia, English is studied from primary school, junior high school, senior high school until universities. It is suggested for students to learn English in order to improve their skills and finally can achieve their goals for the bright future in their life.

In mastering English language the students should learnt the four skills namely speaking, reading, listening and writing. Beside that there are also three language fields that include vocabulary, phonology and grammar. According to Thormburry in Losari (2016), stated that without grammar, very little can be conveyed and without vocabulary nothing can be conveyed. In other words, the students have to master the vocabulary which is their goals in studying English. It is very difficult for the students in learning English without knowing the meaning of English words but if they have

enough vocabulary of course they can understand the English words. In vocabulary there are certain speech parts such as noun, verb, adjective and adverb.

In this research, the researcher focused on vocabulary mastery because it is very important thing that should be studied first. But in reality sometimes the students are not interested in learning English particularly in memorizing each vocabulary which is difficult. In fact, there are many students that cannot express their ideas well because they are not accustomed to talk, they feel shy and afraid to make mistakes.

While doing a teaching practicum in SMPN 1 Sungguminasa, the researcher found that the students have some problems in learning English specially vocabulary such as they are lazy to study English. Most of the students were boring because they felt difficult to memorize vocabulary. They are lazy to memorize the unfamiliar words that they heard or read in the text which made them felt boring with monotonous class' atmosphere. There were many students did not know the meaning of words in English.

In solving the problems above, the students need new ways and they would feel learning by using a strategy was very interested. One strategy that could motivate the students in learning English vocabulary is to use appropriate method, techniques and games. The students should be given an explicit instruction on vocabulary strategy in facilitating their awareness of vocabulary learning strategies that could be used to learn in their daily activities.

In this research, the researcher used ABC 5 Basic Game to help the students to avoid their problems in learning English vocabulary which was suitable to increase the students' motivation in learning vocabulary. Munasiroh (2017), in her research stated that ABC 5 Basic is one media that can help to memorize letters quickly and in fun way and introduce the students to new vocabulary. In this game the students have said some different words from their friends.

Based on the reason above, the researcher is interested in conducting a research under the title: Improving Students' Vocabulary Mastery by Using ABC 5 Basic Game for the First Grade of SMPN 1 Sungguminasa.

2. Problem Statements

The problem statement of this research is "Can ABC 5 Basic Game improve the students' vocabulary mastery of the first grade of SMPN 1 Sungguminasa?"

While the objective of the research was to find out whether or not ABC 5 Basic Game can improve the students' vocabulary mastery at the first grade of SMPN 1 Sungguminasa.

Referring to the research problem, the result of the study is expected to be able to enrich the teacher knowledge and other researcher in terms of teaching vocabulary and to solve the problem of the students' difficulties in learning English vocabulary. Particularly, it is expected to provide new knowledge of the further researcher to conduct a better research on teaching and learning cases and to solve the students' vocabulary problems.

The scope of this research was focused in teaching English vocabulary by using ABC 5 Game for the first grade students of SMPN 1 Sungguminasa. The research was limited to the students' noun that related with name of fruits, animals, and things in the kitchen.

3. Review of Related Literature.

This part deals with the previous related studies, theories or concept related to the thesis' topic, resume, conceptual framework and hypothesis of the research.

3.1 Previous Related Findings

Juli (2012) in her research said that the first and the second cycle showed that the vocabulary mastery by using Alphabet game to the fourth students of Azzahidin Islamic Elementary School of Pekan Baru was increased. While in Collins Dictionary (2019) stated that visual aids are things you can look, such as film, model, map or slides to help the students learning or to remember easy vocabulary.

Jayanti (2021) in her research entitled the Influence of Using Game Toward Students' vocabulary mastery at the first semester of the seventh grade of MTS Mifthahul Ulum Kotabaru. She concluded that the implementation of the ball game can make the students focus in following the learning process. The ball game could help the students in memorizing vocabulary and they felt enjoyable and pleasant during the learning process.

While Maulidiyah in her research (2017) stated that the used of ABC 5 Game could improve the students' vocabulary mastery at SDN 2 Mejobo Kudus. It showed that the use ABC 5 Game is an effective way in teaching English vocabulary to the students and also can create teaching and learning process more interesting, innovative and enjoyable. Visual aids are things that you can look at, such as film, model, maps or slides to help you something to remember easy vocabularies (Collins Dictionary, 2019).

The similarity in general between the above researches and the other researchers was using game as a media to teach

vocabulary and also to the students' vocabulary mastery while the different are the design and the media. By using ABC 5 Game the researcher was sure that the students of first grade of SMPN 1 Sungguminasa vocabulary mastery was improved.

3.2 Some Pertinent Ideas

Every person must have vocabulary for communicating with others, it is very significant element of language, and by using vocabulary he/she can express their ideas. Even though, vocabulary does not always affect in the fluency of language. There are some English aspects that must be known and mastered by learners, such as grammar, pronunciation, diction and so on. But vocabulary still becomes requirement for mastering a language. Pundi (2019) said that vocabulary is a word which is very useful in all skills in English, even in productive and receptive form. It shows that vocabulary is the key to achieve all skills and is the basic unit in a language. While Puspitoaji (2018) said that vocabulary is the group of sound or combination of letters standing of something and triggering some meaning.

According to Rafinnggiin Hidayanti (2016), stated that vocabulary is a collection of words in a language to communicate. In other words, vocabulary is the key to understand a foreign language and enrich oneself to use vocabulary, someone can express ideas in communication easier. While Harris and Hodges in Yanti (2017) said that vocabulary was a tool to communicate with other people. In other word, it is the main goals in learning English and vocabulary is the important aspect for students to master their skills to read, listen, write and speak in English.

After looking at the definition above, the researcher concluded that vocabulary is the meaning of the words in English language in broadest sense used not only in speaking but also in reading, writing and listening. The meaning of the vocabulary is the total number of words and it is used by a person that has meaning and function.

There are many kinds of vocabulary according to some experts, Hammer (1991) distinguished two kinds of vocabulary. The first kind of vocabulary refers to the stock of words which have been taught by the teacher or learned by the students and the second refers to the words of which the students will recognize when they meet them, but of which they will probably not be able to pronounce. While Nation (2008) stated that there four kinds of vocabulary in the text, namely: 1) high-frequency words, 2) academic words, 3) technical words and 4) low frequency words.

Thornburry in Febriansyah (2015) said that vocabulary means a large collection of items and learning vocabulary is important because it enriches someone's knowledge of words. This implies that the success of learner in learning a language depends not only the size of vocabulary but also vocabulary building. According to Rohmatillah (2014), there are some factors that make vocabulary more difficult such as pronunciation, spelling, length of complexity, grammar, meaning and range of connotation.

According to Suharyono (2018) ABC 5 Basic Games can make students hone their memory skills and improving vocabulary in English. This game is not only fun but also useful to help students in mastering English. From the definition it can be concluded that the using of ABC 5 Basic Game in the learning activities that can make students interested and convertible and it will motivate more vocabulary.

There are some advantages that the teachers and students have from the ABC 5 Basic Game as follow:

1) The game is easy to implement in the classroom.

2) It can help the students to improve their vocabulary.

3) This game can be applied not only to Junior High School students but also to Elementary students and Senior high school students.

4) The students are so fun.

5) The game can be applied to formal education as well as in-formal education. While the disadvantage of this game is the class will get very crowded when the game is applied.

The game is very interesting and may stimulate the activity of the students in the class. In teaching and learning process, the researcher practice using ABC 5 Basic Game as follows:

1) The researcher explains about ABC 5 Basic Game to the students.

2) The students are divided into six groups.

3) Each group consists of three or four students.

4) After that the researcher will give a theme to each group.

5) The researcher instructs the first group to come to the front to do the game and after that the second group will play the game and so on.

6) After that the first group will bring out their fingers simultaneously.

7) Then they count all their fingers and remove by using letters.

8) After that they have to mention one word according to the specified theme given.

9) Players who cannot will be given penalties according to mutual agreement.

4. Method of the research

In this research, the researcher used pre-experimental method which has three steps namely pre-test, treatment and post-test. It is aimed to find the students' improvement in vocabulary by using ABC 5 Basic Game at SMP N 1 Sungguminasa.

This research applied pre-experimental design with one group pre-test and post-test. This design involved one group pre-test (01), treatment (X) and post-test 02).

The design is formulated as follows:

Pre-test	Treatment	Pre-test

01--------------------------→ X----------------------→02 ----------------------→
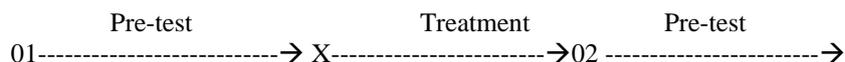
There were two variables in this research namely: independent and dependent variables. Independent variable was the use of ABC 5 Basic Game strategy in teaching vocabulary and dependent variable was the students' vocabulary mastery.

The population of this research was the second grade students of SMP N 1 Sungguminasa. It consisted of two classes VII 1 and VII 2, each class consisted 20 students. The total population was 40 students.

The researcher applied purpose sampling technique. The researcher took class VII 2 which the total sample was 20 students. This was chosen by the researcher because the students' vocabulary mastery was very low.

In collecting the data, the researcher used objective test which consisted of 30 items. This test was done in order to know the students' vocabulary mastery in pre-test and post-test. The pre-test was intended to find the students' prior knowledge of English vocabulary while post-test was intended to find the students' vocabulary mastery after the treatment by using ABC 5 Basic Game strategy.

In collecting the data, the researcher used three steps namely:

1) Pre-test. The pre-test was given to find out the students' prior knowledge of vocabulary before the treatment by using ABC 5 Basic Game strategy.

2) Treatment. The treatment was done for four meeting by using ABC 5 Basic Game strategy in teaching vocabulary. Each meeting took 90 minutes.

3) Post-test. After given treatment the researcher provided post-test to find the students' result after treatment.

4) Finding and Discussion.

This part deals with the finding of the research and the discussions of the findings. The findings are ordered in line with the problems statement stated in the introduction part. In discussion parts, arguments and further interpretation of the findings are given.

The finding of the research dealing with the students' scores activities such as pre-test and post-test, the frequency of the rate percentage of the students' scores, the main scores, standard deviation of pre-test and post-test, t-test value and hypothesis testing.

The result of the students pre-test was very low. In pre-test there was only one student got 30 scores which was classified as poor, 2 students got 45 scores which was classified as poor, 4 students got 50 which was classified as poor, 3 students got 55 which was classified as fair, 2 students got 60 which was classified as fair, 1 student got 65 which was classified as fair, 3 students got 70 which was classified as fairly good and 2 students got 80 which was classified good. There were 4 students (20%) were classified as very poor. There were seven students (35%) were categorized as poor score classification, three students (15%) was categorized as fair, four students (20%) got fairly good classification, two students (10%) got good classification and none student who was classified as very good and excellent classification.

The result of pre-test of the second grade students of SMP N 1 Sungguminasa showed that the total scores was 1,155 from the total number of 20 students. From the result, it could be concluded that the students were very low in answering their vocabulary test. In order words, the result of the students' vocabulary was very low.

After giving treatment by using ABC 5 Basic Game strategy the researcher found out that the strategy was affective in improving the students' mastery of vocabulary by giving post-test. In posttest, the researcher found out that many of the students were able and easy in answering the questions given. They were enthusiasm to do the test and it seemed of the expression on the students' faces when doing the test. Besides that they did the test so fast and collected their worksheet before the time finish.

After the post-test, the researcher found out that the result of the test was better than when comparing before and after using the ABC 5 Basic Game strategy. After tabulating the post- test, the researcher found that there was one student who got score 100. It means that one student got an excellent score. There were three students who received 86 to 95 score. The score of 76 to 85 was obtained by six students and four students who got score of 66 to 75. Five students got score from 56 to 65 and one student got the lowest score of 46 to 55. None of the student got 0 to 45 score. It means that the score of the students' post-test was different with the pre-test. The highest score 100 was obtained by one student

that was categorized excellent classification and the lowest score obtained by only one student 55 was poor classification. The total score of post-test from 20 students who followed the test was 1530. It means that there was an increase in students' vocabulary after applying ABC 5 Basic Game strategy.

There was no student who classified into very poor classification. Only one student's score (5%) that categorized poor classification and five students' score (25%) was classified as fair classification. While the classification score of fairly good (20%) was obtained by four students. While six students got (30%) classified as good and there were three students' score (15%) classified as very good. There was only one student got an excellent classification. From the explanation above, it shows that the students' vocabulary mastery was improved after giving the treatment using ABC 5 Basic Game strategy at SMPN 1 Sungguminasa.

5. Conclusion and Suggestion

This chapter consists of two sections namely conclusion and suggestion.

This strategy was successfully in increasing the students' vocabulary mastery by using ABC 5 Basic Game strategy. The implementation of ABC 5 Basic Game strategy provided the students' opportunities to answer the questions, to dramatize and style of recitation materials given during the teaching and learning process of vocabulary. It is expected that the teacher can apply this strategy in their vocabulary subject since the students are happy in doing their tasks and answering the question.

Based on the findings and discussion in the previous chapter, it can be concluded by using ABC5 Basic Game in teaching vocabulary the students' achievement can be improved. It can be seen from the pre-test mean score (61.25) while the post-test's mean score was (76.50) is higher than pre-test. The researcher concluded that by using ABC 5 Basic Game was effective in increasing the students' vocabulary mastery at the second grade students of SMPN 1 Sunnguminasa. They were active in the classroom because of ABC 5 Basic Game made the students enjoyable, interesting and easy to memorize the vocabulary. It showed that the use of ABC 5 Basic Game can improve students' vocabulary mastery at the first grade students of SMPN 1 Sungguminasa. There was a significance difference of the students' vocabulary mastery before and after they use the ABC 5 Basic Game. Based on the conclusion above it can be concluded that the use of ABC 5 Basic Game effective in improving the students' vocabulary mastery particularly on noun.

Based on the findings and discussion of the research, the researcher would give some suggestion that might be useful in improving the students' vocabulary mastery. The researcher hopes that the English teachers of SMPN 1 Sungguminasa can apply ABC 5 Basic Game as a strategy especially in learning vocabulary mastery. For the next researchers, the researcher hopes that they can use this research as a reference in doing other research. And finally for the students, the researcher suggests to expand their vocabulary knowledge and more interesting to use ABC 5 Basic Game in improving their vocabulary mastery because this game is effective to use in learning vocabulary.

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