Enriching Students' Vocabulary Mastery Through Derivation Word Game

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Article Info

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Abstract

The objective of this study to investigste whether the application of Derivation Word Game can significantly enrich students' vocabulary. This study was conducted by using classroom action research. The subject of this research was the eighth students' of SMP PAB 19 Manunggal which consist of 36 students. This research was conducted in two cycles. The instrument for data collection are quantitative data was test Derivation Word Game and qualitative data (Observation sheets and questionnaires). Based on the analysis, students' achievement is improved in every test. In Pre-test the mean score was 65.4. in post-test cycle I the mean score was 75. in post-test cycle II the mean score was 84.3. based on the observation sheet and questionnaires, it was found that the teaching learning process ran well, the students' were more active and enthusiastic in taking the test. So, it can be concluded that derivation word game can enrich students' mastery in english vocabulary.

INTRODUCTION

Vocabulary is a collection of several words that are combined, so that it has meaning or significance. Vocabulary cannot be seperated from the four skill in language, reading, writing, listening, and speaking (Hornby, 1984: 959)

Learning Vocabulary is very important part of learning English because of the fact if we have a little vocabulary, it will be difficult for us to express something or talk to other people, like a baby who wants to talk with her mother or her siblings, she must know a lot of vocabulary so she can express what she feels and what she wants to say. Pieter A, 1991 states, "The fact that vocabulary is the component of language and there is no language exits without words. In order to form a correct sentence requires some vocabulary. Therefore, to be able to form a correct and correct sentence we must have a lot of vocabulary"

Nowdays, students are very trivial with English because of the availability of google translate which make students lazy to open dictionaries and memorize vocabulary even though the first thing that must be mastered in learning a language, especially English is vocabulary.

According to (Dalimunthe, 2018) Improving vocabulary by using game has some advantages. First in general children are found of games. They always play game in their lives. They spend of more free time to play. Second, game offers natural communication context among them. By playing games they

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sometimes forget about their shies. Third, games can motivate children to speak in foreign languange that they learn. Therefore, one of the way that can make students active, enjoy and motivate in learning process is using a game.

Derivation Word Game has easy instruction and can be played by everyone making this game on of the most popular training games that are played a lot. This game make it easier for students to enrich vocabulary and also the more word derivation that occur, the greater the chance of winning. Example: for the word 'UNEXPECTABLE' so the students' begin to think about finding derivation word and then the students' will make derivation include: Expect, Table, Able, Next,...so on. Iwan Pramana (2016:8) stated that, Derivation Word Game practicing speed and accuracy of thinking, practicing cooperation and division of group task and this game is also able to make dozens of vocabulary from just one vocabulary so that this game is able to enrich students vocabulary.

METHOD

The subject of the research was grade VIII-2 of SMP Swasta PAB 19 Manunggal. Based on the purposive sampling technique, the researcher uses the class VIII-2 students' which consists of 36 students as the subject of the research.

Test is a process to measure students ability and knowledge about material that is given, competence, intelligence, and talent that can belong for individual or groups. In the test, the researcher made a test of vocabulary test about variants vocabulary and the students' must construct many words as possible from the word given the researcher, the word from word families. Observation was one way that can be done for collecting data. The focus on observation in classroom action research is on how the teacher teaching, students learning and the interaction between the teacher and student while focus how the students' learned.Questionnaire, Based on observation, the researcher also conducted a questionnaire as the way collecting data. The researcher conducted an questionnaire with asking the teacher and students orally to have direct information about teaching and learning process.

This research used the method Classroom Action Research. It is a classroom action research (CAR) study since it was appropriate for the aims of the study, which is to improve the quality of teaching and the teaching-learning processes for the students. In conducting this study, the researcher has applied procedures for CAR propose by Johnson (2007, p. 75). These procedures make use of a cycle via:

1. Planning the action,
2. Implementing the plan,
3. Observing
4. Reflecting and then run the cycle again

This study was conducted by organizing the quantitative data and qualitative data. The quantitative data was taken by Derivation Word Game and the qualitative data was taken by observation sheet and questionnaire sheet. Every cycle consisted of the four step of Classroom Action Research (planning, action/implementing, observing, and reflecting).

RESULTS AND DISCUSSION
Result

Based on the data analysis above it was found that vocabulary to Derivation Word Game gave a significant enrichment at students' English vocabulary as shown at Pre-test I data, and Post-test II data, there was significant influence achievement at students' vocabulary. The researcher focused on the learning process, test the vocabulary of the students before and after did implement the step, giving Derivation Word Game.

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In the learning process, the students' enjoy and did not feel bored in the classroom when study with the Derivation Word Game. The students were serious when studying vocabulary used Derivation Word Game because they wanted to get knowledge. The researcher also analyzed the result of interviews and observations. The researcher identified that students responses during the process of cycle I and cycle II supported the success of this research process, and concluded that use of Derivation Word Game, could enrich students vocabulary.

The comparing between pre-test, post-test in Cycle I and post-test in Cycle II were in pre-test the vocabulary of students before giving Derivation Word Game, the students' vocabulary was low their English vocabulary. The mean score of the Pre-test was 65,4 after giving treatment, that was vocabulary to Derivation Word Game, there was a sign of students' English vocabulary as shown in Post-test data in Cycle I. The mean score of Post-test in Cycle I was 75,0. In Cycle II of action, research got better than Cycle I, the mean score of Post-test in Cycle II was 84,3. The percentage of students' vocabulary from Pre-test up to Post-test score in Cycle I was 61,6 or 22 students and Pre-test up Post-test score in Cycle II was 91,6 or 33 students. Vocabulary to Derivation Word Game can enrich students' English vocabulary from 14,6% the enrichment of students. The enrichment 18,9% of students. Based on the findings above, the students get enrichment in vocabulary through Derivation Word Game.

Discussion

This research was conducted to find out the Enriching Students' Vocabulary Mastery Through Derivation Word Game:

Derivation Word Game was effective to enrich students' English vocabulary. The enrichment of students could be seen on Pre-test, Cycle I, and Cycle II data and the learning process.The result of the Derivation Word Game test has shown the mean score of the pre-test was 65,4. After giving the treatment through Derivation Word Game to English vocabulary, there was a sign of students' vocabulary mastery as shown in Post-test I data in Cycle I. The mean score of Post-test in Cycle I was 75,0. In Cycle II of action, research got better than Cycle I, the mean score of Post-test in Cycle II was 84,3. So, the students get enrichment in vocabulary through Derivatiom Word Game. In this case, the use Derivation Word Game in the learning process in the classroom, this method not only Enrich Students Vocabuary, but also practicing speed and accuracy of thinking.

Based on the questionnaire and observation between the researcher with teacher and students, before implementing Derivation Word Game they did not know many vocabulary, they did not how to write the word "Able" and how to speak and also their teacher said it was difficult for them to know a vocabulary and the meaning, after implementing Derivation Word Game, it was easy for them to find new vocabulary, because they are looking for new words from limited letters that challenge them to complete so they can easily to remember whay they looking for, At the end of the meeting when the researcher asked what vocabulary they remembered, almost 80% of them remembered the vocabulary they had written in the test.

CONCLUSION

Based on the result of this research, the conclusion is the researcher proves that game Derivation Word Game could enrich students' English vocabulary. It can be concluded by seeing the learning process and the enrichment of result from Pre-test, Cycle I, and Cycle II. The result of students' tests was showed that the mean score of the pre-test 65,4. the mean score of the post-test in Cycle I was 75,0, and the mean score of the post-test in Cycle II was 84,3. It showed that students have improved from Pre-test to Post-test of Cycle II in English Vocabulary through Derivation Word Game.

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