IMPROVING STUDENT'S VOCABULARY THROUGH FOLDING PAPER METHOD FOR STUDENTS AT SMA MIFTAHUL ANWAR PAMEKASAN

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Abstract

The aim of the research is to increase students understanding and memorization of English vocabulary by using the folding paper method, namely making several character shapes from origami paper. The research conducted at 11th grade students in SMA Miftahul Anwar Klompek Pamoroh Pamekasan. This research use Classroom Action Research (CAR) by using planning, implementing, observing action and reflecting on data collected from teaching and learning processes and student's evaluations. Based on the test results in cycle I and cycle II, the mean score of the preliminary study was 61, 5 and the percentage score was 30%. The mean score of cycle I is 68, 25 and the percentage score is 60%. The mean score of cycle II is 76 and the percentage score of 90%. This means that students have improvement from preliminary, cycle I until cycle II. In conclusion, it is proved that studying with the folding paper method can improve student's ability to understand and memorize English vocabulary.

Keywords: Vocabulary; Folding Paper Method; CAR

INTRODUCTION

According to (Bhatti et al., 2021), A nation is recognized by language. Since English recognized as an International language, many country used this language as communication. Vocabulary id basic skill of the language. It is an important aspect on learning language. Rich vocabulary can improve someone ability in speaking English. The part of motivation should be exist in student's process. However, the process stay by trouble to achieve the great success in learning to increase skill (Sukrina, 2010). The important of English suitable with the development of new era in which people in the world should recognized English in every field. How English can transferred well is because the vocabulary part. In the process of language the central focus is vocabulary. (Santoso & Andriyadi, 2019). The position of vocabulary is one of the important elements in language. This improve that vocabulary has great role in making language and express people feeling by showing the language.(Laila, 2019). According to (Bai, 2018) Vocabulary is the basic material in learning a language. The main thing to emphasize in learning new vocabulary is how to learn the strategy. The easiest thing for students to understand because they understand the meaning of the vocabulary. students can express in the form of communication because they already understand the meaning of the vocabulary in question, of course they can speak easily (Dawamuddin, 2021). One of the ways that can be used by the teacher to solve the student's difficulties in vocabulary is using folding paper method or origami. Origami as a teaching and learning tool is a materials-led approach, guided by a skilled artist in the field. Participants working with the physicality of folded paper discover its versatility by being introduced to a number of repeated rigid origami folds such as those in the images below. (Supple et al., 2021). There are 2 preliminary study related with vocabulary as

this research. According to (Ilinawati & Dharma, 2019) in Improving Students' Vocabulary Through Songs. The result of this research showed that the use of song succeeded improving students' vocabulary. The result of the test shown that mean score was 80,25, it was good cathegory. The improvement of the teaching learning process was based on the improvement of teaching learning behaviour in the classroom. The change of behaviour was notified from the classroom observation, fieldnotes which were discussed with the collaborator in the reflection stage. Song was found out helpful to improve students' vocabulary mastery for first semester students of English language study program, STKIP Persada Khatulistiwa Sintang, Academic year 2018/2019. And (Barus & Tampubolon, 2022) in Improving Students' Vocabulary Achievement through Anagram showed Based on the data, it was found that the students' score increased from the pre test until the post test of the first and the second cycle. In the pre test, the mean of the students was (54,93), in the post test of the first cycle was (68) and the mean of the students of the second cycle was (82,46). The students' score also increased from pre test to post test cycle I until post test cycle II. It was found that teaching vocabulary through anagram can improve the students' vocabulary achievement. It is concluded that teaching vocabulary through anagram is significantly effective in teaching vocabulary.

METHOD

According to Alek (2016) Action research is a term which refer to a practical way. The researcher was conducted in SMA Miftahul Anwar Klompek Pamoroh Pamekasan. While the subject of the research was the students of the 11th grade students in SMA Miftahul Anwar Klompek Pamoroh Pamekasan. Which consist of 20 students on the class, 15 male and 5 female. This research use folding paper method to increase the students' Vocabulary skill. The English teacher of the class is Mohammad Tolib, S.Pd. The researcher tries to get the class percentage which pass of the criteria of success the researcher used formula. (Tarbiyah & Training, 2011).

$$F = \frac{P}{N} \times 100\%$$

P : Percentage mastery of student learning
F : Number of student who Complete learning
N : Total number of student

RESULTS AND DISCUSSION

Results

Table 1. Finding of preliminary study

No	Name	Score pre-test	Pass	Fail
1	R S	65		
2	S I	55		

3	M F	70	*
4	M G	60	
5	E W	50	
6	L H	75	*
7	F R	50	
8	A R	55	
9	A M	60	
10	F R	65	
11	S	50	
12	W H	60	
13	R Y	70	*
14	K N	75	*
15	L S	70	*
16	N S	65	
17	M F A	55	
18	S A	60	
19	M R	50	
20	A M S	70	*
Score		: 1.230	
Students' P KKM		: 6	
Students' NP KM		: 14	

*= Pass student

From the table above, the result of the pre-test was not far from the researcher's first observation that the students is so low to interest to learning English lesson and remember the new vocabulary in English.

To find out the students mean score the researcher used this formula:

$$MX = \frac{\Sigma x}{N}$$

$$M = \frac{1.230}{20} = 61,5$$

While the class percentage used the formula:

$$P = \underline{F} \times 100\%$$

$$P = \frac{6}{20} \times 100\%$$

$$= 30\%$$

The result of preliminary, the data showed that the students have a low score in pre-test. Because the mean score of the class was 61, 5 and the percentage of the class was 30%.

Table 2.Finding of Cycle I

No	Name	Score pre-test	Pass	Fail
1	R S	75	*	
2	S I	70	*	
3	M F	70	*	
4	M G	60		
5	E W	75	*	
6	L H	75	*	
7	F R	50		
8	A R	55		
9	A M	60		
10	F R	65		
11	S	50		
12	W H	75	*	
13	R Y	85	*	
14	K N	80	*	
15	L S	75	*	

16	N S	80	*	
17	M F A	60		
18	S A	65		
19	M R	70	*	
20	A M S	70	*	
Score		: 1.365		
Students' P KKM		: 12		
Students' NP KM		: 8		

*= Pass student

To find out the students mean score used the formula below:

$$MX = \frac{\Sigma x}{N}$$

$M = \frac{1.365}{20} = 68, 25$

While the class percentage used the formula:

$$P = \frac{F}{N} \times 100\%$$

$P = \frac{12}{20} \times 100\%$

$= 60\%$

Table 3. Finding of Cycle II

No	Name	Score pre-test	Pass	Fail
1	R S	85	*	
2	S I	75	*	
3	M F	70	*	
4	M G	70	*	

5	E W	70	*
6	L H	80	*
7	F R	75	*
8	A R	75	*
9	A M	80	*
10	F R	75	*
11	S	65	
12	W H	80	*
13	R Y	90	*
14	K N	85	*
15	L S	80	*
16	N S	75	*
17	M F A	65	
18	S A	80	*
19	M R	75	*
20	A M S	70	*
Score		: 1.520	
Students' P KKM		: 18	
Students' NP KM		: 2	

*= Pass student

To find out the students mean score used the formula below:

$$MX = \frac{\Sigma_X}{N}$$

$M = \frac{1.520}{20} = 76$

While the class percentage used the formula:

$$P = \underline{F} \times 100\%$$

$$P = \frac{18}{20} \times 100\%$$

$$= 90\%$$

From the data above, it can be conclude that the students mean score in cycle II was 76, the percentage of the class was 90, it shown that cycle II increases from the cycle I. So, the improving student's ability in English Vocabulary by the implementing of Folding Paper is successful.

Discussion

SCORE PRE-TEST AND POST-TEST
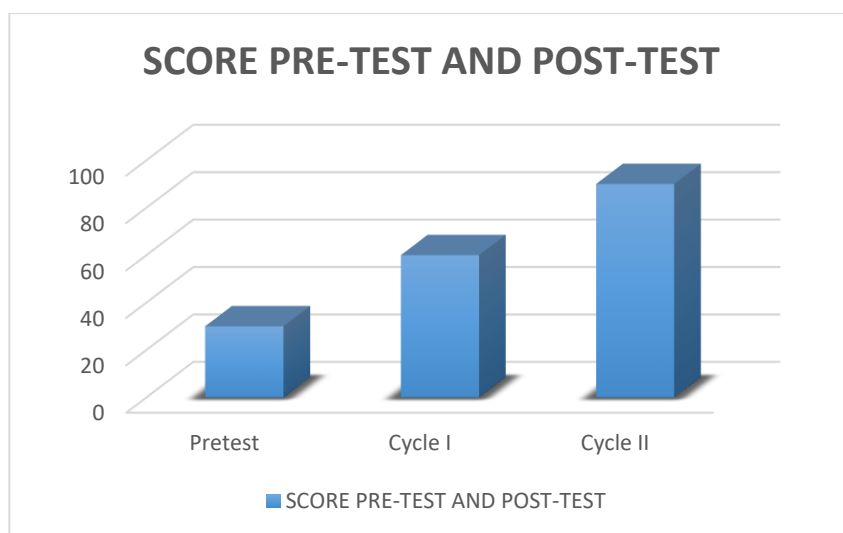
From the diagram show the observing of the students learning process of English vocabulary from preliminary study. Improving of studying English vocabulary using folding paper media on the first and second cycle there were some important development in the participation students of learning and memorizing the English vocabulary.

In teaching English vocabulary to the students of 11th class of SMA Miftahul Anwar Klompek Pamoroh Pamekasan. The researcher used folding paper media to make interest and active in memorize the English vocabulary. This media make the students are not bored.

Based on the result of the first meeting in cycle I, there was improvement learning English vocabulary for the students, but it could not be achieved yet from criteria of success. This activity showed the students still confused to understand about the English lesson. Some of students also did not participant in English Vocabulary class. So, the researcher concluded that the several students' scores obtained had to be revised.

The researcher conduct the second cycle and the result of score from the meeting 2 showed that the students could be achieved and the were active in learning process. The researcher gives a reward to the reward to the students who can mention the English vocabulary correctly. The students were active and participate well in this meeting 2. The researcher show the improvement from the first meeting to the second meeting with locked at the mean score for the preliminary meeting the percentage score got 30%, in cycle I the percentage score got 60%, and in cycle II the percentage score got 90%. The result of the implementation folding paper method, there were a significance improvement at 11th grade students of SMA Miftahul Anwar Klompek Pamoroh Pamekasan at first they had difficulty learning the vocabulary and with the implementation of the folding paper method they were very excited and feel enjoy in studying English vocabulary. The students more motivate to learn and they could improve their English vocabulary skill. The researcher takes the conclusion that this research had succeeded based on the result had been explained.

CONCLUSION

This research can be concluded that aims to improve students English vocabulary skills using the folding paper method, the researchers make conclusions related to the questions stated in introduction. The researchers draw several conclusions as follows: The student's skill in English vocabulary by using folding paper method had improve. It could be showed from the result of pre-test and post-test in cycle I and cycle II. The researcher also concluded that learning strategies applied through the media of origami paper formed with several kinds of characters could improve student's skill in English vocabulary. It is prove with the students improvement in the test because the mean of post-test in cycle I is higher that mean of pre-test (68,25)>(60) the mean of post-test II in cycle II is higher that mean of post-test in cycle I (76)>(68,25). Based on the research of the researcher also found that some active students were more enjoyed, and the responses during the teaching and learning process, interviews, observation sheets and method really helped them memorize English vocabulary.

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