IMPROVING VOCABULARY MASTERY OF TENTH GRADE STUDENTS THROUGH "BROAD RACES" GAME IN SMK YPKKP CIJERAH BANDUNG

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Abstract

This research is aimed at increasing the mastery of English vocabulary at tenth grade in SMK YPKKP Cijerah Bandung. The technique used is the "Broad Races" game. The data were obtained from tests. The low mastery of English vocabulary at tenth grade SMK YPKPP Cijerah Bandung is caused by two factors : 1) low level of understanding of English vocabulary meaning, and 2) students' difficulty in pronouncing the words. The method used in this research is classroom action research using two cycles. In each cycle there were five meetings. The total meetings were ten meetings; three meetings were for tests, and seven meetings were for treatments. The test result showed that "Broad Races" game is able to improve students' vocabulary, and facilitate students in memorizing vocabulary. The students' mean scores have improved. The mean score of pre-test was 4.8, while the mean score of post-test was 7,6. Before the treatment in cycle 1, 8 of 30 students (26%) got the scores above the passing grade (Kriteria Ketuntasan Minimal-KKM). While after the treatment in cycle 1, 22 out of 30 students (73%) got the above passing grade (Kriteria Ketuntasan Minimal-KKM). Therefore, it can be suggested that "Broad Races" game can be an alternative way to teach English vocabulary. This result hopefully can give contribution to English teachers to use "Broad Races" game in improving students' English vocabulary mastery.

Keywords: Broad Races, CAR, English Vocabulary

INTRODUCTION

Many students assume that learning English is difficult. Therefore, teachers need to be more innovative in using appropriate techniques in teaching. In learning English most fundamental thing to do is enriching the vocabulary, because vocabulary is one of the important things in learning language. According Shanahan (2006), vocabulary learning objectives is to build a sense of the word, and should not be surprised that an approach that is both a demanding teaching students to connect more deeply, to think about the meaning of the words. While, Uberman (2008) states that vocabulary acquisition is increasingly viewed as crucial to language acquisition. In order to build a house, you will need bricks. To build a language, you will need words. Words here would mean vocabulary and vocabulary is a vital element in language learning. Especially for beginners, vocabulary mastery is the very basic knowledge to learn more about English. According to Schmitt and Mc.Carthy in (Parmawati 2018), vocabulary has been seen as individual words, which could be used with a great deal of freedom, only constrained by grammatical considerations. However, he also argues that vocabulary consists not only of single words; lexemes are often made up of strings of more than one word.

Meanwhile, Nunan (1991) states that the development of rich vocabulary is an important element in the acquisition of a second language. In general, teaching vocabulary is not easy.

Teachers need more creativity in presenting it. Thus, teachers as well as learners need to have a systematic approach in teaching and learning vocabulary. The writers takes the subject mastery of vocabulary because have the impact to English learning ability of students.

The low mastery of students vocabulary could look upon learning, students are having some trouble on understanding sentence structure due to ignorance of some words meaning in the sentence. So that students have difficulty communicating. Vocabulary mastery is very important because it will impact mastery abilities such as reading, writing, listening and speaking. Someone who understands the vocabulary to good use will have an impact on the process of communication (Nunan, 2006). To knowing the ability of vocabulary mastery. The students were given pre-test of vocabulary. The results obtained from 30 students only 8 students got above 70.

The "Broad Races" game is very often use in learning English, it can be used to increase memory of vocabulary. "Broad Races" game usually is played at the beginning of the subject matter that aims to stimulate students to engage actively in class. This game matched method to test anything else, redo the vocabulary or grammar related to his studies. The application of the "Broad Races" game the writers do on moments before the learning materials. The students look very enthusiastic and excited. The students compete for as much as possible writing down related the vocabulary according to the topic specified, with a time limit. After each group is finished write down vocabulary, the students interpret each word together, then identify words that match the topic or not. Wright, et.al. (1994) stated that games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. As stated by Apsari (2012) that students' interest might be regarded as the most essential elements to be taken into account for achieving a more successful teaching and learning.

Based on the process of learning practice at SMK YPKKP Cijerah the writers find some factors that cause poor mastery of vocabulary in students. These factors are factors faced by the students in learning the vocabulary, such as: 1) low level of understanding of English vocabulary meaning, 2) difficulty in pronouncing word. Seeing the condition, the writers seeks to enhance mastery students' English vocabulary in SMK YPKKP Cijerah through "Broad Races" game.

METHOD

This research is conducted using classroom action research. Design action research is self-reflective in enquiry undertaken by participants in order to improve the rationality and justice of their own social or educational practices as well as their understanding of these practices and the situations in which these practices are carried out (Carr & Kemmis, 1986:220) (Burns 2010). This research is aimed at improving students vocabulary using "Broad Races" game.
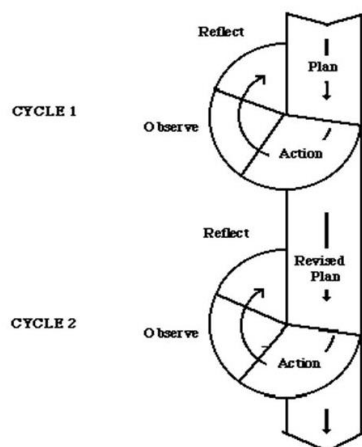
Figure 1. Cyclical AR model based on Kemmis and McTaggart (1998)

According Kemmis and Mc Taggart (1998) in (Burns 1999) state that Action Research occurs through a dynamic and complementary process, which consists of four fundamental steps in a spiraling process. They are : 1) identifying problem and planning the action; 2) implementing the action; 3) observing the action; 4) reflecting the result of the observation. The action research that using "Broad Races" game in teaching vocabulary need of data to be analyze. There are two cycles, each cycles consist of five meetings.

1. Planning
    In this step, the writers implemented:
    a. Preparing the material, namely preparing some the vocabulary.
    b. Designing lesson plans that include the activities or step in applying "Broad Races" game.
2. Action
    According (Deubelbeiss 2018) in EFL Teaching Recipes, the main steps to teaching vocabulary through "Broad Races" game is:
    a. The teacher divided the class into two large groups, and give colored markers on each group. If the class is comprised of many students, can be divided into 3 or 4 groups.
    b. Creating a vertical line in the middle of the board, and then write the topic at the top of the whiteboard.
    c. Next, the students from each group must write as much – the number of words. Those words should relate to topics that have been specified, with time limit provided. These sessions are conducted in the form of competition between groups.
    d. Each group gets a point for the correct word. Whereas words that are unrelated to the topic are got no points.
3. Observation
    According to Sugiyono (2010: 226) cited in (Rakhman and Syathroh 2015) states that through observation, the researcher learns about behavior and the meaning attached to those behaviors. The writers is helped by collaborators namely English teacher at SMK YPKKP Cijerah to observe activity in the teaching and learning process. Collaborators used observation cheklist.
4. Reflection
    Here, the writers analyze, review and respond to activity in the cycle 1. If the activity has not been achieved, the writers doing the next cycle the cycle 2. The steps and the same activities such as cycle 1, just a difference in emphasis in some revision.

Instrument

According to Sugiyono (2010:223) cited in (Rakhman and Syathroh 2015) states that the instrument of choice in naturalistic inquiry is the human. We shall she that other form of intsrumentation maybe used in later phases of the inquiry, but the human is the initial and continuing mainstay. But if human instrument has been used extensively in earlier stages of inquiry, so that an instrument has can be constructed that is grounded in the data that human instrument has product.

a. Pre-test

The test is given before implementing a Classroom Action Research by giving tests tenth grade to identify initial ability. The writers provide multiple choice question test consists of thirty questions.

b. Post-test

Post-test was conducted to measure the impact of the implementation of the classroom action research. the writers gives a post-test after the treatment is done. the writers give the same test as the pre-test.

c. Observation

The observation was conducted to monitor the teaching-learning process before, during, and after the actions were implemented. By using this kind of technique, the writers observed the teaching-learning process directly. The instrument to collect the data by using this techniques is observation checklists.

The writers collects the data from the students' vocabulary score obtained from the tests. In analyzing the quantitative data. The improvement can be seen if the mean score in post-test is higher than mean score in pre-test.

RESULTS AND DISCUSSION

Results

This research finding in two cycles, are as follows : Cycle 1 was conducted on Tuesday September 25, 2018 begins with doing the pre test. the results of pre-test showed 8 of 30 students (26%) got the scores above the passing grade (Kriteria Ketuntasan Minimal -KKM) Learning vocabulary is done in the process of teaching and learning activities English language subjects for ten meetings, students looks active and enthusiastic.

Table 1. Students score of the post-test cycle 1

Students	Pre test	Post Test 1
1	3,2	4,0
2	4,0	7,2
3	4,8	7,6
4	3,2	4,4
5	4,0	4,8
6	4,8	7,2
7	2,0	4,0
8	5,2	7,2
9	4,4	6,0
10	7,6	7,6
11	4,4	5,6
12	7,2	8,0

13	7,2	7,6
14	4,0	6,4
15	3,6	4,4
16	4,0	5,2
17	4,8	6,0
18	4,4	6,0
19	7,2	8,0
20	2,0	4,0
21	4,0	6,0
22	4,0	5,6
23	7,6	8,0
24	6,0	7,2
25	7,6	8,0
26	2,0	4,0
27	3,6	5,2
28	7,6	8,0
29	4,4	7,2
30	7,2	8,4

As shown in table 1 above, after treatment the results of the post test in cycle 1, 14 of 30 students (46%) got the scores above the passange grade (*Kriteria Ketuntasan Minimal -KKM*). The analysis of the observation, the writers found that most students' difficulties in memorizing, and remembering English vocabulary. It was caused students are lazy to memorize, lack of student motivation in learning English. The observation result cycle 1 showed the level of understanding and motivation of students increased, can be seen from the result of mean score post-test 1 more higher than mean score pre-test.

But the writers still finds some flaws in cycle 1, the shortcomings are as follows :
1. Students still difficulty in finding the vocabulary in the English language in accordance with topics.
2. Only a few students who look active and enthusiastic, partly still looks hesitant in writing down vocabulary.

Therefore, the writers considers it necessary to hold a cycle 2 in fixing the flaws in the cycle 1 with revised lesson activity.

Table 2. Students score of the post-test cycle 2

Students	**Pre test**	**Post Test 1**	**Post Test 2**
1	3,2	4,0	6,0
2	4,0	7,2	8,0
3	4,8	7,6	8,0
4	3,2	4,4	6,0
5	4,0	4,8	6,8
6	4,8	7,2	8,0
7	2,0	4,0	6,0
8	5,2	7,2	7,6
9	4,4	6,0	8,0
10	7,6	7,6	8,8
11	4,4	5,6	7,2
12	7,2	8,0	8,4

13	7,2	7,6	8,0
14	4,0	6,4	8,4
15	3,6	4,4	6,4
16	4,0	5,2	7,6
17	4,8	6,0	6,4
18	4,4	6,0	7,6
19	7,2	8,0	8,8
20	2,0	4,0	6,8
21	4,0	6,0	8,0
22	4,0	5,6	7,2
23	7,6	8,0	8,8
24	6,0	7,2	8,4
25	7,6	8,0	8,8
26	2,0	4,0	5,6
27	3,6	5,2	7,6
28	7,6	8,0	8,8
29	4,4	7,2	8,4
30	7,2	8,4	9,2

Table 3. Improvement on students' score of the test

	Pre test	Post Test 1	Post test 2
Minimum Score	2,0	4,0	5,6
Maximun Score	7,6	8,4	9,2
Mean Score	4,8	6,3	7,6

Based on the table. 2 above, cycle 2 was conducted on Tuesday Oktober 30, 2018, there were 22 of 30 students (73%) get the score above the passange grade (*Kriteria Ketuntasan Minimal -KKM*). Table. 3 showed that the results achieved after the writers gives the post-test in cycle 1 at five meetings. There was an increase in the value of the pre-test results before. Obtained the score lowest 4.0 and score highest rated 8.4 with mean score 6.3. and the results of the post-test in cycle 2 obtained a significant increase, the lowest score 5,6, highest score 9,2 with mean score 7, 6. so the technique "Broad Races" game is good for use in learning to improve students English vocabulary.

Discussion

The objective this research is to find out whether the use of "Broad Races" game can improve student vocabulary mastery. The results showed that the mean score of pre-test was 4.8, while mean score of post-test was 7.6. It means that mean of post-test was bigger than the mean of pre-test. It can be concluded the technique "Broad Races" game can increase the mastery of English students vocabulary at tenth grade SMK YPKKP Cijerah Bandung.

CONCLUSION

Based on the results of research on using technique of the "Broad Races" game in tenth grade in SMK YPKKP Cijerah can improve English vocabulary. The "Broad Races" game can extend the understanding of the students vocabulary in form the basis of the science of learning English. The use of the "Broad Races" game can also be adapted to the needs and abilities of students. After the writers conducted this research, the writers hope to contribute to the teacher or the school that the technique "Broad Races" game can be used in improving the students vocabulary mastery.

ACKNOWLEDGMENTS

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