IMPROVING STUDENTS VOCABULARY MASTERY IN SENTENCE WRITING BY USING FASTER THINKING GAME AT 8B CLASS OF SMP AL-FALAH SILO IN ACADEMIC YEAR 2020/2021

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Abstract

The Vocabulary mastery of SMP Al-Falah Silo studets needed improvements. based on the preliminary research at 8B class student's of SMP Al-Falah Silo, after doing survey, observation and interview, the researcher found that most of students had many problems in mastering vocabulary. Namely, low ability in memorizing vocabulary, finding meaning, and applying vocabulary in sentences. This research used Classroom Action Research (CAR) of Kemmis Tanggart (1998). It consist of four stages, they are planning the action, implementing the action, observing and reflecting. There were one cycle in this research, in the cycle consisted of two meetings. The criteria of success used in this study was equal to or higher than 75% and the Standard Minimum Score (KKM) was 70. The subjects of this research were 18 students class 8B SMP Al-FalahSilo. The data collection techniques were a combination of qualitative methods (Observation) and quantitative methods (Preliminary Test and Post Test). Based on the data, the implementation of Faster Thinking Game, the percentage of students vocabulary result is 27,7%, and increased to high percentage which is 78%. The researcher concluded that the implementation of Faster Thinking Game in teaching vocabulary mastery was successful. In addition, the mean score of vocabulary test were increased also.

Keywords: Vocabulary Mastery, Faster Thingking Game

1. Introduction

Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of given community to communicate intellegibly with one another. Language is systematic and it is a set of arbitrary symbols. The symbols are primarily vocal, but also be visual. The symbols have conventionalized meanings to

which they refer. Language is used for communication and operates in a speech community or culture (Brown, 2000).

As an International language, learning english is very important, because english has become an international language, which is used by most communities in the world. English as the foreign language in Indonesia should be transferred to students well. The main element to master the english skill is vocabulary. The students will learn english easily if they know english vocabulary first. Mastery of vocabulary is very important because it can improve many subjects in english learning. Vocabulary is a vital element in language learning. Therefore we have to learn more about language.

There are several elements of english language needed to be mastered namely speaking, writing, listening, and reading, grammar, and vocabulary. Mastering four skills (speaking, writing, listening, and reading) is important in english learning, however it is going to be very difficult without vocabulary mastery. David Wilkins in Thornbury (2002) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Vocabulary is central to english language teaching. Mastery by rich will make students understand other or express student own ideas. Thornbury also stated that knowing and understanding vocabulary are not just the matter of remembering or memorizing the words. There are three aspects in knowing the word, they are knowing its form, knowing its meaning, and knowing its use. It means that the implication of the statement above is the vocabulary learning activities in classroom should not focus on memorizing word only, but also should emphisizing on how student could understand the meaning and also apply the word into sentences

However, they sometimes have difficulties in learning vocabulary, such as: how to use, grammar, finding meaning, etc. These difficulties often make learners feel that english (as a new language) as a scary thing. Learning new word means that people should learn new kind of vocabulary. Often the difficulties of young learners in Indonesia, where the people seems to use Indonesian accent, it's very difficult for people to learn new language especially english. Those problems above make Indonesian especially teenager doesn't like learning english so much. Besides, the methodology use in Indonesia still less effective for teenager to learn. Some teenagers sometimes feel so bored when they are learning in the formal class. In brief, they still feel difficult to get the new vocabulary in english learning.

However, based on the preliminary research at 8B class student's of SMP Al-Falah Silo, after doing survey, observation and interview, the researcher found that most of students had many problems in mastering vocabulary. Namely, low ability in memorizing vocabulary, finding meaning, and applying vocabulary in sentences. The

english teaching and learning process follows the student's worksheet books that availuable.

Thus, it is not focus in vocabulary only, but for the others skills too. At this school no one english teacher to ask them to memorizing vocabulary. There is nothing to target students memorizing vocabulary, for example every week students must deposit 10 vocabularies, if they don't want to deposit it given sanctions for a clean toilet, school environment, recitation, answering with the sun, paying money etc. So with this, students who are initially lazy and don't like english can like it slowly. Another condition in this classroom, the teacher still applies a traditional method so this situation make students feel lazy to study english.

Based on the problem above, it is a needed to find answer effective way in this classroom is to improve student vocabulary. One of effect ways to improve students vocabulary mastery by using game. According to Lee (1965), games help to ease the process of teaching learning activity. It means games bring the teacher and students closer together. By using games the teachers create contexts becomes useful and meaningful and games also help the students to express their ability in reading, speaking and also writing. Wright et al (2006) said that games is an activity in which the learners play and interact with their friends and the teacher. That is clear that games facilitate students to play, discover, experiment and interact with their friends and teacher . therefore the researcher using faster thinking game to improve students vocabulary mastery.

Based on the problem above, the researcher is interested in conducting a research by the title ''Improving Students Vocabulary Mastery In Sentence Writing By Using Faster Thinking Game at 8B Class of SMP Al-Falah Silo in Academic Year 2020/2021''.

2. Method

This research was implemented in the form of Classroom Action Research (CAR). According to Burns (1999), Action research is the application of fact finding to practical problem solving in a social situation with a view to improving the quality of action within it, involving the collaboration and cooperation of researchers, practitioners, and laymen. Inherent in this statements is a critical dimension which involves reflecting on the social structures and orders which surround classrooms.

In this research the researcher applied the Classroom Action Research, Based on the definition above, it comes to the conclusion that the classroom action research is working, application and activities of fact finding to practical problem solving in a social situation with a view to improving the quality of action, and to analyze any effect of the

treatment. The four steps to conduct classroom action research. Namely: (1) Planning (2) Acting (3) Observing (4) Reflecting.

1. The Technique of Collecting Data

    The get the result of the research, the researcher applied the qualitative and quantitative data:

    a. Interview Interview is a process researcher will ask the teacher to know the students' difficulties and students' condition in english vocabulary. The interview will be conducted to obtain the information of the implementation of faster thinking game in improving students' vocabulary mastery. Also, the researcher gave some questions with a few 8B class students of SMP Al-Falah Silo to make sure the problem really faced by students in teaching and learning process.

    b. Observation Observation is gathering data about implementationof the strategy. Researcher will be conducted to get information about the implementation of Faster Thinking game in improving students' 27 vocabulary mastery in the 8B class. The researcher applied the observation in the pre-research and in every research.

    c. Document Review Researcher will be conducted to obtain the data about the implementation of faster thinking game in improving students' vocabulary mastery. In this research, the researcher obtained the data from lesson plan and scoring rubric of 8B class student of SMP Al Falah Silo.

    d. Test The test In this research the test are preliminary study and test. Preliminary study will be done before implementing faster thinking game. The researcher applied the test to get the data from the implementation of faster thinking game in improving students' vocabulary mastery. The researcher used the preliminary study in the interview and test in the end of the cycle 1 and cycle 2.

2. Technique of Analyzing Data

    a. Qualitative Data

        The researcher used the qualitative data analysis to analyze data from interview, observation, and document review. The researcher applied it to get information about the implementation of faster thinking game in improving students' vocabulary mastery, to identify the problem of students' vocabulary, and to arrange the solution of problem.

    b. Quantitative Data

    c. The researcher used the quantitative data analysis that is preliminary study and test to measure the improvement of students' vocabulary mastery after being taught by faster thinking game. The researcher applied the pre-test in the beginning, and the test in the end of cycle 1 and cycle 2. Moreover the researcher assessed the students score by looking for the assessment. The assessment is presented in the table below.

3. Findings and Discussion

Based on the interview with the students at 8B class of SMP Al-Falah Silo on Monday 20 July 2020 about the English teacher is teaching vocabulary at that school, the student said that the teacher still applies a traditional method and there is no activity target for students memorizing vocabulary, example every week Students must deposit 10 vocabularies and meaning. From that activity, the researcher gained the information from list of the score that the teacher gave to the researcher, the students got low score in vocabulary activities and several problems faced by them. Those problem are: 1) low ability in memorizing vocabulary 2) finding meaning 3) and applying vocabulary in sentences. From the interviewed with the teacher on Monday 20 July 2020 the teacher said that when she teaches the material, only focusing in the listening, writing, reading, and speaking skill. The teacher explains in Indonesia language and translate at that moment, and students should repeated after her and the teacher did not used any media or technique in the teaching learning prosses.

Moreover, based on preliminary test, the researcher obtain the data of students vocabulary mastery score that showed, only four or 27,7% students who passed the Standard Minimum Score (70). For detail information, the researcher presented the table vocabulary score in the preliminary study.

Table 1. Vocabulary Mastery Score in the Preliminary Study

No.	Name	Score	Criteria
1.	AR	63	Unsuccessful
2.	DKN	60	Unsuccessful
3.	DRM	67	Unsuccessful
4.	DS	76	**Successful**
5.	EF	69	Unsuccessful
6.	FNA	60	Unsuccessful
7.	HZ	76	**Successful**
8.	IZN	64	Unsuccessful
9.	NH	54	Unsuccessful
10.	NN	54	Unsuccessful
11.	NK	63	Unsuccessful
12.	RA	65	Unsuccessful
13.	SFZ	80	**Successful**
14.	SNK	58	Unsuccessful
15.	SZ	58	Unsuccessful
16.	U	60	Unsuccessful
17.	YMD	76	**Successful**
18.	ZM	76	**Successful**
	Mean	1.119	

Based on preliminary study that the researcher was done in 20 July 2020. The score average is 62.16 it can be concluded that 1) Students had low ability in memorizing vocabulary 2) finding meaning 3) and applying vocabulary in sentences. Besides, the researcher also observed the writing and vocabulary activities to know the condition in the classroom. After knowing about the condition of the classroom, the students vocabulary score and the problem of vocabulary that faced by students at 8B of SMP Al-Falah Silo, the researcher and the collaborator (english teacher) conducted the cycle one which consists of four steps, those are planning the action, implementing the action, observing, and reflecting.

After analyzing the observation result in cycle, the researcher and collaborator analyzed the result of observation. It was identified that the criteria of success. Firstly, students were mention a few things in english and applying vocabulary in sentences. It caused they could collect some words from faster thinking game activities. So, they could write because they had many vocabularies.

Other criteria of success was students vocabulary mastery score. Students vocabuary mastery score greatly improved compared to their vocabuary mastery score in the preliminary study. The assessment was done in the third meeting of classroom action research using vocabuary mastery assessment rubric. The researcher presented the students vocabuary mastery score as follows:

Table 2. Score of Vocabulary Mastery through Faster Thinking Game

No	Name	Score	Criteria
1.	AR	62	**Unsuccessful**
2.	DKN	80	Successful
3.	DRM	80	Successful
4.	DS	85	Successful
5.	EF	70	Successful
6.	FNA	78	Successful
7.	HZ	78	Successful
8.	IZN	62	**Unsuccessful**
9.	NH	64	**Unsuccessful**
10.	NN	82	Successful
11.	NK	75	Successful
12.	RA	72	Successful
13.	SFZ	89	Successful
14.	SNK	72	Successful
15.	SZ	68	**Unsuccessful**
16.	U	85	Successful
17.	YMD	80	Successful
18.	ZM	90	Successful
	Mean	1.372	

There was improvement from 27,7% in the preliminary study to 78% students who achieved the vocabuary mastery. Based on those points above, the researcher considered that the implementation Faster Thinking Game to improve students vocabulary mastery and writing skill was successful. Therefore, this research was ended in cycle one only.

Furthermore, the researcher conducted an interview to the 8B class teacher and student. In the preliminary study some of the students were still busy with themselves. He also stated that they were still shy when the teacher asked them to do the instruction while doing the action.

The teacher felt satisfied with the improvement made by the students focus on vocabulary score through the technique. The teacher also motivated to use faster thinking game because it could facilitate the students in memorize their vocabulary. Faster thinking game are game that are exactly the same as mime game, namely the spesifics of guessing game (guessing pictures) consist with Hartani (2010) that the students got closer through playing mime game, it helps the students repeat and drilling their memory to remember the words and pronounce it correctly. The student paid attention toward the lesson during the class. Students became active toward discuss the material they felt happy in the class with faster thinking game because this game is very easy to memorize vocabulary they would funishable to make a good the new word to be a good sentence, they could enjoyable done this game, finally the learning situation as active.

The researcher observed the students, the situation and the problem found during teaching learning process. In the cycle, the researcher said that there were several significant improvements. The students looked very active in the teaching learning process.

Based on the observation, the researcher found students involvement increased. It seems that faster thinking game was an effective strategy to improve students vocabulary mastery. Faster thinking game can improve students short-term memory, speed up brain, concentration, reasoning, english skill, the students became more unic, creative, and they felt happy with the class because the researcher do not force the students to remember how many vocabulary and used game for teach. The class was funny trough the faster thinking game, because in previous study the researchers used faster thinking game that is guessing picture to improve students behavior in fast thinking the result were success their behavior to thinking fast. This achievement is appropriate with one of steps in vocabulary learning according to Brown and Payne (1995). They said that most memory strategies involve relating the word to be retained

with some previously learners' knowledge, using some from of imagery or grouping. And in this class using this strategy (imagery and grouping) is effective.

The result of students' vocabulary mastery achievement test showed that the implementation of faster thinking game can improve the student's vocabulary mastery. It can be concluded by analyzing the student's score before the research and students mean score of cycle. In the preliminary study, the mean score was 62,10. While in cycle, the mean score of test was 76,22.

From the explanation above, it can be seen that the students' mean score improved in the cycle. The researcher can conclude that the implementation of faster thinking game in teaching vocabulary can improve the students' vocabulary mastery on the 8B class of SMP Al Falah Silo. It is the improvement of the students mean score after the students were given treatments by using faster thinking game. Faster Thinking game is one of Guessing game that is guessing picture. In previous research, reseracher used guessing game and guessing picture to improve their behavior to thinking fast. So, the faster thinking game can made the students interested and enthusiastic about learning. Faster thinking game can increase their vocabulary in English and their behavior to thinking fast. This is proven by the statement Hadfield that ame is an activity with rules, a goal, and an element of fun (Jill, 1996). It has a purpose to improving students vocabulary mastery. Faster thinking game is addicting games ways to train students brain to learn faster and remember more. with faster thinking students can improve short-term memory, speed up students brain, calculation and english skill. Faster Thinking game is a game where participants compete individually or in teams in the identification of something (such as guessing pictures)

4. Conclusion

The implementation of faster thinking game to improve the student's vocabulary mastery at 8B class of SMP Al-Falah Silo. The implementation of Faster Thinking Game in teaching vocabulary at the 8B class of SMP Al-Falah Silo can improve students vocabulary mastery. Faster thinking game was an effective strategy to improve students vocabulary mastery. The class was funny trough the faster thinking game, because in previous study the researchers used faster thinking game that is guessing picture to improve students behavior in fast thinking the result were success their behavior to thinking fast.

It can be seen from the result of observation vocabulary and writing test after the implementation of faster thinking game. Based on the data before the implementation of faster thinking game, the percentage of students vocabulary result is 27,7%, and

increased to high percentage which is 78%. The researcher concluded that the implementation of Faster Thinking Game in teaching vocabulary mastery was successful.

In addition, the mean score of vocabulary test were increased also. The data in preliminary study showed that the mean score of students vocabulary mastery were low, which was only 62. Furthermore, after applying Faster Thinking Game the mean score were improved, which was 76. That is why the researcher did not need to apply the second cycle, because the first cycle was successful to improve students vocabulary mastery at 8B class of SMP Al-Falah Silo.

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