

IMPROVING STUDENTS' VOCABULARY MASTERY BY USING SCRABBLE AT THE SIXTH GRADE STUDENTS AT SD NEGERI 007 BANGUN PURBA

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Abstract

This research used Classroom Action Research (CAR) to improved students' vocabulary mastery at sixth grade students of SD Negeri 007 Bangun Purba. There were 32 students, they were 16 males and 16 females. In this research used two cycles. In this research, the researcher would like improved students' vocabulary used scrabble. According to the research could be knows that the students' average score improved from first cycle to the second cycle. According to the last test knows that the average score in the first cycle was 64.63. While, in the second cycle become 77.34. Based on the result, the researcher concluded that teaching vocabulary used scrabble could be improved students' vocabulary at sixth grade students of SD Negeri 007 Bangun Purba.

Keyword: Improving, Vocabulary and Scrabble

Abstrak

Penelitian ini menggunakan Penelitian Tindakan Kelas untuk meningkatkan Vocabulary Siswa Kelas VI SD Negri 007 Bangun Purba. Adapun jumlah siswa kelas VI adalah 32 siswa, yang terdiri dari 16 siswa laki-laki dan 16 siswa perempuan. Penelitian ini menggunakan 2 siklus. Dalam penelitian ini, peneliti ingin meningkatkan penguasaan kosakata siswa dengan menggunakan media scrabble. Dari hasil penelitian dapat diketahui bahwa nilai rata-rata siswa meningkat dari siklus pertama siklus kedua. Berdasarkan hasil tes dapat diketahui bahwa nilai rata-rata di siklus pertama adalah 64.63. Sedangkan pada siklus kedua meningkat menjadi 77.34. Berdasarkan pada hasil penelitian, peneliti menyimpulkan bahwa pengajaran kosakata dengan menggunakan scrabble dapat meningkatkan kosakata siswa kelas VI SD Negeri 007 Bangun Purba.

Kata kunci : Meningkatkan, Kosakata dan Scrabble

BACKGROUND

English was an international language that was very important to study because it was used in the world of communication. English was the language used in variety of politic, business, education and other fields of life. English was taught as local content in elementary school. However in elementary school English as the basic to learning process. Therefore the students must be mastery English vocabulary. Based on the researcher observation when the researcher practice in the sixth grade of SD Negeri 007 Bangun Purba, the researcher found that most students still had difficulties in learning vocabulary. The teacher did not used media in learning process. So that, the students were bored in study vocabulary, they did not pay attention to the teacher explanation. The students had difficult to remember the vocabulary. The students got difficulty in remember the meaning of vocabularies. They also got difficulty in writing the vocabularies. They also tended to pronounce the words in English pronunciation. Therefore the students did not have enough interest and learning vocabulary.

This case could be observed in sixth grade students at SD Negeri 007 Bangun Purba in academic year 2014/2015. In this class there were 32 students. The most obvious problem noticed by researcher was students' difficulty in understanding

the vocabulary. The researcher found that the students were failed to attain the minimum standard score of 60. There were 23 students or 72% got scores between 10–59 grades. Only 9 students or 28% got 60-100. It mean that the students still less in vocabulary mastery. Therefore, for that problems the researcher need appropriate media to helped students' mastery in vocabulary. The researcher used scrabble to get goal in vocabulary teaching process.

The indicators of the vocabulary could be know from the table below.

Table 1. Indicators of Vocabulary

No	Indicators
1	Pronunciation
2	Spelling
3	Grammar
4	Meaning

Adopted from Cameron (2001:81)

In this research, the researchers reviews several related studies to support this research. The research by Noriman (2012) on "A Study on Students' Ability by Using Scrabble Game to Increase Students English Vocabulary Mastery at Second Class of SMPN Number 11 Tanjung Pinang". Found that the students' vocabulary mastery can be improved. It means that through the

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scribble, the students' vocabulary can be improved.

The design of this research was Classroom Action Research (CAR). According to Hopkin in Emzir (2006:233) classroom action research is a designed to empower all participants in teaching and learning process. It means that the purpose of class action research to improving teaching and learning practice in the class. Some instruments used in this research were observation sheet, field notes, test and interview.

RESEARCH METHODOLOGY

The design of this research was Classroom Action Research (CAR). This action research carried out through two cycles. Each cycle consists of four meetings. In every cycle there are four steps namely planning, action, observation, and reflection. This classroom action research was carried out at SD Negeri 007 Bangun Purba. It is on Pasir Intan, Bangun Purba, Rokan Hulu. This school is the one of Government Elementary School on Bangun Purba.

To collecting the data, the researcher used the following formula.

$$M = \frac{\sum X}{N} \times 100$$

M = Individual Score

X = Number of Correct Answer

N = Number of Items

(Adopted from Anggoro, 2008: 11)

FINDING AND DISCUSSION

In this chapter, the researcher would like to analyze each of the data gathered from the action research activities. The data was attained from the teaching learning process and evaluation.

The researcher had four meetings in the cycle 1. The schedule of the average score for each meetings in the first cycle were on the table below:

Tabel 2. The Average of Students' Vocabulary Mastery Score in Cycle 1

No	Indicators of Vocabulary Mastery	Score
1	Pronunciation	52.30
2	Spelling	54.73
3	Grammar	57.39
4	Meaning	53.23

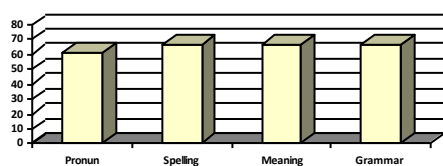


Diagram 1: The Average of Students' Vocabulary Mastery Score in Cycle 1

The average of students' achievement from the meeting 1 until meeting 4 had increased. It could be seen from the each indicators, the students' score had increased. Based on the students' score in the last meeting in cycle 1, the pronounce indicator was low from all of the indicator. So that, the researcher would like more than focus to improve in pronounce indicator. After discussed with collaborator, the researcher conducted to the second cycle in order to get satisfied score.

The schedule of the average score for each meetings in the second cycle were on the table below:

Tabel 3. The Average of Students' Vocabulary Mastery Score in Cycle 2

No	Indicators of Vocabulary Mastery	Score
1	Pronunciation	71.43
2	Spelling	74.44
3	Grammar	72.84
4	Meaning	74.93

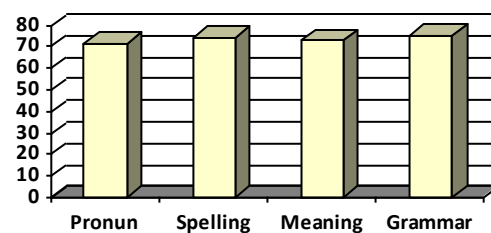


Diagram 2: The Average of Students' Vocabulary Mastery Score in Cycle 1

Based on the data from cycle 1 until second cycle, it could be seen that the students' scores in every indicators' of vocabulary was increase. In each indicators could be increased using scrabble. For the pronunciation indicator the average score could be increase from 52.30 in the cycle 1 became 71.43 in the cycle 2. While in the spelling indicator, it could be increase from 54.73 in cycle 1 to 74.44 in the cycle 2. The grammar indicator from 57.39 in cycle 1 became 72.84 in the second cycle. And the last the students' score in the meaning indicator increase from 53.23 in the first cycle to the 74.93 in the second cycle.

Based on the students' score in cycle 2, the researcher discussed with collaborator. From the average scores in every meeting in the second meeting, the researcher did not conducted to the next cycle. Because of the scores was improvement in every meeting.

From the data in each meeting, the researcher found some factors that influence the improvements students' vocabulary mastery. They were:

- a. Teaching media

In this research, researcher applied the scrabble game to improve students' vocabulary.

According to the interview, the researcher found that, the scrabble game was a new game for sixth grade students in this school. Therefore the students seriously to playing this game. Not only in the lesson time, but the students also play it in the take a rest.

b. Material

In this research, the material also influence in the improvements students' vocabulary mastery. The vocabulary was a material related to the daily activities. The students enjoy to follow the teaching learning. Because the material and the media were interrelated.

c. Teacher

Teacher as the researcher was the instructor in this teaching learning process. Based on the students' interview, the students like the teacher demonstration in practicing the command. Besides that, the researcher always gave example in practice of the vocabulary.

The process of classroom action research conducted in two cycle. There was four meetings in every cycle. To observe how far scrabbles game could better improve the students' vocabulary mastery at sixth grade students of SD Negeri 007 Bangun Purba. In the observation stage, it was known that the researcher had some activities in the class. During the teaching and learning process, the teacher helped by a collaborator. And then, the collaborator give checklist in the table observation checklist. Based on every observation sheet that had been observed by collaborator, concluded that the researcher had good activities. It was influenced the situation of the teaching learning process more than effectively.

The situation on the class was conducive. It had happened in the second cycle. In this cycle, the researcher asked to the students to relax and enjoy during the study. In the first cycle, the students looked confused and bored, but after playing the scrabble, the students were able to adapt this situation and more than enjoy.

It could know that in the first cycle, the students only some students played the scrabble. This situation made the other students understand how to play scrabble though all of the students would like to try it. With playing the scrabble, the students found some new vocabulary and the students could memorized that vocabulary.

In the second cycle, the researcher would change this condition more than conducive. It means that the students would not bored in teaching learning process. Therefore, the researcher asked to the students to more active. If the students did not understand something, the students always asked to the researcher. From condition, the researcher concluded that by using the scrabble, the students more than active and creative to found new vocabulary. Finally, after doing two cycles, researcher found that there were many

improvements done by students. Besides that, the participation of students in learning also improved. Students who were in the first meeting rather passive, have changed in next meetings.

CONCLUSIONS

Based on the result of the data analysis in chapter IV, the researcher wrote some conclusion in the following:

- a. The scrabble game are effective to improve students' vocabulary mastery at the sixth grade students of SD Negeri 007 Bangun Purba. It could be seen from the each indicators in every cycle. In first cycle, the pronunciation indicator was 52.30 (average to poor). The spelling indicator was 54.73 (average to poor). Whereas the grammar indicator was 57.39 (average to poor). And the last in meaning indicator was 53.23 (average to poor). And the average score of students' vocabulary mastery in second cycle of each indicator were: the pronunciation was 71.43 (average to good). The spelling indicator was 74.44 (average to good). Whereas the grammar indicator was 72.84 (average to good). Finally the meaning indicator was 74.93 (average to good).
- b. By using the scrabble game, it could be increasing students' vocabulary mastery. In this research there are three factors influence it. They are, teaching media, collaborator and teacher.

Based on the conclusions above, there are some suggestions might be helpful for teacher and students, they are:

- a. The researcher suggested for English teacher, especially for elementary school teacher to be creative in selected the media. In order to make fun and enjoy to the learning process.
- b. To get the good result of the teaching learning process, especially in the students' vocabulary mastery in other class, the researcher hope there will be many students to play it in the other time.

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