

Word-Connecting Games on St Ignasius Junior High School Students' Vocabulary Improvement in Medan

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ABSTRACT

This study intends to determine whether word-connecting games can help students in class VII at SMP St. Ignasius Medan improve their practice of English vocabulary. According to the Kemmis and McTaggart models, this study is a class action study that was carried out in two cycles. All 21 students in class VIIc, with a breakdown of 12 men and 9 women, served as the study's subjects. Tests are used to gauge students' English vocabulary proficiency, and observation sheets are used to gauge how well word-continuing game techniques, which involve teacher and student activities, are used. According to the study's findings, using the word-connecting games method significantly increased students' ability to learn and comprehend English vocabulary. Researchers' findings show a 70 percent increase in English vocabulary from cycle I to cycle II and a 90 percent increase from cycle I to cycle II.

Key words: Vocabulary; Mastery; Word-connecting Games

INTRODUCTION

One of the English language learning resources used in schools, vocabulary plays a crucial role in helping pupils master both the English curriculum and other topics. Vocabulary mastery will influence students' critical thinking and inventiveness during the language learning process, therefore it can be used to assess a student's level of proficiency in a language (Kasno, 2014:). The level of a person's language proficiency is influenced by his or her vocabulary. A person's language skills will be higher the more vocabulary he possesses.

Ignatius Medan First Class Junior High School is one of the research project's target schools, and the researcher has conducted observations there. and the researcher discovered that the first-grade children' vocabulary skills were lacking. Students'

low proficiency in vocabulary is due to a variety of issues, including their lack of commitment to their studies, boredom with their learning strategies, and the fact that some of them never attend English classes or use it sparingly. At light of this, the researcher intends to conduct a program in Ignatius Medan's junior high schools to help kids learn to expand their vocabulary. This program will use one technique, specifically the technique of playing games that include connecting words.

Individual students can use this word-connecting game strategy, which is a word-connecting game that is very simple to use and play in a classroom setting. These games are also very beneficial and are free to play. Additionally, when pupils are given instructions to connect words in English in these games, it can help to develop their cognitive skills.

This word association game is meant to aid pupils in expanding their vocabulary. When students find learning in class boring, teachers may choose to use one of these learning strategies instead. so that learners would be more engaged and eager, especially when working on their vocabulary. It has been demonstrated that using games to learn English, particularly vocabulary, is effective. increasing students' vocabulary acquisition using the spelling bee game, as was done by researchers (PipitRantika-Danti 2 Pudjianti-Megawati) STKIP Kusma Negara 2019.

Where the post-test data from cycles I to III reveal that student accomplishment levels have grown, which leads the researcher to the conclusion that the Spelling Bee game is effective in helping students learn vocabulary. The Spelling Bee game may be used effectively in the classroom to teach English and can enhance pupils who are eager to learn the language, since almost all of them scored higher than KKM in cycle III. process of teaching and learning. According to the study's findings, employing the Spelling Bee Game during instruction helped kids learn more. In addition, several scholars have studied the use of games in learning English, particularly in developing vocabulary. Improving English Vocabulary Understanding Through the Bingo Game Method was the title of a study carried out by (Hana and Herlina) PGSD, the State University of Jakarta, in March–April 2015. The researcher might draw the conclusion that employing the bingo game approach, students' grasp of English vocabulary increased as a consequence of the examination of the initial data from cycles I to II. According to the interpretation of the analysis's findings, there is an improvement in English vocabulary understanding between the first and second cycles, with a percentage of 95 percent and 65 percent, respectively. Therefore, it is believed that corrective action is no longer required to be carried out in order to perform subsequent activities.

LITERATURE REVIEW

Previous Related Study

The Class Action Research (PTK) methodology is employed in this study. Action research is a type of inquiry or investigation that involves participants in the scenario being examined, such as teachers, students, or principals, who then reflect on their own actions. Action research is described by Mills (2000) as a "systematic inquiry" carried out by a teacher, principal, or school counselor to learn more about different approaches. This data is used to alter perceptions and create "reflective practices" that enhance a variety of educational activities, such as enhancing student learning outcomes.

The Kemmis and McTaggart models were applied in the study. The four stages of the Kemmis and Taggart models are a self-reflection research system. Plan, action, observation, and reflection are the four steps. To draw findings from this study, the writers will gather and analyze data. Due to the usage of numbers in this study, a quantitative method is being used. Pre-tests will be administered prior to the game in this study, and post-tests will be administered following treatment. This is done so that researchers are aware of students' accomplishments.

In April 2022, this study was carried out at St. Ignasius Medan Junior High School. The study's subject was each of the 21 VIIC classes, which were made up of 12 men and 9 women.

METHOD

Design and Samples

Data and Data sources

The information for this study was obtained through interviews, observations, and student examinations. Before playing word-connecting games, interviews are undertaken to ascertain the background and level of the students' English proficiency. The data source is the outcome of observations made prior to treatment (pre-test) and following treatment (post-test). On the observation sheet of the test for the application of the connecting games, researchers will monitor how word connecting games are handled. Discover what students are doing while they are learning. The evaluation test results used to gauge how well students understood vocabulary served as the data source for the study's findings.

Instrument and Procedure

Data Collection

Techniques for gathering data include tests, observations, interviews, and documentation.

1. Interview

Interviews are conducted to learn more about the English language proficiency of the pupils. You are unaware of more information regarding the level of pupils' language proficiency outside of school, at home, and in their surroundings.

2. Observation

The goal of this observation is to learn more about how children enhance their vocabulary mastery in the classroom after receiving treatment. Bystanders help researchers as researchers watch. One of the school's English teachers is the observer. Researchers and observers will monitor every aspect of the students' vocabulary learning. All of the class VIIc students of St. Ignasius Medan Junior High School are the target of this observation.

3. Test

Tests are used to gauge the growth in pupils' language mastering skills. Pre- and post-tests were used in the investigation. Before the tactic is used, pre-tests are administered, and post-tests are administered at the conclusion of the word-connecting game. It is given to students so that teachers can gauge how well-versed they are in English language. The exam is administered at the conclusion of the action phase to assess the student's level of learning success. Results from tests are also used to gauge how well activities have been put into practice.

4. Documentation

A documentation of the study's instructional and learning activities served as the study's record..

Research instruments

The tools employed include observation logs, interview guideline, and evaluation result. Interview guideline contains information about the interview's procedures. Comprised of the inquiries to be made. Teachers and researchers observe students to understand about their routines and activities while they are being taught and learning. The evaluation test is administered following the use of the word-connecting games. Evaluation 6 is done to see how the tactics are helping learners improve their vocabulary mastery skills.

Data Analysis

Data collection, data description, and data verification are the three phases that make up data analysis.

1. Data Reduction

The researcher gathered all the information from the observations, interview findings, and vocabulary assessments.

2. Data Description

By noting good and negative events, clearly explaining causal relationships and outcomes, and recording positive and negative occurrences, data are described to examine insights into phenomena that occur in the classroom throughout the current cycle. Through class action research, this is accomplished.

3. Data Verification

The validity of the data gathered from observation results, interview findings, and vocabulary tests was determined by triangulation in the study. Researchers form inferences about this study's success or failure based on this data.

RESULT AND DISCUSSION

In April 2022, the study was carried out at SMP VII ST IGNASIUS MEDAN. The class VII students that participated in the study totaled 21, with 12 male students and 9 female schoolgirls making up the minority. Pre-test and post-test prayers make up the sorts of data used in this study.

Not	variable	sum	percent
	sex		
1	Man	12	57%
2	Woman	9	43%
	Total	21	100%
	age		
1	12-13 Years	15	71%
2	13-14 Years	6	29%
	Total	21	100%
	study history		
1	Ever Les	18	85%
2	never	3	15%
	Total	21	100%
	Family communication using English		
1	who uses	3	14%
2	who does not use	18	86%
	Total	21	100%

Cording to the table, mayors are predominantly men (57 percent) and women of color (43 percent). By age, minorities between the ages of 13 and 14 are the most

significant (71%) (29 percent). According to the students' study history, 18 students are the most well-known English class participants, while 3 students are among the minority who have never taken an English class. According to family communication, 3 persons speak English at home the most, while 18 pupils are among the minority who never speak English at home.

Effectiveness of Word Connecting Games in improving student vocabulary

Table 3.2 Vocabulary mastery in students before and before treatment

Not	Pre-Test	sum	percent
1	good	8	38%
2	keep	7	36%
3	low	6	28%
sum		21	100%
Post-Test			
1	good	19	90%
2	keep	-	-
3	low	2	9%
sum			100%

The average level of vocabulary mastery before and before the test differs, as can be seen in the table above. wherein the low group still contains up to 6 kids, the medium category contains 7 students, and the good category has 8 pupils in the pre-test of the implementation. and in the post-test findings, there were 2 students in the low category and up to 19 students in the category.

During the research cycle's prayer, 21 pupils from class VII at ST IGNASIUS MEDAN Junior High School provided the data for this study. There, data on pre-test and post-test results were collected; pre-test results might have been gathered prior to treatment, and post-test results could have been gathered following treatment.

Value Result Comparison

Table 1. scores on the first cycle of student vocabulary comprehension acquisition (pre-test)

value	number of students
60	4
65	2
70	5
75	2
80	8

sum	21
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According to data from cycle I (the pre-test), there are 8 students among the 21 who have good grades, 7 students who have intermediate grades, and 6 students who have low grades. In cycle I (pre-test), the percentage of pupils who understood the English vocabulary reached 70%. The results of students' comprehension of English vocabulary in cycle I (the pre-test) were not at the desired level (80%), thus the research moved on to cycle II (post-test)

Students are already seen to understand English vocabulary in cycle II (post-test) as a result of the recursion treatment given to them. In comparison to exam scores in the first cycle, students are observed to have better vocabulary mastery.

Table 2. Acquisition of Student Vocabulary comprehension scores in Cycle II (post-test)

value	number of Students
56	2
75	4
80	5
90	5
100	5
sum	21

Table 2 of the data demonstrates a notable improvement over Table 1. There is only one student for every score of less than 70, while there are nineteen students for every score of more than 70.

Based on reflection and the data analysis findings in tables I and II, it appears that the results of understanding the student's English vocabulary have reached the aim of 90% of the percentage target established at 80%.

Students who took the cycle I (pre-test) and cycle II (post-test) tests scored 70 percent and 90 percent correctly on the understanding of English vocabulary, respectively. Following the second cycle (post-test), it was clear that the word-connecting games had improved students' comprehension of English words.

The percentage of students who have acquired English vocabulary through word connecting games from Cycle I to Cycle II has reached 80%, and the number of students who received a score of 70 has increased by 30%, according to Tables I, II, and III.

The results of the data analysis from cycles I (pre-test) and II (post-test) revealed that the use of word-connecting game techniques increased students' grasp of

English vocabulary. According to the interpretation of the analysis's findings, cycle I students' comprehension of English vocabulary increased by 70%, while cycle II students' comprehension increased by 90%.

According to the researchers' analysis of the data, pupils are starting school today with access to a new vocabulary. In terms of categories, there were still up to 6 children in the low category in the pre-test, compared to just 2 students in the low group in the post-test. Additionally, through word-continuing games, it demonstrates an improvement in pupils' English vocabulary skills.

The data was analyzed by the experts, and they discovered that students today had access to a new vocabulary. In terms of categories, there were still up to 6 kids in the low group before the test, but there were only 2 kids in the low group after the test. Additionally, it shows that students' English vocabulary skills have improved through word-continuing games.

Based on data on learning outcomes in the first cycle, researchers initially proposed the word-continuing game strategy, but only very briefly or did not explain how it is beneficial in pre-election (pre-test). Students are invited to write language they have mastered according to their level of competency solely, with no guidance from teachers on how to use this word connection game strategy. In the first cycle, 8 students, or 21 students, obtain good grades.

Based on the findings of the evaluation test (post-test) that 21 students took about their comprehension of English terms. displays up to 19 pupils in the high-achieving category and just 2 in the low-achieving category. Students in class VII Iganasius have participated in several English lessons, and some of them like using the language at home. the student does not participate in English lessons and does not speak any English at home, which is known to pupils whose grades are still in the Low group. The pupil only has access to English in a school setting.

CONCLUSIONS

The researcher draws the conclusion that the conjunction game technique is very successful in increasing students' vocabulary based on the findings of the research that has been done. Using this method, researchers can observe how well kids are able to learn English vocabulary. and it is evident from the research cycle I (pre-test) and cycle II outcomes (post-test). where the second cycle's outcomes had reached 90% whereas the previous cycle's results had only reached 70%.

This demonstrates that the word-connecting game strategy is quite effective and may be utilized by instructors to enhance learning in the classroom. This word-connecting activity is extremely intriguing because, in addition to being straightforward and enjoyable, it can help children develop their ability to recognize new words and make connections between them. Thus, pupils' minds are engaged

in the process of seeking out new words, and their passion for doing so is further stoked.

The researcher observed that some children still had very poor language mastery, and the teacher must take this into account while evaluating the student's academic background. Three students in the student learning history have never attended a class, and this may have an impact on pupils' English language proficiency, particularly with regard to vocabulary acquisition.

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