THE APPLICATION OF WORD ASSOCIATION GAME IN IMPROVING STUDENTS' VOCABULARY MASTERY AT THE SECOND GRADE STUDENT OF SMPN 5 PUJUT

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Abstrack; This research is aimed to know how to applycation of Word Association Game in improving students' vocabulary mastery at the second grade students of SMPN 5 Pujut in academic year 2016/2017. This study focused on two statement of the problem, that are 1. Is Word Association Game able to improve students' vocabulary mastery at the second grade students of SMPN 5 Pujut, and 2. What are the students perception towards the use of Word Association Game in improving students vocabulary mastery at the second grade students of SMPN 5 PUJUT.The method of this research used quantitative and qualitative method in the from of CAR. The data were gathered througsh quantitative and qualitative data. The quantitative data indicate students' vocabulary score of pre test and post test and the result of questionnaire of students perception. Then the techniques which were used to collect the data were vocabulary test wich consisted of 25 items with 4 options of answere multiple choiches and limited responds. The finding of this study showed that there was improvement on the students' vocabulary mastery. It could be seen from the mean score of pre test was 60, 26 and class that percentage was 26% and the mean score of post test was 82, 43 and class presentage was 82% indicating the target of 76 of the KKM 76 had been achieved. Based on the result persentage data in questionnaire such as SS was 75%, S was 13%, TT was 11%, TS was 0%, and STS was 0%. The results of the quastionnaire shows that students respons is very good.

Key Words: Association Game, Vocabulary, Improvement.

INTRODUCTION

Vocabulary is needed to improve our language skill, such as listening, speaking, reading, and writing. It means that vocabulary plays an important role in study language. The students who are less in vocabulary, they will be difficult in understanding the test unable to speak English, and difficult to write in English.

According to (McCarteen 2007: 21) learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned word many times before they can be said to have learned them. In learning any languages especially English, vocabulary is the main thing which determines whether or not language learners can be successful in their learning. It has been noted that vocabulary is the most important level of second language knowledge for all learners to develop (Savile-Troike, 2006: 138).

Based on the explanation above, the researcher has the assumption that Word Association Game has criteria as the method to improvestudents vocabulary mastery. So, the researcher would like try to find the solution using Word Assotiation Game in English learning process. It is focused on the learning vocabulary. The researcher hopes this method can be relevant method to give contribution from the problems of English class room.

Word Association is one ofthe well-known learning techniquemethod. In this study, we apply the concept of Associations in order to compose a game for vocabulary learning. Instead of memorizing given associated pairs, learners are encouraged to produce their own associations or find out possible associative relationships through game-based tasks. During this process, learners are expected to spontaneously practice to repeatedly recall the new words and to make meaningful connections between their prior lexical knowledge and the new words.Based on the explanation in the background of the study above, the reseacher underlines the statement of the problems as follows:

1. Is Word Association Game able to improve students' vocabulary mastery at the second grade studets of SMPN 5 Pujut?.

2. What are the students' perception towards the use of Word Association Game in improving students' vocabulary mastery the second grade students of SMPN 5 Pujut?.

Based on the statement of the problem above the researcher would like to formulate the purpose of the study was:

1. To know whether or not Word Association Game able to improve students' vocabulary mastery at the second grade students of SMPN 5 Pujut.
2. To know the students' perception towards the use of Word Association Game in improving students' vocabulary at the second grade students of SMPN 5 Pujut.

This research would expect to contribute theoretically and practically to the development of language study.

1. Theoretical Significances
   The result of the study was expected to contribute to the enrichment of language learning approach especially in the learning of vocabulary in using media.
2. Practical Significance
a. The Students
   This was also expected to give the students interesting media of teaching in order to increase their knowledge of English vocabulary.
b. The Teachers
The result of this study was expected to be very useful media for the teachers in teaching learning process, especially in teaching vocabulary using Word Association Game.

The scope of the study in this research was limited to the following points: "The study is focused at second grade student of SMPN 5 Pujut academic year 2016/2017". The study is limited to the use of Word Association Game in improving students vocabolary.

To avoid missunderstanding and missinterpretaton of the part of reader, it is essential to give clarification about the term that used in this study.

1. Word Association
   Word association is sed in psycholinguistics to refer the connection or relation between ideas, concepts, or words, which exists in the human mind and manifests in a following way: an appearance of one entity entails the appearance of the other in the mind.
2. Vocabulary Mastery
   Vocabulary is one of English component that can support four skills of English; researcher also defined vocabulary is a set of words that consist of how to using word, meaning of word and how to spell the word to express language.

REVIEW OF RELATED LITERATURE

1. Definition of Vocabulary

Vocabulary is the knowledge of meanings of words, and then vocabulary is the set of words for which we know the meaning when we speak or read orally (Kamil and Hiebert 2005: 3).

Learning vocabulary is component of language that maintains all of information about meaning and using word in language (Kridalaksana 1993: 127 in Fadli 2009: 5). According to Hackman (2008: 3 in Astuti 2009: 9) Vocabulary is more that a list of words, and although the size of one's vocabulary matters, it knows how to use it which matters most.

So based on the definitions above, it can be concluded that vocabulary is a stock of words in a language, written or spoken , with meaning that is considered as cultural meaning used by group or individual community..

2. Indicators of Vocabulary

According to Thornburry (2002: 27), there are four indicators of vocabulary follow as:

a. Pronunciation
   Pronunciation is the utter of the word about language. Here, the students learn how to utter word about word maps in English correctly, that the students' here can increase their pronunciation from the wordsthat include in the maps. The students' here not only learn pronunciation but also they can increase their vocabulary in the words maps.

b. Spelling
   Sound–spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a words difficulty. While most English spelling is fairly law- abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen, headache, climbing, bored, and honest, cupboard, muscle, etc.

c. Meaning
   When two words overlap in meaning, learners are likely to confuse them. Make and do are case in point; you make breakfast and

make an appointment, but you do the house work and do a questionnaire. Words with multiple meanings, such as since and still, can also be troublesome for learners. Having learned one meaning of the word, they may be reluctant to accept a second, totally different, meaning. Unfamiliar concepts may make word difficult to learn.

d.   Using word

The letter is the most authentic, but event that task is constrained by a contrived situation in which the test taker, usually in matter of seconds, has to come up with an appropriate sentence, which may or may not indicate that the test taker "knows" the word.

3. Assessing of Vocabulary

Assessment formative when teachers use it to check on the progress of their students, to see how far they have mastered what they should have learned, and then use this information to modify their future teaching plans, such assessment can also be the basic for feedback to the students (Hughes 2003:5).

According to Hughes (2003: 5) Summative assessment is used at, say, the end of the term, semester, on year in order to measure what has been achieved both by groups and by individuals.

Based on the statement above, there were many kinds of vocabulary assessment. So, in this reserach the researcher was used two of those kinds of vocabulary test that is multiple-choice completion and limited response.

A. Association Game

1.   Definition of association Game

Word Association is one of the basic mechanisms of memory. This relationship is based on the past experience of a man and, in the final analysis, more or less accurately reproduces objectively existing relationship between the phenomena of the real world. Under certain conditions, a revival of one idea or concept is accompanied by a revival of others ideas correlated with it. This phenomenon is called the association.

B. Advantage and disadvantage of association Game

According to Yustina (2012: 81) there are some advantages and disadvantages of the Word Association Game method, they are as follow:

a) Disadvantage of Word Association Game

The disadvantage of letting the students read instead of hear the word could be that they have more time to consider and possibly change their minds before they put their pencil to the paper.

b)   Advantages of Word Association Game

The advantage of letting the participants read the vocabulary is that they will not be affected by tone voice, pronounciation and accent. The decision to carry out the entire test in written form is based on the latter argument as well as for practical .

C. previous of Study

Sarah Barrow (1047483) This dissertation is a study into first and second Word Association. It compares the mental lexicon of those who have English as a first language (L1) with those who speak English as a second language (L2). The mental lexicon has been described as a human word-store (Aitchison 2003: 10-14), a network which has a multidimensional complexity consisting of many levels of interconnection between each item (Wilks and Meara 2002: 303).

D. Theoretical Framework

Vocabulary was also the basic components to help the students in mastering language. They would learn the language skill easily if they have enough vocabulary. Furthermore, they are able to express and explore their idea to give information.

According to Dwi (2012: 39) There are some procedures which should be consider in teaching vocabulary that are as follows:

1. Read the text or word several times. In order that the teacher understand the material.
2. Analyze the text, sentence or picture.
3. Visualize and imagine the sound clearly so that the students would be easy to remember the word or sound that they hear.

Based on the statement above the researcher assumes that Word Association Gaame was as method may help the students more improve in learning English especially in learning vocabulary. Likewise, the researcher wants to investigate the application of Word Association Game for

improving students' in learning vocabulary.

E. Action Hypothesis

Based on the problem stated previously, the researcher formulates the action hypothesis as Follow: That use of Word Association Game was able to improve students' vocabulary mastery at second grade of SMPN 5 Pujut in academic year 2016/2017Population

F. Technique of Collecting Data

Technique of collecting data in this research using qualitative data and quantitative data. The qualitative data consist of observation within physical activity in the classroom. On the other side, the quantitative data uses pre-test and post-test. The completely explanation as follows:

a. Observation

In this case, the researcher used unstructure or opened observation. To know the occurrences within learning process. It may be about the teacher' performance during Classroom Action Research (CAR), class situation in the classroom activity, and students response conserning the use Word Association Game.

b. Test

The test used in this research is pre-test and post-test. Pre-test done before implementing using Word Association Game. It is to meansure students vocabulary comprehention at first. Meanwhile, the post-test is implemented after using Word Association Game. In this research the test in form of multiple choices.

G. Instrument

To collect the data of the research, the researcher applied the research instrument. The instruments of the research were the form of multiple choices and limited respont test. The instrument would be given in pre-test and post-test to find out the improving students Vocabulary at second grade SMPN 5 Pujut. The student would answer 35 number items of multiple choice questions and 15 number items of macthing test about vocabulary. So, the total numbers of test were 50. After testing the validity and reliability the researcher identified there were 31 items valid and there were 29 item reliable, therefore the there were 29 items of the test instrument. The researcher used 25 items of the instrument for

making the researcher easier to calculate the score gotten by the students.

H. Technique of Data Analysis

Analysis the investigated through conting the total average of each cycle, and discovering the difference between each cycly.

1. Quantitative analysis

The quantitative data can be analysis by using descriptive statistic Analysis:

Mean score calcalculation.

$$x = \frac{\Sigma f \times}{N}$$

Where:

X = The mean score of the students

$\sum f\times$ = The individual scotre

N = The total bnumber of the students

(Miller. 2005;12)

To analyze the presentage score of the students' perceptions towards the use of WAG. The following formula is used:

$$NP = \frac{R}{SM} X\ 100$$

Where:

NP = Score of presentage

R = The number of students' score

SM = The maximum score

(purwanto, 2012:23)

2. Qualitative Analysis

In order to get the description of the qualitative data, the researcher analysis the data by using data clasification, data display, and conculate drawing.

Criteria of Minimum Completness Score (KKM)

In the was research, to identify whether or not the WAG was able to enhance the students' vocabulary mastery the researcher would compare to students' minimum completents score which was 76%. So, the students would be called successful if the mean score more than 76%.

RESEARCH FINDING AND DISCUSSION

A. Research Finding

The presentation of the result intends to answer the problems of investigation appear as formulated in previous chapter that "Is Word Association Game able to improve students vocabulary mastery the second grade students of SMPN 5 Pujut? and What are the

studentsperception to words the use of Word Association Game in the second grade students of SMPN 5 Pujut?.

1. Finding of the Preliminary Study

The writer did classroom oibservation on January and February 2017 within three time (Janauary 26th, Ferbruary 2th , and 9th), First, the students were treated by using Word Association Game. Then the researchers give the test in the form of multiple choices and ask them to answer that. Second, the researcher gave questionnaires and observation sheet to the students to know the reality of the students' improving learning vocabulary in the classroom.

To find out the solution of this problem, the researcher intended to analyze the data obtained from the students test result and students activities in the class instead of any other result of research. The data was attained from the teaching and learning process and evaluation. One of the aimed of giving an evaluation was to know how far the students vocabulary given in this classroom action research. The analysis of each activity started from the first cycle up to second cycle. The details of the results are described as follows:

2. The Result of Pre Test

The pre test was done before Classroom Action Research: it was conducted on 26[th]January 2017. There were 25 questions in which the students carried out the test within 90 minutes.

Based on the result of the mean scores of post test above pre test was 60,26% and there were 6 students or 26% of 23 students obtained score above the criteria of success while the rest 17 students failed and obtained scores bellow the criteria. It means that the students means score also did not reaced the minimum criterion of KKM 76 yet.

The acting stage of the action research was condacted for three weeks; it's started from 13th February up to 27[th]2017. The first week consisted of two meetings until the last meeting. So the total meetings in this study were five meetings. Leson plans were prepared for each meeting.

DISCUSSION

After The Computing the data, the result of pre test was 60,17 (30%). Post test test cycle 1 was 66, 21 (66%, and post test cycle 2 was 82,43 (80%). The researcher can see the comparison between before and after teaching vocabulary by using WAG method. It means that WAG method can improve the students vocabulary at the second grade students of SMPN 5 Pujut. Most of the students could answer the test that given by the researcher after implementing WAG methot in teaching vocabulary. The result of this data has answered the statement of the problem.

the students vocabulary mastery at the second garade students of SMPN 5 Pujut. It can develop students in learning English, especially vocabulary

CONCLUSION AND SUGESTION

A. Conclusion

Word Association Game was able to improve students' vocabulary mastery. It could be improved by the using word association game and their respondse to word the topic of material was used in teaching vocabulary mastery is very good, because there are 90% students state that they like WAG material used by the teacher in teacher in teaching activity.

By using word association game method the students' vocabulary can improve, because by the using WAG in teaching vocabulay, the students was easily to remember the vocabulary that has been taught. It proven by the students score, in the final value, most of the students got 90 poin in doing tasked.

The students response to word association game in use by the teacher in teaching vocabulary are: all of the students were happy and interested in the use if this method. Most learners pointed out that it was very useful to make easier remember the vocabulary for the. During teaching and learning process the students very good responses towards the use of WAG. This can be seen from their active participation and enthusiasm in teaching learning process.

B. Suggestion

After getting the result of the study in this research, the writer would like to give some sugestions as follows:

1. For the Teachers

In order to impreve the students vocabulary and to make the teaching learng process mor

fun and can be taught well, the researcher suggests for all the English teacher. Improving students word association game method was suitable to implemented to all students, it aims to avoid the students boredo and improve students engklish vocabulary.

2. For the Students

The students should use the WAG methode with their friend as medium to improve their cocabulary mastery.

3. For the Readers

Reader could know the vocabularysmestery be Using WAG method at the second garade students of SMPN 5 Pujut specailly, the students of english departmen of ikip mataram.

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