

Improving English Vocabulary Mastery Through Chain Message Game on The Seventh Grade Students at SMP Swasta PGRI 3 Medan

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ABSTRACT

This research was conducted in two cycles, each cycle consisted of 4 stages, namely planning, implementing, observing, and reflecting. The data collected were obtained from qualitative and quantitative data. The qualitative data was obtained by analyzing the results of observation, interview and documentation. Then, the quantitative data were obtained from the students' vocabulary scores from pre-test, post-test I, and post-test II. Based on the results of this study, it showed that there was an improvement in students' vocabulary mastery. This could be seen from the mean score of the pre-test was 47.1, the average score of post-test I was 74.8, and the average score of post-test II was 86.1. In addition, in the pre-test of cycle I there was 2 students or (6.66%) who passed the Minimum Completeness Criteria (KKM). There were 13 students or (43.33%) students who passed the minimum completeness criteria (KKM) in the first cycle in the post-test I, while in the post-test II at the second cycle there was 26 students or (86.66%) who passed the minimum completeness criteria (KKM). So that the minimum completeness criteria (KKM) were fulfilled the success of the students to pass English lesson at school. Furthermore, the results of observation, interview and documentation showed that the students were motivated and enthusiastic during the application of the chain message game method in the teaching and learning process.

Keywords: Vocabulary mastery, chain message game

ABSTRAK

Penelitian ini dilakukan dalam dua siklus, setiap siklus terdiri dari perencanaan, pelaksanaan, observasi, dan refleksi. Data yang dikumpulkan diperoleh dari data kualitatif dan kuantitatif. Data kualitatif diperoleh dengan menganalisis hasil observasi, wawancara dan dokumentasi. Kemudian, data kuantitatif diperoleh dari nilai kosakata siswa dari pre-test, post-test I, dan post-test II. Berdasarkan hasil penelitian ini menunjukkan bahwa ada peningkatan penguasaan kosakata siswa. Hal ini terlihat dari nilai rata-rata pre-test 47,1, nilai rata-rata post-test I 74,8, dan rata-rata nilai post-test II 86,1. Selain itu, pada pre-test siklus I terdapat 2 siswa atau (6,66%) yang lulus Kriteria Ketuntasan Minimal (KKM). Terdapat 13 siswa atau (43,33%) siswa yang lulus Kriteria Ketuntasan Minimal (KKM) pada siklus I pada post-test I, sedangkan pada post-test II pada siklus II terdapat 26 siswa atau (86,66%) yang lulus Kriteria Ketuntasan Minimal (KKM). Sehingga kriteria ketuntasan minimal (KKM) terpenuhi. Selanjutnya hasil observasi, wawancara dan dokumentasi menunjukkan bahwa siswa termotivasi dan antusias selama penerapan metode chain message game dalam proses belajar mengajar.

Kata kunci: Penguasaan kosakata, metode permainan pesan berantai

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1. INTRODUCTION

English is the most important language in the world. Therefore, mastering this language is very profitable. As a means of communication, English makes it easy for users to access various interactions with people across countries, and survive the journey of life on a trip to any part of the world. According to Fajar Muttaqien (2017), English is one of the foreign languages studied at school in English we have to master four skills, namely: reading, writing, listening, speaking, and vocabulary as a tool or component to improve the four English skills. One of the main problems students have in learning English is the lack of vocabulary in English. They are afraid and lazy in learning English vocabulary at school.

Vocabulary is a word or group of words that is owned by a person as part of a particular language. Vocabulary is the main component when we learn English to improve four English skills such as speaking, writing, speaking, and listening. One of the real problems that the researcher found was at the SMP Swasta PGRI 3 medan. Researcher sees that the ability of the students at the school was still low and their efforts to improve students' English vocabulary skills. Need to improved data presentation of students' abilities in learning English at school were 30% according to the KKM, and 75% of the students who were unable to learn English.

One solution to overcome this, is by applying to use chain message games in teaching vocabulary to understand an object they want to convey and memorize in order to that they will be interested in learning English vocabulary. The use of chain message games includes vocabulary text that will be easy for students to remember as a facility for teaching and learning vocabulary. Through the use of chain message games, it is hoped that they will be interested and more active in learning vocabulary. Referring to the description above, the researcher is interested in conducting research under the title "Improving English Vocabulary Mastery Through Chain Message Game on the Seventh Grade Students at SMP Swasta PGRI 3 MEDAN".

Based on the research title, the appropriate formulation of the problem is "How does the Chain Message Game increase the English vocabulary mastery of class VII students of Private Middle School PGRI 3 Medan?" and the purpose of this study was to find out whether there was an increase in vocabulary mastery through a chain message game in class VII students of SMP PGRI 3 Medan.

2. LITERATURE REVIEW

A. Vocabulary

According to Soedjito (2009: 24) vocabulary or vocabulary is defined as 1. All words are contained in a language. 2. The richness of words owned by a speaker or writer. 3. The word is used in the field of science. 4. A list of words arranged like a dictionary as well as a brief and practical explanation.

Kasim (2011) define vocabulary as words that have meaning when heard or seen by the individual himself to communicate with others. From the experts that mention, can conclude that vocabulary is very important to help us when read, write, and communicate. There are 6 types of vocabulary namely, word classes are known in the fields of morphology and syntax, word family vocabulary is more popular in the fields of morphology and syntax that discusses affixes or shifts in the form of a word, word formation vocabulary is vocabulary that combined forms such as compounding and blending, multi-word unit vocabulary is in the form of phrasal verbs and idioms, collocations vocabulary can be interpreted as the frequent use of two or more words together, and homonyms vocabulary is that have the same form but different in meaning.

According to Tarigan (2013: 3), basic vocabulary is words that are not easy to change or very few possibilities are taken from another language. The basic vocabulary is:

1. The term kinship; for example, father, mother, child, sister, brother, grandmother, grandfather, Uncle, aunt, daughter-in-law, mother-in-law.
2. Names of body parts; For example: head, hair, eyes, ears, nose, Mouth, lips, teeth, tongue, cheeks, neck, chin, shoulders, hands, fingers, chest, stomach, Waist, thigh, leg, calf, palm, back, blood, breath.
3. Pronouns (self, hint); for example: I, you, he, we, we, they, This, that, here, there, there.
4. The root word; for example: one, two, three, four, five, six, seven, Eight, nine, ten, twenty, eleven, twelve, one hundred, two hundred, One thousand, two thousand, one million, two million.
5. Main verb; for example: eat, drink, sleep, wake up, talk, See, hear, bite, walk, work, take, catch, Run.
6. The main state words; For example: joy, sorrow, joy, difficulty, hunger, fullness, Thirsty, sick, healthy, clean, dirty, far, near, fast, slow, big, small, Many, few, light, dark, day, night, diligent, lazy, rich, poor, old, Young, alive, dead.
7. Universal objects; For example: earth, water, fire, air, sky, moon, Stars, sun, animals, plants.

B. Vocabulary Mastery

Mastery of vocabulary in activities and daily life has a very large role because one's thoughts can only be clearly understood by others if expressed using vocabulary. Keraf (via Reyna, 2012: 2), states that "the quality of a person's language skills depends on the quality and quantity of the vocabulary he has". This is supported by Tarigan (via Rahmawati, 2012: 2) who states that a person's language skills increase if the quantity and quality of his vocabulary increases.

According to Keraf (2009: 65-66), there are 3 stages of vocabulary mastery that occur in a person, namely as follows.

- a. Childhood, at this time, children only need terms to say words independently. As they get older, children want to know everything they see and feel, or hear every day. Therefore, the role of parents and those around them is very important in expanding the basic words.
- b. Adolescence, at this time there has been a learning process because children begin to learn to master the language and expand their vocabulary consciously.
- c. Adulthood, at this time vocabulary mastery is getting stronger because someone is more and more involved in communicating with many people.
- d. It can be concluded from the experts that the mastery of a person's vocabulary depends on the person and the mastery of a person's vocabulary increases from himself to increase the vocabulary.

C. Definition of Games

According to Wright et al. (1996:1) games as activities can help and encourage many students to maintain interest and work. Huyen and Nga (2003) say that games are seen as time-consuming activity in most English classrooms. This means that games can encourage students' interest in learning and can fill students' free time to increase knowledge by using games. There are several types of games besides chain message games that can be used as learning media to improve students' vocabulary skills, namely: crossword puzzles, scrambles, puzzles, putting pictures with text, guessing mystery objects, ect.

D. Chain Message Games

In the KBBI (2008: 1143), messages are orders, advice, requests, mandates conveyed through other people. A chain is a bond, a connection. According to Djuanda (2006: 96), the serial message game is done using each student having to whisper a word (for low grades) or sentences or stories (for high grades) to the next player.

This game trains listening or listening. According to Malahayati (2012: 148), chain messages are media chain messages that are conveyed from one person to another, and so on and until the last one, participants check the truth of the news first.

According to Fadhli (2010: 31) the chain message game has several benefits, namely training concentration, training cooperation, and being able to develop communication. It can be concluded from the experts above that the chain message game is game that uses media messages that will be conveyed from one friend to another and the friend in the last row will give the answer that was whispered to him. And how to play the chain message game, namely:

- a) Divide the children into several groups, then line up.
- b) The teacher shows the picture to the students and then whispers a sentence on the picture to the first child (the words that are whispered are adjusted to the difficulty of the child's level of intelligence).
- c) Then the message whispered by the teacher will be whispered to the next friend and so on.
- d) The group with the least number of errors in conveying the chain message is entitled to be the winner.

The advantages of chain messaging games are increasing student activity in the teaching and learning process, practicing four language skills, attracting students' Interest in learning, creating a sense of happiness, without being burdened in the teaching and learning process, and increasing a sense of cooperation between students.

The disadvantages of chain message game are it creates a crowded or boisterous class situation, takes a long time, causes students who are too active, and causes student and teacher interactions that are less conducive.

In improving students' vocabulary mastery, chain message games are an alternative way that can be used by teachers in the learning process. Chain message game is a method that makes students active because all students have the opportunity to come forward to practice the chain message game in groups. So that, the students are more enthusiastic in learning vocabulary knowledge and can apply it in their everyday life.

METHOD

The method used in this research is classroom action research (car). According to Suryabrata, 1983, action research is a research that aims to develop new skills, new strategies, or new approaches to solving problems with direct application in the world of work or other real worlds. Classroom Action Research is a research model that is easy to apply. The research model used by researchers is the Kemmis and M Taggard model which consists of 4 components, namely planning, implementing, observing, and reflecting. The subject of this research was the students of grade VII SMP Swasta PGRI 3 Medan. It consists of 30 students who are twelve years old and have an Indonesian language background.

With classroom action research, researcher can see weaknesses or deficiencies in the teaching and learning process to find solution. At this case, the researcher wants to find ot the students vocabulary mastery by using chain message game in the form CAR.

There are 4 steps for collecting the data as follows namely interview, observation, test, and documentation. But, before start the collecting data, researcher made some planning to process the compiling or determining what action plan strategies used in the classroom. The researcher conducted 2 cycles that consisting of four stages namely planning, implementing, observing, and reflecting.

Implementation in the classroom action research was an application or action taken based on the plan that had been prepared or made carefully and in detail beforehand. The implementation stage refers to planning that was flexible or adapt to condition during the learning process. The learning process was carried out according to the lesson plan by applying the chain message game by the researcher.

The observation stage was carried out by the researcher as an observer during the learning process by using the observation sheet that had been made by the researcher. The observation phase was carried out to

see directly the activities of students and teachers in learning process by using the simulation method and to determine the effectiveness of using the simulation method.

Reflection in Classroom Action Research was an attempt to examine what were had happened or had not happened during the teaching and learning process and what has been successfully completed with corrective actions that had been taken done in each cycle.

The technique that used in this research are quantitative and qualitative data analysis. Qualitative data was obtained from interview and students observation sheets. Interview was used to find out information about students who learned English at school. The observation sheet was used to determine the learning process especially as applying the chain message game.

Regarding the quantitative approach, Sugiyono (2009: 7) states that: "quantitative data is in the form of numbers and the analysis uses statistics". These numbers were obtained from tests using scoring.

3. RESULT AND DISCUSSION

The first and the second cycle consisted of 4 meetings. This is the explanation for the first cycle:

Planning used to prepare the chain message game instruction, material, and determine the criteria for success. In this case, the researcher made a plan based on the problems faced by the students regarding to vocabulary mastery. In addition to prepare planning the researcher made teaching materials for the classroom, prepared observation sheets to observe the students in the teaching and learning process in accordance with the lesson plans. The researcher also prepared test instruments in the form of pre-test and post-test I to collect data and to find out how extent the students score increased from pre-test to post-test I

Implementing carrying out the first cycle, starting from the first meeting by explaining about vocabulary. To ensure that the students had already understood about vocabulary, the researcher asked the students to come forward to do some vocabulary examples. But the researcher did not use the chain message game in order to see the students' vocabulary mastery before using the method. At the second meeting, the researcher repeated the material again to make the students remembered the material presented before and to make it easier for them when entering the next lesson.

Observation was made to see how the attitudes and behavior of the students in the classroom and whether there were any problems during the teaching and learning process of mastering vocabulary in the classroom. In the first meeting the students were a little interested in learning English. When the researcher explained in front of the class only a few students who listened to the explanation and the other students were still focused on their respective activities.

After completing the first cycle, the researcher evaluated the learning process at the end of the first cycle. The researcher analyzed students' vocabulary scores in post-test I that had not yet been reached the specified criteria, namely did not reach the minimum completeness criteria (KKM) 75 % of the score. It could be seen that only a few of students who got scores above the minimum completeness criteria. So that the chain message game did not give satisfactory results to improve students' vocabulary mastery.

The explanation for the second cycle are:

The researcher planed what actions that would be taken to prepare chain message game instructions, materials, and determine the criteria of success. In this case the researcher made a research plan based on the problems faced by the students regarding to vocabulary mastery. Besid preparing lesson plans, the researcher prepared material to be taught in the classroom. Researcher also prepared observation sheets to observe the students and then reviewed whether the lesson plans were in accordance with the previous one or not. After that the researcher prepared post-test II to find out that there was an increase on student scores from post-test I to post-test II.

At the fifth meeting, the researcher explained more specifically about the vocabulary of public places. The researcher explained the meaning and examples of public places vocabularies. After that, the researcher asked the students to come forward to do some examples of public place vocabularies. The researcher explained again how to use the chain message game so that the students were not confused when applying it. The researcher also asked the students to make 2 more groups to use the chain message game in the classroom.

Observation was made for the last time. The student activities in the classroom showed that the condition of the class was very good after implementing the chain message game. There were only a few students who still did not understand the chain message game. All students in the classroom were active, and the atmosphere provided by the researcher made the students were interested in learning. Most of the students had already knew vocabulary about professions and public places well.

After the researcher checked the students' vocabulary mastery by giving the test, the researcher found that the students' scores showed an increase based on the observations and the results of the students' test scores. The students could use the chain message game as a medium to memorize their vocabulary. Based on this fact, the researcher concluded that the students had improved their vocabulary mastery by using chain message game.

With the observation sheet, the researcher only checked on the indicators that had been determined as follows:

1. Indicated if the students were active to write learning material.
2. (two) indicated if the students gave full attention to the explanation
3. (three) indicated if the students were excited in the learning activities
4. (four) indicated if the students did all the assignment.
5. (five) indicated if the students collected the assignment on time.
6. (six) indicated if the students could do the questions well.

Interview was conducted before doing the first cycle and the second cycle. This interview has purpose to find out information from the students while studying in the classroom. From the results of the student interview, the researcher found out what extent the abilities of the students in the classroom before applying the chain message game as a reference for the teachers to find interesting strategies to teach English in the classroom, especially to improve vocabulary mastery.

Documentation was conducted as evidence that the researcher was done to do the research at the school and to capture every moment in the classroom, such as during the learning process from cycle I and cycle II. When doing a vocabulary test in the classroom, the researcher took photos during the learning process to find a good response from the students who were active and enthusiastic when learning took place in the classroom.

A. The Results of Pre-test, Post-test I, Post-test II

Quantitative data was taken from the tests given to the students in each cycle. Based on the results of the meetings conducted and the tests which was given to the students in each cycle that had been carried out, the researcher found that the students scores had increased from the first meeting to the sixth meeting. The results of the students' scores increased from pre-test to post-test I in cycle I and up to post-test II which was carried out in cycle II. The student's score from post-test I was higher than the scores of pre - test, and the score of post-test II was higher than the scores of post-test I

Table 1. Student Scores from Cycle I (Pre-test and Post-test I) and Cycle II (Post-test II)

No	Name	Pre-test	Post-test 1	Post-test 2
1	AO	50	75	95
2	AFN	75	85	90
3	AS	35	70	80
4	AW	20	60	70

5	AK	10	60	75
6	AA	50	75	85
7	ANS	60	80	95
8	AA	65	85	90
9	BAH	55	75	80
10	CR	40	75	80
11	CF	35	65	80
12	DM	10	55	65
13	DS	35	75	80
14	DNS	20	60	80
15	DS	30	60	75
16	DC	80	90	100
17	FA	60	80	90
18	MA	35	75	85
19	MV	50	85	95
20	NAS	60	80	90
21	NS	80	95	100
22	NWD	65	85	95
23	NAP	60	80	90
24	NIK	25	65	80
25	R	55	80	95
26	RC	55	75	90
27	SI	50	70	85
28	SSR	40	65	80
29	TN	60	85	100
30	WP	50	80	90
TOTAL		$\sum x = 1415$ $\bar{X} = 47,1$	$\sum x = 2245$ $\bar{X} = 74,8$	$\sum x = 2585$ $\bar{X} = 86,1$

From the data table above, the researcher found an increase on students' vocabulary mastery. These results could be seen from the test scores (pre-test, post-test I, post-test II) which increased from the table. The researcher also found the students' achievements, namely:

a) Pre-test

Pre-test was conducted to see the students' mastery before conducting classroom action research and to identify students' problems in vocabulary mastery. In the pre-test there were 20 questions in the form of multiple choice. To get the results from the previous test, the researcher must calculate the mean score by using the following formula:

$$\begin{aligned}
 X &= \frac{\sum x}{n} \\
 &= \frac{1415}{30} \\
 &= 47,1
 \end{aligned}$$

Then to see the percentage of the students score who passed the KKM score, the researcher used the following formula:

$$\begin{aligned}
 P &= \frac{F}{n} \times 100\% \\
 &= \frac{2}{30} \times 100\% \\
 &= 6,66 \%
 \end{aligned}$$

Based on the results of the pre-test, the data showed that the average score of the students from the initial test was 47.1. There were only two students or 6.66% of students who got test scores above the minimum completeness criteria (KKM) and there were 28 other students whose score below these criteria. From this analysis, the researcher looked that almost the seventh grade students of SMP Swasta PGRI 3 Medan were still low.

b) Post-test I

In post-test I the researcher looked that the students' scores were increased. In post-test I, the students gave a reaction to be more focus and paying attention to the researcher in front of the class when explaining and taking the initiative to ask questions about material they did not know. The results of the post-test I showed that the class average increased into 74.8 and there were 13 students who passed the minimum completeness criteria (KKM) score. The formula is:

$$\begin{aligned} X &= \frac{\sum x}{n} \\ &= \frac{2245}{30} \\ &= 74,8 \end{aligned}$$

To calculate the students average score who passed the minimum completeness criteria (KKM) used the formula:

$$\begin{aligned} P &= \frac{F}{n} \times 100\% \\ &= \frac{13}{30} \times 100\% \\ &= 43,33 \, \% \end{aligned}$$

c) Post-test II

In the post-test II, the researcher looked that the students' score was increased. The condition in the classroom was very good after implementing the chain message game. All students in the classroom became more active towards the activities provided by the researcher in the classroom. The atmosphere made the students were interested in learning. The students learned new vocabularies such as about professions and public places. From the results of the table, the total of the students scores in the classroom were 2585 and to see the average scores of students in the test, the researcher applied the following formula:

$$\begin{aligned} X &= \frac{\sum x}{n} \\ &= \frac{2585}{30} \\ &= 86,1 \end{aligned}$$

To calculate the students average score who passed the minimum completeness criteria (KKM) used the formula:

$$\begin{aligned} P &= \frac{F}{n} \times 100\% \\ &= \frac{26}{30} \times 100\% \\ &= 86,66 \, \% \end{aligned}$$

It showed that in the post-test II more than 50% of students increased their vocabulary mastery by using chain message games.

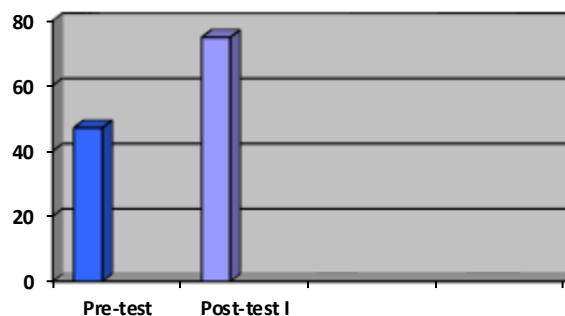


Figure 1. Increasing of Student Scores in Cycle I

The result from the diagram above, it showed that the post-test I score was higher than the pre-test score. The results of the students' vocabulary mastery score in the first cycle showed that there was an increase from the average scores at the beginning of learning vocabulary mastery in the first cycle stage. From the average score at the beginning of learning process there was 47.1 to 74.8. From 2 students who passed the minimum completeness criteria increased to 13 students.

It meant that there was 58.8% of the average scores of students increased. The increase of the percentage value was obtained by the researcher from the formula:

$$\begin{aligned}
 P &= \frac{y^1 - y}{y} \times 100\% \\
 &= \frac{74,8 - 47,1}{47,1} \times 100\% \\
 &= 58,8 \%
 \end{aligned}$$

Next, the improvement from cycle I to cycle II was summarized in the diagram:

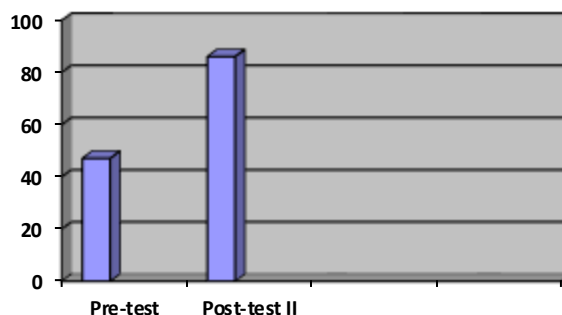


Figure 2. Increasing of Student Scores in Cycle II

The method of calculating the percentage of the students scores were obtained from the formula:

$$\begin{aligned}
 P &= \frac{y^1 - y}{y} \times 100\% \\
 &= \frac{86,1 - 47,1}{47,1} \times 100\% \\
 &= 82,8 \%
 \end{aligned}$$

Based on the results of students' scores, there was an increase in the average value of the students' vocabulary mastery in the cycle I and cycle II. The average pre-test scores were 6.66%, then the average scores of post-test I was 43.33% and the last average of post-test II was 86.66%. From the increase of the student average scores it could be seen that the students had any progress in the teaching and learning process. They got scores that increased significantly in each cycle.

Table 2. Test Score Data Results

No	Cycle	Mean	Percentage
1	Pre-test	47,1	6,66%
2	Post-test I	74,8	43,33%
3	Post-test 2	86,1	86,66%

The table above showed that there was an increase in vocabulary mastery by using chain message games from 47.1 to 86.1. The result from pre-test to post-test I, and from post-test I to post-test II there was an increase on students scores. The results of pre-test in cycle I who passed the KKM 75% showed that there were 2 students or 6.66%, at the second post-test I the students who passed the KKM 75% there were 13 students or 43.33% and at the last post-test II the students who passed the KKM 75% were 26 students or 86.66%. The increase from pre-test scores to post-test I scores was 36.67%, while the increase from post-test scores I to post-test II was 39.37%.

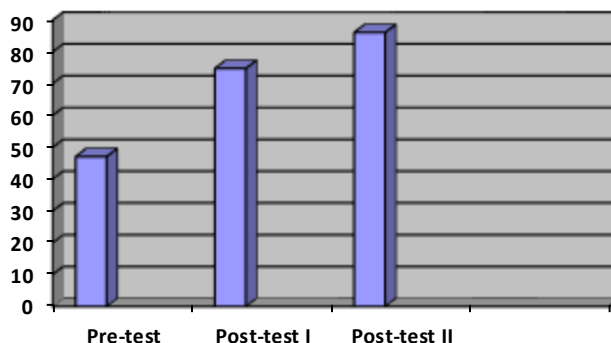


Figure 3. Student Achievement Scores in Improving Vocabulary Mastery

A. Findings

The results of this research indicated that there was an increase on students' scores from vocabulary mastery by using chain message game. The average value of the first cycle was 43.33%, and the average value of the second cycle was 86.66%. It showed that the average value of Cycle II was better than the average value of Cycle I. Automatically the percentage of students who got scores more than 75% was increased. From the pre-test in cycle I, the students who passed the KKM 75% were 2 students (6.66%), at post-test I of cycle I the students who passed the KKM 75% were 13 students (43.33%), and at the second cycle of post-test II the students who passed the KKM 75% were 26 students (86.66%). So from

the data above, it showed that by applying chain message game, the students score increased from pre-test to post-test in each cycle.

B. Discussion

Based on the results or scores of students from pre-test to post-test, the discussion of this study showed that based on the results of research conducted on class VII students of SMP PGRI 3 Medan, it was shown that a chain message game could improve students' vocabulary mastery. This could be seen from the students' scores that showed that the mean value of the pre-test was 47.1. After using the chain message game method, the average value of post-test I in cycle I was 74.8. The researcher continued to do the post-test II in cycle II which showed the increased 86,1. That increased was based on the minimum completeness criteria (KKM) as the success criteria for the students who have passed English lesson in the school.

4. CONCLUSION

Based on the results of the research that the researcher conducted in seventh grade at the SMP Swasta PGRI 3 Medan, it could be concluded that the message chain game method has regarded as a useful method to improve the students' vocabulary mastery and make the students more enthusiastic in learning. It can be seen from 86.6% of the students who passed of the minimum completeness criteria, namely 75%. The average value of the students increased from pre-test to post-test II, it was 82.8%. The average value of pre-test obtained from 2 students or 6.6% who passed the KKM, the first cycle in the post-test I obtained 13 students or 43.3% who passed the KKM score, and the second cycle in the post-test II, it was obtained 26 students or 86.6% of students who passed the KKM score in the class.

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In process of writing this thesis, of course there were still many mistakes and shortcomings. Therefore, constructive criticism and suggestions are expected from the researcher to improve this thesis. Hopefully this thesis will be useful for all readers.

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