# THE USE WORD MAPPING GAME TECHNIQUE TO IMPROVE STUDENTS VOCABULARY MASTERY

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## Abstrack

Vocabulary is one of the aspects of English. The learner who just learns grammar without vocabulary will be difficult to convey what he or she wants to say. The students who are less on vocabulary will be difficult to write their own idea, unable to speak English and difficult in understanding the text. The purpose of this study to investigate the use of word mapping game techniques to improve the vocabulary mastery of students in seventh graders. By using class action research, the researchers get the data from test pre and post. The findings discribe the results of test scores also indicate that students' vocabulary skills are improved. This increase is indicated by the increase in the average score of students in the pre-test and post-test. The average pre-test and post-test scores of this cycle are 50 and 85. The implications of this research to motivation the improving students vocabulary mastery, and it will facilitate the teacher's work to achieve the vocabulary of the child more quickly, the teaching effective and fun will make it easier for teachers to make children faster able to memorize vocabulary easily. Then from that learning English will be balanced and not just focus on the grammar.
**Keywords:** Word mapping game, game as technique learning and teaching vocabulary mastery, vocabulary mastery.

## INTRODUCTION

Vocabulary is one of the aspects of English. It is very important for studying English. The learner who just learns grammar without vocabulary will be difficult to convey what he or she wants to say. However, the learner who just learns vocabulary or just read text or open dictionary will be able to say something (Harmer, 2001:13). The students who are less on vocabulary will be difficult to write their own idea, unable to speak English and difficult in understanding the text. In addition, students with a small vocabulary also read slowly because they dont understand many of words or have to stop and look up in a dictionary (Edwards, 2006:177).

For the first time, the material that is given to students is vocabulary. As we know that vocabulary is difficult for students to comprehend. They feel so hard to memorize that because they never use it before and English language as the foreign language. The teacher still uses the usual method for teaching vocabulary through writing down in the blackboard and to be translated. Then, students should memorize those words. Usually, students can forget it easily because it is not enough to master vocabulary through writes down on the board and memorize.

It is important for a teacher to get his students interested learn vocabulary. It is true that when the students are interested, it will facilitate the teacher's work for the optimal process. For reach the level of learning, the teacher must provide teaching techniques which allow the learning process to be fun and challenging. Then the learning process will create a very atmosphere effective and fun. Games can be the answer to the fun and challenging technique needed in teaching vocabulary.

The author will use a technique called "word mapping" as a technique in teaching vocabulary. Word mapping technique is taken from a word mapping game that has been modified for vocabulary learning to be fun and challenging. This technique is a media stored in students who place students as the center of the learning process and the teacher as a facilitator. The teacher will invite the students to make some effort to guess the given word. When students are actively involved in the process, students here will add vocabulary without realizing it.

Vocabulary consists of a series of interrelated systems not just random collection of words. grouping the vocabulary that will be prepared sequentially for the students' needs in memorizing new words, It focuses on groups of words that will make the learning process be optimal. In this case, the writer decides to choose the vocabulary of the objects around him as it is in the class first, then later on the conversation, introduction and various vocabulary that the material is often used in everyday life and social life.

The author chooses word mapping game because there are several purposes such as students can enhance their vocabulary and try the new solution to create an effective note toward vocabulary. The teachers can apply a creative strategy in the teaching-learning process. Thus, it will make students more interesting in learning vocabulary.

There are some previous studies related to the topic. Many types of researchers have been done related to vocabulary mastery. It proves that vocabulary mastery is important in learning English besides grammar.

The study entitled The Use of Narrative Texts to Improve Students English Vocabulary (The Case of year XI Students of SMA Kesatrian 1 Semarang). The objectives of the study were to find out whether students like to have narrative texts, to find out the mast ery of English vocabulary, and to decideif the improvement of English vocabulary is caused by the narrative texts. This was an

experimental research which was done by Nuryanto (2008).

Another study entitled Songs Text Usage as a Media to Improve Vocabulary Proficiency the case of year eighth students of SMP N 13 Semarang. The purpose of the study was to find out to what extent song usage can help teachers in teaching English vocabulary to improve student's vocabulary proficiency. The conclusion of the study, text song usage enriches the teacher's strategy in teaching vocabulary and improve student's ability in vocabulary. The study was conducted by Widyastuti Setyaningsih (2008).

There is also a research entitled The Use of Pictures-Board-Game as a Vocabulary Teaching Technique: the Case of the Fifth Graders of SD Negeri Sekaran 01 Gunungpati Semarang. The objectives of the study were to investigate whether there is a significant difference of the vocabulary achievement between the students who have been taught using Pictures-Board-Game technique and those who have been taught using the conventional one, and also to know whether the use of Pictures-Board-Game technique is more effective than the conventional technique. To determine whether the Pictures-Board-Game technique is more effective than the conventional or not, t-test formula was used. The mean scores

were obtained from the difference between pre- and posttest of each group. The computation result of the t-test is 2.29. One-tailed level of significance was used. The critical value of t is 1.68 in which for $\alpha = 5\%$ and df = 38. Because the t value is higher than the critical value of t, it means there is a significant difference on the mean of the difference scores between pre- and posttests scores of both groups. Therefore, the working hypothesis saying " The use of Pictures-Board-Game a technique is more effective than the conventional technique in teaching

vocabulary to the fifth graders of Elementary School" is accepted. The study was

conducted by Khabibah (2006).

The similar study entitled The Effectiveness of Using a Picture Dictionary CD Based on Context Clues to Improve Students' Vocabulary (The Case of the Fifth Graders of SD Negeri 01 Brendan Semarang in the Academic Year of 2010/2011). It was an experimental research which aimed to find out the extent of the student's achievement in vocabulary mastery at SDN Brendan 01 Semarang by the use of a Picture Dictionary CD. The design was using "pre-test and post-test techniques". Before the experiment, the writer held the try-out test to try out a class to gets its validity, reliability, item difficulty, and item discrimination. The result of the test was then analyzed by using t-test formula. The t-test or value obtained is 2.79. Since the t-test (2.79) is higher than the t-table (1.68), so the working hypothesis is accepted. It means that there is a significant difference in achievement between students who were taught by using Picture Dictionary CD and those who were taught by using the conventional one. The study is done by Iva Istiana (2010).

Based on the researchers above, I concluded that teaching vocabulary using media is effective. It is proved by that there have been so many researchers who did researchers on using media in teaching English. In this study, I also used media in teaching vocabulary. Different from the previous studies above, I used Word Mapping Game as the medium in teaching vocabulary for the seventh graders students of SMP Negeri 01 Gayam.

Based on the researchers above, the researcher concludes that vocabulary teaching uses word mapping game technique is effective. It is proven by the number of researchers who conducted

research using that technique in teaching English vocabulary. In this study, the researcher also used Word Mapping Game technique to teach English vocabulary to the seventh grade students of SMP Negeri 01 Gayam because its students always considered English as one of the most difficult subjects besides mathematics. The researcher was challenged to offer new method for students to make it easier for them to learn English better. Therefore, the researcher conducted the study entitled The Use Word Mapping Game Technique to Improve Students Vocabulary Mastery.

The problem stated in this study are: (1) How can word mapping game techniques improve vocabulary mastery of students in seventh graders of SMP Negeri 01 Gayam in the academic year of 2017/2018?

The benefits that can be obtained from this research are: For teachers It will facilitate the teacher's work to achieve the vocabulary of the child more quickly, the teaching effective and fun will make it easier for teachers to make children faster able to memorize vocabulary easily. Then from that learning English will be balanced and not just focus on the grammar and for researchers, This research hopefully can help to learn the next vocabulary mastery, inspiration, and reference to do their studies.

**METHOD**

The research method is a systematic activity using a certain method to find a new thing or to prove a theory. This research is classroom action research (CAR), it is kind of research that is conducted in the classroom by a researcher. This research can offer new ways and procedures to improve and increase researchers professionalism in teaching learning process and students learning the result.

The population or subject of research the researcher use to do my research is seventh-grade students of SMP Negeri 1 Gayam. In SMP Negeri 1 Gayam there are two classes for class VII and in each class there are 25 students, and researcher use class VII A as my research, researcher chose class VII A because according to English teacher in SMP N 1 Gayam class VII A tend to less in studying the vocabulary and class VII A vocabulary skills are also less than the class VII B. And the researcher chose SMP Negeri 1 Gayam because students always regard English as one of the most difficult subjects other than mathematics. Th researcher challenged to offer new methods for students to make it easier for them to learn English better.

In this study, the data were qualitative and quantitative. The qualitative data were obtained from the Observation Checklist and Field Note, whereas the quantitative data were obtained from the Pre-test and Post Test and Questionare.

**FINDINGS AND DISCUSSION**

The students vocabulary mastery before the action. At the beginning of this study, the researcher had a discussion with the English teacher about the English teaching-learning processes in the VII A class and did the observation of the English teaching-learning processes. In addition, the students' problem was difficult in English vocabulary mastery. The researcher must give interesting activity to make student motivated in learning. The interesting activity can make student fun and enjoy the lesson so they can get the purpose of the lesson. after the researchers know the ability of students of English teachers, then researchers do a pre-test to find out how the ability of vocabulary grade VII A SMP Negeri 1 Gayam, and then researcher distributed a pre-test for each student. The duration of this test is for about 20 minutes. In this

test, students were also full of permitted to open the dictionary. Students doing the test, they are looked confused. But on the other hand, they were still enthusiastic to do the test. Their faces were looked seriously. And sometimes, the researcher turned around to check students' answer one by one. Then, they collected the student's worksheet to the researcher.

The action of the cycle I was done on April 27 2018 in SMP Negeri 1 Gayam in the academic year of 2017/2018. the researcher implemented the teaching-learning process based on the lesson plane had been made. here, after the researchers started to use the word mapping game techniques, students were asked to observe objects that exist in the class and write the vocabulary that is known by using the English language and the unknown using the Indonesian language. Once they know it then they memorize the vocabulary that has not been known while observing objects in the class.

The second cycle action was carried out on May 11, 2018 at Gayam 1

Public Middle School in the 2017/2018 academic year. Researchers apply the teaching and learning process based on the aircraft the lesson has been made. the action in cycle II is almost the same as the action in cycle I, only the researcher modifies the actions of the cycle I to look a little different and make students more happy and enthusiastic in improving their vocabulary. here, the researcher began using the game mapping word technique, students were asked to observe objects in the class and write vocabulary known using English, because at the beginning of the cycle students already knew a lot of vocabulary here only repeating what was learned in the cycle first.

There is an increase in student test scores. Student results after action:

**Table 4.1 Data Showing of Pre Test, Cycle I, and Cycle II:**

| PRE TEST | | CYCLE I | | CYCLE II | |
|---|---|---|---|---|---|
| $S_0$ | | $S_1$ | | $S_2$ | |
| $X_0$ | $F_0$ | $X_1$ | $F_1$ | $X_2$ | $F_2$ |
| 20 | 1 | 40 | 1 | 70 | 6 |
| 30 | 2 | 50 | 5 | 80 | **7** |
| 40 | 4 | 60 | 9 | 90 | 8 |
| 50 | 9 | 70 | 8 | 100 | 4 |
| 60 | 6 | 80 | 2 | | |
| 70 | 3 | | | | |
| | | | | | |

**Where:** The $X_0$ of Pre Test scores $= \dfrac{X0}{N} = \dfrac{1260}{25} = 50.4$

X = Score obtained by the students

The $X_1$ of S1 scores $= \dfrac{X1}{N} = \dfrac{1550}{25} = 62$

The $X_2$ of S2 scores $= \dfrac{X2}{N} = \dfrac{2100}{25} = 84$

F = Frequency of score

Based on the data from the table above, the mean of the Pre Test score (X0) and the mean of the post test for sessions ($X_1$ and $X_2$) could be computed as the following:

The results of the analysis of the data from the Test above which are considered as findings from the current action study can be summarized in the following table:

**Tabel 4.2 The results of the Test in pre, cycle I and cycle II**

| Pre Test | $X_0 = 50.4$ |
|---|---|
| Cycle I | $S_1 = 62$ |
| Cycle II | $S_2 = 84$ |

Based on the table above the average value in the pre-test obtained by seventh-grade students is 50.4. this average figure clearly shows that the pre-existing vocabulary mastery of the students is low.

The data from the questionnaires must be completed and then discussed. The percentage of the options in the questionnaires were computed by using the following formula :

Tabel 4.3 Percentage rate of the options in Questionnaire

| No. | Options | Options | |
|---|---|---|---|
| | | Yes | No |
| 1. | Pre | $\frac{115}{250} \times 100\% = 46\%$ | $\frac{135}{250} \times 100\% = 54\%$ |
| 2. | Post | $\frac{185}{250} \times 100\% = 74\%$ | $\frac{65}{250} \times 100\% = 26\%$ |

The result of the questionnaires showed the information about respond, changing learning behavior and motivation of the students after applying word mapping game. The comparative percentage showed that there were 46% for item Yes and 54% for item No from pre-questionnaires. The result of post questionnaire there were 74% for the item, Yes and 26% for item No. These findings undoubtedly supported the major findings of the present classroom action study. Clearly, the obtained comparative percentages of the item of ore and post-questionnaires showed positive respond, changing learning behavior and motivation of the students before and after they were taught by using word mapping game.

After analyzing the reflection and observation, the researchers noted some positive developments in this cycle. In general, the learning process is better. The students become more active in joining the class. They are more enthusiastic in responding to the researchers' instructions and doing better. Some students who are usually active in the class do not dominate the learning activities. In addition, almost all students are active. In addition, students are more disciplined when the teaching and learning process is in progress.

The results of test scores also indicate that students' vocabulary skills are improved. This increase is indicated by the

increase in the average score of students in the pre-test and post-test. The average pre-test and post-test scores of this cycle are 62 and 84.

To make it clear, the main findings of the present action study showing the increasing comparative mean figure of pre-test score and post-test score obtained by student class VII A of SMP Negeri 1 Gayam for the cycle I and cycle II could be graphically presented as the following :

**Graph 4.3 Graph that describes the pre test, post test I, and post test II in cycle I and cycle II**
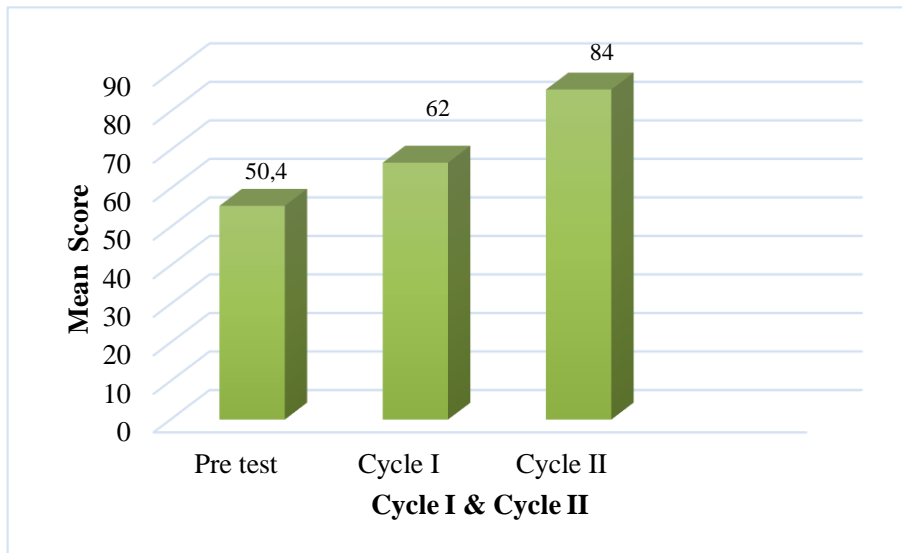


From the graph above we can conclude that the use of word mapping game techniques can increase students' vocabulary, the results of the pre test is 50.4, then on the post I test or the 62nd cycle, and the last result of the post II or cycle II test is 84, we can know that the results of cycle I and cycle II greatly increased.

The Procedure Applying Process of Word Mapping Game Technique. Implementation of word mapping game techniques conducted on April 14, 2018 in class VIIA SMPN 1 Gayam. It starts at 7:00 to 8:20. In the classroom during the learning process, the researcher greets the students and checks the student attendance. Then, the researcher reviewed the previous material. The topic is the same as the first meeting, which is about the names of the things in the class using word mapping techniques. This cycle is the time for the researcher to show the material to the students. Suddenly the class becomes noisy because some students are happy and ask questions to researchers related to the vocabulary using word mapping techniques. They seemed very enthusiastic about the explanations of the researchers. Then the researcher asks students to observe all the objects that are in the class and say it into Indonesian if students know what it means to directly speak the students using English, after that the researcher divides the class into 4 groups. Each group will mention all the vocabulary of the questions given by the researcher using the word mapping game technique. They will be practiced for about 15

minutes. After the practice is over, they look very happy.

Student participation in vocabulary mastery and teaching strategies. Student participation in vocabulary mastery is very good, increasing vocabulary before and after research is greatly increased, here makes researchers happy with the techniques used. Researcher can see the results through the findings above that the results of pre and post tests were greatly increased at the beginning of the pre-test the results obtained were equal to 50.4 while in the first cycle got 62 results, from here the researchers did not get results from KKM grades in SMP 1 Gayam, because as much as 70 KKM in Gayam 1 Public Middle School. Then the researchers conducted another research through the second cycle and got 84 results. While the pre-questionnaire for yes got 46% and 54%, while the questionnaire was 74% for yes and 26% for no. Well from here we can know that vocabulary mastery is greatly improved and student participation is very happy and enthusiastic.

**CONCLUSION**

The goal of this study is to improve vocabulary mastery of the seventh-grade students of SMP Negeri 01 Gayam. To be able to reach the goal, the researcher applies word mapping game as an appropriate teaching technique in vocabulary learning in action research conducted in the second semester of the academic year of 2017/2018. Following the results of data analysis, information is presented below to answer the research question in the formulation of the problem.

The improvement of the students' abilities in memorizing and remembering English words, their meanings, and the word spelling can be used as indicators that students can improve their vocabulary mastery. In addition, they can explore their vocabulary knowledge to do class activities. Researchers can see the results from the findings above that the results of pre and post tests greatly increased at the beginning of the pre-test the results obtained were 50.4 while in the first cycle got 62 results, then the researchers conducted further research, because in the first cycle it had not reached KKM value through this second cycle researchers got 84 results. Whereas in the questionnaire results, for the pre-questionnaire on "yes" got 46% and 54% for "no", while the post-questionnaire was 74% for "yes" and 26% for "no". Then the next instrument is on the observation checklist, for the results of the observation checklist can be called good because the average of students is "good" and "very good", then the last is to use the note field, the note field here is the result of the teaching or the use of techniques from researchers conducted by the English teacher, such as, whether what is delivered according to the learning plan and the results of the English teacher are also good all that is done by the researcher is appropriate as done in the learning plan. Well from here we can know that vocabulary mastery is greatly improved and the results of this class action research can be called successful by doing II cycles because all the results obtained are good and have sufficient value from the KKM in SMP Negeri 1 Gayam.

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