

THE USE OF WORD GAMES ON IMPROVING VOCABULARY MASTERY OF MIDWIFERY STUDENTS

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ABSTRACT

This study aimed to examine the use of words game to improve the vocabulary mastery of second semester midwifery students at Muhammadiyah University of Kudus. This study used classroom action research and the data were obtained through observation, documentation and test. The total sample of this study were 40 second semester midwifery students at Muhammadiyah University of Kudus in the academic year of 2018-2019 including 20 students of intervention group and 20 students of control group which were taken by purposive sampling. Both intervention group and control group were given pre-test to measure the vocabulary achievement before the treatment using word games, and then they were given post-test after the treatment. The result of this study showed that in the pre cycle the students' average score was 56.7. In the first cycle the students' average score was 59.8. In the second cycle the students' average score is 76.4. From pre cycle, first cycle and second cycle. The average of students score is always increasing therefore there is an improvement of students' vocabulary achievement after being taught using word games. It can be concluded that word games is effective to improve students' vocabulary for second semester midwifery students. Furthermore the use of word games as media to improve students' vocabulary increases the motivation for students in teaching and learning process in the classroom.

Keywords: word games, vocabulary mastery, midwifery students

INTRODUCTION

Vocabulary is one of the important skills which has to be mastered and acquired by students in learning a new language and conducting communication. It is also used in any situation in the form of spoken or written expression. Later on, the mastery of vocabulary is not an easy thing for students to do, especially for non-English professionals because they lack of touching in the English subject therefore it makes quite hard for teacher or lecturer to teach vocabulary, because of the limitation of students' ability. In addition, teachers and lecturers in this way need to apply appropriate technique in the classroom and use interesting medium in learning activities (Scott, 2002).

Teaching and learning process should be varied to make students feel fun during the process. In language learning, they need more than instruction and common from their teacher. This is a challenge for the teacher to be able to motivate the students

to pay attention in the way that media can be used to motivate students in learning (Arsyad, 2003). The teachers' creativity in using teaching aid will increase the probability that the students will learn more and the knowledge will retain better in their mind. In teaching a language, a teacher might realize that teacher could not apply only one or two strategies to all levels. In reverse, teacher was required to be able to recognize the characters of the students and to select an appropriate strategy to them. Midwifery students think that English is quite difficult especially vocabulary skills therefore creative teaching model must be used to reach the goal of learning. Some problems faced by them dealing with vocabulary are that they have limited words or vocabulary in their mind therefore they feel bored, afraid to learn, and still passive in the English class.

Word games is one of the media to teach English subject. It belongs to appropriate technique to apply in class

because it will help the teachers or lecturers draw students' interest and arouse their motivation in the teaching learning process more effective. Games have been shown to have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students. Second, games usually involve friendly completion and they keep learners interested (Huyen et al, 2011).

A prior study done by Avdhikka (2006) Teaching Vocabulary by Using Short Stories (A Case Study at the First Semester of the Tenth Grade Students of SMA N 6 Semarang in the Academic Year of 2006/2007) showed that the students' vocabulary mastery is getting better after being taught using this medium. Another study also done by Nugroho (2007) entitled The Use of Circle Games as a Strategy to Improve the Student's Mastery in English Vocabulary (An Action Research in the Case of Elementary School Students of SDN 01 Banyumanik Semarang in the Academic Year 2007/2008) showed that the students' progress in mastering vocabulary related to noun during the activity is really good. The achievement of the students in learning vocabulary through this way improved. It was supported by the significant result of the test. Based on the above previous studies, this study attempts to examine the effectiveness of the use of word games on improving vocabulary mastery of midwifery students.

METHOD

This study used classroom action research in the way that it is kind of study of an action happens in a classroom (educational situation) to solve the problems during the teaching activities and related to the teacher as the subject of teaching process. This study employed the model of action research by Kemmis and Mc Taggart (1988) which stated that there are four steps in Classroom Action Research (Burn, 2010) including 1) planning which aims to identify a problem or issue and develop a plan of action in order to bring about improvements in

specific area of the research context, 2) action which aims to involve some deliberate interventions into your teaching situation that you put into action over an agreed period of time, 3) observation which aims in observing systematically the effects of the action and documenting the context, actions and opinions of those involved, and 4) reflection which aims to evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly.

The population of this study was all midwifery students in the academic year of 2018-2019. Meanwhile the total sample of this study were 40 second semester midwifery students at Muhammadiyah University of Kudus in the academic year of 2018-2019 including 20 students of intervention group and 20 students of control group which were taken by purposive sampling. Both intervention group and control group were given pre-test to measure the vocabulary achievement before the treatment using word games, and then they were given post-test after the treatment.

To collect the data, this study used some instruments including 1) observation which is the activity of giving total concern to research object of the sense. The purpose of the observation is to explain the situation in class activities, individual involvement in some activities and the relation between situation, activity and individual. In conducting the observation, the researcher will use the observation scheme to make it more systematic, containing list of activity or event which may happen. In this research, the observation is used to know how the students can improve their vocabulary achievement through Word games. Table of observation check list will be used to record the students' activity linked to their behaviour and attitude during the implementation of Word Games. This observation check list will be used in pre-cycle, cycle I and cycle II where a collaborator will help researcher to record the students' activity. 2) Documentation is

done to get information explicitly. Document is note of past event. It needed to record students' activity and teacher in teaching learning process such as. photo or video.6 Documentation that done in this research were picture of teaching learning process in the classroom, observation notes, lesson plan, students' score and students' task. And 3) test is a stimulus that given to someone in order to get answer or score (Wijaya et al, 2010). The test used in this research was written form. The kind of the tests were multiple choice. This kind of test was chosen because it kind of test that easy to do and describe. There were 15 multiple choices. The score of the students from the tests were used to know the improvement of the students' achievement after being taught by Word Games.

After data were collected, they were later analyzed to answer the question of research or to examine the hypothesis that

has been formulated. 1) Observation Data from observation included list of the observation teacher's activities and students' activities which used the rubric score categories including poor (0% - 20%), fair (21% - 40%), average (41% - 60%), good (61% - 80%), and excellent (81% - 100%). 2) Test is given in every cycle to know the improvement of achievement of the students. The mean is arithmetical average which is obtained by adding the sum offset score and dividing the number of the students. The formula is:

$$M = \frac{\Sigma x}{N}$$

M = mean

Σ = total of score

N = total of students

The formula above is used to find the mean of singular data to analyze the improvement of students.

FINDING AND DISCUSSION RESULT

Pre-cycle score result

The result of observation check list from pre-cycle is presented in the below table:

Table 1 observation check list of pre-cycle

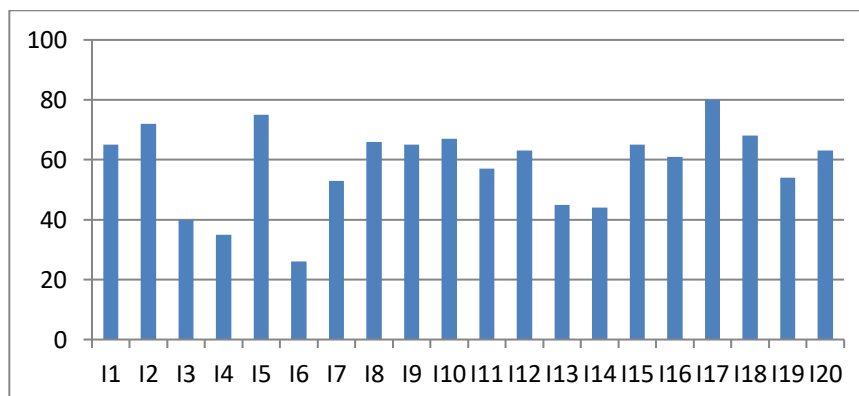
Indicator	Total of Students			
	YES	%	NO	%
Paying attention	8	40%	12	60%
Asking question	0	0%	20	100%
Responding to question	2	10%	18	90%
accomplishing task	11	55%	9	45%
English Game enthusiastic	0	0%	0	0%

Table 1 obsercation check list of pre-cycle.

It can be said that the average score is 21% of students who said yes for all five categories and belongs to fair category. From the description above, it can be concluded that students' participation are quite bored in learning vocabulary.

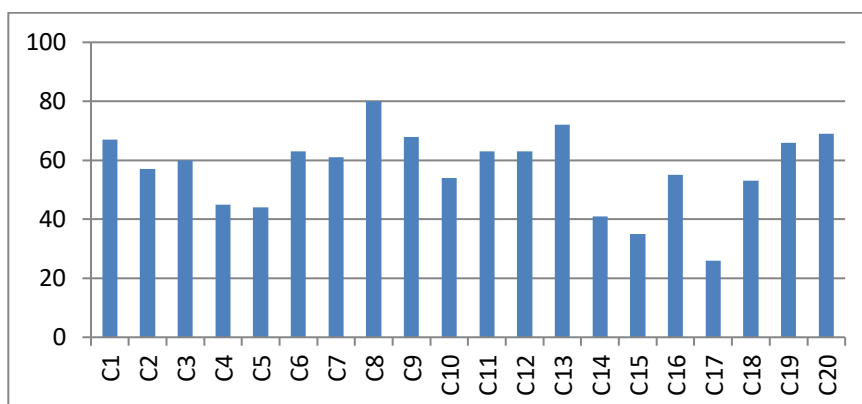
Meanwhile based on the students score in the pre-cycle, which is presented in the below diagram:

Diagram 1 pre-cycle score of intervention group



It can be seen from the result of pre-cycle score of intervention group the highest score is 80 the lowest score is 26.

Diagram 1 pre-cycle score of control group



It can be seen from the result of pre-cycle score of control group the highest score 80 the lowest score 35.

It can be concluded that average score of the students in the pre-cycle is 56.7 for both intervention and control group which means that it is still less than standart minimum score of 70 therefore it can be said to be unsuccessful.

First Cycle result

The result of observation check list from first cycle is presented in the below table:

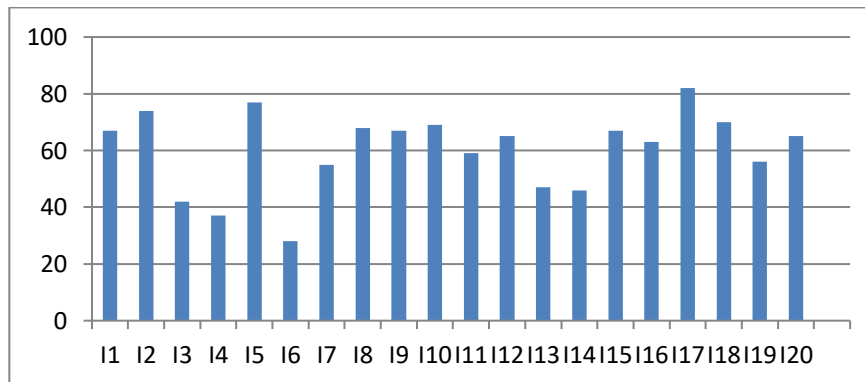
Indicator	Total of Students			
	YES	%	NO	%
Paying attention	16	80%	4	20%
Asking question	10	50%	10	50%
Responding to question	8	40%	12	60%
accomplishing task	16	80%	4	20%
English Game anthusiastic	7	35%	0	0%

Table 2 observation check list of first cycle

It can be said that the average score is 57% of students who said yes for all five categories and belongs to average category. From the description above, it can be concluded that students' participation are having good progresses.

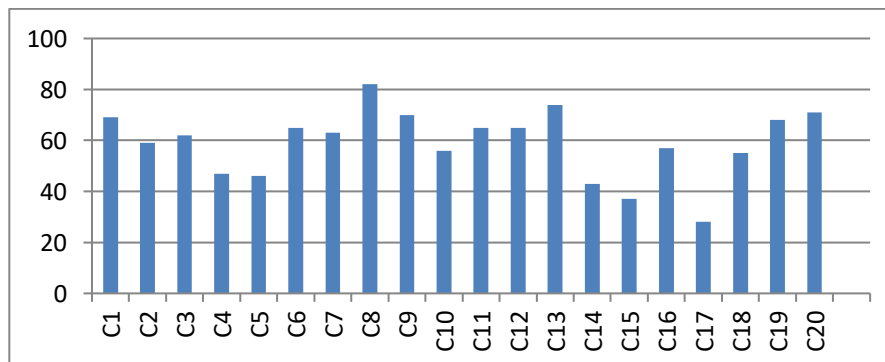
Meanwhile based on the students score in the first cycle, which is presented in the below diagram:

Diagram 3 first cycle score of intervention group



It can be seen from the result of first cycle score of intervention group the highest score is 82 the lowest score is 28.

Diagram 4 first cycle score of intervention group



It can be seen from the result of first cycle score of intervention group the highest score is 82 the lowest score is 37.

It can be said from the result score in the first cycle stated that the average score for both intervention and control group is 59.4 which means it is still below the standart minimum score.

Second Cycle Result

The result of observation check list from second cycle obtains:

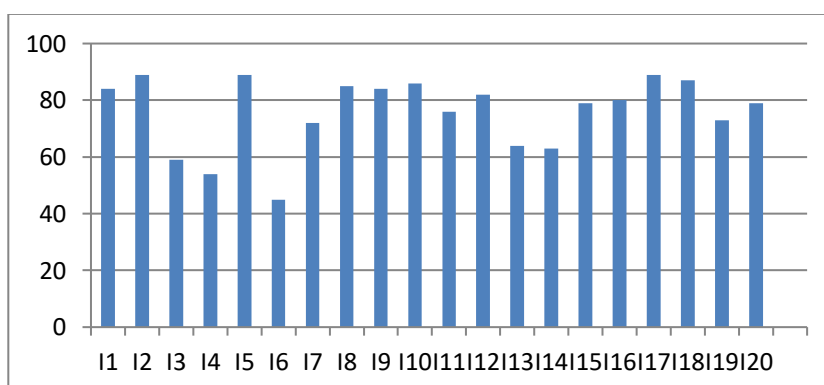
Indicator	Total of Students			
	YES	%	NO	%
Paying attention	17	85%	3	15%
Asking question	10	50%	10	50%
Responding to question	12	60%	8	40%
accomplishing task	17	85%	3	15%
English Game antusiastiac	11	55%	9	45%

Table 3 obsercation check list of second cycle

It can be said that the average score is 67% of students who said yes for all five categories and belongs to good category. From the description above, it can be concluded that students' participation are having good progrees better than pre-cycle and first cycle.

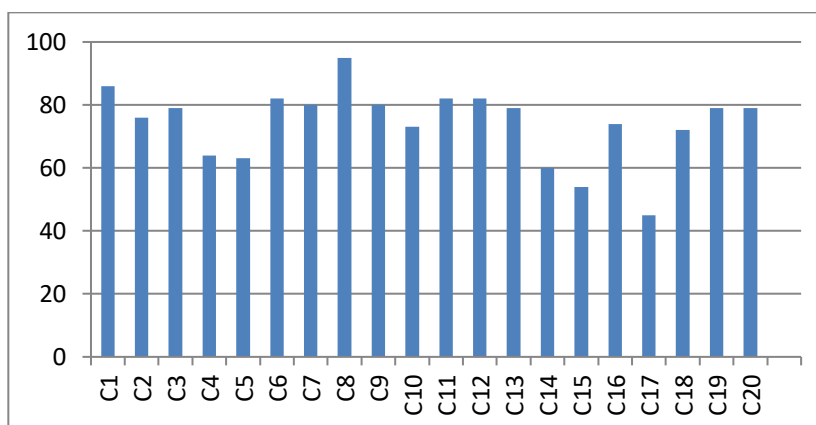
Meanwhile based on the students score in the second cycle, which is presented in the below diagram:

Diagram 5 first cycle score of intervention group



It can be seen from the result of first cycle score of intervention group the highest score is 89 the lowest score 45.

Diagram 4 first cycle score of intervention group



It can be seen from the result of first cycle score of intervention group the highest score is 95 the lowest score is 45

It can be stated from the result score of both intervention and control group in the second cycle is 78.3. It means that the score in the second cycle can be categorized as good because the result in this cycle achieve more than the minimum standart score of the class.

DISCUSSION

The result of the observation checklist from pre-cycle to second cycle stated that in the pre-cycle most students did not pay attention to the lesson and tended make noisy in classroom, such as talking with other friend, reading another book which is not English book, and sleepy and there were only some students that pay attention to the teacher.

Meanwhile in the first cycle there was improvement from the previous cycle in which some students are more active in teaching-learning process. For the students, there were improvement from some aspects. They started to concern towards teachers' explanation. Their seriousness and enthusiasm in learning process was good enough. They listened the explanation although some students still enjoyed with themselves activity.

In the second cycle, the use of word game makes the students more enjoy their class in the way that they looked fun and confident to introduce and mention vocabulary to their friends. An example of this is when the game run, firstly, the lecturer made class in a circle. After this, he mentions one word. So, the students tried to concentrate and continue the word in circle. They looked serious to mention a word correctly and also concerned with their friends' word. Later on, the instruction and management of the classroom were better than before. It can be seen from the most of students understand with the lesson' explanation.

Moreover, from the average score among pre-cycle, first cycle and second cycle, it showed the improvement in which in the pre-cycle the average score was 55.6 which means it did not reach the minimum standart score, in the first cycle after taught by using the average score was 59.4 which means it did not reach the minimum standart score but it has a progress compared to previous cycle. And finally in second cycle, the average score was 78.3 which means it reached the minimum standart score of 70. It means that the use of word games in the class improved students' vocabulary achievement. Therefore it can be concluded that the use of word game is effective to improve the midwifery students. It is appropriate to the indicator of achievement, the students' result of the test more than 75% and the students' average score more than 75. The improvement not only in teaching learning but also in the result of the test.

CONCLUSION

In short, it can be said the the use of word game in the class is effective to improve the midwifery students' vocabulary mastery. The improvement is seen from result of each cycle. The result in cycle one was 59.4 and cycle two was 78.3. Word Games was also interesting to the students. It can be seen in result of observation checklist in the first cycle was 65% and the second cycle was 81.7%. It means that majority of students participated in the class enthusiastically.

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