

Sevo Game To Improve The Students' Vocabulary Mastery At The Fourth Grade Of Sd Negeri 1 Sukoharjo Bandung

Cholichul Hadi¹, Sugiarto¹, Munirul Anam²

¹Department of Psychology, Faculty of Psychology Airlangga University Surabaya,

²MTs/MA Muhammadiyah Bandung Tulungagung

E-mail : cholichul_ririn@unair.ac.id

ABSTRAK

Kosakata adalah elemen penting dalam pembelajaran bahasa. Di kelas empat SD Negeri 1 Sukoharjo memiliki masalah serius dalam kosakata menguasai. Ini menunjukkan bahwa siswa tidak memperhatikan penjelasan guru. Jadi, pada 55% rata-rata siswa mendapatkan skor di bawah kriteria keberhasilan (65 0-100 skala). Untuk mengatasi masalah ini, peneliti menawarkan permainan sevo.

Pendekatan penelitian kuantitatif dan kualitatif. Desain penelitian ini adalah penelitian tindakan kelas. Subyek adalah 18 siswa. Prosedur penelitian studi pendahuluan dan penelitian tindakan diimplementasikan dalam bentuk siklus. Instrumen penelitian terdiri dari panduan observasi dalam proses belajar, tes, kuesioner, dan catatan lapangan. Hasil dari mereka adalah sumber data penelitian. Hasil penelitian menunjukkan 8 siswa (44%) lulus uji pada studi awal, 11 siswa (61%) lulus tes pada siklus pertama, dan pada siklus terakhir 17 siswa (94%) lulus ujian. Berdasarkan perbandingan, dapat disimpulkan bahwa sevo permainan dapat digunakan untuk meningkatkan penguasaan kosakata siswa. Berdasarkan hasil ditemukan, penulis menyarankan kepada guru dan siswa untuk menggunakan permainan dalam pengajaran kosa kata sevo belajar.

Kata kunci: *meningkatkan, penguasaan kosakata, sevo game.*

ABSTRACT

Vocabulary is a vital element in language learning. At the fourth grade of SD Negeri 1 Sukoharjo has serious problem in mastering vocabulary. It shows that the students do not pay attention to the teacher explanation. Thus, on the average 55 % of the students get score under the criteria of success (65 from 0 – 100 scale). To solve this problem, the researcher offers sevo game.

The research approaches are quantitative and qualitative. The design of this research is classroom action research. The subjects are 18 students. The research procedures are preliminary study and research action implemented in the form of cycles. Research instruments consist of observation guide in learning process, test, questionnaire, and field notes. The results of them are the data sources of the research. The result of the study shows 8 students (44%) passed the test on the preliminary study, 11 students (61%) passed the test on the first cycle, and on the last cycle 17 students (94%) passed the test. Based on the comparison, it is concluded that sevo game can be used to improve the students' vocabulary mastery. Based on the result found, the writer suggests to the teacher and the students to use sevo game in teaching learning vocabulary.

Keywords: *improve, vocabulary mastery, sevo game.*

INTRODUCTION

Communication is a great of importance to human's life. People need to communicate with others to have relationship in the society. People who keep the communication with others will have stronger

relation than people who isolate themselves from the community and do not make communication with others. Human communicate with others using language.

There are a lot of languages in this world for human, one of them is English. It is considered as an international language. (Vance Carson, 2007) states that after Mandarin, English is spoken by more people than any other language, and is the native language of more than 350 million people. More people speak English than those who speak the Arabic and French languages combined. Thus, English plays an important role as communication instrument among of the people in the world. It is the most widely used language in the world. Its influence is with the advance of information and idea such as; in the areas of business, finance, science, medicine, education and technology. It is the main commercial language. Everyday millions and millions people around the world use English at work and their social life. So, English will contribute a great deal to one's success in this information era.

English has been taught and learned for years at Indonesian schools. It means learning English is not something new for elementary school students in Indonesia. In the Ministerial Decree of the Education and Culture No. 060/U/1993 it was stated that English could be introduced to the fourth grade students of primary school as a local content subject. To support the decree, the provincial office of Department of Education and Culture in East Java has legalized a local English Syllabus for the primary school (No. 1702/104/M/94/SK). To improve the English curriculum, it is clearly stated in the Ministerial Decree of the National Education:

(Nomor 22 Tahun 2006 tentang Standar Isi dan Permendiknas Nomor 23 Tahun 2006 tentang Standar Kompetensi Lulusan) “ ... Sekolah dapat menyelenggarakan satu mata pelajaran muatan lokal setiap semester atau dua mata pelajaran muatan lokal dalam satu tahun. Salah satunya adalah muatan lokal Bahasa Inggris wajib bagi semua siswa kelas I hingga kelas VI.

In accordingly, English should be a compulsory subject in primary schools started from first class to sixth class. English has been taught in SD Negeri 1 Sukoharjo Bandung, Tulungagung since 2003.

Vocabulary is important in teaching learning English. According to Agnieszka Uberman (2008) states that vocabulary acquisition is increasingly viewed as crucial to language acquisition. In order to build a house, you will need bricks. To build a language, you will need words. Words here would mean vocabulary and vocabulary is a vital element in language learning. Especially for beginners, vocabulary mastery is the very basic knowledge to learn more about English. David Nunan (1991: 118) states that the development of rich vocabulary is an important element in the acquisition of a second language. In general, teaching vocabulary especially for young learners is not easy. Teachers need more creativity in presenting it. Thus, teachers as well as learners need to have a systematic approach in teaching and leaning vocabulary.

However, at the fourth grade of SD Negeri 1 Sukoharjo Bandung faces serious problem during the teaching and learning process. According to experiencing the learning process in this class, it shows that the students do not pay attention to the teacher's explanation. It can be seen from the responses in doing some exercises and practices, and the result is that on the average 55 % of the students get score under the criteria of success (65 from 0 – 100 scale). Based on the fact above, the students get difficulties in mastering vocabulary. It can be concluded that the technique of teaching learning vocabulary the teacher uses seems ineffective for the students. The students are not involved actively in teaching and learning process. Consequently, the teacher needs to try other techniques in presenting vocabulary to young learners.

In this study the researcher offers another alternative technique in teaching vocabulary mastery. The technique is sevo game which will increase the process in memorizing vocabulary quickly because this game will push the students ahead in mastering vocabulary. On the other side, sevo game is easy to do. So, it is not doubtful that the effectiveness in teaching learning process could be maintained. According to the problem and the reasons above, the researcher is interested in conducting an action research entitled sevo game to improve the students' vocabulary mastery at the fourth grade of SD Negeri 1 Sukoharjo Bandung in the academic year of 2009/2010.

METHOD

The design of this research is a classroom action research with cycle model since this research was planned to improve the students' vocabulary mastery at the fourth grade of SD Negeri Sukoharjo 1 Bandung through Sevo game. Action research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of those practices and the situations in which the practices are carried out (Carr and Kemmis 1988: 5-6 (in Smith, 2007).

Action Research can be defined as a combination of the terms "action" and "research." Action research puts ideas into practice for the purpose of self-improvement and increasing knowledge about curriculum, teaching, and learning. The ultimate result is improvement in what happens in the classroom and school (Kemmis & McTaggart, 1982). The function of an action research is basically as a tool for improving the quality and efficiency of the application of educational activity. In short, a classroom action research is intended to solve a problem in the classroom.

RESULTS

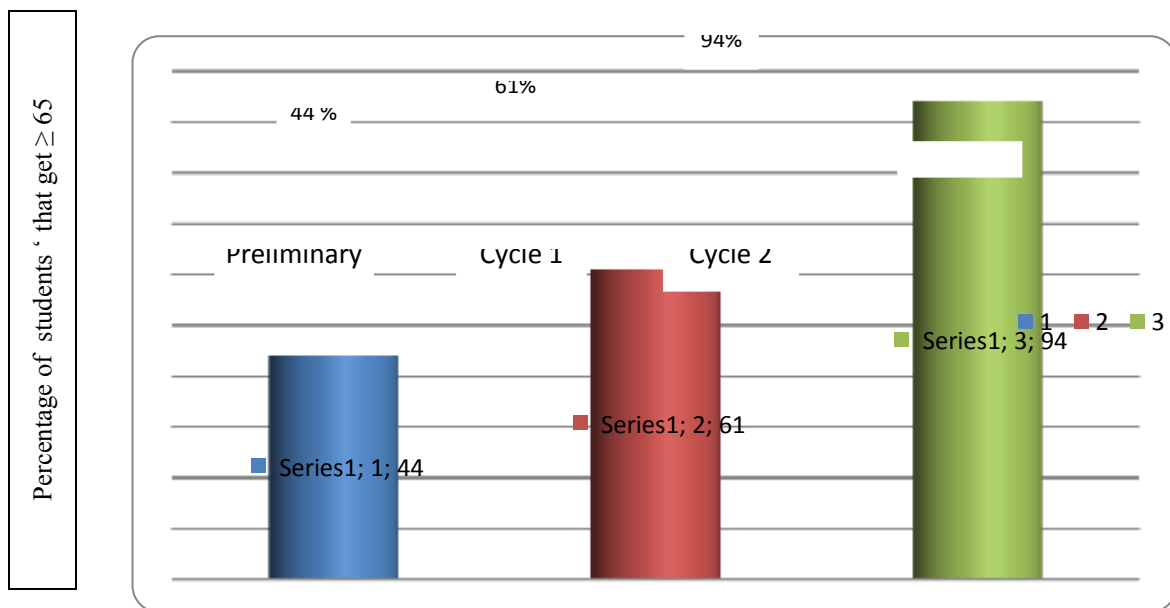


Diagram 1 the percentage of success on preliminary study, first cycle, and second cycle.

Based on the students' score in the preliminary study was known that the student's vocabulary needed to be improved. Since their scores were under the criteria of success. There were just 44% of 18 students who passed the vocabulary test. This class could not be said to have mastered in learning because the success of this class was less than 85%. It meant that the students' vocabulary mastery before conducted the action research was quite weak. To improve the students' vocabulary mastery, the researcher did this classroom action research.

From the first cycle, it was known that the amount of the students who passed the writing test increased. There were 61% of students who passed the test. But, it had not achieved the criteria of success. So, the researcher did the second cycle.

The researcher found another increasing amount of the students who passed the vocabulary test on cycle 2. The result of the study on this cycle was 17 students passed the test. 94% of the students were successful. It could be concluded that a class could be said to have mastered in learning because the success of this class was more than 85%. It meant that the students' vocabulary mastery was good after the implementation of sevo game.

The researcher found that after the implementation of sevo game, the students' vocabulary mastery could be developed. It could be seen by the improvement of the students' test result from preliminary study, to cycle 1 and cycle 2. Based on the students' response, sevo game increased in the process in memorizing vocabulary quickly because this game pushed the students ahead in learning vocabulary. Thus, sevo game was not doubtful that the effectiveness in teaching learning process could be maintained. It is clearly that sevo game could help students improve their vocabulary mastery.

It could also be presented that during the implementation of sevo game there was development of interesting responses of the students. When sevo game was played individually, the class situation was crowded brought by the rest students. Thus, they did not pay attention to the player playing this game. In the researcher opinion, this problem was one of the causes why this class had not still achieved the criteria of success. In the second cycle, sevo game was played in group. The class situation and the students' motivation were better than the previous cycle. They had much enthusiastic during teaching learning process. In this cycle, the computation of the students' score had passed the criteria of success. From this fact, it emerged that sevo game could improve the students' vocabulary mastery

KNOT

Based on the conclusion above, the researcher would like to give some suggestions to improve the students' vocabulary mastery and there would be as follows:

1. Using sevo game in teaching vocabulary is recommended for English teachers, especially for the elementary school teacher to attract the students' interest and motivation in learning English.
2. The program should be done regularly and continuously.
3. To get a wider generalization of the result of this study, such activity should be conducted in other classes of other school, and the researcher hopes that there will be many researchers explore about how to apply sevo game more effectively in the future.

REFERENCE

- Adams, S Waters. 2006. Action Research in Action, (online) (<http://www.edu.plymouth.ac.uk/resined/actionresearch/arhome.htm>, accessed on April 2, 2010).
- Adelaide. 1999. Rigid Curriculum Complicates RI's English Teaching, (online) (<http://www.thejakartapost.com/news/1999/11/10/rigid-curriculum-complicates-ri039s-english-teaching.htm>, accessed on April 2, 2010).
- Bih, Smail, Ben. 2006. Teaching Vocabulary for Beginners, (online) (<http://www.udel.edu/eli/2006P4L/smail.pdf>, accessed on April 5, 2010).
- Burton, Caroline. 2006. Quantitative, (Online), (<http://www.nottingham.ac.uk/nursing/sonet/rlos/cbp/qvq/2.html>, accessed on April 6, 2010).
- Burton, Caroline. 2006. Qualitative, (Online), (<http://www.nottingham.ac.uk/nursing/sonet/rlos/cbp/qvq/3.html>, accessed on April 6, 2010).
- Diamond, Linda & Gutlohn, Linda. 2006. Teaching Vocabulary, (online) (<http://www.Idonline.org/article/9943>, accessed on April 2, 2010).
- Fara. Sugiarto & Wawan. 2008. Sevo Game, The Working Paper for Lomba Karya Tulis Mahasiswa, UNAIR Surabaya, Surabaya. 15 October.
- Guion, Lisa A. 2006. Conducting an In-depth Interview, (Online), (<http://edis.ifas.ufl.edu/FY393>, accessed on March 15, 2010).
- Haycraft, John. 1986. An Introduction to English Language Teaching Revised Impression (2nd). England: Longman.

- Kaka, Saverinus. 2008. Teaching English Vocabulary by Games, (online) (<http://www.tarsisius2.or.id/artikel/sma/teaching-english-vocabulary-games>, accessed on March 29, 2010)
- Karsidi. 2007. Model Tingkat Satuan Pendidikan (KTSP) SD/MI. Solo: PT TIGA SERANGKAI PUSTAKA MANDIRI.
- Kwiatkowska, Grazyna. 2007. Techniques in Teaching Vocabulary at the Beginners Level, (online) (http://www.profesor.pl/mat/pd7/pd7_9_kwiatkowska_20070420.pdf, accessed on April 5, 2010).
- Nunan, David. 1991. Language Teaching Methodology a textbook for teachers. New Jersey: Prentice Hall.
- O'Brien, Rory. 1998. An Overview of the Methodological Approach of Action Research, (online) (<http://www.web.net/~robrien/papers/arfinal.html>, accessed on March 15, 2010).
- Peny. 2008. Young Learners Characteristics, (online) (<http://peni.staff.uns.ac.id/2008/10/10/young-learner-characteristics/>, accessed on March 25, 2010).
- Riduwan. 2005. Skala Pengukuran Variabel-variabel Penelitian. Bandung: Alfabeta, CV
- Septy, Adzanil, Prima. 2000. Assumptions and evidences about introducing English in Indonesian primary schools, (online) (<http://www.educ.utas.edu.au/users/tle/JOURNAL/Articles/Septy/Septy.html>, accessed on March 25, 2010).
- Smith, Mark, K. 2007. Action Research, (online) (<http://www.infed.org/research/b-actres.htm>, accessed on April 2, 2010).
- Shoebottom, Paul. 2007. How to Learn Vocabulary, (online) (<http://esl.fis.edu/learners/advice/vocab.htm>, accessed on April 5, 2010).
- Suyanto, Kasihani. 2008. Pengajaran Bahasa Inggris di Sekolah Dasar: Kebijakan, Implementasi, dan Kenyataan, (online) (<http://library.um.ac.id/images/stories/pidatogurubesar/Pidato%20Guru%20Besar%20Prof.%20Kasihani%20E.%20Suyanto,%20M.A.,%20Ph.pdf>
- Thames Valley University, 2008. Primary Data Collection, (online) (<http://brentvu.ac.uk/dissguide/hm1u3/hm1u3text3.htm>, accessed on 1 April 2010).
- Thames Valley University, 2008. Secondary Data Collection, (online) (<http://brentvu.ac.uk/dissguide/hm1u3/hm1u3text2.htm>, accessed on 1 April, 2010).
- The American Heritage. 2003. Instrument, (Online), (<http://www.thefreedictionary.com/Instruments>, accessed on April 13, 2010).
- The American Heritage. 2003. Test, (Online), (<http://www.thefreedictionary.com/test>, accessed on April 13, 2010).
- Uberman, Agnieszka. 2008. The Use of Games for Vocabulary Presentation and Revision, (online) (http://eca.state.gov/forum/vols/vol36/no_1/p20.htm, accessed on April 2, 2010).
- Ur, Peny. 1999. A Course in Language Teaching Practice and Theory (1st). Cambridge: Cambridge University Press.
- Vance, Karson, Kajang. 2007. Why English is Important, (online) (<http://thestar.com.my/english/story.asp?file=/2007/10/18/lifefocus/18963932&sec=lifefocus>, accessed on March 25, 2010).
- Waters-Adams, Stephen. 2006. Action Research in Education, (Online), (http://edu.plymouth.ac.uk/resined/action_research/arhome.htm, accessed on April 6, 2010).