

Improving Students' Vocabulary Mastery By Using Problem Plane Game Method

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ABSTRACT

Purpose of this research is to find out whether using Problem Plane Game Method can significantly improve students' vocabulary mastery by conducting CAR. The subjects of this research were 30 students of class VIII-1 SMP Swasta Al-Washliyah 26 Medan, which was carried out in two cycles. The data collection instruments were quantitative data and qualitative data (observation sheet). The Minimum Completeness Criteria value underlying this research was >75. Based on data analysis, Problem Plane Game Method scores increased in each test. The students' test results showed the average pre-test score was 58.1. The mean post-test of cycle I was 72.3. The average post-test score for cycle II was 83. Based on the observation sheet, it was known that the teaching and learning process run well. After teaching using Problem Plane Game Method, students' vocabulary mastery improved. The implementation of the Problem Plane Game Method can improve students' vocabulary mastery, especially students' grade VIII-1 of SMP Swasta Al-Washliyah 26 Medan.

Keywords : Vocabulary Mastery, Problem Plane Game Method

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1. INTRODUCTION

English is very important in life to facilitate communication with other people who use other languages. vocabulary is one of the important aspects that must be considered before learning other skills such as listening, speaking, reading and writing.

Vocabulary is also an important issue for teachers and students in learning a foreign language. A person's understanding of a written or spoken text will depend on the level of vocabulary he has. If he has a sufficient amount of vocabulary, then he will easily understand the points conveyed by the author in a written text or the messages conveyed in an oral text. Otherwise, s/he will not understand anything.

Based on observations made by researchers in English language learning at SMP Swasta Al-Washliyah 26 Medan, there are many problems faced by students in acquiring English language knowledge, especially in terms of vocabulary. Based on the interview with the English teacher at SMP Swasta Al-Washliyah 26 Medan, in daily English learning, students often remain silent when the teacher asks the meaning of an English word. English teachers sometimes ask to read books, but students do not understand the meaning of what they read. Consisting of the problem of students being unfamiliar with English vocabulary, the researcher found that many students no longer understood the meaning of English words and could not answer English questions. Students quickly forget words that have just been expressed by the teacher or after they look up the meaning in the dictionary. The Minimum Completion Criteria score at the school was 70. However, many students scored below The Minimum Completion Criteria.

2. LITERATURE REVIEW

A. Vocabulary Mastery

Vocabulary mastery is always being an essential part of English. Lewis and Hill (1990:12) say that vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having proportional English vocabulary, students was get some difficulties in using English. Vocabulary mastery can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it).

In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's saying.

From the definition above, we can conclude that vocabulary mastery is an individual's great skill in using words of a language which is acquired based on their own interest, need and motivation. Vocabulary mastery plays an important role in the four language skill and it has to be considered that vocabulary mastery is one of the needed components of language.

B. Kinds of Vocabulary

Vocabulary is very important in mastering language skills. Based on its use in language skills, English vocabulary is divided into active vocabulary and passive vocabulary. Active vocabulary are words that can be understood and pronounced by the speaker correctly and used constructively in speaking and writing skills, while passive vocabulary are words that are recognized and understood by the speaker in context, but cannot be produced correctly by the speaker in speaking and writing skills. Susanto (2017:185) divides two kinds of vocabulary, namely receptive vocabulary and productive vocabulary. Receptive vocabulary is the ability to recognize words and remember the meaning of the word, while productive vocabulary is the ability to recognize words and remember the meaning of the word, and also used in speaking or writing skills at the right time.

C. Learning Methods

Learning methods are ways used by teachers to optimize the learning process to achieve the expected learning objectives (Mariyaningsih, N & Hidayati, M (2018). learning strategies are still conceptual and various learning methods are used to implement them. Strategy is a series of activities that must be done to achieve goals (Sanjaya, 2008). It is said to be a series of activities because the strategy is basically still abstract and has not led to practical matters. Therefore, the strategy is still a plan or an overall picture. To achieve learning objectives, an effective strategy is needed to achieve learning objectives. Without the right strategy, in accordance with the right learning activities with learning activities, it is certain that learning objectives will be difficult to achieve.

D. Problem Plane Game Method

This method is another word for problem plane game, a journal from the research of Titik Suharyati entitled "Problem plane game can overcome boredom and laziness of students in participating in Indonesian language learning." In this research journal, the author invites students to recall childhood when playing airplanes made of paper that the author has previously provided. In philosophy, the existence of an airplane illustrates a tool to reach high hopes and ideals. In this case the author thinks that the airplane is able to deliver its passengers to the final destination far and high in accordance with maximum expectations.

Problem plane game, now called the problem plane game, is the same method used to make it easier for teachers to convey material and make it easier for students to receive understanding in the teaching and learning process.

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F. The Steps of Learning Using Problem Plane Game Method

- 1) The teacher opens the lesson by saying greetings and praying together.
- 2) The teacher checks attendance, neatness of clothing and seating position adjusted to the learning activities.
- 3) The teacher conveys the objectives to be achieved.
- 4) Learning with problem plane game begins with teacher explaining the rules of the game.
- 5) The teacher guides students to form small groups of 4-5 people.
- 6) The teacher distributes paper to students.
- 7) Students write down one problem they find from the book.
- 8) Students then fold the problem paper into an plane with their name on the wings.
- 9) Then students stand in a full circle and fly plane simultaneously based on the teacher's signal.
- 10) Next, students immediately run to get one of their friend's plane.
- 11) Students return to their seats, open plane and study the written problem.
- 12) Together with the group, each member writes a short and clear problem-solving sentence.
The group that has finished comes forward to read out the problem and the solution sentence that they have written.
- 13) Other groups give responses.

3. METHOD

A. Research Design

The method used in this research is Classroom Action Research. Classroom Action Research is an activity to improve learning practices on learning activities from problems that arised in learning situations.

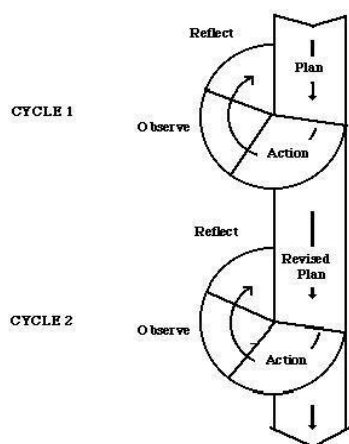
According to Suhardjono in Iskandar (2015), the Classroom Action Research is conducted with the aim of improving the quality of learning practices in the classroom. The results of the research are then reported in accordance with the real conditions carried out by the teachers in their classrooms in an effort to improve the quality of learning with methods, strategies or learning models that are tailored to classroom conditions and the characteristics of the subject matter.

B. Research Subjects

The subjects of this study were the VIII-1 grade students of SMP Swasta Al-Washliyah 26 Medan, the number of students were 30 students, which consisted of 12 boys and 18 girls. The object of the research was the implementation of problem plane game method in improving students' vocabulary mastery in English subjects especially verbs and adjectives. The researcher chose SMP Swasta Al-Washliyah 26 Medan as the location of the research. Time was started from may 27th, 2023 to june 7th, 2023.

C. Research Procedures

The measures in action research (Planning, Implementing, Observing and Reflecting) are made in each cycle. Cycles are done depending on the issues needed to solve.



Picture 1.

D. Data Collection Technique

In this case, data collection method used is documentation to show how teaching and learning process by taking photos. The documentation method has function to collect data by recording data that already occurred. All the teaching and learning activities included discipliness and students' learning outcomes documented and carried out in this study.

E. Data Analysis Techniques

1) Qualitative Descriptive Analysis

Qualitative descriptive analysis was to give production to the variables mentioned according to the actual combination. This technique was used to analyze qualitative data. This qualitative descriptive analysis was obtained from qualitative data collected in the study which included:

- a) Teacher observation sheet
- b) Student observation sheet
- c) Teacher and student interview results

2) Quantitative Descriptive Analysis

Quantitative data is a statistic data that served to describe or provide an overview of the object under study through sample or population data as it was without conducting analysis and making conclusions that applied to the public.

Students' score of vocabulary test was counted by using the formula, as follow:

$$S = \frac{R}{N} \times 100\%$$

S : Score

R : The number of correct answer

N : The number of question

To know the mean of students' score of assessment by applying the following formula :

$$X = \frac{\sum X}{n}$$

$$\Sigma N$$

X : Average (mean)

Σx : The sum of all student scores

ΣN : Number of students

The Minimum completeness criteria score, it would be calculated by applying the following formula:

$$P = \frac{F}{N} \times 100\%$$

P : Percentage of learning completeness to be sought

F : Frequency (many students who are complete)

N : Number of students

$$P = \frac{y_1 - y}{y} \times 100\%$$

P: Percentage of students' improvement

y: Pre-test result

y1: Post-test 1

$$P = \frac{y_2 - y}{y} \times 100\%$$

P : Percentage of students' improvement

y : Pre-test result

y2 : Post-test 2

4. RESULT AND DISCUSSION

A. *The Result of Pre-Test*

In vocabulary learning, students in class VIII-1 of SMP Swasta Al-Washliyah 26 Medan are less interested in English vocabulary, because the pronunciation must be different but not like in written form. They have low motivation, which makes their vocabulary mastery not as expected by the researcher. In addition, the English teacher was not qualified in teaching English, so she could not choose creative techniques to teach her students. This was known by the researcher when she entered the classroom and observed the teaching and learning process in this school. In the preliminary study, the researcher conducted an initial test.

This test aims to measure students' mastery of vocabulary. 30 students took the preliminary test, the test consisted of 20 matching questions. The purpose of giving the initial test by giving matching questions is to find out whether in a limited time students can find the correct answer. Only some students completed the preliminary test and scored well. That is, there are still many who score below The Minimum Completeness Criteria.

Table 1. The Result of The Students' Score in Pre-Test Cycle I

No.	Initial Names of Students	Pre-Test
1	MNFA	50
2	MR	65
3	DWH	65
4	MR	40
5	MH	65
6	MRS	65
7	FRR	45
8	DSN	60
9	JVR	65
10	AA	50
11	KPT	40
12	PH	60
13	NA	60
14	PP	65
15	ES	50
16	ZS	60
17	IA	75
18	SR	50
19	SN	40
20	SM	50
21	AS	50
22	SR	85
23	SS	50
24	NN	60
25	FA	75
26	DPS	60
27	MRR	50
28	DRA	60
29	RS	75
30	PW	60
TOTAL		$\Sigma x = 1.745$ $X = 58.1$

To get the result of Pre-test, firstly the researcher calculated the mean score:

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

$$X = \frac{1.745}{30}$$

$$X = 58.1$$

Then, to the percentage of students who passed The Minimum Completeness Criteria score, the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{4 \times 100\%}{30}$$

$$P = 13.3\%$$

Based on the result of the Pre-test, the data shows that the mean score of Pre-test is 58.1. There were only 4 students or 13.3% of the students who got the score The Minimum Completeness Criteria meanwhile the other 26 students were below that criterion. From the analyzing, it could be seen that almost of VIII-1 grade of SMP Swasta Al-Washliyah 26 Medan students' vocabulary was still very low.

1) The First Cycle of CAR

a. Planning

The research collaborated with her collaborator (in this case is the teacher) to plan actions related preparing Problem Plane Game Method, learning materials and media, and determining success criteria. In this phase, the researcher made a planning for the Action Research based upon the problems faced by students about vocabulary.

Beside of making lesson plan, the researcher also prepared observation sheets to observe the students and researcher's activities in teaching learning process whether they were in accordance with the previously made lesson plans or not. And the researcher also prepared Post-test 1 to collect data and determine the increase of students' scores from Pre-test to Post-test.

Next, the researcher determined the criteria of success. The criteria of success were 75% of the students' vocabulary scores who The Minimum Completeness Criteria English (75.0) or above 75% of students participated in English vocabulary class.

b. Implementing

The implementing of Cycle I was done by implementing the teaching learning process based on lesson plan. In the first meeting, before involving students in Problem Plane Game Method, the researcher acted as a teacher and conducted learning in accordance with the lesson plan that had been made previously. (1) The researcher asked the students to listen the explanation of the procedures of Problem Plane Game Method. But before teaching learning process run, the researcher had done explanation about using Problem Plane Game Method in their mind, in order they would understand about the technique. (2) The researcher gave the topic to the students. It meant that the researcher thought them about vocabulary, automatically they would have new words. It made them easily to understand the sentences and they were able to create the good sentences. (3) Teacher asked the students to pronounce and spell the words. In teaching learning process, the researcher gave them a new word on the whiteboard, then the researcher said the words with good pronunciation, and the student hit one word from another words that gummed on the whiteboard. (4) Students said the words that had been said by their friends. (5) Teacher asked the students to memorize the word before back to the chair and made the sentences correctly and logically. (6) The teacher closed the meeting and motivated the students to study hard. These steps were very important before teaching learning process closed. Because their motivation would make them struggle in their learning especially in memorizing the vocabulary.

c. Observing

The observation was done to know how the students' behavior and what the students' failed during teaching and learning process on pre, while, and post vocabulary activities through observation. In the first meeting, the researcher watched the students whether they were interested in the lesson given through Problem Plane Game Method, but there was the class which still had a problem in divided the students into group. So it made the class noisy. The students were not able to concentrate with the teacher, so they still confused in playing the game. In second meeting, the observer saw better classroom conditions. They had already know how to divide a group and the students do not make a lot of noise again in the class. The students were interested in following the teacher instructions to play game through Problem Plane Game Method. However, there were still some students who did not concentrating with the teacher and disturb other friends. But outside of the problem, the class could understand the lesson well.

In the Post-test 1, the students scores had increased. In the Post-test 1 students had reacted to pay more attention to the teacher and asked about material they didn't know. The result of Post-test showed the mean score of the class increased to 72.3 which there were 15 students who passed The Minimum Completeness Criteria 75. The result of detail from Cycle I could be seen below:

Table 2. The Result of The Students' Score in Post-Test of Cycle I

No.	Initial Names of Students	Post-Test I
1	MNFA	75
2	MR	80
3	DWH	70
4	MR	70
5	MH	70
6	MRS	75
7	FRR	75
8	DSN	70
9	JVR	75
10	AA	60
11	KPT	75
12	PH	75
13	NA	75
14	PP	80
15	ES	70
16	ZS	70
17	IA	85
18	SR	60
19	SN	60
20	SM	70
21	AS	60
22	SR	90
23	SS	60
24	NN	70
25	FA	80
26	DPS	75
27	MRR	70
28	DRA	75
29	RS	80
30	PW	70
TOTAL		$\Sigma x = 2.170$ $\bar{X} = 72.3$

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

$$X = \frac{2.170}{30}$$

$$X = 72.3$$

Then, to the percentage of students who passed The Minimum Completeness Criteria score, used the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{15 \times 100\%}{30}$$

$$P = 50 \%$$

To know students' improvement scores on the percentage of students' vocabulary from Pre-test up to Post-test scores in Cycle I by applying the following formula :

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{72.3 - 58.1}{58.1} \times 100\%$$

$$P = 24.4\%$$

d. Reflecting

In this phase, reflecting helped the researcher and teacher to decide on what to do next. The researcher reflected on anything that had been done before. It made sure that to know whether the students improved on the students' vocabulary or not after using Problem Plane Game Method. So, because of that, the researcher was needed to do again the stages of CAR in the next cycle by reflecting on what had been done before in Cycle I.

2) The Second Cycle of CAR

After Cycle I had been done, it was found that students' vocabulary mastery was improved. But the researcher made sure that to know whether the students improved on the students' vocabulary mastery or not after using Problem Plane Game Method in the next cycle by reflecting anything that had been done before in Cycle I.

a. Planning

The researcher collaborated with her collaborator (in this case is the teacher) to plan actions related preparing Problem Plane Game Method, learning materials and media, and determined minimum scores of success criteria. In this phase, the researcher made a planning for the Action Research based upon the problems faced by the students about vocabulary.

Besides of making lesson plan, the researcher also prepared observation sheets to observe the students and researcher's activities in teaching learning process whether they were in accordance with the previously made lesson plans or not. And the researcher also prepared the Post-test 2 to collect the data to know there were some students' who improved their scores from Post-test 1 to Post-test 2.

b. Implementing

In this part, the researcher implemented the teaching learning process based on lesson plan that had been made. In the first meeting, before involving students in Problem Plane Game Method, the researcher acted as a teacher and conducted learning in accordance with the lesson plan that had been made previously. (1) The researcher asked the students to listen to the explanation of the procedures of Problem Plane Game Method. But before the teaching learning process run, the researcher explain the use Problem Plane Game Method in their minds, so that students understand this technique. (2) The researcher gave the topic to the students. It meant that the researcher thought them about vocabulary. So automatically they would have known new words. It made them easily to understand the sentences and were able to create the good sentences. (3) Teacher asked the students to pronounce and spell the words. In teaching and learning process, the researcher gave them a new word on the whiteboard, then the researcher pronounced the words with a good pronunciation, and the student hit one word from another words that gummed on the whiteboard. (4) Students pronounced the words that had been hit by their friends. (5) Teacher asked the student to memorize the word before back to the chair and made the sentences correctly and logically. (6) The researcher applied the game to the students in order the class would be more active to memorize the new word about noun, verb and

adjective that connected to the topics. Most of the students were very enthusiastic and serious when they played it, they counted the number of students who were wrong in playing the game and had fun to make a good new words into good sentences. They really enjoyed this game.

c. Observing

The observation was done for the last time. The students' activities was observed to show that the condition of class run very well after using Problem Plane Game Method. There were fewer students who did not understand how to play this game, all students become active in the activities provided by the teacher so that the classroom atmosphere becomes more lively and students were interested in lesson participation. The students could compare and recognize kind of noun, verb and adjective.

Table 3. The Result of The Students' Score in Post-Test of Cycle II

No.	Initial Names of Students	Post-Test II
1	MNFA	80
2	MR	90
3	DWH	80
4	MR	80
5	MH	80
6	MRS	80
7	FRR	80
8	DSN	80
9	JVR	80
10	AA	80
11	KPT	80
12	PH	80
13	NA	80
14	PP	90
15	ES	80
16	ZS	90
17	IA	100
18	SR	80
19	SN	80
20	SM	80
21	AS	80
22	SR	100
23	SS	70
24	NN	80
25	FA	90
26	DPS	90
27	MRR	80
28	DRA	80
29	RS	90
30	PW	80
TOTAL		$\Sigma x = 2.490$ $X = 83$

From the table above, the total students scores was 2.490 and to see the students average in the test, the researcher used the following formula:

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

$$X = \frac{2.490}{30}$$

$$\begin{aligned} & 30 \\ X &= 83 \end{aligned}$$

Then, to the percentage of students who passed The Minimum Completeness Criteria score used the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{29 \times 100\%}{30}$$

$$P = 96.7\%$$

To know students' improvement score on the percentage of students' vocabulary from Pre-test up to Post-test score in Cycle II by applying the following formula :

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{83 - 58.1}{58.1} \times 100\%$$

$$P = 42.8\%$$

d. Reflecting

After checking the students' vocabulary mastery by giving a test, it was found that students' scores showed an improvement. Based on the observation and the result of their test, the students could use Problem Plane Game Method as their media in memorizing and retaining their vocabulary. It could be concluded that the students' vocabulary mastery had improved by using Problem Plane Game Method.

B. Discussion

This research is line with Miftahul Jannah (2019) with the title "Using Problem Plane Game Method for Improving Students' Vocabulary Mastery at SMP Miftahul Janah". The difference between Miftahul Jannah research and this research was the main material or media of vocabulary in which this research just focus on the verb and adjective. The similarity was focused on students' vocabulary mastery.

The research by Wulandari (2019) which entitled "The Effect of Using Problem Plane Game on Vocabulary of Seventh Grade Students at MTs Nurul Hikmah Bintoro". The difference between Wulandari research and this research was that this research by using classroom action research while Wulandari research by using pre-experimental research. The similarity between Wulandari research and this research was to improve students' vocabulary mastery by using Problem Plane Game Method as a research instrument.

Based on the explanation, the researcher said that this research was successful in Improving Students' Vocabulary Mastery by using Problem Plane Game Method at VIII-1 grade students of SMP Swasta Al-Washliyah 26 Medan.

5. CONCLUSION

Based on the results of research conducted in grade VIII-1 of SMP Swasta Al-Washliyah 26 Medan, it could be concluded that Problem Plane Game Method had improved students' vocabulary mastery. It could be proven by the following facts. Quantitatively, the improvement could be seen from the students' pre-test average score from 58.1 or 13.3% of the class percentage who passed the Minimum Completeness Criteria. The average post-test score in cycle I was 72.3 or 50% of the class percentage who passed the Minimum Completeness Criteria. The average post-test II score was 83 or 96.7% of the class percentage who passed the Minimum Completeness Criteria in cycle II. Qualitatively, the observation results showed that the students were more active and interested in learning vocabulary by using Problem Plane Game Method because Problem Plane Game Method could help them to learn vocabulary easily. It was also supported by the interview results, which showed that the students felt happy and enjoyed using Problem Plane Game Method, they were very enthusiastic to follow English class. As a result, Problem Plane Game could be used as the recommended method in teaching vocabulary.

Based on the above findings, the researcher here wanted to give the solutions to solve the problems in teaching vocabulary by giving these following suggestion as follow:

- It is recommended for English teachers to apply Problem Plane Game Method in teaching vocabulary because Problem Plane Game Method are much more effective to improve students' vocabulary mastery.
- It is essential for students to have more vocabulary and applying Problem Plane Game Method when learning vocabulary.
- Readers are encouraged to have a lot of information about the learning experience of teaching vocabulary to students by using more effective methods that can improve students' vocabulary mastery, such as Problem Plane Game Method.

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