

THE USE OF WORD HUNTS TO IMPROVE STUDENTS' VOCABULARY MASTERY

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ABSTRACT

Vocabulary is essential component of all use of language. When the students acquaint new vocabulary, they must know the meaning of words. They must also know how to arrange individual words within the sentence. Vocabulary helps the students to express their ideas fluently and effectively. The aims of this study were to know whether Word Hunts can improve students vocabulary mastery and to find out how Words Hunts improve the vocabulary mastery of the eighth grade students of SMP N 1 Mojogedang in 2017/2018 Academic Year. This study was conducted at the eleventh grade of SMPN 1 Mojogedang. The method of the study was classroom action research which was conducted from November 2017 until January 2018. The data were collected through test (oral test) and non-test (observation, interview, and documentation). While, to analyze the data was used t-test. The result of this study showed that the implementation of Word Hunts was successful to improve the students' vocabulary mastery. The mean score increased from 52.09 in pre-test became 75.55 in post-test 1 and became 86.61 in post-test 2. It can be concluded that Word Hunts was appropriate to improve the students' vocabulary mastery in teaching and learning process. Moreover, the class condition were more attractive and more fun during teaching and learning process.

Keywords: Word Hunts, Classroom Action Research, Vocabulary Mastery.

ABSTRAK

Kosakata adalah komponen penting dari semua penggunaan bahasa. Ketika siswa memperkenalkan kosa kata baru, mereka harus tahu arti kata-kata. Mereka juga harus tahu bagaimana mengatur kata-kata individual dalam kalimat. Kosakata membantu siswa untuk mengekspresikan ide-ide mereka dengan lancar dan efektif. Tujuan dari penelitian ini adalah untuk mengetahui apakah Word Hunts dapat meningkatkan penguasaan kosakata siswa dan untuk mengetahui bagaimana Words Hunts meningkatkan penguasaan kosakata siswa kelas delapan SMP N 1 Mojogedang pada Tahun Akademik 2017/2018. Penelitian ini dilakukan di kelas XI SMPN 1 Mojogedang. Metode penelitian ini adalah penelitian tindakan kelas yang dilakukan dari November 2017 hingga Januari 2018. Data dikumpulkan melalui tes (tes lisan) dan non-tes (observasi, wawancara, dan dokumentasi). Sedangkan untuk menganalisis data digunakan uji-t. Hasil penelitian ini menunjukkan bahwa penerapan Word Hunts berhasil meningkatkan penguasaan kosakata siswa. Skor rata-rata meningkat dari 52,09 pada pre-test menjadi 75,55 pada post-test 1 dan menjadi 86,61 pada post-test 2. Dapat disimpulkan bahwa Word Hunts tepat untuk meningkatkan penguasaan kosakata siswa dalam proses belajar mengajar. Selain itu, kondisi kelas lebih menarik dan lebih menyenangkan selama proses belajar mengajar.

Kata kunci: Perburuan Kata, Penelitian Tindakan Kelas, Penguasaan Kosakata.

INTRODUCTION

Language is a tool of communication. There are several forms of communication; the forms are spoken language and written

language. The purpose of communication is to send a message from the writer or speaker to the reader or listener. Moreover, Lemetyinen (2012) states that language is a cognition that truly makes us human. Whereas other

species do communicate with an innate ability to produce a limited number of meaningful vocalizations. Language is used by all people in the world to connect each other. They must choose and arrange a certain word to make good sentences in order to be easier to understand. One of the key to arranging good sentences is having sufficient vocabulary.

Vocabulary is one of the keys in English communication. Ur (1991:60), "Vocabulary is the words we teach in foreign language". Many students especially in junior high school have to be able to master English as an International language. By mastery vocabulary, they can understand the meaning of the words. They also can use the correct words in making a good sentence. Besides that, vocabulary is to express a feeling. They can assist persons to understand though of other communicate ideas more clearly and effectively.

Vocabulary can be defining as the word of a language, including single item and phrases or chunk of several words which convey a particular meaning, the way individual word does. Without sufficient vocabulary people cannot understand other or express their idea (Wilkins 1972). English is one of the international languages in the world. Therefore, the using of English is the easiest way to communicate with people from many countries in the all of aspects such as technology, culture, economy, social, and politic. If people can master English, they can hold the world. On the other hands, if people cannot master English, they cannot get the use of information or knowledge. English has become the second language in Indonesia which is taught formally at schools. It is learned from elementary level up to university. It is usually used in international communication in written and oral communication. Now, many international books and journals are written in English. So, ones can learn about people in other countries.

In the preliminary study at SMP N 1 Mojogedang, most of the students still got difficulties in learning English. The students'

problems came from vocabulary mastery and classroom condition. There are some problems from the vocabulary mastery, such as: the students had difficulty to find the meaning of some words, they difficult to use correct grammar in the sentence, the students also had difficulty to arrange the words into good sentence, the students difficult to pronoun the words taken from the narrative text. Meanwhile the problems from the classroom situation are: there class of VIII A was noisy in the teaching and learning process, classroom condition was not comfortable enough because the fan was damage, Moreover, there was LCD and English laboratory but it was never used, the teacher had low voice so the students at the back could not hear her voice well, she only paid attention to the student who sit in the first line so it was not covert the students in the back. Besides that, the minimum value of SMP N 1 Mojogedang is 75.00. This value was so difficult to be reached by the students. The teacher of SMP N 1 Mojogedang should use an appropriate method for the students.

To solve these problems, the researcher conducted a Word Hunts Strategy to improve the students „vocabulary. According to Barger (2006), "Word Hunts are one way to focus spelling study on patterns within words". Designing a Word Study program. That explicitly teaches students necessary skills and engages their interest and motivation to learn about how words work is a vital feature of any literacy program. Students need hands-on opportunities to manipulate word parts in a way that allows them to generalize beyond individual examples to entire groups of words that are spelled the same way. Word Hunts teach students to examine words so they can identify consistencies within our written language system.

Word Hunts are used to enhance students' vocabulary growth. Teacher ask students to look for word and pattern in reading material based upon selected features. Word Hunts focus on the structure and

meaning of word by turning students' attention to spelling pattern and roots words.

Teaching reading using Word Hunts also has opportunities for the students to work with words are important to enhancing students' vocabularies, as well as increasing their comprehension. The Word Hunts study is a fun, versatile and simple technique to improve student's vocabulary. Use this strategy with the whole class, small group, or individually. Word Hunts help students learn word are used in different context. Bloodgood(2004).

The study aims to know the improvement of the eighth grade students of SMP N 1 Mojogedang, Karanganyar in 2017/2018 academic year in teaching and learning English. After implementation of Word Hunts and to describe the condition of the eighth grade students of MAN 1 Surakarta in 2016/2018 academic year after using Word Hunts.

RESEARCH METHOD

The research was conducted at SMP N 1 Mojogedang. It is located at Ds.Munggur, Kec.Mojogedang, Kab. Karanganyar, Jawa Tengah. It was conducted in the second semester; November 2017 until January 2018 in academic year 2017/2018. The method of this study was Classroom Action Research. According to Car and Kemmis (1986:162), action research is simply form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices are carried out. There were six phases of Classroom Action Research: Identifying, Planning, Implementing, Observing, Reflecting, and Revising. The study was conducted in two cycles. The data were collected through test and non- test. In collecting the data, it used oral test in pre-test, post-test 1, and post- test 2. Besides that to collect the non- test data, were used observation, interview, and documentation. While, the results of the tests analyzed using non-independent t-test. It answers the problem whether there was a

significant difference between the students' achievement before and after the action.

RESULT AND DISCUSSION

In this study, the researcher presented the result of the research on using Word Hunts to improve students' English learning at the eighth grade of SMP N 1 Mojogedang in 2017/2018 Academic Year. The students did pre-test before the implementing Word Hunts to measure the students' Vocabulary mastery. The mean score was 55.09 far under the KKM (*Kriteria Ketuntasan Minimal*). The study was conducted through two cycles. Each cycle consisted of a series of steps consisting of identifying the problem, planning, implementing, observing, reflecting, and revising the overall plan.

The researcher held pre-test to verify the students' problem in English lesson, particularly speaking activities. The researcher did not use lesson plan and material during pre-test. The mean of pre-test was 55.09 the score was low. Because the minimum score or KKM (*Kriteria Ketuntasan Minimum*) was 75.00. It was caused by the insufficient students' abilities to support their vocabulary mastery, which covering meaning, spelling, grammar and pronunciation.

The researcher used Word Hunts to improve students' vocabulary mastery at the eighth grade students of SMP N 1 Mojogedang . The researcher took two cycles. Cycle one was held on Wednesday November 28th 2017 up to Thursday November 30th 2017. Cycle two was held on Wednesday January 10th 2018 up to Thursday/January 11th 2018. Each cycle consisted of four steps, namely: 1) Planning the action, 2) Implementing the action, 3) Observing the action, 4) Reflecting the action.

After implementation of Word Hunts, there were improvements of Vocabulary mastery both in the process and the score. It was seen that the improvements in the process were: 1) the condition of the class was more active and all students were more enthusiastic in following the reading class using Word Hunts. The students had a good cooperation with others and they enjoyed

working in a group during discussion. 2) the improvements from indicators of vocabulary mastery. The students could identify the meaning of the words, the grammar of the text, the spelling of the words and also the pronunciation of the words. it can be seen from the score of the test. The score in pre-test was low. The mean score of pre-test was 52.09. Then, the result of post-test showed that the student's score was 75.55. After revising the plan, the student's mean score in the post-test ii was 86.61

Table Result of Students' Mean Score

Pre-test	Post-test I	Post-test II
52.09	75.55	86.61

Based on table above, it could be concluded that Word Hunts strategy can improve students' motivation in reading comprehension especially in narrative text. It also made the students to be more active during teaching and learning process by working in group. The result of the test also showed significant improvement.

CONCLUSION

It can be concluded that, Word Hunts improved students' vocabulary mastery at the eighth grade students of SMP N 1 Mojogang in 2017/2018 academic year. It can be seen from the result of the research. There was improvements in the students motivation and class condition in teaching and learning process. Also improvements in the grammar, pronunciation, and fluency of the students. Moreover, there were also improvements during teaching and learning process using Word Hunts. The students were more active and enthusiastic in teaching and learning process.

Then there was improvement in the students' speaking score in each cycle. The mean score of pre-test was

55.09. While in the post-test 1, the mean score was 75.55. After comparing the mean score, the mean score of post-test 1 was higher than the mean score of pre-test. It shows that there was significant difference between the score in pre-test and post-test 1. Then, the mean score of post-test 1 was 75.55. While in the post-test 2, the mean score was 86.61. It means that there was a significance improvement between the score of post-test 1 and post-test 2 because mean score of post- test 2 was higher than post-test 1.

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