IMPROVING STUDENTS' VOCABULARY MASTERY TO INCREASE THEIR COMPETENCE IN ANALYZING A PRODUCT IN PRODUCT LIFE CYCLE (PLC) STAGES

Mohammad Noor Khairullah

Departement of Management, STIE Widya Gama Lumajang, Lumajang, 67352, Indonesia

E-mail address: mohnoorkhairullah@gmail.com

A R T I C L E I N F O

A B S T R A C T

Vocabulary is very important for student because student cannot convey the communication without vocabulary mastery. Teaching vocabulary to the students is not easy. Spelling bee games was used in teaching vocabulary because it was very useful to help students earn new words. This study uses classroom action research (CAR) design in which the researcher acts as the lecturer who leads teaching activity. The subject of this study was 60 students of the second semester students of Management Department STIE Widya Gama Lumajang in the Academic Years 2020/2021. The findings of the study present that the used of spelling bee game can improve students' vocabulary mastery. It is presented by improvement of the average score made by the students, which are 70 in preliminary study and the students' average score was 83 after the implementation of cycle 1.

Keywords: Improve, Vocabulary, game.

INTRODUCTION

To master vocabulary the students should have ability in understanding and using vocabulary. Fauziati (2010) stated that vocabulary is central language and of critical important to typical language learner. The students are not expected to be able to use the words for communicating and expressing their idea both in oral or written form, but also expected to select the words which are suitable with the condition, situation and structure of sentences. Vocabulary is very important for student because student cannot convey the communication without vocabulary mastery. It is also impossible for student to give good responses or suitable feedback if they do not understand what the speaker speaks. People who has not efficiency of vocabulary are difficult to send message well to another people because they cannot give much and clear information. Teaching vocabulary to the students is not easy.

Many lecturers and students neglect the importance of vocabulary mastery. Actually, vocabulary has an important role in English teaching learning process. According to Scrivener (1994: 75) in classroom there are five roles of Vocabulary, they are: 1. Vocabulary is very important and needs to be dealt with systematically in its own right. 2. We need to distinguish between vocabulary for productive use and for receptive

recognition. 3. The learner will be difficult to finish the work, if they have first met some new vocabulary. 4. We need to deal not only with single word lexical items. But also with longer, multi word items. 5. Training in the use of English-English dictionaries provides learners with a vital tool for self- study It shows that how important vocabulary for the students in English teaching learning process. If the students just have a little vocabulary they will be unable understand the question, the text of English. In addition, if the learners have a little vocabulary, they cannot have very much information or knowledge. Moreover, without the words the learner cannot really understand fact or ideas. Some lecturers omit vocabulary teaching from their teaching-learning activities. Some lecturers also do not try to teach vocabulary in an interesting way, so that many students get bored when studying vocabulary and become uninterested in learning vocabulary.

The researcher observed at Management Department of STIE Widya Gama Lumajang. The subject of the study is the second semester students of Management Department STIE Widya Gama Lumajang in the Academic Years 2020/2021. There are some reasons of the researcher took from Management Department of STIE Widya Gama Lumajang as an object of this research, they are: English is important for the students to support their competence in business. It is showed when the students had minimum result in pronunciation subject of English business lecturing because they also had difficulty in memorizing the vocabulary and the meaning of the words. On the other hand is they assumed that they just need to know about business without learn so much about English. So far, the lecturer in this collage used the modern ways the students are supposed to write the vocabulary on the whiteboard and vocabulary list that are given by the lecturer through computer email. Then they have to pronounce it together and must remember the new word. If the students forget the new word, they have to open the dictionary or note to look or to remember for the meaning. Not only that many students did not pay attention to the lecturer explanation many of them enjoy with their activities. There is misconception that all learning should not be in fun and relaxed atmosphere. Actually, it is possible to find learning not in not serious condition. By using a game, students will enjoy in learning process which at first makes them feel bored. Classroom atmosphere that derive from the game can make students learn better because they learn without pressure. Another study portrays the effectiveness of spelling bee game in teaching recount text.

Moreover, in this research, spelling bee games was used in teaching vocabulary because it was very useful to help students earn new words. It can be used in teaching vocabulary learning process to increase the students' interest and motivation in learning English vocabulary.

According to Ningsih (2013) spelling bee is more than memorizing words or letters which form a word, but it is a complicated thinking process. Students receive several clues to answer or to spell the words correctly, such as definition, alternative pronunciation, kind of words (noun, adjective, verb, etc), until the example of sentence which using that words. Spelling bee is a contest in which contestants will be eliminated if they fail to spell a word given correctly. (Ningsih in Rahayu 2013)

As written in English syllabus that accordingly to Kurikulum Tingkat Satuan Pendidikan (KTSP 2006), the English teaching especially reading skill for Junior High School students, involve the teaching paragraph or texts. The texts are taught are recount, narrative, descriptive, procedure, and report. Here the researcher focuses on recount text. A recount text is a text that tells event in the past; usually in order when they happened (Anderson & Anderson, 1997) recount text is chosen because it is familiarity to students. This study is classroom action research (CAR) where the researcher chosen this research because the researcher found some problems in Management Department of STIE Widya Gama Lumajang about their vocabulary scores. Their vocabulary competence is incredibly important for their future to support their competency in business after the student finishing their study in STIE Widya Gama Lumajang.

Whereas, Product life cycle is the progression of an item through the four stages of its time on the market. The four life cycle stages are: Introduction, Growth, Maturity and Decline. Every product has a life cycle and time spent at each stage differs from product to product.

Hence, the researcher interested in conducting the research entitles "Improving Students Vocabulary Mastery for Increasing Their Competence in Determining Product Life Cycle (PLC) Method.

METHODS

The researcher uses classroom action research (CAR) as the research design. According to Latief (2011) states that "Classroom action research (CAR) is an effective media in improving the quality of English teachers' performance in instruction as well as students' achievement in learning English classroom" (p.144). It is done by the teacher and his or her students or the students with the teachers' guidance to repair and improve learning qualities. It can be seen from Latief (2011:143) also states that classroom action research for English learning aims at developing a certain instructional strategy to solve practical instructional problem in English classroom. In this section there are some steps to do this research. They are planning, implementation, observation and reflection.

The researcher conducted in Management Department of STIE Widya Gama Lumajang. The subject of the study is the second semester students of Management Department STIE Widya Gama Lumajang in the Academic Years 2020/2021. There are 427 students, which are divided into 12 classes, and every class consists of 34 - 54 students. The researcher will choose class 2MA7, 2MA8, 2MB1, 2MB2.

This part discusses about research procedure. They are preliminary study, planning the action which make the lesson plan, research implementation which the teacher does the lesson plan, observation, and the last reflection. Latief (2011) states "Observing is the process of collecting data indicating the success of the strategy in solving the classroom problems" (149). The focus of the observation was on the data related to the criteria of success that was decided. It could be inferred that the used of observation here to know whether the result after giving the strategy or media for the students improve the achievement. The data collection in classroom action research (CAR) includes all information about the process of the research related to the criteria of success. Latief (2011) states "Reflection is the process of analyzing data to determine how far the data collected have shown he success of the strategy in solving the problem"(p.152). Reflection is really needed for the achievement of next cycle.

RESULTS AND DISCUSSION

The activity of observing was done during the implementation of the action. The data had been completed during and after applying the vocabulary mastery through spelling bee game. The observation checklist and field note of students' activities. For the students' skill vocabulary mastery was gotten from the scoring test in the last meeting.

The test of this cycle was conducted on Monday, May 16th2021. The tests measure the students' vocabulary mastery after implementing spelling bee games in teaching vocabulary mastery for four meetings. As stated in the criteria of success, the minimum score of the students was 75. Therefore, the researcher wanted the mean score students achieved 75. The previous mean score of the students was 70. After the researcher checking the students answer of the test, the researcher got the student scores. The students' average score was 83.035. The students mean scores showed that the students' average score was higher than the minimum standard of students' average score. Based on the result of observation checklist, field note, and students' vocabulary score. It was

showed from the observation during the implementation of the action that students had higher motivation and interest in vocabulary.

After analyzing the students' test result, the researcher did the reflection to know the progress during teaching and learning process. It was known that the average score of the students were 83.035. Based on the researcher result, it was conclude that the implementations of the games in teaching vocabulary were significantly increased the ability of the students in mastering vocabulary. The result of the test was higher than the standard minimum criteria of success in this study. It showed that this study was successful. Therefore, the research did not need to continue by the researcher.

Finally the use of spelling bee game has successfully improved the students' vocabulary mastery. It can be seen from the improvement of their mean score before giving that media and after implementation of the action. In preliminary study test, the mean score was 70.0 and the test after the implementation of the action was 83.035. By comparing the students' score from preliminary study till the test after implementation of the action, the researcher can conclude that spelling bee game is successful on improving students' vocabulary of recount text of second semester students of Management Department STIE Widya Gama Lumajang in the Academic Years 2020/2021.

CONCLUSION

Based on the field note and the observation checklist, the researcher can conclude that students are more interested and motivated to study with game. Based on the result in the last meeting, the students' average score was significantly increased after 70 to 83.035. It means that the implementation of spelling bee game as the media in teaching vocabulary is successful and got the criteria of success.

The implementation of the language in the classroom, teacher should be more flexible in making some modifications. It should be appropriate with the students' condition and did everything as well as the procedure of the teaching and learning process.

In this study, the researcher used games in teaching vocabulary as a technique to improved vocabulary mastery of the students. The researcher opened the class by greeting, praying and checking students' attendance list. After that procedure of the teaching and learning activity as follow, the researcher explained how to work with the games which would be used during the class. Then the researcher divided the students into the groups, after that the researcher gave the students text, next, asked students to identify the difficult words, after that discussing the difficult word and the last was playing the game.

The implementation of the games based on the procedures above had improved students vocabulary mastery of second semester students of Management Department STIE Widya Gama Lumajang in the Academic Years 2020/2021. It could be started from the improvement score achievement from the students' before implementation of the treatments and the students score after getting treatments.

Finally, considering that this study had produced the expected outcome and the criteria of success had achieved, thus the study was only conducted in one cycle. Based on the findings, some suggestions were needed to improve the quality of teaching and learning process in the future.

In teaching English, lecturers not only have to focus on delivering the material, but also on their vocabulary. The next researcher might conduct the same research by improving the techniques and conducted the research in different subjects or location to get a valid result.

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