Improving Students' Vocabulary Mastery By Using Smile Game At SMP Swasta Hosana Medan

Indriani Sintiafeni Sinaga[1*]; Yenita Uswar[2];
[1, 2] English Education Department, Universitas Potensi Utama, Medan Indonesia
*Corresponding Author. E-mail: [1] ndingsintia28@gmail.com [2] nietha.pasca@gmail.com

Abstract

Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata siswa dengan menggunakan permainan smile di SMP Swasta Hosana Medan. Penelitian ini menggunakan metode PTK (Penelitian Tindakan Kelas) yang dilakukan dengan dua siklus yakni siklus 1 dan siklus 2 yang terdiri dari tahap perencanaan, pelaksanaan, observasi dan refleksi. Data dikumpulkan dengan lembar observasi, wawancara dan juga dokumentasi. Analisis ini menggunakan analisis kualtitatif dan kuantitatif dalam metode pembelajaran siswa mengenai metode smile game. Objek penelitian melibatkan 25 siswa kelas VIII SMP. Hasil penelitian menunjukan bahwa pada ujian pembelajaran siswa (Pre-test) diketahui bahwa rata-rata yang diperoleh sebanyak 68,6. Kemudian pada siklus I diperoleh rata- rata sebanyak 70,4, demikian pada siklus II diperoleh rata-rata sebanyak 76,4 dan pada di akhir ujian (Post-test) diperoleh nilai rata-rata sebanyak 80. Penelitian menyimpulkan bahwa pada ujian pembelajaran diawal hingga ujian di akhir para siswa mengalami peningkatan yang cukup signifikan dalam menerapkan model pembelajaran smile game.

Kata Kunci: **Penguasaan Kosakata, Penelitian Tindakan Kelas, Smile Game.**

Abstract

This study aims to improve students' vocabulary mastery using the smile game at Hosana Private Junior High School, Medan. This study uses the Classroom Action Research (CAR) method, conducted in two cycles: cycle 1 and cycle 2, consisting of planning, implementation, observation, and reflection. Data were collected using observation sheets, interviews, and documentation. This analysis uses qualitative and quantitative analysis in student learning methods regarding the smile game method. The research subjects involved 25 eighth-grade junior high school students. The results showed that in the student learning test (pre- test), the average score obtained was 68.6. Then, in cycle I, the average score was 70.4, in cycle II, the average score was 76.4, and in the post-test, the average score was 80. The study concluded that students experienced significant improvement in the implementation of the Smile Game learning model from the initial to the final exam.

Keywords: Vocabulary Mastery, Classroom Action research, Smile Game.

Introduction

One of the most popular international languages compared to other languages is English language. In addition, English is very commonly used by people from different regions and countries to communicate with each other. However, English is not used as an everyday language in Indonesia so that the ability to use this language is relatively low. For this reason, English language skills must be developed from elementary school to college. Students are often trapped in learning with old methods. To enhance students' vocabulary skill, teachers can apply many interesting media and techniques.

On the basis of the definition about, the conclusion is vocabulary is one of aspect of language, and there is no language without words. Words are signs or symbols used to express ideas or a concept. These words are tools used to exchange thoughts. The more words a person uses, the more ideas or concepts he or she masters, so that he or she can or is able to

communicate his or her ideas well and effectively. In relation to this, vocabulary is the most important element that students must have in achieving the four language skills.

From the results of observations conducted by the researcher at SMP Swasta Hosana Medan, there are several tendencies exhibited by educators in managing learning that are less appropriate, resulting in less activity and creativity in the learning process, which results in low achievement in learning English for students. Then it was also found that in private junior high school hosana that learning designed by teacher could not spur the curiosity of learners to dissect problems around their social environment and at the same time form personal opinions on short problems.

The low achievement of English learning experienced by students is the result of a lack of understanding in mastering vocabulary, which can be seen from the learning outcomes that have not met the Minimum Completion Criteria (MCC), where the value of the MCC that has been determined is 70. This is the result of the learning process carried out by teachers not being optimal.

A smile game is a game in which phrase make descriptions more clearly or more alive by saying that one thing is like the others. Example: "The man's neck so long as a giraffe's." It means he has a long neck (using the word "giraffe" helps you imagine how long the neck). The smile game can help students learn or review this type of smile. The main idea of this game is that the boxes are filled with words that are semantically related. Learning English and mastering of vocabulary becomes more interactive, fun and engaging.

Based on this background, games using smile game can be one way improving the vocabulary of students at Hosana Private Middle School, Medan. Therefore, based on the description mentioned, researcher is interesting to do a study titled "Improving Students' Vocabulary Mastery by Using Smile Game at Hosana Private Middle School Medan".

.

Method

This research went use classroom action research design. classroom action research is a research activity conducted on a number of target subjects, namely students, with the aim of improving the learning situation in the classroom so that the quality of learning is enhanced.

Classroom action research (CAR) method is a research approach that can be used to identify, plan, implement, and evaluate changes in the learning context. Classroom Action Research (CAR) can provide in-depth insights into how an innovation or learning strategy can improve student learning results. In this research, the CAR method was used to improve students' writing skills by using written media and books in class VIII of SMP Hosana Medan.

A. Population

The population in this study was all sample of research subjects. The population in this study is the eightg-grade students of Hosana Junior High School Medan.

B. Sample

This research is a classroom action research, therefore the researcher choose one class as a sample that will be given the action. The sample in this study was class VIII which consisted of 25 people.

Result and Discussion

The pre-test is conducted as a preliminary study or before Classroom Action Research (CAR) to identify students' competencies and actual real challanges in mastering vocabulary. In this activity, students were tasked with correctly answering questions. Several images were presented, from which students were to choose according to their names. The students were given 40 minutes to complete the exam. This administered on Tuesday, April, 15, 2025 (08:50-09:30). After the researcher conducted the exam test on the students, the answers obtained at the start of the test was

Table 1
Table of The Score in Pre-Test

No.	Students	Pre-Test
1.	FC	65
2.	EF	75
3.	EY	80
4.	S	70
5.	AT	65
6.	PM	70
7.	A	75
8.	SE	70
9.	B	65
10.	G	80
11.	J	60
12.	A	50
13.	DW	65
14.	A	70

15.	CE	75
16.	M	70
17.	MY	75
18.	D	60
19.	PG	60
20.	BA	75
21.	R	65
22.	S	75
23.	E	75
24.	S	65
25.	VS	60
Total		**1,715**
Mean		**68,6**

On the basis of the pre-test results, the data showes that the average pre-test score was 68.6. Only 14 students, or 56% of the student body, scored above the Minimum Competency, while 11 others fell below the minimum competency. The analysis showed that almost all eighth-grade students at SMP Hosana, Medan, had very low vocabulary mastery. After analyzing the results of the preliminary study, it concluded that most eighth-grade students at SMP Hosana, Medan, had low English vocabulary comprehension and mastery.

The first stage was preparing the materials to be worked on. The second stage was preparing pens or pencils and a dictionary. The third stage was preparing research instruments, such as descriptive text. The fourth stage was preparing the materials for Cycle I. The material for Cycle I involved selecting sentences that correspond to the prepared images. The next was allowing for double-checking of answers. The researcher taught the material using the smile game method as a learning media to improve students' vocabulary comprehension. However, before implementing Cycle I, the researcher must provide an explanation. Second meeting (Friday, 25 April, 2025, 09:50-10:30 AM).

Table 2
Table of Score in Test Cycle I

No.	Students	Cycle I
1.	FC	75
2.	EF	75
3.	EY	80
4.	S	75
5.	AT	60
6.	PM	75
7.	A	85

8.	SE	70
9.	B	65
10.	G	80
11.	J	60
12.	A	50
13.	DW	80
14.	A	70
15.	CE	60
16.	M	70
17.	MY	75
18.	D	80
19.	PG	75
20.	BA	75
21.	R	75
22.	S	65
23.	E	60
24.	S	65
25.	VS	60
Total		**1.760**
Mean		**70,4**

During the final test, students' vocabulary comprehension increased, but not significantly, it can be seen that their ability to apply the smile game method. This is evident from the increase in pre-test scores from 68.6 to 70.4 in the final test of the first cycle, there were 2 students, or 2.7% increased, achieving a score above the Minimum Completion Criteria (MCC) of 70, so that it has now increased to 16 students, or 70.4%. This means that 2.7% of students experienced an increase in scores.

After Cycle I was completed, it was found that the students' vocabulary mastery has improved. However, although the improvements were not optimal, the researcher confirmed that students' vocabulary mastery had increased after using the smile game method. The researcher explained this in the next cycle by reflecting on what had been done previously in Cycle I. The first step was prepared the material to be worked on. The second stage was prepared tools such as pen, pencil, and dictionary to obtain correct answers. The third stage was prepared research instruments, such as question sheets on paper. The material in Cycle II was the researcher provided the same images and questions to students as in Cycle I. The final stage was prepared a test to measure students' ability to choose the correct answer. In Cycle II, there are images to be answered correctly. The success criterion was the students' ability to answer the images correctly. The Minimum Completion Criteria (MCC) for English is 70.

Table 3
Table of Score in Cycle II

No.	Students	Cycle II
1.	FC	80
2.	EF	60
3.	EY	80
4.	S	75
5.	AT	75
6.	PM	80
7.	A	85
8.	SE	75
9.	B	80
10.	G	80
11.	J	70
12.	A	80
13.	DW	80
14.	A	85
15.	CE	70
16.	M	85
17.	MY	80
18.	D	80
19.	PG	70
20.	BA	80
21.	R	75
22.	S	80
23.	E	85
24.	S	60
25.	VS	60
Total		**1,910**
Mean		**76,4**

After the Cycle II test was conducted, students' vocabulary mastery improved from Cycle I to Cycle II. This was evident in the average score of 70.4 on the final Cycle I test, which increased to 76.4 on the final Cycle II test. This means that 22 students, or 88%, achieved scores above the Minimum Completion Criteria (MCC) of 70, representing an 11% increase in the average score. The researcher gaved the students a second test in the same manner was Cycle I to see if there was any improvement when it was carried out in Cycle II. It is hoped that the classroom action research in Cycle II will be better than Cycle I.

In the post-test, student scores improved. During this process, students performed very well after implementing the smile game method in both cycles I and II. All students enjoyed the activities provided by the researcher. The pleasant class atmosphere makes students interested in participating in the lessons given by the researcher and teacher. Currently, students are able to master vocabulary and able to understand questions asked by teacher and researcher. Students can answer questions correct. To further explore the results of the application of the smile game method, researcher give students questions with different questions but with the same goal, namely by providing questions in the form of choosing the right picture and the correct color.

Table 4
Table of Score in Post-Test

No.	Students	Post-Test
1.	FC	80
2.	EF	80
3.	EY	80
4.	S	80
5.	AT	80
6.	PM	80
7.	A	85
8.	SE	85
9.	B	80
10.	G	80
11.	J	85
12.	A	80
13.	DW	80
14.	A	85
15.	CE	70
16.	M	85
17.	MY	85
18.	D	80
19.	PG	70
20.	BA	80
21.	R	75
22.	S	85
23.	E	85
24.	S	85
25.	VS	60
Total		**2,000**
Mean		**80**

Based on this last test results, the data shows that the average post-test score is 80. A total of 24 students, or 96% of the total students, obtained scores above the Minimum Passing Criteria (MPC), while 1 other student was below the minimum competency. The analysis shows that almost all eighth-grade students at SMP Hosana, Medan, were able to apply the methods provided by the study well and obtained fairly high scores. After analyzing about of the preliminary learning, it is concluded that the majority of eighth-grade students at SMP Hosana Medan, have a good understanding and mastery of English vocabulary. Therefore, the students are said to be able to effectively implement the smile game method. This method prevents students from feeling bored and like learning vocabulary like a guessing game.

Conclusion

Based on research conducted on eighth-grade students at SMP Hosana Medan, be concluded that the smile game method can improve students' vocabulary knowledge. This was proved by the results of student tests collected based on quantitative data. In the pre-test, 14 (56%) passed the Minimum Passing Criteria (MPC). On Cycle I, 16 students (64%) passed the Minimum Completion Criteria (MCC). In Cycle II, 22 students (88%), and the post-test results, total of 24 students (96%) above the MCC score. This data is also supported by qualitative data through observation sheets and interviews. The use of the smile game method allows students to enjoy the strategy and learning process, as well as the use of easy-to-understand materials.

This study also has strengths and weaknesses, both in its own right and in studies with similar methods. However, these findings can be used as evaluation material for future research. The research title "Improving Students' Vocabulary Mastery By Using Smile Game" stands out for its practical solution through the application of a fun game method. Previous research provides a comprehensive overview of students' vocabulary mastery levels. Meanwhile, "Students' Vocabulary Learning Strategies and Their Relation to Vocabulary Mastery" contributes to the understanding of the relationship between learning strategies and vocabulary mastery outcomes.

References

Kurniawati, D. D. (2023). *Improving students' vocabulary mastery by using guessing game on the seventh grade students of SMP Negeri 2 Grogol Sukoharjo academic year of 2023/2024.*

Nur'asiyah, D. (2018). *Students' vocabulary learning strategies and their relationship with students' vocabulary mastery.*

Ella, N., Sofian, & Rosnija, E. (2021). *Improving pupils' vocabulary mastery by using video songs. Journal of English Education Program, 2*(1), 39-48.

Endayani, D. (2019). *The effectiveness of teaching vocabulary by using puppet.* Universitas Muhammadiyah Sumatera Utara.

Fahwi, R. D. (2019). *The effect of word search strategy by using Scrabble as the media on the students' achievement in vocabulary.* Universitas Muhammadiyah Sumatera Utara.

Gushendra, R. (2019). *An experimental study: Improving students' vocabulary mastery by using English songs. Indonesian Journal of Integrated English Language Teaching, 3*(1), 53-64.

Hafidah, R. (2021). *Penggunaan games untuk meningkatkan penguasaan vocabulary sebagai penunjang mata kuliah Bahasa Inggris mahasiswa kelas Paser prodi PG-PAUD FKIP UNS*. Universitas Sebelas Maret.

Harahap, F. H. (2019). *The effect of applying Boggle game on the students' vocabulary mastery.* Universitas Muhammadiyah Sumatera Utara.

Hasugian, B. S. (2019). *The effect of applying board game on the students' achievement in vocabulary.* Universitas Muhammadiyah Sumatera Utara.

Jannah, M. (2021). *Using games in improving students' vocabulary*. Universitas Islam Negeri Syarif Hidayatullah Jakarta.

Nasution, P. S. (2019). *Improving students' vocabulary mastery through riddle game of the eighth grade students at DMP IT Nurul Ilmi,* Medan Area, Medan.

Rangkuti, R. T. (2019). *The effect of teaching hidden object game on students, mastery in vocabulaty*. Universitas Muhammadiyah Sumatera Utara.

Ratu, M., Husain, B., & Basri, M. (2019). *Increasing students'[vocabulary mastery through guessing game technique at the second grade of SMP Daeo.* Jurnal Unipas Press, *4*(2), 1-5.

Simpuruh, I., & Syamsinar. (2020). *The use of gesture in improving students' vocabulary mastery in selected Indonesian junior high school. Journal of Ultimate Research and Trends in Education, 3*(1), 9-13.

Sutrisno. (2019). *50 game inovatif untuk mempermudah belajar Bahasa Inggris*. Mitra Buku.

Curriculum Vitae

First Researcher : Indriani Sintiafeni Sinaga is a student at the English Education Department, Faculty of Social Science and Education, Universitas of Potensi Utama, Medan. The researcher was born in Medan on March 28, 2001. To realize the dream of becoming an educator, The researcher continue her education to the undergraduate level in English Education Department, Faculty of Social Science and Education, Universitas of Potensi Utama, Medan. She start in 2021, and expected finish in 2024.

Second Researcher : Yenita Uswar is an English lecture in the English Education Department, Faculty of Social Science and Education, Universitas of Potensi Utama, Medan