WORD GROUPING ACTIVITY TO IMPROVE STUDENTS' VOCABULARY MASTERY: A CLASSROOM ACTION RESEARCH

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Abstract: This research aimed to improve students' vocabulary mastery through Word Grouping Activity. The subject of this research was the 11th IPA 6 At SMA Negeri 16 Bandar Lampung. It consisted of 30 students', this research used Classroom Action Research (CAR) which was consisted of 2 cycle in collecting the data, the writer used test and non-test. The test used in this research were formative and summative test. Meanwhile in non-test, the writer used observation sheet and field note. In analyzing the data, the writer used quantitative and qualitative method. Refer to the result of the test, it showed that there were 13 students who got score > 75 with the presentage 70.67 % in first cycle. Meanwhile, there were 22 students who got score > 75 with the presentage 78.67 % in the second cycle. In the other hand, the mean score of the students' learning activity in the first cycle was 6.4 and in the second cycle was 7.29. It showed that were was an Increased in the students' learning activity. Based on the result of the research, the Word Grouping Activity can improve students' vocabulary mastery through at the eleventh grade at SMA Negeri 16 Bandar Lampung.

Keywords: Vocabulary Mastery, Word Grouping , Classroom Action Research

INTRODUCTION

Learning Language has become very important from the past until now (Herlisya, 2022)Vocabulary is all about words in a language or a special set of words to learn. Vocabulary is commonly defined as all the words known and used by a particular person. Vocabulary is a specialized set of terms and distinctions that is particularly important to a certain group : those with a particular focus of experience or acivity. Vocabulary is a language component they are considered very important in every language skill. Vocabulary mastery could identify the meaning of the certain difficult words, phrases and sentences.

Based on the prelimanary research at SMAN 16 Bandar Lampung, the writer found that the students' vocabulary mastery need to be improved. The students found some difficulties in mastering English vocabulary. The students get difficulty to understand the meaning of words .The students are less enthusiasm in learning vocabulary , they to be passive in the class because they have less self-confidence in learning English. The students get difficulty in memorizing words and have limited vocabulary, they get difficulty in learning english in the class.

(Brown, 2001) states that "A further affective benefit of group activities or group work is an increase in students' motivation. From the statement, we can know a group activity is the best way to increase students motivation in language learning activity, The activities of student motivation in learning activities together or in groups of students make students more motivated in learning and can provide an effective way to improve student abilities and student motivation in learning together and in groups.

Masterson (2003) state that Groups have more intormation than a single individual, Groups have a greater well of resource to tap and more information available because of the variety of backgrounds and experences. Group activities learning automatically many students get more information with their friends, so that information becomes material or learning that students use in learning more effectively and efficiently. Based

on theories above, the writer assumes that group activities is very helpful, the student think that the words together with their friend and learning process can be easily.

The procedures using Word Grouping by Materson (2003) ,The steps are :

1. Give students a note paper to write vocabulary items . Make shuffle the word (noun, verb, adjective or adverb) and make sure you have one set per group.

2. Show students an overhead of the vocabulary word grouping in the communication and write which students understand abou vocabulary.

3. To model the strategy the teacher begins by identifing vocabulary word that can be easily word grouping.

4. Teacher writes the word in the grouping, students indentifion the word in the grouping for example KITHCHEN

5. Explain the students that definition with categorize in word grouping and review activities. And Continue in this way with the remaining four groups.

The advantages of Word Grouping Activities (Masterson, 2003) there are:

Greater diversity of ideas and opinions Greater diversity of ideas and opinions Opinion ideas that build students can be more active in using English vocabulary.

Less confident learners may feel more 'safe' in a large group, Students who lack self-confidence may feel more 'safe' in large groups. when done together, students who were previously afraid of speaking English can become more confident when done together.

Decisions made are collaborative and solutions Large groups can be fun to work with, and to be part for students who learn together in grouping in learning activity.

There are also has disadvantages of this technique :

1. Greater chance of conflict between individual learners because students feel more competitive in learning.

2. Decision-making takes more time Segregation of individuals can occur

because it is done simultaneously from students.

Based on the advantages and disadvantages of implementing the Word Grouping technique in teaching vocabulary, it can be conclude that Word Grouping technique can make learning vocabulary more effectively. So, the aim of this research was to know how Word Grouping technique improved students' vocabulary mastery on tenth grade of SMA Negeri 16 Bandar Lampung in Academic Year 2022/2023.

METHOD

Research Design

The researcher used Classroom Action Research (CAR) as a method to improve students' vocabulary mastery. According to the expert Wasley (2006), action research is part of a broad movement that has been going on in education generally for some time. Students who participate in collaborative learning and educational activities outside the classroom an who interact more with tacuty members get better grades, are more satistie with their education and are more likely to remain in collage .The researcher used

classroom action research Kemmis and Taggart model which consist of four steps, there are: planning, acting, observing, and reflecting.
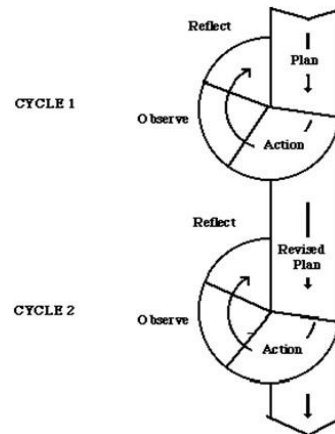
Figure 1. Action Research Cycle

The fourth concept in this research raised performed blend, gradually and systematically. This research was collected by using quantitative and qualitative data. In this research, the researcher used some tools such as observation sheet, field notes and test. The quantitative method was used to analyses data from instrument test. While, the qualitative was analyzed by using the descriptive qualitative method.

FINDING AND DISCUSSION

Research Findings

This research was conducted at the eleventh grade of SMA Negeri 16

Bandar Lampung, consisting of 30 students. This research implemented Word Grouping technique to improving students' vocabulary mastery. It was divided in two cycles. Every cycle was held in three meetings. Every cycle in this research consisted of series of steps, namely: Planning, Action, Observing and Reflecting. Result of the data from the cycle 1 and cycle 2 of the students' learning can be seenin the table:

Table 1. Students' Learning Result for Cycle 1 and Cycle 2 the Eleventh Grade at SMA Negeri 16 Bandar Lampung

No	Cycle 1		Cycle 2		Informa tion
	Number of Student	% Completeness	Number of Student	% Completeness	
1	13	43%	22	73%	Complete
2	17	57%	8	27%	Incomplete

Based on the table above, it can be seen that in the cycle 1, the students who passed the test were 13 students with the percentage of 43%. It increased in cycle 2, the students who passed the test were 22 students with the percentage of 73%. It can be conclude that the implementation of Word Grouping technique could improve students' vocabulary mastery.

Table 2. Students' Learning Activities of Cycle 1 and Cycle 2 of the Eleventh Grade at SMA Negeri 16 Bandar Lampung

Cycle 1	Cycle 2	Improvement
Average Score	Average Score	0.89
6.4	7.29	

Based on the table of the table above, it can be seen that the mean score of total score in cycle 1 was 6.4 (poor), while in cycle 2 the mean score of total score was 7.29 (enough). The improvement of students' learning activity from cycle 1 to cycle 2 was 0.89. Therefore, it can be conclude that the students' learning activity in the class was improved from cycle 1 to cycle 2.

DISCUSSION

Based on the observation of this research which had been done by the researcher, the researcher conclude the indicated that there was an improvement in the students' vocabulary mastery by using Word Grouping technique. Based on the data that had obtained from the test and observation sheet, the researcher found a positive in learning process especially in vocabulary by using Word Grouping technique. Word Grouping technique could help students to remember the word and know the meaning of the word.

The result of students' vocabulary test from two cycles showed that the implementation of

Word Grouping technique could improve students' vocabulary mastery. It can be conclude by analyzing the students' mean score of each cycle. The mean score of the test in the cycle 1 was 70.67 it was low, the students who got >75 point only 13 students or 43% that passed the Minimum Mastery Criterion. While the mean score of the test in the cycle 2 was 78.67, it was higher than cycle 1, it meant that the students who get >75 point were 23 students or 77%. Based on the result of students' vocabulary mastery, the data showed that the students had the improvement.

The result of students' learning activity in the class could be seen that there was an improvement from cycle 1 to cycle 2. The mean score of cycle 1 was 6.4. Meanwhile, the mean score of the cycle 2 was 7.29. The improvement of students' learning activity from cycle 1 to cycle 2 was 0.89. Based on the result of students' vocabulary mastery, the data showed that the students had the improvement in students' learning activity.

The research Lutfi Fadlitatun (2015) states that by using Word Grouping Method in teaching vocabulary in classroom make the students learning automatically get more information with their friends, so that information becomes material or learning that students use in learning more effectively and efficiently to remember the vocabulary having been thought.

It will help the students to increase their new vocabulary and tell them that vocabulary learning is not boring but fun and interesting. Furthermore, Word Grouping technique made some improvements in students' vocabulary achievement. The research from Saputra (2012) explains about improving vocabulary using Word Grouping. Word Grouping technique was interesting learning activity. The good condition could increase students' knowledge in the English vocabulary.

The research from Alfayanah (2014) focus on the impact of the application Word Grouping technique. She found the impact of using Word Grouping technique such as: The use Word Grouping technique is not only effective to lead the students feel more interesting and enjoy in the class, but

give students opportunity to be active in learning vocabulary.

CONCLUSION

After conducting the research of teaching English vocabulary at Senior High School, the conclusion is that the implementation of word gropuping technique can improve the students' vocabulary mastery at the eleventh grade of SMA Negeri 16 Bandar Lampung. Word Grouping Technique is very useful and interesting for teaching and learning activity. Students' individual score increased and teaching and learning process became better.

Related to the students' behavior to the lesson, there were some positive progressions that supported them in mastering the vocabulary taught. Word Grouping technique could create more comfortable atmosphere inside the class. During the teaching and learning process, the students were more active, confidence, enthusiastic and also interested to take a part in the lesson. They were not shy and not afraid anymore.

The research finding found in this research shows that the word grouping activity is useful to enhancing the vocabulary mastery of the students. Therefore, it is recommended that the English teachers, especially in senior high school level, are suggested to use word grouping activity as a teaching technique when they are teaching English. It can be used as a variation for alternative teaching techniques to be implemented in English class.

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