

IMPROVING STUDENTS' VOCABULARY USING APPLICATION "RUANG GURU" AT SMPN 35 MAKASSAR

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ABSTRACT

The aim of this research is conducted in order to improve students' vocabulary through Ruang Guru application at the first grade of SMPN 35 Makassar. This study was experimental research with a pre-experimental One Group Pre-test and post-test research design, namely giving a test before treatment, then giving a test after treatment using the Ruang Guru application. The sample of this study was is grade VII.2 students. A total of 23 students. The research was conducted in 4 meetings. The data collection technique used in the study was a test technique which was analyzed with descriptive statistics. The data obtained were also analyzed using SPSS version 22.0 program. The results showed that there was an effect of the learning model using the Ruang Guru application on the learning students at VII.2 SMP Negeri 35 Makassar. This can be seen based on the results of the SPSS version 22 analysis.

Keywords: Ruang Guru Application, Vocabulary, Media

INTRODUCTION

English as international language is spoken almost all over the world. In the global era, English takes an important role as communication language used in many sector of life, such as trading, bilateral relationship, politic, science, technology and many others. It is believed that many aspects in humans' lives namely education, technology, tourism, health, economics, and so on involve English language showing how close English to people's life today (Syahar & Diah, 2021).

Many people have used English to support their life goals since it has become an international language for communication around the world (Sari & Aminatun, 2021). Moreover, English skill is essential for everyone living in this globalized time who want to compete with others, as English is utilized as a means of communication on a global scale. It is impossible to deny that English has become an important language in Indonesia, as it is taught at nearly every educational level (Handayani & Aminatun, 2020). According to Pustika & Wiedarti (2019), one of the most significant subjects in our educational system is English. It may be demonstrated through the Indonesian government's concrete measures that English is covered in the curriculum. It means that the Indonesian government expects its students to be able to communicate in English.

Vocabulary is one of English components or sub skill that must be taught to the learners, because vocabulary has the primary role for all languages. Moreover, there are some researchers regarding that vocabulary more important than grammar. Among them is McCarthy in his book stated “no matter how well the student learns grammar, no matter how successfully the sounds of L2 just cannot happen in any meaningful way.” in other words the first that to be master for language learner in learning language especially English is vocabulary. Jane, et.al (2022) also said that Vocabulary is a set of words or phrases owned, mastered, and understood by someone who is usually arranged sequentially and that will be used to arrange a new sentence.

Furthermore, Viera (2017) claimed that vocabulary skill is an essential tool for being fluent in any language skills; it also aids in the comprehension of written and spoken texts. Similarly, Simamora & Oktaviani (2020) sated, if students want to be proficient in English, they must learn as much vocabulary as possible. Vocabulary is one of the most important aspects of the language. According to the statements, mastering vocabulary is an integral part of learning a foreign language. So we may assume that without proper language, we cannot interact effectively or articulate a concept. According to Rohmatillah (2014), kinds of difficulties faced by students in vocabulary learning were various. There were some factors that caused students’ difficulties in learning vocabulary: (1) the written form is different from the spoken form in English, (2) the number of words that students need to learn is exceedingly large, (3) the limitations of sources of information about words, (4) the complexity of word knowledge. Knowing a word involves much more than knowing its dictionary definition, (5) causes of lack of understanding of grammatical of the words, (6) the incorrect pronunciation is often caused by the lack of sound similarity between English and the students’ native language

Teaching learning process of language cannot be separated from the curriculum or syllabus. Based on our curriculum, the purposes of teaching English in Indonesia is “students can master four skills (listening, speaking, reading and writing)”. But in many work fields most of students cannot state their ideas and opinion well since they are not accustomed to speak, feeling shy, hesitation and fear to make a mistake. Commonly, it is caused by the limited vocabulary Based on the researcher’s observation through conducting preliminary study during teaching learning English activity at the first grade at SMPN 35 Makassar the researcher found that many students had difficulties in learning English especially in the vocabulary. Also, the students had difficulty in differentiating the form of word grammatically such as parts of speech: noun, verb, adjective, and adverb. Furthermore, the students tend to be bored and low participation in English class. vocabulary is taught through memorizing words or drilling patterns. They have to present materials by using a suitable teaching technique. The technique used in teaching vocabulary is monotonous; the students just memorize the changes of verbs, the word related to nouns, adjectives and adverbs. There are

many techniques and methods of language teaching that can be selected for teaching vocabulary, some of the teachers are using kind of games such as: stick figure, puzzle, card game, wall cards, pictures and etc.

One of the teaching media that can make the students motivated to learn English is using the suitable media which is "Ruang Guru" media. Ruang Guru as media teaching take an advantages in learning English in Covid-19 situation which what we need is systematic application which can help us in the teaching process. Learning vocabulary word which is used by the students is always the same word around their conversation of their daily activities which consist of: noun, verb, adjective and adverb. The teacher only has to improve students' vocabulary by a suit media especially Ruang Guru as a media itself. spirit of student learning. In addition to motivation, appropriate and interesting media are also needed to trigger students' motivation and increase enthusiasm for learning English.

The mission of Ruang Guru is to provide and extend access to good quality education through technology for all students, anytime and anywhere. In 2019, Ruang Guru has cooperated with 32 out of 43 provincial governments and more than 326 city government and has more than 10 million users (elementary, junior high school and senior high school students) (Pregitha, 2021). Ruang Guru in the world of education is an online tutoring place or forum where everyone looks for and provides information, discuss and share thoughts between one or more people only by using a mobile device or technology connected to new media

In conclusion, by using Ruang Guru application the students of SMPN 35 Makassar can improve their vocabulary and help them to remember about noun, verb, adjective, and adverb easily. It is expected to be positive atmosphere in the classroom. It is also can be an alternative way to keep the students' vocabulary. According with the explanation above, the researcher intends to conducted classroom action research entitled Improving Students' Vocabulary Using Application "Ruang Guru" at SMPN 35 Makassar.

METHOD OF THE RESEARCH

This study used a pre-experimental method. Before being given treatment, students were given a pre-test (vocabulary test) to determine initial knowledge (O1), then vocabulary was taught, and the last used of students was given a post-test to test students' abilities. vocabulary improvement (O2). The comparison between the pre-test and post-test scores determines the success of the treatment. The writer used the Ruang Guru application as a medium to teach vocabulary skill. This research was conducted at SMP Negeri 35 Makassar at class 7.2, academic year 2021/2022. The writer held four meetings. The population of this research west the first-grade students of SMPN 35 Makassar in academic year 2021/2022 consisting of 270 students divided into nine classes which each class consisted of approximately 23 students. In this study, vocabulary test as a research instrument. In the vocabulary test, the researcher gave several questions to the students. The test is given twice, before and after the treatment or

teaching and learning process. Students are given a pre-test to determine their vocabulary skills before using the Ruang Guru application and the post-test measures whether Ruang Guru can improve or not on vocabulary skill. In collecting the data, the writer collects the data by employing these procedures: pre-test, treatment, and post-test.

FINDINGS AND DISCUSSIONS

Findings

The findings presented in this section consist of data obtained through a test to see if there is an improvement in students' vocabulary after giving them treatment. This section discusses the description and interpretation of the findings in this study. The findings that the writer report in this study are based on the analysis of data collection and application of the techniques described in the previous chapter

Table 1 The students mean score.

Indicator	Pre-test score	Post-Test score	Improvement
Students Vocabulary (Noun & Verb)	55,65	72,15	29,61%

Table above show that there is improvement of the students' vocabulary totally mean score in pre-test before gave treatments was 55,65 and after gave treatments students' vocabulary totally mean score in post-test became 72,15. Therefore, it could be summarized that students' vocabulary was improve became 29,61%.

Table 2 The students' all score category.

No.	Category	Score	Pre-Test		Post-Test	
			Freq	%	Freq	%
1	Excellent	96-	-		-	
2	Very Good	86-95	-		-	
3	Good	76-85	-		5	21,73
4	Fairly Good	66-75	5	21,73	12	52,17
5	Fair	56-65	4	17,39	6	26,08
6	Poor	36-55	13	56,52	-	
7	Very Poor	0-35	1	4,34%	-	
TOTAL			23		23	

The table show that the category frequency and percentage of students' vocabulary, there are different between pre-test and post-test. The result of pre-test before applied Ruang guru application, there was no students in category excellent, very good and good. Only 5 students in fairly good, 4 students in category fair, 13 students in category poor and 1 student got category very poor.

The result of post-test after applied the Ruang guru application shows there is no students in category poor, very poor, very good and excellent. Only 5 students in category good, 12 students in category fairly good, 6 students in category fair.

Table 3 Students' Score Classification in Pre-test and Post-test

No	Student's Initial	Pre-test	Classification	Post-test	Classification
1	AKD	70	Fair Good	85	Good
2	NIH	65	Fair	80	Good
3	RZM	60	Fair	75	Fair Good
4	NA	55	Poor	65	Fair
5	NAM	55	Poor	60	Fair
6	JC	55	Poor	65	Fair
7	AN	55	Poor	65	Fair
8	AFZ	50	Poor	70	Fair Good
9	AA	55	Poor	65	Fair
10	TNK	50	Poor	75	Fair Good
11	ANZ	50	Poor	70	Fair Good
12	An	50	Poor	60	Fair
13	NP	45	Poor	75	Fair Good
14	NK	45	Poor	65	Fair
15	RDB	45	Poor	70	Fair Good
16	PP	40	Poor	70	Fair Good
17	NAMSPG	35	Very Poor	70	Fair Good
18	MFRSU	70	Fair Good	80	Good
19	FM	70	Fair Good	75	Fair Good
20	QAZA	60	Fair	75	Fair Good
21	AL	70	Fair Good	75	Fair Good
22	NUT	60	Fair	65	Fair
23	LRMA	70	Fair Good	75	Fair Good
TOTAL		1280		1630	

Source: Students' Score Pre-test and Post-test

Based on the table 4.3 above, the classification students' score pre-test and post-test; In the pre-test; 5 (21%) students were classified as fair good, 4 (17%) students were classified as fair, 13 (56.5%) were students classified as poor

and 1 (4.3%) student were classified as very poor. In the post-test; 3 (13. %) students were classified as good, 12 (52.1%) students were classified as fair good, 8 (37.7%) students were classified as fair. From the result of classification students' score pre-test and post-test is the score of post-tests higher than the score pre-test.

After calculating the result of the students' pre-test and post-test, the mean score and standard deviation were presented in the following table:

Table 4. Descriptive Statistics

		Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest		23	35,00	70,00	1280,00	55,65
Posttest		23	60,00	85,00	1659,00	72,130
Valid	N	23				
(listwise)						

Based on the pre-test and post-test data on this page, it is clear that there is a significant significance of students' speaking ability in the post-test through the treatment of these students by using Ruangguru application in the pre-test, the mean score was 55,6522 and the standard deviation was 10,25852. Meanwhile, in the post-test, the mean score was 72,1304 and the standard deviation was 6,31236. The average value of the post-test is higher than the pre-test. After conducting pre-test and post-test scores of students in the experimental class, the writer uses t-test the hypothesis

T-test is a test to measure whether there is a significant difference between the results of the students' mean scores on the pre-test and post-test. By using the t-test inferential analysis or the significance test run by SPSS Version 22, significant differences can be more easily analysed. In this study, the Null hypothesis (H_0) states that the use of Ruang Guru application cannot increase students' vocabulary skill at the eight grades of SMPN 35 Makassar

While the Alternative Hypothesis (H_1) states that the use of Ruang guru application can increase students' vocabulary skill at the seven grades of SMPN 35 Makassar. If the significance value is 2 or sig. (2-tailed) is lower than 0.05, H_1 accepted and H_0 rejected.

Table 5 Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pretest posttest	-16,478	9,307	1,940	-20,50	-12,451	-8,491	22	,000

The result of t-test stated that Sig. (2-tailed) was 0.000. The result provided that the Sig. (2-tailed) table was lower than the level of significance. So, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. This means that the use of Ruang guru application can improve students' vocabulary skill at SMPN 35Makassar.

Discussion

The description of the data collected through the test as described in the previous section shows that the Ruang guru application can improve students' vocabularies abilities. This is supported by the Write experience when conducting pre-test and post-test. In the pre-test, most of the students leak in speaking because they less memorized the vocabulary.

While in the post-test (after treatment) there were several improvements achieved by the students such as have much more vocabulary when they are spoken. This is also supported by the frequency and percentage level of students' pre-test and post-test results. The value of students after being given treatment is better than before being given treatment. Based on the results of the pre-test score, many students had difficulty in vocabulary.

Furthermore, the mean pre-test score was 55.65 while the post-test mean was 72.15. Based on the results of the pre-test score before applied Ruang guru application, there was no students in category excellent, very good and good. Only 5 students in fairly good, 4 students in category fair, 13 students in category poor and 1 student got category very poor. The result of post-test after applied the Ruang guru application shows there is no students in category poor, very poor, very good and excellent. Only 5 students in category good, 12 students in category fairly good, 6 students in category fair. From the calculation of the average value of the pre-test and post-test, it is known that the average value of the pre-test is 55.65 with a poor classification, while the post-test average value is 72.15 with a very good classification

Based on the post-test percentage of students, all students' scores in the post-test were higher than in the pre-test, so it can be concluded that Ruang guru application can improve vocabulary after being given treatment by the author. In the statistical section stated in the hypothesis test, the results show the statistical test 'Asymp.sig (2-tailed) worth 0.000 less than 0.005 analysis of the data

obtained in the statistic "H0 accepted". There are differences in students' vocabulary ability at the time of pre-test and post-test. In the pre-test, the mean score was 55.65. In the post-test, the mean score was 72.15. The average value of the post-test is higher than the pre-test. So it can also be concluded that Ruang guru application improve the vocabulary ability of twenty three students at SMPN 35 Makassar.

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In this study, the Null hypothesis (H₀) states that the use of Ruang guru application can't increase students' vocabulary skill at the eighth grade of SMPN 35 Makassar, While the Alternative Hypothesis (H₁) states that the use of Ruang guru application can increase students' vocabulary skill at the seven grades of

SMPN 35 Makassar. If the significance value is 2 or sig. (2-tailed) is lower than 0.05, H₁ accepted and H₀ rejected.

The result of t-test stated that Sig. (2-tailed) was 0.000. The result provided that the Sig. (2-tailed) table was lower than the level of significance. So, the alternative hypothesis (H₁) was accepted and the null hypothesis (H₀) was rejected. This means that the use of Ruang guru application can improve students' vocabulary skill at SMPN 35Makassar.

CONCLUSION

This research was conducted at seventh grade, especially class 7.2 SMPN 35 Makassar. Based on the formulation of the problem, research objectives, hypothesis testing and analysis results, it can be concluded that the student scores obtained by the during the post-test were more improved than during the pre-test. Students' abilities increase after being given treatment. Students feel more confident in answer activities that included vocabulary.

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