



IMPROVING ENGLISH VOCABULARY THROUGH MAGIC BOX GAME FOR YOUNG PEOPLE WHO DROP OUT OF SCHOOL IN HABI VILLAGE

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ASBTRACT:The purposes of this research are to find out how the young people who drop out of school in Habi Village improve their English vocabulary through magic box games and to find out the problems of young people who drop out of school in Habi Village in improving English vocabulary through magic box game. This research was action research. This research was conducted in Habi Village. The subjects in this research were young people who drop out of school which consist of 12 people. In collecting the data, the researcher used written interviews and tests. The result of the research showed that there are several problems faced by the learners, namely lack of vocabulary, some of them could easily follow the writing exercises but some still confronted difficulties in doing exercises, and they did not choose the appropriate words. The total mean score of the learner's results on the pre-test and post-test was 7.75. The researcher concluded that using magic box games in learning could improve the English vocabulary of young people who drop out of school in Habi Village.

Keywords: *improving, English vocabulary, magic box game, young people, ability.*

INTRODUCTION

English is an important means of communication, which is used by many countries in this world. It plays a very important role in the process of modernization as an international language. That is why the Indonesian government chooses English as the first foreign language to be taught in a formal and non-formal way. English is taught not only in secondary school and tertiary school but also in primary school and kindergarten, even in the English course and non-formal fields. This phenomenon shows the awareness of people that English is very important. Realizing these facts, the Indonesian government has tried many endeavors such as changing and making the curriculum better and also introducing new approaches and methods to teaching English teachers.

In Indonesia, English was the first foreign language to be taught from junior high schools up to the university level in 1945, the beginning of her independence. English is significant in that it dominates trading, transport, foreign affairs, science, and technology. The impact of international trade and communication makes English the first foreign language in the country from the 1940s up to the present. The development of English in the field of education is growing continuously as it is seen recently (Bire, 2016: 6-7). In learning English,

there are certain skills that learners need to learn, namely: listening, speaking, reading, and writing. In daily life, people usually share information, ideas, concepts, and all in their minds through either spoken or written language. When they use spoken language, it means they communicate with one another orally, directly, or face-to-face. On the other hand, written language means they express their ideas through writing.

In connecting the four language skills, vocabulary plays the most significant role in foreign language learning. The implementation of vocabulary can support the ability to communicate and provide opportunities for students to develop an understanding of learning vocabulary so that students can understand and make sentences or discourses in English. Learners should acquire an adequate number of words and should know how to use them accurately and appropriately. According to Neuman and Dwyer (2009: 385), vocabulary can be defined as “words we must know to communicate effectively; words in speaking (expressive vocabulary), and words in listening (receptive vocabulary)”. Lehr, Obson, and Hiebert (as cited in Kamil and Hiebert, 2005: 2-3) define vocabulary as knowledge of words and word meaning in both oral and written language and productive and receptive forms.

There are two kinds of vocabulary for language skills reading, listening, speaking, and writing. They are receptive and productive or passive and active vocabulary. Receptive or passive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use. It is used passively in either listening or reading. Productive or active vocabulary is utilized actively either in speaking or writing (Nation, 2001: 24).

English vocabulary is the word from another culture or country. It is not easy to know until remember the new word. We need a long process to remember it perfectly. English educators must create material that could make learners know about it. Using visual media and games in teaching vocabulary can make learners memorable. The usage of visual media and games in teaching vocabulary are facilities to interact between the educator and the learners. Visual media and games are an important way of vocabulary learning. The educator needs a way to teach vocabulary through visual media to make learners enthusiastic about learning vocabulary and situations be fun. It used to make the process of learning work be well, it has very important in increasing learners' attention to accept and active to give response vocabulary that has taught by the educator.

Nelson, Reed, & Walling (1976) in Rokni & Karimi (2013) said that the usage of visual materials such as pictures was an effective method and it has good results. Teaching vocabulary using visual media made students enthusiastic, gave them the motivation to learn vocabulary, and enjoyable to learn vocabulary. Danan (1992) in Rokni & Karimi (2013) stipulated that language teachers who used different visual materials could increase students' interaction and motivation in the classroom. The usage of pictures could be better and more useful than other materials. Nelson, Reed, & Walling (1976) in Rokni & Karimi (2013) suggested that the usage of visual things like pictures has a positive outcome and better results in learning.

Nowadays, the Indonesian government wants to achieve 9 years of compulsory basic education; this does not come for free. School books, transport, and other costs add to the financial burden on parents. Yet, even though 9 years' education does not guarantee a job, it is not until completing senior high school that real chances of finding decent work are realized. However, completing junior high school is an important step that should be seen as an absolute minimum. Many factors cause children and young people to drop out, such as internal factors

and external factors. Internal factors are factors that come from within them, either in the form of laziness, a hobby of playing, and low interest that causes children and young people to drop out of school. While external factors are factors that come from outside them, both from parents, namely the family's economic situation, parental attention, parental relationships that are less harmonious, parents' educational background, and social environment. Children and young people who drop out of school experience a lack of interest in learning.

Realizing that teaching English, especially vocabulary is very important to be learned by learners, the researcher used a magic box game to help learners. Due to the reason above, the researcher tried to conduct a research entitled "Improving English Vocabulary through Magic Box Game for Young People Who Dropped Out of School in Habi Village".

METHOD

In this research, the researcher used Action Research as the method of research to improve English vocabulary for young people who drop out of school. Action research is a model for teaching with high transparency that enables teachers to determine students' achievements daily basis rather than waiting for the end of a quarter. Teachers used the reflection in action model so the satisfaction of knowing that students would do well on standardized tests because appropriate changes have been made throughout the learning process. The advantage of the action research model; the process is inherently flexible to address the variety of issues that might arise in the teaching and learning environment (Pelton 2010: 7-8).

The action research process can generally be described as a series of four steps: planning, action, observing, and reflecting on the results of the action. Depending on the research question, purpose of the research, and the number of researchers involved, each of these steps can be expanded. When the results of the first stage have been studied, the researcher then plans the next series of actions. Each reflective phase gave more information about the issue and increased the researcher's understanding. The most important skill the researcher needed in action research was the ability to engage in reflection. Reflection moved the practitioner from one stage to the next; thus, the action was based on reflection.

This action research was concerned with some instruments in collecting the data; those are written

interviews and tests to collect valid and reliable data. The written interview is aimed to reveal data about the problems faced by the learners. This interview depends on the list of questions. While tests were used for measuring the learners' achievement in vocabulary and understanding of the material. There were how many vocabularies learners have after the researcher applied the game during the learning process.

RESULT AND DISCUSSION

RESULTS

The improvement of English vocabulary was influenced by some factors. It was also related to the level of education. Therefore, many efforts that were able to improve the learners' vocabularies could be tried in the field. The efforts that would be conducted in this research were as follow:

1. The first was providing a question and answer activity. This action was hoped to increase the learners' ability to know and remember simple words. Through this activity, the learners would get many opportunities to know word knowledge and speak up. It was expected that the learners would have the courage to say English vocabulary.
2. The second was practicing dialogs using the magic box game. It was expected that the learners could carry out the pictures in the magic box by practicing them more often. This action was also an effort not to make the teaching activity monotonous.
3. To help the learners in pronouncing English vocabulary correctly, the learners would do the third action i.e. practicing pronunciation using pictures in the magic box. The pictures could facilitate the learners in understanding the meaning of the words. Furthermore, it was hoped that the learners did not consider English a difficult lesson.

The Implementation of the Actions

a. Planning

After the researcher formulated the field problems and the actions to solve the problems, the researcher made some plans to be implemented in this step. Based on the problems that had been determined, the researcher hoped that this step could change English learning to the following condition.

- 1) The learners did not consider English as a difficult lesson.
- 2) The learners were not shy and afraid.
- 3) The learners became active.

- 4) The learners could pronounce the English words correctly.
- 5) The learners were able to ask and answer simple words orally.
- 6) The learners could carry out simple dialogs fluently.
- 7) The learners used the teaching media especially pictures in the magic box.
- 8) The English learning activity was not monotonous.

To achieve the expected situation, the researcher planned to implement some actions. They were:

- 1) Providing the question and answer activity.
- 2) Practicing pronunciation using pictures in the magic box.
- 3) Translating English words.
- 4) Conducting interlude activities
- 5) Giving credit points to the active learners.
- 6) Using the teaching media especially pictures in the magic box.

All actions above would be implemented simultaneously. It means that the research would cover six actions.

b. Action

Based on the planning that had been agreed upon, the researcher provided the question and answer activity and after the learners understood the researcher's explanation of the material, the learners did some exercises. After the learners had finished the exercises, the researcher and the learners discussed them together. In the discussion, the researcher demanded the learners to answer the questions orally. This activity was different in that the learners used to write their answers down on the whiteboard. The learners were enthusiastic about doing the activity. To make this activity more interesting, the researcher used another picture in the magic box while explaining the clue in discussing the learners' answers. In this activity, the researcher used a small ball to throw to the learner while giving the clue and this learner had to answer the clue orally. And then, the learner thrown the small ball to the other learner. After the learners answered the question, the researcher asked the class whether the answer was right or wrong. The researcher used some questions such as "Do you agree? Is the answer correct?" When the learner's answer was not correct the researcher asked other learners to give the right answer. If nobody knew the right answer, then the researcher corrected it. They were happy about doing this activity. The learners felt that they had many opportunities to

know word knowledge and to speak up. In the practice, some learners still made mistakes in pronunciation. The mispronunciation made the learners laugh. They thought that it was funny to hear the words that were not pronounced correctly. This action got positive responses from the learners. They said that they were happy about doing the practice.

In pronunciation practice, the English words of the pictures were put below them. First, the researcher pronounced the word then, the learners repeated the pronunciation. After some time, the researcher let the learners pronounce the words by themselves. The learners were enthusiastic when they were practicing pronunciation. This action helped them to pronounce the English word correctly. Furthermore, through the pictures, they could know the meaning of the words without opening their dictionary. The researcher helped the learners when they found some difficult words. The researcher did not correct their mistakes directly. When they did not know the meaning of the words, the researcher tried to lead them to find the correct meaning. However, when no learner knew the right one, the researcher corrected it. The learners gave a positive response about the action. Through the translation activity, it was easier for them to understand the words. Furthermore, the learners could do the exercise concerning the words more easily. As a result, they could answer the question related to them.

Conducting interlude activities was implemented so that the learners would not be bored in the English learning process. It was also aimed at making the learners relaxed. This activity was put among other activities. The interlude activities were in the form of word guessing and singing. In the activity of word-guessing, the researcher gave pictures containing a short description of it. Then, he asked the students to guess it. In the first chance, the researcher asked the learners to guess a place; for example, this is a place where you go when you want to see an airplane. The purpose of the activity was to reinforce the vocabulary of the learners they learned before. The researcher also invited the learners to sing a song together entitled "London Bridge is Falling Down". All learners were happy when they were singing together, even they clapped their hands. This action could get a positive response from the research members. The singing activity made the students happy and cheerful. They became happy and did not feel sleepy through the interlude activities. They got variation in their learning so that the activity was not monotonous

anymore. The researcher told the learners that they would get credit points if they were active in the class. It could stimulate the learners to become active in every activity. They were motivated to answer the question since they wanted to get points. The learners said that they did not feel frightened and ashamed to learn and speak English.

The researcher prepared the media to be used in the learning process. The researcher used some cards and some pictures as the media. The cards were used when the learners carried the dialogs. Based on the researcher's observation, the media were able to improve the motivation of the learners in learning. They were curious to ask about the media. The learners considered that the media made learning easier and clearer.

c. Reflection

After the implementation of the actions had been conducted, the reflection was done. In this activity, the researcher found that the learners were shy to be interviewed using a tape recorder. Therefore, the researcher did not use a tape recorder in interviewing them. Without using the recorder, the conversation could run naturally. The researcher used written interview. In the first action, the learners were awkward in doing the question and answer activity orally. It was because they had never done it before. The learners used to give their answers by writing them down on the whiteboard. However, in the next action, they began to be familiar with the activity. They could give their answer to the researcher's questions orally although they still read their note in answering. In improving the pronunciation of the learners, practicing to pronounce English words using pictures could help them in saying the words correctly. Also, the learners could increase their vocabulary without opening their dictionary. They were able to identify the meaning of the words by looking at the pictures.

DISCUSSION

From the research findings, it could be seen that each action gave it contributes to the attempts on improving the word knowledge of the learners. The learners were young people who drop out of school in Habi Village. All of them can read, write, and speak in the Indonesian Language as the source language fluently and appropriately so when the researcher taught spelling, pronunciation, and word knowledge, they could try to understand and memorize step by step. In the learning process, the researcher tried to implement some activities that attracted the learners to use the target language in

communication. By providing the question and answer activity, the learners got the opportunity to practice.

Many problems were faced when learners learned a target language such as English vocabulary and they did not understand the connection between the new vocabulary they have learned with the function of the word. To overcome problems, such as those learners who were dominating the conversation during the activities, thus, they were asked to be quiet, and gave the chance to other learners. Those learners who had good abilities or good scores were directed by the researcher to guide those who have fewer abilities or come from the lower group. In addition, the researcher directed those learners who understood well to help those who struggled. The researcher gave the chance to the learners to ask their friends if they were not understood. Giving them tasks and practice in each meeting can build up their ability. Furthermore, the researcher found the learners had progressed and gave positive responses in each meeting. Moreover, visual media such as pictures in magic box games was one medium that could make learning vocabulary more fun and interesting, the learners were not bored. In teaching vocabulary, the researcher only used pictures or photos because they were easy to understand, enjoyable, and attracted the attention of learners was a good way to introduce vocabulary.

Scoring and classifying the learners' vocabulary ability as suggested by Hughes in Juita (2011) here were explained with its criteria. More descriptions can be seen in the table below.

Table 1. Scoring of Vocabulary

Classification	Score	Criteria
Excellent	5	Use of vocabulary to mastery English vocabulary
Good	4	Sometimes use to mastery English vocabulary although it's no fluently
Average	3	Frequently the wrong words, discussion somewhat limited vocabulary
Poor	2	Misuse of word and very limited vocabulary make comprehension quite difficult
Very Poor	1	Vocabulary limitations so extreme as to make discussion virtually impossible

Table 2. Result of Tests

Learners Code	Score		Total Score
	Pre-Test	Post-test	

01	3	5	8
02	4	5	9
03	2	4	6
04	2	5	7
05	4	5	9
06	3	5	8
07	4	5	9
08	4	5	9
09	3	4	7
10	2	4	6
11	3	5	8
12	3	4	7
Σ	37	56	93

The total mean score of the learners' result on the pre-test and the post-test:

$$\text{Mean of learners' score} = \frac{\text{Total score}}{\text{Number of learners}}$$

$$\begin{aligned} \text{Mean of learners' score} &= \frac{93}{12} \\ &= 7.75 \end{aligned}$$

From the analysis above, the researcher concluded that the learners still had problems in the pre-test. It can be seen in the result of the pre-test. It was needed to improve their achievement in the learning process. In the pre-test, the learners were not ready and not all of them brought the dictionary. The learners did not understand the English vocabulary well, especially in choosing the appropriate words. After identifying the result of the pre-test, the researcher did the teaching. While the result of the post-test showed the achievement of learners' English vocabulary. The score of the post-test was higher than the pre-test.

CONCLUSION AND SUGGESTION

CONCLUSION

After analyzing data based on research questions regarding the use of magic box games for young people who drop out of school in improving English vocabulary, the researcher concluded that there were some problems faced by the learners such as lack of vocabulary. Without vocabulary, learners could not improve their ability to communicate with foreign people, read English literature, and wrote English literature. Many problems were faced when Indonesian learners learned a target language such as English vocabulary and they did not understand the connection between the new vocabulary they have learned with the function of the word, and then they could not apply their new vocabulary in their mind for communication.

On the other hand, some of the learners were still afraid and shy to speak. They were confused to pronounce the word. They had no word choices or were low in vocabulary building, some of them could easily follow the writing exercises but some still confronted difficulties in doing exercises. The researcher concluded that the learners still had problems in the pre-test. While the result of the post-test showed the achievement of learners' English vocabulary. The score of the post-test was higher than the pre-test. The learners had progressed in improving English vocabulary through the magic box game in the learning process. The researcher concluded that using magic box game in learning could improve the English vocabulary of young people who drop out of school in Habi Village.

SUGGESTION

Based on the conclusion, the researcher would like to suggest several things, first English educators are suggested to make better preparation and should be more active, energetic, creative, and innovative in teaching English vocabulary. The educators also should find various kinds of interesting techniques and methods for the learners. The usage of visual media in vocabulary learning could provide many benefits for learners. Second, the learners are suggested to be more serious in learning English not only for productive skills but also for receptive skills. They are recommended to have more practice by giving many exercises. And the last for further research, it is hoped that other researchers will do better research related to improving English vocabulary which can be applied not only in teaching English vocabulary but also for teaching listening, reading, writing, and speaking.

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