

THE USE OF “BIG CITY ADVENTURE SYDNEY AUSTRALIA
SOFTWARE GAME” IN ENHANCING THE STUDENTS’
VOCABULARY: A Classroom Action Research

Rika Herlina¹, Erwin Akib², Amar Ma’ruf³

¹Universitas Muhammadiyah Makassar, English Education Student, rikasyam49@gmail.com

^{2,3}Universitas Muhammadiyah Makassar, Faculty of Teacher Training and Education, English Education Department

Article Info	Abstract
<p>Received: <i>April 18, 2018</i> Accepted: <i>June 17, 2018</i> Online: <i>June 28, 2018</i></p> <p>Keywords: Vocabulary enhancement, Game software, Attitude</p>	<p>This research aimed to find out the improvement of students' vocabulary by using Big City Adventure Sydney Australia Software Game as learning method and to know the students' attitude towards using media game in learning vocabulary at SMAN 13 Luwu. The researcher used Classroom Action Research as the research method. The researcher conducted two cycles; each cycle consisted of three meetings. It was done at class XI IPA2 which consist 36 students. The research findings indicated that Big City Adventure Sydney Australia Software Game improved the students' English vocabulary that focus on noun. It was proved by the improvement of the students' achievement. Before treatment, the students' vocabulary was very poor. Only 3 students (8.33%) got Good score. Most of the students are difficult in memorizing some vocabularies. At the end of the first cycle, any 9 students (25%) got Good score. In the second cycle, any 19 students (52.77%) got Good score. the mistake made by students in stressing syllables decreased, and the words that they memorize had increased. Finally, the students' result of the cumulative vocabulary test there are 2 students (5.55%) got excellent score and 25 students (69.44%) got Good score. It could be concluded that use of Big City Adventure Sydney Australia Software Game was improve significantly of the students' achievement. The students' attitude in memorizing English words, It was proves that the presence of Game as a method and media improved the students' enthusiasm in learning and also enhanced the students' participant during learning process.</p>

INTRODUCTION

According to Keraf in Ous (2011), stated that providing two language understanding. The first notion of language as stated means of communication between members of the public in the form of a symbol of the sound produced by means of said human. Second, language is a communication system that uses symbols vocal (speech sound) which are arbitrary. According to Owen in Ous (2011), describes the language definition language can be defined as a socially shared Those combinations of symbols and rule governed Those combinations of symbols (language can be defined as a socially acceptable code or conventional system for delivering concepts through the use of symbols and combinations of the desired symbols are governed by the provisions). While, Soejono in Ous (2011), language is a means of spiritual communication is very important in life together.

Language is important means for human communication. It is use to make an interaction with other people in society and also it is use to express emotion, feeling, and opinion within the language. Vocabulary is an important role in all aspects of language skills. Someone cannot express his idea without have enough vocabulary. Harmer (2008) stated that teaching vocabulary as the major part in this process is the art of the language teachers themselves. Students need to see the word in context to see how they use them in process of interaction. Based on the curriculum of English in Indonesia, vocabulary must be integrated in the process of learning which based on curriculum-based competence. In other words, any kind of strategy used to achieve the goal of vocabulary mastery must be provided by all language teachers.

Hatch and Brown (1995) define that vocabulary as a list of words for a particular language or a list or set of words that individual speakers of language might use. Morris (2000) stated that, Vocabulary is defined as a list of words and often phrase usually arranged alphabetically and defined or translate a lexicon or glossary. Meanwhile Richard & Renandya (2002) said that, vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, read, and write. According to some explanations above, it can be concluded that vocabulary is index of words that have been used by people to communicate, it is usually arranged alphabetically, and it is also part of language component, so it is very essential when people communicate each other.

Teachers have to come up with many kinds of ideas to provide the learning facilities as natural as possible. This is importance, because vocabulary is not such an easy item to be remembered or memory by the students. The students need to have relaxing, Interesting and enjoyable learning situation in order to help to acquire the vocabulary item easily and directly with can be apply in their daily life. In order words, by having this kind of learning condition, the students may have natural and enjoyable changes to apply the language. Moreover, they will be able to use the language components either by reading, writing, listening and speaking.

Teachers can use many kinds of alternative media to teach vocabulary. Therefore, the teachers must have several special tricks to make their student motivation to learn English. The learners need a way of teaching that enjoyable, interesting and practical so that finally they can integrate themselves into English. It is assume that they can contribution their skill especially in vocabulary enrichment. Without understanding vocabulary, the students will be finding some difficulties. Therefore, the students must have knowledge vocabulary because it can positively facilitate the students to use English effectively in their communication, in other words it leads the students to use English well.

The researcher was doing practical of field work (Magang 1 and 2) at SMA Negeri 13 Luwu, Kabupaten Luwu, the researcher found some difficulties the students faced in learning process especially in English learning skills, such as; reading, writing, listening and speaking. The researcher found some difficulties because they were fault to mastery vocabulary. The researcher will conduct this research at the class of XI IPA in which the

researcher found that the students have a problem in the students' vocabulary mastery, they only have KKM score are 68. So the researcher tried to find out the solution that problem. The researcher will use a technique for English learning so the student can master the learning skills.

One of the techniques which the researcher tends to apply in teaching English vocabulary is using software game specially "The Big City Adventure Sydney Software Game" that can enhance the vocabulary of student. Teaching vocabulary by using game is good to improve vocabulary achievement of the students, because the students can find new words. Besides that the big city adventure Sydney game is game which can help the learners to remember the some new words, and this game is enjoyable and fun activity for the students in learning English vocabulary.

Ardiana (2015), stated that Computer Game Software "Big City Adventure" is one of the best solution to solve the problem of the students in learning process. Because the use of game in teaching learning process has the function to make the teaching and learning process more interesting. Besides, the use of game can make the students felt enjoy in teaching and learning process. Anis suggested to the English teacher to be able to use various media based on the students' ability and the situation of the class to get the success of teaching learning process.

In line with the statement of the problems, the objectives of the study are to find out: The improvement of the students' vocabulary in learning through The Big City Adventure Sydney Australia Software Game in eleventh grade at SMA Negeri 13 Luwu, Kabupaten Luwu. The students' attitude toward The Big City Adventure Sydney Australia Software Game in learning students' mastery in memorizing English words. This research was restricted to the improvement of the students' vocabulary specially focus on noun. The students was led to memorize focus English vocabulary (Noun) based on The Big City Adventure Software Game that the students was play in the class. The researcher was also observing students' attitude through the students' behavior in learning process.

LITERATURE REVIEW

Big City Adventure Sydney Australia software game

Big City Adventure Sydney, Australia is a game which contains educational elements, in playing this game players rely on the accuracy and wealth of vocabularies or vocabulary in English. At first the player will be asked to create a player and can choose some characters offered. Then in this game later the player will be invited to tour the city of Sydney, Australia so that the player can also recognize the various places in the city.

This game consists of 76 levels that must be completed. And each level that completed will then get a reward of a typical item if the player is able to finish within a specified time.



FIGURE 1 EXAMPLE OF REWARD AFTER COMPLETING THE EACH LEVEL

In each level of this game players are required to find items hidden among other items in a place. For the provisions of the items requested to be searched it has been provided in the form of word lists which use English vocabulary. So if a player wants to be able to finish this game at least they should know and know the meaning of the list of goods that speak English earlier and also the player must be careful in finding the requested goods because these items are hidden in a pile of goods the others very neatly.



FIGURE 2 FIND AND CLICK ON THOSE OBJECTS HIDDEN BASED THE WORDS

In this game there is actually help for each level, help here will give a hint or clue what the player really wants to know, but this help is very limited and this help can be used if the player can find the aid coin so that if the player cannot find the aid coin then the player cannot use the help. As for the time in this game about 10 minutes for each level, and the time will be reduced faster if the player was choosing goods at random and turned out to be selected by the player is wrong.



FIGURE 3 HELPED FOR FINDING THE OBJECT

If each level has been completed before moving to the next place or next level there are various game inserts.



FIGURE 4 VARIOUS GAME TO CONTINUE THE NEXT LEVEL



FIGURE 5 VARIOUS GAME TO CONTINUE THE NEXT LEVEL

And almost all the game inserts also require a little skill in solving them such as: accuracy, dexterity, and memory. Actually this insert game can be skipped if the player has a skip coin obtained at the level of the game but if you do not have the coin then the player cannot pass it.

I think this game is very good because with this game we can train our thoroughness, can train our dexterity, can train our memory and also can add English vocabulary so this game is good to train children in learning English at the beginning -early. And with this game student can also get to know some famous place names in the city of Sydney, Australia.

METHOD

The researcher used applies a Classroom Action Research (CAR) design. Classroom Action Research was conducted by researcher who wants to solve the problems which happen in the classroom in terms of teaching and learning process. The main purpose of Classroom Action Research is to identify and solve the students' problem in the classroom. In the other words, it is done by the researcher in other to get the better result. From the three models above in previous chapter, the researcher decide to use the spiral model by Kemmis and Taggart in conducting this research by considering that it is simple and easy to understand.

In this Classroom Action Research (CAR), the researcher used the CAR principle to collect the data, with some cycle in procedure planning, action, observation, and reflection.

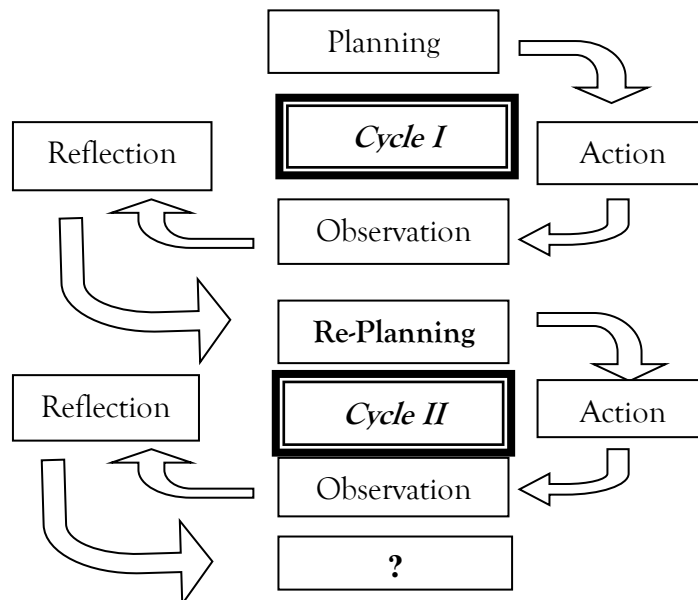


FIGURE 6 THE STEPS OF CLASSROOM ACTION RESEARCH

(Arikunto S, 2014:16)

Subject of the Study

The subject of this research was the eleventh grade of IPA 2 at SMA Negeri 13 Luwu, Kabupaten Luwu. The class consists of 36 students. The researcher chose this subject based on his preliminary study in the class that the researcher found that most of the students of the class could not pronounce and remember English word correctly.

Research Instrument

There are two kinds of instrument those are vocabulary test and Questionnaire.

a. Vocabulary test

Vocabulary test was used to find out the effectiveness of the Big City Adventure Sydney Australia software game to improving the students' vocabulary in English learning process. In this case, the researcher was given respective evaluations by using test at the end of the class and each cycle. In this study, the researcher used vocabulary test to know the students' vocabulary mastery and its improvement

b. Questionnaire

The researcher was applying questionnaire to know the students' attitude toward Big City Adventure Sidney Australia Software Game. The question of the questionnaire would be answered by the students at the end of the last cycle. The questionnaire includes some questions which describe a brief of the students' feeling about learning English vocabulary by using Big City Adventure Sidney Australia Software Game as an alternative method.

c. Procedure of Collecting Data

The procedural of collecting data are performs as follows:

1. Preliminary Study

Before conduct this research, the researcher has done a pre-research in the school like the research ask a number of eleventh grade students to ask some vocabularies firstly. The researcher found that the students that have a problem with memorizing vocabulary and then that can decide to conduct this research.

2. Test

The test consist of pre-cycle and competence test. Pre-cycle test was use to find out the vocabulary mastery of the students before treatment. It is consideration of the first cycle's plan. And then, competence test was given at the end of each meeting and cycle. It was used to know the improvement of the students' ability in memorizing vocabulary by implementing Big City Adventure Sydney Software Game in learning process.

3. Observation

In observation, the researcher was helped the real English teacher of the class in observing process what happen in the class during learning process. The researcher was observing all the teaching step of the class include preparation, presentation, method and the personal character of the students during the learning process.

4. Questionnaire

Questionnaire was used to collect data about the students' feeling about learning English vocabulary by using Big City Adventure Sydney Australia Software Game. The researcher gave the students' questionnaire at the end of the last cycle, and asked them to answer it according to their own feeling. The data from the questionnaire was used to answer the problem statement about the students' attitude toward Big City Adventure Sydney Australia Software Game.

d. Technique of Data Analysis

After collecting data, the researcher analyzed them to get valid data. In this research, the researcher used qualitative and quantitative technique in analyze the data which are explained as a follow:

1. Qualitative data

Qualitative data are the data which involve the information about learning in activities, creativities and interaction between teacher and students during the class. The qualitative data were taken from observation is use to know the process of Big City Adventure Sydney Australia Software Game in learning English vocabulary in enhancing the students' vocabulary mastery. The qualitative data were also taken from the students' response questionnaire which was used to know the students' attitude toward Big City Adventure Sydney Australia Software Game as a method in learning to memorize vocabulary.

2. Quantitative data

The quantitative data are obtained from the result of the test (achievement data), in this case was vocabulary test, which is carried out at the end of the meetings and or cycle. In terms of the achievement data, the analysis is described as follows:

a) Comparative Descriptive Analysis

The students' achievement of vocabulary is analyzed by using comparative descriptive analysis. This analysis compares the students' achievement and performance during the cycle.

b) Statistical Analysis

Statistical analysis is use to know the students' achievement in each cycle. In this statistical analysis, the researcher will use the following scoring analysis.

TABLE 1 VOCABULARY SCORING ACCURACY

NO	RATE OF SCORE	CATEGORIES
1	9.1-10	Excellent
2	7.6-9.0	Good
3	6.6-7.5	Fair
4	5.6-6.5	Poor
5	0.0-5.5	Very poor

The researcher calculated the mean score of the vocabulary test to measure the improvement of students' vocabulary mastery in every cycle. The researcher calculated the frequency and percentage of the students' score by using formula as stated by Arikunto (2014) which is explain as follow:

$$P = \frac{F}{N} \times 100 \%$$

Notation :

P= Rate Percentage

F= Frequency of the students' gained score

N= Total Number of students

DISCUSSION

Students' Vocabulary Mastery

The language learners of English, in memorizing English vocabulary, are most difficult to memorize English vocabulary. Moreover, the teachers of English only use conventional method in learning vocabulary to their students. In this case, conventional method is teaching the students vocabulary by directly telling them the correct word. The researcher claims that this method is interesting to the students. The students will only remember the correct word that day in which the teacher told them, and then they will forget in the next day.

The researcher brought Big City Adventure Sydney Australia Software Game method in teaching vocabulary to this research to help the students to solve their difficulties in memorizing English vocabulary. Big City Adventure Sydney Australia Software Game, based on this research and other related researches, was believed to make the learning process more comprehensible and interesting because the students practiced it directly.

Students' Attitude toward Big City Adventure Sydney Australia Software Game

The students' attitude toward the use of Big City Adventure Sydney Australia Software Game in learning vocabulary in this research were the seriousness of the students during the

learning process, the enthusiasm of the students in learning and students' participation in learning. Based on the result of the questionnaire, there were positive attitudes of the students toward using Big City Adventure Sydney Australia Software Game in learning English vocabulary. The researcher found that the learning activity was more interesting when the using Big City Adventure Sydney Australia Software Game material were presented. The students' interest and attention of the learning process influenced the students' seriousness, enthusiasm and participation during learning process.

At the first cycle, the students were still less in seriousness during the learning process in making comments or asking questions about the explanation and instruction, the students' enthusiasm in taking notes on whatever they think important were also low, the students' participation in asking questions, the students' participation in suggesting ideas were also the same.

It was different with the second cycle. The researcher tried to motivate the students to be more involved in learning process. The researcher also used some different strategies in presenting using Big City Adventure Sydney Australia Software Game. It made the students give more attention. So, it improved the students' seriousness and participated in asking questions and giving ideas and most of them were active in the learning process, making comments or asking questions about the instruction as well as about using Big City Adventure Sydney Australia Software Game and vocabulary whether to the teacher or to their classmates. Based on these data, it can be inferred that their active participation created a good class atmosphere.

Based on the finding above, the researcher concluded that using Big City Adventure Sydney Australia Software Game as a method in teaching English vocabulary is an interesting method. The students' interest in learning process influenced the improvement of the students' ability in memorizing English vocabulary.

RESULT

Pre-cycle

Before conducting this class action research (treatment), the researcher gave a vocabulary test to all students of the class. The initial vocabulary test was given to all students of the class. In this test, the researcher gave each student answer five random word which was determined by the researcher. After this test was done, the researcher found out that the result of the test is mostly the same as the data that the researcher has got from the preliminary study. The researcher concluded that the vocabulary mastery of the students were still poor.

From the pre-cycle test, the researcher presents the percentage of the students' vocabulary mastery as drawn below:

TABLE 2 FREQUENCY DISTRIBUTION AND PERCENTAGE OF THE PRE-CYCLE TEST

NO	CLASSIFICATION	SCORE	FREQUENCY	PERCENTAGE (%)
1.	Excellent	9.1-10	0	0 %
2.	Good	7.6-9.0	3	8.33 %
3.	Fair	6.6-7.5	6	16.66 %
4.	Poor	5.6-6.5	10	27.77 %
5.	Very poor	0.0-5.5	17	47.22 %

The table above showed that the students' score of the vocabulary test in the pre-cycle was very low. From 36 students who followed the test, none of them got excellent. Three of them (8.33 %) got good score, and six of them (16.66%) got fair score, ten students (27.77 %) got poor score, and seventeen of them (47.22%) got very poor score.

This percentage of the score of the vocabulary test in the pre-cycle showed that the students' ability in English vocabulary is very poor, which means that the students had difficulties in memorizing English vocabulary in order to overcome the students' problem and improve their ability in memorizing English vocabulary.

First cycle

The students' result of the vocabulary test on the fifteen focused words in the first cycle was shown in the following table.

TABLE 3 FREQUENCY DISTRIBUTION AND PERCENTAGE OF THE VOCABULARY TEST IN THE FIRST CYCLE

NO	CLASSIFICATION	SCORES	FREQUENCY	PERCENTAGE (%)
1.	Excellent	9.1-10	0	0 %
2.	Good	7.6-9.0	9	25 %
3.	Fair	6.6-7.5	17	47.22 %
4.	Poor	5.6-6.5	10	27.77 %
5.	Very poor	0.0-5.5	0	%

The table above shows that the score of the students increased. From 36 students who followed the test, none of them got excellent score, 9 students (25 %) got good score, 17 students (47.22 %) got fair score, 10 students (27.77 %) got poor score, and none of the students got very poor score. This percentage indicated a good improvement of the students' achievement.

From all the data above, it can be concluded that in the first cycle there were improvement in students' vocabulary mastery in comparison with the result in pre-cycle test. However, there were still some students who received bad score which means that the

learning process was not maximal. Therefore, the researcher decided to improve the students' achievement in memorizing English vocabulary in the next cycle.

Second cycle

The students' result of the vocabulary test on the eighteen focused words in the second cycle was shown as follow.

TABLE 4 FREQUENCY DISTRIBUTION AND PERCENTAGE OF THE VOCABULARY TEST IN THE SECOND CYCLE.

NO	CLASSIFICATION	SCORES	FREQUENCY	PERCENTAGE (%)
1.	Excellent	9.1-10	0	0 %
2.	Good	7.6-9.0	19	52.77 %
3.	Fair	6.6-7.5	12	33.33 %
4.	Poor	5.6-6.5	5	13.88 %
5.	Very poor	0.0-5.5	0	%

The table above shows that the score of the students increased. From 36 students who followed the test, none of them got excellent score, 19 students (52.77 %) got good score, 12 students (33.33 %) got fair score, 5 students (13.88 %) got poor score and none of the students got very poor score. It means that the improvement of the students' vocabulary in the second cycle was getting better.

Cumulative vocabulary test

The students were given a cumulative vocabulary test to measure the students' improvements in memorizing vocabulary the focused words that were given. The researcher asked the students to answer the vocabulary test. The students' results of the cumulative vocabulary test on all focused words in this research were shown as follow:

TABLE 5 FREQUENCY DISTRIBUTION AND PERCENTAGE OF THE CUMULATIVE VOCABULARY TEST

NO	CLASSIFICATION	SCORES	FREQUENCY	PERCENTAGE (%)
1.	Excellent	9.1-10	2	5.55 %
2.	Good	7.6-9.0	25	69.44 %
3.	Fair	6.6-7.5	9	25 %
4.	Poor	5.6-6.5	0	0 %
5.	Very poor	0.0-5.5	0	%

From the data above, the researcher concluded that there were enhancement of the students' vocabulary mastery in comparison with the result in preliminary and the pre-cycle test, from 36 students who followed the test, 2 students (5.55 %) got excellent score, 25 students (69.44 %) got good score. 9 students (25 %) got fair score, and none of them got poor and very poor score. It means that the improvement of the students' vocabulary in the second cycle was higher than before.

CONCLUSION

The research conclusion is presented according to the data which have been analyzed in the previous chapter. From all the data analysis of the mastering of students' vocabulary through the use of Big City Adventure Sydney Australia Software Game in enhancing students' vocabulary at eleventh grade of SMA Negeri 13 Luwu, the researcher concluded that:

The improvement of the students' vocabulary in learning through The Big City Adventure Sydney Australia Software Game in eleventh grade at SMA Negeri 13 Luwu, was improved significantly of the students' achievement. Before treatment, the students' vocabulary was very poor category it is evident from the average percentage of students are 47, 22 %. After going through pre-cycle, first cycle, second cycle and cumulative vocabulary test, the students' vocabulary was good category it is evident from average percentage of students are 69.44 %.

The students' attitude toward The Big City Adventure Sydney Australia Software Game in learning students' mastery in memorizing English words, was proves that the presence of Big City Adventure Sydney Australia Software Game as a method and media improved the students' enthusiasm in learning. Big City Adventure Sydney Australia Software Game also enhanced the students' participant during learning process. It was proved by the result questionnaire that students' degree of the enthusiasm in learning with Big City Adventure Sydney Australia Software Game was considered high.

REFERENCES

- Ardiana, Anis. (2015). *Improving Descriptive Writing Skill by Using Computer Game Software "Big City Adventure (San Fransisco)" at SMAN 1 Rejotangan*. Tulungagung
- Arikunto Suharsimi, Suhardjono & Supardi. (2014). *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara
- Harmer, (2008), *The Practice of English Language Teaching*. New York: Cambridge University Press.
- Hatch, E & Brown, C. (1995). *Vocabulary, Semantic and Language Education*. New York: Cambridge University Press.

<https://ojs.fkip.unismuh.ac.id/index.php/CIEJ>

Morris, W. (2000). *The American heritage Onary of The English Language*. Boston: American Heritage Publishing Co. Inc

Ous, Anonim, (2011). *Definition Language According to the Experts*.

Richard, J. C & Renandya, A. W. (2002). *Methodology in Learning Teaching an Anthology Current Practice*. New York: Cambridge University Press.