

IMPROVING THE STUDENTS' VOCABULARY AND CREATIVITY BY DRAW STORY IN LEARNING ENGLISH

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The aim of this study was to improve the students' vocabulary and creativity using Draw Story in learning English. The method of this study was classroom action research which had three cycles whereby there were two meetings for each cycle. Each cycle consisted of four steps: planning, implementing, observation and reflection. The field notes and test constituted the research data. The qualitative data were analyzed through assembling the data, coding, comparing, building interpretations, and reporting the outcomes. The quantitative data were analyzed by comparing the mean scores of the pre-test and the post- tests. The research findings showed that draw story could improve: (1) the students' vocabulary; (2) the students' ability in identifying the use of appropriate words; (3) the students' ability in spelling and pronouncing the words correctly; (4) the students' creativity in drawing.

Keywords: *improvement, students' vocabulary, draw story*

1. INTRODUCTION

1.1 Background of the Study

Role of vocabulary in learning a foreign language particularly in learning English is unavoidable. Having numerous vocabularies will absolutely help the learners or students to master English and its four major skills which cover listening, speaking, reading, and writing.

According to Hebert and Kamil (2005: 3), vocabulary is the knowledge of meanings of words. Then, Richards and Renandya (2002: 255) defined that vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write.

Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speaker, using language in different context, reading or watching television.

Meanwhile, Brown (2001: 377) views vocabulary items as a boring list of words that must be defined and memorized

by the students, lexical forms are seen in their central role in contextualized, meaningful language. Based on those statements, it can be assumed that vocabulary is a list of words as a basic component of language proficiency which has a form or expression and contains of aspects, they are meaning, use of word, form both pronunciation and spelling).

To have numerous vocabularies is still a main problem in learning English. Though, English had been taught for years in Education field, the students have not been able to master many vocabularies. This problem was also found among the junior students at SMP Negeri 2 Sei Bingai. After conducting a pre observation and also pre- test, the researchers found that the students had less vocabulary.

It was proved when the researchers showed some words about things at school, the students only knew two or three words shown. Then, the students couldn't spell and pronounce the words correctly. Also, the students had low motivation and also creativity in learning English. It was indicated by the students who did not pay attention during the teaching learning process. In addition, the students felt

boring and were not enthusiastic and interested in learning English lesson.

1.1.1 Draw Story

Draw story is one of educational games that a teacher can apply in teaching a foreign language because this game is fun enough to play in language class and also can make the students more creative in learning activity. This game can also improve the students' vocabulary because the students will get more vocabulary when play this game. In addition, the students must be creative in drawing the pictures based the words that the teacher says during the games.

Draw story is a game in which the students must match the word to the picture. In this game, the teacher will show a word to the students and ask the students for drawing an object based on the word given. After that, the teacher asks the students to show the picture that they have drawn and match to the word given. The student which has different picture with the word given, will be eliminated from this game. This game is appropriate to apply in a class which has many or only some students. Here are the rules of draw story:

1. The teacher distributes some blank papers to the students. Usually, each student gets 10 papers.
2. Then, the teacher explains the rules of draw story and what the students should do.
3. For this game, the teacher should prepare 20 pictures at least to show.
4. Then, the teacher begins the games. First, the teacher takes a picture and read the word for the picture. For example: the teacher takes a picture of a tree. So, the teacher says "TREE" and the students who know the meaning of the word "tree" will draw a tree. The teacher will repeat the word three times. The teacher will give one minute for the students to finish their pictures. Next, the teacher asks the students for showing their

pictures. If there is a student who has wrong picture, he/she will be eliminated. And it will continue until only three students left. The three students will compete to get the first, second and third winner.

5. There will be some gifts for the winners.

1.1.2 Vocabulary

According to Hebert and Kamil (2005: 3), vocabulary is the knowledge of meanings of words. Then, Richards and Renandya (2002: 255) defined that vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speaker, using language in different context, reading or watching television. Meanwhile, Brown (2001: 377) views vocabulary items as a boring list of words that must be defined and memorized by the students, lexical forms are seen in their central role in contextualized, meaningful language. Based on those statements, it can be assumed that vocabulary is a list of words as a basic component of language proficiency which has a form or expression and contains of aspects, they are meaning, use of word, form both pronunciation and spelling).

1.1.3 Creativity

It is necessary to have creativity because by having it, everyone can make something different and innovative. Also, the teachers should have creativity to create an interesting media or method which is used in learning process so that the students have more motivation to learn a subject, particularly the subjects which are considered as bored subjects.

According to Jackson (2003) creativity is a mental process involving the development of new ideas and concepts, or new relationships between existing ideas or concepts. Then, Munandar (2012) stated that creativity is the ability to create new combinations based on data, information or elements that have already exist. Meanwhile, Zimmerman (2010: 64) thought that creativity can be enhanced using teaching models and strategies. Efforts to improve creativity can be done with various innovations in learning. This is important because traditional learning has proven to be less effective in improving conceptual understanding and its application. Traditional learning only helps students memorize and remember facts but unable to improve students' understanding of the concepts being learned and creativity optimally. Therefore, it could be concluded that creativity is an ability to develop a new idea or concept based on the data or elements existed by using various innovations in a process

1.2 Problem Identification and Formulation

Based on the problems mentioned above, the researchers formulated the research problems as the followings:

1. What is the improvement of the students' vocabulary in learning English after using Draw Story game?
2. How does draw story game affect to the students' creativity?

1.3 Research Objectives

Based on the description of the problem formulation that has been stated above, the objectives of this study are:

1. Describe the improvement of the students' vocabulary in learning English after using Draw Story game?
2. Describe the effect of draw story game to the students' creativity?

2. METHOD

2.1. Research Design

This research used classroom action research (Kemmis and Mc Taggart, 1996: 70-75) which consists of four steps: (1) Planning, whereby the researchers determine the research subject for conducting this research. (2) Implementation. The researchers collaborated with the English teachers to apply the draw story game in teaching and learning activity. (3) Observation and Data Collection. When the teachers applied the draw story game in teaching learning process, the researchers observed the process and note all things that occurred during the process. The notes which were made during the research would be the research data to analyze. (4) Reflection. Analyzing the data was done in this stage. The researcher found the research result, made the conclusion about the research and reported the result of this research.

2.2. Sources of Data and Research Data

In this case, the seventh grade students of SMP Negeri 2 Sei Bingai became the research subject. Also, in this step, the researchers interview the English teachers at SMP Negeri 2 Sei Bingai to figure out what problems that they have in teaching English and also to discuss about the solution to overcome the English teachers' problems in teaching English at class.

When the teachers applied the draw story game in teaching learning process, the researchers observed the process and note all things that occurred during the process. The notes which were made during the research would be the research data to analyze.

2.3. Place and Time of Research

The place for conducting this research is at SMP Negeri 2 Sei Bingai. It takes 1,5 hours from Politeknik Unggul LP3M Medan. This research is conducted from July 2021 to August 2021.

2.4 Technique of Data Collecting

The technique of data collecting was done as the following:

1. Observation. In this step, the researchers observed the process of English learning which used the draw story game. This observation aimed to find out the things which occurred during the research. The researchers write down the things that occurred during the research.
2. Interview. The interview had been done by the researchers before the research was implemented. The researchers interviewed the English teachers of SMP Negeri 2 Sei Bingai. The objective of the interview is to figure out what problems that the English teachers face in teaching English.
3. Test. The test consists of two tests. Pre-Test and Post Test. Pre- test has been conducted before the research. The pre-test was done to find out how many vocabularies that the students have after implementing the draw story game in teaching and learning process.

4. Documentation. The documentation was needed by the researcher to document every progress that occurs during the research.

3. RESULT AND DISCUSSION

3.1 Result before and after using Draw Story Game

Based on the first observation which had been conducted on the 5th of August 2018, it was found that the students had less vocabulary when the teachers asked them about some words which were found on their text book. It could be seen that the students did not know the meaning of the words asked by the teacher. Also, the students had less creativity to form a sentence from the words. In addition, the class situation seemed rather monotone. Also, when the researchers did a pre-test, the result show that the students only knew 30% of the meaning of the words shown by the researchers so that the students couldn't draw the picture of the words. Meanwhile, the students' vocabularies were improving after using Draw Story game for English lesson. It was shown by the below table.

Table 1. The Students' Vocabulary Improvement

Cycle	Cycle 1		Cycle 2		Cycle 3	
Date	19 Juli 2021	26 Juli 2019	02 Agustus 2019	09 Agustus 2019	16 Agustus 2021	23 Agustus 2021
Number Of the words	5/14	4/11	4/10	5/10	6/11	7/11
Percentage	35,7%	36,4%	40%	50%	54,6%	63,6%

By the table, it could be concluded that the students' vocabulary had improved from 35.7% on the first cycle to 63.6% on the third cycle. It means that the students only knew 3 words from the 10 words shown at the first day of the first cycle whereby the English teacher had implemented the Draw Story game in teaching English. After implementing the Draw Story game for three cycles in learning English, the researchers obtained

the result that the students' vocabulary had improved from 35.7 % to 63.6 %. That is the average of the students' vocabulary improvement.

3.2 Discussion

After conducting this research at SMP Negeri 2 Sei Bingai which took place from the 19th of July to 24th of August 2021, it can be seen that there is a

significant increasing of the students' vocabulary after applying the draw story game in teaching vocabulary to the seventh grade students at SMP Negeri 2 Sei Bingai. At the first cycle, the students only know

36.4 % of the words shown. Then, there is an improvement 50% on the second cycle. And the last, the students know 63.6% of the words shown during the draw story activity in the class.

Table 2. The Mean of the Students' Score

Activity	Pre –test	Post- test
Score	540/21	1.490/21
Mean	25.7	70.9

Also, the improvement of the students' vocabulary in learning English can be seen by the pre- test and post- test result on the table above that showed the pre- test and post- test result. The students' score mean at the pre- test was 25.7. Then, the score increased to 70.9 which meant that there was a better improvement for the students vocabulary and also it can be concluded that the draw story game is an effective technique to improve the students' vocabulary and creativity.

4. CONCLUSION

Based on the result and discussion, it is concluded that:

1. There is a significant improvement of the students' vocabulary and creativity in learning English and also create a fun and interesting atmosphere in learning process particularly for English subject.
2. By applying draw story game in learning English, The English teachers at SMP Negeri 2 Sei Bingai had encourage the students to be more creative in describing an English word by drawing the picture of the words on a piece of paper so that the students not only know the meaning of the word but also know the picture of the word.

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