

Improving The Students' Vocabulary And Creativity By Draw Story In Learning English

Minda Mora¹, Muhammad Fathoni^{2*}

^{1,2,3} Politeknik Unggul LP3M, Medan, Indonesia

*Corresponding author:

Email: Mhd.fathoni@gmail.com

Abstract

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: Improve, Students' Vocabulary, Draw Story

I. INTRODUCTION

Having more vocabulary is one of a need for a person who is learning English as a foreign language because the mastery of English vocabulary is concerned with the mastery of speaking ability which is one of the English skills beside listening, reading and writing. The term vocabulary refers to a list or set of words for a particular language or words that individual speakers of language might use [1]. Mastering English vocabulary therefore is much needed to learn more about English [2]. Mastery is complete knowledge or great skill [3]. Meanwhile Oxford dictionary defines vocabulary mastery as the complete control of knowledge. It means that it will be great deal of difficulties in using English both written and orally without having more vocabulary. Thus, it can be concluded that mastering more vocabulary is the complete knowledge or great skill to comprehend a language with their meaning to apply in daily life. After conducting the pre observation and also pre- test, the researchers found some problems in junior school students, as indicated by the following indicators: (1) the students have less vocabulary.

It was proved when the researchers showed some words about things at school, the students only knew two or three words shown; (2) the students have couldn't identify the use of appropriate words; (3) the students couldn't spell and pronounce the words correctly. Moreover, the students had low motivation and also creativity in learning English. It was indicated by the following indicators: (1) the students did not pay attention during the teaching learning process. (2) Some students made noise and disturbed others. (3) The students felt boring and were not enthusiastic and interested in learning English lesson. (3) Some students were passive. (4) The smart students were dominant in joining class activities. Based on the observation, the researchers concluded that: (1) The teacher didn't encourage the students to learn more vocabulary (2) The teacher still used the conventional method, technique, strategy and media in teaching the materials. (3) The teacher taught based on the handbook. There was no an improvisation from other sources. (4) Whiteboard was the only media used by the teacher to explain the materials. (5) The students assumed that English was a difficult subject.

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

1. Can Draw Story game improve the students' vocabulary in learning English?
2. How does the Draw Story technique affect to the students' creativity?

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 [4]. 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.

The term vocabulary refers to a list or set of words for a particular language or words that individual speakers of language might use. Mastering English vocabulary therefore is much needed to learn more about English. it is stated that mastery is complete knowledge or great skill. Meanwhile, It is defined that vocabulary were 1) all the words that a person knew or used; 2) All the words in particular language; 3) The words that people use when they spoke; 4) A list of word with meaning specially in a book for learning foreign language Thus, it can be concluded that mastering more vocabulary is the complete knowledge or great skill to comprehend a foreign language with their meaning to apply in daily life both in written or orally. 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 [5].

Creativity is a mental process involving the development of new ideas and concepts, or new relationships between existing ideas or concepts [6]. Then, it is stated that creativity is the ability to create new combinations based on data, information or elements that have already exist [7]. Meanwhile, creativity can be enhanced using teaching models and strategies [8]. 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 [9]. 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 [10].

II. METHOD

This research used classroom action research which has consists of four steps: (1) Planning, whereby the researchers determine the research subject for conducting this research. 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. (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 [10]. The researcher found the research result, made the conclusion about the research and reported the result of this research.

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.

III. RESULT AND DISCUSSION

Before using the Draw Story as the game to improve the students' vocabulary and creativity, the researchers had conducted the first observation to the research subject. The first observation was done in August 05, 2018 at SMP Negeri 2 Sei Bingai whereby the research subject was the seventh grade students. The observation took place in the classroom where the teacher taught the students around 100 minutes. Based on the first observation, 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, here is the result.

Table 1. Pre Test Result

No	Nama siswa	Picture										Score
		1	2	3	4	5	6	7	8	9	10	
1	Sw1	√	√	√								30
2	Sw2	√	√	√								30
3	Sw3	√	√									20
4	Sw4	√	√	√	√							40
5	Sw5	√	√									20
6	Sw6	√	√	√								30
7	Sw7	√	√									20
8	Sw8	√	√									20
9	Sw8	√	√	√								30
10	Sw10	√	√									20

11	Sw11	√	√			20
12	Sw12	√	√	√		30
13	Sw13	√	√			20
14	Sw14	√	√			20
15	Sw15	√	√	√	√	40
16	Sw16	√	√			20
17	Sw17	√	√	√		30
18	Sw18	√	√	√		30
19	Sw19	√	√	√		30
20	Sw20	√	√			20
21	Sw21	√	√			20

Based on the table above, it can be seen that the students know only a little word which is given by the researcher. From ten words shown, the students only knew two or 3 words. It is about 30%. 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. The first cycle of the research has two sections which were conducted on the 19th of July 2021 and on the 26th of July 2021. The research leader had the responsibility to the research execution. The research members had the role to observe and note the research execution by filling in the field note and taking the picture as the research documentation. The first meeting of the first cycle was conducted on the 19th of July 2021. It was Monday. The English lesson began at 9 a.m. First, The English teacher began the class by greeting the students. Before studying, the teacher, the researchers and the students prayed together. After that the English teacher introduced the researchers to the students and told what the researcher would do in their class. Then, the English teacher as the collaborator had a role to apply the draw story in English learning on that day. The process was begun by distributing ten pieces of paper and a pen for each students. On that day, there were 17 students who presented. After distributing the paper, the English teacher take her role to show the words which were prepared by the researchers. There were 14 words about "things at home" on that day. There were only five words that all students can draw correctly and the rest, only a few students who knew the meaning and could draw the word well. After showing all the words, the teacher showed the picture of the words so that the students knew the meaning of the words by looking at the pictures. So, the students got 14 new vocabularies for the first day of the first cycle.

Also, the researcher gave a small present for a student who can draw more than others and also could memorize all the words correctly. The process occurred for two and half hours. It ended at 11.30 a.m. The second meeting of the first cycle was conducted on the 26th of July 2021. As usual, the English teacher greeted the students. The teacher began the class. It was still the same scenario whereby the teacher showed the words which were prepared by the researcher. There were eleven words prepared about animals. Among the eleven words shown, the students only knew 4 words and they can draw the 4 words correctly. But there were seven words that they didn't know the meaning so that they can draw the words in picture form. Though the students could only draw 4 words, but the students kept enthusiasm and fun in participating in that session. Moreover, the researchers used to give a small present for a student who could memorize well the words given and also for a student who had drawn beautifully. It made the students felt happy. For the second session of the first cycle, the students got eleven new vocabularies. Totally, the students had got 25 new vocabularies for the first cycle. So, it

can be concluded that; The students still have less vocabulary than expected; the students only know 5-7 words from the 14 and 11 words given during the draw story activity. It means that the students know only about 50% of the words given; the students get 25 new vocabularies for the first cycle. Therefore, the researchers considered that the result of the first cycle has not achieved the target. The target of the research is the students know the meaning of the words shown and can also draw the picture of the words. This research expects that the students know at least ten new vocabularies shown. The second cycle of the research has also two sections which were conducted on the 02th of August 2021 and on the 09th of August 2021.

The first session of the second cycle was conducted on the 02th of August 2021. It was Monday. The English lesson began at 9 a.m. First, The English teacher began the class by greeting the students. As the previous session, the draw story activity was begun by distributing ten pieces of paper and a pen for each students. On that day, there were 19 students who presented. After distributing the paper, the English teacher take her role to show the words which were prepared by the researchers. There were 10 words about “fruits and vegetables” on that day. There were only four words that all students can draw correctly and the rest, only a few students who knew the meaning and could draw the word well. After showing all the words, the teacher showed the picture of the words as usual. So, the students got 14 new vocabularies for the first session of the second cycle. Still, the researcher gave a small present for a student who can draw more than others and also could memorize all the words correctly. The process occurred for two and half hours. It ended at 11.30 a.m. The second meeting of the first cycle was conducted on the 09th of August 2021. As usual, the English teacher greeted the students. The teacher began the class. It was still the same scenario whereby the teacher showed the words which were prepared by the researchers. There were ten words prepared about transportation. Among the ten words shown, the students only knew 5 words and they can draw the 5 words correctly. But there were five words that they didn’t know the meaning so that they can draw the words in picture form. So, the students got 10 new vocabularies for the second session of the second cycle. Totally, the students had got 20 new vocabularies for the second cycle. The conclusion for the second cycle was the students still have less vocabulary than expected; the students only know 5 words from the 10 and 10 words given during the draw story activity. It means that the student still know only 50% of the words shown during the draw story activity; the students get 20 new vocabularies for the second cycle.

Therefore, the researchers considered that the result of the first cycle has not achieved the target. The target of the research is the students know the meaning of the words shown and can also draw the picture of the words. At least, the students know 60%- 70% of the words shown. Then, this research expects that the students know at least ten new vocabularies shown. The third cycle of the research has also two sections which were conducted on the 16th of August 2021 and on the 23th of August 2021. The first session of the second cycle was conducted on the 16th of August 2021. It was Monday. The English lesson began at 9 a.m. First, The English teacher began the class by greeting the students. As the previous session, the draw story activity was begun by distributing ten pieces of paper and a pen for each students. On that day, there were 19 students who presented. After distributing the paper, the English teacher take her role to show the words which were prepared by the researchers. There were 11 words about “things at school” on that day. Among 11 words shown, the students knew the meaning of 7 words and can draw the picture of the 7 words well. After showing all the words, the teacher showed the picture of the words as usual. So, the students got 11 new vocabularies for the first session of the third cycle. Still, the researcher gave a small present for a student who can draw more than others and also could memorize all the words correctly.

The process occurred for two and half hours. It ended at 11.30 a.m. The second meeting of the third cycle was conducted on the 23th of August 2021. As usual, the English teacher greeted the students. The teacher began the class. It was still the same scenario whereby the teacher showed the words which were prepared by the researchers. There were 11 words prepared about things in the kitchen. Among the 11 words shown, the students knew 7 words and they can draw the 7 words correctly. But there were five words that they didn’t know the

meaning so that they can draw the words in picture form. So, the students got 11 new vocabularies for the second session of the third cycle. Totally, the students had got 22 new vocabularies for the third cycle. Based on the observation and the field note, it can be concluded that: the students know more words as the researchers expect; the students only know 6 words from the 11 and 11 words given during the draw story activity. It means that the student have known 60% of the words shown during the draw story activity; the students get 22 new vocabularies for the third cycle. Therefore, the researchers considered that the result of the third cycle has achieved the target. The target of the research is the students know the meaning of the words shown and can also draw the picture of the words. The students have known 60% of the words shown. Then, the students have got totally 67 new vocabularies during the draw story activity. It means that, the students have got at least 11 new vocabulary for each session.

Table 2. The Post- Test Result

No	Nama siswa	Picture										Score
		1	2	3	4	5	6	7	8	9	10	
1	Sw1	√	√	√	√	√	√	√				70
2	Sw2	√	√	√	√	√	√					60
3	Sw3	√	√	√	√	√	√					60
4	Sw4	√	√	√	√	√	√	√	√	√		90
5	Sw5	√	√	√	√	√	√	√				70
6	Sw6	√	√	√	√	√	√	√	√			80
7	Sw7	√	√	√	√	√	√					60
8	Sw8	√	√	√	√	√	√	√	√			80
9	Sw8	√	√	√	√	√	√					60
10	Sw10	√	√	√	√	√	√	√				70
11	Sw11	√	√	√	√	√	√	√	√			80
12	Sw12	√	√	√	√	√	√	√	√	√		90
13	Sw13	√	√	√	√	√	√					60
14	Sw14	√	√	√	√	√	√	√	√			80
15	Sw15	√	√	√	√	√	√					60
16	Sw16	√	√	√	√	√	√					60
17	Sw17	√	√	√	√	√	√					60
18	Sw18	√	√	√	√	√	√					60
19	Sw19	√	√	√	√	√	√	√				70
20	Sw20	√	√	√	√	√	√					60
21	Sw21	√	√	√	√	√	√	√				70
												1.490

$$x = \frac{1490}{21} = 70,9$$

Meanwhile, the students' vocabularies were improving after using Draw Story game for English lesson. It was shown by the below table.

Table 3. 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. 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 4. 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.

IV. CONCLUSION

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

1. Draw Story can improve the students' vocabulary and creativity in learning English and also create a fun and interesting atmosphere in learning process particularly for English subject.
2. The English teachers at SMP Negeri 2 Sei Bingai know how to apply draw story as a new game to teach vocabulary to the students with easy and fun way so that the students don't fell bored during English learning process.

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