



Implementation of Body-Movement Method in Teaching Basic Vocabulary at University Muhammadiyah of Enrekang

Umiyati Jabri¹✉, Ita Sarmita Samad¹, Nurazikin¹

English Education Department Universitas Muhammadiyah of Enrekang, Indonesia

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CORRESPONDENCE:

Umiyati Jabri

umiyatijabri@gmail.com

Universitas Muhammadiyah

Enrekang, Indonesia

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ABSTRACT

The subject of this research was vocabulary class in the Muhammadiyah University of Enrekang, 2021/2022 academic year. The data were in the form of quantitative data. The quantitative data were collected from the students' vocabulary score of pre-test and post-test to see the improvement of the students' vocabulary mastery. The research findings showed that vocabulary mastery of most students' increase after body movement game technique was used in the teaching and learning process. It was indicated by the increase of the mean students' vocabulary score in the pre-test and post-test (52, 07 to 76, 57). The students' involvement and classroom interaction during the implantation of the game were increased. It was showed by students' enthusiasm during the game. They tried to be the first winner and raised their competitiveness among them. In addition, the implementation of Body Movement Game technique and the complementary actions were successful to help the students' memorize and understand new words easily. In conclusion, the students' vocabulary mastery was increased through the implementation of Body Movement Game.

KEYWORDS

Body movement learning strategy, vocabulary mastery improvement, game-based language learning, EFL vocabulary instruction, active learning method, vocabulary teaching

INTRODUCTION

English is an international language used by people from various countries to establish communication and convey information. In Indonesia, besides being used as an English communication tool, it is also used as a learning medium in schools. It aims to make it easier for students to find information from outside.

In learning English there are four skills that must be mastered, namely writing skills (writing), reading (reading) (Ismail, 2019), listening (listening), and speaking (speaking). The four skills are related to one another. The connection of these skills will be very easy to master if you have a lot of vocabulary in English or vocabulary.

Vocabulary is a collection of words whose meanings can be used in a language. Vocabulary is defined as a set of understandable words or all words used to compile new sentences. Adequate English vocabulary will automatically support the achievement of four English competencies. Conversely, if the vocabulary is inadequate, students will experience difficulties. Vocabulary has an important role in everyday communication, vocabulary mastery influences the smooth communication, many vocabularies are understood and remembered, the better communication is built.

Therefore, educational tools are fun and interesting so that during the learning process, students are not afraid or bored in learning English. Factors that cause students to be afraid of using English, confused about choosing words to communicate in English. Second because students rarely apply it in everyday life. Third, because they are not confident in using English due to a small collection of vocabulary. The fourth is afraid to make mistakes in using English sentences. Knowles M, et.al (2005) Learning is the process of gaining knowledge and expertise. It means that learning is treat or action that do by the students, to get new knowledge and skill. Susan (2010) states that learning is a process that leads to change, which occurs as a result of experience and Increases the potential of improve performance and future learning.

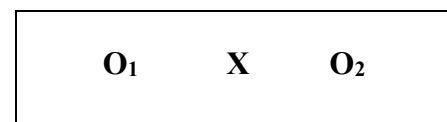
According to Wright, David, and Michael (1985) stated that games can be applied to give practices in all the skills (reading, writing, listening, and speaking) in all the stages of the teaching or listening sequence (presentation, repetition, recombination, and free use of language) and for many types of communication (e.g. encouraging, criticizing, agreeing, explaining). Hadfield (1999) stated that games are activities consisting of rules, a goal, and elements of fun. The successful

completion of the games will involve the carrying out of tasks such as making affirmative, negative, question statements with various rules, rather than the correct production of structure.

Based on the explanation, the purpose of this research is to describe and analyze the increasing of vocabulary mastery through body movement games technique in class of Basic Vocabulary at English Education Department of UNIMEN

RESEARCH METHOD

This research applied pre experimental. This design is presented as follow:



Note :

O1 : pre-test

X : treatment by using movement games

O2 : post-test

This research was conducted in basic vocabulary class in the Muhammadiyah University of Enrekang, 2021/2022 academic year. This research was two variables, namely independent variable and dependent variable. The independent variable is movement games and the dependent variable is students' vocabulary mastery.

Data was collected twice through pre-test and post-test. Data from the pre-test will carried out before treatment, while data from the post-test will carried out after students joined the treatment four times.

The researcher treats students for 3 meetings and for each meeting, researchers use 90 minutes. The researcher takes the following steps:

- The researcher opens the class by explaining the game of body movements, for 10 minutes.
- Researchers provide examples of motion games.
- Researchers divide students into groups
- The researcher distributes material to each group.
- The researcher appoints one group to play the game that has been given; training for students is carried out for 55 minutes.
- Before the class closes, the researcher repeats the lesson that has been taught by mentioning objects or animals then students mention objects and animals in English for 25 minutes.

The data collected from the test analyzed quantitatively. The steps under taken in the quantity and analysis are as follows:

- Scoring the students' pretest and posttest using this formula:

$$\text{students' score} = \frac{\text{students' total point}}{\text{The total score of the test}} \times 100$$

- Classifying the score of the students' answer into the following scale:

Score	Criteria
91-100	Very good
76-90	Good
61-75	Fair
50-60	Poor
Less than 50	Very poor

(Depdiknas, 2004)

RESULTS AND DISCUSSION

This research is to find out whether the use of effective body movement game to increase students' vocabulary mastery. These two table below show the result of pre-test and post-test

Table 1. The Rate Percentage vocabulary of Pre-Test

Classification	Score	Pre-test	
		F	P (%)
very good	91-100	0	0
Good	76-90	1	3
Fair	61-75	5	18
Poor	50-60	10	36
very poor	less than 50	12	43
Total		28	100

Table 2. The Rate Percentage vocabulary of Pre-Test

Classification	Score	Pre-test	
		F	P (%)
very good	91-100	0	0
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Fair	61-75	5	18
Poor	50-60	10	36
very poor	less than 50	12	43
Total		28	100

Table 3. Mean Score and Standard Deviation of pre-test

	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	28	52.07	9.051	1.710

Table 4. Mean Score and Standard Deviation of post-test

	N	Mean	Std. Deviation	Std. Error Mean
Post-test	28	76.57	3.349	0.663

The findings presented above indicate that there was a significant increase in the pre-experimental class, with an average pre-test score of 52.07 with a standard deviation of 9.051. And after treatment the average score on the post-test increased to 76.57 with a standard deviation of 3.349. This shows that

students' vocabulary understanding has improved significantly after providing care by applying body movement techniques in the learning process.

There are some factors why body movement technique can increase students' vocabulary mastery. There are several factors why body movement techniques can increase students' vocabulary mastery. First, most students like to work in pairs or groups because they feel free when they can do assignments with their peers.

According to William (2010) states that there are several factors that influence the learning of motion skills, namely (1) students, (2) skills to be learned, (3) conditions in which movement skills are learned. Someone who is able to do skilled movements must have movement skills. Skillful movement (*skill movement*) is the ability of a person to make movements correctly, efficiently, and effectively. Someone who is able to do skilled movements must have mastery of motion. Skillful movement (*skill movement*) is the ability of a person to make movements correctly, efficiently, and effectively. Motion skills can be classified based on various viewpoints, namely based on the accuracy of motion, based on starting and ending points, based on environmental stability, and based on the complexity of the sequence of motion.

CONCLUSION

The result shows that the vocabulary mastery of the first semester students' of English Education Department could increase through the use of Body Movement Game technique. They effectively not only increase the students' vocabulary mastery but also the students' self-confidence, enthusiasm, and motivation. Those treatment were applying Body Movement Game to teach vocabulary; using the classroom English during the teaching and learning process; asking the students to bring a dictionary;

giving a handout of today's materials as a brief guideline; giving feedbacks on the students' pronunciation; asking the students' to work in groups, and giving rewards. Those activities gave contributions in the students' vocabulary mastery.

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