SARA'S COOKING PARTY GAME AS A MEDIA TO ENRICH STUDENTS' ENGLISH VOCABULARY

[1]Sholihatul Hamidah Daulay, [2]Emeliya Sukma Dara Damanik, [3]Benni Ichsanda Rahman Hz, [4]Rora Rizky Wandini, [5]Reflina, [6]Roziyana Anggreni

ABSTRACT

This research was conducted to find out of improvement of students' English vocabulary by using Sara's Cooking Party game. The population of this study was the grade XI Science2 of Madrasah Aliyah Swasta Amaliyah Sunggal This research was applied by Classroom Action Research. The technique of analyzing data of this study was applied by quantitative data and qualitative data. The quantitative data were taken from the mean of students' score in taking test. The qualitative data were taken from observation sheet, interview, documentation and diary note. The result indicated that there was an improvement on students' English vocabulary by using Sara's Cooking Party game. It was supported by the fact of the mean of the score in every meeting increased. The students' score in pre-test, the lowest score was 25 point and the highest one was 75 point; the students' score in post-test I, the lowest score was 60 and the highest one was 85; the students' score in post-test II, the lowest score was 70 and the highest one was 95. In the pre-test, there were 4.65% (2 of 43 students) who got score ≥ 75. In the post-test I, there were 48.83% (21 of 43 students) who got score ≥ 75. The percentage of the improvement scores from pre-test to post-test I were 44.18%. In the post-test II, there were 93.02% (40 of 43 students) who got score ≥ 75. The percentage of the improvement scores from post-test I to post-test II were 44.18 %. Based on the data, it was concluded the students' English vocabulary can improve by using Sara's Cooking Party game.

Keywords: Sara's Cooking Party, enriched, students' English vocabulary.

I.   INTRODUCTION

Vocabulary as a supporting element to master the four language skills plays a very important role in learning English. The learners who are rich of vocabulary will be successful to express their ideas in language skill. There are four language skill in English such as speaking, writing, reading and listening. But one who is poor of vocabulary will get trouble in those skills. The four skills are closely interdependent, the student must master the four language skills so that they can use English effectively. It is possible that

---

[1] Universitas Islam Negeri Sumatera Utara, Medan, Indonesia
[2] Universitas Islam Negeri Sumatera Utara, Medan, Indonesia
[3] Universitas Islam Negeri Sumatera Utara, Medan, Indonesia
[4] Universitas Islam Negeri Sumatera Utara, Medan, Indonesia
[5] Universitas Islam Negeri Sumatera Utara, Medan, Indonesia
[6] Universitas Islam Negeri Sumatera Utara, Medan, Indonesia

someone can master one of the language skill, without mastering vocabulary. Vocabulary is one of the basic elements to achieve language skill. So, to achieve these aims, students must master a number of vocabularies and by enriching vocabulary, student will be able to talk about more things and communicate well.

According to Campillo (2005:35) stated that vocabulary is one of the most important aspects, and students need to master it in learning English. No matter how well the student learns grammar, no matter how successfully the sound of L2 are master, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way. However, English vocabulary consists of several hundred thousand words. Therefore, teachers and students are challenge to unveil as many of them.

As well as students of Senior High schools, they need to learns English vocabulary which is appropriate to their needs. They must understand and be able to use vocabulary that they will use in their daily life. For example, students who study accounting must be familiar with accounting vocabulary; students who study cooking must be familiar with cooking vocabulary; etc. Here, teachers are very responsible for helping students learn more about English vocabulary in a specific area. Meanwhile, teacher can make their class more attractive and effective by using media in delivering material. However, Hiebert and Kamil (2005:7) stated that gadgets technology can be used effectively as a medium to help teaching vocabulary. According to that issue, one of media using gadgets (computer or mobile phone) technology is a computer or mobile phone game and teacher can make use of computer or mobile phone game to teach vocabulary.

Therefore, in this research, the researcher would like to use such kind of mobile phone game and this game also can play in computer, that is Sara's Cooking Party. Actually, there are many kinds of cooking academy games. For example is World Chef, My Café Cooking, Sara's Cooking Party, etc. But in this research the writer would like to use Sara's Cooking Party game – which is attractive and interesting as a medium to learn English vocabulary, especially in cooking field. Sara's cooking Party game is a portable computer and mobile phone which places players in the kitchen of culinary house. The game uses English for all of its instruction which is provided in reading form. Players will easily play the game because there are attractive picture and they just need to follow the instruction. So, beside playing the game, student can also learn English vocabulary, especially in a cooking field. Based on the background of the study, the researcher want to mention that what does Sara's cooking party game enrich students' English vocabulary dealing with cooking?

II. METHOD

This research was a classroom action research. Action Research is a reflective process that aims to solve a particular teaching-learning problem that has identify. One of the aims of action research is to improve the teaching practice and in the long run the whole curriculum. In order to do action research, it is necessary to carry out a rigorous study in which the problem has to be clearly specify, an action plan has to be describe and carry out, and finally an evaluation has to be contemplate in order to show if the decisions taken were the adequate ones (Burns,2010:5).

Classroom action research is closely associated with integrating practice and research, there are other forms of school based methodologies that support the same goal of improving one's teaching practice.

The most appropriate framework for my action research according to the objective is integrated action. Action research typically involves three broad phases in a cycle of research. Teaching and research are viewed as involving a continuous cycle or spiral of planning, implementing, and reflecting.

The procedure and the method of classroom action research consisted of two cycles, and each cycle will be done on the plan that have planned before. Each cycle has been plan for three weeks. The first cycle consists of two meetings; first and second meeting. The second cycle consisted two meetings; three and four meeting. Before going to cycle, the researcher conducted an orientation test or pretest, so there will be five meetings all together. And in the research will conduct on the action research method. In conducting the research, there are four steps that included such as; planning, action, observation and reflection.

III. DISCUSSION

In this research, Sara's Cooking Party is a media to teach the students in the class. Sara's Cooking Party is a game which places the players in the kitchen. English language is used in this game. The players must be patient to follow every instruction given in each menu. All of the instruction are in reading form. The platers have to understand it to play the game. They learn from to to chop garlic, choose some ingredients, bake a cake, etc. Sara's Cooking Party is a casual game in which you get to cook dozens of different recipes for all your friends to savor. In a similar way to other titles like the fantastic Cooking Mama, you need to grate cheese, chop vegetables, mix sauces, select ingredients, etc. And of course, each of these activities gets done in a small mini game.

Sara's Cooking Party has more than 40 different recipes, which can be unlocked as you go on playing and get more popular. Starting out you can make pizzas and not much else, but it's not long before you begin to master new recipes. In addition, all the recipes in the game are split into different types of cuisine: French, Japanese, Italian, Indian, American.

Once you finish preparing a dish you get to serve it at your friends' parties. By doing so, you gain more experience to move to the next level, while also attracting new followers for your character's cooking blog, which you can customize as you please. Sara's Cooking Party game is offered by Spil Games. Here is the system requirement base on com.spilgames.SaraCookingParty: (1) License:Free; (2) Op System: Android; (3) Requires Android: 4.2, 4.2.2, and up: (4) Category: Casual; (5) Language:English; (6) Size: 76,21 MB.

From the explanation above the writer can conclude that Sara's Cooking Party is a highly entertaining cooking game with absolutely stunning visuals. A title that's appealing, educational, and attractive. In other words, besides making the players as a professional chef, this game also help the players learn new vocabulary in cooking field through the caption in each step. Step to play this game is as follows:

1. Firstly, we should have installed Sara's Cooking Party game application in our gadget
2. Sign in into the game
3. Choose menu that will be cooked
4. After that you only follow the instruction the game to finish.

The data in the research were analysed qualitative and quantitative data. The quantitative data were from Test. The qualitative data were from observation, interview, documentation and diary note. The

data were taken only from one class. The class was grade XI IPA-2 Mas Amaliyah Sunggal and the class consist of 43 students.

3.1 The Quantitative Data

The quantitative data were from the score of students' test. The enrichment of students' English vocabulary by using Sara's Cooking Party Game can be seen from the mean of students' score in pre-test, post-test in cycle I and post-test in cycle II. In the pre-test, the total of students' score was 2.050 and the total of students who took the test was 43. So, mean of the students' score was:

$$M = \frac{2.050}{43}$$
$$= 47.67$$

Based on the analysis above, the students' ability in mastering vocabulary was still low. The mean of the students was 47.67. The number of students who were competent to write the appropriate caption of the picture was calculated by applying the following formula:

$$P = \frac{R}{T} \text{ x } 100 \text{ \%}$$

$$P_1 = \frac{2}{43} \text{ x } 100 \text{ \%} = 4.65 \text{ \%}$$

$$P_2 = \frac{41}{43} \text{ x } 100 \text{ \%} = 95.34 \text{ \%}$$

Based on the table analysis above, the students' ability in mastering vocabulary especially in write the appropriate caption of the picture was low. It can be seen from the mean of students was 47.67. The percentage of students' score was 2 students got passed score up to 75 or it was only 4.65 %. On the other hand, 41 students got failed score up to 75 or it was 95.34%. It can be classified the students' ability of mastering vocabulary especially in write the appropriate caption of the picture were low when doing action research in pre-test. So, posttest continued in the first cycle.

On the post-test of the first cycle, the students' ability mastering vocabulary especially in writing the appropriate caption of the picture was still medium but still was not reached target score. It can be seen from the mean of students was 72.79. The percentage of students' score was 21 students got passed score up to 75 or it was only 48.83 %. On the other hand, 22 students got failed score up to 75 or it was 51.16%. it can be classified the students' ability mastering vocabulary especially in write the appropriate caption of the picture was still medium but still was not reached target score when doing action research in post-test one. So, post-test continued in the second cycle. In the post-test II in Cycle II, the total of students' score was 3.450 and total of students' who took the test was 43. So, mean of the students' score was:

$$M = \frac{3.450}{43}$$
$$= 80.23$$

Based on the analysis above, the students' ability in mastering vocabulary especially in write the appropriate caption of the picture was impove. It can be seen from the mean of the students was 80.23. The

number of students who were competent in mastering vocabulary especially in write the appropriate caption of the picture was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{40}{43} \times 100\% = 93.02\%$$

$$P_2 = \frac{3}{43} \times 100\% = 6.97\%$$

Based on the table analysis above, the students' ability in mastering vocabulary especially in writing the appropriate caption of the picture was improve. It can be seen from the mean of the students was 80.23. The percentage of students' score was 40 students got passed score up to 75 it was 93.02%. In the other hand, just 3 students got failed score up to 75 or it was 6.97 %. It can be concluded that the students ability in mastering vocabulary especially in writing the appropriate caption of the picture was improve. So, post-test of the second cycle was categorized passed. Based on the result of analysis showed that there was a Sara's Cooking Party Game enriched student English vocabulary especially in cooking field. It showed from the mean of pre-test was 47.67, the mean of post-test in the first cycle was 72.79, and the mean of post-test in the second cycle was 80.23.

The percentage of the Sara's Cooking Party game to enrich students' English vocabulary in the first and the second cycle.

	MEETING		The students' who got up to 75	%
Cycle I	1	Pre-Test	2	4.65 %
	2 2	Post-Test	21	48.83 %
Cycle II	3	Post-Test	40	93.20 %

Based on the table above, the result showed that the improvement of students' score from pre-test, post-test I and post-test II. In the pre-test, there were 2 of 43 students who got score ≥ 75 (4.65%). In the post-test I, there were 21 of 43 students who got score ≥ 75 (48.83%). The percentage of the improvement scores from pre-test to post-test I were 44.18%. In the post-test II, there were 40 of 43students who got score ≥ 75 (93.20%). The percentage of the improvement scores from post-test I to post-test II were 44.37 %.

3.2 The Qualitative Data

The qualitative data were taken from observation, interview, documentation and diary note.

a.   Observation

Observation was used to identified all condition that happen during teaching and learning process by using Sara's Cooking Party Game as a teaching media. The situation of the class was good enough, the researcher found that some of the students active during teaching learning process, since the students paid their attention to the teacher explanation and instruction. There are some of students confused in writing the appropriate caption of the picture and some of them did not pay attention and made noise when teaching and learning process which made the students focused in writing the appropriate caption of the picture.

b.   Interview

Interview was done to the students and the teacher before implementating Classroom Action Research (CAR). The first interview to the teacher about the learning process in the class especially in mastering vocabulary. The teacher stated that there are some of students has good vocabulary in writing or speaking. But some of them also have difficulties in vocabulary especially in writing and speaking too. Because their score were very low when they were asked to speak and write but actually their understand when the teacher teaching by using English speaking. The researcher also interviewed the students about their difficulties in mastering vocabulary. The students stated that their English teacher use conventional way in delivering learning materials.

The second interview was done after using Sara's Cooking Party Game in teaching vocabulary to the English teacher. The teacher stated that Sara's Cooking Party Game is interesting way to enrich students' English vocabulary especially in writing because this media made the students writing easier and make the students active than before.

c.   Documentation

The researcher used a camera to collect all the data. Camera used to take a picture of the students and the teacher while teaching and learning process.

d.   Diary Note

The diary notes are useful for knowing all students' activities, students' difficult, and students interest during the teaching and learning process by using Sara's Cooking Party Game. After explaining the use of Sara's Cooking Party Game in teaching vocabulary, they were active, interested, and serious in learning English. In this research, students showed a good improvement in English vocabulary. It can be seen that the students pay more attention when the writer explained the lesson. Vocabulary is a key for students can master four skills in English. It is proven by the low scores at the beginning of research. Sara's Cooking Party Game is a media can help the student in learning English more fun especially in enrich students' vocabulary. Sara's Cooking Party Game just not be a fun media to teaching especially in vocabulary but also make a student understand the meaning of vocabulary without used the dictionary.

Based on the quantitative data, the result of research was indicate that there were enriched on the students' English vocabulary by using Sara's Cooking Party. It was proved by the data; the students' score in pre-test, the lowest score was 25 point and the highest one was 75 point; the students' score in post-test I, the lowest score was 60 and the highest one was 85; the students' score in post-test II, the lowest score was 70

and the highest one was 95. In the pre-test, there were 4.65% (2 of 43 students) who got score ≥ 75. In the post-test I, there were 4883% (21 of 43 students) who got score ≥ 75. The percentage of the improvement scores from pre-test to post-test I were 44.18%. In the post-test II, there were 93.02% (40 of 43 students) who got score ≥ 75. The percentage of the improvement scores from posttest I to post- test II were 44.18 %.

Based on the qualitative data from observation, interview, documentation, diary note enriched in using Sara's Cooking Party Game too. All of these data was indicated the students gave a good attitude and response during teaching learning process. The students were also more interested to used Sara's Cooking Party Game as a media to learning process especially in vocabulary. In this study, the students' score enrich and the students were more serious to learn. The students' attitude changed after the writer using Sara's Cooking Party. Sara's Cooking Party game as a teaching media making the teaching learning process interesting and meaningful. Most of students were able to improve their score. As the result above, Sara's Cooking Party game can enrich the students English vocabulary.

IV.   CONCLUSION

After conducting the research, there were points which could be taken as the conclusions, they were that the Sara's Cooking Party game enriched the students' English vocabulary dealing with cooking. By applying the game, the students' could understand and remember new vocabulary easily. They could play the game while learning vocabulary. It was helpful, fun and interesting. They could also learn new vocabulary stimulated by visual pictures and play cooking step by step, following every instruction provided. Sara's Cooking Party game is recommended to be applied as one of media to teach vocabulary for Senior High School students. However, it will be better if it is practiced once in a week.

REFERENCES

1. Allen, Vieginia French, *Techniques in Teaching Vocabulary,* New York: Oxford University Press, 2007.

2. Anne Burns, *Doing Action Research in English Language Teaching ; A Guide for Practitioners,* New York: Routledge, 2010.

3. Campillo, Ma Lopez Rosa, *Teching and Learning Vocabulary : An Introduction   for English Student,* UCLM, 2005.

4. Hiebert, E,H, and M,L, Kamil, *Teaching and Learning Vocabulary,* London: Lawrence Erlbaum Associates, Inc, 2005.

5. Hornby, Anne Soukhanov, *The American Heritage Dictionary of The English Language,* 2005.

6. Larsen Freeman, Diane, *Teaching and Principles in Language Teaching,* New York: Oxford University Press, 2000.

7. Phillips, D.K and K.Carr, *Becoming a Teacher through Action Research: Process, Context, and Self-study*, New York: Routledge, 2010.

8. Tanyer, Seray and Ozturk, Yusuf, *Pre-service English Teachers" Vocabulary Learning Strategy Use and Vocabulary Size: A Cross-sectional Evaluation*, Finland : Academy Publisher, 2014.

9. Cocina las recetas más deliciosas,https://saras cooking party.en.uptodown.com/android,21 February 2018, 15:55

10. https://en.wikipedia.org/wiki/Vocabulary#types_of_vocabulary, 20 February 2018, time 20:45.

11. Melsoft Game Casual,https://play.google.com/store/apps/details?id=com.melesta.coffeeshop, 26 February 2018. 15:15

12. Mouse Games RPG,https://play.google.com/store/apps/details?id=com.master.cooking, 26 February 2018, times14:25

13. Social Point casual,https://play.google.com/store/apps/details?id=es.parrotgames.restaurantcity, 26February 2018, time 15:00