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1 Improving Students' Vocabulary using Guessing Word Game At Seventh Graders of MTs. Darul Falah Cepu

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abstrak— Kurangnya penguasaan kosakata adalah salah satu alasan rendahnya nilai bahasa Inggris dan kesulitan mereka berkomunikasi dalam bahasa tersebut. Banyak cara dalam meningkatkan penguasaan siswa, yaitu dengan menggunakan metode permainan. Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata siswa dan minat siswa terhadap pelajaran bahasa Inggris dengan menggunakan Guessing Word Game. Penelitian Tindakan Kelas (PTK) yang peneliti gunakan dan dilakukan dalam 2 siklus. Penelitian ini dilakukan pada 16 siswa kelas VII A MTs Darul Falah Cepu. Teknik pengumpulan data yang digunakan adalah tes dan kuesioner. Hasil tes menunjukkan adanya peningkatan pada setiap siklusnya. Dari siklus 1 ke siklus 2, nilai siswa meningkat 12,50%. Hasil kuesioner juga meningkat. Persentase minat siswa dari pra kuesioner hingga pasca kuesioner adalah 53,13%. Dapat disimpulkan bahwa penggunaan permainan tebak kata dapat meningkatkan kemampuan kosakata bahasa Inggris siswa pada materi kosakata bahasa Inggris dan siswa tertarik pada pelajaran bahasa Inggris.

Kata kunci— Kosa kata bahasa Inggris, Pembelajaran kosa kata, Permainan tebak kata

Abstract— The lack of vocabulary mastery is one of the reasons English scores low and their difficulty communicating in the language. Many ways in improving students' mastery, that was using game method. This study aims to improve students' vocabulary mastery and students' interest in English lesson by using Guessing Word Game. Classroom Action Research (CAR) which was researcher used and done in 2 cycles. This research conducted on 16 students of class VII A MTs Darul Falah Cepu. Data collection techniques that in used are test and questionnaires. The result of test showed that there were increasing in each cycle. From cycle 1 to cycle 2, the students' score increased 12,50%. The result of questionnaires were increasing as well. The Percentage students' interested from pre-questionnaire to post-questionnaire was 53.13%. it can be concluded that the use of guessing word game can enhance students' English vocabulary skills on the material of English vocabulary and interested students of English lesson.

Keywords— English Vocabulary, Learning Vocabulary, Guessing Word Game

INTRODUCTION

A lot of students can not understand the content of reading or writing in English due to lack of vocabulary mastery. The lack of vocabulary mastery is one of the reasons that contributes to pupils' low English scores and their difficulty

communicating in the language. The impact is that students always feel afraid, lack confidence and think English is difficult. These barriers make students less interested in learning English.

Vocabulary is the most important thing in learning a foreign language. Vocabulary is the most basic foundation in the process of teaching a foreign language. Beside that, Zimmerman (1997) state that vocabulary is central to the language and is important for typical language learners.

Students should having adequate vocabulary. It will automatically support to the achievement of four English language competencies. Those are speaking, reading, writing and listening. Vice versa without having adequate vocabulary, a student will have difficulty in achieving the language competence above. Renandya (2002) states that learners frequently obtain less than their capability with out a complete vocabulary and techniques to collect new vocabularies. Learners often find difficulty in understanding a text. They are unable to grasp the meanings from unfamiliar words.

There are several reasons why games are good to use in the teaching and learning process of English. According to Brewster (2002) Games change the rhythm of lessons and help maintain student motivation.

Guessing Word Game method is fun alternative in teaching students' vocabulary. Teaching vocabulary using guessing game can help students easier to remember the vocabulary, because they were stimulated by the games. Webster, M. (2015) state that geussing words game is a game in which one has to complete with another person or group about guessing something that has been given his clue

Learning english at MTs Darul Falah Cepu is still many drawback as like explain according to the modul with a textbook approach without variation, not used dictionary and seldom language practices such as, speaking, reading and writing.

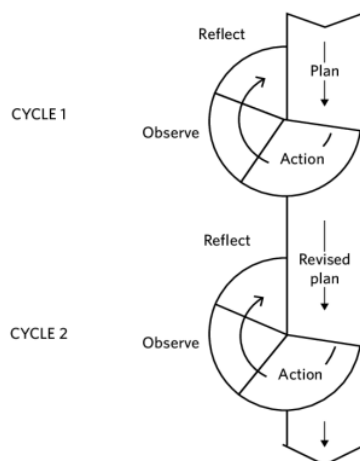
Based on that background the researcher tries troubleshooting how the improving students' vocabulary using Guessing Word Game on seventh grade students of MTs Darul Falah Cepu and how do the students' interest in english lesson by using Guessing Word Game?

RESEARCH METHOD

This research was conducted at MTs Darul Falah Cepu that located on Jln. Randublatung No.36 Tamkabhromo-Cepu Bora. The Subject of this research is a class VII A student in second semester 2021/2022, totaling 16 students. The material english was "This is My World" that focus on Noun. The goal of this research is enhancing students' vocabulary mastery of the seventh grade of MTs Darul Falah Cepu. The treatment in this research is Guessing Word Game.

The researcher used Classroom Action Research (CAR) design. The researched was used the Kemmis and McTaggart model. Kemmis and McTaggart (1988) define action research is a form of collective self-reflective enquiry undertaken by participants in social situation in order to improve the rationality and justice of the own social or educational practice, as well as their understanding of these practice and the situations in which these are carried out.

This research was conducted with 2 cycles. The CAR cycle adapted from Kemmis and McTaggart (1988). The design of classroom action research consists of four steps in a cycle of research namely planning, acting, observing and reflecting.



Data collection techniques that in used are test and questionnaires. The learning outcomes scores can be shown from pre-test to post-test. Students' interested can be shown from questionnaires. The Researcher used technique in analyzing the numerical data as follows:

1. Average of students' vocabulary score whitin pre-test and post-test in each cycle by using formula:

$$X = \frac{\sum xi}{n}$$

X = mean

xi = sum of all values

n = number of students

2. The class percentage which passes the KKM score by using formula:

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

P = the class percentage

F = total percentage score

N = number of students

3. The percentage of Yes or No Question

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

P = the percentage

F = total of Yes/No qeustion

N = number of indicators multiplied by total of student

This research can be considered success when they have achieved the criteria of action success. The target of the analysis data:

- 1) 75% of students get assignment score ≥ 75 from result collected work.

- 2) 75% of students' interest in english lesson . This is done with giving questionnaire of interest to students. Then, students can fill in accordance with the flow the question given.

RESULT AND DISCUSSION

This Research was used classroom action researchr for cycle 1 and cycle 2 to find out students' vocabulary achievement. Reasearch before action, the researcher gave a pre-test and pre-questionnaire.

a. Pre-Test dan Pre-Questionnaire

Table 1
Result of Pre-Test

No	Criteria	Score
1	Highest Score	80
2	Lowest Score	50
3	Average	64.37
4	Percentage	43,75%

From the table 1 above showed that students' vocabulary achievement is still low. Total 16 students, the students got score under 75 were 9 (56,25%) while got score above 75 were 7 (43,75%).

Table 2
Result of Pre-Questionnaire

No	Answer Respondent	Frequency	Percentage
1.	YES	29	22.65%
2.	NO	99	77,35%

From the table 3 above showed that can be seen that the respondents who stated YES as many as 29 (22,65%), while those who stated NO as many as 99 (77,35%).

b. Cycle 1

Table 3
Result of Post-Test 1

No	Criteria	Score
1	Highest Score	90
2	Lowest Score	60

3	Average	75.93
4	Percentage	75%

From the table 3 above showed that students' vocabulary achievement is increasing. Total 16 students, the students got score under 75 were 4 (25%) while got score above 75 were 12 (75%).

c. Cycle 2 (Post-test 2 dan Post-Questionnaire)

Table 4
Result of Post-Test 2

No	Criteria	Score
1	Highest Score	100
2	Lowest Score	70
3	Average	90.93
4	Percentage	87.50%

From the table 4 above showed that students' vocabulary achievement is reaching the target. Total 16 students, the students got score under 75 were 2 (13,50) while got score above 75 were 14 (87.50%).

Table 5
Result of Post-Questionnaire

No	Answer Respondent	Frequency	Percentage
1.	YES	97	75,78%
2.	NO	31	24,22%

From the table 3 above showed that can be seen that the respondents who stated YES as many as 97 (75,78%), while those who stated NO as many as 31 (24,22%).

The tables above it appears that enhancing english vocabulary outcomes from pre-test to cycle 1 (43,75% to 75%) and it was increase 21,5%. While from cycle 1 to 2 (75% to 87.50%) there was increase 12,50%. The students interested english lesson using game outcoming pre-questionnaire, YES was 22,65% and NO was 77,35%. Outcoming post-questionnaire, YES was 75,78% and NO was 24,22%. It conclude that there was always increase percentage of test and questionnaire.

CONCLUSION

Based on the results of research and each cycle it can be concluded that the use of guessing word game can improve students' english vocabulary skills on the material of english vocabulary and students' interest of english lesson with the basic

competence of "This is My World" that focus on noun in the class VII A MTs Darul Falah Cepu. Enhancing students' vocabulary ability could be proven from the average value of and student learning success based on the results of the pre test, post test cycle I and post test II. Students interested of english lesson using guessing word game, it based on the result of pre-questionnaire to post-questionnaire.

- 1) Before the action is given, the results of the pre test are obtained on average score 64,37. After the first cycle of action from the results of post test I showed that student learning outcomes increased and had an average of 75,93. Furthermore, from the results of the post test cycle II, the ability students' English vocabulary increased to an average of 90,93
- 2) The percentage of students' success in pre-test of 43,75%. In the first cycle the percentage of student success and result of post test I increased to 75%. After improvements were made in cycle II, from the results of post test II the percentage student success classically has increased to 87,50%.
- 3) Based on the results of questionnaire made to students, in the pre - questionnaire the percentage of students' interest of english lesson who answered YES was 22,65% and answered responding NO was 77,35%. In post - questionnaire the percentage was increasing. The students who answered YES was 75,78% and who answered NO was 24,22%.
- 4) The researcher's activity during the learning process is quite good or aspects observed based on the existing all instruments have been implemented.
- 5) Based on the results of the analysis "Guessing Word Game can enhance vocabulary skills on the material to understand English vocabulary class VA students at MTs Darul Falah Cepu 2021/2022.

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