

**IMPROVING STUDENT VOCABULARY MASTERY BY USING GUESS
THE WORD GAME AT THE SEVENTH GRADE STUDENT OF
SMP ISLAM TEMAYANG**

Yara Afni Afifah

Ahmad Hariyadi¹⁾

Chyntia Heru Woro Prastiwi²⁾

ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
yarayachan@gmail.com

Abstract

Teaching vocabulary to the student junior high school is important to make the student be able to communicate by using the learnt. There are some problems in teaching vocabulary of the students in understanding, and memorizing new word in English. The English teaching process was boring to apply their knowledge of vocabulary. So, it would be difficult for students to achieve the teaching and learning target. In order to solve this problem the teacher should have creative activity, and the using of guess the word game method can be an alternative way as a learning media that will make students enjoy and easy to memorize the word. The purpose of the study to find out Guess the word game can be used in teaching vocabulary at the seventh A grade students of SMP Islam Temayang. In this research the researcher used classroom action research. By using qualitative data the researcher gets the data from test, observation checklist and questionnaire. The findings of the study using guess the word game are able to increase student vocabulary mastery and get the mean score pre test, cycle I and cycle II the researcher get mean score 55.5, 66.7, and 85.7. The implication of the research give motivation to the student in English learning to improvement their achievement. In future, it provide the alternative strategies to the teacher and further researcher to improving student vocabulary mastery.

Keywords : Guess the word game, vocabulary mastery.

Abstrack

Mengajarkan kosakata kepada siswa sekolah menengah pertama adalah penting untuk membuat siswa dapat berkomunikasi dengan menggunakan apa yang dipelajari. Ada beberapa masalah dalam mengajar kosakata siswa dalam memahami, dan menghafal kata baru dalam bahasa Inggris. Proses pengajaran bahasa Inggris yang membosankan dalam menerapkan pengetahuan mereka tentang kosakata. Jadi, akan sulit bagi siswa untuk mencapai target pengajaran dan pembelajaran. Untuk mengatasi masalah ini guru harus memiliki aktivitas yang kreatif, dan penggunaan permainan menebak kata dapat menjadi cara alternatif sebagai media pembelajaran yang akan membuat siswa menikmati dan mudah menghafal kosa kata tersebut. Tujuan penelitian ini untuk mengetahui permainan Tebak kata dapat digunakan dalam pengajaran kosakata pada siswa kelas VII A SMP Islam Temayang. Dalam penelitian ini peneliti menggunakan metode penelitian tindakan kelas. Dengan menggunakan data kualitatif peneliti mengambil data dari tes, daftar observasi dan kuesioner. Temuan penelitian menggunakan permainan tebak kata mampu meningkatkan penguasaan kosakata siswa dan mendapatkan rata rata pra skor siklus I dan siklus II peneliti mendapatkan skor rata-rata 55,5, 66,7, dan 85,7. Implikasi dari penelitian ini memberikan motivasi kepada siswa dalam pembelajaran bahasa Inggris untuk meningkatkan prestasi mereka. Di masa depan, ia menyediakan strategi alternatif untuk guru dan peneliti lebih lanjut untuk meningkatkan penguasaan kosakata siswa.

Kata Kunci : Permainan Tebak Kata, Kosa Kata Bahasa Inggris

INTRODUCTION

English language is an International language that helps people communicate with each other in the world. There are four skills of English subject to be learned by students that is reading, listening, speaking, and writing. In teaching and learning process it is the opportunity to make students change their achive to be able all of the skill. But it is not succes if the students vocabulary mastery is poor. It causes the vocabulary is one of the component to support the four skill of English language. So, the

students must enrich their vocabulary. This study will focus on vocabulary. Without grammar, very little can be conveyed, without vocabulary *nothing* can be conveyed (Thornburry, 2002:13).Harmon et all (2009) (in Bintz, 2011: 1) said that "Learning vocabulary is an important instructional aim for teachers in all content areas in middle grades schools. Vocabulary learning is a continual process of encountering new words in

meaningful and comprehensible contexts. John Dewey (1910) (in Bintz, 2011:1) stated that vocabulary is critically important because a word is an instrument for thinking about the meanings which it expresses. In studying vocabulary, we will at one learn the elements of the other. For example spelling, grammar, pronunciation and it is included in the elements of the language.

Based on reality in the field, there are some problem found in students' English vocabulary mastery of SMP Islam Temayang. The first problem is that the English teacher taught English language conventionally. The second problem is that students have low motivation and are not interested in learning vocabulary mastery, because there are many students who are not interested in learning English.

Based upon the explanations above, one of the problems is the students feel bored because teachers still use the same technique and the same strategy to teach vocabulary. According to Flora (2009: 3) says that English language learners vocabulary building games and activities offers teachers hundreds of ideas to create learning environment that are filled with rich oral language and encourage

children's active interventions that can be used throughout the day to make learning fun, promote receptive and expressive language, and help children achieve succes. Research has shown that "playing games" is a natural and effective method for teaching and practicing vocabulary, increpasing fluency.

The researcher choose guess the word game as a strategy for teaching English vocabularies there are several benefits; the student can feel enjoy full and interested in learning English vocabularies without bored. The student can be more active in learning in the class. The researcher expect that by using guess the word game this student can memorize new word and improving their English vocabulary mastery with enjoy full.

There have been some number of researches related to the topic of teaching vocabulary by using strategy. In this part, I present some of them. One of such studies was conducted by Avdhikka (2006). The study is entitled Teaching Vocabulary by Using Short Stories (A Case Study at the First Semester of the Tenth Grade Students of SMA N 6 Semarang in the Academic Year of

2006/2007). She used Short Stories as a medium for teaching vocabulary. The objective of the study is to find out whether teaching vocabulary by using short stories is effective or not for students of senior high school. The result of this research indicates that the students' vocabulary mastery is getting better after being taught using this medium.

The other research was conducted by Nugroho (2007) who conducted the research with the title *The Use of Circle Games as a Strategy to Improve the Student's Mastery in English Vocabulary (An Action Research in the Case of Elementary School Students of SDN 01 Banyumanik Semarang in the Academic Year 2007/2008)*. The objectives of the study are to describe what circle game was like and how it worked in the learning process and to find out the students' achievement in vocabulary related to noun. It was expected that this study would be useful for English teachers and their students in the language learning process. The result of the study shows that the students' progress in mastering vocabulary related to noun during the activity is really good. The

achievement of the students in learning vocabulary through this way improved. It was supported by the significant result of the test.

The other one was written by NurRohmah (2011). The study is entitled *The Use of Internet Picture Dictionary as Media in Teaching Vocabulary (An Action Research of the Fourth Grade Students of SD N 4 Purwodadi Grobogan in the Academic Year 2010/2011)*. She chose this topic since vocabulary items are essential to improve the four language skills (listening, speaking, reading, and writing). She used Internet Picture dictionary as a medium for teaching vocabulary. The objectives of this study are to find out how the use of "Internet Picture Dictionary" can improve the students' interests, motivation, and achievement in learning vocabulary. The result of this study shows that the students' vocabulary mastery is better after being taught using Internet Picture Dictionary.

Next, the researcher reviewed the journal from Setianingsih (2013) entitled *English Guessing Pictures Game for 4th Grade Elementary School Students*. The research was

purposed to produce and examine the appropriateness of English guessing pictures game for 4th grade elementary students using Macromedia Flash 8. Method that was used in this research was Research and Development (R&D). The results of this research were evaluation from media experts got percentage of appropriateness 85,75% which include in appropriate category. Evaluation from material experts got percentage of appropriateness 86,25% which include in appropriate category. Evaluation from students got percentage of appropriateness 83,72% which include in appropriate category.

Based on the researches above, it can be concluded that actually the researches about teaching strategy are interesting. There are numbers of researchers do their researches on teaching media and strategy in the different ways.

Many researchers have investigated many ways to improve the students' skill in mastering vocabulary using various kinds of technique and media. There are still many uninveted possible ways to

improve the students' vocabulary, as Harmer (2001: 51) stated, "The chances of success will be greatly enhanced if the students come to love the learning process." To make the students enjoy the learning process, one thing that can be afforded by the teacher is an interesting media which can create enjoyable learning conditions.

In this study, the researcher chose guess the word game as the teaching strategy in learning to improve the students' vocabulary mastery. The reason why the researcher chose it is because, based on the previous studies and review of literature above, it can be seen that using interesting media can be effective and interesting in improving the students' vocabulary mastery. Therefore, hopefully after learning vocabulary using guess the word game, they are expected to enrich their vocabulary.

To guide the exploration, we posed the following questions : How can guess the word game used in teaching vocabulary at the seventh A grade students of SMP Islam Temayang? "The objectives of the study as follows: " To find out Guess the word game can be used in

teaching vocabulary at the seventh A grade students of SMP Islam Temayang? “.

METHOD

This study, the researcher used several instrument to get the data from the student. There are test, observation cheklist and questionnaire. The data from teacher including students name list, learning method used before, students interest and weakness. The data from students including : students rponses and motivation to implementing guess the word game in teaching vocabulary mastery. In doing the research the techniques of collectng dta the researcher uses quantitative and qualitative data.

The qualitatibe data consist test(pre-test and post-test). And the qualitative dara consist observation checklist and questionnaire. The researcher use test to know students' understanding about vocabulary

before and after using guess the word game in teaching in the class. And to know the improvement students achievement using guess the word game.

The observation checklist is used to tells about condition in the classroom. How the students' attention during the implementationa and when the treatment was given.

The researcher give the questionnaire used to find out the information about the students“ response toward their enthusiasm in learning English, vocabulary mastery, and the teaching learning process using guess the word game. The researchers distribute closed-ended questionnaire to the students. The research was done for one month and two cycle in classroom action research. The subject of this research was the Seventh A Grade Students of SMP Islam Temayang. This class consists 30 students.

FINDINGS AND DISCUSSIONS

In doing the research, the techniques of collecting data, the researcher uses quantitative data and qualitative data.

The qualitative data consist test(pre-test-post-test). Whereas, the qualitative data consists observation and questionnaire. To obtain the qualitative data the researcher uses test to examine students' understanding of vocabulary mastery. The test was conducted as a pre-test to determine their basic understanding about vocabulary mastery after being treated using guess the word game. And also the quantitative data, researcher uses questionnaire to find out what percentage of students are motivated, responded of guess the word game understanding on vocabulary mastery.

The qualitative data in this study were got from observation checklist and the word, what the means of word when finish the games. In the other hand most of them not really good in guess the word after the teacher explained. The enthusiasm of the students in learning process was good after the researcher gave treatment. Some of the student gave their attention when the researcher explained the material and guess the word game method. In cycle 1, the researcher concluded that: In this

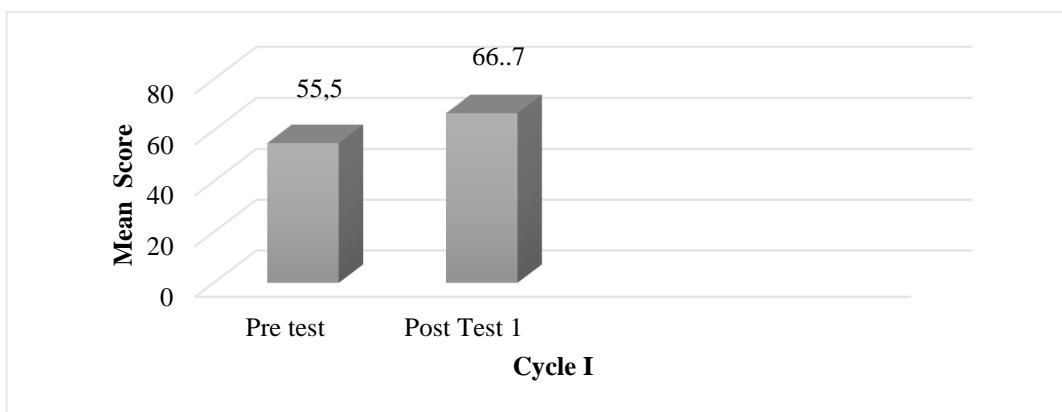
questionnaire. The observation checklist to know the students participant in teaching and learning process. And questionnaire to describe how the students motivation, response and interest in each item that has been presented by the researcher.

The result of observation checklist toward teaching learning process. In cycle 1, the researcher concluded that: In this step, the researcher observed students' performance in teaching and learning especially when the students were doing the game and answered the post test. In this cycle, the students asked the researcher about translation about from Indonesia to English, how to write the word, what the means of word when finish the games. In this step, the researcher observed students' performance in teaching and learning especially when the students were doing the game and answered the post test. In this cycle, the students asked the researcher about translation about from Indonesia to English, how to write the word, what the means of word when finish the games. Also, guess the word game help the researcher to observe the students motivated in teaching and learning

English vocabulary mastery. The enthusiasm of the students in learning process was good after the researcher gave treatment. Most of the student gave their attention when the researcher explained the material and guess the word game method.

The improvement of Guess the word game on vocabulary mastery. to know the students improvement the researcher give pre-test,post-test 1 and post test-2. A pre-test was given at the first stage of this study. It was

conducted on May 14th, 2018. There were 30 students joined the test. The total number of students in VII-A was 30. In the pre-test, students were asked to do an exercise about their knowledge about basic vocabulary of the students before using the game. And in the end of the first stage the researcher give the post-test 1 to know their achievement after using the game. The result of pre-test,post-test 1 in cycle 1 :



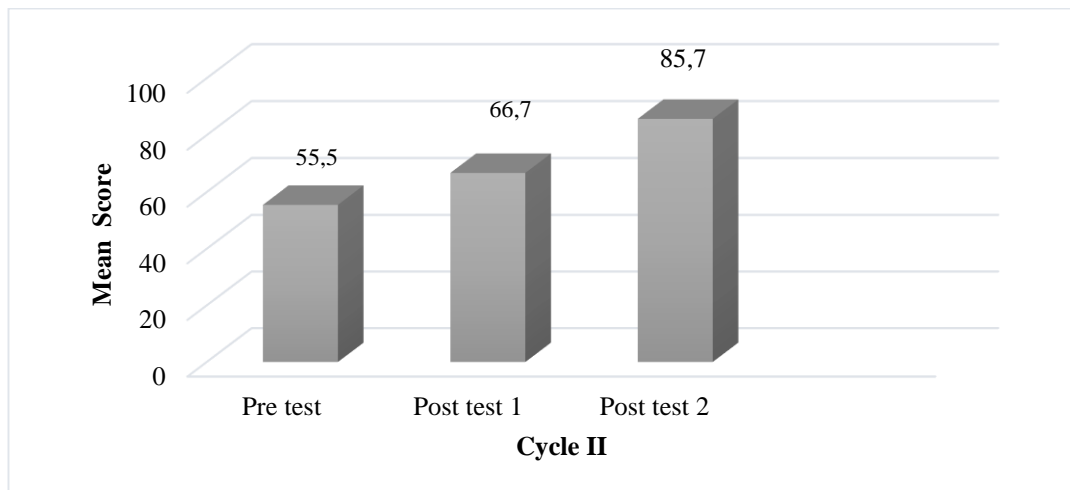
From the data above the students' vocabulary mastery showed 66,7 who got the score above the minimum mastery criterion (kkm). Guess the word game method has not successful. During the implementation the action, it was

found students' condition were increase but in not really good than before. In this sense, some of they. From the data the researcher must doing the next cycle.

The next cycle was conducted on May 24th, 2018. The researcher doing

the post-test 2 in the end to know the students improvement after being

taught uses guess the word game. The result of this cycle are :



From the data above the result of students' vocabulary mastery showed 85,7 who got the score above the minimum mastery criterion (kkm). It can be concluded that the implementation of Guess the word game method has successful although not significant.

CONCLUSIONS AND SUGGESTION

Based on the result of the research that had been done in second cycles, it can be taken the conclusions that

there is an improvement. The students' vocabulary mastery improved after being taught by guess the word game. The implementation of guess the word game method as a learning to improve students' vocabulary mastery was very effective. It was supported by the significance result of students score in the pre-test (55,7), post-tes 1 (66,7) and Post-test 2 (85,7). The using of guess the word in teaching and learning English was interesting for the students; it could be seen in the result of observation. The researcher uses guess the word game method as learning because it can motivated

students to learned English vocabulary mastery more fun and easily. The english teacher at SMP Islam Temayang are suggested to

apply guess the word game or the other game to the students in teaching vocabulary to make the students more motivated in learning English.

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