

THE USE OF GUESSING GAME TO ENHANCE STUDENTS' VOCABULARY MASTERY AT SEVENTH GRADERS OF SMPN 3 CIMAHI

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Abstract

This research aimed to find out the effectiveness students vocabulary mastery through guessing game in seventh grade of SMP Negeri 3 Cimahi in the school year of 2018/2019. The populations of research are all of the students at seventh-grade in SMP Negeri 3 Cimahi. Method of this research is Classroom Action Research (CAR) applying a qualitative approach. Data sources are informants consist of teachers, students in the seventh grade of SMP Negeri 3 Cimahi and staffs. The data collection techniques are tests, observations, and documentation techniques. The research was taken in two cycles with total meetings were seven; one pre-test, two post-tests and four meetings as treatment. Planning, acting, observation, and reflecting was the steps which carried out in each cycle. The data has been gathered and analyzed with IBM SPSS Statistics version 22. From pre-test, only 30,5% of students reached Kriteria Ketuntasan Maksimal (KKM), after treatment and post-test 88,8% of students can reach KKM. The improvement of student's vocabulary results from the application of Guessing Games that helps the students develop their vocabulary memorizing ability with a fun way. The conclusion of the research said: The student's vocabulary mastery with guessing game improves either individually or classically.

Keywords: *Classroom Action Research (CAR), Vocabulary mastery, Guessing game*

INTRODUCTION

As a media to interact and communicate, language delivered thoughts, ideas, concepts or feelings. Language is a pattern that formed by several components. The concept of language is a tool to convey your oral or written thoughts (Santoso, Tuckyta, Sujatna, & Mahdi, 2014). In English as a foreign language, student should dominate four skill, such as, listening, speaking, reading and writing. Besides four macro skills (listening, speaking, reading and writing), as the core of a language, vocabulary should be taught to enhance student's reading comprehension and they can produce an oral or written language if they have enough vocabulary.

Hatch and Brown as cited by Farida, Isrina, Apsari (2019), defines that "Vocabulary is the foundation to develop languages, which has a role as a basis in communication". In addition, Cameron in (Furqon, 2013) stated that vocabulary is a main micro skill to produce language in spoken and written. When a learner means to learn a foreign language, he has to learn the vocabulary first to building up a central aspects of a foreign language from the primary level. Someone who has a lot of vocabulary of a foreign language, he could learn and produce language easily.

According to Wallace in (Zahara & Fatimah, 2018) vocabulary deals with the ability to making in use the words employed is the composition as rich as possible. Cameron (Cahyono & Widiati,

2008) points out “When a student interest to learn a foreign language, he must learn the vocabulary of the foreign language first. The mastery of vocabularies used for the text or spoken, the higher chances for a better result will be produced. Developing a useful vocabulary is core to the learning of a foreign language at elementary level”. In other words, vocabulary is the total number of words that are needed to communicate ideas, express the speakers' meaning and to conceive a language as the communication tool. That is the reason why it is important to learn vocabulary (Alqahtani, 2015).

The guessing game is one of learning method in fun and simple ways. In accordance with Klippel in (Zahara & Fatimah, 2018), the basic rule of guessing games is eminently simple; one person knows something that another one wants to find out by using pictures or a random word as clues. In addition, (Wright, David, & Bukby, 2006) states “In guessing game, essentially, someone knows something and the others must discover what it is. In this game, students take turns guessing the identity of an object through the submission of questions”. In addition, via guessing games, students are prepared by a set of well-composed activities as follows: guesser compete individually or group in the identification of something object with picture or clue is shown by the chairman (Puspitasari & Asari, 2018).

From the definition above, it can be concluded that vocabulary is one kind of micro skill as the total number of words that are needed to produce oral and written language. That is the reason why vocabulary very important to learn. In reality, some students have vocabulary mastery below average. It is because the students have difficulties in memorizing the words, too lazy and rely on dictionaries or google translate. Some students more understand slang than formal language. They are accustomed to read and write English-language chat through online game applications without realizing that the activity is one of vocabulary learning. Students have underestimated the learning activity because their teacher sometimes gives monotonous method in teaching vocabulary. Students' transition period from children to teenagers tends to like fun ways in learning. As a solution guessing game can increase student's vocabulary mastery in joyful activity.

METHOD

This research used CAR which qualitative as the approach. This research goals to find out the effectiveness of students vocabulary mastery through guessing game in the teaching and learning process. The study was conducted in two cycles, which each cycle consist of three meetings. This research contains four stages in every cycle, it observed and evaluated to identify all facts including the success and the failure of the action (Parmawati & Yugafiati, 2017). According to Hermida in (Maharida, 2015) the stages of classroom action research, specifically: planning, action, observation, and reflection . Figure 1 showed a flowchart of the CAR cycles according to Arikunto et.al. in (Indriyanti & Prasetyo, 2018).

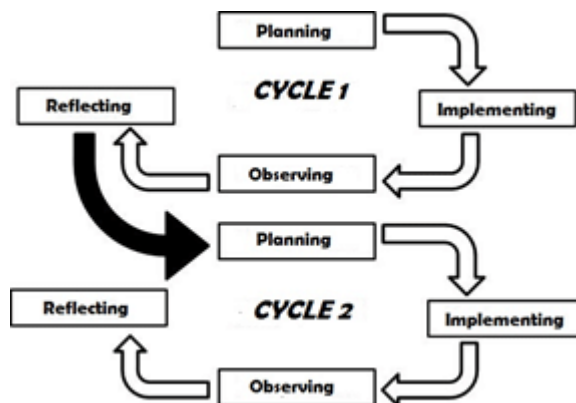


Figure 1. The Classroom Action Research (CAR) Cycles

The subject of this research were students of class VII-J at SMP Negeri 3 Cimahi in the odd semester of the 2018/2019 academic year with 36 students; 17 male students, and 21 female students. Techniques of collecting data are tests, observations, and documentation technique.

RESULTS AND DISCUSSION

Results

The research consist of eight meetings in with an allocation of time for each meeting is 2 x 45 minutes (two hours of study). The lessons were categorized into two cycles. The result of each cycle will be arranged on four stages of CAR, namely: (1) planning, (2) action, (3) observation, and (4) reflection.

Cycle I. On planning stage, before the research was begun the researcher made a lesson plan about public places using guessing game as the method in the planning stage and print out questions script for an interview with the English teacher and questions for students pre-test. In this research, the pre-test questions were given at the first meeting and the post-test was given at the third meeting in every cycle, with the form of multiple choice questions totalling 25 numbers and pictures. On the acting stage, the researcher came to the class three times to carry out the treatments.

The researcher came to the class and provided students with pre-test questions in the first meeting. The same thing went to in the fourth meeting which was used as post-test that consisted of the simiar topic with pre-test questions but has more difficult level. While the researcher doing the second stage in CAR, they also doing observation in every meeting. The researcher field notes to capture what the students do during the learning activity. The following table below as representation of acting and observation activity in cycle I:

Table 1. Meetings in cycle I

	Acting	Observing
Meeting	Topic	Activity
1	Pre-test: Public places	In this first meeting, the researcher gave the students 25 numbers of multiple choice about public places and directions
2	Treatment 1 : Public places	The student divided into several groups then the researcher giving them some cards as the clues to guess the name of public places near their school. Then the students discuss the vocabulary related to public places and directions. The researchers ask the students to mention the vocabulary related shopping places in Cimahi and the direction of the road that can be taken to get there.
3	Treatment 2: Public places	The students did the same as with previous meeting guessing and discuss places of worship in Cimahi but the students make a map of the location.
4	Post test :	In this meeting, the researcher conducted a post-test with gave the students 3 pictures of public places near Cimahi and they should mention the minimum of ten vocabularies which related to the pictures.

The last stage of CAR is reflecting. In this stage, the researcher made some conclusion basically on observation during teaching and learning process in treatment-I. It begins from pre-test activity. The students are finding some difficulties to answer the test because of their very limited vocabulary, they assumed that English is difficult especially they are not familiar with the public places around Cimahi because of they are rarely to play outside and only focus on their gadget every day. The average pre-test score only 64. This score is considered low, while only eleven students can achieve KKM. In addition, the students have difficulties in memorizing the words, and rely on dictionaries or google translate.

During treatment 1 and 2, the researcher looks at the way students adaptation with guessing game method. Most of the students looked confused, passive, and did not know what to do during the activity. At the first treatment, most students asked the researcher to use a dictionary during the game. They were unconfident to guessing the words and still play with using Bahasa. In every step, students still need guidance from the researcher. Based on these situations in the next treatment, the researcher asks the student to gather more information about public places in Cimahi. The researcher expected that the students would know better about their environment especially about public places. In the second treatment, some students started to enjoy the lesson and make the situation more fun but still used Bahasa as the clue to play. Several students still passive and less interest in the activity. They only make noise without contributing when the discussion takes place.

After the end of the second treatment, the researcher realized that students enjoy became careless in the learning process. They began to focus on the game without capturing the goals

of the learning material. Their score in post-test cycle-I reached 70, where 20 students can achieve KKM. Therefore, the researcher made a revision in cycle-II to improve student's quality and to overcome the shortcomings in cycle-I.

Cycle II. This cycle included four meetings as same as cycle-I. The researcher made some revisions in writing lesson plan as planning steps. In the first cycle, noise, disturbance, and passive students still happen during the learning activity. As revisions, the researcher dividing student's into several groups with a comparison of the same abilities in each group. The students are given themes about familiar public places so that they will be more interested in learning vocabulary. After that between groups, they ask each other based on some clues to guess. Subsequently, the researcher asks students to present the results of the discussion in front of the classroom using pictures or slides. This strategy is expected to improve their vocabulary memorizing ability, making them more active and they can achieve the learning goals in fun ways. As a feedback, the reseacher ask other groups to give advice, additions, and praise to students in a polite manner for increasing their confidence and to communicate the main goals of the material. The action phase includes three meetings since the pre-test used for this cycle is taken from the post-test of the previous cycle as seen in table 2 below:

Table 2. Meetings in cycle II

Meeting	Acting Topic	Observing Activity
5	Treatment 3 : Public places	They discuss public places using Guessing Games method. The researchers gave theme workplaces to guess and discuss after that students presented their findings.
6	Treatment 4 : Public places	They did the same as with the previous meeting discuss workplaces but the students should exchange their findings with each other.
7	Post test:	In this meeting, the researcher conducted a post-test with the gave them 20 multiple choice and 5 clues by pictures to guess the meanings, but the words more complicated than the fourth meeting.

Reflection of the observation would be discussed in this passage. There were many improvements in every meeting. The improvements were as follows: (1) the students score on post-test 2 was increased. From 64 for pre-test, it was improved become to 70 and for the post-test cycle-2, their score became 83,25, and (2) the students quality in learning can be shown from their behavior and attitude during learning activity.

The detail output of score of the test can be drawn on table 3 below.

Table 3. Improvement on students' score of the tests.

	Pre-test	Post-test 1	Post-test 2
Minimum score	32	40	50
Maximal score	92	98	100
Mean score	64	70	83,25

While the improvements in attitude and behavior can be seen from their self-confident improvement, they are better in memorizing new words and enjoyed learning English which has been considered difficult and boring. At the first meeting some students still passive, rely on dictionaries and unconfident to guessing the words using English, they were often using Bahasa. After treatments student's vocabulary is better, their vocabularies are increasing rapidly, and they were confidence to remembering the words without a dictionary, mostly students more active, and desire to participate or come forth in front of the classroom.

Discussion

This research aimed to find out the effectiveness students vocabulary mastery through guessing game in seventh grade of SMP Negeri 3 Cimahi in the school year of 2018/2019. Classroom action research as the research method was used with two cycles, three tests, and four treatments, the teaching and learning activities were implemented and run so well. The data above show that the score improvement has exceeded the target that is from the researcher expectation 60% of students can reach KKM and the result presented 88,8. Accordingly, the researcher will not continue to cycle III.

The utilization of guessing games can improve student's vocabulary mastery and also they are more confident to speaking. Moreover, student's discuss and presentation activity during guessing game gives more chances to the students on exploring themselves for speaking, memorizing and develop their vocabulary.

CONCLUSION

Having conducted the research in using the guessing game to enhance students' vocabulary mastery, the researcher can collect some conclusions that guessing game can upgrade students' vocabulary mastery. The improvement of students' vocabulary mastery can be identified from students' scores after treatment that increases as 58.3%. As an interactive and joyful method guessing game can improve students' interest in English. Students enjoyed learning vocabulary using guessing game because they could express their ideas, they are brave to speak, could practice English well and they felt it was fun without depending on dictionaries or google translate. Student's pronunciation became better with guessing game because they can produce sounds more clearly without felt shy. Teachers can adopt this method in order to resolve student's saturation in teaching and learning activities.

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