

THE STUDENT'S DIFFICULTIES IN LEARNING VOCABULARY USING COOPERATIVE LEARNING THROUGH PARTY GAME "UNDERCOVER"

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Abstract

Enlarging and enriching student's vocabularies have many ways, for instance by media picture to get new vocabulary, reading a story book which has a picture on it, etc. Teachers should find an easy way in teaching such as strategies, methods, techniques and interesting materials, thus that the teacher can deliver the lesson easily depending on student's behavior and characteristic. This research is conducted to fulfill need and to find the difficulties of using game for learning purposes. The difficulties in learning vocabulary using cooperative learning through party game Undercover will be found out by interviewing and giving questionnaire that are conducted to the eighth grade students in SMPN 32 Bandung. The research findings show that learning vocabulary using party games Undercover is not difficult at all. This research can be started as an evidence to convince teachers who still use rigid and serious form of teaching technique and teacher should be considering and changing their method to the one that suitable for the characteristics and behavior of their students so that the student's learning performance can be improved and not willingly feel bored.

Keywords: Vocabulary, Party Game, Cooperative Learning

INTRODUCTION

Indonesia provides English to be learned as a foreign language. In Indonesian education, English is the first foreign language included as a compulsory subject in junior and senior high schools and it is very important for all students who learn English language to understand and improve their skill especially vocabulary.

English has many skills that students should be enhanced such as speaking, writing, and listening despite all of them vocabulary also take fundamental point for developing the language. As stated by (Bai, 2018) vocabulary is important and fundamental for expressing thoughts and meanings, so it is the basic skill to make sentence and a point requirement of language communication.

Enlarging and enriching student's vocabularies have many ways, for instance by media picture to get new vocabulary, reading story book which has picture on it and etc. teachers have the crucial job to stimulate student's vocabularies. They should find easy way in teaching such as strategies, methods, techniques and interesting materials, thus that the teacher can deliver the lesson easily depending on student's behavior and characteristic stated by (Lelawati et al., 2018). This research conducted to further investigate the teaching vocabulary using cooperative learning through party game.

Vocabulary

Vocabulary aspects are related to word choices, use of idioms, and word forms. The lexical items are used in text depending on the genre or the type of text. For instance, a descriptive text

uses descriptive verbs, adjectives, and adverbs, and effective language to give the tone in the written text. A student with inadequate vocabulary will not find difficulty in every aspect of language itself such as speaking, writing, and listening skill that is why vocabulary acquisition plays an vital role in mastering a language stated by (Susanto, 2017).

Cooperative Learning

As stated by (Johnson & Johnson, 2017) Cooperation is working together to accomplish certain aims in every subject of lesson, within cooperative activities individuals pursue results that are beneficial to themselves and all other group students. Cooperative learning benefits also can maximize their own and each other's learning by working together in small groups. In summary Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning (Johnson & Johnson, 2017)).

Game For Learning Purposes

The position of games, either traditional or computer-based, has long been identified in education. As a result, the use of game for learning purposes ignites in motivating and engaging student's ability in certain object of learning targets that has been proved by significant research (Dondlinger, 2007) cited in (Preist & Jones, 2015). Inevitably, games become a consumptive way in student' lives regarding every grade level. The learners are manifested in games throughout the days at their homes, on their computers, on the internet, and even on their cell phones (Hang, 2017), for that reason in this research the game that has been used to check the effectiveness in learning vocabulary is party game Undercover.

Party Game Undercover

Undercover is a simple and fun party game in the style of Mafia and Werewolf. It's perfect to spend good time for studying English lesson through this game with teachers, and your friends in school and since it's on your phone, you can take it with you anywhere

- a. The game is played by 3 participants or you can play with up to 15 participants at a time.
- b. The role divides into three roles: Citizens, Undercovers, and Mr. White. Citizens will be assigned the same word and undercovers will be assigned a word similar to the ones citizens have. Teacher can decide what vocabulary or words that students will play.
- c. Each round, players must give a word or phrase as a clue to what their word is. After every round, players collectively decide if they want to guess the undercover and reveal a player's identity, or continue playing the next round without revealing anyone's identity.
- d. There will be an option to add Mr. White who will be assigned no word. The job of Mr. White only guesses what word that citizens have.
- e. Teachers can use the application that has been provided in AppStore or Google Store.
- f. Teachers review the vocabulary that has been used and guide the students who do not know about some vocabulary in English.
- g. Teachers work as a facilitator and game controller.

METHOD

By conducting descriptive- qualitative studies with decision-makers, the researchers are able to depict the realities of distinct public policy contexts and also it explains the researcher's role in presenting a research that is investigated that most observers would likely match as stated by (Seixas et al., 2018). This research utilize a descriptive-qualitative design. According to (Lelawati et al., 2018) descriptive-qualitative research uses as the main source and source of direct data. The main point of this research is to study the effective level of student's vocabulary

skills in the classroom by using party game. The treatment which was used in this research was used party game Undercover. The samples was 28 junior high school students in SMPN 32 Bandung at eighth grades. In this research, the researcher collected data through questionnaire from 28 students and interviewed three students as chosen. They are the student who gets the highest score in the classroom, the student who gets a standard score, and the student who gets the lowest score, that urges samples to express their attitudes, feelings, and responds. To examine the teacher's strategy in teaching English vocabulary and students' responses to the implementation of learning English vocabulary through party game.

The reason for all these instruments is to analyze the teacher's strategy in teaching English vocabulary and students' responses to the implementation of teaching English vocabulary. As a result respondents or students should responde a series of questions or statements by writing down the answers as stated by (Gunawan & Saputra, 2020).

RESULTS AND DISCUSSION

Results

From the interview, the researcher found student's feelings and responses related to difficulties within the using party game in learning situations. The question that was given is "Hambatan apa yang anda alami dalam pelajaran bahasa inggris melaui metode dan media yang digunakan? *What barriers do you experience in learning English through the method and media used?*"

The researcher interviewed 3 students from eighth grade. The first student is the one who gets the highest score in the post-test in the class, the second is the one who gets a standard score and the last student is the student that has the lowest score in the class. The answer are :

1. Student 1 : *saya gak ada kesulitan dalam memahami pembelajaran bila memakai media yang coach kasih, malah menjadi lebih menyenangkan karena pas coach kasih kata baru dan memainkan nya dengan Undercover saya jadi semangat untuk bisa menemukan siapa yang civilian dan siapa yang undercover.*

I do not have any difficulty understanding the lesson using party game Undercover, therefore it became more fun because I got new vocabulary and I have to find out the role of the game.

2. Student 2 : *gak ada coach, paling pas pembagian role yang coach kasih saya suka bingung, tapi pas mainin beberapa kali ngerti kok seru dan bikin cepet inget vocab yang coach kasih.*

I do not feel it was hard to study using the method, but I am still confused about spreading the role play of the game without hesitation. I will be more understanding if I get used to playing it recently and the method can make me easily memorize the vocabulary that the coach gave.

3. Student 3 : *rame coach walaupun aga sulit diawal, karena saya gak tau bahasa indonesia nya tadi, tapi kalo saya main terus dengan vocab yang dikasih tau dulu arti nya kaya nya saya bakalan ngerti coach.*

I am so excited even though in the beginning of the game it is really hard for me due to meaning of the word in bahasa Indonesia, but igf I play it again and again within the coach give me the translation of the clue word in Bahasa I would understand easily and play it easily.

From the interview, the researcher found that student did not feel any difficulty and complained about learning English using party game Undercover, but the other issue is for student who did not have a lot of vocabulary in advance they will get that minor struggle. They talked concerning difficulties in translating English words that are used for the game especially to student who got lower score

Table 1. Student's questionnaire results

Questions	Student's Answer	
	Agree	Disagree
Saya merasa kesulitan dalam kegiatan belajar mengajar menggunakan Undercover sebagai media pembelajaran <i>I find difficulty in teaching and learning activities using Undercover as a teaching media</i>	0	28
Saya lebih mudah memahami pelajaran setelah guru menggunakan Undercover sebagai media pembelajaran <i>I more easily understand the lesson after the teacher uses Undercover as a teaching media</i>	25	3
Saya merasa tegang atau takut selama mengikuti kegiatan belajar Bahasa Inggris <i>I felt tense or scared while following English learning activities</i>	2	26
Saya lebih mudah memahami pelajaran setelah guru menggunakan Undercover sebagai media pembelajaran <i>I more easily understand the lesson after the teacher uses Undercover as a teaching media</i>	24	4

The questionnaires showed that most students did not possess difficulty of learning vocabulary using party game Undercover even almost all student showed positivity answer for all of questionnaires so that is not hard using Undercover for learning purposes, on the other issue that can be seen, student also disagree that they feel tense and worried while studying English vocabulary using party game.

Most of them students that exhibit positive answer to the questionnaires they more easily understand the lesson after using the teaching media. It can be decent findings for other researcher or teacher to develop learning method by using party game Undercover or other party games.

Discussion

From this research, it can be seen that vocabulary learning using party game Undercover is not a difficult teaching media for improving a student's language skills. This method can be used for ice breaking when student feel bored or jaded in a learning situation. In implementing this application, the teacher must consider a suitable vocabulary that related to certain lesson that is being studied and the teacher should operate the role of the player in the game sometimes the number of the Undercover and the Civilian must be well organized so the game will not biased due to unequal position of the role game.

The more interesting the vocabulary discussed the more it makes students interested in what they are learning.

The advantage of using this application is to make students motivated and happier in learning English and make it easier for students to memorize words. It also make students tend to become socially active, as they interact and play with their friends in one particular group. It helps them in their social life too and ignites their cognitive point. It also makes them sharper and mentally more active. The games generally have various a new vocabularies or objectives to be memorized in one game play. This helps the students in learning about new variety of vocabularies.

CONCLUSION

The research findings show that learning vocabulary using party games Undercover is not difficult at all. As stated (Hang, 2017) this research can be preserved as a provable evidence to convince teachers who still practise conventional and serious form of teaching technique and teacher start considering and changing their technique to the one that suitable for the characteristics of their students so that the student's learning performance can be improved and not willingly feel bored. For readers of this research can also add and develop more teaching styles by using any game.

ACKNOWLEDGMENTS

All praises be to Allah. Which has provided opportunities and strength and health to be able to learn and complete this article. This article was written to fulfill one of the final exam requirements at IKIP Siliwangi. The researchers also would like to thank all lectures in siliwangi who guide and motivate me to finish this article, My sincere thanks also go to Dra. Evie Kareviati, M.Pd as my guide. The program had offered me an opportunity to pursue my academic journey as a bachelor student in an educational program, which led me to conduct this article and allowed me to keep it as my significant accomplishment respectively.

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