

IMPROVING VOCABULARY ACHIEVEMENT BY USING GUESSING WORDS GAME

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Abstract

There are two problems in this research, the problems are “How can guessing words game improve the tenth grade students’ vocabulary achievement at SMA Muhammadiyah 2 Wuluhan in academic year 2015/2016?” and “How can guessing words game improve the tenth grade students’ active participation of SMA Muhammadiyah 2 Wuluhan in academic year 2015/2016?” Based on the research problems and the relevant theory, the hypothesis of this research are “Guessing words game can improve the tenth grade students’ vocabulary achievement at SMA Muhammadiyah 2 Wuluhan in academic year 2015/2016” and “Guessing words game can improve the tenth grade students’ active participation at SMA Muhammadiyah 2 Wuluhan in academic year 2015/2016.”

Classroom action research with the cycle model was applied in this research. The research subject is tenth grade which consist of 30 students. The instrument used the close test and observation checklist. Percentage formula is used to analyze the data that is students’ close test score.

The implementation of guessing words game was using paperball game in cycle two. All of the students were active in teaching learning activities. The students more enthusiastic in learning, because they understand about the text, they could find the new vocabularies and the meaning from the text easily. The criterion of success is ≥ 70 . It is success if 70% students can get the score of criterion of success. The result of students’ close test scored ≥ 70 for the first cycle 61,8 % and second cycle 72,4 %

Based on the research result, it can be concluded that Guessing Words Game can improve students’ vocabulary achievement and students’ active participation at tenth grade students of SMA Muhammadiyah 2 in academic year 2015/2016.

Key Word: *Improving, Vocabulary Achievement, Guessing Words Game*

**MENINGKATKAN PRESTASI KOSA KATA
DENGAN MENGGUNAKAN
PERMAINAN MENEBAK KATA**

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Abstrak

Ada dua masalah dalam penelitian ini, yaitu "Bagaimana bisa permainan menebak kata meningkatkan prestasi kosakata siswa kelas X di SMA Muhammadiyah 2 Wuluhan pada tahun ajaran 2015/2016?" dan "Bagaimana bisa permainan menebak kata meningkatkan partisipasi keaktifan siswa kelas X di SMA Muhammadiyah 2 Wuluhan pada tahun ajaran 2015/2016?" Berdasarkan masalah penelitian dan teori yang relevan, hipotesis penelitian ini adalah "Permainan menebak kata dapat meningkatkan prestasi kosakata siswa kelas X di SMA Muhammadiyah 2 Wuluhan di tahun ajaran 2015/2016 "dan" Permainan menebak kata dapat meningkatkan partisipasi keaktifan siswa kelas X di SMA Muhammadiyah 2 Wuluhan di tahun akademik 2015/2016. "

Penelitian tindakan kelas dengan model siklus diterapkan dalam penelitian ini. Subyek penelitian adalah kelas X yang terdiri dari 30 siswa. Instrumen yang digunakan tes tertutup dan observasi checklist. rumus persentase digunakan untuk menganalisis data yang nilai ujian dekat siswa.

Pelaksanaan permainan menebak kata itu menggunakan permainan bola kertas dalam dua siklus. Semua siswa aktif dalam kegiatan pembelajaran. Para siswa lebih antusias dalam belajar, karena mereka mengerti tentang teks, mereka bisa menemukan kosakata baru dan makna dari teks dengan mudah. Kriteria keberhasilan adalah ≥ 70 . Ini berhasil jika 70% siswa bisa mendapatkan nilai dari kriteria keberhasilan. Hasil tes tertutup siswa mencetak ≥ 70 untuk siklus pertama 61,8% dan siklus kedua 72,4%

Berdasarkan hasil penelitian, dapat disimpulkan bahwa Permainan Menebak Kata dapat meningkatkan prestasi kosakata siswa dan partisipasi keaktifan siswa pada kelas X SMA Muhammadiyah 2 di tahun ajaran 2015/2016.

Kata Kunci : Meningkatkan, Prestasi Kosa Kata, Permainan Menebak Kata

Introduction

Studying new vocabularies is not easy for the students, They still have a lot of problems and difficulties in memorizing the vocabulary in learning English because the English words are quite different from their mother tongue. According to Thornbury (2002:23), the learners need not only to learn a lot of words to achieve the outcomes, but also to remember them. The students often forget the words that have been learnt. The students should be able to understand words or vocabulary because it will be easily for them to get the idea of the subject that they have learnt by understanding the vocabulary.

Based on the informal interview with the English teacher, most of the students in SMA Muhammadiyah 2 Wuluhan especially at tenth grade have difficulties in mastering english because they are lack of vocabularies. The mean score of their vocabulary that was got from the English teacher there is 65 with the percentage of students who achieve the target score is 43%. Model of teaching is one factor affecting the success of teaching and learning process. The appropriate teaching model makes the students easy to comprehend the material and feel enjoyable in teaching learning process. Therefore, the teacher should be very careful about choosing games if they want to make them profitable for the learning process because games become difficult when the task or the topic is unsuitable or outside of the students experience.

There are many way to teach English to the students. As a good teacher we should choose the best way teaching in order to make our students interested and enjoy with our lesson. One of the technique in language teaching is by using games. Hadfield (1984:4) states that a game is an activity in rules, a goal and element of fun. It means the games are element of fun that support the learners to have interest in learning english. Games are highly motion because they are amusing and interesting. They can be used to give practice in all language skills and be used practice the technique in language teaching is by using games.

According to Wright (1996:2) states that games can also be used to give practice in all language skills and in all the stages of teaching learning sequence (presentation, recombination, free use of language). If the teacher use games especially guessing word games in teaching, it is hoped will increas students motivation to learn English and throw away the opinion that is hard to learn English or learn English is bored.

As it was stated before, games are one of techniques in language teaching. Games are not only interesting activities, but also useful to create better attitudes to the students in learning english. Essentially, in Guessing Words Game someone knows something and the other must find what it is (Wright, 1983:169).

Based on the explanation above, the writer expects the use of guessing words game to the students's vocabulary achievement in studying English of the tenth grade students of SMA Muhammadiyah 2 Wuluhan in 2015/2016 academic year and hope that learning English will be more meaningful by using guessing words game.

Based on the preliminary study and the observation that is conducted by the researcher, the students have some difficulties in learning English because they have limited vocabulary and grammar as well as they have difficulty in writing a sentence. From the observation, it is known that the average of all students scores is 65 and the minimum score is 70. It means that the students score in vocabulary is not achieved, because only 43 % students who gets score upper 70. It can be concluded that students vocabulary achievement is necessary to improve.

The reasons why the students get minimum score is caused by some factors, such as the students bored and lack of interest, the media in teaching learning activity was not optimally used. Besides, the students lacked of experience in vocabulary to real life situation such as games.

Based on problems in the class, there are some appropriate medias. One of them is guessing words game that is expected to improving students' vocabulary achievement and students' active participation. The researcher and the English teacher of the tenth class of SMA Muhammadiyah 2 Wuluhan agreed to conducts Classroom Action Research with that media.

Based on the explanation above, a Classroom Action Research entitled "Improving Students' Vocabulary Achievement by Using Guessing Words Game of the Tenth Grade Students at SMA Muhammadiyah 2 Wuluhan in the 2015/2016 Academic Year" is conducted.

RESEARCH METHOD

The Objectives of the Research are:

- To describe wether Guessing Words Game can improve the tenth grade students' vocabulary achievement of SMA Muhammadiyah 2 Wuluhan in the 2015/2016 academic year.
- To describe wether Guessing Words Game can improve the tenth grade students' active participation of SMA Muhammadiyah 2 Wuluhan in the 2015/2016 academic year.

Action Hypothesis

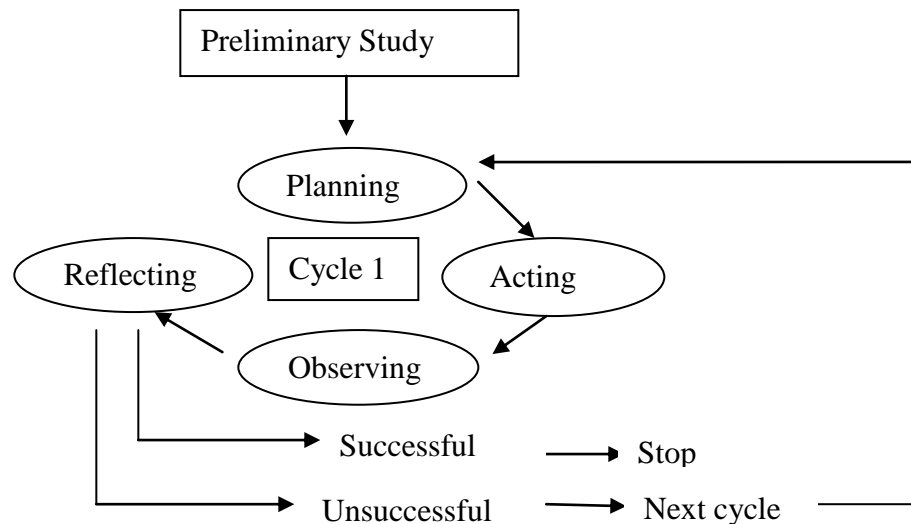
1. Using Guessing Words Game can improve the tenth grade students Vocabulary Achievement at SMA Muhammadiyah 2 Wuluhan in the 2015/2016 academic year by specific information on the material.
2. The use of TV news Program can improve the tenth grade students' active participation at SMA Muhammadiyah 2 Wuluhan in the 2015/2016 academic year by specific information on the material.

Kind of Research

This research belongs to a classroom action research (CAR). CAR is a research that is conducted by the teacher in the class to complete and improve

teaching learning process, there were four components of action research, they were planning, acting, observing, and reflecting.

Arikunto (2013:134) says that Classroom Action Research belongs to qualitative research and it's a kind of recurring and sustaining process. Although Classroom Action Research belongs to qualitative research, the data in taking decision could be in the form of quantitative in order to make it more accurate.



Adapted from Kemmis and Taggart in Arikunto (2010:137)

Criteria of Success

The criterion is used to determine whether the actions being given are successful or not. The students result would be analyzed using the following formula:

$$\text{The students score} = E = \frac{n}{N} \times 100\%$$

Notes:

E= the percentage of the students score of writing test

n= the number of the students achieving the target score

N= the total number of the students.

(Ali, 1993:186)

This research could be said succeed when at least 70% of students pass the target score of vocabulary score which was 70. While, for the students' active participation, it was needed 70% of students participated during the teaching and learning process while implementing Guessing Words Game.

THE RESULT OF THE RESEARCH

1. Result of Listening Test in Cycle 1

There were two meetings in cycle 1. The first meeting was held on May 30, 2016 from 06.45 to 08.15 a.m. The second meeting was held on May 31, 2016 from 08.15 to 09.45 a.m.,

Cycle 1 was carried out through certain procedures with cycle model which consists four components of action research, they are (1) planning (2) acting (3) observing and (4) reflecting (Arikunto:2013:131).

Based on the vocabulary test, it was found that the mean was 61,8 and the percentage of students who scored ≥ 70 was 43,33%. Based on the vocabulary test result of Cycle 1, it can be concluded that the criteria of success of the mean score and the percentage score of the student in vocabulary achievement was not achieved yet.

2. Result of Observation Checklist in Cycle 1

In Cycle 1, there were two data that had been analyzed. The first data was the students' involvement during teaching and learning process by implementing Guessing Words Game. The data was gotten from the classroom observation by using an observation checklist. For the observation result of Cycle 1. Based on the calculation, 60 % of 30 students were actively involved in the teaching learning process.

3. Result of Listening Test in Cycle 2

After conducting the two meetings in Cycle 2, the researcher gave a test to find out the significant impact of Guessing Words Game on the students' vocabulary achievement. The test was held on June 6 2016. The researcher asked the students answered the question based on the material given. Based on the test result, the mean score was 61,8 and the percentage of students who got ≥ 70 was 43,33%.

4. Result of Observation Checklist in Cycle 2

From the analysis of Observation checklist in Cycle 1, it can be concluded that the requirement of students' active involvement in the teaching learning process of vocabulary achievement (70%) had already been fulfilled. In Cycle 2, the students were more actively involved in the teaching learning process than in the action in Cycle 1.

5. The Result of Reflection in Cycle 1

Based on the vocabulary test result of Cycle 1, it can be concluded that the criteria of success of the mean score and the percentage score of the student in vocabulary achievement was not achieved yet. It was because the students still did not accustom in using guessing words game as a new technique used in teaching vocabulary, and the material given from the teacher was not appropriate for students level, which showed in observation checklist that only 56,67% of students were involved in class or active. Since the result after doing reflection did not achieved the target score yet, therefore, the researcher continued to the next cycle.

6. The Result of Reflection in Cycle 2

Based on the calculation, the mean score was 72.4 and the percentage of students who scored ≥ 70 was 80%. It means that the target requirement of the mean or average score of the students in listening subject had already been achieved. The action can be stopped in Cycle 2. While, the result of students' active participation was 80% of students were active during teaching and learning process.

In conclusion, the Guessing Words Game is able to improve the Vocabulary Achievement by giving opportunity for students to open their dictionary to find the difficult words and the material given was based on students level. Furthermore, it also helped the students to participate during the learning process.

Table: The Improvement of students Vocabulary score and active participation in Each Cycle

Cycle	The percentage of students' vocabulary score	The percentage of observation checklist
Cycle I	61,8%	60%
Cycle II	72,4%	80%

DISCUSSION

This research was aimed to improve the students' vocabulary achievement by applying Guessing Words Game during teaching and learning process especially for XA grade students at SMA Muhammadiyah 2 Wuluhan. The results from the preliminary study showed that there were some problems that students faced during learning English especially in vocabulary. They were students' low vocabulary achievement, they got difficulty to find the general and specific information from the material. Moreover, they also had low motivation. Therefore, this media was applied to help the students' vocabulary achievement.

In Cycle one there were two data that have had gathered by the researcher and the English teacher, first was the students' vocabulary test score and the second was their involvement during the implementation of Guessing Words Game. The result of their vocabulary score showed that the mean score of students was 61,8 and the percentage of students who scored ≥ 70 was 43,33%. While, based on the observation checklist it found that only 60% of students were involved in class or active. Based on the vocabulary test result of Cycle 1, it can be concluded that the criteria of success of the mean score and the percentage score of the student in vocabulary achievement was not achieved yet.

Therefore, the researcher and the English teacher did investigation to find out what were the students problems in Cycle 1 and it was found that the students still had low motivation to study because they were still not accustomed with the new technique that had been used by the researcher and also they needed more exercises.

Since the result of Cycle 1 was not reach the target requirement of this research, so the researcher conducted the next cycle.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results of the research and discussion :

1. The use of Guessing Words Game can improve the tenth grade students' vocabulary achievement at SMA Muhammadiyah 2 Wuluhan in the 2015/2016 academic years. By giving opportunity for students to open their dictionary to find the difficult word and the material given was based on students level.
2. The use of Guessing Words Game can improve the tenth grade students' active participation at SMA Muhammadiyah 2 Wuluhan in the 2015/2016 academic years. By giving opportunity for students to open their dictionary to find the difficult word and the material given was based on students level.

Suggestion

Based on the conclusions, there are several suggestions proposed to the students, the English teacher and other researcher.

1. The English teacher

The English teacher at SMA Muhammadiyah 2 Wuluhan are suggested to apply guessing game or the other game to the students in teaching vocabulary to make the students more motivated in learning English.

2. The Students

The tenth grade students at SMA Muhammadiyah 2 Wuluhan are suggested to be more motivated and serious in learning English and also practice their English is not only in classroom but also extramural for the setting better so they can be more mastering English.

3. The Other Researchers

The other researcher are suggested to make further research especially concerning on teaching vocabulary through the other game or technique so that it could help the students in resolving their problem in learning vocabulary.

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