THE IMPLEMENTATION OF ELECTRONIC GUESSING GAME (EGG) TO IMPROVE STUDENTS' VOCABULARY OF THE FOURTH GRADE SD NEGERI 4 RINGDIKIT IN THE ACADEMIC YEAR 2016/2017

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Abstract

This study aimed at improving students’ vocabulary by using Electronic Guessing Game (EGG). The subjects of the study were the fourth grade students in class IV of SD Negeri 4 Ringdikit in academic year 2016/2017. Based on the problem found, a classroom based action research then was conducted. There were two cycles in this study. Each cycle consisted of two sessions. In each cycle, there were four steps involved, namely planning, action, observation, and reflection. The data were collected through questionnaires, objective tests, and researcher’s diary. The analysis of quantitative data used the formula that based on school based curriculum of SD Negeri 4 Ringdikit in academic year 2016/2017 and analyze qualitative data the researcher used steps of analyzing data by Sukardi (2013), namely collecting data, data mapping, data display, data reduction, data verification, and data interpretation. After implementation of this game, it was found that the students’ vocabulary improved. After the second cycle conducted, there was a good improvement of the students’ mean score. It was found that the students’ mean score increased from Pre-Test (51.36) to Post-Test I (68.18) and then it became (84.1) at the end of the Post-Test II. From the result of the Post-Test II, it could be concluded that the ideal passing score that was used in SD Negeri 4 Ringdikit and the target score of the researcher had been achieved, so that the action was stopped. Furthermore, through the result of the questionnaire and classroom observation, it was found that the students liked the teaching and learning process and did not feel depressed during the implementation of EGG.

Keywords: Vocabulary and Electronic Guessing Game
Vocabulary is an important aspect in teaching learning a language. It is the component of language, which is able to influence the success of four basic skills mastery, namely listening, reading, speaking and writing. A misunderstanding in interpreting a language could happen if the students do not understand vocabularies. The students often consider learning vocabulary as the most difficult subject because they were asked to memorize many vocabularies and apply them into a piece of written form. In this case, memorizing vocabulary burdens the students and sometimes they just remember the word without remembering the meaning, they did not know how the written form of the words and the problems also happen when they could not pronounce the vocabulary correctly.

Some supporting data were procured related to the facts above after conducting a pre-observation that was done in fourth grade students class of SD Negeri 4 Ringdikit in academic year 2016/2017 on Tuesday, 5 April 2017 from 11.30-12.30 am. Many students had difficulties in recalling vocabularies. They only tried to memorize the vocabularies without comprehend them. Besides that, the students were also lack of motivation in their learning process, in which sometimes made them did not pay attention with the material given. Those findings were proved from the result of pre-test, the students’ value, and pre-questionnaires. The mean score of students’ pre-test was 51.36. That mean score was so far from the achievement criteria minimal score of the school (KKM) that was 70. Moreover, the mean score of students’ value was 51.36. Researcher also administrated questionnaires to the students. Pre-questionnaire was distributed to the students after the researcher gave pre-test. It was intended to know the students’ responses toward vocabulary activity and problems that they might face in learning vocabulary before conducting a treatment. Five items had to be answered in the questionnaire. The result of questionnaires showed that 11 (48.39%) students said that they very liked the vocabulary class but 10 (48.39%) students said that they very often found difficulty in understanding the vocabulary, 9 (38.71%) students said that they very often found the difficulty in pronouncing the vocabulary correctly, 13 (61.29%) students answered that the
teacher never used media like game in vocabulary class, and 13 (58.06%) students said that they less liked with the teacher’s way in teaching them in vocabulary subject. Furthermore, there was no teaching with media conducted by the teacher. In fact, the students needed a teaching media that was able to attract them therefore, they could be motivated and felt the learning process fun and interesting.

In order to solve the problem above, the researcher conducted an alternative for teaching vocabulary by implementing EGG (Electronic Guessing Game). Electronic Guessing Game is one kind of game. The main activity is guessing the word toward the clues, and to conduct the Electronic Guessing Game should use electronic media and it is implemented by using computer program (Ana and Ratminingsih, 2014). The reason of conducting EGG was that this game contains of fun learning activity through the game, which is appropriate with students’ characteristic. The students whose characters are still young were more interesting if they are offered playing while learning (Slatternly & Willis, 2001). Moreover, Electronic Guessing Game gives them chance in interpreting a word and the students use their imagination in guessing the words. Electronic Guessing Game was expected to attract students’ motivation during teaching and learning process, therefore it could be an alternative for the teacher to teach vocabulary. Moreover, the researcher would stop this study until the cycle II if the result of post-test II had been ≥ 70.

There were some studies in form of classroom action research (CAR) implementing game to improve students’ vocabulary. Those researches were conducted Rahmad Prasetyawan, (2014) who used guessing game to improve the Fourth Grade Students’ Vocabulary Ability of SDN 1 Salamrejo Academic Year of 2013-2014, Agus Arjana, (2014) who used word puzzle game to improve students’ mastery vocabulary of the fifth grade students in 5B class in SD Negeri 1 Pangkungparuk in the academic year 2013/2014, and Budiastini, (2014) who used cards games to improve students’ vocabulary in fifth grade of SD Negeri 4 Kalibukbuk in academic year 2013/2014. Moreover, the result showed that the
implementation of game in teaching learning process especially in teaching learning vocabulary was effective in improving students’ vocabulary and it could motivate students in understanding the meaning of words.

Based on the previous studies above, which were successfully done, the researcher was attracted to use Electronic Guessing Game (EGG) to solve the problems encountered by the students of fourth grade SD Negeri 4 Ringdikit in the academic year 2016/2017. This study was intended to find whether the implementation of Electronic Guessing Game (EGG) could improve students’ vocabulary or not.

**Research Method**

This research was categorized as classroom action research (CAR). Classroom action research was designed to solve practical problems in the process of teaching and learning, in this research, about teaching vocabulary. The technique that was used in this study could be as one of the alternative techniques to improve the students’ vocabulary ability. In this research design, the researcher used classroom action research (CAR) model proposed by Kemmis and Taggart theory (1988).

The steps were explained clearly as follows:

1. **Preliminary Observation**

   Preliminary observation was important to be done to define the real problems in learning vocabulary. It should be done before the researcher began the action research and during the teachers teaching to see what problem really existed during vocabulary teaching and learning process. In preliminary observation, the researcher observed teaching learning process, conducted the preliminary test and distributed the questioners to the teacher and students of fourth grade SD Negeri 4 Ringdikit in academic year 2014/2015.

2. **Planning**
Plan was a systematic series of actions designed to improve what will be happen (Sukardi, 2012). Before conducting the research, the researcher made a plan then prepared to do the action. In the first step researcher prepared the teaching strategy and the procedure that was implemented in the research. Next, the researcher prepared everything, which was needed to conduct the research such as the instructional material, strategy, media and the instrument used to collect and analyze the data. Based on the result of preliminary observation, the researcher implemented Electronic Guessing Game to improve students’ vocabulary.

3. Action
Action was a phase, in which the researcher who acted as a teacher implemented Electronic Guessing Game in teaching and learning vocabulary process. Researcher acted based on the technique and teaching scenario that had been prepared. By using Electronic Guessing Game hopefully could help the students to solve their learning vocabulary problems in order to improve their vocabulary.

4. Observation
Observing was the process of collecting data indicating the success of the strategy in solving the classroom problems (Sukardi, 2012). The researcher observed the teaching learning process and conducted assessment process of the activities done by the student and the researcher in the class. The activity during the implementation of the strategy was noted on the researcher’s diary. After the researcher implemented Electronic Guessing Game, the researcher gave a posttest to the subject of this study to know whether the students’ vocabulary could improve through Electronic Guessing Game or not.

5. Reflection
Reflection was a phase, in which the researcher compared the result of pre-test and post-test. After the researcher compared the result of pretest and posttest, the researcher analyzed the improvement of students’ vocabulary. In this phase, the researchers tried to find the strength and weakness of procedure in
implementing Electronic Guessing Game. This activity was done at the end of cycle to ease the researcher consider whether to stop or continue the action with the next cycle based on the result of students’ posttest.

Method of Data Collection

The researcher used some methods to collect the data on this study. The methods of data collection used by the researcher were:

1. Adminstrate test
   A test was administrated by the researcher to the students. There were two kinds of test administrated to the students. They were pre-test and post-test. Pre-test was administrated at the preliminary observation to know the preliminary knowledge of the students. Post-test was administrated after the implementation of Electronic Guessing Game (EGG).

2. Administrate questioner
   Questioners were administrated to the students. Questioners were administrated to the students on the preliminary observation to know the problem that was faced by the students in teaching learning vocabulary process. Moreover, questioners were administrated to the students after the implementation of Electronic Guessing Game (EGG). The purpose of administrating questioners to the students after the implementation of EGG was to know the students’ responds.

3. Observing the teaching learning process
   The researcher observed teaching learning process during conducting this research. The researcher observed all the conditions that happen during teaching learning process including students’ behavior. All of those conditions were noted on the researcher’s diary.

Research Instruments
Researcher used some instruments to gain data during conducting the research in the fourth grade of SD Negeri 4 Ringdikit in the academic year 2016/2017. The instruments were test, questioners, and teacher’s diary.

1. Test

   According to Iskandar (2009) test is used to test subjects to obtain quantitative data by using the test items. There were two kinds of test used by the researcher, they were pre-test and post-test.

   a. Pre-test

      The researcher gave pre-test to the students of fourth grade SD Negeri 4 Ringdikit on the schedule of English subject according to the school’s schedule. The questions of pre-test contained of some random vocabularies. After the researcher got the result of pre-test, the researcher considered what action should be done.

   b. Post-test

      Based on the result of pre-test, the researcher gave post-test to the subject of this study by implementing Electronic Guessing Game. Moreover, the material used in Electronic Guessing Game was the material related with syllabus, which was used by the English teacher in SD Negeri 4 Ringdikit. The result of post-test was used as guidance by the researcher to conduct cycle II or not. If the result of first post-test were very satisfying, the research would stop until that cycle.

2. Questionnaires

   According to Mardalis (2010) questionnaire is a technique of collecting data through forms that contain written questions to someone to get the answers or information required by researchers. In this study, researcher distributed questionnaires on pre-observation and the end of posttest. The questioners distributed to the teacher and students on pre-observation to gain the problem that they faced in teaching learning vocabulary. Moreover, the questioners distributed only to the students on
the end of posttest to know the students’ opinion about the implementation of Electronic Guessing Game.

3. Researcher’s Diary

The researcher used researcher’s diary during conducting this research. The researcher noted all conditions and situations of the class during teaching and learning activities. Besides that, the researcher noted students’ behavior and their responses during the teaching and learning process. Researcher’s diary was one kind of instruments that was important to use because in researcher’s diary, the researcher got qualitative data that could support the quantitative data.

Data Analysis

Because of this study consisted of two kinds of data, namely quantitative data and qualitative data. Quantitative data was numerical data that was gained from the result of students’ pre-test and post-test. Qualitative data was the data gained from questioners and teacher’s diary. Because there were two kinds of data, the data analysis was different based on the kinds of data.

The Analysis of Quantitative Data

a. The score of each student was calculated by using the following formula:

\[ X = \text{Correct item} \times 10 \]

b. The students’ mean score was calculated by using the following formula:

\[ \text{Mean score} = \frac{\sum X}{N} \]

Notes:

\( \sum X = \text{total score of students} \)

\( N = \text{Total numbers of the students} \)
The students’ mastery level of vocabulary was determined based on curriculum KTSP in SD Negeri 4 Ringdikit. The criteria of the students’ level of mastery as follow:

Table 3.1 the Criteria of Students’ Level Mastery

<table>
<thead>
<tr>
<th>Level of Mastery</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>91-100</td>
</tr>
<tr>
<td>Good</td>
<td>75-90</td>
</tr>
<tr>
<td>Sufficient</td>
<td>61-74</td>
</tr>
<tr>
<td>Insufficient</td>
<td>0-60</td>
</tr>
</tbody>
</table>

The explanation of the above table:

Insufficient : means the student’s level who get score 0-60
Sufficient   : means the student’s level who get score 61-74
Good         : means the student’s level who get score 75-90
Excellent    : means the student’s level who get score 91-100

The Analysis of Qualitative Data

The qualitative data was gained from the result of questionnaire and teacher’s diary. This data was used to support the quantitative data. Here, to analyze qualitative data the researcher used steps of analyzing data by Sukardi (2013). There were six steps in analyzing qualitative data, namely collecting data, data mapping, data display, data reduction, data verification, and data interpretation.
Discussion

As it was mentioned previously, this study was aimed at improving students’ vocabulary by using Electronic Guessing Game (EGG). This purpose was based on in the problem found during the preliminary observation and it was supported by the result of the pre-test at class IV of SD Negeri 4 Ringdikit in the academic year 2016/2017.

The result of the pre-test showed the students’ mastery vocabulary was low. They found difficulties in understanding and pronouncing the vocabulary correctly. It was also supported by the data collected that the mean score for the pre-test was only 51.36 which meant their mastery vocabulary was insufficient and they did not achieve the criteria school minimum score (KKM) which was 70.

The major cause of this problem was teacher’s way in teaching the students, which was not appropriate for the students. The teacher never used media like game in teaching vocabulary.

After the implementation of EGG in cycle I, which consisted of two sessions of treatment, the students’ mean score in post-test I was 68.18 increased 16.82 point from the result of pre-test was 51.36.

The researcher then needed to conduct the next cycle since the target score had not been fulfilled yet. In cycle II, the researcher modified the EGG. So that all students could get chance to participated in playing EGG. In this cycle, the students seemed more motivated and enthusiastic to learn vocabulary. After two sessions of treatment in cycle II, post-test II was conducted. The result of post-test II showed good mark. The mean score was 84.1 that was categorized as excellent and had achieved the standard score required. To make it clear, it could be shown in form of table, as the following:
Table 4.5 the Students’ Improvement from Pre-Test to Post Test II

<table>
<thead>
<tr>
<th>Test</th>
<th>Mean Score</th>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>51.36</td>
<td>51.36%</td>
<td>Insufficient</td>
</tr>
<tr>
<td>Post-test I</td>
<td>68.18</td>
<td>68.18%</td>
<td>Good</td>
</tr>
<tr>
<td>Post-test II</td>
<td>84.1</td>
<td>84.1%</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

The improvement of their mean score in mastering vocabulary also could be seen in the graph below:

It could be clearly seen that the students could achieve the mean score required by the school institution that was ≥ 70 from the maximum score and the target score of the researcher that was ≥ 70. This also indicated that EGG (Electronic Guessing Game) was very effective treatment to solve the students’ problems in learning vocabulary and improve their vocabulary.

Based on the result of the questionnaires, it could be found that the implementation of the Electronic Guessing Game brought very good effect for their improvement of mastering vocabulary. This statement was confirmed by the result of the questionnaire in which 14 (64.52%) students answered learning English while playing game was very fun, 9 (41.94%) students said that EGG was very interesting, 10 (45.16%) students answered that they very...
liked learning vocabulary by using Electronic Guessing Game (EGG). 13 (61.29%) students said that the EGG very useful for their ability in studying vocabulary, 9 (41.94%) students said that EGG very helped them in remembering English vocabulary, 12 (54.84%) students said that the implementation of EGG could make them felt very enthusiastic, 7 (35.48%) students said that through the EGG could make their ability's improvement very increased, 7 (32.26%) students said that through the EGG could make their memory in remembering vocabulary very increased, and 10 (45.16%) students said that the implementation of EGG could make them felt much participated.

From the explanation above, it can be concluded that Electronic Guessing Game did not only bring improvement in the result of the test, but also in term of process of teaching and learning.
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