IMPROVING STUDENTS’ VOCABULARY MASTERY BY USING ENGLISH GUESSING GAME AT GRADE FIVE OF SD NEGERI 3 JAGARAGA IN ACADEMIC YEAR 2016/2017

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Abstract
This study aimed at improving students’ vocabulary mastery by using English Guessing Game (EGG). The subjects of the study were the grade five students of SD Negeri 3 Jagaraga in academic year 2016/2017. Based on the pre-observation, the students problem in learning English, especially vocabulary mastery. This research was intended to find out the solution of students’ problem by applying English Guessing Game. This research was conducted in two cycles. Each cycles followed steps, namely: planning, action, observation, and reflection. The data in this research were collected by using test, questionnaire, and researcher’s diary. The result of students pre-test mean score was 62.10 and was categorized as insufficient in pre-test. In the first cycle, the mean score improved to be 71.57 and was categorized as good in post-test 1. Finally, it improved to be 81.84 and was categorized as good. 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.

Keyword: Game, English Guessing Game (EGG), Vocabulary Mastery
Introduction

Teaching English at elementary school is regarded as one way to teach English as early as possible to make students more familiar with it. In Indonesia, the teaching of English to children is developed based on School-based Curriculum. Based on School-based Curriculum, the goals of teaching English to elementary school students are to make the students memorize the names of public places and direction, understand activity in holiday and the equipment used, describe people and the object, the names of shopping places and the name of the daily needs. In addition, the students can use ownership and use that in dialog, and can understand and retell the story in simple sentences and good pronunciation.

Vocabulary is a list of words and words themselves mean any unit of language used in writing and appear between space and hyphen. Meanwhile, (Hornby, 1993) defines vocabulary as “the total number of words in language that are used by a person.” Learners must have access to the meanings of words that teachers, or their surrogates (e.g., other adults, books, films, etc.), use to guide them into contemplating known concepts in novel ways (i.e. to learn something new). Thus, when we want to understand more we must have Vocabulary mastery. In mastering vocabulary, a learner should understand several aspects as the requirements, namely: apply it in its spoken and written form, know about the meaning of word and the using of grammar in appropriate forms, pronounce in recognizable way and spelling correctly. In addition, the learner should understand the ways to combine one word with other words. Besides, they should know the relation among words to know the connotations and associations in order to use it on the appropriate level and situation (Palmberg, 1986). Thus, it is very important to master vocabulary.

The result of observation in SD Negeri 3 Jagaraga found that the limited vocabulary is their problem in learning English. It is difficult for them to memorize the meaning. The problems also happen when they cannot pronounce the vocabulary correctly. It usually happened to the students who had no chance to practice it orally. In addition they were not interested in studying English, they felt boring with the teaching technique. For example, when the teacher explains the topic, some students looked bored and they would not keep silent.

In order to solve the problem above, the researcher conducted an alternative for teaching vocabulary by using EGG (English Guessing Game). English Guessing Game is one kind of game. The main activity is guessing the word toward the clues, and to conduct the English Guessing Game should use Electronic Media and it is implemented by using computer program. 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, English Guessing Game gives them chance in interpreting a word and the students use their imagination in guessing the words. English 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.

According to (Hatch & Brown, 1995), game is competitions which are designed to help the student to learn language. The aims of that game are to serve a joy in learning languages. Game can be used to practice communication, structure, vocabulary, encourage competition or cooperation to motivate and relax. Dealing with the statement above, this study tries to find out
that game can be useful technique in improving English vocabulary. Games provide necessary varieties language symbol in high degree of interest. Games represent many plays of games in vocabulary teaching since student can pronounce many words clearer and memorize English word well through it.

Games are considered as the effective technique in teaching vocabulary. Game will make the learners fun in studying because they will enjoy to study. Games will help the students to improve their motivation in learning English, so they will be more serious to learn.

Based on the explanation above, to improve and solve the problem in English vocabulary, the researcher applies English Guessing Games, by proposing a title “Improving Students’ Vocabulary Mastery By Using English Guessing Games at Grade Five of SD N 3 Jagaraga In Academic Year 2016/2017”.

Based on the background of the study, the problem of this study can be formulated as: is the English Guessing Games method effective in improving students’ vocabulary mastery?

Based on the research question above, the objective of this study is to find out whether or not English Guessing Game is effective in improving students’ vocabulary mastery at grade five of SD Negeri 3 Jagaraga in academic year 2016/2017.

This study focuses on guessing game in teaching vocabulary mastery at grade five students of SD Negeri 3 Jagaraga in academic year 2016/2017.

**Research Method**

This study was aimed at improving the students’ achievement in literacy skill. This study was conducted in the basis of Classroom Action Research. According to Kemmis and McTaggart (1988) in Juniantari (2013), action research is cyclical prosses of planning, action, observation, and reflection. In planning, the teacher was supposed to plan all the thing required for a successful research. The planning itself should be flexible and future oriented. To carry the planning out, an action needs to be conducted in line to the planning. However, the action did not need to be absolutely guide by the planning. In the sense, that an action could be differently done with a similar conceptual thinking in dealing with problems being found in real practices also, an observation needed to be carried out in order to record the effect of the action. The result of the observation can be further applied in conducting a reflection. At last, reflection is also being developed.

The setting of this study was grade five at SD Negeri 3 Jagaraga in academic year 2016/2017. The Subject of the research is grade five students of SD Negeri 3 Jagaraga in academic year 2016/2017. There are 19 students grade five consist of 8 male students and 11 female students.

Object of this classroom action research is the form of an English Guessing Game, which is expected to attract the attention of students in learning so that they more motivated to increase their achievement in learning English vocabulary.

In this study used three methods of data collection. That are collection data by observation, interview method and questionnaire.

In this study used the unstructured observation to get the information about the real condition in teaching learning activities. Observation of classroom interaction could be a very powerful research instrument. Through observation, all kinds of the students’ activities in the classroom were observed while the teaching and learning process took place. Observation was used to
obtain the data which described the implementation of the English Guessing Game technique in teaching and learning process.

Before implementing classroom action research, interviewed the teacher about students’ difficulties in learning English vocabulary. Interview is mostly used in qualitative research. In this study, it was used to get some information which was obtained from the English teacher. It contained some questions related to the teaching and learning process in the classroom. The interview was also used to support the result of observation and questionnaire.

According to Agung (2014) questionnaire method is a way to obtain or collect data by sending a list of questions or statements, to the respondent or research subject. From the theory, it can be concluded that questionnaire method is a method to obtain or collect data by sending a list of questions or statements to the respondent or research subject. There are four points that state the questionnaire method is exact.

The test in this research be consist of three parts, that are pre-test, post-test 1 and post-test 2. Pre-test going to do before cycle phase to know the initial ability of the students. Post-test I implement at cycle I and post-test II implement in cycle II. In post-test I, will be seen whether there is an improve in English vocabulary of students from pre-test. Same with post-test I, in post test II the result of students’ achievement must improving.

This is a diary made by researcher to note how the actions during the process of research. It was used to note what concerned the material used in media and note problems that were faced by student. Researcher noted all the conditions and the situations of the class during the teaching learning process. The diary had function to give some reflections of what had done during the action, to observe the result application of technique or media, and to find out extra findings which could not be found through test.

The questionnaire was used to find out students’ responded toward the use of English Guessing Game. Questionnaire in pre-test consisted of 5 questions about teaching learning process before using English Guessing Game. It gave students questions about the used of English Guessing Game and teaching learning process. In post-test I and II, the questionnaire consisted of same questions about using English Guessing Game and teaching learning process after English Guessing Game was implemented. It consisted of 10 items.

Validity of the data focused on the degree of accuracy of the data field with the data reported by researchers. According to Sugiynono (2006), validity divided into two internal validity and external validity. Internal validity with regard to the accuracy associated with the design of the study with the results achieved. External validity is the validity of the criteria in the instrument based on existing empirical facts. The validity of the data, researchers must validate the research instruments that were used. To obtain valid data in quantitative methods must be required a valid instrument, therefore must be required test validity to the instrument.

Methods of data analysis used in this research is descriptive analysis method, that are qualitative descriptive analysis and quantitative descriptive analysis. According to Agung (2014:110) qualitative descriptive analysis method is a method of analysis or processing of data by way of systematically construct in the form of sentences or words and the categories of an object, and eventually got the general conclusion. After getting mean of the students score per action, the writer analyzed whether there are
any improvement of students vocabulary score, for the pre-test up to students up to students average score in cycle 1 and cycle 2. The success indicator that will be used by researcher is ≥65 because Standard of Minimum Completeness that was used by school was 65.

**Discussion**

The main objective of this study was to improve the students’ vocabulary by using English guessing game. After conducting the study as well as implementing the action in two cycles, the purpose of study was successfully.

The pre-observation was conducted on Friday, 21 April 2017. It was conducted in order to obtain an overview about the process of teaching learning vocabulary. In the pre-observation, researcher administrated pre-test and pre-questionnaire to all of the students.

The result of the pre-test showed the students’ mastery vocabulary was low. They found difficulties in understanding and pronouncing the vocabulary. It was also supported by the data collected that the mean score for the pre-test was only 62.10 which meant their mastery vocabulary was insufficient and they did not achieve the criteria school minimum score (KKM) which was 65.

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 71.51 increased 9.41 point from the result of pre-test was 62.10. 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. All students could get chance to participated in playing EGG. 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 81.84 that was categorized as very good and had achieved the standard score required.

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 13 students answered learning English while playing game was very fun, 14 students said that EGG was very interesting, 10 students answered that they very liked learning vocabulary by using English Guessing Game (EGG), 14 students said that the EGG very useful for their ability in studying vocabulary, 11 students said that EGG very helped them in remembering English vocabulary, 14 students said that the implementation of EGG could make them felt very enthusiastic, 14 students said that through the EGG could make their ability’s improvement very increased, 13 students said that through the EGG could make their memory in remembering vocabulary very increased, and 11 students said that the implementation of EGG could make them felt much participated. From the explanation above, it can be conclude that English Guessing Game did not only bring improvement in the result of the test, but also in term of process of teaching and learning.

Based on the table above, shown that the range score in pre-test was 50, in post-test I was 35, and in post-test II was 20. And then, the result of variance in pre-test was 209.21 in post-test I was 111.25, and in post-test II was 64.76. Finally, the result of standard deviation in pre-test was 14.46, in post-test I
was 10.54, and in the post-test II was 8.04

The result of researcher’s diary and questionnaire also supported the improvement that were made by students of grade five at SD Negeri 3 Jagaraga in the academic year of 2016/2017. Most of the students were enthusiastic and interested in following the teaching and learning process. Based on the result, shown that using English Guessing Game most effectively to improving students’ vocabulary mastery appropriate with Philips theory.

As all explanation above, that were the test (pre-test, post-test I and post-test II), questionnaire and researcher’s diary during the study, researcher conclude that the using English Guessing Game to students of grade five at SD Negeri 3 Jagaraga successfully improve students vocabulary in English class.