

GUESSING GAME TECHNIQUE IN IMPROVING ENGLISH VOCABULARY MASTERY

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Abstract: The objective of the research is to explore the guessing game in English vocabulary mastery and to Find Out whether the Use of Guessing Game Techniques is Effective or Not to Improve the English Vocabulary Mastery of the seventh-grade students at SMPN 2 Tual. This research used Classroom Action Research by implementing the Kemmis and MC Taggart design which were consisted of in two cycles. Each cycle consisted of planning, action, observation, and reflection. The object of this research was 54 students in the seventh grade in SMP N 2 Tual, in the Academic Year 2023. The research instrument was a vocabulary test 20 questions multiple choice. The result of this research shows that there was a diffirent improvement in the students' vocabulary mastery in cycle I and cycle II. The student's average score increased significantly. In cycle 1 the students' average score was 72.22 and in cycle 2 it was 89.53. Meaning that the average score obtained by students in the first and second cycle tests is good effective in improving English vocabulary mastery using guessing game technique.

Keywords: Classroom Action Research, Guessing Game Technique, Vocabulary

1. INTRODUCTION

Vocabulary is an essential component of language in learning a language, especially in English as a foreign language. Students' need to master vocabulary, students' master more vocabulary, the better will be their performance in all aspect of students' English, knowing how words are described and categorised will help students' in understanding English vocabulary teaching (Thornbury, 2008). Therefore students' who enrich their vocabulary will be successful in English learning, mastery of vocabulary affects students' ability in four skills. In Junior High School students' should master vocabulary 100-500 words depends on certain justification after considering their goals and teaching of vocabulary in Junior High School are more concerned with content words. So the mastery of vocabulary is needed in order to be able to communicate in English well, in communicate, we need to understand the four skill, especially in English, namely listening, speaking, reading and writing (Jusmaniar, Nonci 2022). Therefore, vocabulary is an important part that facilitates the use of a second language, because, without the correct vocabulary, language cannot function structurally and will be difficult to understand.

Some of the factors causing low vocabulary mastery among seventh-grade students' at SMPN 2 Tual are as follows: Firstly, from the students' test results in the previous observation about professions, there were around 40% of students had not mastered the vocabulary of English well. Second when

students' were asked a spontaneous question about the seasons, the average student was only able to pronounce rainy and summer vocabulary. Even though there is a lot of vocabulary about the seasons students need to master at that level. Third, the learning process tends to be monotonous. Seeing the facts above, it is known the causes of not achieving the KKM are caused by using the wrong method. Guessing game is an effective techniques in helping the students' vocabulary and guessing games is a good way for students (Ansyari & Hasibuan, 2007). Therefore, the researcher is feeling interested to researcher this problem and going to use guessing game techniques to solve problems. First guessing game encourages the operation of certain psychological and intellectual factors which facilitate communication heightened self-esteem, motivation, and spontaneity, reinforce learning and build confidence. Second, these techniques help the students' to be fun, enjoy and are confident in the classroom. Guessing game also will make students' more relaxed and helps them to reduce stress and anxiety in understanding the lesson. The last one, through guessing game techniques the students' will be more motivated, challenged, interacted, and communicated.

2. LITERATURE REVIEW

2.1. The Concept of Vocabulary

Vocabulary is one of the components of language, where vocabulary helps students' to speak a language in communication. It is a part of the language that is so important to all aspects of life. It is impossible to be successful in studying language without mastering vocabulary. Vocabulary is an important part of the language. Mastery of vocabulary can affect one's ability. Without sufficient vocabulary, students' cannot communicate effectively or express their ideas in both oral and written form. Therefore, the students' should have to obtain vocabulary mastery. Hornby, explain also that vocabulary is one of the language elements. It is all the words that a person knows or uses, the words that people use when students' are telling about a particular subject it means that vocabulary is a list of a word usually in alphabetical order and with an explanation of their meaning-less complete than a dictionary.

Learning vocabulary is still a problem for students' because students still use memorization methods in learning, students also need to know more about the words learned when students use these words in their speech or writing (Imran, 2023). That's why, vocabulary has always been an important part of the English language.(Thornbury, 2008). Types of vocabulary categorised into two classes, namely function and content. (Thornbury, 2008). Function words are words that do not receive additional words such as prepositions, auxiliaries, modals, or any structure words of a language. Content words are words that can be added whenever it is to get new meanings of words and necessarily invention in communication. The content words are divided into general classes as follows: Noun, kinds of words that interpret things.

2.2. The Concept of Guessing Game

The guessing game is a game in which the object is to guess some kind of information, such as a word, a phrase, a title, or the location of an object. Guessing game method is a game where someone has to guess something that is given a clue. Guessing games generally use interrogative sentences that begin with the “what” or “who”. Guessing games are a true communicative situation and as such very important for foreign language learning because guessing game provides the students with provided an opportunity to formulate the question in order to force the students to speak English or applied vocabulary that students know it. (Klippel, 1994). There are some advantages of teaching by applying guessing game as follow: The games promote physical growth and development, the games promote the socialization process, the games are fun for the students’ who like to play them, the games make students’ enjoyable in learning, the games develop emotional understanding between one student to another, the games provide language practice in various skills, such as: speaking, writing, reading, and listening.

Types of guessing games that will be used by the researcher in the learning process, namely : A flashcard or flashcard is a bunch of cards that read information, such as words or numbers, on one or both sides of it. This card is commonly used as student practice. Generally, a card is inscribed with a question on one of the other sides, and the answer on the other side. Flashcards are often used as media for memorization (Edufania, 2015). Purposes of guessing game provide excitement in English language learning. Guessing games can be used to practice communication, structure, and vocabulary, encourage competition or cooperation to motivate and relax students and are fun to practice students' language skills. Among the many guessing techniques in vocabulary teaching, guessing games will be used as a strategy in English vocabulary learning in the classroom, and guessing games will be applied to English vocabulary teaching.

3. METHODS

This research used Classroom Action Research (CAR) action research is about social conditions to improve the quality of action through planning, action, observation, and reflection. Classroom action research is part of a broad movement that has been going on in education generally for some time. Moreover, the research design of this research follows the action research spiral by Kemmis because this form is one of the best models as it summaries very succinctly the essential steps of the classroom action research process. population and research sample is subjects or objects research, then population research or census Arikunto (2006: 130). The research subject is where the variables are attached. The research variable is the object of research. The population of this research were students of class VII1 and class VII3 totalling 54 students. The sampling technique used by the resesarcher of this research is using nonprobability sampling technique. The research instrument was a tool that the researcher used in the method of collecting, the

data. The researchers used one instrument in test namely: test vocabulary In techniques of analyzing the data, the researchers used quantitative and qualitative data. Quantitative data is used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of the vocabulary test. (Hartono, 2011).

4. RESULTS

4.1. Research Findings

In the first cycle, there are 10 students got a 50, 1 student got a 65, 8 students' got a 70 scored, 11 students' got a 75 scored, 21 students got 80, and 3 students' got a 90 scored, from 54 students in two class there are 35 students' who passed the Minimum Completeness Criteria (KKM) of 76 scores. Meanwhile, some students did not pass the Minimum Completeness Criteria (KKM) 76 score. The mean score in the first cycle was 72.22 (64.81%). It showed that students' vocabulary mastery is still in the sufficient category. This means that students' grades are still far from good. Therefore, the researcher will conduct trials in the second cycle to see to what extent students' can improve their mastery of English vocabulary at the next meeting, more precisely at the last meeting, namely the eighth meeting.

In the second cycle, there is 1 student got a 70 score, 4 students' got a 75 score, 13 students' got an 80 score, 10 students' got an 85 score, 1 student got 90, 11 students got 95 and 15 students got a 100 score. Therefore, of 54 students in classes VII1 and VII3, 53 students' passed the Minimum Mastery Criterion (KKM) 76 score. Meanwhile, there was one student who did not pass the Minimum Mastery Criterion (KKM) 76 score. The mean score in the second cycle was 90.74 from the percentage was 98.14 %. It showed that the student's vocabulary mastery through guessing games was still in very good categories. Through the techniques of the guessing game, the student's vocabulary mastery achievement in classrooms VII1 and VII3 improved significantly. The data on students' achievement scores were obtained from scores in cycle 1 and cycle 2.

The average score and the percentage of the second test (cycle II) showed an increase from the first test (first cycle); on the first test, the average score was 72.22 (64.81%). while the increase in the average score in the second test (second cycle) was 90,74 (98,14%); it falls into the good category. This difference shows that there is a significant increase in students' mastery of English vocabulary at SMPN 2 Tual. Therefore, using the guessing game technique provides a good improvement in learning to master English vocabulary, where students' become interested and active in the process of using the guessing game. In addition, students can improve their achievement in learning English vocabulary mastery in the classroom. It is hoped that this technique can provide major progress in the teaching and learning process, especially in mastering English vocabulary.

5. DISCUSSION

There are two classes involved in this research, namely classes VII1 and VII3. These two classes are used as samples from the researcher where the researcher will test the extent to which students' English vocabulary mastery, especially noun vocabulary. This section is intended to analyze research findings based on related theories. All data collected from research instruments provide information about research findings. The results of students' scores are calculated manually using the formula for obtaining scores and maximum scores and using the researcher used quantitative and qualitative data. Quantitative data is used to analyze the score of students'. The quantitative data is collected and analyzed by computing the score of the vocabulary test.

The researcher assumes that the guessing game techniques is really helpful to develop the students' vocabulary. It means the students' are motivated during the teaching and learning process in cycle 2 because the researcher not combine all vocabulary in each meeting. While in cycle 1 the researcher combined all vocabularies. In teaching learning vocabulary the researcher used cards contained word and sentences to support the materials as media to made the students more intersted. The improvment the students' vocabulary was shown in the result of cycle 2, most of the students' were interested in vocabulary from the researcher explanation. The researcher found that all students' looked very enthusiastic in doing the teaching learning process. Teaching using guessing game could help the students' understand, and memorize well.

The situation in the classroom becomes comfortable; interaction between students' becomes more enjoyable. Students' do not hesitate to cooperate with their groups. The relationship between students' and teacher becomes more comfortable so that students' are not afraid to ask questions about the difficulties they find with the material vocabulary. Further explained in chapter II regarding previous research Based on a test guessing game the researcher found the problem. The problems are the students' difficulty memorising vocabulary, the students' inability to memorize randomly, and the researcher made confusion. From the observation above we can see the students' scores improved, average scores improved after they were given a guessing game.

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In addition, there are some difficulties during the learning process in the classroom, The students' do not know what is the meaning of the vocabulary, This result straighten the statement there are some students' busy doing something else, and do not pay attention to the explanation of the researcher. So that makes some students' feel confused, can not follow the game in turn (Klippel, 1984) the researcher used guessing game to teach the English vocabulary in the classroom which aims to help students improvethier vocabulary, the result of this researcher show that there is some improvement that can be identified after implementing the guessing game, the students' achieve better when there are given the game. The result straighten the statement by Brown he said that a number of simulated game is being created using the environment crisis as a theme around which to build various scenarios for the gaming process (Brown, 2001).

6. CONCLUSION

On the used of guessing game techniques in teaching vocabulary. guessing game is the good techniques which can be implemented in the process of learning English vocabulary. Guessing game is not only easy researcher are satisfied because the use of guessing game techniques can have an impact on increasing students' mastery of English vocabulary, not only that, students' enjoy learning English more, because it is more about learning while playing. so that students are able to solve the problem and they can also improve their vocabulary mastery.

Teaching using guessing game could help the students' understand, and memorize well. Besides, the improvement could be seen in their behavior, the students' were active and ready in classroom when the teacher entered and they were asked question when found difficulty about the subject. The situation in the classroom becomes comfortable; interaction between students' becomes more enjoyable. Students' do not hesitate to cooperate with their

groups. The relationship between students' and teacher becomes more comfortable so that students' are not afraid to ask questions about the difficulties they find with the material vocabulary. Another aspect that found by researcher in this research that guessing game could motivate students' and minimize students' problem in English vocabulary mastery, such as need vocabularies precise their ideas, still unbending to express their ideas through oral communication, so, the use of games in learning environment will not only change the dynamic of the classroom, but also it will refresh students' and help the brain to learn effectively.

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