



Improving The Students' Vocabulary Achievement by Using Guessing Games Technique

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ABSTRACT

Learning vocabulary of foreign languages is very important. To develop the student's language skills in reading, listening, speaking and writing, the learners must master vocabulary. The mastery of vocabulary is needed by each language skill. This study is aimed at improving students' vocabulary achievement through guessing word games. The research of this study was conducted using classroom action research. The subject of this study was the eight grade students' of MTs Tarbiyah Islamiyah Hamparan Perak consisting of 33 students. To collect the data, the instruments used were quantitative data (vocabulary test) and qualitative data (diary notes, interviews, photographs, and observation sheets). In analyzing the data, the mean of the students' score for the pretest was (52.42), for test I was (58.18), and the mean of the students' score for the test II was (72.12). Based on diary notes, interviews, photos and observation sheets, it showed that the expression and excitement of the students were also improved. It was concluded that teaching vocabulary through guessing word games could improve students' vocabulary achievement

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1. INTRODUCTION

Learning vocabulary of foreign languages is very important. Without learning the basic vocabulary of a foreign language, someone will not be successful in that language. If we can use the basic vocabulary and realize its function, we will learn it for comprehensible communication. A Vocabulary is an essential one for the students as their first step to go on studying English. Vocabulary is important because the word carries the content of what we want to say. The more you master vocabularies the more you are able to communicate and we can say a lot with vocabularies.

A language is used to convey ideas from one person to another. By language people may express their ideas, opinions and what is more important is that we can't build social interaction without it.

To develop the student's language skills in reading, listening, speaking and writing, the learners must master vocabulary. The mastery of vocabulary is needed by each language skill. The mastery of vocabulary sometimes cannot be reached optimally. In reading, for example, the students will get some difficulty in comprehending the text if they do not know the word in the text. Similarly in speaking, they will have the same problem if they have only a few vocabularies.

A lack of vocabulary is indeed a significant abstract to good reading comprehension, and so acquiring a stock of new vocabulary words is crucial if you hope to become a better reader. In other words, if the students want to have good English, they have to improve their vocabulary achievement because learning new words is a long live activity even for people who have finished their studies.

Furthermore, David Wilkins summed up the importance of learning vocabulary through this statement "if you spend most of your time studying grammar, your English will not improve very much. You will see the most improvement if you learn more words and expressions. Because the vocabulary is very important for students in learning English.

In reality, based on the writer's experience, many students were not able to speak well, because they did not master many vocabularies, were speechless in speaking, and did not pay attention to the teaching and learning process. This situation happened because the teacher taught their students with the same technique from time to time. We can see while teaching process especially in teaching vocabulary the teacher just gives a list of vocabulary, and orders them to write it in a book, and then the students have to memorize it. Finally, this memorizing technique is not effective for the students to develop their vocabulary. Another problem that is faced when teaching and learning English is that students do not want to talk or say anything. The students lack in vocabulary and feel shy to talk in front of other students. They tend to be silent because they don't want to show their weakness in speaking English. It is a problem for the teacher to command the students to speak in class. This phenomenon makes the students get low scores in English subject.

Based on the reality above, the English teacher should use an appropriate technique in order to increase student's achievement in vocabulary. By using language games can support students in the learning process, language games are a great technique for starting creative speaking projects. Furthermore, using language games in teaching English will increase their motivation, especially to improve their vocabulary achievement.

In language teaching, there are many kinds of language games such as puzzles, guessing, flashcards, etc. One of those games is Guessing games. Guessing technique is one of the techniques in learning vocabulary using pictures. With the picture, the students will mention the name of the picture. This technique needs active teachers to make the learning process more enjoyable. An example would be to place a picture of a "Nurse" on a card. And then the teacher gave some clues related to the characteristics of the nurse. Then ask them to guess what picture was drawn on that card. It can help the teacher to make the atmosphere of English classes attractive, interesting and fun, so that students feel happy and achieve the goals of the lesson. After students feel happy and enjoyed in the class, they will receive the material better. That is why the teachers are demanded to arouse the student's attention.

In the teaching process, the teachers have taught the students by many techniques, and in this research the students will be taught by guessing game techniques. Ideally students will have achievement in vocabulary. But unfortunately, the result of students' achievement in vocabulary

has not been satisfactory yet. The weakness of vocabulary achievement is caused by many factors. Such as the method used by the teacher is not suitable for the class situation (big class) and the learners still do not pay attention to the teacher's instructions even if they do not participate actively in the class.

Based on the description above, the writer is interested in conducting a study under the title: *Improving the Students' Vocabulary Achievement By Using Guessing Games Technique*.

2. RESEARCH METHODE

This research was conducted at MTs Tarbiyah Islamiyah Kec. Silver Expanse. It is conducted by applying Classroom action research. The subject of this research was students of MTs Tarbiyah Islamiyah Kec. Expansion of Silver class VIII-A with a total of 33 students. The data is collected by using qualitative and quantitative data. The qualitative data is gathered through diary notes which are written by the writer during the research. And the photos that have been taken by collaborators, as the authentic data, were to show the teaching learning process. In collecting the Quantitative data, the writer conducted multiple choice tests. The writer gave the vocabulary test to know the students' vocabulary achievement. The test consists of 10 items. This research was conducted in seven meetings in two cycles. Each cycle has four steps; they are planning, acting, observing, and reflecting. The test is multiple choice tests. There are about 10 questions for each cycle. In scoring the vocabulary test, it is determined that the ranging from 0 - 100 by accounting the correct answer. The correct answer is given 10 while the wrong answer is given 0 and by applying the formula.

3. RESULT AND ANALYSIS

This research is organized as classroom action research that was carried out at MTs Tarbiyah Islamiyah Hamparan Perak, this research consists of two cycles where in the first cycle it was applied in four meetings and the second cycle consisted of two. This research is only done in class VIII of junior high school.

The data is collected by using Quantitative and Qualitative data. The Quantitative data in this research were taken from students' scores of vocabulary tests carried out in two cycles of classroom action research. The research took 3 vocabulary test scores (pretest, posttest in cycle I, and posttest in cycle II) to show the improvement of students in their vocabulary achievement. Meanwhile qualitative data were taken from diary notes, interviews, photographs, and observation sheets.

The analysis of Quantitative data

The students' vocabulary score kept improving from the pre-test until post-test II. The students' score in post-test I was higher than in pre-test. The students' scores in post-test II were higher than post-test I.

The students were said to be mastering the lesson if they got a score up to 70. The percentage of students who got the point up to 70 also showed the improvement of students' scores from the first meeting to the last meeting. It can be seen from the table below

Table 1
The Percentage of students score in every test

Type of Test	The Percentage of Students Who Got point under 70 (Uncompetence Student)	The Percentage of Students Who Got point up to 70 (Competence Student)
Pre-test	85%	15%
Post-test I	73%	27%
Post-test II	12%	88%

The result of the percentage of students who mastered the vocabulary during the research showed that the percentage was improved in each test. And the result of the percentage of students who didn't master the vocabulary during the research showed that the percentage was down in each test.

In the pre-test there was only 15% (5 students) who got 70 points. It was caused the teacher didn't give the treatment to the students. In the post-test in cycle I there was an improvement in the percentage of students who got points up to 70, namely 27% (9 students). In this cycle, the students didn't get meaningful changes in score from pre-test to post-test I, although the teacher had applied guessing game in teaching vocabulary. It was caused by some of the students still didn't know how to make a guessing game with the topic that was given by the teacher because when the teacher explained the guessing game, they didn't give an attention. Many students were not serious in doing the task because they didn't know what to do even, they just imitated their friends' task. The lack of students' interest in learning English, lack of motivation, lack of teacher control, and lack of concentration on the teaching material. In observation sheets, interviews, photos, and diary notes showed that many students were not respectful to the teacher's explanation about guessing games, were not confident to ask or to present their work, did not want to ask about the material to other students who understood about the material, and there was no distinct punishment for the students who were noisy because their voices disturbed the teaching and learning process. In addition, it was caused by the teacher's lack of control.

In the Post-test in cycle II there were 88% (29 students) who got the point up to 70. In the cycle II, not all students got point up to 70 but there were 4 students who didn't get good points. Even though they didn't get the point up to 70, their score kept improving from pre-test until post-test in cycle II, it was caused in this cycle the teacher still applied guessing game and explained it in more detail, and also did some additional activities that were based on the reflection done by the researcher to prevent the same mistakes in cycle I and to get better improvement of students' scores. The researchers motivated the students to generate their interest in learning English, gave punishment to the students who were noisy to come in front of class, gave more opportunities and attention to the students who were not confident to present their work or to ask what they had not understood.

The Analysis of Qualitative Data

The qualitative data were analyzed from the diary notes, interviews, photographs and observation sheets.

The diary notes were used to know whatever was happening in the class when the research took place. And the diary notes indicated that the students were respectful and responsive to learn vocabulary by using guessing games. Besides, this technique situated them into groups where the students could fulfill one to another in their learning.

The interview sheet was conducted to obtain information related to the students' English ability background which included their opinion about English, their interest in English, and their difficulties in learning English. The interview sheet was done by asking some questions to the students and the form the teacher as object interviewed. The results of the interview indicated that guessing game really helped both the teacher and the students in learning vocabulary. The students were interested in learning vocabulary by applying the technique.

The observation sheet was done by the grade students of State Institute of Islamic Studies North Sumatra Medan as the order to evaluate the two cycles of classroom action research with guessing game done by the researcher, so the weaknesses found in cycle one could be resolved in cycle two. And the photo was to show how the situation and the conditions of the class were like the real data when the learning process was done.

Cycle I was conducted in four meetings. They were many activities that were done in cycle 1, they were:

In the first meeting of the research, the writers gave the pretest. During the test many of them seemed very difficult to do the test, because they did not have good preparation. They were really surprised when the writer gave a test for them and prohibited them from looking up the dictionary and working cooperatively. They were some of the students who made a noise in doing the test because they were still confused about the test, but the others looked seriously at doing the test. During the teaching and learning process, the students gave good responses. When the teacher explained Guessing Game the steps to play it, all of them paid attention and listened to the teacher's explanation in front of the class. While the students were asked to make their description of the word, all of them were so enthusiastic even though most of them didn't seem serious because they often spoke to their friends.

After conducting some activities in cycle I, the teacher gave the test I (post-test in cycle I) which consisted of 10 multiple choice questions to the students. It was done to know the students' ability in vocabulary after getting the action.

In the second cycle, the writer conducted the research for two meetings. It was expected that the second cycle would have better results than the first cycle. In this cycle, the teacher motivated the students to show their best in vocabulary achievement.

In this activity, the students were asked to give their opinion under the topic "entertainment". Based on the topic, the teacher asked them to mention all the words related to the topic and write it on the whiteboard. After that the teacher asked them to look up their dictionary to find the meaning of all the words, and divided them into groups.

In discussing the topic, there were five active groups and they discussed the topic seriously. These groups applied guessing game well. They made a description about the words given by the teacher in the paper. And the rest of the group only two or three students were active in doing the task. The other members just listened to their friend's explanation. The other were busy disturbing their friends so the class was noisy. They did not give any contribution to the group presentation. To solve this problem, the teacher is also motivated by the leader of the group and all members of the group to give comments, suggestions or ideas about the topic to give.

After finishing the presentation, the teacher concluded the lesson. After conducting some activities in the cycle II, the teacher gave test II to the students in order to know the student's achievement in vocabulary after getting the action. Students would be asked to answer 10 multiple choice tests.

DISCUSSION

In this research, the writers found that many students were unable to speak well, because they did not master many vocabularies, were speechless in speaking, and did not pay attention to the teaching and learning process. The English teacher should use an appropriate technique in order to increase student's achievement in vocabulary. The writer found that teaching vocabulary by guessing word game is done successfully and brings good improvement to the students' achievement. It is related to the research by Elyska Pebriani which found that teaching vocabulary through guessing word games could improve students' vocabulary achievement

4. CONCLUSION

Based on the results of the research, the writer concluded that before applying the guessing game technique the students' vocabulary achievement was very low, it was found out that the students' mean score in pretest was still low (52.42). It was caused the teacher didn't give the treatment to the students before doing the test. After the students were taught the guessing game technique, it was expected that the students would get better results in their vocabulary than before. The teacher motivated the students to show their best in vocabulary achievement. After doing the research and analyzing the data, the writer concludes that guessing word game has significantly improved the students' achievement in vocabulary. It was found out that the students' score increased from the pretest until the test of cycle 1 and test of cycle 2. It was shown from the improvement of the means of students' score namely the mean of test of cycle 1 (58.18) was higher than the mean of the students' score in pre-test (52.42) and the mean of cycle II (72.12) was higher than the mean of the students' score in test 1 (58.18). It can be said that the scores continuously improve from the pretest to the test of cycle 2. Guessing games can make learners active in learning English and also show their ability to communicate in a foreign language. In other words, teaching vocabulary by guessing word game is successfully done and brings good improvement to the students' achievements.

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