

Improving the Class VII A Students' Active Participation and Vocabulary Achievement by Using Guessing Games at SMP Negeri 2 Kencong

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Abstract

The purpose of this research was to solve the problems dealing with the students' active participation and vocabulary achievement. The research design was Classroom Action Research. The area and subjects of this research were chosen purposively by using purposive method. The data collected were vocabulary test, observation, interview and documentation. The results of this research showed that there were improvement of students' participation and their listening comprehension achievement in Cycle 1 to Cycle 2. In Cycle 1, there were 77.14% of the students who actively participated during the teaching learning process. Meanwhile, there were 64.71% of the students who achieved the target score. Beside, in Cycle 2, there were 84.28% of the students who actively participated during the teaching learning process, while 77.14% of the students achieved the target score. It proved that the use of Guessing Games could improve the students' active participation and vocabulary achievement.

Keywords: *Classroom Action Research, Guessing Games, Vocabulary Achievement, Students' Active Participation.*

Introduction

Vocabulary has an important role in language teaching including English. Vocabulary is taught and learnt as a compulsory subject in Junior High School level. In fact, there are still many students who face some difficulties in learning vocabulary. This statement is supported by Budi (2005:9) who states that one of the most difficult problems of Indonesian students in learning English is acquiring its vocabulary. In this case, the teacher should have an interesting way to attract students' active participation and can facilitate them to achieve vocabulary easily.

The students' problems of learning vocabulary happen because firstly their vocabulary is still limited, there were many unfamiliar words provided in the material. Secondly, the students get boredom with the routine situation in English class. Thirdly, the lack of variation in the teaching learning process. To solve those problem, the teacher should have an interesting way to relieve the students' boredom in the class. It is supported by Harmer (2004:1) who states that the characteristic of a good teacher is having his lesson more interesting. This is because an interesting teaching learning process can encourage students' active participation. Therefore, the process will be more effective.

Related to the difficult problem faced by the students in mastering vocabulary, the researcher applied Guessing Game in teaching vocabulary. By using Guessing Game,

the researcher expected that the students in the teaching learning process would have more positive attitude toward the classroom experience, more attention, better attendance, and better participation. Rashed (2004:81) states that incorporating games into the teaching learning of vocabulary will create an interesting classroom environment which makes learners become more interested and motivated to join English class and will gradually improve learners' vocabulary knowledge.

Based on the preliminary study done through observation and interview to the seventh grade English teacher of SMP N 2 Kencong on August 11, 2014/2015 academic year, there was a problem in the teaching learning of vocabulary. The teacher claimed that the students of the seventh grade especially class VII A had problem in memorizing new vocabularies. It was supported by the data of vocabulary test conducted by the English teacher in which class VIIA had the lowest mean score that

was 59.42 while the standard mean score in English at the school is 75. Moreover, there were only 50 % of the students categorized as active and the rest of the students were passive in vocabulary teaching learning process. Furthermore, the teacher usually uses students' worksheet to give vocabulary exercises to the students and did not explain more to the students about the unfamiliar words, so it was difficult for them to be understood. As a result, lacked of vocabulary became the main problem for the students and they seemed to get bored in learning vocabulary.

Considering the problem above, the reaseacher discussed with the English teacher to teach students vocabulary by using game. The game used was Guessing Game which was expected to make the seventh grade (VIIA) students more interested in learning English especially in vocabulary.

In line with the statement above, Klippel (1984:31) says that the basic rule of Guessing Game is eminently simple. One person knows something that another one wants to find out. In playing Guessing Game with the class, the players should know the words and the structures necessary for the gme. As Wright (1983:169) says that in Guessing Game someone knows something and the other must find what it is. It means that if someone has already understood about something, the other one should be successful to guess what the thing is.

It can be concluded that Guessing Game is the way of teaching vocabulary by asking students to guess the clues with words which are already known to find out the answer. Guessing Game can be called as Guessing clues. In this research, the students found the words based on the guessing clues given by the teacher. For example, I am something. I have a circle shape. I can spin. I can be used when the weather is hot. Can you guess who I am? The answer is fan.

There had been some previous researches who had done the research by using Guessing Game. Sri (2013:58) conducted a classroom action research about the use of Guessing Game in teaching vocabulary. The result showed that the use of Guessing Game in the teaching of vocabulary could improve the seventh grade students' vocabulary achievement and could give the students' positive response in the teaching learning process of vocabulary. Another researcher, Badingatussalamah (2013:5) conducted an experimental research about the use of Guessing Game in teaching vocabulary at the seventh grade students. The result showed that Guessing Game had a significant effect on the vocabulary achievement of the

seventh grade students. Thus, from those research findings related to the use of Guessing Game in vocabulary in the teaching learning activity, it can be concluded that Guessing Game can be used as an effective instructional material in the teaching learning process of vocabulary.

Research Methods

The research design of this research was classroom action research (CAR) which was conducted to improve class VII A students' active participation and vocabulary achievement by using Guessing Game at SMPN 2 Kencong. Therefore, the classroom action research with the cycle model was applied in this research. Each cycle covered planning of the action, implementation of the action, observation and evaluation, and reflection.

The area of this research was SMPN 2 Kencong, Jember. This school was chosen purposively because of some reasons. The subjects of this reserach still had problems and low score in vocabulary achievement. Besides, the Headmaster of SMPN 2 Kencong and the English teacher of the seventh grade also gave permission to conduct this classroom action research. Moreover, the English teacher agreed to work collaboratively with the reaseacher to conduct this research.

The subjects of this research were class VII A students at SMPN 2 Kencong in the 2014/2015 academic year. The number of the students in this class was 35. Based on the interview, it was known that the VII A class had the lowest vocabulary mean score compared to other classes. Based on the data got from the English teacher, the vocabulary mean score of class VII A was 59.42. The students' participation during teaching learning process of vocabulary in this class was also low. Therefore, class VII A students at SMPN 2 Kencong, Jember still needed more improvement. Considering that reasons, they were chosen as the research subjects in this research.

There were two kinds of data in this research. They were primary data and supporting data. The primary data was collected from the result of vocabulary achievement test and observation. While the supporting data was collected from interview and documentation. The observation was intended to get the result of students' participation. Meanwhile, the vocabulary test was aimed to measure the students' vocabulary achievement. Furthermore, the interview was done to get the data in preliminary study. Besides, the documentation was used to get the names of the subjects, the vocabulary mean score of the seventh grade and the previous vocabulary score of class VII A students.

Discussion

Based on the observation and students' vocabulary achievement test result, it could be seen that the use of Guessing Game in the teaching learning process of vocabulary could improve the students' participation and vocabulary achievement. Based on the result of the observation, the average percentage of the students' participation improved from Cycle 1 and Cycle 2. That was 77.14% in Cycle 1 to 84.28% in Cycle 2. In other word, the students became more active in joining vocabulary class by using Guessing Game in the second cycle rather than in the first cycle. Therefore, it could be stated that the use of Guessing Game could improve the students' active participation in joining the teaching learning process of vocabulary and it achieved the objective of the research.

Meanwhile, based on the students' vocabulary test results in Cycle 1, it could be seen that the students' vocabulary test result in Cycle 1 did not meet the success criteria that was 64.71% of the students should got score ³ 75 as the target score in the vocabulary test. The results of students' vocabulary test in Cycle 1 showed that only 22 of 35 students or 64.71% of the students who got score ³ 75. Therefore, it was necessary to continue the action to the second cycle by revising some problems found in Cycle 1.

The result of this research was relevant to the theories suggested by some experts. Harmer (2005:102) states that useful games are those that can encourage learners to recall word and preferably, at speed. Besides, Wright (1983:1) states that games can provide intensity and meaningful practice of language.

Further, the results of this research are relevant to the previous research results. For example, Sri (2013), who conducted a classroom action research by using Guessing Game on vocabulary achievement on the seventh year students at MTS Muhammadiyah Al Manar Kenduwer Wedung Demak Semarang in the 2012/2013 academic year. This research proved that using Guessing Game could improve the students' vocabulary achievement. Another study was done by Badingatussalamah (2013) in his experimental research to the seventh grade students' vocabulary achievement at SMPN 33 Purworejo in the 2012/ 2013 academic year. The result showed that there was a significant effect of using Guessing Game in teaching vocabulary achievement on the seventh grade.

In conclusion, based on the results of the research, it can be said that the use of Guessing Game could improve the students' active participation in the teaching learning process as well vocabulary achievement. Guessing Game

can be used as an alternative of instructional material in teaching vocabulary by the English teacher.

Conclusion and Suggestion

Based on the data analysis and the discussion, the following points could be drawn:

1. The use of Guessing Game could improve class VII A students' active participation in the vocabulary teaching and learning process at SMP N 2 Kencong. The students' active participation improved from 77.14% in cycle 1 to 84.28% in cycle 2.
2. The use of Guessing Game could improve class VII A students' vocabulary achievement at SMP N 2 Kencong. It could be seen from the improvement of the mean score from 71.47 in cycle 1 to 77.74 in cycle 2. In addition, the number of the students achieved the score of ≥ 75 also improved from 64.71% in cycle 1 to 77.14% in cycle 2.

Based on the research results, these suggestion are given to the following people:

a. The English Teacher

The English teacher is suggested to use Guessing Game as an alternative teaching technique to improve students' active participation and their vocabulary achievement in the teaching and learning process of vocabulary.

b. The Students

The students are suggested to be actively involved in the teaching and learning process of vocabulary by using Guessing Game since the use of Guessing Game could improve their active participation, and improve their vocabulary achievement.

c. The Future Researchers

The future researchers are suggested to conduct a further research dealing with the use of Guessing Game by using different or the same research design at the different schools or different level of the research subjects. For example, The Use of Guessing Game to Improve The Eight Grade Students' Vocabulary Achievement or The Effect of Using Guessing Game on The Eight Grade Students' Vocabulary Achievement.

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