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Increasing Student Vocabulary by Using Guess Word Game

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ABSTRACT

Vocabulary learning was a very important aspect for students when they are learning English. Students need new learning methods so they can enjoy the ongoing learning process. The teacher should also be able to convey the material well and using media appropriately. The purpose of this study was to determine whether song media can have a significant difference in increasing of students English vocabulary at seventh grade of MTs Darul Falah Islamic Boarding School Enrekang, and to find out whether the use of song media is more effective than the use of conventional media. The population in this study was 60 students. It consists of 2 classes and each class consists of 30 students. From the results of calculations at the time of the pre-test or before treatment, it was obtained the value of $t_0 = 1.517 < t_t = 2.001$, which shows that both classes are worthy of study because they do not have a significant difference in increasing of students English vocabulary after being tested using the t-test, but after giving treatment and posttest values obtained $t_0 = 3.201 > t_t = 2.001$, with a significance level $\alpha = 0.05$ and df = $n_1 + n_2 - 2 = 58$, then t_0 is higher than t_t which indicates there is a significant difference in increasing of students English vocabulary between classes taught guess word games (experimental class) and classes taught using conventional media (control classes) after being given a pre-test, besides that the use of song media is more effective and has a significant effect than the use of conventional media.

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INTRODUCTION

Learning English vocabulary is a basic and very important part of learning the language. Learning a new vocabulary word means more than just understanding what theword means. To really learn new English words, we must understand and be able to use the words correctly when you speak or write.

In mastering English, we must learnvocabulary beforehand. Based onP. Bintz (2011:45) in his journal explained that learning vocabulary is fundamentally about learning definition of words. The learners have to master English vocabulary before master English. They would not be able to express their felt clearly if they do not mastervocabulary. There are many ways to increase the learner's vocabulary but as a teacher we must be able to choose good technique to teach them.To make the learners or students feel interest in learning vocabulary andmake them easy to increase their vocabulary. Means that the techniques here are all those activities that contain.

Nurbaeti (2013) in his research paper explained that vocabulary is a central to language and it is significant to language learners.Therefore, to develop the students' ability in mastering English, it cannot be separated from the mastery of vocabulary, because it can be a measurement of the students understand in English and to buildtheir confidence in speaking English up. In the other hands, by mastering the vocabulary, it can be a bridge for the students to extract any information then can enlarge their knowledge.

According to Zhihong (2005) Vocabulary is a component of language maintains all of information about meaning and using word in language. Vocabulary has an important role in teaching and learning any language. Learning vocabulary is an important aspect of language development.

The learner must master the vocabulary language prior. They willnot be able to express their feeling clearly, if they should not mastery the vocabulary. There are many ways to increase your vocabulary learnersbut as teachers we should be able to choose a good technique to teach them. To made learners or students felt interesting in learning the vocabulary and make it easy toincrease their vocabulary. Means the technique here is all of theactivities it contains. This type of activity should be simple, exciting and fun game, for example. Mediagames is one way that is apply in the classroom so that the interaction between students in the classroom come alive, because most of the teaching in the classroom more used of theory so impress the monotony and make students boring. Based on the above explanation that researchers using the method of the game to enhance students'vocabulary. Because basically thegame media is one of the most effective methods, in increasing vocabulary.

The game is part of the play and played also all part of the game both women and men have contact one another. The game is activities are to be implement which often bump into the exclusion of there are rules designed to weed out, secured a play and culture. Game is a system by which the mostly players from thelocal engage in a conflict artificial, here mostly players from the local interact with the system and conflictsin the game of is engineering or artificial, in the game of there before

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instances of legislation design toconfine behavior mostly players fromthe local as well as to determine a game. Aimed at peaceful and steady game underlined the near impossible to entertain, usually games of the match much like by the son ofchildren of the adult population.

Games are actually important to develop brain, to increase the concentration and to train to solve a problem by proper and quickly as ina game there are various conflict or a problem require us to solve it by quickly and correctly. Playing game in teaching vocabulary is very important, one of the best game to increase students' vocabulary is guess word games, because teaching guess game could create a fun situation and of course it could increase students' motivation.

According to Brown (2001) guessing games are common language classroom activity. Twentyquestions, for example, are easily adapted to a small group. One member secretly decides that he or she is some famous person. The rest of the group has to find out, who within twenty yes/no questions, with each member of the group taking turns asking questions. The personwho is "it" rotates around the group and point is scored.

Smith (2005) stated that thegame emphasizes that the speaker is only allowed to answer "Yes" or "No". The activity is demonstratedby asking one student to come from the front. Draw the slip from the special envelope, and question from the students in the class. Meanwhile, the students would work in groups, taking turns to draw a slip from the thing. In guessing game, hears has to infer what speakers are referring to.

Klippel (2004:32). According to the Basic Rules, "Klippel guessing is very simple one people know something I want to know to others. "Based on the definition, it could be concluded that guessing game is agame where a person or participants know something and compete individually or in teams to identify orto find out the answer.

Guessing Game is one of the technique learner while playing. As we know, there is a tendency thatstudents always used Mother Tongue in the classroom, so that when students are learning English, a habit that still remains to be done. At school, English class are usually think during the middle, or even though in the last hour, which is usually the students begin to felt lazy and bored. Therefore, it was need theinnovative teaching technique to made students more active in learned English. Used of games media wouldbe very helpful and interesting, since it provid more image interpretation for students. Guessing game is a game in which an individual or a team trying to guess or to answer a question that has been given the key words associated with the word.

Based on the explanation the researcher choose to used guess word games method could be apply in SMP 2 Enrekang. Learning methods guess word was fun learning methods. In this method, students are ask to guess the intent or the name ofa specific object. How it works, to rely on the provision of basic knowledge which belong to students. A series of words or phrases are given only as a guide to direct students. From explanation above researcher interest to apply increasing students' English vocabulary using guess word games.

METHODOLOGY

The design of the research apply quasi-experimental method. It apply the pre-test post-test design for controlling and pre-test, treatment and post-test design for experimental class. The variable was the concept of attribute or property in the subject of the research could be qualitative as well as quantitative varies (Azwar, 1999:59). Riyantoro (in Musfiqin, 2012:44) reveals that the variable is the symptoms that became the object of research. In line with that Musfiqin (2012: 45) says that the variable is the totality of the object ofresearch. Totality here includes symptoms, phenomena, and the facts are examined. The design of this research uses the free variable andbound variable.

FINDINGS

In order to find out and solve the problem statements as well asexplained on the first chapter of this research, the researcher formulated two kind of test namely Pre-test and Post-test. This research has conducted on May 15th 2019 and June 15th 2019 at SMP NEGRI 2 ENREKANG, to measure how students increasing vocabularyability before the treatment gave or before the researcher executed guess word game as media in teaching to increasing vocabulary especially in experimental class. After the researcher found the result of Pre-test both experimental class and control class, the researcher start to make a treatment especially for experimental class and just give conventional method for control class. The aim of this treatment was to finding the effect of games especially guess word game as a media to improve students' skill in vocabulary. And the post-test was conducted on June 14th 2019 incontrol class, June 15th in experimental class 2019. The aim of post-test was finding out how effect guess word games to improvestudents' skill in vocabulary.

1. Descriptive of the Pre-test Data

a. The Pre-test Data of Experimental Class

Table 4.1 The Frequency Distribution Pre-Test of Experimental Class

Interval	Frequency	Percent	Valid Percent	Cumulative Percent
86-100 (Very Good)	0	0	0	0
71-85 (Good)	2	8,70	8,70	8,70
56- 70 (Fair)	4	17,40	17,40	26,10
41-55 (Poor)	7	30,40	30,40	56,50
<40 (Very Poor)	10	43,50	43,50	100,00
Total	23	100,00	100,00	

The subjects in the experimental class were 23 students. From the results of the English vocabulary mastery test, there were 2 students got a good score, 4 students got a fairscore, 7 students got a poor score, 10 students got a very

poor score and the student got a very good score wasnone. In the case mostly students in experimental class when did

pre-testthe students confuse about the vocabulary unfamiliar about the vocabulary.

b. The Pre-test Data of Control Class

Table 4.2 The Frequency Distribution Pre-Test of Control Class

Interval	Frequency	Percent	Valid Percent	Cumulative Percent
86-100 (Very Good)	0	0	0	0
71-85 (Good)	1	4,3	4,3	4,3
56-70 (Fair)	3	13,0	13,0	17,4
41-55 (Poor)	7	30,4	30,4	47,8
<40 (Very Poor)	12	52,2	52,2	100,0
Total	23	100,0	100,0	

The subjects in the control class were 23 students. From the results of the English vocabulary mastery test, there were 1 students got a good score, 3 students got a fair score, 7 students got a poor score, 12 studentsgot a very poor score and the students got a very good score was none. Based on the table, it can be seen that students who were in the experimental class with the highest number of frequencies were in the

interval class (< 40 "very poor"),with 10 students or as much as 43,5% and the least were in the interval class (71-85 "good"), with 2 students or as much as 8,7%. Whereas, in the control class, it can be seen that the students with the highest number of frequencies werein the interval class (<40 "verypoor"), with 12 students or as much as 52,2% and the least were in the interval class (71-85 "good"), with 1 student or as much as 4,3%.

Table 4.3 Descriptive Statistic Pre-Test of the Experimental Class and Control Class

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test Experimental Class	23	20	75	45,87	16,282
Pre Test Control Class	23	20	70	42,83	13,803

Based on the table above, in the experimental class mean score was45.87, and control class mean score was 42, 83, although there were adifference in the mean score of bothclasses this cannot be the conclusion that the experimental class has a vocabulary mastery better than control class.

2.   Descriptive of the Post-test Data

a. The Post-test Data of Experimental Class

Table 4.5 The Frequency Distribution Post-Test of Experimental Class

Interval	Frequency	Percent	Valid Percent	Cumulative Percent
86-100 (Very Good)	3	13,0	13,0	13,0
71-85 (Good)	6	26,1	26,1	39,1
56-70 (Fair)	6	26,1	26,1	65,2
41-55 (Poor)	4	17,4	17,4	82,6
<40 (Very Poor)	4	17,4	17,4	100,0
Total	23	100,0	100,0	

The subjects in the experimental class were 23 students. From the results of the English vocabulary mastery test, there were 3 students got a very goodscore, 6 students got a good score, 6 students got a fair score, 4 students got a poor score and 4 student got very poor score.

b. The Post-test Data of Control Class

Table 4.6 The Frequency Distribution Post-Test of Control Class

Interval	Frequency	Percent	Valid Percent	Cumulative Percent
86-100 (Very Good)	0	0	0	0
71-85 (Good)	4	17,4	17,4	17,4
56-70 (Fair)	6	26,1	26,1	43,5
41-55 (Poor)	6	26,1	26,1	69,6
<40 (Very Poor)	7	30,4	30,4	100,0
Total	23	100,0	100,0	

The subjects in the control class were 23 students. From the results of the English vocabulary mastery test, there were 4 students got a good score, 6 students got a fair score, 6 students got a poor score, 7 students got a very poor score and the students got a very good score was none.

Table 4.7 Descriptive Statistic Post-Test of the Experimental Class and ControlClass

	N	Minimum	Maximum	Mean	Std. Deviation
Post Test Experimental Class	23	35	100	64,57	18,764
Post Test Control Class	23	30	85	54,57	16,231
Valid N (list wise)	23				

DISCUSSIONS

Based on the results of the first hypothesis testing, it can be seen that there was no significant differences in increasing of students' English vocabulary between classes taught using media games (guess word) and classes taught using conventional media at eight grade of SMP 2 Enrekang. This can be seen from the pre-test results of both classes and it is proven by the t-test that t_0 is higher than $\alpha = 0.05$, then from data processing we obtain $t_0 = 0.498$ and degrees of freedom (df) $= n_1 + n_2 - 2 = 44$, so $t_0 = 0.498 > 0.05$. But after being treated, especially in the experimental class, then given a post-test for both classes, the research results obtained $t_0 = 0.04 < 0.05$ and df $= 58$, it can be concluded that the ability of experimental class students is better than the control class. This shows that the use of media games has a positive effect on increasing student vocabulary. Thus, it can be concluded that there were significant differences in increasing of students' English vocabulary between classes taught using media games (guess word) and classes taught using conventional media at eight grade of SMP 2 Enrekang.

Melisa Dwi Cahyani. W (2017:70) stated that guessing game is the good technique which can be implemented in the process of learning English vocabulary. Guessing game is not only easy to be implemented both by teacher and students, but also can increase the students' motivation and participation in learning process. Moreover, the students also showed an improvement in their English ability especially their vocabulary.

Hari Supriyatna (2014:29) concludes that teaching vocabulary using guessing game is more effective than only using memorizing method. It is because game is more interesting. Nur Hidayat (2016:102) finding of this study shows that using word game can improve students' vocabulary mastery and it can be effective strategy in teaching English. It helped students to memorize vocabulary easier, made them enjoy and motivated them in teaching learning process. It also becomes a good strategy for the teacher to teach vocabulary but the teacher who wanted to teach vocabulary used word game had to consider the time and the level of the students.

This research also supported by theory of the experts like Mc.Kelvin as cited by Dougerty (2010:24). He said that games can be used to practice communication, structure, and vocabulary and Kim (1995) was also supported with the statement that "language games help students to learn the language and enjoy it at the same time students will love learning that at first makes them feel bored using the

game".

Richards (2001) also stated that the motivation to learn moreprioritizes by cognitive responses, it was the tendency of students to achieve meaningful and useful academic activities try to benefit from the activity. The students" that has motivation to learn will attention the material that the teacher explain, try to understand by reading, looking for references and using strategies to supportive learning.

COCLUSSION

Based on the findings and discussion of the research, it can be concluded that the used guess word game more effect to enrich the students' vocabulary of the eight year at SMPN 2 Enrekang. Using Guess word game, there was significance difference between the result of pre-test and post-test. This statement was proven from the $t_0 = 0.04$ was smaller than significance level of $\alpha = 0.05$ with df = $n_1 + n_2 - 2 = 44$. The effect of students' vocabulary was obtained through the use of Guess word game. By using Guess word game the students have a big motivation and interested to learnvocabulary. Based on the all data collection in the research the writer can conclude that the students' score in pre-test have effect after giving treatment, especially at SMPN 2 Enrekang.

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