IMPROVING STUDENT'S VOCABULARY THROUGH GUESSING GAMES TECHNIQUE IN DESCRIPTIVE TEXT IN SPEAKING

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Abstract : This research aimed at finding out whether the students' vocabulary can be improved after the teaching and learning process using guessing games technique in descriptive text. The writer conducts an action research entitled "Improving Student's Vocabulary Through Guessing Games Technique in Descriptive Text in Speaking". The sample of this research is the third grade students of SD Islam Terpadu Haruniyah Pontianak Timur in academic year 2015/2016. The technique employed in this research is guessing games. The procedure of the research consists of identifying the problem, planning action, implementing, observing, reflecting the result of the observing and revising the plan. The result of this research showed that guessing games improve student's vocabulary in descriptive text. In conclusion, the use of guessing games technique in teaching English can improve the vocabulary of the third grade students of SD Islam Terpadu Haruniyah Pontianak Timur.
Key Words : Vocabulary, Guessing Games, Descriptive Text

Abstrak: Penelitian ini bertujuan untuk mengetahui apakah kosakata siswa dapat ditingkatkan melalui proses pengajaran dan pembelajaran menggunakan teknik permainan menebak dalam teks deskriptif. Penulis melakukan tindakan berjudul "Meningkatkan Kosakata Siswa Melalui Teknik Permainan Tebakan dalam Teks Deskriptif dalam Berbicara". Sampel dari penelitian ini adalah siswa kelas tiga SD Islam Terpadu Haruniyah Pontianak Timur tahun ajaran 2015/ 2016. Teknik yang digunakan dalam penelitian ini adalah permainan tebakan. Prosedur penelitian terdiri dari mengidentifikasi masalah, perencanaan tindakan, pelaksanaan, mengamati, menggambarkan hasil dari pengamatan dan memperbaiki perencanaan. Hasil dari penelitian menunjukan bahwa permainan tebakan meningkatkan kosakata siswa dalam teks deskriptif. Kesimpulannya, menggunakan teknik permainan tebakan dalam mengajar bahasa inggris dapat meningkatkan kosakata pada siswa kelas tiga SD Islam Terpadu Haruniyah Pontianak Timur.
 Kata Kunci : Kosa Kata, Permainan Tebakan, Teks Deskriptif

In this research the writer focused on speaking skills. When the writer did a pre-observation at SD Islam Terpadu Haruniyah Pontianak Timur in Academic Year 2015/2016 most of the students have some problems when they have to say something orally in English. The English teacher said that most of the students have problems of speaking in developing ideas, having limited vocabulary, and pronunciation error. Most of the students at SD Islam Terpadu Haruniyah Pontianak Timur have problems in speaking in developing ideas because the students had limited vocabulary in pronouncing the words correctly. The students not only difficult in develop ideas orally, but they are also lack in vocabularies it because of they do not know the suitable words that can be used and their speaking achievement is very low. So the writer will find the teaching technique that can help the students to improve their vocabulary achievement in speaking.

In this research the writer applied classroom action research. The focus of the classroom action research in this research is the process on how the guessing games can improve the students' speaking skill. Based on the students' problem in speaking, the writer is interested to conduct the research on teaching speaking by using guessing games technique. The writer argues that this teaching technique can motivate the students to speak up without any worries about the grammar, the pronunciation and words used. They can enjoy their speaking time because they are learning and playing games in once. It means that they can practice their speaking during playing games. So the students can learn how to speak up spontaneously.

Based on the explanation above, the researcher identified the problems in this research. The problem should relate to the class problem that researcher observe in class room activity. The researcher states the research problem as How does guessing games improve students' vocabulary in descriptive text in speaking class. Speaking is a process of uttering words, and sentences, meaningfully using oral language in order to give information and ideas.

Vocabulary is one of the means through which meanings, ideas, and feelings can be covered. According to Zhihong (2005: 23) "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. Ur (2005: 60-62) states that there are some aspects of vocabulary that should be mastered by students or learners. They are pronunciation and spelling, grammar, and meaning.

From all of aspects, the researcher will choose meaning relationship from aspect of meaning and word formation as the focus in this research. It is because these two aspects of vocabulary that integrated with the need of *KTSP*.

Everyone like game, to prove that statement, the researcher provide some expert statement about game, according to Shamy (2006:16) states that a game is a competitive activity played according to rules within a given context, where players meet a challenge in their attempt to accomplish a goal and win. Moreover, Shamy (2006:7) says that one of the definitions given by the Random House Dictionary for a game is "a competitive activity involving ability, chance, or endurance played according to rules". The competitive nature of a game and the elements that involve ability, chance, or endurance are keys to making a game a

game; and they contribute greatly to that total absorption that can be experienced in playing a game. They also contribute to the appeal of playing again and again. Competition in a game can be among players and/or between the players and the game. The perfecting of ability, the increasing of your own competence, can be very motivating and very rewarding.

Guessing game is a game in which the participants compete individually or in teams to identify something that indicate obscurely. In teaching speaking through guessing game, students are expected to be involved actively in speaking class activity; they are much courage to think what they want to say(Klippel, 2004:32). According to Klippel, "The basic rule of guessing games is eminently simple; one person knows something that another one wants to find out." Based on the definition, it can be conclude that guessing games is a game in which a person or participant knows something and competes individually or in a team to identify or to find out the answer.

METHOD

In this research the writer conducted action research. Kemmis and McTaggart in Koshy (2005:4) describe action research as participatory research. The authors maintain that action research involves a spiral of self-reflective spirals of planning stage, action stage, observing stage and reflecting stage.

In planning stage, the writer prepared the strategy of teaching consider to facilitate the students writing activity. The real context of classroom was made by the writer that could facilitate the students to increase their descriptive sentence writing. The writer also prepared lesson plan for cycle 1 relate to the material that will be studied in each cycle of the research. The lesson plan for the each cycle focused on the contextual teaching and learning technique to teach writing descriptive sentences. In order to support the data collection, also designed the research instruments, such as observation check list, field notes and speaking test. The lesson plan for the second cycle made based on the result of the first cycle. The lesson plan of the second cycle covered the weaknesses had been found based on the observation check list, field note and the students' writing achievement in the first cycle.

In action stage the writer acted in classroom as a collaborator. In conducting the study, the researcher implemented guessing games during school hours. It was done for about a month. The actions were done in two cycles.

In Observing stage, the writer worked with a collaborator to observe what was happening in teaching learning process. In this classroom action research, the function of observation was to observe the activities when the action was applied by the researcher in the classroom. Based on the observation and the test result, the writer and the collaborator analyzed the strong and weak points in each cycle. The result of the analysis was used in the reflecting stage as the reflection of the teaching learning process in each cycle.

Based on observation result and students' score in reflecting stage, the writer conducted the reflection of the teaching learning process. It was done to evaluate the first cycle in order to improve the teaching learning process in the next cycle. After the three steps: planning, acting and observing were conducted, the writer

and the collaborator will discuss the outcome of the treatment. The result in the observation stage that record the weak and strong point in each cycle, the writer and the teacher collaborator will make a plan the teaching learning process by using cue card for the next cycle. It is expected that the problem would not occur in the next treatment.
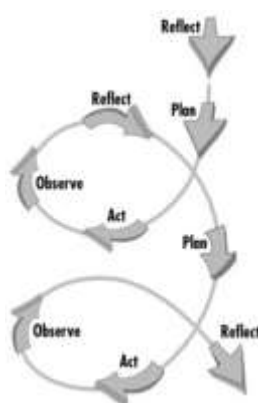

Figure 1
The Steps of Action Research

Action research works if the changing individually equally with culture of groups, institution and society where they come from. For example by applying steps in cycles of action research teacher can analyze the weaknesses of teaching learning process and the students' learning achievement. By having the result of the analysis, teacher can use the appropriate teaching technique and then focus to the weaknesses. The improvement can be happened in each cycle.

The subject of this research is third grade students of SD Islam Terpadu Haruniyah Pontianak Timur in Academic Year 2015/2016. There are 25 students at the third grade of SD Islam Terpadu Haruniyah Pontianak Timur in academic year 2015/2016. Most of students still have problem in speaking. The students tend to be passive during teaching and learning process.

In this research, the writer used observation and measurement technique. The writer will use observation technique to observe of what is happening during teaching and learning process. The measurement technique was applied to measure of students' achievement in describing someone orally.

Johnson (2008:8) states that action research begins with observation. Children consistently have trouble with a particular concept or ability, teachers need information about how certain children learn to better teach them, or they notice a lack of motivation and want to try new instructional methods to see if there is a change. In this research, the researcher will observe the students and teacher performance in the class which can support result of the data. Researcher will use observation check list to lead him. By doing this observation, the researcher hope the finding will help the teacher to solve the problems.

Oral performance test is a kind of test which was conducted by asking the students to perform oral activity. It is used to get the data about students speaking

activities. In this research the writer will ask the students to deliver individual oral test by describing someone. The researcher will use test to test their understanding, the researcher will ask the students to speak in front of teacher/researcher and measure their fluency, coherence, tense and language feature of descriptive by using rubric.

By using this technique, the researcher will know what exactly happen in the class and will know what should do next. The researcher will write teacher's performance, students' performance, class performance, and the real situation in the class.

In quantitative data, the writer refers to the rating scale modeled by Kurikulum 2004 which adapted from Harris, D.P. (2005:84). To compute the class performance, the writer used the formula of mean score. All individual scores were summed and divided by the number of students in the class.

$$M = \frac{\Sigma X}{S}$$

Note:
M   = mean score
ΣX = sum of individual score
S   = number of students

In analyzing the qualitative data the writer used observation check list table, listed in the appendix. The observation check list table is a list of the activities done by the students in teaching learning process.

In analyzing the qualitative data the writer used field note, listed in the appendix. The field note will record the strength and the weaknesses points done by the teacher and students in teaching learning process as the source to the teacher and the teacher collaborator about what they would do on the next cycle.

The researcher recorded the teaching learning process with the purpose to make documentation of students speaking test. By the document the researcher and the collaborator can measure the students speaking test to be more objective and to make sure that the researcher and the collaborator did not miss any valuable information from cycle to cycle.

RESULT AND DISCUSSION
Result
The classroom action research had been conducted by using guessing games to solve the students' problem in delivering oral description. This was conducted in three cycles. The teacher implemented the guessing games in helping the students to have ideas when they have to deliver oral description. Then, the writer asked the students to do the speaking tasks individually at the end of each cycle. After that, the writer computed the individual students' score to obtain the score. Also, both the researcher and collaborator observed the students' behavior during teaching learning process. In addition, the collaborator helped the teacher to make a note about what were happening in the classroom in order to obtain objective data. Then, what was recorded through participant observation was put in field notes. All these steps had been done in order to obtain the research findings. Then,

the researcher elaborated the result of mean score and what was written in the field note in order to achieve the contrast in the research findings.

Discussion

This classroom action research was conducted in three cycles with four main stages – planning, acting, observing, and reflecting. The students kept improving step by step in each cycle until they fullfilled all indicators of success. Learning English was really interesting for the students because the writer used various media to motivate them to learn. The used of guessing games in delivering oral description can make students ready to study. When the students are ready to learn, teacher then helps them and explains the descriptive text.

This is really challenging since the students use the guessing games in giving oral description.This research indicates the significance of using guessing games in teaching oral description for the third grade of SD Islam Terpadu Haruniyah Pontianak Timur in academic year 2015/2016. Based on the research findings, the influence process of teaching learning by using guessing games for oral description have a positive effect to the students' achievement. Therefore, the writer argues the teaching of oral description by using guessing games can improve the students' idea, create the students' interest, help them to minimize the verbalism and make the students more active.

The researcher elaborated the result of mean score and what was written in the field note in order to achieve the contrast in the research findings. The writer began the planning stage by proposing the research outline to team. The writer got a lot of input after the seminar concerning the title, the theory, research methodology , syllabus (Kurikulum Tingkat Satuan Pendidikan), lesson plan and teaching media. The first thing the writer did is revising the research design. The writer did the literature review by reading some more books in order to obtain the right and clear concept of what creative writing is. After that, the writer checked the syllabus and revised the lesson plan based on what is implied in the standard and basic competence. The writer changed the teaching method, and the scoring table.

After doing planning stage, the teacher began the teaching learning process by greeting and reviewing the previous material. Most of the students responded to teacher's greetings. The teacher started the lesson by explaining the guessing games. Then the teacher gave an example of guessing games. The teacher asks the students to come in front of the class, than the teacher tries to describe the students' skin, hair, nose, ect. They also got involved in discussing kinds of questions words activity. They were able to mention some examples of questions words. Then, the teacher made some additional explanations about how to describe someone.

After that, the teacher distributed a topic of describing someone that should be discuss by the students. The students in group made guessing games about describing someone.

The teacher ended the class by concluding the material and asking the students' difficulty during today's teaching learning process (reflecting). The students looked free to share their feelings, their hopes and their problems during the writing process. This would help the teacher to decide what action will be treated in the next cycle.

After collecting the students' discussion task, the writer asked the students to deliver an oral description of someone based on the guessing games they had made. The result of the first meeting in the first cycle was not really good and it did not achieve the indicator of success point. The score given is based on the criteria on the scoring rubric. It means that the teacher should give the second cycle to the students. The writer also used observation checklist table to analyze why most of the students' achievement was poor. The writer identified that most of the students did not active and enthusiastic in teaching learning process, therefore the writer should motivate the students to be more active in teaching learning process. When conducting the research the writer made the field note of the first cycle.

In the next stage is observing, the teacher developed the action by trying out some new ideas or techniques to solve the original problems found during the acting stage. The teacher obtained a lot of input from the collaborator to keep developing actions which were considered to be positive and contributive in the acting stage. This covers the following aspects (1) Giving more explanation about guessing games (2) Giving more examples on how to deliver oral description by using guessing games (3) Teachers as problem solver and good monitoring for the students shouldbe done always in teaching learning process, especially in teaching speaking by using guessing games.

The last stage is reflecting, the teacher began this stage by sharing and communicating the result of the previous stages (planning, acting, developing) with collaborator. They reflected on the entire process of the first cycle including lesson plan, teaching materials, teaching media, teacher and students' performance in the classroom, data collection and data analysis. They critically explored what had been done, the reasons to do it, and what its effects had been until they were able to identify its strengths and weaknessess. These helped the teacher to decide what action would be treated next cycle.

Reflecting at the end of the class would help the teacher knows the students' difficulty during today's teaching learning as well as provide the best solution for the sake of improvement.In addition, after having further discussion with collaborator, the teacher and collaborator got some new ideas to do for the next cycle. Here were the ideas; (a)In pre-activity, the teacher should see surroundings and ask the students   to prepare things they needed beside greets the students. (b)When discussing the answer of questions, the teacher needed to write some examples of so the students can clearly understand the topic is being discussed. Then, the teacher might ask some students to write their sentences on the white board. Therefore, everyone was able see them. (c)Teacher should give a chance to

students to edit and revise their writings for the final drafts. Thus, they would learn from mistakes they made and be responsible toward their own progress.

At the first cycle, most of the students have problems in using the guessing games to deliver oral description. They still faced some difficulties in using it. It means that teacher needed to give more explanation about guessing games and how to use it to deliver oral description. Most of the students also did not understand about a descriptive text, so the more explanation about descriptive text was also needed. Based on the observation check list and the reflecting stage, the collaborator recorded that, most of the students still confused how to make a guessing games. And in group discussion, some students did not involve in the discussion, they only be the passive learners. So based on the weaknesses points in the 1st cycle, the teacher decided to give more explanation about descriptive text, how to make guessing games and how to use it when delivering oral description. In group discussion teacher should be more active to control the discussion process.

Based on the record on the 1st cycle, on the 2nd cycle the teacher started the teaching learning process by giving motivation in warming up activity, the teacher also revise the learning teaching process to get better achievement and to catch the students' attention. Then the writer gave example of descriptive text, then discussed with students about the points in the descriptive text. After that the teacher explained the guessing games by giving another example of guessing games and taught how to deliver oral description by using the guessing games. In the next activity, the teacher asked the students to study in group and to make guessing games based on the topic given. The teacher personally gave special attention to the students and helped them if they had problems in group discussion. Finally the students must deliver their guessing games to deliver oral description. And the last cycle was the third cycle that prove there was significant students' improvement on delivering oral description.

CONCLUSION AND SUGGESTION
Conclusion

Based on the record of the field note at the 2nd cycle, the students could understand how to do guessing games and how to deliver oral description well. Based on the field note, the observer recorded that in teaching, teacher should also give more attention to some students who still got problems in making the guessing games. Teacher did not only explain the lesson, but also personally got closer to them. Therefore teacher could understand what their real problems in teaching learning process. Based on the result of the vocabulary score in each cycle, the action hypothesis of this research was accepted. The Action hypothesis of this research stated that guessing games improves the students' achievement in delivering oral description. Guessing games was very useful because it could help the students to solve their problems concerning developing ideas in speaking.

Suggestion

Teaching speaking by using interesting teaching media makes students more active in teaching learning process. It enables them to increase their achievement in speaking. Teaching speaking by using interesting teaching media can motivate the students to use the language actively in the classroom. This happens as a result of purposeful teaching learning process where the students know what to do and the teacher is able to be success in teaching learning process. So, it is suggested that the teacher should use the time effectively for the advantages of teaching and learning process. The teacher as a facilitator should encourage the students to be active to participate in teaching learning activity.

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