

THE EFFECT OF GUESSING GAMES ON THE EIGHT YEAR STUDENTS' VOCABULARY ACHIEVEMENT AT SMPN 03 BALUNG JEMBER IN THE 2012/2013 ACADEMIC YEAR

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Abstract. *This article is intended to describe the research result on the use of guessing games on the eight year students' vocabulary achievement. The research problem was the students' difficulties in mastering the vocabularies of the target language. To solve this problem, guessing games in the form of crossword puzzle and riddle was used to know whether or not there is a significant effect of using guessing games on the eight year students' vocabulary achievement. The research design was experimental research with posttest only control group design. The primary data were collected by vocabulary posttest. The result of the research showed that the use of guessing games effected the students' vocabulary achievement.*

Key Words : *teaching vocabulary, guessing games, vocabulary achievement*

INTRODUCTION

English as an international language plays an important role in the world. It is used by most people in the world for international communication. In Indonesia English is learnt as a foreign language. In learning English, the students learn four skills namely reading, writing, speaking, and listening, and they also learn language components such as grammar and vocabulary. Since English is regarded as a foreign language for Indonesian people, the study of English has continued. The government puts English as one of the compulsory subjects that ought to be learned from elementary school to university.

One aspect of English that plays a very important role is vocabulary. It is one of the important components in English teaching learning process. In learning English, students should be able to understand words being used because by understanding the vocabulary of the target language, it will be easier for them to get the idea of what they have learnt. In fact, it is often found that the students learn English as a foreign language still face a lot of difficulties in mastering the language due to the lack of vocabulary. The students often feel it difficult to memorize a number of vocabularies that must be mastered by them. Supporting this idea, Fardhani (1994:1) says that vocabulary is an

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important area of language because words are tools of thought. A good store of vocabulary is essential to succeed in language learning, without it no one can understand or use the language or the target language. It means that vocabulary is the key of the four language skills.

This research focuses only on Guessing games (The games are in the form of crossword puzzle and riddle) and vocabulary achievement. In this research, the treatment was teaching vocabulary by using guessing games (The games are in the form of crossword puzzle and riddle) while the control group was taught by using Lecturing technique and giving the exercises.

Knowing the importance of vocabulary, English teacher must be aware of the significance in applying an appropriate teaching technique. One of the techniques in teaching vocabulary is through games. It is noted by Adenan (1992:9), the teacher should pay attention to the vocabulary teaching techniques. For instance, when practicing games in teaching vocabulary. Many advantages have been proven from the English teaching technique through games to help the learners obtain vocabulary. For example, the students will find different situation in the class, so it will break down the monotonous situation.

Playing game in teaching vocabulary is very important because teaching through game can create a fun situation and of course can increase students' motivation. Game not only helps the students to encourage them in learning but also can help the teacher to create useful and meaningful context (Cameron, 2001) (in Seda, 2010).

According to Wright et al. (1996:1) games help and encourage many learners to sustain their interest and work. It means that games can make the students enjoy the English class activities especially in overcoming the problems of learning vocabulary, because they learn in situation where they are given stimulus to practice the vocabulary of the target language. In addition Huyen and Nga (2003) said that games are seen as a time-filling activity in most English classrooms. They believed that games are just for fun and they have effect in teaching and learning. The students' interest and motivation can be improved under teaching vocabulary with game. They will be enthusiastic in memorizing new words.

RESEARCH METHODS

The design that was used in this research was quasi experimental research design. That design was chosen because the researcher wanted to investigate whether or not there was a significant effect of using guessing games on the eighth year students' vocabulary achievement at SMPN 03 Balung in the 2012-2013 academic years. Posttest – Only Control Group Design was applied in this research.

The research population was the eight year students; VIII A, B, C, D, E, F, and G, Cluster random sampling was used to decide the research subject that the respondent had been divided in a group of classes. Therefore, two classes were taken as the research subjects from those three classes to choose the class that become experimental group and control group. To determine them, Homogeneity test was used to know the homogeneity of the population. The scores of the test were analyzed by using ANOVA (Analysis of Variance) Formula. After determining which they become experimental group and control group, giving the treatment to both groups; the treatment was teaching Vocabulary by using Guessing games (The games are in the form of crossword puzzle and riddle) was given to the experimental group, while lecturing method which was regular technique was given to the control group. After that, administering try out to check whether the teacher made test met the qualification reliable, sufficient time allocation, and difficulty index of the test items. Try out was applied in class which belonged to neither the experimental group nor the control group. Tense test was given to both groups to find out the difference of guessing games on vocabulary achievement and comparing the result of both groups by using t-test formula. Then, draw conclusions from the analysis to answer the research question. The design of the research is presented in the following pattern.

K1	X	T1
K2	O	T1

Notes:

K1 : Experimental Class

K2 : Control Class

X : Treatment

O : Lecturing Method (without guessing games)

T1 : Post-Test.

(Setiyadi, 2006:142)

The Principles of Using Games for Language Teaching

In order to optimize the use of games in teaching and learning process, a teacher must consider what kind of game that will be used and teacher must select the games which are appropriate. Tyson (2000) as quoted in Mei and Yu-jing (2000) state that games are should be: 1) more than just fun, 2) involve friendly competition, 3) keep all of the students involved and interested, 4) encourage the students to focus on the materials given by the teacher, 5) give students a chance to learn, practice, or review specific language material.

Moreover, Ersoz (2000) gives some advice to choose game in teaching and learning language:

- a. Games should be regarded as supplementary activities. The whole syllabus should not be based on games only-even for young learners.
- b. When choosing a game, the teacher should be careful to find appropriate one for the class in the term of language and type of participation.
- c. Once the game has begun, the teacher should not interrupt to correct mistakes in language use.
- d. The teacher should not compel an individual to participate. Some learners may not want to participate due to personal reasons. Forcing students to participate usually does not have successful results.
- e. A game which looks wonderful on the paper may not work in the actual classroom setting. If it is tiring or boring, it should be stopped.
- f. Give clear instruction. Unless the learners know what he is expected to do and how to do it, the aim cannot be achieved, and the game cannot be played.

Based on the explanation above, it can be concluded that the teacher should choose the appropriate game for teaching and learning English, particularly the vocabulary. The game must be more than just fun and it is not tiring and discouraging. Besides that, the teacher must give the instruction and explain to the students how to play the game. Make sure that all the students will be willing to participate in the game without being forced.

Karim and Hasbullah (1986:2.51-2.52) propose the procedures of giving the crossword puzzles in the class as follows:

1. Prepare the crossword puzzle based on the topic that will be discussed. The teachers can take it from the books, internet or other sources or they can create it by themselves
2. Explain how the students should fill in or complete the crossword puzzles
3. Check if all words in the clues are understood by the students by asking them
4. Give limited time for the students to finish the crossword puzzles
5. Discuss the answers together, so the students will know whether or not their answers are correct

Some guidelines are needed in presenting the games to the students, especially for vocabulary learning. The guidelines are used in order to make the lesson run easily and smoothly. In this case, Karim and Hasbullah (1986:2.35-2.36) offer the following suggestions for teaching vocabulary by using the riddles:

1. Select the vocabulary that is used in the riddle, especially in the description of riddles. The teacher should select the familiar words to the students. If the teacher uses a new word, the teacher should explain and give the meaning to help the students understand the description.
2. Group the vocabulary to help the students' concentration of the riddles. In addition, the teacher should give an appropriate time to each group of the vocabulary.
3. Read the description to the whole class and ask the students to listen. The description should be repeated until the students understand about the description of the riddles well. For the description, the teacher can make variation such as using pictures, gestures of mimes that can make students interested in the riddle
4. Ask the students to guess the riddles by reading the clue.
5. Ask the students to write the answers on the blackboard/whiteboard.
6. As the variation, at the end of applying the riddles, the teacher asks the students to make sentences by applying the answer of the riddles.

From those suggestions, the researcher adapts some steps in order to make students more interested in riddles. So, the procedures applied in this research are formulated as follows:

1. Dividing the class into eight group consist of 4 students.
2. Giving the first clue and letting the students guess the riddles.
3. Giving the maximum score to the group that can answer the first clue.

4. Continuing to the next clue if there is no group that can answer the clue.
5. Giving the score to the group that can answer/guess the clue.
6. Giving the highest score to the winner.

RESEARCH FINDING AND DISCUSSIONS

The homogeneity test was administered to know whether the research subjects were homogeneous or heterogeneous. According to the analysis of ANOVA formula, the F-value (F_o) was 1.34, while the f-table (F_t) in the 5% of significance level was 70.5. Thus, the f-value was higher than that of f-table ($F_o > F_t$ / $1.34 > 70.5$). It means that the ability of the eight year students was homogenous and there was no a significant mean difference among the whole fourth grade students' ability. Therefore, the samples (the two classes) were taken randomly from any classes of the population by using lottery. Based on the lottery, two classes were chosen, VIII E as the experimental group and VIII G as the control group.

Before conducting the vocabulary test, the try out was conducted on June 20th, 2012 VIII B class. This class was chosen since Based on the result of homogeneity it was found that the class which had the closest mean score from the research respondents was Class VIII- B which consisted of 35 students. Split half Odd-Even technique was applied to calculate the reliability coefficient. The reliability coefficient was analyzed from the scores of the try out. From the result of try out scores, the reliability coefficient of a half test was found 0.57. Then, the reliability of the whole test items was calculated by using Spearman Brown formula. From the calculation of Spearman Brown formula, the reliability coefficient of the whole test was 0.73. It means that the reliability coefficient of the test was considered reliable. As stated by Sudijono (1998:209) that the reliability coefficient standard of a teacher made test which is more than 0, 70, it is categorized reliable. It means that the test items were not necessarily to be revised so that the test could be administered to both groups.

The results showed that the statistical value of t-test was 2.68. Then t-table at significance level 5% with df (75) was 2.00. Degree of freedom 60 was used because it was the nearest range of 69. It means that the statistical value of t-test was higher than that of t-table ($2.68 > 2.00$). The null hypothesis (H_0): "There is not any significant effect of teaching vocabulary by using guessing games on the eighth year students'

vocabulary achievement at SMPN 03 Balung”, was rejected. On the contrary, the alternative hypothesis (H₁): “there is a significant effect of teaching vocabulary by using guessing games on the eighth year students’ vocabulary achievement at SMPN 03 Balung”, was accepted. It means there was a significant effect of using guessing games in teaching vocabulary on the eighth year students’ vocabulary achievement.

From the result of the research that is previously stated, it was proved that the students of the experimental group who were taught Vocabulary by using guessing games (crossword puzzles and riddles) got better result than the control group that was taught vocabulary by using lecturing method

Numerous scholars (Chan & Lin, 2000; Jiang, 2008; Kuo, 2008; Robinson, 1960; Zheng, 2008) as quoted in Wang (2011) have pointed out that games are useful for children involved in the learning of English since games can strengthen students’ motivation and self-confidence. According to Skinner’s theory, playing can be presented as a kind of prize after learning which allows teachers to motivate learners to step forward.

Deesri (2002) as quoted in Wang (2011) also advocated that games offer a chance for real communication, while also decreasing the stress-levels experienced by students. Using games, according to the same study, also maintains high levels of attentiveness as any basic understanding of human nature might suggest probable.

Another previous experimental research on using guessing games that cover crossword puzzle and riddle is: The experimental research developed by Rini (2006). The result of the research showed that the experimental class got better scores in vocabulary achievement than the control class. The students did not feel under pressure that they could know all the meaning of the vocabulary and used the dictionary all the time. They can predict the meaning of vocabulary used because the description of the riddles used familiar words, so the students could comprehend all the vocabulary used. In other words, it increased the students’ interest and motivation in learning vocabulary. As we know, both riddle and crossword puzzle have the same principle in applying those games.

Furthermore, there are some important terms and information that need to be clearly explained in this research. *First*, the terms of Guessing Games. Adenan (1992:9) says that games are self-motivating because they offer a challenge and appeal that can

commonly be met successfully. According to Wright et al. (1996:1) games help and encourage many learners to sustain their interest and work. Nga (2003) added that games are seen as a time-filling activity in most English classrooms

Second, the Vocabulary achievement that was investigated in this research was nouns, verbs, adjectives, and adverbs. *Third*, try out was administered in the class which did not belong to the respondents. This class was chosen since Based on the result of homogeneity it was found that the class which had the closest mean score from the research respondents was Class VIII-B which consisted of 35 students. Split half Odd-Even technique was applied to calculate the reliability coefficient. The reliability coefficient was analyzed from the scores of the try out. From the result of try out scores, the reliability coefficient of a half test was found 0.57. Then, the reliability of the whole test items was calculated by using Spearman Brown formula. From the calculation of Spearman Brown formula, the reliability coefficient of the whole test was 0.73. It means that the reliability coefficient of the test was considered reliable. As stated by Sudijono (1998:209) that the reliability coefficient standard of a teacher made test which is more than 0,70, it is categorized reliable. It means that the test items were not necessarily to be revised so that the test could be administered to both groups. *Fourth*, the result of homogeneity test; The homogeneity test was administered to know whether the research subjects were homogeneous or heterogeneous According to the analysis of ANOVA formula, the F-value (F_o) was 1.34, while the f-table (F_t) in the 5% of significance level was 70.5 Thus, the f-value was higher than that of f-table ($F_o > F_t / 0.27 > 65.1$) It means that the ability of the eighth year students was homogenous and there was no a significant mean difference among the whole fourth grade students' ability. Therefore, the samples (the two classes) were taken randomly from any classes of the population by using lottery. Based on the lottery, two classes were chosen, VIII E as the experimental group and VIII G as the control group.

From the ideas above, it could be concluded that the use of guessing games in teaching vocabulary was effective and bring a good effect on vocabulary achievement of the students and the result of this research supported the experts' ideas.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the data analysis and the hypothesis verification that has been discussed and interpreted, it could be concluded that there was a significant effect of Guessing Games on the students' vocabulary achievement at SMPN 3Balung in the 2012/2013 academic year. It means that using Guessing Games in teaching Vocabulary had significantly affected and bring positive effect on the Students vocabulary achievement of the eighth year students at SMPN 03 Balung

Considering the result of the research, the researcher proposed some suggestions. 1) It was recommended the teacher using Guessing Games in the English teaching to develop the quality of the English teacher in teaching the Vocabulary 2) The students are suggested to pay attention and focus when the teacher present the material. The students are also suggested to practice their vocabulary by using guessing games to understand the meaning of the word or phrase easier and to understand the message of the text. 3) In order to get wider generalization of the result of study, the use of Guessing Games in English teaching and learning process should be conducted in other classes or other schools. Beside, the results of this research is expected to be a reference to conduct further research dealing with the use of Guessing Games with different skills such as a classroom action research to improve the students' vocabulary achievement.

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