The Use of Circle Games to improve the Mastery of English Vocabulary of the Indonesian Maritime Academy Students

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ABSTRACT

The research's aim was to find out if the use of circle games substantially enhances the vocabulary competence of the learners and to find out whether or not the learners are interested in using circle games. The study used a quasi-experimental technique. The study population was AMI AIPI Makassar's first year students in the academic year 2018/2019. The sample consisted of 50 students in Technical Class A and B. The research used cluster random sampling. In AMI AIPI Makassar, the investigator took two classes of the first year Technical Class students. The classes were split into the experimental class and class control. The results showed an important distinction between the score of the learners taught using circle games and without Circle Games. It was demonstrated by the experimental class ' mean score, which in the posttest was greater than the control class. The test outcome showed that the use of Circle Games substantially increased the mastery of the students. Analysis using the Likert Scale showed that learners wanted to learn English through Circle Games.

Keywords*: Circle games; teaching vocabulary; Fun Learning*

INTRODUCTION

The growing need is triggered by the evolving age that requires the worldwide community to improve the quality of its human resources to compete in other nations. Communication's role becomes a part of responding to this situation which can not be separated from this condition. As English becomes a compelling language in the future, it becomes one of the global languages and the most global community uses English as a means of communication with another. Indonesian education system, English has become one of the most famous scholarly and professional instruments in its position as a global language. English is certainly acknowledged as the most important language to be learned by the increasingly mobile international community.

To master the English language, the students should have sufficient vocabularies. There are some sources than can be used in learning vocabulary such as book, video, and film. Students, however, can acknowledge a term in written or spoken form and believe they already "understand the word." In fact, in different circumstances, they might not be able to use or pronounce that word correctly (Huyen & Nga, 2003). The educators are therefore needed to provide a suitable technique for

teaching vocabulary.

The aim of teaching vocabulary is to assist the learners understand the significance of words, signals and symbols. To achieve the objective of learning vocabulary, learners need to be taught words and significance in many respects, as well as words themselves. It shows that learning vocabulary teaches learners not only to memorize the words, but also to evaluate and involve the words in written phrases. For educators, building vocabulary is a difficult job. There are several principles for the professor in teaching vocabulary as account.

There are certain principles in vocabulary learning. First, it focuses in the most suitable manner on the vocabulary. The first concept looked at the teaching and learning terms. The professor should bear in mind how she or he teaches the learners vocabulary.

Second, it is paying attention to the phrases of high frequency across a course's four stands. In all four stands of a course, high-frequency vocabulary requires to happen. It should receive serious attention through learning and research and be met and used by listening, talking, reading and writing to communicate messages.

Third, it promotes students to think about learning and take responsibility for it. It implies that in teaching by itself, the learner selects the route or the approach. She's got to understand what her teaching goal is. Nunan (2003) states "There is an important principle that lies behind choosing and learning, and that is that learners need to realize that they must be responsible for their learning".

Based on the researchers experience and observation, the educators and the students there plan to learn vocabulary by questioning and memorizing the meaning of vocabulary. They learn fresh vocabulary by asking the teacher about the meaning so they can quickly discover and easily forget the meaning of the word.. Vocabulary has traditionally not been a specific topic for learners to learn, but has been instructed in speech, listening, reading, and writing classes. Students use their own vocabulary during the class and are introduced to new words that teachers and colleagues apply to operations in the classroom. They are then asked to look for the meaning in dictionary (Huyen & Nga, 2003). Therefore, educators should provide excellent strategies for vocabulary teaching. Vocabulary teaching strategies are procedures, methods or linguistic

learning practices that help learners uncover the significance of new phrases or words and maintain them in their long-term memory (Cameron, 2001; Intraprasert & Suthutvoravut, 2017).

AMI AIPI Makassar was noted by the scientists and discovered that the approach used by the English teacher was the technique of speech. By reviewing homework, the teacher began the class and requested the learners to open their manual and straight did the workout. When the learners did the workout, the teacher clarified the language focus. According to the learners and graduates interviewed by the scientists, it was a tedious approach.

In English learning, English vocabulary is often considered to be the most boring subject (Yue, 2017). The boring strategy becomes a problem in teching vocabulary. However, this problem can be resolved by applying an interesting strategy in teaching English, especially in teacing vocabulary. One of the interesting strategies is teching vocabulary trough game. Huyen and Nga (2003) reveal "Games add to vocabulary learning if students have the chance in a pleasant environment to learn, practice and review English".

A game is a organized type of play that is generally used for pleasure and sometimes used as an instructional device. It offers a competitive player by challenging him or her to reach a goal. The game aim (e.g., pleasure, data, teaching, etc.) makes it easier to identify the game's objectives, regulations, and context (Hays, 2005). "A game is an activity with rules, a goal and an element of fun. There are two kinds of games: Competitive games, in which players or teams race to be the first to reach the goal, and co-operative games, in which players or teams work together towards a common goal. The emphasis in the games is on successful communication rather than on correctness of language" (Toth, 1995).

Teaching should not always be based on one or two techniques and can be different where teachers are requested to be innovative so that the class is not passive and learners are encouraged to be more enthusiastic in learning. In addition, the expected outputs from the teaching and learning method will be well transmitted to the students. Since it is mentioned that playing is one of the options for teaching English, everyone thinks that learning technique through a game will be enjoyable.

There are some procedures in appliying

circle games. First, the teachers give a piece of paper to each student and a couple of colored pencils. Tell them that you will perform some music and you will want them to draw something in their heads. Second, all learners should draw as music plays. Stop the music after 20 or 30 seconds. Third, the students stop drawing and pass their picture in the circle to the person on their left. Fourth, the students play the music again and keep drawing the person next to them. Fifith, the students stop the music again, take pictures and this goes on until the end of the song. Sixth, once the researcher is finished, a picture will be given to each student by several students. Seventh, the tecehrs ask the students to notice the picture and its name and remember it.

Circle Game is an activity that allows teachers and students to enjoy the teaching and learning process. It is also such an amazing way to motivate all students in the class to work together and bring about a frequently-welcome change in working pattern. Mostly they are applied to young learners, but they will be played by teenagers and the right type of adult class: one that does not take itself too seriously.

Some past scientists have carried out studies in connection with this study. Chanseawrassamee (2012) argues that games for the entertainment and benefit of the learners are extremely valued. Teachers can use games to assist their learners exercise their communication skills more. By using class action research, he collected the information. He ran four cycles, and he implemented various qualifying games and observations each cycle. His results concentrated on the expectations of learners, the progress of learners, and the unforeseen issue. Those are the main point that is not taken into consideration in Indonesian studies. Based on his studies, he discovered that even though it could not involve all learners, games can motivate learners.

In their studies, Huyen and Nga (2003) Learning vocabulary through games is found to be one of the most effective and exciting ways to be introduced in any classroom. They observed the classes of some experienced teachers, reviewed the lesson plans for games for other teachers, and also interviewed some teachers and students. He also used to get the information from the questionnaire. He concentrated on three subsections in their results, a) expectations and attitudes of learners, b) progress of learners, and c) unintended issues. The findings of this study indicate that games

are being used not only for pure pleasure, but also more importantly for helpful exercise and review of language lessons, leading to the objective of enhancing communication skills for learners.

Derakhshan and Khatir (2015) have evaluated the effects of using games on improving vocabulary learning. It is discovered that games can help educators create environments where the language is interesting and meaningful.

The previous studies described above used the elementary school students (young learners) as their study topic, and it was general. However, in this study, the researchers interested to apply the circle games for the maritime academy and conduct the research with the maritime academy students (adult learners) as subject and apply Circle Games with the researcher's own way. The research's goals is to find out whether using Circle Games efficiently enhances the vocabulary mastery of the learners and to find out whether the learners are interested in using Circle Games or not.

METHOD

This research applied the quasi-experimental method. The researchers used the non-equivalent control class design. The researcher decided to take one group as a control class and one group as experimental class. The experimental class was handled using Circle Games while without Circle Games the control class was instructed.

RESULTS AND DISCUSSION

This part is about mastery and interest in students ' vocabulary. Students ' vocabulary mastery assessment deals with the proportion of mean score, standard deviation, pretest t-test score and post-test score in experimental and control class. Students ' interest analysis is the proportion and implies students ' interest score.

The Students' Vocabulary Mastery. *The percentage of students' mastery of pretest*

The finding demonstrates that the students' vocabulary mastery from the experimental class to posttest rises, five students (20 %) are in the excellent category, eight students (32%) are in the very good category, and twelve students (48%) are in a good category. Meanwhile, one student (4%) is in the very good category in the control class, eight

students (32%) are in the good category, while 16 students (64%) are in the fair category.

Mean score and standard deviation of students ' experimental and control class pretest. The students using circle games gained the result of students' pretest score, and it can be seen in a table as follows.

Table 1. The mean score and standard deviation of students in pretest

	Mean score	**Standard Deviation**
Experimental	29.92	11.93
Control	36.32	9.763

Table 1 above demonstrates that in the experimental class average score of pretest is 29.92, classified as a fair category. The mean score of the experimental class can be concluded to be nearly the same as the control class. It implies there is no important distinction in both experimental and control courses prior to treatment between the mastery of the learners. *The mean score and standard deviation of the experimental and control class posttest of students*

Table 1 indicates the mean score and standard deviation displaying the distinction between the experimental and control class score in posttest. It demonstrates that after therapy, the mean rating of both groups is distinct. The experimental class ' mean score is 69.72, which is classified as good, and the control class is 42.8, which is classified as fair (69.72>42.8). In addition, standard deviation in the experimental class is 13.804 and the control class is 11.489.

Test of significant (t-test). The hypothesis was tested using inferential assessment. For independent sample testing, the researcher used t-test (meaning test). After being taught by circle games, it is a test to understand the important distinction between the outcome of the mean results of learners in control class posttest and experimental class.

The comparison of the enhancement of the mastery of experimental and control class of learners can be demonstrated in relation to obtained information through the pretest and posttest by evaluating the posttest outcome. It can be concluded that five learners (20%) are in the good category after treatment using circle games, eight students (32%) are in the very good category, and twelve learners (48%) are in a fair category. While one student (4%) is in the very good category in the control class, eight students (32%) are in the excellent category and 16 students (64%) are in the fair category.

The posttest outcome shows that the use of circle games provides important advancement towards the mastery of learners. Five students (20 percent) are in a good category, 17 students (68 percent) are in the fair category and three students (12 percent) are in the low category compared to the students ' pretest for experimental and control school. It demonstrates that at the same stage are the two classes.

Discussion

Based on the study results in the earlier sections, the investigator may point out that most learners had poor classification in mastering vocabulary before providing the treatment (pretest). The problems encountered by the learners in remembering the significance and spelling in particular.

Furthermore, it was conducted in the Circle Games for four meetings in different topics from the observation of the researcher during the treatments. Students were able to enhance their ability to master vocabulary, the Circle Games that provided an enjoyable atmosphere while learning new vocabulary in Circle Games by drawing a picture and listening to music as an additional assistance. The posttest outcome shows that the use of Circle Games provides important progress towards the mastery of learners compared to the experimental and control class pretest of the learners.

The results of the research show that there is a progress after applying circle game in Indonesian Maritim Class. This progress is due to the role of the circle game. Some previous researchers have conducted study about the use of games in enhancing students' vocabulary mastery (Kalaycıoğlu, 2011; Mehregan, 2014; Safitri & Rionaldi, 2018; Taheri, 2014).

Moreover, Silsüpür (2017) strived to examine the role of using word games in L2 vocabulary achievement. He discovered the learners preferred to learn through vocabulary games instead of the traditional technique. Furthermore, during the learning phase, games decrease adverse emotions. Therefore, teachers should seriously consider the function of games and understand their educational significance.

Students can have fun learning vocabulary. Masri and Najar (2014) said that games should be an important component of a class as it is pleasant to both learners and educators. Teaching English using game should therefore be regarded as it can be an efficient way to enhance the vocabulary mastery of learners.

Based on the pre-test conducted by the researchers, the students' vocabulary mastery is still poor. By noticing the students ' pre-test results, the investigator presumed that the students ' previous knowledge seemed to be lacking because the learners had no understanding of the test or were not offered the treatment by using circle games.

Slameto (2010) states "factors that influence the teaching and learning process can be divided into two parts, namely: internal factor and external factor. External factors consist of school factor, teaching procedure, school physical condition, curriculum, school discipline, teaching media, schedule, and peer group while internal factors are motivation, physical condition, students' interest, student intelligence, attitude, language aptitude, and concentration. Another factor that can influence students' achievement in pretest that is teaching media and students' attitude".

In addition, this study is different with the previous studies because it employed adult students' as the subject. The subjects are the maritime academy students. It is unique as well. The circle game can enhance their interest in learning English vocabulary. It was contrary with the research done by Mehregan (2014) in which he found that game is only for children class. This finding is supported by Ma et al. (2012) in which they found that children are more committed to learning through games. Furthermore, Whitton (2010) said "games can engender adult engagement". However, Games can be useful for adults if there is a way for adult learners to perceive games, the ways they engage in games and the perceived appropriateness of learning games.

In this study, there researchers applied Circle Game and used it in the approprieate way so that it can improve vocabulary mastery for adult students.

CONCLUSIONS AND SUGGEST

Based on the findings and discussions, the researchers conclude that the use of circle games efficiently improves the vocabulary of first-year AMI AIPI Makassar students in academic 2018/2019, namely active and passive vocabulary. In addition, AMI AIPI Makassar's first year students are interested in studying English through Circle Games.

In addition, there are some implications of this study. For students, teaching vocabulary using Circle Games can provide learners with experience in learning vocabulary, impact their interest in studying English, and are also anticipated to improve their mastery of English vocabulary as a consequence of their research. It can offer them a description of how to teach the teacher and motivate the learners to know about learning English vocabulary. They basically cannot just be stuck in some specific learning strategies. Using the Circle Games can be a nice answer or variation in the learning of vocabulary. It becomes the source of data for the next authors who want to explore the vocabulary of teaching.

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