THE IMPLEMENTATION OF GUESSING GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY AT SMPN 10 BANDAR LAMPUNG

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Abstrak. Penelitian ini bertujuan untuk meneliti apakah ada perbedaan yang signifikan secara statistik pada penguasaan kosakata siswa setelah mereka diajarkan melalui *guessing game*. Penelitian ini adalah penelitian kuantitatif. Subjek penelitian ini sebanyak 30 siswa dari kelas 7 pada SMPN 10 Bandar Lampung. Tes kosakata digunakan sebagai alat pengumpulan data. Data ini di analisis menggunakan Repeated Measures t-test dengan tingkat signifikan p<0.05. Hasil penelitian menunjukkan bahwa secara statistik ada perbedaan yang signifikan pada penguasaan kosakata siswa setelah penerapan *guessing game*. Dapat disimpulkan bahwa *guessing game* memfasilitasi siswa untuk meningkatkan penguasaan kosa kata mereka.

Abstact. The aim of this research was to find out whether there was a statistically significant difference of the students' vocabulary mastery after they were taught through guessing game. This research was a quantitative research. The subjects of this research were 30 students at the seventh grade of SMPN 10 Bandar Lampung. A vocabulary test was used as the research instrument. The data were analyzed by using Repeated Measures t-test with the significant level of p<0.05. The result showed that there was a statistically significant difference of the students' vocabulary mastery after the implementation of guessing game. This suggests that guessing game facilitates the students to improve their vocabulary mastery.

Keywords: *vocabulary, vocabulary mastery, guessing game*

INTRODUCTION

Vocabulary is one of linguistic features which affects the communicate competence. Teaching vocabulary is necessary for students to be able to communicate by using language that they learnt. The students have to master vocabulary before mastering English. The students who have a sufficient vocabulary will be able to communicate or express themselves clearly and effectively. According to Wallace (1989), vocabulary is the vital aspect of language. It means that when the students want to construct a sentence to express their idea, they will get difficulties to express or understand a language without an adequate vocabulary.

Vocabulary is very essential for success to comprehend the language well, speak better, or composed a good writing; it is expected that students have to increase their vocabulary by around 1000 words a year (Nation, P. 1990). Similarity, based on the Competency Based Curriculum, the students are required to increase their vocabulary 1000-1500 words every year so that in three years students have mastered their vocabulary around 4000 words (Clark & Fairburn. 1997). In Junior High School (SMP), the updated 1975 Curriculum states that the students are expected to learn 1500 words, while the 1984 Curriculum for Senior High School (SMA) sets a figure of 4000 words, which includes the 1500 learned in SMP.

In reality, most of EFL students often get difficulties in learning English because they have low vocabulary. There are many problems faced by students dealing with vocabulary. The problems are it is difficult for students to understand the meaning of unfamiliar words, they are lazy to memorize the unfamiliar words that they hear or read in the text and they are unmotivated to learn. Based on those reasons, the researcher assumes that the students who learn English as a foreign language find it not easy to learn vocabulary.

From the problems above, the researcher assumes that an English teacher did not use appropriate techniques in teaching vocabulary. To overcome those problems in teaching vocabulary, the teacher should select the appropriate techniques. So, the techniques can make students interested in the course, ease students to understand the materials taught by the teacher and improve students' vocabulary mastery. There are many techniques that can be used in teaching vocabulary, such as through flashcard, game, translation, picture, text, song and etc.

Therefore, game was selected in this research because game is one of the creative activities which can make students enjoy during teaching and learning process. There are many kinds of game to teach vocabulary to students. One of them is through guessing game. According to Dunlap (2013), "Guessing game is a game in which the object is to guess some kind of information, such as word, a phrase, a title, or the location of an object. Guessing game is a game that makes students try to guess the words.

The researcher includes the related studies on guessing game in which have a close relationship with this research. A previous research was done by Siswahyudi (2016), he conducted a research at the first grade of TPHP SMKN 1 Prajekan. The result showed that there was the students' difference before and after using guessing game technique. Before using guessing game, the students had a little vocabulary mastery and less motivation to study English. Then, after the teacher implemented the guessing game technique, the students showed that their vocabularies were increased.

Another previous study was done by Purnata (2013), he conducted a research at the seventh grade students of SMP N 4 Pupuan. The result of the study showed that guessing game could improve the students' mastery in vocabulary and the students to be more motivated in studying English.

Considering the explanation above, the researcher tried to apply guessing game in increasing students' vocabulary mastery at the seventh grade students of SMPN 10 Bandar Lampung. The researcher assumes that guessing game helped students in mastering vocabulary. Therefore, the objectives of this research are (1) to find out whether there is a difference of the students' vocabulary mastery after they are taught through guessing game and (2) to find out which type of content word improves the most after they are taught through guessing game.

METHODOLOGY

In this study, the researcher used a quantitative research. The researcher used *one group pretest-posttest design. One group pretest-posttest design* was used to see a difference before and after the implementation of guessing game. This study was conducted at the seventh grade students of SMPN 10 Bandar Lampung. There are eleven classes at the seventh grade of SMPN 10 Bandar Lampung. The researcher only used one class as an expimental class to be sample. In this research, the researcher used a lottery technique to choose the experimental class. The researcher chose the experimental class randomly that was VII B which consists of 30 students.

For collecting the data, the researcher used pre-test and post-test for vocabulary test. The kind of test was multiple choice items. The pre-test was conducted in 25 minutes and it consisted of 50 test items. The post-test was administered after the treatments and it also took 25 minutes which consisted of 50 test items. In the post-test, the questions were the same as the pre-test. But, the researcher changed the order of the questions. In analyzing the data from pre-test and post-test, Repeated Measures t-test was used which computed using SPSS 16 program. It was used to find out whether students' vocabulary mastery improved after they were taught by using guessing game or not.

RESULT

The pre-test was conducted on January 16th, 2019 and time allocation was 25 minutes. The students who became participants in the pre-test were 30 students of VII B. The number of items in the pre-test was 50 items with four options (a, b, c, and d). The result of the pre-test shows that the total score of all the students is 1898 and the mean score is 63.27. The highest score is 78 and the lowest score is 48. While, the mode is 58. The treatments were conducted on January 21th, 2019 to January 28th, 2019.

After implementing the guessing game for three times of treatment to the students, the researcher administered the post-test to know whether there was a difference of the students' vocabulary mastery or not. The post-test was conducted on January 30th, 2019 and time allocation was also 25 minutes. From the result, it was found that the total score of the post-test is 2332 and the mean score is 77.73. The highest score is 96 and the lowest score is 66. Meanwhile, the mode is 72.

Table 1. Repeated Measures T-Test Result of Pre-test and Post-test

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Posttest – Pretest	14.467	8.114	1.481	11.437	17.497	9.765	29	.000

Table 1 shows that the result of the computation of the value of significance is 0.000. It means that H_1 is accepted since 0.000<0.05. Based on the result, t-value is 9.765, which significant based on t-table is at least 2.045. t-value on the table above is higher than t-table (9.765>2.045). Therefore, it can be concluded that there was a difference of the students' vocabulary mastery after they were taught through guessing game. Because there was an improvement between the students' pre-test score and post-test score.

Moreover, the researcher also found the increase of the students vocabulary mastery in each type of content word. It can be seen on the table below:

Table 2. The Increase of Students' Vocabulary Mastery in Each Type of Content Word

No	Types of Content Word	Pre-test	Post-test	Gain	Percentage
1	Adjective	18.20	22.80	4.60	36%
2	Noun	18.95	24.00	5.05	40%
3	Verb	19.80	22.93	3.13	24%
Total		**56.95**	**69.73**	**12.78**	**100%**

Table 2 shows that there was an improvement in each type of content word namely, noun, verb and adjective after the implementation of guessing game in teaching vocabulary for three times of treatment. The type of content word with the highest percentage was noun which gain is 5.05, from the post-test score is 24.00 and the pre-test score is 18.95. The second was adjective whose gain is 4.60. In contrast with noun, the post-test score of adjective score is 22.80, while the pre-test score is 18.20. Different from the other types of content word, verb was the third type of content word improved after noun and adjective. It was due to the gain is 3.13 from the post-test score is 22.93 and the pre-test score is 19.80.

In order to find out whether there was a difference between gain of noun, verb and adjective or not. The researcher analyzed the data by using *One-Way ANOVA test*. The result of One-Way ANOVA test can be seen in the table below.

Table 3. The Result of One-Way ANOVA Test

ANOVA

Gain					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	80.289	2	40.144	4.100	.020
Within Groups	851.933	87	9.792		
Total	932.222	89			

Table 3 shows that the significant value is 0.020. It indicates that H_1 is accepted since 0.002<0.05. So, it can be concluded that there was a difference between gain of noun, verb and adjective. The result of multiple comparisons also shows that numerically, all types of content word increased but statistically only noun and verb had increased significantly.

DISCUSSION

The purposes of the research are to find out whether there was a difference of the students' vocabulary mastery after they were taught through guessing game and which type of content word improves the most after they were taught through guessing game. The students' score of pre-test and post-test were compared to determine the students' improvement. The improvement shows that the

achievement of experimental class is at the significance level of 0.000<0.05. It implies that guessing game has a positive effect on the students' vocabulary mastery.

On the other hand, the researcher did not only analyze the improvement of the students' vocabulary mastery, but it also included the increase in each type of content word. So, this makes the result of the research deeper and more specific. The result of this research shows that all types of content word were improved, those are noun with the increase is 5.05, the second was verb with the increase is 3.13 and followed by adjective with 4.60 improvement.

In finding out whether the gain of noun, verb and adjective significantly different or not, One-Way ANOVA test was used and was also statistically tested by using statistical computerization (SPSS 16). The result shows that numerically, all types of content word increased but statistically only noun and verb had increased significantly.

This research has proven that the use of guessing game could increase the students' vocabulary mastery. This finding supports the research finding of Tuan (2012), he states that guessing game helps young learners retain new word in long-term memory and become familiar with new vocabulary in an enjoyable way. So, guessing game could increase students' vocabulary mastery because it helped students to learn and get new words easier. In this case, the students were required to think in finding vocabulary based on the clue given by the representative of a group. And later, even though the students answered the clue wrongly, they would still think to find vocabulary that matches with the clue.

Guessing game can be one of the highest motivating techniques in teaching learning vocabulary. It can be seen from their enthusiasms when doing the game. They snatched away to ask the representative students coming in front of the class. They even stood up while guessing the word. In this condition, the students could understand the meaning of the word easier since they learnt English vocabulary in a good atmosphere so that their vocabulary would stay longer in their mind and increased their vocabulary mastery.

In guessing game, the students had to compete with each other. By this way, each group tried to be winner that was why the students tended to be active and worked harder to be competitive participant in the game. So, by engaging the students in guessing game, it gave them pleasure and killed the students' boredom and laziness. This created a good atmosphere in the classroom, where the students paid more attention to the material.

From the discussions above, guessing game was considered as a suitable technique to be used in teaching vocabulary because it eased students to increase their vocabulary mastery. The result of this research is in line with Hidayat (2012) who had conducted a research in the first year of Junior High School to find out the improvement of the students' vocabulary mastery by using guessing words technique. The finding showed that the use of guessing words could improve the

students' vocabulary mastery at the grade seven of Islamic Junior High School of Ittihadul Muslimin Koto Gasib District Siak Sri Indrapura Regency. It also motivated the students to learn English seriously.

In summary, it can be inferred that guessing game was considered as a good technique to improve students' vocabulary mastery. It was proven by the mean score in the pre-test and the post-test before and after the implementation of guessing game. It was also proved that guessing game did not only increase students' voabulary mastery, but it also increased the types of content word. They are noun, verb and adjective.

CONCLUSION

Referring to the results of the data analysis, the researcher concluded that there was a significant difference of the students' vocabulary mastery after they were taught through guessing game at the seventh grade of SMPN 10 Bandar Lampung. It can be seen from the result of the hypothesis testing which shows that a significant level of $p<0.05$ ($p=.000$), t-value (9.765) was higher than t-table (2.045). The students' mean score in the pre-test was 63.27 increased to 77.73 in the post-test, so the gain is 14.46. It means that there was an increase between the students' mean score in pre-test and post-test. It can be concluded that guessing game can be used to improve students' vocabulary mastery. It happened because guessing game helped students to learn and get new words easier. The highest improvement is noun followed by adjective and verb. This is showed from the result of this research. The researcher found that the improvement score of each content word, adjective improved from 18.20 to 22.80, noun improved from 18.95 to 24.00 and the last verb improved 19.80 to 22.93. Noun improved the most because the students found that nouns were easy to be developed by using guessing game.

SUGGESTIONS

Based on the conclusions above, the researcher proposes some suggestions which are described as follows:

1. For English Teachers
There are some suggestions for English teachers. The first is English teachers are recommended to implement guessing game in improving students' vocabulary mastery. Through guessing game, the students are given the chance to guess the words from the other groups and it will attract the students in learning new vocabulary. The second is verb was the lowest achievement among the other types of content word. For this reason, the teachers should apply another alternative strategy to improve this type of content word. And the last is it was found that mispronunciation was still occurred when the students tried to guess the word. To overcome this problem, the teacher should give correction to all of the students who make mistakes in pronuncing the words.

2. For Future Researchers

There are some suggestions for future researchers. The first is this study was conducted in Junior High School level. Therefore, the future researchers can try to find out the effect of using guessing game in different level. The second is the students' scores were still low in verb. Thus, the further researcher is suggested to find out another alternative strategy to improve students' vocabulary mastery in terms of verb. And the last is the researcher suggests and supports to future researchers to use this technique not only in learning vocabulary but also in learning English language skills such as listening, speaking, reading, and writing.

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