IMPLEMENTATION OF GUESSING GAME IN TEACHING

VOCABULARY AT THE FIFTH GRADE

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ABSTRACT

Penulis mengadakan penelitian kualitatif ini bertujuan untuk menganalisa proses interaksi kelas pada proses belajar dan mengajar dalam pembelajaran kosa kata bahasa Inggris melalui permainanan *guessing* dan untuk menganalisa pola interaksi kelas berdasarkan pada model Initiation-Response-Feedback (IRF) yang penggunaannya disarankan oleh Sinclair and Coulthard. Penulis meneliti partisipasi siswa selama proses belajar mengajar menggunakan video perekam, kemudian penulis menjelaskan interaksi dan mengkatagorikan data dengan memberikan kode rekaman yang diusulkan oleh pola Sinclair and Coulthard. Hasil dari analisa data menunjukkan bahwa terdapat enam pola pertukaran yang terjadi sepanjang penerapan permainan *guessing*. Enam pola tersebut adalah *Teacher Elicit (Initiation-Response-Feedback)* 32,9%, *Student Elicit (Initiation-Response/IR)* 22,4%, *Student Inform (Initiation-Feedback/IF)* 16,8%, *Teacher Inform (Initiation/I)* 12,4 %, *Teacher Direct (Initiation-Response-Feedback/IRF)* 10,6 %, dan *Check (Initiation-Response-Feedback/IRF)* 5,0 %.

The writer conducted this qualitative research to analyze the process of classroom interaction in teaching and learning process in English teaching vocabulary through guessing game and to analyze the pattern of classroom interaction based on Initiation-Response-Feedback (IRF) model suggested by Sinclair and Coulthard. The writer observed the participation of students during the process of teaching and learning using video recorded, then the writer transcribed the interaction and then categorized the data by giving a code the transcription suggested by Sinclair and Coulthard patterns. The result of data analysis shows that there are six exchange patterns happened during the implementation of guessing game. It is Teacher Elicit (Initiation-Response-Feedback/IRF) 32, 9%, Student Elicit (Initiation-Response/IR) 22,4%, Student Inform (Initiation-Feedback/IF) 16,8%, Teacher Inform (Initiation/I) 12,4 %, Teacher Direct (Initiation-Response-Feedback/IRF) 10,6 %, and Check (Initiation-Response-Feedback/IRF) 5,0 %.

Keyword : Classroom Interaction, Guessing Game, Vocabulary

INTRODUCTION

One of the important aspects of language is vocabulary because vocabulary is the foundation of communication. Wallace (1987:9) states that vocabulary is the vital aspect in learning a language. In communication, the limited of the vocabulary will influence the understanding of the meaning conversed by the speaker. River in Ambarita (2012) says that it would be impossible to learn language without vocabulary. Mastering vocabularies is one of the problems which have more attention in language learning because when the learners do not have a large number of words, the learners cannot communicate clearly. It is mentioned by Edge (1993, 27) "Knowing a lot of words in a foreign language are very important. The more words we know, the better our chance of understanding or making ourselves understood".

Since learning language is implemented in elementary school, the teacher has to help the students to get a large number of words so that the students familiarize with the words in foreign language. In teaching vocabulary, the teachers make the students not only to memorize but also to understand the meaning and the using of words for communication. Besides that, the teachers have to select the suitable technique to teach vocabulary for young learner.

Teaching elementary schools is different from junior high school or senior high school because the students have unique characteristics as children. English teaching should be fun and interactive characteristic. Therefore, the materials and technique should be proportional to the development of students. The teachers can use songs, puzzles, variety of games and exciting pictures during the learning process because the children have their own way to learn, to think, and to work.

For this reason, English teachers who are concerned with teaching children should give attention to the nature of the children in addition to mastering of all crucial components in teaching. In order to get a good result in conducting elementary classroom, the teacher should have a good technique to teach the students. A technique in language teaching is very important for the teacher to master in order to achieve the goal of teaching.

In fact, based on the reseacher's observation in MI Islamiyah, it was found that the teacher felt difficult to teach English because the students' awareness for using the language was low and the students were not familiar in using English although they learnt it every week. The students found difficulty to speak and memorize the English words. They were bored to be forced to memorize unfamiliar vocabulary and they felt difficult to speak out the words because they did not know the meaning of the words. They were shy to speak in English and finally, they decided to be silent and passive in the class. There was no interaction between students-teacher, teacher-students and students-students. Therefore they had problem to interact in the classroom

To make the students interested in learning vocabulary, the teacher uses a game in teaching. Wallace (1982:105) says that teaching vocabulary through game has two main reasons: first, an increasing emphasizes on the important of motivation and of the appropriate mind of positive effective atmosphere in the classroom; second, an increasing emphasizes on the importance of real communication. Guessing game is one of the techniques which can be used for learning vocabulary in elementary school because it includes the characteristic of learning for children

and proportional to development of students. Guessing game emphasizes the students working together upon the problem. Then guessing game could improve the students' activity so the students could engage in the activity of learning process. By carrying guessing game in vocabulary class, it was expected that the students will be curious to learn English and practice to speak in English with their friends and the teacher.

To analyze implementing guessing game in English teaching class, the researcher used Sinclair and Coulthard Initiation-Response-Feedback (IRF) Model. This model provides guidance for analyzing spoken language, which was developed from classroom discourse in general secondary classroom (McCarthy, 2002: 37). Furthermore, Hannah (2003: 218) has explained that IRF model is an extremely valuable and comprehensive tool in systematically allowing teachers to analyze the nature and functions of interactive exchange happening in the classroom.

METHOD

This research was classroom interaction research. In this research, the researcher observed some phenomena which occur in the classroom during the teaching learning process of vocabulary. According to Chaudron (1998) classroom interaction research is an analysis of language phenomenon found in the interaction activities involving two or more participants. Crookes in Hamzah (2013), states that interaction analysis study looks at how the participant in communication reacts. Furthermore, the data was focused on the process of teaching learning vocabulary by analyzing the interactional conversation among teacher-students, students-teacher and students-students by using Sinclair and Coulthard Initiation-Response-Feedback (IRF) model. The researcher used one

class at fifth year of MI Islamiyah Ciwaru Serang, in academic year 2012/2013. The researcher taught the students while video recorder stand by in some place to recorded the activity. The first and the second meeting were used to implement guessing game in the class; the third meeting was for interview session. The researcher measured the large number of vocabularies through conversation. To describe the data, the writer used descriptive method.

RESULT AND DISCUSSION

Guessing Game is administered to know the quantity of utterances in the interaction categories and interaction patterns produced by the teacher and the students in teaching English vocabulary. The material is about animals.

In general, the activities done by the teacher and the students on the first observation and the second observation were mostly similar. The pre-activity was started by the teacher to open the class, and then she greeted the students as well as checked their presence. Meanwhile, the main activities were dominated by the teacher's explaining and the student's participation in playing guessing game. In the post activities, teacher finished checking students', and term of question. Finally, the teacher closed the meeting.

In analyzing the interaction from the teaching vocabulary, the researcher applied Sinclair and Coulthard IRF model, focusing on the teaching exchange, since in this exchange, the move of Initiation (I), Response (R), and Feedback (F) happened. The result of quantitative data from teaching exchange pattern in first observation is shown in the following graph
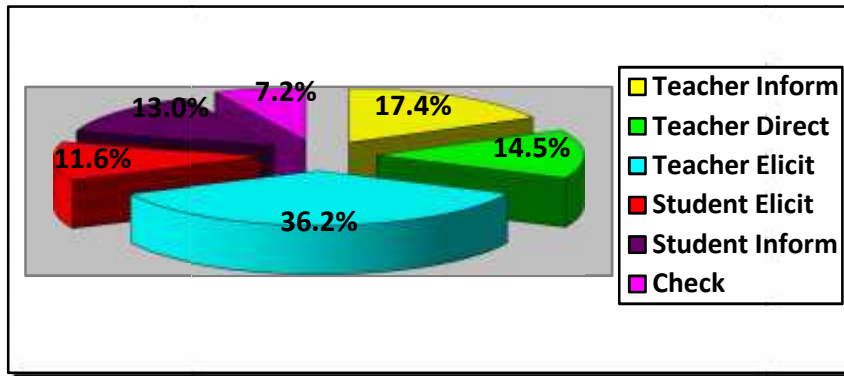
From the first observation, there have been several types of the interaction in the classroom involving student-teacher, teacher-students and student-student. It can be concluded that the highest dominant interaction was started from the teacher. It was Teacher Elicit (36,2%), Teacher Inform (17,4%) and Teacher Direct (14,5%), Student Inform (13,0%), Student Elicit (11,6%) and Check (7,2%).

Then, the researcher held the second observation to analyze the classroom interaction in implementing guessing game. The result of quantitative data from teaching exchange pattern in second observation is shown in the following graph.
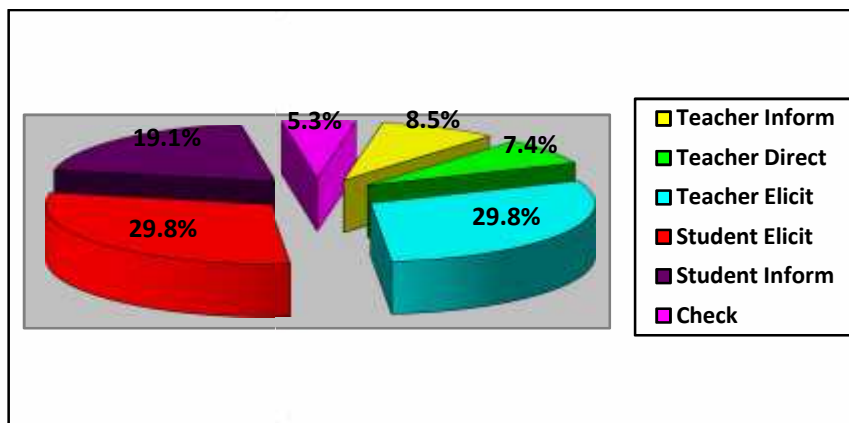

There was the different quantity between first observation and second observation. There were 67 exchanges for first observation and 94 exchanges for second observation. In the first observation, the teacher was more dominant than

the students. The teacher gave the high initiation in the classroom interaction whereas in second observation, the students gave more initiation. It can be seen from the average of all exchanges in second observation that students had a high initiation to make an interaction. It was from student and teacher namely Student Elicit and Teacher elicit (29,8%). There was a balance proportion between student and teacher participation because the students started to involve in the class. Then, Student Inform became 19,1%. It can be seen from the first observation, it was only 13,0%. It was caused by the students' awareness to involve in the class. They were not worry to speak because the teacher has given motivation.

Besides that, it was decreasing percentage of some exchanges in second observation, Teacher Inform and Teacher Direct, which get 8,5% for Teacher Inform and 7,4% for teacher direct whereas in first observation, Teacher Inform got 17,4% and Teacher Direct got 14,5%. This phenomenon was happen because the teacher gave a chance to the students in exploring the skill of language although in the process, they had mistakes.

The researcher tried to find the average data of the teaching exchange pattern that occurred during the interaction in the teaching and learning process to get the reliable and valid data. The following graph presents quantitative and percentage from the first and the second observation in the analysis of classroom interaction.
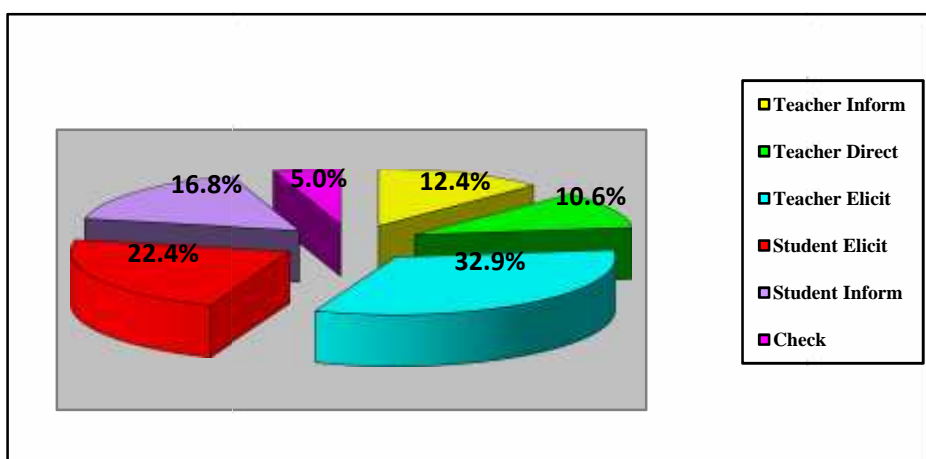
There is highest percentage from the teaching exchange pattern, teacher elicit (IRF) in which was functioned to cover all exchange designs to obtain verbal respond or contribution from students. In the analysis of classroom analysis interaction pattern occurred during the teaching and learning process from the first and the second observations, it was found that Teacher Elicit reflected as the first of the highest percentage from all the teaching exchange pattern with the percentage 32,9%. The highest percentage of Teacher Elicit happened because the teaching and learning process in the classroom were still teacher-centered type. The interactions were dominated by the asking question from the teacher. The teacher had purposes to attract the students to speak up and familiarize the English words. The students' habitual who are busy with their friends and not focus with the material forced the teacher to give many questions. Besides that, follow-up is important to be given by the teacher to the students especially in term of evaluating students' errors and providing grammatical accuracy and repetition by the teacher.

The second pattern is Student Elicit (IR) which got 22,9% from the entire teaching exchange pattern. Student Elicit functioned to elicit verbal response from the teacher or the students themselves. The highest percentage of student Elicit happened because during the teaching and learning process, the activities were

dominated by the students during play guessing game in front of the class. They brought many statement gave a verbal response.

The next pattern was Student Inform. Student Inform (IF) has to convey information to the teacher or students themselves. Student Inform was on the third of the highest percentage, which gave contribution 16,8 % from all the exchange patterns. From the analysis of teaching exchange patterns occurred during the teaching and learning process, again, Hannah's work (2003) shows the same finding as the researcher, the first was when the student informed to other student and the second was when the student informed to the teacher. It can be confirmed that there were two receivers from student informing initiation from the student

Furthermore, there was 12,4 % Teacher Inform (I) in which functioned to convey or deliver certain information to the students in the class and 10,6% for students Teacher Direct (IRF). This functioned to elicit nonverbal response from the student. The last teaching exchange pattern is Check which contributed 5,0%. It has a function to discover how well students getting on and identify the problem.

The highest percentage of Teacher Elicit (32,9%) indicates that the teacher tries to attract the students to be involved in the process of learning. Then, Student Elicit (22,9%), in implementing guessing game, students have their own awareness to get involved in the activity and to participate as well as to interact actively during the teaching and learning process. The moderate percentage of Student Inform (16,8%) indicates that the students have their own awareness to get involved in the activity and to participate as well as to interact actively during the teaching

and learning process. Teacher Inform exchange takes place when the teacher needs to tell his/her student about new information, facts or just simply say something to them. It goes the same line with Sinclair and Coulthard (1992) who explain that Teacher Inform is used when the teacher is passing on facts, opinion, ideas, and new information to students. The opening move will begin with the initiation by students and does not necessarily need to be followed by a respond by the students (Sinclair and Coulthard, 1992:26). In the analysis of classroom interaction pattern occurred during the teaching learning process, it was found that Teacher Inform reflected the fourth percentage from all the teaching exchange patterns with the percentage 12,4%.

Then, it was found that Teacher Direct reflected the fourth of the percentage from all the teaching exchange patterns with the percentage only 10,6%, it can be concluded that the teacher did not direct the students very often. This finding also reminds us about the work of Atkin (2001) who reflects that IRF method of analysis as a measure of the lesson made by the teacher. The lesson made by the teacher from two observation were student-centered type, so the teacher had only little portion to take opportunity in the teaching learning process, instead the students were actively participating in the class.

The last pattern is Check. Check plays an important role for both teacher and students. For the teacher, he and she can know how well students the information or task given. He/she also can be the evaluator to check the students' error made during the teaching and learning process. Meanwhile, for the students, it also can be the feedback to fix the error that they have made so they would know the correct answer

In the analysis of classroom interaction pattern occurred during the teaching and learning process, it was found that Check reflected as the sixth of the highest percentage from all the teaching exchange patterns with the percentage 5,0%. It could be concluded that the teacher could make sure her students were able to follow the lesson well. Therefore, the teacher's role as an evaluator can be seen to be of vital importance. It goes the same line with Hannah (2003:215) who has said that in the classroom, teacher plays a position of authority, principal initiator as well as controller.

Conclusions

1. The process of classroom interaction in Teaching Vocabulary using guessing game at the fifth grade of MI Islamiyah reflects the classrooms interaction patterns suggested by Sinclair and Coulthard (Initiation-Response-Feedback (IRF) model. The model consists of six teaching exchange patterns namely: Student Elicit, Teacher Elicit, Student Inform, Teacher Inform, Teacher Direct and Check.

2. The highest percentage of Teacher Elicit (32,9%) indicates that the teacher has tried to attract the students to be involved in the process of learning. Then, Student Elicit (22,4%), in implementing guessing game, students have their own awareness to get involved in the activity and to participate as well as to interact actively during the teaching and learning process. The moderate percentage of Student Inform (16,8%) indicates that the students have their own awareness to deliver information to others. The low percentage of Teacher Informing (12,4%), Teacher Direct (10,6%) and Check (5,0%) show

that the teacher has managed the whole process of teaching learning well based on what had been prepared on the lesson plan as her role as a facilitator for her students.

Suggestions

Based on the conclusions, the writer would like to propose some suggestions as follows:

1. Guessing game is recommended to be used as the formats to create students interaction in the classroom especially for young learners because it has some benefits which will be supported the process of students' learning.

2. English teacher needs to bear in mind that they are students who are learning English in the class so they try to familiarize themselves with English. Therefore, maximizing opportunities for students' participation in form of Student Elicitation and Student Information to let them dominate the classroom is very necessary and important.

3. English teacher needs to help and attract the students to speak out by using the vocabularies by asking stimulus. The teacher also needs to have a greater awareness of feedback, especially in terms of evaluating students' errors and providing grammatical accuracy and repetition as it can greatly increase teacher's success in teaching process.

4. Students' role should be more dominant; teacher should find a way to decrease her role.

5. In terms of video use, it is suggested to use more than one video recorder to observe teaching and learning process in the classroom, so the researcher can look in detail about the interactions between one student and other students.

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