

INCREASING STUDENTS' VOCABULARY MASTERY BY GUESSING GAME

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ABSTRACT

This research was about increasing students' vocabulary mastery by using guessing game at the third grade of Madrasah Al-Munawwarah Tambun. The design of this research was pre experimental research. The sample of this research were the third grade that consists of 16 students. The data obtained from pre test and post test. In the pre test it was found that mean score of the student were 65,37 and in the post test were 79,87. Computation of the data t_{count} results was 5,069 while t_{table} was 2,131. The result indicates that there is an increasement in students' vocabulary mastery by using guessing game. It can be concluded that increasing vocabulary mastery by using guessing game is effective to increase students' vocabulary mastery.

Keywords: : *Increasing, vocabulary mastery, Guessing game.*

ABSTRAK

Penelitian ini tentang meningkatkan penguasaan kosakata siswa dengan menggunakan Permainan menebak pada kelas Tiga Madrasah Al-Munawwarah Tambun. Desain penelitian ini adalah pre experimental. Sampel penelitian ini adalah siswakesel tiga yang terdiri dari 16 siswa. Data diperoleh dari pre-test dan post-test. Di pre-test, ditemukan nilai rata-rata siswa adalah 65,37 dan di post-test adalah 79,87. Hasil dari perhitungan data t_{hitung} adalah 5,069 sementara t_{tabel} adalah 2.131. Hasil menunjukkan bahwa terdapat peningkatan pada penguasaan kosakata siswa dengan menggunakan Permainan menebak. Dapat disimpulkan bahwa meningkatkan penguasaan kosakata dengan menggunakan Permainan menebak adalah efektif untuk meningkatkan penguasaan kosakata siswa.

Kata Kunci: Meningkatkan, Penguasaan Kosakata, Permainan menebak.

1. Introduction

English is one of Global language. It is very important for our country because in this modern era technology and science use English. It is as foreign language in the world wide. The students of indonesia also learn English in their school. There is one of components that become considering In learning English. It is namely vocabulary.

vocabulary is one of components that must be learned in English. it is very important to learn and memorize because without vocabulary people cannot say or write anything. Therefore, the teacher must prepare the right strategy in learning (Malik, 2019; Malik, A.R, 2020; Asnur, 2019; Wael, 2019)

There were many students get difficult when they learnt English. It was same situation with students of Madrasah Aliyah Al-Munawwarah Tambun at the third grade. It caused by several problems: They lack of vocabularies, they do not know how to pronounce, and they are lazy to memorize vocabulary

Based on the problem above, the researcher used different way in teaching and learning process especially in teaching vocabulary. Therefore guessing game is a game that involves interaction between guessers and viewers. a guesser must guess the answer from the clues that have been given by viewers. Based on this problem, the researcher used guessing game to increase students' vocabulary mastery.

Guessing game is a game that guesses about something. In guessing game there are viewers and guesser. Therefore, it is fun model of teaching and learning process because it makes the student's feeling relax after the learning process.

2. Method of The Research

This research was a pre experimental one group with pre-test, treatment, and post-test design. Experimental method is the only method of research that can truly test hypotheses concerning cause and effect relationships. The population was the students at the Third grade of Madrasah Aliyah Al – Munawwarah Tambun with total number were 16 students. The sample was same with the Population. one class at the Third grade of Madrasah Aliyah Al – Munawwarah Tambun were 16 students.

3. Findings

3.1 The Result of Pretest

Pre-test was conducted before treatment applied to the experimental class. It is aimed to measure students' vocabulary mastery before applying the treatment. In conducting the pre-test, there were 16 students that the researcher took their data.

Table 1
 The Result of Pre-test

No.	Name	Score	Classification	Criteria
1	AG	56	Poor	Failed
2	AS	86	Very good	Successful
3	AY	66	Poor	Failed
4	BZ	54	Poor	Failed
5	DH	66	Poor	Failed
6	FH	72	Poor	Failed
7	FR	86	Very good	Successful
8	IK	52	Poor	Failed
9	IR	58	Poor	Failed
10	MH	56	Poor	Failed
11	NM	74	Poor	Failed
12	SH	58	Poor	Failed
13	SF	48	Poor	Failed
14	SN	82	Good	Successful
15	SK	58	Poor	Failed
16	WY	74	Poor	Failed
Total		1.046		

3.2 The Result of Posttest

After giving treatment to experimental group by guessing game, the researcher administrated post-test to the students. The post-test was given to experimental class to measure the final students' score. Post-test was conducted after treatment applied to the experimental class. In conducting post-test, there were 16 students as sample in experimental class. After getting students' result post-test, the researcher analyzed students' score statically used formula by Sugiyono (2013) where the correct answer timed and divided by total sample in experimental class. The following table showed the post-test score.

Table 2
 The Result of Post-test

No.	Name	Score	Classification	Criteria
1	AG	82	Good	Successful
2	AS	96	Excellent	Successful
3	AY	68	Poor	Failed

4	BZ	62	Poor	Failed
5	DH	98	Excellent	Successful
6	FH	94	Excellent	Successful
7	FR	96	Excellent	Successful
8	IK	58	Poor	Failed
9	IR	58	Poor	Failed
10	MH	56	Poor	Failed
11	NM	98	Excellent	Successful
12	SH	82	Good	Successful
13	SF	54	Poor	Failed
14	SN	98	Excellent	Successful
15	SK	94	Excellent	Successful
16	WY	84	Good	Successful
Total		1.278		

After doing pretest-treatment-posttest, the researcher rate the frequency all of the data as showed in following table:

Table 3
 Rate Frequency and Percentage of Students' Classification

No .	Classification	Scale	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1	Excellent	90-100	-	7	-	43%
2	Very good	85-89	2	-	13%	-
3	Good	80-84	1	3	6%	19%
4	Fair	75-79	-	-	-	-
5	Poor	0-74	13	6	81 %	38%
Total			16	16	100%	100%

Based on the table above, there is an increase in students from pre-test to post-test. in pretest, there were 2 (13%) students got very good classification, 1 (6%) students got goodclassification, 13 (81%) students got poor classification. While in posttest, therewere 7(43%) students got excellent classification, 3 (19%) students got good classificationand 6 (38%)students got poor classification. there were 7 (43%) students got successful criteria. The researcher concluded that the students' vocabulary mastery is increase.

4. Discussion

The researcher discussed the result of the data analyzed of the pre-test and post-test accordance to the scope of this research. The discussion was intended to know whether the use of guessing game can increase students' vocabulary mastery at the third grade of Madrasah Aliyah Al-Munawwarah tambun or not. The first step of this research was pre-test.

Pre-test was conducted at the first meeting. Pre-test is aimed to measure students' vocabulary mastery at the first time. In conducting pre-test, the researcher took 16 students as the sample. After getting students' result of pre-test, the researcher analyzed students' score statistically used formula where the obtained score was divided maximum score and timed 100, then it was found the score of pre-test were 2 (13%) students got very good classification, 1 (6%) students got good classification, 13 (81%) students got poor classification. The researcher concluded that the third grade of Madrasah Aliyah Al-Munawwarah Tambun still poor in vocabulary.

After pre-test, the researcher continued the research to the treatment. Treatment was given to the experimental class by using guessing game. The researcher used four meetings in the treatment step.

At the first meeting, the researcher explained about guessing game in this research. The researcher divided students into two groups. each group chose one of them to be guesser. the guessers stood in front of their groups. Next a guesser cannot saw the white board. After that, the researcher wrote one word that connected with the topic. Then, other members mentioned the characteristics of the clue. Next, the researcher gave a chance to guessers to guess it. Guessers that answered correctly at the first time got scores for the group. It was same situation in the second until fourth meeting. But the clues were given by researcher was different.

After giving treatment, the researcher administered post-test to the students. The post-test was given to measure students' increasement on their vocabulary mastery. The researcher used the same test with the pre-test. After getting students' result of post-test, the researcher analyzed students' score statistically used formula where the obtained score was divided maximum score and timed 100, then it was found the score of post-test were 7 (43%) students got excellent classification, 3 (19%) students got good classification and 6 (38%) students got poor classification. there were 7 (43%) students got successful criteria. The researcher concluded that guessing game increase students' vocabulary mastery.

Based on the result was presented previously the mean score of pretest was 65,37. While the mean score of posttest was 79,87. The students score in post-test was better than pretest. After getting the mean score of students in the pretest and post-test, the researcher continue to compute the mean deviation of students score in pretest and posttest. The result of mean differences is 14,50.

5. Conclusion

Based on the findings and discussion in previous chapter, it could be concluded that guessing game increases students' vocabulary mastery. It was proved by the obtained score of T-test. The T-test showed that $t_{count}(5,069)$ was higher than $t_{table}(2,131)$. It means that H_a was accepted and H_o was rejected. Since t_{count} was higher than t_{table} , there was a significance difference on students' vocabulary mastery in pre-test and post-test by using guessing game.

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