Enhancing The Eighth Grade Students' Vocabulary Achievement By Using Pelmanism Game At SMPN 5 Jember

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Abstract: This classroom action research was intended to enhance the eighth grade students' vocabulary achievement at SMPN 5 Jember by using pelmanism game. Purposive method was used to choose the research area and the research subject. The primary data were collected by using observation and vocabulary test. The supporting data were collected by interview and documentation. Both the results of observation and the vocabulary test were analyzed statistically by using percentage formula. The students' participation in Cycle 1 was 58.5% and in Cycle 2 was 77%. Meanwhile, the result of students' vocabulary achievement in Cycle 1 was 75% and in Cycle 2 was 80%. It means that the use of pelmanism game could enhance the students' vocabulary achievement. Therefore, it is suggested to use pelmanism game to enhance the students' vocabulary achievement.

Keywords: vocabulary achievement, pelmanism game

Vocabulary is one of the language components that human beings need to develop at the first time they learn their language. Haycraft (1990: 8) implies that vocabulary is a part of language. Before human beings can produce the complete sentences, they must have the input of words in their mind. Without having enough vocabularies, they cannot communicate well. They cannot speak and express their ideas. Even, they cannot process the words they have heard and read because they do not have any knowledge of the words.

A speaker, a reader and a writer need vocabularies to speak with other people, to read a reading text and to write something. Besides, a listener also needs vocabularies to listen to others. When they do not enough vocabularies, it is

difficult for them to get information from the others. Based on the problems, it means that vocabulary has important role in our life. Besides, Richard and Rodgers (2001 :37) say that vocabulary is one of the most important aspects for foreign language.

Furthermore, for Indonesian students as foreign language learners, English vocabulary is considered difficult to learn. Thornbury (2005 :1) states that, "All languages have words", we can say as a foreign learners, the students should know first about the English words and its meaning in learning English language. This is why vocabulary achievement is as the basic to start learning English. Having a large reserve words, the students will be able to master other English language skills. Therefore, it was important for the students to understand vocabulary in learning English because it is used in the four language skills. David Wilkins quoted in Thornbury (2005: says without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Therefore, it was important for the students to understand vocabulary in learning English because it is used in the four language skills. According to Thornbury (2005: 13) if the students spend most of their time studying grammar, their English would not improve very much. The students would see more improvement if they learn more words and expression. This means that the students should spend their time to learn more words beside grammar because they speak, listen, read and write more with words. In other words, vocabulary is the most important language components that should be learned by the students. The students face some problems to learn vocabulary such as they cannot remember some new words, they do not understand the meaning of some words, they do not interest in learn English. The learners find it difficult to remember the English vocabulary since it is new for them and different from their mother tongue. If they do not learn it in a good way, they are bored in class and more difficult to

understand the meaning. To avoid this situation, the teacher should make the vocabulary teaching and learning process more interesting. In addition, Hatch and Brown (1995: 218) said that the students should master vocabulary materials cover nouns, verbs, adjectives and adverbs.

Based on the informal interview with the English teacher of VIII grade at SMPN 5 Jember, vocabulary was taught integratedly with other skills of speaking, listening, reading and writing. The teacher taught vocabulary by asking the students to find the meaning of difficult words in the dictionary or discussing the meaning with the class. Further, the English teacher said that most of the eighth grade students that he taught still experienced difficulties in mastering vocabulary. According to the previous result of students' vocabulary test done by the English teacher, the researcher known that the VIII D students' had the lowest mean score of English subject among other VIII grade classes. The students of VIII D had the lowest mean score, it was 65.53, which could not reach the minimum requirement standard score of the English subject, it is 75. There are only 16 students who got 75 and the rest 22 students got < 75. The English teacher said that it happened because the students of VIII D mostly lacked vocabulary. It can be caused by some reasons; (1) they were not motivated to learn English because there was no interesting media or technique which is used in the teaching learning process, (2) they were usually taught by using the book or the students' worksheets (LKS), so when they felt bored, (3) they felt lazy to find the meaning of some words by themselves.Besides based on the observation's result shows that there were some students in the class who did not follow the teaching learning process properly; they were often busy with their friends rather than paid attention to the teacher's explanation. The researcher identifies their acts as a reaction because they were bored in the class

when the teacher taught them by using an old and ordinary way in teaching English, It is the lecturing technique.

Based on the problem above, there should be an effective way to overcome the problem above. The researcher tries to use game to solve the problem. By doing game, the students do not feel bored as they can learn in a fun way without realizing that they are studying at the same time while playing. Furthermore, game can also increase students' interest and enthusiasm in following teaching and learning process. So the researcher tried to find out the fun way to teach about vocabulary in English through game. Lewis (1999: 5-6) statement about the advantages of language games in educational domain, they are as follows: (1) games add variation to a lesson, (2) games can increase motivation to use the target language, (3) games can be used to introduce new material, (4) games can serve as a valuable back up, (5) games can make teacher's lesson planning easier. Wright et al. in 1996 describe kinds of games that can be used in teaching vocabulary, they are picture games, psychology games, magic trick, card and board games, sound games, word games, true/false games, memory games, question and answer games and guessing and speculating games. The researcher tries to solve student's problem in vocabulary class by applying "Memory games" (Pelmanism game). Pelmanism game is one of media that can be used to help the students in memorizing some new words, beside that Pelmanism game also a kind of memorizing game that challenging to stimulate students' mind. Pelmanism game is game that use individual cards to help the students memorizing some new words by pairing them in the face down position. Pelmanism is a memory game which involves nothing but matching (Thornbury, 2002:97). Pelmanism game helps the students to recognize the words and understand the words easier in a competitive way. According to Hadfield (2001: 4), competitive games, in which players or teams race to be the first to reach the goal. It

is means that the learners will attract in learning vocabulary in gives some motivations in matching the cards by memorizing the words. Besides Pelmanism game is a new game for the students but it does not difficult to play with them. Robin (2008) promotes that concentration memory game are good to improve someone's focusing and attention abilities. Based on the observation before, the writer seemed that the student who cannot memorize some words in learning vocabulary is the students who were not focusing in teaching learning process.

An action research of using Pelmanism game to teach vocabulary was conducted by Sawita (2013) in SDN Rambipuji 01 in the 2012/2013 academic year. Based on the result of the vocabulary test, it could be known that the students' vocabulary achievement improved. The students should paired the cards in pelmanism game with their group used symbol to word. However the implementation of played pelmanism game did not use text because she would use in sentence not in text. There are six text genres that Junior High School students should be learned (Depdiknas, 2006: 278), one of them is recount text. Derewianka (1990) says that recount text can be devided into three types namely personal factual and imaginative recount. In this research, the text that taught is personal recount text. The researcher used pelmanism game in the form word to word related to the recount text given because the researcher also taught the classification of vocabulary. The researcher gave recount text while played pelmanism game because the researcher wanted the students to take a look to the text and known what were the classification of vocabulary by reading the text. By reading the text, the students were not realizing that they supposed the meaning of some difficult word without looked the meaning on the dictionary.

Considering the background of the study above, the researcher interest to conduct a classroom action research entitled *Enhancing The Eighth Grade Students' Vocabulary Achievement By Using Pelmanism Game At SMPN 5 Jember.*

Research Method

Classroom action research was used in this research because this research is intended to enhance class VIII D students' vocabulary achievement by using Pelmanism game at SMPN 5 Jember. Action research was defined as 'the study of a social situation with a view to improve the quality of action within it (Elliot, 1991: 69). Moreover, Kemmis quoted in Blaxter, et al. (1997: 63) describe classroom action research as follows: A form of self-reflective inquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situation on which the practices are carried out. It is most rationally empowering when undertaking by participants collaboratively, though it is often undertaken by individuals, and sometimes in cooperation with 'outsider'.

The research was conducted at SMPN 5 Jember. In conducting this classroom action research, the cycle model was used in which each cycle covered four activities. They were (1) planning the action, (2) implementing the action, (3) observing and evaluating, (4) analyzing the data and reflecting the action (Elliot, 1991:70). In this research, the researcher collaborated with the English teacher. The collaboration in this research focused on identifying and defining research problem, planning the action, carrying out the action, class observation and doing the reflection of the results of the actions in each cycle.

The action here was conducted in two cycles. If 75% of the students could not fulfill at least 3 indicators of 5 indicators in the observation checklist and if 75% of the

students couldn't achieve the standard score requirement of 75 in the vocabulary test, the action was continued to the second cycle. If the students could fulfill the indicators of students' participation and could achieve the standard score requirement, the action would be stopped.

The data were obtained by doing classroom observation in every meeting of each cycle and administering a vocabulary test for each cycle. Classroom observation was to evaluate the students' participation during the teaching learning process of vocabulary by using Pelmanism game. There were five indicators to determine whether the students actively or passively participate in the teaching and learning process itself. They were; (1) Following the teacher's instructions, (2) Identifying some words used related to the text given, (3) Playing the Pelmanism game in groups, (4) Finding the appropriate card with their pairs in Pelmanism game and (5) Doing the vocabulary exercises. Furthermore, the vocabulary test was administered at the end of each cycle to evaluate students' vocabulary achievement after implementing the action. The criteria of success of this research were at least 75% of the students could fulfill at least 3 indicators of 5 indicators stated in the checklist and 75 % or more of the students could reach the standard score requirement of 75 or more in the vocabulary test.

The data in this research were analyzed by using the formula taken form (Ali, 1993:186), $E = n/N \times 100\%$. "E" symbolized the percentage of the students who get the score 75 or higher, n symbolized the total number of the students who get the targeted score 75 or higher, and N symbolized the total number of the students.

Research Finding

This research was conducted in two Cycles. Each Each Cycle consisted of two meetings and a vocabulary achievement test. In this classroom action research, the

researcher taught vocabulary by using Pelmanism game to the students in two meetings and did the observation collaboratively with the English teacher in cycle I, the first meeting was conducted on September 14th, 2015. The second meeting was conducted on September 19th, 2015 and the vocabulary test 1 was conducted on September 21st, 2015. In cycle II, the first meeting was conducted on September 26th, 2015. The second meeting was conducted on September 28th, 2015 and the vocabulary test 2 was conducted on October 3rd, 2015. The researcher conducted the research collaboratively with the English teacher. In the first meeting, the researcher was as the teacher, and the English teacher was as the observer. For the second meeting, the researcher was as the observer, and the English teacher was as the teacher.

In cycle I, the average percentage of students' participation was 58.74%. in the first meeting, the students' active participation was 52.63% and in the second meeting was 64.86%. It means that the actions in cycle I had not achieved the success criteria of students' participation that was 75%. So, the action was continued to the second cycle. In cycle II, the students' participation was 75.68% in the first meeting and 78.95% in the second meeting. The average of students' participation was 77.31%. It means that the successful criteria of this research was achieved.

The result of students' vocabulary test was 68.42% in cycle I and 76.32% in cycle II. The improvement of students' vocabulary test was 7.9%. It means that the percentage of the students who could reach the standard score requirement showed the improvement. In other words it showed the consistent results.

Discussion

Related to the use of Pelmanism game in the teaching learning process of vocabulary, it could be found that it could enhance the students' participation and their vocabulary achievement. Before the actions were implemented, the students of

class VIII D had the lowest mean score compare with the other classes in teaching learning process of vocabulary. Only 42% students who got score 75 or more. Then, the actions were given in cycle I.

Based on the observations were done in cycle I, it was known that the average percentage of students' participation in laying Pelmaism game was 58.74%. It showed that the actions did not achieve the criteria of the success of the research objectives. Meanwhile, the result of students' vocabulary achievement in cycle I was 68.42%. It means that the actions could achieve the criteria of the success of the research objectives. Therefore, the action was continued to the second cycle to enhance the students' participation the students' vocabulary test.

In cycle II, the result of observations showed the students' improvement. The average percentage of students' participation was 77.31%. It means that the students' participation had achieved the criteria of the success of the research objectives. Meanwhile, the result of vocabulary test showed the improvement. The result was 76.32%. It means that the successful criteria of this research was achieved. In other words, it showed the improvement.

In conducting the actions in cycle I, there were some problems faced. The first problem, it was the first time for the students using Pelmanism game in the teaching learning process of vocabulary. The second problem, there were many students who did not bring dictionary and some of them did not even own dictionary. It made the students difficult to know the meaning of the words in time so it might time consuming for them while played Pelmanism game. The third problem, the researcher used English more often during the teaching learning process of vocabulary by Pelmanism game. It made some students confused and did not really

understand about the researcher's explanation and the instructions of the exercises. Therefore, in conducting cycle II, the actions needed some revisions to solve the problem. For the first problem, The researcher had to explain more about Pelmanism game and how to play Pelmanism game in group. The researcher also had to guide the students more intensely in playing Pelmanism game so the students could do the exercise of vocabulary easily. For the second problem, the researcher asked the students to bring dictionary. For the students who did not have dictionary, the researcher had an initiative to lend them dictionary from the school library. The solution for the third problem, the researcher had to use bilingual method while explaining the material and giving instructions of the exercises to the students so the students could understand better about the explanation and the instructions of the exercises .

The actions in cycle II were better because the actions were revised. The students were already known about the procedures of playing Pelmanism game. Almost all the students brought the English dictionary. They could find the words in the dictionary. If they were confused about the meaning of the words they asked the researcher or the English teacher. The class was conducive. Besides, the students also were not confused with the teacher explanation so they could do the vocabulary exercises by themselves.

Related to the above explanation, it could be concluded that the use of riddles in playing Pelmanism game could enhance the eighth grade students' vocabulary achievement and participation at SMPN 5 Jember in the 2015/2016 academic year. In addition, Pelmanism game can be used as an alternative technique in teaching vocabulary by the English teacher of SMPN 5 Jember .

Conclusion

Based on the research findings, it can be concluded that using Pelmanism game enhanced the eighth grade students' participation and vocabulary achievement at SMPN 5 Jember. Therefore, English teachers at the school should use Pelmanism game as a technique to teach vocabulary in the classroom because it can encourage the students to participate actively in vocabulary classes as shown in this research, Besides, they can apply this game in order to develop the technique in teaching vocabulary, and it can also reduce their difficulty in teaching new vocabulary.

The future researchers should use the research findings as information and input to conduct a further research dealing with similar problem by using different research designs such as an experimental research and a descriptive research or even the same research design but to other level of students of different schools.

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