

Improving Students' Ability At Memorizing Vocabulary Through Implementation Of Guessing Game Strategy At Mts Al Washliyah Batang Serangan

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Abstract

Vocabulary is an important element in a language ,all the words known and used by a particular person. Vocabulary is the basic need that has to be mastered by the students themselves. They will find it difficult to speak up without having many vocabularies as it is difficult to memorize. In teaching vocabulary teacher should use many strategy to make the students understand the meaning and how to voice the word such asking and answering, using media, etc. As far as its known, there are many strategy that use in teaching learning process. One of them is guessing game strategy that use by the teacher in teaching. The aims of this research are to find out the students' ability to memorizing vocabulary speech when taught by guessing game strategy, improving the students' ability at memorizing vocabulary by using guessing game strategy. The subject of this research is MTs Al Washliyah Batang Serangan. The subject was 68 students that consist of 2 classes, they are VIII A that consist of 35 students and, the technique of collecting data were interview, document, observation, written test. the technique of analyzing data Presenting the data and data Reduction. After the data were analyzed, it showed that in (pretest) the students' ability at memorizing vocabulary of MTs Al Washliyah Batang Serangan by guessing game strategy got the mean 2,86 % and cycle 1 (postest 1) got the mean 57.14 %. So, it can be concluded that there is an improvement of the students' ability at memorizing vocabulary by using guessing game strategy.

Keywords : Guessing game strategy , memorizing vocabulary .

1. Introduction

Language acquisition is a process by which children begin to recognize verbal communication with its environment called child language acquisition. First language acquisition (B1) (child) occurs when a child is in the first place without the language has now gained one language. At the time of child language acquisition, children leading the communications function rather than the form of the language. Language acquisition of children can be said to have the characteristics of continuity, have a continuum, moving from simple one-word greeting to the combination of words that is more complicated.

In teaching and learning sessions, teachers need to be started with a simple pattern and then switch to the more difficult. Teachers may also stems from the smallest unit to a larger unit. This case may facilitate the students learned to understand the material.

In addition, teachers also need to provide a creative material for attracting students to study. At the same time, teachers should also provide rewards for appropriate action. These rewards are given to make the students keep repeating things that are really making it an action that is automatic. Therefore, learning is a process of stimulation and follow back, the teacher needs to play its role as a driver to attract students into the process of teaching and learning that takes place. Next, an example or model of teachers to students. Every action and conversation will be model. Therefore, teachers play an important role in using the correct language for pupils model. Especially introducing new vocabulary so they can communicate well.

Vocabulary is all the words known and used by a particular person.' However, the words known and used by a particular person do not constitute all the words a person is exposed to. By definition, a vocabulary includes the last two categories of this list: 1) never encountered the word, 2) heard the word, but cannot define it, 3) recognize the word due to context or tone of voice, 4) able to use the word but cannot clearly explain it, and 5) fluent with the word – its use and definition.

Conceptual Framework

Vocabulary is an important element in a language since language basically consists of three elements construing it so that the language can be used in communication. Furthermore, Ellen states that a vocabulary is an important part in language teaching and should be learned continually by the students. It means that the vocabulary is the basic need that has to be mastered by the students themselves. They will find it difficult to speak up without having many vocabularies as it is difficult to memorize. According to the experts many ways that can be used to improve students' vocabulary include: methods and techniques. Method is one of the strategies that used by the teacher in the learning process that aims to be achieved, the more precise the method used by the teacher so, the process of learning can gratify. Strategy or tools used by teachers in order to achieve a goal. Teachers should use variety of methods in teaching vocabulary to students. that students are active, do not get bored and also improve their ability to memorize, because the right brain and left brain work in a balanced.

Based on the observations that I have encountered in that area (Mts Al Washliyah Batang Serangan). Teacher fail to apply the lessons related to vocabulary. So the students are less active, than the learning monotonically. This has an impact on their vocabulary mastery. This is seen when students learn reading many unknown students that take a long time to get the low of speaking to themselves. Games is one of strategys that can be applied in memorizing vocabulary because games in one of potential activity that gives students feeling of freedom to express themselves. Games are also potentially useful to encourage students of interact with each other orally.

Guessing game is a game that the participant compete individually or team (as in riddles or charades).” Based on the definition, it can be conclude that guessing games is a game in which a person or participant knows something and competes individually or in a team to identify or to find out it. There are many concepts of guessing games, which can be applied in memorize vocabulary

Guessing game is a game of charades that can improve the ability of either individual or team of students in remembering vocabulary, this game is easy to use and fun. In this game students are required to actively speak so that communication occurs between them. With the lack of communication between them, the more easy

In studying english of course there are difficulties in memorizing and translating English vocabulary. It can be effect by several factors such as linguistic differences between Indonesia and English of communication between students and teachers. Many of the students who are quickly bored with vocabulary memorization method directly ffrom the dictionary. Guessing game is the great way to help students actively participate in speaking and increase vocabulary about what they are learning within the scope of the theme.

2. Research Design

This study was conducted by applying classroom action research method. The classroom action research is an action research conducted by reseacher in the classroom. This approach essentially aims to determined the causal relationship between two or more variables. Action research conducted on the subject deliberately prepared and done in the classroom. There are several types of action research, two of which are individual action research and collaborative action research (CAR). CAR can mean two things, namely classroom action research and collaborative action research both refer to the same thing.¹The characteristic of this study was the presence of an action or treatment that was prepared by the researcher.This research effort should involved teachers in the learning process form containing the sense that the action taken was based on an effort to improve outcomes.

Action Research is combination of Qualitative research and Quantitative research. In Classroom Action Research, the data collected qualitatively and analyzed quantitatively. Action research is different from formal research, which aims to test hyphotesis and build theory of general. Action research aims to as further improve performance, and contextual nature not to generalize the results. However, the results of action research can be applied by others who have a background similar to that researchers possess.

3. Finding And Discussion

The reseacher implemented Guessing Game Strategy in the class VIII A at MTs Al Washliyah Batang Serangan, before the reseacher implemented Guessing Game Strategy the researcher interviewed English teacher that is Miss Rasiani S.Pd. The researcher found some problems in learning English process at MTs Al Washliyah Batang Serangan as follows:

1. The teacher did not use strategy or method in learning process.
2. The teacher did not use media in learning process.
3. The students were not interest because there are not motivation for them.

To know the students' ability at memorizing vocabulary, The researcher gave the pre test that consist of 10 questions multiple choice. The pre test purposed to know the students' ability at memorizing vocabulary. All of students present in pre test. it can be seen in table

¹Zainal Aqib. 2006. *Penelitian Tindakan Kelas*. Bandung; Yrama Widya, h. 12

The Percentage of the Students' Score in Pre-Test

Criteria	Total	Percentage
	Students	
Successful	1	2,86%
Unsuccessful	34	97,14%
TOTAL	35	100%

From the table analysis, the students' ability on memorizing vocabulary was low. It can be seen from the percentage of students' score was 1 student got success score or it was only 2,86 %. It can be classified the students' ability on memorizing vocabulary was low. So, the reserch continued to the first cycle.

In the cycle 1 consist of : *planning , action obsevation*

1. Planning

Knowing the students problems in taught and learned vocabulary.

Preparing the post test as instrument to collect the data about the students problems at memorizing vocabulary

2. Action

The researcher implemented guessing game strategy in teaching learning process and the researcher had done all of procedures that mentioned in planning step.

The Steps of guessing game strategy

1. Teacher gave students number consists of absent and divided them into 4 groups. Each group consists of 10-11 people.
2. Teacher eplained guessing game strategy.
3. Each group choice one representative then move in front of the class.
4. One representative of the group will answer 9 questions in accordance with the categories.
5. The teacher gave warming up the students brain by asking some new vocabulary that will be discussed in the classroom.
6. The teacher gave new vocabulary about direction to each representative of group.
7. Every representative of group gave clue of new vocabulary for each group than guess what the student has done.
8. Whose group that can not guess the vocabulary will be eliminated.
9. The group who can guess most vocabulary will be the winner
10. The teacher asked the students to pronounce the difficult words and translating them .

11. The teacher gave the students test vocabulary namely multiple choices test based on the previous topic that was learned.
12. The teacher asked the difficult to the students during teaching learning process.
13. The teacher asked them to memorize all of vocabularies that related to the sport.
14. The teacher made the conclusion of the lesson.

The Percentage of the Students' Score in Post-Test of the first Cycle

	Criteria	Total Students	Percentage
P1	Successful	20	57,14%
P2	Unsuccessful	15	42,86%
	TOTAL	35	100%

From the table analysis, the students' ability at memorizing vocabulary was improved. It can be seen from the percentage of students' score was 20 students got success score or it was 57,14 %. In the other hand, just 15 students got unsuccess scores or it was 42.86%. It can be concluded that the students' ability at memorizing vocabulary was improved. So, post-test of the first cycle was categorized success.

4. Conclusion

After analyzing the data, it was found the students' ability at memorizing vocabulary by using guessing game strategy can improve, it can be seen in the students' score from the pre test until post test of cycle I

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