

## **THE USE OF GUESSING GAMES IN OUTDOOR TO TEACH VOCABULARY FOR SEVENTH GRADE STUDENTS OF SMP TPI GEDANGAN**

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### **Abstrak**

Pengajaran bahasa Inggris ditekankan pada empat keterampilan bahasa: membaca, mendengar, berbicara, dan menulis. Penguasaan kosakata dianggap sebagai kekuatan dalam menggunakan kemampuan bahasa. Siswa memiliki kesulitan untuk menghasilkan beberapa kata dan mengekspresikan ide-ide mereka. Mereka tidak bisa mendengarkan, berbicara, membaca dan menulis dengan baik jika mereka tidak tahu kosakata dengan baik. Horby (1987) menyatakan bahwa, kosakata adalah jumlah kata yang (dengan peran menggabungkan mereka) membentuk bahasa. Dalam penelitian ini, peneliti berfokus pada kata benda (noun). Dia melakukan penelitiannya di SMP TPI Gedangan. Subjek penelitian ini adalah siswa kelas tujuh SMP TPI Gedangan karena pada level ini, mereka membutuhkan strategi untuk meningkatkan penguasaan kosa kata mereka. Berdasarkan latar belakang, peneliti melakukan penelitian di SMP TPI Gedangan Sidoarjo dan subjek penelitian ini adalah siswa kelas tujuh. Sebelum dia datang penelitian, dirumuskanlah dua pernyataan penelitian. Mereka adalah "Bagaimana implementasi menebak permainan di luar ruangan untuk mengajarkan kosakata untuk siswa kelas tujuh", dan "Bagaimana menebak permainan di luar ruangan siswa bias meningkatkan penguasaan kosa kata mereka".

Dalam studi ini, menebak permainan di luar ruangan yang digunakan sebagai media alternatif dalam meningkatkan pelajar muda penguasaan kosa kata. Mereka digunakan untuk memperkenalkan kosakata baru yang ditangani pada kurikulum lokal. Allen dan Vallete (1997) menyatakan bahwa, Permainan menawarkan perubahan yang menyenangkan dari kecepatan dalam pelajaran sehingga mereka bisa memotivasi siswa dalam belajar kosa kata, mengurangi kebosanan, dan meningkatkan penguasaan kosakata.

Penelitian ini adalah penelitian tindakan. Instrumen yang digunakan oleh peneliti adalah catatan lapangan, angket dan tes. Data diperoleh dari hasil catatan lapangan dan kuesioner tentang bagaimana guru menerapkan menebak permainan di outdoor sebagai bahan untuk mengajar kosa kata, dan hasil tes (skor siswa). Peneliti sebagai guru dilaksanakan menebak permainan di luar ruangan dengan cara yang berbeda dalam setiap pertemuan. Ini bisa mengurangi kebosanan siswa. Berdasarkan analisis data, peneliti membuat kesimpulan bahwa pelaksanaan menebak permainan di luar ruangan itu baik untuk mengajarkan kosakata. Para siswa yang tertarik dalam proses belajar-mengajar dengan menggunakan tebak-tebakan. Hal ini dapat dilihat dari hasil angket siswa dan catatan lapangan. Selain itu, hasil tes siswa ditingkatkan dari pertama pertemuan kedua. Pada pertemuan pertama nilai rata-rata kelas adalah 70 dan pertemuan kedua adalah 90,4. Ini berarti bahwa skor siswa juga meningkat dari pertama dan kedua menulis.

Berdasarkan penjelasan di atas itu berarti bahwa pelaksanaan menebak permainan di luar ruangan adalah efektif untuk mengajarkan kosakata. Ini bisa membuat siswa termotivasi dan tertarik dalam belajar kosa kata. Mereka juga sepakat bahwa menebak permainan di luar ruangan harus digunakan dalam proses belajar mengajar kosakata.

**Kata kunci:** *vocabulary, game, guessing game*

### **Abstract**

Teaching of English is emphasized on the four language skills: reading, listening, speaking, and writing. Vocabulary mastery is considered a power in using language skills. Students have difficulties to produce some words and express their ideas. They cannot listen, speak, read and write well if they don't know vocabulary well. Horby (1987) states that, vocabulary is the total number of words which (with role for combining them) make up the language. In this research, the researcher focuses in the used of noun. She did her research in SMP TPI Gedangan. The subject of the study was seventh grade students of SMP TPI Gedangan because in this level, they need strategy to increase their vocabulary mastery. Based on the background, the researcher did a research in SMP TPI Gedangan Sidoarjo and the subject of the study was the seventh grade students. Before she came to the research setting, she formulated two research statements. Those were "How is the implementation of guessing games in outdoor to teach vocabulary to

the seventh grade students”, and “How does guessing game in outdoor help the students improve their vocabulary mastery”.

In this study, guessing games in outdoor were applied as an alternative media in increasing the young learners' vocabulary mastery. They were used to introduce new vocabulary which dealt on the local curriculum. Allen and Vallete (1997) states that, The games offered a pleasant change of pace in the lesson so they could motivate the students in learning vocabulary, reduced the boredom, and improved the students' vocabulary mastery.

This study was action research. The instruments that are used by the researcher are field note, questionnaire and test. The data were gained from the results of the field notes and questionnaire about how the teacher implemented guessing games in outdoor as the material for teaching vocabulary, and the results of the test (the students' score). The researcher as a teacher was implemented guessing games in outdoor in different ways in each meeting. It could reduce the students' boredom. Based on the analysis data, the researcher makes conclusion that the implementation of guessing games in outdoor was good for teaching vocabulary. The students were interested in the teaching-learning process by using guessing games. It could be seen from the results of students' questionnaire and field note. Besides that, the results of students' test were improved from the first to second meeting. In first meeting the mean score of the class was 70 and second meeting was 90.4. It means that the students' score were also increased from the first and second writing.

Based on the explanation above it means that the implementation of guessing games in outdoor was effective to teach vocabulary. It could make students motivated and interested in learning vocabulary. They also agreed that guessing games in outdoor should be used in teaching –learning process of vocabulary.

**Keywords: vocabulary, game, guessing game**

## INTRODUCTION

Based on the competency based curriculum (2006:2) the teaching of English is emphasized on the four language skills: reading, listening, speaking, and writing. It also includes language elements, such as grammar, vocabulary, pronunciation, and spelling. But before being able to master those skills, the students should be able to master vocabulary because it is the most important one. As Thornburry (2002:13) has stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. The communication will succeed or not, it depends on the accuracy of vocabulary understanding. Students cannot listen, speak, read, and write well if they do not know the vocabulary well. Vocabulary is one of the language components that are important in learning English. It is the key to be successful in increasing the language skills; vocabulary mastery is considered a power in using language skills.

Learning is not always conducting in the classroom but it can also be conducted in outdoor, especially learning English (Suyanto, 2001: 45). The processes of learning English in classroom usually make the students

bored. And if the way of teaching is monotonous, the students will get bored easily

Students in the seventh grade students have difficulties in producing some words. They cannot listen, speak, read and write well because of lack in vocabulary mastery. The English teachers in junior high school are expected to be creative. To be a good facilitator, teachers should be able to make the students understand the learning process easily. The teachers should have interesting techniques in order to help the students understand the words such as teaching vocabulary in outdoor.

Using some games can reduce the students' boredom. So that the atmosphere of the class will be more joyful and it will make their motivation in learning the vocabulary increased. Allen and Valette (1997:41) support that games offer a pleasant change of pace in the lesson and it is shown that games can retain the interest of all students who are playing. Through games, the students will well-motivated in learning the language. Games can motivate the students in learning the language. They will be encouraged in the learning process if they are given the cheerful technique.

From the previous background, the researcher is interested to introduce the use of guessing games in outdoor as an alternative media to teach vocabulary for junior high school students. The researcher hopes, guessing games in outdoor can motivate the students in learning vocabulary, reduce the students' boredom, and also can improve the students' vocabulary mastery.

This study would have aim to know how to use guessing game in outdoor to the seventh graders of SMP TPI Gedangan. In this study, the discussion would be around the implementation of teaching and learning of guessing game in outdoor and also the students' improvement in vocabulary mastery by using guessing game in outdoor. This study aimed to describe the implementation of using guessing game in outdoor to teach vocabulary for seventh grade students of SMP TPI and also to describe how guessing game in outdoor help the students improve their vocabulary.

Besides, in order to reach those aims above, the researcher found some related literatures which underlined her study. Teaching vocabulary in the seventh grade of junior high school is usually presented by memorizing a number of words. And this method can make the students bored. Teaching vocabulary through games is able to make the teaching learning process more interesting. If the way of teaching vocabulary is monotonous, the students will get bored easily. That is, a game is an affective and attractive choice. Furthermore, Decarrico (2001:256) states that words should not be learnt separately or by memorization without understanding. It can be concluded that playing games is a good way to learn vocabulary

Here she used guessing game for teaching and learning this material. Klippel (1994:13) add that guessing is true communicative situation and such are very important for foreign language practice with fun and excitement. From those theories, it is enough clear that guessing games are liked by students all of ages from children until adult, it arouses considerable interest and encourages the learners to communicate because it is combination between language practice with fun and

excitement. Here, students are invited to outdoor because it can make them be acquainted with their surrounding. They have to get a new situation to reduce the students' boredom. In short, games are effective and attractive choices in learning English vocabulary. It can also avoid the students' boredom.

## **METHODOLOGY**

This research is an action research. Action research is an approach employed by teacher to improve the quality of education. McNiff (1992: 4) stated that action research is an approach to improving education through change, by encouraging teacher to be aware of their own practice, to be critical of that practice, and to be prepared to change.

In this study, the researcher made a collaborative research with the teacher. The teacher teach vocabulary based on the lesson plan made before and applied the media in two cycles. Before applying the first cycle, the teacher and the writer decided the main problem happened in the class and what kind of alternative problem solving which will be applied.

Action research can be done in four stages as stated by McNiff (1992): in the planning stage, the teacher and the researcher prepared everything that needed during the teaching and learning process. The teacher and the researcher prepared the instrument include field note and questionnaire, prepared "guessing games as media. What the researcher and the teacher had planned in the planning stage will be implemented in the action stage. The teacher implements the previous step and distributes "guessing games in outdoor" and explained what the students have to do. Then in observation stage, the collaborator observes the classroom activity by using field notes towards what happened in the classroom during the teaching and learning process. It starts to observe all things that happened in the class. And in the reflection stage, the collaborator will evaluate the result of the research. The researcher and the teacher will interpret the data to decide whether the action which has



done is successful or not. If it is not successful, the researcher should continue into the next cycle

The subject of this study was the seventh grade students of SMP TPI Gedangan. They were consist of 25 students. The researcher choose this grade as subjects young children are enthusiastic and positive about learning. They like to have fun while they are learning on the other hand they need a strategy to increase their vocabulary mastery.

The data of this study were in form of information collected through field notes and questionnaire about the use of guessing game in outdoor and also the score of the students' test collected at the end of each cycle

In this study, the researcher uses three instruments. First is field notes, it is used to note what has occurred in the field. Second is questionnaire, this will be used to collect the students' responses toward the use of guessing game in outdoor. And the third is test

Field note is as a technique for collecting data of the activities in the teaching-learning process when the teacher applies guessing games in outdoor to teach vocabulary. All the data was used to answer the first research questions, how is the implementation guessing games in outdoor to teach vocabulary to the seventh grade students.

Questionnaire was the additional instrument and also for supporting field notes. It can be used to find out the students' responses in the implementation of teaching learning process using guessing games in outdoor to teach vocabulary. All the data was as the additional and used to answer the first research questions, how is the implementation guessing games in outdoor to teach vocabulary to the seventh grade students.

The observation was conducted in two meetings. The researcher described the activities that the teacher and students did in the classroom and outdoor during the teaching learning process. The results of field notes were described, presented, and analyzed related to the facts that happened in outdoor. All the data were used to answer the first research questions, which was how the implementation of guessing games in outdoor to teach

vocabulary to the seventh grade of Junior high school students.

The result of the questionnaire was used to examine the students' responses toward the implementation of teaching learning process using guessing games in outdoor to teach vocabulary. The questionnaire was a combination of closed questions. And the result of questionnaire was analyzed by using percentage technique. The sum of the student's responses was divided by the number of the students and multiplied by 100%.

$$\text{Result} = \frac{\text{The students' opinion}}{\text{The total number of the students}} \times 100\%$$

The researcher took the result in form of score which has been conducted every meeting after the students have been taught using guessing games in outdoor. And to assess the students' test, the researcher used a scoring range. The score would be presented only to know whether the students understand the materials or not after the teaching of vocabulary by using guessing games. The data were used to answer the second research statements. It was on how guessing games in outdoor help the students improve their vocabulary.

The researcher used a score range stated by Brown (1987:295):

>85-100	: excellent
>75-85	: very good
>55-75	: good
>44-55	: bad

## **RESULT AND DISCUSSION**

### **Result**

The researcher used two data to answer those two research questions. The first data contains of the implementation of guessing game in outdoor to help seventh grade students to enrich vocabulary. To present the first data, the data from field notes was used. The second data was containing of students' vocabulary

mastery by using guessing game in outdoor. The second data was taken from the students' score. The score of the students was important to be used in order to know whether the use of guessing game in outdoor was improved the students or not enable the students to enrich vocabulary.

The first meeting was done on Monday, April 8<sup>th</sup> 2013. This step, the teacher and the observer prepared lesson plan, selected materials, prepare guessing games and instruments. The lesson was made based on the result of pre-observation done by the researcher and the teacher before conducted the research. Teacher greeted the students and checked the attendance list by called the students' name, 25 students, completely joined the class. After the teacher checked the attendance list, the teacher asked the students about the kind of jobs that they have learned.

The teacher explained about the kinds of job and gave the example of using the kinds of jobs in a good sentence. Some students gave big attention to the lesson, and some others did not paid attention to the teachers' explanation. Then, the teacher asked three volunteers of the students wrote the sentence consist of peoples' job on the board. The teacher discussed those three sentences and gave more briefly explanation

After that the teacher asked the students to the yard of the school then divided the students into 4 groups which consisting of 6 - 7 students. Each group should have a leader. The teacher explained how to play the games before she began the activity. For the leader of each group moved to the other group to lead them. After that the teacher gave some picture cards to the leader and for each group has to guess what the picture it is. If the group can guess what the picture is it, they have to make the word that they have guessed into a good sentence. The leader has to control the group that they have leaded. The students were enthusiastic with the game, but they could not submit their work in time because they got the difficulties in making a sentence. While the teacher was teaching in outdoor, the observer observed all activities that happened in outdoor whether it harmonized with all

aspects stated in the field note well or not. The observation process included the preparation, the presentation, the technique or method and the students-teacher interaction.

Before finishing the lesson, in the last part of teaching learning process, the teacher gave the students through test. This was meant to improve their English especially their vocabulary mastery. For doing the test, it took place in the classroom. The class condition became conducive. All students did their work and sometimes some of them asked the teacher about the meaning of some words. The students finished their work on time, and submit it to the teacher

Based on the field note, it could be said that the teaching learning process could be done well. The teacher gave a clear explanation, and guessing game was presented well. The teacher selectively prepared the media which relevant to the topic of the lesson. Students also paid attention while the teacher gave the explanation but some of them still passive. When the teacher asked them to answer the question classically, they could answer the question, but they just kept silent when the teacher asked them to raised hand before answering the question. Moreover, when the teacher asked them to ask some questions if they still confused and get difficulties with the lesson, they did not do it. They said that all teachers' explanation was clear enough for them. But in doing test they still made some mistakes.

For the evaluation, the researcher analyzed the students' test. The data were taken from field note and students' score. The researcher and the real teacher as the collaborative researcher discussed the result of field note, the weaknesses during teaching learning process and also giving score to the students' test. The list results of the students' score showed at the table

After the students did the game, they could remember the words better because they knew the picture clearly. It also helped the students to memorize the meaning of the words. Hopefully the use of the game in teaching learning process would encourage the students to be more active especially in vocabulary mastery.

The second meeting was done on Thursday, April 11<sup>th</sup> 2013. Basically, the planning activity was almost the same as the previous planning in the first cycle. The teacher and the observer prepared the concept that would be used in teaching learning process such as lesson plan, materials, and instruments. The teacher and the researcher also made revision based on the reflection in the first cycle. Based on the reflection of the first cycle it can be found that some of the students were passive and had the difficulties in expressing ideas. Furthermore, the teacher and the researcher in this cycle prepared all things better than the first cycle. The teacher also intended to conduct a game. Hopefully it would be give improvement in students' vocabulary mastery.

Just like the first cycle, the teacher did the same activity as in the first cycle. In this meeting, the students were more active than the previous meeting. There were so many students tried to answer the question when the teacher gave them some questions. The amount of the students who raised their hand to answer the question was increase significantly. They enjoyed their lesson.

Same as the first cycle, teacher asked the students to the yard of the school. The class divided into 4 groups which consisting of 6 - 7 students. For dividing the group, each students have to mention the number from 1-4. For the students who mention number 1, it means that

Meeting	Excellent	Very good	Good	Bad
1 <sup>st</sup>	4	2	17	2
2 <sup>nd</sup>	16	7	1	1

he/ she has to join with the group 1. For the students who mention number 2, it means that he / she has to join with the group 2, and etc. Here, each group also has a leader but he / she just stay in their group. Teacher showed a sentence to the leader for a while, what sentence it was, the leader should inform to his/ her group and then each group should rearrange the word into that sentence. Each group should remember what sentence that they have

been known before. Before it, each group has to answer some questions that they have to guess. If the answer was true they could take one of the words that they needed to complete the sentence. If the answer was wrong they could not take one of the words that they needed until the answer was true. Each group competed to stick their answer on cardboard when they found the right words. The students were very enthusiastic joined the outdoor class. It became completely noisy but they were more active and they motivated to be the best group.

In the last part of teaching learning process, the teacher gave the students through test. All students did their work and sometimes some of them asked the teacher about the meaning of some words. The students finished their work on time, and submit it to the teacher.

Based on the field note, it could be said that the teaching learning process was successfully done and there were significant improvements from the students. The class became very active and alive. All students tried to speak up in their own group and some of them asked some questions to the teacher. The technique of the teacher was able to motivate the students. There were also improvements in their vocabulary mastery.

The result of questionnaire showed that students enjoyed learning English. The techniques which was used by the teacher can motivate the students to study. From the observation in the classroom, it could be seen that the students was so attractive in learning new words. They always paid attention to what their teacher say and teach. And it could be concluded that games can be a n effective techniques in teaching new vocabulary.

The analysis of the students' test which was given by the teacher in the end of every meeting was presented:

From the table above, the analysis of students' vocabulary mastery after being taught using guessing game showed that the students' score increased in the second cycle.

In the table, it can be seen that the students' score increase from the first cycle to second cycle. The students have known about the kind of jobs but they still got the difficulties in writing the words. It happened in the first



but in the second cycle; students could remember and develop their vocabulary mastery.

In the first cycle, students did a test and the average of the result was 70. The second cycle, it can be found that the students' could develop their vocabulary mastery. The average of the result was higher than the first cycle, it was 90.4.

### **Discussion**

The implementation of guessing game in outdoor in vocabulary class was very helpful for the students. Outdoor learning is a strategy to create a community of learning where the student can communicate, help each other, discuss, and they can get more information in outdoor learning (Suyanto 2007:97). So that, students need to be invited to outdoor because it can make them be acquainted with their surrounding. They have to get a new situation to reduce the students' boredom. In short, games are effective and attractive choices in learning English vocabulary. It can also avoid the students' boredom.

In the first cycle, the students asked to guess some pictures then make a good sentence from the words that have been guessed. In the second cycle, students asked to guess something then complete the jumble words into good sentence.

Before giving the questionnaire, the teacher explained the aim of delivering it. It was given to gather the students' opinion toward the overall aspect of the implementation of guessing games in outdoor. The students did not need to worry about the questionnaire result because it had no relation with their marks. So, all of the students were given permission not to write their names on the questionnaire form. The used of guessing games in outdoor had positive response from the students. They enjoyed learning English.

The improvement of students' vocabulary mastery by using guessing game in outdoor analyzed based on the score of the students' test. Testing is an important part of every teaching and learning experience. One of test purpose according to Madsen (1983:12) is to measure the

comprehension and production of word used in speaking or writing. The result of observation is dealt with that statement. The teacher gave a test to the students in the end of every meeting. It is due to know how far the result of a teaching learning activity.

Based on the observation to the students' vocabulary learning, at the second meeting of using guessing games in the teaching learning process of vocabulary, there was a little significant improvement to their vocabulary mastery

From the above explanation, it could be concluded that there was an increase in the students' vocabulary mastery which taught by guessing games in outdoor in the process of teaching-learning. The students' vocabulary mastery was increased and it can be seen from the scores of the students' test. The table showed that the scores of the students were increasing. Two students got bad marks in the first and finally achieved better in the last meeting. By looking at the scores, the researcher concluded that the technique could help the students in increasing their understanding.

From the observation, the researcher can say that games helped to motivate the students and reduced their boredom in the learning process. The games became better media that fulfilled the students' interest in the learning process. Thus, it could be concluded that games has many contributions to the teaching of vocabulary.

Finally, the majority of the students agreed that guessing games in outdoor should be used as teaching media because it gave effective assistance and very helpful. They said that the teacher rarely did a game in the teaching and learning process so they usually felt bored. The students had various opinions that the media had enabled them in increasing their vocabulary. For this reason, they agreed that the application of guessing games in outdoor should be continued in the teaching and learning process.

## CONCLUSION AND SUGGESTION

### Conclusion

Based on the result of the observation, the researcher concluded that:

1. In the first meeting, the teacher used a game to minimize the students' boredom. The students seemed confused with the technique which was applied. So that, they found some difficulties in producing some words. At the beginning of the lesson, the teacher presented some kinds of pictures, repeated her pronunciation, did a game, and gave some test at the end of the meeting. In addition, the application of guessing games in outdoor helped the students to memorize the vocabulary easily and it could reduce the students' boredom so they could participate actively in the learning process.
2. The implementation of guessing games in outdoor gave some contributions to the students' vocabulary mastery. It can be seen from the students' test that most of students could answer the questions.
3. The majority of the students said that the application of guessing games in outdoor helped them in learning new English vocabulary. They said that the games could motivate them because the presentation of guessing games was suitable with the topics. And the topics also had connection with the daily lives. The questionnaire which was given to the students also gave good responses toward the overall view of the study. Finally, the students agreed that the application of guessing games in outdoor should be continued in the teaching-learning of vocabulary.

### Suggestion

In applying the technique in this study, the researcher suggests the English teachers who teach at the junior high school to use guessing games. In line with the application of guessing game in outdoor, the teachers should be

aware of the topics, media, and the technique. The teacher should give a variation of game in order to make the activity of the learning more joyful.

The researcher realized that this research is far from being perfect. So, she hopes that there will be other researchers who will do similar research but in different perspectives. For suggestion, she invites other researches to apply the use of guessing games in outdoor for the senior high school.

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