



ELITE Journal



(Journal of English Language Teaching & Education)

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ELTE Journal invites articles that have never been published before anywhere else. Manuscripts should be type-written, one and a half-spaced on quarto (A4) sized paper 9 - 20 pages in length; preferably on a standard floppy diskette with one hard copy. The article format should comply with the standard form of scientific writing. Articles will be reviewed by the Editors and/or Subjects Reviewers. The Editors reserve the right to edit articles for format consistency without altering the substance.

Preface

Welcome to the Journal of English Language Teaching and Education (ELTE Journal) Volume: 6 Number 1, February 2018. This journal presents some articles on the English Language Teaching and Education. This journal is intended to provide a platform both for established and early-career researchers. ELTE Journal provides a high profile, for academics, professionals, educators, practitioners and students in the field to contribute and disseminate innovative new work on language teaching and education. The contents included analysis, studies, application of theories reports from Teachers of English both Junior and Senior High School teachers, lecturers and students of Graduate Program PGRI University of Palembang.

The journal is published twice a year and accepts research papers and forum articles from the fields of English Language Teaching and Education. ELTE Journal invites original, previously unpublished, research and survey articles, on both practical and theoretical aspects of language learning and teaching as well as research. Research papers and forum articles are all subject to peer review before being accepted for inclusion.

For this edition, February 2018, the editors received 12 articles from the teachers, lecturers and students not only from Graduate Program PGRI University of Palembang but also from other schools, and universities. But there are only 8 articles are selected and published in this edition. Furthermore, in selecting the articles for this volume, the reviewers analyzed and selected them based on the requirements for journal writing.

Finally, the editors would like to thank several people and parties for their help, support and contribution. Any constructive comment, suggestion, criticism and contributions for future editions are welcome.

Editors

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The Effectiveness “Guess What Game” to Teach English Vocabulary to the Eighth Grade Students of Junior High School Kartika Jaya of Palembang

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Abstract

The main problem of this study was “Is it effective using guess what game to teach English vocabulary to the eighth grade students of Junior High School Kartika Jaya of Palembang?” The game focus on the word has relationship with action verbs. The objective of this study was to find out whether or not it was effective to use guess what game to teach English vocabulary to the eighth grade students of Junior High School Kartika Jaya of Palembang. This study used the true experimental method. The written tests were used to collect the data. The data were analyzed through the independent t-test. The population of this study was all the eighth grade students of Junior High School Kartika Jaya of Palembang in the academic year of 2017/2018. The sample students of this study were taken from the population by using cluster random sampling method. Based on the study, it was found that “guess what game” was effective in teaching English vocabulary to the eighth grade students of Junior High School Kartika Jaya of Palembang. The average score of the students in the post-test of the experimental group was 87.2. On the other hand, average score in the post-test of the control group was 85.6. The students’ scores and the result of the independent t-test computation was 2.333 in the critical value at 0.05 significance level was 2.000 and t-obtained Null Hypothesis (Ho) was rejected and Alternative Hypothesis (Ha) was accepted. It means, using guess what games to the eighth grade students of Junior High School Kartika Jaya of Palembang was effective.

Background of the Study

Nowadays, English is very important for all people to learn, because English is international language. Every country in the world has their language. It will be hard for us to communicate with other if we do not understand the language that the listener uses. So that’s why English is very important. People will communicate with English fluently if supported by how many vocabulary that they have. Many methods the teacher can applies to teach the students in getting new vocabulary. People build their English vocabulary through a blend of methods, by taking English vocabulary classes, reading books, watching moving in English and studying English with English language software. Playing word and vocabulary game is a valuable part of learning English.

Saleh (1985:27) states that in order to be able to use the language communication. The learners are expected to master the structure of English as well as its vocabulary. In order to speak and write, they have to have sufficient number of vocabulary.

It will be better if the students learn English as soon as possible. According to Juel et al in Pikulsky and Templeton (2004:5) showed that while teachers in kindergarten and first grade spent considerable time reading and discussing books to children with below average vocabulary, these activities had minimal impact on the progress of the children. So that's why the writer chooses English vocabulary to teach, because the writer thinks English is nothing without vocabulary, and it's important to teach vocabulary as much as possible.

The teacher has to be creative in creating a way to teach English vocabulary to the students, because sometimes the students feel bored to scrutinize the teacher explanation. Vocabulary games can help the teacher in getting the students' interest, and also vocabulary game is a fun education to help the students build reading, phonics, or English language skills.

Based on the writer's experiences and information that the writer got from a teacher of English in Junior High School Kartika Jaya of Palembang, many students are still getting difficulties in remembering the meaning of some words that the students have learned. Students also had getting motivated to learn English because of the situation rigid. This situation often made them frustrated and sometimes indifferent. The writer found some strategies that can motivate the students to learn English and enhance the students' vocabulary. Because of those problems, the writer chose game as one of teaching media to be used to help the students study English vocabulary. The writer is interested in using guess what games to teach English vocabulary and the purpose of this study is to encourage and support the students in studying English vocabulary.

The use of Guess What Game procedure seems more interesting than teaching English vocabulary to the other procedure. For example, teaching vocabulary through the students' memorizes, sometimes the students feel bored because it is not so interesting and challenging activity for them. This is one of the reasons why the writer is interested in doing the study concerning with vocabulary through Guess What Game.

The previous study that the writer read written by Al Zaabi (2004:85) states that students were doing very well learning vocabulary. Although students showed a lot of interest in games, and especially in playing the guess game, some students were reluctant to co-operate and play with others in games that required students to play in groups. It appeared to me that students enjoyed playing games such as guess game more than other types of cooperative games, as it only required them to play the game on their own, and not with another student.

Based on the statement above, the writer concluded that students should be directed to socialize by using appropriate games. And based on the statements above, the writer is interested in doing the Research Entitled "The effectiveness "Guess What Game" to Teach English Vocabulary to the Eighth Grade Students of Junior High School Kartika Jaya of Palembang."

Research Questions

In this study the writer found some problems, they are: (1) it is hard for the students to remember some words and the meaning, (2) the teacher applied memorizing method in teaching vocabulary, (3) the teacher's method is rather monotonous, (4) the students' motivation are low in learning English.

Conceptual Framework

The Concept of Teaching

Teaching can be defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 2000:7).

Second, Teaching is defined in several ways by some experts. First, according to Clark and Cutler (1990:254) teaching is an intriguing, important, and complex process. Because it is intriguing, it attracts scientific attention. Because it is complex, research on teaching needs many-sided preparation.

Third, according to Saleh (1997:16) teaching is profession conducted by using a combination of art, science, and skill.

Based on the experts' definition above, the writer concludes that teaching is activities that happen in a place that transferring something good to anyone else

called students and help them to get new habit and making an effort to get knowledge.

The Concept of Vocabulary

According to Howatt and Dakin in Septriani (2011:6), vocabulary is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning.

The study by Elley as cited in Pikulsky and Templeton (2004:5) says that strongly suggested that vocabulary growth was much greater when the teachers discussed, even if briefly, the meaning of the words in addition to just reading the books aloud.

It seems important to point out that in almost all cases there are some differences in the number of words that an individual understands and uses. Even the terms "uses" and "understands" need clarification. For example, the major way in which we "use" vocabulary is when we speak and write; the term expressive vocabulary is used to refer to both since these are the vocabularies we use to express ourselves. We "understand" vocabulary when we listen to speech and when we read; the term receptive vocabulary is used to refer to listening and reading vocabularies. Finally, to round out the terminology, meaning or oral vocabulary refers to the combination of listening and speaking vocabularies, and literate vocabulary refers to the combination of our reading and writing vocabularies.

To facilitate the comprehension of a text that students will be assigned to read is one reason teachers are concerned about teaching vocabulary. If students do not know the meaning of many of the word that they will encounter in a text, their comprehension of that selection is likely to be compromised. When the purpose of vocabulary instruction is to facilitate the comprehension of a selection, it is obvious that this instruction must take place as an introduction before the reading of the selection.

According to Thornbury (2002:2), learning the vocabulary of a second language presents the learner with the following challenges:

- Making the correct connections, when understanding the second language, between the form and the meaning of the words (e.g. *mouthfeel*, *grippy*),

including discriminating the meaning of closely related words (e.g. *lush* and *plush*)

- When producing the language, using the correct form of a word for the meaning intended (i.e. *nose* not *noise*)

To meet these challenges the learners need to:

- Acquire a critical mass of word for use in both understanding and producing language
- Remember words over time, and be able to recall them readily
- Develop strategies for coping with unknown words, unfamiliar uses of known words.

The Concept of Game

Games can be used to practice communication, structure, vocabulary, encourage competition or cooperation to motivate and relax. According to Vygotsky in Rifa (2012:12) game has important role to cognitive development of the children. Furthermore it explains that they can not think abstract because for them, meaning and object blend into one. The consequence, the children can not to think. It means that is needed a way get the meaning and object can be an entity, so they understand the object, both in concrete and abstract.

Richards, Platt and Weber (1985:118) say that game is (in language teaching) an organized activity that usually has the following properties: a) a particular task or objective; b) a set of rules; c) competition between players; d) communication between players by spoken or written language.

According to Ismail in his book with the title *Education Games* cited in Rifa (2012:12-13) the functions of educational games are:

1. Give knowledge to the children through process leaning by doing
2. Simulate cognitive development, and language to be able to develop the attitudes, mental, and good morals
3. Create an attractive play environment, provide a sense of safety and fun
4. Improve the quality of children learning

Sartika (2008:8) states that games can improve students leaning motivation. As a result, indirectly, it will also improve the students learning achievement. So many games can be used by a teacher but it must be selected

in using of teaching at the classroom. There are so many considerations of using games, they are presented below:

- 1) The game must be suitable to the teaching and learning material
- 2) The game must be interesting
- 3) The game does not spend too much time and money
- 4) The game should be simple that it is easy to apply

From the considerations of using game above, many games can be selected by teacher to the students in teaching vocabulary. Game will enrich the quality and the essence of the teaching learning process in the classroom.

The Concept of Guess What Game

Many kinds of games the teacher used to help them to teach their students easier. Games can improve the students learning achievement especially in vocabulary.

Deubelbeiss (2009:1) states that one of the alternative techniques used in teaching vocabulary is guessing game technique, in which students are expected to be involved actively in speaking class activity. Guessing game which is adopted from a television and radio game can create the teaching learning situation based on the students' excitement of playing game. Thus, students are much courage in thinking what they want to say.

Guess what game is a kind of guessing game that the teacher often used in the vocabulary class. Guess what game is a kind of game that can motivate the students to study vocabulary more. This game is played by the teacher and the students. The rule of this game is the teacher or the student stand in front of the class is accepted to use their gesture or give the clues to express the mind and the other students have chances to guess what it means. And the teacher has control to ask the students to do it to the other students. Guess what game can be used in teaching to stimulate the interest of the students and motivated them to study eagerly.

There are some tasks that the teacher can instruct to do the activities in guess what game. Bryne (1987:21) says as follows: names of object, spell the object, say something about the object, give one or more uses for the object, say what they would do with the object if they had it, and make up sentence using the object.

The Advantages Applying Guess What Game in Teaching English Vocabulary

The teacher could apply Guess What Game to the students in the class because there are some advantages of applying guess what game in teaching English vocabulary. According to Rifa (2012:113), the purposes of guess what game are:

- 1) Enriching the students' vocabulary
- 2) Introducing proverbs or recommended sentences and restrictions that exist in society
- 3) Training the students to express themselves.

The advantages of applying guess what game in teaching English vocabulary

- 1) The game can give a motivation to the students in learning English because they can be a creative student to show their talent for learning vocabulary through the application of guess what game so it make the increasing of students their achievement, skill and knowledge in the study of English vocabulary.
- 2) Guess what game is applied by teacher in the class; the students will be interested in playing a game and learning vocabulary. It can be interactive because the students can involve their friends in the practicing and English words vocabulary because they are influence by a game and playing by their friend so they will try it.
- 3) The students will be easier to understand and remember about the English words in learning vocabulary in applying guess what game in the class. So it makes the students feel enjoyable the process of learning.

The Procedure of Applying Guess What Game in Teaching English Vocabulary

According to Saleh (1997:58), teaching and learning activities always precede through a format consist of three major components (three-stage techniques): (1) pre-activity stage, (2) during-activity stage, (3) post-activity stage. The stage of pre-activity, which is also knows as warm-up or preparation set induction, is intended to prepare the students for lesson. There are many kinds of strategies for the pre-activity stage of a lesson, such as using a current familiar situation or event, using a picture or some pictures, using a song, using a dialogue, asking and answering questions as Klein, (in Saleh, 1997:58) aptly puts it: informed teacher-learner talk, and using a short written text, relevant to the

theme or topic of the unit/lesson. In addition, this stage also serves as an introduction to familiarize the students with the theme or topic.

The stage of during-activity, which is called in-activity or stimulus variation, contains the greatest part of the teaching and learning process of lesson. Using his/her own lesson plan and methodology, and electric one, the teacher facilitates student learning by presenting or modeling the materials. In other words, when necessary can give explanation of hard points, e.g. a grammatical construction, and analyze them for themselves. The teacher may give questions that serve as hints or clues to enable the students to make the right generalization or to solve a problem. The most important stage at that, of practice activities is devoted to communicative activities in which the students are asked to perform suitable tasks in pairs or in small groups, and evaluation.

In conclusion, the post-activity, which is also called closure, of teaching and learning activities, the teacher says or does something to show that the lesson is about to finish. In fact effective post-activity strategy makes the students feel satisfied with the lesson because they know that they have learned some material and skill. Furthermore, in teaching vocabulary by using guess what game the writer applied the following procedures:

a. Pre-activities Stage

- 1) The teacher greeted the students
- 2) The teacher checked the students' attendance
- 3) The teacher motivated the students to learn vocabulary
- 4) The teacher stated the teaching objectives

b. During Activities Stage

- 1) The teacher introduced the topic through questions to relate the topic to the students
- 2) The teacher gave one copy of a paper based on the topic each student
- 3) The teacher explained the material that is related to the topic for the students
- 4) The teacher asked the students to find out the vocabulary that are related to the topic

- 5) The teacher and the students discussed the meaning of vocabulary by applying guess what game. In the presentation, the teacher explained the function and gave roles of guess what game to the students in learning vocabulary
- 6) The teacher explained as an example in front of the class and the students guessed it
- 7) The teacher controlled and gave any help while the students practiced and played the game
- 8) The teacher wrote the words on the whiteboard and asked the students to give the meaning of words, and then pronounced the vocabulary together
- 9) The teacher gave some exercises to the students answers
- 10) The teacher checked the students' answers
- 11) The teacher gave the chance to ask about the lesson that they did not understand

c. Post-activities Stage

- 1) The students did summary of the points they have learned in the lesson. The teacher did general evaluation of the students achievement by observing the students' written work
- 2) The teacher gave homework to the students

Methodology

In this study, the method of this research is true experimental design. Fraenkel and Wallen (1991:200) say that true experimental designs are powerful because they provide good control over many of threats to internal validity that we have discussed. They do so either by including equivalent comparison group as part of the study or by using the subjects as their own controls.

According to Hatch and Farhady (1982:22), true experimental designs have three basic characteristics: (1) a control group (or groups) is present, (2) the students are randomly selected and assigned to the groups, and (3) a pretest is administered to capture the initial differences between the groups.

Results and Discussion

From the research finding, the writer could interpret the analysis of the result of the test. From the research, the writer concluded that there were some differences in the students' mean points of the tests before they were given the treatment and after they were given the treatment. The result also showed that there were some progress in the students' points. It means that the treatment which was given by the writer, guess what game could improve the students' vocabulary achievement especially in vocabulary that have relationship to the action verbs was effective because guess what game could enrich the students' vocabulary, train the students to express themselves, the guess what game gave a motivation to the students in learning English because they became creative students to show their talent for learning vocabulary, and the students became easier to understand and remember about the English words in learning vocabulary. Guess what game also could make the students felt enjoyable the process of learning. In addition, by using guess what game, it allowed the students to take part and express their own point of view or give information to use the vocabulary especially in vocabulary that have relationship to the action verbs. As stated by Azar (2012:256) that games are used not only for having fun time in EFL classes, but more importantly, for the useful interaction and cooperation among EFL learners. And As stated by Huyen and Thu Nga (page:6) that games are useful and stated effective tools that should be applied in vocabulary classes. The use of vocabulary is a way to make the lessons more interesting, enjoyable and effective.

Based on the finding above, the average score of the experimental group in pre-test was 64.3. The highest score of the students reached in the experimental group was 80 while the lowest was 42.5. In the control group, the average score the students could reach in pre-test was 55.5. The highest score was 77.5 and the lowest score was 7.5. In the post-test, the average scores result of experimental group was 87.2. the highest score of the students was 95 and the lowest score was 75. In the control group, the average score of the students was 85, the highest score was 95 and the lowest was 67.5. In fact, the students score in post-test were better than the students score in pre-test.

The Alternative Hypothesis (H_a) was examined through the t-test. The sample of this study were 76 students, the degree of freedom 74. Therefore,

accepting Alternative Hypothesis (Ha) 5% significant, the t-value of the t-test calculation should exceed 2.000. The result analyzing the data was 2.333 it was higher than 2.000. It means that the students' vocabulary competence especially in vocabulary that have relationship to the action verbs by using Guess What Game of Junior High School Kartika Jaya of Palembang, especially to the eighth grade students was effective. It can be said that Alternative Hypothesis (Ha) was accepted and Null Hypothesis (Ho) was rejected.

Conclusion

Based on the previous chapter, it can be concluded that using Guess What Game in teaching English vocabulary especially in vocabulary that has relationship to action verb was effective. It can be seen from the students' average score in the post-test, the post-test in the experimental group and the post-test in the control group and the result of the t-test formula.

The students' average score in the post-test of the experimental group was 87.2, the highest score was 95, reached by four students and the lowest score was 75, reached by one student. The students' average score in the post-test of the control group was 85.6, the highest score was 95, reached by seven students and the lowest score was 67.5, reached by four students.

The difference between the two cases can be seen from the t-obtained and the t-critical value. From the data analyze the result of the t-test formula was higher than the critical value, the result of the t-test formula was 2.333 and the critical value of t-distribution table was 2.000. It means that the alternative hypothesis (Ha) with 5% significance level in two tailed test was accepted, and consequently the null hypothesis (Ho) was rejected.

Based on the data analysis in the previous chapter, the writer concluded that using Guess What Game to teach English vocabulary to the eighth grade students of Junior High School Kartika Jaya of Palembang was effective.

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