

THE EFFECTIVENESS OF *GUESS WORD METHOD* TO IMPROVE STUDENTS' ENGLISH VOCABULARY (Case study at Computer Science Students' OF STIMIK UMEL MANDIRI Jayapura)

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Abstract

Vocabulary is the foundation of mastering English; therefore, it is very important to be improved. The aim of this research is to find out whether there was a significant improvement of students' vocabulary after taught by using *guess word method*. This research uses an experimental design with Quantitative method. The sample of this research were first semester students of Computer Science of STIMIK Umel Mandiri Jayapura consist 22 students. The research had been conducted in six meetings with two cycles which is pre-test and post-tests.

The result of the research shows that in pre – test there are 2 or 9.0% students get the score ≥ 40 and 20 or 90.9 % of 22 students get the score ≤ 40 while in post – test there are 8 or 36.6% students get *very high* score, 12 or 54.5% get *high* score and 2 or 22.7% get *good* score. The mean score of pre-tests is 29.7 while the mean score of post-tests is 83.1. From the data above, the mean score of post – test is greater than pre – test ($83.1 > 29.7$) so it can be concluded that the use of *guess word method* is effective in improving students' English vocabulary of first semester students of Computer Science of STIMIK Umel Mandiri.

Key Words: *Creative learning, strategy, vocabulary.*

ABSTRAK

Penguasaan Kosakata (*Vocabulary*) merupakan hal mendasar dalam menguasai Bahasa Inggris, oleh sebab itu sangat penting untuk selalu ditingkatkan. Tujuan dari penelitian ini adalah untuk mencari tahu apakah dengan menggunakan metode *guess word* efektif dalam meningkatkan kemampuan Kosakata Mahasiswa. Responden penelitian ini adalah Mahasiswa semester satu Program Studi Ilmu Komputer STIMIK Umel Mandiri Jayapura yang terdiri atas 22 siswa dan dilakukan selama enam kali pertemuan dengan menggunakan 2 *cycle* yaitu *pre – test* dan *post – test*.

Hasil penelitian ini menunjukkan bahwa dalam pre – test ada 2 atau 9.0% siswa yang mendapat nilai ≥ 40 dan 20 atau 90.9 % siswa yang mendapat nilai ≤ 40 sedangkan dalam post – test ada 8 atau 36.6% yang memperoleh nilai dengan kategori *very high*, 12 atau 54.5% memperoleh kategori *high* dan 2 atau 22.7% dengan kategori *Good*. Mean score dari pre – test sebesar 29.7 dan mean score dari post – test sebesar 83.1. Dari data yang ada dapat dilihat bahwa mean score dari post – test lebih besar daripada mean score dari pre – test ($83.1 > 29.7$) sehingga dapat disimpulkan bahwa penggunaan metode *guess word* efektif untuk meningkatkan Kosakata Bahasa Inggris Mahasiswa semester satu Program Studi Ilmu Komputer STIMIK Umel Mandiri Jayapura.

Kata Kunci: *Pembelajaran kreatif, strategi, Kosakata*

INTRODUCTION

Since English become an international language, it has an important role in our daily life. Everyone needs to learn English to get in touch on an international level. Diana (2012: 374) states that, English is the most spoken language around the world. It has more than 380 million native speakers, 300 million utilize English as second language and more than 100 million use it as a foreign language. Beside English as an international language, it is also as a language of sciences, aviation, computers, diplomatic, and tourism therefore the people who does not study English will always be retarded in getting the new science because should waiting for the translation of the book in their own language. In Indonesia, English is considered as the foreign language and become a compulsory subject to be taught in formal school start from elementary school up to university level. Hamdani (2011: 81) states that teaching and learning is a process of educational interaction between teacher who create an atmosphere of learning and students who respond to the teacher's efforts. Teacher's teaching method means used to implement plans that have been prepared in the real from and practical activities to achieve the purpose of learning. Teacher use explicit instructional strategies in method of teaching which means that will make students feel blithe, hustle and have spirit in following the teaching and learning activities in the classroom. The objective of teaching English at school is to enable students to communicate English both orally and written form so that accuracy and fluency become most important aspects that should get more attention. Fluency refers to mastering language skill: listening, speaking, reading, and writing. The very basic foundation in mastering English is the mastery of vocabulary.

The important thing about vocabulary is finding new words, learning the meaning of words, making strong memories of the bonds between the form and meaning of words, and using these words in everyday life. Vocabulary has an important role in mastering the language (Anggraini, et.al, 2020). Vocabulary provided an important part in learning language because it is hard for students to read, write, and speak a foreign language without having enough vocabulary. The also face the difficulties in deliver message, communicate, express their idea, and opinion if lack of vocabulary. Moreover, mastering language skill is the objective of English teaching based on the current School-Based curriculum. Even good learning methods can be ineffective if the situation is not supportive so that it can make students feel bored in learning. However, an interesting teaching-learning process can be taught in various ways. As manifested in Curriculum 2003, center of learning teaching is not only on the teacher explanation but also the students' activeness. Teacher should create an interesting atmosphere in teaching-learning process, so that teacher should make student more active and interested. English teacher should be creative. They can support teaching-learning process by media or method that is suitable with the material. Allen & Vallen (1983) state that, "The students will be happy, enjoy, and easy to understand in learning through a good technique that is used by the teacher". There fore the researcher provide game in teaching vocabulary to make students more interesting in improving their vocabulary.

Game is one of the media that can be used to teach vocabulary to young learners. Mubaslat (2012: 5) said that "a game is an activity with rules, a goal and element of fun. Through of the game it can facilitate teacher to find the strategies and enjoyable way to teach. Guessing word is one of the games that can offered an instructional media to teach English for students. It is as a media to build and reinforce the students' vocabulary mastery as well as develop their ability to socialize with their friends by playing and working in a team or group. According to Klippel (2004), the rule of guessing game is extremely simple, it can be played one person knows something that another person has to find out the answer.

Based on the statements above, the researcher tried to investigate whether the use of Guess Word game able to increase the students' vocabulary of Computer Science of STIMIK Umel Mandiri Jayapura.

METHODOLOGY

Research Design

The method of this research is quantitative method with Classroom Action Research. In conducting data, the researcher divided the sample into one group pre-test and post-test. The population of this research were the first semester of Computer Science students' of STIMIK Umel Mandiri Jayapura academic year 2019/2020 and the sample of this research consist of 22 students.

Procedure of Collecting Data

The data of the research were collected through Pre – test and Post – test. Pre – test was applied to measure the ability of the students in mastering the vocabularies before the treatment. This test consists of fifty multiple choices questions. After that, the students taught by using Guess Word Method during the treatment. The treatment given to the students after the Pre – test applied. The treatment run for 5 meetings. The final step is administered Post-test. It is held after all treatments conducted to measure the students' vocabulary. This test is similar with the pre – test that is consist of fifty multiple choices.

Procedure of Collecting Data

The data were collected through the pretest and posttest, and they were analyzed by using descriptive and inferential statistic. The steps are:

1. Scoring the students' correct answer of pretest-posttest
Score = $\frac{\text{Number of correct answers}}{\text{Total number of questions}} \times 100$
2. Classifying the score of students into seven levels classification as follows:
 - a. Score between 86-100 classified as Very high
 - b. Score between 71-85 classified as High
 - c. Score between 56-70 classified as Good
 - d. Score between 42-55 classified as Fair
 - e. Score between 0-40 classified as Poor
3. Calculating the mean score of the students' answer by using formula from Arikunto (2011) as follow:

$$\text{Mean} = \frac{\sum \chi}{N}$$

Where :

M = The mean score of the students

$\sum \chi$ = The total score

N = Total students

FINDINGS AND DISCUSSION

Findings

1. Presentation and Analyzing Data of Pre-test

The findings of the research are based on the results of the data analysis. In collecting the data, the researcher administered pre – test and post – test that consist of 50 questions of multiple choice. The result of the pre – test is presented in the students' score as shown in table below:

Table 1. The Students' Score of Pre - Test

No (Students)	Score	Classification				
		Very High	High	Good	Fair	Poor
Student 1	48				√	
Student 2	22					√
Student 3	41				√	
Student 4	32					√
Student 5	30					√
Student 6	28					√
Student 7	26					√
Student 8	36					√
Student 9	22					√
Student 10	46				√	
Student 11	32					√
Student 12	38					√
Student 13	30					√
Student 14	32					√
Student 15	18					√
Student 16	34					√
Student 17	20					√
Student 18	18					√
Student 19	38					√
Student 20	22					√
Student 21	14					√
Student 22	38					√
Total Score	664					
Mean Score	30.2					

Table 1 indicates the students' pre-test scores before giving the treatment. The scores are based on the 50 questions multiple choices and the writer concludes that the students' score was low and most of them classified as Poor. It can be proven by the data in table above those shows there were 19 students or 86.3 % got poor score, and only 3 students or 13.6 % got high score and classified as fair. The sum of the students' score is 664 and the mean score of pre-tests is 30,2.

2. Presentation and Analyzing Data of Post-test

After giving treatment to the students' the writer distributed post-test that consist of 50 questions of multiple choices. The result of the post-test is presented in the students' score in the table below:

Table 2. The Students' Score of Post-Tests

No (Students)	Score	Classification				
		Very High	High	Good	Fair	Poor
Student 1	100	√				
Student 2	100	√				
Student 3	92	√				
Student 4	98	√				
Student 5	94	√				
Student 6	82		√			
Student 7	82		√			
Student 8	100	√				
Student 9	100	√				
Student 10	96	√				
Student 11	82		√			
Student 12	78		√			
Student 13	76		√			
Student 14	76		√			
Student 15	76		√			
Student 16	76		√			
Student 17	78		√			
Student 18	76		√			
Student 19	74		√			
Student 20	58			√		
Student 21	60			√		
Student 22	76		√			
Total Score	1830					
Mean Score	83.1					

From the above, it can be shown that the total score of the students' achievement in post-test was 1830 and the mean score in post -test was 83.1. It means that there is a Significant different between score of post-test and pre-test. There are 8 students or 36.3 % got very high classification, there are 12 students or 54.5 % got high classification and 2 students or 9 % got good classification.

3. Comparison between the Pre-test and Post-test Results

To see the significant differences between the students' score before and after the treatment by using Guess Word game, the result of pre-test and post-test need to be compared. The table below indicates the comparison of students' score gained in pre-test and post-test.

Table 3. Comparison of Pre-test and Post-test results

Classification	Range	Pre-test		Post-test	
		Person	Percentage	Person	Percentage
Very high	86-100	-	-	8	36.3 %
High	71-85	-	-	12	54.5 %
Good	56-70	-	-	2	9 %
Fair	55-42	3	13.6 %	-	-
Poor	0-40	19	86.3 %	-	-
Total		22	100%	22	100%

Table 3 above shows that, before the treatment there are 19 students or 86.3% who achieved 0-40 were classified as poor in pre-test and 3 students achieved 55-42 were classified as Fair, it is proof that most of the students were lack on vocabulary. However, after following the treatment by using guess word game, their vocabulary mastery increased. It is shown from the post-test score, where there are 8 students achieved 86-100 classified as very high, 12 students achieved 71-85 classified as high and only 2 students achieved 56-70 classified as Good. According to Sugiyono, when the score of the post-test is higher than the score of pre-tests, it means that the students' vocabulary has improved after having treatment. Thus, it can be concluded that learning by using guess word game give positive contribution for students in comprehending English vocabulary.

In order to identify whether or not the vocabulary of the students has improved, the mean score of the pre-test and post-test need to be compared. Therefore, the writer presents the mean score of the pre-test and post-test in the chat below:

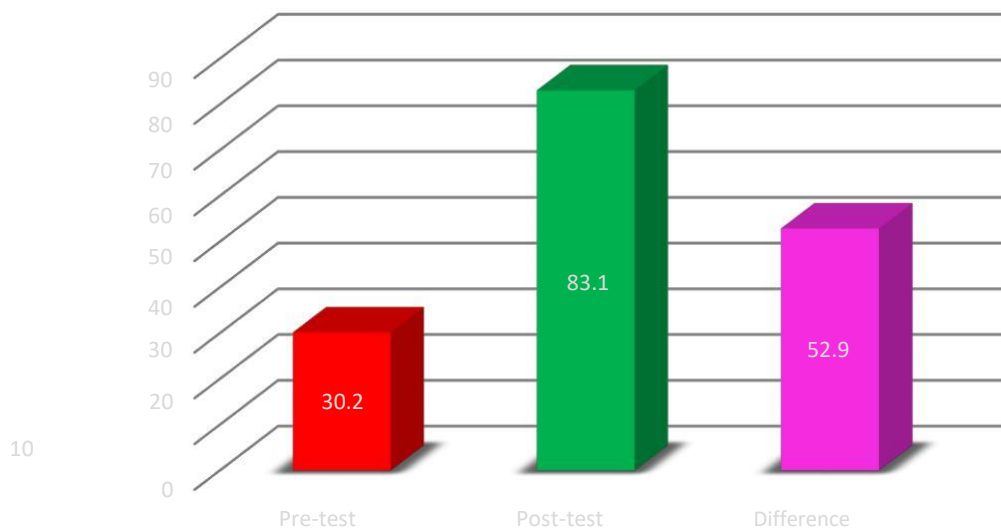


Chart 1. Mean score of Pre-test and Post-test

Chart 1 shows that there is a significant difference between the mean score of pre-tests and post-test. The difference between the mean score of the pre-test and post-test is 59.2.

Discussion

The description of data collected through the pre-test and post-test as explained in the previous section shows that the students' vocabulary has increased. Before giving treatment, the students' score is categorized into poor and fair. It is proven by the data where only 3 (13.6 %) students are classified as fair and most of them namely 19 students (86.3 %) are classified as poor, while none of them classified into good, high and very high.

After giving the treatment, the students can answer the post-test which are categorized into good, high and very high. It is proven by 8 students (36.3 %) classified as very high score, 12 students (54.5 %) classified as high score and 2 students (9 %) are classified as good. While none of them classified as fair and poor.

The score of the post-test is higher than pre-test namely $83.1 > 30.2$, thus there is significant improvement of students' vocabulary after being taught through guess word game. The difference between the mean score of the pre-test and post-test is 52.9.

Based on the researcher's observation in treatment, the researcher found that most of the students are interested in learning the vocabulary with guess word method. It is also proven by the score of the students that is increase in post-test after the treatment. There is a significant difference between the result of the students' pre-test and post-test.

CONCLUSION AND SUGGESTION

Based on the result of the data analysis, research findings, and discussion above, the researcher conclude that use guess word game is effective way in improving the vocabulary of the students of Computer Science at STIMIK Umel Mandiri Jayapura. In addition, the use of guess word method is the way that can be expected to motivate the students in mastery vocabulary. It can be seen from the significant differences between the students' score in pre-test and post-test after gibing treatment. The result of the data analysis shows that the mean score of post-tests is higher than pre-test ($83.1 > 30.2$).

Suggestion for the further, the researcher expects the lecturer should be more creative in choosing the technique that will be used in teaching in order to attract the students' interest.

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