THE INFLUENCE OF USING PARLOUR GAMES TOWARDS STUDENTS' VOCABULARY ACHIEVEMENT

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Abstract

Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh terhadap pencapaian vocabulary siswa setelah diajarkan melalui parlour games dan untuk mengetahui respon siswa terhadap pengajaran vocabulary melalui parlour games.Hasil menunjukkan bahwa siswa diajarkan melalui permainan ini tampaknya lebih menyenangkan dan tertarik untuk belajar kosakata sejak siswa dapat memberikan respon yang baik selama proses belajar mengajar. Proses belajar mengajar menantang dan melibatkan semua siswa dalam permainan. Hal ini dapat dilihat dari peningkatan nilai rata-rata siswa. Skor rata-rata siswa dari pretest adalah 56,50 sedangkan nilai rata-rata posttest adalah 63,40. Setelah membandingkan hasil pretest dan skor posttest, ditemukan bahwa ada peningkatan yang signifikan, skor rata-rata siswa meningkat 6,9 setelah treatment. Berdasarkan hasil, dapat disimpulkan bahwa mengajar vocabulary melalui permainan Parlour dapat memberikan pengaruh positif untuk meningkatkan prestasi kosakata siswa secara signifikan.

This research was intended to find out whether there was an influence of students' vocabulary achievement after being taught through parlour games and to know students' response toward teaching vocabulary through parlour games. The results show that the students taught through parlour games seemed to be more enjoyable and interested in learning vocabulary since the students could provide a good response during teaching learning process. The teaching learning process challenged and involved all students in the game. It can be seen from the increase of the students' mean score. The students' mean score of the pretest was 56.50 while the mean score of the posttest was 63.40. After comparing the result of the pretest and the posttest scores, it was found that there was a significant increase, the mean score of the students had increased 6.9 after the treatments. Based on the results, it can be concluded that teaching vocabulary through Parlour games can give positive influence to increase students' vocabulary achievement significantly.

Key words : influence, parlour games, vocabulary achievement

I. INTRODUCTION

English is an international language. Almost all countries have adapted English used as a compulsory subject at schools. The national education has decided that English as a foreign language taught in Indonesian schools. It learned started from primary schools up to university. People realize that teaching English at this level becomes very important and need much concern. As an English teacher, he or she demands to explore effective techniques, method, and approaches. The students have to master the four basic language skills. They are listening, speaking, reading and writing. Beside such basic skill, the student has to master some vocabularies as well as possible.

Vocabulary is one important aspect in learning a foreign language. With a limited vocabulary anyone will also has a limited understanding in terms of speaking, reading, listening, and writing. It is true that it might be impossible to learn a language without mastering vocabulary. Vocabulary is one of the problems confronted by English language learners. Because of the limited vocabulary, the learners cannot communicate to others clearly. Sometimes it is difficult to group the idea transmitted to them. The acquisition of a large number of vocabularies can help the students read, speak, listen, and write. A good vocabulary and ability to use words correctly and effectively can help the students make school work easier and more rewarding, and also many tests that they take in school include vocabulary questions. The more vocabularies they know the better their chance to do well on an English test.

Measuring vocabulary helps to avoid making mistakes in understanding. English vocabulary is needed especially for Indonesian students, started from elementary school up to university level in order to be successful in learning English. As Rivers (1980:14) states that it would be impossible to learn language without words, without vocabulary. We know that vocabulary is one of important factors in understanding and using language. So the mastery of vocabulary is needed in using English.

According to the 2006 curriculum, the students of senior high school are expected to master at least 4000 words. Hopefully if they have mastered large number of vocabulary, they will be successful in learning English. It means when they enter the university level, they will be ready to get knowledge from English text books. By mastering English they can understand the text easily since a lot of text books and journals in the university are written in English.

Furthermore, based on the writer's experience, when doing his PPL at SMA Negeri 1 Natar, most of students haven't achieved the target yet. Their vocabulary was so poor that they felt English was difficult. The lack of studets' nvocabulary is also caused by many factors, some of which are students' strategies, students' motivation, techniques used by the teachers in classroom, limited source material, etc. in relation to the techniques used in classroom, teacher can use various techniques to increase students' vocabulary achievement.

Therefore, in presenting the material, it is important for the teacher to use a method or technique in teaching learning process. The use of method or technique is a very

influential component in the classroom activity because it can create a situation to encourage the students to pay attention to the material presented that is vocabulary. Sometimes the teachers use technique inappropriately. The teacher teach vocabulary the same way as they teach the other aspects. Usually the teachers also stress their teaching too much on grammatical rules rather than on the vocabulary achievement.

Concerning with this, an alternative way of teaching vocabulary is urgently needed. The researcher realize by performing an interesting technique or presentation the students will be motivated to learn English especially vocabulary. Besides that an interesting technique will avoid students' laziness and boredom.

There are many kinds of techniques in teaching vocabulary. In this case, there is a technique that seems suitable for Senior high school students that is by applying game, named Parlour Games. The researcher chooses this technique because in this game the students will do the learning activities through such rules. They have a good experience or something in their life and it is impressed to their mind. It makes the vocabulary that they have learnt stay longer in their mind. As Allen (1983:52) states that the games are helpful because they can make students feel that certain words are important and necessary because without those words, the object of the games can not be achieved. So, it is true that game can be used as a technique to improve students' English ability.

Hadfield (1995:14) states that Parlour Games are good exercises to teach vocabulary, grammatical structures and patterns. Parlour Games involve equal participant both slow and fast learners since Parlour Games are interesting, each students get engaged in the

task or creativity. He proves that the students who learn vocabulary through parlour games could retain the words longer than the students who learn vocabulary through word list.

According to Burton (1982:98) a large number of vocabularies help the leaners to express idea vividly, precisely, and without repetition of word and with larger vocabulary they can better perform in all aspects of English language work. It means that by having a lot of vocabulary the learner can express their mind, make a sentences, interact and also chat the meaning form the sentences or from speakers.

According to Dorry (1966:3) states that games can be introduced in three different stages during the lesson. They can be played at the beginning as the revision of material taught previously or as a kind of warm-up activity preparing for learning new material. Games can also be introduced during the main phase of the lesson. Then are used to practice material being covered. Another option is to introduce games at the end of the class, it is for summary or verification of the material, and make the students remember what they have learn before.

Before choosing the game, the teacher should consider some factors of good game in english teaching, it is supported by Tyson in Mei and Jang (2000:4) who states that there are some factors that should be considered before choosing the game as follows:

1. A game must be more than just fun.
2. A game should involve "friendly competition".
3. A game should keep all of the students involve and interested.

4. A game should encourage students to focus on the use of language rather than on the language itself.

5. A game should give students a chance to learn, practice, or review a specific language material.

Five factors above are so important in the selecting game, because there are so many kinds of game that are sometimes overlap. According Hadfield and Jill (1999:4) state that classifying game into categories can be difficult, because categories often overlap. She classifies language games into two types: linguistic games and communicative games. Linguistic games focused on accuracy, such as supplying the correct antonym. On the other hand, communicative games focused on successful exchange of information ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal.

Concerning with the explanation above, the researcher conclude that game is activity that can be used in the language learning process. Besides that, it can create students' creativity, motivating, a competitive, challenging circumstances.

By providing game as a media in teaching vocabulary to senior high school students, the researcher hope that it will make them feel something pleasant and feel it different from what they use to get in the class. The use of game will stimulate them to be more active and it is really match with the students' world where pre-level students like to study through movement. By the activity, they will give an opportunity to express their mind,

emotion, feeling and attitudes when they are involve in it. Reviewed at the explanation above, I assume that the use of game is one of good and effective ways to teach and to motivate them as young learners to study.

II. RESEACH METHOD

This is a quantitative research, which has one group pretest-posttest design. Researcher selected one class as the experimental group using *simple random probability sampling.*

The design can be presented as follows:

T1 X T2

T1 is pretest

X is treatment

T2 is posttest

(Hatch and Farhady, 1982:20)

This research was conducted in five meetings with presentation as follows:

The first meeting, 60 minutes was try out test. The second meeting, 60 minutes was pretest. The third meeting 2 x 45 minutes was for first treatment using Who Am I game. The fourth meeting, 2 x 45 minutes was for the second treatment using Sentence in the Cup game and the last meeting, 60 minutes was posttest.

Before conducting the pre-test and post-test, a try out test was carried out. This test was administered in order to determine the quality of the test as instrument of the research. There were 40 items of multiple choices in try out test. In the next meeting the pre-test was administered in order to measure the students' ability in vocabulary achievement before the treatments was given.

The test consisted 30 items of multiple choices with four option alternative answers (A, B, C, D,E), one was the correct answer and the rest were the distracters. Then, the treatment of teaching vocabulary through Parlour Games was implemented. The post-test was administrated afterward, to analyze the influence of the students' vocabulary achievement through parlour games in the classroom

III. RESULT & DISCUSSION

The research had been conducted the eleven year of SMK Budi Karya Natar Lampung Selatan. The sample of the research that had been choosen were class XI C as the experimental class. The researcher firstly tried out the instrument, the researcher had determined class XI D as the try out class.

The students' mean score was increased better and significantly. The students' mean score of the pre-test was 56,50; meanwhile, their mean score of the post-test after being taught through parlour games was 63,40, in which their gain score was 6,9. Based on the finding, it can be seen from the students' mean score of the pre-test and post-test that there was a significant improvement before and after being taught through Parlour games.

This increase indicated that parlour games can be more considered to increase the students' vocabulary achievement. Here, parlour games play an important role in helping students develop their vocabulary because it enabled the students to look for or recall old words that were related to the new words they were learning.

The first meeting in the experimental class, the researcher found some students who did not follow the game, they were busy themselves. As considering this, the teacher interupted their activity and asked them to repeat what the player said in the game. One more problem found by the researcher was when the students pronounce the words, they did wrong pronunciation. To solve this problem, the teacher directly corrected the errors noticed by repeating the pronunciation, then checking whether the students already produce the words correctly or not.

After finishing 2 games the teacher reviewed the vocabulary target by asking them some words that they have learnt in the game and asked them to apply the words in sentences. In this stage there were some students who did not make their sentences. They said it because they were tired. Then to solve the problem the researcher asked the students who did not make their sentences to add more sentences.

The second meeting in the experimental class, the researcher started the teaching learning activity by reviewing the students' comprehension of the last material was done to find out whether the students had already mastered the vocabulary from the last material or not. The material was still the same about vocabulary (content words). But the researcher

found out that most of the students enjoyed the activity. The students follow the activity by playing the game without unconcously that they are still learning.

After two times conducting the treatment in the experimental class, the researcher administered posttest for the class. The result was that there was significant increases on students' vocabulary achievement that were taught by using parlour games. From the result on the previous paragraph, it can be concluded that the involvement of students in teaching and learning process would give better result. It was in line with nation (1990:64) that if the teachers' aim was to get the learners to remember the word and its meaning, then it was useful to find ways of holding the learners' attention and encouraging them to make an effort. It might mean that the teacher should use any kind of technique which was able to motivate the students to develop their own vocabulary. In summary, teaching vocabulary through parlour games technique gave a significant difference to the students' vocabulary mastery.

IV. CONCLUSION

1. Based on the research result, there was a significant difference of vocabulary who are taught through parlour games. it could be seen from the result of the hypothesis which showed that value two tail significance was smaller than (sign 0.00 < 0.05). it also supported by the data mean score of experimental class. The mean score of the pretest was 56.50 and the post test was 63.40. meaning that the

experimental class gained 6.9 score. It means that parlour games was influence the students' vocabulary achievement significantly.

2. Learning vocabulary though parlour games can avoid students' boredom and reduce the stress in classroom. Because in this game the students learn vocabulary unconciously they did not think that they are studying but they are playing game. It could be seen from their enthusiasm in teaching learning process. So the class was more alive.

3. Utiizing this technique, the students were learning vocabulary unconciously, since they were Engaged in the activity. In the same way they were in the process of gaining new vocabulary.

4.2. Suggestions

1. Since there is an influence of vocabulary achievement taught through parlour games, English teachers are suggested to use this game as the variation in teaching English vocabulary.

2. During the teaching learning process, the researcher saw that there were some students busy with themselves. To overcome this situation, the English teacher should arrange the students' chair position and give time limitation in doing the game. It can make them focus their attention to the representative of a group coming in front of class.

3. It was found that there were some students did not know the meaning of some English words used as vocabulary target. Therefore, the English teacher should

observe whether all the students in the class give appropriate response or comprehend the vocabulary meaning which has been learned. It is needed to avoid the students' misconception of the vocabulary meaning and ask them to make sentences by using those words.

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