

# INCREASING VOCABULARY MASTERY OF THE SEVENTH GRADE STUDENTS THROUGH GUESSING PICTURES GAME

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## Abstract

The objective of this research was to increase the students' vocabulary mastery of the seventh grade students of SMP Negeri 13 Palu through guessing pictures game. This research used pre-experimental research design. The population was the seventh grade students of SMP Negeri 13 Palu and the sample was the seventh grade students, consisting 26 students. The data were collected through observation and tests: pre test and post test. The observation was conducted to see the process of teaching and learning in the classroom while the pre test and post test were used to find out the improvement of students' vocabulary before and after the treatment. Based on the result of pre test and post test, the research found that the t-counted was 25.2. By applying 0.05 level of significance and the 26-1=25 degree of freedom, it is found that t-table was 1.708. It shows that t-counted was higher than the t-table. In the other words, guessing pictures game is effective in increasing the students vocabulary mastery.

**Keywords:** Increasing; Vocabulary; Vocabulary Mastery; Guessing Pictures Game.

## INTRODUCTION

Vocabulary as one of the components of language has a necessary contribution to support the ability of the students in using English as a foreign language. Learning vocabulary cannot be separated from the language skills: listening, speaking, reading and writing. English teacher should teach vocabulary based on the context. Vocabulary cannot stand alone to create meaningful language because the vocabulary that the teacher teach will lose the exact meaning and make the language user misunderstood during the communicative activities. Without having a lot of vocabulary in English the students get difficulties in mastering this language. Moreover Cameron (2007:73) states that words are the key unit in buliding up skills and knowledge.

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Vocabulary is the crucial part in language skills. However, in Junior High School the types of text (genres) developed in the KTSP 2006 include transactional conversations (to get something done), interpersonal conversation (to establish and maintain social relation), short functional text (announcement, greeting cards, etc) monologues and essays of certain genres. Junior High School students are supposed to be ready for handling the kinds of text: narrative, descriptive, procedure and report. In the other words, there are communicative competences to be developed. The students need to master vocabulary in order to get the competences and to achieve the objectives of the curriculum.

In the fact, most of the students who are considered as beginners in Junior High School still have problem in learning English in terms of lacking vocabulary. They had low achievement in mastering vocabulay and had low motivation in learning vocabulary. Consequently, the students had difficulty in expressing words and writing short sentences. The English teacher should be creative in creating English class to be joyful and interesting for the students. The students will enjoy the lesson if the teacher teaches the vocabulary through appropriate techniques.

Technique is activity done by the teacher when teaching English in the classroom. Gerlach and Elly (1980) states that techniques are the ways and means adopted by a teacher to direct the learners' activities toward an objective. The English teacher should think about the technique which is appropriate with the material and students' need. Commonly, the English teacher usually use the old method to teach the students. After giving explanation and the list of words, the teacher ask the students to answer some questions. So, they give no attention and feel boring at the same time. The students always pay attention and are cerious about what are they going to do in the classroom. Harmer (2007:82) believes that children can easily get bored and lose interest after ten minutes or so.

There are many kinds of teaching techniques commonly used in teaching vocabulary especially for beginners. Thornbury (2002:77) suggests that variety of techniques in introducing vocabulary such as translation, real things, pictures, gestures, definitions, and situations. According to Suyanto (2010:101), an technique that can be used to teach vocabulary is using media. Media is anything that contains informations from the source and receiver. In adittion, media is a kind of tool or equipment or anything that can assist the students to learn. Furthermore, Arsyad (2002:91) states that visual-based media has a big role in lerning process. Visual based media can also assist the learners to comprehend the material and encourage their memory.

Picture is the visual media that are useful to achieve the aims of teaching and learning vocabulary. According to Uberman (1998:20) students remember better the material that has been presented by visual aid. Similarly, Wright (1989) points out that picture can motivate and draw the students' attention in learning.

Some experts also argue one of interesting and challenging way in teaching vocabulary is game. According to Talak (2010:11), games are fun activities that promote interaction, thinking, learning and problem solving strategies. Many teacher support the use of language game in the classroom. Applying them makes the learning process more enjoyable and develop different abilities of students.

Guessing pictures game as an alternative medium of teaching the beginner can be considered as the appropriate way because this game can help the students remember the words easily. Wrigth, Betteridge and Buckby (1984) agree that repetition games challenge the players' ability to remember. Similarly, Byrne (1976:102) states "guessing pictures game as the majority of repetition game rely simply getting the players to find out something through guessing".

Based on the students' problem above, the researcher is interested in conducting her research on increasing vocabulary mastery of the seventh grade students of SMP Negeri 13 Palu through guessing pictures game. She believes that guessing pictures game can increase the students' vocabulary mastery effectively because vocabulary that they learnt is introduced through enjoyable and challenging way. She focused on the meaning and the spelling of the words.

## METHODOLOGY

The researcher applied pre-experimental research design. In this case, the sample of the research only consist of one group. The pre-test and post-test are used in this research. Arikunto (2010:124) proposes:

$$O_1 \times O_2$$

Where:

**O<sub>1</sub>** = pre-test

**X** = treatment

**O<sub>2</sub>** = post-test

The population of this research was the seventh grade students of SMP Negeri 13 Palu. Arikunto (2007:130) states that population is all of subjects' research. The population consisted of only one class. The total numbers were 26 students, and all of them become the sample of this research. The researcher used total sampling technique to select the sample of this research.

In this research the researcher involved two kinds of variables; they were independent and dependent variable. The independent variable of the research was the guessing pictures game while the dependent variable was the students' vocabulary mastery.

In relation to this research, the researcher used two kinds of research instruments to collect the data, they were observation and tests. She used the observation to get the information about the way of teacher taught the students and the students' attitude in receiving lesson. Furthermore the test was used to measure the vocabulary mastery of the students before and after the treatment.

As mentioned earlier, the researcher gave the test both in pre-test and post-test. The pre-test was given to the students to find out the vocabulary mastery before conducting the treatment. The test of pre-test consisted of 25 multiple choice items and 25 matching test items. Because of both tests are objective tests, so each item would be scored 1 point. The scoring system can be seen in the following table:

**Table 1: The Scoring System**

No	Type of test	Score of each item	Maximum score
1	Multiple choise	1	25
2	Matching test	1	25
Total score			50

After giving the pre-test, the researcher conducted the treatment in eight meetings. The targets of vocabulary were 50 words, they were 25 adjectives and 25 verbs. In every meeting, the researcher used communicative aproach where the students should be active and give response to the material given. It is learner centered requaires little intervention from the teacher.

In order to assess the progress of the students' voabulary mastery of the treatment, the researcher gave post test at the last meeting. The post test consisted of the same form as the pre-test.

Next, the researcher used the formula proposed by Arikunto (2006) in order to determine the individual standard scores.

$$\Sigma = \frac{X}{N} \times 100$$

Where :  $\Sigma$  = standard score  
 $X$  = obtained score  
 $N$  = maximum score  
 100 = constant score

The mean score was counted by using a formula suggested by Arikunto (2006:307) as follows:

$$Md = \frac{\Sigma d}{N}$$

Where :  $Md$  = mean score  
 $\Sigma d$  = the total score of deviation.  
 $N$  = number of students

Furthermore, the researcher computed the square deviation by using formula proposed by Arikunto (2006: 308) as follows:

$$\sum X^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

Where:  $\sum x^2 d$  = the sum of squared deviation  
 $\sum^2 d$  = the sum of deviation

The researcher also analyzed the data in order to find out the significance between pre-test and post-test of effectiveness of the treatment. The researcher used the formula proposed by Arikunto (2010:349):

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}$$

Where:  $t$  = significant score  
 $Md$  = deviations' mean score of pre test and post test  
 $\sum x^2 d$  = deviations' quadrate score  
 $N$  = number of the students

## RESULTS

The data of this research were analyzed in two kinds: descriptive and statistical. The researcher used descriptive analysis to describe the result of the observation while the data from pre-test and post-test were analyzed statistically.

The result of observation was on the first meeting. The researcher observed the teaching learning process in the classroom activities. The researcher made an observation in order to know the teaching technique that was used by the teacher in teaching English, the students' behaviours, motivation, and response during the teaching and learning process. The researcher found that the students had difficulties in getting the meaning of some words and just kept silent when the teacher asked them about the material given.

After conducting the observation the researcher gave the pre-test to the students. The aim of the test was to find out the students' vocabulary mastery before doing the treatment. The study of this research was limited on adjective and verb based on the KTSP 2006 of Junior High School. Firstly, the researcher gave test consisting of 25 items of adjectives and 25 items of verbs. The result shows that the students' answer were unsatisfactory. It means that students' vocabulary mastery on adjectives and verbs still lack. The result can be seen in following table:

**Table 2: The Result of Pre-Test**

No	Initials	Multiple Choice Test	Matching Test	Total Score	Standard Score	Maximum Score
1	Afr	5	4	9	18	100
2	And	6	5	11	22	100
3	Anrf	8	5	13	26	100
4	Ang	4	0	4	8	100
5	Ans	8	7	15	30	100
6	Dit	10	7	17	34	100
7	Del	9	6	15	30	100
8	Fkr	6	8	14	28	100
9	Frn	7	5	12	24	100
10	Fnt	4	5	9	18	100
11	Ilm	5	6	11	22	100
12	Ind	3	0	3	6	100
13	Mha	5	3	8	16	100
14	Mhf	4	5	9	18	100
15	Mgf	11	9	20	40	100
16	Nrn	6	7	13	26	100
17	Nrh	4	6	10	20	100
18	Ptr	3	5	8	16	100
19	Rfd	6	8	14	28	100
20	Rwn	9	7	16	32	100
21	Rna	6	5	11	22	100
22	Rnk	3	6	9	18	100
23	Spt	7	7	14	28	100
24	Srn	5	6	11	22	100
25	Ssk	6	4	10	20	100
26	Wln	7	6	13	26	100

The test was divided into two forms. They were 25 items of multiple choice and 25 items matching test. Each item of the test was scored 1 for the correct answer, so 50 points were maximum score.

To find out the standard score, the researcher used the formula recommended by Arikunto (2006) :

$$\Sigma = \frac{X}{N} \times 100$$

For example, if a student got total score of 15 of multiple choice test and matching test it was divided by the maximum score and multiplied by  $\left(\frac{15}{50} \times 100\right)$  so the standard score is 30.

Furthermore, the researcher found out the mean score of the students by using the following formula proposed by Arikunto (2006:307) :

$$Md = \frac{\Sigma d}{N}$$

$$\text{Mean} = \frac{598}{26} = 23$$

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From the result of mean score above, we conclude that the students vocabulary mastery was lack. It can be seen that there was no students achieving half or more score. The researcher also gave post test consisting of the same form as the pre-test. The researcher used the same formula to calculate the students' standard score and mean score. It was presented in the following table :

**Table 3: The Result of Post Test**

No	Initials	Multiple Choice Test	Matching Test	Total Score	Standard Score	Maximum Score
1	Afrd	16	15	31	62	100
2	And	15	18	33	66	100
3	Anrf	17	17	34	68	100
4	Ang	9	7	16	32	100
5	Ans	19	17	36	72	100
6	Dit	23	25	48	96	100
7	Del	18	18	36	72	100
8	Fkr	17	20	37	74	100
9	Frn	18	21	39	78	100
10	Fnt	16	20	36	72	100
11	Ilm	17	18	35	70	100
12	Ind	10	7	17	34	100
13	Mha	19	21	40	80	100
14	Mhf	19	21	40	80	100
15	Mgf	22	20	42	84	100
16	Nm	19	20	39	78	100
17	Nrh	18	22	40	80	100
18	Ptr	16	19	35	70	100
19	Rfd	13	18	31	62	100
20	Rwn	18	23	41	82	100
21	Rna	17	20	37	74	100
22	Rnk	18	22	40	80	100
23	Spt	17	17	34	68	100
24	Srn	14	18	32	64	100
25	Ssk	18	17	35	70	100
26	Wln	18	20	38	76	100



The final result of the students mean score was calculated by using the previous formula:

$$Md = \frac{\sum d}{N}$$

$$\text{Mean} = \frac{1844}{26} = 70.9$$

It shows that the students' mean score in the post test was 70.9. We can conclude that the students' achievement after the treatment increased. In order to know the distribution between the score of pre test and post test, the researcher obtained scores through counting the deviation. Then, she computed the mean deviation as follows:

$$\begin{aligned} Md &= \frac{\sum d}{N} \\ &= \frac{1246}{26} \end{aligned}$$

$$Md = 47.9$$

After getting the mean deviation, the researcher computed the sum of square deviation as shown below:

$$\begin{aligned} \sum x^2 d &= \sum d^2 - \frac{(\sum d)^2}{N} \\ &= 62284 - \frac{(1246)^2}{26} \\ &= 62284 - \frac{1552516}{26} \\ &= 62284 - 59712.1 \\ &= 2571.9 \end{aligned}$$

The last step, the researcher needs to analyze the data statistically in order to know the significant difference of the pre-test and post-test by using t-test formula proposed by Arikunto (2006:308) as follows:

$$\begin{aligned} t &= \frac{Md}{\sqrt{\left[ \frac{\sum x^2 d}{N(N-1)} \right]}} \\ t &= \frac{47.9}{\sqrt{\frac{2571.9}{26(26-1)}}} \end{aligned}$$

$$t = \frac{47.9}{\sqrt{\frac{2571.9}{650}}}$$

$$t = \frac{47.9}{\sqrt{3.9}}$$

$$t = 25.2$$

$$t\text{-counted} = 25.2$$

After analysis the data of the test by using t-test formula, the result of the data analysis shows that t-counted is 25.2 applying 0.05 level of significance with 26 degree of freedom:  $26-1=25$ , the researcher found that t-counted (25.2) was higher than the t-table (1.708). It means that the research hypothesis is accepted. In the other words, teaching vocabulary through guessing pictures game is effective.

## DISCUSSION

Based on the result of pre test , the researcher found that the students vocabulary mastery of adjectives and verbs was lack. It can be seen from the students mean score 23. No students got half or high score.

The researcher realized that the students need an appropriate way to solve this problem. She wants to help the students in term of increasing their vocabulary mastery. The students need an interesting and challenging way to motivate them in learning vocabulary. The process of learning has a big effect for the students achivement. If the reasercher cannot teach the students properly the students cannot enjoy their learning process. Guessing pictures game is the appropriate technique. During the treatment through this game, the students felt enjoy, they became active and get more confidence. They give full attention to the material. The game challenge the students because they feel that certain words are improtant and necessary. Without that words the aims of the game cannot be achieved. This situation effectively increase the students' vocabulary mastery because playing guessing pictures game that helps the students memorize the words easily.

The effectiveness of guessing pictures has been proved by many previous studies. Mapeda (2009) attempted to improve the students' vocabulary mastery through guessing pictures game. She concerned only on nouns. She also used jumbled letters technique in this game in order to know the students ability in arranging the letters of the word. She found

that guessing pictures game can stimulate and motivate the students to learn vocabulary and improve the students' vocabulary mastery.

Furthermore, Jannah (2007) in her study in order to improve the students' vocabulary mastery through guessing pictures game. She concerned on noun, adjective and verb. She used some sentences beside the pictures to help the students in guessing the pictures. It is found that the use of guessing pictures game has a big effect in improving students' vocabulary mastery.

Similarly, Setianingsih (2013) applied guessing pictures game to Grade IV of Elementary school students using macromedia flash 8. She used Research and Development (*R&D*) method for multimedia in her research. This research consists of five steps that were analysis, design, development, implementation, and evaluation. She confirms that the guessing pictures game is includes in high appropriate category.

## **CONCLUSION AND SUGGESTION**

Before doing the treatment, the researcher found most of the seventh grade students of SMP Negeri 13 Palu had low achievement in vocabulary because the students had low motivation in learning English and the techniques used in teaching vocabulary were not effective. After doing the treatment, the result of the post test shows that guessing pictures game has increase the students' vocabulary mastery. Based on the testing hypothesis, the *t*-counted (25.2) was higher than *t*-table (1.708). We can conclude that the students' vocabulary mastery has increased through guessing pictures game.

From the conclusion above, the researcher has several suggestions that might be useful for the English teacher and the students. Firstly, the teacher should think about the technique and materials which are appropriate with the students' need in teaching learning. Secondly, the teacher should present the language in an enjoyable and relaxed atmosphere. It can be done by using pictures games or another challenging way in order to avoid the students' boredom. The last, the students should learn seriously and manage their time to learn at home in order to achieve the maximal achievement in increasing vocabulary mastery.

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