INCREASING VOCABULARY OF GRADE IV PUPILS OF SDN 1 LUMBUMAMARA THROUGH FUN GAME

Abdul Waris[1], Mochtar Marhum and Sudarkam Mertosono[2]
abdulwarisbansel@gmail.com
[1] *The student of Postgraduate Program Tadulako University*
[2] *The Lecturers of Postgraduate Program Tadulako University*

Abstrak

Tujuan penelitian ini ialah membuktikan bahwa penggunaan permainan menyenangkan dapat meningkatkan kosakata pada murid kelas IV SDN 1 Lumbumamara. Penulis menggunakan penelitian tindakan kelas. Alat yang digunakan untuk mengumpulkan data adalah lembar pengamatan, catatan lapangan, dan tes. Pada siklus satu sampai siklus dua penulis menggunakan permainan gambar sebagai media untuk meningkatkan penguasaan kosakata pada kata kerja dan kata benda. Penulis menggunakan permainan gambar dengan menggunakan kartu yang berisi kosa kata dan memberikan pemahaman kepada murid untuk dapat memahami kata-kata tersebut karena permainan ini adalah pembelajaran yang menyenangkan. Penulis mengarahkan murid untuk melakukan aktivitas menggambar, berpikir, menebak, dan diakhiri dengan tes penguasaan kosa kata. Pada siklus pertama murid yang mendapatkan nilai sesuai standar ketuntasan minimal adalah sejumlah 10 murid atau 58.82% dari total murid yang diteliti. Jumlah ini belum mencapai kriteria sukses penelitian, dimana nilai yang ditetapkan adalah 70%. Penelitian dilanjutkan ke tahapan selanjutnya dan pada siklus kedua jumlah murid yang memperoleh nilai kriteria sukses adalah sebesar 82.35%. Pada siklus dua kriteria sukses penelitian telah didapatkan dan penelitian dihentikan di siklus dua.

Kata Kunci: *Peningkatan, Permainan Gambar, Kata Benda dan Kata Kerja, dan Kosa Kata*

The teaching of English is mainly involving two basic field; language skill and language components. Language skills consist of listening, speaking, reading and writing. Meanwhile, language components consist of grammar, pronunciation, spelling, and vocabulary. The teaching of language skill and language components has similar purpose in developing pupils' knowledge on English and they are expected to be able to use English to communicate.

Nowadays, the teaching of English is not only oriented at junior and senior high school pupils but also in the elementary school. The development of English National curriculum for elementary school has been including English as one of the subjects taught at elementary level. It means that the teaching of English is not only conducted at Junior High and Senior High school, but also

at elementary school. It is one of most important progresses of the curriculum for elementary schools.

Based on the English elementary school syllabus, English for elementary pupils is oriented at teaching pupils to master everyday words in which it is possible for them to use to simple communication in their daily lives. It is expected that through the teaching of simple English for beginners or young learners, they can use English to internet in school life and family life. To attain the objectives in the teaching English at elementary pupils, the syllabus advices the teacher of English of Elementary schools to teach English using communicative technique.

The Competence Standard of the four English skills for elementary pupils namely listening, speaking, reading and writing

should be achieved on English syllabus. It requires an English teacher to teach English effectively. Ironically, some of English teaching activities at elementary schools are assumed lack of suitability and effectiveness. Lack of suitability means the teaching tends to bring elementary school just to memorize particular words and of course it is meaningless because memorizing just give them bored not improvement for their English vocabulary.

The more crucial problem is that the pupils have not adequate vocabulary to communicate in English but they are strongly required to be competent at for language skills competence. A practical way to solve the problems above is by using fun games.

When pupils do not master the language components, they will be in difficulty to learn the skills. It means that language components and language skills have a relationship to complete each other. As one of language components, vocabulary becomes the important thing that students have to master before they are going to learn English deeper. The more words in vocabulary they know, the easier they to interact to each other.

In teaching English, the teacher has to teach vocabulary to the pupils because vocabulary mastery has become one of the most important language components, it will influence the learners' ability in achieving their language skills. The pupils cannot transfer their ideas and information to other people if they have less number of vocabularies. Teaching vocabulary to elementary school pupils is actually to build pupils' familiarity with English words and their meaning which will be used in oral or written form. So, they can use the words in their daily life as well as possible.

The pupils can speak English if they have more stock of vocabulary. To write in English, the pupils also need vocabulary to arrange sentences. To understand the content of a simple reading text, the pupils need vocabulary as well. To listen to the precise word in English the pupils also need vocabulary to make them understand what they are hearing.

In order to make it easier to be understood, the writer identified the problem in the teaching of vocabulary at SDN 1 Lumbumamara as follows:
1. The pupils lacked of vocabulary words, it proved that most of them did not know the meaning of words even the things around the class.
2. They could not answer the simple questions because they did not have enough vocabulary.
3. The teaching English vocabulary at SDN 1 Lumbumamara was not effective because the pupils could not use the vocabulary words and they were getting bored to learn English.

Based on the problem stated at the background, the writer formulated the research question as follows:
"How can the vocabulary mastery of the grade fourth pupils be increased through fun game at SDN 1 Lumbumamara?"

Related to the problem statement, this research was aimed at proving that the use of fun game can increase the vocabulary mastery of the grade fourth pupils at SDN 1 Lumbumamara.

Review of Related Literature
Definition of Vocabulary

Vocabulary plays an important role in communication. By mastering many words, the learners will be easier to express their ideas and feeling. In other words, communication can run well if someone can understand what other people say. Mastery of vocabulary is a must for anyone who wants to understand a reading, conversation or writing English language. Without adequate vocabulary, it is imposible for us to be able to achieve that goal.

Vocabulary means a list of words with their meanings, It helps us to organize our ideas, and experiences. According to

Nordquist (2015), " Vocabulary is all the words of a language, or the words used by a particular person or group". Learning a language without vocabulary is impossible for us, especially for the pupils of elementary school. since language consists of words, we cannot express something without word. The more words the speakers and listener have, the better communication will happen.

According to Alexander (2015), there are three reasons why it is important to learn vocabulary:
1. Comprehension improves when you know what the words mean. Since comprehension is the ultimate goal of reading, you cannot overestimate the importance of vocabulary development.
2. Words are the currency of communication. A robust vocabulary improves all areas of communication — listening, speaking, reading and writing.
3. How many times have you asked your students or your own children to "use your words"? When children and adolescents improve their vocabulary, their academic and social confidence and competence improve, too.

Vocabulary is not just a list of words the students should memorize them, but the more important is vocabulary is the media to speak, to read, and to write.

The Importance of Vocabulary

Vocabulary is very important for student to speak and to writer. Without vocabulary students cannot express his/her idea in the target language. Thornbury (2007: 13) states "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". The statement means that vocabulary has a central role to study foreign language. For elementary students, they will not be able to say something or to write what in their idea without vocabulary. Nunan (1999: 101) argues, "Vocabulary is more than list of target language words. As part of the language system, vocabulary is intimated interrelated with grammar. Nunan further explains that it is possible to derive the lexical system of most language into "grammatical words" such as preposition, articles, adverbs, and so on, and content words."

Based on statement above, the writer assumes that vocabulary is important for pupils to listen, to speak, to read and to write. Vocabulary helps students to arrange idea to speak and write. With wide mastery of vocabulary the students will be easier to express what they are thinking. They can communicate with others with vocabulary they have. They can interact to each other well because they have enough vocabulary to use to communicate. In order to understand others speak in foreign language a student needs vocabulary that can facilitate him/her to grasp the meaning utterances from a foreigner.

Parts of Speech

Learning parts of speech is the first step in grammar study just as learning letters of alphabets is the first step to being able to read and write. by learning parts of speech we begin to understand the use or function of words and how words are joined together to make meaningful communication. Parts of speech refers to an identifying label given to a word based on how it is used in a sentence.

Parts of speech is the common name for a word class, it is a linguistic category. In English there are eight parts of speech. According to O'Brien (2015), " there are eight parts of speech, they are Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjungtions, Interjunctions". Noun and Verb are the parts of vocabulary and it is important for the pupils to understand them if they want to make a sentence.

Noun

Learning the English noun is very important because its structure is used in every day conversation. A Noun is a word to give the name of a person, an object, a place,

or a thing. According to Nordquist (2015) " Noun is the part of speech that is used to name or identify a person, place, thing, quality or action".

Verb

A verb is a word that is used primarily to indicate a type of action. A verb is one of the basic building structures of a sentence in most language. To make a grammatical sentence we require at least one noun, which functions as a subject act and one verb which functions as action.

An action verb is an active verb that describes actions or showing movement and something we do physically. Marshal (2015), "Action verbs express something that a person, animal, or object can do."

Suggestopedia Method

In teaching, It is important that teachers learn to use a variety of teaching methods in order to find out which methodology is appropriate to be used in the classroom and will be the most effective for the pupils. There are many methods in teaching. Freeman (1985:4), points out several methods for language teaching. One of them is suggestopedia method. Suggestopedia, the application of the study of suggestion to pedagogy, has been developed to help students eliminate the feeling that they cannot be successful and, thus, to help them overcome the barriers to learning.

A suggestopedia course is conducted in a classroom in which students are as comfortable as possible. Al Mahdali (2015) writes: "Suggestopedia is a teaching method which is based on a modern understanding of how the human brain works and how we learn most effectively. Some of key elements of suggestopedia include a rich sensory learning environment (pictures, colors, music, ect). The intend purpose of suggestopedia is to enhance learning by tapping into the power of suggestion."

This method was introduced by a Bulgarian psychologist and educator, Lazanov in 1975. He believed that we are able of learning much more than we think, provided we use our brain power and inner capacities. In addition, DePorter (2008) assumed that human brain could process great quantities of material if it is given the right condition for learning in a state of relaxation and claimed that most students use only 5 to 10 percent of their mental capacity.

Pictionary Game
Definition of Pictionary Game

Games are used to help and encourage many learners to sustain their interest and work and help the teacher to create context in which the vocabulary is useful and meaningful. The fun factor may help make words more memorable. Pictionary game is a game that involves students guessing words or phrases from drawings. This game works in teams and each member of the team taking turns to be the „artist" Thornbury (2007: 104). The materials that are used in pictionary game, such as: a list or cards of vocabulary items, whiteboard, chalkboard, or smart board and markers or chalk.

Advantages and Disadvantages Using of Pictionary Game

Pictionary game is great for visual learners. For the teachers as a visual learner, they probably draw a lot of pictures to teach students concepts. They should be able to recreate these drawings to illustrate vocabulary terms. Pictionary game makes the students would be grateful for a bit a classroom fun and that the words from the game would stay in their heads for a long time. However, pictionary game is sometimes very difficult for students to visually represent the definition that the teachers want them to represent. Often students draw something about the word rather than the definition of the word that they have learned.

Teaching Vocabulary through Pictionary Games

The use of the game in teaching vocabulary is much valuable for the beginners to make them easily understand the words. The use of the words accompanied by pictures will make them easier to understand the meaning of words.

To teach vocabulary to the learners equipped with the pictures that easy for students to recognize will make them enjoy even easy to predict the meaning of words. The teacher can do the teaching by pairing or grouping the students in order to make them possible to work together. Moreover, if the students work in pair in identifying a picture, they will share to each other about the picture they are seeing. It is similar when they are in group; the group will have a discussion before determining the content of the picture by using vocabulary they are learning.

There are some steps to play pictionary game in the class (Oktafiya: 2014), they are as follows:

1. Divide the class into teams.
2. Explain that each team's goal is to be the first and earns a point in a round to correctly identify vocabulary terms.
3. Designate one student on each team as the "artist".
4. This student is the only one able to see the list of words written on the card.
5. Identify the time limit for the first round of words.
6. Explain that the artist looks at the word to be illustrated and draws while thinking about how to draw, retrieve, and guess the word, and at the same time competing and having a blast. When the word is identified by the group, the artist continues to the next word.
7. Explain that after identifying all of the terms, team members raise their hands indicating the end of the first round.
8. Rotate the artist role around the team until all have participated as an artist.

RESEARCH METHODS

Research Design

The research was a classroom action research designed as a qualitative study. It studied the process and the result of the process after collecting the data and then they were explained in the form of words (descriptively).The aim was to observe the implementation of pictionary game in improving vocabulary and to solve the problem in the teaching of vocabulary. The research was done in cyclically. In action research, the writer used collaborative research approach. The cycle included the following steps, namely planning, action, observation, and reflection.

Setting and the Subject of the Research

The research was done at SDN No. 1 Lumbumamara. The writer took the grade fourth pupils as the subject of the research. The number of the pupils was seventeen pupils. All pupils were taken as the subject of the research. The special treatment was given to all of the students. They all were involved in the teaching learning process.

Variables of the Research

Variables are the conditions or characteristics that the teacher manipulates, controls, or observes. There were two types of variables in this research namely independent and dependent variables. The independent variable of this research was the use of pictionary game, while the dependent one was the pupils' vocabulary mastery.

Research Instruments

The research instruments used during the study were test, observation, and field notes.

Techniques of Data Analysis

The students' individual scores were calculated by using the formula proposed by Sugiyono (2013: 123):

$$\sum = \frac{x}{n}x\ 100$$

Where:

$\sum$ = the students' individual score

x = the obtained score

n = maximum score

RESEARCH FINDINGS AND DISCUSSION

The research which was carried out in two cycles. The description of the findings were developed based on the result of data collection gathered through the research instruments namely the test, the observation checklist and the filed notes. A subject was classically considered complete if students who scored 65 more than or equal to 70%, in the other words it had passed the research criteria of success.

The Planning Phase

In accordance with the research objective, the teacher and his collaborator prepared materials needed for teaching and learning process using pictionary game. The teacher prepared flash cards and lesson plans. The teacher and the collaborator also made a brief meeting in order to build a similar perception toward the action, they were the design of the lesson plan, the observation checklist, and the field notes that was going to be taken during process of teaching and learning. The lesson plan was designed for twice of meeting for each cycle and there was a test after finishing each of the cycle.

The Implementation

The implementation of teaching and learning activities for the first cycle was held on April 4th, 2016 in the class by the number of 17 pupils. The teaching and learning process referred to the lesson plan that had been prepared. Observation (observation) was held in relation with the implementation of teaching and learning. The first meeting was held on April 4t[th], 2016 and the second

meeting was held on April 11th. After finishing the first cycle, on April 18th, 2016, the pupils were given first formative test in order to determine their vocabulary mastery. On cycle 1 test, the percentage of the pupils who got the minimum criteria of mastery 65 was 58.82%. There were 10 students who had reached the minimum criteria of mastery.

it can be explained that by applying the learning using pictionary game on the first cycle, it was obtained the average value of pupils' achievement 65 and learning completeness reached 58,82% or there were 10 pupils from 17 pupils who passed the minimum criteria of mastery on vocabulary. The result of the cycle 1 test had not reached the target criteria of research success that was set to 75% of the pupils get score 65. The results showed in the first cycle for the percentage of pupils' mastery learning was smaller than the desired percentage of completeness that is equal to 75%.

Reflection

The implementation of teaching and learning activities of information obtained from observations as follows:

1. The time management for pupils in guessing pictures was not optimally managed since the learners found many difficult in drawing perfectly.
2. Some pupils were less active during the learning took place.

Cycle 2

Revision

Revised plan was needed for the implementation of teaching and learning activities. Revision was done in the next cycle.

1. Teacher needed to distribute his time better by adding information that was necessary and notes.
2. Teacher should be more eager to motivate pupils so that they were more enthusiastic.

3. He must put them in the situation that would ease them to be active during the learning process.

The Action (Cycle 2)

Implementation of teaching and learning activities for the second cycle was held on May 2nd, 2016 for the first meeting and on May 9th, 2016 for the second meeting. The number of pupils in a class with 17 pupils. As for the teaching and learning process refers to a lesson plan with regard to the revision of the first cycle, so that drawback in the first cycle would not be repeated in the second cycle. Observation held in relation with the implementation of teaching and learning.

At the end of the learning process of pupils were given a cycle 2 test in order to determine the success rate of students in the learning process was carried out. Both the average mean score of pupils and the percentage of mastery learning had improved better than those were in the first cycle. It was shown by the average mean score (74.11) and learning completeness where there were 14 pupils from 17 pupils who passed the minimum criteria of mastery which means 82.35% of the pupils. These results indicated that the pupils achievement on second cycle had reach the criteria of successful for the research.

Reflection

The implementation of teaching and learning activities of information obtained from observations as follows:
1. The pupils had already found their better way of drawing and guessing pictures, as the teacher explained clear instruction for this (based on findings on the first cycle).
2. By putting the pupils in a group consisted of fewer pupilss (3 pupils on each group), there was a better chance for pupils to learn and interact with their group mate.

Revision

Based on the result of the second cycle in which the score obtained had passed the criteria of successful for the research, there was no need to do revision. Thus, the research was stopped on the second cycle.

Discussion

Based on the research questions, the research was focused on the implementing pictionary game media in improving English vocabulary of the fourth grade pupils of SDN 1 Lumbumamara. The findings of the research shows the results that the implementation of media could improve English vocabulary mastery of the pupils. The following are the explanation of the results:

From the research, it was shown that the process of learning vocabulary by using pictionary game had given positive results. The use of pictionary game improved the pupils' learning achievement of vocabulary. The pupils' vocabulary mastery, based on the test on the first and the second cycle, had improved classically from 58.82% to 82.35%. Furthermore, at the second cycle, the criteria for the research to be successful had been reached.

The pupils' activities during teaching and learning process based on the data analysis, it was found that by using pictionary game had improved on the second cycle. It was positively influenced to the pupils' achievement that can be seen on their average score which was improved on the second cycle. During learning the pupils cooperated within their groups, they paid attention to the teacher's explanation and even guessing the pictures drawn by the artist their group mates. The pupils were more active on the second cycle when they were given more time playing together with the flash cards.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the findings of data analysis, it can be concluded that the implementation of pictionary game media is effective in improving English vocabulary of the pupils. It was proved from their achievement from the first to the second cycle. After applying pictionary game media, the pupils are able to know and understand the words and their meanings, to pronounce the words correctly, and to answer the questions given. By the implementation of pictionary game media in teaching process, the teacher can easily teaches vocabulary to the pupils. The pupils can also attain the objective of teaching effectively and efficiently. The pupils' showed their interest and motivation through their teacher's way of teaching. It was seen from their presence. Pupils rarely come late to class. And, during the learning process, the pupils show their interest by listening carefully and pay attention to the material.

Suggestions

Considering the result of the research, the writer would like to give some suggestions to both the English teacher and the pupils concerning teaching and learning vocabulary without reducing regard and appreciation to the English teacher. Here are the suggestions:

1. It's better if all the group member has chance being an artist, so every pupil will experience in drawing and understanding the English vocabulary words.
2. Pictionary game needs more time to draw and to guess, so teacher should give extra time to the pupils to play this game. Therefore, the teacher should instruct the pupils to not draw the perfect words, the most important thing that the picture has already understood even it is not perfect yet.

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