IMPROVING THE FIFTH GRADE STUDENTS' VOCABULARY ACHIEVEMENT AND THEIR ACTIVE PARTICIPATION BY USING QUESTION AND ANSWER GAME AT SD NEGERI SUMBERSALAK 01 LEDOKOMBO JEMBER IN THE 2011/2012 ACADEMIC YEAR

Ika Indawati[4], Wiwiek Eko Bindarti[5], Wiwiek Istianah[6]

Abstract : *This article is intended to describe the research result on the use of Question and Answer Game in improving The Fifth Grade students' Vocabulary Achievement and Their Active Participation. The research problem was the students' difficulties in learning new vocabulary as well as memorizing the meaning of the words. To solve this problem, Question and Answer Game was used to improve students' Vocabulary Achievement and Their Active Participation. The research design was classroom action research and the primary data were collected by Vocabulary test and observation. The result of the research showed that Question and Answer Game could improve the students' vocabulary achievement and their active participation.*

Key Words*: Question and Answer Game, Vocabulary Achievement, Active Participation*

INTRODUCTION

As a foreign language in Indonesia, English is taught as a compulsory subject from junior high school up to university level. Nowadays, English in Indonesia is not only obligatory to be taught at SMA and SMP levels, but it is also taught at elementary school level as a local content subject. English becomes a local content course in the curriculum to be taught for elementary school students as this is not considered as an obligatory subject for the elementary school level. Teaching English in the early stage is good since kindergarten and elementary schools because students are in the golden age and they have a good chance to learn a new language beside their mother tongue. Introducing a new language from the early age can help the elementary school students to be familiar with the English before they get English as a compulsory subject at junior high school. In learning English, vocabulary is very important. Lack of vocabulary will make learners difficult in mastering the language. Wilkins (1998), as quoted by Thornburry (2002:13), states the importance of vocabulary learning, that " If you spend most of your time studying grammar, your English will not improve very much. You will see more improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words (vocabulary). It means

---

[4] Mahasiswa Program Studi Pendidikan Bahasa Inggris FKIP Universitas Jember
[5] Dosen Program Studi Pendidikan Bahasa Inggris FKIP Universitas Jember
[6] Dosen Program Studi Pendidikan Bahasa Inggris FKIP Universitas Jember

that the learners should master vocabulary well before studying the structure of the language so that the students would get the idea of what they have learned more easily. Meras (1992:147) states that one of the most difficult and an important phases of language teaching is teaching vocabulary. The statement shows that vocabulary becomes one of the English components which is very important to master. It is impossible for the learners who learn English as a foreign language to become good learners without mastering vocabulary as one of the important English components for the students to learn. Knowing the importance of vocabulary, English teacher should be aware of the significance in applying an appropriate technique for students in different roles. In line with this, Tarigan and Tarigan (1986:39) suggest that the teacher who masters various teaching techniques and able to present them will arouse students' interest and motivation in learning. Based on the result of the interview and observation which was done in the preliminary study by interviewing and observing the English teacher of the fifth grade students at SD Negeri Sumbersalak 1 Ledokombo – Jember, it was revealed that the fifth grade students got problem in learning new vocabulary as well as memorizing the meaning of the words. The students did not enjoy studying English vocabulary in the class. It was shown by the students' participation in learning English especially in memorizing new vocabularies. According to the teacher, this was caused by there were no media used in English lesson that made students motivated in learning English, especially in memorizing new vocabularies.

Based on the fact described above, the researcher tried to apply a new technique in teaching vocabulary by using games because games would help the students to construct English vocabulary easily and interestingly to make the students more excited in learning English. According to Wright *et al.* (1996:1), games help and encourage many learners to sustain their interest and work. This means that games can make the students enjoy the English class activities, especially in overcoming the problem of learning vocabulary because they learn in a situation where they are given stimulus to practice vocabulary of the target language. Games also help the teacher to create the context in which the language is useful and meaningful. Actually, the purpose of language games for the students is to encourage the students to use language in the real communication. Model of teaching is one factor affecting the success of teaching learning process. The appropriate teaching model will make the students easy to

comprehend the material and feel enjoyable in teaching learning process. Therefore, the teacher should be able to choose the appropriate technique of teaching for a certain instructional objective. Wierus and Wierus (1994:218) as quoted in Uberman (1998:20) add that relaxed situation which is created by using game, will make students easier to remember the words given so they can learn the words faster and better . By playing games students can learn vocabulary without making them bored. Unfortunately, the students can increase their vocabulary slowly. This means that word game not only increase the students' vocabulary but also avoid boredom in teaching learning process. Games can be used to create an effective atmosphere, so the students will have high motivation and competence in vocabulary learning that will make their vocabulary increase. In line with this statement Ersoz (2000:1) argues that learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Based on this reasons, teachers have to make relax condition in teaching and learning process and to create that kind of situation, game is one technique that can be applied in the classroom. Moreover, vocabulary can be played out of the class hours, so the students will have more chances to learn vocabulary outside the classroom. Based on some definitions about games above, it can inferred that game is an interesting activity with rules for students to learn new English vocabulary in a fun and relax way without realizing that they are studying at the same time while they are playing.

There are so many games that can be found in learning English. According to Wright *et al.* (1996: 14 - 179) there are many kinds of games that can be applied in the teaching Learning Process, such as: 1) Picture Games, 2) Psychology games, 3) Magic trick, 4) Caring and Sharing game, 5) Card and Board games, 6) Sound games, 7) Story games, 8) Word games, 9) True / False Games 10) Memory games, 11) Question and Answer games, 12) Guessing and Speculating games. The game used in this research was Question and Answer Game. Question and Answer Games is game that are designed to create context in which the learner wants to ask question in order to fine something out. For example, Don't say "yes" or no game, this can be a team competition. Teacher puts a number of questions to each team. Each question must be answered without delay and without the use of either "yes" or "no". The team which

answers the most questions in this way wins. This game was chosen because this game had never been used in class activities.

The use of games in the classroom has many advantages. Carrier (1980: 6) in Sánchez mentions some of them as follows.

a. Games give a variety of tools to facilitate the teaching-learning process.

b. Games are flexible it means that they can be used for teaching any aspect of the language.

c. Games make the lesson less monotonous, as they provide a great variety of class activities which help to maintain students' attention and interest in the language without getting bored.

d. Games raise the students' motivation in such a way that students enjoy their learning so much that they might not realize they are doing so.

e. Games make students produce language subconsciously, This means that students learn language at the same time they focus their attention on whether they succeed in playing.

f. Games stimulate students' participation and give them confidence This is when students free themselves in order to participate to get the best score or even to be the best in the class.

g. Games transform the teacher's role from that of formal instructor to that of an organizer or/and moderator of the class.

h. Games can also serve as a testing mechanism because they expose the students' weaknesses and strengths.

RESEARCH METHODS

In this research, the researcher used Classroom Action Research (CAR). The research was conducted to improve the fifth grade students of SD Negeri Sumbersalak 01 Ledokombo in learning new English vocabulary. There were four stages of activities in the procedure of the classroom action research. Namely: a) planning the action, b) implementing the action, c) observation and evaluation and, d) analyzing data and reflecting the action (Elliot, 1991:69). This research was categorized as a collaborative classroom action research since the action was conducted collaboratively between the

researcher and the English Teacher. There were two kinds of data in this classroom action research, namely primary data and supporting data.

In this research, achievement test was used because it was intended to know the students' vocabulary achievement after they did the action and the objective test used in this research was multiple choices, the objective test can be analyzed quickly and easily. a good test should have validity and reliability. A test is said to be valid if the measures accurately what is intended to be measured. Meanwhile, a test is considered to be reliable if it makes consistent result when the same test is given in different time. The test in this research established content validity because the test constructed was based on the indicators to be measured, namely: nouns, verbs, adjectives, and adverbs that had been learned by the students.

The vocabulary test was given at the end of the cycle after the action given. The test that was used to measure the students' vocabulary achievement is objectives test in the form of the multiple choice having four options with the consideration that it could be scored easily and quickly. The total number of the test was 20 items with the distribution as follows: Nouns (5 items), verbs (5 items), adjectives (5 items), and adverbs (5 items). In scoring the test result, each correct item was scored 5 points, so the total score was 100 points, the wrong answer was scored zero. The time allocated for doing test was 45 minutes. The test items were constructed by the researcher and then consulted to the English teacher and the research consultants. The English lesson schedule was done 2 x 35 minutes in one meeting. So, after the students did the test, the rest of the time was used to check the students' answer.

In this classroom action research, observation was done in each meeting of the cycle. It aimed to record the class situation during the teaching vocabulary process by using games as the proposed action. The observation was done collaboratively with the English teacher. In the first meeting, the researcher taught vocabulary by using Question and Answer Game, while the English teacher became the observer. In the second meeting, the role between the teacher and the researcher was exchanged. The English teacher became the teacher who is responsible to teach vocabulary to the students by using Question and Answer Game too and the researcher was the observer. Elliot (1993:81) states that checklist is a set of question which structured observation by indicating the kinds of information needed to answer the question. In this research the

observation guide in the form of check list containing some indicators observed was used by the observers; the English teacher and the researcher. The indicators that were observed include: 1) playing the games based on the rules, 2) answering or guessing the game correctly, 3) asking questions about vocabulary, 4) doing the vocabulary exercises, 5) participating in playing games. The students were categorized as active when they fulfilled at least three out of five indicators above. On the other hand, the students were categorized as passive when they performed less than three of the indicators.

After conducting the observation and getting the data, the researcher analyzed the data to know the improvement of students' vocabulary achievement. This classroom action research was considered successful if it fulfilled the following criteria:

1. 75% of the students had achieved the minimum requirement of the standard score that is 65.
2. 75 % of the students were actively involved in the vocabulary teaching learning process by using Question and Answer game.

The last activity in this classroom action research was reflection, the reflection was done in order to know whether or not the actions had weaknesses or problems, and found the strength of the action. In this stage, the researcher collaborated with the English teacher to do the reflection to reflect the results of observation and vocabulary test in each meeting of the cycle. The results of reflection in the previous meeting were used as a guide to revise the action for the next meeting.

RESEARCH FINDINGS AND DISCUSSIONS

The action in the cycle 1 was conducted in three meetings, 2 meetings for giving the action to the students and 1 meeting for vocabulary test. The implementation of the action based on the lesson plans constructed by the researcher. The steps of activities in Cycle 1 were: planning the action implementation of the action, class observation, evaluation and data analysis and reflection of the action. On the first meeting, the implementation of the action was done by the researcher while the English teacher became the observer. The topic in the first meeting was "Daily Activities", and for the second meeting profession, the action was done by the English teacher while the researcher became the observer.

The result of the observation in meeting 1 showed there were 31 or 100% students playing the games based on the rules, 11 or 35%   students could answer or guessed the game correctly, 10 or 32% asked the questions about vocabulary, 31 or 100% did the vocabulary exercises, and 11 or 35% participated in playing the Question and Answer Game. It could be said that not all students gave positive responses or participatived actively. They still felt doubtful to guess or answer the games correctly. Meanwhile in the second meeting, the observation was done by the English teacher. The action was done by following the same procedures as those in the first meeting. In the second meeting , there were 31 or 100% students playing the games based on the rules, 7 or 23%   students were able to answer and guessed the game correctly, 12 or 39 % asked the questions about vocabulary, 100 or 100 % did the vocabulary exercises, and 15 or 48% participated in playing the Question and Answer Game. Based on the observation on the teacher's activities, the English teacher had not followed all the steps in the lesson plan and he did not review the definition of vocabulary, and taught too fast when he explained the role of the game. The teacher gave explanation about nouns, verbs, adjectives and adverb without giving examples or sentence and using English all the time of the teaching learning process as a result the students could not understand what he said. The teacher did not give enough time to the students to think of their answers. The students tended to be passive because they were not ready to answer the questions. In other words, the technique of questioning was not done properly. Moreover the teacher did not give reinforcement to the students and did not check the students' answers. As a result some of them did know about the answer and they did not get enough motivation from the teacher. In playing the game, some students who were not taking a part were afraid of making mistakes in playing the game because they were still lack of vocabulary and confused how to ask questions about the activities that were stated on the pictures in using their vocabulary. Further the students were required to make 5 questions in group. Sometimes, the students also used some words in Indonesian since they had limited vocabulary of English words.

Based on the result of students' vocabulary test through Question and Answer Game in the first Cycle was 55% got score ≤ 65 (fair category). It means that, the target mean score requirement 65 was not achieved. In other words, the action given in the first Cycle was not successful yet.   This means, the result of the observation in the first

Cycle did not fulfill the target of this research yet because they had not achieved the standard requirement in this research (75%).

Based on the result of observation and vocabulary test which could not achieve the criteria of successful research, then the researcher conducted the cycle 2 with some revision. As the previous cycle, the action in cycle 2 was also conducted in three meeting including the vocabulary test. The implementation of the actions was based on the revised lesson plan of cycle 1 constructed by the researcher collaborated with the English teacher. It was expected that by revising some necessary changes used in the first cycle, the students could improve vocabulary achievement and their active participation better than before. Giving the vocabularies to the students without writing on the black board, the teacher and the researcher changed giving chance to memorize the vocabularies that was written down on the black board, the researcher and the teacher gave explanation about nouns, verbs, adjectives and adverb without giving examples or sentence and using English all the time of the teaching learning process the teacher and the researcher changed gave explanation about nouns, verbs, adjectives and adverbs by using examples or sentence and using English and Indonesian in the teaching learning process.

The result of observation in the first meeting of cycle 2 showed that 31 students or 100% had played the games based on the rules. There were 10 students or 32% students answering or guessing the game correctly, then 17 students or 55% asked question about vocabulary. There were 31 students or 100% done vocabulary exercises. Next, 17 students or 55% participated in playing game. Meanwhile, the result of observation in the second meeting revealed that 31 students or 100% had played the games enthusiastically. There were 13 students or 50% students answering or guessing the game correctly. Then 18 students or 58% asked question about vocabulary. There were 31 students or 100% done vocabulary exercises. Next, 18 students or 58 % participated in playing game.

Meanwhile, the result of vocabulary test by using Question and answer Game in cycle 2 showed that the percentage of the students' vocabulary test by using Question and Answer Game in Cycle 2 81% got score ≥ 65 was higher than in Cycle 1 55% got score ≤ 65. In This Cycle, there were 25 got score ≥ 65. It means that the teaching vocabulary by using Question and Answer Game could improve the students'

vocabulary achievement. The result of observation and the vocabulary test in cycle 2 have achieved the target of the research, so the cycle was stopped.

From the result of vocabulary achievement test, it was indicated that the result of the students' vocabulary achievement in the first cycle had not achieved the standard score requirement. On the average, the students' vocabulary achievement was classified as "fair" (M=61,29), and only 55% of the students could reached $\geq$ 65 the standard score. There were some factors that caused the result, such as using games in learning vocabulary was relatively new for the students, the students had difficulties in memorizing the meaning of the words, and they lack of vocabulary. Thus, the action in Cycle 2 was conducted by revising some necessary aspects that caused the failure in Cycle1.

After conducting the action in the second cycle, the students could improve their vocabulary achievement. On the average, the students vocabulary achievement in Cycle 2 had improved from "fair" category (61,29) in Cycle 1 to "good" category in Cycle2 (M=72, 42). Meanwhile, the standard score ($\geq$ 65) could be reached by 81% students. This improvement was influenced by the revision of teaching learning process in Cycle 2. For example, in Cycle 1 the researcher and the teacher gave explanation about nouns, verbs, adjectives and adverbs without giving examples or sentences and used English all the time of teaching learning process. Then, in the second cycle, the researcher and the teacher helped the students by using Indonesian language for the instruction and when the students did not understand the explanation about nouns, verbs, adjectives and adverbs by using examples or sentences and the use of English and Indonesian in the teaching learning process when we explained the rules of the game. The students were also given a chance to ask questions whether they understood about the teachers' explanation or not. It made the students feel easier and more confidents to answer the test items. Besides, the teachers' activities had been revised from Cycle 1 to Cycle 2. There were some activities in activating the students' participation that had not been done in Cycle1. However, in Cycle 1; the teacher had already done all the activities completely. Thus, their problems in learning English could be solved in Cycle 2. As a result, the students' vocabulary achievement could be improved in Cycle 2.

Besides, the process of evaluation was carried out by applying observation in each cycle. It focused on the students' active and passive participation in English teaching

learning process by using Question and Answer Game as the way to increase the students' vocabulary achievement. Based on the observation checklist, it could be seen that the students' active involvement in Cycle 2 was higher than their involvement in Cycle 1. It increased from 55% to 81 % in Cycle 2. They gave positive responses during the teaching learning process of English by Using Question and Answer Game. It means that they had fulfilled the criteria of being active during the teaching learning process and achieved the target: 75% students were actively involved in the vocabulary teaching learning process by using Question and Answer Game.

Based on the result of this classroom action research, it can be seen that the second cycle had achieved the target of this research. So, it can be seen that the use of Question and Answer Game improved the students' vocabulary achievement and motivated them to be actively involved in the teaching learning process. Thus, it could be concluded that games are good techniques in teaching vocabulary. As confirmed by Zdybiewska (in Uberman, 1998:162), that games are good ways of practicing language because they provide activities in which learners will use the language in real life.

CONCLUSIONS AND SUGGESTIONS

Based on the results of vocabulary test after the actions given in two cycles, it could be concluded that the teaching of vocabulary through Question and Answer Game could improve the students' vocabulary achievement and their active participation in the classroom.

The result of observations and vocabulary test in cycle 1 did not achieve the target requirement of the research. The result of the observation in cycle 1 showed that 20 students of 31 students (65%) were actively involved in the first meeting. Meanwhile, in the second meeting there were 24 students of 31 students (77%) who were actively involved in the teaching learning process of vocabulary.

In the cycle 2 the result of observations and vocabulary test achieved the target. It showed that in the first meeting, there were 26 students of 31 students or 84% who were actively talking part of the teaching learning process. 28 students of 31 students or 90% were active in the second meeting. The result of the students' vocabulary test also reached the mean score target in cycle 2 (M=72, 42) which was higher than that in cycle 1 (M=61, 29). In This cycle, there were 27 students or 87% got score $\geq$ 65. It means that

the teaching vocabulary by using Question and Answer Game could improve the students' vocabulary achievement. The results mean that the teaching vocabulary by using Question and Answer Game was useful and good to improve the students' vocabulary achievement and to make students' participate actively during the teaching learning of vocabulary. The students were motivated to be active in teaching learning of vocabulary because the game facilitated a competitive situation' and made students enjoyed the game.

Based on the research finding, the following suggestion are intended to the following people:

a. The English Teacher

The English teacher is suggested to use "Question and Answer" game as the alternative materials in teaching vocabulary in the English classrooms to improve the students' vocabulary achievement since it could attract the students' interest in learning English vocabulary

b. The Students

The students are suggested to be actively involved in the teaching and learning process since using "Question and Answer" game could improve their vocabulary achievement.

c. Future Researchers

The future researchers who have similar problems in teaching vocabulary are encouraged to use this research result as information and a reference to conduct further research using the same design (Class Room Action Research) on foreign language in speaking to improve the students' speaking skill.

REFERENCES

Elliot, J. 1991. *Action Research for Educational Change*: *Developing Teachers and Teaching*. London : Open University Pers.

Ersoz, A. 2006. Six games for ESL/EFL Class,(on line), Internet *TESL Journal, Voll. VI, No. 6, June 2006*. (http://iteslj.org /lrssons/Ersos-Games.html). Accessed on January 5 January 2012.

Hornbury, S. 2002. *How to Teach Vocabulary*. Longman : Pearson Education.

McMillan, J. H. 1992 *Educational Research: Fundamental for the Costumers*. New York : Harper Coller Publisher.

Meras, E. A. 1992. *A Language Teacher's Guide*. New York : Harper and Row Publisher.

Sanchez M. M. M, Morfin A. P, and Campos.V. E. Portillo.2007. *Interactive games in the teaching-learning process of a foreign language*. (**Error! Hyperlink reference not valid.** Portillo.pdf) Accessed on January 5 January 2012.

Tarigan, D. & Tarigan, H. G 1986 . *Tehnik Pengajaran Keterampilan Berbahasa*. Bandung : Angkasa.

Uberman, A. 1998. The Use of Game for Vocabulary Presentation and Revision. *English Teaching Forum,* Vol.36 No. 1. January- March 1998 Page 20. (http://exchanges_state.gov/forum/vols/no_1/p20._html). Retrieved on January 5 January 2012.

Wright A, Betteridge D, and Buckley M. 1996. *Games for Language Learning*. Cambridge : University Pers.