

THE USE OF CIRCLE GAMES AS A STRATEGY TO IMPROVE THE STUDENT'S MASTERY IN ENGLISH VOCABULARY

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ABSTRACT

This research is conducted to analyze circle games as a strategy to improve the student's mastery in English vocabulary as six B grade of SSC TUBAN. It is conducted to find out whether the students of six B grade of SSC TUBAN will have a good changing in their learning or even become worse after getting the treatments and to know how the students' responses toward circle games as a teaching strategy. In conducting this research, the researcher used classroom action research as the design of the research. Then, the subject of this research is the student of six B grade of SSC TUBAN. As the instruments of the research, the researcher used they are pictures, field notes, test, and questionnaire. Then, the researcher analyze the result of the study by comparing the students' score of pre-test and post-test. The result of the data analysis shows that the average score in the pre-test is 68% and post-test is 85%. It shows us that the score average in the post-test is higher than the score average in the pre-test. It can be concluded that the students have a progress in learning foreign language by using circle games. The result of the students' responses toward circle games showed that most of the students responded positively to the game used as a strategy to teach them. It was taken by giving the questionnaire to the students.

Key words : Circle games, Vocabulary, Teaching strategy, Mastery

INTRODUCTION

As the important of English in communication, it is not something difficult to see that the language was frequently used either to formal or informal places such as foreign companies, embassy office, tourism sector and many other places. Different with Singapore, Bangkok, Malaysia and India, they put English as their second language as their language communication while Indonesia put English as its foreign language. It is

used as an instrument of utilizing modern sciences and technology for national development and it is also used as a mean of communication when Indonesian want to communicate to people from overseas. No doubt that only few Indonesians master of it, most of them tend to ignore it, they used to think that foreign language is not something useful for their daily life and learn of it will only waste of time.

However, nowadays, the assumption is gradually scraped off by the developing era that demand the society to be more competitive and to be able to enhance their human resources quality. According to the research that have been noted by Maurais and Morris (2003), the field of science and technology also rely on the English language. From one billion documents on the website in 1999s, amounting to 86,5 % used in English. Therefore, the role of English is needed to face the era of globalization, where it will be many new things happen in our nation. English is treated as foreign and important language for Indonesian, it have a major portion in Indonesian educational system and become a compulsory subject to study either in junior or senior high schools in today's Indonesian educational system. The English language is recognized as undoubtedly the most important language for the increasingly mobile international community to learn. This is a fact that seem to be irreversible. English becomes the official language of the business and scientific worlds.

The massive trend of learning English is not without a reason. The development of the country's economy, science and technology that tend to be influenced by many English speaking countries put people who understand English in more advantageous position, especially in job finding. However, Vincent (2001) as cited in Adawiyah (2007 p. 233) states that an interesting phenomenon at the tertiary level in Indonesia is the inability of Indonesian graduates to adjust to the workplace as one of the problems faced by Indonesian graduates to evolve in the workplace is the weakness in English language skills. Many Indonesian people start to believe that English will help them so much in finding a job than those who does not.

One of the most important language components is vocabulary. Wilkins (1972) wrote that "... while without grammar very little can be conveyed, without vocabulary nothing can be conveyed (pp. 111-112). The mastery of vocabulary will be very helpful when someone is learning foreign language having a great mastery on it; it will also

facilitate him to comprehend the subject learnt in which it is in English. It means that the quality of one's language skill depends on the quality and the quantity of vocabulary mastered, the more he masters the vocabulary the better he uses the language skill.

On the other side, to encourage students to keep good personal vocabulary records. Just a list of new words that came up in the lesson is not very useful after a couple of days. Madylus (2007) in his article gives some tips on teaching vocabulary that students may find it useful to use any of the following:

- a. Translation
- b. Examples e.g. furniture e.g. table, chair, wardrobe
- c. Picture
- d. Definition in English
- e. Opposite
- f. Word within meaningful example sentence ('I like rollerblading' does NOT help students remember what rollerblading means, whereas a picture or translation might).
- g. Collocation e.g. to apply for a job
- h. Diagram or picture e.g. for parts of the body

Reading extensively doesn't automatically improve students' use of vocabulary. To encourage their expansion of vocabulary, get students to collect new words they have learnt and to use them soon in their own writing.

Collect new words learnt in class on large sheets of paper on the classroom walls and refer to them often, encouraging students to use them in spoken and written English.

As being stated that game is one of alternatives that can be used to teach English, everyone believes, teaching process through a game will give a fun. Wikipedia (2007) in its article retrieved from internet says that a game is a recreational activity involving one or more players. This can be defined by A) a goal that the players try to reach, B) some set of rules that determines what the players can or can not do. Game is played primarily for entertainment or enjoyment, but may also serve an educational.

Furthermore, www.eiha.co.uk/glossary.html (2007) in its article says, a game is a meeting of two teams playing for a specific length of time for the purpose of declaring a

winner through the scoring of goals. The game consists of regular playing time and overtime, if such is required.

The game will be circle games, “games are any games or activities that involve the whole class, sitting in a circle, that the games recycle vocabulary and involve an element of fun”, Joanna Budden, British Council, Spain (2006).

Based on the explanation above The researcher intend to focus on answering the question: 1. How could the use of game (circle games) as a teaching strategy improve the students’ mastery in vocabulary? 2. How are students responses toward circle games as a teaching strategy?

The objectives of the study are based on the statement of the problem above that this is to give meaning of game in teaching vocabulary to young learner, to explain how the use of game (circle games) could improve the students’ mastery in vocabulary and to know how the students responses toward circle games as teaching strategy.

The researcher would like to focus on how the use of circle game could improve the six bgrade of SSC TUBAN students (nineteen students) mastery in vocabulary about things in the class and around the campus SSC TUBAN.

Through this research, the researcher expected that the result can beshared as a contribution in education for these following people:

a. Students.

The use of game is a great way to improve the students’ mastery in vocabulary that they can enjoy following the lesson without taking it too seriously. Moreover, by having the situation, they are expected to have an improvement in their mastery in English vocabularies, which appear in their result of the study.

b. Teachers

It will give them a description about how to teach and to motivate the students to learn about English especially in vocabulary learning, they will not be stuck only in some particular teaching strategies. The use of game, in this context “CIRCLE GAMES” can be a good alternative or variation in teaching vocabulary, where it will make the students enjoy following the lesson.

METHODS

In this study, the researcher used Classroom Action Research (CAR). The researcher takes the model of an action research proposed by Kemmis and Taggart in which each cycle consists of four steps. They are planning of action, implementing of action, observing and reflection.

Those four main steps are preceded by reconnaissance (preliminary study). The first step was found the problems and defined in preliminary study. The second step was constructing a plan of the action based on the findings in the preliminary study. The next step was implemented the action based on the planning and preparation which have been made before. The observation was done during the action. To apply this step, the researcher needs collaborator to help him. The researcher acts as the practitioner and the teacher as the observer. The teacher observed how the researcher implemented the action. Based on the observation, the researcher made reflection to what happened and evaluated the result of the action. Then, the researcher decided that he needed to improve the action in the next cycle based on the reflection he has made.

This study is undertaken through five activities. At first, it is a pre-test, second is the first cycle which is about the things around the class, third is the second cycle which is about the things around the SSC's campus and fourth is the post test.

The students' success and failure in doing the activities plan above will be assessed by referring to the criterion issued by department of education and culture. The criterion says that a student can be said to pass the test if he/she can solve 65% of the whole problems and a class is said to be successful if 85% of the members pass the test.

This study consists of five activities in which it use a method of quantitative to process the data. Then the researcher would compare them, in order to know the result of this study, whether or not, the increase in the students' results happen in this study. Below was the formula to get valid result, the researcher will use to process the data gained:

$$\square = \frac{\square}{\square} \times 100\%$$

P = Percentage

R = Score Achieved

N = Number

RESULT AND DISCUSSION

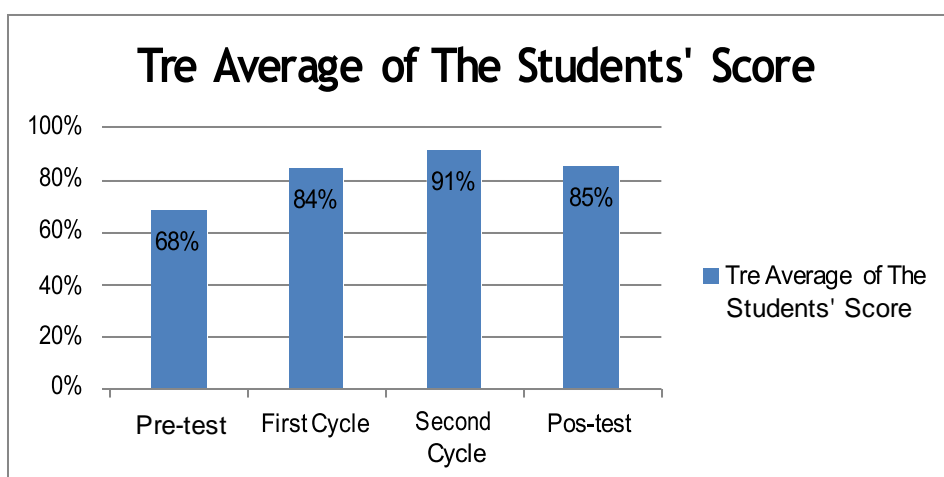
Result

A good progress in the students' achievement in learning English through this strategy had been achieved that it could be seen at the result of the average score in every activity from the pre-test (68%) up to the post-test (85). In some cases, there were some things that caused inconsistent score gained by them (the learners) that it was sometimes going up and down. This condition might have been caused by some fundamental factors that could certainly affect to students' learning condition and needed to be noticed by teachers, such as getting tired, sick, not ready to have the lesson, having problem, sleepy, etc.

Discussion

The result of the data analysis shows that the average score in the pre-test is 68% and post-test is 85%. It shows us that the score average in the post-test is higher than the score average in the pre-test. It can be concluded that the students have a progress in learning foreign language.

The researcher compared the result and concluded that circle games had a good effect toward the students' mastery in English vocabulary and it could motivate the students' interest in learning English. This was a chart of students' score before and after being conducted by circle games



However, the motivation of the students in learning would increase or decrease, it depended on whether or not the teacher was able to control the class. Controlling the class

in this case was that the teacher was required to be able to stimulate and create a condition where the students could effectively and comfortably learn target lesson. It was such the way of teaching the researcher had done by using the game called "Circle Games", the game was actually help the researcher creating a situation that was not taking the students in to serious that sometimes a joke was used in it, so that the class was livelier and the students would have not got bored. From the activities the researcher have conducted, and then the researcher transferred it in to data about the students' reason toward the learning activities, gained from the questionnaire.

The result of it was simply satisfying that result could be seen in the table of data analysis of questionnaire, showed that only 2 students (10%) who gave negative response in the question one (1), 0 student (0%) gave negative response in the question number two (2), 3 students (16%) gave negative response to the question number three (3), 5 students (26%) answer with negative choice in the question number four (4) and 5 students (26%) gave negative answer n the question number five (5), from the data interpretation above, it was clear that most of the students responded positively to the game used as a strategy to teach them.

CONCLUSION

After the study had been completely conducted and the data needed had been gained and processed. Referring to the data and the results of the study, then the researcher came to several conclusions bellow:

- a. Reviewing at the result of the study, the researcher concluded that an increase in the students' achievement had happened after they got some treatments; it was proven by the comparison between the result of the pre and the post-test in which the post-test result was higher (85%) than pre-test (68%) and it was about 17%. It shows us, the use of circle game could increase the students' mastery in vocabulary.
- b. In some cases, the increase in students' achievement would also be determined by a learning situation and the strategy used to teach them, it should be appropriate with the level of the learners. Forexample, the use of circle game had been actually proven in this study that it was completely able to create such a learning situation

which was not going to take the students into serious. In fact, the learners did not only play the game, but they also learned something from it.

- c. Having the learning situation which could take the learners into their world, it would certainly facilitate the teacher to handle the class and to transfer the knowledge easier to them, so that the target of study would be maximally achieved. Compared with the learning situation in which the classroom teacher used a wrongfully strategy and gave so serious learning situation that eventually it would get them into boredom and finally the knowledge would not be transferred well.

Since the use of circle game was applied in the teaching and learning process to young learner, the interest of them in learning foreign language increased, they gave good responds, activeness in the class and good achievement of the study that these all had been discussed in this study.

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