INCREASING STUDENTS’ VOCABULARY THROUGH ‘I SPY GAME’

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ABSTRACT

The purpose of this study is to prove whether *I Spy game* can increase students’ vocabulary stock or not. The subject consists of 21 students at a secondary school, SMP Negeri 4 Tondano. The data are collected through pre-experimental design with a one group pretest-posttest. The findings show that the score of the students in post-test is higher than pre-test (pre-test: 3.28; post-test: 6.52). There are different scores after teaching vocabulary by using *I Spy Game*. It would be helped that the use of *I Spy Game* may increase students’ achievement in vocabulary mastery and make students more enjoyable. It may also encourage them to get involved in the activities of teaching and learning process. Therefore it is suggested, English teacher might use techniques to make students interested and challenged to learn.

**Keywords:** Student, Vocabulary, ‘*I Spy Game*’

INTRODUCTION

Language is a tool of communication among the nations all over the world. In this era English becomes the important language and also a second language of many countries. As the most spoken international language after Chinese Mandarin and Spain, thus English has many interrelationship in several sectors such as business, technology, politics and education. It can be said English is used all around the world as a communication tool and used in many various aspect of life.

In English, there are four basic language skills that are related to one another and should be mastered by learners. Those are listening, speaking, reading and writing. Meanwhile, those basic language skills also have four aspects that support them; grammar, vocabulary, spelling and pronunciation.

According to Nobert and Michael McCarthey (1997, p.40), Vocabulary is one of important aspects in language. We cannot speak well if we do not master it. No matter how well
the students learn grammar, no matter how successful the sound of foreign language is mastered, without words to express a wider range of meanings, communications in a foreign language perfectly just cannot happen in any meaningful way. Although vocabulary plays a basic role in English learning students do not give an extra effort to getting much vocabulary. There are three reasons why students have lack of vocabulary in this case student less motivation to learn English, according to Valeria Sumiyati, English teacher at SMP Strada Nawar, Pondok Gede Bekasi to CNN Student Indonesia. First is from the teacher, a few teacher creates the atmosphere in class is under pressure in this case the teacher with high temperament. Because the output of each student would be different, as the result they will be afraid in every English class. However, the way to transfer the knowledge should create an enjoyable situation in classroom because Nihta Liando (2015) stated being friendly, nice, and humor teacher is better rather than giving lots of homework and challenging students academically. Second, interaction in teaching and learning process, a situation where there is no respect between students make them not feel confident and afraid if they make mistake and the others will laugh. Third, the technique applied by teacher. The technique of teaching English has an important role in teaching and learning process, a proper technique can help student to learn English well even more motivate them. Meanwhile, Liando (2015) says that students and teachers’ were two important figures in the teaching and learning process. In the situation such as Indonesia, less student-centered but more teacher-centered was the common approach applied in the classroom all across subject areas.

There are many techniques that can be used by teacher to increase student achievement in learning vocabulary. One of the techniques is using game. Using games in English classroom is the one which is easier to be accepted by students. As known by everyone, students are interested in playing game than learn from the text book. Games can make students more enjoyable and interested to learn English.

In Indonesia, English is considered as a foreign language. It is a first foreign language that should be taught to students as a compulsory subject for junior high school up to university level. The government and people of Indonesia have realized that English is important for each next generation of the country in order to get remarkable knowledge easily and can compete in today globalization era (Palenkhu, 2017). For that reason even though English is said to be difficult to be learnt, it still attracting people to learn.

Vocabulary
Ur (1996, p. 60) defines vocabulary as the words that are taught in foreign language. She adds that vocabulary is mainly defined as words that are used in a foreign language course. Generally, vocabulary can be defined as a list of words with their meanings. In other words, vocabulary is always related with words and dictionary. Vocabulary refers to all the words known and used by a particular person. It usually grows and evolves and serves as a useful and fundamental tool for communication and acquiring knowledge.

According to Evelyn Hatch and Cherly Brown “Vocabulary is one of language elements is considered as a list or set of words for a particular language or a list or set words that individual speakers of language might use”. It means that vocabulary is a group of words that the speakers used in their daily conversation. In other word, vocabulary also refers to a group of words used by a person as a mean of conversation.

Furthermore, vocabulary is more than merely a list of words. It is word, which express meaning, but meaning is a slippery concept. Some words may appear to be simple to refer to one thing and therefore, easy to teach but some words may also be difficult to teach because their meaning may change depend on the words they are arrached with.

From the explanation above it can be concluded that vocabulary is an important element of language that consists of the information about meaning and the usage of words in language. Vocabulary mastery is total amount of words which can mastered and used it in communication. By mastering vocabulary, students will be able to produce sentences either in spoken or written text. And also as a set of words that are taught in foreign language and closely related to a list of words used to express the speakers’ idea.

**Kinds of Vocabulary**

According to Gairns and Redman (1986, p. 64) mention there are two types of vocabulary. They are active and passive vocabulary. Active vocabulary refers to put item which the learners can use appropriately in speaking and writing. Active vocabulary is also called productive vocabulary because in case of speaking they have to be said in good pronounced in order that our rival can understand what we meant. In case of writing we have to write correctly to avoid readers miss understanding. The use of active vocabulary or productive vocabulary we have to be able to use grammar correctly and familiar with collocation and connotation meaning of words.
In the other hand, passive vocabulary or also called receptive vocabulary refers to language items can be recognize and understood in the context of reading and listening. Passive vocabulary is useful when student in higher level of study in intermediate or advanced level.

Furthermore, the National Reading Panel (NICHD, 2000) identified four types of vocabulary – listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary. Listening vocabulary is all the words people can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice; Speaking vocabulary is all the words people can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice, or hand gestures; Reading vocabulary is a list of words or vocabularies that people use when they are reading and all the words that can be identify when reading; Writing vocabulary are words used in various forms of writing, all the words used by people to express their ideas in written form. In another word, vocabularies which are developed in each skill functions in different usage.

**The Importance of Teaching Vocabulary**

Vocabulary is the key of language learning which consist of a list or a set of words that individual speakers of language might use for listening, speaking, reading, and writing. Coady and Huckin (1997, p.5) states that vocabulary is central to language and of critical importance to the typical language learner. It means that vocabulary take an important role in teaching language. With more vocabulary, the learners will easily in understanding and using language without any difficulties. The first step to learning a second language and becomes basic to get other competence of language. Mastering vocabulary is important in learning language especially English, because the potential knowledge that can be known about a word is rich and complex. Without vocabulary mastery to express a wider range of meanings, communication cannot happen in any meaningful way (Vossoughi and Zargar, 2009, p.).

Thornbury (2002, p.13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Similarly, McCarthy in Schmitt and McCarthy (1997, p.140) states that no matter how well the students learn grammar, no matter how successfully the sound of language is mastered, without words to express wide language meaning, communication in second language cannot be happen in any meaningful way. It means that vocabulary is foundation to build language with plays a fundamental role in communication.
According to Allen (1983, p.5), the communication will stop when learners lack the necessary words. It means that when one does not know what vocabulary used to communicate with others, one cannot express his idea to be conveyed and in addition to this, the communication will end. However, mastering vocabulary is not only having great vocabularies or remembering vocabularies, but also includes the skill to make the right choice words and spelling the word correctly.

It can be concluded that vocabulary plays an important role in language. When one learns language, the first step that should be known is learning vocabulary. It is caused by vocabulary is the basic aspect of learning any language.

**Teaching Vocabulary**

The definition of teaching is derived from the word teach which means giving instruction to somebody, in order to know or be able to do something. The word teaches has the widest use in formal and informal situation and at all level education. It relates to an academic subject or practical skill (Hornby, 1989, p.1318). Based on the definition, it can be stated that teaching is the process of transferring knowledge from the teacher to the students or from someone to another whether in a formal or informal situation. An English teacher must be skillful to apply teaching technique or method as well as to master the teaching material. In this case, teacher must be able create innovative learning process.

Harmer (1991, p.23) states that teaching vocabulary is clearly more than just presenting new words. Teaching vocabulary is a part of the language teaching. It means that when a teacher teaches vocabulary to his students, he should know their characteristic so that can be chosen suitable technique or methods which make the students enjoy and active in learning vocabulary in the classroom. It will be to increase their particular vocabulary mastery and their English ability in general.

According to Ur (1996, p.60), there are six aspects of vocabulary that need to be taught in teaching vocabulary as follows: Pronunciation and Spelling, the learner has to know how a word is pronounced (its pronunciation) and what it looks like (its spelling); Grammar, a word sometimes comes with grammatical rules. The learner also needs to know the past form of a verb, the plural form of a noun, etc; Collocation, It deals with the appropriateness of particular combination of words; Aspects of Meaning (1), denotation, connotation, appropriateness, Denotation refers to the meaning of a word as what it refers to in the real world. Connotation is
the meaning of a word when it comes in association, negative or positive evokes that may or may not be stated in dictionary definition. The context is also important to determine the meaning of a word. It gives appropriateness where the word commonly used; Aspects of Meaning (2): meaning relationship, a word sometimes has a close relationship with others. In language teaching, this kind of relationship is useful. The learner should recognize the words in different relationships. Synonyms, antonyms, hyponyms are some of the main ones.

**I Spy Game**

Learning vocabulary is not only must with memorizing the new words that students find in the textbook, but also there are many ways to learn vocabulary instead. As a teacher we have to be able to choose good technique to teach students especially in teaching vocabulary. We have to be able to make the activities which can make students interested in increase their vocabulary. One of effective learning aids activity that we can use is games.

I Spy Game can make the students use the new vocabulary and motivate the students. It can transfer the new vocabulary from the short-term memory to the long-term memory.

Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication (Ersoz, 2000). Wright (1983, p.1) suggests that games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. According to Avedon (1971) the main reason why games are considered effective learning aids is that they spur motivation and students get very absorbed in the competitive aspects of the games; moreover, they try harder at games than in other courses. Naturally when playing games, students are trying to win or to beat other teams for themselves or on the behalf of their team. They are so competitive while playing because they want to have a turn to play, to score points and to win. In the class, students will definitely participate in the activities.

‘I Spy’ game is one of teaching technique that can be applied in class. It is categorized as a guessing game which is guessing the object around the player. This game is engage the students activated using their-wider vocabulary and found new vocabulary by guessing the thing, but we could widen the scope of this game by asking students to imagine that they are somewhere else, for example, *Imagine that we are in a supermarket. I spy with my little eye something beginning with ...*
The procedures of using *I Spy Game* in teaching English vocabulary

1. Begin by choosing one category. Students pick one category as an object to play in order to limit students understanding about which vocabulary related with. For example: Shape, Size, Complexion, Skin and Quality.

2. Teacher gives the clues what adjective refer to the physical appearance for example *T* and then say. *I Spy with my little eye an adjective beginning with T* (The initial letter of the word for the object student have chosen)

3. Invite the learners to try to guess what it is. Using someone (teacher or friends) feature in classroom to make player easier to guess

   Teacher: *I spy with my little eye something beginning with T. Putri has that type of built.*

   *The antonym of short*

   Learner 1: Is it *tan*?

   Teacher: *No.*

   Learner 2: Is it *tall*?

   Teacher: *That is correct.*

4. The teacher takes over the role.

**Previous Study**

There were some similar researches have been done before. There were: Mania Moayad Mubaslat (2011). The Effect of Using Educational Games on the Students’ Achievement in English Language for the Primary Stage. This study conducted at Amman-Jordan. This study attempts to determine the role of educational games on learning a foreign language, and to compare games with more traditional practices as effective learning tools on the basic educational stage students at governmental schools in Jordan, an experimental research is conducted using three groups out of six randomly. The results of the post test for the experimental group are so better than the controlled one which show that games have a good effect on improving the achievement for the primary stage and to create an interactive environment.

Another similar study was conducted by Feybe Nebuida (2013) at SMA N 2 Tondano. Her research is also focused on students’ mastery of vocabulary and used the “Guessing Words Game” as a technique. Her research was to found out whether the application
of guessing words games can improve students’ vocabulary mastery. And it was effective, shown in the mean score of pre-test and post-test were significant difference.

This research is different from those two previous studies before in technique and location of the study. The technique of this study is *I Spy Game* which was used for English teaching and learning process and the location at SMP N 4 Tondano.

**Research Design**

This research was a quantitative research, because the data were collected in the form of number. It was a pre-experimental design with one group pre-test and post-test. There were two tests: T1: pre-test and T2: post-test, X is used to symbolize the treatment in the following representation of the design. The subject of the study was eight grade students of SMP N 4 Tondano which consisted of 21 students.

**Research Instrument and Data Collection Procedures**

The research instrument used in collecting data for this research was matching-test. The total number of matching-test items used is 30. The score was obtained using range score 1 up to 10 with interval 3. For instance, then students got right answers 4 up to 6 got score 2 and so on. There were several steps in order to collect the data of this research

1. Make the schedule and lesson plan in teaching and learning process.
2. Give pre-test, before doing the treatment
3. Analyze the data taken from pre-test in order to plan the treatment for the students.
4. Give the treatment. Teaching vocabularies about adjectives through I Spy Game
5. Give the post-test.
6. Organize the data into table.
7. Analyze the data.

In data analyzing, mean score and Standard Deviation formula were used

\[
\bar{x} = \frac{\sum x_i}{n}
\]

Where:

\(\bar{x}\) = The mean scores of students
\[ \sum x_i = \text{The total number of students score} \]
\[ n = \text{The total number of students} \]

(Sugiyono, 2010, p.49)

Standard Deviation Formula

\[ S = \sqrt{\frac{\sum (x_i - \bar{x})^2}{(n-1)}} \]

(Sugiyono, 2010, p.50)

**FINDINGS AND DISCUSSION**

**Table 1. Frequency distribution matrix of pre-test**

<table>
<thead>
<tr>
<th>Score</th>
<th>Tally</th>
<th>F</th>
<th>%</th>
<th>Cumulative Frequency</th>
<th>Cumulative Frequency %</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>I</td>
<td>1</td>
<td>4.76%</td>
<td>21</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>II</td>
<td>12</td>
<td>57.14%</td>
<td>20</td>
<td>95.23</td>
</tr>
<tr>
<td>3</td>
<td>III</td>
<td>6</td>
<td>28.57%</td>
<td>8</td>
<td>38.09</td>
</tr>
<tr>
<td>2</td>
<td>II</td>
<td>2</td>
<td>9.52%</td>
<td>2</td>
<td>9.52</td>
</tr>
</tbody>
</table>

From the table above, there were 21 students took part in pre-test. Only one student got five, the highest score in pre-test (4.76%). Twelve students got four (57.14%), six students got 3 (28.57%) and the last two students got 2 (9.52%). Result of the pretest is visualized in Figure 1.
Table 2. Frequency distribution matrix of post-test

<table>
<thead>
<tr>
<th>Score</th>
<th>Tally</th>
<th>F</th>
<th>%</th>
<th>Cumulative Frequency</th>
<th>Cumulative Frequency %</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>II</td>
<td>2</td>
<td>9.52%</td>
<td>21</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>III</td>
<td>14</td>
<td>66.66%</td>
<td>19</td>
<td>90.47</td>
</tr>
<tr>
<td>6</td>
<td>II</td>
<td>5</td>
<td>23.80%</td>
<td>5</td>
<td>23.80</td>
</tr>
</tbody>
</table>

The table showed there were 21 students took part in post-test. From the twenty one students, the highest score grade were 8 achieved by two students (9.52 %), fourteen students got seven (66.66%) and the rest of five students got six (23.80%). The result of posttest is visualized in Figure 2.
Computing of Mean Score and Standard Deviation of Pre-Test (T1)

\[ \Sigma x = 75 \]
\[ N = 21 \]
\[ \bar{x} = \frac{\Sigma x_i}{n} \]
\[ \bar{x} = \frac{75}{21} \]
\[ = 3.57 \]

Computing of Mean Score of Standard Deviation of Post-Test (T2)

\[ \Sigma x = 144 \]
\[ N = 21 \]
\[ \bar{x} = \frac{\Sigma x_i}{n} \]
\[ \bar{x} = \frac{144}{21} \]
\[ = 6.85 \]
The result of the research showed the following facts. There were twenty one students took part in the test. In pre-test only one student got five (5), the highest grade in pre-test (4.76 %). Twelve students got four (57.14%), six students got 3 (28.57%) and the last two students got two (9.52%). In post-test the highest grade was eight achieved by two students (9.52%). Fourteen students got seven (66.66%) and the rest of five students got six (23.80%).

The mean score from pre-test was 3.57 and post-test 6.85. The standard deviation of pre-test was 0.74 and post-test was 0.56. It can be concluded the mean score of post-test was increase than pre-test and the variance of the data post-test was lower than pre-test.

The result of this research indicated students have very limited vocabulary before teaching them using game, as we could see in result of pre-test. After treatment by using *I Spy Game* students’ achievement in post-test were increase.

CONCLUSION

Using game in English classroom is the one which is most easily accepted by learners, and also make them more enjoyable, challenged and students get involved in the activities in classroom. *I Spy Game* is categorized as a guessing game, and player have to guess the object around us that the teacher meant by giving the clues.

This research was a quantitative research through pre-experimental design with one group pre-test and post-test. It was conducted at SMP N 4 Tondano which consisted of 21 participants in second year student.

The result of this research using game in this case *I Spy Game* in teaching vocabulary is effective to increase students’ vocabulary stock. The mean score of post-test is higher than pre-test score. The standard deviation score in pre-test is higher than post-test. It can be conclude using game is helpful to increase students’ vocabulary and makes teaching and learning process more enjoyable, interest and student get involved in each activities.

Based on the conclusion above, the researcher would like to put her suggestions to teachers of English: 1. English teachers are suggested to be creative in teaching and learning process, especially in teaching vocabulary. English teacher have to motivate students to learn English especially learn new vocabulary and also make them interest but challenging to learn. 2. English teacher must involve all students in teaching and learning process.3. When students are bored to learn, English teacher should try game in last minutes of teaching and learning process.
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