DEVELOPING SMART GUESS GAME MEDIA TO TEACH ENGLISH STUDENTS VOCABULARY ABILITY AT SEVENTH GRADE OF SMP SWASTA PEMBANGUNAN NASIONAL PANTAI LABU

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ABSTRACT

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The aim of this study was to developed the smart guess game media by using flashcard in descriptive text for seventh grade students at SMP Swasta Pembangunan Nasional Pantai Labu. This study was conducted by using Research   and development (R&D) design through six stages : gathering data and information,need analysis,developing the media, validating to experts, revising and final product. the subject of the study was seventh grade students in SMP Swasta Pembangunan Nasioanal Pantai Labu. The data were gathered by administering interview to an English teacher and distributing questionnaire to 25 respondents to get the students' need . The questionnaire result prove that the students need english media by using smart guess game media using flashcard based on higher order thinking skillss (HOTS) in descriptive text which can help students enrich the vocabulary. The product has been validated by an English lecturer and an English teacher with the average score is 4.25. The product was categorized as "Very Good" smart guess game media by flashcard in descriptive text. The final product of this study was a set of developed students's vocabulary by using smart guess game media by flashcard based on higher order thinking skillss (HOTS) in descriptive text. It also has key words and topics that are going to be done by the students in the first page of every part of the research.

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I. INTRODUCTION

A. Background of The Study

English is an International language which is used as a language of communication between people in the world (Brumfit(2001:35)). The minister of Education of Indonesia established English as a compulsory subject in schools. The ability to speak English is one of the most important abilities for students because the benefits of English have a very broad scope, such as in terms of education, technology, politics, the world of work, and as a communication tool used by the world. Therefore, people must learn and master English to face the globalization.

In learning English there are four skills that students should have. They are speaking, listening, writing and reading. Those four language skills are also commonly referred to as the productive and receptive skills. Harmer (2007) states that reading and listening are called receptive skills, in which people do not need to produce language to do these, but they only receive and understand it through written or spoken language. While, speaking and writing are productive skills, because learners doing these need to produce language.

In language, Vocabulary is one of the most important element in a language. It is one element that related to speaking, listening, reading, and writing. Vocabulary is a bridge which can express ideas from the speaker to listener from the writer to reader, without vocabulary the communication will

difficult and almost possible to do. Because of that, vocabulary is important to learn by the students who want to master a language.

According to Stepherd (1973:39), vocabulary is one of the most significant aspects of language development. The objective of teaching vocabulary is that the students are able to use and understand the uses of vocabulary in order to be able to use the vocabulary in speaking or writing. Understanding the vocabulary means that the students are expected to be able to spell, pronounce, understand the meaning, and use the vocabulary. The students also can easy in understanding meaning of the text, then applying the vocabulary in their conversation. By understanding the vocabulary, the students are easy to communicate and express their feelings, ideas, opinions into a language.

However, in the reality, the students do not have enough vocabulary and they do not have enough understanding in using the vocabulary. The students are not able to spell, pronounce, understand the meaning, and use the vocabulary. The students are not also be able to apply the vocabulary in a conversation, and it is very difficult for them to express their feelings, ideas, opinions into a language. There are many factors that can cause the low ability in using vocabulary. Those come from internal and external factors. Internal factors are such as; Intelligence Quotient (IQ), motivation, ambition, interest, talent, and etc. While external factors are such as; environment, teachers, friends, parents, materials, strategies, methods, facilities, including media.

The main problem in teaching and learning vocabulary is technique that less of variation and then become monotone. In the class that the researcher has observed, the teacher taught vocabulary by giving the list of new vocabulary, then the teacher translated the meaning one by one into native language. After that, the teacher asked several students the meaning of those vocabulary randomly. This technique has been done so many times by the teacher and the teacher got variation of technique vocabulary hardly.

Therefore, Based on preliminary data found at SMP Swasta Pembangunan Nasional Pantai Labu, it was know that the students have some problems when they have to say something orally in English. The English teacher said that most

of the students have problems of vocabulary in developing ideas, having limited vocabulary, and pronunciation error. Most of the students at grade seventh of SMP Swasta Pembangunan Nasional Pantai Labu, have problems in vocabulary in developing ideas because the students had limited vocabulary in pronouncing the words correctly. The students not only difficult in develop ideas orally, but they are also lack in vocabularies it was because of they do not know the proper words that can be used. So the researcher will find the teaching technique that can help the students to improve their vocabulary in learning English.

The researcher will use Smart guessing game to teach students vocabulary ability in learning English and how their interest with this guessing game media in learning English. In conclusion, this study will intend to "Developing Smart Guess Game Media to teach English Students Vocabulary ability at Seventh Grade of SMP Swasta Pembangunan Pantai Labu".

Media can cause the students low ability in using vocabulary especially in English because media is one of supporting tools that can influence students' interest and understanding in learning, especially in learning vocabulary. By using suitable media with the materies, they can understand easily with the materies explained. But, if the teacher chooses unsuitable media in teaching or even the teacher does not use it at all, it will influence students' ability in using vocabulary. Many media that can be applied to improve the students ability in using vocabulary, such as; tape recorder, television, song, power point, picture, flashcards, including games.

Harmer (2001), states that games are a vital part of a teacher's equipment, not only for language practice they provide, but also for the therapeutic effect they have. There are many kinds of games, such as; guessing game, role play games, including smart guess games.

Smart Guess Games can be developed in using vocabulary because by using this games the students will curious to know and guess the picture that asked by the teacher in the flashcards, they are easy to remember the words, and most of young students are visual learners, so that by using Smart Guess Game can be useful for their understanding in learning vocabulary.

Based on the reason above, the researcher was inspired to make a research and development , because the researcher wants to know how far flashcards can developed in students' vocabulary. So, the researcher will developed with the title "Developing Smart Guess Game Media to Teach English Students Vocabulary at Seventh Grade of SMP Swasta Pemabangunan Nasional Pantai Labu".

II.   REVIEW OF LITERATURE

A.   Theoretical of Framework

In conducting a research, theories are needed to explain some concepts or terms are applied in the research. This chapter present some defenitions or theories related to this research. Thus, the following explanation the researcher aimed toward the clear explanation

1.   Game

 "Game is mean an activity which is entertaining and enganging, often challenging and an activity in which the learner play and usually interact with others." And accoding to Webster dictionary, "game is activity engaged in for diversion or measurement."

2.   Vocabulary

Jack (2001) says that vocabulary is one of the most obvious components of language and one of the first applied linguistics to distract them. This means that vocabulary is one of the most important parts used in producing language.

According to Rasinsky and Padak (2004), vocabulary is knowledge about the meaning of words. The researchers use our spoken vocabulary for listening and speaking, and our printed vocabulary for reading and writing. They divide two types of vocabulary, namely active vocabulary and passive vocabulary. Active vocabulary includes words that we can generate quickly when we speak or write because we know them well. Passive vocabulary includes words that we can recognize but don't use often. The researchers only know them when we meet them. This means that vocabulary has many meanings that must be learned.

a.   The importance of learning vocabulary.

Vocabulary knowledge is often viewed aas a critical for second language learners because a limited vocabulary in a second language

impedes successful communication. Underscoring the importance of vocabulary acquisition,Schmitt(200) emphasizes that " lexical knowledge is central to communicative competence and to the acquisition of a second language.. meanwhile Nation (2001) further describes the relationship between vocabulary knowledge and langauge use as complementary ,knowledge of vocabulary enables language use and , conversely , langauge use leads to an increase in vocabulary knowledge. The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving student possess the most sufficient vocabulary.

b. The concept of vocabulary

Vocabulary is an important language element in English. Vyogotsky include Thornbury (2002) said that a word is a microcosm of human consciousness. which means if he vocabulary is assumed to be like the cells that make up the organs in the human body, so those are the language components that we have to learn first before the four skills enter English.

Hornby (2010) argue that the vocabulary is the total number of words in a language,   vocabulary is a list of words and their meanings. This means that vocabulary is an item words that have different meanings and vocabulary are a list of all existing words taught and studied in a foreign language.

c. Students problem learning vocabulary.

Learning vocabulary is the center of language acquisition, both the first language , second, or foreign. However, in the practice of learning vocabulary in In class, there are several problems that often occur in the learning process vocabulary. Huyen and Nga (2003) says even though the students realized its importance vocabulary while learning language, most students learn vocabulary passively because some factors.

3. **Smart Guess Game**

a. **Defenition**

This smart guessing game was adapted from a television show, namely "Rank One". A ranking game is a normal form game where the result is a game of ranking the players. A ranking shows how well each

player is performing relative to the other players in the game. However, Sirait (2017), has modified the game to become "Smart Guess Game" which means "Smart Guess Game" in Indonesian. The way to play is the same as the first rank game.

According to Klippel (1994: 13) he said that "The basic rules of the guessing game are very simple; one person knows something that other people want to know. In addition, according to Merriem Webster (1986: 1008), "Guessing games are games in which participants compete individually or in teams to identify something that is not clear (such as in a puzzle or word guess)". Wright and Buckby (1983) say, "In essence, in guessing games and speculation games, one person knows something and the other has to figure out what it is.

Sirait (2017), says that there are several smart guessing game procedures, namely: (1) Each student divides 1 blackboard with a size of 20x30 cm, one marker, and an eraser. But in this case, the researcher can change it by using HVS paper as a substitute for a whiteboard, and a pen instead of a marker.

(2) Students sit on chairs that are far enough away from other students so that they cannot see each other's answers.

(3) Before starting the game, the teacher explains the rules of the game.

(4) The teacher gives the questions one by one from the picture on the flashcard. According to Scott and Ytreberg (2010) flashcards (picture cards) are cards that can be drawn or cut from magazines, or perhaps photos. It is easiest to sort these by size, very large for classwork, and smaller ones for individual / group assignments.

(5) After giving the questions, students are required to answer the questions directly on the paper that has been provided.

(6) The teacher gives a few moments to answer the question.

(7) Then when the teacher says "put down the paper", the student is not allowed to write down the answer again.

(8) The teacher checks the answer directly.

(9) If students are wrong, they must exit the game, but if they are correct they can move on to the next question**.**

b. Concept of Guessing Game

In this game concept. Guessing game is a game in teaching techniques. This game is played by several teams in the class. Guessing games are games where the object is guessing several types of information, such as words, phrases, titles, or file locations object. According to Webster in Khasanah (2010), the game of guessing is a game of where participants compete individually or in teams to identify something shown in an obscure manner (as in a riddle or word guess) .15 According to Klippel's (1994) ground rules from a very simple guessing game, one person knows something the other person wanted to find out. 16 This means that guessing games are games that can be played create a group or not. If the researcher want to make groups, one group will ask questions about something and the other group guesses the answer to the question.

Students use context to guess the meaning of English words. Can be a tool for introducing, reviewing, and reinforcing new vocabulary to students. It can make students to memorize the words better. Philips recommends that a guessing game used to present vocabulary, to practice guessing meaning from context. 17 Meaning The guessing game is not to be taught but to be presented, an activity that can help students remember many words, so that students can understand their meaning from context. According to Klippel(1994) said that the basic role of the game of guessing is very simple. A person knows something that other people want to know. He is further away states as the person who guesses has a real urge to find out something, guessing games is a correct communication situation and hence very important for foreigners language learning. They are generally liked by students of all ages because of them combines language practice with fun and excitement.

Based on the above theories, it can be concluded that the game of guessing is an internal game where a person or participant knows something and competes

individually or in a team to identify or find out the answer. Guessing game is flexible, can be played By creating groups or pairs, it can be played inside or outside the classroom. Guess games can be used as a means of conveying a lot of new vocabulary. It can make students interested in vocabulary and helping students memorize vocabulary.

c. Advantages and Disadvantages of Smart Guess Game

The advantages of this smart guessing game include:

(1) This game is a creative game, the game can make the students happy and enjoyable in classroom

(2) Forms student sportsmanship

(3) Teaches students to be honest because they cannot see other students. answer.

(4) Guessing Game can motivate the students to speak English easily.

(5) Guessing Game can make the students interested English with try to guess word in the guessing game activity.

Based on the advantages of Guessing Game above, there is also the disadvantages of it. The disadvantage of using this game will happen if the teacher could not use the time effectively and efficiently. The disadvantages off applying games in teaching learnig process using by attracting student's interest to games, all of them were active and make a noise. Sometimes they too much moved and speak. That condition make the teacher difficult to control them.

So, the researcher should manage the time as well as possible. And the teacher must apply a good and creative method to keep the student's concentration in learning the material. The use of game in teaching English vocabulary not only gave benefit both to the teacher and the students but also gave difficulty to them.

III. RESEARCH METHODOLOGY

This study was conducted by using Research and Development (R & D) that functioned to develop a new educational product based on the needs analysis. It adapted R & D research method proposed by Borg and Gall (2003). Based on the preliminary observation by the researcher, this study took a class of the seventh grade students at SMP Swasta Pembangunan Nasional Pantai Labu.

The data of this research had been collected , though interview and questionnaires. The interview was to collect the data from teacher and to get information of the teacher's need, the obstacles in teaching learning process, and the appropriate smart guess game was needed for the students. The questionnaires was to get the data from the students.

The interview was used held to the teacher in order to get teacher's opinion about the needs of using smart guess game for students, and to find out the deeper information including student's needs, the difficulties in teaching and learning process. In this phase, the researcher will use the structured questions as guidelines for the interview session

The questionnaire is aimed to students to find out the conditions of existing student worksheets which were commonly used in the teaching learning process and to obtain information about the analysis of student's vocabulary by using smart guess game in learning process. The data was divided into two forms of data analysis, qualitative data analysis and quantitative data analysis. The data were firstly collected, and then this research was described the findings. The qualitative data was analyzed by showing the conclusion of the interview.

The questionnaires data from student changed into percentage of data, the formula like as follow:

$$P = \sum x / \sum x^1 \text{ x } 100\%$$

After that, the data transforms into qualitative data with high percentage was 100% and low percentage is 0%. The next is the data described qualitatively.

IV. RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In developing the worksheet as a product of this research, there were six steps need to be completed, namely (1) Gathering data and information; (2) need analysis; (3)developing the media; (4) validating to experts; (5) revising; and (6) final product.

1. Gathering Data and Information

In this step, the researcher got the data from the student's needs also was derived from the questionnaires consisted of students' needs. The researcher distributed the questionnaires to 25 students and interview to an English teacher. Besides that, in getting data and information, researcher also will be used interview for collecting the information about the teacher's understand of the needs of using smart guess game and teacher's opinion whether the available smart guess game used in class is in accordance with the needs of class VII students.

2. Analyzing the Data

In this research, the needs analysis was conducted by giving questionnaire to the tenth grade students and the students were asked to answer some questions. This students' needs analysis would be the guidance to the researcher in developing the media

a. Questionnaire Analysis

The 25students in seventh grade of SMP Swasta pembangunan nasional pantai labu were given the questionnaire. The questionnaire provided 15 questions that given to the students. The needs analysis was divided into two major needs: target needs and learning needs.

b. Interview Analysis

Interview was given to the English teacher of the seventh grade of SMP Swasta pembangunan nasional pantai labu. To support and get the accurate data of questionnaire analysis the interview was conducted by researcher.

3. Developing the media

Some stages were conducted by researcher to get a good result of product and the stages would be described as follow. the researcher had prepared all of material that was used while learning, such as analyzing and observing, conducting students test, preparing material that was used smart guess game media by flashcard And the researcher also prepared the lesson plan to teach.

In this step, there were some activities had been done by the researcher, they are: Making lesson plan consist of the action, preparing the teaching material of smart guess game media that was needed in action, preparing the test to measure the result of the study, preparing observation sheet, interview sheet and diary notes.

In this step, there were some activities which were done by the researcher, including: introduction, core activity, and closing. In introduction, there were some activities had done by the researcher, such as: (1) The teacher opened the class. (2) The teacher explained the objectives and the learning procedure. (3) The teacher did the apperception by greeting the students, checking the students' attendance list, and asking the students' understanding about vocabulary especially adjective to describe parts of body

In core activity, there were some activities had done by the researcher, such as:

(1) The teacher explained the matery about descriptive text

(2) The teacher used flashcards as a part of supporting media to make the students understood more especially for the vocabulary

 (3) After that the teacher mentioned one by one the pronounciation of the words and mentioned the meaning that provided in the flashcards.

(4)The teacher repeated her reading, so that the students followed her again, in the same time she showed the flashcards one by one.

(5) To sharp students' understanding and memorization, the teacher showed the flashcards anymore, and asked the students to mention the words in Bahasa, then they were demanded to mention the words in English based on their memorization, so that it trained their understanding and memorization of the words.

(6) To know the students' understanding with the matery, the teacher made a game, namely smart guess game.

(7) In the game, the teacher explained the rules of the game.

(8) In this section, the teacher asked some questions based on the matery explained with the flashcards.

(9) The students sat in separated place by holding HVS paper, pen as a equipment for each student. The teacher started to show the flashcard and asked them to mention what word of the picture was.

(10) then, the students are demanded to answer the question in five seconds.

(11) After five seconds, the students had to put the paper up to show that they had finished thw answer.

(12) If they put the paper up more than five secods, they were disqualified.

(13) Then the teacher checked the answer , if they made wrong answer, they were asked to leave the game area, and for them who had right answer, they could continue the game until get the best group to be winner

(14) After that , the member of the best group, to compete again until get someone as the winner.

Last activity of action is closing, in closing there were some activities had done by the researcher, such as: (1) Finding ways to better appreciate the efforts and result of individual learning. (2) The teacher and the students concluded the material.

4. Validating by the Experts

The developed media firstly was judged by experts in order to make sure the quality of the product. The researcher compiled the questionnaire sheet on 4 aspects. They were Media aspect, activitiest aspect, product and setting aspect, layout aspect, and technology aspect. For the first expert was English Lecturer in State University of Medan, are Dr. Isli Iriani Indiah Pane, S.Pd., M.Hum and the second expert was Elfrida Erni, S.Pd, as the English teacher in SMP Swasta Pembangunan Nasional Pantai Labu.

5. Revising

There were some critics and suggestionsgiven by experts.

a.   Dr. Isli Iriani Indiah Pane, S.Pd., M.Hum.

The first expert suggested using the media by flashcard were more appropriate to the level of students, even though the media is not creative, but sees student's abilities and students' interest in learning so that this media is still good to use.

b.   Elfrida Erni, S.Pd

The second expert suggested that learning media using smart guess game media is very good able to motivate students to learn actively and be able to encourage students to discuss but must have enough time , so that the game media can be carried out properly as expected.

6. Final Product

The final product has completed after revising the game media. The smart guess game media has already based on students' needs and appropriate to use in teaching-learning process. The final product was developed based on the suggestions and comments of the first draft of the materials from the expert..

B. Discussion

As product-based research. This study aims to developing smart guess game media to teach English students vocabulary ability at sevanth grade of Smp Swasta Pembangunan Nasional Pantai Labu. The researcher did steps of R&D cycle proposed by gall, Joyco and Walter (2003). The researcher did the need

analysis to get the students need by giving the questionnaires for the students and interviewing the teacher.

The result of the need analysis showed that in term of short-term goal, the need analysis to developing smart guess game media to teach English students vocabulary in learning activity effectively in the class, while in term of long-term goal, the students need English to continuue their study in University to abroad. In addition to the goal, the students ecpected that learning by using this media can help the in mastering vocabulary in order to be able to use in oral communication, and understand spoken and written texts. Therefore,this research developed the English vocabulary in learning process for them in term of academic purpose. From these problems, the researcher has done how smart guess game media can be used in learning English vocabulary to be effective and can stimulate the students to learn vocabulary in descriptive text by using the media. Smart guess game media developed by researcher is appropriate and related to the students' interest based on their need analyss. Analyzing the need analysis on their interests is one of the ways to improve their learning motivation to increase their skill in studyng English especially in English learning vocabulary. This media also conducted of activities related to learning descriptive text by using vocabulary, consisting of some activities to increase student understood of materials.

In determining the feasibility of learning vocabulary by using smart guess game media , it has gone through several stages to obtain a feasibility assessment. To get the quality of the product, the researcher gave it to the validator to be validated . The validator was an English Lecturer of State University of Medan that was Dr. Isli Iriani Indiah Pane S.pd., M.Hum. as the first

validator and an English taeacher of SMP Swasta Pembanungan Nasional Pantai Labu that was Elfrida Erni, S.Pd. as a second validator.

Based on the research finding regarding to the target and learning needs of the students and the result of the expert judgment, the students'vocabulary by smart guess game media using flashcard in descriptive text developed by using higher order thingking skills (HOTS) in this research was considered appropriate to be used in studying English student vocabulary for the seventh grade students of SMP Swasta Pembangunan Nasional Pantai Labu. As the result from the validators, the average evaluation from all aspect was 4.25. It could be concluded that the smart guess game media by using flashcard was categorized as "Very Good".

V.   CONCLUSION AND SUGGESTION
A.   Conclusion

After analyzing the data, based on the results of research and discussion, it can be concluded that the procedure for developing smart guess game media to teach English students vocabulary ability at seventh grade of SMP Swasta Pembangunan Nasional Pantai Labu adapted by the theory of Gall and Borg(2003) are (1) gatehring data and information, (2) need analysis based on questionnaire and interview, (3) Developing the media, (4) validating to experts , (5) revising , (6) final product based on higher order thingking skills (HOTS) of smart guess game media by using flahscard. The need analysis was conducted on October until November , 25th 2021. There were 25 students as respondents in the class VII-1. Produced of smart guess game media by flashcard based higher order thingking skill (HOTS) from the results of the experts' assessment , the average rating 4.25, so it was categorized as"Very Good" as its positions in the interval of

4.20 $\leq \times \leq$ 5. So, it can be concluded that the smart guess game media by flashcard based higher order thingking skill (HOTS) for seventh grade students in SMP Swasta Pembangunan Nasional Pantai Labu.

B. Suggestions

After conducting this research, the researcher recommends several suggestions as follows:

1.   For teachers, it was suggested developed English vocabulary in the class especially at seventh grade of SMP Swasta Pembangunan NasionalPantaiLabu the teacher must have creative teaching techniques so that it can make it easier for teachers to teach. Media is one of the things that affect the success of a teaching and learning process, especially in learning English vocabulary. Therefore, the teachers of junior high school in teaching should use interesting media like smart guess game media byu\ using flashcard to increase students' ineterst. They also should try to develop English learning media which appropriate to the needs of students and interets. And the last, the teachers should be able to use the technology in creating the media for the teaching and learning process.

2.   For students to should stay enthusiastic interms of learning English because English is one of the international languages. They can use smart guess game media by using flashcard and motivation to improve their ability in learning English vocabulary in descriptive text because they can learn about the material at their home before starting the teaching-learning process. The students have to try to learn vocabulary. Because vocabulary is very important especially in English.

3.   For other researchers, The researcher gives suggestion to the next researcher to conduct the similar game media with other respondents to find out the advantages of this material or improve this research by doing further examination on the students' ability through the implementation of smart guess game.

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