LAMPIRAN

# IMPROVING X IPA-1 STUDENTS' AFFINITY IN LEARNING ENGLISH VOCABULARY BY USING GUESS WORD METHOD

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**Abstract**

Learning vocabulary is important for people who learn languages, and English is no exception. Nowadays, much things need English, such as job, university, even school but many people still face trouble in learning English vocabulary. Therefore, the writer did a classroom action research at SMA Negeri 12 Banda Aceh by using Guess Word method. The writer chose 4 students from 28 students of X IPA-1 as the subject since the writer taught at this classroom. The writer conducted this study for three months and got satisfied result. The writer conducted this study in one cycle with result 50% as the analysis of the pre-test and 50% as the students' activity observation analysis. For the post-test analysis the subject got 100% and 81.25% as the students' activity observation analysis. This study reached the success only until 1st cycle. Because of this pandemic situation, this study was done through Zoom Cloud meeting room and the writer sent the assignments through WhatsApp.

**Keywords:** Learning Vocabulary, English, Guess Word Method, Pandemic, Zoom Cloud.

*INTRODUCTION*

English is a foreign language for Indonesian. It means that English is not a national language or mother tongue for Indonesian and it needs a special learning to learn it because most of Indonesian do not use English as their main language to communicate, simply known as Indonesian do not use English as their daily life communication. To do it the readers need interaction between each other who also learn English vocabulary. Interaction is the way of doing communication among people (Wahyuni, 2019: 99).

Vocabulary is the words collection which are had by human or other entities. Human vocabulary is the words that is understood and known by the human itself an the human use them to make sentences based on the words according to their intelligence and qualification. To increase human vocabularies there are two steps, such as quantity of repetition and quality of mental processing (Webb and Nation, 2017: 1).

Webb and Nation (2017: 2) explained that the quantity of repetition is occurred when the readers use the vocabularies repeatedly and frequently. It can help the readers to remember to vocabularies because every time the readers see, read, listen, speak, and

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write those vocabulary. In addition, the most important thing of remembering the vocabularies is quality of mental processing. This way is including the motivation of the readers to learn vocabularies. If the readers have less motivation, the readers will not be able to remember the vocabularies well as if in contrast.

There are six broad kinds of vocabulary that the readers have to know to make the readers be able to make it into a sentence, such as noun, adjective, verb, pronoun, adverb, and preposition.

Noun Is one of the most important part to make a sentence because sometimes noun can replace the position of pronoun to be the subject and it also can be the object of the sentence. There are eight kinds of noun, such as:

1. Common noun
   According to Baldwin and Stripling (2011: 1), a common noun is a noun which is generally used by the readers, such as the quality (darkness, pride, smoothness, etc.), an action (swimming, effort, operation, etc.), a concept (art, minority, belief, etc.), and so on.

2. Proper noun
   Baldwin and Stripling (2011: 2) said that a proper noun is a noun which is formal and specific. Proper noun always uses capital letter in the beginning of the word like the name of place, the readers' name, the name of month and day, or the name of the gala day. For example "Haruhiko Mizushima", "April", "Tuesday", "Banda Aceh", "Eid Al Fitr", and so on.

3. Concrete noun
   Yulia (2018: 18) defined that a concrete noun refers to actual qualities, ideas, and concepts. The readers can see it with five senses, such as "obese". Natalie (2014: 11) also said that a concrete noun is like a denotative meaning. It means the meaning of a concrete noun is like what is written in dictionary.

4. Abstract noun
   According to Yulia (2018: 18), an abstract noun refers to vague qualities, ideas, and concepts. It relates to the readers intellect, such as "truth", "honor", "kindness", and "grace".

5. Countable noun
   A countable noun is a noun that have the amount of numbers like 1, 2, 3, or others. It means that it has the nominal and can be count (Yazici and Irtes, 2015: 159). For example "banana", "umbrella", "bag", and so on. If the readers want to insert a countable noun in a sentence it can be "I have ten bags", "Paula brings an umbrella", and "Calvin ate three bananas".

6. Uncountable noun
   An uncountable noun is a noun that cannot be counted by using 1, 2, 3, or others. It means that the readers cannot count an uncountable noun directly. The readers have to use another media. For example "water", "blood", "salt", "sand", and so on. By using another media means that the readers can count it after an uncountable is put into a bottle, cup, or onto a plate, spoon, etc. For example "I just had a cup of tea", "Please do not put so much salt", and "Dono brings two bottles of water".

7. Material noun
   A material noun is a noun which is not made by human (Samhudi, 2015: 8). It is natural and it is already being there before human being exists, such as "sun", "planet", "gold", "coal", and so on.

8. Collective noun

Samhudi (2015: 8) explained that a collective noun is a group of people or other entities which refer to a word, such as "family", "community", "couple", "partner", and so on.

According to Wilson (in Nuryandi, 2016: 11), an adjective is a grammatical term which is being modified by noun. Besides, Pullum (in Nuryandi, 2016: 11) explained that an adjective is a noun which is developed to express something. Additionally, Eastwood (in Nuryandi, 2016: 11) said that adjective is used to describe something. The difference between noun and adjective is a noun has form while an adjective does not.There are three broad classifications of adjective, such as descriptive, determiner, and comparative adjective.

A verb is the most important part in a sentence. If a sentence does not have a verb, it cannot be called as a sentence. A verb is a word that shows the readers if there is an action in it. There are six types of verb, such as finite verb, non-finite verb, action verb, linking verb, auxiliary verb, and modal verb.

1. Finite verb

   Deepa and Shyamala (2019: 186) explained that a finite verb is a verb that has subject. It means that it is an actual verb that is usually use to make a simple sentence. For example "She eats noodle" or "He watched Naruto"

2. Non-finite verb

   A non-finite verb is a verb that is formed from the finite verb. Infinitive, gerund, and participle verb are including to non-finite verb. For example "I came here to meet you", "Listening to the music is my hobby", and "He has learned it".

3. Action verb

   An action verb is a verb that can make the listeners or the readers feel what the speakers or writers say. Simply, the speakers or writers try to make the listeners and the readers become the one who experience what they did. Action verb is divided into two parts, such as:

   a. Transitive verb, is a verb that has a direct object. It means that this verb can be used not only as an active voice but also as a passive voice. For example "James drinks a cup of coffee" can be changed into "A cup of coffee is drunk by James".

   b. Intransitive verb, is a verb that does not have a direct object or the object is replaced by place, adverb, or other except noun. It means that this verb can only be used as an active voice. For example "We go to school together".

4. Linking verb

   A linking verb is a verb that is used to say the detail about subject. This verb is usually linked into "like". The verb "act", "feel", "remain", "appear", "seem", "become", "smell", "sound", "grow", "look", "prove", "stay", "taste", "turn" can be a linking verb. For example "Your voice sounds good" and "He looks like my favorite actor".

5. Auxiliary verb

   An auxiliary verb or a helping verb is a verb that is used to help a sentence if it does not have finite verbs or it also can be used in a negative form of a sentence, such as "am", "is", "are", "have", "has", "do", and "does" or the past form from them. For example "I do not understand" or "You are the winner".

6. Modal verb

   A modal verb is almost same as an auxiliary verb yet a modal verb is used to express possibility, potentially, ability, permission, expectation, and obligation. The word "can", "could", "shall", "should", "will", "would", "may", "might",

"must", "have to", or "ought to" are including into the modal verb. For example "Would you mind to open the door?" or "I have to finish it on Friday".

A pronoun is a word that is used to avoid repetition of a noun either it is a subject or an object. Besides, an adverb is a word that describes verbs or adjectives or it can be used to describe how, when, and where the action is happened. In addition, A preposition is a word that indicates the relationship between all grammatical forms in a sentence. It explains sequence, space, and logic between them.

However, to learn English, the readers have to know about English vocabulary. Every people have their own way to memorize, remember, then know many vocabularies in English. For example there are several people who make the list of English vocabulary and glue it onto the wall, door, or window of the room so when they pass by the wall, door, or the window, they will always see it and in the end they can memorize and remember the vocabularies Step by step. This method is always used by the people who want to learn English vocabularies by self-taught learning.

Meanwhile, in teaching learning process which is done by the schools or other educational institutions, it means that there are teachers and students who is included to the teaching and learning process, the readers need to use other methods, such as by using Guess Word method. This method can be done by giving a picture then the teachers can insert the clue and the key letter of the picture that should be guessed by the students. This method will be so interested if it is implemented to the young learners, specifically Elementary Students, Junior High Students, and Senior High Students because it is full of pictures and challenges that the students should be completed.

## RESEARCH METHODOLOGY

This research is Classroom action research (CAR) that will be useful to solve students' problem in learning English at classroom. Moreover, this study will use descriptive method by describing how this method is able to achieve the goal of this study. The writer will do this study in SMA Negeri 12 Banda Aceh. This study did for 3 months from October until December 2020 which is included preparation until the report of this study result. This study effective implementation performed for 2 months, specifically from November until December 2020.

**Table 1.** Research Schedule

| No. | Activity | Month | | | | | | | | | | | | | | |
|-----|----------|-------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | October | | | | | November | | | | | December | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1. | Drafting Proposal | ■ | ■ | ■ | ■ | | | | | | | | | | | |
| 2. | Processing Permission | | | | | ■ | | | | | | | | | | |
| 3. | Instrument Preparation | | | | | | ■ | | | | | | | | | |
| 4. | Pre-Cycle Performance | | | | | | | ■ | | | | | | | | |
| 5. | 1st Cycle Performance | | | | | | | | | ■ | | | | | | |
| 6. | Analysis of Pre-Cycle | | | | | | | | | ■ | | | | | | |

| No. | Activity | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Performance Result | | | | | | | | ▓ | | | | | |
| 7. | Analysis of 1$^{st}$Cycle Performance Result | | | | | | | | | ▓ | | | | |
| 8. | Writing Report | | | | | | | | | | ▓ | ▓ | ▓ | |
| 9. | Result Seminar | | | | | | | | | | | | | ▓ |

The subject of this study was the students of X IPA-1 at SMA Negeri 12 Banda Aceh. But, because of pandemic COVID-19 situation as well as the teaching and learning process was performed through daring, so the writer only took 4 students from 28 students as the subject because these 4 students were the most diligent students who attended daring class and wanted to submit assignment. The writer chose them because they still cannot distinguish noun, verb, adjective, adverb, pronoun, and preposition.

The data of this study was taken from the result of student's worksheet which was done by the subject. There are two parts of worksheet, such as pre-test worksheet and post-test worksheet. The data also was taken from the attendance of the subject every daring class was performed.

The source of data was obtain from the communication between teacher and student. It was including students' activity and attitude in teaching and learning process through Zoom Cloud meeting room. The data was collected by some techniques, those are observation and test.

Data analysis is the most important part in a study after all of the data are collected. This technique is used to find the truth of the test toward the hypothesis that has been formulated in a study. The data from the observation was analyzed by using qualitative method and the data from the test was analyzed by using quantitative method. The criterion of understanding English vocabulary by using Guess Word method are as listed as below.

**Table 2.**Assessment Guideline

| No. | Assessment Aspect | Maximum Score |
|---|---|---|
| 1. | Letters accuracy | 50 |
| 2. | Classification accuracy | 50 |
| | **Total** | **100** |

**Table 3.**Assessment Form

| No. | Aspect | Score | Criteria |
|---|---|---|---|
| 1. | Letters accuracy | 50 | **Very good:** fill the letters on the card of every pictures correctly |
| | | 30 | **Good:** fill the letters on the card of every pictures correctly but there are still a few of pictures are filled by |

| | | | |
|---|---|---|---|
| | | | wrong letters |
| | | 25 | **Adequate:** fill the letter on the card of some pictures correctlyyet the other picturesare not filled correctly or left empty |
| | | 15 | **Lack:** fill the letters on the card of every pictures but do not correct |
| 2. | Classification accuracy | 50 | **Very good:** classify the word of every pictures correctly |
| | | 30 | **Good:** classify the word of the pictures correctly and a few pictures not correctly |
| | | 25 | **Adequate:** classify the word of a half of pictures correctly but the other words are not classified correctly or left empty |
| | | 15 | **Lack:** classify the words of every pictures not correctly |

**Table 4.** Students' Activity Observation Sheet

| No. | Aspect of Assessment | Numeral | Percentage |
|---|---|---|---|
| 1. | Students give their attention when teacher is explaining | | |
| 2. | Students do the assignments solemnly | | |
| 3. | Students ask questions | | |
| 4. | Students answer teacher's questions | | |

Students' activity and exhaustiveness learning percentage will be measured by using percentage formula by Sudjono (in Rafiqa, 2015) below:

$$P = \frac{f}{N} \times 100\%$$

Annotation for students' exhaustiveness learning:
P = Percentage number
f = Amount of students who are exhaustive
N = Total number of students
Annotation for students' learning activity
P = Percentage number

f = Amount of students' score every test
N = Total students' score for every tests

According to Arikunto (in Rafiqa, 2015: 21), here are the categories which are determined to scan the average percentage of students' exhaustiveness learning and students' activity that was acquired.

**Table 5.** Assessment Category

| Percentage | Category |
|---|---|
| 75% < P < 100% | Very good |
| 50% < P < 75% | Good |
| 25% < P < 50% | Adequate |
| 0% < P < 25% | Lack |

Mulyassa (in Rafiqa, 2015: 21) said that if the observation reaches the score ≥ 70%. Meanwhile, the predictive criteria is if there are ≥ 80% of the students got score ≥ 65 in the final test of the action, it means that the study is included into a success criteria.If this study cannot reach the success criteria, the writer will do the second cycle but if this study can reach the success criteria, the writer will continue this study to the next step.

Procedure and research method that is used in this study is Classroom Action Research (CAR) which consists of 2 cycles with every cycle is done consistent to the plan and changes that was happened from what has been planned. Every cycle was done in 2 x meeting. This study was done as well as the classroom action research principals, those are planning, treatment, observation, and reflection.

1. Planning

    Planning is also called as the beginning reflection. It consists of defining and formulating the action plan. In this step, the writer will choose topic, do some tests, collect documents, and choose the subject. Then, the writer will formulating action plan by finding the goal of learning and arranging the lesson plan which is related to Descriptive Text which makes the students have to know and understand many English vocabularies.

2. Action

    Action will be done by finding and solving troubles in teaching and learning process in classroom with the goal is to improve quality of the teaching and learning process in classroom.

3. Observation

    Observation will be done when the action is happening by using the observation sheet which has been designed. Observation has to be done for students activity and the environment around the classroom. The writer has to analyze the result to continue to the next step.

4. Reflection

    After analyzing the observation sheet, pre-test worksheet, and post-test worksheet, the writer will reflect all the data by concluding whether the Guess Word method can improve students affinity in learning English vocabulary or even worsens their knowledge and understanding. If the study is not successful, the writer has to redo all the research from the first step, namely planning then

continue to action, observation, and be back to reflection step again. The diagram below will ease the readers to understand all of the steps which have to be done in this study.
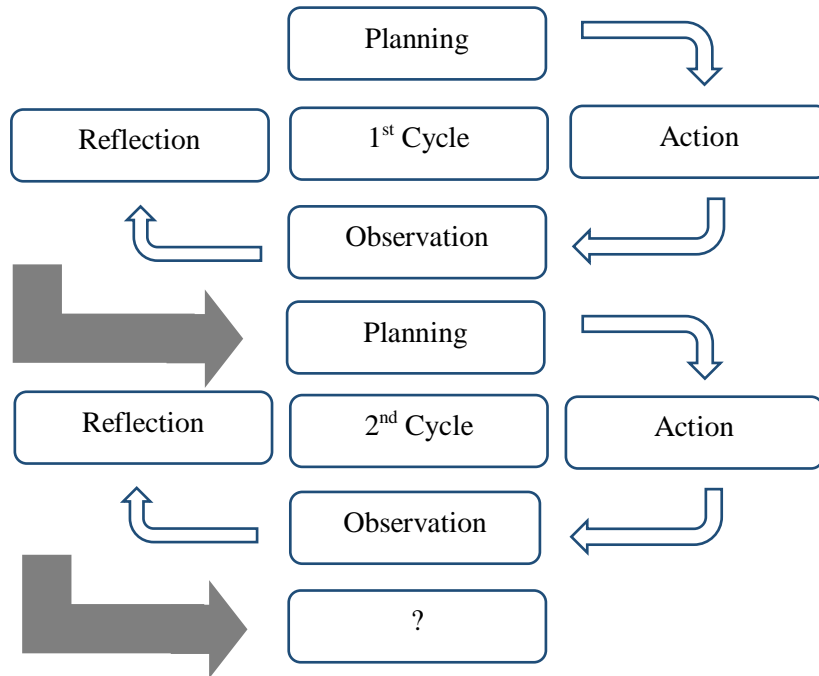


Picture 1. Classroom Action Research Design

*RESEARCH FINDING AND DISCUSSION*

**Existing Condition in Classroom**

This pre-test was followed by the X IPA-1 students of SMA Negeri 12 Banda Aceh yet it was only 4 students because of pandemic COVID-19 situation nowadays, the students who join the meeting are only a few and those 4 students are only the students who want to submit assignments from the total 28 students The result of pre-test will be explained and described in the table below.

**Table 6.** Pre-test Result Analysis

| No. | Student's Name | Score | Annotation |
|-----|----------------|-------|------------|
| 1. | Frederick | 0 | Not complete |
| 2. | M. HafidzAlfitra | 80 | Complete |
| 3. | Muhammad Raihan | 80 | Complete |
| 4. | T. AuliaIrda | 0 | Not Complete |
| **Total Score** | | **160** | |
| **Average** | | **40** | |
| **Total Complete Pre-test** | | **2 students** | |

| | |
|---|---|
| **Complete Pre-test Percentage** | **50%** |
| **Total Not Complete Pre-test** | **2 students** |
| **Not Complete Pre-test Percentage** | **50%** |

Based on the table above can be conclude that X IPA-1 student's affinity in learning English vocabulary at SMA Negeri 12 Banda Aceh is in the adequate category. Because there are only 2 students who complete pre-test from the total 4 students who followed pre-test. The percentage is still under the predictive criteria, specifically ≥ 80% from the average score of students that is ≥ 65. This is happened because students did not give their attention when teacher was explaining. It is also because the students never practice their understanding of English vocabulary by reading English text, trying to find meaning of words in the dictionary, or trying to speak English with those vocabulary so they cannot know and understand even if they are only simple English vocabularies. The students also cannot classify those words, whether they are including into noun, adjective, verb, pronoun, adverb, or preposition. Here are the data of students' activity observation.

**Table 7.** Students' Activity Observation Result

| No. | Aspect of Assessment | Numeral | Percentage |
|---|---|---|---|
| 1. | Students give their attention when teacher is explaining | 2 | 50% |
| 2. | Students do the assignments solemnly | 2 | 50% |
| 3. | Students ask questions | 1 | 25% |
| 4. | Students answer teacher's questions | 3 | 75% |
| **Average Percentage** | | | **50% (Good)** |

Based on the table above can be conclude that the average percentage of students' activity in classroom reaches 50% with good category. Based on the result of pre-test and students' activity observation that has been done, the teacher as the writer of this study tried to implement a learning method which can help to improve students' affinity in learning English vocabulary that is Guess Word method. The writer hopes that Guess Word method can make it better, it means that this Guess Word method is hoped to help improving X IPA-1 students' affinity in learning English vocabulary at SMA Negeri 12 Banda Aceh.

**Research Result Description**

**Table 8.** Post-test Result Analysis

| No. | Student's Name | Score | Annotation |
|---|---|---|---|
| 1. | Frederick | 85 | Complete |
| 2. | M. HafidzAlfitra | 85 | Complete |

| No. | | Score | Status |
|---|---|---|---|
| 3. | Muhammad Raihan | 95 | Complete |
| 4. | T. AuliaIrda | 90 | Complete |
| **Total Score** | | **355** | |
| **Average** | | **88.75** | |
| **Total Complete Pre-test** | | **4 students** | |
| **Complete Pre-test Percentage** | | **100%** | |
| **Total Not Complete Pre-test** | | **0 students** | |
| **Not Complete Pre-test Percentage** | | **0%** | |

Based on the table above the readers can see that all four students got exhaustive score with the percentage reached 100% and the score average reached 88.75. It means that X IPA-1 student's understanding of English vocabulary at SMA Negeri 12 Banda Aceh is in very good category. It also means the students' affinity in learning English vocabulary has improved since the Guess Word method help them. The data of observation result of students' activity will be described in the table below.

**Table 9.** Students' Activity Observation Result

| No. | Aspect of Assessment | Numeral | Percentage |
|---|---|---|---|
| 1. | Students give their attention when teacher is explaining | 3 | 75% |
| 2. | Students do the assignments solemnly | 4 | 100% |
| 3. | Students ask questions | 2 | 50% |
| 4. | Students answer teacher's questions | 4 | 100% |
| **Average Percentage** | | | **81.25% (Very good)** |

The table above explained that students' activity percentage improved. The percentage reached very good category. In this cycle, the students gave their attention when the teacher was explaining materials. Besides, the students wanted to ask question to the teacher when they did not understand the instruction. In addition, all four students wanted to answer teacher's questions and did the assignments solemnly.Based on those results, it can conclude that this study already achieved success criteria. Therefore, this study is stopped.

**Discussion**

Classroom Action Research was performed by the writer in 1 cycle with four steps, such as planning, action, observation, and reflection. This study is based on the problems

which is happened in classroom which is included X IPA-1 students' understanding in learning English vocabulary and X IPA-1 students' activity during teaching and learning process at SMA Negeri 12 Banda Aceh. The students still cannot distinguish noun, verb, adjective, adverb, pronoun, and preposition. So, the writer implement Guess Word method in learning English vocabulary to improve students' understanding in learning English vocabulary. If the results improves, it means that the students' affinity in learning English vocabulary improves too.

X IPA-1 students' affinity in learning English vocabulary by using Guess Word method is able to improve, either individual or classical. In pre-cycle, the percentage of students' understanding in learning English vocabulary is 50% with adequate category increase to 100% with very good category in 1st cycle of the study. However, the students' activity percentage during teaching and learning process also increased from 50% with good category in pre-cycle to 81.75% with very good category in 1st cycle of this study. The development which were happened between pre-cycle and 1st cycle can be seen in the diagram below.
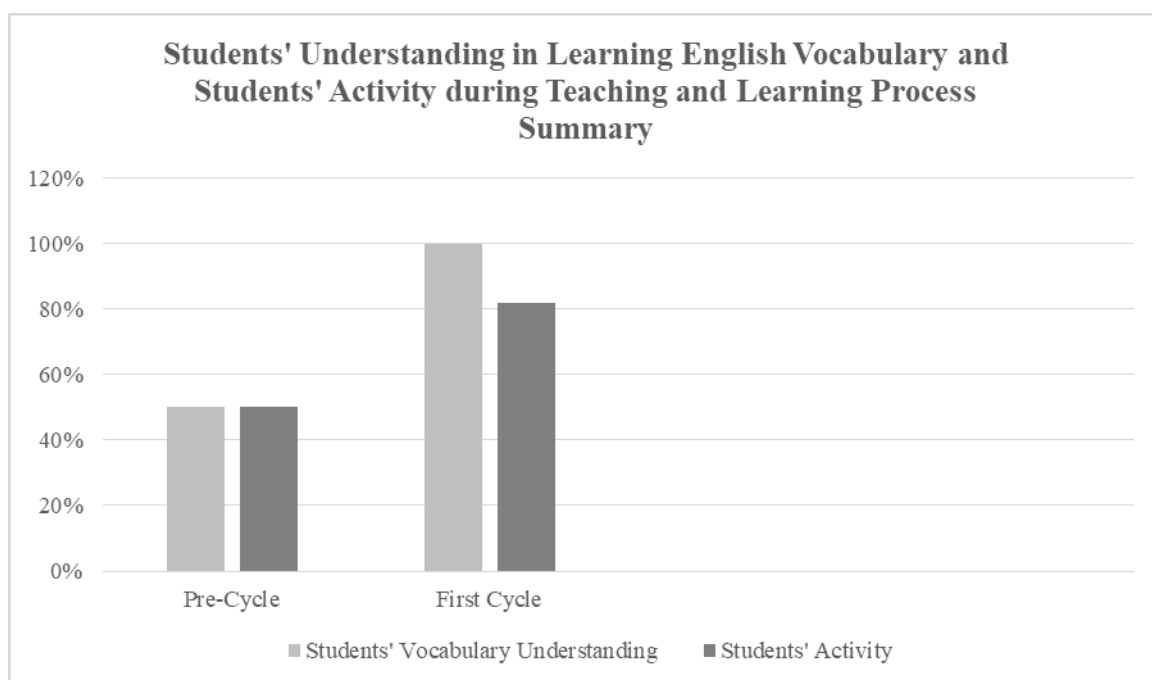


**Picture 2.**Diagram of Research Result

Based on the picture above, X IPA-1 students' affinity in learning English Vocabulary improves. Before the writer implement Guess Word method, the percentage only reached 50%, either students' understanding in learning English vocabulary or students' activity during teaching and learning process. Meanwhile, the percentage increased to 100% for students' understanding in learning English vocabulary and 81.75% for students' activity during teaching and learning process after Guess Word method has implemented.

*CONCLUSION AND SUGGESTION*
**Conclusion**

In the pandemic COVID-19 situation nowadays, the students who joined the meeting were really a few of them. For example the subject of this study. It should be 28 students who joined daring teaching and learning process but because of the situation and condition there were only about 5 until 10 students who joined the meeting through

Zoom Cloud and there were only 4 students who wanted to submit assignments and the implementation of Guess Word method in learning English vocabulary to X IPA-1 students at SMA Negeri 12 Banda Aceh was successful.

**Suggestion**

It is suggested to the teachers who want to use Guess Word method in learning vocabulary to use the picture that the students often see like noun, adjective, or verb that they usually use in daily life. Do not forget to give clues which are easy to understand by the tenth grade students. Also, in this pandemic COVID-19 situation, the teacher has to remind the students frequently to submit assignments. Do not just remain silent and wait those students to submit because it will not work.

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