



## IMPROVING STUDENTS VOCABULARY MASTERY THROUGH GUESS MY MOVE GAME GENDER-BASED

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**Abstract:** *English ability of students in SDI Al-Azhar 7 is very closely related to the vocabulary mastery they have that were very low. In their activity, low grade male students tend to be more active rather than female students, that is why learning process that can engage students activeness is needed to be implemented such as games. Huges (2010: 225) explains that there is a very strong relationship between language and games especially in the growth and development of students. The purposes of this study are to describe the implementation of GMG model in learning English and to describe the students individual and group English vocabulary mastery by using GMG model. The research method used in this study is Classroom Action Research with Kemmis and Mc. Taggart design. The result of this research shows that GMG learning model can improve students' English vocabulary mastery both in individual and group scores. Based on the performance of groups divided by gender, group scores indicate that female group get the highest score, but the highest average score is achieved by the male groups. This shows that the activeness of students inside and outside the classroom does not guarantee to the student learning outcomes.*

**Keywords:** vocabulary, GMG model, gender

### INTRODUCTION

Language is a communication tool between community members in the form of symbols that have their own specificities, with language people can interact each other. In Indonesia, we can find a diversity of languages that will not be found in other countries, such as regional or local languages, national languages, and foreign languages. Ellis, Gass, and Slinker in Djonhar (2012) stated that in Indonesia, Indonesian language is placed as a second language, because the first language is a regional language or also called a local language, while the position of other languages such as English is placed as a foreign language. English has an important role in social life, this is because English is the number one international language in the world. Based on this role, Indonesian government includes English as a subject taught in educational institutions starting from elementary school to high school even university as subjects that must be followed in each semester.

Mastering vocabulary is important for every language learner because vocabulary is the basis for someone to master a language. "Vocabulary is a number of words a language has" (KBBI: 2003). Based on the theory, it can be seen that the more languages we want to master, the more vocabulary we need to have. This is in line with Nurigiyantoro (2001) which states that "vocabulary is the wealth of words owned by a language", so anyone who masters one or more languages has a wealth of words from the language they mastered. Linse and Nunan (2005) explains that the development of vocabulary in children is an important aspect in the formation of their language acquisition, however the strengthening of language in the environment of children outside of school is still weak, especially for foreign language.

Based on the results of interviews with low grade English teacher in Al-Azhar Islamic Elementary School, language acquisition in low grade students is still very closely related to the mastery of the vocabulary they have. Four language skills, such as speaking, listening, writing and reading are strongly influenced by the vocabulary possessed, in other words students' language ability can be seen from the number of vocabulary they have. In learning English in school or class, the teacher sometimes uses media such as pictures/flash cards and also videos of learning. The responses of students in the class are so varied, some are happy and some are still ignorant because they feel English as a subject that is considered difficult. In terms of age, low grade students tend to be active inside and outside classroom activities but these activities do not define the students' learning outcomes.

Based on classroom observations carried out, almost all male students are very active in the classroom both in learning activities that they are actively asking or answering questions and actively doing activities outside of learning such as by playing with friends, running in and out of class, taunting each other, etc. in learning hours. This is different from female students who tend to be less active even more silent, the activities of female students are more passive and this can be seen from the rarity of female students who want to ask or answer questions, while when they are not paying attention to the teacher's explanation. Female students usually chat while whispering each other so that they are not too making the classroom atmosphere noisy like male students.

In connection with students' English ability, there are some obstacles faced by English teachers, one of them is the response or interest of students who are still diverse even some students expressed prefer other subjects than English. Another obstacle is that there are some students who are not fluent in reading or writing in Bahasa Indonesia, so it is influencing their foreign

languages ability. Some of these obstacles certainly need to be overcome with some efforts to develop sustainable learning activities.

In learning a language, especially English, vocabulary has a very important role. The more vocabulary we have, the easier it will be for us to learn and understand a language. Seeing the importance of vocabulary mastery, efforts to improve vocabulary mastery to minimize the problems faced in learning a language are considered necessary to be implemented. Seeing the characteristics of elementary school students who are young and like to play, learning methods that are able to invite students to play while learning can be used as an effort to improve the learning process and students' learning outcomes.

Play is an activity that requires the body to move according to one's own desires without coercion from others. There are several opinions about play explained by Dwijawiyata (2013: 7), such as:

- a. Playing means moving while having fun.
- b. Playing means doing the things you want by involving feelings at certain times and places.
- c. Playing means learning to adapt to the environment, using the objects around it, and done together with the people around.

Suyadi (2009: 18) stated that "when children are playing, unconsciously they learn hard to be able to portray themselves in the game, even with games with a certain level of difficulty, children are required to learn more seriously to finish the game." Therefore, seen from nature of the game, it certainly can be used as a good method in learning activities. In learning activities with a certain level of difficulty, children can master the lesson if the learning is carried out in a fun way such as by using the game method.

Improving language skills using the game method is not a new thing, Hedges (2010: 225) explains that there is a very strong relationship between language and games, both games and languages have a parallel development, especially in the growth and development of students, language skills and play abilities can develop harmoniously. The use of group learning models or cooperative learning that can make all students active can be used as a choice in dealing with an imbalance of student activity and learning outcomes. Based on the theory above, the researchers took the initiative to make a game to hone students' vocabulary in groups by using the cooperative learning model type Guess My Move Game (GMG). With the application of this GMG learning model, it is expected that both female and male students can be actively involved in learning activities and student learning outcomes can be improved.

The formulations of the problem in this study are:

1. How is the application of GMG model in learning English in low grade elementary school students?
2. How the students' English vocabulary mastery improvement by using GMG model?
3. Are there differences in the mastery of English vocabulary in male and female students using GMG model?
- 4.

#### RESEARCH METHODOLOGY

Research is essentially a question-answer process, but between the questioning and answering activities there is a process or method that is systematic and controlled in determining the answer to the questions asked (Gulo: 2010). The research method used in this study is Classroom Action Research with Kemmis and Mc. Taggart design with the implementation of four main stages for each cycle, namely: planning, implementation, observation, and reflection. The implementation the research cycle will be continued if the indicators of success that are marked by an increase in value or score have not been achieved.

Participants in this study were students in first grade at Al-Azhar 7 Islamic elementary school in Sukabumi City, totalling 24 students. The reason for choosing these participants was based on the initial observations of researchers who discovered the uniqueness and problems in the class after being compared with other low classes. This research was conducted at Al-Azhar Islamic Elementary School in Sukabumi, located on Jl. Bhayangkara No. 222 Sukabumi.

The research procedures in this study refer to Moloeng (2016) who grouped the research stage into the pre-research stage, the implementation stage, and the data analysis stage. The procedures carried out in this study are:

1. Pre-Research Stage:
  - a. Choose a place of research
  - b. Conduct an initial interview to get an overview of the characteristics of students
  - c. Class preliminary observations
  - d. Prepare lesson plan in the form of a Classroom Action Research that will be implemented
  - e. Prepare research instruments
2. Research Implementation Stage:
  - a. Class orientation with direct observation of teaching and learning activities.
  - b. Provision of pre-cycle practice questions to determine students' initial abilities.

- c. Plan the implementation of research by developing a lesson plan to be used in the class.
- d. Give out treatment in the form of applying the GMG learning model in learning English based on the steps that have been written in the lesson plan.
- e. Carry out observations of learning activities to see the extent of the impact of treatments that have been given.
- f. Carry out a reflection as an activity to restate the activities have been carried out along with the strengths and weaknesses in the implementation.
- g. Provide practice questions at the end of each research cycle.

### 3. Data Analysis Stage:

- a. Processing data that has been obtained
- b. Compares the acquisition of data from each treatment
- c. Summing up the data by looking at the achievement indicators of research success based on the predetermined problem formulation.

In connection with the implementation of classroom actions research using Guess My Move Game designed by researchers, this game is a modification of the cooperative learning model type of Team Games Tournament and Number Head Together which is then re-developed with adjustments to the age and characteristics of low grade elementary school students. The steps for implementing GMG are as follows:

- a. Students are divided into groups of five to seven people based on gender.
- b. Each group member were given a hat and they lines up according to the serial number in their hats.
- c. The smallest number will stand in front of the other group members, while the group members line up based on the smallest to the largest number.
- d. The teacher distributes boards and answer cards.
- e. The teacher explains the rules of the game.
- f. The student with the smallest number demonstrates the movements listed on the teacher's question board and group members are allowed to discuss for one minute and then one student (the member with the smallest order number) answers the question based on the results of their group discussion without being helped again by his group mates, if the member can guess the name of the movement correctly then he is allowed to move to the very back position and the members behind him will advance to the answering position.

g. And so on until all cards have been played, the group with the biggest score become the winner in this game.

Based on the steps described above, the implementation of the classroom action research is carried out through the learning cycles with four main stages, such as: planning, implementing, observing, and reflecting. This research can be stopped at a certain cycle when the indicators of research success have been achieved, while the indicators of success in this study are when the class average score is more than or equal to 80, with the percentage of completeness in Passing Minimum Score achievement that is more than or equal to 70%.

## FINDINGS AND DISCUSSION

### A. Initial conditions

Based on the class orientation with direct teaching and learning activities observation, it was found that students' responses in learning English were so diverse. The male students' characteristic tended to be very active inside and outside of learning activities. It is the opposite of the female students' characteristic who tended to be passive and this affected English learning atmosphere in the classroom. To see the students' initial mastery of English, the researcher gave pre-cycle test with the specified minimum passing score of 75.00 with the following results:

**Table 1.** Preliminary Research Data

<b>Indicators</b>	<b>Information</b>
Higest Score	100
Lowest Score	20
Average Score	57,08
Achieved Minimum Passing Score	8 (33,33%)
Did not Achieved Minimum Passing Score	16 (66,66%)

Based on pre-cycle test, students' learning outcomes still tend to be low with an average value of 57.08 and students who reach minimum passing score only 33.33%.

## B. Findings

The implementation of English learning using GMG learning model is carried out in two cycles with stages of classroom action research such as planning, implementation, observation and reflection. The findings of its implementation were as follows:

### 1. Planning

In this activity, researchers developed a Lesson Plan (RPP) based on the CAR plans that have been designed and the identification of problems encountered. The lesson plan draft focuses on developing learning objectives by using the GMG model in learning English activities. The lesson plan is made for two cycles with three meeting for each cycle with two different materials, first material was about pet and the second material was about kind of toys.

### 2. Implementation

The implementation stage in this Classroom Action Research is by giving treatment in the form of applying the GMG learning model in learning English based on the steps that have been written in the Lesson Plan. The steps of GMG learning model implemented in 2 cycles are as follow:

- a. The first meeting was filled with reinforcement of material for students. The material delivered each cycle is different, material in the first cycle was about pets, and material in the second cycle is about various kinds of toys.
- b. Students are divided into groups of five to seven members, the division of this group is divided based on students' diverse English abilities/heterogeneous. Based on the initial problems encountered relating to differences of male and female students' characteristic, then the division of groups is divided also by gender with the results of the formation of 2 groups of male students and 2 groups of female students.
- c. Each group member lines up according to the serial number in their respective hats. Before entering the next stage, the researcher gave a hat with each student's name and number. Each hat has a cartoon character that is known well by the students so that the students are happy when they were given and put the hat on.
- d. The smallest number will stand in front of the group members, while the group members line up based on the smallest to the largest number. The position of the student with the smallest number is positioned in front of the class while the other members is positioned behind the student's desk which is about 4 meters away with the aim that the students in back position will find it difficult to give answers to their group mate who stand before them.

- e. Teacher distributes boards and answer cards that contain English vocabulary for all groups. The answer card is given based on the material being studied, in cycle 1 the answer card consists of the words "I have", names of pets, and numbers from 1 to 10 in English. In cycle 2 the answer card consists of the words "I have", names of toys, and various colours in English.
- f. Teacher explains the rules of the game that will be implemented.
- g. At the second meeting of each cycle, the teacher as a researcher modelled the movements listed on the question board and at the third meeting, the student with the smallest number demonstrated the movements listed on the teacher's question board based on the examples given at the previous meeting. After that the group members are allowed to discuss the answers for one minute and then one student (the member with the smallest order number) answers based on the results of the discussion without being helped by his group friends anymore, if the member can guess the name of the movement correctly then he is allowed to move to the very back position and the members behind him will move forward to the answering positions. Each correct answer will be given 1 sticker on their group's score card. Every violation, especially in violations in maintaining conducive learning activities gave an impact on reducing the group score because researchers will remove one sticker from the score card for each violation.
- h. And so on until all cards have been played, the group with the biggest score is the winner in this game.

### 3. Observations

Observation in this learning activity aims to see the extent of the impact of actions or treatments that have been given. At the end of each treatment cycle, the researcher gives individual test questions based on the material that has been studied. The results of the first cycle test are as follows:

**Table 2.** Cycle 1 Data

Indicators	Information
Highest Score	100
Lowest Score	40,00
Average Score	71,04
Achieved Minimum Passing Score	12 (50%)



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Did not Achieved Minimum	12 (50%)
Passing Score	

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When it is compared with pre-cycle tests, there is a pretty good improvement and the comparison can be seen in the following graph:

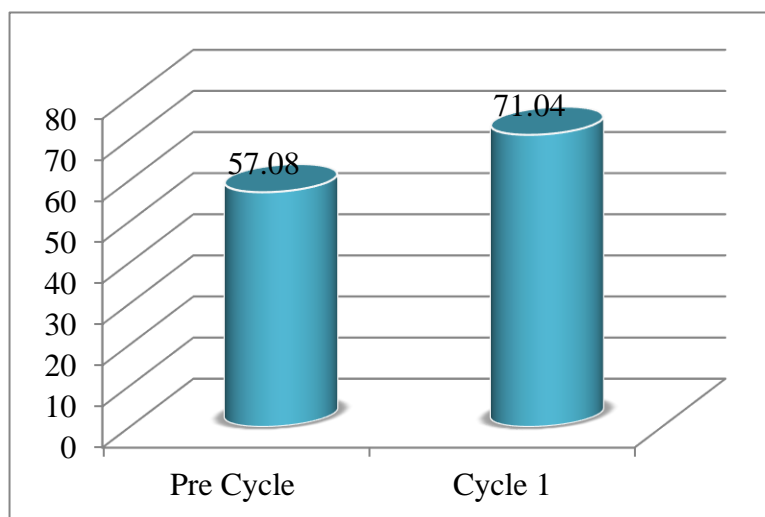


Figure 1. Comparison of Pre Cycle and Cycle 1 Scores

Based on the figure above, it can be seen that there was an improvement on students test result of 13.96 points, but because the indicators of research success have not been achieved, the class action research continues into the next cycle. The results of the 2nd cycle test are as follows:

**Table 3.** Cycle 2 Data

Indicators	Information
Highest Score	100
Lowest Score	55,00
Average Score	82,29
Achieved Minimum Passing Score	17 (70,83%)
Did not Achieved Minimum Passing Score	7 (29,17%)

When it is compared to cycle 1, there was an improvement on students test result of 11.25 points and the comparison can be seen in the following graph:

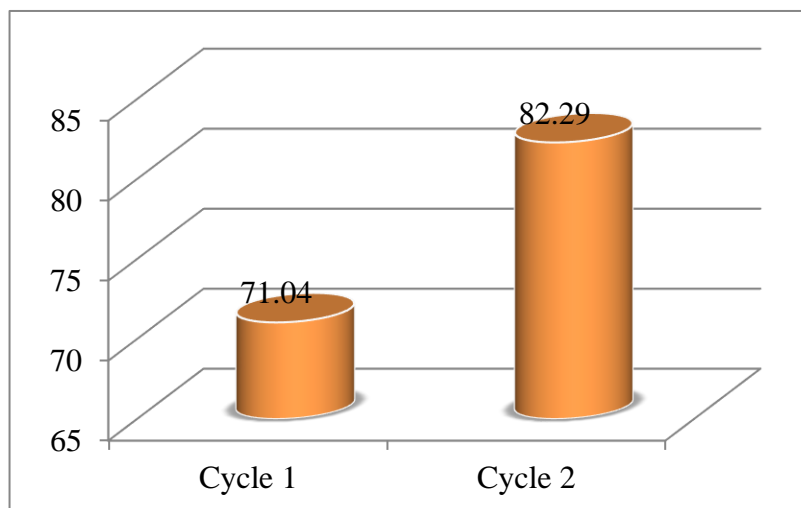


Figure 2. Comparison of Cycle 1 and Cycle 2 Scores

#### 4. Reflection

Reflection is an activity to restate what activities have been carried out along with the strengths and weaknesses in its implementation based on the treatment given. Based on the learning process that has been carried out, overall all students can be actively involved in learning English activity. For its weaknesses, student responses are very diverse, most students are too enthusiastic in the class and it makes the classroom atmosphere very noisy and some students need special attention so the researchers and other students need to work harder than usual.

#### C. Discussion

1. The implementation of the GMG model in learning English in low grade elementary school students

The steps of the GMG learning model in 2 cycles are carried out well with the following indicators:

- a. The presentation and reinforcement of material about pets in cycle 1 and material about various toys in cycle 2 were carried out well. The materials presented were not new things for students because most students are already familiar with some vocabularies in the materials

maybe before they are in elementary school, but almost all students are only able to pronounce it without knowing how to write the vocabulary properly.

- b. In group divisions, it is based on students' diverse English abilities. Based on the initial problems encountered relating to differences in the character of male and female students, then the division of groups are also divided by gender with the results of the formation of 2 groups of male students and 2 groups of female students.
- c. The implementation of GMG learning model steps starts from demonstrating the movement based on the vocabulary written in the question board, students answer the questions by using the prepared answer board. This step was done well because all students were actively involved in learning activities even though the classroom atmosphere becomes very noisy. Substitution players go well because all students want to come in front of the class to play and each group member always reminds each other when it's time for their group friends to play.
- d. The final step is the announcement of the winner, each correct answer will be given an award sticker. At the end of each meeting, the winner group will be announced. Students' response were so good that they wanted the game to be continued so that the whole group had the chance to win the game.

Based on the explanation above, it can be concluded that the implementation of English learning activities by using the GMG learning model was well implemented and students' response are very positive during the learning process.

## 2. Students' English vocabulary mastery improvement using GMG learning model

One of the objectives of this classroom action research is to improve the students' English vocabulary mastery especially in pets and various toys materials with using the cooperative learning model of GMG type. Based on the findings explained earlier, the students' vocabulary mastery improvement based on pre-cycle, cycle 1 and cycle 2 grades could be seen in this following graph:

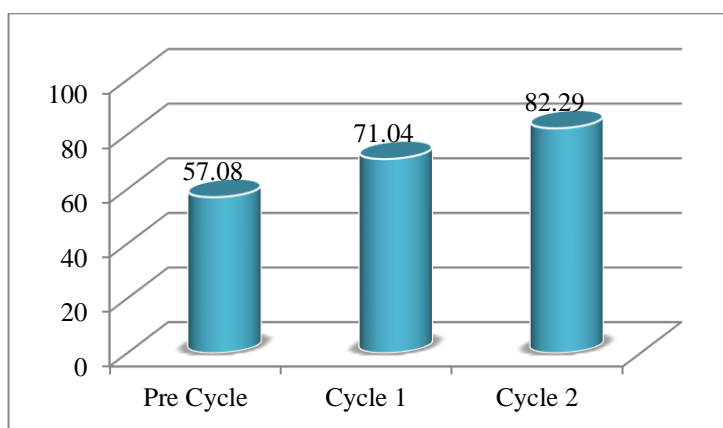


Figure 3. Students' Individual Average Scores

Based on the graph above, it can be seen that the average score of individual students has increased in each cycle. From the indicators of the success of this study, that is an improvement in the students average score of more than or equal to 80, then this research can be said to be successful in increasing students' individual average scores.

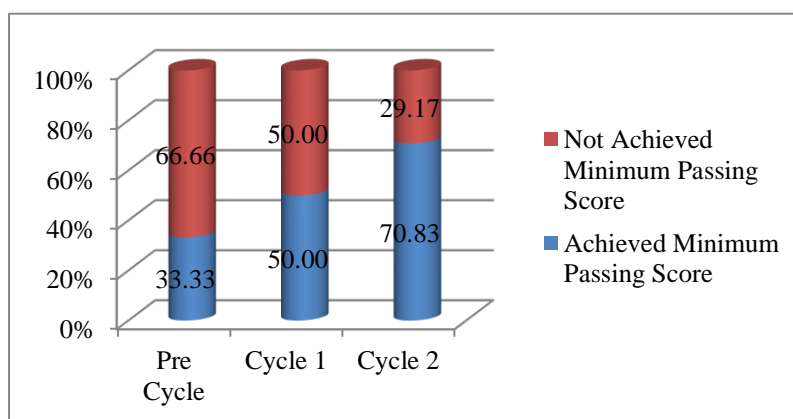


Figure 4. Completeness of Students Learning Outcomes

Based on the graph above, it can be seen that students' learning outcomes completeness has increased in each cycle. Judging from the indicators of the success of this study, the completeness of student learning outcomes is more than or equal to 70%, then this research can be said to be successful in increasing the completeness of student learning outcomes with Minimum Passing Score achievement of 70. Based on the data that has been presented, it can be concluded that the indicators this research has been reached, so this study was stopped in cycle 2.

3. The differences in male and female students English vocabulary mastery by using GMG learning model

Implementation of cooperative learning model certainly requires the division of groups, while in this study the grouping is distributed based on students' abilities and also based on students' gender. In each meeting, group assessments are carried out at the second and third meetings in each cycle, the group score based on the acquisition of stickers are as follow:

Table 4. Group Scores

Group/ Material	Pet 1	Pet 2	Toys 1	Toys 2
Male 1	10	12	10	12
Male 2	9	10	8	13
Female 1	4	7	8	13
Female 2	8	11	12	14

Based on the group scores for each meeting described in the table above, it can be seen that the student group scores varies greatly. Even so, the scores at the second game or third meeting in each cycle always gained a pretty good improvement. This assessment is based on the accuracy of the answers given and the students' ability to work well and in an orderly manner in a group. Every violation, especially in violations in maintaining conducive learning activities gave an impact on reducing the group score. Based on data scores in each meeting, here is the accumulation of group scores on the application of the GMG model to improve English vocabulary in students:

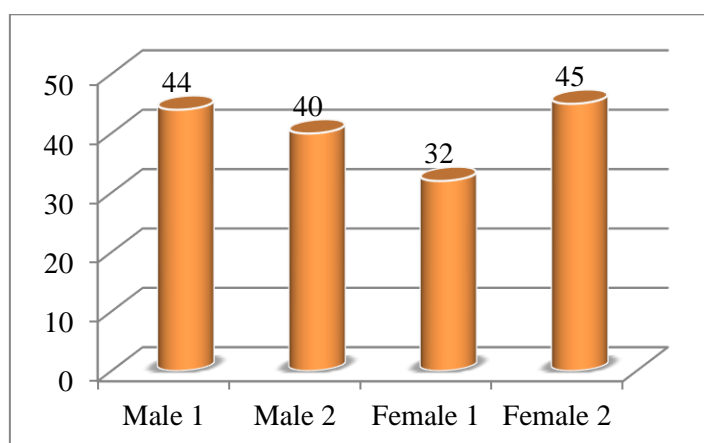


Figure 5. Accumulation of Group Values in the Implementation of the GMG Model

The acquisition of gender-based group scores showed good grades with the highest score being achieved by female 2 group, but the highest average score overall was achieved by male students. With two assessment criterion in this game, they are the accuracy of answers and order in group

work, these criterion give a positive influence on the acquisition of group scores. Because seen from the characteristics of students who have been presented in the background of the problem, the results obtained are quite interesting because of by the first criterion that is the accuracy of the answers, the highest score is achieved by the male group, but because the characteristics of male students are very active, this makes it more difficult to maintain the order in the male group which gave an impact in score reduction in their group. The final score indicates that the female 2 group received a higher score because their group work went well and orderly so these make the female group never experienced a score group reduction.

#### CONCLUSION

The implementation of the GMG learning model is well implemented and this can be seen from the positive student responses and students' willingness to engage in learning activities that were very high. The GMG learning model can improve the English vocabulary mastery of Al-Azhar 7 Islamic elementary school students in Sukabumi both in individual and group scores. Based on the performance of groups divided by gender, group scores indicate that female group get the highest score, but the highest average score is achieved by the male groups. This shows that the students activeness inside and outside the classroom does not guarantee to the students' learning outcomes either individually or in groups.

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