

THE USE OF CIRCLE GAME AS A STRATEGY TO IMPROVE STUDENTS' VOCABULARY OF TENTH GRADE OF SMK NEGERI 7 BULUKUMBA

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ABSTRACT

The purpose of this study is to know how to improve students' vocabulary on Circle Game at the tenth grade of SMK Negeri 7 Bulukumba. The researcher applied pre-experimental in one class pre-test and post-test. In this research the population was the Tenth-grade students of SMKN 7 Bulukumba in 2023/2024 academic year. The researcher used total sampling technique. The total sample was 20 students from class X TKJ. In analyzing the numerical data, the writer used SPSS version 24.0. Based on the results of data analysis, the writer concluded that the use of Circle Game can increase students' vocabulary knowledge, it's proved by the mean score of the students in pretest and post-test. The result of the research shows that Circle Game significantly increased students' vocabulary knowledge after did treatment where the results shown in the paired sample test are 0.001 is smaller than 0.05. The mean score improved from 49.75 in pre-test to 68.75 in post-test. It indicated that the one hypothesis (H_1) was accepted and of course, the null hypothesis (H_0) was rejected. It means that Circle Game can improve the students' vocabulary knowledge in learning English at SMK Negeri 7 Bulukumba.

Key Words: *Circle Game, Strategy, Vocabulary*

INTRODUCTION

Vocabulary is the first stage in learning any language. The acquisition of vocabulary through independent listening or reading activities is referred to as incidental vocabulary learning. Therefore, vocabulary is important to improve in the language learning process. Generally, students cannot compose sentences or phrases in speaking or even writing and reading because they are poor in vocabulary, (Wang, 2019).

When a person has problems with his vocabulary, it will directly affect his success in learning English material. The people will have an effect on their English achievement at the end of the lesson. Qurrahman (2016:2) states that vocabulary is one of the components or sub skills of English that must be taught to students, because vocabulary has a major role in all languages.

Teaching English vocabulary to young learners needs an extra work and an appropriate teaching technique which is adjusted to the students' need. Many strategies can be applied to teach young learners and give very enjoyable for

them in learning English as a foreign language; one of strategies that are possible to apply is game. According to Adiyana P. W (2018), using games is one of the strategies that can be implemented. A game can be used to promote critical thinking and reasoning. One advantage of using games as a teaching strategy, is that students have the opportunity for immediate feedback, through the discussion of correct answers and their rationales (Glendon and Ulrich, 2005).

Spacey (2020) in his article retrieved from internet says that a game is a structured activity that is typically competitive and fun. This can be defined by a goal that the players try to reach or some set of rules that determines what the players can or cannot do. Game is played primarily for entertainment or enjoyment, but may also serve an educational.

One of game will be used by the researcher of the many educational games in improving student vocabulary knowledge is the Circle game. The development of increasingly advanced method makes games can be used as a medium of learning. One of the media that teachers can use in learning is the Circle game. There are actually many other games that can be used as a means of memorizing vocabulary easily. However, it is hope that Circle games will be able to answer the difficulties of students in remembering vocabulary in their memory. The Circle game aims to make it easier for children in the learning process, especially to remember vocabulary.

This study would present a vocabulary teaching strategy to tenth grade students. In which it was going to be very pleasant and interesting for young learners. The teaching strategy was about "The Use of Game (Circle Games) in Teaching Vocabulary to Tenth grade students" conducted within a set of rules in the objectives.

METHOD

This researcher used quantitative research to complete this study. According to Bhandari, (2020) the quantitative research is the process of collecting and analyzing numerical data. In this research, the writer focusses on how is the students Vocabulary in Circle Games at the tenth grade of SMK Negeri 7 Bulukumba Academic Year 2023/2024. The place where this research was carried out in the school environment of SMK Negeri 7 Bulukumba and this research was used cluster random sampling to select one class as the sample of this research. The researcher take sample of tenth grade students in which the sample take from 20 students at class X TKJ. In the experimental class, the researcher using the "Circle Game" in teaching vocabulary, the researcher used the pre-test and post-test designs in the experimental class. The aim to find out the used of the "Circle Game" in teaching vocabulary. This analysis is to compare the students' achievement and performance during the pre-test, treatment, and post-test. For both pre-test and post-test, the researcher was used scoring guide which provides rating scale for criteria of vocabulary. The value of t-test in identifying the difference between pre-test and post-test by using inferential analysis in SPSS

(Statistic Product and Statistic Solution) version 24.0 program. SPSS is a computer program use for statistical analysis. SPSS is use for processing and analyzing data that have statistical analysis capabilities as well as a data management system with a graphical environment.

FINDING AND DISCUSSION

Finding

The test was carried out by the researcher twice, pre-test and post-test, the researcher gave the students vocabulary test before and after the treatment. To know the improvement of students' English vocabulary mastery the researcher conducted pre-test and post-test. As mentioned before the researcher used Circle Game as instrument in collecting the data. It was given to the tenth-grade students of SMK Negeri 7 Bulukumba. Pre-test and post-test were done to get vocabulary score of the students. The students' scores in pre-test and posttest are presented in the following table.

Table 1 The Students' Vocabulary Score in Pre-Test

No.	Students' Initial	Score	Classification
1.	ANR	50	Poor
2.	AN	70	Average
3.	ANDN	35	Very poor
4.	AL	50	Poor
5.	APBS	50	Poor
6.	ALSP	60	Poor
7.	ALFS	60	Poor
8.	DRPW	50	Poor
9.	IR	65	Average
10.	INR	60	Poor
11.	MDRFAR	25	Very poor
12.	MDISAR	70	Average
13.	MDIQ	30	Very poor
14.	MFFJ	25	Very poor
15.	NRAZ	40	Very poor
16.	NRIS	55	Very poor
17.	SK	30	Very poor
18.	SD	25	Very poor
19.	WY	70	Average
20.	NRAN	80	Good

(Data Source: Pre-test Score)

Table 3 show that none student got 91-100 score classified as excellent classification. There was one student got 76-90 score classified as good classification, four students got 61-75 classified as average classification, seven students got 51-60 classified as poor classification and eight students got score <50 classified as very poor classification.

Table 2 The Students' Vocabulary Score in Post-Test

No.	Students' Initial	Score	Classification
1.	ANR	65	Average
2.	AN	80	Good
3.	ANDN	60	Poor
4.	AL	70	Average
5.	APBS	70	Average
6.	ALSP	75	Average
7.	ALFS	75	Average
8.	DRPW	65	Average
9.	IR	75	Average
10.	INR	75	Average
11.	MDRFAR	70	Average
12.	MDISAR	50	Very poor
13.	MDIQ	80	Good
14.	MFFJ	55	Poor
15.	NRAZ	60	Poor
16.	NRIS	65	Average
17.	SK	60	Poor
18.	SD	50	Very poor
19.	WY	85	Good
20.	NRAN	90	Good

(Data Source: Post-test Score)

Table 4 showed that none student got 91-100 score classified as excellent classification. There were four students got 76-90 score classified as good classification, ten students got 61-75 classified as average classification, four students got 51-60 classified as poor classification and two students got score <50 classified as very poor classification.

Table 3 The Students' Vocabulary Score in Pre-Test and Post-Test

No.	Students' Initial	Score Pre-Test	Classification	Score Pre-Test	Classification
1.	ANR	50	Poor	65	Average
2.	AN	70	Average	80	Good
3.	ANDN	35	Very poor	60	Poor
4.	AL	50	Poor	70	Average
5.	APBS	50	Poor	70	Average
6.	ALSP	60	Poor	75	Average
7.	ALFS	60	Poor	75	Average
8.	DRPW	50	Poor	65	Average
9.	IR	65	Average	75	Average
10.	INR	60	Poor	75	Average

11.	MDRFAR	25	Very poor	70	Average
12.	MDISAR	70	Average	50	Very poor
13.	MDIQ	30	Very poor	80	Good
14.	MFFJ	25	Very poor	55	Poor
15.	NRAZ	40	Very poor	60	Poor
16.	NRIS	55	Very poor	65	Average
17.	SK	30	Very poor	60	Poor
18.	SD	60	Very poor	50	Very poor
19.	WY	70	Average	85	Good
20.	NRAN	80	Good	90	Good

(Data Source: Pre-Test and Post-Test Score)

Table 5 shows that there was a significant increase between the pre-test and post-test of students' after being given treatment. Out of 20 students, the score of the students' in per-test answering vocabulary multiple-choice namely 1 student had good category classification, 4 students had average category classification, 7 students had poor category classification, and 8 students had very poor category classification. It means that students vocabulary in pre-test still has low ability in mastering vocabulary.

After doing treatment, the researcher gave post-test to the students. The score of the students' vocabulary in pot-test to answering vocabulary multiple-choice were 4 students had Good category classification, 10 students had average category classification, 4 students had poor category classification, and there were 2 students had very poor category classification. It means that most of the students have improvement after giving treatment. After calculating the result of the students' pre-test and post-test, the mean score and standard deviation were presented in the table 6:

Table 4 Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
PRE-TEST	20	25.00	80.00	995.00	49.7500	17.5851
POST TEST	20	50.00	90.00	1375.00	68.7500	10.9874
Valid N (listwise)	20					

Table 6 shows that there was a significant increase between the pre-test and post-test. In the pre-test, it can be seen in the table the sum is 995, the mean is 49.75 and the standard deviation is 17.585. For the post-test, it can be seen an increase with a sum is 1375, mean is 68.75, and a standard deviation is 10.987. In the table it can be seen that the sum and the mean of the post-test is higher than the pre-test.

The score of the students' pre-test and post-test in experiment class, used t-test for hypothesis test. T-test is a test to measure whether or not there is a significant difference between the results of the students' means scores in the pre-test and the post-test. By using inferential analysis of t-test or test of significance run by SPSS Version 24.0, the significant differences can be easier to

analyze.

In this research, the Null hypothesis (H_0) stated that the using Circle game can't increase student's vocabulary at the tenth grade of SMKN 7 Bulukumba academic year 2023/2024. While the Alternative hypothesis (H_1) state that the using Circle game can increase student's vocabulary of the tenth-grade of SMKN 7 Bulukumba academic year 2023/2024. If the value of significance or sig. (2- tailed) lower than 0,05, H_1 accepted and H_0 rejected.

Table 5 Paired Samples Test

Paired Samples Test		Paired Differences					T	Df	Sig. (-2 tailed)
Pair		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
1	PRE-TEST POSTTEST	19.000	14.9084	3.3364	-5.983	-1.016	-5.695	19	< 0,001

Table 7 showed that the result of t-test stated that Sig. (2-tailed) was 0,001. The result provided that the Sig. (2-tailed) table was lower than level of significance ($< 0,05$). So, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It means that the using Circle Game can increase the students' vocabulary at the tenth grade at SMKN 7 Bulukumba academic year 2023/2024.

Discussion

The Result of Students' Pre-Test

Table 3 showed that the score of the students' vocabulary in per-test of the tenth grade of SMKN 7 Bulukuba in answering vocabulary multiple-choice namely no students excellent category, 1 student (5%) had good category, 4 students (20%) had average category, 7 students (35%) had poor category, and 8 students (40%) had very poor category. It means that vocabulary of the tenth-grade students of SMK Negeri 7 Bulukumba still have low ability in mastering English.

The connection between circle game and vocabulary achievements was circle game is a kind of strategy of game that can be used to teach vocabulary. The students in this game form two large circles while holding hands, and the researcher then provides them with a hint that is connected to previously taught material. The circle game uses words to help constructing the imagination with

our style in using circle game as a media. For example, the teacher says "School", the next student thinks of a word that associate with school (Vocabulary of noun), such as "Teacher", the next student says "Classroom", the next says "Chair" etc. The teacher can decide as a group if associations are valid. Next, ask the students to justify the connection. To make it more competitive, set a thinking time limit and eliminate students. Then, members of the group are not allowed to repeat words what has already been spoken by other members. When they are eliminated, they can be Judges. The Circle game is over when there are just 2 or 3 players left and the group is declared to loss.

Table 3 showed that the score of the students' vocabulary in pot-test of the tenth grade students of SMKN 7 Bulukumba in answering vocabulary multiple-choice was no student who are Excellent category, but 4 students (40%) had Good category, 10 students (50%) had average category, 4 students (40%) had poor category, and there were 2 students (10%) had very poor category. It means that most of the students have improvement after giving treatment. So, circle game was a good strategy to improve students' vocabulary

Table 6 showed that the result of students' vocabulary after giving treatment, the mean score of the Post-Test was 68,75. The highest score was 90 and the lowest was 50. While the mean score of Pre-Test was 49,75, the highest score was 80 and the lowest was 25. It could be said that there was a significant difference between the mean score of pretests and the mean score of posttests of the students' improvement in vocabulary mastery by using circle game in teaching the students' vocabulary at SMK Negeri 7 Bulukumba in the academic year 2023/2024.

CONCLUSION

The Circle game is very effective to improve the students' vocabulary mastery at the tenth grade of Senior/Vocational High School. Circle game might help the students not only to improve their vocabulary mastery but also to improve the students' scores. The students mean scores before using circle game as a strategy was 49.75 and after using this strategy the students mean score was increased, it reached 68.75. The mean score of the circle game strategy can improve the student's vocabulary mastery. Therefore, the writer concluded that there was increase up students' vocabulary at SMK Negeri 7 Bulukumba in the academic year of 2023/2024. Overall, the results of the score of the post-test was higher than the score of the pre-test.

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