Developing Students’ Ability in Answering Word Questions by Using Card Game at Seventh-Grade of SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan

Mengembangkan Kemampuan Siswa dalam Menjawab Soal Kata dengan Menggunakan Permainan Kartu di Kelas VII SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan

Nursayani Maru’ao
IKIP Gunungsitoli

Abstract

Question words are some words that have been familiar to learners. These words have been introduced to the students since they were in the first semester of junior high school. Based on the researcher’s observation, the students of SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan have learnt question words but it seems that the students get difficulties applying question words. Some students think that English is a difficult lesson, and it is because the students can not involve in the learning process. Nowadays, in the teaching-learning process, the students are the center of learning. The students must be active and a teacher as an instructor, motivator and supervisor. It means that a teacher should realize first his role in the teaching-learning process. In conducting this research, the researcher used Classroom Action Research. The subject of this research is the seventh-grade students of SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan that consists of 44 students. The procedure of action implementation was done in some cycles. The cycles consist of planning, action, observation and reflection. In cycle 1, the researcher finds out that the students have bad grammar, they cannot make a question using question word. They also lack of vocabularies, afraid to ask something they do not understand to the researcher, still not active in the game process, and ashamed to express their idea. In cycle 2, the students are more active. It can be seen through the learning process, some students giving questions on the cases they do not understand and they also answer their friend’s question. They look enthusiasm to follow the learning process. In cycle 3, the students get a good improvement, they brave to perform their idea, only a few students who still ashamed, however some students get difficulties in grammar.

Keywords: question words, card games, classroom action research

Abstrak


Kata kunci: kata tanya, permainan kartu, penelitian tindakan kelas
INTRODUCTION

Question words are some words that have been familiar to learners. These words have been introduced to the students since they were in the first semester of junior high school. Beare (2009) writes that question words are used to ask about specific qualities, times, places, people, etc. According to Clark (1977:351), the stage children go through in the acquisition of interrogative sentences are roughly parallel to the stages for negative. At the ‘first stage’ they use some yes-no questions and a few W-H-Words.

Based on the researcher’s observation, the students of SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan have learnt question words but it seems that the students get difficulties applying question words. The fact can use the English learning process disturbed. An English teacher usually uses Q-W in the classroom to make the learning process interesting and enjoyable, however, if the students cannot understand or master Q-W, the effort of the teacher will be useless.

Some English teachers do not teach the students about question words at all. In their teaching activities, teachers just ask the students to answer some questions, for example, questions that are found in a reading text. The teachers just give the instructions, and then, the teacher will stay in the seat and watch the students or the teacher will leave the class for some time and will be back to class when he thinks that the students have finished their work.

One of the methods that can make students active in mastering question words in games. This method gives a chance to the students to be creative, and also the students will learn how to be responsible in mastering question words, the teacher presents a material in the class, and makes the students involved through the learning process, the students will be active in solving problems that have been prepared by the teacher. Games is a useful technique for fully absorbing written information. It helps you to create a good mental framework of a subject, into which you can fit facts correctly. It helps you to set study goals. It also prompts you to use the review techniques that will help to fix information in your mind. By using games to actively read a document, you can get the maximum benefit from your learning process.

REVIEW OF THE RELATED LITERATURE

1. Questions

A.S Homby (1989) says that a question is a sentence which by word order, use interrogative words such as: Who, Why, What, etc. Question words are a basic part of English and important to know. We use question words to ask certain types of questions (question word questions). We often refer to these words as WH words because they include the letters WH (for example why, how). Also, it is easy to see what a question word is because it is always at the beginning of a sentence. Question words in English help you know when or where something happened.

<table>
<thead>
<tr>
<th>Question Word</th>
<th>Function</th>
<th>Example Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>Asking for information about something</td>
<td>What is your name?</td>
</tr>
<tr>
<td></td>
<td>Asking for repetition or confirmation</td>
<td>What? I can’t hear you.</td>
</tr>
<tr>
<td></td>
<td>Asking about time</td>
<td>You did what?</td>
</tr>
<tr>
<td>When</td>
<td>Asking about time</td>
<td>When did you leave?</td>
</tr>
</tbody>
</table>
Developing Students’ Ability in Answering Word Questions by Using Card Game at Seventh-Grade of SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan

Nursayani Maru’ao
IKIP Gunungsitoli

<table>
<thead>
<tr>
<th></th>
<th>Asking in or at what place or position</th>
<th>Asking about choice</th>
<th>Asking what or which person or people (subject)</th>
<th>Asking what or which person or people (object)</th>
<th>Asking about ownership</th>
<th>Asking for reason</th>
<th>Asking about manner or quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td>Where do they live?</td>
<td>Which</td>
<td>Who opened the door?</td>
<td>Whom did you see?</td>
<td>Whose are these keys?</td>
<td>Why do you say that?</td>
<td>How does it work?</td>
</tr>
<tr>
<td>Which</td>
<td>Which colour do you want?</td>
<td></td>
<td></td>
<td></td>
<td>Whose turn, is it?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who</td>
<td>Who opened the door?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whom</td>
<td>Whom did you see?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Card Games

Sudjana and Ahmad (1997) say that there are two important aspects in the teaching-learning process, method and media as a tool. Media can attract students’ attention in the learning process. It will help the students to express their idea. Uberman (1998:20) states that from her teaching experiences, she has noticed how enthusiastic the students are about practicing language means of games. She believes that games are not only fun but also help students learn without conscious analysis of the understanding of the learning process while they acquire communicative competence as a second language user. According to Jill Hadfield (1984:27) in his book “A collection of games and activities for intermediate and advanced students of English”, a game is an activity with rules a goal and an element of fun. He further classifies the game; they are competitive games and cooperative games. A competitive game is in which players or teams race to be the first to reach the goal and a cooperative game is in which players or teams work together toward a common goal. Watchyn and Jones (1993) said, cards as games make the learning process are dynamic and enjoyable. Learning seems to become more active; the students get more involved and the learning process will be more be better. By using cards, as media, the students not only can improve their ability in mastering question words but also can improve their ability in other aspects of language.

METHODOLOGY

In conducting this research, the researcher used Classroom Action Research. The subject of this research is the seventh-grade students of SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan that consists of 44 students. The researcher arranges the procedure of action implementation in some cycles. The cycles consist of planning, action, observation and reflection.

RESULT AND DISCUSSION

DOI UNTUK ARTIKEL INI
https://doi.org/10.37010/int.v3i1.649
In conducting this research, the researcher was done some cycles. The cycles consist of planning, action, observation and reflection.

In Cycle I the students are not all active, and the researcher also helps them when they get difficulty. After discussing for around 10 minutes, a group is asked to write the answer on the blackboard, and the other groups give their opinion about the answer. After this activity, the researcher asks the students to make a sentence for each question word. Again, the students work in group and report the result of their work orally. The wrong answers are corrected together.

The result of the evaluation in Cycle I is shown in the table below.

<table>
<thead>
<tr>
<th>Minimum Completeness Criterion</th>
<th>Cycle 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>21</td>
</tr>
<tr>
<td>Fail</td>
<td>23</td>
</tr>
</tbody>
</table>

In Cycle II the students are more active. It can be seen through the learning process, some students giving questions on the cases they do not understand and they also answer their friend’s question. They look enthusiasm to follow the learning process. The researcher also helps them to improve in their answer.

The result of the evaluation in Cycle II is shown in the table below.

<table>
<thead>
<tr>
<th>Minimum Completeness Criterion</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>39</td>
</tr>
<tr>
<td>Fail</td>
<td>5</td>
</tr>
</tbody>
</table>

In Cycle III, the students are more active. It can be seen through the learning process, some students giving questions on the cases they do not understand and they also answer their friends’ question. They look enthusiasm to follow the learning process. The researcher also helps them to improve in their answer. In this cycle, the students get a good improvement, they brave to perform their idea, only a few students who still ashamed, however some students get difficulties in grammar.

The result of the evaluation in Cycle II is shown in the table below.

<table>
<thead>
<tr>
<th>Minimum Completeness Criterion</th>
<th>Cycle 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>43</td>
</tr>
<tr>
<td>Fail</td>
<td>1</td>
</tr>
</tbody>
</table>

The improvement in students’ ability in answering the words question are shown in the comparison table below.

<table>
<thead>
<tr>
<th>Minimum Completeness Criterion</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
<th>Cycle 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>21</td>
<td>39</td>
<td>43</td>
</tr>
</tbody>
</table>
Developing Students’ Ability in Answering Word Questions by Using Card Game at Seventh-Grade of SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan

Nursayani Maru’ao
IKIP Gunungsitoli

1.

The Analysis of Student’s Ability

In cycle 1, the researcher finds out that the students have bad grammar, they cannot make a question using question word. They also lack of vocabularies, afraid to ask something they do not understand to the researcher, still not active in the game process, and ashamed to express their idea.

In cycle 2, the students are more active. It can be seen through the learning process, some students giving questions on the cases they do not understand and they also answer their friend’s question. They look enthusiasm to follow the learning process.

In cycle 3, the students get a good improvement, they brave to perform their idea, only a few students who still ashamed, however some students get difficulties in grammar.

Based on the data analysis of students’ ability in answering word questions, it was indicated that there are some weaknesses that the researcher found in the students’ ability in answering word questions. Have bad grammar, cannot make a question using question word, lack of vocabulary, afraid to ask something they do not understand to the researcher, still not active in the game process, and ashamed to express their idea was the problem that the students had in answering the word question.

CONCLUSION

After conducting this research, the researcher takes some conclusions as follow.

1. The card game is good to use in teaching question words.
2. Card game makes the students involved in the learning process.
3. Card game makes the learning process more effective and efficient.
4. Using card game, the students get improvement in answering question words.

Suggestions:

From the conclusions above, the researcher makes some suggestions as follow.

1. The English teacher should apply card games in the learning process because this approach can make the students active and involved in the learning process.
2. The students should be more active and creative in the learning process.

REFERENCES

Intelektium adalah jurnal yang diterbitkan oleh Neolectura, diterbitkan dua kali dalam satu tahun. Intelektium adalah media publikasi ilmiah dalam bentuk makalah konseptual dan penelitian lapangan yang terkait dengan bidang pendidikan. Diharapkan Intelektium dapat menjadi media bagi akademisi dan peneliti untuk menerbitkan karya ilmiah mereka dan menjadi sumber referensi untuk pengembangan ilmu pengetahuan.

