

**INCREASING THE STUDENT'S VOCABULARY MASTERY THROUGH  
HOW SPECIAL AM I GAME OF THE TENTH GRADE SMK  
NEGERI 1 GUNUNGSITOLI IN 2022/2023**

**Fitdarlin Waruwu<sup>1</sup>, Hidayati Daeli<sup>2</sup>, Yasminar Amaerita Telaumbanua<sup>3</sup>, Kristof  
Martin Efori Telaumbanua<sup>4</sup>**

<sup>1,2,3,4</sup> English Education Study Program, Universitas Nias  
Jalan Yos Sudarso 118 E/S Gunungsitoli Nias 22812

<sup>1</sup> Email: [fitdarlinwar@gmail.com](mailto:fitdarlinwar@gmail.com)

<sup>2</sup> Email: [daelihidayati@gmail.com](mailto:daelihidayati@gmail.com)

<sup>3</sup> Email: [yannaqueencer@gmail.com](mailto:yannaqueencer@gmail.com)

<sup>4</sup> Email: [kristof.telaumbanua@gmail.com](mailto:kristof.telaumbanua@gmail.com)

**ABSTRAK**

Kosakata merupakan komponen terpenting dari keseluruhan kompetensi komunikatif yang memungkinkan siswa untuk menyampaikan informasi, ide atau gagasan kepada orang lain dalam bentuk tertulis maupun lisan. Penguasaan kosakata adalah kemampuan untuk menggunakan kata-kata dalam melakukan komunikasi dan memahami makna dari kata-kata atau frasa dalam bahasa Inggris. Penelitian ini dilakukan dengan menggunakan desain Penelitian Tindakan Kelas (PTK). Penelitian ini dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi. Pada pertemuan kedua siklus II, peneliti memperoleh peningkatan jumlah siswa yang mencapai Kriteria Ketuntasan Minimal (70). Terdapat 14 (53%) siswa yang mendapatkan nilai antara 85-100 dengan kategori "Sangat Baik", 12 (42%) siswa mendapatkan nilai antara 75-84 dengan kategori "Baik". Berdasarkan hasil di atas peneliti menyimpulkan bahwa permainan How Special Am I dapat digunakan dalam mengajarkan kosakata dan meningkatkan kemampuan siswa dalam menguasai kosakata.

**Kata kunci:** Kosakata, Penguasaan Kosakata, Permainan How Special Am I.



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) International License.

**ABSTRACT**

Vocabulary is the most important component of the overall communicative competence that enables students to convey information, ideas or notions to others in such written and oral form. Vocabulary mastery is the ability to use the words in conducting the communication and understanding the meaning of the words or phrases in English. The research was conducted by using Classroom Action Research (CAR) design. This research was applied into two cycles. Each cycle consisted of planning, action, observation, and reflection. In the second meeting of cycle II, the researcher obtained the improvement of students, who achieved the Minimum Competence Criterion (70). There were 14 (53%) students who got score among 85-100 classified as "Very Good Criteria", 12 (42%) students got score among 75-84 classified as "Good Criteria". Based on the result above the researcher concludes that How Special Am I Game could be done in teaching vocabulary and increasing the students' ability in mastering vocabulary.

**Key word:** Vocabulary, Vocabulary Mastery, How Special Am I Game.

**INTRODUCTION**

Vocabulary is important to support the four English skills, such as reading, writing, listening and speaking. Writing is one of the skills of organizing information or opinions in

---

written form. Ruth in Yunus (2020) says that writing is one of the skills closely related to vocabulary learning. Writing as a thinking process involves a student's ability to organize words and explain them in writing. In other words, without vocabulary, students cannot write well and communicate their ideas.

Vocabulary is words used to express ideas through writing skills. She is supported by Fachrozi in Humairoh (2022) which states that vocabulary is the number of words that people recognize and use in their linguistic activities. One of the most important elements of writing is vocabulary, without vocabulary nothing can be conveyed. And Endarto and Subekti (2020) also argue that vocabulary is one of the most basic and important pillars of English proficiency.

Regulations of the Government of the Republic of Indonesia no. Decree No. 19 of 2005 on national educational standards stipulates that the competence of graduates in language subjects that emphasize reading and writing varies by grade level. Writing is one of the language skills that the students use to communicate indirectly and not directly with others. Without vocabulary, the students cannot communicate ideas or ideas. Moreover, the choice of words also needs to be carefully selected and adjusted according to the rules of the language, so mastering vocabulary for the students is extremely important.

Based on the syllabus of the 2013 curriculum that he used in SMK Negeri 1 Gunungsitoli, especially in the tenth grade, there are four skills that students must master. Building on the Core Competencies, students are expected to understand, apply, analyze and evaluate practical, conceptual, operational, analytical, and metacognitive knowledge relevant to business and use. language in English at a technical, specific and comprehensive level in the context of potential self-development. as a member of family, workplace, community and international, regional and national community. Based on basic skills, students must write short and simple descriptive texts, spoken and written, that relate to people, things, and places, paying attention to social functions, cultural structures, etc. text and linguistic elements, precisely and in accordance with their context. And this too, the program hopes that the children can master the vocabulary to make descriptive writing language in the future. In addition, regarding the student's academic performance, especially English in the tenth of SMK Negeri 1 Gunungsitoli, the school has determined the Minimum Comprehensive Criteria (MCC) that the students must meet , specifically 70. The tudents may achieve MCC as an indicator of student success academically.

Based on the observation of tenth grade of SMK Negeri 1 Gunungsitoli, the researcher found that the students were not able to pass or pass MCC 70, which was caused

---

by the students' inability to write a short descriptive passage. and simply related to the topic. describe personality. The reason why students can't write is because the descriptive text contains many unfamiliar words. The students' vocabulary problems are affected by a number of root problems such as: the students have difficulty identifying and understanding the meaning of words, the students are not motivated to memorize vocabulary, the students lack interest in English since it is not their mother tongue and the students it is difficult in distinguishing noun and adjective.

This problem needs to be solved because it is difficult for the students to keep track of the English learning process. The students need new strategies to enjoy learning English. One of the strategies that can improve the students' vocabulary is the game How Special Am I. How Special Am I is a more effective game to teach vocabulary to the students. This game is intended to be a learning strategy where teachers will prepare learning materials and practice in class using this game in relation to themselves. O'dell in Sudirman (2020) argues that How Special Am I is a game that involves searching for personal information, and also according to Long, Grout in Putri 2018 says the game "Who am I" can expand information and understanding This game aims to practice vocabulary and discover what we have in common with others.

Based on the previous explanation, the researcher will conduct a classroom action study (CAR) because the researcher wants to improve the students' vocabulary building ability. CAR is one of the techniques to enhance teacher managed learning through continuous improvement of Sanjaya to Jalaludin (2021). This means that the quality of learning needs to be assessed from two perspectives: the learning process and the assessment/ evaluation of learning outcomes.

Considering the problems of the above the students, the researcher conducted a study with the title, "Increasing the Student's Vocabulary Mastery through How Special Am I Game of the Tenth Grade SMK Negeri 1 Gunungsitoli in 2022/2023"

## **RESEARCH METHODS**

The methods used in this research are quantitative and qualitative data. Quantitative data is data on students' abilities in writing skills by How Special Am I Game. This data is obtained based on the evaluation results of each action taken in statistical form, namely in the form of student answer scores. Quantitative data is obtained from oral tests (fill in the blank) given to students by using the results of writing descriptive text. Qualitative data is non-countable data that is needed to evaluate and analyze. In other words, qualitative data

is subjective data that only requires reflection. In this study, qualitative data was obtained from observation sheets and field notes.

## **RESULTS AND DISCUSSION**

In the research title was “Increasing the Students’ Vocabulary Mastery through How Special Am I game of the Tenth Grade of SMK Negeri 1 Gunungsitoli in 2022/2023”. The subject of the research was X-UPW 2 of SMK Negeri 1 Gunungsitoli in 2022/2023. Which the total numbers of the students were 26. In conducted the research, the researcher used classroom action research (CAR). The research conduct in two Cycles, the researcher analyzed the result of the students’ vocabulary mastery and the observation sheet either for the researcher’s and students’ activities the researcher did the research in two Cycle.

In Cycle I especially in the second meeting, the researcher gave test to the students was extend to know the students’ ability in writing, and the students’ result showed that most of the students did not pass Minimum Competence Criterion (MCC). There were 4 students (15,38%) who got mark classified in “Good” level. There were 5 students (19,24%) who got mark classified in “Adequate” level. And there were 17 students (65,38%) who got mark classified in “Less adequate” level. The higher value that the students got was 80 and the lowest value was 50 while the average of the students’ value was 60. Based on the students value in Cycle I, it can be concluded that the students’ vocabulary mastery in Cycle I still less. The students were not able to write descriptive text especially in describing a people because the students did not have enough vocabulary about the topic they got.

In Cycle II, the researcher taught the students about the improvements that had been designed in the previous meeting. The improvements had been brought a huge influence of the students’ achievements in Cycle II. It showed from the result of observation sheet, most of the students had done all the activities or procedures of Conscience all strategy. The students’ percentage activities in the first meeting Cycle II was 96,06%, and in second meeting was 100%. Moreover, the students’ mark was upgrading, all of them passed of the Minimum Competence Criterion (MCC) 70 score. There were 14 students (53,84%) who got mark that classified in “Very good” level. There were 12 students (46,16%) who got mark that clasified in “Good” level. The higher value that the students got was 84 while the average of the students’ valuie was 86.

Based on the result of the research, the researcher observed that the students were interested in teaching and learning vocabulary mastery. They were enthusiastic the learning

process. The researcher assumes that teaching by How Special Am I Game. Using How Special Am I Game the students could practice how to determine vocabularies, how to make a descriptive text, and how to understand writing ability more easily and effectively. So, it has proved that How Special Am I Game can be interesting technique in learning writing. It is concluded that How Special Am I Game can increased the students vocabulary mastery in writing descriptive text, so this strategy can used in teaching writing for the students by using that How Special Am I Game the students problem in writing was solve.

## **CONCLUSION**

In Cycle I especially in the second meeting, the researcher gave test to the students was extend to know the students' ability in writing, and the students' result showed that most of the students did not pass Minimum Competence Criterion (MCC). There were 4 students (15,38%) who got mark classified in "Good" level. There were 5 students (19,24%) who got mark classified in "Adequate" level. And there were 17 students (65,38%) who got mark classified in "Less adequate" level. The higher value that the students got was 80 and the lowest value was 40 while the average of the students' value was 60. Based on the students value in Cycle I, it can be concluded that the students' vocabulary mastery in Cycle I still less. The students were not able to write descriptive text especially in describing a people.

In Cycle II, the researcher taught the students about the improvements that had been designed in the previous meeting. The improvements had been brought a huge influence of the students' achievements in Cycle II. It showed from the result of observation sheet, most of the students had done all the activities or procedures of Conscience all strategy. The students' percentage activities in the first meeting Cycle II was 96,06%, and in second meeting was 100%. Moreover, the students' mark was upgrading, all of them passed of the Minimum Competence Criterion (MCC) 70 score. There were 14 students (53,84%) who got mark that classified in "Very good" level. There were 12 students (46,16%) who got mark that clasified in "Good" level. The higher value that the students got was 100 while the average of the students' valuie was 86.

Based on the clarification above, the researcher concludes that How special am game. can increase the students' vocabulary mastery through How special am game.of the tenth grade of SMK Negeri 1 Gunungsitoli in 2022/2023.

## RECOMMENDATION

Based on the research findings, the researcher gives some suggestions, as follows:  
The English teachers in SMK Negeri 1 Gunungsitoli encouraged to apply How special am game.to increase the students' vocabulary mastery in writing descriptive tex. In teaching writing by using How special am game, the teacher should select the writing material for the students to make them interest and active in the teaching-learning process. For the reader, it was better this research be a guide of other research in order to enhance more information about teaching writing strategies. Further expectation for the next researcher and the teacher to use How special am game in teaching writing in other skills.

## BIBLIOGRAPHY

- Abiodun-Oyebanji, O. J. (2020, July 13). *Research Variables: Types, Uses and Definition of Terms*. *Research in Education*, 43-55.
- Alwiyah, T. T. (2018, January). *Relation of Relationship between Research Theory and Variable with Management Case Study*. *ATM*, 2.
- Asyiah, D. N. (2017, November). *The Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, and Influences on Students' Vocabulary Mastery*. *Jurnal Bahasa Lingua Scientia*, 19, 293-318.
- Brown, H. Douglas, 2004. *Language Assessment Principles and Classroom Practices*, USA, San Fransisco State University.
- Dwi Wulandari, B. S. (2019, March). *Teachers' Perception on Classroom Action Research*. *International Conference on Economics, Education, Business and Accounting*, 313-320.
- Daulay A. A. (2023). *Teaching Vocabulary To Primary Class Pupils*. *International Journal of Education, Social Science & Humanities*. FARS Publishers Impact factor (SJIF) = 6.786 , 11, 119-122.
- Emeliya Sukma Dara Damanik, S. H. (2021, May). *The Use of Vocabulary Self-Collection (VSS) Strategy in Increasing Student Reading Comprehension*. *Journal GEEJ*, 8, 54-64.
- Fitriani, R. H. (2019, october). *Improving Students' Descriptive Text Writing by Using Writing in the Here and Now Strategy at the Tenth Grade Students of Vocational High School*. *International Journal for Educational and Vocational Studies*, 1, 632-636.
- Gulnoza, K. (2023). *Importance of Games to ESL Lessons* . *Международный научный журнал*, 1, 56-58.
- Head, O. a. (2023). *Games for Vocabulary Practice*. 12-15.
- Hikmah Noerqori Saputra, M. s. (2019). *Teaching Vocabulary through Fly Swatter Game*. *English Language in Focus (ELIF)*, 2, 17-24.
- Ignatius Tri Endarto, A. S. (2020). *Developing a Web-Based Vocabulary Size Test for Indonesian EFL Learners* . *TEKNOSASTIK* , 18, 72-81.

- Izah, N. (2019). *Upgrading Students' Vocabulary through "Memrise" App* . *Proceeding of Conference of English Language and Literature (CELL)*, 100-110.
- Jalaludin, M. N. (2021). *Print-Based Media in Methodology Course of Classroom Action Research*. *Journal of Social Work and Science Education*, 2, 208-218.
- Kris Handayani, H. Z. (2021, April). *The Effect of Spelling Bee Game on Students' Vocabulary Mastery* . *FISK*, 42-49.
- Mega Ryani Parede, T. M. (2022, August 03 ). *Improving Students' Vocabulary By Visual Media*. *JoTELL Journal of Teaching English, Linguistics, and Literature* , 1049-1056
- Mufidah, T. (2022). *Applying "Who Am I" Game to Foster Students' Speaking Ability of Describing Things* . 85-95.
- Purrohman, P. S. (2018, June 30). *Classroom Action Research Alternative Research Activity for Teachers*. 113-120.
- Sipayung, R. W. (2018, october). *The Effect of Word Wall Strategy on Students' Vocabulary Achievement at SMP Negeri 5 Pematangsiantar in the Academic Year 2018/2019*. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 1, 251-263 .
- Suci Humairoh, b. K. (2023, March 1). *The Effectiveness of Simon Says Game to Improve Students Vocabulary Mastery in Learning English*. *Jurnal Pendidikan, Bahasa dan Budaya*, 2, 49-55.
- Sudirman, C. C. (2020). *Improving Students' Vocabulary Mastery Through How Special Am I Game at the Second Semester of the Eighth Grade of SMPN 35 Bandar Lampung in Academic Year Of 2019/2020*. Thesis, 25-40.
- Sudijono, 2009. *Teaching and Learning Vocabulary*, New burry House Publishers, New York.
- Putri, A. F. (2022, august). *An Analysis on Students' Ability in Writing Descriptive Text at Senior High School during Online Learning*. *International Social Sciences and Humanities*, 2, 162-170.
- Yunus, P. M. (2020, March). *Enhancing Writing Vocabulary Using*. *International Journal of Learning, Teaching and Educational Research*, 19, 106-122.
- Yustina Gulo, R. D. (2022, april). *Improving Students' Vocabulary Mastery on Narrative Text through Mnemonic Method at the Seventh Grade Of SMPN 1 Huruna*. *Research on English Language Education (Relation Journal)* , 4, 45-55.
- <https://www.slideshare.net/primadinacahyaty/assessing-vocabulary-75659989>