

**GROUP DISCUSSION METHOD IMPROVING STUDENTS' VOCABULARY AT ELEVENTH
GRADE STUDENTS OF SMA SWASTA PGRI 20 SIBORONGBORONG
IN ACADEMIC YEAR 2022/2023**

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Abstract

This study aims to improve students' vocabulary mastery by group discussion method. This study was conducted by using classroom action research at the Eleventh Grade students of SMA Swasta PGRI 20 Siborongborong In Academic Year 2022/2023". The subject of this study was the eighth grade students and the total number of students were 42 students. The researcher applied in two cycles with four meetings. The data was collected by using the quantitative data and qualitative data. The result showed that the students' score from pre-test to post-test of cycle I and cycle II increased. The students' mean from pre-test was 42,38, for the first cycle was 66,30, and the second cycle was 79.88. The pre-test result 9.52%, the competence test cycle I was 32,71% and the improvement of the students showed in the last competence of the cycle II was 90,47%. Observation sheet and questionnaire sheet supported that group discussion method improved the students' vocabulary. It was showed by the students' responses and attitude. They were looked well in each day. They became more active, serious and interested to learn vocabulary during the teaching learning process.

Keywords: *Group discussion, improving, vocabulary*

INTRODUCTION

Background of the Study

Vocabulary is one of the most important thing in learning a foreign language. Vocabulary can't be separated from the language because vocabulary is a part of language. Vocabulary is important for learning language because several reasons. First, the ability to understand the target language greatly depends on one's knowledge of vocabulary. Second, vocabulary acquisition is an important aspect to master all language skills; listening, speaking, reading, and writing (Edge, 1993).

At school, especially at school SMA Swasta PGRI 20 Siborongborong, vocabulary is taught by integrating with skills such as speaking, reading, writing and listening. On one teaching learning process at the eleventh grade students' the teacher found some problems on the students of vocabulary. Where before coming into that level students need to know what the

meaning of the word, how to spell and how to

pronounce the words.

It is important to use suitable method to improve students' vocabulary and also, the teacher has to do some efforts in order to improve the students' vocabulary. Based on those problems, the researcher would like to help teacher to solve the students' difficulties in learning vocabulary by providing a new method to be implemented in the class. An appropriate method delivered by using group discussion through media riddle game which has not been used by the teacher.

Group discussion is a method of learning where students discuss issues and ideas together. Group Discussion is a method that is carried out by two or more people by exchanging opinions or ideas, experiences, to achieve a certain goal. According to Ali

Imron (2016) : 159 Group Discussion is a method that is carried out by two or more people by exchanging opinions or ideas, experiences, to achieve a certain goal. In group discussion, students work in groups to solve problems and learn from each other. Group discussions allow students to express their opinions and ideas freely. Students who participate in these types of activities gain confidence in expressing themselves and learn how to work together. Group Discussion is a way of presenting lesson material and teachers provide opportunities for students (groups of students) to holding scientific discussions to gather opinions, make conclusions or compile various alternative solutions to something problem.

Therefore, the researcher decided to apply media riddle game in the group discussion method to help students learn vocabulary in a fun and active way. Riddle game is one of many vocabulary games. Buchoff (1993) stated that riddle game actually have great potential in the classrooms for developing higher level thinking skills because they are offer an opportunity to experiment with language in unusual ways.

Considering the importance of vocabulary in English, the researcher is interested in conducting a research entitled: "Group Discussion Improving Students' Vocabulary At Eleventh Grade Students of SMA Swasta PGRI 20 Siborongborong In Academic Year 2022/2023.

The Problem of The Study

Based on the background of the study, the problem of the study are formulated as follows : Does group discussion improve students' vocabulary at eleventh grade students of SMA Swasta PGRI 20 Siborongborong?

The Objective of The Study

Based on the problem of the study, the objective of the study is to find out : whether the group discussion improves students' vocabulary at eleventh grade students of SMA Swasta PGRI 20 Siborongborong.

The Scope of The Study

In this research, the researcher focuses on types of vocabulary namely; receptive vocabulary and productive vocabulary by using group discussion method to improve students vocabulary at eleventh grade students of SMA Swasta PGRI 20 Siborongborong.

The Significance of The Study

After knowing the use of group discussion in

teaching vocabulary, this research hopefully will give some contributions in the teaching of English at senior high school. The following are some advantages of this study:

1. For the students

This study is expected to be able to improve the students' vocabulary with group discussion method that create a fun atmosphere in the classroom.

2. For the teacher

This study is expected to give consideration or alternative for the English teacher in understanding the concept of teaching vocabulary in this study.

3. For the school

This research hopefully can help improve the quality of English teaching in the school.

4. For other researchers

This study is expected to give other researchers a valuable experience which can be used for doing a better action research in the future.

REVIEW OF LITERATURE

Vocabulary

The Understanding of Vocabulary

Vocabulary is the basic language aspect that must be mastered before mastering English skills. There are some definitions of vocabulary by some experts. According to Hornby (2006: 1645) vocabulary is all the words that a person knows or uses and it is all the words in a particular language. Linse (2005:121) stated that vocabulary is the collection of words that an individual knows. According to Hatch and Brown (1995: 1) vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use.

From some definitions about vocabulary above, it can be said that vocabulary is the basic element of language which someone needs in learning a language especially to communicate effectively with others. Moreover, based on all of definitions about vocabulary above, the researcher concludes that vocabulary is all the words in a particular language that an individual knows or uses to communicate effectively.

The Importance of Vocabulary

Vocabulary has important role in English learning. It is one element that links the four skills of speaking, listening, reading and writing all together (Huyen and Nga, 2003). According to Rivers as cited in Nunan (1991: 117) vocabulary is essential for successful second language use because, without an extensive vocabulary, the learners will be unable to use the structures and functions we may have learned for

comprehensible communication.

According to Dellar H and Hocking D (in Thornbury, 2002:13) also stated that when someone spends most of his/her time to learn grammar, there is no significant improvement in his/her English. However, the significant improvement can be seen if someone learns more words and expression. Someone can say very little with grammar, but without words someone cannot say anything at all. Those statements show that vocabulary is an important element in language learning.

From the statement it can be concluded vocabulary is the first element in English. It must be mastered well by young learners to support the English mastery.

Types of Vocabulary

Vocabulary can be classified into oral and print form (Hibert and Kamil, (2005:3). The form of vocabulary when someone speaks orally or reads orally belongs to oral form. Conversely, when someone reads silently or writes something, vocabulary will be seen in print form. Furthermore, Hibert and Kamil (2005:3) also stated that vocabulary can be classified into two types; productive and receptive vocabulary.

Group Discussion

Defenition of Group Discussion

Group Discussion is a modern method of assessing students' personality. It is both a technique and an art and a comprehensive tool to judge the worthiness of the student and his appropriateness for the job. Work in group is very important to encourage students. Dornyei and Murphey (2003: 72) states that the relationship between members while working in the group was a very important factor to promote group development.

When students are in a group discussion, they feel easier to speak with their friends in a group; it can put students at ease. Gage and Berliner (1988: 389) states that discussion is a strategy which can bring students together and provide opportunities for discussion, problem solving, debate and disputation. One student can talk to another, who can respond in turn. Other students also can enter into the discussion. The teacher usually facilitates the whole complex interaction, acting as chairperson, guide, initiator, summarizer and referee.

Based on the definitions above from some experts related to group discussion, group discussion is a way to provide opportunity for learners to practice their vocabulary ability by promoting teamwork and build good learning atmosphere with other learners in a group to perform a discussion, problem solving, debate and disputation within a group to achieve a particular goal.

The Benefits of Group Discussion

In general, the reason why discussion is applied by teachers in teaching English is to encourage students to have a chance to increase students vocabulary. Discussion also requires students to think critical in answering questions from the other students and critical in receiving information in a discussion.

According to Ur (1996: 7) group discussion can improve the motivation of the students, because by working in a group their motivation is increased. More important, group work lends it self to a game like activities, so almost any task centered exercises can be transformed into a game by adding an element of tension. The benefits of the discussion include:

- a. To stimulate students to think and issue their own opinions, as well as contribute deep thought common problem.
- b. To take one actual answer or a series of ones based on careful consideration. While the purpose of using discussion in the learning process teaching in the classroom, as well as a means to an end instructional, is also intended to acquire a variety of another advantage. These advantages include: students can exchange information about experiences in exploring new ideas or problems to be solved by them, can develop the ability to think and communicate, as well involvement in planning and decision making increase.

From the explanation above, it can be concluded that the function discussion is to provide encouragement (stimulus) to students, so as to provide opinions, ideas, thoughts that are useful for solution to problem. While the purpose of use, group discussion is to train and foster cognitive aspects, effective and psychomotor students in terms of conveying opinions and thoughts so that students get used to solving problems on their own faced both individual and group problems.

Characteristics of Group Discussion

Group discussion is able to help students to summarize the ideas and information that a group of informants may come to hold as a group, rather than the information held by the individual members. The general idea of applying group discussion in a speaking class is that each participant in the group can act and contribute to stimulate ideas in the other people present, and that by a process of discussion the collective view becomes greater than the sum of the individual parts itself.

Ur (1996: 116) also argued that group discussion

can be used to serve a variety of purposes, and may be used to assist in problem identification, in clarifying the issues relevant to a particular topic and in the evaluation of products. In group discussion, some media are applied to help students in doing the group discussion to get more benefits, and teacher can apply game easier in the teaching and learning process.

RESEARCH METHODOLOGY

Research Design

This research method was designed in a Classroom Action Research. Classroom action research is useful for the teacher to improving the process and the quality of learning in the class. By using steps in classroom action research, teacher can find the problem solving in their class and the problem solving.

Classroom action is an activity to find out what the best way from the problem in the classroom directly, although class term can understand deeper, it is not only in the classroom but also every where the teachers do the teaching process. So, we can improve students' ability in learning process. This aim of classroom action research is to improve the teachers' teaching their own classroom or school. While there is no requirement that the findings be generalized to other situation, the results can add to knowledge base.

According to Arikunto, Classroom Action Research consist of three words, there are: Classroom action research consisting of three words that could be understood as follows understanding.

1. Research is examine the activities of an object, use the rules of a particular methodology to obtain data or information useful to improve the quality of a thing that interest and important for researchers.
2. Action is something movement activities that are deliberately made with a specific purpose, which study form a series of cycle of activity.
3. Class is a group of students who are in the same time receiving the same lesson from a teacher. Restriction written for the understanding of the nation that class in long, to knock out a misconception and is widely understood by public with the room where the teacher. Not a form of classroom but a group of students who were studying.

Based on the explanation above, it can be concluded that action research is one or research used in education field which is conducted in a classroom to improve the teaching and learning quality.

Subject of Research

Population

A research requires objects to be studied to achieve purpose of research. The data from the object under study is data that needed by researchers for the process of analyzing data. The object to be studied still a population selected by researchers.

According to Sugiyono (2013: 117) "Population is a generalized area consisting of objects or subjects that are have certain quantities and characteristics that are applied by researchers to be studied and then drawn conclusions.

The population used by the researcher is eleventh grade students of SMA Swasta PGRI 20 Siborongborong In Academic Year 2022/2023. The total of the population of this research is 288 students.

Sample

The object of research which is still in the form of a population has been focused on being a research sample. Sugiyono (2008: 118) The sample is a part of the whole and the characteristics possessed by a population.

Based on this statement, the sampling must come from the selected population. Sampling technique carried out by the researcher in this study used purposive sampling. By using purposive sampling, sample determined deliberately by researchers based on criteria or certain considerations so that they do not go through the selection process as carried out in a random technique (Faisal, 2008:67). So, the researcher took a sample from class XI IPS-1 students.

Procedure of Research

The Classroom Action Research (CAR) using Kemmis and Taggart design consists of four phases, they are planning, acting, observing, and reflecting after doing four phases called one cycle. After finishing the first cycle, it might be found a new problem or the previous unfinished problem yet. Therefore, it is necessary to continue to the second cycle in line it the same concept of the first cycle.

Instrument of Data Collection

In this research, researcher used qualitative data and quantitative data. The qualitative data consisted of observation and questionnaire for the students. The quantitative data that used was pre-test and post-test. The explanation as follows:

Observation

Observation is the main technique in collecting the data about students' response concerning the use of group discussion method through riddle game, the

obstacle that students faced and the difficulties experience by the students while learning vocabulary. The observation conducted to observe teaching learning vocabulary in the classroom activities. It used to know about the implementation of using group discussion through riddle game.

Questionnaire

Questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to students to answer. The questionnaire used in this study is a closed questionnaire, because students only need to mark one answer that is considered correct. This questionnaire was used to measure students' attitudes, opinions and perceptions about the implementation of group discussion through riddle game in improving students' vocabulary in the classroom.

Test

The test that used in this study was pre-test and post-test. The pre-test was done before using group discussion method through riddle game. It is to measure students' vocabulary mastery firstly. Then, the post-test implemented after using group discussion method through riddle game. The type of test given by the

DATA AND ANALYSIS

Data The data of this research consisted of two kinds, they were qualitative and quantitative . Qualitative data was taken from observation sheet and questionnaire sheet and quantitative data was obtained from the students' vocabulary test. The data had been collected within two cycles. The data was taken from the eleventh grade of SMA Swasta PGRI 20 Siborongborong which consisted of 42 students.

Quantitative Data

The quantitative data was taken from the result of tests during the research. The test was given three times, a test was a pre-test and post-test in the cycle I and cycle II. The first test was given to the students without any treatment. The last of the post-test cycle I and cycle II was given to the students after teaching for each cycle had

researcher to students was in the form multiple choice question.

Techniques of Data Analysis

The data of this study collecting by using qualitative and quantitative data. Qualitative data according to Sugiyono (2015) is data in the form of

been completely finished. The score of the students from the pre-test, posttest in cycle I and the last post-test in cycle II showed improvement continuously. The improvement of the students' achievement in vocabulary by using group discussion method through riddle game was shown in the following table.

Table
The Students' Score from Pre-Test until Post-Test in Cycle II

No	Students' Name	Pre-Test	Post-Test Cycle I	Post-Test Cycle II
1	Abe Nababan	40	65	75
2	Andre Sihombing M.	45	70	75
3	Arkis Pasaribu A.	65	75	90
4	Benediktus Purba	65	70	80
5	Boy Pasaribu	50	70	80
6	Bryan Tampubolon M.	45	75	85
7	Carli Siahaan	55	65	75
8	Cristian L.	40	65	75
9	Dame Lumbantoruan	40	75	80
10	David Silitonga A.	30	65	75
11	Diani Sihombing	75	80	85
12	Elsa R. Sinaga	10	35	70
13	Frida Suci Sirait	35	60	70
14	Ica Manalu Maria	40	65	75
15	Jeefroon Tampunan F.	30	60	75
16	Joster Situmeang W.N	30	75	80
17	Jose Situmorang F.	50	75	75
18	Juli Hutasoit Putra	30	55	75
19	Kasih Siburian N.	35	65	80
20	Laura Silaban Putri	30	55	75
21	Loisa Gultom	75	80	85

22	Mendi Sandika Sinaga	40	70	75
23	Michael L	45	55	75
24	Minaria Siregar	35	50	75
25	Monika Sianturi Cindi	40	75	85

26	Muhammad Luthfi	40	75	80
27	Nanchi Nababan	45	70	75
28	Nelson Nainggolan	20	60	70
29	Novia Lumbantoruan	15	55	70
30	Panda Juro Hutabarat	30	70	80
31	Poltak Sihombing	30	50	75
32	Rafael J. Sirait	60	75	85
33	Raflyanto J. Panjaitan	50	75	80
34	Rahel T.K. Simaremare	30	50	75
35	Rani V. Situmeang	40	75	80
36	Rayhandes Sihombing	75	80	90
37	Reinhard Silitonga	30	55	75
38	Rinaldi Siagian	60	75	80
39	Sheila A. Doloksaribu	35	70	85
40	Tetty Lumbantoruan	30	60	75
41	Winda Sari Nababan	40	60	75
42	Yosua A. Simamora	75	80	85
Total	1.780	2.785	3.355	
$\sum X$				
Mean	42,38	66,30	79,88	

words, schemes and pictures. The analysis qualitative data used in this research observation of students' activities during teaching learning process before and after Classroom Action research (CAR).

Quantitative data according to Sugiyono (2015) is data in the form of numbers or qualitative data that is estimated. The quantitative data was found by analyzing the score of students. To know the development of the students' score for each test, the mean of the students' tests was computed by applying the following formula:

$$= \frac{\sum X}{N}$$

Where :

X = mean

$\sum X$ = individual score

N = number of students

To find out the class percentage, the writer used the formula by Sudjono (2006) below:

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

Where:

P : the class percentage

F : total percentage score

N : number of students

Table
The Improvement of Students' Vocabulary By Using Group Discussion Method Through Riddle Game

Name of Test	Total Score	Mean
Pre-test	1.780	42.38
Post-test Cycle I	2.845	66.30
Post-test Cycle II	3.320	79.88

a. Pre-test

The percentage of students who passed the minimal mastery level criterion (KKM) on the pre-test :

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

$$P = \frac{4}{42} \times 100\%$$

$$P = 9,52\%$$

b. Post-test cycle I

The percentage of students who passed the minimal mastery level criterion (KKM) on the post-test cycle I :

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

$$P = \frac{15}{42} \times 100\%$$

$$P = 32,71\%$$

In the post-test cycle I the students score got increasing. The result of post-test cycle I showed the mean score of the class increased to 66,30 which there were 15 or 35,71 % students who passed the Minimum Mastery Criterion or KKM.

c. Post-test cycle II

The percentage of students who passed the minimal mastery level criterion (KKM) on the post-test cycle II :

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

$$P = \frac{38}{42} \times 100\%$$

$$P = 90,47 \%$$

CONCLUSION AND SUGGESTION

Conclusion

After analyzing the data, it can be concluded that group discussion method through riddle game improve students' vocabulary, especially for students in eleventh grade of SMA Swasta PGRI 20 Siborongborong. Related to the students achievement, there were 90,47% who passed The Minimum Criterion – Kriteria Ketuntasan Minimum (KKM) 75. In the pre- test, was 9,52% or 4 students who passed the KKM. Meanwhile, in the post-test cycle I there were 32,71% or 15 students who passed the KKM. Next in the result of post-test cycle II, there gained 90,47% or 38 students who passed the KKM. So, it achieved the criteria of success.

The observation sheet, in teaching learning process by using group discussion method through riddle game they are interested, feel enjoy and motivated to increase their vocabulary. It seen from their enthusiastic and interested in the lesson when the teaching learning process. The questionnaire sheet which was given to the students, showed that the students had good responses to the implementation group discussion method through riddle game. The result of questionnaire score showed that all the students agreed that by using group discussion method through riddle game helped them in improving their vocabulary competence.

Suggestion

After having the research in SMA Swasta PGRI 20 Siborongborong, the researcher would like to give some suggestions, based on observation.

a. For the teacher:

The teacher should give games to improve students vocabulary. This strategy makes them easier to memorize the word. And also, the teacher must be able to motivate students and be able to create a more interesting learning atmosphere. Teachers can try various fun learning methods or media, so that students feel enjoy and don't get bored easily, especially in learning vocabulary.

b. Other researcher

The researcher wants to give suggestion to other researchers who want to take the same subject to do details research about it. It is done because the research that has been done is not perfect so hopefully other researcher can make it better.

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