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IMPLEMENTING THE SOBRY LEARNING MODEL AND GAME TO IMPROVE STUDENTS' ABILITY IN ENGLISH LANGUAGE TEACHING

Abstract

This research aimed to find out the students' ability to learn English vocabulary through the implementation of the SOBRY Learning Model and game and to find out the problems encountered by students in learning English. This research was an action research. The research was carried out in the English Language Education Study Program, Faculty of Teacher Training and Education, Nusa Nipa University. The research subjects were 23 students from first-semester students in the English Language Education Study Program. In collecting the data, the researcher used written interviews and tests. This research found that there were several problems faced by the students, namely lack of vocabulary, some of them could easily follow the writing exercises but some still confronted difficulties in doing exercises, and they did not choose the appropriate words. The researcher concluded that the implementation of the SOBRY Learning Model and a game could improve students' ability in English language teaching as part of innovation in education.

Keywords: Improve, SOBRY, Game, Ability, Teaching

INTRODUCTION

Education as the main means of social development of an individual, must carry out changes depending on the needs of modern society. Although it experiences a productivity and efficiency crisis, the education sector is sometimes seen as being reluctant to change. In times of tight budgets and increased demand, innovation may serve to boost educational quality. Education innovation is very interesting to talk about. One of the most conservative social structures and areas of public policy is the education system. It is sometimes difficult for educators to adapt and change. Innovation in education is sometimes introduced in different countries without the necessary preparation, testing, experimentation, and evaluation. An effective system of knowledge can create and disseminate the necessary for education, stretching from scientific research into teaching and learning to the more practical of knowledge in the teaching process and knowledge entities. Though the introduction of digital technology is not a requirement for innovation in education, these strategies should make judicious use of technology to maximize the potential for improving teaching and learning processes. Strong evaluation is necessary for innovation in education. Building a bright of knowledge can direct future innovations and requires understanding what truly works, what doesn't, and why.

Innovation is the process of developing knowledge, skills, and experience. Innovation aims to create something different from what we have been doing, either in quality or quantity, or both. Innovation is also sometimes associated with the invention of increasingly sophisticated technologies that make human work easier. Innovation is also intended to improve the policy information system, strengthen national identity and awareness, attract student interest, increase learning motivation, and produce many graduates in various fields of work by the needs of society (Kusnandi, 2017). Innovations are needed to convey scientific advancements in a simple, effective, and efficient way. Along with technological advances, the world of education is growing. Education does not only produce innovations in the form of new learning media and

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tools; the curriculum, models, teaching materials, strategies, and organization of education also change. Talking about innovation is the process of developing knowledge, skills, and experience to create or improve products, be goods or services. Education not only serves to preserve the culture of the past but also to prepare students so one day they can live and adapt to the demands of the times. Therefore, something that is given at school must be tested and have use value for students' lives in the future.

Educational innovation can be defined as new concepts, products, services, and processes in education that aim to improve the quality of the education system and simplify it. In the context of learning, educational innovation aims to make the learning process easier and simpler. With the advent of internet-based technology, innovations in education today have come a long way. The aims of educational innovation are as follows; first, to catch up with advances in science and technology. Second, to ensure equitable and fair provision of education for every citizen, in every type, pathway, and level of education. Third, to transform the education system. From the perspective of educators and learners, educational innovation aims to encourage them to learn, research, and use various tools to discover new things. Therefore, educational innovations are designed to enable everyone to have the opportunity to learn throughout life and wherever they are. These innovations are meant to meet current and future needs. Educational innovation is also supported by learning media. According to M. SobrySutikno (2021), learning media can be defined as something that can carry information and knowledge in the interaction that takes place between educators and learners. Learning media is anything that is used to transmit information from sender to receiver and is intended to attract students' curiosity and encourage them to learn. Learning media should be well designed so that it can enhance, reinforce, and support learning.

Capuno et al. (2019) state that various forms and models of learning media have evolved to enhance or complement educators' (teachers, lecturers, or tutors) efforts to ensure engaging learning for students. To improve the quality of education, educators must take on at least two roles in the use of innovative learning media. These roles can be innovation, creativity, instructor, and facilitator. These roles are very important to support the use of learning media. The success of learning cannot be guaranteed without the role of teachers and sophisticated and innovative learning media. Thematically, educational innovation includes at least parts of education, such as media and learning models.

In the post-method era, a student is a self-sufficient student who has two interconnected sides of autonomy such as academic autonomy and social autonomy. When a student is willing to take responsibility for his/her learning to gain autonomy, the educator gives a set of cognitive, metacognitive, and emotional approaches to facilitate effective learning. The post-method era creates an environment by delivering or having their language teaching, so students can determine their learning processes and styles (Putri, 2021). Nowadays, the ability in English is getting more important than ever before. Being capable of using English at the workplace becomes an influencing factor in fulfilling duties. For educators, they need to learn English to support their careers and to improve their personal and professional quality. In the EFL context, the teaching of English has employed various methods and strategies (Haryadi, 2020).

English is a significant language that is utilized by many nations around the world for communication. As an international language, it has a significant impact on modernity, so English is the first foreign language to be taught in Indonesia, both formally and informally. Even in the English course and non-formal way, English is taught in primary schools and kindergarten to secondary and higher institutions. This phenomenon demonstrates how conscious people are that English is crucial. Recognizing these facts, the Indonesian government has made numerous attempts, such as improving the curriculum and bringing fresh ideas and techniques for training English instructors.

In 1945, the year of Indonesia's independence, English was the first foreign language taught in junior high schools to universities. English is significant because it rules commerce, transportation, international relations, science, and technology. Since the 1940s till the present, English has been the dominant foreign language in the nation as a result of international trade and communication. English's advancement in the sphere of education has been rising steadily

Bire (2016) in Eni (2021). Learning the four skills of listening, speaking, reading, and writing are essential components of learning English. People frequently communicate knowledge, concepts, and everything else in their minds in daily life using spoken or written language.

Vocabulary has the biggest role in connecting the four language skills when learning a foreign language. Implementing vocabulary can help students improve their capacity to communicate and give them opportunities to gain knowledge about acquiring words so they can comprehend and construct phrases or discourses in English. Students should have a sufficient vocabulary and be able to use words correctly and in appropriate contexts. The words in the English language originate from other cultures or nations. Knowing anything is difficult unless you remember the new word. To fully retain it, we need a lengthy process. English teachers/lecturers must produce content that can inform students about it. Learners can become more memorable by using visual materials and games while teaching language. Games and visual media are tools for interaction between the teacher and the students during vocabulary instruction. Games and visual media are significant vocabulary-learning tools. Educators must find a means to teach vocabulary through visual media to get students excited about learning vocabulary and make situations enjoyable. It was used to ensure that the learning process went smoothly and was crucial in raising students' attention to accept and actively deliver responses to terminology that has been taught by the educator and to make the learning process go smoothly (Eni, 2021).

Teaching English, particularly vocabulary, is crucial for students to learn, the researcher used the SOBRY Learning Model and Magic Box Game to help students. The researcher used the SOBRY Learning Model because it gives a new, simple, and easy idea to use. The SOBRY model is considered one of the innovative learning models. The concept of the SOBRY model is named by an education practitioner Dr. M. Sobry Sutikno. It was started in 2013. The aim is to encourage students to actively participate in learning and create a fun learning environment. Although Sobry's model is still relatively new, some research shows that it is effective as a learning model. For example, (Rianty, 2016), based on the results of her analysis, the SOBRY learning model, which focuses on students' speaking skills, is considered quite acceptable for Indonesian language teaching. Due to the reasons above, the researchers tried to conduct a research entitled "Implementing SOBRY Learning Model to Improve Students' Ability in English Language Teaching".

METHODS

In this research, the researchers improved the English vocabulary of first-semester students of the English Language Education Study Program, Faculty of Teacher Training and Education, Nusa Nipa University using action research as the research methodology. Action research is a highly transparent teaching method that enables instructors to assess students' progress daily rather than waiting until the conclusion of a quarter. Pelton (2010) in Eni (2021) said that teachers/lecturers create the reflection-in-action model so they could feel satisfied knowing that appropriate changes had been made throughout the learning process, ensuring that children would perform well on standardized assessments. The benefit of the action research model is the method that is naturally adaptable to deal with the range of problems that could emerge in the teaching and learning environment.

Planning, acting, observing, and reflecting on the action's outcomes are the four steps that make the action research process in general. Each of these procedures can be increased based on the research issue, the research aims, and the quantity of researchers involved. The researcher planned the following set of steps after studying the findings from the first stage. Every reflecting step added to the researchers' understanding of the problem and provided new information about it. The ability to reflect was the most crucial skill that the researcher needed for action research. The action was based on contemplation since it helped the practitioner advance from one stage to the next.

The researcher also used written interviews and tests to gather valid and trustworthy data. Some of the instruments in this action research were concerned with. The purpose of the written interview is to provide information regarding the students' difficulties. The questions on

the list will determine this interview. Tests were used to measure how well the students had mastered the terminology and comprehended the subject matter. After the researcher used the SOBRY Learning Model and magic box game to facilitate learning, there were many vocabulary students had.

RESULTS AND DISCUSSION

Results

A few things affected how the English vocabulary improved based on education level. As a result, numerous initiatives that could expand the students' vocabularies could be tested. The following were the efforts that will be made in this research; the first step was to offer a question-and-answer session. It was thought that by doing this, the students' knowledge of and recall of simple terms would improve. The students will have numerous opportunities to speak up and use their word knowledge during this activity. It was anticipated that the students would speak their English language with confidence. The second step was using the magic box game to practice dialog. By practicing the pictures in the magic box game made more frequently, it was anticipated that the students would be able to perform. Additionally, this measure was taken to avoid making the instructional process monotonous. The third step was using the SOBRY Learning Model as an innovative learning model to encourage students, to participate actively in learning, and create a fun learning environment. The final step, practicing pronunciation using pictures in the magic box game was done by the students to aid them in accurately pronouncing English terminology. The students could find it easier to comprehend the words' meanings in the illustrations. Additionally, it was intended that the students would not find the English lesson to be challenging.

The Implementation

A. Planning

The researcher developed some plans to be carried out in this step after formulating the field difficulties and the actions to solve them. The researcher hoped that by taking this action research, English learning would change to the following condition in light of the issues that had been identified;

1. The students did not think that learning English was a challenging lesson
2. The students lacked of fear
3. The students got involved
4. The students were able to accurately deliver the English terms
5. The students were able to ask and respond to simple questions verbally
6. The students demonstrated fluency in simple dialog
7. The students utilized the instructional materials, particularly the photos in the magic box game
8. The students understood about SOBRY Learning Model
9. The exercise for learning English wasn't boring.

Researchers planned to carry out some actions to produce the desired outcome;

1. Organizing the question-and-answer session
2. Using the pictures from the magic box game to practice pronunciation
3. Using SOBRY Learning Model and working in teams
4. Word translations from English
5. Conducting interlude activities
6. Giving credit points to the active students
7. Making use of educational resources, particularly the magic box's pictures.

The actions above would be carried out simultaneously. It implied that they would be covered by the research.

B. Acting

Following the researcher's introduction of the subject, the students completed various activities based on the agreed-upon planning. The researcher next offered the question and answer activity. The researcher and the students talked about the exercises after the students had finished them. The researcher required the students to provide oral responses to the questions

during the conversation. The students used to write their solutions to this task on the whiteboard, which made it unique. The students were excited to complete the task. When giving the hint and going over the students' responses, the researcher utilized a different image from the magic box to make this activity more engaging. In this practice, the students were required to respond orally to a clue that was given by the researcher while using a little ball toss. The student then passed the little ball to the other student. The researcher then asked the class if the students' responses were correct or incorrect after they had finished answering the question. Do you agree? was one of the questions, the researcher used. Is the response accurate? When a student provided an incorrect response, the researcher asked other students to provide the correct response. If no one knew the correct response, the researcher changed it. They were excited to participate in this exercise. The students believed that they had numerous opportunity to speak up and demonstrate their word knowledge. During practice, some students continued to make pronunciation errors. The students laughed at the pronunciation error. When they heard the phrase pronounced incorrectly, they found it amusing. The students responded favorably to this action. They claimed that participating in the exercise made them joyful.

The English translations of the pictures were given them for practice speaking. The students repeated the pronunciation after the researcher had given it. The researcher eventually allowed the students to enunciate the terms on their own. When they were practicing pronunciation, the students were animated. They were able to appropriately enunciate the English terms. Additionally, students could understand the meaning of the words without having to use their dictionary. When the students encountered any challenging words, the researcher assisted them. The researcher did not directly correct their errors. The researcher attempted to guide them toward the correct meaning when they were uncertain of what the terms meant. However, the researcher changed it when no student understood which was the proper one. The action received a favorable response from the students. They were able to comprehend the words more easily in the translation exercise. Additionally, the word exercise was easier for the students to complete. They were able to respond to the inquiry about them as a result.

In acting, the researcher implemented the SOBRY Learning Model. The researcher conveyed, the learning core, organized students by grouping them into several groups following the number of students and questions/problems to be discussed, asked the questions to each group to be discussed, celebrated or gave rewards to students' achievement including students' activeness and success in answering the questions/problems, and convinced students by explaining the results of the students' discussion. It was decided to conduct intermission activities to keep the students from getting bored while learning English. Additionally, it is intended to relax the students. It was included alongside other activities. Word guessing and singing were the intermission activities. The researcher provided pictures with a brief description of each one to participants in the word guessing game. The researcher informed the students that class participation would get the score. It might encourage students to participate actively in all activities. Since they wanted to earn points, they had an incentive to provide an answer. The students claimed that learning and using English did not make them feel afraid or humiliated.

The media was developed by the researcher for use during the instructional procedure. As media, the researcher used several cards and some pictures. When the students conducted the dialogs, the cards were used. According to the researcher's observations, the media were able to increase the students' desire to learn. They inquired about the media out of curiosity. The students believed that the media clarified and facilitated learning.

C. Reflecting

The reflection was completed after the actions had been carried out. In this activity, the researcher discovered that the students were reluctant to participate in interviews. Consequently, when interviewing them, the researcher did not use a tape recorder. The dialogue might proceed normally without the recording. Written interviews were used by the researcher. The students found it awkward to complete the spoken question and answer task in the first activity. They had never done it before, which was the reason. The way that the students used to provide their

responses was by writing them on the whiteboard. However, they became accustomed to the activity in the subsequent action. They may respond verbally to the researcher’s questions, however, they still had to read the letter. Practice pronouncing English words while looking at pictures might aid students in pronouncing words correctly, thereby improving pronunciation. Additionally, without using their dictionary, the students might expand their vocabulary. By examining the pictures, they were able to determine the meaning of the words.

Discussion

The research’s findings showed that each action contributed to the students’ efforts to increase their word knowledge. When the researcher taught spelling, pronunciation, and word knowledge, they could all attempt to understand and recall the information step by step. The researcher made an effort to incorporate activities into the teaching process that encouraged the students to communicate in the target language. The question and response exercise gave the students the chance to practice. When students learned vocabulary in a target language, such as English, and they did not grasp the relationship between the new vocabulary they had learned and the purpose of the word, many issues appeared. To solve issues, such as the students who were talking over one another during the exercises, they were advised to be quiet and provide the opportunity to other students.

The researcher instructed the students who performed well or had good abilities to mentor the students who performed poorly or belonged to the lower group. The researcher also instructed those students who understood the material to assist those who needed it. The students were allowed to ask their peers if they were understood by the researcher. Giving them assignments and opportunities for practice during each meeting can help them improve. The researcher also discovered that the students had improved and responded well at each session. Additionally, visual media such as the pictures in magic box games could make vocabulary learning more enjoyable and exciting so students would not get bored. The researcher exclusively gave pictures to present vocabulary since they were simple to understand, pleasant and got students’ attention.

Here, the criteria for scoring and categorizing vocabulary proficiency as proposed by Hughes in Juita (2011).

Table 1. Scoring of Vocabulary

Classification	Score	Criteria
Excellent	5	Use of vocabulary to mastery English vocabulary
Good	4	Sometimes use to mastery English vocabulary although it’s no fluently
Average	3	Frequently the wrong words, discussion somewhat limited vocabulary
Poor	2	Misuse of word and very limited vocabulary make comprehension quite difficult
Very Poor	1	Vocabulary limitations so extreme as to make discussion virtually impossible

Table 2. The Result of Tests

Students Number	The Score		Total Score
	Pre-Test	Post-test	
01	4	5	9
02	3	4	7
03	3	5	8
04	3	4	7
05	3	4	7
06	2	5	7
07	3	5	8
08	4	5	9

09	3	4	7
10	3	5	8
11	4	5	9
12	3	5	8
13	3	4	7
14	3	5	8
15	4	5	9
16	2	5	7
17	3	5	8
18	3	4	7
19	3	5	8
20	3	4	7
21	3	5	8
22	3	5	8
23	3	5	8
Σ	71	108	179

The total mean score of the students' result on the pre-test and the post-test:

$$\text{Mean of students' score} = \frac{\text{Total score}}{\text{Number of students}}$$

$$\begin{aligned} \text{Mean of students' score} &= \frac{236}{30} \\ &= 7.86 \end{aligned}$$

The researcher concluded from the analyses that the students still had problems in the pre-test. It was necessary to increase their success in the learning process. The students weren't prepared well for the pre-test. The students struggled with finding the right words since they did not fully comprehend the English vocabulary. The researcher conducted the teaching after determining the result of the pre-test. The post-test results revealed that the students' English vocabulary had improved. The posttest's score was higher than the pretest's.

CONCLUSION

The researcher concluded that there were certain problems with the students, such as the lack of vocabulary, after analyzing data based on research questions addressing the usage of the SOBRY Learning Model and magic box games. Without vocabulary, students would not be able to read and write in English, converse with foreigners, or enhance their reading and writing skills. When Indonesian students learned the vocabulary of a target language, such as English, they encountered numerous issues because they did not comprehend the relationship between the new words they had learned and the functions of the words. As a result, they were unable to use their new words for communication.

However, several of the students were still too hesitant and terrified to talk. They had trouble pronouncing the word. Some of them could readily complete the writing assignments but others still had challenges. They had a limited vocabulary. The research findings indicated that the students' pre-test performance was still problematic. The post-test results revealed that the students' English vocabulary had improved. The post-test result was better than the pre-test in terms of score. Through the SOBRY Learning Model and playing the magic box game as part of their learning process, the students made progress in improving their English vocabulary.

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