The effect of using guess the word game in vocabulary learning at the first grade of junior high school 6 Terbanggi Besar

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ABSTRACT

This research was done with the objective to find whether there is a significant difference on students' vocabulary understanding after being taught by using Guess The Word game. The population of this research was the first grade students of SMP Negeri 6 Terbanggi Besar in the academic year 2022/2023. The sample was class VIIB which consisted of 28 students. The method of this research was pre-experimental design which is the One Group Pre-Test and Post-Test design. The researcher used vocabulary test consisted 30 question pre-test post-test. The researcher used SPSS and Microsoft Excel to analyze the data after those data has been collected. The result showed that there is significant difference on students vocabulary understanding after being taught by using Guess The Word game. The increase from the mean score was 14 where the Post-test was 75,3 while the Pre-test was 60,7.

Keywords : Guess The Word Game, Vocabulary

I. INTRODUCTION

Learning English is essentially learning communication (Yamin, 2017:82). In English there are four types of skill that is listening, speaking, reading and writing. The four skills are important to master when we want to learn English. To be able to use English, students have to know English vocabulary before they are introduced to other English aspects: grammar and pronunciation as Wilkins in Thornbury (2002: 13) notes "without grammar very little can be conveyed, without vocabulary has become the most important thing for English students".

Vocabulary is one of the linguistic features which influences English skills. Learning vocabulary is important to make students able to use English skills. Wallace (1989) states that vocabulary is the vital aspect of language. It means that when the students want to construct a sentence to express their idea, they will get difficulties to express or understand a language without an adequate vocabulary.

In junior high school especially in the seventh grade, English is officially taught. Students are required to understand the English text whether written or spoken text as the tool of communication. In fact, students often lack skills to learn vocabulary, difficult to memorize English vocabulary and they did not pay attention to use the vocabulary that the teacher taught. Because of that, English teachers of junior middle schools have to pay much more attention to look for proper teaching methods to organize their classes. Therefore, teachers have to support students' learning with a good teaching system and create a good environment that helps students to practice their language skills based on their level. It means that teacher has to pay attention to the

students' learning and interest, not to limit teaching only in the classroom, from some existing teaching media such as a flash card, charts, real object, picture, and game.

Wright (1984) states that games help and encourage many learners to sustain their interest and work. Games also helps the teacher to create contexts in which language is useful and meaningful. Games will make the learners fun in studying because they will enjoy studying and will help students to improve their motivation in learning English.

There are many kinds of game to teach vocabulary to students. One of them is through guessing game. It is the one of many instructional games that the object is to guess some kind of information, such as a word, a title, and an object. Guessing game is a game that makes students try to guess the words. According to Klippel (1984), guessing game is a game where students in each group has to solve the problem from some pieces of paper with their questions on them. Topic and material of vocabulary that be used can be varied to the material such as animal, sport, movies, and others. Based on the reason above, the researcher would like to apply the guessing game that may help student enhance their vocabulary understanding.

II. METHODS

The researcher used a pre-experimental design which is the One-Group-Pretest-Posttest Design. In this research, the researcher gave a pretest (T1) to one group of students and then assign the posttest (T2) after the treatment. The result of pretest and posttest are compared to see the significant difference on students' vocabulary understanding after the treatment. The population of this research is the entire of the seventh grade students of SMP Negeri 6 Terbanggi Besar in the academic year 2022/2023. While the sample is the students of VII B class which consist of 28 students.

III. RESULT AND DISCUSSION
Result

Table 1. Statistics score of Pre-test and Post-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	60,79	28	14,871	2,810
	Posttest	75,39	28	12,429	2,349

The table above shows the evidance from the pre-test and post-test. It can be seen that the mean score in the pre-test is 60,79. After given the treatment, the mean score from students post-test increase to 75,39. Therefore, the table indicates that the students score after giving treatment by using Guess The Word game is significantly improved.

Table 2. Hypothesis Result

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Posttest - Pretest	14,607	8,107	1,532	11,463	17,751	9,534	27	,000

The table shows that the result from the analysis of two-tailed significance is 0,000 which is lower than 0,05. From this result, it is clearly shows that there is significant difference on student's vocabulary understanding after being taught by using Guess The Word game, it means that using Guess The Word game affect students vocabulary understanding. So, based on the hypothesis in chapter III, the zero hypothesis (Ho) is rejected, therefore alternative hypothesis (H1) is accepted.

Discussion

Based on the result conveyed by the research above, the result shows that there is a significant difference on students' vocabulary understanding after being taught by using Guess The Word game, where the mean of pre-test score is 60,7 and the mean of post-test score is 75,3. This means that the students post-test score is higher than their pre-test score. The two-tailed significance result also scored lower than 0,05 (0,000 < 0,05) in the Paired Sample T-test. Furthermore, the result of t value is higher than t table with 9,534 > 2,052. It means that the zero hypothesis (Ho) is rejected, therefore alternative hypothesis (H1) is accepted.

The significant difference score from the pre-test and post-test in this research demonstrates that using Guess The Word game in the classroom has affect on students vocabulary understanding. Moreever, the result is in line with previous research by Hasanah *et al*. (2022). In her research, the students significantly are affected on the use of guessing game on students' vocabulary knowledge. Another research that found the use of guessing game can affect students' vocabulary is proposed by Rifa'i *et al.* (2022). They state that the use of guessing game can improve the students'vocabulary skills and student interest of English lesson.

Harmer (2001) states that guessing game is activity that includes interaction between individuals of groups aspiring to prescribe aims. Through guessing games, students can do the teamwork with their friends and change the ideas each other. In learning process, the ensthusiasnm of the students was good. The students gave their attention when learning English through Guess The Word game. It is because Guess The Word game was fun and interesting for the students, this follows by Morris's (1976) in Yuliani (2017) statements, which state that guessing is enjoyable for the students to play and making learning fun for the students. It is also supported by Prawiyata (2018), guessing game is an effective and enjoyable way for students to practice their vocabulary. Moreover, students guess and discuss activity during learning process gives more chance to the students to develop and explore their vocabulary. Hidayati (2009:5) on her research, by using guessing game, there were some adventages of using guessing game such as enriching vocabulary, enlarging knowledge, receiving and sending message.

In adition, the researcher found that there are advantages of using Guess The Word game. First, it helps to build a powerful learning community. Secondly, the students actively take part in the learning process. Third, it gives more challenge for students to develop their creativity. Guessing game's benefits may become considerable aspect to build students' creativity and interest. Through this, it is desirable to develop students' vocabulary understanding as well.

IV. CONCLUSION AND SUGGESTION
Conclusion

After conducted the research about the use of Guess The Word game in English vocabulary learning, it can be concluded that Guess The Word game had effectiveness in English vocabulary learning. By using Guess The Word game, the teaching and learning process of vocabulary become more interesting and give many opportunities for all students to explore their vocabulary. As an interactive and joyful media, Guess The Word game is useful for learning vocabulary.

Suggestion

1. **Suggestions for English Teacher**
   a. Teacher are suggested to apply Guess The Word game in teaching vocabulary in order to attract students' attention. By using Guess The Word game as interesting activities, the students will be more motivated so that they can develop their vocabulary mastery and the other skills in the English language.
   b. Teacher are suggested to prepare the learning material not only in form of video or slides, but also in printed form to anticipate some difficulties such as lamp burn out.

2. **Suggestions for Students**
   a. Students are suggested to practice the vocabulary inside or outside the classroom by playing Guess The Word game using cards as media to enhance their vocabulary understanding.
   b. The researcher found that most of students had difficulty to understand the vocabulary. In this case, the researcher suggests to the students to bring dictionary so that they can open their dictionary while do not understand the meaning of vocabulary itself.

3. **Suggestions for Further Researcher**
   As the researcher conducted this research in junior high school, further researcher are suggested to conduct a research with Guess The Word game in different level such as elementary school or high school students.

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