



## The Effect of Using Guessing Game on Students Vocabulary Achievement at Grade VIII of MTSN 6 Agam

Anisa Ananda<sup>1</sup>, Hilma Pami Putri<sup>2</sup>, Genta Sakti<sup>3</sup>, Loli Safitri<sup>4</sup>

<sup>1,2,3,4</sup> UIN Sjech M. Djamil Djambek Bukittinggi, Bukittinggi, Indonesia

Corresponding Author:  [anisaananda60@gmail.com](mailto:anisaananda60@gmail.com)

### ABSTRACT

Vocabulary is a component of words with meaning and one of the most essential aspects of learning English. However, pupils are not taught vocabulary specifically in school. This results in a large number of students who lack fundamental vocabulary knowledge, despite the fact that vocabulary is one of the most essential components that students must comprehend in order to learn effectively in class. The purpose of this study was to determine whether the use of a guessing game has a significant impact on students' vocabulary achievement. This research employed a quantitative method and a quasi-experimental design; the research population was eighth-grade MTsN 6 Agam students. The sample was collected using a technique of purposive sampling. Students from the two classes, experimental class with 30 students and control class with 31 students, were given a pre- and post-test. This research instrument is a vocabulary test with 25 multiple-choice questions. The data were analyzed with SPSS 26. The calculated post-test result for the experimental class revealed a mean score of 89.47. It exceeds the mean score of the control group, which was 62.58. The standard deviation of each class is then calculated. Using Independent sample t-test, the researcher compared post-test experimental class and control class using the t-test formula. The output indicates that the value of Sig. (2-tailed) is 0.000. It indicates that  $H_a$  is acceptable. There is a substantial difference between students who are taught using Guessing game and those who are not. The result is also indicated by the fact that the mean post-test score of the experimental group (89.47) is higher than that of the control group (62.28). It indicates that students who are taught with Guessing game are superior to those who are not. Guessing game has a significant impact on the vocabulary attainment of eighth-grade MTsN 6 Agam students.

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## INTRODUCTION

Vocabulary is the basis or foundation of a language. According to Hatch and Brown, vocabulary is an inventory of words used by speakers of a particular language.

In the Oxford English Dictionary, a word is any word that the user knows or uses. Then, Hiebert stated that vocabulary is the comprehension of word meanings. The conclusion is that vocabulary is the knowledge of the meanings of words with various forms, which is used to learn English effectively. Then, according to Yuliani, vocabulary is a component of meaningful terms and one of the most essential aspects of learning English. Then, Hornby defined vocabulary as the total number of words in a language. Without vocabulary, individuals cannot effectively communicate. It is evident that vocabulary is a component of words with meaning and a crucial aspect of learning English. Students who have a vast vocabulary are better able to communicate well. Therefore, the students must be active to learn a lot of new vocabulary and understanding them to achieve their ability in using vocabulary. This statement is provided by Thornbury that without grammar, little meaning can be conveyed, without vocabulary nothing can be conveyed. It means vocabulary plays a very important role in learning English. Overall, English is based on vocabulary. Without understanding vocabulary, it is impossible for students to master English well. However, at school vocabulary is not taught specifically to students. This causes many students who do not have basic knowledge of vocabulary, whereas vocabulary is one of the important parts that must be understood by students so that they can understand during the learning process in the class. In short, if students lack knowledge of vocabulary then it can be a big problem for students to overcome and the process of learning is not able to continue.

According to preliminary research conducted in the seventh grade of MTsN 6 Agam, Kubang Putih, a number of vocabulary-related issues were identified. Based on an interview conducted on 17 Mei 2023 with Mrs. Hasnita Hasan, the eighth-grade English teacher at MTsN 6 Agam, vocabulary issues were identified. First, students lacked vocabulary mastery. At the previous level of education, students had never learned English at all. Although in class VII they have started learning, even that has not greatly increased the student's vocabulary. In this case for students who feel interested in new lessons it will make it fun and make students more persistent in learning, but on the contrary, for students who from the beginning already think English is a difficult lesson, this will really make them difficult in learning English in class. The second issue is that pupils would rather use Indonesian than English during the instruction and learning process. They believed it was difficult to comprehend what the instructor was saying when the instructor spoke only in English. Instead of mispronouncing the word, they typically remain mute. The pupils then have difficulty with memorization and distinguishing between terms. In brief, the teacher stated that, in general, students had difficulty memorizing vocabulary, which would make teaching and learning English difficult for both teachers and students, as well as render the teaching and learning process in the classroom ineffective. The last problem

is many of students find it difficult to conceptualize the meaning of the original English into Indonesian. It means many students misunderstood vocabulary meaning. For students who like to play mobile games, they will have more vocabulary knowledge than students who don't play games. But the vocabulary they understand is only limited to vocabulary whose meaning is only for games. While in learning to unite the meaning of the game language and the meaning of the actual language it is also not easy. For example, play that they know means to mulai, while the real meaning of play in the actual context is to bermain. This is what makes students who play games misunderstand the meaning of the vocabulary itself. Based on the interview with the 4 students MTsN 6 Agam Mei 17th,, 2023, the first problem they were having difficulties to understand what the teacher said when the teacher used English. Second, they are have problem in differentiate between one word and the other words.

On the basis of the aforementioned issues, a teacher must determine which vocabulary-teaching techniques are appropriate. Guessing game is one of the modern instructional methods and strategies that aid instructors in enhancing students' vocabulary skills.

Guessing game is a game that involves making educated predictions about something. Wahyuni defines guessing game as a game in which the objective is to predict information, such as a word. In a guesswork game, there are both spectators and players. It is an enjoyable model of teaching and learning because after the learning process, the students feel relaxed. Philips suggests using a guessing game to teach vocabulary. In this study, speculating in the form of a picture can aid students in learning English, particularly vocabulary.

There are numerous advantages to incorporating the Guessing game into the teaching and learning of vocabulary in the classroom. First, guessing games promote physical development and growth. Second, guessing games facilitate socialization. Students enjoy playing The Guessing Game because it's entertaining. Fourth, guessing games make learning entertaining for students. Fifth, Guessing game develop emotional comprehension between one pupil to another. Last but not least, guessing games provide practice in various language skills, including speaking, writing, reading, and listening. It implied that the Guessing game has many applications in the classroom learning process. However, the emphasis of this study is to determine the impact of Guessing game on students' vocabulary achievement.

## **RESEARCH METHODE**

### **Research design**

This investigation employed a quantitative approach. Quantitative research, according to Creswell (2009), is a method for objectively evaluating theories across multiple variables. In this study, the researcher employed a quasi-experimental design

consisting of a class experiment, class control pre- and post-tests, and a class experiment. The pre-test was given at the beginning of the meeting, before the treatment, and the post-test was given after the treatment.

### **Population and sample**

These respondents were eighth-grade MTsN 6 Agam students in the 2022-23 academic year. In eighth grade, there were ten courses: VIII.1, VIII.2, VIII.3, VIII.4, VIII.5, VIII.6, VIII.7, VIII.8, VIII.9, and VIII.10. Therefore, the total number of students participating in this study is 291, with 132 males and 159 females. The sample consisted of two classes (experimental class and control class) selected using the technique of purposive sampling. The researcher chose class VIII.4 as the experimental class and class VIII.5 as the control class for the sample. Before conducting the study, the researcher must ensure that the sample is representative and normal.

### **Instrumentation**

The researcher employed a vocabulary test as the instrument for collecting data in this study. The pre-test and post-test consisted of 25 multiple-choice questions and were devised as a pre-test and post-test. The researcher held two meetings with quantitative content.

### **Validity**

Validity relates to a test's ability to measure what is intended to be measured and who it is appropriate for. Arikunto stated that a test is valid if it measures what it is intended to measure, and an instrument is valid if it provides an accurate description of the data based on actuality or fact. The instrumentation is valid if it accurately measured what it was intended to measure. In this study, the type of validity considered is content validity. Using content validity, the researcher expresses and evaluates the course's content. In addition, the researcher validated the instrument's Before disseminating the content to the students, we consulted with lecturers from the English education department at UIN Bukittinggi. The subjects for the pre- and post-tests were determined by the items selected from the practice test. There were a total of thirty questions on the trial exam.

### **Reliability**

Reliability is the capacity of a test to generate identical results repeatedly over time. According to Creswell, consistent and stable scores characterize instrument reliability. It implies that dependability focuses on maintaining the stability of the test result from one day to another day and from one score to other score. If the test yields the same result as a previously administered test, it can be concluded that the test has a high degree of reliability. In this study, the researcher utilized SPSS version 26 (Statistical Package for the Social Sciences) to assess the dependability.

**Table 1**  
**The level of Reliability**

No	Scale of Alpha Cronbach	Reliability Categorization
1	0,86-1,00	Very Highly Reliable
2	0,66-0,85	Highly Reliable
3	0,36-0,65	Reliable
4	0,20-0,35	Minimally Reliable
5	0,00-0,19	Unacceptably Low Reliable

The researcher conducted a reliability test using SPSS; the Alpha Cronbach reliability scale revealed a value of 988, indicating that the instrument is highly reliable.

**Technique of data collection**

The researcher utilized a vocabulary evaluation. The pre-test consisted of 25 multiple-choice questions to determine the vocabulary achievement of the students, followed by two classroom processing sessions and a post-test to determine the effect of treatment on the students' vocabulary achievement. The multiple-choice examination containing 25 questions awards 4 points for each correct response and 0 points for each incorrect response. If students answer all questions correctly, they will receive a 100.

**Technique of data analysis**

In this study, the researcher analyzed the data and compared the differences between pre- and post-test mean scores using the t-test formula. The researcher utilized the t-test to compare or determine whether the value of t obtained indicated a statistically significant difference between the mean scores on both tests.

**RESULT AND DISCUSSION**

**Description of the Data**

**Table 2.**  
**Comper of statistical data in pre-test and post-test**  
**(Experimental class and Control Class)**

	Class	N	Maximum	Minimum	Mean	Std. deviation
<b>Pre-Test</b>	Experiment Class	30	76	40	55.93	9.314
	Control Class	31	76	40	55.87	8.973
<b>Post-Test</b>	Experiment Class	30	100	80	89.47	6.601
	Control Class	31	80	48	62.58	7.766

The table indicates that there were thirty students in the experimental group and thirty-one in the control group. In the experimental class of 30 pupils, the maximum score on the pre-test was 76, the minimum score was 40, the mean score was 55.93, and the standard deviation was 9.314. In the pre-test control class, there were 31 students, the maximum score was 76, the minimum score was 40, the mean score was 55.87, and the standard deviation was 8.975. In the experimental post-test class, there were 30 students, the maximum score was 100, the minimum score was 80, the mean score was 89.47, and the standard deviation score was 6.601. There were 31 students in the post-test control class, the maximum score was 80, the minimum score was 48, the mean score was 62.58, and the standard deviation score was 7.766. This leads to the conclusion that there were. There are significant differences between the two divisions' scores. According to the data, the experimental group outperformed the control group. It indicates that pupils who participated in a guessing game had greater vocabulary achievement than those who did not.

Prior to confirming the hypothesis, an SPSS Shapiro-Wilk normality test was performed. The results of the post-test experiment class's normality test were 0.898%. The table normality test results for the post-test control group were 0.954%. It can be concluded that the sig value of the class data was greater than 0.05. It was determined that the data followed a normal distribution.

A homogeneity test is also conducted to determine whether or not the distributions of the two groups in this study are identical. The homogeneity test yielded the values 0.481, 0.460, 0.460, and 0.480. Since the level of significance is greater than 0.05, either  $H_a$  was accepted or the instrument was homogeneous.

To determine whether there are significant mean differences between the experimental group and the control group so that the null hypothesis can be accepted or rejected, the independent sample t-test is used to test the hypothesis. The researcher used SPSS to determine that the Levene's Test for Equality of Variances yielded a result of  $F = 2.155 > 0.05$ , indicating that there are no differences in data variance, or, alternatively, that the data is identical or homogeneous. The Df (Degree of freedom) was 47. The results of the post-test for both courses revealed a significant value or sig. It signifies that the alternative hypothesis was accepted and that  $p < 0.05$  ( $p = 0.05$ ) was statistically significant with two tails. Calculations indicate that Guessing game resulted in significant differences in the vocabulary achievement of students. Consequently, the alternative hypothesis was accepted and the null hypothesis was disproved

## Discussion

This study was conducted to determine whether the vocabulary achievement of eighth-grade MTsN 6 Agam students taught with the Guessing game is greater than the vocabulary achievement of students taught with traditional methods. conventional method. The results indicate that the null hypothesis cannot be supported. The use of

Guessing game had an effect on the vocabulary achievement of students, as indicated by the result  $F=2.155 > 0.05$  at the significant level of 0.05 and  $df$  47, as well as a comparison of the post-test results of the experimental and control classes, in which the mean score was 89.47 and 62.25, respectively. There were three factors regarding the impact of guessing games on the vocabulary attainment of students. The points are the significant effect of using a guessing game on the vocabulary achievement of students, the significant distinctions between using a guessing game and not using a guessing game, and the superiority of a guessing game over a conventional strategy on the vocabulary achievement of students.

The results of the study indicate that the guessing game was an effective strategy for enhancing students' vocabulary skills. It was supported by Somantry and Sopiah that the Guessing Game could be used to teach a large deal of new vocabulary. It was evident from a comparison of the experimental and control groups' post-test mean scores. The mean post-test score of the experimental class, 89.47, was higher than the mean post-test score of the control class, 62.58. The verification of the hypothesis lead to the adoption of the hypothesis  $H_a$  and the rejection of the hypothesis  $H_o$ . It suggests that using a guessing game had a significant impact on students' vocabulary achievement.

The researcher discovered that there was a significant difference between students who were taught with Guessing Game and those who were not. As stated by Aminah and Mayasari, students receive a number of benefits from Guessing game activities, including physical growth and development, socialization, enjoyment in learning, emotional understanding between students, and language practice in various skills, including speaking, writing, reading, and listening. As a result, the Guessing Game has many applications in the classroom to enhance vocabulary achievement among students. Due to the fact that students focused on the vocabulary test, the vocabulary material could be quantitative. The researcher utilized quantifier-related content because it was relevant curricular material. In summary, there was a significant achievement gap between students who were taught English using guessing games and those who were not..

Based on the findings, the researcher concluded that using a guessing game to teach vocabulary makes it less stressful and more enjoyable for students to learn new words. Wahyuni defines a guessing game as one in which the objective is to predict a piece of information, such as a word. In a guesswork game, there are both spectators and players. It is an enjoyable model of teaching and learning because after the learning process, the students feel relaxed. Philips suggests using a guessing game to teach vocabulary. In this study, speculating in the form of a picture can aid students in learning English, particularly vocabulary. The use of a guessing game is superior to conventional strategies for enhancing students' vocabulary skills.

In light of the antecedent explanation, the researcher responded to the hypothesis. The outcome indicated that the null hypothesis was rejected, and there was a statistically significant difference between the post-test scores of the experimental and control classes in terms of vocabulary attainment among the students. In other words, the application of a guessing game was superior to the conventional approach. In conclusion, the guessing game had a significant impact on the vocabulary attainment of eighth-grade MtSN 6 Agam students

## CONCLUSION

The researcher used a quasi-experimental design with an experimental class, a control class, and group pre- and post-tests to determine whether the use of Guessing game had a significant impact on the vocabulary achievement of MTsN 6 Agam eighth-graders. Thus, it can be demonstrated via the data findings and discussion. Using a significance level of 0.05 and a degree of freedom of 47,  $F=2,155 > 0.05$  was found to be significant in a comparison. It indicates that the null hypothesis was rejected in favor of the alternative hypothesis. It can be concluded that Guessing game instruction had a significant effect on vocabulary achievement in comparison to traditional instruction.

Based on the preceding conclusion, the researcher would like to suggest the following: First, it is suggested that the English instructor use the Guessing Game to enhance students' vocabulary, and the teacher should convey the material in an engaging, easily-understood manner, especially for vocabulary mastery.. Students must also play Guessing Game in order to increase their vocabulary. Further, it is suggested that researchers examine the impact of Guessing Game on students' vocabulary achievement in order to investigate the strategy's applicability in other contexts. Therefore, the researcher expects that all readers will embrace and implement these recommendations.

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