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The Effect of Guessing Game on Students' Vocabulary Knowledge

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A B S T R A C T

The purpose of the study was to know and describe the effect of guessing game technique on students' vocabulary knowledge at the seventh grade of a state Islamic Junior High School (MTsN). This study applied a quantitative method and a quasi-experimental design. The samples of the study were chosen using purposive sampling technique with the total number of 63 students. There were two classes consist of the Experimental class and controlled class. The experimental class was taught by using guessing game technique while the controlled class was taught by listening to the teacher's explanation on the textbook's material and doing assignments. The data were collected through pre-tests and post-tests, and analyzed using t-test. The result of the pre-test showed that the mean score of the experimental class was 57.9 and the controlled class was 68.54. However, after given guessing game treatment, the experimental class mean score increased up to 78.4 while the controlled class mean score was 70.93. It means that Ha was accepted. In addition, the effect size was 1.0 (moderate effect). Therefore, it can be concluded that there was a significant effect of using guessing game technique on students' vocabulary knowledge at the Seventh Grade of a state Islamic Junior High School (MTsN).

Keywords: *Vocabulary, Knowledge student of Islamic School, Guessing game*

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INTRODUCTION

The role of language is very important since it is an immoral thing that human will continuously using it in their daily life. It is an element that can link to other skills (speaking, listening, reading and writing. Having more vocabulary knowledge can assist people success the process of communication, Vocabulary as a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write (Richards & Renandya, 2002) should be comprehend. Because by having vocabulary, people will be able to express their ideas and understand what other people are saying. The urgency of vocabulary in learning any languages is not only needed in first language (L1) but also in thesecond language (L2).

Research found out that there were problems encountered by the students in enriching their Vocabulary knowledge: (1)Students spend their time in studying the language form rather than vocabulary. Whereas David Wilkins stated that without grammar very little can be conveyed, but without vocabulary nothing can be conveyed (Thornbury, 2002).(2) Since vocabulary has unmanageable components, it interferes the students to remember the

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Vocabulary easily. (3) Students are not confident because they are worry about the mistake of their grammatical form.

Knowing the students' problem in enriching their Vocabulary knowledge, the role of game becomes one of suitable and appropriate teaching methods to be implemented since game is a fun activity andhas informal setting thatencourages students to beunafraid to talk and at the same time practice their fluency, i.e. a valuable communication skill. The strategy itself is aimed to reach the goal. According to the previous studies, a practice and effective strategy that can be used to teach vocabulary knowledge is by conducting guessing game. Guessing gameisagameinwhichtheparticipantscompeteindividually orin teamstoidentify somethingthatindicateobscurely (Niarti et al., 2015).It is a game in which class is divided into four groups; one chairperson is given a picture of the object, and then tells a group a clue about the object is household tool, clothes, vehicles, or any other stuff. Guessing game can also be implemented by using picture. Each group chose a picture that given by the teacher and the students make simple sentences as sentences describing the instructions for the form or the word. Then each group advancing alternately to provide clues to the other groups to guess the images contained in the group in front. (Yuliani, 2017,) shared the steps of teaching vocabulary by using guessing game such as: First, the writer gave 20 things in the classroom as the materials to the students. Then, the writer gave some clues related to things in the classroom, for example, a thing that is usually used for writing. Next, the students had to guess what thing is. After the student guessed it correctly, the writer asked the student to write the words at the board. If there was a student who wrote the words incorrectly at the board, so the writer informed the student about the correct words. After that, the writer gave the picture of thing that had been guessed correctly by the student. At last, the student showed the picture to their friends in front of the class.

METHOD

The Purpose of this research is to solve the problem faced by the students to improve their Vocabulary knowledge. This research method used in this research was quantitative method through quasi-experimental research design. A quantitative method is a mean for testing objectives theories by examining the relationship among variables (Fraenkel & Wallen, 2009). In Quantitative data analysis, the data using a mathematical procedure which is known as statistical procedure which provides information to address the research question or hypotheses (Fraenkel & Wallen, 2009: 15). a quasi-experimental is used to establish possible cause and effect between dependent and independent variables (Creswell, 2012: 295). In this study, the researcher collaborated with the seventh grade of a state Islamic junior high school student at Tangerang Selatan. In conducting the research, the researcher used Guessing game technique in order to improve students' vocabulary knowledge. To know whether or not the vocabulary was increased, the researcher conducted pre—test and post—test and saw its score after getting treatment. The population of this research were 7.1 – 7.3 and 7.5 students at A state Islamic Junior High School of Tangerang Selatan, Banten. The total numbers of the students were 124 students. The researcher took this population because the students were expected to have more vocabulary and the material was also matched with the researched topic, which focused on descriptive text. This study was conducted started on December 2020.

In order to know how well the students had mastered the vocabulary knowledge, the researcher conducted a test as the Instrument. An Instrument is a tool for measuring, observing or documenting a quantitative data (Creswell, 2012:)The researcher used multiple choice to test students' vocabulary as the main instrument. The test was given twice, pre-test and post-test. Both of pre and posttest consist of 20 items which were taken from the English book of 7th grade students of Junior high school. The test items were made based on the course objectives in the curriculum.

The pre – test was given to both of the controlled and experimental class before guessing game was applied to the experimental class. Pre – test was conducted in order to find out how well students have the vocabulary knowledge. And after that the post – test was also given to both of the classes in order to find out the significant difference between the controlled class which did not use any technique and the experimental class who was taught by using Guessing game technique.

Before the test was given in the class, the instrument was given first to other classes to know the validity and reliability. To find out the Instrument's validity and reliability, the researcher used software ANATES. Also, in order to measure the validity and reliability of the test, the researcher used Kolmogorov Smirnov by Using SPSS Version 24. Before the test was used as Pre—test and Post—test, the test items were tried out to other students in the school who were not taken as samples of the research. They were tried out to the students of Class 7.5. to get their validity and reliability. After being measured of its validity and reliability, the test items were used as the Pre—test and distributed to Classes 7.1, 7.2 and 7.3. After given the test, Class 7.1 was assigned to be the experimental class due to the lowest score they got among the three classes. While Class 7.3 was chosen as the controlled class because its mean score was little bit higher than Class 7.1. the experimental class (7.1) received a treatment where the researcher taught the students by using guessing game, while the controlled class (7.3) was taught by using the materials from students' textbook. After the treatments had already been done, the post test was given to both classes. The post—test was conducted in order to find out whether there was any development or not after the students were taught by using guessing game.

In analyzing the data, t-test was used to find out the differences between students' pre—test and post—test scores in both experimental and controlled classes. Before analyzing the data using t-test, the normality and homogeneity tests were done.

The next step before doing the research was to test the normality of the data. It had a purpose to indicate either the sample come from a normal distribution or not. The analysis of normality used in this study was Kolmogorov Smirnov by Using SPSS Version 24. In order to have the normal data, the score of the normality test should be above 0.05. In other words, the data distributions were not normal when the normality test indicated less than 0.05. The steps to compute the data of normality test were as follows: 1) Open SPSS Version 24 Software. 2) Input the data. 3) Click **Analyse>>Descriptive Statistics>>Explore** on the top menu. 4) In the **Explore** dialogue box, fill in the *dependent list* with the variable to be tested for normality (pre-test score, post-test score) by either drag and dropping or using the button. 5) Then, fill in the *factor list* with the sample groups (controlled, experimental) to see if it's normally distributed in each group or class by either drag and dropping or using the button. 6) Click **plots**, then checklist >>*normality plot with test, histograms and power estimation*. Click **Continue** and **OK** to see the normality test result.

This test was a statistical test procedure which aimed to see the similarity from both of the samples; the experimental and controlled classes. To get the homogeneous data, the score of the test should be above 0.05.

Here are the steps to calculate the data of Homogeneity test using SPSS: 1) Open SPSS Program. 2) Input the data. 3) Click Analyze. 4) Select compare means. 5) Select One-Way ANOVA. 6) Click option. 7) Select homogeneity of variance test. 8) Click continue. 9) Click OK. For T – Test, it is the main data analysis process where its purpose is to test any significant difference between the two classes can be identified. It is determined which of the hypotheses offered, the null hypothesis or alternative hypothesis is accepted or rejected. The t-test used in this research is *independent-samples T-test* with two-tailed test of significance. If the result shows p-value or sig (2-tailed) is higher than sig α=0.05 (5%), then the null hypothesis is accepted. On the contrary, if the p-value is lower than sig α=0.05 (5%), then the alternative hypothesis is accepted. The steps are 1) Open the SPSS file of the input research data. 2) Click **Analyze>>Compare Means>>Independent-Samples T-Test** on the top menu. 3) In **independent-Samples T-Test** dialogue box, fill in the *test variables* with the variable to be tested for normality (pre-test score, post-test score). 4) Then, fill in the *grouping variable* with the sample groups (controlled, experimental). 5) Highlight the relevant groups by

clicking *define groups;* then enter "1" in *Group 1* box and enter "2" in *group 2* box and click **continue** button. Note: (insert numbers according to the tables given in data). 6) If the *confidence interval percentage* required to be changed for the research, click **options** button. 7) Click **OK** to see the independent-samples t-test result.

After calculating all the statistical data, the researcher calculated and analyzed the effect size. The Effect Size was used to see the level of the effect of the guessing game technique on students' vocabulary. The researcher used Cohen' *d* calculation.

FINDINGS AND DISCUSSION

This study was conducted as a group work or Individual, the use of guessing game in fact was not difficult to be Implemented. There were several steps to implement it. The first step, a teacher should decide the group and each group contained of 4 people, 3 of them were asked to guess the thing correctly while 1 person became the spoke woman, who was only required to answer yes/no or give the clue. On finding the answer, the group should ask to the chairperson, for instance, "is it in noun? Is it in the bathroom?" while the chairperson was only allowed to say yes or no to the group. Then the group got the point whenever they could answer it correctly. In conducting this game, a student was not only expected to have more vocabulary, but they were also expected to know the difference between a noun, verb, adjective and Adverb.

Table 1. Statistic of The Result of the Experimental class

Statistic	Pre—test	Post—test
Mean	57.9	78.4
Minimum	45	68
Maximum	70	92
Median	56	79

The data above showed with an average score of 57.9. the cumulative pre—test score was 1854 with the lowest score 45. While the highest pre—test score was 70. After the students was taught by using Guessing game, the score of the experimental students increased. It was proven from the data which showed the highest score after getting treatment was 92 and its lowest score was 68.

Table 2. Statistic of the Result of the Controlled Class

Statistic	Pre—test	Post—test
Mean	68.54	70.93
Minimum	52	53
Maximum	80	85
Median	67	72

Above data (table 2) indicated the mean score of controlled class. The cumulative score of the pre—test in controlled class was 2125 with the lowest score 52. And the highest score

of the pre—test was 80. Controlled class was taught by using their English textbooks. As the result, the lowest score of the post—test was 53 while the highest score was 85.

After getting the data of normality and homogeneity, the researcher used independent t-test for hypothetical test. The result of independent t-test can be seen in table 3.

Table 3. Independent Samples Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post—test	Equal variances assumed	2.408	0.126	4.044	61	0.000	7.50202	1.85517	3.79237	11.21166
	Equal variances not assumed			4.026	56.004	0.000	7.50202	1.8632	3.76959	11.23445

Table 3 described that the Independent sample test of post—test in p value or sig (2 tailed) was 0.000, which means that the result proved the null hypothesis was rejected and the alternative hypothesis was accepted because the p value (0.000) was lower than sig α = 0.05 (5%). In other words, there was a significant effect of using guessing game on students' vocabulary. As has been mentioned above, this study used Guessing game method to develop students' vocabulary knowledge. The Guessing Game was implemented not only for fun activity but also allow them to engage in teamwork. The students were divided into two classes, experimental and controlled class. The study was done by collecting the data through test as the research instrument. The test consisted of a pre—test and a post—test on vocabulary given to the experimental class and the controlled class. The experimental class, who, at first, obtained the lower mean score in the pre—test could finally outperformed the controlled class in the post—test. That was possible due to the treatment given to the experimental class, i.e. taught by using guessing game before taking the vocabulary post—test. Just then, the result showed that the mean scores of students before being taught by using guessing game technique were 15.38. Besides, the mean scores of students after being taught by using guessing game technique were 21.52. The T-score was 22.57, whereas the T-table with significance level 5% is 2.020. Therefore, T-score is bigger than T-table. This means that there is significant different score of students before and after being taught by using Guessing Game technique.

Guessing game had a positive effect on the students' progress of vocabulary knowledge. as seen by the post result Supriyatna (2014)indicated in her report that after

conducting guessing game as the teaching method, the students in the experimental class score increased. And the overall level was satisfactory. Furthermore, (Rahmawati, 2016). Found out that Guessing game technique was not only capable to be used in teaching vocabulary, but it also can improve students' speaking skill. The study used quantitative research. Therefore, it used pre-post—test design. It used controlled and experimental classes. As for the class was divided into two classes that the controlled class was taught by using workbook and not given guessing game technique in the process of learning, while the experimental class was taught by using guessing game. In fact, she found that the students who were taught speaking by using guessing game technique gained a higher score rather than the students who were not taught by using guessing game technique. The statistical data showed that the experimental class had higher scores rather than the controlled class scores.

CONCLUSIONS

The use of Guessing game on students' vocabulary knowledge was found out as an effective tool to improve students' vocabulary knowledge. Based on the advantage mentioned by (Morris, 1976) about the use of guessing game, the researcher found out that the role of guessing game provides language practice in various English skills such as ; speaking, listening and writing. The effectiveness of guessing game on student's vocabulary knowledge was also proven by the result of the study which was conducted to the experimental class whose score was 57.9. at the pre-test. After given the treatment, the experimental class score gained 78.4. By means that, it increases 20.5 points. Therefore, Ha (Alternative Hypothesis) was accepted. to find out how significant the effect was, then the result of the effect size of guessing game to improve students' vocabulary reached 1.00. (moderate effect).

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