The Impact of Guessing Games on Elementary School Students' Vocabulary Mastery

Oleh:

Titin Sri Mulyawati Siswanto

Yuli Astutik, S.Pd., M.Pd.

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Universitas Muhammadiyah Sidoarjo

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INTRODUCTION

English is currently thought to be essential for any citizen of a nation to communicate with the rest of the world. English is taught as a foreign language in Indonesia. Students who study English acquire four skills in addition to linguistic elements like grammar and vocabulary. Learning vocabulary is just as important to learning a foreign language as acquiring its meaning in the classroom (Alqahtani, 2015). Learning vocabulary is just as important to learning a foreign language as acquiring its meaning in the classroom. By understanding vocabulary, one can enrich their vocabulary, improve reading comprehension, improve writing ability, improve speaking ability, become more productive, and maximize language mastery. Vocabulary includes all the words that exist in a particular language, whether nouns, verbs, adjectives, adverbs, and others. (Farizawati, 2016) say that vocabulary is used in all forms of communication, including reading, writing, speaking, and listening.

INTRODUCTION

Understanding word definitions is at the core of developing one's vocabulary. (Bintz, 2011). As a result, learning English vocabulary comes before learning English. If they are not proficient in vocabulary, they will not be able to communicate their emotions in a clear and concise manner. There are numerous approaches to help children increase their vocabulary, and as educators, we should be able to select the most effective one to use. Teaching vocabulary to elementary school students is a challenge for a teacher. Most students are not interested and easily bored in learning vocabulary and the problem that arises when teaching vocabulary to elementary school students is that they find it difficult to memorize the given vocabulary because they are not only required to memorize but also required to understand. According to (Rohmatilah, 2015) Students faced three types of difficulties: (1) nearly all of them had trouble pronouncing the words correctly; (2) they had trouble writing and spelling; and (3) one of the reasons they had trouble learning vocabulary was the many grammatical forms of words, or inflections. Furthermore, (4) the students struggled to select the word's right meaning.

INTRODUCTION

There are many types of activities and methods that teachers can give to students. However, for elementary school students, it is recommended to give activities or learning methods that are easy, interesting, and fun games. Games serve as one of the most ideal and appropriate teaching techniques to use because games are fun activities and offer an informal atmosphere that allows students not to be afraid to communicate and also develop their fluency, which is a very important communication skill. Utilizing guessing games, such as: sharing the process of teaching vocabulary (Yuliani, 2017). A guessing game involves an individual or a group attempting to provide a response to a question that has a few keywords associated with the pictures, titles, or words. Through this game, children can learn new language (Zahara Windi & Sitti, 2018). The guessing game is one that can be utilized with primary school students. Game are similar variant on principle. The player with the information deliberately with holds it, while other guesses what it may be. Guessing games are frequently used in classroom settings (Brown, 2000). Primary school students will love school and learning vocabulary if they are given games during learning.

INTRODUCTION

Literature review

Numerous research has been conducted on how to increase English vocabulary through the Guessing Games. According to (Ganda & Nurhayati, 2017) Guessing Games can improve students' vocabulary and the use of Guessing Game in teaching vocabulary for first grades of Vocational High School is effective. According to (Handayani Suleman, 2021) The guess word game was utilized more effectively to increase the vocabulary of the eighth-grade students at SMPN 2 Enrekang, students are very motivated and engaged in learning vocabulary when they use the Guess word game

Research gap

The research gap that the authors has with other journals or previous researchers is this study different from previous studies, in that previous studies examined the use of guessing games in senior high school and junior high school students. Not many have examined this in the scope of elementary school, so that way authors conducted this research in elementary school students and no one has examined this research at SDN Suko.
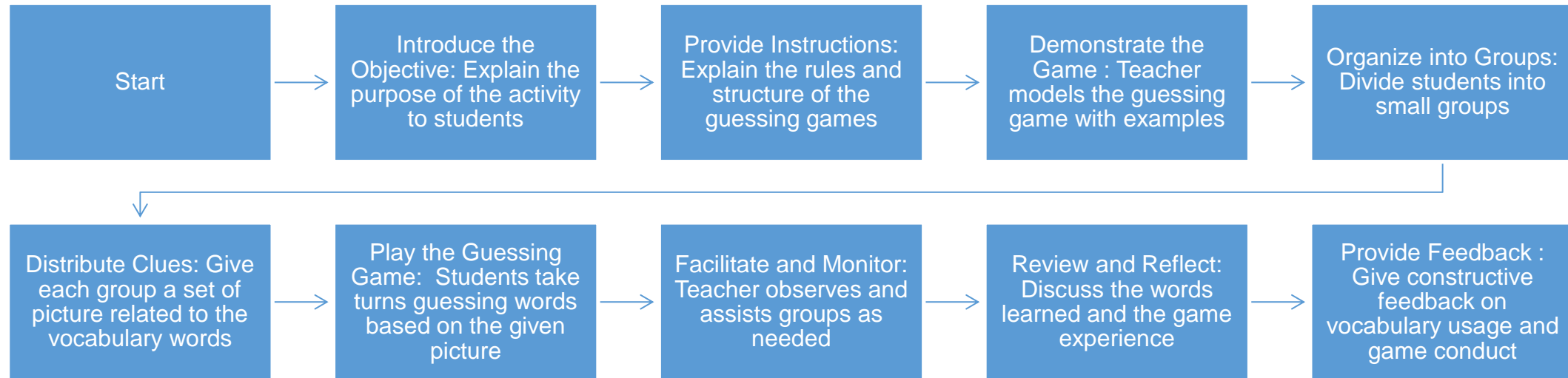
RESEARCH QUESTION

Does the Guessing Games media improve the vocabulary mastery of elementary school students in English learning at Sekolah Dasar Negeri Suko?

METHOD

- **Research Design** = This research uses a Pre-experimental design.
- **Research Setting** = this research was conducted at SDN Suko
- **Population and Sampling** = Purposive sampling, The participants were 24 fifth-grade students
- **Data collection** = first step (pre-test), second step (treatment), the last step (post test).
- **Data Analysis** = SPSS is employed for quantitative data analysis.
- **Instrument** = pre-test and post-test.

METHOD

Start	Introduce the Objective: Explain the purpose of the activity to students	Provide Instructions: Explain the rules and structure of the guessing games	Demonstrate the Game : Teacher models the guessing game with examples	Organize into Groups: Divide students into small groups

Distribute Clues: Give each group a set of picture related to the vocabulary words	Play the Guessing Game: Students take turns guessing words based on the given picture	Facilitate and Monitor: Teacher observes and assists groups as needed	Review and Reflect: Discuss the words learned and the game experience	Provide Feedback : Give constructive feedback on vocabulary usage and game conduct

When you select "Start," you will enter the first stage of the procedure, when the teacher explains to the students what the purpose of the exercise is. After that, the teacher divides the class into small groups. The teacher then gives each group a picture clue. The teacher also conducts a demonstration by giving examples to ensure that the students understand the rules and format of the guessing game. Next, using the clues provided, each student guesses the word in turn as they participate in the guessing game.

Finding and Discussion

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	60,6875	24	5,30343	1,08256
	posttest	86,6667	24	5,31337	1,08459

Table 1 indicates that the average scores from the pre- and post-tests differ from one another. A total of 24 students from class VB at SDN SUKO provided the pre-test score, which was 60,6875, and the post-test score, which was 86,6667.

Finding and Discussion

Table 2 Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-25,979 17	6,4748 3	1,3216 7	-28,713 25	-23,245 08	-19, 656	23	,000

It shows in table 2 that the results of the paired samples t-test. The average difference between the pretest and posttest scores is -25.97917, meaning that the post-test scores improved by about 26 points on average. The diversity of the differences around the mean difference is indicated by the difference scores' standard deviation, which is 6.47483. One can estimate the precision of the mean difference by looking at the 1.32167 standard error of the mean difference. The mean difference's 95% confidence interval lies between -28.71325 and -23.24508. This interval implies that the mean difference is statistically significant because zero is not included in it. The t-value is -19.656, which is calculated by dividing the mean difference by the standard error of the mean difference. This t-value, along with 23 degrees of freedom (df), is used to determine the significance of the results. The p-value (Sig. 2-tailed) is 0.000, which is much less than the typical alpha level of 0.05. This indicates that the observed difference in scores is statistically significant

FINDING AND DISCUSSION

The findings of this study highlight the effectiveness of using guessing games to improve vocabulary mastery among elementary school students. The significant increase in the average test scores from 60.6875 in the pre-test to 86.6667 in the post-test underscores the positive impact of this interactive and engaging teaching method. The guessing games not only facilitated vocabulary acquisition but also made the learning process more enjoyable and less anxiety-inducing for students.

CONCLUSION

In conclusion, this study demonstrates that guessing games are an effective and enjoyable method for improving vocabulary mastery among elementary school students. The significant gains in test scores, coupled with increased student engagement and reduced anxiety, highlight the potential of this interactive teaching approach. By integrating guessing games into their instructional practices, educators can create a more engaging and supportive learning environment that fosters language acquisition and enhances student motivation. As educational methods continue to evolve, it is essential to embrace innovative strategies that cater to the diverse needs of young learners, ensuring their success in mastering new vocabulary and achieving overall language proficiency.