

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

Dampak Permainan Tebak Kata terhadap Penguasaan Kosakata Siswa Sekolah Dasar

Titin Sri Mulyawati Siswanto¹⁾ Yuli Astutik²⁾

¹⁾ English Education Program Study, Universitas Muhammadiyah Sidoarjo, Indonesia

²⁾ English Education Program Study, Universitas Muhammadiyah Sidoarjo, Indonesia

*Email: yuliasutik@umsida.ac.id

Abstract. *This study investigates the impact of guessing games in enhancing vocabulary mastery among elementary school students. Given the essential role of vocabulary in mastering a foreign language, effective teaching methods are crucial. Traditional methods such as Textbook-centric learning often fail to engage young learners, leading to a lack of interest and poor retention. This research there are 24 participants from fifth-grade students, utilizing a pre-test and post-test experimental design to evaluate vocabulary improvement. The study employed quantitative methods, administering a pre-test to assess initial vocabulary knowledge, followed by a series of guessing game sessions as the treatment, and concluding with a post-test to measure the impact of the intervention. Statistical analysis of the pre-test and post-test scores revealed a significant increase in vocabulary mastery after giving the treatment with guessing games, with the average score rising from 60.6875 to 86.6667. The results underscore the potential of guessing games to create a more engaging and effective learning environment. This method also fostered better retention and application of new vocabulary, demonstrating its value as an educational tool. The implications of this research are significant for educators seeking innovative approaches to language teaching.*

Keywords - *Guessing games, vocabulary mastery, elementary school, language learning, interactive teaching methods.*

Abstrak. *Penelitian ini menyelidiki pengaruh permainan tebak-tebakan dalam meningkatkan penguasaan kosakata di kalangan siswa sekolah dasar. Mengingat peran penting kosakata dalam menguasai bahasa asing, metode pengajaran yang efektif sangatlah krusial. Metode tradisional seperti pembelajaran yang berpusat pada buku teks sering gagal menarik minat siswa muda, yang mengakibatkan kurangnya minat dan retensi yang buruk. Penelitian ini melibatkan 24 peserta dari siswa kelas lima, menggunakan desain eksperimen pre-test dan post-test untuk mengevaluasi peningkatan kosakata. Penelitian ini menggunakan metode kuantitatif, dengan memberikan pre-test untuk menilai pengetahuan awal kosakata, diikuti oleh serangkaian sesi permainan tebak-tebakan sebagai perlakuan, dan diakhiri dengan post-test untuk mengukur dampak intervensi tersebut. Analisis statistik dari skor pre-test dan post-test menunjukkan peningkatan yang signifikan dalam penguasaan kosakata setelah perlakuan dengan permainan tebak-tebakan, dengan rata-rata skor meningkat dari 60.6875 menjadi 86.6667. Hasil penelitian ini menegaskan potensi permainan tebak-tebakan untuk menciptakan lingkungan belajar yang lebih menarik dan efektif. Metode ini juga mendorong retensi dan penerapan kosakata baru yang lebih baik, menunjukkan nilainya sebagai alat pendidikan. Implikasi dari penelitian ini sangat signifikan bagi para pendidik yang mencari pendekatan inovatif untuk pengajaran bahasa.*

Kata kunci: *Permainan tebak-tebakan, penguasaan kosakata, sekolah dasar, pembelajaran bahasa, metode pengajaran interaktif.*

I. 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. According to Ratika et al., [1] vocabulary is important for improving students' understanding of what they read and hear in class, for effective interpersonal communication, for the development of their four skills listening, speaking, reading, and writing and for general English language learning. According to Alqahtani [2] 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. According to Farizawati [3] vocabulary is used in all forms of communication, including reading, writing, speaking, and listening. According to Wenyuan [4] Vocabulary is very important to master first because vocabulary is an important means of communication. For students to be proficient in a foreign language, they need to learn a sufficient amount of vocabulary and be able to apply it correctly.

Understanding the meanings of new words is not the only thing involved in learning them. Being able to comprehend and correctly employ new terms in writing or speech is essential for learning new words in English. Understanding word definitions is at the core of developing one's vocabulary. As a result, learning English vocabulary comes before learning English. According to Bintz [5] 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. Students can participate in class activities more actively when teachers use remarkable learning. According to Melati [6] students can participate in class activities more actively when teachers use remarkable learning. According to Rohmatilah [7] 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.

That is what makes students limit their opportunities to interact or engage in active learning. According to R. Deni et al., [8] The quality of one's ability to speak English is highly dependent on the quality and quantity of vocabulary mastered. Therefore, it is important to teach vocabulary to students from an early age. If they don't have a strong vocabulary, they won't be able to communicate their emotions effectively. But according to recent research, the biggest barrier to vocabulary teaching is the teacher's uninteresting, repetitive and unvaried teaching methods. Students will lose focus in learning vocabulary and feel bored with the teacher's monotonous teaching approach. Elementary school students love to play and learn by having fun, so teachers must find a suitable learning method and must adjust to the learning interests of primary school students in order to make vocabulary learning look interesting and can improve students' vocabulary. According to [9] Hasanah et al., knowing the students' struggles with increasing their vocabulary makes games one of the most appropriate and suitable teaching strategies to use. Games are an enjoyable activity with a relaxed atmosphere that encourages students to speak freely and practice their fluency, which is an important communication skill. According to Harmer [10] teachers who teach young students should spend a lot of time examining and understanding how their students operate and think.

Teachers are required to be more creative in teaching elementary school students. 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. According to Imbenay [11] the application of the game to vocabulary instruction has made it easier for the students to comprehend an object that they identified, looked for, and were curious about during vocabulary practice. According to Harmer [10] while adult learners may learn best by enabling their abstract thinking, younger learners may benefit more from games when learning a foreign language. 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. According to Mustiarini [12] game-based learning has the power to put students at the center

of an easier, more engaging, and more productive learning process. According to Yuliani [13] Utilizing guessing games, such as: sharing the process of teaching vocabulary. According to Zahara Windi et al., [14] 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. The guessing game is one that can be utilized with primary school students. According to A Wright et al., [15] in guessing game, essentially, someone knows something and the others must discover what it is. In this game, students take turns guessing the identity of an object through the submission of questions.

Primary school students will love school and learning vocabulary if they are given games during learning. Children's motivation to learn English will also increase. According to Safitri et al., [16] also say that guessing game is a useful teaching tool since it encourages pupils to come up with ideas prior to learning. It is clear that guessing games will increase students' motivation in learning English and improve their vocabulary learning.

Numerous researches had been conducted on how to increase English vocabulary through the Guessing Games. According to Ganda et al., [17] 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 [18] 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. According to Hasanah et al., [9] Guessing games have been proven to be effective in increasing vocabulary levels among students in the seventh grade at a state Islamic junior high school in Tangerang Selatan, according to the findings of a study on the subject. According to Agnesia [19] Guessing game is proven to improve the speaking skills of SMPN 2 Gempol students.

According to Razmi [20] a guessing games helps improve students vocabulary and guessing games were a fun way for students to learn vocabulary. From a number of studies that the author has reviewed, since no research has been carried out at SDN Suko, the authors will proceed to conduct research at SDN Suko. Based on the problem this research has research questions "Does the Guessing Games media improve the vocabulary mastery of elementary school students in English learning at Sekolah Dasar Negeri Suko?"

II. METHOD

Research Design

This study utilizes a quantitative research design, specifically a pre-experimental design, to assess the effectiveness of guessing games in enhancing vocabulary mastery among elementary school students. The pre-experimental design involves a pre-test and post-test with a single group of participants. This approach allows for the measurement of changes in vocabulary knowledge before and after the intervention of guessing games. The study aims to provide empirical evidence on the impact of this interactive teaching method on students' vocabulary acquisition.

Research Setting

The research was conducted at SDN Suko, an elementary school located in Indonesia. The setting was chosen based on accessibility and the willingness of the school administration to participate in the study. The participants were 25 fifth-grade students, selected through purposive sampling. The class was chosen by recommendation of the teacher and based on the students ability.

Data Collection Techniques

Data collection involved three main stages: pre-test, treatment, and post-test.

1. **Pre-test:** Before the intervention, a pre-test was administered to assess the initial vocabulary knowledge of the students. The pre-test consisted of a set of vocabulary questions designed to measure the baseline level of students' vocabulary mastery.
2. **Treatment:** The intervention involved teaching vocabulary using guessing games. This interactive method engaged students in a fun and dynamic learning process, where they had to guess words based on clues provided by the teacher or their peers. The guessing games were designed to be both educational and entertaining, encouraging active participation and reducing anxiety associated with learning new vocabulary. following is the steps of giving treatment to the students:

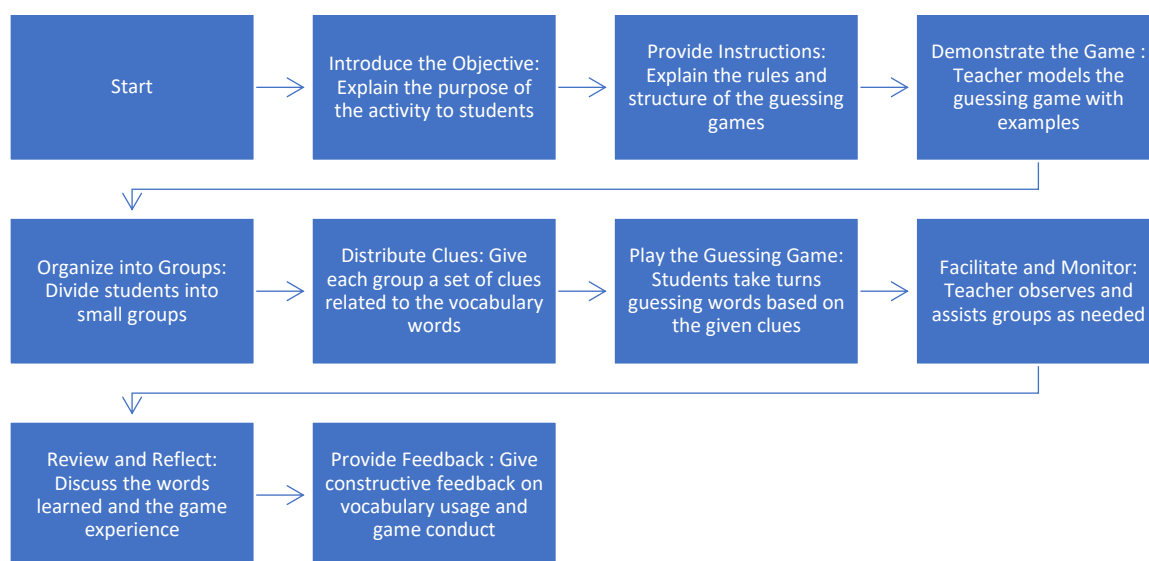


Figure 1. Steps of teaching vocabulary through Guessing game

The Figure 1 shows a vocabulary learning exercise flowchart using a guessing game. When you select "Start," you'll enter the first stage of the procedure, when the teacher explains to the students what the purpose of the exercise is. After then, the teacher breaks the class up into smaller groups. The teacher then provides each group with vocabulary word hints. The teacher also performs a demonstration by providing examples to ensure that the students understand the rules and format of the guessing game. Next, using the given clues, each student guesses a word in turn as they participate in the guessing game. Over this period, the teacher supervises, leads, and offers assistance to the groups as needed. The exercise culminates in a review and reflection session where students talk about the terms they have learned and their gaming experiences, and the teacher offers helpful criticism on vocabulary use and behavior during the game.

3. **Post-test:** After the intervention, a post-test identical to the pre-test was administered to measure the changes in vocabulary knowledge. The post-test aimed to capture any improvements in students' vocabulary mastery resulting from the guessing games.

In addition to the pre-test and post-test, observational data were collected during the intervention to monitor student engagement and participation.

Data Analysis

Data analysis was conducted using the Statistical Package for the Social Sciences (SPSS) software. The primary analysis involved comparing the pre-test and post-test scores to determine the effectiveness of the guessing games in improving vocabulary mastery.

1. **Descriptive Statistics:** Descriptive statistics, including mean and standard deviation, were calculated for both the pre-test and post-test scores. This provided an overview of the central tendency and dispersion of the scores.
2. **Paired Samples t-test:** A paired samples t-test was performed to assess whether the difference between the pre-test and post-test scores was statistically significant. This test helped determine if the observed improvements in vocabulary scores were likely due to the intervention rather than random chance.

III. FINDING AND DISCUSSION

Finding

This research aims to determine the effectiveness of Guessing game approach in enhancing students' vocabulary mastery as well as the reaction of the student responses to the usage of the technique as an alternative to other strategies for vocabulary improvement. This study was conducted in groups, the use of guessing games

is actually not difficult to implement. There are several steps to implement it. The first step, the teacher must determine the group and each group consists of six people, the teacher will give a picture according to the material that has been given that day, the group that can quickly guess the picture correctly will be awarded points. The group with the most points will get more rewards than other groups. In doing this game, students are expected to have more vocabulary.

Table 1 Paired Samples Statistics

		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.

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	-25,97917	6,47483	1,32167	-28,71325	-23,24508	-19,656	23	,000

Table 2 presents the results of a paired samples t-test conducted to assess the effectiveness of guessing games in enhancing vocabulary mastery among fifth-grade students. The analysis revealed a mean difference of -25.98 points between the pretest and posttest scores, indicating a significant improvement in vocabulary knowledge after the intervention. For the significant (p) 0,05 and $df=24$ and the absolute value of the calculated t-value (19.656) is much greater than the critical t-value (2.069) This indicates that Guessing game gives impact on students' vocabulary it means the result is statistically significant.

Discussion

Guessing games are used in the study as a teaching tool to help students become more fluent in English. Guessing games are used as a teaching tool to help students with their vocabulary learning problems. The purpose of the guessing game is to facilitate learning so that learners will be encouraged to remember the material and won't become easily bored. The results displaying significant vocabulary scores prove this. 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 for students.

The results indicate that guessing games significantly enhance vocabulary mastery. The pre-test and post-test score comparison shows a substantial improvement, with a mean difference of approximately 26 points. The

interactive nature of guessing games encourages active participation, which is crucial for vocabulary retention and application. By involving students in a fun and engaging activity, guessing games help them to internalize new words more effectively. The quantitative research design utilized in this study, specifically a pre-experimental design with pre-test and post-test measures, provided robust evidence of the effectiveness of guessing games. The results revealed a substantial increase in students' vocabulary scores, with the mean score rising from 60.6875 in the pre-test to 86.6667 in the post-test. This marked improvement highlights the potential of guessing games to foster a more engaging and effective learning environment. The paired samples t-test confirmed that the difference in scores was statistically significant, indicating that the improvement was likely due to the intervention rather than random variation.

The study's methodology involved 24 fifth-grade students at SDN Suko, who participated in a series of guessing game sessions designed to enhance their vocabulary. The intervention included multiple stages: a pre-test to assess baseline vocabulary knowledge, a series of interactive guessing game sessions, and a post-test to measure the impact of the intervention. The significant improvement in post-test scores suggests that the interactive and playful nature of guessing games effectively engages students and promotes better retention and understanding of new vocabulary. Furthermore, the study highlights the broader educational implications of using guessing games. The significant increase in vocabulary scores not only demonstrates the effectiveness of this method but also suggests that similar interactive approaches could be beneficial in other areas of language learning. For instance, educators could explore the use of games and interactive activities to teach grammar, pronunciation, and other language skills, thereby creating a more holistic and engaging learning experience.

Elementary school students often struggle with traditional vocabulary learning methods, which can be monotonous and uninteresting. Guessing games, on the other hand, transform the learning environment into a dynamic and interactive space. Students are more likely to participate actively and enthusiastically when the learning activities are enjoyable. The competitive element of guessing games, where students are awarded points for correct answers, adds an extra layer of motivation. This gamification of learning helps maintain student interest and reduces the cognitive load associated with vocabulary learning.

From the explanation above, it can be concluded that guessing games can increase the vocabulary of elementary school students and there is a difference from before and after the provision of guessing games in fifth grade SDN Suko. The score was calculated using SPSS Statistic 2022, the pre-test and post-test scores of 24 students, showing a significant improvement in vocabulary mastery. The mean pre-test score is 60.6875, while the mean post-test score is 86.6667. The standard deviations are similar (pre-test: 5.30343, post-test: 5.31337), indicating consistent score spreads. The paired samples t-test shows a mean difference of -25.97917, with a t-value of -19.656 and a p-value of 0.000, the absolute value of the calculated t-value (19.656) is much greater than the critical t-value (2.069) confirming the improvement is statistically significant. This demonstrates that the guessing games had a substantial positive impact on the students' vocabulary acquisition.

IV. 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, 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.

The positive outcomes of this study suggest that educators should consider incorporating guessing games into their vocabulary teaching strategies. This approach is particularly effective for young learners, who benefit from learning activities that are both educational and entertaining. Teachers can adapt guessing games to various vocabulary topics and difficulty levels, making them a versatile tool in the language learning toolkit. Additionally, the collaborative nature of these games fosters a sense of community and teamwork among students, further enhancing the learning experience.

While the results of this study are promising, it is important to acknowledge its limitations. The sample size was relatively small, with only 24 students participating, and the study was conducted in a single school. Future research could expand on these findings by including a larger and more diverse sample. Additionally,

longitudinal studies could provide insights into the long-term effects of guessing games on vocabulary retention and overall language proficiency. Further research could also explore the impact of different types of guessing games and their effectiveness across various age groups and educational contexts.

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