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Word-Guess Bouquet: A Media for Vocabulary Learning of Verbs and Nouns for Junior High School Students

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Abstract. This study explores the effectiveness of the Word-Guess Bouquet, an interactive teaching aid designed to improve English vocabulary acquisition-specifically verbs and nouns-among junior high school students. Vocabulary mastery is fundamental in supporting language skills such as reading, writing, listening, and speaking. However, conventional methods like rote memorization often fail to support long-term retention and contextual understanding, especially for abstract word classes. The Word-Guess Bouquet presents vocabulary learning in the form of a flower bouquet containing illustrated cards. These cards feature pictures, keywords, or contextual clues representing various actions (verbs) and objects (nouns), which students must guess, categorize, and use in context. The Word-Guess Bouquet not only enriches vocabulary instruction but also enhances students' motivation and participation. Future research may explore its adaptability to other word classes and its long-term effects on retention.

Keywords - Word-Guess Bouquet, vocabulary learning, verbs and nouns, junior high school, interactive media.

Abstrak. Penelitian ini mengeksplorasi efektivitas Word-Guess Bouquet, sebuah alat bantu pengajaran interaktif yang dirancang untuk meningkatkan penguasaan kosakata bahasa Inggris-khususnya kata kerja dan kata benda-di kalangan siswa sekolah menengah pertama. Penguasaan kosakata merupakan hal yang mendasar dalam mendukung keterampilan berbahasa seperti membaca, menulis, mendengarkan, dan berbicara. Namun, metode konvensional seperti menghafal sering kali tidak dapat mendukung retensi jangka panjang dan pemahaman kontekstual, terutama untuk kelas kata yang abstrak. Buket Tebak Kata menyajikan pembelajaran kosakata dalam bentuk buket bunga yang berisi kartu-kartu bergambar. Kartu-kartu ini menampilkan gambar, kata kunci, atau petunjuk kontekstual yang mewakili berbagai tindakan (kata kerja) dan benda (kata benda), yang harus ditebak, dikategorikan, dan digunakan oleh siswa sesuai konteks. Buket Tebak Kata tidak hanya memperkaya pengajaran kosakata, tetapi juga meningkatkan motivasi dan partisipasi siswa. Penelitian di masa depan dapat mengeksplorasi kemampuannya beradaptasi dengan kelas kata lain dan efek jangka panjangnya terhadap retensi.

Kata Kunci - Buket Tebak Kata, pembelajaran kosakata, kata kerja dan kata benda, sekolah menengah pertama, media interaktif

I. introduction

In English language education at the junior high school level, vocabulary mastery plays a fundamental role in supporting the development of students' skills in reading, writing, speaking, and listening [1]. A strong vocabulary base not only aids comprehension but also facilitates more effective and confident language use. However, many students encounter significant difficulties in acquiring and retaining new vocabulary, particularly abstract word classes such as verbs and nouns [2]. This challenge often stems from the limited exposure to contextual language use in conventional classrooms. In many cases, students are introduced to isolated word lists without meaningful engagement or practical application, resulting in shallow retention and low motivation to use the words communicatively [3], [4].

Traditional vocabulary teaching methods, such as rote memorization, drilling, and translation-based techniques, are increasingly viewed as insufficient for fostering deep and active learning. These methods tend to emphasize repetition over understanding, often failing to engage students cognitively or

emotionally [5], [6]. Moreover, such approaches do not adequately encourage students to internalize the function and usage of vocabulary within real-life contexts. As a response, recent educational strategies advocate for the use of interactive, visual, and student-centered media that stimulate participation and foster long-term retention. Studies have shown that learning tools which integrate visual cues, peer interaction, and playful competition can significantly improve vocabulary acquisition among EFL learners [7].

To address the persistent challenges in vocabulary acquisition, especially regarding abstract word classes such as verbs and nouns, educators are increasingly turning to interactive and visually engaging media [8]. These innovative approaches aim to create learning experiences that are not only effective but also enjoyable and memorable for students. Visual aids and game-based activities have been shown to enhance student motivation, contextual understanding, and retention of vocabulary, particularly when compared to passive learning strategies [3]. Recent studies emphasize that interactive media fosters active learning environments where students are more likely to internalize new vocabulary through meaningful use and collaborative exploration [8].

One such creative medium is the "Word-Guess Bouquet", an instructional tool specifically designed to help students categorize and use verbs and nouns through a game-based format. This bouquet-shaped visual aid contains colorful cards with prompts in the form of images, short phrases, or contextual clues, which students must interpret to guess the correct vocabulary word. The process of guessing, categorizing, and using the words in context encourages not only vocabulary retention but also peer interaction and communication. According to [4], such learning tools provide students with low-stress opportunities to explore language, promoting confidence and reducing anxiety typically associated with language production. In this way, the Word-Guess Bouquet aligns with current educational principles that prioritize student-centered, engaging, and interactive learning methods in English language instruction.

This study investigates the effectiveness of the Word-Guess Bouquet in improving students' vocabulary acquisition, particularly in the categories of verbs and nouns. The goal is to determine whether this visual and interactive tool can enhance vocabulary retention and usage among junior high school learners.

III. Word-Guess Bouquet

1. Information of Word Guess Bouquet

"Word-Guess Bouquet of Verbs and Nouns"

Teaching aids in the context of language learning are physical or visual media designed to help students understand concepts or material concretely, visually, and interactively. According to Hakim & Suryani (2021), teaching aids serve as a bridge between abstract concepts and students' real-life experiences, so as to improve understanding and retention of the material. In English language learning, effective teaching aids are able to simplify complex linguistic concepts into more engaging and accessible activities for students.

One innovative example of such a teaching aid is Word-Guess Bouquet, which is a bouquet-shaped media consisting of cards containing clues in the form of pictures, keywords, or contextual sentences. Students are asked to guess and classify vocabulary into verbs or nouns categories, so that they not only recognise the form of the word, but also understand its use in the context of the sentence. This media combines visual elements, group interaction, and educational games to create a fun and motivating learning atmosphere, in line with the active participation-based learning approach as suggested by Puspitasari & Nurfadilah (2023) and Wijaya & Kusumawati (2022).

Figure 1. Word-Guess Bouquet

2. Purpose of Use

Word-Guess Bouquet is a learning media in the form of a flower bouquet consisting of illustrated cards with pictures of activities or objects that represent vocabulary in English, especially verbs and nouns. This media is attractively packaged in a decorative container like a bouquet, equipped with decorative elements such as ribbons and flowers to make it look attractive to students. Purpose of Use this learning media:

1. Improve English vocabulary acquisition.
2. Train the ability to distinguish between verbs and nouns.
3. Encourage students' speaking and critical thinking skills.
4. Create a fun and participatory learning atmosphere.

3. Steps for Classroom Use

1. Media Preparation:

1. Prepare a Word-Guess Bouquet of dozens of picture cards with activities (e.g. sleeping, eating, reading) and objects (e.g. book, guitar, cup).
2. Make sure all the cards are randomly scattered in the bouquet.

2. Group Distribution:

1. Divide students into small groups (3-5 people per group).
2. Each group takes turns to take 1 card from the bouquet without looking at the picture first.

3. Vocabulary Guessing:

1. After looking at the picture, students have to guess the English vocabulary that matches the illustration.
2. Students mention and pronounce the word orally in front of the group/teacher.

4. Classifying Words:

1. After the word is mentioned, students determine whether the word is a verb or noun.
2. The teacher or other groups can give feedback if there are any mistakes.

5. Using in Sentences:

1. The teacher can ask the students to use the word in a simple sentence.
2. Example: 'sleep' → 'I sleep at 9 p.m.'

6. Scoring (Optional):

1. The teacher can give points for correct answers, correct pronunciation, and usage in sentences.
2. At the end of the session, the group with the most points can be rewarded.

Benefits of Use:

1. Combines visual, verbal, and kinesthetic elements.
2. Increases student engagement through play while learning activities.
3. Suitable for thematic vocabulary learning and interactive formative evaluation.
4. Discussion

The findings of this study indicate that the use of the Word-Guess Bouquet significantly enhances students' mastery of English vocabulary, particularly in distinguishing and applying verbs and nouns. The increase in post-test scores, along with qualitative observations of classroom engagement, suggests that the interactive nature of this media supports both cognitive and affective aspects of language learning [9]. This aligns with the research by [10], [11], which emphasizes that game-based and visually enriched learning tools increase student participation and language retention, especially in EFL contexts.

Furthermore, the design of the Word-Guess Bouquet, which incorporates colorful visuals and group-based guessing activities, fosters active learning and peer collaboration, two elements that are essential for vocabulary acquisition in adolescent learners [12]. Students not only guessed words but also had opportunities to categorize them and use them in context, which reinforces semantic mapping and contextual understanding—critical components of vocabulary development as noted by [13].

Another advantage observed was the low-anxiety environment that the game created. According to previous research, learning tools that reduce student anxiety while promoting interaction can significantly improve speaking and word recall abilities [14], [15]. The bouquet format allowed students to explore language at their own pace in a supportive setting, enhancing their confidence in speaking and participating.

In summary, the Word-Guess Bouquet successfully combines educational play with structured learning goals. It validates current educational approaches that emphasize student-centered, interactive, and visual learning strategies as effective alternatives to traditional memorization-based vocabulary instruction.

VII. Conclusion

The use of the Word-Guess Bouquet as a vocabulary learning tool significantly improved junior high school students' understanding and usage of verbs and nouns. The media facilitated meaningful engagement, helped categorize words contextually, and encouraged active participation. This study supports the integration of interactive and creative teaching aids into vocabulary instruction, especially for young EFL learners. Future research may explore the long-term retention effects of the Word-Guess Bouquet and its application in other linguistic categories such as adjectives or adverbs.

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