

APPLYING GUESSING GAME FOR TEACHING VOCABULARY AT CLASS VII OF SMPN 1 BELIMBING

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Abstract: This research aims to improve students' learning abilities in learning vocabulary at SMPN 1 Belimbing, especially in class VII by used guessing game techniques. The researcher used this technique because based on initial observations there were several problems faced by students such as lack of motivation and lack of vocabulary so that they were not interested in learning English. Therefore, the researcher used a guessing game technique so that students were interested in participating in the learning process. In this research, the researcher used the classroom action research method. Furthermore, for data collection, the research techniques used were observation, interviews and documents. Furthermore, in the research instrument, the researcher used tools in the form of observation sheets, field notes, interview guidelines, tests and cameras. The last is data analysis techniques in the form of data collection, data coding, and comparing data, constructing meaning and interpretation and responding to results. The results obtained by researcher from two cycles carried out are in cycle 1 with a total percentage of 85.15% and cycle 2 with a total percentage of 88.65%. Based on the results in both cycles, it can be seen that students are very interested and motivated to participate in the learning process. From the results obtained in this research, it can be said that this research has been successfully carried out. So it can be said that the guessing game technique can have a very good impact in providing learning material, especially vocabulary.

Keywords: Games, Guessing Game, Teaching and Vocabulary

INTRODUCTION

Vocabulary is one of the fundamental components of language learning, as it serves as the basis for communication. Without adequate vocabulary, learners cannot convey ideas effectively either in spoken or written form. According to Nation (2001), vocabulary knowledge involves both receptive (understanding) and productive (use) dimensions, which need to be developed through meaningful exposure and practice. Richards and Renandya (2002) also argue that vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read, and write.

Games provide opportunities for learners to practice language in a relaxed and enjoyable environment. According to Wright, Betteridge, and Buckby (2006), games are not just time-fillers but also have a pedagogical function as they can motivate learners, promote interaction, and provide meaningful contexts for language use. Lee (1995) emphasizes that language games can lower students' affective filters, increase motivation, and foster communicative competence.

Guessing games, such as "20 Questions" or "Hot Seat," encourage learners to deduce the meaning of words through clues, synonyms, antonyms, or descriptions. This process requires learners to engage in active retrieval and negotiation of meaning, which strengthens memory retention. Nation (2013) highlights that guessing meaning from context or clues is an essential

strategy that develops learners' lexical knowledge and autonomy. In line with this, Hadfield (1999) states that guessing games stimulate students' imagination, promote interaction, and create a competitive but enjoyable classroom atmosphere that enhances vocabulary learning.

Krashen (1982) argues that comprehensible input ($i+1$) and low affective filter facilitate acquisition. Guessing games provide comprehensible input through contextual clues while creating a fun, low-anxiety environment. Swain (1995) explains that producing language pushes learners to process vocabulary more deeply. In guessing games, learners practice both giving clues and producing vocabulary in context. According to Schmidt (1990), learners must notice linguistic features in order to acquire them. Guessing games highlight target words, enabling learners to pay attention to form and meaning.

In this study, the research focused on providing vocabulary learning. When conducting pre-observations at SMPN 1 Belimbing, especially in class VII, there were several problems that made it very difficult for students to learn and understand English lessons. According to the English teacher at this school, the problems faced by all students in this class are lack of motivation to learn and poor vocabulary. Research was also given the opportunity to observe students in this class. To find out the problems in this class, the researcher interacted with students using full English and gave a little vocabulary test. From the results obtained during pre-observation, it can be said that the problems in this study were poor in vocabulary and poor in speaking words in English, thus causing them to be passive in class. As we know vocabulary is a very small aspect in language but very important and that has a great influence in one's communication such as spoken or written in every language lesson especially English. Because of that, based on the problems obtained in the pre-observation, the research used a game technique to solve the problems contained in the study. The game technique is a guessing game. Guessing game is a game that requires one to guess the word from several clues.

METHOD

This study employed **Classroom Action Research (CAR)** to improve students' vocabulary mastery through the use of a guessing game strategy. The research design was adapted from Kemmis and McTaggart's model cited in Burns (2010), consisting of four stages: **planning, acting, observing, and reflecting**. The study was conducted in **two cycles**, and each cycle consisted of two meetings. The participants were **30 eighth-grade students** consisting of 14 male and 16 female students aged 13–14 years old. Based on the preliminary observation, most students were at beginner to lower-intermediate English proficiency levels and experienced difficulties in vocabulary learning, pronunciation, and classroom participation.

The data were collected using **observation, interview, test, and documentation**. The observation sheet was used to measure students' participation through indicators such as paying

attention, answering questions, asking questions, participating in the game, and cooperating in groups. Vocabulary tests consisting of 20 items were administered at the end of each cycle to measure students' achievement. Interviews were conducted with students and the teacher to identify learning difficulties and responses to the strategy. Documentation included photographs, lesson plans, attendance lists, and field notes. The data were analyzed quantitatively and qualitatively. Quantitative data were analyzed by calculating the mean score and the percentage of students achieving the minimum passing score of 70. Qualitative data from observation notes and interviews were analyzed through data reduction, coding, interpretation, and conclusion drawing. The criteria of success were determined as follows: (1) at least **70% of students** achieved a score of 70 or higher, (2) at least **80% of students** actively participated in the learning process, and (3) at least **80% of students** gave positive responses toward the implementation of the guessing game strategy.

FINDING AND DISCUSSION

In the cycle 1 at the first meeting, it can be seen that the results shown in using game techniques have progressed very well, where based on the data obtained on the observation sheet, the percentage is 85,30%. After that, the researcher held a second meeting in cycle II, the percentage obtained from the attachment of the observation sheet was 85%. At the second meeting in the first cycle to find out how well the students understood the learning that had been done, the researcher conducted an oral test. The results obtained from this research were summarized based on the vocabulary assessment criteria. After doing the oral test in the first cycle, it can be seen from several aspects, in the quantity aspect it is in the Good category because the value of 3 is the highest value in the class. Then the meaning aspect is still the same because the highest score obtained in that class is 3 so that it gets the Good category. After that on the spelling aspect it was in the fair category because all students got a score of 2. And finally on the pronunciation aspect it was in the fair category because almost all students got a value of 2. Therefore, the results obtained on this test gave sufficient results Good but there are still problems in two aspects, namely spelling and pronunciation because they are still dominated by a value of 2. Therefore, to further improve students' understanding of vocabulary learning, the researcher continued to cycle 2. In cycle 2 at the first meeting, the percentage obtained from attachment to the observation sheet was 88.3%. After that the researcher held a second meeting in cycle II, the percentage obtained from the attachment of the observation sheet was 89%. After doing the oral test in cycle 2, it can also be seen from several aspects, in the quantity aspect it is in the Good category because the value of 3 is the highest value in the class.

Then the meaning aspect is still the same because the highest score obtained in that class is 3 so that it gets the Good category. After that on the spelling aspect it was in the fair category

because all students got a score of 2. And finally on the pronunciation aspect it was in the good category because the results of the highest score obtained by students were the score of. Therefore, from the results obtained on this test, the results are quite good, because in this test 70% or 21 students got a score of more than 70 and in the second cycle 76.66% or 23 students get a score of more than 70. Therefore, it can be said that the research in cycle 1 was successful because it achieved the target criteria of success in this study. but there are still problems in two aspects, namely spelling and pronunciation because they are still dominated by a value of 2. At the second meeting in the first cycle to find out how well students understand the learning that has been done, the researcher conducted an oral test. The results obtained by the researcher from the two cycles carried out in this research can be said to be successful because based on the percentage data obtained from this research, it can pass the success criteria listed by the researcher. However, from the data obtained in the oral test in two cycles, it can be it can be seen that there is a very good improvement that we can see from some of the assessment aspect data in these 2 cycles. In this research, the researcher did it in 2 cycles. In 1 cycle there are two meetings. In 1 cycle and also planned the next cycle if the first cycle did not reach the success criteria.

CONCLUSION

In this research, researchers conducted research in two cycles. It can be seen that in almost every cycle the improvement experienced by students is very good. Based on the results obtained, we can see that students are motivated to take part in learning. From the results obtained, the reason why the researchers continued the research to cycle 2 was because the test results obtained in cycle 1 were not bad, but from several aspects of the assessment that became the assessment guidelines. In cycle 2, the results obtained by students in this cycle also increased from the values in cycle 1. It can be concluded that vocabulary learning using game techniques has been successfully implemented because, in this learning process, students become interested and motivated to learn this lesson.

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