

The Impact Of Using Guess Me Game On Students' Vocabulary Mastery

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ABSTRACT

This research aims to determine whether there is a significant impact of using Guess Me Game on students' vocabulary mastery. This research is an experimental research with quantitative approach. The population of this research were students of class VIII, while the sample of this research were students of class VIII A and VIII B of SMP PAB 8 Sampali. The sample is consisted of 62 students in both classes. The experimental class is taught by using Guess Me Game, while the control class is taught using the conventional method. The data in this research were obtained by using pre-test and post-test scores. The data in this research were analyzed by using SPSS 25. The results of this research showed that the average score of the pre-test in the control class was 50,96 and the post-test was 72,9. While the average value of the pre-test in the experimental class was 50,80 and the post-test score was 84,35. Based on the hypothesis test criteria, the significance value of 0.000 is less than 0.05. This means that the value of the alternative hypothesis (H_a) taught by the researcher is able to influence students' ability to vocabulary mastery taught through the Guess Me Game. Therefore, the Guess Me Game is accepted, and the null hypothesis (H_o) is rejected.

Keywords : Vocabulary Mastery, Guess Me Game

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1. INTRODUCTION

Vocabulary is one of the components of language. This is an important aspect of learning English. The ability to communicate in English depends in part on mastery the vocabulary. But in fact, the main problem with teaching English in schools is the low motivation of students to learn English due to poor use of vocabulary. However, students always get lot of trouble to achieve the great success in learning the skill. Vina Sukrina in Yasin (1993:57) pointed out fact of unsuccessful achievement of learning English one of them is a very mastery of vocabulary. Vocabulary mastery is the ability to understand and use a wide range of vocabulary accurately and fluently. This involves both knowing the definition of words and being able to use them correctly in context. Mastering vocabulary is an important aspect of language learning and can have a major impact on reading, writing, and overall communication skills. Yunidayati Fika in Bromley (2007:15) mastery is regarded as the ability of a student to implant the essence of the lesson given in a whole. It means that mastery is possession of skill, ability and technique in conducting a certain activity. To master vocabulary, it is generally recommended to actively learn new words through reading, listening, speaking, and writing, and to repeat and practice learned words. From that definition, mastery means complete knowledge or great skill that makes someone master in a certain subject. Vocabulary mastery is always being an essential part of English.

Based on the above definitions, the researcher concluded that vocabulary mastery is a component of elementary, intermediate, and advanced mastery of English as a foreign language. Vocabulary mastery

means that students have the ability to understand and use vocabulary. However, it is not easy to expand vocabulary.

The guess me game is a type of guessing game where players are given clues about a person, place, or thing and then try to guess what it is. The game can be played by individuals, in pairs, or in teams and can be adapted to fit a wide range of ages, interests, and skill levels. According to Klippel (2004), the rule of guess me game is extremely simple, it can be played one person knows something that another person has to find out the answer.

Based on the above definitions, the researcher concluded that Guess Me Game was chosen by the researcher to assess students' vocabulary mastery for a number of reasons. Guess Me Game can be used as one of the interesting activities to review students' vocabulary mastery during the lesson. It can attract the students' attention and their involvement in the teaching and learning process.

2. LITERATURE REVIEW

Vocabulary plays an important role in improving the four English skills. Without adequate vocabulary, communication can slip into awkward positions, making it difficult for students to continue their sentences or thoughts. Reski Pilu in Hayword and Sparkers (1984 : 1255) Vocabulary is a list or collection of words used in a language, science, book, etc. usually arranged in alphabetical order, and explained, a word – book.

A. *The Definition of Vocabulary Mastery*

A vocabulary is a group of words used in a particular language or topic. It can also refer to the total number of words a person knows. A strong vocabulary is an important part of effective communication because it enables people to express themselves clearly and precisely. It means that in learning vocabulary we have to know the meaning of it and also understand and can use it in sentence context. M Fahrizal in Zuchdi (1995:3-7) vocabulary mastery is a person's ability to recognize, understand, and use words properly and correctly, by listening, speaking, reading, and writing.

To better understand the meaning of the vocabulary, According to Cameron (2001:78), vocabulary skill included: pronunciation, spelling, grammar and meaning.

B. *The Definition of Guess Me Game*

Guess Me Game is one of some game in teaching technique. Guess Me game is a game in which a person guess some kind of information, such as a word, a phrase or a title. According to Scott Thornbury (2002:148) stated, Guessing from context is probably one of the most useful skills learners can acquire and apply both inside and outside the classroom. The Guess Me Game can be played by individuals, in pairs, or in teams and can be adapted to fit a wide range of ages, interests, and skill levels. According to Klippel (2012), the rule of guessing game is extremely simple, it can be played one person knows something that another person has to find out the answer. By applying Guess Me Game, the students are more interested in learning vocabulary.

C. *The Benefits of Guess Me Game*

Dian Sinati Bhumi Paramitha in Richard Amato (1988) It says that guessing games can provide comfort and excitement, so students will not feel boredom during learning process in the class. It is also Tom E Kakonis and David Allan Evans (1971:34) says that words are magical in the way they affect the minds of those who use them. In addition, as stated by Sujannah and Utami (2017) mention the guessing game gives several advantages by applying it. First, it helps to build a powerful learning community. Secondly, it promotes the students' participation in the learning process, as well their vocabulary mastery, which means that the students actively take part in order to improve their vocabulary. Third, it gives more challenge for students to develop their creativity. The students have a

freedom to show their main points through guess me game. From these statements, it is clear that guessing game's benefits may become considerable aspect for teacher to build students' creativity and interest. Through this method, it is desirable to develop students' vocabulary mastery as well.

D. The Disadvantages of Guess Me Game

The guess me game can be an effective tool for teaching vocabulary as it makes the learning process fun and interactive. Here's how you can use it in your vocabulary lessons:

1. The teacher asks students to make a group consists of 5-6 students. Each group consists of one leader.
2. The teacher asks to the leader to come to in front of classroom and tell one vocabulary words that will guessed to other groups.
3. Give the clues to the students and have them guess the vocabulary word, such as definitions, synonyms, antonyms, or examples of using the word in a mini-sentence. Award points for each correct guess.
4. You can add variations to the game, such as giving bonus points for guessing quickly, limiting the number of guesses allowed for each word, or having students work in pairs or teams.
5. Repeat the process with different vocabulary words until all students are comfortable and have a good mastery of the vocabulary.

By using the game, students are able to reinforce their knowledge of the vocabulary words through repetition and play.

3. METHOD

A. Research Design

This research was carried out in experimental design using a quantitative approach. Where a quasi experiment according to Arikunto (2013) is a design that used a comparison group to determine the impact of the treatment. The researcher used quasi experimental research with non-equivalent control group design. Where experimental group and control group not randomly selected. Pre-test and post-test involving a group of students who are included in the control group and the experimental group to find the impact of using Guess Me Game.

Tabel 1 Nonequivalent Control Group Design

Group	Pretest	Treatment	Post test
Experiment	O1	By using Guess Me Game	O2
Control	O3	By using conventional method	O4

Experiment : Experimental group (the group will treat with the guess me game)

Control : Control group (the group that not treat with the guess me game)

O1 : pre-test Experiment group

O2 : post-test Experiment group

O3 : pre-test Control group

O4 : post-test Control group

B. Population

This research the population was the student of SMP PAB 8 Sampali was about 124 students. According to Sugiyono (2005: 80) Population is a generalization area consisting of objects or subjects that have a certain quantity and characteristics that are applied by researchers to be studied and then draw conclusions. The population is a generalization area consisting of objects who have certain ability and characteristics applied by researcher to be studied and then find the conclusion. The population of this study is the eight grade students of SMP PAB 8 Sampali. It is located in Pasar Hitam No.69, Kec. Percut Sei Tuan, Kab. Deli Serdang, Sumatera Utara.

Tabel 2 The Population of Research

No	Class	Population
1	VIII-A	31
2	VIII-B	31
3	VIII-C	31
4	VIII-D	31
Total Number Of Students		124

C. Sample

The sample is part of the number and characteristics possessed by the population that is expected to represent the population in the study according to (Arikunto 2013). Two classes were sampled by the researcher. There are two classes, namely experimental and control class. Each sample included 31 students. Because the researcher used purposive sampling. Two classes, VIII-A and VIII-B were used.

Tabel 3 The Sample of Research

GROUP	CLASS	SAMPLE
Eksperimental Class	VIII-A	31
Control Class	VIII-B	31
Total Number Of Students		62

In this research, the researcher used experimental class and control class to get the data. The experimental class teach used Guess Me Game and the control class teach by conventional method without using Guess Me Game.

D. Data

This research was applied to the nine grade students at SMP PAB 8 Sampali. The researcher chose VIII-A as the experimental class and VIII-B as control class. To teach experimental class was given a test with applied the vocabulary mastery, teacher used convensional model in the control class. The researcher conducted a pre-test before gave treatment Guess Me Game for the experimental class and gave post-test after gave treatment to get vocabulary mastery using a Guess Me Game method while control class gave pre-test was taught without gave Guess Me Game.

Table 4 Students' Score of Control Class

No.	Students	Pre-test	Post-test	Gained score
1	ASZ	45	70	25
2	AM	40	65	25

3	AR	55	60	5
4	AKL	50	80	30
5	AP	60	80	20
6	AA	55	75	20
7	AMP	40	60	20
8	ASD	45	65	20
9	AW	60	70	10
10	ARP	65	75	10
11	BA	45	75	30
12	CUS	55	75	20
13	DN	50	85	35
14	DP	60	80	20
15	DTA	50	80	30
16	FAK	45	65	20
17	ILR	50	70	20
18	KA	45	75	30
19	KS	55	70	15
20	MRS	50	70	20
21	MRA	50	75	25
22	MZA	50	80	30
23	NAR	55	70	15
24	NS	50	70	20
25	NA	60	65	5
26	OAK	55	65	10
27	PN	45	70	25
28	RA	40	75	35
29	RB	55	80	25
30	SA	50	85	35
31	SAA	50	80	30
	Total	1580	2260	680
	Mean	50.96	72.9	21.94

The data shows the scores of 31 students class VIII-B. With an average in the pre-test of 50.96 where the lowest score was 40 and the highest score was 65. In the post-test the average score was 72.9 where the lowest score was 60 and the highest was 85. Finally, the average score in the gain score was 21.94 with the lowest difference in score being 5 and the highest difference being 35. This means that the pre-test and post-test scores in the control class are different.

Table 5 Students' Score of Experimental Class

No.	Students	Pre-test	Post-test	Gained score
1	ABR	50	80	30
2	ARA	60	85	25
3	AB	65	75	10
4	ALP	50	90	40
5	ALS	45	95	50
6	ANP	60	80	20
7	CS	45	85	40
8	DC	45	95	50

9	FB	50	90	40
10	FES	45	85	40
11	GA	55	80	25
12	GHA	65	90	25
13	IML	50	85	35
14	IM	65	80	15
15	IIG	40	90	50
16	IWS	40	85	45
17	KHS	50	70	20
18	MAE	55	75	20
19	MF	50	80	30
20	MAN	40	70	30
21	MLT	65	95	30
22	REP	60	80	20
23	RYF	65	85	20
24	SF	50	80	30
25	SP	30	95	65
26	SYA	35	90	55
27	WPR	55	80	25
28	YAP	40	85	45
29	ZY	55	80	25
30	FA	45	85	40
31	MFA	50	95	45
	Total	1575	2615	1040
	Mean	50.80	84.35	33.54

The data shows the scores of 31 students in class VIII-A. The average pre-test score is 50.80 with the lowest score on the pre-test being 30 and the highest score being 65. The post-test score with the average being 84.35 with the lowest score 70 and the highest score is 95. On the Gain score the average value is 33.54 with the difference in the lowest score being 10 and the difference in the highest score being 65. It can be seen that there is a difference between the pre-test and post-test in the experimental class.

E. In Result of Validity and Reliability

The validity and reliability of the test were calculated using SPSS Alpha Cronbach. If the Alpha result is > 0.367 then it is declared valid, whereas if < 0.367 it is said to be invalid. In terms of reliability, if the reliability value is > 0.60 , it is said to be reliable, but if the results obtained are < 0.60 , it is said to be invalid. The researcher used SPSS 25 to determine whether the data is valid or reliable. Validity uses item – total correlation formulation.

1) Validity

The researcher used multiple choice to measure students' vocabulary mastery. The validity test used SPSS 25. The validity test table can be seen below:

Table 6 The Result Validity

No	r_{count}	r_{table}	Description
1	.369	.367	Valid

2	.610	.367	Valid
3	.555	.367	Valid
4	.371	.367	Valid
5	.811	.367	Valid
6	.180	.367	Invalid
7	.021	.367	Invalid
8	.279	.367	Invalid
9	.369	.367	Valid
10	.003	.367	Invalid
11	.555	.367	Valid
12	.064	.367	Invalid
13	.555	.367	Valid
14	.505	.367	Valid
15	.688	.367	Valid
16	.611	.367	Valid
17	.667	.367	Valid
18	.371	.367	Valid
19	.369	.367	Valid
20	.610	.367	Valid

Based on validity data, the formula in the r-table is $(N-2)$. N means the number of students, in class VIII students there are 31 students which means $(N-2 \text{ is } 31-2 = 29)$ then the r-table on this validity is 0.367 if the results obtained are > 0.367 then it is declared valid and vice versa, if the results obtained < 0.367 then declared invalid. In the table above there are 15 data which are > 0.367 which are declared valid and 5 data which are < 0.367 which are declared invalid.

2) Reliability

The researcher also used SPSS 25 to find out whether the data that had been tested was reliable or not. The results of reliability using SPSS 25 can be seen in the table below:

Table 7 Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.635	21

From the analysis in the table above, the results obtained are > 0.60 . If the results obtained are > 0.60 then it is said to be reliable. $0.635 > 0.60$ then the data is said to be reliable.

F. Interpretation Description

Table 8 Interpretation Description

	Statistics				
		Pretest Experiment	Posttest Experiment	Pretest Control	Posttest Control
N	Valid	31	31	31	31
	missing	0	0	0	0
Mean		50.81	84.35	50.97	72.90
Std.Deviation		9.407	7.041	6.380	6.804
Minimum		30	70	40	60
Maximum		65	95	65	85

In the table above, the mean value of the pre-test experiment is 50.81, while the mean value of the pre-test control is 50.97, the pre-test control value is slightly higher on average than the pre-test experimental value. Meanwhile, the mean value in the experimental post-test was 84.35 and in the control post-test was 72.90. the post-test score for the experimental class was higher than the control. The minimum score for the experimental pre-test is 30 while the control pre-test is 40. The minimum score for the experimental post-test is 70 while the control post-test is 60. The maximum score for the experimental and control pre-test is 65 while the maximum experimental post-test score is 95 and the maximum in the post-test control is 85. From the description above it can be concluded that those who use treatment get higher changes in scores compared to those who do not use treatment.

G. The Normality Test

Normality test is carried out before calculating the t-test. This was done to find out whether the data from the two classes, namely the pre-test and post-test, were normally distributed or not. In normality, the researcher also used the SPSS 25 application to find the data. The normality results can be seen in the table below:

Table 9 Normality Test for Pre-Test and Post test

Respondents	Tests of Normality					
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-Control Class	.140	31	.125	.947	31	.131
Post-Control Class	.151	31	.069	.928	31	.060
Pre-test Experiment	.149	31	.077	.941	31	.087
Post-test Experiment	.173	31	.059	.942	31	.093

- Lilliefors Significance Correction

It is said to be normally distributed if the data obtained is > 0.05 . In the Kolmogorov-Smirnov table above it can be seen that the significant value in the pre-test control is 0.140, in the post-test control 0.151 in the pre-test experiment 0.149 and in the post-test experiment 0.173. All significant results were obtained. > 0.05 , then the Kolmogorov Smirnov results are normally distributed. In the Shapiro-Wilk table, the significant value obtained in the pre-test control was 0.131, in the post-test control it was 0.60, in the pre-test experiment it was 0.087

and in the post-test experiment it was 0.093, so it can be seen in the Shapiro-Wilk table that all the results were > 0.05 , so it can be concluded the results are normally distributed.

H. Data The Homogeneity Test

After carrying out the normality test, the next step is for the writer to test homogeneity. The researcher used SPSS 25 with a statistical level table. The normality results can be seen in the table below:

Table 10 The Result of Homogeneity Variences Test

Respondent	Levene Statistic	df1	df2	Sig.
Based on Mean	1.370	3	116	.255
Based on Median	1.155	3	116	.330
Based on Median with adjusted df	1.155	3	113.646	.330
Based on Trimmed mean	1.406	3	116	.245

In homogeneity the data is said to be homogeneous if > 0.05 . From the table above it can be seen that the significant value is based on mean 0.225 based on median 0.330 based on median with adjusted df 0.330 and based on trimmed mean 0.245. the overall results obtained > 0.05 , it can be concluded that the data is homogeneous.

I. Data Hypothesis

After carrying out the normality and homogeneity tests, the researcher proceeded to test the hypothesis. The hypothesis is tested using the test scores on the control post-test and the experimental post-test which are then calculated using the SPSS 25 application. Next, we will look at the significant value or alpha of 5% or 0.05. The results of the hypothesis can be seen in the table below:

Table 11 T- Test Result of Post Test

Group Statistics					
Respondents	Class	N	Mean	Std. Deviation	Std. Error Mean
Students' learning outcomes	Post-test Experimen	31	84.35	7.041	1.265
	Post-test Control	31	72.90	6.804	1.222

Table 12 Paired Samples Test

		Paired Sample Test					
				t-test for Equality of Means			
		Mean	Std. Deviation	Std. Error Mean	T	df	Sig. (2-tailed)
Pair 1	Pre test Post test	-32.656	13.795	2.439	-13.391	31	0.000

In the post-test the average score in the experimental class was 84.35, while in the control class the average score in the post-test was 72.90. From this table it can be seen that there is an influence on the average value in the control and experimental classes. In the paired sample test the results must be <0.05 . In the paired test table the results show $0.000 < 0.05$, which means that there is a significant impact of the Guess Me Game on students' vocabulary mastery.

J. Technique of Data Collection

Data collection techniques would used instrument techniques Arikunto (2013:112) with pre-test and post-test patterns in both classes, the first class would used Guess Me Game call experimental class and the second class without Guess Me Game or called Control class. Pre tests are given at the beginning of the meeting in the control class without Guess Me Game and in the experimental class would used Guess Me Game. The results of this research data are the results of the test students when doing Guess Me Game activities that use mastery of vocabulary. The researcher would checked the list of students' vocabulary mastery understanding of the material discussed the extent to which the ability to guess students by using Guess Me Game or not using Guess Me Game.

K. Technique of Data Analysis

Sugiyono (2012: 147) suggests that data analysis is carried out after the necessary data is collected. Activities in analyzing data include grouping data based on variables from all respondents, tabulating and presenting data for each variable studied, performing calculations to answer the problem formulation, and performing calculations to test the hypotheses that have been formulated previously.

4. RESULT AND DISCUSSION

From the data that has been analyzed, the aim of this research is to find out the impact of using Guess Me Game on students' vocabulary mastery of Grade VIII students of SMP PAB 8 until the 2022/2023 academic year. In this research the method, the researcher gave two tests to students. The first test was the pre-test and the second test was the post-test. In the control class during the pre-test students were not given any methods and during the post-test students were only taught to use conventional method while in the experimental class in the pre-test students were also not given any techniques and during the post-test students were given method in the form of Guess Me Game. Class VIII students each consist of 31 students where the results of the pre-test and post-test controls and experiments will later be calculated using the SPSS 25 application.

The discussion of data confirmed that teaching and learning vocabulary mastery by using Guess Me Game has medium impact in students' vocabulary mastery. It was shown by the students' improvement in vocabulary mastery by using the Guess Me Game that is scored better than the students' who did not have the treatment of Guess Me Game. For addition, teaching vocabulary by using Guess Me Game showed a positive impact to be implemented for students especially for the eighth-grade students' of SMP PAB 8 Sampali.

The researcher analyzed a similar topic reference to compare the research. From Institut Agama Islam Negeri (IAIN) Palopo, The title is The Use Of Guessing Whispering And Spelling Game To Improve The Students' vocabulary Mastery At The 7th Grade Of SMPIT Al-Hafizh Palopo. This research indicates the impact in improving the vocabulary mastery based on the statistical score result. Based on the calculation of SPSS 20 editions, it was found that the significant 2 tailed is 0.00, which is smaller than the standard significance level, which is 0, 05 ($0, 00 < 0, 05$). The result of this statistic calculation provided that the researcher H_a was accepted, and the H_0 was rejected. It shows that with the use guessing whispering and spelling game technique, there are significant differences for students' vocabulary mastery. The total students in this experimental class were 14 students. The researcher distributes the questionnaire in order to investigate the students' perception after the implementation of guessing whispering and spelling game technique in treatment stage. The result illustrates the positive response from the students in applying guessing whispering spelling game technique to enhance the vocabulary mastery during the research. The response confirms that the students are agree that the guessing whisplega technique is able to help them in improve the vocabulary mastery.

The difference that can be found from those previous study are, the method, researcher used quantitative experimental design, objectives of study is the students on seventh grade and also the variable so far, researchers are looking for not finding similar application variable.

5. CONCLUSION

The Guess Me Game can motivate students to improve their ability to vocabulary mastery. The first test was the pre-test and the second test was the post-test. In the control class during the pre-test students were not given any methods and during the post-test students were only taught to use conventional method while in the experimental class in the pre-test students were also not given any techniques and during the post-test students were given method in the form of Guess Me Game, it can be seen that the result of the statistical calculation above is that the tobs value is greater than the ttable value. Data analysis based on the results of the study showed the t-test value (13.391) was higher than t-table (2.042) and the (Sig) value (0.000) was lowest than 0,05 and the degrees of freedom (df) was 31.

This means that the pre-test and post-test scores in the control class are different, so the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) rejected. The researcher concluded that the Guess Me Game had a significant impact on the using Guess Me Game class VIII students of SMP PAB 8 Sampali in vocabulary mastery.

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