THE EFFECT OF USING GUESSING GAME TECHNIQUE TO VOCABULARY MASTERY AT X GRADE STUDENTS

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Abstract

This research aims to see the effect of using guessing game technique to vocabulary mastery at x grade students of SMA Negeri 1 Air Joman in 2024 /2025 Academic Year. This research belongs to quantitative research. The population are the students at X grade of SMA N 1 Air Joman consists of 6 classes. There are 36 students chosen as the sample by using random sampling technique. The sample is divided into two groups. Namely control group and experiment group. The experiment group was taught by using guessing game technique and control group was taught without using guessing game technique. The instrument in collecting the data was Multiple choice. The data was analysed by using t-test formula, It means that alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Based on the finding of this research, it was found that is a significant effect of guessing game technique to vocabulary mastery at x grade students of SMAN 1 Air Joman.

Keyword: Effect, Guessing game technique, Vocabulary mastery

INTRODUCTION

Language is very important for human life. By language we can communicate and interact with others well. Language is one of the instruments to get or information. It is used to express ideas, feeling, purposes, thought and opinions in written and oral way. The very beginning step of learning other language is learning vocabulary. It has an important role in Language and in English. Vocabulary is the very basic knowledge that is required to acquire other competencies such as listening, speaking, reading and writing. Having a lot of words is necessary because the more words students know, the better chance to understand. In case of with that reason, limited vocabulary also prevents students from comprehending audio from listening and reading text. McCarthy also stated that the biggest component of any language course is vocabulary**. (McCarthy, 2016)**

Based on my experience teaching research to class X students at SMAN 1 Air Joman, the problem that occurs were students' Students less the mastery vocabulary and difficult to practice the vocabulary. Students are less interested in learning English in a conventional way and need interesting media and learning techniques in the teaching and learning process.

So, to solve the problem above, this study requires more effective learning by using guessing game technique, guessing game has impacts in teaching vocabulary and it is needed to conduct a close study to obtain further evidence of the topic. she also stated that the guessing game is helpful because it can make students feel that certain words are important and necessary. Because without those words, the object of the game cannot be achieved. It creates conditions in which the use of the target language, once they One simple way to make vocabulary learning more interesting for students is to use Guessing Game technique.**(Pertiwi et al., 2023).**

Interactive learning wgich states that the use of game technique can increase students' motivation and interest in learningGuessing Game is a technique game that let person guess something which is not mentioned what is that thing. The players have to identify the thing based on their knowledge, guessing game is one type of game in which there is an interaction between a group of people, a game in which the participants compete individually or in teams to identify something that is not clearly shown.

METHOD

This research belongs to a quantitative methodology as an experimental research method. Earlier to accepting treatment, a pre-test is managed to decide the level of students' scores and vocabulary mastery. After regulating a test, a post-test will manage to evaluate the students' score and perusing mastery. The data will be collected before and after the test. The design is suitable for evaluating the effectiveness of using guessing game technique to vocabulary mastery at students in thee X grade at SMA NEGERI 1 Air Joman. In this research, there are two groups: the experimental group is X1 and the control group is X2. The researcher is usingg Guessing game technique in experimental classes. In the class control, the researcher does not use the Guessing game technique. X1 consist of 36 students and X2 Consist of 36 students, so the number of samples is 72 students.

Table *1 Experimental* Class and Control Class

Group	Pre – Test	Treatment	Post – Test
Experimental	X	X	X
Control	Y	-	Y

Note:

X   :   Using   Guessing   game   technique

Y   : Using conventional way

Instrument of data collection in this research will be multiple choice, the students will choose the right answer from a, b, c or d. (Arikunto,2013) "A test is a tool or procedure used to find out or measure something in an atmosphere, in ways and rules that have been determined." In this research was used observation, and test research instruments, namely pre-test and post-test. The objective test that is multiple choice. This Research used objective test in the form of narrative text.

1.	Pre-test

Pre-test was conducted to find out the students' mastery in vocabulary before having experiment. The pre-test was given to students and their task was scored. The result of the pre-test was considered as preliminary data.

2.	Experiment

Treatment was given to students after getting the results of the pre-test, in this step Guessing game technique is used for the experimental class while conventional learning is for the control class.

3.	Post-test

The last step taken will giving a post test. This is done in order to find out whether there is any effect of the Guessing game technique treatment on the experimental class that had been given the treatment.

RESULTS AND DISCUSSION

The result of the students' test can be seen on the following table score.

Table of Pre-Test and Post-Test Experimental Class

NO	Initial Name	Score of Pre-Test (*X*)	Score of Post-Test (*Y*)	X^2	Y^2	XY
1	AS	60	90	4225	8100	5850
2	ASA	70	90	4900	8100	6300
3	AP	60	80	4225	6400	5200
4	AA	70	90	4900	8100	6300
5	AD	60	90	4225	8100	5850
6	AS	60	80	4761	7225	5865
7	BD	60	90	4224	8100	6120
8	CDS	60	80	4225	7225	5225
9	DS	70	90	4900	8100	6300
10	DR	60	80	3600	6400	4800
11	DSS	60	80	3600	7225	5100
12	DH	60	80	4225	7225	5225
13	EDS	70	90	5625	8100	6750
14	EF	70	80	4900	7225	5950
15	FI	60	80	3600	7225	5100
16	GE	70	90	4900	8100	6300
17	HF	70	80	4900	7225	5950
18	IM	60	90	4225	8100	5850
19	JS	60	80	4624	7225	5780
20	MAS	70	80	4900	7225	5950
21	MMP	70	80	4900	7225	5950
22	MA	60	80	4489	7225	5695
23	NNS	50	80	3600	7225	5100
24	NAR	60	80	4225	7225	5525
25	NNI	60	90	4624	8100	6120

26	NA	70	80	4900	7744	6160
27	PA	70	90	5625	8100	6750
28	RI	60	90	4489	8100	6030
29	RS	60	80	4489	7225	5695
30	RAM	60	90	4761	8100	6210
31	SA	60	80	4225	6400	5200
32	SP	70	90	5625	8100	6750
33	SN	60	80	4489	7225	5695
34	TA	50	80	4624	7225	5780
35	TAA	60	80	4225	7225	5525
36	ZAF	70	80	4900	7569	6090
	Total	$\sum X$=2420	$\sum Y$=3120	$\sum X^2$=164 274	$\sum Y^2$=270 738	$\sum XY$=210 640

Based on the table 4.3 above, can be seen that the score Pre-Test of Experiment class the highest value is 70 and the lowest is 50 and the data was taken before giving a treatment and explanation material. Then, the highest value is 90 and the lowest is 80. Data was taken from the result of using Guessing game technique was given. After the treatment was given, it can be seen there was in increasing in student learning outcomes. The increasing from the data is the lowest score 50 increasing to 80 so the score was increased 20 score and the highest score 70 increasing to 90 so the crore was increased 15 score.

Based on the table 4.1 above can be seen that score Pre Test of Experiment Class the highest value was 70 and the lowest is 50. Data was taken before giving a treatment and explanation material. It shown the highest and the lowest score in Pre-Test was. Students who got 50 score was 4 students. Students who got 60 score was 19 students. Students who got 70 score was 13 students.

Based on the table 4.2 2 above can be seen that score Post-Test of Experiment Class the highest value was 90 and the lowest is 80. Data was taken after giving a treatment and used Guessing game technique. It shown the highest and the lowest score in Post-Test was sstudents who got 80 score was 21 students. Students who got 90 score was 15 students.

Table of Pre-Test and Post-Test Control Class

NO	Initial Name	Score of Pre-Test (X)	Score of Post-Test (Y)	X²	Y²	XY
1	AS	60	80	4225	6400	5200
2	AF	60	70	3600	5625	4500
3	AKS	70	80	4900	6400	5600
4	AFL	60	80	4225	6400	5200
5	AL	60	70	4225	6400	4875
6	CPA	70	70	4900	4900	4900
7	DRH	60	70	4225	4900	4550
8	DA	60	70	3600	4900	4200

9	DI	70	80	4900	6400	5600
10	DKS	60	70	4225	5625	4875
11	EBS	50	80	4489	6400	5360
12	FS	60	80	4225	6400	5200
13	FAR	60	70	3600	5625	4500
14	HM	70	80	4900	6400	5600
15	HSR	50	70	4489	5625	5025
16	JS	60	70	4225	4900	4550
17	KE	60	70	4225	4900	4550
18	KRH	50	80	4225	4900	4550
19	MA	60	70	3600	4900	4550
20	MAI	60	70	3600	4900	4200
21	MAN	70	80	4900	4900	4900
22	MFH	70	80	4900	5625	5250
23	MFA	60	70	4335	4900	4550
24	NN	60	70	4489	5625	5025
25	NA	70	70	4900	4900	4900
26	NR	60	70	4489	5625	5025
27	RSA	50	80	4356	4900	4620
28	SAA	60	70	4225	4900	4550
29	SA	50	70	4489	4900	4690
30	SPS	60	70	3600	5625	4500
31	SH	60	80	4425	5625	4875
32	SO	70	70	4900	4900	4900
33	TPA	70	70	4900	4900	4900
34	USP	70	80	5625	5625	5625
35	ZA	70	70	4900	6084	5460
36	ZS	60	70	3600	4900	4200
Total	$\sum X$=2430	$\sum Y$=2680	$\sum X^2$=158261	$\sum Y^2$=203184	$\sum XY$=175880	

Table 4.6 6 above, can be seen that the score Pre-Test of Control class the highest value is 70 and the lowest is 50 and the data was taken before giving a explanation material. Data was taken from the result of explanation material and the differences from the data score was the lowest score 50 increased to 70 so the score was increased 10 score and the highest score 70 increased to 80 so the score was increased 5 score. Class control of learning was given only in the conventional. The above can be seen there was a difference between Experimental Classes and Control Classes, because the learning outcomes of student in lower grade control.

Based on the table 4.4 above can be seen that score Pre Test of Control Class the highest value was 70 and the lowest is 50. Data was taken before giving treatment and explanation material. It shown the highest score and the lowest score in Pre-Test was sstudents who got 50 score was 4 students. Students who got 60 score was 13 students. Students who got 70 score was 10 students.

Based on the table 4.5 above can be seen that score Pre Test of Control Class the highest value was 80 and the lowest is 70. Data was taken after giving

explanation. It shown the highest score and the lowest score in Pre-Test was sstudents who got 70 score was 23 students. Students who got 80 score was 13 students. The above can be seen there was different in students' scores. Student who learns to use Guessing game technique of learning (Experimental Class) got better result compared with conventionally taught classes (Control Class).

CONCLUSION

From the discussion in the previous chapter, it can be concluded that using Guessing game technique in vocabulary mastery. The students' vocabulary mastery before using guessing game technique is very poor. It is different from the students' interest when they are using Guessing game technique. It was found when students' Post-Test was higher than the Pre-Test which proved that used of Guessing game technique in learning activity contributed to students' more effective in teaching on Vocabulary mastery. The study's findings support the Guessing game technique effectiveness improve the student's achievement in mastery vocabulary. This study concludes that the Guessing game technique can make teaching and learning process exciting more that it bases on the data analysis. To test the hypothesis, the formula of t-test and the distribution of t-table are applied the result show that t-critical must higher that t-table, the hypothesis testing is done in order to know whether is acceptable or rejected.

After analysing the data into t-test, it was score that t-score was 1,714 > 1,667, if this consulted to critical score product moment degree of freedom (df) N1+N2-2 or 36+36-2=70. So, the critical score of t-score>t-table. So, this research had been successfully, Ha is accepted and it revealed that hypothesis using Guessing game technique on Vocabulary Mastery effective because using Guessing game technique.

THANK-YOU NOTE

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