

## THE MERIT OF GUESSING GAME IN IMPROVING STUDENTS' VOCABULARY MASTERY

Lea Octavia Dewi<sup>1</sup>, Halimah<sup>1</sup>, Nia Kurniawati<sup>1</sup>

<sup>1</sup>Suryakencana University

E-Mail: [octavialea9@gmail.com](mailto:octavialea9@gmail.com)

### ABSTRACT

This study aims to find out the effectiveness of Guessing Game implementation on teaching vocabulary. The study implements a quantitative method with pre-experimental design. The samples were the entire students of second grade of Banking Class in SMK PGRI 1 Pariwisata Cianjur consist of 12 students. The sample was taken purposively with certain criteria. The sample given was Guessing Game treatment that adopted from Fan's theory (2003). The data of this study were obtained through a test and questionnaire. The test was given orally by giving the treatment. The data from the test were analyzed statistically using SPSS 22.0 for Windows. The result shows that the lowest score on the test is 94. Meanwhile, the highest score is an excellent score, 100. Then, the mean score is 81. It indicated that the mean is higher than the minimum completeness criteria (KKM). Moreover, the result from T-Test shows that  $t\text{-value} > t\text{-table}$  2.201. It indicated that  $H_a$  is accepted. Guessing Game is effective to increase students' vocabulary mastery.

**Keywords:** *Vocabulary, Technique teaching vocabulary, Guessing Game*



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## 1. INTRODUCTION

### 1.1. Introduction

Indonesian government realized a new curriculum in 2013. That makes English as a compulsory subject to learn in senior high school as a foreign language. Curriculum 2013 emphasize on the equality of spiritual, social, curiosity, creativity, knowledge and psychomotor collaboration (Gunawan, 2017). Holding that idea, teachers required to be more creative, while students to be more active.

According to Hatch & Brown cited in Farida, Isrina, Apsari (2019), claimed, "Vocabulary is the foundation to develop languages which has a role as a basic in communication". Furthermore, teaching vocabulary aims at enabling learners to understand the concepts of unfamiliar words, gain a greater number of words, and use words successfully for communicative purposes. Thus, good vocabulary mastery supports mastery of each of the language skills, both receptive (listening and reading) and productive (speaking and writing),

(Cahyono, 2016). Hence, through mastery the vocabulary, someone is able to master another English skills and competences (Harmer, 1986, p.8) cited in Fhonna (2015).

According to Andika & Mitsalina (2020) vocabulary is one of the root learning language' problems that occur to Indonesian language learners. Priyono (2004:26) cited in Cahyono (2016) stated that the main problem of Indonesian EFL students is their limited vocabulary. It is line with the real life situation in SMK PGRI 1 Pariwisata Cianjur where this study took place. Students are still low proficiency of vocabulary due to some mistakes done by the English teacher in the classroom such as teacher does not deliver the material in sequence, teacher seldom to involve students in learning activity, and teacher never used an appropriate teaching technique and strategy, etc. In this case, the main problem that English teacher often face is how to develop students' motivation to learn English in order to increase students' vocabulary mastery.

To overcome those problems, there are a lot of studies show that the use of teaching media can help students to learn and make them easier to understand the material (Alrajhi, 2016). Unfortunately, the use of multimedia has not been able to reach all schools sub-urban regions in Indonesia like Cianjur. Therefore, the researcher used game as a teaching media to learn language especially learning vocabulary. Game chosen as an appropriate learning media because it facilitates the students to learn the language in a creatively and the use of games also can make classroom atmosphere become more interesting (Maria Nage Pajo, 2017). A game chosen by the researcher to learn vocabulary is Guessing Games. This game is effective to use in learning vocabulary because through this games students will play with the new words deeply (Klimova, 2015).

In learning vocabulary, the role of the teacher is important to motivate students to understand the meaning of vocabulary are learned in the classroom, not only to be understood at that moment, but also to remember onwards in longer time and used in a sentence. Hence, Fan (2003) cited in Behbahani (2016) claimed that there are five steps in the most of the vocabulary learning strategies: "1. facing with the word, 2. getting an image of the word in mind, 3. learning the meaning, 4. making a strong connection between form and meaning, 5. using the word." Those steps stated can be guidance of teacher to gain the students' motivation in learning vocabulary in order to increase students' vocabulary mastery and to increase the teacher creativity in conduct the leaning activities in order students can get involved.

Holding the concept of Fan's (2003) theory, the researcher modified Guessing Game with adding some steps inside. 1) Spelling the words that is guessing, 2) Creating the words into a sentence, 3) Linking the word from one sentence into longer sentence, and 4) Arranging the

words into the unity of paragraph coherently. Then, here the teacher as guidance gives the students some clues by the word under the theme of the material in lesson plan. In this study, the researcher makes two hypotheses:

Ha: Guessing Game is effective in increasing student's vocabulary mastery.

Ho: Guessing Game is not effective in increasing student's vocabulary mastery.

### *1.2. Research questions*

How is the effectiveness of Guessing Game implementation?

### *1.3. Significance of the study*

Theoretically, pedagogically, and practically, the results of this study expected to give benefits for the English teachers, students, as well as the further researchers. Theoretically, the result of this study gives information to the teachers about the importance of teaching technique in teaching vocabulary and gives the idea that Guessing Game can be used as an alternative technique in teaching process to improve students' vocabulary mastery. Meanwhile, the students expected to be master in memorizing vocabulary easily. Not only to know how pronounce the words with the correct spelling but also to understand how the real meaning of the words and how to use the words in a proper sentence.

Pedagogically, this study is able to provide a good impact in the field of education. Where this study is able to assist students to understand vocabulary, memorize the words in a good spelling and creating the words into a sentence, then, linking the sentences into a paragraph with an appropriate grammatical structure.

Practically, the researcher expects that the study can contribute knowledge to develop English vocabulary by using Guessing Game and it can be used as reference for those who want to conduct a research in teaching vocabulary.

## **2. METHOD**

### *2.1. Research Design*

In this study, the researcher used quantitative method in the design of pre-experimental method. Quantitative research focuses on testing objective theories by examining the relationship among variables (Malik and Hamied, 2014:36). Meanwhile, Sugiyono (2017) stated that, "the pre-experimental research method may interpret as a research method used to find the effect of certain treatments against others in controlled conditions". He also added that there are three types of pre-experimental research method design: one-shot case study, one-group pretest-posttest design, and intake-group comparison. In this study, the researcher used one-shot case study design to conduct the treatments. Where, this study does not have a

control group. The treatment only given to one group, it is the students in the second grade of Banking Class in SMK PGRI 1 Pariwisata Cianjur who will get special treatment by learning English vocabulary used guessing games (signed X).

Then, at the end of the program, students given the test associated with the treatment or teaching given (signed T).

Table 2.1 The Design of the Study

Subject	Treatment	Test
1 group	X	T

Note:

X: *Treatment* by using guessing games in the experimental class.

T: *Test* after given treatment.

## 2.2. Samples/Participants

The study was taken place in SMK PGRI 1 Pariwisata Cianjur at the second grade students in the academic year of 2020/ 2021. It is located in Gatot Mangkupraja Street, No.3 B, Nagrak, Cianjur. The study held on November 2020 until finish. The researcher made the study timetable consist of the schedule of activities the study done. In determining sample, the researcher must use sampling. In this study, the researcher used purposive sampling. Purposive sampling is sampling with certain consideration (Sugiyono, 2018, p. 138). Criteria for participants who can be a sample in this study are: 1) the class where the researcher teaches, and 2) the class that have offline meeting during pandemic.

Therefore, the researcher took the sample from the entire students in the second grade of Banking Class that consists of 12 students.

## 2.3. Instruments

### a) Test

Test can be interpreted as a number of statements that the perceptions should be given the purpose of measuring a person's ability to reveal a particular aspect of the tested person (Widoyoko, 2012:45-46). Perceptions of the test participant to a number of questions and statements describe the ability in particular field. The test used to measure the results of learning. This study provides an oral test of making a simple sentence in English to high school students using guessing games. In assessing the tests results by students, the researcher uses vocabulary scoring rubric assessment made by the teacher:

**Table 2.2 Students' Scoring Rubric**

Aspect	Information	Score
<b>Spelling</b>		
<b>Complete spell</b>	When student success to spell all of the letter properly	30
<b>Lost one letter</b>	When student lost one letter to spell	25
<b>Lost more than one letter</b>	When student lost more than one letter to spell	15
<b>Sentence</b>		
<b>Content under the topic</b>	When student create a sentence related with the topic	30
<b>Content out of the topic</b>	When student create a sentence out of the topic	25
<b>No content</b>	When student do not create a sentence	15
<b>Paragraph</b>		
<b>Coherence</b>	When the content in the paragraph coherence	30
<b>Lost coherence</b>	When the content in the paragraph loss of coherence	25
<b>No coherence</b>	When the content in the paragraph does not coherence	15
<b>Total Score</b>		90

The students' score are gathered through this formula:

$$Score = \frac{Students\ correct\ answer\ score}{The\ total\ number\ of\ items} \times 100\%$$

(Masdalia & Patahuddin, 2018)

#### 2.4. Data analysis

Data analysis is the process of organizing the data in order to obtain regularity of the pattern of form of the study. Data analysis conducted to create understanding of the data and to enable the researcher to present the result of this study to the readers. In this study, the researcher analyzes the data with steps as follows:

##### 1) Descriptive Analysis

The descriptive analysis used to describe the variable of this study. The descriptive analysis includes the measurement of central tendency (mean, median, and mode), and the measurement of group variance (range, variance, and standard deviation). The researcher discusses the variable under study based on the mean. Computation mean conducts to test the validity of the results that will determine the success of the hypothesis. The test is carried out in groups by giving the treatment and conducting an assessment based on the scoring rubric that was made by the researcher in table 2.2. Furthermore, describing the acquisition of students' scores used a range of vocabulary mastery values based on the minimum completeness criteria (KKM) design by the teacher according to the 2013 curriculum rules as shown in the following table.2.3.

The researcher used the formula as follows:

$$Mean = \frac{Total\ score}{The\ highest\ students\ score} \times 100\%$$

(Gay, 2006: 320)

The following categories used to classify the students score:

**Table 2.3 The Classification Score**

No.	Mastery Level	Category
1.	86-100	Very Good
2.	71-85	Good
3.	56-70	Fair
4.	41-55	Poor
5.	<40	Very Poor

After discovery the mean of students' score, the validity of hypothesis will determine. If the mean score' is more than the minimum completeness criteria (KKM) then the hypothesis is accepted. However, if the mean score' is less than the minimum completeness criteria (KKM) then the hypothesis is rejected.

## 2) Normality Test

To know the normality, the researcher used One-Sample Shapiro-Wilk test with SPSS. One-Sample Shapiro-Wilk chosen because, in this study the sample used less than 50 students.

Testing Criteria:

If the probability (sig) > 0.05 data were normally distributed

If the probability (sig) < 0.05 data were not normally distributed

## 3) One-Sample T-Test

After knowing the data were normally distributed. The researcher needed to valid the hypotheses. Hypothesis test is use to find the answer of hypothesis. In this study, the researcher used T-test to know the result. T-test is use to analyze whether there is any effect of using Guessing Game in increasing students' vocabulary mastery. In this study, the researcher used T-test formula (one sample t-test) and it was calculated by using software SPSS Statistics 22.0 for Windows Version. In this below there is the formula to get the result based on Arikunto (1983: 191-193) cited in Kumalasari (2018):

$$t = \frac{\bar{x} - \mu}{S/\sqrt{n}}$$

(Sugiyono, 2017)

Note:

x = sample mean

$\mu$  = population mean/previous research

S = Standard Deviation

n = number (number) of samples

The criteria:

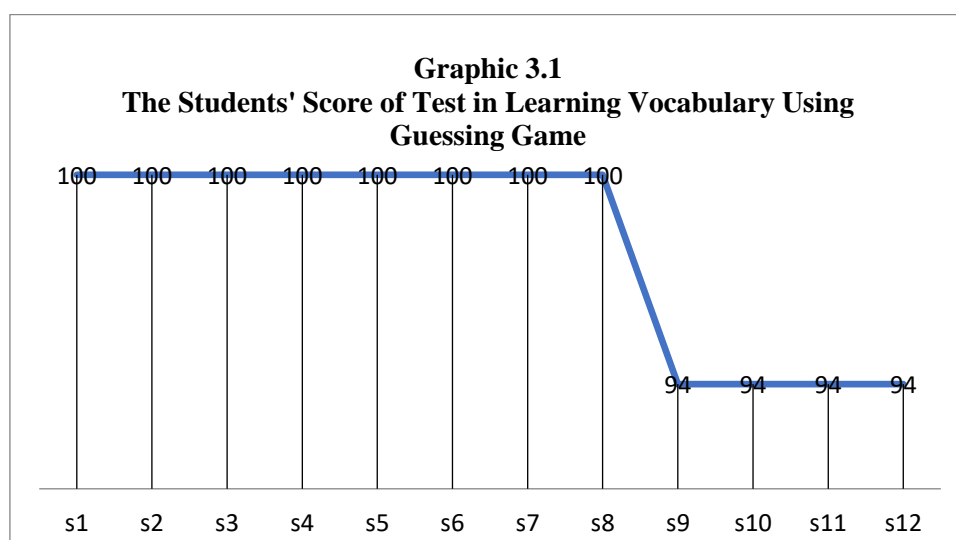
If t-value  $\geq$  t-table means there is effect. Ha is accepted, Ho is rejected.

If t-value  $\leq$  t-table means there is no effect. Ha is rejected, Ho is accepted.

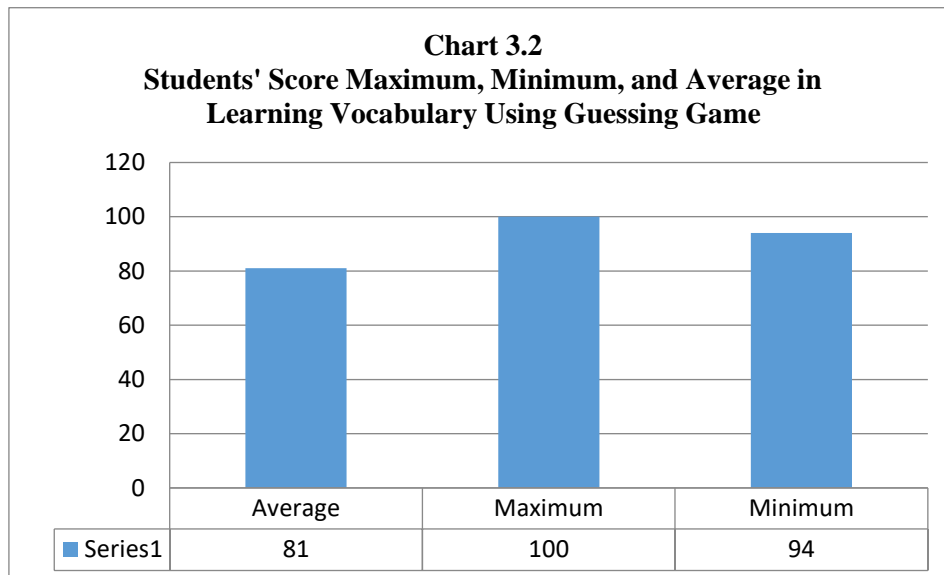
### 3.FINDINGS AND DISCUSSION

#### 3.1. Findings

The first question of this research is about the effectiveness of Guessing Game implementation in teaching vocabulary to gain the data the researcher gave the students a test. The result of the test is presented in Graphic 3.1.



Graphic 4.1 shows the students score gathered from test. It was conducted after the treatment. It can be seen that, there are 12 students joining in this research. Out of the 12 students, there are four students got 83 score, four students got 100 score, and four students got 94 score. Those score gathered by playing the game in-group, each group consists of four members. Where in this case every members of group will get the same score based on their works. Then, the students' result based on average, max, and minimum score is presented in the following chart.



The students' score data was taken above based on the real score of learning vocabulary using guessing game. The maximum of students' score is 100, the minimum of students' score is 94, and the average of students' score is 81. As the data analysis of this study, the researcher used the minimum completeness criteria (KKM) as the reference of students' score. As the average of students' score is 81 which is upper than KKM (75) indicates that Guessing Game is effective to increase students' vocabulary mastery. The scores count presented as the follows:

$$Score = \frac{\text{Students correct answer score}}{\text{The total number of items}} \times 100\%$$

(Masdalia & Fatahuddin, 2018)

There are three aspects was scored in this test, the first is spelling, the second is coherency, and the third is sentence. The score of each aspect is presented in the following chart.

a) Spelling Aspect



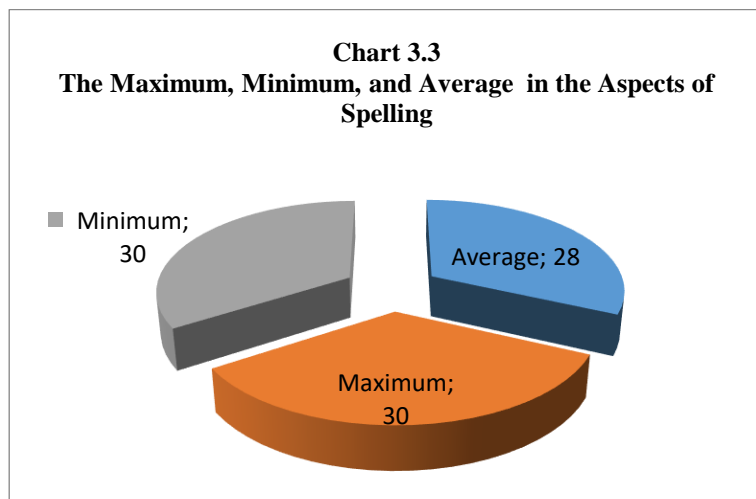


Chart 3.3 shows the students' score maximum, minimum, and average of spelling aspect. The maximum score is 30, then, the minimum score is 15, and the average score is 28. Based on the data above, it can be concluded that students' were able to able this aspects well. It proved by the maximum score that students' got is the highest score for each aspect, based on the scoring rubric that can be seen in Table 2.2. Moreover, the average score is upper than a half of the maximum score.

b) Sentence Aspect

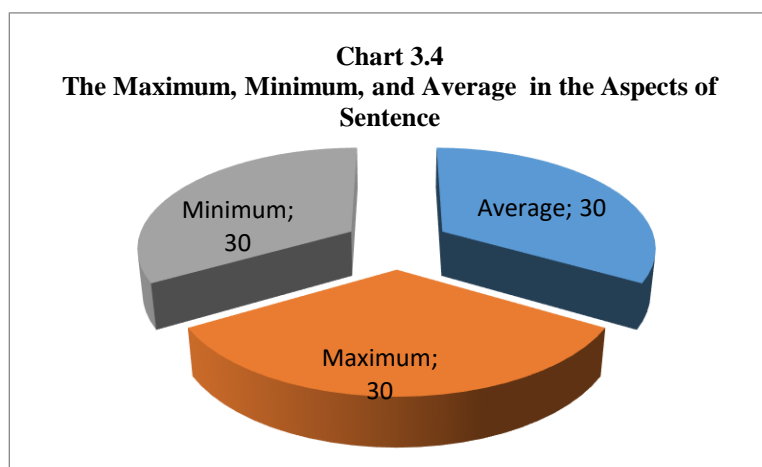


Chart 3.4 shows the students' score of sentence aspect. The maximum score is 30, then, the minimum score is 30, and the average score is 30. Based on the data, it can be concluded that sentence aspect in Guessing Game is effective to assist them in creating the words into a good sentence. It proved by the maximum and the average score 30, which it is decided as the highest score that students' probably obtain in scoring rubric that can be seen in Table 2.2.

c) Coherency Aspect

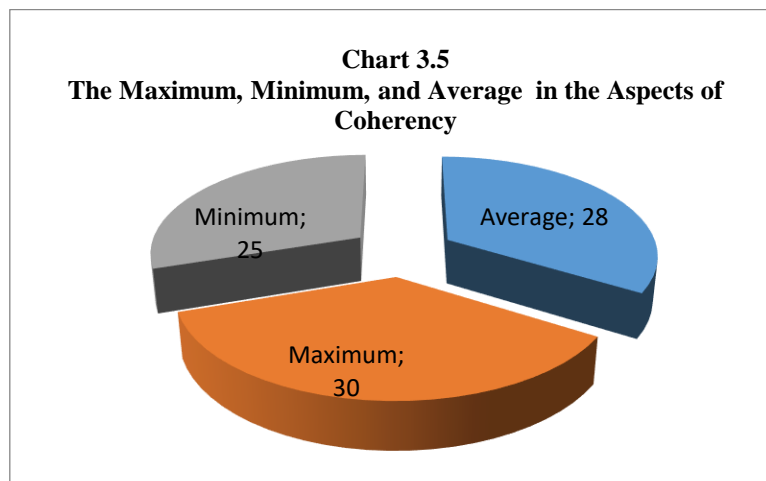


Chart 3.5 shows the students' score of coherency aspect. The maximum score is 30, then, the minimum score is 25, and the average score is 28. The data above proved that besides the students' successful in spelling and creating the words into a sentence, they are also were able to link those sentence coherently. It can be seen that the average score is upper than a half of the highest score for each aspect, based on the scoring rubric that can be seen in Table 2.2.

### 3.1.2 Normality Test

The normality test conducted to know whether the data from experiment class derived from population has normal distribution or not. Because the samples are less than 50, to determine the significance was employed by using Shapiro-Wilk through software SPSS 22.0 for Windows. The level of significance was set up at 0.05 and the hypotheses are as follows:

Ho = Guessing Game is effective to increase students' vocabulary mastery.

Ha = Guessing Game is not effective to increase students' vocabulary mastery.

The following table is the result of the analysis.

**Table 4.1 Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Students' Score	.142	12	.200 <sup>*</sup>	.929	12	.368

Based on the table 4.1 showed that significance value of experimental class is 0.368. It means that the significance value of experimental class is higher than 0.05, or  $0.368 > 0.05$ . Hence, the researcher can sum up that the sample taken from the experimental class is normally distributed.

### 3.1.3 One Sample T-Test

After knowing that the data is normally distributed, the researcher analyze the students' score through one sample T-test to know whether Guessing Game is effective to increase students' vocabulary mastery or not. The result of the T-test as follows:

**Table 4.2 One-Sample Test**

	Test Value = 75					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Students' Score	3.029	11	.011	3.1083	.850	5.367

Based on table 4.2 it can be seen that the Sig. (2-tailed) value is 0.011. Because the significance value  $0.011 < 0.05$ , the  $H_0$  is rejected. In this case, the researcher also was done the comparing score t-value with t-table. Then, the score can be seen as follows:

t-value is  $3.029 > t\text{-table } 2.201$ , the  $H_0$  is rejected.

The data was taken from the formula:

$$= 0.05/2; df$$

$$= (0.025; 11)$$

Then, it can be seen from the t-table score distribution statistics. Therefore, the t-table is 2.201.

Therefore, it can be concluded that the Guessing Game is effective to increase students' vocabulary mastery.

### 3.2. Discussion

From the result of the test, it is shown that Guessing Game is effective in increasing students' vocabulary mastery. It is line with Maria Nage Pajo (2017) statement that game chosen as an appropriate learning media because it facilitates the students to learn the language in a creatively and the use of game also can make classroom atmosphere become more interesting.

According to Fan's theory stated in Behbahani (2016) that there are five steps of teaching technique vocabulary that teacher should applied in teaching-learning process. Therefore, the researcher applied it in teaching-learning activity then, it modified by the researcher into a game named Guessing Game. Through playing Guessing Game in teaching vocabulary, it proved that those steps are effective to engage students' activity in classroom; moreover, due to those steps Guessing Game also indicated was able to increase students' motivation in learning vocabulary, which is automatically also increasing students' vocabulary mastery.

In conducting the study by playing Guessing Game, there are three terms that be highlight in the Game for measuring the effectiveness of Guessing Game implementation in teaching-learning vocabulary which in the terms of spelling, sentence, and coherency. Then, for the term of spelling, the improvement can be seen from the students' score in Chart 3.3. It showed that the maximum score was 30, which it decided as the highest score in scoring

rubric that the researcher used in this study. It proved that with adding spelling term in Guessing Game was able to assist students' in learning vocabulary. It occurred because in this step students practiced the words repetition by spelling each word that they heard properly. It assists them to memorize the word in longer time.

According to Thornbury (2004) cited in Rohmatillah (2015) spelling become one of difficult aspects of learning vocabulary that students often faced in the classroom. Nevertheless, through playing Guessing Game, the researcher was able to solve the problem. And the data above was able to break up the theory from Rohmatillah (2015). Besides, this term also assist students' to increase their pronunciation skill. Because in this case, the students practiced spell each the word correctly and properly. Based on the role of the game, they have to minimize the mistakes of spelling because if in the first phase they are wrong they will not able to pass the next phase well. Then, they will get a score deduction. Hence, they learned and tried hardly in this phase in order to gain a high score.

On the other side, in sentence term the students also obtain the higher score with the maximum score 30. From the data above, in Chart 3.4. It showed that students make a sentence with appropriate grammatical structure even the sentence was a simple sentence. Moreover, the average score in the sentence term was 30. It indicated that in sentence term the students passed it well, all of them were make a sentence with a good grammatical structure. The data above can break up the theory from Rohmatillah (2015) about the obstacles that students faced in learning vocabulary. She stated that grammar become one of the obstacles that students faced in learning vocabulary because students' lack of grammatical understanding that caused by the wrong pronunciation or spelling that they heard.

But in this case, through playing Guessing Game the pronunciation or spelling' problems has solved, where in spelling term students has decreased their mistakes on spelled the words so in term sentence they should not find the difficulties in arranging the sentence because their friend has spelled the word correctly. Besides, with the explanation that teacher explained about how to arrange the sentence especially cause-effect sentence as the material that students learned. It assisted them to increase their understanding about grammatical structure in arranging the sentence.

Then, for the term coherency, students also gain the higher score with the maximum score was 30. And, the average score was 28. It indicated that students were able to link each sentences coherently.

Based on the average score from the test above it can be infer that Guessing Game is effective to increase pronunciation and speaking skill. It happened caused the unity terms that students passed in playing Guessing Game are suitable. Therefore, Guessing Game can be

inferring effective in increasing students' vocabulary mastery. It is also supported by Nisma (2016), she stated that guessing the words is the most useful vocabulary learning technique.

After knowing the descriptive data analysis from each aspects of Guessing Game, the researcher conducted some analysis using SPSS Statistics 22.0 for Windows to know the validity of the instruments and the hypotheses. And the result showed that the data was normally distributed. Then the  $H_0$  is rejected. Because the  $t$ -value  $>$   $t$ -table. It was 3.029. It indicated that  $H_a$  is accepted, that Guessing Game is effective to increase students' vocabulary mastery.

The successful of the increasing of vocabulary mastery occurred because the teacher explanation of the role that conveyed clearly. Somehow, it also will not be run well without the great cooperation between students and teacher. It is line with Che Ahmad, Shaharim, & Abdullah (2017) stated that good interaction between teachers and students will create positive relationships in the classroom and contribute to effective learning.

Generally, Guessing Game that has modified by Fan's theory indicated as a suitable teaching technique that can applied for intermediate language learners in learning vocabulary. It supported by the advantages from the game such as; 1) the game promote physical growth and development, 2) the game is fun for the students like to play them, 3) the game makes students enjoyable in learning, 4) the game develops emotional understanding between one student to another, and 5) the game provides language practice in various skills, such as speaking, reading, and listening. It is line with Yuliani (2017) statement about the advantages of Guessing Game.

## 4. CONCLUSIONS

### 4.1 Conclusion

The result of this study showed that Guessing Game is a good teaching technique that can be implemented in the process of learning English vocabulary. Guessing Game is not only easy to be implemented but also can increase students' motivation and participation in learning process. Moreover, the students' showed an improvement in their English ability especially their English vocabulary mastery. It is proved by the students' score using Guessing Game, they got score upper than the completeness criteria minimum (KKM). In addition, there are some conclusions that interpreted the implementation of Guessing Game based on Fan's theory applied in this study. Learning process was done on three meetings, the classroom atmosphere in learning English vocabulary by using Guessing Game looked active. The students just acquire new vocabulary from teacher and their textbook. They did not find new vocabulary by their self from another source. Through Guessing Game, the students had

not difficulties in pronouncing and spelling. They did not get difficulties when the teacher asked to say the words. At beginning, the students think it was embarrassingly if they wrong to say the words, but with some explanation from the teacher they were be brave. They did not get difficulties to remind many words and formulas.

## 1.2 Suggestions

After the researcher finished this study at SMK PGRI 1 Pariwisata Cianjur, the researcher would like to give some suggestions as follows:

For the students, the students should be more focus in learning process, do not talk each other too much when the teacher gave the explanation about the material. Although the students just acquire new vocabulary from the teacher and their textbook, the students should memorize it. Better, for the students, be more active to enrich their self with vocabulary. They have to find new vocabulary from another source like song, movie, or dictionary. Do not just acquire new vocabulary from the teacher. Then, the students should be more feeling confident to apply the words. Therefore, they can improve their ability in learning English. The students should practice the vocabulary that they have learned in their real life, more practice can make their pronunciation, and spelling better. If the students keep doubt to say and apply new word, ability will never develop.

For the teacher, the teacher should explain how to play the Guessing Game clearly. The teacher should more attention to the students that choose to quiet and did not join the game. Ask them to come up, and guide them. So, they will be more confident. For the school, the school should provide some media learning to support students in learning English.

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