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The Use of Electronic Guessing Games to Increase Vocabulary Mastery

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Abstract

Learning English as an international language may have generated an issue with vocabulary problems recognizing aspects during its process which the learning process lives of students cannot be overstated. The objective of this research is to refer to the research problem to find out how electronic guessing games increase vocabulary mastery. The hypothesis of this research is described as follows: applying electronic guessing games at MTs Nurul Hasan Bondowoso in the 2022/2023 academic years and focusing on increasing students' English language, especially vocabulary mastery. The design of this research is classroom action research. the research is VII A class consisting of 15 students. The data are collected using the test method by the Quizizz platform and the instrument used is test items with a covering of classification vocabulary. Electronic guessing games were able to increase the student's vocabulary mastery according to the criteria of success at MTs Nurul Hasan Bondowoso in the 2022/2023 academic years by student's ability to use technology, with technical fluency in using technology, it was easier for students to connected the picture to clues to find out the right answer.

Keywords: Electronic Guessing Games, PowerPoint, Quizizz, Vocabulary Mastery

INTRODUCTION

Learning English as an international language may have generated an issue with vocabulary problems, recognizing aspects of the learning process that cannot be overstated. The factor may cause issues internal and external, which include internal factors like attitude, self-esteem, self-confidence, and motivation, as demonstrated by how students who lack inspiration for studying English and have high self-confidence present themselves; social and cultural factors external to the classroom, such as teaching tools and society; as well as the teacher's failure to introduce creative methods to teaching and learning vocabulary.

(Rosyidi et al., 2022) state that the teaching of any foreign language can greatly benefit from the use of games. Games in the classroom would be helpful for both students and teachers. Additionally, games make the students have fun because when studying is not bored.

The main problem in teaching and learning vocabulary at MTs Nurul Hasan Bondowoso is that students in the VIIA grade have difficulty learning vocabulary. Teachers only use the educational materials offered by the school, such as the VII grade textbook, and the teacher uses the drilling method, but it is still quite uncommon because the teacher didn't mention how to increase vocabulary mastery. Gamification in educational strategies to increase benefits this technique's broad objective is to conduct a study on how gamification components affect students' involvement, learning, and other outcomes. According to (Krisbiantoro, 2020) a new form of interactive learning called "gamification" allows teachers to help students learn in a more pleasurable and engaging way so that they can benefit from gamification by learning new things and having interesting experiences. In teaching languages, a variety of methods is important. Guessing, matching, role-playing, and simulation are some of the methods developed (Yuliani, 2017). So, the researchers use of gamification, especially guessing games, to change the atmosphere of the classroom aside from the learning goals will be a challenge.

There is some previous research from (Anggraini, 2021) conducted at the English Easy Course is relevant to this study. The result of this study is that it is effective in teaching vocabulary to young students acquiring vocabulary via electronic guessing games because one of the learning processes becomes enjoyable, and it also revealed that students' vocabulary knowledge improved after using electronic guessing games.

Electronic guessing games for vocabulary require critical thinking and analysis. When students try to guess, they must consider the meaning of the word to solve the puzzle. This forces the brain to work harder, helps strengthen the brain, and improves critical thinking skills. They are constantly exposed to new words.

Electronic guessing games can be an entertaining way to learn new vocabulary. (Anggraini, 2021) states that using technology to motivate students and develop positive attitudes toward learning assists teachers in

creating meaningful contexts for communicative activities. This allows students to learn without feeling like they are learning. Thus, this helps increase memory and the ability to remember important information in the long run.

According to (Nanda, 2019) states that the goal of CAR is to improve the conditions under which learning is conducted from the creation of a plan to the evaluation of actual actions in the classroom, in the form of teaching and learning activities. Therefore, a creative teaching method was required to encourage students to participate more actively in their English Language. The use of electronic guessing games in collaboration with the Classroom Action Research method will be both extremely helpful and interesting because it gives students more opportunities to interpret and produce the English language.

METHOD

To clarify this research, the researcher used Classroom Action Research, it was used because the approach for teachers to improve teaching practices and enhance student learning outcomes. When teaching vocabulary, Electronic guessing games can be an effective technique to engage students and help them memorize new words. (Gay & Mills, 2019) states that the purpose is to provide teacher-researchers with a method for solving everyday problems in their settings. However, using Classroom Action Research, a teacher could systematically explore how effective the electronic guessing games were in helping students learn vocabulary and adjusted the teaching strategy based on the results. Additionally, through classroom action research, a teacher could assess which students were responding best to Guessing Games and adjust the instruction to meet the needs of individual learners.

The researcher used a Classroom Action Search. The Kemmis and McTaggart model cycle design consists have four stages, it can be shown in this figure:
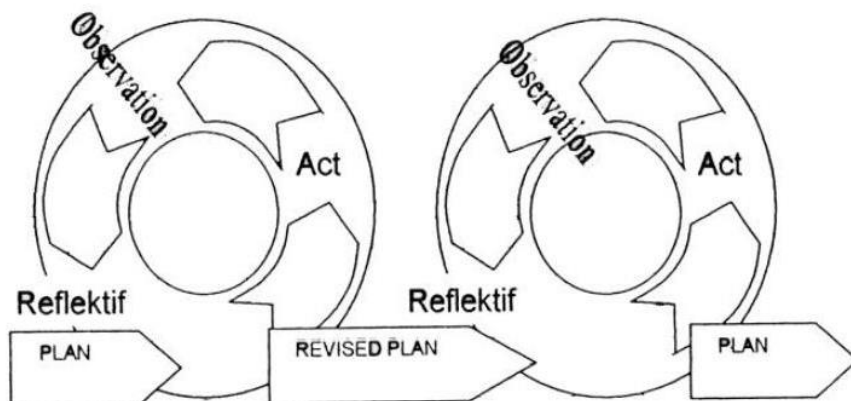

Figure 1. Action Research Spiral by Kemmis and McTaggart

Procedure of The Research

The study design was implemented in cycles during classroom action research, ideally two cycles. The procedures for implementing the classroom action research process were presented. (Barnawi et al., 2019)state that the process of research is an example of an activation process, such as a cycle or recycling. This process specifies a plan of action, how it was carried out, observations and how they were interpreted, how it was analyzed, and how it was reflected upon, as well as criteria and development plans for the cycle that comes after.

1. Planning

This stage was the planning of everything that had been carried out in the research. The researcher conducted a preliminary study on MTs Nurul Hasan Bondowoso. The information could help the researcher design research and have an overview of that school. The researcher used two methods to conduct the research: interviews and observation. The first is preparing the topics and sub-topics in Curriculum 13 for junior high school. Second, researchers prepared lessons according to student levels in Curriculum 13, for the first and second cycles, covering material names and numbers of animals, objects, and public buildings. The third plan was to prepare pictures that were used to guess the vocabulary according to the topic. Fourth, the researcher prepared to design PowerPoint, which was the main medium for electronic guessing games. PowerPoint was designed, including transitions, animations, slide shows, and the picture that was displayed in half frames, which

could attract students to more challenging electronic guessing games. Fifth, the researcher made an answer sheet that is on Quizizz to answer questions that were equipped with one question and had a duration of 1.5 minutes to answer from a PowerPoint displayed to guess vocabulary according to pictures and clues. And the last preparation was setting up the laptop, LCD, and an internet connection to help run the electronic guessing game process to increase vocabulary mastery.

2. Acting/Implementing

The implementation of this research was carried out during school hours. In the second semester of the 2022/2023 academic year. (Arga, 2021) state that actions that are focused on efforts to improve learning outcomes for students from low to high by applying the learning material to be improved. The researcher was acting out the process of study using electronic guessing games in collaboration with PowerPoint and Quizizz. The acting was conducted in two meetings, which included cycles 1 and 2. The researcher opened the class by presenting a little material related to guessing vocabulary as an introduction; the material was the names and numbers of animals, objects, and public buildings. The researcher explained how to play electronic guessing games with PowerPoint and Quizizz. The researcher opened the PowerPoint and Quizizz to display in front of the class. The students only opened the Quizizz platform and focused on the display PowerPoint to guess the vocabulary, and they directly answered in Quizizz.

In this research, the test of vocabulary was a fill-in test consisting of 30 questions. The researcher used two cycles, and each cycle consists of two meetings. If cycle 1 was not successful, the researcher continued in cycle 2 with other methods of learning.

3. Observing

The researcher interviewed the English teacher to help the researcher conduct observation while teaching in the class. The researchers needed to determine the research focus and research questions to be answered through classroom action research. Researchers recorded data obtained from observations, including activities carried out by teachers and students, active interactions between teachers and students, and student learning outcomes.

4. Reflecting

The reflection stage in classroom action research was an important part of the research process. The aim was to find out whether the vocabulary enhancement measures that had been taken were appropriate and effective in improving the quality of learning in the classroom. (Almeida & Guterres, 2021) states that based on observation, the activities that have been used to teach English vocabulary using guessing games have been evaluated for their shortcomings. Researchers analyzed the data obtained from observations to find problems or difficulties in learning. The researcher reflected by evaluating several aspects, namely the ability to guess vocabulary, the use of electronic media, and learning outcomes with the application of the Electronic Guessing Game learning model that would be implemented. Thus, researchers found shortcomings in the teaching and learning activities carried out in class.

Electronic guessing games could be a effective technique to engage students and help them memorize new words. (Gay & Mills, 2019) states that the purpose is to provide teachers and researchers with a method for solving everyday problems in their settings. However, using classroom action research, a teacher could systematically explore how effective the electronic guessing games were in helping students learn vocabulary and adjust the teaching strategy based on the results. Additionally, through classroom action research, a teacher could assess which students were responding best to guessing games and adjust the instruction to meet the needs of individual learners.

This research used observation and tests to collect the data, which included important tools in the research. (Widayati, 2008) states that data collection is the primary objective of doing research, and data collection is the main source of research. The researcher collected data in the form of a test using an Electronic Guess Game, and the researcher displayed a PowerPoint containing pictures and instructions. students work on questions and immediately fill in answers on Quizizz. The researchers conducted an MTs Nurul Hasan Bondowoso of VII grade in the 2022/2023 academic years. This school had been chosen because of two reasons. First, the students had low vocabulary mastery. And second, electronic guessing games had been seen in this school. Criteria of success were used to assess whether the classification of vocabulary has achieved its intended goals and objectives. The criteria of success in 68 points according to the place to be studied to test results and assess whether or not they had met the criterion for success.

RESULTS AND DISCUSSION
Results

a. The result of Cycle 1

The electronic guessing games test in cycle 1 was conducted to determine the extent of vocabulary skills in class VII A at MTs Nurul Hasan Bondowoso. This test has been carried out after carrying out learning using electronic guessing games, the results analyzed of classification vocabulary are as follows:

The calculation formula was taken from (Arga, 2021).

$$P = \frac{n}{N} \text{ x } 100 \quad P = \frac{5}{15} \text{ x } 100 \quad P = 33.33$$

P = The point of students
n = The number of students who reach the target score
N= The total of number students

Table 1. The result of analysis cycle 1

No.	Aspect	Total
1	Total student	15
2	The number of classification Vocab	4
3	Amount score	593
4	Average	39.56
5	Score >= 70	5
6	Score total	33.33

Based on the calculation above, the success of criteria in the study was still not declared successful with a target value of 68 points, because there were several problems in cycle 1, especially confusion in playing guessing pictures according to the vocabulary classification being studied and the second problem was operating the computer to play guessing pictures accompanied by clues still needed to be guided. In the study, there were 15 female students of which only 5 were active in these electronic guessing games because they did not understand the use of electronics.

b. The Result of Cycle 2

The electronic guessing games test in cycle one was conducted in the second hour of the learning process, in this research, cycle 1 is not successful in the criteria of success because the result in cycle 1 was 33,3 which mean the result of cycle 1 < 70 points and needed to continue in cycle 2. Here the result of cycle 2 in implementing electronic guessing games to analyze of classification of vocabulary is below:

The calculation formula consisted were taken from (Arga, 2021).

$$P = \frac{n}{N} \text{ x } 100 \quad P = \frac{14}{15} \text{ x } 100 \quad P = 73$$

No.	Aspect	Total
1	Total student	15
2	The number of classification Vocab	4
3	Amount score	1147
4	Average	76.44
5	Score >= 70	11
6	The point of the students	73

Based on the results of cycle 2, shows that the test of electronic guessing games has greatly improved because all students are very active in this learning and could think critically in guessing a picture that is equipped with a clue, these results show that electronic assistance in increasing vocabulary, so it can be said to provide suitable facilities related English learning. The student score of four students still did not get the criteria of success because two students' knowledge of English was lower, therefore, they needed further attention so that these students can improve their way of learning English, and two other students were under the criterion of success only feel doubtful answered because they were stuck with other answers so they got a score below the criteria.

Discussion

This presents a discussion of the use of electronic guessing games to increase vocabulary mastery. Based on the findings of research in the result that has been applied in 2 cycles. Electronic guessing games have been proven to increase vocabulary in class VII A students at MTs Nurul Hasan Bondowoso, which have provided several benefits to students such as early recognition in the use of electronic media, reviewing previously studied material by playing while guessing pictures using technological facilities, which has been developed for the learning process, it was that technological developments can be used in learning to increase vocabulary mastery, and students are more active in vocabulary recognition while guessing pictures and reading clues about the pictures.

Teaching vocabulary while applying vocabulary classification was very effective learning so that students know more about the parts of the vocabulary, in teaching vocabulary, the researchers used the teaching English vocabulary through guessing from context which has helped add vocabulary according to the intended context and is more useful for students in making decisions based on the topics they study, it was suggested by Pinter in (Susanto, 2017).

The recommendation for using electronic guessing games form (Anggraini, 2021), provides innovation in learning English, especially vocabulary, the impact of this use is that learning becomes more fun, and more exciting and provides a more efficient memory in guessing words. In addition to activities, students are more active in guessing letter by letter because students need to think more about each word. So, students better come up with some thoughts in brainstorming.

The implementation was the same as the previous research, but the researcher provided a guessing game using electronics because students can bind vocabulary when playing with electronics, especially PowerPoint combined with the Quizizz.com platform. As suggested by (Munawir & Hasbi, 2021)), the Quizizz.com platform has helped the learning process of increasing vocabulary mastery combined with PowerPoint to display very interesting pictures and instructions as well as animations. It means that the combination of these two applications has a very positive impact on increasing vocabulary mastery.

Before the implementation of the research, it was found that student's ability to use technology, especially computers, was crucial or they had never learned about computer operation. In cycle 1 essential computer, learning has been carried out, so that when implemented there are no obstacles of hinder research. Therefore, with the technical fluency of computer operation, the use of electronic guessing games provides more significant benefits for students to guess the pictures and the clues correctly.

Based on the discussion above, it can be concluded that electronic guessing games can increase vocabulary mastery. The student's knowledge of computer operation by guessing pictures and clues correctly was increased and also the results of the second cycle research, it has increased significantly from the action of the hypothesis, it has been proven that the use of electronic guessing games can increase students' vocabulary mastery at VII A grade of MTs Nurul Hasan Bondowoso in the 2022/2023 academic year. By using electronic media, including the Quizizz.com Platform to accommodate guesses and PowerPoint to display the picture and clues from these pictures.

CONCLUSION

According to the result of this research, it can be concluded that electronic guessing games have been proven that can improved vocabulary mastery for students of VIIA grade at MTs Nurul Hasan Bondowoso, it can be seen after conducting 2 cycles of research with results above the criteria of success by using electronic media, including the Quizizz.com Platform to accommodate guesses and PowerPoint to display the picture and clues from these pictures.

Based on the discussion result can be concluded, in teaching English vocabulary through guessing from context has helped add vocabulary according to the intended context and is more useful for students in making decisions. In the activities, students are more active in guessing because students need to think more about each word. So, students better come up with some thoughts in brainstorming. The Quizizz platform has helped the learning process completed with report results in increasing vocabulary mastery combined with PowerPoint to display very interesting pictures and instructions as well as animations it was found that student's ability to use technology, with technical fluency in using technology, it was easier for students to connected the picture to clues to find out the right answer.

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