

The Effectiveness of Guessing Game with Flip Chart Media in Teaching Vocabulary

Nurhayati

nurhayatipratama87@gmail.com

SMPN 20 Kabupaten Sorong

ABSTRACT

The aim of this study is to investigate the impact of a guessing game utilizing flip chart media on the vocabulary acquisition of seventh-grade students at SMPN 20 Kabupaten Sorong. The research design employed in this study was pre-experimental in nature. The study's population consisted of seventh-grade students from SMP Negeri 20 Kabupaten Sorong. The research sample consisted of 30 seventh-grade pupils. The researcher employed a set of 20 multiple choice items for both the pretest and posttest in order to gather data. The researcher utilized the SPSS application to compute the data during the analysis. The alternative hypothesis, which posited that the utilization of flip chart media in a guessing game had an impact on the vocabulary of students at SMP Negeri 20 Kabupaten Sorong, particularly those in class VII, was supported after conducting an analysis of the results obtained from the paired sample T test. Conversely, the null hypothesis was rejected. The obtained P-value (0.000) is more significant than the critical P-value (0.05). There was a substantial difference observed in the vocabulary scores of the pupils between the pretest and posttest. The utilization of flip chart media in the guessing game has a significant impact on the students' vocabulary.

Keywords: Guessing Game; Flip Chart Media; Vocabulary.

INTRODUCTION

To facilitate students' comprehension and proficiency in the English language, it is imperative that each student possesses a proficient command of vocabulary. The vocabulary of each language is an essential element. Individuals are unable to fully grasp something until they have first grasped its significance, which can be developed by comprehending each word separately. According to Jack C. Richard and Willy A. Renandya (2002), vocabulary plays a fundamental role in language proficiency and serves as a significant foundation for learners' effectiveness in speaking, listening, reading, and writing. Vocabulary is essential for developing proficiency in speaking, listening, reading, and writing skills.

English is the primary foreign language that is formally instructed in Indonesia from elementary school through university. This necessitates its instruction to all students in the educational institution. In actuality, a considerable number of junior high

school pupils encounter difficulties in comprehending English as a second language, which is equally arduous as acquiring vocabulary and grammar skills. In order to comprehend English vocabulary, students are need to allocate a substantial amount of effort towards the study of vocabulary. Mastering vocabulary is a vital component of language acquisition for learners. Proficiency in utilizing acquired structures and functions for comprehensible communication relies on possessing an extensive vocabulary, which is crucial for achieving successful language acquisition. Therefore, by acquiring vocabulary, students are anticipated to possess the ability to understand plain English as it is used in everyday situations. The significance of vocabulary as a means of communication or assistance with others. The absence of vocabulary can impede an individual's auditory, verbal, literacy, and written communication abilities. The acquisition of vocabulary facilitates comprehension of verbal and written communication, as well as enables effective expression of thoughts and ideas. Furthermore, their communication abilities are inadequate.

The pupils in seventh class SMPN 20 Kabupaten Sorong have difficulties in language acquisition, as indicated by the observations made. Approximately 55% of individuals continue to experience a deficiency in their vocabulary due to difficulties in comprehending the meanings of some terms, which hinders their ability to acquire new vocabulary. During the observation, the researcher administered a vocabulary assessment, which revealed a significant number of pupils who exhibited deficiencies in their language skills. The resolution of this issue is crucial, as vocabulary serves as the foundation for effective communication, enabling individuals to express themselves and establish associations with other words to form coherent sentences. This study employed guessing game media and flip chart media as instructional tools for teaching vocabulary to seventh-grade students at SMPN 20 Kabupaten Sorong.

The growth and development of educational media or learning media are closely intertwined with advancements in technology. According to Azhar Arsyad (1952), the incorporation of learning media in the educational context has the potential to foster novel aspirations and interests, enhance motivation, facilitate learning endeavors, and exert a psychological impact on pupils. Instructional media not only stimulates student motivation and interest, but also enhances comprehension, presents data in an engaging manner, aids in data interpretation, and consolidates learning.

An effective method to enhance students' vocabulary is through the utilization of a guessing game. This game can serve as a viable alternative to cultivate students' enthusiasm and engagement in vocabulary acquisition, since it offers an enjoyable experience and nurtures a sense of competition among students. Flip chart media is one of the media options that can be utilized to enhance the smart guessgame. The flip chart medium is employed to enhance the continuous implementation of the

smart guess game, serving as a tool for presenting language that students are expected to guess. The research anticipates that this study will yield benefits for students, educators, and fellow researchers. The utilization of guessing games and Flip charts can enhance students' vocabulary proficiency and provide teachers with additional resources for teaching English vocabulary. This study aims to gather more information from the existing studies in order to facilitate further investigation.

LITERATURE REVIEW

Previous Related Study

In a study conducted by Vika Rahmawati (2017), the impact of employing the guessing game teaching technique on the vocabulary proficiency of seventh-grade students at SMP N 9 metro during the academic year 2016/2017 was examined. The main objective of this study was to examine the impact of employing the guessing game technique on students' proficiency in vocabulary acquisition. The research findings suggest that the utilization of the guessing game technique has a favorable and statistically significant impact on students' vocabulary knowledge. Consequently, the alternative hypothesis is supported. Based on the findings, it is recommended that students acquire proficiency in the guessing game technique in order to enhance their vocabulary skills.

In the year 2018, Rizal Hanafi Masyhur The individual is named Masyhur. This study examines the impact of a guessing game on students' vocabulary achievement. The purpose of this study was to gather empirical evidence on the impact of a guessing game on students' vocabulary achievement. The study was conducted in two eighth-grade classes at SMP Mumtaza Islamic School, and the data was observed and analyzed. The data analysis procedure employed a t-test, yielding a t-value of 2.512 and a significance level of 5%, as indicated in the table. The findings of this study indicate that there is a statistically significant relationship between the use of guessing games and students' vocabulary achievement. Nevertheless, the effect size was assessed and yielded a moderate level of 0.6. The statistical analysis revealed that the guessing game had a moderate impact on the vocabulary achievement of eighth grade pupils in SMP Mumtaza Islamic School during the Academic Year 2018/2019. There exist certain theoretical connections between guessing games and media flip charts. The distinction between the prior research and this research is in the researcher's utilization of a media flip chart to impact the guessing game.

METHOD

The research design employed in this study was a pre-experimental design utilizing quantitative methods. Quantitative research is a kind of investigation that uses specific definitions to collect numerical data in order to address pre-established

hypotheses or questions (Ary, 2010). The strategy employed is quantitative, as it involves the analysis of numerical data using statistical methods. A pre-experimental research design typically consists of a single group, denoted as the pre-test and post-test group. Ary, et al (2002) The One group design typically consists of three steps: administering a pretest to measure the dependent variable, applying the experimental treatment to the subject, and administering a posttest to measure the dependent variable once more. The research sample consisted of 30 students, comprising 21 males and 9 females. The research employs purposive sampling, a technique used to choose a sample based on specific criteria. The researcher employs this technique due to the deliberate selection of the sample, which is aligned with the specific objectives of the study (Salim, 2018).

Instrument and Procedure

The researcher was give 20 multiple choice questions about noun. The data of this research was collected using pre-test and post-test. The pre-test was given in the first meeting while post-test was given in the last meeting.

Data Analysis

Once the data was acquired, it was subjected to analysis through the classification of students' scores on the pre-test and post-test using a scoring rubric. Due to the inclusion of multiple-choice questions in the test, the correct answer is assigned a score of 1, while the incorrect response is assigned a score of 0. Subsequently, the researcher computed the average score and deviance. The calculation of the score is based on the outcomes of both the pretest and posttest. Following the computation of the mean score, the researcher proceeds to conduct a normality test on the data in order to ascertain whether the data exhibits a normal distribution across each variable. The data can be considered to follow a normal distribution if the P-values exceed 0.05. The Shapiro-Wilk technique was employed for this test due to the data being below the threshold of 50. Finally, the data is compared using a paired-Sample T-test. This study employed the Paired Sample T-test to analyze two sets of paired data. For this experiment, the identical sample was utilized but subjected to distinct treatment. Typically, researchers seek to compare data collected prior to and following the treatment (post-test). If the p-value is less than 0.05, the null hypothesis (H₀) is rejected, and the alternative hypothesis (H_a) is accepted. The study revealed that feigned fluency has an impact on pupils' vocabulary.

FINDINGS AND DISUSSION

In this study, the researcher employed pretest and posttest analysis, utilizing a single group of participants who were administered pretest and posttest media. The examination of 20 multiple-choice inquiries. The present study was conducted in the seventh grade classroom of SMPN 20 Kabupaten Sorong. The research was carried out over a span of 6 meetings. During the initial session, the researcher administered a pre-test to assess the students' scores before to administering any treatment. The pre-test had a set of 20 multiple-choice questions. During the second meeting, the researcher elucidated the content to be instructed through the use of guessing games and flip chart media. Additionally, a written examination was administered following the completion of the learning procedure. The researcher replicated the identical action as the second meeting for the third, fourth, and fifth meetings. During the sixth meeting, the researcher administered a posttest to assess the participants' scores following the administration of the treatment. This analysis provides a comprehensive explanation of the rate percentage observed in the pre-test and post-test, as well as the mean score, standard deviation, and inferential analysis conducted on the pretest and posttest data.

Table 1. Students Score in Pretest and Posttest

No	Classification	Range	Pretest		Posttest	
			Frequency	Percentage	Frequency	Percentage
1	Very good	80-100	4	13	16	53
2	Good	66-79	2	7	7	23
3	Fair	56-65	0	0	7	23
4	Poor	40-55	9	30	0	0
5	Very poor	<39	15	50	0	0
Total			30	100	30	100

The presented table displays the percentage rate of students' vocabulary scores on both the pretest and posttest. In the pretest, 15 students (50%) obtained a very low score, 9 students (30%) obtained a poor score, 2 students (7%) obtained a good score, and 4 students (13%) obtained a very good score. In the posttest, 7 students (23%) achieved a fair score, 7 students (23%) achieved an excellent score, and 16 students (53%) achieved a very good score. Based on this analysis, there is a noticeable difference in the students' scores after receiving treatment from the researcher compared to before.

Table 2. Mean Score

	Mean	N	Std. Deviation	Std. Error Mean
Pretest	43.67	30	19.161	3.498
Posttest	78.83	30	11.794	2.153

Table 2 displays the average score of students in the pre-test, which is 43.67, accompanied by a standard deviation of 19.161. In the post-test, the achieved score is 78.83, with a standard deviation of 11.794. The results of the study suggest that the average score of the students in the post-test is greater than that of the pre-test.

Table 3. Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pretest	.276	30	.000	.766	30	.000
Posttest	.115	30	.200*	.921	30	.290

The table is utilized to determine the normal distribution of the data. The Shapiro-Wilk normality test was employed in this study due to the sample size being fewer than 50. In the pretest, the obtained p-value is 0.000, but in the posttest, the p-value is 0.290. Both the pretest and posttest data exhibit a normal distribution, as indicated by the significantly higher score of 0.05.

Table 4. Paired Sample T-Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-35.167	16.000	2.921	-41.141	-29.192	-12.038	29	.000

The above-mentioned data analysis was conducted to see whether there is a statistically significant difference in scores between the pretest and posttest. Statistically, a distinct score is observed when the P-Value is less than 0.05, while no distinct score is observed when the P-Value exceeds 0.05. Based on the provided data, it is evident that there exists a statistically significant difference in scores between the pretest and posttest. Put simply, it can be asserted that there is a notable

disparity following the treatment.

The results of this pre-experimental study indicate that the utilization of a guessing game with flipchart media has a significant impact on the vocabulary development of seventh-grade students at SMPN 20 Kabupaten Sorong. The data for this study was collected using a test as the primary research instrument. A pretest and a posttest were administered to the pre-experimental class to assess their vocabulary skills. Upon conducting an analysis of the paired sample T-tests ($p < 0.05$), it was determined that the alternative hypothesis, which posits that the utilization of flip chart media in a guessing game has an impact on the vocabulary of students at SMPN 20 Kabupaten Sorong, is supported, whereas the null hypothesis is rejected.

Based on the aforementioned outcome Multiple variables impact the utilization of flip chart media in the classroom for the guessing game. Initially, students can enhance their vocabulary retention by utilizing visual aids such as guessing games and flipcharts. Utilizing this media for vocabulary acquisition can help students' memorization by presenting them with tangible objects. The implementation of the intervention on students' vocabulary was straightforward, as the researcher provided them with visual aids and facilitated their guessing. If pupils make incorrect guesses, the researcher will correct them. Flip charts are a media tool utilized in the teaching and learning process, as mentioned by Colilatun Nabila (2019). This will encourage pupils to actively engage in classroom activities. Furthermore, the students' self-assurance increases. The researcher observed that the students exhibited a high level of enthusiasm towards acquiring vocabulary through the utilization of this particular medium. They expressed that this was their initial experience with vocabulary learning through this medium. The students displayed great enthusiasm when they spontaneously raised their hands to guess the picture, without any prompting from the researcher.

According to Klippel (2012), the fundamental concept of the guessing game is straightforward, and it captivates students' interest in language acquisition, preventing boredom and fostering confidence. The utilization of flip chart media in vocabulary instruction through guessing games has the potential to enhance student engagement in the educational process. This is attributed to the fact that students tend to exhibit greater interest when presented with visually stimulating images inside the guessing game. Furthermore, the learning process of students is enhanced. Utilizing instructional material that has not been previously employed by the teacher in a learning activity will offer students a novel experience, fostering active participation in learning through observation and study findings. The posttest results also increased due to the participants' enjoyment and comprehension of the content provided by the researcher.

CONCLUSION

Based on the findings and subsequent analysis, it may be inferred that. The utilization of a guessing game using flip chart media in vocabulary instruction has a significant impact on the vocabulary acquisition of students at SMPN 20 Kabupaten Sorong. The findings of the paired T-test, which yielded a p-value of 0.000, suggest a statistically significant difference between the pretest and posttest. The alternative hypothesis has been accepted, whereas the null hypothesis has been rejected. The null hypothesis posits that the use of a flip chart medium in a guessing game has an impact on the vocabulary of students at SMPN 20 Kabupaten Sorong. The findings of this study indicate that the utilization of guessing games and flip chart media has a significant impact on students' vocabulary acquisition. This influence is supported by several aspects observed in the classroom, as evidenced by the researcher's instruction over a span of six sessions. This form of media encourages student engagement and participation in the learning process. The researcher not only provided the students with instructional materials, but also incorporated interactive games to prevent boredom during the conference. Additional considerations include the ease with which kids can recall vocabulary through the use of media, as well as the ability to visually perceive the objects being spoken. In addition, this media significantly enhances students' learning process, as seen by the greater posttest results compared to the pretest.

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