

NEED ANALYSIS FOR THE APPLICATION OF GUESSING GAME TO TEACH VOCABULARIES IN NARRATIVE TEXT FOR GRADE 11

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ABSTRACT

This study aims to describe the implementation of the guessing game in teaching vocabulary through narrative texts and to investigate its effects on students' learning motivation. The research was conducted using a descriptive qualitative method involving 29 female students of class XI Farmasi Industri at SMK Medika Kota Pekalongan. Data collection techniques included observation, questionnaires, and documentation. The results indicate that the guessing game significantly enhances vocabulary mastery and student engagement. Most students showed a kinesthetic learning style and reported increased motivation, participation, and enthusiasm during the lesson. This approach offers a fun, contextual, and effective alternative for vocabulary acquisition within narrative texts.

Keywords: Guessing Game, Vocabulary, Narrative Text, Learning Motivation

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan implementasi permainan tebak kata dalam pengajaran kosakata melalui teks naratif dan untuk mengetahui pengaruhnya terhadap motivasi belajar siswa. Penelitian ini dilakukan dengan menggunakan metode kualitatif deskriptif yang melibatkan 29 siswa kelas XI Farmasi Industri di SMK Medika Kota Pekalongan. Teknik pengumpulan data yang digunakan adalah observasi, kuesioner, dan dokumentasi. Hasil penelitian menunjukkan bahwa permainan tebak kata secara signifikan meningkatkan penguasaan kosakata dan keterlibatan siswa. Sebagian besar siswa menunjukkan gaya belajar kinestetik dan melaporkan peningkatan motivasi, partisipasi, dan antusiasme selama pelajaran. Pendekatan ini menawarkan alternatif yang menyenangkan, kontekstual, dan efektif untuk penguasaan kosakata dalam teks naratif.

Kata kunci: Permainan Tebak Kata, Kosakata, Teks Naratif, Motivasi Belajar

INTRODUCTION

English is a foreign language commonly used in Indonesia and taught in schools as a subject. To master English language skills such as writing, reading, speaking and listening, vocabulary mastery is essential. However, students often experience difficulties in understanding and using vocabulary due to lack of understanding or forgetting previously learned words.

Therefore, teachers are required to apply learning strategies that are interesting and easy to understand so that students do not feel bored. In the context of Merdeka Curriculum, students are given the freedom to explore knowledge and develop skills through real activities. One effective method for teaching vocabulary is through games. According to Fauziah (2019), games can make the learning process more fun and improve students' speaking skills and vocabulary mastery.

The type of game chosen in this study is Guessing Game. This game is used to teach vocabulary related to narrative text, which is text that aims to entertain by telling a series of events based on a certain flow such as character introduction, conflict, climax, and resolution. Based on this background, the researcher is interested in conducting a study entitled "The Application of Guessing Game to Teach Vocabularies in Narrative Text for Grade 11."

RESEARCH METHOD

In this study, researchers took 11th grade Industrial Pharmacy students of SMK Medika Kota Pekalongan as the object of research. Researchers used observation tables and needs analysis questionnaires to obtain data. This research uses a Qualitative Descriptive approach, which is an in-depth method to understand and explain phenomena in their natural context, emphasizing interpretation and subjective meaning (Rachman et al., 2024).

FINDING AND DISCUSSION

Finding

This research was conducted in class XI Industrial Pharmacy of SMK Medika Kota Pekalongan through observation, questionnaire distribution, and documentation. The aim was to find out the application of guessing game and its impact on students' learning motivation and vocabulary mastery in narrative text. Data was collected through questionnaires with participants who were considered students in the English class and classroom observations. The table below is a display of the data collected from the questionnaire results. The questionnaire distributed to the respondents contained five questions about students' perception, motivation, and ability to learn vocabulary.

Table 1.1 Students questionnaire table

Statements	Students Response
I find it easier to understand vocabulary in narrative text after playing Guessing Game.	Most students reported that they found it easier to understand vocabulary in narrative texts after participating in the <i>Guessing Game</i> .
Guessing Game makes learning vocabulary more fun and less boring.	Students generally agreed that learning vocabulary through <i>Guessing Game</i> was more enjoyable and less monotonous.
I feel more confident using new vocabulary after playing the Guessing Game.	Many students expressed increased confidence in using new vocabulary after engaging with the game.
The rules and instructions in the Guessing Game are too confusing for me.	Most students stated that the rules and instruction of the <i>Guessing Game</i> were easy to understand.
Learning vocabulary through Guessing Game helps me remember vocabulary in the context of a story.	A majority of students felt that learning vocabulary through the <i>Guessing Game</i> helped them remember new words more effectively, particularly because they encountered the words in meaningful narrative contexts.

Discussion

The findings show that the Guessing Game significantly enhances students' vocabulary learning, particularly within narrative texts. Most students reported easier understanding of vocabulary after engaging in the game, which supports Ahmadi & Rezaei's (2018) assertion that contextual and interactive learning promotes deeper semantic processing. The narrative setting allows students to associate new words with characters and situations, making the learning more meaningful and easier to retain.

In terms of engagement, students expressed that the game made vocabulary learning more enjoyable and less monotonous. This aligns with Liu & Chu (2020), who emphasize that game-based learning combines entertainment with education, increasing students' focus and interest. Furthermore, students felt more confident using new vocabulary, which relates to Krashen's Affective Filter Hypothesis (Alqahtani, 2020); a relaxed, game-based atmosphere reduces anxiety and encourages language use.

The clarity of rules and instructions was another factor supporting the game's effectiveness. According to Li & Wang (2021), scaffolding through teacher facilitation helps learners navigate new content more efficiently. Lastly, students reported improved memory of vocabulary due to the contextual integration of words within stories, consistent with Mayer's (2017) Dual Coding Theory, where verbal and visual elements enhance retention.

CONCLUSION

This study concludes that the Guessing Game is an effective and engaging strategy for teaching vocabulary in narrative texts. The findings indicate that most students found it easier to understand, remember, and use new vocabulary after participating in the game. The interactive and contextual nature of the Guessing Game not only supported deeper comprehension but also created a more enjoyable learning experience.

Additionally, students reported increased confidence and motivation, supported by the game's clear instructions and meaningful narrative context. These outcomes align with established learning theories, such as the Affective Filter Hypothesis, Dual Coding Theory, and Vygotsky's scaffolding approach. Therefore, the Guessing Game can be considered a valuable method to enhance vocabulary acquisition and student engagement in English language learning.

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