
USING GUESSING GAMES AS A STRATEGY TO IMPROVE ENGLISH VOCABULARY TO THE STUDENTS OF ESCOLA DE HOSPITALIDADE E TURISMO BECORA

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ABSTRACT

Vocabulary is the most important to communicate English varieties and English nonnative English speaking speech, without vocabulary we cannot or we are not able to communicate with some foreigner people or some English natives. The objectives of this study are to know English Vocabulary made by the students in using Guessing Games. This study mainly intends: (1) to know that using Guessing Games as a strategy to improve students English Vocabulary, (2) to identify some significance, the differences between pre-test and post-test. The method uses to conduct the research is Classroom Action Research. This method of study is chosen to implement teaching techniques in the specific class to find out the solutions to the classroom problems and also to improve the knowledge of teaching and learning English Vocabulary as a foreign language. This study implements teaching English Vocabulary by using Guessing Games for one group of 20 First grade students of Hotel Department Class B of Escola de Hospitalidade e Turismo Becora Díli in the School year 2020 as the research subject. The instruments that use to collect the data are the 20 numbers of telling the names by guessing game tests items as the pre-test and post-test before the implementation teaching English Vocabulary by using Guessing Games. A descriptive technique is used to know the extent to using guessing games to teach English Vocabulary and this data analysis will be collected from two research based on the; Non - test, and Test. Based on the result of conduction research, it shows that there were using the guessing game as a strategy to improve students' English vocabulary after the implementation of teaching English vocabulary by using the guessing game. It can be seen at the mean of the pre-test is 5.8 which is the difference with the mean of post-test is 8. These significant differences

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between pre-test and post-test were indicated that the guessing game is a useful strategy that could be used to teach English vocabulary in the class to improve student's vocabulary in the school. On the other hand, it can be seen in the comparison between the T-test is $7.4 \leq T$ table is 2.086. At the level of significant 0,05. This is why the interpretation is there are significant differences between before and after the implementation of teaching English as a foreign language by using the guessing game as a strategy to improve English vocabulary. Based on the classroom observation, the process of teaching and learning English vocabulary using the guessing game method was going smoothly and most of the students were enthusiastic. This strategy of guessing game is not a challenge for the students but it could be considered as one of the enjoyable activities for the students in the teaching and learning process in the class. Lastly, guessing games can be implemented to teach vocabulary, grammar through English vocabulary, because guessing games could develop students memory and concentrate on the game, is thinking sharply.

INTRODUCTION

Vocabulary is one of the most important components of English. It is considered the most important one for students in learning English as a foreign language. Because of their limited vocabulary, they cannot communicate the ideas transmitted to them, (Kufaishi, 1988). Vocabulary mastery must be acquired by students to get other competencies like listening, speaking, reading, and writing. In other words, vocabulary mastery takes an important role in mastering the four basic skills of English.

English is used in For midland informal areas. On the Formal side, English is a language that is used in education, economics, business, commerce, technology, science, and mass media, while Informal English is the language used every day like slang and dialect usage. Students encounter many difficulties to understand informal English vocabulary than formal English vocabulary because in school they are more often taught formal English vocabulary to make it impossible to practice in everyday life.

Learning English is essentially learning communication, (Yamin,2017:82). In English, four types of skills are listening, speaking, reading, and writing. The four skills are important to master when we want to learn English. To be able to use English, students have to know English vocabulary before they are introduced to other English aspects. Vocabulary is a total number of words in a language as Oxford Advanced Learner's Dictionary (2000). defines that vocabulary becomes the key aspect in learning language, it should be introduced in interesting ways. Learners' feelings toward the learning process will influence their achievement, which is included in line with that Lewis and Hill (1998) state that students will not achieve success in learning unless they enjoy the process.

Some students who assume English is a difficult language to say the factor that causes the vocabulary. These factors make it difficult for students to understand the text in English, not confident, and embarrassed to speak or answer questions in English for fear of missteps. Vocabulary is the most difficult and most comprehensive part of English for students to learn English regularly. Some

synonyms (the words that have different shapes but have the same or similar meaning) of English make students feel difficult. In addition, there are fixed word collocation, phrasal verbs, idioms, proverbs, and language differences in the use of vocabulary. In English-speaking countries, there are different uses of English in terms of spelling, pronunciation, vocabulary, and grammar.

The guessing game is one of some games in teaching techniques. In addition, Philip (2003) states that the children read a text that is mostly in their first language but has some English words mixed into it. They use the context to guess the meaning of English words. It can be a tool to introduce, review, and reinforce new vocabulary to the students. It can make the students be more memorizing the words. The guessing game is a good technique in teaching vocabulary in the class to make the learners or students fun in studying and make them easy to improve their English vocabulary.

A guessing game is a game in which the participants compete individually or in teams to identify something that indicates obscurely. In teaching speaking through guessing games, students are expected to be involved actively in speaking class activity; they are much courage to think about what they want to say. And the basic rule of guessing games is eminently simple; one person knows something that another one wants to find out, (Klippel, 2004:32). Based on the definition, it can be concluded that a guessing game is a game in which a person or participant knows something and competes individually or in a team to identify or to find out the answer.

Paul (2003) states that game plays a central role in a child-centered lesson and make it possible for children to fully immerse themselves in learning. Next, Nil wan (2010) defines the game as a structure in learning. The game is characterized by what players do. Furthermore, Wright (2006) states that a game is an activity that is entertaining, engaging, and activity in which the learners play and usually interact with others (p.1). Games can improve students' learning motivation. Games are kinds of learning activities in which the student's attention is focused mainly on words and games encourage learners to recall words and preferably at speed.

LITERATURE REVIEW

Vocabulary

There are various definitions of vocabulary. One of them is vocabulary is a total number of words in a language, a list of words with their meanings. From these definitions, the writer concludes that vocabulary is the number of word or phrases which has the meaning that is used in spoken or written language.

Richard and Renandya said that vocabulary is a component of language proficiency and provides much of the basis for how well students speak, listen read and write. Vocabulary is part of the language component and list of words that have been used by people to communicate.

Hornby said that vocabulary is the total number of words in language an individual knows and those words are used as a vehicle of language to express one thought. From the explanation above, it can be argued that vocabulary not only contains the list of words but also it becomes a basis for people to communicate because without vocabulary an idea cannot be transmitted in communication.

Vocabulary is the basic component to help the students master language. They will learn the language skill easily if they have enough vocabulary. In any foreign language, learning vocabulary is one that is emphasized. Students have to improve their vocabulary.

Improving a good vocabulary will help them to develop their ability in learning vocabulary. In any foreign language, in learning vocabulary. Many of the vocabulary in English textbooks have to be learned. Without it, no one can speak or understand the language. It means that people cannot write a word or make a sentence well when they do not master it. There are some advantages when students can improve the English vocabulary, are (a) Students will be better improving their reading, writing, speaking and listening vocabulary, (b) Students will think more clearly. Thought are limited by vocabulary; (c) Students will experience personal growth and greater confidence; (d) Students will understand other people the idea and explanations easily; (e) Students will gain important survival tools for the new millennium, and (f) Students friend will think they are getting very smart.

Those advantages show us how vocabulary determines how students learn the language and their capability to build communication with others. Moreover, improve in vocabulary is more important than grammar. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In another word, even without good grammar, people may be able to speak and understand a language if they know a lot of vocabulary. It can be a basis to master the language. While vocabulary is largely a collection of words, grammar is a system. The more words we know, the easier for us to master the language. It shows us how vocabulary determines how people learn the language.

In teaching vocabulary, the teacher needs to know that the types of vocabulary. As described by Diana Bonnet there are there so there are types of meaning, they are:

a) Reading and listening

A student's reading and listening vocabulary are all the words he or she can recognize when reading and listening. This is the largest type of vocabulary simply because it includes the other two. When reading and listening, the students remind words that they may not use by themselves but they recognize them by their context. When the students hear or read new words often and find them useful, the students usually adopt them.

b) Writing

A student writing vocabulary is all the words he or she can employ in writing. Compared to the previous two vocabulary types, the writing is stimulated by its user.

c) Speaking

A student speaking vocabulary is all the words he or she can use in speech. Students usually use the word in spontaneous. It makes the words are often misused. This misused can be compensated by social expressions, tone of voice, or hand gestures. These statements prove that vocabulary plays an important role in everyday communication. Students can express their thoughts and emotions with words.

The teacher also should show the word class of those words. It is needed to make sure the students will be applied those words appropriately. Further, according to Thornburg, the words are divided into eight classes, words.

- a) Nouns: reference to an object. Such as bits, pieces, records, players.
- b) Pronouns; personal, possessive, reflexive, reciprocal, demonstrative, relative,
- c) interrogative, indefinite. Such as I, them.
- d) Verbs: predication of an action. Such as: like, looking, doing, to look.
- e) Adjective: modification by a property. Such as: old, second, new.
- f) Adverb: a word that modifies the meaning of a verb, an adjective, or another
- g) verb. Such as up, cheerfully.
- h) Preposition: a word placed before a noun or thing denoted by it stands in
- i) regard to something else. Such as: for, like.
- j) Determiner: a word that comes before a noun and points it out without describing it in the way that an adjective does. Such as: in the phrase my boyfriend, that strange woman.

The teacher can explain the word class of the difficult word at the end of the learning vocabulary process. It is caused usually the word class is not part of the main of teaching vocabulary.

Guessing Game

A guessing game is a game in which the participants compete individually or in teams to identify something that indicates obscurely. According to Klippel, the basic rule of guessing games is eminently simple; one person knows something that another one wants to find out. The definition of games is based on the Oxford Advanced Dictionary of Current English the means the game is usually competitive play or sport with rules. Another definition by Andrew Wright, David Bette ridge, Michael buck, stated in *Game for Language Learning* book that, "Game is an activity which is entertaining and engaging, often challenging and an activity in which the learners play and usually interact with others".

It means that the game is a fun activity that has rules and must entertain. It is because games might make students enthusiastic to play it, sometimes it is challenging because when students are playing games, they have to be a winner in that games and it is also interacting each other. Games are a valuable activity for language learning, especially for very young learners. Games can decrease students' anxiety. Children enjoy games and participate without anxiety. Then, games are social activities that enable the development of social skills.

The game has rules. The objective of the game must be clear that the students know what they expect to do in the activities. The goal and objective of the game will be the winner. From this definition, usually, the game has a winner. The teacher can determine the winner with some criteria. This is done to motivate students to play the game while learning.

METHOD

The method uses to conduct the research is Classroom Action Research. This method of study is chosen to implement teaching techniques in the specific class to find out the solutions to the classroom problems and also to improve the knowledge of teaching and learning English Vocabulary as a foreign language. This study

implements teaching English Vocabulary by using Guessing Games for one group of 20 First grade students of Hotel Department Class B of Escola de Hospitalidade e Turismo Becora Díli in the School year 2020 as the research subject. The instruments that uses to collect the data is the 20 numbers of telling the names by guessing game tests items as the pre-test and post-test that be administered to the 20 First grade students of Hotel Department Class B of Escola de Hospitaludade e Turismo Becora Díli in the School year 2020 before the implementation teaching English Vocabulary by using Guessing Games. The procedures of Classroom Action Research took several steps based on Kemmis, S. (2011) has developed a simple model of the cyclical nature of the typical action research process and each cycle has four steps: *plan, act, observe and reflect*.

a) Planning: The activities of the planning are: following:

- 1) Preparing the pre-test and post-test, material teaching, and designing the lesson plan.
- 2) Preparing the list of students' names.
- 3) Preparing teaching aid (*Color, pens, color, board makers, pictures*).
- 4) Preparing sheets for classroom research and process observation.
- 5) Preparing a test (to know how far students' knowledge about English Vocabulary)

b) Action:

- 1) The teacher administers the pre-test.
- 2) The teacher teaches English Vocabulary by using Guessing Game. The teacher explains short explanations and guides the students to learn based on the lesson plan.
- 3) The teacher gives opportunities to the students to ask about some difficulties or problems.
- 4) The teacher asks the students orally to be answered as the checking the students understanding.
- 5) The teacher administers the post-test in the last meeting.

c) Observation

Observation is one of the instruments to be used in collecting data as a scientific method. In this step, action research can be systematically used to observe and note all of the phonemes investigated like the students feeling, thinking, and perception of something they do in the process of teaching and learning English Vocabulary. The researcher observes all the activities in the teaching and learning process and also creates a conducive atmosphere in the classroom and makes collaborative efforts to explore teaching possibilities. It is proposed to create the students, motivation in learning. In classroom action research, the researcher as the English teacher observes the notes all of the processes in learning activities and prepares the observation sheets as follow:

Table 1. presents the classroom Observation Sheet

No	Activity	Distribution		
		Excellent	Good	Fair
1	Pre-teaching			
	a. Opening / greetings	✓		
	Q: "Good morning" A: "Morning sir"		✓	

	Asking Condition Q: "How are you today?" A: "I am fine"		✓	
	Attendance Q: "Listen to your name" A: "Yeah teacher"	✓		
2	b. Introduction	✓		
	c. Motivation	✓		
	While Teaching	✓		
	d. Explanation	✓		
	Teaching Vocabulary	✓		
	Introduce the Guessing Games	✓		
	Providing the vocabulary with the guessing games	✓		
3	Evaluation Checking the students' understanding		✓	
4	Reinforcement One of the cleverest students among the other students is asked to demonstrate how to use the guessing game in learning vocabulary	✓		

d) Reflection

Reflection is an activity in expressing of experience which has by the teacher as themself-evaluation. The teacher makes an evaluation based on the observation to find the weaknesses of the activities that have been carried out in using guessing games in teaching English Vocabulary. The weaknesses can be refined in another cycle so that finally it can be determined how effective guessing games can improve the technique of teaching English Vocabulary. The writer analyses the results of pre-test and post-test are both to be compared.

The teaching-learning process during implementation of the action by identifying the field notes which are made during the action. In conducting the evaluation, the researcher also gives a pre-test before he starts to teach English Vocabulary using guessing games. It is given at the beginning of cycle 1, the post-test given at the end of the action in cycle 1, based on the data evaluation, the research can make a self-reflection in doing the action. The data from the test will also show whether the student improves in English Vocabulary and they feel happy and enjoy the guessing games or not.

A descriptive technique is used to know the extent to using guessing games to teach English Vocabulary and this data analysis will be collected from two research based on the Non - test, and Test.

The result of pre-test and post-test will be presented in the form of tabulation and calculated as the significant differences between before and after the implementation of English teaching using guessing games then, furthermore analysis deeply with the t-test analysis as the following formula:

a) Mean

Mean is average from the division between sums of students' scoring with a total number of respondents. The research applied the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

b) T-test dependent means

The formula t-test dependent means are:

$$T = \frac{\sum D}{\sqrt{\frac{N\sum D^2 - (\sum D)^2}{N-1}}}$$

RESULT

The pre-test and post-test were administrated to the first-grade students of hotel department class b of hospitality and tourism school Becora - Dili.

Data Presentation

Table 2 presents students' mean score of Pre-test (*before the implementation using guessing game as a strategy to improve English vocabulary*).

No	Students' Initial	Correct Answer	Incorrect Answer	Score
1	A S A	11	9	5.5
2	A S	9	11	4.5
3	A S	12	8	6
4	D D S	12	8	6
5	D M S C	12	8	6
6	E K A D S	15	5	7.5
7	F S	12	8	6
8	J M D R	12	8	6
9	J A P S	12	8	6
10	L M A L	12	8	6
11	L D F B	14	6	7
12	M N A N	7	13	3.5
13	N D J V	7	13	3.5
14	N C	12	8	6
15	N J F	12	8	6
16	O M N S D C	14	6	7
17	S B S	10	10	5
18	T M D C	13	7	6.5
19	T N H	12	8	6
20	Y R S	12	8	6
Total				$\Sigma = 166$

1). Calculating the mean Scores of **pre-test**

$$\text{Mean: } \bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{116}{20}$$

$$\bar{X} = 5.8$$

Table 3 presents the result of students' **Post-Tests** cores (*after the implementation of teaching vocabulary used guessing games*) to the First Grade Students of Hotel Department Class B of Escola de Hospitalidade e Turismo Becora Díli.

No	Students' Initial	Correct Answer	Incorrect Answer	Score
1	ASA	17	3	8
2	AS	18	2	9
3	AS	17	3	8
4	DDS	15	5	7
5	DMSC	19	1	9
6	EKADS	17	3	8
7	FS	17	3	8
8	JMDR	17	3	8
9	JAPS	15	5	7
10	LMAL	20	0	10
11	LDFB	17	3	8
12	MNAN	17	3	8
13	NDJV	17	3	8
14	NC	17	3	8
15	NJF	17	3	8
16	OMNSDC	20	0	10
17	SBS	13	7	6
18	TMDC	13	7	6
19	TNH	17	3	8
20	YRS	18	2	9
Total				$\Sigma = 161$

2). Calculating the mean Scores of **post-test**

$$\text{Mean: } \bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{161}{20}$$

$$\bar{X} = 8$$

Table 4. presents the differences in results between the **Pre-Test and Post-Test** mean Scores by the First Grade Students of Hotel Department Class B of Escola de Hospitalidade e Turismo Becora Díli.

No	Students' Initial	Pre-test score	Post-test score	D	D ²
1	ASA	5	8	3	9
2	AS	4	9	5	25
3	AS	6	8	2	4
4	DDS	6	7	1	1
5	DMSC	6	9	3	9
6	EKADS	7	8	1	1
7	FS	6	8	2	4
8	JMDR	6	8	2	4
9	JAPS	6	7	1	1
10	LMAL	6	10	4	16
11	LDFB	7	8	1	1
12	MNAN	3	8	5	25
13	NDJV	3	8	5	25
14	NC	6	8	2	4

15	N J F	6,	8	2	4
16	OMNSDC	7	10	3	9
17	SBS	5	6	1	1
18	TMDC	6	6	0	0
19	TNH	6	8	2	4
20	YRS	6	9	3	9
Total		113	153	ΣD =48	ΣD^2 =156

To measure the significant differences which are to indicate the Guessing Game as the strategy to improve English Vocabulary, the writer apply for the *t*-test as the following formula:

Apply for *t*-test of dependent means:

$$t - test = \frac{\Sigma D}{\sqrt{\frac{N \Sigma D^2 - (\Sigma D)^2}{N-1}}}$$

$$t - test = \frac{48}{\sqrt{\frac{20(156) - (48)^2}{20-1}}}$$

$$t - test = \frac{48}{6.5}$$

$$t - test = 7.4$$

The Level of Significance is ($\alpha = .05$)

t - test = 7.4 \leq (greater than) *t* table was 2.086.

It is decided to interpret that there were some significant differences between before and after the implementation of teaching vocabulary by using guessing games.

In another word, guessing could be considered as an innovative method or helpful strategy for teaching and learning English vocabulary as a foreign language by the local English teachers and students.

$$df = N - 1 = 20 - 1 = 19$$

Thus, that result *t*-test was 7.4 compared with level of significant ($\alpha = .05$) and degree of freedom (*df*) = $N-1 = 20-1= 19$. This is why the result of the *t*-test was 7.4 and the *t* table was 2.086. It showed that the *t*-test was greater than the *t*-table.

Interpretation: based on the result of the calculation, there are significant differences between the score of pre-test and post-test or before and after the implementation using guessing game as a strategy to improve English vocabulary to the First Grade Students of Hotel Department Class B of Escola de Hospitalidade e Turismo Becora Díli in the School year 2020. Therefore, guessing games could be used as an innovative method to improve students' English Vocabulary.

After comparing the result of pre-test and post-test could be seen that the score of students got an increase. In other words, it could be suggested to all the English lectures in Instituto Superior Cristal to consider guessing games as the method to improve English vocabulary.

DISCUSSION

Presents the result of the pre-test which was administered the test first to the First Grade Students of Hotel Department Class B of Escola de Hospitalidade e Turismo Becora Díli in the School year 2020 before the implementation of teaching English vocabulary using guessing game as a strategy. The score of the result of the test as the means of the dependent was 5.8 which is classified at LOW and this score does not achieve the passing grade. Presents the result post-test was administered to the First Grade Students of Hotel Department Class B of Escola de Hospitalidade e Turismo Becora Díli. After teaching vocabulary using Guessing Game as a strategy, the post-test was 8 which was classified as GOOD LEVEL. It is to interpret that using games can be considered as a helpful way or one of an innovative method to be used in English language teaching in class in other to improve students' English vocabulary. Presents the differences result of pre-test and post-test scores by the First Grade Students of Hotel Department Class B of Escola de Hospitalidade e Turismo Becora Díli. It is to measure the significant differences were indicated that the using guessing game as a strategy to improve students English vocabulary.

And based on the formula of the t -test is to measure the significant differences between before and after the implementation of teaching using a guessing game as a strategy to improve students' English vocabulary was 7.4 *the score of t - test = 7.4* $\leq t \text{ table} = 2.086$. It is indicated that there are significant differences before and after implementation teaching using guessing games to improve vocabulary was very significant because the result of t -test = 7.4 was greater than $t \text{ table} = 2.086$. So, these significant differences may bring an innovative method to be adjusted by the English Study Program and English teachers, and also students are recommended to improve vocabulary using guessing games as a strategy.

CONCLUSION

Based on the explanation of findings and discussion, the conclusion can be drawn that there are some significant differences between before and after the implementation using guessing games to teach vocabulary. Based on the calculations of the t -test was 7.4 which was $\leq t \text{ table} = 2.086$, there was an increase of score before and after during the treatment using guessing game. It can be seen in the mean scores of pre-test and post-test. Guessing games also could make the students more easily improve some vocabularies. They are more enjoyable to learn the material easily play this game. The students could not be stuffy, boring sleepy, and similar, because they are asked to take part during the lesson, their attention would be focused on the materials being presented without making any other negative action, and minimize misunderstanding of the lesson. The researcher suggests to the teacher using the game as one of the alternative techniques in teaching vocabulary. This technique could help them deliver the materials to their students and to make students more interesting in the material. It may help the teacher to stimulate and motivate their students to improve vocabulary by using the guessing game.

Basing the search result, the author suggests, are: the First Grade Students of Hotel Department Class B of Escola de Hospitalidade e Turismo Becora Díli, can catch and understand the material from their teachers easily by using the guessing

game. The researcher also suggests the students give their attention to their teacher. So, the learning process runs smoothly according to the expectations of the teacher.

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