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## THE EFFECT OF GUESSING PICTURE APPLICATION ON THE STUDENTS' VOCABULARY MASTERY OF 7TH GRADERS AT SMPN 1 PLOSOKLATEN

Umi Fatkurohmah\*

Ima Fitriyah

Renita Donasari

Faculty of Tarbiyah, State Islamic Institute (IAIN) of Kediri

[cece.mifa@gmail.com](mailto:cece.mifa@gmail.com)

### ABSTRACT

*Vocabulary is important in English because it is the main capital for learning various skills in a language. Therefore, teaching techniques are needed to teach vocabulary appropriately. Teaching vocabulary can be done easily through descriptive text because students will produce a lot of vocabulary to describe something. Moreover, interesting and creative teaching media uses technology will help the teaching of descriptive text, namely Guessing Picture Application. The purpose of this study is to find out the effect of Guessing Picture Application in the students' vocabulary mastery of 7th graders at SMPN 1 Plosoklaten. This research used quantitative approach of research method by using quasi-experimental design, Guessing Picture Application to teach vocabulary in experimental class and Guessing Game to teach vocabulary in control class. The data collection used three steps, namely pre-test, treatments, post-test. Then, the researcher found the result of students' achievement after they were taught by Guessing Picture Application or Guessing Game (Guessing Picture without Application). This research used ANCOVA in SPSS to analyze the data. The results of this study showed that the significance was 0.014. It was less than 0.05 ( $0.014 < 0.05$ ). It means this study found a significant difference between students who were taught using Guessing Picture Application and students who were taught by Guessing Game. Therefore, it could be concluded that Guessing Picture Application effectively used in teaching vocabulary since the student could memorize vocabulary better than by using Guessing Game, especially in teaching descriptive text for the seventh-grade students of SMPN 1 Plosoklaten.*

**Keywords:** *Vocabulary Mastery, Descriptive Text, Guessing Picture Application*

### INTRODUCTION

Vocabulary is important in English because the main capital for learning various skills in a language including sentence structure is vocabulary. Vocabulary is the smallest unit that contains an idea, which is obtained when the composition or a sentence is divided into its parts (Anggreni, 2020). The first step before learning to read, write, listen and speak English is to master a lot of vocabulary (Hoffmann, 2020). It can be concluded that vocabulary is a collection of several words used in constructing sentences to communicate or convey ideas to others, therefore teaching techniques is needed to teach vocabulary appropriately.

Teaching techniques are ways that are used in a planned and systematic way by teachers to prepare and control the foreign language learning process (Yakovleva, et al.,

2020). In addition, teaching vocabulary is inseparable from vocabulary mastery. Teaching vocabulary can be done easily through several media such as text, memorizing, sing, etc. One of teaching vocabulary is a text.

Descriptive text is most suitable for increasing vocabulary mastery because a lot of new vocabulary will appear for students when describing something. Descriptive text is a text type that is used to describe objects such as people, places, and things. This can help the reader to know more about the actual object. Then the descriptive text consists of identification and an outline. Identity is a procedure of how an item is described. Then, the description is a process of how to describe the object (Airlinay, 2022). Various kinds of interesting and creative teaching media will help the teaching of descriptive text.

Education is now developing following technological developments. Technology development facilitates all forms of the learning process. Digital technology is currently being used in the field of education as a means of supporting learning, both as an information tool and as a learning tool (Mulyani, 2021). This development can be seen through several interesting learning applications that create a pleasant learning atmosphere. Pleasant learning atmosphere has been able to increase students' interest in learning so that students from several indicators include feelings of pleasure, interest, acceptance (attention and concentration towards the teacher) and enthusiasm for learning (Almaqfiroh, 2021). There are many learning applications can help teacher in learning process, for example guessing picture application.

Guessing picture application using English is an alternative in learning media in memorizing students' vocabulary. Memorizing is a mental process to keep in mind and storing impressions, which later if needed can be recalled back to the conscious mind. Guessing pictures using English applies 3 learning styles: auditory (listen), visual (see), and kinesthetic (touching/moving) (Anthonieta, et al, 2022). From the explanation above, Guessing Picture Application is very effectively in teaching vocabulary and students' vocabulary mastery can be increased easily.

Gartic.io is one of the best picture shooter game applications. Researcher use Gartic.io because it is the best rating of Guessing Picture Application on the Google Play Store, so there is very little chance of an error when applying Guessing Picture Application. The use of Gartic.io games fosters children's visual-spatial intelligence to increase by looking directly at the available pictures and increasing their memory to guess the pictures they see.

This game is also able to increase writing knowledge through scribbles that students can apply through their own imagination (Harmonis, et al., 2022). Gartic.io as an educational game that is carried out appropriately is able to develop and optimize all aspects of student intelligence.

Guessing picture games have been investigated by several previous studies. One of the studies is from Yusuf (2017) entitled *Improving Students' Vocabulary by Using Picture Guessing Game on Descriptive Text*. The results showed that in the learning process, the teacher had difficulty in handling student activities using the Guessing Picture Game in vocabulary learning. The similarity of this research is to teach vocabulary in descriptive texts. The difference in this study is to increase the students' comprehension vocabulary using Guessing Game, while the researcher is to determine the effectiveness of Guessing Picture Application in teaching vocabulary mastery

The second previous research is conducted by Cahyani (2018) entitled *Learning English Vocabulary by Using Guessing Game in the First Semester of Hotel Accommodation the First Grade Students of SMKN 3 Bandar Lampung*. The speaking indicator can be achieved through a Guessing Game. Based on the results of observations, students know what a Guessing Game is, but they have difficulty in Guessing Game because they rarely play the game so to speak the vocabulary, they have in front of the class they are still afraid. Learning using guessing pictures is the similarity of this research. Meanwhile, the difference in this research is applying guessing images manually, while the researcher uses application technology.

The third previous research is conducted by Rahayu (2019) entitled *Teaching and Learning Speaking through Guessing Game Technique in the Second Semester at the Seventh Grade of Madrasah Tsanawiyah Al-Ikhlas Gunungrejo*. Based on the observation, teaching and learning using Guessing Game takes a lot of time. Learning using guessing pictures is the similarity of this research. Meanwhile, the difference is the research used guessing picture in speaking, while the researcher applied it to vocabulary.

The purpose of this study is to find out the effect of Guessing Picture Application in students' vocabulary mastery, which has never been done by previous studies. This research will be in the title *The Effect of Guessing Picture Application on the Students' Vocabulary Mastery of 7th Graders at SMPN 1 Plosoklaten*.

## **REVIEW OF THE LITERATURE**

### **Vocabulary Mastery**

Vocabulary is the smallest unit from the combination of several phonemes that have meaning or meaning. Words are elements in the formation of a sentence. The collection of words that a person has in a particular language is called vocabulary. Vocabulary is the smallest unit that contains an idea, which is obtained when the composition or a sentence is divided into its parts. Vocabulary is a unitary sound of language that contains an understanding (Anggredi, 2020).

Vocabulary is the main capital for learning skills and sentence structures in other languages. When you have mastered a lot of vocabulary, it will be easy for you to master other skills such as reading, writing, listening and speaking English. The importance of basic vocabulary consideration of basic vocabulary is not new, and publications and studies on it can be found as far back as the last century. The basic vocabulary must be distinguished from vocabulary intended to support language acquisition (Hoffmann, 2020).

Vocabulary is an important part of language, which is a communication tool used to express ideas, ideas, feelings and wishes in human socio-cultural life. Thornbury (2002) stated that all languages have vocabularies. Language appears first as a vocabulary both historically and in terms of the way people learn their mother tongue and other languages. From this statement, it can be said that learning a language begins with learning vocabulary. The presence of vocabulary is very important as a vehicle for expressing various kinds of ideas, concepts and things in the mind that are accumulated in the form of language. Thornbury (2002) also argues that knowing a vocabulary is knowing its form and meaning. In other words, knowing the meaning of a vocabulary is not just knowing the meaning according to what is stated in the dictionary. However, it also means knowing the word with which it is usually associated (the collocation) including its connotation, register, and culture. This success is in accordance with the view of behaviorism that learning in the view of behaviorism is a form of change in the ability of students to behave in a new way as a result of the interaction of stimuli and environmental responses they get.

Based on the definitions mentioned above, it can be concluded that vocabulary is a collection of several words used in constructing sentences to communicate or convey ideas to others, therefore teaching techniques is needed to teach vocabulary appropriately.

## **Teaching Vocabulary**

Vocabulary teaching as a part of language is most widely discussed in teaching English. Problems will arise for the teacher when the teaching and learning process takes place to get satisfactory results on how to teach students step by step in an orderly manner. Various kinds of problems may arise because many teachers sometimes do not know where to start to establish an instructional emphasis on learning vocabulary and are unsure about best practices in teaching vocabulary (Hasanah, et al., 2022). The reason why teaching vocabulary is important and needed by students in learning English is working on communicative vocabulary can be used as a tool to communicate, and can support the needs of students to perform language acts. Second, so that students' vocabulary has endurance or does not quickly forget.

Teaching vocabulary is expected for Indonesian students to understand the importance of memorizing vocabulary, because to make it easier to learn language skills and structures, the most important capital is vocabulary. With that, someone will quickly master the skills of reading, writing, listening and speaking. In addition, teaching vocabulary is inseparable from vocabulary mastery. Teaching techniques are ways that are used in a planned and systematic way by learners to prepare and control the process of learning a foreign language (Yakovleva, et al., 2020).

Education is now developing following technological developments. Technology development facilitates all forms of the learning process. Digital technology is currently being used in the field of education as a means of supporting learning, both as an information tool and as a learning tool (Mulyani, 2021). This development can be seen through several interesting learning applications that create a pleasant learning atmosphere. Pleasant learning atmosphere has been able to increase students' interest in learning so that students from several indicators include feelings of pleasure, interest, acceptance (attention and concentration towards the teacher) and enthusiasm for learning (Almaqfiroh, 2021).

From all explanation above, teaching vocabulary has a different way with teaching speaking, writing listening, and reading. Techniques and media are two things that can make the teaching learning process easier. The effective situation can be created with pay attention to those things.

## **Guessing Picture Application**

Guessing Picture Application allows someone to play with other players in real-time,

someone can create their room or join an already available room. This application can be played via mobile platforms and can also be played via a browser. In the picture guessing application, students can draw something in the application. The student explains to other students what he is drawing, such as the characteristics of something he is drawing. Other students look at the student's drawing and listen to the student's explanation, and then they guess what the student drew. The position of drawing and guessing is done alternately by students. This application has set the time, the form and design of the game also provides the necessary tools such as drawing media, types of vocabulary, vocabulary levels, and comment fields to answer, scores, and rankings. So that in carrying out this game can be more conditioned (Anthonieta, et al., 2022). Guessing picture applications are very easy to find on the internet, such as Gartic.io, Skribbl.io, Draw Something, Drawize.

Guessing picture application contains 3 things that are important in remembering vocabulary: 1) visual in the form of students seeing pictures that have been drawn by other students, 2) auditory in the form of students listening to other students' explanations about the characteristics of something that has been drawn, 3) kinesthetic in the form of students drawing something in the application (Anthonieta, et al., 2022).

### **Gartic.io as Guessing Picture Application**

Gartic.io is one of the best picture shooter game applications. Researcher use Gartic because the rating shown on the Google Play Store is the highest compared to other picture guessing applications, so there is very little chance of an error when applying Guessing Picture Application. The use of gartic games fosters children's visual-spatial intelligence to increase by looking directly at the available pictures and increasing their memory to guess the pictures they see. This game is also able to increase writing knowledge through scribbles that students can apply through their own imagination (Harmonis, et al., 2022).

Gartic's educational game seems to answer the concerns of teachers and parents of students in developing students' intelligence, especially in the field of memorizing student vocabulary, because through this game students are able to learn in a fun way that is far from boredom, so that children's intelligence is more easily directed and honed. The application of the gartic educational game method to RA Raisul Anwar has positive implications for students as can be seen from the enthusiasm of students in participating in learning when using the gartic game method (Harmonis, et al., 2022). This also makes it easier for teachers to apply learning through the use of educational game media. Educational game media that



are carried out appropriately are able to develop and optimize all aspects of student intelligence.

### **Guessing Game**

Guessing game is a puzzle game that requires students to think critically and intelligently so that it is very effective as a game in learning techniques. Guessing Game is a flexible teaching technique, can be played in groups or individually. The rules of the game are that participants are given an object and then describe it to other participants, and the other participants identify and try to guess what the object described by the participant is. Each participant or group gets their turn in turn. Each turn is given a set time. When the time is up, it will be followed by the next turn with a different object question (Hasanah, et al., 2022). So that, Guessing Game is a game of guessing the meaning of the English word of an object so that this game can be a tool to introduce students to new vocabulary and then students review the vocabulary and reinforce new vocabulary to students. Guessing Game presents a lot of vocabulary given with the aim of being able to memorize a lot of vocabulary from practicing guessing the meaning of the context. So, Guessing Game is also to be presented which allows students to understand more deeply of the vocabulary.

The basic role of Guessing Game is very simple. One person knows something that another person wants to know. He further stated that as people who guess have a real urge to find something, Guessing Game is a real situation of communication and therefore very important for foreign language learning. They are generally liked by students of all ages because they combine language practice with fun and excitement. In Guessing Game the roles used by players are very simple. Participants know something that other participants want to know by describing or in other words giving vague clues, while other participants have the urge to find answers from identifying the clues given (Klippel, 1991). Because of that, Guessing Game are very effective for use in foreign language learning. This Guessing Game is also liked by students of all ages because it has a fun atmosphere in the learning process.

Based on the explanation of the definition of Guessing Game, it can be concluded that this game is a Guessing Game that can increase children's vocabulary more quickly. Its development can be seen from the game which provides a lot of vocabulary for students to memorize. The faster the turns take turns, the more vocabulary you have to guess. So students can memorize a lot of vocabulary at once easily.

## **Descriptive Text**

Descriptive text is a type of text used to describe real objects such as people, places, and things. This may help the readers recognize greater actual about the actual object. Then descriptive text consists of identification and outline. Identity is the procedure of the way an item is to be described. Then, description is a process of a way to describe the object (Airlinay, 2022). Descriptive text is a form of text used by any writer or person to explain a thing, person, animal, location, or occasion to the reader or listener.

## **METHODOLOGY**

### **Research Design**

The method of this research is quantitative method. Quantitative research becomes an approach for trying out goal theories by analyzing the connection amongst variables. This quantitative research approach uses experimental research. The experimental research is an experiment that attempts to find whether or not there is any effect relation or no longer. The research used quasi-experimental because the subject is not randomly assigned. The subjects are two, experimental and control class. The researcher used Guessing Picture Application to teach vocabulary in the experimental class and used Guessing Game to teach vocabulary in the control class. In

### **Population and Sample**

The population of this research is the seventh-grade students of SMPN 1 Plosoklaten. The reason researcher chose the school is researcher felt firsthand the way of teaching and learning there because the researcher is an alumnus of the school. The researcher also observed the English teacher teaching, and then the writer found the same problem when the writer studied there that the teacher taught not according to the lesson plan. The curriculum at school has just moved to an Merdeka curriculum, but teachers have not fully used the Merdeka curriculum, they still often teach using the old curriculum. In this Merdeka curriculum, students are allowed to bring cell phones to help the learning process, with that the researcher applied Guessing Picture Application in this study. To see generalizations about the target population that the researcher plans, the researcher took a subgroup of the target population. The researcher took two classes as a sample, namely 7A and 7B, in the academic year 2022/2023. The reason researcher chose this class because the recommendation of the school's English teacher. There are 72 students, 31 students in the experimental group and 31 students in the control group.



## **Research Instrument**

This study used vocabulary test as instrument to collect the data. The vocabulary test is used to determine the effectiveness of using Guessing Picture Application for experimental class and Guessing Game for control class to teach students vocabulary. Tryout was 40 questions and divided into two tests, 20 questions for pre-test and 20 questions for posttest. The test was tested on students in the class of experiment and control class.

## **Data Collection**

The quantitative data in this research was collected using a test. It is conducted in three steps, namely pre-test, treatments, post-test. In this pre-test, the researcher gave a test to the students before giving a treatment. In the treatments, the researcher used Guessing Picture Application to teach vocabulary in the experimental class and used Guessing Game to teach vocabulary in the control class. In post-test, the researcher gave a test for both classes after the students got treatments. In this post-test, the researcher found the result of students' achievement after they are taught by Guessing Picture Application and Guessing Game.

## **Data Analysis**

Data analysis is an essential part of the research. The researcher used ANCOVA (Analysis of Covariance) to analyze the data from the pre-test and post-test. The selection of the ANCOVA technique is based on the sample to be tested. That is, the sample is not taken at random. Next, the researcher used SPSS (Statistical Package for the Social Sciences) to analyze ANCOVA. The interpretation of the data by the researcher is based on the significance value as follows,  $H_0$  is rejected if significant value  $< 0.05$ ,  $H_0$  cannot be rejected if significant value  $> 0.05$ .

Researcher chose to use ANCOVA over other statistical tests because ANCOVA serves to increase the precision of an experiment because it regulates other uncontrolled independent effects. Thus, this test is often used to determine/see the effect of treatment on the response variable by controlling other quantitative variables. In addition, this study is related to ANCOVA which is an analytical technique that is useful for increasing the precision of a treatment because it regulates the influence of external factors that are not controlled. ANCOVA is used if the independent variables include quantitative variables.

## **FINDINGS AND DISCUSSION**

In this part, the researcher presents the result of the test of both the experimental and control class. The researcher used Guessing Picture Application as a teaching strategy in

experimental class, and Guessing Game as a teaching strategy in control class. The researcher did the three steps. Those steps were pre-test, treatment, and post-test. To check whether the students taught by Guessing Picture Application have a better score than those taught by Guessing Game, the researcher calculated the students' overall scores before and after the treatment and calculated the mean of those scores.

The researcher distributed a pre-test to the experimental and control classes to determine the students' vocabulary mastery before giving the treatment. Then, The students were given a post-test after receiving treatment from the researcher. The summary result of the pre-test score from both the experimental and control class is presented in Table 1.

**Table 1. Descriptive Statistics of Pre-Test**

<b>Learning Model</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>N</b>
Guessing Game Application	56.77	14.465	31
Guessing Game	54.35	13.086	31
Total	55.56	13.734	62

Table 1 reveals that the experimental and control classes had the same number of students. Each class has 31 students in it. The control class and experimental class mean scores are nearly identical. The experimental class has a mean score of 56.77, while the control class has a mean score of 54.35. The standard deviation of the experimental class was 14.465, while the control class was 13.085.

**Table 2. Descriptive Statistics of Post-Test**

<b>Learning Model</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>N</b>
Guessing Game Application	85.00	7.638	31
Guessing Game	72.10	12.765	31
Total	78.55	12.294	62

Table 2 reveals that both the experimental and control classes had the same number of students. Each class has 31 students in it. The experimental class standard deviation 7.638 while the control class 12.765. Therefore, The standard deviation in the experimental class is less than the control class.

The normality test was employed to determine whether or not the data was normally distributed. The normality test was also performed to meet the ANCOVA requirement. The researcher used Kolmogrov-Smirnov, with SPSS. Kolmogrov (1933) devised the Kolmogriv-Smirnov test, which was later modified and proposed as a test. The result of the analysis can be seen in Table 3.

**Table 3. Test of Normality**

Class	Statistic	Df	Sig.
Pre Test Experimental	.128	31	.145
Post Test Experimental	.143	31	.062
Pre Test Control	.137	31	.087
Post Test Control	.146	31	.051

Based on the results of the analysis above, the Kolmogorov-Smirnov significant value for pre-test experimental is 0.145 (Sig. >  $\alpha$ ), 0.87 (Sig. >  $\alpha$ ) for pre-test control, 0.062 (Sig. >  $\alpha$ ) for post-test experimental, and 0.051 (Sig. >  $\alpha$ ) for post-test control. According to Anwar (2009: 107) the distribution is normal if the Sig. is greater than or equal to 0.05 alternatively, the distribution is not normal if the Sig. is less than 0.05. According to the normality test above, the distribution of students' scores in the pre-test and post-test in both experimental and control class are normally distributed.

The homogeneity variances are tested as the next assumption. The homogeneity variances are determined using Levene's test in this study. If the result is  $p > 0.05$ , the assumption is met. The able demonstrated that the premise of variance homogeneity was supported by the fact that  $p (0.224) > (0.05)$ . The outcome is more than 0.05. It signifies that the variance of two groups is the same in both the experimental and control groups. It signifies that the variance of the group is the same in all groups. The result of the analysis can be seen in Table 4.

**Table 4. Homogeneity of Variances**

Levene Statistic	Df1	Df2	Sig.
1.506	1	62	.224

The following assumption must be met as a test of regression assumption homogeneity. This test evaluates the interaction between the covariate and the independent variable. There must be no interaction between the covariate and the independent variable ( $p > 0.05$ ) to proceed with ANCOVA analysis. When there is a significant interaction between the covariates and the independent variable, it means that the covariate has an impact on differences in the dependent variable between groups. The result of regression homogeneity can be seen in the Sig. value of Learning\_Model\*PreTest line. ( $0.214 > 0.05$ ) The significance is higher than 0.05. It can be concluded that the covariate and fixed factor have no interaction. The result of the analysis can be seen in Table 5.

**Table 5. Tests of Between-Subjects Effects**

Source	Type III Sum of Squares	df	Mean Square	F	Sig
Corrected Model	3385.848a	3	1128.616	11.221	.000
Intercept	14569.754	1	14569.754	144.861	.000
Learning_Model	562.143	1	562.143	5.589	.021
PreTest	705.475	1	705.475	7.014	.010
<b>Learning_Model * PreTest</b>	<b>158.506</b>	<b>1</b>	<b>158.506</b>	<b>1.576</b>	<b>.214</b>
Error					
Total	5833.507	58	100.578		
Corrected Total	391750.000	62			
	9219.355	61			

a. R Squared = .367 (Adjusted R Squared = .335)

The covariate is included in the analysis to explain for differences in the independent variable. The basic goal of the covariate analysis is to evaluate the relationship between the covariate and the dependent variable without ignoring the independent variable. A significant association between the covariate and the dependent variable ( $p < 0.05$ ) is required to proceed with ANCOVA analysis. The table below shows the result of a linear relationship between the covariate and the dependent variable. And, as  $p (0.511) > \alpha (0.05)$  demonstrates, there is no interaction between the covariate and the independent variable ( $0.05$ ). Then,  $p (0.000) < \alpha (0.05)$ , there is a relationship between the covariate and the dependent variable. The Sig. value of the pretest is  $0.014 < 0.05$ , as shown in the table above. It shows that the covariate and the dependent variable have a significant relationship. Furthermore, it can be concluded that the covariate is linearly related to the dependent variable. The result of the analysis can be seen in Table 6.

**Table 6. Tests of Between-Subjects Effects**

Source	Type III Sum of Squares	df	Mean Square	F	Sig
Corrected Model	3227.343a	2	1613.671	15.889	.000
Intercept	14887.976	1	14887.976	146.594	.000
Learning_Model	2336.865	1	2336.865	23.010	.000
<b>PreTest</b>	<b>646.697</b>	<b>1</b>	<b>646.697</b>	<b>6.368</b>	<b>.014</b>
Error	5992.012	59	101.560		
Total	391750.000	62			
Corrected Total	9219.355	61			

a. R Squared = .350 (Adjusted R Squared = .328)

All of the assumptions for the computation are met as a result of the ANCOVA

assumption testing. The researcher can proceed with ANCOVA analysis based on this finding. The researcher verifies the research hypothesis in order to answer the questions formulated in this study. The group significant result is 0.000. It is less than 0.05 ( $0.000 < 0.05$ ). As a result, the researcher has sufficient evidence to reject the null hypothesis. Students who are taught using Guessing Picture Application and those who are taught using Guessing Picture Application had different results. As a result, students who are taught using Guessing Picture Application score better than those who are taught using Guessing Game. The result of the computation can be seen in Table 7.

**Table 7. Tests of Between-Subjects Effects**

Source	Type III Sum of Squares	df	Mean Square	F	Sig
Corrected Model	3227.343a	2	1613.671	15.889	.000
Intercept	14887.976	1	14887.976	146.594	.000
<b>Learning_Model</b>	<b>2336.865</b>	<b>1</b>	<b>2336.865</b>	<b>23.010</b>	<b>.000</b>
PreTest	646.697	1	646.697	6.368	.014
Error	5992.012	59	101.560		
Total	391750.000	62			
Corrected Total	9219.355	61			

a. R Squared = .350 (Adjusted R Squared = .328)

Journal of learning activity is used to find out the progress and differences found between the experimental and control classes in teaching vocabulary. This journal has three treatments for each class. The three treatments are taken from class 7A and 7B. The journal of learning activity can be seen in Table 8.

**Table 8. The Journal of Learning Activity**

<b>Experiment Class: Guessing Picture Application</b>	
Treatment 1 (27th February 2023)	<ul style="list-style-type: none"> <li>• Students are still in the introduction with Guessing Picture Application, but they can immediately understand how the game works.</li> <li>• The teacher is still adjusting the good internet network for the school area, so sometimes the server is disconnected.</li> <li>• Students are still assisted by the teacher to describe something that is drawn.</li> </ul>
Treatment 2 (28th February 2023)	<ul style="list-style-type: none"> <li>• Students have mastered the game and are excited to want to play it again.</li> <li>• The teacher has adjusting the good internet network for the school area, so there is no disconnected server.</li> <li>• Students have started to want describe something that is drawn without the help of teacher. However, they cannot fully describe it because their vocabulary is still limited.</li> </ul>
Treatment 3 (6th March 2023)	<ul style="list-style-type: none"> <li>• Students are very fluent, fast, creative, and active in the game.</li> <li>• Students are very fluent in describing something that is drawn and help each other between group members so that they can help add to their friends' vocabulary</li> </ul>

<b>Control Class: Guessing Game</b>	
Treatment 1 (25th February 2023)	<ul style="list-style-type: none"> <li>• Students are still in the introduction with Guessing Game, but they can immediately understand how the game works.</li> <li>• The teacher has trouble handling the game from the timer, rotating who the turn of the group is, giving directions to describe something</li> <li>• Students are still assisted by the teacher to describe something that is drawn</li> </ul>
Treatment 2 (2th March 2023)	<ul style="list-style-type: none"> <li>• Students have mastered the game and can be directed by the teacher.</li> <li>• The teacher is still having trouble applying the game, even though the students are going well.</li> <li>• Students have started to want describe something that is drawn without the help of teacher. However, they cannot fully describe it because their vocabulary is still limited.</li> </ul>
Treatment 3 (4th March 2023)	<ul style="list-style-type: none"> <li>• Students are getting bored, there are some students who are not interested in participating in the game</li> <li>• Students are fluent in describing something that is drawn and help each other between group members so that they can help add to their friends' vocabulary</li> </ul>

From the table above, from the table above describes the activities carried out in treatments 1 to 3. This study takes treatment as an action in an experiment, which means giving conditions that will assess its effect. Apart from grades, student mastery can also be seen from the treatments. These treatments were given to the experimental class and the control class. In treatment 1 to 3 in Table 4.8 it shows that there were progresses in the experimental class and the control class. When students really understood and mastered the material provided by the teacher, then the treatment was sufficient.

In the first treatment, the researcher as a teacher gave descriptive text material about animals to students in the experimental and control classes. When students understand the material, students were instructed to play Guessing Picture Application for the experimental class and Guessing Game for the control class. Experimental class students were still in the introductory stage with Guessing Picture Application, as well as control class students were also still in the introductory stage with Guessing Game. When they understood the rules of the game, the teacher tried to practice. The experimental class students were very fluent in playing Guessing Picture Application, but unfortunately the connection was so bad that it really hampered the activities. Meanwhile, control class students were also hampered from doing Guessing Game because the teacher had trouble handling the game from the timer, rotating who the turn of the group is, giving directions to describe something. When one student asked something while the game was running, the teacher could not answer at the same time as instructing other students to play the game. So the game was stretched out of

time. Experimental class and control class students were also still guided by the teacher in describing something that was drawn. Students were still not fluent in describing something because students were still afraid to speak for fear of being wrong or inappropriate.

In the second treatment, the teacher gave descriptive text material about things to students in the experimental class and control class. When students understood the material, students were instructed to play Guessing Picture Application for the experimental class and Guessing Game for the control class. When the game started, the experimental class students had mastered Guessing Picture Application. Likewise, the control class students had also mastered Guessing Game. Students looked very excited, fast, and responsive in playing it. During Guessing Picture Application game, the experimental class students had no problems with internet connection because the teacher had repaired and adjusted the local internet. Whereas in the control class, the teacher was still having trouble applying Guessing Game, even though the students were going well because the teacher still has to handle the time, whose turn it is, giving directions to describe something even though the students have no more questions. Then in describing something, the experimental and control class students were no longer awkward and the students dared to speak out what was on their minds. However, they could not fully describe it because their vocabulary was still limited.

In the third treatment, the teacher gave descriptive text material about person to the experimental and control class students. When students understood the material, students were instructed to play Guessing Picture Application for the experimental class and Guessing Game for the control class. When the game started, students in the experimental class and control class had no problems at all in the game, but it was still difficult for the teacher to apply Guessing Game rather than Guessing Picture Application because the teacher was still running the game manually. In the experimental class, the students were more enthusiastic about playing Guessing Picture Application, moreover, it was supported by their increasing vocabulary so that they could easily describe something. Whereas in the control class, students also seemed to be able to describe something and their vocabulary was increasing. However, they looked bored playing Guessing Game because they prefer to use technology than those who do not. When playing Guessing Game, many students did not pay attention to the teacher and relied on their friends to guess what the other groups had drawn. Therefore, students were more motivated by Guessing Picture Application than Guessing Game.



In conclusion, students in the experimental class seemed more enthusiastic about participating in games because they were motivated by the application and the teacher could handle students easily. Whereas in the control class, students seemed less enthusiastic about the game and the teacher had difficulty handling students in applying the game because the teacher had to handle the time, whose turn it is, giving directions to describe something manually. It can be concluded that students who are taught by Guessing Picture Application are more motivated for students' interests and make it easier for teachers to teach than students who are taught by Guessing Game.

The following is a discussion about the findings of the analysis of the study in the pre-test, the mean score of experimental class is 56.77 and the mean score of control class is 54.35. In post-test, the mean score of experimental class is 85.00 while the mean score of control class is 72.10. The distribution of variable's dependent seen from the pre-test is declared normal that by KolmogorovSmirnov significant value is 0.145 (Sig. >  $\alpha$ ) for pre-test of experimental, 0.087 (Sig. >  $\alpha$ ) for pre-test control, 0.062 (Sig. >  $\alpha$ ) for post-test experimental, and 0.051 (Sig. >  $\alpha$ ) for post-test control. Furthermore, the significant value of Levene's test results shows  $p$  0.033 >  $\alpha$  (0.05). The relationship between the variable's dependent and the covariate is  $p$  (0.000) <  $\alpha$  (0.05). Then, the significant results of the ANCOVA statistical calculations show  $p$  (0.014) <  $\alpha$  (0.05). Because statistically significant value is less than 0.05 so that the alternative hypothesis is accepted and the null hypothesis is rejected. From this it can be seen that the experimental class is more effective than the control class. Besides from looking at the pre-test and post-test assessments, class effectiveness can be seen from the activity journal, namely the process of activities and conditions in class.

Journal of activities in class during first until third treatments shows that vocabulary mastery using Guessing Picture Application and Guessing Game which is related to Thornbury's (2002) statement that knowing a vocabulary is knowing its form and meaning. By using Guessing Picture Application students got more vocabulary than Guessing Game because they did not only know the meaning but also the form of the vocabulary. This research is also in accordance with the finding of Mulyani (2021) that digital technology can help make the teaching process easy, it shows that using Guessing Picture Application is easier for teachers to implement and easy for students to do so it does not take much time than Guessing Games which still use the manual method. This also relates to Almaqfiroh's

finding (2021) that students can also learn when the class has an interesting atmosphere by the activity journal showing that the implementation of Guessing Picture Application was appropriate to make the students active and creative in learning in class. They did not get bored quickly in learning vocabulary because Guessing Picture Application helped the students to understand and increase their vocabulary mastery. Guessing Picture Application also helped the students increase their confidence to reveal their findings, stimulates students to set off their previous understanding and be creative. This reasoning is in line with the fact what researcher found in journal of learning activity, researcher saw when researcher taught students, they are active in class, and they are required to think creatively and quickly in learning by using Guessing Picture Application. Even, student looked exited when the lesson started. In different words, this approach stimulates students to set off their previous understanding and be creative. This reasoning is in line with the fact what researcher found in journal of learning activity, researcher saw when researcher taught students, they are active in class, and they are required to think creatively and quickly in learning by using Guessing Picture Application. Even, student looked exited when the lesson started. In different words, this approach stimulates students to set off their previous understanding in vocabulary mastery.

Therefore, the results of this study which show that Guessing Picture Application is an application that can increase student vocabulary supports the idea in previous studies that guessing games can improve students' ability to memorize and understand vocabulary correctly and precisely (Yusuf, 2017) and guessing is a good technique that can be implemented in the process of learning English vocabulary (Cahyani, 2018). Not only to increase vocabulary, guessing games can give students motivation to learn in mastering vocabulary (Rahayu 2018), Guessing Picture Application is very motivating and enthusiastic about learning seen from activity journals, the difference is that this study focuses on speaking skills in descriptive text while researcher focus on vocabulary in descriptive text.

The problems faced by the previous study were many, such as not being able to control time properly, students asked a lot about the course of the game and students were not confident in mentioning their vocabulary so that it hindered memorizing vocabulary for a while. The difference in this study is applying image guessing manually, while researcher used application technology. Therefore, there is a significant difference between developing students' vocabulary mastery using Guessing Picture Application and not using it. Guessing

Picture Application can overcome students not being afraid to express their vocabulary in describing something, the application is easy to understand because there are already written rules in the application so students don't ask a lot of questions to the teacher, besides that the teacher can control time well and can handle and direct students easily. Another advantage of this application is that it can be used in face-to-face (offline) and online classes, so it is very much needed for future learning.

There are implications in this study that can be learned. Selection of appropriate learning methods can affect the achievement of student achievement. For English vocabulary lessons, there are differences in English vocabulary learning achievement between learning using Guessing Picture Application and Guessing Game learning methods. Student learning motivation has an influence on English vocabulary learning achievement. Students with high learning motivation certainly have better learning achievement than students with moderate or low learning motivation. It is hoped that teachers can foster learning motivation in students in various ways according to the abilities of the teacher and are attractive to students.

The results of this study are used as input for teachers and prospective teachers. Self-improvement in relation to the teaching that has been done and student learning achievement that has been achieved by paying attention to appropriate learning methods and student learning motivation to improve student learning achievement in English vocabulary.

## **CONCLUSION**

The results of this study found a significant difference between students taught using Guessing Picture Application and those who taught by Guessing Game (Guessing Picture without Application) on the students' vocabulary mastery of seventh-grade at SMPN 1 Plosoklaten. The result of the statistical computation of ANCOVA showed that the significance was 0.014. It was less than 0.05 ( $0.014 < 0.05$ ). Since the significance value was smaller than 0.05, there was enough evidence to reject the null hypothesis, and then the alternative hypothesis was received. It means that the students who were taught by Guessing Picture Application got a better score than the students who were taught by using Guessing Game.

In the research process, the application of Guessing Picture Application to students greatly influenced student scores. Journal Activity proved that during class activities the experimental class students were more active and fluent in applying Guessing Picture

Application than the control class in applying Guessing Game. Compared to Guessing Picture Application, there were lots of obstacles and difficulties with Guessing Game such as students who were not handled maximally by the teacher and looked bored. Meanwhile, Guessing Picture Application was not done manually. It was used technology so that it could overcome all these problems. Technology made teachers no longer have difficulties in handling classes and it attracted students' attention so they did not get bored and they got motivation to learn better. Therefore, it could be concluded that Guessing Picture Application was effectively used in vocabulary mastery since the students could memorize vocabulary better than by using Guessing Game, especially in teaching descriptive text for the seventh-grade students of SMPN 1 Plosoklaten.

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