THE PERCEPTION OF THE STUDENTS IN THE USE OF GUESSING GAME IN ENHANCING VOCABULARY LEARNING MOTIVATION

A Descriptive Quantitative Research in The Second Semester Students of English for Business and Professional Communication in The Academic Year of 2022-2023

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Abstract	Article Information
This is a descriptive quantitative research with 30 students as the respondent. Questionnaire was used as the instrument of data collecting. 57% respondents strongly agree that games motivate students in learning a language, 57 % respondents strongly agree that guessing game is useful tool be applied, 50 % respondents agree that guessing game is effective tool be applied, 60 % respondents strongly agree that guessing game makes learning vocabulary become more interesting, 50 % respondents strongly agree that guessing game makes learning vocabulary become more enjoyable, 40 % respondents agree that guessing game can reduce the students' anxiety, 57 % respondents agree that guessing game can increase the students' positive feeling, 63 % respondents agree that games improve self-confidence, 50 % respondents agree that guessing game is a useful tool in improving vocabulary acquisition in natural way, 70 % respondents strongly agree that guessing game can create fun atmosphere, 63 % respondents strongly agree that guessing game is recommended in vocabulary learning, 70 % respondents strongly agree that guessing game gives a lot of advantages in learning vocabulary, 63 % respondents disagree that guessing game has disadvantages in learning vocabulary,57 % respondents disagree that guessing game is time consuming. *Keywords: Perception, guessing game, vocabulary learning, advantages, disadvantages*	

INTRODUCTION

Motivation is important in language learning. Motivation encourages the students learn knowledge. Motivation also encourages students to find something new. Motivation play more important role than talent. With talent, people can do many things such as singing, playing music instruments, drawing, painting, writing, doing some sports, etc. but without motivation people cannot do anything. Students will be lazy to read, listen, write, speak and learn if they lost their motivation. Therefore, motivation is very important in language learning.

One of component in language learning is vocabulary. Vocabulary is essential in all language skills. Vocabulary helps people to express their idea, thought and feeling. Vocabulary helps people read and listen with more understanding. Vocabulary helps people to convey meaning. The linguist Wilkins (1972, p.111) states that "without grammar little can be conveyed, without vocabulary nothing can be conveyed." So that vocabulary plays more important role than grammar. Indeed, people need to use words in order to express themselves in any language, as well as students. In addition, "successful people usually have large vocabularies and a good word recognition skill that enable them to use the right word in the right place at the right time." (Hancock, 1987, p.1)

In doing communication to others, there are two basic ways of communication, they are speaking and writing such Hancock (1987, p.1) states that there are two basic ways of communication to others, they are speaking and writing. Vocabulary development is essential for both. If the students fail to understand what the instructor or lecturer say, one of the reasons could be because of the failure to understand the words that were used. In researcher experience as a lecturer, she noticed the fact that students usually find it really hard to speak English fluently and accurately. They usually consider that speaking activities are boring and exhausting because they keep on using the same expressions and words and immediately, their conversation is interrupted due to missing words. And the main reason for such communication problems is the lack of vocabulary. That is why, vocabulary plays essential role in learning a language. In a classroom, lecturer meets many characters of students. There are students who have high motivation to learn but there are also students who have low motivation to learn. In explaining the learning materials in the classroom, lecturer will deal with various reaction of students. There are students who respond the lecturers' explanation positively such as listen and pay attention to the lecturer carefully, take note the lecturer's explanation, discuss the learning materials to their friends but there also students who react or respond negatively such as do not pay attention to the lecturer's explanation, talk with friend beside him, busy with their smartphone or fall asleep. These situations require the lecturer to find out the best way to enhance the student's motivation in learning.

There are various approaches, methods and techniques in teaching English. According to Bambang Setiadi, dkk (2008), there are some approaches in teaching a language, there are natural approach, communicative approach, content-based approach, literature-based approach, etc. In teaching method, there are audio-lingual method, direct method, total physical response method and grammar translation method. The various kinds of teaching

approach, method, and technique make the teacher able to use it in their class but the teacher must be able to choose the most appropriate approach, method and technique that suit with the characteristics of their students.

Game is one the technique that can be used in language learning. Based on the researcher's observation in reading and speaking class, she found that game can increase the students' motivation in language learning. Game can create good atmosphere in language learning. There are many kinds of game in vocabulary learning, one of them is guessing game. Guessing game is a game in which a person guesses some kind of information such as word, phrase or title. In this game, the player with the information gives some clues while others participants of the game guess what it might be. This game makes the students active, happy and enjoy and in the learning process. That is why, the researcher would like to investigate the perception of the use of guessing game in enhancing the students' vocabulary learning motivation, the researcher is going to conduct the research in the second semester students in the academic year of 2022-2023. The researcher will do it in research entitled *The Perception of The Students in The Use of Guessing Game in Enhancing Vocabulary Learning Motivation (A Descriptive Quantitative Research in the Second Semester Students of English for Business and Professional Communication in the Academic Year of 2022-2023).*

LITERATURE REVIEW

Motivation

According to Fachraini (2017, p. 48), "Student who has high motivation would do the best in learning even though the materials were felt difficult. On the contrary, student who has low motivation would get bored and be indifferent in learning even though the materials given were so easy." Students' motivation in learning affects the learning outcomes obtained. Students' motivation in learning will make students focus more attention and interest in the material provided. According to Reena and Bonjour (2010, p. 146), "motivating students in the class room is an integral part of teaching and must spill over to outside the precincts as well. Teaching of English needs to be made more appealing and attractive to the learners."

According to Riswanto and Aryani (2017, p. 3), "motivation is important in determining how many students will be learning from a learning activity or how much to absorb the information presented to them. Students are motivated to learn something will use higher cognitive processes in learning the material, so that students will absorb the material better." The writer concludes that, motivation is one important factor in the learning process and students need to be constantly motivated to perform better. There are two kinds of motivation, they are intrinsic and extrinsic motivation. "Intrinsic motivation is related to an internal wish to do something" (Oletić and llić, 2014, p. 25). Meanwhile, extrinsic motivation can be described as external factor to the individual and unrelated to

the task they are performing. According to Reena et al. (2010, p. 147), "extrinsic motivation can be described as factors external to the individual and unrelated to the task they are performing"

The Importance of Vocabulary

Vocabulary plays an important role in language skill. It is the basis for the development of other language skills, they are reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation such Harmer (2001, p.4) stated that vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention. Moreover, Richard and Renandya (2002, p. 255) stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. It means that the role of vocabulary is really important in language learning since it is the basis of students to speak, listen, read and write well. Vocabulary is very important because it is the starting point that people have to possess when they dealing with languages such Al-Hinnawi (2012, p.62) stated "vocabulary is the starting point that people should possess when dealing with languages." Moreover, vocabulary is dominant in improving a person's communication skill like Beena Anil (2011, p.46) states that "vocabulary is predominant in improving one's communicative skill. Language is more powerful when it is being used perfectly".

Definition of Vocabulary

Vocabulary is a set of words in oral and written and in productive and receptive which has meaning such Fran et al (2005, p. 2-3) define that vocabulary as knowledge of words and word meaning in both oral and written language and in productive and receptive forms. In other words, vocabulary is a combination of words which produce meaning. Vocabulary is the focus of language with its sounds and intended meanings that interlock to allow students to communicate with one another (Nation, 2000: Pyles, 1970). In classroom implementation, vocabulary becomes the guidance that leads tudents to comprehend every piece of information both oral and written and to produce ideas.

Types of Vocabulary

Thornbury (2002, p. 24-25) and Nation (2001, p. 24) classified the types of vocabulary into two types, they are receptive and productive vocabulary. According to them, there are two types of vocabulary related to the language skills of reading, listening, speaking and writing they are receptive or passive vocabulary which refers to the words that native speakers and foreign learners recognize and understand but it hardly ever used, it is used passively in reading and listening, and productive vocabulary which is utilized actively either in speaking or writing. Productive vocabulary refers to the words which learners use when they speak or write and it called active vocabulary.

Approach, Method, Technique

Approach, method and techniques are three terms which are important in teaching. According to Anthony (cited in Richards and Rogers, 2001, p.19), "approach, method, and technique have hierarchical arrangement. Approach is the level of theories,

method is the plan of language teaching which is consistent with the theories, and techniques carry out a method. In other words, the arrangement of the three is that-approach is axiomatic, method is procedural and technique is implementation".

Game

Game is one of the method in teaching and learning a language. The use of game in teaching and learning is quite popular. Based on the researcher interview with the English lecturers and the researcher observation in Polytechnic of Tonggak Equator, some lecturers use game to maintain the students' motivation in learning and create fun atmosphere in the classroom. Game is a well-organized activity that has objective, rules, competition and communication between players such as stated in

The Longman Dictionary of Language Teaching and Applied Linguistics in Richards, Platt, & Platt, (1995, p.89), games are defined as "an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language". Game is activity that has rules and a goal but it creates fun as well such as Hadfield (1984) said, "game is an activity with rules, a goal and an element of fun".

Guessing Game

Guessing Game Guessing game is one of the game can be used in teaching and learning vocabulary. Accoding to Hadfield (1984, p.4), guessing game is familiar variant on this principle. The player of this game give some clues while others players guess what it might be. This game increase the students' active participation and interest in teaching and learning process. Moreover, this game make the students feel enjoy while learning vocabulary because they will create comfortable condition for them to learn a new language without being frightened and embarrased. Thornburry (2002, p.148) stated that "guessing from context is probably one of the most useful skills learners can acquire and apply both inside and outside the classroom."

Game in Vocabulary Learning

Guessing game is one of the game can be used in teaching and learning vocabulary. Accoding to Hadfield (1984, p.4), guessing game is familiar variant on this principle. The player of this game give some clues while others players guess what it might be. This game increase the students' active participation and interest in teaching and learning process. Moreover, this game make the students feel enjoy while learning vocabulary because they will create comfortable condition for them to learn a new language without being frightened and embarrased. Thornburry (2002, p.148) stated that "guessing from context is probably one of the most useful skills learners can acquire and apply both inside and outside the classroom." Game if it is introduced properly, it can be one of the highest motivation techniques. It stimulates the students interest such as McCallum (1980, p. ix) states that "games stimulate student interest, a properly introduced game can be one of the highest motivating techniques". Games are advantageous because it can reduce the students' anxiety. It can increase the students' positive feeling as well. It also can increase the students' self-confidence because the students do not afraid of punishment and

criticism while they were practicing the target language freely. This statements in line with Crookal (1990, p.112) states that "games are advantageous because they reduce anxiety, increase positive feeling and improve self-confidence because learners do not afraid of punishment or criticism while practicing the target language freely. In addition, game is a useful tool in improving children's vocabulary acquisition in natural way as would be normally achieved through play (Angelova & Lekova, 1995; Atake, 2003; Deng, 2006).

RESEARCH METHODOLOGY

This research is a descriptive research. In this research, the researcher conducted the research in Polytechnic of Tonggak Equator. This research was done in July-August 2023). The researcher chose second semester students of English for Business and Professional Communication as the subject of the research because these students had attended vocabulary subject and had experience of playing guessing game in vocabulary learning in the classroom. The subject of the research consists of 30 students for filling the questionnaire. The researcher chose 30 students to fill the questionnaire with the criteria of willing of being respondent of this research, have ever attended and finished vocabulary subject, have experienced learning vocabulary through guessing game at least twice. In this research, the researcher used questionnaire as the instruments of data collection. According to Calderon and Gonzales (1993, p.105), "questionnaire is simply a set of questions which, when answered properly by required number of properly selected respondent, will supply the necessary information to complete a research study." Questionnaire is used to collect students' opinion and to supply the necessary information to complete the research. In this research, the researcher distributed questionnaires to 30 students.

FINDINGS

In this research, the researcher spread questionnaires to 30 respondents. All of the respondents are the second semester students of Polytechnic of Tonggak Equator. The finding of the questionnaires can be seen in the following tables.

Table 1 Guessing Game Motivates Students in Learning a Language

Statement	SA	A	D	SD	Total Respondent
Game motivate me in learning a language	57 %	43 %	0 %	0 %	100 %

Based on table 1, it can be seen that 57 % respondents strongly agree that game motivates students in learning a language, 43 % states agree, and 0 % states disagree and strongly disagree that game motivates students in learning a language.

Table 2 Guessing Game Is Useful Tool be Applied in Vocabulary Classes

Statement	SA	A	D	SD	Total Respondent
Game is a useful tool to be applied in vocabulary classes	57 %	43 %	0 %	0 %	100 %

Based on table 2, it can be seen that 57 % respondents strongly agree that guessing game is useful tool be applied in vocabulary classes, 43 % states agree, and 0 % states disagree and strongly disagree that games are useful tools be applied in vocabulary classes.

Table 3 Guessing Game Is Effective Tool be Applied in Vocabulary Classes

Statement	SA	A	D	SD	Total Respondent
Game is an effective tool to be applied in vocabulary classes	50 %	50 %	0 %	0 %	100 %

Based on table 3, it can be seen that 50 % respondents agree that guessing game is effective tool be applied in vocabulary classes, 50 % states strongly agree, and 0 % states disagree and strongly disagree that guessing game is effective tool be applied in vocabulary classes.

Table 4 Guessing Game Makes Learning Vocabulary Become More Interesting

Statement	SA	A	D	SD	Total Respondent
Guessing game makes learning vocabulary become more interesting	60 %	40 %	0 %	0 %	100 %

Based on table 4, it can be seen that 60 % respondents strongly agree that guessing game makes learning vocabulary become more interesting, 40 % states agree, and 0 % states disagree and strongly disagree that games make learning vocabulary become more interesting.

Table 5 Guessing Game Makes Learning Vocabulary Become More Enjoyable

Statement	SA	A	D	SD	Total Respondent
Guessing game makes learning vocabulary become more enjoyable	50 %	47 %	3 %	0 %	100 %

Based on table 5, it can be seen that 50 % % respondents strongly agree that guessing game makes learning vocabulary become more enjoyable, 47 % states agree, 3 % states disagree and 0 % states strongly disagree that guessing game makes learning vocabulary become more enjoyable.

Table 6 Guessing Game Can Reduce The Students' Anxiety

Statement	SA	A	D	SD	Total Respondent
Guessing game can reduce the students' anxiety	37 %	40 %	20 %	3 %	100 %

Based on table 6, it can be seen that 40 % respondents agree that guessing game can reduce the students' anxiety, 37 % states strongly agree, 20 % states disagree and 3 % statesstrongly disagree that guessing game can reduce the students' anxiety.

Table 7 Guessing Game Can Increase The Students' Positive Feeling

Statement	SA	A	D	SD	Total Respondent
Guessing game can increase the students' positive feeling	27 %	57 %	16 %	3 %	100 %

Based on table 7, it can be seen that 57 % respondents agree that guessing game can increase the students' positive feeling, 27 % states strongly agree, 16 % states disagree and 0 % states strongly disagree that guessing game can increase the students' positive feeling.

Table 8 Guessing Game improve self-confidence because students do not afraid of punishment or criticism while practicing the target language freely

Statement	SA	A	D	SD	Total Respondent
Guessing game improve self-confidence because students do not afraid of punishment or criticism	20 %	63 %	17 %	0 %	100 %

while practising the tar-
get language freely

Based on table 8, it can be seen that 63 % respondents agree that games improve self-confidence because students do not afraid of punishment or criticism while practicing the target language freely, 20 % states strongly agree, 17 % states disagree and 0 % states strongly disagree.

Table 9 Guessing Game is a Useful Tool in Improving Vocabulary Acquisition in Natural Way

Statement	SA	A	D	SD	Total Re-spondent
Guessing game is a use-ful tool in improving vocabulary acquisition in natural way	43 %	50 %	7 %	0 %	100 %

Based on table 9, it can be seen that 50 % respondents agree that guessing game is a useful tool in improving vocabulary acquisition in natural way, 43 % states strongly agree, and 7% states disagree and 0 % states strongly disagree.

Table 10 Guessing Game Create Fun Atmosphere in the Classroom

Statement	SA	A	D	SD	Total Re-spondent
Guessing game create fun atmosphere in the classroom	70 %	30 %	7 %	0 %	100 %

Based on table 10, it can be seen that 70 % respondents strongly agree that guessing game can create fun atmosphere in the classroom, 30 % states agree, and 0% states disagree and strongly disagree.

Table 11 Guessing Game is Recommended in Vocabulary Learning

Statement	SA	A	D	SD	Total Re-spondent
Guessing game is rec-ommended in vocabu-lary learning	63 %	37 %	7 %	0 %	100 %

Based on table 11, it can be seen that 63 % respondents strongly agree that guessing game is recommended in vocabulary learning, 37 % states agree, and 0% states disagree and strongly disagree.

Table 12 Guessing Game Give A Lot of Advantages in Learning Vocabulary

Statement	SA	A	D	SD	Total Respondent
Guessing game gives a lot of advantages in learning vocabulary	70 %	30 %	7 %	0 %	100 %

Based on table 12, it can be seen that 70 % respondents strongly agree that guessing game gives a lot of advantages in learning vocabulary, 30 % states agree, and 0% states disagree and strongly disagree.

Table 13 Guessing Game Has Disdvantages in Learning Vocabulary

Statement	SA	A	D	SD	Total Respondent
Guessing game has disadvantages in learning vocabulary	7 %	13 %	63 %	17 %	100 %

Based on table 13, it can be seen that 63 % respondents disagree that guessing game has disadvantages in learning vocabulary, 17 % states strongly disagree, 13 % states agree and 7 % strongly disagree.

Table 14 Guessing Game Is Time Consuming

Statement	SA	A	D	SD	Total Respondent
Guessing game is time consuming	10 %	20 %	57 %	13 %	100 %

Based on table 14, it can be seen that 57 % respondents disagree that guessing game is time consuming, 20 % states agree, 13 % states strongly agree and 10 % strongly agree.

DISCUSSION

In this part, the researcher discussed the finding of the research she has done based on the finding of the questionnaire. Based on the questionnaire, it can be known 57 % respondents strongly agree that guessing game motivate students in learning a language. Then, 57 % respondents strongly agree that guessing game is a useful tool be applied in vocabulary classes. Moreover, 50 % respondents strongly agree that guessing game is effective tool be applied in vocabulary classes. Furthermore, 60 % respondents strongly agree that guessing game make learning vocabulary become more interesting. 50 % re-

spondents strongly agree that guessing game make learning vocabulary become more enjoyable. What the students think about guessing game is in line with what Hadfield (1984) said that, "game is an activity with rules, a goal and an element of fun". That is why the students enjoy when learning vocabulary while playing a game. Then, 40 % respondents agree that guessing game can reduce the students' anxiety. Such Hadfield (1984) said that, "game is an activity with rules, a goal and an element of fun", that make the students can reduce their anxiety when they were learning. And because game has an element of fun so it makes the students feel happy and can reduce their stress.

The data from the questionnaire also shows that 57 % respondents agree that guessing game can increase the students' positive feeling. Since the students can reduce their anxiety and stress when they were learning vocabulary because of game so they can increase their positive feeling. Then, 63 % respondents agree that games improve self-confidence because students do not afraid of punishment or criticism while practicing the target language freely. Since game has element of fun such as Hadfield (1984) said that, "game is an activity with rules, a goal and an element of fun" so the students can practice the language freely without worry of punishment from the teacher and finally they can improve their self-confidence.

From the questionnaire that have spread, 50 % respondents agree that guessing game is a useful tool in improving vocabulary acquisition in natural way. In line with McCallum (1980, p. ix) states that "games stimulate student interest, a properly introduced game can be one of the highest motivating techniques". By the interest that is owned by the students so it can improve their vocabulary acquisition in natural way. The students' interest is the first step for them to improve their vocabulary acquisition. And, 70 % respondents strongly agree that games can create fun atmosphere in the classroom such Hadfield (1984) said that, "game is an activity with rules, a goal and an element of fun". The element of fun that is owned by a game makes the learning process become more enjoyable, happy and fun, and that is why the situation in the classroom will be fun as well because of game.

Then, 63 % respondents strongly agree that guessing game is recommended in vocabulary learning. And, 57 % respondents strongly agree that guessing game gives a lot of advantages in learning vocabulary. 63 % respondents strongly disagree that guessing game has disadvantages in learning vocabulary and 57 % respondents strongly disagree that guessing game is time consuming.

CONCLUSION

Based on the finding and discussion, the researcher could draw the conclusions as follow. Based on the questionnaire, the students' view of guessing game in increasing their motivation in learning vocabulary are: 57 % respondents strongly agree that guessing game motivate students in learning a language. Then, 57 % respondents strongly agree that guessing game is useful tool be applied in vocabulary classes. Moreover, 50 % respondents strongly agree that guessing game is effective tool be applied in vocabulary

classes. Furthermore, 60 % respondents agree that guessing game make learning vocabulary become more interesting. 50 % respondents strongly agree that guessing game make learning vocabulary become more enjoyable. 40 % respondents agree that guessing game can reduce the students' anxiety. 57 % respondents agree that guessing game can increase the students' positive feeling. Then, 63 % respondents agree that guessing game improve self-confidence because students do not afraid of punishment or criticism while practicing the target language freely. 50 % respondents agree that guessing game is a useful tool in improving children's vocabulary acquisition in natural way. Then, 70 % respondents strongly agree that games can create fun atmosphere in the classroom. 63 % respondents strongly agree that guessing game is recommended in vocabulary learning. Moreover, 57 % respondents strongly agree that guessing game gives a lot of advantages in learning vocabulary. 63 % respondents strongly disagree that guessing game has disadvantages in learning vocabulary and 57 % respondents strongly disagree that guessing game is time consuming. The advantages of guessing game in learning vocabulary are guessing game motivates students in learning a language, guessing game is a useful and effective tool be applied in vocabulary classes, guessing game makes learning vocabulary becomes more interesting and enjoyable, guessing game can reduce the students' anxiety, guessing game can increase the students' positive feeling, guessing game improves self-confidence because students do not afraid of punishment or criticism while practicing the target language freely, and guessing game can create fun atmosphere in the classroom. The disadvantages of guessing game in learning vocabulary is guessing game is time consuming.

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