

**THE IMPLEMENTATION OF GUESSING GAME TO STUDENTS'
VOCABULARY MASTERY AT LIMOS KINDERGARTEN**

(Undergraduate Thesis)

By

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
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ABSTRACT

THE IMPLEMENTATION OF GUESSING GAME TO STUDENTS' VOCABULARY MASTERY AT LIMOS KINDERGARTEN

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This qualitative study aimed to explore how a teacher implemented guessing games to support English vocabulary learning among students at LIMOS Kindergarten, focusing on Class B. The research addressed the question of how the teacher applied this game as a scaffolding strategy during vocabulary instruction. Observation was the primary method used to capture the teaching process in the classroom context, especially during lessons on animals and their habitats. The findings reveal that the teacher designed the guessing game as an interactive learning activity and provided scaffolding through modeling, reformulation and extension. Throughout the process, the teacher guided students by introducing new vocabulary, giving meaningful clues, prompting participation, and gradually reducing support as the students gained confidence. This approach aligns with Vygotsky's Zone of Proximal Development (ZPD), illustrating how appropriate assistance helps students reach higher levels of learning. The study suggests that combining guessing games with scaffolding creates an engaging and supportive environment for vocabulary learning in Kindergarten.

Keywords: Guessing Game, Vocabulary Mastery, Kindergarten, Scaffolding.

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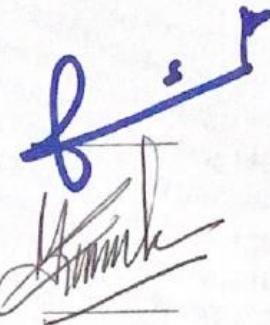
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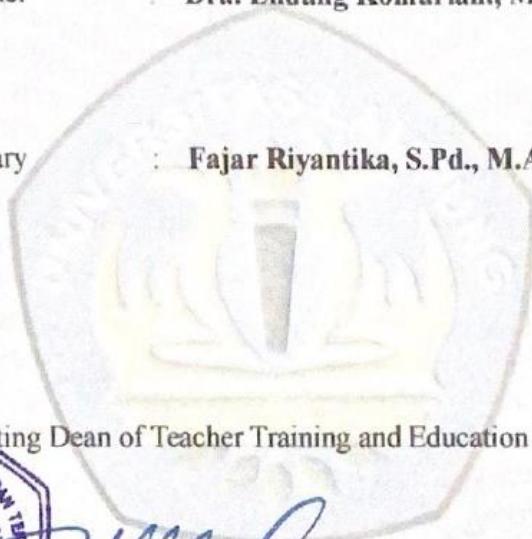
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaa penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 19 Juni 2025

Yang membuat pernyataan,



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CURRICULUM VITAE



Diva Annisa Fitri was born on December 8, 2001, in Bandar Lampung. She is the youngest of two siblings. Her father, Rusman Harun, is an entrepreneur, while her mother, Leni Marlina, is a homemaker. Her older brother, Al Fadel Arman Rizzy, is a graduate of Universitas Pertahanan.

Diva began her formal education at TK Sari Teladan. In 2007, she enrolled at SDN 1 Beringin Raya, where she completed her elementary studies in 2013. She continued her education at SMPN 14 Bandar Lampung from 2014 to 2017, where she actively participated in the English Club and served in the student council (OSIS).

From 2017 to 2020, she pursued vocational education at SMK Negeri 3 Bandar Lampung, majoring in Culinary Arts. During this time, she was actively involved in the English Club and participated in various English competitions. She also completed an internship as a junior chef at the Sheraton Hotel Lampung.

In 2021, Diva was accepted into two study programs: English Education at the University of Lampung and Business Management at Bandar Lampung University. She chose to pursue both at the same time as a double major.

Throughout her university years, Diva has been highly engaged in student organizations and social initiatives. She served as the President of the Widyawiyata Project AIESEC in Unila and took part in several volunteer activities. She was also involved in Muli Mekhanai Kota Bandar Lampung and was honored as one of the Duta Wisata Bahari Indonesia.

From January to February 2024, she participated in the university's Community Service Program (KKN) in Sidodadi Asri, Jati Agung. During this period, she also completed her Teaching Practicum (PLP) at SDN 1 Sidodadi Asri, where she taught English to fourth and sixth grade students.

In November 2024, Diva was selected for an international teaching exchange program organized by SEAMEO, known as the SEA-Teacher Project. She was placed at Dominican School Manila in the Philippines, where she taught English to fourth, fifth, and sixth grade students. Her host university during the exchange was the University of Santo Tomas.

As part of the requirements for her undergraduate degree, she conducted a research study titled "The Implementation of Guessing Game to Students' Vocabulary Mastery at LIMOS Kindergarten."

MOTTO

خَيْرُ النَّاسِ أَنْفَعُهُمْ لِلنَّاسِ

"Sebaik-baik manusia adalah yang paling bermanfaat bagi manusia lain."

(HR. Ibnu Majah)

"Kamu kuat.

Yakinlah ketika kamu fokus melawan kesulitan ini kamu akan menjadi semakin kuat dan kamu hanya menunggu sedikit waktu untuk jadi pemenang."

(My beloved Dad, Babe)

"The happiness of your life depends upon the quality of your thoughts."

(Marcus Aurelius)

"Long Story Short, I Survived"

(Taylor Swift)

DEDICATION

Bismillahirrahmanirrahim, In the name of Allah, the Most Gracious, the Most Merciful, the writer sincerely dedicates this undergraduate thesis to her beloved parents, Rusman Harun and Leni Marlina, her dearest sibling, Al Fadel Arman Rizzy, and to her dearest love, Muhamad Radhya Fajar Gunawan, who ensured that she completed this undergraduate thesis on time, who have always provided endless support and prayers. Furthermore, this undergraduate thesis is dedicated to all teachers and lecturers who have guided her throughout her academic journey, her closest friends who never stopped encouraging her, the students and educators who continue striving to improve education in Indonesia, and her beloved alma mater - the University of Lampung, especially the lecturers of the English Education Study Program.

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Alhamdulillahi Rabbil' Alaamiin. First of all, the researcher would like to thank Allah SWT. For the blessing and guidance, so the researcher could finish this script concerning to "The Implementation of Guessing Game to Students' Vocabulary Mastery at LIMOS Kindergarten." which was written to fulfill one of the requirements for the Bachelor Degree of Teacher Training and Education Faculty of Lampung University. The researcher realizes that this script could not be finished without the help and support of other people who have sacrificed their valuable time in giving advice to complete this research.

In this occasion, the researcher would like to express her sincere gratitude and respect to:

1. Her dearest parents, Rusman Harun and Leni Marlina, for all their prayers, endless support, and unwavering faith in her. Thank you for always believing in her and trusting that she would be able to successfully complete her studies.
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10. To a friend who's now just a memory, thank you for the hurt and everything that came with it. Our friendship ended along the way, but its traces are still with me as I finish this undergraduate thesis. Time has passed, but some wounds haven't fully healed.

With gratitude and respect, the researcher presents this thesis as a form of dedication and struggle during education. Hopefully this work can provide benefits and be the first step to continue learning and developing.

Bandar Lampung, 23 Mei 2025



Diva Annisa Fitri

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1. INTRODUCTION

This chapter will discuss about background of the research, formulation of the problems, objectives of the research, uses of the research, scope of the research and definition of terms.

1.1 Background

To achieve proficiency in any language, particularly English, students need to focus on various aspects of the language. One crucial aspect is vocabulary. Vocabulary consists of the words people use in communication and understand how to use effectively. Without a sufficient vocabulary, students will struggle to convey and communicate in English. It is a key linguistic feature that impacts communication skills. Teaching vocabulary is essential for students to use the language they are learning effectively. Before mastering English, students must first master vocabulary. Those with a sufficient vocabulary can communicate and express themselves clearly and effectively.

(Muslimah et al., 2022) The more vocabulary learners possess, the more likely they are to use the language effectively. This suggests that mastering vocabulary significantly contributes to learners' ability to perform their language skills more proficiently. Learners are unlikely to use English appropriately if their vocabulary is very limited. According to (Wallace, 1998), Vocabulary is a crucial aspect of language. This implies that when students attempt to construct sentences to express their ideas, they may encounter difficulties in expressing or understanding the language if they lack sufficient vocabulary.

(Webb & Nation, 2017) Mastering vocabulary refers to the ability to understand and use words based on learners' experiences and exposure. It also includes the capacity to identify words they have previously encountered, whether in their first language or a second language. For young learners, such as kindergarten students, recognizing familiar words is the first step toward mastering them. As they become more familiar with these words, they gradually learn their meanings and how to use them appropriately in context. (Ramadhani, 2023) It is difficult to speak efficiently without having good vocabulary and dialogue routines. Based on the existing issues at LIMOS Kindergarten, students face many problems in mastering vocabulary. The problems

are that students find it difficult to understand the meanings of unfamiliar words, they are often reluctant to memorize new words they encounter in spoken or written texts, and they lack motivation to learn because English is not their mother tongue. It is supported by the previous research by Adi and Wijaya (2017). They conducted research at Children Center Brawijaya Smart School it was found that kindergarten students encountered several issues in learning vocabulary. Some students did not know how to use vocabulary accurately. Others lacked sufficient vocabulary because they were not interested in learning it. In addition, the teacher only asked the students to memorize the vocabulary without providing clear explanations. Most students also showed low motivation to learn vocabulary, as the teacher rarely stimulated or encouraged them during the learning process.

Vocabulary activities play a significant role in enhancing speaking abilities. Through these activities, students gain various ideas and knowledge, which can be used to develop conversations on specific topics. According to Prasetyo (2021) In developing speaking skills, a satisfactory mastery of vocabulary is essential. Vocabulary plays a crucial role in the language learning process. The quality, quantity, and depth of a person's vocabulary are strong indicators of their cognitive development.

Based on the issues described above, the researcher believes that the teacher did not use appropriate strategies in teaching vocabulary. To address these problems, teachers should select suitable strategies that not only engage students in the learning process but also help them understand the material more easily and improve their vocabulary mastery. There are various strategies that can be applied in vocabulary instruction, one of which is the use of games.

Therefore, game was selected in this research because game is one of the creative activities which can make students enjoy during teaching and learning process. "Using games in English class is the most easily accepted by the students and becoming a helpful aspect of communicative technique" (Zhu, 2012). (Marzuki & Kuliahana, 2021) also state that teacher may apply as various strategies as possible to facilitate students to develop their speaking skill and sustain their interest and motivation such as, using language games in the classroom. It means that a game is an acceptable activity that can attract students' attention and produce an amusing atmosphere quickly.

There are numerous types of games designed to teach vocabulary to students, each offering unique and engaging methods to enhance their learning experience. One effective example is the guessing game, which not only makes the process of learning new words fun but also encourages active participation and critical thinking. According to Dunlap (2013), a guessing game is a game in which the question is to figure out some kind of information, such as a word, a state, a title, or the location of an object. Dunlap adds that a guessing game encourages students to try to identify or predict the correct word. Similarly, Klippel (1984) defines a guessing game as a game in which students in each group must solve a problem using a few clues written on pieces of paper or represented by objects.

The researcher incorporates related studies on the use of guessing games, which are closely related to this research. A previous study was conducted by Briody (2011), which revealed that using guessing games in teaching English to elementary school students in Taiwan could increase their motivation and confidence, thus promoting higher levels of English learning. Another study was conducted by Zhu (2012), who found that guessing games are useful in helping students practice logical thinking and asking questions. Incorporating guessing games in the English classroom is widely regarded as one of the most effective methods to actively engage students in classroom activities. These games not only capture students' interest but also provide a dynamic platform for practicing and improving their communicative abilities. By participating in guessing games, students are encouraged to interact with one another, think critically, and use their vocabulary in practical, real-life contexts, thereby enhancing their overall language proficiency.

Based on these facts, it is evident that research consistently supports the implementation of guessing games by teachers. Therefore, the researcher intends to apply guessing games in teaching vocabulary, as this technique is highly suitable. In this method, the teacher's roles include acting as a facilitator who assists students with vocabulary challenges and serving as a timekeeper who manages the teaching and learning process within a specific timeframe. Additionally, there is still a limited amount of research focusing on the use of guessing games at the kindergarten level, indicating a need for further exploration in this area. To justify the research questions of this research, the researcher used those previous research as a turning point for a better research. The difference between this research and those previous studies lie on

focus.

Based on the statements above, the researcher was interested in applying guessing games to improve students' vocabulary mastery at LIMOS Kindergarten because of their proven effectiveness in engaging students and enhancing their communicative abilities. Additionally, the researcher recognizes the potential benefits of using guessing games to create an interactive and enjoyable learning environment, which can motivate young learners to actively participate and expand their vocabulary. Furthermore, the lack of extensive research on the use of guessing games at the kindergarten level presents an opportunity to explore and document its impact on early childhood education.

1.2 Research Questions

In this sub chapter, the researcher will present formulation of the problem of this research.

How does the teacher implement guessing game to teach English vocabulary?

1.3 Objectives of the Research

In this sub-chapter, the researcher will present the objective of this research. With reference to the background above, the objective of the research is:

To find out how the teacher implements guessing game in teaching English Vocabulary.

1.4 Uses of the Research

In this sub chapter, the researcher will present uses of this research.

The researcher described the uses of the research as below:

1. Theoretically, the results of this research are expected to confirm and clarify previous theories about teaching vocabulary through guessing game.
2. Practically, the results of this research can be used as information for English teachers, especially about the process of teaching vocabulary through guessing game.

1.5 Scope of The Research

This research uses a quantitative approach to examine the data. It focuses on implementing a guessing game to improve young learners' vocabulary mastery at LIMOS Kindergarten. The researcher provides the materials and activities through the guessing game based on the arranged lesson plan for teaching vocabulary. The research participants are young learners in the kindergarten class at LIMOS Kindergarten. These students are interested in learning new vocabulary but need help to grasp and retain the words effectively. The vocabulary focus of this study includes content words such as verbs, adjectives, and nouns.

1.6 Definition of Terms

In this sub chapter, the researcher will present definition of terms of this research.

Some words that are used in this study become key words. In order to have better understanding and to avoid misinterpretation about the terms used in this study, the researcher presents some definitions of term, they are:

- a. Vocabulary is a number of words that are related to “the Animal” as the topic.
- b. Guessing game is a game in which the objective is to guess some kinds of information, such as a word, a phrase and a location of an object.
- c. Mastery is learning or understanding something completely and without having difficulty in using it.

This chapter has discussed about background of the research, formulation of the problems, objectives of the research, uses of the research, scope of the research and definition of terms.

2. LITERATURE REVIEW

This chapter presents the theoretical background supporting the use of scaffolding and guessing games in vocabulary instruction for young learners.

2.1 Previous Study

The researcher includes the related studies on guessing game in which have close relationship with this research. A previous research was done by Adi and Wijaya (2018) who conducted a research at Children Brawijaya Smart School to find out the improvement of the students' vocabulary mastery by using guessing words technique. Before using guessing game, the students had a little vocabulary mastery and less motivation to study English. Then, after the teacher implemented the guessing game technique, the students showed that their vocabularies were increased.

A study conducted by Windy (2018) found that a guessing game involves a person or a group trying to answer a question using a few keywords related to images, titles, or words. This game helps English teachers create an enjoyable atmosphere in the classroom, making the teaching and learning process more engaging for students.

The third previous study was conducted by Hari Supriyatna (2014), a student of Syarif Hidayatullah in 2014, with the title "The Effect of Guessing Game on Students' Vocabulary Knowledge Technique in Teaching Vocabulary at MTs Darussalam." The study employed a quasi-experimental method with control and experimental classes. Hari found that the students achieved better scores after being taught vocabulary using the guessing game technique. Hari concluded that teachers need to be creative in developing teaching methods, especially in improving students' vocabulary, and create a pleasant classroom atmosphere to prevent student boredom. Therefore, teachers should have a variety of activities to motivate students to practice their vocabulary.

Regarding the previous research, the researcher aims to determine whether using guessing games can enhance students' vocabulary mastery after being taught through this method. The researcher also seeks to explore the effectiveness of guessing games for kindergarten students and identify which type of content word shows the most improvement.

2.2 Scaffolding Technique

The concept of scaffolding is important in early childhood education. It was first introduced by Wood, Bruner, and Ross (1976) when they studied how mothers helped their children learn. They explained that scaffolding happens when adults or more capable people give support during learning, so the child can complete tasks they cannot do alone. This support is only temporary and will be reduced as the child becomes more independent.

Bruner, one of the main figures in this theory, said that scaffolding means an adult helps control the difficult parts of a task so the child can focus on parts they are able to do. This idea shows how scaffolding helps children reach new learning through step-by-step guidance. At first, this concept focused on how teachers or parents help young children learn. But it also applies to formal learning settings, where learners are supported while they try to understand new knowledge and slowly become independent.

Bruner's idea of scaffolding is strongly connected to Vygotsky's theory of the Zone of Proximal Development (ZPD). According to Vygotsky, children can learn best when they are given tasks that are just a little beyond what they can do by themselves, but can be completed with help. At first, children need a lot of support, but as they improve, the support is slowly removed. This can be done by giving instructions, encouragement, or breaking the task into smaller steps. The goal is to help children understand better, improve their skills, and become more confident to work independently.

In kindergarten, which is a key stage for children's growth in many areas, scaffolding is very useful. Teachers play an important role by guiding children through different learning stages and helping them solve problems. Bruner believed that scaffolding is also useful in helping students go beyond their limits with the help of teachers or peers. This support can include active participation, different teaching strategies, guidance from experienced people, good learning tools, and a positive classroom environment.

Scaffolding is not only used for young children, but also in language learning. According to Bruner (1983), scaffolding in this context means giving learners language support, or "linguistic props," to help them express themselves. This kind of

support often happens during classroom talk when students are trying to do something that may be too hard for them.

A good example of this is when a teacher asks a student to say “tube” instead of just “train.” The goal is not to make the student speak longer, but to make their answer more exact. Helping students say what they really mean and improving the way they say it is an important part of language teaching. This often happens during feedback time, where teachers respond to students’ answers and help improve them (Pica, 1994; Lyster & Ranta, 1997).

2.3 Teacher’s Scaffolding Talk

Wood, Bruner, and Ross (1976) were the first to introduce the term "scaffolding" as a metaphor to explain how support and guidance are provided in learning. They used the term to describe how parents assist their children in language development by offering support tailored to the task and the child’s ability. These parents successfully guide and motivate their children to complete tasks independently through temporary and responsive assistance.

In the classroom context, scaffolding refers to the temporary support that teachers provide to help students complete tasks or develop new understandings that they may not be able to accomplish on their own. Through this process, teachers guide students toward mastering skills that are initially beyond their independent capability. Scaffolding serves as a bridge that connects students' prior knowledge with new concepts. According to Wood, Bruner, and Ross (1976), scaffolding in education involves teachers giving temporary learning frameworks, helping students gradually become more independent. In English language teaching, scaffolding can be applied across all skills, such as listening, reading, speaking, and writing.

Scaffolding talk refers to the way teachers interact with students by giving instructions and guidance in a supportive manner. This type of interaction is crucial in classroom settings, especially when the goal is to facilitate student learning and engagement. The teacher's talk provides instructional support that helps students follow classroom activities and achieve learning goals.

To support scaffolding talk, an English classroom should create a comfortable and structured environment. Since classroom events are procedural, the language used

should follow these procedures and be verbalized clearly. Classroom English can be categorized into several parts, including opening the lesson, asking questions, using varied teaching strategies, organizing the class, giving instructions, explaining and demonstrating, checking understanding, reinforcing, and ending the lesson.

The first responsibility of the teacher is to open the lesson, which includes greeting students, asking how they are, making introductions if necessary, taking attendance, and reviewing the previous lesson. Common greetings include "Good morning," "Good afternoon," or "Hello, everyone." To ask about students' condition, teachers might say, "How are you today?" or "I hope you all had a great weekend." When taking attendance, expressions like "Let's check who's here," or "Who's absent today?" can be used. To review the previous material, teachers may ask, "Have you done your homework?" or "Please submit your homework now."

Another important aspect of classroom English is questioning. There are three main types of questions: factual, interpretive, and evaluative. Factual questions have one correct answer, though the complexity of the answer may vary. For example, the question "Why do you love me?" may seem factual but can lead to complex responses. Interpretive questions have multiple correct answers, but these answers must be supported by evidence. Such questions are useful for discussions and encouraging critical thinking. Evaluative questions seek opinions or beliefs and do not have right or wrong answers, but they depend on personal experience and prior knowledge, often leading to deeper discussions.

Using scaffolding talk through these classroom strategies can help create a more effective and interactive learning environment, guiding students toward independence in their language learning journey.

2.4 Self-Evaluation of Teacher Talk

According to the Self-Evaluation of Teacher Talk by Walsh (2001), the focus of this instrument is teacher talk, aiming to help teachers better understand the relationship between language use, classroom interaction, and learning opportunities. One of the key aspects is scaffolding strategies for shaping learner talk to elicit more accurate, complete, or appropriate responses. There are three main strategies in scaffolding talk: reformulation, extension, and modeling.

1. Reformulation

In this strategy, the teacher rephrases or restructures a student's response to make it more grammatically correct or contextually appropriate. Reformulation helps students notice the difference between their version and the improved one provided by the teacher, which contributes to language development. For example, if a student says, "He go to school," the teacher may respond, "Oh, he goes to school? That's good!" This correction is given subtly within communication rather than through direct correction, allowing students to learn from context.

2. Extension

Extension occurs when a teacher adds information to a student's response to make it clearer, more informative, or complete. This technique not only validates what the student has said but also models how to expand ideas in English. For instance, if a student says, "I like cat," the teacher might extend it by saying, "You like cats because they're cute and playful?" Extension promotes deeper thinking and encourages students to elaborate their responses in the future.

3. Modeling

Modeling provides students with clear examples of language use, task expectations, or academic expressions. When introducing a new activity or language function, it is essential for teachers to show or demonstrate what is expected. This can be done through walking students through an interaction, providing sentence starters, or displaying examples of previous students' work. For instance, before asking students to write a description, a teacher might show a sample descriptive paragraph. Modeling also involves demonstrating appropriate use of language for specific academic tasks like describing, summarizing, comparing, and evaluating.

The writer used all the theories of scaffolding talk proposed by Walsh, namely reformulation, extension, and modeling. These theories were chosen because they are directly related to verbal scaffolding, which focuses on how teachers support students through spoken interaction. Each type of scaffolding talk helps shape learner responses to become more accurate, complete, and appropriate. Therefore, these theories are considered relevant and useful to support the analysis in this study, which focuses on the teacher's scaffolding talk in English lessons at Limos Kindergarten, especially in relation to improving students' vocabulary.

2.5 Guessing Game as a Scaffolding Strategy

The concept of scaffolding in education refers to the temporary support provided by teachers or more knowledgeable others to help learners accomplish tasks they cannot yet perform independently. This idea was first introduced by Wood, Bruner, and Ross (1976), who defined scaffolding as the process of enabling a child to solve a problem, carry out a task, or achieve a goal that would be beyond their unassisted efforts. Bruner (1983) further emphasized that scaffolding should be gradually removed as learners become more competent, allowing them to take full control of their learning process. Scaffolding is closely related to Vygotsky's (1978) theory of the Zone of Proximal Development (ZPD), which refers to the range of tasks that a child can perform with the help of a teacher or peer but cannot yet accomplish alone. According to this theory, learning is most effective when it occurs within the learner's ZPD that is, when the support provided is appropriately matched to the learner's current ability and gradually withdrawn as the learner develops mastery. In the context of young children, such as kindergarten students, scaffolding becomes particularly essential because their cognitive and linguistic abilities are still emerging.

Walsh (2011) highlights the role of classroom interaction in scaffolding, stating that effective teachers use interactional strategies such as prompting, modeling, recasting, questioning, and giving clues to support learners' understanding. These strategies are designed not to give students the answers directly, but to guide them through the thinking and language processes required to reach the answer themselves. This aligns with the principles of constructivist learning, where knowledge is built through active engagement and social interaction. One practical scaffolding strategy that can be applied in vocabulary learning for young learners is the use of guessing games. In a guessing game, students are provided with partial information or clues about a word or object and are encouraged to guess the correct answer. This structure naturally aligns with the concept of scaffolding. For example, when a teacher says, "It's an animal that says 'meow' and loves fish," they are giving enough support to help students connect the clue to their existing knowledge and arrive at the answer "cat." This process allows learners to work within their ZPD because they are not directly told the answer but are instead guided to discover it with support.

Moreover, guessing games stimulate teacher-student and student-student interaction, which is essential in scaffolding language learning. Through questioning, repetition,

clarification, and feedback, students receive both linguistic input and the opportunity to express their thoughts in a supportive environment. These interactions help young learners internalize new vocabulary while gradually building the confidence to use language independently. Guessing games also allow for differentiated scaffolding, where the level of support can be adjusted based on each child's needs. For students who struggle, the teacher can provide more detailed clues or visual aids, while for those who are more advanced, the clues can be reduced or made more challenging. This individualized support helps ensure that all students are working within their own ZPD.

In addition, guessing games can increase motivation and engagement, two crucial elements in early childhood education. When learning is fun and interactive, children are more likely to participate and retain new vocabulary. Motivation, in turn, supports their willingness to take risks in using new language, a key component of language development.

2.6 Vocabulary Guessing Game For Young Learner

In the context of second language learning, particularly for children in kindergarten, employing engaging activities such as vocabulary guessing games can significantly facilitate the process of acquisition. A game, as defined by Hornby (1995), is an activity undertaken for enjoyment, and its application as a teaching technique can render lessons more enjoyable, interesting, and highly motivating for young learners. This aligns with the notion that games can enhance students' focus in learning by alleviating the feeling of being forced to learn, thereby fostering a more relaxed learning environment. Moreover, Rodgers (1981) suggests that the use of games can develop activities that divert students from the awareness of being in a formal class setting, engaging them in a stress-free manner. This implies that games offer a variety of appealing activities through which young students can explore the enjoyable facets of language learning.

Referring specifically to these statements, it can be inferred that utilizing the guessing game technique will enable kindergarten students to learn vocabulary almost inadvertently. It is evident that games possess the capacity to motivate and encourage active vocabulary learning while mitigating boredom. When games are integrated into

the classroom, the learning environment becomes more vibrant and natural, which is particularly conducive to the learning styles of young children.

A guessing game fundamentally involves a participant intentionally withholding information, prompting others to deduce what it might be. To achieve more effective outcomes in teaching vocabulary to kindergarteners, the application of guessing games is a technique predicted to be highly beneficial in reaching vocabulary learning objectives. A guessing game is essentially an activity where the goal is to correctly identify the answer to a specific question or problem. According to Klippel (1984), "The basic rule of guessing game is eminently simple; one person knows something that another one wants to find out." Based on this definition, it can be concluded that a guessing game is an activity in which one or more participants possess knowledge of something and compete individually or as a team to identify or discover the answer. A well-known example applicable to young learners is when one person thinks of a familiar object, animal, or color, and the other participants can ask simple "yes" or "no" questions to gather clues for their guess. In this context, the guessing game utilizes various words as clues to make the target word guessable. Furthermore, the use of words within a context helps young players begin to understand the meaning of unfamiliar words contextually.

Huyen and Khuat (2003) assert that learning vocabulary through guessing games is an effective and engaging method that can be successfully implemented in various classrooms, including kindergarten. They also highlight several advantages and effectiveness of guessing games in vocabulary acquisition. Firstly, guessing games introduce an element of relaxation and fun for students, which aids in easier learning and retention of new words. Secondly, these games often involve friendly competition, which sustains learners' interest and creates motivation for them to actively participate in learning activities. Thirdly, guessing games can bring relatable, real-world content into the classroom, enhancing students' use of the second language in a flexible and communicative manner. This will assist them in acquiring new vocabulary and reinforcing previously learned words, thereby promoting longer retention.

Guessing games also emphasize collaborative problem-solving among students. As stated by Klippel (1984), a guessing game requires students within a group to solve a problem through guessing. Each student's contribution is equally important, regardless

of their perceived abilities, as they listen to different viewpoints and collectively consider alternative solutions.

Based on the aforementioned points, it is clear that by applying guessing games in vocabulary learning for kindergarteners, the teaching and learning process will become more interesting, enjoyable, and motivating for the students. This is because it effectively combines language practice with fun and excitement, elements that resonate well with young learners. Moreover, guessing games are generally well-received by students. They are likely to spark considerable interest and encourage active participation, aligning with the characteristics of young children who often enjoy competitive activities and group work, as they learn to collaborate and compete in a friendly manner.

2.7 Aspect of Vocabulary

Learning words was a cyclical process that involved encountering new words and beginning learning. The words are then encountered repeatedly, each time expanding one's understanding of what they signify and how they are employed in the other language. According to (Williams, 2002) vocabulary mastery include pronunciation, spelling, meaning, and word usage. So, the indicators were:

- 1) Students understand the meanings of words.
- 2) Students can enunciate words accurately.
- 3) Students can spell and write words.

According to Lado as cited in (Manda, 2022) students must master five different aspects of vocabulary. They are: meaning, spelling, pronunciation, word categories, and word usage.

These aspects will be explained below:

- 1) Meaning

Meaning is one of the most important components that students should study because it refers to how words convey meaning to language users. When a term is used in several contexts, it often has multiple meanings. For example, as noun, the term “present” refers to a current period of time. As a noun, the term “present” can also refer to something given to someone on a certain occasion. As a result, it is critical for

students to understand the meaning of a word because it was assist them in using and comprehending the message conveyed by that terms in various contexts.

2) Spelling

When learners encounter a term for the first time, they must know how to spell it. Spelling refers to the appearance of a word in its spelling. Knowing a word's spelling allows students allows students to accurately write it in written form. As a result, it is critical that children understand how to spell the word.

3) Pronunciation

When children acquire vocabulary, they must also understand what a word sounds like and how to pronounce it. It will help the students grasp what the other is saying. Someone will have difficulty understanding a term if it is pronounced improperly. As a result, it is critical for students to grasp how to pronounce words correctly in order to avoid miscommunication.

Vocabulary mastery involved not just knowing the words and their meanings, but also understanding how the words sounded and were used in context. Mastery meant having complete knowledge of a set of words used by a person. Vocabulary mastery was the ability to recognize words and understand their meanings. The kids sought to not only understand the words, but also their meanings.

2.8 Notion of Vocabulary

According to Hornby (1995), vocabulary is the total number of words that, along with the rules for combining them, form a language. Vocabulary is essential for students in learning, understanding, and using a language. Hiebert (2005) also defines vocabulary as the knowledge of word meanings, which helps students communicate effectively.

The students who want to communicate to each other need vocabulary to express the ideas clearly. They should have an adequate vocabulary to be able to communicate. If they only have few words, they will get difficulties to communicate with others. Napa (1991) says that the more words students learn, the more ideas they should have, so they can communicate those ideas more effectively. The aim of learning vocabulary is to make students master, understand the meaning and also use vocabulary.

Suprapto (1999) states that vocabulary is a component of language containing information about the meaning and using words in language. If the students have vocabulary they need, it is possible for them to communicate with other people.

From the statements above, it can be concluded that vocabulary is one of the most important elements in learning English. Without sufficient vocabulary, students will struggle to communicate or express their thoughts.

According to Fries (1974), English vocabulary can be grouped into content words, function words, substitute words, and distributed words. This study focuses on content words, especially nouns and adjectives, which are commonly found in basic vocabulary learning such as animal topics.

1. Nouns

Nouns are words that name people, places, things, or animals. In the context of teaching elementary students, especially in learning about animals, examples of nouns include: cat, dog, duck, elephant, tiger, monkey, bird, and rabbit. These nouns are used to introduce students to the names of animals in English. By learning animal-related nouns, students can improve their vocabulary and begin to describe the world around them.

2. Adjectives

Adjectives are words that used to explain noun by describing or identifying. Harmer (1998) suggests that adjective is a word that gives more information about a noun or pronoun. Cowan (2008) states that adjective describe the properties of an entity that a noun represents. Sargeant (2007) states that adjectives describe nouns and pronouns. They give you more information about people, places, and things.

Types of adjectives commonly used include:

- a. Qualitative adjectives is describe physical characteristics or traits, such as big, small, fast, slow, furry, cute, tall.
- b. Quantitative adjectives describe quantity or amount, such as many, few, some, a lot of.
- c. Proper adjectives describe origin or category, such as size, character of the animal, ect.

By combining nouns and adjectives, students can form simple and meaningful sentences, such as a big elephant, a cute cat, or a fast duck. Learning both types of words enables them to better describe animals and express their ideas clearly.

2.9 Procedures of Teaching Vocabulary by Guessing Game

There are various methods for teaching vocabulary, with one effective approach being the use of guessing games. These games foster collaboration between teachers and students, encouraging curiosity which enhances focus during the learning process.

To improve students' vocabulary mastery, the researcher implemented guessing games as the instructional medium. The procedure for teaching vocabulary through guessing games is outlined as follows:

Pre-Activity:

At the beginning of the session, the researcher enters the classroom, greets the students, and leads a brief prayer. Attendance is taken, followed by a review of the previous material where students are randomly asked questions related to the upcoming lesson.

While-Activity:

During the lesson, the researcher introduces the day's material and forms groups of two students. Next, students are shown a picture related to the lesson and instructed to focus. Using adjectives and nouns students then make random guesses about the English vocabulary depicted in the picture.

Post-Activity:

After the activity, the researcher ensures students have grasped the new material. The student with the highest vocabulary achievement is acknowledged with a small reward as appreciation. The lesson concludes with a review of the day's learning material, addressing any remaining questions students may have before dismissing the class.

By employing this structured approach, teachers can effectively use guessing games to engage students in vocabulary learning, fostering both curiosity and active participation in the classroom.

2.10 Theoretical Framework

Vocabulary is one of language elements which is important in English. Students have to master vocabulary before mastering English. Vocabulary can be increased by using several techniques. One of them is through guessing game. By applying guessing game in teaching vocabulary, the researcher assumes that it will make students learn vocabulary without realizing that they are learning and will make students more interested and motivated because it is the combination between language practice and fun. The effects of guessing game can help them to get a new vocabulary and remind the previous vocabulary that they have already learned. So, their vocabulary will stay longer in their mind.

Naturally, when the students play guessing game, they will try to win and beat other groups. They will be so competitive while playing since they want to have a turn to play so they can get points and win the game. It is hoped by applying this technique, the students will be interested in learning vocabulary and their vocabulary can be increased. In this case, the researcher assumes that noun is the type of content word that improves the most after they are taught through guessing game. The reason is because the students who are taught through guessing game get a highest improvement in noun than the other types of content word. Then, the students also find nouns are easy to be developed by using guessing game.

3. RESEARCH METHODS

This chapter presents research design, subject of the research, research instrument, data collection and data analysis:

3.1 Research Design

In this sub chapter, the researcher will explain about the research design that is used in this research.

3.2 Research Methodology

This research adopted a qualitative methodology. Qualitative research methods are fundamentally employed to explore research questions that are best addressed by providing rich, descriptive accounts of how participants interpret and construct meaning within their environment (Creswell, 2018). These methods prioritize the in-depth understanding, interpretation, description, and development of emergent theories pertaining to phenomena or settings, focusing on the nuanced perspectives and experiences of the participants. This approach is particularly suitable for educational research aimed at gaining a holistic understanding of classroom interactions and learning processes (Merriam, 2009).

This study is also informed by the concept of scaffolding, which plays an important role in supporting young learners during language learning. Scaffolding refers to the temporary help given by teachers or more capable peers to assist students in completing tasks they cannot do alone. In this study, scaffolding is used to support vocabulary learning through interactive activities like the guessing game. During the activity, the teacher can provide support by giving clues, repeating or rephrasing students' answers, and guiding them with questions. These strategies help learners express themselves more clearly and understand new words better. As learners become more confident, the teacher gradually reduces the support, allowing students to take more responsibility for their own learning.

Based on the school condition, the researcher was interested in applying guessing games to improve students' vocabulary mastery at LIMOS Kindergarten because of their proven effectiveness in engaging students and enhancing their

communicative abilities. Additionally, the researcher recognizes the potential benefits of using guessing games to create an interactive and enjoyable learning environment, which can motivate young learners to actively participate and expand their vocabulary. Furthermore, the lack of extensive research on the use of guessing games at the kindergarten level presents an opportunity to explore and document its impact on early childhood education.

In this study, the researcher investigated students' responses to the media used by teachers. The objective was to identify students' perceptions by conducting observations and interviews to collect data.

3.3 Participants of The Research

The researcher assumed the role of teacher-observer, instructing and observing the students in Class B. This class comprised the oldest students in the kindergarten, and the researcher, recognizing the potential of guessing games to effectively enhance students' vocabulary mastery (Cameron, L., 2001), determined them to be the most suitable participants due to their developed ability to engage in meaningful interactions.. A total of 15 students were enrolled in Class B.

3.4 Research Context

This study was conducted at LIMOS Kindergarten, a private early childhood education institution located at Perum Bukit Bhayangkara Blok A2 No.7. Beringin Raya, Kemiling, Bandar Lampung. The school serves children aged 4 to 6 years and implements a curriculum Merdeka and Montessori Curriculum. The class involved in this research consisted of 15 students, most of whom had basic exposure to English vocabulary but showed limited active use in daily interactions. The researcher observed that students were generally active and enthusiastic but needed more engaging and contextual learning activities to support vocabulary development.

3.5 Research Instrument

In this subchapter, the researcher collected data using classroom observation. Following the principles of classroom analysis as proposed by Walsh (2001),

observation was employed to systematically examine the nature of teacher talk and classroom interaction. The primary focus was to identify how scaffolding specifically reformulation, extension, and modeling was used to support students' vocabulary learning through guessing game activities. Reformulation refers to the teacher rephrasing a learner's contribution using more appropriate or accurate language. Extension involves adding information to a learner's response to enrich its meaning or clarity. Modeling is when the teacher provides a correct version of a learner's utterance to guide proper language use. To ensure structured data collection, this study used four observation instruments: audio recordings, observation notes, transcription, and an observation protocol. Audio recordings were used to capture teacher-student interactions accurately, which were later transcribed and analyzed based on these scaffolding categories. Observation notes documented vocabulary use, focusing on high- and low-frequency words, while reflective notes captured the researcher's insights on the effectiveness of the scaffolding strategies. The observation protocol provided a minute-by-minute framework for recording classroom and included reflections on instructional strengths and weaknesses.

All four instruments were analyzed qualitatively and compared to triangulate findings. This comparison allowed the researcher to examine recurring patterns, validate interpretations, and gain a comprehensive understanding of how scaffolding talk was integrated into the guessing game activities.

3.6 Data Collection Process

In collecting data, the researcher primarily investigated students' responses to the media and teaching strategies employed by the researcher, with a specific focus on the implementation of guessing games. The overarching objective was to gain a comprehensive understanding of students' perceptions, experiences, and learning outcomes related to this approach. To achieve the objective, the researcher focused data collection on the learning process, specifically observing aspects related to students' responses to the materials, their behavior in the classroom, and their active participation.

Data collection through observation of the students involved the following steps:

- a. Involving other teachers to join the class to witness the teaching process and record observations if needed,
- b. The researcher entering the classroom and beginning the lesson,
- c. The researcher applying media related to guessing games in the classroom and observing its use in teaching English.

The investigation into students' responses to guessing games aimed to achieve a comprehensive understanding of their learning outcomes, and the observational data collected to this end was subsequently analyzed using Jeffersonian transcription (e.g., [overlapping speech], ↑intonation, pause (1.0)) to provide a detailed account of student perceptions.

3.7 Data Analysis

This research employs a qualitative approach to data analysis. Data will be collected through in class observations, with detailed notes taken to document the events and interactions that occur during the observation period. The focus of these observations is on teacher-to-student instruction, specifically examining how the teacher facilitates learning through interaction.

The data analysis in this research used an interactive model, according to Miles and Huberman (1992). This model comprises three component steps: data reduction, data display, and conclusion drawing.

1. Data collection

The data collection focused on how the teacher implemented the guessing game and applied scaffolding talk during vocabulary instruction. The goal was to observe the teacher's use of reformulation, extension, and modeling while interacting with students. To obtain comprehensive and accurate data, the researcher used four main tools.

- 1. Audio recordings were made during classroom sessions to capture the complete flow of the teacher's verbal interaction. These recordings were used to ensure transcription accuracy and allow detailed analysis of scaffolding strategies.

2. Observation notes documented the teacher's use of vocabulary, with attention to high-frequency and low-frequency words emphasized during instruction. These notes also included teacher talk that reflected scaffolding strategies.
3. Transcripts were generated from the audio recordings and analyzed using Jeffersonian transcription conventions (e.g., [overlapping speech], ↑rising intonation, pause). This method allowed for a detailed analysis of the teacher's scaffolding talk. The transcribed utterances were categorized into three scaffolding strategies: reformulation (rephrasing student responses), extension (adding more information), and modeling (demonstrating correct language use), in line with Walsh's framework.
4. A structured observation protocol was used to record classroom events and teacher-student interactions on a minute-by-minute basis. It included reflective notes identifying the strengths and weaknesses of the teacher's instructional approach, especially the use of scaffolding to support vocabulary learning through the guessing game.

2. Data Reduction

In this research, data reduction focused on identifying key themes and patterns related to students' perceptions of the guessing games, their use of target vocabulary, and the impact of the games on their engagement. This included coding data for instances of specific vocabulary use, types of student interaction, and indicators of positive or negative perceptions.

3. Data Display

At this stage, the researcher organized and presented the data in a structured format to support interpretation and conclusion drawing. The data were displayed using descriptive tables and excerpts from transcriptions, which outlined the teacher's use of scaffolding strategies including reformulation, extension, and modeling during the guessing game activities. These displays facilitated a clearer analysis of how the teacher structured interactions to support vocabulary learning and how scaffolding talk was implemented in real classroom settings.

4. Conclusion Drawing

At this stage, the researcher draw conclusion from the data that has been previously concluded, then matches the notes and observation made by the researcher at the time of doing analysis.

Interaction of the three components previously discussed can be characterized as follow:

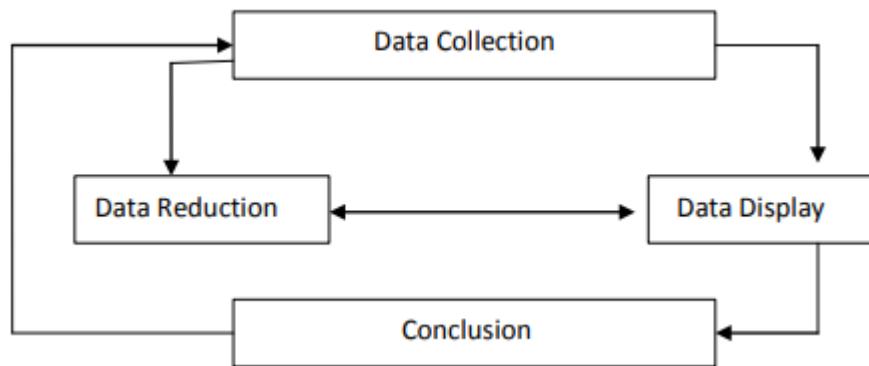


Figure 3. 1. Miles and Huberman

(Milles and Huberman, 2007:40)

5. CONCLUSION AND SUGGESTIONS

5.1 CONCLUSION

Finally, this study has provided findings that may support both researchers and teachers in understanding the implementation of guessing games in early childhood education. The findings highlight how guessing games, when combined with scaffolding strategies such as modeling, reformulation, and extension explanation, can effectively enhance vocabulary learning. Teachers are encouraged to implement guessing games in their classrooms, as the interactive and supportive nature of the activity allows students to develop vocabulary skills with increasing independence. This supports previous research emphasizing the importance of scaffolding within the Zone of Proximal Development (ZPD) to optimize student learning outcomes.

5.2 SUGGESTIONS

Based on the findings of this study, several suggestions are proposed for both teachers of young learners and future researchers.

Future Researchers:

Although the present study focused on vocabulary, it is recommended that future research explore the potential of guessing games in developing other English language skills in kindergarten settings. For instance, further investigations could examine how these games might be adapted to enhance writing, listening, or foundational reading skills.

English Teachers:

Based on the findings of this study, teachers are encouraged to thoughtfully adapt and enrich the guessing games used in their classrooms. By varying the themes or incorporating elements of movement and physical interaction, teachers can create a more engaging and responsive learning environment. Such adaptations not only help sustain students' interest but also accommodate different learning styles.

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