



## Exploring Secondary Students' Behavioral Engagement Through Guessing Game in Vocabulary Classroom

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### Abstract

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*This study aims to explore students' behavioral engagement towards the use of guessing game technique in vocabulary learning. This is a qualitative research with case study as a research design. The participants were six grade 8 students in SPMN 1 Klari in Karawang who were categorized based on their low and high vocabulary learning. To obtain the desirable data, observation and interview guideline used for this research and then the obtained data analyzed through thematic analysis. The findings showed that students had positive behavioral engagement in terms of their active participation in learning, their adherence to the rules, and their diverse emotions. It can be concluded that even a simple guessing game technique can help students in learning English vocabulary. However, some problems such as boredom arise in learning.*

**Keywords:** *Guessing game, Vocabulary, Students' Behavioral Engagement.*

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## INTRODUCTION

Language has a relationship with speaking, listening, reading and writing skills. According to Richards and Renandya (2002), vocabulary is an important part of language competence and forms a large part of how effectively learners speak, listen, read and write. People will be able to convey their views and understand what others are saying if they have a good vocabulary. According to the research findings, students have difficulty expanding their vocabulary: (1) Instead of learning vocabulary, students spend their time learning language structures. Although David Wilkins, said that without language, nothing can be said (Thornbury, 2002), very little can be said without grammar. (2) Since vocabulary consists of difficult parts, it is difficult for students to remember the words quickly. (3) Students lack confidence as they are preoccupied with possible grammatical errors. In addition, choosing effective vocabulary acquisition tactics is a challenge for students that can often interfere with their learning effectiveness. Casual memorisation and cursory word processing can negatively impact memory and the capacity to use new language in practical situations (Brown & Campione, 1994).

Students often exhibit different behaviors depending on the learning method, but they have difficulty with uninteresting learning methods. Teachers are aware of the students struggle in expanding their vocabulary, they can use games as effective teaching tools because they are entertaining activities with their



behavioral, such as relaxed environments that engagement to practice their fluency, a crucial communication skill. The plan itself aims to accomplish the objective. The results of earlier studies suggest that playing guessing games is a good practice for teaching vocabulary knowledge (Niarti et al., 2015). Guessing game technique is an engaging and interactive vocabulary teaching method that encourages students to use words in an interesting and instructive way. Guessing games provide a fun and stimulating educational environment, increasing student motivation and engagement (Bakar, 2019). Through interactive learning activities such as guessing a picture or word puzzles, students become active participants in the learning process, thus increasing their enthusiasm and motivation to learn new material.

Behavioural engagement includes unpleasant behaviours such as misbehaviour in class (such as students posting angry comments or being rude to their peers) and refers to students' attendance and engagement in a course (Pentaraki and Burkholder.,2017). According to Lee (2014),also that the word "behavioural engagement" often refers to a wide variety of actions that students take while attending school, ranging from simply attending to actively participating in academic or extracurricular activities. According to Fredricks et al. (2004), behavioral engagement comprises three dimensions: participation, compliance, and positive emotional tone.

Several factors contribute to student behavioral engagement. One of the most significant factors is the teacher-student relationship. Teachers who provide emotional support and positive feedback can enhance student engagement and academic performance (Skinner et al., 2008). Another factor is the relevance of academic content to students' lives. Students who feel that academic activities are meaningful and applicable to their lives are likelier to engage in them (Wang & Eccles, 2012). In addition, classroom climate and peer relationships also affect student behavioral engagement. Positive classroom environments promoting respectful and supportive peer relationships can enhance student engagement and motivation (Wentzel, 2009). Moreover, peer interactions that encourage academic discourse and collaboration can also enhance student engagement (Ryan & Deci, 2000).Several strategies can be employed to enhance student behavioral engagement. One effective strategy is to provide students with opportunities for autonomy, such as allowing them to choose their learning activities and choices in assignments (Reeve & Jang, 2006). Moreover, teachers can give students regular feedback and support to enhance their self-efficacy and motivation (Hattie & Timperley, 2007).

## **METHODS**

In this research, the researcher used qualitative approach with case study. According to (Clair, 2022), a qualitative approach forces researchers to infer the importance of a phenomenon from the perspectives or attitudes of past events, which necessitates the identification of culturally specific groups and the examination of how shared patterns of behavior develop over time within those groups. it aims to gather and analyze non-numerical (descriptive) data to understand individuals' social reality, including their attitudes, beliefs, and motivation.

The researcher investigated 8th grade students from SMPN 1 Klari located in Karawang. This school provided good accessibility for the study as it was not too far from the participants' homes. Another reason for selecting the research site at SMPN 1 KLARI is that no research on guessing game has been conducted at this school. According to Creswell (2008: 214), in qualitative research, the objects/participants to be studied are determined by the researcher (purposeful). will be researched is determined by the researcher (purposeful sampling), which is the selection of people or places to be researched. The following stages are used to achieve this research: The first activity is called the Orientation Stage. This first activity aims to get a thorough and clear overview of the topic to be researched. The next activity is the Exploration stage. This activity includes observing learning activities in the classroom using the guessing game technique. After that, students did the task given by the teacher in the form of guessing game as well as possible. After finishing the learning, students were interviewed about their experiences related to student behaviour during learning by using the guessing game. Finally, preparing and categorising the data needed and related to the aspects of the research. And the last activity is the Member Check Stage, this stage aims to verify the accuracy of the data that has been obtained from the interviews, the data will be rechecked. After that, the data will be processed.

Data collection is a technique for collecting the information needed to answer the research question. The researcher made Observation as a data collection technique because according to Burns (1999), observation allows researchers to document and see firsthand the interaction of an event in the classroom as it actually occurs. According to Barkhuizen (2013), interview may be most suitable method for accessing individuals' personal perspectives on language learning and teaching context. Moreover, Kvale and Brinkmann (2009) as cited in Barkhuizen (2013), emphasized in qualitative research, interview aim to comprehend the students' perspectives, uncover the meaning of their experiences. Interviews will be conducted in Bahasa, the native language of the participants, which will then be translated into English by the researcher for the findings. This helps to create a comfortable and familiar environment for the participants, and allows them to express themselves more freely and accurately and more data is needed to achieve data effectiveness based on the responses of the participants. The interview consists of 7 open-ended questions, expected to get information that matches their real experiences and can be flexible to show their feelings about students' engagement behaviour through the use of guessing game in vocabulary classroom.

## **RESULTS & DISCUSSION**

### ***Results***

This part of the chapter aimed to provide a comprehensive interpretation of the data collected through observations and interviews of students' views on behavioral engagement in learning vocabulary using guessing game in the classroom to get the desired answer to the research question "How does secondary students' behavioral engagement in learning vocabulary through guessing game".

There is one pattern in this study, which is students' behavioral engagement in learning vocabulary using guessing game in the classroom.

## **1. Students' Behavioral Engagement in vocabulary classroom using Guessing Game**

### **a. Observation Result**

During the observation process, students showed positive engagement during learning by using guessing game as a learning technique. Behavioral engagement in learning is divided into participation, compliance, and emotional tone.

#### **a). Participation**

From the first to the last meeting, the author noticed that some students showed strong engagement and curiosity regarding the subject matter. These students actively participated by asking questions that were relevant to the topic at hand. For example, when they encountered material related to nouns, one student asked: "kak, gimana sih cara baca word sama world ? soalnya mirip kalo dibaca kak(sir, how do you read word and world? Because they are almost the same)". This enthusiastic engagement shows a genuine desire to learn more and understand the material comprehensively. These students created a rich and intellectually stimulating classroom atmosphere by asking relevant questions.

Another aspect of participation that the author found was that students learned in groups when using the guessing game, observations showed that students tended to help other students who were struggling during the learning process. This kind of student participation helps maintain a positive atmosphere in the classroom, struggling students do not feel left out and pressured, and the class does not become passive and full of silence.

In addition, when students learn in groups, some groups actively participate in discussions among their members, which contributes to a dynamic exchange of ideas within the classroom. These students are willing to share their viewpoints and opinions on the topics discussed and add depth and diversity to the ongoing course.

However, the learning process sometimes goes awry due to some students not bringing their dictionaries. However, the students who faced the problem of not bringing the dictionary found themselves in a situation where they needed help. In response, their friends swiftly came to their aid, showing a sense of empathy and helping each other.

Another noteworthy outcome of this observation was the positive display of effort and persistence throughout their learning process. One sign of this was their unwavering willingness to make repeated attempts when faced with application errors or setbacks. Instead of being discouraged by mistakes, they saw them as learning opportunities. In addition, these students seek help when they encounter errors. Whether it is from their teachers or peers, they are eager to reach out and ask for help when they encounter difficulties.

### **b). Compliance**

To address students' compliance when using Guessing Game, the author made rules for this class; the rules are shown below in Table 4.1

<b>No.</b>	<b>Rules</b>
1	Students are expected to attend class regularly and arrive on time. Please inform the teacher in advance if you need to miss a class.
2	Show respect to both the teacher and your classmates. Listen attentively when others are speaking
3	Focus on collaboration with your fellow instead focus on competition
4	Submit assignments and projects on time.
5	Follow the teacher's instructions promptly and thoroughly. Do not hesitate to ask anything to your teacher if it is related to learning.

*Table 1. class rules*

Throughout the observation process, a noteworthy trend emerged in the classroom dynamics, particularly concerning the adherence to class rules. The majority of students exhibited disciplined behavior to follow the rules. However, within this trend, there were instances where some students needed to be more attentive to the rules.

Some students who appeared less attentive to the rules were disobeying the first rule where they had to arrive on exact time; some students arrived late, whether it was because they were going back from the canteen or simply doing that on purpose. However, in the fourth and last meeting, no students disobeyed any rules.

Other assessments made to see students' compliance in class are doing their assignments and following the teacher's instructions, as mentioned in the class rules. During the observation process, it was seen that almost all students in the class immediately met the deadline for submitting assignments. Only a few students were late in submitting their assignments due to lack of understanding.

### **c). Positive Emotional Tone**

The third aspect of students' behavioral engagement is positive emotional tone; this section addresses their interest in learning English using guessing games and their overall emotions during the learning process. During the observation process, an atmosphere of genuine enthusiasm enveloped the classroom as students engaged in learning English with the guessing game technique. These students were not just passive recipients of information, as they actively asked questions and engaged in discussions, as mentioned above.

The classroom was filled with an atmosphere of excitement and satisfaction as the students actively participated in the lesson. Their faces were dominated by

cheerful and happy expressions that reflected the positive emotions they were experiencing. These expressions, characterized by genuine smiles and spontaneous laughter, clearly reflect their overall satisfaction and joy in the learning process.

#### **b. Interview Result**

This part provides interview results with volunteers of this research, where they asked several questions regarding their behavioral engagement in class during learning by using guessing game.

##### **a). participation**

Interviews with students demonstrated the results of using guessing games, which impacted their participation and engagement within the classroom environment. Each student's perspective contributes to a deeper understanding of vocabulary learning using guessing games and their active engagement.

Student 1 stated that the guessing game increased his engagement. This easy-to-understand technique created a more active learning environment for him, encouraged him to ask questions and led him to help his peers. The following is an excerpt of the interview with student 1:

Interviewer: How often do you ask questions in class?

Student 1: I usually ask a question several times, especially if there is something I don't understand.

Interviewer: Does using guessing game when learning vocabulary make you more active in participating during learning? Like being more frequently asked, or more active during class discussions, etc.

Student 1: Yes, by using guessing game I become more active in learning because I can find out unfamiliar vocabulary.

Student 4 stated that the guessing game technique increased his active participation by boosting his confidence. However, challenges related to pronunciation sometimes hinder her desire to speak in front of the class. Nonetheless, she continued to offer help to her friend who was struggling. The following is an excerpt of an interview with a student 4 :

Interviewer: How often do you ask questions in class?

Student 4: I rarely ask questions in class sir.

Interviewer: Does using guessing game when learning vocabulary make you more active in participating during learning? Like being more frequently asked, or more active during class discussions, etc.

Student 4: It's very helpful because I can be confident with the easy guessing game technique.

Student 5 expressed the impact of the guessing technique on increasing his activity and participation. He also dedicates himself to helping his friends who are having difficulties. The following is an excerpt of the interview with student 5:

Interviewer: How often do you ask questions in class?

Student 5: I rarely ask questions in class because I'm shy.

Interviewer: Does using guessing game when learning vocabulary make you more active in participating during learning? Like being more frequently asked, or more active during class discussions, etc.

Student 5: I can improve with the guessing game technique because of the help of friends who can understand me when I don't understand and don't know unfamiliar vocabulary sir.

#### **b). Compliance**

The interview with Student 3 demonstrates a harmonious relationship between understanding and following class rules and enhancing studying habits through rule compliance. Here is an excerpt from an interview with student 3:

Interviewer: During the learning process (from the first meeting to the end), did you feel that you understood and obeyed the rules for this class?

Student 3: Yes, I feel I understand and obey the class rules well.

Interviewer: How do you follow the class rules so that your learning is most effective?

Student 3: By focusing during the lesson because that way I can learn effectively.

Interviewer: Do you always turn in assignments on time when your assignments on time when using guessing games as a learning technique?

Student 3: Yes, I always try to submit assignments on time.

Student 2 showed strong understanding and adherence to the classroom rules during the learning process. The student acknowledged that following these rules significantly affected his learning process. She highlighted how following the rules helped her maintain focus and discipline. The following is an excerpt of the interview with student 2:

Interviewer: During the learning process (from the first meeting to the end), did you feel that you understood and obeyed the rules for this class?

Student 2: Of course, I understand and follow the class rules well.

Interviewer: How do you follow the class rules so that your learning is most effective?

Student 2: Like having a good conversation with the teacher sir and focus to help me to stay focused and disciplined.

Interviewer: Do you always turn in assignments on time when your assignments on time when using guessing games as a learning technique?

Student 2: Yes, I try to submit assignments according to the allocated time.

Student 1 demonstrated a clear understanding of and commitment to class rules throughout the learning process. When asked about the impact of following rules on his studying, Student 3 stated the positive role that rules play in his learning process. The rules serve as organizational guidelines that help him manage his studies more efficiently. Here is an excerpt from an interview with student 1:

Interviewer: During the learning process (from the first meeting to the end), did you feel that you understood and obeyed the rules for this class?

Student 1: Of course! I understand and follow class rules well.

Interviewer: How do you follow the class rules so that your learning is most effective?

Student 1: Rules help me to stay organized in my learning because it is necessary for learning.

Interviewer: Do you always turn in assignments on time when your assignments on time when using guessing games as a learning technique?

Student 1: I try my best to turn in assignments on time sir.

### c). Positive Emotional Tone

Student 1 reveals a strong positive emotional tone towards learning English using Guessing game as a technique within the classroom. Student 1 expressed a high level of interest in learning English through Guessing game. Here is an excerpt from an interview with student 1:

Interviewer: How interested are you in learning English in class by using guessing game as a learning technique

Student 1: I am very interested because Guessing game makes vocabulary learning effective and easy to understand.

Interviewer: Does boredom set in when you learn English with the help of guessing games? Give your opinion.

Student 1: No, so far, I haven't felt bored.

The interview with Student 5 provided findings regarding his interest, comfort, engagement and emotional experience in this learning approach. Student 5 interest in learning English through guessing games is clear, driven by the convenience and flexibility it offers. Although Student 5 generally enjoyed using the guessing game technique, there were potential challenges that arose in the form of occasional boredom. The following is an excerpt from an interview with student 5:

Interviewer: How interested are you in learning English in class by using guessing game as a learning technique

Student 5: I am interested because it makes it easier for me to learn vocabulary easily because I lack knowledge about English vocabulary.

Interviewer: Does boredom set in when you learn English with the help of guessing games? Give your opinion.

Student 5: A little bored because learning requires guessing and my lack of understanding.

Student 3 interest in learning English with the guessing game technique was evident. He showed great enthusiasm, stating that he was "very interested" in this learning method because the technique is simple and easy to understand for students who have less vocabulary. The following is an excerpt of the interview with student 3:

Interviewer: How interested are you in learning English in class by using guessing game as a learning technique?

Student 3: I am very interested because Guessing game makes it easy for us to learn good and effective vocabulary and it must be fun to practice.

Interviewer: Does boredom set in when you learn English with the help of guessing games? Give your opinion.

Student 3: I am not really bored because guessing game is an easy game and can be used as a reference in learning vocabulary for students who do not understand the meaning of vocabulary in English.

## ***Discussion***

The discussion section aims to further explore the findings in the context of English vocabulary learning using the guessing game technique. The discussion will explore the relationship between the findings and make comparisons with existing literature.

### **1. Students' Behavioural Engagement in Vocabulary Learning by Using Guessing Game**

#### **a). Participation**

Students' perspectives on the increased engagement implemented by this guessing game are in line with the findings of several studies that emphasize the positive impact of learning techniques on students' participation and interaction. The researcher found that there are several actions taken by students that are included in student participation based on the data, including: doing tasks, sharing ideas. According to Lo (in Triyanto, 2019) the aspects of participation that can be measured in the learning process are cooperation and involvement, asking questions, giving responses, giving conclusions, answering questions, and doing problems in front of the class.

In addition, students' observations of their own increased questioning ability and their tendency to help peers demonstrate the positive peer learning dynamics that can emerge from game-mediated education such as guessing games. As (Daulay & Br. Hasugian, 2021) put it, guessing games are the most inspiring and motivating thing that can be done to get students excited about learning and increase their concentration levels so that they can learn whatever is assigned to them.

Guessing games also encourage students not to get discouraged while studying and focus on the task at hand.

However, students also indicated that pronunciation challenges sometimes hindered their desire to speak in front of the class. Although Guessing Game has practice questions that are fairly easy to understand, there are still some students who lack vocabulary knowledge and therefore feel confused to answer the questions given. Other students' perspectives on the impact of using charades as a learning technique also need to be considered, especially regarding increased activity and participation. The game encourages students to be actively involved in the learning process, moving beyond passive learning to a state where they contribute actively in class. The process of guessing, discussing and explaining vocabulary and its meaning will increase student engagement. This active engagement not only improves their understanding of the material, but also strengthens their memory of the vocabulary.

#### **b). compliance**

Students understand and following to class rules. This understanding seemingly translates into a structured approach to their studies. As noted by Visscher & Coenders (2001), rules and guidelines in an educational setting often contribute to an organized and disciplined environment that can significantly influence students' academic engagement. Students' confirmation of rule compliance hints at creating an effective and conducive learning environment.

A notable finding is the role of the guessing game in enhancing compliance among students. This interactive activity creates a learning environment where compliance is not a passive adherence to instructions but a genuine enthusiasm to participate. The engagement that the game fosters goes beyond mere attendance and transforms into active participation, compliance with game rules, and eagerness to explore vocabulary words through this interactive method. This commitment of students to comply the rules also reflects their recognition of the importance of rules in maintaining a productive and organized learning environment. Author such as Wong (2014) emphasize the significance of clear and consistent classroom rules in promoting a well-managed and effective learning environment.

When questioned about the influence of these rules on their learning experience, Students expressed a belief in their positive impact. This is in line with findings that emphasize the role of rules in creating structure and organization, which, in turn, can contribute to improved time management and overall study efficiency (Davis et al., 2017). By serving as organizational touchpoints, these rules provide students in prioritizing their learning tasks and allocating time effectively.

#### **c). Positive Emotional Tone**

As seen from the students' responses, there is a notable positive trend towards learning English using Guessing game. These interview responses are in line with previous research showing the effectiveness of gamified language learning platforms, such as guessing games, guessing games can be an effective strategy to motivate students to enjoy the teaching-learning process by increasing their engagement and curiosity (Elisdawati, 2023). One of the remarkable findings of this study was the atmosphere of genuine enthusiasm that enveloped the classroom when students were engaged in learning English through the charades technique.

Students were not just passive recipients of information, they actively participated, asked questions, and engaged in discussions. This active engagement shows that students are not just complying with the learning process but are genuinely interested and invested in their education.

The classroom is filled with an atmosphere of excitement and satisfaction as students actively participate in the lessons. This is in line with the findings of (Prasetiawati, 2011) who stated that guessing game is very learnable in a relaxed manner and there is not much pressure at the time of learning. The emotional expressions on their faces were characterized by cheerfulness and happiness, reflecting their overall satisfaction and excitement during the learning process. These genuine smiles and spontaneous laughter clearly demonstrated the positive emotions that students experienced when using the guess the picture game technique.

However, something interesting emerged from the students' confession that they sometimes felt bored. When asked, some students responded that there was boredom in this technique because the game prioritized guessing an English vocabulary. This observation highlights the importance of student engagement, especially in a learning environment that only guesses clues from the teacher.

## **CONCLUSION**

Based on the results of the research and discussion, it can be concluded that students showed quite diverse behaviours when they learned vocabulary using the guessing game technique. Some students showed positive behaviours such as a sense of following class rules, being active in class, being focused. In addition, students also experienced negative emotions such as stress, experiencing high pressure on learning, and students who were shy to interact with their friends. The behaviour exhibited by students was also influenced by their classmates. Many students felt happy because they felt that their vocabulary and English speaking skills had improved, but students did not really like the process when they did the guessing game technique because the classroom atmosphere and classmates were not supportive of being confident in the classroom.

The practical implication of this research is that this research can be an input for teachers in implementing learning activities with the use of guessing game technique as an ideal technique so that students can be better in order to improve the quality of the learning process. The improvement in the quality of the learning process can be seen from the involvement of students' positive behaviour which is more than students' negative emotions during the learning process. In addition, after teachers know how students' behavioural involvement during vocabulary learning with guessing game technique, teachers can help students overcome the difficulties experienced by students during learning, so that future vocabulary learning becomes more effective.

## CONFLICT OF INTEREST

Concerning the research, authorship, and publication of this paper, the author(s) reported no potential conflicts of interest.

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