

The Use of Twenty-Question Game in Teaching Vocabulary for the First Grade Students' at Mts Yasrib Limpomajang

Rahmi Nurfadilla¹, Indah Fadhilah Rahman²

^{1,2}Universitas Islam Negeri Alauddin Makassar

Email: nurfadillahdilla33@gmail.com

ABSTRACT

The objective of this study is to explore the effectiveness of the twenty-question game learning method in increasing the vocabulary of seventh-grade students attending MTs Yasrib Limpomajang. This study utilized a quasi-experimental design, segmenting the participants into two distinct groups: an experimental class and a control class. The participants were 17 seventh-grade students from MTS Yasrib Limpomajang in each group. The researcher employed purposive sampling, with the pre-test results serving as the basis for assigning students to either the experimental or control class. Data collection involved administering both pre-tests and post-tests to all participants in both classes. Analysis of the pre-test data indicated a mean score of 44.3971 for the experimental class and 52.8235 for the control class. Post-intervention, the experimental group's mean post-test score notably increased to 74.1765, whereas the control group's mean post-test score was 57.7353. To ascertain the statistical significance of these differences, a t-test was performed using SPSS 24 version, with a predetermined alpha level of 0.05. The obtained t-statistic was 3.007, which was greater than the critical t-value of 2.03693. This outcome provides strong evidence of the positive impact of the Twenty-question game on enhancing students' vocabulary acquisition, leading to the rejection of the null hypothesis. Based on the research findings, the researcher implies that teachers and students can implement or collaborate on the twenty-question game as part of the learning process, particularly in English subjects, to help improve students' vocabulary on the seventh-grade students of Mts Yasrib Limpomajang. Moving forward, the researchers suggest conducting studies on the Twenty Questions game at a higher proficiency level or focusing on its application for developing other student skills.

Keywords: *Game, Twenty-question, Vocabulary, Students.*

1) INTRODUCTION

Vocabulary acquisition is a fundamental element in mastering English language proficiency. It encompasses the set of words and their corresponding meanings that empower individuals to communicate effectively, in both spoken and written communication. Yelvia et al. (2023) explain the crucial role of vocabulary. They argue that a strong vocabulary is essential for learners and teachers, as it facilitates comprehension and expression. Similarly, Rahmawati & Anwar (2022) argue that

vocabulary is the cornerstone of communication, enabling language users to articulate their thoughts, ideas, and perspectives.

After conducted preliminary research in January 2024 at MTs Yasrib Limpomajang revealed that many students struggle with vocabulary and pronunciation. This deficiency is attributed to monotonous teaching methods that fail to capture student interest. Traditionally, English vocabulary instruction relies solely on rote memorization, neglecting to delve deeper into pronunciation, word class, spelling, and nuanced meanings. This superficial approach hinders students' comprehensive understanding of vocabulary.

A strong vocabulary serves as a fundamental component of language proficiency, empowering learners to both interpret and articulate meaning with precision. However, teaching vocabulary can often be challenging, especially when students struggle to remember new words or lack motivation to engage with the learning process. To address these shortcomings, the need for innovative and engaging vocabulary teaching methods is paramount. Research by Aniza et al. (2021) suggests that incorporating games into vocabulary instruction can create a fun, challenging, and stimulating learning environment, fostering student engagement. One particularly promising game for vocabulary learning is the twenty-question game.

Twenty-question game involves players guessing a predetermined word by asking a series of yes-or-no questions within a limit of twenty. The appeal of this game lies not only in its potential to enhance vocabulary acquisition but also in its ability to hone students' speaking skills, creative thinking, and communication abilities. Therefore, this research aims to investigate the effectiveness of the twenty-question game in facilitating students' vocabulary development.

2) METHODS

a. Research Method

This study employed a quasi-experimental design, specifically a non-equivalent control group design. Participants were separated into two distinct cohorts: an experimental group and a control group. The experimental group received a unique intervention involving the "twenty-question game," while the control group continued with the teacher method.

The research design for this study incorporates two key variables. The twenty-question game serves as the independent variable, while vocabulary is the dependent variable. According to Ary et al. (2010) The expression research design is described as follows:

Table 1. *Research Design*

	Group	Pre-test	Treatment	Post-test
(R)	Experiment	Y1	Twenty-question game	Y2
(R)	Control	Y1	Teacher Method	Y2

Ary et al. (2010)

b. Population and Sampel

1. Population

Shukla (2020) explains that a population is the complete collection of units relevant to a study upon which the research outcomes are intended to be generalized. In this case, the population for this study encompasses all units from which research outcomes are meant to be generalized. Specifically, it includes every seventh-grade student at MTs Yasrib Limpomajang in the 2024/2025 academic year, comprising 17 students from class 7A and 17 students from class 7B, for a total of 34 students.

2. Sampel

Bhardwaj (2019) explains that a sample serves as a smaller, representative portion of the overall population. This study utilized a purposive sampling technique, meaning students were chosen specifically according to certain criteria instead of through a random method. As noted by Hossan et al. (2023) the criterion in this case is the results of a pre-test. The samples in this study were divided into two classes: experimental and control. The class with the lower average pre-test scores became the experimental class, while the class with the higher average pre-test scores became the control class.

3. Research Instrument

The researcher collected data using a multiple-choice and fill-in-the-blank vocabulary test. This test, designed to measure students' vocabulary, consisted of ten multiple-choice items, each offering four answer choices (a, b, c, and d). The test also included a five-item fill-in-the-blank section. These tests served as both a pre-test and a post-test instrument.

4. Data Collection Procedures

a) Giving Pre-Test

In the initial session, the researcher gave a vocabulary pre-test. This pre-test was done to determine the treatment class and control class, and the pre-test was conducted to assess the students' initial ability in vocabulary. After giving the pre-test, the researcher also briefly introduced the students.

b) Treatment

After administering the pre-test, the researcher then provided a treatment consisting of six classroom meetings by delivering vocabulary lessons and incorporating the twenty-question game into the learning process.

c. Giving Post-Test

After conducting the treatment session, the researcher gave a post-test to see if the twenty-question game method was effective in teaching basic vocabulary to seventh-grade students of MTs Yasrib Limpomajang. After conducting the post-test, the researcher gave rewards to students who had won the twenty-question game and also to all students who had participated in this study.

3) RESULTS AND DISCUSSION

a. Game

According to Rianingtias (2019), a game is a medium used for entertainment purposes in which players perform an activity to achieve a certain goal. This goal can usually be achieved independently (single-player) or with more than one player (multiplayer). From this understanding, a game can be interpreted as an activity to achieve specific targets.

1. Game-based learning

Ningsih (2020) defines game-based learning as a learning process that provides fun to students with or without the use of tools, while still containing educational elements and value. In addition, Windawati & Koeswanti (2021) argue that educational games aim to spark students' interest in learning by incorporating game elements. The goal is to make it easier for students to understand the subject matter taught by the teacher through fun activities.

From the above definitions, it can be concluded that an educational game is a play activity that can be implemented in the learning process to make it more fun and easier to understand.

2. Characteristics of education game

Ningsih (2020) explains that there are four characteristics of educational games, which are as follows:

a) Challenge

Challenge refers to feeling stimulated or intellectually engaged by a task or activity. It is often associated with a sense of difficulty or uncertainty. Still, it is also essential that the challenge be achievable so that learners feel a sense of accomplishment when they succeed.

b) Curiosity

Curiosity is the desire to learn or know more about something. It is a powerful motivator that drives people to explore new things, seek information, and solve problems.

c) Control

Control refers to the feeling that learners have over their learning. This includes things like being able to choose what they learn, how they learn, and when they learn.

d) Fantasy

Fantasy refers to the use of imagination to create new worlds and experiences. It can be a powerful tool for learning, as it allows students to explore different perspectives and possibilities.

3. Benefits of education game

According to Lampropoulos (2023) game-based learning offers many benefits. It is an effective educational approach that enhances the learning process by facilitating subject understanding, increasing interaction, providing entertainment, improving communication, and creating a student-centered and engaging learning environment.

The other benefits of educational games are as follows:

- a. Increase student motivation, engagement, and achievement
- b. Enhances cognitive and social-emotional development
- c. Enhances imagination, creativity, and critical thinking

b. Twenty-Question Game

1. The History of Twenty-Question Game

According to Moring (1890), the true origins of the game twenty-question are lost to history. Therefore, it is difficult to identify the inventor of this game due to the lack of historical evidence. Moring further explains that, based on internal evidence from the purely intellectual nature of the game, it can be concluded that it originates in New England and is most likely created by the intelligent Pequot tribe.

Another source explains that the twenty-question game was originally a parlor game played by a few people, encouraging players to think about guessing words. The game was widely played in the nineteenth century and popular in the late 1940s when it became a successful weekly radio quiz program. Then, in 1988, Robin Burgener developed the game using basic computer games that made it playable on computers.

In Indonesia, the twenty-question game once appeared on a TV show called "Eat Bulaga, Indonesia", which aired from 2012 to 2014 on SCTV and ANTV. This show was a comedy and quiz show for all ages, from children to adults. In this show, the twenty-question game could be seen in the quiz segment, where two players had to guess as many keywords as possible by asking each other questions.

Usually, the participants who take the quiz on the show are children. This is because it has several benefits, such as helping children speak in public, increasing their creativity, and much more. Deirdre (2013) explains that using the twenty-question game to improve children's knowledge is very beneficial. Children can learn about classification and logical thinking using the twenty-question game. Therefore, the twenty-question game is also suitable as one of the techniques for teaching children in schools.

2. The Definition of the Twenty-Question Game

A twenty-question game is played by a group of people with two roles: guesser and questioner. The guesser's duty is to ask the questioner yes or no questions and guess the answer. Meanwhile, the questioner's role is to answer the question from the guesser with a yes or no answer.

In simple terms, the twenty-question game involves students being divided into groups and guessing a predetermined keyword through twenty yes or no questions.

3. Steps to Play Twenty-Question Game

The steps in playing the Twenty-question game are as follows:

- a. The roles of the players and the rules of the game were determined first.
- b. After that, the person in charge of being the questioner looked for the desired keywords.
- c. Next, the guesser started asking yes or no questions to guess the existing keywords up to a maximum of twenty-question.

4. Advantages and Disadvantages of the Twenty-Question Game

According to Pambudi (2021), the advantages and disadvantages of the twenty-question game are as follows:

a. Advantages

- The Twenty-question game is a useful teaching technique since it can create an actual communicative situation.
- The Twenty-question game is to combine language practice in a fun and exciting way.
- The Twenty-question game is a very attractive describing game that uses a picture on the card, which is believed to work well in a speaking class

b. Disadvantages

The disadvantages of the twenty-question game include the following:

- It can take a long time to play: The twenty-question game can be time-consuming, especially if there are a lot of students in the class. Each student needs to take a turn asking a question, and the game may not be over until all the students have a chance to guess.
- It can require a lot of properties: The twenty-question game can require a lot of properties, depending on how it is played. For example, a bell, a mini whiteboard, etc.

c. Vocabulary

1. The definition of vocabulary

According to Sinaga (2019), vocabulary is crucial for individuals learning a language, as it significantly facilitates effective communication. Furthermore, Amzi (2023) assumes that vocabulary refers to the entire set of words a person understands or is likely to use to create new sentences.

Agustin & Ayu (2021) conclude that Mastering vocabulary is essential for achieving proficiency in English, as it greatly facilitates the development of skills such as speaking, listening, reading, and writing. In addition, Abdullah (2024) explains the function of vocabulary as a powerful tool for conveying meaning, motivating learners to understand numerous words effectively for communication.

Based on the explanation about vocabulary, it can be concluded that Vocabulary refers to the words necessary for effective communication, which English learners must master to excel in skills such as speaking and listening.

2. Types of vocabulary

Jumrawati (2021) explains that there are two types of vocabulary: active (productive) and passive (receptive). Active vocabulary (productive) is the vocabulary used in speaking or writing. It consists of words that come to mind immediately when a person has to produce an oral or written sentence. Passive vocabulary (receptive) is a collection of words known but not used by a person. People will understand them when they hear or read them.

3. Steps in learning vocabulary

Brown and Payne in Utami (2015) claim that there are five essential elements in vocabulary learning, which are as follows:

a. Encountering New Words

The first essential element in learning vocabulary is finding new vocabulary words. Students should have many resources to find new vocabulary, such as books, TV, radio, newspapers, magazines, etc.

b. Get a Word Form

The meaning of getting a word form is getting a clear picture, either visually or aurally, of a word. This is very important because students can remember and define the word by themselves.

c. Get a Word Meaning

Another important step is to determine the meaning of a vocabulary word. There are many ways to do this, including looking it up in a dictionary, asking friends and teachers, and determining the meaning through context.

d. Consolidate Word Form and Meaning in Memory

At this point, students must remember the meaning and form of the vocabulary. For this reason, teachers need to provide various kinds of exercises, such as games, so that students always remember them.

e. Use of Words

The final step in learning vocabulary is to use the word. This means that students should get used to practicing using the words they have acquired as much as possible to get used to and always remember the words.

4. Technique for teaching vocabulary

Many techniques can be used to teach vocabulary to students. Allen in Pratiwi (2021) State techniques that can encourage students to learn vocabulary through the following activities:

- a. Guessing game
- b. Actions performed in response to a command
- c. Using pictures
- d. Discussing a picture with classmates

Findings

This section presents the findings of the study, illustrating the efficacy of the Twenty-question game in enhancing the vocabulary acquisition of seventh-grade students at MTs Yasrib Limpomajang. The research specifically compares students' vocabulary proficiency before and after the intervention with the Twenty-question game to ascertain its impact on vocabulary improvement. This chapter is structured to detail the outcomes of the pre-test and post-test, the statistical analysis conducted using SPSS 24 version, and the results of the hypothesis testing.

1. Pre-test results

The researcher conducted the pre-test on January 6th and 7th, 2025, with the seventh-grade students of MTs Yasrib Limpomajang. The pre-test results from the experimental class are as follows:

a. Pre-test Results of the Experimental Class

Table 2: *Pre-test of Experimental Class*

No	Names	Pre-test	Criteria
1.	NA	82.25	Very Good
2.	HP	77.50	Good
3.	AF	63.50	Fair
4.	AA	62.50	Fair
5.	NN	50.00	Poor
6.	PA	50.00	Poor
7.	YI	45.00	Poor
8.	HR	40.00	Poor
9.	ST	40.00	Poor
10.	NL	35.00	Very Poor
11.	HI	32.50	Very Poor
12.	AW	32.25	Very Poor
13.	AN	31.75	Very Poor
14.	MA	30.00	Very Poor
15.	AR	27.50	Very Poor
16.	RA	27.50	Very Poor
17.	RS	27.50	Very Poor
Mean Score		44.3971	Poor

Based on Table 4.1, the highest pre-test score in the experimental class was 82.25, which falls under the "Very Good" criteria, and the lowest score was 27.50, categorized as "Very Poor"; all scores can be seen in bold in Table 4.1. The result of the mean score of the pre-test in the experimental class is 44.3971, which is considered "Poor".

b. Pre-test Results of the Control class

Table 3: *Pre-test of Control Class*

No	Names	Pre-test	Criteria
1.	MR	85.00	Very Good
2.	NH	75.00	Fair
3.	HI	70.00	Good
4.	NW	65.50	Fair
5.	AR	60.00	Fair
6.	NK	60.00	Fair
7.	NA	55.50	Poor
8.	PN	55.00	Poor
9.	NR	50.50	Poor
10..	ZA	50.00	Poor
11.	MN	45.50	Poor
12.	SI	45.00	Poor
13.	FI	40.50	Poor
14.	IA	40.00	Poor
15.	EW	35.50	Very Poor
16.	EA	35.00	Very Poor
17.	MA	30.00	Very Poor
Mean Score		52.8235	Poor

Based on the pre-test results presented in Table 4.2, the highest score in the control class was 85, which falls under the very good criteria, while the lowest score was 30, categorized as very poor. All scores can be seen in bold in Table 4.2. These pre-test results indicate that the control class initially had a higher mean score of 52.8235 than the experimental class.

2. Post-test results

The researcher conducted the post-test on March 3rd and 4th, 2025, with the seventh-grade students of MTs Yasrib Limpomajang. The post-test results from both classes are as follows:

a. Post-test Results of the Experimental Class

Table 4: *Post-test of Experimental Class*

No	Names	Post-test	Criteria
1.	NA	95.00	Very Good
2.	HP	90.50	Very Good
3.	AF	90.00	Very Good
4.	PA	85.00	Very Good
5.	YI	85.00	Very Good
6.	ST	82.00	Very Good
7.	AA	80.50	Very Good
8.	HR	80.00	Very Good
9.	NN	80.00	Very Good
10.	NL	75.00	Good
11.	HI	72.00	Good
12.	AN	67.00	Good
13.	AW	60.00	Fair
14.	MA	60.00	Fair
15.	RA	55.00	Poor
16.	AR	45.00	Poor
17.	RS	45.00	Poor
Mean Score		74.1765	Good

Based on the post-test results in Table 4.3, the highest score from the post-test in that class was 95.00, with a very good criteria score, and the lowest score was 45.00, with a poor criteria score. All scores can be seen in bold in Table 4.3. The result of the mean post-test score in the experimental class is 74.1765, which is considered good.

b. Post-test Results of the Control class

Table 5: *Post-test of Control Class*

No	Names	Post-test	Criteria
1.	MR	85.00	Very Good
2.	NH	80.00	Very Good
3.	HI	75.00	Good
4.	NW	70.00	Good
5.	AR	65.00	Fair
6.	NK	60.50	Fair
7.	NA	60.00	Fair
8.	PN	60.00	Fair
9.	NR	60.00	Fair
10.	ZA	55.00	Poor
11.	MN	55.00	Poor
12.	SI	50.00	Poor
13.	FI	50.00	Poor
14.	IA	50.00	Poor
15.	EW	35.50	Very Poor
16.	EA	35.50	Very Poor
17.	MA	35.00	Very Poor
Mean Score		57.7353	Fair

Table 4.4, provided above, shows the post-test results for the control class. The students achieved the highest score of 85.00, with the score criteria being very good, and the lowest score was 35.00, with a very poor criteria score. The result of the mean score of the post-test in the control class is 57.7353, which is considered fair.

3. The SPSS calculation results

a. Normality Test

1) Normality test of the experimental class

Table 6: *Tests of Normality*

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	.187	17	.116	.858	17	.014
Posttest	.188	17	.114	.947	17	.405

Based on the normality test results of the experimental class data conducted by the researcher, the data tested were normally distributed, with a calculation result of 0.116, greater than 0.05.

2) Normality test of the control class

Table 7: *Tests of Normality*

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	.097	17	.200*	.971	17	.835
Posttest	.131	17	.200*	.951	17	.476

Based on the normality test results for the control class, it can be seen that the data obtained by the researcher were normally distributed. This is evidenced by the calculation results obtained using SPSS, which is 0.200, or greater than 0.05.

b. Standard Deviation

1) Standard deviation score of the experimental class

Table 8: *Standard Deviation of the Experimental Class*

Description	Standard Deviation Score
Pre-test	17.54326
Post-Test	14.27842

The researcher's next step was to calculate the standard deviation of the data for the experimental class. In the pre-test, the result obtained was 17.54326, while the post-test yielded 14.27842.

2) Standard deviation score of the control class

Table 9: *Standard Deviation of the Control Class*

Description	Standard Deviation Score
Pre-test	15.16775
Post-Test	14.71300

Based on Table 4.6, the standard deviation calculation for the control class resulted in 15.16775 for the pre-test, while the post-test yielded 14.71300.

c. Hypothesis Testing

Following the normality test, it can be concluded that this research employs parametric statistical data analysis. This is because in the normality test, all data were found to be normally distributed, and the mean and standard deviation scores for each collected dataset have been obtained. Therefore, to determine whether the twenty-question game affected students' vocabulary, a t-test was conducted using SPSS 24 version.

The criteria for accepting the research hypothesis are as follows: if the t-test value is greater than the t-table value, then the hypothesis of this research is accepted, indicating that the Twenty-question game is proven to improve students' vocabulary. Conversely, if the t-test value is smaller than the t-table value, then the research hypothesis is rejected, meaning that the Twenty-question game does not improve students' vocabulary.

The following are the t-test calculation results using SPSS:

Table 10: *Independent Sample Test*

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
Vocabulary	Equal variances assumed	.296	.590	3.007	32	.005	15.61765	5.19295	5.03996 26.19533
	Equal variances not assumed			3.007	31.901	.005	15.61765	5.19295	5.03868 26.19662

From the results of the t-test above, it can be observed that the t-test value is 3.007. The

researcher then determined the t-table value with a significance level of 0.05 and a degree of freedom (df) of 32. The t-table value in this research was found to be 2.03693. Therefore, based on these findings, the result is $t\text{-test} (3.007) \geq t\text{-table} (2.03693)$, or in other words, there is an influence of using the 'Twenty-question game in improving students' vocabulary (the null hypothesis is rejected).

Discussion

This thesis, entitled “The Use of Twenty-question Game in Teaching Vocabulary for the First-Grade Students at MTs Yasrib Limpomajang,” is the final assignment undertaken by the researcher to obtain a Bachelor's degree in English Language Education. This research examines whether the twenty-question game can enhance students' vocabulary. The objective of this study is considered achieved if the results of the students' tests show an improvement after the treatment has been administered.

The researcher employed a quasi-experimental design with a purposive sampling technique. This study divided samples into two groups: an experimental class and a control class. In this research, the researcher taught the meaning of vocabulary, parts of speech, and their correct pronunciation.

In conducting this research, the researcher taught two classes – the experimental and the control – to avoid bias. In the experimental class, the twenty-question game was implemented, whereas in the control class, it was not. This was done to determine whether there was a change in students' vocabulary before and after the treatment was administered.

Based on this study, the pre-test results for the experimental class showed that two students passed based on the passing standard of MTs Yasrib Limpomajang, while fifteen other students did not. In contrast, the pre-test results for the control class indicated that three students passed, while 15 others did not. The mean score for the experimental class pre-test was 44.3971, whereas the total score for the control class pre-test was 52.8235.

In its implementation, this research was conducted over eight meetings, categorized as one session for the pre-test, six treatment sessions, and one session for the post-test, carried out in two existing classes. Following the treatment, the researcher administered a post-test to the students to compare their initial and final abilities after the treatment.

The post-test results obtained in the experimental class, or the class that received the treatment, showed a significant increase compared to the pre-test results, where eleven students passed and only six did not, with a mean score of post-test experimental class 74.1765. In contrast, the post-test results

in the control class showed no change, with the number of students who passed remaining the same as in the previous pre-test, namely three students, and the other fifteen students failing the post-test that was conducted with a mean score of 57.7353.

According to the researcher, this occurred due to the treatment effect experienced by the students in the experimental class. Implementing the twenty-question game transformed the classroom atmosphere from being perceived as monotonous to becoming more active through the game's engagement. Initially, the twenty-question game application was not particularly active due to students' shyness and their lack of adaptation to the new classroom environment.

Despite any initial adjustment period, the students demonstrated remarkable enthusiasm for the twenty-question game method as they became more familiar with it. Subsequently, the researcher noted a growth in the students' confidence to share their opinions over several meetings, indicating their successful adaptation. This observation is further supported by Pambudi (2021) research, which showed that utilizing the twenty-question game in educational settings can significantly improve students' communication abilities.

While the twenty-question game fostered communication skills and confidence, initial observations regarding vocabulary acquisition revealed a different pattern. Specifically, at the beginning of the vocabulary instruction, from the first to the fourth meeting, many students lacked sufficient vocabulary knowledge, particularly concerning parts of speech and pronunciation. They found it challenging to identify a word with its corresponding grammatical function.

However, a positive shift was observed in the fifth meeting. In this meeting, students gradually demonstrated an improved ability to identify the parts of speech of words and correctly pronounce several vocabulary items learned in subsequent meetings. Based on these overall vocabulary observations, it can be concluded that the teaching method implemented by the researcher was effective in helping students recognize words, practice their pronunciation, and encouraging them to use this vocabulary in various opportunities. This finding aligns with the opinion of Deirdre (2013), who stated that the use of the twenty-question game can enhance students' vocabulary.

Understanding student characteristics is a crucial step in designing effective learning methods. One study that addresses this, Pratama et al. (2020) states that seventh-grade junior high school students exhibit several characteristics, such as high curiosity, a fondness for discussion, and enjoyment of group learning. These characteristics are a key reason why using the twenty-question

game can improve students' vocabulary mastery. This game encompasses all aspects that students enjoy in learning.

In the twenty-question game, students must be highly curious to formulate questions to guess the game's keyword. Furthermore, this study divided students into several groups to discuss vocabulary material in each session before starting the twenty-question game together. The alignment between student characteristics and the twenty-question game is also supported by the findings of Ifani et al. (2020), who stated that seventh-grade junior high school students enjoy applying games in a learning environment.

In addition, the researcher identified several limitations using the twenty-question game method during the research process. Firstly, its implementation requires considerable time, necessitating careful time management by the researcher to ensure sufficient instructional time. Secondly, by employing the twenty-question game, students tend to focus only on specific vocabulary in the learning material, thus limiting their vocabulary acquisition to what is explicitly provided or included in the explanatory content. This was also felt by Ardiansyah (2024), who stated in his research that he also experienced similar weaknesses, such as insufficient time and students' limited vocabulary being restricted to the material taught.

Despite some existing limitations, the Twenty-question game has proven effective in enhancing the vocabulary of seventh-grade students at MTs Yasrib Limpomajang, Marioriawa Subdistrict, Soppeng Regency. This is supported by the results of the hypothesis testing, which show that the t-test value (3.007) is greater than or equal to the t-table value (2.03693); in other words, the null hypothesis is rejected.

Apart from the hypothesis testing results, the findings of this research are also consistent with several previous studies. Aniza et al. (2021) stated that using games to enhance students' vocabulary has been proven effective, as games make the classroom atmosphere more enjoyable. In line with Aniza, Fachrozi et al. (2021) stated that using a game improved students' vocabulary in senior high school. Furthermore, Pambudi (2021) noted that using the twenty-question game increased junior high school students' learning motivation and communication skills.

Based on previous research, it can serve as further evidence to strengthen this study's findings that using the twenty-question game effectively improves students' vocabulary, whether they are in senior high school, junior high school, or individuals who want to learn English.

Based on the discussion above, it can be observed that numerous methods exist for enhancing students' vocabulary acquisition. One such method is the Twenty-question game, which in this study proved effective in improving students' vocabulary. Therefore, the researcher concludes that the Twenty-question game can be implemented to enhance the vocabulary of seventh-grade students at MTs Yasrib Limpomajang.

4) CONCLUSIONS

This research demonstrates that the Twenty-question game effectively improves the vocabulary of seventh-grade students at MTs Yasrib Limpomajang. This is evident from the significant increase in the experimental group's post-test scores compared to the control group and the rejection of the null hypothesis. These findings are consistent with previous research highlighting the effectiveness of game-based learning methods in improving vocabulary and learning motivation.

Despite minor limitations like time management and specific vocabulary focus, the Twenty-question game offers significant benefits. It enriches vocabulary, fosters an active and enjoyable learning environment, and boosts students' self-confidence and communication skills, making it a highly recommended teaching strategy for vocabulary enrichment.

REFERENCES

- Abdullah. (2024). Students strategies in learning vocabulary: a survey in english education department at UIN Alauddin Makassar.
- Agustin, R. W., & Ayu, M. (2021). The Impact of Using Instagram for Increasing Vocabulary and Listening Skill. In *Journal of English Language Teaching and Learning (JELTL)* (Vol. 2, Issue 1). <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>
- Akour, M., Alsghaier, H., & Aldiabat, S. (2020). Game-based learning approach to improve self-learning motivated students. *International Journal of Technology Enhanced Learning*, 12(2), 146. <https://doi.org/10.1504/ijtel.2020.10027116>
- Amzi, M. A. (2023). An Analysis of Eighth Grade Teacher's Strategies in Teaching Vocabulary During COVID-19 at MTS Al Ikhlas in Academic Year 2021/2022.
- Aniza, G. H., Wangi, W., & Wageyono. (2021). LUNAR (Language and Art) The Effect of Spelling Bee Games to Students' Vocabulary Mastery.
- Ardiansyah, N. (2024). The Use of Vocabulary Self-Collection Strategy in Teaching Vocabulary for the Tenth Grade Students at SMA Islam Hizbul Wathan.
- Ary, D., /jacob, l. c, & Sorensen, c. (2010). introduction to research in Education.

- Bhardwaj, P. (2019). Types of sampling in research. *Journal of the Practice of Cardiovascular Sciences*, 5(3), 157. https://doi.org/10.4103/jpcs.jpcs_62_19
- Deirdre. (2013, July 10). 20 Learning Benefits of 20 Questions. <https://Jdaniel4smom.Com/2013/07/20-Learning-Benefits-of-20-Questions.Html>.
- Fachrozi, I. F., Rahmawati, R., Andini, M. A., Tampubolon, E. M., & Tarigan, E. A. B. (2021). The Use of Crossword Puzzles as the Way to Increase Student's Vocabulary Mastery at SMA Tamansiswa Binjai. *Linguistic, English Education and Art (LEEAA) Journal*, 4(2), 249–256. <https://doi.org/10.31539/leaa.v4i2.1851>
- Hossan, D., Mansor, Z. D., & Jaharuddin, N. S. (2023). Research Population and Sampling in Quantitative Study. *International Journal of Business and Technopreneurship (IJBT)*, 13(3), 209–222. <https://doi.org/10.58915/ijbt.v13i3.263>
- Ifani, P. N., Nurpahmi, S., & Ahmad, D. (2020). Developing Inquiry Learning Model-Based English Instructional Materials for the Seventh Grade of Junior High School. <https://doi.org/10.24252/elties.v%0%vi%oi.11252>
- Jumrawati. (2021). The Use of Small Group Discussion In Teaching Vocabulary at The Second Grade Students of MTs Togo-Togo Jeneponto.
- Kamsinah. (2008). Metode Dalam Proses Pembelajaran: Studi tentang Ragam dan Implementasinya.
- Lampropoulos, G. (2023). Educational benefits of digital game-based learning: K-12 teachers' perspectives and attitudes. *Advances in Mobile Learning Educational Research*, 3(2), 805–817. <https://doi.org/10.25082/amler.2023.02.008>
- Moring, A. L. (1890). Twenty Questions A Short Treatise on The Game.
- Ningsih, G. W. (2020). Game Edukasi Sejarah Di Indonesia Sebagai Media Pembelajaran Berbasis Android.
- Pambudi, A. S. (2021). Using “Twenty Questions” Game to Improve Descriptive Text Speaking Skill of the Seventh Graders Smpn 8.
- Pratama, Y. S., Syarifuddin, H., & Armiati, A. (2020). The Analysis of the Junior High School Student's Characteristic in the Development of Mathematics Learning Device Based on Quantum Teaching and Learning Models. *Journal of Physics: Conference Series*, 1554(1). <https://doi.org/10.1088/1742-6596/1554/1/012025>
- Pratiwi, S. H. (2021). The Effect of Using Flashcards Media to Increase Vocabulary Size for the Second Grade Students at MTs Madani Alauddin. UIN Alauddin Makassar.
- Rahmawati, Y., & Anwar, K. (2022). The Use of Tiktok Application: The Impact on Students' Vocabulary and Attitude | 610 The Use of Tiktok Application: The Impact on Students' Vocabulary and Attitude (Vol. 5, Issue 3).
- Rianingtias, O. (2019). Pengembangan Game Edukasi Berbasis Android Sebagai Media Pembelajaran Biologi Bernuansa Motivasi Siswa Kelas XI Di SMA/MA.
- Shukla, S. (2020). Concept of Population and Sample. <https://www.researchgate.net/publication/346426707>

- Sinaga, K. Y. (2019). The Effect of Using Game on Students Vocabulary Achievement at Grade VII of SMP Negeri 12 Pematangsiantar. JETAFL Publishing, 5(1).
- Sutikno, M. S. (2019). Metode & Model-model Pembelajaran (P. Hadisaputra, Ed.). Holistica.
- Utami, A. N. (2015). The Effectiveness of Hot Seat Game for Teaching Vocabulary.
- Windawati, R., & Koeswanti, H. D. (2021). Pengembangan Game Edukasi Berbasis Android untuk Meningkatkan hasil Belajar Siswa di Sekolah Dasar. Jurnal Basicedu, 5(2), 1027–1038. <https://doi.org/10.31004/basicedu.v5i2.835>
- Yelvia, E., Syafitri, W., Kardena, A., & Dewi, M. P. (2023). The Effect of Using Pictionary Games on Students' Vocabulary Mastery. Of English Language Pedagogy, 8(1), 56–65.