JELAP
Journal of English Language Proficiency

Website: https://ojs.cahayamandalika.com/index.php/jelap/index
December 2024, Volume 1, Number 1
e-ISSN: -

# THE EFFECTIVENESS OF USING FLIP WORDS GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY

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**Abstract**

This study aimed to examine the impact of the Flip Words Game on English vocabulary mastery among eighth-grade students at SMP Negeri 1 Wonomulyo using a quasi-experimental design. The sample included 60 students, divided into a control group (conventional methods) and an experimental group (Flip Words Game), each comprising 30 students. Both groups participated in four 40-minute sessions, and vocabulary mastery was assessed through pre- and post-tests. Data analysis using an independent sample t-test revealed a significant improvement in vocabulary mastery for the experimental group ($t = 0.008$, $p < 0.05$), with an N-Gain score in the medium category (0.5) compared to the control group's low category (0.1). These results indicate that the Flip Words Game significantly enhances students' vocabulary mastery, supporting the hypothesis that this interactive method is effective for English language learning.

**Keywords:** Flip Words Game; Vocabulary Mastery; Junior high School; Indonesia

**How to Cite:** Prabowo, A., Munawir, A., Amrang, Shaheen, M. (2024). The effectiveness of using flip words game to improve students' vocabulary mastery, *Journal of English Language Proficiency*, 1(1), 38-49.



***Received October 2024, revised November 2024, published December 2024***

## INTRODUCTION

Vocabulary acquisition is a foundational component in learning any language, including English, which is introduced as a compulsory foreign language for Indonesian junior and senior high school students, though not in primary education (Zein, 2017; Chodijah, 2008). Despite its importance, vocabulary mastery poses significant challenges for

many Indonesian students, particularly those with limited exposure to English outside the classroom. Limited vocabulary hampers students' ability to comprehend texts, communicate effectively, and articulate ideas, making vocabulary instruction an essential focus of English language education in Indonesia. Students who lack a strong vocabulary foundation struggle with reading comprehension, have difficulties expressing themselves in spoken and written English, and often rely heavily on translation tools to understand basic content in English (Edwards, 2006).

The problem of vocabulary deficiency is evident at all levels of language skills - listening, speaking, reading, and writing. For instance, students may comprehend the gist of a spoken question but are unable to respond in English due to insufficient vocabulary. Likewise, in reading, students often face comprehension challenges because they do not understand key vocabulary, forcing them to rely on translation rather than direct comprehension. In writing, students frequently depend on dictionaries to construct even simple sentences or paragraphs, indicating a lack of vocabulary fluency that hampers their ability to write independently. This lack of vocabulary knowledge extends to listening skills, where students struggle to interpret spoken English without constant reference to translation tools.

The conventional methods frequently used in teaching vocabulary in Indonesian schools—such as listing words on the board for students to memorize—are inadequate in promoting active vocabulary usage. These traditional approaches often fail to engage students meaningfully, resulting in low motivation and limited retention. Harmer (2001) notes that students who learn vocabulary passively, for example by reading lists or looking up words in a dictionary without interactive practice, may recall isolated words but struggle to use them contextually. Moreover, these methods lack the necessary repetition and application that support long-term vocabulary retention, making it easy for students to forget newly learned words. English instruction in Indonesian schools typically occupies only a few hours per week, which limits students' exposure to vocabulary and reinforces the need for innovative, engaging approaches that maximize learning within limited timeframes.

A survey conducted by the authors in December 2022 at SMP Negeri 1 Wonomulyo confirmed the issues associated with conventional vocabulary instruction. Observations revealed that traditional rote memorization techniques were still prevalent, and students generally displayed low vocabulary knowledge and limited enthusiasm for English language learning. When asked about their experiences, students reported finding vocabulary memorization unmotivating and expressed a lack of confidence in using English. The classroom environment, often reliant on translation and memorization, did not support active learning or meaningful interaction, exacerbating students' challenges in developing a functional vocabulary. These issues highlight the necessity of incorporating more interactive and stimulating vocabulary teaching methods to help students engage meaningfully with English and build a usable vocabulary.

Given these challenges, it is critical for teachers to understand students' learning needs and preferences and adopt innovative methods that facilitate vocabulary acquisition in an enjoyable and effective way. Vocabulary serves as the building block for the four essential language skills—listening, reading, speaking, and writing—and is therefore crucial for language proficiency. Without a solid vocabulary base, students cannot fully develop these skills, which limits their overall language competency. Edwards (2006) emphasizes the importance of vocabulary mastery for fluid reading comprehension, and effective communication, while Harmer (2008) highlights the motivational boost that engaging methods can provide in language learning. Consequently, the adoption of interactive techniques that encourage frequent vocabulary practice is essential.

One promising approach to address these vocabulary learning challenges is through the integration of educational games. Educational games present vocabulary in an engaging format, making learning more interactive and memorable. Unlike traditional methods, games create a dynamic learning environment where students can practice vocabulary actively, experience success through challenges, and retain new words more effectively due to the immersive, repetitive nature of games. Mahmoud and Tani (2014) point out that games enhance students' motivation by transforming learning into a pleasurable activity, helping reduce language anxiety and making it easier for students to retain vocabulary. Among various games, the "Flip Words" game stands out as a potentially effective tool for enhancing vocabulary learning due to its engaging structure and focus on word association.

Flip Words, a game that combines vocabulary learning with word association and recall, has several advantages that make it particularly suitable for classroom use. According to Kramer (2000), games with defined rules and objectives can create a structured yet enjoyable learning experience, encouraging students to engage with language in ways that foster critical thinking and retention. Flip Words requires students to actively think about word relationships, spelling, and meaning, promoting cognitive engagement that reinforces vocabulary learning. Mayfield (2008) supports the value of such activities, noting that critical thinking tasks in games can improve students' observational, analytical, and evaluative skills—essential components in vocabulary learning and language use.

In the context of vocabulary instruction, Flip Words offers several unique benefits. The game challenges students to recall vocabulary through a guessing process, making it both interactive and mentally stimulating. While students work through the game, they encounter vocabulary in various forms—nouns, verbs, adjectives, and adverbs—promoting a comprehensive vocabulary acquisition process. Additionally, Flip Words can be easily adapted for classroom or individual practice outside school, requiring minimal resources, which makes it feasible for students to practice anytime. The ability to engage with vocabulary outside of formal instructional hours can further enhance retention and mastery, especially for students who need more time and practice to develop vocabulary skills.

During observations, students expressed positive attitudes toward interactive activities, suggesting that games like Flip Words might address motivational challenges as well. Games create an atmosphere where students can enjoy learning without the pressure typically associated with conventional classroom exercises. Through repetition and contextual use within a game, students can build their vocabulary naturally, remembering words as part of a fun and engaging experience rather than a memorization task. This interactive format aligns with Harmer's (2008) recommendations for effective vocabulary teaching, which highlight the importance of creating a lively, supportive classroom environment that promotes active engagement.

Based on these observations and the need for alternative strategies to enhance vocabulary learning, this study explores the effectiveness of using Flip Words to improve vocabulary mastery among eighth-grade students at SMP Negeri 1 Wonomulyo. The hypothesis is that Flip Words can provide an engaging learning experience that increases students' vocabulary retention and motivation to learn English. Unlike the traditional methods of vocabulary instruction, which rely on memorization and repetition without context, Flip Words introduces a more dynamic approach that fosters critical thinking, interaction, and enjoyment in the learning process. By examining the outcomes of using Flip Words, this study aims to determine whether a game-based method can yield significant improvements in vocabulary mastery and student motivation compared to conventional techniques.

This research investigates the role of Flip Words as an effective vocabulary learning tool. It hypothesizes that the interactive, rule-based structure of Flip Words not only aids

vocabulary retention but also creates a supportive and engaging environment for language learning. The study aims to contribute to the understanding of game-based learning in English education and provide practical insights for educators seeking effective strategies to enhance vocabulary acquisition among junior high school students in Indonesia. Through this research, it is hoped that Flip Words will prove to be a valuable addition to the repertoire of vocabulary teaching methods, encouraging students to approach English learning with renewed enthusiasm and confidence.

## METHODS

### Research Type and Design

This type of research is quantitative. Quantitative research method is one type of research whose specifications are systematic, well-planned, and clearly structured from the beginning to the making of the research design. Another definition states that quantitative research is research that demands the use of numbers, starting from data collection, interpretation of the data, and the appearance of the results. Likewise, at the conclusion of the research, it would be better if it was accompanied by pictures, tables, graphs, or other displays (Siyoto and Sodik, 2015, p.18).

The research design used was a quasi-experimental design, especially nonequivalent control group design. In the book of Educational Research, written by L. R. Gay and friends, the nonequivalent control group design should be familiar with the pretest-posttest control group design, the only difference is that involves random assignment of intact groups to treatments, not random assignment of individuals. This research used two groups, experimental and controlled groups and these groups were chosen by using cluster sampling. The experimental group did pre-tests, received the treatment, and did the post-test; therefore, the controlled group did pre-test and post-test only with conventional method in the class.

The treatment was carried out after a pre-test. The pre-test is intended to determine students' initial knowledge of basic English vocabulary before being given treatment, while the post-test was intended to find out the students' vocabulary adjustment after the treatment given. In this research, the test was used to test the significance difference.

This design involved one group which is pre-test ($0_1$), exposed to treatment (X), and post-test ($0_2$). This design might also be presented as follows:

*(Table 3.1 Experimental Design)*

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Experimental Group | : | A | $0_1$ | -------- | X | -------- | $0_2$ |
| Control Group | : | B | $0_3$ | -------- | -- | -------- | $0_4$ |

Where:
$0_1$: Pre-test for experimental group
$0_2$: Post-test for experimental group
$0_3$: Pre-test for control group
$0_4$: Post-test for control group
X: Treatment by using Flip Words game

(Creswell, 2014, p. 242)

### Research Schedule and Location

The research wasconducted at SMP Negeri 1 Wonomulyo which is located at Jalan Poros Majene, Sidodadi Village. SMP Negeri 1 Wonomulyo is one of the junior high schools in the Wonomulyo District. This place was chosen for research because learning at SMP Negeri 1 Wonomulyo still uses conventional methods andmonotonous learning even though the discussion method has been carried out but has not been able to make students active in English learning activities. Authorswant to use games as a learning method that is expected to adjust students' interest in learning English. This research was conducted in June 2023 according tothe respondent's schedule.

**Population and Sample**

According to Arikunto (2013: 173), the population is all subjects in the research. Population is a certain group of things (people, objects, events, etc) chosen by the authors whose study or research can be generalized to the group. It has a population of at least one characteristic that distinguishes it from other groups. The population of the research is the Eighth grade of SMP Negeri 1 Wonomulyo consists of 210 students divided into 7 classes (VIII A, VIII B, VIII C, VIII D, VIIIE, VIII F, VIII G).

McMillan and Schumacher (in Amri, 2016, p. 29) stated that sample is a group of subjects selected from the population. In addition, according to Arikunto (2013, p. 174) sample is most representative of those who are researched. In this research, authors use cluster random sampling. The cluster random sampling technique is used to determine the sample if the object is to be studied or the data source is very large, for example the population of a country, province or district. In thisresearch, the sample was determined by writing all the class names on paper andthen randomly selecting 2 classes to be used as the experimental class and the control class. Authors have chosen two classes, namely VIII D as the experimental class with 30 students and VIII E as the control class with 30 students.

**Research Instrument**

To obtain the data, vocabulary tests were used, namely pre-test and post- test. The test used to find out the students' increasing vocabulary by using Flip Words Game. The vocabulary test administered in the pre-test and post- test. The pre-test was intended to assess the students' vocabulary before treading the use of Flip Words game and the post-test administered to know the result of the application ofthe Flip Words Game. Both pre-test and post-test are inventory tests. Thetest that applied is like the vocabulary test used by Maisury (2012, p. 34).

The test consists of filling in the blank, multiple choice, word relationships and arranging random letters into words. The test consists of 40 items of vocabulary. Fill in the blank consists of 10 items of vocabulary, and it was about profession. The multiple choice consists of 10 items of vocabulary, and it was about classroom objects and classify the following words below into verb, noun, adjective and adverb consist of 20 items. Then, they ordered the students to choose the best answer ofthe test, the post-test was same as the pre-test.

**Data Analaysis Technique**

After collecting the data, the authors analyzed the research data. Authors use several statistical formulas to analyze the data of the control groupand the experimental group. In this study, authors used the T test on SPSS.

1. The authors should get the students' scores both experiment and control group. The score was checked for both pre-test and post-test.
2. The formula that was used to calculate the students' score per person:

$$Score = \frac{Student\ Correct\ Answer}{Total\ Number\ of\ Items} x\ 100\%$$

(Source: Depdikbud in Amri 2016)

3. Calculating the mean score, standard deviation, frequency table, and the value of t-test to identify the difference between pre-test and post-test by using inferential analysis in IBM SPSS Statistic 26 program for MacOs.
4. Descriptive Statistics

   The function of descriptive statistics is to provide an overview, or a description of data seen from the average value (mean), standard deviation, variance, maximum, minimum, sum, range, mode.
5. Test of Normality

   The normality test was carried out to determine whether the research data were normally distributed or not. If the significant value is more than 0.05, it means that the data is in normal distribution.
6. Test of Homogeneity

   Homogeneity test conducted to know whether the data has the same or different variants. Similar with normality test, the homogeneity test uses IBM SPSS Statistic 26. If the significant value is more than 0.05, it means that the data is homogenous.
7. Independent Sample T-test

   The independent sample t-test was used to determine the average difference in the increase in students' vocabulary mastery after treatment between the experimental group and the control group. The results of the test are compared with the T-table to see if there is a significant difference between the experimental class and controlled class. On the other hand, the experiment is effective or not.
8. Test of N-Gain Score

   The normalized gain or N-gain score aims to determine the effective category of using a particular method or treatment in experimental research. The N-gain score test is carried out by calculating the difference between the pretest and posttest scores. Thus, it will be known whether the use or application of a particular method can be said to be effective or not. The N-gain score can be calculated by referring to the formula below:

$$N\ Gain = \frac{Score\ Posttest\ -\ Score\ Pretest}{Score\ Ideal\ -\ Score\ Pretest}$$

Categorization output of N-Gain score can refer to the table below:

*(Table 3.6 Category Interpretation of Effectiveness N-Gain)*

| N-Gain Score | Interpretation |
|---|---|
| $g > 0.7$ | High |
| $0.3 < g < 0.7$ | Medium |
| $g < 0.3$ | Low |

(Melzer in Raharjo, 2019)

9. Hypothesis testing

The data analysis technique used to test the hypothesis is the independent sample t-test. Independent sample t-test is used to determine whether there is an average difference between the control group and the experimental group. Data were analyzed using an independent sample t-test based on data obtained with a normal distribution. The basis for making hypothetical decisions based on the results of the independent sample t-test is as follows:

*Table 3.5 Hypothetical decisions*

| Velue of Sig | Hypothesis | |
|---|---|---|
| | **H0** | **H1** |
| Sig > 0.05 | Accepted | Rejected |
| Sig < 0.05 | Rejected | Accepted |

(Gay in Fatmawati, 2020)

## FINDINGS

**Descriptive analysis**

*(Table 4.11 Descriptive Statistics)*

**Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Pre-test Experiment | 30 | 32.5 | 95.0 | 67.667 | 15.0993 |
| Post-test Experiment | 30 | 70.0 | 100.0 | 86.000 | 8.1368 |
| Pre-test Control | 30 | 40.0 | 92.5 | 74.000 | 13.7182 |
| Post-test Control | 30 | 50.0 | 95.0 | 78.667 | 12.1898 |
| Valid N (listwise) | 30 | | | | |

Based on the table above, it is known that the mean pre-test of experimental group is 67.6 with a minimum score 32.5 and maximum score is 95 the mean post-test of experimental group is 86 with a minimum score 70 and maximum score is 100. the mean pre-test of control group is 74 with a minimum score 40 and maximum score is 92.5, the mean post-test of control group is 78.6 with a minimum score 50 and maximum score is 95.

**Test of Normality**

The normality test was carried out to determine wether the research data were normally distributed or not. Normal data is an absolute requirement before performing parametric statistical analaysis (independent sample t-test). The normality test was conducted on the data obtained from the pre-test and post-test both the control and experimental groups

In the normality test, there is an indicator called the significance value. If the data has a significance value > 0.05, it can be said that the data is normal. Neither for Kolmogorof-Smirnov nor for Shapiro Wilk. But if the data has a significance value <

0.05 then it can be said that the data is not normal. The result of the normality test were presented as follows.

*(Table 4.12 Data of Normality Test)*

**Tests of Normality**

| | | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
| | Class | Statistic | Df | Sig. | Statistic | df | Sig. |
| Result | Pre-test Experiment | .137 | 30 | .157 | .962 | 30 | .352 |
| | Post-test Experiment | .140 | 30 | .139 | .953 | 30 | .197 |
| | Pre-test Control | .119 | 30 | .200* | .943 | 30 | .112 |
| | Post-test Control | .129 | 30 | .200* | .941 | 30 | .095 |

*. This is a lower bound of true significance.

a. Lilliefors Significance Correction

Based on the output above, it is known that the significance(sig.) value for all data both on the Kolmogorof-Smirnov test and the Shapiro Wilk test is > 0.05, so it can be said that the distribution of the data of pre-test and post-test both control and experimental group are normal.

**Test of Homogeneity**

The homogeneity test is aims to determine whether a data variant from two or more groups is homogeneous or heterogeneous. In this study the homogeneity test was used to determine whether the variance of the post-test data of the experimental group and the post-test data of the control group is homogeneous or not. Data is said to be homogeneous if significance value is sig > 0.05 (significance level). The result of homogeneity test were presented as follows.

*(Table 4.13 Data of Homogeneity Test)*

**Test of Homogeneity of Variance**

| | | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| Result | Based on Mean | .573 | 1 | 58 | .452 |
| | Based on Median | .489 | 1 | 58 | .487 |
| | Based on Median and with adjusted df | .489 | 1 | 51.121 | .488 |

| | | | | | |
|---|---|---|---|---|---|
| | Based on trimmed mean | .490 | 1 | 58 | .487 |

The table test homogeneity by using SPSS showed that the significant value based on mean is 0.452 > 0.05, so it can be said that the variants of the experimental group post-test data and control group post-test data are homogeneus.

**Independent Sample T-Test**

Independent sample t-test is a parametric test used to determine whether is a difference in the mean between two independent groups or two unpaired groups. In this research, the independent sample t-test was used to find out the difference in the average increase in students' vocabulary mastery after treatment between the experimental group and the control group. The result of independent sample t-test were presented as follows.

*(Table 4.14 Descriptive Statistic of Independent Sample T-test)*

**Group Statistics**

| | Class | N | Mean | Std. Deviation | SEM Mean |
|---|---|---|---|---|---|
| Result | Post-test Experiment | 30 | 86.000 | 8.1368 | 1.4856 |
| | Post-test Control | 30 | 78.667 | 12.1898 | 2.2255 |

| | | F | Sig. | T | df | P | Mean Difference | Std. Error Difference | CI (95%) Lower | CI (95%) Upper |
|---|---|---|---|---|---|---|---|---|---|---|
| Result | Equal variances assumed | 3.722 | .059 | 2.741 | 58 | .008 | 7.3333 | 2.6758 | 1.9771 | 12.6895 |
| | Equal variances not assumed | | | 2.741 | 50.562 | .008 | 7.3333 | 2.6758 | 1.9603 | 12.7064 |

Based on the table above, the authors got the mean of students post-test in experimental group as 86 while in control group as 78.6. It means that the students' post-test in experimental group was higher than the students'post-test in control group. And the result of independent sample t-test which were analyzed using SPSS, showed that Sig. (2-tailed) 0.008 < 0.05, so the T-test value is lower than Sig. Therefore, it can be clarified that there is significant different level of students' vocabulary mastery was taught using flip words game and without using flip words game. And it can be concluded that $H_1$ is accepted and $H_o$ is rejected. Thus it can be said that there is an effect of using flip words game on adjusting students' vocabulary mastery.

**Test of N Gain Score**

The normalized gain or N-gain score aims to determine the category effectiveness of using flip words game to adjust students vocabulary mastery in learning English at eight

grade of SMP Negeri 1 Wonomulyo. The result of N-gain score test were presented below.

*(Table 4.19 Calculation Result of N-gain score test)*

| No. | Experiment Group | Control Group |
|---|---|---|
| | N-Gain Score | N-Gain Score |
| **Mean** | 0.58 | 0.19 |
| **Maximum** | 1 | 0.43 |
| **Minimum** | 0.31 | 0 |

Based on the results of the N-gain score test calculation above, the average value of N-gain score for the experimental group is 0.58 or 0.5 included in the medium category. With a minimum N-gain score of 0.31 and a maximum 1. While the average value of N-gain score for the control group is 0.19 or 0.1, defined as low category. With a minimum N-gain score of 0.0 and a maximum 0.43. It can be said that the adjust of students' vocabulary mastery in experimental group is higher than the control group.

## DISCUSSION

This study explored the effectiveness of using the Flip Words Game to enhance vocabulary mastery among eighth-grade students at SMP Negeri 1 Wonomulyo, revealing that the game-based approach had a significant impact compared to conventional methods. The findings showed that the experimental group, which received the Flip Words Game intervention, demonstrated a higher post-test mean score (86) than the control group (78.6). This aligns with previous studies and educational theories supporting the role of engaging, interactive activities in improving vocabulary acquisition.

The results reflect Amri's (2016) findings, which indicate that games like Eye-Spy can effectively enhance vocabulary mastery by making learning enjoyable and engaging for students. Amri's study on secondary school students in Makassar found that playful approaches increased student engagement and retention, resonating with the current study's findings where students in the experimental group were more motivated, active, and enthusiastic during the learning sessions. Similarly, the Flip Words Game allowed students to learn new vocabulary in an environment that encouraged participation and excitement, a factor also highlighted by Harmer (2008) in emphasizing the value of motivation in language learning. Harmer notes that interactive methods not only help students retain vocabulary better but also promote positive classroom dynamics, as was observed in this study.

The independent sample t-test in this study revealed a significant difference in vocabulary mastery between the two groups, with a p-value of 0.008, below the conventional threshold of 0.05. This supports the effectiveness of using educational games to achieve learning objectives, as argued by Arikunto (2013, 2019) in her foundational work on educational evaluation. Arikunto asserts that student engagement through varied methods is crucial for effective learning outcomes, and this study demonstrates that a playful approach like the Flip Words Game can make a measurable impact on learning results.

Additionally, Mahmoud and Tani (2014) provide theoretical support for the motivational impact of games in language learning, suggesting that games can alleviate the stress often associated with language acquisition. This study observed that the Flip Words Game significantly improved classroom dynamics, making students more willing to participate and less apprehensive about making mistakes. This is consistent with Mahmoud and Tani's assertion that games can transform learning into a low-stress, high-engagement experience. These positive classroom dynamics were further confirmed by the students'

responses, indicating high enthusiasm and satisfaction with the game-based learning approach.

Finally, the success of the Flip Words Game may be attributed to factors that Mayfield (2008) identifies as essential to meaningful learning experiences: active engagement, social interaction, and immediate feedback. In this study, the game format allowed students to engage directly with vocabulary in a collaborative setting, where they also received immediate feedback through rewards, making the learning experience more memorable. By blending vocabulary acquisition with enjoyable activities, the Flip Words Game effectively balanced learning objectives with student engagement, proving beneficial for both cognitive and affective aspects of language acquisition.

## CONCLUSION AND SUGGESTIONS

### Conclusion

Based on the findings and analyses, this study concludes that the Flip Words Game significantly enhances vocabulary mastery among eighth-grade students compared to conventional teaching methods. The data reveals that students taught using the Flip Words Game achieved markedly higher scores than those instructed through traditional approaches. This result is supported by the Independent Sample T-Test, which showed a significance level of 0.008, well below the 0.05 threshold. This statistical outcome underscores the positive impact of the game-based approach on students' vocabulary acquisition.

Furthermore, the effectiveness of the Flip Words Game in advancing vocabulary mastery is evident in the N-gain scores. Students in the experimental group achieved an average N-gain score of 0.58, placing them within the medium improvement category, whereas the control group attained a score of 0.19, categorized as low. This disparity in gains highlights the benefits of interactive, game-based learning over conventional instruction, affirming that the Flip Words Game is a valuable tool for vocabulary instruction.

The study also shows a substantial improvement in vocabulary mastery among students in the experimental group, who achieved a mean post-test score of 86, compared to 78.6 in the control group. With a statistical significance of $p = 0.008$, these findings affirm that the Flip Words Game not only enhances vocabulary mastery but does so to a meaningful extent, leading to the acceptance of the study's alternative hypothesis (H1). The results emphasize that the Flip Words Game fosters both engagement and retention, making it a particularly effective approach to vocabulary learning.

This study demonstrates that using the Flip Words Game in vocabulary instruction significantly benefits eighth-grade students, proving superior to conventional teaching methods. Through its interactive, engaging format, the game enhances students' learning experience and supports meaningful vocabulary retention, underscoring its potential as an effective instructional tool in English language education.

### Suggestion

Based on the findings, the authors suggest several key approaches to enhance vocabulary learning through game-based methods. First, students are encouraged to actively use vocabulary games such as the Flip Words Game, along with similar word games, as a means to expand and reinforce their vocabulary skills. Students should view these games as opportunities to engage with new words, and they are advised to ask questions about any unfamiliar vocabulary they encounter without fear of making mistakes. This proactive approach to learning can help build both confidence and competence in vocabulary acquisition.

For teachers, the authors recommend a more creative approach to vocabulary instruction that integrates interactive tools and technology. By using devices such as smartphones, laptops, and projectors, teachers can create a more dynamic and engaging classroom environment, reducing monotony and encouraging student participation. Teachers should also focus on providing constructive feedback during these activities to support students in developing their vocabulary skills. A classroom where students feel comfortable engaging in discussions, asking questions, and learning from errors can significantly enhance the learning experience.

To support the effective use of these games, schools and administrators are encouraged to equip classrooms with the necessary resources and technology. Ensuring that all students have access to these tools, especially those who may face technological barriers, is essential for creating an inclusive learning environment that benefits every student.

Finally, the authors propose that future research should delve deeper into the long-term effects of game-based vocabulary learning on retention and mastery. Studies could compare the effectiveness of various vocabulary games to identify those with the highest impact on language acquisition. Additionally, exploring the use of digital formats, such as mobile or web-based applications, could provide insights into the potential for technology to further enhance engagement and learning outcomes.

These suggestions aim to maximize the benefits of vocabulary games like the Flip Words Game by making vocabulary learning more accessible, engaging, and effective for students.

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