
Guessing Games in The EF Classroom: Promoting Speaking Skills in Indonesian Students

Amiatun Nuryana^{1*}

¹English Department, IKIP Widya Darma, Indonesian

Abstract

Using games in teaching is a practical approach to enhancing students' speaking skills in English. This study investigates the effectiveness of guessing games compared to non-guessing game activities in improving the speaking skills of first-grade students at SMP Al Falah Assalam Sidoarjo. The guessing games implemented in this study included "20 Questions" and "Who Am I?", adapted to suit the student's language proficiency levels. The control group engaged in non-guessing game activities, such as traditional speaking drills and structured dialogues. Sixty students participated in this quantitative experimental research, divided equally into experimental and control groups. Speaking skills were assessed regarding fluency, accuracy, pronunciation, and vocabulary using pre-test and post-test evaluations. Data analysis was conducted using an independent t-test to determine the statistical significance of the results. The findings revealed that the mean post-test score of the experimental group ($M_x = 5.75$) was significantly higher than that of the control group ($M_y = 1.4$), with a mean difference of 4.35. Statistical analysis confirmed that this difference was significant ($p < 0.05$), indicating that guessing games significantly enhanced students' speaking skills compared to traditional methods. In conclusion, this study demonstrates that guessing games are an effective and engaging method to promote speaking skills among Indonesian EFL learners, fostering greater motivation, active participation, and improved communication abilities.

Keywords: English; Learning Media; Semantic Understanding.

^{1*}Corresponding author, email: amiatun.22003@mhs.unesa.ac.id

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1. INTRODUCTION

Speaking skills are one of the most crucial aspects of learning English, especially in today's more globalized society. English proficiency enables people to communicate effectively in a range of foreign circumstances. The need for English proficiency in Indonesia continues to rise due to the modern era's necessity for competitive human resources (Athena et al., 2023). As a result, teachers must provide unique and effective teaching approaches to help pupils enhance their speaking skills. Speaking abilities encompass the ability to transmit ideas, express opinions, and engage with others (Nuryana, 2020; Bhatti, 2021). This is consistent with Domingo's (2020) approach, which claims that good communication guarantees that concepts are conveyed.

At SMP Al-Falah Assalam Tropodo Sidoarjo, English is the primary language of instruction. The school expects that students and staff will be able to communicate in English daily. However, significant issues develop when students believe English is a complex and frightening subject. Muliana (2021) noted that this negative view frequently contributes to students' poor speaking abilities. To address this, SMP Al-Falah Assalam Tropodo teachers employ various inventive strategies, including guessing games.

Guessing games are interactive activities in which students guess words or concepts using information from classmates or teachers (Wright, 2006). For example, a student is given a term to explain to his peers without speaking it while others attempt to guess it. This strategy is beneficial since it can foster a positive learning environment, minimize student anxiety, and stimulate active engagement. This game is consistent with the Communicative Language Teaching (CLT) approach, emphasizing authentic conversation and meaningful involvement. Furthermore, within the Task-Based Language Teaching (TBLT) paradigm, tasks like this are relevant to students' daily lives and encourage them to participate more actively. Guessing games significantly increase students' motivation to learn English. This practice allows students to study in an enjoyable setting, lowering their anxiety about English lessons. Furthermore, this game motivates students to cooperate, boosts their speaking confidence, and allows them to learn from their peers. This interaction-based experience fosters

a supportive learning atmosphere in which students are more inspired to participate and utilize English actively.

Traditional instructional techniques, such as lectures or textbook-based activities, frequently need to address the obstacles to developing speaking abilities. This strategy needs to be more participatory and often renders students passive. As a result, students need more opportunities to practice speaking in real-world situations, which is one of the primary reasons they struggle to gain fluency. In contrast, approaches combining games and direct contact allow students to learn English more naturally and meaningfully. According to Lukman et al. (2022), speaking abilities enable kids to communicate with others and obtain knowledge from around the world. Guessing games not only help students learn these skills, but they also encourage teamwork, creativity, and problem-solving. This technique boosts students' self-esteem, enhances motivation, and provides a fun learning environment (Athena et al., 2023; Hadi, 2021).

Previous studies have demonstrated the efficacy of many creative strategies in enhancing speaking skills. Ardhiani et al. (2021) investigated the use of hand puppets to teach narrative texts to junior high school students in Semarang, and Komala (2020) employed narrative storytelling exercises to improve students' speaking skills at SMP Muhammadiyah 2 Cirebon. Simamora et al. (2020) used visual media to enhance students' speaking abilities in Medan. In contrast, this study examines the use of guessing games to improve students' speaking ability at SMP Al-Falah Assalam Tropodo. Studies on the use of games in English learning have yielded encouraging results. However, specific studies on the benefits of guessing games on students' speaking skills in Indonesia, particularly at the junior high school level, still need to be made available. By focusing on SMP Al-Falah Assalam Tropodo Sidoarjo, this study has the potential to offer a novel contribution to the English education sector. It is envisaged that this study's findings will help other Indonesian schools apply similar strategies to improve students' speaking skills.

This study examines how guessing games help students improve their speaking skills at SMP Al-Falah Assalam Tropodo Sidoarjo. It aims to answer the following questions: First, do guessing games significantly improve students' oral fluency compared to established

methods? Second, do guessing games help students improve their pronunciation and grammar accuracy? Third, how do students view the usage of guessing games in terms of engagement, motivation, and self-esteem?

This study is designed to provide a detailed understanding of the usefulness of guessing games in developing students' speaking abilities. Furthermore, this study seeks to provide practical answers for English teachers who experience comparable issues in their classrooms. This research is relevant to English education in Indonesia since it demonstrates how this strategy can boost students' motivation, self-confidence, and speaking skills. The findings are intended to inspire more widespread use of game-based learning methods, resulting in a generation of young people who are comfortable and proficient in speaking English.

2. LITERATURE REVIEW

2.1. The Role of Speaking Skills in Learning English as a Foreign Language (EFL)

Speaking skills are an important component of studying English as a Foreign Language (EFL). This is significant because speaking skills allow students to interact effectively in both academic and social settings. According to Richards (2008), speaking will enable students to articulate their ideas, negotiate meaning, and form meaningful interpersonal interactions. Speaking proficiency boosts students' self-esteem and allows them to participate in a wide range of real-world communication scenarios. This talent has become one of the competencies that are indeed required in the 21st-century workplace (Harmer, 2015). As a result, improving speaking skills is a key goal of EFL education.

Speaking skills are especially vital in facilitating communication-based learning, in which students are expected to not only absorb the information but also communicate it well. Speaking skills in EFL include not only fluency but also correctness, pronunciation, and appropriate vocabulary use. According to Thornbury (2005), mastery of speaking skills requires a combination of linguistic knowledge and pragmatic skills, allowing students to customize their communication to social and cultural situations. Speaking skills are frequently used in EFL learning to assess students' performance in mastering the language, as they represent their

degree of knowledge and application of English in real-world circumstances. As a result, building speaking skills necessitates a complete approach that includes interactive learning activities like talks, presentations, and simulations to generate authentic and meaningful learning experiences.

2.2. Challenges in Developing Speaking Skills in an EFL Context

Speaking skills improvement in EFL classrooms frequently presents substantial problems. Students in Indonesia, for example, often feel language anxiety because they rarely talk to English outside of school (Horwitz et al., 1986). This leads to students needing more confidence when speaking. Another issue that complicates things is teacher-centered instruction. This strategy reduces contact and communicative activities, which should be central to the development of speaking skills (Musthafa, 2010). Aside from that, certain cultural norms that discourage open discussion in class can impede students' speaking skills (Lie, 2007).

Furthermore, the lack of opportunity to practice speaking in real-life circumstances is a significant barrier to developing speaking abilities in the EFL context. According to Harmer (2007), speaking skills necessitate extensive contact and ongoing use of language, yet many EFL students, especially those in Indonesia, only practice speaking in a constrained classroom setting. This limits their ability to receive direct, constructive criticism and practice language use in a broader social setting. Aside from that, a learning culture that emphasizes exam-based instruction and memorizing leads to pupils becoming passive in the learning process. Brown (2007) emphasizes that in many cases, educational institutions that focus on cognitive rather than emotive and communicative characteristics overlook the need to develop good speaking skills. To address this issue, teachers must adopt a more communicative and contextual approach that allows students to actively practice speaking and engage in meaningful discussion in the target language.

2.3. The Importance of Using Games in Language Learning

Games have been identified as an excellent technique for language acquisition because they can foster a joyful and stress-free learning environment. Games also motivate students to participate and actively utilize language in authentic ways (Wright et al., 2006). In this setting, games allow students to practice speaking abilities in a friendly

environment. According to Deporter and Hernacki (2001), games can alleviate students' anxiety while increasing their drive to learn. Games also encourage kids to collaborate and talk more openly with their classmates. As a result, games can be used to improve fluency, accuracy, and pronunciation when speaking.

Aside from that, using games in language learning can help students enhance their social skills and interact more effectively. According to Hadfield (1999), language games not only help children acquire linguistic skills but also improve their social skills, such as the capacity to cooperate in groups, share ideas, and form healthy social relationships. This is especially crucial for students studying English as a foreign language (EFL), who frequently feel embarrassed or alienated when speaking. Through games, students are encouraged to communicate more freely and without fear of making mistakes, which can boost their confidence in using the target language. Furthermore, games can be tailored to students' learning styles, increasing their active participation in the learning process (Dörnyei, 2001). Thus, games are not only entertaining but also beneficial in enhancing a more holistic and thorough language learning experience.

2.4. Benefits of Guessing Games in Language Teaching

The guessing game has been shown to be helpful in language teaching. This game consists of exercises in which students describe or provide hints about a phrase or concept while other students attempt to guess it (Wright et al., 2006). This activity not only improves pupils' speaking skills but also fosters their creativity when using language. Silberman (2004) found that guessing games can promote critical thinking, teamwork, and active engagement in the classroom. Guessing games teach pupils to form words on their own and interpret the hints offered by their classmates. This improves pupils' fluency and communication skills.

Furthermore, guessing games can help students develop their listening abilities by requiring them to pay close attention to their classmates' instructions. This is consistent with Scrivener's (2011) opinion, which claims that interaction-based games, such as guessing games, might improve active listening abilities since students must capture information rapidly and accurately in order to predict successfully.

Furthermore, this game promotes the use of language in a more natural environment, with students focusing not only on the form of the language but also on the meaning to be communicated. This also helps kids expand their vocabulary because they are frequently exposed to new terms while providing clues or guessing responses. Furthermore, guessing games allow students to practice pronouncing words more freely and without fear, reducing their nervousness about speaking the target language (Tuan & Mai, 2015).

2.5. Previous Research on Guessing Games

Bhatti (2021) discovered that guessing games improved students' speaking skills in EFL lessons. According to his findings, students who participated in guessing games on a regular basis improved their speaking fluency and self-confidence significantly. This study also showed that guessing games help students improve their capacity to talk spontaneously. Furthermore, other research indicates that these activities can help children engage more effectively with their classmates, thereby improving their social and cooperative abilities. Guessing games enable students to utilize English more actively by fostering a competitive but friendly environment.

Another study conducted by Rahman (2018) validated Bhatti's (2021) findings, which demonstrated that guessing games increased students' speaking skills by allowing them to practice speaking in a fun and pressure-free environment. Rahman discovered that these activities enhanced not only students' speaking fluency but also their pronunciation and comprehension of new words. Furthermore, guessing games can foster a more inclusive learning environment in which students of all abilities are inspired to participate. Moreover, these games teach students to utilize English in more contextual and realistic settings, allowing them to comprehend better how language is used in everyday life (Nunan, 2003). In this approach, guessing games not only assist students improve their speaking skills but also help them develop social and collaborative skills, which are essential for language learning.

2.6. A Theoretical Framework Supporting the Use of Guessing Games

Guessing games in EFL classes can be justified using the frameworks of Communicative Language Teaching (CLT) and Task-Based Language

Teaching. CLT emphasizes the value of authentic and interactive communication in language learning (Littlewood, 1981). Guessing games align with CLT principles because they allow students to communicate in a meaningful and goal-oriented way. Meanwhile, task-based language learning (TBLT) promotes problem-solving and decision-making (Willis, 1996). Guessing games incorporate these components, making them an excellent tool for helping students improve their speaking skills.

In addition, Vygotsky's (1978) social learning theory supports the use of guessing games in language instruction. Vygotsky stressed the importance of social contact in learning, as well as the zone of proximal development (ZPD), which allows children to make more progress by interacting with more experienced peers or professors. Guessing games involve students interacting with one another to provide clues or guess words, allowing them to learn from one another and develop their speaking skills in the target language. More experienced players can assist their less experienced peers, resulting in more collaborative learning. Aside from that, Piaget's (1973) constructivist learning theory is relevant, which states that pupils actively generate knowledge through experience and interaction rather than passively receiving information. As a result, guessing games can promote active and constructive learning, allowing students to practice speaking skills in more authentic and meaningful settings.

So, guessing games are a unique way to overcome difficulties in developing speaking skills in EFL lessons. This game can enable students to be more confident in public speaking by providing an interactive and enjoyable learning experience. In addition, guessing games allow students to utilize English genuinely, which supports the goal of expressive language development. Various research and theoretical frameworks support the use of guessing games in EFL instruction. As a result, this game is worth considering as part of a larger teaching plan for improving students' speaking skills while learning English in Indonesia.

3. METHODS

3.1. Research Design

The purpose of this study is to evaluate the claim that guessing games improve students' speaking skills when compared to students who do not utilize them. The research design employed was quasi-

experimental, in which researchers administered specific treatments to students. This study included two groups: an experimental group of students who were taught using guessing games and a control group of students who were taught using traditional techniques. In this scenario, the variable "Y" represents the experimental group, while "X" represents the control group (Arikunto 1998).

An experimental design was adopted because it was thought to be the best way to assess the influence of guessing games on students' speaking skills. With a control group, researchers may directly compare learning outcomes between the two teaching techniques and evaluate the treatment's effectiveness. The experimental group played a variety of guessing games, including "Who am I?" and "Guess the Word." Each learning session is 60 minutes long and will take place twice a week for four weeks. In each session, students are divided into small groups to encourage interaction and active engagement. This activity is intended to pique kids' interest and provide them with an opportunity to practice speaking in a fun setting. Meanwhile, the control group participated in traditional learning activities such as lectures, class debates, and speaking practice without using games. This activity was designed to retain consistency in teaching English material, although it did not include interactive features found in the experimental group. This allows for a direct comparison between the two strategies.

3.2. Population and Sample

The researcher took a sample from the population. The population consists of all research participants, specifically all students of the first SMP Al Falah Assalam Tropodo Sidoarjo level. The sample selects some of the respondents to be researched, or it serves as a representative of the population to be researched. According to Arikunto, if the number of subjects is less than 100, it is preferable to sample all of them, allowing the research to be classified as population research. If the entire population exceeds 100, the sample size can range from 10 to 15% or 20 to 25% (Arikunto, 1998).

The researcher investigated the first level of SMP Al-Falah Assalam Tropodo Sidoarjo. The researcher utilized random sampling. Cluster sampling was used since the population at SMP Al-Falah Assalam Tropodo Sidoarjo exceeded 200 pupils, allowing researchers to sample

from two classes for representation. This strategy simplifies the data-gathering process and ensures that all variables are carefully controlled throughout the investigation.

3.3. Data Collection Method

Students' speaking skills are evaluated with a speaking test that encompasses multiple areas, including fluency, accuracy, vocabulary, pronunciation, and coherence. Assessment is carried out using a previously verified rubric, with each aspect assigned a specific weight. The findings of this examination will provide a complete picture of the student's communication skills after the treatment is completed.

To collect data from the research field, the researcher employs numerous steps and devices, including a questionnaire. The questionnaire was used as the first tool in this study to gather data on teacher activities and students' attitudes toward learning. The questionnaire includes closed and open questions about learning motivation, enjoyment of learning English, and perceptions of the usage of guessing games. This questionnaire was issued immediately following the learning session to ensure that participants could provide accurate feedback.

The second test is in English. The English test employed in this study is a role-play in which students are required to interact in specific circumstances. This test comprises 15 question items pertinent to the previously taught material. Scores are assigned based on grading criteria such as speaking fluency, acceptable vocabulary usage, and clear pronunciation. In this approach, researchers can objectively assess student growth.

3.4. Data Analysis

The t-test was used to identify significant differences between the experimental and control groups following treatment. The t-test was used because it allows for statistical measurement of the average difference between two independent groups (Fauzi, 2009). The findings of this study will provide a clear picture of the effects of guessing games on students' speaking abilities. The pattern goes as follows:

$$t = \frac{M_X - M_Y}{\sqrt{\frac{\sum X^2}{N_X} + \frac{\sum Y^2}{N_Y} - 2 \frac{1}{N_X} + \frac{1}{N_Y}}}$$

M = the average score per group

N = the number of responden

X = the deviation of every score of x_2 and x_1

Y = the deviation of every score of y_2 and y_1

x_2 = The result of the post-test of the control group

x_1 = The result of the pre-test of the control group

y_2 = The result of the post-test of the experimental group

y_1 = The result of the pre-test of the experimental group

4. RESULTS

Learning media such as interactive videos, technology-based applications, and visual vocabulary cards significantly help students understand the semantic context of English words. Students who learn with media have a better understanding of the meaning of words in the context of sentences compared to traditional methods such as lectures. A 5th grade student at SD Negeri 01 Sri Katon said that using technology-based visual media directly can be more interesting because of the interactive visualization. Learning motivation increases because of the presence of gamification elements such as Duolingo, Cake, Elsa, and Quizlet applications. 85% of students feel more motivated when learning using technology-based learning media compared to traditional media.

Media such as videos or digital stories allow students to understand the meaning of words based on certain situations. The results of action activities during the learning process in the classroom can be used to determine the results of the educational process. Students who learn using technology-based media experience an increase in semantic understanding of up to 30% compared to conventional media.

No	Question	Answer
1.	How do you assess the role of teaching media in improving students' semantic understanding?	As an educator, I believe that learning tools play a crucial role in improving students' semantic understanding. Learning resources such as movies, illustrations, and interactive apps can capture students' attention and make the learning process more interesting.
2.	In your opinion, what is the contribution of learning media in improving students' understanding of meaning?	Learning media plays a very important role. By using different types of media, students can see and hear words in different contexts, helping them understand their meaning better.
3.	What type of learning media has been most influential in your experience?	I find that a combination of videos, images, and interactive games is very effective. Students are more engaged and are able to retain information longer.
4.	How do you adapt the use of learning media to suit the various learning styles in the classroom?	I try to provide a variety of media so that all students can learn according to their own learning styles. For example, some students prefer to learn through visuals, while others prefer to listen.
5.	How often do you receive feedback from students regarding the learning media used?	I always ask for feedback after the lesson. This helps me know what worked and what needs improvement.
6.	What are the latest innovations in learning media that you think can significantly improve students' semantic understanding?	Augmented reality (AR) technology is one of the latest exciting innovations. With AR, students can see 3D objects and interact directly with the learning content, helping them understand the meaning of words better

<p>7. How do you see the impact of using teaching media on students' motivation in learning English? Do you feel that students are more enthusiastic when using certain media?</p>	<p>Student motivation is an important element in the learning process. Based on my experience, the use of interactive teaching aids such as animated videos and applications is very capable of increasing students' enthusiasm for learning. They become more enthusiastic in learning because the activities carried out are not boring and are always interesting. For example, we use an application that allows students to interact with cartoon characters who explain concepts in English. This creates a desire for them to know more and is motivated to learn further.</p>
<p>8. Have you ever evaluated students' learning outcomes after using certain teaching media? What are your findings related to their semantic understanding?</p>	<p>Every year, we conduct end-of-term tests to assess students' progress. From the results of the tests, I can see that students who use interactive media such as videos and games have higher scores than those who only use regular textbooks. In addition, I also see that they understand basic English concepts faster.</p>
<p>9. How often do you involve students in the selection or development of teaching media? How does this affect their engagement and understanding?</p>	<p>I always try to involve students in the process of developing teaching media. We have a project team where students are entrusted to create their own educational content using multimedia tools. This not only enhances their creativity but also makes them more motivated to learn because they feel ownership of the material being studied.</p>
<p>10. What are the biggest challenges you face in integrating teaching media into the learning process? How do you overcome these challenges?</p>	<p>One of the main challenges is ensuring that all students have equal access to technology facilities. Some students are still not familiar with sophisticated gadgets so they need to be accompanied more intensively to ensure that they do not miss out on the learning process.</p>

Data Analysis

Data obtained from observations and interviews are analyzed using thematic analysis methods. Researchers identify the main themes that emerge from the data, such as the most effective types of media, the influence of media on student enthusiasm, and obstacles in the use of teaching media.

Some themes that emerged from the analysis included:

- **Increased Student Engagement:** Students reported that the use of interactive learning media, such as videos and apps, made them more engaged in the learning process.
- **Vocabulary Comprehension:** Teachers noted that students had an easier time understanding new vocabulary when taught through visual and audio media compared to conventional learning methods.
- **Motivation to Learn:** Many students reported that the learning experience was more enjoyable and engaging when using interactive learning media.
- **Media Use Challenges:** Several teachers reported difficulties in integrating technology into their teaching, such as limited access to devices or lack of training in how to use technology.

Observations in the classroom showed that the application of interactive teaching media, such as videos and learning applications, can increase student participation. Students were seen to be more actively involved in group discussions and showed more enthusiasm when learning. From the results of interviews with teachers, it was found that they believed that teaching media helped explain English concepts better. Teachers added that students found it easier to understand new vocabulary when taught using visual and audio media.

The analysis showed that the use of interactive learning media significantly improved students' understanding of English in a semantic context. Students felt more motivated and involved when learning through interesting teaching resources. Although there are some challenges in using technology, especially those related to access and training, the advantages of modern teaching media are much greater compared to classical methods.

5. DISCUSSION

Semantics assumes that language consists of structures that reveal meaning when connected to other objects in the world. From the opinions above, it can be concluded that semantics is the study of the meaning of language, which is the relationship between language signs and something that is marked in this world. Technology is currently developing rapidly in the real world and almost all human activities are associated with technology. Some technological tools that are commonly used by students and educators are gadgets, laptops and chromebooks, where these tools are used as learning media. According to Suryani (2020), media is a form that has been designed so that it can be used to facilitate the learning process for students. The learning media mentioned earlier are very interesting media for students and educators because they are very easy to access and can be studied anywhere and anytime. According to Baytak (2011:26), the application of technology has significantly changed the method of teaching English. Technology offers a variety of options that can make the learning process more interesting and also more efficient in improving students' ability to use English. "Learning Media in Developing Semantic Understanding of English" explores the ways in which learning media can enhance students' semantic understanding as they learn English.

Understanding the meaning of words, phrases, sentences, and situations in English is referred to as semantic understanding. This article discusses the use of digital, audio, and visual learning materials to enhance students' understanding of semantic concepts. "The use of multimedia in education not only makes learning more interesting but also enhances conceptual understanding through the integration of verbal and visual information," according to Mayer (2009). This suggests that good learning tools can help students understand semantics more broadly.

Learning media is a tool or means used by educators to deliver learning materials to students. This media can be in the form of images, videos, audio, or other teaching aids that help students understand the concepts being taught. The use of learning media aims to make the teaching and learning process more interesting and interactive, so that students can more easily understand materials that are considered difficult. To make the learning process more efficient and interesting,

learning media is an instrument used to deliver teaching materials to students (Arsyad A 2011) emphasized that educational media can be a tool that helps teachers and students communicate during the teaching and learning process, such as images, videos, audio, or other additional technologies.

Based on the results of observations that have been carried out by researchers, the role of learning media in developing semantic understanding in English is very important because the use of learning media through technology is very effective and innovative.

The Role of Learning Media in Semantic Understanding

The meaning of words and how they are used in the right context is a key topic in semantic understanding in English. Learning materials are important to foster this semantic understanding because they:

Visualize Concepts: Students can better understand the meaning of words or phrases in a given context by using visual aids such as pictures, diagrams, and videos. For example, students may find it easier to understand concepts presented in English if pictures or illustrations are included to help them understand certain terms. **Audio and Video:** Students can hear the pronunciation of words and discussions in a more authentic context by using audio and video materials. This enhances their understanding of semantics, especially related to intonation, word stress, and meanings that vary according to the context of the conversation. **Digital and Interactive Media:** In the digital age, a deeper understanding of semantics is made possible by interactive learning platforms and applications that can display examples of the use of words or sentences in various contexts, such as educational games or mobile applications. Students can actively participate in activities that teach them how the context of a word can change its meaning. By using technology such as computers in learning, it is not to distance students from their national identity. Instead, it can help students use local wisdom as a source of learning. The values of local wisdom that exist in the area around the school and that students learn are included in the lessons. This is supported by Suyitno (2012), who stated that efforts to preserve local wisdom must be planned and implemented in various forms, such as including it in the student learning process.

Semantic Function of Learning Media, the semantic function of learning media includes the media's ability to increase students' vocabulary and help them understand the meaning of the terms or symbols used. Learning media can present information visually and auditorily, making abstract concepts more concrete and easier to understand. For example, the use of images or videos in explaining new vocabulary can help students associate it with a clear visual context.

Enriching vocabulary: learning media such as flashcards and interactive videos can enrich students' vocabulary in a fun way. By seeing pictures or hearing the pronunciation of words in context, students can more easily remember the meaning. Helping conceptual understanding: complex concepts are often difficult to understand through verbal explanation alone. Visual media such as diagrams or graphs help students understand the relationships between concepts better. Increase motivation: the use of interesting media can increase students' learning motivation. When students are actively involved with the material through interactive media, they tend to be more enthusiastic and motivated to learn.

The Value of Educational Media in Semantic Education

Since the meaning of a word or phrase in English often varies depending on the context, it is essential to understand semantics. Thus, there is a great need for educational materials that promote contextual awareness. Through the use of relevant media, children can learn to distinguish the meaning of words and apply those meanings based on the context. In addition, this helps students become better communicators.

Research and Case Studies

Many studies have shown how effective learning media is in improving semantic understanding. A study by Nurhayati (2015), for example, found that teaching connotative terms with pictures and videos can improve students' semantic understanding. Another study by Fitriani (2017) showed that students can learn in a more interesting and participatory way and improve their memory of word meanings by using a mobile application designed to teach word meanings through conversational situations.

6. CONCLUSION

To improve the semantic understanding of English, learning media is very important. In English education, various types of media used can help students understand vocabulary, phrases, and sentences better in various situations. Therefore, the use of appropriate media in teaching semantics can improve the overall quality of English learning. Learning media is very important to improve the semantic understanding of English. Educators can use various types of media to make learning more interesting and effective. However, it is important to continuously evaluate the quality of the content and ensure that all students can use it to get the benefits. Overall, learning media plays a crucial role in developing the semantic understanding of English among students. By utilizing various types of media effectively, educators can create a more dynamic and enjoyable learning environment, and help students master vocabulary and word meanings better.

The use of media not only makes the learning process more interesting but also improves overall learning outcomes. The integration of learning media in teaching English is very important to improve students' semantic understanding. By utilizing various types of media optimally, educators can create a broader learning environment. In conclusion, learning media play a variety of roles in the development of English semantic understanding. In addition to improving engagement and comprehension, effective use of a variety of media also gets children ready for language usage in everyday situations. While resolving such obstacles, future study should keep looking for creative methods to use technology into language instruction.

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