

**THE EFFECTIVENESS OF USING GUESSING GAME
TECHNIQUE IN STUDENTS' VOCABULARY ACHIEVEMENT
AT THE SEVENTH GRADE STUDENTS' OF MTs NUSANTARA
DADAP JUNTIYUAT - KARANGAMPEL
KABUPATEN INDRAMAYU**

A THESIS

**Submitted to the English Language and Teaching Department,
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ABSTRACT

Larasati Ayu Amanda. 1410130016: *The Effectiveness of Using Guessing Game technique in students' vocabulary achievement at the Seventh Grade Students' of Mts Nusantara Dadap – Indramayu.*

Vocabulary is an important element in a language. Vocabulary is important to be learnt. Better level of teaching vocabulary means better teaching of a language. In Mts Nusantara Dadap- Indramayu the students are lazy to memorize vocabulary because the activity of teaching and learning vocabulary is boring. In the observation in some class, the main problems in teaching vocabulary were the technique and the method which were used monotone and less of variation. And the teacher just asked the students to memorize the new vocabulary that the students find in the text, there are no interesting methods or activity to make the students more interested in learning vocabulary. The students often lost their focus when the teacher explained the material in the class even it was the important material that students.

The aim of this research is to make an effective teaching vocabulary second grade students of MTs Nusantara by using guessing game. So in this case we need a good strategy and method in giving understanding the lesson and the purpose of the matter and the students also can to increase their vocabulary achievement

This research using the guessing game technique in students vocabulary achievement to gave evidence that strategy can increase students' ability in vocabulary achievement. This research using quantitative approach. The technique and ways of teaching were fully depend on the teacher. Here the researcher used method Guessing Game and the Dessugestopedia to teach students vocabulary in MTs Nusantara Dadap.

The research is designed as pre-experimental. Were population at seventh grade are 30 students, then taken for sample such as 30 students as one class. The technique of collecting data used by anates, which is multiple choice test. Pre-test and post-test in Instrument test used by validity, reliability, difficulty test, and different ability. The discussion and findings research that The students' vocabulary mastery before using the guessing game technique the result of the students pre-test in vocabulary mastery using experimental class in MTs Nusantara Dadap that Based on the analysis above SPSS pre –test mean value of 55.3667 to 30. While the number of students posttest mean values obtained at 70.9667 to the number of students 30. And the result with paired sample t-test known if the value of the t (7.903) is greater than t table (1.70113) then H_0 is rejected. But if the value of t table (1.70113) is greater than t (7.903), then H_0 is accepted. It means that there is a difference of learning outcomes pre-test to post-test using guessing game technique in teaching vocabulary achievement.

In teaching and learning process using guessing game technique in teaching vocabulary achievement based on the result of research. The researcher concluded that the difference before and after using guessing game and dessugestopedia method. This are the electively strategies to teach vocabulary mastery, and do the student more be motivate to learn and memorize vocabulary.

Key Word: Guessing Game, Students' vocabulary achievement


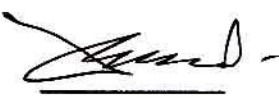






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This thesis which is entitled in *THE EFFECTIVENESS OF USING GUESSING GAME TECHNIQUE IN STUDENTS' VOCABULARY ACHIEVEMENT AT THE SEVENTH GRADE STUDENTS' OF MTs NUSANTARA DADAP JUNTIYUAT – KARANGAMPEL KABUPATEN INDRAMAYU*. Written by Larasati Ayu Amanda with the student number 1410130016 has been examined onth of May 2016. It has been accepted by broad of examiners. It has been recognized as of the requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati State Islamic Institute Cirebon*.

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TABLE OF CONTENT

	Page
ACKNOWLEDGEMENT	
TABLE OF CONTENTS	
LIST OF TABLES	
LIST OF APPENDICES	
CHAPTER I INTRODUCTION	
1.1 Background of The Problem	1
1.2 The Identification of The Problem.....	5
1.3 The Limitation of The Problem.....	7
1.4 The Question of The Research.....	7
1.5 The Aims of The Research.....	7
1.6 The Significance of The Research	8
CHAPTER II THEORETICAL FOUNDATION	
2.1 The Nature of Teaching	10
2.1.1 Method of teaching	10
2.1.2 The function of the media picture	11
2.1.3 Characteristic of the picture	11
2.1.4 The use of the media picture	12
2.1.5 The Benefit of the Media picture	13
2.2 Techniques of Languages Teaching.....	13
2.3 The Nature Guessing Game	14
2.4 Guessing Game Teaching Technique.....	16
2.5 The Nature of Descriptive text.....	20
2.6 The Nature of Desliggestopedia.....	21
2.7 The Nature of Vocabulary.....	22
2.7.1 Purpose of Vocabulary Mastery.....	26
2.7.2 Kinds of Vocabulary	27
2.7.3 Principles of Teaching Vocabulary	38
2.8 The Frame of Thinking	40
3.0 The Hypothesis of Research.....	41



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CHAPTER III THE METHODOLOGY OF THE RESEARCH

3.1 Place and Time of the Research	43
3.2 Research Object	43
3.3 Method of The Research	43
3.4 Research Design.....	44
3.5 Population and Sample.....	46
3.6 Techniques and Instrumental of Collecting The Data.....	46
3.7 The Analysis of Research Instrument	48
3.7.1 Validity	48
3.7.2 Reability	50
3.9 The Technique of Analysis Data.....	51
3.9.1 The Hypothesis Testing	51

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

4.1 The Data Result of The Students	53
4.2 The Students' Vocabulary Matery Before Using The Guessing Game Technique	53
4.3 The Students' Vocabulary Matery After Using The Guessing Game Technique	57
4.4 There any Positive and Significant Influence of Using The Guessing Game	60
4.5 Discussion Research Finding	65
4.6 Determination of Research.....	66

CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion.....	69
5.2 Suggestion	70

REFERENCE

APPENDIXES



CHAPTER I

INTRODUCTION

1.1 The Background of the Problem

In teaching and learning process, vocabulary is one of important skill in learning language besides listening, speaking, reading, and writing. Allen, et al (1997: 149) think that “vocabulary is one of the important factors in all language teaching, student must continually be learning words as they learn structure and as they practice sound system.” Therefore, it is very important skill to students who are learning language because the students learn language at the first time; they should learn more about vocabulary intensively. In Mts Nusantara Dadap- Indramayu the students are lazy to memorize vocabulary because the activity of teaching and learning vocabulary is boring. In the observation in some class, the main problems in teaching vocabulary were the technique and the method which were used monotone and less of variation. And the teacher just asked the students to memorize the new vocabulary that the students find in the text, there are no interesting methods or activity to make the students more interested in learning vocabulary. The students often lost their focus when the teacher explained the material in the class even it was the important material that students.

Ideally, the students of seventh grade already studied four language skills and language components for three years from fourth class of elementary school. Accordingly, the learners have enough ability about the fourth language skills (listening, speaking, reading and writing). Based on the statement above, it made the students difficult mastering english well, especially vocabulary, so the student’s vocabulary mastery is unsatisfactory yet. Therefore, their limited vocabulary mastery made them difficult to understand english clearly. This condition causes them difficult to understand some words in a context and they do not have enough yet words to say what they want to say. Most of the students of seventh grade of MTs Nusantara

Dadap eventually are not interested in english subject anymore, and English likely becomes something too hard to learn.

However, the students sometimes get difficulties to use apply the vocabulary. Their difficulties in using vocabulary have been studied can be caused by some reasons. One of the reasons could be in the method which is used by the teacher in the presenting the lesson in the classroom. Therefore, the appropriate method in presenting the lesson in the classroom have to be considered.

When the researcher observed in Mts Nusantara Dadap, to effective the students vocabularies, the English teacher orders the students to write some new words in a note and then memorize what they have already studied. But the students felt confused with a lot of vocabulary item assigned to be memorized. This method would make students get bored and forget the new vocabulary easily. They need something fun and easy to access the vocabulary quickly when it is required for use.

According to Hornby (1995: 1331), vocabulary is a total number of words which (with rules of combining them) make up a language. While Al Kufaishi (1988: 42) states that vocabulary is a vehicle of thought, self expression, interpretation and communication. In using English, one needs to have a great number of vocabularies so that she/he could easily express her/his thoughts in communication. In addition, Thornbury (2002: 13) states that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” From those definitions about vocabulary that it is important thing in learning language. In the real life of students, they are still not mastery vocabulary yet.

In learning English, students learn to make a sentence. In making a sentence, they have to know what the words or vocabularies that they should write. They not only know the words or vocabularies but also they have to know the meaning of the word. Because, in English every words have many meanings. Students are demanded to know and memorize the meanings of word. If they have a little memorized vocabulary, of course they would



difficulty to make a sentence. So, that is why vocabulary is a need in learning English.

Many students experience difficulty to memorize vocabularies. Mastering English is necessary and becomes a need for the students. When they learn English, they has learn about words or vocabulary at the first time. Thornbury, Scott (2002: 1) states that “all languages have words. Language emerges first as words, both historically, and in terms of the way each of us learned our first and any subsequent languages.” Vocabulary should be learnt in learning English. So, the students hopefully can memorize the vocabularies in order to they are mastering vocabularies.

Students should often meet with words or sentences in English in their everyday life. Mastering vocabulary could help students learn in another skill such as listening, speaking, reading and writing (Language Basic Skills) and elements of language, such as grammar, pronunciation and vocabulary. When the students have memorized so many vocabulary, they could express their own vocabulary to make a sentence and speak English well.

From many researchers who research in the vocabularies area, research about vocabulary is the most talking about the strategy to teach vocabulary. For example the researcher takes just four researchers who research about vocabulary. It is widely recognized and well document that using games in English classes has a positive impacton the learner’s process of language acquisition. They can be used as warm-up activities, time fillers or they can function as a main point in the lesson plan, or even in the whole syllabus. Games take a share in a broad language development of learners. He said McCallum (1980:9)“There are many valid reasons for using games in teh language classroom, not least among them the sheer enjoyment of a moment of relaxation after some arduous drilling”. Some of the reasons for using games are declared by Lewis & Bedson (1999:3) as they declare that, Apart from their motivational value as an enjoyable from of activity, they provide a context in which the language is embaded. This context is ‘authentic’ in the sense that game creates its own world: for the duration of the game, it replaces external reality. There are many games to teach



vocabulary. One of them is using guessing game. According to Klipple (1994:13) said that “The basic rule of guessing game is eminently simple; one person know something that another one wants to find out.”Wright and Buck (1990:169) said that “ Essentially, in guessing a speculating games, someone knows something and others means find out what it is”.

The first is (Mart, Cagri Tugrul: 2012) in his research; he researched guessing the meaning word from context is important in learning strategy. The second is (Clarke D.F: 1980), he researched that guessing the meanings of words from context as strategy and techniques in teaching vocabulary. The third is (Alsaawi, Ali: 2013) he researched that guessing the meaning, from the context, is helpful in teaching vocabulary. The fourth is (Setiawan, Budi: 2010) he researched teaching vocabulary through direct instruction.

Based on their statements above that all of researcher researched in the vocabulary’s area. The researcher interests in two researchers that researched guessing game vocabulary. Because, based on their statement that guessing game technique can be used in teaching vocabulary to effectiveness vocabulary mastery in students’ achievement.

So, this reseacher we used Guessing game in teaching and learning in order to make the students to make the students interested and enjoyable in learning English. The teacher uses the guessing game in teaching to motivate the students in learning activity. Vocabulary is one of important factors in language learning and develops the language skills. The learners is difficult if they are lack on vocabulary.

On the reason above the rearcher tries teaching English students The Effectiveness of Guessing games teaching Vocabulary at Seventh Grade Students Mts Nusantara Dadap – juntiuyat indramayu. Here the researcher choose one game, it is guessing games. By guessing games, it is hope that the teacher has be able to improve the students’ understanding in learning vocabulary.



1.2 The Identification of the Problem

The identification of the problem in writing this thesis is as follows.

1.2.1 The Field of the Research

The research field of this thesis is method of teaching and vocabulary by guessing game. And the approach of the research of this thesis is using quantitative.

1.2.2 The Kind of the Problem

There are many problems in English, especially in vocabulary. The researcher would like to mention the problems that finding in this thesis.

1. Students are lazy to memorize vocabulary because the activity of teaching and learning vocabulary is so boring
2. The teacher just asked the students memorize the new vocabulary that the students find in text.
3. There are no interesting methods or activity to make the students more interested in learning vocabulary.
4. The student often lost their focus when the teacher explained the material in the class even it was the important material that students should be understood.

1.2.3 The Main Problem

The main problem is the effectiveness of using guessing game technique on student's vocabulary mastery at the seventh grade of Mts Nusantara Indramayu. This research focuses on guessing game technique as a media in learning vocabulary. Sometimes teachers find any difficulties to teach vocabulary. So, the main problem in this research is on students' vocabulary mastery. To be master in English is supposed to be the students' problem in memorizing vocabulary.

Therefore, in the phenomenon above, the researcher has try to solve the problems to know students memorizing vocabulary. The researcher has take



one of strategy in teaching vocabulary; it is guessing game technique. Based on the case above, the researcher feels that this subject can be a research topic. In this thesis the researcher has purpose only focus in discussing about how to study vocabulary, the strategy, and the factors which causes students difficulties to memorizing vocabulary. The researcher hopes to find out that the effectiveness using guessing game technique in the students' vocabulary mastery achievement. According to Jil and Cales (2008: 47) said that to help learners with vocabulary can be presented in using game, where the new words appear in context and in combination with other words. You can also use pictures, mine, and realia (real objects) to introduce and explain the meanings of simple concrete noun. So, the researcher is more and more interest to try this strategy.

1.3 The Limitation of the Problem.

In this research, the researcher has limited the problem that has effectiveness with the title of my research; The effectiveness of Using Guessing Game Technique in Teaching Vocabulary at Seventh Grade Students of *Mts Nusantara Dadap - Indramayu*. because many students have difficulties to mastering English vocabulary. So, method of teaching most suitable of the problem is game. And the researcher using Guessing game, one of the ways to improve their ability on it. This research begins from 1st November until 30th December 2015 where the object of research here is the Seventh Grade Students of *Mts Nusantara Dadap-juntiyuat indramayu*

1.4 The Question of the Research.

From the limitation of the problem above then researcher's question The questions of the research based on the identification of the problems above, the writer concludes some questions of the research to limit the problem in order to the research is more focus on the main problem that want to be conducted. So, the questions of the research can be arranged as follows:



1. How good the students' vocabulary mastery before using the guessing game technique?
2. How far the students' vocabulary mastery after using the guessing game teaching ?
3. There are any positive and the effectiveness of using the guessing game technique on the students' vocabulary mastery ?

1.5 The Aims of the Research

1. To find out the students' vocabulary mastery before the using guessing games.
2. To find out the students' vocabulary mastery after the using guessing games.
3. To find out the effectiveness of using of guessing game on the students' vocabulary mastery.

1.6 The Significance of the Research

The result of this research is expected to be useful for:

1. For the Students

The Students of MTs Nusantara Dadap- Indramayu, so they has know how much their vocabulary level, how big vocabulary they have, and develop their vocabulary with fun and enjoyable. Suggestion for Mts Dadap kabupaten Indramayu to achievement of students' English, especially in the aspect of vocabulary.

2. For the researcher himself,

The researcher can apply the theory and know whether this activity is effective or not. And master of the effectiveness impotant of guessing game technique in students vocabulary achievement and it's function in teaching vocabulary.

3. For Teacher

For english teachers are expected to acquire additional knowledge and insight about the model of the English language learning, particularly vocabulary not to use the method to mastery every meeting.



English teacher especially English teacher in MTs Dadap-Indramayu. Thus they can use this activity and develop this activity according to situation they have in the class.

4. For other Researcher

For the other researcher, of this study also provides references for teachers so that it can contribute to betterment language teaching.





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