

THESIS APPROVAL

This thesis, entitled "The Effectiveness of Guessing Game to Increase Students Vocabulary at the Eleventh Grade Students SMPN 9 Palopo." written by, **Asriani** Reg. Number 15.0202.0070, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in MUNAQASYAH session which is carried out on **Wednesday , September 18th 2019 M**, coincided with **Muharram 18st 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, September 18th, 2019 M
Muharam 19st 1441 H

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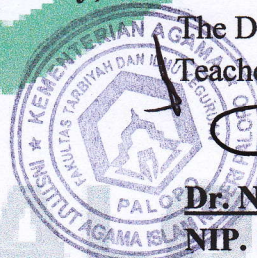
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**THE EFFECTIVENESS OF GUESSING GAME TO INCREASE STUDENTS'
VOCABULARY AT THE ELEVENTH GRADE STUDENTS SMPN 9 PALOPO**



IAIN PALOPO

A THESIS

**Submitted of the English Language of S1 Tarbiyah Department of State Institute for
Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in
English Education**

By

ASRIANI

Reg. Num: 15 0202 0070

Supervised by:

- 1. Wahibah ,S.Ag, M.Hum**
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CONSULTANT APPROVAL

**Thesis Entitle: "THE EFFECTIVENESS OF GUESSING GAME
TO INCREASE STUDENTS' VOCABULARY
AT THE ELEVENTH GRADE STUDENTS
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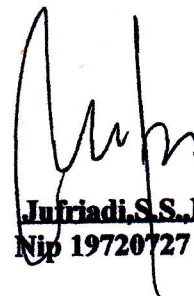
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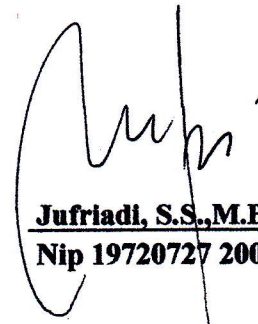
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Finally, the researcher dedicates this thesis. May Allh SWT. gives reward to all people who have helped the writer, and their hopes this thesis can be useful and gives positive contribution for the readers and the state, *Aamiin Billaahi fii Sabililhaq, Fastabiqul Khairat.*

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ABSTRACT

Asriani ,2019.*The Effectiveness of Guessing Game to Increase Students Vocabulary at the Eleven Grade Students SPMN 9 palopo.* Thesis Tarbiyah Department. Consultant (1) Wahibah,S.Ag, M.Hum (2) Jufriadi,S.S.,M. Pd

Key Words: *Increase, Vocabulary, Guessing Game Method.*

In this research, the researcher applied quasi-experimental design and conducted in six meeting. In this research, the researcher aims to know whether by using Guessing Game increase students vocabulary to seven grade students of SMP 9 Palopo. The researcher conducted pretest, treatment and posttest in experimental class and control class. The population of this research was the seven grade students of SMP 9 Palopo. The researcher used purposive sampling technique from class VII-1 and VII-6. The instrument used to collect data was pretest and posttest.

The data of this research were quantitatively by using SPSS program version 20. The finding of this researcher shows that using Guessing Game method is effective in teaching vocabulary to the seven grade students of SMP 9 Palopo. The students' result of the mean score in the pretest of experimental class was lowest than the mean score in the posttest (35,88<81,18). The researcher found that the p Value was 0.00 and the alpha was 0.05, therefore $p < \alpha$ (0.00<0.05). Meanwhile, the mean score of the students' in pretest of control class was lowest than the mean score in posttest (29,71<55,74). It means that the mean score of posttest in experiment class is better than the mean score of posttest in control class (81,18>55,74). The mean score of posttest. The researcher conclude that that Guessing Game method can increase the students' vocabulary.

CHAPTER I

INTRODUCTION

A. Background

Language is very important in human life. The function of language is as a communication tool by people to conduct their activities. We are able to exchange knowledge, beliefs opinions, wishes, threats, commands, thanks, promises, declarations, feelings- only our imagination sets limits. We need language communicate and send our expression. Without language it is impossible for us to interact each other daily life or learning something.

One of the important language that we must learn is English. According to Susanna said that English not only use as an official language in many countries, but also influenced on many different cultures in a large number of countries, it is the central language of communication in the world- wide.¹ Based on the theory mention above most people use English as a medium of communication in their interaction. In other words, people from different nation us English when they meet and interact one other.

Vocabulary is one of the most important element in the language. It is one element that links the four skill such as Speaking, Listening, Reading, and Writing all together. Vocabulary is a bridge which can express idea from

¹ Thongma Souriyavongsa, "A Research Paper: Factors Causes Students' Low English Language Learning: A Case Study in the National University of Laos". *International Journal of English Language Education*, Vol.1 No.1 (2013), p. 181.

speaker to listener, from the writer to reader. Without vocabulary, the communication will be difficult and almost impossible to do. Because of that, vocabulary is the important to learn by the students who want to master a language

In Learning English in Indonesia, vocabulary is an important element that should be learnt by students. Based on the explanation above, it is known that vocabulary is needed in order to express an idea of someone. Without a good and accurate vocabulary, the speaker or writer will be difficult to send his or her message to listener or reader and tend to miss communication. Moreover, the amount of vocabulary that master by someone is one of some indicators that can influence students to master a Language. It is because the fluency of someone in a Language can be seen from how much vocabulary they have and how they can use them effectively. Because of that vocabulary is very important to learn by the students.

When I was observing SMPN 9 Palopo, Dr. Ratulangi street I found that teaching vocabulary was done explicitly. Technique and ways of teaching were fully depend on the teacher, in the observation in some classes, the main problems in teaching vocabulary were the technique at the method which were use monotone and less of variation. From the main problems that rose another problem that is the students feel bored with monotone teaching technique and would lost their focus in learning vocabulary. Beside that the students will get difficulties to improve their vocabulary.

The main problem in teaching and learning vocabulary is technique in teaching vocabulary that less of variation and tend to be monotone. In the class that I observed, teacher taught vocabulary by listing new vocabulary, then translate the meaning one by one into native language. After that the teacher show the students how to read each vocabulary. Teacher ask the students to take a note and give 5 until 10 minutes to memorize those vocabulary. After that the teacher ask several students the meaning of those vocabulary randomly. This technique have been done so many times by the teacher and the teacher did variation of technique teaching vocabulary hardly.

Few variation of technique made the students got another problem, the students felt bored with the technique. The students not interested and pay attention what the teacher explained because the teacher just sit down and read the English the book . When the teacher asked to the memorize the new vocabulary, the students did not memorize it and the effect the students vocabulary did not develop. The other effect of that is the students have difficulties to follow the next material which contain the new vocabulary.

The condition of the students SMPN 9 Palopo junior High School is limited English Vocabulary. Learning Vocabulary is very need for the students but the less of technique variation which apply by the teacher and feeling bored that come from the technique make the students difficult to develop their vocabulary. The students say that so difficult to memorize

English Vocabulary because they are not pay attention and rarely to use that vocabulary in daily life or in the class.

Based on the explanation above, I concluded that the solution of the problem teaching vocabulary is by making an activity that students can involve to use the new vocabulary in the class, and change to the technique teaching vocabulary to more students interested teaching their vocabulary.

There are many ways to increase the learnt vocabulary but as a teacher must be able to choose technique to teach them. To make the learners or students feel interested learning vocabulary and make them easy to increase their vocabulary the teacher have to use good technique in teaching. It means that the technique here are all those activities the contain of fun and games activities. The kinds of activities should be simple, interested, and enjoyable, for example is game. Playing game in teaching vocabulary is very important, because teaching through game can create a fun situation, and of course it can increase students motivation.

Game does not only help the students to encourage their learning but also can help the teacher to create useful and meaningful context.² It means that game is not only beneficial for students, but it can help teacher to develop their material, and it can make teacher more creative in teaching vocabulary.

Games help and encourage many learn to sustain their interest. It means that

² Tengku Nor Rizan, et. al, "Young Learners' Perceptions of Learning English Using Language Games in a Non - Formal Context". *Mediterranean Journal of Social Sciences*, Vol.6 No.6 S5, (2015), p. 4

games can make the students enjoy the English class activities especially in overcoming the problems of learning vocabulary, because they learn in a situation where they are given stimulus to practice the vocabulary of the target language.

There are some many kinds of games that can be used by the teacher, such as Guessing Game. Guessing Game is a Game in which the object is to guess some kind of information, such as a word, a phrase, a title, or the location of an object. Guessing Game can be applied by pairs, or group. By playing Guessing Game can focus more to the lesson. So this research entitled "The Effectiveness of Guessing Game to Increase Students Vocabulary of SMPN 9 Palopo."

B. Problem Statement

Based on the background presented above:

- 1) the students felt bored with teaching monotone technique.
- 2) vocabulary is one of the elements in the language.

The problem of the research can be formulated as follows: Did the students who are taught by using Guessing Game could increase vocabulary that the students' who are taught by using non Guessing Game?

C. Objective of the Research

Related to the research question above, the objective of the research is find out whether the Guessing Game can be increased students' vocabulary at SMPN 9 Palopo.

D. Significance of the Research

The result of this research were expected gave beneficial information to the English teacher, the students, and the future researcher.

1. For the English Teacher

The result of the this research is expected to help the English teacher to add his sources of technique in teaching vocabulary to increase his students' achievement and take students' interest in learning it by implementing guessing game.

2. For the future researcher

The result of this quasi experimental research is expected to give useful information as reference for the future researcher to do a further research dealing with the same topic by using different research design.

E. Scope of the Research

By discipline, this research is under is English Language teaching. By content this research about word class (Verb, Adjective). This research apply

Game Guessing to teach vocabulary, target Game Guessing teach to increase students' vocabulary.

F. Operational Definition

1. Vocabulary

Vocabulary is element that important in English. Because vocabulary constitute bridge to four skill, such as Speaking, Reading, Writing, and Listening, need to all vocabulary. Without vocabulary nothing can be conveyed, because to want conveyed opinion or speak with other people need to vocabulary. Since vocabulary students' can convey what their thinks, existence vocabulary students' could understand what their listen.

2. Guessing Game

Guessing game is not only an interesting to students but also enjoyable to students' to learning, because guessing game used body movement. Where students easy to save vocabulary through body movement, since indirectly every day students did movement but their not understand what the English.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

The writer describe research that have done by the previous researchers. The relate researchers as follow:

Cahyani (2017), the research objective is intend to know how activity and an increase in students' "Learning English Vocabulary by Using Guessing Game in the Frits Semester of Hotel Accommodation the First Grade Students' of SMKN 3 Bandar Lampung". The researcher used purposive sampling technique to determine the sample. The researcher chose class X.AP.2 as sample which consisted of 30 students. The result of the research show that Guessing game is the good technique which can be implemented in the process of Learning English Vocabulary. Guessing game is not only easy to be implemented both by teacher and students, but also can increase the students' motivation and participation in learning process. Moreover, the students' also showed an improvement in their English ability especially their vocabulary.¹

¹ Melsa Dwi Cahyani, " *Learning English Vocabulary by Using Guessing Game in the First Semester of Hotel Accommodation The Grade Students of SMK 3 Bandar Lampung*" (UIN Raden Intan Lampung 2017)

Supriyanta(2014) the research objective is intend to know how activity and an increase in students' The Effectiveness of Guessing Game Technique in Teaching Vocabulary at MTS Darussalam. The population of the students was the second grade students of MTS Darussalam. The sample of the research to Experimental Class 33 students, and to Control Class 33 students. It can be seen in the pre-test and post-test. Where the mean score of pre-test in Experimental Class was 47.7, while the mean score of post-test was 79. The total gained score in this class was 1030. It can be concluded there was significant difference in the pre-test and post-test. It can be seen in the pre-test and post-test. Where the mean score of pre-test in Control Class was 39.6, while the mean score of post-test here is 49.3. there is still improvement score between pre-test and post-test but not as significance as in the Experimental Class. The total gained 318. The writer concludes the teaching vocabulary using Guessing Game in more effective that only using memorizing method. It is because game is more interesting. According to the date, the result of statistic calculation above where that value of is higher that from the explanation above, it means above there is effectiveness between the result of teaching vocabulary using Guessing Game. ²

² Hari Supriyatna “*The Effectiveness of Guessing Game Technique in Teaching Vocabulary at MTS Darussalam*” (UIN Syarif Hidayatullah Jakarta 2014)

Yuliani (2017) the research objective is intend to know how activity and an increase students' Teaching English Vocabulary Using Guessing Game to the Grade Students 117 Palembang. The population of this study was all the students of elementary school 117 Palembang in academic year of 2016/2017 with the total number of students was 205. Meanwhile the sample of the study was taken convenience sampling method. There were 40 students who were classified as the control group and 40 students who were classified as Experimental group. The method of the study was experimental method, and the type of experimental method is quasi experimental. Base on finding, the mean of students' post-test in experimental group was 72.125, while the mean of student' post-test in control group was 65.450. So it was concluded that H_0 was rejected and H_a was accepted. It is clear that teaching English vocabulary by using guessing game was effective to the fifth grade students of Elementary school 117 Palembang.³

³ Sri Yuliani (*Teaching English Vocabulary Using Guessing Game to the Fifth Grade Students 117 Palembang* (Muhammdiyah University of Palembang 2017)

Based research previous finding above, the researcher concludes this research is related to the entire researcher especially in aspects of increase students vocabulary by researcher. The difference from previous researchers are different guessing game with variation flashcard and ABCD game.

B. Some Pertinent Ideas

1. Definition of Vocabulary

- a. Vocabulary is the glue that holds stories, ideas and content together making comprehension accessible for children.(Rupley, Logan & Nichols,1998/99).⁴
- b. According to Haris and Hodges (as cited in Isreal,2008)” Vocabulary is tool a communicated known words with others”. It mean Vocabulary is the main goals in learning and vocabulary is the important aspect for students to master their skill to read, listen, write, and speak English.⁵
- c. In Oxford learner’s pocket dictionary (2008) vocabulary is all the words that a person known or uses.⁶
- d. Hatch and Brown (1995) saying vocabulary is the specific set of words a person is similar with and can use in language. These definition may make it seem that vocabulary is a pretty straight

⁴ Rupley, W.H., Logan, J.W., & Nichols, W.D. (1998/1999). *Vocabulary instruction in a balanced reading program*.
The Reading Teacher, 52 (4).

⁵ Israel, S. (2008). “*Vocabulary Lists and Activities for the PreK-2 Classroom: Integrating Vocabulary, Children’s Literature, and Think-Aloud to Enhance Literacy*”. Retrieved February 15th, 2017 from books.google.co.id.

⁶ Oxford Learner’s Pocket Dictionary. (2008). New York: Oxford University Press.

forward term but this perception will not last long when one takes into account the fact the vocabulary is much more than just single word, that is, vocabulary includes not only single words but also multiword phrase, idiom, and even sentence.⁷

- e. Vocabulary is a part of words which have meaning and as one of an important element in learning English. Without vocabulary the people cannot communicate effectively.⁸
- f. Caroline (2005) state the vocabulary is the collection of word that can individual knows. As a teacher, it is important that you include verb, adjective, noun, adverb, and preposition as part of your vocabulary curriculum. It is important to help young learners expand their vocabulary through formal and informal instruction. For formal instruction, you will want to teach students the meaning of words and ways to uncover the meaning of words through direct instruction. Informal instruction is non-role oriented and often “by the way” approach.⁹

⁷ Hatch, Evelyn & Cheryl Brown,” *Vocabulary, Semantics and Language Education*”(1995).

⁸ Hiebert, Elfrieda H & Kamil, Micheal L, “ *Teaching and Learning Vocabulary*” (London: Lawrence Erlbaun University Press .2005)

⁹ Caroline T Linse ,” *Practical English Language Teach: Young Learners* , (New York ,NY:Mc Graw-Hill 2005),P.121.

C. Teaching Vocabulary

Teaching vocabulary is an important role in English teaching to improve the effectiveness and efficiency, teacher should not only understand the students difficulties of word study, but also use some useful strategies and method. Only in this way they can help to improve the students' language competence in their ability to use English freely in communication.

Teaching vocabulary is one of the way to develop English competence of person who are learning English because vocabulary is one of the success keys in learning English. Teaching vocabulary development involves more than teaching the definition of technical or unfamiliar words in text. Many encounters with a word in meaningful context are needs for students to acquires understanding how the words are learned in non-instructional context through conversation and reading.

Vocabulary is teach to enhance students' understanding of content subject, the meaning and usages of words are explain wholesomely, the learning of these new words is significant, there is a context to which students can relate the meaning of the words to and which help them decipher the meaning for themselves.¹⁰

Spears said that learning more vocabulary word is a crucial step to helping you become a better leader.¹¹

¹⁰ Musa Nushi & Homa Jenabzadeh, "Teaching and Learning Academic Vocabulary", (California: Summer-fall, 2016).

¹¹ Deanne Spears and David Spears, *In Tandem, Reading and Writing for Collect Students*. (New York :Mc Grwa-Hill Company, 2008)

Receptive vocabulary is words that the students recognize and understand when they occur in a context, but which cannot produce correctly.

Jordan said that through vocabulary development, as such, is not a specific study skill, but relates to all language, it is separate attention here.¹² Vocabulary like a bridge that can bring as to develop another skill like reading, writing, speaking, and listening.

While teaching vocabulary, teacher should take into account the three important aspects of vocabulary learning, word form, word meaning, and word use. In other words, teaching vocabulary should cover both the central features of lexical items and their relations with other words.

D. Words Class

Hatch & Brown (2001) define that words class are the classification of vocabulary according to the words functional categories. They are large reserve vocabulary (Noun, Adjective, Verb, Adverb). This research only focused on large reserve vocabulary which contained Adjective and Verb.¹³

¹² R.R Jordan, English for Academic Purposes a guide and resource book for teachers, United Kingdom :Cambridge University Press, 1997) p.147

¹³ Hatch & Brown, C. . " *Vocabulary, Semantics, and Language Education* ",(China: Nyinghi University Tibet 2001)

1. Kinds of Noun

- a. Noun Food such as apple, banana, bean curd, beef, bread, butter, cabbage, cake, carrot and cheese.
- b. Uncountable Noun such as advice, blood, bread, chalk, butter, corn, coffee, cotton, fire, and food..
- c. Noun Abstract such as ability, accident, address, advice, age, announcement, answer, appointment, and attention.¹⁴

2. Kinds of Adjective

- a. Adjective Color such as black, blue, white, green, yellow, red, grey, purple, orange, and brown.
- b. Adjective Quality such as afraid, bored, scared, clever, busy, strong, cold, tired, jealous, old, and young.
- c. Adjective of Quantity such as much, many, little, few, all, any, some, bit, enough, and half.¹⁵

3. Kinds of Verb

- a. Irregular Verb such as drink, eat, break, become, catch, choose, draw, find, fight, see, sing, give, hung, learn, and make.
- b. Regular Verb such as accept, accompany, add, borrow, breath, change, dance, decorate, discover, educate, and enjoy.¹⁶

¹⁴ P.Azhar Arsyadh," *Dasar-Dasar Penguasaan Bahasa Inggris*"

¹⁵ P.Azhar Arsyadh," *Dasar-Dasar Penguasaan Bahasa Inggris*"

¹⁶ P.Azhar Arsyadh," *Dasar-Dasar Penguasaan Bahasa Inggris*"

4. Kinds of Adverb

- a. Adverb of Manner such as angrily, badly, slowly, carefully, carelessly, cleverly, beautifully, correctly, and easily.
- b. Adverb of Place such as bathroom, bridge, cafeteria, castle, office, bookstore, beach, cage, and hospital.¹⁷

E. Game

1. Definition of Game

Learning vocabulary is a hard work, so attempt is required to understand, produce and manipulate the target words. Games help and encourage many learners to learn target language more easily. They also help teachers to create contexts in which the target words are useful and meaningful; they also bring fun for students, thus help them learn and retain new words more quickly. In other words, game-based learning can create a meaningful context for language learning process. After learning and practicing new vocabulary through games, students have the opportunity to use language in a nonstressful way (Uberman, 1998).

Games are advantageous and effective in learning vocabulary. They are motivating because they usually involve friendly competition and create cooperative learning environment, so students have an opportunity to work together. They improve students' communicative skills and they have a chance to use the target language.

¹⁷ P.Azhar Arsyadh, " *Dasar-Dasar Penguasaan Bahasa Inggris*"

Learners of English have to deal with unfamiliar vocabulary during their language acquisition. Activities also include vocabulary game which specially focus on helping learners develop and use word in different contexts by making the lesson enjoyable. Therefore, it is necessary to explore whether students learn vocabulary effective through game.¹⁸

2. Kinds of Game

There seven of game namely:

- a. Movement Game in these game, the children are physically active. Movement games are generally ‘rousers’ and need to be closely monitored.
- b. Card Games children collect, give away, exchange, sort, and count cards. The cards have a meaning or value in a game, or simply serve as symbols for object or actions.
- c. Board Games can be made by the children as a fun craft a activity.
- d. Dice Games are incredibly versatile. Remember that the dice need not only have number on the faces.
- e. Drawing Games are special because they span a gap between key functions of the brain. On the one hand, drawing requires creativity and a sensitivity towards the world. On the one other

¹⁸ Huyen, N.T.T.,& Thu-Nga K.T.2003. Learning Vocabulary Through Game. Asian EFL journal.

hand, the children must be able to understand instructions and describe their art.

- f. Role-play Games can be seen as simple, guided drama activities. The language input can be quite rigidly prescribed or very open depending on the language level, curiosity, and confidence of your class. Role-play stimulate a child's imagination and are test of true communication.
- g. Singing and Chatting Game often involve movement, but we decide to list them separately since music plays such an important role in early childhood learning.¹⁹

F. Guessing Games

1. Definition of Guessing Game

Guessing game is one of some in teaching technique. This game is play by several teams in the class. Guessing game is a game in which the object is to guess some kind of information, such as a word, a phrase, a title, or the location of an object. According to Klipple the basic rule Guessing game is eminently simple, one person known something that other one wants to find out.²⁰ It mean that Guessing game are game that can be played by making a group or not. If we want to make a group, one group will give question about something and other group will guess the answer from question.

¹⁹ Eaton.D " Games for Children". (China, Printed: University Press. 1999).

²⁰ Friederike Klippel, " *Keep Talking Communicative Fluency Activities for Language Teaching*"(New York, Cambridge University Press, 1991)

The students use the context to guess the meaning of the English words. It can be a tool to introduce, review and reinforce new vocabulary to students. It can make the students to be more memorizing the words. Philips suggests that game is used to present vocabulary, to practice guessing meaning from context.²¹ It means that Guessing game is not to be taught but to be present, an activity which can help the students remember many words, so the students can get the meaning from the context. According to Kippel say that the basic role of Guessing game is very simple. One person know something that the other one wants to find out. He further states as the person guessing has a real urge to find out something, Guessing game are true communication situation and as such very important for foreign language learning.

Based on theory above, it can be conclude that Guessing game is a game in which a person or participant know something and competes individually or in a team to identify or to find out the answer. Guessing game is flexible, it can be played by making group or couple, it can be played inside or outside class room. Guessing game can be used a tool to convey munch new vocabulary. It can make the students interested in vocabulary and help students memorize the vocabulary.

²¹ Ketut purnata, *“Teaching Vocabulary by Using Guessing Game to the seventh grade students’ of SMP N 4 Pupuan “.*(a thesis Mahasiswa Denpasar University, Denpasar, 2014)

2. **The Advantages and the Weakness of Guessing Game**

The advantage of Guessing Game

- a. The Guessing Game promotes physical growth and development.
- b. The Guessing Game promote the socialization process.
- c. The Guessing Game are motivating and challenging.
- d. The Guessing Game makes students' enjoy in learning vocabulary.
- e. The Guessing Game develops emotional understanding between one student to other.
- f. The Guessing Game provide language practice in the various skill, such as Speaking, writing, Reading, and Listening.

The weakness of Guessing Game

- 1) Students can be afraid to appear in front of his friends.
- 2) In the large classroom, the time is not enough to ask all of the students one by one.

3. Teaching Vocabulary by using Guessing Game

The goal of learning vocabulary is to make students master the material of vocabulary and make the students to able to use the words with find the meaning of words.

Steps of Guessing Game according to Lishikawa:

- a. Divide the whole class into group and the number of students in each group is depend the condition of the students in the class.
- b. Each group has to come to in front of the class.
- c. Each students in the group receive the topic that they take randomly and the students have to hold the topic that they get, and may not show the topic to their friends.
- d. Each students has to tell his/her partner or group about the material that they get without mentioning it. So the students have to describe the topic with their own words.
- e. And other students in each group has to try to guess what their friend says.
- f. They activity continues after all students get the part to describe the material. Which group that finishes this game quickly is the winner of this game.²²

Here are procedure of Guessing Game that had been apply by the teacher in the school SMPN 9 Palopo :

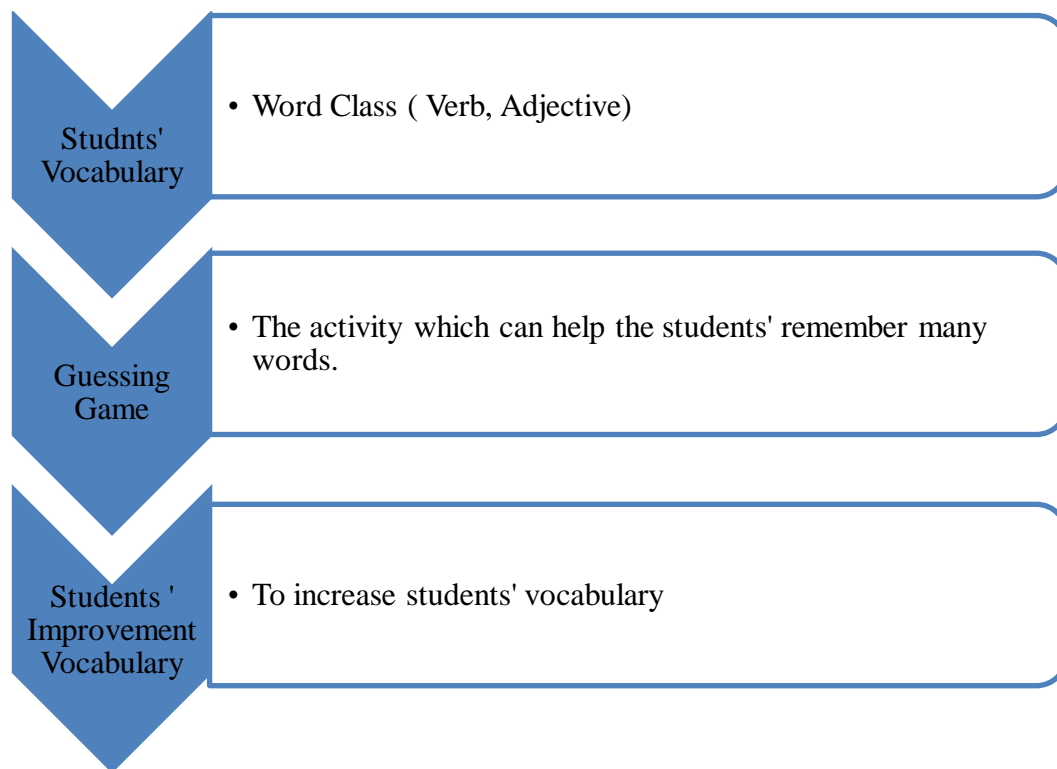
²² Lishikawa, "The Use Guessing Game in Teaching Speaking an Experimental Study", <http://paperizal.wordpress.com/2014/05/05/html>

- a. Divide the whole class into group and the number of students in each group is depend the condition of the students in the class.
- b. Take the paper that have readied, call one student away from group.
- c. Show the student a paper to other group and teacher. The student come back to his group, and discuss about the material.
- d. Each team will then rotate asking question to their teammate who is standing at the front of the other group. They will be asked question until one of the team has correctly guessed their receptive word.
- e. The winning group will get two options : they can make other group come the front of, and sing a song in English or they can make the other group come to the front and do 6 jumping jacks.

G. Conceptual Framework

Vocabulary is important part of language. In teaching vocabulary there many way that can be used, but the case the researcher will use Guessing Game in teaching vocabulary.

Based on the statement above, the researcher focuses on the effectiveness of Guessing Game in Teaching Vocabulary. The conceptual framework in the research



H. Hypothesis

This hypothesis in interim answer toward the result that be expected. Base on the explanation at the chapter one. So hypothesis in the research is describe as follows:

Null Hypothesis (Ho): There is no significant difference for students in experimental class after apply Guessing Game technique to increase student's vocabulary such as Verb and Adjective with the class control. Whereas, Alternative Hypothesis (Ha) There is significant difference for students in Experimental class after apply Guessing Game to increase students' vocabulary such as Verb and Adjective with the control class.

CHAPTER III

RESEARCH METHOD

This section discusses about research design, population and sample, variable the operational definition of variable, procedure of collecting data, instrument of the research, and technique of data analysis.

A. Research Design

In this research, the researcher applied quasi-experimental design. According to Cresswell quasi experimental research was the researcher has to agree to keep the students in existing classroom while doing the research.¹ Two classes became sample in the research. Where one class was called the experimental class, while another was the control class. Both of the classes were given a pre-test and post-test. Experimental class received the treatment by using Guessing Game method. However the material teach to each group was similar. The design was presented as follows:

¹ John W. Cresswell, *Educational research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*: Third Edition, (New:Jersey:Pearson Education International, 2008).

Table.3 1. Design of the Research

Group	Pretest	Treatment	Posttest
Experiment	O ₁	X	O ₃
Control	O ₂	-	O ₄

Where:

X = Treatment

O₁ = Pretest value of experimental group

O₂ = pretest value of control group

O₃ = posttest value of experimental group

O₄ = posttest value of experimental group²

B. Population and Sample

Population is the total number of subject that should be observed in the research. The researcher get conclusion that the population will be seventh grade students of SMPN 9 Palopo, with 175 students in 2018/2019 academic years.

Sample of the research, the researcher uses total sampling. The researcher takes VII.6 as experimental class, and VII. 1 as a control class.

² John W. Creswell, *Ibid*, p. 310.

Each class consist of 34 students and the total students are 68 students. The researcher takes the students as sample because they are lack of vocabulary.

C. Variable and the Operational Definition of Variable

In this part, the researcher include dependent and independent variable.

1. Dependent variable is the increase vocabulary, where increase vocabulary is the help students to communication the other people. Without vocabulary the students can not speaking to inform their idea by easy. In addition, the increase vocabulary is influencing Guessing Game.
2. Independent variable is Guessing Game, where Guessing Game is game that can make students interesting .

D. Instrument of the Research

In this research, the researcher used vocabulary test. Where the researcher gave vocabulary Adjective, and Verb, to students, the researcher make group with use Guessing Game, to increase students vocabulary.

E. Procedure of Collecting Data

1. Pre-test

The purpose of pre-test is to know the students' prior vocabulary mastery before conducting treatment.

2. Treatment

The writer gave treatment to increase students vocabulary, the treatment is Guessing Game. Guessing Game have variation to learn vocabulary.

a. First Meeting

Researcher gave material about Verb with apply Guessing Game variation Flashcard.

- Teacher divided students consisting of some groups
- The students each group take flashcard has readied teacher,
- After that students , practice flashcard content,
- And the other groups guess, what in practice. The group which right guess got 10 point.

b. Second Meeting

Researcher gave material about word class Adjective with apply Guessing Game variation ABCD Game.

- Teacher divided students consisting of some group
- the students each group play ABCD Game.
- ABCD Game use finger, then write vocabulary from each side ABCD.

- Arithmetic until fingers stop what the word, begin practice vocabulary what's in the list of ABCD Game.

c. Third Meeting

Researcher gave material about Verb with apply Guessing Game variation ABCD Game

- Teacher divided students consisting of some group
- the students each group play ABCD Game.
- ABCD Game use finger, then write vocabulary from each side ABCD.
- Arithmetic until fingers stop what the word, begin practice vocabulary what's in the list of ABCD Game.

d. Fourth Meeting

Researcher gave material about word class Adjective with apply Guessing Game variation Flashcard

- Teacher divided students consisting of some groups
- The student each group take flashcard has readied teacher,
- After that students , practice flashcard content,
- And the other groups guess, what in practice. The group which right guess will get 10 point.

3. Post-test

The post-test would be given students treatment to learn vocabulary.

The purpose of post-test is to assess their achievement on vocabulary.

F. Technique of Data Analysis

Before analyzing the data, the researcher collected the data and analyzed them by using procedure as follow:

1. Analyzing the raw data of pretest and posttest. Each of the students correct answer got 1 and the wrong answer get 0.
2. Raw scores are converted to a set of score of maximum of 100, using following formula:

$$\text{Score} = \frac{\text{student's correct answer}}{\text{total number}} \times 100$$

For example, if the student total correct answer is 17, the score is 85 with calculated as follows:

Total correct answers are 17

Total numbers are 20

$$\frac{17}{20} \times 100 = 85(\text{ Very Good})$$

3. Classifying the score of the students into the following score classification.

The classification score for test

Grade	Score	Category
A	91-100	Excellent
B	81-90	Very good
C	71-80	Good
D	61-70	Poor
E	51-60	Very poor

4. Calculating the main score, standard deviation, frequency table and test between vocabulary achievement of the experimental and control class by using SPSS 20. For window evaluation version.

G. Hypothesis Acceptability

In addition to know whether the pre-test and post-test were significant different and also to know accepted ability of hypothesis, the researcher used the criteria of hypothesis acceptability, which is:

If $t_o > t_t =$ Reject null hypothesis

If $t_o < t_t =$ Received null hypothesis.³

³M. Subana, et.al., Statistic Pendidikan.(Edisi. 1;Bandung:CV Pustaka Setia,2000),172 s

CHAPTER IV

FINDING AND DISCUSSION

A. FINDINGS

The findings of this research were showed to discribe the result of the data that were analyzed statistically. The researcher got the data by taking students' pre-test and post-test score in both class, experimental class and control class. Tabel 1 show the result of the students' pre-test and post-test in experimental class.

1. Experimental Class

Table 4.1

Pre test and post test score of Experimental class

Sudents	Pre-test	Post-test
RD 1	35	60
RD2	45	95
RD3	35	90
RD4	30	75
RD5	35	60
RD6	35	50
RD7	30	65
RD8	40	85
RD9	35	90
RD10	30	70
RD11	30	90
RD12	35	80
RD13	30	75
RD14	30	95
RD15	35	85

RD16	35	80
RD17	50	90
RD18	40	95
RD19	25	60
RD20	35	90
RD21	30	85
RD22	50	90
RD23	35	90
RD24	30	75
RD25	25	60
RD26	35	90
RD27	50	95
RD28	35	80
RD29	30	75
RD30	35	95
RD31	40	90
RD32	50	75
RD33	45	85
RD34	35	95

Based on table 1.4, it could be seen the lowest score and the highest score from 34 students in Experimental class. The lowest score the pre test was 25 and the highest score was 50. After the resercher gave the treatment Guessing game, the resercher gave the students post test. The data showed the lowest score of the post test was 50 and the highest csore was 95.

Moreover, the following table described the frequency distribution score and the percentage of frequency from the result of the students' pre-test and post-test score in experimental class.

Table 4.2

Scoring Classification Pre test of Experimental class

NO	Score	Classification	Frequency	Percentage
1	91-100	Excellent	0	0%
2	81-90	Very good	0	0%
3	71-80	Good	0	0%
4	61-70	Poor	0	0%
5	51-60	Very poor	34	100%
Total			34	100%

The table above showed that in answering vocabulary test in pre test of Experimental class there was 0 (0%) students got Excellent category. There were 0 (0%) students got Very good category, there were 0 (0%) students got Good category, there were 0 (0%) students got Poor category, and there were students 34 (100%) students got Very poor category.

Table 4.3

Scoring Classification Post test of experimental class

	Score	Classification	Frequency	percentage
A	91-100	Excellent	6	18%
B	81-90	Very good	13	38%
C	71-80	Good	8	23%
D	61-70	Poor	2	6%
E	51-60	Very poor	5	15%
total			34	100%

The table above showed that in answering vocabulary test in post test of Experimental class there were 6 (18%) students got Excellent category. There were 13 (38%) Very good category. There were 8 (23%) students got Good category. There were 2 (6%) students got Poor category. And there were 5 (15%) students got Very Poor category. It is meant the students have good progress after giving treatment.

Table 4.4

**The Mean Score Standard Deviation of Pre test and post test in
Experimental Class**

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	34	25	50	1220	35.88	1.184	6.905
Posttest	34	50	95	2760	81.18	2.164	12.617
Valid N (listwise)	34						

Table 4.4 indicates that the standard deviation in pre test were 6.905 and in post test were 12.617. It also showed the mean score of the students in pre test were 35.88 and in post test were 81,20. The result of the table above showed that the post test mean score of students was higher than the pre test mean score of students in experimental class. It concludes that Guessing Game was effective in teaching vocabulary.

To know whether the pre test and post test were significantly different, and also to know acceptability of the hypothesis of this research, the researcher used t_{test} analysis and calculated it by using SPSS 22. The result can be shown in the table of paired sample statistic, paired sample correlations, and paired sample test. It was presented in the following tables:

Table 4.5

The Paired Sample Statistic of Pre test and Post test.

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	35.88	34	6.905	1.184
Posttest	81.18	34	12.617	2.164

The table paired statistic of pre-test and post test above indicates that value of standard deviation in pre-test was 6.905 and 12.617 in post test. Beside that, the standard error mean in pre-pest was 1.184 and 2.164 in post test. The table above also shown that mean score in pre-test was 35.88 and 81.18 in post-test.

Table 4.6

The Paired Sample Correlation

Paired Samples Correlations			
	N	Correlation	Sig.
Pair 1 Pretest & Posttest	34	.431	.011

The table paired sample correlations of pre-test above present that correlation of the students' ability before and after treatment is 0,7. It means that there was a significant correlation of students' ability increase vocabulary by Guessing game.

Table 4.7

The paired sample in pre test and post test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	45.294	11.477	1.968	49.299	41.289	23.011	33	.000

From the table samples tests, the researcher got the data that t_0 (t_{count}) = 23.011 and df (degree of freedom) = 33. According to the table the value of t_t = 1.692. It was the standard of signification 0,05 with degree of freedom (df) = 33. Base on the result, the researcher conclude that t_0 (t_{count}) was higher than t_t (t_{table}), $t_0 > t_t$.

23.011 > 1.692

Related to the t_{count} was higher than t_{table} , it meant that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It concluded that there was a significant difference in vocabulary before and after using the Guessing game. Because of that, the researcher believed the Guessing game was effective to increase vocabulary at the seventh year of SMP 9 Palopo.

2. Control class

Table 4.8

Pre test and Post Test score of Control Class

Sudents	Pre-test	Post-test
RD 1	25	55
RD2	15	50
RD3	20	45
RD4	20	60
RD5	25	50
RD6	30	75
RD7	40	70
RD8	45	70
RD9	35	50
RD10	30	60
RD11	35	50
RD12	25	55
RD13	20	45
RD14	25	55
RD15	30	60
RD16	35	50
RD17	35	55
RD18	40	65
RD19	50	50
RD20	35	75
RD21	35	80
RD22	30	60

RD23	30	50
RD24	25	55
RD25	20	50
RD26	30	45
RD27	35	55
RD28	25	45
RD29	20	50
RD30	25	45
RD31	30	60
RD32	35	50
RD33	25	45
RD34	30	60

Based on table 8.4 , it could be seen the lowest score and the highest score from 34 students in control class. The lowest score of the pre-test was 15 and the highest score was 50. After the researcher taught the students, the researcher gave the students post-test. The data showed the lowest score of the post-test was 45 and the highest score was 80.

Moreover, the following table described the frequency distribution score and the percentage of frequency from the result of the students' pre-test and post-test score in control class.

Table 4.9

Scoring Clasiffication Pre Test in Cotrol Class

NO	Score	Classification	Frequency	Percentage
1	91-100	Excellent	0	0%
2	81-90	Very good	0	0%
3	71-80	Good	0	0%
4	61-70	Poor	0	0%
5	51-60	Very poor	34	100%
Total			34	100%

The table above showed that in answering vocabulary test in pre test of Experimental class there was 0 (0%) students got Excellent category. There were 0 (0%) students got Very good category, there were 0 (0%) students got Good category, there were 0 (0%) students got Poor category, and there were students 34 (100%) students got Very poor category.

Table 4.10

Scoring Clarrification in Post Test Control Class

NO	Score	Classification	Frequency	Percentage
1	91-100	Excellent	0	0%
2	81-90	Very good	6	18%
3	71-80	Good	13	38%
4	61-70	Poor	10	29%
5	51-60	Very poor	5	15%
Total			34	100%

The table above showed that in answering vocabulary test in post test of Cotroll Class there were 0 (0%) students got Excellent category. There were 6(18%) Very good category. There were 13 (38%) students got Good category. There were 10(28%) students got Poor category. And there were 5 (15%) students got Very Poor categoryyy.

Tabel 4. 11

**The Mean Score and Standard Deviation of Pre-test and Post-test
in Control Class**

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	34	15	50	1010	29.71	1.317	7.681
Posttest	34	45	80	1895	55.74	1.623	9.465
Valid N (listwise)	34						

Tabel 11.4 indicates that the standard deviation in pre-test were 7.681 and in post-test were 9.456. It also shows the mean score of the students in pre-test were 29.71 and in post-test were 55.74. The result of the table above shows that the post-test mean score of students was higher than the pre-test mean score of students in control class.

To know whether the pre-test and post-test were significantly different, and also to know acceptability of the hypothesis of this research, the researcher used t_{test} analysis and calculated it by using SPSS 22. The result can be shows in the table of paired sample statistics, paired sample correlations, and paired sample test. It was presented in the following tables:

Table 4.12

The Paired Sample Statistics of Pre Test and Post Test

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	29.71	34	7.681	1.317
	Posttest	55.74	34	9.465	1.623

The table paired sample statistic of pre-test and post-test above indicates that value of standard deviation in pre-test was 7.681 and 9.456 in post-test. Besides that, the standard error mean in pre-test was 1.317 and 1.623 in post-test. The table above also shows that mean score in pre-test was 29.71 and 55.74 in post-test.

Table 4.13

The Paired Sample correlation in Pre Test and Post Test

		Paired Samples Correlations		
		N	Correlation	Sig.
Pair 1	Pretest & Posttest	34	.420	.013

The table paired sample correlations of pre-test and post test above present that correlation of the students' ability before and after teach is 0,7. It means that there was a significant correlation of students' ability increase vocabulary.

Table 4.14

The paired Samples in Pre test and Post test

Paired Samples Test

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pret est - Post test	-26.029	9.357	1.605	29.294	22.765	16.221	33	.000

From the table samples tets, the researcher got the data that t_0 (t_{count}) = 16.221 and df (degree of freedom) = 33. According to the gay the value of t_t = 1.692. It was the standard of signification 0,05 with degree of freedom (df) = 33. Base on the result, the researcher conclude that t_0 (t_{count}) was higher than t_t (t_{table}), $t_0 > t_t$.

16.221 > 1.692

B. Discussion

Based on result of the data analysis above shows that use Guessing Game increase students' vocabulary in posttest, it can be seen on the table before after giving treatments continually Guessing game the mean score students' experimental class was 81.18 while students' control class was teaching without using Guessing Game was 55,74. It means that after giving treatment using Guessing Game is better than teaching without using Guessing Game.

In this case, Guessing Game could interest the students in learning vocabulary. Based on the research that had been conducted, during the researcher found that Guessing Game teaching vocabulary could make the students more motivate to learn, they enjoyed and they were enthusiastic in learning teaching process. The students felt easier to remember about vocabularies. It evidence that Guessing Game could help the students to learn vocabulary.

The result on post-test was significant difference between experimental class and control class, because in experimental class used treatment Guessing game in teaching vocabulary. The game can make students enjoy, make the learning atmosphere more fun, and students who play in learning more seriously again. Meanwhile, in control class just conventional method. It can make the students score achievement taught vocabulary by using guessing game is higher that without using guessing game.

The Guessing Game is one of the team learning strategies designed that can increase students vocabulary. Cahyani (2017) Guessing game is not only easy to be implemented both by teacher and students, but also can increase the students' motivation and participation in learning process. Moreover, the students' also showed an improvement in their English ability especially their vocabulary.¹

Based on the result of data analysis, researcher concluded that Guessing Game is game which made students easy to accepted and save vocabulary with body movement which their did. Because guessing game need body movement to learnt vocabulary, because their did every time but don't know what the English they did. Guessing game is game an interesting technique but also challenging activities. In more effective than only using memorizing method. It is because game is more interesting.²

¹ Melsa Dwi Cahyani, " *Learning English Vocabulary by Using Guessing Game in the First Semester of Hotel Accommodation The Grade Students of SMK 3 Bandar Lampung*" (UIN Raden Intan Lampung 2017)

² Wright, A, Betteridge, D., & Buckby, M. " *Game for Language Learning*". Wrsst Nyak, NY: Cambridge University Press 1984.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of this research, the researcher concluded that guessing game was effective to increase students vocabulary in the eleventh grade students of SMP 9 Palopo in 2018/2019. Guessing game was really effective to use in learning and teaching process because it made students involve directly and also made students became active in learning. It could be proven by the students result of mean score in pre-test of experimental class 35,88 and the mean score of the students in post-test was 81,18. The students result of the mean score in the pretest control class 29,71 and the mean score of the students in posttest was 55,74. The mean score of posttest in experimental class was greater than posttest in control class.

B. Suggestion

Based on the conclusion above, the researcher would like put forward some suggestion as follows:

1. English teachers should be more creative in teaching and learning process in order to increase students' motivation in learning English.
2. Teachers could use various teaching techniques and teaching media, flashcards for instance, which are interesting, enjoyable and meaningful by considering various aspects such as size of class, time allocation, students' character and etc.
3. Students should be more active or have high motivation in teaching and learning process because they have important roles in achieving their success in learning.
4. All reader especially English teacher improving their quality of education.

A

P

P

E

Z

D

I

X



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO
FAKULTAS TARBIYAH & ILMU KEGURUAN
Jl. Agatis Telp. 0471-22076 Fax. 0471-325195 Kota Palopo
Email: ftik@iainpalopo.ac.id Web: www.ftik-iainpalopo.ac.id

Nomor : /In.19/FTIK/HM.01/07/2019 9 Juli 2019
Lampiran : -
Perihal : **Permohonan Surat Izin Penelitian**

Yth. Kepala Badan Kesbangpol dan Linmas
Kota Palopo
di -
Palopo

Assalamu Alaikum Wr. Wb.

Dengan hormat, kami sampaikan bahwa mahasiswa (i) kami, yaitu :

Nama : Asriani
NIM : 15 0202 0070
Program Studi : Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Tahun Akademik : 2018/2019
Alamat : -

akan melaksanakan penelitian dalam rangka penulisan skripsi pada lokasi SMPN 9 Palopo dengan judul: **"The Effectiveness of Guessing Game to Increase Students Vocabulary at SMPN 9 Palopo"**. Untuk itu kami mohon kiranya Bapak/Ibu berkenan menerbitkan Surat Izin Penelitian.

Demikian surat permohonan ini kami ajukan atas perhatian dan kerjasamanya kami ucapkan banyak terima kasih.

Wassalamu Alaikum Wr. Wb.



Dekan,

Dr. Nurdin K, M.Pd.
NIP. 19681231 199903 1 014



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

ASLI

IZIN PENELITIAN
 NOMOR : 937/IP/DPMPSTSP/II/2019

DASAR HUKUM :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 22 Tahun 2016 tentang Pendelegasian Wewenang Penyelenggaraan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : ASRIANI
 Jenis Kelamin : Perempuan
 Alamat : Jl. Cempaka Kota Palopo
 Pekerjaan : Mahasiswa
 NIM : 15 0202 0070

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

THE EFFECTIVENESS OF GUESSING GAME TO INCREASE STUDENTS VOCABULARY AT SMPN 9 PALOPO

Lokasi Penelitian : SMP NEGERI 9 PALOPO
 Lamanya Penelitian : 11 Juli 2019 s.d. 10 Oktober 2019

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo**.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.



Diterbitkan di Kota Palopo
 Pada tanggal : 11 Juli 2019
 Kepala Dinas Penanaman Modal dan PTSP

FARID KASIM JS. SH. M.Si
 Pangkat : Pembina Tk. I
 NIP : 19830309 200312 1 004

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SYG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian



PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SMP NEGERI 9 PALOPO
Alamat : Jalan Dr.Ratulangi Km.11 Kota Palopo



SURAT KETERANGAN

Nomor : 421. 3/094/SMPN.09/VIII/2019

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 9 Palopo menerangkan dengan sesungguhnya bahwa :

Nama : ASRIANI
NIM : 1502020070
Tempat /tgl lahir : Belawa Baru, 26 November 1996
Jenis Kelamin : Perempuan
Jurusan : Bahasa Inggris

Yang bersangkutan telah selesai melakukan penelitian dari tanggal 18 Juli 2019 s/d 6 Agustus 2019 pada SMP Negeri 9 Palopo, guna Penyusunan Skripsi dengan judul :

" THE EFFECTIVENES OF GUESSING GAME TO INCREASE STUDENTS VOCABULARY AT SMPN 9 PALOPO "

Demikian surat keterangan ini kami berikan pada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo, 6 Agustus 2019

Kepala Sekolah,



HDINE, S.Pd.

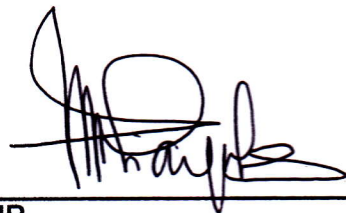
NIP. 19720412 199702 1 001

CATATAN HASIL KOREKSI UJIAN SKRIPSI

Nama : Asriani
NIM : 15 0202 0070
Jurusan/Program Studi : Ilmu Keguru/ Pendidikan Bahasa Inggris
Hari/Tanggal Ujian : Rabu / 18 September 2019
Judul Skripsi : The Effectiveness of Guessing Game to Increase Students' Vocabulary at the Eleventh Grade of SMPN 9 Palopo

1. Misspelling words, ungrammatical sentences
Writing technique
2. Problem statement
3. scope of the research
4. Treatment
5. Discussion
6. suggestion
7. Bibliography should be in alphabetical order

Pembimbing/Penguji,



NIP.

CATATAN HASIL KOREKSI UJIAN SKRIPSI

Nama : Asriani
NIM : 15 0202 0070
Jurusan/Program Studi : Ilmu Keg/ Pendidikan Bahasa Inggris
Hari/Tanggal Ujian : Rabu / 18 September 2019
Judul Skripsi : The Effectiveness of Guessing Game to Increase Students' Vocabulary at the Eleventh Grade of SMPN 9 Palopo

- Abstract : space 1
- * Problem Statement
- Treatment → use simple past
- The explanation of guessing game
- Variasi media → media lokal

Pembimbing/Penguji,



walibah

NIP.

EXPERIMENTAL CLASS



OBSERVASI



PRE TEST

GUESSING GAME WITH VARIATION FLASHCARD



The researcher show vocabulary in flashcard



the students attention their friend,
what body movement do ?



the students rise their hand, to want guess body
movement which their friend do

GUESSING GAME WITH VARIATION ABCD GAME



researcher give example to play ABCD game



the student play ABCD game

post test



Control Class



PRE- TEST

NAME : DARNITA

CLASS : VII. 6

A. Fill in the blank by using the words in the box below!

It is my grandfather today. My sister and I (1).....^{Go}.....to shopping in the mall. We (2).....^g..... a nice shirt. Then, we wrapped it in blue paper. Blue is my grandfather favorite color. My brother and I help my sister (3).....^{Happy}..... A birthday cake in the kitchen. It is a big and beautiful cake. I (4).....^H..... "Happy Birthday" on it. After that we (5).....^b..... some chocolate and a candle on the top of the cake.

Suddenly my uncle and my aunt (6).....^e..... to my house. They (7).....^a.....several bottles of soft- drink, and flower for grandfather. Then we (8).....^d..... together in the living room. Finally, grandfather blow the candle and cut cake while we are (9).....^G..... A happy birthday' song for him. After giving each of us a piece of cake, he open the present. He talk us that he like the present, and he is very (10).....ⁱ.....

B:3
S:7

- a. Bring
- b. Pay
- c. Singing
- d. Bay
- e. Go
- f. Happy
- g. Sit
- h. Come
- i. Make
- j. Write

B. Choose the correct answer by crossing (x) a, b, c, or d!

1. The man When he want to market

- a. Comes
- b. Builds
- c. Falls
- d. Chooses



2. Baby girl her fingers in the living room

- a. Drinks
- b. Feeds
- c. Bites
- d. Beats



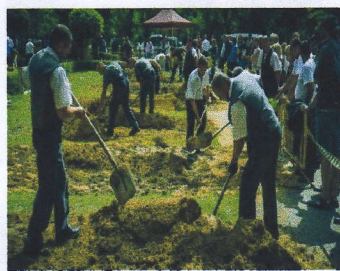
3. Amir and Rahmat because Amir broke Rahmat's Toy

- a. Fight
- b. See
- c. Draw
- d. Catch



4. Part of the people in the park for grow tree

- a. Do
- b. Dig
- c. Cut
- d. Let



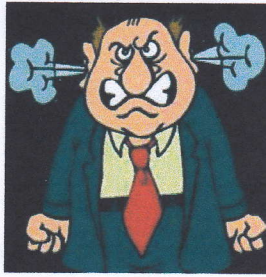
5. Sila and her friend when they take picture

- a. Lead
- b. Leap
- c. Run
- d. Sweep



6. The man is Because he is trick by his friend

- a. Sad
- b. Shy
- c. Angry
- d. Satisfied



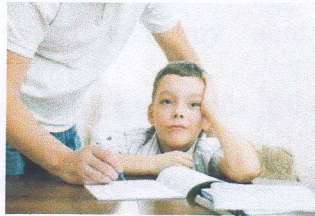
7. The woman is Because she is just alone to do her work

- a. Glad
- b. Bored
- c. Dumb
- d. Eager



8. The boy is..... To do homework

- a. Lazy
- b. Tired
- c. Nervous
- d. Sick



B:4
S:6

9. The woman is when the man talk about his work

- a. Sad
- b. Upset
- c. Sleepy
- d. Polite



10. The child is When she look at the people fight the her in front of

- a. Scared
- b. Shy
- c. Silly
- d. Serious



POST TEST

Name *Dinarti*

Class *VII.6*

A. Fill in the blank by using the words in the box below!

B = 6
S = 4

Cinderella

Once upon a time, there was a girl named Cinderella. She (1) *want* with her bad stepmother and two stepsister. She had to do all the household. On day the king invited all the ladies in the kingdom went to a ball in the place. He (2) *go*..... To found the prince wife. The stepsister (3) *live* To a ball with their mother. Cinderella left alone. Then the fairy came. She (4) *leave* Cinderella a coach, two horses, and shoes. She gave Cinderella a beautiful dress to wear to the ball. She (5) *dance* to Cinderella (6) *Fall* before 12.00 a.m. At the ball Cinderella (7) *Give*.. With the prince. The prince (8) *Tell* in love with her. Then Cinderella run home and the glass shoes (9) *Go home* at the ball. The prince sad and couldn't find Cinderella again. The next day the prince want to all kingdom to search the owner of the shoes. Finally, they came to Cinderella house. The glass shoes fit he. The prince was very happy. They (10) *Come*.. Married and lived happy ever after.

- Come
- Want
- Tell
- Go Home
- Dance
- Give
- Live
- Go
- Fall
- Leave

B. Choose the correct answer by crossing (x) a, b, c, or d !

1. Rika is a girl, so many boys like her.

~~x~~ Beautiful

b. Bad ✓

c. Crazy

d. Fool

2. I have a dog in my house

~~x~~ Cold

b. Funny ✗

c. Polish

d. Rude

3. Lisma is very So, she needs food

a. Old ✓

b. Full

c. Late

~~x~~ Hungry

4. Aditiya is a boy, so many girls fall in love

a. Nervous ✓

~~x~~ Handsome

c. Homesick

d. Proud

5. Superman is the most hero

a. Rich

b. Shy

c. Slow ✓

~~x~~ Strong

6. My mother is look at my young brothers fight

- a. Angry
- ~~f~~ ~~b. Sleepy~~
- c. Happy
- d. Busy

7. Nabila is If she do not homework

- a. Girlish
- ~~f~~ ~~b. Shy~~
- c. Stingy
- ~~x~~ ~~d. Sick~~

B = S
S S

8. Asma is In the class if we not study

- a. Talkative
- ~~x~~ ~~b. Dangerous~~
- ~~f~~ ~~c. Dumb~~
- d. Afraid

9. My teacher is if I and my friends do not homework

- ~~f~~ ~~a. Bored~~
- b. Brave
- c. Up set
- ~~x~~ ~~d. Glad~~

10. Lina and amel are looked..... in the school

- a. Beautiful
- ~~f~~ ~~b. Absent~~
- c. Cold
- d. Handsome

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Status Pendidikan	:SMPN 9 Palopo
Mata Pelajaran	:Bahasa Inggris
Kelas	:VII (Tujuh)
Tahun Pembelajaran	:2019/2020
Alokasi Waktu	:2x pertemuan
Topik	: Verb

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong) santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkuan pergaulan dan keberadayaan.
3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengelola dan menyaji dalam rana konkret(menggunakan, mengurai, merangkai, memodifikasi, dan membuat) sesuai yang di pelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
4.5 Meyusun teks interaksi transaksional lisan dan tulis sangat pendek yang sederhana melibatkan tindakan member dan meminta informasi terkait tindakan seorang dengan memperhatikan fungsi social, struktur teks dan unsure kebahasaan teks.	4.5.1 Menyajikan informasi terkait fungsi bahasa dan unsure kebahasaan dalam membuat kosa kata. 4.5.2 Menulis kosa kata terkait kata kerja dengan flashcard. 4.5.3 Meminta dan memberi pendapat pada teman kelompoknya mengenai Guessing Game untuk menebak kosakata tentang kata kerja.

C. Tujuan Pembelajaran

Pada awal dan akhir pembelajaran, siswa diharapkan dapat:

- Mengidentifikasi kosakata (kata kerja).
- Menebak dan menulis kosakata yang diperagakan oleh kelompok lain.

D. Materi Pembelajaran

1. Kata kerja

- | | | |
|---------|-----------|---------|
| ➤ Dance | ➤ Take | ➤ Blow |
| ➤ Drive | ➤ Fight | ➤ Jump |
| ➤ Bring | ➤ Run | ➤ Sleep |
| ➤ Eat | ➤ Close | ➤ Write |
| ➤ Sit | ➤ Cheat | ➤ Read |
| ➤ Fall | ➤ Breathe | ➤ Speak |
| ➤ Cut | ➤ Draw | ➤ Fly |

E. Metode Pembelajaran

Pendekatan : Scientific Learning atau 5 M (Mengamati, Menanya, Mengumpulkan informasi, Mengasosiasi, dan Mengkomunikasikan).

Model Pembelajaran : Grouping

F. Media dan Bahan

Media dan bahan pembelajaran

- Papan tulis
- Spidol
- Flashcard

G. Langkah-langkah Pembelajaran

Pertemuan (2x40 menit)	Waktu
<p>Kegiatan Pendahuluan / Awal</p> <p>Guru :</p> <p>Orientasi :</p> <ul style="list-style-type: none">➤ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.➤ Memeriksa kehadiran peserta didik sebagai sikap disiplin.➤ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Motivasi :</p> <ul style="list-style-type: none">➤ Memberikan gambaran tentang manfaat mempelajari yang akan dipelajari.➤ Apabila materi/tema ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat	10 menit

<p>menebak kosakata melalui game.</p> <p>➤ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.</p> <p>Pemberian Acuan :</p> <ul style="list-style-type: none"> ➤ Memberitahukan materi pembelajaran yang akan dibahas pada pertemuan saat itu. ➤ Memberitahukan tentang kompetensi inti, kompetensi dasar, indicator pada pertemuan yang berlangsung. ➤ Pembagian kelompok belajar ➤ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langka pembelajaran. 		
Kegiatan Inti		
Saintifik Metode Pembelajaran	Kegiatan Pembelajaran	60 menit
Mengamati (Observasi)	<p>Peserta didik diberi motivasi untuk memusatkan perhatian pada topic</p> <ul style="list-style-type: none"> • Kata kerja (Verb) Dengan cara: Melihat kosakata, dengan permainan flashcard. <ul style="list-style-type: none"> a. Peserta didik dibagi menjadi 5 kelompok. b. Peneliti memperlihatkan flashcard yang disiapkan sebagai bahan ajar. c. Setiap kelompok diminta untuk menebak gerakan yang diperagakan oleh kelompok lain. d. Masing-masing kelompok diberikan waktu 7 menit untuk mendiskusikan sam teman kelompoknya, gerakan apa yang di peragakan oleh kelompok 	

	<p>lain.</p> <p>e. Peneliti akan memberikan point kepada kelompok yang bias menebak gerakan, yang diperagakan oleh kelompok lain.</p>	
<p style="text-align: center;">Kegiatan Penutup</p> <p>Peneliti:</p> <ul style="list-style-type: none"> ➤ Menanyakan kesulitan siswa dalam belajar kosakata melalui Guessing Game ➤ Menyimpulkan materi. <p>Penilain:</p> $\text{Score} = \frac{\text{student's correct answer}}{\text{total number}} \times 100$ <p>Catatan:</p> <p>Selama pelajaran berlangsung, peneliti mengamati sikap siswa dalam pembelajaran yang meliputi sikap disiplin, rasa percaya diri, berperilaku jujur, tanggung menghadapi masalah tanggung jawab, rasa ingin tahu dan peduli lingkungan.</p>		<p>10 menit</p>





RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Status Pendidikan :SMPN 9 Palopo

Mata Pelajaran :Bahasa Inggris

Kelas :VII (Tujuh)

Tahun Pembelajaran :2019/2020

Alokasi Waktu :2x pertemuan

Topik : Adjective

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong) santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkuan pergaulan dan keberadayaan.
3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengelola dan menyaji dalam rana konkret(menggunakan, mengurai, merangkai, memodifikasi, dan membuat) sesuai yang di pelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
4.5 Meyusun teks interaksi transaksional lisan dan tulis sangat pendek yang sederhana melibatkan tindakan member dan meminta informasi terkait tindakan seorang dengan memperhatikan fungsi social, struktur teks dan unsure kebahasaan teks.	4.5.1 Menyajikan informasi terkait fungsi bahasa dan unsure kebahasaan dalam membuat kosa kata. 4.5.2 Menulis kosa kata terkait kata sifata dengan ABCD game 4.5.3 Meminta dan memberi pendapat pada teman kelompoknya mengenai Guessing Game untuk menebak kosakata tentang kata sifat

C. Tujuan Pembelajaran

Pada awal dan akhir pembelajaran, siswa diharapkan dapat:

- Mengidentifikasi kosakata (kata sifat).
- Menebak dan menulis kosakata yang diperagakan oleh kelompok lain.

D. Materi Pembelajaran

1. Kata sifat

- | | | |
|---------|-------------|------------|
| ➤ Angry | ➤ Sad | ➤ Deaf |
| ➤ Blind | ➤ Scared | ➤ Strong |
| ➤ Bored | ➤ Sleepy | ➤ Hungry |
| ➤ Busy | ➤ Talkative | ➤ Jealous |
| ➤ Coy | ➤ Tired | ➤ Happy |
| ➤ Crazy | ➤ Thirsty | ➤ Proud |
| ➤ Shy | ➤ Cold | ➤ Grateful |

E. Metode Pembelajaran

Pendekatan : Scientific Learning atau 5 M (Mengamati, Menanya, Mengumpulkan informassi, Mengasosiasi, dan Mengkomunikasikan).

Model Pembelajaran : Grouping

F. Media dann Bahan

Media dan bahan pembelajaran

- Papan tulis
- Spidol
- ABCD game

G. Langkah-langka Pembelajaran

Pertemuan (2x40 menit)	Waktu
Kegiatan Pendahuluan / Awal Guru : Orientasi : <ul style="list-style-type: none">➤ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.➤ Memeriksa kehadiran pesrta didik sebagai sikap disiplin.➤ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. Motivasi : <ul style="list-style-type: none">➤ Memberikan gambaran tentang manfaat mempelajari yang akan dipelajari.➤ Apabila materi/tema ini dikerjakan dengan baik dan	10 menit

<p>sunggu-sunggu, maka peserta didik diharapkan dapat menebak kosakata melalui game.</p> <p>➤ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.</p> <p>Pemberian Acuan :</p> <ul style="list-style-type: none"> ➤ Memberitahukan materi pembelajaran yang akan dibahas pada pertemuan saat itu. ➤ Memberitahukan tentang kompetensi inti, kompetensi dasar, indicator pada pertemuan yang berlangsung. ➤ Pembagian kelompok belajar ➤ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langka pembelajaran. 		
Kegiatan Inti		
Saintifik Metode Pembelajaran	Kegiatan Pembelajaran	60 menit
Mengamati (Observasi)	<p>Peserta didik diberi motivasi untuk memusatkan perhatian pada topic</p> <ul style="list-style-type: none"> • Kata sifat(Adjective) Dengan cara: Melihatkan kosakata, dengan permainan ABCD game . a. Peserta didik dibagi menjadi 5 kelompok. b. Peneliti memperlihatkan ABCD game yang disiapkan sebagai bahan ajar. c. Setiap kelompok diminta untuk menebak gerakan yang diperagakan oleh kelompok lain. d. Masing-masing kelompok diberikan waktu 7 menit untuk mendiskusikan sama teman kelompoknya, 	

	<p>gerakan apa yang di peragakan oleh kelompok lain.</p> <p>e. Peneliti akan memberikan point kepada kelompok yang bias menebak gerakan, yang diperagakan oleh kelompok lain.</p>	
<p style="text-align: center;">Kegiatan Penutup</p> <p>Peneliti:</p> <ul style="list-style-type: none"> ➤ Menayakan kesulitan siswa dalam belajar kosakata melalui Guessing Game ➤ Menyimpulkan materi. <p>Penilaian:</p> $\text{Score} = \frac{\text{student's correct answer}}{\text{total number}} \times 100$ <p>Catatan:</p> <p>Selama pelajaran berlangsung, peneliti mengamati sikap siswa d alam pembelajaran yang meliputi sikap disiplin, rasa percaya diri, berperilaku jujur,tanggung menghadapi masalah tanggung jawab, rasa ingin tahu dan peduli lingkungan.</p>		<p>10 menit</p>