THE EFFECTIVENESS OF GUESSING GAME TECHNIQUE TO IMPROVE STUDENTS VOCABULARY MASTERY

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ABSTRACT

This research aimed to find out the improvement of students' vocabulary mastery by using guessing game. The researcher used the pre-experimental research. The researcher had conducted a treatment, which consisted of fourth meetings. The population of this research was the tenth grade of SMK Bina Umat in the academic year 2021/2022 . The researcher used guessing game. The researcher is instruments that were used in collecting the data are; pre-test, post-test and questionnaire. The results showed that class TKJ 1 SMK Bina Umat had a bad pre-test mean score of 44, after treatment using the guessing game, the student's mean score increased significantly to 7.9 in post-test. The use of this method is very effective in improving students vocabulary mastery, the researcher found that the t-observed value was higher than that of the t-table (17.6 > 2.093), therefore HO (Null Hypothesis) was rejected and HaI (Alternative Hypothesis) was accepted, stating that there is significant difference in the students mean scores before and after the treatment using Guessing Game Technique. This can be concluded that the use of guessing game can significantly improve the student's vocabulary mastery.

Keywords: vocabulary, guessing game, Pre-Test, Post-Test

INTRODUCTION

Along with the development of globalization, English is now considered as the most functional international language because it is considered as one of the most popular and applicable international mandatory languages. Most of the world community "agreed" That English is the main link in introducing culture, economy and politics. So that it becomes commonplace when the urgency of English, especially in the world of education, starting from the most basic level to higher education begins to increase. English is now seen as the main prerequisite for every human being in a country to reach the world.

In learning a foreign language, vocabulary plays an important role. It is one element that links the four language skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. Vocabulary is important for the students to support their four language skills (David, 1991:9). It means that if the students master in

vocabulary, it will make the students easier in learning English language. The acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledgeable transferred for a better life.

Senior high school is one level of education that needs to be intense in learning vocabulary. Normally, in curriculum, there is a core and basic compentence and goal that defines that in second grade of senior high school students, the students must achieve 3000 words of vocabulary. But On the other hand, many students still lack of vocabulary. Situation getting terrible when the area of the senior high school not using English as a main language. Teacher must be spend more effort to teach, one of them with unique strategy.

On the other hand, in mastery English we must learn vocabulary first. Based on P. Bintz in his journal explained that learning vocabulary is fundamentally about learning definition of words. The learners have to master English vocabularies before mastering English. They will not be able to express their fell clearly if they do not master vocabulary before. There are many ways to improve the learners vocabulary but as a teacher we must be able to choose good technique to teach them. To make the learners or students feel interested in learning vocabulary and make them easy to improve their vocabulary the teachers have to use good technique in teaching. It means that the techniques here are all those activities that contain of fun and games activities.

There are so many kinds of games that can be used by the teacher, such as guessing game. Guessing game is a kind of game to play, that include interactions among of group of people. This is support by many experts, such as Harmer (1998) states "guessing game is activity that includes interactions between individuals or groups aspiring to prescribe aims".

Based on the background above, the researcher chooses the little "The Effectiveness of Guessing Game Technique to Improve Students Vocabulary Mastery" fot first grade students of senior high school.

THEORETICAL FOUNDATION

Concept of Teaching Vocabulary

Vocabulary is important in learning language because without vocabulary the learners cannot communicate to other people. The quality of students' language depends on to the extent of their vocabulary knowledge. Vocabulary as a symbol of ideas should be at the center of language teaching. A teacher should give the best facility learning and attention in teaching vocabulary.

There are various ways to teaching vocabulary but there is no single best way for teaching vocabulary. Philips (1993:68) in Rohmah (2011) explains that "vocabulary is best learned when the meaning of the word(s) is illustrated, for example by a picture, an action, or a real object". The children should then meet and use the word(s) in relevant contexts, in order to „fix" them in their minds. This helps establish their relationship to other words, so that a vocabulary network is built up. According to Celce and Murcia (2001. p: 285) vocabulary learning is a central to language acquisition whether the language is first, second, or foreign.

Based on the explanation above, it can be said that the English teacher should be able to choose and use appropriate technique that is suitable to attract students attention and encourage them to know the form and the meaning of the words simultaneously.

Concept of Learning Vocabulary

Learning vocabulary is likely to be one of the biggest challenges that student will face in their studies. Among all language skills vocabulary learning is as significant in language learning as its challenging. As Wilkins puts it without grammar very little can be conveyed; without vocabulary nothing can be conveyed (Wilkins, 1972). Vocabulary is central to language and of critical importance to the typical language learners Lack of vocabulary knowledge will result in lack of meaningful communication (Boyd Zimmerman, 1997).

Moreover, learning vocabulary of foreign language presents the learner with several challenges. As stated in Harmer (2002: 2), the challenges are making the correct connections, understanding the foreign language between the form and the meaning of words, and discriminating the meanings of closely related words.

Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. Further, Thornbury (2002: 2) states that the condition should help learners to acquire a critical mass of words to use in both understanding and producing language

Vocabulary mastery is important in learning English. If we have much vocabulary, we can also have good English skills because vocabulary is the basic in learning English. We need vocabulary when we want to speak, read, listen, and also write something.

Vocabulary Teaching in Senior High School

Teaching English vocabulary to Senior High School students needs an extra work and appropriate teaching method which is adjusted to the students" need. Teaching English to Senior High School students are categorized as teaching English to teenager because their average ages are teens. So it is different from teaching English to adult learners. According to Brown (2002:91-92), teenagers have special characteristics. First, the operational thought of the teenagers is increasing. They can solve the problems with logical thinking. Second, attention spans of the teenagers are lengthening. This is as a result of intellectual maturation of the teenagers. Third, the teenagers still need varieties of sensory input. Other characteristics of the teenagers are they have a very high ego and self-image and are very sensitive. The last characteristics of the teenagers are they are more and more becoming adult like, so the teachers have to be careful in teaching them. Teenagers are easy to get bored with the lesson compared with adult learners. They need colorful pictures and information that are relevant with their world.

Games

Richard and Schmidt (2002: 580) argue that game is an organized activity that usually has the following properties such as: a particular task or objective, a 25 set of rules, competition between players, and communication between players by spoken or written language. Byrne in Deesri (2002:1) gave the definition to games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game.

Paul (2003: 49-50) expresses that games supply a nonthreatening environment for coping with new learning. When the learners are having fun, they 28 are likely to accept risks, make mistakes without having feeling of failure, and try to solve their initial feelings and use it in their daily life.

From the definitions above, Game is very simple way to make students interest in English classroom. The learning process by playing games can provide more interactive English learning atmosphere so that it is expected to improve the ability of students in vocabulary development.

Concept of Guessing Game

Guessing game is a kind of game to play, that include interactions among of group of people. This is support by many experts, such as Philip (2003) states that the children read a text that is mostly in their first language but has some English words mixed into it. They use the context to guess the meaning of English words. It can be a tool to introduce, review, and reinforce new vocabulary to the students. It can make the students to be more memorizing the words. It is clear that guessing game is a good technique in teaching vocabulary in the class to make the learners or students fun in studying and make them be easy to improve their English vocabulary.

According to Klippel (1994:13) "The basic rule of guessing games is eminently simple; one person knows something that another one wants to find out". In addition, according to Merriem Webster (1986:1008)," Guessing games is game in which the participates compete individually or team in the identification of something indicate obscurely (as in riddles or charades)". Wright and Buckby (1983) say," Essentially, in guessing games and speculating game, someone knows something and the others must find out what it is.

Moreover Harmer (1998) states "guessing game is activity that includes interactions between individuals or groups aspiring to prescribe aims". Based on this statement guessing game is the interaction of among of people to prescribe aims. In other ways Haldfield (1999) states "games is an activity with rules, a goal and element of fun". Based on this opinion game is the activity that has a specific rules, and fun.

Based on theories above, it can be concluded that that guessing game is a simple game where the students can guess something in which a person or a participant competes individually or groups to identify or to find out it. Guessing game can be used as a tool to convey much new vocabulary. It can make the students interested in vocabulary and help the students to memorize the vocab

The Procedure of Use Guessing Game Technique

The goal of learning vocabulary is to make students master the material of vocabulary and make the students to be able to use the words with find the meaning of words. According to Case, guessing game is a game in which the object is to guess some kinds of information, such as: a word, a phrase, a title, and the location object.

According to Wright (2006: 105) there are some procedures to apply guessing game technique in the classroom, it can be seen below:

1. The teacher divides the class into teams of about seven or eight.

2. The teacher asks one learner from one team to take a word card and to draw on the board what is on the card in no more than ten seconds.
3. Allow the artist"s team to call out what they think the drawing represents.
4. Award points accordingly. If they are correct on their first try, the artist"s team gets three points; if they are correct on their second try, they get two points; on their third try, one point. You must be the referee. If the called out word is not exactly the same as the word on the card you might still decide to award the points.
5. If the artist"s team fails to guess the word after three attempts, give the other team a try and award them with one point if they guess correctly.

Here are some of the procedures in apply guessing game technique in the classroom according to Herault:

a. Divide the class into two groups. Have each of these groups sit together and tell them they must come up with a team name.
b. Tell each team that they must select a teammate to go to the front of the classroom and face their team. Explain both teams that you will be giving their selected teammate a secret word that can be anything.
c. This person can say only 2 words, YES or NO.
d. Each team will then rotate asking questions to their teammate who is standing at the front of the classroom. They will continue to ask questions until one of the teams has correctly guessed their respective word.
e. The winning team will get three options:
   • They can make the other team come to the front and sing a song in English.
   • They can make the other team come to the front and do 20 jumping jacks.
   • They can leave the classroom first and the losing team must wait to leave until each person from the winning team has left the classroom.

Based on the procedure of playing guessing game above, it can be concluded that, there are many ways to apply the guessing game, the teacher just need to adapt the games based on the situation on the class and students.

RESEARCH METHODOLOGY

Research Design

In this research, the researcher will use Pre-experimental design as a research method. Pre-experimental design is the simplest form of research design. In a pre-experimental either a single group or multiple groups are observed subsequent to some agent or treatment presumed to cause chance. The researcher will use the type of Pre-experimental design of One-group pretest-posttest design. Where, a single group is observed at two time points, one before the treatment and one after the treatment. The researcher will used one class as experimental class for pre-test, post-test and questionnaire.

Research Subject

The subject of the research is the tenth grade of SMK Bina Umat Majalaya. Population is Ten grade of SMK Bina Umat Majalaya in academic year 2020/2021, having two classes. each has 20 students, so the total is 40 students. Sample from the two classes, one class is taken

randomly as the sample. The choice falls into class X-TKJ 1 that has 20 students. So, the samples are 20 students.

Research Object

The Object of this research are developing students vocabulary mastery and guessing game.

Research Instruments

There are two instruments which we will be used to get the data, namely tests (pre-test and post-tests) and questionare. In collecting the data, the researcher will use two instruments, namely test and questionnaire. The test is divided into two, those are pre-test and post-test.

1.   Pre-Test :

Pre-Test is to find out the basic data of the students understanding in vocabulary mastery. This test is given to the students before the treatment of using guessing game to improve students vocabulary mastery.

2.   Post-Test :

Post-Test is the last program to find out the effectiveness of guessing game in improving students vocabulary. It is to examine whether or not there is significant difference between before and after treatment through guessing game.

3.   Questionnaire :

This study is use to know the students responses toward the learning process through guessing game in teaching to improve students vocabulary mastery. It is given after post-test.

The Procedure of The Research

In get the data in this research, the researcher carries out some steps. Here are the steps:

1. Giving the students a pre-test and collecting the data;
2. Collecting the data from the pre-test;
3. Giving the treatment using guessing game in teaching descriptive text;
4. Giving the students a post-test;
5. Collecting data from the post-test;
6. Processing or analyzing the data of pre-test and post-test (using t-test for dependent group);
7. Interpreting the value of t-test;
8. Interpreting the result of the data computation;
9. Giving questionnaire to students;
10. Processing the data of questionnaire;
11. Interpreting the result of data questionnaire;
12. Answering the research questions and testing the research hypotheses; and
13. Drawing conclusion.

The Data Analysis

The Test

The data obtained from the test will be processed using the formula *t-test* for dependent or one group pre-test and post-test. The researcher will collect the data to be analyzed using *t* formula for dependent or one group pre-test and post-test to find the effectiveness of using Guessing game technique to improve vocabulary mastery.

The formula for Dependent *t-test* :

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D^2)}{N}}{N(N-1)}}}$$

➤ The Explanation :

1. $\overline{X_1}$ = The mean of the pre-test scores.
2. $\overline{X_2}$ = The mean of the post-test.
3. $\sum D^2$ = The sum of the squares of the differences between the pre-test and the post-test scores.
4. $(\sum D^2)$ = The squares of the sum of the differences between the pre-test and the post-test scores.
5. N = The number of pairs of scores
6. DF = The degree of freedom
7. $DF = N - 1$

FINDING AND DISCUSSION

There are two purpose in this research, firstly to know the effectiveness of using Guessing game technique in improving students' vocabulary mastery, and secondly to find out the students' response toward the use Guessing game technique as the alternative strategies to improve students' vocabulary.

The research was held at SMK BINA UMAT MAJALAYA on September the 3th, 6th, 8th, 9th, 10th, and 11th. The researcher chose X-TKJ 1 which consists of 20 students as the sample for the research. Then the researcher utilized Pre – Experimental method to implement the research. To obtain the data, the researcher applied one group pre-test and post-test design and questionnaire as the instruments. The results of the pre-test, post-test and questionnaire. In this research, the researcher did experimental teaching for six meetings. The allocation time for each meeting was 60 minutes. But, before the researcher taught the students in the class, the researcher met with the teaching staff or English teacher to know the situation and condition of the school environment. The researcher explained to them the aim of doing this research. The description of the experimental teaching will be explained bellow:

The Pre-test

a. First Meeting (Friday, 3 September 2021)

In the first meeting, the researcher entered the class with English teacher. Then, the researcher checked the students' attendant list by calling their names 20 one by one to know them closely and doing selfintroduction. After some minutes, the researcher explained about

the material and media that the students would be going to learn and use during teaching learning process. Next, in order to know the students' ability in vocabulary, the researcher gave the pre-test. In the pre-test, the students of X TKJ 1 were answer some questions about 40 questions, there were consist 30 questions for Multiple Choice, and 10 questions for fill in the blank.

According to the test result, the 20 students obtained the various scores, from the lowest to highest. The lowest score was 30 achieved by 2 students and the highest score was 66 achieved by 1 student. Meanwhile the mean of Pre-test was 44 it means that the Pre-test score is still under the minimum of criteria, where the minimum criterion mastery of English Subject is 70. Therefore, their vocabulary mastery must be improved and practiced. The treatment was implemented by meetings in the classroom during English Subject in the school.

The Treatment

When the research was applied in SMK BINA UMAT MAJALAYA, the research combined the main lesson of the school and the research lesson. The English teacher of X TKJ 1 told that the main lesson must be given to the students. After adjusting the material in the syllabus, and the lesson plans that the English teacher uses, the material of Descriptive text about person was at the last of first semester. So the researcher got the opportunity to did the research and overview of the Descriptive text materials to the students with given the treatment based on the strategy that uses by the researcher. The treatment was implemented in four meetings during 6th, 8th, 9th, and 10th August 2021. Then, the researcher would like to explain the following treatment:

1. **First Treatment**

The first treatment was held on Monday, August 6th 2021 at 8.30 – 10.00. The researcher and the students meeting in the classroom to did the treatment. In this meeting, the researcher began to explain the purpose of the test and also the lesson material about Descriptive text. The researcher provided the example of Descriptive text about person. This meeting focused to understand and comprehend describes person words. After that, the researcher explained about Guessing game technique to the students in order to help them in learning Vocabulary especially in vocabulary Descriptive text. After that, the researcher began to implement the learning technique of Guessing game, the researcher gave an example of video about guessing game. Then, the researcher instructed students one students going to a guessing game in front of class. One student as a guesser and the other gave a clue. The game was " who i am", the researcher gave one of student's names to student's in charge of providing clue, and one student as guesser had to guess who his friends were referring to. At the first implementation of the strategy, the researcher found that many of the students got difficulty to find Verb and Adjective to described their friend.

2. **Second Treatment**

The second treatment was conducted on Wednesday, September 8th 2021 at 13.00 – 14.00. In this meeting we kept meeting in the classroom to doing second treatment. The researcher briefly reviews the previous material to recall what has been learned. After that, the researcher divided students into several groups, each group containing 5 people. After that, the researcher instructed each group takes turns to come forward to guess with their partner. The researcher used the theme "Guessing of cartoon character". The researcher gave some picture of cartoon

character and some sticky notes which contain descriptive sentences that refer to that, for example of the sentence were "his body is square", "he lives in pineapple house". One of student as guesser and his partners gave a clue by choose sentence in sticky notes. At the second implementation of the strategy, the students have difficulty in found the correct sentence for the cartoon character. However, with the guidance and direction from the researcher, students could be completed the game.

3. **Third Treatment**

The third meeting was held on Thursday, September the 9th 2021 at 8.30 – 10.00. In this meeting, the researcher were did the same treatment where students learn in group. The researcher divided students into several groups, each group containing 4 people. The researcher gave some picture of idol. For third treatment, one of student as a guide gave some clue used body gesture while his other friends were guessers which they had to say the sentence after clue. At the third implementation of the strategy, students have started to get used to working in groups and to found the correct sentence to guessing of idol. It can be seen from the results that their easy to guess the idol. In the last, the researcher asked the students to prepare made a group each group consist 4 people and each group prepared two pictures of their idol for the next treatment material.

4. **Fourth Treatment**

The last treatment was held on Friday, September the 10th 2021 at 13.00 – 14.00. In that treatment, the researcher instructed one group to come forward in front of the class while take their picture of idol and the other groups playing as guesser. For fourth treatment, students were not given sticky notes or used body gesture, they were given the freedom to search and choose the right word to guess the idol character. After the whole group takes turns coming to the front of the class, it could be concluded that the students enjoy and can described the idol using their vocabulary mastery.

The Post-test

The Post-test actually was implemented at the six meeting on Saturday, September the 11th 2021. The Post-test was done after the students received several lessons and treatments to improve their vocabulary mastery especially in learning Descriptive text. The purpose of Post-test was to measure their vocabulary mastery by using Guessing game after the treatment. The test was as same as the Pre-test which done in first meeting, they were answer some questions about 40 questions, there were consist 30 questions for Multiple Choice10 questions for fill in the blank.

According to the result is the 20 students obtained the various scores, from the lowest to highest. It can be seen that the lowest score was 63 achieved by 1 student and the highest score was 94 achieved by 1 student from the same student. Meanwhile the mean of Pos-test was 79.5. It means that the students' vocabulary mastery have a significant result after the treatments using Guessing game. Therefore, in order to find out the effectiveness of Guessing game for improve vocabulary mastery, the researcher compute the score in the following steps below:

The Calculation of both Pre-test and Post-test

From the result score of Pre-test and Post-test, the researcher calculates the data. From the data, the researcher compute the score by applying the *t*-test.

- Interpreting the result of calculation.

According to the result above, the obtained value after computing the t-observed is 17.6. The value of t-table is gained from degree of freedom (df), the formula used is df = N-1, where N is number of respondents, so df= 20 – 1 = 19 at the level of significance of .05 for two tailed test are 2.093. It means that the t-observed is higher that t-table (17.6 > 2.093). Therefore, Ha is accepted and Ho is rejected. This also means that there is a significant different in students' scores before and after the treatment using Guessing game. So, the use of Guessing game to improve vocabulary mastery is effective in X TKJ 1 SMK Bina Umat Majalaya.

The Questionnaire

The questionnaire is purposed to answer the second question in chapter 1,"What are the students' responses of the use Guesssing game to improve student's vocabulary mastery?" To answer the question, the questionnaire is administrated to the experimental group after the Post-test session. It identifies the students' perception to improve their vocabulary mastery especially using Guessing game. Apparently, some students from X TKJ 1 SMK Bina Umat Majalaya are interested in learning especially in learning English, especially in learning vocabulary. Some of them also state that learning vocabulary using Guessing game can help them to improve their vocabulary mastery. In the other hand, by using Guessing game they are able to gain new vocabulary, knowledge about the topic which is about the descriptive of person, and also can help students to develop their ideas. By work in groups can improve their collaboration. It means that it can improve their vocabulary mastery. The students seem to be interested in learning about Descriptive text even though in this situation.

Based on the basis of the questionnaire, the researcher gained the responses towards the first statements. 30% of students strongly agree that they fun in learning English, 70% of students agree that they fun in learning English.

The second statement shows that 10% of the students strongly agree that they love learning English, 80% of the students agree that they love learning English, and 10% of the students disagree that they doesn't love learning English.

Next, the third statement shows that 15% of the students strongly agree that learning English language is easy, 35% of the students agree that learning English language is easy, and 50% of the student disagree that learning English language is easy. It means that, most of them got the difficulty in learning English.

For the forth statement, shows that 60% of the students strongly agree that Learning English is really important to support their career in the future, 30% of the students agree that Learning English is really important to support their career in the future, and 10% of the students disagree about that statement.

Then, the fifth statement, 10% of the students strongly agree that Learning Vocabulary is fun , 90% of the students agree that learning Vocabulary is fun, .

The results of sixth statement, shows 10% of students strongly agree that they love learning English Vocabulary, 80% of the students agree that they love learning English Vocabulary, and 10% of the students disagree about that statement.

The seventh statement state that 30% of the students strongly agree that learning Vocabulary is important and 70% of the students agree that Vocabulary is important.

Then, the eighth statement shows 15% of the students strongly agree that Learning Descriptive text especially Descriptive about person using guessing game is easy, 60% of the students agree that Learning Descriptive text especially Descriptive about person using Guessing Game is easy, 15% of the students disagree with that statement, and 10% strongly disagree with that statement.

Next, the ninth statement shows that 5% of the students strongly agree that Learning Vocabulary is easy, 65% of the students agree that Learning Vocabulary is easy, and 30% of the students disagree about the statement.

The tenth statement shows, 15% of the students strongly agree that learning Vocabulary using Guessing Game more easily to be applied, 70% of the students agree with that statement, and 15% disagree with that statement.

The eleventh statements shows, that 10% of the students strongly agree that learning Vocabulary using Guessing Game is enjoyable, 80% of the students agree that learning Vocabulary using Guessing Game is enjoyable, 5% of the students disagree with that statement, and 5% strongly disagree with that statement.

The result of the last statement, it shows that 20% of the students strongly agree that they like learning Vocabulary using Guessing Game, 60% of the students agree with that statement, 15% of the students disagree with that statement, and only 5% of the students strongly disagree with that statement.

The Discussion

Based on the computation results of Pre-test and Post-test, the obtained value after computing the t-observed is 17.6. The value of t-table is gained from degree of freedom (df), the formula used is df = N-1, where N is number of respondents, so df= 20 − 1 = 19 at the level of significance of .05 for two tailed test are 2.903. It means that the t-observed is higher that t-table (17.6 > 2.903). Therefore, Ha is accepted and Ho is rejected. This also means that there is a significant different in students' scores before and after the treatment using Guessing Game. So, the use of Guessing Game to improve students' Vocabulary mastery is effective in X TKJ 1 SMK Bina Umat Majalaya.

Then, the conclusion of students' responses according to the questionnaire results above is that they give positive responses toward teaching English Vocabulary using Guessing games. The first is about learning English. Based on the questionnaire above, most of the students' fun in learning English, then they think that learning English is really important an obligation for them.

The second is about Vocabulary. According to the basis of the questionnaire above, most of the students presume that learning Vocabulary is fun and half of the students presume that they love learning Vocabulary.

Next, the third about Descriptive text, most the students presume that learning Descriptive text especially descriptive about person using guessing game is easy. the students are able to describe person. But they still get difficult to finding and expressing the vocabulary. That is supported by the other statement from the questionnaire that writing Vocabulary is easy and 30% of the students presume that Vocabulary is hard.

Then the last is teaching Vocabulary text by using Guessing Game. Most of the students agree that teaching Vocabulary by using Guessing Game technique is good and easily to be applied in learning Descriptive text especially Descriptive text about person. The students feel enjoyable when implementation the treatment by using Guessing Game, and they presume that Guessing Game can help them in improving their vocabulary mastery.

CONCLUSION

This research uses Guessing Game as technique to improve students' vocabulary mastery. The strategy is really useful for student in learning Vocabulary, the ease of remembering vocabulary, and improving student's vocabulary mastery. The first is related to the significant differences in students' scores before and after treatment by using Guessing Game to improve their vocabulary mastery. The second is the responses of the students toward the learning vocabulary by using Guessing Game.

The result of the research is showing by t-test computation toward students' Pre-test and Post-test scores that the students' vocabulary mastery are significantly improve. Most of the students gain higher Post-test scores than the Pre-test. This means that the use of Guessing Game as a strategy to improve students' vocabulary mastery is effective.

Then, based on the questionnaire, the research obtains positive responses from the students in learning vocabulary by using Guessing Game, most of students agreed that use of a Guessing game could help them in mastering vocabulary, feeling enjoy and fun during the teaching and learning process, and they agree that teaching vocabulary by using Guessing Game is suitable to apply in the classroom.

Therefore, it can be conclude that the use of Guessing Game in teaching vocabulary for first grades of Vocational High School is effective, and the students give a positive responses, they are fun and interested in learning vocabulary by using Guessing Game.

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