

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING GUESSING GAME TECHNIQUE
TOWARD THE STUDENTS' VOCABULARY MASTERY
AMONG SEVENTH GRADE OF SMP N 9 METRO
IN ACADEMIC YEAR 2016/2017**

By :
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Student Number: 1293837

Tarbiyah and Teacher Training Faculty
English Education Department



STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1438 H/2017 M

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Present as a Partial Fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd)

in English Education Department

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Sponsor : Dr. Widhiya Ninsiana, M.Hum

Co-Sponsor: Ahmad Subhan Roza, M.Pd

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1438 H/2017 M**



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APPROVAL PAGE

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VOCABULARY MASTERY AMONG SEVENTH GRADE
OF SMP N 9 METRO IN ACADEMIC YEAR 2016/2017

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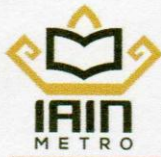
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NOTA DINAS

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Kepada yth,
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Assalamualaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosah. Thank you very much.

Wassalamu'alaikumWr. Wb

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RATIFICATION PAGE

No: *In. 20 / FTIK / D / S / 0084 / 2017*

The undergraduate thesis entitled: The Influence Of Using Guessing Game Technique Toward the Students Vocabulary Mastery Among Seventh Grade of SMP N 9 Metro In Academic Year 2016/2017. Written by Vika Rahmawati, Student Number 1293837 English Education Department, has been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on June 21nd, 2017 at 08.00-10.00.

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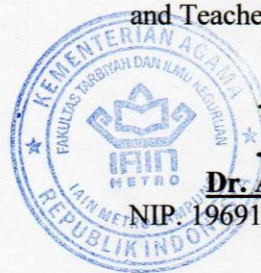
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**THE INFLUENCE OF USING *GUESSING GAME* TECHNIQUE
TOWARD THE STUDENT'S VOCABULARY MASTERY
AMONG SEVENTH GRADE OF SMP N 9 METRO
IN ACADEMIC YEAR 2016/2017**

ABSTRACT

By:

VIKA RAHMAWATI

The primary goal of this research was to investigate the influence of using *guessing game* technique toward the students vocabulary mastery. This research is quantitative research conducted at the seventh grade of junior high school 9 Metro that involves of 30 students as the samples. The technique sampling used cluster purposive sampling. In this research the data were collected by test, observation and documentation. The data were analyzed by chi-square and t-test formula.

The finding of the research indicates that there is positive and significant influence of using *guessing game* technique towards the students' vocabulary mastery, and alternative hypothesis is accepted. It is proved by the data analysis illustrating that the critical value " χ^2_{observed} " = 82,96 and " χ^2_{table} " (5%) 9,488 and 1% 13,227. The data confirmed that " χ^2_{observed} " was higher than " χ^2_{table} ". Consequently, shown the comparison of χ^2 bar with χ^2 table was: $9,488 < 82,96 > 13,227$ in 5% and 1% significance. According to the result, the students should master in *guessing game* technique to master vocabulary.

Key words: *Guessing game technique, vocabulary mastery.*

**PENGARUH PENGGUNAAN *TEKNIK GUESSING GAME*
TERHADAP PENGUASAAN KOSAKATA
SISWA KELAS VII SMP N 9 METRO
TAHUN PELAJARAN 2016/2017**

ABSTRAK

Oleh:

VIKA RAHMAWATI

Tujuan utama dari penelitian ini adalah untuk mengkaji pengaruh penggunaan teknik *guessing game* terhadap penguasaan kosa kata bahasa Inggris siswa. Penelitian ini adalah penelitian kuantitatif yang dilakukan di kelas tujuh di SMP Negeri 9 Metro yang melibatkan dari 30 siswa sebagai sampel. Teknik pengambilan sampel menggunakan cluster purposive sampling. Pengumpulan data dalam penelitian ini menggunakan tes, observasi dan dokumentasi. Teknik analisis data menggunakan rumus chi-square dan t-test.

Hasil penelitian ini menunjukkan bahwa ada pengaruh yang positif dan signifikan untuk penggunaan teknik *guessing game* terhadap penguasaan kosa kata siswa, dan H_a dapat diterima. Hal ini dibuktikan oleh analisa data yang menunjukkan bahwa nilai kritis dari $\chi^2_{\text{observed}} = 82,96$ dan χ^2_{table} untuk N 30 pada 5% level adalah 9,488 dan pada 1% level adalah 13,227. Data tersebut mengkonfirmasi bahwa χ^2_{observed} lebih dari χ^2_{table} . Sehingga hal tersebut dapat dijabarkan bahwa χ^2_{bar} dan χ^2_{tabel} adalah $9,488 < 24,68 > 13,227$. Berdasarkan hasil dari penelitian tersebut, siswa harus dapat menguasai teknik *guessing game* untuk menguasai kosakata.

Kata kunci: *Teknik guessing game, penguasaan kosakata*

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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that this undergraduated thesis is originally the result of the writer's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, June 2017



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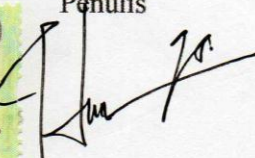
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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Juni 2017



Penulis


Vika Rahmawati
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MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١)

“Recite in the name of your Lord who created (Al-Alaq : 1)”

*The more that you read, the more things you will know. The more that you
learn, the more places you will go.*

(Dr. Seuss)

DEDICATION PAGE

All praise be Allah SWT, I highly dedicate this undergraduate thesis to :

My beloved parents Mr .Ponidi and Mrs. Evi Nurhayati for giving their endless love.

My beloved younger brother Daffa Firmabil Frisky, and all whom I love.

My beloved Almamaters State Institute For Islamic Studies of Metro.

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Praise is only to Allah SWT, the Lord of the Universe, the inspiration of my life, that I can finally accomplish this undergraduate thesis entitled **“The influence of using guessing game technique toward the students’ vocabulary mastery among seventh grade of SMP N 9 Metro in academic year 2016/2017”**.

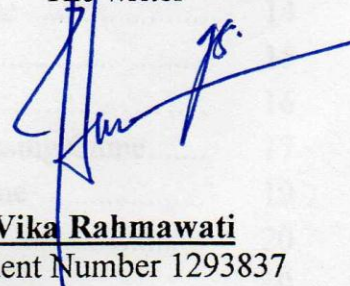
First of all, the deepest gratitude would be addressed to my beloved parent, Mr. Ponidi and Mrs. Evi Nurhayati for their endless love, for understanding and supporting me to finish the research undergraduate thesis and always pray for me to be a successful person.

The greatest gratitude would also be addressed to both of my advisors, Dr. Widhiya Ninsiana, M.Hum and Ahmad Subhan Roza, M.Pd Who has constantly given their endorsement, time, and guidance so that the writer could finish the undergraduate thesis.

With limitation of ability of me, still many mistakes in writing and presentation items. Therefore, I apologize hopefully this undergraduate thesis can be benefit to all of us properly.

Metro, June 2017

The writer



Vika Rahmawati

Student Number 1293837

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CURRICULUM VITAE

CHAPTER I

INTRODUCTION

A. Background of the Study

In our life, many people use the language to communicate with the other people. Language is a system that operates in speech community or culture. The human in the world as the society of their communication use the language.

English is the universal language in the world. By this, people are able to speak one another around the world. Hence, it is very vital to study by a lot of people in many countries. Principally for Indonesian people generally gain knowledge of English since in elementary school till the university. It becomes the major lesson in formal education. Not only in formal education but also it is studied in the informal education like in a course. Because English has been officially included in National Examination (NE). For this reason, students have to study hard to pass it. Students face a variety of situation that requires language skills, namely listening, speaking, writing, and reading.

The four language skills are the basic components to master a language that must be supported by a mastery of vocabulary. Therefore the quality of the language skills students depends of the quantity and quality of on their vocabulary.

Vocabulary mastery is the totals words that can be understood clearly include the meaning, the form and the function by the learner. teaching vocabulary is the first step that should be considered by the teachers. Teaching English is to facilitate the students with the ability of communication with speakers of the language both in written and spoken forms through that language. Learning vocabulary does not mean that the learners only memorize an amount of the words, but also their meaning and how they are constructed and use language.

Until now we can see that English still difficult to be mastered, in fact many problems in vocabulary at SMP N 9 Metro, that is, the first the students have less vocabulary in learning English, second, the students are afraid for being mistake in use vocabulary, the last, the technique which are used in the learning process makes students feel bored.

Pre survey data was conducted on September19, 2016, the writer obtained the data of vocabulary test score from English teacher, as follows:

Table I

Data of the Vocabulary Mastery Score at Class 7.1.

No.	Score	Frequency	Categories	Percentage
1.	72-100	5	Good	16.6%
2.	41-71	7	Fair	23.3%
3.	10-40	18	Bad	60%
Total		30		100%

Source: English teacher document of SMP N 9 Metro

Based on the pre-survey data, the writer found many students obtain not well enough result. Referring data above, we can assumed that it caused students' vocabulary mastery is still bad and they feel English was difficult lesson.

To solve the problem above, the writer used guessing game technique. Guessing game technique is an technique to language teaching that emphasizes guess something. The activities among student and teacher, and also student and student. So, used this technique the students are expect to get many vocabularies.

Based on the problem above the writer was conducted a research entitled *the influence of using guessing game technique toward the students' vocabulary mastery among seventh grade of SMP N 9 metro in academic year 2016/2017*.

B. Problem Identification

Based on the background of the study above, the writer identification as follows:

1. The students have less vocabulary in learning English.
2. The students are afraid for being mistake in use vocabulary.
3. The technique which are used in the learning process makes students feel bored.

C. Problem Limitation

Based on the problems above, the writer limits the problems in the first problem that the students have less vocabulary in learning English. So, the writer used guessing game technique toward the student's vocabulary mastery among seventh grade of SMP N 9 Metro in academic year 2016/2017.

D. Problem Formulation

Based on the problem limitation above the writer formulate the problem of the research as follows: is there any positive and significant influence of using guessing game technique toward the students vocabulary mastery among seventh grade of SMP N 9 Metro in academic year 2016/2017?.

E. Objective of the Study

In line with the problems above, the objective of the study is to know whether there is any positive and significant influence of using guessing game technique toward the students' vocabulary mastery among seventh grade of SMP N 9 Metro in academic year 2016/2017.

F. Benefits of the Study

Hopefully this study can be used:

a. For the Student

1. As motivation the students and help them more active in studying English especially in vocabulary.

2. As a helper the students to more enjoy and interest in learning English.

b. For the Teacher

1. For the teacher as idea of various ways of teaching Vocabulary to students in the classroom.
2. For the teacher as information of the advantages of using Guessing game technique to teaching vocabulary more effectively and interestingly.

c. For the Head Master

1. As the information to development learning English in future.
2. As a positive contribution to the teaching English at the school.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. The Concept of Vocabulary Mastery

a. Definition of Vocabulary Mastery

Vocabulary is one of language elements which important in English. According to Hiebert, vocabulary is the knowledge of meanings of words.¹ Furthermore, Thornbury states that vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone's knowledge of words.²

From those definitions, the writer infers vocabulary is part of language system that people used to communicate which consists of a large collection of items and knowledge of how the words fit into the world.

We must master vocabulary to be able using language. In learning vocabulary we have to know the meaning of words itself and can use it in sentences. Limited vocabulary mastery can give bad influences in the teaching-learning process of a language.

Furthermore, mastering vocabulary well is important for the

¹Elfried.H. Hiebert and Kamil Michael L.*Teaching and Learning Vocabulary, Bringing Research to Practice* (London: Lawrence ErlbaumAssociates 2005) p 3

² Scott Thornbury, *How to Teach vocabulary* (England : Longman, 2002) p 14

language learners. Vocabulary mastery is a gradual process. To reach out the good vocabulary mastery someone needs to follow the process. It can be defined as through knowledge of the words of a language. The learners' vocabulary mastery is indicated by their ability in producing and understanding the words in their daily life.

Krasen and Terrel defines vocabulary mastery is also very important for the acquisition process. Acquisition depends significantly on the comprehensible input. The comprehensibility is dependent directly on the ability to recognize the meaning of key elements in the utterance.³ Moreover Cameron says that learning word is not something that is done and finished yet. To master vocabulary is to learn new words, meaning to increase vocabulary. The learning includes the pronunciation, the meaning, the spelling, the usage, and the part of speech of the words.⁴ She also adds that learning words is a cycle process of meeting new words and initial learning, followed by meeting those words repeatedly, each time extending knowledge of what the words mean and how they are used in the foreign language. This means that every time learners meet those familiar words again, they in directly improve their knowledge about the words.

³Krashen, S. D. and Terrel.T.D.*The natural approach*.(New York: Pergman, 1983) p 91

⁴Cameron, L. *Teaching language to young learners*.(UK: Cambridge University Press, 2001) P 74

Based on the quotations above, the writer can assume that vocabulary mastery is one of the learners' needs in order to understand the language. In English teaching-learning process, mastering vocabulary well can help the students to understand the lesson, and by mastering at least the high frequency words can help the students in understanding the target language. Mastery includes the ability of person in one skill comprehensively. He or she understands the whole parts of the skill he or she has. It means that mastery is the perfect performance.

b. Types of Vocabulary

Clarence L Barnhart said there are four types of vocabulary, as follows:

1. Reading vocabulary

A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three.

2. Listening vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

3. Writing vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

4. Speaking vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice, or hand gestures.⁵

From the quotation above we know that vocabulary includes all skills in language all the skills are indeed related to vocabulary. They are just different in the appearance.

Paul Davies and Eric Pearce said the organize practice actives to work on specific areas of vocabulary there are some types of areas of vocabulary as follows:

1) Brainstorming

Get the learners to think of as many words as possible related to specific topic for example the topic of lesson. This can be organized as a team competition. Each time lines up in front of the board, which is divided into section, one for each

⁵ Clarence L Barnhart. *The World Book Dictionary*, (Thorndike-Barnhart, Illinois,1968)

team. The first person in each team goes to the board, writes a word in their section, and then goes to the back. Then the second person goes to the board and writes a different word and so on. Each team should write new words on the board as fast as they can until you say that time are up. Then check to see which team has the most correct words.

2). Labeling

This is similar to brainstorming but with a chart or picture to add the learners. It is especially suitable topics like part of the body or things in the kitchen. Again it can be handled as a team competition. Separate drawings or a wall for each team. Alternatively, the teams can take turns to label on picture, using different colored chalks or markers.

3). Miming

Give a learner from one team a piece of paper with an activity written on it (for example sail a boat eat an ice. Cream, fly a small plane). That learner's member can guess it in a given time. For example is one minute. Then do the same with learner from the next team. The winning team is the one that paper guessed most activities when all the pieces of paper are finished.

4). Oral fill-in

Select or write an appropriate story. Leave out words that the learners should be able to guess from the context or with help from your miming. Then tell the story as if we could not think of some words and need the learner to help.

5). Classification

Write words related to two or more. The topic is mixed together on the board. Ask the learners to identify the topics and then to decide which words are associated with which topic. For example, "we could mix words like 'title', 'blender', 'boots', 'saucepan', 'goal', and 'brake'. These relate to three topics, cars ('tire' 'broke') cooking ('blender', 'saucepan') and football.⁶

It can be inferred, vocabulary can be learned through some interesting activities. The implementation depends on the students' favorite ways. They can learn it through the way they like.

c. The Importance of Vocabulary

Thornbury states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.⁷ This is how the linguist summed up the importance of vocabulary learning, his view is echoed in this advice to students from a recent course book. If you spend most of your time studying grammar, your

⁶ Davies Paul, *Success in English Teaching* (New York : Oxford University Express, 2002)p. 67- 68

⁷Scott Thornbury, *How to Teach Vocabulary*, p 13

English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words.

Based on the explanation above, it can be concluded that vocabulary is the most important in studying English. Mastering vocabulary make the learners be easy to understand the meaning of words when they listen, speak, read and write in English. Vocabulary is something adhered to someone. Each vocabulary development she or he has decides his or her future. It means the vocabulary is one important that be viewed by the society.

d. The Assessment of Vocabulary Mastery

Assessment or test is important in teaching and learning at school. Assessment can be used as the instrument to know the achievement of student in learning. The students have more motivation in learning if they know their achievement in school subject. Philips suggests that even though formal assessment may not be a compulsory part of your work, it is always useful for the teacher to make regular notes about each child's progress.⁸

⁸Sarah Philips, *Compiled Material, English for Young Learners* (New York: Oxford University Press, 2003). P 14

Testing has a useful backwash effect: if learners know they are going to be tested on their vocabulary learning, they may take vocabulary learning more seriously. The teachers will also know the influence of their technique in teaching by using assessment or test. Thornbury states without testing, there is no reliable means of knowing how effective a teaching sequence has been.⁹ Assessment of vocabulary is not only to know the achievement of students in mastering vocabulary, but also useful to improve the memory of words that found.

In this research the writer used written test that is consist essay test to know the influence of guessing game in teaching vocabulary. There are two tests for students in this research. Those are pre-test that given to measure the pre exiting ability of the students in mastering vocabulary before the writer start teach them by using guessing game, post tests to know the students' achievement in mastering vocabulary after the writer teach vocabulary to the students by using guessing game.

Assessing the students vocabulary mastery the writer used the theory according to Brown in John as follows¹⁰ :

- a. Excellent to good : 20-18 precise vocabulary usage; use of parallel structures; concise; register good.

⁹Scott Thornbury, *How to Teach Vocabulary*.P 129

¹⁰ John Charles, *Assessing Vocabulary*, (New York: Cambridge University Press, 2000) p

- b. Good to adequate : 17-15 attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
- c. Adequate to fair : 14-12 some vocabulary misused; lack awareness of register; may be too wordy.
- d. Unacceptable-not college-level work : 11-6 poor expression of ideas, problems in vocabulary, lacks variety of structure.
- e. Inappropriate use of vocabulary : 5-1 no concept of register or sentence variety.

2. The Concept of Guessing Game Technique

a. Definition of Guessing Game Technique

A game is an activity with rules, a goal and an element of fun, and the game will become more attractive if there are elements of competition or a race in it, as well as an entertaining element.

According to Jill Hadfield, guessing games are a familiar variant on this principle. The player with the information deliberately withholds it, while others guess what it might be.¹¹ It means that one people give some clue to others, and they must guess what is that people mean. Moreover, David J.R defines “technique is a plan, method, or series of activities designed to achieve a particular education goal.¹²

¹¹ Jill Hadfield, *Bigginer's Communication Games*, (New York: Longman, 1999) p. 8

¹² David JR, *Speaking Technically*, (London : Imperial college Press, 2000) p. 9

Robert assumes that guessing game can also be helpful when completing systematic desensitization. It means that the guessing game provides a format for scheduling and rating pleasant activities in a fun and engaging manner.¹³

In addition, Jibson in Merry argues that guessing game is one of the ways which used was to tease mistaken student, she believes that students should be relaxed and not nervous. It means that the students should have been able to widespread concern about validating and reinforcing students.¹⁴

From the definition above, the writer can assumed that guessing game technique is the implementation some activities to get the learning goal with the guess information such as picture, activity, or sentence but expressly withholds that information.

b. Types of Guessing Game

According to Andrian Doff, types of guessing game as follows:

- 1) Guess the Picture

¹³ Robert D. Friedberg and all, *Cognitive Therapy Techniques for Children and Adolescents*, (New York : The Guilford press,2009) p 98

¹⁴ Mary.M.Kennedy, *Inside Teaching*, (England: Harvard University Press,2005) p 109

Here teacher has a set of flashcard with simple pictures. The teacher chooses one card, but does not show to the class, student's role is guessing it is in the picture by asking question.

2) Guess the Sentence

It similar with the guess the picture game, something that difference in is the material or the resource if the first game uses sentences.

3) Mime

In this game, teacher calls a student to come forward and secretly the teacher gives her a sentence written on pieces of paper. Which describe simple activity. The students then mime the activity and other try to guess the situation mimed.¹⁵

Based on explanation above, the writer used guess the picture conducted this research.

c. Procedure of Guessing Game

According to Jill had field, procedures to play of guessing game as follows:

1. Divide students in the class into group of three or four group and seat them round a table.
2. Give each group two sets of picture.
3. They should spread out one set on the table, face up.
4. They should put the others in a pile in the middle, face down.

¹⁵Andrian Doff, *Teaching English, A Training Course for Teachers. Teachers work Book*, (Cambridge : Cambridge University Press, 1988), pp. 90-93

5. Player 1 takes a card from the pile and keeps it hidden from the other students.
6. The others try to guess what it is by asking, “Is it big/small/round/square (etc.)?”.
7. Tell the students they can’t ask question such as “Is it a plate/picture/book?” etc.
8. The object of the game is to find the corresponding card from those spread out on the table.
9. The player who guesses first should pick up the matching card from the table and claim the two cards as a trick.
10. At the end, the player with the most tricks is the winner.¹⁶

Based on procedure of guessing game above, the writer conducted that procedure in this research.

d. Advantages and Disadvantages of Guessing Game

Teaching vocabulary by using Guessing games have several advantages, there are :

- 1) Guessing game can make students to be more creative and communicative.
- 2) Provide more opportunities for student’s to express their opinions and feelings.

¹⁶ Jill Hadfield, *Beginner’s Communication Game*, Longman, p. 19-20

- 3) Give positive effect on the students interest and motivation in studying English as well as to increase their speaking ability.
- 4) Can provoke student's interaction between student to other student and also students to the teacher because communication derives essentially from interaction.
- 5) Give students valuable practice where students are involved.
- 6) Promote students to interact and in interacting they develop their English language skills.

From those advantages, the writer concluded that teaching vocabulary of English by using guessing game have several benefits not only make students to learn with joyful activity but also stimulate them to mastering vocabulary.

Disadvantages of guessing game, as follows:

- 1) Use guessing games by attracting student's interest to games, all of them were active and made noisy.
- 2) The teacher difficult to control students.
- 3) Teaching learning process by doing guessing games the teacher only have little time to explain materials.

It's mean the used guessing game in teaching vocabulary or teaching English also get disadvantages especially the teacher.

3. Teaching Vocabulary Through Guessing Game

Teaching that is humanly most helpful begins with training which can be examined in the interaction of mother and offspring in many species.¹⁷ Then teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.¹⁸ It means that teaching is some activity that is give guidance and knowledge with training. Even where teachers and students come from the same town, village, or social group they are likely to live in different culture-that of teacher and students.¹⁹ Then, vocabulary is the knowledge of meaning of words.

Based on the explanation above, the writer assumed that the teaching vocabulary is giving the knowledge or guidance how to know of meaning of words.

Guessing game are supposed to be useful for teacher in encouraging students to be more successful language learner. In guessing game, the teacher gives materials such as expressions of activity, vocabulary, and picture which are enable learners to expose their English through the activities. For instance, guessing game it is a classroom activity where the teacher chooses one student to in front of the class, then the teacher gives a picture on the card and that student hidden that picture from others students. So others students must guess what is on the card.

¹⁷Gabriel Moran, *Speaking of Teaching, Lessons of History*,(United State of America : Lexington Books), p.155

¹⁸ H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco University : Pearson Longman, 2007), p. 8

¹⁹Jeremy Harmer, *The Practice of English Language Teaching* , p. 96

B. Theoretical Framework and Paradigm

1. Theoretical Framework

Theoretical framework is a conceptualization of how the theories related to various factors that have been identified as an important issue.

Based on frame of theories and statement above there are two variables in this research, independent variable (x) is guessing game technique, and dependent variable (y) is students' vocabulary mastery.

Guessing game is a game in which the object is to guess some kind of information, such as pictures, sentences, words, a title, or the location of an object. This technique can be use to ask the students how to use vocabulary in right context and enrich vocabulary.

The theoretical framework in this research is if guessing game technique is implemented correctly therefore the students vocabulary mastery will be good, vice versa If guessing game technique is implemented incorrectly, the students vocabulary mastery will be bad.

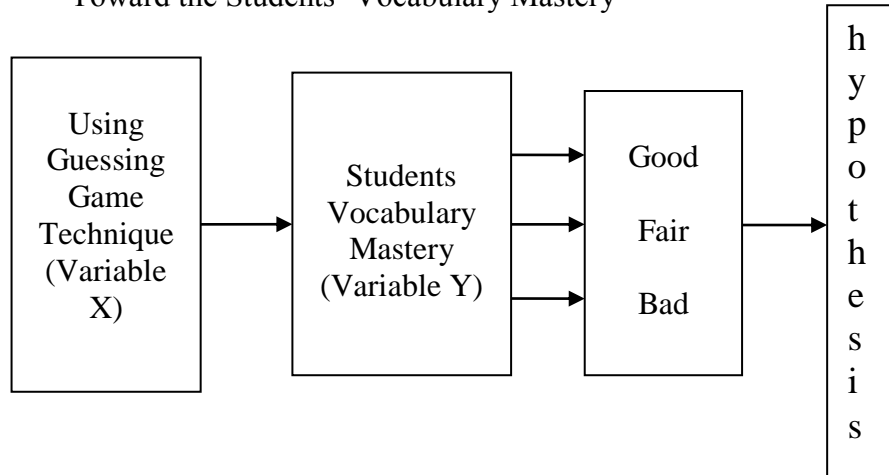
2. Paradigm

Based on the theoretical framework above the writer describes theparadigm as follows:

Figure 1

The Influence of Using Guessing Game Technique

Toward the Students' Vocabulary Mastery



Based on the above figure, it can be described that using guessing game technique is possible to influence toward the students' vocabulary mastery.

C. Hypothesis Formulation

Hypothesis is tentative statement toward a study problem formulation, in which it has been stated into question sentence. It is said tentative, because the answer which is given it is base on the relevant theories, it does not base on empirical fact which is gotten through collecting the data. Therefore, hypothesis also can be state as theoretical answer toward a study problem formulation, it does not empirical.

In line with the theoretical framework and paradigm above, the writer formulates the hypothesis as follows :

1. Alternative Hypothesis (H_a)

There is positive and significance influence of using guessing game technique toward the students vocabulary mastery among seventh grade of SMP N 9 Metro.

2. Null Hypothesis (H_0)

There is no positive and significance influence of using guessing game technique toward the students vocabulary mastery among seventh grade of SMP N 9 Metro.

D. Statistical Hypothesis

a. IF $F_0 > F_t$, H_a is accepted and

H_0 is rejected.

b. IF $F_t > F_0$, H_a is rejected and

H_0 is accepted.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was a quantitative experiment research type, and conducted at the seventh grade of SMP N 9 Metro, where the location is Piagam Jakarta Street, Mulyosari Village of west Metro district, Lampung.

According Daniel Muijs a quantitative research is the research which explaining phenomena by collecting numerical data that will analyze by using mathematically based on methods (in particular statistics)²⁰.

In this research the writer used the quantitative research that included in descriptive quantitative and in the form of experimental design. Therefore, in this research the writer use done class that is class 7.1 of the seventh grade of SMP N 9 Metro in academic year 2016/2017.

The writer used pre-test and post-test, pre-test was conducted the first in this research. It does to know the students' vocabulary mastery before treatments. Then, the writer gave the treatments about guessing game. The last, the students do a post-test. This research intended to investigate whether there is any positive and significant influence of using of guessing game technique toward students' vocabulary mastery.

²⁰Daniel Muijs, *Doing Quantitative Research in Education*. (London: Sage Publication, New Delhi: Thousand Oaks, 2004), p.1.

B. Population, Sample and Sampling Technique

1. Population

The population is the group that want to generalize your discover.²¹ Moreover, the population of this research is the students at seventh grade of SMP N 9 Metro. The population consists of 7 classes where the total students of the seventh grade is 214 students.

2. Sample

Ary pointed out that sample is the small unit from large group (population) which will be observed.²²The writer used cluster purposive sampling to take the sample. This technique required the writer to choose the sample based on some reasons or some purposes. On the other hand, it will be done by the writer purposely. The writer choose the classes which have the lowest score in vocabulary mastery. There is one class as the sample, class 7.1 of students at the seventh grade of SMP N 9 Metro. So the sample of this research consists of 30 students.

3. Sampling Technique

Sample is needed in this research to describe population condition. Ary defined sample as “portion from population”²³. It

²¹Daniel Muijs, *Doing Quantitative Research.*, p. 37.

²²Donald Ary, *introduction to Research in Education 8th edition*, (Canada:Wadsworth, 2010),p.148

²³Donald Ary, *introduction to Research...*p.148

means that sample is the part of population which represents that population which will be researched.

The writer used probability sampling technique, namely cluster purposive sampling. It is the technique that determine the sample that has the same characteristic. This taking technique is not about personal but about the group or class. This technique required the writer to choose the sample based on some reasons or some purposes.

C. The Operational Definition of Variables

John W. Creswell stated that a variable refers to a characteristic attribute of individual or an organization that can be measured or observed and that varies among the people or organization being studied.²⁴ There were two variables in this research which consist of using guessing game technique and vocabulary mastery. The operational definition of variables in this research as follows:

1. Independent Variable

Independent variable can be understood as the factor that is calculated, manipulated, selected or controlled by the writer.

Moreover, Scott and Deirdre define that independent variables are variables that are systematically controlled by the researcher to determine the variable's effect on the outcome

²⁴John W. Creswell, *Research Design* (Los Angeles : Sage, 2009) p.235.

(dependent variable).²⁵ It is the major variable which is hoped to investigate.

Independent variable (X) is the major variable which is expected to investigate. It is the variable which is selected, manipulated, and measured by the writer. Independent variable of this research is guessing game technique which can help students to learn English. To know how far the influence of using guessing game technique the writer used written test that is consist essay test.

The indicators of the independent variable are: 1) the students have many vocabularies, 2) the students can give simple questions, 3) the students can guess the object 4) the students can make simple sentences. In addition, the writer collected the data by using a written test that is consist essay test. The using guessing game technique can be said successful if the score of students vocabulary mastery more than standard minimum 73.

2. Dependent Variable

According to Sing dependent variable is the factor which is observed and measure to determine the effect of independent variable.²⁶ It means that dependent variable is variable that depend on

²⁵Scott W. Vanderstoep and Deirdre D. Johnston, *Research Methods For Everyday Life Blending Qualitative And Quantitative Approaches*, (United States of America: Jossey-Bass 2008), p .107.

²⁶Yogesh Kumar Singh, *Fundamental of.*, p. 63-64.

the independent variable and it is the result of the influence of independent variable.

Dependent variable (Y) of this research is vocabulary mastery. For the measure of this variable, the writer used written test that is consist essay test. To measure the students vocabulary mastery the writer used the theory according to brown in John as follows²⁷ :

- a. Excellent to good : 20-18 precise vocabulary usage; use of parallel structures; concise; register good.
- b. Good to adequate : 17-15 attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
- c. Adequate to fair : 14-12 some vocabulary misused; lack awareness of register; may be too wordy.
- d. Unacceptable-not college-level work : 11-6 poor expression of ideas, problems in vocabulary, lacks variety of structure.
- e. Inappropriate use of vocabulary : 5-1 no concept of register or sentence variety.

In addition, the indicators of dependent variable are: 1) The students can write many vocabularies, 2) the students can make sentences correctly.

²⁷ John Charles, *Assessing.....*, p . 218

D. Data Collection Method

The writer used some method to obtain the accurate data at SMP N 9 Metro. In collected the data, the writer used the method such as:

1. Test

In this research, test used as data collection method to measure both variables. The writer used written test that is consist essay to measure students' vocabulary mastery. Furthermore, the writer used test to collect the data that consist of pre-test and post-test as data collected method to measure of the students' vocabulary mastery.

a. Pre-test

The pre-test would administr in the first meeting before doing treatments in order to know ability of the students before doing the action research. In this research, the writer used written essay test for the pre test. The test consist of guess the picture and some request to make sentences.

b. Post-test

The post-test would administr in the last meeting after doing treatments to find out whether the treatments gave any contribution to the students' achievement in the class or not. In this research, the writer used written test that is consist essay test for the post test. The test consist of guess the picture and some request to make sentences and dialogue.

2. Documentation

Documentation as the method which is use to get information from written language or documents (for examples; books, magazine, rule, note, and others). The writer used this method to get the data about school history, the profile, the total of the students and teachers of SMP N 9 Metro in academic year 2016/2017.

3. Observation

In collecting the data, the writer observed students learning process and put it into the data paper. This adata consist of the students names who is actively involved in the learning process. The data was made in order to know students development of the students who have not involved yet.

E. Research Instrument

The research instrument involves:

Instrument Blueprint

Instrument blueprint is a way to get data that useful the writer has done to collect information the field.

- a. The instrument that used the test is vocabulary mastery test. The instrument is used for pre-test and post-test. Pre-test was conducted before implementation the treatments. Post-test is used to get the data of the students' vocabulary mastery after gave treatment. Then the writer

finds out whether there is an effect of the result between the pre-test and post-test. The form of the treatment giving guessing game to grow up their vocabulary mastery.

b. The instrument that used in observation method, that was observation guidance, as:

- 1) Observation about the location sketch of the SMP N 9 Metro in academic year 2016/2017.
- 2) Observation about the establishment of the SMP N 9 Metro in academic year 2016/2017.
- 3) Observation about the building of the SMP N 9 Metro in academic year 2016/2017.

c. The instrument that used in documentation, that documentation guidance, as:

- 1) Documentation about the history of the SMP N 9 Metro in academic year 2016/2017.
- 2) Documentation about the total of the teachers and staff at SMP N 9 Metro in academic year 2016/2017.
- 3) Documentation about the total of the students of SMP N 9 Metro in academic year 2016/2017.

Table 2 : The Instrument Blueprint

NO	Variables	The Indicator of Variable	Test Form
1	Guessing Game Technique	<ul style="list-style-type: none"> ✓ The students give response to the player which show the card. ✓ The students are imagining about that card or picture. ✓ The students give simple questions such as : is it big?, is it small?. ✓ The students guess that card or picture correctly. ✓ The students make simple sentences about that card or picture. 	Written
2	Vocabulary mastery	<p>The students are able to :</p> <ul style="list-style-type: none"> ✓ guess the location about the picture ✓ guess the job ✓ write the sentences use vocabulary that their was guess. ✓ Make dialogue about the picture 	Written (Essay)

F. Data Analysis Technique

In applying experimental research to find out the differences between two samples is utilized Chi-Square formulation. Chi-Square is nonparametric test of significance appropriate when the data are in the form of frequency counts or percentages and proportions that can be

converted to frequencies.²⁸The formula of Chi-Square used to find out the differences of significant between the frequencies which use to observe and the frequencies in hope. The writer analyzes the data by using Chi-Square.

The formulation of Chi - Square:

$$\chi^2 = \sum \left[\frac{(f_0 - f_e)^2}{f_e} \right]$$

Note: χ^2 = Value of chi square

f_0 = Observed frequency

f_e = Expected frequency

To investigate whether there any influence of using guessing game technique toward the students' vocabulary mastery among seventh grade of SMP N 9 Metro in academic Year 2016/2017 the writer analyzed the result of pre-test and post-test used T-test.

The formula for T-test is in the following way.²⁹

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N(N-1)}}}$$

Notes:

t : t ratio

\bar{D} : Average difference.

²⁸L.Rgay,et all, *Educational Research Competence for Analysis and Applications*, (USA:PEARSON, 2012), P.365

²⁹Donald Ary, et.al. *Introduction to Research in Education*. Canada: WadworthCengage Learning, P. 177

$\sum d^2$: Different scores squared, then summed

$(\sum d)^2$: Differencescores summed then squared

N : Total students

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. Research Setting

a. The Historical background of SMP N 9 Metro

Metro is one of the cities that will be the education city in Lampung. It ascertainable since the goverment of Metro has Published that Metro be the education city, so that the goverment plans to educe the quality of the school and also to build msny new school in Metr. One of the plans is to build SMP N 9 Metro.

SMP N 9 Metro was established on 2003, located in Piagam jakarta street 16 polos Mulyosari, subdistrict of Metro Barat that has wide about 10.800 m². The facilities and the building have been existed with the building such as: the headmaster, teachers, staff, and school supervisors.

SMP N 9 Metro has vision and mission. Vission: to be superior in religious and acheivement based on the nation, and have a conception of life environment. Mission: increasing the self-dicipline of the teacher, staff and students, creating and conducive, effective, and innovative learning condition, motivating the students empowering the academic achievment optimally, bringing the quality of graduation with the higher standart more than national graduation competence standart,

constructing the infrastructure of teaching and learning maximally, and increasing and developing the extracurricular activity.

The condition of leadership since its establishment in 2003, SMP N 9 Metro experienced leadership turnover as 6 times, it had several headmaster. They were:

Table: 3
The Leadership Condition of SMP N 9 Metro

Principal Name	Work period
Drs. Hi. Rozeli, M.Sc	2003 – 2004
Margo Widagdo, S.Pd	2004 – 2008
Drs. Suyanto.	2008 – 2010
Drs. Sunarno, S.pd	2010 – 2011
Siti Nuryuni, S.Pd	2012 – 2014
Martati, S.Pd	2015 – now

b. The Building Condition of SMP N 9 Metro

Table: 4
The Building Condition of SMP N 9 Metro

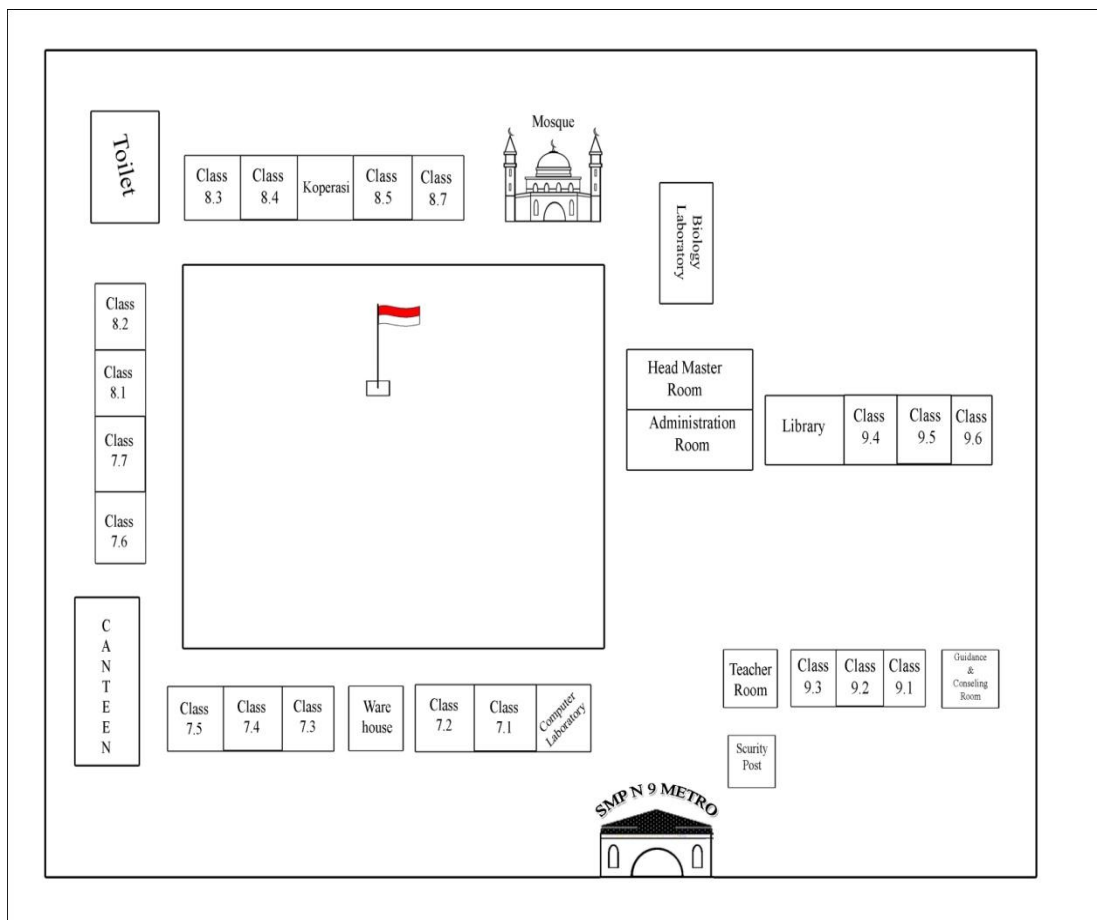
No	Rooms	Total
1	Headmaster office	1

2	Class	21
3	Teacher office	1
4	Staff office	1
5	BK office	1
6	Koperasi	1
7	OSIS room	1
8	UKS room	1
9	Library	1
10	IPA laboratory	1
11	Computer laboratory	1
12	Teacher toilet	2
13	Students toilet	3
14	Mosque	1
15	Canteen	4
16	Committe room	1
17	Sport field	1
18	Kitchen	1
19	Security post	1

c. The School Map of SMP N 9 Metro

Figure 2

The School Map of SMP N 9 Metro



d. The Teachers and Staff Condition of SMP N 9 Metro

SMP N 9 Metro has 45 teachers and 10 staffs. The data of the teachers educational background and the staff of SMP N 9 Metro in academic year 2016/2017 can be seen trough this table as follow:

Table: 5
The Teacher and Staff Condition of SMP N 9 Metro

No	Name	NIP	Occupation	Subject
1	Martati, S.Pd	19700316 199512 2002	Headmaster	
2	Muzlani, S.Pd	19541106 197903 1 005	Teacher	Indonesian
3	Dra. Dwi Winarti	19630820 199003 2 002	Teacher	Counseling
4	Isjaya Susi, S.Pd	19620409 199702 1 001	Teacher	Mathematic
5	Martini, S.Ag	19700305 199512 2 001	Teacher	Religion
6	Titi Nursitojati	19621227 198603 2 005	Teacher	Creative
7	Miskinah, S.Pd	19701003 199802 2 003	Teacher	Physics
8	Dra.Simping Suharti M.MPd	19671126 200012 2 002	Teacher	Biology
9	Zulkifli	19560211 197903 1 003	Teacher	Electro
10	Komarudin, M.Pd	19621006 200012 1 001	Teacher	Economy
11	Dra. Herni Wijaya	19680818 199802 2002	Teacher	Geography
12	Ahmad Harun, S.Pd	19640606 199002 1 002	Teacher	Counseling

13	Badrun, S.Pd.I	19790925 200312 1 003	Teacher	Religion
14	Mutia Mona Morliza, S.Pd	19800429 200312 2 004	Teacher	Mathematic
15	Yeni Nurmawati, S.Pd	19820415 200502 2 001	Teacher	Mathematic
16	Maspuah, S.Pd	19740210 200501 2 007	Teacher	Pkn
17	Yuni Ekowati, S.Pd	19720629 200501 2 006	Teacher	Geography
18	Agus Susetyo, S.Pd	19730803 200501 1 005	Teacher	History
19	Misbawati,S.Pd	19690607 199103 2 009	Teacher	Indonesian
20	Zulhia Prasetyo, S.Pd	19801023 200212 1 006	Teacher	Physical
21	Nurhayati, S.Pd	19720707 200501 2 008	Teacher	English
22	Tuti Hartati, S.Pd	19741013 200604 2 005	Teacher	Geography
23	Mujiyono, S.Pd	19750514 200604 1 015	Teacher	Physics
24	Sukamtono, S.Pd	19730710 200604 1 011	Teacher	Biology
25	Puspitarini, S.Pd	19780403 200701 2 012	Teacher	Biology
26	Heri Kristianto, SE	19770513 200801 1 011	Teacher	Economy
27	Isti Yurita Wati, S.Kom	19821120 200804 2 003	Teacher	Technology

28	Winarsih, S.Pd	19730424 200902 2 001	Teacher	Indonesian
29	Johan Kurniawan, S.Pd	19810727 201001 1 014	Teacher	Physical
30	Rina Muslim, S.Pd	19810802 201001 2 008	Teacher	Pkn
31	Uni Khusniati, S.TP	19761211 201001 2 005	Teacher	Creative
32	Kadek Heliyati,S.TP	19811125 201001 2 011	Teacher	Creative
33	Islama Dewita, S.Kom	19820507 201101 2 007	Teacher	Technology
34	Candrarini Puspita N, S.Si	19880320 201101 2 004	Cheif Laboratory	
35	Adha Mariana, A.Md	19791031 200502 2 002	Teacher	English
36	Lia Afriani, S.Pd.Ing	19810426200604 2 012	Teacher	English
37	Lies Winarni, A.Md	19770507 200701 2 034	Teacher	Indonesian
38	Puput Tisia. R, A.Md	19840717 201001 2 021	Teacher	Local language
39	Megayanti, A.Md	19821228 201001 2 010	Teacher	Local language
40	Sri Indrawati, SP.d	-	Teacher	Economy
41	Mujinah, S.Pd	-	Teacher	Indonesian
42	Budiasih, S.Pd	-	Teacher	Mathematic
43	Suryati, S.Kom	-	Teacher	Technology
44	Daryanto, S.Pd	-	Teacher	English

45	Refli Dwiyana, S.Kom	-	Teacher	Technology
46	Suparminto	19610807 199109 1 001	Chief Administration	
47	Sumarno	-	Staff Administration	
48	Suyono	-	Staff Administration	
49	Ismalia Mersita	-	Staff Administration	
50	Dina Maryani	-	Staff Administration	
51	Eva Widya Linarni	-	Staff Administration	
52	Paryoko, A.Md	-	Staff Administration	
53	Sri Anjarawati, SE	-	Staff Administration	
54	Agus Sugiyato	-	Staff	
55	Waluyo	-	Staff	

Source: The documentation of SMP N 9 Metro central Lampung in academic year 2016/2017.

e. The Students Conditions of SMP N 9 Metro

SMP N 9 Metro consist of 21 classes from 7 to class 9 and it can be seen on the table below:

Table: 6
The Data of the Students at SMP N 9 Metro in Academic Year
2016/2017

No	Grade	Total Class	Total Students
1.	7	7	214
2.	8	7	217
3.	9	7	110
Total		21	541

Source : The documentation of SMP N 9 Metro central Lampung in academic year 2016/2017.

2. Research Data

a. The Students' Pre-Test Result

The writer conducted pre-test on Tuesday, 9th May 2017 was done to know the students vocabulary mastery before the treatment. The result of pre-test can be identified as follow:

Table 7
The Result of the Students' Vocabulary Mastery Pre-Test at the 7.1 Class of
SMP N 9 Metro

No.	Students' Code	The Score of Pre-Test
1.	AS	70
2.	AF	75
3.	ABW	65
4.	AW	53
5.	ADH	73
6.	AND	78

7.	BOH	70
8.	EV	60
9.	FME	70
10.	FO	75
11.	GY	73
12.	GAS	73
13.	HH	68
14.	IL	43
15.	KMP	50
16.	MFK	68
17.	MR	75
18.	NS	68
19.	NMZ	70
20.	RF	53
21.	RAD	70
22.	RA	65
23.	RP	50
24.	RN	58
25.	SJ	70
26.	SFY	55
27.	SA	68
28.	TA	65
29.	YH	70
30.	YL	75
Total ($\sum X$)		1976
Maximal Score		78
Minimal Score		43
Average (\bar{X})		65,9

Source:taken on May 9th, 2017

The test was followed by 30 students. Based on the table above, then the writer measured the class interval by using formulation as follows:

$R = \text{The highest score} - \text{The lowest score}$

$$R = 78 - 43$$

$$= 35$$

$$\begin{aligned}
 K &= 1 + 3,3 \log n \\
 &= 1 + 3,3 \log (30) \\
 &= 1 + 3,3 \log (1,47) \\
 &= 1 + 4,87 \\
 &= 5,87 (6)
 \end{aligned}$$

$$\begin{aligned}
 P &= \frac{R}{K} \\
 &= 35 / 5,87 \\
 &= 5,96 (6)
 \end{aligned}$$

Note :

R = A distance from Score maximum and score minimum

K = The number of interval class

P = The Length of interval class

The total of the class interval (K) for pre test was 6. After knowing the interval class, then the data was taken from interval above was put on the table frequency distribution, as follows:

Table 8
Frequency Distribution of the Students' Vocabulary Mastery Score in Pre Test

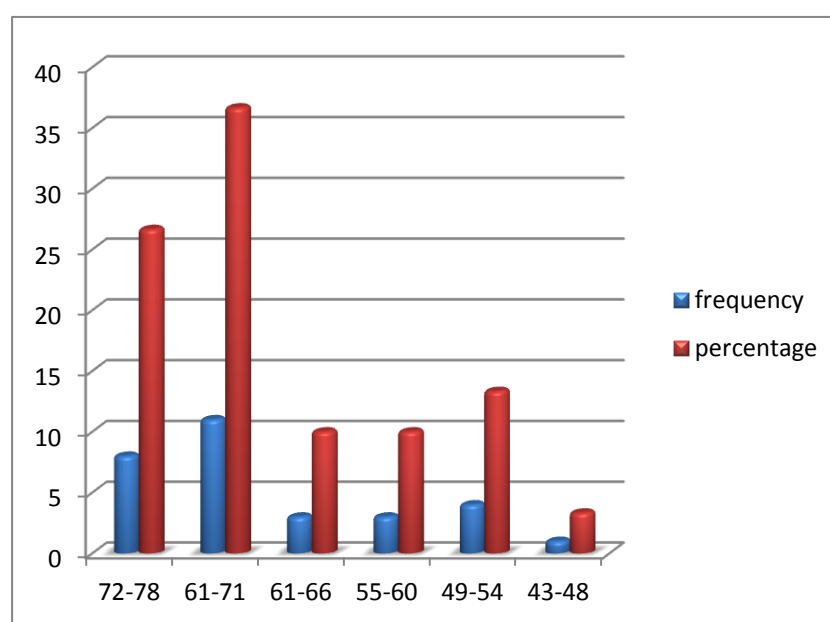
No.	Class Interval	Frequency	Percentage (%)
1	72-78	8	26.66
2	67-71	11	36.66
3	61-66	3	10.00
4	55-60	3	10.00
5	49-54	4	13.33

6	43-48	1	3.33
Total		30	100%

Based on the table of frequency distribution above, it can be inferred that from 30 students as the research samples, there were 8 students who were included into the score of 72-78 or 26.66%, 11 students who got the score 61-71 or 36.66%, 3 students who got the score 67-71 or 36.66%, 3 students who got the score 61-66 or 10.00%, 3 students who got the score 55-60 or 10.00%, 4 students who got the score 49-54 or 13.33% and for the last there were 1 students who got the score 43-48 or 3.33%.

In addition, the chart below illustrated the frequency distribution of the students' vocabulary mastery score in pre test:

Figure 3
The Chart of Frequency Distribution of the Students' Vocabulary Mastery Score in Pre Test



b. The Students' Post Test Result

Post test was employed in the last program of this research after giving some treatments to the students. The test used in present research was the same type as pre test but in the different title and it is more developed. The result of students' post-test can be identified as follows:

Table 9
The Result of the Students' Vocabulary Mastery Post-Test at the 7.1 Class of SMP N 9 Metro

No.	Students' Code	The Score of Post-Test
1.	AS	85
2.	AF	85
3.	ABW	70
4.	AW	70
5.	ADH	85
6.	AND	90
7.	BOH	85
8.	EV	80
9.	FME	83
10.	FO	83
11.	GY	88
12.	GAS	83
13.	HH	88
14.	IL	73
15.	KMP	78
16.	MFK	73
17.	MR	90
18.	NS	85
19.	NMZ	88
20.	RF	75
21.	RAD	75
22.	RA	85
23.	RP	75
24.	RN	75

25.	SJ	80
26.	SFY	78
27.	SA	78
28.	TA	85
29.	YH	83
30.	YL	85
Total ($\sum X$)		2436
Maximal Score		90
Minimal Score		70
Average (\bar{X})		81,2

Source: taken on May 16th, 2017

The test was followed by 30 students. Based on the table above, then the writer measured the class interval by using formulation as follows:

R = The highest score – the lowest score

$$R = 90 - 70$$

$$= 20$$

$$K = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log (30)$$

$$= 1 + 3,3 \log (1,47)$$

$$= 1 + 4,87$$

$$= 5,87 (6)$$

$$P = \frac{R}{K}$$

$$= 20 / 5,87$$

$$= 3,40 (3)$$

Note :

R = A distance from Score maximum and score minimum

K = The number of interval class

P = The Length of interval class

The total of the class interval (K) for post test was 6. After knowing the interval class, then the data was taken from interval above was put on the table frequency distribution, as follows:

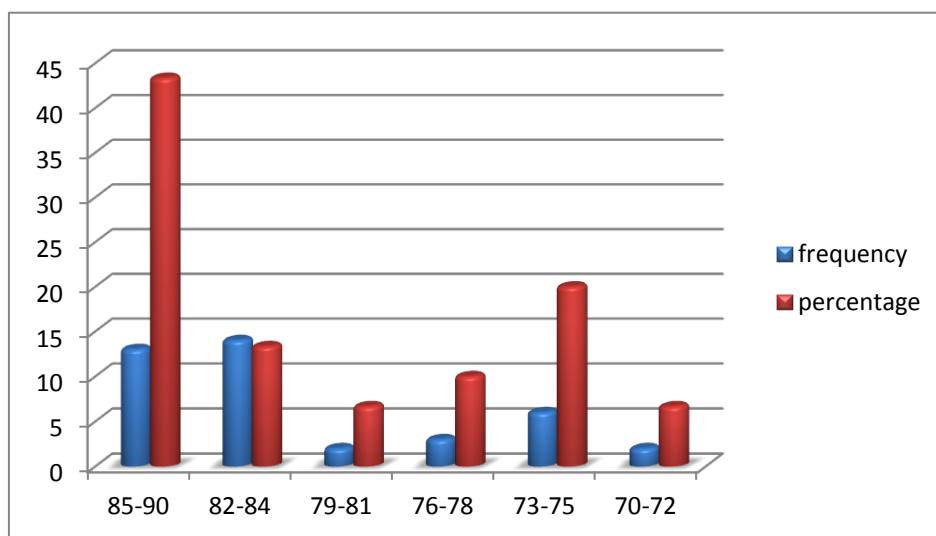
Table 10
Frequency Distribution of the Students' Vocabulary Mastery Score in Post Test

No	Class Interval	Frequency	Percentage (%)
1	85-90	13	43.33
2	82-84	4	13.33
3	79-81	2	6.66
4	76-78	3	10.00
5	73-75	6	20.00
6	70-72	2	6.66
	Total	30	100%

Therefore, it shown that the result of post test after using guessing game technique can fulfill the students' vocabulary mastey. Based on the table of frequency distribution above, it can be inferred that from 30 students as the research sample there were 13 students who were included into the score of 85-90 or 43.33%, 4 students who got the score 82-84 or 13.33%, 2 students who got the score 79-81 or 6.66%, 3 students who got the score 76-78 or 10.00%, 6 students who got the score 73-75 or 20.00% and for the last there were 2 students who got the score 70-72 or 6.66%.

In addition, the chart below illustrated the frequency distribution of the students' vocabulary mastery in post test:

Figure 4
The chart of Frequency Distribution of the Students' Vocabulary Masstery Score in Post Test



B. Hypothesis Testing

After applying test method, the writer analyzed the data by using Chi-Square and t-test in order to prove whether there is a positive and significant influence of using guessing game technique toward the students' vocabulary mastery among seventh grade of SMP N 9 Metro in the academic year 2016/2017, as follows:

1. Putting the data into the formula Chi-Square (χ^2)

After administering the written test method, the writer analyzed the data by using of Chi-Square (χ^2) with two variables in order to prove

whether there is any positive and significant influence of using guessing game technique toward the students' vocabulary mastery among seventh grade of SMP N 9 Metro in the academic year 2016/2017, as follows:

$$\chi^2 = \sum \left[\frac{(F_o - F_e)^2}{F_e} \right]$$

Table 11
The Contingency Table of the Expected Frequency at the Result of Students' Vocabulary Mastery in Pre test and Post test

Variables	Category					Total
	Excelent	Good	Fair	Poor	Failed	
Pre-Test	1 0	2 8	3 11	4 11	5 0	r _N = 30
Post-Test	6 13	7 9	8 8	9 0	10 0	r _N = 30
Total	c _N = 13	c _N = 17	c _N = 19	c _N = 11	c _N = 0	N = 60

Hypothesis testing by using chi-square analyzed as follows:

Table 12
The Testing of Data

Sel:	f_o	$f_e = \frac{cn \times Rn}{n}$	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
1	0	$\frac{13 \times 30}{60} = 6.5$	- 6.5	42.25	65
2	8	$\frac{17 \times 30}{60} = 8.5$	- 0.5	0.25	0.03

3	11	$\frac{19 \times 30}{60} = 9.5$	1.5	2.25	0.2
4	11	$\frac{11 \times 30}{60} = 5.5$	5.5	30.25	5.5
5	0	$\frac{0 \times 30}{60} = 0$	0	0	0
6	13	$\frac{613 \times 30}{60} = 6.5$	6.5	42.5	6.5
7	9	$\frac{17 \times 30}{60} = 8.5$	0.5	0.25	0.03
8	8	$\frac{19 \times 30}{60} = 9.5$	-1.5	2.25	0.2
9	0	$\frac{11 \times 30}{60} = 5.5$	-5.5	30.25	5.5
10	0	$\frac{0 \times 30}{60} = 0$	0	0	0
Total	N= 60	f _t = 60	= 0	-	X ² = 82.96

From data above, the value of chi-square was 82.96. Then know the critical value of chi-square the writer firstly counted df, it was degree of freedom. The formulation of df:³⁰

$$Df = (c - 1) (r - 1)$$

Note:

Df = Degree of freedom

c = Colum

r = Row

³⁰L.Rgay,et all, *Educational Research Competence for Analysis and Applications*, (USA:PEARSON, 2012), P.366

$$Df = Df = (5-1) (2-1) = 4$$

Table 13
The table of Critical Value of Chi-Square

Level of Significant	5%	1%
df 4	9,488	13,227

1) The critical value of χ^2 table for 5% level was, 9,488

2) The critical value of χ^2 table for 1% level was, 13,227

From all data analysis above, it could be known that:

1) $\chi^2_{\text{observed}} = 82.96$

2) $\chi^2_{\text{table or expectancy}} = 5\% (9,488) \text{ and } 1\% (13,227)$

The Degrees of freedom is 4. So the values of χ^2 table on degrees of freedom are 5% = 9,488 and 1% = 13,227. In this research, the students have been done all of the tests individually and group. It was benefit to know the influence of using guessing game technique toward the students' vocabulary mastery from the result of those tests,

From the data above shown the comparison of χ^2_{bar} with χ^2_{table} was: $9,488 < 82,96 > 13,227$ in 5% and 1% significance. It means that alternatif hypothesis (H_a) which explains "there is a positive and significant influence of using guessing game technique toward the students' vocabulary mastery".

2. Putting the data into formula T-test

To find whether there is positive and significant influence of using guessing game technique toward the students vocabulary mastery among seventh grade of SMP N 9 Metro in academic year 2016/2017. The writer used the T-test formula. Firstly, the writer prepared the table and put the data into the formula t-test as below to get “ $t_{\text{observation}}$ ”.

Table 14
The Score Pre-test and Post-test Result of the Students' Vocabulary Mastery

No	Students' Code	Pre-test (X_1)	Post-test (X_2)	$D(X_2-X_1)$	$D^2(X_2-X_1)^2$
1.	AS	70	85	15	225
2.	AF	75	85	10	100
3.	ABW	65	70	5	25
4.	AW	53	70	17	289
5.	ADH	73	85	12	144
6.	AND	78	90	12	144
7.	BOH	70	85	15	225
8.	EV	60	80	20	400
9.	FME	70	83	13	169
10.	FO	75	83	8	64
11.	GY	73	88	15	225
12.	GAS	73	83	10	100
13.	HH	68	88	20	400
14.	IL	43	73	30	900
15.	KMP	50	78	28	784
16.	MFK	68	73	5	25
17.	MR	75	90	15	225
18.	NS	68	85	17	289
19.	NMZ	70	88	18	324
20.	RF	53	75	22	484
21.	RAD	70	75	5	25
22.	RA	65	85	20	400

23.	RP	50	75	25	625
24.	RN	58	75	17	289
25.	SJ	70	80	10	100
26.	SFY	55	78	23	529
27.	SA	68	78	10	100
28.	TA	65	85	20	400
29.	YH	70	83	13	169
30.	YL	75	85	10	100
		$\sum X_1 = 1976$	$\sum X_2 = 2436$	$\sum D = 460$	$\sum D^2 = 8278$

The average of D = $(460 : 30) = 15$

After it, put the data into the formula of t-test. Then, calculate of t-test.

It can be calculated by using the formula below:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N(N-1)}}$$

$$t = \frac{15}{\sqrt{\frac{8278 - \frac{(460)^2}{30}}{30(30-1)}}$$

$$t = \frac{15}{\sqrt{\frac{8278 - 7053}{30 \times 29}}}$$

$$t = \frac{15}{\sqrt{\frac{1225}{870}}}$$

$$t = \frac{15}{\sqrt{1.408045}}$$

$$t = \frac{15}{1.1866} = 12.64$$

Therefore, $t_{\text{observation}}$ is 12.64 as the result of the counting by using t-test formula above.

To know the critical value of t-test(t_{table}), the writer firstly counted df , df is degree of freedom. The formulation of $df = N-1$. N is the number of research population:

$$\begin{aligned} df &= N-1 \\ &= 30-1 \\ &= 29 \end{aligned}$$

After considering the T-test table by using df 29, because 29 is higher than 20 and it's lower than 30, so it done by interpolation and can be found that:

Table 15
Critical value of t_{table}

Level Significant	5%	1%
df 20	2,09	2,84
df 30	2,04	2,75

Table 16
Interpolation

Interpolation	5%	1%
d.f 20+ df 30	= $\frac{2,09+2,04}{2}$	= $\frac{2,84+2,75}{2}$
2	= 2,065	2,795

To df 29 with df 5% is 2,065 and 1% is 2,795. With the t-observation is 12.64. Then, the data confirmed that to T_{table} $2,065 < T_{\text{observation}} 12.64 > T_{\text{table}} 2,795$.

C. Interpretation

1. Interpretation of “ χ^2_{observed} ”

If $\chi^2_{\text{observed}} > \chi^2_{\text{table}}$, H_a is accepted and H_o is rejected

If $\chi^2_{\text{observed}} < \chi^2_{\text{table}}$, H_a is rejected and H_o is accepted.

The critical value of “ χ^2_{observed} ” was 82.96 in conclusion, the using of guessing game technique can influence students’ vocabulary mastery among seventh grade of SMP N 9 Metro.

2. Interpretation of t_{observed}

The writer formulated to “ t_{observed} to t_{table} ” as follow:

a) If $t_{\text{observed}} > t_{\text{table}}$, H_a is accepted and H_o is rejected.

b) If $t_{\text{observed}} < t_{\text{table}}$, H_a is rejected and H_o is accepted.

The writer has formulated the Alternative Hypothesis (H_a) such as: “there is a positive and significant influence of using guessing game technique toward the students’ vocabulary mastery among seventh grade of SMP N 9 Metro in the academic year of 2016/2017.

Finally, the data confirmed that “ t_{observed} ” = 12,64 is higher than “ t_{table} 2,065 in 5% and 2,795 in 1%. Therefore, it can be concluded that “there is a positive and significant influence of using guessing game technique toward the students’ vocabulary mastery among seventh grade of SMP N 9 Metro in the academic year of 2016/2017.

D. Discussion

In this research, there are two variables, the independent variables is guessing game technique (X), and dependent variables is vocabulary mastery (Y). The variables were tested by using formula of Chi-square and T-test to investigate whether there is a positive and significant influence of using guessing game technique toward the students' vocabulary mastery among seventh grade of SMP N 9 Metro in the academic year 2016/2017.

During the research, the writer found the problem. that was the students' have less vocabulary in learning English, so the writer used guessing game technique to solve problem on the students. The writer used guessing game technique in a passage, firstly the students make a group then they have to guess the picture that holed by the leader group. So that the students' more enjoyed in learning prosses and got more vocabulary. They were able to memorize vocabulary through the guessing games more easily.

After the writer gave the technique in the class, there is a significant influence of the students' vocabulary mastery result especially for the students at the seventh grade SMP N 9 Metro. In fact, it showed that the students score changes. Before the treatment most of students got 70 score it was about 7 students and after the treatment, the students who got 70 score only 2 students. Therefore, it could be inferred that the technique which was applied gave influence to the student's vocabulary mastery.

E. Limitation

This research result is a research that is conducted in SMP N 9 Metro at the seventh grade in academic year 2016/2017 about the influence of guessing game technique toward the students vocabulary mastery. So, the result of this research cannot be generalized. Consequently, this research may yield different result if it is conducted in any other circumstances.

CHAPTER V

CONCLUSION AND SUGGESTION

F. Conclusion

In conclusion, guessing game technique can be implemented as one of the technique to give the students opportunities to participate in English teaching and learning process.

By using guessing game, it can influence toward the students' vocabulary mastery. It can be seen from the critical value " $t_{\text{observation}}$ " is 12,64 and " t_{table} " is 2,065. The data confirmed that " $t_{\text{observation}}$ " is bigger than " t_{table} ". Therefore, it can be inferred that H_a is accepted and H_o is rejected. So, there is influence of guessing game technique toward the students vocabulary mastery among seventh grade of SMP N 9 Metro in academic year 2016/2017.

Based on the students, they have good response in guessing game technique implementation. Guessing game makes the students have more vocabulary and the vocabulary learning more fun and interesting. The students more active to participate and it also motivates them to learn English better. It also helps them to confidence and make them more competitive.

G. Suggestions

1. For the Students

The students should more confidence and competitive to explore their vocabulary. So, they can enrich vocabulary.

2. For the Teacher

The teachers should use guessing game technique in teaching English with different media or some modifications to be more interesting. Some modification might be needed in line with the vary students' characteristics in the class. Because it can improve students' motivation and vocabulary mastery.

3. For Head Master

The headmaster should support the English learning process by the preparing the facilitation and instrument completely. This research is recommended to make the further research about enhance the students vocabulary mastery.

4. For Other Researcher

The other researcher should focus on other aspects in English teaching and learning process. The next researcher can investigate the guessing game implementation and other variables with different media and learning materials.

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APPENDICES

LIST OF APPENDICES

1. The English Syllabus of SMP N 9 METRO
2. The Lesson Plan
3. The Instrument of Pre Test
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5. Answer Key of Pre Test
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SILABUS PEMBELAJARAN MATA PELAJARAN BAHASA INGGRIS

Sekolah : SMP NEGERI 9 METRO
Kelas / Semester : VII / 2
Mata Pelajaran : Bahasa Inggris

Standar Kompetensi : 12. Menulis

Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar	Karakter
				Teknik	Bentuk Instrumen	Contoh Instrumen			
12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	<ul style="list-style-type: none"> Teks fungsional pendek berbentuk: <ul style="list-style-type: none"> Instruksi Daftar barang Kartu ucapan Pengumuman Kosakata terkait tema/jenis teks Ciri kebahasaan teks fungsional 	<ol style="list-style-type: none"> Tanya jawab yang berkaitan dengan materi dengan kreatif, inovatif dan cermat. Membahas dan mengembangkan kosakata dan tata bahasa: noun, noun phrase, adj, verb, adverb, simple pr tense, imperative dengan kreatif, inovatif, dan cermat. Membuat frasa, kalimat sesuai dengan materi dengan cermat dan teliti. Membahas struktur atau ciri teks tulis fungsional pendek dengan berpikir logis, kritis Membuat teks tulis fungsional pendek terpimpin atau dengan teman dengan kreatif. Membuat teks tulis fungsional pendek sendiri dengan bebas 	<ul style="list-style-type: none"> Menulis teks fungsional pendek Berbentuk: <ul style="list-style-type: none"> Instruksi Daftar barang Pengumuman Ucapan selamat Dengan cermat dan teliti. Menulis kalimat sederhana dengan cermat, teliti, dan mandiri. 	Tes tulis	Melengkapi Esai bebas	<i>Complete the sentences</i> <i>Write down your own shopping list based on the situation given.</i>	4x40 menit	<ul style="list-style-type: none"> Buku teks Alat peraga tempat-tempat umum yang ada teks fungsional 	<ul style="list-style-type: none"> Berpikir logis Kritis { Kreatif

		dan kreatif							
12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive/procedure</i>	Teks monolog berbentuk <i>Descriptive/procedure</i>	<ol style="list-style-type: none"> 1. Mendengarkan dan merespon introduction tentang penulisan teks monolog deskriptif/prosedur dengan kreatif . 2. Memperhatikan penjelasan tentang kosakata dan tata bahasa yang berkaitan dengan penulisan teks monolog deskriptif/prosedur secara cermat dan seksama 3. Memperhatikan dan membaca teks deskriptif /prosedur dengan teliti . 4. Menulis frasa-frasa, kalimat-kalimat yang diperlukan untuk menulis teks deskriptif/prosedur dengan kreatif 5. Menulis teks deskriptif/prosedur dengan struktur teks yang benar dengan kreatif dan teliti . 	<ul style="list-style-type: none"> • Melengkapi teks <i>descriptive/procedure</i> dengan kreatif . • Menyusun teks cermat dan seksama • Menulis teks berbentuk - <i>Descriptive/procedure</i> dengan kreatif dan teliti 	Tes tulis	Melengkapi Menyusun teks Esai	<p><i>-Complete the blank spaces correctly</i></p> <p><i>Arrange the jumbled sentences into a good descriptive/procedure text</i></p> <p><i>Write down a simple descriptive/procedure text based on the picture with your own words</i></p>	4x40 menit	Buku teks Alat peraga Teks otentik	<ul style="list-style-type: none"> • Cermat • Kreatif • Seksama

LESSON PLANS

School : SMP Negeri 9 Metro
Subject : English
Class / semester : VII / II
Theme : Things in the house
Time Allocation : 2 x 40 minutes

A. Standard competence

12. Understanding the meaning of the text is very simple write short functional related to the immediate environment.

B. Basic competence

12.1 Responding to the meaning contained in the written text is very simple short functional accurately, smoothly and thanked related to the immediate environment.

C. Indicator

1. The students are able to guess the picture correctly based on yes/no question.
2. The students are able to make sentences by using the picture target.

D. The Objective of The Lesson

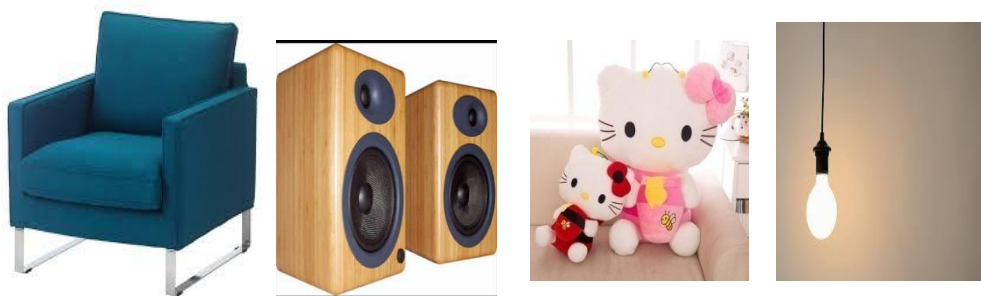
In the last learning process, the students are able to:

1. Guess the picture correctly relate with the topic.
2. Understand the meaning of the picture which relate with things in the house.

E. The Material

Vocabulary relate with theme





F. Technique : Guessing game

G. The Learning Activities

Step	Activities	Time
Introduction	<ol style="list-style-type: none"> 1. The teacher starts the lesson by greeting. 2. The teacher checking student's presence one by one. 3. Teacher give information to the student about the basic competence will be achieved and will be done. 4. Teacher inform to the student about the indicator of achievement. 5. Teacher inform to the student about the objectives of learning. 6. Teacher inform to the student about the usage of learning the material. 	10 minutes
Exploration	<ol style="list-style-type: none"> 1. Teacher introduce about guessing game. 2. Then, the teacher tells the rule of the games and gives the example. For example, the teacher stands in front of the class and hold the card or picture but the students doesn't know that card, so the students must guess what is that card. The teacher give some clue "livingroom", then the students guess by asking, "is it the thing?, is it 	25 minutes

	<p>big?”.</p> <ol style="list-style-type: none"> 3. The teacher divides the students into group of 4 group. 4. The leader of group takes a card from the pile and keeps it hidden from the other students, the other students try to guess what it is by asking,”is it small?, is it short?”. 5. The teacher will calculate the score and announce the winner. The highest point is the winner. 	
Elaboration	<ol style="list-style-type: none"> 1. The teacher review the lesson by asking them the meaning of some picture that they have learned in their games. Then discuss the picture which one is noun, verb or adjective and try to make sentence. 2. The teacher guidances the student to make sentences. 	45 minutes
Confirmation	<ol style="list-style-type: none"> 1. The teacher gives feedback. 2. The teacher reviews the vocabulary target. 	10 minutes
Evaluation	Enclosed	

H. Resource / tools

1. Cards
2. Dictionary
3. Marker
4. Pictures
5. Laptop

I. Evaluasion

1. Teknik : Written Test
2. Instrumen : Write 5 sentences about things in your house!

Metro, Mei 2017

The Teacher

Lia Afriani, S.Pd.Ing

NIP.198104262006042012

Researcher

Vika Rahmawati

NPM. 1293837

Approved By

The Head Master of SMPN 9 METRO

Martati, S.Pd

NIP. 197003161995122002

INSTRUMENT OF PRE TEST

Date : Tuesday, May 9th ,2017

Time : 08.35-09.55 WIB

School : SMP N 9 METRO

Class : 7.1

Choose one word to complete sentences below!(number 1-5)

Words : boring, tomorrow, guitar, bed, puppy.

1. I am learning to play the.....
2. It's going to be windy.....
3. I like reading before going to.....
4. I went to the pet shop to get a.....
5. This movie is.....

This is a picture of a bed room, please label the things in it!(number 6-12)



Guess the location of this pictures and make some sentence about this pictures! (Number 13-17)



14.



15.



16.



17.



*Look at this pictures, guess their jobs and make some sentences about this picture!
(number 18-20)*

18.



19.



20.



INSTRUMENT OF POST TEST

Day : Tuesday, May 16th, 2017

Time : 08.35-09.55 WIB

School : SMP N 9 METRO

Class : 7.1

Look at this pictures and fill the blank the sentence ! (number 1-5)



1. That is a shiny.....



2. I am doing vacation with



3. Tono is.....



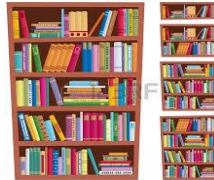
4. Mr. Hatori looks....



5. Rio has graduated from.....

Look at this pictures and complete the dialogue! (number 6-8)

6.



Dora : Is it a table ?

Sandra :

7.



Tarida : Is he a mechanic?

Tania :

8.



Albin : Are they students?

Dinar :

Write the things of this pictures and guess their jobs!(number 9-13)

9.



10.



11.



12.



13.



Guess the location of this pictures and make dialogue about this pictures!(number 19-20)

19.



20



Look at this pictures, where the location of this pictures? and guess what the man do (number 14-18)

14.



15.



16.



17.



18.



ATTENDANCE LIST OF STUDENTS

PRE TEST

Class : 7.1Academic year : 2016/2017Semester : IIDate : Tuesday, Mei 9th 2017

No	Name	Signature
1	Adyt Saputra	1. <i>Adyt</i>
2	Ahmad Farhan	2. <i>ahmad</i>
3	Amanda Bima-w	3. <i>Bima</i>
4	ANDRE WIJAYA	4. <i>Andre</i>
5	Angelica Dwita Handayani	5. <i>Angelica</i>
6	Annata Najwa Dita	6. <i>Annata</i>
7	Bobo Handoko	7. <i>Bobo</i>
8	Eiva Valentina	8. <i>Eiva</i>
9	Fajar Mei Endita	9. <i>Fajar</i>
10	FEBI OKTAVIANI	10. <i>FEBI</i>
11	Galuh Yuliana	11. <i>Galuh</i>
12	Gesti Ade Sevita	12. <i>Gesti</i>
13	Hanifah Hidayawati	13. <i>Hanifah</i>
14	Imelda Larasati	14. <i>Imelda</i>
15	Kharisma Mareta Putri	15. <i>Mareta</i>
16	M. Firdo KHARAGA	16. <i>Firdo</i>
17	Marceli Ramadan	17. <i>Marceli</i>
18	Natalia Sutanti	18. <i>Natalia</i>
19	Nely Malihatul Zulfa	19. <i>Nely</i>
20	Retno Fadiah	20. <i>Retno</i>
21	RICAD AFANDI	21. <i>Ricad</i>
22	RIFFY ALBAR	22. <i>Riffy</i>
23	Rindiyani Putri	23. <i>Rindiyani</i>
24	Riska Nabila	24. <i>Riska</i>
25	SABILLY JENAWI	25. <i>Sabilly</i>
26	Sandy Fitra Yuansyah	26. <i>Sandy</i>
27	Suci aura	27. <i>Suci</i>
28	Tarisa Amelia	28. <i>Tarisa</i>
29	Yerinda Harrina	29. <i>Yerinda</i>
30	Xunita Lestari	30. <i>Xunita</i>
31		31
32		32

ATTENDANCE LIST OF STUDENTS

POST TEST

Class : 7.1

Academic year : 2016 / 2017

Semester : II

Date : Tuesday, Mei 16th, 2017

No	Name	Signature
1	Adyt Saputra	1. Auf
2	Ahmad Farhan	2. Auf
3	Amanda Bima W	3. Baid
4	ANDRE WIDAYA	4. Andre
5	Angelica Dwi Handayani	5. Euf
6	Armetta Nabwa Dita	6. Dita
7	BOBI HANDOKO	7. Bobi
8	Elva Valentina	8. Elva
9	Fajar Mei erdita	9. Fajar
10	FEBI OKTAVIANI	10. Febi
11	Galuh Yuliana	11. Galuh
12	Cesti Ade sevita	12. Cesti
13	Harifan Hidayawati	13. Harifan
14	Imelda Larasati	14. Imelda
15	Kharisma mareta Putri	15. Kharisma
16	M. Firdio Khariga	16. Firdio
17	Marcai ramadani Marcai ramadani	17. Marcai
18	Nataria sukanti	18. Nataria
19	Nely Mahihatul Zulfa	19. Nely
20	Retro Fadilah	20. Retro
21	RICAD AFANDI	21. Ricad
22	Ricky	22. Ricky
23	Rindizmi Putri	23. Rindizmi
24	Riska Nabala	24. Riska
25	SABILLY JENAWI	25. Sabilly
26	Sandy Fitra Yuansyah	26. Sandy
27	Suci aupa	27. Suci
28	Tarisa Amelia	28. Tarisa
29	Yerinda harvina	29. Yerinda
30	Yunita Lestari	30. Yunita
31		31.
32		32.

ANSWER SHEET

Name : Ahmad farhan

Day/date : Tuesday, Mei 9th, 2017

Class : 7.1

Type of the test : Pre- test

Shool : SMP N 9 METRO

- 1. guitar
- 2. tomorrow
- 3. bed
- 4. PUPPY
- 5. boring
- 6. well
- 7. Lamp
- 8. frame
- 9. blanket
- 10. window
- 11. cup board
- 12. floor
- 13. bath room = I want go to bath room
- 14. Hospital = I go to the Hospital $\frac{1}{2}$
- ~~15.~~ bed room = I study in bed room
- ~~16.~~ Living room = my family watch tv in Living room
- ~~17.~~ station = I go to the station
- 18. chaiser $\frac{1}{2}$
- 19. doctor $\frac{1}{2}$
- 20. chef $\frac{1}{2}$

SCORE :

75

ANSWER SHEET

Name : A. farhan

Day/date : Tuesday, Mei 16th 2017

Class : 7.1

Type of the test: Post- test

Shool : SMP N 9 METRO

1. shoes
2. my family
3. playing piano
4. sad
5. university
6. No, it isn't It a books shelf
7. No, he isn't He is a shop
8. Yes, are they, they are students

9. Things : table, Pen, Books, ~~books~~ book shelf Job : A doctor
10. Things : table, computer, rack Job : A. cashier
11. Things: Iron, mobile. Job : A. Mechanic
12. Things: Ball, goal Post Job. foot baller
13. Things: cloth, sewing Machine Job : Tailor
14. The Location : in the restaurant " The Man will order on the table
15. The Location : in the hotel. " The man will order the bedroom
16. The Location : in the bank. " The man will save money in the bank
17. ~~Things~~ Things shop
18. classroom. the man will teach in the class.
19. shop
- 20.

SCORE :

85

ANSWER SHEET

Name : Bobi Handoko

Day/date : Tuesday, Mei 9th, 2017

Class : 7.1

Type of the test : Pre- test

Shool : SMP N 9 METRO

1. guitar
2. tomorrow
3. bed
4. Puppy
5. boring
6. Well
7. Lamp
8. Flame
9. Blanket
10. Window
11. Cup board blouse
- ~~12.~~ Ground
13. ~~bed room~~ bath room = saya mandi jam 6 pagi $\frac{1}{2}$
14. hospital : saya pergi ke rumah sakit $\frac{1}{2}$
- ~~15.~~ bed room : saya selalu belajar di kamar
16. family room : saya selalu menonton fifi bersama keluarga $\frac{1}{2}$
- ~~17.~~ Station : saya akan pergi stasiun besok pagi
18. Chasler
- ~~19.~~ Doktor
20. Chef $\frac{1}{2}$

SCORE :

70

ANSWER SHEET

Name : Bobi Handoko

Class : 7.1

Shool : SMP N 9 METRO

Day/date : Tuesday, Mei 16th

Type of the test: Post- test

1. shoes
2. my family
3. Flaying Piano
4. Sad
5. university
6. No, it isn't, it is a book shelf
7. no, he isn't, he is a chef
8. Yes, are they they are 'students'

9. Things: Pen, book shelf, table books Job: a doctor
10. Things: table, computer, rack, Job: a cashier
11. Things: iron mobile Job: a mechanic
12. Things: ball goal post Job: foot belle
13. Things: swing machine Job: Tailor
14. The location: in the restaurant "The man will order on the table"
15. The location: in the hotel "The man will order The bedroom"
16. The location: in the bank "The man will save money in the bank"
17. The location: in the super market "The man will $\frac{1}{2}$ "
18. The location: in the kelas

20. Zoo : my family in zoo
mom : I will love horse
me : I will love monkey

SCORE :

85

The Documentation of the Research



The students do the pre test



The teacher gives the material about vocabulary (thing in the hous)



The teacher explains about the guessing game



The students give responses and ask the teacher about the guessing game



The students play the guessing game



The teacher reviews the students vocabulary



The students do the post test





PEMERINTAH KOTA METRO
DINAS PENDIDIKAN, KEBUDAYAAN, PEMUDA DAN OLAH RAGA
SEKOLAH MENENGAH PERTAMA NEGERI 9 METRO

Jl. Piagam Jakarta 16 Polos Kel. Mulyosari Metro Barat-Phone (0725) 7525107



Nomor : 064/I.12.3/SMPN.09/HM/2016

Lamp : -

Perihal : **Izin Pra Survey**

Kepada,

Yth : Ketua Jurusan
 Sekolah Tinggi Agama Islam Negeri (STAIN)
 Jurai Siwo Metro
 Di-
 Metro

Yang bertanda tangan di bawah ini Kepala SMP Negeri 9 Metro menerangkan:

Nama	: Vika Rahmawati
NPM	: 1293837
Jurusan	: Tarbiyah
Program Studi	: PBI
Judul	: The influence of Using Guessing Game Tecnique Toward the Students' Speaking Performance Among Seventh Grade of SMP N 9 Metro in Academic Year 2016/2017

Berdasarkan surat nomor : sti.06/JST/PP.00.9/2127/2016 tentang Izin Pra Survey di SMP Negeri 9 Metro sebagai syarat penyelesaian tugas akhir/skripsi. Maka mahasiswi yang namanya tersebut di atas telah kami terima untuk melaksanakan Pra Survey di SMP Negeri 9 Metro selama 1 (satu) hari pada tanggal 19 September 2016 TP. 2016/2017.

Demikian surat izin ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 19 Setember 2016
 Kepala Sekolah



MARTATI, S.Pd

NIP. 19620409 199702 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507. Faksimili (0725) 47296.

Website: www.metrouniv.ac.id; e-mail iainmetro@metrouniv.ac.id

Nomor : B-2164/In.28/R.1/TL.00/04/2017

Lampiran : -

Perihal : **IZIN RESEARCH**

Kepada Yth.,

KEPALA SMP N 9 METRO

di-

Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2163/In.28/R/TL.01/04/2017, tanggal 18 April 2017 atas nama saudara:

Nama : **VIKA RAHMAWATI**
NPM : 1293837
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 9 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING GUESSING GAME TECHNIQUE TOWARD THE STUDENTS' VOCABULARY MASTERY AMONG SEVENTH GRADE OF SMP N 9 METRO IN ACADEMIC YEAR 2016/2017".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 18 April 2017

Wakil Rektor Bidang Akademik
dan Kelembagaan,

Dr. Suhairi, S.Ag, MH

NIP. 197240011999031003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296;

Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2163/In.28/R.1/TL.01/04/2017

kil Rektot Bidang Akademik dan Kelembagaan Institut Agama Islam Negeri (IAIN) Metro, nugaskan Kepada Saudara:

Nama : **VIKA RAHMAWATI**
NPM : 1293837
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

- uk :
1. Mengadakan observasi/survey di SMP N 9 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING GUESSING GAME TECHNIQUE TOWARD THE STUDENTS' VOCABULARY MASTERY AMONG SEVENTH GRADE OF SMP N 9 METRO IN ACADEMIC YEAR 2016/2017".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

ada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat ion bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 18 April 2017

Wakil Rektor Bidang Akademik dan
Kelembagaan,

Dr. Suhairi, S.Ag. MH
NIP. 197210011999031003

Mengetahui,
Pejabat Setempat

Martah, S.Pd
NIP. 197003161995122002





PEMERINTAH KOTA METRO
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA NEGERI 9 METRO

Jl. Piagam Jakarta 16 Polos Kel. Mulyosari Metro Barat-Phone (0725) 7525107



Nomor : 171/I.12.3/SMPN.09/HM/2017

Lamp : -

Perihal : **Izin Research**

Kepada,

Yth : Rektor Bidang Akademik dan Kelembagaan

Institut Agama Islam Negeri Metro (IAIN)

Di-

Metro

Yang bertanda tangan di bawah ini Kepala SMP Negeri 9 Metro menerangkan:

No	Nama	NPM	Semester	Jurusan
1	VIKA RAHMAWATI	1293837	10 (sepuluh)	Pendidikan Bahasa Inggris

Berdasarkan surat nomor: B-2164/In.28/R.1/TL.00/04/2017 tentang Izin Research dalam rangka penyelesaian tugas akhir/skripsi. Dengan Judul "THE INFLUENCE OF USING GUESSING GAME TEHNIQUE TOWARD THE STUDENTS VOCABULARY MASTERY AMONG SEVENTH GRADE OF SMP N 9 METRO IN ACADEMIC YEAR 2016/2017".

Maka mahasiswi yang namanya tersebut di atas telah kami terima untuk melaksanakan Research dari tanggal 9 Mei s/d 16 Mei 2017.

Demikian surat izin ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 16 Mei 2017

Kepala Sekolah

MARTATI, S.Pd
 NIP. 19700316 199512 2 002



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Vika Rahmawati
 NPM : 1293837

Jurusan : TBI
 Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Monday, 22 May 2017			- Revise cover - Revise Abstract - Revise theoretical framework - Revise problem identification	
2.	Friday, 26 May 2017			- Revise capital in types of guessing game - Revise assesment - Revise table 2 - Revise font & size in Independent.	
	Monday, 29 May 2017			- Revise table 7 in research data. - Revise types of Vocabulary. - Revise discussion.	
	Tuesday, 6 June 2017			- Revise background of the study. - Revise sampling technique. - Revise font in table 6. - Revise conclusion.	
	Wednesday, 8 June 2017			- Revise Abstract	
	12 June 2017			Acc to Muningsih	

Mengetahui,
 Kepala Jurusan TBI

Had Subhan Roza, M.Pd
 NIP. 19750610200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
 NIP. 19720923 200003 2 002






KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

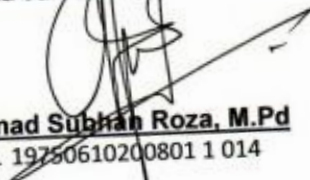
FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Vika Rahmawati
 NPM : 1293837

Jurusan : TBI
 Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Thursday, 18 May 2017			- Revise chapter 1. - Revise chapter IV.	
2.	Friday, 19 May 2017			- Revise chapter V. - Revise abstract.	
3.	Monday, 22 May 2017			Aec to Munagosah	

Mengetahui,
 Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd.
 NIP. 19750610200801 1 014

Dosen Pembimbing II


Ahmad Subhan Roza, M.Pd.
 NIP. 19750610200801 1 014

CURRICULUM VITAE



Vika Rahmawati was born in Rejomulyo village Central Lampung on March 29th, 1995. She is the first child of two sons of Mr. Ponidi and Mrs. Evi Nurhayati. She lives in Trimurjo, Central Lampung.

She was enrolled her study at Elementary School 3 Depokrejo, Trimurjo, Central Lampung on 2000 and graduated on 2006. Then she continued his study at Junior High School 9 Metro, Central Lampung on 2006 and graduated on 2009. She continued his study at Senior High School 2 Metro, on 2009 and graduated on 2012. After finishing her study in Senior High School 2 Metro, she has been studying at English Education Department of State Institute For Islamic Studies of Metro, and she secured her Strata 1 (S1) on 2017.