

**AN UNDERGRADUATE THESIS**

**THE USE OF GUESSING GAME  
TO IMPROVE STUDENTS' VOCABULARY MASTERY  
AT THE EIGHTH GRADE OF SMP N 2 KOTAGAJAH**

**By :  
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**Tarbiyah and Teacher Training Faculty  
English Education Department**



**THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1439 H/ 2018 M**

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**AT THE EIGHTH GRADE OF SMP N 2 KOTAGAJAH**

Presented 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  
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1439 H / 2018 M



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EIGHTH GRADE OF SMP N 2 KOTAGAJAH

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***Assalamu'alaikum, Wr. Wb***

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Sudah dapat kami setuju dan dapat diajukan untuk dimunaqosyahkan,  
demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

***Wassalmu'alaikumWr.Wb***

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An Undergraduate thesis entitled: THE USE OF GUESSING GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF SMP N 2 KOTAGAJAH, Written by Dewi Apriliani, student number 13106897, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Tuesday, January 9<sup>th</sup>, 2018 at 16.00-18.00 WIB.

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**THE USE OF GUESSING GAME  
TO IMPROVE STUDENTS' VOCABULARY MASTERY  
AT THE EIGHTH GRADE OF SMP N 2 KOTAGAJAH**

**ABSTRACT  
BY  
DEWI APRILIANI**

The purpose of the research is to explore the guessing game in vocabulary mastery and to know whether guessing game can be used to improve the vocabulary mastery at the eighth grade of SMP N 2 Kotagajah.

The focused on this research is vocabulary mastery. It is related to the problem identification that the students difficult to remember new word and the students are lack vocabulary. Guessing game can be alternated in order to build the students is active to improving the students' vocabulary mastery.

This research is categorized to classroom action research. The action was done in two cycles. Each cycle consisted of planning, action, observation, and reflection. In his research the students were given pre-test before treatment, and post-test. The object of this research was 34 students at the eighth grade in SMP N 2 Kotagajah Lampung Tengah in the Academic Year 2017/2018. In the collecting data, the researcher used test, observation, documentation, and field note.

The result of this research shows that there is improving in the students vocabulary mastery. The improving can be seen from the progress of the average score in pre-test, post-test I, and post-test II. The average score in pre-test 57,58. In the cycle I, 72,82 in post-test 1, and post-test 2 in cycle II was gained the average score was 82,82. The conclusion of this research is guessing game can be improved the students' vocabulary mastery at the eighth grade of SMP N 2 Kotagajah is successful because criteria used in the research was achieved well.

(Keyword : *Vocabulary Mastery, Guessing Game, Classroom Action Research*)

**PENGUNAAN PERMAINAN MENEBAK  
UNTUK MENINGKATKAN PENGUASAAN KOSAKATA SISWA  
PADA KELAS DELAPAN SMP N 2 KOTAGAJAH**

**ABSTRAK  
OLEH  
DEWI APRILIANI**

Tujuan penelitian ini adalah untuk mengeksplorasi penggunaan permainan menebak pada penguasaan kosa kata siswa dan untuk mengetahui apakah permainan menebak dapat digunakan untuk meningkatkan penguasaan kosa kata siswa kelas delapan di SMP N 2 Kotagajah.

Penelitian ini berfokus pada penguasaan kosakata siswa. Hal ini terkait dengan identifikasi masalah bahwa siswa kesulitan dalam mengingat kata baru dan kos kata yang siswa miliki masih rendah. Menggunakan permainan menebak sebagai media menjadi salah satu alternative untuk membangun keaktifan siswa guna meningkatkan penguasaan kosa kata siswa.

Penelitian ini dikategorikan dalam penelitian tindakan kelas. Penelitian ini dilakukan dalam dua siklus. Masing-masing siklus terdiri dari perencanaan, pelaksanaan, pengamatan, dan pengayaan. Dalam penelitian ini siswa diberikan tes awal sebelum pelaksanaan penelitian. Objek penelitian ini adalah 34 siswa kelas delapan di SMP N 2 Kotagajah Lampung Tengah pada Tahun Akademik 2017/2018. Dalam pengumpulan data, peneliti menggunakan tes, observasi, dokumentasi dan catatan lapangan.

Hasil penelitian ini menunjukkan bahwa terdapat peningkatan dalam kemampuan kosa kata siswa. Peningkatan ini dapat dilihat dari kemajjuaan nilai rata-rata siswa di pre-test, post-test I, dan post-test II. Nila rata-rata pre test 57,58, pada siklus pertama rata-rata nilai 72,82 di post-test I, dan post-test II di siklus II memperoleh rata-rata nilai 82,82. Kesimpulan dari penelitian ini adalah permainan menebak dapat meningkatkan penguasaan kosa kata siswa pada siswa kelas delapan SMP N 2 Kotagajah dapt dikatakan sukses karena kriteria yang ditentukan dalam penelitian ini tercapai dengan baik.

*(Kata Kunci: Penguasaan Kosa Kata, Permainan Menebak., penelitian tindakan kelas)*



## STATEMENT OF RESEARCH ORIGINALITY

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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**

*This undergraduate thesis is dedicated to*

*My beloved parents*

*(Mr. Agus Siswanto and Mrs. Tukini)*

*My beloved brother and sister*

*(Alan Hermawan and Rani Ratna Sari)*

*My excellent counsellors*

*(Mrs. Dr. Widhiya Ninsiana, M.Hum and Mr. Ahmad Subhan Roza, M.Pd)*

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*All my beloved friends*

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*My classmates*

*C Rusuh 2013*

*My almamater*

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First of all, the writer would like to express this thank fullness to the Sponsor, Dr. Widhiya Ninsiana, M.Hum and Co-Sponsor Ahmad Subhan Roza, M.Pd. May Allah SWT give them His better reward for their spending time to support and guide during research writing process. The writer also gives her thanks to all of my family and friends who have given support and spirit, so the writer could finish this a research.

The writer do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, December 2017

DEWI APRILIANI  
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## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>TITLE .....</b>	<b>ii</b>
<b>APPROVAL PAGE .....</b>	<b>iii</b>
<b>NOTIFICATION LETTER .....</b>	<b>iv</b>
<b>RATIFICATION PAGE .....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>STATEMENT OF RESEARCH ORIGINALITY .....</b>	<b>ix</b>
<b>MOTTO .....</b>	<b>xi</b>
<b>DEDICATION PAGE.....</b>	<b>xii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>xiii</b>
<b>TABLE OF CONTENTS.....</b>	<b>xiv</b>
<b>LIST OF TABLE .....</b>	<b>xvi</b>
<b>LIST OF FIGURE .....</b>	<b>xvii</b>
<b>LIST OF CHART.....</b>	<b>xviii</b>
<b>LIST OF APPENDICES .....</b>	<b>xix</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background of the Research .....	2
B. Problems Identification .....	3
C. Problem Limitation .....	3
D. Problem Formulation .....	4
E. Objective of the Research.....	4
F. Benefit of the Research.....	5
<b>CHAPTER II THEORETICAL REVIEW .....</b>	<b>6</b>
A. The Concept of Vocabulary Mastery .....	6
1. Definition of Vocabulary Mastery.....	6
2. The Types of Vocabulary .....	8
3. Kinds of Vocabulary.....	10
4. The Importance of Vocabulary.....	13
5. The assessment of Vocabulary .....	15
6. Concept of Teaching Vocabulary .....	17
B. The Concept of Guessing Game .....	18
1. Definition of Guessing Game .....	18
2. The Type of Guessing Game.....	20
3. Advantages and Disadvantages of Using Games.....	22
C. Action Hypothesis .....	23
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>24</b>
A. The Operational Definition of Variable .....	24
1. Variable of Research .....	24
a. Independent Variable.....	24

b. Dependent Variable .....	24
B. Research Setting .....	25
C. Subject of Study .....	25
D. Research Procedure .....	25
1. Classroom Action Research .....	25
2. Action Plan .....	27
a. Cycle 1 .....	27
b. Cycle 2 .....	30
E. Data Collecting Technique .....	32
1. Observation .....	32
2. Test .....	33
3. Documentation .....	34
4. Field Note .....	34
F. Data Analysis Technique .....	34
G. Indicator of Success .....	35

#### **CHAPTER IV RESULT OF THE RESEARCH AND INTERPRETATION**

A. Result of The Research.....	36
1. Description of Research Location .....	36
2. Description of the Research Data .....	37
B. Interpretation .....	57
1. Result of the Students Learning Process .....	58
2. The Result of observation in students' Activity .....	61
C. Discussion.....	63

#### **CHAPTER V CONCLUSION AND SUGGESTION ..... 64**

A. Conclusion .....	64
B. Suggestion.....	75

#### **BIBLIOGRAPHY**

#### **APPENDICES**

#### **CURRICULUM VITAE**

## LIST OF TABLES

Table 1 Data Pra-Survey .....	2
Table 2 The The Total of the Students In Class .....	25
Table 3 The Condition of Teacher .....	37
Table 4 The formation teacher and official employees .....	37
Table 5The Students Quantity.....	38
Table 6 Facilities and Infrastructures .....	38
Table 7 Data of Score Pre Test .....	41
Table 8 Students mark Vocabulary Mastery of Pre Test .....	43
Table 9 Data of Score Post Test I.....	45
Table 10 Students mark Vocabulary Mastery of Post Test I .....	46
Table 11 Students Observation Sheet Cycle I.....	48
Table 12 Percentage of Students Activity in Cycle I.....	49
Table 13 Data of Score Post Test II.....	51
Table 14 Students mark Vocabulary Mastery of Post Test II.....	53
Table 15 The Result of the Students Activities Cycle II.....	54
Table 16 Percentage of Students Activity in Cycle II.....	55
Table 17 The Result of Students Score in Post Test I and Post Test II .....	56
Table 18 The Comparison Students' Score Pre Test, Post Test I and Post test II.....	59
Table 19 The Comparison Complete of Pre-test, Post Test I and Post Test II .....	60
Table 20 The Result of the Students Activities of Vocabulary Mastery.....	61

## **LIST FIGURES**

Figure 1 An all-round View Vocabulary Mastery .....	11
Figure 2 Action Research Spiral .....	27
Figure 3 Structure Organization.....	39
Figure 4 Location sketch of SMP N 2 Kotagajah .....	40



## **LIST OF THE CHART**

Chart 1 The Result of the Students' at the Pre-Test .....	43
Chart 2 Result of the Students Post Test I .....	46
Chart 3 Result of the Students Post Test II .....	53
Chart 4 Comparison of the Average Score at Pre-Test, Post Test I, and Post Test II .....	60
Chart 5 Result of the Students' Activities in Cycle I and Cycle II .....	62

## **LIST OF APPENDIX**

1. The syllabus of the eighth grade of SMP N 2 Kotagajah
2. The lesson plan of the eighth grade of SMP N 2 Kotagajah
3. The instrument of students vocabulary test
4. The table of the students' vocabulary score
5. The observation sheet of the students' activity
6. The table of the students' attendance list
7. Photograph documentation
8. Field Note
9. The letter

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Research**

English is one of the foreign languages to be taught at school. As an International language, English is taught to the students from junior High school up to university. There are four skills that should be taught in teaching English. There are listening, speaking, writing and reading. In addition, there are also three component of language, namely: grammar, vocabulary, and pronunciation. Besides learn about those four skills, the students are needed to learn about grammar, vocabulary and pronunciation.

As we known, one of the important component languages to learn English is vocabulary, because it has a primary role and it affects the four language skills. Vocabulary is the first aspect in learning language before able to use the language. Before learning a language the learners have to learn vocabulary.

Moreover, vocabulary mastery is the totals of words that can be understood clearly include the meaning, the form and the function by the learner. So that teaching vocabulary is the first step that should be considered by the teachers. Learning vocabulary does not mean that the learners only memorize an amount of the words, but also their meaning and how they are constructs and use language. Mastery of vocabulary will affect the student's ability in four skills. In Junior High School students should master vocabulary

1000-1500 words depends on certain justification after considering their goals and teaching of vocabulary in Junior High School are more concerned with content words. So the mastery of vocabulary is needed in order to be able to communicate in English well.

Meanwhile, there are many problems faced by the students to communicate in English, such as lack of vocabularies, low The students have low interest in learning vocabulary, the students difficult to remember new word, and difficulties to apply the English vocabulary Most of the students are still unable to use English speaking or writing, the students can't be able to speak in English. However, it is far from our expectation for the students of Junior High School who are still finding the difficulties in mastering vocabulary. Therefore, the recent facts show that most of Junior High School at the eighth grade in SMP N 2 Kotagajah is that their vocabulary mastery is still low of the target of standard.

Furthermore, a pre-survey has done on April 25<sup>th</sup>, 2017 at the eighth grade of SMP N 2 Kotagajah. A pre-survey indicated that students still encounter many matters in English learning, especially in vocabulary mastery. The researcher obtained the score vocabulary, as follows:

**Table 1**  
**The Students' Vocabulary Score at the Eighth Grade of SMP N 2 Kotagajah**

No	Score	Category	Number of student	Percentage
1	$\geq 75$	Completed	3	8.8%
2	$< 75$	Incompleted	31	91.2%
<b>Total</b>			<b>34</b>	<b>100 %</b>

Source: *The English Teacher Archives*, Taken on the Pre-Survey at April 25<sup>th</sup>, 2017

The Minimum Mastery Criteria (MMC) of vocabulary in the eighth grade of SMP N 2 Kotagajah is 75. Based on the pre-survey, the researcher found the fact that the eighth grade of SMP N 2 Kotagajah has a problem with their vocabulary mastery. The students are still low in vocabulary. It can be seen that just 3 students or 8.8% complete score in vocabulary, and 31 students or 91.2% uncomplete. On the other hand, more than 50% of students do not reach the minimum requirement yet.

To solve the problem above, the researcher will use guessing word game as a technique in teaching vocabulary. Guessing game is good exercise to teach or to revise some specific vocabulary, grammatical structures and patterns. Guessing game involves equal participation from both slow and fast learners because guessing game is interesting, each student gets engaged in the task. It will help them to get new vocabulary and remind their previous vocabulary that they have already learned. So their vocabulary will stay longer in their mind.

Based on the problem above the researcher was conducted a pre-survey entitled “The Use of Guessing Game to Improve Students’ Vocabulary Mastery at the Eighth Grade of SMP N 2 Kotagajah”.

## **B. Problem Identification**

Referring to the background above, the problem can be identified as follows:

1. The students have low motivation in study English.

2. The students have lack of vocabularies.
3. The students have low interested in learning vocabulary.
4. The students difficult to remember new word.

### **C. Problem Limitation**

Based on the problems above, the researcher limits the problem, so that this research did not go longer than the specific problem. The researcher focuses on the problem which is the second problem that the students have lack of vocabularies.

### **D. Problem Formulation**

Based on the problem limitation above the researcher formulated the problem of the research as follows: “Can the use of Guessing Game improve the student’s vocabulary mastery and their learning activities at the eighth grade of SMP N 2 Kotagajah?”

### **E. Objective and Benefit of the Research**

#### **1. Objective of the Research**

The object of study is to show that the use of guessing game can improve the student’s English vocabulary mastery and learning activities at the eighth grade of SMP N 2 Kotagajah.

## **2. Benefit of the Research**

### **a. For the Students**

This research can be use as an inspiration to motivate the students in order to improve their English vocabulary mastery and as information to make the students comfort in learning activities.

### **b. For the English Teacher.**

As the information for the English teacher, that Guessing Game can be affective to improve the students' Vocabulary Mastery.

### **c. For headmaster**

As intake and feedback how to use guessing game in English subject to improve vocabulary mastery, so it could improve active, creative, and fun learning to the students.

## CHAPTER II

### THEORITICAL REVIEW

#### A. The Concept of Vocabulary Mastery

##### 1. The Definition of Vocabulary Mastery

Vocabulary is one of language elements which important in English. Vocabulary is the main element for people, especially the students, in the process of learning, mastering and using language. Zimmerman explained that “Vocabulary is central to language and of critical importance to the typical language learner”. Next, 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.<sup>1</sup> Meanwhile, according to Caroline “Vocabulary is the collection of words that an individual knows”.<sup>2</sup> It means that vocabulary is group of word that has meaning.

Based on some quotations above, it can be concluded that 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.

Rivers stated that vocabulary mastery refers to the great skill in processing words of a language. It is an individual achievement and possession. For that reason, the biggest responsibility in increasing the

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<sup>1</sup> Scott Thornbury, *How to Teach vocabulary* (England : Longman, 2002) p 14

<sup>2</sup>Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (Newyork: McGraw-Hill Companies Inc, 2005), P. 121.



knowledge is in the individual himself. The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language. From the definition above, we can conclude that vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interests' needs and motivation. Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language.<sup>3</sup>

Furthermore, mastering vocabulary well is important for the 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.

According to 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. Vocabulary is central to a language and of a language learner. It means that, to be able to communicate in certain language one should master the vocabulary of that language. Vocabulary instruction is used to help students learn new words and to help them acquire a deeper

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<sup>3</sup> Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and how to be taught" in *The Importance of Vocabulary in Language Learning and How To Be Taught* (Saudi Arabia: King Khaled Academy), Vol. III, No. 3/2015, p. 26

understanding of the words they know.<sup>4</sup> It would be impossible in English learning process without mastering vocabulary. People will do nothing in communication if they do not know the word or vocabulary of the language. So, vocabulary mastery can help the students have good speaking, reading, and writing ability.

Based some quotationss above it shows that the acquisition of a large number of vocabularies can help the students read, speak, listen, and write. A good vocabulary and ability to use words correctly and effectively can help the students study easier.

## **2. The Types of Vocabulary**

There are four types of vocabulary according to Clarence L Barnhart as follows:

### **a. 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.

### **b. 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.

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<sup>4</sup>Andrew P. Johnson, *Teaching Reading And Writing: "A Guidebook For Tutoring And Remediumting Students"*, (Lanham: A Division of Rowman & Littlefield Publishers Inc, 2008), P.93

c. 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.

d. 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.<sup>5</sup>

From the quotation above we know that vocabulary includes all skills in language and all the skills are indeed related to vocabulary.

According to Paul Davies and Eric Pearse there are five types of vocabulary practice activity:

a. Brainstorming

Get the learners to think of as many words as possible related to specific topic for example the topic

b. 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.

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<sup>5</sup> Clarence L Barnhart. *The World Book Dictionary*, (Thorndike-Barnhart, Illinois, 1968)  
P. 67-68

Alternatively, the teams can take turns to label on picture, using different colored chalks or markers.

c. **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.

d. **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.

e. **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.<sup>6</sup>

### **3. Kinds of Vocabulary**

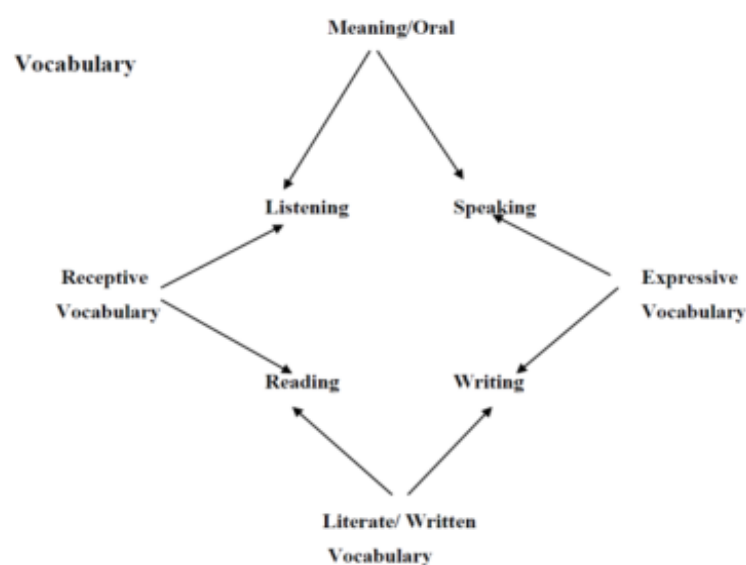
According to Hiebert in Dalmayanti, vocabulary consists of two kinds. They are productive vocabulary and receptive vocabulary. Productive vocabulary is the set of words that an individual can use when writing or

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<sup>6</sup> Davies Paul, *Success in English Teaching* (New York : Oxford University Press, 2002)p. 67- 68

speaking. Receptive vocabulary is that set of words for which an individual can assign meanings when listening or reading.<sup>7</sup>

**Figure 1. An all-round view of vocabulary uses<sup>8</sup>**



In other hand, some experts divide vocabulary into two types: active and passive vocabulary. Harmer distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use (active vocabulary). Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce (passive vocabulary).

<sup>7</sup> Delmayanti and Muhd. Al-Hafizh, "Teaching Vocabulary , p.2

<sup>8</sup> Gabriel Barbulet, "Teaching English Vocabulary through ICT's", p. 62

Moreover, Haycraft, quoted by Hatch and Brown, indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others. .<sup>9</sup>

From the explanation of two kinds above, the writer concludes that there are several kinds that used in teaching vocabulary such as: receptive vocabulary, and productive vocabulary. Receptive vocabulary is to recognize when the learners see or meet in reading, but do not use in speaking and writing.

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<sup>9</sup> Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and how to be taught" in *The Importance of Vocabulary in Language Learning and How To Be Taught* (Saudi Arabia: King Khaled Academy), Vol. III, No. 3/2015, p. 25

Whereas productive vocabulary, the learners can produce the words to express their thought to others in speaking and writing.

#### 4. The Importance of Vocabulary

Vocabulary is the element of language that should be learnt and taught. The ability to master vocabulary is very crucial. It will be hard to master language without mastering or understanding a certain number of vocabularies. Caroline states that vocabulary development is an importance aspect of language development and the research that has been conduct in recent years is very exciting.<sup>10</sup> It means that vocabulary is one key to increase the English achievement. Students who have many vocabularies are easier in their study and learning process. Without good vocabulary mastery, students will face some difficulties in their study.

Furthermore, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.<sup>11</sup> It means that learning and gaining more vocabulary is an important thing for everyone. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television.

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<sup>10</sup> Caroline, T Linse, *Practical English Language* ... p. 122

<sup>11</sup> Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press, 2002), p. 255.

Moreover, Vocabulary knowledge is an important consideration. Blachowicz and Fisher believe that words allow the learners to extend their understanding of the world around them and to access to completely new worlds. They maintain that in addition to affecting reading performance, vocabulary knowledge affects a student's ability to participate fully in both social and academic classroom routines. They also believe that all students can benefit from vocabulary instruction, especially if that instruction is conducted according to their strength and needs.<sup>12</sup>

In addition, Considering the importance of vocabulary role in learning foreign language, the mastery of this element should be ensured and developed. Otherwise, the vocabulary mastery of the children will be limited and consequence of it is that they will find difficulties in learning the skills of the language. Therefore, schools have a task to teach vocabulary to their students as suggested. Although a considerable amount of vocabulary there are, learning is associated with primary language learning in early years. The acquisition of most the vocabulary characteristic of an educated adult occur during the years of schooling, and infects one of the primary task of the school as far as language learning in concerned, as to teach vocabulary.<sup>13</sup>

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<sup>12</sup> Batoul Sabzalipour and Hossein Heidari Tabrizi, *ESP Vocabulary Instruction: The Effect of Using Game-Oriented Teaching Methods on Iranian ESP Learners Majoring in Psychology*, P. 624-625

<sup>13</sup> Ali Sorayaie Azar. "The Effect of Games on EFL Learners' Vocabulary Learning Strategies" in *International Journal of Basic and Applied Science*. (Iran: Insan Akademika Publications), Vol. 01, No. 02 October 2012, p. 253..



## 5. 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.<sup>14</sup> According to John, vocabulary assessment seems straight forward in the sense that word lists are readily available to provide a basis a basis for selecting a set of words to be tested.<sup>15</sup>

On the other hand, assessment is a popular and sometimes misunderstood term in current educational practice. You might be tempted to think of testing and assessing as synonymous terms, but they are not. Tests are prepared administrative procedure that occur at identifiable times in a curriculum when learners muster all their faculties to offer speak performance, knowing that their responses are being measures and evaluates.<sup>16</sup> 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.

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

<sup>15</sup> John Read, *Language Assessment*, (Cambridge: Published by Syndicate of the University Press, 2000) p.2

<sup>16</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (San Francisco, California, 2003), p. 4

In this research the writer uses written test that is a multiple-choice and fill in the blank for knowing the students' vocabulary mastery. There are two tests for students in this research. Those are pre-test that given to measure the pre existing ability of the students in mastering vocabulary before the researcher start to teach them by using Guessing Game, post tests to know the student's achievement in mastering vocabulary after the writer teach vocabulary to the students by using Guessing Game.

Assessing the student's vocabulary mastery the writer use the theory according to brown in John as follows<sup>17</sup> :

- 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.

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<sup>17</sup> John Charles, *Assessing Vocabulary*, (New York: Cambridge University Press, 2000)  
p . 218

## 6. The Concept of Teaching Vocabulary

Teaching and learning a foreign language is not easy as learning native language. In learning a foreign language, the learners may meet all kinds of learning problems dealing with vocabulary, sound system, and how to arrange words into sentences that are quite different from those native languages. Vocabulary learning can be applied in classroom activities by teachers by considering the level of language proficiency of the students so successful and effective vocabulary learning can be reached.

According to Jeremy Harmer, teaching vocabulary is the major part of the teacher's art.<sup>18</sup> It means that teaching vocabulary plays an important role in acquisition of foreign language. Teacher should choose and apply some teaching strategy and medium which are suitable with the students' needs based on the curriculum. For this reason, the teacher needs some ways to teach vocabulary although the students can understand easily.

David Wilkins stated as cited by Jean Brewster "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed".<sup>19</sup> Based on the statement above the researcher gets to mean that is how the importance of vocabulary learning. Vocabulary is very important in language. We can put an idea that able to understand by the others in communication. The vocabulary of a person is defined either as the set of

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<sup>18</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1991), P. 229.

<sup>19</sup>Scott Thornbury, *How to Teach Vocabulary*, ..... P. 13

all words these are understood by that person or the set of all words likely to be used by that person when constructing new sentences.

In line with the theories above, it is clear that learning vocabulary has an important contribution in learning a language which is must be considered by the teacher in order to be careful in selecting the vocabulary that will be teach. Teacher must decide which words will teach since there are many kinds of words that belong to types of vocabulary. .

## **B. The Concept of Guessing Game**

### **1. The Definition of Guessing Game**

A game is an activity with rules, a goal and an element of fun. Furthermore, according to the Longman Dictionary of Language Teaching and Applied Linguistics, games are defined as an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language. Games may be simple and require very little planning or may need quite a bit of preparation and the use of special materials, such as dice, boards, or picture, word or sentences cards. Some games are competitive, with teams or individuals working towards being the “winner”...<sup>20</sup>

Furthermore, Kevin Maroney in Chiss Crawford defines game as: a form of play with goals and structure. Similarity, Greg Costikyan in

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<sup>20</sup> Jean Brewster, Gail Ellis and Denis Girard, *The Primary English Teacher's Guide* New Edition, Penguin English Guides, English, p. 172-173

Chris Crawford offers this definition: a game is a form of art in which participants, termed players, make decisions in order to manage resources through game tokens in the pursuit of a goal.<sup>21</sup>

Based on several definitions about games above, the researcher concluded that game is a structural fun activity with rules and being play by several players to achieve a goal. It means that game has to be fun activity, having a structural activity and being played by several players. Game must have a goal and that should be rules in the activity.

Moreover, Jill Hadfield stated guessing games are a familiar variant on this principle. The player with the information deliberately withholds it, while others guess what it might be.<sup>22</sup> It means that one people give some clue to others, and they must guess what is that people mean.

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.<sup>23</sup>

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

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<sup>21</sup> Chris Crawford, *Chris Crawford on Game Design*, (USA : New Rider Publishing, 2003) p.2

<sup>22</sup> Jill Hadfield, *Bigginer's Communication Games*, ( New York: Longman, 1999) p. 8

<sup>23</sup> Robert D. Friedberg and all, *Cognitive Therapy Techniques for Children and Adolescents*, ( New York : The Guilford press,2009) p 98

should have been able to widespread concern about validating and reinforcing students.<sup>24</sup>

Based on the definition above, the researcher can assumed that guessing game 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.

## **2. Types of Guessing Game**

Acording to Andrian Doff, there are several types of guessing game as follows:

### **a. Guess the Picture**

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.

### **b. 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.

### **c. Mime**

In this game, teacher calls a student to come forward and secretly the teacher gives her a sentence written on pieces of paper.

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<sup>24</sup>Mary.M.Kennedy, *Inside Teaching*, ( England: Harvard University Press,2005) p 109

Which describe simple activity? The students then mime the activity and other try to guess the situation mimed.<sup>25</sup>

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

### **3. The Procedure of Guessing Game**

The basic rules of guessing games in eminently simple: one person knows something that another one wants to find out.<sup>26</sup> According to Jill had field, procedures to play of guessing game as follows:

- a. Divide students in the class into group of three or four group and seat them round a table.
- b. Give each group two sets of picture.
- c. They should spread out one set on the table, face up.
- d. They should put the others in a pile in the middle, face down.
- e. Player 1 takes a card from the pile and keeps it hidden from the other students.
- f. The others try to guess what it is by asking, “Is it big/small/round/square (etc.)?”.
- g. Tell the students they can’t ask question such as “Is it a plate/picture/book?” etc.

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<sup>25</sup>Andrian Doff, *Teaching English, A Training Course for Teachers. Teachers work Book*, (Cambridge : Cambridge University Press, 1988), p. 90-93

<sup>26</sup>Friederike Klippel, *Keep Talking: Communicative Fluency Activities for Language Teaching*, (USA: Cambridge University Press, 1994) p. 31

Based on the procedures of guessing game above, the researcher conducts that procedure in this research.

#### **4. Advantages and Disadvantages of Using Games**

According to, Lee Su Kim in Endang Kusriani, games has some advantages. Those are:

- a. Games are welcome break from the usual routine of the language class,
- b. Games are motivating and challenging,
- c. Games can encourage students to increase and communicate,
- d. games create a meaningful context for language use,
- e. It provides language practice in the various skills; speaking, listening, reading, and writing,
- f. It is a good way for practicing language.<sup>27</sup>

Besides the advantages of using games, there are also some disadvantages in applying guessing game in the class, such as:

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

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<sup>27</sup>Meipin, "The Application of Snake and Ladder Game in Teaching Vocabulary" in 2<sup>nd</sup> ICEL, (Indonesia, Bandar Lampung University), Vol. 2, p. 381



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

### **C. Action Hypothesis**

Based on the theories and assumption above, the researcher propose the hypothesis as follow “By using Guessing Game the students English vocabulary mastery and their learning activities can be improve at the eighth grade of SMP N 2 Kotagajah.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. The Operational Definition of Variable**

##### **1. Variable of Research**

This research consists of two variables. The independent variable is the one that believe may cause the results and the dependent variable is the one that measure to see the effects the independent variable has on it.<sup>28</sup>

The two variables can be explained as follow:

##### **a. Independent Variable**

Independent variables are those that the researcher chose to study in order to assess their possible effects on one or more other variables.<sup>29</sup> In this research, the independent variable (X) is guessing game.

##### **b. Dependent Variable**

Dependent variable is a variable that can be influenced by an independent variable. The dependent variable (Y) in this research is the students' vocabulary mastery. The improving of students vocabulary mastery can be seen after using Guessing Game.

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<sup>28</sup>Alison Mackey and Susan M. Gass, *Second Language Research Methodology and Design*, (Mahwah, New Jersey: Lawrence Erlbaum Associates Publisher, 2005) ,p.103

<sup>29</sup>Jack R. Fraenkel, *How To Design And Evaluate Research In Education (Eighth Edition)*, (New York: Mcgraw-Hill,1990), p.80.

## **B. Research Setting**

The researcher was conducted at the eighth grade of SMP N 2 Kotagajah, which is consist of 34 students. SMP N 2 located in Jl. Sri Rahayu No.17 Kotagajah, Central Lampung, Lampung.

The research was held at the eighth grade because most of students are still lack in their vocabulary mastery.

## **C. Subject of Study**

The subject of this research was the eighth grade students of SMP N 2 Kotagajah. In this research the researcher chose VIII H class. The number of VIII H student as follows:

**Table 1**

**The object of study VIII H Class of SMP N 2 Kotagajah**

No	Students		Total
	Male	Female	
1	14	20	34

Source: the students' attendance list of VIII H

The researcher chose this class because of several reasons and one of them was this class has the lowest score in English subject among the other class especially in English vocabulary mastery.

## **D. Research Procedure**

### **1. Classroom Action Reseach**

The research is aimed to improve students' vocabulary mastery by using Guessing Game so the researcher using classroom action research. According to Donald Ary, Action Research is about taking

action based on research and researching the action taken.<sup>30</sup> Furthermore Kumar state that action research is a research method which is aimed for improving and modifying the working system of a classroom in school or institution.

Furthermore, Anne explains that Action Research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice.<sup>31</sup> It means that action research is given by teacher with directive from teacher that is done by students. Meanwhile, Cresswell states that action research provides the opportunity for educators or teachers to reflect their own practices.<sup>32</sup> From those statements, it can be inferred that action research emphasizes on the reflection and improvement teaching and learning process in the classroom.

Concerning about the type of action research, researcher used collaborative action research so that it needs the collaborator or another participants which was English teacher to assist the researcher in this research. Therefore the researcher assisted by Mrs. Umi Sumarmi, S.Pd. She is an English teacher of SMP N 2 Kotagajah, especially in eighth grade.

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<sup>30</sup> Donald Ary, et.al, *Introduction to Research in Education, Eighth Edition*, (USA: Wadsworth Cengage Learning, 2010) p.512

<sup>31</sup> Anne Burns , *Doing Action Research in English Language Teaching*, (Roudledge: New York and London, 2001) p.1

<sup>32</sup> John Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, 2012), p.577

Classroom action research (CAR) has various models but in this research the researcher used Kemmis and McTaggart (1988) research design. According to Kemmis and McTaggart as cited by Anne Burns, action research is dynamic and complementary process which consists of four essential phases such as planning, action, observation, and reflection in spiral system.<sup>33</sup> Those phases could be seen by following figure:

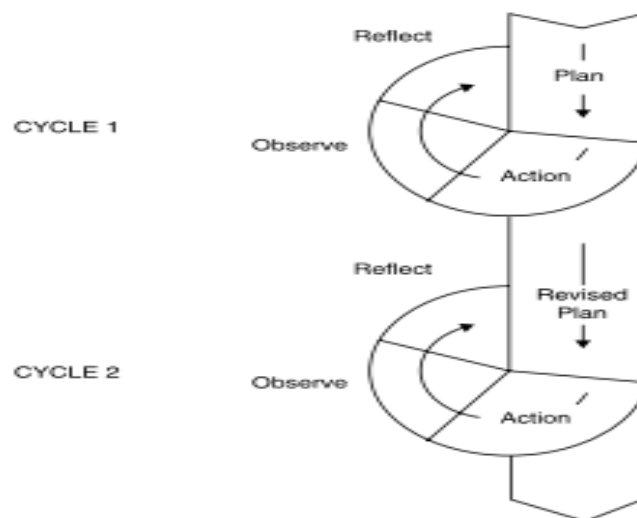


Figure 2. The 'action research spiral' (based on Kemmis and McTaggart)

## 2. Action Plan

Based on Kemmis and MacTagart's research design, the steps of the research cover four phases in each cycle. They are the following:

### a. Cycle 1

#### 1) Planning

In the first phase, after analyzing the finding of the preliminary study such as identifying and diagnosing student's

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<sup>33</sup> Anne Burns, Collaborative Action Research for English Language Teacher, (Cambridge: Cambridge University Press, 1999), p.32

problem in vocabulary mastery that occurred in the classroom and concluding the finding in preliminary study. Then the researcher and the collaborator (English teacher) prepared some planed to conduct the classroom. They are the following:

- a) The researcher prepared the lesson plan including teaching procedure, media, and relevant material to be applied in acting phase.
- b) The researcher prepared learning resource for students.
- c) The researcher determined the method to be applied in acting phase. In this case, the researcher used Guessing Game to improve students' vocabulary mastery.
- d) The researcher prepared observation format and also evaluation format to evaluate the student's activity after teaching and learning process.
- e) The researcher and the collaborator designed the criteria of success.

## 2) Acting

Doing action was the second step in activity. It is implementation in a planning about action in the class. Without the action the planning just imagination that never can be real. In this phase, the researcher applied the planning of technique and scenario learning as follows ;

- a) Gave explanation about the material.
  - b) Asked the student to make a group.
  - c) The teacher gave explanation of the rules of Guessing Game.
  - d) Then asked them to play the game while the teacher gives score of student's performance personally and observe their problems. So, it can be references to improve the action in next meeting.
  - e) Gave guidance and task to the students for next meeting.
- 3) Observing

In the third phase, the observer observed the student's activity, their participations, class situation during teaching and learning process, and teacher (researcher) performance by using structured observation form and makes note the overall activities. Furthermore, the researcher also collected the data from the post test and the result of student's activity. The researcher observed the overall activities to find out the effectiveness of teaching and learning process which has been occurred and the result would be concluded and discussed in reflecting phase.

4) Reflecting

In the fourth phase, the researcher and the collaborator would discuss about the data that have been collected from all

the activities from the acting phase until observing phase. In this phase, the researcher and the collaborator also analyzed the teacher performance during teaching and learning process and students' vocabulary mastery to find out whether the implementation of Guessing Game run successful or unsuccessful by identifying strength and weakness. If there still found the problems the researcher and collaborator would conducted the next cycle and used the collected data in cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

**b. Cycle 2**

**1) Re-planning**

In the first phase, before conducting the action in the next phase, the researcher repaired the problem found in cycle one. It would be explained as follow:

- a) The researcher analyzed the reflection result to obtain the solving problem.
- b) The researcher revised and prepared the lesson plan based on the problem appears in the previous cycle including teaching procedure, media, and relevant material to be applied in acting phase.
- c) The researcher rearranged observation format and also reforms the evaluation format to improve the planned



indicators that have not been achieved yet in the previous cycle.

## 2) Acting

Doing action was the second step in activity. It was implementation in a planning about action in the class. Without the action the planning just imagination that never can be real. In this phase, the researcher applied the planning of technique and scenario learning as follows;

- a) Gave explanation about the material.
- b) Asked the student to make a group.
- c) The teacher gave explanation of the rules of Guessing Game.
- d) Then asked them to the game while the teacher gives score of student's performance personally and observe their problems. So, it could be references to improve the action in next meeting.
- e) Gave guidance and task to the students for next meeting.

## 3) Observing

In the third phase, the observer observed the student's activity, their participations, class situation during teaching and learning process, and teacher (researcher) performance by using structured observation form and made note the overall

activities. Furthermore, the researcher will also collect the data from the post test and the result of student's activity.

#### 4) Reflecting

In the fourth phase, the researcher and the collaborator will discuss about the data that have been collected from all the activities from the acting phase until observing phase. In this phase, the researcher and the collaborator also analyzed the teacher performance during teaching and learning process and students' speaking performance to find out whether the implementation of Guessing Game run successful or unsuccessful by identifying strength and weakness. If there still found the problems the researcher and collaborator would conduct the next cycle and used the collected data in cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

### **E. Data Collection Technique**

For this research, there were four techniques which used by the researcher to collect the data such as observation, test, and documentation. It could be explained as follows:

#### **1. Observation**

In this research the researcher used observation to saw the condition in teaching-learning process. In this research the researcher observed the students' activities in teaching and learning process to know

how the process of teaching and learning was hold. In doing the observation the researcher made the observation sheet that contained of list of students' activities.

## **2. Test**

Test is a set of stimuli which given to the individual to obtain the respond based on what is assessed.<sup>34</sup> In this research, the tests that examined to the students consist of two types namely pre-test and post-test. They were the following:

### **a. Pre-test**

First, pre-test is examined to the students before giving the treatment through the implementation of reciprocal teaching to evaluate their ability at first. The type of pre-test is vocabulary mastery test. In this pre-test the researcher applied objective test in the form of written test (multiple choices and fill in the blank).

### **b. Post-test**

Second, post-test is examined to the students after they were taught vocabulary mastery by using guessing game technique as the treatment to find out the improvement before and after giving treatment. It could be seen by comparing the result between pre-test and post-test. In this post-test the researcher applied objective test in the form of written test (multiple choices and fill in the blank).

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<sup>34</sup>Donald Ary, *et.al*, *Introduction to Research.*, p. 201.

### 3. Documentation

Documentation as the method which was used to get information from written language. The researcher used the documentation method to get detail information about history of the school, the sum of the teacher, employers, students and organization structure at eighth grade of SMP N 2 Kotagajah, Central Lampung in the academic year 2017/2018.

### 4. Field Note

Field note is an instrument that has the function to see the action and students development learning process. Field note is one important thing to make a note of kind of the students' action that implemented by teacher in every cycle, the response of students toward action, etc. Field note must be written as soon as possible after the action implemented, in order to keep the objectivity of some facts found.

## F. Data Analysis Technique

### 1. Formula

Data analysis takes from the average score of the pre-test and post-test in cycle 1 and cycle 2. The formula to get the average as follow:<sup>35</sup>

$$\bar{X} = \frac{\sum x}{N}$$

Note

$\bar{X}$  = Average score

$\sum x$  = Total Score of the Students

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<sup>35</sup> Donald Ary, et.al, *Introduction to Research....* p.108

N = Total of Students.

Furthermore, to know the result the researcher compared the average scores between pre-test and post-test for each cycle. Then to know the percentage of increasing score in students learning activities, the researcher used the percentage formula as follow:

$$P = \frac{\sum X}{N} \times 100\%$$

Note:

P = Percentage

$\sum x$  = Total Score of the Students

N = Total of Students.

#### **G. Indicator of Success**

This research would be success or finish if 80% of students got score minimum 75, and there was significant improvement in the students learning activity which occur until the last cycle.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND INTERPRETATION**

#### **A. Result of the Research**

##### **1. Description of the Research Location**

###### **a. The History of SMP N 2 Kotagajah**

SMP N 2 Kotagajah was established in 1968. It is located at Jl. Sri Rahayu No. 17, Kotagajah, Central Lampung. it was built 15.000 m<sup>2</sup>. Since SMP N 2 Kotagajah was established, it has been led by the following principles:

- |                                |             |
|--------------------------------|-------------|
| 1) Soekram                     | (1968-1976) |
| 2) FX. Djumeno                 | (1976-1985) |
| 3) Hadi Soeratman              | (1985-1989) |
| 4) Syarief Barjan, S. H        | (1989-1993) |
| 5) Drs. Zubairi Saibi          | (1993-1997) |
| 6) Drs. Sudibyo                | (1997-2001) |
| 7) Drs. Mariyoto               | (2001-2005) |
| 8) Drs. Asep Hadi Saputra, M.M | (2005-2009) |
| 9) Drs. Hi. Meseriyanto        | (2009-2013) |
| 10) Prayitno Untoro, S.Pd      | (2013-2017) |
| 11) Pahotan Sihaloho, S.Pd     | (2017-now)  |

**b. The Condition of Teachers in SMP N 2 Kotagajah**

Condition of teacher and official employers in SMP N 2 Kotagajah, the numbers of the teacher and official employers in SMP N 2 Kotagajah that can be identified, as follows:

**Table 3**  
**The Data of Teachers in SMPN 2 Kotagajah**

Employment Status	Sex		Total
	Male	Female	
Permanent Teacher	38	38	76
Non-Permanent Teacher	4	6	10
Total	42	44	86

Source: The Documentation result of teacher' condition in SMP N 2 Kotagajah

**Table 4**  
**The formation of the teacher and official employers in SMP N 2 Kotagajah**

No	Subject	Staff			
		Needed	Available	Sufficient	Insufficient
1	Religion Education				
	a. Islam		5		
	b. Catholic		1		
	c. Kristen Protestant		1		
	d. Hindu		1		
	e. Buddha		1		
2	Science				
	a. Biology		6		
	b..Physics		5		
3	Indonesian Language		13		
4	English		5		

5	Social		7		
6	Mathematics		7		
7	Sport		4		
8	TIK		5		
9	BK		5		
10	Civic Education		4		
11	Art		5		
12	Officer		2		

Source: The Documentation result of teacher' condition in SMP N 2 Kotagajah

#### c. The Quantity Students of SMP N 2 Kotagajah

The quantity students of SMP N 2 Kotagajah that can be identified, as follows:

**Table 5**  
**The quantity students of SMP N 2 Kotagajah**

No	Class	Sex		Total
		Male	Female	
1.	Class VII	152	168	320
2.	Class VIII	156	193	349
3.	Class IX	146	191	337
Total		456	550	1006

Source: The Documentation result of students' quantity in SMP N 2 Kotagajah

#### d. Facilities and infrastructure of SMP N 2 Kotagajah

The facilities and infrastructure of SMP N 2 Kotagajah can be identified as follows:



**Table 6**  
**Facilities and infrastructure of SMP N 2 Kotagajah**

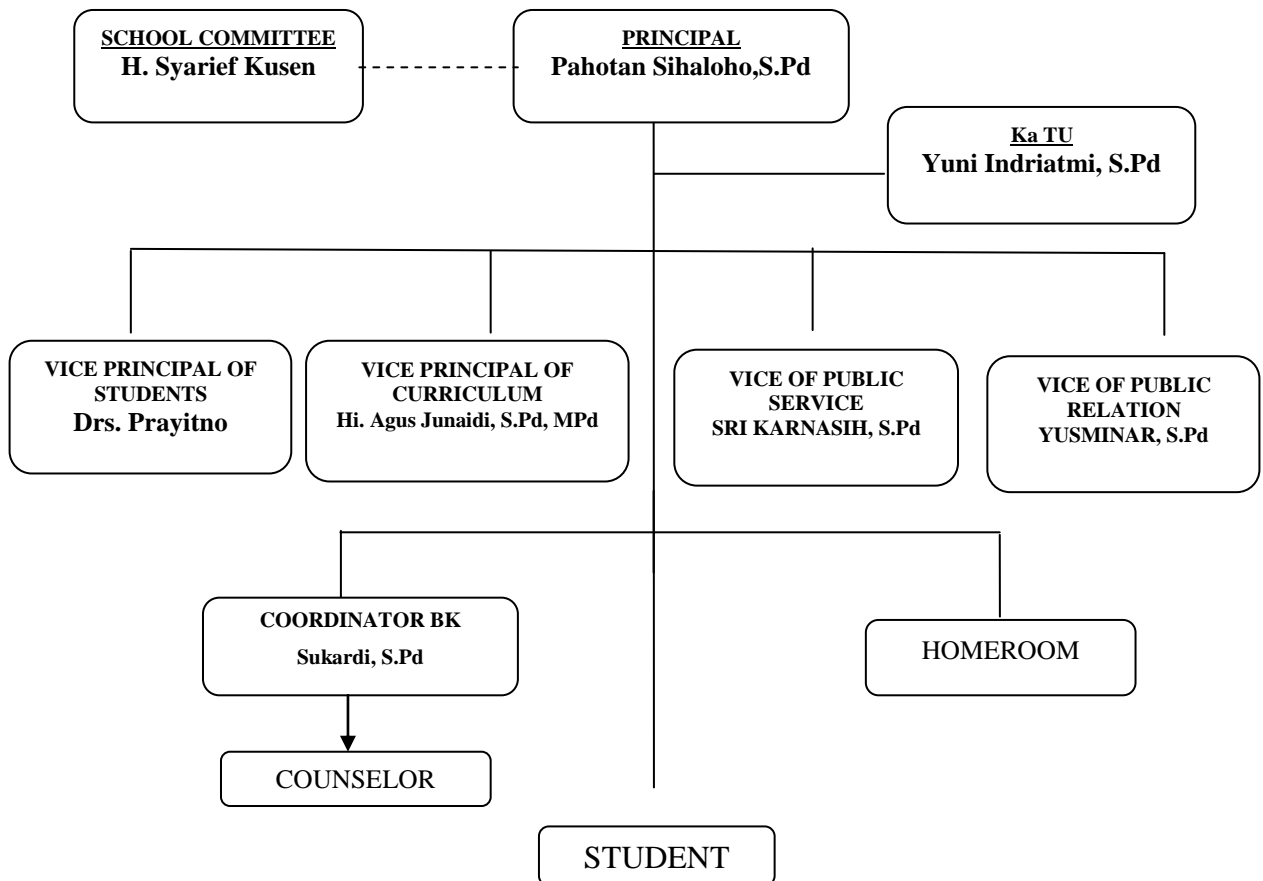
No.	Facilities	Conditions			Total
		Good	Slightly Damage	Seriously Damage	
1	Principal Room	1			1
2	Teachers Room	2			2
3	Administration Room	1			1
4	Library	1			1
5	Laboratory	1			1
6	UKS/M	1			1
7	OSIS Room	1			1
9	Counselor Room	1			1
10	Classroom	30			30
11	Toilet	24			24
12	Mosque	1			1
<b>Total</b>		65	0	0	65

Source: The documentation result of facilities and infrastructure in SMP N 2 Kotagajah

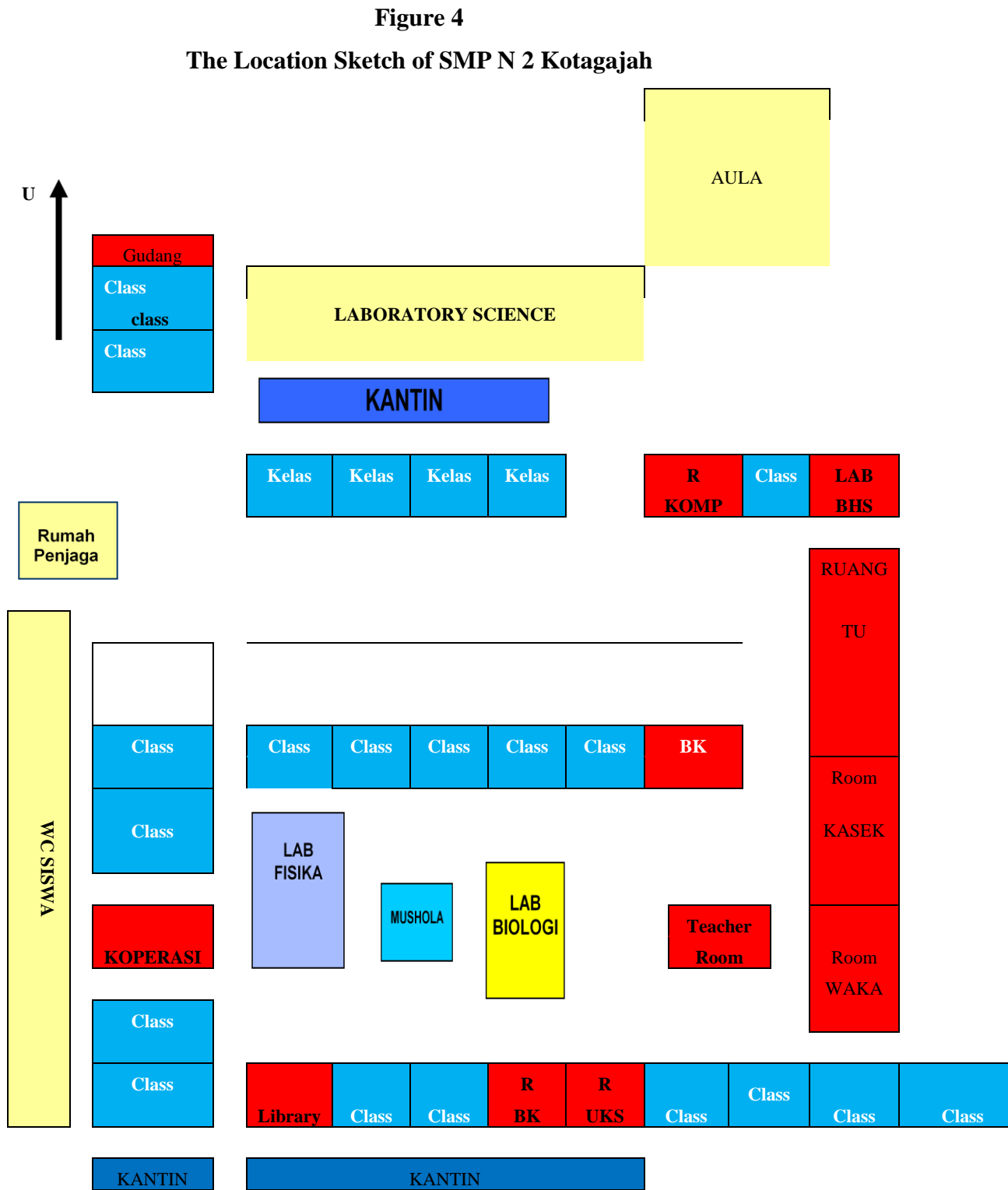
**e. The Organization Structure of SMP N 2 Kotagajah**

The Organization Structure of SMP N 2 Kotagajah in the academic year of 2017/2018 can be shown in the following figure:

**Figure 3**



f. Location Sketch of SMP N 2 Kotagajah



2. Description of the Research Data

This research used classroom action research to improve the students' vocabulary mastery and the students result among the eighth graders of SMP N 2 Kotagajah. In this research, the researcher conducted the research in two cycles which is each cycle consists of planning, acting, observing and reflecting. The researcher gave a pre-test for the students before doing the treatment that was aimed to know how far the students' vocabulary mastery before they were given the treatment. The students' result of vocabulary mastery was gotten through test that conducted in the end of each cycles while the data of students' activity was gotten from the observation during the learning process.

In this research before the process of cycle I, the research conducted the pre-test on Tuesday, November 28<sup>th</sup>, 2017. The researcher gave a pre-test for the students to see how far the students' vocabulary mastery before the treatment was given. In pre-test activity, the researcher gave written test which was consist of multiple choices and fill in the blank. Then, the result of pre-test can be seen on the table below:

**Table 7**  
**The Result Pre-Test Score of Vocabulary Matery**

<b>No.</b>	<b>Students' Code</b>	<b>Score</b>	<b>Category</b>
1	AAS	52	Incompleted
2	AWG	46	Incompleted
3	ADL	64	Incompleted
4	AZ	40	Incompleted
5	AYSS	82	Completed

6	AM	70	Incompleted
7	AD	62	Incompleted
8	AF	52	Incompleted
9	AP	40	Incompleted
10	BGK	76	Completed
11	CRW	50	Incompleted
12	DR	46	Incompleted
13	DC	40	Incompleted
14	DA	48	Incompleted
15	ESA	54	Incompleted
16	FYR	76	Completed
17	FIP	46	Incompleted
18	FI	54	Incompleted
19	FA	64	Incompleted
20	GA	52	Incompleted
21	INA	52	Incompleted
22	IA	34	Incompleted
23	IP	38	Incompleted
24	MAS	48	Incompleted
25	MAPP	66	Incompleted
26	MKD	64	Incompleted
27	MOM	58	Incompleted
28	RAA	82	Completed
29	SPA	76	Completed
30	SL	88	Completed
31	SR	40	Incompleted
32	UAP	64	Incompleted
33	Yak	58	Incompleted
34	ZA	76	Completed
<b>Total Score (<math>\Sigma x</math>)</b>		1958	
<b>Lowest Score</b>		34	
<b>High Score</b>		82	
<b>Average <math>\bar{x}</math></b>		57.58	

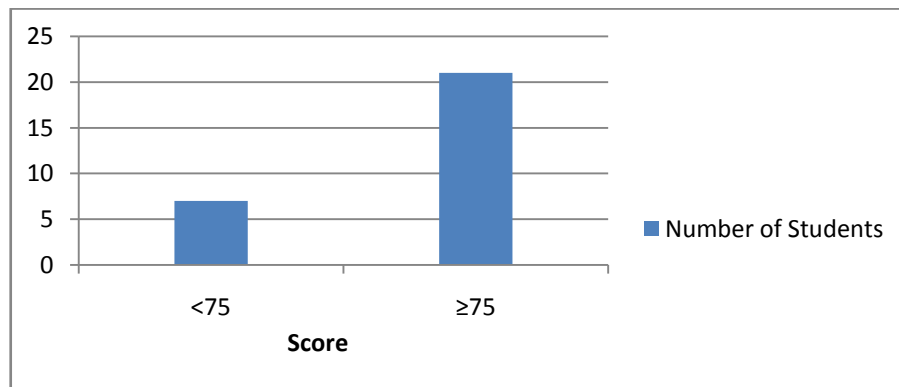
**Table 8**

**Students' Mark of Vocabulary Mastery Pre-Test**

No	Mark	Frequency	Percentage	Category
1	$\geq 75$	7	20,59%	Completed
2	$< 75$	27	79,41%	Incompleted
Total Students		34	100%	

**Chart 1**

**The Result of the Students' Vocabulary Score at Pre-Test**



Based on the table of the pre-test above, there were 27 students incomplete to achieve the minimum standard of mastery (MMC). There were 7 students (20,59%) who gained score 75 or above, and 27 students (79,41%) who gained score under 75. The highest score in the pre-test was 82 and the lowest score was 34.

**a. Cycle I**

**1) Planning**

In this step, the researcher and the collaborator/English teacher (Mss. Umi Sumarmi, S.Pd) prepared the lesson plan, material and media that would be used in teaching learning process in acting

phase. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities to observed students' activity during teaching learning process.

## 2) Acting

The action in the cycle 1 consists of two meetings, one meeting for the action and one meeting for the post test, there are:

### a) The first meeting

The first meeting was conducted on November 30<sup>th</sup> 2017 for (2x40 minutes.). In this meeting, started by praying, greeting, checking the attendance list and asking about student condition, the researcher was being the teacher and the collaborator was being the observer, the actions as follows:

- (1) The researcher gave explanation about the material:
- (2) The researcher asked the students to make a pair
- (3) The teacher gives explanation of the procedure of guessing game.
- (4) The researcher gave the meaning of each vocabulary.
- (5) The researcher asked to the students to make note in their book.
- (6) The researcher and the students made conclusion about the lesson and the researcher gave information that the next meeting will held a test.
- (7) The researcher closed the meeting.

b) The Second Meeting

The second meeting was conducted on Tuesday, December 12<sup>st</sup>, 2017, this meeting used as the post-test 1 for 2x40 minutes, after the students were given the action. The kinds of the test were multiple choices and fill in the blank. The score of post-test cycle I can be seen on the table below:

**Table 9**

**The Result of the Students' Vocabulary Score Post Test I in Cycle I**

No.	Students' Code	Score	
1	AAS	46	Incompleted
2	AWG	64	Incompleted
3	ADL	76	Completed
4	AZ	78	Completed
5	AYSS	82	Completed
6	AM	72	Incompleted
7	AD	68	Incompleted
8	AF	66	Incompleted
9	AP	64	Incompleted
10	BGK	64	Incompleted
11	CRW	74	Incompleted
12	DR	80	Completed
13	DC	62	Incompleted
14	DA	74	Incompleted
15	ESA	60	Incompleted
16	FYR	80	Completed
17	FIP	78	Completed
18	FI	64	Incompleted
19	FA	78	Completed
20	GA	78	Completed
21	INA	78	Completed
22	IA	78	Completed
23	IP	62	Incompleted
24	MAS	76	Completed
25	MAPP	76	Completed
26	MKD	82	Completed
27	MOM	76	Completed



28	RAA	80	Completed
29	SPA	88	Completed
30	SL	78	Completed
31	SR	72	Incompleted
32	UAP	82	Completed
33	YAK	62	Incompleted
34	ZA	78	Completed
<b>Total Score (<math>\Sigma x</math>)</b>		2476	
<b>Lowest Score</b>		46	
<b>Highest Score</b>		88	
<b>Average <math>\bar{x}</math></b>		72.82	

Based on the table above, there were 19 students got  $\geq 75$  and 15 students got  $< 75$ . The following were the table of students' score mark of post-test I:

**Table 10**

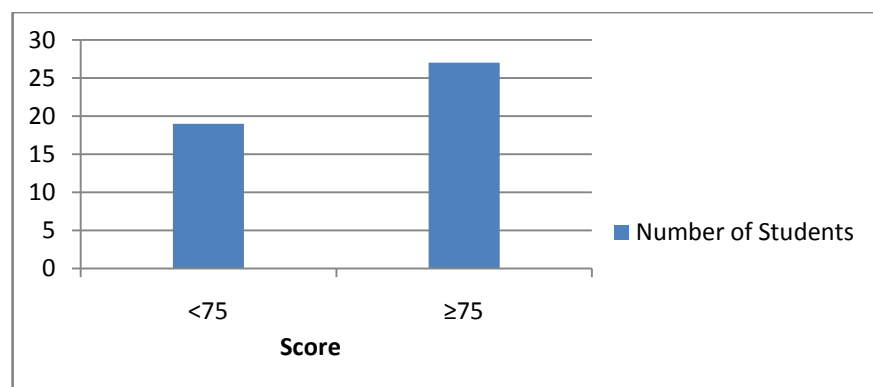
**Students' Mark of Post-Test 1 of Vocabulary Mastery**

No	Mark	Frequency	Percentage	Category
1	$\geq 75$	19	55.88%	Complete
2	$< 75$	15	44.12%	Incomplete
<b>Total Students</b>		<b>34</b>	<b>100%</b>	

**Chart 2**

**Result of the Students at the Post-Test Cycle I**

**Post-Test I**



From the table above, it could be analyzed that the students' average score was 72.82. The highest score was 88 and the lowest score was 46. Based on the minimum mastery criterion (KKM), there were 19 on post test-test I or got score  $\geq 75$ . It means that in cycle I the students' achievement could improve enough, but it was not successful yet.

c) Observing

In observing of the researcher action, the collaborator observed the students' activities. The researcher as a teacher gave material about vocabulary mastery and trained them by using guessing game.

In learning process, there were four measurement used and mentioned to know the students' activity. Every student who has active in learning process gave a thick in observation sheet. Then, the students were not active in learning process, let the observation sheet empty.

It could be seen on appendix. The indicators of the students' activities were:

- (1) Attention to teacher explanation
- (2) The students able to guess the picture
- (3) The students able to make a respond by other students
- (4) Responding the teacher question

**Table 11**  
**Students' Observation Sheet Cycle I**

No .	Student's Name	The Aspect that observed			
		Give an Attention the teacher's explanation	The Students able to guess the picture	The students able to make a respond by other students	Respondin g the teacher question
1	AAS		✓		
2	AWG				
3	ADL	✓			
4	AZ			✓	✓
5	AYSS	✓			
6	AM		✓	✓	✓
7	AD	✓			
8	AF				
9	AP	✓		✓	✓
10	BGK	✓	✓		
11	CRW	✓			
12	DR	✓	✓	✓	✓
13	DC	✓		✓	✓
14	DA	✓	✓	✓	✓
15	ESA				
16	FYR	✓	✓	✓	
17	FIP		✓	✓	✓
18	FI				
19	FA	✓	✓		
20	GA				
21	INA				
22	IA	✓	✓		
23	IP	✓	✓	✓	
24	MAS		✓		

25	MAPP		✓		
26	MKD	✓			
27	MOM				
28	RAA	✓		✓	✓
29	SPA		✓	✓	
30	SL	✓	✓		
31	SR		✓		
32	UAP		✓		
33	YAK		✓	✓	✓
34	ZA	✓	✓		
Total		17	15	12	9

**Table 12**  
**The Percentage of the Students' Activity in Cycle I**

<b>No</b>	<b>Students' Activity</b>	<b>Frequency</b>	<b>Percentage</b>
1	Give an Attention the teacher's explanation	17	50%
2	The Students able to guess the picture	15	44,12%
3	The students able to make a respond by other students	12	35,29%
4	Responding the teacher question	9	26,47%
Percentage Average			38,97%

Based on the data above explained the total of students who give attention to the teacher explanation were 17 students (50%). The Students be able to guess the picture only 15 students (44.12%). There were 9 students (35.29 %) able to make a respond

by other student. The poor activity was only 9 students (26.47%) were very lazy to responding the teacher question.

d) Reflection

In the end of the Cycle I, the researcher and the collaborator did the evaluation and reflection together. According to the result of vocabulary score in Cycle I, the use of guessing game could improve the students vocabulary mastery but the numbers of students who completed the MMC was only 19 students or 55,88%. Next, the students' activity also improved start form the first meeting until the second meeting in Cycle 1. It can be conclude that the use of word walls media can improve the students' activity in the classroom. Even though it did not complete the indicator of success, there was improvement in their vocabulary score and their learning activity.

It can be concluded that cycle I was not successful yet because the indicator of successful was not reached yet and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

**b. Cycle II**

Based on the result of cycle 1 I was not success, in the stage need to be held the cycle II again to repair the weakness in the cycle I. The step of cycle II as follow:

## 1) Planning

Based on the activity in cycle I, the process at the cycle II was focused on the problem in Cycle I. There are still many weaknesses on cycle I such as the students not focus to join the class and them hard to understand the materials. The researcher and the collaborator planned the materials. The researcher prepared the lesson plan, material, gave the pot-test and gave evaluation. By using Guessing Game the researcher tried to improve the students' vocabulary mastery and hoped it would help to improve the students' interested in learning English.

## 2) Acting

The action in the cycle II consist of two meeting, one meeting for the action, and one meeting for the post-test. The explanation of every meeting will be explained below:

### a) The First Meeting

The first meeting was done on December 13<sup>th</sup>, 2017 for 2x40 minutes. This meeting was opened by praying, greeting, asking the students' condition and checking the attendance lists. In this meeting, the researcher gave real object more interesting in teaching and learning process. While teaching and learning process

b) The Second Meeting

The second meeting was conducted on December 14<sup>th</sup>, 2017. This meeting used to post-test 2 in the end of cycle II for 2x40 minutes. The researcher gave post-test to the students.

**Table 13**

**The Students Post-Test 2 Score of Vocabulary Mastery**

No.	Students' Code	Score	Category
1	AAS	78	Completed
2	AWG	82	Completed
3	ADL	82	Completed
4	AZ	80	Completed
5	AYSS	100	Completed
6	AM	86	Completed
7	AD	82	Completed
8	AF	70	Incompleted
9	AP	72	Incompleted
10	BGK	80	Completed
11	CRW	74	Incompleted
12	DR	86	Completed
13	DC	72	Incompleted
14	DA	82	Completed
15	ESA	68	Incompleted
16	FYR	100	Completed
17	FIP	82	Completed
18	FI	82	Completed
19	FA	82	Completed
20	GA	82	Completed
21	INA	82	Completed
22	IA	82	Completed
23	IP	86	Completed
24	MAS	76	Completed
25	MAPP	90	Completed

26	MKD	100	Completed
27	MOM	82	Completed
28	RAA	94	Completed
29	SPA	88	Completed
30	SL	82	Completed
31	SR	76	Completed
32	UAP	86	Completed
33	Yak	86	Completed
34	ZA	84	Completed
<b>Total Score</b>		2816	
<b>Lowest Score</b>		68	
<b>High Score</b>		100	
<b>Average</b>		82.82	

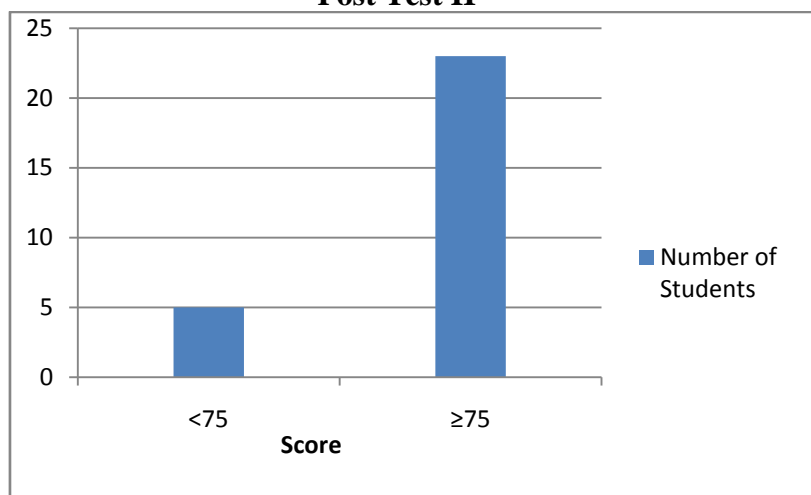
Based on the table above, there were 29 students got  $\geq 75$  and 5 students got  $< 75$ . The following were the table of students' score mark of post-test I:

**Table 14**  
**Students' Mark of Post-Test II of Vocabulary Mastery**

No	Mark	Frequency	Percentage	Category
1	$\geq 75$	29	85.29%	Complete
2	$< 75$	5	14.71%	Incomplete
<b>Total Students</b>		34		



**Chart 3**  
**Result of the Students at the Post Test in Cycle II**  
**Post Test II**



Based on the table above, it could be seen that the students' average score in post test II was 82.82. The highest score was 100 and the lowest score was 68. Most of students could improve vocabulary mastery. It mean that cycle II was successful observation.

### 3) Observing

In this step, the researcher presented the material by using guess the picture. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follows:

**Table 15**  
**Students' Observation Sheet Cycle 2**

No .	Student's Name	The Aspect that observed			
		Give an Attention the teacher's explanation	The Students able to guess the picture	The students able to make a respond by other students	Responding the teacher question
1	AAS	✓		✓	✓
2	AWG	✓	✓	✓	✓
3	ADL	✓	✓	✓	✓
4	AZ		✓		✓
5	AYSS	✓	✓		✓
6	AM	✓	✓	✓	✓
7	AD	✓	✓	✓	✓
8	AF	✓	✓	✓	✓
9	AP	✓	✓	✓	✓
10	BGK	✓	✓	✓	
11	CRW	✓	✓		
12	DR	✓	✓	✓	✓
13	DC	✓	✓	✓	✓
14	DA	✓	✓	✓	✓
15	ESA	✓	✓	✓	✓
16	FYR	✓	✓	✓	✓
17	FIP	✓	✓	✓	✓
18	FI	✓	✓	✓	✓
19	FA	✓	✓	✓	✓
20	GA		✓		✓
21	INA	✓	✓	✓	✓
22	IA	✓	✓	✓	✓
23	IP	✓	✓	✓	✓
24	MAS	✓	✓		
25	MAPP		✓	✓	✓
26	MKD	✓	✓	✓	✓
27	MOM	✓	✓	✓	
28	RAA	✓	✓	✓	✓
29	SPA	✓	✓	✓	
30	SL		✓	✓	✓
31	SR	✓	✓	✓	✓

32	UAP	✓	✓	✓	✓
33	YAK	✓		✓	✓
34	ZA	✓	✓	✓	✓
Total		30	32	27	28

**Table 16**  
**The Percentage of the Students' Activity in Cycle II**

No	Students' Activity	Frequency	Percentage
1	Give an Attention the teacher's explanation	30	88,23%
2	The Students able to guess the picture	32	94,11%
3	The students able to make a respond by other students	27	79,41%
4	Responding the teacher question	28	82,35%
Percentage Average			86.03%

#### 4) Reflection

Based on the result of cycle II, the researcher and collaborator did reflection together. Based on the result of observation learning process on cycle II, it can be inferred that most of the students pay attention the teacher and they could accept the material more clearly. From the test result, the researcher found that in this phase, students had a good progress. They improved their understanding of Guessing Game significantly and improving more vocabularies that has proved by successfully doing the post test.

**Table 17**  
**The Students' Score at Post Test I and Post Test II of Vocabulary**  
**Mastery**

No.	Name	Score		Improving	Explanation
		Post-Test 1	Post Test 2		
1	AAS	46	78	32	Improve
2	AWG	64	82	18	Improve
3	ADL	76	82	6	Improve
4	AZ	78	80	2	Improve
5	AYSS	82	100	18	Improve
6	AM	72	86	14	Improve
7	AD	68	82	14	Improve
8	AF	66	70	4	Improve
9	AP	64	72	8	Improve
10	BGK	64	80	16	Improve
11	CRW	74	74	0	Constant
12	DR	80	86	6	Improve
13	DC	62	72	10	Improve
14	DA	74	82	8	Improve
15	ESA	60	68	8	Improve
16	FYR	80	100	20	Improve
17	FIP	78	82	4	Improve
18	FI	64	82	18	Improve
19	FA	78	82	4	Improve
20	GA	78	82	4	Improve
21	INA	78	82	4	Improve
22	IA	78	82	4	Improve
23	IP	62	86	24	Improve
24	MAS	76	76	0	Constant
25	MAPP	76	90	14	Improve
26	MKD	82	100	18	Improve
27	MOM	76	82	6	Improve
28	RAA	80	94	14	Improve
29	SPA	88	88	0	Improve
30	SL	78	82	4	Improve
31	SR	72	76	4	Improve
32	UAP	82	86	4	Improve
33	Yak	62	86	24	Improve
34	ZA	78	84	6	Improve

<b>Total Score</b>	2476	2816		
<b>Average</b>	72.82	82.82		

From the table above, in post-test 1 in cycle 1 and post-test II in cycle II was improve the students' vocabulary mastery. Their average scores increases from 72.82 up to 82.82. From the table we known that in post-test II, there were 5 students who got the score below the target or under minimum standard criteria (MSC), and 29 students got score above the minimum standard criteria. So, based on the result of post-test 1 and post-test II, it can be seen that the target of teaching based on MSC has been achieved and also mean that Guessing Game can improve the students' vocabulary mastery. Because the indicator of success had been achieved in this cycle, it means that it not to continue in the next cycle.

## **B. Interpretation**

During research process, the researcher observed that the students were interested in teaching and learning vocabulary. They were enthusiastic the learning process. The researcher assumes that teaching by Guessing Game can improve the students' vocabulary mastery. By using Guessing Game the students learn vocabulary easier because the students concrete and interest of what is talked about. So, it has proved that guess the picture can be interesting media in learning vocabulary. Especially for the students' of eighth grade SMP N 2 Kotagajah.

## **1. The Result of Students Learning Process**

### **a. The Result of Students Pre-Test**

The researcher conducted the pre-test to know the students' vocabulary mastery before implementing the treatment. It was done on November 28<sup>th</sup> 2017. From the result of pre-test shown that most of the students difficult in doing the test from the researcher. Based on the table 7 the students' average was 52,58 it shows that most of the students have not passed yet in achieving the Minimum Standard Criteria (MSC) 75. In this stage, only 7 students out of 27 students passed of the minimum standard criteria.

### **b. The Result of Students Post-Test 1**

In this research, to know the students' vocabulary mastery after implementing the treatment the researcher conducted the post-test 1. It was done on December 12<sup>th</sup> 2017. Based on the table 9 the students' average was 72,82. It shown that most of the students have not passed yet in achieving the minimum standard criteria 75. In this stage there are 19 students out of 15 students passed of the minimum standard criteria.

### **c. The Result of Students Post-Test 2**

The researcher conducted the post-test 2 had been finished to know the students' vocabulary mastery after implementing the treatment. It was done on December 14<sup>th</sup> 2017. Based on the table 14 it can be seen that the students' average was 82,82. It shown that most

of the students have passed in achieving the minimum standard criteria (75). In this stage, 29 students passed of the minimum standard criteria. It can be seen that most of the students passed in achieving material.

#### **d. The Comparison of Pre-Test and Post-Test**

The score from the implementation of the pre-test, cycle 1 and 2 can be seen in the table result of students' learning below.

**Table 18**  
**The Improving of Students' Score In Pre-Test, Post Test I and Post Test II**

No.	Name	Score			Explanation
		Pre-Test	Post-Test 1	Post Test 2	
1	AAS	52	46	78	Improve
2	AWG	46	64	82	Improve
3	ADL	64	76	82	Improve
4	AZ	40	78	80	Improve
5	AYSS	82	82	100	Improve
6	AM	70	72	86	Improve
7	AD	62	68	82	Improve
8	AF	52	66	70	Improve
9	AP	40	64	72	Improve
10	BGK	76	64	80	Improve
11	CRW	50	74	74	Improve
12	DR	46	80	86	Improve
13	DC	40	62	72	Improve
14	DA	48	74	82	Improve
15	ESA	54	60	68	Improve
16	FYR	76	80	100	Improve
17	FIP	46	78	82	Improve
18	FI	54	64	82	Improve
19	FA	64	78	82	Improve
20	GA	52	78	82	Improve
21	INA	52	78	82	Improve
22	IA	34	78	82	Improve

23	IP	38	62	86	Improve
24	MAS	48	76	76	Improve
25	MAPP	66	76	90	Improve
26	MKD	64	82	100	Improve
27	MOM	58	76	82	Improve
28	RAA	82	80	94	Improve
29	SPA	76	88	88	Improve
30	SL	88	78	82	Improve
31	SR	40	72	76	Improve
32	UAP	64	82	86	Improve
33	Yak	58	62	86	Improve
34	ZA	76	78	84	Improve
<b>Total Score</b>		1958	2476	2816	
<b>Average</b>		57.58	72.82	82.82	

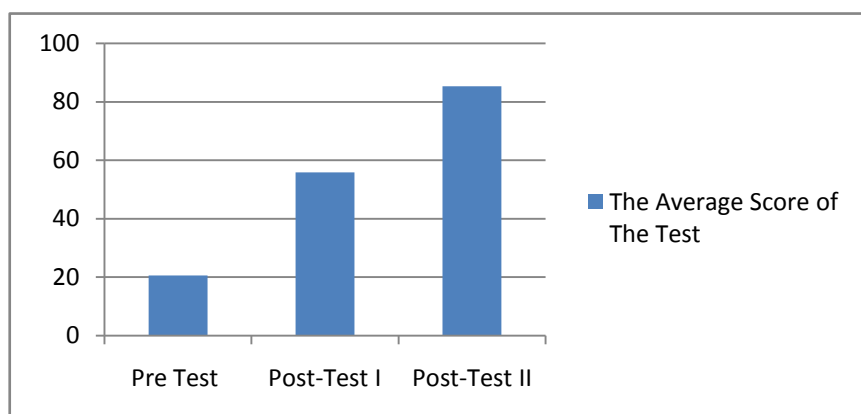
**Table 29**

**The Comparison Complete of Pre-test, Post Test I, and Post Test II**

No	Score	Pre-Test		Post Test I		Post Test II		Category
		F	(%)	F	(%)	F	(%)	
1.	$\geq 70$	7	20,59	19	55,88	29	85,29	Complete
2.	$< 70$	27	79,41	15	44,12	5	14,71	Incomplete

**Chart 4**

**Comparison of Average Score at Pre-test,  
Post-test 1 and Post-test 2**





Based on the table and the graph above, in the cycle I to the cycle II have progress average score from 72,82 to 82,82 there is increasing about 10 point.

## 2. The Result of Observation in Students' Activity

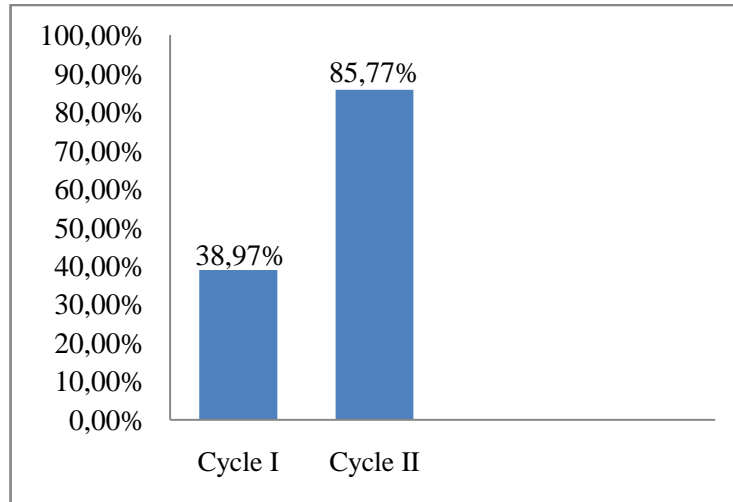
This observation result was gotten when the learning process happened by collaborators. The result of the students' learning activity observation can be seen in the table below:

**Table 20**  
**The result of students' activity of Vocabulary Mastery**

No	Students' Activity	Cycle I		Cycle II		Note
		F	(%)	F	(%)	
1	Give an Attention the teacher's explanation	17	50%	30	88,23%	Improve
2	The Students able to guess the picture	15	44,12%	32	94,11%	Improve
3	The students able to make a respond by other students	12	35,29%	27	79,41%	Improve
4	Responding the teacher question	9	26,47%	25	82,35%	Improve
	<b>Total Score</b>		<b>155,88%</b>		<b>343,1%</b>	Improve
	<b>Average</b>		<b>38,97%</b>		<b>85,77%</b>	Improve

**Chart 5**

The Result of Students' Activities



Based on the table and graph, the students' activities have got improvement from pre-test, cycle I and cycle II. The students who give attention to the teacher explanation has improved from 17 students (50%) became 30 students (88,23%). Then there were only 15 students (44,12%) who the students able to guess the picture was increase up to students 32 (94,11%). The students able to make a respond by other students has reached out from 12 students (35,29%) up to 27 students (79,41%). The most increasing reached out of all students 25 (82,35%) from 9 students (26,47%) was in giving contribution in of able to guess the picture. It can be seen that the students activities in cycle I up to cycle II improved from 38,97% to 85,47% .The improving point was 45,5%. Therefore this research considered finish at cycle 2. It can be concluded that theses of Guessing Game can improve the students' vocabulary mastery at the eighth grade of SMP N 2 Kotagajah

### **C. Discussion**

In teaching vocabulary in the Junior High School especially in students of SMP N 2 Kotagajah, based on pre-survey there were some problems, such as students have lack vocabulary mastery because they are not interested and low ability in memorizing vocabulary. The researcher chooses guessing game as the technique to improve the students' vocabulary mastery.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of guessing game could improve the students' vocabulary mastery. There was a progress average score from post-test I was 72,82 and become 82,82 in post-test II. We could be seen that there was an improvement on the average score and total of the students who passed the post-test I and post-test II.

In improving the students' vocabulary mastery, the researcher used guessing game as the technique to make the students interest and easier in memorize vocabulary. The students' score improved because the researcher in learning used to 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 makes them more competitive.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on research finding and interpretation, the researcher would like point out the conclusions, as follows

Based on the explanation of pre test, cycle I and cycle II, it could be inferred that the use of guessing game could improve the students' vocabulary mastery. There was a progress average score from pre-test was 57,58 ,post-test I was 72,82 and become 82,82 in post-test II. We could be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

In improving the students' vocabulary mastery, the researcher used guessing game as the media to make the students interest and easier in memorize vocabulary. The students' score improved because the researcher in learning used to 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 makes them more competitive.

## **B. Suggestion**

Based on the result of the research, the researcher would like to give suggestion as follows:

### **1. For the Students**

The students must be more active in learning process in order to they can understand the material and improve their result especially in vocabulary mastery.

### **2. For the Teacher**

The English teacher can apply Guessing Game as a media that effective to improve and to motivate the students in learning vocabulary.

### **3. For the Headmaster**

The researcher greatly expects that this study can give contribution for the school, such as a reference for further studies in learning vocabulary mastery, and the principle for facilitator.

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# APPENDIXES



## SILABUS SMP/MTs

Mata Pelajaran : Bahasa Inggris  
 Kelas : VIII  
 Kompetensi Inti :

KI 1: Menghargaidan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.6 Menerapkan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta	Thing around us: public transportation (bus, motorcycle, bicycle, train), in the house (cabinet, bookshelf, sofa, etc), scissors ( pen, marker, book, dictionary, bow,	<b>Mengamati</b> <ul style="list-style-type: none"> <li>Siswa mendengarkan/dan menirukan beberapa kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu , yang dicontohkan dan dibacakan Guru sesuai dengan konteks penggunaannya</li> </ul>	<b>KRITERIA PENILAIAN:</b> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosialkalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu</li> </ul>	8JP	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladananucapan dan tindakan guru menggunakan setiap tindakan</li> </ul>

<p>informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya.(perhatikan unsure kebahasaan there <i>is/are</i>)</p> <p>4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>sharpeners, etc)</p> <ol style="list-style-type: none"> <li>I always go to everywhere by... <ol style="list-style-type: none"> <li>Plane</li> <li><b>Motorcycle</b></li> <li>Ship</li> <li>Canoe</li> </ol> </li> <li>You can use...to know the meaning of words in English. <ol style="list-style-type: none"> <li><b>Dictionary</b></li> <li>Paper</li> <li>Book</li> <li>Drawing</li> </ol> </li> </ol> <p>People (Profession or Job) Doctor, nurse, farmer, merchant, police, soldier, sailor, tailor, etc...</p> <ol style="list-style-type: none"> <li>Sick people are cured by... <ol style="list-style-type: none"> <li>Pilot</li> <li>Doctor</li> <li>Teacher</li> <li>Merchant</li> </ol> </li> <li>My father works at garden every day. What is his profession? He is... <ol style="list-style-type: none"> <li>A Farmer</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>Siswa mengidentifikasi berbagai makna yang terdapat dalam kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dengan cara menjawab pertanyaan pemahaman</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu (fungsi sosial, struktur teks, dan unsur bahasa)</li> </ul> <p><b>Menanya</b> Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dalam berbagai konteks</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa membaca contoh-contoh lain kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dari sumber lain .</li> <li>Siswa menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu menggunakan Bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, makna dan fungsi ungkapan, struktur teks, dan unsur kebahasaan, serta format penulisan kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu</li> <li>Siswa menyimpulkan hasil analisisnya tentang</li> </ul>	<ul style="list-style-type: none"> <li>Tingkat kelengkapan dan keruntutan struktur teks kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi yang digunakan dalam menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu</li> </ul> <p><b>CARA PENILAIAN:</b> <b>Kinerja (praktik)</b></p> <ul style="list-style-type: none"> <li>Bermain simulasi menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu <i>serta cara meresponsnya</i></li> <li>Ketepatan dan kesesuaian menggunakan struktur teks dan unsur kebahasaan dalam menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu</li> </ul> <p><b>Observasi:</b> Penilaian untuk tujuan memberi</p>	<p>komunikasi interpersonal dengan benar dan akurat</p> <ul style="list-style-type: none"> <li>Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset</li> <li>Contoh teks tertulis .</li> <li>Sumber dari internet: <ul style="list-style-type: none"> <li>➤ <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>➤ <a href="http://americanenglish.state.gov/files/ae/resources_files">http://americanenglish.state.gov/files/ae/resources_files</a></li> <li>➤ <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>
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	b. A driver c. A pilot d. A police	fungsi sosial, struktur teks dan unsur kebahasaan kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu yang telah dipelajarinya. • Siswa meminta balikan ( <i>feedback</i> ) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <b>Mengomunikasikan</b> • Siswa menyatakan dan menanyakan secara tulis dan lisan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu), dengan bahasa Inggris, dalam berbagai kegiatan dan kesempatan di dalam dan di luar kelas. • Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya	balikan. Sasaran penilaian: • Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu di setiap kesempatan yang ada di kelas dan di luar kelas • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Perilaku santun, peduli, jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi  <b>Penilaian Diri dan Penilaian Sejawat</b> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
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English Teacher,

Kotagajah, Desember 2017  
Researcher

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## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

<b>Satuan Pendidikan</b>	:	SMP Negeri 2 Kotagajah
<b>Mata Pelajaran</b>	:	Bahasa Inggris
<b>Kelas/Semester</b>	:	VIII/Satu
<b>Materi Pokok</b>	:	Things around Us
<b>Waktu</b>	:	2 x 40 Menit

### A. Kompetensi Inti

- KI 1 : Menghargaidan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. Kompetensi Dasar

- KD 3.6 : Menerapkan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, **benda**, binatang, sesuai dengan konteks penggunaannya.
- KD 4.6 ; Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, **benda**, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### C. Indikator

1. Siswa dapat menebak gambar dengan benar.
2. Siswa dapat membuat kalimat sederhana menggunakan gambar sasaran.
3. Siswa dapat mengingat atau menghafal kata-kata baru.
4. Siswa dapat mengerti arti dari gambar tersebut sesuai dengan topic

### D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Siswa dapat menebak gambar dengan benar.
2. Siswa dapat membuat kalimat sederhana menggunakan gambar sasaran.
3. Siswa dapat mengingat atau menghafal kata-kata baru.
4. Siswa dapat mengerti arti dari gambar tersebut sesuai dengan topic.

### E. Materi Pembelajaran

1. Permainan menebak menggunakan gambar/kalimat/kata
2. Gambar atau kata sesuai dengan topik
3. Klue sesuai dengan topic menggunakan bahasa inggris

Example:

What is it?



A: it is a table?

B: No, it isn't. It's a bookshelf.

### F. Metode Pembelajaran

Teknik : Guessing Game

### G. Media dan Alat Pembelajaran

1. Media : Gambar dan Kamus
2. Alat : Laptop, Papan Tulis, Spidol

### H. Sumber Belajar

Buku teks wajib siswa, dan sumber-sumber lain yang relevan.

I. Langkah- langkah kegiatan pembelajaran

No	Kegiatan	Waktu
1	<p><b>Pendahuluan</b></p> <p>a. Orientasi</p> <ul style="list-style-type: none"> <li>➤ Guru mengucapkan salam dan berdo'a bersama berdoa bersama-sama siswa dengan mengungkap rasa syukur kepada Allah SWT.</li> <li>➤ Guru mengabsen kehadiran siswa.</li> </ul> <p>b. Apersepsi</p> <ul style="list-style-type: none"> <li>➤ Peserta didik menerima informasi yang berkaitan tentang keterkaitan pembelajaran dengan materi yang akan dilaksanakan.</li> </ul> <p>c. Motivasi</p> <ul style="list-style-type: none"> <li>➤ Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa.</li> </ul>	10 menit
2	<p><b>Kegiatan Inti</b></p> <p>a. Eksplorasi</p> <ul style="list-style-type: none"> <li>➤ Guru memperkenalkan apa itu guessing game</li> <li>➤ Guru memberi tahu rule dari game itu dan memberi contoh. Guru berdiri di depan kelas dan memberi gambar tetapi tidak siswa tidak tahu gambar tersebut. Jadi siswa harus menebak gambar tersebut. Guru memberi clue berupa "Public Trasportation" kemudian siswa menebak dan bertanya "is it the thing? Its big?</li> <li>➤ Guru membagi siswa menjadi 4 kelompok</li> <li>➤ Ketua kelompok mengambil gambar dari tumpukan dan menyembunyikannya dari siswa lain, dan siswa lain mencoba untuk menebak bertanya tentang apa itu "it is small? It is short?</li> <li>➤ Guru akan menghitung jumlah skor dan mengumumkan pemenangnya. Point tertinggi adalah pemenangnya.</li> </ul> <p>b. Elaborasi</p> <ul style="list-style-type: none"> <li>➤ Guru meriview pembelajaran hari ini menayakan arti dari beberapa gambar yang mereka pelajari dengan games. Kemudian diskusi tentang gambar salah satunya</li> </ul>	45 menit

	<p>adalah noun, verb, atau adjective dan mencoba untuk membuat kalimat.</p> <ul style="list-style-type: none"> <li>➤ Dengan bimbingan guru siswa membuat kalimat sederhana.</li> </ul> <p>c. Konfirmasi</p> <p>Dalam kegiatan konfirmasi, guru:</p> <ul style="list-style-type: none"> <li>➤ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa sesuai target vocabulary.</li> <li>➤ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.</li> </ul>	
<b>3</b>	<p><b>Penutup</b></p> <p>Dalam kegiatan penutup, guru:</p> <ul style="list-style-type: none"> <li>➤ Menyimpulkan materi yang sudah dipelajari bersama-sama dengan siswa.</li> <li>➤ Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.</li> <li>➤ Menutup pelajaran dengan mengucapkan salam dan doa.</li> </ul>	<b>5 menit</b>

## J. Penilaian

1. Teknik : Tes Tertulis
2. Instrument :
  - a. 10 soal pilihan ganda (multiple choice)
  - b. 10 soal isian singkat (fill in the blank)
2. Skor Perolehan
  - a. Pilihan ganda
    - Jawaban salah bernilai nol
    - Penilaian = jawaban benar x 4 = 40
  - b. Isian singkat
    - Jawaban salah bernilai nol
    - Penilaian = jawaban benar x 6 = 60

Skor Akhir = Skor perolehan A+ skor Perolehan B



English Teacher,

Kotagajah, November 2017

Researcher,

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## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

<b>Satuan Pendidikan</b>	:	SMP Negeri 2 Kotagajah
<b>Mata Pelajaran</b>	:	Bahasa Inggris
<b>Kelas/Semester</b>	:	VIII/Satu
<b>Materi Pokok</b>	:	People (Profession/Job)
<b>Waktu</b>	:	2 x 40 Menit

### **B. Kompetensi Inti**

- KI 1 : Menghargaidan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### **C. Kompetensi Dasar**

- KD 3.6 : Menerapkan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan **orang**, benda, binatang, sesuai dengan konteks penggunaannya.
- KD 4.6 ; Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### **D. Indikator**

1. Siswa dapat menebak gambar dengan benar.
2. Siswa dapat membuat kalimat sederhana menggunakan gambar sasaran.
3. Siswa dapat mengingat atau menghafal kata-kata baru.
4. Siswa dapat mengerti arti dari gambar tersebut sesuai dengan topic

#### **E. Tujuan Pembelajaran**

Pada akhir pembelajaran, siswa dapat:

1. Siswa dapat menebak gambar dengan benar.
2. Siswa dapat membuat kalimat sederhana menggunakan gambar sasaran.
3. Siswa dapat mengingat atau menghafal kata-kata baru.
4. Siswa dapat mengerti arti dari gambar tersebut sesuai dengan topic.

#### **F. Materi Pembelajaran**

1. Permainan menebak menggunakan gambar/kalimat/kata
2. Gambar atau kata sesuai dengan topic
3. Klue sesuai dengan topic menggunakan bahasa inggris

#### **G. Metode Pembelajaran**

Teknik : Guessing Game

#### **H. Media dan Alat Pembelajaran**

Media : Gambar dan Kamus

Alat : Laptop, Papan Tulis, Spidol

#### **I. Sumber Belajar**

Buku teks wajib siswa, dan sumber-sumber lain yang relevan.

#### **J. Langkah- langkah Kegiatan**

No	Kegiatan	Waktu
1	<b>Pendahuluan</b> d. Orientasi ➤ Guru mengucapkan salam dan berdoa'a bersama berdoa bersama-sama siswa dengan	<b>10 menit</b>

	<p>mengungkap rasa syukur kepada Allah SWT.</p> <ul style="list-style-type: none"> <li>➤ Guru mengabsen kehadiran siswa.</li> </ul> <p>e. Apersepsi</p> <ul style="list-style-type: none"> <li>➤ Peserta didik menerima informasi yang berkaitan tentang keterkaitan pembelajaran dengan materi yang akan dilaksanakan.</li> </ul> <p>f. Motivasi</p> <ul style="list-style-type: none"> <li>➤ Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.</li> </ul>	
<b>2</b>	<p><b>Kegiatan Inti</b></p> <p>d. Eksplorasi</p> <ul style="list-style-type: none"> <li>➤ Guru memperkenalkan apa itu guessing game</li> <li>➤ Guru memberi tahu rule dari game itu dan memberi contoh. Guru berdiri di depan kelas dan memberi gambar tetapi tidak siswa tidak tahu gambar tersebut. Jadi siswa harus menebak gambar tersebut. Guru memberi clue berupa “occupation” kemudian siswa menebak dan bertanya “is it the thing? Its big?”</li> <li>➤ Guru membagi siswa menjadi 4 kelompok</li> <li>➤ Ketua kelompok mengambil gambar dari tumpukan dan menyembunyikannya dari siswa lain, dan siswa lain mencoba untuk menebak bertanya tentang apa itu “it is small? It is short?”</li> <li>➤ Guru akan menghitung jumlah skor dan mengumumkan pemenangnya. Point tertinggi adalah pemenangnya.</li> </ul> <p>e. Elaborasi</p> <ul style="list-style-type: none"> <li>➤ Guru meriview pembelajaran hari ini menayakan arti dari beberapa gambar yang mereka pelajari dengan games. Kemudian diskusi tentang gambar salah satunya adalh noun, verb, atau adjective dan mencoba untuk membuat kalimat.</li> <li>➤ Dengan bimbingan guru siswa membuat kalimat sederhana.</li> </ul> <p>f. Konfirmasi</p> <p>Dalam kegiatan konfirmasi, guru:</p> <ul style="list-style-type: none"> <li>➤ Guru bertanya jawab tentang hal-hal yang</li> </ul>	<b>60 menit</b>

	<p>belum diketahui siswa sesuai target vocabulary.</p> <p>➤ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.</p>	
<b>3</b>	<p><b>Penutup</b></p> <p>Dalam kegiatan penutup, guru:</p> <p>➤ Menyimpulkan materi yang sudah dipelajari bersama-sama dengan siswa.</p> <p>➤ Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.</p> <p>➤ Menutup pelajaran dengan mengucapkan salam dan doa.</p>	<b>10 menit</b>

## J. Penilaian

1. Teknik : Tes Tertulis
3. Instrument :
  - a. 10 soal pilihan ganda (multiple choice)
  - b. 10 soal isian singkat (fill in the blank)
2. Skor Perolehan
  - a. Pilihan ganda
    - Jawaban salah bernilai nol
    - Penilaian = jawaban benar x 4 = 40
  - b. Isian singkat
    - Jawaban salah bernilai nol
    - Penilaian = jawaban benar x 6 = 60

Skor Akhir = Skor perolehan A+ skor Perolehan B

English Teacher,

Kotagajah, Desember 2017

Researcher,

**Umi Sumarmi, S.Pd**  
**NIP. 1980022 200801 2 007**

**Dewi Apriliani**  
**NPM. 13106897**

Kepala SMP N 2 Kotagajah,

**Pahotan Sihaloho, S.Pd**

**NIP. 19661215 199303 1 007**

## PRE-TEST

Read the following direction!

1. You may not open your dictionary or electronic dictionary.
2. You may not cheat with your friends.
3. Read the question carefully.

A. Choose a, b, c, d for the correct answer!

1. What picture is this?

- a. Stop
- b. Traffic Light
- c. Pavement
- d. Flats



- a. Chair
- b. Board
- c. Table
- d. Wall

2. What picture is this?

- a. Pencil
- b. Crayon
- c. Marker
- d. Pen



7. What picture is this?

- a. Glue
- b. Sharpener
- c. Bow
- d. Scissor



3. What picture traffic sign is this?

- a. Hospital
- b. Building
- c. Hotel
- d. House



8. What are the English of “eraser and pencil case”...?

- a. Pengaris dan Jangka
- b. Penghapus dan Pensil
- c. Jangka dan Kotak Pensil
- d. Penghapus dan Kotak pensil

4. You can buy books at...

- a. Workshop
- b. Zoo
- c. Bank
- d. bookstore

9. There are many bicycle, truck, train, and airplane. What are the meaning underline words?

- a. Motor, bis, gerobak, dan sepeda
- b. Sepeda, truk, motor, dan kapal
- c. Sepeda, truk, kereta, dan pesawat
- d. Motor, truk, kereta, dan pesawat

5. What picture traffic sign is this?

- a. Crossroad
- b. Hospital
- c. Right
- d. Left



10. What do you need, for cut the paper?

- a. Glue
- b. Bow
- c. Scissor
- d. Eraser

6. My teacher always writes something on the...when he teach me.





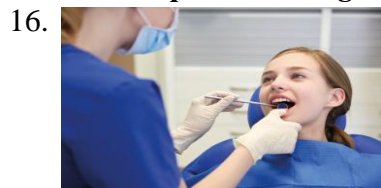
## B. Essay

**Choose one word to complete sentences below! (Number 11-15)**

**Words:** Museum, School, Empire, Market, Airport.

11. The place where the plane is landing called...
12. We can see antique things at...
13. A place to buy daily needs is in...
14. A building of ancient history, usually kingdom is...
15. The students go to...for studying.

**Look at this picture, and guess their jobs. Using "it is a ...."(16-20)**



## POST-TEST I

**Read the following direction!**

4. You may not open your dictionary or electronic dictionary.
5. You may not cheat with your friends.
6. Read the question carefully.

**C. Choose a, b, c, d for the correct answer!**

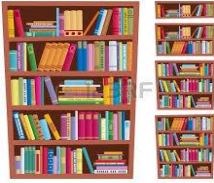
1. I always go to everywhere by...
  - e. Plane
  - f. Motorcycle
  - g. Ship
  - h. Canoe
  - b. Dictionary
  - c. Crayon
  - d. Glue
2. You can use...to know the meaning of words in English.
  - e. Dictionary
  - f. Paper
  - g. Book
  - h. Drawing
3. What picture is this?
  - e. Glue
  - f. Sharpener
  - g. Bow
  - h. Scissor
4. We can see antique things at...
  - a. Museum
  - b. Boutique
  - c. Temple
  - d. Empire
5. My teacher always writes something on the...when he teach me.
  - e. Chair
  - f. Table
  - g. Board
  - h. Wall
6. What picture is this?
  - a. Sharpener
7. There are many bicycle, truck, train, and airplane. What are the meaning underline words?
  - e. Motor, bis, gerobak, dan sepeda
  - f. Sepeda, truk, motor, dan kapal
  - g. Motor, truk, kereta, dan pesawat
  - h. Sepeda, truk, kereta, dan pesawat
8. What picture is this?
  - e. Stop
  - f. Traffic Light
  - g. Pavement
  - h. Flats
9. Ani uses telephone to...Budi.
  - a. Meet
  - b. Phone
  - c. Get
  - d. Make
10. You can buy books at...
  - e. Workshop
  - f. Bookstore
  - g. Hospital
  - h. Bank



**D. Essay**

*Look at the picture and complete this dialogue or sentence! (11-15)*

11.



Anggi : it is a cabinet?

Alex : .....

12.



That is a shiny.....

13.



A: it is a traffic sign hospital?

B: .....

14.



A: It is a book?

B: .....

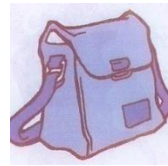
15. I go to school by.....



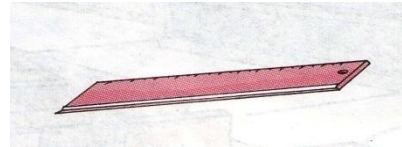
*Guess the picture of the thing below!*

*(16-20)*

16.



17.



18.



19.



20.



## POST-TEST II

**Read the following direction!**

7. You may not open your dictionary or electronic dictionary.
8. You may not cheat with your friends.
9. Read the question carefully.

**A. Choose a, b, c, d for the correct answer!**

3. You study at school every day because you are a...

- a. Student
- b. Thief
- c. Dancer
- d. Singer

4. Mr. Angga always goes to school to teach his students because he is....

- a. Students
- b. Writer
- c. Teacher
- d. Boxer



5. Messi plays football every time to get money because he is.....

- a. Farmer
- b. Football driver
- c. Football supporter
- d. Football player



6. Budi goes to school to...

- a. Study
- b. Climbing
- c. Fight
- d. watch TV



7. What is her profession? He is...

- a. Chef
- b. Tailor
- c. Sailor
- d. Soldier



8. Sick peoples are cured by...

- e. Pilot
- f. Doctor
- g. Teacher
- h. Merchant



9. My father works at garden every day. What is his profession? He is...

- e. A Farmer
- f. A driver
- g. A pilot
- h. A police



10. Jhonny sells something at market because he is...

- a. A thief
- b. A. police
- c. A farmer
- d. A merchant



11. Adi drives bus every day, because Adi is...

- a. A pilot
- b. A driver
- c. A police
- d. A singer



12. Alice dances everywhere. The profession of Alice is a...

- a. Singer
- b. Chef
- c. Dancer
- d. Teacher

B. Essay

**Choose one word to complete sentences below! (Number 11-15)**

**Words:** .A chef, Artist, Plane, Steals, A writer

13. My mother cooks something every day. What is her profession? She is....My mother cooks something every day. What is her profession? She is...
14. He is a pilot. He drives...
15. She writes a novel every day. What is her profession? She is...
16. Ariel Noah is a.....
17. The thief always...cars to get much money.

**Look at the picture and guess their jobs and make simple sentence! (16-20)**

18.



19.



20.



21.



22.



**The Result of Students Vocabulary Score**

No.	Name	Score		
		Pre-Test	Post-Test 1	Post Test 2
1	AAS	52	46	78
2	AWG	46	64	82
3	ADL	64	76	82
4	AZ	40	78	80
5	AYSS	82	82	100
6	AM	70	72	86
7	AD	62	68	82
8	AF	52	66	70
9	AP	40	64	72
10	BGK	76	64	80
11	CRW	50	74	74
12	DR	46	80	86
13	DC	40	62	72
14	DA	48	74	82
15	ESA	54	60	68
16	FYR	76	80	100
17	FIP	46	78	82
18	FI	54	64	82
19	FA	64	78	82
20	GA	52	78	82
21	INA	52	78	82
22	IA	34	78	82
23	IP	38	62	86
24	MAS	48	76	76
25	MAPP	66	76	90
26	MKD	64	82	100
27	MOM	58	76	82
28	RAA	82	80	94
29	SPA	76	88	88
30	SL	88	78	82
31	SR	40	72	76
32	UAP	64	82	86
33	Yak	58	62	86
34	ZA	76	78	84

English Teacher,

Kotagajah, December 2017  
Researcher

**Umi Sumarmi, S.Pd**  
**NIP. 1980022 200801 2 007**

**Dewi Apriliani**  
**NPM. 13106897**

## OBSERVATION SHEET OF STUDENTS ACTIVITIES

Cycle : I

Class : VIII H

No.	Student's Name	The Aspect that observed			
		Attention the teacher explanation	The Students able to guess the picture	The students able to make a respond by other students	Responding the teacher question
1	AAS		✓		
2	AWG				
3	ADL	✓			
4	AZ			✓	✓
5	AYSS	✓			
6	AM		✓	✓	✓
7	AD	✓			
8	AF				
9	AP	✓		✓	✓
10	BGK	✓	✓		
11	CRW	✓			
12	DR	✓	✓	✓	✓
13	DC	✓		✓	✓
14	DA	✓	✓	✓	✓
15	ESA				
16	FYR	✓	✓	✓	
17	FIP		✓	✓	✓
18	FI				
19	FA	✓	✓		
20	GA				
21	INA				
22	IA	✓	✓		



23	IP	✓	✓	✓	
24	MAS		✓		
25	MAPP		✓		
26	MKD	✓			
27	MOM				
28	RAA	✓		✓	✓
29	SPA		✓	✓	
30	SL	✓	✓		
31	SR		✓		
32	UAP		✓		
33	YAK		✓	✓	✓
34	ZA	✓	✓		
Total		17	15	12	9

English Teacher,

Kotagajah, Desember 2017  
Researcher

**Umi Sumarmi, S.Pd**  
**NIP. 1980022 200801 2 007**

**Dewi Apriliani**  
**NPM. 13106897**

## OBSERVATION SHEET OF STUDENTS ACTIVITIES

Cycle : II

Class : VIII H

No .	Student's Name	The Aspect that observed			
		Attention the teacher explanation	The Students able to guess the picture	The students able to make a respond by other students	Responding the teacher question
1	AAS	✓		✓	✓
2	AWG	✓	✓	✓	✓
3	ADL	✓	✓	✓	✓
4	AZ		✓		✓
5	AYSS	✓	✓		✓
6	AM	✓	✓	✓	✓
7	AD	✓	✓	✓	✓
8	AF	✓	✓	✓	✓
9	AP	✓	✓	✓	✓
10	BGK	✓	✓	✓	
11	CRW	✓	✓		
12	DR	✓	✓	✓	✓
13	DC	✓	✓	✓	✓
14	DA	✓	✓	✓	✓
15	ESA	✓	✓	✓	✓
16	FYR	✓	✓	✓	✓
17	FIP	✓	✓	✓	✓
18	FI	✓	✓	✓	✓
19	FA	✓	✓	✓	✓
20	GA		✓		✓
21	INA	✓	✓	✓	✓
22	IA	✓	✓	✓	✓
23	IP	✓	✓	✓	✓
24	MAS	✓	✓		
25	MAPP		✓	✓	✓
26	MKD	✓	✓	✓	✓
27	MOM	✓	✓	✓	

28	RAA	✓	✓	✓	✓
29	SPA	✓	✓	✓	
30	SL		✓	✓	✓
31	SR	✓	✓	✓	✓
32	UAP	✓	✓	✓	✓
33	YAK	✓		✓	✓
34	ZA	✓	✓	✓	✓
Total		30	32	27	28

English Teacher,

Kotagajah, Desember 2017  
Researcher

**Umi Sumarmi, S.Pd**  
**NIP. 1980022 200801 2 007**

**Dewi Apriliani**  
**NPM. 13106897**

## PHOTOGRAPH DOCUMENTATION

### Pre-Test



The teacher give the explanation do the pre-test



The students do the task of pre-test

**Cycle I**  
**The First Meeting**



The teacher give the explanation of vocabulary about “ Thing Around Us”



The students play the guessing game

## Second Meeting in cycle I



The teacher give the explanation do the pre-test



The students do the task of Post Test I



## First Meeting Cycle 2



The teacher give the material about vocabulary “People (Job/Profession)”



The students play the guessing game

**Second Meeting in Cycle 2**  
**Post Test 2**



The teacher give the explanation do the pre-test



The students do the task of post test 2



## **FIELD NOTE**

### **PRE TEST**

**Tuesday, November 28<sup>th</sup>, 2017-12-17**

1. Give pre-test for the students
2. Most students still confused
3. Most of students were gotten the score below the target of minimum standard criteria,

### **CYCLE I**

**Thursday, November 30<sup>th</sup>, 2017**

1. The teacher give the explanation the explanation the material
2. Most of students who were noisy didn't pay attention the teacher explanation
3. Some students didn't understand about the guess the picture
4. The teacher gave new vocabularies for the students
5. The students memorized new vocabulary by the guess the picture
6. The teacher made the students to respond to others students

**Tuesday, December 12<sup>th</sup>, 2017**

1. Give post-test 1 to the students the topic about "Thing Around Us"
2. Some students passed the minimum standard criteria, but many students did not pass the score.



## **CYCLE II**

### **Wednesday 13<sup>th</sup>, 2017**

1. The teacher give the explanation the explanation the material
2. There are students who were noisy didn't pay attention the teacher explanation
3. The students have understood the way and rule to follow the teacher instruction based on the guessing game rules.
4. The class is very crowded when the teacher give some picture to students
5. Most of the student a race to guess the picture
6. The teacher given reward to students who the winner

### **Thursday 14<sup>th</sup>, 2017**

1. The teacher gave the post test II
2. The students were very enjoying doing the Post-Test II. Because, it was way easy after they got the treatment in every meeting



KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG  
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Nomor : P.0505/In.28/FTIK/PP.00.9/04/2017

Lamp : -

Hal : IZIN PRA SURVEY

**Kepada Yth.,**

Kepala SMP N 2 Kotagajah

Di -

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Dewi Apriliani

NPM : 13106897

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Inggris (TBI)

Judul : The Influence of Using Guessing Word Technique Toward The Students' Vocabulary Mastery Among The Eighth Grade of SMP N 2 Kotagajah in The Academic Year 2016/2017

Untuk melakukan PRA SURVEY di SMP N 2 Kotagajah.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya diaturkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 07 April 2017

Ketua Jurusan TBI

Ahmad Subhan Roza, M. Pd ✎

NIP. 19750610 200801 1014



PEMERINTAH DAERAH KABUPATEN LAMPUNG TENGAH  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMP NEGERI 2 KOTAGAJAH**



JL. SRI RAHAYU NO. 17 KOTAGAJAH LAMPUNG TENGAH 34153 Telp. 0725 48606 e-mail: [smpn2kotagajah@yahoo.co.id](mailto:smpn2kotagajah@yahoo.co.id)

**SURAT KETERANGAN**  
No.420/338/C.II/D.a.VII/0.1/2017

Yang bertanda tangan di bawah ini Kepala SMP Negeri 2 Kotagajah, Kabupaten Lampung Tengah :

Nama : PAHOTAN SIHALOHO, S.Pd  
NIP : 19661215 199303 1 007  
Pangkat/Gol : Pembina ( IV/a )  
Jabatan : Kepala SMP Negeri 2 Kotagajah

Dengan ini menerangkan bahwa :

Nama : DEWI APRILIANI  
NPM : 13106897  
Program Studi : Tadris Bahasa Inggris  
Semester : VIII (Delapan)

Telah melaksanakan Pra Survey di SMP Negeri 2 Kotagajah Kabupaten Lampung Tengah Tanggal 25 April 2017.

Demikian Surat Keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.



Kotagajah, 19 Mei 2017  
Kepala Sekolah

PAHOTAN SIHALOHO, S.Pd  
19661215 199303 1 007



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-2611/In.28/D.1/TL.00/11/2017  
Lampiran : -  
Perihal : IZIN RESEARCH

Kepada Yth  
KEPALA SEKOLAH SMP N 2  
KOTAGAJAH  
di-  
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2610 /In.28/D.1/TL.01/11/2017,  
tanggal 13 November 2017 atas nama saudara:

Nama : DEWI APRILIANI  
NPM : 13106897  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di  
atas akan mengadakan research/survey di SMP N 2 KOTAGAJAH, dalam  
rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan  
dengan judul "THE USE OF GUESSING GAME TO IMPROVE STUDENTS'  
VOCABULARY MASTERY AT THE EIGHTH GRADE SMP N 2 KOTAGAJAH".

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

Wassalamu'alaikum Wr. Wb.

Metro, 13 November 2017

Aspek Dekan I,



Dra. Isni Fatonah MA

NIP. 19670531 199303 2 003



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**SURAT TUGAS**

Nomor: B-2610 /ln.28/D.1/TL.01/11/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
menugaskan kepada saudara:

Nama : DEWI APRILIANI  
NPM : 13106897  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP N 2 KOTAGAJAH, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF GUESSING GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE SMP N 2 KOTAGAJAH".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro  
Pada Tanggal : 13 November 2017





PEMERINTAH DAERAH KABUPATEN LAMPUNG TENGAH  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMP NEGERI 2 KOTAGAJAH**



JL. SRIRAHAYU NO. 17 KOTAGAJAH LAMPUNG TENGAH 34153 TELP. 0725 48605 e-mail: [smpn2kotagajah@yahoo.co.id](mailto:smpn2kotagajah@yahoo.co.id)

Nomor : 420/115/C.II/D.a.VI.01./2017  
Lamp : -  
Hal : Mengizinkan Research

Kotagajah, 14 Nopember 2017

Kepada  
Yth. Wakil Dekan I IAIN Metro  
Dra. Isti Fatonah MA  
di  
Tempat

Dengan hormat,

Berdasarkan permohonan izin Research nomor : B-2611/In.28/J/TL.00/11//2017, kami tidak keberatan menerima mahasiswa dari Institut Agama Islam Negeri (IAIN) Metro untuk melaksanakan Research di SMP Negeri 2 Kotagajah yang dilaksanakan mulai 28 November s.d 14 Desember 2017, Nama mahasiswa sebagai berikut :

N a m a : DEWI APRILIANI  
NPM : 13106897  
Jurusan : Pendidikan Bahasa Inggris  
Semester : 9 (Sembilan)  
Judul : THE USE OF GUESSING GAME TO IMPROVE STUDENTS  
VOCABULARY MASTERY AT THE EIGHTH GRADE SMPN  
2 KOTAGAJAH

Demikian surat balasan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Kepala Sekolah  
  
PAHOTAN SIHALOHO, S.Pd.  
NIP. 19661215 199303 1 007







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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Dewi Apriliani

Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

NPM : 13106897

Semester/TA : IX /2017

No	Hari/ Tanggal	Pembimbing		Materi yang di Konsultasikan	Tanda Tangan mahasiswa
		I	II		
1.	Friday, 05/08/2017	✓		Revise Chapter I: - background of the research - Problem limitation Chapter II: - Paradigm Chapter III: - The operational definition	
2.	Friday, 08/08/2017	✓		Revise again	
3.	Friday, 22/09/2017	✓		Chapter I - background of the research - problem limitation Chapter II - paradigm	
4.	Manday 02/10/2017	✓		Acc to sum	

Mengetahui :

Ketua Jurusan TBI

**Ahmad Subhan Roza, M. Pd**

NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Dr. Widhiya Ninsiana, M.HuM**

NIP. 19720923 200003 2 002



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IAIN METRO**

Nama : Dewi Apriliani

Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

NPM : 13106897

Semester/TA : IX /2017

No	Hari/ Tanggal	Pembimbing		Materi yang di Konsultasikan	TandaTangan mahasiswa
		I	II		
1.	Rabu 08/01/17		✓	ke 1-3 ke 4-5	

Mengetahui:  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M. Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Ahmad Subhan Roza, M. Pd**  
NIP. 19750610 200801 1 014



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NPM : 13106897

Semester/TA : IX /2017

No	Hari/ Tanggal	Pembimbing		Materi yang di Konsultasikan	Tanda Tangan mahasiswa
		I	II		
1.	Jumat. 03/08/17			Revise Observation sheet	
2.	Senin. 06/08/17			Revise : -Notes observation sheet The students' activity	
3.	27/11/2017			ACC APD	

Mengetahui:  
Ketua Jurusan TBI

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Dosen Pembimbing I

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



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Nama : Dewi Apriliani

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NPM : 13106897

Semester/TA : IX /2017

No	Hari/ Tanggal	Pembimbing		Materi yang di Konsultasikan	TandaTangan mahasiswa
		I	II		
	20/12/17 Jumat		✓	Revisi Ch. 4	
	22/12/17 Jumat		✓	Revisi Abstract - Ch. IV - V	
	27/12/17 Rabu		✓	Revisi Kesimpulan	

Mengetahui:  
Ketua Jurusan TBI

Ahmad Subhan Roza, M. Pd  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M. Pd  
NIP. 19750610 200801 1 014



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NPM : 13106897

Semester/TA : IX /2017

No	Hari/ Tanggal	Pembimbing		Materi yang di Konsultasikan	TandaTangan mahasiswa
		I	II		
1.	Thursday, 28/12/2017			→ Revise : - Abstract - Dedication page - Conclusion	
2	28/12/2017			Free to Mengajar	

Mengetahui:  
Ketua Jurusan TBI

Ahmad Subhan Roza, M. Pd  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

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

## **CURRICULUM VITAE**



The name of the writer is Dewi Apriliani. She was born in Kotagajah in April 25, 1995. She is the second child of happy couple namely Mr. Agus Siswanto and Mrs. Tukini.

The researcher studied at The Elementary School for 6 years in SDN 2 Rejo Asri. Then she continued his studying in Junior High School for 3 years in SMP N 2 Kotagajah. After that she took the Vocational High School at SMK Wiratama Kotagajah for 3 years and finished her studying in 2013. And the last she kept on his school at State Institute of Islamic Studies (IAIN) of Metro in Tarbiyah Faculty, English Education Department began in 2013 until now.