AN UNDERGRADUATE THESIS

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

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Tarbiyah and Teacher Training Faculty
English Education Department

THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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Presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Department

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THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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Sudah dapat kami setujui dan dapat diajukan untuk dimunaqosahkan, demikian harapannya kami atas perhatiannya kami ucapkan terimakasih.

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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 I, 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)
TUJUAN PENELITIAN


Hasil penelitian ini menunjukan bahwa terdapat peningkatan dalam kemampuan kosa kata siswa. Peningkatan ini dapat dilihat dari kemajuan 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 dapat 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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States that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, 15 December 2017

DEWI APRILIANI
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MOTTO

اقرأ بِنَامِكَ الَّذِي خَلقَ (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)

All of my beloved lectures of English Education Department of IAIN Metro

All my beloved friends

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My classmates

C Rusuh 2013

My almamater

IAIN Metro
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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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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 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 25th, 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>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Category</th>
<th>Number of student</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>≥ 75</td>
<td>Completed</td>
<td>3</td>
<td>8.8%</td>
</tr>
<tr>
<td>2</td>
<td>&lt; 75</td>
<td>Incompleted</td>
<td>31</td>
<td>91.2%</td>
</tr>
</tbody>
</table>

**Total** | 34        | 100 %     |

Source: *The English Teacher Archives*, Taken on the Pre-Survey at April 25th, 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.\(^1\) Meanwhile, according to Caroline “Vocabulary is the colection of words that an individual knows”.\(^2\) 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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1 Scott Thornbury, How to Teach vocabulary (England: Longman, 2002) p 14
2 Caroline T. Linse, Practical English Language Teaching: Young Learners, (Newyork: Mckraw-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.³

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

³ 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.\footnote{Andrew P. Johnson, Teaching Reading And Writing: “A Guidebook For Tutoring And Remediation Students”, (Lanham: A Division of Rowman & Littlefield Publishers Inc, 2008), P.93} 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 quotations 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.
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.⁵

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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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 them 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 learner s to identify the topics and then to decide which words or associated with which topic.⁶

3. Kinds of Vocabulary

According to Hiebert in Dalmayanti, vocabulary consist 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

⁶ Davies Paul, Success in English Teaching (New York : Oxford University Express, 2002)p. 67-68
speaking. Receptive vocabulary is that set of words for which an individual can assign meanings when listening or reading.\textsuperscript{7}

\textbf{Figure 1. An all-round view of vocabulary uses}\textsuperscript{8}

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).

\textsuperscript{7} Delmayanti and Muhd. Al-Hafizh, “Teaching Vocabulary”, p. 2
\textsuperscript{8} 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.  

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.

---

9 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.\(^\text{10}\) 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.\(^\text{11}\) 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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\(^{10}\) Caroline, T Linse, *Practical English Language* ... p. 122

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.  

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.  

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12 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

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.\(^\text{14}\) 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.\(^\text{15}\)

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.\(^\text{16}\) 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.


\(^{15}\) John Read, *Language Assessment*, (Cambridge: Published by Syndicate of the University Perss, 2000) p. 2

\(^{16}\) 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 exiting 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\(^\text{17}\):

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.

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.\(^\text{18}\) It means that teaching vocabulary plays important role in acquisition 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”.\(^\text{19}\) Based on the statement above the researcher get mean that is how the importance of vocabulary learning. Vocabulary is very important in language. We can pour idea that able to understand by the others in communication. The vocabulary of a person is defined either as the set of


\(^{19}\text{Scott Thornbury, How to Teach Vocabulary, …… P. 13}\)
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”...

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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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.\(^{21}\)

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. \(^{22}\) 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.\(^{23}\)

In addition, Jibson in Merry argues that guessing game is one of the ways which used was to tease mistaken student, she believes that students should be relaxed and not nervous. It means that the students


should have been able to widespread concern about validating and reinforcing students.²⁴

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**

   According 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.

---

Which describe simple activity? The students then mime the activity and other try to guess the situation mimed.\textsuperscript{25}

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.\textsuperscript{26} 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.


\textsuperscript{26}Friederike Klippel, \textit{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 Kusrini, 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.

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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27Meipin, “The Application of Snake and Ladder Game in Teaching Vocabulary” in 2nd 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.

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. 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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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>
<thead>
<tr>
<th>No</th>
<th>Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1</td>
<td>14</td>
<td>20</td>
</tr>
</tbody>
</table>

Table 1

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

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 Research

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. 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. 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. 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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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.\(^{33}\) Those phases could be seen by following figure:

![Action Research Spiral](image)

**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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\(^{33}\) 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 held. In doing the observation the researcher made the observation sheet that contained a 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.\(^{34}\) 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).

\(^{34}\)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:\(^\text{35}\)

\[
\bar{X} = \frac{\sum x}{N}
\]

Note

\(\bar{X}\) = Average score

\(\sum x\) = Total Score of the Students

\(^{35}\) 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 m². Since SMP N 2 Kotagajah was established, it has been led by the following principles:

1) Soekram (1968-1976)
2) FX. Djumeno (1976-1985)
6) Drs. Sudibyo (1997-2001)
7) Drs. Mariyoto (2001-2005)
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

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Sex</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Permanent Teacher</td>
<td>38</td>
<td>38</td>
</tr>
<tr>
<td>Non-Permanent Teacher</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>44</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>No</th>
<th>Subject</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Needed</td>
</tr>
<tr>
<td>1</td>
<td>Religion Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Islam</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>b. Catholic</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>c. Kristen Protestant</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>d. Hindu</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>e. Buddha</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Biology</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>b. Physics</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Indonesian Language</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>English</td>
<td>5</td>
</tr>
</tbody>
</table>
c. The Quantity Students of SMP N 2 Kotagajah

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

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Sex</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1.</td>
<td>Class VII</td>
<td>152</td>
<td>168</td>
</tr>
<tr>
<td>2.</td>
<td>Class VIII</td>
<td>156</td>
<td>193</td>
</tr>
<tr>
<td>3.</td>
<td>Class IX</td>
<td>146</td>
<td>191</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>456</td>
<td>550</td>
</tr>
</tbody>
</table>

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

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

Figure 4
The 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 28th, 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>
<thead>
<tr>
<th>No.</th>
<th>Students’ Code</th>
<th>Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AAS</td>
<td>52</td>
<td>Incompleted</td>
</tr>
<tr>
<td>2</td>
<td>AWG</td>
<td>46</td>
<td>Incompleted</td>
</tr>
<tr>
<td>3</td>
<td>ADL</td>
<td>64</td>
<td>Incompleted</td>
</tr>
<tr>
<td>4</td>
<td>AZ</td>
<td>40</td>
<td>Incompleted</td>
</tr>
<tr>
<td>5</td>
<td>AYSS</td>
<td>82</td>
<td>Completed</td>
</tr>
</tbody>
</table>

Table 7
The Result Pre-Test Score of Vocabulary Matery
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>AM</td>
<td>70</td>
<td>Incompleted</td>
</tr>
<tr>
<td>7</td>
<td>AD</td>
<td>62</td>
<td>Incompleted</td>
</tr>
<tr>
<td>8</td>
<td>AF</td>
<td>52</td>
<td>Incompleted</td>
</tr>
<tr>
<td>9</td>
<td>AP</td>
<td>40</td>
<td>Incompleted</td>
</tr>
<tr>
<td>10</td>
<td>BGK</td>
<td>76</td>
<td>Completed</td>
</tr>
<tr>
<td>11</td>
<td>CRW</td>
<td>50</td>
<td>Incompleted</td>
</tr>
<tr>
<td>12</td>
<td>DR</td>
<td>46</td>
<td>Incompleted</td>
</tr>
<tr>
<td>13</td>
<td>DC</td>
<td>40</td>
<td>Incompleted</td>
</tr>
<tr>
<td>14</td>
<td>DA</td>
<td>48</td>
<td>Incompleted</td>
</tr>
<tr>
<td>15</td>
<td>ESA</td>
<td>54</td>
<td>Incompleted</td>
</tr>
<tr>
<td>16</td>
<td>FYR</td>
<td>76</td>
<td>Completed</td>
</tr>
<tr>
<td>17</td>
<td>FIP</td>
<td>46</td>
<td>Incompleted</td>
</tr>
<tr>
<td>18</td>
<td>FI</td>
<td>54</td>
<td>Incompleted</td>
</tr>
<tr>
<td>19</td>
<td>FA</td>
<td>64</td>
<td>Incompleted</td>
</tr>
<tr>
<td>20</td>
<td>GA</td>
<td>52</td>
<td>Incompleted</td>
</tr>
<tr>
<td>21</td>
<td>INA</td>
<td>52</td>
<td>Incompleted</td>
</tr>
<tr>
<td>22</td>
<td>IA</td>
<td>34</td>
<td>Incompleted</td>
</tr>
<tr>
<td>23</td>
<td>IP</td>
<td>38</td>
<td>Incompleted</td>
</tr>
<tr>
<td>24</td>
<td>MAS</td>
<td>48</td>
<td>Incompleted</td>
</tr>
<tr>
<td>25</td>
<td>MAPP</td>
<td>66</td>
<td>Incompleted</td>
</tr>
<tr>
<td>26</td>
<td>MKD</td>
<td>64</td>
<td>Incompleted</td>
</tr>
<tr>
<td>27</td>
<td>MOM</td>
<td>58</td>
<td>Incompleted</td>
</tr>
<tr>
<td>28</td>
<td>RAA</td>
<td>82</td>
<td>Completed</td>
</tr>
<tr>
<td>29</td>
<td>SPA</td>
<td>76</td>
<td>Completed</td>
</tr>
<tr>
<td>30</td>
<td>SL</td>
<td>88</td>
<td>Completed</td>
</tr>
<tr>
<td>31</td>
<td>SR</td>
<td>40</td>
<td>Incompleted</td>
</tr>
<tr>
<td>32</td>
<td>UAP</td>
<td>64</td>
<td>Incompleted</td>
</tr>
<tr>
<td>33</td>
<td>Yak</td>
<td>58</td>
<td>Incompleted</td>
</tr>
<tr>
<td>34</td>
<td>ZA</td>
<td>76</td>
<td>Completed</td>
</tr>
</tbody>
</table>

**Total Score (Σx)** 1958

**Lowest Score** 34

**High Score** 82

**Average \( \bar{x} \)** 57.58
Table 8

<table>
<thead>
<tr>
<th>No</th>
<th>Mark</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>≥75</td>
<td>7</td>
<td>20.59%</td>
<td>Completed</td>
</tr>
<tr>
<td>2</td>
<td>&lt;75</td>
<td>27</td>
<td>79.41%</td>
<td>Incompleted</td>
</tr>
<tr>
<td></td>
<td>Total Students</td>
<td>34</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

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 30th 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 12th, 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

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Code</th>
<th>Score</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AAS</td>
<td>46</td>
<td>Incompleted</td>
</tr>
<tr>
<td>2</td>
<td>AWG</td>
<td>64</td>
<td>Incompleted</td>
</tr>
<tr>
<td>3</td>
<td>ADL</td>
<td>76</td>
<td>Completed</td>
</tr>
<tr>
<td>4</td>
<td>AZ</td>
<td>78</td>
<td>Completed</td>
</tr>
<tr>
<td>5</td>
<td>AYSS</td>
<td>82</td>
<td>Completed</td>
</tr>
<tr>
<td>6</td>
<td>AM</td>
<td>72</td>
<td>Incompleted</td>
</tr>
<tr>
<td>7</td>
<td>AD</td>
<td>68</td>
<td>Incompleted</td>
</tr>
<tr>
<td>8</td>
<td>AF</td>
<td>66</td>
<td>Incompleted</td>
</tr>
<tr>
<td>9</td>
<td>AP</td>
<td>64</td>
<td>Incompleted</td>
</tr>
<tr>
<td>10</td>
<td>BGK</td>
<td>64</td>
<td>Incompleted</td>
</tr>
<tr>
<td>11</td>
<td>CRW</td>
<td>74</td>
<td>Incompleted</td>
</tr>
<tr>
<td>12</td>
<td>DR</td>
<td>80</td>
<td>Completed</td>
</tr>
<tr>
<td>13</td>
<td>DC</td>
<td>62</td>
<td>Incompleted</td>
</tr>
<tr>
<td>14</td>
<td>DA</td>
<td>74</td>
<td>Incompleted</td>
</tr>
<tr>
<td>15</td>
<td>ESA</td>
<td>60</td>
<td>Incompleted</td>
</tr>
<tr>
<td>16</td>
<td>FYR</td>
<td>80</td>
<td>Completed</td>
</tr>
<tr>
<td>17</td>
<td>FIP</td>
<td>78</td>
<td>Completed</td>
</tr>
<tr>
<td>18</td>
<td>FI</td>
<td>64</td>
<td>Incompleted</td>
</tr>
<tr>
<td>19</td>
<td>FA</td>
<td>78</td>
<td>Completed</td>
</tr>
<tr>
<td>20</td>
<td>GA</td>
<td>78</td>
<td>Completed</td>
</tr>
<tr>
<td>21</td>
<td>INA</td>
<td>78</td>
<td>Completed</td>
</tr>
<tr>
<td>22</td>
<td>IA</td>
<td>78</td>
<td>Completed</td>
</tr>
<tr>
<td>23</td>
<td>IP</td>
<td>62</td>
<td>Incompleted</td>
</tr>
<tr>
<td>24</td>
<td>MAS</td>
<td>76</td>
<td>Completed</td>
</tr>
<tr>
<td>25</td>
<td>MAPP</td>
<td>76</td>
<td>Completed</td>
</tr>
<tr>
<td>26</td>
<td>MKD</td>
<td>82</td>
<td>Completed</td>
</tr>
<tr>
<td>27</td>
<td>MOM</td>
<td>76</td>
<td>Completed</td>
</tr>
<tr>
<td>No</td>
<td>Mark</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>----</td>
<td>------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>1</td>
<td>≥ 75</td>
<td>19</td>
<td>55.88%</td>
</tr>
<tr>
<td>2</td>
<td>&lt; 75</td>
<td>15</td>
<td>44.12%</td>
</tr>
</tbody>
</table>

Total Students: 34  
100%  

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

**Chart 2**  
Result of the Students at the Post-Test Cycle I

![Graph showing the result of students at the post-test cycle I.](image)
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>
<thead>
<tr>
<th>No.</th>
<th>Student’s Name</th>
<th>The Aspect that observed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Give an Attention the teacher’s explanation</td>
</tr>
<tr>
<td>1</td>
<td>AAS</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>AWG</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ADL</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>AZ</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>AYSS</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>AM</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>AD</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>AF</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>AP</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>BGK</td>
<td>✓</td>
</tr>
<tr>
<td>11</td>
<td>CRW</td>
<td>✓</td>
</tr>
<tr>
<td>12</td>
<td>DR</td>
<td>✓</td>
</tr>
<tr>
<td>13</td>
<td>DC</td>
<td>✓</td>
</tr>
<tr>
<td>14</td>
<td>DA</td>
<td>✓</td>
</tr>
<tr>
<td>15</td>
<td>ESA</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>FYR</td>
<td>✓</td>
</tr>
<tr>
<td>17</td>
<td>FIP</td>
<td>✓</td>
</tr>
<tr>
<td>18</td>
<td>FI</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>FA</td>
<td>✓</td>
</tr>
<tr>
<td>20</td>
<td>GA</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>INA</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>IA</td>
<td>✓</td>
</tr>
<tr>
<td>23</td>
<td>IP</td>
<td>✓</td>
</tr>
<tr>
<td>24</td>
<td>MAS</td>
<td>✓</td>
</tr>
</tbody>
</table>
Table 12

The Percentage of the Students’ Activity in Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Activity</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Give an Attention the teacher’s explanation</td>
<td>17</td>
<td>50%</td>
</tr>
<tr>
<td>2</td>
<td>The Students able to guess the picture</td>
<td>15</td>
<td>44.12%</td>
</tr>
<tr>
<td>3</td>
<td>The students able to make a respond by other students</td>
<td>12</td>
<td>35.29%</td>
</tr>
<tr>
<td>4</td>
<td>Responding the teacher question</td>
<td>9</td>
<td>26.47%</td>
</tr>
<tr>
<td></td>
<td>Percentage Average</td>
<td></td>
<td>38.97%</td>
</tr>
</tbody>
</table>

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 I 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 13th, 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\textsuperscript{th}, 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.

\textbf{Table 13}

\textbf{The Students Post-Test 2 Score of Vocabulary Mastery}

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Code</th>
<th>Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AAS</td>
<td>78</td>
<td>Completed</td>
</tr>
<tr>
<td>2</td>
<td>AWG</td>
<td>82</td>
<td>Completed</td>
</tr>
<tr>
<td>3</td>
<td>ADL</td>
<td>82</td>
<td>Completed</td>
</tr>
<tr>
<td>4</td>
<td>AZ</td>
<td>80</td>
<td>Completed</td>
</tr>
<tr>
<td>5</td>
<td>AYSS</td>
<td>100</td>
<td>Completed</td>
</tr>
<tr>
<td>6</td>
<td>AM</td>
<td>86</td>
<td>Completed</td>
</tr>
<tr>
<td>7</td>
<td>AD</td>
<td>82</td>
<td>Completed</td>
</tr>
<tr>
<td>8</td>
<td>AF</td>
<td>70</td>
<td>Incompleted</td>
</tr>
<tr>
<td>9</td>
<td>AP</td>
<td>72</td>
<td>Incompleted</td>
</tr>
<tr>
<td>10</td>
<td>BGK</td>
<td>80</td>
<td>Completed</td>
</tr>
<tr>
<td>11</td>
<td>CRW</td>
<td>74</td>
<td>Incompleted</td>
</tr>
<tr>
<td>12</td>
<td>DR</td>
<td>86</td>
<td>Completed</td>
</tr>
<tr>
<td>13</td>
<td>DC</td>
<td>72</td>
<td>Incompleted</td>
</tr>
<tr>
<td>14</td>
<td>DA</td>
<td>82</td>
<td>Completed</td>
</tr>
<tr>
<td>15</td>
<td>ESA</td>
<td>68</td>
<td>Incompleted</td>
</tr>
<tr>
<td>16</td>
<td>FYR</td>
<td>100</td>
<td>Completed</td>
</tr>
<tr>
<td>17</td>
<td>FIP</td>
<td>82</td>
<td>Completed</td>
</tr>
<tr>
<td>18</td>
<td>FI</td>
<td>82</td>
<td>Completed</td>
</tr>
<tr>
<td>19</td>
<td>FA</td>
<td>82</td>
<td>Completed</td>
</tr>
<tr>
<td>20</td>
<td>GA</td>
<td>82</td>
<td>Completed</td>
</tr>
<tr>
<td>21</td>
<td>INA</td>
<td>82</td>
<td>Completed</td>
</tr>
<tr>
<td>22</td>
<td>IA</td>
<td>82</td>
<td>Completed</td>
</tr>
<tr>
<td>23</td>
<td>IP</td>
<td>86</td>
<td>Completed</td>
</tr>
<tr>
<td>24</td>
<td>MAS</td>
<td>76</td>
<td>Completed</td>
</tr>
<tr>
<td>25</td>
<td>MAPP</td>
<td>90</td>
<td>Completed</td>
</tr>
<tr>
<td>No</td>
<td>Mark</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>----</td>
<td>-------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>1</td>
<td>≥ 75</td>
<td>29</td>
<td>85.29%</td>
</tr>
<tr>
<td>2</td>
<td>&lt; 75</td>
<td>5</td>
<td>14.71%</td>
</tr>
<tr>
<td></td>
<td>Total Students</td>
<td>34</td>
<td></td>
</tr>
</tbody>
</table>
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>
<thead>
<tr>
<th>No.</th>
<th>Student’s Name</th>
<th>Give an Attention the teacher’s explanation</th>
<th>The Students able to guess the picture</th>
<th>The students able to make a respond by other students</th>
<th>Responding the teacher question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AAS</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>AWG</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>ADL</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>AZ</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>5</td>
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<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>AM</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>7</td>
<td>AD</td>
<td>✓</td>
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</tr>
<tr>
<td>8</td>
<td>AF</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
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<td>✓</td>
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</tr>
<tr>
<td>10</td>
<td>BGK</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>11</td>
<td>CRW</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>12</td>
<td>DR</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>13</td>
<td>DC</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>14</td>
<td>DA</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>15</td>
<td>ESA</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
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<td>16</td>
<td>FYR</td>
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<td>17</td>
<td>FIP</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>18</td>
<td>FI</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
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<td>22</td>
<td>IA</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>23</td>
<td>IP</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>24</td>
<td>MAS</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>25</td>
<td>MAPP</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>26</td>
<td>MKD</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>27</td>
<td>MOM</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>28</td>
<td>RAA</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>29</td>
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<td>✓</td>
</tr>
<tr>
<td>30</td>
<td>SL</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>31</td>
<td>SR</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>No</td>
<td>Students’ Activity</td>
<td>Frequency</td>
<td>Percentage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>--------------------------------------------------------</td>
<td>-----------</td>
<td>------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Give an Attention the teacher’s explanation</td>
<td>30</td>
<td>88.23%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The Students able to guess the picture</td>
<td>32</td>
<td>94.11%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The students able to make a respond by other students</td>
<td>27</td>
<td>79.41%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Responding the teacher question</td>
<td>28</td>
<td>82.35%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Percentage Average</td>
<td></td>
<td>86.03%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 16
The Percentage of the Students’ Activity in Cycle II

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

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Score</th>
<th>Improving</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Post-Test 1</td>
<td>Post Test 2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>AAS</td>
<td>46</td>
<td>78</td>
<td>32</td>
</tr>
<tr>
<td>2</td>
<td>AWG</td>
<td>64</td>
<td>82</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>ADL</td>
<td>76</td>
<td>82</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>AZ</td>
<td>78</td>
<td>80</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>AYSS</td>
<td>82</td>
<td>100</td>
<td>18</td>
</tr>
<tr>
<td>6</td>
<td>AM</td>
<td>72</td>
<td>86</td>
<td>14</td>
</tr>
<tr>
<td>7</td>
<td>AD</td>
<td>68</td>
<td>82</td>
<td>14</td>
</tr>
<tr>
<td>8</td>
<td>AF</td>
<td>66</td>
<td>70</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>AP</td>
<td>64</td>
<td>72</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>BGK</td>
<td>64</td>
<td>80</td>
<td>16</td>
</tr>
<tr>
<td>11</td>
<td>CRW</td>
<td>74</td>
<td>74</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>DR</td>
<td>80</td>
<td>86</td>
<td>6</td>
</tr>
<tr>
<td>13</td>
<td>DC</td>
<td>62</td>
<td>72</td>
<td>10</td>
</tr>
<tr>
<td>14</td>
<td>DA</td>
<td>74</td>
<td>82</td>
<td>8</td>
</tr>
<tr>
<td>15</td>
<td>ESA</td>
<td>60</td>
<td>68</td>
<td>8</td>
</tr>
<tr>
<td>16</td>
<td>FYR</td>
<td>80</td>
<td>100</td>
<td>20</td>
</tr>
<tr>
<td>17</td>
<td>FIP</td>
<td>78</td>
<td>82</td>
<td>4</td>
</tr>
<tr>
<td>18</td>
<td>FI</td>
<td>64</td>
<td>82</td>
<td>18</td>
</tr>
<tr>
<td>19</td>
<td>FA</td>
<td>78</td>
<td>82</td>
<td>4</td>
</tr>
<tr>
<td>20</td>
<td>GA</td>
<td>78</td>
<td>82</td>
<td>4</td>
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<tr>
<td>21</td>
<td>INA</td>
<td>78</td>
<td>82</td>
<td>4</td>
</tr>
<tr>
<td>22</td>
<td>IA</td>
<td>78</td>
<td>82</td>
<td>4</td>
</tr>
<tr>
<td>23</td>
<td>IP</td>
<td>62</td>
<td>86</td>
<td>24</td>
</tr>
<tr>
<td>24</td>
<td>MAS</td>
<td>76</td>
<td>76</td>
<td>0</td>
</tr>
<tr>
<td>25</td>
<td>MAPP</td>
<td>76</td>
<td>90</td>
<td>14</td>
</tr>
<tr>
<td>26</td>
<td>MKD</td>
<td>82</td>
<td>100</td>
<td>18</td>
</tr>
<tr>
<td>27</td>
<td>MOM</td>
<td>76</td>
<td>82</td>
<td>6</td>
</tr>
<tr>
<td>28</td>
<td>RAA</td>
<td>80</td>
<td>94</td>
<td>14</td>
</tr>
<tr>
<td>29</td>
<td>SPA</td>
<td>88</td>
<td>88</td>
<td>0</td>
</tr>
<tr>
<td>30</td>
<td>SL</td>
<td>78</td>
<td>82</td>
<td>4</td>
</tr>
<tr>
<td>31</td>
<td>SR</td>
<td>72</td>
<td>76</td>
<td>4</td>
</tr>
<tr>
<td>32</td>
<td>UAP</td>
<td>82</td>
<td>86</td>
<td>4</td>
</tr>
<tr>
<td>33</td>
<td>Yak</td>
<td>62</td>
<td>86</td>
<td>24</td>
</tr>
<tr>
<td>34</td>
<td>ZA</td>
<td>78</td>
<td>84</td>
<td>6</td>
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<tr>
<td>Total Score</td>
<td>2476</td>
<td>2816</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>------</td>
<td>------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>72.82</td>
<td>82.82</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 28th 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 12th 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 14th 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

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Score</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pre-Test</td>
<td>Post-Test 1</td>
</tr>
<tr>
<td>1</td>
<td>AAS</td>
<td>52</td>
<td>46</td>
</tr>
<tr>
<td>2</td>
<td>AWG</td>
<td>46</td>
<td>64</td>
</tr>
<tr>
<td>3</td>
<td>ADL</td>
<td>64</td>
<td>76</td>
</tr>
<tr>
<td>4</td>
<td>AZ</td>
<td>40</td>
<td>78</td>
</tr>
<tr>
<td>5</td>
<td>AYSS</td>
<td>82</td>
<td>82</td>
</tr>
<tr>
<td>6</td>
<td>AM</td>
<td>70</td>
<td>72</td>
</tr>
<tr>
<td>7</td>
<td>AD</td>
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<td>68</td>
</tr>
<tr>
<td>8</td>
<td>AF</td>
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<tr>
<td>9</td>
<td>AP</td>
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<td>10</td>
<td>BGK</td>
<td>76</td>
<td>64</td>
</tr>
<tr>
<td>11</td>
<td>CRW</td>
<td>50</td>
<td>74</td>
</tr>
<tr>
<td>12</td>
<td>DR</td>
<td>46</td>
<td>80</td>
</tr>
<tr>
<td>13</td>
<td>DC</td>
<td>40</td>
<td>62</td>
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<td>14</td>
<td>DA</td>
<td>48</td>
<td>74</td>
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<td>16</td>
<td>FYR</td>
<td>76</td>
<td>80</td>
</tr>
<tr>
<td>17</td>
<td>FIP</td>
<td>46</td>
<td>78</td>
</tr>
<tr>
<td>18</td>
<td>FI</td>
<td>54</td>
<td>64</td>
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<tr>
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<td>78</td>
</tr>
<tr>
<td>22</td>
<td>IA</td>
<td>34</td>
<td>78</td>
</tr>
</tbody>
</table>
Table 29

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

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Pre-Test</th>
<th>Post Test I</th>
<th>Post Test II</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F (%)</td>
<td>F (%)</td>
<td>F (%)</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>≥ 70</td>
<td>7</td>
<td>19</td>
<td>29</td>
<td>85,29</td>
</tr>
<tr>
<td>2.</td>
<td>&lt; 70</td>
<td>27</td>
<td>15</td>
<td>5</td>
<td>14,71</td>
</tr>
</tbody>
</table>

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

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


Batoul Sabzalipour and Hossein Heidari Tabrizi. ESP Vocabulary Instruction: The Effect of Using Game-Oriented Teaching Methods on Iranian ESP Learners Majoring in Psychology.


Meipin, “The Application of Snake and Ladder Game in Teaching Vocabulary” in 2nd ICEL, (Indonesia, Bandar Lampung University), Vol. 2


Mofareh Alqahtani, “The Importance of Vocabulay 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.


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 tahu tahunya tentang ilmu pengetahuan, teknologi, seni, budaya kerak fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkaik, 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.

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| 3.6 Menerapkan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksonal 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, | Mengamati  
- 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  | KRITERIA PENILAIAN:  
- Tingkat ketercapaian fungsi sosial kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu  | 8JP | Buku Teks wajib  
- Keteladanan/pen dan tindakan guru menggunakan setiap tindakan |
informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya.(perhatikan unsure kebahasaan there is/are)

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.

sharpener, etc)

1. I always go to everywhere by…
   a. Plane
   b. Motorcycle
   c. Ship
   d. Canoe

2. You can use…to know the meaning of words in English.
   a. Dictionary
   b. Paper
   c. Book
   d. Drawing

People (Profession or Job)
Doctor, nurse, farmer, merchant, police, soldier, sailor, tailor, etc…
1. Sick peoples are cured by…
   a. Pilot
   b. Doctor
   c. Teacher
   d. Merchant

2. My father works at garden every day.
   What is his profession? He is…
   a. A Farmer

- 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
- 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)

Menanya
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

Mengeksplorasi
- Siswa membaca contoh-contoh lain kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dari sumber lain
- Siswa menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu serta cara meresponsnya

Mengasosiasi
- 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
- Siswa menyimpulkan hasil analisinya tentang
- Tingkat kelengkapan dan keruntutan struktur teks kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu
- 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

CARA PENILAIAN:
Kinerja (praktik)
- Bermain simulasi menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu serta cara meresponsnya
- Ketepatan dan kesesuaian menggunakan struktur teks dan unsur kebahasaan dalam menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu

Observasi:
Penilaian untuk tujuan memberi komunikasi interpersonal dengan benar dan akurat
- Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset
- Contoh teks tertulis
- Sumber dari internet:
  - www.dailyenglish.com
  - http://americanenglish.state.gov/files/aeresource_files
| b. A driver  | 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. | 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  |
| c. A pilot  | Siswa meminta balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.  
Mengomunikasikan  
- 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.  |
| d. A police  | Siswa menyatakan dan me
nanyakan 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.  |

English Teacher,  

Kotagajah, Desember 2017  
Researcher

Umi Sumarmi, S.Pd  
NIP. 19800222008012007  

Dewi Apriliani  
NPM. 13106897
RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)

Satuan Pendidikan : SMP Negeri 2 Kotagajah  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VII/Satu  
Materi Pokok : Things around Us  
Waktu : 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.
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.
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?

   ![Image of a bookshelf]

   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-sumbber lain yang relevan.
I. Langkah-langkah kegiatan pembelajaran

<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pendahuluan</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td>a. Orientasi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Guru mengucapkan salam dan berdo’a bersama serta bersama-sama siswa dengan mengungkap rasa syukur kepada Allah SWT.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Guru mengabsen kehadiran siswa.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Apersepsi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Peserta didik menerima informasi yang berkaitan tentang keterkaitan pembelajaran dengan materi yang akan dilaksanakan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Motivasi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Kegiatan Inti</td>
<td>45 menit</td>
</tr>
<tr>
<td></td>
<td>a. Eksplorasi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Guru memperkenalkan apa itu guessing game</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Guru membagi siswa menjadi 4 kelompok</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ 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?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Guru akan menghitung jumlah skor dan mengumumkan pemenangnya. Point tertinggi adalah pemenangnya.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Elaborasi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Guru meriview pembelajaran hari ini menayakan arti dari beberapa gambar yang mereka pelajari dengan games. Kemudian diskusi tentang gambar salah satunya</td>
<td></td>
</tr>
</tbody>
</table>
adalh noun, verb, atau adjective dan mencoba untuk membuat kalimat.
- Dengan bimbingan guru siswa membuat kalimat sederhana.

c. Konfirmasi
Dalam kegiatan konfirmasi, guru:
- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa sesuai target vocabulary.
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

<table>
<thead>
<tr>
<th>3</th>
<th>Penutup</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dalam kegiatan penutup, guru:</td>
<td></td>
</tr>
<tr>
<td>Menyimpulkan materi yang sudah dipelajari bersama-sama dengan siswa.</td>
<td></td>
</tr>
<tr>
<td>Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.</td>
<td></td>
</tr>
<tr>
<td>Menutup pelajaran dengan mengucapkan salam dan doa.</td>
<td></td>
</tr>
</tbody>
</table>

| 5 menit |

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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Dewi Apriliani
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NIP. 19661215 199303 1 007
RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)

Satuan Pendidikan : SMP Negeri 2 Kotagajah  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII/Satu  
Materi Pokok : People (Profession/Job)  
Waktu : 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.  
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D. Indikator
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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.
4. Siswa dapat mengerti arti dari gambar tersebut sesuai dengan topic.

F. Materi Pembelajaran
1. Permainan menebak mengunakan 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-summer lain yang relevan.

J. Langkah- langkah Kegiatan

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</tr>
<tr>
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<td></td>
</tr>
</tbody>
</table>
mengungkap rasa syukur kepada Allah SWT.

- Guru mengabsen kehadiran siswa.

**e. Apersepsi**
- Peserta didik menerima informasi yang berkaitan tentang keterkaitan pembelajaran dengan materi yang akan dilaksanakan.

**f. Motivasi**
- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

<table>
<thead>
<tr>
<th>2 Kegiatan Inti</th>
<th>60 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>d. Eksplorasi</strong></td>
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<td>- Guru memperkenalkan apa itu guessing game</td>
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<td>- Guru akan menghitung jumlah skor dan menggumumkan pemenangnya. Point tertinggi adalah pemenangnya.</td>
<td></td>
</tr>
</tbody>
</table>

**e. Elaborasi**
- Guru meriview pembelajaran hari ini menayakan arti dari beberapa gambar yang mereka pelajari dengan games. Kemudian diskusi tentang gambar salah satunya adalah noun, verb, atau adjective dan mencoba untuk membuat kalimat.
- Dengan bimbingan guru siswa membuat kalimat sederhana.

**f. Konfirmasi**
- Dalam kegiatan konfirmasi, guru:
  - Guru bertanya jawab tentang hal-hal yang
belum diketahui siswa sesuai target vocabulary.  
➢ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

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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

2. What picture is this?
   a. Pencil
   b. Crayon
   c. Marker
   d. Pen

3. What picture traffic sign is this?
   a. Hospital
   b. Building
   c. Hotel
   d. House

4. You can buy books at…
   a. Workshop
   b. Zoo
   c. Bank
   d. bookstore

5. What picture traffic sign is this?
   a. Crossroad
   b. Hospital
   c. Right
   d. Left

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

7. What picture is this?
   a. Glue
   b. Sharpener
   c. Bow
   d. Scissor

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

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

10. What do you need, for cut the paper?
    a. Glue
    b. Bow
    c. Scissor
    d. Eraser
**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 ….”*(16-120)

16.

17.

18.

19.

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

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)

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### OBSERVATION SHEET
OF STUDENTS ACTIVITIES

**Cycle : I**  
**Class : VIII H**

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Kotagajah, Desember 2017

English Teacher, Researcher

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

Dewi Apriliani
NPM. 13106897
# OBSERVATION SHEET OF STUDENTS ACTIVITIES

**Cycle**: II  
**Class**: VIII H

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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 to 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
Post Test 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 28th, 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 30th, 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 12th, 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 13th, 2017

1. The teacher gave 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 14th, 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
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Nomor : P.0505/in.26/FTK/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 : 13105897
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.
Demi kianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu’alaikum Wr. Wb.

Metro, 07 April 2017

Ketua Jurusan TBI

Ahmad Subhan Roza, M. Pd.
NIP. 19750610 200801 1014
SURAT KETERANGAN
No.420/38/K.H.D.a.VIII.01/2017

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 : Pnsobina (TV/a)
Jabatan : Kepala SMP Negeri 2 Kotagajah

Dengan ini menerangkan bahwa:

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


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

PAHOTAN SIHALoho. S.Pd
19661215 199303 1 007

Ketua Sekolah

[Signature]
Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2611/LN 28/O.1/LTL 00/11/2017, tanggal 13 November 2017 atas nama saudara:

Nama: DEWI APRILIANI
NPM: 13105897
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 memenuhi Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF GUESSENG 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.

Wassalamualaikum Wr. Wb.

Metro, 13 November 2017
Dekan I.

[Signature]

NILOA FATONAH, MA
0870531 199503 2 003
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan K. H. Hatta (Baris II) 10 Kampus Timur Koto Metro Palembang 34111
Telepon (0714) 41397, Faksimili (0714) 47296, Website: www.tarbiyah.metro.un.ac.id; e-mail: tarbiyah.metro@metro.un.ac.id

SURAT TUGAS
Nomor: B-2610 /fn 26/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: 13106997
Semester: 9 (Sembilan)
Jurusan: Pendidikan Bahasa Inggris

Untuk:
1. Mengadakan observasi/survei di SMP N 2 KOTAGAJAH, gurunya mengumpulkan data (bahan-bahan) dalam rangka memenuhi persyaratan 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 inisiatif tersebut di atas dan masyarakat setempat mohon bantuanya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di: Metro
Pada Tanggal: 13 November 2017

[Signature]
Dekan I

[Signature]
Penegak Hukum

[Signature]
Penanggung Jawab

[Signature]
Pejabat Setempat

[Signature]
Dekan I

[Signature]
Penegak Hukum

[Signature]
Penanggung Jawab

[Signature]
Pejabat Setempat

[Signature]
Dekan I

[Signature]
Penegak Hukum

[Signature]
Penanggung Jawab

[Signature]
Pejabat Setempat
Nomor : 420/I/115/C./11/D.a.VI.01/2017
Kotagajah, 14 Nopember 2017
Lamp : -
Hal : Mengizinkan Research

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

Dengan hormat,

Berdasarkan permohonan izin Research nomor : B-2611/Hn.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 :

Nama : 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 bulan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Kepala Sekolah

[Signature]

[Stamp]
NIP. 1951193103 1 007
KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dewi Apriliani
NPM : 13106897
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Semester/TA : IX/2017

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Mengetahui:
Ketua Jurusan TBI
Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

Dosen Pembimbing I
Dr. Widhiya Ningsiana, M.Hum
NIP. 197209232000032002
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Mengetahui:
Ketua Jurusan TBI

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

Dosen Pembimbing II

Ahmad Subhan Raza, M. Pd
NIP. 19750610 200801 1 014
KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama: Dewi Apriyani  
NPM: 13106897  
Fakultas/Jurusan: Tarbiyah dan Ilmu Keguruan/TBI  
Semester/TA: IX /2017

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Mengetahui:  
Ketua Jurusan TBI  
Dosen Pembimbing I

Ahmad Suhrurroza M.Pd  
NIP. 19750610 00001 1 014  
Dr. Widhiwa Ningsih, M.Hum  
NIP. 19721023 200003 2 002
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IAIN METRO

Nama : Dewi Apriliani
NPM : 13166897

Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Semester/TA : IX / 2017

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Mengetahui:
Ketua Jurusan TBI

Ahmad Subhan Rosia, M. Pd
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Dosen Pembimbing I

Ahmad Subhan Rosia, M. Pd
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Nama : Dewi Apriliani
NPM : 13106897

Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
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Mengetahui:
Ketua Jurusan TBI
Ahmad Suharto Riza, M. Ps
NIP: 27120001 100114

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Dr. Widhiya Ningsia, 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 inTarbiyah Faculty, English Education Department began in 2013 until now.