SKRIPSI

THE EFFECTIVENESS OF USING GUESSING GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY AT "MINDSET ENGLISH CENTER (MEC) COURSE" KABUPATEN PINRANG

By

SUKMA SYAM MASPA
Reg Num. 14.1300.015

ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMEN
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2019

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**THE EFFECTIVENESS OF USING GUESSING GAME TO
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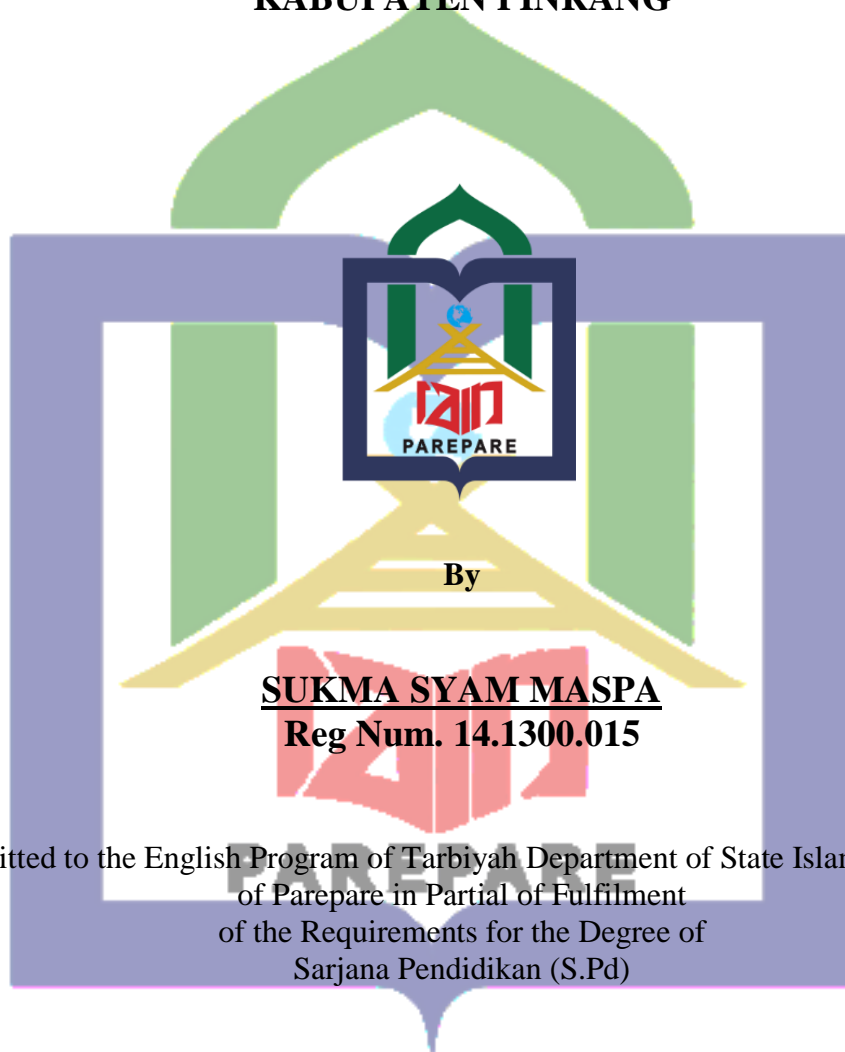"MINDSET ENGLISH CENTER (MEC) COURSE"
KABUPATEN PINRANG**

By

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Submitted to the English Program of Tarbiyah Department of State Islamic Institute
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Sarjana Pendidikan (S.Pd)

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
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As Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

English Program

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ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
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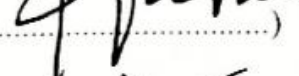|	
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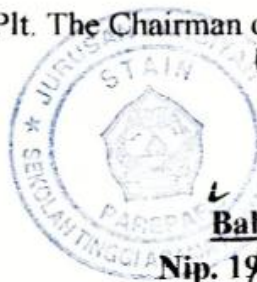
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Parepare, September 26th2018

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State that this skripsi is her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, September 26th2018

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ABSTRACT

Sukma Syam.M . *The Effectiveness of Using Guessing Game to Improve Students Vocabulary Mastery at "Mindset English Center (MEC) course" Kabupaten Pinrang.* (Supervised by H.Saepudin and Mujahidah)

In studying English, the first component that has to learn is vocabulary which has difficulties than grammar and pronunciation. Someone who wants to master 4 four language skills, he has to master a few words even everything. When learning listening need vocabulary, reading need vocabulary, especially when learning to write, all need vocabulary. That is the reason why the students have to master the vocabulary in learning English. This research aimed to know by using Guessing game can improve students' vocabulary at students of MEC course Pinrang. Generally the use of media as teaching aid mainly aimed at increasing the teaching process to be more motivating and interesting for the students. Teaching by using Guessing game increases students' interest in learning English. This research was conducted in MEC course Pinrang. The population of this research were the students of the basic class of MEC course Pinrang in academic year 2017/2018.

Researcher used quantitative study in the form of Pre – Experimental design with one group pre-test and post-test. There are independent variable (Guessing game) and dependent variable (students' vocabulary). The basic class of MEC course is the population which consist 78 students. Purposive sampling is the technique to take the sample and Green tea class is the samples which consist with 18 students. The instrument that used is test, observation and documentation.

The result in this research indicated that there was improvement of the students' vocabulary mastery. It indicated by the students' mean score of post-test (82) was greater than pre-test (46). Even, for the level significant (p) 5% and df = 17, and the value of table is 1,739, while the value of t-test is 15,06. it means that, the t-test value is greater than t-table (15,06 ≥ 1,739). Thus, it can be concluded that the students'vocabulary mastery is significant better after getting the treatment. So, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. From 20 questionnaire, all the students' answered very positive. Based on the liker scale that the students were very positive in learning English by using Guessing game. It means that guessing game strategy makes students' have positive response toward in learning vocabulary and they agreed about it. And the cumulative percentage on the twenty items of positive statement questionnaire was 97,94, while the cumulative score that they got the questionnaire was 811. The research conclude the using of Guessing game is able to improve students' vocabulary mastery at Mindset English Center (MEC) course.

Keywords: Vocabulary Mastery,Guessing Game.

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CHAPTER I
INTRODUCTION

1.1 Background

English is one of the important foreign languages. It has been discussed before that foreign language has many functions, so does English. It has a function as a bridge for all aspects of human life, such as trade, communication, education, science, technology, society, and culture. In education, English is one of the native languages used to improve students' ability. As quoted in Undang-Undang Sisdiknas "Bahasa asing dapat digunakan sebagai Bahsasa pengantar pada satuan Pendidikan tertentu untuk mendukung kemampuan berbahasa asing peserta didik". That is the most important reason why English is learned in school.[1]

As English language students, they need to study about the word that what they want to use, they have to master as many as feasible vocabularies in order to make easier in listening, speaking, reading and writing. Learning English as a foreign language is an integrated process that students must learn from four basic skills: listening, speaking, reading, and writing. We use it to understand our world through listening and reading and communicating our feelings, needs, and desires through speaking and writing. By having more knowledge of language skills, we have the opportunity to understand better and get what we want and need from around us. This ability cannot be separated because it has a relationship with each other talking about

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[1]Direktorat Jendral Pendidikan Dasar dan Menengah, *Undang-Undang Republik Indonesia Nomor 20 tahun 2003 Tentang Sistem Pendidikan Nasional* (Jakarta: Dirjen Pendidikan Dasar dan Menengah, 2003), p. 15.

language, vocabulary is the most important element in learning well a foreign language as one of three basic parts (phonetic, vocabulary and grammar).[2]

Vocabulary is the most important material in foreign language teaching for learners. Therefore, the teaching of English vocabulary has an essential role in enabling Indonesian students to master English as their foreign language. English vocabulary mastery, in fact, has become a big problem for most Indonesian students. If one does not have a sufficient number of vocabulary, he will not be able to communicate with his surroundings.

Vocabulary is the collection of words that an individual knows. There are some experts who give definitions of vocabulary. Vocabulary is not only limited to the meaning of words but also depends on how the Vocabulary is shared: how student's use and store vocabulary and how they learn words and relationship between words, phrases, categories of words and phrases. It means that the vocabulary controlled by learners must be known that the vocabulary covers the various categories of the words and how to use the vocabulary.

Vocabulary teaching in Indonesia is regarded as the most difficult form, pronunciation, structure, discourse, and socio-cultural context. That is, it takes the mastery of lexical and cultural vocabulary. In addition, because vocabulary is difficult, more effort is required from learners and teachers. Not enough for the students to listen or speak. Teachers need to give students activities to practice new vocabularies among basic language skills.

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[2]Qi Pan, "Vocabulary Teaching in English Language Teaching," *Theory and Practice in Language Studies,* vol. 1 no. 11 (November 2011), p. 1586 http://www.academypublication.com/issues/past/tpls/vol01/11/17.pdf (accessed on 14th March 2018).

In communication, student need vocabulary which can support them to produces and use meaningful sentences. That is why vocabulary very es sential to be mastered. The more students know, the better they are able to comprehend their foreign language. Rich in vocabulary makes students are able to master English skill. In another side, poor of vocabulary can be the major cause of failure in learning a foreign language. Teaching English in elementary school is learning through fun. One of the interesting techniques in teaching vocabulary is using games. When students practice the game which given by the teacher, they will get new vocabulary automatically. The game should suitable for children and improve their motivation in learning a foreign language.

Dealing with researcher's observation in preliminary study found at "Mindset English Center (MEC) course" Kabupaten Pinrang especially at basic class, because only most elementary school children and don't know meaning of vocabulary mastery, the problem that mentioned is the vocabulary is quite low. Students have low ability in vocabulary mastery and pronunciation.

Based on the problem of the researcher has the motivation to conduct a research by "the effectiveness of using guessing game to improve students' vocabulary mastery at Mindset English Center course". It is expected that it could have both students and teachers in learning and teaching English especially teaching vocabulary. Teaching by game is one of techniques to teach language effectively and fun. Game is an activity with rules, goal, and element of fun. One of the most important reasons for using game is simply that they are immensely enjoyable for both students and teachers.

1.1 Problem statement

By looking at background above, the researcher formulated the research questions follow:

1.1.1 Is using guessing game is able to improve vocabulary Mastery at "Mindset English Center course"?

1.1.2 What do the students' responses to word guessing game perception to improve the students' vocabulary at "Mindset English Center course"?

1.2 The objective of the Research

1.2.1 To find out whether there is a significant increasing of students' vocabulary achievement as a result of using guessing game.

1.2.2 To know the students' responses to word guessing game perception in increasing vocabulary.

1.3 The significance of the Research

It is expected the result of the research will provide the useful contribution for:

1.4.1 For the teacher, the result of this research is expected to provide useful information about varying teaching method in the class for teaching vocabulary.

1.4.2 For the students', the result of this research is expected through game technique the students' able to improve vocabulary ability.

1.4.3 For the next researcher, the result is expected to provide useful information about game technique and enhancement vocabulary ability.

CHAPTER II

REVIEW OF RELATED LITERATURE

This part covers some previous research findings and some pertinent ideas.

2.1 Some Pertinent Ideas

2.1.1 The Concept of Vocabulary

2.1.1.1 The Definition of Vocabulary

There are some definitions of vocabulary given by experts. Hatch and Brown define vocabulary as a list or set of words for a particular language or a list or set of words that individual speakers of language might use.[3] Beside that Ur adds that vocabulary can be defined as the word that the teachers teach in Foreign Language.[4] According to *Oxford English Dictionary,* vocabulary is defined as "total number of words in a language, words known to a person, list of words and their meaning especially at the back of a book used for teaching a foreign language."[5]Vocabulary is a total number or list of word, and then it can be settings forming ideas that can be understood by others, ideas will not be able performed without vocabulary.

Hornby concluded some definition of the vocabulary as below:

2.1.1.1.1   All the word that a person or uses.

2.1.1.1.2   All the word in a particular language.

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[3]Evelyn Hatch and Cheryl Brown, *Vocabulary Semantic and Language Education* (Cambridge University Press, 1995), p. 1.

[4]Penny Ur, *A Course in Language Teaching* (Cambridge: Cambridge University Press, 1998), p. 60.

[5]*Oxford Learners Pocket Dictionary* (Oxford University Press, 1991), p. 461.

2.1.1.1.3   The word that people use when they are talking about the particular subject.

2.1.1.1.4   A list of the word with their meaning, especially in a book for learning a foreign language.[6]

Webster concluded some definition of the vocabulary as below:

2.1.1.1.1   List of the word and, especially one arranged in alphabetical order and defined or translated.

2.1.1.1.2   All word of a language.

2.1.1.1.3   A sum of aggregated of the words used or understood by a particular person, class or employ in some specialized filed knowledge, and

2.1.1.1.4   The range of expression at person's disposal, especially in art.[7]

Vocabulary is one of the most obvious components of language and one of the first things applied linguistic turned their attention to.[8] Vocabulary is knowledge of words and required to communicative effectively understand a text.[9] Vocabulary a list or collection of words arranged in alphabetical order and explained, a dictionary of the

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[6]Hornby, A, S, *Oxford Advanced Learner's Dictionary Of Current English*. Sixth edition (London: Oxford University Press. 2000), p. 1506.

[7]Webster, *The New International Webster's Comprehensive Dictionary of The English language* (Columbia: trident press international. 2003), p. 1407.

[8]Richard Jack, L, *Curriculum Development In Language Teaching*, (Singapore: Cambridge University Press. 2001), p. 4.

[9]John Connerly, *English Teaching Volume 46*, (Washington: Trident Press International, 2008), p. 24.

lexicon, either of the whole language, a single work or author, a branch of since, or the like a work-book.[10]

Observing all of the definition having been formulated by the experts above, take a conclusion about the meaning of vocabulary is the meaning of the words used by the speakers of one language to communicative with each other, not only in speaking, but also in writing, reading, and listening.

2.1.1.2 Kinds of Vocabulary

Schail formulated the vocabulary into three kinds of vocabulary as in following:

2.1.1.2.1 Active vocabulary the words we costume to use in speaking and a probably account for 5.000 to 10.000 words.

2.1.1.2.2 Reserved vocabulary, the words use to know but we seldom use in speaking, we use them an unwritten letter.

2.1.1.2.3 Passive vocabulary, the words we recognize and never use them in either speak or writing and just know that we have them before.[11]

2.1.1.3 Types of vocabulary

Nation has divided vocabulary in the specific reference, such a word:

2.1.1.3.1 Receptive vocabulary: knowing a word involves being able to recognize it when it is heard (what is the sound like?) or when it seen (what does it look like?) and having an expectation of what grammatical pattern the word will

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[10]"Brain Quote Vocabulary," *Wikipedia*. http://www.bbrianyquote.com/words/vo/vocabulary237882.htmlp online (accessed on 14th March 2018).

[11]Schail, *Seven Days to Faster eading* (New York: Oxford University Press, 1976), p. 57.

occurrence. This includes being able to distinguish it from word with a similar form and being able to judge if the word form sounds right or look right.

2.1.1.3.2   Productive vocabulary: knowing a word involves being able to pronounce the word, how to write and to spell it, how to use it in grammatical pattern along with the word in usually collocates with it, it also involves not using the word too often if it is typically a low frequency word and using it in a suitable situation using the word to stand for the meaning it represents and being to think of suitable for the word if there any.[12]

Based on the explanation above, the writer concludes that classification, of vocabulary and based on the person vocabulary namely receptive and productive vocabulary.

2.1.1.4 Word Classes

All words belong to categories called word classes or (parts of speech) according to the part they play in a sentence. The main word classes in English are listed below:

2.1.1.4.1 Noun. Nouns are words that used to name a person, animal, place, or thing. Seaton (2007: 5) states every name is called a noun. Azar (2006: 158) suggest that a noun is used as the subject of sentence, as the object of verb and a noun is also used as the object of a preposition, such as countable noun, uncountable noun, singular noun, plural nouns, common nouns, proper nouns, concrete nouns, abstract nouns, and collective nouns.

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[12]I.S.P Nation, *Teaching and Learning Language* (New York: New Burry House, 1990), p. 29

2.1.1.4.2 Pronoun. Pronoun is the words that used to replace the noun when we want to refer to people or things without continually repeating their names. Pronoun is a word that takes the place of a common noun or a proper noun and pronoun have the same meaning as a noun. It is divided into some types such as a personal pronoun, possessive pronoun, reflexive pronoun, demonstrative pronoun, and interrogative pronoun.

2.1.1.4.3 Verb. Verbs are words that show an action or an event will be happen. Whatever we are doing can be expressed by using a verb. Jeremy Harmer (1998: 37) suggest that verb is a word (or group of words) which is used in describing an action, experience or state. Verb classified into some types such as transitive verb, intransitive verb, and auxiliary verb.

2.1.1.4.4 Adjective. Adjective is the word that used to explain noun by describing, identifying, or quantifying. Jeremy Harmer (1998: 37) suggests that adjective is a word that gives more information about a noun or pronoun. Adjective describes the properties of an entity that a noun represents. Adjectives describe nouns and pronouns. They give you more information about people, places, and things.

2.1.1.4.5 Adverb. Adverbs are the words that used to clarify verbs, adjectives and the whole sentences. Commonly an adverb will tell you when, where, how, in what manner or to what extent and action is performed. Adverb is a word (or group of words) that describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence.

2.1.1.4.6 Preposition. Preposition is words that used to connect one word with the others. Such as: preposition of place, preposition of time and preposition of direction.

2.1.1.4.7 Conjunction. Conjunction is a linking word such as and, or, but. Conjunctions are used to connect words or sentences. Conjunctions are words used to link words, phrases or clauses. A word that joins words or groups of words, there are three kinds of conjunctions: coordinating, correlative, and subordinating. Coordinating conjunctions include and, but, or, not, yet, for, and so. Correlative conjunctions include the words in the pairs either/or, both/and, and neither/nor. Subordinating conjunctions begin subordinate clauses (see subordination) and join them to the rest of the sentence "She didn't learn the real reason until she left the valley."

2.1.1.4.8 Determiners. Determiner are words such as this, those, my, their, which. They are special adjectives that are used before nouns. The words a, an, and belong to this group of words called determiner. There are some types of determiner: demonstrative determiners, interrogative determiners, possessive determiners, quantifying determiners and numbers.[13]

2.1.1.5 Vocabulary Development

According to Harmer, there are four things that students need in vocabulary development, namely:

[13]Ketut Purnata, "Teaching Vocabulary By using Guessing Game to The Seventh Grade Student of SMP N 4 Papuan" (Faculty of Teacher Training and Education, Mahasaraswati Denpasar University: Denpasar, 2013), p. 10-18.

2.1.1.5.1 Meaning. The first thing to realize about vocabulary items is that they frequently have more than one meaning. Students need to know about meaning in context and they need to about sense relation.

2.1.1.5.2 Word Use. Students need to recognize metaphorical language use and them to know how word collect. They also need to understand what stylistic and topical context word and expression occur in.

2.1.1.5.3 Word Information. Students need to know words are split and how the sound. Indeed the way words are saved can the way that stress can change when their grammatical function is different as with nouns and verbs. Part of learning words is learning of words is learning its written and spoken form.

2.1.1.5.4 Word Grammar. Students need how to make a distinction between countable and uncountable nouns and there are many others of grammatical behavior that students need to know about: what are phrasal verb and how to they behave? How are objective ordered? What position can adverb in are used in? Without their knowledge can really say that student knows vocabulary items.[14]

2.1.1.6 Approaches to Vocabulary Learning

Vocabulary teaching can be concluded in language learning course in any of four ways. Most course make use of all four, but the amount of time spent on each of these ways depends on the teacher's judgment in relation to a large number of factors, such as a time available, the age of the learners, the amount of contact with English

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[14]Jeremy Harmer, How to teach English*: An Introduction to the Practice of English Language Teaching* (*Longman Essex,* 1991), p. 156-158.

outside school hours, and the teachers theory of how language is best learned. The four ways described below are listed from the most indirect.

2.1.1.6.1   The material is prepared by learning vocabulary as a consideration. The most common examples of this are preparation of simplified material and the careful vocabulary lesson of the first lessons of learning English.

2.1.1.6.2   Words are handled when it happens. This means that if an unknown word appears in a reading passage, the teacher gives attention to it at the moment it causes a problem. A lot of vocabulary teaching is done in this way. Although the selection of vocabulary seems unplanned the way is treated need not be done. The teacher may follow principles when dealing with such words.

2.1.1.6.3   Vocabulary is taught in connection with other language activities. For example, the vocabulary of a reading passage is handled before the learners read the passage.

2.1.1.6.4   Time is spent either in class or out of school on the study of vocabulary without an immediate connection with some other language activity.[15]

The vocabulary as one of elements of language is so important to teach. Because it vocabulary is the first thing is needed to arrange the sentence that used to express the opinion, feeling, and inform in interact with the other people. A speaker's knowledge of the word also includes an understanding of how the shape of that word can be altered so that its grammatical meaning can be changed also. Called the system of rules that determine how these changes can be made morphology. Using words appropriately

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[15]I.S.P Nation, *teaching and Learning Vocabulary* (Boston: Heinle & Heinle Publisher, 1990), p. 3.

means knowing these things and crucially, knowing which grammatical slots they can go into. In order to do this, we need to know what part of speech a word.[16]

2.1.2 The Concept of Game

2.1.2.1 Definition of Game

Game is an activity with rules Games was applied to make the students easy to keep new words in their mind. The students looked happy when they played game. They like to move their bodies, such as playing games and singing songs. Furthermore, game also helps the students to improve their motivation in learning English. As the result, they will be more serious to learn.

Game is mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.[17] Game is an activity that has fun and enjoyment value inside of that. Game can motivate the students learn the new vocabulary, because only use the new vocabulary they can win the game.[18] Game is an activity to acquire a particular skill in a way encouraging. If the skills acquired in the game in the form of specific language skills, game is called language games. Learning to play is an integrated activity between learning and playing integrated in a subject matter. These acts are undertakings of creating a fun learning activities, with the ultimate goal of achieving a healthy learning and obtaining optimum quality.

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[16]Jeremy Harmer, *How to Teach English New Edition* (England: Pearson Longman 2008), p. 61.

[17]Andrew Wright, David Betteridge, And Michael Buckby, *Games for Language Learning* (United Kingdom: Cambridge University Press, 2006), p. 1.

[18]Virginia French Allen, *techniques in teaching vocabulary* (New York: Oxford University Press, 1983), p. 52.

Playing game in teaching vocabulary is very important because teaching through game can create a fun situation and of course can increase students' motivation. Game not only helps the students to encourage them in learning but also can help the other teacher to create useful and meaningful context.[19] Definition of game is a structured activity, usually under for enjoyment and sometimes used as an educational tool. Definition of game theory: a set of concept aimed at decision making in situation of competition and conflict as well as cooperation and this paper proposes.[20]

2.1.2.2 Types of Game

Games maybe classified according to whether they emphasize skill, chance, reality, or fantasy, as well as according to whether they are strategic or showdown games. In games or skill the outcome depends on the capabilities of the players, as in chess, tennis, or some types of business. Games of skills reward achievement, encourage individual responsibility and initiative, and discourage laziness. However, games of skill have the possible educational disadvantage of discouraging slow learners, dramatizing student inequalities and feeding the conceit of the skillful.

In games of chance the outcome is independent of player capabilities, as in dice, roulette, and pure financial speculation. Games of chance have the educational advantages of dramatizing the limitations of effort and skill, humbling the overachievers and encouraging the underachievers. On the other effort, and skill, and may encourage magical thinking and passivity. Games of reality are essentially models

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[19]Mazidatuz Zahro, Bambang Suharjito, dan Sudarsono, "The Effect of Guessing Game on The Eight Year Students' Vocabulary Achievement at SMPN 03 Balung Jember," *Pancaran*, vol. 2 no.3 (August 2013), p. 116. https://jurnal.unej.ac.id/index.php/pancaran/article/download/707/525 (accessed on 15th March 2018).

[20]"Game," *Wikipedia.* http://www.wikipedia.org/wiki/Game.com (accessed on 14th March 2018).

or simulations of no play, real world operations, as in theater, fiction, military maneuvers and such games as monopoly and diplomacy. They offer the greatest educational potential for student comprehension of structural relationships. Finally, games of fantasy whish many persons would not call games at all, while admitting that they do involve play, release the player from conventional perceptions and inhibitions, as in dancing and skiing is emotional refreshment simulation of the imagination.[21]

2.1.2.3 The Reason of Using Game

Few people get excited for a worksheet. Most people enjoy playing games, even if they don't know it. They tap into our emotions through pleasure, reward, competition, surprise, and more. Games harness our intrinsic motivations - in this case the desire to learn for the sake of the enjoyment of the learning process - to motivate us. They give us a sense of autonomy, competency, and relatedness motivation. Game players often reach what's known as the "flow" state. Flow, a term coined by psychologist Mihály Csíkszentmihályi, refers to a mental state of complete focus. It's possibly understood the easiest as the feeling athletes refer to as being "in the zone". This flow state is valuable as a framework to understand learners' emotions and what promotes engagement students.[22]

Generally, game is used to support teaching and learning process. In the past, the teacher formulated the goal of learning base on learners' behavior. To reach it, some media is used by several teachers. Base on their experience using media, audio, etc. the

[21]Irmayanti, "Applying Matching Puzzle Game in Teaching Translation at Second grade students of SMPN 8 Pinrang" (Skripsi Sarjana; Tarbiyah dan Adab: Parepare, 2015), p. 19-20.

[22]Nick Draeger, "Reasons You Need To Be Using Game For Corporate Training ," elearning industry: A Journal of Elearning Industry. http://www.google.co.id/amp/s/elearningindustry.com/5-reasons-you-need-to-be-using-games-for-corporate-training/amp (accessed on 15th 2018).

teacher knew that there are differences in process of learning students. Some of the learner is more actively in visual, some of them are good in audio and many learners will be more enjoy when they are learning by using game. From that explanation, game is not just a tool to help the teacher, but also media is a message distributor from the sender to receiver.

2.1.3 Concept of Guessing Game

2.1.3.1 Definition of Guessing Game

Guessing game is a kind of game to play, that include interactions among of group of people. This is game support by many experts, such as Harmer states "guessing game is an activity that includes as interactions between individuals or groups aspiring to prescribe aims". Based on this statement guessing game is the interaction of among of people to prescribe aims. In other ways Haldfield (1999) states "games is an activity with rules, a goal, and element of fun". Based on this opinion game is the activity that has a specific rules, and fun. Then Tyson (2000) sates "game must be more than just fun, game should involve friendly, competition, game should keep all of the students involved and interest, game should encourage students to focus on the use language rather than on the language itself, game should give students a chance to learn, practice or review specific language.[23]

The basic rule of guessing game is eminently simple; one person knows something that another one wants to find out". Based on this opinion the guessing game

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[23]Devi Angreyni, "Improving students' Speaking Skill Through Guessing Game Technique at Grade X-1 of SMA N 1 Angkola Selatan Tapanuli Selatan," *STKIP Tapanuli Selatan Padang Sidempuan* vol. 15 no. 1 (2014), p. 4.
http://ejournal.unp.ac.id/index.php/komposisi/article/viewFile/7107/5588 (accessed on 15th March 2018).

is essential in guessing and speculating games, some one knows something and the others must find out what it is, and what the mean of that game. Guessing game is one of some games in teaching technique. Guessing game is a game in which the object is to guess some kind of information, such as a word, a title, picture, part of body and an object. It is clear that guessing game will improve students' motivation in learning English and improve their vocabulary and improving vocabulary pronunciation.[24]

According to Houston, there are some principles of using games in the class:

2.1.3.1.1 Specify your purpose. The teacher must know what the purpose of games that he or she plays in the class.

2.1.3.1.2 Explain the rules clearly before you begin. It is important to make sure the students understand how to play games. The purpose of the game cannot be reached if the students do not understand how to play the game. It is fine if the teacher explain the rule in native's language.

2.1.3.1.3 Be prepared for the "extra student". The teacher has to make sure all of the students join to games.

2.1.3.1.4 Avoid drifting off during the game. When the game is play, watch for potential problem that can be remained. If you feel that is a student who is not understands the rules, stop game and go for the rules again.

2.1.3.1.5 Look for signs that students are getting tired. If the students look tired, the teacher should stop game before the students lost their attention.

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[24]Sri Yuliani, "Teaching English Vocabulary by Using Guessing Game" *Universitas Muhammadiyah Palembang*, vol. 1 no. 2 (2017), p. 124. http://eprints.umk.ac.id/7007/24/The-2nd-TEYLIN-ilovepdf-compressed-201-209.pdf (accessed on 15th March 2018).

2.1.3.1.6   Choose games carefully to save money and time. Try to use a game that can be prepared easily.

2.1.3.1.7   Find new sources. Try to use a new game that never be used before.

2.1.3.1.8   Recycle. If there is an old game that success applied in the class before. It is ok to use it again in another class.

2.1.3.1.9   Make a file. Make a file that consists of games. It can make you easy if you want to use games in another time.

2.1.3.1.10 Share. If you have a favorite game that you use to play with your best friend. You can use that game to your class.

2.1.3.1.11 Don't do overdo it. Game is enjoyment and interesting in the class, but if you do it too much, it can waste the time and make another important thing don't have time to teach in the class.[25]

Finally guessing game is a simply game that can be applied in the class. Several groups in the class play this game. Guessing game can be applied in the course class.

2.1.3.2   The advantages of Guessing Game

Games could make the students more interested in learning the material and also improve the lesson mastery, Teacher didn't need to explain too many materials to

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[25]Hall Houston, "Playing Games," *Modern English Teacher* vol. 18 no.1, p. 33. (accesed on 14th March 2018).

the students. Because guessing game can encourage student minds in order to master the lesson.

2.2 The Previous Related Finding

There are some researches that have been conducted related to vocabulary. They are as follows:

Research on increasing students' vocabulary in learning English through guessing game at the second year students of SMPN 3 Tinabung Kabupaten Polman, She found significant difference between ability of the student's vocabulary before applying guessing game and able to increase their vocabulary mastery.[26]

Rini Rahayu has reported entitle "increasing the vocabulary ability by using catch balloon game" based on the data, the researcher concluded that by using game method, the students' vocabulary increased and the teacher who used game method in teaching English vocabulary made the students more creative.[27]

Based on the research finding above, the researchers have concluded that there are some ideas and media can be used to increase students' vocabulary ability one of them is by using game in teaching process. So, the applying matching guessing game hoped to be able to provide the vocabulary mastery ability in learning English to the students at Mindset English Center course.

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[26]Nurfadillah, "Increasing the Students Vocabulary in Learning English Through Guessing Game at the second year Students of SMPN 3 Tinabung Kabupaten Polman" (Skripsi Sarjana; Jurusan Tarbiyah dan Ada: Parepare, 2011), p.

[27]Rini Rahayu, "Increasing the Vocabulary Ability by Using Catch Balloon Game", (Skripsi Sarjana Jurusan Tarbiyah dan Adab: Parepare, 2007), p. 39.

The aims of the MEC course is to strengthen the English language of students, MEC is a company engaged in education and entertainment, besides that MEC also has several business branches, ranging from English language courses, cafes, photo studies, to event organizers. MEC journey starts from teaching private in 2012, the tutor or instructor tries to open the chair with the concept of a combination of cursors and cafe, they are students who study at the course can practice every day. But the cafe they live in still hangs in someone else's cafe. In 2013 exactly in August they finally had their own cafe and at that time the name is Mindset English Center and English cafe. In 2016 September they officially released the 20th branch of the MEC English cafe in Sulawesi. MEC has several programs, namely: English cafe, English for children, English for teenagers, English for collegian, English for professionals, TOEFL preparation, IELTS preparation, English camp, English outbound.

2.3 Conceptual Framework

The main focus of the research is the use guessing game to improve the students' vocabulary. The underlying of this research will give in the following diagram:
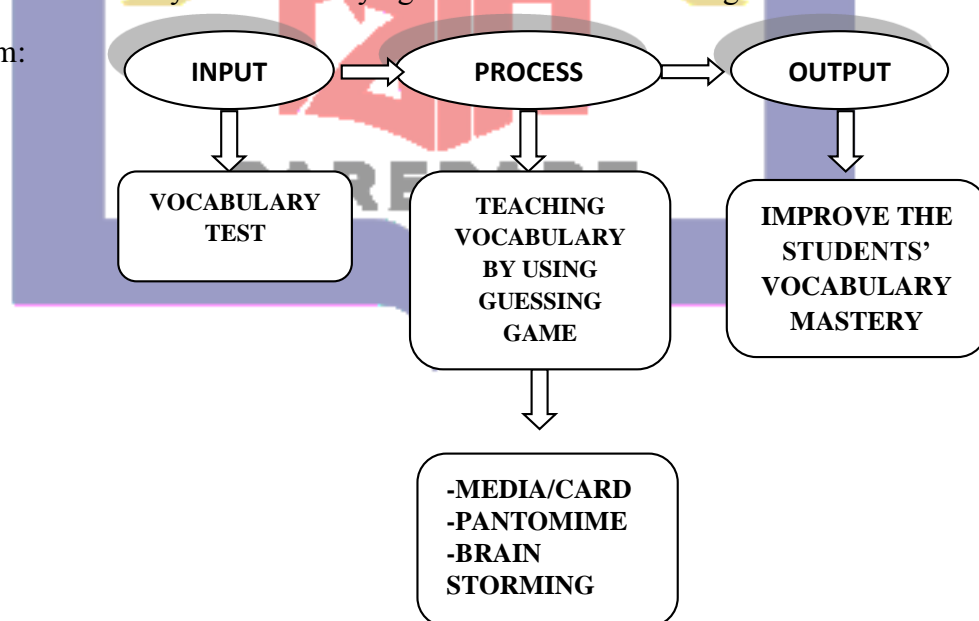
In the diagram above, there are three elements, namely:

2.3.1 Input refers to the material that is applied.

2.3.2 Process refers to the teaching and learning vocabulary through guessing game, include researcher will give Pre-Test after that give treatment and the last give post test.

2.3.3 Output refers to the students' vocabulary mastery after they are learning the material by guessing game.

2.4 Hypothesis

The researcher formulate the hypothesis as follows:

2.4.1 Null Hypothesis (Ho) The use of "Guessing game" is not able to improve students' vocabulary mastery at the mindset English center course.

2.4.2 Alternative Hypothesis (Ha) The use of "Guessing Game" is able to improve students' vocabulary mastery at the mindset English center course.

2.5 Variable and Operational Definition

2.5.1 Variable

This research has two kinds of variable; they are independent variable and dependent variable.

2.5.1.1 Independent variable is Guessing game

2.5.1.2 Dependent Variable is the student vocabulary mastery.

2.5.2 Operational Definition

2.5.2.1 Vocabulary Mastery is the students' ability to analyze and find different pronunciation and the new word about animal, profeesion, family, and part of body.

2.5.2.1 Guessing game is one of technique that is applied in the classroom by the researcher. A Guessing game is a type of word play, the result of rearranging the letters of a word or phrase to produce a new word or phrase, using all the original letters exactly once. The aims of Guessing game to make students' mastery in vocabulary at the Mindset English Center courses.

CHAPTER III
RESEARCH METHOD

This part describes the description of the research design, location of the research, population, sample, instrument of research, and procedure of collecting data as following:

3.1 Research design

In this research, the method is applied by pre-experimental method with one group pre-test and post-test design, this as follow:

$$E = O_1 \; X \; O_2$$

Where:

E : Experimental

X : Treatment

O_1 : Pre-Test

O_2 : Post-Test[28]

3.2 Location and Duration of the Research

The location of the research took a place at mindset English center (MEC) course in Pinrang Kabupaten Pinrang. The researcher used the quantitative researches that have several times to collect and analyze data. Therefore, the researcher used round one month for collecting the data.

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[28]Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta, 2010), p. 110-111.

3.3 Population and Sample

3.3.1 Population

The population of this research is the mindset English center course in academic year 2017/ 2018 which consist of six classes so the totally of population are 78 students.

Table 3.1 Population at the Mindset English Center course

NO	CLASS	TOTAL
1.	Vanilla blue	14
2.	Thai tea	9
3.	Original tea	12
4.	Vanilla late	10
5.	Green tea	18
6.	Moccaccino	15
Total		78

Source: Mindset English Center Course 2018

3.3.2 Sample

The sample took by purposive sampling. The researcher took the class green tea which is consist of 18 students as the sample of this research.

3.4 The Instrument of The research

In this research the writer used test and questionnaires the instruments. The test applies for pre-test and post-test. the pre-test to find out the students prior knowledge before using of guessing game, in this case vocabulary test, and post-test to find out improvement of the students in using guessing game, and using questionnaire to know the students respond toward combination of guessing game. The instrument that used

in this research are objective of multiple choice 15 numbers and match item 10 numbers, so the total of this test is 25 numbers.

3.5 Procedure of Collecting Data

The procedures of collecting data as following:

3.5.1 Pre-test

Before giving the treatment, the researcher administered and gave the students' Pre-test as a test to measure their vocabulary mastery. After giving pre-test the researcher checked the students' work to know how the students' lack of mastering vocabulary. After that, the researcher did treatment by using guessing game to improve their vocabulary.

3.5.2 Post-test

After giving the treatment, the research gave the students post-test to find out the students' improvement in mastering vocabulary. In this post-test, the research did not give treatment again.

3.5.3 Questionnaire

In the last meeting, the researcher gave the questionnaire to find out the students' response in learning vocabulary by using guessing game. The questionnaire used in contents worksheet**.**

3.5.4 Treatment

After giving the pre-test, the researcher gave a treatment to the students in the classroom for several meetings. The procedure of this treatment was the researcher

gave back first the students' work in pre-test that had been corrected together in the class. After that, the researcher used game in teaching vocabulary.

3.5.4.1 The researcher gave motivation about the importance of English to the students before giving material. After that researcher introduced the material or one of the strategies that can be used to increasing vocabulary namely Guessing Game. Then, researcher gave chance the students to give question that they do not understand the material. And then, the researcher closed the meeting.

3.5.4.2 The researcher gave material about "things in the class", to make sure that the students have understood how to use the strategy. The students answered by using the strategy that had been learned in the first meeting. To make a sure that the students have known about the vocabulary, the researcher asked them. After that, researcher closed the meeting.

3.5.4.3 The researcher gave some explanations about Guessing game as word play in teaching vocabulary. Then researcher used game which can produce some word as example for the students.

3.5.4.4 The students have a chance to give some question about this lesson to the research.

3.5.4.5 The researcher takes some topic in teaching vocabulary they are about animal, profession, family, and part of body. The students were asked to find out the others word through guessing game based on the topic which has been given by researcher.

3.5.4.6 The researcher asked the student to write some vocabularies that had found guessing game. After that the students collected their work to the researcher.

3.5.4.7 The researcher checked back the students' assignment and gave them back their correction.

3.5.4.8 Finally, the use of games in learning as same class to improve and train the student in analyzing and producing new vocabulary.

There are some rules in Guessing game. The researcher choose and adjust depend on the material and situation in the class.

 One such game is conducted as follows:

3.5.4.1 Four students were asked to come to the front of the classroom. One of them is is selected to write question at paper from research which contains words related to many different vocabulary.

3.5.4.2 The other members of the class tried to guess the word on the paper which has been written from the researh they took turns asking first about that the guess word, "is it a word for food? For part of body? For animal?" ?" the four students who have seen the word take turns answering "no, it isn't" until the right word has been guessed.

3.5.4.3 After the correct guessing word has been discovered (for example family) members of the class continue to ask Yes/No questions: is the word sister? Is it brother? Is it mother?"

3.5.4.4 The one whose guess is correct word at paper they keep participating in the next guessing game the next time the game is played.

3.6 Technique of Data Analysis

The data was collected through the test that had been analyzed by using quantitative analysis employed statically calculation to test the hypothesis. The steps are as follow:

3.6.1 Scoring the Students' Answer

$$Score = \frac{students\ correct\ answer}{} X\ 100$$

3.6.2 Classifying the score five levels classification is as follow:

Table 3.2 Classification students' score

	Classification	Score
1.	Very good	80-100
2.	Good	66-79
3.	Fair	56-65
4.	Poor	40-55
5.	Very poor	≤39[29]

(Dasar-dasar Evaluasi Pendidikan, 2009)

3.6.3 Finding out the mean score will use the following formula

$$X = \frac{\sum X}{n}$$

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[29]Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2009), p. 254.

Where:

X : Mean

Σ : Total Score

N : The total number of Students

3.6.4 Calculating the rate percentage of the student's score:

$$P = \frac{F}{N} \; x \; 100\%$$

Where:

P : Percentage

F : Frequency

N : Total number of sample[30]

3.6.5 Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

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

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[30]Anas Sudijon, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2006), p. 43.

T   : test of significance

D   : the mean score of difference (X1-X2)

∑D   : the sum of the total score

∑D2   : the square of the sum score of difference

N   : the total sample.[31]

3.6.6 The Formula of Questionnaire

3.6.6.1 The percentage of the students answer by using the formula of likert scale as followed:

Table 3.3 The Liker Scale Rating

Classification	Scale (+)	Scale (-)
SS	5	1
S	4	2
R	3	3
TS	2	4
STS	1	5

3.6.6.2 The following is rating score of the category:

Table 3.4 Rating Score of Questionnaire

Score	Classification
81-100	Very strong
61-80	Strong
41-60	Enough
21-40	Low

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[31] Gay L.R. *Educational Research, Competencies for Analysis and Application second edition, p.331.*
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0-20	Very low[32]

(Rumus dan Data dalam Analisis Statistika, 2002)

Calculating the rate percentage of how to improve vocabulary comprehension score:

$$P = \frac{F}{N} X 100\%$$

P   : Percentage

F   : Frequency

N   : Total number of sample

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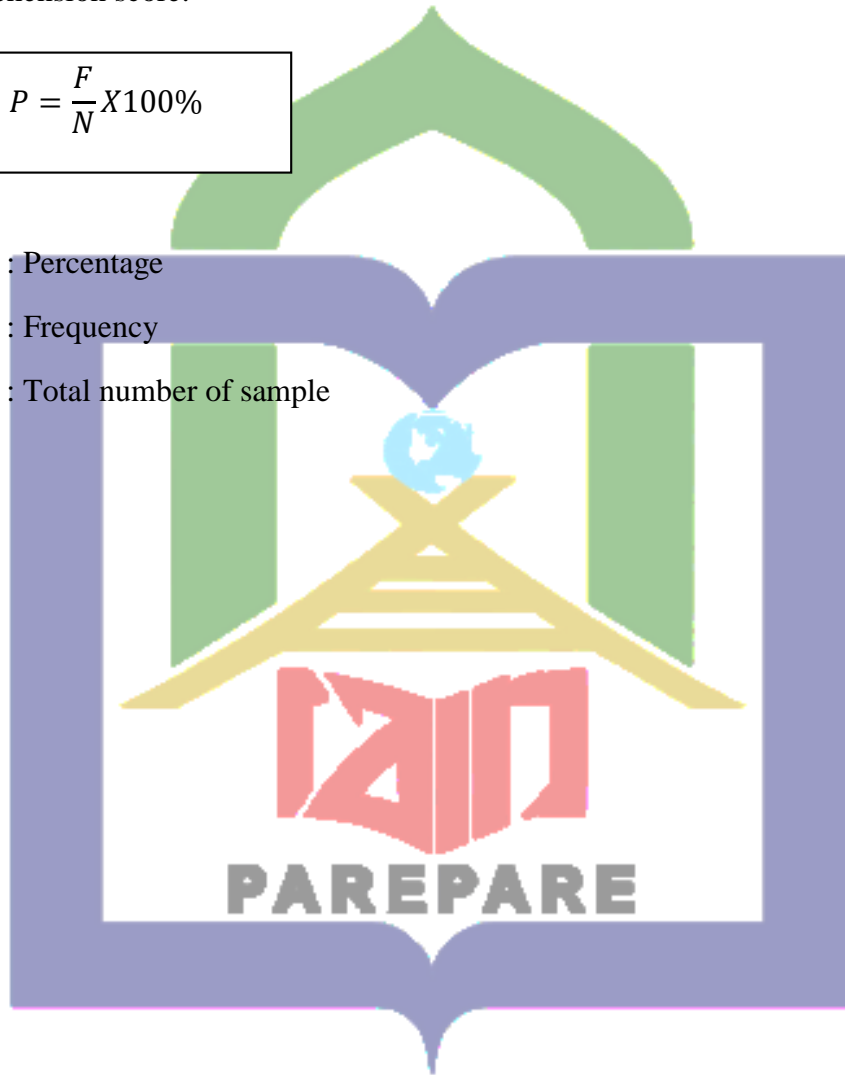
[32]Ridwan and Akdon, *Rumus dan Data dalam Analisis Statistika* (Bandung: Alfabeta, 2002), p. 16.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two parts, namely the finding of research and the discussion of the research. The finding of the research cover the description of the result of data collected through test that can be discussed in the part below.

4.1 Findings

The findings of this research deal with the classification of the students' pre-test, post-test and questionnaire to find out the question in the previous chapter, the researcher gave a test that was given twice. A pre-test was given before treatment to know the students' vocabulary mastery, while post-test was given after treatment through guessing game and the result of the post-test of this research can answer the question of this research that aims to find out through guessing game can be able to improve the students' vocabulary mastery at Mindset English Center (MEC) course.

4.1.1 The Students' vocabulary mastery through guessing game at Mindset English Center (MEC) course.

This past presents the result of data analysis about the vocabulary mastery through guessing game.

4.1.1.1 The students' score in pre-test

The pre-test had done before giving guessing game strategy. It was conducted on Monday, July 09th, 2018. The students were given a pre-test. The researcher found out the result of the students pre-test based on the scoring of vocabulary before giving a treatment through guessing game which were analyzed and resulted in the information as shown in the following table.

Table 4.1 The Respondent Score

No	Respondent	Pre-Test	
		Correct Answer	Score
1	S1	12	48
2	S2	12	48
3	S3	9	36
4	S4	11	44
5	S5	13	52
6	S6	12	48
7	S7	14	56
8	S8	9	36
9	S9	11	44
10	S10	9	36
11	S11	13	52
12	S12	12	48
13	S13	13	52
14	S14	10	40
15	S15	12	48
16	S16	10	40
17	S17	13	52
18	S18	12	48
Total			**828**

(Data score: The Respondents Score in Pre-Test)

After knowing the students' Score in Pre-Test researcher following table are students' score to find out the mean score:

Table 4.2 The Respondent Score in Pre-test

No	Respondent	Pre-Test of the Respondent (X_1)		X^2	Classification
		Max Score	Score X_1		
1	S1	100	48	2,304	Poor
2	S2	100	48	2,304	Poor
3	S3	100	36	1,296	Very poor
4	S4	100	44	1,936	Poor
5	S5	100	52	2,704	Poor
6	S6	100	48	2,304	Poor
7	S7	100	56	3,136	Fair
8	S8	100	36	1,296	Very poor
9	S9	100	44	1,936	Poor
10	S10	100	36	1,296	Very poor
11	S11	100	52	2,704	Poor
12	S12	100	48	2,304	Poor
13	S13	100	52	2,704	Poor
14	S14	100	40	1,600	Very poor
15	S15	100	48	2,304	Poor

16	S16	100	40	1,600	Poor
17	S17	100	52	2,704	Poor
18	S18	100	48	2,304	Poor
Total			$\sum X=828$	$\sum X38736$	

(Data 'Score: The Respondent Score in Pre-test)

The table above showed that the result of students' vocabulary mastery score before giving treatment through guessing game. There were 4 students' got very poor score and 13 students got poor score and 1 students got fair. The total score in pre-test was 828.. It had shown that, the students' ability in vocabulary pre –test was low, because most of the students got very poor, poor and fair score. The following are the process of calculation to find out the mean score and standar deviation based on the calculation of students' score in pre-test of the table 4.2.

Mean score of the pre-test:

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

$$x = \frac{828}{18}$$

$$x = 46$$

Thus, the mean score (X_1) of pre-test is 46

Based on the result of the pre-test, the data showed that the mean score of the pre-test is 46. From that analyzing. It could be seen that almost of the 18 students' ability in vocabulary was still low because most of the students got fair, poor and very poor score.

The standard deviation of the pre-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{38736 - \frac{(828)^2}{18}}{18 - 1}}$$

$$SD = \sqrt{\frac{38736 - \frac{685584}{18}}{17}}$$

$$SD = \sqrt{\frac{38736 - 38088}{17}}$$

$$SD = \sqrt{\frac{648}{17}}$$

$$SD = \sqrt{38.117}$$

$$SD = \mathbf{6,17}$$

Thus, the standard deviation of the pre-test is 6,17 After determining the mean score (X_1) of pre-test was 46 and standard deviation of the pre-test was 6,17 It could be seen that the students' vocabulary mastery were in low category.

4.1.1.2 The respondent score in Post-Test

Meanwhile, the respondent score in post test would be presented in the following table:

Table 4.3 The Respondent Score in Post-test

No	Respondent	Post-Test Correct Answer	Score
1	S1	23	92
2	S2	22	88
3	S3	22	88
4	S4	19	76
5	S5	21	84
6	S6	19	76
7	S7	22	88
8	S8	23	92
9	S9	18	72
10	S10	22	88
11	S11	19	76
12	S12	22	88
13	S13	22	88
14	S14	16	64
15	S15	19	76
16	S16	16	64

17	S17	21	84
18	S18	23	92
Total			$\sum X1476$

(Data' Score: The respondent in Post-test)

After knowing the students; score in post-test based on scoring rubic off writing. The following tables are students score to find out the mean score:

Table 4.4 The Respondent Score in Post-Test

No	Respondent	Post-Test of the respondent (X_1)		X^2	CLASSIFICATION
		Max Score	Score X_1		
1	S1	100	92	8,464	Very good
2	S2	100	88	7,744	Very good
3	S3	100	88	7,744	Very good
4	S4	100	76	5,776	Good
5	S5	100	84	7,056	Very good
6	S6	100	76	5,776	Good
7	S7	100	88	7,744	Very good
8	S8	100	92	8,464	Very good
9	S9	100	72	5,184	Good
10	S10	100	88	7,744	Very good
11	S11	100	76	6,776	Good
12	S12	100	88	7,744	Very good

13	S13	100	88	7,744	Very good
14	S14	100	64	4,489	Fair
15	S15	100	76	7,056	Good
16	S16	100	64	4,096	Fair
17	S17	100	84	7,056	Very good
18	S18	100	92	8,464	Very good
Total			1476	124728	

(Data' source: the respondent Score in Post-test)

The table above showed that there were an increasing of students' score after giving treatment through guessing game. There were 11 students got very good score, 5 students got good score, and 2 student got fair score. It means that the students' vocabulary ability had improved through guessing game. The total score in post test was 1476. It proved that there were increasing of students' score in post-test.

In this, the researcher analyzed the data of students' score in post-test to know whether there is or there is no a significant difference of students achievement before and after learning process in using guessing game in vocabulary ability.

Mean score of the post-score:

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

$$X = \frac{1476}{18}$$

$$x = 82$$

Thus, the mean score (X_1) of post-test is 82

Based on the result of the pre-test, the data showed that the mean score of the Post-test is 82 From that analyzing. It could be seen that almost of the 18 students' ability in vocabulary was very good and a good score.

The standard deviation of the pre-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{124728 - \frac{(1476)^2}{18}}{18 - 1}}$$

$$SD = \sqrt{\frac{124728 - \frac{2178576}{18}}{17}}$$

$$SD = \sqrt{\frac{124728 - 121032}{17}}$$

$$SD = \sqrt{\frac{4089}{17}}$$

$$SD = \sqrt{240529}$$

$$SD = 14,75$$

Thus, the standard deviation of the Post-test is 14,75

After determining the mean score (X_1) of Post-test was 82 and standard deviation of the Post-test was 14,75. It could be seen that the students' vocabulary mastery were in a very good category.

4.1.1.3 The result of the pre-test and post-test were presented in the following:

Table 4.5 the mean score and standard deviation of pre-test and post-test

Test	Mean score	Standard deviation (SD)
Pre-test	46	6,17
Post-test	82	14,75

(Data Source': The mean score and Standard deviation of the Pre-test and Post-test)

The data in table 4.5 showed that the mean score of the pre-test was 46 (X_1) while the mean score of the post-test increased 82 (X_2). The standard deviation of pre-test was 6,17 while the standard deviation of post test was 14,75.

As the result at this item is the mean score of the post-test was greater than the mean score in pre-test. It means that the students' vocabulary mastery had increased after doing the learning process that using guessing game.

4.1.1.4 The rate persentage of the frequency of the pre-test and post-test

The following table showed the percentage of the frequency in pre-test and post test.

Table 4.6 The Rate Percentage of The Frequency of The Pre-test and Post-test

No	Classification	Score	Frequency		Percentage	
			pre-test	post-Test	Pre-Test	Post-Test
1	Verygood	80-100	0	11	0	61,11%
2	Good	66-79	0	5	0	27,78%
3	Fair	56-65	0	2	0	11,11%
4	Poor	40-55	13	0	72,22%	0
5	Very Poor	30-39	5	0	27.78%	0
			18	18	100 %	100 %

(Data' Source: The Rate Percentage of the Frequency of the Pre-test and Post-test)

The data of the table above indicated that rate percentage of the pre-test thirtteen (72,22%) students got poor score and five (27,78%) students got very poor score, while the rate percentage of the post-test, elevent (61,11%) students got very good score, five (27,78%) students got good score, and two (11,11%) students got fair score. The percentage in post-test that students got very good score was higher than percentage in pre-test. It showed that students were able to increase the students' vocabulary mastery after treatment that using guessing game.

4.1.2   The implementation of using guessing game to improve students' vocabulary mastery at MEC (Mindset English Center) course.

This part presented the result of data anlysis about implementation of using gussing game to improve students' vocabulary mastery at MEC course.

4.1.2.3 T-test value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.7 The Worksheet of The Calculation of The Score on Pre-test and Post-test on The Students' Vocabulary Mastery.

No	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_2-X_1)$	$(X_2-X_1)2$
1	48	92	2,304	8,464	44	1,936
2	48	88	2,304	7,744	40	1,600
3	36	88	1,296	7,744	52	2,704
4	44	76	1,936	5,776	32	1,024
5	52	84	2,704	7,056	32	1,024
6	48	76	2,304	5,776	28	784
7	56	88	3,136	7,744	32	1,024
8	36	92	1,296	8,464	56	3,136
9	44	72	1,936	5,184	28	784
10	36	88	1,296	7,744	52	2,704
11	52	76	2,704	6,776	24	576
12	48	88	2,304	7,744	40	1,600
13	52	88	2,704	7,744	36	1,296
14	40	64	1,600	4,489	24	576
15	48	76	2,304	7,056	28	784
16	40	64	1,600	4,096	24	576

17	52	84	2,704	7,056	32	1,024
18	48	92	2,304	8,464	44	1,936
Total	**828**	**1476**	**38736**	**124728**	**648**	**25088**

(Data' Source: The worksheet of the Calculation of the Score on Pre-test and Post-test on the Students' Vocabulary Mastery Through Guessing Game)

In the other too see the students' score,the following is t-test was statistically applied:

To find out D used formula as follow:

$$D = \frac{\sum D}{N} = \frac{648}{18} = 36$$

The calculation the t-test value

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

$$t = \frac{36}{\sqrt{\frac{25088 - \frac{648^2}{18}}{18(18-1)}}}$$

$$t = \frac{36}{\sqrt{\frac{25088 - \frac{419904}{18}}{18(17)}}}$$

$$t = \frac{36}{\sqrt{\frac{25088 - 23328}{306}}}$$

$$t = \frac{36}{\sqrt{\dfrac{1760}{306}}}$$

$$t = \frac{36}{\sqrt{5.75}}$$

$$t = \frac{36}{2.39}.$$

$$t = 15.06$$

Thus, the t-test value is 15.06

This research used pre-experimental design with pre-test and post-test design. The data below showed that the value of t-test was greater than t-table value. In indicated that there was a significant difference between the result students' pre-test and post test.

Table 4.8 The Test of Significance

Variable	t-test	T-table value
Pre-test –Post-test	15.06	1.739

(Data' Source: The Test of Significance)

4.1.1.2 Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

Df   = *N-1*

     = 18-1

     =17

For the level, significant (p) 5% and df=17, and the value of the table is 1,739, while the value of t-test 15.06. It means that the t-test value is greater than t-table (15.06$\geq$ 1,739). Thus, it can be concluded the students' vocabulary mastery of using guessing game is significant better after getting the treatment. So, the null hypothesis (H$_0$) is rejected and the alternative hypothesis (H$_a$) is accepted.

4.1.1.3 The Finding Through The Questionnaire

Table 4.9 The Score of Questionnaire

Respondent	Item																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	5	5	5	5	4	5	5	5	5	5	4	4	5	4	4	5	5	5	5	5	95
2	5	5	5	5	5	5	5	5	5	5	4	5	1	2	1	1	1	1	1	1	68
3	4	4	5	5	4	4	5	5	5	5	5	5	3	2	4	4	4	5	5	5	88
4	4	4	5	5	5	5	5	4	4	5	4	5	3	3	4	5	5	3	4	4	86
5	5	5	5	4	5	5	5	5	4	4	4	5	5	5	5	5	5	5	5	5	96
6	5	4	5	4	5	4	5	5	4	4	4	5	3	2	1	4	2	4	5	1	76
7	4	5	5	4	5	4	5	5	5	4	4	5	4	3	4	1	1	1	2	4	75
8	4	5	5	5	5	5	4	5	4	5	4	5	3	4	5	3	2	4	4	5	86
9	4	5	5	3	5	5	4	5	5	5	5	5	4	3	3	4	4	4	4	4	86
10	5	5	5	4	5	4	5	5	5	4	5	5	5	2	4	3	4	5	5	5	90
11	5	4	5	4	5	5	5	4	5	4	5	5	5	3	1	4	4	4	4	5	87
12	5	5	5	5	4	5	5	4	5	4	4	5	4	5	3	4	5	5	5	4	91
13	5	5	5	5	4	5	5	5	5	4	5	4	5	4	4	4	5	5	4	4	92
14	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	3	4	5	5	5	95
15	5	4	5	4	5	5	4	5	5	5	5	5	5	5	4	4	4	4	4	5	92
16	4	5	5	5	5	5	5	5	5	5	5	5	4	4	5	4	3	5	5	5	94
17	5	5	5	5	5	5	5	5	5	4	5	5	4	3	4	4	4	5	4	5	92
18	5	5	5	5	4	5	4	5	5	5	5	5	3	5	3	5	5	5	5	5	94
																					1583

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

$$X = \frac{1583}{18}$$

X = 88,11

the students' response learning English language by using guessing game is 1558/18= 88,11, the table 3.4 rating score of questionnaire page thirteen shows it was categorized very strong.

The table 4.9 above shows that from 10 positive and 10 negative questionnaires. All the students' answered very positive and most of them got 86-95 according to the Likert's scale. Based on Likert's scale that the students' very interest in learning guessing game.

At the second part analyzed about tabulates and analyzed the data from questionnaire into percentage as follow:

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	12	60
2	Agree	4	6	24
3	Neutral	3	-	-
4	Disagree	2	-	-
5	Strongly Disagree	1	-	-
	Total		18	84

(Data source: Questionnaire item no 1)

Based on the table above regarding questionnaire number 1, 60 students chose "strongly agree", 24 students chose "agree" and no one chose neutral, disagree and

strongly disagree. If seen from the large number of students who have chosen to agree, it is concluded that most students of MEC course like learning English.

0	18	36	54	72		90
	SD	D	N	S	84	SA
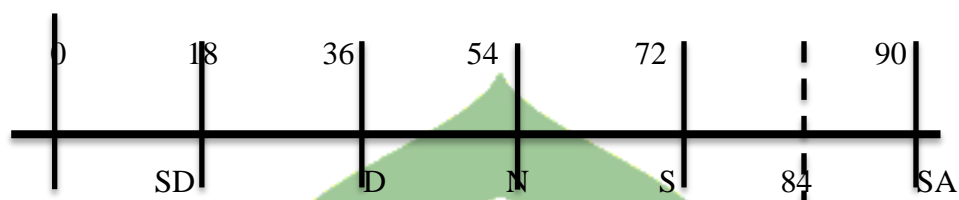
So the students like to learn the English language by using guessing game namely 84/90 x 100 = 9,33 so, it was categorized very strong.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	13	65
2	Agree	4	5	20
3	Neutral	3	-	-
4	Disagree	2	-	-
5	Strongly Disagree	1	-	-
	Total		18	85

(Data source: Questionnaire item no 2)

Based on the table above regarding questionnaire number 2, 65 students chose "strongly agree", 20 students chose "agree" and no one chose neutral, disagree and strongly disagree. If seen from the large number of students who have chosen to agree, it is concluded that most students of MEC course more active in learning process.

0	18	36	54	72		90
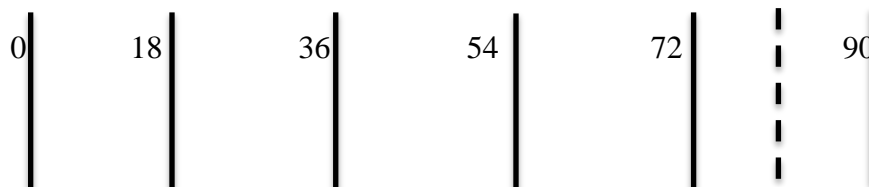
| | SD | | D | | N | | **A** | 85 | SA |

So the students like to learn English language by using guessing game, namely 85/90 x 100% =94,44% so, it was categorized very strong.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	18	90
2	Agree	4	-	
3	Neutral	3	-	-
4	Disagree	2	-	-
5	Strongly Disagree	1	-	-
	Total		18	90

(Data source: Questionnaire item no 3)

Based on the table above regarding questionnaire number 3, 90 students chose "strongly agree" and no one chose agree, neutral, disagree and strongly disagree. If seen from the large number of students who have chosen to agree, it is concluded that most students of MEC course is very interesting and fun.

```
0        18        36        54        72    :    108
|        |         |         |         |    :    |
|                                            :
        SD        D         N         A    :    SA
                                            90
```

So the students like to learn English language by using guessing game, namely 90/108 x 100% =83,33 % so, it was categorized very strong.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	10	50
2	Agree	4	7	28
3	Neutral	3	1	3
4	Disagree	2	-	-
5	Strongly Disagree	1	-	-
	Total		18	81

(Data source: Questionnaire item no 4)

Based on the table above regarding questionnaire number 4, 50 students chose "strongly agree", 28 students chose "agree", 3 students chose "neutral" and no one students chose disagree and strongly disagree. If seen from the large number of students who have chosen to strongly agree, it is concluded that most students of MEC course learning vocabulary mastery through guessing game makes active in learning.

```
0        18        36        54        72        90

         SD         D         N         A        SA
                                         81
```

So the students like to learn English language by using guessing game namely 81/90 x 100% =90 % so, it was categorized very strong.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	12	60
2	Agree	4	6	24
3	Neutral	3	-	-
4	Disagree	2	-	-
5	Strongly Disagree	1	-	-
	Total		18	84

(Data source: Questionnaire item no 5)

Based on the table above regarding questionnaire number 5, 60 students chose "strongly agree", 24 students chose "agree" and no one chose neutral disagree and strongly disagree. If seen from the large number of students who have chosen to agree, it is concluded that the use of Guessing game can a work together well in completing.

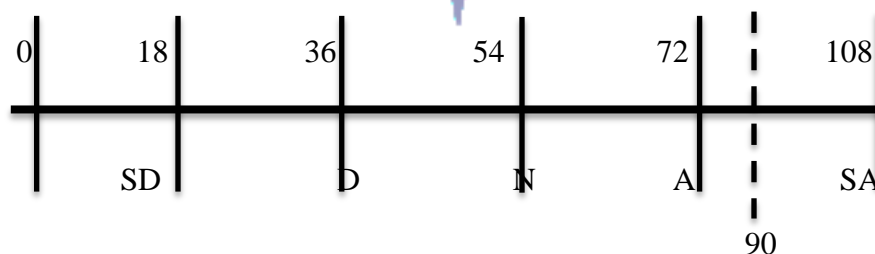| 0	18	36	54	72	90
	SD	D	N	A	SA

84

So the students like to learn English language by using guessing game, namely 84/90 x 100% =93,33 % so, it was categorized very strong.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	14	70

2	Agree	4	4	16
3	Neutral	3	-	-
4	Disagree	2	-	-
5	Strongly Disagree	1	-	-
	Total		18	86

(Data source: Questionnaire item no 6)

Based on the table above regarding questionnaire number 6, 70 students chose "strongly agree", 16 students chose "agree" and no one chose neutral disagree and strongly disagree. If seen from the large number of students who have chosen to agree, it is concluded that the use of Guessing game improves students' abilities in vocabulary mastery.
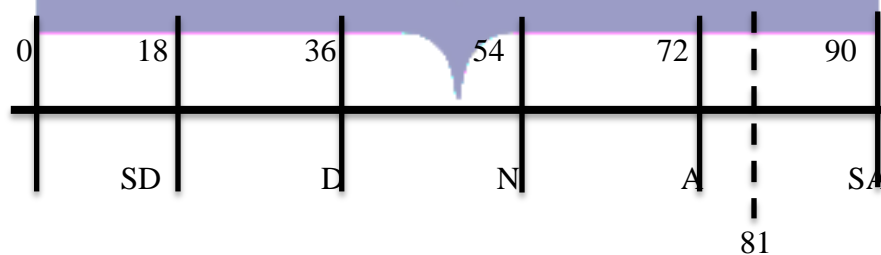

So the students like to learn English language by using guessing game, namely 86/90 x 100% =95,55 % so, it was categorized very strong.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	14	70
2	Agree	4	4	16
3	Neutral	3	-	-
4	Disagree	2	-	-

5	Strongly Disagree	1	-	-
Total			18	86

(Data source: Questionnaire item no 7)

Based on the table above regarding questionnaire number 7, 70 students chose "strongly agree", 16 students chose "agree" and no one chose neutral disagree and strongly disagree. If seen from the large number of students who have chosen to agree, it is concluded that the use of Guessing game increase student's vocabulary.

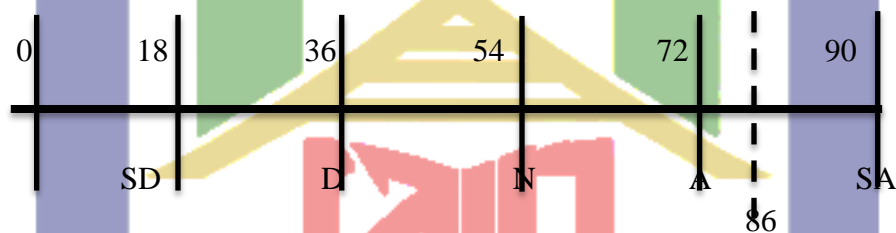| 0	18	36	54	72	90
	SD	D	N	A	SA

86

So the students like to learn English language by using guessing game namely 86/90 x 100% =95,55 % so, it was categorized very strong.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	16	80
2	Agree	4	2	8
3	Neutral	3	-	-
4	Disagree	2	-	-
5	Strongly Disagree	1	-	-
Total			18	88

(Data source: Questionnaire item no 8)

Based on the table above regarding questionnaire number 8, 80 students chose "strongly agree", 6 students chose "agree" and no one chose neutral disagree and strongly disagree. If seen from the large number of students who have chosen to strongly agree, it is concluded that the use of Guessing game make students able to understand the lesson quickly.

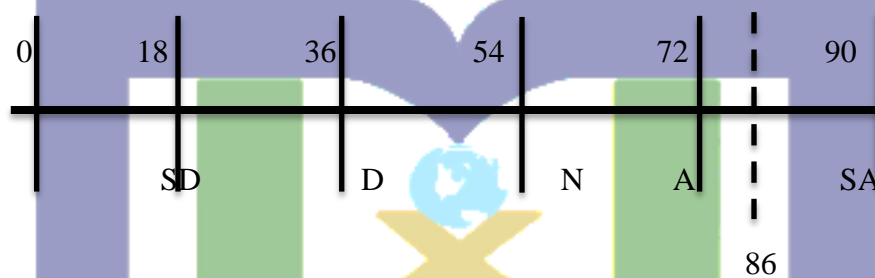| 0	18	36	54	72	90
	SD	D	N	A	SA

88

So the students like to learn English language by using guessing game namely 88/90 x 100% =97,78 % so, it was categorized very strong.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	13	65
2	Agree	4	5	20
3	Neutral	3	-	-
4	Disagree	2	-	-
5	Strongly Disagree	1	-	-
	Total		18	85

(Data source: Questionnaire item no 9)

Based on the table above regarding questionnaire number 9, 65 students chose "strongly agree",20 students chose "agree" and no one chose neutral disagree and strongly disagree. If seen from the large number of students who have chosen to

strongly agree, it is concluded that the use of Guessing game makes enjoyable to learning English.

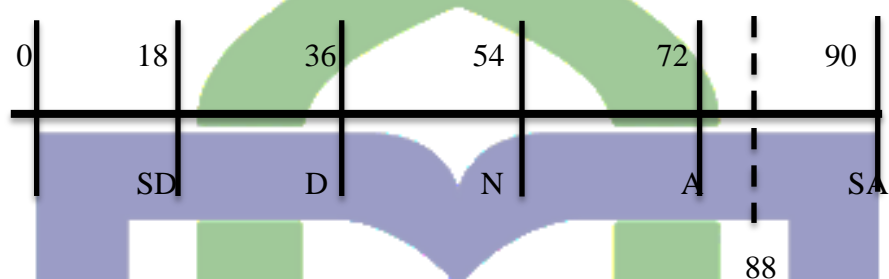| 0	18	36	54	72		90
	SD	D	N	A		SA

85

So the students like to learn English language by using guessing game namely 85/90 x 100% =94,44 % so, it was categorized very strong.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	11	55
2	Agree	4	7	28
3	Neutral	3	-	-
4	Disagree	2	-	-
5	Strongly Disagree	1	-	-
	Total		18	83

(Data source: Questionnaire item no 10)

Based on the table above regarding questionnaire number 10, 55 students chose "strongly agree", 28 students chose "agree" and no one chose neutral disagree and strongly disagree. If seen from the large number of students who have chosen to strongly agree, it is concluded that the use of Guessing game has a positive effect on students.

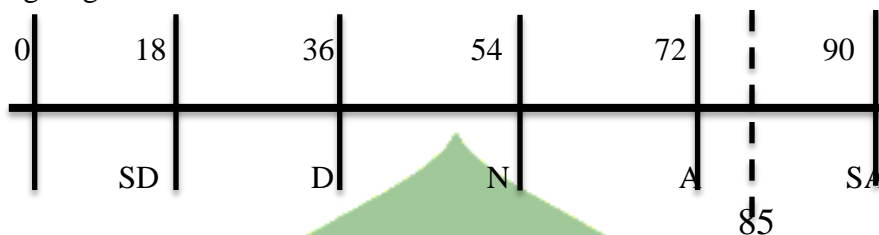| 0	18	36	54	72		90

SD   D   N   A   SA

83

So the students like to learn English language by using guessing game, namely 83/90 x 100% =92,22 % so, it was categorized very strong.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	10	50
2	Agree	4	8	32
3	Neutral	3	-	-
4	Disagree	2	-	-
5	Strongly Disagree	1	-	-
	Total		18	82

(Data source: Questionnaire item no 11)

Based on the table above regarding questionnaire number 11, 50 students chose "strongly agree", 32 students chose "agree" and no one chose neutral disagree and strongly disagree. If seen from the large number of students who have chosen to strongly agree, it is concluded that the use of Guessing game is beneficial for students.

0   18   36   54   72   90
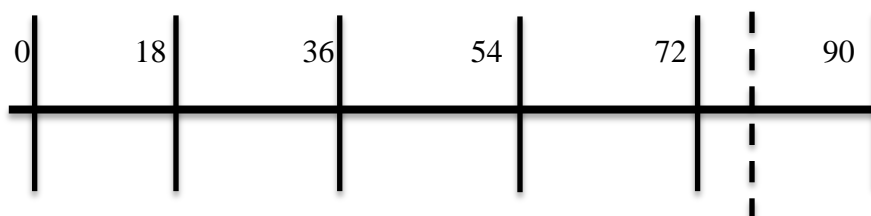
SD   D   N   A   82   SA

So the students like to learn English language by using guessing game, namely 82/90 x 100% =91,11 % so, it was categorized very strong.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	16	80
2	Agree	4	2	8
3	Neutral	3	-	-
4	Disagree	2	-	-
5	Strongly Disagree	1	-	-
	Total		18	88

(Data source: Questionnaire item no 12)

Based on the table above regarding questionnaire number 12, 80 students chose "strongly agree", 8 students chose "agree" and no one chose neutral disagree and strongly disagree. If seen from the large number of students who have chosen to strongly agree, it is concluded that the use of Guessing game make it easy for students to interact with other students.
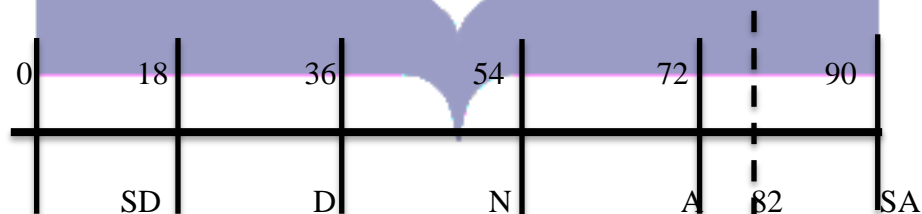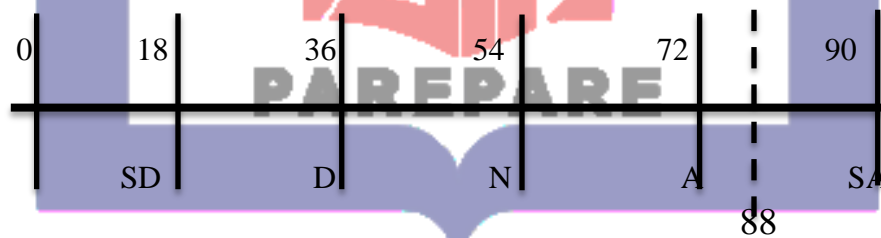
0	18	36	54	72		90
	SD	D	N	A		SA

88

So the students like to learn English language by using guessing game, namely 88/90 x 100% =97,78 % so, it was categorized very strong.

No	Question alternative	Scores	Frequency	Sum of Score

1	Strongly Agree	5	7	35
2	Agree	4	5	20
3	Neutral	3	5	15
4	Disagree	2	-	-
5	Strongly Disagree	1	1	1
Total			18	71

(Data source: Questionnaire item no 13)

Based on the table above regarding questionnaire number 13, 35 students chose "strongly agree", 20 students chose "agree" 15 students chose "neutral" and no one students chose disagree and strongly disagree. If seen from the large number of students who have chosen to strongly agree, it is concluded that the use of Guessing game makes students active to ask questions with tutors.

```
0      18      36      54      72        90
                                 :
      SD       D       N       A :       SA
                                 :
                                71
```

So the students like to learn English language by using guessing game, namely 71/90 x 100% =78,88 % so, it was categorized strong.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	5	25
2	Agree	4	5	20

3	Neutral	3	5	15
4	Disagree	2	4	8
5	Strongly Disagree	1	-	-
Total			18	68

(Data source: Questionnaire item no 14)

Based on the table above regarding questionnaire number 14, 25 students chose "strongly agree", 20 students chose "agree" 15 students chose "neutral" and no one students chose disagree and strongly disagree. If seen from the large number of students who have chosen to strongly agree, it is concluded that the use of Guessing game makes students diligent in learning English.

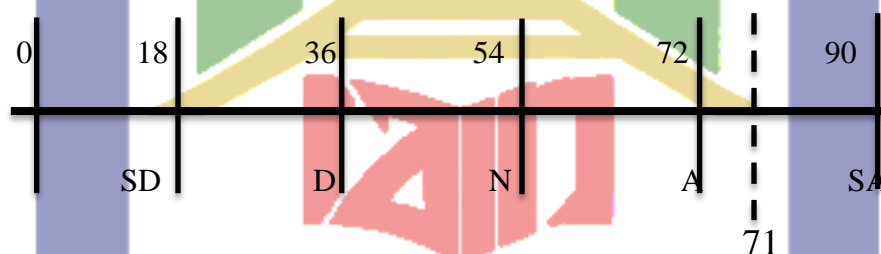

So the students like to learn English language by using guessing game, namely 68/90 x 100% =75,55% so, it was categorized strong.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	4	20
2	Agree	4	8	32
3	Neutral	3	3	9
4	Disagree	2	3	6
5	Strongly Disagree	1	-	-

	Total		18	67

(Data source: Questionnaire item no 15)

Based on the table above regarding questionnaire number 15, 20 students chose "strongly agree", 32 students chose "agree" 9 students chose "neutral" 6 students chose disagree and no one chose strongly disagree. If seen from the large number of students who have chosen agree, it is concluded that the use of Guessing game is nothing negative effect.

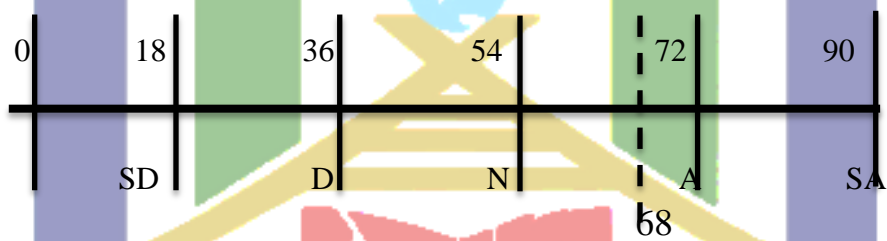| 0	18	36	54	72	90
	SD	D	N	A	SA
				67	

So the students like to learn English language by using guessing game, namely 67/90 x 100% =74,44% so, it was categorized strong.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	5	25
2	Agree	4	5	20
3	Neutral	3	5	15
4	Disagree	2	4	8
5	Strongly Disagree	1	-	-
	Total		18	68

(Data source: Questionnaire item no 16)

Based on the table above regarding questionnaire number 16, 25 students chose "strongly agree", 20 students chose "agree" 15 students chose "neutral" 8 students chose disagree and no one chose strongly disagree. If seen from the large number of students who have chosen agree, it is concluded that the use of Guessing game makes students think that English is not boring learning.

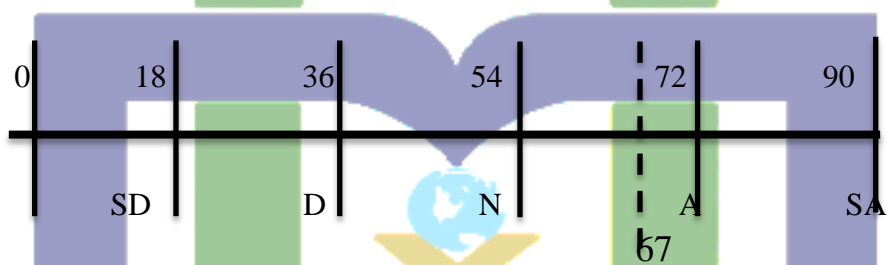| 0	18	36	54	72	90
	SD	D	N	A	SA

68

So the students like to learn English language by using guessing game, namely 68/90 x 100% =75,55% so, it was categorized strong.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	6	30
2	Agree	4	7	28
3	Neutral	3	1	3
4	Disagree	2	2	4
5	Strongly Disagree	1	2	2
Total			18	67

(Data source: Questionnaire item no 17)

Based on the table above regarding questionnaire number 17, 30 students chose "strongly agree", 28 students chose "agree" 3 students chose "neutral" 4 students chose

"disagree" and 2 chose strongly disagree. If seen from the large number of students who have chosen strongly agree, it is concluded that the use of Guessing game beneficial for students.

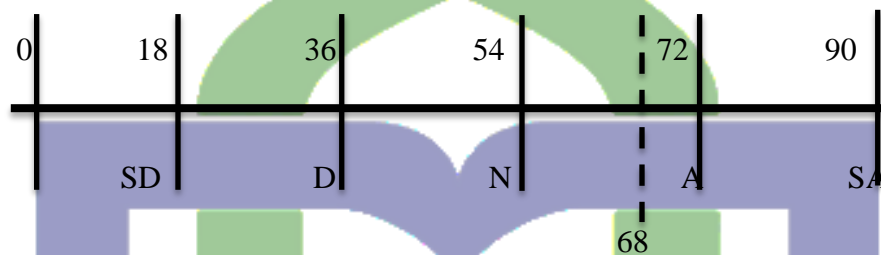| 0	18	36	54	72	90
	SD	D	N	A	SA

67
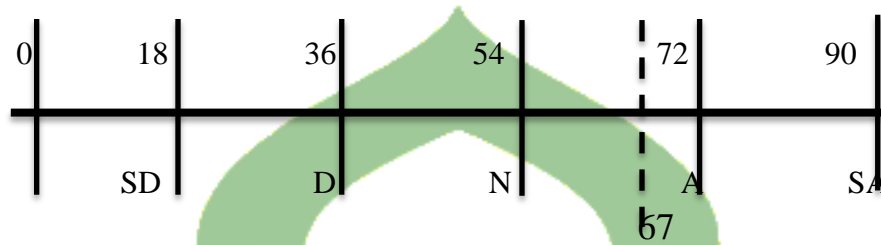
So the students like to learn English language by using guessing game 67/90 x 100% =74,44% so, it was categorized strong.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	10	50
2	Agree	4	5	20
3	Neutral	3	1	3
4	Disagree	2	-	-
5	Strongly Disagree	1	2	2
	Total		18	75

(Data source: Questionnaire item no 18)

Based on the table above regarding questionnaire number 18, 50 students chose "strongly agree", 20 students chose "agree" 3 students chose "neutral" no one students chose disagree and 2 students chose "strongly disagree". If seen from the large number of students who have chosen strongly agree, it is concluded that the use of Guessing game makes students spirit in English learning.

0	18	36	54	72		90
	SD	D	N	A		SA

75

So the students like to learn English language by using guessing game, namely 75/90 x 100% =83,33% so, it was categorized very strong.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	9	45
2	Agree	4	7	28
3	Neutral	3	-	-
4	Disagree	2	1	2
5	Strongly Disagree	1	1	1
	Total		18	76

(Data source: Questionnaire item no 19)

Based on the table above regarding questionnaire number 19, 45 students chose "strongly agree", 28 students chose "agree" no one students chose "neutral" 2 students chose "disagree" and 1 chose "strongly disagree". If seen from the large number of students who have chosen strongly agree, it is concluded that the use of Guessing game makes students think that English is not difficult learning.
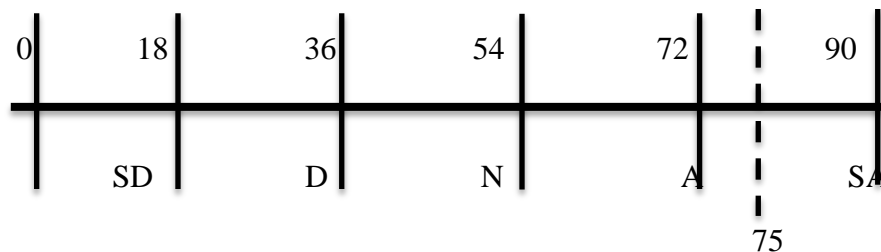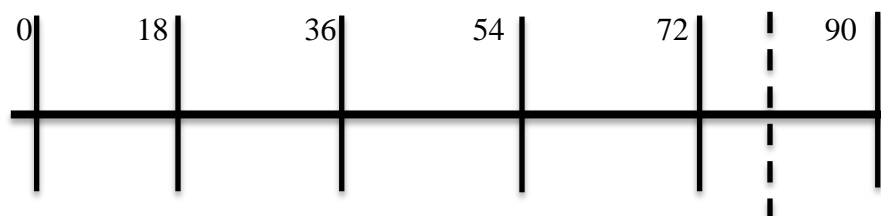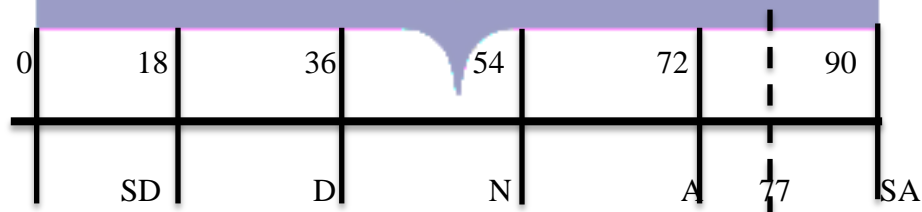
0	18	36	54	72		90

SD	D	N	A	SA

76

So the students like to learn English language by using guessing game, namely 76/90 x 100% =84,44% so, it was categorized very strong.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	11	55
2	Agree	4	5	20
3	Neutral	3	-	-
4	Disagree	2	-	-
5	Strongly Disagree	1	2	2
	Total		18	77

(Data source: Questionnaire item no 20)

Based on the table above regarding questionnaire number 20, 55 students chose "strongly agree", 20 students chose "agree" no one students chose "neutral" and "disagree" and 2 students chose strongly disagree. If seen from the large number of students who have chosen strongly agree, it is concluded that the use of Guessing game really admire students concentration.

0	18	36	54	72	90
	SD	D	N	A 77	SA

So the students like to learn English language by using guessing game, namely 77/90 x 100% =85,55% so, it was categorized very strong.

Table 4.10 The Percentage of The Positive Statement of The Questionnaire on Learning Vocabulary by Using Guessing Game

No	Frequency					Point					Score
	SS	S	RR	TS	STS	SS	S	RR	TS	STS	
1	12	6	0	0	0	60	24	0	0	0	84
2	13	5	0	0	0	26	20	0	0	0	46
3	18	0	0	0	0	90	0	0	0	0	90
4	10	7	1	0	0	50	28	3	0	0	81
5	12	5	0	0	0	60	20	0	0	0	80
6	14	4	0	0	0	70	16	0	0	0	86
7	14	4	0	0	0	70	16	0	0	0	86
8	16	2	0	0	0	80	10	0	0	0	90
9	13	5	0	0	0	65	20	0	0	0	85
10	11	7	0	0	0	55	28	0	0	0	83
	Score					626	182	3	0	0	811

0   90   270   450   630   828
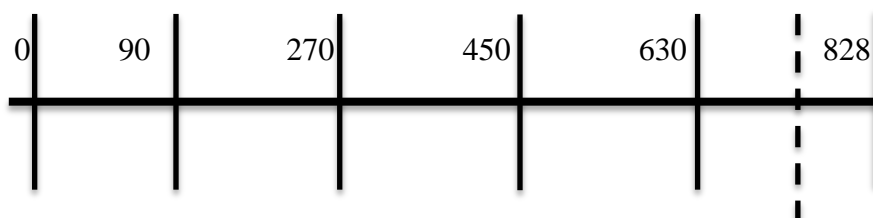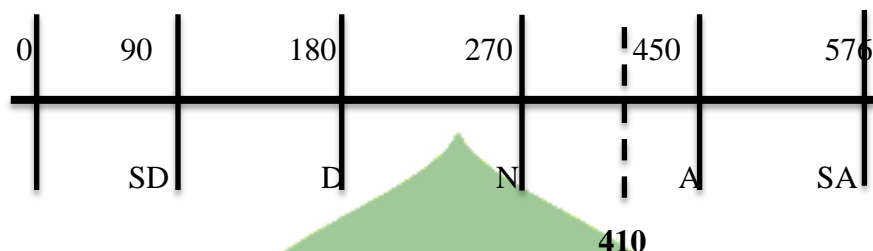
SD   D   N   A   SA

811

The table above shows that the cumulative percentage on the ten items of the positive statement questionnaire was 97,94 (Very Strong), while the cumulative score that they got the questionnaire was 811 (Strongly Agree).

Table 4.32 The percentage of the negative statement of the questionnaire on Learning vocabulary by using guessing game.

No	Frequency					Point					Score
	SS	S	RR	TS	STS	SS	S	RR	TS	STS	
1	10	8	0	0	0	50	32	0	0	0	82
2	16	2	0	0	0	80	8	0	0	0	88
3	7	5	5	0	1	35	20	15	0	1	71
4	5	4	5	4	0	25	16	15	8	0	64
5	4	8	3	0	3	20	32	9	0	3	64
6	4	9	3	0	2	20	36	6	0	2	64
7	6	7	1	2	2	30	28	3	4	2	67
8	10	5	1	0	2	50	20	3	0	2	75
9	9	7	0	1	1	45	28	0	2	1	76
10	11	5	0	0	2	55	20	0	0	2	77
Score						410	240	51	14	13	728

0	90	180	270	450	576
	SD	D	N	A	SA

410

The table above shows that the cumulative percentage on the ten items of the Negative statement questionnaire was 91,11 (Very Strong), while the cumulative score that they got the questionnaire was 410 (Strongly Agree).

4.2 Discussion

4.2.1 The Ways of the Implementation Guessing Game to Improve Students' Vocabulary.

To find out how the implementation of Guessing Game is improving the students' vocabulary, the researcher got some pieces of information from the students' activities in learning process.

There were four meetings for doing the treatment of this research. At the first, before giving the treatment, the students did the pre-test it purposed to know students' ability in vocabulary before getting the treatment. The step of this learning was the researcher started to introduced herself and gave information about her aim with the students made the students interest to do the next instruction of the researcher. Then the researcher explains little about the material. After the researcher gave work of pre-test with consist 25 questions. It purposed to know the students' improvement in vocabulary before getting the treatment. In this case, the researcher checked the

students' work at home. The researcher gave some correction on the students' paper that was not connect with the main idea of the material.

On July 10th, 2018, the researcher gave motivation to the students' about the important of English as an international language before teaching process then researcher also gave information about her aim to do research at MEC course, after that the research explained how to do the Guessing game and guide the students' to understand the process of the strategy. The process of Guessing game in the first meeting the researcher gave vocabulary the name of animal, after that the researcher divided the students' into groups then the researcher gave six paper who have written 3 names of animals on each paper, and then call one of the representatives from each group to take the paper that has been randomized, next the researcher gave several papers to each group to make five list of captions of each animal name that they got from the researcher and the paper was collected by group. Each group has two representatives to come forward for doing Guessing game. student A representative from the first group takes the paper containing the caption to be read to student B and the group friend helps Student B to answer the guess with the word Yes or No. if student B has not been able to guess, then another group is given an opportunity to answer what animal is meant by the caption described by student A and so on. At the end of the meeting the group with the lowest score is punished, such as singing, joking and others. And the researcher also said that the given vocabulary would be a requirement to enter the class at the next meeting.

On July 12th, 2018 before starting the material the researcher have an evaluated by reviewing the vocabulary given from the previous meeting. The process of Guessing game in the second meeting the researcher gave vocabulary the name member of

family, after that the researcher divided the students' into groups then the researcher gave six paper who have written 3 names of family on each paper, and then call one of the representatives from each group to take the paper that has been randomized, next the researcher gave several papers to each group to make five list of captions of each member of family name that they got from the researcher and the paper was collected by group. Each group has two representatives to come forward for doing Guessing game. Student a representative from the first group takes the paper containing the caption to be read to student B and the group friend helps Student B to answer the guess with the word Yes or No. If student B has not been able to guess, then another group is given an opportunity to answer what members of family are meant by the caption described by student A and so on. At the end of the meeting the group with the lowest score is punished, such as singing, joking and others. And the researcher also said that the given vocabulary would be a requirement to enter the class at the next meeting.

On July 17th, 2018 before starting the material the researcher have an evaluated by reviewing the vocabulary given from the previous meeting. The process of Guessing game in the third meeting the researcher gave vocabulary the name of Profession, after that the researcher divided the students' into groups then The researcher provides six papers which each paper written five lists of professions that will be randomized by the researcher then one of the representatives of the group comes forward to take one paper and displays the list of professions written on the paper. Then members of his group guess what professional movements were represented by their group representatives. And each group was given five minutes to guess the movements displayed by the group representatives. And the fastest guessing movement has the highest score. At the end of the meeting the group with the lowest score is punished, such as singing, joking and

others. The researcher also said that the given vocabulary would be a requirement to enter the class at the next meeting.

On July 19th, 2018 before starting the material the researcher have an evaluated by reviewing the vocabulary given from the previous meeting. And the process of Guessing game in the fourth meeting the researcher gave vocabulary the name member of part of body, after that the researcher divided the students' into groups than the researcher gave six paper who have written 2 names part of body on each paper, and then call one of the representatives from each group to take the paper that has been randomized, next the researcher gave several papers to each group to make five list of captions of each part of body name that they got from the researcher and the paper was collected by group. Each group has two representatives to come forward for doing Guessing game. Student a representative from the first group takes the paper containing the caption to be read to student B and the group friend helps Student B to answer the guess with the word Yes or No. If student B has not been able to guess, then another group is given an opportunity to answer what part of body is meant by the caption described by student A and so on. At the end of the meeting the group with the lowest score is punished, such as singing, joking and others. At the end of this meeting the researchers conducted an evaluation, namely all the vocabularies that had been given starting from the first meeting to the fourth meeting by the way the researchers appointed several students to mention some of the vocabularies he had obtained.

From the pre-test, the researcher concluded that students' vocabulary still low. It was proved from the result of pre-test got a very low score, the mean score of the pre-test was 46. After that, the researcher gave the treatment by using Guessing game.

The researcher looks the increasing students in understanding the material. In the third meeting they can improve their vocabulary.

After doing fourth times of treatment on July 23th, 2018 the researcher conducted a post-test. The post-test score showed that there significance different before giving treatment and after treatment. The mean score of the post-test was 80. The data analysis result is the Test value (15,06) was greater than the T-table value (1,739). By this result, it is concluded that there is an improvement between the students' vocabulary before and after giving treatment by using Guessing game. It shows that the alternative hypothesis (Ha) is accepted in the null hypothesis (Ho) is rejected.

After applying Guessing game in teaching vocabulary gave improvement to the students' at Mindset English Center course, for example:

1. The students easy to memorize the vocabulary.
2. The students more enjoyable and fun to study English, because the material taught uses strategies that are appropriate to the conditions of students. Thus, making students active in the learning process.
3. The students were able to improve their vocabulary and also the researcher gave some instruction that would help the students when they answer the question.

The procedure of treatment, before the researcher gives the material, firstly the researcher explain how to enjoy in learning English process and also the researcher give time to the students to ask the researcher when they still not understand it.

Before giving treatment, students faced some problem to memorize the vocabulary, they are:

1. The student was lazy to memorize because they think that English was difficult.

2. The students lack of motivation and awareness in Learning English.

4.2.2 The discussion of the finding through the questionnaire

The students' response by using Guessing game to improve students' vocabulary at Mindset English Center course has been and analyzed by using liker scale. The students' response by using Guessing game to improve students' vocabulary at Mindset English Center course has been and analyzed by using liker scale. The questionnaire was successfully filled by 18 respondent that taken on July 2018.

From 20 questionnaires, all the students answered very positively. Based on the liker scale that the students' was very positive in learning English by using Guessing game. It means that the Guessing game makes students have positive response toward in learning vocabulary and they agreed about it. And the cumulative percentage on the twenty items of the positive statements questionnaire was 91.11, while the cumulative score that they got the questionnaire was 410.

According the data above, we can see that using Guessing game can improve students' vocabulary in learning English. Because most of students' are interested in learning to use these strategies. Before studying or understand English, we must first understand the vocabulary. According to Hammer vocabulary is can help people to express their wish and feeling with a lot of vocabulary which they have.[33] In addition at all state that vocabulary refers to "a set of words or phrases which label the parts of material to be learned and which are necessary for students to use in talking and writing about the material, "vocabulary mastery is a great skill of knowledge about a set of

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[33]Jeremy Hammer, *The Principle of English Language Teaching* (New York: Longman,1991), p.55.

words known by a person as a part of specific language.[34]We can see from the data described above, that using guessing game can help students to increase their vocabulary. From the previous explanation from experts, that the first element to master English is vocabulary. Because the lack of vocabulary can affect the mastery of the four elements in English. Both in terms of mastery of speaking, writing, listening and reading. The interest of students in vocabulary mastery using Guessing game strategy is quite high. Students are also more active in the classroom.

According to researchers, this strategy is very suitable for junior high school students or for elementary school students. Because, their times are active periods in moving or playing so when learning they enjoy receiving material and are more interested in learning English. In fact, motivating students' to learn more in English. Because one of the things that make students' lazy is to learn when learning boring material in the classroom.

This research that supporter by Klippel (1994:13) said that guessing game is can improve students' vocabulary mastery, because guessing is true communicative situation and such are very important for foreign language practice with fun and excitement. From those theories, it is enough clear that guessing games are liked by students all of ages from children until adult, it arouses considerable interest and encourages the learners to communicate because it is combination between language practice and improving vocabulary mastery.

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[34]Andrianigita."Increasing Vocabulary Mastery Though Semantic tothe sixth Grade students of elementary school no.27Palembang".(Unpublished Undergraduate Thesis).

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research about increasing vocabulary mastery of the students' through guessing game at Mindset English Center (MEC) course.

5.1 Conclusions

Based on the finding and discussion of the previous chapter in this study, the writer concluded that:

5.1.1 The using of guessing game to improved students' vocabulary mastery at Mindset English Center course. T-test result in which the value of the t-test was 15,06 than t-table was 1,739 at the level significance and degree of freedom (df) was 17.

5.1.2 The students' were very positive after learning vocabulary through guessing game. Its mean that the students are very excited about this lesson. They got enjoyable and feel interesting in learning English. Most of them show their positive responses about the material in the guessing game.

5.2 Suggestion

Based on the research, the researcher gives some suggestions as follow:

5.2.1 In teaching vocabulary, the teacher is hoped more creative and has a good feedback in teaching her students in order to maximize teaching learning process and does not make the students to be bored.

5.2.2 The teacher should be active in giving the feedback to involve the students in teaching learning process.

5.2.3 The students should be more active and not afraid of making mistakes during teaching learning process.

5.2.4 The students should practice and measure their vocabulary in English, discussing with their friends if they have difficulty in vocabulary and enjoy the vocabulary class.

5.2.5 Guessing game could be applied in English teaching learning process, particularly the attempt of improving the students' vocabulary mastery.

5.2.6 The teacher could use the result of students response when finished teaching.
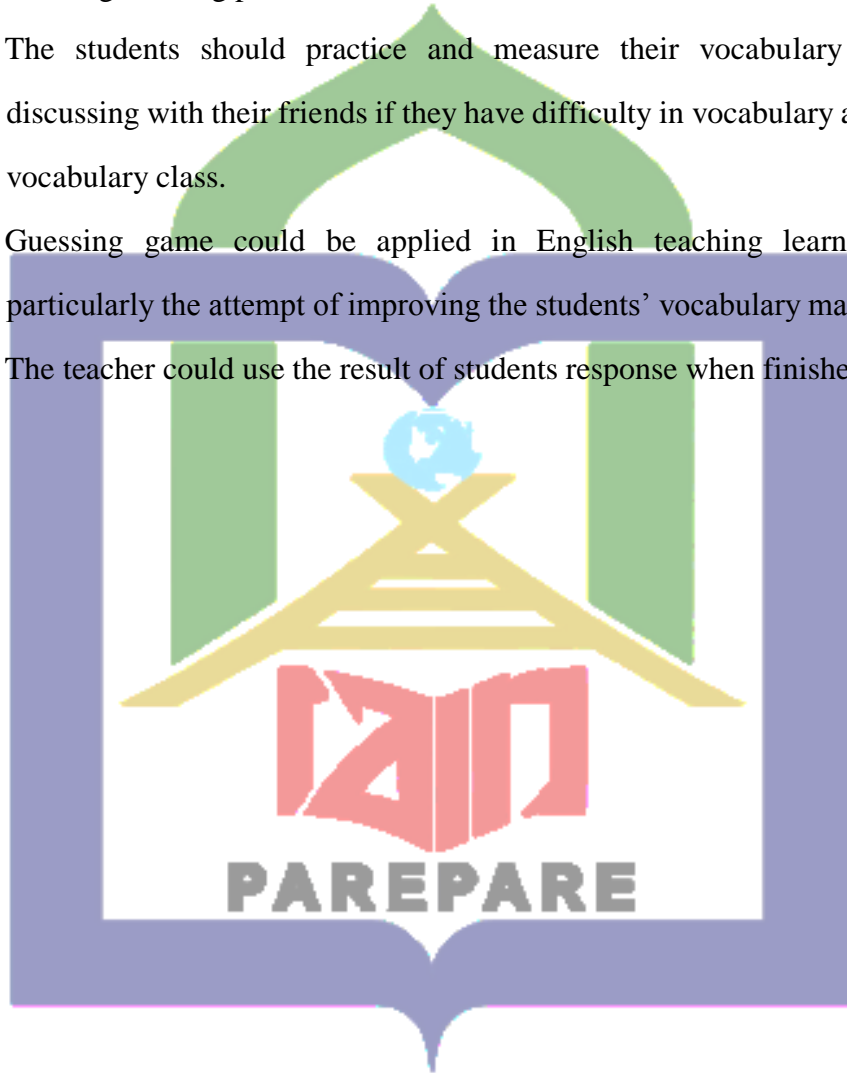
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Appendix 1. Score of Pre-test

No	Students	Pre-Test of the Students (X_1)		X^2	CLASSIFICATION
		Max Score	Score X_1		
1	S1	100	48	2,304	Poor
2	S2	100	48	2,304	Poor
3	S3	100	36	1,296	Very poor
4	S4	100	44	1,936	Poor
5	S5	100	52	2,704	Poor
6	S6	100	48	2,304	Poor
7	S7	100	56	3,136	Fair
8	S8	100	36	1,296	Very poor
9	S9	100	44	1,936	Poor
10	S10	100	36	1,296	Very poor
11	S11	100	52	2,704	Poor
12	S12	100	48	2,304	Poor
13	S13	100	52	2,704	Poor
14	S14	100	40	1,600	Very poor
15	S15	100	48	2,304	Poor
16	S16	100	40	1,600	Poor
17	S17	100	52	2,704	Poor
18	S18	100	48	2,304	Poor

Total		$\sum X=828$	$\sum X38736$	

(data' score: the students' score in Pre-test)

The table above showed that the result of students' vocabulary mastery score before giving treatment through guessing game. There were 4 students' got very poor score and 13 students got poor score and 1 students got fair. The total score in pre-test was 828.. It had shown that, the students' ability in vocabulary pre –test was low, because most of the students got very poor, poor and fair score. The following are the process of calculation to find out the mean score and standar deviation based on the calculation of students' score in pre-test of the table 4.2.

Mean score of the pre-test:

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

$$X = \frac{828}{18}$$

$$x = 46$$

Thus, the mean score (X_1) of pre-test is 46

Based on the result of the pre-test, the data showed that the mean score of the pre-test is 46. From that analyzing. It could be seen that almost of the 18 students' ability in vocabulary was still low because most of the students got fair, poor and very poor score.

The standard deviation of the pre-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{38736 - \frac{(828)^2}{18}}{18-1}}$$

$$SD = \sqrt{\frac{38736 - \frac{685584}{18}}{17}}$$

$$SD = \sqrt{\frac{38736 - 38088}{17}}$$

$$SD = \sqrt{\frac{684}{17}}$$

$$SD = \sqrt{38117}$$

$$SD = \mathbf{6,17}$$

Thus, the standar deviation of the pre-test is 6,17

After determining the mean score (X_1) of pre-test was 46 and standar deviation of the pre-test was 6,17 It could be seen that the students' vocabulary mastery were in low category.

Appendix 2. Students' Score of Post-test

No	Students	Post-Test of the Students (X_1)		X^2	CLASSIFICATION
		Max Score	Score X_1		
1	S1	100	92	8,464	Very good
2	S2	100	88	7,744	Very good
3	S3	100	88	7,744	Very good
4	S4	100	76	5,776	Good
5	S5	100	84	7,056	Very good
6	S6	100	76	5,776	Good
7	S7	100	88	7,744	Very good
8	S8	100	92	8,464	Very good
9	S9	100	72	5,184	Good
10	S10	100	88	7,744	Very good
11	S11	100	76	6,776	Good
12	S12	100	88	7,744	Very good
13	S13	100	88	7,744	Very good
14	S14	100	64	4,489	Fair
15	S15	100	76	7,056	Good
16	S16	100	64	4,096	Fair
17	S17	100	84	7,056	Very good
18	S18	100	92	8,464	Very good

Total	1476	124728	

(Data' source: the students' Score in Post-test)

The table above showed that there were an increasing of students' score after giving treatment through guessing game. There were 11 students got very good score, 5 students got good score, and 2 student got fair score. It means that the students' vocabulary ability had improved through guessing game. The total score in post test was 1476. It proved that there were increasing of students' score in post-test.

In this, the researcher analyzed the data of students' score in post-test to know whether there is or there is no a significant difference of students achievement before and after learning process in using guessing game in vocabulary ability.

Mean score of the post-score:

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

$$x = \frac{1476}{18}$$

$$x = 82$$

Thus, the mean score (X_1) of post-test is 82

Based on the result of the pre-test, the data showed that the mean score of the Post-test is 82 From that analyzing. It could be seen that almost of the 18 students' ability in vocabulary was still low because most of the students got enough and poor score.

The standard deviation of the pre-test

$$SD = \sqrt{\dfrac{\sum X^2 - \dfrac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\dfrac{124728 - \dfrac{(1476)^2}{18}}{18-1}}$$

$$SD = \sqrt{\dfrac{124728 - \dfrac{2178576}{18}}{17}}$$

$$SD = \sqrt{\dfrac{124728 - 121032}{17}}$$

$$SD = \sqrt{\dfrac{4089}{17}}$$

$$SD = \sqrt{240529}$$

$$SD = 14,75$$

Thus, the standar deviation of the pre-test is 14,75

Appendix 3. The T-test Value

No	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_2-X_1)$	$(X_2-X_1)2$
1	48	92	2,304	8,464	44	1,936
2	48	88	2,304	7,744	40	1,600
3	36	88	1,296	7,744	52	2,704
4	44	76	1,936	5,776	32	1,024
5	52	84	2,704	7,056	32	1,024
6	48	76	2,304	5,776	28	784
7	56	88	3,136	7,744	32	1,024
8	36	92	1,296	8,464	56	3,136
9	44	72	1,936	5,184	28	784
10	36	88	1,296	7,744	52	2,704
11	52	76	2,704	6,776	24	576
12	48	88	2,304	7,744	40	1,600
13	52	88	2,704	7,744	36	1,296
14	40	64	1,600	4,489	24	576
15	48	76	2,304	7,056	28	784
16	40	64	1,600	4,096	24	576
17	52	84	2,704	7,056	32	1,024
18	48	92	2,304	8,464	44	1,936
Total	**828**	**1476**	**38736**	**124728**	**648**	**25088**

(Data' Source: The worksheet of the calculation of the score on Pre-test and Post-test on the students' vocabulary mastery through guessing game)

In the other too see the students' score,the following is t-test was statistically applied:

To find out D used formula as follow:

$$D = \frac{\sum D}{N} = \frac{648}{18} = 36$$

The calculation the t-test value

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

$$t = \frac{36}{\sqrt{\dfrac{25088 - \dfrac{648^2}{18}}{18(18-1)}}}$$

$$t = \frac{36}{\sqrt{\dfrac{25088 - \dfrac{419904}{18}}{18(17)}}}$$

$$t = \frac{36}{\sqrt{\dfrac{25088 - 23328}{306}}}$$

$$t = \frac{36}{\sqrt{\dfrac{1760}{306}}}$$

$$t = \frac{36}{\sqrt{5.75}}$$

$$t = \frac{36}{2.39}$$

$$t = 15.06$$

Thus, the t-test value is 15.06

Appendix 4. Instrument of Pre-test

Post-test

Name: …………

I MULTIPLE CHOICE

1. Nose is part of our ...

   a. Leg

   b. Foot

   c. Face

   d. Stomach

2. Mia : Adi, your shoes are so fit in your …… . You look gorgeous.

   Adi : Thank you.

   a. Finger

   b. Lip

   c. hand

   d. Feet

3. I went to dentist yesterday because my……were in pain.

   a. Hands

   b. Fingers

   c. Teeth

   d. Ears

4. Above your eyes, there is .....

   a. Leg

   b. Finger

   c. Stomach

d. forehead

5. I can't hear anything since my …… are sick.

    a. Eyes

    b. Ears

    c. Nose

    d. Mouth

6. I have four legs, big ears, long nose and big body. Im a...

    a. Giraffe

    b. Elephant

    c. Panda

    d. Bear

7. The animal that can climb the tree is ...

    a. Monkey

    b. Bird

    c. Giraffe

    d. Crocodile

8. The animal eats meat is…

    a. Horse

    b. Kangooro

    c. Cow

    d. Lion

9. The animal who live in the sea....

    a. Goat

    b. Dolphin

c. Rabbit

d. Mouse

10. The gardener... the grass every Monday and Thursday.

a. Cuts

b. Plans

c. Trains

d. Comes

11. Mr. Patrick is a doctor , he work a ...

a. Shool

b. Home

c. Office

d. hospital

12. Kathy is a … She teaches Math in our class. Every student love her.

a. kind teacher

b. ugly teacher

c. arrogant teacher

d. emotional teachh

13. The teacher's duty is to … the students in the school.

a. Teach

b. Play

c. Make

d. Work

14. Father, mother, brother and sister are my ....

a. Parents

b. Children

c. Family

d. Grandparents

15. I have a father and mother they are my ...

a. Parents

b. Family

c. Children

d. Grandparent

II MATC ITEM

A	B
1. Reptiles ……….	a. Sister
2. Insect ……….	b. Iguana
3. Fish ……….	c. Father and mother
4. Parents ……….	d. Old
5. She ……….	e. Worker
6. Grandfather ……….	f. Venus flytrap

7. Carpenter …………	g. King fisher
8. Workmanship ……….	h. Look
9. Eyes ……….	i. Hold on
10. Hand ……….	j. Good working

Appendix 5. List of Vocabulary

Animals

1. Mouse	Tikus
2. Frog	Katak
3. Lobster	Lobster
4. Kangaroo	Kanguru
5. Ant	Semut
6. Dragonfly	Capung
7. Grasshopper	Belalang
8. Owl	Burung hantu
9. Deer	Rusa
10. Turtle	Penyu
11. Bee	Lebah
12. Ladybird	Kumbang kecil
13. Worm	Cacing
14. Monkey	Monyet
15. Rabbit	Kelinci
16. Hippo	Badak
17. Dog	Anjing
18. Mosquito	Nyamuk
19. Butterfly	Kupu-kupu
20. Cow	Sapi
21. Goose	Angsa

22.	Crocodile	Buaya
23.	Flea	Kutu
24.	Spider	Laba-laba
25.	Bat	Kelelawar

Profession

1.	waiter/waitress	Pelayan
2.	tourist guide	Pemandu turis
3.	translator	Penerjemah
4.	teacher	Guru
5.	tailor	Penjahit
6.	soldier	Tentara
7.	singer	Penyanyi
8.	student	Siswa
9.	stewardess	Pramugari
10.	steward	Pramugara
11.	shepherd	Penggembala
12.	servant	Pelayan
13.	security	Penjaga keamanan
14.	secretary	Sekretaris
15.	school gaurd	Penjaga sekolah
16.	sailor	Pelaut
17.	reporter	Wartawan

18. presenter	Pembawa acara
19. postman	Tukang pos
20. porter	Tukang angkat barang
21. pilot	Pilot
22. photographer	Fotografer
23. painter	Pelukis
24. waiter/waitress	Pelayan
25. tourist guide	Pemandu turis

Family

1. Grandfather	Kakek
2. Grandmother	Nenek
3. Husband	Suami
4. Wife	Istri
5. Parent	Orang tua
6. Father	Ayah
7. Mother	Ibu
8. Daughter	Anak perempuan
9. Son	Anak laki-laki
10. Sister	Saudara perempuan
11. Brother	Saudara laki-laki
12. Granddaughter	Cucu perempuan
13. Grandson	Cucu laki-laki
14. Uncle	Paman

15. Aunt	Bibi
16. Niece	Keponakan perempuan
17. Nephew	Keponakan laki-laki
18. Cousin	Sepupu
19. parent-in-law	Mertua
20. son-in-law	Menantu laki-laki
21. daughter-in-law	Menantu perempuan
22. brother-in-law	Ipar laki-laki
23. sister-in-law	Ipar perempuan
24. child	Anak
25. children	Anak-anak

Part of body

1. Forehead	Dahi
2. Eye	Mata
3. Eyebrows	Alis
4. Eyelash	Bulu mata
5. Nose	Hidung
6. Moustache	Kumis
7. Cheek	Pipi
8. Lips	Bibir

9.	Tooth/teeth (jamak)	Gigii
10.	Chin	Dagu
11.	Ear	Telinga
12.	Neck	Leher
13.	Throat	Tenggorokan
14.	Shoulder	Bahu
15.	Hand	Tangan
16.	Finger	Jari
17.	Nail	Kuku
18.	Arm	Lengan
19.	Elbow	Siku
20.	Stomach	Perut
21.	Hips	Pinggul
22.	Waist	Pinggang
23.	Leg	Kaki
24.	Thigh	Paha
25.	Knee	Lutut

Appendix 6. Lesson plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Subject   : Animals

Meeting   : First

Aim   : members can guess a word in English

Allocation time   : 90 minutes

Learning media   : Guessing game

Learning process   :

1. First activity (5')

    a. Apperception

        • The researcher greets and asks the members about their condition "How are you today?/ How's life?"

        • The researcher asked the members about their environment or current incident (ice breaking)

    b. Motivation

        • The researcher conveys the aim of the learning.

2. Main activity (55')

        • The research explains main purpose of material.

        • The research explains how to using guessing game in the class

        • The research explains how to guess words in English

3. Final activity (10')

        • The research asks the difficulty that members got in learning process

        • Together concludes the material

4. Closing/game (20')

- The research chooses each one member, and then ask one member for continue from the last word.

- The research gives a common expression

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Subject   : Jobs

Meeting   : Second

Aim   : members can guess a word in English

Allocation time : 90 minutes

Learning media   : Guessing game

Learning process :

5. First activity (5')

    c. Apperception

- The researcher greets and ask the members about their condition "How are you today?/ How's life?"
- The researcher ask the members about their environment or current incident (ice breaking)

    d. Motivation

- The researcher conveys the aim of the learning.

6. Main activity (55')

- The research explains main purpose of material.
- The research explains how to using guessing game in the class
- The research explains how to guess words in English

7. Final activity (10')

- The research asks the difficulty that members got in learning process
- Together concludes the material

8. Closing/game (20')

- The research chooses each one member, and then ask one member for continue from the last word.

- The research gives a common expression

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Subject   : Family

Meeting   : third

Aim   : members can guess a word in English

Allocation time : 90 minutes

Learning media   : Guessing game

Learning process :

9. First activity (5')

   e. Apperception

      • The researcher greets and asks the members about their condition "How are you today?/ How's life?"

      • The researcher asked the members about their environment or current incident (ice breaking)

   f. Motivation

      • The researcher conveys the aim of the learning.

10. Main activity (55')

      • The research explains main purpose of material.

      • The research explains how to using guessing game in the class

      • The research explains how to guess words in English

11. Final activity (10')

      • The research asks the difficulty that members got in learning process

      • Together concludes the material

12. Closing/game (20')

- The research chooses each one member, and then ask one member for continue from the last word.

- The research gives a common expression

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Subject　　　　　: part of body

Meeting　　　　: fourth

Aim　　　　　　: members can guess a word in English

Allocation time　: 90 minutes

Learning media　: Guessing game

Learning process　:

13. First activity (5')

　　g.　Apperception

- The researcher greets and asks the members about their condition "How are you today?/ How's life?"
- The researcher asked the members about their environment or current incident (ice breaking)

　　h.　Motivation

- The researcher conveys the aim of the learning.

14. Main activity (55')

- The research explains main purpose of material.
- The research explains how to using guessing game in the class
- The research explains how to guess words in English
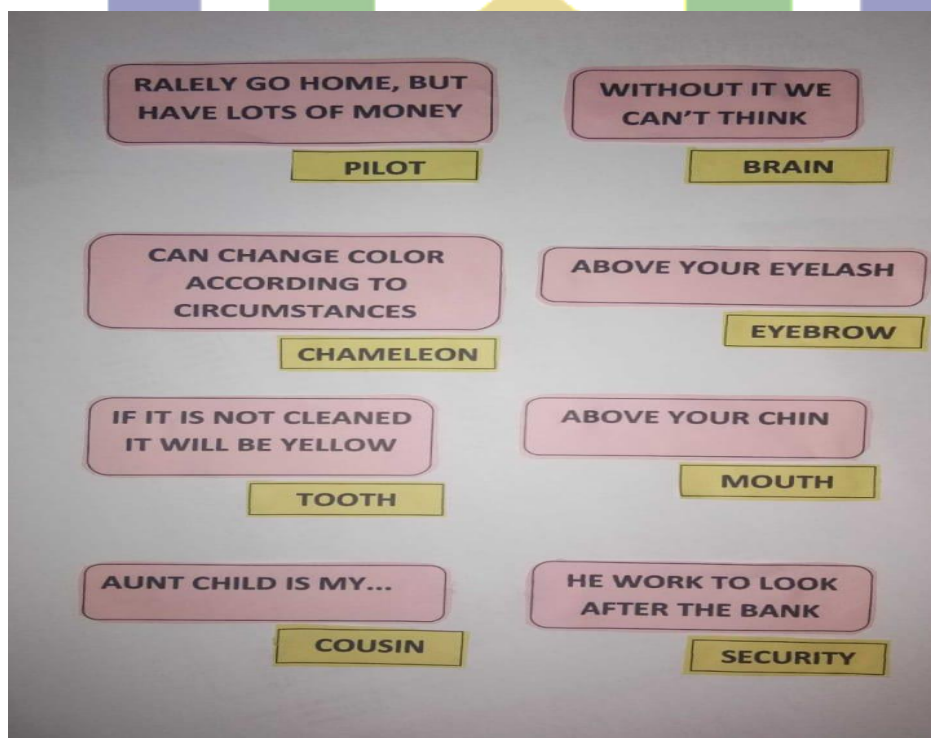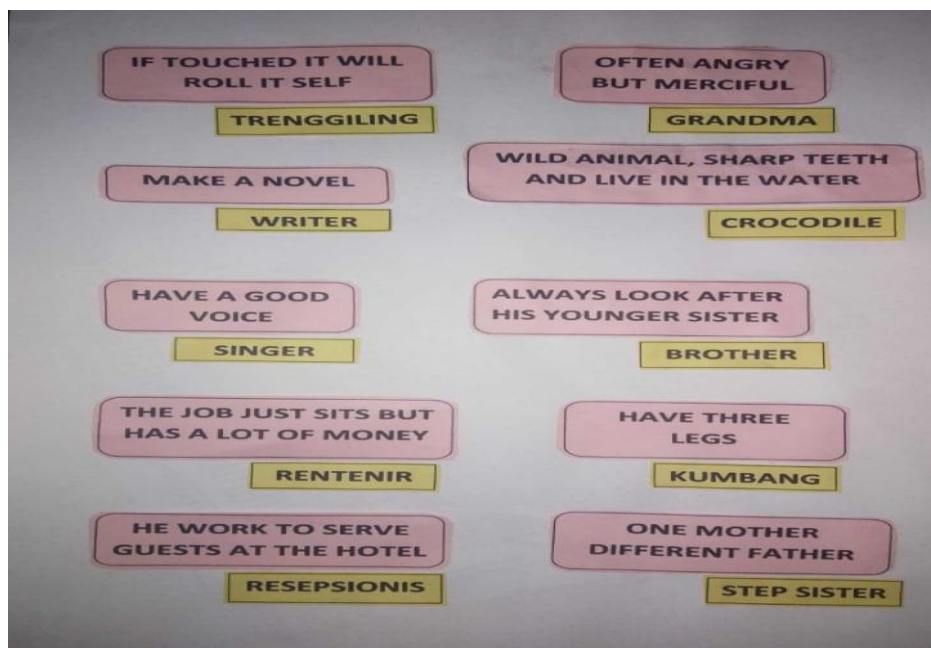
15. Final activity (10')

- The research asks the difficulty that members got in learning process
- Together concludes the material

16. Closing/game (20')

- The research chooses each one member, and then ask one member for continue from the last word.

- The research gives a common expression

Appendix 7. Media Guessing Game

Appendix 8. Instrument of the Post-test

Post-test

Name: ……..

I MULTIPLE CHOICE

1. I went to dentist yesterday because my ……. Were in pain.

   a. Hand

   b. Fingers

   c. Teeth

   d. Ears

2. Alvin: Can you help me?

   Fanny: Yes, of course. What can I do for you

   Alvin: Please,….. this bag to my room.

   Fanny: Yes, Sir

   a. bring

   b. help

   c. give

   d. Has

3. Something that you can find in your bedroom is a …..

   a. Blackboard

   b. Bed

   c. Stove

   d. Garden

4. Grant is a tailor. He makes ….. .

a. Clothes

b. Bag

c. Belt

d. ice cream

5. My father always reads ….. every morning .

a. Radio

b. Computer

c. Television

d. Newspaper

6. They ……. Badminton every weekend.

a. Playing

b. Plays

c. Played

d. Play

7. …… Is a jewelry usually we put on our finger.

a. Eyebrow

b. Eyelashes

c. Ring\

d. Grin

8. My family always reads….every morning.

a. Radio

b. Computer

c. News paper

d. Television

9. Grant is tailor. He makes……

    a. Belt

    b. Ice cream

    c. Clothes

    d. Bag

10. We often watch……in the evening.

    a. Radio

    b. Newspaper

    c. Computer

    d. Television

11. A …….makes dome food.

    a. Doctor

    b. Teacher

    c. Chef

    d. Pilot

12. My sister's cat is dead. She is feel…..

    a. Happy

    b. Glad

    c. Sadness

    d. Beauty

13. After eating or drinking in the restaurant, you give the bill to the….

    a. Waiter

    b. Managers

    c. Waitress

d. Cashier

14. This animal including reptile. It has adhesive on its feet aims to stick when walking on the wall.

    a. Frog

    b. Listed

    c. Lizard

    d. Frock

15. This animal live in the sea. It had is usual black ink spray to protect himself from enemies. It has a lot of foot and body so soft and supple. What is it?....

    a. Squad

    b. Squid

    c. Square

    d. squawked

II MATCH ITEM

A	B
1. Won	a. Receiver
2. Innovator	b. Can be told
3. Intelligence	c. Untold
4. Achiever	d. Someone who has high distinction in a movement

5. Greatest	e. Get a victory from a such thing
6. Professional	f. Smartness
7. Retirement	g. Very beautiful
8. Imaginable	h. The most fabulous
9. Memorable	i. A grade after amateur
10. Indescribable	j. Unforgettable
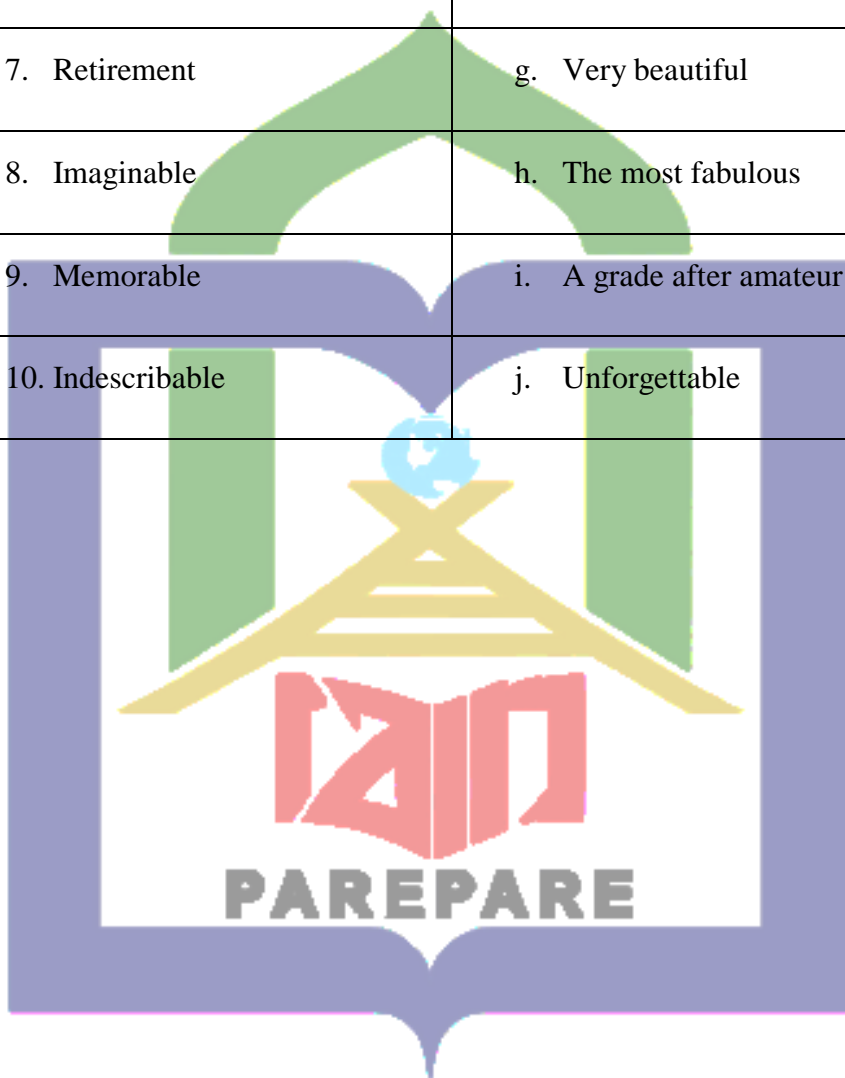
Appendix 9. Questionnaire

NAME: …………

Angket ini merupakan kumpulan pertanyaan-pertanyaan yang tertulis yang digunakan untuk memperoleh informasi dari responden tentang "keefektifan menggunakan permainan tebak-tebakan untuk meningkatkan penguasaan kosakata siswa pada mata pelajaran bahasa Inggris". Hasil angket ini diharapkan dapat menjadi bahan kelengkapan penilti, kepaad siswa diharapkan menjawb dengan perasaan dan sejujur-jujurnya. Hasil angket ini tidak berpengaruh terhadap nilai anda. Terimakasih.

Petunjuk Pengisian :

a. Berilah tanda ceklis (√) pada pilihan keteranagan jawaban yang telah disediakan dibawah ini!

b. Berilah jawaban sesusai dengan pendapat anda dan hati nurani anda dengan sejujur-jujurnya tanpa dipengaruhi oleh pihak lain.

Keterangan :

1. Sangat setuju: (SS)
2. Setuju: (S)
3. Ragu-ragu: (R)
4. Tidak Setuju: (TS)
5. Sangat Tidak Setuju: (STS)

QUESTIONNAIRE

NO	Questionnaire	Answer				
		SS	S	R	TS	STS
1	Belajar penguasaan vocabulary melalui "Guessing game" atau permainan tebak-tebakan kata, memudahkan saya untuk memahami kosakata dalam bahasa inggris.					
2	Belajar penguasaan vocabulary melalui "guessing game" membuat saya lebih aktif dalam proses belajar.					
3	Belajar penguasaan vocabulary melalui "guessing game" sangat menarik dan menyenangkan.					
4	Belajar penguasaan vocabulary melalui "Guessing game" membuat saya aktif dalam pembelajaran.					
5	Belajar penguasaan vocabulary melalui "guessing game" membuat saya dapat bekerja sama dengan baik dalam menyelesaikan permainan tebak-tebakan.					
6	Belajar penguasaan vocabulary melalui "Guessing game" meningkatkan kemampuan saya dalam penguasaan vocabulary.					

7	Belajar penguasaan vocabulary melalui "guessing game" menambah kosakata bahasa Inggris saya.					
8	Belajar penguasaan vocabulary melalui "Guessing game" membuat saya mampu memahami pelajaran dengan cepat.					
9	Belajar penguasaan vocabulary melalui "Guessing game" membuat pelajaran lebih menyenangkan.					
10	Belajar penguasaan vocabulary melalui "Guessing game" memberi pengaruh positif kepada saya.					
11	Belajar penguasaan vocabulary melalui "Guessing game" tidak bermanfaat bagi saya..					
12	Belajar penguasaan vocabulary melalui "Guessing game" membuat saya lebih sulit berinteraksi dengan siswa lainnya.					
13	Belajar penguasaan vocabulary melalui "Guessing game" membuat saya acuh tak acuh untuk bertanya dengan tutor saya.					
14	Belajar penguasaan vocabulary melalui permainan "Guessing game" membuat saya					

	malas bertanya mengenai materi yang diberikan oleh tutor saya.					
15	Belajar penguasaan vcabulary melalui "Guessing game" tidak memberi pengaruh positif kepada saya.					
16	Belajar penguasaan vocabulary melalui "Guessing game" membosankan bagi ssaya.					
17	Belajar penguasaan vocabulary melalui "Guessing game" tidak bermanfaat bagi saya.					
18	Belajar penguasaan vocabulary melalui "Guessing game" membuat saya mengantuk saat menerima pelajaran vocabulary.					
19	Belajar penguasaan vocabulary melalui "Guessing game" tidak mudah saya pahami.					
20	Belajar penguasaan vocabulary melalui "Guessing game" sangat menganggu konsentrasi saya.					

Appendix 10. Distribution of T- Table

Titik Persentase Distribusi t (df = 1 – 40)

Pr / df	0.25 / 0.50	0.10 / 0.20	0.05 / 0.10	0.025 / 0.050	0.01 / 0.02	0.005 / 0.010	0.001 / 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

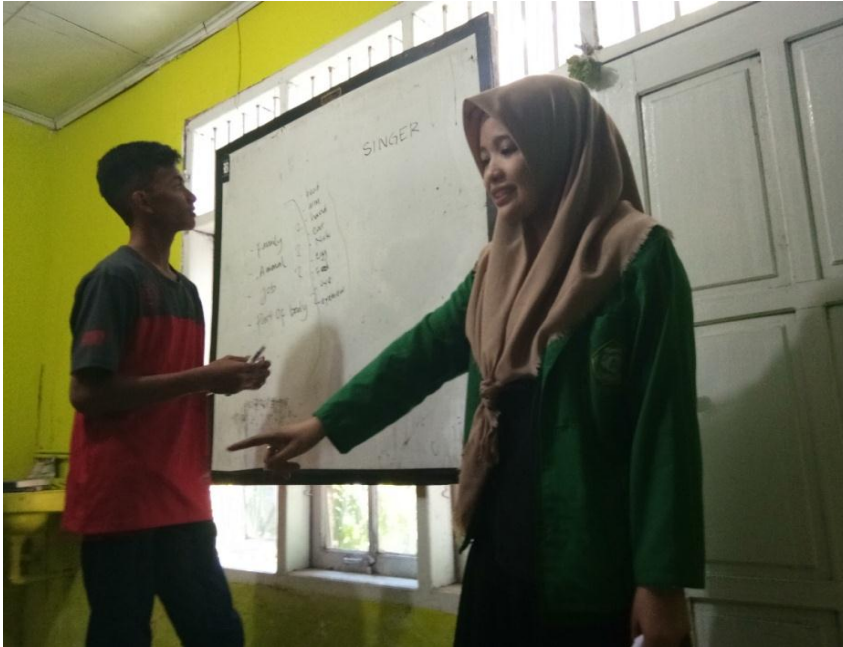Diproduksi oleh: Junaidi (http://junaidichaniago.wordpress.com), 2010

Appendix 11. Documentation

- students take cards that have been randomized by researchers

- The students try to guess what words the other group read or demonstrated

-The researcher appointed one of the students to come forward in front of the class to represent their respective groups.

- The students discussion about the material

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Nomor : B 621 /In.39/PP.00.9/07/2018
Lampiran : -
H a l : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. PINRANG
di
    KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama	: SUKMA SYAM MASPA
Tempat/Tgl. Lahir	: PINRANG, 01 Januari 1997
NIM	: 14.1300.015
Jurusan / Program Studi	: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: BULU, KEC. MATTIRO BULU, KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah *KAB. PINRANG* dalam rangka penyusunan skripsi yang berjudul :

"THE EFFECTIVENESS OF USING GUESSING GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY AT MINDSET ENGLISH CENTER (MEC) COURSE"

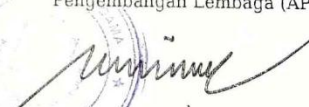Pelaksanaan penelitian ini direncanakan pada bulan **Juli** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

2. Juli 2018
A.n Rektor
Plt. Wakil Rektor Bidang Akademik dan
Pengembangan Lembaga (APL)

Muh. Djunaidi

PEMERINTAH KABUPATEN PINRANG
SEKRETARIAT DAERAH
Jl. Bintang No.   Telp. (0421) 923058 - 922914
P I N R A N G   9 1 2 1 2

Pinrang, 09 Juli 2018

Nomor   : 070/ 410 /Kemasy.

Lampiran : -

Perihal   : Rekomendasi Penelitian

Kepada

Yth, **MEC (Metro English Center) Course**

di

Tempat.

Berdasarkan Surat Rektor Institut Agama Islam Negeri (IAIN) Parepare Nomor: B.621/In.39/PP.00.9/07/2018 tanggal 02 Juli 2018 Perihal Permohonan Izin Penelitian,untuk maksud tersebut disampaikan kepada Saudara bahwa:

Nama   : SUKMA SYAM MASPA
NIM   : 14.1300.015
Pekerjaan/Prog.Studi : Mahasiswi/Pendidikan Bahasa Inggris
Alamat   : Bulu, Kec.Mattiro Bulu
Telepon   : 085 396 698 080.

Bermaksud mengadakan Penelitian di Daerah / Instansi Saudara Dalam Rangka Penyusunan Skripsi dengan Judul " *THE EFFECTIVENESS OF USING GUESSING GAME TO IMPROVE STUDENTS VOCABULARY MASTERY AT MINDSET ENGLISH CENTER (MEC) COURSE* " Yang Pelaksanaannya pada tanggal 10 Juli s/d 10 Agustus 2018.

Sehubungan hal tersebut di atas,pada prinsipnya kami menyetujui atau merekomendasikan kegiatan yang dimaksud dan dalam pelaksanaan kegiatan wajib memenuhi ketentuan yang tertera di belakang rekomendasi penelitian ini:
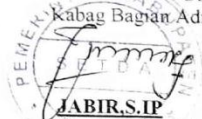
Demikian rekomendasi ini disampaikan kepada saudara untuk diketahui dan pelaksanaan sebagaimana mestinya.

An. **SEKRETARIS DAERAH**
Asisten Pemerintahan dan Kesra
Ub.
Kabag Bagian Adm.Kemasyarakatan

JABIR,S.IP
Pangkat : Pembina Tk.I
Nip   : 19701011199202 1 001

Tembusan
1. Bupati Pinrang Sebagai Laporan di Pinrang;
2. Dandim 1404 Pinrang di Pinrang;
3. Kapolres Pinrang di Pinrang;
4. Kepala Dinas P dan K Kab.Pinrang di Pinrang;
5. Kepala Kantor Kementerian Agama Kab.Pinrang di Pinrang;
6. Kepala Badan Kesbang dan Politik Kab.Pinrang di Pinrang;
7. Rektor Institut Agama Islam Negeri Pare pare di Parepare;
8. Camat Watang Sawwitto di Pinrang;
9. Yang bersangkutan untuk diketahui;
10. Arsip.

South Celebes : JL. Ratulangi No. 7 Mess Nala Makassar
Central Celebes : JL. Diponegoro Simpang 5 Palu
East Borneo : JL. Untung Suropati Samarinda
East Java : JL. Bunga Cengkeh No. 9/1 Malang
Branch Pinrang : JL. Sukawati (Depan PLN Pinrang)
Website : www. meccompany.co.id
Hotline : 085298724035/082349897177
Makassar – South Sulawesi

SURAT KETERANGAN TELAH MENELITI

Yang bertanda tangan di bawah ini adalah kepala Mec Indonesia cabang Pinrang:

Nama : HADI ARIF, S.Pd

Jabatan : Branch Manager of Pinrang

Menerangkan bahwa

Nama : Sukma Syam Maspa

Tempat/ Tanggal Lahir : Bulu/ 1 Januari 1997

Nim : 14.1300.015

Judul Penelitian : **THE EFFECTIVENESS OF USING GUESSING GAME**

TO IMPROVE STUDENT'S VOCABULARY AT

MINDSET ENGLISH CENTER (MEC) COURSE

Jurusan/Prodi : Tarbiyah dan Adab/ Pendidikan Bahasa Inggris

Universitas : Institut Agama Islam Negeri (IAIN) Parepare

Telah melakukan penelitian di Mec Indonesia cabang Pinrang. Demikian surat keterangan ini digunakan sebagaimana mestinya.

Mengetahui,-
Branch Manager of Pinrang

HADI ARIF, S.Pd

CURRICULUM VITAE

The researcher was born on January 01th, 1997 in Bulu, Pinrang, Kabupaten Pinrang. She is the third child of the three siblings; she has one brother and one sister. Her father name is Syamsul Alam and her mother name is Suryani. Her educational background began 2002 in SDN 237 Bulu, Kec. MattiroBulu, Kab. Pinrang and graduated on 2008. She continued her study at SMPN 8 Pinrang, Kab. Pinrang and graduated on 2011. At the same year, she registered in Senior High School (SMA) N 7 Pinrang Kab. Pinrang and graduated on 2014. She continued her education at State islamic institute (IAIN) Parepare and took English Department of Tarbiyah Faculty as her major Finally, she graduated her study at State Islamic Institute (IAIN) Parepare and has gotten S1 degree in English Department of Tarbiyah Faculty on 2018. With the tittle of her skripsi "the effectiveness of using guessing game to improve students' vocabulary mastery at Mindset English Center (MEC) course".