THE IMPLEMENTATION OF GUESSING GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY AT SMPN 10 BANDAR LAMPUNG

(A Script)

By

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ABSTRACT

THE IMPLEMENTATION OF GUESSING GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY AT SMPN 10 BANDAR LAMPUNG

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The aims of this study are to find out whether there is a difference of the students' vocabulary mastery after they are taught through guessing game, to find out which type of content word that improves the most after they are taught through guessing game and to find out whether there is a difference of the students' vocabulary mastery after they are taught through guessing game in each type of content word. It was a quantitative research which used one group pre test-post test design.

The population of this research was at the seventh grade students of SMPN 10 Bandar Lampung of academic year 2018/2019. The sample of this research was VII B which consists of 30 students. The research was conducted from January 9th to January 30th, 2019. The instrument was a vocabulary test. The result of students' vocabulary test was measured in terms of noun, verb and adjective. The data were analyzed by using Repeated Measures t-test in which the significance was determined by $p<0.05$. The result of this research shows that the value of significance is 0.000. It means H_1 is accepted since 0.000<0.05. On the other hand, the increase also includes all types of content word, namely noun with gain 5.05, adjective with gain 4.60 and verb with gain 3.13. It was also found that there was a difference of the students' vocabulary mastery in each type of content word. It can be seen from the result of the hypotheses in terms of noun shows that the value of significance is 0.000. It means H_1 is accepted since 0.000<0.05, in terms of verb shows that the value of significance is 0.000. It means H_1 is accepted since 0.000<0.05 and in terms of adjective shows that the value of significance is 0.002. It means H_1 is accepted since 0.002<0.05.

Based on the result, it can be concluded that there is a difference of the students' vocabulary mastery after they are taught through guessing game. The results also show that noun is tshe type of content word that improves the most among the other types of content word and there is a difference of the students' vocabulary mastery after they are taught through guessing game in each type of content word.

Keywords: vocabulary, types of content word, guessing game

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Sri Dwi Ayu

A Script

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DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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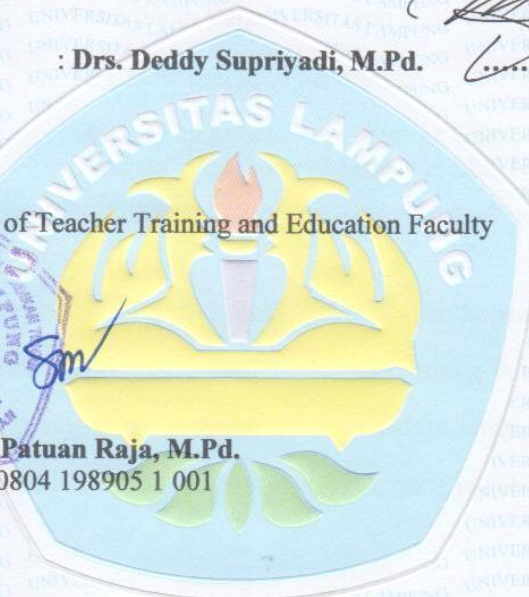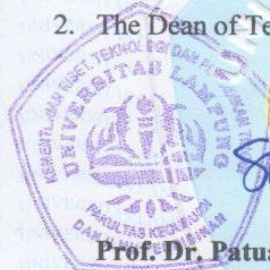   Chairperson   : **Dr. Ari Nurweni, M.A.**   ....

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Judul Skripsi : The Implementation of Guessing Game to Improve Students' Vocabulary Mastery at SMPN 10 Bandar Lampung

Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 18 Juni 2019

Penulis,

Sri Dwi Ayu

CURRICULUM VITAE

Sri Dwi Ayu was born in Bandar Lampung on October 27th, 1997 as the second daughter of a great father Subagio S and a best mother Sukatmi. She has one older sister and one younger sister, Sri Wulan Dari and Sri Bunga Novika.

She started her study at TK Handayani in 2002. Then, she continued to SDN 8 Gedong Air in 2003. She completed the study 6 years later in 2009. Then, she enrolled in SMPN 10 Bandar Lampung and finished her junior high school in 2012. She continued her study to SMAS Perintis 2 Bandar Lampung. During her study, she joined English Club and Choir in senior high school. She graduated in 2015. In the same year, she successfully passed SNMPTN program and was accepted as a student of English Education Study Program in Lampung University.

During her time in the Lampung University, she was actively involved in UKM-U Eso (English Society) and in UKM-F HMJPBS (*Himpunan Mahasiswa Jurusan Pendidikan Bahasa dan Seni*). From July to August 2018, she did KKN in Limau, Tanggamus and conducted PPL at SMPN 1 Limau. To complete her study, she undertook a research related to students' vocabulary mastery through guessing game at SMPN 10 Bandar Lampung from January 9th to January 30th, 2018.

DEDICATION

Alhamdulillah, by the name of Allah SWT for the blessings in my beautiful life, this script is proudly dedicated to my amazing parents.

Subagio S & Sukatmi

Whose love, support, pray of day and night, and put me through best education possible. I wouldn't have been able to get to this stage without them. Thank you so much for everything.

For all those who encouraged me to fly toward my dreams:

"thank you for inspiring me and making me enjoy this journey"

MOTTO

My life motto is 'Do my best, so that I can't blame myself for anything'.

-Magdalena Neuner-

Never say never because anything is possible if you believe with yourself.
-Sri Dwi Ayu-

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Gratitude and honor are addressed to all people who have helped and supported the writer until the completion of this script. Since it is necessary to be known that this script would never have come into its existance without any supports, encouragements and assistances by several outstanding people and institutions, the writer would like to express her sincere gratitude and respect to:

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TABLE OF CONTENTS

<div align="right">**Page**</div>

LIST OF TABLES

Page

LIST OF APPENDICES

Page

I.   INTRODUCTION

This chapter will discuss about background of the research, formulation of the problems, objectives of the research, uses of the research, scope of the research and definition of terms.

1.1 Background of the Research

In this sub chapter, the researcher will present background of this research.

Vocabulary is a course at school about words in language which is learned by students. It is one of linguistic features which affects the communicate competence. Teaching vocabulary is necessary for students to be able to communicate by using language that they learnt. The students have to master vocabulary before mastering English. Students who have a sufficient vocabulary will be able to communicate or express themselves clearly and effectively.

Fauziati (2010), vocabulary is central to language and critical importance to typical language learners. Without a sufficient vocabulary, learners cannot communicate effectively or express their ideas both in oral and written form. According to Wallace (1989) , vocabulary is the vital aspect of language. It means that when the students want to construct a sentence to express their idea, they will get difficulties to express or understand a language without an adequate vocabulary.

Nation (1990) states that mastering vocabulary is meant to as the ability to master any words based on their course or study. He also adds that the ability can describe any of words which they recognize before whether in their foreign or mother language. This means when the students recognize any words, they will learn to master it. Then, they will memorize it along with its meaning.

Vocabulary is very essential for success to comprehend the language well, speak better, or composed a good writing; it is expected that students have to increase their vocabulary by around 1000 words a year (Nation, P. 1990). Similarity, based on the Competency Based Curriculum, the students are required to increase their vocabulary 1000-1500 words every year so that in three years students have mastered their vocabulary around 4000 words (Clark & Fairburn. 1997). In Junior High School (SMP), the updated 1975 Curriculum states that the students are expected to learn 1500 words, while the 1984 Curriculum for Senior High School (SMA) sets a figure of 4000 words, which includes the 1500 learned in SMP.

Nurweni and Read (1999) found that on average the first year Indonesian university students only mastered about 1226 English words. Nurweni (2017) found on average first year students of a state engineering institute in Lampung knew 61%, 55%, 38%, 38%, and 16% of the 2000, 3000, 5000, UWL, and 10000 word level respectively even though there were some of the students whose vocabulary size was very good, that is, they had mastered vocabulary level 2000, 3000, 5000, and the UWL.

In reality, most of EFL students often get difficulties in learning English because they have low vocabulary. Based on the interview with an English teacher in SMPN 10 Bandar Lampung, students face many problems in mastering

vocabulary. The problems are it is difficult for students to understand the meanings of unfamiliar words, they are lazy to memorize the unfamiliar words that they hear or read in the text and they are unmotivated to learn.

It is supported by the previous research by Solikah (2017). She conducted a research at the seventh grade of MTS Aswaja Tunggangri Tulungagung. She found that the problems faced by students dealing with vocabulary. The problems are some of the students did not know how to use vocabulary correctly, the students had lack of vocabulary because they were not interested in mastering vocabulary, the teacher only ordered the students to remember the vocabulary but they never explained the students about vocabulary clearly, most of the students were not interested in learning the vocabulary because the teacher seldom stimulated and motivated the students in mastering the vocabulary.

From the problems above, the researcher assumes that teacher did not use the appropriate techniques in teaching vocabulary. To overcome those problems in teaching vocabulary, the teacher should select the appropriate techniques. So, the techniques can make students interested in the course, ease students to understand the materials and improve students' vocabulary mastery. There are many techniques that can be used in teaching vocabulary, such as through flashcard, game, translation, picture, text, song and etc.

Therefore, game was selected in this research because game is one of the creative activities which can make students enjoy during teaching and learning process. "Using games in English class is the most easily accepted by the students and becoming a helpful aspect of communicative technique" (Zhu, 2012). It means that a game is an acceptable activity that can attract students' attention and produce an amusing atmosphere quickly.

There are many kinds of game to teach vocabulary to students. One of them is through guessing game. According to Dunlap (2013), "Guessing game is a game in which the object is to guess some kind of information, such as word, a phrase, a title, or the location of an object. Guessing game is a game that makes students try to guess the words. According to Klippel (1984), Guessing game is a game where students in each group has to solve the problem from some pieces of paper with their questions on them.

The researcher includes the related studies on guessing game in which have close relationship with this research. A previous research was conducted by Wang, Shang and Briody (2011). The result revealed using guessing game in teaching English for third grade of elementary school in Taiwan can raise their motivation and confidence which can promote higher levels of English learning. The next research was conducted by Zhu (2012). He showed that guessing game is useful in helping students practise logical thinking and asking questions in China. Using guessing game in the English class, which is often considered as one of the best ways to get the students involved in the classroom activities in which their communicative ability is practised and improved.

Based on the facts above, it can be seen that all research prove that guessing game is good to be implemented by the teacher. Therefore, the researcher will try to apply guessing game because it is suitable in teaching vocabulary. In this technique, the teacher's roles are as a facilitator who helps students' problems in learning vocabulary and also as a time keeper who sets the process of teaching and learning in exact time. To justify the research questions of this research, the researcher used those previous research as a turning point for a better research. The difference between this research and those previous studies lie on focus. Based on the statements above, the researcher was interested in applying guessing

game to improve students' vocabulary mastery at the seventh grade students of SMPN 10 Bandar Lampung. The researcher chose SMPN 10 Bandar Lampung because of some reasons. The reasons are guessing game had not been used before as a technique and students still lack of vocabulary.

1.2. Formulation of The Problems

In this sub chapter, the researcher will present formulation of the problem of this research.

In line with the background above, thus research primarily formulates two main research questions to be addressed. They are listed as follows:

a) Is there any difference of the students' vocabulary mastery after they are taught through guessing game ?

b) Which type of content word that improves the most after they are taught through guessing game ?

c) Is there any difference of the students' vocabulary mastery after they are taught through guessing game in terms of noun ?

d) Is there any difference of the students' vocabulary mastery after they are taught through guessing game in terms of verb ?

e) Is there any difference of the students' vocabulary mastery after they are taught through guessing game in terms of adjective ?

1.3. Objectives of The Research

In this sub chapter, the researcher will present objectives of this research.

With reference to the background above, the objectives of the research are:

a) To find out whether there is a difference of the students' vocabulary mastery after they are taught through guessing game.

b) To find out which type of content word that improves the most after they are taught through guessing game.

c) To find out whether there is a difference of the students' vocabulary mastery after they are taught through guessing game in terms of noun.

d) To find out whether there is a difference of the students' vocabulary mastery after they are taught through guessing game in terms of verb.

e) To find out whether there is a difference of the students' vocabulary mastery after they are taught through guessing game in terms of adjective.

1.4. Uses of The Research

In this sub chapter, the researcher will present uses of this research.

The researcher described the uses of the research as below:

1. Theoretically, the results of this research are expected to confirm and clarify previous theories about teaching vocabulary through guessing game.

2. Practically, the results of this research can be used as information for English teachers, especially about the process of teaching vocabulary through guessing game.

1.5. Scope of the Research

In this sub chapter, the researcher will present scope of this research.

There are several techniques can be used to teach vocabulary to students, such as, through game, song, movie, etc. In this research, the researcher chose the game as a technique. In this case, the researcher focused on guessing game to improve students' vocabulary mastery. This research was conducted at the seventh grade students of SMPN 10 Bandar Lampung. In this research, the researcher only used one class as an experimental class to be sample. This research focused on vocabulary especially in types of content word (verb, adjective and noun). Adverb was not used in the research, because it was not easy to be used in guessing game. In this case, the researcher as a teacher.

1.6 Definition of Terms

In this sub chapter, the researcher will present definition of terms of this research.

Some words that are used in this study become key words. In order to have better understanding and to avoid misinterpretation about the terms used in this study, the researcher presents some definitions of term, they are:

a) Vocabulary is a number of words that are related to "the profession" as the topic.

b) Guessing game is a game in which the objective is to guess some kinds of information, such as a word, a phrase, a title, or a location of an object.

c) Mastery is learning or understanding something completely and without having difficulty in using it.

This chapter has discussed about background of the research, formulation of the problems, objectives of the research, uses of the research, scope of the research and definition of terms.

II.   LITERATURE REVIEW

This chapter will discuss about notion of vocabulary, vocabulary mastery, teaching vocabulary, notion of game, previous research of guessing game, guessing game in teaching vocabulary, theoretical assumption and hypotheses.

2.1 Notion of Vocabulary

According to Hornby (1995), vocabulary is a total number of words which (with rules of combining them) make up a language. Vocabulary is the main element for the students in the process of learning, mastering and using language. Hiebert (2005) states vocabulary is the knowledge of meaning of words. Students have to master vocabulary, so that they are able to use language.

The students who want to communicate to each other need vocabulary to express the ideas clearly. They should have an adequate vocabulary to be able to communicate. If they only have few words, they will get difficulties to communicate with others. Napa (1991) says that the more words students learn, the more ideas they should have, so they can communicate those ideas more effectively. The aim of learning vocabulary is to make students master, understand the meaning and also use vocabulary.

Suprapto (1999) states that vocabulary is a component of language containing information about the meaning and using words in language. If the students have

vocabulary they need, it is possible for them to communicate with other people.

Referring specifically to the statements above, it can be inferred that vocabulary is one of language elements which is important in English. By mastering vocabulary, the students are able to communicate in English. Vocabulary is set of words in English that used to communicate and express the ideas to other people. Without having a sufficient vocabulary, the students cannot communicate effectively or express their ideas clearly.

There are some types of vocabulary, Fries (1974) classified English words into four groups, as follows:

1. Content words are those which represent the name of object or thing that is noun (ball, field, winner, etc), action done by or with these things, that is verb (hit, kick, push, run, etc) and the qualities of these things that are adjective (fast, good, bad, heavy, etc) and adverb (quickly and slowly).

2. Function words are those which are used as a means of expressing relation of grammatical structure, such as conjunction (and, but, however, etc) article (a, an, the), and auxiliaries (do, does, did), etc.

3. Substitute words are those which represent to individual things or specific action as substitutes for whole form classes, that is indefinites articles (anybody, nobody, someone, somebody, etc)

4. Distributed words are those that are distributed in use according to grammatical matters as the presence or absence of negative, such as, any, either, neither, too, or yet.

The explanation below shows the classifications of types of content word:

1. Verb

Verbs are words that show an action or an event or being. Whatever we are doing can be expressed by using a verb. Harmer (1998) suggests that verb is a word (or group of words) which is used in describing an action, experience or state. Verb classified into three types such as:

a. Transitive verb is a verb that needs an object. Redman (1997) states that many phrasal verbs are transitive and need a direct object. Ex: catch, drive, eat, etc.

b. Intransitive verb is a verb that does not need an object. Redman (1997) states that some phrasal verbs are intransitive and do not need a direct object. Ex: cry, laugh, sleep, etc.

c. Auxiliary verb is a verb that helps another verb or the principle verb to express action or condition or state of being. Sargeant (2007) states that auxiliary, or helping verbs, are used before infinitives to add a different meaning. Ex: is, am, are, was, were, etc.

2. Adjective

Adjectives are words that used to explain noun by describing or identifying. Harmer (1998) suggests that adjective is a word that gives more information about a noun or pronoun. Cowan (2008) states that adjective describe the properties of an entity that a noun represents. Sargeant (2007) states that adjectives describe nouns and pronouns. They give you more information about people, places, and things. There are some types of adjective:

a. Qualitative adjective is used to explain the situation of things, people, place or animal. Such as; big, fat, far, brave, etc.

b. Quantitative adjective is used to describe quantity of things (how much) such as; much, little, a lot of, some, any , enough, etc.

c. Proper adjective is used to describe a person or thing with a certain name such as: Indonesian, Turkish, English and etc.

3. Noun

Nouns are the words which represent the name of objects or things. There are some kinds of noun:

a. Countable noun is the noun can be counted. Azar (2003) states that countable nouns can be counted with numbers, can be preceded by a/an in the singular, has a plural form ending in -sor –es. Ex: one pen, a cat, box, table, etc.

b. Uncountable noun is the noun can be not counted. Ex: milk, sugar, oil, etc. McCarty (1994) states that uncountable nouns are not normally used with a(n) or the plural, e.g. information, not an information or some information.

c. Singular noun is single noun. Sargeant (2007) states when you are talking about just one thing or person, use a singular noun. Ex: a car, a pen, an orange, etc.

d. Plural noun is noun which more than one. Seaton (2007) states that when you are talking about two or more people, animals, places, or things, use plural nouns. Ex: some books, many girls, two knives, etc.

In this research, the material of vocabulary was taken from the types of content word (verb, adjective and noun). Adverb was not used in the research, because it seemed not easy to be used in guessing game. In this research, the topic was particularly related to the profession. Profession is any type of work that needs a special training or a particular skill. The kinds of profession are a doctor, a bus driver, a fisherman, a farmer, etc. The researcher chose the topic "profession" because the researcher assumes that there were many Junior High School students

did not know about kinds of profession and it was difficult for them to memorize the words.

2.2. Vocabulary Mastery

Vocabulary learning is considered as a matter of memorizing long lists of English words as the target language. However, when the students look more closely at vocabulary, it is not only a matter of knowing the meaning of words but also they need to know more about the words that are acquired when they use the words in their speech. The students cannot do well in comprehension without a sufficient vocabulary. The definition is supported by Procter (2001), "mastery is learning or understanding something completely and having no difficulty in using it". The objective of the vocabulary mastery is to make the students have a good language proficiency in the language skills. It implies that vocabulary mastery is the competence or complete knowledge of a list or set of words that make up a language which might be used by students.

Referring specifically to the statements above, it can be inferred that vocabulary mastery is students having ability in understanding and using vocabulary. Vocabulary mastery itself is dealing with words and meaning. If the students learn more vocabulary, their language skill will be improved.

2.3 Teaching Vocabulary

Teaching vocabulary is one of important activities in learning a language, where the teacher has an important role to stimulate the students in learning vocabulary. Harmer (1997) states that teaching vocabulary is clearly more than just presenting new words. Furthermore, he states that teaching vocabulary is a part of the language teaching. It means that when a teacher teaches vocabulary to his students, he should know their characteristics so that he can choose a suitable

technique which makes the students enjoy and active in learning vocabulary in the classroom.

The teacher should look for better ways in teaching vocabulary so that it will be meaningful and useful to the students so they can find it easier to understand the words which are taught and also increase the vocabulary well. So, in teaching vocabulary, the teacher has responsibility to make the teaching and learning process successful. Allen & Vallete (1983) state that teaching vocabulary can be meaningful if the teacher can conduct the teaching process by combining the available technique of teaching. It is hoped that a good technique will be more enjoyable, interesting and motivating so that the students will not be bored in teaching and learning process.

Referring specifically to the statements above, it can be inferred that teaching vocabulary facilitates the students to master vocabulary and its meaning. The useful way in teaching vocabulary is to teach the meaning of words and how they are used. In teaching vocabulary the teaher should be able to select the appropriate techniques to teach vocabulary to students.

2.4 Notion of Game

A game is an activity that can be used as a teaching technique in order to make the lesson more enjoyable, interesting, and motivating. It is supported by Hornby (1995), "game is an activity that you do to have some fun". Games can make the students more focus in learning, because they do not feel that they are forced to learn and make them become more relax in learning. Moreover, Rodgers (1981) also states that the use of game can develop activities to make students forget that they are in the class that is to relax the students by engaging them in stress. This

means, games offer a variety of interesting activities in which the students may explore many enjoyable aspects of learning.

Referring specifically to the statements above, it can be inferred that this technique will make students learn vocabulary without realizing that they are learning. It is obviously that games motivate, encourage students in learning vocabulary actively and reduce their boredom. When games are used, the situations of classroom become alive and natural.

Hadfield (1999), he classifies language games into some types, they are:

a. Board game

Scrabble is one of the most popular board games that specifically highlight language.

b. Guessing game

Guessing game is similar variant on principle. The player with the information deliberately with holds it. While, others guess what it may be.

c. Information gap game

In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing. Information gap game can involve a oneway information gap, such as the drawing game just described, or a two-way information gap, in which each person has unique information.

d. Labeling game

These are a form of matching, in that participants match labels and pictures.

e. Role-plays game

Role play can involve students playing roles that they do not play in real life, such as doctor, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant. Drama is normally scripted performances, whereas in role plays and simulations, students come up with their own words, although preparation is often useful.

f. Searching game

This gameg is yet another variant on two-way information gap game, with everyone giving and seeking information. Find Someone Who is a well known example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g., someone who is a vegetarian. Students circulate, asking and answering questions to complete their own grid, and help classmates complete theirs.

g. Sorting, ordering, or arranging game

For example, students have a set of cards with different products on them, and they sort the cards into products found at a grocery store and products found at a department store.

From the types of game which have explained above, to obtain more sufficient results in teaching vocabulary, the researcher decided to apply guessing game as one of the techniques which was predicted to be good to reach the goals in teaching vocabulary. Guessing game is a game in which the aim is to guess the answer to a certain question or a problem. According to Klippel (1984), "The basic rule of guessing game is eminently simple;one person knows something that another one wants to find out". Based on definition above, it can be concluded that guessing game is a game in which person or participant knows something and

competes individually or in a team to identify or to find out the answer. One of the best known examples of guessing game is one person thinks of person, thing or animal and then the other participants can ask some Yes/No questions to find clues in order to guess who or what the person is thinking of. In this case, guessing game plays with many words as a clue in order to make an object guessable. Besides, the use of the words in context make players understand the meaning of unfamiliar words contextually.

Huyen and Khuat (2003) state that learning vocabulary through guessing game is one of effective and interesting ways that can be applied in any classrooms. They also state that guessing game has shown to have advantages and effectivenesses in learning vocabulary in various ways. The first, guessing game brings in relaxation and fun for students, thus helps them learn and retain new word more easily. The second, guessing game usually involves friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and to participate actively in the learning activities. The third, guessing game brings a real world content into the classroom, and enhances students' use of English in a flexible, communicative way. It will help them to get a new vocabulary and remind the previous vocabulary that they have already learned. So their vocabulary will stay longer in their mind.

Guessing game emphasizes the students working together upon the problem. As stated by Klippel (1984), guessing game is a game where the students in each group has to solve the problem by guessing. Each student is equally importance no matter their abilities, they try to listen to all viewpoints. Then, they finally try to consider the alternative solution of the problem.

Based on the statements above, it is clear that by applying guessing game in learning vocabulary, the teaching and learning will be more interesting, enjoyable, and motivating the students because it is the combination between language practice, fun and excitement. Besides that guessing game is liked by students. It will arouse considerable interest and encourage the students since guessing game is appropriate with the characteristics of Junior High School students who love a competitive activity and a group work because they have to work together to compete to each other.

2.5 Previous Research of Guessing Game

The researcher includes the related studies on guessing game in which have close relationship with this research. A previous research was done by Hidayat (2012) who conducted a research at the first year of Junior High School to find out the improvement of the students' vocabulary mastery by using guessing words technique. The finding showed that the use of guessing words could improve the students' vocabulary mastery at the grade seven of Islamic Junior High School of Ittihadul Muslimin Koto Gasib District Siak Sri Indrapura Regency. It also motivated the students to learn English seriously. As the result, the researcher will try to apply guessing game technique in increasing students' vocabulary mastery.

Purnata (2013) in his thesis entitled *"Teaching Vocabulary by Using Guessing Game to the Seventh Grade Students of SMP N 4 Pupuan"*. The result of the study showed that guessing game could improve the students' mastery in vocabulary and the students to be more motivated in studying English.

Another previous study was conducted by Siswahyudi (2016). He conducted a research at the first grade of TPHP SMKN 1 Prajekan. The result showed that there was the students' difference before and after using guessing game technique.

Before using guessing game, the students had a little vocabulary mastery and less motivation to study English. Then, after the teacher implemented the guessing game technique, the students showed that their vocabularies were increased.

The last research was conducted by Mendrofa (2016) in her thesis entitled *"Increasing the Students' Mastering Vocabulary through Guessing Game at the Eight Grade of SMP Negeri 2 Hiliserangkai"*. The result of the study showed that guessing game is a simply game in which to increase the students' motivation and vocabulary in teaching English. As the result, the researcher will try to apply guessing game technique to increase students' vocabulary mastery.

Regarding to the previous research above, the researcher initiates to find out whether guessing game can give a difference of the students' vocabulary mastery after they are taught through guessing game at the seventh grade of SMPN 10 Bandar Lampung and to find out what type of content word that improves the most among the other types of content word.

2.6 Guessing Game in Teaching Vocabulary

This game will be the activity that students naturally and universally engage in. Besides, it is possible to be applied since this game can be used individually or in a group, however according to McCallum (1980) "It is not an easy task to introduce guessing game into the classroom and many factors have to be taken into account". Teachers need to consider the number of students in the class, their ability to cooperate in a team, their language ability and the language level if they are willing to take part in the activity.

Moreover, naturally when the students play guessing game, they will try to win or to beat other teams for their team. They will be so competitive while playing since

they want to have a turn to play so they can get points and win the game. In the class, the students will participate in the activities.

Therefore, in a group, they will be more willing to ask questions, to communicate and to discuss with their group and think creatively about how to use correct vocabulary to achieve the goal. The competition in this game gives students a natural opportunity to work together and communicate in English to each other.

McCallum (1980) also states that there are some advantages and disadvantages of using guessing game in the classroom activity.

1. Advantages

The advantages of guessing game are:

a) It is used for learning some new materials or revising the old one. For example; vocabulary.

b) It is interesting and challenging in learning vocabulary.

c) It can be one of the highest motivating techniques in learning vocabulary.

d) It can be played in a pair or group. So that, the students have a chance to be more active in the teaching and learning process.

From the information above, it can be stated that guessing game will give many advantages in teaching and learning process.

2. Disadvantages

Besides the advantages, there are also some disadvantages in teaching vocabulary by using guessing game, they are:

a) It spends much time if the members of a group cannot guess the word quickly.

b) It needs enough and appropriate vocabulary to describe the words that they want to guess.

c) It sometimes can cause a lot of noise in the classroom. Students who are too noisy may interrupt a teacher and other students.

2.7 Theoretical Assumption

Vocabulary is one of language elements which is important in English. Students have to master vocabulary before mastering English. Vocabulary can be increased by using several techniques. One of them is through guessing game. By applying guessing game in teaching vocabulary, the researcher assumes that it will make students learn vocabulary without realizing that they are learning and will make students more interested and motivated because it is the combination between language practice and fun. The effects of guessing game can help them to get a new vocabulary and remind the previous vocabulary that they have already learned. So, their vocabulary will stay longer in their mind.

Naturally, when the students play guessing game, they will try to win and beat other groups. They will be so competitive while playing since they want to have a turn to play so they can get points and win the game. It is hoped by applying this technique, the students will be interested in learning vocabulary and their vocabulary can be increased. In this case, the researcher assumes that noun is the type of content word that improves the most after they are taught through guessing game. The reason is because the students who are taught through guessing game get a highest improvement in noun than the other types of content word. Then, the students also find nouns are easy to be developed by using guessing game.

2.8 Hypotheses

Hypotheses is defined as the provisional answer toward the research problems or research questions. This study is to answer some questions, such as "Is there any difference of the students' vocabulary mastery after they are taught through

guessing game ?, which type of content word that improves the most after they are taught through guessing game ?, Is there any difference of the students' vocabulary mastery after they are taught through guessing game in terms of noun ?, Is there any difference of the students' vocabulary mastery after they are taught through guessing game in terms of verb ?, Is there any difference of the students' vocabulary mastery after they are taught through guessing game in terms of adjective ?".

Concerning to the theories and the assumption above, the hyphotheses can be formulated as a follows :

1. There is a difference of the students' vocabulary mastery after they are taught through guessing game.

2. Noun is the type of content word that improves the most after they are taught through guessing game.

3. There is a difference of the students' vocabulary mastery after they are taught through guessing game in terms of noun.

4. There is a difference of the students' vocabulary mastery after they are taught through guessing game in terms of verb.

5. There is a difference of the students' vocabulary mastery after they are taught through guessing game in terms of adjective.

This chapter has discussed frame about notion of vocabulary, vocabulary mastery, teaching vocabulary, notion of game, previous research of guessing game, guessing game in teaching vocabulary, theoretical assumption and hypotheses.

III.   RESEARCH METHOD

This chapter will discuss about research design, variables, data source, instruments, research procedure, scoring system, data analysis and hypotheses testing.

3.1 Research Design

In this sub chapter, the researcher will explain about the research design that is used in this research.

The researcher used a quantitative research in this study. According to Mujis (2004), a quantitative research is about explaining phenomenon by collecting quantitative data which are analyzed using mathematically based on methods. The researcher used *one group pretest-posttest design*. In this research, the researcher did two observations, before experiment and after experiment. The test before experiment is called pre-test (T1) and the test after experiment is called post-test (T2). In the middle of pre–test and post-test, the researcher gave the treatments to students by using guessing game in the class. Then, at the end of the treatments the researcher administered the result of pre-test and post-test score to find out whether there is a difference of students' vocabulary mastery at the seventh grade of SMPN 10 Bandar Lampung after they are taught through guessing game.

The research design was described as follows:

T1 X T2

Where:

T1: pre-test

T2: post-test

X : treatments (teaching vocabulary through guessing game)

(Setiyadi, 2006)

3.2 Variables

In this sub chapter, the reseacher will explain about variables in this research.

There are two kinds of variable. They are dependent variable and independent variable. Dependent variable is a variable that the researcher observes and measures to determine the effect of the independent variable. Independent variable is the major variable that a researcher hopes to investigate. This research consists of the following variables:

1. Students' vocabulary mastery is as dependent variable (Y), because this variable is observed and measured to determine the effect of independent variable.

2. Guessing game is as independent variable (X), because this variable can influence or have effects to the dependent variable.

In conclusion, there are two variables in this research. They are students' vocabulary mastery is as dependent variable (Y) and guessing game is as independent variable (X).

3.3 Data Source

In this sub chapter, the researcher will explain the population and sample that is used in this research.

This study had conducted at the seventh grade students of SMPN 10 Bandar Lampung. The researcher chose the seventh grade because the researcher assumes that it is good for students to learn vocabulary since they are in the seventh grade so that they focused on enriching their vocabulary before getting more complex materials in the eighth and ninth grade and it is appropriate with the Basic Competence that the researcher took. There are eleven classes at the seventh grade of SMPN 10 Bandar Lampung. The researcher only used one class as an expimental class to be sample. In this research, the researcher used a lottery technique to choose the experimental class. The researcher chose the experimental class randomly that was VII B which consists of 30 students. The steps of using a lottery technique was the name of eleven classes was written on a small paper given the code number. Then, one of the papers took randomly to be the sample of the research. By doing so, all classes got the same chance to be sample and avoided the subjectivity in this research.

3.4 Instruments

In this sub chapter, the researcher will explain the instrument that was used in this research.

The instrument that the researcher used for collecting data was a vocabulary test. The kind of test was multiple choice items. The number of items in the try-out test was 80 items with time allocation of 40 minutes. While, the number of items in the pre-test and post-test was 50 items with time allocation of 25 minutes. The data of the research were the students` vocabulary score of profession before and after the treatments.

According to Melchor (2013), a four response multiple choice test item that asks for an answer regarding a term, fact, definition, rule or principle (knowledge level item) takes 30 seconds. This means that each multiple choice question should be answered in 30 seconds by the students. In collecting the data, the researcher used the following procedures:

3.4.1 Pre-Test

The pre-test was conducted to students before they got treatments. It was done in order to know how far the students had mastered the vocabulary before they were taught through guessing game. The test used by the researcher was an objective test in the form of multiple choices. The number of items in the test was 50 items and each item had four option of answers (a, b, c, d). The time allocation was 25 minutes. The result of pre-test was compared with the post-test to find out the increse of the students' vocabulary mastery.

3.4.2 Treatments

After giving pre-test, the researcher gave three treatments to students by using guessing game based on the lesson plans which were prepared. In order to know whether it can improve students' vocabulary mastery or not. Each treatment was for 2x40 minutes.

3.4.3 Post-Test

The post-test was administered to students after they got the treatments. It was done in order to know how far the students had mastered vocabulary after they were taught through guessing game. Similar to the pre-test, in the post-test the researcher also used an objective test in form of multiple choices. The questions were the same as the pre-test. But, the researcher changed the order of the questions in order that the students did not not only memorize or remember the order of the answers for each question but also they could really understand the

questions. The post-test consisted of 50 items and each item had four options of answer (a, b, c, d). The time allocation was 25 minutes. The post-test had the same difficulty and the scoring system as the pre-test.

3.4.4 Try-Out Test

The try-out test was needed to be done to find out whether the test had a good quality or not. The test is said having a good quality if it has a good validity, reliability, level of difficulty, and discrimination power. The try-out test consisted of 80 items and each item had four options of answer (a, b, c, d). The time allocation was 40 minutes.

> ➤ **Validity**

Hatch and Farhady (1982) claim that a test is considered valid if the test measures the object to be measured and suitable with the criterion. They claim that there are two basic types of validity: content validity and construct validity.

Content validity referred to the extended to which a test measures a representative sample of the subject matter contents, the focus of the content validity is adequacy of the sample and simply on the appearance of the test (Hatch & Farhady, 1982). In other words, the material given is suitable with the curriculum. In this case, the researcher used vocabulary that was supposed to be comprehended by seventh grade students which was based on the 2013 English Curriculum for Junior High School. The researcher took Basic Competence of 3.10 (understanding social functions, generic structures, and language features of descriptive text by stating and asking about descriptions of person, animal, and thing) and 4.12 (catching meanings of descriptive text in oral and written form, very short and simple). Besides, the researcher used Table of specification to judge the content validity of vocabulary test concerning types of content word. The content validity of pre-test and post-test was presented in the Table of specification below:

Table 1. **Specification of Pre-Test**

No	Vocabulary Mastery	Number of Item	Items Number
1	Noun	1,9,12,14,20,21,22,23,28,29,32,34,35,36,38,40,41, 44,45,47	20
2	Verb	2,3,4,5,6,7,8,13,15,16,24,27,39,42,50	15
3	Adjective	10,11,17,18,19,25,26,30,31,33,37,43,46,48,49	15
Total		**50**	**50**

Table 2. Specification of Post-Test

No	Vocabulary Mastery	Number of Item	Items Number
1	Noun	4,5,6,7,8,13,18,19,24,26,27,30,31,39,40,43,44,45, 47,49	20
2	Verb	1,9,10,11,12,17,21,22,23,25,28,32,33,38,50	15
3	Adjective	2,3,14,15,16,20,29,34,35,36,37,41,42,46,48	15
Total		**50**	**50**

Construct validity is concerned whether the test is actually in line with the theory or not (Shohamy, 1985). The researcher can conclude that construct validity is to measure the consistency of the test and the theory used. According to Hughes (1989), a test, part of test, or a testing technique is said to have construct validity. It can be demonstrated that it measures just the ability which it is supposed to measure. In this research, the researcher measures the students' vocabulary mastery by using multiple choice test. In that test, the students are asked to answer the questions related to vocabulary in terms of content words. The scoring criterion is also based on the vocabulary theory. To fulfill the construct validity of vocabulary test, the researcher conducted close-ended questionnaire as expert's judgement. It purposed to make sure whether the test given by the researcher was in accordance with the theory of vocabulary or not. The expert is Dr. Muhammad Sukirlan, M.A. as one of English Lecturers in Lampung University. The construct validity of the test was presented in the Table of specification below.

Table 3. Specification of Construct Validity of the Test

No	Questions	Yes	No
1	Do items of 4,5,6,7,8,13,18,19,24,26,27,30,31,39,40,43,44,45,47,49 measure noun types?	√	
2	Do items of 1,9,10,11,12,17,21,22,23,25,28,32,33,38,50 measure verb types?	√	
3	Do items of 2,3,14,15,16,20,29,34,35,36,37,41,42,46,48 measure adjective types?	√	
4	Do items of the test measure the meaning of words?	√	
5	Do items of the test measure the form of words?	√	
6	Do items of the test measure the use of words?	√	

> **Reliability**

Reliability is a consistency of measurement or how far that measurement can be measured the similar subjects in different time but show the same result (Setiyadi, 2006). To find out and estimate the reliability of the test in this research, split-half technique was used. Split-half means a measure of consistency where the items are divided into two groups, it is odd group and even group. Then, calculating the correlation between the two total scores. To measure the coefficient of the reliability between odd and even group. This research used the Pearson Product Moment Formula (Arikunto, 1997), as follows:

$$r_{xy} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where:

rxy   *:* The coefficient of reliability between odd and even group
n   : Number of students who follow the test
∑X   : Total score of odd number
∑Y   : Total score of even number
∑x2   : Total square of x (total score of odd number)
∑y2   : Total square of y (total score of odd number)
∑xy   : Total score of odd and even number

(Arikunto, 1997)

Then the researcher uses "Spearmen Brown's Prophecy Formula" (Hatch and Farhady, 1982) to know the coefficient correlation of whole items. The formula was as follows:

$$rk = \frac{2rl}{1+rl}$$

Where:

rk : The reliability of the test
rl : The reliability of half test

The criterion of reliability are:

0.90- 1.00 : High
0.50- 0.89 : Moderate
0.0 - 0.49 : Low

(Hatch and Farhady, 1982)

From the result of analysis, the researcher prepared 80 items as the try-out test in form of multiple choices. The students were given 40 minutes to finish the try-out test. The reliability was analyzed by using Spearmen Brown's Prophecy formula. The test was categorized reliable if the reliability test reaches 0.50. The result shows that the reliability of this test is 0.95 (See Appendix 6). Based on the criterion of reliability, this test had a high reliability (range 0.90-1.00). It means that this instrument would produce consistent result when it was administered under the similar condition to the same participant in different time (Hatch and Farhady, 1982).

➢ **Level of Difficulty**

Level of difficulty is used to classify the test items into difficult items and easy ones. The items should be not too easy or too difficult for the students. In order to see the difficulty of level, researcher used the following formula:

$$LD = \frac{U+L}{N}$$

Where:

LD : Level of difficulty
U : The number of the students who answer correctly
L : The proportion of lower group students
N : The total number of the students

The criterion are:

< 0.30   : Difficult
0.30 – 0.70 : Average
> 0.70   : Easy

(Shohamy, 1985)

The level of difficulty of this instrument was analyzed well. After analyzing the data, the researcher obtained 50 items were good with the criterion 0.30-0.70 (average) and 30 items were bad and should be dropped. So, the researcher took 50 items as the instrument for the pre-test and post-test (See Appendix 7). Referring to the result of the analysis, this test fulfilled the criterion of the level of difficulty.

> **Discrimination Power**

Discrimination power referred to the extent to which the items are able to differentiate between high and low level students on the test. To see the discrimination power, the researcher used the following formula:

$$\text{DP} = \frac{U - L}{\frac{1}{2}N}$$

Where:

DP : Discrimination power
U : The proportion of upper group students
L : The proportion of lower group students
N : Total number of students

The criterion are:

DP: 0.00-0.19 : Poor
DP: 0.20-0.39 : Satisfactory
DP: 0.40-0.69 : Good

DP: 0.70-1.00 : Excellent
DP: -(negative): Bad items, should be omitted

Discrimination power was used to know whether the test items are able to differentiate students' ability. From the result of analysis, there were 30 items less than 0.20 (<0.20). It indicates that the items were poor or bad and could not differentiate the upper and lower students well. Furthermore, it was found that 2 items scored 0.20-0.40 which were categorized as satisfactory items, 46 items scored 0.41-0.70 that were categorized as good items and 2 items which were categorized as excellent items. So, 30 items less than 0.21 were omitted and 50 items (satisfactory items, good items and excellent items) were used in this research as the instrument for the pre-test and post-test (See Appendix 7).

3.5 Research Procedures

In collecting the data, this research used these following steps to get the good result of this research.

1. Determining the research problems

   The problems of the research were determined based on the interviewed with an English teacher in SMPN 10 Bandar Lampung. The research problems could be seen in the background of Chapter I.

2. Determining the sample of the research

   The sample of the research was selected by using random sampling technique, which used a lottery technique. The researcher took one of eleven classes at the seventh grade of SMPN 10 Bandar Lampung.

3. Constructing instruments of the research

   This research used try-out test, pre-test and post-test for vocabulary test. It focused on vocabulary, which was classified into types of content word (noun, verb, and adjective).

4. Administering try-out test

The try-out test was administered to choose which items that should be presented in the pre-test and post-test. The try-out consisted of 80 items and each item had four options of answer (a, b, c, d). The time allocation was 40 minutes.

5. Administering the pre-test

The pre-test was given to find out the students' vocabulary mastery before they were taught through guessing game. The test consisted of 50 multiple choice items. It had four options of answer (a, b, c, and d). The time allocation was 25 minutes.

6. Conducting the treatments

After giving the pre-test to the students, the researcher was conducted the treatments for three times by guessing game. The treatment was conducted in 2x40 minutes.

7. Administering the post-test

The post-test was given to find out the students' vocabulary mastery after they were taught through guessing game. The test consisted of 50 multiple choice items which were similar to the items in pre-test. It had four options of answer (a, b, c, and d). The questions were the same as the pre-test. But, the researcher changed the order of the questions. The time allocation was 25 minutes.

8. Analyzing the data

The data from pre-test and post-test were analyzed by using SPSS (Statistical Package for Social Sciences) 16.0 for Windows to find out whether there was a difference of the students' vocabulary mastery after they were taught through guessing game or not.

In short, there are some steps of research procedure in this research, starting from determining the research problems, determining the sample of the research, constructing instruments of the research, administering try-out test, administering the pre-test, conducting the treatment, administering the post-test and analyzing the data.

3.6 Scoring System

In scoring students result of the test, this research used Arikunto's formula. The highest possible score is 100. The scores of pre-test and post-test were calculated by using formula, as follows:

$$S = \frac{R}{N} \, 100$$

Where:

S : The score of the test
R : The right answer
N : The total items

(Arikunto, 1997)

3.7 Data Analysis

In this sub chapter, the researcher will explain about data analysis that is used in this research.

After conducting pre-test and post-test, the researcher analyzed the data in order to know whether there was a difference of the students' vocabulary mastery after they were taught through guessing game. The researcher analyzed the students' vocabulary mastery by doing these activities:

1. Scoring the pre-test and post-test.

2. Tabulating the score of the student's vocabulary test results using Repeated measures t-test.

3. Drawing conclusion from the tabulated result of administering the pre-test, that is statistically analyzed by using SPSS (statistical Program for Social

Sciences) in order to see the difference between the score of pre-test and post-test, in which the significance was determined by p<0.05.

3.8 Hypotheses Testing

The hypotheses testing was used to find out whether the hypotheses proposed in this research was accepted or not. The hypotheses of this research was as follows:

1. H_1: There was a difference of the students' vocabulary mastery after they were taught through guessing game.

2. H_1 : Noun was the type of content word that improves the most after they were taught through guessing game.

3. H_1 : There was a difference of the students' vocabulary mastery after they are taught through guessing game in terms of noun.

4. H_1 : There was a difference of the students' vocabulary mastery after they are taught through guessing game in terms of verb.

5. H_1 : There was a difference of the students' vocabulary mastery after they are taught through guessing game in terms of adjective.

This chapter has discussed about research design, variables, data source, instruments, research procedure, scoring system, data analysis and hypotheses testing.

V. CONCLUSION AND SUGGESTIONS

This chapter will discuss about conclusion and suggestions of the research. The suggestions are proposed for teachers and for other researchers who are going to conduct the closely-related research.

5.1 Conclusion

Having conducting the research at the seventh grade of SMPN 10 Bandar Lampung and analyzing the data, the researcher draws the conclusions, as follows:

1. There was a difference of the students' vocabulary mastery after they were taught through guessing game at the seventh grade of SMPN 10 Bandar Lampung. It can be seen from the result of the hypotheses testing which shows that the significant level of $p<0.05$ (p=.000), t-value (9.765) was higher than t-table (2.045). The students' mean score in the pre-test is 63.27 increased to 77.73 in the post-test, so the gain is 14.46. It means that there was an increase between the students' mean score in the pre-test to post-test. It can be concluded that guessing game can be used to improve students' vocabulary mastery. It happened because guessing game helped students to learn and get new words easier.

2. The highest improvement is noun followed by adjective and verb. It shows from the result of this research. The researcher found that the

improvement score of each type of content word, adjective improved from 18.20 to 22.80, noun improved from 18.95 to 24.00 and the last verb improved 19.80 to 22.93. Noun is the type of content word that improved the most because the students found that nouns were easy to be developed by using guessing game.

3. There was a difference of the students' vocabulary mastery after they were taught through guessing game in terms of noun. It can be seen from the result of the hypotheses testing which shows that the significant level of $p<0.05$ (p=.000), t-value (6.941) was higher than t-table (2.045). It can be concluded that guessing game can be used to improve students' vocabulary mastery in terms of noun.

4. There was a difference of the students' vocabulary mastery after they were taught through guessing game in terms of verb. It can be seen from the result of the hypotheses testing which shows that the significant level of $p<0.05$ (p=.000), t-value (4.001) was higher than t-table (2.045). It can be concluded that guessing game can be used to improve students' vocabulary mastery in terms of verb.

5. There was a difference of the students' vocabulary mastery after they were taught through guessing game in terms of adjective. It can be seen from the result of the hypotheses testing which shows that the significant level of $p<0.05$ (p=.002), t-value (3.434) was higher than t-table (2.045). It can be concluded that guessing game can be used to improve students' vocabulary mastery in terms of adjective.

5.2 Suggestions

Based on the conclusions above, the researcher proposes some suggestions which are described as follows:

5.2.1. For English Teachers

1. English teachers are recommended to implement guessing game in improving students' vocabulary mastery. Through guessing game, the students are given the chance to guess the words from the other groups and it will attract the students in learning new vocabulary.

2. Verb was the lowest achievement among the other types of content word. For this reason, the teachers should apply another alternative strategy to improve this type of content word.

3. It was found that mispronunciation was still occurred when the students tried to guess the word. To overcome this problem, the teacher should give correction to all of the students who make mistakes in pronuncing the words.

4. There were some students who were still confused about the rules of game. To overcome this problem, the teacher should explain how to play guessing game by showing a video recorder.

5.2.1. For Future Researchers

1. This study was conducted in Junior High School level. Therefore, the future researchers can try to find out the effect of using guessing game in different level.

2. Hopefully, the future researchers use a different research design to improve students' vocabulary mastery through guessing game.

3. The students scores were still low in verb. Thus, the future researcher is suggested to find out alternative strategy to improve students' vocabulary mastery in terms of verb.

4. The researcher suggests and supports to the future researchers to use this technique not only in learning vocabulary but also in English learning skills such as listening, speaking, reading, and writing.

This chapter has discussed about conclusion and suggestions of the research.

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