THE EFFECT OF USING GUESS THE WORD GAME IN VOCABULARY LEARNING AT THE FIRST GRADE OF JUNIOR HIGH SCHOOL 6 TERBANGGI BESAR

(Undergraduate Thesis)

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ABSTRACT

THE EFFECT OF USING GUESS THE WORD GAME IN VOCABULARY LEARNING AT THE FIRST GRADE OF JUNIOR HIGH SCHOOL 6 TERBANGGI BESAR

By
Riska Eka Wahyuni

This research was done with the objective to find whether there is a significant difference on students' vocabulary understanding after being taught by using Guess The Word game. The population of this research was the first grade students of SMP Negeri 6 Terbanggi Besar in the academic year 2022/2023. The sample was class VIIB which consisted of 28 students. The method of this research was pre-experimental design which is the One Group Pre-Test and Post-Test design. The researcher used vocabulary test consisted 30 question pre-test post-test. The researcher used SPSS and Microsoft Excel to analyze the data after those data has been collected. The result showed that there is significant difference on students vocabulary understanding after being taught by using Guess The Word game. The increase from the mean score was 14 where the Post-test was 75,3, while the Pre-test was 60,7.

Keywords : Guess The Word Game, Vocabulary

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By:

Riska Eka Wahyuni

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2023

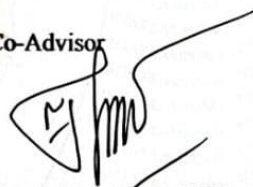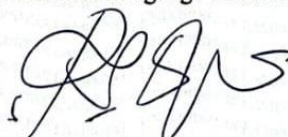|	
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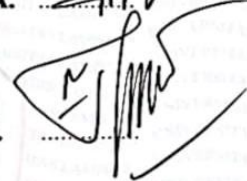**ADMITTED BY**

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Judul Skripsi   : The Effect of Using Guess The Word Game in
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis 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, 16 November 2023

Yang membuat pernyataan,

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CURRICULUM VITAE

This research was written by Riska Eka Wahyuni, she was born in Nambah Dadi, Central Lampung May 1st 2001. She is the first child of Suranto and Suminah. She has 2 siblings, they are: Rafelia Dwi Cahyani and Raya Gilsya.

She began her very first education at TK PKK Nambah Dadi, Central Lampung and continued her study at SD Negeri 4 Nambah Dadi, Central Lampung. After finish her education in Elementary School, she continued her study at SMP Negeri 1 Terbanggi Besar, Central Lampung. Then, she continued her study at SMA Negeri 1 Seputih Mataram, Central Lampung and graduated in 2019.

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DEDICATION

This script is dedicated to:

My precious Family: mother, father, sisters

My honorable lecturers in English Education Study Program

My gorgeous friends in English Department 2019

My Almamater, Lampung University

MOTTO

"Allah never changes the condition of people unless they strive to change

themselves"

(QS. Ar-Ra'd : 11)

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CHAPTER I

INTRODUCTION

This chapter present the research foundation which consists background of the research, research question, objective and significances of the research, scope of the research, and definition of key terms.

1.1. Background of The Research

Language is used to communicate with the other people in daily activity. Human can not communicate to each other without using language, because it is one of the communication tools that used by people in general. Human can use language to convey messages or to express ideas through oral, written, or signal languages. Condillac (1975), a philosopher of the French nation found the language comes from the shouts and gestures bodies that are instinct awakened by a strong feeling or emotion. Then shouts turned into sounds meaningful, and that gradually getting longer and complicated.

The function of language is a tool of social interaction, in the sense of a tool for convey thoughts, ideas, concepts, or also the feeling (Chaer, 1995). Wardhaugh (1972), an expert in sociolinguistics also states that function of language is as a tool of human communication, both oral and written.

Learning is the process of interaction of teachers and students, that the aims to make the students get the knowledge, mastering skills and character, as well as

the formation of attitudes and beliefs in students. Slameto (1995:2) states that learning is a process of one's efforts to acquire a new behavior changes as a whole, as a result of his own experience in interaction with their environment.

Learning English is essentially learning communication (Yamin, 2017:82). In English there are four types of skill that is listening, speaking, reading and writing. The four skills are important to master when we want to learn English. To be able to use English, students have to know English vocabulary before they are introduced to other English aspects: grammar and pronunciation as Wilkins in Thornbury (2002: 13) notes "without grammar very little can be conveyed, without vocabulary has become the most important thing for English students".

Vocabulary is one of the linguistic features which influences English skills. Learning vocabulary is important to make students able to use English skills. Wallace (1989) states that 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.

In junior high school especially in the seventh grade, English is officially taught. Students are required to understand the English text whether written or spoken text as the tool of communication. In fact, students often lack skills to learn vocabulary. Because of that, English teachers of junior middle schools have to pay much more attention to look for proper teaching methods to organize their classes. Moreover, vocabulary will help the students to obtain the idea so the message can be achieved as well. In other word, students should know and master the vocabulary well to understand the written or spoken text.

However, it is not easy to expand vocabulary. The students are requested to use their words in daily life things such as conversation and writing diary etc. In term of English learning as a foreign language, many students are confused about using vocabulary for their English. The researcher had interview with students of SMPN 6 Terbanggi Besar about what that made learning English is difficult. The students generally said that they did not know the meaning of the words because it is difficult to memorize English vocabulary and they did not pay attention to use the vocabulary that the teacher taught in daily life or in the class. The researcher also found that the students were losing focus and attention to English. Because of those activities, the students became not interested and the teacher was losing students' attention. Accordingly, she found that the main problems in teaching vocabulary were the technique and the media which were used have less variation. Besides that, the students will have difficulties to improve their vocabulary.

Therefore, teachers have to support students' learning with a good teaching system and create a good environment that helps students to practice their language skills based on their level. It means that teacher has to pay attention to the students' learning and interest, not to limit teaching only in the classroom, from some existing teaching media such as a flash card, charts, real object, picture, and game.

Wright *et al.* (1984) states that games help and encourage many learners to sustain their interest and work. Games also helps the teacher to create contexts in which language is useful and meaningful. Games will make the learners fun in studying because they will enjoy studying and will help students to improve their motivation in learning English. He also stated that the students have to take apart,

understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

There are many kinds of game to teach vocabulary to students. One of them is through guessing game. It is the one of many instructional games that the object is to guess some kind of information, such as a word, a title, and 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. Topic and material of vocabulary that be used can be varied to the material such as animal, sport, movies, and others.

There are some previous research had been used guessing the word as media of learning vocabulary, the first research was done by Hasanah *et al*. (2022) in her research entitled "*The Effect of Guessing Game on Students' Vocabulary Knowledge*". The result showed that the students significantly affected on the use of guessing game on students' vocabulary knowledge in the seventh grade of a state Islamic Junior High school. The second research was done by Rifa'i *et al.* (2022) with the tittle "*Improving Students' Vocabulary Using Guessing Word Game at Seventh Grade of MTs. Darul Falah Cepu*". The result showed that the use of guessing game can improve the students' vocabulary skills and student interest of English lesson.

Based on the reason above, the researcher would like to apply the guessing game that may help student enhance their vocabulary achievement. The researcher decides to conduct the research entitled "*The Effect of Using Guess The Word Game In Learning Vocabulary at Junior High School*" to know the significant difference

on students' vocabulary understanding after being taught by using guess the word game.

1.2. Research Question

Based on the background above, the problem of this research are being formulated in the following questions:

1. Is there any significant difference on students' understanding of vocabulary after being taught by using Guess The Word game?

1.3. Objective of The Research

1. To know the significant difference on students' understanding of vocabulary after being taught by using Guess The Word game.

1.4. Significances of The Research

In this research, the researcher expects usefulness of research both theoretically and pratically as follows:

1. **Theoretically** this research gives reliable reference for secondary teachers about the use of Guess The Word game in learning English vocabulary.

2. **Practically,** the researcher gives an experience and real sample to the other researcher and the reader in the way of Guess The Word game to learn English vocabulary. And the findings of this research would be expected for all teachers and learners in order that they are able to understand and implemented the use of Guess The Word game in learning English vocabulary.

1.5. Scope of The Research

This research aims to investigate the effect of using Guess The Word game in vocabulary learning with the limited problems above. The learning material is about descriptions of animals which contained in English syllabus for Junior High School. This research involved a Junior High School in Terbanggi Besar, SMP Negeri 6 Terbanggi Besar. The research subject is VII-B students which consists of 28 students in academic year 2022/2023.

1.6. Definition of Key Term

In order to avoid misunderstanding from the side of the readers after reading this research, it is important to define some terms concerning the research. The terms are as follows:

1. Guess The Word

   An activities to try the answer of question that given some clues that connected with the vocabulary

2. Game

   An activities with the goal of fun, leisure of time, or light exercise.

3. Vocabulary

   Vocabulary is a collection or list of words.

4. Effect

   Effect is consequence or result of a cause or action.

CHAPTER II

LITERATURE REVIEW

This chapter presents the concept of vocabulary and games. It includes kind of vocabulary, teaching vocabulary, the principle of teaching vocabulary, technique of teaching vocabulary, kind of games, type of games in language learning, teaching vocabulary with Guess The Word game, and the review of previous study.

2.1. Vocabulary

Vocabulary is total number of words in a language as Oxford Advanced Learner's Dictionary (2000). As vocabulary becomes the key aspect in learning language, it should be introduced through interesting ways. Learners feelings toward learning process will influence their achievement, that is include in line with that Lewis and Hill (1998) state that students will not achieve success in learning unless they enjoy the process.

2.2. Types of Vocabulary

Harmer (2007) states that there are two types of vocabulary:

a. Active Vocabulary (Productive Vocabulary)

Productive vocabulary is the vocabulary that a person uses all the time to write or speak. These words are frequently used and well-known.

b. Passive Vocabulary (Receptive Vocabulary)

Receptive vocabulary is a collection of vocabulary that students do not have, but its meaning can be understood when they listen or read. These words are often unfamiliar to students and rarely used.

Fries (1974:45) classifies English vocabulary or words into four types, they are:

1. Content words

   Content words represent the name of objects or things, that is concrete noun (book, chair, pen, etc.), an action that is verb (swim, sit, fly, etc.), the qualities of these things, that is adjective (big, strong, sharp, etc.) and adverb (now, tomorrow, yesterday, etc.).

   Here are some examples of content words in sentences.

   a) She puts her bag on the *chair*. (noun)

   b) He doesn't *swim* well. (verb)

   c) The rope is very *strong*. (adjective)

   d) I went to the gym *yesterday*. (adverb)

2. Function words

   Function words are words which are used as a means of expressing relation grammar and structure. Function words include determiners for example, (which, this, that, each, much, some, many, etc.), conjunctions (and, but, or, because, after, etc.), prepositions (in, at, on, by, during, until, etc.), pronouns (I, you, they, him, her, them, etc.), auxiliary verbs (are, be, have, has, do, etc.), modals (can, may, could, etc.), and quantifiers (few, many, etc.).

   Here are some examples of function words in sentences.

   1) I bought *some* apples and mangoes. (determiner)

2) I like cooking and eating, *but* I don't like washing dishes afterward. (conjunction)

3) They were sitting *by* the tree. (preposition)

4) *Her* aunt will be vacating next week. (pronoun)

5) She *has* finished her homework. (auxiliary verbs)

6) He *can* speak several languages. (modal)

7) I have a few coins. (quantifier)

3. Subtitute words

Subtitute words are words which represent the individual things or specific action as subtitutes for whole form classes of words. In other words, subtituted words are indifinite pronouns such as anybody, anyone, anything, everybody, someone, nobody, nothing, etc.. As in, (1) "*There is nothing to eat*.", (2) "*Someone is sleeping in my bed.*"

4. Distributed words

Distributed words, those are words or phrases that are used to refer individual members of a group or to distribute an action such as either, neither, both, etc. As in, (1) "*Both of us decided to buy that car.*" (2) "*Neither of the cakes was chocolate.*"

Based on the statements above, vocabulary has some types on the purpose. This research focuses on the content word because content words are appropriate with the material on the syllabus and it has various parts such as noun, verb, adjective, and adverb which were important to be mastered in learning vocabulary.

2.2.1. Content Word

Content words are a useful one in analyzing vocabulary. Based on words classification by Fries (1974:45), content words represent the name of subject or things, that is called noun (book, chair and pen), action done by with these things, that is called verb (swim, sit and fly), the qualities of these things, that is adjective (big, strong and sharp), and the word that adds more information about place, time, manner, that is called adverb (morning and at school). The followings are the further explanation of kinds of content words:

1. **Nouns**

Nouns are sometimes have been defined in terms of the grammatical categories to which they are subject. Such definitions tend to be language-specific, since nouns do not have the same categories in all languages. In line with this statement, Macfadyen (2007:2) says that a noun is a word used to name a person, animal, place, thing, and abstract idea. However this type of definition has been criticized by contemporary linguists as being uninformative. Nouns also can be identified by using our five senses. For example: there are table, chair and book in that room. For further explanation, Macfadyen (2007:2) says that noun can be classified into six types:

a. Concrete noun is a noun that names anything (or anyone) that can be perceived through physical sense. Concrete noun (book) such as in *"There is a book on the table."*

b. Abstract noun is usually the name of quality, state, or action.

    1) Quality, for example: goodness, kindness, darkness and brightness, honesty, wisdom and bravery. As in: *"The brightness of the sunshine*

made me squint after an afternoon spent in a darkened movie theater.”

2) State, such as: childhood, boyhood, youth, health, sickness, death and life. As in: *“With age and experience comes wisdom.”*

3) Action, for example: laughter, movement, judgment, struggle, fight, flight and treatment. As in: *“Your judgement of the situation is not a very good one.”*

c. A proper noun is a name applied to specific persons, place or things. Proper noun begins with capital letters, such as: Mr. Brown and Jakarta. As in: (1) *“Mr. Brown is an English lecturer in my college.”,* (2) *“Jakarta is the capital city of Indonesia.”*

d. Countable noun (count noun) is a noun with both a singular or plural form, and it names anything (or anyone) that can count. For example: chair and book. As in: (1) *“There are two chairs in this room.”,* (2) *“I have a table in my bedroom.”*

e. Non-countable noun is a noun which does not have a plural form and which refers to something that could not count as usual. A non-countable noun always takes a singular verb in sentence. The example of noncountable noun are sugar and sand, as in (1) *“I need some sugar for a cup of my coffee.”,* (2) *“He makes a sand palace in the beach.”*

f. Collective noun is the name of group of person, things, or animals taken together and spoken of as one whole. The examples of collective nouns are committee and class. As in (1) *“The school committee held a meeting today.”,* (2) *“That class is very noisy.”*

2. Verbs

In many languages, verbs are inflected (modified in form) to encode tense, aspect, mood, and voice. A verb may also agree with the person, gender, and/or number of some its arguments, such as its subject, or object. Verbs have a role to express actions or activities that subject of a sentence has (Macfadyen, 2007:6). Verbs have tenses: present, to indicate that an action is being carried out; past, to indicate that an action has been done; future, to indicate that an action will be done. Example: "Ana goes to school." Further, The followings are the several types of verbs based on Ginger (2016:35):

a. Action verbs express specific actions, and are used any time you want to show action or discuss someone doing something. As in: *"Andra kicks the ball."*

b. Transitive verbs are action verbs that always express double activities. These verbs always have direct objects, meaning someone or something receives the action of the verb. As in: *"Johariaz writes a letter for his wife."*

c. Intransitive verbs are action verbs that always express doable activities. These verbs always have no direct objects, meaning someone or something receives the action of the verb. As in: *"The train arrives at 3 p.m."*

d. Irregular verbs are those that do not take the regular spelling patterns of past simple and past participle verbs. As in: *"Anna ate a piece of cake yesterday."*

e. Regular verbs are those that take the regular spelling patterns of past simple and past participle verbs. As in: *"Annandhi cooked a plate of fried rice yesterday."*

3. Adjectives

Adjective is a "describing word", which is to qualify a noun or noun phrase, giving more information about the object signified. Harmer (2004:37) defines that an adjective is a word that gives more information about a noun or pronoun. An adjective is a word that indicates a quality of the person or thing referred by noun.

There are eleven types of adjectives (Khamying,2007:20):

a) Descriptive adjectives are used to attribute or qualify people, animals, things, or places in order to describe its features. For example: *"The richman lives in the big house."*

b) Proper adjectives are used to modify noun in terms of the nationality, this type is originate from proper noun. For example: *"He employs a Chinese book."*

c) Quantitative adjectives are used to modify noun for particular details inquantifying. For example: *"He ate much rice at school yesterday."*

d) Numeral adjectives are used to modify noun for particular details in exact quantifying which is divided into three perspectives: cardinal number (exact quantity), ordinal number (hierarchical number), and multiplicative number (double number).

1. Cardinal number, as in: *"My hand has five fingers."*

2. Ordinal number, as in: *"I am the seventh son of my family."*

3. Multiplicative number, as in: *"Some roses are double."*

e) Demonstrative adjectives are used to point out or indicate a particular noun or pronoun using the adjectives, such as this, that, these, and those. For examples: (1) *"That book belongs to Dini."*, (2) *"I really like those shoes."*

f) Interrogative adjectives are used to ask questions about nouns or in relationto nouns such as who, which, what, whose, and where. For examples: (1) *"Whose book is this?"* (2) *"What is your favorite color?"*

g) Possessive adjectives are used to show who own or possesses something such as my, your, our, his, her, your, and their. For examples: (1) *"That is my bag."*, (2) *"That is your pen."*.

h) Distributive adjectives are used to modify noun by dividing or separating into different parts. For example: *"Every soldier is punctually in hisplace."*

i) Emphasizing adjectives are used to modify noun by highlighting or emphasizing the texts. For example: *"Ani is my own girlfriend."*

j) Exclamatory adjectives are used to modify noun by using interjection words. For example: *"What a man he is!"*.

k) Relative adjectives are used to modify noun and combine sentence whichare related between the first and second sentences. For example: *"Give me what money you have."*

4. **Adverbs**

An adverb is a word that changes or simplifies the meaning of a verb, adjective, other adverb, clause, or sentence expressing the manner, place, time, or degree. Adverbs are words like slowly, now, soon, yesterday. Macfadyen (2007:7) says that an adverb can modify a verb, an adjective, another adverb, a phrase, or a clause. It provides information about the manner, place, time,

frequency, certainty, or other circumstances of the activity denoted by the verb or verb phrase. Example: *"I went to market yesterday."* Macfadyen (2007:12) summarizes the category of adverbs into five, they are:

a) Adverbs of manner

These adverbs tell us the manner or way in which something happens. Theyanswer the question "how?" such as easily, happily, loudly and quickly. For example: (1) *"She speaks loudly."*, (2) *"They solved the problem easily."*

b) Adverbs of place

These adverbs tell us the place or position of the object. They answer question "where?" such as under, above, behind, and around.. For example: (1) *"I found my keys under the counch."*, (2) *"He moved his chair around the table."*

c) Adverbs of time

These adverbs tell us something about the time that something happens such as now, later, soon, and tomorrow. For example: (1) *"He will come back soon."*,(2) *"She will go to Jakarta tomorrow."*

d) Adverbs of frequency

These adverbs tell us how often something is done or happens such as often,never, twice and always. For example: (1) *"John never smokes.",* (2) *"They always come in time."*

e) Adverbs of degree

These adverbs tell us the level or extent that something is done or happens such as fairly, rather, too and very. For example: (1) *"She was almost finished."*, (2) *"These cake are absolutely wonderful."*

2.3. Teaching Vocabulary

Vocabulary knowledge is a good predictor of academic and social success (Novita, 2014). There are some ways to help teacher to increasing student' mastery of vocabulary knowledge boost generatively, such as: 1) retelling of the written input from a different focus; 2) distributing the information that based on the target of vocabulary given, and 3) requiring students to reconstruct what is in a text rather than repeat it. Angela (1990:36) also supported with her statement that "English teachers can apply generative process to their students in producing language". From explanation above, it is clear that English teachers should be able to teach the English vocabulary as many as possible in order to the students can realize some or all of these points with the target vocabulary. Furthermore, these points enable the English teachers to cover the language skills and the language components, such as speaking, writing, grammar, pronunciation and spelling.

2.4. The Principles of Presenting Vocabulary

Many theories about vocabulary learning process were written, it still remains the matter of memory. Thus, there are several general principles of presenting vocabulary to succeed in teaching process, which are valid for any method. According to Frost (2004), the principles are as follows:

1. Teacher has to make the learning process easy and clear by giving simple explanation.

2. Teacher has to use varieties of presentation at the same time such as, oral presentation and written presentation.

3. Teacher has to bring in the words that are already partly known to relate to synonyms or antonym.

2.5. Teaching Media

Media is every tool to convey information or messages from one place to another place. Media is also used in teaching learning process to make the process run effective and interesting.

2.5.1. Media

Learning process will be effective when the learning process should be able to make the students feel good and interest with the learning. To realize that condition, media can be one of way to distribute messages and stimulate the thoughts, feelings, and desires of students. Gerlach and Ely (1971) states that the media outline is a human, material, or event that builds conditions that enable students to acquire knowledge, skills or attitudes.

2.5.2. Type of Media

The use of media to enhance teaching and learning complements traditional approaches to learning. Effective instruction builds bridges between students' knowledge and the learning objectives of the course. In this research, the researcher used card, one of print type as a media of games. Using media engages students, aids student retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts. Anderson (1976) states that media in learning are divided into 10 categories bellow:

1. Audio

    Audio is a media in which a person can learning through listening such as audio tapes, radio, CD, and telephone.

2. Print

Print is is a media that consist of paper and ink, reproduced in a printing that is traditionally mechanical such as textbooks, modules, brochures, leaflets, pictures, card

3. Audio print

    Audio print is a media that combine both of them. The example is audio tape (cassetes) with include written materials

4. Projection visual silent

    Projection visual silent such as overhead transparency (OHT), Film frames (slides)

5. Audio visual projection silent

    Audio visual projection silent are film frames (slides) voiced

6. Visual motion

    Visual motion is a silent film

7. Audio visual motion

    Audio visual motion is a moving sound film like video, VCD, and TV

8. Physical objects

    Physical objects are real objects, models, speciment

9. Human and environment

    Human and environment such as teacher, librarian, laboratory

10. Computer

    Computer such as (CAI) Computer Assisted Instructional and CMI (Computer Managed Instructional.

2.6. Games

A game is an activity with rules, a goal and element of fun (Hadfield, 1998:4). Harmer (1991:101) also states that "games are a vital part of a teacher's equipment, not only for language practice they provide, but also for the therapeutic effect they have. They can be used at any stage of a class to provide an amusing and challenging respite from other classroom activity and are especially useful at the end of along day to send students away feeling cheerful about their English class".

Games can play a range of roles in the language curriculum. Traditionally, games have been used in the language class as warm-ups at the beginning of class. Before the end of the lesson at school games are often used only to fill in a few minutes. Thornbury (2002:80) said that the teacher didn't realize yet that games can be used as one of the education aid in teaching learning process of English. Through the games, the teachers can teach their students effectively especially in vocabulary mastery. It was supported by Mc. Kelvien as cited by Doristy (2004:24) adds that games can be used to practice communication, structure, and vocabulary. The teacher does not realize yet that games can be used as one of the education aid in learning- teaching process of English.

2.7. Type of Games in Language Learning

Hadfield (1999) stated that there are two ways of classifying language games. First, she divides into two types such as linguistic games and communicative games. Linguistic games focus on accuracy, like supplying the correct synonym and antonym. While, communicative games focus on successful exchange of ideas and information. To achieving the communicative goal did with the way correct language usage, though still important.

Second, she was clarification the game to more categories. There are follows, 1) Sorting, ordering, or arranging games, 2) Information gap games, 3) Guessing games, 4) Search games, 5) Matching games, 6) Labelling games, 7) Exchanging games, 8) Boarding games, 9) Role play games.

In this research, the researcher used Guess The Word game addapted from Guessing game.

2.8. Guess The Word Game

Guess The Word game is a variation of information games. In Indonesian is called "Permainan Menebak Kata". This game adapted from guessing game. Klippel in Jubaedah (2009) states that "the basic rule of guessing games is eminently simple; one person knows something that another one wants to find out". Based on the statement above, guessing game is a game where someone or a group try to answer the question that given some keywords that connected with the vocabulary.

Hadfield (1999) in the article of Jacobs also states that one of the best known examples is a guessing game. In which one person thinks of a famous person, place, or thing and the other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.

In this research, Guess The Word game is a game that uses card with the clue of the question which the guesser ask to the clue giver. The card uses in this game is a colored card in size 5 x 11 cm which include the clues to be answered correctly by the guesser by listening carefully to the explanation of the clue giver. The researcher adjust the instructions contained in the card with the material to be

teach (describing animals) at the time of treatment then the explanation is inserted on the card is about an animal's description/characteristics.

2.9. Implementation of Guess The Word game

Guess The Word game is a game which addapted form guessing game. The implementation of this game is start from the preparation. The teacher prepares several cards that already contain the clue of the material on the day's encounter. The card that include the clue is then put into a box that will be selected by students in a random manner.

In this game, the class divided into two groups. Each group chooses one of them as a Master (clue giver) to come forward and the other students who sitting on the chair as Smart (guesser). Based on adapted of guessing games before, the researcher formulate the steps as performed below:

1. The teacher explain the material of the day (describing animals), then explain how to play Guess The Word game.

2. The teacher divided the class into several groups. Each group has a turn to become a Master (clue giver) and the other as Smart (guesser).

3. Each group choose their friend toward in the front of class alternately.

4. The Master (clue giver) sit on the chair in front of the class, while the Smart (guesser) are sitting on their chairs.

5. One of the Smart (guesser) takes one card in the box without looking and then gives it to the Master (clue giver) to read the instructions on the card

6. The Smart (guesser) have two minutes to guess the word, if the guess fails then it will be continued by changing the card and the score is 0.

7. At the end of the game, the teacher will assess the most scores of this game, the least score will get a punishment for writing the words that exist in the game in the board.

2.10. Teaching vocabulary with Guess The Word game

The researcher used Guess The Word game to know the effect of students' in learning vocabulary. Guess The Word game is good to use as a learning medium because it is easy and fun. Students will be able to add new vocabulary each time the meeting. The students will become mastery the four skills, follows: listening, writing, reading, and speaking if they has knowledge and skill in vocabulary.

In this research, the researcher used two basic competence to be used as a guided to determine the minimum criteria that must be achieved by students in learning process. The basic competence that used in this research are 3.7 and 4.7.1 The basic competence 3.7 described that students must be comparing the social functions, text structures, and linguistic elements of several spoken and written descriptive texts by giving and asking for information related to descriptions of people, animals and objects, very short and simple, according to the context of their use. While, the basic competence of 4.7.1 described that sudents' must be capturing meaning contextually related to social functions, text structures, and linguistic retreats of spoken and written descriptive texts, very short and simple regarding people, animals, and objects.

In this research, the researcher use the material of describing animals that related to the behavior/actions/functions of people with social functions, text structures, and linguistic elements that are correct and in context.

2.11. Advantages and Disadvantages of Guess The Word Game

The advantage of using Guess The Word game in teaching vocabulary are :

1. Guess The Word game can make students happy in vocabulary learning

2. Guess The Word game create the well condition and enjoyable in the classroom

3. Guess The Word game can motivate the students to learn vocabulary easily

4. Guess The Word game can make the students interested to learn vocabulary with try to guess the word in games activity

5. Guess The Word game can enlarge knowledge, enrich vocabulary, and also can be as problem solving

Based on the advantages of Guess The Word game above, there is also the disadvantage of it. The disadvantage of using this game will happen if the teacher could not use the time effectively and efficiently. So, the researcher should manage the time as well as possible.

2.12. The Review of Previous Study

There are some relevant previous studies to prove the originality of this research. They are Purnata (2013), Halim (2016) and Hadi (2012).

The first research was done by Purnata (2013) in her research entitled "*Teaching Vocabulary by Using Guessing Game to The Seventh of SMPN 4 Papuan in Academic year 2012/2013*". The result showed that guessing game had been progressively improved the students' achievement in vocabulary mastery. Guessing game here was applied by the way fill in the blanks. These findings significantly proved that the subjects learning behavior had changed positive. It was showed by

their participation and high motivation during learning vocabulary by using guessing game.

The second research conducted by Halim (2016) with the title *"The effectiveness of using word card toward students' vocabulary mastery of VIII grade at SMPN 1 Porong"*. In her research, she states that word card can help the students' in mastering vocabulary. Word card here was a card that reads a word written by the student then played by pair. Based of comparison pretest and posttest also from statistical hypothesis, the result known that word card can help students' in mastering vocabulary.

The third research was done by Hadi (2012) in his research entitled "*Increasing students' interest in learning English through playing game*". The results of his research was proved that teaching English for elementary school through playing game could improve students' interest in learning English. It was showed by the students' score between pretest and posttest which posttest score was higher than pretest score.

There were some differences and similarities between the previous studies above with this research. The differences can be seen from the methods, materials, and other activities. While the similarity is in the same purpose that is to improve students' vocabulary understanding.

2.13. Hypotheses

Creswell (2014:188) states that hypothesis is predictions the researchermakes about the expected data collected from samples. According the statements above, the researcher make an alternative hypothesis in this study.

1. Zero Hypotesis (H_o): There is no significant difference on students' vocabulary understanding after being taught by using Guess The Word game.

2. Alternatif Hypotesis (H_a): There is significant difference on students' vocabulary understanding after being taught by using Guess The Word game

CHAPTER III

RESEARCH METHOD

This research was aimed to investigated the effect of using Guess The Word game in vocabulary learning. This chapter will be explained the research design, population and sample of the research, an instrument of the study, the data collecting procedure, and the method of analyzing data.

3.1. Research Design

The researcher used a pre-experimental design which is the One-Group-Pretest-Posttest Design. In this research, the researcher gave a pretest (T1) to one group of students and then assign the post test (T2) after the treatment.

Sugiyono (2010:74) states that pre-experimental one group pretest posttest design will give more accurate result because there is comparison between pretest and posttest.

The research design that the researcher uses are described as follows:

$$T_1 \ \ X \ \ T_2$$
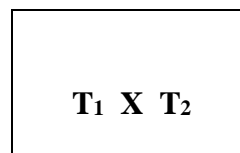
Description:
X : Treatment
T$_1$: Pretest
T$_2$: Posttest

3.2. Population

Arikunto (1983:90) states that population is total member of research subject. In this research, the population is the entire of the seventh grade students of SMP Negeri 6 Terbanggi Besar in the academic year 2022/2023. The number of population is 170 students divided into 6 classes.

3.3. Sample

Sample is part of population which is investigated (Arikunto, 1983: 92). In determining sample, the researcher must use sampling. The sample of this research is the students of VII B class which consist of 28 students.

3.4. Data Collecting Technique

The researcher conducts the data by using try out, pre-test, treatment, and post-test. These are the ways to collect the data:

3.4.1. Try out

Arikunto (2006:233) states, try out test is needed to measure the validity and reliability. It can be carried out in either a small or large scale. In this research, the researcher used try out test before doing pretest-posttest. The purpose of try out test to help the researcher know wether the test is valid and reliable or not.

The try out consist of 50 questions in multiple choice. After the students finish the test, the researcher was analyzed the validity and reliability of the questions by using SPSS. If the test is not valid and reliable, the test should be revise

3.4.2. Pretest

Pre-test is the test that given to students before the researcher conduct the treatment. The aims of this is to measure vocabulary understanding of the students' in learning vocabulary before getting the treatment through Guess The Word game.

In this research, pretest was given to students after the researcher analyzed the validity and reability of the questions in try out test.

3.4.3. Treatment

After doing the primary test, the students were given treatment by using Guess The Word game to add the students' vocabulary. The teacher will apply Guess The Word game into learning process related to the material animal description that follows the characteristics of animals such as the shape of body, color of body, foods, habitat, etc. The implementation of Guess The Word game starts from the preparation. The teacher prepares several cards that already contain the clue of the material on the day's encounter. The card that include the clue was then put into a box that will be selected by students in a random manner.

3.4.4. Posttest

Post-test is the test that was given after the students got the treatment. The researcher gave the same test that related to the material animals description. The aim of giving posttest is to measure students' vocabulary ability after they receive the treatment, and to compare the result between pretest and post-test that would be processed into data.

3.5. Research Procedure

The procedure of the research is as follows:

1. Determining the population and selecting the sample

   The population of the research was the first grade students of SMP Negeri 6 Terbanggi Besar in academic year 2022/2023. The sample of this research was the students of VII B class which consist of 28 students.

2. Administering the Try-out test

   The Try-out test was administered in order to know the quality of the test

where it covers the validity, reliability, level of difficulty and discrimination power. The test consist of 50 questions in the form of multiple choice with four options (A,B,C, and D). The test was conducted within 60 minutes.

3. Administering the Pre-test

    The Pre-test was carried out with the aim of measuring students' vocabulary understanding before the treatment. The Pre-test consists of 30 questions which the form of questions are multiple choice. The time allocation for the Pre-test is 40 minutes.

4. Conducting the Treatment

    After the students given the Pre-test, they were given treatment three meetings with learning times are 70 minutes. The researcher choose the material for the treatment based on English syllabus (Descriptive text). The treatment consists of Pre-activity, Whilst-activity, and Post-activity. The treatment is given to give a students a better understanding about vocabulary especially in descriptive text.

5. Administering the Post-test

    After the treatment was done, the post test is given to the students. The Post-test was administered to find students' vocabulary understanding after being taught by using Guess The Word game. The question in the Post-test consists of 30 questions in the form of multiple choice with 40 minutes time allocation.

6. Analyzing the data

    After scoring the pre-test and post-test, the researcher compared the result

between the pre-test and post-test whether the score of post-test was significantly different. The data was computed by using SPSS.

3.6. Implementation of The Treatment

This research was conducted in SMP Negeri 6 Terbanggi Besar on May 8th – May 22th, 2023. This research employed students from grade seventh (7B) which consisted of 28 students. During the research, the researcher conducted 4 meetings. The first meeting is giving pre-test, the second and third meetings is for treatment, and the fourth meeting is giving treatment and post-test.

Before the researcher gave the pre-test and conduct the treatment, the researcher tried out the test to students in class 7A with the help of the teacher in the school. The number of students in the try out test is 30 students. The try out test was conducted on May 8[th,], 2023 with the total 50 questions. It is done with the aimed to measure if the test has a good validity, reliability, level of difficulty and discrimination power or not. After the try out test done, the researcher analysed the data using SPSS and the result showed that there are 20 invalid questions and 30 questions are valid.

The first meeting was conducted on May 12th, 2023. In this meeting, the researcher gave pre-test to students in class 7B. The pre-test was conducted to measure students' vocabulary understanding before giving the treatment. In the pre-test, students worked on 30 multiple choice questions related to descriptive text. The time allotted to work on the questions is 60 minutes.

The second meeting was conducted on May 15th, 2023. The researcher conducted the treatment in the second meeting that contains of Guess The Word game activity related to descriptive text. The researcher began the classes and then

asked students to watch video from YouTube about Descriptive Text and then discuss the text in the video together. After watch the video, the researcher ask to the students to mention some animals name, then the students are asked to mention the characteristic of animals (cat,tiger). After that, the researcher gives example of animals and their characteristics using cards. The researcher mentions the characteristics of animals by using cards, then students guess the name of animal. Then, the students are asked to play Guess The Word game in group divided by the researcher. After students play the game, students are asked to work on worksheet that have been prepared by the teacher related to descriptive text. Then, the students demonstrate their work to other students. The researcher closed the class by concluding the materials and the vocabulary words they learnt.

The third meeting was conducted on May 19th, 2023. The researcher began the classess and then asked students to pay attention to the pictures displayed by the researcher and asked the students to identify the name of animals and their characteristics. After that, the students ask to draw a line between animal names and their characteristic on worksheets that provided by the researcher. Then, the students are asked to work in pairs and make a short description about characteristics of animal in card that provided by the researcher. After that, the researcher divided the class into two groups, then play Guess The Word game using cards that the students made before. In the end of meeing the researcher allow students to ask things that they still not understand and gave reinforcement to the material they have learned.

The last meeting was held on May 22th, 2023. The researcher divided the meeting into 2 sessions, the first session was for treatment and the second for

vocabulary post-test. The researcher began the cass and gives the students descriptive text about animal and explain the types of vocabulary in the text. The students ask to mention the characteristics of animal in the text. Then, the students asked to work in pairs to translate the words and identify the types of words on worksheets. After that, the researcher are asked the students to play Guess The Word game and ask students the new vocabulary that found after playing the game. Then, the researcher give the post-test to measure students achievement after the treatment.

3.7. Data Analysis Technique

To find out the differences between students' score before and after treatment by using Guess The Word game data analysis technique is required. Both the Pre-test and Post-test are analyzing first by doing scoring. After the result have been obtained, the data was processed using Microsoft Excel and SPSS (Statistical Package for Social Sciences) to examine is there any significant difference in students gain score.

3.8. Research Instrument

Arikunto (2002: 136) states that the research instrument is a tool used by researchers to collect data to make the work easier and the results better, complete, and systematic for easy data processing. In this research, the researcher used test as an instrument of the research. Brown (2004: 3) states that "a test is a method to measure one's ability, knowledge, or performance in a particular domain" as Guess The Word game as a teaching medium to add the students' vocabulary. The types of tests performed in this research are pretest and posttest in the form of multiple choice.

3.9. Validity

Validity is important to know how precise and well the instrument is to measure the skill area being tested and give sufficient evidence that the test scores highly correlated with actual ability (Harris,1996). There are a few of the most common kinds of validity used in this research, content validity and construct validity.

1. Content Validity

Hatch & Farhady (1982) stated that 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. It other word, 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). The content validity dealing with content words. They are nouns, verbs, adjectives, and adverbs. The table specification of the Try-out test could be seen below:

3.1 Specification of the vocabulary Try-out Test

No.	Word Type	Item Number	Total	Percentage of Item
1.	Noun	1,2,3,4,5,6,7,8,9,10,11,12,13	13	26%
2.	Verb	14,15,16,17,18,19,20,21,22,23,24,25	12	24%
3.	Adjective	26,27,28,29,30,31,32,33,34,35,36,37,38	13	26%
4.	Adverb	39,40,41,42,43,44,45,46,47,48,49,50	12	24%
Total		**50 items**		**100%**

3.2 Item of Pre-test and Post-test

No	Word Type	Item Number	Total	Percentage of Item
1.	Noun	1,2,5,6,7,8,10,13	8	26,6%
2.	Verb	15,16,17,18,19,20	6	20%
3.	Adjective	29,30,31,32,33,34,35,36,37,38	10	33,3%
4.	Adverb	40,41,42,44,45,50	6	20%
Total		**30 items**		**100%**

2. Construct Validity

Construct validity is the experimental demonstration to show that the test given to students reach a good validity (Brown,1996). The test given should be appropriate with the theory of skills and language components being measured. In this research, the test dealing with content words. They are nouns, verbs, adjectives, and adverbs.

Result of Try-out Test

In this research, the researcher used Try-out test before giving Pre-test and Post-test to check the quality of the test items. Try-out test also used to know whether the items has fulfilled the criteria of a good test or not. There are 50 multiple choice item tests in total. The items that have not fulfilled the standard might be dropped.

Item tests were analyzed by using SPSS to check the validity and reliability. After that, the valid test items were checked the quality based on the aspects of level difficulty and discrimination power. The researcher administered the Try-out test to 7A students at SMPN 6 Terbanggi Besar. Then, the researcher analyzed the items and calculated the results. For the result, the researcher decided to drop 20 items

that not valid and poor categorized. Therefore, there were 30 items that fulfilled the criteria to use for both of Pre-test and Post-test.

3.10. Reliability

Schumacher and McMillan (2001:181) states that reliability refers to the consistency of measurement, the extent to which the scores are similar over different forms of the same instrument or occasions of data collection. This means that reliability in languange test refers to accuracy, consistency, and stability measurement by a test. A test can be used if it is not only valid but also reliable. To ensure the reliability of the test, the researcher used split half method to measure the coefficient of the reliability between odd and even numbered items.

$$ r1 = \frac{\sum XY}{\sqrt{(\sum X\,2)(\sum Y\,2)}} $$

Where:
r1 : coefficient of reliability between odd and even groups
x : total numbers of odd group
y : total numbers of even group
x^2 : square of x
y^2 : square of y

When we have obtained the reliability of the half of the test, we can use Spearman Brown's prophecy formula to determine the reliability of the full test, the formula is:

$$ r_k = \frac{2r1}{1+r1} $$

Where:
rk : reliability of the full test
r1 : the reliability of the half of the test

The criteria of reliability are:
0.80-1.00 : very high
0.60-0.79 : high
0.40-0.59 : average
0.20-0.39 : low

0.00-0.19 : very low

Reliability Statistics

	Part 1	Value	,795
		N of Items	25[a]
	Part 2	Value	,767
		N of Items	25[b]
	Total N of Items		50
Correlation Between Forms			,811
Spearman-Brown Coefficient	Equal Length		,896
	Unequal Length		,896
Guttman Split-Half Coefficient			,895

The researcher checked the reliability of the try out test using SPSS 25 from the data of try out scores on Appendix 12. The reliability was analyzed by using Spearman Brown's prophecy formula. The result shows that the reliability of the test is 0.895. Based on criterion of reliability, this test had a very high reliability.

3.11. Level of Difficulty

Shohany (1985) states that to see the level of the difficulty, the researcher will use the following formula:

$$LD = \frac{R}{N}$$

Note:
LD: Level of difficulty
R: Number of the students who have given the correct answers
N: The total number of students who have taken part in the test.

The criteria of reliability are as follows:
< 0.30 : difficult
0.30-0.70 : average
> 0.70 : easy

Based on the result of level difficulty on Appendix 9, it shows that 3 numbers are easy, then the rest shows 17 numbers are difficult and 30 numbers are average. So, 20 items in the criterion of difficult (< 0.30) and eassy (> 0.70) were obmitted and 30 items in the criterion of average (0.30-0.70) were used in this research as

the instrument for the pre-test and post-test.

3.12. Discrimination Power

Heaton (1975) states that discrimination power is to which the item differentiates between the high and low level students in the test. To see the discrimination power, the formula that the researcher will use are:

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

Note:
DP = Discrimination power
U = The total of correct answer of the upper group students
L = The total of correct answer of the lower group students
N = Half of the Total number of the students who have taken the test

The criteria were:
0.0 - 0.20 : poor
0.21 - 0.40 : satisfactory
0.41 - 0.70 : good
0.71 - 1.00 : excellent

For the result of discrimination power on Appendix 10, it shows that 3 numbers are excellent (0.71 - 1.00) , then the rest shows 17 numbers are good (0.41 - 0.70) , 11 numbers are satisfactory (0.21 - 0.40), and 19 numbers are poor (0.0 - 0.20).

3.13. Scoring System

The scoring system was used to find out the total score from students' result of Pre-test and Post-test. The formula used in the research are as follows:

S = (R x 100)/N

Note:
S= Score of the test
R= Right answer
N= Total of the test items

3.14. Hypothesis Testing

The hypothesis testing used to determine wheter the hypothesis was accepted or rejected. In testing the hypothesis, the researcher used paired sample t test that is computed statically by using SPSS. There are two hypothesis, they are zero hypothesis (Ho) and alternative hypothesis (H1).

Ho : There is no significant difference on students' vocabulary understanding after being taught by using Guess The Word game.

H1 : There is significant difference on students' vocabulary understanding after being taught by using Guess The Word game.

The researcher used the t test to conduct this test by comparing the t value and t table.

The criteria are :

If tvalue ≥ ttable means there is effect. Ha is accepted, Ho is rejected.

If tvalue ≤ ttable means there is no effect. Ha is rejected, Ho is accepted.

CHAPTER V

CONCLUSION AND SUGGESTION

This final chapter containing the conclusion of this research and the suggestions for teachers who want to use Guess The Word game as vocabulary learning media and for readers who interested in doing a similar research.

5.1. Conclusion

After conducted the research about the use of Guess The Word game in English vocabulary learning, it can be concluded that Guess The Word game had effectiveness in English vocabulary learning. By using Guess The Word game, the teaching and learning process of vocabulary become more interesting and give many opportunities for all students to explore their vocabulary. As an interactive and joyful media, Guess The Word game is useful for learning vocabulary.

5.2. Suggestion

Considering the result of this research, the researcher put some points as suggestions as follows:

1. Suggestions for English Teacher

   a. Teacher are suggested to apply Guess The Word game in teaching vocabulary in order to attract students' attention. By using Guess The Word game as interesting activities, the students will be more motivated so that they can develop their vocabulary mastery and the other skills in the English language.

b. Teacher are suggested to prepare the learning material not only in form of video or slides, but also in printed form to anticipate some difficulties such as lamp burn out.

2. Suggetions for Students

a. Students are suggested to practice the vocabulary inside or outside the classroom by playing Guess The Word game using cards as media to enhance their vocabulary understanding.

b. The researcher found that most of students had difficulty to understand the vocabulary. In this case, the researcher suggests to the students to bring dictionary so that they can open their dictionary while do not understand the meaning of vocabulary itself.

3. Suggestions for Further Researcher

As the researcher conducted this research in junior high school, further researcher are suggested to conduct a research with Guess The Word game in different level such as elementary school or high school students.

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