

**THE EFFECTIVENESS OF GUESSING GAMES IN INCREASING  
STUDENTS VOCABULARY MASTERY**



**SKRIPSI**

Submitted in Partial Fulfillment of the Requirements for the Degree of  
Sarjana Pendidikan (S.Pd) in English Education Study Program  
Teaching Training Department  
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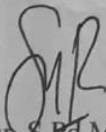
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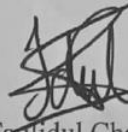
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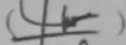
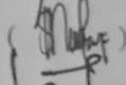
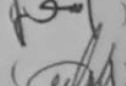



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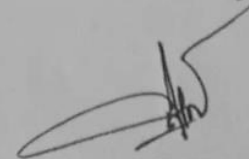
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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis useful for the researcher in particular and the readers in general.

Polewali, November 30 2022

The researcher

A handwritten signature in black ink, appearing to read "Muslimin" with a stylized flourish at the end.

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## ABSTRACT

Vocabulary can be defined as a collection of letters arranged in a dictionary consisting of one word that has meaning, or more than one word or what is called a collection of words (phrases) that have a common meaning. Vocabulary has an important role in teaching English. This can be seen from every teaching of language skills (listening, reading, writing, speaking) and also aspects of language form (phonology, grammar). Based on initial observations and interviews with English teachers at MTs Husnul Khatimah, it was found that students had problems in learning English is a lack of English vocabulary. This will affect the mastery of other skills. The formulation of the problem in this research is whether guessing games are effective in using students' vocabulary students at MTs Husnul Khatimah.

This research uses descriptive statistical research in analyzing the data. The descriptive statistics used in this research consist of tables of numbers, averages, standard deviation numbers, and frequency tables. The researcher explains the result of the research that the effectiveness of guessing games is effective in increasing students' vocabulary, this is proven by the pre-test average before meeting was 20.27, while after the meeting, 70.87, keywords effectiveness, guessing game, vocabulary mastery.

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## **CHAPTER I**

### **INTRODUCTION**

#### ***A. Background***

Language as a communication tool that is used by people all over the world, language has an important role for every individual in this world to carry out their daily activities. Such as conveying opinions, thoughts, and ideas through oral and written depending on each individual and each situation.

Indonesia has a variety of languages. There are around 800 languages that spread out in a whole territory in Indonesia. Furthermore, there are also foreign languages that used in Indonesia. One of the most foreign languages used in Indonesia is English. All educational institutions in Indonesia require learning English and even there are many English language course institutions that are taught in Indonesia.

Everybody knows that English is a foreign language in Indonesia. As a foreign language, English is divided into 4 skills and 3 components. They are reading, speaking, listening and writing. While the components in learning English are grammar, vocabulary, and pronunciation. All of the skills and components should be mastered in order to have a good English.

Vocabulary is words in general, words known and used by one person, a list of words in alphabetical order with their meaning (Cristal, David, 2001). The process of learning vocabulary determines how much and how good the level of mastery of vocabulary in a foreign language. Hasan (2014) stated that vocabulary

has a very essential role in mastering foreign languages, especially English. Without mastering adequate vocabulary, students will have difficulty communicating and even cannot communicate at all.

In learning English, students will face some problems. That was also experienced by students in MTs Husnul Khatimah. Based on preliminary observation and the interview result with English teacher at MTs Husnul Khatimah, it was found that the Students problem in learning English is lack of English vocabularies. This will affect other skill mastery. It is because the teachers teach the students monotonously they only asked the students to memorize the words or in the look up meaning in the dictionary.

Teacher make an effort to improve the student's vocabulary by memorizing and playing games. Teacher mentions a word then ask students to continue the word by looking at the last letter of the word and mentioning a new word taken according to the last letter of the word. For example the word banana, the last letter of banana is a. Then students can continue with the apple word, avocado etc corresponds to the last letter of banana word that is a.

Base on the problem above, the researcher try to overcome the problems, the researcher will try to use guessing games in teaching vocabulary.

Buckby (1983) say," Essentially, in guessing games and speculating game some one knows something and the others must find out what it is. Based on the definition above, it can be conclude that guessing games is a game in which a person or participant knows something and competes individually or in a team to identify or to find out it. This game can be varied by the teacher themselves. The

player holds the information and other should guess who, what, where it might be. The thing that should be guess can be in form or single word, phrase sentence or sentences.

By considering the problems about, the researcher interested to research under the title: “The effectiveness of guessing games in increasing the students’ vocabulary mastery “

### ***B. Problem Statement***

Based on the background description above, the researcher formulate research question of the following statement: does the use of guessing games effective in increasing students vocabulary mastery?

### ***C. Objective of the Research***

Based on the problem statement above, the objective of the research is to find out the effectiveness of guessing games in increasing students’ vocabulary mastery

### ***D. Scope of the Research***

Limitation of a problem is used to avoid misunderstandings in order to make the research more direct and easier to discuss so that the research objectives will be achieved. Therefore, the researcher limits in using guessing games in increasing, students’ vocabulary mastery. The vocabulary consist of verbs, nouns, and adjectives. The verb in question is a general verb that is usually used in daily life. The nouns in question are animals, things in the classroom and house, fruits

and public buildings. As for the adjective, it means general vocabulary that is usually used in everyday life

## CHAPTER II

### LITERATURE REVIEW

#### *A. Previous Related Studies*

This research has been conducted by Siti Khadijayanti Saputri (2020). Improved speaking skills in the description of learning texts using the guessing game method for seventh grade students of SMP Muhammadiyah 12 Makassar. The benefit of this research is the guessing game method can improve the speaking ability of seventh grade students of SMP Muhammadiyah 12 Makassar which opens 19 students. The results showed that the activities of class VII students of SMP Muhammadiyah 12 Makassar by using the guessing game method were to be more active and enthusiastic in learning.

This research was conducted Sri Yuliani (2017) The aim of this study was to find out whether it was effective or not to teach English vocabulary by using guessing game to the fifth grade students of Elementary school 117 Palembang. The population of this study was all the students of elementary school 117 Palembang in the academic year of 2016/2017 with the total number of students was 205. Meanwhile, the sample of the study was taken convenience sampling method. There were 40 students who were classified as the control group and 40 students who were classified as experimental group. The method of the study was quasi experimental method. In collecting the data, the researcher gave a test. In analyzing the data, the researcher used student's individual score, conversion score range, and t-test. Based on findings, independent sample t-test indicated that value of t-obtained was 5.046 at significant level  $p > 0.005$  for two-tailed test t-table is 1.9908. it was concluded that

Ho was rejected and Ha was accepted. It is clear that teaching English vocabulary by using guessing game was effective to the fifth grade students of Elementary school 117 Palembang.

This research was conducted by Mahuda safitri (2012) the aims of this research is to know the effectiveness of “who Am I game” to increase the students’ speaking ability of the tenth grade of senior high school. The research method used is quantitative research. The subjects of the research is the tenth grade students who stay at Nurul Iman Islamic Boarding School Blitar. The researchers have done the process of pre-test, treatment, and post-test toward students. Then, the researcher analyzed the pre-test post-test result using SPSS. The result of this research shows a significant improvement in students’ speaking ability from pre to posttest with the significant result  $> t$  table (0,05) where the significance score is higher than t table. The mean of pre-test of control group is 30,25, while the Mean of post-test is 44,85. If it compared to the experimental group shows result, that the mean of pre-test of experimental group is 31,3, while the mean of post-test of experimental group is 61,75. It means that Who Am I Game is able to increase the students’ speaking ability.

This research has been conducted by Vossoughian & Zargar (2009) on the use of vocabulary search puzzles to improve the vocabulary knowledge of Iranian WFL. The objective of this research was to determine whether engaging in a word search puzzle game affected students' vocabulary or not. The results showed that there is a statistically significant difference between the performance of the two groups. It was concluded that the subjects who received word puzzle games on vocabulary outperformed the control group. The research design used in this study was a two

group pretest – posttest design. Which involves two classes, the experimental class and the control class.

## **B. *Some pertinent Ideas***

### 1. Definition of Mastery

The meaning of “mastery” can have various meanings depending on the context, and the views of expert can vary. In general, “mastery” refers to high mastery or expertise in a particular field or skill. The following are several definition or views from experts.

George Leonard, in his book “Mastery the Keys to Success and long-Term Fulfillment,” states that mastery is a continuous process, not an end goal. For Leonard, mastery includes long-term dedication. Perseverance, and a willingness to learn from failure.

Robert Greene in his book “Mastery,” Robert Greene speaks of mastery as an a extraordinary level of expertise in a field achieved through intensive practice and complete dedication.

Carol Dweck, a psychologist, regarding the concept of mind set which can influence a person’s ability to achieve mastery. According to Dweck, people with a growth mind set are more likely to achieve mastery because they see ability as something that can be developed through effort and learning.

Daniel Pink, in his book “Drive. The surprising truth about what motivates us, states that mastery is one of the three main elements of intrinsic motivation, along with autonomy and purpose.”

Malcolm Gladwell, in his book “Outliers the story of success,” put forward the concept that it takes approximately 10,000 hours of practice to achieve a level of mastery in a particular field.

It is important to remember that these definitions and views may vary, and context may influence the meaning of “mastery” in a particular situation. In general, mastery is often associated with a high level of expertise, dedication, and ongoing practice in a field or skill.

The conclusion of various expert views regarding “mastery” is that this a process of mastery or high level expertise in a field or skill. Someone who reaches the mastery or high level expertise in a field or skill. Someone who reaches the mastery level generally shows a level of dedication, perseverance, and intensive practice. The process of achieving mastery is often thought of as an ongoing journey, not an and goal, with learning from failures and mistakes an integral part of the journey an approach to mastery can involve aspects such as a growth mind set, intrinsic motivation, autonomy, and purpose. In other words, mastery is not just about achieving a certain level of expertise, but also involves a long journey and commitment to learning and personal growth.

## 2. Vocabulary

### a. Definition of vocabulary

Richard et al (1985) stated that vocabulary is a set of lexemes which includes single words, compound words, and idioms. Juhaedi (2011) stated vocabulary is a vital aspect in language, because it appears in every skill of language including listening, speaking, reading and writing skills.

Similarly, Tambunan and Sibuea (2018) state that vocabulary was collection of word that could be used by a person in profession to express their mind. It means that vocabulary was the total number of word that someone own in expressing a language in communication.

Susanto (2017) vocabulary is crucial to be to be mastered by the learner in order to understand the language, vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings.

From some of the explanations above about the meaning of vocabulary, it can be concluded that vocabulary is a collection of words that have meaning or meaning and is a component in the English language. The role of vocabulary is very important because to be able to understand a text in English and to be able to communicate both orally and in writing, a good vocabulary is needed.

b. The importance of the vocabulary

David Wilkins, quoted by Thornbury (2002) concludes about the importance of vocabulary by saying "without grammar very little can be conveyed, without vocabulary nothing can be conveyed." He explained that without knowing grammar, we can say very little. But with out knowing the vocabulary, there is nothing we can express. Even though we have good grammar skills, these abilities will be useless if we don't have enough vocabulary mastery.

Blachowicz and Fisher (2004) stated that Encourage students to play with and explore words, actively teach students new vocabulary, assist students

in developing strategies for learning new words, and encourage students to read widely are all important aspects of understanding vocabulary.

Based on the definition above, it's far clear that vocabulary had been an essential issue in studying to educate English as an alien language. The teacher have to have a great approach of having college students interested by easy English.

c. Types of Vocabulary

Hurlock (1978), children learn two types of vocabulary, namely general vocabulary and special vocabulary. General vocabulary consists of words that can be used in a variety of different situations. Special vocabulary consists of specific words that are only used in certain situations.

1) Common vocabulary

General vocabulary consists of noun, verb, adjectives and adverb

2) Special vocabulary

The special vocabulary consists of a color vocabulary, a number vocabulary, a time vocabulary, a money vocabulary.

Waskita (2017) there are two types of words, both active and passive words. Active vocabulary refers to words that students can understand, pronounce correctly, and be used constructively in speaking and writing. Whereas passive words refer to words that students can recognize and understand when they read or hear when someone speaks. Furthermore, they did not use the words in speaking or in writing.

There are many kinds of vocabulary. Tawali (2018) words are divided into four kinds. Namely oral, writing, listening, and reading vocabulary. Oral vocabulary is a word that a person or use to express his ideas orally. Writing vocabulary refers to words that are commonly used when writing. Listening vocabulary refers to someone who understands a word they hear. And reading vocabulary is a word found in written form.

Based on the explanation by the experts above, researcher conclude that vocabulary is divided into four parts. There are speaking, reading, listening, and writing. This proves that words are very influential in developing into four skills in English as foreign languages.

### 3. Definition of games

The word game comes from English. The game in this case refers to the notion of intellectual agility (Intellectual Playability Game) which can also be interpreted as an arena for decisions and actions of players, usually in a non-serious context or with the aim of refreshing.

Game is a way to relieve fatigue by doing an activity traversed using intelligence thinking and strategy that must be used to interact with the system and conflict that is deliberately engineered to cause fun in playing. suryadi (2017)

Martono ( 2015)Game is one of the medias that can used to convey a goal. The objectives contained in the game have various types of education, entertainment and simulation. wulandari (2012) game is something that is used

for play made with technique and certain methods that can give pleasure or satisfaction inner.

#### 4. Definition of guessing games

According to Klippel (1994:13) “The basic rule of guessing games is eminently simple; one person knows something that another one wants to find out”. In addition, according to Merriem Webster ( 1986:1008),” Guessing games is game in which the participates compete individually or team in the identification of something indicate obscurely (as in riddles or charades)” Buckby (1983) say,” Essentially, in guessing games and speculating game, someone knows something and the others must find out what it is.

Is game in which the participates compete individually or team in the identification of something indicate obscurely (as in riddles or charades)” Buckby (1983) say,” Essentially, in guessing games and speculating game, someone knows something and the others must find out what it is.

Based on the definition above, it can be conclude that guessing games is a game in which a person or participant knows something and competes individually or in a team to identify or to find out it. This game can be varied by the teacher themselves. The player holds the information and other should guess who, what, where it might be. The thing that should be guess can be in form or single word, phrase sentence or sentences.

## 5. Types of guessing games

### a) Guessing gesture

Mark L. Knapp and Judith a hall stated that guessing gesture is a form of non-verbal communication where someone tries to guess or understand what another person is saying through body movements, facial expressions or other actions.

### b) Guessing picture

Guessing games are fun play activities for children through the medium of pictures, where children will interact with each other in groups to guess and look for pictures that have been provided by educators. According to Piaget, games are a medium that improves children's cognitive, social and language development.

Games allow children to practice the necessary competencies and abilities in a relaxed and fund way. Through games, children will learn new words, thus enriching their language development and being able to use language more skillfully. Meanwhile, according to Rita kurnia, games have very good benefits for children. Children will learn new words so that they can enrich their language development and be able to use language more skillfully and flexibly. Many vocabulary words emerge from children's interactions in games with their peers. (Eti Rahayu, 2019)

### 3. Guessing clue

According to the English-Indonesian dictionary, the meaning of clue is a marker, sign, gesture, and key to a puzzle. Meanwhile, to meaning as a verb is to give a clue.

Another meaning and clue is anything that functions to guide or direct in solving a problem, mystery, etc. A phrase or word given as a clue to help find and answer or response in a crossword puzzle, on a game show. Clue words are included in the categories of nouns and verbs, depending on their role in a sentence.

### 4. Guessing mimic

Is a game of guessing words or concepts by paying attention to someone's facial expressions. This type of play is often referred to as "charades" or "pantomime."

Charades is a game in which participants have to describe certain words or phrase without using words, using only body movements, facial expressions and hand signals. Other people then try to guess the word or phrase based on the actions displayed. A simple example could involve someone imitating an action or presenting a facial expression associated with a particular word or phrase, and the other participants have to guess it. For example, a person may display a happy facial expression to indicate the words "happy" or "joyful."

These kinds of games are often played in a relaxed atmosphere and can be a fun way to interact and have fun with friends or family.

Here are some simple guidelines for playing the game of guessing words by facial expressions.

a) Prepare a word list

Make a list of words or phrases that participants will guess. Make sure the word or phrase can be stated or shown with movement body or facial expression

b) Choose the person who will start

Choose one person to be the first initiator. This person will choose a word or phrase from a list and try to express it without using words

c) Express with facial expressions

The person leading should try to express the word or phrase using only facial expressions and body movements, without making a sound or using words.

d) Participant guess

The other participants try to guess the word or phrase indicated by the initiator. They can give the answer immediately or wait until a certain time before giving a guess

e) Switch roles

Once a round is over, switch initiator roles so that each person has a chance to take the lead and express the word or phrase.

f) Deadline

Set time limits for each round to keep the game dynamic and not take too long. For example, give each initiator 1-2 minutes.

## 5. Flashcard

Flashcard or flash card is a bunch of cards that say information, such as words or numbers, on one or both sides. This card is usually used as a student practice. Generally a card write a question on one side, the answer on the other. Flash cards are often used as media for memorizing (Edufania, 2015)

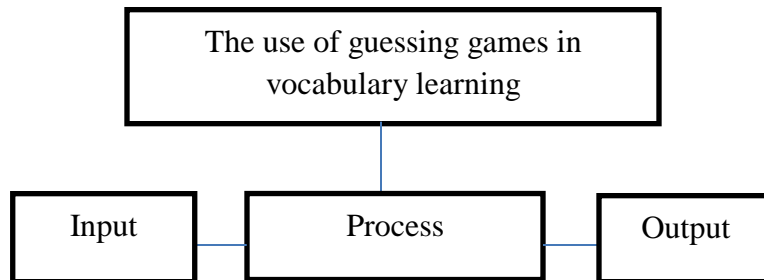
## 6. ABC Games

It's the game of all time, which everyone can play. If you feel that you are native Indonesian, must know once with game one this. ABC game with just a finger hands and knowledge. Then determine the theme, draw "ABC", count until the last finger stops on what letter. Then, start saying the names of things or people according to an existing theme predefined in the list (Go Girl, 2016).

For example, the following list:

- a) Food (P)
- b) Animals (B)
- c) Fruits (A)
- d) Vegetables (C)
- e) Occupation (D)

### C. *Theoretical Framework*



In this study, the researcher will use pre-experimental research with one group pre-test and post-test. The researcher will use guessing games to teach vocabulary to students.

Input : refers to the provision of materials used to teach students

Process : refers to the use of the guessing games in the process  
Vocabulary learning

Output : refers to the results of using the guessing games in the  
development of students' vocabulary

**D. HYPOTHESIS**

To determine the effectiveness or ineffectiveness of the influence of variable X (guessing games) with variable Y (vocabulary student) in this study, the researcher proposed the following hypothesis:

1. (H<sub>0</sub>) = there is no an influence of the use of guessing games in increasing students vocabulary mastery
2. (H<sub>1</sub>) = there is an influence of the use of guessing games in increasing Students vocabulary mastery.

## CHAPTER III

### RESEARCH METHOD

#### A. *Research design*

This research is a type of pre-experimental design research. The study involved one class as an experimental and treatment class with the aim of knowing the effectiveness of the guessing games in improving students' vocabulary mastery. The research design used in this study is the One Group Pretest-posttest Design (Tiro & Ahmar, 2014). The illustration of the research design is given as follows.

Table 1. Search Design One Group Pretest-posttest Design

<b>Pretest</b>	<b>Treatment</b>	<b>Posttest</b>
<b>O1</b>	<b>X</b>	<b>O2</b>

Tiro & Ahmar 2014

Information:

O1 = Pretest Value, namely the test value of student learning outcomes before apply the guessing games

X = Treatment, by using guessing games

O2 = Posttest value, namely the test score of student learning outcomes after apply the guessing games

## **B. *Population and Samples***

### 1. Population

Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics, that are selected by researcher to be studied and then draw conclusions. The population in this study will be all students of seventh grades which is consisting of VII A, VII B, and VII C. There are 19 students of VII A, 16 students of VII B, and 16 students of VII C.

### 2. Samples

In this research, the research will employ random sampling technique. The research will choose one class randomly as sample of the research. Sample is part of the population that has the number and characteristics.

## **C. *Research Instruments***

In this study, there are two kinds of instruments, namely pre-test and post-test based on the material provided. The pre-test is used to determine the students' initial abilities and the post-test was given to see the increase in students' vocabulary after being taught using the guessing games.

#### **D. Procedures of collecting data**

Researcher collect data by covering:

##### 1. Pre-test

The researcher will give a pre-test to students in the form of multiple choice questions consisting of 20 questions. It aims to determine the previous level of students' ability in vocabulary

##### 2. Treatment

The treatments consist of 6 meetings. The first meeting is vocabulary learning using a jigsaw technique with the theme of animals, The second meeting is vocabulary learning with the theme things in school and house, the third meeting of vocabulary learning with the theme of plants and fruits according to the learning material in the teacher's book of study, the fourth meeting of vocabulary learning with the theme of public buildings in accordance with the material in the teacher's manual for the field of study, the fifth meeting of vocabulary learning with theme of verb, and the sixth meeting of vocabulary learning with the appropriate adjective theme.

##### 3. Post-test

After carrying out learning with several meetings, the researcher conduct a final test to see the development of students' knowledge level of English vocabulary.

### E. Technique of data Analysis

This study will use descriptive statistics in analyzing the data. The descriptive statistics used in this study consist of number, average, standard deviation number, and frequency table.

The formula used to describes each research variable by showing descriptive Statistical analysis (mu'minati 2020)

1. Scoring the students by using the formula:

$$\text{Score} = \frac{\text{Correct answer}}{\text{Total number of items}} \times 100\%$$

2. Classifying the score of students' vocabulary

Classifying the score of the students' vocabulary into the following classification.

Table 2. Classification students' core

No	Classification	Score
1	Very good	81-100
2	Good	62-80
3	Fair	42-61
4	Poor	41-22
5	Very poor	<21

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### **A. Findings**

The description of the data presented in this section is the result of the pre-test and post-test evaluations conducted by the researcher. The values that will be presented after being processed from raw data using descriptive data analysis techniques.

##### 1. The data analysis of pre-test

Before learning with the guessing games method, the researcher conducted a pre-test to determine the extent to which students understood English vocabulary by developing questions in the form of filling in and connecting pictures with words.

Table 3. Classification Students' Score

No	Classification	Score
1	Very good	81-100
2	Good	62-80
3	Fair	42- 61
4	Poor	41-22
5	Very poor	$\leq 21$

Classification of frequency and percentage score students' vocabulary

Table 4. Pre-experimental class (pre-test)

No	Classification	Score	Frequency	Percentage
1	Very Good	81 – 100	0	0 %
2	Good	62 – 80	1	7 %
3	Fair	42 – 61	0	0 %
4	Poor	41 – 22	6	40 %
5	Very Poor	≤ 21	7	47 %
Total			15	100 %
Mean			20.27	

Based on the table above, it can be seen that from the number of 15 students who were sampled in this study, there were 0 students with a percentage of 0% which is indicated that the value of the vocabulary test results before the guessing games were implemented in the very good category, 1 student with the percentage of 7% is in the good category, 0 students with a percentage of 0% is in the fair category, 6 students with a percentage of 40% are in the poor category, and 7 students with a percentage of 47% are in the very poor category.

The average value before the guessing games applied was 20.27, so it can be seen that the students' vocabulary is still very lacking. Therefore the researcher will apply the guessing games technique to find out whether the use of this technique is effective so that it can increase students' vocabulary or quite the opposite.

## 2. Treatment

Before the researcher applied guessing games to determine students' vocabulary skills, the researchers first distributed pre-test questions with several meetings as follows:

## a) first meeting

The first meeting was done on Wednesday, September 28, 2022. At this first meeting, the researcher explained about the vocabulary material, which is about verbs that will be used in the guessing gesture technique. Before entering the main material, the students were divided into 3 groups. Each group consists of 5 students. In the first session, each group was given 5 minutes to guess the word. After that the students were shown 40 vocabularies to be taught. Each group sent one person to demonstrate the word that will be guessed by his friend. The word that was successfully guessed will be written on the blackboard. Then the group that guessed the fewest words will be disqualified in this guessing gesture. While in the second session students were given 3 minutes to guess the word.

The guessing gesture technique carried out at this meeting, the researcher was able to see the vocabulary mastery abilities of the students in each groups in the first session. It is proven that group 3 guess 6 words out of 40 vocabularies, while group 2 guess 7 words out of 40 vocabularies, and group guess 9 words out of 40 vocabularies. Then in the second session, group 1 guess 15 words out of 40 vocabularies, while group two guess 10 words out of 40 vocabularies. At this meeting, the researcher was able to find out the students' vocabulary mastery. There were 15 words that were most likely to be guessed.

Table 5. The following is a table of vocabulary learned at the first meeting

Bercakap	Talk	Berdiri	Stand
Berenang	Swim	Berjalan	Walk
Berlari	Run	Bermain	Play
Duduk	Sit	Bertepuk	Clap
Tertawa	laugh	Makan	Eat
Mandi	Bathe	Melambai	Wave
Melompat	Jump	Melukis	Draw
Memanjat	Climb	Memasak	Cook
Mengendarai	Drive	Belajar	Study
Membaca	Read	Tidur	Sleep
Minum	Drink	Membuka	Open
Menulis	Write	Berhenti	Stop
Memberi	Give	Memulai	Start
Pergi	Go	Membawa	Bring
Melihat	See	Menemukan	Find
Bekerja	Work	Datang	Come
Berfikir	Think	Merasa	Feel
Memanggil	Call	Meletakkan	Put
Pindah	Move	Mendukung	Support
Menang	Win	Mendengar	Hear

## b) Second meeting

The second meeting was held on Thursday, September 29, 2022. At this meeting, the researcher explained about the vocabulary material to be studied namely nouns that will be used in the guessing a picture technique, before entering the main material the students were divided into 3 groups consisting of 5 students. In the first session each group was given 5 minutes to guess the word. After that the students were shown 52 vocabularies to be taught. Each group sent one person to show a picture of the word that will be guessed by his friend, the word that is successfully guessed will be written on the blackboard. The group that guesses the fewest words will be disqualified in this guessing a gesture. While in the second session students were given 4 minutes to guess the word. For the first session the group that guessed the least words was group 1 who guess 6 words out of 52 vocabularies, group 2 guess 10 vocabularies, while group 3 guess 12 words. Then in the second session, group 2 guess 14 words from 52 vocabularies, while group 3 guess 18 words from 52 vocabularies.

Table 6. The following is a table of vocabulary learned at the second meeting

Kelas	Class	Meja	Table
Laci	Drawer	Kursi	Chair
Lampu	Lamp	Papan tulis putih	Whiteboard
Lemari	Cupboard	Papan tulis hitam	Blackboard
Gambar	Picture	Kapur	Chalk

Spidol	Marker	Pensil	Pencil
Gunting	Scissors	Kotak pensil	Pencil case
Penggaris	Ruler	Lem	Glue
Penghapus	Eraser	Pulpen	Pen
Kertas	Paper	Buku	Book
Peta	Map	Jam dinding	Clock
Vas bunga	Flower vase	Keset	Mat
Kamus	Dictionary	Dinding	Wall
Jam tangan	Watch	Mobil	Car
Lantai	Floor	Pintu	Door
Jendela	Window	Atap	Roof
Sepatu	Shoes	Dasi	Tie
Topi	Hat	Tas	Bag
Bendera	Flag	Piala	Trophy
Bel	Bell	Bola	Ball
Guru	Teacher	Murid	Student
Kantin	Canteen	Perpustakaan	Library
Ruang guru	Teacher's room	Masjid	Mosque
Ruang osis	Student council room	Stadion	Stadium
Kantor pos	Post office	Bank	Bank
Rumah sakit	Hospital	Kantor polisi	Police office

c) Third meeting

The third meeting will be held on Wednesday, October 2, 2022. At this meeting, the researcher explained the vocabulary material to be studied, namely noun (animals) and adjectives that will be used in guessing clue technique. Before entering the main material the students were divided into 3 groups consisting of 5 students. In the first session, each group is given 6 minutes to guess the word. After that the students were shown 68 vocabularies to be taught. Each group sent one person to give a clue by mentioning the characteristics of the word that will be guessed by his friend, the word that is successfully guessed will be written on the blackboard. The group that guesses the word the least will be disqualified in this word with a clue. In the first session, the group that guessed the fewest words was group 3, which was only able to guess 6 words out of 68 vocabularies, while each groups 1 and 2 guessed 7 words. Furthermore, in the second session students were given 5 minutes to guess the word, the group that guessed the fewest words was group 2 which was only able to guess 3 words out of 68 vocabularies, while group 1 guess 7 vocabularies.

Table 7. The following is a table of vocabulary learned at the third meeting

Third meeting			
Angsa	Goose	Anjing	Dog
Bebek	Duck	Buaya	Crocodile
Burung	Bird	Caing	Worm
Cicak	House lizard	Cumi cumi	Squid
Domba	Sheep	Elang	Eagle
Gajah	Elephant	Gagak	Crow
Harimau	Tiger	Hiu	Shark
Ikan	Fish	Jangkrik	Cricket
Jerapah	Giraffe	Kalajengking	Scorpion
Kelelawar	Bat	Kelinci	Rabbit
Kepiting	Crab	Kera	Ape
Kucing	Cat	Kuda	Horse
Laba laba	Spider	Lebah	Bee
Lumba lumba	Dolphin	Merpati	Dove
Monyet	Monkey	Rusa	Deer
Sapi	Cow	Singa	Lion
Serigala	Wolf	Tikus	Mouse
Unta	Camel	Ular	Snake
Katak	Frog	Kambing	Goat
Buruk	Bad	Besar	Big
Membosankan	Boring	Kuat	Strong

Malas	Lazy	Baik hati	Kind
Pelit	Stingy	Salah	Wrong
Segar	Fresh	Enak	Delicious
Serakah	Greedy	Nakal	Naughty
Kotor	Dirty	Pintar	Smart
Cantik	Beautiful	Bersih	Clean
Gendut	Fat	Tinggi	Tall
Kurus	Thin	Pendek	Short
Telat	Late	Benar	Right
Busuk	Rotten	Lambat	Slow
Gelap	Dark	Rajin	Diligent
Tampan	Handsome	Berat	Heavy
Baru	New	Lemah	Weak

## d) Fourth meeting

The fourth meeting was held on Thursday, October 3, 2022. At this meeting, the researcher explained the vocabulary material to be studied, namely adjectives that will be used in the guessing a mimic technique, before entering the main material, students were divided into 3 groups consisting of 5 students in each group. In the first session each group is given 6 minutes to guess the word. After that the students were shown and recorded 16 vocabularies to be taught. Each group sent one person to mimic by giving a facial expression of the word that will be guessed by his friend, the word that is successfully guessed will be written on the blackboard. The group that guesses the fewest words will be disqualified in this guessing a mimic. In the first session, the group that guessed the fewest words was group 3, which was only able to guess 6 words out of 16 vocabularies, while groups 1 and 2 each guess 7 words. Furthermore, in the second session students were given 5 minutes to guess the word, the group that guessed the fewest words was group 2 which was only able to guess 3 words out of 16 vocabularies, while group 1 guess 7 vocabularies.

Table 8. The following is a table of vocabulary learned at the fourth meeting

Fourth meeting			
Marah	Angry	Enak	Delicious
Dingin	Cold	Senyum	Smile
Sedih	Sad	Menangis	Crying
Lelah	Tired	Panas	Hot

Bahagia	Happy	Tenang	Calm
Gelisah	Excited	Jijik	Disgusted
Tertawa	Laughing	Terkejut	Surprised
Kesal	Annoyed	Mengantuk	Sleepy

### 3. Analysis of Post-test

After four meetings at the post-test to determine the students' ability to understand vocabulary, then the researcher conducted an analysis of the post-test. Analysis of post-test is the final evaluation conducted to determine students' vocabulary skills after doing the pre-test. The purpose of the post-test is to determine the success of the learning process and to measure the mastery of students' competence on the material that has been given. Similar to the pre-test, in this post-test analysis, the researcher distributes the same form of questions as the pre-test, but the questions are different.

To find out the results of the evaluation can be seen through the following assessment.

Table 9. Classification Students' Score

No	Classification	Score
1	Very good	81-100
2	Good	62-80
3	Fair	42- 61
4	Poor	41-22
5	Very poor	≤ 21

## Classification of frequency and percentage score students' vocabulary

Table 10. Post-experimental class (post-test)

No	Classification	Score	Frequency	Percentage
1	Very Good	81 – 100	9	60 %
2	Good	62 – 80	1	7 %
3	Fair	42 – 61	2	13 %
4	Poor	41 – 22	2	13 %
5	Very Poor	≤ 21	1	7 %
Total			15	100 %
Mean			70.87	

Based on the table above, it can be seen that from 15 students who were sampled in this study, there are 9 students with a percentage of 60% which showed that the vocabulary test scores after the guessing games implemented were in the very good category, 1 student with a percentage of 7% are in the good category, 2 students with a percentage of 13% are in the fair category, 2 students with a percentage of 13% are in the poor category, and 1 student with a percentage of 7% are in the very poor category.

The table above shows that the average post-test score after the implementation of guessing games is 70.87, while the average score before the implementation of guessing games is 20.27. This shows that students' vocabulary comprehension after being given the treatment (guessing games) has increased significantly.

#### 4. The data analysis of vocabulary test

##### a) The statistical summary of the students' pre-test and post-test

After the researcher calculated the results of the students' pre-test and post-test scores, the students' average standard deviation scores can be seen in the table as follows:

Table 11. The statistical summary of the students' pre-test and post-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	20.27	15	18.258	4.714
	POST TEST	70.87	15	29.859	7.710

b

le above is a summary of statistics from the pre-test and post-test which shows that there is an increase in the achievement of student scores. Test is at good. Thus the average score of students on the pre-test was 20.27 and the average score on the post-test was 70.87, it can be seen that the students' vocabulary increased greatly in the post-test from 15 samples.

##### b). Uji Pre-Test and Post-Test

Table 12. Samples Correlations of Pre-Test and Post-Test

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	PRE TEST & POST TEST	15	.111	.694

The table above is the result of the correlation test or the relationship among two data, namely pre-test and post-test. The basis for making the decision on the correlation test is if the significance value is  $> 0.05$ , then there is no indication of a relationship between the pre-test and post-test data. Looking at the table above, it can be seen that the significance value of  $0.694 > 0.05$  means that there is no relationship among the two data.

Table 13. Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRE TEST - POST TEST	-50.600	33.224	8.578	-68.999	-32.201	-5.899	14	.000

Paired sample t test is a test used to compare the difference between two means of two paired samples with the assumption that the data are normally distributed. Paired samples come from the same subject. Each variable is taken in different situations and circumstances.

The basis for decision making on the paired sample t test is as follows:

**The significance value** (2-tailed)  $< 0.05$  then this indicates a significant difference between the initial variable and the final variable. This shows that

there is a significant effect on the difference in the treatment given to each variable.

**The significance value** (2-tailed)  $> 0.05$  then this indicates that there is no significant difference between the initial variable and the final variable. This shows that there is a significant effect on the difference in the treatment given to each variable.

It is known that the significant value (2-tailed) is  $0.000 < 0.05$ , so it can be concluded that there is a significant difference between the results of learning English vocabulary before the application of guessing games (pre-test) and after the implementation of guessing games (post-test).

c). The comparison between the students' score of pretest and posttest.

Table 14. The T-test of the students' Enrichment Vocabulary

Variable	t-value	t-table	Description
Pretest and posttest		2.16037	Significantly different

Based on the T –test statistics shown above, it can be concluded that the probability value is smaller than the significance level ( $3.874 > 2.16037$ ). This means that H1 is accepted and H0 is rejected. It was concluded that there was a significant difference before treatment on the pretest and after treatment on the posttest. In other words, there is a significant enrichment of students'

vocabulary between pretest and posttest. Then, the key is that guessing games are able to make a much bigger contribution to students' vocabulary.

## **B. Discussion**

In the discussion section, the researcher will discuss the findings that have been obtained through data collected with several theories and test interpretations of two data, namely pre-test and post-test. By learning different guessing game techniques in each meeting, students enjoy the learning process. This makes students more interactive in mentioning or pronouncing the vocabulary given by using gestures. This is in line with the opinion of Puspari (2020) which said that the effectiveness of the TGT model helps guessing motion games to improve learning creativity. Based on learning using different guessing games techniques in each meeting, learning using guessing a picture, guessing word with a clue and guessing a mimic greatly facilitates and increases students' enthusiasm in learning because with the a picture, clue and mimic technique students can also open up His mind by seeing pictures, expressions and hearing the word clues given stimulates students to think faster with the information they get. This is in line with the opinion of Sumarsi (2017) to improve problem solving skills through guessing pictures, Suharno (2018) the use of Who AM I Game and Hasibuan (2021) the implications of guessing faces on children's expressive language development.

From the opinions of the experts above, it can be concluded that in the learning process teachers are required to have creativity in teaching. Teachers need interesting media and methods or techniques in carrying out

the lessons that students need in receiving learning, interesting media and methods used by teachers will increase students' enthusiasm and make it easier to understand the material presented by the teacher, especially in English subjects which are generally considered difficult by students. Especially on vocabulary material. Most of the students have a lack of English vocabulary. An interesting media is needed in introducing new vocabulary to students, one of which is the use of guessing games.

This can be proven by the average pre-test before treatment of 20.27, while the students' scores after treatment showed a significant increase, with an average score of 70.87. These data indicate that students have different scores on the pre and posttest. This indicates that there is a significant difference between the average pre-test and post-test scores after treatment. This means that the use of guessing games is effective in increasing students' vocabulary.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results that have been obtained, it can be concluded that the application of guessing games to increase students' vocabulary at MTs Husnul Khatimah, it can be seen that the average score of the pre-test of students is 20.27 very less before getting treatment, while the average score of post-test is 70.87. Student test experienced a very significant increase. It can also be seen from the results of the correlation test with a significance value  $> 0.05$ , so there is no indication of a relationship between pre-test and post-test data. It is known that the significance value of  $0.694 > 0.05$  means that there is no relationship among the two data. While looking at the paired samples test, the significant (2-tailed) is  $0.000 < 0.05$ , so it can be concluded that there is a significant difference between the results of learning English vocabulary before the application of guessing games (pre-test) and after the implementation of guessing games (post-test). This shows that there is a difference in the treatment given to each variable.

## **B. Suggestion**

Based on the conclusions in this study, the following suggestions can be made:

### 1. For Schools

Researcher hope that every school provides better facilities for students to support the process of learning English.

### 2. For teachers

- a. Teachers should be more active in order to improve the quality of learning in schools, good at using methods, media and innovation in teaching and learning activities
- b. Teaching and learning activities should be more active, creative and innovative, because this is one of the success factors in obtaining the expected achievements, and achieving national education goals.

### 3. For students

They should always prepare themselves to take part in learning at school, form study groups, make good use of facilities and infrastructure and establish friendly relations with school principals, teachers, and school staff.

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## ATTACHMENT

1. The first meeting is vocabulary learning with the them part body and animals

telinga = ear	pergelangan tangan = wrist
Jari tangan = finger	rambut = hair
Jari kaki = toe	bibir = lip
hidung = nose	dada = chest
perut = stomach	kuku = nail
dahi = forehead	Leg = kaki
pipi = cheek	tumit = heel
pinggang = waist	leher = neck
lengan bawah = forearm	mata = eye
dagu = chin	paha = thigh
Kepala = head	mulut = mouth
Lutut = knee	Gigi = tooth
Betis = calf	ant = semut
Bat = kelelawar	bee = lebah
Bird = burung	bull = banteng
Camel = unta	cat = kucing
Chicken = ayam	deer = rusa
Dog = anjing	dolphin = lumba-lumba
Duck = bebek	fish = ikan
Fly = lalat	frog = katak
Goat = kambing	horse = kuda

Lion = singa

rat = tikus

2. The second meeting is vocabulary learning with the theme things in school, public buildings and house.

Pulpen = pen

tas = bag

Pensil = pencil

tempat pensil = pencil case

Penghapus = eraser

penggaris = ruler

Papan tulis = whiteboard

speaker = speaker

Pintu = door

komputer = computer

Jendela = window

piala = trophy

Meja = table

topi = cap

Kursi = chair

dasi = tie

Kapur = chalk

bel = bell

Bola dunia = globe

kamus = dictionary

Bakery: Toko roti

Canteen: Kantin

Bank: Bank

Mall: Mall

Mosque: Masjid

Museum: Museum

Stadium: Stadion

Post office: Kantor pos

3. The third meeting is vocabulary learning with the theme adjective

Kuat : strong	besar : big
Weak : lemah	tinggi : tall
Cepat : fast	cantik : beautifull
berat : heavy	ungly : jelek
ringan : light	lembut : soft
muda : young	keras : hard
tua : old	kosong : empty
kurus : thin	penuh : full
gemuk : fat	kotor : dirty
small : kecil	bersih : clean
dekat : close	panjang : long
jauh : far	pendek : short
bagus : good	buruk : bad
mudah : easy	sulit : difficult
pendek : short	

4. The fourth meeting is vocabulary learning with the theme of verb

Bercakap : talk	berdiri : stand
Berenang : swim	berjalan : walk
berlari : run	bermain : play
bertepuk : clap	duduk : sit
ketawa : laugh	eat : makan
mandi : bathe	melambai : wave
melompat : jump	melukis : draw
memanjat : climb	memasak : cook
memandu : drive	belajar : study

membaca : read

minum : drink

mencatat : note

tidur : sleep

membuka : open

berhenti : stop/ menghentikan

## Pre-test

Nama :

Kelas :

Circle the correct answer

1. What is the English of “telinga”
  - a. Table
  - b. ear
  - c. cupboard
  - d. whiteboard
2. What is the English of “jam dinding”
  - a. Mat
  - b. Window
  - c. vent
  - d. clock
3. What is the English of “dinding”
  - a. Door
  - b. Vent
  - c. roof
  - d. wall
4. What is the English of “bendera”
  - a. Flag
  - b. Broom
  - c. bell
  - d. ball
5. What is the English of “spidol”
  - a. Cupboard
  - b. Marker
  - c. lamp
  - d. drawer
6. What is the English of “senang”
  - a. Answer
  - b. Affect
  - c. agree
  - d. happy
7. What is the English of “makan”



- a. soft
- b. Sincere
- c. perfect
- d. happy

16. What is the English of “ tampan”

- a. Hand some
- b. Cold
- c. fair
- d. cute

17. What is the English “ kaos kaki “

- a. Socks
- b. Bell
- c. belt
- d. trophy

18. What is the English “ sapu”

- a. Ball
- b. Broom
- c. lamp
- d. car

19. What is the English “ melompat”

- a. Floor
- b. jump
- c. window
- d. calendar

20. What is the English “ lari “

- a. run
- b. forget
- c. say
- d. feel

## Post test

1. What is the English “ memanjat “
  - c. run
  - d. forget
2. What is the English “ sapu”
  - c. Ball
  - d. Broom
2. What is the English “ ketawa”
  - c. Floor
  - d. Mat
3. What is the English “ melambai “
  - c. Socks
  - d. Bell
4. What is the English of “ berjalan “
  - c. run
  - d. Eat
5. What is the English of “ berenang”
  - c. swim
  - d. Cold
6. What is the English of “ besar”
  - c. big
  - d. Affect
7. What is the English of “ dasi“
  - c. tie



- c. Cupboard
- d. Marker
- c. lamp
- d. drawer

16. What is the English of “gigi”

- a. Answer
- b. Affect
- c. tooth
- d. allow

17. What is the English of “makan”

- a. Lie
- b. Eat
- c. meet
- d. pay

18. What is the English of “kotor”

- c. Like
- d. Meet
- c. stand
- d. dirty

19. What is the English of “belajar”

- c. Run
- d. Study
- c. read
- d. sit

20. What is the English of “tidur”

- c. Sleep
- d. Stand
- c. close
- d. go

## DOCUMENTATION









KPK I	Kpk II	kpk III
rabi dag 1. Frog 2. horse 3. goat 4. goose 5. Tiger 6. Spider 7. Duck	Spider Elephant Delfin Shark monkey s. Jure I	1. Crocodile 2. Sheep 3. Tiger 4. Rabbit 5. Cat 6. J. Pan 7. ganes I 1. Monkey 2. Delfin 3. Goat 4. Dove

## BIOGRAPHY



**MUSLIMIN**, the first child and five siblings of the couple Muhammad and Nurlia who has born in Madatte Polewali Mandar, on 26 september 1997. The author started formal education in 2005 at SDN NO 050 Manding Polewali Mandar, then in 2011 the author continued his education at MTS DDI Manding Polewali Mandar, then in 2014 the author continued his education at the STAIN Majene college level, choosing the Tarbiyah and Teacher Training Department with the English Education Study Program.