

**USING GUESSING GAME TO IMPROVE STUDENTS  
VOCABULARY MASTERY**

**THESIS**

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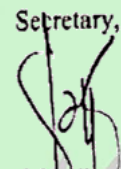
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adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan,



Arjunia

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Banda Aceh, 28 November 2022

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## ABSTRACT

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Keyword : Vocabulary Mastery, Guessing Game

Despite vocabulary being essential, there still student have difficulties mastering vocabulary. This study aimed to investigate whether using a guessing game can improve students' vocabulary mastery for second-grade students at SMP Islam YPUI Banda Aceh. The research method was quantitative research. Specifically, a pre-experimental research design was carried out in a single class. The data was obtained using a test (pre-test and post-test). The study's samples were chosen using a random sampling technique with 26 students. The result showed that their post-test scores were higher than their pre-test scores. That was, the mean of the post-test was 81,30, while the mean of the pre-test was 64,57. It means an increase in value after being given treatment using a guessing game. As a result, there was a difference between students' test results in the Pre-test and Post-test. Furthermore, most of the students' responses towards implementing the guessing game in improving students' vocabulary were positive.



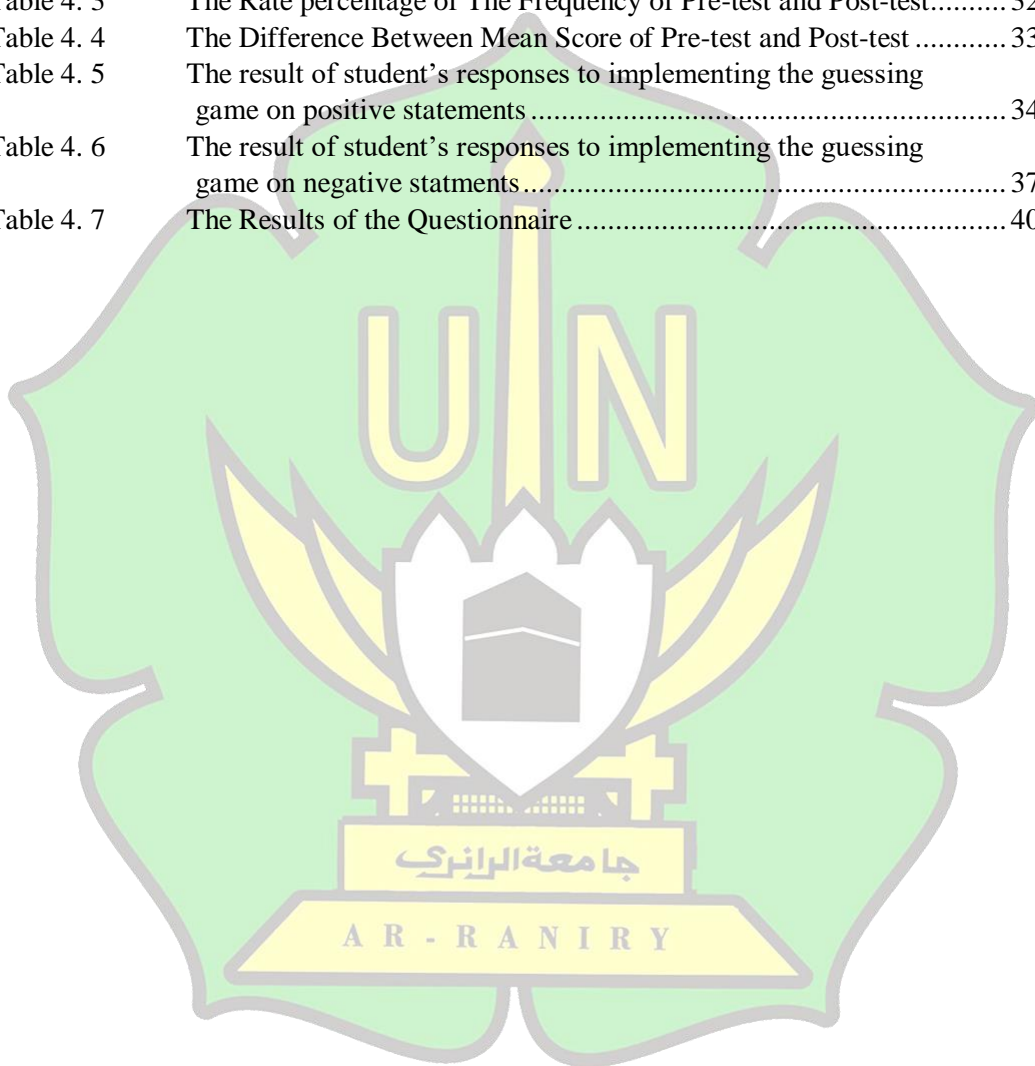
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## CHAPTER I

### INTRODUCTION

This chapter contains backgrounds of the study, research question, research aims, significance of the study, and research terminologies.

#### A. Backgrounds of the Study

In today's world, learning a second language is very important. There are many languages worldwide, and one of them is English. For many individuals worldwide, English has become a foreign language and plays a vital role in education, especially in Indonesia. Because of its importance as a global language, English is now one of the main subjects taught in school. English as an international language needs to be conducted for the development of science and technology, the cultural age, and the relationship between countries in the world (Depdikbud, cited in Khasanah, 2013).

Vocabulary learning is essential in learning a foreign language (Jumariati, 2010). The most significant component of any language course is vocabulary (McCarthy, 2001). One of the areas of learning that students must grasp is vocabulary (Sari, Sahardin, Yani, and Yusuf, 2022). Vocabulary is the words of a language, comprising single items and phrases or chunks of many words that convey a specific meaning in the same manner that individual words do. However, some students struggle to express their ideas through writing because they lack vocabulary (Clouston, 2013). Also, the first stage in learning a new language is learning vocabulary because vocabulary is the fundamental knowledge required to learn other skills. Vocabulary is one of the most critical aspects of language

competency since it impacts how effectively students talk, listen, read, and write. In talking, students need the vocabulary to communicate and express their feelings clearly. In listening, vocabulary also makes it easy for students to hear what other people say. Listeners can understand the topic the speaker is saying and understand speech or information in audio such as a tape recorder or radio, as well as audio-visual such as television. Likewise, in reading, vocabulary makes it easy to understand reading or texts explicitly and implicitly. Lastly, in writing, vocabulary can make it easier to write a series of sentences to express ideas. Vocabulary is the first aspect to pay attention to before writing a sentence than other aspects such as grammar, spelling, and punctuation. It is vital to have a large amount of vocabulary since the more terms students know, the higher their chances of understanding. It is believed that without sufficient vocabularies students may not understand the expression or ideas. Vocabulary mastery is a must for someone who wants to master English (Richards & Renandya, 2002, as cited in Salsabila, 2017).

Although it is important in these four skills, there are still student who have not been able to strengthen their memory of the words they have memorized. Based on research of some researchers such as Afzal (2019); Rohmatillah (2017); Susanto (2021); and Salam & Nurnisa (2021) and others, they have discovered that one of the problems was that students had difficulty knowing the meaning of new words. This difficulty will result in students having difficulty in writing and spelling. Also students will have difficulty in choosing the right meaning of the

word, then difficulty in identifying the grammatical structure of words, and be confused when finding idiomatic words or expressions.

To overcome students' difficulties in mastering vocabulary, an easy and interesting technique is needed, such as games. While this technique is a simple, It is also very beneficial to engage students in the learning process. Games are highly motivating because they are entertaining and enjoyable. (Ersoz, 2000). Students can benefit greatly from games in terms of improving and developing their English vocabulary. Numerous games in teaching techniques can help students improve their vocabulary. One of the games in teaching techniques is the guessing game. Prasetiawati (2011) stated that guessing games can be an interesting activity for children to learn English. They will feel happy to be learning English and they will not find it difficult. The purpose of a guessing game is to guess some information, such as a word, a phrase, a title, or the location of an object. (Philips, 2003, as cited in Wahyuni & Yulianti, 2016) suggested that a guessing game is used to introduce vocabulary and practice interpreting meaning from context. A guessing game is one in which one person knows something, and the others have limited time to figure out or guess what it is. This game can be used in the classroom. This activity is intended to pique students' attention and bring them closer to the content. Aside from that, every student in the class can participate in the guessing game. As a result, the guessing game will boost students' motivation to study English while also influencing their vocabulary mastery.

Several studies have been conducted in this regard. Anggraini et al. (2020) researched the use of guessing games to improve students' vocabulary mastery in the first grade of SMPN 4 Bandar Lampung. The findings of this study revealed that students' vocabulary mastery improved significantly after being taught to use a guessing game. Moreover, the study's respondents revealed that most students worked without stress, had fun, and learned something new. According to the findings, the student's reaction to the technique was positive. Another survey carried out by Razmi et al. (2019) showed that guessing game helps students develop their vocabulary memorizing ability in a fun way, improving their vocabulary. Using Guessing Games increases vocabulary, individually or classically. Afterward, a study by Wahyuni & Yulianti (2016) mentioned that guessing games improved students' speaking ability, and using this game technique in the classroom is more effective for students' speaking skills.

Dayah Modern Darul 'Ulum YPUI Banda Aceh is one of the Islamic Education Institutions that adheres to the Madrasah System and students who live in dormitories with an education period of 3-6 years. In addition to using the curriculum set by the Ministry of Religion and Ministry of Education and Culture, this Dayah also has its curriculum that focuses more on religious education and Islamic boarding school learning. The activities are busier than public schools. Learning activities in Dayah can last a day and night. In contrast to public schools that use the curriculum from the government and state schools which only last from morning until noon. Then, students are required to memorize a lot, such as memorizing the Qur'an and memorizing vocabulary or lessons given at school, so



that sometimes they forget how to keep their vocabulary memory and also feel bored with lessons, especially English lessons they need more attention of teachers to make the process of vocabulary transfer easier to understand and more fun to learn. To do this difficult job, teachers need effective techniques in increasing students' vocabulary. Teaching English with guessing games, would help students to improve vocabulary and overcome boredom in learning English. Then the research using the guessing game method that has been done previously shows that most of it is done outside Aceh, and most of it is only done in non-boarding schools, while for the same research in the Aceh area, especially in boarding schools, there is still little done especially in SMP Islam YPUI Banda Aceh, so far no one has done research in the same context.

Based on the background above, the researcher conducted a research entitled “Using Guessing Game to Improve Students Vocabulary Mastery” in SMP Islam YPUI Banda Aceh.

## **B. Research Questions**

Based on the statement above, one research question is formulated as follows:

1. Does the use of Guessing Games improve the students' vocabulary?
2. What are the students responses to the implementation of the Guessing Game?

### **C. Research Aims**

Based on the research questions above, the aims of this research are as follow:

1. To find out whether the use of Guessing Game improve the students' vocabulary.
2. To find out students response on the implementation of Guessing Game.

### **D. Significance of the Study**

The results of this study are expected to be useful for students, teachers, and readers in increasing vocabulary. For students, it is expected that the students can be motivated to learn English and they can enrich their vocabulary by using Guessing Game, especially students in SMP Islam YPUI Banda Aceh. For teachers, researcher hopes that the results of this study can be used as new ideas for teachers in teaching vocabulary to students, and the results of this study are expected to be used as a benchmark for students' English vocabulary skills at SMP Islam YPUI Banda Aceh. The researcher also hopes that through this research, readers are interested in increasing vocabulary through Guessing Game.

### **E. Research Terminologies**

This section presents several key terms that need to be explained. The terms are:

#### ***1. Vocabulary***

Vocabulary can be defined as a language's words, including single items and phrases or chunks of several words that convey a specific meaning in the

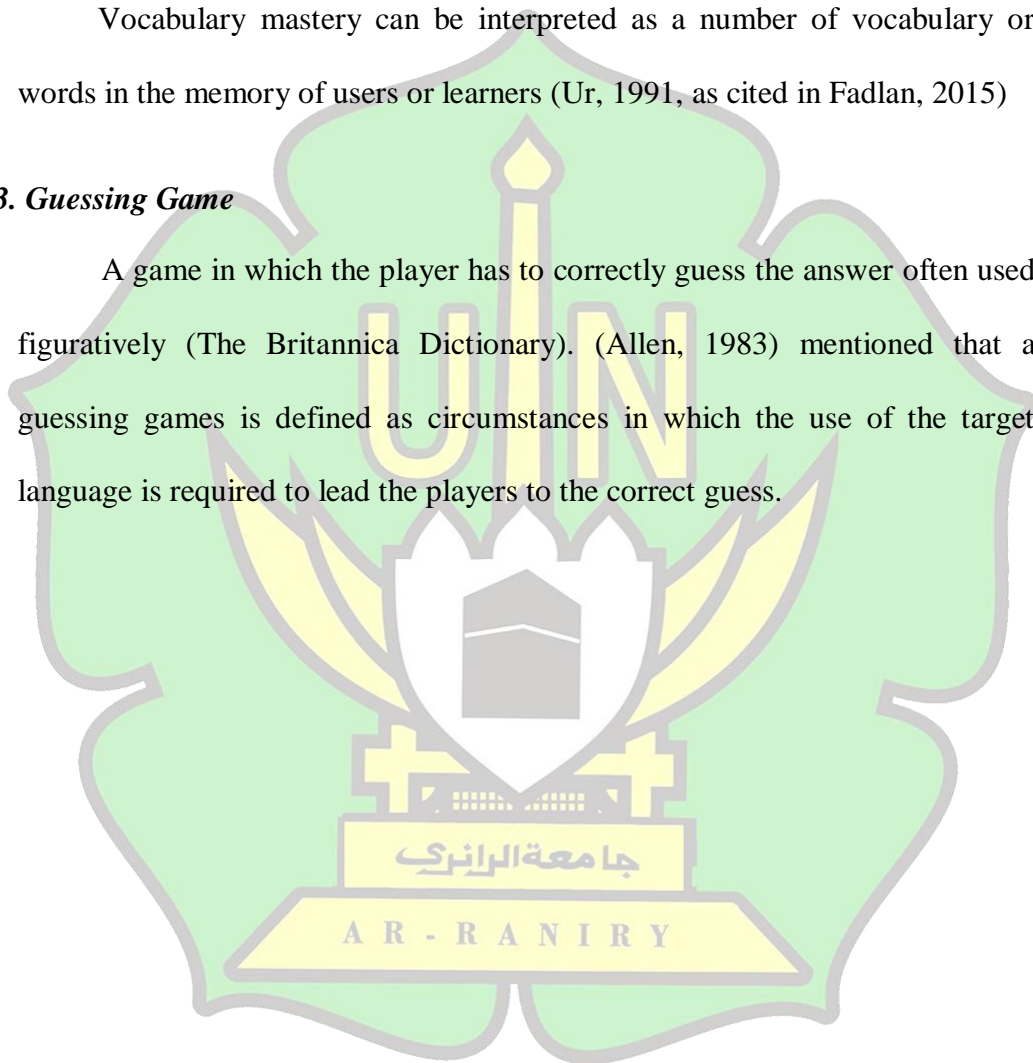
same way that individual words do (Alfaki, 2015). Vocabulary is central to language, and language learning vocabulary learning is crucial to language learners (Hiebert & Kamil, 2005).

## **2. Vocabulary Mastery**

Vocabulary mastery can be interpreted as a number of vocabulary or words in the memory of users or learners (Ur, 1991, as cited in Fadlan, 2015)

## **3. Guessing Game**

A game in which the player has to correctly guess the answer often used figuratively (The Britannica Dictionary). (Allen, 1983) mentioned that a guessing games is defined as circumstances in which the use of the target language is required to lead the players to the correct guess.



## CHAPTER II

### LITERATURE REVIEW

This chapter includes a definition of terms as well as a review of previous literature that related on Vocabulary and Guessing Game.

#### A. Vocabulary

##### 1. Definition of Vocabulary

Vocabulary is closely related to learning a new language. Vocabulary refers to knowledge of words, their meanings, and how to use words effectively to communicate. Vocabulary is an essential part of the language. Lehr, Osborn, and Hiebert (2001, as cited in Hiebert and Kamil, 2005) describe vocabulary as the awareness of words and their meanings in spoken and written language. An individual who wants to communicate in a specific language must first master the vocabulary of that language. Furthermore, Alqahtani (2015) argues that developing a large vocabulary is essential for successful foreign language use because a language learner can only use the structures and function he has learned for comprehensible communication if he has an extensive vocabulary.

Furthermore, Neuman & Dwyer (2009) declare that vocabulary can be defined as the words one must know to communicate effectively: words for speaking (expressive vocabulary) and words for listening (receptive vocabulary). It means that vocabulary is about the words that must be known and mastered to communicate effectively with other people. Moreover, vocabulary is defined as "understanding the meaning of words". Understanding the meaning of words is one approach to understanding the meaning of a sentence or paragraph.

Vocabulary can be used to convey ideas, feelings, thoughts, or facts clearly and accurately to others, although it is not only with words but also with body language or gestures. By having a lot of vocabulary, a person will easily communicate with other people. If he has very little vocabulary, he will be confused about what to say or it may be difficult to understand what other people are saying.

Hackman (2008) states that vocabulary is more than just a collection of words. Although vocabulary size is essential, knowing how to use it matters most. The students cannot understand what they read without understanding what most of the words mean. Besides, Jarperson (2007) defines vocabulary as the formation of words utilizing suffixes and prefixes. In vocabulary, students must acquire a large number of vocabulary to talk, write, read, and listen effectively. When students begin to study the English language, they must first learn the language's lexicon.

In the meantime, Setiyaningsih (2009) defines vocabulary as "all the words that people receive incidentally or intentionally through indirect exposure to words, explicitly instruction to specific words, and word learning strategy". According to Nakata (2006) states that vocabulary learning models are not like grammar learning, but rather a process that requires time, effort, and repetition in order to gain vocabulary information. Besides, in order to memorize high-frequency vocabulary and retain them in long-term memory, students must be disciplined in devoting more time to the new words.

## 2. Kind of Vocabulary

Some experts differ in classifying the types of vocabulary. According to Gruneberg & Sykes (1991, as cited in Susanto, 2017) distinguish the two types of vocabulary, the first type of vocabulary was the one that had been given to the students and that they were expected to be able to use. On the other hand, the second refers to terms that students would know when they met them but would most likely be unable to pronounce.

Aebersold & Field (1997) also classify vocabulary into two types: active and passive:

- a. Active vocabulary refers to items a learner can use appropriately in speaking or writing. It is also known as *productive vocabulary*, even though it is more difficult to practice. To use productive vocabulary, students must know how to pronounce it correctly, be familiar with collocations, and understand the word's connotation meaning. This type is usually used in speaking and writing skills.
- b. Passive vocabulary, also known as a *receptive vocabulary*, refers to language items that can be recognized and understood while reading or listening.

Nation (1994, as cited in Gustian, 2021) states that vocabulary can be classified into two categories based on frequency: high frequency and low frequency vocabulary:

1. High-frequency vocabulary consists of words that are frequently used in daily conversation in all four skills and in a variety of situations. High-

frequency vocabulary is made up of 2000-word families, which account for approximately 87% of running words in formal written texts and more than 95% of terms in informal spoken texts.

2. Low frequency vocabulary, on the other hand, only covers a small proportion of the running words in a continuous text, implying that it is rarely employed in everyday English language activities. There are well over 100,000 word families in this group.

### ***3. The Importances of Vocabulary.***

Vocabulary is a language detail that must be found by folks interested in studying it. It is also fundamental or fundamental of a language that should be learned earlier than speaking; by comprehending fantastic vocabulary, someone could get hold of and bring thoughts. According to Rasinski (2008), vocabulary is know-how, approximately the meaning of words; a person will now only be capable of developing their English abilities if they draw close vocabulary. Mastery of phrases changed into not best essential for enhancing one's potential to concentrate, apprehend, and interpret something, in addition, to writing; however, it has also become the predominant capital for learning English as a foreign language and global language.

Tozcu & Coady (2004) note that learning vocabulary is critical to foreign language acquisition and education. It is vital to analyze comprehension and talent, which are closely related. Wilkins (1972, as cited in Edwina, 2020) says that little can be expressed without grammar; nothing may be conveyed without vocabulary. In the meantime, Gough (2007) claims that language is crucial due to

the fact phrases share the content of what we want to say; the more words you already know, the extra you'll be capable of speaking, so having enough quantity of vocabulary you may be qualified to talk approximately more matters. A brand-new word is incomprehensible until you know how to use it.

#### ***4. Vocabulary Mastery***

Mastering a vast range of vocabulary is critical for foreign language newcomers. Foreign language learners will have difficulty developing the four language talents if they do not draw close to them. John (2000, as cited in Lamante, 2020) states that vocabulary is the ability to recognize the meanings of phrases; therefore, a vocabulary test intends to peer if students can healthy every phrase to a synonym, a dictionary cassette definition, or a corresponding word of their language. According to Hatch & Brown (1995), vocabulary refers to a list or collection of terms for a particular language or a list of words used by individual speakers of that language. Because vocabulary is a list, the alphabetical order is the only scheme that applies.

Languages begin with a word, and entire languages are made up of words. Shefelbine (1990, as cited in Hakim, 2011) asserts that we commonly consider studying vocabulary as mastering the "words" when we think of language and language learning. When we have a greater understanding of vocabulary, we are able to not only understand the meaning of a word but it can also improve speaking and writing, but vocabulary mastery is a complex procedure that can be achieved suddenly.



The process of vocabulary mastery starts when someone continues to be a toddler. Porter (2001, as cited in Hasanah, 2018) states that mastery is knowing or comprehending something entirely and being able to use it without difficulty. According to Hornby (1995, as cited in Indriarti, 2014), mastery means having extraordinary talents and perfect mastery. Lewis & Hill (1990, as cited in Setiawan, 2020) mentioned that vocabulary mastery is crucial for students. It's miles more than grammar for communicate, particularly inside the early levels, whilst students are encouraged to acquire the essential phrases. Students will handiest have a proportional English vocabulary to apply English.

As a result, the English teacher has to help students expand their vocabulary. As explained above, it offers a way to get hold of and construct language. Students must study an in-depth vocabulary to understand or reply to a speech. The student's vocabulary will enlarge so long as they decorate and attempt vocabulary mastery.

## **B. Guessing Games**

### ***1. Definition of Guessing Game***

Guessing game is teaching techniques. Many experts agree, including Webster (1989, as cited in Latifa et al., 2019) defines a guessing game as a game wherein players compete individually or in companies to identify something that is obliquely indicated (as in riddles or charades). In addition, Wright (1983) says that, guessing game is someone knows something and the others must find out what it is. In order to learn vocabulary, students must guess the words they want to learn.

According to Mart (2012), utilizing a guessing game helps students understand the roles of words in context since they are more likely to think of surprising terms that are often overlooked. He also claims that guessing from context can be used both inside and outside the classroom because it is a versatile and simple strategy.

Thornbury (2002) defines guessing from context as one of the most beneficial abilities learners can acquire and rent inside and outside the study room. It'll encourage children to memorize the phrases that have been added. Students' motivation to examine English will improve because of the guessing recreation, as will their vocabularies.

## ***2. The Advantages of Teaching Vocabulary by Using guessing Games***

Teachers can employ the guessing games technique because, as Morris (1976, as cited in Yuliani, 2017) points out, there are numerous benefits to teaching through guessing games:

1. The games encourage physical development and growth.
2. The games aid in the process of socializing.
3. The games are enjoyable for the students to play.
4. The games make learning fun for students.
5. The games promote emotional understanding amongst students.
6. The games allow students to practice a variety of language abilities, including speaking, writing, reading, and listening (p.2)

### ***3. Teaching Vocabulary Using Guessing Game***

Each game usually has some instructions on how to play it. There are numerous concepts for playing a modified guessing game. Teachers have the freedom to pick and change the games based on the topic and the context in the classroom. There are a few steps to playing the guessing game. The following are some steps to apply the Guessing Game, according to Elliott et al (2013, as cited in Mendrofa, 2016):

1. The teacher provides a box containing a list of topic-related words.
2. The teacher divides the class into several groups.
3. The leader of each group chooses a word and describes it to his or her members.
4. Have the group members guess the words.

In addition, according to Rider (2003, as cited in Masyhur, 2018), there are a few steps to using Guessing Game, which are outlined here:

- a. Students are called to the front of the class, and one of them is to choose a slip from a box containing phrases from various categories.
- b. The student who has drawn a slip from the container suggests it to his other friend but not to the rest classroom.
- c. The remainder of the group tries to decipher the word on the slip drawn from the box. They take turns inquiring about the category, including whether or not it is a phrase for food. What about furniture? "Is it for transportation?" The four college students saw the slip trade and kept saying, "No, it is not," until the correct class was determined.

- d. After determining the correct category (transportation, for example), members of the elegance continue to ask yes/no questions, as well as "Is it a bus? Is that a taxi?"
- e. One who guesses correctly may draw a slip from; the box the next time the game is played.

### C. Previous Studies

This kind of research is not new; there are some others have been conducted related to vocabulary dan Guessing Game. They are as follow:

A study conducted by Hasanah et al. (2022) showed that using a guessing game technique significantly affected students' vocabulary knowledge in the Seventh Grade of a state Islamic Junior High School (MTsN). Another research conducted by Masyhur (2018) showed that guessing game had a medium effect on the eighth-grade students' vocabulary achievement in SMP Mumtaza Islamic School Academic Year 2018/2019.

According to Sudaryati et al. (2020), this study increased students' vocabulary by using a guessing game in the third grade at Madrasah Al-Munawarah Tambun. The results showed that using a guessing game improved students' vocabulary mastery. Moreover, increasing vocabulary mastery by using a guessing game is compelling. The finding of another similar research by Naro & Nasikin (2019) showed a significant difference between the pretest and post-test based on data analysis. The results showed that the Guessing Game effectively teaches vocabulary to the seventh-grade students of MTs At-Taqwa Beru.

A study by Zahro, Suharjito & Sudarsono (2013) stated that this study aims to determine whether there is a significant effect of using guessing games. The results showed a substantial impact of using guessing games in teaching vocabulary. There was a positive effect on the student's vocabulary achievement of eighth-grade students of SMPN 03 Balung. The finding of another similar research conducted by Dewi, Halimah & kurniawati (2021) stated that this study aimed to determine the effectiveness of Guessing Game implementation in teaching vocabulary. The results showed that Guessing Game effectively increases students' vocabulary mastery. Then Guessing game is a suitable teaching method that can be applied to learning English vocabulary. And guessing game was easy to use and can increase learners' motivation and participation in learning.

Purnata (2013) study investigated how guessing games improve students' vocabulary achievement. It was shown that guessing games significantly enhanced and motivated students to improve their vocabulary mastery. This is indicated by their high participation and motivation during vocabulary learning by using guessing games. In line with; a study conducted by Harsini (2015), results showed that teaching vocabulary in the second year of SMP Negeri 2 Ranteangin by using guessing games could improve students' achievement in vocabulary. This was evident from the significant increase in scores from cycle I to cycle II, and students became more active.

The study by Yuliani (2017) found a significant difference between students who were taught using guessing game techniques and those who were not, so teaching vocabulary using guessing games was effective for fifth-grade

students of Elementary School 117 Palembang. Whereas research conducted by Supriyatna (2014) showed that students who were taught and those who were not taught by guessing games got higher results, as evidenced by the experimental class scores higher than the control class, and he concluded that guessing games were more effective in teaching vocabulary than just using the memorization method.

The study conducted by Wahyuni (2020) was about the effectiveness of teaching vocabulary by using Guessing Games. The result showed that the vocabulary of Seventh-grade students of SMP Negeri 19 Palembang increased by using Guessing Games; it is shown by the students who were motivated and enjoyed learning vocabulary. Also, it effectively taught vocabulary using guessing game in that school.

Another study conducted by Rahayu (2016) was to find out the effect of using a guessing game in teaching vocabulary. This research was done at SMPN 7 Mataram. There were differences between classes taught and those not taught using guessing games, and the results showed that classes taught using guessing games effectively teach vocabulary. In contrast, classes that did not use guessing games were ineffective in teaching vocabulary.

Then, Ratu et al. (2019) stated that guessing game could increase the students' vocabulary, and it can be seen from the post-test results after giving treatment. Also, guessing games make students interested and motivated in the learning process.

A study conducted by Wahyuni (2016) investigated students' achievement scores and identified factors that influence students' vocabulary mastery; the results showed an increase in the average score of students, as evidenced by the rise from cycle I to cycle II. The observation sheet data revealed that the students improved and were motivated to learn English, particularly vocabulary. This study found that using guessing game techniques improves students' vocabulary mastery achievement.



## CHAPTER III

### RESEARCH METHODOLOGY

In this chapter, the researcher explains the method of this research. It consists of research design, population and sample, method of data collection, and method of data analysis.

#### A. Research Design

Tavakoli (2012, as cited in Kaswan & Suprijadi, 2013) mentions that a research design is the arrangement of conditions for data collection and analysis in order to maximize relevance to the study purpose. According to Bryman & Bell (2007) quantitative research approach is used because it allows the researcher to obtain actuality rather than abstract information regarding the research purpose. Meanwhile, Matthews & Ross (2010) state that quantitative research methods are basically placed on a set of data that has been arranged and can be displayed numerically. In this study the researcher used quantitative research. This quantitative research was obtained from pre-test and post-test result. The pre-experimental approach was used in this study, with a one-group pre-test and post-test design, this study was to find out the comparison between the pretest and posttest scores which determined the success of the treatment, as follows:

$$E = O_1 X O_2$$

Where:

E : Experimental

X : Treatment



O<sub>1</sub> : Pre-Test

O<sub>2</sub> : Post-Test (Sugiyono, 2010)

## **B. Population and Sample**

### **1. Population**

Population is all group of well-defined class of people, events, or objects where the generation is made (Ary et al., 2010). The population of this research was the second-year students at SMP Islam YPUI Banda Aceh.

### **2. Sample**

A sample is part of the number and characteristics possessed by the population (Sugiyono, 2012). The sampling technique used to obtain samples in this study was random sampling. Random sampling is taking sample members from a population carried out randomly without regard to the strata in that population (Sugiyono, 2010). Researchers can choose a representative sample and represent the population. In this study, the researcher chose a class randomly between two classes of second-grade students at SMP Islam YPUI Banda Aceh. Moreover, the researcher chose class VIII A as a sample of 26 students.

## **C. Method of Data Collection**

### **1. Test**

A test can be viewed as a series of assertions that should be presented to measure a person's capacity to reveal a specific characteristic of the tested individual (Widoyoko, 2012). There are two types of tests used to collect data, the first is a pre-test, and the second is a post-test. Both are the most critical

procedures for obtaining data. Before giving the treatment, the researcher must conduct a pre-test to see the initial value before doing the post-test. The researcher used a multiple-choice test. Researchers used this test because multiple choice questions are one of the popular methods for testing reading comprehension, and they are easy to administer and can score goals quickly. Then this test is carried out for 15 minutes with 15 questions.

**a. Pre-test**

In collecting the data, the researcher gave a pre-test to the students. Before starting treatment, students were given a pre-test to evaluate how well they knew their vocabulary. Students are not permitted to look up the meaning of a term in their dictionary. The test consists of 15 items of multiple choices.

**b. Post-test**

After the treatment, the researchers conducted a post-test to know the result of students' success in improving their vocabulary after they had been given teaching/ treatment using the Guessing Game. The students would be given a different test than the pre-test and will not be allowed to open their dictionaries.

**2. Treatment**

Concerning the above theory, the researcher did the following procedure treatment in teaching vocabulary, they are:

*Table 3. 1 Procedure Treatment in Teaching Vocabulary*

<b>Procedure</b>	<b>Teaching &amp; Learning activities</b>	<b>Time</b>
Pre – activities	<ul style="list-style-type: none"> <li>a. The researcher greets the students.</li> <li>b. Checking students’ attendance.</li> <li>c. The researcher gave motivation to the students about the material. The researcher asked some questions related to the material or topic discussed in the lesson.</li> </ul>	5 minutes
Main - activities	<ul style="list-style-type: none"> <li>a. The researcher divided the students into groups, including 4-5 students.</li> <li>b. The researcher gives the material "describing people" and explains it.</li> <li>c. The researcher gives examples of how to describe people, for instance, public figures.</li> <li>d. The researcher introduced some words which are related to the topic</li> <li>e. Then, the researcher asks the student to play a game which is a guessing game.</li> <li>f. The researcher gave some explanations about the guessing game.</li> <li>g. The researcher asks students to choose one person to describe with their group.</li> <li>h. Then, the other group try to guess it.</li> </ul>	60 minute
Post-activities	<ul style="list-style-type: none"> <li>a. The researcher asks students to conclude the material.</li> <li>b. The teacher gives assessments.</li> <li>c. The teacher closed the class</li> </ul>	5 minutes

### **3. Questionnaire**

In order to obtain secondary data questionnaire was used to find out students’ responses. Questionnaire is an instrument in which respondents

provide written responses to questions or mark items that indicate their response (Ary et al, 2010). The researcher used the Likert Scale model it was made simpler for respondents to respond to questionnaire questions or statements. Sugiyono (2012) states that Likert scale is a scale used to measure attitudes, opinions and perceptions of an individual or group of individuals towards social phenomena. The respondent must describe, support the statement (positive) or not support the statement (negative), and for each answer choice given a score. The questionnaires used likert scale with option and score, Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) =2, Strongly Disagree (SD)=1.

*Table 3. 2 Likert Scale Model*

Explanation	Scale (+)	Scale (-)
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

#### **D. Method of Data Analysis**

The data was gathered through the test, which was then examined using quantitative analysis and statistical calculation to test the hypothesis. The procedure is as follows:

### 1. Analysis of Test

The data that has been collected through the results of the pretest and posttest with the scores that have been achieved would be analyzed and then calculated by the following formula:

- a. Scoring students' answer through the following formula:

$$\text{score} = \frac{\text{students' answer}}{\text{total number of items}} \times 100$$

- b. After scoring the students answer then classified the students' score using a five-level scale.

*Table 3. 3 Classification students' score*

Score	Category	Criteria
100-90	Excellent	Complete knowledge of vocabulary. Excellent at identifying word meaning. No spelling problems.
89-80	Very Good	Good vocabulary knowledge. Good at identifying word meaning. No problems with spelling.
79-70	Good	General vocabulary knowledge. Able to identify word meaning. Some spelling problems without interfering with understanding.
69-60	Fair	Still acceptable vocabulary knowledge. Still able to identify word meaning. Some spelling problems without fully interfering with understanding.
59 or fewer	Fail	Lack of vocabulary knowledge. Misspelled words. Unable to identify word meaning.

(Depdiknas, 2005 in Djemma, 2016)

- c. Finding out the mean score of students before comparing the result of the pre-test and post-test would use the following formula:

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

Where:

M : Mean Score

$\sum x$  : The sum of all the scores

N : The number of students (Gay, 1981)

- d. The formula for calculating the percentage level of student scores is as follows:

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

Where:

P : Percentage

F : Frequency

N : Total of number of samples (Sudijono, 2006)

## 2. *Analysis of Questionnaire*

For the questionnaire analysis, the researcher provided a questionnaire with 20 items, and each item was assessed using a Likert Scale prepared by researchers to find out the student's responses to the implementation of the Guessing Game.

1. Calculated each students respondent's score from the questionnaire through the following formula:

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

Where:

P : Percentage

F : Frequency

N : Total of number of samples (Sudijono, 2006)

2. After analyzed the range of the students responses, calculating mean score into the formula:

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

Where:

M : Mean Score

$\sum x$  : The sum of all the scores

N : The number of students (Gay, 1981)

3. After calculating the mean score, the researcher classified students' responses categories.

*Table 3. 4 Scoring Category of Perception*

No	Score range	Category
1	41-80	positive
2	0-40	negative

(Sugiyono, 2012)

## CHAPTER IV

### RESULT AND DISCUSSION

This chapter presented the findings and discussion of the research. The findings consisted of the data obtained through tests to see the students' vocabulary mastery after treatment using the Guessing Game. Also, the student response questionnaires results.

#### **A. Research Findings**

The findings of this study deal with the classification of the students' pre-test, post-test, and questionnaire to determine the question in the previous chapter, the researcher administered a test twice. A pre-test was administered before treatment to determine the students' vocabulary mastery. In contrast, a post-test was administered following treatment via a guessing game. The results of the post-test of this research could answer the question of this research, which aims to determine whether a guessing game can improve the students' vocabulary mastery at SMP Islam YPUI Banda Aceh.

#### ***1. The Students' vocabulary mastery using guessing game at SMP Islam YPUI Banda Aceh.***

In this section, the results of data analysis on vocabulary mastery using a guessing game were explained, which consists of two tests, namely pre-test and post-test.

##### ***a. Presentation and Analyzing Data of Pre-Test***

The pre-test had done before giving a guessing game strategy. It was conducted on Friday, October 21st, 2022. The students were given a pre-test. The



researcher found out the result of the students' pre-test based on the scoring of vocabulary before giving a treatment through a guessing game which was analyzed and the resulted in the information as shown in the following table.

*Table 4. 1 The students' scores of Pre-test*

No. (Students)	Score	Classification				
		Excellent	Very good	Good	Fair	Fail
S1	80		√			
S2	80		√			
S3	27					√
S4	60				√	
S5	80		√			
S6	53					√
S7	60				√	
S8	67				√	
S9	53					√
S10	87		√			
S11	80		√			
S12	60				√	
S13	53					√
S14	53					√
S15	60				√	
S16	73			√		
S17	60				√	
S18	73			√		
S19	60				√	
S20	67				√	
S21	67				√	
S22	60				√	
S23	73			√		
S24	67				√	
S25	53					√
S26	73			√		
<b>TOTAL</b>	<b>1679</b>	<b>-</b>	<b>5</b>	<b>4</b>	<b>11</b>	<b>6</b>
<b>MEAN</b>	<b>64,57</b>					

Table 4.1 showed the result of students' pre-test scores before the treatment. The researcher concludes that the student's vocabulary mastery in the pre-test was low. It could be demonstrated that five students received the highest pre-test scores classified as very good, 4 got a good score, 11 got a fair score, and 6 got a fail score.

Based on the pre-test results, the student's total score was 1679. As a result of the data, the mean score of the pre-test was 64,57, which was classified as fair. Based on that examination, almost all of the 17 students' vocabulary mastery was still low, as most of the students received fair and fail scores.

#### ***b. Presentation and Analyzing Data of Post-Test***

The researcher demonstrated the students' post-test results in this section. It was conducted on November 4<sup>th</sup>, 2022. The questions given to students in the post-test are different from the pre-test. The following are the student scores:

*Table 4. 2 The students' scores of Post-test*

No. (Students)	Score	Classification				
		Excellent	Very good	Good	Fair	Fail
S1	93	√				
S2	87		√			
S3	40					√
S4	73			√		
S5	100	√				
S6	80		√			
S7	80		√			
S8	80		√			
S9	67				√	
S10	100	√				
S11	93	√				
S12	80		√			
S13	67				√	

S14	67				√	
S15	73			√		
S16	93	√				
S17	87		√			
S18	87		√			
S19	80		√			
S20	87		√			
S21	87		√			
S22	73			√		
S23	87		√			
S24	80		√			
S25	73			√		
S26	100	√				
<b>TOTAL</b>	<b>2114</b>	<b>6</b>	<b>12</b>	<b>4</b>	<b>3</b>	<b>1</b>
<b>MEAN</b>	<b>81,30</b>					

Table 4.2 above demonstrated that students' scores increased after receiving treatment through a guessing game. 6 students received the highest post-test scores classified as excellent, 12 got a very good score, 4 got a good score, 3 got a fair score, and 1 got a fail score. It means that the student's vocabulary mastery improved as a result of the guessing game. The total score of post-test students was 2114. As a result of the data, the mean post-test score was 81,30, which is classified as very good. Based on that examination, almost all of the 22 students' vocabulary mastery was improved, as most of the students received excellent, very good, and good scores.

In this study, the researcher analyzed the data from the post-test scores and compared them with the students' pre-test scores to see if there was a difference in scores in increasing students' vocabulary mastery before and after learning using the guessing game in vocabulary mastery.

### *c. Comparison of Pre-Test and Post-Test Results*

The pre-test and post-test results must be compared to see how the students' vocabulary improved after playing the guessing game. The table below showed the percentage of frequency in the pre-test and post-test:

*Table 4. 3 The Rate percentage of The Frequency of Pre-test and Post-test*

No	Classification	Score	Pre-test		Post-test	
			Frequency	percentage	Frequency	percentage
1	Excellent	100-90	-	-	6	23,1%
2	Very Good	89-80	5	19,2 %	12	46,2%
3	Good	79-70	4	15,3 %	4	15,4%
4	Fair	69-60	11	42,3%	3	11,5%
5	Fail	59-0	6	23,1%	1	3,8%
<b>Total</b>			<b>26</b>	<b>100%</b>	<b>26</b>	<b>100%</b>

According to the data in the table above, before treatment, the rate percentage of pre-test 11 (42,3%) students got a fair score, and 6 (23,1%) students got fail scores. However, their vocabulary mastery improved after using a guessing game as part of the treatment. The percentage of students who received very good scores on the post-test was higher than the percentage on the pre-test. While the rate percentage of post-test demonstrates that 4 (15,4%) students got a good score, 12 (46,2%) students got a very good score, and 6 (23,1%) students achieved a score between 100 and 90 was the highest score classified as excellent.

The mean scores of the pre-test and post-test must be compared to determine whether or not the students' vocabulary had improved. The data was presented in the table here, so the difference between the mean scores of the pre-

test and post-test can easily be seen. If the mean score of the post-test was higher than the mean score of the pre-test, the student's vocabulary was improved.

*Table 4. 4 The Difference Between Mean Score of Pre-test and Post-test*

<b>Test</b>	<b>Mean score</b>
Pre-test	64,57
Pos- test	81,30
<b>Difference</b>	<b>16,73</b>

According to table 4.4 above, the difference in mean scores between the pre-test and post-test was 16,73. The mean score in the post-test was higher than the mean score in the pre-test. Also, most students improved their vocabulary mastery after treatment using the guessing game. It was strong proof that the guessing game helps students improve their vocabulary.

## ***2. Students' Responses on the implementation of using a guessing game to improve students' vocabulary mastery at SMP Islam YPUI Banda Aceh.***

After implementing the guessing game, the researcher distributed questionnaires to students to find out their responses to the use of guessing games in improving their vocabulary. There were 26 participants in this research, and there were provided with 20 questions, ten of which were positive and ten others negative. Statements number 1 to 10 are positive statements; if the student answers Strongly Agree (SA) = 4, Agree (A)= 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. Statements number 11 to 20 are negative statements; the value was the opposite of a positive statement; if the student answers Strongly Agree (SA), then the value is 1, Agree (A) = 2, Disagree (D) = 3, and Strongly Disagree

(SD) = 4. The percentage was then calculated by the researcher and demonstrated in the table below.

*Table 4. 5 The result of student's responses to implementing the guessing game on positive statements*

NO	QUESTIONNAIRE	Strongly Agree		Agree		Disagree		Strongly Disagree		total	
		F	%	F	%	F	%	F	%	F	%
1	Belajar penguasaan vocabulary melalui "guessing game", memudahkan saya untuk memahami kosakata dalam Bahasa Inggris.	13	50	13	50	0	0	0	0		
2	Belajar penguasaan vocabulary melalui "guessing game" membuat saya lebih aktif dalam proses belajar.	14	54	11	42	1	4	0	0		
3	Belajar penguasaan vocabulary melalui "guessing game" sangat menarik dan menyenangkan.	11	42	15	58	0	0	0	0		
4	Belajar penguasaan vocabulary melalui "guessing game" membuat saya aktif dalam pembelajaran.	3	12	20	77	3	12	0	0		
5	Belajar penguasaan vocabulary melalui "guessing game" membuat saya dapat bekerja sama dengan baik dalam menyelesaikan permainan tebak-tebakkan.	11	42	14	54	1	4	0	0	26	100
6	Belajar penguasaan vocabulary melalui "guessing game" meningkatkan kemampuan saya dalam penguasaan vocabulary.	6	23	18	69	1	4	1	4		
7	Belajar penguasaan vocabulary melalui "guessing game" menambah kosakata Bahasa Inggris saya.	13	50	10	38	3	12	0	0		
8	Belajar penguasaan vocabulary melalui "guessing game" membuat saya mampu memahami pelajaran dengan cepat.	5	19	14	54	7	27	0	0		
9	Belajar penguasaan vocabulary melalui "guessing game" membuat pelajaran lebih menyenangkan.	17	65	9	35	0	0	0	0		
10	Belajar penguasaan vocabulary melalui "guessing game" memberi pengaruh positif kepada saya.	8	31	18	69	0	0	0	0		

Based on the data presented above, the researcher concluded that guessing effectively improved students' vocabulary. According to the first question, half

of the students (50%) selected *strongly agree* (SA), and (50%) *agree* that the guessing game made it easier for students to understand vocabulary in English.

Referring to question number two was about guessing making students more active in the learning process; 54% chose *strongly agree* (SA), 42% *agree* (A), and 4% *disagree* (D); students agreed that guessing games made students more active in the learning process.

Furthermore, for question number 3, learning vocabulary mastery through a guessing game is exciting and fun, 42% *strongly agree* (SA), 58% *agree* (A), and no students chose to *disagree* (D) or *strongly disagree* (SD). Consequently, almost all students agree that guessing game is exciting and fun.

The fourth question was about learning vocabulary mastery through guessing games makes students active in learning; 12% of students chose *strongly agree* (SA), 77% *agree* (A), and 12% *disagree* (D), which means students agreed that guessing games made them active in learning.

Guessing game allows students to cooperate in resolving guessing games (question number 5); 42% of students chose *strongly agree* (SA), 54% *agree* (A), and 4% *disagree* (D). It showed that students agreed that the guessing game made them cooperate.

Guessing games improve students' ability in vocabulary mastery (question number 6); 32% of students chose *strongly agree* (SA), 69% *agree* (A), 4% *disagree* (D), and 4% *strongly disagree* (SD). It means students agreed that guessing game improved their ability in vocabulary mastery.

Guessing games increase students' English vocabulary (question number 7); 50% of students chose *strongly agree* (SA), 38% *agree* (A), 12% *disagree* (D), and no students chose *strongly disagree* (SD). It means students agreed that guessing game increase students' English vocabulary.

In addition, for question number 8, guessing games enable students to understand lessons quickly.; 19% of students chose *strongly agree* (SA), 54% *agree* (A), 27% *disagree* (D), and no students chose *strongly disagree* (SD). It indicated that only 27% out of 73 % of students disagree that guessing games enable them to understand lessons quickly.

For question number 9, guessing games make lessons more fun; 65% of students chose *strongly agree* (SA), % 35 *agree* (A), and no students chose to *disagree* (D) and *strongly disagree* (SD), meaning that all students agreed that guessing games made lessons more fun.

The final question (number 10) concerned that guessing games positively influence students; 31% of students chose *strongly agree* (SA), and 69% *agree* (A), meaning that all students agreed had a positive influence on them.

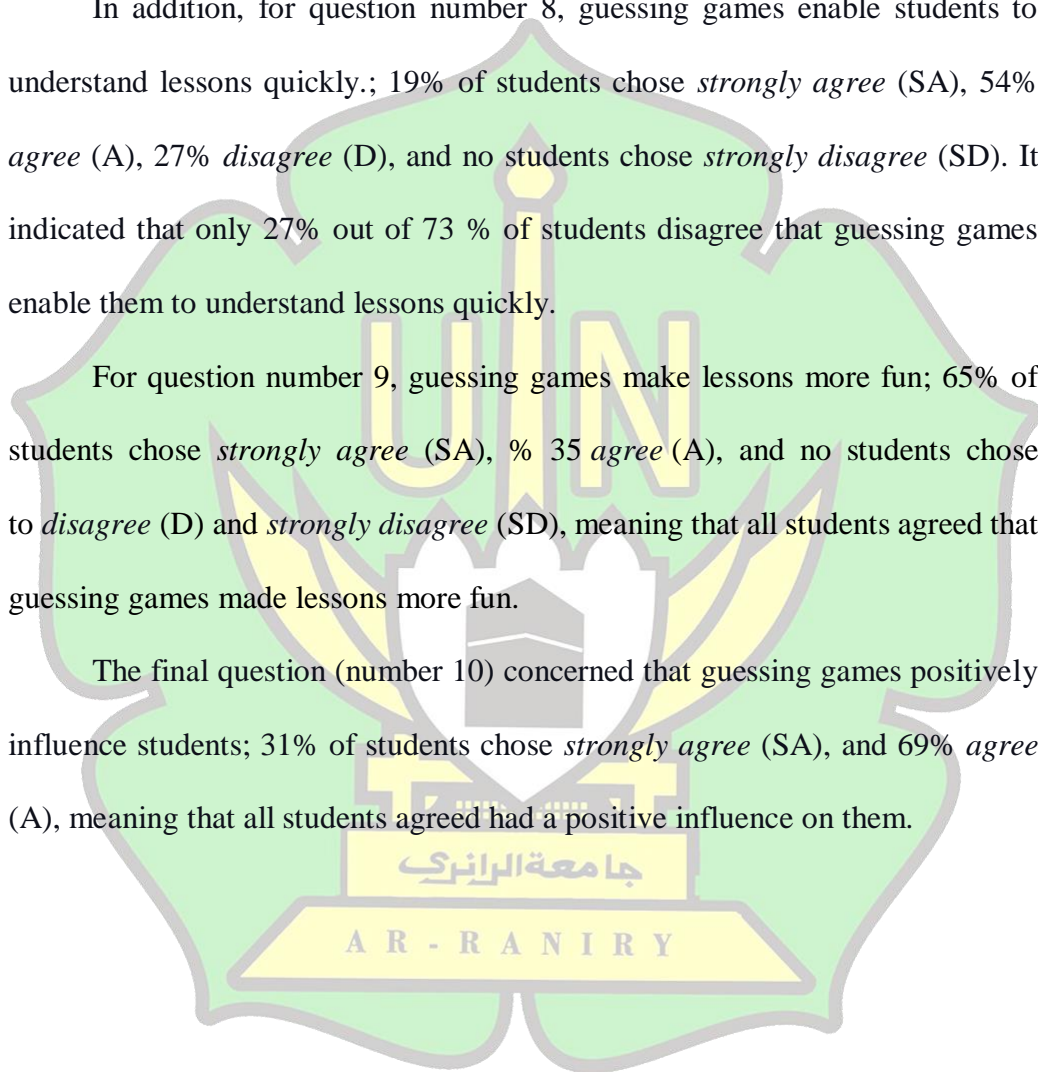




Table 4. 6 The result of student's responses to implementing the guessing game on negative statements

NO	QUESTIONNAIRE	Strongly Disagree		Disagree		Agree		Strongly Agree		total	
		F	%	F	%	F	%	F	%	F	%
1	Belajar penguasaan vocabulary melalui "guessing game" tidak bermanfaat bagi saya.	16	62	10	38	0	0	0	0		
2	Belajar penguasaan vocabulary melalui "Guessing game" membuat saya lebih sulit berinteraksi dengan siswa lainnya.	10	38	16	62	0	0	0	0		
3	Belajar penguasaan vocabulary melalui "guessing game" membuat saya acuh tak acuh untuk bertanya dengan tutor saya.	8	31	16	61	2	8	0	0		
4	Belajar penguasaan vocabulary melalui "guessing game" membuat saya malas bertanya mengenai materi yang diberikan oleh tutor saya.	16	61	9	35	1	4	0	0		
5	Belajar penguasaan vocabulary melalui "Guessing game" tidak memberi pengaruh positif kepada saya	9	35	15	57	2	8	0	0	26	100
6	Belajar penguasaan vocabulary melalui "Guessing game" membosankan bagi saya.	12	46	12	46	2	8	0	0		
7	Belajar penguasaan vocabulary melalui "Guessing game" tidak meningkatkan kosakata Bahasa Inggris saya.	14	54	11	42	1	4	0	0		
8	Belajar penguasaan vocabulary melalui "Guessing game" membuat saya mengantuk saat saat menerima pelajaran vocabulary.	14	54	10	38	2	8	0	0		
9	Belajar penguasaan vocabulary melalui "Guessing game" tidak mudah saya pahami.	5	19	18	69	2	8	1	4		
10	Belajar penguasaan vocabulary melalui "Guessing game" sangat mengganggu konsentrasi saya.	14	54	10	38	2	8	0	0		

Based on the table above, the first question, a guessing game is not helpful for students, 62% of students chose *strongly disagree* (SA), and 38% disagree, meaning the guessing game was worthwhile.

Question number 2 was about guessing games make students challenging to interact with others, 38% of students chose *strongly disagree* (SA), and 62% disagree; no students chose *strongly agree* (SA) and *agree* (A); it indicated students disagreed that guessing games made students challenging to interact with others.

Guessing games make students indifferent to ask the teacher (question number 3); 31% of students chose *strongly disagree* (SD), 61% *disagree* (D), and 8% *agree* (A). It showed that students disagreed that guessing games made students indifferent to ask their teacher.

Following question number 4, guessing games make students lazy to ask about the material provided by the teacher, 61% of students chose *strongly disagree* (SD), 35% *disagree* (D), and 4% *agree* (A). It means that most students disagree that guessing games made them lazy to ask about the material provided by their teacher.

Besides, question number 5 about guessing games do not have a positive effect on students; 35% of students chose *strongly disagree* (SD), 57% *disagree* (D), and 8% *agree* (A). It concluded that guessing games had a positive effect on students.

Furthermore, for question number 6, guessing games are boring, 46% of students chose strongly disagree (SD), 46% *disagree* (D), and 8% *agree* (A). It means that guessing games did not make students bored.

In addition, guessing game does not increase students' English vocabulary (question number 7) 54% of students chose strongly disagree (SD), 42% disagree (D), and 4% agree (A). Guessing games could increase students' English vocabulary.

Question number 8, guessing games make students sleepy while receiving vocabulary lessons, 46% of students chose *strongly disagree* (SD), 46% *disagree* (D), and 8% *agree* (A). It showed that guessing game boosts student motivation in English classes.

Next is Question number 9; guessing games are not easy for students to understand; 19% of students chose *strongly disagree* (SD), 69% *disagree* (D), 8% agree (A), and 4% *strongly agree*. It means that guessing game leads students to believe that learning English is easy.

The last Question (number 10) was about guessing games disturb students' concentration; 54% of students chose *strongly disagree* (SA), 38% *disagree*, and 8% *agree* (A), meaning that all students agreed that the guessing game did not disturb students' concentration.

Table 4. 7 The Results of the Questionnaire

No. Res.	No. Item																				Total
	Positive Statement										Negative statement										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	3	4	3	3	4	3	3	4	4	4	4	3	2	4	4	4	3	4	3	4	71
2	4	3	3	3	4	4	4	3	3	3	3	4	3	4	4	3	4	4	3	4	72
3	3	3	4	3	3	3	4	2	3	4	4	3	3	3	2	4	3	3	3	3	66
4	3	3	3	3	2	3	3	4	4	3	3	3	2	3	4	3	2	3	2	2	62
5	4	4	4	3	4	3	4	3	4	4	4	3	4	4	3	4	4	4	3	4	79
6	4	4	4	3	4	3	4	3	3	3	4	3	3	3	4	4	4	3	4	3	76
7	4	4	4	3	4	4	4	4	4	4	4	4	3	4	3	3	4	4	3	3	81
8	3	3	4	3	4	3	2	3	4	3	3	3	3	3	3	3	3	2	3	4	70
9	3	4	3	3	3	4	3	2	4	3	4	3	3	4	3	4	4	4	3	3	76
10	4	4	4	3	3	3	4	3	4	4	4	3	4	4	4	4	4	4	4	4	85
11	3	4	3	3	4	3	2	3	4	3	3	3	3	3	3	2	3	2	4	2	71
12	4	4	4	3	4	3	4	2	4	3	4	4	3	4	4	4	3	4	3	3	83
13	3	2	3	2	3	2	2	2	3	3	3	3	3	2	3	3	3	3	3	3	67
14	3	3	4	2	4	3	3	3	4	3	4	4	4	4	2	4	4	4	4	4	84
15	3	4	4	4	3	3	4	4	4	4	4	3	3	4	4	3	4	4	3	4	88
16	3	4	3	4	3	3	4	3	3	3	4	3	4	4	3	3	3	4	3	4	84
17	4	3	3	2	3	1	4	2	4	4	4	4	3	4	4	4	4	4	1	4	83
18	4	4	4	3	3	4	4	4	4	3	4	4	4	3	3	4	3	4	3	4	91
19	4	4	4	4	4	3	3	3	4	3	4	4	3	4	3	4	3	3	3	4	90
20	4	4	3	3	4	4	3	3	4	4	3	3	4	4	3	3	4	4	3	3	90
21	4	4	3	3	3	3	3	2	3	3	4	4	3	3	4	4	4	3	3	4	88
22	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	82
23	4	3	3	3	3	4	4	3	4	3	4	4	4	4	3	3	4	3	4	3	93
24	3	3	3	3	3	3	4	3	3	3	3	3	3	4	3	3	4	3	3	4	88
25	4	3	3	3	3	3	3	3	4	3	3	3	3	3	2	3	3	3	2	3	85
26	3	3	3	3	3	3	3	2	3	3	3	4	4	4	3	4	3	4	3	4	91
total	91	91	89	78	88	81	88	76	95	86	94	88	84	93	85	88	91	90	79	90	2096
mean																					80.62

Based on table 4.7 above, the total score of the questionnaire was 2096.

The average score of student responses, when combined with the value of positive and negative statements on the use of guessing games in increasing students' vocabulary mastery was 80.62, which indicated that students' responses positively to the use of guessing games in improving students' vocabulary mastery.

The positive question with the highest total score was question number 9, namely *“Belajar penguasaan vocabulary melalui guessing game membuat pelajaran lebih menyenangkan”*, with a total score of 95, while the lowest total score was question number 8, namely *“Belajar penguasaan vocabulary melalui guessing game membuat saya mampu memahami pelajaran dengan cepat”*, with a total score of 76. For negative questions, the highest total score was question number 11, namely *“Belajar penguasaan vocabulary melalui guessing game tidak bermanfaat bagi saya.”*, with a total score of 94, while the lowest total score was in question number 19, namely *“Belajar penguasaan vocabulary melalui guessing game tidak mudah saya pahami.”*, with a total score of 79. Furthermore, from the previous description, it was concluded that learning through guessing games creates a fun learning atmosphere and increases student concentration.

The guessing game was beneficial and made it eased the students to remember vocabulary, so it had an impact on improving their vocabulary. Besides that, the game could make students active in the learning process, create teamwork among students, and build an exciting and fun learning atmosphere. So, it showed that students positively responded to the use of guessing games in improving their vocabulary mastery.

## **B. Discussion**

Based on the data analysis findings, the researcher set out to answer the research questions in this study. The first was to determine whether the guessing game improved the students' vocabulary mastery, and the second was to know

students responded to the implementation of the Guessing Game. The researcher did the research through the test and questionnaire to know students responded after giving treatment.

The researcher found that learning vocabulary using the guessing game in the second grade of SMP Islam YPUI Banda Aceh game improved students' vocabulary mastery. It can be seen from the data that post-test scores were higher than pre-test, the difference between the mean pre-test and post-test scores is 16.73, where the mean pre-test score is 64.57, and the post-test is 81.30. Before being given treatment, the results of the student's scores from the pre-test did not get classified as excellent scores. However, five students got the highest score, namely in the very good category, four in the good category, 11 in the fair category, and six students got a failed score. Then the post-test scores, that is, after being given treatment, the student scores improved; six students got the highest scores in the excellent category, 12 students got very good scores, but there were still students who had not increased their scores, there were four students with the lowest scores, namely the fair and fail categories. However, there were still students with low scores, but most students improved their vocabulary. Nevertheless, there was an improvement in students' vocabulary mastery.

Several factors caused the increase, including guessing games creating a fun learning atmosphere and improving students' speaking and listening skills. Therefore, a pleasant atmosphere could attract students' focus in remembering vocabulary; this follows Morris's (1976 in Yuliani, 2017) statement, which states that guessing is enjoyable for the students to play, making learning fun for

students. The games allowed students to practice various language abilities, including speaking, writing, reading, and listening. This backs up Prawiyata's (2018) previous research findings; he tried to determine whether there was any significant improvement in students' vocabulary mastery by using a guessing game. During his research, he discovered that a guessing game is an effective and enjoyable way for students to practice their vocabulary. It is also supported by (Dewi, Halimah, Kurniawati, and Suryakencana, 2021), they stated that guessing games effectively increase students' vocabulary mastery.

The researcher also used a questionnaire to determine how students responded to the implementation of the guessing game. Questionnaire results on positive statements indicated that most students answered strongly agree and agree, each of which scores were 4 and 3, then for the results of the questionnaire on negative statements indicated that students answered mostly strongly disagree and disagree, which in this negative statement, this answer choice was worth 4 and 3, it indicated that the majority of students did not agree with the negative statements. Most students responded positively to using a guessing game because they found that the guessing game was interesting and a fun way to improve their vocabulary. It also encouraged students to participate in class and taught them how to work in groups and communicate with one another. It was related to Cahyani (2017) stated that using a guessing game to improve vocabulary is effective because it prevents boredom in the classroom. Also, this research, supported by Klippel (1994), said that guessing games could improve students' vocabulary mastery because guessing is a true communicative situation and is very important

for foreign language practice with fun and excitement, also improving students' vocabulary mastery through guessing games improved students' vocabulary.





## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presented the conclusion and the suggestion of this study about using guessing game to improve students' vocabulary mastery.

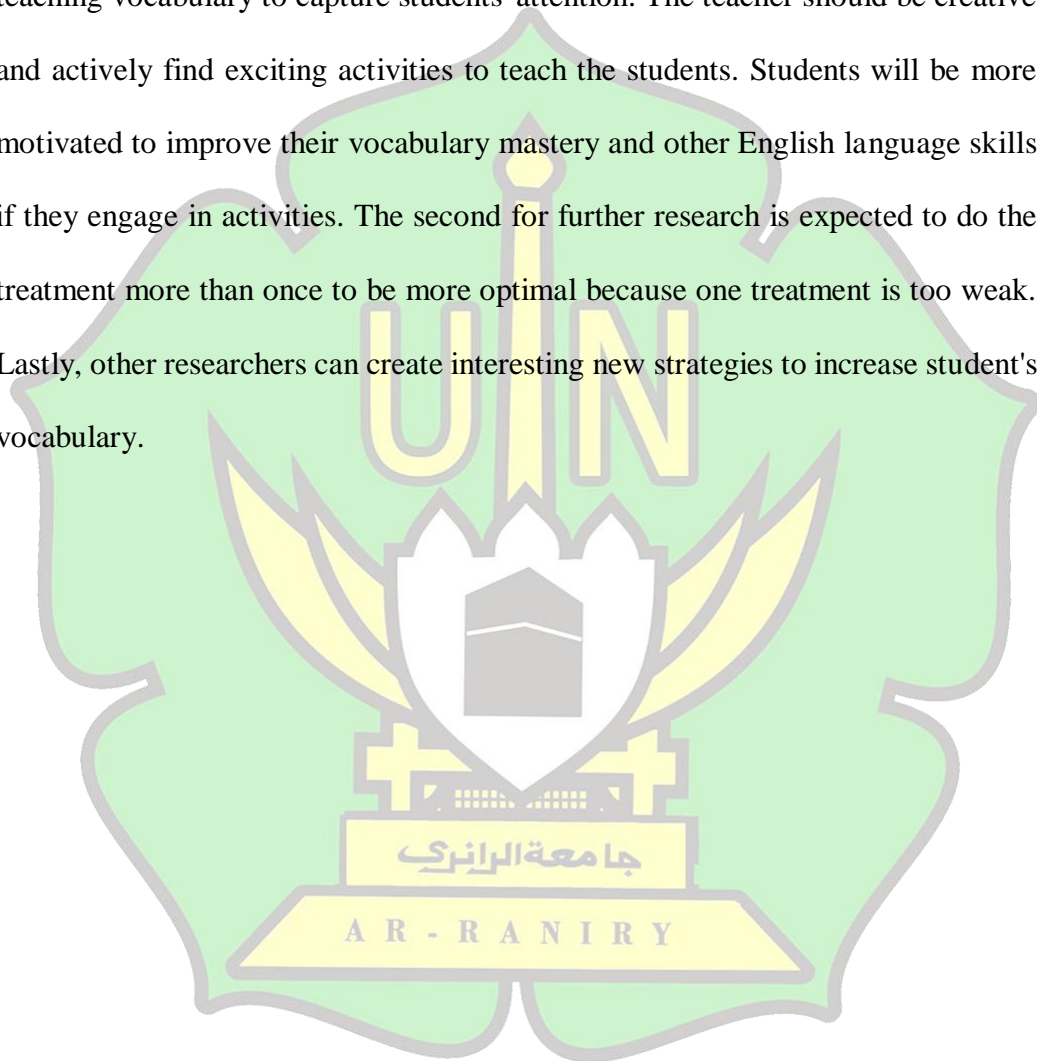
#### A. Conclusion

The study's findings indicated that a guessing game was an effective way to learn English vocabulary. The researcher concluded that guessing could help students improve their vocabulary mastery. This study was conducted on second-year students at SMP Islam YPUI Banda Aceh. There are 26 second-grade students in total. According to the data, the second-grade students at SMP Islam YPUI Banda Aceh successfully implemented a guessing game to improve their vocabulary. There was an increase in student scores after being given treatment using a guessing game. The student's vocabulary mastery data show that their post-test scores were higher than their pre-test scores. That was, the mean of the post-test was 81,30, while the mean of the pre-test was 64,57. Which the gain was 16,73.

Furthermore, most of the students' responses towards implementing the guessing game in improving students' vocabulary were positive. The students' responses were positive because they found learning vocabulary exciting and enjoyable; additionally, they were very excited while playing the guessing game. As a result, the Guessing game helped students improve their vocabulary mastery.

## B. Suggestion

Finally, based on the findings of this study, students' vocabulary improves using the guessing game. The researcher would like to propose some constructive suggestions. First, the English teacher is suggested to use this guessing game when teaching vocabulary to capture students' attention. The teacher should be creative and actively find exciting activities to teach the students. Students will be more motivated to improve their vocabulary mastery and other English language skills if they engage in activities. The second for further research is expected to do the treatment more than once to be more optimal because one treatment is too weak. Lastly, other researchers can create interesting new strategies to increase student's vocabulary.



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## APPENDIX A

### APPOINTMENT LETTER OF SUPERVISOR

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY  
Nomor : B- 14073/Un.08/FTK/KP.07.6/10/2022

TENTANG  
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG  
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-  
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-2225/Un.08/FTK/KP.07.6/2/2022** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal **04 Januari 2022**
- Menetapkan  
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-2225/Un.08/FTK/KP.07.6/2/2022** tanggal **14 Februari 2022**
- KEDUA : Menunjuk Saudara:  
1. Khairiah Syahabuddin, M.HSc.ESL., Sebagai Pembimbing Pertama  
M.TESOL., Ph.D  
2. Rahmi Fhonna, MA Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :  
Nama : Arjunia  
NIM : 170203151  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Using Guessing Game to Improve Students Vocabulary Mastery
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
- KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023
- KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 21 Oktober 2022  
Dekan,

  
Sariful Muluk

#### Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;

**APPENDIX B**  
**RECOMMENDATION LETTER FROM THE FAKULTAS TARBİYAH**  
**DAN KEGURUAN TO CONDUCT FIELD RESEARCH**

10/10/22, 1:25 PM

Document



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY**  
**FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
 Telepon : 0651- 7557321. Email : uin@ar-raniry.ac.id

Nomor : B-13457/Un.08/FTK.1/TL.00/10/2022  
 Lamp : -  
 Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth.

1. Kepala Dinas Pendidikan dan Kebudayaan Kota Banda Aceh
2. Kepala Sekolah SMP Islam YPUI Banda Aceh

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **ARJUNIA / 170203151**  
 Semester/Jurusan : XI / Pendidikan Bahasa Inggris  
 Alamat sekarang : Komplek Villa Citra, Gampoeng Pineung, Kec. Syiah Kuala, Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Using Guessing Game to Improve Students Vocabulary Mastery*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 10 Oktober 2022

an: Dekan  
 Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 10 November  
 2022

Habiburrahim, M.Com., M.S., Ph.D.

**APPENDIX C**  
**CONFIRMATION LETTER FOR RESEARCH WORK FROM THE**  
**HEAD OF SMP ISLAM YPUI BANDA ACEH**



**YAYASAN PEMBANGUNAN UMAT ISLAM BANDA ACEH**  
**SEKOLAH MENENGAH PERTAMA (SMP) ISLAM YPUI**  
**BANDA ACEH**



Alamat: Jl. Syiah Kuala No.5 Telp (0651) 21580 Jamblo Tape Banda Aceh Kodepos 23123

**SURAT KETERANGAN PENELITIAN**

Nomor : 421 /SMPI/462/2022

Yang Bertanda tangan di bawah ini Kepala SMP Islam YPUI Banda Aceh, menerangkan bahwa :

Nama : ARJUNIA  
 NIM : 170203151  
 JURUSAN : PENDIDIKAN BAHASA INGGRIS  
 JENJANG : S-I

Benar mahasiswa yang tersebut diatas telah melakukan penelitian di SMP Islam YPUI Banda Aceh dengan judul “ **USING GUESSING GAME TO IMPROVE STUDENT VOCABULARY MASTERY**”. Tanggal penelitian mulai 21 Oktober 2022 s.d 4 November 2022.

Demikianlah surat keterangan penelitian ini kami buat untuk dapat dipergunakan seperlunya.

Banda Aceh, 26 November 2022.

Kepala Sekolah,



Fatimah, S.Pd

NIP.19641231 198512 2 012

**APPENDIX D**  
**RESEARCH INSTRUMENT (PRE-TEST AND POST-TEST)**

**Pre-test**

**Name:**

**Class:**

**Please answer the following question.**

**The following text is for question number 1 to 3**

I have a best friend. Her name is Rachel. She is a very fat person. She eats everything in front of her. Her weight is 95 kilograms. She has round face with a very chubby-cheeks. Her eyes are round and blue. She has short curly blonde hair. She is very funny. Her family and friends like her very much.

1. Rachel has very .....
  - A. big nose
  - B. long hair
  - C. long chin
  - D. chubby cheeks
2. Rachel is a very ... person.
  - A. slim
  - B. fat
  - C. tall
  - D. small
3. Why does Rachel's family like her very much?
  - A. Because she is funny
  - B. Because she is smart
  - C. Because she is diligent
  - D. Because she is lazy

**The following text is for question number 4 to 5**

Hailey is my classmate. She is thirteen years old. She is tall. Her hair is curly, blonde and long. She is not fat. She has oval face, round eyes, sharp nose and white skin. She is very kind. She is very helpful to her friends. Her friends often ask for her helps to solve English problem. Her friends like Hailey very

much. She likes writing the stories, cycling, playing chess and reading the magazines.

4. Hailey has.....eyes ?

- A. slanted
- B. sharp
- C. round
- D. small

5. Hailey hair is.....

- A. curly, black and long
- B. curly, blonde and short
- C. curly,black and short
- D. curly, blonde and long.

6. The woman has . . . nose.

- A. big
- B. flat
- C. pointed
- D. large



7. The man is . . . He is almost 80 now.

- A. young
- B. middle-aged
- C. infant
- D. old

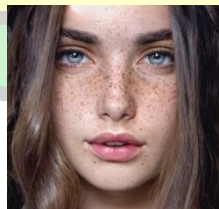
8. Her hair is too...

- A. short
- B. curly
- C. long
- D. wavy



9. The girl has got ... on her face.

- A. freckles
- B. wrinkles
- C. a mustache
- D. a scar



10. What color eyes does he have?

- A. He has red eyes
- B. He has blue eyes
- C. He has orange eyes
- D. He has black eyes



11. The baby eyes are . . .

- A. fat
- B. slanted
- C. thin
- D. chubby



12. What does her hair look like?

- A. Her hair is short & curly
- B. Her hair is long & straight
- C. Her hair is long & curly
- D. Her hair is short & straight



13. The man is . . . . He has no hair.

- A. bald
- B. curly
- C. kinky
- D. wavy



14. He is .....

- A. tall and fat
- B. short and fat
- C. tall and thin
- D. short and thin

15. She's got short straight red hair and she wears a blue shirt, necklace, and black pants.

- A. 3
- B. 2
- C. 4
- D. 1



## Post-Test

**Name:**

**Class:**

**Please answer the following question.**

**The following text is for question number 1 to 3**

My name is Faikhadra. I am Indonesian. I was born on June 20, 2009 in Bandung. Now I am twelve years old. I study at SMP Nusantara. I have tall and slim body. My hair is black, short and curly. I have pointed nose, slanted eyes and white skin. My face is oval with sharp chin.

1. Faikhadra has ... body.
  - A. tall and slim
  - B. fat and big
  - C. tall and big
  - D. short and slim
  
2. Faikhadra has ... face.
  - A. round
  - B. square
  - C. oval
  - D. long
  
3. Faikhadra's hair is ....
  - A. black, short and wavy
  - B. black, long and curly
  - C. black, short and straight
  - D. black, short and curly

**The following text is for question number 4 to 5**

Hi everyone, I am Bella. I have a best friend. His name is Zayn. We have been friends for eleven years now. We know each other like brother and sister. Zayn is a special boy. He is amazing just the way he is. He is tall and handsome. He has straight short hair. He has pointed nose, slanted eyes and his smile adorable as well. He loves jokes. He always cheer me up when I am down. He is very kind. We support and help each others. I am so grateful that he is my friend.

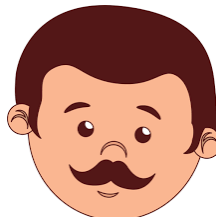
4. Zayn has .... hair.  
 A. curly short  
 B. straight short  
 C. straight long  
 D. curly blonde
5. Why is Bella feel grateful that Zayn is her friend?  
 A. Because Zayn is very kind  
 B. Because Zayn is very naughty  
 C. Because Zayn is very lazy  
 D. Because Zayn is very impolite
6. She has....  
 A. green and long hair  
 B. pink and short hair  
 C. ginger and short hair  
 D. green and short hair
7. The boy is almost 2 metres in height. He is very ...  
 A. fat  
 B. short  
 C. tall  
 D. thin
8. The girl has ... hair.  
 A. straight  
 B. curly  
 C. wavy  
 D. bald
9. Her hair is ...  
 A. straight  
 B. thick  
 C. curly  
 D. wavy
10. The baby's face is ...  
 A. thick  
 B. huge  
 C. fat  
 D. strong





11. The man has got a.....

- A. wrinkles
- B. mustache
- C. beard
- D. freckles



12. The woman has ... nose.

- A. pointed
- B. slender
- C. long
- D. slanted



13. She is ....

- A. fat and tall
- B. slim and tall
- C. fat and short
- D. slim and short



14. What do you think about her hair? She has.....

- A. long black hair
- B. long blonde hair
- C. short straight hair
- D. short black hair



15. She has got a short wavy hair; she has black hair and tanned skin, she is wearing a cream dress, and she is wearing blue flat shoes...

- A. 4
- B. 1
- C. 3
- D. 2



A 1 2 3 4 Y

# Questionnaire

**Nama:**

**Kelas:**

**A. Instructions:**

- Please read carefully before answering.
- Put a tick (√) on each question by choosing one of the answers that best suits you with the following answer choices.

**B. Description:**

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

NO	Questionnaire	Answer			
		SA	A	D	SD
1.	Belajar penguasaan vocabulary melalui “Guessing Game”, memudahkan saya untuk memahami kosakata dalam Bahasa Inggris.				
2.	Belajar penguasaan vocabulary melalui “Guessing game” membuat saya lebih aktif dalam proses belajar.				
3.	Belajar penguasaan vocabulary melalui “Guessing game” sangat menarik dan menyenangkan.				
4.	Belajar penguasaan vocabulary melalui “Guessing game” membuat saya aktif dalam pembelajaran.				
5.	Belajar penguasaan vocabulary melalui “guessing game” membuat saya dapat bekerja sama dengan baik dalam menyelesaikan permainan tebak-tebakkan.				
6.	Belajar penguasaan vocabulary melalui “Guessing game” meningkatkan kemampuan saya dalam penguasaan vocabulary.				

NO	Questionnaire	Answer			
		SA	A	D	SD
7.	Belajar penguasaan vocabulary melalui "Guessing game" menambah kosakata Bahasa Inggris saya.				
8.	Belajar penguasaan vocabulary melalui "Guessing Game" membuat saya mampu memahami pelajaran dengan cepat.				
9.	Belajar penguasaan vocabulary melalui "Guessing game" membuat pelajaran lebih menyenangkan.				
10.	Belajar penguasaan vocabulary melalui "Guessing game" memberi pengaruh positif kepada saya.				
11.	Belajar penguasaan vocabulary melalui "Guessing game" tidak bermanfaat bagi saya.				
12.	Belajar penguasaan vocabulary melalui "Guessing game" membuat saya lebih sulit berinteraksi dengan siswa lainnya.				
13.	Belajar penguasaan vocabulary melalui "Guessing game" membuat saya acuh tak acuh untuk bertanya dengan tutor saya.				
14.	Belajar penguasaan vocabulary melalui "Guessing game" membuat saya malas bertanya mengenai materi yang diberikan oleh tutor saya.				
15.	Belajar penguasaan vocabulary melalui "Guessing game" tidak memberi pengaruh positif kepada saya.				
16.	Belajar penguasaan vocabulary melalui "Guessing game" membosankan bagi saya.				
17.	Belajar penguasaan vocabulary melalui "Guessing game" tidak meningkatkan kosakata Bahasa Inggris saya.				
18.	Belajar penguasaan vocabulary melalui "Guessing game" membuat saya mengantuk saat menerima pelajaran vocabulary.				
19.	Belajar penguasaan vocabulary melalui "Guessing game" tidak mudah saya pahami.				
20.	Belajar penguasaan vocabulary melalui "Guessing game" sangat mengganggu konsentrasi saya.				

( Maspa, 2019)

**APPENDIX E**  
**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP)**

Sekolah : SMP Islam YPUI Dayah Modern Darul ‘Ulum Banda Aceh.

Mata Pelajaran : Bahasa Inggris

Kelas /Semester : VIII/A Ganjil

Materi Pokok : Descriptive Text

Tahun Pelajaran : 2022/2023

Alokasi Waktu : 2 x 35 menit

**A. Kompetensi Inti**

- KI 1** Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2** Menghayati dan mengamalkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerja sama, cinta damai, responsif dan pro-aktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> <li>- Menjelaskan informasi terkait fungsi sosial yang terkandung dalam teks narrative lisan dan tulis, pendek dan sederhana</li> <li>- Mengidentifikasi unsur kebahasaan dari teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya</li> </ul>
4.7. Menyusun teks eskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks .	<ul style="list-style-type: none"> <li>- Membuat dan mempresentasikan sebuah teks descriptive lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya</li> </ul>

## C. Tujuan Pembelajaran

- Mengidentifikasi fungsi sosial, structure teks dan unsur kebahasaan pada teks descriptive sederhana tentang orang.
- Merespon makna dalam teks descriptive, lisan dan tulis, sederhana, tentang orang.
- Menyusun teks descriptive lisan dan tulis sederhana tentang orang.

## D. Materi Pembelajaran

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

## My Favorite Singer, Ed Sheeran

I have a favorite singer. His name is Ed Sheeran. He was born on February 17, 1991, in Halifax, West Yorkshire, England. Ed has blue eyes and curly red hair. He is not too tall. His height is about 178 cm. He has a great talent for creativity and self-expression. Ed is a humorous, generous, discipline, and hard-working person. He also loves to chat and that makes him the center of attention in every party. Ed is emotional and vulnerable. When hurt, he will keep silence, eventually heal with jokes and laughter that cover up his true feelings. He can become moody and cynical when depressed

### 1. Fungsi social teks *Descriptive*

- Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.

### 2. Struktur teks *Descriptive*

- *Identification* (Identifikasi)
- *Description* (Deskripsi)

### 3. Unsur-unsur kebahasaan teks *Descriptive*

- Pernyataan dan pertanyaan terkait sifat orang, benda, binatang.
- Kosakata, terkait dengan ciri fisik (antara lain. *red, big, dark, loud*), selera (antara lain. *nice, beautiful, cute*), mental (antara lain. *clever, smart*), psikologis (antara lain. *happy, sad, disappointed, angry, wild*), budi (antara lain. *kind, good, polite*).
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

## E. Metode Pembelajaran

1. Pendekatan : Cooperative Learning
2. Metode Pembelajaran: Guessing Game
3. Teknik Pembelajaran: Diskusi, Tanya jawab, Work in Pairs

## F. Media Pembelajaran

1. Media/alat: Papan Tulis, spidol, dan kertas
2. Sumber : Suara guru, buku siswa dan internet

## G. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>• Guru memberi salam dan mempersilahkan ketua kelas memimpin peserta didik untuk memulai dengan doa bersama</li> <li>• Guru mengecek kehadiran peserta didik</li> <li>• Guru mengkondisikan suasana belajar yang menyenangkan</li> <li>• Guru menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan &amp; manfaat dengan mempelajari teks descriptive, contoh, dan penggunaannya</li> <li>• Guru menjelaskan hal-hal yang akan dipelajari dan kompetensi yang akan dicapai</li> </ul>	5 menit
<b>Kegiatan Inti</b>	<ul style="list-style-type: none"> <li>• Guru menjelaskan tentang describing person meliputi personality dan physical appearance</li> <li>• Guru memberi contoh teks yang sangat pendek dan sederhana tentang describing persons. Siswa membaca dan mendengarkan teks tersebut untuk memahami isi pesannya.</li> <li>• Guru memberikan formula tentang present tense Guru menjelaskan fungsi dari present tense</li> <li>• Guru menjelaskan kosa kata tentang describing persons beserta pengucapannya, serta meminta siswa untuk menghafalkannya. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri dan struktur descriptive text (fungsi sosial, struktur teks, dan unsur kebahasaan) dalam metode guessing game.</li> <li>• Guru membagikan kelompok, setiap group terdiri dari 5 anggota.</li> <li>• Guru menjelaskan Permainan Guessing game</li> <li>• Murid memilih public figure yang ingin di deskripsikan, kemudian mempresentasikan kedepan</li> <li>• Kemudian group lain berusaha menebak/menanyakan.</li> </ul>	60 menit
<b>Penutup</b>	<ul style="list-style-type: none"> <li>• Guru bersama peserta didik menyimpulkan, merefleksi dan memberikan umpan balik terhadap proses dan hasil pembelajaran</li> <li>• Guru menutup kegiatan belajar dengan membaca doa dan salam</li> </ul>	5 menit

## H. Penilaian Hasil Pembelajaran

1. Test
  - Pre-test
  - Post-test
2. Questionnaire

**Mengetahui** .....2022

**Kepala Sekolah,**

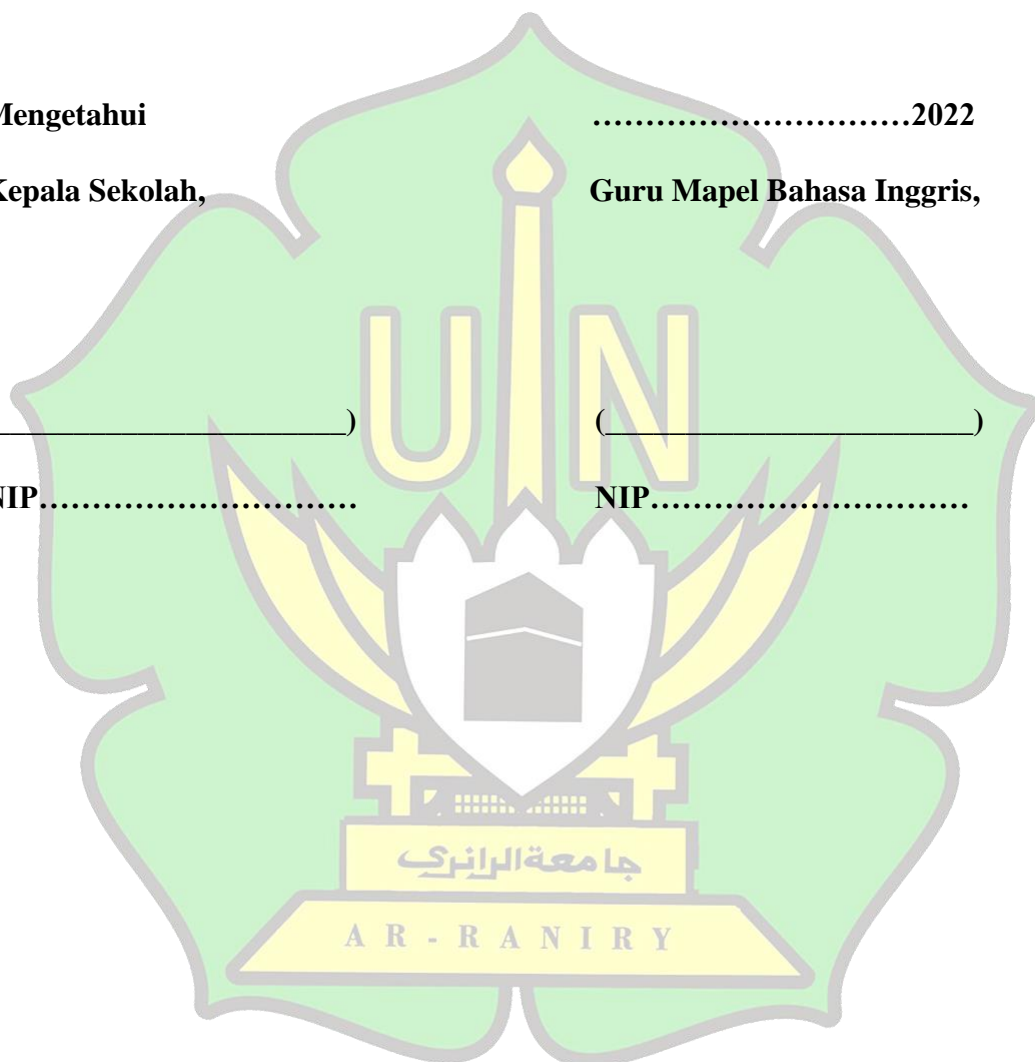
**Guru Mapel Bahasa Inggris,**

( \_\_\_\_\_ )

( \_\_\_\_\_ )

**NIP**.....

**NIP**.....





## LAMPIRAN

### A. Descriptive Text

#### 1. Definisi Descriptive Text

Descriptive text adalah suatu teks yang menjelaskan atau mendeskripsikan orang, hewan atau benda. Penjelasan atau deskripsi ini meliputi bentuk, sifat, jumlah, dan lain-lain.

#### 2. Tujuan Descriptive Text

Tujuan dari descriptive text hanya ada satu, yaitu untuk menggambarkan, mewakili atau mengungkapkan seseorang atau suatu objek, baik abstrak maupun konkret. Inilah mengapa descriptive text ditulis dengan bahasa yang lugas dan singkat agar isi teks mudah dipahami.

#### 3. Struktur Descriptive Text

Descriptive text memiliki dua struktur, yaitu *identification* (pendahuluan) dan *description* (penjabaran).

- *Identification* adalah pengenalan atau penggambaran umum mengenai objek atau topik yang akan dibahas. Bagian ini terletak pada paragraf pertama. Tokoh dapat berupa orang, objek, tempat ataupun peristiwa.
- *Description* berisi penjelasan secara jelas dan khusus tentang ciri- ciri, sifat, kebiasaan atau hal-hal lain yang berkaitan dengan objek yang akan dideskripsikan.

#### 4. Unsur kebahasaan Descriptive Text

- *Specific participant*: memiliki objek tertentu, tidak bersifat umum dan unik (hanya ada satu). Misalnya: *Uncle Jack*, *Borobudur Temple*.
- Penggunaan *adjective* (kata sifat) untuk memperjelas *noun* (kata benda). Misalnya: *a handsome man*, *a beautiful woman*.
- Penggunaan *simple present tense*: Pola kalimat yang digunakan adalah *simple present* karena menceritakan fakta dari objek yang dideskripsikan.

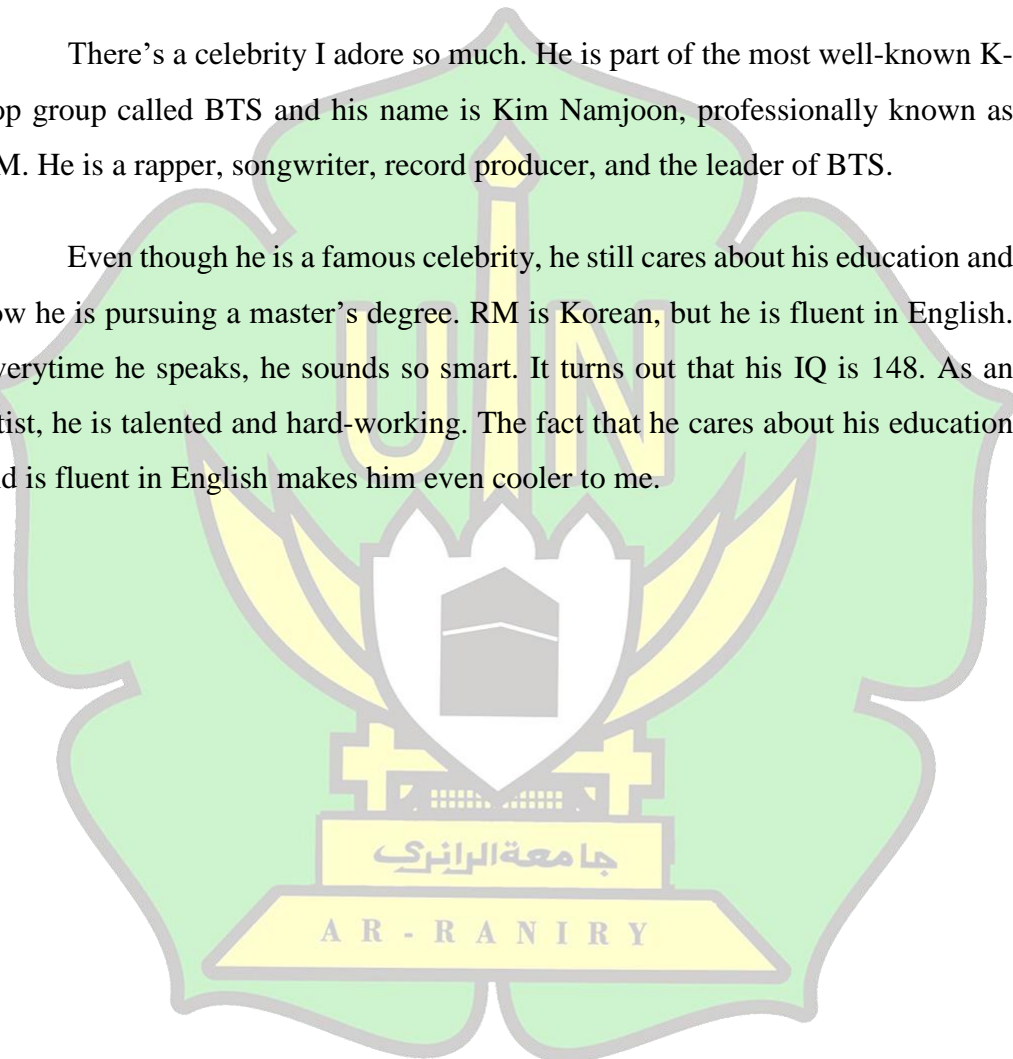
- *Action verbs*: terdapat kata kerja yang menunjukkan sebuah kegiatan (aktivitasnya dapat dilihat). Misalnya: *run, walk, cut, etc.*

### Example of Descriptive Text

#### My Idol, RM of BTS

There's a celebrity I adore so much. He is part of the most well-known K-Pop group called BTS and his name is Kim Namjoon, professionally known as RM. He is a rapper, songwriter, record producer, and the leader of BTS.

Even though he is a famous celebrity, he still cares about his education and now he is pursuing a master's degree. RM is Korean, but he is fluent in English. Everytime he speaks, he sounds so smart. It turns out that his IQ is 148. As an artist, he is talented and hard-working. The fact that he cares about his education and is fluent in English makes him even cooler to me.



## APPENDIX F DOCUMENTATION

**(Pre-test Situation)**



**(Treatment Situation)**





**(Post-test Situation)**



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