IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH GUESSING GAMES TECHNIQUE AT GRADE VIII ISLAMIC JUNNIOR HIGH SCHOOL AL-WASLIYAH SIHEPENG MANDAILING NATAL

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for Graduate Degree of Islamic Education (S.Pd.I) in English

Written by:

MEGA WAHYUNI
Reg. Number. 10 340 0011

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2015

IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH GUESSING GAMES TECHNIQUE AT GRADE VIII ISLAMIC JUNNIOR HIGH SCHOOL AL-WASLIYAH SIHEPENG MANDAILING NATAL

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for Graduate Degree of Islamic Education (S.Pd.I) in English

Written by:

MEGA WAHYUNI
Reg. Number. 10 340 0011

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2015

IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH GUESSING GAMES TECHNIQUE AT GRADE VIII ISLAMIC JUNNIOR HIGH SCHOOL AL-WASLIYAH SIHEPENG MANDAILING NATAL

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for Graduate Degree of Islamic Education (S.Pd.I) in English

Written by:

MEGA WAHYUNI
Reg. Number. 10 340 0011

Advisor I

Rayendriani Fahmei Lubis, M. Ag.
NIP. 19710510 200003 2 001

Advisor II

Sojuangon Rambe,S.S, M.Pd
NIP. 19790815 200604 1 003

ENGLISH EDUCATIONA DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2015

Term	: Thesis	Padangsidimpuan, 30 April 2015
	a.n. Mega Wahyuni	To:
items	: 5 (five) Examplar	Dean Tarbiyah and Teacher
		Training Faculty
		in-
		Padangidimpuan

Assalamu 'alaikum Wr.Wb.

   After Reading, studying, and giving advices for necessary revision on thesis belongs to Mega Wahyuni, entitle "**IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH GUESSING GAMES TECHNIQUE AT GARDE VIII ISLAMIC JUNIOR HIGH SHOOL AL-WASLIYAH SIHEPENG MANDAILING NATAL**" we approved that the thesis has been acceptable to complete the requirement to fulfill for degree of Graduate of Islamic Educational Scholar (S.Pd.I) in English.

   Therefore, we hope that thesis will soon be examined in front of me Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you

Wasslamu 'alaikum Wr.Wb.

Advisor I	**Advisor II**
Rayendriani Fahmei Lubis, M. Ag	**Sojuangon Rambe,S.S,M.Pd**
NIP. 19710510 200003 2 001	**NIP. 19790815 200604 1 003**

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : MEGA WAHYUNI

Reg. Number : 103400011

Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-1

Title of thesis : IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH GUESSING GAMES TECHNIQUE AT GARDE VIII ISLAMIC JUNIOR HIGH SHOOL AL-WASLIYAH SIHEPENG MANDAILING NATAL

I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from other except the guidance from advisor and without doing plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan article 14 verses 2.

I do this declaration truthfully. If there is deceitfulness and incorrectness reading to this declaration in the future, I will be willing to get punishment as it required in students' ethic code of IAIN Padangsimpuan, article 19 verse 4, that is to cancel academic degree disrespectfully and other punishment regarding norms and legal law.

Padangsidimpuan, 30 April 2015

Declaration maker,

METERAI TEMPEL
F39D7ADF094322775
6000
ENAM RIBU RUPIAH

MEGA WAHYUNI

Reg. Number. 103400011

AGREEMENT OF PUBLICATION OF FINAL TASK
FOR ACADEMIC CIVITY

As Academic Civity of The State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name   : MEGA WAHYUNI
Nim   : 10 340 0011
Faculty / Department : Tarbiyah and Teacher Training Faculty / TBI-1
Kind   : Thesis

To develope of science and knowledge, I hearby declare that I present Islamic Studies Padangsidimpuan **Non Exclusive Royalty Right** on my thesis with entitled :

"IMPROVING STUDENTS' VOCABULARY MASTERY THROGH GUESSING GAMES TECHNIQUE AT GRADE VIII ISLAMIC JUNIOR HIGH SCHOOL AL-WASLIYAH SIHEPENG MANDAILING NATAL"

With all the sets of equipments (if needed). Based on the this non exclusive royality right, The State Institute Islamic Studies Padangsidimpuan has the right to save, to format, to organize in data base form, to keep and to publish thesis for as I am determined as a writer and owner of its creative right.

Above all, thus statemnet is made trueheartedly to be used propertly.

Made In Padang sidimpuan
Date 08 May 2015

The Signed

MEGA WAHYUNI
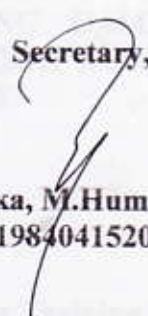**Reg. No. 10 340 0011**

EXAMINERS
SCHOLAR MUNAQASAH EXAMINATION

Name   : **MEGA WAHYUNi**
Reg. No   : 103400011
Thesis   : **IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH GUESSING GAMES TECHNIQUE AT GARDE VIII ISLAMIC JUNIOR HIGH SHOOL AL-WASLIYAH SIHEPENG MANDAILING NATAL**
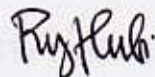
Chief,

Rayendriani Fahmei Lubis, M. Ag
NIP. 197105102000032001

Secretary,
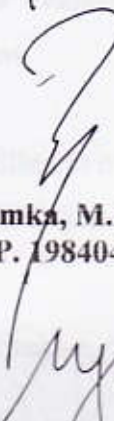
Hamka, M.Hum
NIP. 198404152009121005

Members,

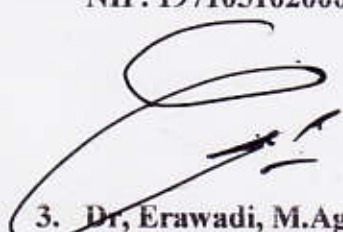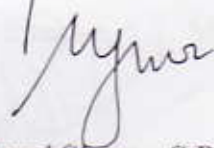1. **Rayendriani Fahmei Lubis, M. Ag**
   NIP. 197105102000032001

2. **Hamka, M.Hum**
   NIP. 198404152009121005

3. **Dr, Erawadi, M.Ag**
   NIP. 197203261998031002

4. **Yusni Sinaga, S.Pd., M.Hum**
   NIP. 197007152005012010

Proposed:
Place   : Padangsidimpuan
Date   : may 08th, 2015
Time   : 14.00 WIB until finish
Result/Mark : 71.37 (B)
IPK   : 3.27
Predicate : Very good

RELIGION MINISTRY
STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY
Alamat: Jl. H.T. RijalNurdin KM. 4,5 Sihitang Padangsidimpuan
Tlpn.(0634)22080 Fax.(0634)24022 Padangsidimpuan 22733

LEGALIZATION

The Thesis with Title : IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH GUESSING GAMES AT GRADE VIII ISLAMIC JUNIOR HIGH AL-WASLIYAH SIHEPENG MANDAILING NATAL

Written By : MEGA WAHYUNI

Reg. Number : 10 340 0011

Faculty/ Department : Tarbiyah and Teacher Training Faculty/ English Education Department

The thesis has been accepted as a partial fulfillment of requirement for degree of

Graduate of Islamic Education (S.Pd.I) in English.

Padangsidimpuan, 21 May, 2015
Dean

Hj.Zulhimma,S.Ag.,M.Pd.
NIP. 19720702 199703 2 003

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

First of all, I would like to say thank you to Allah the Almighty who has given me time and healthy in writing and finishing this thesis. Next, I do not forget to send Shalawat to the prophet Muhammad SAW who has brought us from the darkness into the lightness.

In finishing this thesis, I got a lot of advices, suggestions, and aids from the following;

1. The Rector of IAIN Padangsidimpuan, Dr. H. Ibrahim Siregar, M.CL, who has given chance and time. So, I could learn and got some knowledge from IAIN Padangsidimpuan.

2. Rayendriani Fahmei Lubis, M.Ag, as the first advisor who has given much positive critics, suggestions and helps in writing this thesis.

3. Sojuangon Rambe, S.S, M.Pd, as the second advisor who has helped, supported and suggested me to finish this thesis. May God bless Her.

4. Mrs. Hj. Zulhimma, S. Ag., M. Pd., the Dean of Tarbiyah Faculty.

5. Mrs. Rayendriani Fahmei Lubis, M.Ag., the Leader of English Education Department.

6. All lecturers of IAIN Padangsidimpuan who have given much, much and much knowledge during I studied in this beloved institute.

7. IAIN Padangsidimpuan Librarian (Yusri Fahmi, S. Ag., S.S., M. Hum), for their cooperative and permission to use their books so that I got much knowledge form them.

8. My beloved parent, (Yunus Wau and Ermawati Nasution) who taught me how to fight this wavy world and always be patient in pushing me in all condition I got, my brother (Ilyas Hadi Wau and Yahya Riski Ashadi Wau), and my sister (Rahmadani Wau, Melisani Wau, Malina Hasni Wau) who always give their material, prays, motivation, and moral encouragement to finish my study.

9. My beloved all my friends from English Education Department, TBI-1, TBI-2, and TBI-3; thanks for your help, patience and care to support me from starting to be the university student till finishing my thesis.

10. All my friends in IAIN Padangsidimpuan, good luck for you. May Allah give our best wishes.

11. All the people who have helped me to finish my study that I cannot mention one by one.

Finally, I realize that there must be some weaknesses in this thesis. Therefore, I welcome to all good and value critics that can improve this thesis.

Padangsidimpuar, 30 April 2015

Researcher,

MEGA WAHYUNI
10 340 0011

TABLE OF CONTENTS

CHAPTER I INTRODUCTION

CHAPTER II REVIEW OF RELATED LITERATURE

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDIXES

Name   : **Mega Wahyuni**
Reg. Number   : **10 340 0011**
Faculty   : **Tarbiyah and Pedagogy**
Department   : **English Education (TBI-1)**
Title of Thesis :**Improving Students' Vocabulary Mastery through Guessing Games at Grade VIII Islamic Junior High School Al-WasliyahSihepengMandailing Natal**

ABSTRACT

This research was talking about Improving Students' Vocabulary Mastery through Guessing Games at Grade VIII Islamic Junior High School Al-WasliyahSihepengMandailing Natal. Students' problem hadlack of interestand students' had low achievement in vocabulary mastery. This research purposed to describe students' achievement score and to identify factors influence students vocabulary mastery at Islamic Junior High School Al-WasliyahSihepengMandailing Natal.

The method used in this research was classroom action research, by implementing the Kemmis design which were consisted four steps. Those were planning, acting, observing, and reflecting. Moreover, to solve the problem, the researcher conducted classroom action research, by implementing guessing games technique. The participant of this research was one class consisted of 28 students. The researcher used vocabulary tests as the instruments for collecting the data, observation sheet and interview.

Based on the research result, showed the improvement mean score of the students. The first test in the first cycle was 70.53 (53.57%), and second test in the second cycle was 82.32 (96.42%).In the first cycle was categorized into enough category and the second cycle was categorized into very good category. Based on the problems, in identify names of fruit, names of animal,classroom object, professions and part of human body; it was solved by giving the explanation again through guessing games, by motivating and asked them to learn more vocabulary at home.Based on the data from observation sheet indicated that the students got improvement and to be motivated toward English especially in learning vocabulary. It indicated that the application of guessing games technique improved students' vocabulary mastery achievement.
.

CURRICULUM VITAE

A. Identity

Name   : Mega Wahyuni

Nim   : 10 340 0011

Place and Birthday   : AekMual, 26 June 1992

Sex   : Female

Religion   : Islamic

Address   : AekMual, Kec. Mandailing Natal

B. Parent

Father's name   : YunusWau

Mother's name   : Erma WatiNasution

C. Educational Background

1. Graduated from Primary School number 146942 AekMual1999-2004

2. Graduated from MTs N Siabu in 2004-2007

3. Graduated from MAN Siabu in 2007-2010

4. Be University student in IAIN Padangsidimpuan

APPENDIX 1

<div align="center">

SIKLUS I (CYCLE I)
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

</div>

Nama Sekolah   : MTs Al-WasliyahSihepeng

Kelas/Semester   : VIII^2/II

Subjek   : Bahasa Inggris

Topic   : Noun

Aspek/Skill   : Vocabulary

Alokasi Waktu   : 2 x 40 menit (pertemuan 1)

A. StandarKompetensi:
1. Memahamiinstruksisangatsederhanadengantindakandalamkontekssekitarpesertadidik
.

B. KompetensiDasar:
1.1
Meresponinstruksisangatsederhanadengantindakansecaraberiramadalamkontekssekolah.

C. Indicator
Mengidentifikasinama-namahewan, buah, profesi, anggotatubuhdan classroom object.

D. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat :

a. Menjawab pertanyaan berdasarkan clue yang diberikan(nama-namahewan, buah, profesi, anggotatubuhdan classroom object.)

E. Karakter siswa yang diharapkan:
a. Dapat dipercaya (*Trustworthiness*)

b. Rasa hormat dan perhatian (*Respect*)

c. Tekun (*Diligence*)

d. Berani (*courage*)

F. MateriPembelajaran

Vocabularies are in noun topic:

Table	Zebra	Dog	Teacher	Lamp
Driver	Cat	Dictionary	Pen Box	Ruler
Apple	Nose	Clock	Ring Finger	
Blackboard	Foot	Ice Cream	Eye	
Rambutan	Broom	Banana	Ear	

G. StrategiPembelajaran

➢ Guessing game

H. Langkah-Langkah Kegiatan

1) KegiatanPendahuluan

a. Greeting

b. MengabsenSiswa

c. MemberiMotivasiPadaSiswa

d. Memberikangambaranmengenaimateri yang akandipelajaridanteknik yang akandigunakan.

2) KegiatanInti

a. Guru mempersiapkankartu yang akandigunakandalam proses belajar

b. Guru menjelaskankompetensi yang ingindicapai

c. Guru mengelompokkansiswamenjadi 4 kelompok yang terdiridari 7orang tiapkelmpok

d. Guru memberikankartupadasetiapkelompok yang berisi clue. Setiapkelompokmenebakjawabannya yang ditulisdipapantulisdenganwaktu 10 menit

e. Pemenangdaripermainanini,kelompok yang menebakdenganbenar.

f. Padaakhirpembelajaran guru memberikan test

3) KegitanPenutup

a. Guru dansiswabersama-samamembuatrangkumanpembelajaran

b. Menyampaikanrencanapembelajaranpadapertemuanberikutnya

c. Guru mengumpulkansoal yang yangdikerjakansiswa

d. Berdo'a di akhirpembelajaran

I. SumberBelajar

1. Mukartodkk, *English on Sky: An English Course for Junior School Students,* (Jakarta: PenerbitErlangga, 2007)

2. Gambar-gambar atau benda-benda yang berkaitan dengan materi ajar.

3. Buku-buku lain yang relevan

J. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
• Mengidentifikasi nama-namahewan • Mengidentifikasi nama-namabuah • Mengidentifikasi profesi • Mengidentifikasi anggotatubuhmanusia • Mengidentifikasi classroom object	Tes Tulis	PilihanGanda	*Choose the best banswer*

a. **PedomanPenilaian**

- Untuk tiap nomor, tiap jawaban benar skor 1

- Jumlah skor maksimal x5 = 100

- Nilai maksimal = 100

- Nilaisiswa $= \dfrac{Skor\ Perolehan}{Skor\ Maksimal} x\ 100$

- Menghitungnilai rata-rata siswa

$$M = \frac{\Sigma fX}{N}$$

Explanation:　　M　　: the mean of the students

　　　　　　　∑fX　: the total score

　　　　　　　N　　: the number of the students

APPENDIX 2

SIKLUS I (CYCLE I)
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah   : MTs Al-WasliyahSihepeng

Kelas/Semester   : VIII^2/II

Subjek   : Bahasa Inggris

Topic   : Noun

Aspek/Skill   : Vocabulary

Alokasi Waktu   : 2 x 40 menit (pertemuan 2)

A. StandarKompetensi:
   1. Memahamiinstruksisangatsederhanadengantindakandalamkontekssekitarpesertadidik
      .

B. KompetensiDasar:
   1.1
   Meresponinstruksisangatsederhanadengantindakansecaraberiramadalamkontekssekolah.

C. Indicator
   Mengidentifikasinama-namahewan, buah, profesi, anggotatubuhdan classroom object.

D. Tujuan Pembelajaran
   Pada akhir pembelajaran, siswa dapat :
   -   Menjawab pertanyaan berdasarkan clue yang diberikan (nama-namahewan, buah,
       profesi, anggotatubuhdan classroom object.)

E. Karakter siswa yang diharapkan:
   a. Dapat dipercaya (*Trustworthiness*)
   b. Rasa hormat dan perhatian (*Respect*)
   c. Tekun (*Diligence*)
   d. Berani (*courage*)

F. MateriPembelajaran

Vocabularies are in noun topic:

Table	zebra	dog	teacher lamp
Driver	cat	dictionary	pen box
Apple	nose	clock	ring finger
Blackboard	foot	ice cream	eye
Rambutan	broom	banana	ear

G. StrategiPembelajaran

➢ Guessing game

H. Langkah-Langkah Kegiatan

1) KegiatanPendahuluan

a. Greeting

b. MengabsenSiswa

c. MemberiMotivasiPadaSiswa

d. Memberikangambaranmengenaimateri yang akandipelajaridanteknik yang akandigunakan.

2) KegiatanInti

a. Guru mempersiapkankartu yang akandigunakandalam proses belajar

b. Guru menjelaskankompetensi yang ingindicapai

c. Guru mengelompokkansiswamenjadi 4 kelompok yang terdiridari 7orang tiapkelmpok

d. Guru memberikankartupadasetiapkelompok yang berisi clue. Setiapkelompokmenebakjawabannya yang ditulisdipapantulisdenganwaktu 10 menit

e. Pemenangdaripermainanini,kelompok yang menebakdenganbenar.

f. Padaakhirpembelajaran guru memberikan test

3) KegitanPenutup

a. Guru dansiswabersama-samamembuatrangkumanpembelajaran

b. Menyampaikanrencanapembelajaranpadapertemuanberikutnya

c. Guru mengumpulkansoal yang yangdikerjakansiswa

d. Berdo'a di akhirpembelajaran

I. SumberBelajar

1. Mukartodkk, *English on Sky: An English Course for Junior School Students,* (Jakarta: PenerbitErlangga, 2007)

2. Gambar-gambar atau benda-benda yang berkaitan dengan materi ajar.

3. Buku-buku lain yang relevan

J. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
• Mengidentifikasi nama-namahewan • Mengidentifikasi nama-namabuah • Mengidentifikasi profesi • Mengidentifikasi anggotatubuhmanusia • Mengidentifikasi classroom object	Tes Tulis	PilihanGanda	*Choose the best banswer*

K. PedomanPenilaian

- Untuk tiap nomor, tiap jawaban benar skor 1

- Jumlah skor maksimal x5 = 100

- Nilai maksimal = 100

- Nilaisiswa $= \dfrac{Skor\ Perolehan}{Skor\ Maksimal} \, x \, 100$

- Menghitungnilai rata-rata siswa

$$M = \frac{\Sigma fX}{N}$$

Explanation:　　　M　　: the mean of the students

　　　　　　　　$\sum fX$　: the total score

　　　　　　　　N　　: the number of the students

SIKLUS II (CYCLE II)
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah   : MTs Al-WasliyahSihepeng

Kelas/Semester   : VIII^2/II

Subjek   : Bahasa Inggris

Topic   : Noun

Aspek/Skill   : Vocabulary

Alokasi Waktu   : 2 x 40 menit (pertemuanke 3)

A. StandarKompetensi:
  1. Memahamiinstruksisangatsederhanadengantindakandalamkontekssekitarpesertadidik.

B. KompetensiDasar:
  1.1   Meresponinstruksisangatsederhanadengantindakansecaraberiramadalamkontekssekolah.

C. Indicator
     Mengidentifikasinama-namahewan, buah, profesi, anggotatubuhdan classroom object.

D. Tujuan Pembelajaran

  Pada akhir pembelajaran, siswa dapat :

  - Menjawab pertanyaan berdasarkan clue yang diberikan (nama-namahewan, buah, profesi, anggotatubuhdan classroom object.)

E. Karakter siswa yang diharapkan:

  a. Dapat dipercaya (*Trustworthiness*)

  b. Rasa hormat dan perhatian (*Respect*)

  c. Tekun (*Diligence*)

  d. Berani (*courage*)

F. MateriPembelajaran

Vocabularies are in noun topic:

Chair	zebra	Monkey	foot	Giraffe
Finger	cat	penguin	Eye	Eraser
Tooth	nose	Lip	Nurse	Snack
Blackboard	foot	ice cream	Brain	Driver
Rambutan	Postman	Banana	Watermelon	

G. StrategiPembelajaran
➢ Guessing game

H. Langkah-Langkah Kegiatan

1) KegiatanPendahuluan

a. Greeting

b. MengabsenSiswa

c. MemberiMotivasiPadaSiswa

d. Memberikangambaranmengenaimateri yang akandipelajaridanteknik yang akandigunakan.

2) KegiatanInti

a. Guru mempersiapkankankartu yang akandigunakandalam proses belajar

b. Guru menjelaskankankompetensi yang ingindicapai

c. Guru mengelompokkansiswamenjadi 4 kelompok yang terdiridari 7orang tiapkelmpok

d. Guru memberikankartupadasetiapkelompok yang berisi clue. Setiapkelompokmenebakjawaban yang ditulisdipapantulisdenganwaktu 5 menit

e. Pemenangdaripermainanini,kelompok yang menebakdenganbenar.

f. Padaakhirpembelajaran guru memberikan test padasetiapsiswa

3) KegitanPenutup

a. Guru dansiswabersama-samamembuatrangkumanpembelajaran

b. Menyampaikanrencanapembelajaranpadapertemuanberikutnya

c. Guru mengumpulkansoal yang yangdikerjakansiswa

d. Berdo'a di akhirpembelajaran

I. SumberBelajar

1. Mukarto, *English on Sky: An English Course for Junior School Students,* (Jakarta: PenerbitErlangga, 2007)

2. Gambar-gambar atau benda-benda yang berkaitan dengan materi ajar.

3. Buku-buku lain yang relevan

J. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
• Mengidentifikasi nama-namahewan • Mengidentifikasi nama-namabuah • Mengidentifikasi profesi • Mengidentifikasi anggotatubuhmanusia • Mengidentifikasi classroom object	Tes Tulis	PilihanGanda	*Choose the best answer*

a. PedomanPenilaian

- Untuk tiap nomor, tiap jawaban benar skor 1

- Jumlah skor maksimal x5 = 100

- Nilai maksimal = 100

- Nilaisiswa $= \dfrac{Skor\ Perolehan}{Skor\ Maksimal}\ x\ 100$

- Menghitungnilai rata-rata siswa

$$M = \frac{\Sigma fX}{N}$$

Explanation: M : the mean of the students

       $\sum fX$: the total score

       N : the number of the student

APPENDIX 6

<center>

SIKLUS II (CYCLE II)
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

</center>

Nama Sekolah   : MTs Al-WasliyahSihepeng

Kelas/Semester   : VIII^2/II

Subjek   : Bahasa Inggris

Topic   : Noun

Aspek/Skill   : Vocabulary

Alokasi Waktu   : 2 x 40 menit (pertemuanke 4)

A. StandarKompetensi:
   1. Memahamiinstruksisangatsederhanadengantindakandalamkontekssekitarpesertadidik.

B. KompetensiDasar:
   1.1 Meresponinstruksisangatsederhanadengantindakansecaraberiramadalamkontekssekolah.

C. Indicator
    Mengidentifikasinama-namahewan, buah, profesi, anggotatubuhdan classroom object.

D. Tujuan Pembelajaran
    Pada akhir pembelajaran, siswa dapat :
- Menjawab pertanyaan berdasarkan clue yang diberikan (nama-namahewan, buah, profesi, anggotatubuhdan classroom object.)

E. Karakter siswa yang diharapkan:
  a. Dapat dipercaya (*Trustworthiness*)
  b. Rasa hormat dan perhatian (*Respect*)
  c. Tekun (*Diligence*)
  d. Berani (*courage*

F. MateriPembelajaran
        Vocabularies are in noun topic:

Chair	zebra	Monkey	foot	Giraffe
Finger	cat	penguin	Eye	Eraser
Tooth	nose	Lip	Nurse	Snack
Blackboard	foot	ice cream	Brain	Driver
Rambutan	Postman	Banana	Watermelon	

G. StrategiPembelajaran
➢ Guessing game

H. Langkah-Langkah Kegiatan

1) KegiatanPendahuluan
a. Greeting
b. MengabsenSiswa
c. MemberiMotivasiPadaSiswa
d. Memberikangambaranmengenaimateri yang akandipelajaridanteknik yang akandigunakan.

2) KegiatanInti
a. Guru mempersiapkankartu yang akandigunakandalam proses belajar
b. Guru menjelaskankompetensi yang ingindicapai
c. Guru mengelompokkansiswamenjadi 4 kelompok yang terdiridari 7orang tiapkelmpok
d. Guru memberikankartupadasetiapkelompok yang berisi clue. Setiapkelompokmenebakjawaban yang ditulisdipapantulisdenganwaktu 5 menit
e. Pemenangdaripermainaninikelompok yang menebakdenganbenar.
f. Padaakhirpembelajaran guru memberikan test padasetiapsiswa

3) KegitanPenutup
a. Guru dansiswabersama-samamembuatrangkumanpembelajaran
b. Menyampaikanrencanapembelajaranpadapertemuanberikutnya
c. Guru mengumpulkansoal yang yangdikerjakansiswa
d. Berdo'a di akhirpembelajaran

I. SumberBelajar

1. Mukarto, *English on Sky: An English Course for Junior School Students,* (Jakarta: PenerbitErlangga, 2007)

2. Gambar-gambar atau benda-benda yang berkaitan dengan materi ajar.

3. Buku-buku lain yang relevan

J. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
• Mengidentifikasi nama-namahewan • Mengidentifikasi nama-namabuah • Mengidentifikasi profesi • Mengidentifikasi anggotatubuhmanusia • Mengidentifikasi classroom object	Tes Tulis	PilihanGanda	*Choose the best answer*

a. PedomanPenilaian

- Untuk tiap nomor, tiap jawaban benar skor 1

- Jumlah skor maksimal x5 = 100

- Nilai maksimal = 100

- Nilaisiswa $= \dfrac{Skor\ Perolehan}{Skor\ Maksimal} x\ 100$

- Menghitungnilai rata-rata siswa

$$M = \frac{\Sigma fX}{N}$$

Explanation: M   : the mean of the students

$\sum$fX   : the total score

N   : the number of the students

APPENDIX   **Name:**

TEST (CYCLE 1)

Class   : VIII^2
Petunjuk   :
1. Tulisnamapadalembarkerja yang tersedia
2. Jawablahpertanyaan-pertanyaan di bawahini
3. Test inihanyabertujuanuntukmengetahui data darimurid – muridtentangkemampuanmurid – muriddalammenguasaikosakata.
4. Waktu yang tersedia 40 menit.

Question:
Choose the correct answer by crossing (X) a, b, c, or d !

1. It is about an object in the classroom, it is made from wood. It is quite big, square and has four feet. What is it?

   a. Table   b. chair   c. blackboard   d. book

2. It is a tool. It is used to sweep the floor from the rubbish. What is it?

   a. Broom   b. hand   c. towel   d. clothes

3. It is about an object. It can be found in class. It is used to light the room.

   What is it?

   a. Mirror   b. lamp   c. sun   d. moon

4. It is about thing. It is used to save our pen, eraser and other tools to write. What is it?
   a. Bag   b. pen box   c box   d. room
5. It is about finger, it wears a ring. What is it?

   a. Finger   b. handc. ring finger   d middle finger

6. It is a pet. It has feather, four legs and two fangs. This animal is used to keep house and it likes to barks. What is it?

   a. Cat   b. lion   c. dog   d. pig

7. It is about fruit. It has hair, red and sweet. What is it?

   a. Apple b. watermelon c. rambutan   d. strawberry

8. It is body's part. It is used to hear someone's utterance or music. What is it?
   a. Eye   b. nose   c. ear   d. head
9. It is a thing. Its length is 30 cm and straight. It is used to make line on paper. What is it?

   a. Broom   b. wood   c. paper   d. ruler
10. It is about fruit. It is red. It is round and sweet. What is it?

   a. Strawberry   b. watermelon   c. tomato   d. apple

11. It is about profession. I work in hospital and take care of patient in the hospital. Who am I?
    a. Government   b. headmaster   c. nurse   d. patient
12. It is about food. It is cool, sweet, and delicious. It has many colors. What is it?
    a. Tea   b. coffee   c. milk   d. ice cream
13. It is about fruit. It is monkeys' favorite. It is yellow. It is long and sweet.
    What is it?
    a. Leaf   b. grape   c. rambutan   d. banana
14. It is about a profession. I am a man. I bring passenger by bus everyday.To school, market and so on. Who am I?
    a. Post man   b. nurse   c. government   d. driver
15. I work in school. I teach students in the classroom. Who am I?

    a. Teacher   b. headmaster   c. students   d. police
16. It is about a profession. I work in hospital and I take care of patient in the hospital.Who am I?
    a. Nurse   b. driver   c. police   d. teacher
17. It looks like a horse. It lives in Africa. It eats grass. It has got black and white stripes. What is it?
    a. Camel   b. zebra   c. elephant   d. ant
18. It is part of your body. It is used for watching, reading and also, seeing something. What is it?

    a. Mouth   b. lip   c. eye   d. nose
19. It is about an object in your class. It is made from wood, square and we use chalk to write it. What is it?

    a. Eraser   b. clothes   c. hand   d. book
20. It is an object. We can find it on the wall. If we want to know, what time is it? We see to this thing. What is it?

    a. Map   b. calendar   c. clock   d. picture

APPENDIX   **Name:**

<div align="center">

TEST (CYCLE II)
</div>

Class   : VIII^2
Petunjuk   :
1. Tulisnamapadalembarkerja yang tersedia
2. Jawablahpertanyaan-pertanyaan di bawahini.
3. Test inihanyabertujuanuntukmengetahui data darimurid – muridtentangkemampuanmurid – muriddalammenguasaikosakata.
4. Waktu yang tersedia 40 menit.

Question:

Choose the correct answer by crossing (X) a, b, c, or d !

1. It is furniture. It is for sitting. What is it?
    a. Table   b. Door   c. Chair   d. Box

2. It is part of your face. It is used to kiss. What is it?
   a. Mouth   b. Lip   c. Chin   d. Nose

3. It is part of your mouth; it is used to bite food. What is it?
   a. Tooth   b. Lip   c. Tongue   d. Chin

4. It is a fruit. It is round and big. It is green/light green outside, but it is red inside, and has much water. What is it?
   a. Apple   b. Watermelon   c. Tomato   d. Strawberry

5. It is part of your face. We use it to breath. What is it?
   a. Nose   b. Mount   c. Eye   d. Elbow

6. It is part of your body. It is used to point at a direction. Direction is 'arah' in Indonesia. What is it?
   a. Hand   b. Nose   c. Finger   d. Eye

7. It is part of body. We use it to walk. What is it?
   a. Foot   b. Arm   c. Stomach   d. Hand

8. It is part of our head. We use it to think. What is it?
   a. Had   b. Hair   c. Brain   d. Eye

9. It is about a profession. I work in hospital and I take care of patient in the hospital. Who am I?
   a. Government   b. Headmaster   c. Nurse   d. Patient

10. It can swim in the sea and walk on the land. It cannot fly. It eats fish and it lives in very cold country. What is it?
    a. Penguin   b. Mouse   c. Cat   d. Monkey

11. It is a pet. It has feather. It likes to eat fish and mouse. It is just only able to say meow "mengeong" in Indonesia. What is it?
    a. Dog   b. Lion   c. Cat   d. Pig

12. It is a part of your body. We use it for watching TV. What is it?
    a. Tooth   b. Knee   c. Ear   d. Eye

13. It has fingers. It can climb tress. It is brown. It lives on nuts and fruit. It lives in Asia and Africa. What is it?
    a. Cat   b. Monkey   c. Squirrel   d. Bird

14. It is very long. It does not have any legs. It eats small animals and sometimes dangerous. What is it?
    a. Flay   b. Snake   c. Zebra   d. Giraffe

15. It can run very fast. It has a very long neck. It eats leaves. It has four legs.

What is it?
   a. Cow   b. Buffalo   c. Monkey   d. Giraffe

16. It looks like a horse. It lives in Africa. It eats grass. It has black and white stripes. What is it?
   a. Camel   b. Zebra   c. Elephant   d. Ant

17. It has four legs. It is very big. It is strong. It is grey. It is lives in Asia and Africa and it eats leaves. What is it?
   a. Horse   b. Elephant   c. monkey   d. cow

18. It is about profession, I am a man. I work in post office. Sometimes, I deliver letter to your house. Who am I?
   a. Police   b. Teacher   post man   d. Driver

19. It is a small thing. We use it to clean the blackboard from the chalk. What is it?
   a. Eraser   b. Clothes c. Hand   d. Book

20. It is about fruit. It is monkeys' favorite. It is yellow. It is long and sweet.
   What is it?
   a. Leaf   c. Grape   c. Banana   d. Rambutan

APPENDIX

<div align="center">

THE KEY ANSWER OF FIRST TEST

</div>

1. A
2. A
3. B
4. B
5. C
6. C
7. C
8. C
9. D
10. D
11. C
12. D
13. C
14. D
15. A
16. A
17. B
18. C
19. A
20. C

APPENDIX

<div align="center">

THE KEY ANSWER OF SECOND TEST

</div>

1. C
2. B
3. A
4. B
5. A
6. C
7. A
8. D
9. C
10. A
11. C
12. D
13. B
14. B
15. D
16. B
17. B
18. C
19. A
20. C

APPENDIX

<div align="center">

Observation Note Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research

</div>

Subject Matter : English
Class / Semester : VIII^2/ II
Days / Date Of : February 25th, 2015
Cycles : I
Observant : Lanna Sari, SP.d as a co a teacher

No	Activities	Students																												Total students
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
1	Students' not focus when learning process																													
2	Students' permission																													
3	Students make disturbance in the classroom																													

APPENDIX

Observation Note Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research

Subject Matter : English
Class / Semester : VIII^2/ II
Days / Date Of : February 4th, 2015
Cycles : II
Observant : Lanna Sari, SP.d as a co a teacher

No	Activities	Students																												Total students
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
1	Students' not focus when learning process																													
2	Students' permission																													
3	Students make disturbance in the classroom																													

Observation Note Sheet
Teachers' Activity in Teaching Learning Process
Classroom Action Research

Subject Matter : English
Class / Semester : VIII^2/ II
Days / Date Of : February25th, 2015
Cycles : I
Observant :Lanna Sari, SP.d as a co-a teacher

	Activities	**Yes**	**No**
A. Introduction	a. Teacher says greeting and introducing patiently	✓	
	b. Giving the motivation to the students.		✓
	c. Teacher reviews the previous lesson.	✓	
	d. Explaining the purpose of learning out come and technique that will be used		✓
B. Content	a. Teacher gives explanation how to do the activity by using guessing game.	✓	
	b. Giving the suitable example to students based on the topic		✓
	c. Motivating all students to participate in teaching process	✓	
C. Closing	a. Teacher gives conclusion		✓
	b. Teacher gives test	✓	
	c. Teacher collect the students' test and analyze the students' test	✓	

Observation Note Sheet
Teachers' Activity in Teaching Learning Process
Classroom Action Research

Subject Matter   : English
Class / Semester   : VIII^2/ II
Days / Date Of   : March 4th, 2015
Cycles   : II
Observant   : Lanna Sari, SP.das a co-a teacher

	Activities	**Yes**	**No**
D. Introduction	e. Teacher says greeting and introducing patiently	✓	
	f. Giving the motivation to the students.	✓	
	g. Teacher reviews the previous lesson.	✓	
	h. Explaining the purpose of learning out come and technique that will be used	✓	
E. Content	d. Teacher gives explanation how to do the activity by using guessing game.	✓	
	e. Giving the suitable example to students based on the topic	✓	
	f. Motivating all students to participate in teaching process	✓	
F. Closing	d. Teacher gives conclusion	✓	
	e. Teacher gives test	✓	
	f. Teacher collect the students' test and analyze the students' test	✓	

APPENDIX 10

LIST OF INTERVIEW

Interviews to the Students

1. Apakahyang membuatandatidak focus ketikabelajarvocabulary?

   (What is your make not focuswhile learning vocabulary?)

   Answer:

   …………………………………………………………………………………

2. Mengapaandamembuatkeributan di kelas?

   (Why do you make disturbance in the classroom?)

   Answer:

   ………………………………………………………………………………

3. Mengapaandaseringpermisi?

   (Why are you often permission?)

   Answer:

   ………………………………………………………………………………….

4. Mengapaandasalahmenjawabsoal:

   a. Number ( )?

      Answer:…………………………………………………………………………

   b. Number ( )?

      Answer:…………………………………………………………………………

   c. Number ( )?

      Answer:…………………………………………………………………………

   d. Number ( )?

      Answer:…………………………………………………………………………

Validator	**Peneliti**
SojuangonRambe, S. S., M. Pd	**Mega Wahyuni**
NIP. 19790815 200604 1 003	**Nim. 10 340 0011**

CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary is an important component of language in learning a language, especially in English as a foreign language. Learners need to master vocabulary, the more vocabularies are mastered by learners, the better will be their performance an all aspects in learning of English, and therefore students who enrich in vocabularies will be successful in language learning. It is true that the mastering of vocabulary will affect the students` ability in four of language skillsthey are: listening, speaking, reading and writing. So, Vocabulary is the collection of words that an individual knows.Allah said in Holy Qur'an (Al-Qur'an Sara Al-Baqharoh: 31-32)

كُنتُمْ إِن هَـٰٓؤُلَاءِ بِأَسْمَاءِ أَنْبِئُونِي فَقَالَ ٱلْمَلَـٰٓئِكَةِ عَلَىٰ عَرَضَهُمْ ثُمَّ كُلَّهَا ٱلْأَسْمَاءَ ءَادَمَ وَعَلَّمَ ٱلْحَكِيمُ ٱلْعَلِيمُ أَنتَ إِنَّكَ عَلَّمْتَنَا مَا إِلَّا لَنَا عِلْمَ لَا سُبْحَـٰنَكَ قَالُوا۟ صَـٰدِقِين

Means:" (31).And He taught Adam all the names, and then showed them to the angels, saying: Inform Me of the names of these, if ye are truthful. (32).They said: Be glorified! We have no knowledge saving that which talk has taught us. Thou, only Thou, art the Knower, the Wise.[1]

From the verse above,Allah tellsAdamallthe names of thingson this earthandAllahsentAdamto namethe object.The human aschildrenAdam, the

---

[1]Muhammad Muhsin Khan, *The Noble Qur'an in English Language*(Saudi Arabiah: Islamic University Al-Munawara,1994), p. 8

human must knowallthe names of thingsin this earth, both in terms ofshape and type. Learnvocabularyis veryimportant ineveryday lifeandis amatterof vocabularyin English, by studying thevocabularywecan masterthe names of things. So,fromtheSara Al-Baqorah,the humanknowthatmastery ofthe names of thingsin this earthisknowledgeforboth ineducationandin thelife to come. The following illustration will present significances of vocabulary mastery for our life.

First, vocabulary is one important aspect in learning a foreign language. Without a proportional amount of vocabulary anyone will get trouble in her:1) listening,2) speaking, 3) reading, and 4) writing. Without a shred of doubt, the writer said that the acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledgeable transfer for a better life. Indisputably the chances for progress or success in any kind of fields, like computer, technology, economy, politics, tourism and educational increase with the size and applications of vocabulary. Second, vocabulary is critically important because a word is an instrument for thinking about the meanings which it expresses. Vocabulary can make we understand what people say and comprehend the reading and also to know that somebody who has a large stock of vocabularies is more useful in understanding what people say although he/she doesn't know about grammar. Vocabulary is the foundation to build language which plays a fundamental role in communication and it is the first priority in learning English and it will help we easy get of information prented in listening

such as radio, native speaker and television. The last, Vocabulary is a component of language that maintains all of information about meaning and using word in a language and one of the first thing applied linguistic turned attentions. Vocabulary mastery has a significant role for language learners in mastering four skills of the language and also can increase quality of human life.

Based on illustration above, it is undeniably that vocabulary mastery is necessary to everybodyin variety of purpose and need because mastering vocabulary the students can learn language easily. However, vocabulary mastery is one of problem at Islamic Junior High School Al-WasliyahSihepengMandailing Natal. The actual fact is suited in the illustration below

First, based on report result, most of the students still get low grade with 50-65 grades meanwhile the standard of English competency in this school is 75. So, the researcher would solvethis problem by examining vocabulary technique that is chosen. Second, based on the interview of the researcher with the English teacher many students are lack of vocabularies, lack of learning vocabulary interest and motivation. So, these make students get difficult in understanding the question and also deliver their answer. Furthermore, most of students' are lazy and passive in the class, because theteaching technique is not suitable for themand have not variety in teaching vocabulary.

Accordingly, the problems above need to be solved; there are some alternatives vocabulary techniques that available and applicable. As a researcher

knew, there are many techniques that can improve the students' vocabulary mastery, such as: using picture, word square, matching game, crossword puzzle and guessing game.

From the problems that have mentioned above, the researcher choose guessing game technique. Guessing game is an effective technique in helping the students' vocabulary and guessing games is a good way for students. So, the researcher felt interested to do the research about this problem and used guessing game technique to solve the problems.

First, through guessing games can encourage the operation of certain psychological and intellectual factors which can facilitate communication heightened self-esteem, motivation, and spontaneity, reinforcing learning, and building confidence. Second, this technique help the students to be fun, enjoy, and are confident during the class. It also makes students to be more relaxes and help them to reduce their stress and anxiety in understanding the lesson. The last, through guessing game technique the students can be more motivated, challenged, interacted and communicate.

In view of discussion above, the researcher believes that the importance of conducting a Classroom Action Research which purpose is to improve the students'vocabulary mastery at Islamic Junior High School.The researcher is interested to choose the title Improving Students' Vocabulary Mastery through Guessing Game at Grade VIII Islamic Junior High School Al-WasliyahSihepengMandailing Natal.

B. Identification of the Problem

Based on the title and background of the problems above, the researcher has identification many problems. First, most of the students still get low grade with 50-65 grades meanwhile the standard of English competency in this school is 75. Second, many students are lack of vocabularies, lack of learning vocabulary interest and motivation. Furthermore, most of students are lazy and passive in the class, because theteaching technique is not suitable for themand teacher have not variety in teaching vocabulary.

C. Focus of the Problem

Based on the identification of the problems above, the researcher focused improving students' achievement in vocabulary mastery. Then, the researcher also focused the vocabulary mastery into noun. This research is conducted by classroom action research at grade VIII through guessing game technique in guess what is it and guess who am I. Especially,at grade VIII[2]second semesterin academic year 2013/2014Islamic Junior High School Al-WasliyahSihepengMandailing Natal.

D. Formulation of the Problem

There were twoformulations of the problem in this research, as follow:

1. To what extent did guessing games technique improve students' vocabulary mastery at grade VIII Islamic Junior High School Al-WasliyahSihepengMandailing Natal?

2. What were the factors which influence students' vocabulary mastery at grade VIII Islamic Junior High School Al-WasliyahSihepengMandailing Natal?

E. Purposes of the Research

There were two purposes of the research, as follow:

1. To describe the students' achievement in vocabulary mastery at grade VIII Islamic Junior High School Al-WasliyahSihepengMandailing Natal?

2. To identify the factors which influence students' vocabulary mastery at grade VIII Islamic Junior High School Al-WasliyahSihepengMandailing Natal?

F. Definition of the Key Terms

To clarify the better understanding of study, the researcher defines several terms as follow:

1. Improving

Improving is a verb that has made something or became better.[2] Then, improving is an act of enhancing or making better in terms of quality, value or usefulness.[3] Generally, improving consist of three steps; doing work in a simple way, doing a work in a different way but in a correct manner and doing

---

[2] A.S. Hornby, *Oxford Advanced Learners Dictionary*(New York: Oxford University Press, 2000)*,* p. 682.

[3] _____ "What is improve"? (http://www.businessdictionary.com/definition/improve.html). at December 04, 2014 retrieved on 11 a. m

a work in a different way with a great quality and correctly. By crossing these in step by step process is called improving. So, improving is going through better work to reach something, especially to improve students' vocabulary mastery into noun.

2. Vocabulary Mastery

Vocabulary is one of the important factors in all language teaching, student must continually learn words as they learn structure and practice sound system language.[4]Vocabulary is most of target language of words. Then vocabulary is the stock of words on which people can draw in expressing yourself. Most of us do not use nearly as many words in speaking or writing as we recognize or understand when hear or see.[5]So, Vocabulary mastery is the knowledge in understanding the words all that people use and express in four language skills; speaking, listening, reading and writing. Researcher uses the vocabulary mastery into noun.

3. Guessing games

---

[4]*Ibid*., p. 1212.
[5]Richard D. Mallery, *How to Enlarge and Improve Your Vocabulary (*New York: Blakiston Company, 1947), p. 1.

7

Guessing Games is a game in which the object is to guess some kind of information, such as a word, a phrase, a title, or the location of an object[6]. Then, Merriem Webster defines guessing games is game which participates competing individually or teams in the identification of something indicate obscurely (as in riddles or charades)[7].Researcher use guessing games in guess what is it and guess who am I.

G. Significances of the Problem

The result of this research is expected to be useful as:

1. The result of this research is expected to improve students' interest and motivation in learning English especially in vocabulary mastery.

2. The result of the research is expected to be useful for the teacher as information and as source in teaching and learning of vocabulary with using the guessing game technique.

3. The result of this research is also expected to develop all information and knowledge for those who are interested in doing research related to this research and also as a reference.

---

[6]------------"*Word Guessing Game*". at June 11, 2014 retrieved on 10 a.m

[7]MerriemWebster,*Webster's Third New International Dictionary*(USA: Merriem Webster inc, 1986), p. 100

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

In arranging a research, theories are very important to explain some concepts or terms applied in research concerned. The terms are as follows:

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is one of component for the language, where is vocabulary help people to speaking and language in communication. It is a part of language that so important to all aspect in life. It is impossible to be successful in study language without mastering the vocabulary. Vocabulary is a central of language and of critical importance of typical language. Without sufficient vocabulary, people cannot communicate effectively or express his ideas in both oral and written form.Therefore, the students should have to obtain the vocabulary mastery. Hornby explains also that vocabulary is one of the language elements. It is all the words that a person knows or use, the word that a person knows or use, the words that people use when they are telling about particular subject[1]It means that vocabulary is a list of word usually in alphabetical order and with explanation of their meaning-less complete than a

---

[1]A. S. Hornby, *Op. Cit.* p. 959.

dictionary.Vocabulary is one of the aspect should be owned by every students to make them understand and master English vocabulary. According to Cameron "Vocabulary is central to the learning of a foreign language at primary level"[2]. Moreover, Richard and Renandya say, "Vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, read and write.[3] While, Lehr, Osbon and Hiebert say,

> Vocabulary refer to word we use to communicate in oral and print language, receptive vocabulary refer to the words we understand trough reading and listening. Productive vocabulary refer to the word we use communicate through writing and speaking. In order to communicate effectively using oral and printing language we must able to be flexible use words that we recognize and understand.[4]

So, from the definition above it can be conclude that, vocabulary is the basic competence that must be reached by students in order to get other competencies like reading, writing, listening, and speaking. It is difficult to master the other competences without mastering and understanding the vocabulary.

---

[2]Cameron Lynne, *Teaching Languages to Young Learners* (United Kingdom: University Press, 2001), p. 72.

[3]Jack. C. Richard and Willy A. Renandya*, Methodology in Language Teaching and Anthology of Current Practice*, (USA: Cambridge University Press, 2000), p. 225.

[4]Susan Hanson, Jennifer and F. M. Padua, *Teaching Vocabulary Explicit*, (Honolulu Hawaii: Pacific Resources for Education and Learning, 2011), p. 5.

b. Types of Vocabulary

According to Thornbury in Harmer, there are two kinds of vocabulary, as follows: Receptive vocabulary or Passive vocabulary and Productive vocabulary or Active vocabulary.[5] The further explanation is:

1) Receptive Vocabulary or Passive Vocabulary

Receptive vocabulary can be understood only through listening and reading. Someone doesn't need to know much about the receptive vocabulary because someone rarely uses the receptive vocabulary and it is impossible for someone to memorize all the vocabularies of a certain language but someone can understand the ideas of the utterance contextually not word by word.

2) Productive Vocabulary or Active Vocabulary

Productive vocabulary involves of knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns along with the words that usually collocate with.[6]

Based on the quotation above, the researcher took a conclusion about receptive or passive vocabulary will be easy understand by using listening and reading to remember words or vocabularies, while productive or active vocabulary will be easy understand by using concentration patterns and grammatical word to get vocabulary.

According to Jo Ann Aeborsold and Mary Lee Field here are two types of vocabulary,they are:

1) Active Vocabulary refers to items the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to

---

[5]Jeremy Harmer, *The Practical of English Language Teaching*, (New York: Longman, 2000), p. 158.

[6]Walter, Elizabeth, *Cambridge Advanced Learner's Dictionary*, (England: Cambridge University Press, 3rd Ed, 2008), p. 159.

use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the language target, they are also hoped to familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill.

2) Passive Vocabulary refers to a language items that can be recognizes and understood in the context of reading or listening and also called as receptive Vocabulary.Passive Vocabulary or comprehension consists of the words comprehended by the people, when they are red and listen.[7]

Based on the quotation above, the researcher took a conclusion about kinds of vocabulary. Active vocabulary refers to the words the students should use in speaking and writing, while passive vocabulary means words they needs only to comprehend especially in reading and listening. Vocabulary is very useful for anyone who is studying a foreign language. So, vocabulary must be introduced in many methods, because if the students have many words, they can make the sparkling communication with others

c. **Classifications of Vocabulary**

In vocabulary material of course consist of part of speech such as nouns, pronouns, verbs, adjectives, prepositions, conjunctions, and interjections. So, from classification above researcher focuses on noun.

Noun is a word used to name a person, place, thing, an idea or a quality of mind is defined as a noun.[8] It means that noun category

---

[7]Jo Ann Aeborsold and Mary lee Field, *From Reader to Reading Teacher* (New York: Cambridge University Press,1977),p. 139.

[8]JayanthiDakshin Murthy, *Contemporary English Grammar* (Delhi: Shivam Printers, 2003), p. 5.

includes words denoting all kinds of physical objects (people, animals, places, things) and substances: apple, dog, fire, London, sister, water, etc. Then Rodney and Geoffrey say, "Noun is a grammatically distinct category of words which includes those denoting all kinds of physical objects, such as persons, animals and inanimate objects".[9] According Sharon Shorenson, noun is the name of a person, place, or thing.[10] Example; *Walking* in the *woods* is fun for *Jason*. (*Walking* is the name of a thing; *woods* are the name of a place; and *Jason* is the name of a person).

So, Noun is the name of things and all words that have meaning. Nouns used to add word to another word, to say something, to speaking something have some words that are some nouns.

2. Guessing Games

a. Definition of Guessing Game

According to Klippel, "The basic rule of guessing game is eminently simple one person knows something that another one to find out." [11] Wright and Buck say, "Essentially, in guessing and speculating

---

[9]Geoffrey K. Pullum and Rodney Huddleston, *A Students' Introduction English Grammar* (Cambridge: University Press, 2007), p. 83.

[10]Sharon Shorenson, *Webster's New World Student Writing Handbook (*USA: Wiley Publishing, 2010), p. 404.

[11]FriederikeKlippel, *Keep Talking* (USA: Cambridge University Press, 1994), p. 13.

games, someone knows something and other must find out what it is."[12] In addition, according to MerriemWebster, "Guessing games is game which participates competing individually or team in the identification of something indicate obscurely (as in riddles or charades)."[13]

Based on the definition, it can be conclude that guessing games is a game in which a person or participant knows something and competes individually or in a teal to identify or to find out. There are many concepts of guessing games, which can be applied in teaching vocabulary.

b. Principle of Guessing Game

According to Lee: Among them are numbers guessing that can be played at various levels: 1. Guess what is it? Is it…..? 2. Guess Who I am? What is my name? 3. Guess what is there in my bag today? 4. Guess What is it.? So, from the principle of guessing games the researcher focuses to guess what is it and who am I. Thendescription of each concept is as follow:

1) Guess what is it? Is it…..?

The students' things of an object or a person the class knows the name of, and the other ask question, putting up their hand writing to be called on: 1. is a green. Is it Minah's desk? 2. Is it my

---

[12]David Betteridge and Michael Bucky, *Games for Language Learning* (New Edition: Sidney Cambridge University Press, 1990), p. 169.

[13]MerriemWebster, *Op. Cit*., p. 1008.

face? 3. Is it the Cinema? 4. Is it my mother who came this evening? 5. It is your book... The first guess correctly takes the thinker's place. After such a game has been successfully played by the class as a whole, it can be played in groups or even in pairs. The learner who has thought of something may be questioned by member of another, to keep the whole class active.

2) Guess Who I am? What is my name?

Everybody imagines himself to be somebody else, a living well known locally, nationally or internationally or a historical figure such as Napoleon, Ghandi, Julius Caesar, Galileo, etc. Each makes up sentences about himself, e.g. I lived……about……years ago. I was a king/poet/general/scientist, etc. There is not much difficulty in guessing, but it should not to be made too easy (e.g. one should not say, if one is Shakespeare. I lived in Stratford o Avon and wrote Hamlet).

c. Purposes of Guessing Game

Games provide to serve a joy in language learning. It can be used to practice communication, structure, vocabulary, encourage competition or cooperation to motivate and relax of students to make work enjoyable to practice language skill. Among many techniques of guessing in teaching vocabulary, guessing games can be applied in the teaching of vocabulary. This assumption is beside on some experts'

comments. In fact, there are many categories of guessing games. Patricia and Amato say: Although the categories can overlap, the games here offered her are dividend into the following types depending on their emphasis: non-verbal games, board-advancing games, treasure hunt and guessing games.[14]

According tom Richard – Amato, "Guessing games can be used to develop or reinforce concept, to add diversion to regular activities, or just to break the ice. However, the most important function is to give practice in communication."[15]

It can be said that guessing games give students do not feel bored during learning process. Nevertheless, the most important thing is to give the students in practicing their English, they also add that: Guessing games can be painless to develop or reinforce any number concepts. "Guessing what I am," Guess who I am" for example, can be used teach about animals profession or people in different age groups (baby, child, teenager, young adult, elderly person).

Those statements say that by giving some concepts of guessing games like "Guess what I am" or "Guess who I am". The teacher can teach many kinds of topics such as about animals, profession or people. Silver says, "Real guessing game provides the students with much

[14]Patricia, Richard – Amato, *Making it Happened: Interaction in The Second Language Classroom* (New York and London: Longman, 1988), p. 156.
[15]*Ibid*., p. 158.

needed practice in formulating questions, an essential skill that does not always receive sufficient attention."[16]

Based on the statement above, it can conclude that guessing games give students more chance in formulating question. This idea is also supported by Silver: "Language classes are often inadvertently structured so that most of the student speaking time is spent answering questions put forth by teacher or text book: as a result the students often have difficulty in forming own question."[17]

d. Procedure of Guessing game

There are some procedures of guessing game:[18]

1. Teacher explains the competence that will be gaining or the main of the lesson.

2. Teacher divided the students into four groups, each group was six people.

3. Each group is given the card of paper contain of clue. Each group should be guessed clue quickly and correctly.

4. The winner is group which answer quickly and correctly.

---

[16] Stephen M. Silver, *Guessing for the Classroom and English Speaking Club Selected Articles from the English Teaching Forum.* 1980-1983, p. 244.

[17] Stephen M. Silver. *Op. Cit*., p. 158.

[18] Istarani, *58 Model PembelajaranInovative* (Media Persada, 2012), p. 178-179

3. Vocabulary Evaluation

After researcher gives the lesson to the students through guessing game technique, it is important to know how far their ability about the lesson, in vocabulary mastery. The vocabulary test will be designed in order to measure the students' vocabulary mastery at grade VIII Islamic Junior High School Al-WasliyahSihepeng, because testing is one of tool to measure their ability. Then, here are the indicators that researcher use:

1. Identify names of animal
2. Identify names of fruit
3. Identify part of human body
4. Identify names of profession
5. Identify classroom object

Researcher uses multiple choice questions that consist of 20 questions. A multiple choice test is usually set out in such a way that the candidate is required to select the answer from a number of given options, only one of which correct, The marking process is totally objective because the marker is not permitted to exercise judgment when marking the candidate's answer, agreement has already been reached as to the correct answer to each item.[19] Based on explanation above, it can be concluded that multiple choice is a form of testing in which respondents are asked to choose the best possible answer from the list of choices and the test form are simple.

---

[19]CyrillJ.Weir, *Communicate Language Testing* (New York: Prentice Hall, 1990), p. 43.

B. Review of the Related Findings

Actually, there are some researches related to this research. Many researchers had done research about students' vocabulary mastery. The first, in the Sangkot Sopiah's script entitled "The Effect of Memory Game to the Students' Achievement in Learning Vocabulary."[20] The aim the research is to find out the effect of memory game to the students' achievement in learning vocabulary. the research was conducted by experimental method. After calculating and analyzing the data, was stated that there was significantly effect of memory game to the grade VII students' achievement in learning vocabulary. That is 79.24 better than 65.87.

The second, AhmadinAzhar in his script is The Effect of Using Media VideoDoraThe Explorer. He found that studying vocabulary by using media video Dora the Explorer at SD negeri 200201/4 Padangsidimpuan has a significant.[21]It is proven based on calculation result was gotten from post-test calculation, that mean of experimental class is better than mean of control class, that 93.26 is better than 83.04.

Third, Putri Maya Sari in her script " Improving Students' Vocabulary Enrichment through Semantic Mapping Strategy at 8th Grade of SMP N 5

[20]Sangkot Sopiah, *The Effect Of Memory Game To The Students' Achievement In Learning Vocabulary* (Padangsidempuan: UMTS, 2010),p. 30.

[21]AhmadinAzhari, *"The effect of Using Media VideoDorathe Explorer to students' vocabulary Mastery at SD Negeri 200201/4 Padangsidimpuan*. in Academic Year of 2012. (*Unpublished Script)*.(Padangsidimpuan: STAIN. 2012), p. 73.

Padangsimpuan"[22]. This researsch conducted by action researchl method. She found that students' vocabulary achievement can improve. It is proven based on calculation result was gotten mean score cycle 1 was 70 and cycle 2 was 77.23.

So that from the above description, the researcher concluded that many techniques can increase the students' vocabulary mastery. Next, the researcher hopes that through guessing game can increase the students' vocabulary mastery. So, that the researcher was intrested to make the research about improving students' vocabulary mastery through guessing game at grade VIII Islamic Junior High School Al-Wasliyah Sihepeng

C. **Conceptual Framework**.

Based on the theoretical review and review of related findings, the researcher arrives at conceptual framework of this research. In teaching and learning process, especially in English, many problems and activities face by the students and also the teachers. Therefore, mostly the success of the students in learning the English should be determined by themselves. Beside the students study the English at the school, they should study hard at home, that is by repeating again what they are getting at the school from the teacher to recognize or memorize the materials.

Vocabulary is an important component of language in learning a language, especially in English. In teaching vocabulary many problems that

---

[22]Putri Maya Sari, *Improving Students' Vocabulary Enrichment through Semantic Mapping Strategy at 8th Grade of SMP N 5 Padangsidimpuan"* inAcademic Year of 2014".(*Unpublished Script*).(Padangsidimpuan: IAIN. 2014).

occur on students, such asstudents' vocabulary mastery is low and the students get difficulty in understanding the questions and also difficult to deliver their answer. Therefore, the strategy or technique that can be used to solve the problem is guessing game. By guessing game students enjoy learning process and makes learning vocabulary more active, relaxed and fun.

The researcher describes the conceptual framework as follow:

```
┌─────────────────────┐        ┌──────────────────────────────┐
│ Students' vocabulary │───────▶│ Guessing game technique to   │
│      mastery         │        │ improve students' vocabulary │
└─────────────────────┘        │          mastery             │
                               └──────────────────────────────┘
                                            │
┌─────────────────────┐                     ▼
│ Students' achievement │◀──┐   ┌──────────────────────────────┐
└─────────────────────┘    │   │ Learning vocabulary through  │
                           ◀───│   guessing game technique     │
┌─────────────────────┐        └──────────────────────────────┘
│ Influence factors    │                    │
│ students' achievement│                    ▼
└─────────────────────┘
          │
          ▼
┌─────────────────────┐        ┌──────────────────────────────┐
│  Test (first cycle)  │───────▶│ Students' achievement is still low │
└─────────────────────┘        └──────────────────────────────┘
                                            │
                                            ▼
                               ┌──────────────────────────────┐
                               │ Guessing games technique to  │
                               │ improve students' vocabulary │
                               │          mastery             │
                               └──────────────────────────────┘
                                            │
┌─────────────────────┐                     ▼
│ Students' achievement │◀──┐   ┌──────────────────────────────┐
└─────────────────────┘    │   │ Learning vocabulary          │
                           ◀───│ through guessing games       │
┌─────────────────────┐        │         technique            │
│ Influence factors    │       └──────────────────────────────┘
│ students' achievement│
└─────────────────────┘
          │
          ▼
┌─────────────────────┐        ┌──────────────────────────────┐
│ Test (second cycle)  │───────▶│ Students' achievement in     │
└─────────────────────┘        │ vocabulary mastery is improve│
                               └──────────────────────────────┘
```
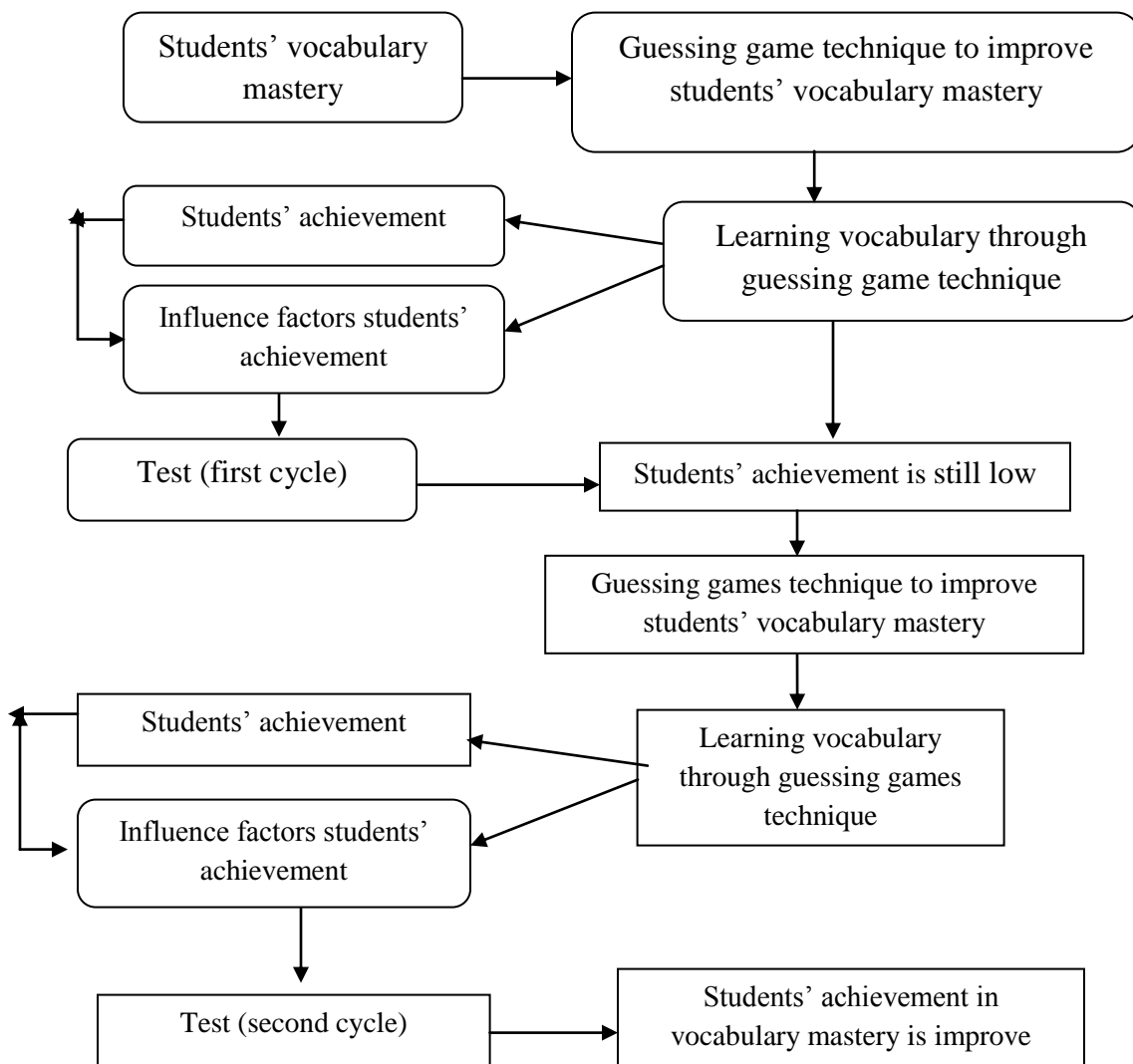
Figure 1: Conceptual Framework

D. Hypothesis of the Action

      The hypothesis is needed to show the researcher thinking and expectation about outcomes of the research related to this study. The hypothesis of this research is stated that: guessing game can improve students' vocabulary mastery at grade VIII Islamic Junior High School Al-WasliyahSihepengMandailing Natal.

CHAPTER III

RESEARCH METHODOLOGY

A. Location of the Research

The research was conducted at Islamic Junior High School Al-Wasliyah Sihepeng that is located on Jln. Imam Bonjol. Kec. Siabu. Kab. Mandailing Natal.

B. Research Design

This research has a purpose to improve students' vocabulary mastery through guessing game; it is called Classroom Action Research (CAR). According to Elliot in WinaSanjaya said that classroom action research is a research about social condition to improve the quality of action through planning, action, observation and reflection.[1] Additionally, Anne Burns said that Classroom Action Research is part of a broad movement that has been going on education; it involves taking a self-reflective, critical, and systematic approach to explore the teaching context.[2]

RochiatiWiriaatmadja said that classroom action research is a research which combines the procedure in substantive action as inquiry discipline, or someone's effort to understand what happening is in the process of improving

---

[1]WinaSanjaya, *PenelitianTindakanKelas*(Jakarta: Kencana, 2009), p. 25.
[2] Anne Burns, *Doing Action Research in English Language Teaching* (New York: Rout ledge, 2010), p. 2.

and changing.[3] Classroom Action Research is part of a broad movement that has been going on in education generally for some time. Actually, the main goal of classroom action research is only to improve one's teaching practice or to enhance the functioning of a school. Moreover, research design of this research follows action research spiral by Kemmis because this form is one of the best model as it summaries very succinctly the essential steps of the classroom action research process.
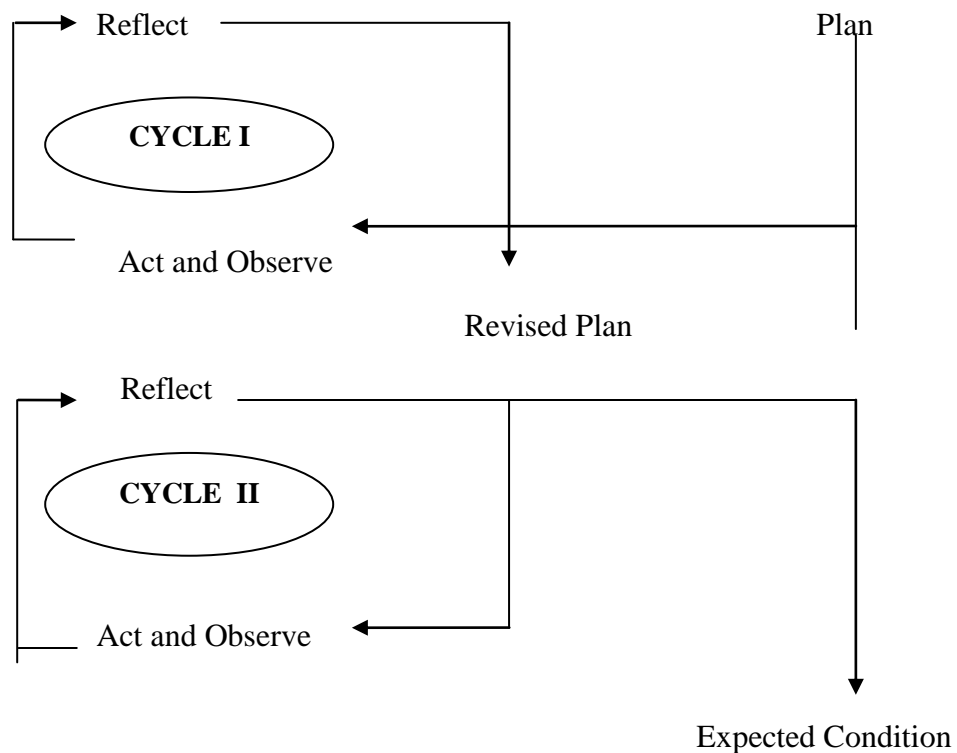
Reflect ——————— Plan

CYCLE I

Act and Observe

Revised Plan

Reflect ———————

CYCLE II

Act and Observe

Expected Condition

Figure 2: Action Research Spiral by Kemmis[4]

---

[3]RochiatiWiriaatmadja, *MetodePenelitianTindakanKelas* (Bandung: Rosda, 2005), p. 11.
[4] Anne Burns, *Op.cit*., p.9.

C. Participants

The participants in this research were the students at grade VIII^2, second semester in academic years 2013/2014 Islamic Junior High School Al-wasliyah Sihepeng, because the researcher found the problems of vocabulary mastery in this class. The total of the students in VIII^{2}were 28 students.

Then, an English teacher of Islamic Junior High School would collaborate with the researcher. The researcher observed the execution while the teacher was doing and action in this class. Then, teacher also helped the researcher analyzed the data from the observation and made plans for each cycle.

D. Instrument of Collecting Data

1. Test

Instrument of collecting data is very important to support every research. The researcherused vocabulary test especially in noun. This test examine of the students' vocabulary mastery at VIII^2 grade Islamic Junior High School Al-Wasliyah SihepengMandailing Natal. According to Brown defined test a technique of measuring a person's abilityknowledge or performance in a given domain.[5]The researcher used test type multiple choicein this research, the test consisted of 20 questions and every question consist of indicator of vocabulary test in multiple choices form. The tests gave for each student to found out the scores of each student's answer.

---

[5]H. Douglas Brown, *Language Assessment, Principles and Classroom Practice* (New York: Pearson Education, 2004), p. 3.

Table 1
Indicator in Vocabulary Test through Guessing Game Technique

No	Indicators	Items	score	Total Score
1.	Identify the names of animal	4		20
2.	Identify names of fruit	4	4 items X 5 scores	20
3.	Identify part of human body	4		20
4.	Identify names of profession	4		20
5.	Identify classroom object	4		20
Total				**100**

2. Observation

Observation used to get information about phenomenon that occurs, by doing observation and recording toward visible phenomenon systematically. The researcher observed the learning-teaching activities in the classrooms. Researcher used observation type field notes. Gay and Airasian pointed out field notes are the observer's record of what s/he will have been seen, heard, experienced, and thought about during an observation session.[6]The researcherobserved teacher activities and students' activities during the teaching-learning process in Englishthrough guessing game technique

3. Interview

Researcher had been interviewed the students', it was to know the students' difficulties in vocabulary mastery. In this case, the interview gave a relation how students' mastery in vocabulary and what where the difficulties

---

[6]Mary Louse Holly, et all, *Action Research For Teachers: Travelling the Yellow Brick Road*, (New Jersey: Pearson Merril Prentice Hall, 2005), p. 144.

for students' in vocabulary mastery. This interview was one the techniques of collecting data.

E. Procedures of the Classroom Action Research

This action research followed the model of Kemis and Robin. It was famous representation of the action research "spiral" that contains four stages; planning, acting, observing and reflecting.[7]

In this research the researcher applied two cycles. Every cycle consisted of two meetings, and the time allocation is 2x40 minutes / 80 minutes. Moreover, every meeting consisted of four steps of classroom action research (CAR) such as planning, action, observation and reflection. Here, the explanation of activities in teaching vocabularytrhough guessing game technique at grade VIII, especially VIII[2] Islamic Junior High School Al-wasliyah SihepengMandailing Natal.

First Cycle:

The first cycle the researcher will conductfortwo meetings.Every meeting will do 80 minutes. The researcher will observe all the activities in the classroom.

1. First meeting

This meeting researcher prepares all the needed in this meeting as bellow:

a. Planning

   1) Making lesson plan

---

[7] Anne Burns, *Op.cit.,*p. 67.

2) Preparing the test to know the students vocabulary mastery

3) Making learning approach that use guessing games

4) Preparing media that will be needed in teaching learning process

5) Discussing how the guessing games technique to be done in teaching learning

b. Action

1) Dividing the students in 4 groups, each group is 7 people.

2) Explaining the purposes of learning.

3) Introducing the procedures of guessing game activity.

4) Tasking students to execute the activity to test the students' vocabulary mastery.

5) Giving limited time.

6) Monitoring every step that has been planning.

7) Preparing the solution for the problem when the action is done

c. Observations

1) Discussion with English teacher to observe planning

2) Monitoring guessing games technique that will be done

3) Discussing with English teacher about weakness and factors that influence in teaching learning process during observation is done

4) Reflecting on students learning activity

5) Evaluating the data gotten from the class and made any decisions for the next meeting

d. Reflection

1) Analyzing the finding data during the observation is done

2) Analyzing the weakness and the teacher progress that using guessing games determines the follow up activity.

3) Reflecting on guessing games technique is used

4) Reflecting on teacher learning activity

5) Reflecting on students learning activity

6) Evaluating the data gotten from the class and made any decisions for the next meeting.

2. **Second meeting**

These meetings researchers expend to repair the problem in the meeting before:

a. Planning

1) Analyzing the reflection result in the first meeting and expend to repair to be done in the next meeting

2) Preparing all material that will be need in the teaching learning process.

3) Encoding the problem on the learning process

4) Designing the second preparing base on the first meeting.

b. Action

1) Giving motivation to students'

2) Dividing the students in 4 groups, each group is 7 people.

3) Giving limited time for each students

4) Encouraging, controlling and managing the class.

5) Collecting students work result

c. Observations

1) Monitoring the teaching learning by using the guessing game technique

2) Observing the students' vocabulary mastery.

3) Discussing the problem in process learning and giving solution

d. Reflection

1) Analyzing the weakness and progress when guessing game technique is done to determine the next activity planning.

2) Reflecting of guessing game technique that using in learning process

3) Evaluating or interpreted the data gotten from the class and made any decisions for the next cycle

Second Cycle:

This cycles the researcher evaluating all activity in cycle before and repairing the problem. In this cycle will conduct for2 meetings. The researcher will observe all the activities in the classroom.

Third meeting

In this meeting researcher expends to repair the problem in the meeting before:

a. Planning

1) Analyzing the result in the first meeting and expend to repair to be done in the next meeting

2) Preparing all material that will be needed in teaching learning process

3) Encoding the problem in the learning process

4) Designing the third preparing base on the first meeting

b. Action

1) Giving motivation to students'

2) Explaining the purposes of learning.

3) Introducing the procedures of guessing game activity.

4) Dividing the students in 4 groups, each group is 7 people.

5) Tasking students to execute the activity to test the students' vocabulary mastery.

6) Giving limited time.

7) Discussing together the guessing game done.

8) Monitoring students work

9) Collecting students work result

c. Observation

1) Monitoring the teaching learning through guessing game technique in teaching learning.

2) Solve the problem in learning process and giving solution

d. Reflection

1) Analyzing the weakness and progress when teaching learning through guessing games is done to determine the next planning activity

2) Reflecting of teaching activity and students learning result

3) Evaluating or interpreted the data gotten from the class and made any decisions for the next meeting

3. Fourth meeting

a. Planning

1) Analyzing the reflection result in the third meeting and expend to be done in the fourth meeting.

2) Prepare new material that will be used in this cycle

3) Encoding the problem in the learning process

4) Designing procedures of teaching.

b. Action

1) Giving motivation to students'

2) Explaining the purposes of learning.

3) Introducing the procedures of guessing game activity.

4) Dividing the students in 4 groups, each group is 7 people.

5) Tasking students to execute the activity to test the students' vocabulary mastery.

6) Giving limited time.

7) Discussing together the guessing game done.

8) Monitoring students work

9) Collecting students work result

c. Observation

1) Observing the procedure that had been arranged whether worked.

2) Observing students' vocabulary mastery is that better than before or not.

3) Observing students' vocabulary mastery by using the instrument

d. Reflection

1) Analyzing the weakness and progress when teaching learning through guessing games.

2) Reflecting of teaching activity and students learning result

3) Evaluating or interpreted the data gotten from the class

F. Technique of Data Analysis

In technique of analyzing the data, the researcher used quantitative and qualitative data. Quantitative data is used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of vocabulary test. To know the means score of students' for each cycle, the researcher applied the following formula:[8]

$$M = \frac{\Sigma fX}{N}$$

Explanation: M   : the mean of the students

ΣfX : the total score

N   : the number of the students

---

[8] Hartono, *Statistik: UntukPenelitian*(Yogyakarta: PustakaPelajarOffset, 2004), p. 30.

Moreover, to count the percentage of students through guessing game technique, the researcher used the formula as follow:[9]

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P : the percentage of students who get the score 70

R : the number of students who get the score up 70

T : total numbers of students do test

After calculating and scoring students' answer sheets then, their score are consulted the classification quality on the table below:

Table 2
The Classification Quality of Students Score

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	High
5	81% - 100%	Very high

After the researcher found the mean scores of all students, it is consulted to the criteria as follows:

a. If the value of mean score $81 - 100\%$, it can be categorized into very high

b. If the value of mean score $61 - 80\%$, it can be categorized into high

---

[9]ZainalAqib, et. al., *PTK untuk Guru SMP, SMA, SMK*(Bandung: CV. YramaWidya, 2008), p. 205.

c. If the value of mean score 41 - 60%, it can be categorized into enough

d. If the value of mean score 21 - 40%, it can be categorized into low

e. If the value of mean score 0 - 20%, it can be categorized into very low [10]

Finally, researcher summarized quantitative data by six steps as suggested by Creswell as in the following:[11]

Steps 1: organizing and preparing the data for analysis. This involved transcribing observation, scanning material, typing up field notes, or sorting and arranging the data into different type depending on the source of information.

Steps 2: reading all the data. This is done by obtaining a general sense of the information, and reflecting on its overall meaning.

Step 3: beginning detail analysis with a coding process it was organizing material into "chunks" before bringing meaning to those chunks. It involved taking guessing game data into categories, and labeling those with a term (a term based in the actual language of the participant).

Step 4: using the coding process to generate a description of the setting or people as well as categories or analysis. Description involved a detailed rendering of information about the notes. Then, researcher used this to generate themes or categories. Beyond identifying the themes during the coding, researcher built additional layers of complex analysis.

---

[10]Riduan, *BelajarMudahPenelitianuntuk Guru-KaryawandanPenelitianPemula*(Bandung: Alfabeta, 2005), p. 89.
[11]John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (USA: Sage Publication, 2003), p. 190.

Step 5: advancing how the description and themes are represented in the quantitative guessing game. This is discussion that mentions a chronology of events, the detailed discussion of several themes or inter-connecting themes. Researcher used visuals or figure to convey descriptive information about participants in a table.

Step 6: making interpretation or meaning of the data. It was researcher's personal interpretation, meaning derived from a comparison of the findings with information gleaned from the literature.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents research finding and discussion based on the analysis of the data collected from the implementation of guessing games technique to improve students' vocabulary mastery in two cycles. Related to research findings, the data was attained from the teaching learning process and evaluation. One of the aims of giving an evaluation was to know how far the students' vocabulary masteryin this action research.

A. Research Findings

1. Description Students' Achievement

The first cycle was conducted for two meetings. It carried out from February 25$^{\text{th}}$ up to 27$^{\text{th}}$ 2015. The meeting was done for 80 minutes. Every meeting was done for 2×40 minutes. So, two meetings were done for 4×40 minutes or 160 minutes.It was followed by 28 students. In this activity, through guessing games technique was introduced to the students. The topic used in this cycle was *noun*.

a. First Cycle

1) At the First Meeting

At the first meeting, the researcher came to the classroom with co-a teacher. The researcher did introduction to the students and the research importance. The researcher started to explain the purpose of

teaching learning process throughguessing games technique.So that relationship between researcher and students better. In this meeting, the researcher conducted the action,it was about *noun* topicwith indicator*(names of fruit, names of animal, classroom object, profession and part of body)*,that will be taught through guessing games and how to play guessing games to make the students understand about the main activity.

Then,researcher divided students into four groups, each group consist of seven people.Researcher gave to each group 10 cardscontain of clue.Each group has to guess the guessing about contain of clue by chosen the answer which available on the whiteboard quickly and correctly to win the game.The students gave10 minutes to discuswith their groups in definite the answer. After the students have finished the games, researcher and studentsboth of the same check the resultanswer from each group.After that, researcher mentioned the winner of this game.

The researcher observation every step that has been planned in the lesson plan and time allocation with all activity was done. The students were in manageable. Even though, there were some students made disturbance in the classroom and did not focus. The result of observation showed that the technique was not doneperfectly where the studentsstill confused in understanding themeaning of vocabulary.

Seeing this, the researcher always gave explanation again and motivation to make them still focus when teaching learning process, it was important for researcher to help them in giving the meaning of that vocabulary which they do not know yet.So, they could study English well, especially in vocabulary.

2) **At the Second Meeting and Testing 1**

The second meeting, the researcher came to the classroom with regard to opening and stood face to face lessons with students. Researcher explained the lesson andthe purpose of teaching learning processthrough guessing games technique.

Theclass began with play of the game, where the researcher read of clue and each group has guessed the clue with correctly.In final game, researcher mentioned the winner of this game and researcher gave reward to the winner.At the second meeting, some of the students were very enthusiastic about taking lessons, but some students done things that can interfere with the learning process such as a fuss and change seats. So that researcher was more attentive to the students and immediately gave warning to the students.

After the students more understand, researcher introduce to the students close the learning material.Then, researcher gave the students test multiple choices form (20 questions) paper. After several minutes, the researcher asked the students to collect their test sheet.

Table 3

Students' Vocabulary Scores in First Cycle

No	Students' initial	Score
1	A	60
2	A A D	75
3	A M	75
4	A M S	80
5	A P	70
6	A S	75
7	A R	60
8	D F	80
9	F J	60
10	F S	65
11	H H	80
12	I	80
13	I Q S	75
14	I S	70
15	J J	60
16	M M	65
17	N H	75
18	N S H	75
19	N S	65
20	R	70
21	R A	60
22	S A	75
23	S S	75
24	S	75
25	S W	60
26	Y	65
27	Y K Z	75
28	Z A	75
Sum		**1975**
Mean score		**70.53**
percentage		**53.57%**

Based on table above, it could be concluded that There were 6 students got 60 score, 4 students got 65 score, 3 student got 70 score,

11students got 75 score, 4 students got 80 score. From 24 students in class VIII[2], 15 students passed the Minimum Mastery Criterion (KKM) 75 score. Meanwhile, there weresome students who did not pass the Minimum Mastery Criterion (KKM) 75 score.The mean score in first cycles was 70.53 (53.57%). It showed that the students' vocabulary mastery still into enough categories. It means that they were still far into good, even excellent or very good category.

b. Second Cycle

1) At the Third Meeting

The second cycle was conducted for two meetings. The action of the second cycle was done March 4th and 6th 2015. The meeting was done for 80 minutes. Every meeting was done for 2×40 minutes. So, two meetings were done for 4×40 minutes or 160 minutes.

After finding the result of first cycle, students' vocabulary masteryin the indicator of the test, the students'did not reach the target in their score of first test. About the problem in the cycle before, it was still about the students' felt confuse and students' did not focus.In this last cycle, the researcher gives more attention to the studentswhich not focus and giving them more motivation to make them did not felt confuse again. The researcher modified the previous lesson plan based on the result in the first cycle. The researcher opened the learning by

greeting, and ordering the students to pray before teaching-learning process. Moreover, the researcher also asked their condition.

In this section, the teacher explained how to play the guessing games and to make students sure there is no misunderstanding on practice. Then,the researcher grouping students into four groups. In the teaching activity, the researcher distribute the guessing game like what the researcher did at the first cycle, the researcher gave a little different than what researcher did before, the researcher did not directly gave the answer on the white board, the researcher made the students surprised in the first section by gave to each group one envelope which contents 20 cards, that consist 10 card of clues and the others consist of the answer. But, before doing the activity the researcher asked about the previous lesson to the students with the following question:

Teacher: Did you still remember what we studied last week?

Students: yes mom!!!

Teacher: what it was about?

Students: Profession, fruit, animal, part of body and classroom object.

Teacher: can you answer, who is taking care of patient in the hospital?

Students: nurse.

After the each group received the envelope, theresearcher asked them to open the envelope together. Each group was given 5minutes to

finish the guessing games. The group which had pairing the clue with the answer correctly is the winner.

In this meeting the technique was done well. The students pay attention and more focused when the teaching learning process.

2) **At the Fourth Meeting and Test 2**

In the fourth meetings in the second cycle, researcher and students already have a good relationship. Then researcher opened the lesson with greetings immediately. Researcher began the lesson a question and answer session. From the question given by students, the researcher opened the lesson with explanations as possible to facilitate students in understanding the lesson.

As like in the first cycle, to make students more understand about the materials, the researcher still gave card which contents ten of clue that has been guess of each student, and then the researcher discussed with the students about the meaning of vocabularies that they did not know yet.

After the students more understand, researcher introduce to the students close the learning material. Then, researcher gave the students test multiple choices form (20 questions) to evaluate students vocabulary mastery. After several minutes, the researcher asked the students to collect their test sheet.

Table 4

Students' Vocabulary Scores in Second Cycle

No	Students' initial	Score
1	A	80
2	A A D	90
3	A M	95
4	A M S	80
5	A P	85
6	A S	75
7	A R	80
8	D F	100
9	F J	75
10	F S	75
11	H H	95
12	I	100
13	I Q S	85
14	I S	80
15	J J	80
16	M MS	75
17	N H	75
18	N S H	85
19	N S	75
20	R	75
21	R A	85
22	S A	80
22	S S	80
24	S	85
25	S W	70
26	Y	75
27	Y K Z	85
28	Z A	85
Sum		2305
Mean score		82.32
percentage		96.42%

Based on table above, it could be concluded that There were 8

students got 75 score, 7 students got 80 score, 7 student got 85 score,

3students got 90 score, 2 students got 95, 2 students got 100and 1 student got 70 score. Therefore, from 28 students in class VIII[2], 27 students passed the Minimum Mastery Criterion (KKM) 75 score. Meanwhile, there weretwo students who did not pass the Minimum Mastery Criterion (KKM) 75 score. The mean score in second cycles was 82.32 from percentage it was 96.42%. It showed that the students' vocabulary mastery through guessing games still into very good categories. Through guessing games technique the students' vocabulary mastery achievement in class VIII[2]improved significantly.

The data students' achievement score were obtained from score in cycle 1 and cycle 2. The students' score test in cycle 1 and score test in cycle 2 are illustrated into a table as following:

Table 5
The Student Score between First Test and Second Test

No	Students' initial	Cycle 1 First test	Cycle 2 Second test
1	A	60	80
2	A A D	75	90
3	A M	75	95
4	A M S	80	80
5	A P	70	85
6	A S	75	75
7	AR	60	80
8	D F	80	100
9	F J	60	75
10	F S	65	75
11	H H	80	95
12	I	80	100
13	I Q S	75	85

14	I S	70	80
15	J J	60	80
16	M M	65	75
17	N H	75	75
18	N S H	75	85
19	N S	65	75
20	R	70	75
21	R A	60	85
22	S A	75	80
23	S S	75	80
24	S	75	85
25	S W	60	70
26	Y	65	75
27	Y K Z	75	85
28	Z A	75	85
Sum		1975	2275
Mean score		70.53	82.32
Percentage		53.57%	96.42%

Based on the table of the students' score test in cycle 1 and score in cycle 2, researcher would like give some explanation. To compare the test result of the action between first and second cycle, the researcher used some steps. Those steps are calculating the students mean score of the test, calculating the percentage students' improvement score from first and second cycle. In analyzing the data of first test, the first step was to get the mean score of the class. It was calculated as following:

$$M = \frac{\Sigma fX}{N}$$

$$M = \frac{1975}{28}$$

$$M = \mathbf{70.53}$$

Based on the calculation, the mean score of the class in first test was 70.53. It showed that the students' vocabulary mastery through guessing games still into enough categories. It means that they were still far into good, even excellent or very good category. The second step is to know the percentage of students' score who passed the Minimum Mastery Criterion (KKM) 75 score. It was calculated as following:

$$P = \frac{R}{T} \text{ x } 100\%$$

$$P = \frac{15}{28} \text{ x } 100\%$$

$$P = \mathbf{53.57\%}$$

Next, in the second test for second cycle, the researcher calculated the result of second test to know the students' score improvement from first test result. In analyzing the data of second test, the researcher calculated the mean score of the class.It was calculated as following:

$$M = \frac{\Sigma fX}{N}$$

$$M = \frac{2275}{28}$$

$$M = \mathbf{82.32}$$

Based on the calculation, the mean score of the class in second test was 82.32. It showed that the students' vocabulary mastery through guessing games still into very good categories. It means that they have achieved

goodcategory. Then, to know the percentage of students' score who passed the Minimum Mastery Criterion (KKM) 75 score. It was calculated as following:

$$P = \frac{R}{T} \text{ x } 100\%$$

$$P = \frac{27}{28} \text{ x } 100\%$$

$$P = \mathbf{96.42\%}$$

Based on explanation above, it can be concluded that the mean score and the percentage of the second test (second cycle) showed the improvement from the first test (first cycle); in the first test the mean score was 70.53 (53.57 %.). The improvement of mean score in second test (second cycle) was 82.32 (96.42%); it was included good category. The differences showed that there was a significant improvement of students' vocabulary mastery.

So, through guessing game technique gave a good improvement in teaching learning vocabulary mastery in which students became interesting and active in the process in using guessing games.Moreover, the students could improve their achievement in learning vocabulary mastery in the classroom. Hopefully, this technique could give a big improvement in teaching learning process, especially in vocabulary mastery.

2. The Influencing Factors of Students' Vocabulary Mastery Through Guessing Games

  a. Internal factor

    1) Identify names of fruit.

      There are 4 items question in the vocabulary test. In cycle 1, from 28 students in the classroom. 10 answer all items correctly. 11 of them answered 3 items and 1 item wrong; one of student answered 1 tem and 3 items wrong and the other students answering 2 items. Average of their grade in this indicator is 72.

      Problem faced by the students are lack of vocabulary and they are difficult to guess the meaning ofvocabularies which made them difficult to answer the question.

      In the interview,AP, A, AS, FJ and FJthey said that they difficultyin interpreting the vocabularies in the test and felt confuse when they would answer the question. Furthermore, I, AR and MM said that they lazy and they did not know how to apply this technique when would answer the question.

      It can be conclude thatstudents'problems students lack of vocabularyuntil they difficulty to guess the meaning of vocabularies and students are not able to remember all the meaning of vocabulary that has been studied previouslywhich makes them difficult to answerthe question.

To solve the students' problems in identifying name of fruit, the researcher gave the explanationagain through guessing games; researchergiving them more examples about fruits; giving the meaning of that vocabulary which they did not know yet and researcher explain again how to apply theguessing game technique when would answer the question.

Therefore, researcher gave the advice on the importance of learning vocabulary for them and researcher emphasized that such skill requires more vocabulary mastery in order to enable them got the meaning of vocabulary easily, so that researcher asked them to learn more vocabulary.

As a result, students' achievement in this indicator was improved. Like what was made in cycle 1 test, there are 4 items in name of fruit in the vocabulary test of cycle 2, from 28 studentsin the classroom. 10 answer all items correctly. 11 of them answered 3 items and 1 item wrong; on of student answered 1 tem and 3 items wrong and the other students answering 2 items. Average of their grade in this indicator is 79.06.

2) Identify names of animal.

There are 4 items question in the vocabulary test. In cycle 1, from 28 students in the classroom. 10 answer all items correctly. 10 of them

answered 3 items and 1 item wrong; the other students answering 2 items and 2 items wrong. Average of their grade in this indicator is 67.

Problem faced by the students are lack of vocabulary until they difficult to guess the meaning of vocabularieswhich made them difficult to answer the question.

In the interview, A, AR, FJ, SW, and YKS they said that they felt confuse, they did not know the meaning of vocabularieswhen they would answer the question and the other said that many vocabulary are almost same and only had little different from the vocabulary.

AAD, AS and i said that they cannot interpreting the clue; they do not know how to use the guess of the guessingwhen they do not know the meaning of vocabularies and they do not have a lot of vocabulary so, that make them confuse to choose the answer.

It can be conclude that students' problems are lack of vocabulary, students felt confuse when would answer the question and students did not know the meaning of vocabulary that has been studied previously which makes them difficult to answer the question.

To solve the students' problems in identifying name of animal, the researcher gave the explanationagain through guessing games; giving them more examples about animal; giving the meaning of that vocabulary which they did not know yet and how to apply the guessing games when would answers the question.

Therefore, researcher give more attention to them and in order the students were serious used their thinking ability maximally to guess the guessing and asked them to learn more vocabularies by themselves and they should enrich their vocabulary.

As a result, students' achievement in this indicator was improved. Like what was made in cycle 1 test, there are 4 items in name of fruit in the vocabulary test of cycle 2, from 28 students in the classroom. 10 answer all items correctly. 10 of them answered 3 items and 1 item wrong; the other students answering 2 items and 2 items wrong. Average of their grade in this indicator is 78. 76.

3) Identify classroom object.

There are 4 items question in the vocabulary test. In cycle 1, from 28 students in the classroom. 6 answer all items correctly. 14 of them answered 3 items and 1 item wrong; 7 students answered 2 items and 2 items wrong and one of student answered 1 tem and 3 items wrong. Average of their grade in this indicator is 67.95.

Problem faced by the students are difficulty to interpreting the vocabularies and lack of vocabulary which made them difficult to answer the question.

In the interview,AM, AS, HH and NSthey said that they did not know the meaning of vocabularies. Then, they were hesitantanswering

the question and they do not have self-confidence when they would answer the question.

AP, A, AR, I, and FJ they said that they did not listen explain of teacher; they did not study at home and lazy answer the question. These weaknesses in their part are the main problems which result in multiple bad results.

It can be conclude that students' problems difficulty interpreting of vocabularies and students' lack of vocabulary which make them difficult to answer the question.

To solve the students' problems in identifying classroom object, the researcher gave the explanationagain through guessing games; giving them more examples about classroom object with showing the thing directly and explain how to apply the guessing games technique when would answer the question and giving the meaning of that vocabulary which they do not know yet.

Therefore, researcher give more attention to them and in order the students were serious used their thinking ability maximally to guess the guessing and asked them to learn more vocabularies by themselves and they should enrich their vocabulary.

As a result, students' achievement in this indicator was improved. Like what was made in cycle 1 test, there are 4 items in name of fruit in the vocabulary test of cycle 2, from 28 students in the classroom. 6

answer all items correctly. 14 of them answered 3 items and 1 item wrong; 7 students answered 2 items and 2 items wrong and one of student answered 1 tem and 3 items wrong. Average of their grade in this indicator is. Average of their grade in this indicator is 79. 28.

4) Identify profession.

There are 4 items question in the vocabulary test. In cycle 1, from 28 students in the classroom. 8 answer all items correctly. 4 of them answered 3 items and 1 item wrong; one of student answered 1 tem and 3 items wrong and the other students answering 2 items and 2 items wrong. Average of their grade in this indicator is 51.

Problem faced by the students are lack of vocabulary and difficult to interpreting of the vocabularies which made them difficult to answer the question.

In the interview, A, AR, FJ, I, SWand ZA they said that they did not understandof the test; the other said that they do not self-confidenceand they didnot serious when they would answer the question.

FS, JJ and MMS they said that they did not know the answerof question and they felt confuse when would answer the question. This weakness in their part is the main problem which resulted in multiple bad results.

In can be conclude, the studentslack of vocabulary, students' felt confuse, students did not serious when they would answer the question and difficulty to interpreting of each vocabulary.

To solve the students' problems in identifying profession, researcher explains againthrough guessing games; researcher giving more exampleabout profession that been studied previously and researcher explains again how to apply or use the guessing games techniquewhen would answer the question.

Therefore, researcher gave the advice on the importance of learning vocabulary for them and researcher emphasized that such skill requires more vocabulary mastery in order to enable them got the meaning of vocabulary easily, so that researcher asked them to learn more vocabulary.

As a result, students' achievement in this indicator was improved. Like what was made in cycle 1 test, there are 4 items in name of fruit in the vocabulary test of cycle 2, from 28 students in the classroom. 8 answer all items correctly. 4 of them answered 3 items and 1 item wrong; one of student answered 1 tem and 3 items wrong and the other students answering 2 items and 2 items wrong. Average of their grade in this indicator is 79.73.

5) Identify part of body.

There are 4 items question in the vocabulary test. In cycle 1, from 28 students in the classroom. 9 answer all items correctly. 3 of them answered 3 items and 1 item wrong; 12 students answered 2 items and 2 items wrong. Average of their grade in this indicator is 56, 84.

Problem faced by the students are lack of vocabularyand the students'difficult to interpreting of vocabularies. It was caused by they did not understand well about English, especially in vocabulary.

In the interview, AR, NS, SW, Y and ZA they said that they did not know the meaning of vocabulariesand theyfelt confuse answer the question. They also said they felt confuse, did not understand, and they did not focus.

It can be conclude, that the students' lack of vocabulary; and difficulty to interpreting of vocabulariesin the test, then make them felt confuse when would answer the questions.

To solve the students' problems in identifying part of human body,researcher explainsthrough guessing games about part human body and researcher explain again how to apply the guessing games when would answer the question.

Therefore, researcher gave advice to the students that the importance of learning vocabulary for them and gave them more attention.Researcher emphasized such skill requires more vocabulary

mastery in order to enable them to got the meaning of vocabularies easily,so that the researcher asked them to learn more vocabulary.

As a result, students' achievement in this indicator was improved. Like what was made in cycle 1 test, there are 4 items in name of fruit in the vocabulary test of cycle 2, from 28 students in the classroom. 9 answer all items correctly. 3 of them answered 3 items and 1 item wrong; 12 students answered 2 items and 2 items wrong. Average of their grade in this indicator is 79.66.

Therefore, the researcher and co-teacher felt satisfied because the students could solve their problems and they also could improve their vocabulary mastery score in the second cycle. The students' mean score in improved significantly in the cycle 2 from cycle 1. It was in cycle 1 means score of students, it was70.53 (53.57%) and cycle 2 it was 82.32 (96.42%).

Table 6
Problems Solving in Internal Factors

Problems	Solving
Most of students felt confuse when would answer the question	Researcher gave advice to the students that importance of learning for them and gave them more attention.
Students do not serious and not confidence when answer the question	
Students lack of vocabulary	Researcher explains again through guessing games; giving more example that been studied previously and explains again how to use this technique when they would answer the question
Students difficulties ininterpreting the vocabulary	

b. External Factors

Based on observation notes, the researcher and co-teacher as observer had a duty to monitor all activities through guessing games technique in the classroom. It was about class situation, students' activity and teachers' activity in teaching learning process in the classroom. There were some external factors that influenced students' vocabulary mastery beside internal factors. It could be concluded that there were other factors that influenced students' problem that happened in the classroom.

First, most of students' did not focus. It was one of external factors in the first cycle. Based on interview, it was caused by they did not understand and they got the difficulty to interpreting of vocabulary. The researcher should solve this problem. The researcher motivated them to have passion or to be focus in teaching learning vocabulary through guessing games technique in the classroom.

Second, the students who made disturbance in the classroom were also one of external factors in students' vocabulary in this class. There were some students who made disturbance in this class. Based on interview, they said that the test made them felt confuse and they said that they never disturbance in the classroom; so, they disturbed their friend and it made the classroom was noisy. Therefore, to solve this problem the researcher gavethemadvice on theimportance of learningfor themand researcher help them in giving the meaning of that vocabulary which they

do not know yet.So, they did not disturb again their friends. Moreover, co-teacher warned them to be calm in the classroom.

Third, the students often asked permission to the bathroom were also external factors in students' reading comprehension. Here, there were also two students who often asked permission to the bathroom. When the researcher explained in front of the class, they raised their hand and asked permission to the bathroom, not only one times but until three times. So, it very bothered the researcher. They said they only wanted to the bathroom. Therefore, the researcher should solve this problem by limiting them to ask permission to the bathroom only one times.

Therefore, the problems could be solved successfully by students and researcher in the second cycle in applying guessing games technique. So, the co-teacher also helped the researcher to manage the classroom until the classroom could be more effective and conducive. Hopefully, the students could survive their behavior like in the second cycle in despite of this researcher had been finished.

Table 7
Problems Solving in External Factors

Problems	Solving
Students' do not focus when teaching learning process	The researcher motivated them to have passion or to be active in teaching learning vocabulary through guessing games technique in the classroom.

Students made disturbance in the classroom	Researcher gavethemadvice on theimportance of learningfor themand researcher help them in giving the meaning of that vocabulary which they do not know yet
Students often asked permission to the bathroom	Researcher limiting them to ask permission to the bathroom only one times

B. Discussion of the Research Findings

This part presents the discussion of comparative the finding of this research with related findings. The findings of this research were guessing games can improve students' vocabulary mastery. It could be looked by students' mean score increased from 70.53 in first cycle up to 82.32in second cycles. Moreover, it also could be looked from the percentage of mean score; the percentage was 53.57% in first cycle and 96.42% in second cycle.

First,Sangkot Sopiah's script entitled "The Effect of Memory Game to the Students' Achievement in Learning Vocabulary." The aim the research is to find out the effect of memory game to the students' achievement in learning vocabulary. the research was conducted by experimental method. After calculating and analyzing the data, was stated that there was significantly effect of memory game to the grade VII students' achievement in learning vocabulary. That is 78.87 better than 65. 87

The second, AhmadinAzhar's script entitled "The Eaffect of Using Media VideoDorathe Explorer". He found that studying vocabulary by using media

video Dora the Explorer at SD negeri 200201/4 Padangsidimpuan has a significant.It is proven based on calculation result was gotten from post-test calculation, that mean of experimental class is better than mean of control class, that 93.26 is better than 83.04.

Third, Putri Maya Sari'sscript entitled " Improving Students' Vocabulary Enrichment through Semantic Mapping Strategy at 8th Grade of SMP N 5 Padangsimpuan".She found that students' vocabulary achievement can improve. It is proven based on calculation result was gottenmean score cycle 1 was 70 and cycle 2 was 77.23.

After discussed the score each research, it can be conclude that through guessing games techniqueimproved the students' vocabulary mastery at grade VIII Islamic Junior High School Al-WasliyahSihepengMandailing Natalsignificantly. Actually, this techniqueis veryeffective to their vocabulary mastery.

CHAPTER V

CONCLUSION AND SUGGESTION

After finishing the Classroom Action Research (CAR), the researcher givessome conclusions based on the result of this research. Furthermore, the researcher alsogives some suggestions related to the conclusion

A. Conclusion

1. Description Students' Achievement

Having analyzed and presented the data in the previous chapter, conclusion of the research was that through guessing games technique in teaching vocabulary mastery can give positive effect on students' achievement. The technique attracts or motivates the students to improve their vocabulary. It based on the students' vocabulary mastery mean score in which was in cycle 1 were70.53become 82.32incycles 2. Based on the result of the classroom action research, it was concluded that guessing gamestechnique improved students' vocabulary mastery at grade VIIIIslamic Junior High School Al-WasliyahSihepengMandailing Natal.

2. Influencing Factors of Students'

Moreover, there were some factors that influencing students' vocabulary mastery. The factors as bellow:

a. The intrinsic factorssuch as the students were difficulties in interpreting the vocabularies and students lack of understanding. To solve the

problems researcher explain students the use of guessing games, gave more example and teacher and students discussed about the meaning of vocabularies from the guessing.

b. The extrinsic factor such as students were made disturbance in the class; students do not focus and students oftenpermission to toilet. To solve the problems, the researchers gave them advice on the importance of learning for them and also give more attention.

B. Suggestion

The result of this study showed that using of guessing gamestechniqueimproved students' vocabulary mastery. The suggestions are special to the teachers, students and other researchers. Therefore, the following suggestions are offered:

1. Guessing gamesis such activities can create interest and relieve tension in difficult curriculum areas, and can be used as an alternative way of English teaching.

2. For the English teachers, it is very wise to use guessing gamestechniquein teaching vocabulary mastery because this technique can enlarge and expand students' vocabulary mastery and the students' vocabulary mastery will be improved directly.

3. For other researchers are recommended that through guessing games in conducting the research to improve the students' vocabulary mastery in other school with different grade. The other researchers can explore the guessing games to other schools since guessing games had proven in improving the students' vocabulary mastery at grade VIII Islamic Junior High School Al-WasliyahSihepeng through this classroom action research.

REFERENCES

Aeborsold, Jo Ann and Mary lee Field.*From Reader to Reading Teacher* (New York:Cambridge University Press,1977).

Aqib, Zainal. et. al., *PTK untuk Guru SMP, SMA, SMK* (Bandung: CV. YramaWidya, 2008).

Azhari, Ahmadi, *"The Effect of Using Media Video Dora The Explorer to Students' Vocabulary Mastery at SD N 200201/4 Padangsidimpuan"* in Academic Year of 2012. Unpublished Script. Padangsidimpuan: STAIN. 2012.

Betteridge, Davidand Michael Bucky, *Games for Language Learning,* New Edition (Sidney Cambridge University Press, 1990).

Brown, H. Douglas, *Language Assessment, Principles and Classroom Practice*, (New York: Pearson Education, 2004).

Burns, Anne. *Doing Action Research in English Language Teaching,* (New York: Routledge, 2010).

Creswell, John W. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, (USA: Sage Publication, 2003).

Davis, Paul.*Success in English Teaching* (Oxford: Oxford University Press, 200).

Hammer, Jeremy. *English Language Teaching*. (England: Pearson Longman, 2007).

Holly, Mary Louse. *Action Research for Teachers: Travelling the Yellow Brick Road*, (New Jersey: Pearson Merril Prentice Hall, 2005).

Hornby,A. S. *Oxford Advanced Learners Dictionary*, (New York: Oxford University Press, 2000).

Istarani, *58 Model PembelajaranInnovative* (Media Persada, 2012).

Klippel, Friederike. *Keep Talking* (USA: Cambridge University Press, 1994).

Kridalaksana,Harimurti. *Kamus Linguistik*, edisi ke-3 (Jakarta: PT GramediaPustakaUtama,1993).

Lee Su Kim. *Creative Games for the Language Class.* (Forum vol. 33 No. 1 January-March 1995).

Mallery, Richard D. *How to Enlarge and Improve Your Vocabulary,* (New York: Blakiston Company, 1947).

MuhsinKhan,Muhammad.*The Noble Qur'an in English Language*(Saudi Arabiah:Islamic University Al-Munawara,1994).

Nation, ISP. *Teaching and Learning Language* (New York: New Burry house,1990).

Patricia, Richard – Amato. *Making it Happened: Interaction in the Second LanguageClassroom*, (New York and London: Longman, 1988).

Riduan, *BelajarMudahPenelitianuntuk Guru-KaryawandanPenelitianPemula*(Bandung: Alfabeta, 2005).

Sopiah,Sangkot, "*The Effect Of Memory Game To The Students' Achievement In Learning Vocabular"*. Padangsidempuan: UMTS, 2010.

Sanjaya, Wina.*PenelitianTindakanKelas,* (Jakarta: Kencana, 2009).

Sari, PutriMaya, "*Improving Students' Vocabulary Enrichment Through Semantic Mapping Strategy at 8th Grade of SMP N 5 Padangsidimpuan"* in Academic Year of 2014". Unpublished Script. Padangsidimpuan: IAIN. 2014.

Silver, Stephen M. *Guessing for the Classroom and the English Speaking Club Selected Articles from the English Teaching forum.*

Webster, Merriem. Webster's Third New International Dictionary (USA: Merriem Webster inc, 1986).

Wiriaatmadja, Rochiati. *MetodePenelitianTindakanKelas*, (Bandung: Rosda, 2005).