

**THE INFLUENCE OF GUESSING GAME TOWARD
STUDENTS' VOCABULARY MASTERY AT VIIITH GRADE
OF MTs MA'ARIF NU 1 KARANGLEWAS,
BANYUMAS REGENCY**



AN UNDERGRADUATE THESIS

Submitted to the Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fullfillment of Requirement for *Sarjana Pendidikan* (S.Pd.)
Degree

by:

Prima Andini
Student Number. 1817404036

**ENGLISH EDUCATION STUDY PROGRAM
EDUCATION DEPARTMENT
FACULTY OF TARBIIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
2023**

STATEMENT OF ORIGINALITY

Here with I,

Name : Prima Andini
Student Number/S.N : 1817404036
Grade : Undergraduate
Faculty : Tarbiya and Teacher Training
Study Program : English Education Study Program

declare that the thesis I wrote with the title, **“The Influence of Guessing Game toward Students’ Vocabulary Mastery at VIIIth Grade of MTs Ma’arif NU 1 Karanglewas, Banyumas Regency”** is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

Purwokerto, 09 Januari 2023

I Who Declare,



Prima Andini

S.N. 1817404036

OFFICIAL NOTE OF SUPERVISOR

To,
The Head of Education Department
Faculty of Tarbiya and Teacher Training,
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
In
Purwokerto

Assalamu'alaikum Wr.Wb.

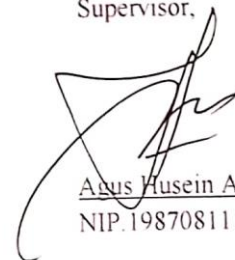
After conducting guidance, review, direction, and correction, I convey that:

Name : Prima Andini
Student Number : 1817404036
Department : Education
Study Program : English Education
Faculty : Tarbiyah and Teacher Training
Title : The Influence of Guessing Game toward Students' Vocabulary Mastery at VIIIth Grade of MTs Ma'arif NU 1 Karanglewas, Banyumas Regency

I recommended this thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain Sarjana Pendidikan (S.Pd.) / Undergraduate Degree in English Education.

Wassalamu'alaikum Wr.Wb.

Purwokerto, 09 Januari 2023
Supervisor,



Agus Husein As Sabiq, M.Pd
NIP.19870811 202012 1 006



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

APPROVAL SHEET

This thesis, entitled :

**THE INFLUENCE OF GUESSING GAME TOWARD STUDENTS' VOCABULARY
MASTERY AT VIIITH GRADE OF MTS MA'ARIF NU 1 KARANGLEWAS,
BANYUMAS REGENCY**

Written by Prima Andini (Student Number. 1817404036) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto has examined on January 12th, 2023 and declared qualified for achieving *Sarjana Pendidikan* (S.Pd.) Degree by the examiners.

Purwokerto, January 25th, 2023

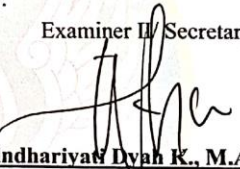
Approved by:

Examiner I/Head of Examiners/Supervisor,

Examiner II/ Secretary,


Agus Husein As Sabiq, M.Pd.

NIP. 19870811 202012 1 006


Windharivati Dyan K., M.A., M.Pd.

NIDN. 20001049001

The Main Examiner

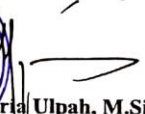

Desi Wijavanti Ma'rufah, M.Pd.

NIP. 19921215 201801 2 003

Legalized by:

Head of Education Department,




D. Maria Ulpah, M.Si.

NIP. 19801115 200501 2 004

MOTTO

“Knowing it not enough; we must apply.

Wishing is not enough; we must do.”

- Johann Wolfgang von Goethe -



DEDICATION

I Dedicate this thesis to:

My beloved parents, Andri Riyanto and Heni Purwati

My beloved brother and sister, Fajar Rohmattulloh and Ayesha Tania

My beloved grandparents, uncles, aunties and families

My beloved friends who supported me

All readers who have given the time to read this thesis



ACKNOWLEDGMENT

In the name of Allah, the most graceful, the most praise be to Allah for blessing me with his mercy and guidance to finish this thesis entitled “The Influence of Guessing Game toward Students’ Vocabulary Mastery at VIIIth Grade of MTs Ma’arif NU 1 Karanglewas, Banyumas Regency” could be completed. Sholawat and salam are given upon our prophet Muhammad SAW, who has guided us the way of truth and brought us to the real light of life.

This thesis is presented as partial fulfillment of the requirement for obtaining the undergraduate degree of the Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto. This study would like to express deep gratitude and appreciation to:

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3. Prof. Dr. Subur, S. Ag., M. A., the II Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
4. Dr. Sumiarti, M. Ag., the III Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
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10. Windya Kusmiati S.Pd., the English Teacher of MTs Ma'arif NU 1 Karanglewas.
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18. Everyone who has contributed and support the researcher to finish the study.

Purwokerto, 09 Januari 2023

The researcher,



Prima Andini

S.N. 1817404036

**THE INFLUENCE OF GUESSING GAME TOWARD
STUDENTS' VOCABULARY MASTERY AT VIIITH GRADE
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REGENCY**

PRIMA ANDINI

S.N 1817404036

ABSTRACT

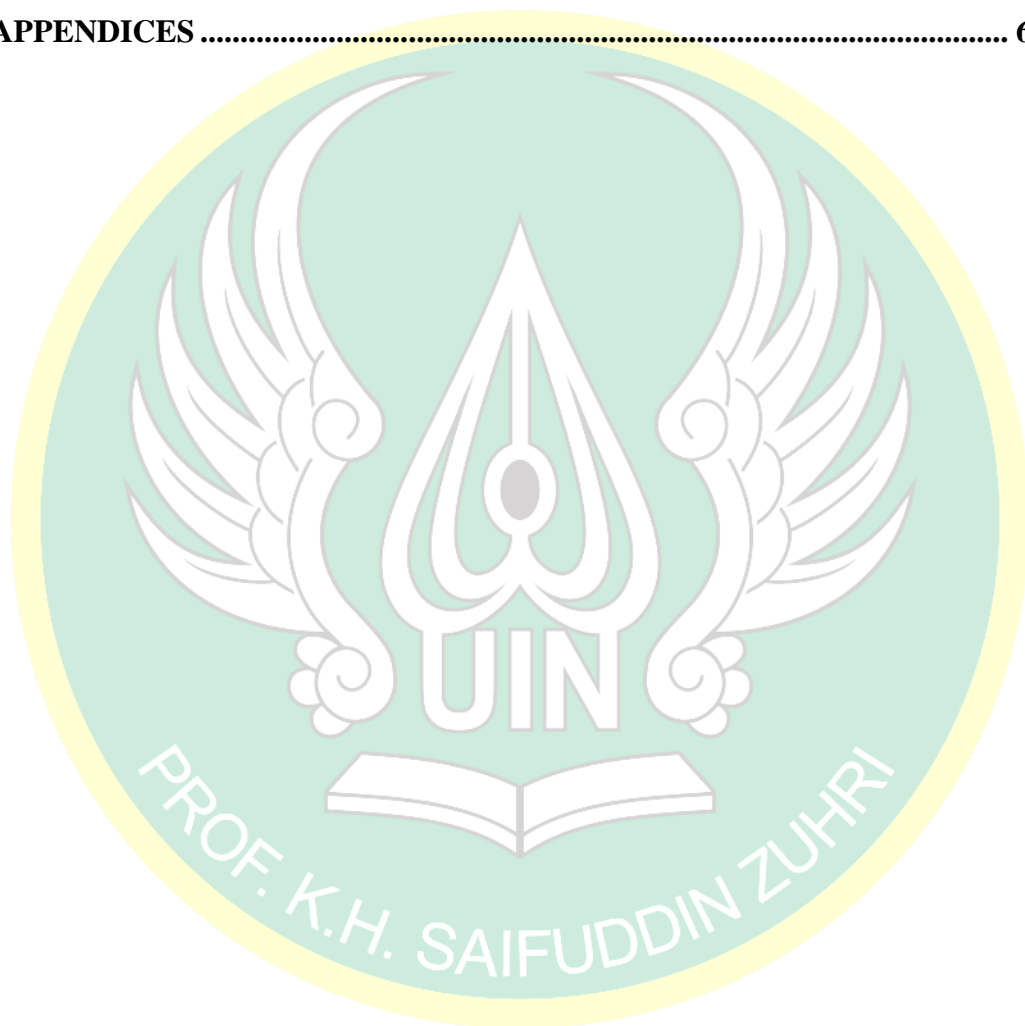
Abstract: The most crucial material in foreign language teaching especially English for student is vocabulary. However, the problems found in MTs Ma'arif NU 1 Karanglewas were that the students' vocabulary mastery are still low, they are difficult to remember the vocabulary and the meaning also they are have low motivation to learn English. This study aims to find out whether guessing game can influence students' vocabulary mastery and whether there is a significant difference between the control class and experimental class. This research used a quasi-experimental design and quantitative approach. The population is the eighth grade students of MTs Ma'arif NU 1 Karanglewas. The sample were selected using purposive sampling, with 8-A as the experimental class and 8-B as the control class. In collecting data, this study used pre-test and post-test in the form of multiple choice. IBM SPSS V 25 for windows was used to analyze the data. The results of paired sample t-test showed there was any significant difference in students' vocabulary mastery before and after the treatment in experimental class. It showed by the mean of pre-test was 43.48 while the mean of post-test was 74.70. The results of independent sample t-test showed that the value t_{count} was $7.106 > t_{table} 1.669$. Based on the t_{count} value with t_{table} , it can be concluded that H_0 is rejected and H_a is accepted. The value of Sig. (2-tailed) is $0.000 < 0.05$. It can be concluded that there was significant influence of guessing game toward students' vocabulary mastery.

Keywords: *Guessing Game, Vocabulary Mastery, Experimental Research*

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Appendix 1 Permission Research Letter

Appendix 2 Validation Sheet

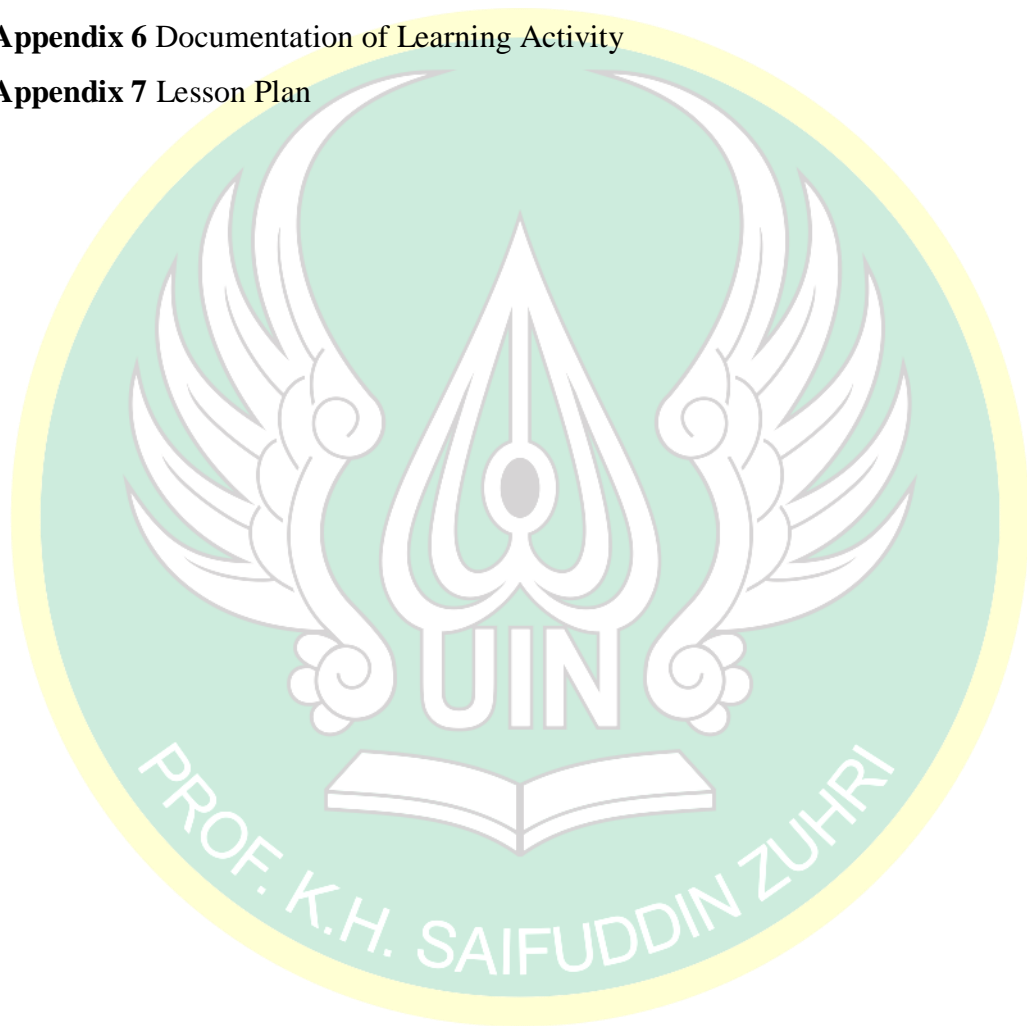
Appendix 3 Result of Pre-test and Post-test Validity

Appendix 4 Instrument Test of Pre-test and Post-test

Appendix 5 The Scores in Experimental class and Control Class

Appendix 6 Documentation of Learning Activity

Appendix 7 Lesson Plan



CHAPTER I INTRODUCTION

A. Background of the Study

The most crucial material in foreign language teaching especially English for students is vocabulary. Therefore, teaching English vocabulary to Indonesian students is essential to helping them learn English as a foreign language. In fact, English vocabulary mastery become a problem for most Indonesian students. They will be unable to communicate with their surroundings if they lacks a sufficient number of vocabulary.

Vocabulary is a base or core of a language, Thornbury states that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.¹ It indicates that even if we do not truly understand grammar, we may still understand a language. However, if we do not learn vocabulary, we will not be able to understand a language. Hatch and Brown argued that vocabulary is a list of words for a particular language that is used by language speakers.² The better students master vocabularies, the better their performances in all aspects of English. Therefore, having a strong command of vocabulary helps students to master both receptive skills that are listening and reading also productive skills that are speaking and writing. To achieve the four skills, students must first have a adequate vocabulary.

In teaching English, the teaching vocabulary should come first before other aspects of English. As English beginner, students of Junior High Schools should be taught how to enhance their vocabulary mastery as a fundamental skill to obtain more complex English skills.³ English teacher has many options to implement media, strategies or techniques to help students developing their English vocabulary mastery, teachers can

¹ Thornbury, S. 2002, *How to Teach Vocabulary*. Harlow: Pearson. p.13

² Hatch, et.al. 2001. *Vocabulary, Semantic and Language Education*. Cambridge: Cambridge University Press. p.10

³ Arika Nurul Ifitah, et.al. 2020. “Developing Vocabulary Mastery Through Guessing Words Game for The Seventh Grade Students of SMP Negeri 10 Palu.” *Datokarama English Education Journal*, Vol.1, Nu.1 p.20.

use songs, videos, films, pictures or games. Hence, English teachers are required to think creatively and innovatively in implementing strategies or technique to develop their vocabulary mastery which plays an important role to express their ideas, feelings, and share information to others.

Indonesian students frequently encounter difficulties when learning English, particularly vocabulary, because English differs from Bahasa Indonesia in structure, pronunciation and vocabulary. Students struggle to learn vocabulary. They lack of motivation which makes them uninterested in learning vocabulary and the majority of students are unable to memorize the vocabulary.⁴ In addition, Khakim and Anwar stated that students in junior high school encounter some challenges when learning English, particularly when learning vocabulary. Consequently, there are a number of problems that students acquiring vocabulary may have problems with pronunciation, spelling, memorization and the use of both written and spoken terms in communication. It is a fact that students easily forget the vocabulary they have learned. It is quite challenging for them to recall the words when the teacher asks them.⁵

Based on the preliminary research conducted at MTs Ma'arif NU 1 Karanglewas, by interviewing one of the English Teacher, it was found the problems in learning English especially in vocabulary mastery. The students' vocabulary mastery are still low, they are difficult to remember the vocabulary and the meaning, they are have low motivation to learn English, so that the students are hard to understand the material and lack of confidence to communicate use English. Teacher's strategy or technique that used in teaching vocabulary also less varied. Previously the teacher only used memorization as a technique in teaching vocabulary and had never tried other techniques. However, the technique did not have much

⁴ Caroline V. Katemba. 2021. "Enhancing Vocabulary Performance Through Mobile Assisted Language Learning at a Rural School in Indonesia". *Acuity: English Language Pedagogy, Literature, and Culture*. Vol.6 Nu.1 p.2

⁵ Lukmanul Khakim & Choiril Anwar. 2019. "Improving Students' Vocabulary Mastery Through Total Physical Response Learning Method". In 2nd Social and Humaniora Research Symposium Vol.409 p.507

effect on students' ability to mastering vocabulary. After the students have memorized some of the vocabulary at that meeting, if tested at the next meeting the students forgot about the vocabulary that learned at the previous meeting.

Guessing game has never been applied in learning vocabulary before. The reason for choosing MTs Ma'arif NU 1 Karanglewas because in terms of teaching English, especially in learning vocabulary have not been conducted optimally. In this school there is still lack of practice in English language skills because one of the main problem is the students' vocabulary which is still limited. They are less motivated to develop vocabulary because they think English is difficult to learn.

The strategy or technique that can be used in teaching vocabulary is using game. Through game can make the situation the teaching and learning is more fun and enjoyable and make students more active in class also increase motivation of the students to study. The game not only encourages students' learning but also assist the teacher in creating useful and maningful context.⁶ By using games students also can learn new vocabularies more effectively and the problem of difficulties to memorize a new vocabulary can be solved. It means that games can help the students enjoy in English class, especially when it comes to conquering vocabulary learning challenges. This is because students learn best when provided opportunities to practice their English vocabulary.

There are many kinds of games that can be used by English teacher to enhance students' vocabulary mastery, one of the games namely guessing game. In this research, guessing game is one of the game technique that is used to help students mastering English vocabulary. Guessing game is a game in which participants compete individually or in

⁶ Tengku Nor Rizanet, et.al. 2015. "Young Learners' Perceptions of Learning English Using Language Games in a Non -Formal Context" Mediterranean Journal of Social Sciences, Vol.6 Nu.6 S5

groups to identify something that is obscurely indicated.⁷ In this game, the class is divided into four groups. One person of the group is given a picture of the object and then tells a group the clue about the object. Pictures can also be used to implement guessing game. Each group selected a picture provided by the teacher and then students make simple sentences describing the instructions for the form or word. Afterwards, alternately each group advances to provide clues to the other groups in order for them to guess the images contained in the group in front.⁸

Based on the explanation above, the researcher interested to conduct the research about “The Influence of Guessing Game toward Students’ Vocabulary Mastery at VIIIth Grade of MTs Ma’arif NU 1 Karanglewas.”

B. Operational Definition

1. Guessing Game

Guessing Game is a game where one person or a group attempt to answer a question that has been given some keywords. The basic rules of guessing game are simple. Someone knows something’s vocabulary and the others try to find it. In guessing game, one person know something and the other have to figure out what it means. Game in which one compete with other people or groups to guess something based on a clue is guessing game.⁹

2. Vocabulary Mastery

One of the most essential component of language is vocabulary. It indicated that, in general the development of ability in language and the process of learning new language both place a high value on their vocabulary. A person should be able to master vocabulary for having

⁷ Niarty, et.al. 2016. “Improving Student’s Vocabulary Through Guessing Games Technique in Descriptive Text in Speaking”. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa* p.3

⁸ Raudlatul Hasanah, et.al. 2022. “The Effect of Guessing Game on Students’ Vocabulary Knowledge” *Journal of English Language and Education*. p.47

⁹ Irma Khoirot Daulay, Nurmahyuni Asrul. 2021. “The Effect of Media Guessing Game Towards University Students’ Writing Ability on Descriptive Text Local Tourism Content” *Journal of English Education*, Vol.9 Issue 2 p.390

good skill also understanding the meaning of vocabulary.¹⁰ Vocabulary mastery may be the outcome of the learning process. Vocabulary learning has several levels of vocabulary mastery, first level is full mastery, it is attained when a learner is able to use vocabulary in both speaking and writing. The second level is sufficient for understanding words when they are encountered while reading. The last level is the simple ability to master words because learners only use their ability in understanding words to know the text that they read.¹¹ The ability to employ words in reading, listening, speaking and writing and some language components is what is meant by vocabulary mastery.

C. Research Question

Based on the background problem above, the research question is formulated as follow:

“Is there any significant influence of using guessing game toward students’ vocabulary mastery at VIIIth grade of MTs Ma’arif NU 1 Karang Lewas?”

D. Objective and Significance of the Research

1. The Objective of the Research

Based on the research question above, the objective of the research is to find out whether there is any significant influence or not by using guessing game toward students’ vocabulary mastery at VIIIth grade of MTs Ma’arif NU 1 Karang Lewas.

2. The Significances of the Research

This research expected to be able to give significant contribution both in theoretically and practically.

¹⁰ Welliam Hamer and Nur Azmi Rohimajaya. 2018. “Using Flash Card as Instructional Media to Enrich the Students’ Vocabulary Mastery in Learning English” *Journal of English Language Studies* Vol.3 Nu.2 p.169

¹¹ Eva Faliyanti, Evi Puspita Sari. 2018. “The Influence of Using Hangaroo Game Towards Students’ Vocabulary Mastery” *Intensive Journal* Vol.1 Nu.1 p.11

a. Theoretical significance

The researcher expect that this research could be useful in English teaching technique especially in vocabulary. The researcher hoped this research could be used as applied reference with the similar problem of vocabulary and the reader could receive the knowledge related to this research.

b. Practical significances

The practical significances of this research could be useful to the teacher, the students, the school and the other researcher, as follow:

1) For the teacher

This research hopefully would give reference to the teacher when faced the problem in vocabulary, the guessing game may apply in learning process.

2) For the students

This research hopefully could give the students motivation to learn English especially vocabulary and can give positive impact on their English achievement.

3) For the school

This research could help the school to give references to the school on how to enhance their students mastering vocabulary by using guessing game.

4) For the other researcher

This research could help the other researcher conduct further research on the similar topic as reference.

E. Structure of the Research

To make a systematic research, it is necessary to classify the structure of this research. The structure of this research will explain as follow:

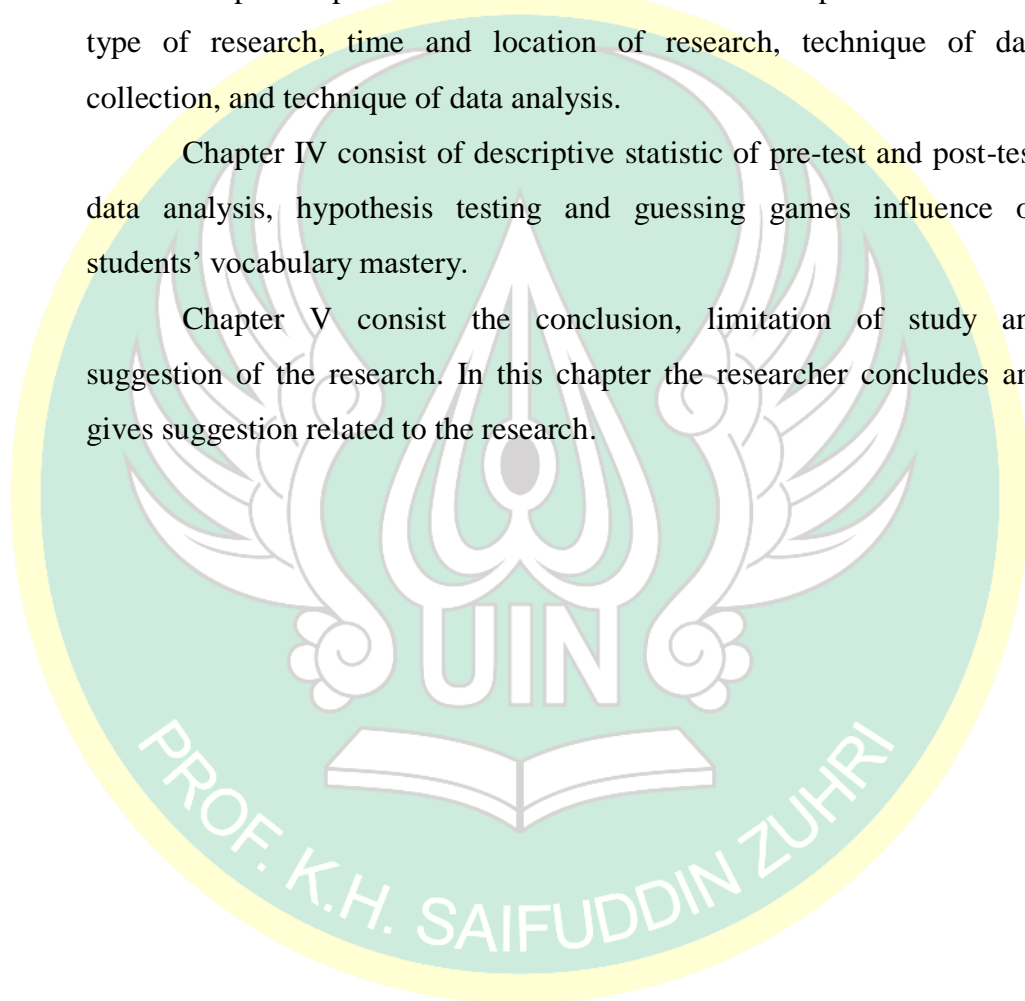
Chapter I present an introduction, which consists of the background of study, operational definition, research question, objectives and significances of the research.

Chapter II consist the theories of guessing game toward students' vocabulary mastery in MTs Ma'arif NU 1 Karang Lewas, which is consist of two subsection, those are guessing game and vocabulary mastery.

Chapter III present the research method. This chapter consist of the type of research, time and location of research, technique of data collection, and technique of data analysis.

Chapter IV consist of descriptive statistic of pre-test and post-test, data analysis, hypothesis testing and guessing games influence on students' vocabulary mastery.

Chapter V consist the conclusion, limitation of study and suggestion of the research. In this chapter the researcher concludes and gives suggestion related to the research.



CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Vocabulary Mastery

a. Definition of Vocabulary

Hatch and Brown defines that vocabulary in language is a list of words or set of words that everyone use.¹² In addition Harmer claimed that the structure of language forms the framework of language, so it is vocabulary that provides that v ital organs.¹³ Accordingly, it is obvious that one of essential parts of factor in language is vocabulary.

According to Kamil and Hieberts stated that vocabulary is a bunch of words to understand the meanings of what we read or speak and what we write.¹⁴ It can be said that we should master vocabulary to communicate well. Language is establish by words, there will be no language if there is no words. Based on Thornbury clarified that all language that it use in the world have words, with having enough vocabulary, someone could communicate with others and express their ideas easily.¹⁵ Hence, we could make our communication with others can get out point because of a language that formed by words.

b. Kinds of Vocabulary

There are several kinds of vocabulary according to a number of experts:

Vocabulary can be divided into two types based on frequency; high frequency vocabulary and low frequency vocabulary.

¹² Hatch, E.and Brown, C. 1995 *Vocabulary, Semantic and Language Education*, Cambrige:Cambrige University Press. p.88

¹³ Jeremy Harmer. 1991. *The Practice of English Language Teaching*, New York: Longman. p.241

¹⁴ Elfrida h. and Michael I. Kamil. 2005. *Teaching and Learning Vocabulary: Bringing Research Practice*, New Jersey: Mahwan Publisher. p.3

¹⁵ Thornbury, S. *How to Teach Vocabulary*...p.1

- a. High frequency vocabulary consist of words that are used frequently in everyday conversation, in four skill and all situation. High frequency vocabulary is made up of 2000 word families, which account for approximately more than 95% of words in informal spoken text and 87% of running words in formal written text.
- b. Low frequency vocabulary, covers only small part of the running words in a continuous text, which indicates that it is rarely used in common English language activity. This category contains well over 100.000 word families.¹⁶

In addition, Hatch and Brown divided vocabulary into active and passive.¹⁷

- a. Active vocabulary is defined as words that students understand, correctly pronounce, and use effectively in both speaking and writing. It refers to items that the students can use appropriately in speaking or writing and it is also known as productive vocabulary. Although it is more difficult to put into practice. This means that in order to use productive vocabulary, students must know how to pronounce it correctly, be familiar with collocation and understand the connotation meaning of word. This type is frequently used in speaking and writing.
- b. Passive vocabulary is words that students recognize and understand when they occur in context but cannot produce correctly on their own. It is also known as receptive vocabulary and refers to language components that can be identified and understood in the context of reading or listening.

¹⁶ Paul Nation. *New Ways of Teaching Vocabulary*. New York: Teacher of English to Speaker of Another Language/ TESOL Inc. 1994 p.3

¹⁷ Jo Ann Aebersold and Mary Lee Field. *From Reader to Reading Teacher*. Cambridge: Cambridge University Press. 1997 p.139

c. Word Classes

All words are classified as word classes or parts of speech based on their function in a sentence. The following are the main word classes in English.

a. Noun is word that used to name a person, animal, place, or thing.

Seaton stated every name is called a noun. In line Azar define that a noun is used as the subject of sentence, as the object of verb and a noun is also used as the object of a preposition such as countable noun, uncountable noun, singular noun, plural nouns, common nouns, proper nouns, concrete nouns, abstract nouns and collective nouns.

b. Pronoun is the words that used to replace the noun when we want to refer to people or things without continually repeating their names. Pronoun is a word that takes the place of a common noun or proper noun and pronoun have the same meaning as a noun. It is divided into some types such as a personal pronoun, possessive pronoun, reflexive pronoun, demonstrative pronoun and interrogative pronoun.

c. Verb is word that show an action or an event will be happen. Whatever we are doing can be expressed by using a verb. Verb classified into some types such as transitive verb, intransitive verb and auxiliary verb.

d. Adjective is word that used to explain noun by describing, identifying or quantifying. Adjective describes the properties of an entity that a noun represents. Adjectives describe nouns and pronouns. They give you more information about people, places and things.

e. Adverb is the word that used to clarify verb, adjective and the whole sentences. Commonly an adverb will tell you when, where, how, in what manner or to what extent and action is performed.

- f. Preposition is word that used to connect one word with the others. Such as preposition of place, preposition of time and preposition of direction.
- g. Conjunction is a linking word such as or but. Conjunctions are used to connect words or sentences. Conjunctions are words used to link words, phrases or clauses. There are three kinds of conjunctions coordinating, correlative and subordinating. Coordinating conjunctions include and, but, or, not, yet, for and so. Correlative conjunctions include the words in the pairs either/or, both/and, and neither/nor. Subordinating conjunctions begin subordinate clauses and join them to the rest of the sentences “He did not learn the real reason until she left the valley.”
- h. Determiners are words such as this, those, my, their, which. They are special adjective that are used before nouns. The words a, an, and belong to this group of words called determiner. There are some types of determiner: demonstrative determiner, interrogative determiner, possessive determiner, quantifying determiner and numbers.¹⁸

d. Vocabulary Mastery

All of knowledge of word is vocabulary. All vocabulary are words. According to Kamil and Hiebert in Yunus, vocabulary is the understanding of word meanings.¹⁹ Based on the statements, vocabulary is an important part of language. We will be able to communicate with others and express our ideas clearly and easily if we have a large vocabulary.

¹⁸ Sukma Syam Maspa. “The Effectiveness of Using Guessing Game to Improve Students’ Vocabulary Mastery at Mindset English Center (MEC) Course”. *Thesis*. IAIN Parepare. 2019 p.8-10

¹⁹ Muhammad Yunus. “The Effectiveness of Using Anagram Technique Towards Students’ Vocabulary Mastery of the Seventh Grade at MTs Al-Khairiyah Talang Padang in the Academic Year of 2019/2020. *Thesis*. The State Islamic of University Raden Intan Lampung. 2020 p.27

The term vocabulary mastery refers to the mastery of knowledges of word meanings or having knowledge about words. We can communicate with others if we have a large vocabularies. Cameron in Muhammad Yunus stated that the key to learning a foreign language is vocabulary.²⁰ It implies that learning a foreign language is made simpler if we have a large vocabulary. Most writers nowadays recommend a basic vocabulary of at least 3000 word families and working vocabulary of over 5000 word families probably desirable for more specialized needs.²¹ In addition Sukirno and As Sabiq stated that “Vocabulary mastery will lead the students to comprehend what the others mean. Also, improving their vocabulary will improve their competence and social confidence”.²² For language learners, mastering a wide range of vocabulary is crucial. The four skills of language can be developed by the learners.

Based on the statement above, it follows that learning vocabulary in a foreign language should be taken seriously, as should teaching vocabulary. Vocabulary can be presented or explained in a variety of activities not only in class but students must also learn outside of class to maintain consistency because class time is limited. Additionally, studying vocabulary focuses not only on memorizing a word but also the word's usage and other aspects. According to Harmer, there are four fundamental aspects of vocabulary such as knowing a word meaning, which include:

a. Word Meaning

The first thing to realize about vocabulary items is that they frequently have more than one meaning. The word ‘book’ for example, sometimes means the kinds of thing we read but it can

²⁰ Muhammad Yunus. “The Effectiveness of Using Anagram ...

²¹ Thornbury.... p.21

²² Maulani Anjani Sukirno & Agus Husein As Sabiq. “Visual Media Utilization in Mastering English Vocabulary of Hearing-Impaired Students. Insania. 2020. p. 163

also a number of other things. The other facts, sometimes words have meaning in relation such as antonym and synonym.

b. Word Use

It is often stretched through the set of metaphor and idiom. We know that the word *hiss* for example, describes the noise that snakes make. But we stretch its meaning to describe the way people talk to each other (*"Don't move or you're dead,"* she hissed). That is metaphorical use. At the same time, we can talk about treacherous people as snakes (*He's a real snake in the grass*). *Snake in the grass* is a fixed phrase that has become an idiom, like countless other phrase such as *raining cats and dogs*, *my house is my castle*, etc.

c. Word Formation

Students have to know things about word formation and how to modify words to be compatible with different grammatical context. Word formation is also connected with suffixes and prefixes (im-, or, in) such as in *imperfect* and *perfect, inappropriate* and *appropriate*, etc. Word formation means knowing how words are written and spoken form. The students need to know how words are spelt and how they sound. For examples, there is a clear relationship between the word's *death* and *dead*, *dying* and *die*, etc.

d. Word Grammar

Word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. Such as we make a distinction between *countable* and *uncountable nouns*. The former can be both singular or plural. We can say *one book* or *two books*, etc.

From the explanation above, there are numerous types of vocabulary. All of the explanation above are implied in part of speech. Vocabulary refers to the words that many people use to

express their thought, idea and can communicate with another. Actually, the types of vocabulary mentioned above are only a basic introduction of vocabulary. If we learn more about each form, the vocabulary mastery will be better. In addition, to know aspects of knowing a word such use word meaning, use, formation and grammar.²³ Based on the four aspects above, the researcher hopes that the students can concentrate on word usage, which includes the four aspects above.

2. Guessing Game

a. Definition of Games

Wright and Betteridge in Yunus defined game is mean an activity that is entertaining and engaging, often challenging and that the students participate in while interacting with others.²⁴ Game is an activity that contains fun and enjoyment value. Game can motivate students to learn new vocabulary because they can only win the game if they use the new vocabulary.²⁵ Game is an activity that encourages the acquisition of a spesific skill. Language games are games in which the skills acquired in the game take the form of spesific language skills.

According to Nuraen & Karyati in Daulay & Asrul, using games in the teaching and learning process is very influential in building students' spirit and participation, as they can do teamwork wih their friends and exchange ideas. Mustiarini in Daulay & Asrul added that game based learning can make students become the center of learning process more simply, effective and more interesting.²⁶ Based on the statements above indicate that games can be interesting and enjoyable for students, which allows teacher to combine their technique in teaching by applying game.

²³ Jeremy Harmer. *The Practce of English Language Teaching...* p.88-89

²⁴ Muhammad Yunus. "The Effectiveness of Using Anagram ...p.13

²⁵ Muhammad Yunus. "The Effectiveness of Using Anagram ...p.13

²⁶ Irma Khoirot Daulay, Nurmahyuni Asrul. "The Effect of Media Guessing Game... p.390

b. Definition of Guessing Game

Guessing game is a type of game to play, that involves interaction among individuals or groups. This is game support by some experts as Harmer states “guessing game is an activity that includes as interactions between individuals or groups aspiring to prescribe aims”. Based on this statement guessing game is the interaction of among of people to set goals. In line with Haldfield states that game is an activity with rules, a purpose and element of fun. According on this viewpoint, a game is an activity with clear rules and enjoyment. Then, Tyson defined a game must be more than just fun, it must involve friendly, competition, maintain students interest, and encourage students to focus on the use language rather than language itself, game must provide students with an opportunity to learn, practice or review spesific language.²⁷

The basic rule of guessing game is eminently simple, one person knows something that another one wants to find out. Based on this viewpoint, the guessing game is crucial in guessing and speculating games, some one knows something and the others must find out what it is and what the means of that game. Guessing game is a game in which the object is to guess some kind of information, such as a word, a title, picture, part of body and an object. It is clear that guessing game will improve students’ motivation in learning English and improve their vocabulary and improving vocabulary pronunciation.²⁸ It means that the teacher should give the rules such as ask the player to give a clue about something that written a lottery paper, picture or box. The words or something to be guessed have to different from the game to game. It purposes to avoid the students bored, so that they can learn English vocabulary with fun by using the game.

²⁷ Sukma Syam Maspa. “The Effectiveness of Using Guessing Game...p.16

²⁸ Sri Yuliani. “Teaching English Vocabulary by Using Guessing Game”. 2017. Vol.1 Nu.2 p.124

c. The Kinds of Guessing Game

Based on Marsland, there are many guessing games based on the concept of one person 'knowing' and the rest of the class 'guessing'. These all involve 'yes/no' questions.²⁹ There are some techniques of guessing games that using 'yes/no' questions, are below:

a. I-spy

This involves the 'knower' giving the first letter of an object he or she can see, and the rest guessing what it is. Each puzzle traditionally begins with the form 'I spy, with my little eye, something beginning with A. where 'A' becomes the student's chosen letter.

b. Twenty questions

Also known as 'animal, vegetable, mineral,' this involves providing the category of an object, which is one of three headings given above. The guessing students are then given twenty attempts to learn something about the object before they have to guess what it is. More advanced learners might include the fourth option of 'Abstract' for nouns of emotion, and so on.

c. The coffee-pot game

This is also frequently used in many language classrooms, and can target any grammatical category, although verbs are particularly suitable. In each question the word 'coffee-pot' is used instead of the word which the questionnaire is trying to guess (and which the 'knower' might have written down on a piece of paper).

d. Guess the word

This game is suitable played by the students in the whole class or in the groups. Guess the word can be used for abstract nouns. It

²⁹ Bruce Marsland. *Lessons from Nothing*. New York: Cambridge University Press. 1998. p.22

involves one player that must give clues related with the word and other students in the groups have to guess it. While the other student in the groups try to guess, the player can answer “yes/no” about the right guess.³⁰

Based on the explanation above, the researcher will choose two kinds of guessing game that are ‘Twenty questions and Guess the word’ in applying Guessing game in this research. The reason is because the researcher look at the level of students’ vocabulary mastery and motivation of the students in learning English vocabulary.

d. The Procedure of Playing Guessing Game

Guessing games can be played in the class by several groups. There are several concepts to play a modified guessing game from expertise. Teachers can choose and adjust depending on the material and situation in the class. According to Rider in Hayati, the steps of guessing word game can be conducted as follows:

- a. The reseacher asks students to make a group consist of 4-5 students. Each group consist of one leader.
- b. The reseacher asks the leader to come to the front of the classroom. The leader selected to take a secret card from a box which contains some word. The leader should read the secret card.
- c. The other members of the class try to guess the word on the slip. They take turns asking first about the category, “is it a word for food? For furniture? For transportation?” the four students who have seen the slip take turns to answer “No, it isn’t” the teacher only gives students 5 minutes to guess the word then if the group can’t guess the word it will be answered by another group.
- d. The groups who guess the word correctly may write the correct answer in the board.

³⁰ Bruce Marsland. *Lessons from Nothing*.... p.22-23

e. the group with a high score will get a reward from the teacher.³¹

Moreover, the steps of twenty questions of guessing game can be conducted as follows:

- a. Devide the students into some groups, each group consist of 4-5 students. There is a chairperson of each group.
- b. Before starting the game, the chairperson of each group should play rock paper scissor first.
- c. The winner will get 4 pictures from the researcher as the key words that should be guess, each picture cut into some parts. For example; if group A as the winner so, the chairperson of group A is in charge by showing the pieces of pictures one by one in front of the class while group B should guess who, what, where it might be.
- d. Group B has to guess it by asking yes/no questions by turns such as “Is it a place? Is it for sleep? Is it for playing football? Is it public place?”
- e. The chairperson of group A can answer the question in complete answer like “No,it is not” or just in short answer like “Yes/No”.
- f. If group B can guess pieces of pictures using less than 20 questions so, group B will get point. Award a point to the learners if they discover what it is in less than twenty questions
- g. The teacher should arrange how many points that group B will get if they can answer it in just five, ten or fifteen questions.
- h. After the group can guess all of the pictures, they should write it down as the keywords.
- i. Each groups are work in turns.³²

³¹ Sri Nur Hayati. “The Effect of Guessing Words Game and Students’ Learning Style on Students’ Learning Style on Students’ Vocabulary Mastery at Seventh Grade Students at SMP Islam Kedung Jepara in Academic Year 2019/2020” *Thesis*. Islamic University of Nahdlatul Ulama.2020. p.19-20

³² Puspitasari, Zully Zulaikho. 2018. “ The Efeect of Using Interactive Guessing Game Technique on Fluency Students’ Speaking Skill. *Thesis*. University of Muhammadiyah Gresik. p.28-29

e. The Advantages and Disadvantages of Using Guessing Games

The advantages of using guessing game technique in vocabulary mastery, they are as follows:

1. The games promote physical growth and development.
2. The games promote the socialization process.
3. The games are fun for the students like to play them.
4. The games make students enjoyable in learning.
5. The games develop emotional understanding between one student to another.
6. The games provide language practice in various skills, such as; speaking, writing, reading and listening.

Whereas, the disadvantages of guessing games are need a lot of time in organization, difficulties to allocate the time, need many times to guess the words.³³

B. Previous Studies

Based on the several relevant studies related to this research, the following are the comparison of the result of previous studies.

First, Journal entitled "*The Effect of Media Guessing Game Towards University Students' Writing Ability on Descriptive Text Local Tourism Content*" by Irma Khoirot Daulay and Nurmahyuni Asrul in 2021. The research aimed to determine the effect of media guessing games on students' writing ability on the descriptive text about local tourism. The finding of the research explained that guessing game media of local tourism content successfully effect students' ability in writing descriptive text, especially on local tourism content. The similarity of their research and this research is using guessing game. The differentiation of their research and this research is the dependent variable of their research is writing ability while this research is students' vocabulary mastery.

³³ Ayu Wahyuni. "Teaching Vocabulary by Using Guessing Games". 2020. Vol.5 Nu.1 p.35

Second, Thesis entitled “*The Effect of Using Interactive Guessing Game technique on Fluency Student’s Speaking Skill*” by Zully Zulaikho Puspitasari in 2018. The research aimed to investigate the significant effect of using interactive guessing game technique on student’s speaking skill. The research finding showed that there was a significant difference between experimental group who were taught by using interactive guessing game technique and control group who were taught by two stay two stray. The similarity of her research and this research is using guessing game. The differentiation of this research and her research is the dependent variable of her research is students’ speaking skill while this research is students’ vocabulary mastery.

Third, Journal entitled “*The Use of Guessing Game to Enhance Students’ Vocabulary Mastery at Seventh Grades of SMN 3 Cimahi*” by Anisa Razmi, Risma Purnamasari and Iman Santoso in 2019. The research aimed to find out the effectiveness students’ vocabulary mastery through guessing game in seventh grade. The result of the research showed that the student’s vocabulary mastery with guessing game improves either individually or classically. The similarity of her research and this research is using guessing game. The differentiation of this research and their research is approach of their research used CAR which qualitative as the approach, while this research is quantitative, quasi experimental approach.

Fourth, Thesis entitled “*The Use of Guessing Game in Improving Students’ Vocabulary: A Study at SD Inpres Perumnas Antang II/I Makassar*” by Sri Wahyuni in 2018. This research aims to identify the effects of using guessing game in improving students’ vocabulary and to disclose the students’ perceptions about the use of this technique in improving their vocabulary. The result of this research shows that there were a significant difference between the students’ pre-test and post-test scores. The students’ perceptions in learning vocabulary by using guessing game are mostly positive. The similarity of her research and this research is using guessing game. The differentiation of this research and her

research are the object and the method. The object of her research is fifth grade of elementary school while this research is eighth grade. The method of her research are qualitative and quantitative while this research is quantitative.

Fifth, Journal entitled *“The Merit of Guessing Game in Improving Students’ Vocabulary Mastery”* by Lea Octavia Dewi, Halimah and Nia Kurniawati in 2021. This study aims to find out the effectiveness of Guessing Game implementation on teaching vocabulary. The result showed that an improvement in their English ability especially their English vocabulary mastery. The similarity of their research and this research is using guessing game. The differentiation of this research and their research are the object and the design. The object of her research is second grade of SMK while this research is eighth grade of MTs. The design of their research is pre-experimental while this research is quasi experimental.

C. Conceptual Framework

In teaching and learning English, we need not only the suitable material for the students but also appropriate technique in giving material to make the students interest in learning English in the classroom.

One of the most essential component of language is vocabulary. It indicated that, in general the development of ability in language and the process of learning new language both place a high value on their vocabulary. A person should be able to master vocabulary for having good skill also understanding the meaning of vocabulary.³⁴ Vocabulary mastery may be the outcome of the learning process.

There are many techniques in teaching vocabulary, one of technique is using games. Games are considered as the effective way in teaching vocabulary. Games will make the learners fun in studying because they will enjoy to learn. Games will help the students to improve

³⁴ Welliam Hamer and Nur Azmi Rohimajaya. “Using Flash Card as Instructional Media...p.169

their motivation in learning English, so they will be more serious learn.³⁵ One of the game that can be used as a technique in developing students' vocabulary mastery is guessing game.

Guessing game is a game in which the object is to guess some kind of information, such as a word, a title, picture, part of body and an object. The basic rule of guessing game is eminently simple, one person knows something that another one wants to find out. There are many varieties of the game, one of them known as guessing game in which players compete either individually or in groups. The knower holds the information and the other or guesser should guess who, what, where it might be. The thing that should guess can be in form of single word, phrase or sentence.

D. Hypothesis

The researcher formulate the hypothesis as follows:

- H_0 : Null hypothesis, there is no signifiant influence of guessing game toward students' vocabulary mastery at VIIIth grade of MTs Ma'arif NU 1 Karanglewas
- H_a : Alternative hyphothesis, there is a signifiant influence of guessing game toward students' vocabulary mastery at VIIIth grade of MTs Ma'arif NU 1 Karanglewas

³⁵ Antonius Maria K.Naro & Ahmad Nasikin. "The Analysis of Using Guessing Game in Teaching Vocabulary at Seventh Grade Students of Mts Taqwa Beru"Jurnal Green Vol.3 Nu.1. 2019. p.10

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the process used to find the answer to the research question stated in chapter one. That are contains type of the research, time and location of the research, population and sample of the research, techniques of data collection and techniques of data analysis.

A. Type of the Research

In this research used experimental quantitative research. Sugiyono stated that experimental research is a method that used to look for the influence of the certain treatment on others in condition that be control.³⁶ The design that used in this research was quasi experimental design that involve manipulation of independent variable, but different in the subject is not random assignment to give treatment the group.³⁷

In this research there are two classes of eighth grade that have been chosen based on the procedure of experimental research design. The classes as as a control class and an experimental class. The experiment class given the treatment using guessing game while control class not given the treatment. Design of the research can be presented as follows:

Table 3.1 Reseach Design

| Class | Pre-test | Treatment | Post-test |
|--------------|----------------|-----------|----------------|
| Experimental | O ₁ | X | O ₂ |
| Control | O ₁ | - | O ₂ |

Description:

O₁ : Pre-test for experiment class and control class

O₂ : Post-test for experiment class and control class

X : Treatment in the experiment class

³⁶ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif; dan R & D)*. Bandung:Alfabetha. 2013. p.107

³⁷ Donald Ary, et.al. *Introduction to Research in Education, 8th Ed.* Canada: Cengage Learning. 2010. p.316

B. Time and Location of the Research

This research was conducted at MTs Ma'arif NU 1 Karanglewas. It is located in Desa Babakan Street dusun 1, Karanglewas, Banyumas, Central Java. The research was held on November, 07th to November, 24th 2022 at eighth grade students in the first semester of the academic year 2022/2023.

C. Population and Sample of the Research

1. Population

The population is a set of all individuals, families, groups or organization and activities to participate in the research. A population characteristic is called an object of the research.³⁸ The population of this research are eighth grade students of MTs Ma'arif NU 1 Karanglewas in the academic year 2022/2023. There were 3 classes of eighth grade, they are VIII-A until VIII-C.

Table 3.2 Number of Population

| Nu. | Grade | Number of Population |
|------------------|----------|----------------------|
| 1. | Eighth A | 33 |
| 2. | Eighth B | 34 |
| 3. | Eighth C | 35 |
| Total Population | | 102 |

2. Sample

The sample is “a smaller set of cases a researcher select from larger pool and generalizes to the population”.³⁹ In this research, the sample was taken through purposive sampling. Purposive sampling is a sampling technique with certain considerations.⁴⁰ A consideration used in this research was the need for two homogeneous classes whose abilities can represent population

³⁸ A. Neolaka, *Metode Penelitian dan Statistik*. Bandung: PT Remaja Rosdakarya. 2014. p.41

³⁹ A. Neolaka, *Metode Penelitian dan Statistik*.....p.41

⁴⁰ Sugiyono, *Metode Penelitian Pendidikan*...p.85

characteristics and are adapted to the researcher's intended goals. The research subjects in this study are 33 students from grade eighth A as the experimental class and 34 students from grade eight B as the control class. The sample was chosen based on the assumption that the two class have similar ability it seen from the results of the mid-test and also suggestion from the teacher.

D. Variables of the Research

Variable of research is everything that will be the object of reseach observation or declared research variables as factors that play a role in the events or symptoms to be studied.⁴¹ There are two variables in this research, those are independent variable and dependent variable.

1) Independent variable (X)

Independent variable is a variable that affects or that is the cause of its change or the emergence of dependent variables.⁴² In this research, independent variable is guessing game technique

2) Dependent variable (Y)

Dependent variable is variable that is influenced or which is a result of an independent variable.⁴³ In this research, dependent variable is vocabulary mastery of grade eight in MTs NU 1 Karanglewas.

E. Techniques of Data Collection

In this research to collecting the data, the researcher used from:

1. Test

instrument in accordance with the purpose of the measurement. In this research used two test to analyze the influence of treatment in experimental research including:

a. Pre-test

Pre-test data was obtained using a test before the researcher give the treatment. Pre-test give to the students in the experiment and

⁴¹ Almasdi Syahza, *Medotologi Penelitian*. Pekanbaru:Ur Press. 2021. p.65

⁴² Sugiyono, *Metode Penelitian Pendidikan*...p.39

⁴³ Sugiyono, *Metode Penelitian Pendidikan*...p.39

control class to know their level of vocabulary mastery. The pre-test is in the form of multiple choice test that consist of 20 questions and the time allocation is 40 minutes. The experimental class (VIII-A) the pre-test conducted on Wednesday, November 9th 2022 from 10.10 until 10.50 a.m. Then, the control class (VIII-B) the pre-test conducted on Thursday, November 10th 2022 from 08.35 a.m until 09.15 a.m.

b. Post-test

Post-test is a test conducted to determine whether or not students have mastered all of the subjects indentified as necessary.⁴⁴ Post-test data is get by test that done after the researcher give the treatment. The treatment will give only for the experiment class. The time allocation was 40 minutes. The post-test for experimental class (VIII-A) was held on Wednesday, November 23th 2022 from 10.50 a.m until 11.30 a.m. While, for the control class (VIII-B) was held on Thursday, November 24th 2022 from 09.15 a.m until 09.55 a.m.

2. Documentation

Document is a record or note of past events. Documents can be in the form of writing, picture, or monumental of someone's work.⁴⁵ The documentation that used in this research are lesson plans, photos of students activity during the learning process and the lists of students students scores from the two classes that were used as research samples.

3. Instrument Testing

This research used a pilot test, pre-test and post-test to test the instrument. The test was in the form of multiple choice that consisted of 20 questions. The instrument test was adapted from to the students' handbook material, previous studies and the internet that modified to suit the needs of the research. The questions of pre-test and post-test are made differently but are still in the same competency standard.

⁴⁴ Anas Sudijono, *Pengantar Evaluasi Pendidikan*, Jakarta: Raja Grafindo Persada, 2001.p.70

⁴⁵ Sugiyono, *Metode Penelitian Pendidikan...*p.240

The research instrument grid is adapted to the material taught before the treatment and during the treatment. Since the vocabulary is one of the crucial aspects in learning English the previous material was also included in the instrument and also based on the results of validation from expert judgment. The following is a grid of questions used in this research after being validated by expert judgment and pilot test.

Table 3.3 The Grid of Pre-test Instrument

| Material | Number questions | Total |
|----------------------------------|------------------|-------|
| Giving instruction | 1,2,3,4 | 4 |
| Description about something | 5,6,7,8,9,10 | 6 |
| Ask for permission | 11,12 | 2 |
| Ask and give opinion | 13 | 1 |
| Inviting someone to do something | 14,15 | 2 |
| Ability to do something | 16 | 1 |
| Willingness | 17 | 1 |
| Giving suggestion | 18,19,20 | 3 |

Table 3.4 The Grid of Post-test Instrument

| Material | Number questions | Total |
|----------------------------------|------------------|-------|
| Giving instruction | 1,2,3,4 | 4 |
| Description about something | 5,6,7,8,9,10 | 6 |
| Ask and give opinion | 12,13,19 | 3 |
| Inviting someone to do something | 11 | 1 |
| Ability to do something | 16,17 | 2 |
| Willingness | 14,15 | 2 |
| Giving suggestion | 18,20 | 2 |

a. Validity Test

The validity is an important quality of the test. It is a requirement that a test be able to measure what is intended to be tested. According to Sugiyono “Valid means that the instrument can be used to measure what it is supposed to measure”.⁴⁶ The validity test that used in this research are the expert judgment and pilot test. The instrument is constructed about aspects that measured based on the certain theories, then will consulted with experts.⁴⁷ The test instrument in this research was validated by two of English education lecturers of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto as expert judgment. The instrument of the test also was tested in the class IX-C as a trial class with 30 multiple choice items both pre-test and post-test, before giving to the sample students. The trial class was used, considering that students in that class had already received vocabulary material when compared to grade eighth.

To know whether it is valid or not, the validation test must be compared with r_{table} , it is known that r_{table} for 22 responden with a significance value 0,05 is 0,422. Validity test items in this research using product-moment formula from Pearson:

$$r_{xy} = \frac{N \sum xy - (\sum x) (\sum y)}{\sqrt{(N \sum x^2 - (\sum x)^2) (\sum Y^2 - (\sum Y)^2)}}$$

r_{xy} = correlation coefficient

N = number of subjects

X = the score of the question that is looking for validity

Y = total score

⁴⁶ Sugiyono, *Metode Penelitian Pendidikan*...p.121

⁴⁷ Sugiyono, *Metode Penelitian Pendidikan*...p.125

XY = multiplication of the score of the questions and the total score

$\sum x^2$ = sum of squares of item scores

$\sum Y^2$ = sum of squares of item scores

After knowing r_{count} , the thing to do is compare r_{count} and r_{table} with a significance level of 5%. If $r_{\text{count}} > r_{\text{table}}$, it means the data is valid. Meanwhile, if $r_{\text{count}} < r_{\text{table}}$, it means the data is invalid. The results of the validity tests that have been carried out using IBM SPSS V 25 software for windows.

Table 3.5 Result of Pre-test Validity

| Number of items | Value of r_{count} | Value of r_{table} (n=22, $\alpha=0,422$) | Description |
|-----------------|-----------------------------|---|-------------|
| 1 | 0,778 | 0,422 | Valid |
| 2 | 0,546 | 0,422 | Valid |
| 3 | 0,530 | 0,422 | Valid |
| 4 | 0,588 | 0,422 | Valid |
| 5 | 0,810 | 0,422 | Valid |
| 6 | 0,621 | 0,422 | Valid |
| 7 | 0,612 | 0,422 | Valid |
| 8 | 0,821 | 0,422 | Valid |
| 9 | 0,821 | 0,422 | Valid |
| 10 | 0,661 | 0,422 | Valid |
| 11 | 0,520 | 0,422 | Valid |
| 12 | 0,623 | 0,422 | Valid |
| 13 | 0,677 | 0,422 | Valid |
| 14 | 0,578 | 0,422 | Valid |
| 15 | 0,703 | 0,422 | Valid |
| 16 | 0,747 | 0,422 | Valid |
| 17 | 0,506 | 0,422 | Valid |
| 18 | 0,491 | 0,422 | Valid |
| 19 | 0,670 | 0,422 | Valid |

| | | | |
|----|-------|-------|-------|
| 20 | 0,746 | 0,422 | Valid |
|----|-------|-------|-------|

Based on the calculation of the validity, it can be seen from the 30 items of multiple choice of pre-test on vocabulary material 10 questions do not fill the validity criteria or invalid. Invalid items can be erased, so that the number of valid items that consist 20 items multiple choice can be used as pre-test for the sample class, experiment and control class

Table 3.6 Result of Post-test Validity

| Number of Items | Value of r_{count} | Value of r_{table} (n=22, $\alpha=0,422$) | Description |
|-----------------|----------------------|--|-------------|
| 1 | 0,517 | 0,422 | Valid |
| 2 | 0,541 | 0,422 | Valid |
| 3 | 0,563 | 0,422 | Valid |
| 4 | 0,578 | 0,422 | Valid |
| 5 | 0,450 | 0,422 | Valid |
| 6 | 0,619 | 0,422 | Valid |
| 7 | 0,726 | 0,422 | Valid |
| 8 | 0,460 | 0,422 | Valid |
| 9 | 0,455 | 0,422 | Valid |
| 10 | 0,634 | 0,422 | Valid |
| 11 | 0,495 | 0,422 | Valid |
| 12 | 0,580 | 0,422 | Valid |
| 13 | 0,484 | 0,422 | Valid |
| 14 | 0,557 | 0,422 | Valid |
| 15 | 0,540 | 0,422 | Valid |
| 16 | 0,552 | 0,422 | Valid |
| 17 | 0,882 | 0,422 | Valid |
| 18 | 0,680 | 0,422 | Valid |
| 19 | 0,472 | 0,422 | Valid |
| 20 | 0,466 | 0,422 | Valid |

Meanwhile, result of post-test validity from the 30 items of multiple choice of post-test on vocabulary material 10 questions do not fill the validity criteria or invalid. Invalid items can be erased so that the number of valid items that consist 20 items multiple choice can be used as post-test for the sample class, experiment and control class

b. Reability

The degree of consistency with which a measurement measures whatever it is measuring is referred to as its reability.⁴⁸ Besides having high validity, a good test should have high reability too. In this research will use the Cronbach Alpha to counting the reability. The researcher will use the program of SPSS V 25 for windows to determine whether the test is accurate or not. The reability tests compute using the formula of *alpha*:

$$r_{11} = 1 - \frac{V_s}{V_r}$$

r_{11} : insrument reability

V_r : variant of respondent

V_s : leftover variant

The value of r_{11} obtained was consulted with r_{table} with a level significant 5%. If the value of $r_{11} > r_{table}$, then the instrument is reliable.

Table 3.7 Indicator of Reliability Test

| r value | Categories |
|-------------------------|------------|
| $0,0 < r_{xy} \leq 0,2$ | Very low |
| $0,2 < r_{xy} \leq 0,4$ | Low |
| $0,4 < r_{xy} \leq 0,6$ | Moderate |
| $0,6 < r_{xy} \leq 0,8$ | High |
| $0,8 < r_{xy} \leq 1,0$ | Very high |

(Arikunto, 2006:161)

⁴⁸ Donald Ary, et.al. 2010. *Introduction to Research*...p.236

For the multiple choice of vocabulary material instrument, r_{table} were obtained from 22 respondents with a significance level of 0,05 is 0,442. The results of the reliability tests that have been carried out using formula of *alpha* with the help of IBM SPSS V 25 software for windows, as follows:

Table 3.8 Result of Pre-test Reliability

| Reliability Statistics | | |
|------------------------|--|------------|
| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
| 0,870 | 0,859 | 30 |

Table 3.9 Result of Post-test Reliability

| Reliability Statistics | | |
|------------------------|--|------------|
| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
| 0,862 | 0,861 | 30 |

Based on the table above, it can be concluded that the instrument of vocabulary multiple choice in this research both pre-test and post-test are reliable, because $r_{hitung} > r_{table}$. It means that the instrument was reliable and also showed into very high categories because $0,8 < 0,870 \leq 1,0$ and $0,8 < 0,862 \leq 1,0$.

F. Techniques of Data Analysis

Data pre-test and post-test used to analyze the influence of guessing game toward students' vocabulary mastery. This research also used IBM SPSS V 25 for windows to help the data analysis technique.

The data analysis techniques that used in this research are:

1. Descriptive Analysis

According to Sholikhah, descriptive statistics are statistics that collect, arrange, and process data so that it can be presented and create a

clear picture of the condition or event from which the data was collected.⁴⁹ In other words, the goal of descriptive statistics is to present data in such a way that specific interpretations or conclusions can be drawn from it.

a. Central Tendency

Central tendency is a number that illustrates the frequency of the concentration of number labels (numbers) in a data distribution. By looking for a certain index (number) that symbolizes the data held, this concentration measure will aid in the summarization and description of the data. Despite the fact that it does not reveal individual data subjects, the central tendency can provide a thorough overview of the data.⁵⁰

1) Mean

The arithmetic average is also commonly referred to as the average or mean, which is symbolized for population data and for sample data. The mean is the most common value to describe data set. Mean is very helpful in predicting other values present in the data.

2) Median

The median is known as the average location. The median value can be an alternative to find an estimate of the mean value. Or it can act the opposite of the mean when there are outliers in the sequence that cause deviations from the mean.

3) Mode

The mode is the value of the data that has the highest frequency or is the value that appears frequently in the data group.

⁴⁹ Lilih Deva Martias. 2021. "Statistika Deskriptif Sebagai Kumpulan Informasi" Jurnal Ilmu Perpustakaan dan Informasi. Vol. 16, Nu.1, p.44.

⁵⁰ Lilih Deva Martias. 2021. "Statistika Deskriptif... p.48

2. Normality Test

The normality test was used to see whether the distribution of the instrument's response was normal or not.⁵¹ When data is normally distributed, the probability of bias is reduced. In this research, the normality of the data was tested by using *Shapiro-wilk* in the IBM SPSS V 25 for Windows to measure the normality of both pre-test and post-test. When the value of *Asymp. Sig.* a variable is larger than the significant level of 5% ($> 0,05$) the variable is normally distributed. When the significant is less than level of 5% ($0,05$) the variable is not normally distributed.

3. Homogeneity Test

The homogeneity test aims to determine whether a variance from two or more data groups is homogeneous or heterogeneous. Homogeneous data is one of the requirements (not an absolute requirement) in the independent sample t-test. In this study, the homogeneity test was used to determine whether the variance of the post-test data of the experimental class and the post-test data of the control class was homogeneous or not.

4. Hypothesis Testing

Paired sample t-test is used to determine whether there is a difference in the average of two paired samples. The paired sample t-test in this research is used to answer whether guessing game has an influence toward students' vocabulary mastery. To answer this problem, the paired sample t-test is carried out on the experimental class pre-test data with post-test data for the experimental class and the control class. To test the hypothesis that there is a significant level between the post-test of the experimental class (learning using guessing game) compared to the post test of the control class (not using guessing game), it is calculated using a different test (independent t-test) through the SPSS V 25 for Windows program to test the hypothesis.

⁵¹ Sugiyono, *Metode Penelitian Pendidikan...*p.241

The criteria of hypothesis test are follows:

Sig. If $Sig > 0,05$ then H_0 is accepted and H_a is rejected

Sig. If $Sig < 0,05$ then H_0 is rejected and H_a is accepted



CHAPTER IV
THE INFLUENCE OF GUESSING GAME TOWARD STUDENTS’
VOCABULARY MASTERY

A. Descriptive Statistic of Pre-test and Post-test

1. Data Description

This research is a quasi experimental research conducted at MTs Ma’arif NU 1 Karanglewas. The aim of this research was to find out whether there is any significant influence by using guessing game toward students’ vocabulary mastery. The population of this research were eight grade students. The technique sampling used purposive sampling technique. The subject of the research were 33 students from VIII-A as the experimental class and 34 students from VIII-B as control class. To find out the influence of guessing game , the results must be identified from pre-test and post-test score. The differences between the sample is in the experimental class give treatment by using guessing game and the control class not give the treatment using guessing game.

The data collection techniques were conducted by giving two test that are pre-test and post-test. In the first stage, the pre-test are given to the experimental class and control class. Then, in the next stage the researcher given the treatment to the experimental class. The treatment was carried out based on the procedure of guessing game but also adjusts to the material and conditions in the class. The treatment was execute in four times with the materials interpersonal interaction texts that involve giving instruction, inviting someone to do something and ask for permission. The material follows the existing syllabus at the school. The treatment for experimental class was on November 12, 16, 19 and 23, 2022. While the control class did not get the treatment, learning using conventional method without any particular approach, media, technique or strategy only guided by handbook. For control class was on November 12, 17, 19 and 24, 2022. After the researcher gave treatment in the form of guessing game then the post-test are given to the experimental and control class.

The data results of pre-test and post-test was analyzed using IBM SPSS V 25 for windows. Paired sample t-test was used to find out the influence of guessing game toward students' vocabulary mastery, as well as independent sample t-test was used to find out the difference between the experimental class and control class. The students' score of pre-test and post-test in experimental and control class (*See appendix 5*).

2. Pre-test and Post-test data in Control Class

From the result of the research in control class which in the study did not given treatment the guessing game technique, the resulted in the following table with help of *IBM SPSS V25 software for windows*:

Table 4.1 Result of Pre-test and Post-test in Control Class

| No. | Statistics | Control Class | |
|------------------------|------------|---------------|-----------|
| | | Pre-test | Post-test |
| 1. | N | 34 | 34 |
| 2. | Minimum | 15 | 45 |
| 3. | Maximum | 70 | 75 |
| 4. | Mean | 43,09 | 57,94 |
| 5. | Median | 42,50 | 60 |
| 6. | Mode | 45 | 60 |
| Mean Different = 14,85 | | | |

Based on the data from the tabel above, the minimum score in the pre-test which is 15, shows that the students are still in the low category of vocabulary mastery. The maximum score is 70. The mean score is 43,09, median 42,50, and mode 45. Meanwhile the post-test experienced a significant increace, the minimum score was 45, maximum score was 75, mean score 57,94, median 60 that same with mode score which is 60. 34 students as respondents from the control class who were taken as samples based on pre-test and post-test score had a mean different 14,85.

3. Pre-test and Post-test data in Experimental Class

From the result of the research in experimental class study were given treatment the guessing game technique, the resulted in the following table with help of *IBM SPSS V25 software for windows*:

Table 4.2 Result of Pre-test and Post-test in Experimental Class

| No. | Statistics | Experimental Class | |
|------------------------|------------|--------------------|-----------|
| | | Pre-test | Post-test |
| 1. | N | 33 | 33 |
| 2. | Minimum | 15 | 55 |
| 3. | Maximum | 65 | 95 |
| 4. | Mean | 43,48 | 74,70 |
| 5. | Median | 45 | 75 |
| 6. | Mode | 60 | 75 |
| Mean Different = 31,22 | | | |

Based on the data from the tabel above, the minimum score in the pre-test which is 15, shows that the students are still in the low category of vocabulary mastery. The maximum score is 65. The mean score is 43,48, median 45, and mode 60. Meanwhile the post-test experienced a significant increase, the minimum score was 55, maximum score was 95, mean score 74,70, median 75 that same with mode score which is 75. 33 students as respondents from the experimental class who were taken as samples based on pre-test and post-test score had a mean different 31,22.

The difference of mean between the experimental class and the control class based on the table above can be interpreted that the class that received treatment with guessing game as a learning technique had a higher average score than the class did not receive treatment with the guessing game. It can be said that the guessing game affects students' vocabulary mastery.

B. Data Analysis

1. Normality Test

Normality test is used to test whether the independent and dependent data variables have a normal distribution or not. In this research, the normality test was analyzed using IBM SPSS V 25 software for windows.

The hypothesis for the normality test formulated as follow⁵²:

H_0 : the data are normally distributed

H_a : the data are not normally distributed

Normality test criteria are as follow:

H_a is accepted if Sig. $\alpha > 0,05$

H_a is rejected if Sig. $\alpha < 0,05$

The result of normality test was analyzed Shapiro-Wilk test in IBM SPSS V 25 for windows:

Table 4.3 Result of Normality Test

| Tests of Normality | | | |
|----------------------------|--------------|----|------|
| | Shapiro-Wilk | | |
| | Statistic | Df | Sig. |
| Pre-test Experiment Class | .868 | 33 | .061 |
| Post-test Experiment Class | .949 | 33 | .122 |
| Pre-test Control Class | .958 | 34 | .217 |
| Post-test Control Class | .948 | 34 | .107 |

According to the normality test above, it showed that the probability value of t statistic $> 0,05$ level of significant. Then the data meet the assumption of normally. Thus, the independent and dependent variables have a normal distribution and can be used for the next test.

⁵² Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif; dan R & D)*. Bandung:Alfabetha. 2012. p.241

2. Homogeneity Test

The homogeneity test aims to determine whether a variance from two or more data groups is homogeneous or not. This homogeneity test was used to determine whether the variance of the post-test data of the both class was homogeneous or not. The result of homogeneity test are below:

Table 4.4 Result of Homogeneity Test

| Test of Homogeneity of Variance | | | | | |
|---------------------------------|--------------------------------------|------------------|-----|--------|------|
| | | Levene Statistic | df1 | df2 | Sig. |
| Vocabulary mastery | Based on Mean | 2.862 | 1 | 65 | .096 |
| | Based on Median | 2.407 | 1 | 65 | .126 |
| | Based on Median and with adjusted df | 2.407 | 1 | 61.111 | .126 |
| | Based on trimmed mean | 2.894 | 1 | 65 | .094 |

Based on the data of homogeneity test above, it is known that the significance value Sig. based on mean is $0.096 > 0.05$, it can be said that the variance of two groups is the same or homogeneous.

3. Paired Sample T-test of Control Class

Paired sample t-test was conducted to find out the difference in the students' vocabulary mastery using guessing game in experimental class and not using guessing game in control class.

The result of Paired Sample T-test of control class that calculated by IBM SPSS V 25 software for windows can be seen on the following table:

Table 4.5 Result of Paired Sample Statistics in Control Class

| Paired Samples Statistics | | | | | |
|---------------------------|--------------|-------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | Pre-test CC | 43.09 | 34 | 11.283 | 1.935 |
| | Post-test CC | 57.94 | 34 | 8.176 | 1.402 |

The paired sample statistics table describes the descriptive analysis of the processed data. Based on the table above, the mean of pre-test in control class is 43.09 and the mean score of post-test is 57.94. N indicates

the amount of data as many as 34. The standard deviation was used to measure the level of risk, in the pre-test of control class is 11.283 and in the post-test of control class is 8.176. Standard error mean was used to determine how well the average data from the sample data for each variable can estimate the population means. In the pre-test of control class the standard error mean is 1.935, while in the post-test of control class is 1.402. The standard error mean can be ignored because the data as normally distributed. Based on the mean of pre-test and post-test in control class, it can be assumed that the post-test on the data is higher than the pre-test.

Table 4.6 Result of Paired Sample T-test in Control Class

| | | Paired Samples Test | | | | | | | |
|--------|-------------------------------------|---------------------|-------------------|-----------------------|---|---------|--------|----|--------------------|
| | | Paired Differences | | | | | T | df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Pre-test CC – Post-test CC | -14.853 | 11.513 | 1.974 | -18.870 | -10.836 | -7.522 | 33 | .000 |

From the table above, the mean paired differences is -14.853. This value shows the difference between the average results of the pre-test and post-test in control class. It can be written ($43.09 - 57.94 = -14.853$) and the difference is between -18.870 to -10.836 (95% Confidence interval of the Difference lower and upper). Based on the output table above, it is known that t_{count} is negative, which is -7.522, this negative t_{count} is caused because the mean value of post-test results is higher than the mean of pre-test results. In a case like this, a negative t_{count} can be positive. So the value of t_{count} was 7.522. Next, found of the t_{table} which searches the t_{table} based on the df value and the significance value (α). The value of df 33 and

significance value is 0.05, to find the t_{table} in the distribution of the t statistical table. Then look up the t_{table} value based on df 33 and value of α 0.05 so the t_{table} is 1.692.

4. Paired Sample T-test of Experimental Class

Table 4.7 Result of Paired Sample Statistics in Experimental Class

| Paired Samples Statistics | | | | | |
|---------------------------|---------------|-------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | Pre-test Exp | 43.48 | 33 | 17.342 | 3.019 |
| | Post-test Exp | 74.70 | 33 | 10.964 | 1.909 |

The result of Paired Sample Statistics in experimental class table, shows the descriptive value of each variable in the paired sample. the mean of pre-test in experiment class is 43.48 and the mean score of post-test is 74.70. N indicates the amount of data as many as 33. The standard deviation was used to measure the level of risk, in the pre-test of experiment class is 17.342 and in the post-test of experiment class is 10.964. Standard error mean was used to determine how well the average data from the sample data for each variable can estimate the population means. In the pre-test of experiment class the standard error mean is 3.019, while in the post-test of experiment class is 1.909. The standard error mean can be ignored because the data as normally distributed. Based on the mean of pre-test and post-test in experiment class, it can be assumed that the post-test on the data is higher than the pre-test.

Table 4.8 Result of Paired Sample T-test in Experimental Class

| Paired Samples Test | | | | | | | | | |
|---------------------|-------------------------------|--------------------|----------------|-----------------|---|---------|---------|----|--------------------|
| | | Paired Differences | | | | | T | Df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Pre-test EC - Post-test EC | -31.212 | 15.862 | 2.761 | -36.837 | -25.588 | -11.304 | 32 | .000 |

From the table above, the mean paired differences is -31.212. This value shows the difference between the average results of the pre-test and post-test in experimental class. It can be written ($43.48 - 74.70 = -31.212$) and the difference is between -36.837 to -25.588 (95% Confidence interval of the Difference lower and upper). Based on the output table above, it is know that t_{count} is negative, which is -11.304, this negative t_{count} is caused because the mean value of post-test results is higher than the mean of pre-test results. In a case like this, a negative t_{count} can be positive. So the value of t_{count} was 11.304. Next, found of the t_{table} which searches the t_{table} based on the df value and the significance value (α). The value of df 32 and significance value is 0.05, to find the t_{table} in the distribution of the t statistical table. Then look up the t_{table} value based on df 32 and value of α 0.05 so the t_{table} is 1.694.

5. Independent Sample T-test of pre-test

Independent sample T-test was used to compare two unpaired samples and find out if there was a significant difference in mean between the two groups.

Table 4.9 Result of Group Statistics of Pre-test

| Group Statistics | | | | | |
|--------------------|--------------------|----|-------|----------------|-----------------|
| | Class | N | Mean | Std. Deviation | Std. Error Mean |
| Vocabulary mastery | Control class | 34 | 43.09 | 11.283 | 1.935 |
| | Experimental Class | 33 | 43.48 | 17.342 | 3.019 |

Based on the group statistics of pre-test table above, it can be seen that the mean of pre-test in control class is 43.09 and the mean in experimental class is 43.48. The mean difference between both groups have a little bit different. It can be assumed that the mastering of vocabulary are relative the same because both classes or groups are homogeneous or have the same level of ability. N indicates the amount of data as many 34 in control class and 33 in experimental class. Standard deviation used to measure level of

the risk, in the pre-test of control class is 11.283 and the pre-test in experimental class is 17.342. Standard error mean was used to determine how well the average data from the sample data of each variable can estimate the population means. Standard error mean in the control class is 1.935 and in the experiment class is 3.019.

Table 4.10 Result of Independent Sample of Pre-test

| Independent Samples Test | | | | | | | | | | |
|--------------------------|-----------------------------|---|-------|------------------------------|--------|-----------------|-----------------|-----------------------|---|-------|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Vocabulary Mastery | Equal variances assumed | 11.618 | .0111 | -.111 | 65 | .912 | -.397 | 3.564 | -7.514 | 6.721 |
| | Equal variances not assumed | | | -.111 | 54.734 | .912 | -.397 | 3.586 | -7.583 | 6.790 |

In output table of Independent Samples T-test of the pre-test, the column "Mean Difference" is equal to -0.397. This value shows the difference between the average pre-test results of the control class and experiment class or $43.09 - 43.48 = -0.397$ and the difference is -7.514 to -7.583 (95% Confidence interval of the Difference lower and upper). T_{count} negative value is not an error. However, this negative t_{count} is due to the average value of the pre-test in results in the control class being lower than the experimental class. From the decision making, an independent sample t-test through a comparison between the t_{count} and t_{table} , then the value of t_{count} can be positive. So the value of t_{count} becomes 0.111.

6. Independent Sample T-test of post-test

Table 4.11 Result of Group Statistics of Post-test

| Group Statistics | | | | | |
|------------------|------------------|----|-------|----------------|-----------------|
| | Class | N | Mean | Std. Deviation | Std. Error Mean |
| Vocabulary | Control Class | 34 | 57.94 | 8.176 | 1.402 |
| Mastery | Experiment Class | 33 | 74.70 | 10.964 | 1.909 |

Based on the group statistics of post-test table above, the mean table showed the average value of each variable. It can be seen from the table above that the mean of post-test in control class is 57.94 and the mean in experimental class is 74.70. Therefore, this means that learning outcomes in learning vocabulary in the experiment class are higher than in the control class. N indicates the amount of data as many 34 in control class and 33 in experimental class. Standard deviation used to measure level of the risk, in the post-test of control class is 8.176 and the post-test in experimental class is 10.964. Standard error mean was used to determine how well the average data from the sample data of each variable can estimate the population means. Standard error mean in the control class is 1.402 and in the experiment class is 1.909. The average score (mean) of post-test, it can be said that the data of post-test is higher dan pre-test.

Table 4.12 Result of Independent Sample of Post-test

| Independent Samples Test | | | | | | | | | | |
|--------------------------|-------------------------|---|------|------------------------------|----|-----------------|-----------------|-----------------------|---|--------|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | T | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Vocabulary | Equal variances assumed | 1.973 | .165 | -7.106 | 65 | .000 | -16.756 | 2.358 | -21.465 | 12.046 |

| | | | | | | | | | | |
|--|--------------------------------|--|--|--------|-----|------|--------|-------|--------|--------|
| | Equal variances not assumed | | | -7.075 | 59. | .000 | - | 2.368 | - | - |
| | | | | | 15 | | 16.756 | | 21.495 | 12.017 |
| | | | | | 3 | | | | | |

In output table of Independent Samples T-test of the post-test, the column “Mean Difference” is equal to -16.756. This value shows the difference between the average post-test results of the control class and experiment class or $57.94 - 74.70 = -16.756$. and the difference is -21.465 to -12.046 (95% Confidence interval of the Difference lower and upper). T_{count} negative value is not an error. However this negative t_{count} is due to the average value of the post-test in results in the control class being lower than the experimental class. From the decision making, an independent sample t-test through a comparison between the t_{count} and t_{table} , then the value of t_{count} can be positive. So the value of t_{count} becomes 7.106.

C. Hypothesis Testing

1. Paired Sample T-test

Hypothesis test using paired t-test was conducted to know the difference in the students’ vocabulary mastery using guessing game in learning vocabulary.

According to Jainuri, comparing the calculated t-value with the value in the t-table, in SPSS can also used the Sig-value, as follows:

If Sig. > 0.05, then H_0 is accepted and H_a is rejected

If Sig. < 0.05, then H_0 is rejected and H_a is accepted.⁵³

a. Paired Sample T-test in Control class

Based on the analysis result from the table 4.6, it can be seen that Sig. (2-tailed) < Alpha. The result of Sig. (2-tailed) is $0.000 < 0.05$, it means that H_a is accepted and H_0 is rejected. There was an increase in the control class in the students’ vocabulary mastery without using guessing game from pre-test and post-test. Meanwhile, the t_{table} value based on df 33 and value of a 0.05 so the t_{table} is 1.692.

⁵³ M. Jainuri. *Pengantar Aplikasi Komputer Edisi Revisi*. Hira Institute. 2019. p.71

because $t_{\text{count}} 7.522 > t_{\text{table}} 1.692$ as a basis for the above decision it can be concluded that H_0 is rejected and H_a is accepted. It can be assumed that there is an average difference between the pre-test and post-test results, which means that there is an influence in teaching vocabulary using conventional strategy.

b. Paired Sample T-test in Experimental class

Based on the analysis result from the table 4.8, it can be seen that the Sig. (2-tailed) < Alpha. The result of Sig. (2-tailed) is $0.000 < 0.05$, it means that H_a is accepted and H_0 is rejected. There was an increase in the experiment class in the students' vocabulary mastery using guessing game from pre-test and post-test. Meanwhile, t_{table} value based on df 32 and value of $\alpha 0.05$ so the t_{table} is 1.694, because $t_{\text{count}} 11.304 > t_{\text{table}} 1.694$ as a basis for the above decision it can be concluded that H_0 is rejected and H_a is accepted. It can be assumed that there is an average difference between the pre-test and post-test results, which means that there is an influence in teaching vocabulary using guessing game.

2. Independent Sample T-test

The basis of decision Independent Sample T-test is divided by two:

1. If the value of Sig. (2-tailed) < Research Alpha (0.05), then H_0 is rejected and H_a is accepted. Indicating there is an difference in average between the control class and experimental class.
2. If the value of Sig. (2-tailed) > Research Alpha (0.05), then H_0 is accepted and H_a is rejected. Indicating there is no difference in average between the control class and experimental class.

The decision making based on the comparison of the t_{count} value with the t_{table} and independent sample t-test can be guided by following basis:

1. If value $t_{\text{count}} < t_{\text{table}}$, then H_0 is accepted and H_a is rejected. Indicating there is no difference in average between the experiment and control class.

2. If value $t_{\text{count}} > t_{\text{table}}$, then H_0 is rejected and H_a is accepted. Indicating there is a difference in average between the experiment and control class.⁵⁴

a. Independent Sample T-test of Pre-test

The value of Sig. (2-tailed) is $0.912 > 0.05$, as the basis for decision making in the independent t-test, it can be concluded that H_0 is accepted and H_a is rejected. Thus, it can be said that there was no difference between the average result of pre-test in control class and experimental class. Meanwhile t_{count} was obtained. If the value of t was negative, it was not an error. The negative symbols can be ignored, t_{count} was obtained 0.111. t_{table} was obtained from value $df= 65$ with an alpha 0.05. Thus, the value t_{count} was $0.111 < t_{\text{table}} 1.669$. Based on the t_{count} value with t_{table} , it can be concluded that H_0 is accepted and H_a is rejected, which means that there was no difference in average scores of the pre-test in the control and experimental class. There is no significant influence of before treatment using guessing game toward students' vocabulary mastery.

b. Independent Sample T-test of Post-test

The value of Sig. (2-tailed) is $0.000 < 0.05$, as the basis for decision making in the independent t-test, it can be concluded that H_0 is rejected and H_a is accepted. Thus, it can be said that there were significant differences between the average result of post-test in control class and experimental class. In output table of Independent Samples T-test of the post-test, t_{count} was obtained. If the value of t was negative, it was not an error. The negative symbols can be ignored, t_{count} was obtained 7.106. t_{table} was obtained from value $df= 65$ with an alpha 0.05. So that, the value t_{count} was $7.106 > t_{\text{table}} 1.669$. Based on the t_{count} value with t_{table} , it can be concluded that H_0 is rejected and H_a is accepted which means that there is a difference in average scores of the post-test in the

⁵⁴ M. Jainuri. *Pengantar Aplikasi*p.71

control and experimental class. There was a significant influence of using guessing game toward students' vocabulary mastery.

D. The Influence of Guessing Game Toward Students' Vocabulary Mastery

From the data analysis, the objective of this research is to find out whether there is any significant influence of guessing game toward students' vocabulary mastery at eighth grade students in MTs Ma'aarif NU 1 Karanglewas. The used of Paired Sample T-test is to know there is significant difference result in students' learning outcomes after learning vocabulary materials, before and after receiving treatment using guessing game in learning activity. The descriptive analysis of the processed data was described with the paired sample statistic. The average score was shown in the mean table, which in the control class the pre-test is 43.09 and the post-test is 57.94. N indicates the amount of data obtained in the control class as many as 34 respondents.

In the paired sample statistics table, the average (mean) pre-test of the experimental class was 43.48 and the post-test was 74.70 with 33 data. The standard deviation of the pre-test was 17.342 and the post-test was 10.964. According on the explanation of the two statistical tables of paired sample t-test both in control class and experiment class, both two groups have almost the same pre-test value of the mean scores which are 43.09 and 43.48. Hence, the mean of pre-test and post-test can be assumed that there was a difference. It can be seen that the increase in control class was 14.85. Meanwhile the increase in experiment class was 31.22. In other words, there was an increase in the mean scores both classes and the mean difference is 16.37, which is the mean of the experiment class is higher than control class. In conclusion, the use of guessing game in teaching vocabulary is more effective to increase students' English vocabulary. It is line with the statement by Almeida that using guessing games can be considered as a helpful way or one of an innovative method to be

used in English language teaching in class in order to improve students' English vocabulary.⁵⁵

The result of the descriptive analysis was confirmed by hypothesis testing with Paired Sample T-test. In experiment class and control class were obtained sig. (2-tailed) of $0.000 < 0.05$, it can be concluded that H_a is accepted and H_0 is rejected. Therefore, there was a significant difference between average score before the treatment and the average score after the treatment in the experiment class and control class which not given the treatment.

The comparison between t_{count} and t_{table} in control and experiment class found a significant difference between the pre-test and post-test. It can be seen that the significant difference or influence was seen in the experiment class that was higher than the control class. It can be said that the class which have received treatment of guessing game as strategy in learning vocabulary had an influence than the class that did not receive any treatment, even there is increase but not very significant.

In the output of Independent Sample T-test in pre-test that has obtained the value of sig. Levene's Test for Equality of variances was $0.111 > 0.05$, it showed that the two variances were homogenous. Thus, analysis in the pre-test was guided by the value in the "Equal Variances Assumed" table. Based on the value of Sig. (2-tailed) is $0.912 > 0.05$, as the basis for decision making in the independent t-test, it means that H_a is rejected. Thus, it can be said that there was no difference between the average result of pre-test in control class and experimental class. The result of analysis data could be more convincing using comparison of t_{count} and t_{table} . T_{count} was 0.111. t_{table} was obtained from value $df=65$ with an alpha 0.05. Thus, the value t_{count} was $0.111 < t_{table} 1.669$. It can be concluded that H_a is rejected, which means that there was no difference in average scores of the pre-test in the control and experimental class.

⁵⁵ De Almeida, et.al. 2021. "Using Guessing Games as a Strategy to Improve English Vocabulary to the Students of Escola De Hospitalidade E Turismo Becora". *ISCE: Journal of Innovative Studies on Character and Education*, 5(2), p.194.

Meanwhile the output of Independent Sample T-test in post-test that has obtained the value of sig. Levene's Test for Equality of variances was $0.165 > 0.05$ it showed that the data variant between control and experiment class were homogenous. Thus, analysis in the pre-test was guided by the value in the "Equal Variances Assumed" table. Based on the value of Sig. (2-tailed) is $0.000 > 0.05$, as the basis for decision making in the independent t-test, it means that H_a is accepted. It can be inferred that there was a difference between the average result of post-test in control class and experimental class. The result of analysis data was supported by comparison between t_{count} and t_{table} . In the Independent Sample T-test of post-test t_{count} was obtained 7.106. t_{table} was obtained from value $df= 65$ with an alpha 0.05. So that, the value t_{count} was $7.106 > t_{table} 1.669$. It can be concluded that H_a is accepted, which means that there is a difference in average scores of the post-test in the control and experimental class.

The explanation of results data analysis in the Independent Sample T-test table in the pre-test and post-test above can be inferred that the average difference was found in the post-test results in the control and experiment class. It showed the experiment class was higher than the control class due to the treatment of guessing game as a learning technique in the experiment class, whereas there was no treatment in the control class.

The result of the research of students' vocabulary mastery through the guessing game as a technique indicated improvements in students' vocabulary mastery. It was showed the significant post-test score in the experiment class, which was the class that is given guessing game treatment. It is related with the theory that was proposed by Mulyani in their study which stated that guessing game is a good technique in teaching vocabulary in the class to make the students fun in studying and make them be easy to improve their English vocabulary⁵⁶.

In this research, it was also found that the implementation of guessing game as a technique in learning vocabulary made the students' motivated in

⁵⁶ Sri Yuliani. "Teaching English Vocabulary.....p.126

memorizing new vocabulary. It can be seen that in following and participating during the lessons they more become more active. It supported a significant difference in students' vocabulary score in the post-test. The guessing game used in this research contained learning material and filled with quiz that stimulated interaction between students and researcher. It is in line with the theory stated by Huyen and Thu Nga, games usually build friendly competition and make students interested and participate in learning activities actively.⁵⁷

There were four meetings for doing the treatment of this research. Before treatment given the researcher preparing the lesson plan, material teaching and the media that will used such as paper and pictures. Paper for list of words and pictures related to the material. The steps of this treatment, the researcher explains about the guessing game and how to do this game. Then, give the example how to play it to make the students more understand. After that, divided the students into groups that consist of 4-6 students in a group. Each groups have to decided one of them to be a the leader of the group. Then, each group leader comes forward to which group will play first. Each group leader will receive a list of words given by the researcher. Each groups is given 5 minutes to guess every word on the list. Group members can ask yes no questions to the leader and the leader can only answer yes or no. The group that answers correctly and fastest will get score. In addition, pictures are also provided so that the students can more easily to grasp the intended vocabulary and to make more interesting.



Figure 1. Treatment of Guessing Game

⁵⁷ Huyen and Thu Nga. "Learning Vocabulary through Games". Asian EFL Journal. 2003

Based on the figure 1. above, one of the group come forward to play the game which is guessing game. The researcher give some of pictures that the group must to guess. The researcher give time approximately five minutes to group for guess the vocabulary based on the picture. One of the students as a knower have to answer yes or no from the clues that given by the guesser. The guesser can ask using yes no question such as “Is it a noun?, is it a thing in the class, is it a place?”. Then the group that answer correctly will get scores.

In the researcher observation during treatment, the students were more active in learning vocabulary and more enthusiastic while they are doing the instructions in the treatment. When the reseacher asks the students to guess the vocabulary that gives in the treatment, some groups tried to be the best for answer it. However, there was also a group that was less active because they could not guess correctly but the researcher allows students to open a dictionary and write down new vocabulary for students to learn. Ice breaking was also carried out to keep students active and ready to participate in learning. In this research also found that the guessing game in learning vocabulary made the students motivated in learning activity, because during the treatment they were excited and active to implemented this game. This also in line with Ningsih, et al. state that inside the classroom, the teacher must be able to master the class and provide motivation for students.⁵⁸ As it explained by Dwinalida and Setiaji in their research that there was the correlation between learners motivation and language learning strategies.⁵⁹

This research supported by Klippel that said guessing game can improve students vocabulary mastery, because guessing game is true communicative situation and practice English with fun.⁶⁰ From the theory it is clear enough

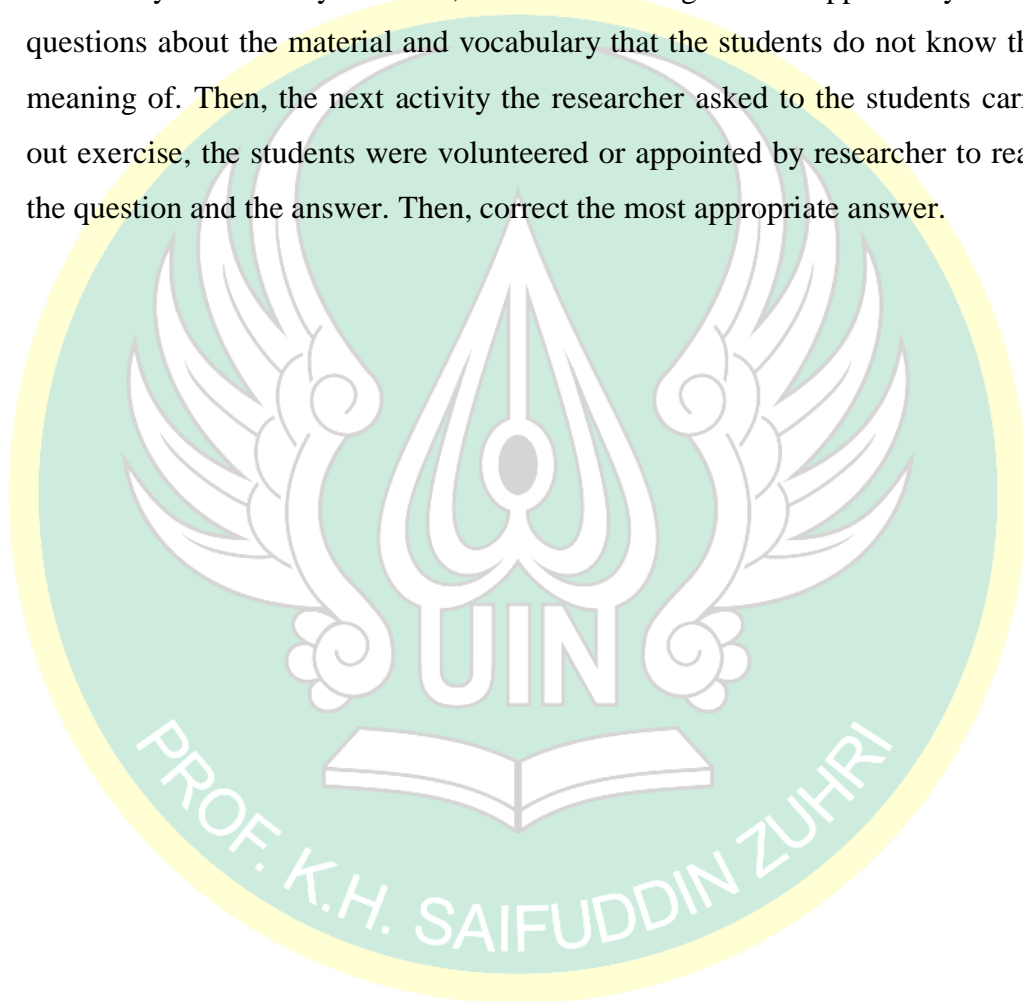
⁵⁸ Ningsih, Tutuk, et.al. “Shaping Students’ Character through Edutainment Strategies”, *Journal of Educational and Social Research*. 2021. Vol.11, Nu.6 p.177

⁵⁹ Dwinalida, K & Setiaji. “The Correlation Between Learners’ Motivation and Language Learning Strategies in EFL Context”, *JEPAL: Journal of English Pedagogy and Applied Linguistics*. 2020. Vol.1, Nu. 1 p.45

⁶⁰ Klippel, F. *Keep Talking: Communicative Fluency Activities for Language Teaching*. Cambridge University Press. 1994. p.31

that guessing game can encourage the students to communicate because it is combination between improving vocabulary mastery and practice.

While in control class, this group did not give the treatment using guessing game. The learning activity using conventional method, that the researcher explained the material in the handbook and the students listened to the teacher explanation. If there is material that is not understood by the students or the vocabulary that is not yet known, the students are given the opportunity to ask questions about the material and vocabulary that the students do not know the meaning of. Then, the next activity the researcher asked to the students carry out exercise, the students were volunteered or appointed by researcher to read the question and the answer. Then, correct the most appropriate answer.



CHAPTER V

CONCLUSION, LIMITATION AND SUGGESTION

A. Conclusion

This research examined the influence of guessing game toward students' vocabulary mastery at VIIIth grade of MTs Ma'arif NU 1 Karanglewas. The data were obtained by comparing the pre-test and post-test mean scores and then calculated using IBM SPSS V 25 for windows. Comparing the control class and experimental class results showed the significant influence of using guessing game in teaching vocabulary. In spite of, the value of both classes increased, the value of experimental class was higher than the control class. The following conclusions can be drawn based on the results described in the previous chapter. There is a significant difference on students' vocabulary mastery who use the guessing game with the students without using guessing game at MTs Ma'arif NU 1 Karanglewas. The results of the T-test data pre-test and post-test control and experimental class. Moreover, the value of the t_{count} was higher than t_{table} ($7.106 > 1.669$) with degree freedom 65 and level of significance 0.05. In other words, the probability (Sig. 2-tailed) was lower than the level of significance ($0.000 < 0.05$). Since $t_{\text{count}} > t_{\text{table}}$ and $p < 0.05$, it can be assumed that the null hypothesis of no difference has been rejected. This result indicated that after the guessing game technique was used to teach vocabulary, the results obtained of post-test scores were significantly different with pre-test score. In other words, teaching vocabulary using guessing game is adequate for the students.

B. Limitation of Study

This research has a limitation, due to limited time. In this research restrictions were made to suit the time allotted. After adjusting the material and vocabulary level mastered by the students, the vocabulary used in this research include nouns, verbs and adjectives. This study also only find out the significant influence on students' vocabulary.

C. Suggestion

Considering the results of the research that has been carried out, some suggestion can be made as follows:

1. For teachers

- a. Teachers could provide simple vocabulary that commonly used and how to pronunciation well.
- b. The teachers could apply guessing game as a learning technique to enhance students' vocabulary mastery.
- c. The teachers should be familiar with this guessing game in learning activity.

2. For School

The use of guessing game could be applied to English subjects and spread to other topics. Guessing game as a technique can build students' interest and the student could get the knowledge easily. Therefore, it could be an alternative technique in teaching learning activities.

3. For other researcher

This research has not covered many aspects. Hence, it would be recommended to other researchers to conduct a discussion using same factors in a similar topic.

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