AN UNDERGRADUATED THESIS

INCREASING VOCABULARY MASTERY
BY USING GUESSING GAME STRATEGY AT THE SECOND GRADE
OF SMA NEGERI 1 ALU

DIAN SHAFIRA

H0118328

CONSULTANT:

1. **Dr. Reski, S.S., M.Hum.**

2. **Andi Mega Januarti Putri, S.S., M.Hum**

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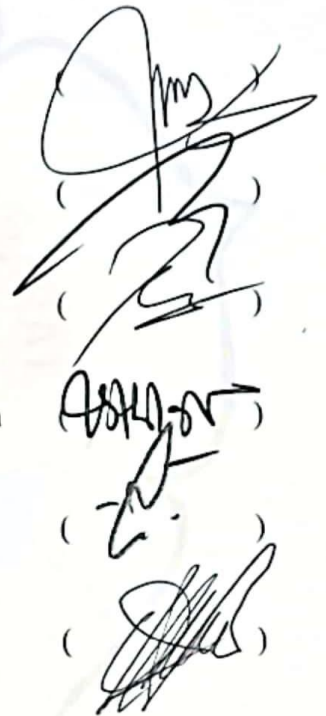**UNIVERSITY OF SULAWESI BARAT**

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APPROVAL SHEET

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DIAN SHAFIRA
H0118328

has successfully defended the thesis in front of the Examiner Team of Faculty of Teacher Training and Education on December 28th 2023

EXAMINATION

Chair of the examiner	: Dr. Umar, S.Pd., M.Pd	(	)
Secretary of Exam Committee	: Amrang, S.Pd., M.Pd	(	)
Supervisor I	: Dr. Reski, S.S., M.Hum	(	)
Supervisor II	: Andi Mega Januarti Putri, S.S., M.Hum	(	)
Examiner I	: Ridwan, S.Pd.I., M.Pd	(	)
Examiner II	: Dwi Adi Nugroho, S.S., M.Hum	(	)

Majene, May 13th 2024

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS SULAWESI BARAT

Dean

Dr. H. Ruslan, M.Pd
NIP. 196312311990031028

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ABSTRAK

DIAN SHAFIRA : Increasing Vocabulary Mastery by Using Guessing Game Strategy at The Second Grade of SMANegeri 1 Alu. **Skripsi. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2023.**

Tesis ini membahas pentingnya penggunaan strategi permainan tebak-tebakan dalam pengajaran penguasaan kosakata dan persepsi siswa dalam menggunakan strategi permainan tebak-tebakan. Penelitian ini dilatarbelakangi oleh pentingnya penggunaan strategi permainan tebak-tebakan dalam suatu proses pembelajaran di kelas. Penelitian ini bertujuan untuk menjawab pertanyaan-pertanyaan berikut; (1) Apakah strategi permainan tebak-tebakan meningkatkan kosakata siswa secara signifikan?, (2) Bagaimana persepsi siswa terhadap strategi permainan tebak-tebakan dalam pembelajaran kosakata? Penelitian ini menggunakan metode kuasi eksperimen kuantitatif. Populasi penelitian ini adalah seluruh siswa kelas II SMA Negeri 1 Alu. Teknik total sampling digunakan dalam penelitian ini dengan jumlah siswa kelas XI IPA. Dalam pengumpulan data, peneliti menggunakan tes dan wawancara sebagai alat penelitian. Pengumpulan data dilakukan dengan cara menyebarkan pre test sebelum menerapkan strategi dan post test diberikan setelah menggunakan strategi dalam pembelajaran, serta mengklasifikasikan data wawancara. Seluruh data dianalisis menggunakan aplikasi evaluasi (content analysis). Hasil analisis menunjukkan terdapat peningkatan yang signifikan penggunaan strategi permainan tebak-tebakan terhadap penguasaan kosakata siswa. Nilai Sig (2-tailed) lebih kecil dari Sig. tingkat (0,000 < 0,05). maka dapat disimpulkan H1 diterima. Kemudian, untuk hasil yang kedua menunjukkan adanya respon positif dari siswa yang ditunjukkan dari hasil angket yang dikumpulkannya. Siswa menyatakan bahwa penggunaan strategi permainan tebak-tebakan membuat mereka mudah dan menarik dalam mempelajari kosakata.

Kata kunci: Kosakata, Strategi Guessing game, Persepsi siswa

ABSRTACT

DIAN SHAFIRA: Increasing Vocabulary Mastery by Using Guessing Game Strategy at The Second Grade of SMANegeri 1 Alu. **Undergraduate thesis. Majene: Faculty of Teacher Training and Education, Universitas Sulawesi Barat, 2023.**

This thesis discusses the significance of the use of the guessing game strategy in teaching vocabulary mastery and students' perceptions of using guessing game strategy. This research is motivated by the importance of using guessing game strategy in a learning process in the classroom. This study aims to answer the following questions; (1) Does guessing game strategy significantly increase the student's vocabulary?, (2) What are students' perception on guessing game strategy in learning vocabulary? This research uses a quasi experimental quantitative method. The population of this study were all second grade students at SMA Negeri 1 Alu. Total sampling technique was used in this study with a total of students from class XI IPA. In collecting data, researchers used tests and interviews as research tools. Data collection was carried out by distributing the pre test before implementing the strategy and the post test was given after using the strategy in learning, as well as classifying the interview data. All data was analyzed using an evaluation application (content analysis). The results of the analysis show that there is significant increase in the use of the guessing game strategy in students' vocabulary mastery. Sig value (2-tailed) is less than Sig. levels ($0.000 < 0.05$). it can be concluded that H1 is accepted. Then, for the second result it shows that there was a positive response from students which was shown from the results of the questionnaire they collected. Students stated that the use of the guessing game strategy made it easy and attractive for them to learn to vocabulary.

Keywords: Vocabulary, Guessing game strategy, Students' perception

CHAPTER I

INTRODUCTION

A. Background

English as one of international languages has an important role in daily life. It is acknowledged not only as a means of communications, but also as a scientific language. The use of English can be easily found. For instance, many books, articles, advertisements, TV programs and job vacancies use English. Accordingly, without mastering English, people are unable communicate with other people and we may be left behind in science, education and also in job vacancy.

In learning English, the students learn four skills, such as listening, reading, speaking, and writing. There are also some language components, such as pronunciation, spelling, vocabulary and grammar. All of those language skills and components must be learned and taught in teaching and learning process to support the language skill development. In mastery English students must learn vocabulary first.

According to Napa (1991), learning English vocabulary takes an important position. It means that when people lack English vocabulary, they could not speak English well, write a sentence well, comprehend a text well, and absolutely could not understand about what the other people say.

P.Bintz (2011) in his journal explained that learning vocabulary is fundamentally about learning definition of words. The learners have to master English vocabularies before mastering English. They will not be able to express their fell clearly if they do not master vocabulary before.

There are many ways to improve the learners vocabulary but teacher must be able to choose good technique to teach them. To make the learners or students feel interested in learning vocabulary and make them easy to improve their vocabulary the teachers have to use good technique in teaching. It means that the techniques here are all those activities that contain of fun games activities. The

kind of activities should be simple, interesting and enjoyable, for example is game. Playing game in teaching vocabulary is very important, because teaching through game can create a fun situation and of course it can increase students' motivation.

Guessing game is a kind of game to play, that include interactions among of group of people. Guessing game is a game in which the object is to guess some kind of information, such us 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. (Yuliani, 2017:124)

Based on the observation that conducted when teaching practice in SMA Negeri 1 Alu, the researcher found out that the main problems in teaching vocabulary were the technique used lack of variation such as the teacher just asked the students to memorize the new vocabulary that has been listed in the blackboard and tended to be monotonous. The teacher never uses any game in teaching English, because the teacher had a lack of information about some kinds of game that appropriate for the students and how to apply the game in the classroom. The informal talk with some students was also done by the researcher. They said that it was so difficult to memorize English vocabulary because they did not pay attention and unmotivated to learn.

From the consideration above, the researcher tries to find out the effective way to solve the problem in teaching vocabulary by using games, specially guessing game. Games as a technique are very useful to make the students active in the learning process. Therefore, the researcher was interested to did a research with the title "Increasing Vocabulary Mastery by using Guessing Game Strategy at The Second Grade of SMA Negeri 1 ALU"

B. Problem identification.

Based on the background of the study that has explained, there are some problems that can be identified, as follow:

1. The students are difficult to memorize English vocabulary because they did not pay attention and unmotivated to learn.
2. The teacher never uses any game in teaching English.

C. Problem limitation and formulation.

1. Limitation

   There are many problems related to vocabulary, but the researcher only focuses on the problem of number 1 that was "The students are difficult to memorize English vocabulary". Therefore, the researcher has constructed the research entitled "Increasing Vocabulary Mastery by Using Guessing Game Strategy".

2. Formulation

   Based on the problem limitation above, the researcher formulated research question in this study:

a. Does guessing game strategy significantly increase the student's vocabulary?
b. What are students' perception on guessing game strategy in learning vocabulary?

D. Research Objective.

   The research was aimed at finding the answer to the questions stated in the problem statement. Therefore, the aims of this study are:

1. To find out whether or not the use of guessing game strategy significant increase the students' vocabulary mastery.
2. To know students' perception on guessing game strategy.

E. Research Benefit

   The researcher hopes this research can give contribution to the English teaching and learning. It has two major significances i.e.: practical and theoretical benefits:

1. Theoretical Significance

    This research gives solution to find out the appropriate method in teaching vocabulary.

2. Practical Significances.

a. For the students

    The result of this research can be used as a reference to improve the ability of student in understanding more about teaching vocabulary using guessing game strategy.

b. For the teachers

    The result of this research can help the teacher to be easier presenting the material about vocabulary. Guessing game strategy is one of strategy that teacher can use in teaching English especially in vocabulary.

c. Other researchers

    To give additional information for other researcher who wants to conduct further research on the related field.

CHAPTER II

LITERATURE REVIEW

A.   Previous Related Studies.

The research about Guessing game had been conducted by several writers before. One of them is Cahyani (2018) with *"Learning English Vocabulary By Using Guessing Game In The First Semester Of Hotel Accommodation The First Grade Students Of Smkn 3 Bandar Lampung In 2017/2018 Academic Year"*. The objective of this research was to know the process of learning English vocabulary by using guessing game and to know the students' problem in learning English vocabulary by using guessing game. In collecting the data, the researcher used three kinds of instruments, they were: observation, interview, and questionnaire. The researcher used three major phases of data analysis, they were: data reduction, data display and conclusion drawing or verification. From the analysis, the researcher found that the teacher was applied all basic procedures to learning English vocabulary by using guessing game, and the dificulties of the students in learning English by using guessing game were.

Second Research Maspa (2018). *"The Effectiveness Of Using Guessing Game To Improve Students' Vocabulary Mastery At "Mindset English Center (MEC) Course" Kabupaten Pinrang"*. This research aimed to know by using Guessing game can improve students' vocabulary at students of MEC course Pinrang. The population of this research were the students of the basic class of MEC course Pinrang in academic year 2017/2018. Researcher used quantitative study in the form of Pre – Experimental design with one group pre-test and post-test. The instrument that used is test, observation and documentation. The result in this research indicated that there was improvement of the students' vocabulary mastery. So, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. From 20 questionnaire, all the students' answered very positive. It means that guessing game strategy makes students' have positive response toward in learning vocabulary and they agreed about it. And the cumulative percentage on the twenty items of positive statement questionnaire was 97,94,

while the cumulative score that they got the questionnaire was 811. The research conclude the using of Guessing game is able to improve students' vocabulary mastery at Mindset English Center (MEC) course.

Third Research Jannah (2011). *"Using Games In Improving Students' Vocabulary"*. This research is conducted in order to improve students' vocabulary in the easiest way through using games at seventh grade of Yayasan Miftahul Janah (YMJ) Junior High School Ciputat, and it also help the English teacher at seventh grade of Yayasan Miftahul Janah (YMJ) Junior High School Ciputat to manage activities in classroom. In conducting this research, the researcher used Classroom Action Research (CAR) as the method of research. To collect and analyze the data, the researcher used interview, observation, and the students' achievements in pre-test and post-test in order to support the data collected. The result of this research shows that using games at seventh grade of Yayasan Miftahul Janah (YMJ) Junior High School Ciputat can improve their vocabulary. The students' responses showed that they were interested in learning vocabulary through using games.

Fourth Research Pajo (2017). *"Using Games To Improve Vocabulary Knowledge Of The Eleventh Grade Students Of Senior High School"*. The objective of this writing is to find out is the use of game in class can help the students to knowing new vocabulary for eleventh grade students. Besides, the teacher should be able to provide the students with the interesting media in teaching and learning activities. In order to achieve the objective of the research, the method employed are library research. Games helped the students in understanding vocabulary fast and easily. Based on data, it can be concluded that games helped the students in improving their vocabulary. It is suggested that teachers use games to improve students" vocabulary in order to achive goals. Students are also suggested to improve their vocabulary by playing games in the internet, games book such as "Doctor-Doctor, Kim"s, scrabble or crosswords" so the students can practice their English while improving their vocabulary.

The similarities of previous research and this recent research are the first and the second researcher used guessing game in increasing vocabulary and used

same method that is quantitative research, and the first, and the third researcher used same participant that is in Senior High School. Meanwhile, differences between previous researchers and this present research, the first research used qualitative research methods in applying the Guessing Game in learning English vocabulary, while this research will apply the Guessing Game in improving students' Vocabulary by using the Quantitative method. The second research with this research, both used quantitative methods but the difference was that the previous research used a pre-experimental design, while this study used a quasi-experimental design to improve students' Vocabulary Mastery.

The third research used games to improve students' Vocabulary and is carried out with classroom action research. Meanwhile, this research used Guessing Game to improve students' Vocabulary Mastery with quasi-experimental design and the last research also used games to improve Vocabulary but used a qualitative study. Meanwhile, this research used a Guessing game strategy to improve students' Vocabulary Mastery by using the Quantitative method.

B. Theoretical Framework

1. Vocabulary.

a. Definition of Vocabulary

Vocabulary is the knowledge of meanings of words as stated by Hiebert (2005:3), Students must master vocabulary to be able using the language. In learning vocabulary, students have to know the meaning of words itself and can use it in sentences. Thornbury, (2002:15) said that in the most basic level, students are considered as already knowing a word when they know its form and its meaning.

In every situation, while speaking something, expressing feelings, or saying what needs to be said, words are required, and these words are known as vocabulary. There are several definitions available to help you understand what vocabulary is. Furthermore, students can define what they have learned about language with their own words. To communicate effectively, humans require a sufficient number of words. The word is the foundation of the language form.

Learning a foreign language will be difficult for those who have a limited vocabulary.

Hatch and Brown (1995) as the term vocabulary refers to a list or set of words for a particular language or words that individual speakers of language might use.

As stated above, vocabulary is one of the language components that plays a significant part in communication and it is an important thing when students study the language and the using of the language because vocabulary is very important for all language skills.

Taylor, (1990) stated that vocabulary is as important as a name of person or certain things. Without name, it is very hard to accept the existence of an object, an event, or a feeling.

However, knowing and understanding vocabulary are not just the matter of remembering or memorizing the words. The students should be able to understand the meaning of the words, use the words in context, remember them, pronounce, spell and use them correctly as cited in Kumara, (2010).

b. The Kinds of Vocabulary

Vocabulary has several kinds that need to be learned. There are types of vocabulary explained by experts. One of the explanations is explained by Thornbury. He explained, there are at least eight types of vocabulary. There are Noun, Pronoun, Verb, Adjective, Adverb, Preposition, Conjunction and Determiner. In learning vocabulary there are classification of words. According to Thurnbury, (2002) some of these word classes can be described as follow:

1) Noun

   Noun is a word that is the name of person, a place, a thing, or activity or a quality idea. Noun can be used as the subject or object of a verb. Noun can be divided into some classes:

a) Proper noun is a noun that indicates the specific name of thing. It begins with a capital letter. Examples: Robin, Alice, London, and Civil War.

b) Common noun is a noun that names of general thing, not a specific thing. Examples: country, company, boy and girl.

c) Countable nouns is noun that indicates something you could actually count. For example, you could count pig: one pig, two pigs, three pigs.

d) Uncountable noun is a noun that indicates something you cannot count. For examples: furniture, advise, information, and news.

e) Abstrack noun is a noun that names of idea, not a physical thing. Examples: hope, knowledge, trouble, ability, and success.

f) Concrete noun is a noun that names of physical thing. For examples: table, floor, beach, coffee and children.

2) Pronoun

A pronoun is a word which is considered equivalent to a noun that is replaced.

a) Subjective Pronoun

A subjective pronouns act as the subjects of a sentence. The subjective pronouns are she, he, it, I, you.

b) Objective pronouns

An objective pronoun acts as the object of the sentence. It receives the action of the verb. The objective pronouns are her, him, it, me, them, us, and you.

c) Reflexive pronouns

A reflexive pronoun refers back to the subject of the sentences. The reflexive pronouns are herself, himself, itself, myself, ourself, themself, and yourself.

d) Possessive pronouns

A possessive pronoun tells you who own something. The possessive are hers, his, its, mine, ours theirs, and yours.

e) Demonstrative pronouns

A demonstrative pronoun point out a noun. The demonstrative pronoun are that, these, this, those.

f) Interrogative pronouns

An interrogative pronoun is used in a question. It help to ask something. The interrogative pronoun are what, which, who, whom, and compound word ending in "ever", such as whatever, whichever, whoever, whomever.

g) Indefinite pronouns

An indefinite pronouns refers to an indefinite, or general, person, or thing. Indefinite pronouns include all, any, both, few, each, everyone, many, neither, none, nothing, several, some, and somebody.

3) Verb

Verbs are a word which is used in describing an action, experience, or state. In activities (run, walk, look, for), accomplishment (build, kill), achievement (recognize, find), and states (know, love, have). For example in sentence:

- We walked to the store yesterday.

4) Adjective

Adjective is a modifier that used to highlight quantities or attributes. The types of adjective are:

a) Determiners

They are articles (the, an, a), demonstrative adjective (this, that, these, those), possessive adjectives (my, your, her), numeral adjective (fourth, first, tenth, third) and adjectives of indefinite quantity (some, few, all).

b) Descriptive adjectives

They usually indicate an inherent quality (old, young, new) or a physical state (blue, red, and yellow) size or age.

5) Adverb

Adverbs is a word that describe or modify verbs, adjectives, and other adverbs. Adverbs express ideas of time, place, cause, degree. (carefully, politely, much).

6) Preposition

Preposition is a word which is used to show the way in which other connected. For example: in, on, beside, at, between.

7) Conjunction

Conjunction is a word that connects sentences, phrase or clause. For example: and, but, and etc.

8) Determiner

Are words place in front of a noun to make it clear what the noun refers to. There are several classes of determiners:

a) Definite and indefinite articles: a, an, the.

b) Demonstratives: this, that, those.

c) Quantifiers: a few, a little, much, many, a lot of, most, some, any and enough.

d) Possessive: my, your, his, her, its, our, their.

e) Numbers: cardinal, ordinal number.

Similarly, Cameron (2001) states three types of vocabulary, there are :

1) Active vocabulary is the words that are customarily used in speaking.

2) Reverse vocabulary is the words that are known but people rarely use in ordinary speech, when they have more time to consider or when they are searching for a synonym.

3) Passive vocabulary is the words that are recognized vague but people are not sure of the meaning. They never use them either in speech or writing and just know them because they have ever seen before.

From the definition above, the researcher concludes that there are three types of vocabulary, there are active vocabulary is customarily used in speaking, reverse vocabulary is use in ordinary speech, searching for a synonym and also passive vocabulary.

As Harmer (1991:161-162) stated that: there are many occasions when some form of presentations and explanations are the best way to bring new words into the classroom, those are:

1) Realia

   One way of presenting words is to bring the things they represent into the classroom – by bringing 'realia' into the room. Words like 'postcard', 'ruler', 'pen', 'ball', etc. can obviously be presented in this way. The teacher holds up the object (or points it). Says the word and then gets students to repeat it.

2) Pictures

   Pictures can be used to explain the meaning of vocabulary items; teachers can draw things on the board or bring in pictures. They can illustrate concepts such as above and opposite just as easily as hats, coats, walking, sticks, cars, smiles, frowns, etc. words.

3) Mime, action and gesture

   It is often impossible to explain the meaning of words and grammar either through the use of realia or in pictures. Actions, in particular, are probably better explained by mime. Concept like smoking or running are easy to present in this way; those are ways of walking, expressions, prepositions ('to', 'toward', etc). And times (a hand jerked back over the shoulder to represent the past, for example).

4) Contrast

   Teachers saw how words exist because of their sense relations and it can be used to teach meaning. We can present the meaning of 'empty' by contrasting it with 'full', 'cold', by contrasting it with 'hot', 'big' by contrasting it with 'small'. We may present these concepts with pictures or mime, and by drawing attention to the contrasts in meaning we ensure our students' understanding.

5) Enumeration

   Other sense relation is that of general and specific words. We can use this to present meaning. We can say 'clothes' and explain this by

enumerating or listing various items. The same is true of 'vegetable' or 'furniture', for example.

6) Explanation

Explaining the meaning of vocabulary items can be very difficult, especially at beginner and elementary levels. But with more intermediate students such a technique can be used. It is worth remembering that explaining the meaning of a word must include explaining any facts of word use which are relevant. If we are explaining the meaning of 'mate' (= friend) we have to point out that it is a colloquial word use in informal context and that it is more often used for males than for females.

7) Translation

Translation is quick and easy way to present the meaning of words but it is not without problems. In the first place it is not always easy to translate words, and in the second place, even where translation is possible, it may make it a bit too easy for students by discouraging them from interacting with the words.

From explanations above, it can be believed that there are two categories to explain and present meaning of new word in the classroom, they are: using objects form and unobject form. Object form is bringing the things in the classroom to explain and present meaning of word, such as: realia and picture. Unobject form is a way to explain and present meaning of word, such as: mime, gesture, contras, explanation, translation, and Enumeration.

c. **Vocabulary Development.**

According to Harmer (1991:156-158) there are four things that students need in vocabulary development, namely:

1) Meaning.

The first thing to realize about vocabulary items is that they frequently have more than one meaning. Students need to know about meaning in context and they need to about sense relation.

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2) Word Use.

Students need to recognize metaphorical language use and them to know how word collect. They also need to understand what stylistic and topical context word and expression occur in.

3) Word Information.

Students need to know words are split and how the sound. Indeed the way words are saved can the way that stress can change when their grammatical function is different as with nouns and verbs. Part of learning words is learning of words is learning its written and spoken form.

4) Word Grammar.

Students need how to make a distinction between countable and uncountable nouns and there are many others of grammatical behavior that students need to know about: what are phrasal verb and how to they behave? How are objective ordered? What position can adverb in are used in? Without their knowledge can really say that student knows vocabulary items.

d. The Importance of Vocabulary.

People can learn whenever and wherever they are. Thus, the process of learning can happen through direct and indirect exposure. Therefore, it can be obtained from the information or knowledge in the television, radio, magazine, newspapers, and interaction. Therefore, Heinich (2002:6) stated that learning is the development of new knowledge, skills, or attitudes as an individual interacts with information and the environment. Komachali and Khodareza (2012:137) stated that vocabulary is needed by many people to acquire many words of English language in order to express the idea.

Mainly, vocabulary is connected with the main four skills of English, therefore, by possessing vocabulary learners will be able to learn the main four skills of English language. Subon (2013) stated, without mastering the basic of vocabulary learners would have the difficulties in mastering the main four skills of English language as speaking, reading, listening, and writing.

It means that learners should master the basic of vocabulary well in order to make easy in mastering the main four skills of English language. On the other word, vocabulary can be said as a crucial component which is affected to the fluency of mastering the language. It means that learners should practice the English skills more in order to have high potential in acquiring the language. In fact, people would not able to master the speaking skill if they do not speak up. Then, people would not able to master the writing skill if they do not read. Next, people would not able to master the listening skill if they do not listen. The key to make it happen, it can be done by mastering vocabulary first.

In other words, the more vocabulary learners have mastered, the easier learners to do with language skills. It means the importance of vocabulary for English learners cannot be compared. However, this is not to say that language learning is determined by vocabulary only. But it is stated that vocabulary is the fundamental role of the success of learning the English language. Vocabulary is important for students understanding four language skills. In learning the foreign language, it is very important for learners to learn words as many as possible. By possessing vocabulary, learners will be easy to communicate with the people in written or spoken form.

e. The Learning of Vocabulary.

Vocabulary mastery is an important thing in order to master four major skills such as speaking, reading, writing, and listening. According to Wilkins as stated in Thornbury (2002:13), "without grammar very little can be conveyed, without vocabulary nothing can be conveyed." Moreover, learning vocabulary of foreign language presents the learner with several challenges. As stated in Harmer (2002:2), the challenges are making the correct connections, understanding the foreign language between the form and the meaning of words, and discriminating the meanings of closely related words.

Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. Further, Thornbury (2002:2) states that the condition should help

learners to acquire a critical mass of words to use in both understanding and producing language. Moreover, it will enable them to remember word over time and be able to recall them readily. In addition, it can develop strategies for coping with gaps in word, including coping with unknown words, or unfamiliar uses of unknown words.

Teaching words is one of the basic things in reaching four languages. Jordan in Wardani (2015) states that teaching vocabulary is a very important task in teaching English because vocabulary is related to all language learning and is a concern for language skills.

Gairns and Redman (2003) said there were four main points of vocabulary that teachers can use to teach vocabulary:

1) Through a course book that includes written and oral texts, presentation activities, grammar structure practice, and so on.
2) Through complementary materials provided by the teacher himself.
3) Through students. which will emerge from the questions and student errors.
4) Through special vocabulary activities designed by the teacher for his specific group of students.

When teaching new vocabulary to students, it is important to choose the key vocabulary for each unit or lesson to be taught. Fun learning means interactive and active learning so that students can focus their attention on the learning that they are going through (Salirawati and Nur : 2018).

2. **Game**
 a. **Definition of Games**

Hornby (1995: 486) defined game as an activity that you do to have some fun. Richard and Schmidt (2002: 580) argue that game is an organized activity that usually has the following properties such as: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language.

Game is mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Wright et al. (2006:1) said that games is an activity in which the learners play and interact with their friends and the teacher. That is clear that games facilitate students to play, discover, experiment and interact with their friends and teacher.

Game is effective and efficient in improving students communicative ability. Game is very simple way to make students interest in English classroom. Students want to sit and listen to the teacher explanation and try their best to remember vocabulary. Hadfield (1999) says that a game is activity with rules, a goal and an element of fun.

It means that game is a fun activity that has many steps. Games should not be as an activity that done in the end of learning process or to filling the void of time when the material has been completed and the time has not run out, but games must be as an alternative activity to replace the boring learning process. Games can make the student more fell comfortable in the classroom, they will become brave to elaborate and explore their knowledge about vocabulary. Besides as a technique to develop students vocabulary, with games students will be more active, help each other, and interest to try the new things. Finding an effective way to motivate learners is always the interest of teachers, researchers, and linguists. By game the students will be more motivated, and more interested to know much vocabulary, moreover the students were silent will begin to dare express their curiosity.

Based on theories above, it can be concluded that games are the important thing that can help students in learning English vocabulary, games should not be used as an entertaining activity, but it can also be a good learning techniques to replace the boring learning activities. Games can increase the students' knowledge about vocabulary and can develop their ability to remember words. Games can make student more confidence, help each other, and students can be more sociable.

3. Guessing Game

a. Definition of Guessing Game.

The guessing game is invented by Duane R. Tovey and his Department of Early and Middle Childhood Education in 1976. In his research they found a strategy that came from the middle school teacher problem in teaching vocabulary, it is the sound-it-out strategy. The problem is the most children if asked what they do when they encounter a word that they do not know, will answer, "Sound it out". (Tovey, 1976:319)

According to Hadfield (1984:4) stated guessing game is a familiar variant on this principle. The player with the information deliberately withholds it, while others guess what it might be. This game increased the students" active participation and interest in the teaching and learning process. In addition, guessing game make the students feel enjoyable when they learn vocabulary because they will create a comfortable condition for them to learn a new language without being frightened and embarrassed. It means that students can learn new vocabulary freely. Another perception, Thornbury (2002:148) stated, "Guessing from context is probably one of the most useful skills learners can acquire and apply both inside and outside the classroom."

Based on the explanation above, the researcher concludes that guessing game is a learning strategy used in teaching vocabulary that really helps students learn new vocabulary without embarrassment, it can also increase students' confidence in class. In other words, Guessing game is an interesting game that can increase the participation and interest of students to learn new vocabulary.

b. Steps of Guessing Game

Steps of guessing game according to Lishikawa (2017):

1) Divide the whole class into group and the number of students in each group is defend the condition of the students in the class,
2) Each group has to come to in front of the class.

3) Each student in the group receives the topic that they take randomly and the students have to hold the topic that they get, and may not show the topic to their friend.

4) Each student has to tell to his/her partner or group about the material that they get without mentioning it. So the students have to describe the topic with their own words.

5) And others student in each group has to try to guess what their friend says.

6) This activity continues after all students get the part to describe the material. Which group that finishes this game quickly is the winner of this game.

c. The Advantages and Disadvantages Teaching English with Guessing Game.

Lee (1995) maintains that be advantages of using game in learning process; it can solve the boring situation in the language class. Games are also can motivate and challenge the young learner in learning. It helps young learners to make and sustain the attempt of learning. Games can be a media to practice the young leraners in various skills they are listening, speaking, reading, and writing. Games persuade the young learners to work together and communicate one another. Games make meaningful context for communication.

Based on explanation above, there are some of advantages in teaching language by using game both of teacher and young learner. Teachers of young learners can reach the goals of learning process and young learner can develop their skill in foreign language such as listening, speaking, reading and writing through fun learning. It can be inferred that teaching English through game, can make young learners increase their skill to practice what they are learned. Besudes, they can accustom to communicate with their friend using English. Morever, teacher can solve the boredom time of young learners.

Lee (1995) states that most language game invites create young learners to used the target language in the field of instead of thingking about learning the true forms. Furthermore, Silvers (1998) states that many teachers are interisted about using games as " a teaching device', but they often feel game as simple time-

fillers, "a break from the monotony of drilling" or pirposeless playful activities. To put it more simply teaching through games give some purposes to increase langguage skills of young learners. However, teachers should know how to choose a game which is suitable with the material of learning as strategy to teach them.

The advantages in teaching English through guessing game provides a format for scheduling and rating pleasant activities in a fun and engaging manner. For children who are sometimes reluctant to make the schedule, "scheduling pleasant activities" can be the first item on the Guessing Game Worksheet. In the far left column, children draw or write the event or activity (e.g., birthday party, swim lessons, playing a board game). Children then mark the level of fun they guess they would have during the event in the middle column. After the event is completed, children mark the level of fun they actually experienced. This worksheet then provides a visual record of predicted and actual feelings to assist with modifying future guesses and increasing would ingness to engage in activities. The Guessing Game can also be helpful when completing systematic desensitization. Rather than ranking pleasant activities, children could rate anxiety regarding various items on the fear hierarchy.

Despitefully, there are some disadvantages of this game, such as the condition of the class so noisy becaused the students strives for active to play this game, and using extra energy teachers'becaused the role of teachers as the instructor who is giving clues, then these game make students are tired becaused they should be active to join and play this game.

d. **Teaching Vocabulary Through Guessing Game.**

Teaching vocabulary is a hard work because it connect with the students situations as Ersoz stated that "Language learning is a hard task which can sometimes be frustrating". In this case Lynne Cameron (2001:75) states that vocabulary teaching can be aimed at increasing students' understanding of words in a way that they can use language effectively and efficiently. This stated is stress toward how the importance of teaching vocabulary for the students, because the

mastery of vocabulary would help them to used the language efficiently and successfully.

From the some tips above the researcher assumes that teaching vocabulary can be meaningful if the teacher can conduct the teaching process by combining the available strategy of teaching and hopes that a good strategy would be more enjoyable, interesting and motivating so that the students would not be bored in teaching learning process. It would help them to get the materials stay longer. It means that the teacher has to be aware with the kinds of teaching strategy that he would used to come to his goal.

Teaching vocabulary through guessing games is possible to be applied since this game can be usedd individual or in groups, however it is not an easy task to introduce guessing games into the classroom and many factors have to be taken into account. We need to consider the learners' age, the number of students in the class, their ability to cooperate in a term, their language ability and the language level they present and first and foremost the simple fact if they are woulding to take part in the activity.

Invite students playing while learning to give many benefits both of the parties (teacher and students):

For the teacher :
1) with the used of game, the teacher can create various contexts in which students have to used the language to communicate.

2) to implement games in english class, teachers should consider numerous factors.
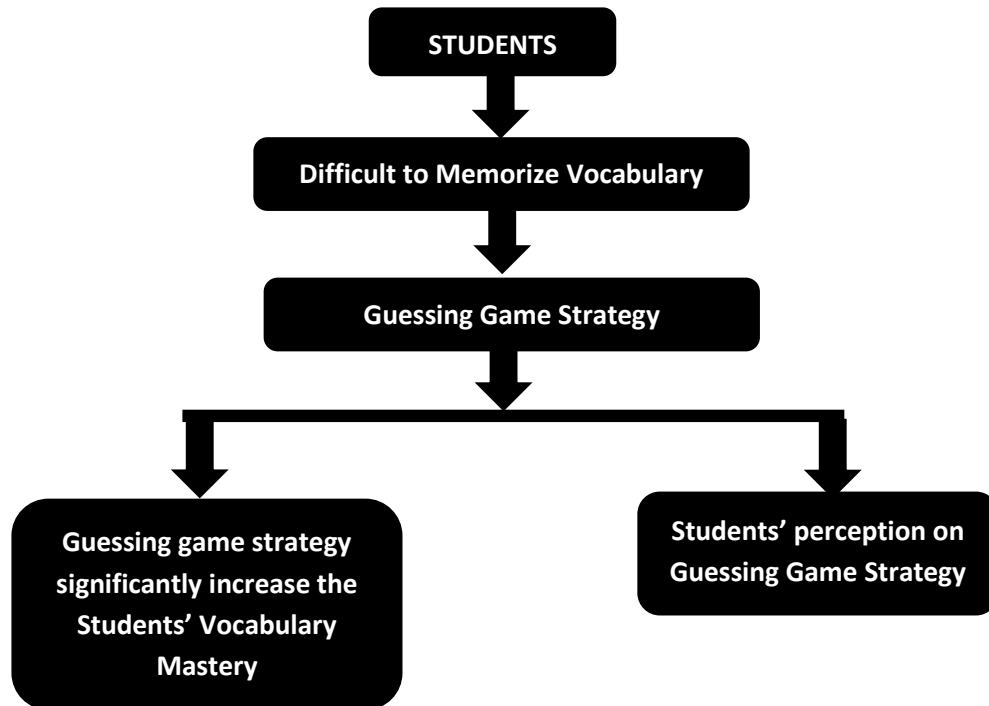
For the students:
Student's interest in the class and often also help them absorb and retain more information than if they are simply studying to pass test or complete an assignment.

In line with those ideas, it is clear that guessing games can be used as a teaching strategy in order to make the lesson more enjoyable, interesting and motivating. It can be used in much different times.

4. Conceptual Framework

Figure 2.1 Conceptual framework

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                    ┌──────────────┐
                    │   STUDENTS   │
                    └──────┬───────┘
                           ↓
              ┌────────────────────────────┐
              │ Difficult to Memorize       │
              │ Vocabulary                  │
              └────────────┬────────────────┘
                           ↓
              ┌────────────────────────────┐
              │  Guessing Game Strategy     │
              └────────────┬────────────────┘
                  ┌────────┴──────────┐
                  ↓                   ↓
      ┌────────────────────┐  ┌────────────────────┐
      │ Guessing game      │  │ Students' perception│
      │ strategy           │  │ on Guessing Game    │
      │ significantly      │  │ Strategy            │
      │ increase the       │  │                     │
      │ Students'          │  │                     │
      │ Vocabulary Mastery │  │                     │
      └────────────────────┘  └────────────────────┘
```

Based on this framework, many students' problem are related to vocabulary but researcher focuses on one problem, that is the students are difficult to memorize vocabulary. So, the researcher will use a guessing game strategy to find out whether or not the Guessing Game strategy significantly increase the students vocabulary mastery and how students' perception this method.

The guessing game is a simple game which can be applied in the class. This kind of game can be played by groups. The guessing games is a game which the participants compete individually or team to identify something obscurely. The basic rule of guessing game is eminently simple, one person knows something that another one wants to find out. (Klippel, 1991).

C. Hypothesis.

1. Hypothesis formulation.

    Ha: there is a significant increase of using guessing game toward students vocabulary mastery.

    Ho: there is no a significant increase of using guessing game toward students vocabulary mastery.

2. Statistical Hypothesis.

    IF : Fo>Ft, Ha is accepted and Ho is rejected.

    IF : Fo<Ft, Ha is rejected and Ho is accepted.

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing the result of the research in the previous chapter, the researcher draws some conclusions and makes suggestions as follow.

A. **Conclusion**

Based on the data analysis about applying guessing game strategy in students' vocabulary mastery at second grade students of SMA Negeri 1 Alu, it could be concluded that:

1. The value of Sig. (2-tailed) is 0.000 less than the significant level ($0.000 < 0.05$). It means that there is significant increase of using guessing game toward students' vocabulary mastery at second grade students of SMA Negeri 1 Alu.

2. After categorizing the students' percentage, the researcher concludes that in SMA Negeri 1 Alu, guessing game strategy has moderate effect on students' perception in learning vocabulary due to the result was 0,77 which is in interval $0.51 – 1.00$.

B. **Suggestion**

Based on the findings of the research, some suggestions are addressed to the teacher and future researchers.

1. For English teacher

   Guessing game strategy application can be used for the English teacher as an alternative in teaching vocabulary, because students also need interesting ways to learn listening In teaching vocabulary, the teacher is hoped more creative and has a good feedback in teaching her students in order to maximize teaching learning process and does not make the students to be

bored. The teacher should be active in giving the feedback to involve the students in teaching learning process.

2. For researchers

It is necessary to continue another relevant research and it is still needed to establish further discussion related to the implementation of *guessing game strategy* in more diverse contexts. However, this research can be used as a reference for future research.

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