

**IMPROVING STUDENTS' VOCABULARY MASTERY
THROUGH GUESSING GAMES TECHNIQUE TO THE
SECOND GRADE STUDENTS OF MA YAPISNA CIANJUR**

A RESEARCH PAPER

Submitted to the English Education Study Program
Language and Arts Department of STKIP Siliwangi Bandung
In Partial Fulfillment of Requirements for
The *Sarjana Pendidikan* Degree



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2015

STATEMENT

I hereby certify that this research paper entitled “IMPROVING STUDENTS’ VOCABULARY MASTERY THROUGH GUESSING GAMES TECHNIQUE TO THE SECOND GRADE STUDENTS OF MA YAPISNA CIANJUR” is completely my own work, except where due reference are made in the text and contains no material which has been submitted for the awards of any other Degree of Diploma in any University of Institution. I am fully aware that I have cited some statements and ideas from many sources, and all of the citations are properly acknowledged. If any claims related to this paper persist in the future, I will be fully responsible for the clarification.

Cianjur, August 2015

CucuMulyati

APPROVAL SHEET

IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH GUESSING GAMES TECHNIQUE TO THE SECOND GRADE STUDENTS OF MA YAPISNA CIANJUR



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ABSTRACT

In teaching and learning English vocabulary, the students have difficulties in remembering new vocabulary and do not understand the vocabulary. Memorizing each vocabulary from dictionary by reciting it in front of class not only make students quickly forget with their vocabulary memorization, but also feel bored with this method. To improve students' vocabulary, a teacher can use game to help her in teaching learning process. The main objective of this study is to find out whether using guessing game can improve the students vocabulary or not for the second grade students of MA YapisnaCianjur. The research method is quantitative research, or more specifically the pre experimental research design conducted in one class. The population of this research is one class of the second grade student of MA YapisnaCianjur consisting of 22 students. One class of the second grade students of MA YapisnaCianjur consists of 22 students used as the sample. The instrument used was test (pretest and posttest). Data analysis shows that the result of mean score of posttest was higher than mean of pretest. The result of computation using Wilcoxon based on the table of test statistics, asymptotic significance (2-tailed) = 0.000, is lower than 0.05. It means that the alternative hypothesis is supported. Therefore, teaching vocabulary using guessing games technique can improve students vocabulary. Finally the writer suggests to the teachers that they should use guessing games as one of technique in the teaching English vocabulary.

Key words: Teaching, Vocabulary, Guessing games

PREFACE

Alhamdulillahirobbil'alamin. Praise be to Allah SWT for the guidance and bless to the writer in completing this research paper entitled “Improving Students Vocabulary Mastery Through Guessing Games Technique To The Second Grade Students Of Ma YapisnaCianjur.” This paper is written to meet requirement for finishing the study at the English Education Program of STKIP Siliwangi Bandung to obtain SarjanaPendidikan Degree.

She would find it difficult to get this work done without academic psychological guidance from Mundriyah S.IP., M.Ed. as first supervisor and YanuartiApsari, S.Pd.,M.Pd., as second supervisor to help her finish this paper. For that reason, there is no other word deep and profound gratitude for their assistance. She considers that she will take many lessons from producing this paper. She does apologize for his entire attitude during the supervision phases.

Further, the writer realized that criticism and positive suggestions are needed for better improvement of this research paper. Finally, the writer hopes this paper useful for those who are interested in the teaching English.

Cianjur, August 2015

The writer

ACKNOWLEDGEMENT

Alhamdulillahirabbil'alamin, First of all, I praise to Allah the Almighty for the blessing and mercy given to me during my study and in completing this paper. In this accomplishing this paper. Peace and salutations are always for Rasulullah SAW. During completing the paper, the writer obtained many help, suggestions, and motivations for many people. Therefore, in this opportunity the writer would like to express his sincere gratitude and deep respect to:

1. Dr. H. HerisHendriana, M.Pd., as The Head of STKIP SiliwangiCimahi Bandung;
2. DasepSuprijadi, S.Pd., M.Pd., as The Head of English Education Study Program;
3. Sri SupiahCahyati, SH., M.Pd., as The Secretary of English Education Study Program;
4. Mundriyah,S.IP., M.Ed., as The First Supervisor for having kindly and patiently, given the writer her guidance, suggestion, valuable advises, correction particularly in writing this papers;
5. YanuartiApsari, S.Pd.,M.Pd., as The Second Supervisor for having kindly and patiently, given the writer her guidance, suggestion, valuable advises, correction particularly in writing this papers;
6. All lecturers of English Education Study Program of STKIP SiliwangiCimahi Bandung;

7. The writer's beloved mother, father, sister, brother, son, all family who have given love, prayers, supports and suggestions;
8. Mr. ZainalArifin, S.Pd.I., as The Headmaster of MA YapisnaCianjur.,
9. The Second Grade Students of MA YapisnaCianjur;
10. Finally, thanks are due to all people who have prayed and support the writing who cannot be mentioned one by one. May Allah Bless you all.

Cianjur, August 2015

The writer

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10. Suratkeputusan
11. RencanaPelaksanaanPembelajaran (RPP)

MOTTO AND DEDICATION

Motto

“do the best, work hard, keep fight, and always positive thinking”

(CucuMulyati, 2015)

Dedication

This research paper is dedicated to my family. Especially for my mother and my little sunshine, who always encouraged and motivated me to continue study at university level and also helped me in paying the payment in the beginning semester. I just want to thank you for everything you gave and I will always love you. My duty as a child is lifting my family pride.

CHAPTER I

INTRODUCTION

This chapter present the discussion on the background of the study, research question and hypotheses, objective of the research, limitation of the problem, benefit, research methodology, definition of the key terms, and organization of the research paper.

A. Background of The Study

Learning English is very important, because English has become an international language, which is used by most communities in the world. Many countries use English as their second language. In spite of the difficulties in studying English, it is worthwhile to study the language because it plays a very important role in almost all fields of life such as: communication, commerce, economy, politics, education, science, technology and so on.

In Indonesia English is not considered as a second language but English is a foreign language. English is also called as the target language that has to be taught teach in schools in today's Indonesian curriculum. Therefore the student is hoped to increase their ability in English. One of the aims of teaching English is to enhance students to be able to understand English words which they might find in their environment.

Vocabulary is one of the language aspect. The students cannot read, speak, listen and write without understanding the meaning of words. But, by teaching

vocabulary first, the students easily able to read, understand and memorize vocabulary more quickly because this is a very effective way.

However, in fact, students of MA Yapisna Cianjur often find problems in learning the words, so it needs more teacher's attention to make the transfer of the vocabulary process easier to grasp and more fun to learn. To do this hard job, teachers need the effective technique in increasing students' vocabulary.

One technique that was used by the teacher to increase the students' ability in English is Guessing games. According to Hadfield (1998:4), a game is an activity with rules, a goal and an element of fun. According to Allen (1983:52) a guessing games is defined as conditions in which the use of the target language is necessary for leading the players to the correct guess. Through Guessing games there are so many advantages for students and teachers in learning process. The students can be more motivated and challenged. Guessing games provide language practice in various skills of speaking, listening, writing, and reading. Guessing games also encourage students to interact and communicate. The disadvantages from Guessing games are the students did not sportif and less dicipline.

Based on the background above the statements, the writer takes the title of **“Improving Students’ Vocabulary Mastery Through Guessing Games Technique to The Second Grade of MA YapisnaCianjur”**

B. Research Question and Hypotheses

1. Research Question

The research question in the research is “Can teaching vocabulary through Guessing games improve the Students’ mastery of English vocabulary?”

2. Hypotheses

According to Kaswan et.al (2014 : 11) hypothesis divide into two :

1) Null hypothesis

“The elicitation technique is not influence the students’ communicative competence”. Teaching vocabulary using song media will not improve students vocabulary.

2) Alternative hypothesis

“The elicitation technique is influence the students’ communicative competence”. Teaching vocabulary using song media will improvestudents vocabulary.

Based on the explanation above the writer will take Alternative hypothesis (Ha) which is In teaching and learning vocabulary through games can improve students’ mastery of vocabulary.

C. Objective of The Research

This study is intended to find out whether using Guessing games can improve the students mastery of vocabulary or not.

D. Limitation of The Problem

The students cannot master English well, because they are lack of vocabulary, they lack of motivation. Guessing games are one effective and interesting

technique that can motivate and challenge the student interest to improving the student communicative competence. Through Guessing games can improve the student's mastery of vocabulary because vocabulary is one of the language components that have to be taught to the students in learning a foreign language.

E. Benefits

This study is expected to get the result that will be useful for readers, in terms of:

1. As an input data for the English teachers about the using Guessing games in the classroom and the importance of vocabulary in teaching English.
2. To motivate students to increase their vocabulary.
3. It is hoped that this study will contribute or would be of any value to other students in conducting further research of the similar topic.
4. Directly, the writer's knowledge can be developed by investigating the topic.

F. Research Methodology

This study is delimited of the use of games in improving the students' mastery of vocabulary in the second grade of students at MA Yapisna Cianjur. Clearly the writer will only discuss the role of game in helping students learn vocabulary. the data will be collected through a test. The test will be in form of written test, they are objective and essay test. They are pre-test and post-test. The test is arranged according to the material given.

G. Definition of Key Terms

In this study , there are some term as follow:

1. A guessing games (Allen, 1983:52) is defined as conditions in which the use of the target language is necessary for leading the players to the correct guess.
2. Vocabulary is list of words that speakers of a particular language use (Hatch& Brown,1995).

H. Organization of The Research Paper

The paper is organized into five chapters:

Chapter 1 : Introduction contain: background, research question and hypothesis, objective of the research, limitation of the problem, benefit of research, research methodology, definition of key terms and organization of paper.

Chapter 2 : Theocritical foundation contains: underlying theories which serve a basic for investigating the problem of the study, previous study, and the focus of the research.

Chapter 3 : Research method provides : methodology of the study, population and sample, instrument, procedure, and data analysis.

Chapter 4 : Data analysis contains : the finding and discussion of the data analyzed.

Chapter 5 : Conclusion result, the conclusion and the suggestion of the study.

CHAPTER II

LITERATURE REVIEW

In this chapter the writer presents to discuss the literature review that particularly related to this study. This chapter covers the vocabulary, teaching vocabulary and guessing games.

A. Definition of Teaching

According to Richards (2000: 10-1 as cited in Kaswan et al, 2014:28) states that teaching is a dynamic process characterized by constant change. Meanwhile, according to Harmer (2007):

“teaching is about the 'transmission' of knowledge from teacher to student and what teachers do. He also mentions three conditions of teacher position. The first condition is as an actor because they feel as if they were always on the stage. The second one is as orchestral conductors because they direct conversation and set the pace and tone and the last one is as gardener because they plant the seeds then watch them grow (when teachers teach students, they give some knowledge so that teachers watch students grow and develop with their knowledge”.

In addition, Brown (2001:7) defines that teaching is a means for helping someone to learn how to do something, giving instruction, guiding the knowledge, causing to know or to understand. On the other Brown's theory that teaching is leading, facilitating learning, sustaining the learner to learn, and managing the condition for learning.

Based on the explanation above, it can be concluded that teaching has an aim to make the students understand from the lesson given by teacher. We know that teaching from the explanation above is dynamic process characterized, an

activity where teacher as a facilitator guides the learner to learn in the arranged condition.

According to Richard and Renandya (2002:11), in interaction between one's approach and classroom practice is the key to dynamic teaching. As a teacher who leads the learning process in the classroom, we should apply the approach, method, technique, and the strategy in teaching in order to make the activities of learning could be aimed.

1. Teaching Approach

Following Anthony, approach refers to theories about the nature of language and language learning that serve as the source of practice and principles in language teaching (Richards and Rodgers, 1999: 16).

Based on the statement the writer concludes that approach is teachers' believe or principle in the way they teaching language to make the students could receive what they taught.

2. Teaching Method

An approach is axiomatic, a method is procedural. Brown in Richards and Rinandya (2002:9) states, "the term method is best replaced by the term pedagogy".

Based on the statements above we can say that method is the realization or the practical of an approach.

3. Teaching Technique

Richards and Rodgers (1999:15) argues:

A technique is implementation – that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.

From the statement above technique is specific activities from a method that could make the process of learning more effective.

a. Kind of Technique in Teaching English

Kerlinger(1965) has defined the terms theory of teaching: “ A theory of teaching is a set of interrelated constructs, definitions, propositions which present a systematic view of teaching by specifying relations among variables with the purpose of explaining and predicting”. Furthermore, Burner (1964) defines the theory of teaching as the explanation of “general methodology of teaching”. Meanwhile, B.O. Smith (1969) gives a statement as a definition of theory of teaching. “ The teacher who is not theoretically trained will interpret events and objects in terms of communions concepts that have come from the experience of the race permeated without model ideas about human behaviour.

b. Types of teaching theories

Teaching theories classified into three categories: (1) Formal theory (philosophical theory) of teaching. (2) Descriptive theory of teaching and (3) Normative theory of teaching.

(1) Formal Theory of teaching (Philosophical Theory) of teaching , The theory which is based upon certain logic, certain metaphysical, epistemological assumptions and propositions is known as formal theory of teaching.

(2) Descriptive Theory of Teaching The theory which is based upon empirical evidence and observation is called descriptive theory. The purpose of descriptive theory is to predict the relationship and effectiveness of variables of teaching.

(3) Normative Theory of teaching. The normative theory of teaching may be developed because it is difficult to control the human subjects in experimental situation.

4. Teaching Strategy

According to Strasser (1964), teaching strategy is generalized plan for a lesson or lessons which includes structure, desired learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement strategy (Anil, 2010-2011).

B. Vocabulary

Vocabulary is one aspect in learning a foreign language. Without a proportional amount of vocabulary anyone will get trouble in her speaking, reading, listening, and writing. Vocabulary is a core of component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Richard & Renandya, 2002:255).

“....without vocabulary nothing can be conveyed” this is how the linguist David Wilkins summed up the important of learning vocabulary. Vocabulary refers to all words in the whole language used in a particular variety. You can say very little with grammar, but you can almost anything with words!” (Thornbury, 2002:13).

Based on the statements the writer concludes that vocabulary would help people in gaining, understanding, and also enhancing the process of knowledgeable transferred for a better life. Indisputably the chances for progress or success in any kind of fields, like computers, technology, economy, politics, tourism, and educational increase with the size and applications of vocabulary.

1. Definition of Vocabulary

According to Huyen and Nga (2003) vocabulary is in order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately.

In other Hatch and Brown (1995:1) stated that, “the term of vocabulary refers to a list or set of words for a particular language or words that individual speakers of language might use”.

Furthermore, Hornby (1995: 985) states that vocabulary is the total number of the words (with their meaning and with rules for combining them) making up the language.

Similar to Hornby’s theory, Ur (1996: 60) argues that vocabulary is the words that the teacher id thought we teach in the foreign language. In order to the students can use those words in sentences or daily communication.

In the other hands, Crystal (2003: 2) states that someone’s vocabulary is defined either as the set of all words that are understood by him or the set of all words likely to be used by someone when constructing new sentences.

Meanwhile, according to Linse and Nunan (2005: 121), vocabulary is the collection of words that an individual knows.

Based on references of vocabulary above, the writer concludes that vocabulary is one of the important aspect in learning foreign language. Vocabulary is either the collection of words understood, known and used by user. Without vocabulary learner cannot speak, listen, read, write and understanding the language. Vocabulary has the main function of language especially for communication.

2. Types of Vocabulary

According to Montgomery (2007), there is a list of vocabulary types where each type vocabulary has different purpose and vocabulary development in one facilitates growth in another.

a. Listening Vocabulary

words which are people recognize and understand by listening to the speech.

b. Reading Vocabulary

Words which are people know and understand when reading a text. Sometime people could more understand words by reading them than by speaking or listening.

c. Speaking Vocabulary

Vocabulary that people use in their speech. Some people find easier to explain their feeling verbally because they could use the gesture and facial expression.

d. Writing Vocabulary

Words which are people use in written either in formal or informal form.

In other hand, McCarteen (2007:19) stated that there are two types of vocabulary, namely :

(a) productive vocabulary is students' vocabulary to be able to use when they speak and write. Based on the explanation above, productive vocabulary is the vocabulary that students understand and use to express something in speech or in writing, such as teacher says "open your book!". Students not only know the meaning of "open", but also use that word in another sentence, such as "open the door!".

(b) receptive vocabulary is students vocabulary to be able to recognize and understand but not necessarily produce. Based on the explanation above, receptive vocabulary is the vocabulary that students understand when their hear or read, such as teacher says "put the jacket!". Students know the meaning of "put", but they can't use that word in another sentence.

From the explanation above, it can be concluded that there are different types of vocabulary and people have different ways in understanding words. No all words are needed by the learners so that vocabulary selection is important to be considered teaching learners.

3. Words Categories

According to McCarthy, O'Keeffe and Walsh (2010:vii) "words exist in a complex matrix which links them to morphemes (prefixes and suffixes), other

meaning (synonym, antonym), other words (that is, the words that they are likely to occur with or be associated with), grammar patterns, multi-word units (groups of words that are fixed into phrase or idioms)’’.

Thornbury (2002) stated that there are six type of word categories.

a. Part of speech

1. Noun (cup, table, book, etc).
2. Pronoun (I, you, they, we, she, he, it).
3. Verb (walk, run, write, read, etc).
4. Adjective (handsome, beautiful, smart, lucky, etc).
5. Adverb (up, in front of, in the school, etc).
6. Preposition (for, on, in, like, etc).
7. Conjunction (and, but, or, etc).

b. Prefixes and Suffixes

Prefixes are affixes in the beginning of word, like *re-*, *pre-*, *de-*, *un-*, *etc.* while suffixes are affixes in the end of word, like *-er*, and *-ful*. Example : Prefixes (deforestation, prewedding, replay, undercooked, etc). suffixes (dancer, reader, biker, powerful, etc).

c. Homonyms, Homophones, and Homographs

Homonyms are words that share the same form but have unrelated meaning. Words that sound the same but are spelt differently are called homophones. Whereas Homographs are words that are pronounced differently but spelt the same. Example:

Homonyms : A bear (the animal) can bear (tolerate) very cold temperature.

Homophones : Pick a flower

Bake with flour

Homographs : Bass as in fish vs bass as in music

d. Polysemy

Polysemy is word that having multiple but related meaning. Example : bear means to tolerant, to carry, to support and bear (animals).

e. Synonym and Antonym

Synonym are words that share a similar meaning. Words with opposites meaning are called antonym. Example: big – small, up – down, man – women, easy – difficult, etc.

f. Compounding

Compounding is the combining of two or more independent words. Example: toothbrush, check-in, human right, newspaper, blackboard, etc.

C. Teaching Vocabulary

In teaching vocabulary teacher does not just give the students lists of words and make them remember those words. McCarten (2007:19) stated that teacher should make students aware of its importance and usefulness in building up their

knowledge of a word. Teacher should teach the students how to use the vocabulary either in verbally or written.

Teaching vocabulary is a challenge for teacher since there are a lot of things that should be taught to the students about vocabulary. Allen (1983:5) states that “ In many ESL classes, even where the teachers have devoted much time to vocabulary teaching, the results have been disappointing”. This is the teacher role to make the process of learning vocabulary can be meaningful so that the learner not just could memorize the vocabulary but also they could know the meaning well and use them in the right context.

Furthermore, Thornbury (2002:22) states that “In the end, however, exactly which words a learner need to know is very personal mater. It is not easy either to predict learners’ need nor to ensure that the words that have been selected for teaching will be learned. According to McCarthy, O’Keeffe and Walsh (2010:11), there are more or less the top 2000 words in English which learners will need and have several positive outcome. By learning the first 2000 words, learner could be able to read, listen, speak and writing English in daily topics.

There is variety vocabulary types to be learned, Richards (1976) and Nation (2001) in McCarten (2007:18) propose that there are lists about word that students should be learned. These include: (1) The meaning, (2) Oral and written forms, (3) Words part, (4) The grammar, (5) The collocation, (6) The register, (7) Synonym and Antonym, (8) The connotation, (9) The frequency.

Based on the statement the writer concludes that the first step in teaching vocabulary is introducing the learner to the meaning of words, we can use repetition to make the learner remember the new words.

Thornbury (2002:30) say that there are implications of the findings of teaching vocabulary, some of them are :

1. Words need to be presented in their typical contexts
2. Teacher should give more attention to the way how the words are pronounced especially the stressed
3. Teacher involves the learners to be active in producing the words
4. Since there are thousands of words, so not all words could be taught.

The most important in teaching vocabulary is the teacher should provide strategies for students in vocabulary acquisition by self learning because since not all vocabulary could be given by teacher in the classroom activity which has short time. Moreover students should be made aware to be creative in exposure the vocabulary.

D. Guessing Games

According to Hadfield (1998:4), a game is an activity with rules, a goal and an element of fun.

Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information (Lewis and Gunther,1999:5).

Whereas, Carter and Nunan (2001:10) give an explanation about games as followed;

Games should also be selective so that activity contributes to furthering the linguistic aims of lesson and games which involve a limited number of people might best be selected group activities rather than whole-class activities. Some games can be played in groups of two or four. Games developed to teach social-studies concept can sometimes lend themselves to foreign language adaptation.

There are many different types of games, such as card games, board games, movement games, games with music, etc. One of them is guessing games, As it is stated by Lewis (1999:17). Allen (1983:52) defined A guessing games as conditions in which the use of the target language is necessary for leading the players to the correct guess. Furthermore Hadfield (1999:5) stated that “guessing games are a familiar variant on this principle. The player with the information deliberately withholds it, while other guess what it might be”. Meanwhile Hornby (2000) said that guessing games is a game in which you have to guess the answer to question.

From the reference above it can be concluded that in guessing games, the aim is to guess the answer to a question of some kind of information such as a word, a phrase, a title or the location of an object. Guessing games can be painless ways to develop or reinforce any number of concepts.

1. The Step of Guessing Games

- a. The teacher introduce and explain guessing game from the beginning to the end of the game and the rules of the game.

- b. Write a list of previously taught vocabulary words (10-15 words) on a piece of paper. Place two chair at the front of the class.
- c. Divided the students into two teams.
- d. Nominate one student from each team to sit with their back to the board, so they cannot see to the board.
- e. Write one vocabulary word in the board.
- f. Tell the other students they must help their team mate sitting at the front to guess the word. (Synonyms, antonyms and paraphrases) but they cannot say the word or any part of it.
- g. The first student sitting at the front who guess the word correctly wind a point for their team.
- h. Once a point has been won nominate two new students (one from each team) to sit in front of the class. Write a new word on the board and repeat the procedure.
- i. The team with the most point at the end of the game is the winner.

2. The Reason of Using Games Activity

There are some reasons why activities in teaching learning process game are very important in teaching English as a foreign language. Games are fun and students like to play them. Playing games is a vital and natural part of growing up and learning. Through games students experiment, discover, and interact with their environment.

Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language (Lewis, 1999:5). The games make the reason for speaking plausible even to reluctant students. Games are highly motivating because they are amusing and interesting. They can be used to give

practice in all language skills and be used to practice many types of communication.

Futhermore, Lee Su Kim (1995:35) stated that there are many advantages of using games in the classroom

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
4. Games provide language practice in the various skills-speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.
7. The use of game in developing mastering of Vocabulary.

According to Huyen and Nga (2003) ‘games have been shown to have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students’ use of English in a flexible, communicative way.’

Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom setting are factors that should be taken into account. It means learning vocabulary through games is one effective and interesting way that can be applied in any classrooms (Huyen and Nga: 2000).

From the explanation above the writer conclude that the results of this research suggest that games are used not only for more fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence.

E. Teaching Vocabulary Using Guessing Games

As the teacher we need many ways to teach our students especially in language class, teacher can use many method and technique such as teaching using guessing games, so that teacher can improve language skill students such as reading, speaking, listening, writing and also vocabulary students. Improving students vocabulary not only can use dictionary, but also games. According to Richard-Amato (1998;156), “ guessing games can be use to develop or reinforce concept, to add diversion to regular activities, or just to break the ice. However, their must important function is to give practice in communication.” It say that guessing games give students do not feel bored during learning process. It is more enjoyable and interesting way. To teaching using guessing games, teacher can use flash card picture or many other.

Nevertheless, the most important thing is to give the student in practicing their English. Guessing games can generate a lot of spontaneous speech even if much of it is fairly simple in structure and the students can easier to remember the meaning of word.

It is better if the games are familiar for students, because they learn in a variety of ways. Teaching using games as methodology in learning teaching process. Language learning is hard task which can sometime be frustrating, choosen game are invaluable as they give students a break and at the same time allow students to practice language skill. Games are highly motivating and challenging. Games also encourage, entertain, teach and promote fluency.

In applied this technique the writer gave pretest to measure how many score that they got before the writer give the treatment by using games. in treatment, the writer give the rules of this game, the students guess the words that teacher given and they feel fun during the treatment. This game is appropriate in teaching vocabulary

F. Previous Research

In this research, the writer found there is research which related:

According to Supriatna (2014), in his paper "The Effective of Guessing Game Technique in Teaching Vocabulary at MTs. Darussalam". It was found that "learning vocabulary is very needed for the students but the less of technique variation which applied by the teacher and feeling bored that came from that technique made the students difficult to developed their vocabulary. The students

said that so difficult to memorize English vocabulary because they did not pay attention and rarely to use that vocabulary in daily life or in the class. Guessing games as an alternative activity to solve the problem. As it is an activity that can be applied in the classroom in the limited times. With the game, the students can join to the activity and use the vocabulary in that activity.

Meanwhile, according to Nurfatwa (2015), in her paper “Teching English Vocabulary Using Guessing Games Technique at The Second Grade Students of SMP Patriot Bangsa”. It was found that there are several problems in teaching vocabulary in the class. There are many students who did not know the meaning of vocabulary itself. Many students who did not know how to pronounce the vocabulary itself any problems that they are quickly bored in learning English. She has a appropriate technique to solve the problem, that is guessing games technique. In appropriate in teaching vocabulary because using this games the students can easier to remember the meaning of word and they did not feel bored during learning activities. The students guess the word that the teacher given and they feel fun during the lesson.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter the writer discussed about research methodology covers research design, research method, population and sample, instrument(s), data collection, technique(s) and analysis.

A. Research Design

In this research the writer would like to collect, process, analyzes the data to get conclusion of the research. According to Mackey and Gass (2005:1) “Research is a way of finding out answers to question”. Tavakoli (2012:546 as cited in Kaswan et al, 2014:14) states that:

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose. In fact, the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement, and analysis of data. As such, the design includes an outline of what the researcher will do from the formulation of the research questions and hypotheses to reporting the research findings.

In this study the writer used pre experimental design with one group pre-test and post-test design was used. According to Crowl (1996:290) “One group pretest posttest design differs from the other design that the questionnaire is administered twice: once as a pretest (O1) before students start writing with the word processor (X) and again as a posttest (O2)”. In a pretest/posttest design, researchers can determine the immediate effect of treatment (Mackey and Gass

2005:146). Pre-test is the test which given to the students' before the treatment. The post test is given to the students' after the treatment to find out the student's achievement.

The one group pretest and posttest design could be illustrated as follow:

Pretest	Treatment	Posttest
O1	X	O2

(Crowl. 1996:290)

O1 : Pretest score (before giving the treatment)

O2 : Posttest score (after giving the treatment)

X : giving treatment in learning process

The writer used pretest as the first test to analyze the students' vocabulary mastery before having treatment and the posttest was given to analyze the students' vocabulary mastery after having treatment.

B. Research Method

According to Singh (2007:99) as cited in Kaswan et al, (2014:14) method is a style of conducting a research work which is determined by the nature of the problem. In this research the writer used quantitative research.

The research used quantitative method because students did not attempt to seek the answer by verbal statement but the students attempted to answer the question by analyzing the students' score test which is had been giving treatment.

Creswell (2009:4) has stated that "Quantitative research is a means for testing objective theories by examining the relationship among variable. This variable in turn, can be measured, typically on instrument, so that numbered data can be analyzed using statistical procedures."

C. Population and Sample

1. Population

Population is the entire group of entities or persons to which the result of a study is intended to apply (Jhonson, 1992:110 as cited in Kaswan et al, 2014:15) . The population of this research is one classes of the second grade in MA Yapisna Cianjur consisting of 22 students .

2. Sample

According to Tavakoli, (2012:471 as cited in Kaswan et al, 2014:15) " sample is the smaller group which is a portion of a the population. The sample of this research is one class of the second grade students of MA Yapisna Cianjur taken randomly consist of 22 students.

D. Instrument

The data was collected through a test. The writer used a pre-test post-test as instrument of the research. Both pretest and posttest are given to the students who

have the same problems. “in many second language studies, participants are given a pretest to ensure comparability of the participant groups prior to their treatment, and a posttest to measure the effects of treatment” (Mackey and Gass, 2005:148-149).

1. Pre Test Instrument

The pre test is administrating to determine the ability of the students before receiving some treatment pre test consist of 20 items. In form 10 item multiple choice and 10 item fill in the blank

2. Treatment

The treatment is guessing games in learning teaching vocabulary because of this a study pre-experimental design, and then in this design there is no control group. So the guessing games are given only to one group. The treatment is given to the students after given them the pre test. The writer had done the treatment same as in the step of guessing games.

3. Post Test Instrument

The post test in administrating to the students after receiving some treatment. The question on the post test is the same as the pre test items. The result of the post test show the effect of the treatment for the students' vocabulary mastery and it is the final data for this study.

E. Data Collection Technique and Analysis

The data was taken from the pretest and posttest that was given to the students before and after teaching the students. The data was collected to be analyzed.

The research conducted in fourth meeting. Before doing teaching experiment, the writer gives the pre-test in terms by rewriting the new vocabularies from games. After that, the writer gives treatment using guessing games. Next step, the writer gives post-test to the students, to find out the result of the experiment. The result of students's achievement test between pre-test and the post-test has been analyzed by using statistical computing (SPSS/windows based program that can be used to perform data entry and create tables) and has been processed by several formulas, in order to be able to answer the hypothesis.

According to Levesque (2006: 23) before you can work with data in SPSS, you need some data to work with. There are several ways to get data into the application: (1) Open a data file that has already been saved in SPSS format, (2) Enter data manually in the Data Editor, (3) Read a data file from another source, such as a database, text data file, spreadsheet, SAS, or Stata. To analyzes the data using SPSS the writer calculated:

1. Mean

Mean is the sum of scores divided by the number of scores. (Kaswan & Suprijadi, 2013:186)

2. Standard Deviation

Standard deviation is the widely used measure of variability of a set of data in inferential statistical procedures. Standard, is the case means typical of average. Deviation, in this case, refers to the differences between individual scores in a distribution and the average score for the distribution. Therefore, standard deviation is the typical or average,

deviation between individual scores in a distribution and the mean for the distribution (Kaswan & Suprijadi, 2013:189).

3. Degree of Freedom

Degree of freedom is needed when we want to compare between the obtained t (t_o) with the table entry for relevant df and level significant.

4. The t test

According to Crowl (1996:174) “the t test for non independent means is the appropriate for analyzing two sets of data from the same group to get the data before treatment and after treatment.

There are four stated analyze descriptive (Ary, et al:2010) as follows:

1. Median

The median is defined as that point in a distribution of measures below which 50 percent of the cases lie (which means that the other 50 percent will lie above this point) .

2. Range

The simplest of all indexes of variability is the range.

3. Descriptive statistics

Descriptive statistics serve to describe and summarize observations .

4. Rank

A measure of relative position that most people find easy to understand and interpret is the percentile rank .

5. The Wilcoxon Signed Rank Test

According to Wahyu Agung (2010:128), “Wilcoxon Signed Rank equal to two sample paired t-test, but is intended for data distribution is not normal or parameters the statistical are unknown. In theory, the test is done sorting (ranking) of data in advance.

6. SPSS

a. Data Analysis Descriptive in SPSS

According to Abdul Sidik (2012:9), “SPSS created for the purposes of the processing of statistical data for social sciences, now expanded SPSS capabilities serve different types of users, such as for the production process at the factory, science and other research”.

The analysis data consist of Mean, Standard Deviation, Median, Range, Descriptive Statistics. The steps of analysis descriptive as follows:

- 1) Click Analyze menu, Descriptive Statistics, Frequencies
- 2) Enter all the data that will be counted to Variable(s) menu
- 3) Sign the Display Frequencies Tables menu
- 4) To present descriptive statistics menu, such as centralization of data and dissemination of data, select the statistics menu, then select Continue.
- 5) then click OK to display the results.

b. Data Analysis the Wilcoxon test in SPSS

Steps to perform the Wilcoxon test analysis is as follows:

- 1) Insert the data in SPSS
- 2) Click the Analyze menu, Nonparametric Tests, Legacy Dialogs, Related Samples
- 3) Enter the variable prior to box Variable. Enter the following variables to box Variable2. Make sure the Wilcoxon option is active.
- 4) Click OK to proceed.

CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the writer explained results of the research and discussion of the research based on the data obtained during the research. Data is processed based on raw score, so it can be seen that the data are normally distributed or not, and then it calculated by “SPSS” formula.

A. Results

1. Result of Pretest

a. Score of Pretest

In this discussion, the writer explained the result of the recapitulation pretest score that have been carried out on 22 students of the second grade students of MA Yapisna Cianjur. The results of the pretest score as the values obtained are presented in the following table 4.1 below.

Table 4.1

The Result of the Pretest

NO	STUDENTS (N)	L/P	SUM		SCORE OF PRETEST (X1)
			False	True	
1	Student 1	P	9	11	55
2	Student 2	L	8	12	60
3	Student 3	L	7	13	65
4	Student 4	P	8	12	60
5	Student 5	L	7	13	65
6	Student 6	L	9	11	55
7	Student 7	L	10	10	50
8	Student 8	L	7	13	65

9	Student 9	P	9	11	55
10	Student 10	P	6	14	70
11	Student 11	L	4	16	80
12	Student 12	L	10	10	50
13	Student 13	L	8	12	60
14	Student 14	P	7	13	65
15	Student 15	P	7	13	65
16	Student 16	P	9	11	55
17	Student 17	P	8	12	60
18	Student 18	L	9	11	55
19	Student 19	L	9	11	55
20	Student 20	P	10	10	50
21	Student 21	L	8	12	60
22	Student 22	L	8	12	60

Source : Primary Data Processed, 2015

Pretest performed at before the treatment, which is shown at Table 4.1 can be explained that the highest score of pretest result 80 and the lowest score is 50.

b. Analyze Descriptive

Having obtained the result of the students' answer on the pretest, then the writer analyzes the score using descriptive analysis, the writer use tools SPSS software version 22. Here is the output descriptive analysis pretest

Table 4.2
Analyze Descriptive of the Pretest

Statistics		PreTest
N	Valid	22
	Missing	0
Mean		59.7727
Std. Error of Mean		1.52459
Median		60.0000
Std. Deviation		7.15097
Variance		51.136
Range		30.00
Minimum		50.00
Maximum		80.00

Source : Output Software SPSS Version 20, 2015

Based on the table above, it describe the result of pretest. Mean of the pretest is 59.77. The Standard Error of Mean 1.524, the median 60.00, the standard deviation is 7.151. The range is 30, the minimum score is 50 and the maximum score is 80.

2. Result of Posttest

a. Score of Posttest

In this discussion, the writer explained the results of recapitulation posttest score that have been carried out on 22 students of the second grade students of MA Yapisna Cianjur, which is based on the result of the pretest score as the values obtained are presented in Table 4.3 below.

Table 4.3

The Result of Posttest

NO	STUDENTS (N)	L/P	SUM		SCORE OF POSTTEST (X1)
			False	True	
1	Student 1	P	4	16	80
2	Student 2	L	6	14	70
3	Student 3	L	4	16	80
4	Student 4	P	2	18	90
5	Student 5	L	2	18	90
6	Student 6	L	2	18	90
7	Student 7	L	3	17	85
8	Student 8	L	2	18	90
9	Student 9	P	2	18	90
10	Student 10	P	2	18	90
11	Student 11	L	2	18	90
12	Student 12	L	0	20	100
13	Student 13	L	2	18	90
14	Student 14	P	4	16	80
15	Student 15	P	1	19	95

16	Student 16	P	1	19	95
17	Student 17	P	1	19	95
18	Student 18	L	2	18	90
19	Student 19	L	6	14	70
20	Student 20	P	7	13	65
21	Student 21	L	6	14	70
22	Student 22	L	1	19	95

Source : Primary Data Processed, 2015

Posttest performed at the end of the treatment, from the Table 4.3 shows that the highest score of posttest result is 100 and the lowest score is 65.

b. Analyze Descriptive

presented in Table 4.4, where the writer obtained descriptive analysis of SPSS version 22, the output of the descriptive analysis are presented in Table 4.4 below.

Table 4.4

Analyze Descriptive of the Posttest

Statistics		PostTest
N	Valid	22
	Missing	0
Mean		85.9091
Std. Error of Mean		2.07115
Median		90.0000
Std. Deviation		9.71454
Variance		94.372
Range		35.00
Minimum		65.00
Maximum		100.00

Source : Output Software SPSS Version 20, 2015

Based on the table above, it can be describe the result of posttest. Mean of the posttest is 85.91, the standard Error of Mean 2.071, the median 90.00, the standard deviation is 9.714, the range is 35, the minimum score is 65 and the maximum score is 100.

3. Wilcoxon Test of Pretest and Posttest

In this study, hypothesis testing using Wilcoxon test. Wilcoxon test is a test used to determine whether there is a difference between the two samples are paired dependent or associated and used as an alternative to Paired Sample T Test if the data is not normally distributed. Wilcoxon test suitable for use when we not only know the size of any price difference but also the direction of observation is concerned, then we can assign ratings to each of these differences. Wilcoxon test is used to test for differences between pairs of data, a comparative test between two observations before and after (before after design) and examine the effectiveness of a treatment.

The output of the software SPSS version 22 is known as follows:

Table 4.5
Output 1 Wilcoxon Test of Pretest and Posttest

		Ranks		
		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	21 ^b	11.00	231.00
	Ties	1 ^c		
	Total	22		

a. Posttest < Pretest

b. Posttest > Pretest

c. Posttest = Pretest

At first output provides information on the number value of the data being processed. Negative ranks stating the amount of data after the variable value is smaller than the value of the variable before. Positive

ranks stating the amount of data after the variable's value is greater than the value of the variable before. Ties stating the amount of data a variable value of the variable has a value equal to the variable before.

Table 4.6
Output 2 Wilcoxon Test of Pretest and Posttest

Test Statistics ^a	
	Posttest - Pretest
Z	-4.037 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

At this second output value as a basis for a decision, to determine whether the respondent before and after. The Terms H_0 is accepted or not based on a probability value as follows:

If the probability of > 0.05 then H_0 is accepted

If the probability of < 0.05 then H_0 is rejected

From the above results in line AsympSig seen that probability value 0.000. Then the decision is H_0 . ($0.000 > 0.05$). So the results of this study decided that There is a significant difference between the mean of students' pre-test scores and the mean of students' posttest score after being given treatment by using guessing games.

B. Discussion

Based on the result above and the data calculation of pretest and posttest bay using Wilcoxon Test. From the above results in lineAsympSig seen that probability value 0.000. Then the decision is H_0 . ($0.000 > 0.05$). So the results of this study decided that there is a significant difference between the mean of students' pre-test scores and the mean of students' posttest score after being given treatment by using guessing games technique.

The result of pretest was lowest than posttest. The pretest was given in the first before treatment. After the students got the treatment, the scores of students were improve. It showed that improving students' vocabulary mastery through guessing games significantly to improve the students' vocabulary.

It shown that the alternative hypothesis (Improving students' vocabulary mastery through guessing games will be influence on improving students vocabulary) was supported and null hypothesis (improving students' vocabulary mastery through guessing games will not influence on improving students vocabulary) was rejected. In other words, improving students' vocabulary mastery through guessing games significantly improves the students' vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discussed about the conclusion and suggestion

A. Conclusion

Based on the result above and the data calculation of pretest and posttest by using Wilcoxon Test .From the above results in line AsympSig seen that probability value 0.000. Then the decision is H_0 . ($0.000 > 0.05$). So the results of this study decided that there is a significant difference between the mean of students' pre-test scores and the mean of students' posttest score after being given treatment by using guessing games technique.

After the research upon the Improving Students' Vocabulary Mastery through guessing games technique to the second grade students of MA Yapisna Cianjur has taken place, the writer concluded that:

The students' vocabulary can improve through guessing games technique. The null hypotheses (H_0) was rejected and alternative hypotheses (H_a) was accepted.

B. Suggestions

In this study, the writer would like to propose several suggestions as follows :

1. To the teacher, should apply the guessing games as an alternative technique in teaching English vocabulary and it can makes the enjoyable situation,
2. To the students, they should improve vocabulary using guessing games not only in English class but also anyplace, and they should keep practice and use the new words to make them remember it,
3. To the next researcher should investigate this topic in different grade (higher or lower), and the writer hope they will use group comparison design to find out the significant difference of the result between the group who are given and not given the treatment.

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APPENDICE 1

INSTRUMENT OF PRE-TEST

Name :

Class : XI

Subject : English Pre-test (thing in the classroom)

A. Read the question and choose the correct answer a, b, c, d ,or e!

1. Which one is the correct description of desk?
 - a. A piece of furniture for sitting the person.
 - b. A thing with four legs used for writing have a flat or sloping top
 - c. It is a kind of furniture to keep the book
 - d. The place to put the cloth
 - e. Teacher usually bring it to school.
2. The correct description of pen is?
 - a. A thing to erase the chalk marker
 - b. A slender tube of wood, used for writing and drawing
 - c. A tool for writing or drawing with ink substance.
 - d. A think used to writing on the whiteboard
 - e. A kind of furniture designed for the display of book
3. The statement below is the correct description from chalk!
 - a. A thing used to write on the blackboard
 - b. A thing made from the rubber used for erase the blackboard
 - c. The function is coloring the drawing
 - d. Usually students used to write on the book
 - e. A place to bring the book.
4. It is a kind of stationery, usually student bring it to school for writing the material. It is made from the paper.
The description above for....?
 - a. Book
 - b. Table
 - c. Chair

- d. Book case
 - e. Paper
5. It is a kind of stationery, usually used for writing or drawing, the shape is slender tube of wood.
- The description above for...?
- a. Eraser
 - b. Pencil sharpener
 - c. Pencil
 - d. Map
 - e. Dictionary
6. It is a kind of furniture, have four legs, and the function to accommodate sitting the person.
- The description above for...?
- a. window
 - b. laptop
 - c. Book case
 - d. Chair
 - e. Bulletin board
7. Blackboard eraser-an eraser that removes chalk marks from blackboard.
- The description above for...?
- a. Chalkboard eraser
 - b. Eraser
 - c. Chalk
 - d. Blackboard
 - e. Whiteboard
8. That is the correct description about blackboard.
- a. It is hanging on the wall on the classroom
 - b. A thing designed to keep the book
 - c. Usually teacher used to write on the blackboard
 - d. A large, smooth and dark surface to write or draw with chalk.
 - e. Students wear this to school.

9. That is the correct description about whiteboard, EXCEPT:
 - a. A white panel for writing on with erasable marker
 - b. Writing area using special marker
 - c. Students usually bring it to school
 - d. Teacher used it to write and explain the lesson
 - e. We can write or draw with marker on it.
10. That is the correct description about clock, EXCEPT:
 - a. The function is to measuring the time.
 - b. A time piece that show the time of day
 - c. A time piece usually standing, hanging or built into a tower
 - d. A thing to indicating and recording time.
 - e. An instrument to source the information

B. Please complete the sentence with the word on the table!

Calendar	Map	Pencil case	Picture
Textbook	Vase	Dictionary	
Cupboard	Ruler	Coloring pencil	

1. The students need.....to learn more about the material.
2. The education.....usually start from july until may
3. Please open your.....and find the meaning about the word.
4. Look at the.....carefully then answer the question.
5. The kindergarten students colored the picture using.....
6. Students usually bring the.....to keep their pencil.
7. We can finding the location from
8. A thing to keep the flower is.....
9. You can make the line use
10.is a piece of furniture to keep the cloth or book.

INSTRUMENT OF POST-TEST

Name :
Class : XI
Subject : English Post-test (thing in the classroom)

A. Read the question and choose the correct answer a, b, c, d, or e!

1. Which one is the correct description of desk?
 - a. A piece of furniture for sitting the person.
 - b. A thing with four legs used for writing have a flat or sloping top
 - c. It is a kind of furniture to keep the book
 - d. The place to put the cloth
 - e. Teacher usually bring it to school.
2. The correct description of pen is?
 - a. A thing to erase the chalk marker
 - b. A slender tube of wood, used for writing and drawing
 - c. A tool for writing or drawing with ink substance.
 - d. A think used to writing on the whiteboard
 - e. A kind of furniture designed for the display of book
3. The statement below is the correct description from chalk!
 - a. A thing used to write on the blackboard
 - b. A thing made from the rubber used for erase the blackboard
 - c. The function is coloring the drawing
 - d. Usually students used to write on the book
 - e. A place to bring the book.
4. It is a kind of stationery, usually student bring it to school for writing the material. It is made from the paper.
The description above for....?
 - a. Book
 - b. Table

- c. Chair
 - d. Book case
 - e. Paper
5. It is a kind of stationery, usually used for writing or drawing, the shape is slender tube of wood.
The description above for...?
- a. Eraser
 - b. Pencil sharpener
 - c. Pencil
 - d. Map
 - e. Dictionary
6. It is a kind of furniture, have four legs, and the function to accommodate sitting the person.
The description above for...?
- a. window
 - b. laptop
 - c. Book case
 - d. Chair
 - e. Bulletin board
7. Blackboard eraser-an eraser that removes chalk marks from blackboard.
The description above for...?
- a. Chalkboard eraser
 - b. Eraser
 - c. Chalk
 - d. Blackboard
 - e. Whiteboard
8. That is the correct description about blackboard.
- a. It is hanging on the wall on the classroom
 - b. A thing designed to keep the book
 - c. Usually teacher used to write on the blackboard
 - d. A large, smooth and dark surface to write or draw with chalk.

- e. Students wear this to school.
9. That is the correct description about whiteboard, EXCEPT:
- a. A white panel for writing on with erasable marker
 - b. Writing area using special marker
 - c. Students usually bring it to school
 - d. Teacher used it to write and explain the lesson
 - e. We can write or draw with marker on it.
10. That is the correct description about clock, EXCEPT:
- a. The function is to measuring the time.
 - b. A time piece that show the time of day
 - c. A time piece usually standing, hanging or built into a tower
 - d. A thing to indicating and recording time.
 - e. An instrument to source the information

B. Please complete the sentence with the word on the table!

Calendar	Map	Pencil case	Picture
Textbook	Vase	Dictionary	
Cupboard	Ruler	Coloring pencil	

1. The students need.....to learn more about the material.
2. The education.....usually start from july until may
3. Please open your.....and find the meaning about the word.
4. Look at the.....carefully then answer the question.
5. The kindergarten students colored the picture using.....
6. Students usually bring the.....to keep their pencil.
7. We can finding the location from
8. A thing to keep the flower is.....
9. You can make the line use
10.is a piece of furniture to keep the cloth or book.

APPENDICE 2

Key Answer

- A.**
1. B
 2. C
 3. A
 4. A
 5. C
 6. D
 7. A
 8. D
 9. C
 10. E
- B.**
1. Textbook
 2. Calendar
 3. Dictionary
 4. Picture
 5. Coloring Pencil
 6. Pencil Case
 7. Map
 8. Vase
 9. Ruler
 10. Cupboard

Appendice 3

TABULATION SCORE OF PRETEST

NO	STUDENTS (N)	L / P	INSTRUMENTS																				SUM		SCORE OF PRETEST (X1)
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	F	T	
1	AI SITI SADIAH	P	1	1	1	1	0	0	0	0	1	0	1	0	1	0	1	0	1	1	1	0	9	11	55
2	ALDI FIRDAUS	L	1	0	1	0	1	0	0	1	1	1	0	0	1	1	0	1	1	0	1	1	8	12	60
3	ALIF ZAELANI	L	1	1	1	1	0	1	1	0	1	1	0	1	1	0	0	0	1	1	1	0	7	13	65
4	ANGGI DWINI	P	1	1	1	1	0	0	0	1	1	0	1	1	0	0	0	1	1	1	0	1	8	12	60
5	ARI HARDIANSYAH	L	1	1	1	1	0	0	1	1	0	0	1	1	0	0	1	1	0	1	1	1	7	13	65
6	ASEP SUHENDAR	L	0	1	1	0	0	1	1	0	1	1	0	0	1	1	1	0	0	0	1	1	9	11	55
7	AYI DENI SURYADI	L	0	1	1	0	0	1	1	0	1	1	1	1	0	0	0	1	1	0	0	0	10	10	50
8	BAYU NUR R	L	1	1	1	1	0	1	1	0	1	0	1	1	0	0	1	1	0	0	1	1	7	13	65
9	CANDRA SEPTIANA	P	0	1	1	1	1	0	1	1	0	0	1	1	0	1	1	0	0	1	0	0	9	11	55
10	CUCU SUNDARI	P	1	1	1	1	1	1	0	0	1	1	0	1	0	1	1	0	1	0	1	1	6	14	70
11	DANI IHSAN A	L	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	0	1	1	1	4	16	80
12	EGA PURNAMA	L	1	1	0	1	0	1	1	1	1	0	0	1	0	0	0	1	0	0	0	1	10	10	50
13	ELVAN MUHAMMAD R	L	0	1	1	1	1	1	1	0	0	0	1	0	0	1	0	0	1	1	1	1	8	12	60
14	ERAWATI	P	1	1	0	1	1	1	1	0	1	0	0	1	0	0	1	0	1	1	1	1	7	13	65
15	EZI RAHMANIAR M.	P	1	1	1	0	0	1	1	0	1	1	0	0	1	1	0	1	1	1	0	1	7	13	65
16	FITRI KURNIASIH	P	1	1	0	0	1	1	1	0	1	1	0	0	1	1	0	0	0	1	1	0	9	11	55
17	FITRIA PUSPITA DEWI	P	1	1	1	0	0	1	1	0	1	1	0	0	0	1	1	1	0	0	1	1	8	12	60
18	FITRIADI WIJAYA	L	1	0	0	1	0	1	1	1	0	0	1	1	0	0	0	1	1	0	1	1	9	11	55
19	HADI SYAM ARIEF	L	0	0	0	0	1	1	1	0	0	1	1	1	0	0	1	1	1	1	0	1	9	11	55
20	HANI OKTAVIANI	P	1	1	0	0	1	1	1	1	0	0	0	0	1	0	0	1	1	0	1	0	10	10	50
21	HARDI SUPARJIMAN	L	0	1	1	0	1	1	1	0	1	1	0	0	1	1	0	1	1	0	1	0	8	12	60
22	HENDRA SETIAWAN	L	1	0	1	1	1	1	1	0	0	1	1	0	1	0	0	1	0	0	1	1	8	12	60

T=True, F=False

Appendice 4

TABULATION SCORE OF POSTTEST

NO	STUDENTS (N)	L/P	INSTRUMENTS																				SUM		SCORE OF POSTTEST (X1)
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	F	T	
1	AI SITI SADIAH	P	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	0	4	16	80
2	ALDI FIRDAUS	L	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	0	0	6	14	70
3	ALIF ZAELANI	L	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	4	16	80
4	ANGGI DWINI	P	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	2	18	90
5	ARI HARDIANSYAH	L	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	2	18	90
6	ASEP SUHENDAR	L	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	2	18	90
7	AYI DENI SURYADI	L	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	3	17	85
8	BAYU NUR R	L	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	2	18	90
9	CANDRA SEPTIANA	P	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	2	18	90
10	CUCU SUNDARI	P	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	2	18	90
11	DANI IHSAN A	L	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	2	18	90
12	EGA PURNAMA	L	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	20	100
13	ELVAN MUHAMMAD R	L	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	2	18	90
14	ERAWATI	P	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	4	16	80
15	EZI RAHMANIAR M.	P	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	19	95
16	FITRI KURNIASIH	P	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	19	95
17	FITRIA PUSPITA DEWI	P	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	19	95
18	FITRIADI WIJAYA	L	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	2	18	90
19	HADI SYAM ARIEF	L	1	1	1	1	0	1	1	0	1	1	1	0	1	0	1	1	1	0	0	1	6	14	70
20	HANI OKTAVIANI	P	1	0	1	1	1	1	1	1	0	0	1	1	1	0	0	0	1	1	1	0	7	13	65
21	HARDI SUPARJIMAN	L	1	1	1	0	1	0	1	0	0	1	1	1	0	1	1	1	0	1	1	1	6	14	70
22	HENDRA SETIAWAN	L	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	95	95

T = True, F = False

Appendice 5

TABLE OF SCORE PRETEST AND POSTTEST

NO	STUDENTS (N)	L/P	SCORE OF PRETEST (X1)	SCORE OF POSTTEST (X2)
1	AI SITI SADIAH	P	55	80
2	ALDI FIRDAUS	L	60	70
3	ALIF ZAELANI	L	65	80
4	ANGGI DWINI	P	60	90
5	ARI HARDIANSYAH	L	65	90
6	ASEP SUHENDAR	L	55	90
7	AYI DENI SURYADI	L	50	85
8	BAYU NUR R	L	65	90
9	CANDRA SEPTIANA	P	55	90
10	CUCU SUNDARI	P	70	90
11	DANI IHSAN A	L	80	90
12	EGA PURNAMA	L	50	100
13	ELVAN MUHAMMAD R	L	60	90
14	ERAWATI	P	65	80
15	EZI RAHMANIAR M.	P	65	95
16	FITRI KURNIASIH	P	55	95
17	FITRIA PUSPITA DEWI	P	60	95
18	FITRIADI WIJAYA	L	55	90
19	HADI SYAM ARIEF	L	55	70
20	HANI OKTAVIANI	P	50	65
21	HARDI SUPARJIMAN	L	60	70
22	HENDRA SETIAWAN	L	60	95

Appendix 6

Frequencies

Notes		
Output Created		21-AUG-2015 21:51:42
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
Missing Value Handling	N of Rows in Working Data File	22
	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES
		VARIABLES=PreTestPostTest
		/STATISTICS=STDDEV
		VARIANCE RANGE MINIMUM
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.03
		MAXIMUM SEMEAN MEAN
		MEDIAN MODE SKEWNESS
		SESKEW KURTOSIS SEKURT
		/ORDER=ANALYSIS.

[DataSet0]

Appendix 7

Statistics

		PreTest	PostTest
N	Valid	22	22
	Missing	0	0
Mean		59.7727	85.9091
Std. Error of Mean		1.52459	2.07115
Median		60.0000	90.0000
Mode		55.00 ^a	90.00
Std. Deviation		7.15097	9.71454
Variance		51.136	94.372
Skewness		.946	-.881
Std. Error of Skewness		.491	.491
Kurtosis		1.672	-.233
Std. Error of Kurtosis		.953	.953
Range		30.00	35.00
Minimum		50.00	65.00
Maximum		80.00	100.00

a. Multiple modes exist. The smallest value is shown

Frequency Table

PreTest				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50.00	3	13.6	13.6
	55.00	6	27.3	40.9
	60.00	6	27.3	68.2
	65.00	5	22.7	90.9
	70.00	1	4.5	95.5
	80.00	1	4.5	100.0
	Total	22	100.0	100.0

PostTest				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65.00	1	4.5	4.5
	70.00	3	13.6	18.2
	80.00	3	13.6	31.8
	85.00	1	4.5	36.4
	90.00	9	40.9	77.3
	95.00	4	18.2	95.5
	100.00	1	4.5	100.0
	Total	22	100.0	100.0

T-Test

Notes		
Output Created		22-AUG-2015 11:51:21
Comments		
Input	Data	D:\DATA-BUNDA\OLAHDATA
	Active Dataset	CUCU\Untitled1.sav
	Filter	DataSet1
	Weight	<none>
	Split File	<none>
Missing Value Handling	N of Rows in Working Data File	22
	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST PAIRS=PostTest WITH PreTest (PAIRED)
		/CRITERIA=CI(.9500)
Resources		/MISSING=ANALYSIS.
	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.01

[DataSet1] D:\DATA-BUNDA\OLAHDATA CUCU\Untitled1.sav

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PostTest	85.9091	22	9.71454	2.07115
	PreTest	59.7727	22	7.15097	1.52459

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PostTest&PreTest	22	.157	.484

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 PostTest - PreTest	26.13636	11.11968	2.37072	21.20618	31.06655	11.025	21	.000



SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN (STKIP) SILIWANGI BANDUNG

TERAKREDITASI

PLS : No. 023/BAN-PT/Ak-XIII/S1/X/2010
PBS. Inggris : No. 020/BAN-PT/Ak-XIII/S1/X/2010

PBS.Indonesia : No. 019/BAN-PT/Ak-XIII/S1/X/2010
Pend. Matematika : No. 023/BAN-PT/Ak-XIII/S1/X/2010

Jl. Terusan Jenderal Sudirman Cimahi, Telp (022) 6658680, Fax (022) 6629913, Website: www.stkipsiliwangi.com

KARTU KEGIATAN BIMBINGAN PENELITIAN DAN PENULISAN SKRIPSI PROGRAM STRATA SATU (S1)

Nama Mahasiswa : Cucu Mulyati
NIM/NIRM : 11220077
Jurusan : B. Inggris
Program Studi : PBS. Inggris
Alamat : Kp. Cijujung 04/06 Ds. Bobojong kec. Mande - Cianjur
Judul Skripsi : Improving the Students' Vocabulary Mastery through Guessing Games Technique at the Second Grade of MA Yapisna - Cianjur
Pembimbing I : Mundriyah Y. P., S.IP., M.Ed.
Pembimbing II : Yanuarti Apsari, M.Pd.

No.	Tanggal	Waktu	Tempat	Tahap Kegiatan Yang Dibicarakan	Paraf Pembimbing
1.	11-10-14				dr ^{11/10/14}
2	18 Okt.	14.00	STKIP	proposal	dr ^{18/10/14}
3.	18-10-14		BI	proposal	dr ^{18/10/14}
4.	08-03-2015	14.00	BI	chapter 1	dr ^{08/03/15}
5	24-05-2015	12.30	BI	Chapter 1-3	dr ^{24/05/15}
6	24-05-2015	14.00	prudi	Chapter 1-3	dr ^{24/05/15}
7.	-06-2015		BI	Chapter 1-3	dr ^{06/06/15}
8.	19-08-2015	13.00	BI	chapter 1-3 & Instrument	dr ^{19/08/15}
9.	21-08-2015	16.00	BI	"	dr ^{21/08/15}
10.	21-08-2015	17.00	BI	Chapter 1-3	dr ^{21/08/15}
11.	22-08-2015	16.30	BI	chapter 1-5	dr ^{22/08/15}
12.	22-08-2015	17.00	BI	chapter 1-4	dr ^{22/08/15}
13.	26-08-2015	13.00	BI	All chapter	dr ^{26/08/15}
14.	26-08-2015	15.00	BI	All Chapter	dr ^{26/08/15}



SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
(STKIP) SILIWANGI BANDUNG
TERAKREDITASI

PLS : NO.023/BAN-PT/Ak-XIII/S1/X/2010 PLS S-2 : NO.033/BAN-PT/Ak-IX/S2/I/2012
PB. Inggris : NO.020/BAN-PT/Ak-XIII/S1/X/2010 Pend. Matematika S-2 : NO.243/BAN-PT/Ak-XI/M/XII/2013
PBS. Indonesia : NO.019/BAN-PT/Ak-XIII/S1/X/2010
Pend. Matematika : NO.023/BAN-PT/Ak-XIII/S1/X/2010
PG-PAUD : NO.518/E/O/2014

Jl. Terusan Jenderal Sudirman, Cimahi 40526 (022) 6658680, Fax (022) 6629913, Website: <http://stkipiliwangi.com>

Nomor : L. 063 /STKIP/I /2015
Perihal : **Pemohonan izin Pelaksanaan Riset**

Kepada Yth : Kepala Kantor Kesatuan Bangsa dan Politik Kab. Cianjur
di
: Cianjur

Ketua Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Siliwangi Bandung, dengan ini mengajukan izin Pelaksanaan Riset untuk :

Nama : Cucu Mulyati
Nomor Pokok : 1122 0077
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

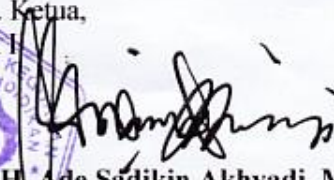
Bermaksud mengadakan Riset/Penelitian di MA Yapisna Kec. Maleber Kab. Cinajur ; Tmt.12 Januari s/d 12 Februari 2015
Untuk bahan penulisan Skripsi Strata Satu (S-I) STKIP Siliwangi Bandung.

Pokok Bahasan /Masalah : Improving Students Vocabulary Mastery Through Guessing Games Technique at the Second Grade Student of MA Yaspina Cianjur

Atas perhatian dan izin Bapak/Ibu kami ucapkan terima kasih.

Cimahi, 14 Janauri 2015

A.n. Ketua,



Dr. H. Ade Sadikin Akhyadi, M.Si.
NIP. 195709251984031001

Tembusan :

1. Kepala Disdikpora Kab. Cianjur
2. Kepala MA Yapisna



SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN (STKIP) SILIWANGI BANDUNG TERAKREDITASI

PLS : No. 023/BAN-PT/Ak-XIII/S1/X/2010
PB. Inggris : No. 020/BAN-PT/Ak-XIII/S1/X/2010

PBS. Indonesia : No. 019/BAN-PT/Ak-XIII/S1/X/2010
Pend. Matematika : No. 023/BAN-PT/Ak-XIII/S1/X/2010

Jl. Terusan Jenderal Sudirman, Cimahi 40526, Telp (022) 6658680, Fax (022) 6629913, Website: www.stkipsiliwangi.ac.id

SURAT KEPUTUSAN

Nomor: 361 /STKIP/S/IX/2014

Tentang

PENGESAHAN DOSEN PEMBIMBING SKRIPSI PROGRAM S-1 STKIP SILIWANGI BANDUNG

KETUA SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN (STKIP) SILIWANGI BANDUNG

Menimbang :

1. Bahwa rencana penelitian yang diajukan oleh :
N a m a : Cucu Mulyati
N I M : 11220077
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Telah memenuhi persyaratan akademik untuk diajukan judul Skripsi Program Strata I
2. Bahwa untuk kelancaran penyusunan skripsi tersebut perlu mendapat bimbingan dari dosen sesuai dengan disiplin ilmunya.

Memperhatikan :

Hasil musyawarah Ketua STKIP dengan pimpinan jurusan di lingkungan STKIP Siliwangi Bandung.

MEMUTUSKAN

Menetapkan

Pertama

: Mengesahkan Judul Skripsi

N a m a

: Cucu Mulyati

N I M

: 11220077

Judul

: Improving the Students' Vocabulary Mastery
through Guessing Games Technique at the
Second Grade of MA Yapisna Cianjur

Kedua

: Mengangkat Dosen Pembimbing Skripsi

Pembimbing I

: Mundriyah Y. P., S.IP., M.Ed.

Pembimbing II

: Yanuarti Apsari, M.Pd.

Ketiga

: Pembimbing bertugas melakukan bimbingan dalam penyusunan skripsi mulai dari penelitian dan penulisan sampai saat disidangkan.

Keempat

: Kepada Pembimbing diberikan honorarium sesuai dengan ketentuan yang berlaku.

Kelima

: Surat Keputusan ini berlaku sejak tanggal ditetapkan sampai dengan mahasiswa yang bersangkutan lulus dalam ujian sidang.

Keenam

: Apabila ada kekeliruan dalam penetapan, surat keputusan ini akan ditinjau kembali.

KUTIPAN Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dipergunakan sebagaimana mestinya.

Ditetapkan di : Cimahi
Pada Tanggal : 27 September 2014

A.n. Ketua

Wakil Ketua

Wakil Ketua

Wakil Ketua

Wakil Ketua

Wakil Ketua

Wakil Ketua

Wakil Ketua

Wakil Ketua

Wakil Ketua

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Wakil Ketua

Wakil Ketua

Wakil Ketua

Wakil Ketua

Wakil Ketua

Dr. H. Ade Sodikin Akhyadi, M.Si.
NIP. 195709251984031001

Tembusan :

1. Yth. Koordinator Kopertis Wilayah IV Jawa Barat
2. Yth. Ketua Jurusan/PS di lingkungan STKIP Siliwangi

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah Asal	: MA. Yapisna Cianjur
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: XI
Alokasi Waktu	: 6 x 45 Menit
Pertemuan Ke	: 1 & 2
Standart Kompetensi	: Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari
Kompetensi Dasar	: 1.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas

Indikator :

- Mengidentifikasi kata yang didengar
- Mengidentifikasi makna kata
- Mengidentifikasi hubungan antar pembicara
- Mengidentifikasi makna tindak tutur menyampaikan pendapat
- Merespon tindak tutur menyampaikan pendapat
- Mengidentifikasi makna tindak tutur menyatakan puas
- Merespon tindak tutur menyatakan puas

- Mengidentifikasi makna tindak tutur menyatakan tidak puas
- Merespon tindak tutur menyatakan tidak puas
- Mengidentifikasi konteks situasi

I. Tujuan Pembelajaran

Setelah proses pembelajaran siswa diharapkan dapat:

- Mengidentifikasi kata yang didengar
- Mengidentifikasi makna kata
- Mengidentifikasi hubungan antar pembicara
- Mengidentifikasi makna tindak tutur menyampaikan pendapat
- Merespon tindak tutur menyampaikan pendapat
- Mengidentifikasi makna tindak tutur menyatakan puas
- Merespon tindak tutur menyatakan puas
- Mengidentifikasi makna tindak tutur menyatakan tidak puas
- Merespon tindak tutur menyatakan tidak puas
- Mengidentifikasi konteks situasi

II. Materi Pembelajaran :

○ **Mengungkapkan pendapat**

mis. A: I think this picture is great.

B: I think so too.

○ **Meminta pendapat**

mis. A: What do you think about class?

B: I think it's a good place to learning process..

○ **Menyatakan puas**

mis. A: I can't think of anything better.

B: Thank you for your compliment, Sir.

III. Metode Pembelajaran :

- Speaking
- Diskusi
- Tanya Jawab
- Game

IV. Langkah- langkah pembelajaran :

- Kegiatan Awal : 1.Absensi
2.Memotivasi siswa dengan pertanyaan-pertanyaan yang mengarah pada makna kata yang dipelajari sehingga merangsang siswa untuk meresponya dengan menggunakan makna yang sesuai.
- Kegiatan Inti : mengadakan game untuk mengimprove students ability dalam memahami arti dan makna kata kemudian menginflementasikannya dalam sebuah kalimat
- Kegiatan Akhir : Merumuskan penjelasan tentang makna kata dan cara mengucapkannya dengan cepat, tepat dan benar.

V. Alat, Bahan / Sumber Belajar :

Sumber belajar : www.englishdaily626.com www, laptop, infocus, buku, kartu gambar

VI. Penilaian

- ❖ Non tes :
 - a) Tugas Kelompok
 - b) Tugas Individu
- ❖ Tes tertulis (uraian, pilihan ganda)

Keterangan :

Rentang Nilai

A. Baik Sekali : 90 – 100
B. Baik : 75 – 89
C. Cukup : 60 – 74

D. Kurang : 40 – 59
E. Kurang Sekali : 0 – 39

Kepala Madrasah,
Mengetahui,

LAETIA LARIFIN, S.Pd.I

The image shows a blue circular official stamp of Madrasah Aliyah YAPISNA. The stamp contains the text 'YAYASAN PENDIDIKAN AL-ISLAMIAH ADAM AL-MUSLIMIN', 'MADRASAH ALIYAH YAPISNA', and 'Kec. KAYAHANGTENGAR Kab. CIANJUR'. A large, loopy handwritten signature in black ink is written over the stamp. Below the signature, the name 'LAETIA LARIFIN, S.Pd.I' is printed and underlined.

Cianjur, 21 April 2015

Mahasiswa/Peneliti

Cucu Mulyati

11220077

RPP RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah Asal	: MA. Yapisna Cianjur
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: XI
Alokasi Waktu	: 4 x 45 Menit
Standart Kompetensi	: 3. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari
Kompetensi Dasar	: 3.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan scrakurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur : menyampaikan pendapat, meminta pendapat, menyatakan puas dan menyatakan tidak puas.

Indikator :

- Menggunakan tindak tutur menyampaikan pendapat
- Merespon tindak tutur menyampaikan pendapat
- Menggunakan tindak tutur meminta pendapat
- Merespon tindak tutur meminta pendapat
- Menggunakan tindak tutur menyatakan puas
- Merespon tindak tutur menyatakan puas

II. Tujuan Pembelajaran

Setelah proses pembelajaran siswa diharapkan dapat:

- Menggunakan tindak tutur menyampaikan pendapat
- Merespon tindak tutur menyampaikan pendapat
- Menggunakan tindak tutur meminta pendapat
- Merespon tindak tutur meminta pendapat
- Menggunakan tindak tutur menyatakan puas
- Merespon tindak tutur menyatakan puas

II. Materi Pembelajaran :

- Speaking
- Language Focus

III. Metode Pembelajaran :

- Diskusi
- Tanya Jawab
- Game

IV. Langkah- langkah pembelajaran :

- Kegiatan Awal :
 - Absensi
 - Memotivasi siswa Untuk berdialog dengan menggunakan bahasa Inggris
- Kegiatan Inti :
 - Membagi siswa menjadi beberapa kelompok
 - Meminta siswa untuk mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok.
 - Membagi kedalam beberapa kelompok siswa untuk bermain game.
 - Menjelaskan tindak tutur dan respon dari ungkapan yang dipelajari dengan benar

- Kegiatan Akhir :
 - Mengevaluasi masing – masing kelompok dan memberikan penjelasan

III. Alat, Bahan / Sumber Belajar.

- Bumu SMA yang relevan
- Lks

IV. Penilaian :

- Tugas
- performance

Kepala Madrasah,
Mengetahui,



ZALNARIFIN, S.Pd.I

Cianjur, 21 April 2015

Mahasiswa/Peneliti

Cucu Mulyati

11220077

AUTOBIOGRAPHY



On June 07th 1984, she was born at the small city namely Cianjur. Her lovely father's name is Hasan Saepudin and her lovely mother's name is Hindun. As the last child, her parents give her name, Cucu Mulyati. She has one little son which are really love her. His name is Fawaz Indra Prasetyo.

At a small but unforgettable elementary school, SDN BOBOJONG Cianjur, she started her study from 1991 to 1997. Then she continued her study at MTs.Tanwiriyyah Cianjur from 1997 to 2000. She continued her study to a vocational high school at Cianjur. Specifically she went to SMK Negeri 2 Cianjur from 2000 to 2003. After she graduated in SMK she choose to work and continue her study at STKIP SILIWANGI BANDUNG and took English study program because she want to be a teacher. As she has a great interest in learning English, so she tries to graduate clearly and she hopes that her knowledge can be beneficial for her and other.