THE EFFECT OF GUESSING GAME TOWARDS STUDENTS' VOCABULARY MASTERY AT EIGHTH GRADES OF JUNIOR HIGH SCHOOL

THESIS

By:

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ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG
2023

THE EFFECT OF GUESSING GAME TOWARDS STUDENTS' VOCABULARY MASTERY AT EIGHTH GRADES OF JUNIOR HIGH SCHOOL

THESIS

Submitted to the Faculty of Education and Teacher Training in Partical Fulfillment of The Requirement of the Degree of English Language Teaching (S.Pd) in English Education Department

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FACULTY OF TARBIYAH AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI MAULANA MALIK

IBRAHIM MALANG

October, 2023

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APPROVAL SHEET

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Nur Washilah Syahriyanti (19180054)

Has been defended in front of the board of examiners on the date of (… …th 2023) and declared PASS

Accepted as the Degree of English Language Teaching (S.Pd) requirement in the English Education Department, Faculty of Tarbiyah and Teacher Training.

The Board of Examiners,   Signature

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Lecturer of Faculty of Tarbiyah and Teacher Training
Maulana Malik Ibrahim State Islamic University

THE OFFICIAL ADVISORS' NOTE

Page   : Nur Washilah Syahriyanti   Malang, October 05, 2023

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Dean of Tarbiyah and Teacher Training Faculty

Maulana Malik Ibrahim Malang State Islamic University

In
      Malang

Assalamu'alaikum Wr. Wb

After conducting several times of guidance in terms of content, language, writing, technique, and after reading, students' thesis as follow:

Name	: Nur Washilah Syahriyanti
Student ID Number	: 19180054
Department	: English Education
Thesis	: The Effect of Guessing Game Towards Improve Students' Vocabulary Mastery at Eight Grades of Junior High School

Therefore, we believed that the thesis of Nur Washilah Syahriyanti has been approved for futher approval by the board examiners.

Wassalamualaikum Wr. Wb

Advisor,

Prof. Dr. Hj. Like Raskova Octaberlina, M. Ed
NIP. 197410252008012015

APPROVAL

This is certify that the thesis of Nur Washilah Syahriyanti has been approved by

the advisor for futher approval by the board of examiners.

Malang, Oktober 05, 2023

Advisor,

Prof. Dr. Hj. Like Raskova Octaberlina, M. Ed
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DECLARATION OF AUTHORSHIP

Bismillahirrahmanirrahim,

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Declarate that :

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.

2. This thesis is the sole work of the author and has not been written in collaboration with any other person, not does it include, without due acknowledgment, the result of any other person.

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Malang, October 05, 2023

The Researcher,

Nur Washilah Syahriyanti
NIM. 19180054

MOTTO

<div dir="rtl">

وَهُوَ مَعَكُمْ اَيْنَ مَا كُنْتُمّْ

</div>

"…and He (Allah) is with you wherever you are."

(Q.S. Al-Hadid 57 : Verse 4)

THESIS DEDICATION

I dedicate this thesis specifically to my beloved family, my father Zainuri Jali, S.Ag, M.H, my mother Nur Azizah, my younger brother Jauhar Musthofal Qulub, my younger sister Nur Zayba Ramadhania and all my family whom I cannot name one by one, who have supported, motivated, encouraged and prayed for me. I also dedicate this thesis to Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed as my thesis supervisor who always helps and provides useful guidance and suggestions so that I can complete my thesis well. Finally, I dedicate this thesis to friends whom I cannot mention one by one who have given me encouragement, prayers, support, and motivation and always helped each other in preparing this thesis.

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

Praise be to the presence of Allah SWT who has bestowed His grace and guidance so that the researcher was given the strength to complete the final assignment entitled "The Effect of Guessing Game Towards Students' Vocabulary Mastery of Eighth Grades of Junior High School". My prayers continue to be given to the Prophet Muhammad SAW who has brought life guidance to mankind.

For the completion of writing this thesis to complete the final assignment of the undergraduate level, the researcher would like to thank many parties who have helped the researcher in the smooth running of this thesis research. The researcher believes that without help and support, the researcher could not complete this thesis quickly. With humility, the researcher would like to express gratitude to:

1. Allah SWT who has given health and strength to researchers so that researchers are able to carry out thesis writing and research. Sholawat and greetings do not forget to be sent to the prophet Muhammad SAW who has led mankind to the bright path, namely addinul Islam.

2. To my beloved family, my father Zainuri Jali, S.Ag, M.H, my mother Nur Azizah, my younger brother Jauhar Musthofal Qulub, my younger sister Nur Zayba Ramadhania, and other families who never stop giving prayers and support to researchers in completing this education.

3. Prof. Dr. H. M. Zainnudin, MA as the rector of UIN Maulana Malik Ibrahim Malang.

4. Prof. Dr. H. Nur Ali, M.Pd as the Dean of Faculty of Tarbiyah and Teacher Training UIN Maulana Malik Ibrahim Malang.

5. Prof. Dr. H. langgeng Budianto, M.Pd as the head of English Education Department.

6. Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed as a advisor who always patiently guides researchers from the beginning of writing a title, writing a thesis proposal, examining and providing advice and direction to researchers until the completion of writing this thesis.

7. All lecturers in the English education department who have helped the learning process for four years. With the knowledge that has been given, researchers can reach this stage. For the hard work of the lecturers, may Allah SWT bless them.

8. H. Abd. Aziz, S.Pd, M.Pd, as the headmaster one of Junior High School in Gresik who has given permission to researchers to conduct research at the school.

9. Uswatul Hasanah, S.Pd as an English teacher in one of Junior High School in Gresik, who has allowed and facilitated researchers in conducting research, starting from conducting pre-test, treatment, and post-test.

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11. My dearest friends and good person who are always helping and providing sincere support to researchers from the beginning until the completion of writing this thesis. The enthusiasm and motivation that you provide endlessly make researchers strong. May happiness be bestowed on your life.

12. Friends of FASTCO 2019 (class of English Education 2019), thank you for the sorrow and joy that have passed together, have a good process for the future. May all our business be smooth, especially in completing the writing of this thesis.

For all of the parties, the researcher realizes that there are still many deficiencies in the writing of this thesis that need to be improved. For this reason, researchers need suggestions to make improvements to existing deficiencies. Hopefully this thesis is useful for researchers and readers.

<div align="right">
Malang, October 05, 2023
Mahasiswi,

Nur Washilah Syahriyanti
NIM. 19180054
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LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A.   Words

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B. Long Vocal

Long Vocal (a)	=âa
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C. Dipthong Vocal

أَو	= aw
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ABSTRACT

Syahriyanti, Nur Washilah. 2023. The Effectiveness of Guessing Game to Improve Students' Vocabulary Mastery of Eighth Grades of Junior High School. Thesis, Department of English Education. Faculty of Tarbiyah and Teaching Science. State Islamic University Maulana Malik Ibrahim Malang.
Advisor: Prof. Dr. Hj Like Raskova Octaberlina, M.Ed

Key words: Guessing Game, Vocabulary Mastery, Eighth Grade Students.

In Indonesia, English is officially taught in junior high school, especially in grade eight. Therefore, teachers in junior high school must pay more attention to the learning of foreign languages to their students, especially on students' vocabulary mastery. Vocabulary is often underestimated by students so in the application of English many students do not master it. This can be caused by learning methods that are monotonous and seem boring. Teachers must think of methods that can be used to attract students' attention to learning English. One media that can be used is game to make students more focused and enthusiastic, for example, a guessing game. Guessing games can also help teachers to increase student participation and student courage in teaching English. This study aims to find out how effective the use of guessing game is in improving the vocabulary mastery of eighth grade students. This study used Quasi-experimental quantitative research with the research subjects 32 students of class 8C as the experimental class and 32 students of class 8B as the control class. Students were treated 5 times using the guessing game method. The treatment was given after a pre-test and before post-test. The results showed that there was a significant difference between the pre-test and post-test in each class. The test was tested with T-Test: Two samples assuming equal variance, conducted with Microsoft Excel. It was found that the t-value of 3.83 was greater than the t-table value of 2.00. Thus, concluded that the guessing game is effective in improving students' vocabulary mastery.

ABSTRAK

Syahriyanti, Nur Washilah. 2023. Efektifitas Penggunaan Permainan Tebak-tebakan Terhadap Peningkatan Penguasaan Kosakata Siswa Kelas Delapan di Sekolah Menengah Pertama. Skripsi, Jurusan Pendidikan Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang.
Pembimbing : Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed

Kata Kunci : Permainan Tebak-tebakan, Penguasaan Kosakataa, Siswa kelas delapan.

Di Indonesia, bahasa Inggris secara resmi diajarkan di sekolah menengah pertama, terutama di kelas delapan. Oleh karena itu, guru-guru di sekolah menengah pertama harus memberikan perhatian lebih pada pembelajaran bahasa asing kepada siswa-siswanya, terutama pada penguasaan kosakata siswa. Kosakata sering dianggap remeh oleh siswa sehingga dalam penerapan bahasa Inggris banyak siswa yang tidak menguasainya. Hal ini dapat disebabkan oleh metode pembelajaran yang monoton dan terkesan membosankan. Guru harus memikirkan metode yang dapat digunakan untuk menarik perhatian siswa dalam belajar bahasa Inggris. Salah satu media yang dapat digunakan adalah permainan untuk membuat siswa lebih fokus dan antusias, misalnya permainan tebak kata. Permainan tebak-tebakan juga dapat membantu guru untuk meningkatkan partisipasi siswa dan keberanian siswa dalam pembelajaran bahasa Inggris. Penelitian ini bertujuan untuk mengetahui seberapa efektif penggunaan permainan tebak kata dalam meningkatkan penguasaan kosakata siswa kelas delapan. Penelitian ini menggunakan penelitian kuantitatif kuasi eksperimen dengan subjek penelitian 32 siswa kelas 8C sebagai kelas eksperimen dan 32 siswa kelas 8B sebagai kelas kontrol. Siswa diberi perlakuan sebanyak 5 kali dengan menggunakan metode permainan tebak kata. Perlakuan diberikan setelah pre-test dan sebelum post-test. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan antara pre-test dan post-test pada masing-masing kelas. Pengujian tersebut diuji dengan T-Test: Dua sampel dengan asumsi varians yang sama, yang dilakukan dengan Microsoft Excel. Ditemukan bahwa nilai t hitung sebesar 3,83 lebih besar dari nilai t tabel sebesar 2,00. Dengan demikian, dapat disimpulkan bahwa permainan tebak kata efektif dalam meningkatkan penguasaan kosakata siswa.

ستخلص البحث

سياهريانتي، نور واشيلة. 2023. فعالية استخدام ألعاب التخمين في تحسين إتقان المفردات لدى طلاب الصف أطروحة، قسم تعليم اللغة الإنجليزية. كلية التربية وتدريب المعلمين. جامعة مولانا. مدرسه صغار الثامن في مدرسة مالك إبراهيم الإسلامية الحكومية مالانج.

المشرف : البروفيسور دكتور. هج. مثل راسكوفا أوكتابيرلينا، حاصلة على ماجستير في التربية

الكلمات المفتاحية: لعبة التخمين، إتقان المفردات، طلاب الصف الثامن.

تعتبر اللغة الإنجليزية حاليًا لغة عالمية، ويكاد يكون من المستحيل أن يكون هناك بلد لا يتعلم اللغة الإنجليزية. بالنسبة لبعض البلدان، اللغة الإنجليزية هي لغة أجنبية. في إندونيسيا، يتم تدريس اللغة الإنجليزية رسميًا في المدارس الإعدادية، وخاصة الصف الثامن، ولهذا السبب يجب على المعلمين في المدارس الإعدادية إيلاء المزيد من الاهتمام لتعلم اللغة الأجنبية لطلابهم، وخاصة فيما يتعلق بإتقان مفردات الطلاب. غالبًا ما يقلل الطلاب من أهمية المفردات، لذلك عند تطبيق اللغة الإنجليزية، لا يتقنها العديد من الطلاب. يمكن أن يحدث هذا بسبب استراتيجيات التعلم المملة والمتعبة، لذلك يجب على المعلمين التفكير في التقنيات التي يمكن استخدامها لتسليط الضوء على الطلاب في تعلم اللغة الإنجليزية. إحدى التقنيات التي يمكن استخدامها هي استخدام إستراتيجيات الألعاب لجعل الطلاب أكثر انخراطًا وحماسًا، على سبيل المثال ألعاب التخمين. يمكن لألعاب التخمين أيضًا أن تساعد المعلمين على زيادة مشاركة الطلاب وشجاعتهم في تدريس اللغة الإنجليزية. من المتوقع أن يكتشف هذا الاختبار مدى أهمية استخدام ألعاب التخمين في تطوير سلطة المصطلحات لدى طلاب الصف الثامن. استخدم هذا البحث الكمي شبه التجريبي مع موضوعات بحثية لـ 32 كصف تحكم. يتم إعطاء الطلاب B كصف استكشاف و32 طالبًا من طلاب الصف 8 C طالبًا من طلاب الصف 8 العلاج عدة مرات باستخدام تقنيات لعبة المضاربة. يتم إعطاء العلاج بعد إجراء اختبار مسبق وبعد إجراء اختبار لاحق بعد إعطائه العلاج. وأظهرت نتائج الاختبار وجود فرق كبير جداً بين الاختبار القبلي والاختبار البعدي في كل صف. محاولة الاختبار باستخدام Microsoft مثالان يتوقعان تغييرات مماثلة، تم استكمالهما باستخدام T-Test: بقيمة 2.00، لذلك يمكن افتراض t بقيمة 3.83 يمكن أن يكتمل ليكون أكبر من جدول t وقد وجد أن جدول Excel. أن لعبة التخمين فعالة في توسيع سلطة المصطلحات لدى الطلاب.

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CHAPTER I
INTRODUCTION

This chapter explains the research background, research questions, purpose of the research, scope of the research, originality of the research significance of the research, and definition of key terms.

1.1 Background of the Study

Mahu (2012) states that English is a foreign language that has been a common language in the world for decades. It is now almost an impossibility to find a country where learning English is not compulsory. The benefits of learning and mastering English will be felt in many fields such as education, science, technology, communication, discussion, social and culture.

وَمَآ اَرْسَلْنَا مِنْ رَّسُوْلٍ اِلَّا بِلِسَانِ قَوْمِهٖ لِيُبَيِّنَ لَهُمْ ۗفَيُضِلُّ اللهُ مَنْ يَّشَاۤءُ وَيَهْدِيْ مَنْ يَّشَاۤءُ ۗوَهُوَ الْعَزِيْزُ الْحَكِيْمُ

Meaning : "We have not sent any messenger except in the language of his people, that he may enlighten them. So Allah misguides whom He wills, and guides whom He wills. And He is the Lord, the Mighty, the Wise.." [QS. Ibrahim: 4).

The Quranic verse shows the importance of learning foreign languages that is *sunatullah*. Given that humans are created in different and diverse nations, tribes, and languages. So it is very important to build social and cultural, economic, and even political interactions to integrate worldly interests, maintain unity, brotherhood, and the continuity of needs for the worldly matters and the hereafter.

There are four language skills in English; reading, listening, speaking, and writing. In addition, there are also several language components such as pronunciation, spelling, grammar, and vocabulary that must be taught to support the development of language skills. These language skills and components must be learned and taught integratively in the teaching and learning process in the classroom. Vocabulary is one of the essential language components that can connect all four English language skills. According to Richards (2011), vocabulary is a central component of language and is the basis for learners to be good at speaking, listening, writing, and listening. That means learners cannot follow teaching and learning activities properly if they do not master the four language skills.

In today's modern world, vocabulary has crucial role in daily life, especially in conversation. In conversation, thoughts, information, feelings, and ideas can be exchanged. According to Syam (2018), in communicating, students need vocabulary that can assist them to generate and use meaningful sentences. Therefore, it is necessary and masters a lot of vocabulary in the language so that conversations are more easily conveyed and meaningful. Purnata (2013: 11) argues that one of the linguistic features that can affect communicative competence is vocabulary. If students do not understand vocabulary, they will not being able to express their thoughts freely in English.

According to Afzal (2019) there are several reasons why vocabulary is taught because without vocabulary, language learners cannot understand others or express their ideas, learners or students still have a little vocabulary, learners

or students and researchers perceive that vocabulary is very important in language learning. For this reason, teachers must facilitate young learners with easy and fun learning techniques. One of the learning strategies that can be used to improve young learners' vocabulary is the using game.

Using games as learning media will make students more focused and enthusiast about the material being taught. Students will not get bored easily because learning is enjoyable. Guessing game is a game to guess a person, thing, or place, a student or group mentions the clues while guessers from other students guess the person, thing, or place. Guessing games can also help teachers to increase student participation and student courage in teaching English.

As a developing country, the Indonesian government has tried many ways to familiarize English to students, because English is a foreign language. One of the ways is to make English a compulsory subject in junior high school. The main problem young learners face in learning English is vocabulary mastery. Most of the student's energy and time are spent on learning vocabulary, yet many still complain that they find it difficult to memorize and pronounce vocabulary. According to Masyhur (2018) In general, there are two problems that cause this to happen; one is that students underestimate the importance of vocabulary, and the other is that students learn vocabulary with uninteresting methods.

According to the Ministry of Education and Culture (2014), English is officially taught in junior high school, especially in the eighth grade. For that

reason, junior high school English teachers are expected to pay more attention to the teaching methods used and what is appropriate to organize the class. In the future, students must master vocabulary to understand written or spoken texts. It is sometimes difficult for students to expand their vocabulary. Students, especially the eighth grade, are usually asked to use words in daily activities such as writing dairies and having conversations. In learning English as a foreign language, there are still some students who have difficulty in using English vocabulary.

Related to this research, there are several studies that have relevance to the use of the guessing game in learning English. First, "The Influence of Using Guessing Game Technique Toward the Students' Vocabulary Mastery Among Seventh Grade of SMPN 9 Metro in Academy Year 2016/2017" written by Vika Rahmawati in 2017, this research used quantitative research that included in descriptive quantitative and in the form of experimental design. The finding of this study regarding the use of guessing games to increase students' vocabulary mastery can be seen from the final results of students' scores after treatment. In this case, before the treatment most of students got 70 score it was about 7 students and after the treatment, the students who got 70 score only 2 students. Therefore, it could be inferred that the technique which was applied gave influence to the student"s vocabulary mastery. This study suggest that researcher can investigate the guessing game implementation and other variables with different media and learning materials.

Second, "The Use of Guessing Game to Improve Students' Vocabulary Mastery in First Grade of SMPN 4 Bandar Lampung" written by Ajeng

Anggraini, et al. in 2020. This study used a quantitative design using a vocabulary test and a qualitative design using a questionnaire. The results of this study state that guessing game provides a significant increase in students' vocabulary mastery. This is evidenced by the increase in students' average scores in the post-test from 77.625 to 84.0625. The researcher hopes that further researchers can conduct this technique in different levels of students.

Third, "The Effect of Using Guessing Game on Students' Speaking Ability at SMP "Plus" Darus Sholah Jember" written by Dian Sinati Bhumi Paramitha in 2020, this study used a quantitative research method using quasi-experimental design. The result of study can be seen from the average score of the post-test result in the experimental class has an increased score from 62,00 to 85,20 and in the control class has and increased from 64,60 to 78,00. From the statement before, it means that there is a different score between an experimental class after being treatment using guessing game and control class that was not given any treatment. The difference between researcher-led research is in the selection of the study topic and the employed research methodology.

Based on the previous study and researcher's observation in the preliminary study conducted at junior high school in Gresik especially in class VIII, the problems found were similar to the explanation above, namely the mastery of vocabulary which was quite low. This is caused by students who lose interest and focus on English. This causes students to be unmotivated to learn and teachers also lose their students' attention. Therefore, efforts to develop students' English vocabulary are needed. In this case, a guessing game will be

used to improve the mastery of the English vocabulary of eighth grade students of junior high school in the 2022/2023 academic year.

1.2 Research Question

1. Is there any significant effect of guessing game on vocabulary mastery at eighth grade junior high school?

1.3 Research Objective

Based on the background and research question of the research, the objective of this study is :

1. To find out whether there is a significant effect in students' vocabulary mastery as a result of guessing game.

1.4 Scope and Limitations of Study

The limitation of this research is to find out how effectively the use of the guessing game method on vocabulary mastery for eighth-grade students of junior high school in Gresik. This research describes the effectiveness of students' vocabulary mastery using a guessing game. The scope of this research is the eighth-grade students of junior high school. The researcher used two classes, namely class 8B totaling 32 students and class 8C totaling 32 students.

1.5 Significance of Study

The significance of the research can be obtained if the research results are found in accordance with the research objectives. The findings of this study can be used as a base for future research on the study of games

as a learning tool in improving student vocabulary, especially using guessing games. This research is divided into two parts, namely :

1. Theoretically Significance

   The findings of this study are also expected to be used as a reference to develop new innovations to improve students' vocabulary mastery skills using games.

2. Practically Significance

   Practically significance is adressed to students, teachers, and future researchers. For the students research was conducted to increase the mastery of vocabulary of eighth grade students of Junior High School in Gresik by using the guessing game technique. For the teachers, this research is expected to contribute new information about classroom teaching methods to introduce vocabulary to students. This study improved the quality of students' learning outcomes in vocabulary acquisition skills. For the researchers, this paper is expected to be an extended reference for further researchers regarding improving vocabulary mastery by applying guessing games.

1.6 Definition of Key Terms

1.6.1 Vocabulary

Vocabulary refers to a set of words, typically the set in a language or the set known to an individual. It is an essential component of language and communication, helping convey thoughts, ideas, emotions, and information. Subon (2013:1) stated, without mastering

the basic of vocabulary people would have difficulties in mastering the main four skills of language. The vocabulary topic used in this research is about independence day of Indonesia.

1.7.2 Guessing game

Nowadays games are used as an educational tool with the aim that students feel interested and do not feel bored when learning in the classroom. It can also improve students' creativity, critical thinking, and problem-solving skills. Guessing game is a game that let person or group to guess something which is not mentioned what is that thing. Masyhur (2018) stated the guessing game is one of simple game which can use in the class. This guessing game can be played by groups. In this study, researchers applied the guessing game in groups.

CHAPTER II
LITERATURE REVIEW

The literature review is a description or plan that contains an explained description of all things that are used as research material based on the results of the research. The theoretical framework can also be interpreted as a researcher's guide to compiling scientific papers. In this research, the researcher will explain vocabulary, games in language learning, and vocabulary teaching using guessing games.

2.1 Vocabulary

One of the essential elements of language is vocabulary. Vocabulary is the main element that humans need in the learning process and using language. According to Mahsyur (2018), vocabulary is a set of words that people use to convey information in communication and is an important thing that students must learn in learning a language.

Meanwhile, according to Caroline (2005), vocabulary is a collection of words that a person has or knows. Based on some of the quotes above, it can be summarized that vocabulary is part of the language that people use to communicate which consists of a large collection and knowledge of words that are suitable for use.

2.1.1 Vocabulary Mastery Definition

Rivers (1989) stated that vocabulary mastery refers to the skills and achievement in processing words of language. It is an individual achievement and possession. Therefore, one takes great responsibility in increasing

knowledge of oneself. One's success in expanding vocabulary mastery requires interest and motivation in a language. According to Alqahtani (2015), Vocabulary mastery has a crucial role in the four language skills and it is assumed that vocabulary mastery is part of the necessary components.

In addition, a good command of vocabulary is very crucial for language learners. To achieve good vocabulary mastery, a gradual process is needed. The result can be seen from how a person's knowledge of the words of a language. It can be shown through how the person produces and understands words in life.

Susanto and Fazlinda (2016) states that vocabulary mastery plays an important role in language mastery. A learner who has an inadequate amount of vocabulary will not have good abilities in every aspect of the language itself. Meanwhile, according to Alqahtani (2015), limited vocabulary in a second language will hinder successful communication, therefore vocabulary knowledge is seen as a very important tool for second language learners.

Hashemi (2021) states that Vocabulary knowledge can also improve students' communicative skills and help increase students' social potential. To be able to communicate fluently in a particular language requires a deeper understanding of the words one knows. People will not communicate anything if they do not have any knowledge of the words or vocabulary of a language. So, vocabulary mastery is able to help students become better at reading, speaking, listening, and writing skills in other languages.

2.1.2 Kinds of Vocabulary

Supported by Susanto (2017), there are two categories of vocabulary, namely receptive vocabulary and, productive vocabulary.

1. Receptive Vocabulary

Receptive vocabulary is words learned and recognized by students that they use in context, but this word cannot produce. This is the vocabulary that students will be familiar with when they encounter it in a text, but cannot use in writing and speaking.

2. Productive vocabulary

Productive vocabulary is words are used for understanding and can be pronounced correctly, these are usually words used by learners in writing and speaking.

Dakhi and Fitria (2019) states that vocabulary is devided into two kinds :

1. Active Vocabulary

Active vocabulary refers to words that learners can use in writing and speaking. Active vocabulary can be called productive vocabulary.

2. Passive Vocabulary

Passive vocabulary refers to words that students can recognize and understand in the context of listening and reading. Passive vocabulary is also called receptive vocabulary.

2.2 Games in Language Learning

At this point, the theory will be explained in part of games in language learning, namely the definition of games, types of games, and an explanation of guessing games.

Language learning requires interest and good media. In reality, the use of the media in the teaching and learning process can help students to focus more on the material being taught, so that teachers will find it easier to control students in the classroom. According to Fahada (2022), games are one of the strategies that can be used in memorizing vocabulary because games are one potential activity that gives students a feeling of freedom to express themselves. The use of attractive media in vocabulary learning can help students to understand the material easier. According to Masyhur (2018), there are various types of media that can be used for English language learning, including flashcards, games, charts, diagrams, videos/films, realia, posters, etc.

Mawaddah (2010) stated that a game is an activity to relax and have fun, which is practiced by competing or cooperating with a set of rules. Another opinion is stated by Fitriyeni (2014: 20) who provides a definition that games are an activity that is done happily of their own free will, without coercion, with the aim of getting pleasure in doing it. Based on this definition, it can be summarized that teaching vocabulary using games must be interesting and fun

but still not leave the rules in its implementation so that learning can continue to take place properly and regularly.

According to the Longman Dictionary of Language Teaching and Applied Linguistics, a game is defined as an organized activity that usually has the following properties: a specific task or goal, competition between players, and communication between players with spoken or written language. Meanwhile, Aprilia (2017) stated that the application of games is more widely used because it can attract students' interest to receive material easily.

From the above understanding, researchers can say that games are one of the various learning methods that can be used to improve students' knowledge, especially in improving students' vocabulary mastery. Not only students' vocabulary skills will improve, but the attitude of cooperation and responsibility of students will increase, because in games students will try to strategize to win the game, moreover the game is played in groups.

2.2.1 Kinds of games

Creative learning is needed in learning and teaching English in the classroom. Students will be motivated to learn harder if the teacher applies a variety of learning activities, especially using games. Tuan (2012) said that there are various kinds of games that are suitable for vocabulary teaching and learning activities. These games include ordering, sorting, guessing games, arranging games, search games, information gap games, board games, and role-play games.

According to Klimova (2015), *sorting, ordering,* or *arranging games* is game are rqeuired to put words or phrases in a specific order to complete a task. For example, students have a set of cards with different types of animals, and they sort the cards by animal habitat.

The information gap game, one or more people have information that others need to complete a task. For example, one person may have a picture and their partner needs to create a picture that is similar to the same picture by listening to the information provided by the person who has the picture.

The search game is another variant of the two-way information gap game, with each person giving and finding information. Find Someone Who is a well-known example. The students are given a grid. The task is to fill in all the cells in the grid with the names of classmates that correspond to those cells. Students circulate, ask and answer questions to complete their own grids and help classmates complete theirs.

Role play/drama can involve students in playing roles that they would not play in real life. Drama is usually a scripted performance, whereas in role plays and simulations, students make up their own words, although preparation is often useful.

In this research, the researcher used the guessing game technique to teach vocabulary because this game not only attracts students' attention in learning vocabulary but is also able to improve students' thinking skills in guessing the questions based on the clues that have been provided.

2.2.2 Guessing Game

Anggraini et al. (2020) stated that guessing game is one type of game that can attract students' attention where participants should compete individually or in groups to identifying something that is still unclear. Guessing game is a very simple game that can be applied in the classroom.

According to Aprilia (2017), guessing game is not only an exciting game, but also a challenging game to do. Masyhur (2018) also argues that guessing game is a kind of game where someone is asked to guess something based on the clue that has been given. From guessing games, students will be challenged and excited to answer the questions. This game is also able to increase student creativity because students will think about how they can answer questions and win the game. Guessing game has several types, namely guess the word games, guess the word games, and guesing game with a card.

Based on some of the above definitions, the researcher concludes that guessing games is fun and challenging activities that can be implemented in the classroom to provoke students' creativity and increase students' ability in memorizing new words.

2.2.3 Advantages and Disadvantages of Using Guessing Game

According to Apriliani (2018), games have several advantages, including:

a. Games make learning more motivating and challenging,

b. Games are a break from the usual language learning,

c. Games can improve students' communication skills;

d. Become an exercise in the skills of language aspects, namely, reading, writing, listening, and speaking,

e. A helpful way of learning language.

In addition to the advantages, there are also disadvantages to learning by using the guessing game method, including:

a. Using games can create a noisy classroom atmosphere because students become active.

b. Teachers have difficulty controlling class conditions.

c. Conducting learning by using guessing games will reduce the teacher's time explaining the material.

2.3 Teaching Vocabulary Using Guessing Game

Teaching vocabulary using guessing games is one of the activities that allow students to acquire new vocabulary using playing methods. In this research, researcher uses "guess the word games" and "guess the word games" for learning in the classroom. Guessing games can be applied in the classroom with the distribution of several groups in the classroom. According to Rider in Masyhur (2018), there are stages of guessing games that can be applied in the classroom, which are :

1. Four or more students were asked to come to the front of the class. One of them is asked to pick up a slip containing words from various categories in the box provided,

2. Students who have taken the slip show it to their partner in front of the class, but not to other students in the classroom,

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3. The rest of the class is asked to guess the word in the slip that has been picked up. They start the question by asking the category of the word, "is it a word for transportation? For profession? For animal?" the student at the front is only allowed to answer "no, it isn't" if the answer is wrong, and answer "yes, is it" if it is correct,

4. After the right category has been solved (animal instance) class members continue to ask no or yes questions until the correct answer is guessed: "is it big? does it have four legs? is it a cat?"

5. Groups that have answered correctly are allowed to take another slip from the box to continue the game.

According to Agranov, Caplin, and Tergiman (2015), there are six steps in implementing guessing games in teaching vocabulary in the classroom, including :

1. The learning theme and topic should be determined,

2. Students recognize new lists of words that have been studied,

3. The student is chosen by the teacher to be a player to pick a word from the list,

4. Students who have been chosen as players are asked to create a clue related to the word,

5. The other students guess the word that has been picked up,

6. Confirming whether the guess is correct.

The above mentioned stages are usually carried out directly in the classroom without group division, but the steps may be carried out by dividing the groups

first. The teacher can choose and modify the guessing game according to the class situation and the material being taught.

2.4 Research Hypothesis

Based on the research questions and related theories above, the hypotesis of this research are :

- Null Hypotesis (H_o)   : Guessing game has no significant effect on vocabulary mastery of students in eighth grade of Junior High School in Gresik.

- Alternative Hypotesis (H_a)   : Guessing game has a significant effect on vocabulary mastery of students in eighth grade of Junior High School in Gresik.

CHAPTER III
RESEARCH METHODOLOGY

This chapter discusses the research methodology, which includes details about the setting and duration of the study. About the setting and duration of the research, research methods, population and samples, data collection approaches, methods used for data analysis, and an overview of the hypotheses.

3.1 Research Design

This study uses a type of quantitative research with a quasi-experimental research design. Sugiyono (2009:114) states, the primary feature of the quasi-experimental design is the improvement of the true experimental design which has a control group, but cannot function fully to control external variables that affect the course of the experiment. Sugiyono (2009:114) states that quasi-experimental design has two types, time series design and nonequivalent control group. This research design uses a nonequivalent control group design model.

Arikunto (2021) defined experimental research is research that as intended to find out whether or not there is an effect of treatment on the subject under study. The way to find out this is by comparing one or more experimental groups that are given treatment with one comparison group that is not given treatment. Before the treatment is given, either the experimental group or the control group is given a pretest. The purpose of giving a pre-test is to find out the situation of the group before being given treatment. Then after being given treatment, the experimental group and the control group were given a post-test, to find out the situation of the group after being given treatment.

In the experimental group in this study, learning will be implemented by using word guessing games in groups and individually, and for the control group, learning was implemented using conventional methods, namely teaching and learning activities with lectures and questions and answers. In this case, the researcher selects the test method which is used as a comparison of the use of guessing games to enhance students' vocabulary. This study was conducted in five meetings in each group. The following is a picture of the quasi-experimental design non-equivalent control group design model by Sugiyono, (2009: 116):

$$O_1 \quad X \quad O_2$$
$$O_3 \qquad O_4$$

Description :

O_1 = Experimental group before given treatment

O_2 = Experimental group after given treatment

O_3 = The control group before treatment

O_4 = Control group that was not given treatment

X = Treatment (the use of guessing games in learning)

3.2 Time and Setting of the Research

This study will be conducted in the even semester of the 2022/2023 academic year in April and May 2023 at Junior High School that is located in Gresik, Jawa Timur.

Table 3. 1 Schedule of the Research

No.	Activity	Date
1.	Observation	22nd, December 2022
2.	Pre-Test	1st, August 2023
3.	Giving Treatment	1st - 15th, August 2023
8.	Post-Test	15th, August 2023

3.3 Research Variable

Sugiyono (2009: 61) states that research variable is a feature or value of object, activities or people that have specific variations that are determined by researchers to be learned so that a conclusion is obtained.

3.3.1 Identification of Variables

Based on the explanation above regarding the meaning of variables. It is known that there are two types of variables used in this study, namely independent variables and dependent variables.

a. Independent variable

Nursalam (2016) states that independent variables are variables that affect or cause the dependent variable to appear. Independent variable (X) of this study is the guessing game.

b. Dependent variable

Nursalam (2016) states that the dependent variable is the impact of independent variable. In this study, the dependent variable (Y) is students' vocabulary mastery.

3.4 Research Population and Sample

  This section contains the population and sample used in the study. Sample is an object used in research and is part of the population.

3.4.1 Population

  Abdullah (2015: 226) states that population is a collection of units that are the target of research, if the population is too broad, then sampling (part of the population) is carried out to be studied. The population in this research were eighth-grade students at Junior High School in Gresik, totaling 198 students divided into 7 classes, classified in the table below. Researchers used two classes as research objects, namely classes 8B and 8C, with the number of students in each class being 32 students.

Table 3.2 Students number and classes

No.	Classes	The Number of Students
1.	8-A	32
2.	8-B	32
3.	8-C	32
4.	8-D	32
5.	8-E	25
6.	8-F	23
7.	8-G	22
Total Number		

3.4.2 Sample

  Abdullah (2015: 227) states that samples are selected population elements, these elements are subjects on which research / measurement is carried out. The sample or subject in this research will be applied to

eighth grade students of Junior High School in Gresik. From the existing population, learning will be carried out in two classes as samples: 8B class and 8C class. 8B class as the control class and 8C as the experimental class. The researcher took this sample because the characteristics of the students were not much different and they received the same treatment from the teacher.

3.5 Data Sources

Data collection in this study will be conducted to collect the information needed to realize the research objectives. Abdullah (2015: 246) states that data is a component of a study, without the correct data, it will not produce valid information and conclusions.

In this research entitled "The Effect of Guessing Game Towards Improve Students' Vocabulary Mastery at Eighth Grades of Junior High School" researchers will collect data using pre-test and post-test.

3.5.1 Primary Data

Primary data is the main data source obtained directly by researchers. In this study, data was taken using a form that would later be filled in by students as respondents. Researchers obtain data by using tests that will be carried out twice, namely giving Pre-Test and Post-Test to students. Both tests were conducted on the control class and experiment class.

3.5.2 Secondary Data

Secondary data is additional data to strengthen primary data. Secondary data can be obtained from journals, articles, official written documents, and books. In this study, researcher took secondary data from journals, books, and several articles.

3.6 Research Instrument

A research instrument is a tool needed by researchers to make it easier in collecting data. According to Sugiyono (2009: 102), research instruments are tools used to measure the properties being observed. In this study, researcher used a vocabulary test as a research instrument.

In its implementation, researcher used pre-test and post-test techniques to determine students' vocabulary mastery. Pre-test and post-test are used to determine the difference between the control class and the experimental class before and after treatment. To measure students' vocabulary mastery ability, a pre-test is conducted before treatment. Later the two class not get the same treatment, meaning that the experiment class will get learning treatment using a guessing game while the control class applied learning without game. After the treatment conducted, the researcher gives a post-test to students to identify the extent of vocabulary mastery that had been mastered by students.

The pre-test and post-test consisted of material on understanding the meaning of written and spoken texts related to the surrounding environment (experience of independence day celebrations) taken from eighth grade textbooks.

3.7 Validity and Reliability

The test is an instrument used in this study. Before the test is given to students, the validity test is tried out first to measure whether the instrument is good or not. The results of the tryout were used to determine the validity and reliability of the test.

3.7.1 Validity

Measuring the validity of a test used in research is one of the ways used to determine the accuracy of the research. Abdullah (2015: 256) states that validity is carried out to provide truth to what extent the data obtained through research instruments will measure what will be measured. Calculating the validity test can use SPSS or excel, in this study researcher used excel with the product moment formula:

$$\mathbf{R_{xy}} : \frac{N \sum XY - (\sum X)(\sum Y)}{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}$$

$\mathbf{R_{XY}}$ = Correlation coefficient between variables X and Y

$\mathbf{N}$ = Total number of Respondents

$\sum X$ = Total score of items

$\sum Y$ = Individual total scores

$\sum X^2$ = Sum of the squared scores of the items

$\sum Y^2$ = Sum of the total scores for the squares of the items

Value of r count ≥ r table in sig. 0,05 with db : n-2 then the item is valid.

Statistical test where the value of r (correlation coefficient) is compared to a critical value from a table at a 5% significance level. If

the calculated r value is greater than or equal to the critical value from the table, then the null hypothesis can be rejected, and the item is considered valid. The term "db : n-2" might be referring to a specific database or dataset with n observations minus 2.

3.7.2 Reliability

Stability and consistency in an instrument are related to reliability. According to Abdullah (2015: 256) reliability is a terminology used to ensure that a measurement result is relatively consistent even though it is done repeatedly. Reliability helps researcher to know if the research instrument is appropriate or not to be used in pre-test and post-test. In this case, reliability can be calculated using excel or SPSS. In this study, researcher used excel as a tool to calculate reliability.

a. Scale Reliability

To measuring the scale of reliability, researcher used Cronbach's Alpha formula.

$$R_{tt} = \left[\frac{K}{K-1}\right]\left[1 - \frac{\sum S_1{}^2}{S_t{}^2}\right]$$

Description :

R_{tt}	= Intrument reliability coeficient
K	= Number of valid instrument
$\sum S_1{}^2$	= Number of item variants
$S_t{}^2$	= Variant of total score

Value of r count > r table 5%, then the item is accepted.

Item validity can be said to be valid if the calculated r is bigger than the table r with significance of 0.05

b. **Test Reliability**

To measure the reliability of the test, researcher used the Kudr-Richardson formula 20 (K-R 20).

$$R_{tt} = \frac{K}{K-1}\left(\frac{v_t - \sum pq}{v_t}\right)$$

Description :

R_{tt} = Test reliability

k = Number of valid items

v_t = Varian total

p = Propotion of subject who answered the questions correctly

q = Propotion of subject who answered the question incorrectly

$\sum pq$ = Number of multiplication results between p and q

Value of r count > r table 5%, then the item is accepted.

r value (correlation coefficient) is compared with the critical value from the table at a significance level of 5%. If the calculated r value is bigger than the critical value from the table, then the null hypothesis can be rejected and the item accepted.

Table 3.3 Interpretation of Correlation Coefficent Values

Coefficient Interval	Correlation Level
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Medium
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

The higher the reliability correlation coefficient value, the better the measurement instrument is in measuring the variable under study. The value of the reliability correlation coefficient that is considered good depends on the research context and can be determined using certain criteria, such as the instrument reliability correlation coefficient criteria table.

3.8 Data Collection Technique

3.8.1 Pre-Test

This pre-test was conducted to define the extent of students' understanding of the material and mastery of students' vocabulary before the research was conducted. The test was merely for measuring the students' mastery level. The pre-test will be conducted in both classes, that is the experimental class and the control class. The test in this pre-test consists of 20 multiple-choice questions where students must choose the correct answer. The time allocation for this pre-test is 40 minutes.

3.8.2 Treatment

Treatment is the next step that must be taken after conducting a pre-test. Treatment will only be given to the experimental class. Treatment will be conducted at least twice meeting in the classroom. In this treatment, learning will be carried out using the guessing game method and at the end of the learning will be followed by giving a post-test.

3.8.3   Post-Test

Post-test is an evaluation used to measure the extent to which students have understood and mastered the material during learning. This post-test affects the treatment that has been carried out, in other words, after doing the post-test, it will be known whether there is a difference after learning in the classroom using the guessing game method in the eighth grade of Junior High School in Gresik. The type of post-test given to students is same as the pre-test, which consists of 20 multiple-choice questions, where students must choose the correct answer. The time allocation for this pre-test is 40 minutes.

3.9 Data Analysis

Data analysis is carried out after collecting data. Data analysis is managing and organizing data sequences into patterns, categories, and basic description units. In this study, quantitative data obtained from students' pre-test and post-test scores and questionnaires that respondents have filled out will be used to analyze the data using excel. The data that was obtained from this research includes evidence supporting or evidence not supporting the research hypothesis. This research is tested using statistical methods in order to obtain significant differences in scores. From the data analysis, it can be summarized whether there is an effectiveness of the use of the guessing game technique on vocabulary mastery and the output will be used to improve vocabulary comprehension in junior high school students.

3.9.1 The Normality Test

Data analysis includes three tests in it, namely normality, homogeneity, and hypothesis testing in this study all three were carried out using excel.

a. Hypothesis :

H_0 : Normally distributed data

H_1 : Not normally distributed data

b. Significance level :

$\alpha = 0.05$

c. Statistical test :

Using the t-Test : Two-Sample Assuming on excel.

d. Decision criteria :

H_0 is rejected if Sig. $\leq \alpha$ 0.05

3.9.2 The Homogeneity Test

Test conducted to determine whether the data variance is homogeneous variance or not is a homogeneity test. This test aims to see the same or not the condition of the control class and experimental class. This homogeneity test is also seen from the pretest scores in each class.

a. Hypothesis :

H_0 : Data has a homogeneous variations

H_1 : Data has non-homogeneous variations

b. Significance level :

$\alpha = 0.05$

c. Statistical test :

　Using the t-Test : Two-Sample Assuming on excel.

d. Decision criteria :

　H_0 is rejected if Sig. $\leq \alpha$ 0.05

3.9.3　Hypotesis Test

Hypothesis test aims at drawing conclusions about whether a hypothesis is true or not. This hypothesis testing uses statistics, so later the testing process can be accepted or rejected. A statistical hypothesis is a hypothesis about the predicted conditions in a population. To test the hypothesis, the t-test: Two-Sample Assuming Equal was used.

a. Hypothesis :

　H_0 : t $\leq$ 0,05　　Guessing game to vocabulary mastery is **effective** in terms of the achievement of improve students' understanding.

　H_1 : t > 0,05　　Guesing game to vocabulary mastery is **not effective** in terms of the achievement of improve students' understanding.

b. Significance level :

　α = 0.05

c. Statistical test :

　Using the t-Test : Two-Sample Assuming on excel.

d. Decision criteria :

　H_0 is rejected if Sig. $\leq \alpha$ 0.05

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter contains data analysis from pre-test, normality test, homogeneity test, data analysis from post-test, hypothesis test, and discussion.

4.1. Finding

In this section the researcher explains the results obtained during the study, which includes analyzing the data obtained after conducting the pre-test and post-test in the experimental and control classes.

4.1.1. Data Analysis of Post-Test

The post-test was conducted on August 8th, 2023. The post-test was carried out on the same day as the last day of treatment, and the post-test was carried out after three treatments were carried out in the classroom using the guessing game method. In the implementation of this post-test, students are asked to answer 20 questions where the questions are the same as the pre-test questions but with randomized question number placement. The purpose of randomizing the questions is so that students refrain from answering questions based on their memory because they have answered the same questions before. The post-test was in the form of multiple-choice questions with one hour of lesson time (40 minutes). Just like the pre-test, in its implementation, students are asked to answer the questions that have been distributed by crossing the answers that are considered correct. It can be seen from the results of the students' post-test scores in the following

table that there is a comparison of scores from before giving treatment in the classroom.

*Table 4.1 Post-test Score of Experimental Class Students*

No.	Initials Name	Post-test Score
1.	AK	85
2.	ATSC	90
3.	AZSA	80
4.	ARH	85
5.	AW	85
6.	AMI	85
7.	AAN	85
8.	BAA	100
9.	COM	95
10.	DSPAW	85
11.	EMN	70
12.	HA	85
13.	HUA	95
14.	IZEN	85
15.	IB	100
16.	KLAP	75
17.	KNA	95
18.	MWR	90
19.	MAA	95
20.	MLBF	90
21.	MNAN	90
22.	MMR	95
23.	NFIA	90
24.	PVZO	100
25.	RFPY	80
26.	RAS	85
27.	RSSA	85
28.	SHN	90
29.	SVE	90
30.	TB	80
31.	ZN	95
32.	ZHA	100
$\sum$		2835
Average score		88,59

From the post-test results in table 4.5 It can be seen that the results of the scores from class 8C as the experimental class, it can be found that the lowest post-test score of students is 70 and the highest score is 100. With

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the acquisition of these values, the average obtained is 89.37. For the distribution of students' post-test scores, it can be seen from the following histogram chart :

Diagram 4.1 Post-test Experimental Class
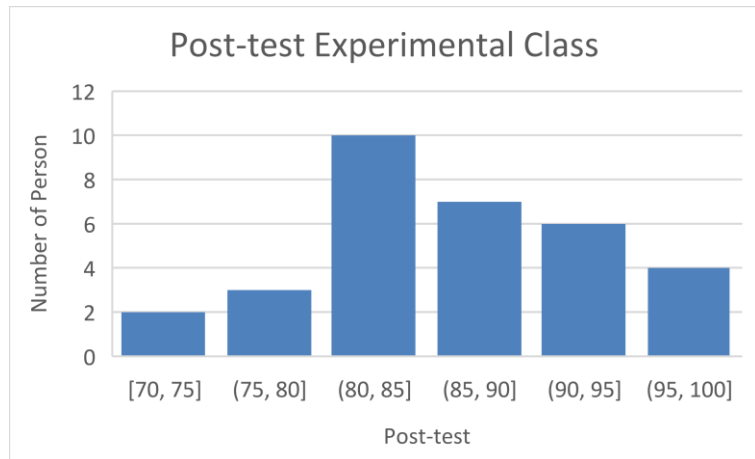
Based on the histogram graph above, it can be seen the distribution of student scores from lowest to highest, along with the number of students (frequency) at each value in the experimental class. Based on the histogram graph in the 70-80 range there are 5 students, in the 81-90 range there are 17 students, and in the 91-100 range there are 10 students. From the results listed on the histogram graph, it can be concluded that two students in the class scored below the passing score or KKM, which is 80. The descriptive statistic of the experimental class post-test score data is as follows :

Table 4.2 Descriptive Statistic of Post-test Experimental Class

Post-test Experimental Class	Mean		88.59	1.294
	95% Confidence Interval for Mean	Lower Bound	85.95	
		Upper Bound	91.23	
	5% Trimmed Mean		88.89	
	Median		90.00	
	Variance		53.604	
	Std. Deviation		7.321	
	Minimum		70	
	Maximum		100	
	Range		30	
	Interquartile Range		10	
	Skewness		-.331	.414
	Kurtosis		.087	.809

From table 4.6 states that the average value (mean) of the experimental class post-test is 88.59, then the median value is 90, and the standard deviation value obtained from the experimental class post-test is 7.321. From the table above, it can be seen that the minimum value of students is 70, and the maximum value is 100. From the data above, it can be seen that the standard deviation is smaller than the mean of the total student score, so it can be concluded that the experimental class pre-test value has good data quality.

Table 4.3 Post-test Score of Control Class

No.	Initials Name	Post-test Score
1.	AZN	85
2.	AAAM	90
3.	ASI	80
4.	AFR	65
5.	AAA	80
6.	ARS	75
7.	AANS	70
8.	BCS	70
9.	DNS	70
10.	FR	75
11.	GNAA	65
12.	JAICN	65
13.	KCM	75

14.	KB	90
15.	LNC	60
16.	MRM	75
17.	MAS	75
18.	MAFPR	90
19.	MIAI	80
20.	MKRS	75
21.	MNFLA	60
22.	MRA	65
23.	NN	75
24.	NA	70
25.	OMG	60
26.	PRW	70
27.	RA	70
28.	SAR	80
29.	SDW	75
30.	SSF	75
31.	SN	55
32.	VNA	75
∑		2340
Average score		73,12

From the post-test results displayed in table 4.7, it can be seen from the test results of class 8B SMPN 6 Gresik as the control class. It can be found that there is one student with the lowest score of 55, and there is one student with the highest score of 90. With the acquisition of these values, the average obtained is 73.12. For the distribution of student scores, it can be seen from the following histogram graph:

Diagram 4.2 Post-test Control Class
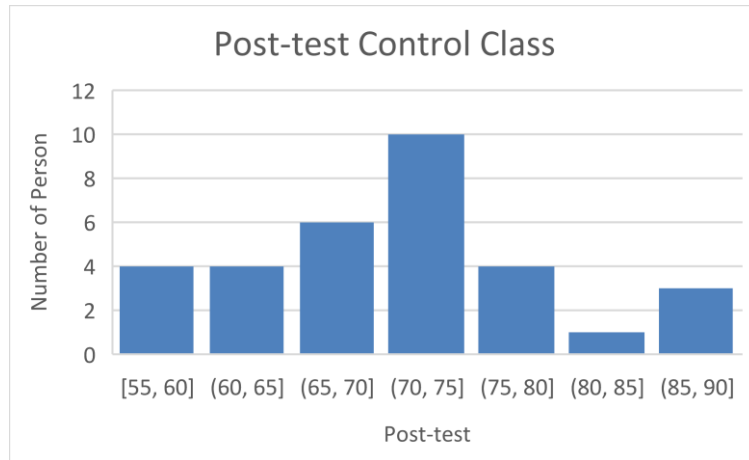
Based on the histogram graph above, it can be seen the distribution of student scores from lowest to highest, along with the number of students (frequency) in each score in the control class. Based on the histogram graph in the 55-65 range there are 8 students, in the 66-75 range, there are 16 students, and in the 76-90 range, there are 8 students. From the results listed on the histogram graph, it can be concluded that 26 students in the class scored below the passing score or KKM, which is 80. The descriptive statistic of the control class post-test score data is as follows :

Table 4.4 Descriptive Statistic of Post-test Control Class

Post-test Control Class	Mean		73.13	1.551
	95% Confidence Interval for Mean	Lower Bound	69.96	
		Upper Bound	76.29	
	5% Trimmed Mean		73.09	
	Median		75.00	
	Variance		77.016	
	Std. Deviation		8.776	
	Minimum		55	
	Maximum		90	
	Range		35	
	Interquartile Range		13	
	Skewness		.122	.414
	Kurtosis		-.098	.809

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From table 4.6, it can be seen that the average value (mean) of the control class post-test is 73.13, the median value is 75, and the standard deviation value obtained from the control class post-test is 8.776. The table above shows that the minimum value of students is 55, and the maximum value is 90. From the data above, it can be seen that the standard deviation is smaller than the mean of the total student score, so it can be concluded that the control class pre-test value has good data quality.

4.1.2. Students' Achievement in Vocabulary Mastery Before and After Using Guessing Games

Table 4.5 Result Pre-test and Post-test of Experimental Class

No.	Initials Name	Difference		Description
		Pre-test	Post-test	
1	AK	65	85	Increase
2	ATSC	70	90	Increase
3	AZSA	45	80	Increase
4	ARH	35	85	Increase
5	AW	35	85	Increase
6	AMI	30	85	Increase
7	AAN	65	85	Increase
8	BAA	35	100	Increase
9	COM	65	95	Increase
10	DSPAW	50	85	Increase
11	EMN	50	70	Increase
12	HA	30	85	Increase
13	HUA	40	95	Increase
14	IZEN	50	85	Increase
15	IB	65	100	Increase
16	KLAP	45	75	Increase
17	KNA	45	95	Increase
18	MWR	40	90	Increase
19	MAA	25	95	Increase

No.	Initials Name			Description
20	MLBF	45	90	Increase
21	MNAN	40	90	Increase
22	MMR	35	95	Increase
23	NFIA	45	90	Increase
24	PVZO	60	100	Increase
25	RFPY	65	80	Increase
26	RAS	50	85	Increase
27	RSSA	60	85	Increase
28	SHN	55	90	Increase
29	SVE	65	90	Increase
30	TB	60	80	Increase
31	ZN	60	95	Increase
32	ZHA	70	100	Increase
Average		49,84	88,59	Increase

From the table of pre-test and post-test results of the experimental class, it can be seen that there are differences in student scores. The pre-test was given before the guessing game treatment in class, and the post-test was given after the treatment. From these two results, it can be seen that there is an increase in student scores. Not only that, the average obtained in the pre-test value of the experimental class was originally 49.84, and the average post-test value was 88.59, meaning that the average value increased by 39.05. From these results, it can be concluded that the pre-test average value is lower and the post-test average value is higher.

Table 4.6 Result Pre-test and Post-test of Control Class

No.	Initials Name	Difference		Description
		Pre-test	**Post-test**	
1	AZN	55	85	Increase
2	AAAM	60	90	Increase

3	ASI	30	80	Increase
4	AFR	25	65	Increase
5	AAA	35	80	Increase
6	ARS	55	75	Increase
7	AANS	60	70	Increase
8	BCS	30	70	Increase
9	DNS	70	70	-
10	FR	20	75	Increase
11	GNAA	55	65	Increase
12	JAICN	45	65	Increase
13	KCM	45	75	Increase
14	KB	70	90	Increase
15	LNC	60	60	-
16	MRM	40	75	Increase
17	MAS	25	75	Increase
18	MAFPR	60	90	Increase
19	MIAI	30	80	Increase
20	MKRS	55	75	Increase
21	MNFLA	40	60	Increase
22	MRA	60	65	Increase
23	NN	75	75	-
24	NA	75	70	Decrease
25	OMG	35	60	Increase
26	PRW	75	70	Decrease
27	RA	55	70	Increase
28	SAR	70	80	Increase
29	SDW	25	75	Increase
30	SSF	55	75	Increase
31	SN	50	55	Increase
32	VNA	60	75	Increase
Average		50	73,12	Increase

From the table of pre-test and post-test results of the control class, it can be seen that there are differences in student scores. From these two results it can be seen that there is an increase in student scores. Not only that, the average obtained in the control class pre-test value was originally

50 and the average post-test value was 73.12. Unlike the experimental class, the average value of the control class increased by 23.12. From these results it can be concluded that the average pre-test score is lower and the average post-test score is higher.

4.1.3. Result of Validity Testing

Item validity testing is carried out with construct and content validity with question validators, namely lecturers and teachers. Researchers gave 40 validity questions to 8th-grade students who were not in the control class and experimental class. For that, the researchers tested the validity questions for class 8A. The validity test is only done once within 40 minutes. This item validity test was conducted on July 26th, 2023.

In this study, researchers used Microsoft Excel to test validity. By using the Corel formula in Microsoft Excel to determine the r count of each question item, the following results were obtained :

Picture 4.1 Test of Validity

Responden	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
ACHMAD SAHID MAHARDIKA UTOMO	0	0	0	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1
ANGGA UBAIDILLAH PRATAMA	0	1	1	1	1	0	0	1	1	0	0	1	1	0	1	0	1	1	1	0
ARUMI KHOIROTUN NISA'	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0
AZZATUL AMALIAH	0	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1
CHERYL PUSPA LARASATI	1	1	0	1	1	1	1	0	0	0	0	1	0	0	1	0	1	1	1	1
CINTA ASYFA RASYID	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1
DINDA RIZEVA SHAFIERA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1
DYNA NAYLATUR ROSYIDAH	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	1
HAFIZAH NAJWA ZAHIRAH	1	1	1	1	1	1	1	0	0	0	0	1	0	1	0	1	0	1	1	0
IKHBA ROSMA ISNAINI	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1
ILLONA IMANITA INDRIANI ROKHIM	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
JELITA QURROTUL ALAYYA	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	0
LUTHFIYAH RAHMA ARIFAH	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1
MAR'ATUS SHOLIHAH	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1
MUHAMMAD HAIDAR WIDYADHANA	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	0	1
MUHAMMAD NOFEMBRI ALROBI	0	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1
MUHAMMAD REYHAN DHIYAUL RAHMAN	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1
NABILA NUR FITRIYAH	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	0	1	0	1
NADESYA PUTRI AMARYA	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1
NADINE ZIVANA KHAALISHAH ROSYIDI	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	0	0	1	1	1
NAYLA DWI RIFQA FARCHA	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	0
NAZHIFAH PUTRI NAULIK	1	1	1	1	1	0	1	1	1	0	1	0	1	0	1	0	1	1	1	1
NOFA LAILY SASKIYAH	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1
NUR SYALFANIA RAMADHANI	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	0	0	1
NURIL AULIYAH KHASANAH	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	0	0
NURSHEILLAH ANJAR RAMADHANI	0	0	0	0	0	0	1	0	0	0	0	1	0	1	0	1	0	0	1	0
QUEEN KHALIESYA ROBIH	0	1	1	0	1	1	0	1	1	0	1	1	1	1	0	1	0	1	0	1
RAIHAN RAFID HILMANSYAH	1	0	0	1	0	1	1	0	0	1	0	1	0	1	0	1	1	0	1	0
SYAFINA RAHMANIA PUTRI	0	0	0	1	0	0	0	0	1	1	0	1	1	1	0	1	0	1	1	1
YASSHIRLY RAHMADIAN	0	1	1	0	1	1	1	0	0	0	1	0	1	0	1	0	1	0	0	1
YUDITYA ALYA ZULFA	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
ZURIKA PUTRI TIARA	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1
r hitung	0,318	0,510	0,330	0,330	0,585	0,337	0,330	0,334	0,331	0,322	0,762	-0,102	0,460	0,422	0,397	0,333	0,331	0,113	0,047	0,460
r tabel	0,296	0,296	0,296	0,296	0,296	0,296	0,296	0,296	0,296	0,296	0,296	0,296	0,296	0,296	0,296	0,296	0,296	0,296	0,296	0,296
status	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Tidak Valid	Valid	Valid	Valid	Valid	Valid	Tidak Valid	Tidak Valid	Valid
Jumlah Valid	25																			

0,296	0,296	0,296	0,296	0,296	0,296	0,296	0,296	0,296	0,296	0,296	0,296	0,296	0,296	0,296	0,296	0,296	0,296	0,296	0,296
Valid	Tidak Valid	Tidak Valid	Tidak Valid	Tidak Valid	Tidak Valid	Valid	Tidak Valid	Valid	Tidak Valid	Valid	Valid	Tidak Valid	Tidak Valid	Valid	Tidak Valid	Valid	Valid	Tidak Valid	Tidak Valid

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From the results of the validation test above, it can be seen that the question can be said to be valid if r count > r table. From questions number 1-40, it can be seen that there are 15 questions whose r count < r table (invalid). Invalid questions include questions number 12, 18, 19, 22, 23, 24, 25, 26, 28, 30, 33, 34, 36, 39, and 40. It can also be seen that there are 25 valid questions after the validation test, valid questions include numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 20, 21, 27, 29, 31, 32, 35, 37, and 38.

4.1.4. Result of Reliability Testing

The reliability test is carried out after the validation test of each question. The reliability test is carried out to measure whether the test gets relatively the same results every time it is tested. In this study, researchers used Microsoft Excel to test the reliability test by getting the following results :

Picture 4.2 Reliability Test

From the results of the reliability test calculation above with the formula used, namely using the KR 20 formula, the results are 0.862. The data is declared reliable with a correlation coefficient value that is "very strong".

4.1.5. Result of Normality Testing

The normality test was carried out in this study to determine whether the data that had been obtained was normally distributed or not. The normality test carried out in this study is the Lilliefors normality test with the condition that the data is normally distributed. If L count $\leq$ L table, then the data is normally distributed with a significance level of 0.05.

Picture 4.3 Normality Testing

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Nilai	Pre-test Eksperiment Class	.156	32	.047	.939	32	.069
	Post-test Eksperiment Class	.157	32	.044	.938	32	.067
	Pre-test Control Class	.181	32	.009	.934	32	.052
	Post-test Control Class	.199	32	.002	.946	32	.112

Lilliefors Significance Correction

This study uses a normality test with the Shapiro-Wilk test. Ayuningtyas (2012) states that normality tests that have less than fifty data are more efficient if using the Shapiro-wilk test.

From the normality data above, it can be seen that the results of the Shapiro-Wilk test on the experimental class pre-test are 0.69, the experimental class post-test is 0.67, the control class pre-test is 0.52, and the results of the control class post-test are 0.112. Of all the Shapiro-wilk test

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results from each value getting a value of more than 0.5, meaning that all data can be said to be normally distributed.

4.1.6. Result of Homogenety Testing

After analyzing the normality of the data that has been obtained, the next thing to do is to do a homogeneity analysis. This homogeneity analysis is carried out to determine whether the population (sample) taken has the same variance or not. This homogeneity test will later become required in the independent sample T-test and ANOVA analysis. In this homogeneity test, researchers used SPSS and obtained the following results :

Picture 4.4 Homogeinity Testing

Test of Homogeneity of Variances

Nilai

Levene Statistic	df1	df2	Sig.
.581	1	62	.449

Based on the terms of the homogeneity test if the significance <0.05 then the data used is not homogeneous, otherwise if the significance> 0.05 then the data used is homogeneous. From the picture above, it can be seen that the significance obtained is 0.449 which means it is greater than 0.05. Thus it can be concluded that the data from the two classes tested are homogeneous and can be continued to hypothesis testing.

4.1.7. Result of T-Test and Hypothesis Testing

After conducting validity and reliability tests, researchers found that the data contained in this study were valid and reliable. Then after getting the results of the validity and reliability tests, the researcher continued to calculate and analyze the normality test and homogeneity test, from these tests the researcher found that the data that had been obtained in this study were normally distributed and homogeneous.

In the last step, the researcher analyzed the data, namely conducting a hypothesis test or t-test to determine whether there was a significant effect between the class treated with guessing game and the class that did not apply it. Researchers use Microsoft Excel to analyze data and get results that can be seen in the table below :

Table 4.7 Result Gain Score Experimental Class and Control Class

Experimental Group				Control Group			
No	Pre-test	Post-test	Gainscore experimental	No	Pre-test	Post-test	Gainscore control
1	65	85	20	1	55	85	30
2	70	90	20	2	60	90	30
3	45	80	35	3	30	80	50
4	35	85	50	4	25	65	40
5	35	85	50	5	35	80	45
6	30	85	55	6	55	75	20
7	65	85	20	7	60	70	10
8	35	100	65	8	30	70	40
9	65	95	30	9	70	70	0
10	50	85	35	10	20	75	55
11	50	70	20	11	55	65	10
12	30	85	55	12	45	65	20
13	40	95	55	13	45	75	30
14	50	85	35	14	70	90	20
15	65	100	35	15	60	60	0
16	45	75	30	16	40	75	35
17	45	95	50	17	25	75	50
18	40	90	50	18	60	90	30
19	25	95	70	19	30	80	50
20	45	90	45	20	55	75	20
21	40	90	50	21	40	60	20
22	35	95	60	22	60	65	5
23	45	90	45	23	75	75	0

24	60	100	40	24	75	70	-5
25	65	80	15	25	35	60	25
26	50	85	35	26	75	70	-5
27	60	85	25	27	55	70	15
28	55	90	35	28	70	80	10
29	65	90	25	29	25	75	50
30	60	80	20	30	55	75	20
31	60	95	35	31	50	55	5
32	70	100	30	32	60	75	15

Picture 4.5 Hypothesis Testing

t-Test: Two-Sample Assuming Equal Variances		
	Gainscore experiment	*Gainscore Control*
Mean	38.75	23.13
Variance	214.52	317.34
Observations	32.00	32.00
Pooled Variance	265.93	
Hypothesized Mean Difference	-	
df	62.00	
t Stat	3.83	T hitung
P(T<=t) one-tail	0.00	
t Critical one-tail	1.67	
P(T<=t) two-tail	0.00	
t Critical two-tail	2.00	T tabel

From the results of hypothesis testing using the T-test: two samples assuming equal variances using Microsoft Excel. H0 is rejected and Ha accepted if *T count ≥ T table* or t < 0,05. Then on the contrary, H0 is accepted and Ha rejected if *T count ≤ T table* or t > 0,05. From the results above, it is found that the *T count ≥ T table*, namely 3,83 ≥ 2,00 so it can be concluded that the use of guessing games in learning in class 8 Junior High School in Gresik is effective and there are changes after treatment.

4.2. Discussion

The research was conducted at Junior High School in Gresik using a quasi-experimental research method. Researchers conducted research in two different classes as samples. Class 8C was the experimental class, and class 8B was the control class. Both classes have the same number of students, namely 32 students, where all students in both classes are asked to do the same pre-test and post-test questions, and all students can follow them. Researchers took two class samples intending to know whether there was an effect on the class given treatment (experimental class) and compared it with the class not given treatment (control class). The purpose of treatment is the application of guessing games in the classroom. In the experimental class, learning is applied with guessing games, but learning is carried out as usual in the control class.

Before conducting research in experimental and control classes, researchers tested the items in other classes. Here, the researchers chose class 8A. This trial aimed to determine the validity and reliability of the questions that would later be used as pre-test and post-test questions. The test consists of 40 questions with a processing time of 40 minutes. Then, the researcher found 15 invalid questions; testing the validity of these questions was carried out to determine the accuracy of the questions that would be used later. This is in accordance with the opinion of Abdullah (2015: 256), who states that validity is carried out to provide truth to what extent the data obtained through research instruments will measure what will be measured. In addition, reliability calculations must also be carried out to determine

whether the research instrument is suitable for use or not, by the opinion of Abdullah (2015: 256), who says that reliability is a terminology used to ensure that a measurement result is relatively consistent even though it is done repeatedly.

The pre-test was conducted before guessing games were applied in the classroom, which was then followed by post-test treatment. The pre-test was given to determine students' initial ability before being given treatment, for which students were asked to answer questions according to their abilities. What was done next was the provision of treatment in the experimental class. For this case, the researcher conducted three treatments in the classroom, with one treatment adjusting the lesson hour, which is 40 minutes.

In the first treatment, the researcher opened the learning process by greeting, introducing herself, and motivating the students. After that, the researcher asked triggering questions related to the material to be learned, such as "What holiday is celebrated this month?" and continued with other questions. While asking questions, the researcher introduced vocabulary related to the material to be learned by writing it on the board. The condition of the class during the first treatment was that only a few students looked enthusiastic, and most students did not pay attention when the researcher explained. The more often they read, the more indirectly the students will memorize the vocabulary. After reading, the researcher explained the material to the students. After that, students were asked to study together

with their seatmates, and the researcher explained the learning rules using the guessing game that would be carried out.

After the students had understood the learning rules, students were invited to learn by using the guessing game method in groups. This time, all students enthusiastically participated in this game, and each group tried to get as many scores as possible. In the application of the guessing game in groups, not all members in each group have a lot of vocabulary skills, but in this game, students are asked to describe instructions using English. By listening to the clues given by their friends, students who have less vocabulary will hear new vocabulary and try to interpret it. This follows Aprilia (2017), who argues that a guessing game is not only an exciting game but also a challenging game to do.

In the next treatments, students were again invited to learn by using guessing games, but this time, it was not done in groups; the scientist requested one of the understudies to approach the front of the class and read the signs, which later the entire class ought to have the option to figure together. Because of students' enthusiasm in answering questions, the class became crowded, and the researcher had little difficulty in conditioning the class situation. This follows what Aprliani (2018) said: guessing games also have weaknesses, namely, games can create a noisy classroom atmosphere because students become active and teachers have difficulty controlling class conditions. At the end of the treatment, the researcher asked students what foreign vocabulary they found and interpreted together.

In the control class, learning was conducted without using the guessing game treatment. In this class, the teacher taught using the recovery learning method, where in this method, students are taught to find independently the material presented and the teacher as an intermediary. The control class had the same conditions as the experimental class, where students also needed more attention because most students had no interest in English. In the learning process, only some students could pay attention to the teacher properly. Many students still do not pay attention when the teacher teaches in class.

At the end of the treatment, the researcher gave a post-test to find out whether there was a change in students' vocabulary mastery after the charades game treatment. After giving the post-test, the researcher asked the students triggering questions again to find out if there was a change in students' vocabulary mastery. The result was that almost the whole class could answer the researcher's questions and even ask questions to the researcher. This is following Apriliani's (2018) statement that guessing games can improve students' communication skills.

Teachers must make variations in vocabulary learning strategies. This is necessary so that students become active, do not get bored easily, and improve their memorization abilities because the right and left brains work in balance. One strategy that can be used is to use a guessing game. Guessing games can improve students' vocabulary mastery skills by memorizing. In this research, students were given around 30 vocabulary words related to the material in chapter I of the eighth grade of the

independence curriculum with the theme "Independence Day." Students and researchers conducted questions and answers by discussing daily activities related to the material. While discussing, the teacher writes vocabulary on the board and interprets it into English. There, many students were new to the vocabulary, such as the words "rope," "spoon," "cracker," "marble," "grab," "pull," and "sack." However, some students said that they had heard this vocabulary but had forgotten its meaning. After that, students are invited to read together repeatedly.

In its application, guessing games make students actively communicate with their friends; they try to win the game by saying clues. At times like that, it is impossible for students to immediately memorize the many new vocabulary words that have been given. As a result, students who have not had their turn to play will ask their group friends about some vocabulary words they don't know. This will indirectly make them try to memorize it so they can answer the questions later. Incidents like that will continue to be repeated, making students hear the vocabulary more often and memorize it.

The results of this study are in accordance with research conducted by Razmi (2019) on learning using guessing games. The results of his study said that students' scores increased by 58.3%, which can be said that guessing games are able to improve students' vocabulary mastery. Another study by Anggraini (2020) stated that guessing games significantly increase students' vocabulary mastery. This is evidenced by the increase in students' average scores in the post-test from 77.625 to 84.0625, and the researcher

hopes that further researchers can conduct this technique on different levels of students. From the two previous studies, the researchers both expect further researchers to conduct research with varying methods of research and different levels. The results stated that guessing game is an effective method to influence the vocabulary ability of eighth-grade students. From the results of hypothesis testing using the T-test: two samples assuming equal variances using Microsoft Excel, it is found that the *T count ≥ T table*, namely 3,83 ≥ 2,00 so it can be concluded that the use of guessing games in learning in class 8 Junior High School in Gresik is effective and there are changes after treatment. Thus, this study can complement the previous research even though the results show that there are still two students who scored below the passing score.

CHAPTER V

CONCLUSION

This last part contains ends from every one of the aftereffects of the conversations that have been talked about and written in the past section. This chapter also contains suggestions directed to teachers and future researchers.

5.1. Conclusion

Based on the research conducted, it can be concluded that guessing game is recommended to be applied to classes with students who have low interest in English. This is because fun games will attract students' attention and make them more enthusiastic in participating in learning. Although in its application, it makes the classroom atmosphere becomes more crowded and students are more difficult to control. But the good thing is, after the guessing game treatment, students are more active in asking questions with the researcher. This proves that learning by using game methods such as guessing game can improve students' communication skills.

The above statement is also obtained based on the results of students' pre-test and post-test scores in the experimental class and control class which get different results. It can be summarized that the application of guessing game in vocabulary mastery improves students' ability in vocabulary mastery, this can be proven by the finding that the mean value of the post-test score is higher than the pre-test score. This study was declared effective in vocabulary learning using a guessing game with the hypothesis testing using the T-test: two samples assuming equal variances

using Microsoft Excel, it is found that the *T count ≥ T table*, namely 3,83 ≥ 2,00 so it can be concluded that the use of guessing games in learning in class 8 Junior High School in Gresik is effective and there are changes after treatment.

5.2. Suggestion

In view of the viability of the speculating game in further developing the vocabulary abilities of eighth-grade understudies of Junior High School in Gresik, this learning strategy can be utilized to draw to understudies' advantage in learning vocabulary. Coming up next are ideas given by the scientist to the accompanying individuals.

5.2.1. The English Teacher

In view of the viability of speculating game execution in jargon learning, the specialist proposes that eighth-grade educators of Junior High School in Gresik use speculating games as a pleasant vocabulary learning procedure. Teachers are also advised to modify the application of the game by adjusting the class situation so that students are more enthusiastic about following it.

5.2.2. The Futher Researcher

This study can be utilized as a kind of perspective in exploring the viability of involving speculating games to further develop vocabulary abilities later on. Future researchers should conduct research using other research methods and try to modify guessing games to find more results on how guessing games can be used in vocabulary learning.

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APPENDICES

Appendix I Survey Permit

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor	: 2492/Un.03.1/TL.00.1/12/2022	21 Desember 2022
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Survey**	

Kepada

Yth. Kepala SMPN 6 Gresik
di
Gresik

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Nur Washilah Syahriyanti
NIM	:	19180054
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Ganjil - 2022/2023
Judul Proposal	:	**The Effectiveness of Guessing Game to Improve Students Vocabulary Mastery at Seventh Grades of Junior High School 6 Gresik**

diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :
1. Ketua Program Studi TBI
2. Arsip

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Appendix II Research Permittion Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
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http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor	: 1517/Un.03.1/TL.00.1/06/2023	22 Juni 2023
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Penelitian**	

Kepada

Yth. Kepala SMPN 6 Gresik
di
　　Gresik

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Nur Washilah Syahriyanti
NIM	:	19180054
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Genap - 2022/2023
Judul Skripsi	:	**The Effectiveness of Guessing Game to Improve Students' Vocabulary Mastery at Eighth Grades of SMPN 6 Gresik**
Lama Penelitian	:	**Juni 2023** sampai dengan **September 2023** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

a.n Dekan
Wakil Dekan Bidang Akaddemik

Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

60

Appendix III Instrument Validation Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
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Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor	: B-4174 /Un.03/FITK/PP.00.9/06/2023	08 Juni 2023
Lampiran	: -	
Perihal	: Permohonan Menjadi Validator (Ahli Instrumen)	

Kepada Yth.
Harir Mubarok, M.Pd
di –
      Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama	:	Nur Washilah Syahriyanti
NIM	:	19180054
Program Studi	:	Tadris Bahasa Inggris (TBI)
Judul Skripsi	:	The Effectiveness of Guessing Game to Improve Students Vocabulary Mastery at Eighth Grades of SMPN 6 Gresik
Dosen Pembimbing	:	Dr. Hj. Like Raskova Octaberlina, M.Ed

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan
Wakil Dekan Bid. Akademik

Dr. Muhammad Walid, M.A
NIP. 197308232000031002

Appendix IV Validation Letter

Validation Sheet

English Vocabulary Test

"The Effectiveness of Guessing Game to Improve Students' Vocabulary Mastery at Eighth Grades of SMPN 6 Gresik"

Validator	: Harir Mubarok, M.Pd
NIP	: 1987008201802011152
Expertise	: Development of learning media
Instance	: Maulana Malik Ibrahim State Islamic University of Malang
Validation Date	:

(dd/mm/yyyy)

A. Introduction

This validation sheet aims to obtain an assessment from the Validator of my research instrument in the form of 50 English questions in multiple-choice form. This instrument will be addressed to the research subjects, namely eighth-grade junior high school students. All comments and suggestions given are very important for researchers to improve the quality of the instrument. Thank you for your willingness to be a validator in my research.

B. Guidance

1. In this section, assess by ticking (√) with the following criteria to the columns below:
   1 : Very Poor
   2 : Poor
   3 : Average
   4 : Good
   5 : Excellent
2. Please give comments and suggestion in the columns below

C. Validation Sheet

No	Aspect	Score 1	2	3	4	5
1.	**Suitability of instrument with basic competencies** **Basic Competience** 3.9 Menerapkan struktur teks, fungsi sosial, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat benda, orang, binatang, sesuai dengan konteks penggunaannya.				✓	
2.	**Instrument Indicator** Clarity of question items contained in the research instrument				✓	
3.	Clarity of instrument on each question in the research instrument				✓	
4.	The research instrument is relevant with the relevant with the research objectives					✓
5.	The research instrument can help the researcher find out students' abilities in vocabulary skills.					✓
6.	The research instrument is easy to understand					✓
7.	Each question has one correct or most correct answer			`	✓	
8.	The research using proper grammar.				✓	
9.	The choice of answers to the research instrument is appropriate and logical in terms of material				✓	
10.	The subject matter must be formulated clearly and unequivocally				✓	

D. Suggestion

- Make Use your instrument for Pre and Post test
- Identify the question without ambiugits.

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E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the coclusion you gave.

1. The instrument can be used without revision.
2. The instrument can be used with alight revision.
3. The instrument can be used with many revision.
4. The instrument can be used.

Malang, June 14, 2023
Validator

Hariy Mubarok, M.Pd
198700820 802011152

Appendix V Try-Out Test English Vocabulary

QUESTION GRID OF VALIDITY

KISI-KISI SOAL VALIDITAS VOCABULARY

Nama Sekolah : **SMPN 6 Gresik**
Mata Pelajaran : **Bahasa Inggris**
Kelas/Semester : **VIII/Genap**
Jumlah Soal : **40**
Waktu : **80 Menit**

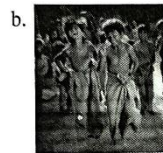| Capaian Pembelajaran	Chapter/Unit	Learning Objectives	Type of Question	Number of Question
Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris. .	Celebrate Independence Day / the Champion of Panjat Pinang	Upon completion of Chapter 1, the students should be able to: 1. Talk about personal experiences in the past; 2. Identify speciic information about personal experiences; and 3. Write the main events of personal experiences.	Multiple-choice	1 - 40

VALIDITY TEST

Name   :

Student number :

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

1. To win the game, Lala had to keep the ... in the spoon in balance.
    a. Marble   c. Sack
    b. Ball   d. Spoon

2. To win the game, Doni needs to take a big ... so that the crackers run out
    faster.
    a. Jump   c. Step
    b. Climb   d. Bite

3. To ... the game of pinang climbing requires teamwork and a good strategy.
    a. Lost   c. Win
    b. Push   d. Grab

4. What is needed in the game is...
    a. Sack   c. Ball
    b. Marble   d. Crackers

5. Strength is needed in... the rope as hard as possible to win the tug of war.
    a. Pulled   c. Grab
    b. Pushed   d. Rope

6. When the climber has reached the top of the tree, the next thing to do is ... the
    prizes hung on top of the tree.
    a. Support   c. Push
    b. Win   d. Grab

7. It takes skill in ... in the sack race game to get to the finish line quickly.

    a. Pull   c. Push

    b. Jump   d. Bite

8. The goal of this game is to grab the prizes hung on top of the tree. To grab the prizes we need to climb the slippery tree. What kind of game is it?

    a.

    c.

    b.

    d.

9. This is a group game. This game requires cohesiveness in stepping, if one participant missteps then all participants will fall. What kind of game is it?

    a.

    c.

    b.

    d.

10. Players must jump and also step quickly to get to the finish line, if the wrong step or jump then the player will fall. What kind of game is it?

    a.

    c.

b.   d.

11. To win this game, participants must maintain balance while walking with the marbles. What kind of game is it?

a.   c.

b.   d.

12. This game played by several people (groups) and facing each other. Each group must be able to pull the rope as hard as possible. What is this game?

a.   c.

b.   d.

13. This game can be played by anyone and is actually easy to win. Players must be able to quickly bite the crackers in front of them because the game is won by those who finish their crackers the fastest. What is this game?

a.

c.

b.

d.
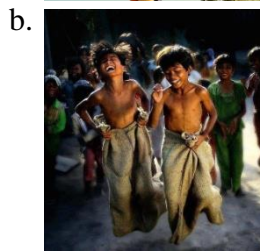
14. Aprilla : It is a paper?

    Elma   : No, it is a...

    a. Flag   c. Eraser
    b. Scissor   d. Ruler

15. Hadi   : It is a flag?

    Anton   : No, it is a...

    a. Spoon   c. Rope
    b. Marble   d. Sack

16. Jihan : It is a rope?

    Febi   : No, it is a...

    a. Marble   c. Groceries
    b. Sack   d. Ruler

17. Hadi   : It is a groceries?

    Anton   : No, it is a...

    a. Spoon   c. Rope
    b. Marble   d. Cracker

18. Yanti : It is a spoon?

   Fika : No, it is a...

   a. Spoon   c. Rope

   b. Sack   d. Cracker

19. Sinta : It is a marble?

   Caca : No, it is a...

   a. Spoon   c. Rope

   b. Marble   d. Sack

20. Ivon : It is a marble race?

   Sila : No, it is a...

   a. Tandem race   c. Cracker race

   b. Sack race   d. Tug the war

21. April : It is a panjat pinang?

   Dina : No, it is a...

   a. Tug of war   c. Tandem race

   b. Cracker race   d. Sack race

22. Doni : It is a sack race?

   Tono : No, it is a...

   a. Tandem race   c. Marble race

   b. Cracker race   d. Panjat pinang

23. Nana : It is a panjat pinang?

   Tata : No, it is a...

   a. Tug of war   c. Marble race

   b. Cracker race   d. Sack race

24. The person in charge of organizing the race on Independence Day is...

   a. Gamers   c. Teacher

   b. President   d. Committee

25. This liquid thing is use for panjat pinang. That liquid things is...

   a. Sauce   c. Water

   b. Ketchup   d. Grease

26. This tool is use for tug of war. The tool is...

   a. Rope   c. Sack

   b. Marble   d. Spoon

27. To win tandem race we should...

   a. Combined jump and fast walking

   b. Pulled the rope as hard as possible

   c. Took a big bite

   d. Synchronized the walk

28. To win cracker race we should...

   a. Combined jump and fast walking

   b. Took a big bite

   c. Made a human ladder

   d. Grabbed the prizes

29. To win sack race we should...

   a. Combined jump and fast walking

   b. Made a human ladder

   c. Pulled the rope as hard as possible

   d. Synchronized the walk

30. To win panjat pinang we should...

   a. Combined jump and fast walking

   b. Took a big bite

   c. Made a human ladder

   d. Grabbed the prizes

31. To win tug of war we should...

   a. Combined jump and fast walking

   b. Took a big bite

   c. Pulled the rope as hard as possible

   d. Synchronized the walk

32. On August 17th we celebrate the...

    a. Independence Day

    b. Kartini's Day

    c. National Education Day

    d. Hero's Day

33. To get to the top players must... a pinang tree and grab the prizes.

    a. Bite   c. Grab

    b. Climb   d. Celebrating

34. What is the meaning of "**slippery"** in Indonesian?

    a. Tangga   c. Meloncat

    b. Minyak   d. Licin

35. What is the meaning of "**grease"** in Indonesian?

    a. Bahan makanan   c. Hadiah

    b. Oli   d. Minyak goreng

36. What is the meaning of "**grab"** in Indonesian?

    a. Meloncat   c. Mendorong

    b. Mengendarai   d. Meraih

37. What is the meaning of "**climbing"** in Indonesian?

    a. Meraih   c. Meloncat

    b. Menang   d. Memanjat

38. What is the meaning of "**champion"** in Indonesian?

    a. Perlombaan   c. Kemerdekaan

    b. Perayaan   d. Juara

39. What is the meaning of "**independence"** in Indonesian?

    a. Kesatuan   c. Kemerdekaan

    b. Perlombaan   d. Kejuaraan

40. What is the meaning of "**groceries"** in Indonesian?

    a. Kelereng   c. Bahan makanan

    b. Minyak   d. Licin

Answer Key

No	Answer	No	Answer
1	a	21	a
2	d	22	b
3	c	23	c
4	a	24	d
5	a	25	d
6	d	26	a
7	b	27	d
8	a	28	b
9	d	29	a
10	b	30	c
11	c	31	c
12	d	32	a
13	c	33	b
14	a	34	d
15	d	35	b
16	a	36	d
17	d	37	d
18	a	38	d
19	c	39	c
20	a	40	c

Appendix VI Pre-Test English Vocabulary

PRE-TEST

Name   :

Student number :

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

1. The goal of this game is to grab the prizes hung on top of the tree. To grab the prizes we need to climb the slippery tree. What kind of game is it?

   a.

   c.

   b.

   d.

2. This is a group game. This game requires cohesiveness in stepping, if one participant missteps then all participants will fall. What kind of game is it?

   a.

   c.

   b.

   d.

3. To win the game, Lala had to keep the ... in the spoon in balance.

   a. Marble   c. Sack

   b. Ball   d. Spoon

4. Hadi   : It is a groceries?

   Anton : No, it is a...

   a. Spoon   c. Rope

   b. Marble   d. Cracker

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5. The person in charge of organizing the race on Independence Day is...

   a. Gamers   c. Teacher

   b. President   d. Committee

6. To win the game, Doni needs to take a big ... so that the crackers run out faster.

   a. Jump   c. Step

   b. Bite   d. Climb

7. To ... the game of pinang climbing requires teamwork and a good strategy.

   a. Lost   c. Grab

   b. Win   d. Push

8. What is needed in the game is...

   a. Sack   c. Ball

   b. Marble   d. Crackers

9. Players must jump and also step quickly to get to the finish line, if the wrong step or jump then the player will fall. What kind of game is it?

   a.   c.

   b.   d.

10. On August 17th we celebrate the...

   a. Independence Day

   b. Kartini's Day

   c. National Education Day

   d. Hero's Day

11. Strength is needed in... the rope as hard as possible to win the tug of war.

   a. Pulled   c. Grab

   b. Pushed   d. Rope

12. To get to the top players must... a pinang tree and grab the prizes.

   a. Bite   c. Grab

   b. Climb   d. Celebrating

13. To win sack race we should...

   a. Combined jump and fast walking

   b. Made a human ladder

   c. Pulled the rope as hard as possible

   d. Synchronized the walk

14. Doni : It is a sack race?

   Tono : No, it is a...

   a. Tandem race   c. Marble race

   b. Cracker race   d. Panjat pinang

15. Sinta : It is a marble?

   Caca : No, it is a...

   a. Spoon   c. Rope

   b. Marble   d. Sack

16. To win this game, participants must maintain balance while walking with the marbles. What kind of game is it?

   a.

   c.

   b.

   d.

17. When the climber has reached the top of the tree, the next thing to do is ... the prizes hung on top of the tree.

a. Support   c. Push

b. Win   d. Grab

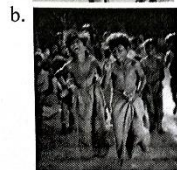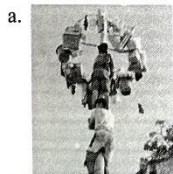18. It takes skill in ... in the sack race game to get to the finish line quickly.

a. Pull   c. Push

b. Jump   d. Bite

19. This game played by several people (groups) and facing each other. Each group must be able to pull the rope as hard as possible. What is this game?

a.

c.

b.

d.

20. This game can be played by anyone and is actually easy to win. Players must be able to quickly bite the crackers in front of them because the game is won by those who finish their crackers the fastest. What is this game?
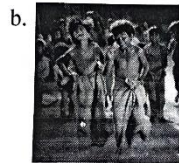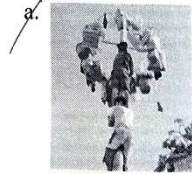
a.

c.

b.

d.

Appendix VII Post-Test English Vocabulary

Name   :

Student number :

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

1. To win tug of war we should...
    a. Combined jump and fast walking
    b. Took a big bite
    c. Pulled the rope as hard as possible
    d. Synchronized the walk

2. Yanti   : It is a spoon?
    Fika   : No, it is a...
    a. Spoon   c. Rope
    b. Sack   d. Cracker

3. April : It is a panjat pinang?
    Dina   : No, it is a...
    a. Tug of war   c. Tandem race
    b. Cracker race   d. Sack race

4. Aprilla : It is a rope?
    Elma   : No, it is a...
    a. Flag   c. Marble
    b. Sack   d. Groceries

5. The person in charge of organizing the race on Independence Day is...
    a. Gamers   c. Teacher
    b. President   d. Committee

6. On August 17th we celebrate the...
    a. Independence Day
    b. Kartini's Day
    c. National Education Day
    d. Hero's Day

78

7. To get to the top players must climb a pinang tree and … the prizes.

    a. Bite   c. Grab

    b. Climb   d. Celebrating

8. The goal of this game is to grab the prizes hung on top of the tree. To grab the prizes we need to climb the slippery tree. What kind of game is it?

    a.   c.

    b.   d.

9. This is a group game. This game requires cohesiveness in stepping, if one participant missteps then all participants will fall. What kind of game is it?

    a.   c.

    b.   d.

10. To win the game, Lala had to keep the marble in the…in balance.

    a. Marble   c. Sack

    b. Ball   d. Spoon

11. To win the game, Doni needs to take a big ... so that the crackers run out faster.

    a. Jump   c. Step

    b. Bite   d. Climb

12. To ... the game of pinang climbing requires teamwork and a good strategy.
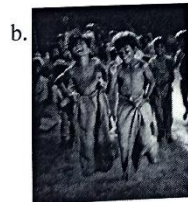

  a. Lost
  c. Grab
  b. Win
  d. Push

13. This tool is use for tug of war. The tool is...

  a. Rope
  c. Sack
  b. Marble
  d. Spoon

14. Players must jump and also step quickly to get to the finish line, if the wrong step or jump then the player will fall. What kind of game is it?

a.

c.

b.

d.

15. Strength is needed in pulled the ... as hard as possible to win the tug of war.

  a. Pulled
  c. Grab
  b. Pushed
  d. Rope

16. To win this game, participants must maintain balance while walking with the marbles. What kind of game is it?

a.

c.

b.

d.

17. When the climber has reached the top of the tree, the next thing to do is ... the prizes hung on top of the tree.
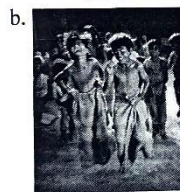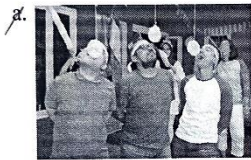

a. Support   c. Push

b. Win   d. Grab

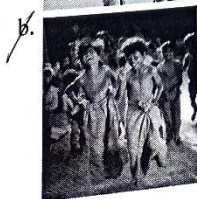18. It takes skill in ... in the sack race game to get to the finish line quickly.

a. Pull   c. Push

b. Jump   d. Bite

19. This game played by several people (groups) and facing each other. Each group must be able to pull the rope as hard as possible. What is this game?

a.

c.

b.

d.

20. This game can be played by anyone and is actually easy to win. Players must be able to quickly bite the crackers in front of them because the game is won by those who finish their crackers the fastest. What is this game?

a.

c.

b.

d.

Appendix VIII Students Answer Sheet

PRE-TEST

Name   : M. Labiib Bahauddin Fahmi

Student number : 2 0

9 45

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

1. The goal of this game is to grab the prizes hung on top of the tree. To grab the prizes we need to climb the slippery tree. What kind of game is it?

   a.

   c.

   b.

   d.

2. This is a group game. This game requires cohesiveness in stepping, if one participant missteps then all participants will fall. What kind of game is it?

   a.

   c.

   b.

   d.

3. To win the game, Lala had to keep the ... in the spoon in balance.

   a. Marble   c. Sack
   b. Ball   d. Spoon

4. Hadi   : It is a groceries?
   Anton : No, it is a...

   a. Spoon   c. Rope
   b. Marble   d. Cracker

82

5. The person in charge of organizing the race on Independence Day is...

   a. Gamers   c. Teacher

   b. President   d. Committee

6. To win the game, Doni needs to take a big ... so that the crackers run out faster.

   a. Jump   c. Step

   b. Bite   d. Climb

7. To ... the game of pinang climbing requires teamwork and a good strategy.

   a. Lost   c. Grab

   b. Win   d. Push

8. What is needed in the game is...

   a. Sack   c. Ball

   b. Marble   d. Crackers

9. Players must jump and also step quickly to get to the finish line, if the wrong step or jump then the player will fall. What kind of game is it?

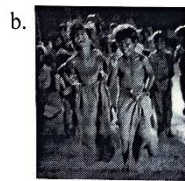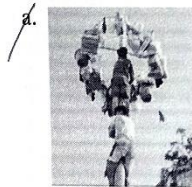   a.   c.

   b.   d.

10. On August 17th we celebrate the...

   a. Independence Day

   b. Kartini's Day

   c. National Education Day
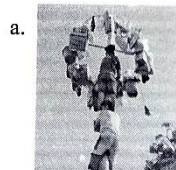
   d. Hero's Day

83

11. Strength is needed in... the rope as hard as possible to win the tug of war.

   a. Pulled   c. Grab

   b. Pushed   d. Rope

12. To get to the top players must... a pinang tree and grab the prizes.

   a. Bite   c. Grab

   b. Climb   d. Celebrating

13. To win sack race we should...

   a. Combined jump and fast walking

   b. Made a human ladder

   c. Pulled the rope as hard as possible

   d. Synchronized the walk

14. Doni : It is a sack race?

   Tono : No, it is a...

   a. Tandem race   c. Marble race

   b. Cracker race   d. Panjat pinang

15. Sinta : It is a marble?

   Caca : No, it is a...

   a. Spoon   c. Rope

   b. Marble   d. Sack

16. To win this game, participants must maintain balance while walking with the marbles. What kind of game is it?

a.

c.

b.

d.

17. When the climber has reached the top of the tree, the next thing to do is ... the prizes hung on top of the tree.

a. Support   c. Push

b. Win   d. Grab

18. It takes skill in ... in the sack race game to get to the finish line quickly.

a. Pull   c. Push

b. Jump   d. Bite

19. This game played by several people (groups) and facing each other. Each group must be able to pull the rope as hard as possible. What is this game?

a.

c.

b.

d.

20. This game can be played by anyone and is actually easy to win. Players must be able to quickly bite the crackers in front of them because the game is won by those who finish their crackers the fastest. What is this game?

a.

c.

b.

d.

POST TEST

Name : M.Labiib Bahauddin Fahmi

Student number : 2 0

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

90

1. To win tug of war we should...

   a. Combined jump and fast walking

   b. Took a big bite

   c. Pulled the rope as hard as possible

   d. Synchronized the walk

2. Yanti : It is a spoon?

   Fika : No, it is a...

   a. Spoon   c. Rope

   b. Sack   d. Cracker

3. April : It is a panjat pinang?

   Dina : No, it is a...

   a. Tug of war   c. Tandem race

   b. Cracker race   d. Sack race

4. Aprilla : It is a rope?

   Elma : No, it is a...

   a. Flag   c. Marble

   b. Sack   d. Groceries

5. The person in charge of organizing the race on Independence Day is...

   a. Gamers   c. Teacher

   b. President   d. Committee

6. On August 17th we celebrate the...

   a. Independence Day

   b. Kartini's Day

   c. National Education Day

   d. Hero's Day

86

7. To get to the top players must climb a pinang tree and … the prizes.

   a. Bite   c. Grab

   b. Climb   d. Celebrating

8. The goal of this game is to grab the prizes hung on top of the tree. To grab the prizes we need to climb the slippery tree. What kind of game is it?

   a.

   c.

   b.

   d.

9. This is a group game. This game requires cohesiveness in stepping, if one participant missteps then all participants will fall. What kind of game is it?

   a.

   c.

   b.

   d.

10. To win the game, Lala had to keep the marble in the…in balance.

    a. Marble   c. Sack

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11. To win the game, Doni needs to take a big ... so that the crackers run out faster.

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12. To ... the game of pinang climbing requires teamwork and a good strategy.

   a. Lost   c. Grab

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13. This tool is use for tug of war. The tool is...

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   b. Marble   d. Spoon

14. Players must jump and also step quickly to get to the finish line, if the wrong step or jump then the player will fall. What kind of game is it?

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c.

b.

d.

15. Strength is needed in pulled the ... as hard as possible to win the tug of war.

   a. Pulled   c. Grab

   b. Pushed   d. Rope

16. To win this game, participants must maintain balance while walking with the marbles. What kind of game is it?

a.

c.

b.

d.

17. When the climber has reached the top of the tree, the next thing to do is ... the prizes hung on top of the tree.

   a. Support   c. Push

   b. Win   d. Grab

18. It takes skill in ... in the sack race game to get to the finish line quickly.

   a. Pull   c. Push

   b. Jump   d. Bite

19. This game played by several people (groups) and facing each other. Each group must be able to pull the rope as hard as possible. What is this game?

   a.   c.

   b.   d.

20. This game can be played by anyone and is actually easy to win. Players must be able to quickly bite the crackers in front of them because the game is won by those who finish their crackers the fastest. What is this game?

   a.   c.

   b.   d.

Appendix IX Letter of Completion Research

PEMERINTAH KABUPATEN GRESIK
DINAS PENDIDIKAN
UPT SMP NEGERI 6 GRESIK
Jl. Kanjeng Sepuh Mriyunan Telp 031-3949021
SIDAYU

NSS : 201050112004	NIS : 200040	NPSN : 20500485

SURAT KETERANGAN
Nomor : 423.4/ 302 /437.53.12.02/2023

Yang bertanda tangan di bawah ini   :

Nama	:	**ABD AZIZ,S.Pd,M.Pd.**
NIP	:	19671102 199203 1 007
Pangkat/ Gol	:	Pembina TK.I / IV.b
Jabatan	:	Kepala Sekolah

Dengan ini saya menerangkan bahwa :

Nama	:	**NUR WASHILAH SYAHRIYANTI**
NIM	:	19180054
Pendidikan	:	Mahasiswa Universitas Islam Negeri Maulana Malik Ibrahim
		Fakultas Ilmu Tarbiyah dan Keguruan
Program Studi	:	Tadris Bahasa Inggris– S1
Judul Penelitian	:	**"The Effectiveness of Guessing Game to Improve Students**
		Vocabulary Mastery at Eighth Grades of SMPN 6 Gresik"

Yang bersangkutan adalah benar-benar telah melakukan Penelitian di UPT SMP Negeri 6 Gresik bulan Agustus – September 2023.

Demikian surat keterangan ini kami buat,untuk dapat dipergunakan sebagaimana mestinya.

Sidayu , 10 Agustus 2023
Kepala Sekolah,
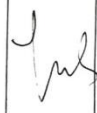
ABD AZIZ,S.Pd,M.Pd.
NIP.19671102 199203 1 007

Appendix X Documentation

aAppendix XI Evidence of Guidance Consultation

Buku Kepenasehatan Akademik Jurusan Tadris Bahasa Inggris (TBI)

F. **KONSULTASI PROPOSAL SKRIPSI**
Konsultasi dan Bimbingan Proposal Skripsi*

Tanggal	Bab/Materi Konsultasi	Saran/Rekomendasi/Catatan	Paraf
26/22/11	Research procedure Overall	- Mencari dan memahami macam-macam "guessing game". - Pada background diberi gap research. - Isi setiap bab disesuaikan pedoman	
9/23/1	title revision	- Lebih menguatkan masalah pada Background. - Tidak mengulang statement yang sama pada background. - Mengerjakan bab II	
1/23/3	Background.	- Menambahkan 1 research question - lebih memperhatikan penggunaan grammarnya - Gap Penelitian diperjelas.	
13/23/3	Research question.	- Lebih merincikan theoritical framework. - Mengerjakan bab III - Memahami metode penelitian yang digunakan.	
17/1/3 23	theoretical framework,	- soal validitas disesuaikan dg materi. - Menyiapkan syarat sempro.	

Malang, 31 Maret 2023
Dosen Wali/Pembimbing,

Dr. Hj. Like Raskova Octaberlina M,Ed
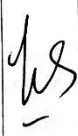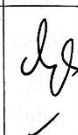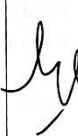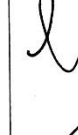NIP. 197410252008012015

Catatan:
Lembar konsultasi dan bimbingan Proposal Skripsi yang sudah memperoleh persetujuan/tanda tangan Dosen Wali/Pembimbing sah digunakan sebagai lampiran dalam Proposal dan dapat difotocopy.

Appendix XII Thesis Consultation Logbook

G. KONSULTASI DAN BIMBINGAN SKRIPSI

Konsultasi dan Bimbingan Skripsi

Tanggal	Bab/Materi Konsultasi	Saran/Rekomendasi/Catatan	Paraf
18/23/07	Revisi proposal	- Menambahkan teori pada bab II	
27/23/09	Bab IV dan V	- Discussion masih kurang penjebasannya - Conclusion tidak boleh sedikit - Soal post-test dan pre-test tidak boleh sama	
29/23/09	Bab IV (dissuussion) dan bab V	- Bagian conclusion ditambah lagi	
05/23/10	Conclusion & Appendix		

Malang, 05 Oktober 2023
Dosen Pembimbing,

Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed
NIP. 197410252008012015

93

Appendix XIII Curriculum Vitae

Curriculum Vitae

Nama Lengkap   : Nur Washilah Syahriyanti

Tempat, Tanggal Lahir   : Gresik, 05 Desember 2000

Jenis Kelamin   : Perempuan

Agama   : Islam

Fakultas   : Ilmu Tarbiyah dan Keguruan

Jurusan   : Tadris Bahasa Inggris

Perguruan Tinggi   : UIN Maulana Malik Ibrahim Malang

Alamat Rumah   : Jl. Anggrek RT 05/ RW 01 Raci Tengah, Kec. Sidayu, Gresik

No. Hp / Telp   : 081246539139

Alamat Email   : shlyanti512@gmail.com

Riwayat Pendidikan

1. 2007-2009   SD Negeri Kedung Jaya 2 Bogor
2. 2009-2011   SD Inpres Kampung Binongko Kalabahi
3. 2011-2013   SD Negeri 5 Kawan Bangli
4. 2013-2014   SMPN 1 Bangli
5. 2014-2016   SMP Negeri 6 Gresik
6. 2016-2019   SMA Negeri 1 Sidayu
7. 2019-2023   UIN Maulana Malik Ibrahim Malang

Malang, October 05, 2023
Mahasiswi,

Nur Washilah Syahriyanti
NIM. 19180054