

**THE EFFECT OF USING GUESSING AND SPECULATING GAMES WITH
PICTURES ON VOCABULARY ACHIEVEMENT OF GRADE 8 STUDENTS
AT SMP NEGERI 1 ROWOKANGKUNG LUMAJANG**

THESIS

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THE EFFECT OF USING GUESSING AND SPECULATING GAME WITH SINGLE PICTURES ON VOCABULARY ACHIEVEMENT OF GRADE 8 STUDENTS AT SMP NEGERI 1 ROWOKANGKUNG LUMAJANG

THESIS

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved father, Asmadi and my beloved mother, Saminah.
2. My beloved grandfather, Wiryo and my beloved grandmother, Ponirah.
3. My beloved sister and brothers, my beloved my best friend and my dearest boyfriend

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SUMMARY

The Effect of Using Guessing and Speculating Games with Single Pictures on Vocabulary Achievement of Grade 8 Students at SMP Negeri 1 Rowokangkung Lumajang; Faizatul Imroh, 0602104911; 2011:40 pages; English Education Program of Language and Arts Education department, the Faculty of Teacher Training and Education, Jember University.

Vocabulary is one of language components in English for Junior High School that must be mastered first by the students because vocabulary is the basic thing in learning language. The students generally have difficulty in learning English, especially in vocabulary. Their problems are usually caused by their ability in memorizing the English words they have learnt because the English words are quite different from their mother tongue. Therefore, the English teacher is expected to be able to cover the students' problems in vocabulary. One of the strategies that can be used and applied by the English teacher is playing Guessing and Speculating Games with Single Picture in teaching vocabulary. Guessing and Speculation games are games in which the students guess and observe some kind of information from the pictures that the teacher has given. The information includes words, phrases, and the location of an object. Single pictures are pictures of single object such as pictures of person, object, and action. In this technique, the teacher divided the class into some groups. The students should guess from the clues. Starting from the first clue, it is the most difficult to guess. The second clue is easier than the first one. And if the second one cannot be guessed, the teacher gives the third clue and so on.

This research was conducted to know whether or not there was a significant effect of using Guessing and Speculating Games with single pictures on vocabulary achievement of grade 8 students at SMP Negeri 1 Rowokangkung Lumajang. The respondents of this research were grade 8 students of SMP Negeri 1 Rowokangkung Lumajang that were determined by using cluster random sampling by lottery. The

vocabulary achievement through Guessing and Speculating games with pictures.to
improve the students' vocabulary achievement.

students should master vocabulary. The students are impossible to learn speaking, reading, listening, writing and structure, without having vocabulary.

Studying new vocabularies is not easy for the students at Junior High School although English is taught since elementary school. The students still have a lot of problems and difficulties in memorizing the vocabulary in learning English because the English words are quite different from their mother tongue. According to Thornbury (2002: 23), the learners need not only to learn a lot of words to achieve the outcomes, but also to remember them. The students often forget the words that have been learnt. The students should be able to understand words or vocabulary because they will be easy to get the idea of the subject that they have learnt by understanding the vocabulary. Based on the informal interview with the English teacher, the most of students have difficulties in mastering the English because they are lack of vocabularies.

The teacher should try to introduce English vocabulary as interestingly as possible. The teacher should create an interesting and joyful condition in the learning activities. Tarigan and Tarigan (1986: 39) suggest that the teacher should master various teaching techniques and should be able to present them in order to arouse student's interest and motivation in learning. It means that the variation in teaching activity can make students interested in learning vocabulary.

There are many techniques in teaching new English vocabulary. One of them is using Guessing and Speculating games in teaching vocabulary. A Guessing and Speculating games are a game involving at least two players, one as knower and the other as guesser. It can be used not only to teach the new vocabulary but also to review them in a fun way. It can increase students' participation in teaching learning activity. According to Ur (1984:87), the students have to listen carefully to identify which picture is meant in the Guessing and Speculating games. They can make the students interested, cooperated and competed without being aggressive. Moreover, these games can be implemented by the English teacher to create communicative

1.3 Operational Definition of Variables

In this research, there are two variables namely independent variable and dependent variable. The independent variable is teaching vocabulary by using Guessing and Speculating games with pictures to the experimental group and using question and answer with pictures in the control group and the dependent variable that is the students' vocabulary achievement. Both of the terms are operationally defined as follows:

1.3.1 Guessing and Speculating Games with Pictures

a. Guessing and Speculation games

Guessing and Speculation games are games in which the students guess and observe some kinds of information from the picture that the teacher has given. The information includes word, a phrase, and the location of an object. The teacher divides class into some groups. The teacher as knower gives some clues to the students about a picture. The students should guess from the clues. Starting from the first clue, it is the most difficult to guess. The second clue is easier than the first one. And if the second one cannot be guessed, the teacher gives the third clue and so on. These games are chosen because they have never been used in teaching vocabulary in the school. In playing these games, the teacher uses pictures as the media. Moreover, the students can have a rich base and stimulus in teaching learning process including pictures. Thus, they can help them in learning vocabulary.

b. Pictures

Picture is as a representation (as a person, landscape, and building) on canvas, paper, or other surface produced by painting, drawing, engraving or photography. Single pictures are pictures of single object such as pictures of person, object, and action. Composite pictures are large single pictures which show a scene (hospital, beach, canteen, railway station, and street) in which a number of people can be seen doing

1.5 The Significance of the Research

The results of this study are expected to give important input for the following people:

a. The English Teacher

The result of this study is expected to be beneficial for the English teacher as an input or information about the positive effect of using Guessing and Speculating games with pictures on the vocabulary achievement. So, the teacher can use it a reference to improve the teaching quality of vocabulary and the students' vocabulary achievement.

b. The Students

The result of the study will be useful for the students to improve an experience in learning vocabulary by using Guessing and Speculating games with pictures to increase the students' active participation in the teaching learning process of vocabulary and to develop their vocabulary achievement. These games will be an alternative way to enlarge their vocabularies, so that they have better vocabulary achievement.

c. Future Researchers

It is expected that the results of the study provide useful input for other researchers to conduct a further research with a similar area of study by applying a different research designs, different subjects and games.

2.2 The Classification of Vocabulary

According to Hatch and Brown (1995: 218), vocabulary as words is divided into two groups of parts of speech: large vocabulary and small vocabulary. The large vocabulary includes nouns, verbs, adjectives, and adverbs. While, small vocabulary consists of prepositions, pronouns, conjunctions, articles, and interjections. This research focuses on large vocabulary and some aspect of small vocabulary such as prepositions and pronouns. They are chosen based on the vocabulary level and the students' need as stated in Institutional Based Curriculum (2006) for grade 8 students at Junior High School.

2.2.1 Nouns

A noun is a word used to name or identify any of a class of things, people, places or ideas, or a particular one of these. It can be a subject and an object of a verb. Frank (1972 : 6-7) classifies nouns in English into four types. They are:

1. a. Countable noun (singular). For example: book, blackboard, pen, etc.
 Countable noun (plural). For example: books, blackboards, pens, etc.
 b. Uncountable noun is a word for a physical object that cannot be counted.
 For example: air, water, sugar, etc.
2. a. Concrete noun is a word for a physical object that can be seen, touched and smelled. For example: girl, flower, boy, etc.
 b. Abstract noun is a word for a concept. It is an idea that exists in our mind only. For example: kindness, responsibility, beauty, etc.
3. Proper noun is a specific word that always begins with capital letter in writing. For example: Mr. Bean, Thursday, September, etc.
4. Collective noun refers to a word for a group of people, animals or objects considered as a single unit. For example: family, class, committee, etc.

The types of nouns that will be used in this research are concrete noun, proper noun, and collective noun. This selections are based on the material in (2006) Institutional Based Curriculum for grade 8 students at Junior High School.

2.2.4 Adverbs

According to Crystal (1995: 206), an adverb is a word used to qualify any part of speech except a noun or pronoun. Hatch and Brown (1995:230) state that adverbs are similar to adjectives in many ways although they typically assign attributes to verbs, clauses, or entire sentences rather than to nouns. Thomson and Marthinet (1986:55) classify adverbs into eight types:

1. Adverbs of manner, for examples: quickly, happily, fast, neatly, etc.
2. Adverbs of place and direction, for examples: here, there, near, by, etc.
3. Adverbs of time, for examples: now, soon, still, then, etc.
4. Adverbs of frequency, for examples: once, never, often, always, etc.
5. Adverbs of emphasize, for examples: certainly, surely, definitely, etc.
6. Adverbs of degree, for examples: rather, too, very, etc.
7. Adverbs of interrogative, for examples: when, why, where, etc.
8. Adverbs of relative, for examples: whenever, whatever, whoever, etc.

This research focuses on adverbs of manner and adverbs of frequency. This selection is based on the material in (2006) Institutional Based Curriculum for grade 8 students at Junior High School.

2.2.5 Prepositions

According to Hatch and Brown (1995: 243), prepositions are all those words that help locate items and action in time and space. In this sense, they share much with adverbs. Crystal (1995: 213) states that a preposition expresses a relationship of meaning between two parts of sentence. Thomson and Marthinet (1986:91- 95) classify prepositions into three types:

7. Demonstrative pronouns point out someone or something. For examples: this/ these and that/ those.
8. Indefinite pronouns express are all singular in form and are used without noun antecedents. Some typical indefinite pronouns are: all, another, any, anybody/anyone, anything, each, everybody/everyone, everything, few, many, nobody, none, one, several, some, somebody/someone.

This research focuses on personal pronouns, and possessive pronouns . This selections are based on the material stated in the 2006 Institutional Based Curriculum for grade 8 students of Junior High School.

2.3 Vocabulary Achievement

Vocabulary is the basic thing in learning language so that the students should master vocabulary. The students are impossible to learn speaking, reading, listening, writing and structure without having sufficient vocabulary. Vocabulary mastery is needed to comprehend the content of the material that is being learned by the students. The vocabulary is the ability to use words in expressing a particular thought or idea (Norton ,1990:76). Achievement is related to the test that is done to discover how successful students have been in achieving the objective of a course study (Huges, 2003:12).

Based on this idea, it can be said that vocabulary achievement is the achievement of the students' vocabulary that would be gained by the students after teaching learning process. Additionally, Hornby (1995:3) affirms that achievement is something achieved or done successfully with an effort or skill. In short, it can be concluded that vocabulary achievement is the collection of words that is successfully gained or achieved with efforts of learning by the students.

In this research, vocabulary achievement refers to grade 8 students. It is the mastery of words covering nouns, adjectives, verbs, adverbs, pronouns, and prepositions. In this research, their scores of vocabulary post test indicate the students' vocabulary achievement. The test was conducted after the students had been taught vocabulary by using Guessing and Speculating games with pictures.

2.5 Kinds of Games

There are many kinds of games that can be used in learning English. Wright et al (1983: 14-179) point out that there are many kinds of games, as the examples:

1. Picture games. These kinds of games use pictures as the major part to play.
2. Psychology games. These games lead the students to greater awareness of the working of the human mind and senses
3. Magic tricks. These games use magic trick in presenting the material.
4. Caring and sharing games. These games lead the attempt to introduce the learners to caring and sharing activities.
5. Card and Board games. These games use card and board as media.
6. Sound games. These games can create in the listener's mind and impression of people, places, and actions.
7. Story games. These games provide a framework for learners to speak and to write at length instead of engaging in short exchanges, for example silly story game.
8. Word games. In these games, the focus of attention is initially on the word rather than the sentence, for example bingo game.
9. True/ False games. These games decide someone's statement which is either true or false.
10. Memory games. These kinds of games challenge the students' ability to remember.
11. Question and Answer games. These games designed to create context in which learners want to ask question in order to find something out, for example general knowledge quiz.
12. Guessing and Speculating games. In these games, someone knows something and the others must find out what it is.

2.7 Pictures

2.7.1 The Definitions of Pictures

Visuals have an important function as aids to learning, simply because they attract students' attention, help and encourage them to focus on the subject in hand. Picture is one kind of visual. Webster (1981: 171) defines pictures as a representation (as a person, landscape, and building) on canvas, paper, or other surface produced by painting, drawing, engraving or photography. Pictures make essential in any language learning activity based on face-to-face communication.

2.7.2 The Characteristics of a Good Picture

According to Wright (1989: 3) the characteristics of a good picture are as follows: easy to prepare, easy to organize, interesting, meaningful and authentic and sufficient amount of language. Based on the explanation above the researcher uses pictures as media in guessing game because it is relatively difficult to concentrate on communicative game that is heard 'blind', it will be easier if there is something relevant to look at.

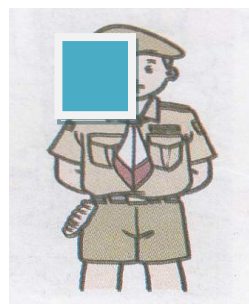
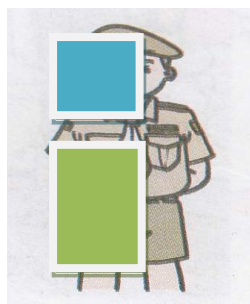
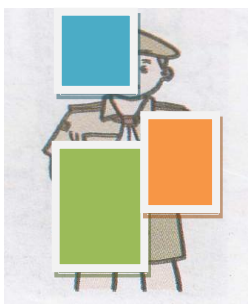
2.7.3 Kinds of Picture

According to Wright (1989: 193) pictures are divided into three kinds: single pictures, composite pictures, and pictures in series. This research only focuses on single pictures and composite pictures. He adds that single pictures are pictures of single objects, such as pictures of person, object, and action. Composite picture is a picture that gives a lot of information. It means that a picture shows many activities, people and place. The pictures can help the students in the meaning assimilation process because it can direct them to think about the pictures and express their ideas. Wright (1989: 2) states that using only verbal explanation to the language learners sometimes is not enough. The teacher should use as wide a range of resources as possible to help the students to understand the meaning of contexts. The resources

(Taken from *Contextual Teaching Learning Bahasa Inggris VIII Edisi 4,2008:50*)

From the statement above, it can be concluded that pictures can stimulate the students to be involved in learning vocabulary in the classroom. The researcher focuses on single pictures because things are all related to the curriculum and these pictures are easier to collect and operate in the classroom than other types of pictures. One picture will be covered one- fourth or one – third, and the students (the group) are required to guess the covered picture.

For example: Picture 1



2.8 Guessing and Speculating Games with Pictures in Teaching Vocabulary

The majority of vocabulary practice activity includes word games which are useful to enlarge students' vocabulary and practically memorize the words they have already learned in the game because they participate directly and that would be a new experience for them. One of those games is Guessing and Speculating games. Wright et al. (1983: 169) state that essentially in Guessing and Speculating games, someone knows something and the others must find out what it is. It means that a Guessing and Speculating games are a game in which a person or a participant

2. If the first group cannot answer the first clue, the teacher will push the button to give a picture clue for the next group.
3. If one member from groups will writes the answer on the blackboard, another member cannot help him/ her and the group lost its turn.

The score are divided into 5 categorizes are as follow:

1. Right Guessing in the first clue will get 100 points.
2. Right Guessing in the second clue will get 75 points.
3. Right Guessing in the third clue will get 50 points.
4. Right Guessing in the fourth clue will get 25 points.

2.9 The Advantages of Using Guessing and Speculating Games with Pictures in Teaching Vocabulary

It has been stated before, games are interesting and fun activities and it helps students learn the language in a good classroom atmosphere in order to achieve their learning goals. Wright (1983;1) states that games help and encourage many learners to sustain their interest and work. In addition, Lewis as quoted in Mei and Yu-jing (2000) states that game context makes the foreign language immediately useful and brings the target language to life.

As a teaching strategy, Guessing and Speculating games are useful techniques that can help students learn the language in a good classroom atmosphere in order to achieve their learning goals. According to Klippel(1984: 31) Guessing and Speculating games are true communicative situations and such are very important for foreign language learning . These games are generally liked by students of all ages because they combine language practice with fun and excitement. Hansen in Uberman (1988) adds that games are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings. It also enable learner to acquire new experiences within a foreign language which are not always possible during a typical lesson. Ur (1981:27) states that the Guessing and

improvement could be seen from the results of the students percentage that got “good” and “excellent” score category of vocabulary achievement in cycle II that increased from 70% in the first cycle to 79,5 % in the second cycle.

Another researcher, Istiqomah (2008), dealing with pictures as media showed that single pictures had a significant effect on the seventh grade student’s speaking ability through single pictures at SMPN 10 Jember in the 2007/2008 academic year. pictures can motivate the students in learning speaking. The students who applied pictures as the media had better scores in speaking ability than those who did not apply pictures.

Regarding to the positive research finding above, it seems that Guessing and Speculating Games with pictures are an effective way in teaching vocabulary. Hopefully the students are more interested in vocabulary teaching by using this game.

2.11 The Practice of Teaching English at SMP Negeri 1 Rowokangkung, Lumajang.

The English subject was taught two times in a week at SMP Negeri 1 Rowokangkung, Lumajang. The 2006 Institutional Based Curriculum (KTSP) was used by the teacher in teaching English at the school. There were three English teachers in the school. There were five classes of grade 8 students at SMP Negeri 1 Rowokangkung, Lumajang. In junior high school, vocabulary is usually taught integratedly with reading, writing, listening and speaking. Here, the teacher used Contextual Teaching Learning (CTL) in the teaching of vocabulary that with reading skill. There were three meetings in teaching vocabulary with single and composite pictures. In the first meeting, the teacher taught nouns and verbs. The second meeting, the teacher taught adverbs and adjectives. The last meeting, the teacher taught pronouns and prepositions. The teacher collaborated with the English teacher to manage the class.

CHAPTER III. REASEARCH METHOD

The method applied in this research is quasi experimental design namely posttest only control group design. The sample is grade 8 of Junior High School. The data is obtained from the posttest of vocabulary. The data analysis is done by statistically by using t-test formula.

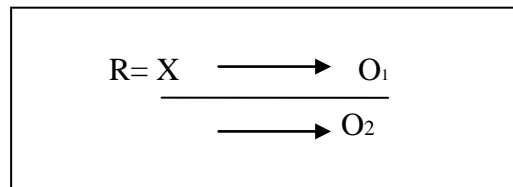
This Research method deals with the procedures or steps to conduct research systematically. It consists of research design, area determination method, respondent determination method, data collection method, and data analysis method. Each issue is presented respectively in the following sections.

3.1 Research Method

Research design is a strategy to arrange the setting of a research to get valid data that match with the variable and the objective of the research (Arikunto, 2006:44). The aim of this research was to investigate whether or not there was a significant effect of using Guessing and Speculating games with pictures on the vocabulary achievement of grade 8 students at SMP Negeri 1 Rowokangkung, Lumajang.

The research design in this research was a quasi – experimental design using post test only control group design which consists of experimental group and control group. In this research, the experimental group received treatment that was teaching vocabulary by using Guessing and Speculating games with pictures, while the control group taught vocabulary using Question and Answer technique with pictures.

The design of this research is as follow:



All of the data collected were analyzed by using computerized statistic (SPSS), by using t-test formula.

3.2. Area Determination Method

The area determination method of this research was conducted by using purposive method. Purposive method was used in this research to determine the research area based on the certain purpose (Arikunto, 2006:139). The research was conducted at SMP Negeri 1 Rowokangkung, Lumajang. This area of the research was chosen purposively based on the result of preliminary study that teaching vocabulary by using Guessing and Speculating games with pictures had never been applied by the English teacher. Therefore, the experimental research can be conducted at this school to get the data.

3.3 Respondent Determination Method

Arikunto, 2006:145 states that respondent is the person giving some responses or answering the researcher's questions either orally or in the written form. Respondents can be the samples of the population. The population of the research was grade 8 students at SMP Negeri 1 Rowokangkung, Lumajang in the 2010/2011 academic year that consists of five classes (A to E). Each class consisted of 20 - 26 students. Cluster random sampling was applied to choose the research sample.

Therefore, the score from the teacher was analyzed by using ANOVA formula (SPSS Application) to know whether or not the classes are homogenous. If the result of the ANOVA test is significant ($p < 0.05$) means the populations is heterogenic so the experimental group and control group are taken from two classes that have same or the closest mean differences but if the population is homogenous, the experimental group and control group are taken randomly by lottery.

Notes:

N : Score

CA : Correct Answer

Σ items : Total items of the questions

So that, the maximum total score of the test is 100. The time allocation for doing the test is 60 minutes.

The researcher gave try out who were not the respondents. The aim of the try out is to investigate whether or not the researcher-made test has the qualification of a good test. Hughes (1996:36) states that the reliability of the test deals with the consistency of the test result when it is given in different time or occasion. In this research, the reliability of the test was established by administering try out to one class of the existing seven classes which was not selected as the experimental group and the control group. The result was analyzed by using Product Moment Correlation Formula and continued by applying Spearman-Brown formula (Split Half Odd Even Technique).

The procedures of the try out are as follows:

1. After conducting the try out and giving scores to each item achieved by the students, splitting the scores becomes two parts, odd numbers and even numbers.
2. Giving the sign (X) for the odd numbers and (Y) for the even numbers.
3. Analyzing the correlation between the X and Y by using Product Moment Correlation formula:

$$r_{xy} = r_{12}^{11} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma x^2 - (\Sigma x^2)][N\Sigma y^2 - (\Sigma y^2)]}}$$

Notes:

r_{xy} : Reliability coefficient

ΣXY : The total numbers of odd items and even items

ΣX : The total numbers of odd items

ΣY : The total numbers of even items

N : The number of respondent

In this research, an interview with the English teacher was conducted to obtain the supporting data concerning about the English curriculum used, the teaching materials that are used in the eighth grade of Junior High School, the English books, teaching media and techniques that are used by the teacher. The interview was conducted by using semi structured interview in which a list of questions and details will be developed to get the information needed during the process of interview (Arikunto, 2006:227).

3.4.3 Documentation

According to Arikunto (2006:158), documentation is written documents such as books, magazines, documents, rules, etc. Therefore, in this research, the data of the documentation was the names of the respondents, the total number of grade 8 students and the score of final exam in first semester of grade 8 students of SMP Negeri 1 Rowokangkung, Lumajang.

3.5 Data Analysis Method

After the main data was collected, then the data was analyzed statistically by using t-test formula of 5% significant level in the SPSS computing system to know whether or not the mean difference of using Guessing and Speculating games with pictures on vocabulary achievement was significant. The independent sample t-test by SPSS was used to analyze the data obtained. An independent sample t-test was used when to compare the means of a normally distributed interval dependent variable for two independent groups.

The procedures to analyze the data were as follow:

- a. Entering the data of the experimental and the control class by using SPSS data editor;
- b. Examining the mean difference of the data by using Analyze-Compare Means-Independent Sample T-Test;

CHAPTER IV. RESEARCH RESULT AND DISCUSSION

This chapter presents the description of the experimental treatment, the results of the secondary data, the results of the primary data, the analysis of post test, the hypothesis verification, and the discussion. The main activity of the research was to investigate whether or not there was a significant effect of using Guessing and Speculating games with pictures on vocabulary achievement of grade 8 students at SMP Negeri 1 Rowokangkung, Lumajang.

4.1 The Description of the Treatment

As stated in Chapter III, the experimental group received a treatment (X), that was, teaching vocabulary by using Guessing and Speculating games with pictures, while the control group by using Questions and Answers Technique with pictures. The treatment was given three times to each group during the research. It means that they were done in six meetings for both groups. The schedule of the research can be seen on Appendix P

4.2 The Result of Supporting Data

The supporting data were gained from the interview with the English teacher and documentation.

4.2.1 The Result of Interview

Interview with the English teacher of grade 8 of SMP Negeri 1 Rowokangkung, Lumajang was done on February 21th, 2011. The English teacher said that she used Institutional Based Curriculum. She used two text books in teaching learning English, the compulsory book and the students' worksheet (LKS). The compulsory book used was *English in Focus : for VIII Grade Junior High School (SMP/MTS)* and published by *Pusat Perbukuan, Departemen Pendidikan Nasional*. Jakarta in 2010. For the students' worksheet, she used LKS "Canggih" .

4.2.3 The Result of Homogeneity Test Scores

The other result of documentation was students' score final exam in the first semester. The result can be seen on appendix E. The students' score was analyzed by using ANOVA. The respondents of the research were grade 8 students at SMP Negeri 1 Rowokangkung Lumajang in the 2010/2011 academic year which consisted of five classes (VIII A – VIII E). Based on the output of ANOVA (*See Appendix F*), the value of significant column was 0.201 or significant value was more than 0.05 ($p > 0.05$). It means the condition of the whole grade 8 classes at SMP Negeri 1 Rowokangkung was homogenous or there was no statistically significant difference. Consequently, the way in choosing the experimental and the control group must be taken from randomly by lottery.

The lottery was done directly after knowing the result of the homogeneity test to determine the experimental group and the control group from the population. Based on the lottery, two classes were chosen, VIII B as the experimental group and VIII D as the control group.

4.2.4 The Result of Try Out Test

The results of try out test in this research, including the analysis of test validity, difficulty index and reliability coefficient are presented respectively.

4.2.4.1 The Analysis of Difficulty Index

The try out was conducted on May 18th, 2011 at 10: 00 until 11:20 a.m. It was given to one class of the existing five classes of grade 8 which was not selected as the experimental group and the control group that was class VIII E of SMP Negeri 1 Rowokangkung, Lumajang consisting of 22 students. After doing the try out, the researcher started to analyze the difficulty index. From the result, it was known that the range of difficulty index was from 0.41 up to 0.68. The test items were not too easy or too difficult. Thus, the researcher did not need to revise the test items.

ΣXY = the total number of odd items and even items

(ΣX) = the total number of odd items

(ΣY) = the total number of even items

From the calculation, it was found that the reliability coefficient of a half test was 0.55. In order to find the reliability of the whole test, the following calculation was done.

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

$$r_{11} = \frac{2 \times 0.55}{1 + 0.55}$$

$$r_{11} = \frac{1.1}{1.55}$$

$$r_{11} = 0.71$$

Notes:

r_{11} = the reliability coefficient for the whole test.

r_{xy} = the correlation coefficient of a half test.

From the calculation above, reliability coefficient of the whole test was 0.71. Based on Djihadono (1996:154) the reliability coefficient of the whole items that was 0.71 was categorized as high correlation (0.70 – 0.89) and the test was considered reliable. It means that the researcher did not have to make any changes of the test items, and the test items of the post test could be administered to the real test.

Related to the validity, content validity was established in the test. The test was constructed based on the material used in 2006 English Curriculum (KTSP 2006) and the research indicators to fulfill the content validity. The researcher had also already checked and consulted the test to the English teacher and both of the consultants.

4.3.2 The Analysis of Post Test Result

The post test result was analyzed statistically by using independent sample t-test (SPSS Application) to know whether the mean difference between the experimental group and the control group was significant or not.

The data of the post test were analyzed using independent sample t-test (SPSS Application) as follows:

Table 4.2. The Output of Independent Sample T-Test of Vocabulary Score

Group Statistics

	CLASS	N	Mean	Std. Deviation	Std. Error Mean
SCORE	8A	26	72.4231	14.75987	2.89465
	8B	22	63.3182	15.93256	3.39683

From the table above, the total number of test takers of the experimental class was 26 students and that of the control class was 22 students. The mean score of vocabulary test of the experimental class was 72.4231 with standard deviation 14.75987 and then the mean score of vocabulary test of the control class was 63.3182 with standard deviation 15.93256.

Independent Samples Test

		Levene Test ...		t-test for Equality...						
		F	Significance	t	df	Sig(2-tailed)..	Mean Difference	Std. Error Diff...	95% Confidence Interval of the Difference	
									Lower	Upper
SCORE	Equal variances assumed	.376	.543	2.053	46	.046	9.1049	4.43399	.17973	18.03006
	Not Equal variances assumed			2.040	43.365	.047	9.1049	4.46290	.10679	18.10300

Theoretically, this research finding was in line with the experts' opinions. Wright et al (1996:1) state that games help encourage many learners sustain their interest and work. Beside, Hansen in Uberman (1988) adds that games are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings

Based on the previous research conducted by Firmanto (2003) it showed that games had a significant effect on teaching vocabulary on the students vocabulary achievement, where the result showed the experimental group got the score better than control group.

Based on the result of the finding of the present research, it is verified the hypothesis , it means that the use of games, especially Guessing and Speculating games with pictures are able to make the learning result better and this game can be used not only in speaking skill but also in vocabulary. It could be seen that games helped the students to learn English, especially vocabulary more effectively. In other words, the research result showed that the application of using Guessing and Speculating games with pictures affected the students' vocabulary achievement. Moreover, the statistical value of this research proved that there was a significant effect of using Guessing and Speculating games with pictures on the vocabulary achievement of grade 8 Students at SMP Negeri 1 Rowokangkung, Lumajang .

In conclusion, the use of pictures (single and composite pictures) in teaching vocabulary plays an important role to increase students' vocabulary achievement. The evidence was teaching vocabulary by Guessing and Speculating games with pictures gave significant effect on the vocabulary achievement of grade 8 Students at SMP Negeri 1 Rowokangkung, Lumajang

the teaching technique especially in teaching vocabulary to make students interested in learning English.

5.2.2 The Students

The students are suggested that the students of SMP Negeri 1 Rowokangkung, Lumajang should active involve themselves in the teaching and learning process by practicing their English by using Guessing and Speculating games with pictures in vocabulary to increase their vocabularies.

5.2.3 The Future Researchers

It is hoped that the result of this research can be used as a consideration for other researchers to conduct further research dealing with a similar topic by using a different language skill and component, research area or research design such as classroom action research to improve the students' vocabulary achievement through Guessing and Speculating games with pictures.

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RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data Resources	Research Method	Hypothesis
The Effect of Using Guessing and Speculating Games with Pictures on Vocabulary Achievement of Grade 8 Students at SMP Negeri 1 Rowokangkung Lumajang	General Problem: Is there any significant effect of using Guessing and Speculating Games with Pictures on Vocabulary Achievement of Grade 8 Students at SMP Negeri 1 Rowokangkung Lumajang ?	1. Independen Variable: Guessing and Speculating Games with Pictures 2. Dependent Variable: Vocabulary Achievement	1.The activities of Guessing and Speculating Games with Pictures: - Giving illustration or clue - Students' participation - Using dictionary 2. Students' scores of vocabulary test covering: - Large Vocabulary - (Nouns, Verbs,	1. Participants: Grade 8 students of SMP Negeri 1 Rowokangkung Lumajang in the 2010/2011 Academic Year 2. Informant: The English teacher of SMP Negeri 1 Rowokangkung Lumajang 3. Documents - The names of the participants - The students' scores obtained from their daily tests in odd semester	1. Research Design: Post test only control group design (Setiyadi,2006:142) 2. Research Area: Purposive Method 3. Respondent Determination: Cluster Random Sampling: Administering homogeneity test to determine two groups: the control group and the experimental group. 4. Data Collection Methods: a. Primary data - Vocabulary test. Students' score b. Supporting data	General Hypothesis: There is a significant effect of using Guessing and Speculating Games with Pictures on Vocabulary Achievement of Grade 8 Students at SMP Negeri 1 Rowokangkung Lumajang

Appendix B

Supporting Data Instruments

a. Interview Guide

No	The Questions	Data Resources
1.	What curriculum do you use in teaching English?	The Grade 8 English Teacher of SMP Negeri 1 Rowokangkung, Lumajang
2.	How often do you teach English in a week?	
3.	What books do you usually use in teaching English?	
4.	What techniques do you use in teaching vocabulary?	
5.	Have you ever used games in teaching vocabulary? What games? Why?	
6.	How are the students' abilities in mastering vocabulary?	
7.	What are students' difficulties in learning vocabulary?	

b. Documentation Guide

No.	The Supporting Data	Data Resources
1.	The name of English teachers	School documents
2.	The names of the respondent	School documents
3.	The score in the first semester	School documents

Meeting 3

Number	Clue 1	Clue 2	Clue 3	Clue 4
1	-	-	Group C	
2	-	Group E		
3	-	-	-	Group D
4	-	Group A	-	
5	-	-	-	Group E
6	-	Group B	-	
7	-	-	-	Group A
8	-	-	Group D	
9	-	Group A		

Appendix D

The Names of Respondents

No	Control Group (VIII-D)		Experimental Group (VIII-B)	
	Name	Gender	Name	Gender
1	Abyed Zulfzizin	Male	Ganjur Mahdan Haiban	Male
2	Anggar Rafinda	Male	Irfan Yulianto	Male
3	Choirul Faturrozi	Male	Miftahul Nurul Fikri	Male
4	Deri Wagianto	Male	Moch. Ali Noval	Male
5	Duwik Siswanto	Male	Moh. Effendi	Male
6	Elvira Novita Sari	Female	Mochammad Musta'in	Male
7	Erin Dwi Pujiati	Female	Muhammad Lutfilah	Male
8	Fita Tri Fatimah	Female	Muhammad Sugiono	Male
9	Fitria Eka Iestari	Female	Nurman Lukito	Male
10	Helda Indah Sari	Female	Piphid Oktaviati I.Y.S	Female
11	Indra Pingih Setiaji	Male	Radina Iffa Mahmudah	Female
12	Maratus Sholeha	Female	Revi Purwati	Female
13	Nining Indah Hartatik	Female	Rizky Ibnu Pratama	Male
14	Nunuk Dwi Ernawati	Female	Risky Setiawan	Male
15	Nur Septi Agustin	Female	Rizal Maulana	Male
16	Nurhayati	Female	Rosa Amelia	Female
17	Risa Fatmawati	Female	Safrizal Ruslan Roziqi	Male
18	Rofi'atur Rohma	Female	Sahrul Ramadhoni	Male
19	Sinta Nurya	Female	Ulfa	Female
20	Sis Diantaoro	Male	Veren Eva Rafita	Female
21	Toha	Male	Veri Ramadan Abdul G	Male
22	Tri wulan Agustin N	Female	Wahyu Casworo	Male
23	Widia Ningrum	Female	Wahyudi Subiantoro	Male
24	Yohanas Didik K	Male	Yahudi Nur Wahid	Male
25	Zellina Fritamaya	Female		
26	Dinda Febia F	Female		

(Document : SMP Negeri 1 Rowokangkung, Lumajang)

Appendix E

The Students' English Score Final Exam in the First Semester 2011
Class VIII-C **Class VIII-D**

No.	Name	Score	Name	Score
1	Andik Prayogo	81	Ganjur Mahdan Haiban	76
2	Alamin Uswatun K	81	Irfan Yulianto	85
3	Anana Waroh	86	Miftahul Nurul Fikri	87
4	Danis Rahmat	83	Moch. Ali Noval	81
5	Denny Ryandana	74	Moh. Effendi	86
6	Dofir Rinandes	84	Mochammad Musta'in	81
7	Ellyca Dwi Kusjayanti	79	Muhammad Lutfilah	82
8	Fajar Irawan	78	Muhammad Sugiono	79
9	Fiyan Adi Saputra	76	Nurman Lukito	76
10	Gales Gunawan	75	Pipid Oktaviati I.Y.S	84
11	Hadi Susanto	79	Radina Iffa Mahmudah	86
12	Hendra Prasetyo	81	Revi Purwati	71
13	Linda Ayu Utami	75	Rizky Ibnu Pratama	75
14	Lutfi Anga Pratama	80	Risky Setiawan	81
15	M. Rizal Hanafi	73	Rizal Maulana	71
16	Makhrus Ali	79	Rosa Amelia	69
17	Muhammad Hanif	82	Safrizal Ruslan Roziqi	73
18	Nining Izati M	85	Sahrul Ramadhoni	82
19	Ogik Triandoko	77	Ulfa	82
20	Putro Ari Wibowo	81	Veren Eva Rafita	76
21	Reo Chandra Renaldi	86	Veri Ramadan Abdul G	85
22	Rina Aswati	81	Wahyu Casworo	80
23	Rohim Setiawan	84	Wahyudi Subiantoro	79
24	Siti Maimunah	75	Yahudi Nur Wahid	76
25	Sriani	81		

(Document : SMP Negeri 1 Rowokangkung, Lumajang)

Analysis of Students' Score from English Teacher

The Output of One Way ANOVA

Oneway**ONEWAY Descriptives**

English Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
8 A	20	78.3000	5.86784	1.31209	75.5538	81.0462	69.00	92.00
8 B	25	78.4000	4.93288	.98658	76.3638	80.4362	66.00	92.00
8 C	25	79.8400	3.76032	.75206	78.2878	81.3922	73.00	86.00
8 D	24	79.2917	5.16240	1.05377	77.1118	81.4716	69.00	87.00
8 E	23	79.0000	3.59292	.74918	77.4463	80.5537	73.00	89.00
Total	117	78.9915	4.65443	.43030	78.1392	79.8437	66.00	92.00

Test of Homogeneity of Variances

English Score

Levene Statistic	df1	df2	Significance
1.520	4	112	.201

ONEWAY ANOVA

English Score

	Sum of Squares	df	Mean Square	F	Significance
Between Groups	38.473	4	9.618	.435	.783
Within Groups	2474.518	112	22.094		
Total	2512.991	116			

Lesson Plan 1

School : SMP Negeri 1 Rowokangkung
Subject : English
Class/Semester : VIII/ 2
Language component : Vocabulary
Time : 2 x 40 Minutes

- I. Standard Competence
Comprehending the meaning of functional written text in simple short monologue discourse, in the form of descriptive to interact in daily life
- II. Basic Competence
Responding the simple transactional and interpersonal discourse in the form of short monologue of descriptive.
- III. Indicators
 - Mentioning kinds of animals and activities
 - Playing Guessing and Speculating games with pictures (single and composite pictures)
 - Finding the noun and verb in the clues
 - Answering the exercise related to the vocabulary they have learnt
- IV. Objectives
 - The students are able to mention kinds of animals and activities
 - The students are able to play Guessing and Speculating games with pictures (single and composite pictures)
 - The students are able to find the noun and verb in the clues
 - The students are able to answer the exercises related to the vocabulary they have learnt
- V. Material : Enclosed

	<p>characteristics of them</p> <p>2.3 Inviting the students to play Guessing and Speculating games with pictures in group</p> <ul style="list-style-type: none"> - Dividing the students into some groups of 4 or 5. - Explaining the role of these games. - The teacher gives the first clue and lets the first group to guess the picture. - The teacher will push the button to give a picture clue. <p>2.4 Asking the students to do the exercises</p>		<p>characteristics of them</p> <p>2.3 Inviting the students to memorize the vocabulary</p> <p>2.4 Asking the students to do the exercises</p>	
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INSTRUCTIONAL MATERIAL
(For The Experimental Group)

Leading Questions

1. Have you ever gone to the zoo?
2. What can you see at the zoo?
3. What did you do in there?

A. Playing Guessing and Speculating games with pictures.

1. Dividing class into some groups, each group consist of 4-5 students and naming it based on the letter order (A,B,C,D,etc) .
2. The teacher gives the first clue and let the first group to guess what it is.
3. If the first group can answer it they will get maximum score (100).
4. If the first group can answer it, the teacher will give a chance to the second group to guess it.
5. If the other group still cannot answer it, the teacher will continue to the next clue.
6. The group who can guess it correctly gets the score and the one who gets the highest score will be the winner of this game.

B. The clues of Guessing and Speculating games with pictures:

1. a. It is an insect
b. It has four wings that collect pollen and nectar
c. It has a stinger at the back of my body that I use for protection
d. It makes honey. Who am I?

c.

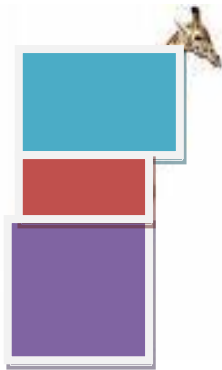


d.



3. a. It is a large mammal and lives in Afrika
b. It eats leaves
c. It has four legs and yellow and brown colour
d. It has a long neck and very tall. Who am I ?

a.



b.



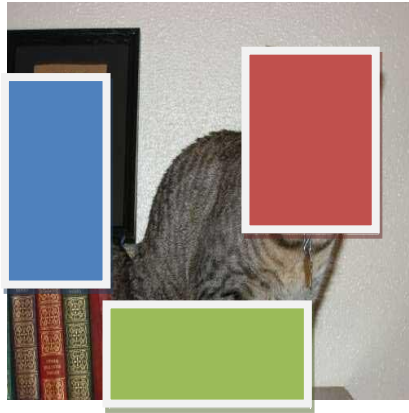
c.



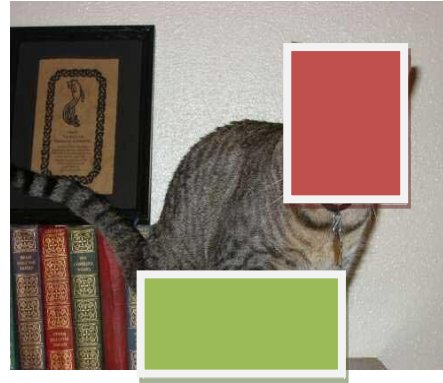
d.



a.



b.



c.



d.

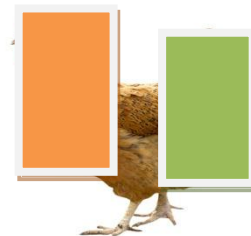


- 6. a. It is a domestic animal with two legs
- b. It has feathers and wings
- c. It gives you eggs
- d. It can't swim and dive. Who am I ?

a.



b.



- 8. a. It is an outdoor activities
- b. It is a nice spot
- c. It starts putting the tent up
- d. It will get the sleeping bags. What activity is it?

a.



b.



c.



d.

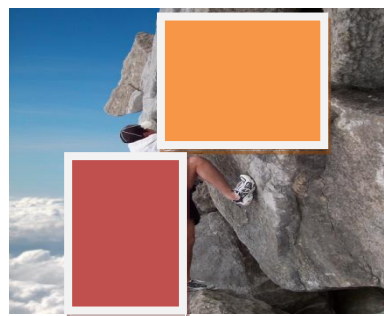


- 9. a. It is an extreme activity
- b. This activity for recreation or sport
- c. This activity uses one's hands and feet or indeed any other part of body
- d. The goal of this activity is to ascend a steep object. What activity is it?

a.



b.



- c. In this activity, you need a book or magazine.
- d. It consists of seven words. What activity is it?

a.



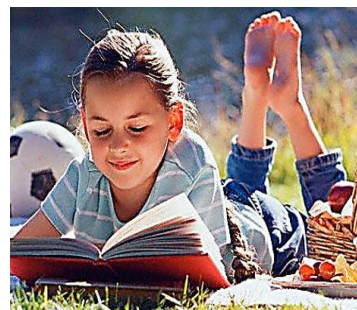
b.



c.



d.



12. a. It is an outdoor activity
- b. It needs a rod and fish hook
 - c. This activity needs fishing worm as fish bait
 - d. This activity is trying to catch fish. What activity is it?

a.



b.



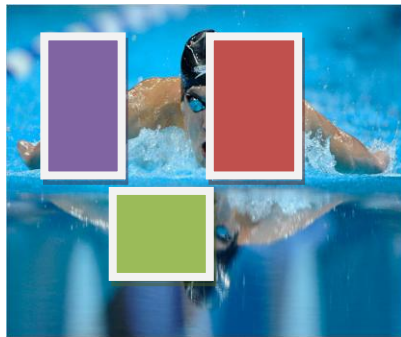
14. a. It is a fun activity

b. This activity can be done in the river and sea, but sometimes it is done in the swimming pool.

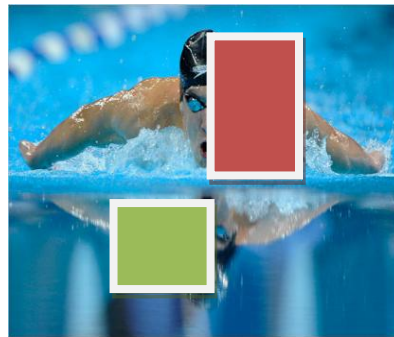
c. In this activity, you can use a lifebuoy

d. This activity needs a swimsuit and swimming goggles. What activity is it?

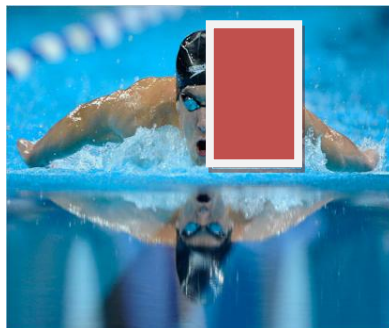
a.



b.



c.



d.

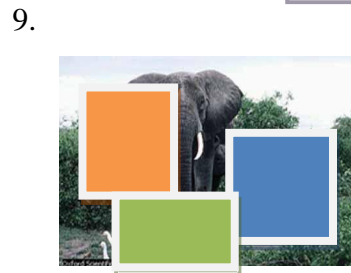
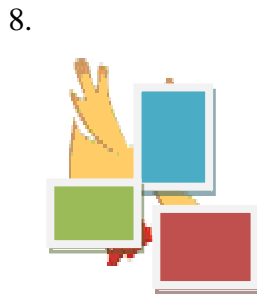
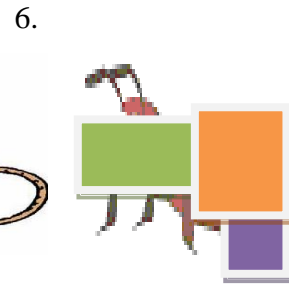
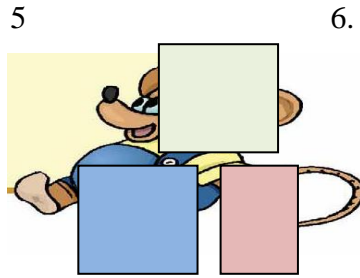
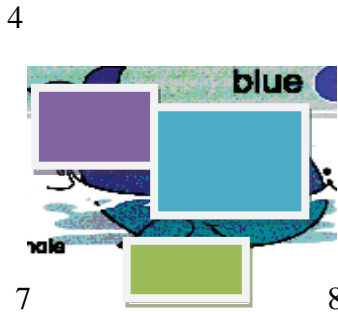


15. a. It is easy activity and doesn't need some energy

b. This activity can be done any time

c. In this activity, you just closed your eyes and lie down on the bed

d. In this activity, you will get a dream if you wake up. What activity is it ?



Exercise 2

Look at the pictures. Then answer the question below!

Example :

1. a. Did you sleep this morning?
- b. Did you eat this morning?
- c. What did you do this morning?

Answer: I combed my hair this morning



1. a. Did Ria sweep the floor yesterday?
- b. Did Ria wear the sport cloth yesterday?
- c. What did Ria do in the street yesterday



THE INSTRUCTIONAL MATERIAL
(For Control Group)

Leading Questions

1. Have you ever gone to the zoo?
2. What can you see at the zoo?
3. What did you do in there?

Exercise 1

Match each name of the animals in the box with the picture below!

Owl	zebra	whale	cow	mice	ant	elephant	dog	monkey
-----	-------	-------	-----	------	-----	----------	-----	--------

1.



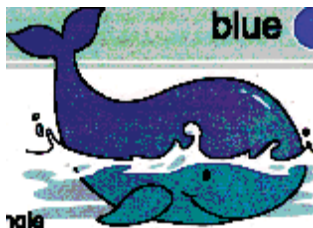
2.



3.



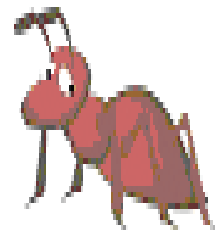
4.



5.



6.



3. What did Hery do last night?



4. What did Sonia do yesterday?



5. What did your sister do last night?



9. Elephant

Exercise 2(Experimental Group)

1. a. No, she didn't
b. Yes, she did
c. She ran in the street yesterday.
2. a. No, she didn't
b. No, she didn't
c. She played a basket ball two days ago.
3. a. No, he didn't
b. No, he didn't
c. He called with his friends last night
4. a. No, she didn't
b. No, she didn't
c. She read the novel yesterday
5. a. No, she didn't
b. No, she didn't
c. She drank a cup of tea last night.

Exercise 2(Control Group)

1. She ran in the street yesterday.
2. She played a basket ball two days ago.
3. He called with his friends last night
4. She read the novel yesterday
5. She drank a cup of tea last night.

Appendix I

- The students are able to finding the adjectives and adverbs in the clues
- The students are able to answer the exercises related to the vocabulary they have learnt

V. Material : Enclosed

VI. Teaching : Experimental Group by using Guessing and Speculating Games

Control Group by using Question and Answer

VII. Teaching Learning Process

No	Experimental Group	Time	No	Control Group	Time
	Greeting	1'		Greeting	1'
1	Set Induction 1.1 Greeting 1.2 Apperception Asking from leading questions 1.3 Stating the objectives	10	1	Set Induction 1.1 Greeting 1.2 Apperception Asking from leading questions 1.3 stating the objectives	10
2	Main Activities 2.1 Asking students to mention certain adjectives (some feelings) and adverbs	64	2	Main Activities 2.1 Asking students to mention certain adjectives (some feelings) and adverbs	64

Appendix I

	lets the first group to guess the picture. - The teacher will push the button to give a picture clue. 2.4 Asking the students to do the exercises			2.4 Asking the students to do the exercises	
3	Closure 3.1 Reviewing and drawing conclusion from material taught.	4'	3	Closure 3.1 Reviewing and drawing conclusion from material taught.	4'
	Parting	1'		Parting	1'

VIII. Media and Sources

Media : Picture (kinds of feeling) provided in the viewer, laptop and LCD

Sources :

Gough,C. 2006. *English Vocabulary Organizer: 100 Topics for Self-Study*. Language Teaching Publications.

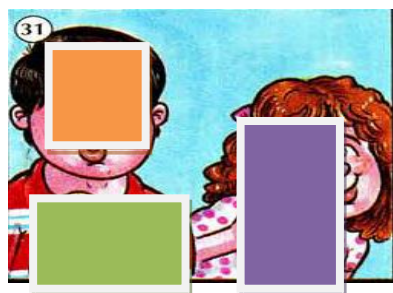
Redman, S. 1997. *English Vocabulary in Use: Pre- intermediate and intermediate*. . Cambridge: Cambridge University Press.

IX. Evaluation

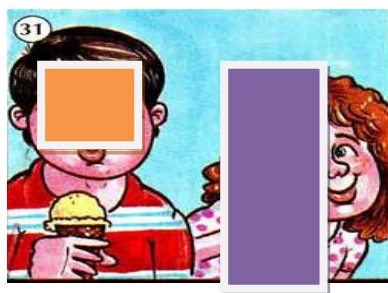
Product Evaluation: Giving some exercises to both of the control group and the experimental groups.

Appendix I

a.



b.



c.



d.



2. a. It is an adjective
- b. It is the opposite of jealous
- c. It consists of five letters
- d. The first letter is " P ". What is it?

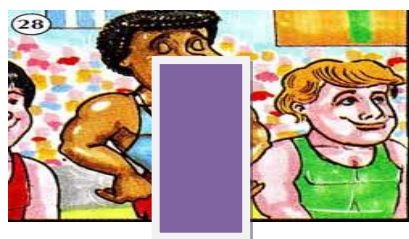
a.



b.



c.



d.



Appendix I

c.



d.



- 5. a. It is an adverb of frequency
- b. It consists of four letters
- c. The first letter is “O”
- d. The last letter is “E ”. What is it?

a.



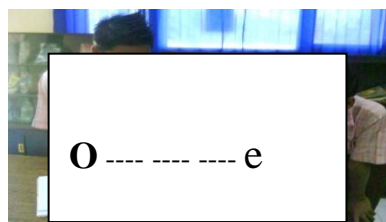
b.



c.

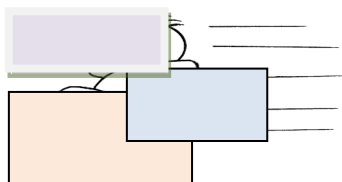


d.

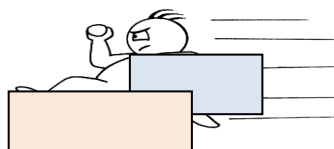


- 6. a. It is an adverb of manner
- b. It is opposite of slowly
- c. It consist of four letters
- d. The first letter is “ F ”.

a.



b.



Appendix I

2. He feels uncomfortable feeling

His mother got an accident last night.

He cried..... when he found out the bad news

- a. happily b. angrily c. sadly d. quickly

3. Ana and Ira are the students.

They are diligent students.

They go to the school every day.

- a. always b. usually c. never d. sometimes

4. A ballerina had studied a ballet since child

A ballerina is seldom nervous

A ballerina dances



- a. gracefully b. joyfully c. clearly d. quickly

5. Nina gets a bad score in the exam.

Nina is a lazy student.

Nina study, she watch TV all the time.

- a. always b. never d. sometimes e. usually

6. People act nicely to each other

They are always together

They are.....

- a. angrily b. sadly c. friendly d. happily.

Appendix I

5. Nina studies, she watch TV all the time. So, she gets a bad score in the exam.
- b. always b. never c. sometimes d. usually
6. When people act nicely to each other, they are
- a. angrily b. sadly c. friendly d. happily.

Appendix J

Lesson Plan 3

School	: SMP Negeri 1 Rowokangkung
Subject	: English
Class/Semester	: VIII/ 2
Language component	: Vocabulary
Time	: 2 x 40 Minutes

I. Standard Competence

Comprehending the meaning of functional written text in simple short monologue discourse, in the form of descriptive to interact in daily life

II. Basic Competence

Responding the simple transactional and interpersonal discourse in the form of short monologue of descriptive and recount.

III. Indicators

- Mentioning some prepositions of place, relative pronouns and possessive pronouns
- Playing Guessing and Speculating games with pictures (single and composite pictures)
- Identifying the prepositions and pronouns in the clues
- Answering the exercise related to the vocabulary they have learnt

IV. Objectives

- The students are able to mention some prepositions of place, relative pronouns and possessive pronouns
- The students are able to play Guessing and Speculating games with pictures (single and composite pictures)
- The students are able to identify the prepositions and pronouns in the clues
- The students are able to answer the exercises related to the vocabulary they have learnt

Appendix J

	<p>pronouns and possessive adjectives</p> <p>2.3 Inviting the students to play Guessing and Speculating games with pictures in group</p> <ul style="list-style-type: none"> - Dividing the students into some groups of 4 or 5. - Explaining the role of these games. - The teacher gives the first clue and lets the first group to guess the picture. - The teacher will push the button to give a picture clue. <p>2.4 Asking the students to do the exercises</p>			<p>pronouns and possessive adjectives</p> <p>2.3 Inviting the students to memorize the vocabulary</p> <p>2.4 Asking the students to do the exercises</p>	
3	Closure	4'	3	Closure	4'

Appendix J

THE INSTRUCTIONAL MATERIAL (For The Experimental Group)

Leading Questions

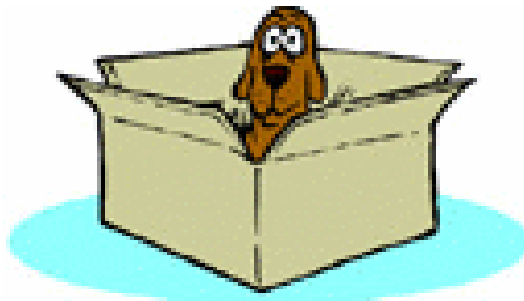
1. Where do you usually put your books?
2. With whom did you go to the school?

A. Playing Guessing and Speculating games with pictures (single and composite pictures)

1. Dividing class into some groups, each group consist of 4-5 students and naming it based on the letter order (A,B,C,D,etc) .
2. The teacher gives the first clue and let the first group to guess what it is.
3. If the first group can answer it they will get maximum score (100).
4. If the first group can answer it, the teacher will give a chance to the second group to guess it.
5. If the other group still cannot answer it, the teacher will continue to the next clue.
6. The group who can guess it correctly gets the score and the one who gets the highest score will be the winner of this game.

B. The clues of Guessing and Speculating games with pictures.

1.



- a. It is preposition of place
- b. It is opposite of out
- c. It consists of two letters
- d. The first letter is “ I ”. What is it?

Appendix J

- c. The first letter is “ B ”
- d. The last letter is “ E ”. What is it?

3.



- a. It is a preposition of place
- b. It consists of five letters
- c. The first letter is “ U ”
- d. The last letter is “ E ”. What is it?

5.



Dina's ring

- a. It is a possessive adjective
- b. It consists of three letters
- c. The first letter is “ H ”
- d. The last letter is “ R ”. What is it?

6.



Bambang's tie

- a. It is a possessive adjective
- b. It consists of three letters

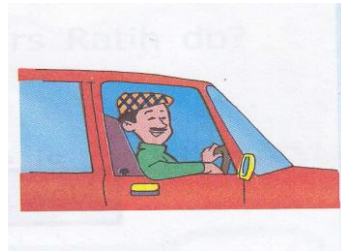
Appendix J

- b. It consists of two letters
- c. The first letter is “H”
- d. Who am I?

Exercise 1

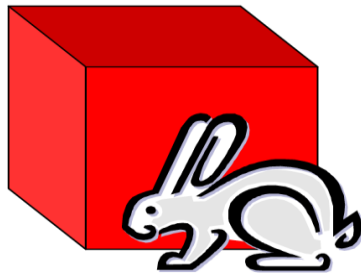
Answer these questions below based on the pictures!

1.



- a. Is your father behind the bus?
- b. Is he under the car?
- c. Where is he?

2.



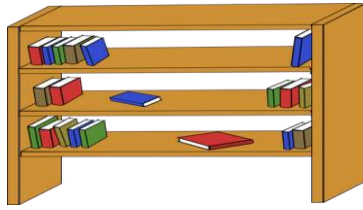
- a. Is a rabbit in the box?
- b. Is it behind the chair?
- c. Where is it?

3.



- a. Are the pictures beside the lamp?

Appendix J



- a. Are some books on the bookshelves?
- b. Are they in the cupboard?
- c. Where are they?

Exercise 2

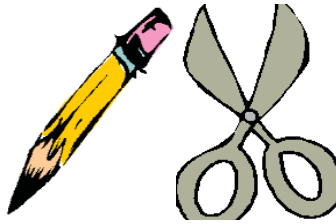
Fill in the blanks space with the suitable words in the box!

My you your He our She his her We their I They

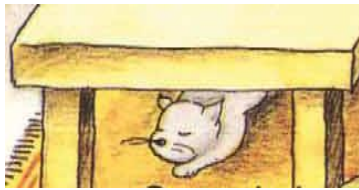
1. I have a car. This is car.
2. You have two horses. They are horses.
3. Lita and Susi are classmates. play together.
4. She has two baskets. Those are baskets.
5. We have five apples. These areapples.
6. forgot to bring your novel.
7. They have boat. It is boat.
8. I and Ari are students. go to school together.
9. He has a basket. That is basket.
10. Mr. Hadi is my English teacher. is from Jakarta.
11. are busy now?
12. Mrs. Dina reads a novels. Likes a romantic novels

Appendix J

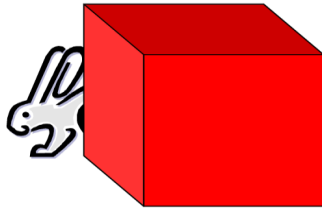
4. There is a pencil beside the scissor.



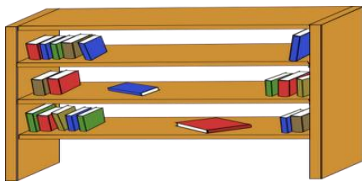
5. There is a cat the table.



6. There is a rabbit the box.



7. There are some books the bookshelves.



Exercise 2

Fill in the blanks space with the suitable words in the box!

My you your He our She his her We their I They

1. I have a car. This is car.

2. You have two horses. They are horses.

Appendix J**Answer key****Guessing and Speculating games with pictures.**

1. In
2. On
3. Between
4. Beside
5. Under
6. Her
7. His
8. Their
9. She
10. He

Exercise 1

1. in
2. in front of
3. on
4. beside
5. under
6. behind
7. in

Exercise 3

1. my
2. your
3. they
4. her
5. our
6. I
7. their

20. Samson is thin, but Andika is



- a. fat b. slim d. tall e. short

21. My mother the home last week.



- a. left b. cleaned c. cried d. typed

22. I have a small house.address is 17 jalan Sultan Agung.

- a. My b. Your c. His d. Our

23. An elephant has two tusks and a long.....

- a. tail b. legs c. trunk d .neck

24. Nico is sitting the chair.



- a. on b. at c. in d. to

25. Rizal is| to go near the big dog.



- a. brave b. willing c. afraid d. unable

26. Maya and Ani are going to the zoo. are very happy.

- a. We b. They c. You d. She

34. Maria is a very diligent girl. She helps her mother everyday to keep the house and cook for her family.

- a. always
- b. sometimes
- c. seldom
- d. never

35. Deny always eat in the with his family.



- a. living room
- b. bath room
- c. bed room
- d. dining room

36. He is writing a letter his friend.

- a. at
- b. to
- c. out
- d. from

Appendix L

**The Odd Number Scores of Post Test Items on Each Respondent in Try Out
Class VIII E (X)**

No	Odd Numbers																	Total	
	1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	31	33		35
1	0	1	0	0	1	1	0	0	0	0	0	1	1	1	1	1	0	0	8
2	0	1	1	1	0	1	1	0	0	0	0	1	1	1	0	1	1	0	10
3	0	1	1	1	1	0	1	0	1	0	0	1	1	0	1	0	1	0	10
4	1	0	1	0	0	0	0	1	1	1	1	0	1	0	0	0	0	1	8
5	0	0	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	14
6	1	1	1	1	0	0	0	1	0	0	0	1	0	1	0	0	1	0	8
7	1	0	0	0	1	0	1	1	0	1	1	0	0	0	1	1	1	1	10
8	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	15
9	1	0	0	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	12
10	1	1	0	1	1	0	0	0	0	0	0	1	1	1	1	0	0	0	8
11	0	1	0	1	0	1	1	0	1	0	0	0	0	1	0	1	0	0	8
12	0	1	1	0	1	0	1	1	0	0	0	1	1	0	1	0	1	1	10
13	1	0	0	0	1	1	0	1	1	1	0	1	0	0	1	1	0	1	10
14	0	1	1	0	1	1	0	0	1	1	0	1	1	0	1	1	0	0	10
15	1	1	0	1	0	1	1	0	1	0	1	1	0	1	0	0	0	0	8
16	1	0	1	0	0	1	0	1	1	1	1	0	0	1	1	1	1	1	12
17	0	0	1	1	0	0	0	0	1	1	0	0	1	1	1	1	0	0	8
18	0	0	0	1	0	1	0	1	0	0	1	0	0	1	0	0	1	1	8
19	1	1	0	1	0	0	1	0	1	1	1	1	0	1	0	0	1	1	10
20	0	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	14
21	1	1	0	1	0	0	1	1	1	1	1	0	0	1	0	0	1	1	10
22	1	0	1	0	0	1	1	1	1	0	1	0	1	0	1	1	1	1	12
Total	12	13	12	12	9	12	13	12	15	12	12	13	12	13	13	13	13	13	223

The Difficulty Index of Each Test Items and its Interpretation

Item numbers	JS	B	P	Criteria
1	22	12	0,55	Suffecient
2	22	13	0,59	Suffecient
3	22	13	0,59	Suffecient
4	22	14	0,64	Suffecient
5	22	12	0,55	Suffecient
6	22	14	0,64	Suffecient
7	22	12	0,55	Suffecient
8	22	14	0,64	Suffecient
9	22	9	0,41	Suffecient
10	22	15	0,68	Suffecient
11	22	12	0,55	Suffecient
12	22	14	0,64	Suffecient
13	22	13	0,59	Suffecient
14	22	13	0,59	Suffecient
15	22	12	0,55	Suffecient
16	22	15	0,68	Suffecient
17	22	15	0,68	Suffecient
18	22	14	0,64	Suffecient
19	22	12	0,55	Suffecient
20	22	15	0,68	Suffecient
21	22	12	0,55	Suffecient
22	22	14	0,64	Suffecient
23	22	13	0,59	Suffecient
24	22	14	0,64	Suffecient
25	22	12	0,55	Suffecient
26	22	15	0,68	Suffecient
27	22	13	0,59	Suffecient

Appendix O

The Division of Odd and Even Numbers

No	Name	X	Y	X ²	Y ²	X.Y
1	Ahmad Sahrul G	8	14	64	196	112
2	Andika Bagus Y	10	14	100	196	140
3	Angga Saputra P	10	12	100	144	120
4	Azis Teguh Waluyo	8	8	64	64	64
5	Dimas Vico Priyanto	14	12	196	144	168
6	Dina Nur Fadilah	8	6	64	36	48
7	Nanang Hidayat	10	10	100	100	100
8	Oni Haditya Wijaya	15	12	225	144	180
9	Prayogi	12	12	144	144	144
10	Ryyo Yulian P	8	10	64	100	80
11	Safa.atik Nur Fadillah	8	11	64	121	88
12	Sasi Arokhim	10	14	100	196	140
13	Septi Uji Yamsiah	10	12	100	144	120
14	Sihe Syarifuddin	-	-	-	-	-
15	Siti Munawaroh	10	12	100	144	120
16	Sulaiman	8	8	64	64	64
17	Syaiful Abidin	12	15	144	225	180
18	Tony Setiawan	8	10	64	100	80
19	Virgian Jalu S	8	8	64	64	64
20	Wiwit Indriyani	10	14	100	196	140
21	Yadi Supriyanto	14	14	196	196	196
22	Yuliatin	10	10	100	100	100
23	Yusfika	12	15	144	225	180
	SUM	223	253	2361	3043	2628

The Schedule of the Research

No	Activities	Class	Date	Time
1	Meeting 1	VIII B (experimental class)	11-05-2011	07.00 – 08.20
3	Meeting 1	VIII D (control class)	11-05-2011	08.20 - 09.40
4	Meeting 2	VIII B (experimental class)	12-05-2011	07.00 - 08.20
5	Meeting 2	VIII D(control class)	13-05-2011	07.00 - 08.20
6	Try out	VIII E	18-05-2011	10.00 – 11.20
7	Meeting 3	VIII B(experimental class)	18-05-2011	07.00 - 08.10
8	Meeting 3	VIII D (control class)	18-05-2011	09.00 - 10.10
11	Post test	VIII B (experimental class)	19-05-2011	07.00 – 08.20
12	Post test	VIII D (control group)	19-05-2011	08.20 - 09.40

Appendix S



**PEMERINTAH KABUPATEN LUMAJANG
DINAS PENDIDIKAN
SEKOLAH STANDAR NASIONAL
SMP NEGERI 1 ROWOKANGKUNG**



Desa Sumbersari Kecamatan Rowokangkung Kabupaten Lumajang
Telp. (0334) 390 694 Fax (0334) 390 694 Kode Pos : 67359
Email : smpnsaturowokangkung@gmail.com

SURAT KETERANGAN

Nomor : 422.1/51/427.34.12.01/2011

Yang bertanda tangan di bawah ini :

Nama : Drs. Hery Yulianto, M.Pd
NIP : 19641225 198803 1 005
Jabatan : Kepala SMP Negeri 1 Rowokangkung
Alamat : Jl. Raya Rowokangkung Desa Sumbersari
Kecamatan Rowokangkung Kabupaten Lumajang

Memberikan Keterangan Kepada :

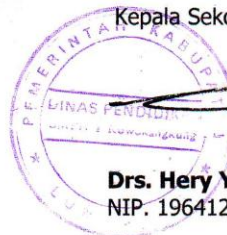
N a m a : Faizatul Imroh
Tempat, Tgl. Lahir : Lumajang, 17 Januari 1988
Jenis Kelamin : Perempuan
No Regestasi : 0602. 10491199
Program/Jurusan : Pendidikan Bahasa Inggris /Pendidikan Bahasa dan Seni
Masa Penelitian : 11 Mei s/d 20 Mei 2011

Bahwa yang bersangkutan telah melaksanakan penelitian Bahasa Inggris di SMP Negeri 1 Rowokangkung Kabupaten Lumajang dengan judul : The effect of using guessing game with single pictures on vocabulary achievement of grade 8 students at SMP Negeri 1 Rowokangkung.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya

Rowokangkung, 03 Juni 2011

Kepala Sekolah



Drs. Hery Yulianto, M.Pd.
NIP. 19641225 198803 1 005