# IMPROVING VII-F GRADE STUDENTS' VOCABULARY ACHIEVEMENT AND THEIR PARTICIPATION BY USING GUESSING GAME WITH PICTURES AT MTs ROUDLATUT THOLIBIN, PROBOLINGGO.

**THESIS**

By

**SILFIYA ILMA ROSIDA**
**NIM 100210401024**

**ENGLISH EDUCATION PROGRAM**
**LANGUAGE AND ARTS EDUCATION DEPARTMENT**
**FACULTY OF TEACHER TRAINING AND EDUCATION**
**JEMBER UNIVERSITY**
**2016**

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Composed to Fulfil One of the Requirements to Obtain the Degree of S1 at English Education Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University

By

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**NIM 100210401024**

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**2016**

**DEDICATION**

This thesis is honorably dedicated to :

1. Me, my self. Finally I can fight my laziness and finish my responsibility.
2. My beloved parents, H. Achmad Siri and Suharti. Thank you for your endless love, pray and support.
3. My lovely siblings, Rifqi Riva Amalia and Muhammad Iqbal Zakaria. Thank you so much for your love, support and suggestions. I love you so much.
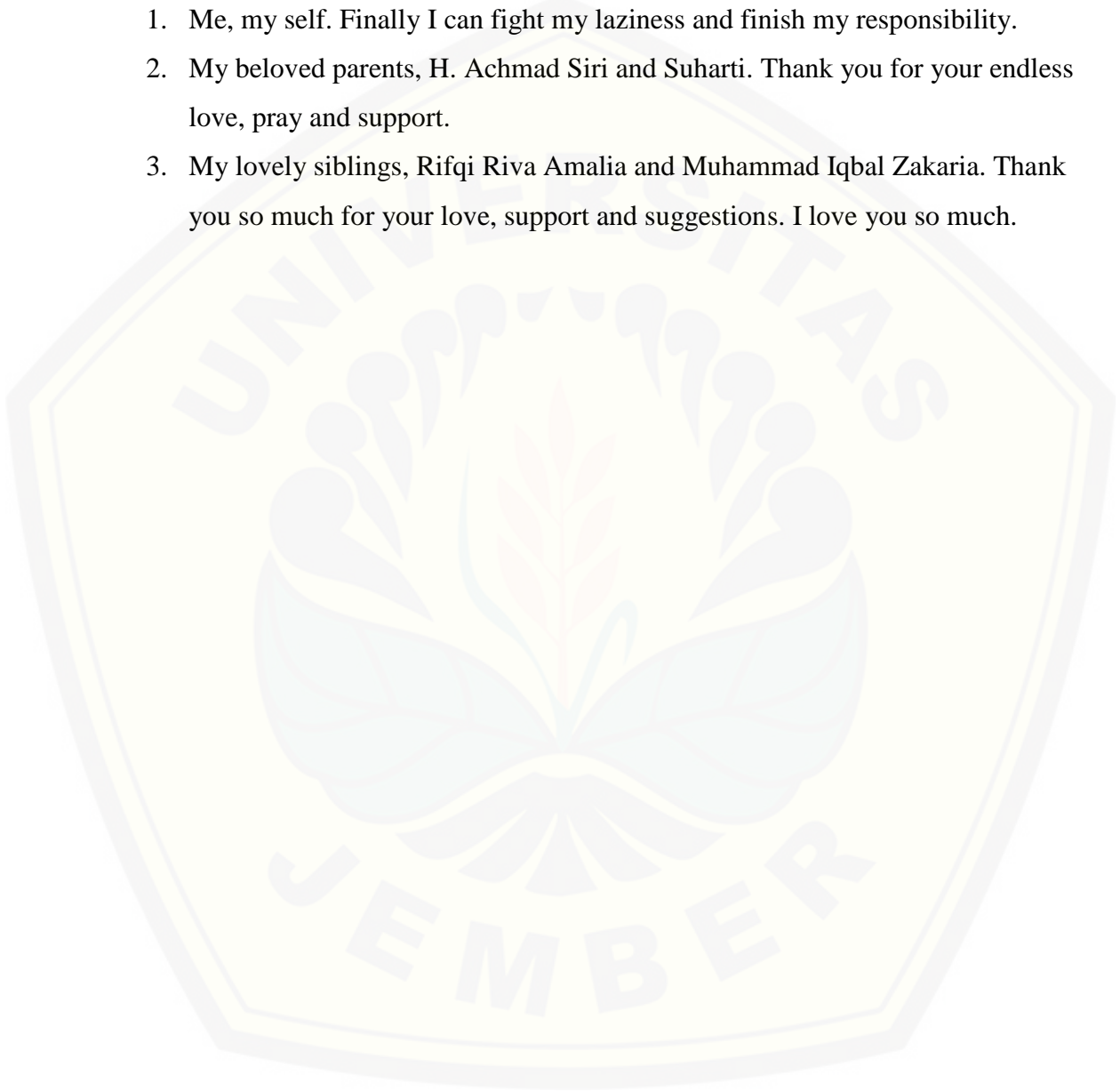
**MOTTO**

"I'm afraid that you will play a game that you can't win, because you will play against yourself."

(Dr. Seuss)

*Source : https://www.goodreads.com/quotes/tag/games*
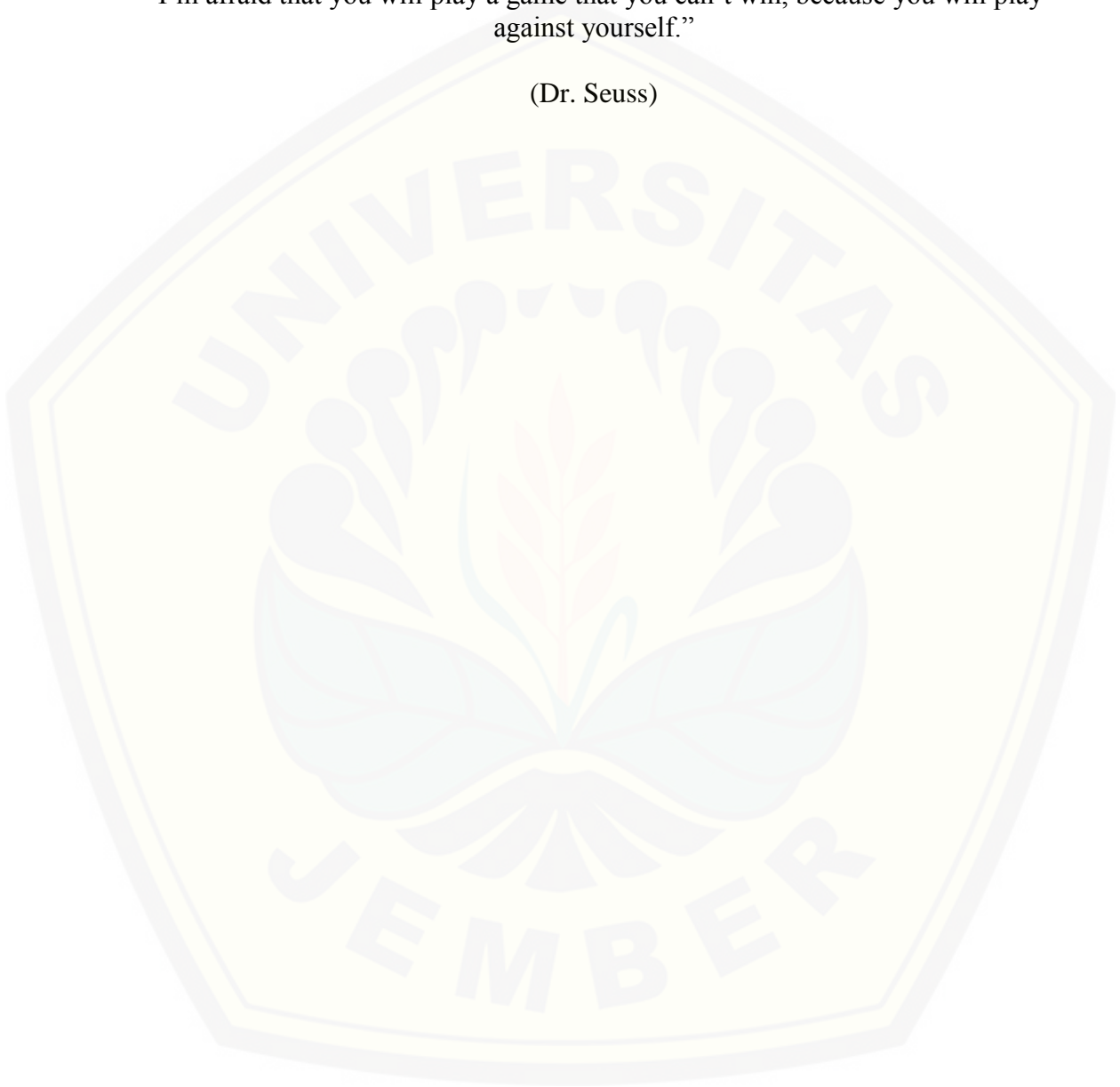
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I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title, this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Date           : Jember,  June 2016

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**CONSULTANT'S APPROVAL**

**IMPROVING VII-F GRADE STUDENTS' VOCABULARY ACHIEVEMENT AND THEIR PARTICIPATION BY USING GUESSING GAME WITH PICTURES AT MTs ROUDLATUT THOLIBIN, PROBOLINGGO.**

**THESIS**

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Jember University

Name                              : Silfiya Ilma Rosida

Identification Number  : 100210401024

Level                              : 2010

Place and Date of Birth : Probolinggo, January 19th 1992

Department                   : Language and Arts Education

Study Program             : English Language Education

Approved by:

Consultant I                                                          Consultant II

Dra. Siti Sundari, MA                              Dra. Made Adi Andayani T, M.Ed
NIP. 19581216 198802 2 001                   NIP. 19630323 198902 2 001

**APPROVAL OF THE EXAMINATION COMMITTEE**

This thesis has been approved and accepted by the Faculty of Teacher training and Education, Jember University on:

Day    : Wednesday
Date   : June 15th , 2016
Place  : The Faculty of Teacher Training and Education

**Examiner Team**

The Chairperson,                                    The Secretary,

Dra. Wiwiek Eko Bindarti, M.Pd              Dra. Made Adi Andayani T, M.Ed
NIP. 195612141985032001                       NIP. 19630323 198902 2 001

Member I,                                          Member II,

Dra. Siti Sundari, M.A.                            Drs. I Putu Sukmaantara, M.Ed
NIP. 19581216 198802 2 001                     NIP. 19640424 199002 1 003

Acknowledgement by
The Faculty of Teacher Training and Education
The Dean,

Prof. Dr. Sunardi, M.Pd
NIP. 19540501 198303 1 00 5

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First of all, I would like to thank Allah SWT who has given me His guidance and blessing. Therefore, I can finish my thesis entitled "Improving VII-F Grade Students' Vocabulary Achievement and Their Participation by Using Guessing Game with Pictures at MTs Roudlatut Tholibin, Probolinggo.". Secondly, I would like to express my deepest appreciation and sincere thanks to:

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2. The chairperson of the Language and Arts Department.
3. The chairperson of English Language Education Study Program.
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9. My second family in GEMAPITA.

Finally, I hope this thesis will be useful for the readers. Any constructive suggestions and criticisms are extremely appreciated.

Jember, June 15th, 2016

The writer

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# SUMMARY

**Improving VII-F Grade Students' Vocabulary Achievement and Their Participation by Using Guessing Game with Pictures at MTs Roudlatut Tholibin, Probolinggo.;** Silfiya Ilma Rosida, 100210401024; 2016; 56 pages; English Language Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to improve class VII-F students' vocabulary achievement and their active participation by using guessing game with pictures at MTs Roudlatut Tholibin. From the interview with the English teacher, it was known that most of the VII grade students in that school had problems in learning vocabulary and memorizing the meanings of the words, especially in class VII-F. The average score of class VII-F was 56 while the passing grade of English in the school is 72. The teacher said that the students tended to be passive to respond the teacher's questions.

In this research, the researcher used guessing game with pictures in teaching and learning of vocabulary because the researcher believed that guessing game with pictures could improve the VII-F grade students' vocabulary achievement. Guessing game with pictures is considered as an appropriate technique to be applied in teaching vocabulary. A guessing game is a game involving at least two players, one as a knower and the other as a guesser. It can be used not only to teach the new vocabulary but also to review the vocabulary that the students have already known. According to Ur (1984:87), the students have to listen carefully to identify which picture is meant in the Guessing Game. The game could make the students interested, cooperated, and competed without being aggressive. This game increased the students' active participation in the teaching and learning process. It means that this game increased the students' interest and increased the students' vocabulary achievement.

This research was conducted on 29th December 2015 - 14th January 2016 in 2 cycle. Each cycle consisted of two meetings and a vocabulary achievement test. In this classroom action research, the researcher taught vocabulary by using guessing game with pictures to the students in two meetings and did the observation collaboratively with the English teacher.

After the actions given in Cycle 1, the results of the vocabulary test showed 77.78% or 21 students of 27 students got score at least 72 in the vocabulary test. This research was considered successful if 75% of the students got score 72 or more in the vocabulary test. Therefore, the result indicated that the action in Cycle 1 was already successful, but the researcher needs to continue to Cycle 2 to know about the consistency of the students' vocabulary test. The result of the students participation in Cycle 1 showed that the percentage of the students who actively participated in the taching learning vocabulary by using guessing game with pictures was 68.5%. The result indcated that the action did not fulfill the criteria of success. Therefore, the actons was continue to Cycle 2.

The Cycle 2 was implemented with some revisions to get better result in students' active participation by giving the students some reirforcement to make the students active in the teaching  and learning of vocabulary. In the Cycle 2, the average result of the students' participation improved to be 83.83%. The result of the vocabulary test showed 88.88% or 24 students of 27 students got score 72 or more. The result indicated that the action in Cycle 2 was succesful and the results showed the consistency from cycle 1 to Cycle 2.

Based on the result of the result above, it could be concluded that The use of guessing game with pictures could improve VII-F grade students' active participation in the teaching and learning process of vocabulary and students' vocabulary achievement at MTs. Raudlatut Tholibin, Probolinggo in the 2015/2016 academic year. It suggested that the English teacher can use guessing game with pictures as an alternative teaching teachnique to improve the students' active participation during the teaching learning process of vocabulary. The future reseacher who have the same

or similar problem are suggested to conduct a future research by using guessing game with pictures in teaching vocabulary by using different research design with different subjects and schools.

# CHAPTER 1. INTRODUCTION

This chapter highlights some aspects related to the topics of the research. It includes the background of the research, the problems of the research, the objectives of the research and the significance of the research.

## 1.1 The Background of the Research

English is the dominant language in the world that is used in many fields such as tourism, education, research, science, technology, etc. This language is also used in international communication. Many people use it to communicate with other people around the world. Because of its role as global lingua franca, English is one of the subjects studied as a foreign language in Indonesia.

In learning English, vocabulary is very important. The quality of English depends on how someone's mastery in vocabulary. In daily communication we need a lot of vocabulary to communicate with other people. Thornbury (2002: 13) states that if you spend most of your time studying grammar, your English will not improve very much. You will see more improvement if you learn more words and expressions. You can say very little in grammar, but you can say almost anything with words. It means that students should master vocabulary first before they start to learn about the English structure. To be easier to engage in language skills, the students should have sufficient vocabulary. This is because the students feel that many of their difficulties in both receptive and productive language use resulting from inadequate vocabulary (Nation: 1992:44). The role of vocabulary in language is one of the essential pillars towards understanding. In other words, we are able to understand the language used in communication by mastering the vocabulary.

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Therefore, vocabulary mastery is very important for the students who learn English as a foreign language. A good mastery of vocabulary helps the learners to express their ideas precisely. If the learners know and master the vocabulary of a certain language, the learners will be able to comprehend the reading materials, understand a conversation, give responses, speak fluently and write some kinds of topic. On the contrary, if the learners do not know the meanings of the words used by those who address them, they unable to participate in a conversation. It indicates that the more vocabulary we have, the more ability to use or to understand the language.

The students are usually not aware of how important to memorize the vocabularies they just learned in the teaching and learning process. The students usually only write the vocabularies they received from the teacher or the textbook. It happens because the students are careless about the importance of memorization in learning vocabulary. Thornbury (2002:23) defines that to achieve the outcomes the learners need not only learn a lot of words but also to remember them. It indicates that the students' vocabulary will improve if they remember the words in learning a certain language.

Learning vocabulary is a hard task. Sometimes it can be frustrating and discouraging. That is why, a good teacher must be able to increase students' active participation, improve their vocabulary mastery with the appropriate strategy to motivate the students' learning based on the situation in the classroom. Moreover, a good strategy will help the students improve their ability in a certain subject.

The preliminary study was conducted on 11th August 2015 by interviewing the English teacher to get the information about the students' problems in learning English in MTs Roudlatut Tholibin, Probolinggo in the 2015/2016 academic year. From the interview with the English teacher, it was known that most of the VII grade students in that school had problems in learning vocabulary and memorizing the meanings of the words, especially in class VII-F. It was proved by the data in the vocabulary test done by the teacher. The average score of class VII-F was 56 while the standard passing grade of English in the school is 72.

Besides, it was known that the students were still passive in the class. The teacher said that the students tended to be passive to respond the teacher's questions. For example, if the teacher asked the students to mention some words related to the topic of the lesson, the students still had difficulties in saying the words in English. They tried to find the word meanings in their dictionaries, but not all the students brought the dictionary. For example, four students used one dictionary. It took much time to find the meanings of the words.

From the interview with the English teacher, it also known that the teacher never used a kind of game in teaching English. It was because the teacher had a lack of information about some kinds of game that appropriate for the students and how to apply the game in the classroom. Besides, the Anglish teacher had lack of information to use media to support the teaching and learning process.

We know that the dictionary can help the students find the meaning of difficult words in the target language. Usually, the students are not motivated to find new words in the dictionary. They only use the dictionary to find the meaning of a certain word, but they do not use it in a sentence. Therefore, the students cannot memorize well the new words in the target language. In increasing the students' vocabulary achievement, the students cannot use the dictionary to solve their problems in vocabulary test. There are some words in the dictionary that have same meanings and they cannot remember it.

The informal talk with some students was also done by the researcher. They said that English is a difficult subject for the students since they could not understand the meaning of the words. They had lack of vocabulary that can make the students hard to improve their English. They also said that they often felt bored in the classroom because some of the students dominated the English class and the rest became passive in the teaching and learning process.

The teacher should teach vocabulary in an interesting way to introduce the student new vocabulary. The teacher should conduct an interest and fun condition in the learning activities. Tarigan and Tarigan (1986: 39) state that the teacher should

master various teaching techniques and should be able to present them in order to arouse the student's interest and motivation in learning. It means that the variations of the technique can make the students interested in the vocabulary teaching learning process. They can learn new vocabulary in easy way.

Games as a technique are very useful to make the students active and interest. According to Hadfield (1984:4), a game is an activity with rules, a goal, and an element of fun. Games make the students feel enjoyable when they learn vocabulary because they will create a comfortable condition for them to learn a new language without being frightened, embarrassed, or insecure. It means that students can learn new vocabulary freely.

The students' problems in understanding the meanings of the words can be solved by using pictures. These pictures can give students visual aid about the words or sentences. They will make the students learn vocabulary more easily. They are also interesting because by giving the students pictures, they can predict and speculate what the words or sentences that they will hear in the games. Wright (1989: 7) states that pictures can motivate students to take a part in the lesson. It means that pictures can make the students more active and interested in the teaching and learning process of vocabulary. In this research, single pictures were used as media to improve the students' vocabulary achievement by using guessing game with pictures. With the single pictures, the game was attractive and interactive in the vocabulary teaching learning process.

Guessing game with pictures is a game in which the students guess and observe some information from the pictures given by the teacher. The information includes words, phrases, and the location of an object. Single pictures are pictures of single objects, such as pictures of people, objects, or actions.

In this case, guessing game with pictures are considered as an appropriate technique and media to be applied in teaching vocabulary. A guessing game is a game involving at least two players, one as a knower and the other as a guesser. It can be used not only to teach the new vocabulary but also to review the vocabulary that the

students have already known. According to Ur (1984:87), the students have to listen carefully to identify which picture is meant in the Guessing Game. The game could make the students interested, cooperated, and competed without being aggressive. This game increased the students' active participation in the teaching and learning process. It means that this game increased the students' interest and increased the students' vocabulary achievement. By using guessing game with pictures, the students were helped to learn the English vocabulary, to attract the students' attention, to motivate the students and to help the students improve their English scores.

The guessing game with pictures was believed have an effect on the students' vocabulary achievement. It was proved by the experimental research done by Imroh (2011) who reported that guessing and speculating game had a significant effect on the eighth grade students' vocabulary achievement at SMPN 3 Rowokangkung, Lumajang.

Based on the explanations above, it was necessary to conduct a classroom action research entitled, " **Improving the  VII-F Grade Students' Vocabulary Achievement and Their Active Participation by Using The Guessing Game with Pictures at MTs Roudlatut Tholibin, Probolinggo**"

## 1.2 The Problems of the Research

Based on the background explaination above the research problems are formulated as follows:

1) Can the use of guessing game with pictures improve the  VII-F grade students' active participation in the vocabulary teaching and learning process at MTs Roudlatut Tholibin, Probolinggo?

2) Can the use of guessing game with pictures improve the  VII-F grade students' vocabulary achievement at MTs Roudlatut Tholibin, Probolinggo?

**1.3 The Objectives of the Research**

The objectives of this classroom action research are as follows:

1) To improve the VII-F grade students' active participation in the vocabulary teaching and learning process by using gessing game with pictures at MTs Roudlatut Tholibin, Probolinggo.

2) To improve the VII-F grade students' vocabulary achievement by using guessing game with pictures in teaching vocabulary at MTs Roudlatut Tholibin, Probolinggo.

**1.4 Significance of the Research**

**a. For the English Teacher**

The results of this research are expected to become useful information for the English teacher to use an interesting technique and media in teaching vocabulary. Hopefully, the result of this research can be used as an input for the teacher to apply guessing game with pictures in teaching vocabulary to make the English class more interesting.

**b. For the Students**

The actions given hopefully will be useful to motivate the students to practice and increase their vocabularies. By using guessing game with pictures, the students will have high motivation while practicing English in spoken and written forms.

**c. For the other Researchers**

Hopefully, the result of this classroom action research can be used as a reference to conduct a further research by using guessing game to mprove the students vocabulary achievement and their active participation using different level of students and different research design for example, an experimental research to know

the effect of guessing game with pictures on the students speaking skill or the other skill language skills.

## CHAPTER 2. REVIEW OF RELATED LITERATURE

The theory about games had been applied in the English teaching. One of that games is guessing game. In this game, there are at least two players, one as a knower and thw other as a guesser. The picture as media helped the students who study English understand the new vocabulary.

This chapter discusses literature review which consists of the definitions of vocabulary, the importance of vocabulary, teaching vocabulary, testing of vocabulary, game, presenting a game, and criteria for choosing a game.

### 2.1 Definitions Vocabulary

Diamond and Gutlohn (2006) state that vocabulary is the knowledge of words and word meanings. According to Oxford Advance Learner's Dictionary, vocabulary is defined as "the total number of words in a language, words known to a person, list of words and their meaning especially at the back of a book used for teaching a foreign language." Vocabulary is the total number or list or words, and then they can be arranged into broader forms, such as a phrase, a clause, or a sentence. Those arrangements form ideas that can be understood by others, the ideas will not be able to be performed without vocabulary.

Hatch and Brown (1995: 1) state that vocabulary is a list or set of words for a particular language or a list or set of words that individual speakers of language might use. It means that every person who communicates in English must have vocabulary. It is a very important component in language, with vocabulary, the person who is learning English can express their ideas as media of communication either in speaking or writing English.

Nunan (1999) states that vocabulary is more than lists of target language words. As a part of the language system, vocabulary is intimately interrelated with listening, reading, speaking, writting, and grammar. In fact, it is possible to divide the

lexical system of most languages into "grammatical words," such as prepositions, articles, adverbs, and so on, and content of words. This is supported by Ur (2009: 60) who reveals that vocabulary can be defined as roughly as the words the teachers teach in the foreign language. However, vocabulary is not only single words but also can be more than single words. For example, *post office* and *mother-in-law* which are made up two words but express a single idea.

From the definition above, it can be concluded that vocabulary is words that have meanings which are not isolated but the meanings of words that depend on the context of the words. On the other hand, it can be said that vocabulary is a collection of words meaning.

## 2.2 Types of Vocabulary

There are some kinds of vocabulary based on an expert. Cameron (2001: 72) states there are three types of vocabulary, as follows:

a. Active vocabulary, i.e. the words that are customarily used in speaking and writing.

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

c. Passive vocabulary, i.e. the words that are customarily used in listening and reading

## 2.3 The Classification of Vocabulary

Hatch and Brown (1995: 218) state that vocabulary as words are divided into two groups namely: large vocabulary and small vocabulary. The large vocabulary includes nouns, verbs, adjectives, adverbs and small vocabulary includes prepositions, conjunctions, pronouns, articles, and interjections. This research focused only on nouns. In this research, nouns were used as the material for guessing game with pictures.

### 2.3.1 Nouns

According to Harmer (2004: 37) , a noun is a word of (or groups of words) that what is the name of person, a place, a thing or activity or a quality or idea. In line with this, Hatch and Brown (1995: 219) state that a noun refers to a person, place, or thing. Thomson and Martinet (1986: 24) classify nouns into four categories. They are as follows:

1. Common nouns      : cat, boy, table, etc.

2. Proper nouns         : Mary, Jakarta, Sunday, etc.

3. Abstract nouns       : beauty, charity, fear, etc.

4. Collective nouns     : family, committee, crowd, class, etc.

This research focused on two four kinds of nouns, they are common nouns and proper nouns. Those kinds of nouns are easy to explain through pictures.

## 2.5 Vocabulary Achievement

Vocabulary is one of the essential parts in learning English. The students are impossible to learn listening, reading, speaking and writing without vocabulary. It means that students should master vocabulary to understand the language skills. According to McMillan (1992:117), achievement is the students' knowledge, understanding, and skill acquired as a result of specific educational experience. Hughes (2003:12) states that achievement is related to the test that is done to discover how successful students have been in achieving the objective of course study. It can

be concluded that vocabulary achievement is the collection of words recognized and required with successful efforts done by the students that will be used to communicate with others.

Vocabulary achievement refers to the students' scores in vocabulary test that was give by the teacher after the teaching and learning process of vocabulary or after the actions given. The students' scores in the vocabulary test were the indicators of their vocabulary achievement in this research.

**2.4 Games in Language Teaching**

Games are highly motivating and interesting, so they could entertain the students. Wright et al. (2006:1) say that a game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Playing games made the students feel relax to learn the target language. Games also helped the teacher create the context to make the language useful and meaningful. Jarolimek (1997:338) states the reason of using games in the classroom. That games might motivate the learners to be deeply sincerely involved in the classroom activities.

2.5 Kinds of games

There are many games that can be used in the teaching and learning process. Wright et al. (2006:14-179) point out that there are many kinds of games, as follows:

1. Picture game. This kind of game uses pictures as a major part to play.
2. Psychology game. This game leads the students to a greater awareness of the working of the human mind and sense.
3. Magic trick. This game uses a magic trick in presenting the material.
4. Caring and sharing game. This game leads the attempt to introduce the learners to caring and sharing activities.
5. Card and board game. This game uses cards and boards as media.

6. Story game. This game provides a framework for learners to speak and to write at length instead of engaging in short exchanges, for example, a silly story game.

7. Sound game. This game can create in the listener's mind and impression of people, places, and actions.

8. Word game. In this game, the focus of the attention is initially on the words rather than the sentences, for example, a bingo game.

9. True / false game. This game decides someone's statement which is either true or false.

10. Memory game. This kind of game challenges the students' ability to remember.

11. Question and Answer game. This kind of game is designed to create the context in which learners want to ask questions in order to find something out, for example, a general knowledge quiz.

12. Guessing game. In this game, someone knows something and the others must find out what it is. It means that if someone has already understood about something, the other one should be successful to guess what the thing is.

The game that was used in this research was guessing game with pictures. This game was used in teaching vocabulary in MTs Roudlatut Tholibin, Probolinggo.

## 2.6 The Definitions of Guessing Game

As it has been stated before, a game is one of the techniques in teaching English. The game is not only interesting but also useful to create a good atmosphere in the classroom. Klipple (1984: 31) states, guessing game is the ways of teaching vocabulary by linking new words with surrounding words that are already known, then asking to deduce or guess the meaning of such new words. According to Ur (1984: 87), Guessing Games are the games that the teacher defines or describes something and the students simply have to guess. This kind of game not only explains the meaning of the word or the sentence but also encouraged the students to predict

and made an effort to find the whole meaning by seeing the picture. Besides, this game gave the students information about the context of the words or sentences.

According to Webster (1983:1008), "Guessing game is a game in which the participant competes individually or teams in the identification of something indicate obscurely (as in riddles or charades). It means that guessing game are games that could make a student compete with their classmate and build a competition atmosphere during this game. This game could make the students describe or identify what the picture is. So, the students understood the meaning of the word or sentence.

## 2.7 Picture

2.7.1 The definition of Pictures

Webster (1983:171) defines pictures as a representation (as a person, landscape, and building) on canvas, paper, or other surface product by painting, drawing, engraving or photography. Pictures make essential in any language learning activity based on face-to-face communication. They had an important function as media because pictures gave students a visual aid. They also encouraged and helped the students to focus on the subject that they are learning. Besides, these media attracted students' attention.

2.7.2 Kinds of pictures

Wright (1989:193-202) classifies pictures into three kinds. They are single pictures, composite pictures, and pictures in series.

a. Single Pictures

Single pictures are a pictures of objects, persons, or activities (Yunus, 1981: 50). Similarly, Wright (1989: 193) notes that single pictures are pictures of single objects. This characteristic of single pictures is there is an object in that picture and they can assist students to understand and retain the meaning of words. It is advisable that pictures of individual objects or people should be as simple as possible and large enough to be seen by all students. Some examples of single pictures are as follows:

*a tiger*
Figure 2.1 single picture 1
(Source: http://fin6.us/2014/)
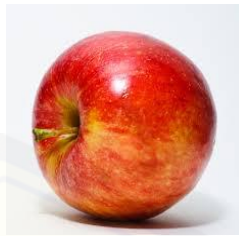

*An apple*
Figure 2.2 single picture 2
(Source: http://en.wikipedia.org)


*A teacher*
Figure 2.3 single picture 3
(Source: http://becuo.com)

pict

job.

In this research, single pictures were chosen because they are the simplest pictures that could be taught to the VII-F grade students and they were related to the vocabularies that were taught by using guesing game with pictures.

b. Composite Pictures

Composite pictures are large single pictures which show a scene (hospital, beach, canteen, railway station, street, etc) in which a number of people can be seen doing things (Yunus, 1981:40). In addition, Wright (1989:198) says that a composite picture is a picture which gives detailed information. It means that composite pictures can give different information of activities in the pictures. There may be a lot of people doing different things or it may be a landscape or a cityscape showing a lot of objects, buildings, etc. Their characteristics are complex than individual pictures. This kind of picture is the most appropriate for whole class rather than individualized learning. It is desirable that pictures be developed on the basis of the need of the students. An example of composite pictures is as follows:

Figure 2.4 composite picture (Source: http://www.clipartguide.com)

The picture above tells us about some activities in the beach. Three children are playing sand. A man is surfing on the sea. A man and woman are playing volleyball. A lifeguard is watching over the visitors on the lifeguard tower. A man is selling drinks, and three people are sunbathing on the sea shore.

c. Picture in Series

Picture in series is a number of related composite pictures linked to form a series or sequence. Its characteristics contain a number of events or stories. The function of picture series is to tell a story or a sequence of events. In addition, Wright (1989:201) points out that picture in series are pictures that show a sequence or event. In short, pictures in series consist of more than one picture which shows related activities.

The following pictures are the examples of picture in series:



Figure 2.5 Picture in Series (Source : http://ceritarakyatnusantara.com)

The picture above tells us about the legend of Tangkuban Perahu.

Once upon a time, there lived Dayang Sumbi. She had a son, his name was Sangkuriang. Because of disobedience, Dayang Sumbi cast away Sangkuriang.

After many years in exile. Sangkuriang met a beautiful woman and wanted to marry her. But he did not know that woman was Dayang Sumbi. So, she wanted to prevent the marriage, she asked Sangkuriang to build a vest boat before sunrise. Sangkuriang called his friends, ghosts and fairies to help him. The morning came before Sangkuriang completed the boat.

Unfortunately, the fairies and the ghosts also left Sangkuriang alone. Finally, Sangkuriang got very angry and kicked away the boat to the downside, which finally turned into a mountain, called Tangkuban Parahu. (Source : http://ceritarakyatnusantara.com)

**2.8 The Advantages and Disadvantages of Using Guessing Game with Pictures**

2.8.1 The Advantages of Using Guessing Game with Pictures

It has been stated before that using pictures as media was useful and interesting to teach vocabulary for students. Guesing game with pictures gave motivation to the students in learning English, especially in learning vocabulary. Games offered a lot of benefits in teaching and learning activities that enableed the students to achieve the learning goals and supplied the teacher with a variety of teaching technique. According to Kim (1995: 25), there are many advantages of using games in the classroom:

1. Games are time for relaxation from the activities of the language class.
2. Games are motivating and challenging
3. Games help the students to make and sustain the effort of learning.
4. Games provide language practice in various skills that is listening, speaking, reading, and writing.
5. Games encourage the students to interact and communicate with the other.
6. Games create a meaningful context for language use.

However, in order to achieve the most from vocabulary games, it is essential that suitable games are chosen. Whenever a game is to be conducted, the number of the students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account.

As a teaching strategy, guesing game with pictures was a useful and interesting technique to attract students attention in teaching and learning vocabulary. Al Zaabi (2012) states that guessing game will help the students become familiar with new vocabulary in an enjoyable way and enhance vocabulary learning. Besides, guessing game create conditions in which the use of the target language is necessary for leading players to the correct guess. Moreover Al Zaabi (2012) found that guessing game seems to provide a young learner with an element of fun and enjoyment which is important for learning vocabulary. Then, the students talked to each other about the game; took turns hearing each other try to spell the words; and

Table 4.4 The Students' Vocabulary Test Scores in Cycle 1

| No | The Students' Initial Names | Score | Achievement | |
|---|---|---|---|---|
| | | | A | NA |
| 1 | A N Q | 84 | √ | |
| 2 | A L | 92 | √ | |
| 3 | B A R | 76 | √ | |
| 4 | D A | 76 | √ | |
| 5 | D E | 64 | | √ |
| 6 | D N C | 76 | √ | |
| 7 | D F | 80 | √ | |
| 8 | F S | 72 | √ | |
| 9 | I L F | 64 | | √ |
| 10 | I H | 80 | √ | |
| 11 | J R | 72 | √ | |
| 12 | L M | 80 | √ | |
| 13 | M S | 52 | | √ |
| 14 | N S | 80 | √ | |
| 15 | N A M | 84 | √ | |
| 16 | P T J | 72 | √ | |
| 17 | R D P | 76 | √ | |
| 18 | R M | 80 | √ | |
| 19 | R I | 60 | | √ |
| 20 | S A | 72 | √ | |
| 21 | S K K | 60 | | √ |
| 22 | S W | 76 | √ | |
| 23 | U | 76 | √ | |
| 24 | V Y | 80 | √ | |
| 25 | W | 72 | √ | |
| 26 | W A | 68 | | √ |
| 27 | S A P F | 84 | √ | |
| | Total | 2008 | 21 | 6 |
| | M (Mean) | 74.37 | | |
| | $E = \dfrac{n}{N} X\ 100\%$ | | 77.78% | 22.22% |

Notes:

A       : Achieved

NA      : Not Achieved

The criteria of the success of the research was 75% of the students got score $\geq$72 in the vocabulary test. Based on the table above, it was found that 21 students or 77.78% of 27 students got score $\geq$72 in the vocabulary test in Cycle 1. Then, there were 6 students or 22.22% of 27 students got score less than 72. The results of the vocabulary test indicated that it achieved the required target of this research, that was 77.78% of the students got score $\geq$72 in the vocabulary test.

4.1.4 The result of Reflection in Cycle 1

The researcher did the reflection of the action in Cycle 1 after the result of Cycle 1 had been known. Based on the process evaluation, the result of the classroom observation revealed that 17 students or 62.96% of 27 students were actively involved in the teaching learning process of vocabulary by using guessing game with pictures in the first meeting and 20 students or 74.07% of 27 students who were actively involved in the teaching learning vocabulary by using guessing game with pictures in the second meeting of Cycle 1. This results had not achieved the research objective.

The result of the students' vocabulary test in the first cycle showed that the percentage of the students who got score $\geq$72 was 77.78%. The mean score of the students' vocabulary test was 74.37. It was higher that the previous scores of vocabulary test before the action give that was 51,85% of the students who got score >72 in the vocabulary test. It had achieved the research objective.

The data showed that the result of Cycle 1 did not reach the successful criteria of the research. Thus, the researcher continued to conduct Cycle 2 by revising some aspects in Cycle 1. The revision can be seen in the following table.

Table 4.5 The Weaknesses in Cycle 1 and the revision in Cycle 2

| No | The Weaknesses | The Revision |
|---|---|---|
| 1. | There were a few students who asked some questions about vocabulary of occupation. It was because they were afraid of making mistakes when speaking in English. | The researcher and the English teacher gave the verbal reinforcement and motivation to the students to make the students reduce their fear to ask. |
| 2. | The students could not answer the teachers' questions because they found some unfamiliar words spoken by the teacher. | The researcher gave some explanations about the questions to make the students understand the questions better. |
| 3. | In playing guessing game, the students shouted when they tried to guess the picture. It made the class noisy and uncontrolable. | The researcher and the English teacher were able to manage the class well by making the rules that just one student in each group raised his/her hand to answer the question. If students shouted each other, the teacher gave a punishment to them |

Based on the descriptions above, the results of the action in Cycle 2 were expected to be better than the result of the action in Cycle 1 and could achieve the successful criteria of the research. Therefore, it was necessary to continue the action to Cycle 2 by revising some weak aspects found in Cycle 1.

## 4.2 The Result of the Action in Cycle 2

The actions of Cycle 2 were conducted in two meetings. The first meeting was conducted on 7th January 2016 and the second meeting was conducted on 12th January 2016. Then, the vocabulary test for Cycle 2 was conducted on 14th January 2016. The stages of activities done in Cycle 2 were the same as those of cycle 1 that included the planning of the action, the implementing of the action, observation and evaluation of the action, data analysis and reflection of the action.

### 4.2.1 The Implementation of the Action in Cycle 2

The implementation of the action in Cycle 2 was based on lesson plans 3 and 4 constructed by the researcher after revising some weaknesses in Cycle 1. The time allocation was 2 x 40 minutes for each meeting. The lesson plans are enclosed in Appendices F and G.

In the first meeting, the doer of the action was the researcher while the English teacher observed the students' participation during the teaching leraning process of vocabulary by using guessing game with pictures. The first stage in the teaching learning process was pre-instructional activity. After greeting the students, the researcher asked some leading questions related to the topic. Then, the researcher stated the objectives of teaching vocabulary by using guessing game with pictures.

The next stage of the teaching of vocabulary by using guessing game with pictures was the main activity. At first, the researcher explained and discussed the students vocabulary test results from the previous lesson. Next, the researcher gave some new vocabularies of occupation that had never been given to the students. They were nouns because the vocabulary focus of this research was nouns. After that, the researcher rexplained the rules of the guessing game with pictures. The researcher invited the students to play the guessing game with pictures. Then, the students were asked to make groups of 4 and played the game together. The teacher showed a picture which was covered and gave the students some sentence clues orally. The students guessed the picture which was covered. The group which could guess the

pictures correctly got a score. The group which got the highest score got a reward from the researcher.

There were two exercises in the first meeting. The first exercise was matching the pictures with the words in the box and it was done individually. In the first exercise, there were five pictures to match. The second exercise was answering the questions based on the clues and pictures given and it was done individually. In the second exercise, there were five questions to answer. One question had four sentense clues. After finishing both exercises, the researcher asked the students to discuss their work together.

The last stage of the teaching and learning process in the first meeting was closure. In this stage, the researcher reviewed the material by giving the students oral questions to conclude the lesson.

In the second meeting, the English teacher took turn to teach vocabulary by using guessing game with pictures and the researcher observed the students' participation. The English teacher did the same procedures as those done in the first meeting. The exercises of the second meeting were the same as those in the first meeting.

4.2.1 The Result of Observation in Cycle 2

The observation was done in each meeting of Cycle 2. The indicators were the same as those observed in Cycle 1. The students were considered active if at least they could do four of five indicators of participation. The table below presents the results of observation in the first meeting of Cycle 2.

Table 4.6 The Results of Observation in the First Meeting of Cycle 2

| No | The Students' Initial Names | Indicators | | | | | Total | Category | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | | Active | Passive |
| 1 | A N Q | √ | √ | √ | √ | √ | 5 | √ | |
| 2 | A L | √ | | √ | √ | √ | 4 | √ | |
| 3 | B A R | | √ | √ | √ | √ | 4 | √ | |
| 4 | D A | √ | √ | | √ | √ | 4 | √ | |
| 5 | D E | | | √ | √ | √ | 3 | | √ |
| 6 | D N C | √ | | √ | √ | √ | 4 | √ | |
| 7 | D F | √ | √ | | √ | √ | 4 | √ | |
| 8 | F S | | √ | √ | √ | √ | 4 | √ | |
| 9 | I L F | √ | | √ | √ | √ | 4 | √ | |
| 10 | I H | | | √ | √ | √ | 3 | | √ |
| 11 | J R | √ | | √ | √ | √ | 4 | √ | |
| 12 | L M | √ | | √ | √ | √ | 4 | √ | |
| 13 | M S | | √ | √ | √ | √ | 4 | √ | |
| 14 | N S | | | √ | √ | √ | 3 | | √ |
| 15 | N A M | √ | √ | √ | √ | √ | 5 | √ | |
| 16 | P T J | √ | √ | √ | √ | √ | 5 | √ | |
| 17 | R D P | | √ | √ | √ | √ | 4 | √ | |
| 18 | R M | | | √ | √ | √ | 3 | | √ |
| 19 | R I | √ | | √ | √ | √ | 4 | √ | |
| 20 | S A | | √ | √ | √ | √ | 4 | √ | |
| 21 | S K K | √ | | √ | √ | √ | 4 | √ | |
| 22 | S W | √ | | √ | √ | √ | 4 | √ | |
| 23 | U | | √ | √ | √ | √ | 4 | √ | |
| 24 | V Y | √ | √ | √ | √ | √ | 5 | √ | |
| 25 | W | √ | | √ | √ | √ | 4 | √ | |
| 26 | W A | | √ | | √ | √ | 3 | | √ |
| 27 | S A P F | | √ | √ | √ | √ | 4 | √ | |
| **Total Students** | | | | | | | | **22** | **5** |
| **Percentage of Students' Participation** | | | | | | | | **81.48%** | **18.52%** |

**Note :  The Indicators of observation were**

1.  The students' activity in asking some questions related to the topic.

2.  The students' activity in answering the questions given by the teacher.

3.  The students' activity in paying attention to the teacher's explanation

4.  The students' activity in playing guessng game with pictures fairly.

5. The students' activity in doing the vocabulary tasks given by the teacher.

   Then, the result of the students' participation during the teaching  learning process  of vocabulary by using guessing game with pictures in the second meeting of Cycle 2 are presented in the following table.

Table 4.7 The Results of the observation in the second meeting of Cycle 2

| No | The Students' Initial Names | Indicators | | | | | Total | Category | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | | Active | Passive |
| 1 | A N Q | | √ | √ | √ | √ | 4 | √ | |
| 2 | A L | √ | √ | √ | √ | √ | 5 | √ | |
| 3 | B A R | | √ | √ | √ | √ | 4 | √ | |
| 4 | D A | √ | √ | √ | √ | √ | 5 | √ | |
| 5 | D E | √ | | | √ | √ | 3 | | √ |
| 6 | D N C | √ | | √ | √ | √ | 4 | √ | |
| 7 | D F | √ | √ | √ | √ | √ | 5 | √ | |
| 8 | F S | | √ | √ | √ | √ | 4 | √ | |
| 9 | I L F | √ | | √ | √ | √ | 4 | √ | |
| 10 | I H | | √ | √ | √ | | 3 | | √ |
| 11 | J R | √ | √ | √ | √ | √ | 5 | √ | |
| 12 | L M | √ | | √ | √ | √ | 4 | √ | |
| 13 | M S | | √ | √ | √ | √ | 4 | √ | |
| 14 | N S | √ | | √ | √ | √ | 4 | √ | |
| 15 | N A M | √ | √ | √ | √ | √ | 5 | √ | |
| 16 | P T J | √ | | √ | √ | √ | 4 | √ | |
| 17 | R D P | √ | √ | √ | √ | √ | 5 | √ | |
| 18 | R M | √ | | | √ | √ | 3 | | √ |
| 19 | R I | √ | | √ | √ | √ | 4 | √ | |
| 20 | S A | | √ | √ | √ | √ | 4 | √ | |
| 21 | S K K | √ | | √ | √ | | 3 | | √ |
| 22 | S W | √ | √ | √ | √ | √ | 5 | √ | |
| 23 | U | | √ | √ | √ | √ | 4 | √ | |
| 24 | V Y | | √ | √ | √ | √ | 4 | √ | |
| 25 | W | √ | | √ | √ | √ | 4 | √ | |
| 26 | W A | | √ | √ | √ | √ | 4 | √ | |
| 27 | S A P F | √ | √ | √ | √ | √ | 5 | √ | |
| Total Students | | | | | | | | 23 | 4 |
| Percentage of Students' Participation | | | | | | | | 85.18% | 14.82% |

**Note : Indicators of the students' participation  were**

1. The students' activity in asking some questions related to the topic.
2. The students' activity in answering the questions given by the teacher.
3. The students' activity in paying attention to the teacher's explanation
4. The students' activity in playing guessing game with pictures.
5. The students' activity in doing the vocabulary tasks given by the teacher.

**Cycle 2**

**The First Meeting**

Active : 22/27 x 100% = 81.48%

Passive : 5/27 x 100% = 18.52%

**The Second Meeting**

Active : 23/27 x 100% = 85.18%

Passive : 4/27 x 100% = 14.82%

Table 4.8 The Average Results of The Students' Participation in Cycle 2

| No | Meeting | Percentage (%) | |
|---|---|---|---|
| | | **Active** | **Passive** |
| 1. | The First Meeting | 81.48% | 18.52% |
| 2. | The Second Meeting | 85.18% | 14.82% |
| **Average** | | **83.33%** | **16.67%** |

Based on Table 4.6 and Table 4.7, it could be seen that 81.48% or 22 students of 27 students actively participated in the teaching learning process of vocabulary by using guessing game with pictures in the first meeting of cycle 2. Then, there were 23 students of 27 students or 85.18% students were catogorized as active participants in the second meeting of cycle 2. The students' participation improved from the first meeting to the second meeting. Thus, the average percentage of the students' active participation was 83.33%. It means that the results of observation achieved the target of the research that was at least 75% of the students actively participated in the teaching learning process of vocabulary by using guessing game with pictures.

4.2.2   The Results of Vocabulary Test in Cycle 2

The vocabulary test was conducted in the third meeting of Cycle 2 after the actions were given. It was administered on 14$^{th}$ January 2016. The number of the items was 25 items in the form of multiple choices. The time allocation given was 40 minutes. The results of the vocabulary test in Cycle 2 are presented in the following table.

Table 4.9 The Students' Vocabulary Test Scores in Cycle 2

| No | The Students' Initial Names | Score | Achievement | |
|----|------------------------------|-------|:---:|:---:|
| | | | A | NA |
| 1 | A N Q | 88 | √ | |
| 2 | A L | 88 | √ | |
| 3 | B A R | 72 | √ | |
| 4 | D A | 80 | √ | |
| 5 | D E | 72 | √ | |
| 6 | D N C | 72 | √ | |
| 7 | D F | 84 | √ | |
| 8 | F S | 80 | √ | |
| 9 | I L F | 72 | √ | |
| 10 | I H | 80 | √ | |
| 11 | J R | 76 | √ | |
| 12 | L M | 80 | √ | |
| 13 | M S | 68 | | √ |
| 14 | N S | 84 | √ | |
| 15 | N A M | 80 | √ | |
| 16 | P T J | 72 | √ | |
| 17 | R D P | 80 | √ | |
| 18 | R M | 72 | √ | |
| 19 | R I | 52 | | √ |
| 20 | S A | 80 | √ | |
| 21 | S K K | 68 | | √ |
| 22 | S W | 72 | √ | |
| 23 | U | 72 | √ | |
| 24 | V Y | 72 | √ | |
| 25 | W | 80 | √ | |
| 26 | W A | 72 | √ | |
| 27 | S A P F | 88 | √ | |
| | **Total** | **2056** | **24** | **3** |
| | **M (Mean)** | **76.5** | | |

| | $E = \dfrac{n}{N} X\ 100\%$ | | 88.88% | 11.12% |
|---|---|---|---|---|

Notes:

A      : Achieved

NA     : Not Achieved

The criteria of the success of the research were at least 75% of the students got score $\geq$72 in the vocabulary test. Based on the table above, it was found that 24 students or 88.88% of 27 students got score $\geq$72. Meanwhile, there were 3 students or 11.12% of 27 students got score less than 72. The results of the vocabulary test indicated that it achieved the required target of this research. Therefore, the action was stopped

4.2.3    The Result of Reflection in Cycle 2

The researcher did the reflection of the action in Cycle 2 after the result of Cycle 2 was known. Based on the process evaluation, the result of the classroom observation revealed that 22 students or 81.48% of 27 students were actively involved in the teaching learning process of vocabulary by using guessing game with pictures in the first meeting and 23 students or 85.18% of 27 students were actively involved in the teaching learning vocabulary by using guessing game with pictures in the second meeting. So, the percentage of the students' active participation improved from 68.5% in Cycle 1 to 83.33% in Cycle 2. The improvement could be seen in the following table.

Table 4.10 The Improvement of the Students' Participation

| No | Cycle | Average Percentage (%) | |
|----|-------|------------------------|--|
| | | **Active** | **Passive** |
| 1 | The result of observation in cycle 1 | 68.5% | 31.5% |
| 2 | The result of observation in cycle 2 | 83.33% | 16.67% |

From the table above, it could be seen that the percentage of the students who were active in Cycle 1 was 68.5% and 83.33% in Cycle 2. This showed that the successful criteria of this research at least 75% of the students were active in the teaching learning vocabulary by using gussing game with pictures was achieved. The improvemnet of the students' active participation in the teaching learning of vocabulary by using guessing game with pictures before the action given, in the first cycle, and in the second cycle are presented in the following chart.

Chart 4.1 The improvement of the Students' Active Participation in the Teaching Learning Process of Vocabulary by Using Guessing Game with Pictures.
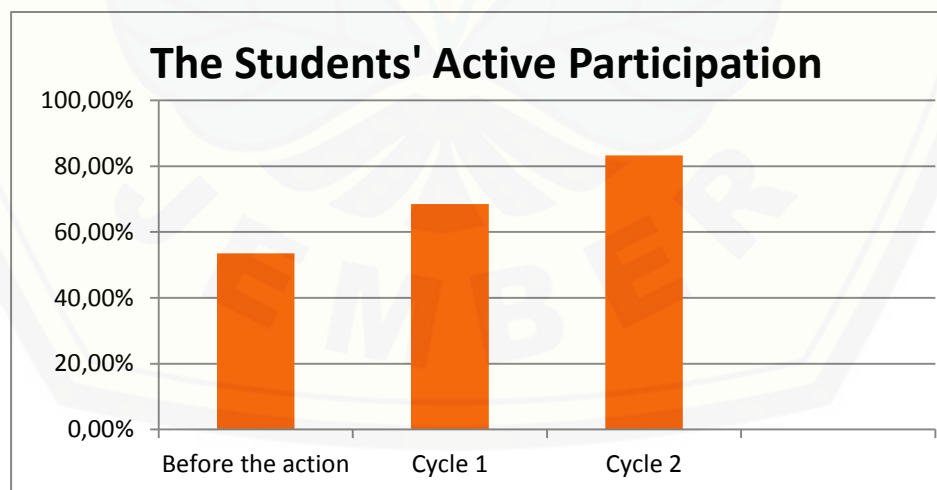


The result of the students' vocabulary test in the first cycle showed that the percentage of the students who got score $\geq 72$ was 88.88%. The mean score of the students' vocabulary test was 76.5. Then, there were 3 students who got score below

72 (<72). This showed that the requirement of at least 75% of the students got score ≥72 in the vocabulary test was fullfilled. So, It could be concluded that the students' vocabulary achievement in Cycle 2 achieved the objectives of this research. The improvement of the students' vocabulary achievement could be seen in the following table.

Table 4.11 The Improvement of The Students' Vocabulary Achievement in Cycle 1 and Cycle 2

| No | Cycle | Mean Score | The Percentage of the Students Who Got Score ≥75 |
|----|-------|-----------|--------------------------------------------------|
| 1 | The result of vocabulary test in Cycle 1 | 74.37 | 77.78% |
| 2 | The result of vocabulary test in Cycle 2 | 76.5 | 88.88% |

From the table above, it could be seen that the percentage of vocabulary test improved from 77.78% in Cycle 1 to 88.88% in Cycle 2. This showed that the successful criteria of this research at least 75% of the students got ≥72 in the vocabulary test was achieved. Therefore, the action was stopped. The improvemnet of the students' vocabulary achievement in the teaching learning of vocabulary by using guessing game with pictures before the action given, in the first cycle, and in the second cycle are presented in the following chart.

Chart 4.2 The improvement of Students' Vocabulary Achievement in the Teaching Learning Process of the Vocabulary by Using Guessing Game with Pictures.
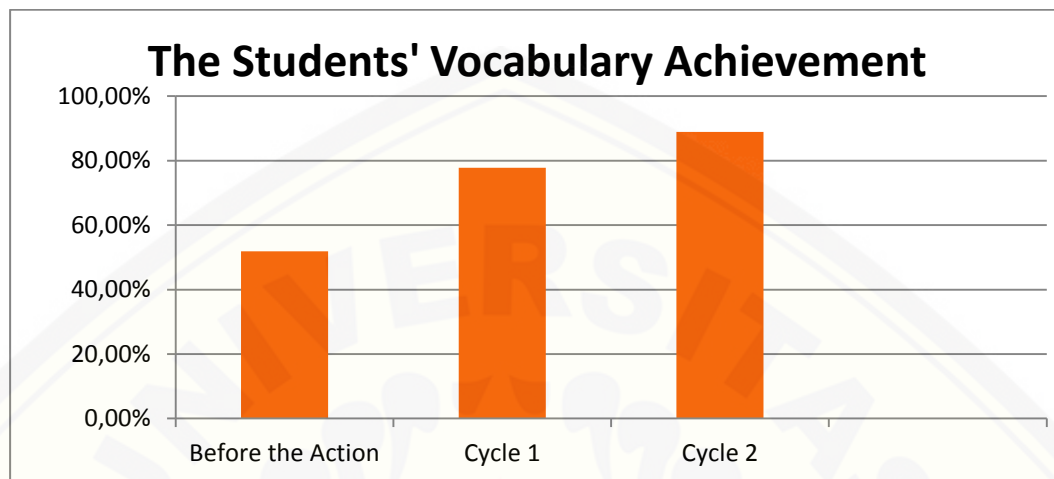


### 4.3 Discussion

From the result of the actions, it could be said that the use of guessing game with pictures could improve the students' vocabulary achevement and their active participation after the researcher implemented the actions in Cycle 1 and Cycle 2.

The average score of the students' vocabulary achievement was low before the actions were implemented. It was proven by the data from the English teacher that the average vocabulary score of the students was 56, while the standard passing grade of the school was 72. The students who got score <72 or more only 52% or 14 students of 27 students who got score 72≥ in the vocabulary test. Then, after the actions given in Cycle 1, the results of the vocabulary test showed 77.78% or 21 students of 27 students got score at least 72 in the vocabulary test. This research were considered success if at least 75% of the students got score 72 or more in the vocabulary test. Therefore, the result indicated that the action in Cycle 1 was already succesfull, but the researcher needed to continue to Cycle 2 to know about the consistency of the students' vocabulary test.

The actions of Cycle 2 were implemented. After the action was implemented, the result of the vocabulary test showed 88.88% or 24 students of 27 students got

score 72 or more. The result indicated that the action in Cycle 2 was succesful and the results showed the consistency from cycle 1 to Cycle 2.

The result of the students participation in this research showed that there was improvement. Before the actions was given, the data of the students participation showed that the students who actively participated was 53.50%. after Cycle 1 was implemented, it was known that the percentage of the students who actively participated in the taching learning vocabulary by using guessing game with pictures was 68.5%. This actions in this research were considered successful if 75% of the students actively participated in the teaching learning of vocabulary by using guessing game with pictures. Therefore, the result indcated that the action did not fulfill the criteria of success. Therefore, the actons was continue to Cycle 2.

The action in Cycle 2 was implemented with some revisions to get the better result dealing with students' active participation by giving the students some reirforcement to make the students active in the teaching and learning of vocabulary. In Cycle 2, the average result of the percentage of the students' active participation improved to be 83.83%. It could be concluded that the students became more active in the teaching learning process of vocabulary by using guessing game pictures in Cycle 2 than in Cycle 1. Therefore, the result of the actions in cycle 2 had achieved the successful criteria in this research.

Based on the results of the actions in two cycles, it could be concluded that the use of guessing game with pictures could increase the students' active participation and their vocabulary achievemenet in the teaching and learning of vocabulary. By applying guessing game with pictures, the students learn well about the new vocabulary. They could share their ideas and opinions about the new vocabulary. They could increase their confidence in the vocabulary teaching and learning process and increase the interaction with other students.

A guessing game with pictures is an activity that could motivate the students to learn new vocabulary in an easy way. The English teacher at the school stated that this activity could increase the students' active participation and made the students

interested in learning the vocabulary. It was proven when the English teacher taught the students by using guessing game with pictures, it was easy to gain the students' attention. She also said that the students understood the vocabulary better from the pictures. Then, she said that this activity could build good attitudes of the students because they had to play the guessing game with pictures fairly.

This research findings were also relevant with the theory about guessing game in teaching vocabulary suggested by Slattery and Wilis (2001:104). They suggest the benefits of using guessing game in the teaching and learning activity are as follows :

1. Guessing game helps students become familiar with new vocabulary in an enjoyable way.
2. Guessing game can create a new condition which helps the students learn vocabulary by developing the target language they got.
3. By using Guessing Game, the students are expected to be involved in the class actively.

Based on the previous research finding, the result of this research supported the result of the previous researches conducted by Imroh (2011) and Septidya (2015). Imroh (2011) conducted an experimental research about guessing game with pictures to the eighth grade students at SMPN 3 Rowokangkung, Lumajang. She reported that there was a significant effect on the seventh grade students' vocabulary achievement. Septidya (2015) aslo reported that the use of guessing game could improve the students' active participation and their vocabulary achievement of the seventh grade students at SMPN 2 Kencong, Jember. It proved that the use of guessing game with pictures was useful to improve the students' active participation and their vocabulry achievement.

Considering the results and the discussion above, it could be concluded that teaching vocabulary by using guessing game with pictures could improve the students' active participation and their vocabulary achievement. Therefore, this result of the research proved the action hypotheses as follows :

1. Teaching vocabulary by using guessing game with pictures could improve the VII-F grade students' participation in the teaching learning process of vocabulary at MTs Raudlatut Tholibin, Probolinggo.

2. Teaching vocabulary by using guessing game with pictures could improve the VII-F grade students' vocabulary achievement in the teaching learning process of vocabulary at MTs Raudlatut Tholibin, Probolinggo.
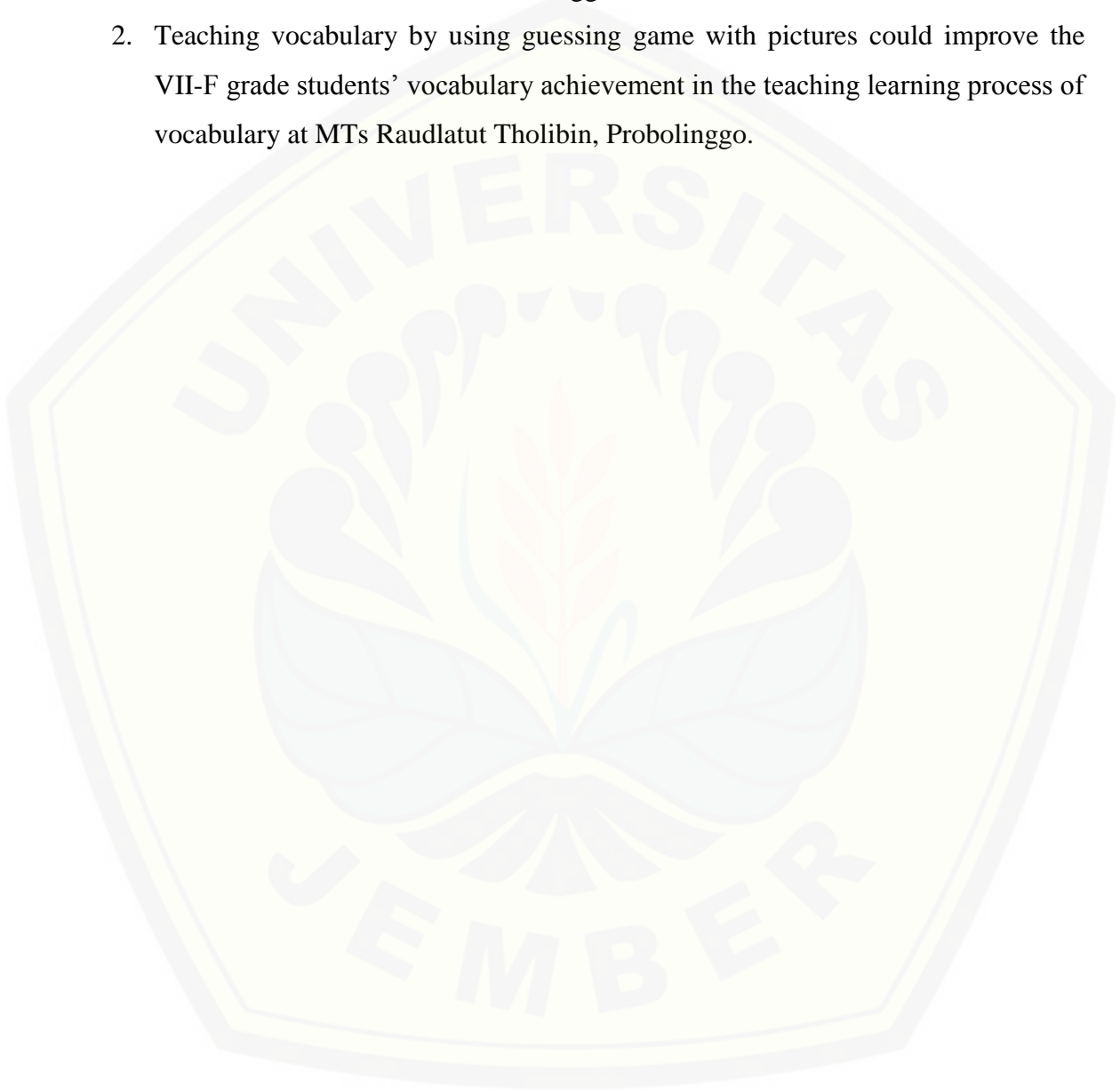
# CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions and suggestions of this research in the following part.

## 5.1 Conclusions

Based on the results of the data analysis and discussion, it could be concluded as follows :

1.  The use of guessing game with pictures could improve VII-F grade students' active participation in the teaching and learning process of Vocabulary at MTs. Raudlatut Tholibin, Probolinggo in the 2015/2016 academic year. The improvement was proven by the percentage of the students who participated actively in the vocabulary teaching learning process from cycle 1 (68.5%) to (83.33%) in cycle 2.

2.  The use of guessing game with pictures could improve the VII-F grade students' vocabulary achievement at MTs. Raudlatut Tholinin, Probolinggo in the 2015/2016 academic year. The improvement could be seen from the percentage of the students who got score at least 72 in the vocabulary test that was from 77.78% in cycle 1 to 88.88% in cycle 2.

## 5.2 Suggestions

In realtion to the research outcomes that the use of guessing game with pictures could improve the students' active participation and their vocabulary achievement, some suggestions are proposed to the English teacher, the researcher, and the future researchers.

1. The English Teacher

   The English teacher is suggested to use guessing game with pictures as an alternative teaching teachnique to improve the students' active participation during the teaching learning process of vocabulary.

2. The VII-F Grade Students' of MTs Roudlatut Tholibin Probolinggo

   The students are suggested to learn vocabulary as much as possible. They are also suggested to be actively involved in the teaching learning process of vocabulary by using guessing game with pictures since it could increase the students' actve participation and their vocabulary achievement.

3. The Future Researchers

   The future reseacher who have the same or similar problem are suggested to conduct a future research by using guessing game with pictures in teaching vocabulary by using different research design with different subjects and schools.

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Appendix A

**RESEARCH MATRIX**

| TITLE | PROBLEM | VARIABLE | INDICATORS | DATA RESOURCES | RESEARCH METHOD | Hypothesis |
|---|---|---|---|---|---|---|
| Improving The VII-F grade Students' Vocabulary Achievement and Their Participation by Using Guessing Game with Picture at MTs Roudlatut Tholibin, Probolinggo | 1. Can the use of Guessing Game with Picture improve the VII-F grade students' participation in the teaching learning process of vocabulary at MTs Roudlatut Tholibin , Probolinggo? <br><br> 2. Can the use of Guessing Game with Picture improve class the VII-F grade students' vocabulary achievement at MTs | **Independent Variable :** The use Guessing Game with Picture in teaching vocabulary <br><br> **Dependent Variable :** 1. The students' vocabulary achievement 2. The Students' participation in the teaching and learning process of vocabulary by using Guessing Game with Picture | **The procedures of the Guessing Game with Picture in teaching vocabulary** <br> • Dividing the students into some groups, each group consists of 4-5 students and name that groups based on the number order (1, 2, 3, 4, 5, etc.) <br> • Giving the students a picture that is covered to avoid the students to know the picture. <br> • The teacher gives the first clue to the first group and let the first group guess the picture. <br> • If the first group cannot answer it based on the first clue, the teacher will give the chance to the second group to guess it. <br> • If the second group cannot answer it, the teacher will continue to give the second clue to the second group and remove one cover from | **Research Subjects :** The VII-F grade students of MTs Roudlatut Tholibin in the academic year of 2015/2016 <br><br> **Informant** The English Teacher of the VII-F grade of MTs Roudlatut Tholibin, Probolinggo <br><br> **Documents :** 1. The names of the research subjects <br><br> 2. The VII-F grade students' previous scores of vocabulary test from the English teacher | **Research Design :** Classroom Action Research (the cycle model) The stages of each cycle are : <br> • The planning of the action <br> • The implementation of the action <br> • Observation and evaluation <br> • The data analysis and reflection of the action (Arikunto, 2006:60) <br><br> **Area Determination method** Purposive Method <br><br> **Subject Determination Method:** Purposive method <br><br> **Data Collection Methods:** a. Primary Data : <br> • Vocabulary test <br> • Observation | 1. Teaching vocabulary by using Guessing Game with Picture can improve the VII-F grade students' participation in the teaching learning process of vocabulary at MTs Raudlatut Tholibin, Probolinggo. <br><br> 2. Teaching vocabulary by using Guessing Game with Picture can improve the VII-F grade students' vocabulary achievement at MTs Raudlatut Tholibin, Probolinggo. |

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|---|---|---|---|---|---|
| | Raudlatut Tholibin , Probolinggo | | the picture.<br>• If the group can answer it, one member from group will write the answer on the whiteboard and other members cannot help him/her.<br>• The next picture will be given to the next group to give that group to guess.<br><br>**The Students' vocabulary test scores of each cycle, with the materials of the use on NOUNS**<br>**The students' participation**<br>• Asking some questions related to the topic.<br>• Answering the questions given by the teacher<br>• Paying attention to the teacher's explanation.<br>• Playing picture guessing and speculating game fairly.<br>• Doing the vocabulary tasks given by the teacher. | | b. Supporting Data:<br>▪ Interview<br>▪ Documentation<br><br>**1. Data Analysis Method :**<br>The main data collected from vocabulary achievement test were analyzed quatitatively in the percentage by using this formula :<br><br>$$E = \frac{n}{N} \; x \; 100\%$$<br><br>Notes :<br>**E** : the percentage of the students who got score $\geq 70$ in the vocabulary test.<br><br>**n** : the number of students who got score $\geq 70$ in the vocabulary test.<br><br>**N** : the number of the subjects (the research subjects)<br><br>( *Ali, 1998:186)* | |

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Appendix B

**THE RESULTS OF INTERVIEW**

**I.  The Interview Guide**

| No | Interview Question | Interviewee (The English Teacher) |
|----|--------------------|-----------------------------------|
| 1. | What curriculum does this school apply? | Our school uses the curriculum 2006 (KTSP) |
| 2. | How often do you teach vocabulary? | I teach English twice a week, (Wednesday and Thursday) |
| 3. | What book do you use for vocabulary teaching ? | Lembar Kerja Siswa(LKS)  "Maestro" and "English in Focus" |
| 4. | Do you have any difficulties in teaching vocabulary ? | Yes, I do |
| 5. | What problems do the students have in learning vocabulary? | Most of them are still has difficulties in memorizing new vocabulary. They are also passive in English class. |
| 6. | What kind of strategy do you usually apply to overcome the students' problems in teaching vocabulary? | I usually ask the students to memorize it and then ask them to say it in front of the class loudly |
| 7. | Have you ever used a game as a technique in teaching vocabulary? Why not? | No, I have not<br>Because I do not have a lot of information of how to play language, especially those which can be used for seventh grade students' material |
| 8 | Which class has the lowest vocabulary mean score? | Amongs of six classes, the VII-F has the lowest mean score |
| 9 | What is the minimum require standard English score at this school? | 72 |

**II. The Documentation Guide**

| No. | The Data Taken | Data Resources |
|-----|----------------|----------------|
| 1. | The names of the research participants | School documents |
| 2. | The students' previous score of vocabulary test from the English teacher. | |

**The Previous Score of the Vocabulary Test Class VII F Students' of MTs Raudlatut Tholibin**

| No | Nama Siswa | L/P | Score |
|---|---|---|---|
| 1 | Agustin Nurul Qomariyah | P | 86 |
| 2 | Almar'atul Latifah | P | 74 |
| 3 | Baiti Alfiatur Rohman | P | 72 |
| 4 | Dewi Alfianti | P | 76 |
| 5 | Dewi Ernawati | P | 74 |
| 6 | Dewi Nur Cahyanti | P | 72 |
| 7 | Dwi Fatma | P | 54 |
| 8 | Faiza Sabrina | P | 48 |
| 9 | Intan Lailatul Faizah | P | 54 |
| 10 | Iradatul Hasanah | P | 76 |
| 11 | Jaminatur Rinayah | P | 76 |
| 12 | Lailatul Munawaroh | P | 74 |
| 13 | Mariyatus Soleha | P | 54 |
| 14 | Nadiatus Surroyah | P | 48 |
| 15 | Nur Aini Maulida | P | 46 |
| 16 | Putri Tianatus Jannah | P | 76 |
| 17 | Rani Dwi Puspitasari | P | 54 |
| 18 | Robi'atul Mutmaina | P | 46 |
| 19 | Rosyatul Ilmiah | P | 62 |
| 20 | Siti Aisyah | P | 52 |
| 21 | Siti Khusnul Khotimah | P | 72 |
| 22 | Sri Wahyuni | P | 54 |
| 23 | Ulwiyana | P | 72 |
| 24 | Vania Yulianti | P | 64 |
| 25 | Wahida | P | 76 |
| 26 | Wardatul Asfiyah | P | 78 |
| 27 | Shintya Amelia Putri Fathanah | P | 62 |

(Sources: The English Teacher Documents)