



**THE EFFECT OF GUESSING GAME ON VOCABULARY
ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS AT SMPN 1
PANJI SITUBONDO**

THESIS

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**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ART DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2017**



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**Presented as One of the Requirements to Obtain the S1 Degree at the English
Education Program of Language and Art Department
Faculty of Teacher Training and Education
Jember University**

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2017

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**THE EFFECT OF GUESSING GAME ON VOCABULARY ACHIEVEMENT
OF THE EIGHTH GRADE STUDENTS AT SMPN 1 PANI SITUBONDO**

Proposed to Fulfill One of Requirements to Obtain the S1 Degree at the English
Education Program of Language and Arts Department
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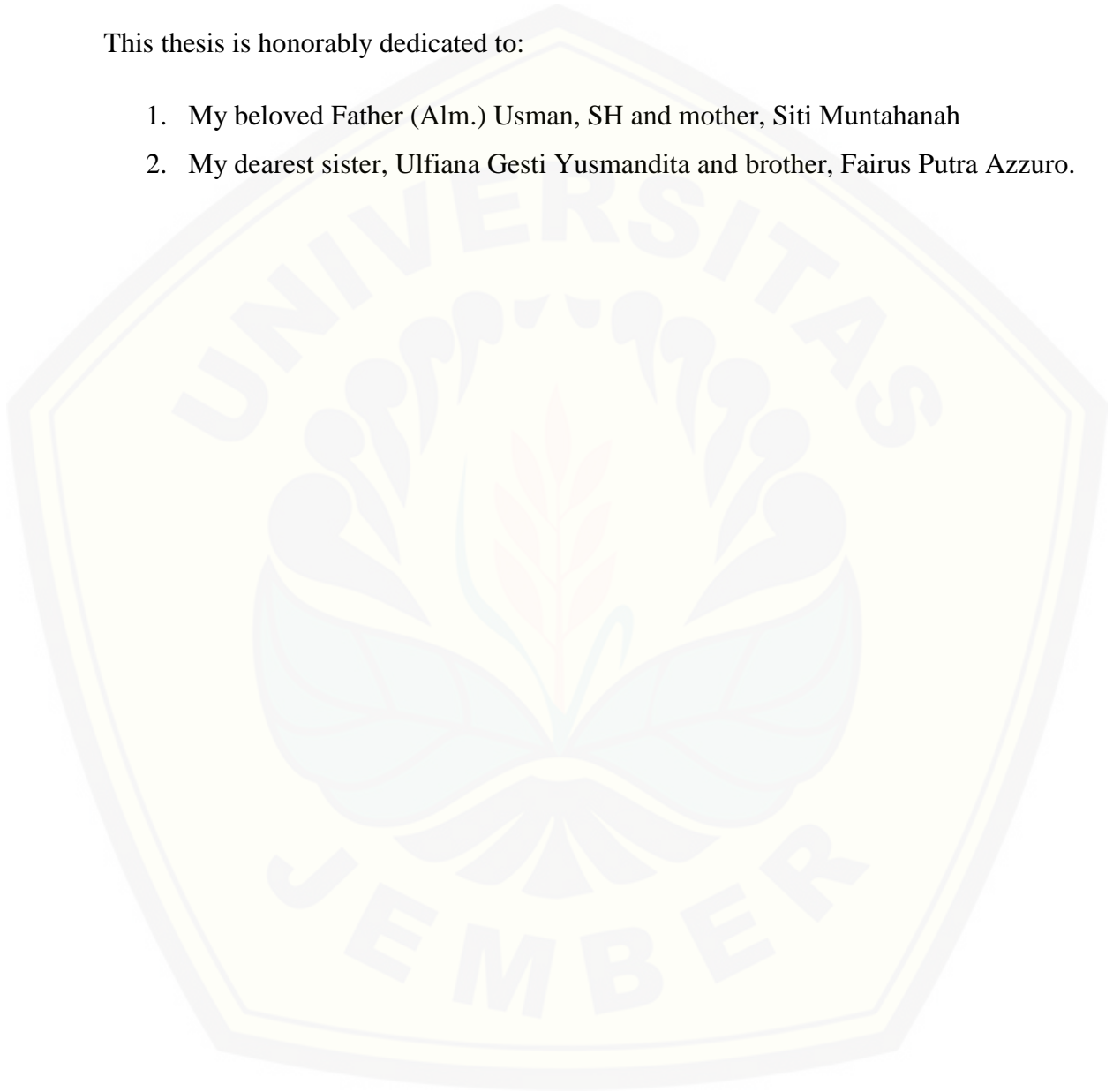
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DEDICATION

This thesis is honorably dedicated to:

1. My beloved Father (Alm.) Usman, SH and mother, Siti Muntahanah
2. My dearest sister, Ulfiana Gesti Yusmandita and brother, Fairus Putra Azzuro.



MOTTO

“No matter what people tell you, words and ideas can change the world”

Robin Williams



http://www.teampedia.net/wiki/index.php?title=Team_Building_and_Teamwork_Quotes

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Finally, I would be more grateful if there are some positive comments and suggestions from the readers for the improvement of this thesis since it undoubtedly has some drawbacks.

Jember, 07 – 08 – 2017

Writer

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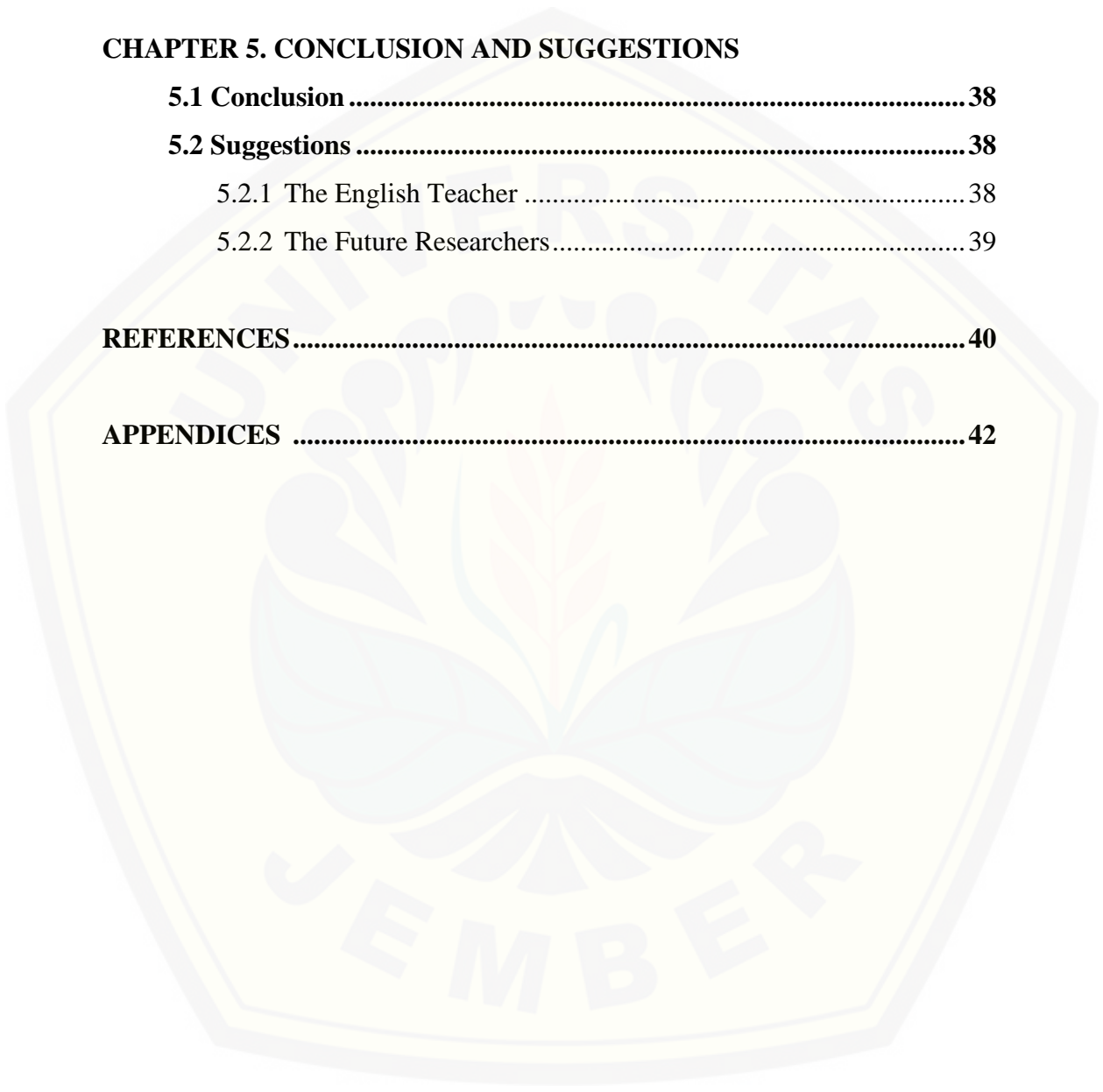
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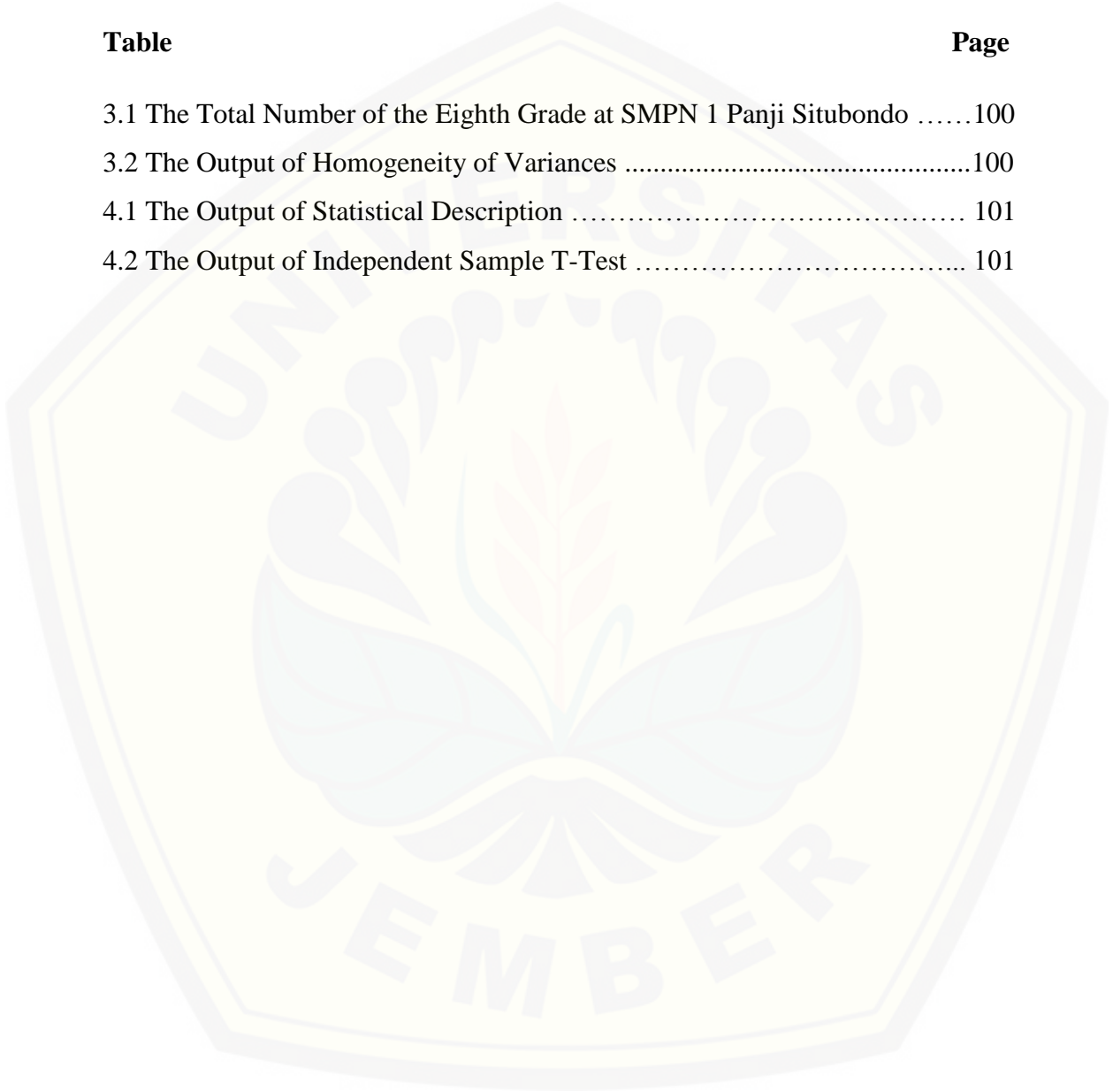
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SUMMARY

The Effect of Guessing Game on Vocabulary Achievement of the Eighth Grade Students at SMPN 1 Panji Situbondo; Kholivia Eka Aprilia, 120210401023; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This research was aimed to know whether or not there was a significant effect of guessing game on vocabulary achievement of the eighth grade students at SMPN 1 Panji Situbondo. According to Hatch and Brown (2001), vocabulary plays an important role in our daily conversation. It means that we necessarily use vocabulary in order to make an understandable communication. In other word, vocabulary must be mastered to build meaningful conversation.

Purnata (2013) states that vocabulary is a crucial component in the process of learning English. For Indonesian students, vocabulary has been considered difficult to master and begun to ignore. It is because the existence of vocabulary in basic competence of curriculum that students must master the language skills, while vocabulary is included with the fourth language skill which is not directly taught. Thus, students only focus on how they learn the language skills appropriately without concerning the components of language. In this case, the teacher needs to apply appropriate activities which could catch students' interest of learning vocabulary.

Playing games is one of creative activities which are frequently applied to get students' attention of learning the material. Zaabi (2004) points that applying games may make learning more enjoyable and develop different abilities in students. On the other word, students would discover their ability of learning language through games. There are many types of games, including guessing game which as, Tuan (2012) suggests that word guessing helps young learners retain new word in long-term memory and become familiar with new vocabulary in an enjoyable way. Besides, Zaabi (2004) also agrees that memory and guessing games help young learners to memorize a word contextually. Thus, the researcher has an idea to conduct an experimental research to know the effectiveness of guessing game in teaching vocabulary.

Based on the problems described above, this research was aimed to be investigated. The research design used was quasi-experimental research with posttest only control group design. The population of this research was the eighth grade students of SMPN 1 Panji Situbondo. To select the sample, the researcher ensured the homogeneity of the population. For the sake of this, the researcher used the eighth grade students mean score of odd semester and analyzed it using levene test. The result of levene test showed that the significance of the homogeneity of variances was 0,212 which was higher than 0,05. It meant that the population of the eighth grade students of SMPN 1 Panji Situbondo was homogeneous. Though a lottery, VIII G was selected as the experimental group which received guessing game as the treatment. VIII I was chosen as the control group which received no treatment. In teaching vocabulary for the control group, dictionary definition and translating were used as the common techniques used by the English teacher of the eighth grade of SMPN 1 Pnaji Situbondo.

The data was obtained from the vocabulary posttest. Independent sample t-test was used to analyze the result of the posttest. The mean score of post-test in experimental group was 76,79 while the mean score of post-test in control group was 69,68. In addition, based on the sig, value of independent sample t-test, the value of sig. column (2-tailed) was 0.001 which was also less than 0.005. Hence, the value of significance (2-tailed) was lower than 0,05, it indicated that the null hypothesis (H_0): "There is no Significant Effect of Guessing Game on Vocabulary Achievement Of the Eighth Grade Students at SMPN 1 Panji Situbondo" was rejected. On the other word, the alternative hypothesis "There is Significant Effect of Guessing Game on Vocabulary Achievement Of the Eighth Grade Students at SMPN 1 Panji Situbondo" was accepted. it could be concluded that there was a significant effect of guessing game on vocabulary achievement of the eighth grade students at SMPN 1 Panji Situbondo.

CHAPTER 1. INTRODUCTION

This chapter presents some issues dealing with the topic of the research. They are background of the research, problem of the research, objective of the research, significance of the research, and limitation of the research.

1.1 Background of the research

Vocabulary has an important role in our daily conversation. It works together with language to transfer people information, ideas, thoughts, and feelings in order to make an understandable communication between a speaker and a listener. Thus, understanding many vocabularies is required to make meaningful conversation.

As the use of vocabulary in our conversation, it means that vocabulary should be mastered in order to make learners easily produce the language. In addition, Purnata (2013: 11) notes that “vocabulary is one of the linguistic features which influence the communicative competence”. It means that vocabulary plays an important role on all aspects of language. If students do not comprehend vocabulary, they will not be able to present what they want to convey in English. In other words, well – mastering vocabulary would make learner apprehend all language use and function in the process of learning English.

In learning English, vocabulary becomes a noteworthy component of language together with two other components of language, namely grammar and pronunciation; and four skills of language, namely listening, reading, speaking, and writing. Unfortunately, there are some factors that make vocabulary ignored for its existence. First, it gets less attention rather than all language skills taught based on the curriculum. Second, language skills should be mastered previously based on the basic competence. Third, students are mostly asked to recall vocabulary without any explanation further.

Hence, learners have their own way learning vocabulary that they get outside and inside the class room. They will learn everything properly, if they enjoy with the strategy used. In this era, children grow with playing nowadays. It means that learners can learn everything while playing. Thus, creative strategies are recommended to apply in teaching and learning process especially learning vocabulary because learners feel happy in receiving the material. Moreover, Istianah (2012:2) says that creative activities could impact students' understanding of the materials, lead students' interest, and get students' motivation in learning vocabulary. It implies that creative techniques could eliminate learners' boredom in learning vocabulary.

Games are one of the creative activities which can help students solve real-world problems and make them enjoy during teaching and learning process. "Using games in English class is the most easily accepted by students and becoming a helpful aspect of communicative method" (Zhu, 2012:801). It means that games are acceptable activities that could catch students' interest of the material compatibly and produce amusement atmosphere quickly. Moreover, he also notes that games can make students be competitive in learning. While playing games, there would be a player and its opponents, thereby learners would feel how better s(he) understands the material than his resistance. Besides, implementing games in ELT also has positive effect which can motivate students to deepen their curiosity (Istianah (2012); Dolati & Mikaili (2011)). It means that games could build learners' good manner in exploring everything that they want to know deeply.

Meanwhile there are many kinds of games that can be used in learning process including guessing game. Guessing game is a memorizing game (Wright, Betteridge, and Buckby (1983)). It means that guessing game is players' ability in memorizing the words. Both players and guessers train their ability of memorizing many words related to the object. Bakhtiarvand (2007) notes that contextual guessing technique is based on such clues. It means that guessing game plays with many words as clues in order to make an object guessable. Besides, the use of the words in context make players understand the meaning of unfamiliar words contextually.

This guessing game is chosen because of three reasons according to Bakhtiarvand (2007). First, students become deeply engrossed in guessing the unknown words based on their knowledge, even their grammatical knowledge. Students showed their enthusiasm of following the game by responding to the contents presented. They try to find uncommon words that their friends say to them by giving clues or using gesture. Second, the teacher is not only the sole power in the classroom but a creative coordinator could guide students towards their goals and provide help of discovering their other ability of learning language. Third, syllabus designers get better in modifying the traditional views on designing language learning curricula and encompass vocabulary guessing technique in high school textbooks. Hence applying guessing game does not only contribute to students of how to make them master vocabulary, but also drill their ability in memorizing the words contextually.

A preliminary study had done on February 25th, 2016 with the English teacher at SMPN 1 Panji Situbondo. The teacher reported that he taught vocabulary mostly in the beginning of class as a review, and then brought it integrated with skill taught. He asked students to understand the material and tried to find out the meaning of words or phrases which they think difficult. If there were no student who knew the meaning, he would translate it based on the content. Besides, dictionary was also needed to help students looking for the meaning of words.

Related to the result of the previous researcher conducted by Zaabi (2004), he states that there is a significant effect of contextual guessing strategies through self-creating guessing on vocabulary recognition in reading comprehension texts of the third grade Iranian EFL. The result of her research showed that guessing from context could achieve the third grade students' ability of memorizing vocabulary. Another researcher, Badingatussalamah (2013) also proved that guessing games could affect the vocabulary of the seventh grade students at SMPN 33 Purworejo in the academic years of 2012/2013. The result showed that the experimental group got higher result than the control group (81,35>73,18).

Considering the result of the previous researches above, we can conclude that guessing strategy have an effect on vocabulary mastery. In the present study, the researcher decided to use the same strategy of teaching vocabulary from different level of respondents that were from a regular school. There were only few researchers who conducted guessing game to teach vocabulary for the eighth grade students of regular schools. These were done to find out whether the school level of regular school would also give the different result from the previous researchers had or not.

According to the background described above, the researcher was interested to conduct the study of a quasi – experimental research entitled “The Effect of Guessing Game on Vocabulary Achievement of the Eighth Grade Students at SMPN 1 Panji Situbondo” was conducted. This research was a replication of the previous researches by using different subject and different level of the respondent. In addition, this guessing game was integrated with reading skill because the researcher conducted some aspects supported by reading skill.

1.2 Problem of the Research²³

Based on the explanation of the background of the research, the research problem was formulated as:

“Was there any significant effect of guessing game on vocabulary achievement of the eighth grade students at SMPN 1 Panji Situbondo?”

1.3 Objective of the Research

Based on the background and problem of the research, the objectives of the research was formulated to know whether or not there was a significant effect of guessing game on vocabulary achievement of the eighth grade students at SMPN 1 Panji Situbondo.

1.4 Significance of the Research

The results of this research were expected to give beneficial information to the English teacher, the students, and the future researcher.

1. For the English Teacher

The result of this research was expected to help the English teacher to add his sources of technique in teaching vocabulary to improve his students' achievement and take students interest in learning it by implementing guessing games.

2. For the Future Researcher

The result of this quasi experimental research was expected to give useful information as references for the future researchers to do a further research dealing with the same topic by using different research design.

1.5 Scope of the Research

1. Vocabulary Achievement.

There are two types of vocabulary namely small reserve vocabulary and large reserve vocabulary based on their functional categories (Hatch & Brown, 2001). This research only focused on students' large vocabulary achievement which covers nouns, verbs, adjectives, and adverbs because it was taught on the English textbook. Vocabulary achievement in this research meant students' scores achieved based on a posttest given after they followed teaching and learning vocabulary.

2. Guessing Game

Guessing game is one of games which use a picture (object) or a word to be guessed. There are two kinds of this game, like guessing through reading text and self-creating guessing (Haldfield, 1990) in Tuan (2012). This research used those kinds of guessing game.

CHAPTER 2. RELATED LITERATURE REVIEW

This chapter deals with the theories related to the research topic. It covers the concept of vocabulary, the classification of vocabulary, vocabulary achievement, games in language learning, the definition of guessing game, the effect of using guessing game on vocabulary mastery, and the hypothesis of the research.

2.1 Theoretical Framework

Language learning is a hard work because it needs deepen understanding to reach the goal of the target language. Sometimes, it becomes frustrating if students could not do constant efforts of understanding, producing, and manipulating the target language. Therefore, learning strategies play a crucial role of students' understanding the material. Learning activities through games had attained a lot of attention nowadays.

Playing games are one of creative activities that produce amusement atmospheres in teaching and learning process. Wright, Betteridge, and Buckby (1984) state that games are associated with fun and enjoyable way to build well circumstances; and often highly motivating, relevant, interesting, and comprehensible in learning process. In other words, games could help and encourage students to learn the target language more easily. Besides, game-based learning can create a meaningful context for language learning process (Bakhtiarvand, 2007; Tuan, 2012; Derakhsan & Khatir, 2015).

There are many kinds of games which can be applied in teaching and learning activities. Guessing game is one of those games that could help students to solve real-world problem of learning the target language. Wright, Betteridge, and Buckby (1984) point that guessing game is a memorizing game. It uses players' ability of memorizing the material. Guessing game could motivate students to learn language

(Kojima & Narita, 2004; Bakhtiarvand, 2007; Mart, 2012). It means that guessing game highly motivates students and catches students' interest to learn the material as stating by Wright, Betteridge, and Buckby (1984) of what a game should contribute as a teaching strategy in ELT.

According to the researchers' findings of their research above, it could be seen that Guessing game could affect students' language comprehension, especially reading skill (Kojima & Narita, 2004; Bakhtiarvand, 2007; Mart, 2012). They proved that students could develop their fluency and reading efficiency by guessing the meaning of words in context. They also agree that if students do not understand the meanings of the words that they encounter in a context, their comprehension of the context is likely to fail. It indicates that vocabulary also plays an important role of students' reading comprehension. In other words, guessing game also affected students' vocabulary achievement because students will mention many words related to the word pointed to be guessed. Besides, without acknowledging vocabulary, students would not comprehend a text properly. Therefore, vocabulary must be mastered in order to help students of learning language.

Vocabulary is a set of words or phrases understood and used by everybody (Hatch & Brown, 2001). It means that vocabulary is crucial in the process of learning language (Huyen & Nga, 2003; Purnata 2013). All researchers who conducted guessing game to teach vocabulary proved that guessing game affected students' vocabulary mastery (Zaabi (2004); Mart, 2012; Purnata (2013)). They found that students developed the skill of analyzing text for context clues of unfamiliar words. Students also motivated to learn vocabulary by mentioning the closest words related to the word pointed. Moreover, the result showed satisfactory.

Based on the description above, it can be concluded that guessing game is an enjoyable activity for teaching vocabulary which could catch students' interest of receiving the material. In addition, guessing game is an acceptable activity which produces amusement atmosphere in ELT.

2.2 Conceptual Reviews

2.2.1 Vocabulary in ELT (English Language Teaching)

In daily conversation, people use vocabulary to communicate. Vocabulary itself means a set of words or phrases understood and used by everybody (Hatch & Brown (2001)). Therefore, every person can share his ideas and thoughts properly using vocabulary. Besides, vocabulary makes both a speaker and a listener build understandable conversations.

Vocabulary is one of the three language components which is interrelated with the language skills (listening, speaking, reading, and writing) and other components grammar and pronunciation (Huyen & Nga, 2003). Without acknowledging English vocabulary, those skills and components would not go well. Moreover, vocabulary is defined as a list of words (Hatch & Brown, 2001). It means that vocabulary does not only present a single word but also more than a word which have a single meaning. for example: *civil servant* and *father-in-law*. They are vocabularies which consist of more than a word but they have a single meaning. In addition, mastering vocabulary also leads a learner easy arranging a word to a phrase to a sentence and knowing how to apply language orally and in written form appropriately.

In learning vocabulary, learners should also concern on what it is in a word. Macounova (2007) notes three points that should be concerned in a word. They are the meaning, the form, and the spelling and pronunciation. The meaning of a word is very important to be considered. She states that a word has various meanings and can be expressed differently in another function. For example: *hand* (noun), in general, it means one of part of human body but it can be meant “*a help* (noun)”. Probably students might ignore another meaning of hand, because they won't take a risk of using the word “*hand*” to replace the word “*help*”. Then, the form of a word also needs to be considered because the meaning of a word will change if it is added by grammatical or lexical affixes. For example *a mouse* x *two mice* (exception), *useful* x

useless, happy x unhappy, develop – development, etc. The spelling and the pronunciation are also very important to be concerned. Wrong spelling and pronunciation can cause misunderstanding of a word, for example: *adopt x adapt, affect x effect*

Based on the ideas above, it can be concluded that vocabulary is a list of words which has various meanings of a word contextually and used to communicate in everyday conversations. In addition, in mastering vocabulary, learners should also understand what words they will use in order to have good talks which are understandable.

2.2.2 The Classification of Vocabulary

Hatch & Brown (2001) define that parts of speech are the classification of vocabulary according to the words functional categories. They are large reserve vocabulary (nouns, verbs, adjectives, and adverbs) and small reserve vocabulary (pronouns, prepositions, conjunctions, and interjection). This research only focused on large reserve vocabulary which contained nouns, verbs, adjectives and adverbs. The following part would discuss more about nouns, verbs, adjectives and adverbs.

2.2.2.1 Nouns

A noun refers to a person, thing, or place (Hatch & Brown, 2001), and it generally acts as a subject of a sentence. There are proper nouns (e.g. America, Sunday); common nouns (e.g. an egg, many people); abstract nouns (e.g. beauty, hope); concrete nouns (e.g. table, book); countable nouns (e.g. pens, bicycles); uncountable nouns (e.g. tea, water); and collective nouns (e.g. crowd, group). This research only focused on proper and common nouns which are always taught for the eighth grade students of junior high school and mentioned mostly on English textbook.

2.2.2.2 Verbs

Hatch and Brown (2001) note that verbs are words which notice actions. Actions which we do actively or passively are belonged to verbs. There are 4 (four) classes of verbs namely activities (e.g. run, walk, drive, sing), accomplishments (e.g. build, kill, put), achievements (e.g. recognize, find, understand), and states (e.g. love, know, desire) (Vendler, 1967) in (Hatch & Brown, 2001). In addition Thomson and Martinet (1989) mention 2 types of verbs. They are auxiliary verbs (e.g. must, to have) and ordinary verbs (e.g. to work, to sing). In this research, the research only focused on ordinary verbs which are noticed in 2013 curriculum for the eighth grade of junior high school and mentioned on the English text book.

2.2.2.3 Adjectives

Adjectives are used to highlight qualities or attributes and to describe particular nouns (Hatch & Brown, 2001). It is to describe and explain nouns circumstances. Thomson and Martinet (1989) mention seven kinds of adjectives. They are demonstrative (e.g. this, that); distributive (e.g. each, either); quantitative (e.g. any, much); interrogative (e.g. which, whose); possessive (e.g. my, her); of quality (e.g. clever, dry). This research only focused on quality adjectives which were mostly taught by the teacher.

2.2.2.4 Adverbs

Hatch and Brown (2001) explain that adverbs work as adjectives as well which prefer determining verbs, clauses, or sentences to nouns. Thomson and Martinet (1986) indicate eight kinds of adverbs. They are manner (e.g. happily, appropriately); place (e.g. by, here); time (e.g. today, later); frequency (e.g. always, usually); sentence (e.g. certainly, definitely); degree (e.g. rather, quiet); interrogative

(e.g. when?, where?); and relative (e.g. when, where). This research only focused on adverb of manner, place, and time. They were mostly taught for the eighth grade of junior high school.

2.2.3 Vocabulary Achievement

Many experts define vocabulary in different views, but the purposes of the ideas are same. They agree that vocabulary is a set of words used and understood in daily conversation (Hatch & Brown, 2001). However, according to 2013 curriculum, the core competences that should be considered only due to listening skill, speaking skill, reading skill, and writing skill. Vocabulary, as a language component, is integrated with those skills. It acts to help students to master those skills properly. Consequently, Students only focus on learning the fourth language skills rather than the components contained, including vocabulary. Then the existence of vocabulary is being ignored.

As the use of communication, the presence of vocabulary is needed in order to make understandable communication. Thus, it is needed to learn and to master. If we practice to use vocabulary in our daily conversation contextually, we will not forget the word both its meaning and function compatibly. It is also valid for new words. Therefore students could develop their vocabulary library if they practice it continuously inside and outside the classroom.

In relation with achievement, Huges (2003) explains that achievement means the test given to discover how successful students in achieving the objective of a course. Therefore, vocabulary achievement means vocabulary test given to recognize how successful students achieve the material. In addition, Heaton (1991) states that vocabulary achievement means the result of student understands that is obtained after learning process. It means that vocabulary achievement can be seen on learner's understanding of words usage based on the context in expressing ideas.

In this research, the students' vocabulary achievement referred to the result of the students' vocabulary test after learning English vocabulary by using guessing games covering nouns, verbs, adjectives, and adverbs. Vocabulary test was used to measure the students' vocabulary achievement. The students' scores of the vocabulary test were the indicators of their vocabulary achievement. In addition, vocabulary test was used as the data collected of this research.

2.2.4 Games in Language Learning

Students have their own ways of keeping vocabulary in their mind. Learning strategies have a very important role on student's understanding the materials. Most students like interesting strategies of learning something (such as listening to songs, reading novels or comics, watching TV, and playing games) especially in memorizing vocabularies.

Students nowadays grow together with playing to learn something especially gaming traditionally or modernly. Playing games is one of the creative techniques which effectively catches students' interest and attention of getting the material (Huyen & Nga, 2003). In addition, Wright, Betteridge, and Buckby (1984) state that games are associated with fun and enjoyable way to build well circumstances; and often highly motivating, relevant, interesting, and comprehensible in learning process. In other words, games could help and encourage students to learn the target language more easily. Games themselves mean activities which produce pleasant atmosphere (Darakhshan & Khatir (2015)). In other words game itself means bringing a pleasant situation for an individual in any condition which gets students' attention immediately. Students become more serious if they are playing game for fun.

Applying games are mostly used in ELT because it gets students' interest of receiving the materials easily. Besides, it makes students relax mentally and physically during teaching and learning process (Zahro, Suharito, & Sudarsono, 2013). Applying game could affect student's seriousness in learning, because they

learn something happily without any exertion. That is one of the reasons why teacher should apply creative techniques in teaching and learning process. In addition, the role of games itself also cannot be denied (Derakhsan & Khatir, 2015). In other word, the role of game cannot be ignored in order to make the game run well without any confusedness of the players. The instructions of the games should be clear to make the players understand about the role.

2.2.5 Kinds of Games in ELT

Creative activities are very useful to get students' attention in learning materials in the class. Students are motivated to learn more because their teacher applies various activities especially applying games in teaching and learning process. Therefore, they will not be bored in learning materials given furthermore. Hadfield (1999) in Tuan (2012) mentions kinds of games which are appropriate to use in teaching and learning vocabulary. The games are sorting, ordering, and arranging games, guessing game, information gap games, Search games, Matching games, Labeling games, Exchanging games, Role-play games, and Board games

In this research, guessing game was used as a technique to teach vocabulary because this game did not only catch student's interest in learning vocabulary but also asked students' creativity of making appropriate clues. This game was done in group competition.

2.2.6 Guessing Game

Guessing game is not only an interesting technique but also challenging activities. Guessing game is one of games which use student's creativity in creating clues for another participant to guess (Haldfield, 1990) in Tuan ,2012). Wright, Betteridge, and Buckby (1984) point that guessing game is a memorizing game. It means that guessing game uses players' ability of memorizing the material.

According to Mart (2012) notes that using guessing game makes students understand the words' functions contextually because they would think unpredictable words that are sometimes ignored. He also states that guessing from context can be applied both inside and outside classroom because it is a flexible technique which can be done easily.

Guessing game can be given through reading text (clues provided) and self-creating guessing. Guessing game through reading text (clues provided) can make the players easy to think and imagine how the words pointed look alike, while self-creating guessing means that the player should create their own clue of the chosen words based on the situation which supports the word itself.

Guessing game plays with many words which are related to the word guessed. Those closest words act as clues to make the word guessable. In other words, guessing game is based on clues (Bakhtivand, 2007). The use of clues in the context could make students recognize the word pointed. The players will mention all clues related to the object based on their understanding about the word pointed and their knowledge of vocabulary. The clues could be a list of a single word, descriptions of the word, and questions related to the word. Moreover the use of words in context leads students to understand the pointed word if it has related to those words. Hence they will understand to use appropriate word to replace other word which those words are interconnected each other.

In this research, the used guessing game is the combination of self-creating guessing and guessing through reading text. Guessing through reading text was aimed to help students of imagining the object before they created their own description of the object pointed. Guessing cards were provided which each card contains a picture (object) and its word; and 2 (two) clues or general description to be guessed. The students had been grouped in 7-8 members for each group. Each group would have a representative to take one guessing card randomly and read the clues provided on the card loudly. All groups could guess what pointed object by the player/representative.

If all groups did not get the pointed object, the player should creatively make another clue to make the object guessable. To make sure if the guess was correct or not, the player was asked to read the word loudly.

2.2.7 The Procedure of Guessing Game in Teaching Vocabulary

According to Agranov, Caplin, and Tarigan (2011), there are six steps of applying guessing game in teaching vocabulary as follows:

1. The topic and theme should be decided,
2. Students know lists of new words learnt,
3. Teacher points a student as the player to take a word from the list,
4. The student who is the player creates clues related to the word taken,
5. Other students guess the taken word,
6. Checking that the guess is correct.

According Haldfield (1990) in Tuan (2012), there are two kinds of role in teaching vocabulary using guessing game. They are as follow:

1. The topic and theme should be decided,
2. Teacher points a student as the player to take a word provided by the teacher,

Guessing game Type 1	Guessing game Type 2
3. The player reads clues provided related to the taken word	3. Other students ask some yes/no questions about the taken word to the player
4. Other students guess the taken word	4. The player only answer yes/no based on the taken word
	5. Other students guess the taken word based on the information that the player gives.

- The last step is same that is checking that the guess is correct.

In this research, the researcher adapted some steps in teaching vocabulary using guessing game. They are as follows:

1. The topic and theme should be decided

The first step done by the researcher was deciding the topic and theme based on the curriculum from the English textbook and the researcher's own idea. In this case, the researcher listed the words and showed it to the students. Therefore, students knew the target words.

2. Teacher points a student as the player to take a word provided by the teacher

The second step was asking a representative. The researcher asked a student as a representative to be a player. The player took a guessing card which contained a picture and its word.

3. The player reads clues provided related to the taken word

The third step was reading clues provided on the taken guessing card. As explained above that the guessing game used was the combination of self-creating guessing and guessing through reading text. A guessing card also provided two general descriptions related to the object. The player should not create his own description about the object if other students guessed the word correctly. If there were no students who got the word pointed, the player should make his own description of the word taken in order to make the word guessable.

4. Other students guess the taken word

The fourth step was other students guessing the word pointed word by the player by analyzing clues read or created by the player.

5. Checking that the guess is correct.

The last step was the player mentioning the word object taken loudly in order to make the guess was correct or not.

2.3 Previous Research Review

There were five previous researches underlying this research the first research was conducted by Bakhtiarvand (2007) entitled “The Effect of Contextual Guessing Strategy on Vocabulary Recognition in Reading Comprehension Texts of Iranian EFL Junior High School Students”. Contextual guessing strategy was applied to know the effectiveness of the third grade Iranian students of junior high school. The result of this research is a framework for the syllabus designer to modify language learning curricula and vocabulary guessing techniques in high school textbooks. It carries out detailed information of the result of posttest among the experimental and the control group and additional explanation of the use of guessing game of teaching vocabulary. He proved that the experimental group got higher result than the control group.

The second research was “Guessing the Meaning of Words from Context” done by Mart (2012). This descriptive research design showed why guessing the meaning of unknown words from context clues is very important learning strategy and how it is done efficiently for the first grade of senior high school level. He proved that students, as the guessers, began to develop the skill of analyzing text for context clues of unfamiliar words. New words presented in isolation are hard to learn but words in context help students to deduce meaning from context and students could understand how new words are used grammatically in a sentence to continue reading without interruption. Hence guessing meanings of words from context is a useful skill.

The result of the classroom action researches conducted guessing game in teaching vocabulary for the seventh grade Indonesian students by Purnata (2013) and the third grade Arabian students of junior high school by Zaabi (2004) proved that the students improved their vocabulary in cycle 1. They did cycle 2 to make sure the consistency of students’ understanding vocabulary in the context. Besides, students became motivated in finding the appropriate word. Zaabi (2004) stated in his study that the students were doing very well in learning vocabulary.

According to the result of those previous researches, it showed that guessing game could control students' awareness of memorizing vocabulary both its meaning and function. However those researchers apply their study for the first and the third grade of junior high school level and senior high school level. Each grade has its level of vocabulary understanding level that students have been owned. Therefore, in comparison to the previous researches, an experimental design of the use of guessing game on vocabulary achievement of the eighth grade students of junior high school was conducted. The outcome of the score authenticity of the previous researches becomes the source of how guessing develop students' vocabulary. The atmosphere drawn acts as a source of what students will respond to guessing game in learning vocabulary. Besides, their arguments of their findings are to strengthen this research's findings.

2.4 The Hypothesis of the Research

Based on the research problem and the related theories above, the hypothesis is formulated as follows: "There is a significant effect of guessing game on vocabulary achievement of the eighth grade b students at SMPN 1 Panji Situbondo."

CHAPTER 3. THE METHOD

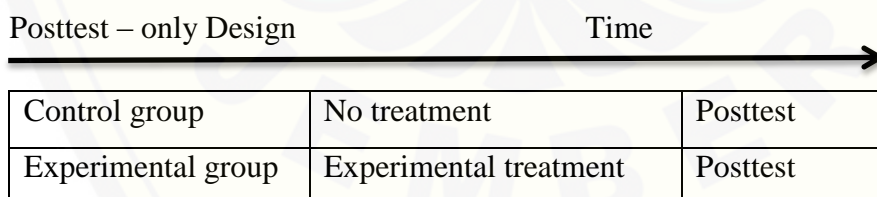
This chapter presents the research methods applied in this research. It covers research design, research context, research participants, data collection method, and data analysis method.

3.1 Research Design

In this research, the research design was quasi experimental research with post-test only control group design. This research aimed to investigate the effect of guessing games on the eighth grade students' vocabulary achievement at SMPN 1 Panji.

In this research, there were two groups, experimental group and control group with intact group for each group. 'Intact group aimed to avoid the disruption of re-adjusting the schedule of classroom learning' (Creswell, 2012:295). The experimental group received guessing games as the treatment. Meanwhile, the control group was taught by using dictionary definition and translating as the usual methods used in teaching vocabulary by the English teacher.

The design of this quasi experimental research used Cresswell design which was illustrated as follows:



(Creswell, 2012:310)

The procedures used in this research are described as follows:

1. Determining the experimental and the control groups randomly. Before deciding the groups, the researcher needs to concern about the population's ability in English. If the population is homogeneous (having similar mean

score of English), the determination of groups was taken randomly by using lottery. But if the population is heterogeneous (there is a significant different mean score of English), the taken groups were those having the closest mean score among the whole population. In this research, the researcher used students' English mean score of odd semester to know the ability of the population in English. To make sure about the population's ability in English, the researcher also used Levene test to authenticate the homogeneity.

2. Giving treatment for the experimental group that was applying guessing game in teaching vocabulary. Meanwhile, the control group was using dictionary definition and translating in teaching vocabulary. Teaching learning process was done in two meetings with 80 minutes for each.
3. Administering post-test for both groups (experimental and control group) to measure the students' vocabulary achievement after getting the treatment. After that, the researcher analyzed the mean scores of post-test by using independent sample t-test formula to find out the mean differences of both groups.
4. Comparing the result of the post-test to know the significance of applying guessing game on students' vocabulary achievement.
5. Drawing a conclusion to answer the research problem.

3.2 Research Context

The area determination method was using purposive method. Purposive method was used to determine a research area based on a certain purpose and condition. The research was conducted at SMPN 1 Panji. The research area was chosen based on the result of preliminary study which the English teacher reported that he used textbook only in teaching vocabulary. Besides, there were also no previous researchers who conducted a guessing game in teaching vocabulary at that

school. In addition, the researcher had a permission to do the research at the school from the English teacher and the headmaster of SMPN 1 Panji.

3.3 Research Participants

Participants were importantly needed in conducting a research in order to provide the information dealing with the objective of this research. The following discussed about the population and the sample of this research.

3.3.1 Population

The population of this research was the eighth grade students at SMPN 1 Panji. There were nine classes of the eighth grade at the school which each class contained different number of students. Class VIII A, B, C, D, E, F, and G had 32 students for each. Class VIII H had 30 students. Class I had 32 students. Thereby, the population of the eighth grade at SMPN 1 Panji was 286 students (see Appendix M)

3.3.2 Samples

In this research, cluster random sampling was used to take the samples. According to Creswell (2012), cluster random sampling is a method to select participants for research sample which the sample chosen has equal prosperity. It means that the samples could be chosen randomly because they have same score in learning English. Therefore, in this research, the experimental group and control group were determined randomly. Besides, the English teacher also strengthened that all classes had equal mean score which meant that each individual had equal ability in English.

Before determining the groups for the samples, the researcher needed to prove whether the population was homogenous or heterogeneous. The researcher used the students' previous scores on English final examination of the odd semester given by

the teacher to know the homogeneity of the population which was analyzed by using Levene test provided in SPSS Computing System as described below:

According to the result of Levene test (see Appendix M), it could be seen that the value of homogeneity variances was not significant which is 0,227 (or more than 0,05). It means that the eighth grade students at SMPN 1 Panji had homogenous ability in English. Thus, the experimental and control group was determined by lottery from two classes chosen. Through a lottery, VIII G was chosen as the experimental group (32 students) and VIII I as the control group (32 students).

3.4 Data Collection Method

The data were importantly needed in conducting a research in order to support the information of the problem and the respondent in this research. In this research, the data were collected by vocabulary test.

3.4.1 Vocabulary test

Vocabulary test was given to measure the students' vocabulary achievement. It was aimed to investigate whether or not there was a significant effect of using guessing game on vocabulary achievement of the eighth grade students at SMPN 1 Panji. Students had vocabulary test after receiving the treatment for the experimental class and no treatment for the control class. The test given was only dealing with posttest.

In this research, vocabulary test was focused on the students' understanding the words covering nouns, verbs, adjectives, and adverbs in the form of multiple choices (including gap feeling and recognizing definitions). Using multiple choices for the test means that distractors are readily available (Hughes, 2003). The function of distractors is to distract the majority of poor students (they who do not know the correct answer) from the correct option (Heaton, 1990). It means that the distractors are needed to avoid afflicted items. Providing text was also provided in this research

because it was integrated with reading skill. There were 30 questions with seven short descriptive texts that were using multiple choices. The topics of the descriptive texts used were covering people, animals, and things based on the 2013 curriculum. Besides, time allocation of the vocabulary test was 60 minutes.

In order to determine a good vocabulary test, the validity and the reliability of the test had to be concerned in this research. Based on Hughes (2003), a test is said to be valid if it measures what it is claimed to measure. This research used content validity which the vocabulary test was constructed based on the 2013 curriculum for SMP/MTs. The eighth grade students was intended to be able to identify and analyze kinds of words integrated with language skills as stated in the basic competence of reading below stating that “understanding the purpose, the generic structures, and the language features of short and simple descriptive texts about people/animals/things orally and in the written form.

Reliability refers to the consistency and similarity of the instruments' score produced (Brown, 2003). It means that the test is called reliable if the outcome is consistent. In scoring method, there are two kinds of scoring test, objective test and subjective test. Objective test is a kind of tests that do not need any judgment from the scorer, while subjective test is a kind of tests which judgment is required (Hughes, 2003). This research uses objective test because it is supported by a multiple-choice test. Hughes (2003) also points out that a multiple-choice test, with the correct responses, would be a case in point. Besides, he states in relation to the reliability of the test, objectivity in scoring is not for the tester's profit, but for the greater reliability given.

In this research, a try out was administered to know whether or not the test is reliable and indicating the index of difficulty level of test items. Furthermore, split half method was used to establish the reliability of the test. This method was aimed to gain two sets of scores only in one administration of one test (Hughes, 2003:27). To figure out the reliability using this method, the researcher had to conduct two sets of

score to be compared. The stages of determining the reliability and the index of difficulty level (FV) were described below.

1. Administering try out of the test and giving scores for each item.
2. Dividing the scores of test items into two parts (x and y) according to odd numbers and even numbers.
3. Analyzing the index correlation between x and y using Product Moment formula.

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\}\{N \sum y^2 - (\sum y)^2\}}}$$

Notes:

r_{xy} = reliability coefficient.

$\sum xy$ = the total number of odd and even items.

$\sum x$ = the total number of odd items.

$\sum y$ = the total number of even items.

N = the number of the respondents.

(Bachman, 2004)

4. Estimating the reliability of the whole test using the Spearman-Brown prophecy formula.

$$\text{Reliability of whole test} = \frac{2 \times r_{xy}}{1 + r_{xy}}$$

(Hughes, 2003)

r_{xy} = reliability coefficient.

5. Estimating the index of difficulty (FV) of test items.

$$FV = \frac{R}{N}$$

Notes:

FV = the index of difficulty (facility value)

R = the number of correct answer

N = the number of students taking a test

(Heaton, 1995)

According to the try-out test that was conducted on April 3rd, 2017, the result of the split half analysis was 0.37 which was continued to be analyzed by Spearman-

Brown formula to get the reliability of the whole test items. The result obtained was 0.54 which means that the test was reliable (see Appendix N). It is in line with what Djiwandono (1996) states that a test is said having fair reliability if it is between 0.50 – 0.69 (see Appendix J). Hence, it could be concluded that the test items of the vocabulary test was very appropriate to be tested for the experimental group (VIII G) and the control group (VIII I). The researcher did not need to do any change to the test items.

Furthermore, it was important to know the difficulty of the items of the test that were tested. If the test items are too easy, the students will not figure the enhancement of answering the test items. But, if the items are also too difficult, the students will become depressive in answering the test items. Thus, the difficulty index of test items was needed to be known, so that the test could be established in sufficient level of difficulty.

The index difficulty of test items was analyzed after getting the result of the try out. It was shown that there were 4 difficult items, 8 moderate items, and 18 easy. The index difficulty of test items was analyzed after getting the result of the try-out items. It could be concluded that the vocabulary test was little bit easy for the students. For the detail, it can be seen in Appendix (F, G, H, and I)

3.5 Data Analysis Method

A quasi-experimental design with post-test only control group design was used as described above in this research. This typical design was used to compare posttest mean deviations of experimental group treated by using guessing game in teaching vocabulary and posttest mean deviations of control group that was taught by lecturing method.

In this research, T-test was used to analyze the result of the posttest of both groups (the experimental and the control group). According to Pallant (2005), T-test is one of kinds of parametric tests that which assume a certain distribution of data (usually the

normal distribution), an interval level of measurement, and homogeneity of variances of two or more samples that are being compared. T-test is an analysis to know how significant the differences between two small samples. It means that T-test is used to compare a mean score of two groups. He also states that T-test will be used if the populations are equal; the scores of one participant are not systematically related to scores of the other participants; and the test (dependent) variable is distributed to the two populations. Thus, the independent sample t-test was used to analyze the data collected which is provided in SPSS Computing System with 5% significance level. Independent sample T-test was used to compare the mean scores of two independent groups, the experimental and the control group. In addition, it was used to know whether the posttest given for both groups has significant effect or not.

Based on data output of SPSS. There are two kinds of hypotheses, the null hypothesis (H_0) and the alternative hypothesis (H_1). There are two stages of analyzing Independent Sample t-test to know whether or not there was a significant effect of guessing game in teaching vocabulary. The stages were described as follows:

The Equality of Variances (F-test)

Hypothesis:

H_0 = the two groups come from the population with equal variances.

H_1 = the two groups do not come from the population with equal variances.

The criteria of making a decision for the equality of Variances F-test:

- a. If the significance number is the same or higher than 0.05. H_0 is accepted and H_1 is rejected. It means that the experimental and the control groups come from the population with equal variances.
- b. If the significances number is lower than 0.05 H_0 is rejected and H_1 is accepted. It means that the experimental and the control groups do not come from the population with equal variances.

(Pallant, 2005)

The Equality of Mean Score (T-test)

Hypothesis:

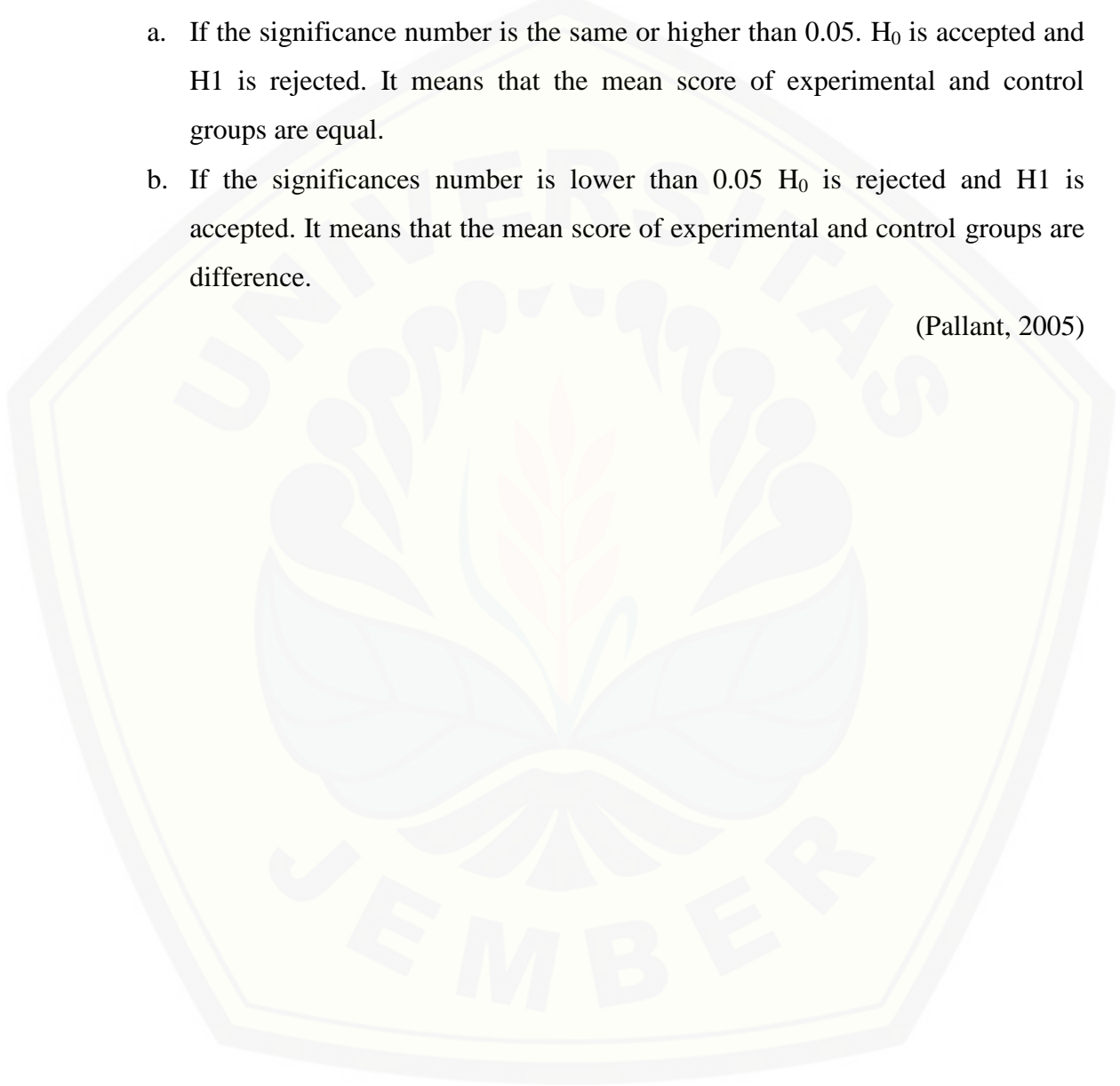
H_0 = the mean score of experimental and control groups are equal.

H_1 = the mean score of experimental and control groups are difference.

The criteria of making a decision for the equality of Mean Score T-test:

- a. If the significance number is the same or higher than 0.05. H_0 is accepted and H_1 is rejected. It means that the mean score of experimental and control groups are equal.
- b. If the significances number is lower than 0.05 H_0 is rejected and H_1 is accepted. It means that the mean score of experimental and control groups are difference.

(Pallant, 2005)



CHAPTER V. CONCLUSION AND SUGGESTION

This chapter presents the conclusion of this research and the suggestion for the English teacher, and the other researchers.

5.1 Conclusion

According to the result of hypothesis testing and discussion in the previous chapter, it can be concluded that guessing game has a significant effect on vocabulary achievement of the eighth grade students at SMPN 1 Panji. It can be seen from students' mean score of post-test. The mean score of post-test in experimental group was 76.79. Besides, the mean score of post-test in control group was 69.68. In addition, based on the sig. value of independent sample t-test, the value of sig. column (2-tailed) was 0.001 which was also less than 0.005. It means that there was a significant effect of applying guessing game on vocabulary achievement of the eighth grade students at SMPN 1 Panji Situbondo.

5.2 Suggestions

Considering the effectiveness of applying guessing game on vocabulary achievement of the eighth grade students at SMPN 1 Panji Situbondo, this technique can be used to attract students' interest in learning vocabulary. Therefore, some suggestions are purposed to the following people.

1. The English Teacher

Based on the effectiveness of applying guessing games in teaching vocabulary, it is suggested for the English teacher of the eighth grade at SMPN 1 Panji to use guessing games as a creative and an interesting technique in teaching vocabulary. He can create guessing games as interesting as possible that the students can be more enthusiastic in teaching and learning process.

2. The Future Researchers

Hopefully, the result of this research can be used as the reference by future researcher who will conduct a research dealing with the use of guessing games in teaching vocabulary using different research design on a classroom action research by improving students' vocabulary achievement through guessing games.



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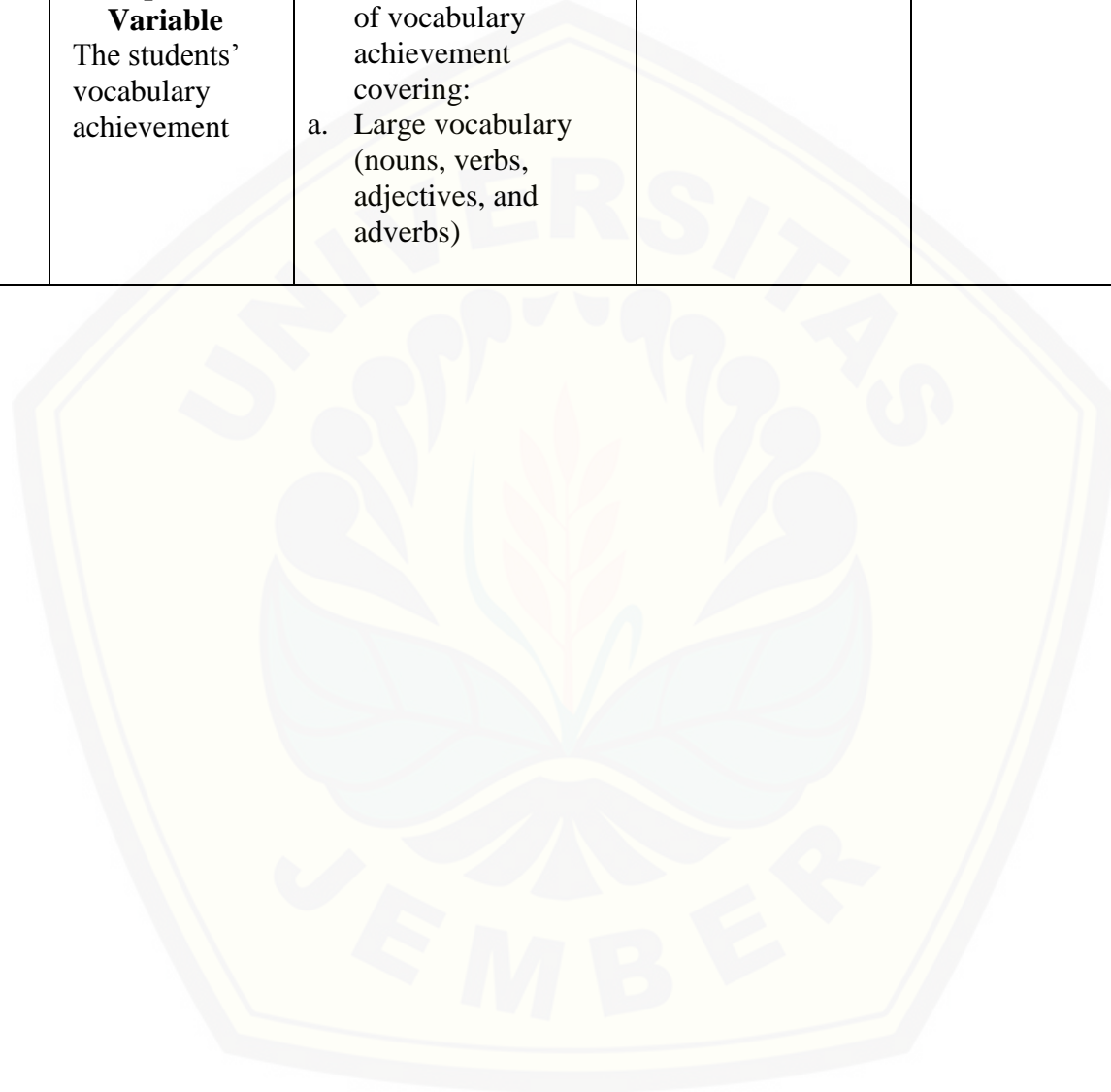
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RESEARCH MATRIX

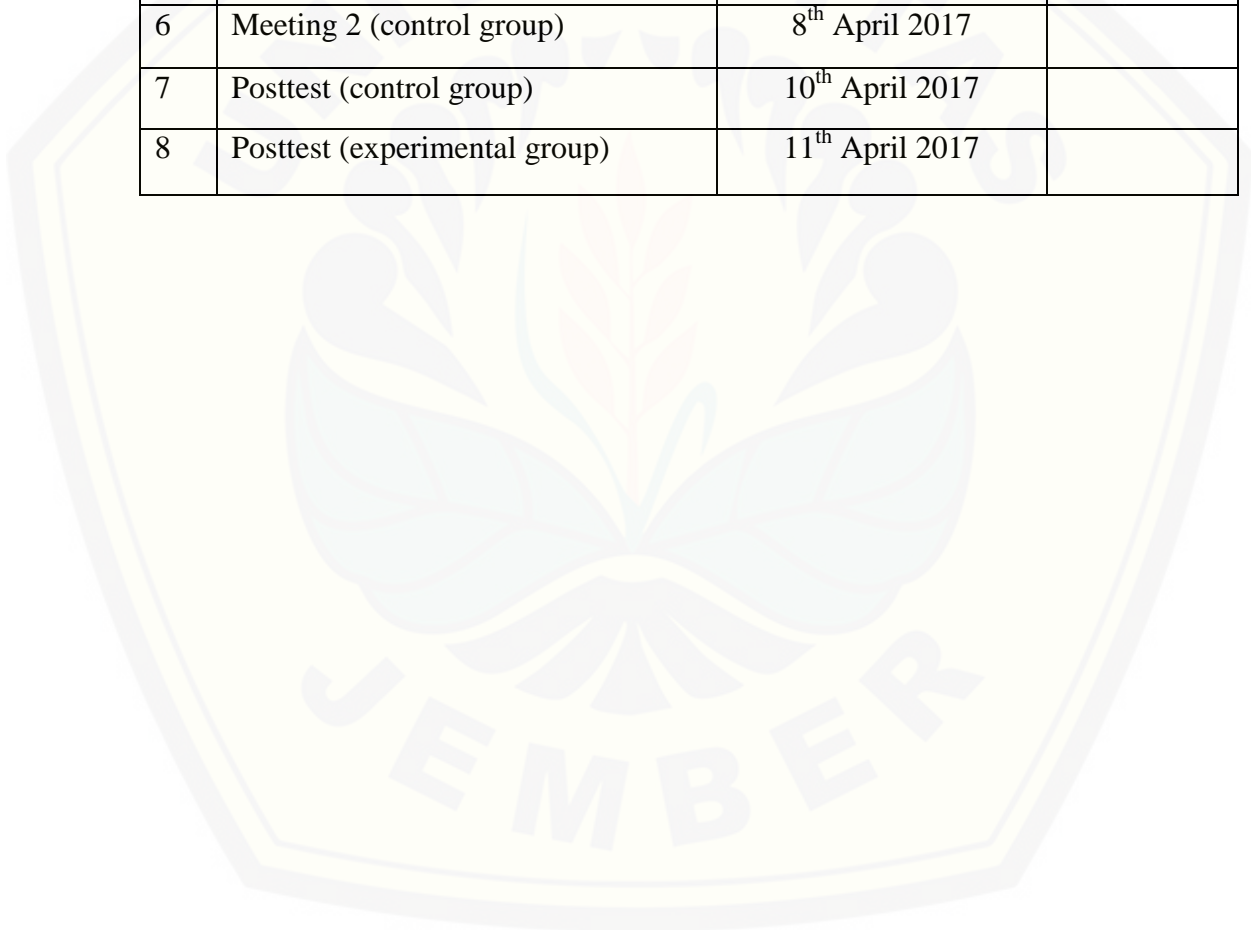
Title	Problems	Variables	Indicators	Data resources	Research method	Hypothesis
<p>The Effect of Guessing Game on Vocabulary Achievement of the Eighth Grade Students at SMPN 1 Panji Situbondo</p>	<p>Is there any significant effect of guessing game on vocabulary achievement of the eighth grade students at SMP N 1 Panji Situbondo</p>	<ul style="list-style-type: none"> • Independent Variable Guessing game 	<ol style="list-style-type: none"> 1. The characteristics of guessing games: <ol style="list-style-type: none"> a. Providing a picture on a card to be described and guessed. b. Providing two clues (riddle) c. Conducted in a group d. The picture is placed on the card together with the clues e. A student becomes a player who describes the picture f. All groups become guessers. g. A group that can guess the object gets the point. 	<p>Respondent: The eighth grade students of SMPN 1 Panji</p> <p>Informant: The English Teacher of the eighth grade students of SMPN 1 Panji</p> <p>Documents: The names of the research respondents (the experimental group and the control group)</p>	<ol style="list-style-type: none"> 1. Research Design <ul style="list-style-type: none"> • Quasi Experimental Design 2. Area Determination Method <ul style="list-style-type: none"> • Purposive Method 3. Respondent Determination Method <ul style="list-style-type: none"> • Cluster Random Sampling 4. Data Collection Methods <ul style="list-style-type: none"> • Vocabulary test 5. Data Analysis <ul style="list-style-type: none"> • Independent sample t-test 	<p>There is a significant effect of guessing game on vocabulary achievement of the Eighth Grade Students at SMPN 1 Panji Situbondo.</p>

		<ul style="list-style-type: none">• Dependent Variable The students' vocabulary achievement	<ol style="list-style-type: none">2. The students' scores of vocabulary achievement covering:<ol style="list-style-type: none">a. Large vocabulary (nouns, verbs, adjectives, and adverbs)			
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The Schedule of the Research

No	Activities	Date	Time
1	Analyzing students' previous scores	27 th February 2017	
2	Distributing the tryout test to class	3 rd April 2017	
3	Meeting 1 (control group)	3 rd April 2017	
4	Meeting 1 (experimental group)	4 th April 2017	
5	Meeting 2 (experimental group)	7 th April 2017	
6	Meeting 2 (control group)	8 th April 2017	
7	Posttest (control group)	10 th April 2017	
8	Posttest (experimental group)	11 th April 2017	



LESSON PLAN 1

Level	: Junior High School (SMP)
Subject	: English
Grade/Semester	: VIII/2
Theme	: Animals
Language component	: Vocabulary
Language skill	: Reading
Time allocation	: 2 x 40 minutes

A. Core Competence

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
 KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam jangkauan pergaulan dan keberadaannya.
 KI 3 : Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak nyata.
 KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori.

B. Basic Competence

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International
- 2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman
- 2.3 Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.3 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis tentang orang/binatang/benda, sangat pendek dan sederhana.
- 4.4 Menyusun teks deskriptif^{lisan} dan tulis, sangat pendek dan sederhana, tentang orang/binatang/benda, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

Indicators

- 1.1.1 Following the teaching and learning activities properly,
- 2.2.1 Showing good behavior (honest, discipline, confident, and responsible) in communicating with the teacher and friends in the class,
- 2.3.1 Demonstrating attitude of caring, responsibility, cooperating, and peaceable in carrying learning activities.
- 3.3.1 Observing the underline words of a descriptive text entitled “My Lovely Cat” carefully,
- 4.4.1 Classifying the words of a descriptive text entitled “My Lovely Cat” into nouns, verbs, adjectives, and adverbs appropriately,

Experimental group	Control group
4.4.2 Creating clues for a chosen word properly,	4.4.2 Filling the missing letters of kinds of animals correctly.
4.4.3 Guessing a word of animal based on the clues properly.	4.4.3 Filling in the blank space correctly
4.4.4 Filling in the blank space correctly.	

Learning Objectives

- 1.1.1.1 Students are able to follow the teaching and learning activities properly,
- 2.2.1.1 Students are able to show good behavior (honest, discipline, confident, and responsible) in communicating with the teacher and friends in the class,
- 2.3.1.1 Students are able to demonstrate attitude of caring, responsibility, cooperating, and peaceable in carrying learning activities.
- 3.3.3.1 Students are able to observe the underlined words of a descriptive text entitled “My Lovely Cat” carefully,
- 4.4.1.1 Students are able to classify the words of a descriptive text entitled “My Lovely Cat” into nouns, verbs, adjectives, and adverbs appropriately,

Experimental group	Control group
4.4.2.1 Students are able to create clues for a chosen word properly,	4.4.2.1 Students are able to fill the missing letters of kinds of animals correctly.
4.4.3.1 Students are able to guess a word of animal based on the clues properly.	4.4.3.1 Students are able to fill in the blank space correctly.
4.4.4.1 Students are able to fill in the blank space correctly.	

C. Learning Material

Enclosed

D. Approach/Method/Technique

1. Method : Student-centered Learning
2. Technique :
 - Experimental group : Guessing game

- Control group : Lecturing method (Dictionary Definition and Translating)

E. Media and Sources

- **Media** : Showing picture of a cat, cards for guessing games, pictures, a white board, and a board marker
- **Sources** : - An English textbook entitled “when English rings a bell” by Kementrian Pendidikan dan Kebudayaan RI 2014.
- <http://www.beljarbahasainggris.us/2012/02/kumpulan-contoh-descriptive-text.html>

F. LEARNING ACTIVITIES

Learning Activities			
Experimental group	Time	Control group	Time
<p>- Set induction:</p> <ul style="list-style-type: none"> - Greeting the students - Giving some motivation by showing a picture of cat - Giving some leading questions <ol style="list-style-type: none"> 1. What picture is it? 2. What animal does always meow? 3. Showing a short video of “Garfield movie” and asking what animal is that in the video? 4. Asking students’ understanding about Tom and Jerry. Do you know Tom and Jerry? Jerry is a mouse Tom is 	5’	<p>1. Set induction:</p> <ul style="list-style-type: none"> - Greeting the students - Giving some motivation by showing a picture of cat - Giving some leading questions <ol style="list-style-type: none"> 1. What picture is it? 2. What animal does always meow? 3. Showing a short video of “Garfield movie” and asking what animal is that in the video? 4. Asking students’ understanding about Tom and Jerry. Do you know Tom and Jerry? Jerry is a mouse Tom is 	5’

- Stating the learning activities		- Stating the learning activities	
2. Main activity: - Explaining about nouns, verbs, adjectives, and adverbs, then giving the examples.	10'	2. Main activity: - Explaining about nouns, verbs, adjectives, and adverbs, then giving the examples.	10'
- Distributing a descriptive text entitled "My Lovely Cat". Then asking the students to read the text and observe the underlined words in the text.	10'	- Distributing a descriptive text entitled "My Lovely Cat". Then asking the students to read the text and observe the underlined words in the text.	10'
- Asking the students to classify the underlined words into nouns, verbs, adjectives, and adverbs	7'	- Asking the students to classify the underlined words into nouns, verbs, adjectives, and adverbs	7'
- Introducing some new vocabularies about animals - Asking the students to read and observe the target words - Introducing guessing games by explaining what a guessing game is and the role of guessing games - Modeling how to play guessing games - Dividing the students into 4 groups in which each group consists of 8 members - Playing guessing games - Asking a student (as the first player) of the first group to come forward to take cards of guessing game and ask him/her to read the clues provided on the card. - Asking the player to create some	38'	- Introducing some new vocabularies about animals - Asking the students to read and analyze the target words based on the dictionary definition of a word translation - Dividing the students into 4 groups in which each group consists of 8 members - Showing pictures of animals - Giving some questions related to the picture - Asking the students to answer the questions based on the pictures in the form of a descriptive paragraph.	38'

<p>clues related to the chosen word if all groups do</p> <ul style="list-style-type: none"> - not get the word pointed by giving clues provided - Asking the rest of the group to guess what word that the player pointed - Giving score to each student and to the groups - Asking the students to fill in the blank spaces of a descriptive text entitle “Batu Secret Zoo” with words provided on on the box 	<p>6’</p>	<ul style="list-style-type: none"> - Asking the students to match a word in the left side with an appropriate meaning in the right side which both word and the meaning is provided on separated tables. 	<p>6’</p>
<p>3. Closure:</p> <ul style="list-style-type: none"> - Drawing the conclusion - Parting to the students 		<p>3. Closure:</p> <ul style="list-style-type: none"> - Drawing the conclusion - Parting to the students 	<p>4’</p>

Situbondo,
The Researcher

Kholivia Eka Aprilia

NIM 120210401023

INSTRUCTIONAL MATERIAL

(For the experimental group)

I. Pre-Activities

1.



What picture is it?

2. Showing a video of “Garfield movie”. What animal is that in the movie?

3. Do you know Tom and Jerry?

Jerry is a mouse

Tom is

II. Main activities

➤ Explanation about large vocabulary.

a. Noun : A noun refers to a person, thing, or place which has a function as a subject or an object in a sentence.

(For example: a cat, teeth, and an egg)

b. Verb : A verb is a word which notices an action.

(For example: swim, roar, and walk)

c. Adjective : An adjective is used to describe a noun.

(For example: cute, brown, and sharp)

d. Adverb : An adverb is a word that describes a verb.

(For example: well, in the afternoon, and on a tree)

III. Playing guessing game.

1. The teacher demonstrates the role of guessing games in describing something.
2. The teacher divides the students into four groups which each group consists of 8 students and name each group based on the alphabetically (A,B,C, and D).
3. Using a lottery, the first group will have a representative (or as the first player of the first group chosen) to come forward to take a card of guessing games. The other groups will have same chance.
4. While reading the clues provided and creating clues for the chosen word, the teacher gives time for the students to read and create the clues. It is around 10 seconds in creating the clues.
5. The teacher lets the rest of the groups compete by guessing what chosen word that the player pointed.
6. The group who can guess the word correctly will get point (100) and the group that has the highest score will be the winner of the game.
7. The highest score will be given to the player who can give more guessing clues.

Example



I like eating vegetables.

I love jumping.

I have long ears.

I have short legs.

I have a short tail.

I have red eyes.

What am I?

Students Worksheet

Read the following text and then observe the underline words carefully!

My Lovely Cat

Georgy is my beautiful Persian cat. Georgy has a large round head, a short nose, big eyes, full cheeks, and small ears with rounded tips. He has short legs and a short tail. He is so fat with a long, thick, shiny golden coat with a fine texture. He is so cute.

He likes to sit beside me when I watch TV. He likes to enjoy TV commercials, especially cat food commercials. Playing a game on my tablet is another hobby of his. He likes to play Tetris on my gadget. He always pads it with his paws like he wants to win the game. Unfortunately, he never does. He is so sweet, isn't he?

I love Georgy so much. That is why I always take care of him. The most important thing to understand about caring for a Persian is the need for daily grooming. That long, beautiful coat doesn't stay clean and tangle-free on its own. It must be gently but thoroughly combed and brushed every day and regularly bathing at least once a month.

(<http://www.belajarbahasainggris.us/2012/12/contoh-descriptive-text-hewan.html>)









Exercise 1. Classify the underline words taken from the text above in to the following columns (nouns, verbs, adjectives, and adverbs).

No	Noun	Verb	Adjective	Adverb

Read and analyse the words in a box below.

Vocabularies for Animals				
zoo	animals	rooster	find	communicate
birds	plants	beautiful	highly	sharp
fish	swim	turtles	wild	crocodiles
lake	tigers	wings	pets	hear
flower	fly	jump	leafs	eat
butterfly	grasshopper	like	stop	feathers
wings	smell	weight	height	loudly
sweet	adorable	sharp	sea	teeth

Exercise 2. Make 4 groups, each group consists of 8 (eight) students. Each group has to take a card randomly and read the clues provided on a card or the player can add their own clues. Other groups have to guess the object read by the player. Do as the example!

1.  **TURTLE**
I walk very slowly
I can produce many eggs
2.  **BARK**
I am an action that cannot be seen
I can make human startled
3.  **SHARP**
I am an adjective
I am the opposite of 'blunt
4.  **NIGHT**
I am described as a dark time
You will find many lights in my turn
5.  **EGG**
I need to be broken down before I am used
I come from an animal that is an oviparous.
6.  **JUMP**
I am an action that can be noticed
Kangaroo uses me to move
7.  **WILD**
I am an adjective
I am used to describe predators
8.  **LEAF**
I am mostly green
Insects are always stopping on me

Exercise 3. Fill in the blank spaces of descriptive text below using an appropriate noun, verb, adjective, and adverb provided in the box based on the clues provided on the cards individually.

Batu Secret Zoo

It is one of popular zoos in Indonesia. It is located in Batu, East Java. It is one of popular tourisms in Malang. It has many kinds of that are provided in Indonesia and other countries. We can find kind of pets, birds, fish, and predators.

In the pet zone, we will find cats,, and hamsters. The cats meow beautifully. The dogs loudly. Hamsters eat its nut cutely. In the poultry, we will find kinds of We will also find bats. Their zone is dark because they are active in the We are also going to find insect zone which many kinds of insects, like butterflies, grasshoppers, dragonflies, etc. we can be shown a grasshopper which can highly on a very big glass-box.

Moreover, we will also know kinds of They are Koi, catfish, lionfish, shark etc. There are turtles too. They eat dozily. We can also see how many produced by a turtle. There are also kinds of tigers, lions, and crocodile. They are big and Their teeth are also

animals	dogs	bark	birds	night	provides
jump	fish	leafs	eggs	wild	sharp

INSTRUCTIONAL MATERIAL

(For the control group)

I. Pre-Activities

1.



What picture is it?

2. Showing a video of “Garfield movie”. What animal is that in the movie?

3. Do you know Tom and Jerry?

Jerry is a mouse

Tom is

II. Main activities

➤ Explanation about large vocabulary.

a. Noun : A noun refers to a person, thing, or place which has a function as a subject or an object in a sentence.

(For example: a cat, teeth, and an egg)

b. Verb : A verb is a word which notices an action.

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c. Adjective : An adjective is used to describe a noun.

(For example: cute, brown, and sharp)

d. Adverb : An adverb is a word that describes a verb.

(For example: well, in the afternoon, and on a tree)

Students Worksheet

Read the following text and then observe the underline words carefully!

My Lovely Cat

Georgy is my beautiful Persian cat. Georgy has a large round head, a short nose, big eyes, full cheeks, and small ears with rounded tips. He has short legs and a short tail. He is so fat with a long, thick, shiny golden coat with a fine texture. He is so cute.

He likes to sit beside me when I watch TV. He likes to enjoy TV commercials, especially cat food commercials. Playing a game on my tablet is another hobby of his. He likes to play Tetris on my gadget. He always pads it with his paws like he wants to win the game. Unfortunately, he never does. He is so sweet, isn't he?

I love Georgy so much. That is why I always take care of him. The most important thing to understand about caring for a Persian is the need for daily grooming. That long, beautiful coat doesn't stay clean and tangle-free on its own. It must be gently but thoroughly combed and brushed every day and regularly bathing at least once a month.

(<http://www.belajarbahasainggris.us/2012/12/contoh-descriptive-text-hewan.html>)


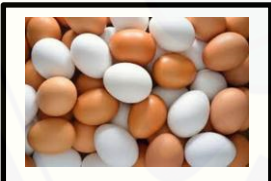


Exercise 1. Classify the underline words taken from the text above in to the following columns (nouns, verbs, adjectives, and adverbs).

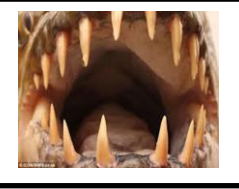
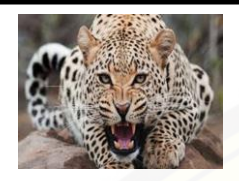
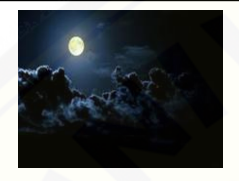

No	Noun	Verb	Adjective	Adverb

Read and analyse the words in a box below.

Vocabularies for Animals				
zoo	animals	rooster	find	communicate
birds	plants	beautiful	highly	sharp
fish	swim	turtles	wild	crocodiles
lake	tigers	wings	pets	hear
flower	fly	jump	leafs	eat
butterfly	grasshopper	like	stop	feathers
wings	smell	weight	height	loudly
sweet	adorable	sharp	sea	teeth

Exercise 2. Make 4 groups, each group consists of 8 (eight) students. Answer the following questions of each picture appropriately.

- 
 1. What animal is it?
 2. Where does it live?
 3. What food does it like?
 4. How is the body?
- 
 1. What picture is it?
 2. Where is it from?
 3. When will it be used?
 4. Can it be eaten?
- 
 1. What will a dog do if there is a stranger?
 2. Is it same sound as cat does?
 3. What situations do make dog bark?
 4. How people react after hearing dog's barking?
- 
 1. What do the animals in the picture do?
 2. When will you jump?
 3. Can you jump in a swimming pool?
 4. How do you jump?

5.		<ol style="list-style-type: none"> 1. What picture is it? 2. What animals do have these sharp teeth? 3. What food is suitable for these sharp teeth? 4. What things are sharp?
6.		<ol style="list-style-type: none"> 1. What kind of animal is it the picture? 2. What animals are wild? 3. What food is suitable for wild animals? 4. Do wild animals like eating plants ?
7.		<ol style="list-style-type: none"> 1. When does a moon appear? 2. When will you go to sleep? 3. What time is appropriate according to the picture? 4. Is it dark in the night?
8.		<ol style="list-style-type: none"> 1. What picture is it? 2. What animals do like eating leafs? 3. What animals do love stopping on a leaf? 4. Where does a leaf grow?

Exercise 3. Match the words on the left side with the correct meanings on the right side in the table below by writing down the letter only beside the words.

No.	Vocabulary	Meaning
1.	Turtle	<i>a). It is used to describe a lion or a tiger</i>
2.	Egg	<i>b). It is adapted to cut or pierce.</i>
3.	Bark	<i>c). The hard-shelled reproductive body produced by a bird especially by a hen.</i>
4.	Jump	<i>d). To spring in to the air</i>
5.	Sharp	<i>e). It is called reptile that can produce many eggs.</i>
6.	Wild	<i>f). A sound produced by a dog</i>
7.	Night	<i>g). It is the end of a day</i>
8.	leaf	<i>h). Typically green and blade-like, that is attached to a stem directly</i>

ANSWER KEY
(For Experimental Group)

1. Georgy is my beautiful Persian cat. Georgy has a large round head, a short nose, big eyes, full cheeks, and small ears with rounded tips. He has short legs and a short tail. He is so fat with a long, thick, shiny golden coat with a fine texture. He is so cute.

He likes to sit beside me when I watch TV. He likes to enjoy TV commercials, especially cat food commercials. Playing a game on my tablet is another hobby of his. He likes to play Tetris on my gadget. He always pads it with his paws like he wants to win the game. Unfortunately, he never does. He is so sweet, isn't he?

I love Georgy so much. That is why I always take care of him. The most important thing to understand about caring for a Persian is the need for daily grooming. That long, beautiful coat doesn't stay clean and tangle-free on its own. It must be gently but thoroughly combed and brushed every day and regularly bathing at least once a month.

(<http://www.belajarbahasainggris.us/2012/12/contoh-descriptive-text-hewan.html>)

Noun	Verb	Adjective	Adverb
Georgy, head, cheeks, cat, food, coat	has, like, watch, pads, does, take care, stay, combed, brushed	beautiful, large, short, big, small, fat, thick, shiny, sweet	gently, moth, regularly

2.

- | | |
|-----------|---------|
| 1. Turtle | 5. Egg |
| 2. Bark | 6. Jump |
| 3. Sharp | 7. Wild |
| 4. Night | 8. Leaf |

3.

Batu Secret Zoo

It is one of popular zoos in Indonesia. It is located in Batu, East Java. Actually, it is one of popular tourisms in Malang. It has many kinds of **animals** that are provided in Indonesia and other countries. We can find kind of pets, birds, fish, and predators.

In the pet zone, we will find cats, **dogs**, and hamsters. The cats meow beautifully. The dogs **bark** loudly. Hamsters eat its nut cutely. In the poultry, we will find kinds of **birds**. We will also find bats. Their zone is dark because they are active in the **night**. We are also going to find insect zone which **provides** many kinds of insects, like butterflies, grasshoppers, dragonflies, etc. we can be shown a grasshopper which can **jump** highly on a very big glass-box.

Moreover, we will also know kinds of **fish**. They are Koi, catfish, lionfish, shark etc. There are turtles too. They eat **leafs** dozily. We can also see how many **eggs** produced by a turtle. There are also kinds of tigers, lions, and crocodile. They are big and **wild**. Their teeth are also **sharp**.

ANSWER KEY
(For Control Group)

1. Georgy is my beautiful Persian cat. Georgy has a large round head, a short nose, big eyes, full cheeks, and small ears with rounded tips. He has short legs and a short tail. He is so fat with a long, thick, shiny golden coat with a fine texture. He is so cute.

He likes to sit beside me when I watch TV. He likes to enjoy TV commercials, especially cat food commercials. Playing a game on my tablet is another hobby of his. He likes to play Tetris on my gadget. He always pads it with his paws like he wants to win the game. Unfortunately, he never does. He is so sweet, isn't he?

I love Georgy so much. That is why I always take care of him. The most important thing to understand about caring for a Persian is the need for daily grooming. That long, beautiful coat doesn't stay clean and tangle-free on its own. It must be gently but thoroughly combed and brushed every day and regularly bathing at least once a month.

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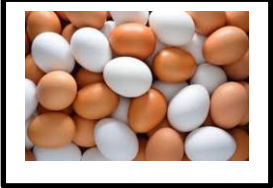


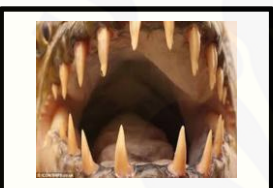



Noun	Verb	Adjective	Adverb
Georgy, head, cheeks, cat, food, coat	has, like, watch, pads, does, take care, stay, combed, brushed	beautiful, large, short, big, small, fat, thick, shiny, sweet	gently, moth, regularly

2.

1.



1. It is a turtle.
2. It can live on the land and on the water.
3. It likes eating leaves.
4. It can be big and small.

2. 
 1. They are eggs.
 2. It is from an animal
 3. It is used as our breakfast.
 4. Yes, it can.
3. 
 1. They will bark to him.
 2. No, it is not.
 3. A dog barks when it is hungry.
 4. They will be shock and run away mostly.
4. 
 1. They are jumping.
 2. I will jump when I get a good score.
 3. Yes, I can.
 4. I push my body with my legs.
5. 
 1. They are sharp teeth.
 2. They are crocodiles, tigers, shark, lion, etc.
 3. It is meat.
 4. They are knife, needle, sword, etc.
6. 
 1. It is a wild tiger.
 2. They are tigers, lions, crocodiles, etc.
 3. It is meat.
 4. No, they do not.
7. 
 1. It appears in the night.
 2. I will go to sleep in the night.
 3. It begins at 8 pm to 12 pm.
 4. Yes, it is.
9. 
 1. They are leafs.
 2. They are animals that are herbivore.
 3. They are insects and butterflies.
 4. It grows together with its tree.

- 3.
- | | |
|------|------|
| 1. e | 5. b |
| 2. c | 6. a |
| 3. f | 7. g |
| 4. d | 8. h |

LESSON PLAN 2

Level	: Junior High School (SMP)
Subject	: English
Grade/Semester	: VIII/2
Theme	: People and things
Language component	: Vocabulary
Language skill	: Reading
Time allocation	: 2 x 40 minutes

A. Core Competence

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
 KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam jangkauan pergaulan dan keberadaannya.
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 KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori.

B. Basic Competence

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International
- 2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman
- 2.3 Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.3 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis tentang orang/binatang/benda, sangat pendek dan sederhana.
- 4.4 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang/binatang/benda, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

Indicators

- 1.1.1 Following the teaching and learning activities properly,
- 2.2.1 Showing good behavior (honest, discipline, confident, and responsible) in communicating with the teacher and friends in the class,
- 2.3.1 Demonstrating attitude of caring, responsibility, cooperating, and peaceable in carrying learning activities.
- 3.3.1 Observing the underlined words of a descriptive text entitled “My Mother” carefully,
- 4.4.1 Classifying the words of a descriptive text entitled “My Mother” into nouns, verbs, adjectives, and adverbs appropriately,

Experimental group	Control group
4.4.2 Creating clues for a chosen word properly,	4.4.2 Filling the missing letters of person or thing correctly.
4.4.3 Guessing a word of person or thing based on the clues properly.	4.4.3 Filling in the blank space correctly
4.4.4 Filling in the blank space correctly.	

C. Learning Objectives

- 1.1.1.1 Students are able to follow the teaching and learning activities properly,
- 2.2.1.1 Students are able to show good behavior (honest, discipline, confident, and responsible) in communicating with the teacher and friends in the class,
- 2.3.1.1 Students are able to demonstrate attitude of caring, responsibility, cooperating, and peaceable in carrying learning activities.
- 3.3.3.1 Students are able to observe the underline words of a descriptive text entitled “My Mother” carefully,
- 4.4.1.1 Students are able to classify the words of a descriptive text entitled “My Mother” into nouns, verbs, adjectives, and adverbs appropriately,

Experimental group	Control group
4.4.2.1 Students are able to create clues for a chosen word properly,	4.4.2.1 Students are able to fill the missing letters of person or thing correctly.
4.4.3.1 Students are able to guess a word of person or thing based on the clues properly.	4.4.3.1 Students are able to fill in the blank space correctly.
4.4.4.1 Students are able to fill in the blank space correctly.	

D. Learning Material

Enclosed

E. Approach/Method/Technique

1. Method : Student-centered Learning
2. Technique
Experimental group : Guessing game

Control group : Lecturing method (Defining technique)

F. Media and Sources

- **Media** : Showing picture of **my mother**, cards for guessing games, pictures, a white board, and a board marker
- **Sources** : - An English textbook entitled “when English rings a bell” by Kementrian Pendidikan dan Kebudayaan RI 2014.
- <http://www.englishindo.com/2012/03/simple-descriptive-text-examples.html>

G. LEARNING ACTIVITIES

Learning Activities			
Experimental group	Time	Control group	Time
1. Set induction: - Greeting the students - Giving some motivation by showing a picture of cat - Giving some leading questions 1. What picture is it? 2. Who gave you a birth? 3. Playing a song entitled “Bunda”. What is the title of this song? 4. Man <> woman Father <> - Stating the learning activities	5’	1. Set induction: - Greeting the students - Giving some motivation by showing a picture of cat - Giving some leading questions 1. What picture is it? 2. Who gave you a birth? 3. Playing a song entitled “Bunda”. What is the title of this song? 4. Man <> woman Father <> - Stating the learning activities	5’
2. Main activity: - Explaining about nouns, verbs, adjectives, and adverbs, then giving the examples.	10’	2. Main activity: - Explaining about nouns, verbs, adjectives, and adverbs, then giving the examples.	10’

<ul style="list-style-type: none"> - Distributing a descriptive text entitled “My Mother”. Then asking the students to read the text and observe the underline words in the text. 	10'	<ul style="list-style-type: none"> - Distributing a descriptive text entitled “My Mother”. Then asking the students to read the text and observe the underline words in the text. 	10'
<ul style="list-style-type: none"> - Asking the students to classify the underlined words into nouns, verbs, adjectives, and adverbs. 	7'	<ul style="list-style-type: none"> - Asking the students to classify the underlined words into nouns, verbs, adjectives, and adverbs 	7'
<ul style="list-style-type: none"> - Introducing some new vocabularies about animals. - Asking the students to read and observe the target words. - Introducing guessing games by explaining what a guessing game is and the role of guessing games - Modeling how to play guessing games - Dividing the students into 4 groups in which each group consists of 8 members - Playing guessing games - Asking a student (as the first player) of the first group to come forward to take cards of guessing game and ask him/her to read the clues provided on the card. - Asking the player to create some clues related to the chosen word if all groups do not get the word pointed by giving clues provided - Asking the rest of the group to guess what word that the player 	38'	<ul style="list-style-type: none"> - Introducing some new vocabularies about people and things - Asking the students to read and analyze the target words based on the dictionary definition of a word translation - Dividing the students into 4 groups in which each group consists of 8 members - Showing pictures of animals - Giving some questions related to the picture - Asking the students to answer the questions based on the pictures in the form of a descriptive paragraph. 	38'

pointed - Giving score to each student and to the groups - Asking the students to fill in the blank spaces of a descriptive text entitled "My Father" with words provided on on the box	6'	- Asking the students to match a word in the left side with an appropriate meaning in the right side which both word and the meaning is provided on separated tables.	6'
3. Closure: - Drawing the conclusion - Parting to the students		3. Closure: - Drawing the conclusion - Parting to the students	4'

Situbondo,
The Researcher

Kholivia Eka Aprilia
NIM 120210401023

INSTRUCTIONAL MATERIAL

(For the experimental group)

I. Pre-Activities

1.



What picture is it?

2. Who gave you a birth?
3. Playing a song entitled “Bunda”. What is the title of this song?
4. Man <> woman
Father <>

II. Main activities

➤ Explanation about large vocabulary.

- a. Noun : A noun refers to a person, thing, or place which has a function as a subject or an object in a sentence.
(For example: a cat, students, a son)
- b. Verb : A verb is a word which notices an action.
(For example: go, study, sleep)
- c. Adjective : An adjective is used to describe a noun.
(For example: happy, red, delicious)
- d. Adverb : An adverb is a word that describes a verb.
(For example: happily, tomorrow, at school)

III. Playing guessing game.

1. The teacher demonstrates the role of guessing games in describing something.
2. The teacher divides the students into four groups which each group consists of 8 students and name each group based on the letter order (A,B,C, and D).
3. Using a lottery, the first group will have a representative (or as the first player of the first group chosen) to come forward to take a card of guessing games. The other groups will have same chance.
4. While reading the clues provided and creating clues for the chosen word, the teacher gives time for the students to read and create the clues. It is around 10 seconds in creating the clues.
5. The teacher lets the rest of the groups compete by guessing what chosen word that the player pointed.
6. The group who can guess the word correctly will get point (100) and the group that has the highest score will be the winner of the game.
7. The highest score will be given to the player who can give more guessing clues.

Example



I must be a professional worker.
I must be in a very good condition.
I do not feel scared of altitudes.
I can fly to everywhere.
I am a plane handler.
Who am I?

Students Worksheet

Read the following text and then observe the underline words carefully!

My Mother

My mother is a beautiful person. She is neither tall nor short. Her hair is curly and brown. Her eyes are like honey. Her skin is light brown. She is 50 kg. She has a beautiful smile.

She is a very kind, lovely, friendly, and patient mother. She loves to help people. She loves singing and dancing too. I love my mom, because she is a good example to me. She always teaches me based on our experiences.

She is so sweet because she always gives me a kiss when I am going to go to bed and wake up every day. She always smiles to everybody. When our family has a problem, she always helps and gives us supports with all her love.

She always takes care of her family. She likes her house to be clean and organized. All things in the house are on the right place. She organizes everything in the house tidily. She doesn't like messes. She also sets my bedroom. She decorates my room beautifully. She knows that I love rose, then my room is covered rose. She puts everything that I like. She tries her best to decorate our house to become a comfortable place to live. She is the one who understands us very well.

(<http://www.englishindo.com/2012/03/simple-descriptive-text-examples.html>)









Exercise 1. Classify the underline words taken from the text above in to the following columns (nouns, verbs, adjectives, and adverbs).

No	Noun	Verb	Adjective	Adverb

Read and observe the words in a box below.

Vocabulary Libraries				
student	teacher	father	mother	man
woman	board	school	morning	teach
use	love	home	help	beautiful
bring	loudly	words	close to	afternoon
breakfast	curly	sweet	adorable	wall
carry out	classroom	have	go out	small
gross	queasy	smart	helpful	school
understand	dislike	house	go out	discipline

Exercise 2. Make 4 groups, each group consists of 8 (eight) students. Each group has to take a card randomly and read the clues provided on a card or the player can add their own clues. Other groups have to guess the object read by the player. Do as the example!

1.  **TEACHER**
People call me a hero
I am a class tutor
2.  **TEACH**
I am an action that can be noticed
I give many explanations
3.  **SMART**
I am an adjective
I begin from 's'
4.  **AT SCHOOL**
I am a big building
I am a building of learning
5.  **BOARD**
I am a thing
I can be white and black
6.  **LEARN**
I am an action that can be seen
I need to think to do it
7.  **HELPFUL**
I am an adjective
I am used to describe kind people
8.  **MORNING**
I am the beginning of a day
I am accompanied by the sun

Exercise 3. Fill in the blank space with an appropriate words provided in a box below individually.

My Father

My father is a handsome He is tall and cool. His hair is black and curly. He has a pointed nose. He has a mole on his right chin. It makes him lovely.

He is a disciplined He always goes to work on time. He us, his children, to be a disciplined student. We everything from him. He is also detail in giving the material. His is always full of explanation of the material. His students of his like him.

He is also a father. He helps my mom preparing everything about us in the My family and I love him very much.

Man	nose	teacher	teach	smart
learn	helpful	morning	school	whiteboard

INSTRUCTIONAL MATERIAL

(For the control group)

I. Pre-Activities

1.



What picture is it?

2. Who gave you a birth?
3. Playing a song entitled “Bunda”. What is the title of this song?
4. Man <> woman
Father <>

II. Main activities

➤ Explanation about large vocabulary.

- a. Noun : A noun refers to a person, thing, or place which has a function as a subject or an object in a sentence.
(For example: a cat, an umbrella, a son)
- b. Verb : A verb is a word which notices an action.
(For example: go, study, sleep)
- c. Adjective : An adjective is used to describe a noun.
(For example: happy, red, delicious)
- d. Adverb : An adverb is a word that describes a verb.
(For example: happily, tomorrow, well)

Students Worksheet

Read the following text and then observe the underline words carefully!

My Mother

My mother is a beautiful person. She is neither tall nor short. Her hair is curly and brown. Her eyes are like honey. Her skin is light brown. She is 50 kg. She has a beautiful smile.

She is a very kind, lovely, friendly, and patient mother. She loves to help people. She loves singing and dancing too. I love my mom, because she is a good example to me. She always teaches me based on our experiences.

She is so sweet because she always gives me a kiss when I am going to go to bed and wake up every day. She always smiles to everybody. When our family has a problem, she always helps and gives us supports with all her love.

She always takes care of her family. She likes her house to be clean and organized. All things in the house are on the right place. She organizes everything in the house tidily. She doesn't like messes. She also sets my bedroom. She decorates my room beautifully. She knows that I love rose, then my room is covered rose. She puts everything that I like. She tries her best to decorate our house to become a comfortable place to live. She is the one who understands us very well.

(<http://www.englishindo.com/2012/03/simple-descriptive-text-examples.html>)



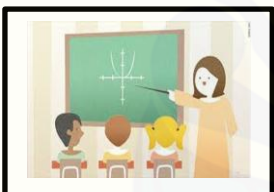

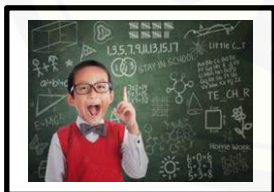

Exercise 1. Classify the underline words taken from the text above in to the following columns (nouns, verbs, adjectives, and adverbs).



No	Noun	Verb	Adjective	Adverb

Read and analyse the words in a box below.

Vocabulary Libraries				
student	teacher	father	mother	man
woman	board	school	morning	teach
use	love	home	help	beautiful
bring	loudly	words	close to	afternoon
breakfast	curly	sweet	adorable	wall
carry out	classroom	have	go out	small
gross	queasy	smart	helpful	school
understand	dislike	house	go out	discipline

Exercise 2. Complete the missing letters below based on the pictures given individually.

1. 
 1. What am I?
 2. Where do I work?
 3. What clothe is suitable for me?
 4. What is my work?
 5. When do I always go to work?
2. 
 1. What am I?
 2. What colour am I?
 3. What is my function?
 4. What place is suitable for me?
 5. Who uses me?
3. 
 1. What is a woman doing in this picture?
 2. What does she use in teaching?
 3. Do the students pay attention to her in the picture?
 4. What subject does a women give in the picture?
 5. What colour is the board?
4. 
 1. What is the man doing in the picture?
 2. Where do you usually do like that?
 3. What do you usually use to learn the material?
 4. Which one do you like to learn, alone or together with friends?
 5. what cloth does the man use in the picture?
5. 
 1. What do you think of a boy in the picture?
 2. What place is appropriate for the boy in the picture?
 3. What colour of clothe is wore by the boy?
 4. What is he wearing on his neck?
 5. What do you think of his facial expression?
6. 
 1. What are the two students doing in the picture?
 2. What is the girl doing?
 3. What is an appropriate place to describe this picture?
 4. What colour of cloth doe the girl wear?
 5. What colour of cloth does the boy wear?

7. 
 1. What building is it in the picture?
 2. When will you go to this place?
 3. With whom do you usually go to this place?
 4. What transportation do you use to reach this place?
 5. What is the suitable cloth to go to this place?
8. 
 1. What time is shown in the picture?
 2. When will you go to school?
 3. What time do you eat you breakfast?
 4. What are you doing before eating breakfast?
 5. Who always wakes you up?

Exercise 3. Match the words on the left side with the correct meanings on the right side in the table below by writing down the letter only beside the words.

No.	Vocabulary	Meaning
1.	Teacher	<i>a). The beginning of a day</i>
2.	Board	<i>b). An action that is transferring information</i>
3.	Teach	<i>c). S(he), who is occupation, is to construct</i>
4.	Learn	<i>d). A characteristic that describes how a big problem or small one easily solved by a student</i>
5.	Smart	<i>e). Process in understanding the material</i>
6.	Helpful	<i>f). A characteristic that describes a person who like helping each other</i>
7.	school	<i>g). A hard smooth white or black surface used for writing by a teacher</i>
8.	Morning	<i>h). a building where learners meet their teachers</i>

ANSWER KEY**(For Experimental Group)****1****My Mother**

My mother is a beautiful person. She is neither tall nor short. Her hair is curly and brown. Her eyes are like honey. Her skin is light brown. She is 50 kg. She has a beautiful smile.

She is a very kind, lovely, friendly, and patient mother. She loves to help people. She loves singing and dancing too. I love my mom, because she is a good example to me. She always teaches me based on our experiences.

She is so sweet because she always gives me a kiss when I am going to go to bed and wake up every day. She always smiles to everybody. When our family has a problem, she always helps and gives us supports with all her love.

She always takes care of her family. She likes her house to be clean and organized. All things in the house are on the right place. She organizes everything in the house tidily. She doesn't like messes. She also sets my bedroom. She decorates my room beautifully. She knows that I love rose, then my room is covered rose. She puts everything that I like. She tries her best to decorate our house to become a comfortable place to live. She is the one who understands us very well.

Noun	Verb	Adjective	Adverb
honey, smile, singing, dancing, example, kiss, supports, her love, rose	loves, go to bed, wake up, smiles, takes care, covered, tries	beautiful, short, curly, brown, lovely, sweet, friendly, patient	in the house, my bedroom, tidily, beautifully, well

2

- | | |
|--------------|------------|
| 1. Teacher | 5. Board |
| 2. Teach | 6. Learn |
| 3. Smart | 7. Helpful |
| 4. At school | 8. Morning |

3**My Father**

My father is a handsome **man**. He is tall and cool. His hair is black and curly. He has a pointed nose. He has a mole on his right chin. It makes him lovely.

He is a disciplined **teacher**. He always goes to work on time. He **teaches** us, his children, to be a disciplined student. We **learn** everything from him. He is also detail in giving the material. His **whiteboard** is always full of explanation of the material. His students of his **school** like him.

He is also a **helpful** father. He helps my mom preparing everything about us in the **morning**. My family and I love him very much.

ANSWER KEY**(For Control Group)****1****My Mother**

My mother is a beautiful person. She is neither tall nor short. Her hair is curly and brown. Her eyes are like honey. Her skin is light brown. She is 50 kg. She has a beautiful smile.

She is a very kind, lovely, friendly, and patient mother. She loves to help people. She loves singing and dancing too. I love my mom, because she is a good example to me. She always teaches me based on our experiences.

She is so sweet because she always gives me a kiss when I am going to go to bed and wake up every day. She always smiles to everybody. When our family has a problem, she always helps and gives us supports with all her love.

She always takes care of her family. She likes her house to be clean and organized. All things in the house are on the right place. She organizes everything in the house tidily. She doesn't like messes. She also sets my bedroom. She decorates my room beautifully. She knows that I love rose, then my room is covered rose. She puts everything that I like. She tries her best to decorate our house to become a comfortable place to live. She is the one who understands us very well.

Noun	Verb	Adjective	Adverb
honey, smile, singing, dancing, example, kiss, supports, her love, rose	loves, go to bed, wake up, smiles, takes care, covered, tries	beautiful, short, curly, brown, lovely, sweet, friendly, patient	in the house, my bedroom, tidily, beautifully, well

2

1.



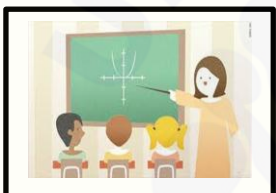
1. I am a teacher.
2. I work at school.
3. I wear a suit or a neat and polite shirt.
4. My work is teaching my students.
5. I always go to work in the morning.

2.



1. I am a white board.
2. I am white.
3. I am used to help the teacher's explanation.
7. I always in a classroom.
8. The teacher uses me.

3.



1. She is teaching her students.
2. She uses board and stick.
3. Yes, they do.
4. She teaches mathematic.
5. It is a green board

4.



1. He is learning something.
2. I usually do that in the classroom, library, and at home.
3. I use a textbook or other book.
4. I prefer learning alone to together with my friends.
5. He wears orange shirt.

5.



1. He is smart.
2. It is in the classroom.
3. He wears read shirt.
4. He wears a neck tie.
5. He discovers something.

6.



1. They are learning something.
2. She is helping the boy in learning something.
3. It is in the class.
4. She wears yellow shirt.
5. He wears blue shirt with a scarf around his neck.

7.



1. It is a school.
2. I go to school every morning.
3. I go to school alone.
4. I go to school by bicycle.
5. I wear my uniform to go to school.

8.



1. It is at 8 am.
2. I go to school in the morning.
3. I eat my breakfast at 6 am.
4. I am taking a bath.
5. My parents always make me up.

3

1. c
2. g
3. b
4. e
5. d
6. f
7. h
8. a

POST TEST

Subject	: English
Language component	: Vocabulary
Level	: VIII
Time	: 60 minutes

Choose the correct answer by crossing (X) a, b, c, or d on the answer sheet provided!

Text 1

I love pandas. They are so lovely. They are black and white. They love bamboo. They eat 40 kg of it in a day. They are about 70-125 kg (adult) and 90-130 gr (baby). They are originally from Asia. I like them because they are very cool.

1. The word lovely (line 1) refers to
 - a. Beautiful
 - b. Gorgeous
 - c. Worst
 - d. Wonderful
2. What does the writer mean of saying “black and white”?
 - a. Body
 - b. Feathers
 - c. Eyes
 - d. Nose
3. What does the writer mean “70 – 125 kg” (line 2) refer to?
 - a. Panda’s weight
 - b. Panda’s Height
 - c. Panda’s food
 - d. Panda’s drink

Text 2

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much. He plays football and badminton at school. He is the best badminton player in our family.

4. The word “our” (line 1) refers to ...
 - a. The writer
 - b. Peter and the writer’s
 - c. We
 - d. He

5. What is the opposite meaning of “straight” (line 2)?
 - a. Short
 - b. Soft
 - c. Long
 - d. Curly
6. The word “does” (line 3) refers to
 - a. Carry out
 - b. Bring
 - c. Work
 - d. Make
7. The word “he” (line 4) refers to
 - a. The writer
 - b. Peter’s brother
 - c. Peter
 - d. Peter’s father
8. Where does Peter play football?
 - a. At home
 - b. At sport stadium
 - c. At school
 - d. On the field

Text 3

My father is a lovely (9) He loves his family. He does not (10) angry easily. He talks to us, his children, about many things. My mother and he often (11) together to enjoy the sunset in the (12).... . He is also very friendly.

9. a. Girl b. Boy c. Man d. Son
10. a. Throw b. Being c. Produce d. Get
11. a. Go out b. Travel c. Visit d. See
12. a. Afternoon b. Midnight c. Evening d. Night

Text 4

There is a lake near my hometown. It is very large and panoramic. The forest around the lake is very green and cool. But, it is very dirty. I can find much rubbish around the lake. There are also a few trash cans there. Besides, the foods and drinks are expensive there. So, the visitors bring their own foods and drinks and leave it away. I feel bad when I visit there.

13. What is the opposite meaning of “large” (line 1)?
 a. Tiny b. Little c. Short d. Small
14. The word “dirty” has similar meaning to
 a. Ugly b. Bad c. Clean d. Gross
15. What do the trash cans mean?
 a. A place to put the rubbish
 b. A place to be sat
 c. A place to keep our foods
 d. A place to recycle our foods
16. What is the opposite meaning of the word “bad” (line 5)?
 a. Upset b. Queasy c. Sad d. Sick

Text 5

My classroom is *next to* the library. Every morning before the class starts, I read book in the library. My classroom is white. And it has many windows. In my classroom, there is a white board. My teachers use it to write and give explanation to us. There is also an Indonesian flag in the corner. There are a lot of tables and chairs in my classroom. My friends and I use them when we are learning.

17. The underline words in line 1 refer to
 a. Close to b. Near c. Beside d. Behind
18. What does the word “white” (line 2) mean?
 a. Paint b. Wall c. Board d. Windows
19. What does the word “it” (line 2) point to?
 a. The library b. The teachers c. The classroom d. The flag
20. The underline word in line 3 refers to
 a. Wall b. Board c. Flag d. Chairs

Text 6

I have a dictionary. It is an English-Indonesian dictionary. I (21) it to my school every time I (22) an English class. I also (23) it when I do my English

homework at (24) There are so many lists of (25) in my dictionary. They are listed based on the alphabets and started from A to the Z. My dictionary (26) me a lot when I am learning English and do not know the meaning of a word.

- | | | | |
|----------------|------------|----------------|-------------|
| 21. a. buy | b. borrow | c. bring | d. hold |
| 22. a. get | b. receive | c. have | d. take |
| 23. a. wear | b. apply | c. take | d. use |
| 24. a. home | b. library | c. bedroom | d. yard |
| 25. a. letters | b. words | c. alphabets | d. meanings |
| 26. a. show | b. help | c. accommodate | d. relieve |

Text 7

I have a white cockatoo. it is very (27) it has yellow crown on its head and brown beak. it can speak (28) in short talk. Moreover, it is very (29) It always greets us and says “I miss you” in the morning. It is a very (30) bird that I have.

- | | | | |
|------------------|-------------|-----------|---------------|
| 27. a. beautiful | b. beauty | c. cute | d. good |
| 28. a. harshly | b. bad | c. loudly | d. doubtfully |
| 29. a. pretty | b. graceful | c. sweet | d. stylish |
| 30. a. adorable | b. pathetic | c. worst | d. desolate |

ANSWER KEY

1. b	11. a	21. c
2. b	12. c	22. c
3. d	13. d	23. d
4. b	14. d	24. a
5. d	15. a	25. b
6. a	16. c	26. b
7. c	17. a	27. a
8. c	18. b	28. c
9. c	19. c	29. c
10. d	20. b	30. a

Classification of test items

Vocabulary	No	Total
Nouns	2, 3, 4, 7, 9, 18, 20, 25	8
Verbs	6, 10, 11, 21, 22, 23, 26	7
Adjectives	1, 5, 13, 14, 16, 27, 29, 30	8
Adverbs	8, 12, 15, 17, 19, 24, 28	7

Students' Previous Scores of the English Test of Odd Semester

NO	VIII A	VIII B	VIII C	VIII D	VIII E	VIII F	VIII G	VIII H	VIII I
1	80	78	84	78	84	78	78	79	78
2	78	88	80	88	78	89	78	80	78
3	78	78	78	80	79	84	78	81	79
4	78	88	80	78	95	78	79	89	78
5	78	95	80	78	79	80	78	79	89
6	80	78	79	80	82	86	80	78	78
7	80	86	79	80	78	80	79	84	81
8	79	78	91	88	84	80	88	86	84
9	79	80	84	82	78	80	78	78	78
10	78	95	78	80	88	80	78	84	78
11	91	80	79	78	78	79	78	86	78
12	84	80	78	80	89	78	79	85	78
13	80	78	84	80	89	79	78	79	80
14	78	80	80	89	79	80	83	79	89
15	95	80	80	78	89	80	79	78	79
16	78	79	80	84	91	80	78	81	81
17	80	88	80	79	80	80	78	78	78
18	80	78	80	95	80	82	82	86	78
19	80	79	78	89	80	78	78	78	78
20	78	82	88	79	80	80	79	78	78
21	79	80	80	80	86	78	85	88	79
22	78	80	89	78	89	89	95	78	79
23	82	86	79	78	78	79	80	78	82
24	78	84	89	78	89	78	84	78	91
25	79	82	80	78	79	80	84	79	79
26	78	80	80	79	89	80	92	78	78
27	84	89	86	78	80	82	84	78	78
28	86	79	82	87	80	78	86	78	80
29	80	80	78	80	80	86	79	82	80
30	84	80	89	89	83	80	82	80	78
31	78	80	95	79	78	80	78		78
32	78	80	78	82	82	80	86		66

The Split Half Analysis of the Tryout Test
(Odd numbers as variable X)

NAME	1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	TOTAL
AG	0	0	1	1	1	1	1	1	0	0	0	1	0	1	0	8
ARAA	1	0	1	0	0	1	1	1	0	1	0	1	0	1	1	8
AIP	0	0	1	1	1	1	1	1	0	0	1	0	0	0	1	8
AAA	1	1	0	0	1	1	1	0	0	0	1	1	0	1	1	9
AMJ	0	0	1	1	1	0	0	1	0	1	1	0	0	1	0	7
AAF	0	0	1	0	1	1	1	1	0	1	0	0	1	1	1	9
ANS	0	0	1	1	0	1	1	1	0	1	0	0	1	1	1	9
BI	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	13
BWP	0	0	1	0	1	1	1	0	0	1	0	1	0	0	1	7
DA	1	1	0	1	0	1	1	0	0	1	1	0	1	0	1	9
DH	1	0	1	1	1	1	1	1	0	0	0	0	1	1	1	10
EY	1	1	1	0	0	0	1	1	0	0	1	1	1	1	1	10
F	1	0	1	0	0	1	0	0	1	1	1	0	1	1	0	8
HR	1	0	1	0	0	1	1	0	0	1	0	1	1	0	0	7
JSR	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	10
MPR	1	0	1	1	1	1	1	0	0	1	1	1	0	1	1	10
MDP	0	1	0	0	1	1	0	1	1	0	1	0	1	0	1	9
MTF	0	0	1	1	0	0	0	1	1	0	0	1	1	0	1	7
MN	1	1	0	1	0	1	1	0	0	1	1	1	0	1	0	9
MTS	1	1	1	0	0	1	1	0	1	1	1	1	0	1	1	11
NAM	0	1	1	1	1	1	0	1	0	0	1	1	0	0	1	9
PAZ	1	0	1	1	1	1	1	1	0	1	0	0	0	1	1	10
RP	1	0	1	1	1	1	1	1	0	0	0	1	1	1	1	11
RYF	1	1	0	1	1	1	0	1	0	0	0	1	1	1	1	10
RRD	1	1	0	0	0	1	1	0	0	0	0	1	1	1	1	8
RDO	1	1	1	0	1	1	1	1	0	1	1	1	0	0	0	10
SPNA	1	0	1	0	1	1	1	1	0	1	0	1	1	0	0	9
SAYP	0	1	1	0	1	1	1	1	0	1	1	0	1	0	0	9
SNJ	0	1	1	0	1	1	1	0	0	1	0	1	1	1	1	10
WNA	1	1	0	0	0	1	1	1	0	0	1	0	1	1	1	8

The Split Half Analysis of the Tryout Test
(Even numbers as variable y)

NAME	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	TOTAL
AG	0	1	0	1	1	1	0	0	1	1	0	1	0	0	1	8
ARAA	1	1	0	1	0	1	1	0	0	1	0	1	1	0	1	9
AIP	1	1	0	0	1	1	1	1	1	1	0	1	1	0	1	11
AAA	0	1	0	1	1	1	1	0	1	1	0	1	1	1	1	11
AMJ	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	12
AAF	1	0	0	0	0	1	1	1	1	1	0	1	1	0	1	9
ANS	0	0	0	1	1	1	1	1	1	1	0	1	0	0	1	8
BI	1	1	0	0	1	1	1	0	1	1	0	1	1	0	1	11
BWP	1	0	0	1	1	1	0	0	1	1	0	1	1	1	1	10
DA	0	1	0	1	1	1	0	0	1	1	0	1	1	1	0	9
DH	0	1	0	1	0	1	1	0	0	1	0	1	1	1	1	9
EY	0	1	0	1	0	1	1	0	1	1	0	1	1	1	1	10
F	0	1	0	1	1	1	0	0	0	1	0	1	1	1	1	10
HR	1	1	0	0	1	1	1	0	1	1	1	1	1	0	1	11
JSR	1	0	0	1	0	1	1	0	1	1	0	1	1	1	0	9
MPR	0	0	0	1	1	1	1	0	0	1	0	1	1	1	0	8
MDP	0	0	0	1	1	1	1	1	1	1	0	1	0	1	1	10
MTF	0	1	0	1	1	1	0	1	1	1	0	1	1	1	1	11
MN	0	0	0	1	1	1	1	0	1	1	0	1	1	1	1	10
MTS	1	1	0	0	1	1	1	0	1	1	1	1	1	0	1	11
NAM	0	1	0	1	1	1	1	0	1	1	0	1	1	1	1	11
PAZ	1	1	0	1	0	1	1	0	0	1	0	1	1	1	0	10
RP	1	0	0	1	1	1	1	0	1	1	1	1	0	1	0	10
RYF	1	1	0	1	1	1	1	0	0	1	0	1	1	0	1	10
RRD	1	1	0	0	1	1	0	0	1	1	0	1	1	0	1	9
RDO	0	0	0	1	0	1	1	0	0	1	0	1	1	1	1	8
SPNA	0	1	0	1	1	1	1	0	0	1	0	1	1	1	1	10
SAYP	0	1	0	0	1	1	1	0	1	1	1	1	1	0	1	10
SNJ	0	0	0	0	1	1	0	0	0	1	0	1	0	1	1	6
WNA	0	1	0	0	1	1	0	0	1	1	0	1	1	1	1	9

The Analysis of the Tryout Test Results

No	Name	ODD (x)	EVEN (y)	x^2	y^2	xy
1	AG	8	8	64	64	64
2	ARAA	8	9	64	81	72
3	AIP	8	11	64	121	88
4	AAA	9	11	81	121	99
5	AMJ	7	12	49	144	84
6	AAF	9	9	81	121	81
7	ANS	9	8	81	64	72
8	BI	13	11	169	121	143
9	BWP	7	10	49	100	70
10	DA	9	9	81	81	81
11	DH	10	9	100	81	90
12	EY	10	10	100	100	100
13	F	8	10	64	100	80
14	HR	7	11	49	121	77
15	JSR	10	9	100	81	90
16	MPR	10	8	100	64	80
17	MDP	9	10	49	100	90
18	MTF	7	11	144	121	77
19	MN	9	10	81	100	90
20	MTS	11	11	121	121	121
21	NAM	9	11	81	121	99
22	PAZ	10	10	100	100	100
23	RP	11	10	121	100	110
24	RYF	10	10	100	100	100
25	RRD	8	9	64	81	72
26	RDO	10	8	144	64	80
27	SPNA	9	10	81	100	90
28	SAYP	9	10	81	100	90
29	SNJ	10	6	100	36	60
30	WNA	8	9	64	81	72
	Total	272	290	2627	2890	2622

The Difficulty Index of the Test Items of Vocabulary

Number of the items	R	N	FV	Criteria
1	18	30	0,60	Moderate
2	17	30	0,54	Moderate
3	14	30	0,46	Moderate
4	21	30	0,67	Moderate
5	23	30	0,74	Moderate
6	0	30	0	Difficult
7	17	30	0,56	Moderate
8	21	30	0,70	Moderate
9	18	30	0,60	Moderate
10	28	30	0,90	Easy
11	27	30	0,87	Easy
12	31	30	1,00	Easy
13	25	30	0,80	Easy
14	22	30	0,70	Moderate
15	18	30	0,96	Moderate
16	5	30	0,16	Difficult
17	6	30	0,19	Difficult
18	22	30	0,70	Moderate
19	18	30	0,60	Moderate
20	31	30	1,00	Moderate
21	14	30	0,46	Moderate
22	5	30	0,16	Difficult
23	20	30	0,66	Moderate
24	31	30	1,00	Moderate
25	16	30	0,53	Moderate
26	25	30	0,80	Moderate
27	20	30	0,66	Moderate
28	19	30	0,63	Moderate
29	23	30	0,74	Moderate
30	24	30	0,77	Moderate

The Formula and Criteria of Reliability and the Index of Difficulty Level

The Product Moment formula was as follow.

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\}\{N \sum y^2 - (\sum y)^2\}}}$$

Notes:

r_{xy} = reliability coefficient.

$\sum xy$ = the total number of odd and even items.

$\sum x$ = the total number of odd items.

$\sum y$ = the total number of even items.

N = the number of the respondents.

(Bachman, 2004)

The Spearman-Brown prophecy formula was as follow.

$$\text{Reliability of whole test} = \frac{2 \times r_{xy}}{1 + r_{xy}}$$

(Hughes, 2003)

The criteria of reliability:

0.90 – 1.00 = very high reliability

0.70 – 0.89 = high reliability

0.50 – 0.69 = fair reliability

0.30 – 0.49 = low reliability

0.00 – 0.30 = very low reliability

(Djiwandono, 1996)

The index of difficulty level formula (FV) was as follow.

$$FV = \frac{R}{N}$$

Notes:

FV = the index of difficulty (facility value)

R = the number of correct answer

N = the number of students taking a test

The criteria of index of difficulty (facility value):

<0.30 = difficult

0.30- 0.70 = moderate

>0.70 = easy

(Heaton, 1995)

The Result of Reliability of the Tryout Test

- The Result of the Analysis (r_{xy})

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\}\{N \sum y^2 - (\sum y)^2\}}}$$

$$r_{xy} = \frac{30\ 2622 - (272)(290)}{\sqrt{\{30\ 2627 - (272)^2\}\{30\ 2890 - (290)^2\}}}$$

$$r_{xy} = \frac{120404 - 120080}{\sqrt{\{147436 - 144400\}\{102362 - 99856\}}}$$

$$r_{xy} = \frac{120404 - 120080}{\sqrt{\{3036\}\{2506\}}}$$

$$r_{xy} = \frac{120404 - 120080}{\sqrt{7608216}}$$

$$r_{xy} = \frac{324}{873,2}$$

$$r_{xy} = 0,37$$

Adopted from (Bachman, 2004:85)

- The Result of Spearman-Brown Formula

$$\text{Reliability of whole test} = \frac{2 \times r_{xy}}{1 + r_{xy}} = \frac{2 \times 0,37}{1 + 0,37}$$

$$= \frac{0,74}{1,37}$$

$$= 0,54$$

Adopted from (Hughes, 2003:39)

The Vocabulary Test Scores

Experimental Group (VIII G)			Control Group (VIII I)		
NO	NAMES	SCORES	NO	NAMES	SCORES
1	A D S	80	1	A R R K	80
2	A S	83.3	2	A U A	70
3	A F	80	3	A H K	76,7
4	A H A	90	4	A N R	66.7
5	A S A	90	5	A	80
6	B A M	83.3	6	A T W N	76,7
7	E P D	76.7	7	C A L	80
8	F A D	96,7	8	D P N	83.3
9	F J I	83.3	9	E P	73.3
10	F A F	77.3	10	F I	80
11	G F A	83.3	11	F A P	76.7
12	H H	90	12	F H	70
13	I	80	13	G A A	80
14	J N P	90	14	G A A	80
15	K H Y	86.7	15	I Y S	76.7
16	K Q C R	86.7	16	L M	86.7
17	L T	80	17	M A A F	80
18	M F N Z	93.3	18	M I A A	80
19	M A	80	19	M Y A B	70
20	M F A R	66.7	20	M A	80
21	M R	93.3	21	M Z M	83.3
22	N W F	96,7	22	R A A P	73,3
23	N N S	93.3	23	R A	83.3
24	N F A	80	24	R N I	80
25	N F R	90	25	R H	80
26	R N	96,7	26	R A Q	70
27	R D N	86.7	27	R P P	73.3
28	R T P	90	28	S R A	73.3
29	S S D I	86.7	29	W T S	70
30	S A	90	30	W P S	73.3
31	Y Z	80	31	Z A P	80
32	Z F	86.7	32	N	70

List of Tables

3.1 The Total Number of the Eighth Grade at SMPN 1 Panji Situbondo

Class	Male	Female	Total
VIII A	19	13	32
VIII B	18	14	32
VIII C	20	12	32
VIII D	19	13	32
VIII E	17	15	32
VIII F	19	13	32
VIII G	17	15	32
VIII H	16	14	30
VIII I	20	12	32
Total	165	121	286

(Source: Document of SMPN 1 Panji Situbondo in the 2016/2017 academic year)

3.2 The Output of Homogeneity of Variances

Test of Homogeneity of Variances

class

Levene Statistic	df1	df2	Sig.
1,947	1	6	,212

4.1 The Output of Statistical Description

Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
Posttest experimental group	32	85.791	6.6932	1.1832
control group	32	79.788	6.9244	1.2241

4.2 The Output of Independent Sample T-Test

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
posttest Equal variances assumed	.001	.975	3.526	62	.002	6.0031	1.7024	2.6000	9.4062
Equal variances not assumed			3.526	61.929	.001	6.0031	1.7024	2.5999	9.4063

Research Permission Letter from the Dean of Faculty Teacher Training and Education, Jember University

	KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI UNIVERSITAS JEMBER Jalan Kalimantan 37 Kampus Tegalboto Kotak Pos 159 Jember 68121 Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029 Laman : www.unej.ac.id
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Nomor	: 1952 / UN25.1.5 / LT / 2017	16 MAR 2017
Lampiran	: -	
Perihal	: Permohonan Izin Penelitian	

Yth. Kepala SMPN 1 Panji
Situbondo

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama	: Kholivia Eka Aprilia
NIM	: 120210401023
Jurusan	: Pendidikan Bahasa dan Seni
Program Studi	: Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "The Effect of Guessing Game on Vocabulary Achievement of the Eighth Grade Students at SMPN 1 Panji Situbondo". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terimakasih.


 a.n. Dekan
 Pembantu Dekan I,
 Dr. Sekatman, M.Pd.
 NIP. 19640123 1998812 1 001

Statement Letter from the School Principal of SMPN 1 Panji Situbondo



**PEMERINTAH KABUPATEN SITUBONDO
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 PANJI**

NSS: 201 052 311 003 NPSN: 20522701
Website: www.smpn1panji_sit.sch.id
Email: info@smpn1panji_sit.sch.id



Jl. Basuki Rahmat No.261 Telp/Fax (0338) 671811 Situbondo 68322

SURAT KETERANGAN

No. 423 / 133 / 431.201.7.24 / 2017

Yang bertanda tangan di bawah ini kepala SMP Negeri 1 Panji menerangkan bahwa:

NAMA : KHOLIVIA EKA APRILIA

NIMKO : 120210401023

Mahasiswa tersebut diatas telah melaksanakan penelitian pada tanggal 2 April 2017 sampai dengan 11 April 2017.

Judul penelitian : The Effect of Guessing Game on Vocabulary Achievement of the Eighth Grade Students at SMPN 1 Panji Situbondo.

Demikian surat keterangan ini dibuat agar dapat digunakan sebagaimana mestinya.

Kepala Sekolah,

ACHMAD SOERJADI, M. Pd.

PEMBINA TK. I

NIP. 19640310 198903 1 013

