



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

THESIS

By

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LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
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Language and Arts Education Department, the Faculty of Teacher Training and Education,
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DEDICATION

This thesis is honorably dedicated to :

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

MOTTO

“I’m afraid that you will play a game that you can’t win, because you will play against yourself.”

(Dr. Seuss)

Source : <https://www.goodreads.com/quotes/tag/games>

STATEMENT OF THESIS AUTHENTICITY

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Jember, June 15th, 2016

The writer

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SUMMARY

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

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

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

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

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

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

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

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

CHAPTER 1. INTRODUCTION

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

1.1 The Background of the Research

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.2 The Problems of the Research

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

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

1.3 The Objectives of the Research

The objectives of this classroom action research are as follows:

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

1.4 Significance of the Research

a. For the English Teacher

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

b. For the Students

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

c. For the other Researchers

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

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

CHAPTER 2. REVIEW OF RELATED LITERATURE

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

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

2.1 Definitions Vocabulary

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

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

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

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

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

2.2 Types of Vocabulary

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

- a. Active vocabulary, i.e. the words that are customarily used in speaking and writing.
- b. Reverse vocabulary, i.e. the words that are known but people rarely use in ordinary speech, when they have more time to consider or when they are searching for a synonym.
- c. Passive vocabulary, i.e. the words that are customarily used in listening and reading

2.3 The Classification of Vocabulary

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

2.3.1 Nouns

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

1. Common nouns : cat, boy, table, etc.
2. Proper nouns : Mary, Jakarta, Sunday, etc.
3. Abstract nouns : beauty, charity, fear, etc.
4. Collective nouns : family, committee, crowd, class, etc.

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

2.5 Vocabulary Achievement

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

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

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

2.4 Games in Language Teaching

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

2.5 Kinds of games

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

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

6. Story game. This game provides a framework for learners to speak and to write at length instead of engaging in short exchanges, for example, a silly story game.
7. Sound game. This game can create in the listener's mind and impression of people, places, and actions.
8. Word game. In this game, the focus of the attention is initially on the words rather than the sentences, for example, a bingo game.
9. True / false game. This game decides someone's statement which is either true or false.
10. Memory game. This kind of game challenges the students' ability to remember.
11. Question and Answer game. This kind of game is designed to create the context in which learners want to ask questions in order to find something out, for example, a general knowledge quiz.
12. Guessing game. In this game, someone knows something and the others must find out what it is. It means that if someone has already understood about something, the other one should be successful to guess what the thing is.

The game that was used in this research was guessing game with pictures.

This game was used in teaching vocabulary in MTs Roudlatut Tholibin, Probolinggo.

2.6 The Definitions of Guessing Game

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

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

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

2.7 Picture

2.7.1 The definition of Pictures

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

2.7.2 Kinds of pictures

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

a. Single Pictures

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



Figure 2.1 single picture 1
(Source: <http://fin6.us/2014/>)

pict

job.



An apple

Figure 2.2 single picture 2
(Source: <http://en.wikipedia.org>)

l p



A teacher

Figure 2.3 single picture 3
(Source: <http://becuo.com>)

pict

ctur

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

b. Composite Pictures

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



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

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

c. Picture in Series

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

The following pictures are the examples of picture in series:



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

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

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

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

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

2.8 The Advantages and Disadvantages of Using Guessing Game with Pictures

2.8.1 The Advantages of Using Guessing Game with Pictures

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

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

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

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

some are asked the teacher if the words were correct or not. The guessing game also helped the students in learning English in general. It means that guessing game could build a conducive atmosphere during the teaching learning vocabulary and it helped them to learn vocabulary easily.

2.8.2 The Disadvantages of Using Guessing Game with Pictures

Meanwhile, there are also some disadvantages of using a game in teaching and learning English. Miljana and Danica (2011) state that learners may get excessively noisy, lack of learning because of too much playing activity, learners might be childish and learners might not be equally involved when they are already bored. It means that the situation in the classroom became uncontrollable and became crowded because the students were too excited with the game. Besides, the class became noisy because the students shouted out when they tried to answer the question in that game. This condition not only disturb other students, but also other class concentration.

To anticipate those conditions, the teacher should be able to control the class situation very well by organize the chair to make the teacher easy to observe. The teacher gave warnings and punishment to the students if the situation becomes uncontrollable, asked the students to pay more attention to the teacher's explanation, and reminded them in positive ways in order to make the students not disturbed other students or other classes.

2.9 Guessing Game with Pictures in Teaching Vocabulary

Vocabulary practice activity includes games was useful to enlarge the students' vocabulary and memorized the words they had already learned in the game because they participated directly and that was a new experience for them. One of those games is guessing games. According to Wright et al. (2006:169) essentially in guessing game, someone knows something and the others must find out what it is. It

means that a guessing game are a game in which a person or a participant knows something and competes individually or in a team to identify or to find it out and the others have to guess it based on the clues given. The researcher focused on guessing game with pictures in teaching vocabulary because the pictures motivated the students and made them pay attention to the teacher's explanation and wanted to take a part. Moreover, the students had a rich base and stimulus in teaching and learning process with pictures.

Wright et al. (2006:175) state that in applying guessing game, the English teacher should use OHP or electronic media. This research used a printed picture, because the school did not have any projector or OHP.

The procedures in playing guessing game with pictures based on Wright (2006:175) were as follows:

1. Dividing the students into some groups, each group consists of 4-5 students and naming that groups based on the numbers order (1, 2, 3, 4, 5, etc.)
2. The teacher gives the first clue and lets the first group guess the picture.
3. If the first group can answer it, they will give the maximum score (100 points)
4. If the first group cannot answer it, the teacher will give the chance to the second group to guess it.
5. If the second group still cannot answer, the teacher will continue to give the next clue to the second group. If the second group still can not guess the teacher will give the chance to the third group to answer it.
6. The group which can guess it correctly gets the score and the one which gets the highest score will be the winner of this game.

In this research, the researcher modified the procedure above by adding some procedures. The procedures were as follows:

1. Divide the students into some groups, each group consists of 4-5 students and name that groups based on the number order (1, 2, 3, 4, 5, etc.)

2. The teacher give the students a picture that is covered to avoid the students know the picture.
3. Give the first clue to the first group and let the first group guess the picture.
4. If the first group cannot answer it based on the first clue, the teacher will give the chance to the second group to guess it.
5. If the second group cannot answer it, the teacher will continue to give the second clue to the third group and remove one cover from the picture.
6. If the group can answer it, one member from the group will write the answer on the whiteboard and another member cannot help him/her.
7. The next picture will be given to the next group to give a chance that group to guess.

The score is divided into 4 categorizes as follows :

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

2.10 The Action Hypotheses

Based on the theories above, the action hypotheses of this research were as follows :

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

CHAPTER 3. METHODOLOGY OF THE RESEARCH

In this chapter, the researcher discusses the methods used in this research. They cover research design, operational definitions of the key terms, research area, research subjects, data collection methods, research procedures, and data analysis method.

3.1 Research Design

The design of this research was a Classroom Action Research. It was aimed at improving the seventh grade students' vocabulary achievement and their active participation by using guessing game with pictures at MTs Roudlatut Tholibin, Probolinggo. This Classroom Action Research was conducted collaboratively with the seventh grade English teacher at MTs Roudlatut Tholibin, Probolinggo. After doing the preliminary study in the form of an interview with the English teacher of MTs Roudlatut Tholibin, Probolinggo, it was found that the VII-F grade students still faced difficulties in learning vocabulary. It was proved by the percentage of students who met the standard score of the school (72) that was only 52%. The students had some difficulties in understanding the word meanings and using the words in context. In addition, they were passive in the English teaching learning process.

This Classroom Action Research with the cycle model was applied in this research. Each cycle consisted of four stages, namely: (1) the planning of the action, (2) the implementation of the action, (3) classroom observation and evaluation and (4) data analysis and reflection of the actions (Elliot, 1991). The second cycle was conducted since the results of the first cycle had not achieved the target of the research that was 75% of the students of VII-F grade could achieve the standard score of the school that was (72) in the vocabulary test .

The design of this Classroom Action Research is illustrated in the following diagram:

The Model of the Classroom Action Research

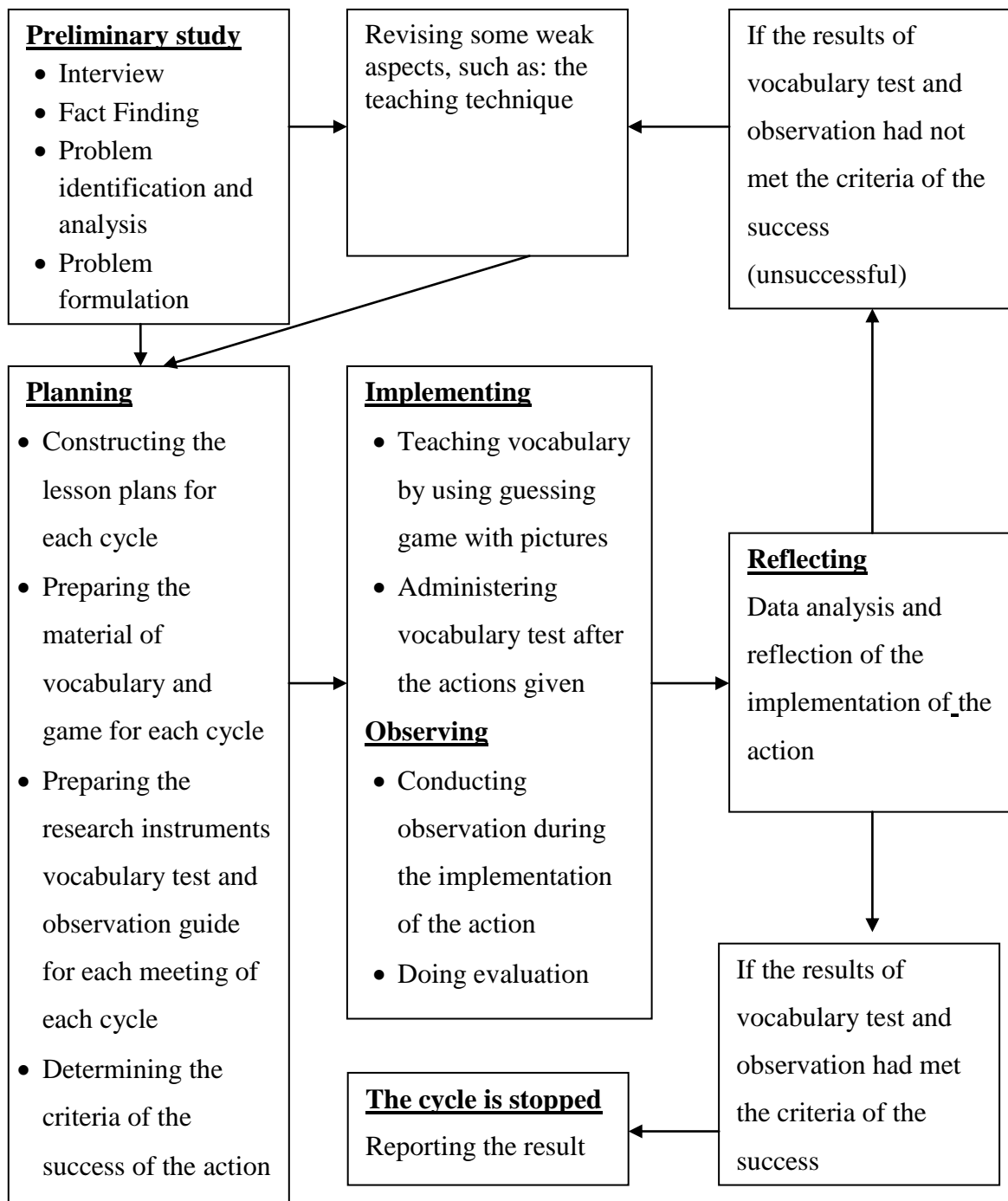


Figure 3.1 The Cycle Model of the Classroom Action Research (Adapted from Elliot, 1991:70)

From the diagram of the research above, the procedure of this research are as follows:

1. Interviewing the English teacher of MTs Roudlatut Tholibin, Probolinggo as the preliminary study and observation to identify and analyze the problem faced by the students in learning English, especially in vocabulary.
2. Finding out some documents to gain the supporting data about the students' English vocabulary mastery from the English teacher.
3. Determining the class as the research subjects (the class that had difficulties in learning vocabulary and had the lowest mean score in the vocabulary test among the other classes).
4. Planning the action (constructing the lesson plans for the first cycle: meeting 1 and meeting 2 and the vocabulary test material) collaboratively with the English teacher.
5. Giving the explanation about guessing game with pictures to the English teacher how to use guessing game with pictures in teaching vocabulary.
6. Implementing the first cycle (meeting 1 and meeting 2) that is teaching vocabulary through guessing game with pictures. The first meeting was done by the researcher and the English teacher became the observer. Then, the second meeting was done by English teacher and the researcher became the observer.
7. Administering the vocabulary test to the research subjects after the actions in the first cycle.
8. Analyzing the results of the vocabulary test to find the percentage of the students who got score ≥ 72 in the vocabulary test and analyzing the results of observation to find the percentage of the students' active participation.
9. Doing the reflection to know the strengths and weaknesses of the action in the first cycle. Since the result of the first cycle had not reached the standard, the actions was continued to the second cycle by revising some weak aspects.
10. Constructing the lesson plans for the second cycle (meeting 1 and meeting 2) and vocabulary test by revising some weak aspect from the cycle 1.

11. Giving the explanation about guessing game with pictures to the English teacher how to use guessing game with pictures in teaching vocabulary.
12. Implementing the second cycle (meeting 1 and meeting 2) that is teaching vocabulary through guessing game with pictures. The first meeting was done by the researcher and the English teacher became the observer. Then, the second meeting was done by English teacher and the researcher became the observer.
13. Administering the vocabulary test to the research subjects after the actions in the second cycle.
14. Analyzing the results of the vocabulary test to find the percentage of the students who got score ≥ 72 in the vocabulary test and analyzing the results of observation to find the percentage of the students' active participation.
15. Drawing a conclusion to answer the research problems.

3.2 Research Area Determination Method

In this research, the area was determined by using a purposive method. The purposive method is used to determine where and whom this research will be implemented. Arikunto (2006: 16) states that a purposive method is used based on certain purpose and reasons.

Based on the purposive area determination method, this research was conducted at MTs Roudlatut Tholibin, Probolinggo. This school was chosen as the research area by considering the fact that the students still faced difficulties in learning vocabulary and the English teacher agreed with the researcher to conduct this classroom action research collaboratively. Then, guessing game with pictures has never been applied by the English in teaching vocabulary. Besides, the headmaster and the English teacher gave permission to the researcher to conduct the Classroom Action Research at the school.

3.3 Research Subject Determination Method

The research subjects were the VII-F grade students which consisted of 27 of 27 female students and no male students. This class was chosen as the research subjects for some reasons. This class was chosen purposively because there were 48% of the students who had difficulties in learning vocabulary. The minimum standard requirement score of this school is 72 in the English subject. It means that only 14 students of 27 students could reach the minimum standard score of this school. Besides, based on the information from the English teacher, the participation of this class was passive in the English teaching and learning process. Therefore, the seventh grade students were chosen as the research subjects.

3.4 Data Collection Methods

3.4.1 Vocabulary Test

In this research, the vocabulary test was conducted to gain the primary data. The achievement test in the form of multiple choices was administered to measure the students' vocabulary achievement. The total number of the test item was 25 items. The time allocation of this test was 40 minutes. In line with this, the teacher-made test was applied in this research. The researcher collaborated with the English teacher to construct the test items based on the 2006 Institutional – Based Curriculum of Junior High School for the seventh grade students.

Arikunto (2006:169) states that to be a good test, it must fulfill two requirements, namely validity and reliability. A good test should be valid and reliable. In this research, the researcher used content validity in which the test items were constructed based on the text book for seventh grade students. According to Hughes (2003:34) if the test is not valid, it cannot be reliable. Fraenkel and Wallen (2006:150) state that reliability is related to the consistency of giving the scores, how consistent they are for each individual from one set of items to another. It can be concluded that the result will be the same whoever will score the test and whenever the test is scored. The objective test was applied in this research because it did not

require judgment in scoring process (Hughes, 2003:22). Thus, the test results tended to be consistent or reliable. In addition, the objective test was easy to be scored and analyzed.

The total number of the test item was 25 items. The time allocation of this test was 40 minutes. Every correct answer was scored 1 and the wrong answer got 0. Therefore the maximum score was 25. To converse the score into the sclae of 0-100, the following formula was used

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = Final score

n = The score gained by the students

N = Maximum score

For example, student A had 15 correct answers, then he got score 15. His final score is calculated as follow.

$$E = \frac{15}{25} \times 100\% \\ = 60$$

From the calculation it was found that student A got score of 66.66.

3.4.2 Observation

Observation was conducted in each meeting of each cycle to gain the primary data about the students' active participation in the teaching and learning process of vocabulary by using guessing game with pictures. The detail information about the observation will be explained in the research procedures.

3.4.3 Interview

The interview was carried out in the preliminary study to gain the supporting data related with the students' problem with of vocabulary. It was used to know the students' problems in the teaching and learning vocabulary, the percentage of the students' active participation, the teacher's technique in teaching vocabulary, and the curriculum used by the English teacher of MTs Roudlatut Tholibin, Probolinggo. As stated by McMillan (1992: 132) that an interview is a form of data collection in which questions are asked orally and the subjects' responses are recorded. In this interview, a list of questions was used as the guide to gain the data from the English teacher. The data obtained from the interview were used to complete the main data of the research. The results of the interview are enclosed in Appendix B.

3.4.4 Documentation

In this research, documentation was used to gain the supporting data about the students' scores of vocabulary from the English teacher. Arikunto (2006:158) states documentation is used to get data from written documents, such as books, reports, daily notes. These documents were used as the basic scores to show that the students still had a problem with vocabulary. Besides, the document was used to get the supporting data about the names of the research subjects. The names of the research subjects are enclosed in Appendix C

3.5 Operational Definition of the Terms

An operational definition is necessary to avoid misunderstanding between the reader and the researcher about the concepts used in this research. The definitions of the terms in this research are as follows:

3.5.1 The Students' Vocabulary Achievement

Vocabulary, in this research, means English vocabulary. The students' vocabulary achievement means the level or amount of knowledge and learning activities that the students get after learning vocabulary covering nouns through guessing game with pictures. Their vocabulary achievement is shown by their scores of vocabulary test done in each cycle.

3.5.2 The Students' Active Participation

The students' active participation in this research is the students' active involvement in the teaching and learning process by using guessing game with pictures. Their active participation was indicated by five indicators, they are (1) paying attention to the teacher's explanation. (2) Asking some questions related to the topic. (3) Answering the questions given by the teacher. (4) Playing guessing game with pictures fairly. (5) Doing the vocabulary tasks given by the teacher after playing the game. The students were considered to be active students if they did four or five indicators stated in the checklist. Then, the students were considered passive if they did one or two or three indicators of the participation.

3.5.3 Guessing Game with Pictures

Guessing game is very simple to do to practice vocabularies in a fun and meaningful way. It is a game in which the students guess about the information from the pictures that the teacher gives. The information includes a word, a phrase, and a sentence. In this research, guessing game with pictures refers to a single picture that is hidden with some clues. One person will be a knower and another will be a

guesser. The teacher will be a knower who gives the students some clues, and the students will be a guesser who will guess the picture based on the clues given. The first clue is the most difficult clue. The second clue is the easier than the first clue, the third clue is easier than the second and so on. This kind of game was chosen because this game had never been applied by the English teacher in teaching vocabulary. The researcher used pictures as the media to give the students complete information about the English vocabulary in the context of the words or the sentences.

3.6 Research Procedures

This research was conducted in the cycle. Each cycle covered some activities namely the planning of the action, the implementation of the action, the class observation and evaluation, and data analysis and reflection of the action.

3.6.1 The Planning of the Action

The planning of the action is a preparation before doing the action. The activities done before the actions were as follows:

1. Choosing the theme and sub-theme based on the material for seventh grade students.
2. Constructing the lesson plans for the first cycle and second cycle (Meeting 1 and Meeting 2).
3. Preparing the materials and worksheets for the students' tasks.
4. Preparing the guide of observation in the form of checklist which contained the indicators of students' participation for each meeting of the first cycle and second cycle.
5. Constructing the vocabulary test to measure the students' vocabulary achievement for the first cycle and second cycle.
6. Setting the criteria of success of the action both in process and product evaluations.

3.6.2 The Implementation of the Action

The action was teaching vocabulary by using guessing game with pictures. The actions were done based on the English schedule. This action was implemented in the seventh grade class. Arikunto (1998:66) states that implementation is a realization of some actions that have been planned before. The implementation of action was done during the schools hours based on the schedule of the English subject. The implementation of in the first cycle and second cycle was based on Lesson Plan 1 for the first meeting and Lesson Plan 2 for the second meeting. The researcher collaborated with English teacher in implementing those actions. When the action was done by the researcher, the English teacher was observing the students' active participation. The students were given the vocabulary test in the third meeting to measure their vocabulary achievement after the action given.

3.6.3 Observation and Evaluation

3.6.3.1 Observation

Observation was conducted in each meeting of each cycle to gain the primary data about the students' active participation in the teaching and learning process of vocabulary by using guessing game with pictures. The observation was done by the researcher and the English teacher in turn during the teaching and learning process of vocabulary by using guessing game with pictures. In this research, the observation was conducted by using observation guide in the form of checklist that contained some indicators of the students' participation to be observed. The aim of the observation was to record the students' participation during the vocabulary teaching and learning process by using guessing game with pictures. This form of the checklist was used as the instrument to record the students' participation. The indicators of the students' participation were as follows:

1. Asking some questions related to the topic.
2. Answering the questions given by the teacher
3. Paying attention to the teacher's explanation.
4. Playing guessing game with pictures fairly.
5. Doing the vocabulary tasks given by the teacher.

The students were considered as active participants if they did four or five indicators. Then, the students were considered passive if they did one or two or three indicators of the participation. It is the following form of the observation checklist for the students' participation.

Observation Checklist

No	Name	Indicators					Frequency	Category	
		1	2	3	4	5		active	passive
1									
2									
3									
4									
5									

3.6.3.2 Evaluation

The evaluation was done in every meeting in each cycle during the teaching learning vocabulary by using guessing game with pictures to know whether the use of guessing game with pictures could improve the students' vocabulary achievement and their active participation. There are two kinds of evaluations that were done in this research, namely process and product evaluations. The process evaluation was done by doing observation during the teaching learning process of vocabulary by using guessing game with pictures in each cycle. It was done by using the observation guide in the form of checklist to observe the students' participation in teaching learning

vocabulary by using guessing game with pictures. Then, the product evaluation was at the end of the cycle after the actions given in the form of the vocabulary test that were done in each cycle. This vocabulary test consisted of 25 questions in the form of multiple choices and this test was done in 40 minutes.

The criteria of the success of the actions in this classroom actions research were as follows:

1. The use of guessing game with pictures could improve the students' vocabulary achievement if at least 75% students of the seventh grades could achieve the requirement score ≥ 72 in the vocabulary test.
2. The use of guessing game with pictures could improve the students' active participation if at least 75% of the students actively participated in the teaching learning of vocabulary by using guessing game with pictures.

3.6.4 Reflection of The Actions

The reflection was done to know whether the actions given in each cycle was successful or not. Besides, it was intended to know the strengths and the weaknesses that appeared in the actions in each cycle to enable the researcher to solve the problems. It was done collaboratively by the researcher and the English teacher through discussion and find out the solution of the weaknesses found in the first cycle. The researcher and English teacher did the reflection soon after they analyzed the data in each cycle. The reflection was done to reflect the results of observation in each meeting of each cycle and the results of the vocabulary test in each cycle. The result of reflection was used as a guide to revise the weak aspects in the implementation in the first cycle and it was used to produce the lesson plans in the second cycle.

3.6.5 Data Analysis Technique

In analyzing the data, this research used both descriptive qualitative analysis and quantitative analysis method. The descriptive qualitative analysis was used to analyze the data gathered from the interview, and observation. The collected primary data about the students' vocabulary test scores in each cycle were analyzed by using the formula belows.

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = the percentage of the students who got score of ≥ 72 in the vocabulary test.

n = the number of the students who got score of ≥ 72 in the vocabulary test.

N = the number of the students who took the vocabulary test.

(Adapted from Ali, 1993:186)

Then, the results of observation in each meeting of each cycle were analyzed by using the following formula to know the percentage of the students' active participation:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = the percentage of the students who actively participated in the teaching learning process of vocabulary by using guessing game with pictures

n = the number of the students who were categorized as active students

N = the number of the students (the research participants)

(Adapted from Ali, 1993:186)

CHAPTER 5. CONCLUSION AND SUGGESTIONS

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

5.1 Conclusions

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

1. The use of guessing game with pictures could improve VII-F grade students' active participation in the teaching and learning process of Vocabulary at MTs. Raudlatut Tholibin, Probolinggo in the 2015/2016 academic year. The improvement was proven by the percentage of the students who participated actively in the vocabulary teaching learning process from cycle 1 (68.5%) to (83.33%) in cycle 2.
2. The use of guessing game with pictures could improve the VII-F grade students' vocabulary achievement at MTs. Raudlatut Tholinin, Probolinggo in the 2015/2016 academic year. The improvement could be seen from the percentage of the students who got score at least 72 in the vocabulary test that was from 77.78% in cycle 1 to 88.88% in cycle 2.

5.2 Suggestions

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

1. The English Teacher

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

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

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

3. The Future Researchers

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

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RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD	Hypothesis
<p>Improving The VII-F grade Students' Vocabulary Achievement and Their Participation by Using Guessing Game with Picture at MTs Roudlatut Tholibin, Probolinggo</p>	<p>1. Can the use of Guessing Game with Picture improve the VII-F grade students' participation in the teaching learning process of vocabulary at MTs Roudlatut Tholibin , Probolinggo?</p> <p>2. Can the use of Guessing Game with Picture improve class the VII-F grade students' vocabulary achievement at MTs</p>	<p>Independent Variable : The use Guessing Game with Picture in teaching vocabulary</p> <p>Dependent Variable : 1. The students' vocabulary achievement 2. The Students' participation in the teaching and learning process of vocabulary by using Guessing Game with Picture</p>	<p>The procedures of the Guessing Game with Picture in teaching vocabulary</p> <ul style="list-style-type: none"> • Dividing the students into some groups, each group consists of 4-5 students and name that groups based on the number order (1, 2, 3, 4, 5, etc.) • Giving the students a picture that is covered to avoid the students to know the picture. • The teacher gives the first clue to the first group and let the first group guess the picture. • If the first group cannot answer it based on the first clue, the teacher will give the chance to the second group to guess it. • If the second group cannot answer it, the teacher will continue to give the second clue to the second group and remove one cover from 	<p>Research Subjects : The VII-F grade students of MTs Roudlatut Tholibin in the academic year of 2015/2016</p> <p>Informant The English Teacher of the VII-F grade of MTs Roudlatut Tholibin, Probolinggo</p> <p>Documents :</p> <ol style="list-style-type: none"> 1. The names of the research subjects 2. The VII-F grade students' previous scores of vocabulary test from the English teacher 	<p>Research Design : Classroom Action Research (the cycle model) The stages of each cycle are :</p> <ul style="list-style-type: none"> • The planning of the action • The implementation of the action • Observation and evaluation • The data analysis and reflection of the action (Arikunto, 2006:60) <p>Area Determination method Purposive Method</p> <p>Subject Determination Method: Purposive method</p> <p>Data Collection Methods:</p> <ol style="list-style-type: none"> a. Primary Data : <ul style="list-style-type: none"> • Vocabulary test • Observation 	<ol style="list-style-type: none"> 1. Teaching vocabulary by using Guessing Game with Picture can improve the VII-F grade students' participation in the teaching learning process of vocabulary at MTs Roudlatut Tholibin, Probolinggo. 2. Teaching vocabulary by using Guessing Game with Picture can improve the VII-F grade students' vocabulary achievement at MTs Roudlatut Tholibin, Probolinggo.

	<p>Raudlatut Tholibin , Probolinggo</p>		<p>the picture.</p> <ul style="list-style-type: none"> • If the group can answer it, one member from group will write the answer on the whiteboard and other members cannot help him/her. • The next picture will be given to the next group to give that group to guess. <p>The Students' vocabulary test scores of each cycle, with the materials of the use on NOUNS</p> <p>The students' participation</p> <ul style="list-style-type: none"> • Asking some questions related to the topic. • Answering the questions given by the teacher • Paying attention to the teacher's explanation. • Playing picture guessing and speculating game fairly. • Doing the vocabulary tasks given by the teacher. 		<p>b. Supporting Data:</p> <ul style="list-style-type: none"> ▪ Interview ▪ Documentation <p>1. Data Analysis Method : The main data collected from vocabulary achievement test were analyzed quatitatively in the percentage by using this formula :</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> $E = \frac{n}{N} \times 100\%$ </div> <p>Notes :</p> <p>E : the percentage of the students who got score ≥ 70 in the vocabulary test.</p> <p>n : the number of students who got score ≥ 70 in the vocabulary test.</p> <p>N : the number of the subjects (the research subjects)</p> <p>(Ali, 1998:186)</p>	
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THE RESULTS OF INTERVIEW

I. The Interview Guide

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

II. The Documentation Guide

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

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

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

(Sources: The English Teacher Documents)