THE EFFECT OF USING THE GUESS-THE-WORD GAME
IN LEARNING VOCABULARY
TO SEVENTH GRADERS OF SMP NEGERI 2 JABON

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

TEACHER TRAINING AND EDUCATION FACULTY

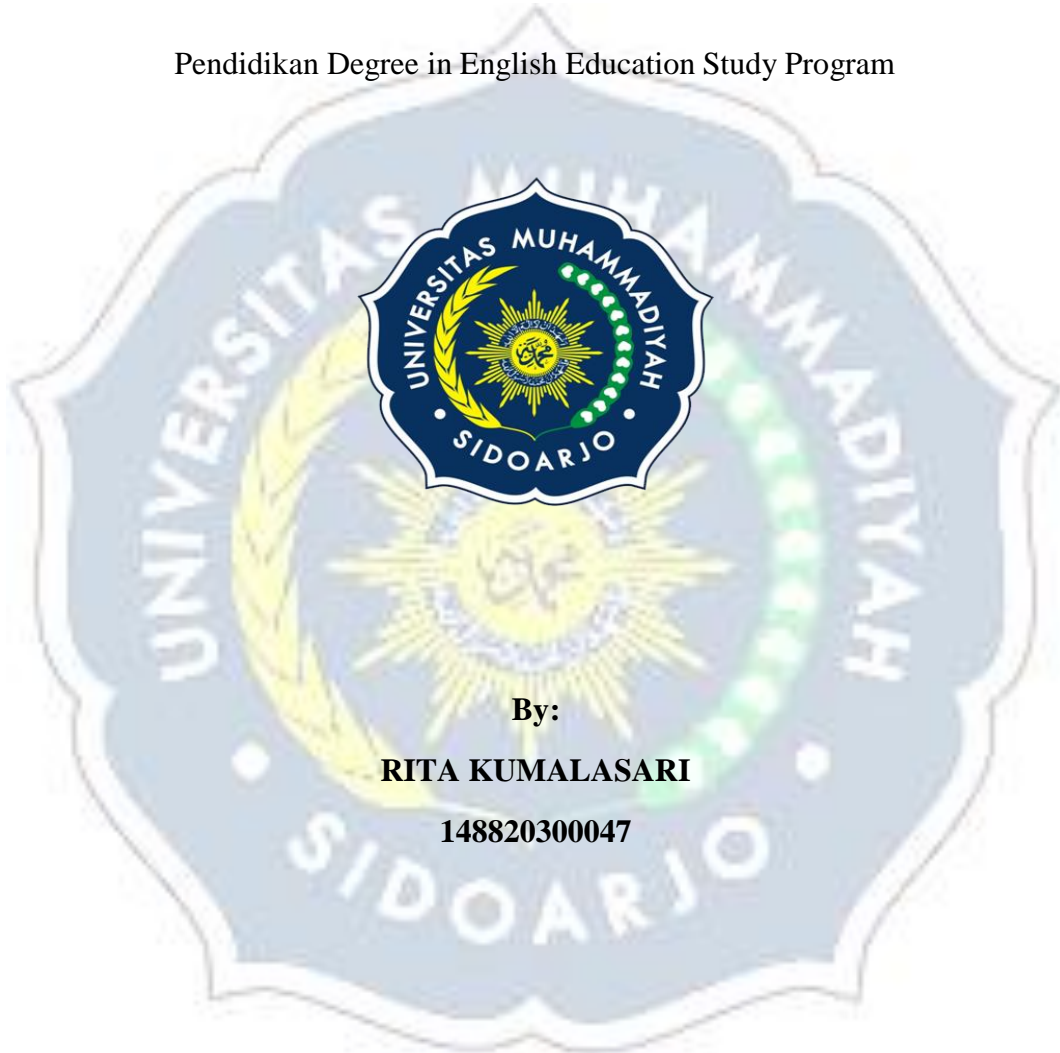**UNIVERSITAS MUHAMMADIYAH SIDOARJO**

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THE EFFECT OF USING THE GUESS-THE-WORD GAME
IN LEARNING VOCABULARY
TO SEVENTH GRADERS OF SMP NEGERI 2 JABON

A Thesis

Presented as Parcial to the Requirements for the Attaintment of Sarjana

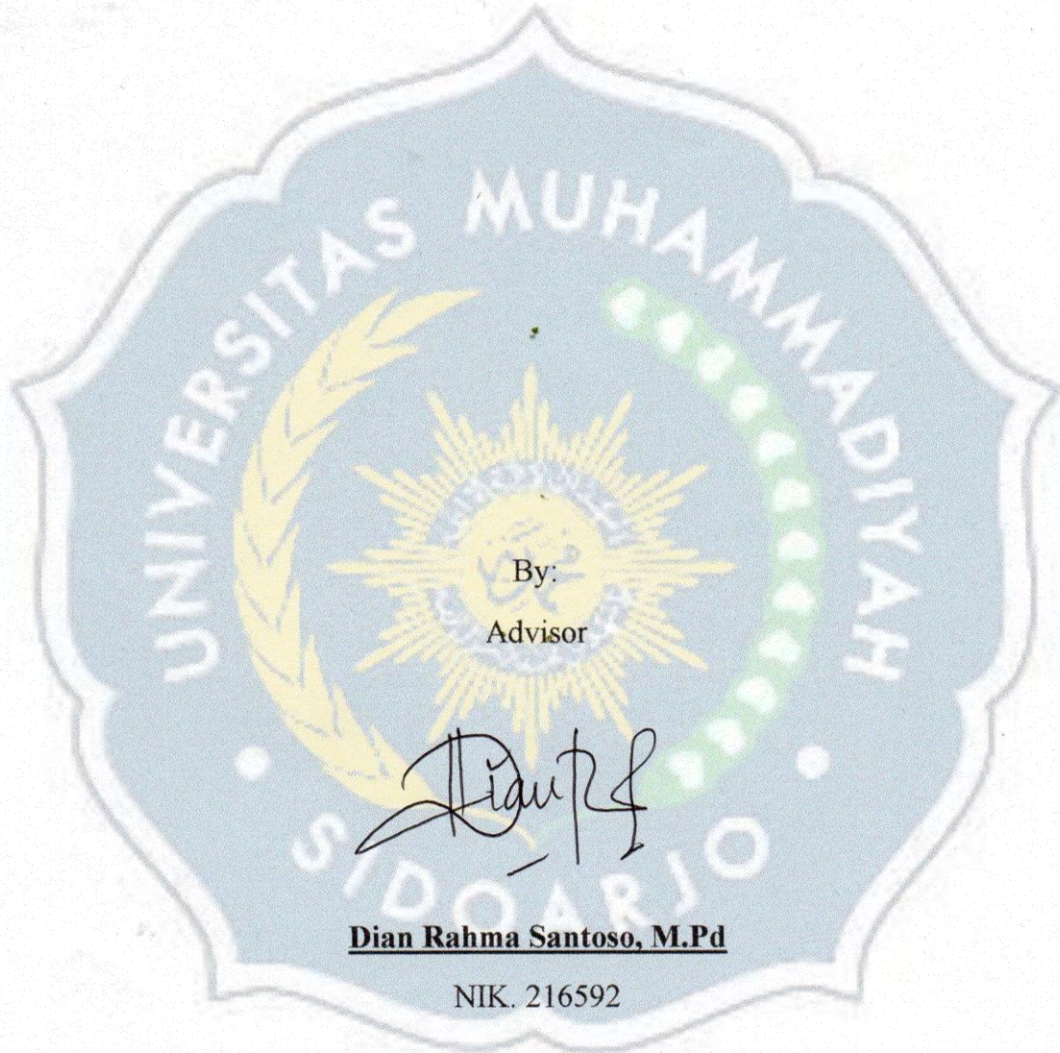Pendidikan Degree in English Education Study Program

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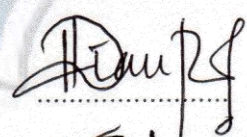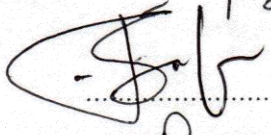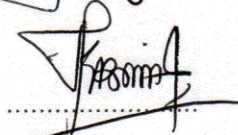NIK. 201198

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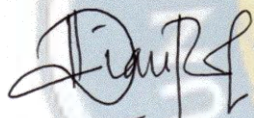
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MOTTO AND DEDICATION

Motto

Man Jadda Wa Jada

(Who Earnestly, Will Surely Succeed)

Man Shabara Zhafira

(Who Patient, Will be Lucky)

Man Sara Darbi Ala Washala

(Who Walks in His Way, Will be Saved)

Dedication

This thesis I dedicate to my beloved family, my dear friends, and everyone who has supported the completion of this thesis.

ACKNOWLEDGEMENT

First of all, the researcher would like to thank Allah SWT, that by His accomplishment and completeness, the researcher could finish the thesis, entitled "*The Effect Of Guess-The-Word Game In Learning Vocabulary to Seventh Graders of SMP Negeri 2 Jabon"*. This thesis could be conducted as a partial fulfillment of requirement for degree of teaching English. Then, the researcher would like to says thank you to her belove family, that by their affection and guidance, the researcher becomes someone better in every stage of her life.

This research can succeed because of many help of directors who also support with nice dedications.

Therefore, the researchers says thank you to:

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2. Yuli Astutik, M.Pd, the Chairman of English Department

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6. Ermawati, S.Pd, the English Teacher of SMP Negeri 2 Jabon, Sidoarjo

7. All students in SMP Negeri 2 Jabon, Sidoarjo, especially students of VII B class. Thanks for the help, participate, support, patient and contribution for this thesis.

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9. All my best friends (PBI B1-A1, PMB, and the X Drupadi) that always supported for completing this thesis.

At the end, I realized that this thesis is still far from being perfect. Therefore, any criticsm, ideas and suggestions for the improvement of this thesis are highly appreciated. I expect that this thesis gives a contribution for the readers and the beneficial for the English teaching and learning process.

Sidoarjo, July 2018

Rita Kumalasari

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ABSTRACT

Kumalasari, R. 2018. *The effect of using guess-the-word game in learning vocabulary to the seventh graders of SMP Negeri 2 Jabon.* A Thesis. English Education Study Program Faculty of Teacher Training and Education Universitas Muhammadiyah Sidoarjo.

Advisor: Dian Rahma Santoso, M.Pd

This research discusses the effect of using guess-the-word game as technique toward seventh graders' in learning vocabulary of SMP Negeri 2 Jabon, Sidoarjo. The aim of the research is to know the effect of guess-the-word to students' in learning vocabulary. The subject of this research was students of VII-B consist of 34 students. The method used in this research was pre-experimental one group pretest-posttest design. The result of this research showed that there was significant effect of students in learning vocabulary. The data was achieved from a pretest-posttest score using T-test formula. Furthermore, based on statistic calculation with the significance level of 5%, it showed that value of $t_{counting}$ was higher that t_{table} (5,48 > 2.03) and Eta Squared shows that the value is 0.47. According to table of Eta Square values criteria, 0.47 means High/ Significant effect. So, the null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was accepted which stated that there is significant effect of using guess-the-word toward seventh graders in learning vocabulary written.

Keywords : Guess-The-Word, Game, Vocabulary

ABSTRAK

Kumalasari, R. 2018. Pengaruh Penggunaan Permainan-Menebak-Kata terhadap Siswa Dalam Pembelajaran Kosa Kata pada Kelas VII di SMP Negeri 2 Jabon, Sidoarjo. Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Sidoarjo. Pembimbing : Dian Rahma Santoso, M.Pd

Penelitian ini membahas tentang pengaruh penggunaan permainan-menebak-kata sebagai teknik terhadap pembelajaran kosa kata siswa kelas VII SMP Negeri 2 Jabon, Sidoarjo. Tujuan dari penelitian ini adalah untuk mengetahui adanya pengaruh terhadap siswa dalam mempelajari kosakata. Subyek penelitian ini adalah siswa kelas VII-B yang terdiri dari 34 siswa. Metode yang digunakan dalam penelitian ini adalah pre-experimental dengan desain satu kelopmpok pretest dan satu kelompok posttest. Hasil penelitian ini menunjukkan bahwa ada pengaruh yang signifikan terhadap siswa dalam mempelajari kosakata. Data diperoleh dari kedua skor pretest-posttest yang dianalisis menggunakan rumus T-test. Selanjutnya berdasarkan perhitungan statistik dengan taraf signifikansi 5%, menunjukkan bahwa nilai t_{hitung} lebih tinggi yaitu t_{tabel} (5,48> 2,03) dan Eta Square yang menunjukkan nilai 0.47. Berdasarkan tabel dari Eta Square Values Criteria, 0.47 masuk ke dalam kriteria Tinggi/Signifikan efek. Oleh karena itu, hipotesis nihil (H_o) ditolak dan hipotesis alternatif (H_a) diterima dengan pernyataaan bahwa adanya pengaruh yang signifikan terhadap siswa kelas tujuh dalam mempelajari kosakata menulis.

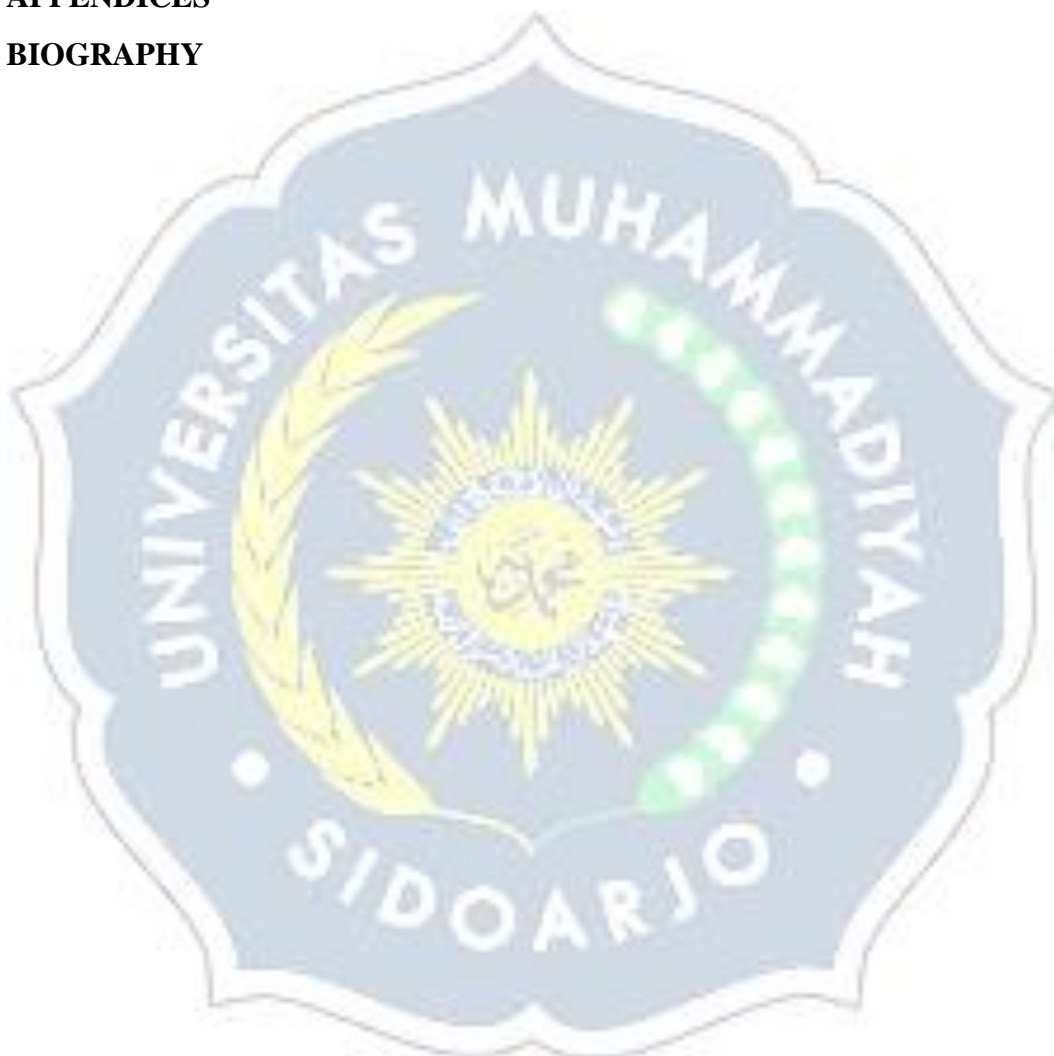Kata Kunci : Menebak-Kata, Permainan, Kosakata

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CHAPTER I

INTRODUCTION

This chapter consists of a background of the study, the statement of the problems, the objective of the study, the significance of the study, the scope and limitation of the study and the definition of the terms.

1.1 Background of the Study

Language is the important part in human life, because it is always used in daily activity to communicate with the other people. Human can not communicate to each other without using language, because it is one of the communication tools used by people in general. Human can use language to convey messages or to express ideas through oral, written, or signal languages. F. B. Condillac (1975), a philosopher of the French nation found the language comes from the shouts and gestures bodies that are instinct awakened by a strong feeling or emotion. Then shouts turned into sounds meaningful, and that gradually getting longer and complicated.

The function of language is a tool of social interaction, in the sense of a tool for convey thoughts, ideas, concepts, or also the feeling (Chaer, 1995). Wardhaugh (1972), an expert in sociolinguistics also said that function of language is as a tool of human communication, both oral and written.

Learning is the process of interaction of teachers and students, that the aims to make the students get the knowledge, mastering skills and character, as well as the formation of attitudes and beliefs in students. Slameto (1995:2) said

that learning is a process of one's efforts to acquire a new behavior changes as a whole, as a result of his own experience in interaction with their environment.

English is a West Germanic language that was first spoken in early medieval England and is now the third most widespread native language in the world, after Standard Chinese and Spanish (Wikipedia). English is used in Formal and informal. Formal English is a language used in education, economics, business, commerce, technology, science, mass media, while Informal English is a language used every day like slang and dialect usage. Students find it harder informal English vocabulary than formal English vocabulary because in school they are more often taught formal English vocabulary to make it impossible to practice in everyday life.

Learning English is essentially learning communication (Yamin, 2017:82). In English there are four types of skill that is listening, speaking, reading and writing. The four skills are important to master when we want to learn English. To be able to use english, students have to know english vocabulary before they are introduced to other english aspects : grammar and pronunciation as (Wilkins in Thombury,2002: 13) notes "without grammar very little can be conveyed, without vocabulary has become the most important thing for english students".

Vocabulary is total number of words in a language as Oxford Advanced Learner's Dictionary (2000). As vocabulary becomes the key aspect in learning language, it should be introduced through interesting ways. Learners feelings toward learning process will influence their achievement, that is include in line with that Lewis and Hill (1998) state that students will not achieve success in learning unless they enjoy the process.

Talking about the development of English in school, the school found the researcher when observed is the school in corner of sidoarjo. The researcher want to prove that the school in the corner of sidoarjo is school with poor identities. Based on the backround of the study above, the researcher do the obseration students in this school.

From the observation, the researcher found that students' cannot follow the material of learning process. This is evidenced by the responses they fill in answers to questions given by the teacher or in doing the tasks in the module or student worksheet. The response indicated by students in the form of answer "I do not know" or behaviors such as shaking heads, silent or making noise in the classroom. This way makes teachers more dominant use the Indonesian language in the process of learning English to make students more easily understand the purpose of learning. From this condition, the researcher likes to find out where the disinterest of students to the English lesson so that the researcher looking for time outside of the lesson to talk with some students. From the question that the researcher ask to them, they answer that not like English because Englishis difficult and each other said that English only used by smart people, slang and arrogant. For that, they feel unnecessary to studied English more deeply.

Some students who assume English is a difficult language to say the factor that causes the vocabulary. These factors make it difficult for students to understand the text in English, not confident and embarrassed to speak or answer questions in English for fear of missteps. Vocabulary is the most difficult and most comprehensive part of English for students to learn English on a regular basis. Some synonyms (the words that have different shapes but have same or

similar meaning) of English make students feel difficult. In addition, there are fixed word collocation, phrasal verbs, idioms, proverbs and language differences in the use of vocabulary. In English speaking countries there are different uses of English in terms of spelling, pronunciation, vocabulary, and grammar.

Hamzah (2012) states "there was significant difference between the students who were taught by using guessing games as a technique of teaching and those who were not, that teaching vocabulary by using guessing game is effective to the fifth grade students of Elementary School 117 Palembang".

Based on the above research, the researcher used guess-the-word game to given the significant effect to students' in learning vocabulary. According to Kim (1995) said that language games help students to learn the language and enjoy it at the same time students will love learning that at first makes them feel bored using the game. In this research, the researcher used guess-the-word game to give the significant effect to students' in learning vocabulary. Guess-the-word game is good to use as a learning medium because it is easy and fun. Students will be able to add new vocabulary each time the meeting. The researcher decides to conduct the research entitled **"The Effect of Using The Guess-The-Word Game In Learning Vocabulary to Seventh Graders of SMP Negeri 2 Jabon"** to know the significant effect of guess-the-word game to students' in learning vocabulary.

1.2 Statement of the Problem

Based on the statement above, the researcherformulates statement of problem as follow:

- Is there any significant effect of guess-the-word game in learning vocabulary?

1.3 Objective of the study

The objectives of the study are :

- To know the effect of guess-the-word game to students' in learning vocabulary?

1.4 Hypothesis

Creswell (2014:188) states that hypothesis is predictions the researchermakes about the expected data collected from samples. According the statements above, the researcher make an alternative hypothesis in this study.

H_a: There is significant effect of guess-the-word game to students' in learning vocabulary.

H_o : There is no significant effect of guess-the-word game to students' in learning vocabulary.

1.5 Significance of the Study

The researcher hopes that this research will be useful for the readers, especially for some aspects below:

1. For the teachers, this research can be used as a reference of media use for learning activities. Guess-the-word game can be used during the vocabulary learning process to provide alternative media and make students more active because they feel happy in learning while playing

2. For the students, the researcher hopes that the students can interest in the learning and also to minimize the difficulty of mastering English subjects, especially in learning vocabulary.

3. For the future researchers, the researcher hopes that this research can be one of the references to develop new research such as using guess-the-word game as other instructional media.

1.6 Scope and Limitation of the Study

This research is conducted in second semester of seventh grade students of SMPN 2 Jabon. The research subject is VII-B students which consist of 20 females and 14 males. The media use during treatment is guess-the-word game to know the effect of students' in learning vocabulary. The kind of vocabulary used in this research is active vocabulary in writing vocabulary.

1.7 The definition of the Terms

There are some terms that will be clarified to avoid misunderstanding. The terms are as follows:

Guess-the-word : An activities to try the answer of the question that given some clues that connected with the vocabulary.

Game : An activities with the goal of fun, leisure time, or light exercise.

Vocabulary : Words used in the language. In this research, the vocabulary is a new word that is known after given treatment guess-the-word game.

CHAPTER II

LITERARTURE REVIEW

This chapter presents the concept of vocabulary and games. It includes kind of vocabulary, teaching vocabulary, the principle of teaching vocabulary, technique of teaching vocabulary, kind of games, type of games in language learning, teaching vocabuary with guess-the-word game, and the review of previous study.

2.1 Vocabulary

Vocabulary is total number of words in a language as Oxford Advanced Learner's Dictionary (2000). As vocabulary becomes the key aspect in learning language, it should be introduced through interesting ways. Learners feelings toward learning process will influence their achievement, that is include in line with that Lewis and Hill (1998) state that students will not achieve success in learning unless they enjoy the process.

2.1.1 Kinds of Vocabulary

There are two broad kinds of vocabulary divided by the person's knowledge of vocabulary, follows :

1. Active Vocabulary - Working vocabulary or Functional vocabulary is a word a person uses

2. Passive Vocabulary - Recognition vocabulary is one that a person understands, but does not use.

Active Vocabulary consists of words a person uses for a speech or writing as he fully undertands the meanings of the words. It was divided into Writing Vocab and Speaking Vocab. While, Passive Vocabulary consists of words a person encounters in a newspaper and editorials or in others speech. These are unfamiliar words where it can be judged based on its context of use. It was divided into Reading Vocab and Listening Vocab.

2.1.2 Teaching Vocabulary

Vocabulary knowledge is a good predictor of academic and social success (Novita, 2014). There are some ways to help teacher to increasing students' mastery of vocabulary knowledge boost generatively, such as : 1) retelling of the written input from a different focus; 2) distributing the information that based on the target of vocabulary given, and 3) requiring students to reconstruct what is in a text rather than repeat it. Angela (1990:36) also supported with her statement that "English teachers can apply generative process to their students in producing language".

From explanation above, it is clear that English teachers should be able to teach the English vocabulary as many as possible in order to the students can realize some or all of these points with the target vocabulary. Furthermore, these points enable the English teachers to cover the language skills and the language components, such as speaking, writing, grammar, pronunciation and spelling.

2.1.3 The Principles Of Presenting Vocabulary

Many theories about vocabulary learning process were written, it still remains the matter of memory. Thus, there are several general principles of presenting vocabulary to succed in teahing process, which are valid for any method. According to Frost (2004), the principles follows :

1. Teacher has to make the learning process easy and clear by giving simple explanation.
2. Teacher has to use varieties of presentation at the same time such as, oral presentation and written presentation.
3. Teacher has to bring in the words that are already partly known to relate to synonyms or antonym.

2.1.4 Technique of Teaching Vocabulary

According to Carla (2016), states that much of children's vocabulary development happens with indirect exposure through conversation, listening to adults read to them, daily experiences, and from reading on their own. Nevertheless, obvious vocabulary instruction leads to greater word learning, increased reading comprehension, and increased word usage in conversation and in print. The students can easy to understanding the words' meanings when he or she often sees, hears, and works with the vocabulary words. (Carla, in Comprehension Connection, 2016) describes several techniques of teaching vocabulary such as :

1. Make visual aids to demonstrate meaning

Generally, visual media is a tool or means of communication that can be seen with the sense of sight. According to (Daryanto, 1993: 27) visual media means all the props used in the learning process that can be enjoyed through the five senses of the eye.

However, visual aids or visual media can also be interpreted as a learning resource that contains messages or learning materials that are made interesting in the form of a combination of images, text, motion and animation that is adjusted to the age of learners that can attract learners in learning, so that learning will be fun and not saturate.When you share new words with your students, demonstrate the meaning with a piece of clip art or photo that explains the context of the word.

2. Include lots of discussion of example and non example of the word

In addition to teach vocabulary, the teacher should be given a real example for words that are difficult to understand the student example, "farmer" the person who plant vegetables in the garden.Teachers can also give examples of synonyms and antonyms of verbs that exist in contexts such as "planting" which has a synonym of "putting, installing, mating" or antonym "slashing, plucking out". As you're discussing the words, poll your class to see how well they understand the words.

3. Make learning vocabulary into a game

As Kim (1995) argues that language games help students to learn the language and enjoy it at the same time students will love learning that at first

makes them feel bored using the game. Thus the purpose of the game is to add vocabulary of the students'.

Hadfield (1999, in Ayu and Murdibjono, 2012: 5) also states that the use of games in teaching also has some functions because the game is also called serious relaxed learning. By implementing the game in the classroom the teacher asks the students to study in the same time the students also enjoy it.

4. Use activities that reach all learning style

To teach vocabulary, be sure to give activities that include all learning styles. Most of the teacher do well with auditory and visual options, but we often lack kinaesthetic options. Whole brain teaching techniques have been shown to be very effective for long term retention of information. The teacher can also sing, chant, and role play with words too. Even if the teacher can not come up with motions for a word's meaning, just getting the students' up and moving may help those kinaesthetic learners better understand the word's meaning.

5. Celebrate words by making them visible in the classroom

With the increased rigor we see in our standards, motivation and student engagement are more important than ever. Reward is a form of reinforcement that is positive and provides good motivation for students. Giving reward also must be at the right time, so it will foster a pleasant atmosphere and enhance motivation to learn and at the same time will generate self-esteem.The teacher need to showcase that learning by keeping attention on learning process by making sure they are used and expanded. The teacher demonstrate the importance to our students which leads them to be active thinkers.

2.2 Teaching Media

2.2.1   Media

According to Heinich, Molenida, and Russell (1993) states that "technology or learning media as the implementation of the learning process in humans".Learning process will be effective when the learning process should be able to make the students fell good and interest with the learning. To realize that condition, media can be one of way to distribute messages and stimulate the thoughts, feelings, and desires of students.

Moreover, Gerlach and Ely (1971) also states that the media outline is a human, material, or event that builds conditions that enable students to acquire knowledge, skills or attitudes.

2.2.2   Type of Media

The use of media to enhance teaching and learning complements traditional approaches to learning. Effective instruction builds bridges between students' knowledge and the learning objectives of the course. In this research, the researcher used card, one of print type as a media of games. Using media engages students, aids student retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts. According to Anderson (1976), media in learning is divided into 10 categories bellow:

1. Audio,is a media in which a person can learning through listening such as audio tapes, radio, CD, and telephone

2. Print, is a media that consist of paper and ink, reproduced in a printing that is traditionally mechanical such as textbooks, modules, brochures, leaflets, pictures, card

3. Audio print, is a media that combine both of them. The example is audio tape (cassetes) with include written materials

4. Projection visual silent are overhead transparency (OHT), Film frames (slides)

5. Audio visual projection silent are film frames (slides) voiced

6. Visual motion is a silent film

7. Audio visual motion is a moving sound film like video, VCD, and TV

8. Physical objects are real objects, models, speciment

9. Human and environment, such as teacher, librarian, laboratory

10. Computer are (CAI) Computer Assisted Instructional and CMI (Computer Managed Instructional)

2.3 Games

According to Hadfield (1998:4), a game is an activity with rules, a goal and element of fun. Harmer (1991:101) also states that "Games are a vital part of a teacher's equipment, not only for language practice they provide, but also for the therapeutic effect they have. They can be used at any stage of a class to provide an amusing and challenging respite from other classroom activity and are especially useful at the end of along day to send students away feeling cheerful about their English class".

Games can play a range of roles in the language curriculum. Traditionally, games have been used in the language class as warm-ups at the beginning of class. Before the end of the lesson at school games are often used only to fill in a few minutes. Thornbury (2002:80) said that the teacher does not realize yet that games can be used as one of the education aid in learning- teaching process of English. (Rogers, 1975:126) also said that using games is the prompt for vocabulary teaching. It means that through the games, the teachers can teach their students effectively especially in vocabulary mastery.It was supported by Mc. Kelvien as cited by Doristy (2004:24) adds that games can be used to practice communication, structure, and vocabulary. The teacher does not realize yet that games can be used as one of the education aid in learning- teaching process of English.

2.3.1 Type of Games in Language Learning

Hadfield (1999) stated that there are two ways of classifying language games. First, she divides into two types such as linguistic games and communicative games. Linguistic games focus on accuracy, like supplying the correct synonym and antonym. While, communicative games focus on successful exchange of ideas and information. To achieving the communicative goal did with the way correct language usage, though still important.

Second, she was clarification the game to more categories. There are follows, 1) Sorting, ordering, or arranging games, 2) Information gap games, 3) Guessing games, 4) Search games, 5) Matching games, 6) Labelling games, 7) Exchanging games, 8) Boarding games, 9) Roal play games.

In this research, the researcher used Guess-the-word game addapted from Guessing game.

2.3.2 Guess-The-Word Game

Guess-the-word game is a variation of information games. In Indonesian is called "Permainan Menebak-Kata". This game adapted from guessing game. Klipple in Jubaedah (2009), states that "the basic rule of guessing games is eminently simple; one person knows something that another one wants to find out". Based on the statement above, guessing game ia a game where someone or a group try to answer the question that given some keywords that connected with the vocabulary.

Hadfield (1999) in the article of Jacobs also states that one of the best known examples of a guessing game. In which one person thinks of a famous person, place, or thing and the other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.

In this research, guess-the-word game is a game that used card with the clue of the question which the guessing ask to the clue giver. The card used in this game is a colored card in size 9 x 25 cm which include the clues to be answered correctly by the guesser by listening carefully to the explanation of the clue giver. The researcher adjust the instructions contained in the card with the material to be taught *job/proffesion* at the time of treatment then the explanation is inserted on the card is about a person's profession.

2.3.3 Implementation of guess-the-word game

Guess-the-word game is a game which addapted form guessing game. The implementation of this game was started from the preparation. The teacher prepares several cards that already contain the clue of the material on the day's encounter. The card that include the clue was then put into a box that will be selected by students in a random manner.

In this game, the class divided into two groups. Each group chooses one of them to come forward so there was two students' played in the front of the class. One of them as a Master (clue giver) and one as a Smart (guesser) and the other as Audiences. Based on adapted of guessing games before, the researcher formulate the steps as performed below :

1. The teacher explain the material of the day (*job/profession*), then explain how to play the guess-the-word game.

2. The teacher divided the class into two groups. Each group has a turn to become a Master (clue giver) and one as a Smart (guesser) and the other as Audiences.

3. Each group choose their friend toward in the front of class alternately.

4. The Smart (guesser) and the Master (clue giver) sit on the chair in front of the class

5. The Smart (guesser) takes one card in the box without looking and then gives it to the Master (clue giver) to read the instructions on the card

6. The Smart (guesser) have two minutes to guess the word, if the guess fails then it will be continued by other group members.

7. At the end of the game, the teacher will assess the most scores of this game, the least score will get a punishment for writing the words that exist in the game in the board.

Below, is the scoring table used in play guess-the-word game.

Table 2.1

Scoring Table in Guess-The-Word Game

Score	Description	Group I	Group II
0	Students' can not guess the word		
1	Students' can guess the word		
Total Score			

2.3.4 Teaching vocabulary with guess-the-word game

The researcher used guess-the-word game to know the effect of students' in learning vocabulary. Guess-the-word game is good to use as a learning medium because it is easy and fun. Students will be able to add new vocabulary each time the meeting. The students will become mastery the four skills, follows: listening, writing, reading, and speaking if they has knowledge and skill in vocabulary.

In this research, the researcher used two basic competence to be used as a guided to determine the minimum criteria that must be achieved by students in learning process. The basic competence that used in this research are 3.6 and 4.6. The basic competence 3.6 described that students must to identify social functions, text structures, and the subtleties of oral and written transactional interaction texts that contribute to providing information to people, animals, objects, in accordance with the context of their use. While, the basic competence

of 4.6 described that sudents' must be composing very short and simple texts of oral and written transactional interactions that involve the act of giving and requesting information related to the behavior/actions/functions of people, animals, and objects, with social functions, text structures, and linguistic elements that are correct and contextual.

In this research, the researcher used the material of *Job/Profession* that related to the behavior/actions/functions of people with social functions, text structures, and linguistic elements that are correct and in context.

2.3.5   Vocabulary Assesment

According to Stahl (2010:570) proposes that there are three classroom vocabulary assessments. Such as VKS (vocabulary knowledge scale), VRT (vocabulary recognition task), and VAM (vocabulary assessment magazine).

In this research, the researcher used VRT (vocabulary recognition task) to asses students vocabulary. VRT (Vocabulary Recognition Task) uses when a teacher uses yes or no question to calculate their students' vocabulary recognition in a content area. In this task, the teacher gives some words based on the material to the students in three chapter. First chapter, students are asked to write words based on the material in the blank space. Second chapter, students are asked to matching the words with activities, and the last teacher also gives some sentence with the wrong arrangement to be rearranged by the students.

From the answer, teacher can know their student's vocabulary recognition with formula $P(K) = P(H) - P(FA) / 1 - P(FA)$. A student gets score a "hit" or (H)

when they choose words correctly. False Alarm (FA) if a student puts circle in incorrectly words.

2.4   The Review of Previous Study

There are some relevant previous to prove the originality of this research. They are Purnata (2013), Halim (2016) and Hadi (2012).

Purnata (2013) "Teaching Vocabulary by Using Guessing Game to The Seventh of SMPN 4 Papuan in Academic year 2012/2013". This significant difference mean figure suggested that guessing game had been progressively improved the students' achievement in vocabulary mastery. Guessing game here was applied by the way fill in the blanks. These findings significantly proved that the subjects learning behavior had changed positive. It was showed by their participation and high motivation during learning vocabulary by using guessing game.

Halim (2016) conducted the research entitled "The effectiveness of using word card toward students' vocabulary mastery of VIII grade at SMPN 1 Porong". In her research, she states that word card can help the students' in mastering vocabulary. Word card here was a card that reads a word written by the student then played by pair. Based of comparison pretest and posttest also from statistical hypothesis, the result known that word card can help students' in mastering vocabulary,

Hadi (2012) "Increasing students' interest in learning English through playing game". The results of his research was proved that teaching English for elementary school through playing game could improve students' interest in

learning English. It shown by the students' score between pretest and posttest which posttest score was higher than pretest score.

There were some differences and similarities between the previous studies above with this research. The differences can be seen from the methods, materials, and other activities. While the similarity is in the same purpose that is to improve students' vocabulary understanding.

CHAPTER III

RESEARCH METHOD

This chapter presents the methods of investigation to solve the research problem. It includes research design, a subject of the study, an instrument of the study, the data collecting procedure, and the method of analyzing data.

3.1 Research Design

According to Sugiyono (2017:107) state that "Experimental research can be interpreted as a method of research used to find the effect of certain treatment against others in controlled conditions".

There are several kind of experimental method, namely pre experimental, true-experimental, and quasi experimental design. In this research, the researcher used pre experimental design because the school granted permission to conduct the research in one class that is considered to have a minimum criteria.

In pre experimental design, there are three kinds of form that is One-Shot Case Study (Researchers provide treatment in a group, then the results observed by researchers), One-Group Pretest-Posttest Design (To accurate the result, because can differences between situation before and after given the treatment using pretest and posttest.), and Intact-Group Comparison (examined one group divided into two, the first half was treated, and the other half did not). Based on the explanation above, the researcher choose the One-Group Pretest-Posttest Design to apply in this research to know the significant effect to students' in learning vocabulary through comparing pretest and posttest.

According to Sugiyono (2010: 74) said that pre-experimental one group pretest posttest design will give more accurate result because there is comparison between pretest and posttest.

One Group Pretest Posttest Design (Sugiyono, 2017: 110)

$$\boxed{O_1 \; X \; O_2}$$

Where :

O_1 : Pretest

X : Treatment by using guess-the-word game

O_2 : Posttest

3.2   Population and Sample

3.2.1 Population

According to Arikunto (1983: 90) said that population is total member of research subject. In this research, the population is the entire of the seventh grade students of SMP Negeri 2 Jabon in the academic year 2017/2018. The number of population is 210 students divided into 6 class.

3.2.2 Sample

Sample is part of population which is investigated (Arikunto, 1983: 92). In determining sample, the researcher must use sampling. Based on the pre experimental method that not used random sampling so in this research, the researcher used non probability sampling incidental sampling. Sugiyono (2017: 124) states that incidental sampling is the technique of determining samples based

on chance, which can used the sample if that suitable with the source. The sample of this research is the students of VII B class which consist of 34 students.

3.3 Research Variable

In this research there are two variables, that is independent variable and dependent variable. Independent variable is variable that affect the change or the incidence of the dependent variable. While dependent variable is an output variable that influenced the independent variables.

The independent variable in this research is the guess-the-word game and the dependent variable in this research is students' vocabulary achievement.

3.4 Research Instrument

Arikunto (2002: 136) said that the research instrument is a tool used by researchers to collect data to make the work easier and the results better, complete, and systematic for easy data processing. In this research, the researcher uses test as an instrument to know the increase of students' as Brown (2004: 3) state "a test is a method to measure one's ability, knowledge, or performance in a particular domain as guess-the-word game as a teaching medium to add the students' vocabulary". The types of tests performed in this research are pretest and posttest in the form of vocabulary size tests that include fill in the blank, matching the word and arrange the word to measure students' proficiency in vocabulary learning.

Table 3.1

Reason for assessing vocabulary and its corresponding test formats
(Samad, 2010:78)

Reason For Testing	Useful Formats and existing test
To encourage learning	Teacher labeling, Matching, Completion, Translation
For placement	Vocabulary level test, Dictation level test, Yes/No, Matching, Multiple Choice
For diagnosis	Vocabulary level test, Dictation level test, EVST-Yes/No
To award a grade	Translation, Matching, Multiple Choice
To evaluate learning	Form recognition, Multiple-chice, Translation, Interview
To measure learners'proficiency	Lexical Frequency Profile, Vocabulary size test, Translation

3.4.1 Validity

According to Sugiyono (2010: 129) said that content validity testing is done by comparing the content of instrument and subject material has been received by students. It means that the content of the test must be appropriate with the material that have been learned by students. In this research, the researcher uses content validity. For instruments in the form of tests, content validity testing can be done by comparing the contents of the instrument with the subject matter that has been taught.

For testing the validity, the researcher uses formula by Sugiono (2015)

$$r = \frac{\{n\left(\sum xy\right)\}\{\left(\sum x\right)\left(\sum y\right)\}}{\sqrt{\{(n.\sum x^2 - (\sum x)^2\}\{n.\sum y^2 - (\sum y)^2\}}}$$

Where:

r = Coefficient of correlation between X variable and Y variable

X = Sum of score in X distribution Y = Sum of score in Y distribution

X^2 = Sum of X quadrate

Y^2 = Sum of Y quadrate

n = Sum of sample

3.4.2 Reliability

According to Sugiyono (2017, 184), external instrument reability testing can be doing with a test-retest (stability) of which the instrument and respondent are the same but tested at different times. To measure the reliability of the test, the researcher uses the formula by Cronbach's alpha, that follows :

$$\alpha = \frac{n}{n-1}\left(1 - \frac{\sum_i V_i}{V_t}\right) \quad \text{(Cronbach, 1951, p. 299)}$$

Where:

N : Number of questions

V_i : Variance of scores on each question

Vt   : Total variance of scores on each question

There is criterion used to interpreting the result of reliability value based on Sugiyono (2017:257), as follows:

Table 3.2

The Criteria of Coefficient Correlation

Interval Coefficient	Level
0,00 – 0,199	Very low
0,20 – 0,399	Low
0,40 – 0,599	Middle
0,60 – 0,799	High
0,80 – 1,000	Very high

3.5   Data Collection Technique

3.5.1 Test

3.5.1.1 Try out

Arikunto (2006:233) states, trying out test is needed to measure the validity and reliability. It can be carried out in either a small or large scale. In this research, the researcher was used try out test before doing pretest-posttest. The purpose of try out test to help the researcher know wether the test was valid and reliable or not.

In this research, the researcher gave the try out to the other class of VII B. It was VII C, that class which have same the population and the ability. The try out consist of 30 questions that follows 10 fill in the blanks, 10 matching the word

and 10 arrange the word (See Appendix of Try Out). The score was counted after the students finished the test were analysed the validity and reliability the questions. If the test was not valid and reliable, the test should be revised.

3.5.1.2 Pretest

Pretest is the test that given to students before the researcher conduct the treatment. The aims of this is to measure vocabulary achievement of the students' in learning vocabulary before getting the treatment through guess-the-word game. In research, pretest will given in three steps. First is the questions of fiil in the blank which is related to the material is given to the students "*job/professions*". Second is the questions of matching the word which is related to the material "*job/profession*". And third is the questions of arrange the word which also related to the material "*job/professions*". In this research, the researcher assess the result by using scoring vocabulary recognition task (VRT).

3.5.1.3 Treatment

After giving pre-test in the class, the researcher gives treatment by using guess-the-word game to add the students' vocabulary. In addition, the researcher hope that in this treatment students can evoke the aspiration of them to have the good profession in the future.

The teacher will apply guess-the-word game into learning process related to the material *job/profession* that follows in some place such as school, hospital, office, garden, etc. The implementation of guess-the-word game starts from the preparation. The teacher prepares several cards that already contain the clue of the

material on the day's encounter. The card that include the clue was then put into a box that will be selected by students in a random manner.

3.5.1.4 Posttest

In the last meeting, after the students got the treatments using media guess-the-word game, students will be given a same test that follows of fill in the blank, matching the word and arrange the word related to the material *job/profession*.

The aim of giving posttest is to measure students' vocabulary ability after they receive the treatment, and to compare the result between pretest and posttest that would be processed into data.

3.6   Data Analysis Technique

To find out the differences between students' score before and after treatment by using guess-the-word game data analysis technique is required. This technique uses to compared the score between pretest and posttest. The researcher uses statistical calculation of t-test. Before calculate t-test, the researcher used the formula of VRT to measure and know how far the progress of students' vocabulary achievement by using guess-the-word game.

3.6.1 Vocabulary Recognition Task

In this research, the researcher used vocabulary recognition task or VRT to know how guess-the-word game can give significant effect to the students' in learning vocabulary. This task was one of ways to measure vocabulary

knowledge. The researcher gave 15 questions. It consists of fill in the blanks, matcing the wor, and rearrange the word.

Stahl (2010:57) states that vocabulary recognition task or VRT is constructed yes or no question by a teacher used to assess vocabulary recognition in a content area. The purpose of this assessment was to identify content-related words when the students read and associate with a unit of the words. The formula of vocabulary recognition task or VRT is as follows:

$$P(K) = P(H) - P(FA) / 1 - P(FA)$$

Where :

P(K) : the proportion of words truly known

H : sum of the word was circled correctly

FA : sum of the word was circled incorrectly

This scoring criteria was only to measure the seventh grade students' vocabulary achievement in the material *job/profession*. The scoring criteria is as follows (Johnson in Cooter, 2009:242) :

Table 3.3

The Table of Criteria Students' Vocabulary Achievement

Level	Criteria
Independent	50% or more correct
Instructional	33-49% correct
Frustration	0-32% correct

3.6.2 T-test

Hypothesis test is use to find the answer of hypothesis. In this research, the researcher used T-test to know the result. T-test is use to analyse whether there is any effect of using guess-the-word game on students' vocabulary ability. In this below there is the formula to get the result based on Arikunto (1983: 191-193) :

$$t = \frac{Md}{\sqrt{\dfrac{\sum x^2 . d}{N(N-1)}}}$$

T-Test Formula

Where :

Md   : Mean of deviation between pre-test and post-test (posttest - pretest)

Xd   : Deviation of each subject (d – Md)

X2 d   : Quadrate of deviation

N   : Amount of subject in sample

d.b   : Degree of freedom can be calculate by N - 1

Before the researcher examine the hypothesis by using T-test, the researcher do the steps below:

- Determining the descriptive hypothesis

- Put the data (pre-test and post-test score) in a table

- Calculating D = posttest – pretest score

- Calculating Md

- Determining xd and x2d

- Calculating by using T-test formula

- Determining t-table in significant level 5% with the degree of freedom (df)

df = N - 1

Where :

df : Degree of freedom

N: Number of students

- Comparing tvalue and ttable

The criteria is :

If tvalue $\geq$ ttable means there is effect. Ha is accepted, Ho is rejected.

If tvalue $\leq$ ttable means there is no effect. Ha is rejected, Ho is accepted.

To make sure the significant effect of guess-the-word game, the researcher used formula of eta square : $\dfrac{t2}{t2+n-2}$

Table 3.4

Eta-Square Values Citeria

Value	Effect
0.01 – 0.05	Small
0.06 – 0.13	Moderate/ Medium
0.14 – 1	Large/ Significant

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the procedures employed in conducting the research. The researcher discusses about The research design, Population and sample, Research instrument, Technique of data collection, and Technique of data analysis.

4.1 Research Finding

The researcher had collected the data in SMPN 2 Jabon, Sidoarjo. The researcher used pre-experimental design to the implementation guess-the-word game in teaching vocabulary. In this research, the researcher conducts the research in incidental sampling as the technique sampling. It meant that the researcher used one class that is used to observe and analyzed. Before conducting the research to ensure that the test to be given is valid, the researcher consulted the experts first. After consultation with the experts, then followed by trying out the test in the different class that has same students to determine the test valid or not.

In this research, the researcher held this research by teaching learning process that was done in seventh grade in three meeting started on 3rd-28th April 2018. The material of this learning process was about *Job/Profession*. The first meeting is pretest. Pretest was done on 3rd April 2018 in VII B consist of 34 students, 20 females, and 14 males. The test was given consisted of matching the word, fill in the blanks, and arrange the word. The purpose of giving pre-test was to know the knowledge and ability of the students in vocabulary.

The second meeting is treatment. The treatment was given on 18th April 2018. On the treatment, the researcher was used guess-the-word game where the students become the sample. In here students play a role to follow the instructions gave by researchers in the learning process. Then, in the last meeting the researcher gave posttest was given on 28th April 2018 which used same shape question of pretest in way mix and match the question. To know the effect of guess-the-word game in vocabulary learning the researcher was used the technique of comparing pretest and posttest.

Before comparing pretest and posttest the researcher calculate the resulting score of them, the researcher used the formula below :

Picture 4.1 Formula of the result score

$$\frac{Score\ accepted}{Maximum\ Score} \times 100$$

According to the formula above the results of the data obtained from the pretest and the posttest values are as follows :

4.2 Table of pretest-posttest score

No	Respondent	Score		No	Respondent	Score	
		Pretest	Posttest			Pretest	Posttest
1	SY	46.9	80.4	18	RY	46.9	60.3
2	FI	60.3	80.4	19	FZ	46.9	60.3
3	AH	53.6	80.4	20	YJ	40.2	87.1
4	SH	73.7	87.1	21	AF	46.9	60.3
5	RK	46.9	73.7	22	BD	46.9	87.1
6	SA	33.5	67	23	DW	40.2	87.1
7	SB	53.6	80.4	24	UL	73.7	93.8
8	DO	73.7	87.1	25	IL	60.3	93.8

9	SG	67	73.7		26	AD	67	93.8
10	RB	46.9	60.3		27	DL	60.3	87.1
11	NV	53.6	73.7		28	JN	53.6	93.8
12	AG	46.9	67		29	NK	46.9	80.4
13	DD	46.9	73.7		30	MN	46.9	80.4
14	NF	67	93.8		31	AR	33.5	60.3
15	WR	67	93.8		32	TM	40.2	67
16	VN	60.3	93.8		33	MS	53.6	67
17	TG	33.5	53.6		34	AL	46.9	73.7
						Mean	52,4	78

The result showed that there is a different mean from pretest 52.4 to posttest 78. It meant that the result of the posttest score is higher than the pretest because the students got the treatment and studied the material already.

4.1.1 Data Analysis

The data analysis describes the result of validity, reliability of the test and t-test statistical analysis.

4.1.1.1 Try Out Test

Validity was conducted in the different class VII-C on April 3rd, 2018. It was in 30 questions test for matching the word, fill in the blanks and arrange the word. The data analysis of validity and reliability test aimed to know whether the test is a good instrument that would be used in conducting the research or not.

4.1.1.2 Validity of The Test

The content validity testing is done by comparing the content of instrument and subject material has been received by students, Sugiyono (2010:

129). It meant that the content of the test had to be appropriate with the material that has been learned by students. In this research, the validity computation was calculated with r $_{table}$ of n = 34 by determining the degree of significant level 5% (0.05) is 0.339. If r$_{xy}$ is higher than r $_{table}$, it means the instrument is valid. In contrast, if r$_{xy}$ is lower than r $_{table}$, it means the instrument is invalid.

The following explanation is the example of the calculation. The number one of validity test was invalid because r$_{xy}$ was 0.124. It was lower than critical value r $_{table}$ = 0.339.

$$r_y = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

$$r_1 = \frac{34(642) - (27)(801)}{\sqrt{(34(27) - 729)(34(655418) - 641601)}}$$

$$= 0.124$$

The result of the tryout proved that the instrument of this research is usable. After all the items numbers were analyzed, there were 19 valid questions.

Table 4.3 The result of validity test

Test Item	Rxy	Criteria	Test Item	rxy	Criteria
1	0.124	INVALID	16	0.074	INVALID
2	0.067	INVALID	17	0.451	VALID
3	0.375	VALID	18	-0.007	INVALID
4	0.559	VALID	19	0.139	INVALID
5	0.422	VALID	20	0.387	VALID
6	0.418	VALID	21	0.411	VALID
7	-0.077	INVALID	22	0.566	VALID
8	0.475	VALID	23	0.208	INVALID
9	0.376	VALID	24	0.342	VALID
10	0.475	VALID	25	0.069	INVALID
11	-0.064	INVALID	26	0.386	VALID

12	0.03	INVALID		27	0.384	VALID
13	0.379	VALID		28	0.386	VALID
14	0.431	VALID		29	0.49	VALID
15	0.35	VALID		30	-0.11	INVALID

The table above proved that there were 19 valid instruments and 11 invalid instruments. Then, the researchers choose 15 questions with the highest validity value. The 15 questions consist of 5 questions fill in the blanks, 5 questions matching the word, and 5 questions arrange the word.

4.1.1.3 Reliability of The Test

According to Sugiyono (2017, 184), external instrument reliability testing can be done with a test-retest (stability) of which the instrument and respondent are the same but tested at different times. To measure the reliability of the test, the researcher uses the formula by Cronbach's alpha, that follows :

$$r_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum \sigma_b{}^2}{\sigma_t{}^2}\right)$$

$$= \left(\frac{30}{30-1}\right)\left(1 - \frac{4.912}{11.95}\right)$$

$$= \left(\frac{30}{29}\right)(1 - 0.411)$$

$$= (1.034)(0.588)$$

$$= 0.609$$

From the data described above, it is proved that the instrument used the researcher in this research is reliable because $r_{11} > r_{table\ (0,609 > 0.339)}$. Therefore, this instrument is usable in this research.

4.1.1.4 T-test

T-test that used in this research is one sample t-test, Sundayana (2016) states that one sample t-test is an analytical technique to compare one independent variable.

T-test is used to prove the hypothesis of the research, whether there is a significant effect of using guess-the-word game in learning vocabulary to seventh grade in SMPN 2 Jabon, Sidoarjo. Based on the data above, there is one class participating in this research.

After getting the result of posttest in the class, the researcher analyzes it by using t-test. The researcher calculated t-test to find out whether there is significant effect between vocabulary achievement of the students' in learning vocabulary in seventh grade at SMPN 2 Jabon, Sidoarjo before and after being taught using guess-the-word game.

The data were analyzed by t-test formula by Arikunto (1983: 191-193). Before analyzing the data, the researcher found the mean deviation of the class. It was important to fulfill one of the required data in the formula of t-test. The steps to analyze the data as follows:

1. Finding mean deviation of the class.

$$Md = (\sum d)/n$$
$$= 871/34$$
$$= 25.61$$

2. Finding $\Sigma xd2$

$$xd = (d - Md)$$

$$xd = (845.382)$$

$$\Sigma xd2 = (xd2)$$

$$\Sigma xd2 = 24527$$

3. Defining $t_{counting}$ using t_{test} formula.

$$t = (Md)/\sqrt{\Sigma xd2/n(n-1)}$$

$$= (25.61)/\sqrt{24527/(34(34-1))}$$

$$= (25.61)/\sqrt{24527)/1122}$$

$$= 25.61/(\sqrt{21.860})$$

$$= 25.61/4.67$$

$$= 5.4$$

Based on the significance was 5% (0.05) and degree of freedom (D_f) was 33, they derived $t_{table} = 2.035$ with $t_{test} = 5.4$.

Table 4.4 The Result of t_{test}

t_{table}	2.035
t_{test}	5.4

To make sure that the H_a is accepted, the researcher used the formula of Eta Square, as follows below :

$$\text{Eta Square} = \frac{t2}{t2+n-2}$$

$$= \frac{5.4}{5.4+34-2}$$

$$= \frac{29.16}{29.16+32}$$

$$= \frac{29.16}{61.6}$$

$$= 0.47$$

The result of eta square above shows that the value is 0.47. It means there is High/ Significant effect. So, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It can be concluded that there is a significant effect of implementation guess-the-word game in vocabulary achievement of seventh grade students at SMPN 2 Jabon, Sidoarjo.

4.2 Discussion

This subchapter describes the important matters concerning was related to the general summary of the findings that are perceived to answer the statements problem that there is significant effect of using guess-the-word game in learning vocabulary.

In this research, guess-the-word game was applied to the material *job/profession*. In this game, the class divided into two groups. Each group chooses one of them to come forward so there was two students' played in the front of the class. One of them as a Master (clue giver) and one as a Smart (guesser) and the other as Audiences.

Besides, there are some difficulties during the treatment. Such as, there are some students who are busy in the class, less attention to the explanations of the researcher. It makes some students feel confused, can not follow the game at the turn. Also, the time spent on the treatment was lacking because of just one meeting.

Referred to the objective of the problems that there is significant effect of guess-the-word game to students' in learning vocabulary, this research used game to teach english vocabulary in the class with the aim to helping the students to add their vocabulary. To reach the purpose of this research, it must be supported by self motivation of the students' to learn to achieve meaningful and useful academic activities try to benefit from the activity.

From the explanation above, there are few of the activities were adapted from three previous studies that compared by this research. This way to find out a good result lin the previous studies. Yet, there were still some differences such as the method, the material, the sample, and some activities. In this previous study there are three researchers about the use of game to improve students' vocabulary.

Purnata (2013), used guessing game to teach vocabulary. There was significant difference mean figure suggested that guessing game had been progressively improved the students' achievement in vocabulary mastery. These findings significantly proved that the subjects learning behavior had changed positive. It was showed by their participation and high motivation during learning vocabulary by using guessing game.

Halim (2016), stated that word card can help the students' in mastering vocabulary. In her research, she used pre experimental method, one group pretest-posttest. From the result of comparison pretest and posttest also from statistical hypothesis proved that word card can help the students' in mastering vocabulary.

Harsini (2015), used classroom action research (CAR) as method of the research. The result of her research it can be concluded that the teaching vocabulary by Guessing game can increase the students' achievement in vocabulary. The increasing can be seen from two aspects. Firstly, the average score that the students' got was in first cycle increased in the second cycle. Secondly, the students' were actively involved in the teaching and learning process.

This research also supported by theory of the experts like Mc. Kelvien as cited by Doristy (2004:24). He said that games can be used to practice communication, structure, and vocabulary and Kim (1995) was also supported with the statement that "language games help students to learn the language and enjoy it at the same time students will love learning that at first makes them feel bored using the game".

Brophy (2004) also stated that the motivation to learn more prioritizes by cognitive responses, it was the tendency of students to achieve meaningful and useful academic activities try to benefit from the activity. The students' that has motivation to learn will attention the material that the teacher explain, try to understand by reading, looking for references and using strategies to supporttive learning.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on research finding and discussion, this chapter presents the conclusion and suggestion of the research. The result of the data analysis could be concluded as the following representation.

5.1 Conclusion

From the explanation of finding and discussion before, the researcher can be written the conclusion that there is significant effect to students' after using guess-the-word game in learning vocabulary. This is evidenced by the results obtained from the statistical calculations that have been done.

Based on the statistical calculations of t-test, there is the increase of score before and after during the treatment using guess-the-word game. It can seen in the appendix of pretest and posttest.

Guess-the-word game also could make the students more easily to add some vocabularies. They are more enjoyable to learn the material easily with play this game. The students could not be stuffy, boring sleepy and similar, because they are asked to take pat during the lesson, their attention would be focused on the materials being presented without making any other negative action, and minimize misunderstanding of the lesson.

5.2 Suggestion

Based on the result of this research that has done, the researcher gives some suggestions as follows:

1. For the teachers

The researcher suggests to the teacher using guess-the-word game as one of the alternative technique in teaching vocabulary. This technique could help them deliver the materials to their students and to make students more interesting in the material. It may help the teacher to stimulate and motivate their students to add vocabulary by using guess-the-word game.

2. For the students

The seventh grade students of SMPN 2 Jabon, Sidoarjo can catch and understand the material from their teachers easily by using guess-the-word game. The researcher also suggests the students give their attention to their teacher. So, the learning process running smoothly according to the expetations of the teacher.

3. For the future researcher

The researchers suggested and supported to the future researchers to use this technique not only in learning vocabulary but also in the other english learning such as listening, speaking, reading, and writing. The researchers also hope that the future researchers can further develop techniques to guess-the-word game for example by adding images on the media used and lastly, the researcher hopes that the future researcher can provide high knowledge to guess-the-word game in the process of teaching and learning English.

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APPENDICES

Appendix 1 (Surat Ijin Penelitian)

SURAT IJIN PENELITIAN
E.6/034/09.00/KET/VII/2018

Kepada Yth.
Kepala SMP NEGERI 2 JABON

Di-
Tempat

Assalamu 'alaikum wr. wb.

Sehubungan dengan tugas akhir skripsi sebagai syarat kelulusan sarjana S1, maka bersama ini kami mohon perkenan Bapak/Ibu mengijinkan mahasiswa kami di bawah ini :

NAMA	:	Rita Kumalasari
NIM	:	148820300047
PRODI	:	Pendidikan Bahasa Inggris
JUDUL PENELITIAN/SKRIPSI	:	The Effectiveness Of Guess The Word Game To Improve Students' Interest In Learning Vocabulary

Demikian atas perhatian dan bantuan Bapak/Ibu kami sampaikan terima kasih.

Wassalamu 'alaikum wr. wb.

Sidoarjo, 2 Juli 2018
Dekan,

Dr. Nur Efendi, M.Pd

Appendix 2 (Validation Sheet of Lesson Plan)

VALIDATION SHEET

LESSON PLAN

Name of School   : SMPN 2 JABON

Class/Semesters   : VII/02

Subject   : English

Topic   : Descriptive Text

A. The Objective of Validity

The objective of this instrument is to measure lesson plan validity by using Guess The Word Game as media in learning descriptive text.

B. Instruction

1. Give checklist (√) in the scoring coloumn.

2. The criterions are:

   1 = Bad

   2 = Less

   3 = Enough

   4 = Good

   5 = Excellent

3. Give comment in available space if there are some mistakes that need to be improved.

C. Assesment for some aspects

No.	Criterion	Scoring				
		1	2	3	4	5
I.	FORMAT					
	1. The clarity of Main Competence and Basic Competence					√
	2. The appropriate of learning objective between Standard Competence and Basic Competence					√
	3. The appropriateness of explaination of basic					

No.	Aspect	1	2	3	4	5
	competence into indicator					✓
	4. The appropriatness of indicator with learning objective					✓
	5. The appropriatness of indicator with students' progress.					✓
II.	**CONTENT**					
	1. Arrange lesson plan sistematically				✓	
	2. Identify and choose subject which can reach Basic Competence				✓	
	3. The appropriateness of sequence activity of learning					✓
	4. The appropriatness of learning scenario (stages of learning)					✓
	5. Making and develop learning activities based on main competence, basic competence and students' potential					✓
	6. The appropriateness of learning sources and media which connected with standard competence, basic competence, main subject, learning activity and indicator					✓
	7. The competence of evaluation of instrument (question, answer key, scoring rubric)					✓
III.	**LANGUAGE**					
	1. The use of language based on English structure				✓	
	2. Using simple and clear sentences				✓	
IV.	**TIME**					
	1. The appropriateness of time that is used				✓	
	2. Detail of time allocation for each learning activity			✓		

D. General Assesment

The conclusion of the general assesment. (Please circle a number below)
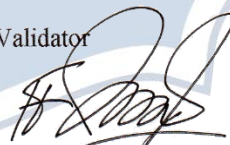
a. This lesson plan	b. This lesson plan
1. Bad	1. It cannot be used
2. Less	2. It can be used, but need many revisions
3. Enough	(3.) It can be used, but need revision
(4.) Good	
5. Excellent	4. It can be used without any revision

E. Comments/Suggestions

.... You can apply this lesson plan after
you revise some points as I suggested. ....
....
....
....
....
....

Sidoarjo, April 18th, 2018

Validator

Fika Megawati, S.Pd, M.Pd
NIP. 214487

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Chapter IV

This is My World

Kompetensi Dasar

Pembelajaran sikap spiritual dan sikap sosial dilakukan melalui pembelajaran tidak langsung (*indirect teaching*) yaitu keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik pembelajaran, serta kebutuhan dan kondisi peserta didik.

3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosakata terkait *article a* dan *the, plural* dan *singular*).

4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Materi Pembelajaran

Teks interaksi transaksional terkait nama dan jumlah binatang, benda, dan bangunan publik.

Fungsi Sosial

Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar.

Struktur Teks

- Memulai
- Menanggapi
  (diharapkan/di luar dugaan)

Unsur Kebahasaan

- Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik.
- Penyebutan benda dengan *a, the,* bentuk jamak (-s)
- Penggunaan kata penunjuk *this, that, these, those ...*
- Preposisi untuk *in, on, under* untuk menyatakan tempat.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

Topik

Benda, binatang, dan bangunan yang biasa dijumpai dalam kehidupan nyata di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMP Negeri 2 Jabon
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII / 2
Materi Pokok	: Teks Interaksi transaksional Lisan dan Tulis Sederhana yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/ tindakan/ fungsi orang sesuai dengan konteks penggunaannya
Alokasi Waktu	: 1x 2 JP (80 menit)

A. Kompetensi Inti :

1. Menghargai dan menghayati ajaran agama yang dianutnya

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

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. Kompetensi Dasar dan Indikator Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan	3.6.1 Menentukan fungsi sosial teks memberi dan meminta informasi terkait tingkah laku/tindakan/ fungsi orang

tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/ tindakan/ fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya.	3.6.2 Menentukan struktur teks memberi dan meminta informasi terkait tingkah laku/tindakan/ fungsi orang
	3.6.3 Mengidentifikasi unsur kebahasaan teks memberi dan meminta informasi terkait tingkah laku/tindakan/ fungsi orang
4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/ tindakan/ fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.6.1 enyusun teks pendek dan sederhana tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/ fungsi orangdengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks 4.6.2 empresentasikan teks pendek dan sederhana tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/ fungsi orangdengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks

C. Tujuan Pembelajaran :

Melalui serangkaian kegiatan pembelajaran, siswa dapat:
- Mengidentifikasi fungsi sosial (tujuan) dari teks transaksional pendek dan sederhana tentang tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/ fungsi orang
- Mengidentifikasi struktur teks ungkapan memberi dan meminta informasi terkait tingkah laku/tindakan/ fungsi orang

- Mengidentifikasi unsur kebahasaan teks ungkapan memberi dan meminta informasi terkait tingkah laku/tindakan/ fungsi orang
- Menyusun teks pendek dan sederhana tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/ fungsi orang
- Mempresentasikan teks pendek dan sederhana tindakan memberi dan meminta informasi terkait sifat orang dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks

D. Materi Pembelajaran :

- Teks interaksi transaksional tentang tingkah laku/tindakan/fungsi orang
- Fungsi sosial : Mendeskripsikan, mengidentifikasi, mengkritisi tingkah laku/tindakan/fungsi orang
- Struktur Teks :
  • Memulai
  • Menanggapi (diharapkan/di luar dugaan)

- Unsur Kebahasaan :
  • Pernyataan dan pertanyaan terkait tingkah laku/tindakan/ fungsi orang, binatang, benda
  • Kalimat deklaratif (positif dan negatif) dalam simple present tense
  • Kalimat interogative: Who-question
  • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

E. Pendekatan, Model danMetode :

Diskusi kelompok

F. Media/ alat dan bahan

Kartu, Papan Tulis, Spidol

G. Sumber Belajar

Kementrian Pendidikan dan Kebudayaan, Bahasa Inggris, *When English Rings The Bell*, SMP/Mts Kelas VII.

H. Kegiatan Pembelajaran :

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	Guru: ▪ Mengucapkan salam dan tegur sapa ▪ Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif ▪ Bertanya jawab tentang materi yang telah diajarkan pada pertemuan sebelumnya ▪ Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus ▪ Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai ▪ Guru menyampaikan kegiatan pembelajaran yang akan dilakukan.	10'
Kegiatan Inti	*Observing* ▪ Guru memberikan contoh jenis pekerjaan menggunakan media permainan berupa kartu ▪ Guru menjelaskan cara bermain "Guess the word" *Questioning* ▪ Peserta didik bertanya mengenai permainan yang kurang dimengerti ▪ Guru menjawab pertanyaan- pertanyaan yang diberikan. *Associating* ▪ Membahas unsur kebahasaan Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. *Experimenting* ▪ Guru membagi kelas menjadi enam kelompok ▪ Peserta didik secara berkelompok bergantian maju ke depan kelas untuk bermain ▪ Guru mengawasi dan membimbing peserta didik *Communicating* ▪ Peserta didik secara bergantian menebak dan menjawab	60'

		10'
	jenis pekerjaan berdasarkan deskripsi yang ada pada kartu ▪ Guru membahas hasil presentasi peserta didik.	
Kegiatan Penutup	Siswa dan guru: ▪ Merangkum hal-hal yang telah dipelajari. ▪ Menyimpulkan hasil pembelajaran ▪ Memberi motivasi ▪ Mengkordinasikan tugas rumah ▪ Menyampaikan kegiatan pembelajaran untuk pertemuan berikutnya	10'

A. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik penilaian otentik
   - Sikap : Observasi
   - Pengetahuan : Tes Tulis / Isian (terlampir)
   - Keterampilan : Praktik/Kinerja (terlampir)

2. Instrumen penilaian untuk tes tertulis
   a. Kisi-Kisi Soal Pengetahuan

Indikator	Soal	Tehnik/Bentuk Penilaian
• Melengkapi kalimat/teks dengan jenis pekerjaan yang benar. • Melengkapi kalimat/teks dengan jenis pekerjaan yang benar. • Membetulkan susunan kalimat dengan cara mengurutkan kata	I: soal no. 1 s.d. 5 (terlampir) II. Soal no 6 s.d 10 (terlampir) III. Soal no 11 s.d 15 (terlampir)	Tes tulis / Isian Tes tulis/ Isian Tes tulis/ Mengurutkan kata

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b. Kisi-kisi soal Ketrampilan

Indikator	Soal	Tehnik/Bentuk Penilaian
1. Menyusun teks pendek dan sederhana tindakan memberi dan meminta informasi terkait terkait dengan tingkah laku/ tindakan/ fungsi orang sesuai dengan konteks penggunaannya	(terlampir)	Tes tulis/produk

3. Rubrik Penilaian dan Pedoman Penskoran

a) Rubrik Penilaian Pengetahuan:

ASPEK	KRITERIA	SKOR	Jumlah Soal	Skor Perolehan
PENGETAHUAN	Betul	1		
	Salah	0		
	Skor maksimal			15
	TOTAL SKOR			**15**

Keterangan:

Nilai Akhir   = Nilai perolehan x 6.7

Pembelajaran Remedial

Pembelajaran Remedial diberikan kepada siswa yang belum mencapai KKM berupa Pembelajaran ulang atau Penugasan terkait tatabahasa dan kosa kata yang menjadi kata-kata penting/ significant dalam lagu.

Pembelajaran Pengayaan

Pembelajaran Pengayaan diberikan kepada siswa yang telah mencapai KKM berupa penugasan yang berkaitan dengan makna kata sesuai konteks dan referensi makna atas ekspresi (kalimat-kalimat yang digunakan dalam lagu.

Mengetahui,
Guru Mata Pelajaran

Sidoarjo, 18 April 2018
Peneliti

Ermawati, S. Pd
NIP.196705142000122001

Rita Kumalasari
NIM. 148820300047

Kepala Sekolah
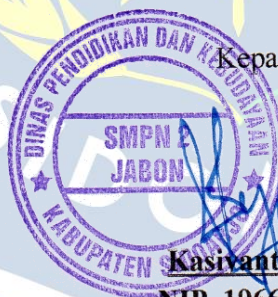
Kasiyanto, S. Pd, M. Si
NIP. 196611281990011002

A person that passes knowledge to **students**

Usually at **school**

TEACHER

Amember of the **police** force

They (try and) **prevent crime**

POLICE

A person you go to see when you are **sick** or have some type of **health** problem

DOCTOR

A person that can fix problems you have with your **teeth**

DENTIST

A person trained to **help a doctor** look after the **sick** or injured NURSE	A person that puts out **fires** FIREMAN
A person that **repairs machines** especially**car, motors, tv,** and the others MECHANIC	A person that works with the **money** and **accounts** of a company ACCOUNTANT

A person that **designs** building and houses

ARCHITECT

A person that **acts** in a play or a **movie**

ACTOR/ ACTRESS

They write **books** or **novels**

NOVELIST

A person who develops **solutions** to **technical** problems

ENGINEER

A person that works on a **farm**, usually with **animals**

FARMER

A person that defends people in **court** and gives legal advice

LAWYER

A person that works in a **library**

LIBRARIAN

A person that **takes photos**

PHOTOGRAPHER

A person who flies a **plane**

PILOT

A person that is at the **reception** (entrance) of a company

RECEPSIONIST

A person that works in a food outlet, looking after customers and **serving food**

WAITER/ WAITRESS

A person that **makes clothes** for others, many times producing exclusive items of clothing

TAILOR

A person employed in an **office** who **types letters**, keeps records

SECRETARY

A person that make and share the **videos** on **social media**

VLOGGER

A person that translates from one **language** to another

TRANSLATOR

A person that delivers **mail** to your house

POSTMAN

Appendix 6 (Surat Keterangan Telah Melakukan Penelitian)

PEMERINTAH KABUPATEN SIDOARJO
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA NEGERI 2
JABON

Jl. Permisan No. 01 Telp. (0343) 850886 Jabon Sidoarjo
Email : negeriduajabon@gmail.com

SURAT KETERANGAN
Nomor : 421.3/ 262/404.5.1.2.44 /2018

Yang bertanda tangan dibawah ini :

Nama	:	KASIYANTO, S.Pd, M.Si
NIP	:	196611281990011002
Jabatan	:	Kepala SMP Negeri 2 Jabon

Menerangkan bahwa :

Nama	:	RITA KUMALASARI
NIM	:	148820300047
Jurusan	:	Pendidikan Bahasa Inggris
Fakultas	:	FKIP
Universitas	:	Universitas Muhammadiyah Sidoarjo

Telah melakukan penelitian dengan judul " The Effectiveness of Guess The Word Game to Improve Students' Interest In Learning Vocabulary at Seventh Grade Students of SMP Negeri 2 Jabon " Pada tanggal 3 sampai dengan 28 April 2018.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jabon, 2 Juli 2018

Kepala Sekolah,

KASIYANTO, S.Pd, M.Si

Appendix 7 (Try Out)

Name   : _____

Class/ Student's Number   : _____

I.   Fill in the blanks with the words in the box!

Housewife   Accountant   Teacher   Vlogger   Nurse

I have a big family. They are father, mother, sister, brother, and grandmother. My father is a _____ (1). He works at school. He teaches the students in the classroom. My mother is a _____ (2). She does the housework everyday, such as cooking and washing clothes. My brother has many followers on social media. He has an youtube account. He usually uploads some videos to his channel. He is an _____ (3). My sister is a _____ (4). She works at company. In the company, she organizes and maintain financial records. My grandmother is a _____ (5). She works at hospital. She helps the doctor to treat the patients. She mostly gets night shift, sometimes morning shift.

Fisherman   Baker   Train Engineer   Farmer   Ship Captain

I have five best friends in school. They are Fany, Febry, Icha, Retno, and Riska. Fany's father is a _____ (1), he likes to give me some fruits at harvest time. Then, Febry's father is a_____ (2), he always gives me a cheap price when I bought his fish. While, Icha's father is a _____ (3), the cakes are delicious and always sold out. Retno's father is a _____ (4), Retno said that her father often sailing the sea and rearly go home. The last is Riska's father. Riska's father is a _____ (5), his job is responsible for the entire train during a run.

II. Match the jobs with their descriptions below!

1. _____ is a person who fixes teeth

2. _____ is a person who teaches kids

3. _____ is a person who cure the patients

4. _____ is a person who guard the country

5. _____ is a person who organizes and maintain financial records

6. _____ is a person who are looking for news

7. _____ is a person who leads the company

8. _____ is a person who writes the story

9. _____ is a person who designs the building

10. _____ is a person who experts in technology

Options :

Military	Dentist
Accountant	Engineer
Architect	Novelist
Entrepreneur	Reporter
Doctor	Teacher

III. Rearrange the words below into a good sentence!

1. Teacher - is – father – a – my
2. Care – must – the – patients – doctor
3. An – sister – my – accountant – is
4. Is – youtuber – an – Ria Ricis
5. Actress – not – am – i – an
6. Story – the – friend – my – is – novelist – a – has – written – she
7. Person – the – controls – flight – a – pilot – is – who
8. Fixes – is – teeth – who – dentist – person
9. Who – news – the – finds - reporter – a – is – person
10. Supports – who – receptionist – is – administrative – person – position – a

Appendix 8 (Student Worksheet)

Name : MOH ALVIN ARDIANSYAH

Class/ Student's Number : VIIC /22

I. Fill in the blanks with the words in the box!

Housewife	Accountant	Teacher	Vlogger	Nurse

I have a big family. They are father, mother, sister, brother, and grandmother. My father is a Teacher (1). He works at school. He teaches the students in the classroom. My mother is a Housewife (2). She does the housework everyday, such as cooking and washing clothes. My brother has many followers on social media. He has an youtube account. He usually uploads some videos to his channel. He is an Vlogger (3). My sister is a Accountant (4). She works at company. In the company, she organizes and maintain financial records. My grandmother is a Nurse (5). She works at hospital. She helps the doctor to treat the patients. She mostly gets night shift, sometimes morning shift.

Fisherman	Baker	Train Engineer	Farmer	Ship Captain

I have five best friends in school. They are Fany, Febry, Icha, Retno, and Riska. Fany's father is a Farmer (1), he likes to give me some fruits at harvest time. Then, Febry's father is a Fisherman (2), he always gives me a cheap price when I bought his fish. While, Icha's father is a Baker (3), the cakes are delicious and always sold out. Retno's father is a Ship Captain (4), Retno said that her father often sailing the sea and rearly go home. The last is Riska's father. Riska's father is a Train engineer (5), his job is responsible for the entire train during a run.

II. Match the jobs with their descriptions below!

1. _Dentist_ is a person who fixes teeth
2. _theacer_ is a person who teaches kids
3. _Doctor_ is a person who cure the patients
4. _Military_ is a person who guard the country
5. _Accountant_ is a person who organizes and maintain financial records
6. _Reporter_ is a person who are looking for news
7. _Entrepeneur_ ~~Accountant~~ is a person who leads the company
8. _Novelist_ is a person who writes the story
9. _Architect_ is a person who designs the building
10. _Engineer_ is a person who experts in technology

Options :

Military	Dentist
Accountant	Engineer
Architect	Novelist
Entrepreneur	Reporter
Doctor	Teacher

III. Rearrange the words below into a good sentence!

1. Teacher - is - father - a - my : My father is theacer
2. Care – must – the – patients – doctor : Doctor must care the patients
3. An – sister – my – accountant – is : My sister is an accountant
4. Is – youtuber – an – Ria Ricis : Ria ricis is an youtuber
5. Actress – not – am – i – an : I am not an actress
6. Story – the – friend – my – is – novelist – a – has – written – she : My friend she is written novelist
7. Person – the – controls – flight – a – pilot – is – who : Pilot is person who the control Fligh
8. Fixes – is – teeth – who – dentist – person : dentist is person who Fixes teeth
9. Who – news – the – finds - reporter – a – is – person : Reporter is person who the finds new
10. Supports – who – receptionist – is – administrative – person – position – a
Receptiont is a person who position supports administrative

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Appendix 9 (Pretest)

Name   : _____

Class/ Student's Number   : _____

I.   Fill in the blanks with the words in the box!

Baker	**Accountant**	**Ship Captain**	**Vlogger**	**Nurse**

A job or occupation is a person's role in society. There are kind of job that i know from people around me like My uncle John. My uncle is a _____ (1). The cakes are delicious and always sold out. My uncle was married with my aunty Ammy. She i a_____ (2). She works at hospital. She helps the doctor to treat the patients. John and Ammy already have two grown children. They are Rico and Nina.

Rico is a _____(3). He often sailing the sea and rearly go home. Then, Nina is an _____ (4). She works at company. In the company, she organizes and maintain financial records. Besides, nina has another job as a sideline that is _____ (5). She has many followers on social media. She has an youtube account and usually uploads some videos to her channel.

II. Match the jobs with their descriptions below!

1. _____ is a person who cure the patients

2. _____ is a person who guard the country

3. _____ is a person who organizes and maintain financial records

4. _____ is a person who designs the building

5. _____ is a person who experts in technology

Options :

Military
Accountant
Architect
Doctor
Engineer

III. Rearrange the words below into a good sentence!

1. Teacher - is – father – a – my
2. Is – youtuber – an – Ria Ricis
3. Actress – not – am – i – an
4. Story – the – friend – my – is – novelist – a – has – written – she
5. Person – the – controls – flight – a – pilot – is – who

Appendix 10 (Student Worksheet)

Name : M. Teguh Prasetyo

Class/ Student's Number : VII B / 25

I. **Fill in the blanks with the words in the box!**

| Baker | Accountant | Ship Captain | Vlogger | Nurse |

A job or occupation is a person's role in society. There are kind of job that i know from people around me like My uncle John. My uncle is a _Accountant_ (1). The cakes are delicious and always sold out. My uncle was married with my aunty Ammy. She i a _Nurse_ (2). She works at hospital. She helps the doctor to treat the patients. John and Ammy already have two grown children. They are Rico and Nina.

Rico is a _Ship Captain_ (3). He often sailing the sea and rearly go home. Then, Nina is an _Baker_ (4). She works at company. In the company, she organizes and maintain financial records. Besides, nina has another job as a sideline that is _Vlogger_ (5). She has many followers on social media. She has an youtube account and usually uploads some videos to her channel.

II. **Match the jobs with their descriptions below!**

1. _Doctor_ is a person who cure the patients

2. _Military_ is a person who guard the country

3. _Accountant_ is a person who organizes and maintain financial records

4. _Engineer_ is a person who designs the building

5. _Architect_ is a person who experts in technology

Options :

Military
Accountant
Architect
Doctor
Engineer

III. Rearrange the words below into a good sentence!

1. Teacher - is – father – a – my
2. Is – youtuber – an – Ria Ricis
3. Actress – not – am – i – an
4. Story – the – friend – my – is – novelist – a – has – written – she
5. Person – the – controls – flight – a – pilot – is – who

1. my father is a teacher.
2. Ria Ricis is an youtuber
3. I am an not Actress
4. My friend is written novelist she has a story
   the
5. A Person flight the controls who is pilot.

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Appedix 11 (Posttest)

Name : _____

Class/ Student's Number : _____

I. Fill in the blanks with the words in the box!

| Farmer | Teacher | Pilot | Architect | Mechanic |

A job or occupation is a person's role in society. There are kind of job that i know from people around me like my father. My father is a _____ (1). He repairs machines especially car, motors, tv, and the others. I also have brother that was married. My brother is an _____ (2). He was designs building and houses while her wife is a _____(3). She teach the students.

Then, in the school my friends Icha and Riska tell me what the job of they father. Icha's tell me that her father is a _____ (4). He works on a farm, usually with animals. Then, Riska said that her father is a _____ (5). He flies a plane.

II. Match the jobs with their descriptions below!

6. _____ is a person who organizes and maintain financial records

7. _____ is a person who cure the patients

8. _____ is a person who experts in technology

9. _____ is a person who guard the country

10. _____ is a person who help the doctor to cure the patients

Options :

Nurse
Military
Accountant
Doctor
Engineer

III. Rearrange the words below into a good sentence!

6. Fireman - is – father – a – my
7. Is – singer – a – Judika
8. Account – friend – my – is – vlogger – a – has – an – youtube – she
9. Person – delivers – postman – a – mail – is – who
10. Actress – not – am – i – an

Appendix 12 (Student Worksheet)

Name : DELLA NOFFANDA

Class/ Student's Number : VII-B / 11

I. Fill in the blanks with the words in the box!

Farmer	Teacher	Pilot	Architect	Mechanic

A job or occupation is a person's role in society. There are kind of job that i know from people around me like my father. My father is a Mechanic (1). He repairs machines especially car, motors, tv, and the others. I also have brother that was married. My brother is an Architect (2). He was designs building and houses while her wife is a Teacher (3). She teach the students.

Then, in the school my friends Icha and Riska tell me what the job of they father. Icha's tell me that her father is a Farmer (4). He works on a farm, usually with animals. Then, Riska said that her father is a Pilot (5). He flies a plane.

II. Match the jobs with their descriptions below!

1. Accountant is a person who organizes and maintain financial records

2. Doctor is a person who cure the patients

3. Engineer is a person who experts in technology

4. Military is a person who guard the country

5. Nurse is a person who help the doctor to cure the patients

Options :

Nurse
Military
Accountant
Doctor
Engineer

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III. Rearrange the words below into a good sentence!

1. Fireman - is – father – a – my
2. Is – singer – a – Judika
3. Account – friend – my – is – vlogger – a – has – an – youtube – she
4. Person – delivers – postman – a – mail – is – who
5. Actress – not – am – i – an

1. My Father Is a Fireman
2. Judika Is a Singer
3. My Friend Is a Vlogger She has an youtube account
4. Postman Is a Person Who delivers mail
5. I am not an actress

Appendix 13 (Validity Test)

Res pon den	Butir Soal																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
DN	1	1	1	1	0	0	1	0	0	0	1	1	1	0	0	1	1	1	1	0	0	0	1	0	1	0	1	0	1	1	17
RS	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	0	0	1	21
IF	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	0	0	1	1	0	0	1	1	1	1	0	1	0	1	1	21
AN	0	1	1	0	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	0	0	1	21
RY	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	25
FR	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	23
SF	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	0	24
NK	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	1	0	1	22
DI	1	1	1	1	1	0	1	0	0	1	1	0	1	0	1	1	1	1	1	1	0	1	0	0	0	1	1	1	1	1	22
KH	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	27
MK	1	0	0	1	1	1	1	0	0	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	0	1	21
AD	1	1	1	0	1	1	1	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	24
BG	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	0		24
LM	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	26
AP	1	0	0	0	1	0	1	1	1	1	0	0	0	1	0	1	0	0	1	0	1	0	0	1	1	1	0	1	0	1	15

																															Total
AL	0	1	1	1	0	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	0	0	0	1	21
AR	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	25
NK	1	1	1	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0		23
LS	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	0	1	1	1	1	0	1	1	25
DC	0	1	1	0	0	1	1	0	0	1	1	1	1	0	1	1	0	1	0	1	1	1	0	1	0	0	0	0	1	1	17
AV	1	1	1	0	0	1	0	1	1	0	1	1	1	1	1	0	1	1	0	0	1	0	1	0	1	0	1	1	0	1	19
NF	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1		28
IM	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1		27
ST	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	0	1	1	0	0	1	1	1	0	0	0	1	1	20
DW	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	27
NA	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	26
AS	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		28
IM	1	1	1	0	0	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	0	21
ZA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1		29
MR	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	27
ER	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	26
IL	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	25
WN	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	28
WD	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	26

Total	27	29	30	25	22	27	29	29	27	29	27	28	29	28	26	28	29	24	29	28	20	27	27	28	26	25	24	22	26	26	801
r table	0,339	0,339	0,339	0,339	0,339	0,339	0,339	0,339	0,339	0,339	0,339	0,339	0,339	0,339	0,339	0,339	0,339	0,339	0,339	0,339	0,339	0,339	0,339	0,339	0,339	0,339	0,339	0,339	0,339	0,339	
r counting	0,1243822212	0,0671170729	0,375878824	0,559782 11	0,422013 36	0,418939 09	-0,0770079 6	0,4754711 65	0,3768595 38	0,4754711 65	-0,0649757 82	0,003019 2308	0,3793878 39	0,4318182 74	0,3503869 31	0,074824 415	0,4514503 34	-0,007688 04	0,1391795 24	0,3872491 67	0,411812 12	0,566217 533	0,208541 321	0,342617 059	0,069605485	0,38623264	0,384401913	0,386409255	0,490777 7	-0,110896 87
If r counting > r table = Valid	TIDAK VALID	TIDAK VALID	VALID	VALID	VALID	VALID	TIDAK VALID	VALID	VALID	VALID	TIDAK VALID	TIDAK VALID	VALID	VALID	VALID	TIDAK VALID	VALID	TIDAK VALID	TIDAK VALID	VALID	VALID	VALID	TIDAK VALID	VALID	TIDAK VALID	VALID	VALID	VALID	VALID	TIDAK VALID

r1			r2			r3			r4			r5		
x_1y	x_1^2	y^2	x_1y	x_1^2	y^2	x_1y	x_1^2	y^2	x_1y	x_1^2	y^2	x_1y	x_1^2	y^2
17	1	289	17	1	289	17	1	289	17	1	289	0	0	289
21	1	441	21	1	441	0	0	441	21	1	441	0	0	441
21	1	441	21	1	441	21	1	441	0	0	441	0	0	441
0	0	441	21	1	441	21	1	441	0	0	441	21	1	441
25	1	625	25	1	625	25	1	625	25	1	625	0	0	625
23	1	529	23	1	529	0	0	529	23	1	529	23	1	529
0	0	576	24	1	576	24	1	576	24	1	576	0	0	576
0	0	484	22	1	484	22	1	484	0	0	484	22	1	484
22	1	484	22	1	484	22	1	484	22	1	484	22	1	484
0	0	729	27	1	729	27	1	729	27	1	729	27	1	729
21	1	441	0	0	441	0	0	441	21	1	441	21	1	441
24	1	576	24	1	576	24	1	576	0	0	576	24	1	576
24	1	576	24	1	576	24	1	576	24	1	576	0	0	576
26	1	676	0	0	676	26	1	676	26	1	676	0	0	676
15	1	225	0	0	225	0	0	225	0	0	225	15	1	225
0	0	441	21	1	441	21	1	441	21	1	441	0	0	441
25	1	625	0	0	625	25	1	625	25	1	625	25	1	625
23	1	529	23	1	529	23	1	529	0	0	529	0	0	529
25	1	625	25	1	625	25	1	625	25	1	625	25	1	625
0	0	289	17	1	289	17	1	289	0	0	289	0	0	289
19	1	361	19	1	361	19	1	361	0	0	361	0	0	361
28	1	784	0	0	784	28	1	784	28	1	784	28	1	784
27	1	729	27	1	729	27	1	729	27	1	729	27	1	729
20	1	400	20	1	400	20	1	400	20	1	400	20	1	400
27	1	729	27	1	729	27	1	729	27	1	729	27	1	729
26	1	676	26	1	676	26	1	676	26	1	676	26	1	676

28	1	784
21	1	441
29	1	841
0	0	729
26	1	676
25	1	625
28	1	784
26	1	676
642	27	19277

28	1	784
21	1	441
29	1	841
27	1	729
26	1	676
25	1	625
28	1	784
26	1	676
686	29	19277

28	1	784
21	1	441
29	1	841
27	1	729
26	1	676
25	1	625
28	1	784
26	1	676
721	30	19277

28	1	784
0	0	441
29	1	841
27	1	729
26	1	676
25	1	625
28	1	784
26	1	676
618	25	19277

28	1	784
0	0	441
29	1	841
27	1	729
26	1	676
25	1	625
28	1	784
26	1	676
542	22	19277

$r1 =$

$$\frac{34 \times 642 - 27 \times 801}{34 \times 27 - 729 \times 34 \times 19277 - 641601}$$

$$= \frac{21828 - 21627}{918 - 729 \times 655418 - 641601}$$

$$= \frac{201}{189 \times 13817}$$

$$= \frac{201}{2611413} = \frac{201}{1615,986695} = 0,124382212$$

$\mathbf{r2} =$

$$\frac{34 \mathbf{x} 686 - 29 \times 801}{34 \times 29 - 841 \times 34 \times 19277 - 641601}$$

$$= \frac{23324 - 23229}{986 - 841 \times 655418 - 641601}$$

$$= \frac{95}{145 \times 13817}$$

$$= \frac{95}{2003465} = \frac{95}{1415,438095} = 0,067117029$$

$r3 =$

$$\frac{34 \times 721 - 30 \times 801}{34 \times 30 - 900 \times 34 \times 19277 - 641601}$$

$$= \frac{24514 - 24030}{1020 - 900 \times 655418 - 641601}$$

$$= \frac{484}{120 \times 13817}$$

$$= \frac{484}{1658040} = \frac{484}{1287,649021} = 0,375878824$$

$r4 =$

$$\frac{34 \times 618 - 25 \times 801}{34 \times 25 - 625 \times 34 \times 19277 - 641601}$$

$$= \frac{21012 - 20025}{850 - 625 \times 655418 - 641601}$$

$$= \frac{987}{225 \times 13817}$$

$$= \frac{987}{3108825} = \frac{987}{1763,186037}$$

$$= 0,55978211$$

$r5 =$

$$\frac{34 \times 542 - 22 \times 801}{34 \times 22 - 484 \times 34 \times 19277 - 641601}$$

$$= \frac{18428 - 17622}{748 - 484 \times 655418 - 641601}$$

$$= \frac{806}{264 \times 13817}$$

$$= \frac{806}{3647688} = \frac{806}{1909,892144} = 0,422$$

Appendix 14 (Reliability Test)

																														Odd Total	Even Total
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**		
1	1	1	1	0	0	1	0	0	0	1	1	1	0	0	1	1	1	1	0	0	0	1	0	1	0	1	0	1	1	11	6
1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	0	0	1	9	12
1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	0	0	1	1	0	0	1	1	1	1	0	1	0	1	1	11	10
0	1	1	0	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	0	0	1	10	11
1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	12	13
1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	9	14
0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	0	10	14
0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	1	0	1	10	12
1	1	1	1	1	0	1	0	0	1	1	0	1	0	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	12	10
0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	13	14
1	0	0	1	1	1	1	0	0	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	0	1	10	11
1	1	1	0	1	1	1	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	13	11
1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	0	12	12
1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	14	12
1	0	0	0	1	0	1	1	1	1	0	0	0	1	0	1	0	0	1	0	1	0	0	1	1	1	0	1	0	1	7	8
0	1	1	1	0	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	0	0	0	1	10	11
1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	1	13	12
1	1	1	0	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	12	11
1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	0	1	1	1	1	0	1	13	12
0	1	1	0	0	1	1	0	0	1	1	1	1	0	1	1	0	1	0	1	1	1	0	1	0	0	0	0	1	1	7	10
1	1	1	0	0	1	0	1	1	0	1	1	1	1	1	0	1	1	0	0	1	0	1	0	1	0	1	1	0	1	11	8
1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	15	13
1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	13	14
1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	0	1	1	0	0	1	1	1	0	0	0	1	10	10

1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	13	14		
1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	13	13	
1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13	15		
1	1	1	0	0	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	0	12	9		
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	15	14		
0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	13	14		
1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1		13	13		
1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	0			12	13	r counting	0,487573
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1			14	14	t table	2,028094
1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0			13	13	r table	0,320217
																																result	RELIABLE

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Appendix 15 (T-test)

T-Counting

No	Respondent	Score		d(posttest-pretest)	Xd(d-Md)	X2D (xd2)
		Pretest	**Posttest**			
1	SY	46,9	80,4	33,5	7,882352941	62,13148789
2	FI	60,3	80,4	20,1	20,1	404,01
3	AH	53,6	80,4	26,8	26,8	718,24
4	SH	73,7	87,1	13,4	13,4	179,56
5	RK	46,9	73,7	26,8	26,8	718,24
6	SA	33,5	67	33,5	33,5	1122,25
7	SB	53,6	80,4	26,8	26,8	718,24
8	DO	73,7	87,1	13,4	13,4	179,56
9	SG	67	73,7	6,7	6,7	44,89
10	RB	46,9	60,3	13,4	13,4	179,56
11	NV	53,6	73,7	20,1	20,1	404,01
12	AG	46,9	67	20,1	20,1	404,01
13	DD	46,9	73,7	26,8	26,8	718,24
14	NF	67	93,8	26,8	26,8	718,24
15	WR	67	93,8	26,8	26,8	718,24
16	VN	60,3	93,8	33,5	33,5	1122,25
17	TG	33,5	53,6	20,1	20,1	404,01
18	RY	46,9	60,3	13,4	13,4	179,56
19	FZ	46,9	60,3	13,4	13,4	179,56
20	YJ	40,2	87,1	46,9	46,9	2199,61
21	AF	46,9	60,3	13,4	13,4	179,56
22	BD	46,9	87,1	40,2	40,2	1616,04

23	DW	40,2	87,1	46,9	46,9	2199,61
24	UL	73,7	93,8	20,1	20,1	404,01
25	IL	60,3	93,8	33,5	33,5	1122,25
26	AD	67	93,8	26,8	26,8	718,24
27	DL	60,3	87,1	26,8	26,8	718,24
28	JN	53,6	93,8	40,2	40,2	1616,04
29	NK	46,9	80,4	33,5	33,5	1122,25
30	MN	46,9	80,4	33,5	33,5	1122,25
31	AR	33,5	60,3	26,8	26,8	718,24
32	TM	40,2	67	26,8	26,8	718,24
33	MS	53,6	67	13,4	13,4	179,56
34	AL	46,9	73,7	26,8	26,8	718,24
	Average			25,61764706		
	Total				845,3823529	24527,18149
	n(n-1)	1122				
	$\dfrac{\sqrt{\sum x^2 d}}{n(n-1)}$	21,86023306				
		4,67				
	tcounting	5,485577529				
	ttable	2,035				

Appendix 16 (Vocabulary Recognition Task)

NO	RESPONDEN	A	B	C	CRITERIA
1	SY	9	60%	0,75	INDEPENDENT
2	FI	9	60%	0,75	INDEPENDENT
3	AH	9	60%	0,75	INDEPENDENT
4	SH	11	73%	0,83	INDEPENDENT
5	RK	7	46%	0,63	INSTRUCTIONAL
6	SA	5	33%	0,49	INSTRUCTIONAL
7	SB	9	60%	0,75	INDEPENDENT
8	DO	13	86%	0,92	INDEPENDENT
9	SG	11	73%	0,83	INDEPENDENT
10	RB	5	33%	0,49	INSTRUCTIONAL
11	NV	7	46%	0,63	INSTRUCTIONAL
12	AG	5	33%	0,49	INSTRUCTIONAL
13	DD	7	46%	0,63	INSTRUCTIONAL
14	NF	13	86%	0,92	INDEPENDENT
15	WR	13	86%	0,92	INDEPENDENT
16	VN	13	86%	0,92	INDEPENDENT
17	TG	5	33%	0,49	INSTRUCTIONAL
18	RY	5	33%	0,49	INSTRUCTIONAL
19	FZ	7	46%	0,63	INSTRUCTIONAL
20	YJ	11	73%	0,83	INDEPENDENT
21	AF	5	33%	0,49	INSTRUCTIONAL
22	BD	11	73%	0,83	INDEPENDENT
23	DW	11	73%	0,83	INDEPENDENT
24	UL	13	86%	0,92	INDEPENDENT
25	IL	13	86%	0,92	INDEPENDENT
26	AD	13	86%	0,92	INDEPENDENT
27	DL	11	73%	0,83	INDEPENDENT
28	JN	13	86%	0,92	INDEPENDENT
29	NK	9	60%	0,75	INDEPENDENT
30	MN	9	60%	0,75	INDEPENDENT
31	AR	7	46%	0,63	INSTRUCTIONAL
32	TM	5	33%	0,49	INSTRUCTIONAL
33	MS	5	33%	0,49	INSTRUCTIONAL
34	AL	7	46%	0,63	INSTRUCTIONAL

Appendix 17 (Documentation)

Picture 1

Opening Season

Picture 2

Experimenting/ Treatment

Season

Picture 3

Closing/ Reviewing the material

Appendix 18 (Berita Acara Bimbingan Skripsi)

UNIVERSITAS MUHAMMADIYAH SIDOARJO
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN (FKIP)

Jurusan / Program Studi :
- Pendidikan Guru Anak Usia Dini (PG-PAUD) Akreditasi BAN-PT NO: 024/BAN-PT/Ak-XV/S1/VIII/2012
- Pendidikan Guru Sekolah Dasar (PGSD) SK. Mendiknas RI No : 87/D/0/2010
- Pendidikan Bahasa Inggris SK. Mendiknas RI No : 237/E/0/2011
- Pendidikan Ilmu Pengetahuan Alam (IPA), Sk. Mendikbud Ri. NO: 418/E/O/2012
- Pendidikan TIK

Jl. Mojopahit 666B Sidoarjo 61215 ; Telp. 031-8945444 Ext. 135-136, Fax. 031-8949333
e-mail : fkipumsida@Gmail.com http://www.umsida.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama Mahasiswa : RIFA KUMALASARI
2. NIM : 148820300047
3. Jurusan : Pendidikan Bahasa Inggris
4. Judul Skripsi : THE EFFECT OF USING THE GUESS-THE-WORD IN LEARNING VOCABULARY
5. Pembimbing : DIAH RAHMA SANTOSO, M.Pd

KONSULTASI :

NO	TGL.	PARAF	URAIAN BIMBINGAN
1	9/10		KONSULTASI JUDUL
2	6/11		OUTLINE BAB I, II, III
3	24/12		ISI BAB I, II, III
4	11/01		REVISI BAB I, II, III
5	15/01		ACC BAB I, II, III
6	26/06		KONSULTASI BAB IV
7	28/06		REVISI BAB IV
8	30/06		REVISI BAB IV
9	16/07		REVISI BAB IV
10	18/07		REVISI BAB IV
11	19/07		REVISI BAB V
12	20/07		ACC BAB IV, V
13			
14			
15			
16			
17			
18			

Keterangan :

Sidoarjo,..20 Juli 2018

Dekan

(Dr. Nur Efendi, M.Pd)

Dosen Pembimbing

(Dian Rahma S, M.Pd)

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BIOGRAPHY

Rita Kumalasari is the researcher of this thesis. She was born in Sidoarjo, East Java, Indonesia on March 27th, 1993. Her parents' name are Achwadi and Suwarsih. Her study was started from Kindergarden in TK Dharma Wanita Sruni, Sidoarjo then continued to elementary school in SD Negeri Punggul 1, Sidoarjo. She continued her study to SMP Negeri 2 Gedangan, Sidoarjo then SMK Negeri 1 Buduran, Sidoarjo and Universitas Muhammadiyah Sidoarjo.

This thesis used to help the future researcher from English Education Study Program of Universitas Muhammadiyah Sidoarjo. Hopefully, this thesis will give more contribution to the education field.

Finally, the researcher always be grateful for finishing this paper entittled "The Effect of Using The Guess-The-Word Game In Learning Vocabulary to seventh grade students of SMP Negeri 2 Jabon".