THE EFFECT OF USING GUESSING GAME ON STUDENTS' VOCABULARY ACHIEVEMENT AT GRADE VIII OF MTsN 6 AGAM

A Thesis

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ABSTRACT

ANISA ANANDA. NIM: 2318022, The Effect of Using Guessing Game Toward Students Vocabulary Achievement At Grade VIII Of MTsN Agam. A Thesis, State Of Islamic University Bukittinggi, 2023.

This Research was done due to several problems found at students dealing vocabulary mastery. There are three problems in thid research. First, students did not master in vocabulary. Second, the students had difficulty in memorizing a group of vocabulary. Last, many of students find it difficult to conceptualize the meaning of the original English into Indonesian. For that the researcher give a solution by using Guessing game strategy on students' vocabulary achievement. Guessing game is related to this problem because Guessing game is enable to help the students to achieve students' vocabulary.

The purpose of this research was to investigate the effect of using Guessing game on students' vocabulary achievement. This research was conducted to the VIII grade of MTsN 6 Agam. In this research, the researcher used quasi-experimental design by comparing two classes with quantifier material. The sample of this study was VIII grade, namely VIII.4 as the experimental class with 30 students and VIII.5 as the control class with 31 students. To determine the sample, the researcher used purposive sampling technique because both class are taught by the same teacher. In the collecting the data, the instrument of this research was vocabulary test in form of 25 multiple choice questions, which were tested for pre-test and post-test. The data was analyzed by using SPSS 26.

Based on the calculation post-test result, the mean score of experimental class was 89.47. It is greater than the mean score of control class was 62.58. Then the standard deviation of each class is obtained. The researcher used t-test formula by comparing the post-test experimental class and control class through SPSS 26 by using Independent sample t-test. Based on the output of Statistics above. The value of Sig. (2 –tailed) is 0,00 < 0,05. It means that Ha is accepted. There is a significant difference between students who are taught by using Guessing game. The result is also indicated by mean score of post-test result of experimental class (89.47) is bigger than the control post-test (62.58). It means that the students who are taught by using Guessing game is better than the students who are not taught by using Guessing game. The sum up, Guessing game has a significant effect on students' vocabulary achievement at grade VIII of MTsN 6 Agam.

Key words: vocabulary achievement, guessing game.

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CHAPTER 1

INTRODUCTION

A. Background Of The Problem

Vocabulary is a foundation or a basic of a language. Hatch and Brown stated that vocabulary is a list of words for a particular language that is used by language speaker[1]. In Oxford Advanced Learner's Dictionarty, vocabulary is all the words that a person knows or use[2]. Then Hiebert stated that vocabulary is the knowledge of meaning words[3]. It can be concluded that vocabulary is knowledge of the meaning of words that have different form which is used to learn English well.

Then, according to Yuliani, vocabulary is part of words which have meaning and as one of an important element in learning English[4]. Then Hornby said that vocabulary is the total number of words in language[5]. Without vocabulary the people cannot communicative effectively. It is clear that vocabulary is a part of words which have meaning and as one of an important element in learning English.

Large of knowledge about vocabulary help students to communication well. Therefore, the students must be active to learn a lot of new vocabulary and understanding them to achieve their ability in

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[1] Anggraini, Sukirlan, dan Suka, *The Use of Guessing Game to Improve Students' Vocabulary Mastery in First Grade of SMP N 4 Bandar Lampung*.

[2] Yuliani Sri,, *Teaching English Vocabulary Using Guessing game To the Fifth Grade Students 117 Palembang*, The 2nd Teylin International Conference April 2004. P.194

[3] *Ibid*, P.194

[4] *Ibid*, P. 195

[5] Wahyuni,,*Teaching Vocabulary By Using Guessing Game*, English Empower, May 2020, Vol.5, No.1.

using vocabulary. This statement is provide by Thornbury that without grammar, little meaning can be conveyed, without vocabulary nothing be conveyed[6]. It means vocabulary plays a very important role in learning English. Overall, English is based on vocabulary. Without understanding vocabulary, it is impossible for students to master English well.

However, at school vocabulary is not taught specifically to students. This causes many students who do not have basic knowledge of vocabulary, whereas vocabulary is one of the important parts that must be understand by students so that they can understand during the learning process in the class. In short, if students have lack knowledge of vocabulary then it can be big problem for students overcome and the process of learning is not be able to continue

The English teacher must consider to make students easier to achieve their vocabulary, the teacher should teach the vocabulary creatively ways. There are many techniques in teaching vocabulary, one of them by using game[7]. According to Wright, games can help students experience language rather than just study it[8]. Moreover, Harmer stated that games can make students more active and enthusiastic in learning vocabulary[9]. It means that, using games as a technique in teaching

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[6] Scott Thornbury, *How To Teach Vocabulary,* Pearson Education Limited, (London:2002).

[7]Zahro Suharjito and Sudarsono. " *The Effect of Guessing Game on The Eight Year Students' Vocabulary Achievement at SMP N 03 Balung Jember in The 2012/2013 Academic Year*". Pancaran. Agustus 2013, Vol 2, No 3

[8]Wright, A., Betteridge, D., and Buckby, M. (2006).*Games For Language Learning.* (Cambridge: Cambridge University Press.)

[9]Harmer, W., and Lely, N. (2019).*Using Pictionary Game To Increase Leraners' Vocabulary mastery In English Language Instruction,* Journal Of English Education Studies.

vocabulary, the students will more active in the classroom and enjoyable. One of game that will be use by teacher to increase students vocabulary mastery is a Guessing game.

Guessing game is a game that guesses about something. According to Wahyuni Guessing game is a game in which the object is to guess some kind of information, such as a word[10]. In guessing game there are viewers and guessers. Therefore, it is fun model of teaching and learning because it makes the students feeling relax after the learning process. Philips suggests that Guessing game is use to present vocabulary[11]. In this research, Guessing game can help students in learning English especially in vocabulary by guessing in form of the picture.

There are several benefits of using Guessing game in teaching and learning vocabulary process in the classroom. First, Guessing game promote physical growth and development. Second, Guessing game promote the socialization process. Third, The Guessing game are fun for the sudents like to play them. Fourth, Guessing game make students enjoyable in learning. Fifth, Guessing game develop emotional understanding between one student to another. Last, Guessing game provide language practice in various skills, such as speaking, writing,

[10]Wahyuni, *Teaching Vocabulary by Using Guessing Game.*English Empower, May 2021, Vol .5, No.1, P. 195

[11]*Ibid*, P.195

reading and listening[12]. It can be concluded the Guessing game have many benefits to apply in learning process in the classroom.

Based on the preliminary research at the seventh grade of MTsN 6 Agam, Kubang Putih, researcher found some problems related to vocabulary. Based on interview on Mei 17th, 2023 with Mrs. Hasnita Hasan as the English teacher at grade VIII of MTsN 6 Agam, there were some problems found related to vocabulary. First, students did not master in vocabulary. At the previous level of education, students had never learned English at all. Although in class VII they have started learning, even that has not greatly increased the student's vocabulary. In this case for students who feel interested in new lessons it will make it fun and make students more persistent in learning, but on the contrary, for students who from the beginning already think English is a difficult lesson, this will really make them difficult in learning English in class.

The second problem is the students preferred to use Indonesian Language during the teaching and learning process than English. They said that they felt difficult to understand what the teacher said when the teacher used English only. Instead of making mistakes in pronouncing the word, they tend to be silent. Then, the students are difficult to memorize and differenciated between one word and another words. In short the teacher said, in general the students had difficulty in memorizing vocabulary this will make teacher and students difficult in the process of

[12]Aminah and Mayasari.*The Effect of Using Pictionary Game to Increase The Students Vocabulary Mastery Of The Seventh Grade AT SMPN 4 Bantan*. InJournal, Vol.7, No. 1, June 2022

teaching and learning English and makes the teaching and learning process in the classroom is not effective.

The last problem is many of students find it difficult to conceptualize the meaning of the original English into Indonesian. It means many students misunderstood vocabulary meaning. For students who like to play mobile games, they will have more vocabulary knowledge than students who don't play games. But the vocabulary they understand is only limited to vocabulary whose meaning is only for games. While in learning to unite the meaning of the game language and the meaning of the actual language it is also not easy. For example, *play* that they know means to *mulai*, while the real meaning of play in the actual context is to *bermain*. This is what makes students who play games misunderstand the meaning of the vocabulary itself..

Based on the interview with the 4 students MTsN 6 Agam Mei 17^{th,}, 2023, the first problem they were having difficulties to understand what the teacher said when the teacher used English. Second, they are have problem in differentiate between one word and the other words.

Based on problems above, the researcher wants to give the solution with using Guessing game in order to achieve students' vocabulary with dfun and enjoyable way. Finally the researcher is interest to conducting a research under the title "The Effect of Using Guessing Game on Students' Vocabulary Achievement At grade VIII of MTsN 6 Agam".

B. Identification of the problem

Based on the background of the problem above, there were some problems found by the researcher:

1. The students did not master in vocabulary, this will really make them difficult in learning English in class.
2. The students preferred to use Indonesian Language during the teaching and learning process than English.
3. Many of students find it difficult to conceptualize the meaning of the original English into Indonesian.

C. Limitation of The Problem

Based on the identification of the problems above the limitation of the research is to find out the effect of using Guessing game on students' vocabulary achievement at grade VIII of MTsN 6 Agam..

D. Formulation of the problem

In this research, the researcher wants to see the problem based on the limitation of the problem above, the problem of the study are formulated into the following questions:

1. Is there significant effect of using Guessing game toward students vocabulary achievement?
2. Is there significant difference between using Guessing game and without using Guessing game?
3. Is Guessing game better than conventional strategy toward students' vocabulary achievement?

E. Purpose of the Research

The purposes of the research are:

1. To identify whether there is significant effect of using Guessing game towards students' vocabulary achievement.
2. To identify whether there is significant difference between using Guesssing game and without using Pictionary game toward students vocabulary mastery.
3. To identify whether students' vocabulary achievement by using Guessing game is better than conventional strategy.

F. Significant of the Research

a. Theoretically

This research is expected to be a reference for other researchers who want to conduct the research on the effect of Guessing Game on students' vocabulary achievement in vocational school or at university.

b. Practically

The result of this research hopefully gave contribution to as following:

1. For the students , this research expected to help by using a *guessing game*students can be more interested in studying vocabulary and make improve their vocabulary.
2. For the teacher , the result of the study hopefully can give information to the English teacher about their students'

vocabulary achievement and measure their students ability by using *guessing game*.

3. For the reader, this research expected could improve the reader's knowledge related to the effect of using Guessing game toward students vocabulary mastery.
4. For the researcher, this research hopefully help the researcher as the partial fulfillment of the requirement to obtain strata one in UIN SMDD Bukittinggi.
5. For UIN SMDD Bukittinggi,, this research hopefully can as additional literature in the library and to be a source for the next researcher.

G. Definition of The Key Terms

1. Vocabulary is a list of words for a particular language which have definition and meaning and as one of an important element in learning English.
2. Guessing game is a game in which the object is to guess some kind of information, such as a word, this game help students in learning English especially vocabulary

CHAPTER II

REVIEW OF RELATED LITERARURES

A. Review of Related Theories

1. The Nature of Vocabulary

There are many definition of vocabulary as follow; in general, vocabulary is a foundation or a basic of a language. Hatch and Brown stated that vocabulary is a list of words for a particular language that is used by language speaker[13]. In Oxford Advanced Learner's Dictionarty, vocabulary is all the words that a person knows or use[14]. Then Hiebert stated that vocabulary is the knowledge of meaning words[15]. It can be concluded that vocabulary is knowledge of the meaning of words that have different form which is used to learn English well.

Then, according to Yuliani, vocabulary is part of words which have meaning and as one of an important element in learning English[16]. Then Hornby said that vocabulary is the total number of words in language[17]. Without vocabulary the people cannot communicative effectively. It is clear that vocabulary is a part of

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[13] Anggraini, Sukirlan, dan Suka, *The Use of Guessing Game to Improve Students' Vocabulary Mastery in First Grade of SMP N 4 Bandar Lampung*.

[14] Yuliani Sri,, *Teaching English Vocabulary Using Guessing game To the Fifth Grade Students 117 Palembang*, The 2nd Teylin International Conference April 2004, p. 194

[15] *Ibid*, p. 194

[16] *Ibid*, p. 195

[17] Wahyuni,,*Teaching Vocabulary By Using Guessing Game*, English Empower, May 2020, Vol.5, No.1.

words which have meaning and as one of an important element in learning English.

According to Thornbury, vocabulary refers to word or terms that have meaning in it[18]. It means vocabulary is a set of words which have definition and meaning. For this reason, students are not only required to just know the existing vocabulary, but students also have to know the true meaning of the vocabulary so that students can use it according to the required context.

Vocabulary as the main key of a language is the most important thing in language learning. Nunan stated that in early stage of learning and using a foreign language, one is better served by vocabulary and grammar.[19] This statement is supported by Thorburny, without grammar very little can be conveyed, without vocabulary nothing be conveyed.[20] It means that vocabulary have important role in learning English.

Then, another expert is Nutriyanto, stated that vocabulary is one of part supporting English skills in which collection of words that understood by someone and used to communicate for each other. In other words it can be said vocabulary is the basic for learning a

[18] Scott Thornbury, *How To Teach Vocabulary, Pearson Education Limited*, (London:2002)

[19] David Nunan, The Learner Centered Curiculum, Cambridge University, (Cambridge:1987)

[20] *Ibid*

language.[21] Vocabulary is an important component in learning English because vocabulary is a supporting skill in learning English in addition to grammar and pronunciation.

Then, Richards and Renandya stated that vocabulary is a core component of language proficiency and provide much of the basis for how well learners speak, listen, read and write.[22] In addition Carroline L. Linse also stated that the vocabulary is the collection of words that an individual knows.[23] It means that without large knowledge about vocabulary and strategies for get new vocabulary, students often achieve less than their abilities and may be discouraged from taking advantage of language learning.

According to Homby vocabulary is total number of words which establishes a language.[24] It means vocabulary is a collection of several words that form a sentence in a language. Vocabulary is important in understanding what is being read. A reader must know what the meaning of words in the sentence. If we talk about vocabulary it means that we talk about words.

It can be concluded that, vocabulary is a list of words for a particular language which have definition and meaning and as one of

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[21]Nutriyanto.*Students Perception Towards Incorporation of Hello English Application in Vocabulary Learning,*UniversitasSingaperbangsa Karawang:Karawang,2020:p.198

[22] Jack C Richards-Willy A. Renadya, Methodology in Language Teaching an Anthology of Current Practice, (USA:Cambridge University Press 2002),p.225

[23] Caroline T.Linse, Practical English Language Teaching to Young Learner, (New York: McGraw Hill Companies, inc:2005), p.121

[24] AS Homby, Oxford Advance Learners' Dictionary of Current English, (Oxfford:University Press,1974), 0.158

an important element in learning English. For achieve the students' vocabulary so that in this research the researcher will use a technique namely Guessing game.

2. The Importance of Vocabulary

Vocabulary is very importance to students in learning English. The students who have extensive vocabulary just find a little obstacle in use English rather that the students who have less knowledge about vocabulary. This statement is supported by Harmer, if language structures make up the skeleton of language, then it is vocabulary that provides the vital organ and the flesh".[25] In short, the students who do not have large of vocabulary will find a lot of problems in learning English.

Then Alqahtani stated that the acquisition of an adequate of vocabulary is essential for successful foreign language use because without extensive of vocabulary, a language learner will be unable to use structure and functions we tend to might have learned for clear communication.[26] It means learning English without can be understanding without have knowledge about vocabulary. In short, without enough knowledge about vocabulary, people cannot express their feeling and idea well in written and oral form.

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[25] Jeremy Harmer, The Practice of English Language Teaching, (UK:AshfordColour Press Ltd:2007), p.153

[26]Alqahtani,M, The Importance of Vocabulary in Language Learning and How To Be Taught, International Journal of Teaching and Education,(2015),p.21

In addition, according to Wilkins in Zilles argue that without grammar little can be said, without vocabulary nothing can be said.[27] It means vocabulary is the main part of the language learning process. If we do not have extensive of knowledge about vocabulary we cannot learn grammar. That is why it is very important to have good knowledge about vocabulary at the beginning of the study.

It can be concluded that, vocabulary is very important to support students in learning English. The students will be easier to speak, write, listen and read in English if they have a lot of knowledge about vocabulary. Then, the students with large vocabulary will easier to do the test and have high score rather that smaller vocabulary.

3. The Types of Vocabulary

There are several expert opinions regarding the types of vocabulary. According to Paul Nation mentions two types of vocabulary. They are receptive vocabulary and productive vocabulary.[28] Receptive vocabulary means knowing a word involves being able to recognize it when it is heard (what is sound like?) or when it is seen (what does it look like?) and having an expectation of what grammatical pattern the word will occur. Then, productive vocabulary means knowing a word involves being able to pronounce

[27]Zilles, Eva, Teaching and Learning English at Primary Level Songs and Rhymes as Support for Vocabulary Acquisition, (2015)

[28] I.S.P Nation, Teaching and Learning Language,(New York:New Burry House 1990,p.29)

the word, to write and to spell it, to use it in grammatical form along with the word in usually collocates if it is typically a low frequency word and using it in the suitable situation, using the word to stand for the meaning it represent and being able to think of suitable substitutes for the word if there are any.

Another expert is Harmer (2007) said there are two types of vocabulary.[29] They are active vocabulary and passive vocabulary. First is active vocabulary. It is the vocabulary that the students can use appropriately in speaking or writing. In fact, it is difficult to practice it, because when the students want to use it they are should knowing how to pronounce it well. And also the students must know and able to use grammar of the language target. Then, passive vocabulary means the collection of vocabulary that the students do not have. It usually get when the students read or listen the vocabulary from other people. That is why it is called as receptive vocabulary.

In addition, according to Chall in David, there are also two kinds of vocabulary: word-recognation vocabulary and meaning vocabulary.[30] Word recognition is the vocabulary which consist of words that language learners can pronounce when they see it in print out. It means the students can be pronounce the vocabulary in direct without knowing the meaning. Then, meaning vocabulary. It means the vocabulary consist of word that a language learner can attach

[29]Jeremi Harmer, The Practice of English Language Teaching , (UK:AshfordColour Press Ltd,2007), p.59

[30] David. J. Alonso, *Eng;ish As a Second Language,*(Nova:New York, 2011), p.105

appropriate meaning. In other words, it can be said the students comprehend the meaning of it in context.

In this study, the researcher will use active vocabulary and passive vocabulary as the type of vocabulary by using Guessing game. This is because in this type suitable with method that the researcher will use namely the Guessing game. Then the students can easier to get new vocabulary with fun way.

4. Teaching Vocabulary

Teaching is the process of attending to the people's need, experiences and feeling and making specific interventions to help them learn particular things. According to Brown teaching is showing and helping someone to learn or to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or to understand[31]

Teaching vocabulary is a process of way learning for the students to study English. Harmer stated that teaching vocabulary is clearly more than just presenting new words[32]. He also stated that teaching vocabulary is a very important part of language teaching. In can be concluded when a teacher teaches vocabulary to his students, he should know their characteristic so that he can choose suitable techniques or methods which will make the students enjoy and active in learning

[31]Wahyuni, Teaching Vocabulary by Using Guessing Game, English Empower, May 2020, Vol.5, No.1.

[32]*Ibid*

In additional, Nunan (2003) argue that there are four parts in teaching vocabulary.[33] First, teaching from meaning (focused learning). It means the vocabulary is taught though listening and reading. Second, deliberate language (focused input). It means the teaching vocabulary is focused to learn sound, vocabulary, grammar and discourse have being taught. Third, teaching from meaning (focused output). It means the vocabulary is taught trough speaking and writing. Last is developing fluency. It means the developing vocabulary to become quick and confident is by practicing in listening, speaking, reading and writing.

Based on explanation above it can be concluded that teaching vocabulary is a important part of language teaching. when a teacher teaches vocabulary to his students, he should know their characteristic so that he can choose suitable techniques or methods which will make the students enjoy and active in learning

5. Aspect of Vocabulary

The are 9 aspect of vocabulary that students must know. According to Thomburry there are some aspects of vocabulary that are words families, word formation, multi-word units, collocations, homonyms, polysemes, synonym and antonym, hyponym and word clases[34]:

[33] David Nunan, Practical English Language Teaching, (Singapore:McGraw Hill 2003), p.133

[34]Scott Thombury, *How To Teach Vocabulary* (England: Longman, 2002), P. 3-10

1. Word Families

   Word Families is a term that refers to a group of words that have a common base to which different prefixes and suffixes have been added. It means the process of affixation produces both inflexions and derivatives

2. Word formation

   The process of derivation and composition used to create words in a language. Affixation is one of the ways that old words are transformed into new models. Compounding and blending are two other options. Another is compounding, which is the combination of two or more independent words, such as second-hand, word processor, and paperback. Whereas blend is two words that are blended to for

3. Multi-word units

   Technically known as multi-word units Even when words are not combine to form compounds, we have seen that groups are more than one words, such as bits and pieces, do up, look for, can function as a meaningful unit with a fixed or semi-fixed form.

4. Collocations

   The way two or more words are commonly used together is referred to as a combination. For example, we speak of heavy rain but not of heavy sun, or we say we make or reach a

conclusion but do not act on it. As a result, heavy rain and make a decision are frequently referred to as collocations, and we say that heavy collocates with rain, or that heavy and rain are collocates.

5. Homonyms

   Homonyms are words that have the same spelling but different meanings. Because of its ambiguity, it gives students a headache. Homophones (meaning "same sound") and homographs (meaning "same writing") are two potential word sources. for example, meet and meat, horse and hoarse, tail and tale, distinct and discrete, aloud and permitted. These are referred to as homophones. Then there's a windy day, but it's a long and winding road; a live concert, but where do you live?; a lead pipe, but it's a lead singer. Homographs are a type of homograph.

6. Polysemes

   Polysemy is a combination of words that have two or more different meanings, and polysemy is a word or phrase that has many meanings. For example, dish. It’s your turn to wash the dishes, its mean a kind of plate. How long it take to cook this dish? It’s mean a meal.

7. Synonyms and antonyms

   Synonyms are words that have a similar meaning, example good, fine, excelent, great. Antonym is words with have opposite meanings For example, hard- easy,warm- cool.

8. Hyponyms

   Hyponym is another -mym term that comes in handy when discussing the relationship between word meanings. A hyponymous relationship is a type of relationship. For example, the kind of bird and fruit.

9. Word classes

   Word classess is a group of words with the same formal qualities. They are divided into eight categories: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, interjection.

   a) Nouns

      Noun is a word that used for naming something, it means that a noun can describe as a name of person,animals, places, thing and so on. For the example: Nisa, Bandung,Table, Book. According to Frank, noun is one of important part of speech[35]. Noun can be devided in to several classes :

[35]Marcella Frank,*ModernEnglish A Practical Reference Guide*, (New York: University,1972).

a. Proper nouns is typically capitalized in English, are names for a unique individual or things. Examples : **Indonesia** is my country
b. Common noun is a noun in general form. Example : Open your **bag**
c. Material noun are noun that used to indicate raw materials or objects originating from mining. Example : We are drink the **coffee**
d. Collective noun are noun that show a group of things or people. Such as, public, gang, crew, etc, example : Lisa is a member of **black pink**
e. Abstract noun that are used to indicate an object that cannot be seen and touched, abstract noun can be formed from verb, adjective, and from other words. Example : We need **love** and **attention** from our parents
f. Possesive nounis a noun that show ownership. Example: **Nisa's** bag

b) Pronouns

Pronoun is a word that used to subtitute a noun[36].

Pronoun is devided into seven classes, there are:

[36] Rachmat F. *Easy English Grammar*, Kuttab Publishing, Solo.2020

a. Personal pronoun

Personal pronoun is a pronoun to replace the name of a person or thing, it can function as a subject or object in a sentence. Example : My father ask **me** to study hard

b. Possesive pronoun

Possesive pronoun are pronoun that show ownership, and devided into two kinds, there are: possesive adjective (my ,your, our, their, his, her, its. And possesive pronoun (mine, yours, ours, theirs, his, hers, its.. Example : This is **my bag,** This book is **mine**

c. Demonstrative pronoun

Demonstrative pronoun are pronoun used for refers to something. There are: this, that, these, those. Example : **That** is a bottle

d. Relative pronoun

Relative pronoun are pronouns used to connect two phrases or clauses, there are: who, which,/ that, whom, whose, what. Example: The teacher **who** taught you English is my father.

e. Interrogative pronoun

Interrogative pronoun are pronoun that used to ask. There are: who, whom, whose,what, and which. Example : **What** is your name?

f. Indefinite pronounrs

Indefinite pronoun are pronoun that refers to people or things in general not specifically. There are: all, any, many, anybody, anyone, everyone, everybody, someone, somebody. .Etc. Example : There are **many** books in my bag

g. Reflexive pronoun

Reflexive pronoun are pronoun that show or refers to yourself. Example : You need to tell her by yourself

c) Verbs

Verb is a word or phrase indicating and action, an event,or a state. Verb is crucial part in a sentence. In a sentence usually have a subject and predicate or subject and verb. And verb devided into several classess, there are:

a. Transitive verb is a verb that require an object. Example: We are drink the water

b. Intransitive verb is a verb do not require an object. Example: We always walk to the school

d) Adjective.

Adjective is a word used to qualify a noun or pronoun. Such as the good book, the new car.

a. Proper adjective are formed from the proper noun and always begin with capital letter. Example: **English** is my favorite subject

b. Adjective of quality is a word that characterizes quality or condition of a person or things. Example: Lions are very **wild** animals

c. Adjective of number or quantify is an adjective that shows the amount or quantity. There are devided into two types, there are:

- Definite numeral adjective. Example: I have six pens, she has one pen, hadi is the last childs in his family.
- Indefinite numeral adjective. Example : There are **some** students in the class now, **many** people worried about their future

d. Distributive adjective is adjective that refers to a person or all member of the group. Example: **Every** students must be study hard for the exam

e. Demonstrativeadjective is a word that used to indicate what object is meant, the word used is this, that, these, and those. Example: Is **that** your pen?

f. Interrogative adjective is a word that used to ask, the word that usually used in interrogative adjective is what, which, whose, whom, and who. Example: **Which** one is yours, black pen or blue pens?

g. Possesive adjective is word to indicate ownership, such as my, your, our, etc. Example: Where is **your** pen?

e) Adverb.

Adverb is a word which modifies the meaning of a verb, an adjective or another adverb. Adverb is used to explain how, where or when some action is happen.

a. Adverb of time is used to describe the time of the activity. Example: yesterday, yet, already, soon, tomorrow, then, just now, etc. Example: What will you do **tommorrow?**

b. Adverb of place is used to describe where the activity is happen. Example : Roki continue his study to **abroad**

c. Adverb of reason is used to describe why the activity is happen, or the reason of someactivity is happen. Example : I dont know **why** she is comes late

d. Adverb of manner is an adverb that used to describe how the activity/ job is done, such as hard, slowly, politely, beaytifully, fluently, etc. Example : Abi speaks English language **fluently**

e. Adverb frequency is an adverb that used to describe the frequency, amount or how often the work is done. Such as: always, usually, seldom, sometime, rarely, never, ever, etc. Example: I **usually** breakfast in my home

f) Preposition.

Preposition is a word placed before a noun or a pronoun to show it is relationship to some other words in a sentence. Such as: to, for, of, in. Example: There is a book **on** the table

g) Conjunction

Conjunction is a word that used to connect one word to another word or one sentence to another sentence. Such as : and, if, but, because, etc. Example : Budi is deligent **and** handsome boy

h) Interjections

Interjection is a word or phrase to express a sudden feeling of mind or emotion such as oh my god, uh, well, oh, etc .Example :**Oh my god**! I dont belive it

In cnclussion there are many principle on teaching vocabulary. In this research the researcher will used it as an instrument ingiving tests to the stusdents related to quantifier material which contains a lot of adverbs in the material. So the researcher will use the principle of teaching vocabulary as an indicator in making students test.

5. Principle of Teaching Vocabulary

There are many theories about teaching vocabulary guidelines and principles. To Nation (2005), six principles in the teaching vocabulary are [37]: First, keeping teaching simple and clear without any complicated explanations. Second, relating present teaching to past knowledge by showing a pattern or analogies. Third, using both oral and written presentation. Fourth, giving most attention to words that are already partly known. Fifth, telling learners if it is a high-frequency word that is worth noting for future attention. Last not bringing in other unknown or poorly known related words like near synonyms,opposites, or members of the same lexical set.

Another Expert is Graves (2006), providing rich and varied language experiences, teaching individual words, teaching word-learning strategies, and building consciousness in readers and writers are frameworks for successful vocabulary programs[38]. So in this study, there are two principle of teaching vocabulary which can be useful for the researchers in teaching English in classroom.

[37] Nation, P. (2005). Teaching vocabulary.Asian EFL Journal.

[38] Graves, M. F. (2006). The vocabulary book: Learning and instruction. New York: Teachers College Press.

5. Technique of Teaching Vocabulary

There are many expert that said how the technique of teaching vocabulary in the class. According to Sibarani, said there are six ways to teaching vocabulary.[39] First is teacher preparation in teaching vocabulary. It means teacher must prepare the material, media, lesson plan, guidance book question test before starting the lesson so the teacher will teaching the students well. Second is the strategies teacher used. Third is source of vocabulary teaching. In this case the source is divide into 2 type, there are primary sources and secondary sources. Fourth is kind of teacher assessment. Fifth is teacher activities during the teacher hiring process. Last, students activities during the learning process.

Another expert is Fachrurrazy, he said that in teaching vocabulary a teacher should consider some techniques as follows. [40] First, selection of the words based on usefulness of the students. Second, if there is no special of purposes, introduce variety of areas, types and style. Third, the new words should be introduced in contexts. Last, the teaching vocabulary can be integrated to the teaching of reading.

Then, Brown proposes some guidelines for the communicative treatment of vocabulary instructions in the classroom "Allocate

[39]ExantiJuminaSibarani, *Vocabulary Teaching Strategies By EFL Teacher of Junior High School Level*, Universitas Prima Indonesia☹2021), p.59

[40]Fachrurrazy, Teaching English Language Skills and Component (Malang:IKP Malang, 1993), p.20

specific class to vocabulary learning".[41] It means that in the classroom activity, sometime the teachers get caught up in lively group work and meaningful communication that they do not pause to devote some attention to words. After all, words are basic building of language. So, if the teachers are interested in being communicative, words are among the first priorities.

In additional to Brewster, Ellies and and Girard there are several techniques about teaching vocabulary, as follows.[42] First is using application. Interesting media or application will be more able to get the attention of the students to learn the vocabulary. Learning the vocabulary with using a media will be more fun and can make students comfortable. With students interest in learning vocabulary will give the benefits to the students so they are can memorize and always remember the vocabulary they have learned.

Second is using object. Gairns & Redman state that real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary.[43] Object can be used to show the meanings when the vocabulary consist of concrete noun. Introducing new word by showing the real objects often helps the students to memorize the vocabulary through visualization. Objects in the classroom or things brought to classroom can be used.

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[41] H.D Brown, Principle of Language Learning and Teaching:Third Edition, (New York:Longman, 1999)

[42] Brewster, Ellies and Girard, Teachnique of Teaching vocabulary, (1992)

[43]Gairns, R & Redman, S, Working with words: A guide to teaching and learning vocabulary, (USA:Cambridge University Press, 1986)

Third is drawing. Objects can either be drawn on the whiteboard or drawn on flash cards. The latter can be used again and again in different context if they are made with cards and covered in plastic. They can help the students easily understand and realized the main points that they have learned in the classroom.

Fourth is using illustration and pictures. Pictures can be used to explain the meaning of vocabulary items. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible the list of pictures includes; posters, flas cards, wall cards, magazine pictures, board drawing, stick figures and photographs.

Last is guessing from the context. Learning from the context does not only include learning from the broad reading, but also learning from taking part in conversation and learning from listening story, film, television, radio, youtube (Nation, 2001).[44] To active guesses in writing or spoken text, thre must be four elements available: reader, text, unknown words and instructions in the text including knowledge about guessing.

In conclusion there are many techniques that is used in teaching vocabulary. In this study, the researcher will use the technique by Brewster, Ellies and and Girard. It is because in the technique

[44] Nation, Learning Vocabulary in Another Language, (Cambridge:Cambridge University Press, 2008), p.105

relatesto the title of the researcher which is also related to the introducing new word by guessing the a kind of information related to the vocabulary namely the Guessing game.

6. Vocabulary Testing

There are many expert propose several ways of teaching vocabulary. According to Paul, there are some ways of vocabulary test, as follows:[45] First is multiple choice. This is a question which consist of a so called stem and options from which only one is correct. The examinee has to choose the right answer. Second is true/false. The form of testing is set of statements and students have to circle true or false from the statement. Third is essay. The test has write in a text on given topic and mostly in a particular length and form. It test writing abilities and it is not difficult to prepare, however it is very demanding and time-consumsing to correct such essays because the students has to know about many aspects of the language such as spelling, grammar, vocabulary, punctuation, etc.Fourth is gap filing. In this test, the teacher makes several sentences and put gap in the part of sentences, the students fill the suite word which has contextual meaning based on the sentence in the gap part. Fifth is synonym and antonym. Synonym is the meaning of word, then antonym is opposite meaning of word. Last is definition. Definition can use the function, explanation and description of the words' meaning.

[45]Ivana, Paul, Testing Vocabulary. (2009), p.30-38

Another expert is Huges, he said that there are three types of vocabulary testing: synonyms-antonym, definitions and gap filing.[46]First is synonym-antonym. Synonym means word that has similar meaning with other words. For example beautiful means nice. Then, antonym is the opposite meaning of words. For example the opposite of good is bad. Second is definition. It means the menaing of word based on context and category. Last is gap filing. It this test the teacher makes sentences and put gap part in it. Then, the students fill in the gap by using words which has contextual meaning based on the sentences.

In this study, the researcher will use the first theory by Paul. The researcher will use multiple choice as the test to the students. It is because this test is focus on students' vocabulary achievement and suitable with the method that the researcher use in this research namely Guessing Game.

B. The Nature of Guessing game

1. The Definition of Guessing game

There are various definitions of Guessing game that have been proposed by different experts. In general Guessing game is a game that guesses about something. According to Wahyuni Guessing game is a game in which the object is to guess some kind of information,

[46]Arthur Hughes, *Testing For Language Teachers*. (Cambridge:1989), p 148-149

such as a word[47]. In guessing game there are viewers and guessers. Therefore, it is fun model of teaching and learning because it makes the students feeling relax after the learning process. Philips suggests that Guessing game is use to present vocabulary[48]. It support by Somantry and Sopiah stated that Guessing game can be used as a tool to covey much new vocabulary[49]. In this research, Guessing game can help students in learning English especially in vocabulary.

Then, according to Harmer Guessing game is activity that includes interactions between individuals or groups aspiring to prescribe aims[50]. Moreover, Haldfield stated that Guessing game is such as speculating game, someone knows something and the other must find out what it is aims[51]. In addition, Klippel stated that Guessing game is the basic rule of Guessing game is simple; one person knows something that another one wants to find aims[52]. In addition Niarti said that Guessing game is a game which the participant individually or in teams to identify something that indicate obscurely[53].

Based on theories above, it can be concluded that Guessing game is a simple game that students can guess something information or knowledge that have participant a person or a group to identify or to

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[47]Wahyuni, *Teaching Vocabulary by Using Guessing Game.*English Empower, May 2021, Vol .5, No.1

[48] Somatri, Sopiah *The Effectiveness of Guessing Game Technique to Improve Students Vocabulary Mastery*

[49] Ibid1.

[50]*Ibid.*

[51]*Ibid.*

[52]*Ibid.*

[53] Hasanah, Eviyuliwati, Defianty, *The Effect of Guessing Game On Students' Vocabulary Knowlede*, Journal of English Language and Education. 2022

find out that clue. Guessing game can be used as a tool to achieve students vocabulary. Then, it can make students interest in vocabulary and help students to memorize the vocabulary.

2. Procedures of using Guessing game

There are various procedures that has been proposed by the different experts. The steps of Using Guessing Game by Kevin as follows:

1. Have students' (the players) sit in groups of 3-5. seat the players in a circle so they are all facing each other.
2. Give each group 5-10 Guess What? Cards, or put the cards in a box, bag, basked (where players cannot see them) in the center of the classroom.
3. Select one player to start in the role of describer
4. The describer select Gues What? Card but does not show the card to anyone. The describer should then tell members of the group (the Guessers) the card's topic.
5. The describer gives descriptive clues about the first word on the card without saying the word. Be sure that the Describer understands that the words on the card should not be told to the Guessers. The describers continues to describe the word until one of the Guessers says word. As the Guessers guess word, the Describer should let them know right away whether or not they are correct.

6. The Describer repeats this process for all six words on the card.
7. When all the words have been guessed, the round is over.
8. Another players takes the role of Describer, selects a new card and begins the next round.
9. End the game after the specified amount time.

The steps of Using Pictionary Game according to Yuliani as follows[54]:

a. The writer give 20 things in the classroom as the material to the students.
b. The writer give some clues related to things in the classroom, for example a thing that is usually use for writing.
c. The students have to guess what thing is
d. After the students guessing correctly, the writer ask the students to wrote the words in the board
e. So the writer inform the students about the correct words
f. The writer give the picture of thing that have been gueesed correctly by the students
g. At last, the students show the picture to their friend in front of the class.

[54]Yuliani.*Teaching English Vocabulary by Using Guessing Game to The Fifth Grade Students 117 Palembang*. English Community Journal, 2017, 1 (2): p.123.

Then, according to Wright the procedure of Guessing game as follows[55]:

a. The teacher divides the class into teams of about seven or eight
b. The teacher ask one learner from one team to take a word card and draw the board what is on the card in no more that ten seconds.
c. Allow the artist's team to call out what they think the drawing represents.
d. award point accordingly. If they are correct on their first try, the artis's team gets three points; if they are correct on their second try, they gets two points; on their thid try, one point. You must be the referee. If the called out word is not exacly the same as the word on the card you might still decide to award the points.
e. If the artis's team fails to guess the word after three attempts, give the other team a try and awrd the with one point if they guess correctly.

Based on the procedures of apply Guessing game above, the researcher will choose the procedure by Kevin because the steps are precise and suitable to be apply in the classroom. In implementing the procedure the researcher will need to adapt the games based on the situation on the class and students without changing the meaning of the original procedure.

[55] Somantri, Sopiah. *The Effectiveness of Guessing Game Technique to Improve Students*
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3. The advantages of using Guessing game

There are several advantages of using Guessing Game There are three important things of using Pictionary game[56]:

a. Guessing game promote physical growth and development.

b. Guessing game promote the socialization process.

c. The Guessing game are fun for the sudents like to play them.

d. Guessing game make students enjoyable in learning.

e. The games develop emotional understanding between one student to another

f. The game provided language practice in various skills, such as; speaking, writing, reading and listening.

It can be concluded the Guessing game have many benefits to apply in learning process in the classroom especially to achieve students' vocabulary.

C. Review of Related Literature

In this research, the researcher takes three previous studies. The first study had been done by Ayu Wahyuni (2020) entitle "Teaching Vocabulary by Using Guessing Game". In this study the researcher said that Guessing game is an effective in improving students vocabulary in seventh grade. It shows by the students motivated in vocabulary enjoyable in learning vocabulary and the student score got progress.

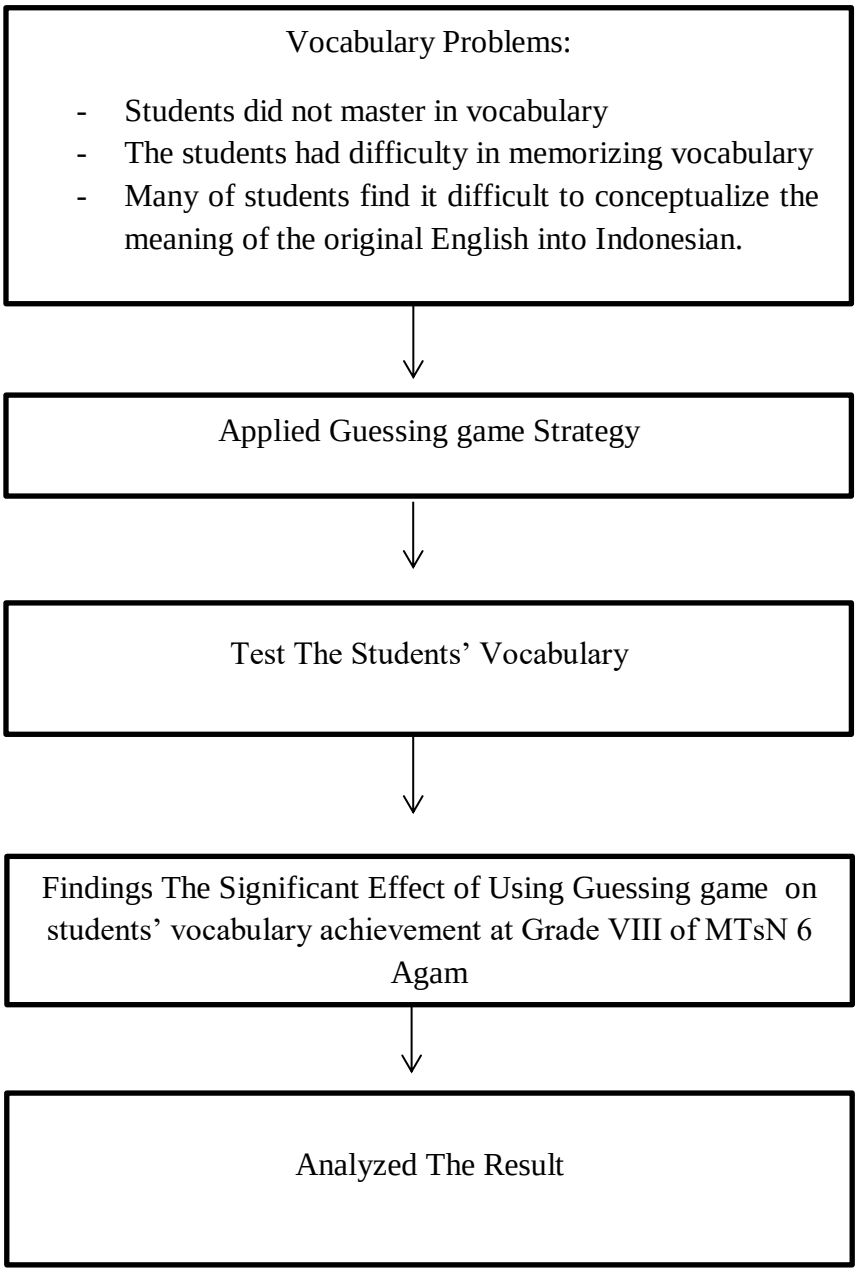
[56]Aminah and Mayasari.*The Effect of Using Pictionary Game to Increase The Students Vocabulary Mastery Of The Seventh Grade AT SMPN 4 Bantan*. InJournal, Vol.7, No. 1, June 2022

The second research was conducted by Sri Yuliani ((2017) entitle "Teaching English Vocabulary by Using Guessing Game To the Fifth Grade Students 117 Palembang". In this study the researcher used quantitative research. And the type of experimental group is quasi-experimental. The conclusion of this research was there was a significant difference between the students who were taught by using Guessing game as a technique of teaching and those who were not.

The Third research was accomplished by Hasanah (2022) entitle "The Effect of Guessing Game on Students' Vocabulary Knowledge". In this study the researcher used quasi-experimental research. The conclussion of this research is to this technique was found out as an effective tool improve students' vocabulary knowledge.

This research and three prior researches above have similarities and differences. The similarities are about Guessing game as a ways to learn English. While the differences take place in variable, and research design. The researcher will use Guessing game at Senior High school, this is clearly different from the first, second or third study which is observer at Junior High School and the elementary school. And then, the researcher will focused on the students' vocabulary achievement with use Guessing game. Based on all the description related to some prior researches, it can concluded in this study, the researcher has position as observer and making the previous researches as a guideline to continue this research.

D. Conceptual Framework



The conceptual framework above is intended as basis of system thinking to reduce the problem discusses in this research. The research described above is there any significant effect of using Guessing game toward students vocabulary achievement at grade VIII of MTsN 6 Agam. In this research, there are 2 variables will be use, Guessing game as independent variable and vocabulary as the dependent variable. There are some indicators of vocabulary assessment; gap filling, synonym, antonym and definition. The effect of using Guessing game will be found out to answer the question above.

E. Hypothesis

The hypothesis of this research that can be formulated as follows:

1. Ha: Is there significant effect of using Guessing game toward students' vocabulary achievement?

Ho: there is no significant effect of using Guessing game toward students' vocabulary achievement

2. Ha: Is there significant difference between using Guessing game and without using Guessing game?

Ho: there is no significant difference between using Guessing game and without using Guessing game

3. Ha: Is Guessing game better than conventional strategy toward students' vocabulary achievement?

Ho: do the students better use Guessing game than conventional strategy toward students' vocabulary achievement.

CHAPTER III

RESEARCH METHODS

A. Design of The Research

The research will use quantitative methods. Quantitative method is a kind of research that collects data in numerical form. According to Cresswell, quantitative method involves in determining how to process numeric score in data, marking the score type to be used, choosing the program of statistic and inputing the data into program, lastly cleaning up the database for analysis.[57] This study will focus on experimental research. An experimental research is the research that purposed to observe the relationship of cause and effect. Cohen stated that, an experimental research involves making a change in value of one variable called the dependent variable and observing the effect of that change on another variable called the independent variable[58].

According to Sugiono, there are four kinds of experimental research, namely pre-experiments, true-experiments, quasi-experiments and factorial-experiments[59]. In this study the researcher will use quasi-experimental design which is using two group pretest-posttest control design. The researcher chose a quasi-experimental design because the researcher wants to know the effect of using variable X to variable Y. in

[57] John W. Creshwell. Educational Research :*Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* Person Education, inc: Boston. P. 174, 2012

[58] Louis Cohen, Lawrence Manion and Keith Morrisson,*Research Methods in Education Sixth Edition, (*London and New York, 2007), p.272

[59]Sugiyono.MetodePenelitianPendidikan;PendekatanKuantitative, Kualitative and R&D. Bandung:Alfabeta, p.109, 2009

this research, the Guessing game is independent variable (x), and vocabulary achievement is dependent variable (y). to make it clear the researcher will use the following research design ilustration.

Table 3.1

Quasi-Experimental Design: Pre-test and Post-test Design

Class	Pre-Test	Independent Variable	Post-Test
Experimental Class	T1	X	T2
Control Class	T1	-	T2

Notes :

T1 : Pre-test for experimental group

T1 : Pre-test for the control group

X : Treatment

T2 : Post-test for experimental group

T2 : Post-test for the control group

Based on the research design above, the researcher will give pre-test and post-test to both of experimental classes. Then, treatment using Guessing game will give only on experimental class. So the researcher will see how this technique is effect or not in the class which give the treatment at grade VIII of MTsN 6 Agam.

B. Population and Sample

1. Population

Population is the most important part in the research, because population is the object of the study that must be present. According to Arikunto, population is a group of individuals that the data is going to be conducted[60]. Another expert is Creshwell, population is a group of individuals who have same characteristics. Thus, the population of this research is all grade VIII of MTsN 6 Agam academic year 2022/2023.

Table 3.2

The number of the Grade X of SMA Negeri 1 Talamau

Subject	Male	Female	Total Population
Class VIII.1	13	18	31
Class VIII.2	12	20	32
Class VIII.3	13	18	32
Class VIII.4	12	18	31
Class VIII.5	15	20	32
Class VIII.6	14	17	32
Class VIII.7	14	18	32
Class VIII.8	15	17	32
Class VIII.9	13	6	19
Class VIII.10	11	7	18
Total	132	159	291

Source : English teacher of grade VIII of MTsN 6 Agam

From the table, grade of VIII consist of ten classes: clas VIII.1, VIII.2, VIII.3, VIII.4, VIIII.5, VIII.6, VIII.7, VIII.8, VIII.9, and VIII.10. Thus, total population of this research is 291 students, with

[60] S. Arikunto. *ProsedurPenelitiian: SuatuPendekatanPraktik,* Jakarta: PT RinekaCipta, 2006

132 male students and 159 female students of grade VIII of MTsN 6 Agam academic year 2022/2023

2. Sample

A part of population is called sample. According to Creshwell, sample is a subgroup of the target population that researcher is intened to study with aim generalize the entire population[61]. Another expert Gay stated that sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the large group from which they selected[62]. It means that sample is a part of the population that choose by the researcher to be the target of experiment. This research, researcher used purposive sampling because teacher recomendation and the class have similar characteristic in score of vocabulary test and have similar problems in learning vocabuary. According to Sugiono. Purposive sampling is a sampling technique with certain considerations[63]. This research use the members of eight grade as a sampel. Class VIII.5 as a control class and VIII.4 as an experiment class.

a. Normality Test

The normality test is used to measure the data in experimental class and control class are normal distributed or not. In this research, the statiscal computation by using SPSS. In this

[61] John W. Creshwell. Educational Research :*Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* Person Education, inc: Boston. P. 375, 2012

[62] L.R. Gay, *Educational Research: Competencies For Analysis And Application*, … ,P. 101

[63]Ibid .

research, to find out the data statistical the researcher using SPSS 26 version for normality test. The steps were as the following:

1. Collected the sore of students' listening test. Before doing the experiment, the researcher collects the last score in listening test of the population to test the normality
2. Input the listening score to the SPSS 26
3. Test the normality of the dta by using Shapiro-Wilk and Kolmogorov- Smirnov.
4. The researcher took the conculation, if the significant value of the higher than values (α) 0,05 it means that the data distributed normally. While the criteria of acceptance or rejection of hypothesis for normality test are follows:

   Ha is accepted if Sig.> α = 0,05

   Ho is accepted if Sig.< α = 0,05

Table 3.3

Test of Normality Sample

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Nilai	1	,171	30	,025	,933	30	,058
	2	,252	31	,000	,916	31	,060
a. Lilliefors Significance Correction							

Since the two sig. values are bigger than 0,05. It means the data were distributed normally.

b. Homogeneity Test

Homogeneity Test is used to know the similarity from both of the sample; the experimental and control classes. In this research, to find out the data of homogeneity the researcher used SPSS 26 version. The steps were as the following:

1. Collected the sore of students' listening test. Before doing the experiment, the researcher collects the last score in listening test of the population to test the homogeneity.
2. Input the listening score to the SPSS 26
3. Test the normality of the dta by using Shapiro-Wilk and Kolmogorov- Smirnov.
4. The researcher took the conculation, if the significant value of the higher than values (α) 0,05 it means that the data distributed homogenous.

The hypothesis for the homogeneity test are formulated as follows:

Ha: The variance of the data is homogeneous

Ho: The variance of the data is not homogeneous

While the criteria for acceptance of homogeneity test is as follows:

Ha is accepted if Sig. (p value) > α = 0,05

Ha is accepted if Sig. (p value) < α = 0,05

Table 3.4

Homogeneity Test Sample

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	1,445	1	59	,234
	Based on Median	1,788	1	59	,186
	Based on Median and with adjusted df	1,788	1	58,512	,186
	Based on trimmed mean	1,375	1	59	,246

Since the sig value is bigger than 0,05, the researcher conclude the data is homogenous..

C. Instrument of The Research

Instrument is needed to collect the data. According to Arikunto instrument is a tool that is used by the researcher with aim to gather the data to make the study or research is much easier and has better result[64]. It can be defined as a tool such as test and questionnaires. In this study, the researcher chose test as the instrument to measure students' vocabulary achievement. According to Brown, testing is a method that is use as references to estimate and assign the performance, skills, as well as knowledge of individual in particular field. In this research, the researcher will use vocabulary testing[65]. The reason for choosing test is because it is one of vocabulary type of test that easy to score and design. The students

[64] S. Arikunto. *ProsedurPenelitiian: SuatuPendekatanPraktik,* Jakarta: PT RinekaCipta, 2006

[65] H.D Brown, Principle of Language Learning and Teaching:Third Edition, (New York:Longman, 1999)

in both experimental group 1 and 2 will be give vocabulary test to measure their knowledge of vocabulary. The material that is tested will be related to the students' of VIII grade's material. The test will be taken from Guessing game.

The tests will give for pre-test and post-test. It consist of 25 multiple choice questions with the score in each item 4 for the correct answer and 0 point for the wrong answer. The maximum point for this test is 100, it means that if the students could answer all the questions correctly they got 100 for the multiple choice test. Pre-test is the test that will be given in control class and experiment class before the treatment is given in the classroom. Conducting pre-test is aimed to see the students' ability in knowing how many students' vocabulary mastery from the vocabulary test. Post-test is the test that will be given in the control class and the experiment class after the treatment is give in the classroom. The purpose of the post-test is to see the different result between experimental class and control class. A good instrumentation should be valid and reliable. The criteria of scoring would be shown in the table below:

Table 3.5
The criteria of scoring
Multiple choices and Gap fillings

Question number	Point
1-25	4
Total maximum score	100

From the criteria above, the students' score = multiple choices score. The test is made by considering the validity and reliability, as explain bellow:

1. Validity

Validity concerned with a test that to measure what suppose be measured and for whom it will appropriate. Arikunto said that a test will be a valid test if it measure what intended to measure and the instrument will be as a valid instrument when a test gived the true description about the data based on the reality or fact. The instrumentation will valid if it measured accurately what will intend to be measure. In this research, the type of validity content validity. By using content validity the researcher express and measure the content of the course. In addition the researcher had done content validity before the intrument given to the students, the researcher was consulted the instrument to the experts which there are lecturer of English education department of UIN Bukittinggi. The items in the pre-test and post-test were determined by the selection of the items of try out test. The total item for tryout test was 30 questions.

2. Reliability

Reliability is the instrument of a test with consistent of the same results in different time. According to Creshwell, reliability defines

that scores from instrument are consistent and stable.[66] It means that reliability focuses on maintaining the stability of the test score from one day to another day and from one score to other score. If the test shows the same result as the previous test that has been administrated, it can be concluded that the test has high reliability. I this research, to examine the reliability, the researcher used SPSS version 26 *(Statistical package for the Social Science)*.

Table 3.6

The level of Reliability

No	Scale of Alpha Cronbach	Reliability Categorization
1	0,86-1,00	Very Highly Reliable
2	0,66-0,85	Highly Reliable
3	0,36-0,65	Reliable
4	0,20-0,35	Minimally Reliable
5	0,00-0,19	Unacceptably Low Reliable

The researcher conducted a reliability test using SPSS, the scale of Alpha Cronbach showed 988 which indicated that the instrument has highly reliability.

b. Technique of Data Collection

In this research, both classes (experiment and control class) are giving two test about vocabulary based on the test in Guessing game. The steps are follows:

1. Pre-test

As Creshwell stated pre-test provides a measure on some characteristic that researcher assesses for students in an experiment

[66] John W. Creshwell. *Educational Research :Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* Person Education, inc: Boston.2012

before receive treatment[67]. There are 25 items of multiple choice. The score per item was 4 for correct answer. Students get 100 point if they can answer all questions correctly. The same test is giving for both classes. The purposes of pre-test are knowledge of vocabulary treatment. The procedures of post-test as follows:

a. The researcher distributes the test to the students
b. The researcher explains to the students how to work out the test
c. The students do the test in 60 minutes
d. The researcher collect the test

2. Treatment

After conducted pre-test, the researcher will give treatment to experiment class. In control class, the researcher do not use Guessing game in teaching learning process. Otherwise, in experimental class, the researcher will use Guessing game in teaching learning process. The treatment would be conducted three meetings. The procedure as follows:

a. Divided the students into seven groups.
b. Put the pictures that will be guess on the table
c. Asked one of student of the group to take one of the pictures randomly
d. Instruct the student give maximum three clues (sentences) about the picture for other group to guess the picture

[67]Jhon W. Creshwell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitataive Research,* (Boston:Pearson Education, 2012), p.297

e. Show the picture to the other group if they can guess the vocabulary from the picture right.

f. Write the correct answer on the board.

g. The group that answer it correctly will be get the poin.

3. Post-test

Post-test is conducted after the treatment is done. It conducted to measure the students' ability after they received a treatment. Post-test is measure on some attributes or characteristics that is assessed for students in an experimental treatment[68]. As same as the pre-test, there are 25 items of multi[le choice.. The score per item was 4 for correct answer. The students got 100 points if they can answer all the questions correctly. The purpose of post-test is to the achievement of students' vocabulary mastery treatment. The score of pre-test and post-test will be compared. The researcher can find out differences between before being taught by using Pictionary game and after being taught by using Guessing game on the teaching vocabulary. The procedures of post-test as follows:

a. The researcher distributes the test to the students

b. The researcher explains to the students how to work out the test

c. The students do the test in 60 minutes

d. The researcher collect the test

[68]*Ibid*, p.297

D. Technique of Data Analysis

The data analysis is aimed to test the hypothesis of research. This research used SPSS 26 to analyze the data for both classes. The researcher used t-test in analyze the data. According to Sugiyono (2018) t-test used to find out whether the independent variables have an effect significant or not for the dependent variable.[69] For first hypothesis the researcher used Paired Sample t-test. Test paired sample t-tes used to find out whether there is difference in the average between two paired. There are some steps to conducted first hypothesis as follow:

1. First input the data of pre-test and post-tset experimental class and control calss to the SPSS
2. Test the hypothesis of the data using paired sample t-test
3. Take the conclusion, if the t-obtainede of the data higher than t-table (α) 0,05, it means that Ha was accepted and if the value is Sig (2-tailed) < 0,05, then Ho is rejected and Ha is accepted
4. Last, if the value is Sig (2-tailed) > 0,05, then Ho is accepted and Ha is rejected.

For secod hypothesis, the researcher used Independent sample t-test. The independent sample t-test used to compare two sample means

[69] Sugiyono. 2018. *Metode penelitian Kuantitatif, Kualitatif dan R&D*.Bandung. Alfabetra

from unrelated groups. There are some steps to conducted second hypothesis as follow:

1. First input the data of post-tset experimental class and control calss to the SPSS
2. Test the hypothesis of the data using Independent sample t-test
3. Take the conclusion, if the value is Sig < 0,005, then Ha is accepted and Ho is rejected. It means that the data has different mean.
4. If the value t-calculated > t-table, the data has different mean, it mean that Ho is rejected and Ha is accepted.
5. Last, if the value is Sig (2-tailed) < 0,005, the data has a different significants.

For third hypoyhesis, the researcher used group statistic. Group statistic used to find out whether there are differences results or average results between experimental calss and control class to answer the hypothesis. There are some steps to conducted third hypothesis as follow:

1. First input the data of post-tset experimental class and control calss to the SPSS
2. Test the hypothesis of the data using group statistic
3. Last, take the conculation between means of experimental class and control class.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Here the researcher described about three the purpose of the research to answer the formulation of the problems. First, Is there significant effect of using Guessing game toward students vocabulary achievement?. Second, Is there significant difference between using Guessing game and without using Guessing game?. Third,Is Guessing game better than conventional strategy toward students' vocabulary achievement?. The findings of the research will describe into; description of the data, analysis of the data, testing the hypothesis, and discussion. The description of the data will be explained below:

1. Description of the Data

The data of this research was gotten based on the research questions and instrument that had been done. The instrument is in the form of a vocabulary test with 25 multiple choice question for experimental class and control class and 30 multiple choice questions for try out class. First, to find out the validity and reliability of the test, the researcher gave the try out test with multiple choice of 30 questions test with 32 students in try out class.

The treatment in experimental class was done for two meetings. Both classes were given the same post-test at the end of the research. There were 62 students involved in the post-test, 31 students for

control class and 31 students for experimental class. The description of the data in both of the experimental class and control class can be seen in the explanation below:

a. Data from the pre-test control class and experimental class

There were the data pre-test of the experimental and control class. Pre-test was given in the first meeting before the researcher gave treatment using Guessing game to the students. The researcher gave the pre-test at class VIII.4 as the experimental and VIII.5 as the control class of MTsN 6 Agam. The data of pre-test experimental and control class was got as table below:

Table 4.1
Pre-test control class and experimental class scores

NO	Subject control class	Pre-test score	Subject experimental class	Pre-test Score
1	AFF	64	AMW	60
2	AV	48	ANH	64
3	ASB	44	AP	40
4	DAH	76	AF	56
5	FA	52	ARJ	56
6	F	56	AS	68
7	FM	64	DA	56
8	KP	64	DGG	54
9	KA	60	FAA	48
10	KA	68	H	56
11	M.AIJ	64	HKL	54
12	M.II	60	HS	40
13	MA	56	HSZ	44
14	MH	56	HZA	46
15	MIA	48	MAA	64
16	NA	44	MAM	60
17	NA	60	MN	54
18	NRA	64	MR	60
19	NAF	52	MS	56
20	RB	60	NFS	56
21	RE	68	NA	54

22	RJ	44	NF	44
23	RFS	52	NNK	44
24	ROM	52	RAA	64
25	RA	40	RAW	76
26	SR	44	RAA	72
27	SA	44	RFY	68
28	SA	52	SSP	44
29	WZ	56	TCP	56
30	ZA	68	FA	64
31	ZA	52		
	Mean	**55,87**	Mean	**55.93**
	Standard. Deviation	**8.973**	Standard. Deviation	**9.314**
	Max	**76**	Max	**88**
	Min	**40**	Min	**40**

After classifying the data in pre-test experimental with 30 students and control class with 31 students by using SPSS 26, the researcher made the result calculation of scores that was gained from the both pre-test. This was done by the researcher to know the result of students‘ score including the lowest control class (40) and experimental class (40) and highest score control class (76) and experimental class (88), mean control class(55.87) and experimental class (55.93), standard deviation control class (8.973) experimental class (9.314). It can be concluded that for pre-test score the control class and experimental class not have differenced score too much. For that, the researcher used Guessing game to seen students’ vocabulary achievement at experimental class at grade VIII of MTsN 6 Agam.

c. Data from the posttest experimental class and control class

There were the data post-test of the experimental and control class. Pre-test was given in the last meeting after the researcher gave treatment using Guessing game to the students. The researcher gave the post-test at class VIII.4 as the experimental by using Guessing game as the strategy and VIII.5 as the control class not give the treatment of MTsN 6 Agam. The data of post-test experimental and control class was got as table below:

Table 4.2

Post-test experimental class and control class scores

NO	Subject control class	Post-test score	Subject experimental class	Post-test Score
1	AFF	68	AMW	80
2	AV	64	ANH	96
3	ASB	52	AP	80
4	DAH	80	AF	84
5	FA	60	ARJ	80
6	F	60	AS	92
7	FM	68	DA	92
8	KP	72	DGG	88
9	KA	64	FAA	92
10	KA	72	H	96
11	M.AIJ	68	HKL	96
12	M.II	64	HS	84
13	MA	68	HSZ	92
14	MH	68	HZA	92
15	MIA	52	MAA	84
16	NA	52	MAM	92
17	NA	64	MN	96
18	NRA	68	MR	100
19	NAF	52	MS	100
20	RB	68	NFS	100
21	RE	72	NA	92
22	RJ	48	NF	96
23	RFS	60	NNK	92
24	ROM	60	RAA	84
25	RA	52	RAW	80
26	SR	56	RAA	80

27	SA	56	RFY	84
28	SA	56	SSP	92
29	WZ	64	TCP	84
30	ZA	72	FA	84
31	ZA	60		
	Mean	**62.58**	Mean	**89.47**
	Standard. Deviation	**7.766**	Standard. Deviation	**6.601**
	Max	**80**	Max	**100**
	Min	**48**	Min	**80**

After classifying the data in post-test experimental with 31 students and control class with 31 students by using the SPSS 26, the researcher made the result calculation of scores that was gained from the both pre-test. This was done by the researcher to know the result of students‘ score including the lowest control class (48) and experimental class (80) and highest score control class (80) and experimental class (100), mean control class (62.58) and experimental class (89.47), standard deviation control class (7.766) experimental class (6.601). It can be concluded that for post-test score the experimental class which gave the treatment using Guessing game have higher scores than the control class without gave the treatment using Guessing game at grade VIII of MTsN 6 Agam.

After doing the pretest and posttest, the researcher compared both of the result from experimental and control class. The comparison test result was showed in the following table:

Table 4.3
Compare the pretest and posttest scores of experimental and control class

Class	Pre-test	Post-test
Experimental Class	$\dot{x}$ = 55.93 S = 9.314	$\dot{x}$ = 89.47 S = 6.601
Control Class	$\dot{x}$ = 55.87 S = 8.973	$\dot{x}$ = 62.58 S = 7.766

Based on the table above, the comparison of pre-test and post-test results between experimental and control classes showed that the test result of control class was lower than experimental class. It was indicated by the mean score of post-test result of control class (62.58) was lower than the experimental post-test result (89.47). It means that the students who were taught by using Guessing Game was better than the students who were taught by using conventional technique.

2. Analysis of the data

a. The normality Test

By analyzing the data using SPSS with Shapiro-Wilk, the result used to find out whether the instrument was distibuted normally or not. The data is normal if Sig. (p value > 0.05 and it is not normal if Sig. (p value) < 0.05. The output of normality test using SPSS was shown in the table below.

Table 4.4
Normality test of pretest-posttest

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre-Test Experiment	,151	30	,078	,958	30	,277
	Post-Test Experiment	,216	30	,001	,898	30	,207
	Pre-Test Control	,119	31	,200*	,961	31	,302
	Post-Test Control	,144	31	,098	,954	31	,197
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the table above, the normality test result was found in pretest of experiment class 277 and for post-test of experimental class was 207. While in pretest control was found 302 and posttest control was found 197. Based on the explained above that all of the data in the experiment and control class was higher than 0,05 it meant that all of the data were normally distributed.

b. The Homogeneity Test

The test was to find out whether data is homogenous or not by comparing the Sig. (p value) with the level of significance which is 0.05. The result of the homogeneity test will be explained below:

Table 4.5
Homogeneity test of Pretest-Posttest

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	,503	1	59	,481
	Based on Median	,553	1	59	,460
	Based on Median and with adjusted df	,553	1	58,883	,460
	Based on trimmed mean	,506	1	59	,480

Based on the results, it can be seen that the significant values of pre-test and post-test of the experimental class and control class were 0,481, 0,460, 0,460, 0,480. So, it can be conclude that the value was higher than 0,05. This means that Ha was accepted or the instrument was homogeneous.

c. Comparison of statistical data in pre-test of experiment and control class.

The researcher began to compare to post-test scores of the students from 2 class (experimental class and control class) which consisted of the means score, the highest score, the lowest score, sum of score after being taught by used Guessing game, after that

the researcher examined the score of each class form the students score was getting lower, mutual, different, or higher. The comparison test result was showed in the following table below:

Table 4.6

Comparison result data pre-test and post-test class scores

	Class	N	Max	Min	Mean	Std. deviation
Pre-Test	Experiment Class	30	76	40	55.93	9.314
	Control Class	31	76	40	55.87	8.973
Post-Test	Experiment Class	30	100	80	89.47	6.601
	Control Class	31	80	48	62.58	7.766

Based on the table above, there were 30 students in the experimental class, and 31 students in the control class. In the pre-test of experimental class there were 30 students, the maximum score was 76, the minimum score was 40, mean was 55.93 and Std.deviation was 9.314. Pre-test control class there were 31 students, the maximum score was 76, minimum score was 40, mean score was 55.87 and Std.deviation score was 8.973. Post-test experimental class there were 30 students, maximum sore was 100, minimum score was 80, mean score was 89.47 and Std.deviation score was 6.601. Post-test control class there were 31 students, maximum score was 80, minimum score was 48, mean score was 62.58 and Std.deviation score was 7.766. It can be concluded that, there were significant differences in student's score of both classes. The data shows that the scores of experimental class were higher

than the control class. It means that the students were achievement which was treated by used guessing game towards students vocabulary better than students that were treated without guessing game.

3. Testing Hypothesis

After analyzing the data with finding the mean score, standard deviasion, a nd variant noth of classes the hypothesis was tested. The hypothesis of this research was tested as follow:

a. First hypothesis

The first hypothesis was a significant differences of effect of using Guessing game and not using Guessing game toward students' vocabulary achievement.

Working Hypothesis (Ha): there is significant effect of using Guessing game toward students vocabulary achievement?

Null Hypothesis (Ho) : there is no significant effect of using Guessing game toward students vocabulary achievement

To measure the firs hypothesis, the researcher processed students' posttest experimental and posttest control class by using SPSS. To measure whether the hypothesis the hypothesis would be accepted or rejected, the researcher used Paired Sample t-test through comparing the post-test of experiment class and control

class through SPSS version 26. Ha was accepted if the significant of posttest of both class < 0.05 and Ho was rejected if significant > 0.05. The result of SPSS showed on the table below:

Table 4.7

Paired Sample T-Test

Paired Samples Test								
		Paired Differences						
					95% Confidence Interval of the Difference			
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df
Pair 1	Pre-test Experiment - Post-test Experiment	-15.000	9.682	1.936	-18.997	-11.003	-7.746	24
Pair 2	Pre-test Control - Post-test Control	-10.833	11.001	2.246	-15.479	-6.188	-4.824	23

Based on paired sample t-test above, the comparison of post-test result between experimental class and control class showed that t (7,746) and df was 24 with Sig (2-tailed) was 0,000. Based on t-table it could be seen that t was higher than t-table 0,05 which the significance t-table (7,746>0,05). It means that null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. It could be

conclude that there was significant effect of using Guessing Game on students' vocabulary achievement at MTsN 6 Agam.

b. Second hypothesis

The second hypothesis was a significant differences of effect of students' vocabulary achievement, who are taught by using guessing game and those who were taught without using guessing game.

Working hypothesis (Ha) :	there is significant differences of students' vocabulary achievement, who are taught by using guessing game and those who were taught without using guessing game.
Null Hypothesis (Ho) :	there is no significant differences of students' vocabulary achievement, who are taught by using guessing game and those who were taught without using guessing game.

Therefore, to find out whether the Guessing Game has significant effect as a method in teaching vocabulary, the researcher tested the results of the post-test by using independent sample t-test in the SPSS 26 version. The value of t-obtained was compared with the value of the data t-table, it means that Ha was accepted and Ho was rejected (t-obtained > t-table).

Table 4.8

Independent Sample Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil belajar siswa	Equal variances assumed	2.155	.149	2.708	47	.000	8.217	3.035	2.112	14.322
	Equal variances not assumed			2.720	45.427	.000	8.217	3.020	2.135	14.298

Based on table above, the Levene's Test for Equality of variances is seen at F=2,155>0,05, which means that there is no differences in data variance or in other words, the data is the same or homogeneous. Therefore, all the data is placed on Equal variances assumed. Table showed that Df (Degree of freedom) is 47. Therefore, the way to test whether the null hypothesis can be rejected is to compare the p-value with the standard of significant level (0,05).

Independent sample t-test above is equal variances assumed row, the results of post-test in both classes showed that the obtained significant value or sig. (2-tailed) is 0,000. It means that alternative hypothesis was

accepted and the two tailed significant showed that p<0,05 (p=0,05). It can be calculated that there was significant differences of students' vocabulary achievement who were taught by using Guessing Game. Therefore, null hypothesis was rejected and alternative hypothesis was accepted.

c. Third hypothesis

The third hypothesis was a significant effect of students' vocabulary who are taught by using guessing game better than students' who are not taught by used guessing game toward students' vocabulary achievement

Working Hypothesis (Ha) : there is significant effect of students' vocabulary who are taught by using guessing game better than students' who are not taught by used guessing game

Null Hypothesis (Ho): there is no significant effect of students' vocabulary who are taught by using guessing game better than students' who are not taught by used guessing game.

To measure weather the hypothesis would be accepted or rejected the researcher use t-test formula through comparing the post test of experiment class and control class through SPSS 26 version.

Table 4.9

Comparison result data pre-test and post-test class scores

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	Post-Test Experiment	30	89,47	6,601	1,205
	Post-Test Control	31	62,58	7,766	1,395

Based on the mean score of posttest experimental class and posttest control class, the mean score of posttest control class was it 62.58 was lower than the mean score of post-test experiment class was 89.47. It means that the students who were taught by using Guessing Game was better than the students were not taught by using Guessing Game. It can be concluded Ha was accepted and Ho was rejected.

4. Discussion

Vocabulary is one of the basic English that should be mastered by the students. They should mastering vaocabulary because without understanding vocabulary, it is impossible for students to undersatand the teaching process. This statement is provide by Thornbury that without grammar, little meaning can be conveyed, without vocabulary nothing be conveyed[70]. It means the students will not be able to comprehend the learning material without vocabulary it.. For this reason, the teacher should find some effective strategy to students' vocabulary achievement. One of

[70] Scott Thornbury, *How To Teach Vocabulary,* Pearson Education Limited, (London:2002).

the strategy that might be used to achieve students' vocabulary is by using Guessing Game.

In this section, the researcher would like to describe and discuss the findings of the research based on the related theories. All the data collected from the instrument provide information of the research findings. The result of the students' score was calculated by using t-test. Based on the result of the data analysis, it was proven that students' vocabulary achievement by using guessing game was better. It could be seen by the comparison between the post-test result of the experimental and control class which the mean score was 89,16 and 62,58.

There were three points on the effect of guessing game on students' vocabulary achievement. The points are significant effect of using guessing game toward students' vocabulary achievement, significant differences between using guessing game and without using guessing game, then guessing game better than conventional strategy towards students' vocabulary achievement.

1. There was significant effect of using guessing game toward students' vocabulary achievement

   The finding of the research shows that guessing game was an effective strategy for students on vocabulary achievement. It support by Somantry and Sopiah stated that Guessing game can be used as a

tool to convey much new vocabulary[71]. It was clear from the comparison between the mean score post-test of experimental class and control class. The mean score post-test at experimental class was 89.47 was higher than the mean score post-test of control class was 62.58. Based on testing the hypothesis Ha was accepted and Ho was rejected. It means that there are significant effect of using guessing game toward students vocabulary achievement.

2. There was significant differences between using guessing game and without using guessing game.

From the result, the researcher found that there was the significant difference between the students who are taught by using Guessing Game and the student who are not taught by using Guessing Game. In Guessing game activity, students get several benefits as stating by Aminah and Mayasari that Guessing game promote physical growth and development, promote the socialization process, the Guessing game are fun for the students like to play them, make students enjoyable in learning, develop emotional understanding between one student to another and Guessing game provide language practice in various skills, such as speaking, writing, reading and listening[72]. For that the Guessing game have many benefits to apply in learning process in the classroom to increase students vocabulary achievement

[71] Somatri, Sopiah *The Effectiveness of Guessing Game Technique to Improve Students Vocabulary Mastery*

[72]Aminah and Mayasari.*The Effect of Using Pictionary Game to Increase The Students Vocabulary Mastery Of The Seventh Grade AT SMPN 4 Bantan*. InJournal, Vol.7, No. 1, June 2022

Because students focused on vocabulary test, the vocabulary material could be quantifier. The researcher used quantifier material because related on syllabus. In short, there was a significant different on English achievement between students' who are taught by using guessing game and without using guessing game.

3. Using guessing game better than conventional strategy towards students' vocabulary achievement.

Based on the result, the researcher found that using guessing game in teaching vocabulary is considered to be able to make the students easier to master vocabulary without pressure but fun. According to Wahyuni Guessing game is a game in which the object is to guess some kind of information, such as a word[73]. In guessing game there are viewers and guessers. Therefore, it is fun model of teaching and learning because it makes the students feeling relax after the learning process. Philips suggests that Guessing game is use to present vocabulary[74]. In this research, Guessing game can help students in learning English especially in vocabulary by guessing in form of the picture. It short, using guessing game better than conventional strategy towards students' vocabulary achievement.

Based on the explanation above, the researcher had answered the hypothesis. The result meant that null hypothesis was rejected and there was significant difference between post-test score of the

[73]Wahyuni, *Teaching Vocabulary by Using Guessing Game*.English Empower, May 2021, Vol .5, No.1, P. 195

[74]*Ibid*, P.195

experimental and control class in achieve the students' vocabulary. In other words, the use of guessing game was better than the conventional one. To sum up, guessing game had a significant effect on students' vocabulary achievement at the grade VIII of MtSN 6 Agam.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on finding and discussion of the research about the effect of using guessing game toward students vocabulary mastery at 8th grade at MTsN Agam, the researcher concluded that:

1. There is significant effect from experimental class after taught by using guessing game in teaching vocabulary. It can be seen in from their posttest between experimental and control class.
2. There is significant difference in score posttest of both classes that were experimental class and control class of student's vocabulary mastery between students' were taught by using guessing game and without using guessing game.
3. The use guessing game in teaching vocabulary is better than without using guessing game in teaching vocabulary mastery. It is proved by the data of posttest of both classes where the mean score of experimental class was higher than the post-test in con troll class.

In conclusion, there is significance effect of using guessing game toward students vocabulary mastery at 8th grade at MTsN Agam. Guessing game gave significant effect towards students' vocabulary achievement. This conclusion gathered not only from the experts and previous research ideas, but from the empirical data that had been found by the researcher.

B. Suggestion

Based on conclusion above, the researcher would like to propose some suggestions as following:

1. The English teacher is recommended to use the Guessing Game to achieve students' vocabulary achievement and the teacher should provide the material in an interesting way to easily understood by students especially for vocabulary mastery.
2. Students also need to using Guessing Game in order to achieve their vocabulary.
3. Further the researcher are suggested to conduct a study of the effect of Guessing Game on students' vocabulary achievement to explore the used of the strategy in other context. For this reason, the researcher hopes these suggestions can be accepted and done by all the readers

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APPENDIX 1: TRYOUT SCORE

NO	NAMA	POST-TEST
1	AMW	80
2	ANH	80
3	AP	96
4	AF	80
5	ARJ	84
6	AS	80
7	DA	92
8	DGG	92
9	FAA	88
10	H	92
11	HKL	96
12	HS	96
13	HSZ	84
14	HZA	92
15	MAA	92
16	MAM	84
17	MR	92
18	MSA	96
19	NFS	100
20	NA	100
21	NF	100
22	NNK	92
23	RS	96
24	RAA	92
25	RAW	84
26	RAA	80
27	RFY	80
28	SSP	84
29	TCP	92
30	FA	84
31	N	84
	Mean	**89,16**
	Standard. Deviation	**6,709**
	Variance	**45,006**
	Max	**100**
	Min	**80**
	Sum	**2764**

APPENDIX 2: PRETEST EXPERIMENTAL AND CONTROL CLASS

NO	Subject control class	Pre-test score	Subject experimental class	Pre-test Score
1	AFF	64	AMW	60
2	AV	48	ANH	64
3	ASB	44	AP	40
4	DAH	76	AF	56
5	FA	52	ARJ	56
6	F	56	AS	68
7	FM	64	DA	56
8	KP	64	DGG	54
9	KA	60	FAA	48
10	KA	68	H	56
11	M.AIJ	64	HKL	54
12	M.II	60	HS	40
13	MA	56	HSZ	44
14	MH	56	HZA	46
15	MIA	48	MAA	64
16	NA	44	MAM	60
17	NA	60	MN	54
18	NRA	64	MR	60
19	NAF	52	MS	56
20	RB	60	NFS	56
21	RE	68	NA	54
22	RJ	44	NF	44
23	RFS	52	NNK	44
24	ROM	52	RAA	64
25	RA	40	RAW	76
26	SR	44	RAA	72
27	SA	44	RFY	68
28	SA	52	SSP	44
29	WZ	56	TCP	56
30	ZA	68	FA	64
31	ZA	52		
	Mean	**55,87**	Mean	**57,03**
	Standard. Deviation	**8,973**	Standard. Deviation	**10,455**
	Variance	**80,516**	Variance	**109,299**
	Max	**76**	Max	**88**
	Min	**40**	Min	**40**
	Sum	**1732**	Sum	**1768**

APPENDIX 3: POSTTEST EXPERIMENTAL AND CONTROL CLASS

NO	Subject control class	Post-test score	Subject experimental class	Post-test Score
1	AFF	68	AMW	80
2	AV	64	ANH	96
3	ASB	52	AP	80
4	DAH	80	AF	84
5	FA	60	ARJ	80
6	F	60	AS	92
7	FM	68	DA	92
8	KP	72	DGG	88
9	KA	64	FAA	92
10	KA	72	H	96
11	M.AIJ	68	HKL	96
12	M.II	64	HS	84
13	MA	68	HSZ	92
14	MH	68	HZA	92
15	MIA	52	MAA	84
16	NA	52	MAM	92
17	NA	64	MN	96
18	NRA	68	MR	100
19	NAF	52	MS	100
20	RB	68	NFS	100
21	RE	72	NA	92
22	RJ	48	NF	96
23	RFS	60	NNK	92
24	ROM	60	RAA	84
25	RA	52	RAW	80
26	SR	56	RAA	80
27	SA	56	RFY	84
28	SA	56	SSP	92
29	WZ	64	TCP	84
30	ZA	72	FA	84
31	ZA	60		
	Mean	**62,58**	Mean	**89,16**
	Standard. Deviation	**7,766**	Standard. Deviation	**6,709**
	Variance	**60,318**	Variance	**45,006**
	Max	**80**	Max	**100**
	Min	**48**	Min	**80**
	Sum	**1940**	Sum	**2764**

APPENDIX 4: RESEARCH GUIDLINE

THE EFFECT OF USING GUESSING GAME ON STUDENTS' VOCABULARY ACHIEVEMENT AT GRADE VIII OF MTsN 6 AGAM

Variable	Sub-Variable	Indicator	Amount of items (multiple choices)
Vocabulary achievement	Students' vocabulary achievement on the Quantifier	1. The students are able to answer the questions based on quantifier sentences.	1, 4, 5, 8, 9, 13, 15, 19, 21, 23
		2. The students are able to answer the questions based on pictures	2, 6, 10, 12, 16, 17, 22, 24, 26, 28
		3. The students are able to answer the meaning the underlined word based on the questions in bahasa	3, 7, 11, 14, 18, 20, 25, 27, 29, 30

APPENDIX 5: INSTRUMENT TRYOUT TEST

INSTRUMENT OF THE RESEARCH
PRETEST-POSTTEST
TAHUN PEMBELAJARAN 2023/2024

Nama :
Kelas :
Satuan Pendidikan : MTsN 6 Agam
Mata Pelajaran : Bahasa Inggris
Materi : Quantifier
Alokasi Waktu : 2 x 30 Menit

Read the questions carefully and choose the correct answer from the options A, B, C, and D below!

1. I have many…....but I prefer comics.
   A. bag
   B. pen
   C. ruler
   D. novels

2. 

   Ica has many ….... at her school.
   A. books
   B. friends
   C. enemy
   D. bag

3. How much money do you have to buy this <u>motorcycle</u>.
   The meaning of underlined word is……
   A. sepeda
   B. mobil
   C. sepeda motor
   D. bus

4. I have many ….... although I don't like reading.
   A. books
   B. pen
   C. ruler
   D. bag

5. Dia buys a lot of ……. in the pharmacy because she had a cough.
   A. apples
   B. sugar
   C. medicine
   D. salt

6. 

   My Daddy buys a lot of ….... to stock up in the kitchen.
   A. salt
   B. coffee
   C. sugar
   D. chili

7. There are many Manggo in the basket.
   The meaning of underlined word is……..
   A. nanas
   B. pisang
   C. melon
   D. manga
8. There are a lot of ……. in beach.
   A. sand
   B. sugar
   C. milk
   D. pepper
9. 

   I have a lot of…….
   A. bag
   B. pen
   C. marker
   D. glue
10. Ms. Willow needs a lot of oil to fry potato.
    The meaning of underlined word is…..
    A. bawang
    B. kentang
    C. kol
    D. wortel
11. 

    I have much…... to buy a expansive bag.
    A. books
    B. marker
    C. money
    D. paper
12. How many ……. are there in the classroom?
    A. cat
    B. students
    C. doll
    D. spoon
13. My mother needs a lot oil to fry chicken.
    The meaning of underlined word is……
    A. air
    B. minyak
    C. susu
    D. tea
14. Kenzi needs a lot of …….. to make sweet cake.
    A. salt
    B. sugar
    C. oil
    D. tea
15. Dina drinks a lot of ……. because she is thirsty.
    A. sand
    B. sugar
    C. water
    D. pepper
16. 

    I need many ……. to stick pictures on paper
    A. glue
    B. pen
    C. bag
    D. book

17. 

I have many……. in my bed.
A. bag
B. pen
C. pillow
D. doll

18. Mommy putsa littlesalt in her soup.
The meaning of underlined word is……
A. garam
B. gula
C. lada
D. merica

19. She put a little……. in her coffee.
A. tea
B. sugar
C. salt
D. pepper

20. I thirsty, but I only have little juice.
The meaning of underlined word is……..
A. air
B. susu
C. jus
D. kopi

21. A few …….. come to my party.
A. police
B. doctor
C. friends
D. cat

22. 

Rara has few …….. to do after school.
A. game
B. homework
C. traveling
D. workout

23. We have a lot of …… to play game after school.
A. food
B. time
C. test
D. homework

24. Doni readsmany books.
The meaning of underlined word is……..
A. majalah
B. buku
C. koran
D. novel

25. 

My Mother always provide a few…….. on the dining table.
A. bread
B. chili
C. coffee
D. tea

26. 

Mr. Nofri keeps a lot of ……. In the bank.
A. paper
B. magazine
C. money
D. news paper

27. Dona has a lot of dollsin her bedroom.
The meaning of underlined word is……..
A. bantal
B. boneka
C. pakaian
D. kasur

28. 

There are many ……. in the grade VIII.
A. bottles
B. tables
C. chairs
D. pepper

29. I don't have much money to buy shoes.
The meaning of underlined word is……
A. kertas
B. uang
C. pakaian
D. sepatu

30. Many choices of car in showroom
The meaning of underlined word is…….
A. sepeda
B. mobil
C. sepeda motor
D. bus

- GOOD LUCK -

APPENDIX 6: KEY ASNWER PRETEST-POST-TEST (TRYOUT)

1. D	11. C	21. C
2. B	12. B	22. B
3. C	13. B	23. B
4. A	14. B	24. B
5. C	15. C	25. A
6. B	16. A	26. C
7. D	17. C	27. B
8. A	18. A	28. C
9. C	19. B	29. B
10. B	20. C	30. B

APPENDIX 7: INSTRUMENT PRETEST

INSTRUMENT OF THE RESEARCH
PRETEST
TAHUN PEMBELAJARAN 2023/2024

Nama :
Kelas :
Satuan Pendidikan : MTsN 6 Agam
Mata Pelajaran : Bahasa Inggris
Materi : Quantifier
Alokasi Waktu : 2 x 30 Menit

Read the questions carefully and choose the correct answer from the options A, B, C, and D below!

1. I have many ……. although I don't like reading.
   A. books
   B. pen
   C. ruler
   D. bag

2. 

   Ica has many ……. at her school.
   A. books
   B. friends
   C. enemy
   D. bag

3. How much money do you have to buy this motorcycle. The meaning of underlined word is……
   A. sepeda
   B. mobil
   C. sepeda motor
   D. bus

4. There are a lot of ……. in beach.
   A. sand
   B. sugar
   C. milk
   D. pepper

5. There are many Manggo in the basket.
   The meaning of underlined word is……..
   A. nanas
   B. pisang
   C. melon
   D. manga

6. 

   I have a lot of…...
   A. bag
   B. pen
   C. marker
   D. glue

7. She put a little……. in her coffee.
   A. tea
   B. sugar
   C. salt
   D. pepper
8. Ms. Willow needs a lot of oil to fry potato.
   The meaning of underlined word is…..
   A. bawang
   B. kentang
   C. kol
   D. wortel
9. 

I have much…... to buy a expansive bag.
   A. books
   B. marker
   C. money
   D. paper
10. How many ……. are there in the classroom?
    A. cat
    B. students
    C. doll
    D. spoon
11. We have a lot of …… to play game after school.
    A. food
    B. time
    C. test
    D. homework
12. Dina drinks a lot of ……. because she is thirsty.
    A. sand
    B. sugar
    C. water
    D. pepper
13. 

    I need many ……. to stick pictures on paper
    A. glue
    B. pen
    C. bag
    D. book
14. I have many…….but I prefer comics.
    A. bag
    B. pen
    C. ruler
    D. novels
15. 

    I have many……. in my bed.
    A. bag
    B. pen
    C. pillow
    D. doll
16. I thirsty, but I only have little juice.
    The meaning of underlined word is……..
    A. air
    B. susu
    C. jus
    D. kopi

17. 

Rara has few …….. to do after school.
A. game
B. homework
C. traveling
D. workout

18. Kenzi needs a lot of …….. to make sweet cake.
A. salt
B. sugar
C. oil
D. tea

19. My mother needs a lot <u>oil</u> to fry chicken.
The meaning of underlined word is……
A. air
B. minyak
C. susu
D. tea

20. 

My Mother always provide a few…….. on the dining table.
A. bread
B. chili
C. coffee
D. tea

21. Doni readsmany <u>books</u>.
The meaning of underlined word is……..
A. majalah
B. buku
C. koran
D. novel

22. Dona has a lot of <u>dolls</u>in her bedroom.
The meaning of underlined word is……..
A. bantal
B. boneka
C. pakaian
D. kasur

23. 

There are many ……. in the grade VIII.
A. bottles
B. tables
C. chairs
D. pepper

24. I don't have much <u>money</u> to buy shoes.
The meaning of underlined word is……
A. kertas
B. uang
C. pakaian
D. sepatu

25. Many choices of <u>car</u> in showroom
The meaning of underlined word is…….
A. sepeda
B. mobil
C. sepeda motor
D. bus

- GOOD LUCK -

APPENDIX 8: KEY ASNWER PRETEST

1. A
2. B
3. C
4. A
5. D
6. C
7. B
8. B
9. C
10. B
11. B
12. C
13. A
14. D
15. C
16. C
17. B
18. B
19. B
20. A
21. B
22. B
23. C
24. B
25. B

APPENDIX 9: INSTRUMENT POSTTEST

INSTRUMENT OF THE RESEARCH
POSTTEST
TAHUN PEMBELAJARAN 2023/2024

Nama :
Kelas :
Satuan Pendidikan : MTsN 6 Agam
Mata Pelajaran : Bahasa Inggris
Materi : Quantifier
Alokasi Waktu : 2 x 30 Menit

Read the questions carefully and choose the correct answer from the options A, B, C, and D below!

1. I have many…....but I prefer comics.
   A. bag
   B. pen
   C. ruler
   D. novels

2. 

   Ica has many ….... at her school.
   A. books
   B. friends
   C. enemy
   D. bag
3. How much money do you have to buy this <u>motorcycle</u>. The meaning of underlined word is……
   A. sepeda
   B. mobil
   C. sepeda motor
   D. bus
4. There are a lot of ….... in beach.
   A. sand
   B. sugar
   C. milk
   D. pepper
5. There are many <u>Manggo</u> in the basket.
   The meaning of underlined word is……..
   A. nanas
   B. pisang
   C. melon
   D. manga
6. My mother needs a lot <u>oil</u> to fry chicken.
   The meaning of underlined word is……
   A. air
   B. minyak
   C. susu
   D. tea

7. 

I have a lot of…...
A. bag
B. pen
C. marker
D. glue

8. Dina drinks a lot of ……. because she is thirsty.
A. sand
B. sugar
C. water
D. pepper

9. 

I have much…... to buy a expansive bag.
A. books
B. marker
C. money
D. paper

10. How many ……. are there in the classroom?
A. cat
B. students
C. doll
D. spoon

11. We have a lot of …… to play game after school.
A. food
B. time
C. test
D. homework

12. 

I need many ……. to stick pictures on paper
A. glue
B. pen
C. bag
D. book

13. I have many ……. although I don't like reading.
A. books
B. pen
C. ruler
D. bag

14. Kenzi needs a lot of …….. to make sweet cake.
A. salt
B. sugar
C. oil
D. tea

15. Many choices of <u>car</u> in showroom
The meaning of underlined word is…….
A. sepeda
B. mobil
C. sepeda motor
D. bus

16. 

I have many……. in my bed.
A. bag
B. pen
C. pillow
D. doll

17. I thirsty, but I only have little juice.
    The meaning of underlined word is……..
    A. air
    B. susu
    C. jus
    D. kopi

18. 

    Rara has few …….. to do after school.
    A. game
    B. homework
    C. traveling
    D. workout

19. She put a little……. in her coffee.
    A. tea
    B. sugar
    C. salt
    D. pepper

20. 

    My Mother always provide a few…….. on the dining table.
    A. bread
    B. chili
    C. coffee
    D. tea

21. Doni readsmany books.
    The meaning of underlined word is……..
    A. majalah
    B. buku
    C. koran
    D. novel

22. Ms. Willow needs a lot of oil to fry potato.
    The meaning of underlined word is…..
    A. bawang
    B. kentang
    C. kol
    D. wortel

23. Dona has a lot of dollsin her bedroom.
    The meaning of underlined word is……..
    A. bantal
    B. boneka
    C. pakaian
    D. kasur

24. I don't have much money to buy shoes.
    The meaning of underlined word is……
    A. kertas
    B. uang
    C. pakaian
    D. sepatu

25. 

    There are many ……. in the grade VIII.
    A. bottles
    B. tables
    C. chairs
    D. pepper

- GOOD LUCK -

APPENDIX 10: KEY ASNWER POSTTEST

1. D
2. B
3. C
4. A
5. D
6. B
7. C
8. C
9. C
10. B
11. B
12. A
13. A
14. B
15. B
16. C
17. C
18. B
19. B
20. A
21. B
22. B
23. B
24. B
25. C

APPENDIX 11: LESSON PLAN EXPERIMENTAL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN
EXPERIMENTAL CLASS

Nama Sekolah : MTsN 6 Agam
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/Ganjil
Materi pokok : Quantifiers
Alokasi Waktu : 4JP (2 x 45 menit)

A. KOMPETENSIINTI(KI)

KI-1:Menghargaidanmenghayatiajaranagamayangdianutnya.

KI-2: Menunjukkanperilakujujur,disiplin,tanggungjawab,peduli (toleransi, gotong royong),
santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam
dalamjangkauanpergaulan dankeberadaannya.

KI-3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya
tentangilmupengetahuan, teknologi,seni, budayaterkait fenomenadankejadian tampak
mata.

KI-4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai,
memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung,
menggambar,dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang
sama dalamsudutpandang/teori.

B. KOMPETENSIDASAR(KD)DANINDIKATORPENCAPAIANKOMPETENSI

KOMPETENSIDASAR(KD)	INDIKATORPENCAPAIAN KOMPETENSI
3.5Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, sesuai dengan konteks penggunaannya	3.5.1Membandingkanfungsisosial,struktur teks,dan unsur kebahasaan untuk menanyanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu
4.6 Quantifiers 4.6.1 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.	4.6.1. Mengidentifikasi ciri- ciri kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu

C. TUJUANPEMBELAJARAN

a. Denganberdiskusikelompok,pesertadidikdapatmembandingkanfungsi sosial,strukturteks,danunsur kebahasaankalimat menyatakan dan menanyakan kebaeraan orang, benda dan binatang dalam jumlah yang tidak tertentu.

b. Dengan menggunakan *Guessing Game*, peserta didik dapat menyatakan dan menyanyakan keberadaan orang, benda dan binatang dalam jumlah tidak tertentu secaralisan dan tulisandenganbenar dan percayadiri.

D. METODE DAN STATEGI PEMBELAJARAN

- Metode :Tanya jawab,permainan,diskusi kelompok,dan penugasan
- Strategi : Guessing game

E. MEDIA,ALATDANBAHAN

a. Media

- Pictures*Quantifiers (orang, benda, dan binatang)*

b. Alatdan Bahan

- Papantulis
- Pictures
- Spidol
- Buku

F. SUMBERBELAJAR

a. BukuSiswaKelasVIIIBahasaInggris

G. MATERIPEMBELAJARAN

a. Definiton
Quantifiers are words or phrases used to indicate the number or quantity of a noun. Like all determiners, quantifiers will always precede the noun or noun phrase..

b. SocialFunction
Quantifiers is use to answer the questions "How much?" or "How much?" ranging from a scale of none (0%) to everything (100%).
For example, if 'nothing' means we can express it with 'no', while if it is 'everything', then it can be expressed with 'all'..

c. The Kind of Quantifiers
- Large Quantities: (much, many, a lot of)
- Small Quantities: (a little-little and a few-few.)

d. Example of Quantifiers
- Much (banyak) : it is use to uncountable noun (kata benda yang tidak dapat dihitung), ex: oil, water, money etc.

Forexamples:

- We need **much** water

- She has **much** money

- Many(banyak):: it is use to countable noun (kata benda yang dapat dihitung), ex: books, cars, houses, etc

For example :

- My Father has **many** cars

- We have **many** books

- A lot of (banyak) :it is use to uncountable noun and countable noun (kata benda yang tidak dapat dihitung dan kata benda yang dapat dihitung), ex: waters, oil, money, book, house, car, etc

Forexamples:

- She has visited **a lot of** places

- I don't have **a lot of** money

- A few and few (sedikit dan sedikit sekali/hamper tidak ada): it is use to

countable noun (kata benda yang dapat dihitung). Ex : car, book, phone,

pen, table, etc.

- She has **a few** apples in refrigenerator (she doesn't have enough apples)

- She has **few** apples in refrigenerator (she has a small quantity of apples)

- **a few** friends come to my party

- **few** friends come to my party

- A little and little (sedikit dan sedikit sekali/hamper tidak ada): it is use

to uncountable noun (kata benda yang tidak dapat dihitung). Ex : sugar,

money, water, etc.

- I only have **a little** water (she doesn't have enough water)

- I onle have **little** money (she has a small quantity of money)

H. Kegiatan Pembelajaran

Pertemuan 1

Kegiatan	Deskripsi	lokasi Waktu
Pendahuluan	• Menyiapkan siswa untuk mengikuti proses pembelajaran baik fisik maupun psikologis • Membaca Do'a sebelum memulai proses pembelajaran • Guru mengecek kehadiran siswa • Memotivasi Siswa secara kontekstual sesuai pembelajaran dalam kehidupan sehari - hari • Mengajukan pertanyaan - pertanyaan yang bersangkutan dengan materi yang akan dipelajari • Menjelaskan tujuan pembelajaran	10 Menit
	• Guru menunjukan sebuah gambar (kata benda) untuk memancing siswa menebak gambar yang diberikan - I have pictures  - Can you guess what the picture is it? - How much vegetables the people sell in there? - How much sugar in the picture? - How many glue in the picture? - How many whiteboard marker in the picture? - Can you count it with exact numbers? - To express countable and uncountable nouns we can use "*much", "many, "a lot of", a few-few and a little-little* - Today we are going to learn about quantifier. • Guru menjelaskan materi tentang quantifiers (kalimat menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu) • Guru menulis kosakata yang berhubungan dengan quantifiers • Guru membaca kosakata dan diikuti oleh siswa • Guru meminta siswa menulis materi yang ada di papan tulis • Guru memperkenalkan guessing game The procedure are:	70 Menit

1. Divided the students into seven groups.
2. Put the pictures that will be guess on the table

Pictures:



3. Asked one of student of the group to take one of the pictures randomly
4. Instruct the student give maximum three clues (sentences) about the picture for other group to guess the picture
5. Show the picture to the other group if they can guess the vocabulary from the picture right.
6. Write the correct answer on the board.
7. The group that answer it correctly will be get the poin.

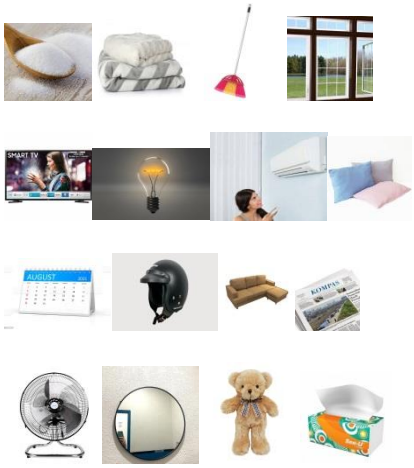
GROUP/POINT						
Group 1	**Group 2**	**Group 3**	**Group 4**	**Group 5**	**Group 6**	**G**

- Gurumemberikesempatankepadasiswauntukbertanyauntukmengetahuijikamerekasudahmengertimengenaiinstruksiyangdiberikan
- Siswa bermain Guessing Game
- Gurumengamatisiswabermain
- Gurume-*review*vocabularyyang didapatsiswa

	• Guru melafalkan vocabularyterkait dan siswa menirukannya dengan pengcuapan dan tekanan katayang benar • Siswa mencatat vocabulary • Siswa membuat kalimat quantifier (much, money, a lot of, a few-few, a little-little) berdasarkan vocabulary yang didapat saat bermain	
Penutup	• Guru menyimpulkan materi pembelajaran yang telah dipelajari • Guru menyampaikan rancangan pembelajaran untuk pertemuan selanjutnya. Contoh : In the next meeting we will still discuss about quantifiers text. • Guru menutup pembelajaran dengan do'a	10 Menit

Pertemuan 2

Kegiatan	Deskripsi	lokasi Waktu
Pendahuluan	• Menyiapkan siswa untuk mengikuti proses pembelajaran baik fisik maupun psikologis • Membaca Do'a sebelum memulai proses pembelajaran • Guru mengecek kehadiran siswa • Memotivasi Siswa secara kontekstual sesuai manfaat dan aplikasi pembelajaran dalam kehidupan sehari – hari • Mengajukan pertanyaan – pertanyaan yang bersangkutan dengan materi yang telah dipelajari sebelumnya • Menjelaskan tujuan pembelajaran	10 Menit
	• Guru membagi Siswa menjadi beberapa kelompok • Gurumemberikanbeberapa kosakatapadasetiapkelompok 1. Oil 2. Water 3. Car 4. Bus 5. Bread 6. Sugar 7. Clothes 8. Rice 9. Coffee 10. Handphone	70 Menit

	• Siswaberdiskusiuntukmengerjakantugaskelompok • Tiap kelompok mempresentasikan hasiltugaskelompoknya • Gurumemberikan*feedback*kepadakelompok • Siswa bermain guessing game Pictures :  • Guru mengamatisiswabermain • Gurume-*review*vocabularyyang didapatsiswa • Guru melafalkan vocabularyterkait dan siswa menirukannya dengan pengcuapan dantekanankatayang benar • Siswamencatat vocabulary • Siswa membuat kalimat quantifier (much, money, a lot of, a few-few, a little-little) berdasarkan vocabulary yang didapat saat bermain	
Penutup	• Guru menyimpulkan materi pembelajaran yang telah dipelajari • Guru menyampaikan rancangan pembelajaran untuk pertemuan selanjutnya. Contoh : In the next meeting we will do the test • Guru menutup pembelajaran dengan do'a	10 Menit

APPENDIX 12: LESSON PLAN CONTROL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN
CONTROL CLASS

Nama Sekolah	**: MTsN 6 Agam**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: VIII/Ganjil**
Materi pokok	**: Quantifiers**
Alokasi Waktu	**: 4JP (2 x 45 menit)**

I. KOMPETENSIINTI(KI)

KI-1:Menghargaidanmenghayatiajaranagamayangdianutnya.

KI-2:Menunjukkanperilakujujur,disiplin,tanggungjawab,peduli (toleransi, gotong royong),

santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam

dalamjangkauanpergaulan dankeberadaannya.

KI-3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya

tentangilmupengetahuan, teknologi,seni, budayaterkait fenomenadankejadian tampak

mata.

KI-4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai,

memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung,

menggambar,dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang

sama dalamsudutpandang/teori.

J. KOMPETENSI DASAR (KD) DAN INDIKATOR PENCAPAIAN KOMPETENSI

KOMPETENSIDASAR(KD)	INDIKATOR PENCAPAIAN KOMPETENSI
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, sesuai dengan konteks penggunaannya	3.5.1Membandingkanfungsisosial,strukturteks,danunsur kebahasaanuntuk menanyanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu
4.6 Quantifiers 4.6.1 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benardansesuai konteks.	4.6.1. Mengidentifikasi ciri- ciri kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu

K. TUJUANPEMBELAJARAN

a. Denganberdiskusikelompok,pesertadidikdapatmembandingkanfungsi sosial,strukturteks,danunsur kebahasaankalimat menyatakan dan menanyakan kebaeraan orang, benda dan binatang dalam jumlah yang tidak tertentu.

b. Denganmenggunakan*GuessingGame*,pesertadidikdapatmenyatakan dan menyanyakan keberadaan orang, benda dan binatang dalam jumlah tidak tertentu secaralisan dan tulisandenganbenar dan percayadiri.

L. METODE DAN STATEGI PEMBELAJARAN

- Metode :Tanyajawab,permainan,diskusikelompok,danpenugasan
- Strategi : 5M (mengamati, menanya, mengoleksi data, mengasosiasi,

menyajikan/mengkomunikasikan)

M. MEDIA,ALATDANBAHAN

a. Media

- Pictures*Quantifiers (orang, benda, dan binatang)*

b. Alatdan Bahan

- Papantulis
- Pictures
- Spidol
- Buku

N. SUMBERBELAJAR

a. BukuSiswaKelasVIIIBahasaInggris

O. MATERIPEMBELAJARAN

a. Definiton
   Quantifiers are words or phrases used to indicate the number or quantity of a noun. Like all determiners, quantifiers will always precede the noun or noun phrase..
b. SocialFunction
   Quantifiers is use to answer the questions "How much?" or "How much?" ranging from a scale of none (0%) to everything (100%).
   For example, if 'nothing' means we can express it with 'no', while if it is 'everything', then it can be expressed with 'all'..
c. The Kind of Quantifiers
   - Large Quantities: (much, many, a lot of)
   - Small Quantities: (a little-little and a few-few.)
d. Example of Quantifiers
   - Much (banyak) : it is use to uncountable noun (kata benda yang tidak dapat dihitung), ex: oil, water, money etc.

     For examples:

     - We need **much** water

- She has **much** money

- Many(banyak):: it is use to countable noun (kata benda yang dapat dihitung), ex: books, cars, houses, etc

For example :

- My Father has **many** cars

- We have **many** books

- A lot of (banyak) :it is use to uncountable noun and countable noun (kata benda yang tidak dapat dihitung dan kata benda yang dapat dihitung), ex: waters, oil, money, book, house, car, etc

Forexamples:

- She has visited **a lot of** places

- I don't have **a lot of** money

- A few and few (sedikit dan sedikit sekali/hamper tidak ada): it is use to countable noun (kata benda yang dapat dihitung). Ex : car, book, phone, pen, table, etc.
  - She has **a few** apples in refrigenerator (she doesn't have enough apples)
  - She has **few** apples in refrigenerator (she has a small quantity of apples)
  - **a few** friends come to my party
  - **few** friends come to my party
- A little and little (sedikit dan sedikit sekali/hamper tidak ada): it is use to uncountable noun (kata benda yang tidak dapat dihitung). Ex : sugar, money, water, etc.

- I only have **a little** water (she doesn't have enough water)

- I onle have **little** money (she has a small quantity of money)

P. Kegiatan Pembelajaran

Pertemuan 1

Kegiatan	Deskripsi	lokasi Waktu
Pendahuluan	• Menyiapkan siswa untuk mengikuti proses pembelajaran baik fisik maupun psikologis • Membaca Do'a sebelum memulai proses pembelajaran • Guru mengecek kehadiran siswa • Memotivasi Siswa secara kontekstual sesuai pembelajaran dalam kehidupan sehari - hari • Mengajukan pertanyaan - pertanyaan yang bersangkutan dengan materi yang akan dipelajari • Menjelaskan tujuan pembelajaran	10 Menit
	• Guru menjelaskan materi tentang quantifiers (kalimat menyatakan dan menanyakan kebaeraan orang, benda dan binatang dalam jumlah yang tidak tertentu) • Guru menulis kosakata yang berhubungan dengan quantifier. • Guru membaca kosakata dan diikuti oleh siswa • Guru meminta siswa menulis materi yang ada di papan tulis • Gurume-*review*Vocabularyyang didapatSiswa • Guru menuliskan Vocabulary di papantulis • Guru melafalkan beberapa Vocabularyterkait dan Siswa menirukannya denganpengucapandantekanankatayangbenar danakurat • Siswamencatat Vocabulary	70 Menit
Penutup	• Guru menyimpulkan materi pembelajaran yang telah dipelajari • Guru menyampaikan rancangan pembelajaran untuk pertemuan selanjutnya. Contoh : In the next meeting we will still discuss about quantifiers text. • Guru menutup pembelajaran dengan do'a	10 Menit

Pertemuan 2

Kegiatan	Deskripsi	lokasi Waktu

Pendahuluan	• Menyiapkan siswa untuk mengikuti proses pembelajaran baik fisik maupun psikologis • Membaca Do'a sebelum memulai proses pembelajaran • Guru mengecek kehadiran siswa • Memotivasi Siswa secara kontekstual sesuai manfaat dan aplikasi pembelajaran dalam kehidupan sehari – hari • Mengajukan pertanyaan – pertanyaan yang bersangkutan dengan materi yang telah dipelajari sebelumnya • Menjelaskan tujuan pembelajaran	10 Menit
	• Guru membagi Siswa menjadi beberapakelompok • Gurumemberikanbeberapa kosakatapadasetiapkelompok • Oil • Water • Car • Bus • Bread • Money • Pen • Book • Table • Sugar • Ink • Stamp • Spoon • Chiken • Salt • Gurumemberikantugaskelompokuntuk membuat kalimat mengenaikeberadaan orang, benda dan binatang dalam jumlah tertentu. • Guru memberi kesempatan pada Siswauntuk bertanya agar mengetahui bahwamereka sudah mengerti instruksi yangdiberikan • Siswaberdiskusiuntukmengerjakantugaskelompok • Tiap kelompok mempresentasikan hasiltugaskelompoknya • Gurumemberikan*feedback*kepadakelompok • Gurume-*review*Vocabularyyangdidapat	70 Menit

	Siswa • Guru menuliskan Vocabulary di papantulis • Guru melafalkan beberapa Vocabularyterkait dan Siswa menirukannya denganpengucapandantekanankatayangbenar danakurat • Siswamencatat Vocabulary	
Penutup	• Guru menyimpulkan materi pembelajaran yang telah dipelajari • Guru menyampaikan rancangan pembelajaran untuk pertemuan selanjutnya. Contoh : In the next meeting we do a test • Guru menutup pembelajaran dengan do'a	10 Menit

APPENDIX 13 : VALIDITY AND RELIABILITY

N0	NA MA	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	TOTAL
1	AF	0	1	0	0	1	0	0	1	1	1	0	1	0	1	1	1	1	0	1	0	0	1	0	0	1	0	0	1	1	1	15
2	AF	0	0	0	0	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	0	0	0	0	0	1	0	1	0	1	1	15
3	A HG	0	0	0	0	1	0	0	0	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	0	1	0	0	0	1	1	14
4	A FL	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	0	1	1	0	1	1	1	18
5	A RU	0	0	1	1	1	1	1	1	1	0	0	1	0	1	0	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	20
6	A AA	0	0	1	0	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	0	0	1	0	1	1	0	1	1	1	19
7	A AR	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	22
8	A KL	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	24
9	D PP	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	0	0	0	0	0	0	0	0	1	17
10	FS	0	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	23
11	HF	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	25
12	I AS	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	1	0	0	0	1	1	1	1	1	1	1	1	18
13	I AQ	1	1	1	0	1	1	1	1	1	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	13
14	J ZO	0	0	0	0	1	0	0	0	0	0	0	0	0	1	1	1	1	1	1	0	0	0	0	0	1	0	0	0	0	1	8
15	M AA	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	1	1	0	1	1	0	0	0	1	8
16	M ZO	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	1	0	0	1	0	0	1	1	1	1	1	0	10
17	M AW	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	1	0	0	1	0	0	0	0	0	1	1	1	1	1	0	10

18	M HA	0	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	0	0	0	0	0	0	0	0	1	1	1	1	0	10
19	M AH	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	1	5
20	MA	0	1	0	0	1	1	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	1	0	0	0	1	0	0	0	0	8
21	MF	0	0	0	0	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	1	0	0	7
22	M RR	0	0	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	7
23	M NP	0	0	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0	7
24	N AS	0	0	1	0	1	0	0	1	0	1	0	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	8
25	NR	0	0	0	0	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	0	1	0	0	0	0	1	1	1	1	0	16
26	NH	0	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	1	1	1	0	20
27	SS	1	0	0	0	1	0	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	0	0	1	1	1	1	1	0	20
28	S AP	0	1	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	0	1	0	0	1	1	0	18
29	S ZO	0	0	0	0	1	0	1	0	1	1	0	1	1	1	0	1	0	1	1	0	1	0	0	0	0	0	1	0	1	0	13
30	SF	0	0	0	0	1	0	0	0	1	1	0	1	1	1	0	1	0	1	1	1	1	0	0	0	0	0	0	0	1	0	12
31	S AR	0	0	0	0	1	0	0	1	1	1	0	1	1	1	0	1	0	1	1	1	1	0	0	0	0	1	0	1	1	0	15
32	TE	0	0	1	1	1	0	1	1	1	0	0	1	0	1	0	1	0	1	1	1	1	0	0	0	0	1	1	1	1	0	17
	R	0,4	0,4	0,4	0,4	0,2	0,2	0,6	1	0,5	0,4	0,3	0,4	0,4	0,4	0,4	0,4	0,4	0,3	0,6	0,39	0,252	0,4	0,45	0,48	0,53	0,14	0,44	0,37	0,38	0,37		
	HI		68	44	8	56	2	9	41	74	19	75	24	99		29	78	44	42	55													
	TU																																
	NG																																
	RTA	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,35	0,349	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35		
	B	49	49	49	49	49	49	49	49	49	49	49	49	49	9	49	49	49	49	49													
	LE																																
	V/ NV	V	V	V	V	NV	NV	V	V	V	V	V	V	V	V	V	V	V	NV	V	V	NV	V	V	V	V	NV	V	V	V	V		

Reliability Statistics

Cronbach's Alpha	N of Items
.988	30

APPENDIX 14 : LETTER OF PERMISSION

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SJECH M. DJAMIL DJAMBEK BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II: Jl. Gurun Aur Kubang Putih - Kabupaten Agam - Sumatera Barat – Telepon/ Fax: (0752) 22875
Website: http://ftik.uinbukittinggi.ac.id | email ftik@uinbukittinggi.ac.id

Nomor : B-2197/Un.26.1/PP.07/05/2023 Bukittinggi, 26 Mei 2023
Lamp : 1 (Satu) rangkap
Hal : Mohon Izin Penelitian

Kepada YTH :
Bapak/Ibu .....

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini:

Nama	:	**ANISA ANANDA**
NIM	:	**2318022**
Semester	:	10
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	***The Effect of Using Guessing Game on Students' Vocabulary Achievement at Grade VIII of MTsN 6 Agam***
Lokasi Penelitian	:	MTsN 6 Agam
Waktu	:	Mei 2023 s.d selesai

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

DEKAN,

DR. ISWANTIR M., M.AG
NIP 197605192006041001

APPENDIX 15: LETTER THESIS ADVISOR

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI
Nomor : B-2459/Un.26.1/HK.00.5/06/2023

TENTANG
PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PRODI PENDIDIKAN BAHASA INGGRIS FAKULTAS TARBIYAH DAN ILMU KEGURUAN UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI

Membaca : Permohonan Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Syekh Muhammad Djammil Djambek Bukittinggi an. **Anisa Ananda, NIM. 2318022** tanggal 9 Juni 2023 perihal permohonan penerbitan SK Pembimbing Skripsi;

Menimbang :
a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa Universitas Islam Negeri (UIN) Bukittinggi, perlu ditetapkan Dosen Pembimbing;
b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing Skripsi;

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78. Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 1999 Nomor 115. Tambahan Lembaran Negara Republik Indonesia Nomor 3859);
3. Peraturan Presiden Nomor 85 Tahun 2022 tentang Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi;
4. Peraturan Menteri Agama Nomor 76 tahun 2022 Tentang Organisasi dan Tata Kerja Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi;

MEMUTUSKAN:

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

KESATU : Menyetujui judul skripsi mahasiswa yang bersangkutan: "***The Effect of Using Guessing Game on Students' Vocabulary Achievement at Grade VIII of MTsN 6 Agam***"

KEDUA : Menunjuk Saudara :

Nama	: **Hilma Pami Putri, M.Pd**
NIP	: **198605112015032003**
Pangkat/Gol.Ruang	: Penata /III/c
Jabatan	: Lektor
Bidang Keahlian Pokok	: Pendidikan Bahasa Inggris
Sebagai Dosen	: PEMBIMBING

KETIGA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki kembali sebagaimana mestinya.

Ditetapkan di Bukittinggi,
Pada tanggal : 9 Juni 2023
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Dr. ISWANTIR M, M. Ag
NIP. 197605192006041001

APPENDIX 15: LETTER OF RESEARCH COMPLECATION

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN AGAM
MADRASAH TSANAWIYAH NEGERI 6 AGAM
Jalan Raya Kubang Putih Kec. Banuhampu. Telp (0752) 7835572, Kode Pos.26181
Email : mtsnkubangputih@ymail.com

SURAT KETERANGAN
Nomor : B- 760 /MTs.03.6.7/PP.00.5/08/2023

Berdasarkan surat dari Universitas Islam Negeri Sjech M.Djamil Djambek Bukittinggi nomor :B-2197/Un.26.1/PP.07/05/2023 tanggal 26 Mei 2023 perihal Mohon Izin Penelitian.

Yang bertanda tangan di bawah ini :

Nama : **Hj. Wellusia, S.Pd., M.Pd**
NIP : 197105041997032004
Pangkat / Gol.Ruang : Pembina (IV/a)
Jabatan : Kepala Madrasah Tsanawiyah Negeri 6 Agam

Dengan ini menerangkan bahwa mahasiswa yang namanya tersebut di bawah ini :

No	Nama	NIM	Program Studi
1	Anisa Ananda	2318022	Pendidikan Bahasa Inggris

Telah melakukan penelitian dengan judul **" The Effect of Using Guessing Game on Students' Vocabulary Achievement at Grade VIII of MTsN 6 Agam "** pada bulan Mei 2023 s/d Juli 2023 .

Demikianlah Surat Keterangan ini dikeluarkan untuk dapat dipergunakan seperlunya.

Kubang Putih, 04 Agustus 2023
Kepala,

Hj. Wellusia, S.Pd., M.Pd.
NIP. 197105041997032004

APPENDIX 17: VALIADTIONS (EXPERTS)

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Dr. Afdaleni, M. Pd. M .Pd.

Jabatan : Dosen PBI

Dengan ini menyatakan bahwa mahasiswa yang bernama **Anisa Ananda** dengan NIM **2318022** dengan judul **"The Effect of Using Guessing Game on Students' Vocabulary Achievement a Grade VIII of MTsN 6 Agam"** benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, Juli 2023

Validator

(Dr. Afdaleni, M. Pd., M. Pd)

LEMBAR VALIDASI INSTRUMEN

THE EFFECT OF USING GUESSING GAME ON STUDENTS' VOCABULARY ACHIEVEMENT AT GRADE VIII OF MTSN 6 AGAM

Nama : Anisa Ananda /2318.022

Judul Penelitian : The Effect of Using Guessing Game on Students' Vocabulary Achievement at Grade VIII of MTsN 6 Agam

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk :

1. Untuk memberikan penilaian terhadap instrument "The Effect of Using Guessing Game on Students' Vocabulary Achievement at Grade VIII of MTsN 6 Agam" Bapak/ Ibu cukup memberikan tanda check list (√) pada kolom yang disediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:

   1 : Tidak Valid

   2 : Kurang Valid

   3 : Cukup Valid

   4 : Valid

   5 : Sangat Valid

3. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:

   A : Dapat digunakan tanpa revisi

   B : Dapat digunakan dengan sedikit revisi

C : Dapat digunakan dengan revisi sedang

D : Dapat digunakan dengan banyak revisi

E: Tidak dapat digunakan

A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
		0	1	2	3	4	
1	Aspek petunjuk						
	a. Petunjuk dinyatakan dengan jelas				✓		
	b. Indikator yang diamati pengamat mudah diamati				✓		
	c. Masing-masing indikator dapat dibedakan dengan jelas				✓		
2	Aspek isi						
	a. Indikator yang diamati sudah mencakup semua aspek				✓		
	b. Kebenaran isi instrument				✓		
3	Aspek bahasa						
	a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar				✓		
	b. Menggunakan kalimat yang mudah dipahami				✓		

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	The Effect of Using Guessing Game on Students' Vocabulary Achievement at Grade VIII of MTsN 6 Agam		✓			

C. KOMENTAR/ SARAN

Agar diperiksa kembali penulisan kata, diksi dan grammar pada lembar soal ataupun di angket

Bukittinggi, Julii 2023

Validator

(Dr. Afdaleni, M. Pd., M. Pd.)

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Muthia Rahman, M.Pd

Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama **Anisa Ananda** dengan NIM **2318022** dengan judul **"The Effect of Using Guessing Game on Students' Vocabulary Achievement a Grade VIII of MTsN 6 Agam"** benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, Maret 2023

Validator

Muthia

(Muthia Rahman, M.Pd)

LEMBAR VALIDASI INSTRUMEN

THE EFFECT OF USING GUESSING GAME ON STUDENTS' VOCABULARY ACHIEVEMENT AT GRADE VIII OF MTSN 6 AGAM

Nama : Anisa Ananda /2318.022

Judul Penelitian : The Effect of Using Guessing Game on Students' Vocabulary Achievement at Grade VIII of MTsN 6 Agam

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk :

1. Untuk memberikan penilaian terhadap instrument "The Effect of Using Guessing Game on Students' Vocabulary Achievement at Grade VIII of MTsN 6 Agam" Bapak/ Ibu cukup memberikan tanda check list (√) pada kolom yang disediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   - 1 : Tidak Valid
   - 2 : Kurang Valid
   - 3 : Cukup Valid
   - 4 : Valid
   - 5 : Sangat Valid
3. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
   - A : Dapat digunakan tanpa revisi
   - B : Dapat digunakan dengan sedikit revisi
   - C : Dapat digunakan dengan revisi sedang
   - D : Dapat digunakan dengan banyak revisi
   - E : Tidak dapat digunakan

A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
		0	1	2	3	4	
1	Aspek petunjuk						
	a. Petunjuk dinyatakan dengan jelas				✓		
	b. Indikator yang diamati pengamat mudah diamati				✓		
	c. Masing-masing indikator dapat dibedakan dengan jelas				✓		
2	Aspek isi						
	a. Indikator yang diamati sudah mencakup semua aspek				✓		
	b. Kebenaran isi instrument				✓		
3	Aspek bahasa						
	a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar			✓			
	b. Menggunakan kalimat yang mudah dipahami				✓		

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	The Effect of Using Guessing Game on Students' Vocabulary Achievement at Grade VIII of MTsN 6 Agam		✓			

C. KOMENTAR/ SARAN

- Perbaiki tata cara penulisan & perbesar gambar agar lebih jelas.

Bukittinggi, 20/09 Mei 2023

Validator

(Muthia Rahman, M.Pd

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Hasnita, S.Pd.I

Jabatan : Guru mata pelajaran Bahasa Inggris

Dengan ini menyatakan bahwa mahasiswa yang bernama **Anisa Ananda** dengan NIM **2318022** dengan judul **"The Effect of Using Guessing Game on Students' Vocabulary Achievement a Grade VIII of MTsN 6 Agam"** benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, Maret 2023

Validator

(HASNITA, S.Pd.I)

NIP. 198111272005012006

LEMBAR VALIDASI INSTRUMEN

THE EFFECT OF USING GUESSING GAME ON STUDENTS' VOCABULARY ACHIEVEMENT AT GRADE VIII OF MTSN 6 AGAM

Nama : Anisa Ananda /2318.022

A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
		0	1	2	3	4	
1	Aspek petunjuk						
	a. Petunjuk dinyatakan dengan jelas					✓	
	b. Indikator yang diamati pengamat mudah diamati				✓		
	c. Masing-masing indikator dapat dibedakan dengan jelas					✓	
2	Aspek isi						
	a. Indikator yang diamati sudah mencakup semua aspek				✓		
	b. Kebenaran isi instrument					✓	
3	Aspek bahasa						
	a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar					✓	
	b. Menggunakan kalimat yang mudah dipahami					✓	

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	The Effect of Using Guessing Game on Students' Vocabulary Achievement at Grade VIII of MTsN 6 Agam		✓			

C. KOMENTAR/ SARAN

- Untuk gambar, jadikan black and white supaya jelas utk difotocopy, jadikan 3 kolom utk menghemat fotocopy.
- Gambar dipecjelas dan diperbesar.

Bukittinggi, Mei 2023

Validator

(HASNITA, S.Pd.I)
NIP. 19811127200501 2006

APPENDIX 18: DOCUMENTATIONS

TRY OUT





The try out test conducted at class VII.3 it be heldon July 10th, 2023

PRE-TEST EXPERIMENT CLASS





The pretest experimental class conducted at class VIII.4 it be held on July 12th, 2023

PRE TEST CONTROL CLASS





The pretest control class conducted at class VIII.5 it be held on July 14th, 2023

TREATMENT 1





The first treatment experimental class conducted at class VIII.4 it be held on July 17th, 2023

TREATMENT 2





The second treatment experimental class conducted at class VIII.4 it be held on July 24th, 2023

POST-TEST EXPERIMENTAL CLASS





The posttest experimental class conducted at class VIII.4 it be held on July 24th, 2023

POST TEST CONTROL CLASS





The post control class conducted at class VIII.5 it be held on July 28th, 2023