

**DEVELOPING VOCABULARY MASTERY THROUGH GUESSING
WORDS GAME FOR THE SEVENTH GRADE STUDENTS'
OF SMP NEGERI 10 PALU**



SKRIPSI

*Submitted as a Partial Fulfillment of the Requirements for the Bachelor Degree at
the English Tadris Department Teacher Training and Tarbiyah Faculty
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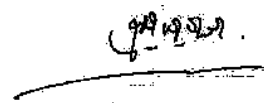
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PERNYATAAN KEASLIAN SKRIPSI

Dengan penuh kesadaran, penyusun yang bertanda tangan di bawah ini, menyatakan bahwa skripsi dengan judul “Developing Vocabulary Mastery through Guessing Words Game for the Seventh Grade Students’ of SMP Negeri 10 Palu” benar adalah hasil karya penyusun sendiri. Jika dikemudian hari terbukti bahwa ia merupakan duplikat, tiruan atau di buat oleh orang lain secara keseluruhan, maka skripsi dan gelar yang diperoleh karenanya, batal demi hukum.

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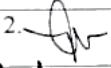
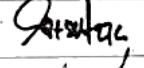
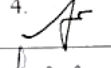

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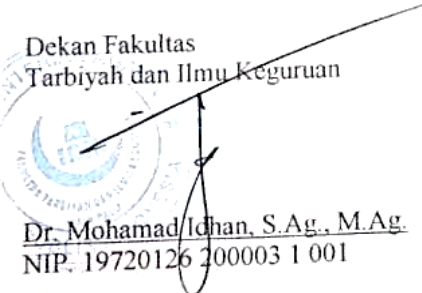
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Palu, December 2nd 2019

The writer



Arika Nurul Iftitah

TABLE OF CONTENTS

COVER	i
PERNYATAAN KEASLIAN SKRIPSI	ii
APPROVAL SHEET.....	iii
PENGESAHAN SKRIPSI	iv
ACKNOWLEDGMENT	v
TABLE OF CONTENTS	vii
LIST OF TABLES.....	ix
LIST OF APPENDICES	x
ABSTRACT.....	xi
CHAPTER I: INTRODUCTION	
A. Background	1
B. The Research Question.....	3
C. Objective of Research	3
D. Significance of Research	3
E. Scope of Research.....	4
F. Operational Definition of Key Terms.....	4
CHAPTER II: LITERATURE REVIEW	
A. Previous Research Findings.....	6
B. Vocabulary Defined.....	7
C. Kinds of Vocabulary.....	8
D. The Importance of Learning Vocabulary in English	9
E. The Advantages and Disadvantages of Guessing Words Game.....	13
F. Using the Guessing Words in Teaching Vocabulary.....	13
CHAPTER III: RESEARCH METHOD	
A. Research Design	16
B. Research Subject	19
C. Procedures of Data Collection	19
D. Procedure of Classroom Action Research	21
E. Technique of Analyzing Data from the Observation	23
F. Criteria of Success	24

CHAPTER IV: FINDINGS AND DISCUSSION

A General Description of the Research Place	25
B. Research Findings	27
1. Reconnaissance	28
2. The implementation of Action	30
a. Cycle 1	31
b. Cycle 2	41
C. Research Discussion	53

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion.....	56
B. Suggestion.....	57

REFERENCES

APPENDICES

CURCULUM VITAE

LIST OF TABLE

Table I: Total of the teachers and the staff	26
Table II Condition of Students in 2019 years	26
Table III Condition of school in SMP Negeri 10 Palu	26
Table IV Total essay score of students in cycle 1	36
Table V Total match score of student	36
Table VI Students' result in cycle 1	37
Table VII Action to Solved the problem	40
Table VIII The student's score of Multiple Choice test	48
Table IX The student's score of Essay test	49
Table X The student's score of matching test	49
Table XI Students result in cycle 2	50
Table XII Students' score in cycle 1 and cycle 2	53

LIST OF APPEENDICES

Appendices 1: Observation checklist	
Appendices 2: Interview guidance	
Appendices 3: Lesson plan	
Appendices 4: The application of Procedure Cycle 1, cycle 2.....	
Appendices 5: Instrument of the research.....	
Appendices 6: Documentation	
Appendices 7: Permit letter	

ABSTRACT

Arika Nurul Iftitah (15.1.16.0015). Developing Vocabulary Mastery through Guessing Words Game for the Seventh Grade student's of SMP Negeri 10 palu. Skripsi. English Tadris Department, Tarbiyah and Training Faculty, State Institute for Islamic Studies Palu, Under the Supervisor of Dr. Abdul Gafur Marzuki, S.Pd., M.Pd., and Ana Kuliahana, S.Pd.,M.Pd.

The objectives of this research was to know the process of learning English vocabulary by using guessing words game and to know the students' problem in learning English vocabulary by using guessing words game for the seventh grade students' of SMP Negeri 10 Palu in academic year of 2019/2020 with the use of guessing words game technique. In this research, the researcher used qualitative research method. The researcher chose class VII D as sample which consisted of 23 students. In collecting the data, the researcher used four kinds of instruments, they were: observation, interview, test and document. Based on the observation, there are some problems in the teaching and learning. To solve those problems, the researcher implemented guessing words game as vocabulary activities. This research was conducted through classroom action research that consisted of two cycles. Each cycles consisted three meetings. The result of the research showed that there were some improvements of the students' vocabulary. In cycle 1 average score was 63,17 there were some unsuccessful score. Meanwhile, in cycle 2 average score was 73,73 the implementation of guessing words game was successful in developing students vocabulary. Guessing words game gives better result to develop the students' vocabulary. In other words, guessing words game is effective to use in teaching English vocabulary.

Keywords: Developing Vocabulary, Guessing Words Game.

ABSTRAK

Arika Nurul Ifitah (15.1.16.0015). Mengembangkan penguasaan kosa kata melalui tebak kata untuk kelas VII SMP Negeri 10 Palu. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam, di bawah bimbingan Dr. Abdul Gafur Marzuki, S.Pd., M.Pd., dan Ana Kuliahana, S.Pd., M.Pd.

Tujuan dari penelitian ini adalah untuk mengetahui proses pembelajaran kosa kata bahasa Inggris dengan menggunakan tehnik permainan tebak kata dan untuk mengetahui masalah siswa dalam pembelajaran kosa kata untuk siswa kelas tujuh SMP Negeri 10 Palu tahun akademik 2019/2020. Dalam penelitian ini, peneliti menggunakan metode penelitian kualitatif. Peneliti memilih kelas VII D sebagai sampel yang terdiri dari 23 siswa. Dalam mengumpulkan data, peneliti menggunakan empat jenis instrumen, yaitu: observasi, wawancara, tes dan dokumen. Berdasarkan pengamatan, ada beberapa masalah dalam proses belajar mengajar. Untuk mengatasi masalah tersebut, peneliti menerapkan permainan tebak kata sebagai kegiatan kosa kata. Penelitian ini dilakukan melalui penelitian tindakan kelas yang terdiri dari dua siklus. Setiap siklus terdiri dari tiga pertemuan. Hasil penelitian menunjukkan bahwa ada beberapa peningkatan kosa kata siswa. Pada siklus 1 skor rata-rata adalah 63,17 ada beberapa skor tidak berhasil. Sementara itu, pada siklus 2 skor rata-rata adalah 73,73 implementasi permainan tebak kata berhasil mengembangkan kosa kata siswa. Permainan tebak kata memberikan hasil yang lebih baik untuk mengembangkan kosa kata siswa. Dengan kata lain, permainan tebak kata efektif digunakan dalam pengajaran kosa kata bahasa Inggris.

Kata Kunci: Mengembangkan Kosa kata, Tebak Kata.

CHAPTER I

INTRODUCTION

A. Background

English serves as a foreign language in Indonesia. In order to be able to communicate in English in responding to global era, Indonesian people should learn English; and the sector to provide Indonesian people with English skill is education. The reason is that it is popularly known that Indonesian people who possess a good command of English are those who have ever entered schools. Based on this, English has become a compulsory subject for students, beginning from Junior High School to High school in Indonesia.

To achieve the four English skills such as listening, speaking, writing and reading skill, learners of English should first of all have adequate vocabulary. Nevertheless, as learners of English, students often face the same problems in learning English; they grumble because of their inadequate English vocabulary. Therefore, in teaching English, the teaching of vocabulary should precede the teaching of other aspects of English. It is in this relation that students of Junior High Schools, as English beginners, should be taught how to develop their vocabulary mastery as a basic skill to achieve more complex English skills.

Nowadays, teachers of English possess many choices dealing with strategies of developing students' English vocabulary mastery; they can employ such as media like videos, films, and games. For this reason, teachers of English

have to create innovative strategies of teaching English to students in general and strategies of developing their English vocabulary mastery in particular. Since students' vocabulary mastery, in communication point of view, plays an important role to express their ideas and feelings, and to convey some information to others. Without English vocabulary mastery, students will not be able to achieve other English skills.

The English vocabulary mastery is important to students to achieve the objective of English teaching at Junior High Schools is no longer doubted; their English vocabulary mastery is a key to master English, spoken English and written English. It is in this context that a research on strategy of developing students' English vocabulary mastery at Junior High Schools need to be conducted.

During the researcher's teaching practice (PPL) at SMP Negeri 10 Palu, the researcher observed and found the lack of English vocabulary of the seventh grade students of this school. Therefore, an effort to develop students' English vocabulary is highly needed. In this respect, guessing words game will be employed to develop their English vocabulary mastery.

Playing game in teaching vocabulary is very important because teaching through game can create a fun situation and of course it can increase students motivation. Game does not only help the students encourage their learning but also help the teacher create useful and meaningful context¹. It means that games can make the students enjoy the English class activities especially in overcoming

¹Tengku Nor Rizanet, et. al, "Young Learners' Perceptions of Learning English Using Language Games in a Non -Formal Context" Mediterranean Journal of Social Sciences. 6 No.6 S5, (2015)

the problems of learning vocabulary, because they learn in situation where they are given stimulus to practice the English vocabulary.

There are many kinds of games that can be used by the teacher of English to improve students' English vocabulary, such as guessing words game. In this study, guessing words game is chosen as a technique for teaching vocabulary. Guessing words game is one of game techniques which is used to develop the ability in English specially to develop vocabulary. Guess the word is the delivery of teaching material using short words in the form of a game card so that students can receive learning messages through the card. Guessing words game can be played in pairs, or in groups. By playing guessing words game, students can focus more on the English lesson.

B. The Research Question

Based on the background of this research, the research question was formulated as follows: How can guessing words game develop the seventh grade student's English vocabulary mastery of SMP Negeri10 Palu?

C. The Objective of Research

The objective of this research was to find how guessing words game developed the seventh grade students' English vocabulary mastery of SMP Negeri 10 Palu.

D. Significance of Research

Efforts to improve the quality of English teaching at schools, especially at Junior High Schools, should be continually undertaken in many ways. Therefore, this research contributed to the following points:

1. Making English teaching and learning process more enjoyable so that it will eliminate the boredom of students in developing their English vocabulary;
2. Helping the students to develop their English vocabulary in competition atmosphere through guessing words game;
3. Making the students more interest in learning English because they will find a new and an interesting way of developing their English vocabulary.

E. Scope of Research

This research is limited to the use of guessing words game to develop the seventh grade students' English vocabulary of SMP Negeri 10 Palu. The English vocabulary which developed among the students limited to the names of animals, family members, Day of the week, Month of the year, numbers, and objects in classroom

F. Operational Definition of Key Terms

In order to avoid misconception related to the terms used the title of this skripsi, there are some key terms need to be explained. The intended key terms were as follows:

1. Developing English vocabulary: Developing English vocabulary intended in the title of this research skripsi is attempts taken to increase English vocabulary. Oxford Learner Pocket Dictionary defines

developing vocabulary is a process by which people acquire words or increasing of words.²

In the context of this research, developing English vocabulary will be focused on the use of guessing words game as an attempt of improving the seventh grade students' English vocabulary of SMP Negeri 10 Palu.

2. Guessing words game: In general, games an activity that people do to have some fun³. Games are activities in which there are rules, and in particular. Guessing words game is a game played to guess words by using cards. This game has certain rules, and can be played by two persons or a group of persons.

²Oxford, *Learner's Pocket Dictionary*, (4th edition, Oxford University Press, 2011), 222

³AS Hornby, "The Effect of Games on EFL Learners' Vocabulary Learning Strategies". *International Journal of Basic and Applied Science* 01, No. 02, Oct (2012), 252-256

CHAPTER II

REVIEW OF RELATED LITERATURES

A. Previous Research Findings

Researches on the attempts of improving English vocabulary among students have been conducted by some researchers; among others were Muhammad Rusyaid, Dewi Nur Halimah and Ika Rahmadani Lubis. In his research, applying jumbled letter game to improve students' English vocabulary Muhammad Rusyaid found that using jumbled letter game could improve students' English vocabulary mastery⁴; and Dewi Nur Halimah research found that applying story telling could improve students' English vocabulary mastery⁵; And Ika Rahmadani Lubis research found that applying fly swatter game was effective in improving students' English vocabulary⁶.

The above three researchers were effective of applying certain strategies (jumbled letter game, story telling, and fly swatter game) to improve students' English vocabulary. Even though this current research is on the developing students' English vocabulary; it was different from the three researches pointed out above because this current research applied guessing words game to develop students' English vocabulary by conducting classroom action research.

⁴Muhammad Rusyaid, "Improving the Students' Vocabulary Using Jumbles Letter Game to the Second Grade of MTS Kajura, a Thesis (STAIN Watampone 2014)

⁵Dewi Nur Halimah, "Improving the Students' Vocabulary Mastery by Using Story Telling to the Seventh Grade of SMP Ta'mirul Islam" a Thesis (Islamic Institute of Surakarta 2017).

⁶Ika Rahmadani Lubis, "Improving Students' Vocabulary Mastery by Using Fly Swatter Game in the First Grade of MTS PAB 1 Helvetia, Skripsi (English Department University of North Sumatra Medan 2017).

B. Vocabulary Defined

This research was about developing students' English vocabulary, but it is necessary to establish first what vocabulary means to focus on teaching it. This is intended to remind readers of the importance of vocabulary to language learning

What is vocabulary? Vocabulary is one of language elements that important in English. Vyogotsky in Thornbury says that a word is a microcosm of human consciousness.⁷ It means that if the vocabulary is assumed like the cells that make up the organs in the human body, so it is a component of language that we must learn first before the four skills in English. Vocabulary is the total number of words in a language; vocabulary is a list of words with their meanings⁸.

It means that vocabulary is items of word which has different meanings and vocabulary is a list of all words that are taught and learned in the foreign language. And vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. It means that vocabulary is a centre of all languages, it is used by every skills in English. Vocabulary has important role in developing another skills.⁹

⁷Scott Thornbury, *How To Teach Vocabulary* (England: Pearson Education Limited, 2002), p. 1

⁸A S Hornby, "Oxford Advanced Learner's Dictionary of Current English", *English Dictionary* (5th edition) (Oxford: Oxford University Press, 2010), p. 1662

⁹Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*(New York: Cambridge University Press, 2002), p.255

Based on theories above it can be concluded that vocabulary is collection of words in one language that have different meanings. Vocabulary is centre of language, because it is used when we learn the four skills in English and they are used by all people from all countries and profession as a communication tool. Vocabulary is the most important things in studying English. Students' will be easy to understand the meaning of words when they listen, speak, read, and write in English, by mastering vocabulary we must learn vocabulary, because it is the fundamental of us to express ourself and as a tool to understand the meaning of everyone expression.

Without vocabulary it is impossible to learn language. Vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. Vocabulary addresses single lexical items words with specific meanings, but includes lexical phrases or chunks.

For the purpose of this research, it is vocabulary as the single words will be developed among the students as the subject of this research; instead of vocabulary as the lexical chunks and phrases of two or more words.

C. Kinds of Vocabulary

There are at least five kinds of vocabulary; they are as follows:

1. Word Classes

Word classes are as parts of speech such as noun, verb, adverb, adjective, pronoun, preposition and conjunction. In this research, the researcher focused in using noun to teach vocabulary in junior high school at SMP Negeri 10 Palu. It can be seen from the test in cycle 1 and cycle 2. Before the students learn about

word families, word formation, collocation and homonym, the research want students focused in one theme. It started from noun.

2. Word Families

Word families deal with affix and the shift of word. Example:

- (a) play-plays-played = inflected
- (b) play-replay-playful = derivatives

3. Word Formation

Word-formation can denote either a state or a process, and it can be viewed either diachronically or synchronically. For example:

- (a) Compounding = second-hand, word processor, typeresearcher
- (b) Blending = information + entertainment = infotainment
- (c) Clipping = electronic mail = email Influenza = flu

4. Collocation

Collocation can be called as two words usually found together. Example

- (a). This week, (b). once more, (c). once again, (d). as well.

5. Homonym

Homonym is a word that has the same form but is different in meaning. Example :

- (a). **well** as noun means a shaft usually lined with brick or stone, for obtaining water from underground source
- (b). **Well** as adjective means *good, right or satisfactory manner*
- (c). **Left** as adjective is the opposite of *right*
- (d). **Left** as verb is the past form of *leave*¹⁰

D. The Importance of Learning Vocabulary in English

Why should a learner of English learn vocabulary? Vocabulary is more important to students than grammar for communication purpose, particularly in

¹⁰AS Hornby, Oxford Advanced Learner's Dictionary of Current English (third edition). New York: Oxford University Press, 1974), 483

the early stages when students are motivated to learn and study English automatically they need additional vocabulary to become more proficient in their own choice of words and expressions¹¹.

Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is one of language elements that important in English. Vocabulary is a microcosm of human consciousness¹². It means that if the vocabulary is assumed like the cells that make up the organs in the human body, so it is a component of language that we must learn first before the four skills in English.

Without grammar little can be conveyed, without vocabulary nothing can be conveyed. For this reason, a person who wants to be able to communicate in a certain language has to master the vocabulary of that language for the first time. Vocabulary as one of the language aspects have to be learned when people learn a language. Mastering vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading.

A learner of the foreign language will speak fluently, write easily, or understand what they reads or hears if they enough vocabulary and has a capability of using it accurately. It is impossible for the students to read, to write and to speak in a foreign language without having enough knowledge of the

¹¹Roger Gower. et. al. *Teaching Practice Handbook*, (Thailand: Macmilan, 2005), 42

¹²Scott Thornbury, *How To Teach Vocabulary* (England: Pearson Education Limited, 2002).1

vocabulary. Learning the new vocabulary does not only mean memorizing the forms of the words but also understand their meanings.

Vocabulary is one of the components of a language, besides sound system, grammar and culture. Students who want to learn a target language, in this case English, of course have to learn those elements. Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students master all the language and the skills like speaking, listening, writing, and reading.

Learning English especially mastery vocabulary as a second language needs to be learned from an early age started junior high school, before individuals enter adulthood. Because the memory has been reduced when adulthood. When it reaches that time obstacles will be encountered so that the results obtained are not optimal, especially in memorizing and pronunciation of the foreign language. Therefore mastering vocabulary from junior high school is important because, the vocabulary learned is still basic and the memory power is still strong.

Vocabulary mastery will make students practice the structure more easily. It is for students in order to communicate in daily life and will strengthen their belief that English can be used to express the same ideas or feelings they express in their native language¹³. To make it easy to learn English vocabulary, the researcher applied guessing words game. Guessing words game is one of games technique which used to develop the ability in English, especially to develop vocabulary because students' will be focus about one theme that teacher gives in every

¹³Arum Nisma Wulanjani, "*The Use of Vocabulary-Games in Improving Children's Vocabulary in English Language Learnin*"g, *Transformatika*12, Nomer 1, Maret (2016).

meetings. This game need one person to explain the characteristics of the theme and the others will guess what the word is.

Guessing words game can be played by two persons or a group. In learning new language, learners would apply as many strategies as possible in order to master the target language in the shortest time possible. Most of the strategies practiced are usually focus on the vocabulary acquisition. The reason is that vocabulary is the smallest unit learners need to know in order to use the target language properly¹⁴.

The process of learning vocabulary involves four stages:

1. Discriminate: this is the basic, first step. It involves the ability to distinguish sounds and letters. From the sounds and letters of similar words when listening and reading and to keep them distinct when speaking and writing.
2. Understand of meaning: this means understanding the concept of the foreign word or phrase. It means if students understand about one word, they must also understand the meaning.
3. Remember: the next step after introducing and explaining new material is ensuring its retention. Once students have found out the meaning of a word, they have no reason to attend to it anymore.

¹⁴Ismail, N. S., Zaid, S. B., Mohamed,M.H., & Rouyan, N. M. “*VocabularyTeaching and Learning Principles in Classroom Practices*”. Arab World English Journal, 8 (3). (2017)

E. The Advantages and Disadvantages of Guessing Words Game

1. The Advantages of guessing words game

- a. Guessing words game makes learning teaching process more interesting to students, so it can increase their motivation to develop their vocabulary;
- b. Guessing words game helps the teacher in teaching vocabulary easily;
- c. Guessing words game helps students to memorize vocabulary well;
- d. Guessing words game can make the students' solidarity to expand to other students because they can cooperate in their group.
- e. The class gets very noisy every student has changed to speak, and guess the word. The meaning is the students active in learning process.

2. The Disadvantages of guessing words game

In addition to the advantages of guessing words game, there are some disadvantages of it as follows:

- a. Using guessing words game needs long time.

F. Using the Guessing Words in Teaching Vocabulary

Guessing words game is a game in which an individual or a team tries to answer a question that has been given several keywords related to the vocabulary. The concept of guessing game can be applied in teaching, by using interrogative sentence begun with question word "what" or "who"

1. The First Activity

- a. The researcher prepares some themes of vocabulary; and gave the paper that contains vocabulary to students.
- b. The researcher read in a loud voice and students must follow it so that students easily understand how to pronounce the vocabulary;
- c. Before starting the game, each student has to memorize it;
- d. The researcher repeats vocabulary that be studied for two meetings.
- e. The researcher divides students into two groups;
- f. The researcher gives instructions on how to play guessing words game.

Game Instructions:

- a. The researcher gives instruction about the guessing words game clearly.
- b. The students obey the instruction.

2. The Second Activity

- a. The researcher prepares some themes of vocabulary;
- b. The researcher divides students into three groups;
- c. All students should understand and memorize the vocabulary;
- d. The researcher random vocabulary according the theme in each meeting.
- e. One of students in group goes forward, took the card, and explained the characteristics of the vocabulary. The students from each group

have given an opportunity to guess and ask questions, one student only has 2 opportunities to ask/guess.

- f. Student who can guess, are replaced by students who give guesses.

Almost all students got turns to stand up in front of class and explain the characteristics of the theme to their friends or another group. Another group members who knows the answer will have the chance to rise his/her hand and guess the word;

- g. Each group that can guess many words, and know the meanings of the word will be given a prize.

Whenever the students are still low in vocabulary and they still find it difficult to remember the vocabulary along with their meanings, the researcher apply a new technique in developing students' English vocabulary, because not all students will get the turn in playing guessing word game in front of the class. The researcher provides teaching techniques that are different from the goal, the goal is wants to find to what extend students can capture the vocabulary teaching that the teacher has delivered to the students. The teacher makes guessing word game as a tool of competition; the researcher divides the students in two groups. And all members in the group take turns to come forward to write vocabulary and their meanings. The researcher gives time to each group will be faster. The purpose is to make the students excited. The researcher gives a short time to the students to make them focus more on memorizing vocabulary other wise their group will lose in completion. Learning process must be done quickly and precisely by students. The winning group will get a prize.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was designed as classroom action research (CAR) employing qualitative approach. Action research is conducted by teachers who want to do something to improve their own situation.¹⁵ In addition, Kemmis and Mc Taggart defines action research as:

A form of self-reflective by participants (teachers, student or principals, for example) in social (including educational) situation in order to improve rationality and justice of (a) their own social and educational practice, (b) their understanding about this practices, and (c) the situations (and institution) in which these practices are carried out.¹⁶

Action research is research that is carried out by a teacher in order to improve the situation concerning the teaching process. It was refers to students' learning achievement. The teacher in this case conducted classroom action research in order to improve or recover the problem. Therefore, there was a learning problem to solve in carrying out the action research.

Based on the function of the action research above, the researcher designed this research as classroom action research by: formulation the problem in teaching and learning activities that plan the action. The researcher also observed the

¹⁵Sagor, R. *How to Conduct Collaborative Action Research. ASRD*. (Alexandria. Virginia: USA 1993),70

¹⁶Kemmis, S. and Mc Taggart, R. *The Action Research Planner*. (third edition). Victoria, Australia 3217:Deakin University Press (1988)

implementation of the plan and finally conducted a reflection. The researcher applied this technique as stated by Kemmis and Mc Taggart.

‘Action research starts with small cycles of planning, acting, observing, and reflecting’¹⁷. This action research carried out collaboratively. The researcher collaborated with her teacher collaborator. The collaborative action research involves at least two persons as the main actors of the researcher’s action and this research team works together to cope with the problem in a single classroom research¹⁸

Classroom action research is a kind of research that is conducted in the classroom by a teacher. CAR is a kind of research that has reemerged as popular way of involving practitioners, teachers, and supervisors. From the explanation above, the researcher concluded that classroom action research can be done by teacher, researcher, and teacher in university with involves a group of students to improve teaching and learning process or to enhance the understanding of the students to the lesson.

Action research is an essential tool that empowers teachers to find their own answers to their own questions. Anne Burns, a well-respected action researcher specializing in foreign language teaching, has been helping teachers from around the globe in their journey to improve their professional practice.¹⁹

¹⁷Kemmis, S. and McTaggart, R in McNiff. *The Action Research Planner*. (third edition). Victoria, Australia 3217:Deakin University Pressm (1988), 25

¹⁸Nunan, D. *Understanding Language Classroom*. Cambridge: (Cambridge University Press, 1989)

¹⁹Anne Burns, *Doing Action Research in English ‘: A guide for Practitioners*(New York: Routledge,2010), 8-9

There are four components in one cycle for doing classroom action research.

It consists of 4 steps:

1. Planning

Plan as the first step of research to identified the problems. It is a plan to conduct treatment. So, it can improve students' vocabulary. Planning means make a plan for the action that would be conducted in order to improve learning practice, in details and clear manner. This planning is made based on the problems encountered. Action means perform the planning. Generally this action is in form of learning using certain method according to the planning, which according to researcher assumption has benefits.²⁰

2. Acting

After planning the concept, the researcher carried out the treatment refers to the plan that has been made. The researcher conducted a pre-cycle before applying the treatment.

3. Observing

Observation is the activity of observing the data collected in order to know learning method, students would be able to increase their vocabulary ability. What extent the action activities have reached the objectives of the study. In this step, the researcher identified and analyzed the data collected during the treatment.

4. Reflecting

Reflecting is the activity of evaluating critically the progress of change of the students' in this step, the researcher observed whether the action has obtained

²⁰Jean McNiff, *Action Research : Principle and Pracice*, (LondonMacmillan Education, Ltd. 1988), 28

improvement. To support the study, the researcher used interview and test to gather the data.²¹

B. Research Subject

In this research, the researcher took the sample on the students of seventh 'D' grade at SMP Negeri 10 Palu.

C. Procedures of Data Collection

The procedure of this action research for each step can be described as follows:

The researcher identified the students' problem. The problems which include factor causing the lack of vocabulary of the students. In this research, the researcher used several instrument in collecting the data, the problem identified by using four techniques:

1. Observation

Observation is the process of observe and write the phenomena that happen in class systematically or to know both the teachers and the students behavior during the teaching and learning process. The model of classroom management and the teacher's technique in teaching vocabulary.

In this research, observation was done during the action research as a method to observe the teaching process and the students' activity. The researcher observed the event in class during the lesson or the treatment used check list to get the data.

²¹Kemmis, Stephen, McTaggart, Robin, *The Action Research Planner*, (Victoria: Deakin University. 1999), 10

Observation checklist was used to make the observation process easier, the aspect that observed were concerned to teacher explanation, being enthusiastic, seriousness in discussion, responding to question, asking question and accomplishing the task.

2. Interview

The way of Pre-action data collecting used interview guidelines. It was the second technique to get more information in collecting data. There were 2 kinds of interview which were used. They were: direct interview and indirect interview.²² The interview conducted to both English teacher and some students who participants of teaching learning process. The Interview of teaching English at SMP Negeri 10 Palu conducted before and after implementing guessing words game in teaching vocabulary. Then the result of interview took as guidelines to complete the data needed

3. Test

A test supposed to be able to measure learning outcome which distinguish the every single student's ability between students who already mastered and those who has not yet mastered the learning material. This technique was used to find the students' improvement of understanding vocabulary through guessing words game. Therefore, testing is one of the powerful tools to measure students' abilities as well as enhance their attitudes towards learning.

In short, a test as an instrument of evaluation is a systematic procedure of description, collection and interpretation in order to measure the test taker's

²²Suharsimi Arikunto, Prosedure Penelitian,(jakarta: RinekaCipta, 2010), 172

achievement ability, knowledge, and performance that they have been learned in learning process and to get a value judgment. The successfulness of the teaching and learning can be seen in the test's results and the purpose of a test was able to give the valid information on the students' abilities and knowledge.

4. Documentation

Documentation is gathering evidence and information such as images, record audio, students' worksheet and other reference material. So documentation is important data collection that supports the completeness and accuracy of research data.

D. Procedure of Classroom Action Research

The researcher used a Classroom Action Research (CAR). The method was how the teacher can organize the teaching and learning condition from their own experience. They can try an idea as reparation in their learning teaching process and look the real effect of the efforts. There were four components in one cycle for doing classroom action research. It consists of planning, acting, observing, and reflecting. This classroom action research conducted in two cycles as follows

1. Cycle 1

In the first cycle, the researcher wanted the students to memorize the vocabulary.

The procedures as follows:

a. Plan

1. Arranging lesson plan;
2. Preparing vocabulary related to the material;

3. Preparing teaching material;
4. Preparing checklist observation;
5. Making the test instrument of cycle 1.

b. Action

1. The researcher as a teacher explained the material;
2. The researcher as a teacher gave the vocabulary on the paper to the students;
3. The researcher divided students into 2 groups.

c. The main of observation is to check:

1. The students' activities in memorizing the vocabulary.
2. The students' responses during the teaching and learning process;
3. The students' vocabulary improvement.

d. Reflecting

This step is analyzing the whole action that has been done. Based on the data that had been collected, teacher and researcher discussed and made evaluation to determine the next cycle.

2. Cycle 2

a. Plan

1. Identifying the problem and make the solution for the problem;
2. Arranging lesson plan;
3. Preparing word related to the material;
4. Preparing teaching material;
5. Preparing checklist observation;

6. Making the test instrument of cycle 2.

b. Action

1. The research explained the material;
2. The researcher shown the card to the students;
3. The researcher asked students to work in group and individually;

c. The main of observation is to check:

1. The students' activities in playing guessing word game;
2. The students' responses during the teaching and learning process;
3. The student's vocabulary improvement.

d. Reflecting

This step was analyzing the whole action that has been done. Based on the data that had been collected, the researcher made evaluation based on the activities before. The researcher analyzed the result of all tests and compared the whole result of the students' achievement. As a result, researcher made conclusion in conducting classroom action research. This study used descriptive statistical analysis to find out the improvement of students ability in vocabulary using guessing words game.

E. Technique of Analyzing Data from the Observation

The observation in this research conducted three times, before the treatment or preliminary research, during cycle 1 and cycle 2. The researcher check observation checklist, and then analyzed by calculating the percentage from the checklist using as the pattern below:

$$\text{Percentage \%} = n : N \times 100 \text{ 100\%}$$

n = the score of student

N = the sum of total score

% = the percentage of the explanation

F. Criteria of Success

The criteria of success in this action research are follows:

1. The students achieved the minimum individual score of 70. Based on the minimum standard of learning achievement of SMP Negeri 10 Palu in English teaching.
2. When the students can guess the words in learning vocabulary. It means the game is success to improve the students' vocabulary.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter refers findings and discussion. The instruments of data collection, as pointed out in chapter III, were observation sheets, interview, achievement test, and documentation. The data gathered through the instruments of data collection were findings and discussed in this section. In this research, the researcher presents into three sections. The first is General Description of the Research Place, the second discusses is the reconnaissance step. Then the third section presents the implementation of the action and discussion.

A. General Description of the Research Place

1. Research site

SMP Negeri 10 Palu is located jalan cumi-cumi No 40, kelurahan Lere, West Palu Subdistrict, kode pos 460497, which is one of the State Junior High Schools located in West Palu. The building was built in 1986 based on the Decree of the Minister of Education and Culture of the Republic of Indonesia No.0886 / 0/1986, dated on December 22th 1986.

2. Condition of School, Teachers and Staffs SMP Negeri 10 Palu

a. Total of teachers, and staffs

Total of teachers are 52, 44 PNS teachers and 8 Non-PNS. 13 Staffs.

Table I
Total of the teachers and the staff

No.	Staff	Person	Total	Note
1.	Head Master	1	49 Persons	
2.	Vice headmaster	2		
3.	Teachers	38		
4.	Honorary teachers	8		
No.	Administrative Officer	Person	Total	Note
1.	Head of administration	1	17 Persons	
2.	Jobholder	6		
3.	Non jobholder	6		
4.	Security	4		

Source data: SMP Negeri 10 Palu. 2019

b. Total of students

Total of students in academic years 2019-2020, 520 with details as following:

Table II
Condition of Students in 2019 years

No	Class	Total class	Total students	Note
1.	Kelas VII	8	192 Persons	
2.	Kelas VIII	7	198 Persons	
3.	Kelas IX	6	130 Persons	
Total	3 class	21	520 Persons	

Source data: SMP Negeri 10 Palu. 2019 years

c. Total of rooms

Total rooms in SMP Negeri 10 Palu are 49 rooms, the details are as follows:

Table III
Condition of school in SMP Negeri 10 Palu

No	Name of room	Total	Condition
1	Classroom	21	Good
2	Headmaster's room	1	Good
3	Vice headmaster's room	1	Good
4	Teacher's and staff room	1	Good
5	Guidance and Counseling	1	Good

6	Administration room	1	Good
7	Library room	1	Good
8	Language Laboratory	1	Good
9	Multimedia	1	Good
10	Laboratory Skill Room	1	Good
11	Computer Laboratory	1	Not Function
12	Sciences Laboratory	1	Good
13	Warehouse Room	1	Good
14	Sport room	1	Good
15	Aula	1	Not Function
16	UKS Room	1	Good
17	Osis Room	1	Good
18	Mosque	1	Good
19	Toilet for headmaster	1	Good
20	Toilets for Students	4	Not Function
21	Toilet for Teachers	1	Good
22	Canteen	5	Good
Total		49	

Source: Facilities and condition observation of SMP Negeri 10 Palu

Table III: The table above shows that toilet for students, aula, lab computer in SMP Negeri 10 Palu is not function because the tragedy of the earthquake and tsunami that occurred on September 28th, 2018. Many plants were damaged and trees were uprooted by the tragedy.

B. Research Findings

In this part the researcher discusses about the finding of the process in learning vocabulary and the students' problem in learning vocabulary by using guessing words game. The research findings present the description of reconnaissance and the implementation of the action in the teaching learning process. There are two cycles in teaching learning process, each cycle divided into three meetings.

1. Reconnaissance

In this step, the researcher identified problems which occurred in the English teaching learning process at the seventh grade of SMP Negeri 10 Palu. The researcher identified problems related to the teaching vocabulary. The field problems were collected through a classroom observation, and interview. Observation: The observation started on Wednesday, August 7th, 2019. In the Process of Learning English Vocabulary by Using Guessing Words Game: The researcher employed an observation to know how is the process of learning English vocabulary by using guessing words game and the problem that may rise in the process of learning. The observation conducted in Three meetings, in cycle 1 the researcher combined all the theme in third meeting. The result were, the students still confused although the researcher had to explained, some of students did not focus and did not interested because many vocabulary they should be mastered. In cycle 2 the researcher divided the vocabulary for each meeting, the result is the students' vocabulary increased.

The researcher asked the students' about their impression in learning English. As Andini's statement;

*"I think learning English is easy but sometimes it is hard. Hard because many vocabularies that the teacher give and the material that is given by the teacher is too much in 1 meeting' it makes me difficult to learn English"*²³

Shinta stated that;

"In my opinion whether it is good or not to learn English, it depends on the teacher. Sometimes the teacher teaches by public speaking model, and

²³ Andini, Interviewed on August 07th 2019

*it makes me not interested. But, if the teacher is good for using technique it makes me understand well and I am very excited to learn English ”*²⁴

Yusran's statement;

*“In my opinion learning English is easy and memorable in my life because all the time I got a good teacher with good techniques and that made me always excited about learning English ”*²⁵

From the students' statement above the researcher found Andini got difficult in learning English because the material is too much in one meeting, Shinta difficult in learning English because the teacher was not good in using technique, and Yusran interested in learning English from the way the teacher used the techniques. Three statements can influence the students' in learning English.

The researcher asked the teacher's difficulties during teaching vocabulary process:

The teacher's statement;

*“The students usually difficult in memorizing vocabulary, and still low in vocabulary because the students in SMP Negeri 10 Palu did not learn English well on their previous school (elementary school). It makes the teacher difficult to explain material ”*²⁶

After doing the observation, interviewing the English teacher and some of students, the researcher did conclusion about the problems occurred in the class. Based on the conclusions, the researcher identified some problems that were found in the field. Firstly, the students difficult to memorize because many vocabularies. Secondly, the teacher was not good in using technique. It made the students did not excited to learn. Thirdly, the teacher taught the students by public

²⁴ Shinta, interviewed on August 07th 2019

²⁵ Yusran, Interviewed on August 07th 2019

²⁶ The teacher, Interviewed on August 08th 2019

speaking model and students could not memorize according to vocabulary order or by random and the last students difficult in memorizing vocabulary, and still low in vocabulary because the students in SMP Negeri 10 Palu did not learn English well at elementary school.

After the field problems were identified, the researchers were focused on teaching technique and the students. The problems were taken because it affected the students' vocabulary. Therefore, the problems needed to be solved soon. It was expected that solving the problems carried out improvements to their vocabulary.

2. The implementation of action

After knowing the situation of the students, the researcher implemented the action by teaching vocabulary through guessing words game. The classroom action research covered two cycles. Each cycle consisted of four steps which include: 1.Planning the action, 2.Implementation the action, 3.Observing the action, 4.Reflecting the observation result. Every cycle was held in three meetings, and every meeting spent about 60-90 minutes. Topics discussed in the first and second cycle about animals, family members, things in the classroom, name of days, name of month, and numbers. It was undertaken from Thursday 22th august until 12th September 2019.

The more detail description of the implementation can be seen in the following section.

a. Cycle 1

1). Planning the action

The action's plan for the first cycle was made based on the problem identified. The researcher conducted an action by using guessing words game to developing students' vocabulary. Before the action was implemented, the researcher prepared the lesson plan and everything related to action research. The researcher explained how to play guessing words game:

Firstly: before playing guessing words game the students' should memorize vocabulary in two meetings, the researcher gave all the text about vocabulary. After the students' mastery all vocabulary, the researcher started a game and combine all theme in third meeting. The researcher divided students into two groups. The researcher random all vocabulary card in third meeting, one of students in group should take it and explain the characteristics with all students. And all groups should guess it.

2). Implementation the action

In the first cycle, the researcher explained about what is vocabulary, gave an example and the function. Each cycle was conducted in three meetings. The action was divided in three terms namely opening, main activity, and closing.

a. First meeting

1). Opening

The first meeting was conducted at 08.00-09.00 on Thursday, August 22th, 2019. The topic of vocabulary was memorizing the name of animals, name of month and things in the classroom. The researcher began the activity by greeting

the students (warming up), checking their attendances, explaining the objective/background of learning, the benefit of learning, and preparing the students to learn. This initial activity were carried out with the aim of attracting the attention of students, fostering student learning motivation and providing references about learning to be carried out. This activity consists of 2 sessions: 1. Consist the meaning of words 2. and how to pronounce vocabulary. In this session students listen and repeat the researcher's pronunciation.

2). Main activity

The researcher asked the students what is vocabulary? Some of students answer vocabulary has a word in sentences that have meaning and divided into 2 words, standard and non standard. And the researcher tested one word, what is cat in Indonesian? The students answer 'kucing'. Good students, it is the example from vocabulary. The researcher tested students' vocabulary before giving out the vocabulary to be learned. The function is to see the extent the students' abilities. And the researcher distributed papers containing all vocabulary, because the theme at the first meeting about animals, name of month and things in the classroom, the researcher focus read a loud about animals, name of month and things in the classroom and the students should follow it. This technique is useful so that students can memorize easily and have a good pronounce. And the last the researcher asked the students to focus and memorizing by themselves. For those who have memorized come forward to memorizing in front of the researcher.

3). Closing:

Before the researcher closed the class, the researcher told the students to memorize family members, name of day and numbers for next meetings by good pronounce, and understand the written. And the chairman prepared the class to pray before they went home.

b. second meeting

1). Opening

On Friday, 23th August 2019, the researcher started the lesson at 08.00-09:55. The topic of vocabulary was memorizing the name of family members, name of day and numbers. In this activity, the researcher began the teaching by greeting/ warming up, checking students attendances, explaining the objective/ background of learning, the benefit of learning, and preparing the students to learn. The chairman lead prayed before they were studied.

2). Main activity

The researcher asked to students, what material we learned yesterday? Did you remember? And the students answer 'memorizing the vocabulary according to the book's guidelines'. What were they? Students answer, 'about animals, name of month and things in the classroom'. Good students! The researcher asked students, what vocabulary you should memorize today? And the students answer about family members, name of day and numbers. The researcher read aloud about the theme. And students follow it. After the students understand and memorize. The researcher called the students' name. And the students went forward to memorize vocabulary.

3). Closing

Before the researcher closed the class, the researcher asked the students, what subject that we have learnt today? And the students answer, today we have learnt about name of family members, name of day and numbers. The researcher asked some of vocabulary, the students could answer. The chairman prepared the class, pray and say thank you to the researcher.

c. Third meeting

1). Opening

On Thursday, 29th August 2019, the researcher started the lesson at 08.00-09:00. The topic of vocabulary was playing guessing words game about the name of Animals, family members, name of month, name of day, numbers and things in the classroom. The researcher began the teaching by greeting/ warming up, checking students attendances, explaining the objective/ background of learning, the benefit of learning, and preparing the students to learn. The chairman lead prayed before they were studied.

2). Main activity

The researcher asked students, what material we learned yesterday? Students answer family members, numbers, and the name of the day. The researcher asked student one by one about the material. The example 'how do you say 'sister' in Bahasa/Indonesia? Or how do you say 'saudara laki-laki' in English? The students could answer. Before the researcher started the game, the researcher repeating vocabulary from the first cycle and second cycle to make students memorize well and understand all vocabularies. Then the researcher

divided 2 game groups based on their name order in the absence list. Therefore, the students were not free to choose which group they liked best to involve.

The reason for using this technique of grouping was training the students to help their friends to guess the word. The game started, the researcher' randomize all vocabularies, the researcher chose one of students go forward took one card and describe the characteristics and another students guess it. The game finished and the researcher tested the students by multiple choice questions essay and matching questions. Based on the observation, it was found that most of students still lack vocabulary. Some of them could finish the work in short time but some could not.

3). Closing

Before the researcher closed the class, the researcher ask the students. What the subject that we have learnt today? The students' mention, today we have learnt about name of day, name of month, family members, animals, things in the classroom and numbers. The researchers tried to remind the students' vocabulary before they went home. The chairman prepared the class, pray and say thank you to the researcher.

A. The Students' English Achievement In Cycle 1:

Below is the correct answer of essay test:

Table IV
Total essay score of students in cycle 1

No	Name	The correct score of students
1	Abrayam Ismail	26
2	Al-Adlu	29
3	Fauad	30
4	Indra Bayu	30
5	Moh.Aditya Saputra	26
6	Moh.Yusran	32
7	Rayhan Nasir	29
8	Rizki Akila	24
9	Rizkial Hidayat	26
10	Miranti	10
11	Elzi	26
12	Miftahul Jannah	19
13	Moh.Fathir	19
14	Andini Rara Anjani	20
15	Nabila	22
16	Nur Indah	20
17	Nurul Shinta	20
18	Sigit	19
19	Tiara Bella	15
20	Tri Nur Rahmadani	24
21	Tri Rafi Irwan	13
22	Arya	7
23	Ilzayat Gifari	21

B. The Students' Match Test Score

Below is the correct answer of matching test:

Table V
Total match score of student

No	Name	The correct score of Students	Totaled correct of essay test and matching test.
1	Abrayam Ismail	14	40
2	Al-Adlu	14	43
3	Fauad	13	43

4	Indra Bayu	13	43
5	Moh.Aditya Saputra	14	40
6	Moh.Yusran	14	46
7	Rayhan Nasir	14	43
8	Rizki Akila	14	38
9	Rizkial Hidayat	14	40
10	Miranti	6	16
11	Elzi	14	40
12	Miftahul Jannah	8	27
13	Moh.Fathir	8	27
14	Andini Rara Anjani	13	33
15	Nabila	14	36
16	Nur Indah	13	33
17	Nurul Shinta	13	33
18	Sigit	8	27
19	Tiara Bella	12	27
20	Tri Nur Rahmadani	14	38
21	Tri Rafi Irwan	12	25
22	Arya	6	13
23	Ilyazat Gifari	14	35

C. Average Score Of Students' In Cycle 1:

Table VI total students successful are 10 and unsuccessful are 13.

Table VI
Students' result in cycle 1

No	Name	Score	Category
1	Abrayam Ismail	74	Successful
2	Al-Adlu	80	Successful
3	Fauad	80	Successful
4	Indra Bayu	80	Successful
5	Moh.Aditya Saputra	74	Successful
6	Moh.Yusran	85	Successful
7	Rayhan Nasir	80	Successful
8	Rizki Akila	70	Successful
9	Rizkial Hidayat	74	Successful
10	Elzi	74	Successful
11	Moh.Fathir	50	Unsuccessful
12	Miranti	30	Unsuccessful
13	Andini Rara Anjani	61	Unsuccessful
14	Nabila	67	Unsuccessful

15	Nur Indah	61	Unsuccessful
16	Nurul Shinta	61	Unsuccessful
17	Sigit	50	Unsuccessful
18	Tiara Bella	50	Unsuccessful
19	Tri Nur Rahmadani	67	Unsuccessful
20	Tri Rafi Irwan	46	Unsuccessful
21	Arya	24	Unsuccessful
22	Miftahul Jannah	50	Unsuccessful
23	Ilzayat Gifari	65	Unsuccessful
Total		1.453	

Cycle 1: Total number of essay test is 20 numbers and total matching test is 7 numbers. $20+7=27$ numbers. 1 number correct the score is 2, if there is an error writing the score is =1. Total essay score: 40 (It is from $2 \times$ total essay test) $2 \times 20=40$), totaled Matching score: 14 (It is from $2 \times$ totaled matching test $2 \times 7=14$). If all test correct total score is = 54.

The example from Al-adlu, look at table VI. How Al-adlu got 80 scores? Total correct answer's Al-Adlu on table V is $43:54 \times 100=80$. From students' data obtained in the first cycle is unsuccessful with average amount:

$$\begin{array}{l} \text{Total score of students} \\ \text{Total of the students} \end{array} = \frac{1.453}{23}$$

$$\text{Average score of students} = 63,17$$

$$\begin{array}{l} \text{Successful percentage} \\ \end{array} = \frac{10 \text{ students}:23(\text{total students}) \times 100\%}{= 43,47\%}$$

$$\begin{array}{l} \text{Unsuccessful percentage} \\ \end{array} = \frac{13 \text{ students}:23(\text{total students}) \times 100}{= 56,52}$$

The average score of students in cycle 1 was 63,17 while learning achievement (KKM) of English subject is 70. It can be seen the learning was unsuccessful. From the first cycle it doesn't work well, then researcher continues

to second cycle. The researcher tried to make a discussion with an expert and the English teacher about what step that the researcher did in the next cycle. The result of the discussion were the researcher have to change the management class, and the researcher should made 3 groups to make students do not talk too much with their friends, then in next cycle the researcher changed management class. In the first, second and third meeting the researcher should determined the theme to make students focus with that theme and made 3 groups to make students not talk too much. Finally, our discussion finished.

3). Observing the action

Observing was very important to do, because it was done to know the students' improvement. The researcher observed the whole vocabulary activities by each person. The researchers asked students to memorize the vocabulary. And the researcher got the problems in learning process. The problems in memorizing vocabulary are:

1. The students lack of vocabulary. The problem students do not know the meaning of the material on the book.
2. Students are not excited to memorize vocabulary. Because it makes students bored if the researcher do not know how to used technique.
3. The vocabulary too much. Some of students got difficult in memorizing the vocabulary.
4. And the way students' memorize is only fixated by rows of vocabulary.

4). Reflection the action result

From the observing above, it shows that the result of cycle 1 is: 63,17 it is needed to be improved. The following table shows problem and action related to solved related to the fields problem.

Table VII
Action to Solved the problem

No	Problem	Action
1	Students have difficulty in memorizing if the vocabulary is random.	The researcher gave an easy way to memorize by guiding students to repeat vocabulary. And the Researcher gave the test to students and tried to ask the student one by one.
2	The teacher was not quite right in applying teaching techniques.	The researcher gave different technique to make student interest and enjoyable

Cycle 1	Cycle 2
In teaching learning process, the researcher combined all theme of vocabulary in third meeting. It makes students do not focused with one theme and students were exhausted to guess a lot of vocabulary while playing.	Changed strategy. The researcher did not combine all vocabulary in one meeting or last meeting. But, playing guessing word game one meeting to theme. It makes student easier to guess the word.

In the first cycle the researcher used a technique that was not good because the researcher combined all the vocabulary material at the last meeting. The result the vocabulary is too much and it made students exhausted and not focused on 1 theme. To solved the problem the researcher changed teaching technique in cycle 2 with different technique.

After the researcher evaluated in first cycle, the researcher found that students' vocabulary results have not increased, then the researcher continues to the second cycle.

b. Cycle 2

1). Panning the action

Based on the reflection conducted in cycle 1, the researcher revised the planning of action. The researcher divided 23 students into two groups based on their name order in the absence list. As a result, the students did not focus and talk too much with their friends. Therefore in cycle 2, the technique of grouping the students was revised. In this case, the 23 students divided into 3 groups.

In cycle 1 the researcher combined all the vocabulary that will be guessed. It was different in cycle 2, the students guess the word according to the theme to make students focus. In cycle 1 the researcher found the problems, especially in memorizing activity, the students cannot memorize by random. The students' only focus on the vocabulary order. And the others problem is the students still lack in vocabulary.

Before doing the cycle 2, the researcher should created different technique. The researcher changed the way of memorization by repeating, asked students

vocabulary random, and playing guessing words game. So students were not focused according to the vocabulary row, and students enjoyed it more in memorizing vocabulary. Before started the game the researcher gave instructions how to play guessing words game.

Process guessing words game in cycle 2: The researcher made 3 groups in this cycle 2, every groups consist of 8 until 7 students. Every group has one student to come up. Researcher divided the theme of vocabulary in this cycle. In the first meeting the material were animals, name of months, and things in this classroom, second meeting the material were family members, name of days and numbers, and the last meeting the material were animals, family members, name of months, name of days, numbers and thing in this classroom. And the researcher asked one student from each group to come up. Researcher gave the card pictures to all students who came up. One student one picture card. The student that raised their hand and guesses the object correctly wins 2 point for their team. Such as: I am in your classroom my function is to write on the whiteboard what am I? The students from each group have given an opportunity to guess and ask questions, one student only has 2 opportunities to ask/guess. After guessing, students who explain vocabulary were replaced with guessers. Every group that can guess the object got 2 points. The first group won the game with the score 10 points and they get a prize.

2). Implementing the action

The action was implemented by the researcher. The topic presented in the cycle 2 was Animals and things in the classroom. The implementation of the

action in the cycle 2 consisted of three meetings. Each meeting was divided into three terms, namely opening, main activity, and closing.

a. First meeting

1). Opening

The first meeting in cycle 2 was conducted at 11.30-12:15, on Tuesday 3th September 2019. The topic was ‘animals and things in the classroom’. Opening was begun by greeting/warming up, checking the students’ attendances.

2). Main activity

The researcher explained the objective/background of learning, the benefit of learning, and preparing the students to learn. To attract students’ learning interest in the topic of guessing words game, the researcher asked some questions related the material. Such as

What kind of animals on this picture?

1. Have you ever seen?
2. Where do you see?
3. Could you explain the characteristics?
4. And do you know what thing is this?
5. What is the function of this thing?
6. Could you explain the characteristics?

If the students did not understand the points of the questions, the researcher sometimes asked them in Bahasa. In this activity the researcher tried to make the students to be able to construct their knowledge by relating their prior knowledge and experience to the material they learnt.

The researcher gave example how to explain the characteristics of the thing. Firstly the researcher described that thing. Example: This is animal, it is cute animal, you can find them in every where you are, she has 4 legs, the fur is smooth, she has many colors, this picture she has white color. She has a long tail, her voice is meow. Who is she? Example from chair: This thing has 4 legs. If you want to sit down you will need it. What it is? The students who went forward should describe that thing without saying the name of that thing.

After the researcher gave the example characteristic of cat, the researcher divided the students into 3 groups. Each group consisted eight students. And the researcher explained the guessing words game clue. The researcher gave random cards focused with the theme and the researcher chose one student to go forward in front the class, choose the card and explain the characteristics the animals and things in the classroom. All groups must guess it and who can answer the question go forward to describe the thing and the researcher gave a prize to the winner group and active students.

3). Closing:

The researcher asked and discussed about students' difficulties during the learning and teaching process. The researcher concluded the learning material together with the students. The researcher asked the students to find and memorize the meaning of some difficult word related animals such as wolf, lion, and tiger. And the researcher asked students to study about next material they were family members and numbers.

b. Second meeting:

1). Opening

The second meeting was conducted at 08.00-09.00 on Friday 6th September 2019. The topic was 'family members and numbers'. Opening was begun by greeting/warming up, checking the students' attendances.

2). Main activity

Firstly, the researcher asked students about the material in last meeting. 'Who's still remembered the vocabulary on Tuesday'? Some of students answer, animal and things in the classroom. The researcher asked student. What kind of word difficult you remembered? Some of students answer, they are: giraffe, tiger, and camel. And the researcher asked students to repeat five times so the students can easily to remember.

Secondly, the researcher explained the objective/background of learning, the benefit of learning, and preparing the students to learn. To attract students' learning interest in the topic of guessing words game, the researcher asked some questions related the material. Such as

1. How many family members do you have?
2. Could you explain the characteristic of your mother and your father?

The researchers choose one person to explain their parents in front of the class. And the researcher asked students to pay attention. The researcher asked student to sit with their groups. The researcher gave random a card focused with the theme and the researcher chose one student went forward to describe the

characteristics a thing. All groups must guess it, who can answer go forward. The researcher gave score for the winner group and active students.

3). Closing:

Before the researcher closed the lesson, the researcher asked students one by one about the vocabulary that was learned today. Because vocabulary must repeating so that it is always recorded in memory. The researcher asked students to study about name of month and name of day for next meeting. As usual, the chairman lead the class before the bell rang.

c. Third meetings:

1). Opening

The last meeting was conducted at 08.00-09.00, on Friday 13th September 2019. The topic was 'name of month and name of day'. Opening was begun by greeting/warming up, checking the students' attendances.

2). Main activity

The researcher asked students about the material in last meeting. 'Who's still remembered the vocabulary that we learned on 3th September? Some of students answer, family members and numbers. The researcher explained the objective/background of learning, the benefit of learning, and preparing the students to learn. To attract students' learning interest in the topic of guessing words game, the researcher asked some questions related to the material. Such as

1. What do you say in English hari rabu dan kamis?
2. What do you say in English maret, juni dan juli?

The students answer the questions.

The researcher gave the example how to guess the name of day and name of month. Firstly took the card, and guess the meaning of word. The researcher asked student to sit on their groups. The researcher gave random a card focused with the theme. And one of student in a group went forward and took the card. And wrote down the answer on the whiteboard. After wrote down the answer, the next group took the card and wrote down the answer till all group answer. After all finished, the researcher gave the last test to know the students improvement. And the last activity the researcher corrected the students' answer and gave a gift for the winner groups and active students.

3). Closing:

Before the bell rang, the researchers reviewed again the lesson. They were paying attention carefully about what we were learning and gave them motivation to use the vocabulary where ever they are. The chairman leads to pray together.

In cycle 2, the researcher asked back the students' about their impression in learning English. As Andini statement;

*“Learning English in cycle 2 is very fun and can be understood because the material taught not combine in each meeting”*²⁷

Shinta stated that;

*“Learning English in cycle 2 can make my vocabulary increase. I can know English well”*²⁸

Yusran statement;

*“My impression learning English is getting better”*²⁹

²⁷ Andini, Interviewed on September 14th 2019

²⁸ Shinta, Interviewed on September 14th 2019

²⁹ Yusran, Interviewed on September 14th 2019

A. The Students' English Achievement In Cycle 2:

1. Below is the correct answer of multiple choice tests:

Table VIII
The students' score of Multiple Choice test.

No	Name	Total correct score of students
1	Abrayam Ismail	11
2	Al-Adlu	9
3	Fauad	12
4	Indra Bayu	12
5	Moh.Aditya Saputra	11
6	Moh.Yusran	9
7	Rayhan Nasir	13
8	Rizki Akila	11
9	Rizkial Hidayat	11
10	Miranti	11
11	Elzi	10
12	Miftahul Jannah	10
13	Moh.Fathir	10
14	Andini Rara Anjani	10
15	Nabila	13
16	Nur Indah	10
17	Nurul Shinta	10
18	Sigit	13
19	Tiara Bella	13
20	Tri Nur Rahmadani	11
21	Tri Rafi Irwan	10
22	Arya	9
23	Ilzayat Gifari	10

2. Below is the correct answer of essay test:

Table IX
The students' score of Essay test

No	Name	Total correct score of students
1	Abrayam Ismail	22
2	Al-Adlu	26
3	Fauad	28
4	Indra Bayu	28
5	Moh.Aditya Saputra	20

6	Moh.Yusran	28
7	Rayhan Nasir	24
8	Rizki Akila	20
9	Rizkial Hidayat	28
10	Miranti	10
11	Elzi	22
12	Miftahul Jannah	20
13	Moh.Fathir	11
14	Andini Rara Anjani	20
15	Nabila	26
16	Nur Indah	18
17	Nurul Shinta	24
18	Sigit	10
19	Tiara Bella	20
20	Tri Nur Rahmadani	19
21	Tri Rafi Irwan	11
22	Arya	10
23	Ilzayat Gifari	20

3. Below is matching score test of students:

Table X
The students' score of matching test

No	Name	Totaled correct score of students	Totaled correct of multiple choice, essay and matching test.
1	Abrayam Ismail	10	43
2	Al-Adlu	14	49
3	Fauad	14	54
4	Indra Bayu	14	54
5	Moh.Aditya Saputra	10	41
6	Moh.Yusran	14	51
7	Rayhan Nasir	14	51
8	Rizki Akila	10	41
9	Rizkial Hidayat	10	49
10	Miranti	10	29
11	Elzi	10	43
12	Miftahul Jannah	10	40
13	Moh.Fathir	8	29
14	Andini Rara Anjani	10	40
15	Nabila	10	49
16	Nur Indah	12	40

17	Nurul Shinta	12	46
18	Sigit	10	33
19	Tiara Bella	10	43
20	Tri Nur Rahmadani	10	40
21	Tri Rafi Irwan	8	29
22	Arya	10	29
23	Ilyazat Gifari	10	40

4. Below is students' result in cycle 2: in table XI, 18 Students are successful and 5 are unsuccessful.

Table XI
Students result in cycle 2

No	Name	Score	Category
1	Abrayam Ismail	75	Successful
2	Al-Adlu	86	Successful
3	Elzi	75	Successful
4	Fauad	95	Successful
5	Ilzayat Gifari	70	Successful
6	Indra Bayu	95	Successful
7	Miftahul Janna	70	Successful
8	Moh.Aditya Saputra	75	Successful
9	Moh.Yusran	91	Successful
10	Nabila	86	Successful
11	Nur Indah	70	Successful
12	Nurul Shinta	81	Successful
13	Rayhan Nasir	89	Successful
14	Rizki Akila	75	Successful
15	Rizkial Hidayat	86	Successful
16	Tiara Bella	75	Successful
17	Tri Nur Rahmadani	70	Successful
18	Andini Rara Anjani	70	Successful
19	Tri Rafi Irawan	51	Unsuccessful
20	Arya	51	Unsuccessful
21	Miranti	51	Unsuccessful
22	Moh.Fathir	51	Unsuccessful
23	Sigit	58	Unsuccessful
Total		1.696	

Cycle 2: Total number of multiple choice tests is 13 numbers, total essay score test is 15 and total matching test is 7 numbers. $13+15+7= 35$ numbers.

Multiple choice: if one number correct, the score is 1. Essay and matching test if

one number correct the score is 2, if there is an error writing the score is =1. Total multiple choice score is 13, total essay test score is 30, and total Matching test score is 14 (14, It is from total test $7 \times 2 = 14$. If all correct the score is = 57. The example from Abryam, how Abryam Ismail got 75 scores? All scores in multiple choice, essay and matching are totaled. Abryam correct answer $43:57 \times 100 = 75$. From students' data obtained in the second cycle is successful with average amount:

$$\begin{array}{lcl} \text{Total score of students'} & = & \frac{1.696}{23} \\ \text{Total of the students} & & \end{array}$$

$$\text{Average score of students} = 73,73$$

$$\text{Successful Percentage} = \frac{18}{23} \times 100\% = 78,26\%$$

In cycle 2 average of students 73,73 its improved because in cycle 2 the researcher did not combine all vocabulary in each meeting, the researcher divided vocabulary in first meeting, second meeting and third meeting it makes the students interested with this technique. While in cycle 1, the researcher combined all vocabulary in third meeting it makes the students difficult to understand the vocabulary.

$$\begin{array}{l} \text{Unsuccessful percentage} = 5 \text{ students} : 23 \text{ total students} \times 100 \\ = 21,73 \end{array}$$

This cycle has stopped until two cycle because the average value has reached 70.

3). Observing the action

The observation result based on the data obtained from the activity of the students from cycle 2. The observation was focused on the procedures how to play

guessing words game. The students' and the researchers' performance, the students interested, enjoy and motivation toward the application of guessing words game in learning and teaching vocabulary.

4). Reflecting the action

Based on the observation, the researcher reflected the reflection of the cycle 2 as follows: (1) the students can be participant in the situation they wish (2) the students who lack in vocabulary can take part in guessing words game. The researcher used guessing words game to developing students' vocabulary and classroom situation did not bored and become alive. Guessing words game developed the students' active in the classroom even though the situation was noisy. From observation in cycle 2, the researcher found that students' vocabulary improved, the students interested in learning vocabulary by guessing words game, it can be seen in interview. In this research the researcher stop till cycle 2.

5. Table XII is total students' score in cycle 1 and cycle 2.

Table XII
Students' score in cycle 1 and cycle 2

No	Name	Cycle 1	Cycle 2
1	Abayam Ismail	74	75
2	Al-Adlu	80	86
3	Fauad	80	95
4	Indra Bayu	80	95
5	Moh.Aditya Saputra	74	75
6	Moh.Yusran	85	91
7	Rayhan Nasir	80	89
8	Rizki Akila	70	75
9	Rizkial Hidayat	74	86
10	Elzi	74	75

11	Moh.Fathir	50	51
12	Miranti	30	51
13	Andini Rara Anjani	61	70
14	Nabila	67	86
15	Nur Indah	61	70
16	Nurul Shinta	61	81
17	Sigit	50	58
18	Tiara Bella	50	75
19	Tri Nur Rahmadani	67	70
20	Tri Rafi Irwan	46	51
21	Arya	24	51
22	Miftahul Jannah	50	70
23	Ilzayat Gifari	65	70
	Total	1.453	1.696
	Average Score	63,17	73,73

C. Research Discussion

In this section, the discussion deals with the interpretation of the findings derived from the result average score students through vocabulary. The researcher did the research through observation, interview, and test as instruments to know the process of learning. The researcher found out some result of the research in the process of learning vocabulary by using guessing words game technique in English subject in SMP Negeri 10 Palu. In the observation the researcher observed the process of learning in the classroom, the researcher interviewed the teacher and the students to know the students' problem then the researcher gave test to the students to know their result. Based on observation on page 33 the researcher found the problem. The problems were the students' difficult to memorize, the students' cannot memorize randomly, the researcher made confused the students with the technique. From observation on table V we can see the students' score is improved, average score improved after they were given

treatment. The researcher assumes that the technique of guessing words game is really helpful to develop the students' vocabulary. It means the students were motivated during the teaching and learning process in cycle 2 because the researcher did not combine all vocabulary in each meeting. While in cycle 1 the researcher combined all vocabularies.

Based on the results of interviews on page 29, the researchers found information almost all the students in SMP Negeri 10 Palu did not learn English in their elementary school so the teacher was difficult to teach English. At the time of the interview students said that the teacher too much giving material and vocabulary. So students had difficulty remembering vocabulary. Guessing words game applied by every students has changed to explain the word to another students. And another student who knows the answer had chance to hands up and guess the word. The students have to focus to hear the word and guess the vocabulary, so that, this situation can make students enjoy. It means that the guessing words game were helpful in teaching learning vocabulay to the seventh grade students of SMP Negeri 10 Palu.

In teaching learning vocabulary the researcher used pictures and colored card to support the materials as media to made the students more intersted. The improvment the students vocabulary was shown in the result of cycle 2, most of the students were interested in vocabulary from the researcher explanation. The researcher found that all students looked very enthusiastic in doing the teaching learning process. Teaching vocabulary using a guessing words game could help the students understand, and memorize well. Besides, the improvement could be

seen in their behavior, the students were active and ready in class when the teacher entered and they were asked question when found difficulty about the subject. From my research using a guessing words game could helped the teacher and students in teaching-learning process. And from Melsa Dwi Cahyani in her reserach said that using guessing game in improving vocabulary is effective because the game avoid the boredom in the class. It means that Melsa Dwi Cahyani support this research.³⁰

³⁰Melsa Dwi Cahyani w, 'Learning English Vocabulary by using guessing game in the first semester of hotel accomodation the first grade students of SMK Negeri 3 Bandar Lampung',a Thesis (State Islamic University(UIN) Raden Intan Lampung 2017)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on data analysis on discussion the result of the research shows that guessing words game is the good technique which can be implemented in the process of learning English vocabulary. Guessing words game is not only easy to be implemented both by teacher and students, but also can increase the student' motivation and participation in learning process. Moreover, the students also showed an improvement in their English ability especially their vocabulary

The researcher concludes that after using guessing words game at the seventh grade students of SMP Negeri 10 Palu in academic of 2019/2020 is helpful to develop students' vocabulary. It can be seen that the students' prior knowledge of vocabulary before applying guessing words game still low, it is provided by the data that all students almost unsuccessful, only 10 students are successful with average score 63,17. Students' achievement in vocabulary after applying guessing words game is significantly develop, it was shown by the data that 18 students are successful with average score 73,73 the data I got all most student got very good score. It means that cycle 2 is higher than cycle 1. Others conclusions that can be drawn:

1. Before applying guessing words game, the researcher found most of the seventh grade students of SMP Negeri 10 Palu have difficulties in memorizing vocabulary. Based on the researcher's note during the academic year of

2019/2020, of 23 students of class VII D, only 10 students can complete the memorization.

2. The implementation of guessing words game could improve the students' vocabulary. It was fun activities that the students got new activities in the classroom. The game successful made students active and enjoy in learning vocabulary.
3. The use guessing words game in learning vocabulary can makes the class alive, not bored. It made the students as participate confident to describe something in front of their friends.

B. Suggestion

The successes in teaching learning are how the teacher presented the lesson and used various techniques to manage the class more lively and enjoyable. Based on the findings action research, the researcher would like to put forward some suggestions as follows:

1. For the students

The students should be more focus in learning process, do not talk to each other too much when the teacher explain the material although the students just acquire new vocabulary from teacher and their textbook, the students should memorize it. Better for students be more active to enrich their self with vocabulary, they must find new vocabulary from another source like song, or movie. Do not just acquire new vocabulary from the teacher. The students should be feeling confident to apply the words. So that they can improve their ability in learning English. The students should practice the vocabulary that they have learnt

in real situation, more practice can make their pronunciation, and spelling better. If the students keep doubt to say and apply new word, their ability will never develop

2. English teacher

The teacher is expected to know that guessing words game can be reference in teaching vocabulary as one alternative teaching technique and it is not only in teaching vocabulary but also for the others skill. English teachers should enhance their knowledge and their ability in teaching. They should use an interesting technique to attract students' attention and make the students learn comfortable and relaxed. It is recommended for English teachers to apply guessing words game as a way to develop the student's vocabulary.

3. For the School

The school should provide (LCD), Projektor, and speaker to support the students in learning English.

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APPENDICES 1

OBSERVATION CHECKLIST

Teacher : Muzna Lamade, S.Pd., M.Pd.

Researcher : Arika Nurul Iftitah

Date observation : Friday, august 09th 2019.

Time observation : 08:30 Am

NO	Activities	Yes	No
1	Is the teacher prepared?	✓	
2	The teacher always uses English in teaching?		✓
3	The teacher uses Indonesia language and English to explain the subject	✓	
4	The teacher control Students behavior?	✓	
5	Does the teacher stay on topic?	✓	
6	The teacher makes a group of students in teaching English?	✓	
7	The teacher gives an explanation the material until finish?	✓	

APPENDICES 2

INTERVIEW GUIDELINES

A. To the English Teacher

1. Sudah berapa lama ibu mengajar di SMP Negeri 10 Palu?
2. Tehnik apa yang sering ibu gunakan saat meningkatkan kosa bahasa inggris siswa? adakah tehnik khususnya untuk mengajar kosa kata?
3. Apa kesulitan ibu pada saat proses belajar mengajar? khususnya mengajar kosa kata?
4. Apa solusi ibu biar siswa tertarik untuk belajar bahasa inggris khususnya menghafal kosa kata?

B. To the students

1. Suka belajar bahasa inggris? berikan saya alasannya!
2. Menurut kamu belajar bahasa inggris susah atau mudah? dan apa alasan nya?
3. Apa yang kamu ketahui tentang kosa kata?
4. Apa kesulitan kamu menghafal kosa kata?

APPENDICES 3

LESSON PLAN

1. Identity:

Subject	: English
Themes	: Animals, family members, name of day, name of month, numbers and things in the classroom
Skill	: Vocabulary
Class/Semester	: VII D/ I
Duration	: 90 Minutes

2. General Instruction Object:

The students will be able to understand about English vocabulary based on the material which has been learnt

3. Special Instructional Object:

Through this activity, the students are expected to be able to:

- a. Get some vocabularies.
- b. Knowing the meaning of vocabularies.
- c. Knowing how to spelling vocabularies.

4. Teaching Material and teaching procedure:

The title of the material are “Animals, family members, name of day, name of month, numbers and things in the classroom”

a. Activity

1. Greeting / Recognizing
2. The researcher takes attendance list and read the students name.
3. The researcher gives motivation.
4. The researcher introduces the material.
5. The researchers divide students into 3 groups.

b. Initial activity

1. The researcher presents the material to the class.
2. The researcher asks each students to say one word about the material
3. The researcher gives students the vocabularies.

c. Final activity

The researcher asks students to memories the vocabularies.

5. Instrument

Instrument : Kamus Inggris-Indonesia and some of papers

1. Identity:

Themes : Animals and things in the classroom
Skill : Vocabulary
Class/Semester: VII D/ I
Duration : 90 Minutes

2. General Instruction Object:

The students will be able to understand about English vocabulary based on the material which has been learnt.

3. Special Instructional Object:

Through this activity, the students are expected to be able to:

- a. Get some vocabularies.
- b. Knowing the meaning of vocabularies.
- c. Knowing how to spelling vocabularies.

4. Teaching Material and teaching procedure:

The title of the material is Animals.

- | | | |
|----------------------|----------------------|--------------------|
| a. Lion : singa | f. Cow : sapi | k. monkey : monyet |
| b. Cat : kucing | g. Tiger : harimau | l. camel : unta |
| c. Horse : kuda | h. wolf : serigala | |
| d. Giraffe : jerapah | i. chicken : ayam | |
| e. Elephant: gajah | j. crocodile : buaya | |

The title of the material is things in the classroom.

- | | |
|-------------------|----------------------------|
| a. Table : meja | f. Marker : spidol |
| b. Chair : kursi | g. Whiteboard: papan tulis |
| c. Book : buku | h. Window : jendela |
| d. Pen : poplen | i. Door : pintu |
| e. Ruler : mistar | j.. Flag : bendera |

a. Activity

1. Greeting / Recognizing
2. Researcher takes attendance list and read the students name.
3. The researcher gives motivation.
4. The researcher asks students to join with their groups.
5. The researcher give turns to students to stand up in front of their friends and read the clue and the students guess it.

b. Initial Activity

1. The researcher presents the material to the class.
2. The researcher asks each student to say one word about the material.
3. The researcher gives students the vocabularies.

c. final activity

The researcher asks students to memorize the vocabularies. And guess the words

5. Instrument: Kamus Inggris-Indonesia

KOSA KATA BAHASA INGGRIS (ENGLISH VOCABULARY)

Things In the classroom :

- | | | | |
|----------|----------|---------------|---------------|
| 1. Table | : meja | 6. Marker | : spidol |
| 2. Chair | : kursi | 7. Whiteboard | : papan tulis |
| 3. Book | : buku | 8. Window | : jendela |
| 4. Pen | : poplen | 9. Door | : pintu |
| 5. Ruler | : mistar | 10. Flag | : bendera |

Animals :

- | | | | |
|------------|------------|-------------|-----------|
| 1. Cat | : kucing | 6. Horse | : kuda |
| 2. Cow | : sapi | 7. Elephant | : gajah |
| 3. Chicken | : ayam | 8. Giraffe | : jerapah |
| 4. Wolf | : serigala | 9. Monkey | : monyet |
| 5. Lion | : singa | 10. Tiger | : harimau |

Family Members :

- | | | | | | |
|----------------|---------|--------------|--------------|----------|---------|
| 1. Mother | : ibu | 6. Uncle | : paman | 11. Son: | anak lk |
| 2. Father | : ayah | 7. Sister | : saudara Pr | | |
| 3. Grandmother | : nenek | 8. Brother | : saudara Lk | | |
| 4. Grandfather | : kakek | 9. Cousin | : sepupu | | |
| 5. Aunt | : bibi | 10. Daughter | : anak Pr | | |

Name of day :

- | | | | |
|--------------|----------|-------------|----------|
| 1. Sunday | : minggu | 6. Friday | : jum'at |
| 2. Monday | : senin | 7. Saturday | : sabtu |
| 3. Tuesday | : selasa | | |
| 4. Wednesday | : rabu | | |
| 5. Thursday | : Kamis | | |

Name of month :

- | | | | | |
|-------------|------------|--------------|-------------|----------------|
| 1. January | : Januari | 6. June | : Juni | 11. November : |
| november | | | | |
| 2. February | : Februari | 7. July | : juli | 12. December : |
| desember | | | | |
| 3. March | : maret | 8. August | : agustus | |
| 4. April | : april | 9. September | : september | |
| 5. May | : mei | 10. October | : oktober | |

Numbers : 1One, 2two, 3three, 4four, 5five, 6six, 7seventh, 8Eight, 9nine 10Ten.

APPENDICES 4

The application of Procedure (Cycle 1)

No	Activities	Explanation
1	Divide the whole class into group and the number of students' in each group is defend the condition of the students in the class,	The writer make 2 groups in this class, every groups consist of 11 until 12 students. Every group has one student to come up
2	By using pictures about the theme, call one student away from group	The writer combined all vocabulary in this cycle like animal, name of days, name of months and so on). And the writer ask one student from each group to come up.
3	Show cards to students (make sure students recognize the vocabulary on the cards) then the writer random cards and the student who come forward should take it one, and then stand in front of the class, describes vocabulary that is on the card and all students should guess it.	The writer gives the card pictures to the all students came up. One student one card/picture. The student that raised their hand and guesses the object they are wins.
4	The students who come forward describe the characteristics of the theme.	Such as: I have 4 legs you can find me in every where my voice is meong. Who am I?
5	All students should guess the vocabulary.	The students from each group have given an opportunity to guess and ask questions, one student only has 2 opportunities to ask/guess. After guessing, students who explain vocabulary are replaced with guessers.
6	The winning team get a prize	Every group who can guess many object they are wins and get a prize.

The application of Procedure(Cycle 2)

No	Activities	Explanation
1	Divide the whole class into group and the number of students' in each group is defend the condition of the students in the class,	The writer make 3 groups in this cycle 2, every groups consist of 8 until 7 students. Every group has one student to come up.
2	By using pictures about the theme, call one student away from group	The writer divided the theme of vocabulary in this cycle. In the first meeting the material are animals, name of months, and things in this classroom, second meeting the material are family members, name of days and numbers, and the last meeting the material are animals, family members, name of months, name of days, numbers and thing in this classroom. And the writer ask one student from each group to come up.
3	Show cards to students (make sure students recognize the vocabulary on the cards) then the researcher random cards and the student who come forward should take it one, and then stand in front of the class, describes vocabulary that is on the card and all students should guess it.	The writer gives the card pictures to the all students came up. One student one card picture. The student that raised their hand and guesses the object they are wins.
4	The students who come forward describe the characteristics of the theme.	Such as: I am in your classroom my function is to write on the whiteboard what am I?
5	All students should guess the vocabulary.	The students from each group have given an opportunity to guess and ask questions, one student only has 2 opportunities to ask/guess. After guessing, students who explain vocabulary are replaced with guessers.
6	The winning team get a prize	Every group who can guess many object they are wins and get a prize.

HOW TO PLAY GUESSING WORDS GAME

In this skripsi the writer applied 6 themes. They are Animals, Family members, Day of the week, Month of the year, Numbers, and Objects in classroom. Before play guessing words game the students memorize all vocabularies in front of the writer till 2 days.

To play Animals, Family member, and Objects in classroom, the student come forward in front of the class took one card about the theme, and explains the characteristics of the thing with all groups. The writer writes the description of the characteristics on the whiteboard in English by guiding students to pronounce. Because the students' are still in class VII. The writer gives students the opportunity to explain using English or Indonesia. The example:

1. Animals: I have 4 legs you can find me in every where my voice is meong.

Who am I? The answer is cat.

The groups who can answer come forward and continue playing guessing words game. For groups that guess correctly given a prize by the writer. As well as examples of the use of guessing words with the theme of family members, and objects in the classroom. Students explain the characteristics of the thing.

2. To play Day of the week, and Month of the year.

The writer explains to students how to play it. And give example how to match the vocabulary. The writer wrote the vocabulary on the whiteboard. And all students should match it. The example:

- | | |
|-----------------|-----------------|
| a. January | a. Maret |
| b. March | b. Agustus |
| c. August | c. Mei |
| d. December | d. Desember |
| e. May | e. Januari |
| f. Wednesday | f. Minggu |
| g. Monday | g. Jum'at |
| h. Thursday | h. Senin |
| i. Sunday | i. Rabu |
| j. Friday | j. Selasa |

3. To play Numbers. Representatives of each group come forward and take the card. The example: Student's who get their turn to give guesses, read the number $10-5 = ?$ And the groups answer should be English. The groups can guess the word from first question and last question is the winner.

Appendices 5

INSTRUMENT OF THE RESEARCH

(First cycle instrument)

Please translate the vocabulary below!

No	Vocabulary	Translate To Indonesia/English
1	Elephant	
2	Cow	
3	Wolf	
4	Giraffe	
5	Monyet	
6	Kakek	
7	Ibu	
8	Tante	
9	Whiteboard	
10	Pen	
11	Kursi	
12	O'clock	
13	Agustus	
14	Februari	
15	Maret	
16	Juli	
17	Satu	
18	Dua	
19	Tujuh	
20	Sembilan	

Match the meaning of the words bellow:

1. Senin: Sunday
2. Jum'at: Wednesday
3. Rabu: Thursday
4. Minggu : Monday
5. Kamis: Tuesday
6. Selasa: Friday
7. Sabtu: Saturday

Evaluation:**A. Choose one of the best answers below!**

1. **Elephant** is a big animal.
a. Kucing c. monyet
b. Ayam d. gajah
2. I have two **cows**
a. kerbau c. jerapah
b. unta d. sapi
3. The naughty animal in 'Dora the explorer' is **wolf**.
a. serigala c. buaya
b. kuda d. singa
4. **Giraffe** have a long neck.
a. Ikan c .jerapah
b. Kucing d. ayam
5. **Monkey** like banana.
a. Sapi c. kecoa
b. Cicak d. monyet
6. Father of your mother is yours...
a. Grandfather c. father
b. Grandmother d. uncle
7. She always cooks in the kitchen. Who is she?
a. Father c. mother
b. Cousin d. brother
8. Wife of your uncle is yours...
a. Aunt c. sister
b. Cousin d. uncle
9. What the thing to write on the paper?
a. ruler c .pen
b. eraser d. whiteboard

10. What the thing to write on the whiteboard?

- a. marker c. ruler
b. pencil d. pen

11. Thing you need if you want to sit down. What is this?

- a. table c. flag
b. chair d. whiteboard

12. **Lion** is the king of the jungle, all animals seems like scared of him.

- a. ayam c. serigala
b. kucing d. singa

13. Thing if you want to see the time.

- a. window c. o'clock
b. chair d. marker

B. Translate to English:

- | | |
|---------------|--------------|
| 1. Agustus : | 11. Tujuh: |
| 2. Maret : | 12. Enam: |
| 3. Juni : | 13. Sepuluh: |
| 4. Juli : | 14. Lima: |
| 5. Februari : | 15. Empat: |
| 6. Satu : | |
| 7. Tiga : | |
| 8. Delapan : | |
| 9. Sembilan: | |
| 10. Dua : | |

C. Match the meaning of the word below:

- | | |
|-----------|-----------|
| 1. senin | sunday |
| 2. rabu | wednesday |
| 3. jum'at | saturday |
| 4. selasa | tuesday |
| 5. sabtu | friday |
| 6. minggu | monday |
| 7. Kamis | Thursday |

APPENDICES 6

DOCUMENTATION

1. The name of school



2. Teaching and learning Process





3. Interview with the students



4. The students memorize vocabulary



5. The student practice guessing words game



6. Muzna Lamade, S.Pd., M.Pd as the English teacher in SMP Negeri 10 Palu



7. The seventh grade students class D



No	Name of Students'	Male/Female
1	Abrayam Ismail	Male
2	Al-Adlu	Male
3	Elzi	Male
4	Fauad	Male
5	Ilzayat Gifari	Male
6	Indra Bayu	Male
7	Miftahul Janna	Female
8	Moh.Aditya Saputra	Male
9	Moh.Yusran	Male
10	Nabila	Female
11	Nur Indah	Female
12	Nurul Shinta	Female
13	Rayhan Nasir	Male
14	Rizki Akila	Male
15	Rizkial Hidayat	Male
16	Tiara Bella	Female
17	Tri Nur Rahmadani	Female
18	Tri Rafi Irwan	Male
19	Andini Rara Anjani	Female
20	Arya	Male
21	Miranti	Female
22	Moh.Fathir	Male
23	Sigit	Male



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU

الجامعة الإسلامية الحكومية فالو

STATE INSTITUTE FOR ISLAMIC STUDIES PALU

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax 0451-460165

Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Nomor : ١٠٤١ /In.13/F.I/PP.00.9/08/2019

Palu, ٥ Agustus 2019

Lampiran : -

Hal : Izin Penelitian Untuk
Menyusun Skripsi

Yth, Kepala Sekolah SMP Negeri 10 Palu
di

Tempat

Assalamualaikum w.w.

Dengan hormat, dalam rangka menyusun Skripsi Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palu :

Nama : Arika Nurul Ititah
NIM : 15.1.16.0015
Tempat Tanggal Lahir : Palu, 10 November 1996
Semester : VIII (Delapan)
Program Studi : Tadris Bahasa Inggris
Alamat : Jl. Luwuk 2 No. 107 Btn Silae
Judul Skripsi : DEVELOPING VOCABULARY MASTERY THROUGH
GUESSING WORDS GAME FOR THE SEVENTH GRADE
STUDENTS OF SMP NEGERI 10 PALU
No. HP : 082219217321

Dosen Pembimbing :

1. Drs. Abdul Gafur, S.Pd, M.Pd
2. Ana Kuliahana, S.Pd, M.Pd

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di SMP Negeri 10 Palu.

Demikian, atas perkenannya diucapkan terima kasih.

Wassalam,

{ Dekan,

Dr. Mohamad Idhan, S.Ag., M.Ag.
NIP. 19720126 200003 1 001

Tembusan :

1. Rektor IAIN Palu;
2. Kepala Biro AUAK IAIN Palu;
3. Dosen Pembimbing;
4. Mahasiswa yang bersangkutan.



PEMERINTAH KOTA PALU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 10 PALU



NPSN : 40203362
NSS : 201186001010
NPWP : 00.060.0089.83.1.000

Jalan Cumi – cumi No. 40 Tlp. 460497

Kelurahan : Lere
Kecamatan : Palu Barat
Kota : Palu

Telepon : (0434) 460497
Provinsi : Sulawesi Tengah
Kode Pos : 94221

SURAT KETERANGAN PENELITIAN

Nomor : KP.7328/421.3/Dikbud

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 10 Palu Kecamatan Palu Barat Kota Palu Provinsi Sulawesi Tengah menerangkan bahwa :

Nama : Arika Nurul Iftitah
NIM : 15.1.16.0015
Jurusan : Tadris Bahasa Inggris
Program Studi : Tadris Bahasa Inggris

Benar bahwa yang bersangkutan telah melaksanakan penelitian/observasi di SMP Negeri 10 Palu dilaksanakan dari tanggal 07 Agustus s.d 16 September 2019 dalam rangka penyelesaian Skripsi dengan judul :

“ Developing Vocabulary Mastery Through Guessing Words Game For The Seventh Grade Students of SMP Negeri 10 Palu ”

Demikian Surat Keterangan ini kami buat untuk digunakan sebagaimana mestinya

Palu, 16 September 2019
Kepala SMP Negeri 10 Palu,

Lainsan, S.Pd, M.Pd
NIP 19641007 198601 1 005



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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PENGGAJUAN JUDUL SKRIPSI

Nama	ARIKA HURUL IFTITAH	NIM	15116-0015
Tgl.	PALU, 10 NOVEMBER 1986	Jenis Kelamin	PEREMPUAN
Fakultas	TARBIYAH BAHASA INGGRIS	Semester	VII
Alamat	Jl. Luwuk 2 No 107 BTN SILAE	HP	0822-1921-7321

Judul I. THE EFFECTIVENESS OF ROLE PLAY IN TEACHING SPEAKING FOR THE SEVEN YEAR STUDENTS OF SMPN 10 PALU

Judul II. DEVELOPING STUDENTS VOCABULARY BY USING GUESSING WORD GAME FOR THE SEVEN YEAR STUDENTS OF SMPN 10 PALU

Judul III. TEACHING SPEAKING THROUGH THE GUESSING GAME FOR THE SEVEN YEAR STUDENTS OF SMPN 10 PALU

Palu, 31-12-2018

Mahasiswa,

ARIKA HURUL IFTITAH

Sebelumnya penyusunan skripsi dengan catatan:

Pembimbing I

Dr. Abdul Gafur Marzuki, M.Pd.

Pembimbing II

Ana Kuliahana, S.Pd, M.Pd.

Wakil Dekan

Wakil Dekan Bidang Akademik

Dan Pengembangan Kelembagaan,

Dr. HAMDAN M. Ag

NIP. 19600901198001002

Ketua Jurusan,

Dr. Hj. Nur Asmawati, S. Ag, M. Hu
NIP. 19740726200032062

**KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU
NOMOR : /⁰ TAHUN 2019**

**TENTANG
PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU**

DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN IAIN PALU

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu. Untuk itu dipandang perlu menunjuk pembimbing proposal dan skripsi;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap (mampu) melaksanakan tugas tersebut;
- c. bahwa berdasarkan point a dan b perlu ditetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.
- Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Presiden RI Nomor 51 Tahun 2013 tentang Perubahan Status STAIN Palu menjadi IAIN Palu;
6. Peraturan Menteri Agama RI Nomor 92 Tahun 2013 tentang Organisasi dan Tata Kerja IAIN Palu;
7. Keputusan Menteri Pendidikan Nasional Nomor 234/U/2000 tentang Pedoman Pendirian Perguruan Tinggi;
8. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
9. Keputusan Menteri Pendidikan Nasional Nomor 184/U/2001 tentang Pedoman, Pengawasan, Pengendalian, dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
10. Keputusan Menteri Pendidikan Nasional Nomor 004/U/2002 tentang Akreditasi Program Studi pada Perguruan Tinggi;
11. Keputusan Rektor Institut Agama Islam Negeri (IAIN) Palu tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 73 Tahun 2014.

M E M U T U S K A N




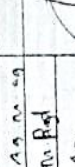

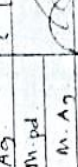

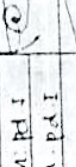

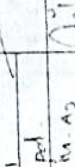

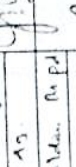
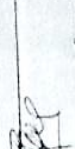


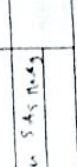



- Menetapkan : **KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU TENTANG PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU**
- Pertama : Menunjuk Saudara (i)
1. Dr. Abdul Gafur Marzuki, M.Pd
2. Ana Kuliathana, S.Pd., M.Pd
- Masing-masing sebagai Pembimbing I dan II bagi Mahasiswa:
- Nama : Arika Nurul Iftitah
- Nomor Induk : 15.1.16.0015
- Jurusan : Tadris Bahasa Inggris
- Judul Skripsi : "DEVELOPING STUDENTS VOCABULARY BY USING GUESSING WORD GAME FOR THE SEVEN YEAR STUDENTS OF SMPN 10 PALU"
- Kedua : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- Ketiga : Segala biaya akibat diterbitkannya keputusan ini dibebankan pada DIPA IAIN Palu Tahun Anggaran 2019;
- Keempat : Salinan keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya;
- Kelima : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian hari terdapat kekeliruan akan diperbaiki sebagaimana mestinya.



- Tembusan :
1. Rektor IAIN Palu
 2. Bendahara Pengeluaran IAIN Palu

KARTU SEMINAR PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU

NAMA	APRILA PURWI IZTAL
NIM.	15 1 16 0015
JURUSAN	PHS - Inggris

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Jum'at 20 Juli 2018	SUKRIANTO	Philatelia, Pendekatan humanistik terhadap perkembangan motivasi belajar Peserta didik studi pada pelajaran PAJ di SMPN 3 Palembang	1. Des. Syahel M.A 2. Dr. Gusni M Pd	 
2	Jum'at 20 / Juli / 2018	Bennyani Risa	Ukuran Standar dan cara membuat kartu match untuk mengaitkan tembak dan target dari anak kelas 4 PAJ	1. Dr. Rudi Tanjung M Pd 2. Dr. HJ Mawarny S Ag M Ag	 
3	Jum'at 20 / Juli / 2018	Muziat	Penerapan metode inter cara match untuk meningkatkan motivasi belajar siswa pada mata pelajaran pendidikan agama di SMP Negeri 2 Palembang	1. Dr. Rustina S Ag M Pd 2. Hamka S Ag M Ag	 
4	Jum'at 20 Juli / 2018	Ruzi Daryus	Penerapan metode think pair square untuk meningkatkan hasil belajar peserta didik PAJ di SMPN 4 Palembang	1. Dr. Rustine S Ag M Pd 2. Saithuddin S Ag M Ag	 
5	Jum'at 20 / Juli / 2018	SITI RAHMAWATI	Studi terhadap kemampuan baca al-quran pada peserta didik di madrasah aliyah Al-Fithriah Palembang ke-2 Palembang	1. Des. H M Hasan M Pd 2. Kasmah S Ag M Pd	 
6	Jum'at 20 Juli 2018	Muti Rizal	Penerapan pembelajaran Anat yang benar bagi peserta pada mata pelajaran pendidikan agama Islam dalam khutbah di desa kelahirannya ke-2 Palembang	1. Des. Bahder M Pd 2. Rusen S Ag M Pd	 
7	Senin 23 Juli 2018	Ramli	Penerapan tenaga pendidik ke-2 Palembang	1. Des. H M Hasan M Pd 2. Hamka S Ag M Ag	 
8	Selasa 24 / 07 / 2018	Hening Puspito	Penerapan Strategi belajar Sekolah dalam meningkatkan kinerja guru di sekolah menengah pertama SMPN 1 Wana Jaya	1. Des. H M Hasan M Pd 2. Wawan Miskari S Pd S Pd	 
9	Selasa 24 / 07 / 2018	Muhammad Harkat Gibran	Penerapan strategi pembelajaran dalam meningkatkan motivasi belajar siswa pada mata pelajaran pendidikan agama Islam di SMPN 4 Palembang	1. Sarudin S Ag M Ag 2. Dr. Mulyana Idmar S Ag M Ag	 
10	Selasa 24 / 07 / 2018	A ACCOH TAMPUB	di Rusanawa East Palembang	2. Elga S Ag M Ag	





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Catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi








5. Dekan menetapkan dan menerbitkan surat keputusan tim dosen pengujian munaqasyah skripsi yang telah ditunjuk oleh Ketua Jurusan/Wakil Dekan Bidang Akademik dan Pengembangan Kelembagaan.
6. Ketua Jurusan Cq. Bidang Akmah menerbitkan jadwal dan undangan ujian untuk seluruh tim dosen pengujian.
7. Mahasiswa melaksanakan ujian skripsi yang dipimpin oleh 1 orang ketua tim pengujian dan ditambah 4 orang pengujian.
8. Ketua tim pengujian mempersiapkan segala kelengkapan administrasi ujian munaqasyah skripsi.
9. Tim pengujian menyerahkan hasil penilaian kepada ketua tim pengujian, selanjutnya ketua tim menyerahkan berkas nilai ujian skripsi beserta kelengkapannya ke Subbag. Akmah. untuk penetapan nilai akhir dan pelaksanaan Yudisium.

JURNAL KONSULTASI PEMBIMBINGAN PENULISAN SKRIPSI

Nama : Arika Nurul Iftitah
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 Pembimbing I : Dr. Abdul Batur Mawzuk SEd., M.Pd.
 Pembimbing II : Anna Kuvahana SEd., M.Pd.

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1.	04-02-2019	I	Parsi sesuai koreksi	
2.	11-02-2019	II	_____	
3.	18-02-2019	III	_____	
4.	23-02-2019	I	_____	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
5.	24-04-2019	II	Revisi sesuai koreksi	
6.	30-04-2019	III	Revisi sesuai koreksi	
7.	09-05-2019	IV	Revisi sesuai koreksi	
8.	12-08-2019	IV	Revisi sesuai koreksi	
9.	07-09-2019	V	Revisi sesuai koreksi	
10.	23-09-2019	V	Revisi sesuai koreksi	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
11.	30-09-2019		Revisi Lampiran	
12.	04-10-2019		Revisi Lampiran	
13.	19 Oktober 19		Revisi Sampul, halaman	
14.	23/10/19		Revisi Spasi /aturat penulisan	
15.	24/10/19		Revisi Sesuai Koreksi (BAB 2)	
				
16.	25/10/19		Revisi Sesuai Koreksi (BAB III)	

Yth. Ketua Jurusan *Tadris Bahasa Inggris (TBI)*
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Yang bertanda tangan di bawah ini:

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: *kebiasaan bahasa Inggris*
 : *Developing Vocabulary Mastery Through*
Essential words base for the seventh grade student
 dibimbing dan siap untuk diujikan dihadapan sidang
 (Negara)
 10 Februari
 skripsi.

Telah selesai dibimbing dan siap untuk diujikan dihadapan sidang of Jmp. Negesi

Pembimbing I
Palu, 31 Oktober 2019
Pembimbing II

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