

**THE EFFECT OF GUESSING GAME ON THE VOCABULARY
MASTERY OF THE THIRD GRADES STUDENTS AT SMP
NEGERI 4 SIABU**

THESIS

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By

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

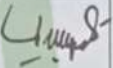



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ABSTRACT

This research aims to investigate the students' vocabulary mastery taught without using a guessing game, to investigate the students' vocabulary mastery taught by using a guessing game, and to investigate a significant effect of the use of guessing game on students' vocabulary mastery of the third grades at SMP Negeri 4 Siabu. This research is quantitative research. The research design used was quasi experimental. The subjects in this research were 30 students from class IX¹ as the experimental class and 30 students from class IX² as the control class. Tests are used as a data collection tool. Data were analyzed using paired sample t-test with a significance level of $p < 0.05$. The research results show that the vocabulary mastery of students taught without using a guessing game in third grades at SMP Negeri 4 Siabu is 54.80, it was categorized as "less" level. While the vocabulary mastery of students taught by using a guessing game in third grades at SMP Negeri 4 Siabu is 80.13, it was categorized as "good" level. In addition, there is a significant difference in students' vocabulary mastery through the use of guessing game. It can be concluded that a guessing game can improve students' vocabulary mastery.

Keywords: *Effect, Guessing Game, Students' Vocabulary Mastery*

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui penguasaan kosa kata siswa yang diajar tanpa menggunakan *guessing game*, untuk mengetahui penguasaan kosa kata siswa yang diajar menggunakan *guessing game*, dan untuk mengetahui pengaruh signifikan pada penggunaan *guessing game* pada siswa kelas tiga SMP Negeri 4 Siabu. Penelitian ini adalah penelitian kuantitatif. Design penelitian yang digunakan adalah quasi experimental. Subjek pada penelitian ini adalah sebanyak 30 siswa dari kelas IX¹ sebagai kelas eksperimen dan sebanyak 30 siswa dari kelas IX² sebagai kelas kontrol. Tes digunakan sebagai alat pengumpulan data. Data dianalisis menggunakan Paired sample t-test dengan tingkat signifikansi $p < 0,05$. Hasil penelitian menunjukkan bahwa penguasaan kosa kata siswa yang diajar tanpa menggunakan *guessing game* adalah 54,80, dikategorikan sebagai level "kurang". Sedangkan penguasaan kosa kata siswa yang diajar menggunakan *guessing game* adalah 80,13, dikategorikan sebagai level "bagus". Selain itu, terdapat perbedaan yang signifikan pada penguasaan kosa kata siswa melalui penggunaan *guessing game*. Oleh karena itu, dapat disimpulkan bahwa *guessing game* dapat meningkatkan penguasaan kosa kata siswa.

Kata Kunci: Pengaruh, *Guessing Game*, Penguasaan Kosa kata Siswa

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The Researcher,

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

The first step in learning a new language is to become familiar with its vocabulary. Vocabulary is important in English since it is the very basic knowledge that is required to acquire other skills such as listening, speaking, writing, and reading. Having a large vocabulary is significant because the more words learners understand, the more likely they are to understand. As a result, limiting vocabulary also limits students from grasping audio from listening and textual content from reading. Vocabulary is one of the most important aspects of a language. Vocabulary is one of the English additions that connects the four English abilities. If learners are unable to read, write, speak, or listen in English, they will be unable to comply with the coaching and learning procedure of the English challenge.

Furthermore, vocabulary also a crucial aspect of language ability and provides a great deal of the foundation for how well-inexperienced people speak, listen, read, and write. One of the linguistic functions that English ability is vocabulary. Learning vocabulary is essential for learners to be able to use their English skills. According to Thornbury (2002), without grammar, little or nothing can be conveyed, and without vocabulary, nothing can be conveyed. If students spent the majority of their time learning grammar, their English will not increase significantly. They will progress the most if they study more complex sentences and idioms. They can state little or nothing with grammar, but almost anything with phrases. This assertion implies that vocabulary is the most important aspect of any English competence. Students can still grasp what other people are saying or writing. On the other hand, grammar does not play the most important role in facilitating communication.

Students should first learn English vocabulary before learning English. They will not be capable of expressing themselves clearly and appropriately if

they do not comprehend vocabulary previously. Teachers must be able to select an effective strategy for increasing learners' vocabulary. If the learners have a very large vocabulary, they can be quite clear in expressing all of their concepts. Furthermore, Rider (2003) explains that helping learners improve their vocabulary is work with significant rewards. Students feel smarter when they increase their vocabulary. They are more likely to recognize what they read and hear. Because they have a greater command of their language, they get it easier to express themselves.

Because English is considered a foreign language in Indonesia, teachers have made significant attempts to familiarize students with the language. One of the efforts is to make English a required difficulty to be taught in junior high schools. The difficulty in learning English for the younger learner is the expansion of vocabulary. English is formally taught at junior high school in the third grade. Students are expected to recognize the English context, whether spoken or written, as the mode of interaction. Indeed, learners cannot frequently examine terminology.

As a result, junior high school English teachers must devote much more attention to looking for appropriate coaching tactics to prepare their classes. Furthermore, language will aid students to grasp the subject, allowing the message to be delivered effectively. To put it another way, learners must know and comprehend the terminology to recognize the spoken and written context. On April 03rd 2023, the researcher conducted preliminary research where the researcher conducted an interview with an English teacher at SMP Negeri 4 Siabu. Mrs Zulhalimah stated that there were several student problems in learning English, such as students do not comprehend the meaning of English words, students do not recognize the context of spoken and writing English, students have poor command of vocabulary and pronunciation, students are unable to express themselves using English, and lack of student interest in learning English.

As a result, English teachers must promote students' learning through appropriate teaching methods and establish a pleasant environment in which students can practice their language abilities according to their level. It suggests that an English instructor must pay attention to the student's learning and interests rather than limiting teaching to the classroom and certain existing teaching media such as flashcards, charts, real objects, pictures, and games. Games assist teachers in creating circumstances where language is useful and meaningful. Games make learning more enjoyable for learners since they enjoy learning, and games assist students to enhance their motivation to learn English.

According to Thornbury (2002), a guessing game is one of the most valuable skills that students can learn and practice both inside and outside of the classroom. It will inspire children to learn the new phrases. Because of the guessing game, students' motivation to study English will improve, as will their vocabulary. Based on the preceding considerations, the research applies the guessing game that may assist students to improve their vocabulary, entitled **“The Effect of Guessing Game on the Vocabulary Mastery of the Third Grades students at SMP Negeri 4 Siabu.”**

1.2 Identification of the Problems

Based on background of the study exposure, there are several problems can be identified:

1. Students do not comprehend the meaning of English words.
2. Students do not recognize the context of spoken and written English.
3. Students have poor command of vocabulary and pronunciation.
4. Students are unable to express themselves using English.
5. Lack of student interest in learning English.

1.3 Scope and Limitation

The research focused on the use of guessing game to improve students' vocabulary mastery in the third grade (9.1) and (9.3) at SMP Negeri 4 Siabu. The research conducted from July 31st to August 10th 2023. The research was

conducted at SMP Negeri 4 Siabu, Mandailing Natal regency. To be more effective, efficient, and focus on the topic, the research only focused on: The Effect of Guessing Game on the Vocabulary Mastery in third grades students of SMP Negeri 4 Siabu.

1.4 Formulation of the Problem

The following question formulation discusses the research problem in line with the research background:

1. How is the vocabulary mastery of students taught without using a guessing game in third grades at SMP Negeri 4 Siabu?
2. How is the vocabulary mastery of students taught by using a guessing game in third grades at SMP Negeri 4 Siabu?
3. Is there any significant effect the use of guessing game on students' vocabulary mastery of the third grades at SMP Negeri 4 Siabu?

1.5 Objectives and Significances of the Study

Based on the formulation of the problem above, it can be determined that research objectives are as follows:

1. To investigate the students' vocabulary mastery taught without using a guessing game in third grades at SMP Negeri 4 Siabu.
2. To investigate the students' vocabulary mastery taught by using a guessing game in third grades at SMP Negeri 4 Siabu.
3. To investigate a significant effect the use of guessing game on students' vocabulary mastery of the third grades at SMP Negeri 4 Siabu.

The research is hoped can be useful to:

1. The teachers

Knowing the students' vocabulary scores after playing the game and the effects of the guessing game on boosting students' vocabulary might help teachers improve their technique for teaching English vocabulary.
2. The students

As a result of this study, they may be able to measure their vocabulary score by playing a guessing game.

3. The researchers

The findings of this study can be used as a reference for other researchers who would like to conduct additional research on a similar problem, as well as to assist other researchers in expanding their knowledge about the effects of guessing games on improving students' vocabulary and gathering information for the future.

1.6 Definition of Operational Variables

1. Effect

The effect is defined as a change that occurs as a result of an activity or other cause.

2. Guessing Game

A guessing game is one in which the goal is to guess several types of information, such as a word, phrase, title, or location of an object.

3. Student

A student is someone who attends school to learn something. The students in this study are third grades at SMP Negeri 4 Siabu where there are 91 learners divide into 3 classes.

4. Vocabulary Mastery

Vocabulary mastery is the ability that exists inside a person to explore and grasp a word included in English and serves as the foundation for communication is known to everyone both orally and in writing so that it can provide the correct meaning.