

**IMPROVING STUDENTS' VOCABULARY MASTERY BY USING
GUESSING GAME ON THE SEVENTH GRADE STUDENTS OF SMP
NEGERI 2 GROGOL SUKOHARJO ACADEMIC YEAR OF 2023 / 2024**

THESIS

**Submitted as A Partial Requirements
for the Degree of Sarjana**



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DEDICATION

This thesis is dedicated to :

1. My beloved mother (Sabandiyatun) and my beloved father (Alm. R.Sumarso)
2. My beloved brothers and sister (Agung Budiawan Nugroho, Bevy Setyo Nugrahani, Cendy Ardian Kurniawan)
3. Myself
4. My bestfriends who always support me
5. My classmate
6. My beloved almamater UIN Raden Mas Said Surakarta

MOTTO

“When the world is evil to you, then you have to face it because no one will save you if you don't try.”

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **“Improving Students Vocabulary Mastery by Using Guessing Game on the Seventh Grade Students of SMP Negeri 2 Grogol Sukoharjo Academic Year of 2023/2024”** is my real masterpiece in this thesis are signed by citation and referred in the bibliography.

If I later proven that my thesis has discrepancies, Iam willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo. 21 November 2023

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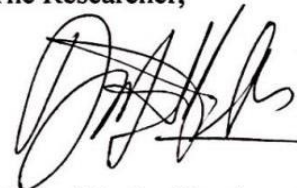
The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Sukoharjo, 21 November 2023

The Researcher,



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ABSTRACT

Defty Dianita Kurniawati. 2023. *Improving Students Vocabulary Mastery by Using Guessing Game on the Seventh Grade Students of SMP Negeri 2 Grogol Sukoharjo Academic Year of 2023/2024*. Thesis. English Language Education Department. Cultures and Languages Faculty.

The research employed Classroom Action Research (CAR) as its methodology. Its primary objective was to enhance the vocabulary proficiency of seventh-grade students enrolled in SMP Negeri 2 Grogol Sukoharjo during the 2023-2024 academic year. Conducted between October 31 and November 17, 2023, at SMP Negeri 2 Grogol Sukoharjo, this study focused on students belonging to Class VII F, comprising 32 students, with 18 boys and 14 girls. Data collection methods involved observation, testing, and documentation, with assessments conducted during the pre-test, Test 1, and Test 2.

The researcher analyzed the mean score of each test to find out the improvement in students' vocabulary mastery after the action was conducted. The researcher carried out a study in which student vocabulary action mastery increased optimally. This can be seen from the lowest pre-test score of 30 scores below the standard for 18 students and scores above the standard for 14 students; the average score was 72.8. Post-test cycle 1, the lowest score was 30 marks below the standard, 15. Scores above the standard were 17 students, the average score was 82.5, post-test cycle 2, and the lowest score was 30 marks below the standard, 5 students. There were 27 students with scores above standard; the average score was 92.2.

After implementing these actions, the researcher was able to solve the problem of increasing vocabulary mastery. Students are able to understand the meaning of words based on the context. By using guessing games in teaching revising layout vocabulary, students can easily understand and memorize new vocabulary. In the learning process, when teachers use games, students are enthusiastic and enjoy the teaching and learning process.

Keywords : *Improving Vocabulary Mastery, Guessing game*

CHAPTER I

INTRODUCTION

A. Background of the Study

The English language is an international language that allows people all over the world to communicate with others. Students must study four skills in the English subject: reading, listening, speaking, and writing. It is possible to change students' abilities to be able to perform all of the skills during the teaching and learning process. However, it is not a success if the kids' vocabulary mastery is inadequate. It results in vocabulary being one of the components to support the four English language skills. As a result, the students' vocabulary must be expanded. This study will concentrate on vocabulary. Very little can be conveyed without grammar, and nothing can be conveyed without vocabulary (Thornbury, 2002:13).

According to Hatch and Brown, as cited by Farida, Isrina, and Apsari (2019), "Vocabulary is the foundation to develop languages, which serves as a basis for communication." Furthermore, Cameron (Furqon, 2013) emphasized that vocabulary is a key micro skill for producing language in both spoken and written form. When a learner intends to learn a foreign language, he must first master the vocabulary in order to build up a foundation for the language at the primary level. Someone with a large vocabulary in a foreign

language can readily learn and produce language.

Based on field observations, there are several problems in students' mastery of English vocabulary at SMP Negeri 2 Grogol Sukoharjo. The first problem is that English teachers teach English in a traditional way, which is monotonous and less interesting, the teacher explains in a very soft voice and is not understood by students. The second problem is that students are not motivated and not interested in mastering vocabulary because many students are not interested in learning English.

According to the information provided earlier, a significant issue arises when students become disinterested because teachers continue employing identical methods and approaches for instructing vocabulary. As stated by Flora (2009: 3), she suggests that utilizing vocabulary-building games and activities for English language learners offers educators numerous concepts to establish a learning environment that is brimming with extensive spoken language. This approach also encourages active participation among children and can be applied throughout the day to infuse a sense of enjoyment into learning. Moreover, it promotes both the comprehension and expression of language while aiding children in attaining success. Research has also indicated that the act of "playing games" serves as a natural and effective means of teaching and honing vocabulary, ultimately enhancing fluency.

In this research the researcher used several previous research references, the first from the journal Amelia Resti, Erni, Mahsyur entitled "The Effectiveness Of Guessing Games Technique In Improving Students Speaking Ability At MTs N Hasanah Pekanbaru". The difference with my thesis is that the journal aims to improve students' speaking skills. The second is from Janurli Saputri, Rini Hendrita, Mezia Kemala Sari entitled "The Use Of Guessing Game To Improve Students Speaking Ability At SMP N 1 Talamau". the same as the first journal, the difference with my thesis is that the aim of the journal is to find out whether the use of this guessing game can improve students' speaking skills or not. The third is from Iza Razmi with the title "Using Guessing Games to Improve Students' Vocabulary Mastery in Grade Seven SMPN 03 Cimahi. Researchers analyzed students' vocabulary abilities. From this research, researchers used classroom action research to determine the effectiveness of students' vocabulary mastery through guessing games in the seventh grade of SMP N 03 Cimahi in the 2017/2018 academic year.

The researcher wants to make observations at SMP Negeri 2 Grogol Sukoharjo because they want to know how to teach vocabulary to students, because the techniques and teaching methods are fully depended on the teacher. Researcher want to know whether the method used is monotonous and less varied, because the

teacher's teaching method is very dependent on students do not feel bored with teaching techniques and will lose their focus on learning vocabulary and whether students get difficulty to improve their vocabulary. here the researcher wants to see and help the main problem in teaching and learning vocabulary so that the techniques used in teaching vocabulary vary slightly and do not make students feel bored.

To deal with the problem it can be used Guessing Game as an alternative activity to solve problems. With games, students can join activity and use vocabulary in that activity. Teachers and researcher only need cards or pictures, and then teachers and researcher make some group of students. After that the teacher gives a picture or cards to each group, but has a secret quality and the leader of each group comes forward one by one to give instructions to the guess of the other group. This activity is designed to foster student interest and focus more on the material. In addition, guessing games can play by all students in the class. Topics and materials vocabulary used may vary with material such as animals, sports, movies, and more. Researcher chose SMP Negeri 2 Grogol Sukoharjo because the researcher wants to prove that public schools that are not favorites should not be viewed with just one eye. The author's interest is also to find out how guessing games can be applied in teaching vocabulary in class, and how to use Guessing The game

method will increase students' vocabulary. It the title of this research is Improving Student's Vocabulary Mastery by Using Guessing Game on The Seventh Grade Students of SMP Negeri 2 Grogol Sukoharjo Academic Year of 2023/2024

B. Problem Identification

The problem identifications in this study were:

1. The students have low vocabulary.
2. The students dislike to memorize English word.
3. The students felt bored when the teacher give some materials.
4. The teacher using less and monotonous technique.

C. Limitation of the Problem

The researcher tries to find out the improving students vocabulary mastery to the students. The students as the subject of this study from seventh grade students of SMP Negeri 2 Grogol Sukoharjo academic year 2023/2024.

D. Problem Statement

Based on the research background the researcher formulates the problem statements as follows: Can guessing game improve the student's vocabulary mastery of the seventh-grade students of SMP Negeri 2 Grogol Sukoharjo?

E. Objective of the research

According to the problem statement, the objective of the research is to determine whether the seventh-grade students of SMP Negeri 2 Grogol Sukoharjo can improve their vocabulary mastery through the use of a guessing game.

F. Benefits of the study

The results of this research are expected to give benefits both theoretically and practically.

1. Theoretical Benefits

- a. Proving the result of improving students' vocabulary mastery by use of guessing game of the seventh grade of Proving the result of improving students' vocabulary mastery by use of guessing game of the seventh grade of SMP Negeri 2 Grogol Sukoharjo Academic Year of 2023/2024
- b. Theoretically, conducting pedagogical research is of use in developing the theories of language teaching and learning English. With respect to this consideration, it is expected that this study will be able to contribute to the application for improvement of teaching learning quality of English especially in improving vocabulary.
- c. Giving a profitable description to any further researcher who want to study the same case, useful reference for the next day.

2. Practical Benefits

a. Students

Giving a way to the students how to increase their vocabulary. The student can get motivation to understanding very well about teaching-learning process, giving students a way to learning English by funny technique.

b. Teacher

The teacher can Giving a reference to development of teaching- learning process, especially in vocabulary. Guessing Game can make the student's vocabulary mastery better. Giving teacher other point of view about the way to teach English.

c. School or Institution

The School or The Institution can Giving reference to school library about this research. Giving other way implementation in teaching English, so that the institution or school can develop their teaching-learning process.

d. Other Researchers

This thesis can Giving reference to other researcher in the same study, presenting a thesis which can be considered to her or his thesis later.

G. Definition of Key Terms

1. Vocabulary

Lehr, Osborn, and Hiebert (in Kamil and Hiebert, 2005: 2-3) define vocabulary as knowledge of words and words meaning in both oral and print language and in productive and receptive forms. More specifically, they use it to refer to “the kind of word that students must know to read increasingly demanding text with comprehension.”

2. Guessing game

Guessing Game is a game in which the object is to guess some kind of information, such as a word, a phrase, a title, or the collection of an object, many of the games are played cooperatively, in some games know the answer, but cannot tell the other, instead they must help them to guess it. (Vicki Cohen, John Cowen, 2007)

3. Classroom action research

Classroom action research is a research carried out by educators in their own classrooms by designing, implementing and reflecting collaborative and participatory actions with the aim of improving their performance as educators so that student learning outcomes can be achieved increase. (Rustam & Mundilarto, 2004)

4. Vocabulary Mastery

Hornby (1995) defined vocabulary as a list of words complete with their meanings. It is core of a language. Based on those definitions, it

can be concluded that vocabulary is a stock of words on a language complete with their meanings which is used by individual or group of people, either in oral or written communication. Moreover, the term “mastery” means having great skillfulness and knowledge of some activities or subjects. So, vocabulary mastery is comprehensive knowledge to recognize, to understand, and to produce the stock of words and their meaning.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Description

1. Review on Vocabulary

a. Definition of Vocabulary

Learning language has a direct correlation with vocabulary. Vocabulary comprises the understanding of words, definitions, and the appropriate use of them in speech. Vocabulary is an essential part of any language. According to Lehr, Osborn, and Hiebert (2001, cited in Hiebert and Kamil, 2005), vocabulary is the understanding of words and their meanings in spoken and written language. Someone must become proficient in a language's vocabulary before they can speak in that language. Furthermore, according to Alqahtani (2015), a language learner can only employ the structures and functions he has acquired for understandable communication if he has a wide vocabulary, which makes vocabulary development crucial for successful foreign language use.

From the definitions, it can be said that vocabulary is total number of words or stock of words with their meaning which make up a language used by person, class, or

profession. Vocabulary plays necessary role in learning a language so that it can help language learners to be able to understand and use language, especially a foreign language as according to Ur (1998: 60) vocabulary can be defined, roughly, as the words people teach in the foreign language. It means vocabulary is written or spoken unit of language as symbol of idea in foreign language introduced to learners. If a teacher teaches new words in foreign language, it means the teacher teaches vocabulary.

Started by decided the students into 5 groups, each group consists 4 students. Each group got one copy of the text. The researcher asked the students to listen the researcher read the text carefully. After that, the researcher asked for each group to read the text and the researcher asked the students translate the material into Indonesia by using dictionary. Then the researcher and the students discussed it together.

b. Aspect of Vocabulary

According to Ur (1996: 60-62), there are some aspects of vocabulary that should be mastered by students as follows:

1) Pronunciation and Spelling

The students have to know what a word sounds like (it's Pronunciation) and what it looks like (its spelling).

2) Grammar

The grammatical rules should be understood by student when they learn a set of new words.

3) Meaning

The meaning of words is primarily what it refers to in the real world, its denotation. A less obvious component of the meaning of an item is connotation: the association, or positive or negative feeling it evokes, which may not be indicated in a dictionary definition. A more aspect of meaning that often needs to be taught is whether particular item is the appropriate one to use in a certain context or not.

Hatch (1995:373-390) states that there are five essential steps in vocabulary learning.

4) Encountering new words

The first essential step for vocabulary learning is encountering new word various sources. Encountering words are more effective when the students work with interactive and interesting material. The number of times that a word is encountered also affect whether its learned.

5) Getting the word form

The important of getting the word form appears when students are asked to give definitions for words. Beginning students are likely to make mistakes that are related to confusions of the form of other words.

6) Getting the word meaning

The specificity of the meaning that students need seems to vary. The level of distinction that must be made in word definition seems commit vary both with the requirement of the task or situation, and also with the level of students. One varies popular way in incidental learning for students to get the meaning of words is through context.

7) Consolidating word form and meaning in memory

interesting vocabulary learning can strengthen the

form meaning connection. There are four strategies: creating mental linkages, applying images and sound, reviewing well, employing actions.

8) Getting the word form

The important of getting the word form appears when students are asked to give definitions for words. Beginning students are likely to make mistakes that are related to confusions of the form of other words.

9) Getting the word meaning

The specificity of the meaning that students need seems to vary. The level of distinction that must be made in word definition seems to vary both with the requirement of the task or situation, and also, with the level of students. One popular way in incidental learning for students to get the meaning of words is through context.

- 10) Consolidating word form and meaning in memory interesting vocabulary learning can strengthen the form meaning connection. There are four strategies: creating mental linkages, applying images and sound, reviewing well, employing actions.
- 11) Using the word. The final step in learning word is using the words. Usages provides a mild guarantee that word and meanings will not fade from memory once they are learned. That the researcher gave the student solution as follow; make the meaning of the word, and translating the word.

c. Type of Vocabulary

Harmer (1991:159) distinguishes two types of vocabulary, active and passive. The former refers to vocabulary which students have been taught learn and which they are expected to be able.

Meanwhile, the latter refers to words which students will recognize when they meet them but which they will probably not be able to produce. In line with Harmer, Haycraft (1997:44) also differentiates vocabulary into two kinds, active and passive. Active vocabulary is words which students can understand, pronounce correctly, and use

constructively in speaking and writing. Meanwhile, passive vocabulary is words that students recognize and understand when they occur in a context, but which they cannot produce correctly by themselves.

Based on how often (its frequency) and how widely (its range) vocabulary occurs in language, Nation (2008: 7-11) distinguishes vocabulary into four levels as follows:

- 1) High frequency words

High frequency words of the language are the most important group of words. These words occur very frequently in all kinds of uses of the everyday language. They are needed formal and informal use of the language, in speech and in writing and in novels, conversation, newspapers and academic texts. Most of words are quite short and included as function words.

2) Academic words

These words are frequent and widely used within specialized area. For example, the vocabulary of newspaper, children's books, or very informal conversation. The most well researched special purposes area for vocabulary in academic writing. Academic writing includes academic textbooks like economics or geography text, academic articles such as articles from journals, and laboratory manuals. Academic words do not occur so often in other kinds of language use. The words in the academics' word list are very important for learners who will use English for academic study either in Senior High School or universities or technical institute.

3) Technical words

Most technical words occur only in one specialized area, but some technical words can occur in other areas, some with the same meaning and some with different meanings. For example, by-pass and neck occur very frequently in medicine and technical words in that area. They also occur outside that area. Technical words are clearly very important in anyone

who specializes in a particular area. Low frequency words They include (1) word that are not quite frequent or wide range enough to be high frequency words (abort, absorb, accelerate, accent, accusation, acid, acre), (2) technical words from other areas (one person's technical vocabulary in another person's low frequency vocabulary), and (3) words that just occur rarely. Based on the statement above, it can be concluded that vocabulary distinguish into four levels. The level vocabulary that used for junior high school in the academic words, which used in academic textbooks as a handbook for students to learn.

d. Concept of Vocabulary Mastery.

Vocabulary as one of the language aspects have to be learned when people are learning a language. Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing and reading besides grammar. A learner of the foreign language will speak fluently and accurately, write easily, or understand what he or she reads or hears if he or she has enough vocabulary and has a capability of using it accurately.

According to Collier (1971: 1), when a student mastered the fundamental grammatical pattern of language, his next task is to master its vocabulary, or at least that of its vocabulary that he needs. It is obvious that vocabulary is very important in learning a language especially English, because the English vocabulary is extremely large and varies as well.

Burton (1982: 98) states that without a large vocabulary, it is impossible to use English language precisely and vividly. While, Coulson et al (1987: 1050) define that mastery is skill, use, or knowledge. It means mastery is the ability to use one of knowledge. Horn by (1995: 721) states that mastery is complete knowledge or great skill. Therefore, it is highly essential for English teachers to help their students in mastering vocabulary.

Thus, considering this scope of study, vocabulary mastery in this research is students' competency to comprehend the meaning of certain words in whether and seasons and kind of shapes theme; produce those words in separate individual form both written and oral.

Researcher have tried to estimate how many words native speakers know in order to access the number of words learners need to learn. Estimates for native speakers vary

between 12,000 and 20,000 depending on their level of education. One estimate is that a native speaker university graduate knows about 20,000 words families (Goulden, Nation, and Read 1990), not including phrases and expressions. Current learners' dictionary such as the *Cambridge Dictionary of American English* include "more than 40,000 frequently used words and phrases . . ." This huge number of items presents a challenge that would be impossible for most English language learners, and even for many native speakers.

Fortunately, it is possible to get along in English with fewer than 20,000 words. Another way of deciding the number of words learners need is to count many different words are used in an average spoken or written text. Because some high-frequency words are repeated, it is said that learners can understand a large proportion of text with a relatively small vocabulary. So, for example, learners who know the most frequent 2,000 words should be able to understand almost 80 percent of the words in an average text, and unacknowledged of 5,000 words increases learners' understanding to 88.7 percent (Francis and Kucera 1982).

For spoken language, the news is even better since about 1,800 words make up over 80 percent of the spoken corpus (McCarthy 2004; *Teaching Vocabulary* O’Keeffe, McCarthy, and Carter 2007). While learning up to 5,000 words is still a challenge, it represents a much more achievable learning goal for most learners than 20,000 words.

e. Techniques in Teaching Vocabulary

From what are mentioned by Lewis and Hill (1992: 102- 103); the researcher summarizes some vocabulary teaching techniques as follows:

1) Contrast (Opposite/Antonyms)

Teachers can present the meaning of “empty” by contrasting it with “full” “cold” by contrasting it with “hot”. “Big” by contrasting it with “small”, students will learn two words instead of one.

2) Synonyms

Sometimes it is helpful, particularly with a relatively unimportant word of passive vocabulary, to provide a quick synonym explanation. It is helpful if teachers say “it is similar in meaning to...” to build up in the students mind the idea that language consists of choice, that words do not mean the same as each other.

3) Enumeration

It deals with general and specific words. Teachers can say “clothes” and explain this by enumerating or listing various items.

4) Explanation

This technique can be better used with intermediate students. Explaining the meaning of a word must include explaining any fact of word use which are relevant. If teachers explain the meaning of “mate” (=friend), they have to point out that it is a colloquial word used in informal contexts and that it is more often used for males for females.

5) The Dictionary

Teachers can ask students to look up the word in the dictionary, this way provides practice in important learning skills, dictionary using.

6) Translation

It is a quick and easy way to present the meaning of words, but it is not without problem. It is not always easy to translate words. Besides, it may make it a bit too easy for students by discouraging them from

interacting with the words.

Furthermore, teachers may find it difficult to use this way with a class of different nationalities since it is not easy to translate into all the necessary languages. However, there are always some words that need to be translated and this technique can save a lot of time. If teachers do translate vocabulary, they need to exemplify the word in context so that students will not forget it easily.

7) In context

If the word occurs in a text or passage, the meaning can often be deduced when the other words in the sentence are already known. This deductive process applies particularly to the use of reading passage or stories, whether taped, read, or told.

8) Create a context

The only way to teach the meaning of many abstract words is by creating a context or situation from which the students can then deduce the meaning.

9) Eliciting

Once a context is established, teachers can ask student what words they would expect to find or what

they would expect someone to say or do in a particular situation.

10) Descriptions or definition

Teachers can describe and define objects: “You steer a ship with a rudder”, “You put luggage into the boot of car”, “A lawn is an area of grass in a garden”.

11) Word games

There are a large variety of these and they are useful for practicing and revising vocabulary after it has been introduced. For example, crossword puzzle and scrabble.

From those various technique. There are several ways in teaching vocabulary like contrast (opposites/Antonyms), synonyms, the dictionary, translation. Those techniques can be developed by guessing game, a one of the techniques that can cover those ways in teaching vocabulary.

Nation in Cameron (2001: 85) lists basic techniques by which teachers can explain the meanings of new words to young learners in the classroom, by demonstration or pictures; demonstrating can be done by using an object, using a cut-out figure, using gesture, performing an action, photographs, drawings or diagrams on the board, and pictures from books (moving images from TV, video, or computer can be added). By verbal explanation; doing verbal explanation can be done by using analytical definition, putting the new word in a defining context (e.g. an ambulance takes sick people to hospital), and translating into another language.

As it has been stated above that vocabulary denotes stock of words that it can be said that teaching vocabulary means teaching words. The words' theme selves have some aspect in which through the aspect, vocabulary can be taught appropriately by language teachers. In another word, in teaching vocabulary, a teacher must take into account the aspect of words. Lado (1979: 76) believes that are three aspects of words, namely their form, their meaning, and their distribution.

He states, "In most language, the form of words consists of sound segment, stress, and tone, and pitch," by considering the statement above, the teacher is regarded to be aware of the components of the word form so that the vocabulary the teachers can delivered appropriately to learners. In term meaning, Lado (1979:79) says: "As matter of fact the meanings into which we classify our experience are culturally determined or modified, and they vary considerably from culture to culture. Some meanings found in one culture may not exist in another. From the statement, teaching meaning is important since the meaning differences are seldom as forcefully noticeable as when one attempts to translate accurately a text from one language to another. Finally, Lado (1979: 79) describes about the distribution of words as follows: The distribution of the words is important to us because at any given moment in the history of language the speakers of that language carry with them habits of the restriction in distribution and because different language have different restrictions. There are grammatical restrictions so that English, water may be a noun as in glass of water, a verb in the garden.

By considering all of the definitions above, it can be concluded that vocabulary mastery is a great comprehensive skill or knowledge about or understanding of total number of words with their meaning which make up a language used by person, class, or profession. It also can be concluded that vocabulary mastery is the ability of a person to have knowledge of words and word meaning to use it in a conducting communication in each aspect of language fluently and properly. It is the complete mastering of some aspect of vocabulary such as:

a) Pronunciation

The students have to be able to pronounce the words correctly. They have to know how to speak and them well. It is very important because the mistakes in pronouncing a word can make its meaning different.

b) Spelling

The students have to be able to spell each letter of a word both inn written and spoken way. They have to be able to spell a word so they can catch the

meaning of that word.

c) Understanding the meaning

Besides knowing the pronunciation and the spelling, the students also have to be able to understand the meaning of a word. The meaning of a word can be more than one according to the context.

d) Using words in a sentence

After knowing how to pronounce, to spell, and to understand the meaning of a word, the students have to be able to use in a sentence. They have to be able to remember a word then using in a sentence correctly.

Vocabulary mastery in the context of my research is the try to develop the ability of the students to have knowledge of words and word meaning to use it in a conducting communication in each aspect of language fluently and properly. The researcher takes the school environment as the material to develop the ability of the student's vocabulary. The ability that will be developed by researcher in vocabulary is about meaning, pronunciation, spelling, and using in a context.

2. Review on Guessing Game

The students enjoy study of vocabulary combination with game. Sometime the students lazy to listen material from the teacher. With the game, can make felling the students become happy, funny and enjoy. From the students playing the they also can add their vocabulary automatically.

a. The Definition of game

According to Wright, Betteridge and Buckby (2006), „Game“ to mean an activity which is entertaining and engaging, often challenging, and an activity in which learners play and usually interact with others. Game is an activity that is played with a certain rule to have fun, and also can be used for educational purposes. Many games can help develop practical skills that serve as exercise or perform an educational role, simulation, or psychological. According to Wright, Betteridge and Buckby (2006), „Game“ to mean an activity which is entertaining and engaging, often challenging, and an activity in which learners play and usually interact with others. Byrne (1995) stated that game as a form of play governed by roles. It should enjoy and fun. It is not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of game. As we

know that the characteristic of the game is fun. One of the alternative approaches to implement the strategies of learning language is by using games. Language learning is tough work. One must make an effort to understand, to repeat accurately, to adapt and to use newly understood language in conversation and in written composition. Effort is required at every moment and must be maintained over a long period of time.

Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful (Wright, Betteridge and Buckby: 2006). Bedson and Lewis (2009) stated that games should be more than just for fun. Although playing game is fun, teacher should always focus on the language objective. Games are highly motivating and entertaining, and they can give shy students more opportunity to express their opinion and feelings. They also enable learners to acquire new experience within a foreigner language which is not always possible during a typical lesson (Hansen 1994 in Wright, Betteridge and Buckby: 2006).

In conclusion, the use of games in learning environments can change the dynamics of the classroom

become more enjoyable and fun, so the teacher can make the learning environment more interesting and interactive. Games have many effects toward the learners and the learning process. It can be positive effects or negative effects. However, recent studies show that the possibility for games to act as a tool to accelerate the learning process in improving learners' vocabulary achievement is still widely open to explore.

b. The Variety Technique of Game

There are several kinds of game that can be used as technique of language teaching and learning. Hadfield (1997 :4), states that the game make use of a variety of techniques. Techniques used include as follows:

1) Information gap

In the activities student A has accessed to some information which is not held by student B. student B must acquire this information to complete a task successfully. The game maybe played in pairs or in small groups, where all the members of the group have some information. for example, the Learner A has a biography of a famous person with all the place names missing, whilst Learner B has the same text with all the dates missing. Together they can

complete the text by asking each other questions.

2) Guessing game

In this game, the player with the information deliberately with holds it, while others guess what it might be. In this game, the class divided into four groups. Each group chooses one of them to come forward so there was three students“ played in the front of the class. One of them as a Master (clue giver) and two as a Smart (guesser) and the other as Audiences

3) Matching games

These games involve matching identical pairs of cards or pictures, and maybe played as a whole class activity, where everyone must circulate until they find a partner with the same card or picture. For example, students place 30-word cards; composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory. This is also known as the Pelmanism principle, after Christopher LouisPelman, a British psychologist of the first half of the 20th century.

4) Matching-up Games

In this game, each player of a group has a list of opinions, preferences or a possibility. Only one of these is shared by everyone in the group. Through discussion the group must decide on a common preference, in order to agree on decide on a something such as a dinner date or choice of afternoon activity.

5) Exchanging and collecting Games

In this activity, the players have a certain articles or card which they are willing to exchange for other in order to complete a set. This maybe play as a whole class activity, where players circulate freely, exchanging cards or articles at random.

Combining activities In the activities, the players must act on certain information in order to arrange themselves in groups such as families or people living in the same flat.

6) Puzzle-solving Activities

The game occurs when participants in the game share or pool information in order to solve a problem or a mastery.

7) Simulations

This game includes the imitation in the classroom of a total situations, where the classroom becomes a street, a hotel or a supermarket. These game practice interaction between the individual and service such as shops, banks, tourist offices, stations, and airports.

8) Card Games

Cards can have a meaning or value in a game, or simply serve as symbols for objects or actions. For example, students have a set of cards with different products on them, and they sort the cards into products found at a grocery store and products found at a department store.

c. The Definition of Guessing Game

Guessing game is one of some games in teaching technique and this game in which the students are to guess some kinds of information, such as a word, a phrase, a title, or the location of an object. According to Merriem Webster (1986), Guessing game in which the participates complete individually or team in the identification of something indicate obscurely (as in riddles or charades).

Guessing game is kind of game to play, that include interactions among of group of people. This is support by many experts, such as Harmer (1998) states “Guessing game is activity that includes interactions between individuals or groups aspiring to prescribe aims”. Based on these statements guessing game is the interaction of among of people to prescribe aims. In other ways Webster (1986:108), “guessing game in which the participants compete individually or term in the identification of something”, in addition, Mora and Lopera (2001), says” guessing game is or than just having fun, stress that game and fun activities have always been one of every body’s favorite thing to do in class, both for teachers and students since games can contribute to the development of a series of skills and competencies”.

Based on the definition, it can be concluded that guessing game is a simple game where the students can guess something in which a person or a participant competes individually or groups to identify or to find out it or a game which a person or participant knows and competes individually or in a team to identify or to find out it. They can express their ideas freely because they do activities with their friend.

d. Guessing game technique

The researcher conducts guessing game in vocabulary mastery in order to know the use of it. So, in this part the researcher will explain more about guessing game. Guessing game technique is a way of game to guess an object such as a verb, noun, abstract noun or phrase by giving many clues to the guesser as much as possible. Guessing game can adopted from a television and radio, which creates the teaching and learning situation based on the student excitement of playing game. In guessing system, every student has time and chance to add vocabulary and gives the clues others until they can guess it correctly. So, in applying the game, students are must courage in thinking what they want to say.

Klippel (1994: 32), defined of guessing game is eminently simple: one person knows something that another one wants to find out. Therefore, games can help the students in building a good relationship with their friends as well as in increasing their achievement in learning English. Webster (2001: 2) pointed out a game in which participate competes individually or team to identification of something indicates obscurely.

From the statement above, it can be said that guessing game re interested by students all of ages from children to adult, and it encourages the learners to communicate because it is combination between language practice with fun and excitement. So, it means that guessing games gives more opportunities to improve speaking skill of eight grade students as the beginning learners who start to learn English formally. By using guessing game technique to improve vocabulary mastery made students really were active looked happy in learning process.

3. Implementation of guessing game

The implementation of this game was started from the preparation. The teacher prepares several cards that already contain the clue of the material on the day's encounter. The card that includes the clue was then put into a box that will be selected by students in a random manner.

In this game the class is divided into four groups. Each group chooses one of them to come to the front so that the other students play at the front of the class. One of them is the Master (clue giver) and another student is the Smart (guesser) and the other is the Audience. Based on the previous adaptation of the guessing game, researcher formulated the following steps:

- a. The teacher explains today's material about reading recount texts, then explains how to play the word guessing game.
- b. The teacher divides the class into four groups. Each group gets a turn to be the Master (clue giver), other students are Smart (guessers) and still others are Audience.
- c. Each group chooses a friend to come to the front of the class in turn.
- d. The Clever (guesser) and the Master (clue giver) sit in the front chairs of the class.
- e. The smart one (guesser) has two minutes to guess the word, if they fail to guess it will be continued by other group members.
- f. At the end of the game, the teacher will assess the highest score of this game, the lowest score will be punished for writing the words in the game on the blackboard.

4. Teaching Vocabulary Using Guessing Game and The Benefits of Guessing Games

The researcher used guessing game to know the student vocabulary ability. Guessing game is good to use as a learning medium because it is easy and fun. Students will be

able to add new vocabulary each time the meeting. The students will master the four skills, follows; listening, writing, reading, and speaking if they have knowledge and skill in vocabulary. As we know, guessing games have several benefits :

1. Students feel more relaxed in following the lesson so it will be easier for them to enter the lesson.
2. Using games will stimulate students to speak English.
3. Using games will be more fun for students.
4. Enrich students' English vocabulary.

In this study, researcher used two basic competencies which were used as guidelines to determine the minimum criteria that students must achieve in the learning process. In this research, the researcher used recount text material related to people's behavior/actions/functions with social functions, text structures, and linguistic elements that are correct and appropriate to the context.

5. Vocabulary Assessment

Hornby (1995:1331) states that vocabulary is the total number of the words which (with rules for combining them) make up a language. This statement is then strengthened by Burn (1975:295) who says that vocabulary means the stock of words used by a person, class or profession. Since the assessment emphasizes learning process, the data of assessment is gained from the collected datum from the real action which is done by the students in their learning process. While the authentic means that the data must be taken from both in and beyond the school. . Thus, the teacher must use a variety of assessment strategies that give the students opportunities to demonstrate what they know as well as how it is used in and beyond school. There are some assessments that can be used by teacher. They are: (1) task, (2) homework, (3) quiz, (4) presentation, (5) demonstration, (6) report, (7) journal, (8) test result.

From those statements, we can infer that to assess the student's vocabulary mastery is a stock or list of words with explanation of their meanings used to make up a language by a person, class of profession.

B. Previous Studies

This research is not only the one research which is focused on teaching vocabulary mastery. They previous studies that is line with the researcher are First, a thesis from Devi Anggraeni conducted the study with the title “Improving students” speaking skill through guessing game technique at grade x-1 of SMA N 1 Angkola Selatan Tapanuli Selatan.” because she found many problems of speaking classroom, such as speaking was the lowest for students to achieve comparing to others skills, the students were shy to share their ideas and afraid of saying something wrong because of the lack of vocabulary and grammatical, and the students were not interesting in speaking English because they did not have a chance to speak in the classroom. In her study she assumed that there was significant effectiveness to help students in their speaking skill. Based on the difference of mean score between pre-test and post-test, guessing game can improve speaking skill. The students’ score of speaking after taught by using guessing game is better than before taught by guessing games.

The second one is by Safitri, Bambang Wijaya, Syarif Husin In their thesis “The Effectiveness of Guessing Game Towards Students’ Writing Skill on Descriptive Text” they found that the students of MTs N 01 Pontianak in Academic year 2014/2015. Had difficulties in learning English especially, in writing skill. It was

because when the write short stories the student have many difficulties. For especially, the grammatical rules of Indonesian language are different from the rules of English. the research is aimed to improve the students' writing skill through guessing game. The researcher analyzed how the procedure of the use of guessing game to improve the students' writing skill, and whether the use of guessing game can improve the students' writing skill, how far the implementation of students' writing skill of students of the MTs N 01 Pontianak in academic year 2014/2015 the research methodology in the research use classroom action research. The result shows that using guessing game can improve students' writing skill.

The third From Iza Razmi with the title "The Use of Guessing Game to Enhance Students' Vocabulary Mastery at Seventh Grades of SMPN 03 Cimahi. The researcher analyzed about students' vocabulary ability. From this research, the researcher uses classroom action research to find out the effectiveness students vocabulary mastery through guessing game in seventh grade of SMP N 03 Cimahi in the school year of 2017/2018.

C. Hypothesis

Creswell (2014:188) states that hypothesis is predictions the researcher makes about the expected data collected from samples. According the statements above, the researcher make an alternative hypothesis in this study. H_a : the use of guessing game can improve the student's vocabulary mastery. H_o : the use of guessing game cannot improve the student's vocabulary mastery. The hypothesis is formulated as follows: "The use of guessing game technique can improve the students' vocabulary mastery". The hypothesis of this research was a significant score of teaching English vocabulary by using guessing game technique, the hypothesis would be accepted if they obtained post-test 2 was higher than post-test to test the hypothesis of this research, the researcher used pre-test, post-test 1 and post- test 2.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

1. The design of this study uses Classroom Action Research (CAR). The researcher uses quantitative and qualitative method in purpose of classroom action research. Related to the problem that faced by student, guessing game as a technique to improve vocabulary that is appropriate in classroom action research design. Nunan (1992:229) states that action research is a form of self-reflective inquiry carried out by Practioner, aimed at solving problems, improving practice, or enhancing understanding. Meanwhile Carr and Kemmis (in Burns 1999:30) state that action research is simply a form of self-reflective enquiry undertaken by participants in social situation in order to improve the rationality and Hustice of their own practices, their understanding of this practices and the situations in which the practices are carried out. While, Mills (2000:6) states that the action research is any systematic inquiry conducted by teacher researcher, principals, school counselors, or other stage holders in teaching or learning environment, to get their information about the ways that their particular schools operate, how

they teach, and how well their students learn. The model of action research will use in this research is the model developed by Kemmis and Mc Taggart in Burns (1999:32). According to the model, the implementation of the classroom action research includes four steps in the following:

- a. Identifying problems and planning the action.
- b. Implementing the action
- c. Observing the action
- d. Reflecting the result of the observation.

The steps in action research (planning, action, observation, and reflection) are done in a cycle. Cycles are done depending on the problems needed to solve. The following is the model of action research figured by Kemmis and McTaggart in Burns (1999:33).

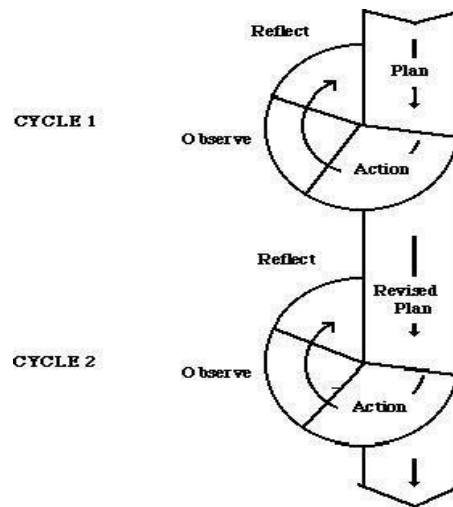


Figure 1. The model of Action Research

In this pre-research, the researcher can use action research because the researcher tries to solve classroom problem in vocabulary mastery. The Classroom Action Research (CAR) aimed to improve the senior high school students' vocabulary mastery so that the result would be higher than the previous. The researcher can use guessing game to teach vocabulary in communicative activity.

B. Setting of the Study

1. Setting of Place

The research was conducted at SMP Negeri 2 Grogol Sukoharjo, Central Java. The school building faces north. This school has accreditation A. The school is quite close to the main road. The location is surrounded by residents' houses. SMP Negeri 2 Grogol Sukoharjo has sufficient facilities to support the teaching and learning process. There are 2 libraries, a computer lab, and a biology lab. SMP Negeri 2 Grogol Sukoharjo has many rooms. There are 30 classrooms, teacher's room, principal's room and living room, administration room, mosque, toilets, counseling room (BK), student health unit (UKS), Internal School Organization (OSIS) room, canteen, and parking area. Each classroom is equipped with several facilities arranged to support the teaching and learning process, such as whiteboards, markers, tables and chairs, teacher's desks and chairs, clocks, LCD and screens, sound systems, and good air circulation and lighting. The learning process at SMP Negeri 2 Grogol Sukoharjo is from Monday to Saturday.

2. Setting of Time

No	Activities	Nov 2022	Feb 2023	Mar 2023	Apr 2023	Jun 2023	Oct 2023	Nov 2023	Dec 2023
1	Title submission and approval								
2	Asked for permission to and pre observation								
3	Wrote research proposal								
4	Proposal seminar								
5	Colected and analyzed data								
6	Wrote the thesis								
7	Thesis exam								
8	Submitting the document								

C. Subject of the Research

The research subjects were first grade students of SMP Negeri 2 Grogol Sukoharjo. Class one is divided into ten grades. They are class VII A to VII J. In this study the researcher chose class VII F which consisted of 32 students, 18 boys and 14 girls. The researcher took VII F as the research subject because based on interviews with the English teacher that this class was still low in English subjects, especially vocabulary.

D. Action Plan

The research method using the CAR (Classroom Action Research) which was developed Kemmis and Mc Taggart(1998), There are four components in two cycles to conduct CAR, planning, action, observation, and reflection:

1. Identifying problems The problems that exist for students in improving students' vocabulary skills. So researchers used several techniques, namely observation, testing and documentation to identify problems that existed among students.

2. Carrying out the real Action Research

a. Planning

Where the instrument is prepared in performing actions, such as making lesson plans, material to be used in the implementation of the action, media and supporting time as well as evaluation material after taking the action To

measure the improvement in vocabulary mastery of students of class VIII F SMP Negeri 2 Grogol Sukoharjo using the guessing game technique.

b. Action

This research uses a guessing game method which aims to increase students' vocabulary knowledge. Researchers took action according to the plan in the RPP. In carrying out this research two cycles were used. Each cycle has three meetings and the travel time is 80 minutes. Using implementation stages, namely opening, core, closing. It can also help researchers to sharpen their reflections and evaluations in class.

c. Observation

Researchers observed students by doing all the learning activities carried out such as checking student observation sheets, participating students, and being active in class. so all the results of the data performed in the class are recorded as data.

d. Reflection

Researchers found the development of student activity and vocabulary knowledge by using the guessing game technique. In cycle I, students were still shy and did not respond to the researcher, but in cycle II, students were active

and enthusiastic about participating in the research.

3. Doing Evaluation

So that with all student teaching and learning activities are completed. Students are given test questions to find out whether students have understood the learning that has been given by the researcher. The researcher also analyzed the test results and calculated the students' average.

E. Research Instrument

In this classroom action research, the researcher used instruments to collect the data in this research, those instruments were: Instrument is a tool which uses many kinds of methods to collect the data of a research (Arikunto, 2010: 193). There are some kinds of research instruments, they are: test, interview, observation, rating scale, and documentation. In this research, the researcher uses test as an instrument to collect the data. The test will be divided into two parts that are pre-test and post-test. The researcher give score for the right answer. The test is intended to know what the effectiveness of using Guessing Game in vocabulary mastery.

In this classroom action research, the researcher used instruments to collect the data in this research, those instruments were:

Test

The test will be estimated three times at the beginning of the study,

and the final results will be seen from the last cycle. This test will be conducted to measure the increase in students' vocabulary mastery. Then the test results at the end of the cycle will be compared with student scores before the action is implemented. The researcher will give a test that contains 10 questions. The test consists of texts and questions related to the texts that have been taught to students. Text about activities or activities. From cycle 1 and cycle 2 the researcher explained about guessing games and activities. To find out the score the researcher will use the formula:

Score max 100

Test: 10 items

Total Score: $10 \times 10 = 100$

The result of the test is the students' scores.

F. Technique of Collecting Data Test

Meanwhile, quantitative data include formative test (pre-test and test in the end of cycle). The quantitative is in the form of number, the researcher uses test is taken from the test that are conducted before and after the cycles are implemented. The test score is used in the form of pre- test, test 1 and test 2. The results of the test are analyzed to compare the student's improvement on vocabulary mastery, the result can indicate weather using Guessing game can improve the students" vocabulary mastery or not. Both of them must be valid and reliable. Validity means testing what are supposed to test, and not something else (Wallace: 1998:36). Reliability means if the research is repeated, the findings or results will be the same.

G. Technique of Data Analysis

After collecting the data, the next step of the study was analyzing the data. The researcher classified the data based on the research. In this study, the researcher uses interactive model analysis by Milles and Huberman (in Sugiyono, 2011:246) which consists of three activities, i.e., reducing the data, explaining the data, and drawing conclusion.

1. Reducing the Data

Data reduction is the process of taking and selecting the right data that appear in written-up field note or transcriptions according to needed standard criteria. This process had been running on while research which oriented in the qualitative research. Sugiyono (2013:405) said that, reducing the data means embracing, sorting the important data, focus in the important data and search the pattern of the theme base on Planning, Organizing, Actuating, and Controlling (POAC) and theory of management by George R Terry.

Data reduction in this research is still running on while research process, it's choosing the appropriate data with the problems, recycle the useless data, then focus in the research problem.

2. Explaining the Data

In this step, the researcher arranged the description of the data. The researcher described and discussed the finding of the research in the form of systematic classification. The result of pre-test and post-test analyzed using a formula proposed by Arikunto et.al (2010:150). The formula is followed:

Score max 100

Test: 10 items Score: $10 \times 10 = 100$

Total Score: $10 \times 10 = 100$

The result of the test is the students' scores.

In which:

X: Means of pre test scores

Y: Mean of post-test scores

N: Number of subjects

$\sum x$: The sum of pre-test score

$\sum y$: The sum of post-test score

In this research, after computing the mean score, the students' mean score of the test 1 can be compared to the students' mean score of the test 2 to know whether there is an improvement of the students' vocabulary mastery.

3. Drawing Conclusion

Conclusions are also identified as the analyze process. The researcher tends to accumulate and formulate the research's opinion as he went along. Researcher created a conclusion based on the data reduction and data display. Sugiyono (2013: 412) said that, conclusion in the qualitative research is a new finding which never found before. Based on the data has been gotten by observation, interview and document, then the research do the data reduction. It is mean the research chooses the relevance data and less relevance. Information gotten in the field as raw materials will be shortened, summarized, and

arranged in the systematic form. It will focus in the important thing, to make it easy to control. Then the data will be displayed completely, in the text or written form to make easy to conclude. Then the last the research does conclusion drawing and verification.

4. Indicators of Success

In the results and process of this classroom action research (CAR) can help determine students success. Where the value obtained by students must reach a predetermined value, namely 81 target KKM scores in schools for english so that students can be active in the learning process whose value has been determined.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

Research finding is taken from the beginning until the last of teaching learning process. Actually, this research consists of two cycles. Each cycle has three meetings. The finding can be described as follows:

1. Pre-Cycle Test

The researcher also gave pre-test to know the students' ability in vocabulary mastery. The result of pre- test was that the students made so many mistakes in vocabulary test, especially in translating vocabulary. When the researcher gave test to students of SMP Negeri Grogol 2 Sukoharjo, the lowest students' score was 30 and the highest students' score was 100. It showed that they were difficult in English. The score of test students' vocabulary mastery of the first year Junior High School in VII F as follows:

Table 1. The result of score in pre-test (after observation)

No	NAME	Score
		Pre test
1	A.D.L	40
2	A.A.A	70
3	A.B.P.S	100
4	A.A	30
5	A.R.S	90
6	A.E.A	80
7	A.D.P	100
8	A.K.W	70
9	A.E.S	40
10	A.A.K.A	40
11	A.H.L	90
12	D.T.K	60
13	D.S.H	30
14	E.D.A	100
15	G.H.P	80
16	K.A.S	80
17	K.A.R	100
18	M.G	30
19	M.H	90
20	N.D.H	100
21	N.F	60
22	O.Y	100
23	R.H.M	80
24	R.A.A	60
25	R.S	90
26	R.A.K	90
27	R.T.S	100
28	S.S.P	90
29	W.F.E.P	70
30	Y.S	40
31	Y.P.F	100
32	Z.C	30
	(X) Mean	72,8

B. The Implementation of Cycle 1

The research implementation consists two cycles, each cycle consists of planning, action, observation, reflecting. Every cycle consists three meetings, and each meeting has opening, main activity and closing. It was done on November 2023. There were three meetings of the first cycle. The first meeting was carried out October 31, while thesecond meeting was held on November 3 and the third meeting was held on November 7 2023.

1. Planning Action

Based on the observation and the result of the pre-test the researcher arranged the plan for the first treatment. The researcher prepared everything in learning process, like lesson plan, teaching material, and daily exercise. The researcher took themes of guessing game about recount text “Holiday in Santolo Beach”

2. Implementation the Action

The implementation of the action was based on the teaching and learning activity stated on the lesson plan. There were three meetings in the first cycle. The implementation of each meeting is as follows:

a. First Meeting

The first meeting was carried out on Tuesday October, 31 2023. The duration of this meeting was 80 minutes. This class started at 09.15 a.m. until 10.35 a.m.

1) Opening

In the first session, the researcher started the lesson by saying

assalamu'alaikum warahmatullahi wabarakatuh and good morning students! Then the researcher asked the students' condition and checked students' attendance by calling the students' name one by one. After that the researcher introduced the topic of the material that would give. In the first meeting the researcher gave materials about recount text. The researcher gave the theme words in the recount text reading.

2) Main activity

a) Observing

The teacher gives examples of reading questions about recount text.

b) Questioning

The teacher provides opportunities if the students do not understand how to do the recount text reading questions.

c) Associating

The teacher reads the passage using correct intonation and spelling to provide an example to the students.

d) Experimenting

This activity begins with the teacher telling the students to read the recount text and study it while waiting for their turn to come forward per group. The teacher divides them into 4 groups and each group has to come forward and the teacher shows several pictures to the students in that group one by one to guess what the pictures are. related to reading the recount text that has been distributed, students who can answer when it is their turn may

sitagain. And all groups have had their turn.

3) Closing

Before closing the class, the researcher asked the students about the materials that have not understood yet. The students understood all of material which researcher gave that day. After that the researcher gave a brief conclusion about the text. Then the researcher motivated and the researcher explained that the next material for the next meeting was still same.

The researcher said thanks to them then researcher closed the meeting by saying :

wassalamu'alaikumwarahmatullahiwabarakatuh and goodbye.

b. Second meeting

The researcher conducted the second meeting on Friday November, 3 2023. Duration of the meeting is 80 minutes. This meeting was start at 08.20 a.m. until 09.40 a.m.

1) Opening

The researcher started the lesson by saying *assalamu'alaikum warahmatullahi wabarakatuh* and good morning students! Then the researcher asked one of the students about the list of vocabulary that had been studied at the previous meeting. All students try to remember previous material and previous meetings.

2) Main Activity

a) Observing

The teacher gives an example of recount text reading, after the teacher

gives instructions for studying and listening while the teacher reads the recount text reading along with the translation of the recount text reading, after that the teacher explains how to play the Guess Game which is related to the recount text reading that has been distributed to the students.

b) Questioning

The teacher provides an opportunity if the students do not understand how to play the Guessing Game, and the teacher tries to explain again how to play it.

c) Associating

The teacher explains about the structure of grammar, spelling, word by word, intonation in a good sentence.

d) Experimenting

This step begins by asking students about the previous material at the last meeting. The material this time is the same as the material at the first meeting. The teacher explains today's material (Recount text), then explains how to play the Guessing Game. The teacher divides the class into four groups. Each person in each group must be smart (guesser) according to the turn the teacher appoints. The teacher (the clue giver) sits in a chair at the front of the class and shows several pictures that must be guessed. Next, the group that has finished guessing the picture must appoint another group to come to the front of the class and must be the smart one (guesser) like the previous

group. Each person in the group has a maximum of 2 minutes to guess, if they cannot guess then the question will be thrown to another group of friends until someone can answer. At the end of the game, the teacher will assess the highest score of this game, the lowest score will be punished, namely having to write the words in the game on the blackboard.

3) Closing

After finish to discussed the material, the researcher asked to the students about the material that have not understood yet, and the students understood about the material. When he read the text, the bell was ringing. It means the researcher should end the lesson that day.

The last activity was closing, the researcher reminding the students to learn about the text at home, because the next meeting there would be a test. Today, the researcher and the students repeated the material which has learnt in previous day. The researcher asked the leader of class to leading the prayer before go home. The researcher said thanks to them and closed the class.

c. Third Meeting

The third meeting was held on Tuesday November 7, 2023. The duration of this meeting was 80 minutes. This meeting was start at 09.15 a.m. until 10.35 a.m.

1) Opening

The researcher started the meeting by saying *Assalamua'alaium warahmatullahii wabarakatuh* and good morning class! After that the researcher checking the student's attendance, while the researcher asked their conditions.

2) Main Activity

a) Observing

The teacher gives instructions to prepare recount text reading questions that the teacher has distributed at the previous meeting and tells you to study because there will be a test related to the recount text reading questions.

b) Questioning

Teachers give opportunities to their students if the students do not understand the teacher's instructions

c) Associating

The teacher explains about the structure of grammar, spelling, word by word, intonation in a good sentence

d) Experimenting

At the third meeting, the teaching and learning process focused on reviewing previous meetings and conducting tests. In this meeting, the researcher announced that they would work individually. Researcher gave tests to students to test students' understanding during the teaching and learning process. At the previous meeting, the researcher informed that today the

researcher would review the material from the first and second meetings, then the researcher would give test 1. Test 1 was used to determine student progress. Test 1 is carried out in 30 minutes and the remaining English lesson time is used to match answers and all matched student work must be submitted to the teacher for assessment. After that the English lesson ended.

3) Closing

The researcher gave a support to the students and spirit or motivation. After that the researcher closed the class and said *see you and Wassalamu'alaikumwarahmatullahi'wabarakatuh*.

3. Observing the Action

The researcher observed all activities of teaching learning English vocabulary process.

a. First Meeting

In this meeting, the researcher came to class VII F. The students looked very enthusiastic. In beginning of the meeting, students looked very happy because they found a new teacher and new nuance in their study English. First session, the researcher introduced herself to the students, and then the researcher called the students' name one by one. In that day, the all students attended the class. The researcher checked the students' attendance by calling the students' name one by one at the same time she wanted to recognize the students' name. There were 32 students in VII F, consists of 14 girls and 16 boys.

Then the researcher gave motivation to the students in order that they become the diligent students, also the researcher gave brainstorming about the important thing when studied English.

b. Second Meeting

In the second meeting, students were more active than in the first meeting. Before starting the lesson, the researcher greeted and checked the student attendance list. All students are present. At the second meeting the researcher distributed recount text reading questions. The students looked enthusiastic when the researcher explained how to play guessing games with pictures to work on recount text questions. Students then practice playing guessing games. The researcher also explained how to do the reading questions and the researcher asked the students to do the questions and match them to find out the results of the students' scores. The researcher continued discussing material that had not been completed at the first meeting. And the students listened carefully.

c. Third meeting

In third meeting the students looked so serious and silent, because today would be started the test 2 of the end of cycle 1. The researcher started the meeting by greeting the students. Before starting the lesson, the researcher checked the students' attendance list. All of students were present. Then the researcher asked the students' conditions. Like the meeting before, the researcher always gave motivation and

asked the students what felt today. It was because the researcher wanted to create a good atmosphere to encourage the students to access unit before face the test.

Table. 2 The students' score of pre-test and test 1

No	NAME	SCORE	
		Pre test	Post Test Cycle 1
1	A.D.L	40	50
2	A.A.A	70	70
3	A.B.P.S	100	100
4	A.A	30	50
5	A.R.S	90	90
6	A.E.A	80	100
7	A.D.P	100	100
8	A.K.W	70	80
9	A.E,S	40	80
10	A.A.K.A	40	70
11	A.H.L	90	100
12	D.T.K	60	70
13	D.S.H	30	60
14	E.D.A	100	100
15	G.H.P	80	80
16	K.A.S	80	90
17	K.A.R	100	90
18	M.G	30	30
19	M.H	90	90
20	N.D.H	100	100
21	N.F	60	80
22	O.Y	100	100
23	R.H.M	80	80
24	R.A.A	60	70

25	R.S	90	90
26	R.A.K	90	100
27	R.T.S	100	100
28	S.S.P	90	100
29	W.F.E.P	70	80
30	Y.S	40	50
31	Y.P.F	100	100
32	Z.C	30	90
Mean (X dan Y)		(X) 72,8	(Y) 82,5
Increase in value		(Y)-(X)	9,7

1. Reflecting the Action

Based on the observation done, the researcher got some important result dealing with the application guessing game in improving vocabulary mastery in the cycle 1. There is an improvement on the students' vocabulary mastery in general, compared with the data obtained from the pre-test score. The important part of vocabulary mastery, spelling, pronunciation, understanding the words meaning, and using the words in a context displayed a progress. It could be seen from their participations. They were enthusiastic in answering the questions. Also, they tried to translate the text used an appropriate meaning.

In guessing game, the students found difficulties to pronounce the words correctly. As we know, English is different in spelling and pronunciation. The other problem was the students were not confident to speak English with their own word. Sometimes the class was so noisy, they preferred talking with their friend to studying the material. Analyzing the result of the test, the mean score of pre-tests is 72,8 and

the mean score of the post test is 82.5.

C. The Implementation of Cycle 2

Based on the problems found in cycle 1, it could be concluded that the researcher needed to revise the plan and applied it in the following cycle. Actually, there were three meeting in this second cycle. The first meeting was carried on Thursday November, 10 2023 and second meeting was on Saturday November, 14 2023.

1. Revising the Planning

Based on the result of implementation and the test 1 score in cycle1, the revised action was conducted in cycle 2. The plan in cycle 2 focused more on pronunciation and using words in sentences as well as improving students' behavior from passive to be more active. In this section the researcher still uses material about reading recount texts. Researcher also directly guide students to minimize problems in pronunciation and use of words in guessing games. Apart from that, researcher drilled into how to use words based on the context of the sentence.

2. Implementation the Action

The implementation of cycle 2 was revised based on the reflection of cycle 1. To minimize the problem in handling the class, the researcher gave motivation to the students and suggested them that English is fun.

a. First meeting

The first meeting was carried out in November 10 2023. This

meeting starts at 08.20 a.m. until 09.40 a.m. the duration of this meeting was 80 minutes.

1) Opening

The researcher started the meeting by saying *Assalamu'alaikum warahmatullahiwabarakatuh*. The researcher checked the students' attendance while asked the students' condition. After that the researcher talked about the material that would be studied.

2) Main Activity

The core activity is meant by distributing the copied material. The material for the first meeting was guessing about the missing words in the recount text story questions. After that, the researcher first read the recount text story questions and students had to listen carefully so that they could find out the missing words in the recount text story questions. then after the researcher finished reading the recount text, the researcher asked students who knew the answer to quickly raise their hands to answer the question along with the meaning of the words given by the researcher. Students try to guess the clues. Students still made mistakes in spelling and pronunciation, so the researcher gave the correct one. Then students look for difficult words and look for these words in the dictionary. Researcher and students discuss it together. Then, they match the meaning of the word to the context of the sentence. To increase students' understanding of the meaning of a word,

researcher guide students to find out the synonyms or antonyms of a word. The researcher also explained that in English a word can have many meanings, and the meaning of the word depends on the context of the sentence.

3) Closing

In this activity the researcher asked the students about the problem faced in the teaching learning process. Then, she gave a motivation by giving assumption that English is easy also it is really important as the word language. Finally, the researcher closed the class by saying *good bye and Wassalamu 'alaikum warah matullahi wabara katuh.*

b. Second Meeting

The second meeting was carried out on November, 14 2023. The second meeting was started at 09.15 a.m. until 10.35 a.m. The duration of this meeting was 80 minutes.

1) Opening

The researcher started the lesson by saying *assalamu'alaikum warahmatullahi wabarakatuh and good morning students!* Then the researcher asked one of the students about list of vocabulary that had been studied at the previous meeting. All of the students tried to remember the previous material, and the previous meeting.

2) Main Activity

This step begins by asking students about the previous material

at the last meeting. The material this time is the same as the material at the first meeting. The teacher explains today's material (about reading recount texts), then explains how to play guessing games. The teacher distributes recount text readings to study briefly then the teacher divides the class into four groups. Each group gets a turn to be the Master (hinter) and one group becomes the Smart (guesser) and the other group becomes the Audience. Each group chooses a friend to come to the front of the class in turn. The Clever (guesser) and the Teacher (the clue giver) sit in the chairs at the front of the class. The Smart One (guesser) takes one card from the box without looking and then gives it to the Master (clue giver) to read the clues on the card. The smart one (guesser) has two minutes to guess the word, if they fail to guess it will be continued by other group members. At the end of the game, the teacher will assess the highest score of this game, the lowest score will be punished by writing the words in the game on the blackboard. After finishing discussing the material, the researcher asked the students about the material they had not understood, and the students understood the material. When he read the text, the bell rang. This means that the researcher must end the study that day. that exist in the game in the board. After finish to discussed the material, the researcher asked to the students about the material that have not understood yet, and the students understood about the

material. When he read the text, the bell was ringing. It means the researcher should end the lesson that day.

3) Closing

The last activity is the closing. The researcher asked the class leader to lead a prayer before going home. The researcher thanked them and closed the class. Researcher provide motivation to students to do better and learn today's material. Then the researcher closed the class by saying *wassalamu'alaikum warahmatullahiwabarakatuh* and goodbye.

c. Third Meeting

The third meeting was held on November 17 2023. This meeting started at 08.20 WIB until 09.40 WIB.

1) Opening

This meeting was started by an opening. The researcher opened the class by saying *assalamu'alaikum warahmatullahi wabarakatuh* then the researcher checked students' attendance and asked their conditions.

2) Main Activity

In this meeting, the researcher conducted text 2. The test consists of twenty-five numbers for written test and it was conducted in 80 minutes for doing the test

3) Closing

The researcher talked about the research and about students' cooperation, because there was the last meeting for teaching learning process. Then they said *Thank you*. Finally, the researcher

closed the class and said *see you next time and wassalamu'alaikum warahmatullahiwabarakatuh.*

3. Observing the Action

The researcher observed all teaching learning English vocabulary process.

a. First Meeting

Initially the main activity was intended to distribute the copied material. The material for the first meeting was guesswork about reading recount text. After that, the researcher first read the recount text story questions and students had to listen carefully so that they could find out the missing words in the recount text story questions. then after the researcher finished reading the recount text, the researcher asked students who knew the answer to quickly raise their hands to answer the question along with the meaning of the words given by the researcher. Students try to guess the clues. Students still made mistakes in spelling and pronunciation, so the researcher gave the correct one. Then students look for difficult words and look for these words in the dictionary. Researcher and students discuss it together. Then, they match the meaning of the word to the context of the sentence. To increase students' understanding of the meaning of a word, researcher guide students to find out the synonyms or antonyms of a word. The researcher also explained that in English a word can have many meanings, and the meaning of the word depends on the context of the sentence.

b. Second meeting

This step begins by asking students about the previous material at the last meeting. The material this time is the same as the material at the first meeting. The teacher explains today's material (about reading recount texts), then explains how to play guessing games. The teacher distributes recount text readings to study briefly then the teacher divides the class into four groups. Each group gets a turn to be the Master (hinter) and one group becomes the Smart (guesser) and the other group becomes the Audience. Each group chooses a friend to come to the front of the class in turn. The Clever (guesser) and the Teacher (the clue giver) sit in the chairs at the front of the class. The Smart One (guesser) takes one card from the box without looking and then gives it to the Master (clue giver) to read the clues on the card. The smart one (guesser) has two minutes to guess the word, if they fail to guess it will be continued by other group members. At the end of the game, the teacher will assess the highest score of this game, the lowest score will be punished by writing the words in the game on the blackboard. After finishing discussing the material, the researcher asked the students about the material they had not understood, and the students understood the material. When he reads the text, the bell rings. This means that the researcher must end the study that day. That exists in the game on the board. After finishing to discuss the material, the researcher asked to the students about the

material that has not been understood yet, and the students understood about the material. When he read the text the bell was ringing. It means the researcher should end the lesson that day.

c. Third meeting

In the last meeting, the students were more readiness to get test 2. They were enthusiastic to do their test. In answer the question, they were better than previous test. They got better score than test 1.

Table 3. The students' score of tests 1 and test 2.

No	NAME	SCORE	
		Post Test Cycle	Post Test Cycle
		1	2
1	A.D.L	50	90
2	A.A.A	70	100
3	A.B.P.S	100	100
4	A.A	50	100
5	A.R.S	90	90
6	A.E.A	100	80
7	A.D.P	100	100
8	A.K.W	80	80
9	A.E.S	80	100
10	A.A.K.A	70	100
11	A.H.L	100	90
12	D.T.K	70	90

13	D.S.H	60	80
14	E.D.A	100	100
15	G.H.P	80	100
16	K.A.S	90	90
17	K.A.R	90	100
18	M.G	30	30
19	M.H	90	90
20	N.D.H	100	100
21	N.F	80	100
22	O.Y	100	100
23	R.H.M	80	90
24	R.A.A	70	80
25	R.S	90	90
26	R.A.K	100	90
27	R.T.S	100	100
28	S.S.P	100	100
29	W.F.E.P	80	90
30	Y.S	50	100
31	Y.P.F	100	100
32	Z.C	90	100
MEAN		(Y1) 82,5	(Y2) 92,2
Increase in value		(Y2)-(Y1)	9,7

1. Reflection of the Research

After analyzing the observation, actually the researcher found some differences. The differences showed in the teaching learning process of the cycle 1 and cycle 2. The activity in the cycle 2 was good. Everything ran well. It could be shown when the students joined the class. Firstly, when the researcher asked the students to answer the question, their score can show about the result. the researcher give question about fill in the blank, match the sentence, and rearrange the word. And also, their spelling and pronunciation were still bad. In the next meeting students' spelling improved step by step. Then when the researcher, were so active and brave to ask the researcher about the meaning if they did not understand. At the cycle 2, they brought a good dictionary by their own initiative. In indicated that they were interested in joining the class. The researcher also could hold the class better that at the cycle 1. Although there were the students who made noises and disturbed their friends, it was not a great matter. The researcher also guided the students in doing their task well. Moreover, the researcher also managed the time in order to make the lesson effective. The effective time was good because the researcher could do many works and transfer the knowledge maximally. It meant that the researcher used the time effectively, so she had many times to explain and given much information about the words meaning.

D. Discussion of the Research

Considering the result in the two cycles, the researcher discusses some points that related to the improving vocabulary mastery using Guessing game in improving vocabulary mastery. In this case the researcher found the strengths as follow. Firstly, it is about the implementation of guessing game can improve vocabulary mastery. Actually, the implementation of Guessing game was so simple. The teacher divided until 4 group. The students practice became give clue and became guesser each cycle. Then the researcher asked one of the groups to come forward to playing guessing game. it is aimed to improve students' vocabulary mastery. The researcher also guided the students directly, so the researcher would know where the mistake was. Then, the students found out the difficult words and look for the meaning with the words in the context of the sentences. Then the researcher and the students discussed it together. The students made a list of vocabulary, they wrote it in their own book. It could be done in many ways: while listening or reading, writing, students could discuss with others or the teacher. It is supported by Nation (2001: 63) who states that the first process encoring learning is noticing, that is giving attention to an item. The researcher gave an explanation about the appropriate meaning. To make the students understand more about the meaning the researcher gave question. It had been done at the first and second cycle. Also, it was useful to the students to enrich their vocabulary. That was all about the use of guessing game to improve the student vocabulary mastery. There was a noticing, explaining from the teacher, and vocabulary expansion.

Secondly, it is about the discussion of the impact of using guessing game in

improving vocabulary mastery for seventh grade students of SMP Negeri 2 Grogol Sukoharjo. The students knew more about the meaning of words. Actually, in guessing game is a vocabulary expansion, it is a certain activity to help students expand the vocabulary use. Vocabulary expansion could be found when the student tries to answer the clue, If the student do not know about the meaning of the word they can open the dictionary, and try again to guess the word. So, it is useful to improve students' vocabulary. Vocabulary expansion of words make the students understand about the meaning of word also add their vocabulary enrichment.

Another impact in using guessing game is that students felt easy in remembering the words. So, when the students found the words that it was written more than one in some sentences even in other paragraph, unconsciously they would try to remember the words again.

The next discussion is about the factors which influence the success or failure of using guessing game. Based on the research that has been done, the researcher found about the problem also the factors that determined the success of using story telling in improving vocabulary mastery. The first factor is about students' motivation. At the first meeting in the cycle 1, the students did not have a high motivation. They ignored the lesson; it could be seen from their behaviors. They did not pay attention to the teacher. Of course, it was be an obstacle in applying the lesson. So, the first meeting was not good, the goal was not totally achieved. Then the next meeting the researcher gave a motivation, by telling how important English in the world, and suggested them

that English was easy and fun. Finally, the students had a high motivation in following the meetings.

From the explanation above it can be concluded that using guessing game is really easy to apply and it is so effective. Using guessing game in improving vocabulary mastery gave a positive impact to the students. Actually, the factors influencing the success or the failure in improving vocabulary mastery depended on how we handle it. It means that when we faced the problem as an obstacle, we should change it to be the supporting factors.

1. The strength and weakness of using guessing game

- a. Cycle 1

After conducting research, researchers found that the use of guessing games in the process of learning English vocabulary has a number of significant advantages. One of the advantages is increasing students' vocabulary mastery. The test results showed quite significant improvements; The average score on the pre-test was 7.28 while on the first test it increased to 8.25. Apart from that, the implementation of the Guessing Game succeeded in attracting students' attention, making them more interested and motivated in the teaching and learning process. Students also find it easier to remember new words, especially words that are repeated in a paragraph.

However, there are several weaknesses that have also been identified in using this method. Some students still

experience confusion in pronouncing words, while others experience difficulty in pronunciation. Apart from that, students also often make mistakes in using words in the right context. Even though there is an improvement in the sentence making score from the test results, it still has not reached the expected level of satisfaction.

b. Cycle 2

After conducting research, it was revealed that games can help students remember new words more easily. There is an increase in the average score between test 1 and test 2, indicating progress in the learning process. The implementation of the guessing game also succeeded in increasing students' vocabulary. In addition, students become more adept at using words in sentences.

However, there are several weaknesses identified in the use of this method. Some students feel bored when they cannot answer the instructions in the game. Apart from that, some students still seem to feel embarrassed, so they are reluctant to come forward to practice and play guessing games.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

By using the Guessing Game as a game in the learning process, students are not only required to remember each word, but are also expected to master understanding the overall meaning based on the context. Many students with reading problems have poor vocabularies, and gaps between the vocabulary they need as time passes. Therefore, vocabulary knowledge also influences a person's skills when students learn a language, especially speaking, listening, reading, writing. Mastery of vocabulary can support them in speaking when communicating with other people. Students who speak English in their own words develop a sense of the language, and often a love for the language skills that will benefit them throughout their lives. Unfortunately, a lack of vocabulary knowledge will result in a lack of meaningful communication. This will affect other language skills, such as speaking, listening, writing and reading skills. Through the research conducted, guess game is able to improve the quality of the English teaching and learning process, especially vocabulary mastery. Using guessing games to improve students' vocabulary mastery makes it easier to understand the meaning of words and use words based on context.

Students also become active, more motivated, more interested, and more enthusiastic in participating in the teaching and learning process, so that the situation in the class becomes lively. Its success can be seen from the test category. The lowest pre-test score was 30, 18 students scored below the standard, 14 students scored above the standard, the mean score was 72.8. Post test cycle 1 lowest score was 30, score below standard was 15. Scores above standard were 17 students, average score was 82.5. Post test cycle 2 lowest score was 30, scores below standard were 5 students. There were 27 students with scores above standard, the average score was 92.2.

Based on the test results, it shows that there is an increase in students' vocabulary mastery. The use of guessing games makes students active; they also know more about the meaning of words, how to place words based on their context. In conclusion, Guessing Games can be a problem solving for learning vocabulary Implication.

Using Guessing Game is really effective in teaching and improving vocabulary mastery. Students not only improve their vocabulary but also, they understand about the kind of profession. Students know about the words meaning and the antonym or the synonym of some words. Students also know about multiple meaning, and how to put the words based the context of sentences. It can be applied to all ages of the learners as long as the story is appropriate. Hances, it is suggested to be

the reference for the teachers' training, since it constitutes one of the effective media that can be applied easily.

Beside the result of the test, there are some impacts in using playing guessing game. First, the students know more about the words meaning, because there was a vocabulary expansion. Second, students are easy in remembering the words meaning, because there was a repetition in playing guessing game. Students' motivation becomes one of the factors that influences the success or failure of the research. High motivation will increase students' desire in studying English. If they fall in love with English, they will be easier to accept the knowledge

B. Suggestions

After conducting the research and obtaining the conclusion, the researcher would like to put some suggestions:

1. For English Teacher

Based on the research of the study, it is good for the teacher before conducting teaching learning process, we should be able to recognize our students' characteristic and about their problem in learning vocabulary. So, we can choose an appropriate media to teach them. The teacher should be creative to use various media in teaching vocabulary mastery. The English teachers are suggested to use story telling in teaching vocabulary mastery because it can improve students' vocabulary. An appropriate story can improve

students' motivation and interest.

2. For The Students

The students should have high more practices in following the class. In learning vocabulary mastery, it needs an appropriate dictionary, because there are so many multiple meanings, so the students should bring an appropriate dictionary. Also, the students are hoped to keep their desire when following teaching learning process. The students also keep an assumption that English is easy and just try and try, never give up.

3. For Other Researcher

They can use this final project as reference when they have similar research. The researcher hopes that the finding of the study will be useful for the other researcher in the future research. However, this media needs more development and considering with the situation at the future.

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APPENDICES

Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Sekolah : SMP Negeri 2 Grogol Sukoharjo

Mata Pelajaran : Bahasa Inggris

Semester : VII / 1

Materi Pokok : Teks Interaksi transaksional Lisan dan Tulis Sederhana
yang melibatkan tindakan memberi dan meminta informasi terkait bacaan
recount text

Alokasi Waktu : 1x 2 JP (80 menit)

A. Kompetensi Inti :

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak

(menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
<p>3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan bacaan recount text penggunaannya.</p>	<p>3.6.1 Menentukan fungsi sosial teks memberi dan meminta informasi terkait bacaan recount text</p> <p>3.6.2 Menentukan struktur teks memberi dan meminta informasi terkait tingkah bacaan recount text</p> <p>3.6.3 Mengidentifikasi unsur kebahasaan teks memberi dan meminta informasi terkait bacaan recount text</p>

<p>4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait dengan bacaan recount text, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>teks pendek dan sederhana tindakan memberi dan meminta informasi terkait bacaan recount text dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks teks pendek dan sederhana tindakan memberi dan meminta informasi terkait bacaan recount text dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>
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C. Tujuan Pembelajaran :

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

- Mengidentifikasi fungsi sosial (tujuan) dari teks transaksional pendek dan sederhana tentang tindakan memberi dan meminta informasi terkait bacaan recount text
- Mengidentifikasi struktur teks ungkapan memberi dan meminta informasi terkait bacaan recount text
- Mengidentifikasi unsur kebahasaan teks ungkapan memberi dan meminta informasi terkait bacaan recount text
- Menyusun teks pendek dan sederhana tindakan memberi dan

meminta informasi terkait bacaan recount text

- Mempresentasikan teks pendek dan sederhana tindakan memberi dan meminta informasi terkait sifat orang dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran :

- Teks interaksi transaksional tentang bacaan recount text
- Fungsi sosial : Mendeskripsikan, mengidentifikasi, mengkritisi bacaan recount text
- Struktur Teks :
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)
- Unsur Kebahasaan :
 - Pernyataan dan pertanyaan terkait bacaan recount text, binatang, benda
 - Kalimat deklaratif (positif dan negatif) dalam simple present tense
 - Kalimat interogative: Who-question
 - Ucapan, tekanan kata, intonasi, ejaan, tandabaca, dan tulisan tangan.

E. Pendekatan, Model dan Metode :

Diskusi kelompok

F. Media/ alat dan bahan

Kartu, Papan Tulis, Spidol

G. Sumber Belajar

Kementrian Pendidikan dan Kebudayaan, Bahasa Inggris,

When English Rings The Bell, SMP Kelas VII.

H. Kegiatan Pembelajaran :

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<p>Guru:</p> <ul style="list-style-type: none">• Mengucapkan salam dan tegur sapa• Mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif• Bertanya jawab tentang materi yangtelah diajarkan pada pertemuan sebelumnya• Menyampaikan cakupan materi dan penjelasan uraian	10"

	<p>kegiatan sesuai silabus</p> <ul style="list-style-type: none">• Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai• Guru menyampaikan kegiatan pembelajaran yang akan dilakukan.	
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Kegiatan Inti	<p><i>observing</i></p> <ul style="list-style-type: none"> • Guru memberikan contoh kata pada bacaan recount text menggunakan media permainan berupa gambar • Guru menjelaskan cara bermain "Guess the word" <p><i>Questioning</i></p> <ul style="list-style-type: none"> • Peserta didik bertanya mengenai permainan yang kurang dimengerti • Guru menjawab pertanyaan-pertanyaan yang diberikan. <p><i>Associating</i></p> <ul style="list-style-type: none"> • Membahas unsur kebahasaan • Ucapan, tekanan kata, 	60"
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	<p>intonasi, ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p><i>Experimenting</i></p> <ul style="list-style-type: none"> • Guru membagi kelas menjadi empatkelompok • Peserta didik secara berkelompok bergantian 	
	<ul style="list-style-type: none"> • maju ke depan kelas untuk bermain • Guru mengawasi dan membimbing peserta didik <p><i>Communicating</i></p> <ul style="list-style-type: none"> • Peserta didik secara bergantian menebak dan menjawab • Menebak gambar 	

	<ul style="list-style-type: none"> • Guru membahas hasil presentasi pesertadidik. 	
<p>Kegiatan</p> <p>Penutup</p>	<p>Siswa dan guru:</p> <ul style="list-style-type: none"> • Merangkum hal-hal yang telah dipelajari. • Memberi motivasi • Mengkordinasikan tugas rumah • Menyampaikan kegiatan pembelajaran untuk pertemuan berikutnya 	10 ^{tt}

I. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik penilaian otentik

- Sikap : Observasi
- Pengetahuan : Tes Tulis / Isian (terlampir)
- Keterampilan : Praktik/Kinerja (terlampir)

2. Instrumen penilaian untuk tes tertulis

a. Kisi-Kisi Soal Pengetahuan

Indikator	Soal	Tehnik/Bentuk Penilaian
<ul style="list-style-type: none"> • Melengkapi kalimat/teks dengan benar. • Melengkapi kalimat/teks dengan benar. • Membetulkan susunan kalimat dengan cara mengurutkan kata 	<p>I: soal no. 1 s.d. 5(terlampir)</p> <p>II. Soal no 6 s.d 10 (terlampir)</p>	<p>Tes tulis / Isian Tes tulis/ Isian</p>

b. Kisi-kisi soal Ketrampilan

Indikator	Soal	Teknik/Bentuk Penilaian
Menyusun teks pendek dan sederhana tindakan memberi dan meminta informasi terkait terkait dengan bacaan recount text	(terlampir)	Tes tulis/produk

3. Rubrik Penilaian dan Pedoman Penskoran

a) Rubrik Penilaian Pengetahuan:

ASPEK	KRITERIA	SKOR	Jumlah Soal	Skor Perolehan
PENGETAHUAN	Betul	1		
	Salah	0		
	Skor maksimal			10
	TOTAL SKOR			10

Keterangan:

$$\text{Nilai Akhir} = \text{Nilai perolehan} \times 10$$

4. Pembelajaran remedial

Pembelajaran remedial diberikan kepada siswa yang belum mencapai KKM berupa pembelajaran ulang atau penugasan terkait tata bahasa dan kosa kata yang menjadi kata kata penting significant

5. Pembelajaran pengayaan

Pembelajaran pengayaan diberikan kepada siswa yang telah mencapai KKM berupa penugasan yang berkaitan dengan makna kata sesuai konteks dan referensi makna atas ekspresi.

Mengetahui

Sukoharjo, 21 November 2023

Guru Mata Pelajaran

Peneliti

Harto,S.Pd

Defity Dianita Kurniawati

NIP. 196804192008011003

NIM 183221204

Appendix 2

Instructions Of And Answers Sheet 1 (Pre Test)

At the stage where the researcher gave the first pretest, the researcher gave directions to students to listen to the researcher's explanation. The researcher then gave pretest questions using recount text reading material about Visiting My Village. To do this, there are several words in the recount text reading for which students must look for vocabulary, words for which students must look for vocabulary, namely words that have been underlined by the researcher in the recount text reading that has been distributed to students, questions that Students must answer 10 questions. If the student has finished working, the question paper is given to the next table to be checked and assessed, after which the researcher inputs the student's pre-test score.

Questions And Answers Sheet 1 (Pre test)

VISITING MY VILLAGE

Last month, I and my family went to Banyumas which was located in Central Java, Indonesia. We drove a car. I enjoyed the journey all day long although it took 2 days to get there. We were fun, my brother made some jokes all day. My father told us some stories on the way. My mother slept on the back seat.

My first day in my village, I visited my siblings and friends. We are welcomed by happiness. When I saw my parents, they cried because they looked so happy to meet up their families. The next day, I, my brother, my cousin and my nephew went to a popular place in Purwokerto. It was called "Baturaden". That was a favorite spot in Purwokerto. We enjoyed local specialty food as culinary. I was satisfied and so were they. Next, I took a photo with traditional music musicians.

My brother, my cousin and my nephew enjoy the view with other visitors. They took a photo with their style like I did. In the evening, we were back home. And did other private activities, such as made a conversation, told the story and made a joke.

The day after tomorrow, my cousin had a ceremony to say thanks to God for blessing their son. It was called "Nazar". When the parents had a promise for something and it was realized. They had to make a traditional ceremony. I watched that traditional ceremony and took their photograph.

For the last show, we were entertained by "Ebeg". It was traditional art. The player danced through the traditional music and they were handled by the spirit. It was scary, but it was fun and entertain.

Time run so fast because the next day was our last day in the village. So I took the last photo to bring it home. They were my family and still family until the last breath in this world.

Finally, we had to go home and brought a love experience from family. Yaps... that was the hardest part.

Answers :

- | | | | |
|------------------------|-------------------------|--------------------|---------------------|
| 1. <i>Family</i> | : <i>Keluarga</i> | 6. <i>Parents</i> | : <i>Orang Tua</i> |
| 2. <i>Friend</i> | : <i>Teman</i> | 7. <i>Ceremony</i> | : <i>Upacara</i> |
| 3. <i>Happy</i> | : <i>Bahagia</i> | 8. <i>Dance</i> | : <i>Menari</i> |
| 4. <i>Food</i> | : <i>Makanan</i> | 9. <i>Music</i> | : <i>Musik/Lagu</i> |
| 5. <i>Took a photo</i> | : <i>Mengambil Foto</i> | 10. <i>Village</i> | : <i>Desa</i> |

Instruction and Answer Sheet 2 (Post Test 1)

At the stage where the researcher gave the first posttest, the researcher gave directions to students to listen to the researcher's explanation. The researcher then gave posttest questions using recount text reading material about Holiday In Santolo Beach. For this reason, there are several words in the recount text reading for which students must look for vocabulary, words or questions for which students must look for vocabulary, namely words that have been underlined by the researcher in the recount text reading questions that have been distributed to the students. , the way to do this is by showing the researcher a picture as a guide in answering the question. There are 10 questions that students must answer. If the student has finished working, the question paper is given to the next table to be checked and assessed, after which the researcher inputs the student's first posttest score.

Questions And Answers Sheet 2 (Post test Cycle 1)

HOLIDAY IN SANTOLO BEACH

When Idul Fitri **holiday**, after visiting my parent at Pameungpeuk, Garut, I and my **family** went to Santolo **Beach** to refresh our mind after the long time of work. It's rarely to take a vacation because I'm very busy.

The way to Santolo beach is quite good, and the view is really beautiful. On our left and right is full of **rice fields** and many **coconut trees** along the way. But when we nearly arrived, there was a long traffic jam so we hardly to get in into the beach. I guess this was because of the Idul Fitri holiday, so people want to go to beach too. Then we just take a **walk** to the beach because it was not far. Fortunately the weather was not too hot on that day.

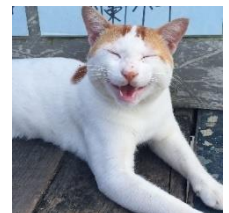
After we arrived, the beach was so **crowded**. But we still enjoyed the time by took pictures, swimming, playing **sand**, and go around the beach by **boat**. We stay overnight in the inn that we have rent before.

We got up so early in the morning that we could enjoy sunrise landscape at the beach. My cousin playing with white sand and I took a picture of him.

A day at Santolo beach felt so short, we were quite tired for playing a whole day, but we were very **happy**.

Answers :

- | | | | |
|-------------------------|-----------------------|-------------------|----------------------|
| 1. Holiday | : Liburan | 6. Walk | : Berjalan |
| 2. Family | : Keluarga | 7. Crowded | : Penuh/Sesak |
| 3. Beach | : Pantai | 8. Sand | : Pasir |
| 4. Rice Field | : Sawah | 9. Boat | : Perahu |
| 5. Coconut Trees | : Pohon Kelapa | 10. Happy | : Bahagia |



Instruction and Answer Sheet 3 (Post Test 2)

At the stage where the researcher gave the first posttest, the researcher gave directions to students to listen to the researcher's explanation. The researcher then gave posttest questions using recount text reading material about Fishing at The River. For this reason, there are several words in the recount text reading for which students must look for vocabulary, words or questions for which students must look for vocabulary, namely words that have been underlined by the researcher in the recount text reading questions that have been distributed to the students. , the way to do this is by showing the researcher a picture as a guide in answering the question. There are 10 questions that students must answer. If the student has finished working, the question paper is given to the next table to be checked and assessed, after which the researcher inputs the student's first posttest score.

Questions And Answers 3 (Post test Cycle 2)

FISHING AT THE RIVER

When I was in ***Junior High School***, my father once took me to go ***fishing*** with him at the river on Sunday morning. The river lies across our oil palm plantation. We had breakfast first at home and then left early in the morning by motorcycle.

When we arrived in our plantation, my father parked the motorcycle under the hut. He asked me to collect some dry wood and dry ***grass*** or ***leaves***. When I already collected enough ***wood*** and dry leaves, my father set a fire in the center of the fireplace. He said that the ***smoke*** from the fire would scare some dangerous animal like bear and ***boar*** to come closer to ***the hut*** and so it would make us safer.

After cleaning some wild grass around the hut, my father gave me a hoe and asked me to dig some soil to find worms. When I already had enough worm, I brought it to my father and we went straight to the ***river***. We put the worm on the fishing hook as a bait to catch the fish. As a beginner fisher, I cannot apply the ***worm*** on the fishing hook well, and it look like it was about to fall off the hook, but my father said that it was okay. I threw the fishing hook into the river and wait for the fish to eat the bait, but nothing happened after a while. When I was about to get bored I saw a big prawn was slowly walking in the water. I placed the fishing hook slowly into the face of the prawn and move it up and down so the worm seemed alive. I never expected it to happen but suddenly the prawn moves its hand and grabbed the worm on my fishing hook. I lift it very slowly and the prawn was still there hanging tight on the worm until I placed it on the ground and I caught it right away with my hands. My father was so surprise to see it. Before we went home, we cooked it at the hut and enjoyed it together.

Answers :

1. ***Junior High School*** : ***SMP***
2. ***Fishing*** : ***Memancing***
3. ***Grass*** : ***Rumput***
4. ***Leaves*** : ***Dedaunan***
5. ***Wood*** : ***Kayu***

6. ***Smoke*** : ***Asap***
7. ***Boar*** : ***Babi Hutan***
8. ***The Hut*** : ***Gubuk***
9. ***River*** : ***Sungai***
10. ***Worm*** : ***Cacing***



Appendix 3

The Photographs



The students work on the pretest questions



The students took the first post test



The students took the second post test



The researcher and students match work together



The researcher explains the questions about reading recount text



The researcher is explaining the recount text reading



The researcher asked students to write the answers to the questions on the
blackboard



The researcher wrote down examples of questions



The researcher gave post test questions



The researcher explains about guessing games