

THE EFFECT OF GUESSING ACTIVITIES
ON THE STUDENTS' VOCABULARY ACHIEVEMENT

A THESIS

In Partial Fulfillment of the Requirements
For the *Sarjana Pendidikan Degree*
In English Language Teaching



By:
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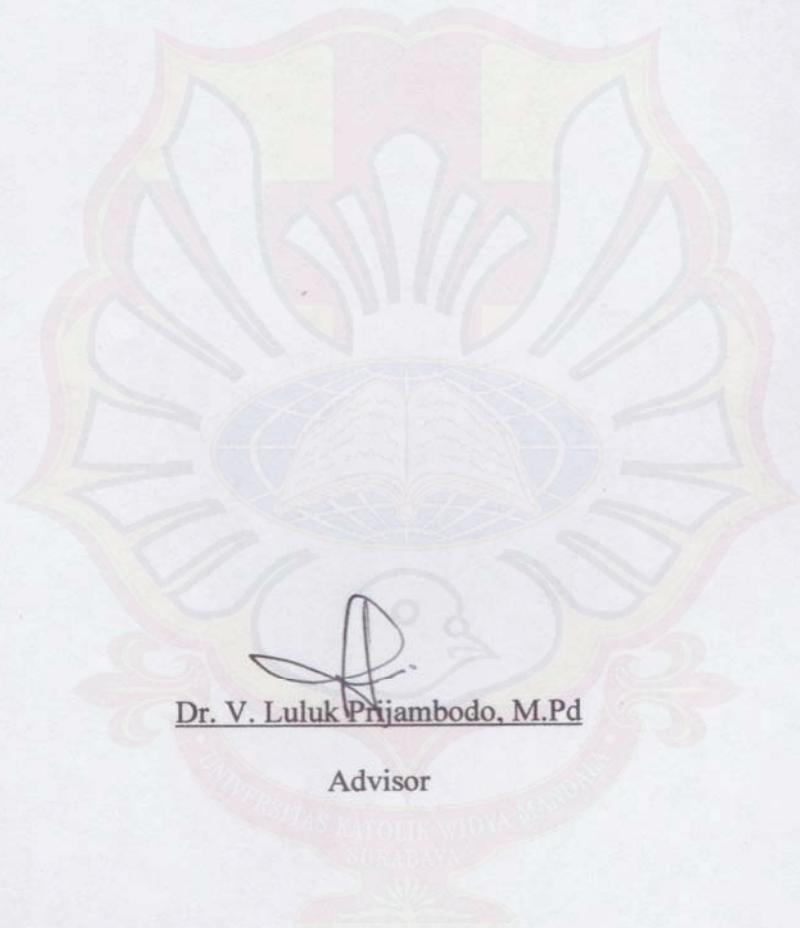
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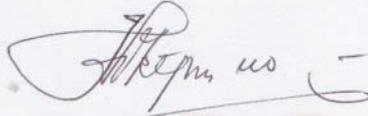
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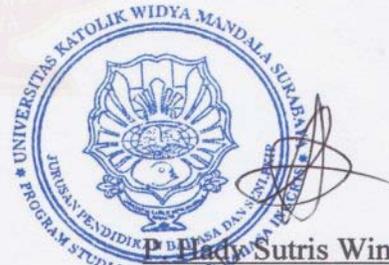


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ABSTRACT

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Key Words: Effect, Guessing Activities, Vocabulary, Vocabulary Achievement.

Learning vocabulary is really important. Some experts consider it as the most important part in learning a language because all of English skills such as listening, reading, speaking and writing contain vocabulary and vocabulary is a core component of language proficiency. However, it is often difficult for the students especially elementary school students to learn and memorize many vocabularies. One of the problems is that the teaching of vocabulary has not been done well. Looking at this problem, the writer suggests guessing activities to be applied to teaching and learning vocabulary. That is why a study on the effect of guessing activities on the students' vocabulary achievement was conducted.

The writer had done pre-experimental study to see if the effect of using guessing activities in teaching vocabulary to the fifth graders on their vocabulary achievement is significant. The population and sample of this study is a grade-five class (class A) of Kristus Raja Catholic Elementary School (SDK Kristus Raja). The writer gave 6x35' guessing game and other guessing activities treatments to that group. The treatments were taught by Mis. Endang, the English teacher of the concerned class. First of all, the teacher explained the topic and gave some exercises. Then, she used guessing game and others guessing activities to teach the students. The use of guessing activities was meant to avoid the boredom and arise the students' motivation as well as attract them to participate more in the classrooms activities.

After the statistical calculation of calculating the results of pretest, which was administered prior to the treatment, and the posttest, which was administered after the treatment, it was found out that the result of the posttest was higher than the result of pretest. The mean of pretest was 66 and the mean of posttest was 89. The difference of the two means is significant at the level of 5% or 0.05. With this significant difference, the null hypothesis (H_0) stating that there is no significant effect of using guessing activities on the students vocabulary achievement is rejected, or the alternative hypothesis (H_a) stating that there is significant effect of using guessing activities on the students vocabulary achievement is accepted. The rejection the null hypothesis (H_0) means that the use of guessing activities in teaching vocabulary significantly improve the students' vocabulary achievement.

Based on the research finding, the researcher recommends for the further teaching and further researcher to apply guessing activities in teaching vocabulary to any graders so they learn vocabulary with fun and improve their vocabulary achievement.