

**The Effect of Teaching Vocabulary through Guessing
Games and Word List on 7th Grade Students'
Vocabulary Achievement**

A Thesis

As a Partial Fulfillment of the Requirements
For the Sarjana Pendidikan Degree
In English Language Teaching Faculty



By:

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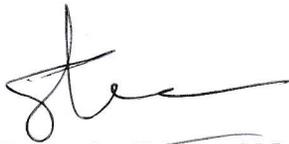
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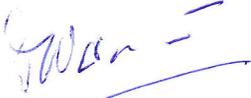
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TABLE OF CONTENTS

Approval Sheet (1).....	i
Approval Sheet (2)	ii
Acknowledgement	iii
Table of Content	v
Abstract.....	viii
Chapter I : Introduction.....	1
1.1. Background of the Problem	1
1.2. Statement of the Problem	2
1.3. The Objective of the Study	2
1.4. Theoretical Framework.....	2
1.5. Hypotheses.....	3
1.6. The significance of the Study	3
1.7. Limitation and Scope.....	4
1.8. Definition of Key Terms.....	4
1.9. Organization of the Thesis.....	5
Chapter II : Review of Related Literature	6
2.1. Related Literature	6
2.1.1. The Nature of Vocabulary.....	6
2.1.2. The Importance of Vocabulary	7
2.1.3. Technique of Teaching Vocabulary Using Games	8
2.1.4. Games in Teaching Vocabulary	9
2.1.5. The Advantages of Games in Teaching Vocabulary.....	10
2.1.6. The Disadvantages of Games in Teaching Vocabulary	11
2.1.7. Guessing Games in Teaching Vocabulary	11

2.1.7.1. The Advantages of Using Guessing Games	12
2.1.7.2. The Disadvantages of Using Guessing Games	12
2.1.7.3. The Steps in Using Guessing Games	12
2.1.8. The Use of Word List in Teaching Vocabulary	13
2.1.8.1. The Steps in Using Word List.....	14
2.2. Previous Study	14
Chapter III : Research Methodology	16
3.1. Research Design	16
3.2. The Variables.....	17
3.3. Population and Sample	18
3.4. Treatments	19
3.5. Instrument	22
3.6. The Try Out	22
3.6.1. The Validity.....	23
3.6.2. The Reliability.....	23
3.6.3. Item Analysis.....	24
3.6.3.1. Item Difficulty	24
3.6.3.2. Item Discrimination	25
3.7. Procedure of Data Collection.....	26
3.8. The Technique of Data Analysis	27
Chapter IV : Data Analysis and Discussion	28
4.1. Result of Statistical Data Analysis	28
4.2. Hypothesis Testing	29
4.3. Discussion	31
Chapter V : Conclusion and Suggestion	33

5.1. Conclusion.....	33
5.2. Suggestion	34
Bibliography.....	36
Appendices	39
Appendix 1 : Vocabulary Test Items and the And the Answer Key	39
Appendix 2 : The Result of the Try Out Test and Standard Deviation	45
Appendix 3 : The Reliability of the Try Out	47
Appendix 4 : The Difficulty Index of the Try Out	48
Appendix 5 : The Discrimination Power of the Try Out.....	50
Appendix 6A : Lesson Plan of the Experimental Group (1 st Treatment).....	52
Appendix 6B : Lesson Plan of the Experimental Group (2 nd Treatment)	55
Appendix 6C : Lesson Plan of the Experimental Group (3 rd Treatment).....	58
Appendix 6D : Lesson Plan of the Experimental Group (4 th Treatment).....	61
Appendix 7A : Lesson Plan of the Control Group (1 st Treatment)	64
Appendix 7B : Lesson Plan of the Control Group (2 nd Treatment).....	66
Appendix 7C : Lesson Plan of the Control Group (3 rd Treatment)	68
Appendix 7D : Lesson Plan of the Control Group (4 th Treatment).....	70
Appendix 8 : The Material for Treatment	72
Appendix 9 : The Pretest and Posttest Score.....	78
Appendix 10 : The T-Test Calculation.....	79

Abstract

Hanafiah, Alief. *The Effect of Teaching Vocabulary through Guessing Games and Word List on 7th grade Students' Vocabulary Achievement*. Program Studi Pendidikan Bahasa dan Seni FKIP. Universitas Katolik Widya Mandala Surabaya.

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English is a global language. This language is very popular since almost all countries in the world use it. There are many other reasons why people need to learn English. Such as, to travel, to communicate through internet or social media, and to get better job, to continue study abroad, to enjoy international music and movie, and even for social status. There are some skills that people need to be learned in mastering English. They are listening, reading, writing, and speaking. However, vocabulary plays an important role in learning English. Many teachers and students pay less attention on vocabulary. Even the teachers only give the students vocabulary with its meaning then ask them to memorize the vocabulary given. The students may get bored and be uninterested in learning vocabulary.

Considering toward this condition, the writer offers guessing games as a solution in teaching vocabulary. Since games are fun and enjoyable, she conducts a research about the effect of teaching vocabulary using guessing games. This is to know whether there is a significant difference of the students who taught vocabulary using guessing games and word list.

The writer used 7th grade students as the sample of her study. There were three classes that were used. Before the writer conducted the experiment, she tested the level of competence of those three classes to make sure that the three classes had the same level of competence. The three classes were pilot group, control group and experiment group. The pilot group was used to try out the vocabulary test before it would be given for the control and experiment group. The experiment and control group were given pretest then treatments, the control group received word list, while the experiment group received guessing games as the treatments. At last, they were given the posttest. The gain score from pretest to posttest would compare using t-test.

The result of the statistical data analysis showed the mean score of the experiment group which was taught using guessing games was 2,83 and for the control group which was taught using word list was 1,06. So the mean score for experiment group was higher than control group. The t-observe showed $2,61 > 1,99$ which was the t-table. The p-value also showed 0,01. It meant that $p\text{-value} < 0,05$ (alpha). The writer concluded that the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis was accepted. In other words, there is a significant difference between the vocabulary achievement of 7th grade students taught vocabulary using guessing games and students taught using word list. Guessing games helped students better in achieving vocabulary than word list.