

**IMPROVING STUDENTS' VOCABULARY THROUGH  
GUESSING WORD METHOD AT THE SEVENTH  
GRADE OF SMPN 35 MAKASSAR**

**SKRIPSI**

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## PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul " Improving Students' Vocabulary through Guessing Word Method at the Seventh Grade of SMPN 35 Makassar" beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko / sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, September 2017  
Yang membuat pernyataan,

Marieta Padu

## ABSTRACT

**Marieta Padu.** 2017. *Improving Students' Vocabulary through Guessing Word Method at the Seventh Grade of SMPN 35 Makassar. Skripsi.* (Supervised by Rampeng and Hj. Nurfaizah Sahib)

This research aimed to find out whether or not the students' vocabulary improve through guessing word at the seventh grade of SMPN 35 Makassar in academic year 2016/2017.

The writer used pre-experimental method. The population of this research is the seventh grade students of SMPN 34 Makassar in the academic year 2016/2017. Sample in this research was VII-2 as the sample of the research consists of 32 students. In this research the writer gathered data by given pre-test and post-test. Pre-test is given to find out how far the students' ability before they were given treatment used guessing word method. The writer gave the post test to know the students' improvement after they were given treatment. The writer analyzed data to find the mean score, the different between pre-test and post-test used statistic formula.

The result of the research showed that there was a significant different which gained by the students in pre-test and post-test. The mean difference between the pre test and the post test is 9. It is supported by t-test (**7,533**) which is greater than t-table (**2.039**) So obviously, guessing word method motivates the students since it is an enjoyable learning activity. It could be concluded that guessing word method could improve vocabulary mastery of seventh grade students of SMPN 35 Makassar

**Key Words:** Vocabulary, Guessing, Word

## ABSTRAK

**Marieta Padu.** 2017. *Meningkatkan Kemampuan Kosakata Siswa Melalui Metode Tebak Kata pada Siswa Kelas Tujuh SMPN 35 Makassar. Skripsi.* (Dibimbing oleh Rampeng dan Hj. Nurfaizah Sahib)

Penelitian ini bertujuan untuk meningkatkan kemampuan kosakata siswa melalui metode tebak kata pada siswa kelas VII SMPN 35 Makassar.

Peneliti menggunakan metode experiment. Populasi pada penelitian ini adalah siswa kelas kelas tujuh SMPN 35 Makassar tahun ajaran 2016-2017. Sampel pada penelitian ini adalah siswa kelas VII-2 yang terdiri dari 32 orang siswa. Pada penelitian ini, penulis memperoleh data dengan memberikan tes awal dan tes akhir. Tes awal diberikan kepada siswa untuk mengukur kemampuan kosakata siswa sebelum peneliti memberikan perlakuan dengan menggunakan metode tebak kata. Peneliti memberikan tes akhir setelah adanya perlakuan. Peneliti menganalisis hasil tes siswa dengan menggunakan rumus statistik.

Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan antara hasil tes awal dan tes akhir. Perbedaan rata-rata antara tes awal dan tes akhir adalah 9. Hal ini didukung dengan hasil uji t (7,533) lebih besar dari tabel t (2,039). Dari hasil analisis data tersebut, dapat disimpulkan bahwa metode tebak kata mampu memotivasi siswa dalam meningkatkan kemampuan kosakata siswa kelas VII SMPN 35 Makassar

**Kata Kunci:** Kosakata, Metode Tebak Kata

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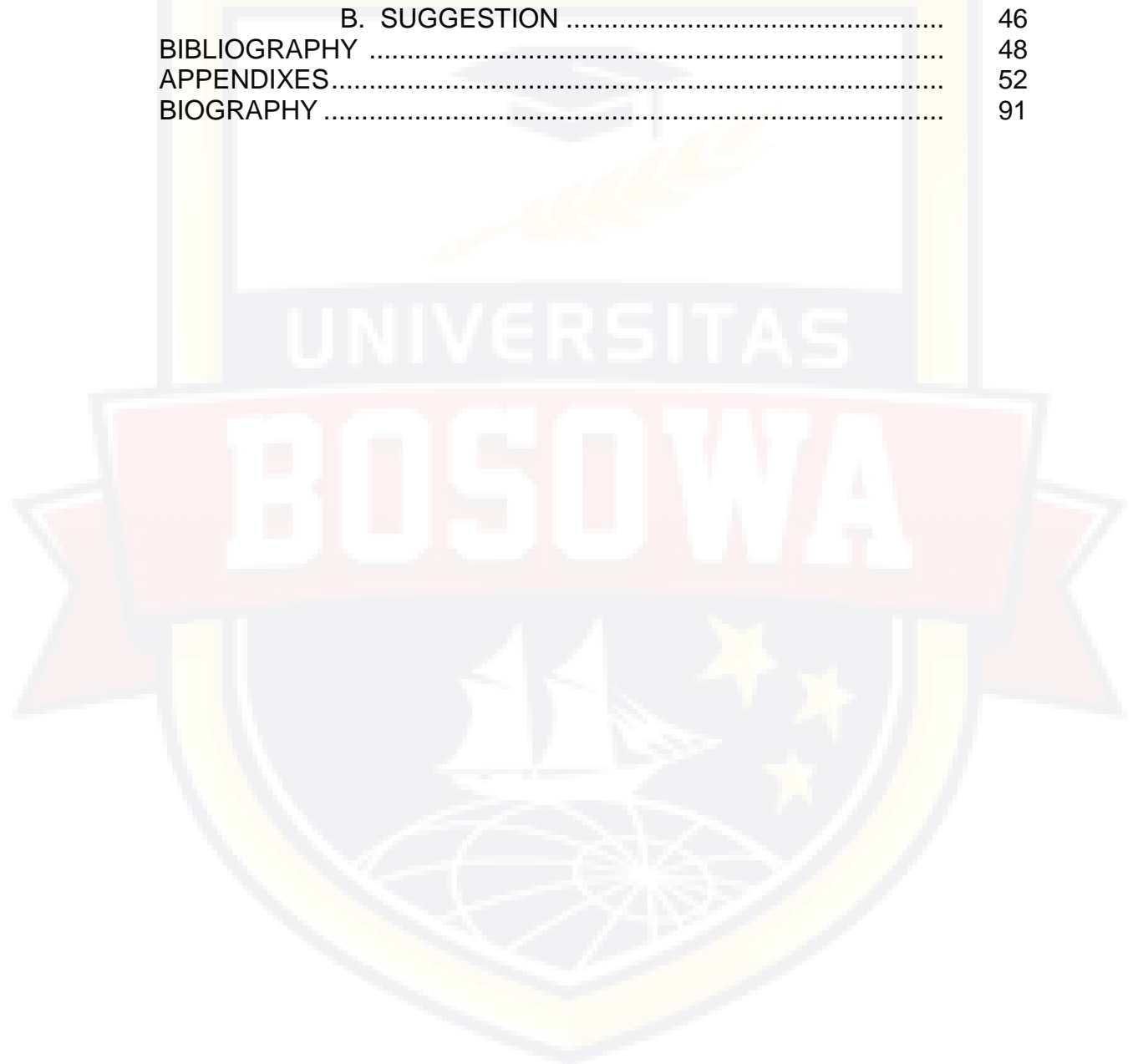
Marieta Padu

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## **CHAPTER I**

### **INTRODUCTION**

In this chapter the writer explained about the background, problems statement, objective of the research, significance of the research, scope of the research, and operational definition of terms.

#### **A. Background**

In English there are four kinds of language skill; those are listening, reading, speaking and writing. The learners must be able to use the language either productively through speaking and writing or receptively through reading and listening. There are also some language components such as pronunciation, spelling, vocabulary, and grammar that should be taught to support the language skill development. All of those language skills and components must be learned and taught integrate in teaching and learning process. Vocabulary is a subject at school about words which studied by students. Vocabulary is one of linguistic features which influences the communicate competence.

Teaching vocabulary is important to make students are able to communicate by using language that learnt. The learners have to master English vocabularies before mastering English. They will be not able to express themselves clearly and effectively if they do not master vocabulary before. McCarthy and O'Dell (2001:6) state that English has a very large vocabulary, which adds greatly to our opportunities to express

the meaning in different styles. The teachers must be able to choose good technique to improve the students' vocabulary. The students will be easy to express all of in their mind if they have at very large vocabulary. Rider (2003: 5) states helping students improve their vocabularies is a project with enormous benefits. When students improve their vocabularies, they feel smarter. They find themselves understanding more of what they read and they hear. They find it easier to express themselves because they have a better command of their language. They feel more powerful because, indeed, they are more powerful.

There are many ways to improve the learners' vocabulary but as a teacher we must be able to choose good technique to teach them. Now days, we can see many learners or students are not serious in learning English. They feel bored when learn English because they think English is hard to learn. We can see it when the students find new words and they do not know the meaning of words, but they do not try to find the meaning of words, so they will never know the meaning of the words. It cause the teaching technique is not effectively, so that the students cannot learn English well. It will make them difficult to accept the explanation of teacher and improve their English especially in improving their vocabulary. To make the learners or students fun in studying, and make them be easy to improve their English especially in mastering vocabulary the teachers have to use good technique in teaching.

Furthermore, Nation (2001:22) distinguished between methods of learning vocabulary and teaching it. On the one hand, he stated that learning vocabulary might come through three main techniques: namely, noticing; retrieving; and generating. Guessing words, from the context, was one of the noticing methods. On the other hand, he explained that vocabulary could be taught, in classrooms, through massed or spaced repetition; by communicating meaning or rich instruction. Another classification stated that learning vocabulary came through two main types: namely, metacognitive; and cognitive. Guessing, from the context, was part of both of them (Gu & Johnson, 1996). Moreover, guessing, from the context, could be learnt deductively, which was more suitable for young learners, or inductively which was suitable for teaching learners how to use clues successfully (Nation, 2001).

Being successful students are not easy, this fact can be seen mostly at seven grader of SMPN 35 Makassar, they have been studying English for half year, but they are still unable to develop their vocabulary in the classroom. Based on the writer teaching experience at SMPN 35 Makassar , it was found that the students met some problems related to teaching and learning in vocabulary. First, the students confused when they are asked to mention a word they do not know appropriate words to express thoughts or feelings and feel afraid of.

To solve this problem, the writer will apply this procedure in order to enhance the students' vocabulary focus on guess word. Therefore based

on the above facts, the writer is very motivated to improve the students' vocabularies of the seventh grade students of SMPN 35 Makassar by using guessing word in academic year 2016/2017.

### **B. Problem Statement**

Based on background above the research question can be formulated as does the students' vocabulary improve through guessing word at SMPN 35 Makassar in academic year 2016/2017?

### **C. Objective of the Research**

The present study intends to find out whether or not the students' vocabulary improve through guessing word at the seventh grade of SMPN 35 Makassar in academic year 2016/2017.

### **D. Significance of the Research**

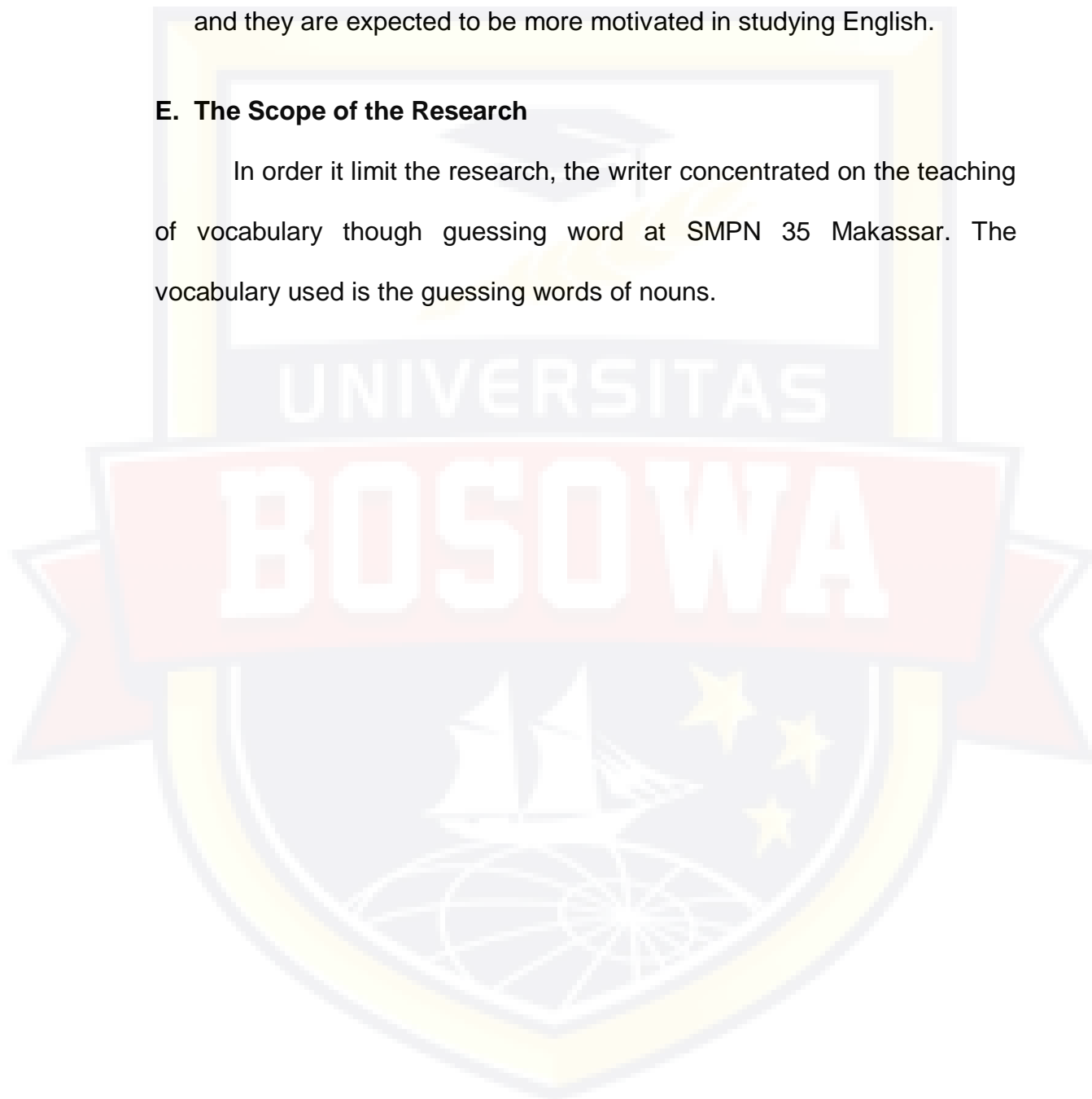
The result of the present study is expected to give both theoretical and practical important as the following:

1. Theoretically, the finding of the presents study are hopped to give addition of information in teaching technique to improve the students' mastery in English and support the existing similar studies which have already revealed the importance of mastering vocabulary by language learners who learn English.

2. Practically, the finding of the present investigation are intends to improve the students' achievement in mastering English vocabulary, and they are expected to be more motivated in studying English.

#### **E. The Scope of the Research**

In order it limit the research, the writer concentrated on the teaching of vocabulary though guessing word at SMPN 35 Makassar. The vocabulary used is the guessing words of nouns.





## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter consists of the previous research findings, some pertinent ideas, vocabulary selection, theory of reading, conceptual framework, and hypothesis.

#### A. Previous Research Findings

Purnata, I Ketut, (2013) research on Teaching Vocabulary by Using Guessing Game to the Seventh Grade Students of SMPN 35 Makassar in Academic Year 2012/2013 found that the analysis of the questionnaires scores showed that the comparative percentage figures of 58.07%, 32.98%, 8.97%, and 0% for the items of the questionnaires showing the total responses given for A, B, C, and D respectively.

These resulted comparative percentage figures clearly showed the subjects' attitudes and motivation in learning vocabulary by using guessing game changed positively. Based on the result of the study, it could be concluded that guessing game could improve the students' mastery in vocabulary and the students to be more motivated in studying English.

Some studies attempted to explore which methods were more efficient for L2 learners. In order to explore whether or not guessing, from the context, was helpful, we considered what studies found. In his research, Nassaji (2003) conducted a study on twenty-one adult English second language (ESL) intermediate learners who came, to Canada, from

different L1 background to study an ESL program for 12 weeks. He found that participants used different techniques when they encountered unknown words. He stated that L2 learners, who tried to guess the meaning from the context more than any other technique, depended on their linguistic competence and the cues available in the text.

He recommended teaching students through “segmented texts” which meant students tried to suggest the meanings of particular target words through a new segment and, then, they could assess their guessing through the next segment. This study indicated that, to most participants, guessing, from the context, was not preferable. However, in his study, Nassaji (2003:6) used short texts with the participants. This indicated that long texts might have different results because, more than anything else, guessing depended on the context.

Walters (2006:177) conducted a study to compare the effectiveness of three methods in training ESL students, through reading, how to guess the meaning from the context. He examined “teaching the use of an overall strategy to be used when encountering unknown words in text, instruction in recognizing and interpreting specific context clues found in text and developing awareness of context through practice with cloze exercises” He found that, amongst others, the general strategy was the most positive method. Hence, he recommended that this strategy be taught to beginners and the two other strategies be used for upper intermediate and advanced learners. He recommended, also, that, within

the students learning programmed, the training sessions ought to be over a long term period since these might be more effective.

Furthermore, Huckin and Jin (1987:23) investigated the effectiveness of training L2 advanced learners how to guess. By doing a pre-test and a post-test, they compared experimental and controlled groups. The results showed that the experimental group, which received fifteen minute training sessions, improved more than the controlled group. This indicated that training had a significant impact on whether or not guessing was successful.

From the cited research findings above, It seen that teaching vocabulary, especially for the first year students, need to be presented in the way that it can catch the students attention more than just verbally explained and also can involve the students in learning process. In summary, for junior high school, guessing from the context seemed unfavorable. However, training sessions might help learners to implement guessing properly

## **B. Some Pertinent Ideas**

### **1. Definition of Vocabulary**

Vocabulary is one of language elements which important in English. Vocabulary is the main element for people, especially the students, in the process of learning, mastering and using language. Vocabulary is set of words in English that used to express our ideas, feeling and information to the others. Hiebert (2005:3) state that

vocabulary is the knowledge of meanings of words. We must master vocabulary to be able using language. In learning vocabulary we have to know the meaning of words itself and can use it in sentences. Vocabulary is one of the major problems uncouneted by teaching of English as a foreign language.

Vocabulary is foundation or a basic of a language. Hiebert (2005: 3) suggest that words come in at least two forms: oral and print. Knowledge of words also comes in at least two forms, receptive that which we can understand or recognize and productive the vocabulary we use when we write or speak. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently. Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.

Conversely, receptive, or recognition, vocabulary is set of words for which an individual can assign meanings when listening or reading. We use vocabularies to express our ideas, felling, motivation and information to the people clearly. Vocabulary is each one of English subject at school that learnt by students. In this study vocabulary means the students' ability in mastering any kind of words or stock of words such as: noun, verb, adjective, adverb, and others in teaching and learning process and the

students know how to use in a particular way and regularly in their daily life.

Based on the explanation above, it can be concluded that vocabulary is knowledge the meaning of words which come in at least difference form to know the meaning of words when listening, speaking, reading and writing, vocabulary is used to express ideas, feeling, motivation and information to the people clearly, and it is each one of English subject at school that learnt by students.

## 2. Kinds of Vocabulary

Thornbury (2002: 3) states that knowing how words are described and categorized can help us understand the decisions that syllabus planners, materials writers and teacher make when it comes to the teaching of vocabulary. There are some kinds of vocabulary:

### a. Noun

Nouns are words that used to name a person, animal, place, or thing. Seaton (2007: 5) states every name is called a noun. Azar (2006: 158) suggest that a noun is used as the subject of sentence, as the object of verb and a noun is also used as the object of a preposition. There are some kinds of nouns:

- 1) Countable nouns; are the nouns can be counted. Azar (2003: 313) states that countable nouns can be counted with numbers, can be preceded by a/an in the singular, has a plural form ending in -s or -es. Ex: one pen, a cat, box, table, etc.

- 2) Uncountable noun; are the nouns can be not counted. Ex: milk, sugar, oil, etc. McCarty (1994: 52) states that uncountable nouns are not normally used with a(n) or the plural, e.g. information, not an information, or some information.
- 3) Singular nouns; are single nouns. Sargeant (2007: 11) states when you are talking about just one thing or person, use a singular noun. Ex: a car, a pen, an orange, etc.
- 4) Plural nouns; are nouns which more than one. Seaton (2007: 23) states that when you are talking about two or more people, animals, places, or things, use plural nouns. Ex: some books, many girls, two knives, etc.
- 5) Common nouns; are general words which show the class or type for people, animals, places or things. Sargeant (2007: 7) states that words for people, places and things are called common nouns. Ex: water, teacher, city, etc.
- 6) Proper Nouns; are names for particular people, places or things. Sargeant (2007: 8) states that the names of particular people, places and things are proper nouns. They always begin with a capital letter. Ex: Lisa, America, Sunday, etc.
- 7) Concrete Nouns; are names for things that can be felt, groped or seen. Ex: sweet, water, noisy, etc.
- 8) Abstract Noun; are names for things that can be not felt, groped or seen. McCarty (1994: 22) suggest that an abstract noun is one which is

used to mean an idea, experience or quality rather than an object. Ex: happiness, friendship, agreement, etc.

- 9) Collective Nouns; are words that used to name for group of peoples, animals or things. Sargeant (2007: 17) states that words for groups of people, animals or things are called collective nouns. Ex: family, a brood of chickens, a school of fish, etc.

Based on the definition of noun, the writer concluded that noun is a word that refers to a person, place, thing, event, substance, or quality.

b. Pronoun

Pronoun is the words that used to replace the noun when we want to refer to people or things without continually repeating their names. Seaton (2007: 44) states pronoun is a word that takes the place of a common noun or a proper noun. Azar (2006: 164) suggest that pronoun has the same meaning as a noun. It is divided into some types as follow.

- 1) Personal pronouns; are the pronouns which function as subjects and object in the sentences. As subject, such as; I, you, they, we, she, he, it. And as object such as; me, you, them, us, her, him and it. Seaton (2007: 44) states that the words I, you, he, she, it, we and they are called personal pronouns. They take the place of nouns and are used as the subject of the verb in a sentence. Seaton (2007: 45) states that the words me, you, him, her, it, us and them are also personal pronouns. They also take the place of nouns. These pronouns are used as the object of the verb in a sentence.

- 2) Possessive pronoun; are the pronouns that show possession, such as: my, your, their, our, his, her and its.
- 3) Reflexive pronouns; are the pronouns that refers to another noun or pronoun in the sentence. They are also show reflection of the pronouns themselves, such as: myself, yourself, themselves, herself, etc. Seaton (2007: 47) states that The words myself, yourself, himself, herself, itself, ourselves, yourselves and themselves are called reflexive pronouns. They refer to the person or animal that is the subject of the verb.
- 4) Demonstrative pronoun; are the pronoun that used as word change indicator. Seaton (2007: 49) states the words this, these, that and those are called demonstrative pronouns. They are showing words, such as; this, that, these, those, some, etc.
- 5) Interrogative pronoun; are the pronoun that used in question. Ex: what, where, when, etc. Seaton (2007: 48) states that the words who, whom, whose, what and which are called interrogative pronouns. These pronouns are used to ask questions.

Based on the definition of pronoun, the writer concluded that pronoun is a word that takes the place of a common noun or a proper noun.

#### c. Verb

Verbs are words that show an action or an event or being. Whatever we are doing can be expressed by using a verb. Harmer (1998:



37) suggest that verb is a word (or group of words) which is used in describing an action, experience or state. Verb classified into three types such as:

- 1) Transitive verb is a verb that needs an object. Redman (1997: 38) states that many phrasal verbs are transitive and need a direct object. Ex: catch, drive, eat, etc.
- 2) Intransitive verb is a verb that does not need an object. Redman (1997: 38) states that some phrasal verbs are intransitive and do not need a direct object. Ex: cry, laugh, sleep, etc. c. Auxiliary verb is a verb that helps another verb or the principle verb to express action or condition or state of being. Sargeant (2007: 88) states that auxiliary, or helping verbs, are used before infinitives to add a different meaning. Ex: is, am, are, was, were, etc.

Based on the definition of verb, the writer concluded that verb is a verb that needs an object.

#### d. Adjective

Adjective is word that used to explain noun by describing, identifying, or quantifying. Harmer (1998: 37) suggests that adjective is a word that gives more information about a noun or pronoun. Ron Cowan (2008: 238) states that adjective describe the properties of an entity that a noun represents. Sargeant (2007: 32) states that adjectives describe nouns and pronouns. They give you more information about people, places, and things. There are some types of adjective:

- 1) Qualitative adjective is used to explain the situation of things, people, place or animal. Such as; big, fat, far, brave, etc.
- 2) Proper adjectives; they describes a person or things with a certain name such as: Indonesian, Turkish, English and etc.
- 3) Quantitative Adjectives; they describes quantity of things (how much) such as; much, little, a lot of, some, any , enough. Etc

e. Adverbs

Adverbs are the words that used to clarify verbs, adjectives and the whole sentences. Commonly an adverb will tell you when, where, how, in what manner or to what extent an action is performed. Harmer (1998: 37) states adverb is a word (or group of words) that describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence. Cowan (2008: 251) states adverbs can modify adjectives, other adverbs, verbs, and clauses. There some types of adverbs:

- 1) Adverb of manner; are words that used to explain how something happen. In general adverbs of manner are formed by adding suffix –LY at adjectives. It is used after or before object on a sentence. Such as; normal, fast, hard, etc.
- 2) Adverb of time; are words that used to explain the time when something happens, such as; now, today, tomorrow, everyday, etc. The adverbs are used on the first and the last of sentences.

- 3) Adverb of place; are words that used to explain the location where something happens, such as: here, there, around, beside, near, etc. It is placed on after verb, object, and adverb of manner.
- 4) Adverb of degree; are the adverb that clarifies the extent of something or event, such as: only, much, quite, almost, very, rather, etc. The adverbs are placed after "To Be", before all of verb, and before adjective and adverb that explained.
- 5) Adverb of Frequency; are the adverb that used to explain often or seldom something done. The adverbs are placed after "To Be", before or after verbs, after object, after auxiliary, before the first word of a verb phrase if we want to explain the adverbs. Such as: always, seldom, often, 3 never, etc.
- 6) Interrogative adverb; are the adverbs that follow to form question on a sentence. The adverbs are placed on the first of questions. Such as: when, why, where, how.
- 7) Relative adverb; are the adverb that used to be as link on sentences or clause. The adverbs placed after the first sentence of clause. Such as: when, where, why, etc.
- 8) Inversion; are the adverb which have negative meaning followed by verb and subject. Such as: never again, neither, nowhere, etc.

Based on the definition of verb, the writer concluded that adverb is a word that describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence

#### f. Prepositions

Preposition is words that used to connect one word with the others. Seaton (2007: 132) states preposition is words that connect one thing with another, showing how they are related. Sargeant (2007: 101) states that prepositions are words that show a connection between other words. For instance: in, by, between, through, at, for, next to, up to, in front of, as well as, etc. There are some kinds of preposition:

1) Preposition of place are used to show where something happen.

Sargeant (2007: 102) suggest that some prepositions show where something happens. They are called prepositions of place. Ex: under, inside, beside, etc.

2) Preposition of time are used to show when something happen.

Sargeant (2007: 102) states that some prepositions show when something happens. They are called prepositions of time. Ex: at, on, in, during, etc.

3) Preposition of direction are used to show where something is going.

Sargeant (2007: 103) states that some prepositions show where something is going. They are called prepositions of direction. Ex: along, towards, out of, etc.

Based on the definition above, the writer can conclude that preposition are words that show a connection between other words. For instance: in, by, between, through, at, for, next to, up to, in front of, as well as, etc.

#### g. Conjunctions

Seaton (2007:135) write that a conjunction is a linking word such as and, or, but. Conjunctions are used to connect words or sentences. Sargeant (2007: 109) suggest that conjunctions are words used to link words, phrases or clauses. There are some types of conjunctions;

- 1) Coordinating conjunction is used to connect two equal sentences, such as: and, but, or, etc.
- 2) Subordinating conjunction; is used to join or connect two equal sentences they are dependent clause and independent clause. For example; because, although, however, since, unless, etc.

#### h. Determiner

Seaton (2007: 71-75) states determiner are words such as this, those, my, their, which. They are special adjectives that are used before nouns. The words a, an, and the belong to this group of words called determiner. There are some types of determiner:

- 1) Demonstrative determiners are used to tell which thing or person you mean. Ex: this, that, those, these. Sargeant (2007:46) states that the words this, that, these and those are also special pronoun called determiner. They are used to point out which thing or person you mean. They are called demonstrative determiners.
- 2) Interrogative determiners are used to ask about people or things. Ex: what, which, whose. Sargeant (2007: 49) states that the words what, which and whose are used before nouns to ask questions. Interrogative determiners appear just before nouns.

3) Possessive determiners are used to say who something belongs to.

Ex: my, your, his, her, their. Sargeant (2007: 49) suggests that the words my, your, his, her, its, our and their are used before nouns to show ownership. They are called possessive determiners.

4) Quantifying determiners are used to tell quantity of things, animals, or people without giving an exact number. Sargeant (2007: 47) states that words such as many, much and several tell about quantity without giving an exact number. They are called quantifying determiners. Ex: a few children, both brothers, several friends, etc.

5) Numbers are used to tell how many people or things there are. Sargeant (2007: 50) suggest that numbers are determiners, too. Numbers are often used before nouns to tell you exactly how many people or things there are. Ex: two dogs, a hundred years, etc

### **3. The Importance of Vocabulary**

As we know vocabulary is foundation or a basic of a language. Rasinski (2008: 13) suggests that vocabulary is knowledge of word meanings. We cannot improve our English without mastering vocabulary. Words mastery is not only to support the for skills namely: listening skill, speaking skill, reading skill, and also writing skill, but also the existence of words mastery is very crucial in learning English as a foreign language.

Students with poor mastery of vocabulary cannot communicate in the target language well; consequently they will not be able to infer any ideas transmitted to them. In learning English as a foreign language,

vocabulary as one of the aspects of foreign language components is seemed to be the big problem. If the learners' vocabularies are poor, they will be difficult in expressing their ideas, feeling opinion, and they will not be able to grasp any expression addressed to them, and also they will be difficult to comprehend words that heard or content of reading. Rasinski (2008: 15) states an extensive vocabulary helps students read fluently, discuss what they have read and learn. Thornbury (2002: 13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

This is how the linguist summed up the importance of vocabulary learning, his view is echoed in this advice to students from a recent course book. If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words. Based on the fact, it can be concluded that vocabulary is the most important in studying English. Mastering vocabulary make the learners be easy to understand the meaning of words when they listen, speak, read and write in English.

### **C. Guessing Strategy and Vocabulary Learning**

#### **1. Definition of Guessing Strategy and Vocabulary Learning**

As a teacher we have to be able to choose good technique to teach students especially in teaching vocabulary. We have to be able to make the activities which can make students improve their vocabulary.

Wilga Rivers in Thornbury, (2002: 144) states that vocabulary cannot be taught. It can be presented, explained, included in all kinds of activities, and experienced in all manner of associations but ultimately it is learned by the individual. As language teacher, we must arouse interest in words and certain excitement in personal development in this area. We can help our students by giving ideas on how to learn to them, but each will finally learn a very personal selection of items, organized into relationships in an individual way. Webster's Third New International Dictionary, for example, contains 460,000 words, and this number excludes plural forms of nouns, different present and past tenses of verbs, neologisms, and some technical items (Denning & Leben, 1995:90). Although estimates of the size of the working vocabulary of the average English-speaker vary widely, commonly accepted figures hover around 20,000 words (Nation, 1990:25). Word frequency counts indicate that this number is more than sufficient for understanding the vocabulary of most non-technical texts though estimates again vary. Diller (1978:46) states that the 25 most common words account for one-third of the words on a page and 135 words takes one up to 50%. After that, the number of words needed increases in lognormal distribution. Therefore, while it takes 2500 words to cover 78% of the page, vocabulary size has to be doubled to 5000 to reach 86%, and doubled again to 10,000 to cover 92% of the text. One would need to know another 200,000 to cover the low frequency words that make up the remaining 8%.



However, Nation (1990:25) claims that the 2000 most frequently occurring words account for 87% of the average text, and that 2800 will account for 95%, is widely accepted today. Regardless of the exact size of a native speaker's vocabulary, it is clear that the average second or foreign language learner faces a major challenge in trying to match it. Therefore, it is not surprising that the main reason given for encouraging use of the guessing strategy is the perception that it is the reasonable and fastest way for ESL learners to learn enough words to form suitably large active and passive vocabulary. Not every study, however, supports the utilization of this strategy as a sound strategy for identifying semantically unfamiliar words (Hossein & Hamdollah, 2010:78). Rodriguez and Sadoski (2000:54) for instance scrutinized the effects of rote rehearsal, context, keyword, and context-keyword methods on immediate and long-term retention of EFL vocabulary in a natural classroom setting.

The experimental words consisted of 15 English nouns. Obscure and low-frequency words were used to ensure the unfamiliarity of them to the students. Findings revealed that the immediate performance of the students using the combined-keyword method was significantly better than of students using the keyword method. After a week, the combined context-keyword was also significantly better than all other methods. Students in the combined context-keyword condition in fact were able to retain 1.5 to 4 times as many correct definitions as students in the other conditions. Interestingly, the combined context-keyword method proved

effective for students with different levels of English vocabulary knowledge. A large scale study was carried out in Hong Kong concerning the learning of English by Cantonese speakers.

The aims of the project were basically to identify the vocabulary size of the tertiary students, the vocabulary learning strategies beneficial for learning English words, and the actual usefulness of those strategies. Among the 56 vocabulary learning strategies identified, 'guessing from context' was reported as the second strategy used most often and perceived as most useful. Another finding was that the students who were the and 'dictionary strategies' in learning new English words. Redouane (2004:3) examined the efficacy of the guessing-from-context strategy versus a word-list strategy in learning French words and their meanings as well as retention of those words at the university level.

The findings manifested the facilitation role of guessing-from-context strategy in learning more French words. Moreover, the guessing-from-context technique proved to have an impact not only on immediate recall but on long-term retention. Alesweed (2005:43) in a study examined whether and how the students would use different word-solving strategies mentioned in the literature such as guessing, using dictionary, and skipping. The results indicated that contextual guessing was the second strategy used by the students in terms of priority. They used global and local clues almost identically. The notion that L2 learners can easily learn a big amount of vocabulary through guessing is relatively convincing.

Nevertheless, due to the methodological weakness, studies are only possible to generate inconclusive findings. The present study is an attempt to fill up the vacuum in the research database into the impact of using guessing strategy on vocabulary acquisition.

Based on the definition above, the writer conclude that guessing word is understandable considering the enormous number of words in the English language, the size of the average adult's working vocabulary, and the number of words one needs to know to recognize a reasonably high percentage of words on the average written page

## 2. What Does it Mean to Know a 'Word'?

Many people believe that knowing a word means knowing its meaning. However, Cook (2001:61) states that "a word is more than its meaning". For Cook, knowing a word involves four aspects: form of the word such as pronunciation and spelling, grammatical properties such as grammatical category of the word and its possible and impossible structures, lexical properties such as word combinations and appropriateness, and meaning such as general and specific meanings.

Stahl (1999:15) suggests that there are four levels of word knowledge: (1) word that one never saw, (2) word that one has heard of but does not know what it means, (3) word that one recognizes in context and can explain that it has something to do with..., (4) word one knows. It should be agreed that, "...learners appear to have differing degrees of knowledge of their second language lexicon" (Gass & Selinker, 2001:374).

There is a list of elements to be considered for a complete knowledge of a word: spoken form, written form, grammatical behavior, collocation behavior, frequency, stylistic, register constraints, conceptual meaning, and word associations (Nation, 1990:31). There is yet another dimension Indonesia vocabulary which is often termed as *receptive* and *productive* or *passive* and *active* vocabulary. Normally, these two sets of terms are defined in relation to the language skills of reading, listening, speaking, and writing. An individual's active vocabulary includes words which are used in speech and writing. Contrarily, one's passive vocabulary is understood as words occur in reading materials or while hearing something (Azadeh, 2010:44). Hatch and Brown (1995:374) classify five steps to learning new words: encountering new words, getting the word form, getting the word meaning, consolidating word form and meaning in memory, and using the words. These steps lead to the conclusion that a learner will reach the receptive comprehension of new words before reaching the production comprehension.

### 3. How to use Guessing more Effectively

In order to come over obstacles mentioned above, learners ought to come through a process of training sessions. They should read a large quantity of texts because, reading as much they do, would result in them in encountering more new words and, thus, learning (Nation, 2001:3). He assumed, also, that when learners checked their dictionaries, after guessing the meaning from the context, the rate of retained meaning

would be high. Moreover, Li (1988:21) found that guessing, from the reading context, was more successful than guessing from the listening context. He found, also, that, in their guessing, learners were not the same and, therefore, those, in L2, who used a variety of clues with a good proficiency, were supposed to be successful guessers.

Krashen (1989:34) inspired a plan from Smith and Goodman's ideas on how to deal with new words in the context. Firstly, readers ought to try to skip the word. However, if it seemed important to the meaning of the context, then, they had to guess the meaning from the context. Later, as the reader worked through the text, he/she would find out whether or not the guessing made sense. If, then, it was not the final solution, readers could check their dictionaries.

#### 4. How Guessing might be Taught

Whether or not it was helpful, guessing words from the context, needed still to be taught in classrooms. Students, especially advanced learners, were recommended to learn how to guess in the best place for this acquisition which was the classroom. Hence, teachers were supposed to be trained, firstly, on how to teach guessing to students in an effective way. There were different suggested strategies on how to teach guessing. For instance, Nation (2001:250) recommended that teachers ought to improve their students' guessing skills through the following steps:

1	Giving students the chance to choose the text on which they were capable.
2	Motivate them to read more.
3	Teach them how to read properly and fluently.
4	Train them how to guess unknown words from the context.

Moreover, Jenkins et al. (1984:12-13) stated that, before reading the text, teachers ought to draw the students' attention to the word and this might reinforce the amount of vocabulary which they learnt. Thus, Nation (2001:252) indicated that teachers could draw their students' attention to the word by different ways:

<b>Preparation:</b>	pre-testing	pre-teaching	seeing a list before reading	highlighting the word in the text	having a list whilst reading
<b>Providing Access to the Meaning:</b>	Glossing	defining through teaching	defining whilst listening to the text	looking up the hypertext	looking up in the dictionary
<b>Motivation:</b>	warning of a test	providing follow up exercises	noting the context whilst reading		

Furthermore, Van Parreren and Schoutenvan Parreren (1981:42) suggested another strategy for L2 teachers to teach guessing, from the context, through a framework of linguistic knowledge. In commenting on this strategy, Walters (2004:34) said that it was difficult to

teach and had not been tested empirically to assure its effectiveness. In addition, Clarke and Nation (1980:212-213) suggested another strategy to teach guessing from the context:

1	Ask students to decide part of speech of the target word.
2	Ask them to concentrate on the immediate context of the word within a sentence or a clause.
3	Encourage them to extend their focus to a wider context.
4	Ask them to guess the meaning of the word.
5	Let students the part of speech; if the word has a prefix, root or suffix, it might give a clue to the meaning; put the guessed word in the passage to see whether or not it is appropriate; or consult a dictionary.

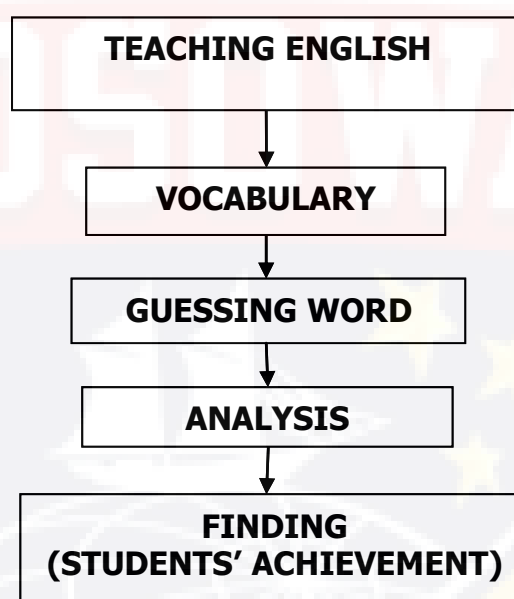
Moreover, they suggested a practical procedure for teachers to help students guess properly from the context:

1	The teacher wrote the steps on the board.
2	He chose a particular word of the context to be guessed by the students in groups or pairs.
3	The teacher asked four students to focus on one step for each.
4	The teacher repeated this more than once until they became ready to do the whole process by themselves.

In summary, teaching guessing, from the context, was a helpful strategy for junior high school at SMPN 35 Makassar. These strategies were not totally perfect; however, they might help teachers to try them, in classrooms, in order to find out the most suitable strategy for their students

#### D. Theoretical Framework

Vocabulary is one of the important things in learning English. It can support the four languages the four language skills. In reading a text, the readers can read and understanding the next well if they have enough. Nation (1990 : 15) says that the teaching of vocabulary must be interesting attentive, and guess word as a proposed teaching material has a great tendency to students. They are interested in knowing the meaning and the form of words that they have obtained. The theoretical framework underlying this research is presented in the following diagram.



#### E. Hypothesis

The hypothesis of this research was formulated as follows :

H1 : There is a significant difference in the vocabulary achievement of the seventh grade students of SMPN 35 Makassar after teach under guess word.



H0 : There is no significant difference in the vocabulary achievement of the seventh grade students of SMPN 35 Makassar after teach under guess word.



## CHAPTER III

### RESEARCH METHODOLOGY

This chapter describes the research design, variables, and operational definition of variables, population and sample, the instrument research, procedure of collecting data and technique of data analysis.

#### A. Research Design

This research used pre-experimental method that used one-group pre-test and post-test design, in which the group was determining by the result of pre-test. According to Gay et al, (2006:225) one group-pretest-posttest design involves a single group that is determining by pre-test result, treatment, and post-test. The success of the treatment was determined by comparing posttest scores and prê-test. The design is seen in the following:



Gay, L. R. (2006:225)

Figure 3.1. Research Design

The diagram show the design used in the current study. The symbol 'O1' denoted the pre-test given to all the population to determine the sample of the research by taking students who had "poor level". Moreover, 'X' denoted to the treatment which is given to the sample and 'O2' denote to the post-test were given after the treatment.

## **B. Variables of the Research**

This research has two variables, namely independent variable and dependent variable. The independent variable is the use of guess word, while the dependent variable was students' vocabulary achievement.

## **C. Population and Sample.**

### **1. Population**

The population of this research was the seventh grade students of SMPN 34 Makassar in the academic year 2016/2017. There were two classes and each class consists of 27-30 students. The number of the population was 57 students.

### **2. Sample**

From the population, the writer took one class which as the sample of the research. The writer choose class VII-2 as the sample of the research consists of 27 students.

## **D. Instrument of the Research**

The instrument of this research was a vocabulary test. The test was given before doing the treatment and as after doing the treatment to find out the students achievement in vocabulary. The test are multiple choice test consist of 25 questions. The writer gave test twice, they are pre-test and post-test

## E. Procedure of Data Collection

The procedure of collecting data presented in chronological

order below :

### 1. Pre - Test

The pre - test used to find out the vocabulary achievement test of the students before the treatment is given.

### 2. Treatment

The students were taught to increase their vocabulary through guess word method. For detail information, the writer explained the treatment in every meeting in the following:

#### a. The first meeting

The writer introduced to the students the sequence of vocabulary through guess words method before answered by distributing papers and tell them that guess words method can be done in group and whole class. After that, the writer show in the white board the example of guess words method and how to do it.

#### b. The Second Meeting

The writer prepared another topic for the test. And then , the writer bring them into guess words method group and after that the writer divided the topics in several group. They done the test in their group, made some discussion, answer the question and read the result in front of the class.

### 3. Post - test

The students were given post - test soon after the treatment. The post - test is given to find out the students ability in vocabulary after the treatment. Pre-test and post-test are the same test.

### F. Technique of Data Analysis.

The data were analyzed by quantitatively and qualitatively. It is conduct to support the finding of quantitative analysis. The quantitative analysis employed statistical calculation to test hypothesis. To analyze the data, the writer will use the steps as follows :

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total item}} \times 100$$

1. Classifying the score of the students' answer into the following scale:

No.	Score	Classification
1.	88-100	Excellent
2.	72-87	Very good
3.	58-71	Good
4.	45-57	Average
5.	30-44	Poor
6.	< 30	Very poor

Computing the frequency of the rate percentage of the students' score:

$$P = \frac{F}{N} \times 100\%$$

In which: P: Percentage

F : The cumulative frequency of subject

N : Total number of subject

Calculating the mean score, standard deviation and t-test value in calculating the mean score, standard deviation, t-test value (at the significant level 0.05) and t-table value to see the difference from pretest to posttest. The writer analyzed data using SPSS 16.0.

Sudjana, (1996:24)

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter particularly presents the findings of the research and discussion. The finding consists of the description of the result of data collected through test and discussion consists of explanation about the finding.

#### A. Findings

To collecting data the writer employed a test, which used as a pre-test and a post-test. The pre-test was applied before giving treatment where as the post-test was administrated after giving treatment.

In analyzing the data, the writer presented the test, namely matching word. The writer described into several of table to show the data after made research in the classroom.

1. The Students' pre-test score and post-test score in each sub item test

Table 1 : The students' score and classification in pre-test

No	Students' Initial	Pre – test	Classification
(1)	(2)	(3)	(4)
1	M.A.G	40	Poor
2	M.S.R	33	Poor
3	A.N	63	Good
4	M.I	57	Average
5	D	67	Good

to be continued

continuation

(1)	(2)	(3)	(4)
6	.A.F.A	70	Good
7	J.H	63	Good
8	S.N.T	67	Good
9	L.M.D	53	Average
10	C.L.A	60	Good
11	R.S.B	70	Good
12	R.I	60	Good
13	H	47	Average
14	M.F	70	Good
15	R	57	Average
16	H	63	Good
17	H.G.R	57	Average
18	A.M.G	70	Good
19	E.G.L	67	Good
20	S.S	67	Good
21	N.P. R. S.	53	Average
22	M. R.F.	53	Average
23	A. Z. M.	67	Good
24	S	63	Good
25	M. B. H	70	Good
26	M. G.S	67	Good
27	S.L	53	Average
28	M.R.G	63	Good

to be continued



continuation

(1)	(2)	(3)	(4)
29	A.A.S	40	Poor
30	M.F.W	70	Good
31	R.D	67	Good
32	A. C.P	53	Average
Total		1920	
Mean Score		60	Good

Source : SMPN 35 Makassar

Based on the table above in pre-test 3 students were classified as poor, 9 students were classified as average, and 20 students were classified as good. The table above shows that the classification of the students based on the pre-test of experiment class is 1920 and their mean score is 60. It shows that students' vocabulary was low before the research applied guessing word method.

Table 2 : The Students Score and Classification in Post – Test

No	Students' Initial	Post – test	Classification
(1)	(2)	(3)	(4)
1	M.A.G	60	Good
2	M.S.R	57	Good
3	A.N	70	Good
4	M.I	80	Very Good
5	D	67	Good

to be continued

continuation

(1)	(2)	(3)	(4)
6	.A.F.A	80	Very Good
7	J.H	67	Good
8	S.N.T	73	Very Good
9	L.M.D	60	Good
10	C.L.A	70	Good
11	R.S.B	80	Very Good
12	R.I	73	Very Good
13	H	57	Average
14	M.F	70	Good
15	R	70	Good
16	H	67	Good
17	H.G.R	67	Good
18	A.M.G	73	Very Good
19	E.G.L	73	Very Good
20	S.S	67	Good
21	N.P. R. S.	60	Good
22	M. R.F.	60	Good
23	B. Z. M.	87	Very Good
24	S	67	Good
25	M. B. H	80	Very Good
26	M. G.S	80	Very Good t
27	S.L	53	Average

to be continued

continuation

1)	(2)	(3)	(4)
28	M.R.G.	77	Very Good
29	A.A.S	57	Average
30	M.F.W	70	Very Good
31	R.D	70	Very Good
32	A. C.P	70	Very Good
Total		2212	
Mean Score		69	Good

Source : SMPN 35 Makassar

Based on the table above in post-test 11 students were classified as very good, 17 students were classified as good, 4 students were classified as average and none of the students classified as excellent, poor or very poor. The table above shows that the classification of the students based on the pre-test of experimental class is 2212 and their mean score is 69. It show that students' vocabulary straight after applied guessing word method, is effective to improve students' vocabulary at SMPN 35 Makassar.

Table 3: The Distribution Frequency and Percentage Score of Students' Vocabulary Test in the Pre-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	88-100	-	-
2	Very good	72-87	-	-
3	Good	58-71	20	62.5
4	Average	45-57	9	28.1
5	Poor	30-44	3	9,4
6	Very poor	< 30	-	-
Total			32	100 %

Based on table 3 above, showed that in pre- test there were 3 students (9,4%) got poor category, 9 students (28,1 %) got average and 20 students (62,5 %) got good. While none of the students got excellent, very good, and very poor category. From this result, it can be concluded that the students' vocabulary in pre-test was poor.

#### 1. The Students' Post-Test Finding

The students' result of the vocabulary test in post-test is shown in the following table :

Table 4: Frequency and Percentage Score of Students' Vocabulary in Post-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	88-100	-	-
2	Very good	72-87	14	43.7
3	Good	58-71	15	46.9
4	Average	45-57	3	9.4
5	Poor	30-44	-	-
6	Very poor	< 30	-	-
Total			32	100 %

Based on the table 4 above, shows that 14 students (43.7%) got very good category, 15 students (46.9%) got good category and 3 students (9,4%) got average category . None of the students got excellent, poor, and very poor category. Thus it can be concluded that the students' vocabulary achievement was improved.

## 2. The Mean Score and Standard Deviation of the Pre - test and Post - Test

After classifying the students vocabulary achievement, the mean score and standard deviation and even in pre - test and post - test are presented in the following table.

Table 5 : The Mean Scores and Standard Deviation of the Pre - Test and Post - Test

Pre - test	Post - test	Standard Deviation in Pre - test	Standard Deviation in Post – Test
60	69	9,768	8,230

Table 5 above show that the mean score of students' pre-test was 60. Besides, the mean score of students' post-test is increased to 69. The standard deviation of the pre-test is 9,768 while the standard deviation of the post - test 8,230. From table above, we obviously saw that the mean score of students' post-test is greater than the mean score of students' pre-test. Standard deviation is quantify the amount of variation of dispersion of a set data values.

### 3. Hypothesis Test

Table 6 : Level of Significance

t - test	t- table	Comprehension	Different
7,533	2.039	t-test>t-table	Significant

If the t-test value was greater than the t- table at the level of significance 0,05, thus the alternative hypothesis was accepted. In the contrary, if the t-test value was lower than t-table at the level of significance 0,05, thus the null hypothesis would be accepted.

The result of data analysis is the t-test value (7,533) was greater than the t-table value (2.039). Based on the result, hypothesis test showed that pre-test is still lower than post-test. So it can be concluded that the used of guessing word method was effective to improve students' vocabulary at SMPN 35 Makassar.

## **B. Discussion**

Before the writer conducted the research, the writer sharing her opinion with English teacher at SMPN 35 Makassar about the test that would be given to the students. English teacher told that this a new title and the topic of the test was very good. The mean score of their vocabulary test in pre-test was 60. In the first treatment, the writer gave words which related with topic. The words to be analyzed and answered by students. In pre- test there were 20 students (62,5 %) got good.

In the second treatment, the writer did the same item but in this treatment the research used guessing word method to improve the student's vocabulary. After giving two treatments, writer conducted post-test to know the students' vocabulary achievement. The questions were still the same with pre-test. From the result of students' post-test showed that their vocabulary achievement improved. It was supported by showing the means score of pre-test 60 and their means score of post-test 69. There were one students got the same result in pre-test and post-test. It caused by the students understanding personally

about the material which is the writer taught in the treatment. Some of the students still confused to choose the best answer In multiple choice questions. Otherwise, totally most of the students could enhance their vocabulary used guessing word method. Besides, the advantages using guessing word is understandable considering the enormous number of words in the English language, the size of the average adult's working vocabulary, and the number of words one needs to know to recognize a reasonably high percentage of words on the average written page. Disadvantage using guessing word is students still difficult in remember unfamiliar words and cannot guess and utterance the word very well.

It also supported by the inferential analysis by using t-test that was used to know the research hypothesis that there was difference between the result of students' vocabulary test before and after treatment. The result showed that t- test value (**7,533**) is greater that t-table (**2.039**). It means that the use of guessing word method can improve students' vocabulary achievement.

Vocabulary learning here is seen as a means to an end. The students need to define their understanding of the words before they can decide whether or not to rule out the possible occurrence of those words in the passage. It was proved by the achievement that found in the post – test. Finally the writer concluded that in teaching and



learning through guessing word method at SMPN 35 Makassar was effective to improve the students' vocabulary.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter, consist of two parts, namely conclusion and suggestion of the finding.

#### **A. Conclusion**

Based on the discussion and explanation in the previous chapter and looking at the result of this research, the writer put forward some conclusions as guessing word method is effective to be used to improve student vocabulary because there was a significant difference between the progresses in comprehension of the student who were studying through guessing word method.

The present study dealt with teaching vocabulary by using guessing word method to the seventh grade students especially VII-2 of SMPN 35 Makassar. Based on the findings explained in the previous chapter, it could be concluded that guessing word method could improve vocabulary mastery of seventh grade students of SMPN 35 Makassar. The improvement of students in learning vocabulary could be seen clearly by comparing the students' scores of pre-test, post tests

From the analysis of the data, we can see that teaching learning process by using guessing word method can improve students' vocabulary achievement. It can be seen from the students' means score of vocabulary test. The means score of the pre-test was

60 And the means score of the post test was 69. The mean difference between the pre test and the post test is 9. It is supported by t-test (7,533) which is greater than t-table (2.039) So obviously, guessing word method on motivates the students since it is an enjoyable learning activity.

## **B. Suggestion**

Based on the result of the study, the researcher would like to give some suggestion as follows;

1. The English teachers at SMPN 35 Makassar suggested applying guessing word method or the other game to the students in teaching vocabulary to make the students more motivated in learning English.
2. The English teachers at SMPN 35 Makassar suggested to modify the teaching technique that used, so the students do not feel bored when teaching and learning process. By using the interesting activities, the students will be more motivated so that they can develop their vocabulary mastery and the other skill and components in English language.
3. The seventh grade students of SMPN 35 Makassar are suggested to be more motivated and serious in learning English and also practice their English is not only in classroom but also extramural for the setting better so they can be more mastering English.

4. The teacher has to check to select the test of vocabulary based on the student's level.
5. Teachers are suggestion give explain about the important of the vocabulary as well as other language.
6. The teacher should give more chance and guidance to listen as the one way to develop the students' vocabulary in the class.
7. The other researcher are suggested to make further research especially concerning on teaching vocabulary through the other game or technique so that it could help the students in resolving their problem in learning vocabulary.

**BOSOWA**



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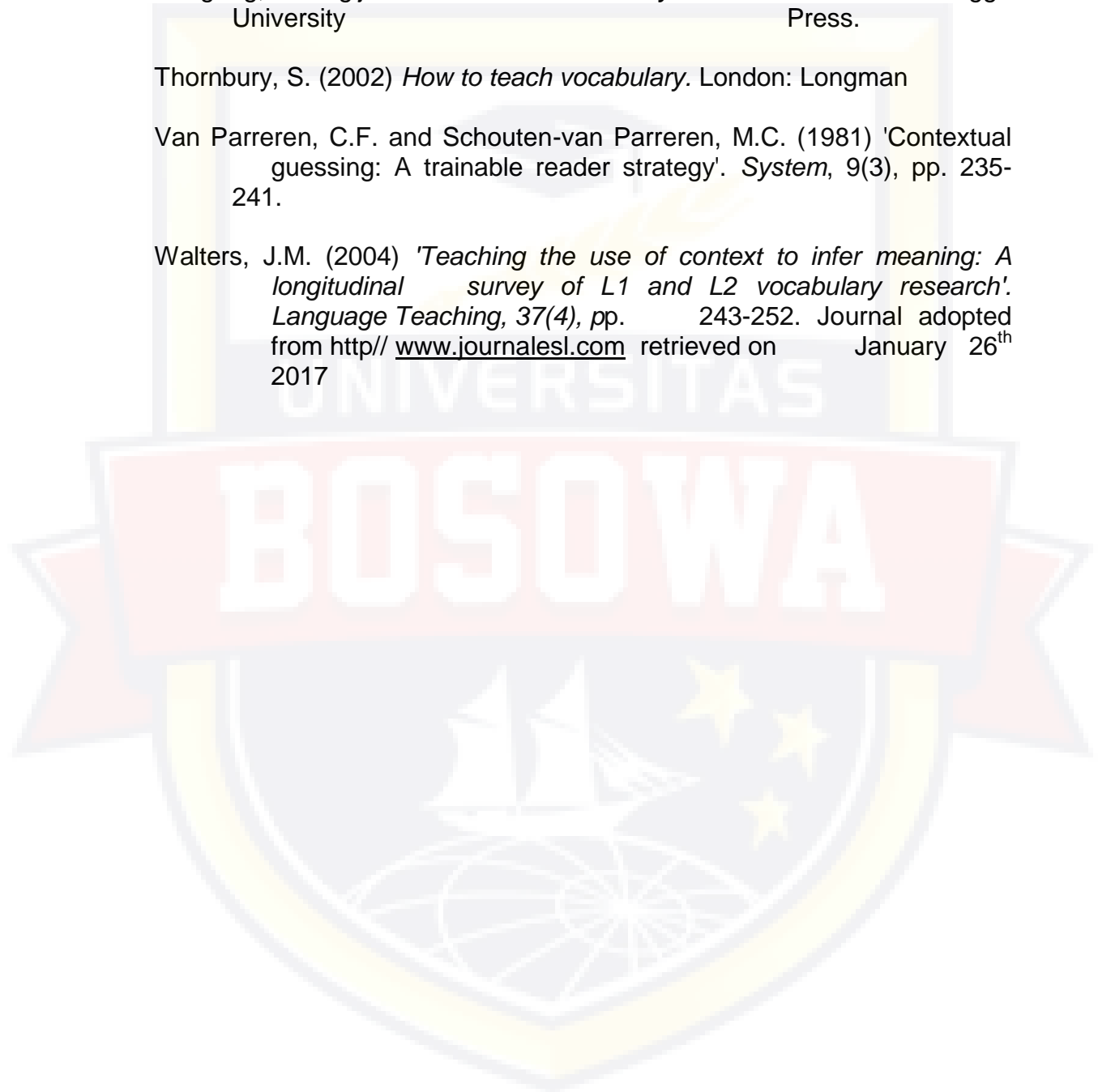
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# Appendixes

## Appendix 1 : Instrumen Penelitian

**JUDUL:** Improving Students Vocabulary through Guessing Word Method at the Seventh Grade of SMPN 35 Makassar

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas BOSOWA.
2. Peneliti mengharapkan kiranya para siswa menjawab soal tes ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Nama : .....

Nim : .....

Kelas : .....

### Petunjuk Pengisian

1. Bacalah soal ini dengan saksama sebelum anda menjawabnya.
2. Jawablah dengan jawaban yang benar!

**Research Instrument****Pre-Test and Post-Test****A. Choose the correct answer**

1. I watch ..... in the morning
  - a. Movie
  - b. Television
  - c. Radio
  - d. Drama
2. I will turn on the .....
  - a. Map
  - b. Radio
  - c. Motorcycle
  - d. Car
3. I will sleep on the .....
  - a. Room
  - b. Living room
  - c. Bed
  - d. Sofa
4. My father is a surgeon. He works in a .....
  - a. Bank
  - b. Hospital
  - c. Post office
  - d. Museum
5. It is very cold in the night. I need a .....when I sleep.
  - a. Belt
  - b. Hat
  - c. Blanket
  - d. Shoes
6. *Soy bean cake* in Indonesian is .....
  - a. Tahu
  - b. Tempe
  - c. Roti
  - d. Kue
7. I like,,,,,,,,,,,,, very much because they are beautiful
  - a. Car
  - b. Orchids
  - c. Doll
  - d. Leaf
8. On Sunday my father is always at .....
  - a. Office
  - b. Work
  - c. Home
  - d. Restaurant

9. You may contact out branch ..... in Jakarta
- Market
  - Supplier
  - Office
  - Product

10. Dede has an Uncle. The son of his uncle is his.....
- Father
  - Nephew
  - Grandfather
  - Cousin

11. We say '213' in English is
- Two hundreds and thirteen
  - Two hundred and thirteen
  - Two hundreds thirteen
  - Two hundred and thirteen

12. A: .....  
B: Ok! I'll repeat it once more  
The suitable expression is

- Thank you
- Pardon me
- Don't worry
- It's all right

13. The ..... is ringing
- Bell
  - Telephone
  - Watch
  - Television

14. I want to plant a ..... tree in the garden
- Papaya
  - Leaf
  - Big
  - Small

15. Tony will borrow my new ..... tomorrow.
- Camera
  - Care
  - Room
  - Game

16. The sign of " NO SWIMMING" appropriate in .....
- Library
  - Zoo
  - Beach
  - Military Area

17. The sign of " KEEP SILENT" appropriate in .....
- Home gate
  - Military area

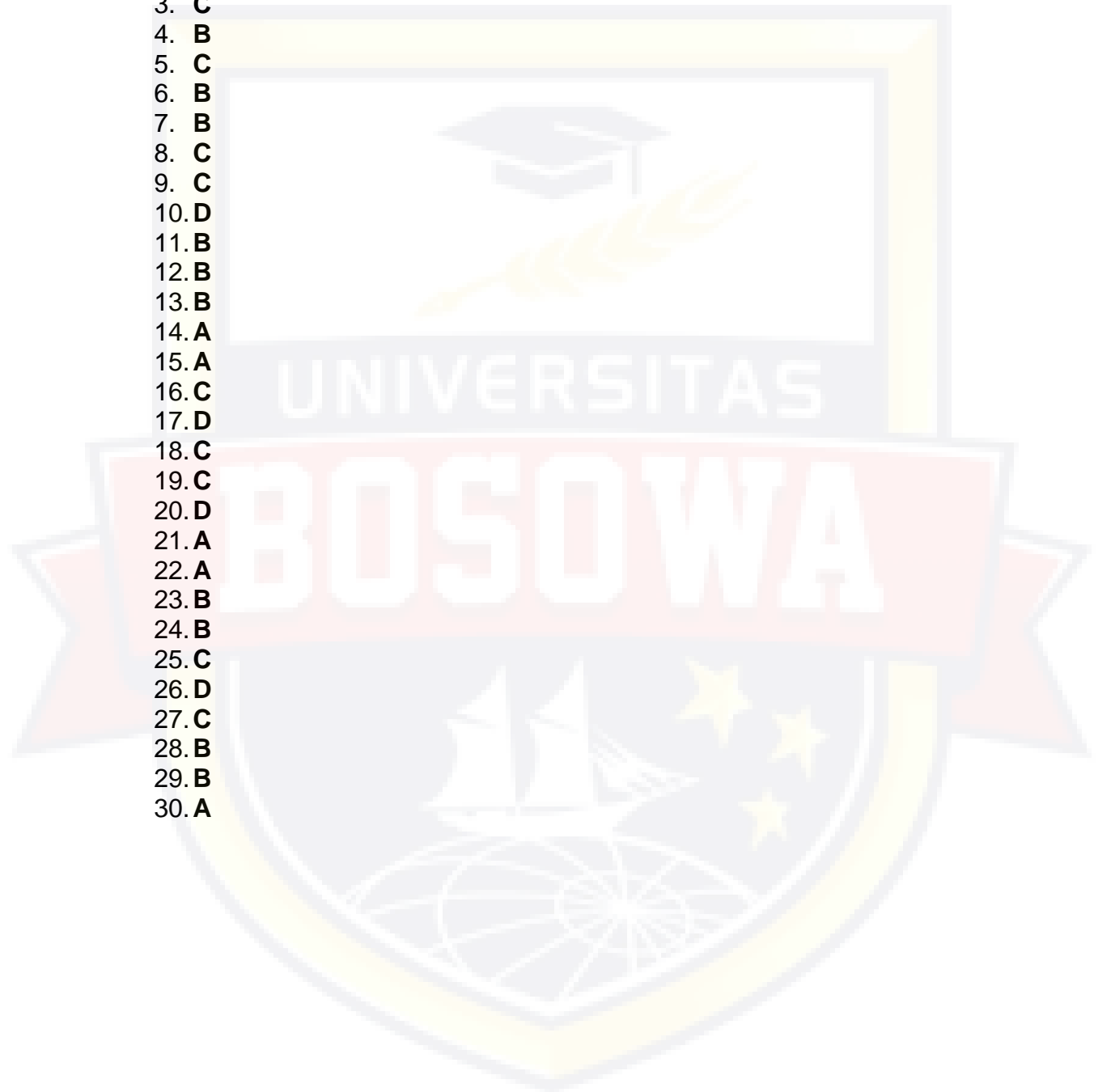
- c. Post office
  - d. Library
18. The sign of " TAKE OFF YOUR SHOES" appropriate in .....
- a. Home gate
  - b. Library
  - c. Mosque
  - d. Toilet
19. Dede is having breakfast. It means.....
- a. Dede sudah selesai sarapan
  - b. Dede baru akan sarapan
  - c. Dede sedang sarapan
  - d. Dede mempunyai sarapan
20. Twenty to six .....
- a. 6.20
  - b. 2.20
  - c. 5.20
  - d. 5.40
21. Lia baru saja sarapan. In English is .....
- a. Lia is having breakfast just now
  - b. Lia had breakfast just now
  - c. Lia has breakfast just now
  - d. Lia have had breakfast just now
22. -----! The street is slippery.
- a. Be careful
  - b. Be quiet
  - c. Be nice
  - d. Be diligent
23. Your ..... in the garage
- a. Helicopter
  - b. Car
  - c. Machine
  - d. Helmet
24. The ..... is in the room
- a. Balloon
  - b. Lamp
  - c. Light
  - d. Torch
25. I go to ..... by motorbike
- a. Family
  - b. Mountain
  - c. School
  - d. Hill
26. Kenanga is a .....
- a. Bucket

- b. Garden
  - c. Plant
  - d. Flower
27. A man who serves the passengers in an aeroplane is a .....
- a. Pilot
  - b. Chef
  - c. Stewardess
  - d. Steward
28. This newspaper has very clever ..... to get news information from any places in the world
- a. Reporter
  - b. Journalists
  - c. Editor
  - d. Typists
29. You cannot join the ..... because you cannot swim.
- a. Army
  - b. Navy
  - c. Air force
  - d. Police
30. A story of animals is called a .....
- a. Fable
  - b. Legend
  - c. Myth
  - d. Novel

(Soegeng, 2015)

**B. Key Answer**

1. **B**
2. **B**
3. **C**
4. **B**
5. **C**
6. **B**
7. **B**
8. **C**
9. **C**
10. **D**
11. **B**
12. **B**
13. **B**
14. **A**
15. **A**
16. **C**
17. **D**
18. **C**
19. **C**
20. **D**
21. **A**
22. **A**
23. **B**
24. **B**
25. **C**
26. **D**
27. **C**
28. **B**
29. **B**
30. **A**



**Appendix 2 : Lesson Plan**

CLASS/SCHOOL : VII / SMPN 35 MAKASSAR

SUBJECT : English (vocabulary)

TOPIC : Hobbies and Profession

TIME ALLOTMENT : 4 x 40 minutes

**1. Standard Competency**

Understanding and memorizing some vocabularies which relevant to the topic and sub topic. The students develop their English vocabulary.

**2. Basic Competency**

Developing vocabularies into new words based on the letters that build the vocabulary which has related to their daily life.

**3. Indicator**

- a. Mentioning new vocabularies
- b. Memorizing some new words
- c. Understanding the meaning of some new words

**4. Objective of the Study**

In the end of teaching learning process, the students are able to:

- a. Mention new vocabularies
- b. Memorize some new words
- c. Understand the meaning of some new words

**5. Teaching Media**

White board, clues, blank words and achievement test



## 6. Learning Sources

Relevant book (MGMP SMP Negeri 35 Makassar, Buku Pengayaan

Bahasa

Inggris)

## 7. Character

The Character building which is expected from the students to be care, honest, and creative.

## 8. Teaching and Learning Material

- a. Words which related with topic.
- b. Clues which related with topic.
- c. Blank words.

### Teaching Scenario

No	The Teachers' Activity	The Students' Activity	Time
	<b>A. Pre-Activity</b> 1. Greeting the students. 2. Checking the students' attendance	1. Responding teachers' greeting. 2. Keeping silent.	<b>10 minutes</b>
	<b>B. Treatment</b> 1. Asking the students some questions related to the topic. 2. Introducing some words that related to the topic to the students. 3. Giving the student clues which there are in paper ball and blank words which written on white board. 4. Throwing the paper ball to the students and who	1. Answering the teacher's question based on their knowledge. 2. Paying attention to the teacher. 3. Paying attention to the teacher. 4. Accepting the paper	<b>40 minutes</b>

	<p>get the paper ball must open one paper of the ball, and they will find a clue on the paper then ask the students to read the clue and guess the clue by filling in blank words which have already written on white board.</p> <ol style="list-style-type: none"> <li>5. Asking the students to throw the paper ball to the others.</li> <li>6. Asking the students to make some sentences by using the words that related with topic.</li> <li>7. Appreciating the students' abilities in guessing word.</li> </ol>	<p>ball, open one paper of the ball, then guess the clue by filling in blank words.</p> <ol style="list-style-type: none"> <li>5. Throwing the paper ball to the others.</li> <li>6. Making sentences by using the words.</li> <li>7. Saying gratitude to the teacher.</li> </ol>	
	<p><b>C. Post Activity</b></p> <ol style="list-style-type: none"> <li>1. Giving the students test (post test) and ask them to do the test.</li> <li>2. Asking the difficulties they might face during the learning process.</li> <li>3. Concluding the lesson.</li> <li>4. Closing the class and saying good bye to the students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Doing the test</li> <li>2. Depending on the situation and condition in class.</li> <li>3. Paying attention.</li> <li>4. Saying good bye to the teacher.</li> </ol>	<p><b>30 minutes</b></p>

Makasar , 2017

Researcher  
Marieta Padu

## LESSON PLAN

CLASS/SCHOOL : VII / SMPN 35 MAKASSAR

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### 3. Indicator

- a. Mentioning new vocabularies
- b. Memorizing some new words
- c. Understanding the meaning of some new words

### 4. Objective of the Study

In the end of teaching learning process, the students are able to:

- a. Mention new vocabularies
- b. Memorize some new words
- c. Understand the meaning of some new words

### 5. Teaching Media

White board, clues, blank words and achievement test

## 6. Learning Sources

Relevant book (MGMP SMP Negeri 35 Makassar, Buku Pengayaan

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Inggris)

## 7. Character

The Character building which is expected from the students to be care, honest, and creative.

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- a. Words which related with topic.
- b. Clues which related with topic.
- c. Blank words.

### Teaching Scenario

No	The Teachers' Activity	The Students' Activity	Time
	<b>A. Pre-Activity</b> 1. Greeting the students. 2. Checking the students' attendance	1. Responding teachers' greeting. 2. Keeping silent.	<b>10 minutes</b>
	<b>B. Treatment</b> 1. Asking the students some questions related to the topic. 2. Introducing some words that related to the topic to the students. 3. Giving the student clues which there are in paper ball and blank words which written on white board. 4. Throwing the paper ball to the students and who get the paper ball must	1. Answering the teacher's question based on their knowledge. 2. Paying attention to the teacher. 3. Paying attention to the teacher. 4. Accepting the paper ball, open	<b>40 minutes</b>

	<p>open one paper of the ball, and they will find a clue on the paper then ask the students to read the clue and guess the clue by filling in blank words which have already written on white board.</p> <ol style="list-style-type: none"> <li>5. Asking the students to throw the paper ball to the others.</li> <li>6. Asking the students to make some sentences by using the words that related with topic.</li> <li>7. Appreciating the students' abilities in guessing word.</li> </ol>	<p>one paper of the ball, then guess the clue by filling in blank words.</p> <ol style="list-style-type: none"> <li>5. Throwing the paper ball to the others.</li> <li>6. Making sentences by using the words.</li> <li>7. Saying gratitude to the teacher.</li> </ol>	
	<p><b>C. Post Activity</b></p> <ol style="list-style-type: none"> <li>1. Giving the students test (post test) and ask them to do the test.</li> <li>2. Asking the difficulties they might face during the learning process.</li> <li>3. Concluding the lesson.</li> <li>4. Closing the class and saying good bye to the students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Doing the test</li> <li>2. Depending on the situation and condition in class.</li> <li>3. Paying attention.</li> <li>4. Saying good bye to the teacher.</li> </ol>	<p><b>30 minutes</b></p>

Makasar , 2017

Researcher  
Marieta Padu

Appendix 3. The Students' Score and Classification in Pre-Test and Post-Test

No	Name of Students	Pre – Test	Classification	Post - Test	Classification
1	Muh. Ari Galib	40	Poor	60	Good
2	Muh. Syahrul R.	33	Poor	57	Good
3	Alvin Nilam	63	Good	70	Good
4	Milda Isnaini	57	Average	80	Very Good
5	Dzulfikar	67	Good	67	Good
6	Ahmad Fauzan A.	70	Good	80	Very Good
7	Juan Harley	63	Good	67	Good
8	Septiana Nabila T.	67	Good	73	Very Good
9	Lola Maylia Datu	53	Average	60	Good
10	Cristianti Lestari A.	60	Good	70	Good
11	Rio Samuel B.	70	Good	80	Very Good
12	Restu Inayah	60	Good	73	Very Good
13	Herawati	47	Average	57	Average
14	Muh. Fazli	70	Good	70	Good
15	Regina	57	Average	70	Good
16	Husayh	63	Good	67	Good
17	H. Gazali R.	57	Average	67	Good
18	Abdul M. G.	70	Good	73	Very Good
19	Elyedhson G.L.	67	Good	73	Very Good
20	Sri Syahrani	67	Good	67	Good
21	Naura Putri R. S.	53	Average	60	Good
22	Muhammad R.F.	53	Average	60	Good
23	Az. Zahwa M.	67	Good	87	Very Good
24	Sriwahyuni	63	Good	67	Good
25	Muh. Bilal Habib	70	Good	80	Very Good
26	Michael G. S.	67	Good	80	Very Good t
27	Silfa Lestari	53	Average	53	Average
28	Muh. Rahmat G.	63	Good	77	Very Good
29	Alwin Andika S.	40	Poor	57	Average
30	M. Fayyah W.	70	Good	70	Very Good
31	Riska Dasan	67	Good	70	Very Good
32	Adenanda C.P	53	Average	70	Very Good
Total		1920		2212	
Mean Score		60	Average	69	Good

Source : SMPN 35 Makassar

## Appendix 4: Statistic Data

**Statistics**

		POST_TEST	PRE_TEST
N	Valid	32	32
	Missing	0	0
Mean		69.12	60.00
Median		70.00	63.00
Mode		70	67
Std. Deviation		8.230	9.768
Minimum		53	33
Maximum		87	70
Sum		2212	1920

**POST\_TEST**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	53	1	3.1	3.1	3.1
	57	3	9.4	9.4	12.5
	60	4	12.5	12.5	25.0
	67	6	18.8	18.8	43.8
	70	7	21.9	21.9	65.6
	73	4	12.5	12.5	78.1
	77	1	3.1	3.1	81.2
	80	5	15.6	15.6	96.9
	87	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

**PRE\_TEST**

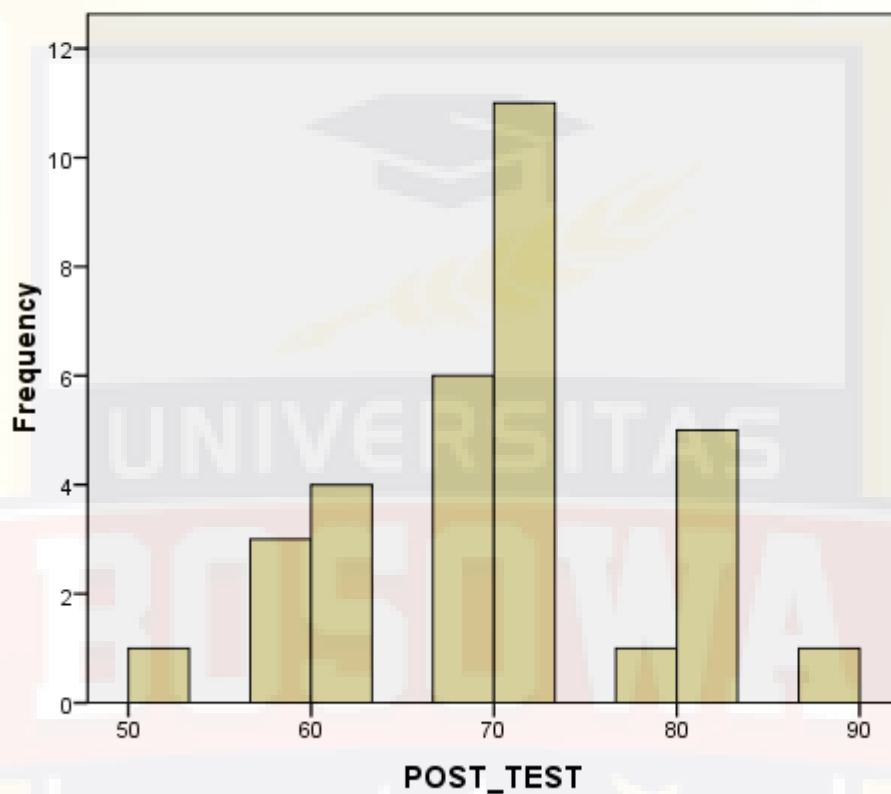
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	33	1	3.1	3.1	3.1
	40	2	6.2	6.2	9.4
	47	1	3.1	3.1	12.5
	53	5	15.6	15.6	28.1
	57	3	9.4	9.4	37.5
	60	2	6.2	6.2	43.8
	63	5	15.6	15.6	59.4
	67	7	21.9	21.9	81.2
	70	6	18.8	18.8	100.0
	Total	32	100.0	100.0	

# BOSOWA



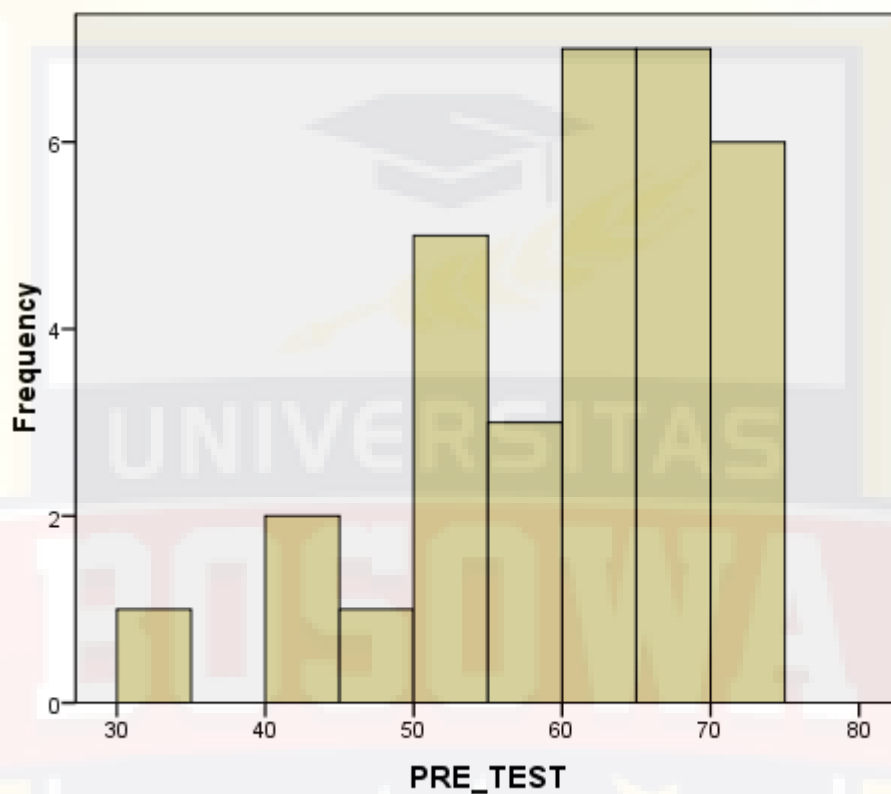


POST\_TEST



Mean =69.13  
Std. Dev. =8.23  
N =32

## PRE\_TEST



## Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	POST_TEST	69.12	32	8.230	1.455
	PRE_TEST	60.00	32	9.768	1.727

## Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 POST_TEST & PRE_TEST	32	.723	.000

### Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
POST_TEST - PRE_TEST	9.125	6.852	1.211	6.655	11.595	7.533	31	.000



## Appendix 5. The Distribution Critical Values-t

df	Level of Significance					
	0.20	0.10	0.05	0.02	0.01	0.001
1.	3.078	6.314	12.706	31.821	63.657	636.619
2.	1.886	2.920	4.303	6.965	9.925	31.598
3.	1.638	2.353	3.182	4.541	5.841	12.924
4.	1.533	2.132	2.776	3.747	4.604	8.610
5.	1.476	2.015	2.571	3.365	4.032	6.869
6.	1.440	1.945	2.447	3.143	3.707	5.959
7.	1.415	1.895	2.375	2.908	3.499	5.408
8.	1.397	1.860	2.306	2.896	3.355	5.041
9.	1.383	1.833	2.262	2.821	3.250	4.781
10.	1.372	1.812	2.228	2.764	3.169	4.587
11.	1.363	1.796	2.201	2.718	3.106	4.437
12.	1.356	1.782	2.179	2.681	3.055	4.318
13.	1.350	1.771	2.160	2.650	3.012	4.221
14.	1.345	1.761	2.145	2.624	2.977	4.140
15.	1.341	1.753	2.131	2.604	2.947	4.073
16.	1.337	1.746	2.120	2.583	2.921	4.015
17.	1.333	1.740	2.110	2.567	2.898	3.965
18.	1.330	1.734	2.101	2.552	2.878	3.922
19.	1.328	1.729	2.093	2.539	2.861	3.883
20.	1.325	1.725	2.086	2.528	2.845	3.850
21.	1.323	1.721	2.080	2.518	2.831	3.819
22.	1.321	1.717	2.074	2.505	2.819	3.792
23.	1.319	1.714	2.069	2.500	2.807	3.767
24.	1.318	1.711	2.064	2.492	2.797	3.745
25.	1.316	1.708	2.060	2.485	2.787	3.725

to be continued

continuation

26.	1.315	1.706	2.056	2.479	2.779	3.707
27.	1.314	1.703	2.050	2.473	2.771	3.690
28.	1.313	1.701	2.048	2.467	2.763	3.674
29.	1.311	1.699	2.045	2.462	2.756	3.659
30.	1.310	1.697	2.042	2.457	2.750	3.646
31.	1.309	1.695	<b>2.039</b>	2.452	2.744	3.643
40.	1.399	1.684	2.021	2.423	2.704	3.551
60.	1.296	1.671	2.000	2.390	2.660	3.460
120.	1.289	1.658	1.980	2.355	2.617	3.373

<http://www.westga.edu/distributioncriticalvalue-t/tsid001.htm>).



## Appendix 6. Students Test Result in Pre-Test

✓ Nama: Regina widyadharma R.  
KIS = VTI.3

17 B = 5,7

## Research Instrument

## Pre-Test and Post-Test

## A. Choose the correct answer

1. ✓ I watch ..... in the morning
  - ~~a~~ Movie
  - b ✓ Television
  - c Radio
  - d Drama
2. ✓ I will turn on the .....
  - a Map
  - ~~b~~ Radio
  - c Motorcycle
  - d Car
3. ✓ I will sleep on the .....
  - a Room
  - b Living room
  - ~~c~~ Bed
  - d Sofa
4. ✓ My father is a surgeon. He works in a .....
  - a Bank
  - ~~b~~ Hospital
  - c Post office
  - d Museum
5. ✓ It is very cold in the night. I need a ..... when I sleep.
  - a Belt
  - b Hat
  - ~~c~~ Blanket
  - d Shoes
6. ✓ Soy bean cake in Indonesian is .....
  - ~~a~~ Tahu
  - b Tempe
  - c Roti
  - d Kue
7. ✓ I like ..... very much because they are beautiful
  - a Car
  - ~~b~~ Orchids
  - c Doll
  - d Leaf
8. ✓ On Sunday my father is always at .....
  - a Office
  - b Work
  - c Home
  - ~~d~~ Restaurant

9. You may contact out branch ..... in Jakarta
- a. Market
  - b. Supplier
  - c. Office
  - d. Product

10. Dede has an Uncle. The son of his uncle is his.....
- a. Father
  - b. Nephew
  - c. Grandfather
  - d. Cousin

11. We say '213' in English is
- a. Two hundreds and thirteen
  - b. Two hundred and thirteen
  - c. Two hundreds thirteen
  - d. Two hundred and thirteen

12. A: .....
- B: Ok! I'll repeat it once more
- The suitable expression is

- a. Thank you
- b. Pardon me
- c. Don't worry
- d. It's all right

13. The ..... is ringing

- a. Bell
- b. Telephone
- c. Watch
- d. Television

14. I want to plant a ..... tree in the garden

- a. Papaya
- b. Leaf
- c. Big
- d. Small

15. Tony will borrow my new ..... tomorrow.

- a. Camera
- b. Care
- c. Room
- d. Game

16. The sign of " NO SWIMMING" appropriate in .....

- a. Library
- b. Zoo
- c. Beach
- d. Military Area

17. The sign of " KEEP SILENT" appropriate in .....

- a. Home gate
- b. Military area
- c. Post office
- d. Library

18. The sign of " TAKE OFF YOUR SHOES" appropriate in ....
- Home gate
  - Library
  - Mosque
  - Toilet
19. Dede is having breakfast. It means .....
- ~~d.~~ Dede sudah selesai sarapan
  - b. Dede baru akan sarapan
  - ~~c.~~ Dede sedang sarapan
  - ~~a.~~ Dede mempunyai sarapan
20. Twenty to six .....
- ~~a.~~ 6.20
  - b. 2.20
  - c. 5.20
  - d. 5.40
21. Lia baru saja sarapan. In English is .....
- a. Lia is having breakfast just now
  - ~~b.~~ Lia had breakfast just now
  - c. Lia has breakfast just now
  - ~~d.~~ Lia have had breakfast just now
22. -----! The street is slippery.
- ~~a.~~ Be careful
  - b. Be quiet
  - c. Be nice
  - d. Be diligent
23. Your ..... in the garage
- a. Helicopter
  - ~~b.~~ Car
  - c. Machine
  - d. Helmet
24. The ..... is in the room
- a. Balloon
  - ~~b.~~ Lamp
  - c. Light
  - d. Torch
25. I go to ..... by motorbike
- a. Family
  - b. Mountain
  - ~~c.~~ School
  - d. Hill
26. Kenanga is a .....
- a. Bucket
  - b. Garden
  - c. Plant
  - ~~d.~~ Flower
27. A man who serves the passengers in an aeroplane is a .....
- a. Pilot
  - b. Chef
  - ~~c.~~ Stewardess
  - d. Steward



18. This newspaper has very clever ..... to get news information from any places in the world

- a. Reporter
- b. Journalists
- c. Editor
- d. Typists

19. You cannot join the ..... because you cannot swim.

- a. Army
- b. Navy
- c. Air force
- d. Police

20. A story of animals is called a .....

- a. Fable
- b. Legend
- c. Myth
- d. Novel

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## Appendix 7. Students Test Result in Post-Test



Nama = Regina widyadharma R.  
 KLS = VIT. 3

Research Instrument

Pre-Test and Post-Test

A. Choose the correct answer

21 B

7

1. I watch ..... in the morning
  - a. Movie
  - b. Television
  - c. Radio
  - d. Drama
2. I will turn on the .....
  - a. Map
  - b. Radio
  - c. Motorcycle
  - d. Car
3. I will sleep on the .....
  - a. Room
  - b. Living room
  - c. Bed
  - d. Sofa
4. My father is a surgeon. He works in a .....
  - a. Bank
  - b. Hospital
  - c. Post office
  - d. Museum
5. It is very cold in the night. I need a ..... when I sleep.
  - a. Belt
  - b. Hat
  - c. Blanket
  - d. Shoes
6. Soy bean cake in Indonesian is .....
  - a. Tahu
  - b. Tempe
  - c. Roti
  - d. Kue
7. I like ....., very much because they are beautiful
  - a. Car
  - b. Orchids
  - c. Doll
  - d. Leaf
8. On Sunday my father is always at .....
  - a. Office
  - b. Work
  - c. Home
  - d. Restaurant

9. You may contact out branch ..... in Jakarta
- a. Market
  - b. Supplier
  - c. Office

10. Dede has an Uncle. The son of his uncle is his.....
- a. Father
  - b. Nephew
  - c. Grandfather
  - d. Cousin

11. We say '213' in English is
- a. Two hundreds and thirteen
  - b. Two hundred and thirteen
  - c. Two hundreds thirteen
  - d. Two hundred and thirteen

12. A: .....
- B: Ok! I'll repeat it once more
- The suitable expression is

- a. Thank you
- b. Pardon me
- c. Don't worry
- d. It's all right

13. The ..... is ringing
- a. Bell
  - b. Telephone
  - c. Watch
  - d. Television

14. I want to plant a ..... tree in the garden
- a. Papaya
  - b. Leaf
  - c. Big
  - d. Small

15. Tony will borrow my new ..... tomorrow.
- a. Camera
  - b. Care
  - c. Room
  - d. Game

16. The sign of " NO SWIMMING" appropriate in .....
- a. Library
  - b. Zoo
  - c. Beach
  - d. Military Area

17. The sign of " KEEP SILENT" appropriate in .....
- a. Home gate
  - b. Military area
  - c. Post office
  - d. Library

18. The sign of " TAKE OFF YOUR SHOES" appropriate in .....
- a. Home gate
  - b. Library
  - c. Mosque
  - d. Toilet
19. Dede is having breakfast. It means.....
- a. Dede sudah selesai sarapan
  - b. Dede baru akan sarapan
  - c. Dede sedang sarapan
  - d. Dede mempunyai sarapan
20. Twenty to six .....
- a. 6.20
  - b. 2.20
  - c. 5.20
  - d. 5.40
21. Lia baru saja sarapan. In English is .....
- a. Lia is having breakfast just now
  - b. Lia had breakfast just now
  - c. Lia has breakfast just now
  - d. Lia have had breakfast just now
22. ....! The street is slippery.
- a. Be careful
  - b. Be quiet
  - c. Be nice
  - d. Be diligent
23. Your ..... in the garage
- a. Helicopter
  - b. Car
  - c. Machine
  - d. Helmet
24. The ..... is in the room
- a. Balloon
  - b. Lamp
  - c. Light
  - d. Torch
25. I go to ..... by motorbike
- a. Family
  - b. Mountain
  - c. School
  - d. Hill
26. Kenanga is a .....
- a. Bucket
  - b. Garden
  - c. Plant
  - d. Flower
27. A man who serves the passengers in an aeroplane is a .....
- a. Pilot
  - b. Chef
  - c. Stewardess
  - d. Steward

28. This newspaper has very clever ..... to get news information from any places in the world
- a. Reporter
  - b. Journalists
  - c. Editor
  - d. Typists
29. You cannot join the ..... because you cannot swim.
- a. Army
  - b. Navy
  - c. Air force
  - d. Police
30. A story of animals is called a .....
- a. Fable
  - b. Legend
  - c. Myth
  - d. Novel

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## Students Test Result in Pre-Test

Nama: A2 ZAHWA MAHFIRAH

Kelas: VII 3

12 = Salah

17 = Benar

## Research Instrument

## Pre-Test and Post-Test

## A. Choose the correct answer

1. I watch ..... in the morning
- a. Movie  
 b. Television  
 c. Radio  
 d. Drama
2. I will turn on the .....
- a. Map  
 b. Radio  
 c. Motorcycle  
 d. Car
3. I will sleep on the .....
- a. Room  
 b. Living room  
 c. Bed  
 d. Sofa
4. My father is a surgeon. He works in a .....
- a. Bank  
 b. Hospital  
 c. Post office  
 d. Museum
5. It is very cold in the night. I need a .....when I sleep.
- a. Belt  
 b. Hat  
 c. Blanket  
 d. Shoes
6. Soy bean cake in Indonesian is .....
- a. Tahu  
 b. Tempe  
 c. Roti  
 d. Kue
7. I like,,,,,,,,,,,,, very much because they are beautiful
- a. Car  
 b. Orchids  
 c. Doll  
 d. Leaf
8. On Sunday my father is always at .....
- a. Office  
 b. Work  
 c. Home  
 d. Restaurant

20

13

6,7

9. You may contact out branch ..... in Jakarta
- a. Market
  - b. Supplier
  - c. Office
  - d. Product

10. Dede has an Uncle. The son of his uncle is his.....

- a. Father
- b. Nephew
- c. Grandfather
- d. Cousin

11. We say '213' in English is

- a. Two hundreds and thirteen
- b. Two hundred and thirteen
- c. Two hundreds thirteen
- d. Two hundred and thirteen

12. A: .....

B: Ok! I'll repeat it once more

The suitable expression is

- a. Thank you
- b. Pardon me
- c. Don't worry
- d. It's all right

13. The ..... is ringing

- a. Bell
- b. Telephone
- c. Watch
- d. Television

14. I want to plant a ..... tree in the garden

- a. Papaya
- b. Leaf
- c. Big
- d. Small

15. Tony will borrow my new ..... tomorrow.

- a. Camera
- b. Care
- c. Room
- d. Game

16. The sign of "NO SWIMMING" appropriate in .....

- a. Library
- b. Zoo
- c. Beach
- d. Military Area

17. The sign of "KEEP SILENT" appropriate in .....

- a. Home gate
- b. Military area
- c. Post office
- d. Library



18. The sign of " TAKE OFF YOUR SHOES" appropriate in .....

- a. Home gate
- b. Library
- c. Mosque
- d. Toilet

19. Dede is having breakfast. It means.....

- a. Dede sudah selesai sarapan
- b. Dede baru akan sarapan
- c. Dede sedang sarapan
- d. Dede mempunyai sarapan

20. Twenty to six .....

- a. 6.20
- b. 2.20
- c. 5.20
- d. 5.40

21. Lia baru saja sarapan. In English is .....

- a. Lia is having breakfast just now
- b. Lia had breakfast just now
- c. Lia has breakfast just now
- d. Lia have had breakfast just now

22. -----! The street is slippery.

- a. Be careful
- b. Be quiet
- c. Be nice
- d. Be diligent

23. Your ..... in the garage

- a. Helicopter
- b. Car
- c. Machine
- d. Helmet

24. The ..... is in the room

- a. Balloon
- b. Lamp
- c. Light
- d. Torch

25. I go to ..... by motorbike

- a. Family
- b. Mountain
- c. School
- d. Hill

26. Kenanga is a .....

- a. Bucket
- b. Garden
- c. Plant
- d. Flower

27. A man who serves the passengers in an aeroplane is a .....

- a. Pilot
- b. Chef
- c. Stewardess
- d. Steward

~~28.~~ This newspaper has very clever ..... to get news information from any places in the world

- ~~a.~~ Reporter
- ~~b.~~ Journalists
- ~~c.~~ Editor
- d. Typists

29. You cannot join the ..... because you cannot swim.

- a. Army
- b. Navy
- ~~c.~~ Air force
- d. Police

30. A story of animals is called a .....

- a. Fable
- ~~b.~~ Legend
- ~~c.~~ Myth
- ~~d.~~ Novel

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- c. Office  
 d. Product

10. Dede has an Uncle. The son of his uncle is his.....

- a. Father  
 b. Nephew  
 c. Grandfather  
 d. Cousin

11. We say '213' in English is

- a. Two hundreds and thirteen  
 b. Two hundred and thirteen  
 c. Two hundreds thirteen  
 d. Two hundred and thirteen

12. A.: .....

B : Ok! I'll repeat it once more

The suitable expression is

- a. Thank you  
 b. Pardon me  
 c. Don't worry  
 d. It's all right

13. The ..... is ringing

- a. Bell  
 b. Telephone  
 c. Watch  
 d. Television

14. I want to plant a ..... tree in the garden

- a. Papaya  
 b. Leaf  
 c. Big  
 d. Small

15. Tony will borrow my new ..... tomorrow.

- a. Camera  
 b. Care  
 c. Room  
 d. Game

16. The sign of " NO SWIMMING" appropriate in .....

- a. Library  
 b. Zoo  
 c. Beach  
 d. Military Area

17. The sign of " KEEP SILENT" appropriate in .....

- a. Home gate  
 b. Military area  
 c. Post office  
 d. Library

18. The sign of " TAKE OFF YOUR SHOES" appropriate in .....

- a. Home gate  
 b. Library  
 c. Mosque

d. Toilet

19. Dede is having breakfast. It means.....

- a. Dede sudah selesai sarapan  
 b. Dede baru akan sarapan  
 c. Dede sedang sarapan  
 d. Dede mempunyai sarapan

20. Twenty to six .....

- a. 6.20  
 b. 2.20  
 c. 5.20  
 d. 5.40

21. Lia baru saja sarapan. In English is .....

- a. Lia is having breakfast just now  
 b. Lia had breakfast just now  
 c. Lia has breakfast just now  
 d. Lia have had breakfast just now

22. -----! The street is slippery.

- a. Be careful  
 b. Be quiet  
 c. Be nice  
 d. Be diligent

23. Your ..... in the garage

- a. Helicopter  
 b. Car  
 c. Machine  
 d. Helmet

24. The ..... is in the room

- a. Balloon  
 b. Lamp  
 c. Light  
 d. Torch

25. I go to ..... by motorbike

- a. Family  
 b. Mountain  
 c. School  
 d. Hill

26. Kenanga is a .....

- a. Bucket  
 b. Garden  
 c. Plant  
 d. Flower

27. A man who serves the passengers in an aeroplane is a .....

- a. Pilot  
 b. Chef  
 c. Stewardess  
 d. Steward

28. This newspaper has very clever ..... to get news information from

- a. any places in the world

- a. Reporter
- b. Journalists
- c. Editor
- d. Typists

29. You cannot join the ..... because you cannot swim.

- a. Army
- b. Navy
- c. Air force
- d. Police

30. A story of animals is called a .....

- a. Fable
- b. Legend
- c. Myth
- d. Novel

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## . Students Test Result in Post-Test

Nama : A2-2AHWA MAGHFIRAH

Kelas : VII 3

## Research Instrument

## Pre-Test and Post-Test

## A. Choose the correct answer

1. I watch \_\_\_\_\_ in the morning 26 B
- a. Movie
- b. Television
- c. Radio
- d. Drama
2. I will turn on the .....
- a. Map
- b. Radio
- c. Motorcycle
- d. Car
3. I will sleep on the .....
- a. Room
- b. Living room
- c. Bed
- d. Sofa
4. My father is a surgeon. He works in a .....
- a. Bank
- b. Hospital
- c. Post office
- d. Museum
5. It is very cold in the night. I need a ..... when I sleep.
- a. Belt
- b. Hat
- c. Blanket
- d. Shoes
6. Soy bean cake in Indonesian is .....
- a. Tahu
- b. Tempe
- c. Roti
- d. Kue
7. I like ....., very much because they are beautiful
- a. Car
- b. Orchids
- c. Doll
- d. Leaf
8. On Sunday my father is always at .....
- a. Office
- b. Work
- c. Home
- d. Restaurant

8,7



9. You may contact out branch ..... in Jakarta
- a. Market
  - b. Supplier
  - c. Office
  - d. Product

10. Dede has an Uncle. The son of his uncle is his .....
- a. Father
  - b. Nephew
  - c. Grandfather
  - d. Cousin

11. We say '213' in English is
- a. Two hundreds and thirteen
  - b. Two hundred and thirteen
  - c. Two hundreds thirteen
  - d. Two hundred and thirteen

12. A: .....
- B: Ok! I'll repeat it once more
- The suitable expression is

- a. Thank you
- b. Pardon me
- c. Don't worry
- d. It's all right

13. The ..... is ringing
- a. Bell
  - b. Telephone
  - c. Watch
  - d. Television

14. I want to plant a ..... tree in the garden
- a. Papaya
  - b. Leaf
  - c. Big
  - d. Small

15. Tony will borrow my new ..... tomorrow.
- a. Camera
  - b. Care
  - c. Room
  - d. Game

16. The sign of " NO SWIMMING" appropriate in .....
- a. Library
  - b. Zoo
  - c. Beach
  - d. Military Area

17. The sign of " KEEP SILENT" appropriate in .....
- a. Home gate
  - b. Military area
  - c. Post office
  - d. Library



18. The sign of " TAKE OFF YOUR SHOES" appropriate in .....

- a. Home gate
- b. Library
- c. Mosque
- d. Toilet

19. Dede is having breakfast. It means.....

- a. Dede sudah selesai sarapan
- b. Dede baru akan sarapan
- c. Dede sedang sarapan
- d. Dede mempunyai sarapan

20. Twenty to six .....

- a. 6.20
- b. 2.20
- c. 5.20
- d. 5.40

21. Lia baru saja sarapan. In English is .....

- a. Lia is having breakfast just now
- b. Lia had breakfast just now
- c. Lia has breakfast just now
- d. Lia have had breakfast just now

22. -----! The street is slippery.

- a. Be careful
- b. Be quiet
- c. Be nice
- d. Be diligent

23. Your ..... in the garage

- a. Helicopter
- b. Car
- c. Machine
- d. Helmet

24. The ..... is in the room

- a. Balloon
- b. Lamp
- c. Light
- d. Torch

25. I go to ..... by motorbike

- a. Family
- b. Mountain
- c. School
- d. Hill

26. Kenanga is a .....

- a. Bucket
- b. Garden
- c. Plant
- d. Flower

27. A man who serves the passengers in an aeroplane is a .....

- a. Pilot
- b. Chef
- c. Stewardess
- d. Steward

28. This newspaper has very clever ..... to get news information from any places in the world
- a. Reporter
  - b. Journalists
  - c. Editor
  - d. Typists
29. You cannot join the ..... because you cannot swim.
- a. Army
  - b. Navy
  - c. Air force
  - d. Police
30. A story of animals is called a .....
- a. Fable
  - b. Legend
  - c. Myth
  - d. Novel

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## Appendix 8. Pictures of the Research



Picture 1. The researcher was preparing the test.



Picture 2 .The researcher was monitoring the students



**Picture 3 .The researcher gave explanation in front of the class.**



**Picture 4. Teaching activity in the treatment**




**Picture 5 .The researcher was distributing the test in post-test**



**Picture 6. All students' were answering the post-test**

## Appendix 9. Letter


**PEMERINTAH KOTA MAKASSAR**  
**DINAS PENDIDIKAN**  
**SMP NEGERI 35 MAKASSAR**


Alamat: Jl. Telegraf Utama No. 1 Komp. Telkomas ☎ (0411) 8959567 Makassar-90245.

---

**KETERANGAN IZIN PENELITIAN**  
 No : 800/713/SMP 35/VIII/2017

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 35 Makassar bahwa :

N a m a : **MARIETA PADU**  
 N I M : 4513101024  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan : Pendidikan Bahasa Inggris  
 Pekerjaan : Mahasiswa  
 Alamat : Jl. Pampang 02 makassar

Benar yang bersangkutan tersebut di atas telah selesai melakukan penelitian di SMP Negeri 35 Makassar dari tanggal 23 s.d. 28 Agustus 2017 dengan judul :

***"IMPROVING STUDENTS' VOCABULARY THROUGH GUESSING WORD METHOD AT  
 THE SEVENTH GRADE OF SMP NEGERI 35 MAKASSAR".***

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Makassar, 28 Agustus 2017

Kepala Sekolah

  
**Parenrengi, S.Pd., M.Pd.**  
 Pangkat: Pembina Tk.I  
 NIP : 19650915 198812 1 002

## BIOGRAPHY



Marieta Padu, was born in Maumere on 31<sup>st</sup> March 1992. She is the five child of the fifth siblings in her family. Her father is Petrus Mehan and her mother is Magareta Gleko. She has two brothers named Susar and Sian. Her sisters named Sara and Fransiska. She began her elementary school at SDN Orinmude 2001 and finished in 2007. She continued her study to SMPN 1 Kewapante and finished in 2010. In the same year her entered to Senior High School at SMK Yohanes XXIII Maumere and graduated in 2013. In the same year, she accepted as a student of Bosowa Univesty Makassar at the Faculty of teacher Training and Education of Department and finished 2017.

**BOSOWA**

