

**IMPROVING STUDENTS' VOCABULARY THROUGH THE GUESS
WHO OR WHAT GAME AT SMP NEGERI 25 MAKASSAR**

SKRIPSI

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ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY "45" MAKASSAR
2015

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Submitted in Partial Fulfilment
of the Requirements for the Sarjana Degree (S.Pd)

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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul **“Improving Students’ Vocabulary Through The Guess Who or What Game at SMP Negeri 25 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, 11 Februari 2015

Yang membuat pernyataan,

Sri Wahyuni

ABSTRAK

Sri Wahyuni. 2015. Improving Students' Vocabulary Through The Guess Who or What Game at SMP Negeri 25 Makassar. Skripsi. Program Studi Pendidikan Bahasa Inggris. Di bimbing oleh Dahlia D. Moelier, M.Hum. dan Rampeng, S.Pd., M.Pd.

Tujuan penelitian ini adalah untuk meningkatkan kemampuan kosa kata siswa dengan menggunakan metode The Guess Who or What Game. Hasil penelitian ini diharapkan dapat bermanfaat bagi siswa dalam meningkatkan kemampuan kosa kata.

Metode penelitian yang diterapkan adalah jenis penelitian tindakan kelas (PTK). Subjek dari penelitian ini adalah kelas VIII-7 SMP Negeri 25 Makassar tahun akademik 2014/2015 yang terdiri dari 33 siswa. Penelitian ini dilaksanakan melalui dua siklus yang terdiri dari empat tahap yaitu perencanaan, tindakan, pengamatan, dan refleksi.

Hasil data analisis menunjukkan bahwa kemampuan penguasaan kosa kata siswa meningkat dengan menggunakan metode The Guess Who or What Game sebagai media pembelajaran. Hal ini dapat dilihat dari nilai rata-rata siswa pada siklus I 69.3 meningkat menjadi 81.3 pada siklus II. Perolehan nilai rata-rata siswa tersebut menunjukkan bahwa penggunaan The Guess Who or What Game dapat meningkatkan kemampuan penguasaan kosa kata siswa di kelas VIII-7 SMP Negeri 25 Makassar.

Kata kunci: menebak, kosa kata, permainan, kemampuan siswa.

ABSTRACT

Sri Wahyuni. 2004. Improving Students' Vocabulary Through The Guess Who or What Game at SMP Negeri 25 Makassar. Skripsi. English Education Department . Supervised by Dahlia D. Moelier M.Hum and Rampeng, S.Pd., M.Pd

The aim of this research is to improve students' vocabulary mastery by using the guess who or what game method. The result of this research is expected can be useful method for both of student and teacher.

The design of this research is classroom action research. Subject of this research is students class VIII-7 at SMP Negeri 25 Makassar. This research conduct by two cycles consist of planning, action, observation, and reflection.

The result of data analysis show the students' ability in mastery vocabulary improves by using the guess who or what game as a assessment media. It can be seen from the students' mean score in cycle I is 69.3 and increase be 81.3 in cycle II. The students' mean score show the students' ability in vocabulary improve by using the guess who or what game in students class VIII-7 at SMP Negeri 25 Makassar.

Keywords: guessing, vocabulary, game, students' ability.

ACKNOWLEDGMENT

Allhamdulillah Rabbil Aalamin, is expressed as the highest gratitude to Allah swt for the mercy, blessing, and opportunity to finish this skripsi. Blessing and greeting are due to the chosen messenger, the prophet Muhammad saw.

During the research and writing this skripsi, there are many people have given their help and support to complete the skripsi. For those reason the highest appreciation is addressed to Dra. Dahlia D. Moelier, M.Hum. as the first supervisor, and Rampeng, S.Pd, M,Pd. as the second supervisor for the guidance and correction. All corrections contribute significant inputs, especially for the writer is knowledge of English and writing scientific work.

The writer gives grateful appreciation to Head of University "45" Makassar Prof. Dr. Ir. H. Muhammad Saleh Pallu, M.Eng. Dean of faculty of Teacher Training and Education Prof. Dr. Muhammad Yunus, M.Pd. and all lecturers who have provided education and science that are very useful for the researcher and will not be forgotten and all staffs for their service of Faculty of Teacher Training and Education.

The writer grateful acknowledgement for her beloved parents Baharuddin and Sunaeni for their support, pray contribution, and expenses.

The writer grateful thanks to headmaster and all of teacher in SMP Negeri 25 Makassar for their permit to conduct this research and All of students at class VIII-7 of SMP Negeri 25 Makassar for their participation in this research.

The writer also express thanks to all of my friends Sri Suhartini, Rahmawati Fitri N, Asfarina, Megawati Annas, Nurrahmi, Pertiwi Putri, Hasnidar, Fitriadin, Fidel Setiawan Sosang, Saifull Gaffar, Iwan, Mawar, Ihsan, and Kamariah who always being when the writer needs and also for all friend who could not mention one by one.

The writer sure if this skripsi still far from the perfection, for this reason the writer really respects the reader's critics and suggests in improving this skripsi.

Finally, the writer hopes this skripsi can help the readers in the future.

Makassar, 11 Februari 2015

Sri Wahyuni

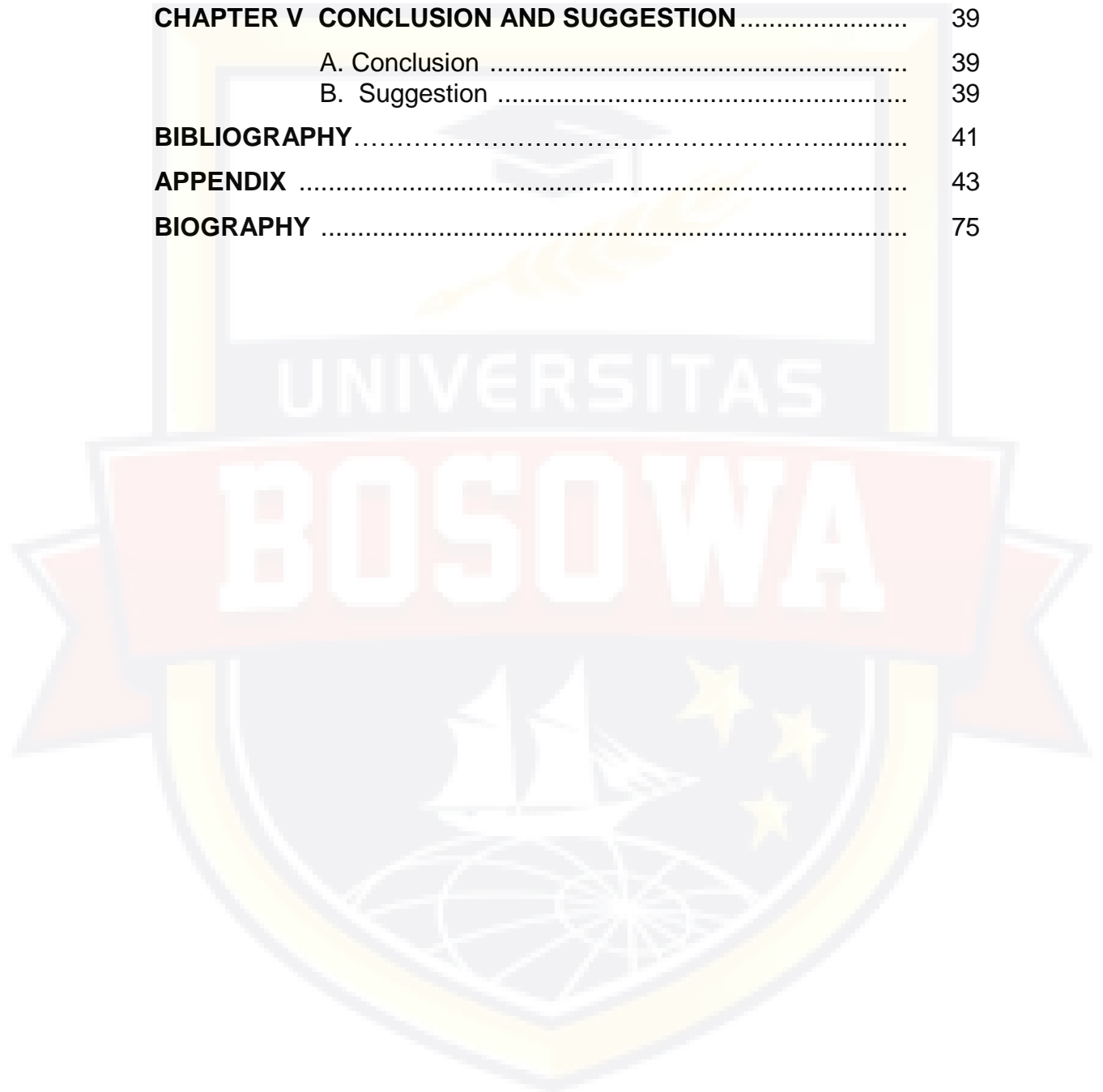
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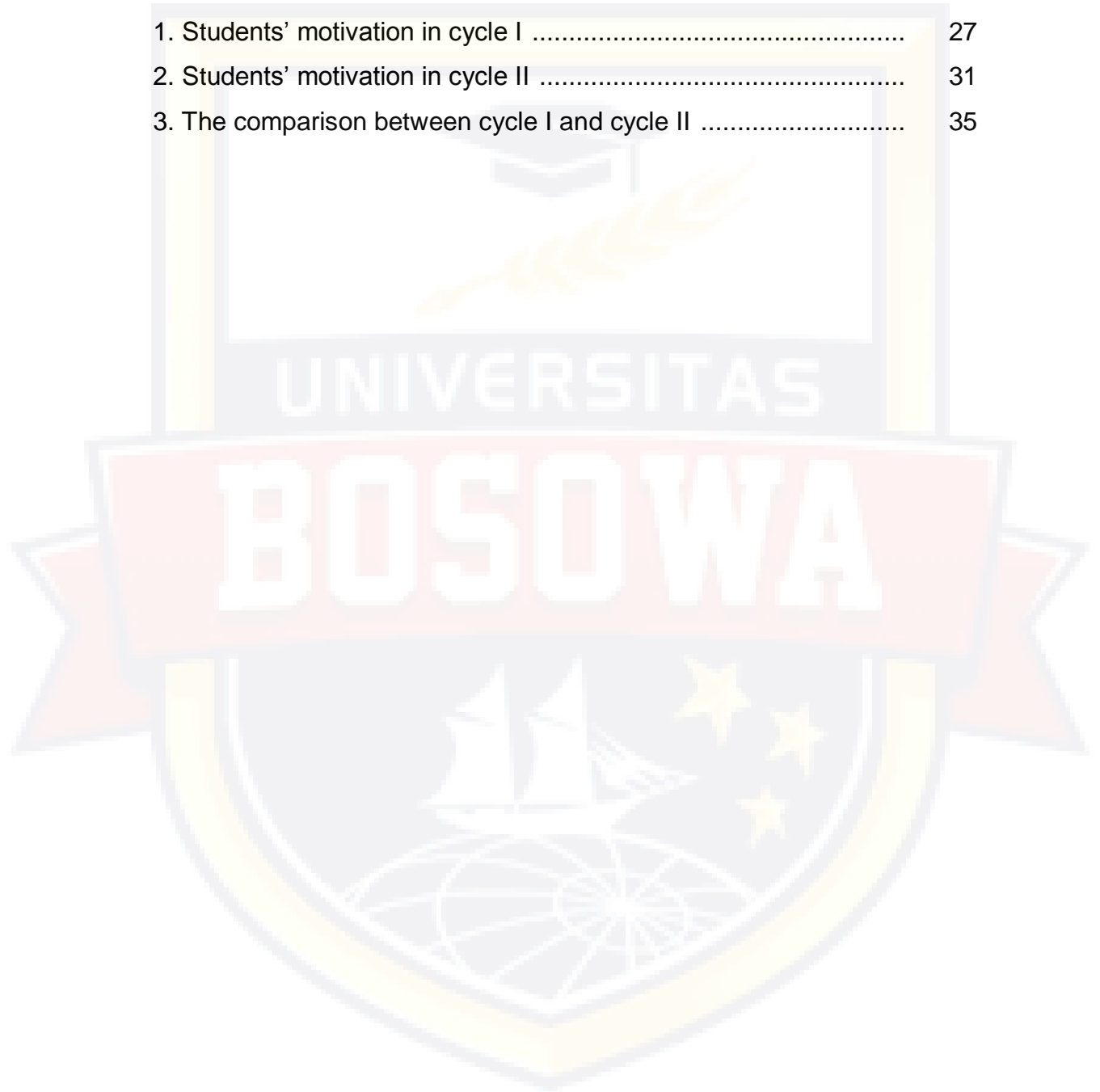
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CHAPTER I

INTRODUCTION

A. Background

English now is one of the language used in a variety of needs, such as bussines, politic, education, and other fields of life. English taught from the elementary school to the university, the main purpose of this subject is to make students able to communicate and express their ideas in English and to have comprehension in reading English textbook and write information in English. We use language to communicate to one another, to express our personal reactions to situations, to stimulate respons in someone else, and to think something out.

Language components such as vocabulary, grammar, spelling, and pronunciation are only given to support the mastery of the fourth language skills. In this case the writer emphasizes the vocabulary as the important thing in English. Kustaryo (2008:2) said that to understand a text a student must have a good command of the vocabulary of the target language. The main problem faced by the students who want to practice their English is the lack of vocabulary. Students are unable to use language without mastering vocabulary. When they start to learn a new language, the biggest problem is they can't recognize any of the words. The limited vocabulary make them unable to express their ideas. The ability to communicate and to convey our social needs could not be

established without having enough vocabulary as William acknowledge in that:

“we would accept that vocabulary would be initially less important than grammar, the fact is that without grammar very little can be conveyed, without vocabulary, nothing can be conveyed. what are normally think of as vocabulary, items, nouns, verbs, and adjectives do indeed contain more than a sequence of lexical item with no grammatical information other than words. And yet we have no difficulty in understanding them. (Williams 2001:11)”.

It is clear that vocabulary is a fundamental requirement that can influence student achievement in study English. Through vocabulary we can communicate our ideas. In relation to the importance of vocabulary, the teacher of English should discover or look for some techniques and bring them together to successful teaching and learning process of vocabulary among other things are using games. Learning a new language should be fun and exciting, the use game in learning environment will not only change the dynamic of the class, but it will also rejuvenate students' brains and help students to learn more effectively. The more exciting and interesting is the teacher can make the learning environment became relax, the teacher tries to introduces game and activities, and changes shapes manipulates both of language and environment, the better is circumstances for learners.

There are many reason for using games in language learning classroom. Wright (2000:12) state that games automatically stimulate student's interest. A properly game can be one of the highest motivation

techniques. Games are expected to help the students to learn vocabulary because it provides fun relation and many even reinforce the language learning.

One of the game that will be practiced is the guess who or what game. In teaching vocabulary the guess who or what game is one of good technique because it can be used to give practice in all language skills. More over the guess who and what game is amusing and interesting.

The guess who or what game has advantages and effectiveness they are: first, the guess who or what game bring relaxation and fun for the students and they can memorize the words easily. Second, the guess who or what game is competition but still interesting, because this game creates motivation to know and students will be active in learning activities. Third, the guess who or what game pushes student to think and look for another way to find vocabuaries. Fourth, the guess who or what game teaches how to communicate each other and how to get the point of speaker and try their brain to think because in this game there are some dialogues and questions.

Many writers of textbook have argued that games not just time-filling activities but have great educational value. Through games students can learn English like the way children learn the mother tongue without being aware they are studying, without stress, they can learn a lot.

Based on the description above, the writer tries to use one technique in motivating the spirit the students in learning English. That is

the guess who or what game. There for the writer chooses the topic of this research “Improving students’ vocabulary through the guess who or game at SMP Negeri 25 Makassar “.

B. Problem Statement

Based on the background, the writer formulates the problem statement of the research Is there any improvement of the students’ vocabulary achievement after learning through the guess who or what game?

C. Objective of The Research

The main objective of this research is to improve the students’ vocabulary achievement by using the guess who or what game.

D. Significance of The Research

The result of this research is expected to be useful information for both side of teacher and student.

1. Teacher

This research is expected to show a good way to teach English specially vocabulary

2. Student

This research is expected to help them to learn vocabulary more interesting and active.

E. Scope of The Research

The scope of the research is restricted to the teaching of vocabulary by using the guess who or what game at SMP Negeri 25 Makassar. The kind of the vocabulary will be presented in this research are nouns, verbs, adjectives and adverbs.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer presents the related ideas or literature of the topic of the research.

A. Previous Related Research Findings

Some researchers have been conducted on the use of techniques which show the positive attitude of the students toward the technique given. Such as: A game technique in teaching English, especially in teaching vocabulary to the students. The result of the research are cited below:

1. Nurmiati (2004:51) said that the most important element which is involved in language skills is vocabulary. This means that vocabulary is the first in mastering English.
2. McCarthy and Odell in Yuliana (2004:8) stated that one way important aspect of learning vocabulary is to organize the words and expressions you meet, this will help you remember them better.
3. Mantasia (2000:41) stated that the students like to learn English vocabulary through various technique applied by teacher in vocabulary teaching.
4. Allan in Ahmad (2001:2–3) point out eight factors which any cause the lacks of students' vocabulary that come from the teacher, in this case the writer will mention two of them.

- a. The teacher doesn't know which aids are available in teaching vocabulary. In teaching vocabulary the teacher must know what words are common and always appear in daily conversation.
- b. The teacher doesn't know how to encourage the students to take responsibility for the own vocabulary learning.

B. Some Pertinent Ideas

1. The Concept of Vocabulary

a. Definition of Vocabulary

1. Hornby (2001:3) defines vocabulary as (1) book containing a list of words used in the book, etc. Usually definition or translation, (2) range of words known to or used by a person, in trade, profession, etc.
2. Gove (2000:158) comments that vocabulary is a list of words and sometimes phrases, usually arranged in alphabetical order and defined as a dictionary, glossary or lexicon. All the words used by a particular person, class, profession, etc. sometimes all of the words recognized and understood by a particular person although not necessarily used by him.
3. Urdang and Flexner in Mantasia (2000:7) define that vocabulary is the stock of words used by or known to a particular person or group of persons. To Urdang and Flexner, vocabulary is any words known to a person and are ready to be used by that person.

Based of the defenition above, we can say that vocabulary is the words having meaning and function of a language. The meaning of vocabulary is not isolation but meaning of content. The meaning of words are found in the dictionary is the meaning attached to a word.

b. Type of Vocabulary

Furthermore, some classifications of vocabulary is given in the following wright (2000:148–149) point out that there are two tipes of vocabulary :

1. Passive or recognized of vocabulary which is made up words, one recognizes in the context of reading material.
2. Active vocabulary which consists of working words use daily in writing and speaking.

Allen (2003:69–4) dividedes four kinds of vocabulary

1. Oral vocabulary consits of word actively used in speech that some readily to the tongue of one's conversation.
2. Writing vocabulary is the stock of words that came readily to one's finger vocabulary. It is commonly used in writing.
3. Listening vocabulary is the stack of words, which a person can understand when they listen.
4. Reading vocabulary is the words that someone can recognize when they find them in written grammar.

c. Principles of Teaching and Learning Vocabulary

The principles of teaching vocabulary refers mostly to the selection of the words to teach or in other words, they refer to things that should be taken into consideration when selecting words to teach.

In relation to the principles of teaching and learning, vocabulary in term of word selection. Carter and McCarthy in Nunan (2001:117) give three questions as the highlights in teaching and learning vocabulary.

They are follows:

1. What words are best to teach first?

This question severals that the teacher should think about which words are best to teach before teaching other words. According to Hammer (2000:154-156), the best words to teach is the first are those which are most commonly used and the second those which cover more things.

2. Are some words more difficult to learn than others?

From the list of words to teach, the teacher should compare among of them in term of difficulty and easiness. When some words are found more difficult than others, the teacher should teach only the easier one and leave the more difficult words to be taught next time.

3. Do the words have single meanings or several meanings?

Some words have single meaning and some others have several meanings. This of these two groups of words to teach first depends much

on the level of the learners. It is suggested that those which have single meanings are taught first to begin.

Wallace in Nunan (2001:22) indicates seven principles of teaching vocabulary as follows:

1. Aims

A teaching English vocabulary, the teacher should know the aim, includes the selection and the number of the target vocabulary. Learners must be able to know at certain periods.

2. Quantity

It is important for the teacher to determine the number of new words that the student can learn. The actual number will depend on the number of factors varying from class to class and learners. If there are too many words to be taught, the students become confused.

3. Need

People learn a language to fill such needs as social need, thinking need and labeling need. In the teaching of vocabulary, the words to teach should be chosen to satisfy these needs. In other words, the words to teach should fulfil the students' need in accordance with the situation where they are going to use them.

4. Frequent, exposure, and repetition

In teaching and learning vocabulary, there has to be a certain count of repetition until there is evidence that the student has learned the target words.

5.Style

In presenting vocabulary, the teacher has to give clear explanation to the students and show to use the words. In the real situation by putting the words in context situation, In teaching English vocabulary the teacher must realize the student's situation and the class atmosphere of whether or not student ready to accept the learning.

d. Some Techniques in Teaching Vocabulary

In planning what technique the teacher will use in their vocabulary teaching, there are some criterias of a good vocabulary teaching techniques that make us taken into account. They are :

1. It can interest the learners
2. It can draw the learners' attention to the form, meaning or the use of the words.
3. It can give a chance of repetition

Allen (2003:146) classifies the technique of learning vocabulary as follows:

1. In the beginner class

The teacher present the meaning of vocabulary through pictures, real objects, explanation and defenition in simple English by using the words that the studetns already known.

2. Vocabulary

To show the meaning of one word, the teacher explain by using simple sentences in English pictures can also be used at intermediate level in several helpful ways.

3. Vocabulary in advance class

According to Allen, there are two major aims in advance classes. First, prepare students for the kinds of English used by native speaker. Second, help students become independent on their learning. Therefore, in explain the unfamiliar words, the teachers do not merely simplify the sentences they use but they are sometimes required to use more sophisticated sentences construction as usually used by the native speakers of English. Later on, the students develop their vocabulary by using various ways based their preference.

Based on the statement above the writer conclude that there are many vocabulary that should teach to the students, from the vocabulary the teacher should take attention to kind of vocabulary.

2. The Concept of Game

a. Defenition of Game

There are some defenitions of game according experts

1. Hornby (2000:486) states that game is an activity that you do to have some fun. Games can make the students more focus in learning, because they do not feel that they are forced to learn.

2. Ely (2000:380) states that games/simulation is an operational with vicarious participation in variety of roles and events.

Based of statement above Game is structured playing, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which is usually carried out for remuneration, and from art, which is more often an expression of aesthetic or ideological elements. Game refers to small scale activities, which aim at following the palyer to practice the components of the language. Key component of games are goals, rules, challenges, and interaction. Games generally involve mental or physical stimulation, and often both. Many games help develop practical skills, serve as a form of exercise, or otherwise perform an educational, simulation, or psychological role.

b. The Importance of Games in Learning Vocabulary

There are many reasons why games are very important in the language learning classroom. Carrier in Yuliana (2000:34) summerizes other reasons for including games in language classroom are:

1. Games can be used to change the ace of a lesson and so maintanin motivation.
2. Games can be used to punctuate long formal teaching units and review students' energy before returning to formal learning.
3. Games can be hidden practice of specific language points without students' being aware of this.

4. Games encourage students' participation and can remove the inhibitions of those who feel intimidated by formal classroom situation.
5. Games can change the role of the teacher from that of formal instructor to the of manager organizer of activities that students enjoy participating. This can be useful in reducing teacher-student distance conflict.
6. Games can increase students' communication and so reduce the domination of the classroom by the teacher.
7. Games can act as attesting mechanism, in sense that they will expose weaknesses and the need remedial work.

from the reasons above, it is obvious that the use of game is of course important in the language learning including vocabulary games can help the learners to learn vocabulary by themselves.

c. The Guess Who or What Game

Guess who or what game is an activity which rule each student describe one word to the each team by giving any clues. The aim of this game is for the student in the team to describe the word by using some words or some clueses that has close meaning or there is relation with the word eventhough using synonym, antonim or defenition of the word. The guess who or what game is played for entertainment and enjoyment but still in educational role. Adi sucipto (2008:4) said guessing game can encorage student to device the meaning of new vocabulary item contextual clues.

The guess who or what game allows the students to work co-operatively, compete each other, strategize, think in a different way, compare and share knowledge, learn from others, learn from mistakes, work in a less stressful, and more productive environment, and allow students to have fun. This game consists some questions and dialogues so it will help student in conversation and ilusitate them to think.

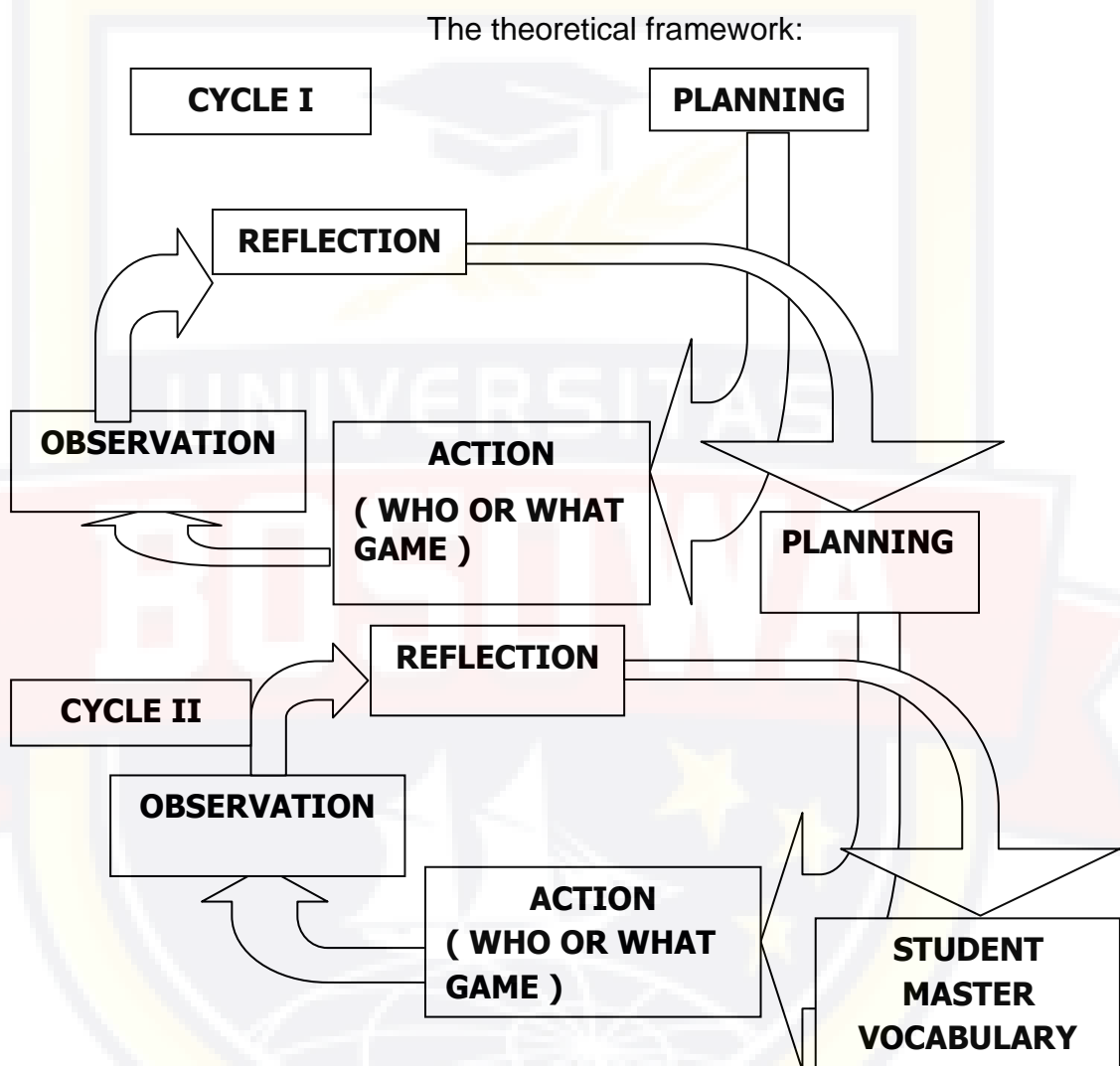
d. How to Play the Game

1. Devide student into team, each team consist four or five students.
2. Choose one of them became a guide.
3. Prepare some words and show to the guide and the guide will describe this word to the team.
4. If the team have not understood with the word, they can ask some of the clues of that word but the guide just need to say yes or no.
5. Each team has limited time.
6. If time is over we continue to another team with the same way. The highest point will win. (point is counted by how many word that they can guess and how many time they spend to guess the word)

C. Theoretical Framework

Mastery of vocabulary becomes very essential, since it plays an important role to make language work. But sometimes the students are not self motivated and not interested to learn foreign language, especially in English language. Because that the teacher of English can create

activities to be implemented in the classroom to stimulate the students in gaining teaching materials. The English teachers have too many teaching and learning techniques with attractive technique common techniques.



D. Hypothesis

The writer formulates the hypothesis, alternative hypothesis using the guess who or what game can improve the students' vocabulary achievement at SMP Negeri 25 Makassar.

CHAPTER III

RESEARCH METHOD

This chapter covers the cycle and research design, cycle I and Cycle II, instrument, procedures of collecting data, and technique of data analysis

A. Research Design

The research design used in this research was classroom action research. This research have followed by Kemmis and Taggart research procedure (2003:42-49) those are planning, action, observation, and reflection. These activities would be done by two cycles.

B. Setting of The Research

1. Place of The Research

This classroom action research conducted at SMP Negeri 25 Makassar. This school was chosen to indentify and solve the vocabulary problem of students in English subject.

2. Time of The Research

This classroom action research conducted on September 2014. Determination of the time of research class action require some academic calender, because teaching and learning procces in class.

3. Classroom Action Research Cycle

This classroom action research conducted through two cycles to see achievement of indicator that is expected to achieve by students in vocabulary lesson through the guess who or what game.

C. Subject of The Research

The subject in this classroom action research was all of student class VIII-7 SMP Negeri 25 Makassar. There were 33 students.

D. Instrument of The Research

There were some instruments prepare in this research. all of those instruments are described as follows:

1. Observation Checklist

The writer employed observation checklist to find out the data about the guess who or what game as a technique to improve students' vocabulary.

2. Test

The writer gave some questions in the end of each cycle for evaluation.

E. Research Procedure

This research conducted in two cycles, each cycle consists of planning, action, observation and reflection.

1. Cycle I

Cycle I in this classroom action research consists of planning, action, observation and reflection which would be described in detail as follows:

a. Planning

In this step, the writer prepared what has to do in action step. In this case the writer prepared suitable model to improve students' vocabulary through the guess who or what game, lesson plan, attendance list, instructional material and observational checklist.

b. Action

After the planning, the writer explained how to play the guess who or what game. the writer gave some questions to the students' about their vocabulary.

c. Observation

The writer observed the students' activity from the beginning until the end of teaching and learning proses.

d. Reflecting

The writer analyzed the lack vocabulary of the students from the observation, develop plan of activities for the second cycle and look for the problem solving for the weakness.

2. Cycle II

Similar to the first cycle, second cycle consists of planning, action, observation, and reflection which would be described in detail as follows:

a. Planning

The writer created the lesson plan based on the result of reflection on the first cycle and prepare some vocabularies.

b. Action

Based on the result in first cycle, the writer played the guess who or what game to improve students' vocabulary.

c. Observation

The writer conducted observation of teaching vocabulary using the guess who or what game. The writer observed the students' creativity, interesting, and students' competence.

d. Reflection

The writer reflected the implementation of the second cycle and make conclusions on the use of the guess who or what game to improve students' vocabulary.

F. Procedure of Collecting Data

1. Test

Test used to know the students' vocabulary improvement after using the guess who or what game in teaching and learning process.

2. Observation Checklist

Observation checklist used to know the students' motivation in learning procces to find out the data about the guess who or what game can improve students' vocabulary.

G. Technique of Data Analysis

Data would be collected at each cycle of activities in observation of the implementation of the research and would be analyzed as follows:

1. Statistic Analysis

To know the students' achievement in each cycle, the writer used statistic analysis. the steps are belows:

a. Scoring the students' answer by using this formula:

$$\text{Score} : \frac{\text{The students' gained score}}{\text{Total score}} \times 100$$

Source: (Gay, 2006:20)

b. Classifying the score of the students

NO	Scores	Criteria
1	91 – 100	Very good
2	76 – 90	Good
3	61 – 75	Fair
4	50 – 60	Poor
5	Less than 50	Very poor

Source: (Depdiknas, 2004:143)

c. Classifying the students' motivation

No	Score	Criteria
1	4	Very good
2.	3	Good
3.	2	Enough
4.	1	Bad

Source: (Sumaidi, 2012:2)

.. Rate percentage of the students' score by using this formula

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

Notation :

P : Rate percentage

F : Frequency of the correct answer

N : Total number of the students

d). Mean score

Calculating the mean score of students by using the formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where :

\bar{X} : Mean score

$\sum X$: Sum of all score

N : Total number the student

Source: (Gay, 2006:21)

CHAPTER IV

FINDING AND DISCUSSION

This chapter will present the finding and discussion.

A. Finding

In this chapter, the result of the study was presented and discussed by the writer related to the action that had been applied. The research process was conducted for two cycles.

1. Cycle I

a. Planning

In cycle I, the learning plan implemented one meeting. In this cycle, the writer gave explanation about vocabulary to the students.

b. Action

This action was held on Wednesday, September 24th, 2014 which started at 07.30 to 09.30 and followed by 33 students. In this cycle, the writer conducted the method and administrated the test. The students answered the question based on their understanding about the text. When the students played the game the writer observed the students activities. During the learning process, the students showed their interest by taking part on the learning process. However, they were still nervous when they were asked by the writer to lack of the vocabulary about the text. It was done to know the students motivation and interest in doing the game and task as influence of the use The Guess Who or What Game.

c. Observation

The result of the test indicated that some of students could answer the question correctly but some of them could not answer one at all because some of them still weak in guessing the meaning of new word. After the time given was over some of the students have not finished their task, the problem in cycle I was shown the time to explained the material was too long so the time to finished the task was not enough. The rate percentage of the students' score was contained through the test, in order to know the students ability in vocabulary through The Guess Who or What Game. Then the writer determined the quality of the students' score into rate percentage and score classification as follows:

Table 1

The Students' Score In cycle I

NO	Students' Initial	Score
(1)	(2)	(3)
1	AIH	60
2	RDW	55
3	MA	70
4	RG	60
5	MR	70
6	AN	70
7	ADP	65
8	MAN	85
9	MYA	55
10	ADA	60
11	AT	75
12	MAI	75
13	MM	55
14	YA	75

To be continued

Continuation

(1)	(2)	(3)
15	MRAI	75
16	NA	70
17	SP	65
18	AAS	70
19	TIM	55
20	ANM	60
21	NPA	85
22	FRSZ	70
23	FF	70
24	SANL	55
25	RA	85
26	APZ	75
27	DAS	80
28	RTA	60
29	AGZR	75
30	DMN	95
31	NFA	70
32	NFT	70
33	ASD	75

Source: SMP Negeri 25 Makassar

Table above show the students' score in cycle I, most of the students got lower than value standard (73) because they difficult to recognized some new word and described to her/his team and it made them difficult to guess. The limited time also influence the students concentrate in answer the questions.

Table 2.
The Percentage of Cycle I

Classification	Score	Frequency	Percentage
Very good	91 – 100	1	3 %
Good	76 – 90	4	12 %
Fair	61 – 75	18	55 %
Poor	51 – 60	10	30 %
Very poor	Less than 50	-	-
Total		33	100 %

Source: SMP Negeri 25 Makassar

The table above indicates that the students' achievement in vocabulary in cycle I, 1 student (3%) got very good score, 4 students (12%) got good score, 18 students (55%) got fair score, and 10 students (30%) got poor, none of them got very poor.

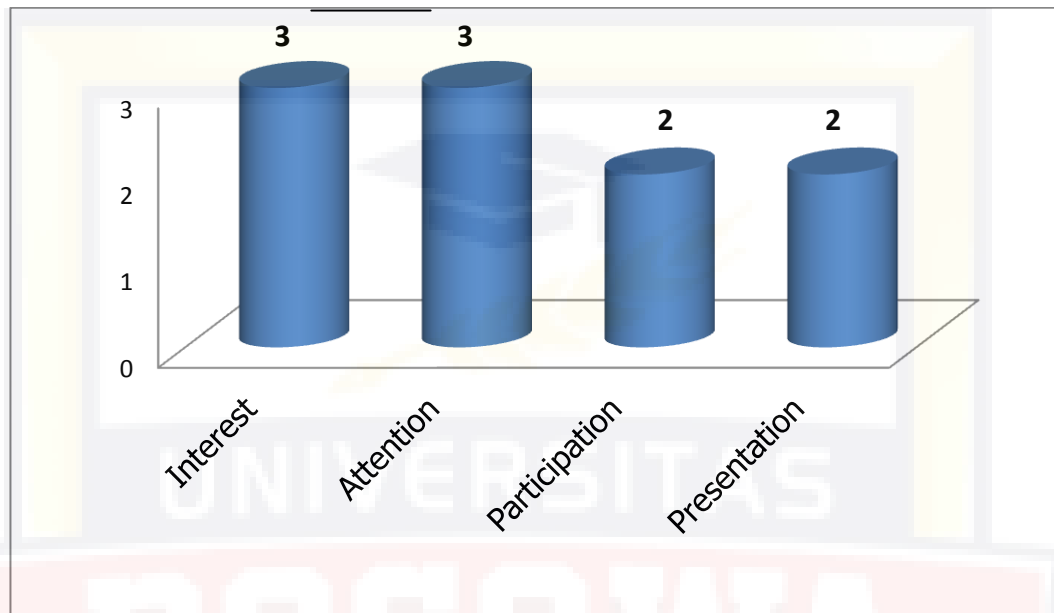
The mean score of the cycle I as follows:

$$\begin{aligned} \bar{X} &= \frac{\sum X}{N} \\ &= \frac{2290}{33} \\ &= 69.39 \end{aligned}$$

The result of the implementation in cycle I show that the students' vocabulary was poor. The standard of success criterion of the students vocabulary in mean score is 73 (KKM of SMP Negeri 25 Makassar) reveals that mean score of the students' is only 69.39. It means that the study has not been successful yet.

Graph 1

Students' Motivation in Cycle I



Source: SMP Negeri 25 Makassar

Based on the graph above the students' motivation in cycle I was not enough but some students was active and taking a part of study. It means that the students enjoyed the lesson process and comfort with the using of the guess who or what game to improve students' vocabulary but the writer still need to improve students' motivation.

d. Reflection

Based on the data presented in table above, it can be stated that the implementation of the guess who or what game to improve the students' vocabulary was not successfully yet, but the graph shown The Guess Who or What Game can motivate students. The criterion of success was if the mean score of the students is 73. In term of the

students' activeness in this activity, the result of observation showed that some students could not answer the questions easily.

Although some students showed their ability and motivation, the cycle II needed to be continued. This was done because some students got score under the determined standard. They got score under 73. The cycle II was conducted to find the appropriate strategy in improving students' vocabulary through The Guess Who or What Game.

2. Cycle II

As the same previous activities, there were activities done by the writer. This cycle applied refers to students' result in cycle I.

a. Planning

In the cycle II, the learning plan implemented in one meeting. The writer prepared lesson plan, attendance list, students' work paper, and observation checklist.

b. Action

This action was held on Thursday, September 25th, 2014 which started at 12.30 to 14.00 and followed by 33 students. In this cycle the writer conducted the method and administrated the test.

c. Observation

The result of the observation showed that most students were active and serious doing the task. Before the time was over most of students submitted their task. They could answer the questions directly

and fluently, they also stated that they understood the task. The result of the test can be seen in the following table.

Table 3

The students' Score in Cycle II

NO	Students' Initial	Score
(1)	(2)	(3)
1	AIH	75
2	RDW	70
3	MA	80
4	RG	80
5	MR	80
6	AN	75
7	ADP	70
8	MAN	95
9	MYA	80
10	ADA	75
11	AT	75
12	MAI	80
13	MM	65
14	YA	75
15	MRAI	80
16	NA	75
17	SP	80
18	AAS	80
19	TIM	75
20	ANM	70
21	NPA	90
22	FRSZ	75
23	FF	95
24	SANL	100
25	RA	100
26	APZ	90
27	DAS	90
28	RTA	75

To be continued

Continuation

(1)	(2)	(3)
29	AGZR	75
30	DMN	100
31	NFA	95
32	NFT	80
33	ASD	85

Source: SMP Negeri 25 Makassar

Table 3 shows the students' score in cycle II, in this cycle most of the students got higher than cycle I and standard value of SMP Negeri 25 Makassar (73). It means that the guess who or what game success to improve students' vocabulary. In this cycle, students more active than cycle I because the writer did not need to explain about vocabulary and game. so, they had much time to play the game answer the questions.

Table 4

The Percentage of Cycle II

Classification	Score	Frequency	Percentage
Very good	91 – 100	6	19 %
Good	76 – 90	13	39 %
Fair	61 – 75	14	42 %
Poor	50 – 60	-	-
Very poor	Less than 50	-	-
Total		33	100 %

Source: SMP Negeri 25 Makassar

The table 4 indicated that the students' achievement in vocabulary in cycle II were 6 students (19%) got very good, 13 students (39%) got good, and 14 students 42 got fair. None of them got poor and very poor.

The mean score of the cycle II as follows:

$$\bar{X} = \frac{\sum X}{N}$$

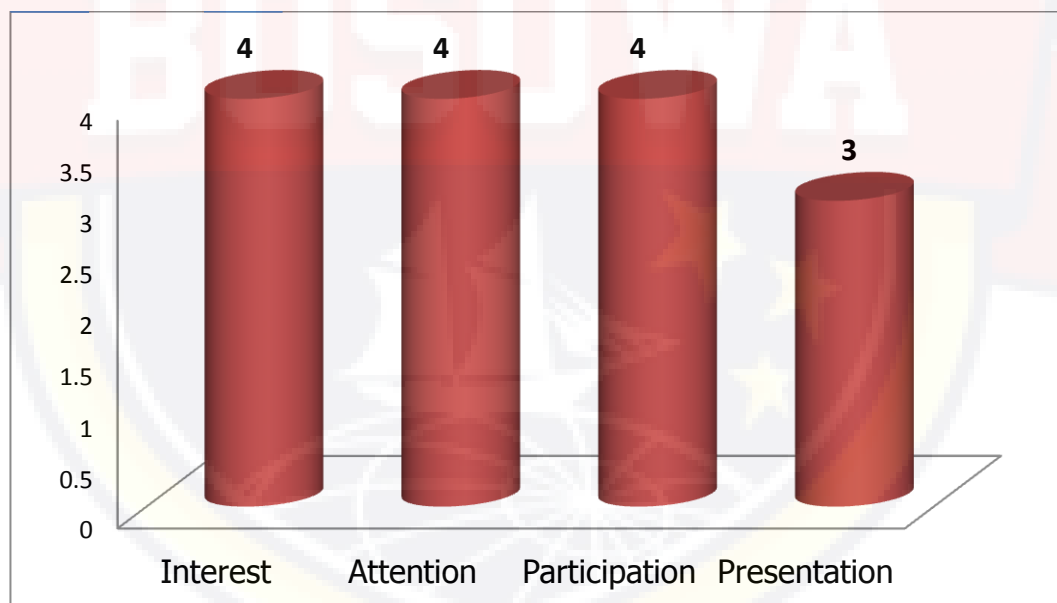
$$= \frac{2685}{33}$$

$$= 81.3$$

The result of the implementation of cycle II show that the students' vocabulary was good and it achieved the criterion of success. The result reveals that the mean score of the students was 81.3. It means that the study had successful.

Graphs 2

Students' Motivation in Cycle II



Source: SMP Negeri 25 Makassar

Based on the graph 2 the students' motivation in cycle II was good (3), students was active and taking a part of learning process. It

means that the students enjoyed the lesson process and still comfort with the using of the guess who or what game to improve students' vocabulary.

d. Reflection

The whole data above indicates that the students' achievement in vocabulary has improved. The result in cycle I is 69.39, it was improved become 81.3 in cycle II. It means that the teaching by using the guess who or what game improve the students' ability in vocabulary.

The comparison between the result in cycle I and Cycle II can be seen the following table.

Table 5

The Result of Cycle I and Cycle II

No	Students' Initial	Score	
		Cycle I	Cycle II
(1)	(2)	(3)	(4)
1	AIH	60	75
2	RDW	55	70
3	MA	70	80
4	RG	60	80
5	MR	70	80
6	AN	70	75
7	ADP	65	70
8	MAN	85	95
9	MYA	55	80
10	ADA	60	75
11	AT	75	75
12	MAI	75	80
13	MM	55	65
14	YA	75	75
15	MRAI	75	80

To be continued

Continuation

(1)	(2)	(3)	(4)
16	NA	70	75
17	SP	65	80
18	AAS	70	80
19	TIM	55	75
20	ANM	60	70
21	NPA	85	90
22	FRSZ	70	75
23	FF	70	95
24	SANL	85	100
25	RA	85	100
26	APZ	75	90
27	DAS	80	90
28	RTA	60	75
29	AGZR	75	75
30	DMN	95	100
31	NFA	70	95
32	NFT	70	80
33	ASD	75	85

Source: SMP Negeri 25 Makassar

Based on the observations on the implementation of the research in learning English especially in vocabulary used the guess who or what game have improved. Improving to the English subject especially in vocabulary consisted 2 cycles based on processing the data obtained. The table shows the comparison between the result in cycle I and cycle II. The table shows the improvement of students' score from cycle I to cycle II. It prove of the success of the guess who or what game to improve students' vocabulary achievement.

Consider the students' improvement and had achieved standard value of SMP Negeri 25 Makassar the writer decided to stop the research in second cycle.

Table 6

The average Improvement of The Student in Cycle I and Cycle II

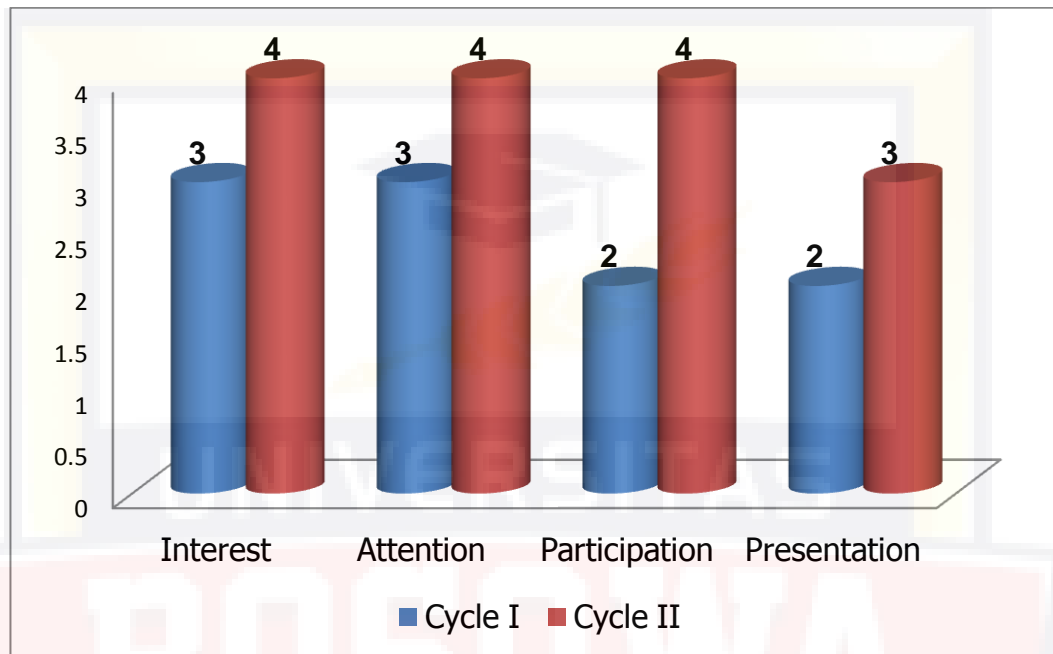
NO	Cycle	Average
1	Cycle I	$X = \frac{2290}{33} = 69.3$
2	Cycle II	$X = \frac{2685}{33} = 81.3$

Source: SMP Negeri 25 Makassar

Based on the table above, the significances of score between cycle I and cycle II are different. The result of cycle I was 69.3 and cycle II was higher 81.3, the improvement of students' score show the success of the using the guess who or what game to improve students' vocabulary achievement.

Graph 3

The Comparison Between Cycle I and Cycle II



Source: SMP Negeri 25 Makassar

Based on the graph above there was the difference between cycle I and cycle II. In the cycle I the student's motivation was enough (2) and in the cycle II the students' motivation was good (3.8). In the cycle II the students more enthusiast because they have recognized the method and enjoyed to play the game.

B. Discussion

Based on the research observation that the writer conducted on 24 until 25 September, 2014 at SMP Negeri 25 Makassar class VIII-7 as a subject consist of 33 students about Improving Students' Vocabulary through the guess who or what game, the writer found that the lack of

vocabulary make the students difficult to understand all of skill in English (speaking, writing, listening, and reading). Vocabulary become the important one in teaching and learning English, the main objective of this research was to improve students vocabulary. Based on the description above the writer conducted classroom action research that had done in two cycles.

1. Cycle I

This cycle had done on September 24th, 2014. In this cycle the writer explained to the students about vocabulary, the guess who or what game and played the game. While played the game the writer observed the students' interest, attention, participation and presentation. In the end of cycle the writer gave test to measure the students' vocabulary achievement after learn through the guess who or what game.

a. Test

The result of the students' vocabulary achievement through the guess who or what game can be seen with the use of test. The writer conducted a test in the end of cycle. The students' achievement can be shown by analyzing the students' score. The students' mean score in cycle I was 69.39. It means that the implemented of the guess who or what game has not successfully yet.

b. Observation

From the research observation and result of the vocabulary test, the writer obtained some findings that implementation of the guess who or

what game is able to improve students' vocabulary and motivate the students to learn more enjoy and effective. In this cycle the writer observed that the students' motivation was enough it is caused by the students' have not recognized the method and they had limited time. It means that students' motivation in cycle I was not good enough.

2. Cycle 2

This cycle was conducted on September 25th, 2014. In this cycle the writer directly implemented the guess who or what to manage time. The writer asked students to make a group based on their group in the cycle I but with different guide to change the circumstance of classroom.

a. Test

The result of the students' in the cycle II based on the test that the writer gave, showed the improvement of students' vocabulary. The students' mean score in cycle II was 81.3. It means that students have understood about the vocabulary that have been taught before and recognized the guess who or what game as a good technique to improve students' vocabulary

b. Observation

Beside analyzed the students' score, the writer also observed the students motivation in learned vocabulary by using the guess who or what game. From the observation the writer found that there was improvement of students' motivation in cycle II. The students' motivation in cycle II was good.

From the statement the writer find some discussion, they are:

1. The first finding is the guess who or what game help the students to explore their knowledge to describe a word.
2. The second is the students shows the spirit in learning process because the guess who or what game is a competition game.
3. The third is the students show a good response towards the test. The teaching learning process showed that their participation improved. The improvement could be seen in their behavior. All the students were ready in the class when the teacher entered.
4. The fourth is the improvement of the students' vocabulary. It can be seen from the mean score of students in cycle I 69.3 and in cycle II increase be 81.3.
5. The fifth is the improvement of the classroom situation when the guess who or what game implemented. During the implementation the students were more relaxed and enjoyable in learning. It means that the guess who or what game can increase the students' motivation in learning. They looked interested and motivated to do their task.

It can be concluded that, through the guess who or what game to improve students' vocabulary at SMP Negeri 25 Makassar was effective, because the data shows a very significant different between cycle I and cycle II.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents some conclusion and suggestion based on the finding and discussion from data analysis.

A. Conclusion

After conducted the research, the writer comes to their conclusions:

1. Vocabulary is important in English because vocabulary is basic thing to learn English language. By using the guess who or what game students' vocabulary achievement is improve.
2. Students in SMP Negeri 25 Makassar class VIII.7 have good achievement in vocabulary test by using the guess who or what game where the mean score of the students was 69.3 (fair) in cycle I and increase in the cycle II be 81.3 (Good)
3. Students are interested learn vocabulary by using the guess who or what game.
4. Students have a big motivation and competitive in learning process.

B. Suggestions

In line with results of the data analysis and the conclusions above, the writer proposes to give some suggestions both for teacher and students as follows:

1. The English teacher should be more creative to find a good way in learning process to avoid monotone in the classroom.
2. English teacher should pay attention to the needs and level of the students when teaching English vocabulary, they should make the students more interesting and enjoyable in learning English.
3. The teacher should always give material relevant with the student need in order to increase their interest and achievement in learning English.
4. The teacher should give the students some opportunities to practice their vocabulary.
5. The using the guess who or what game is a good way to improve students' vocabulary achievement and build students competitive in learning process.
6. To get a good mastery of English language, the students have to master vocabulary because vocabulary contributes the mastery of English language. Vocabulary lesson is not explicitly specified in the curriculum, the teachers have a duty to help their students in improving their vocabulary.
7. The students should be active in practice their English because practice make it perfect.
8. Finally the writer suggest that further studies the subject of the investigation not only in school, but it also can be extended to others even it might extensively be designed for the students of vocational school or high school.

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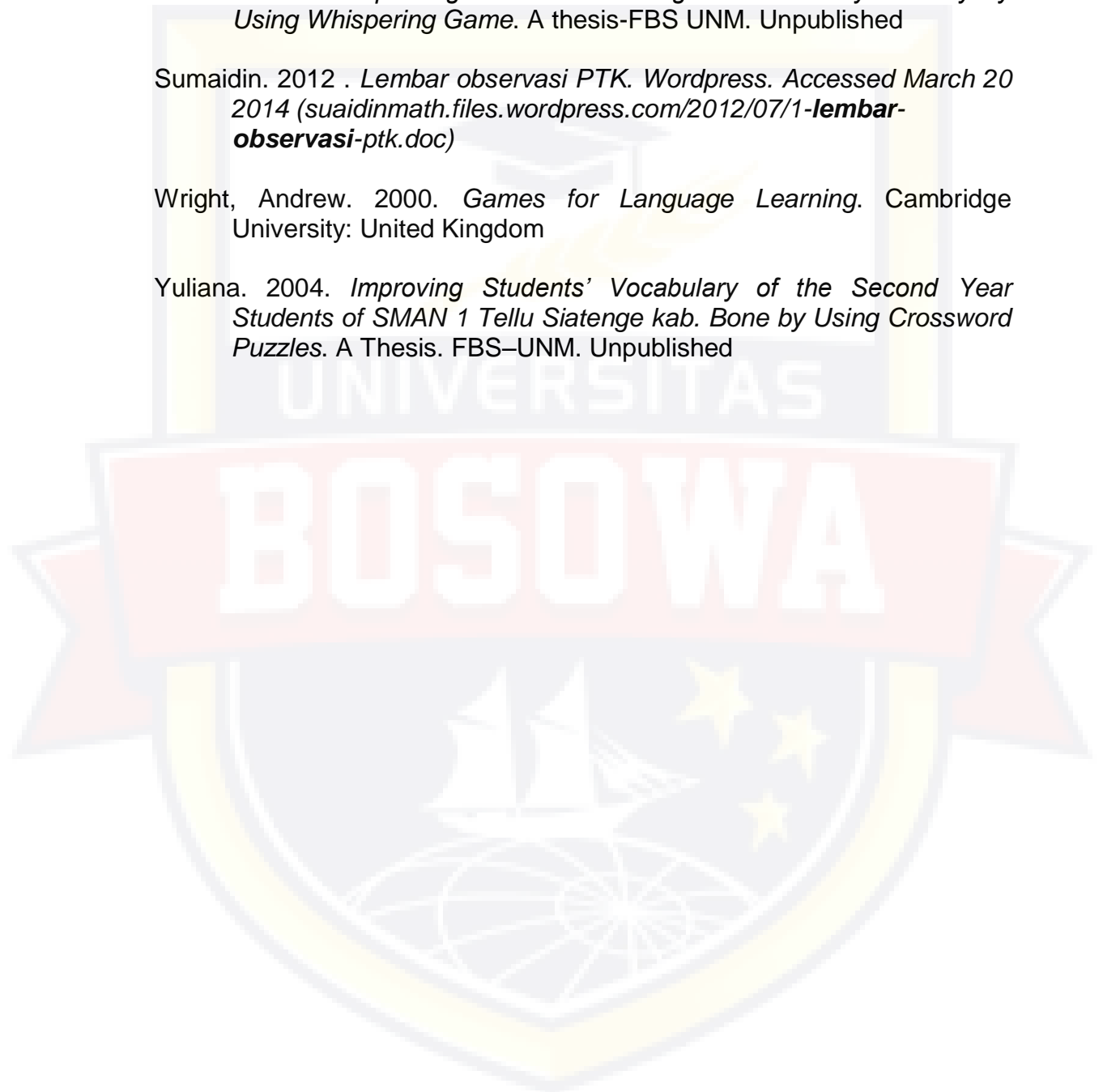
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APPENDICES

Appendix 1: Instrument of Research in Cycle I

TITTLE: Improving Students' Vocabulary Through The Guess Who or
What Game at SMP Negeri 25 Makassar

Keterangan:

1. Peneliti mengharapkan kiranya siswa menjawab soal ini
2. maksud pengisian tes ini adalah untuk penyusunan skripsi pada program strata satu (s1) jurusan pendidikan bahasa inggris fakultas keguruan dan ilmu pendidikan universitas "45" makassar. oleh karena itu, atas pengisian tes ini kami ucapkan terima kasih.

Name :

Nim :

Class :

Petunjuk Pengisian:

1. bacalah soal ini dengan seksama sebelum anda menjawabnya
2. jawablah soal dengan baik dan benar
3. isilah titik yang terdapat dalam soal.

* Each question consist 5 score

A. Complete sentences with the correct verbs in a box

Find Buy Borrow tell sing

1. Rudi looks for a book and he..... it on the desk
2. We some fruits and vegetables in the market
3. My teacher ask me to a song
4. Before I sleep My mother..... me a story
5. They..... some books in the library

B. Complete the sentences with the correct nouns in a box

Stomach Hair Eyes Face Finger

1. She wants to buy a glasses, because she has a problem with her.....
2. Ali's is sick, because he has eaten the spoiler food
3. I want to go to the bear for cutting my.....
4. The bride use a ring in her.....
5. Kelly wants to go to the toilet for washing her.....

C. Complete the sentences with the correct adjectives in a box

Smart Handsome Arogan Lazy diligent

- a. Erik's brother is an artist. He is so.....
- b. Our teacher ask us to become a.....student
- c. Lila is,because she does not want to help her mother.
- d. My sister is..... because she always wake up at 5 five o'clock and clean the room.
- e. He is an person because he always tell us his wealth.

D. Complete the sentences with the correct adverbs in a box

School Market Home beach office

- a. My father work in the
- b. They go to the.....every Sunday until Saturday to study
- c. Every Monday we visit..... for holiday
- d. His father buy some jeans in the.....
- e. Fino invite us to his..... for dinner

Appendix 2: Instrument of The Research in Cycle II

TITTLE: Improving Students' Vocabulary Through The Guess Who or
What Game at SMP Negeri 25 Makassar

Keterangan:

1. Peneliti mengharapkan kiranya siswa menjawab soal ini
2. maksud pengisian tes ini adalah untuk penyusunan skripsi pada program strata satu (s1) jurusan pendidikan bahasa inggris fakultas keguruan dan ilmu pendidikan universitas "45" makassar. oleh karena itu, atas pengisian tes ini kami ucapkan terima kasih.

Name :

Nim :

Class :

Petunjuk Pengisian:

1. bacalah soal ini dengan seksama sebelum anda menjawabnya
2. jawablah soal dengan baik dan benar
3. isilah titik yang terdapat dalam soal.

* Each question consist 5 score

A. Complete the sentences with the correct verbs in a box

Throw sell touch catch Kick

1. Don'tmy hand, it is still sick because I got an accident yesterday
2. Wethe ball to the field.
3. My teachers ask me to.....trush in the trush bin
4. They.....some fishes in the sea.
5. I my motorcylce to him because I want to buy a new one.

B. Complete the sentences with the correct nouns in a box

Police Doctor Teacher Fisherman Farmer

1. She got a task from her..... yesterday
2. Romi's father is a, he goes to rice field everyday
3. The raper has caught by a..... in the market
4. The..... Gave me some madicines.
5. I get this crap from a.....

C. Complete the sentences with the correct adjectives in a box

Happy Naughty Friendly Famous Clever

1. Pendek dance is..... in the abroad
2. Gray is..... he can answer all of the questions
3. We are..... because you got first position in the champion
4. Some native have known if indonesian is.....
5. This boy is so..... he never stop disturb his friend.

D. Complete the sentences with the correct adverb in a box

Garden Mountain Hospital Airport Station

1. My head was sick, I will go to to check up
2. Jhon has a plann to camp in the.....
3. Ray has many flowers in his.....
4. My mother has picked up me in the bus.....
5. We have to arrive in the..... before plane take off

Appendix 3: Students' Task in Cycle I

Appendix 3: Student's Task in Cycle I

TITLE : Improving Students' Vocabulary Through The Guess Who or What Game at SMP Negeri 25 Makassar

Keterangan :

1. Peneliti mengharapkan kiranya siswa menjawab soal ini
2. maksud pengisian tes ini adalah untuk penyusunan skripsi pada program strata satu (s1) jurusan pendidikan bahasa inggris fakultas keguruan dan ilmu pendidikan universitas "45" makassar. oleh karena itu, atas pengisian tes ini kami ucapkan terima kasih.

Name : Nurul Fatimah Anwar

Nid : 19226

Class : VIII - 7

Petunjuk Pengisian :

1. bacalah soal ini dengan seksama sebelum anda menjawabnya
2. jawablah soal dengan baik dan benar
3. isilah titik yang terdapat dalam soal.

Benar : 14

Salah : 6

70

A. Complete sentences with the correct verbs in a box

Find	Buy	Borrow	tell	sing
------	-----	--------	------	------

1. Rudi looks for a book and he find it on the desk ✓
2. We buy some fruits and vegetables in the market ✓
3. My teacher ask me to ..tell.. a song ✗
4. Before I sleep My mother ..Silly me a story ✗
5. They borrow some books in the library ✓

B. Complete the sentences with the correct nouns in a box

Stomach	Hair	Eyes	Face	Finger
---------	------	------	------	--------

1. She wants to buy a glasses, because she has a problem with her ..Eyes.. ✓
2. Ali's ..Face.. is sick, because he has eaten the spoiler food ✗
3. I want to go to the bear for cutting my ..Stomach ✗
4. The bride use a ring in her ..Finger.. ✓
5. Kelly wants to go to the toilet for washing her ..toilet.. ✗

C. Complete the sentences with the correct adjectives in a box

Smart Handsome Arogan Lazy diligent

1. Erik's brother is an artist. He is so Handsome ✓
2. Our teacher ask us to become a Smart student ✓
3. Lila is ..lazy....., because she does not want to help her mother. ✓
4. My sister is diligent because she always wake up at 5 five o'clock and clean the room. ✓
5. He is an Arogan person because he always tell us his wealth. ✓

D. Complete the sentences with the correct adverbs in a box

School Market Home beach office

1. My father work in the office ~~Home~~. ✓
2. They go to the School...every Sunday until Saturday to study ✓
3. Every Monday we visit ..beach for holiday ✓
4. His father buy some jeans in the Market ✓
5. Fino invite us to his office for dinner ✓

TITLE : Improving Students' Vocabulary Through The Guess Who or
What Game at SMP Negeri 25 Makassar

Keterangan :

1. Peneliti mengharapkan kiranya siswa menjawab soal ini
2. maksud pengisian tes ini adalah untuk penyusunan skripsi pada program strata satu (s1) jurusan pendidikan bahasa inggris fakultas keguruan dan ilmu pendidikan universitas "45" makassar. oleh karena itu, atas pengisian tes ini kami ucapkan terima kasih.

Name : Rima Andriani

Nim : 13220

Class : VIII-7

Petunjuk Pengisian :

1. bacalah soal ini dengan seksama sebelum anda menjawabnya
2. jawablah soal dengan baik dan benar
3. isilah titik yang terdapat dalam soal.

Benar : 17

Salah : 3

85

A. Complete sentences with the correct verbs in a box

Find	Buy	Borrow	tell	sing
------	-----	--------	------	------

1. Rudi looks for a book and he Find it on the desk ✓
2. We Buy some fruits and vegetables in the market ✓
3. My teacher ask me to sing a song ✓
4. Before I sleep My mother tell me a story ✓
5. They Borrow some books in the library ✓

B. Complete the sentences with the correct nouns in a box

Stomach	Hair	Eyes	Face	Finger
---------	------	------	------	--------

1. She wants to buy a glasses, because she has a problem with her Face ✗
2. Ali's stomach is sick, because he has eaten the spoiler food ✓
3. I want to go to the bear for cutting my Hair ✓
4. The bride use a ring in her Finger ✓
5. Kelly wants to go to the toilet for washing her Eyes ✗

C. Complete the sentences with the correct adjectives in a box

Smart Handsome Arogan Lazy diligent

1. Erik's brother is an artist. He is so Smart ✗
2. Our teacher ask us to become a Smart student ✓
3. Lila is Lazy, because she does not want to help her mother. ✓
4. My sister is Diligent because she always wake up at 5 five o'clock and clean the room. ✓
5. He is an Arogan person because he always tell us his wealth. ✓

D. Complete the sentences with the correct adverbs in a box

School Market Home beach office

1. My father work in the Office ✓
2. They go to the School every Sunday until Saturday to study ✓
3. Every Monday we visit Beach for holiday ✓
4. His father buy some jeans in the Market ✓
5. Fino invite us to his Home for dinner ✓

Appendix 4: Students' Task in Cycle II

Appendix 4: Student's Task in Cycle II

TITLE : Improving Students' Vocabulary Through The Guess Who or What Game at SMP Negeri 25 Makassar

Keterangan :

1. Peneliti mengharapkan kiranya siswa menjawab soal ini
2. maksud pengisian tes ini adalah untuk penyusunan skripsi pada program strata satu (s1) jurusan pendidikan bahasa inggris fakultas keguruan dan ilmu pendidikan universitas "45" makassar. oleh karena itu, atas pengisian tes ini kami ucapkan terima kasih.

Name : Rima Andrian

Nim : 13220

Class : VIII 7

Petunjuk Pengisian :

1. bacalah soal ini dengan seksama sebelum anda menjawabnya
2. jawablah soal dengan baik dan benar
3. isilah titik yang terdapat dalam soal.

Benar : 20

Salah : 0

100

A. Complete the sentences with the correct verbs in a box

Throw	sell	touch	catch	Kick
-------	------	-------	-------	------

1. Don't ^{Touch}.....my hand, it is still sick because I got an accident yesterday ✓
2. We ^{Kick}.....the ball to the field. ✓
3. My teachers ask me to.....^{throw}trush in the trush bin ✓
4. They.....^{Catch}some fishes in the sea. ✓
5. I ^{sell}..... my motorcyce to him because I want to buy a new one. ✓

B. Complete the sentences with the correct nouns in a box

Police	Doctor	Teacher	Fisherman	Farmer
--------	--------	---------	-----------	--------

1. She got a task from her.....^{Teacher} yesterday ✓
2. Romi's father is a.....^{Farmer}, he goes to rice field everyday ✓
3. The raper has caught by a.....^{Police} in the market ✓
4. The.....^{Doctor} Gave me some madicines. ✓
5. I get this crap from a.....^{Fisherman} ✓

C. Complete the sentences with the correct adjectives in a box

Happy Naughty Friendly Famous Clever

1. Pendet dance is Famous in the abroad ✓
2. Gray is Clever he can answer all of the questions ✓
3. We are happy because you got first position in the champion ✓
4. Some native have known if indonesian is Friendly ✓
5. This boy is so Naughty he never stop distrub his friend. ✓

D. Complete the sentences with the correct adverb in a box

Garden Mountain Hospital Airport Station

1. My head was sick, I will go to Hospital to check up ✓
2. Jhon has a plann to camp in the Mountain ✓
3. Ray has many flowers in his Garden ✓
4. My mother has picked up me in the bus Station ✓
5. We have to arrive in the Airport before plane take off ✓

**TITLE : Improving Students' Vocabulary Through The Guess Who or
What Game at SMP Negeri 25 Makassar**

Keterangan :

1. Peneliti mengharapkan kiranya siswa menjawab soal ini
2. maksud pengisian tes ini adalah untuk penyusunan skripsi pada program strata satu (s1) jurusan pendidikan bahasa inggris fakultas keguruan dan ilmu pendidikan universitas "45" makassar. oleh karena itu, atas pengisian tes ini kami ucapkan terima kasih.

Name : *Nurul Fatimah Anwar*
Nim : *13226*
Class : *VIII-7*

Petunjuk Pengisian :

1. bacalah soal ini dengan seksama sebelum anda menjawabnya
2. jawablah soal dengan baik dan benar
3. isilah titik yang terdapat dalam soal.

Benar : *19*
Salah : *1*

95

A. Complete the sentences with the correct verbs in a box

Throw sell touch catch Kick

- 1. Don't touch my hand, it is still sick because I got an accident yesterday ✓
- 2. We kick the ball to the field. ✓
- 3. My teachers ask me to throw trash in the trash bin ✓
- 4. They catch some fishes in the sea. ✓
- 5. I sell my motorcycle to him because I want to buy a new one. ✓

B.

Police Doctor Teacher Fisherman Farmer

- 1. She got a task from her Teacher yesterday ✓
- 2. Romi's father is a Farmer, he goes to rice field everyday ✓
- 3. The raper has caught by a Fisherman in the market X
- 4. The Doctor Gave me some medicines. ✓
- 5. I get this crap from a Fisherman ✓

C. Complete the sentences with the correct adjectives in a box

Happy Naughty Friendly Famous Clever

1. Pendet dance is Famous in the abroad ✓
2. Gray is Clever he can answer all of the questions ✓
3. We are Happy because you got first position in the champion ✓
4. Some native have known if Indonesian is Friendly ✓
5. This boy is so Naughty he never stop disturb his friend. ✓

D. Complete the sentences with the correct adverb in a box

Garden Mountain Hospital Airport Station

1. My head was sick, I will go to Hospital to check up ✓
2. Jhon has a plann to camp in the Mountain ✓
3. Ray has many flowers in his Garden ✓
4. My mother has picked up me in the bus Station ✓
5. We have to arrive in the Airport before plane take off ✓

Appendix 5: Lesson Plan In Cycle I

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) I

- Nama Sekolah : SMP Negeri 25 Makassar
- Mata Pelajaran : Bahasa Inggris
- Kelas / Semester : VIII.7/1
- Standar Kompetensi : Mengungkapkan makna dalam percakapan Transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.
- Kompetensi Dasar : Merespon makna gagasan yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan.
- Indikator : Mengidentifikasi makna gagasan dalam teks lisan fungsional pendek berupa instruksi.
- Alokasi Waktu : 2 x 40 Menit.
- A. Tujuan Pembelajaran
- Siswa dapat merespon instruksi yang tepat.
- B. Materi Pembelajaran
- Vocabulary (Noun, Verb, Adjective, dan Adverb)
- C. Metode Pembelajaran
- The Guess Who or What Game

D. Langkah–Langkah Kegiatan

1. Kegiatan awal

- Menyapa siswa
- Mengabsen siswa
- Menjelaskan tujuan pembelajaran
- Memotivasi siswa

2. Kegiatan inti

a. Observing

- Menjelaskan vocabulary yang berhubungan dengan materi dan metode yang digunakan.

b. Questioning

- Siswa menanyakan tentang hal–hal yang belum dimengerti dalam proses pembelajaran

c. Exploration

- Mempraktekkan metode yang telah diajarkan untuk memahami beberapa kosakata.

d. Associating

- Guru kembali mengulang tentang vocabulary dan metode yang digunakan untuk membuat siswa cepat memahami kosakata.

e. Communicating

- Guru meminta siswa menyebutkan vocabulary yang telah mereka kuasai.
- Guru meminta siswa untuk mengungkapkan pendapat tentang metode yang digunakan

3. Kegiatan akhir

- Menanyakan kesulitan yang dihadapi siswa
- Menyimpulkan materi
- Menugaskan siswa menggunakan ungkapan yang dipelajari dalam situasi sebenarnya.

E. Penilaian

1. Pedoman penilaian

- Jumlah skor maksimal keseluruhan 100

2. Rubric penilaian

- Rubrik penilaian vocabulary

Aspek yang dinilai	4	3	2	1
Ketepatan mengucapkan kosakata / lafal				
Ketepatan penempatan tekanan kata				
Ketepatan penekanan kalimat / intonasi				
Kelancaran pengucapan (Fluency)				

Keterangan :

4 : Amat baik

3 : Baik

2 : Cukup

1 : Kurang

Makassar, 24 september 2014

Mengetahui :

Kepala sekolah

Guru mata pelajaran

Appendix 6: Lesson Plan In cycle II

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) II

Nama Sekolah	: SMP Negeri 25 Makassar
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII.7/1
Standar Kompetensi	:Mengungkapkan makna dalam percakapan Transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.
Kompetensi Dasar	:Merespon makna gagasan yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lincer, dan berterima untuk berinteraksi dengan lingkungan.
Indikator	: Mengidentifikasi makna gagasan dalam teks lisan fungsional pendek berupa instruksi.
Alokasi Waktu	: 2 x 40 Menit.

A. Tujuan Pembelajaran

- Siswa dapat merespon instruksi yang tepat.

B. Materi Pembelajaran

- Vocabulary (Noun, Verb, Adjective dan Adverb)

C. Metode Pembelajaran

- The Guess Who or What Game

D. Langkah–Langkah Kegiatan

4. Kegiatan awal

- Menyapa siswa
- Mengabsen siswa
- Menjelaskan tujuan pembelajaran
- Memotivasi siswa

5. Kegiatan inti

a. Observing

- Menjelaskan vocabulary yang berhubungan dengan materi dan metode yang digunakan.

b. Questioning

- Siswa menanyakan tentang hal–hal yang belum dimengerti dalam proses pembelajaran

c. Exploration

- Mempraktekkan metode yang telah diajarkan untuk memahami beberapa kosakata.

d. Associating

- Guru kembali mengulang tentang vocabulary dan metode yang digunakan untuk membuat siswa cepat memahami kosakata.

e. Communicating

- Guru meminta siswa menyebutkan vocabulary yang telah mereka kuasai.
- Guru meminta siswa untuk mengungkapkan pendapat tentang metode yang digunakan

f. Kegiatan akhir

- Menanyakan kesulitan yang dihadapi siswa
- Menyimpulkan materi
- Menugaskan siswa menggunakan ungkapan yang dipelajari dalam situasi sebenarnya.

E. Penilaian

a. Pedoman penilaian

- Jumlah skor maksimal keseluruhan 100

b. Rubric penilaian

- Rubrik penilaian vocabulary

Aspek yang dinilai	4	3	2	1
Ketepatan mengucapkan kosakata / lafal				
Ketepatan penempatan tekanan kata				
Ketepatan penekanan kalimat / intonasi				
Kelancaran pengucapan (Fluency)				

Keterangan :

4 : Amat baik

3 : Baik

2 : Cukup

1 : Kurang

Makassar, 25 september 2014

Mengetahui :

Kepala sekolah

Guru mata pelajaran

Appendix 7

Students' score in Cycle I and Cycle II

NO	Students' Initial	Score	
		Cycle I	Cycle II
1	AIH	60	75
2	RDW	55	70
3	MA	70	80
4	RG	60	80
5	MR	70	80
6	AN	70	75
7	ADP	65	70
8	MAN	85	95
9	MYA	55	80
10	ADA	60	75
11	AT	75	75
12	MAI	75	80
13	MM	55	65
14	YA	75	75
15	MRAI	75	80
16	NA	70	75
17	SP	65	80
18	AAS	70	80
19	TIM	55	75
0	ANM	60	70
21	NPA	85	90
22	FRSZ	70	75
23	FF	70	95
24	SANL	85	100
25	RA	85	100
26	APZ	75	90
27	DAS	80	90
28	RTA	60	75
29	AGZR	75	75
30	DMN	95	100
31	NFA	70	95
32	NFT	70	80
33	ASD	75	85

Appendix 8

The Percentage of Cycle I and Cycle II

Classification	Score	Frequency		Percentage	
		Cycle I	Cycle II	Cycle I	Cycle II
Very good	91 - 100	1	6	3 %	19 %
Good	76 – 90	4	13	12 %	39 %
Fair	61 – 75	18	14	55 %	42 %
Poor	50 – 60	10	-	30 %	-
Very poor	Less than 50	-	-	-	-
Total		33	33	100 %	100 %

The mean score of cycle I:

$$\begin{aligned} X &= \frac{\sum X}{N} \\ &= \frac{2290}{33} \\ &= 69.39 \end{aligned}$$

The mean score of the cycle II:

$$\begin{aligned} X &= \frac{\sum X}{N} \\ &= \frac{2685}{33} \\ &= 81.3 \end{aligned}$$

Appendix 9

Table Observation in Cycle I

NO	Initial	Interest				Attention				Participation				Presentation			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	AIH			■				■				■				■	
2	RDW							■				■					
3	MA				■							■				■	
4	RG											■					
5	MR				■							■				■	
6	AN			■				■				■				■	
7	ADP							■				■				■	
8	MAN							■				■				■	
9	MYA											■				■	
10	ADA											■				■	
11	AT				■							■					■
12	MAI							■					■			■	
13	MM			■								■				■	
14	YA		■														
15	MRAI			■												■	
16	NA			■											■		
17	SP			■												■	
18	AAS		■									■				■	
19	TIM											■				■	
20	ANM			■								■				■	
21	NPA											■				■	
22	FRSZ				■							■				■	
23	FF			■								■				■	
24	SANL											■				■	
25	RA											■				■	
26	APZ											■				■	
27	DAS											■				■	
28	RTA				■							■				■	
29	AGZR			■								■				■	
30	DMN			■								■				■	
31	NFA		■									■				■	
32	NFT		■									■				■	
33	ASD			■								■				■	

Appendix 10

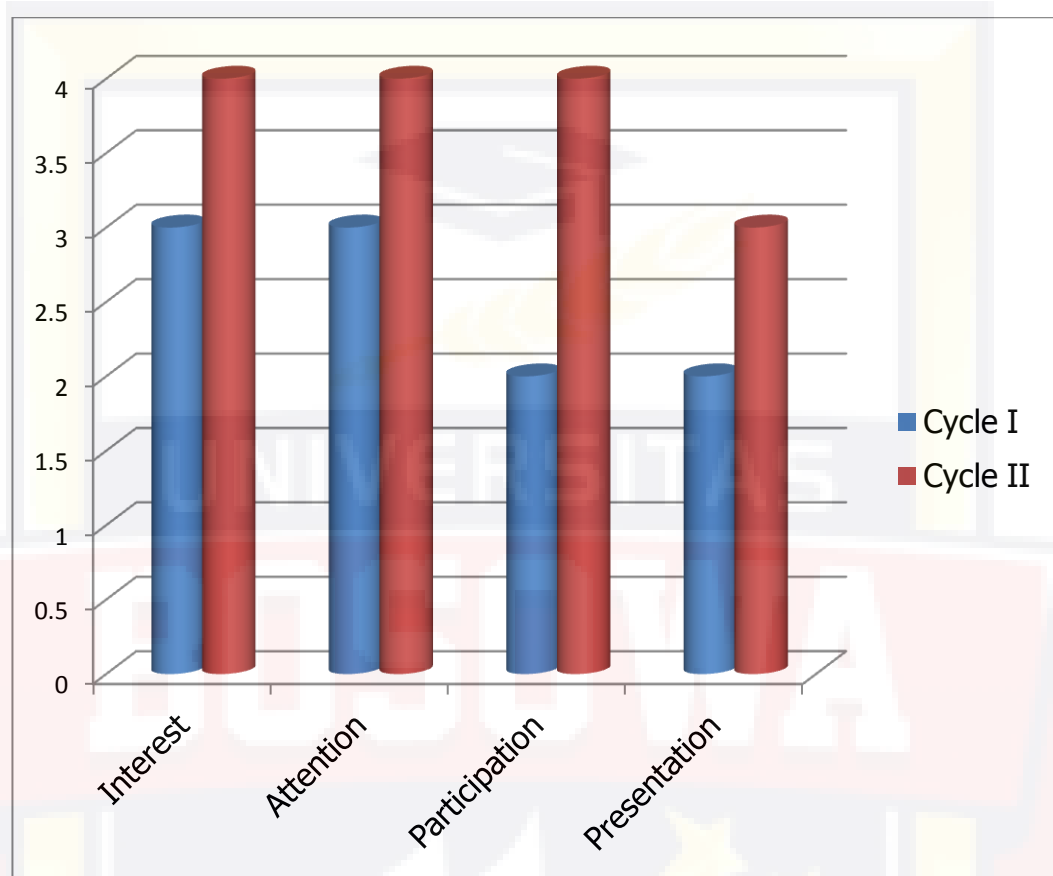
Table Observation in Cycle II

NO	Initial	Interest				Attention				Participation				Presentation			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	AIH			■					■			■				■	
2	RDW																
3	MA				■								■				■
4	RG																
5	MR																
6	AN																
7	ADP																
8	MAN																
9	MYA																
10	ADA																
11	AT																
12	MAI																
13	MM																
14	YA																
15	MRAI																
16	NA																
17	SP																
18	AAS																
19	TIM																
20	ANM																
21	NPA																
22	FRSZ																
23	FF																
24	SANL																
25	RA																
26	APZ																
27	DAS																
28	RTA																
29	AGZR																
30	DMN																
31	NFA																
32	NFT																
33	ASD																

Source: SMP Negeri 25 Makassar

Appendix 11

Graph of Students' Motivation in Cycle I and Cycle II



Source: SMP Negeri 25 Makassar

Appendix 12: Picture in Cycle I



Picture 1: The researcher gave explanation to the students



Picture 2: The students play the Guess who or What Game

Appendix 13: Picture in Cycle II



Picture 3: Students Did the task



Picture 4: Student Gave a clue to his friends.

Appendix 14: Surat Keterangan Penelitian



PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 25 MAKASSAR

Alamat : Komp. BTN Dwi Dharma Sudiang Telp. 515363 Makassar

KETERANGAN PENELITIAN

No. : 421.3/218/SMP.25/IX/2014

Yang bertanda tangan dibawah ini atas nama Kepala Sekolah Menengah Pertama Negeri

25 Makassar menerangkan bahwa :

N a m a : SRI WAHYUNI

NIM : 4512101079

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa Universitas "45" Makassar

Benar yang bersangkutan telah melaksanakan penelitian di SMP Negeri 25 Makassar dalam rangka penyusunan Skripsi dengan judul penelitian :

“ (IMPROVING STUDENTS' VOCABULARY THROUGH THE GUESS WHO OR WHAT GAME AT SMP NEGERI 25 MAKASSAR)”

Demikian untuk dipergunakan sebagaimana mestinya.

Makassar , 26 September 2014

An-Kepala Sekolah,



AMIR M. MIN ZALDY, S.Pd

Pangkat Pembina Tk.I

NIP. 19591231 198110 1 010

ST.No. 800/219/SMP.25/IX/2014

Tgl, 27 September 2014

BIOGRAPHY



Sri Wahyuni. She was born on November 23, 1991 in Mamuju from the marriage of her parents Baharuddin and Sunaeni. She started her elementary school at SD Inpres Papalang, and graduated in 2003. She continued her study at SMP Negeri 5 Kalukku and

graduated in 2006. After that she continued her study at SMA Negeri 1 Mamuju and graduated in 2009. After she graduated from SMA, she decided to enter in University of Tomakaka Mamuju and took English Department, but in 2011 she moved to University of Sulawesi Barat, in 2012 she moved to University of "45" Makassar and took the same department.