

**LEARNING ENGLISH VOCABULARY BY USING GUESSING GAME IN  
THE FIRST SEMESTER OF HOTEL ACCOMMODATION THE FIRST  
GRADE STUDENTS OF SMKN 3 BANDAR LAMPUNG  
IN 2017/2018 ACADEMIC YEAR**

**A Proposal**

**Submitted as partial fulfillment of the requirements for S-1 Degree**

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## ABSTRACT

**Learning English Vocabulary by Using Guessing Game in the  
First Semester of Hotel Accommodation the First Grade Students  
of SMKN 3 Bandar Lampung in 2017/2018 Academic Year  
By :MelsaDwiCahyani .W**

In the learning process, vocabulary is one of linguistic features which influences the communicate competence. Game is one of many ways to improve the learners vocabulary. Game is beneficial for students, and it can help teacher to develop their materials. Although the students has used game in learning vocabulary, the students still get low score. The objective of this research was to know the process of learning English vocabulary by using guessing game and to know the students' problem in learning English vocabulary by using guessing game. This research was about Learning English Vocabulary by Using Guessing Game in the First Semester of Hotel Accommodation the First Grade Students of SMKN 3 Bandar Lampung in 2017/2018 Academic Year.

In this research, the researcher used qualitative research method. The researcher used purposive sampling technique to determine the sample. The researcher chose class X.AP.2 as sample which consisted of 30 students. In collecting the data, the researcher used three kinds of instruments, they were: observation, interview, and questionnaire. The researcher used three major phases of data analysis, they were: data reduction, data display and conclusion drawing or verification.

From the analysis, the researcher found that the teacher was applied all basic procedures to learning English vocabulary by using guessing game, and the difficulties of the students in learning English by using guessing game were: Firstly, students confused about the teacher explanation about how to play the game. Secondly, students had difficulties in confident, so some of students choose to quite in the game activity, some of the students just acquire new vocabulary from teacher and their textbook. Thirdly students had difficulties in pronouncing and spelling. Fourthly, students think it was embarrassing if they wrong to say the words. The last, students had difficulties in meaning and grammar.

Key words: Learning English, Vocabulary, Guessing Game



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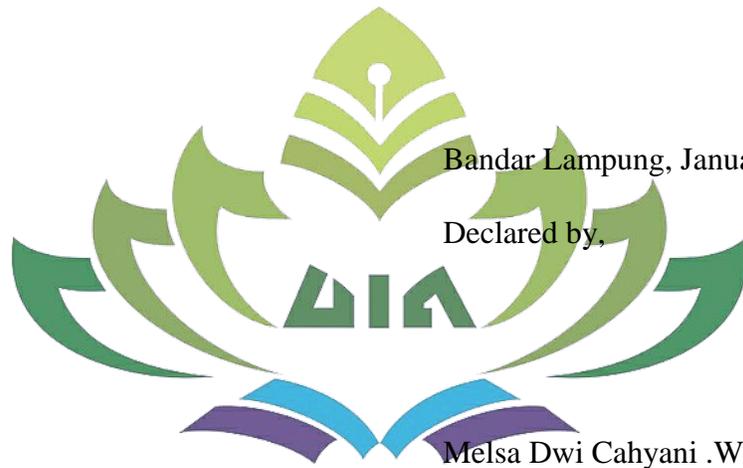
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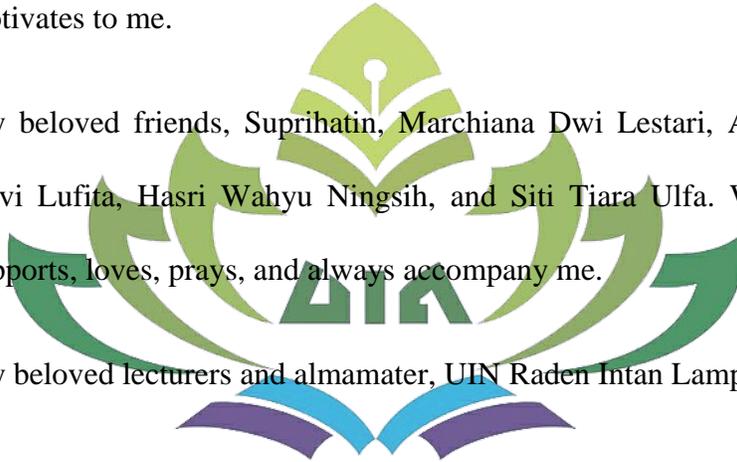
I hereby certify that this thesis with the title : Learning English Vocabulary by Using Guessing Game in the First Semester of Hotel Accomodation the First Grade Students of SMKN 3 Bandar Lampung in 2017/2018 Academic Years completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged text.



## DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Wagiman and Mrs. Harmiliana who always love me and wish for my success. Thanks for all the motivation and pray.
2. My beloved sister, Mareta Kurnia Juwinda who always prays, supports and give motivates to me.
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## MOTTO

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ

And Allah brought you forth from the wombs of your mothers knowing nothing, and gave you hearing and sight and hearts that haply ye might give thanks. (Q.s. al-An-Nahl : 78)



## CURRICULUM VITAE



The researcher name is Melsa Dwi Cahyani W. She was born in Lampung Tengah, on August 12<sup>nd</sup>, 1995. She is the First of two Siblings of Mr. Wagiman and Ms. Harmiliana. She has one younger sister named Mareta Kurnia Juwinda W.

The researcher started her formal study in Kindergarden of TK ABA Poncowati and finished 2001 and then she continued her school at Elementary school of SD IT Bustanul ‘Ulum and finished in 2007. After that she continued her school in Junior High School of SMP IT Bustanul ‘Ulum and finished in 2010. Then she also continued her school in Senior High School of SMA Negeri 1 Terusan Nunyai and finished in 2013. Then she continued her study at the State University of Islamic Studies (UIN) of Raden Intan Lampung in 2013 in Tarbiyah and Teacher Training Faculty in English Education Study Program.

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This thesis is presented to the English Education study program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' task in partial fulfillment of the requirement to obtain S1-degree.

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Bandar Lampung, January 5<sup>th</sup>, 2018

Declared by,

Melsa Dwi Cahyani .W

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Language is very important in human life. The function of language is as a communication tool by people to conduct their activities. We are able to exchange knowledge, beliefs, opinions, wishes, threats, commands, thanks, promises, declarations, feelings—only our imagination sets limits. We need language to communicate and send our expression. Without language it is impossible for us to interact each other in daily life or learning something.

One of the most important language that we must learn is English. According to Susanna in Souriyavongsa says that English is not only used as an official language in many nations, but also influence on many different cultures in a large number of countries; it is the central language of communication in the world-wide.<sup>1</sup> Based on the theory mentioned above most people use English as a medium of communication in their interaction. In other words, people from different nation use English when they meet and interact one another.

Khader and Mohammad in Souriyavongsa say that English language is a global language which can be used for communication with native-speakers and non-native

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<sup>1</sup>Thongma Souriyavongsa, "A Research Paper: Factors Causes Students' Low English Language Learning: A Case Study in the National University of Laos". *International Journal of English Language Education*, Vol.1 No.1 (2013), p. 181.

speakers in the world-wide, especially in the education section, all university students need it for their studies in order to search information and obtain knowledge therefore, a lot of university through out the world need to include English language as one of their educational tool requirements.<sup>2</sup> In Indonesia, English has become one of compulsory subjects taught at junior and senior high schools. Based on Depdikbud in khasanah says that English as an international language needs to be taught for the development of science and technology, culture age, and also the relationship between countries in the world.<sup>3</sup> Therefore in Indonesia's curriculum, English becomes one of subjects which is taught at all levels of education in Indonesia.

Mastering English as a foreign language of course is not a simple as learning English as a national language.

“Teacher and student must master and understand what the strategy that suitable to be used in English teaching and learning process. In the learning process, listening, speaking, reading and writing are the targets to be achieved through the language components such as structure, vocabulary, spelling, and pronunciation. They are intended to support the development of that basic competences.”<sup>4</sup>

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<sup>2</sup>*Ibid*, p. 181.

<sup>3</sup>Ika Kurniawati Khasanah, “The Use of Picture-Guessing Game in Implementing Team-Pair-Solo Teachnique to Improve the Students’ Ability to Write Descriptive Text, (Classroom Action Research at SMA N 1 Subah for Grade X in the Academic Year of 2012/2013”.(Semarang State University, Semarang, 2013), p. 1

<sup>4</sup>Bayu Nurbaeti, “Teaching Vocabulary Using Realia Media at the Third Grade Students’ of SD N 1 Tegalmunjul-Purwakarta (The Objective of the Research Paper)”.(STKIP Siliwangi, Bandung, 2013), p.1

Vocabulary is one of linguistic features which influences the communicate competence. Based on Nurbaeti in his research paper explained that vocabulary is a central to language and it is significant to language learners. Therefore, to develop the students' ability in mastering English, it cannot be separated from the mastery of vocabulary, because it can be a measurement of the students understand in English and to build their confidence in speaking English up. In the other hands, by mastering the vocabulary, it can be a bridge for the students to extract any information then can enlarge their knowledge.<sup>5</sup> It means that by enriching students vocabulary, automatically they will be easy to communicate with other people from other countries so that it can enlarge their knowledge.

In mastery English we must learn vocabulary first. Based on P.Bintz in his journal explained that learning vocabulary is fundamentally about learning definition of words.<sup>6</sup> The learners have to master English vocabularies before mastering English. They will not be able to express their fell clearly if they do not master vocabulary before. There are many ways to improve the learners vocabulary but as a teacher we must be able to choose good technique to teach them. To make the learners or students feel interested in learning vocabulary and make them easy to improve their vocabulary the teachers have to use good technique in teaching. It means that the techniques here are all those activities that contain of fun and games activities. The kind of activities should be simple, interesting and enjoyable, for

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<sup>5</sup>*Ibid*, p. 1

<sup>6</sup>William P.Bitz. "Teaching Vocabulary Across the Curriculum".*International Journal*, (2011), p.45

example is game. Playing game in teaching vocabulary is very important, because teaching through game can create a fun situation and of course it can increase students' motivation.

Game does not only help the students to encourage their learning but also can help the teacher to create useful and meaningful context.<sup>7</sup> It means that game is not only beneficial for students, but it can help teacher to develop their material, and it can make teacher more creative in teaching vocabulary. Games help and encourage many learners to sustain their interest.<sup>8</sup> It means that games can make the students enjoy the English class activities especially in overcoming the problems of learning vocabulary, because they learn in situation where they are given stimulus to practice the vocabulary of the target language.

There are so many kinds of games that can be used by the teacher, such as guessing game. Guessing game is a game in which the object is to guess some kind of information, such as a word, a phrase, a title, or the location of an object. Guessing game can be played pairs, or groups. By playing guessing game students can focus more to the lesson.

Based on preliminary research that was conducted at SMK Negeri 3 Bandar Lampung, the researcher found that learning vocabulary by using guessing game has been applied. From the result of interview, the teacher said that she had applied this

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<sup>7</sup>Tengku Nor Rizan, et. al, "Young Learners' Perceptions of Learning English Using Language Games in a Non - Formal Context". *Mediterranean Journal of Social Sciences*, Vol.6 No.6 S5, (2015),p. 4

<sup>8</sup>*Ibid*, p. 4

game.<sup>9</sup>(see appendix page 78) Although the students has used game in learning vocabulary, the students still got low score. From the result of preliminary observation that was conduct in three meetings at X.AP.2 the researcher found that the students were not too interesting in learning English vocabulary by using guessing game. The students got some problems in their vocabulary activity such as meaning, spelling, grammar, and meaning.<sup>10</sup>(see appendix page 81) Most of them got scores for their vocabulary test below the criteria of minimum mastery at school. The students' achievement score of English test can be seen from table 1.

**Table 1.1**  
**The English Score at the First Grade of**  
**SMKN 3 Bandar Lampung in the Academic Year of 2017/2018.**

No	Class	Score		Total
		<76	≥76	
1	X AP 1	18	12	30
2	X AP 2	22	10	32
3	X AP 3	21	8	29
4	X. KC.K 1	14	24	29
5	X. KC.K 2	11	19	27
6	X. KC.K 3	17	21	28
7	X. KC.R 1	16	22	29
8	X. KC.R 2	15	17	27
9	X. KC.R 3	16	20	26
10	X. BOGA 1	11	18	29
11	X. BOGA 2	10	21	31
12	X. BOGA 3	12	18	30
13	X. BOGA 4	14	20	29
14	X. TB 1	13	18	31
15	X. TB 2	12	16	28
16	X. TB 3	13	21	29
17	X. UP 1	17	11	28
18	X. UP 2	12	18	30
19	X. UP 3	11	18	29
Total		275	276	551
Percentage		49,9%	50,1%	100%

Source : Document of English Score at the first grade of SMK Negeri 3 Bandar Lampung.

<sup>9</sup>Preliminary Research Interview to Mrs. Dian Angraini, S.Pd. *Appendix*, (SMKN 3 Bandar Lampung: 2017)

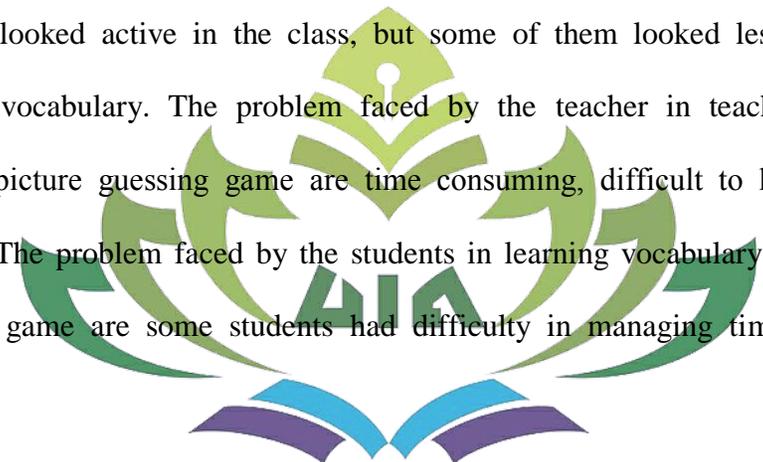
<sup>10</sup>Preliminary Research Observation in X.AP.2. *Appendix*, (SMKN 3 Bandar Lampung: 2017)

From the table above, it can be known that English learning achievement of students in SMK Negeri 3 Bandar Lampung was still not optimal yet, although the teacher has used game in teaching vocabulary. There were 275 students of the 551 students who passed the test based on the criteria of minimum mastery (KKM) and there were researcher found 276 students who failed. In this case the students' score of KKM in SMKN 3 Bandar Lampung is 76 and there were half of all students who got the score under 76. It means that students who got difficulty in vocabulary by using guessing game were 49.9%. Thus it can be concluded that the students still get difficult to learn vocabulary by using game.

Based on the data of preliminary research, from 6 majors in this school the students from hotel accommodation who got the lowest score. So that in this research, the researcher was conducted the research in hotel accommodation. As such, the researcher wanted to know the learning process of English subject in SMK Negeri 3 Bandar Lampung by observing the game used by English students in learning process of vocabulary by using guessing game. In addition, the researcher wanted to found information about the problems faced by the students in learning English process of vocabulary.

There were some previous researches by using Guessing Game. One of the researchers was conducted by Tika Pratiwi, entitled Teaching and Learning Vocabulary through Picture Guessing Game to The Seventh Grade Students of MTs Mathla'ul Anwar Sidowaluyo South Lampung in Academic Year 2013/2014. The

researcher used qualitative research. The population of the researcher was the seventh grade students' of MTs Mathla'ul Anwar Sidowaluyo South Lampung in academic year 2013/2014. The subjects of the research were 40 students. The result of the research showed that picture guessing game is the good technique which can be implemented in the process of teaching learning English vocabulary. The result showed that teaching learning process was done on three meetings, and the teacher used guessing game in teaching learning vocabulary by using picture guessing game, students looked active in the class, but some of them looked less responsive in learning vocabulary. The problem faced by the teacher in teaching vocabulary through picture guessing game are time consuming, difficult to handle students' activity. The problem faced by the students in learning vocabulary through picture guessing game are some students had difficulty in managing time given by the teacher.



The second previous research that conducted by Danis, entitled The Implementation of Guessing Game Technique in Teaching Students' Speaking Skill (A Qualitative Study of Second Graders in Junior High School) in Bandung. Indicators of speaking can be achieved by the Guessing Game. Based on her observation, students just already knew what guessing game was and it was the first time they played guessing game in their speaking class. They rarely played such a game. It was the reason for the students that faced some struggles in learning speaking skill. The results of the research were the students had less motivation to

practice speaking in the class. It was seemed in the first meeting of the observation. The students tend to be quite than answered a simple question. Besides, they were afraid to speak up for describing things in front of the class. Incorrect speaking in English, afraid to pronounce some key words, to make mistake, even to share their feeling are such kind of their problem which they faced in their speaking class.

Based on the explanation of previous research studies, it can be concluded that there are significant differences of previous studies to this research. The differences are in these previous studies that had been done by Pratiwi, she said that the difficulties faced by the students in learning vocabulary through picture guessing game are some students' had difficulty in managing time given by the teacher and the students had less motivation. Another previous study that had been done by Danis, the students knew what guessing game was, but they rarely did a game in speaking so they felt very hard in played guessing game because they afraid to speak in front of the class, and they had less motivation.

From the explanation above, the researcher conducted a research entitled Learning English Vocabulary by Using Guessing Game in the First Semester of Hotel Accommodation the First Grade Students of SMKN 3 Bandar Lampung in 2017/2018 Academic Year.

## **B. Identification of the Problem**

From background above, the researcher identified the problem as follows :

1. The students got low score.
2. The students got some problems with their vocabulary learning.
3. The game had given to the students in learning vocabulary but not effective and not maximal.

## **C. Limitation of Problem**

The limitation of the problem was on the process of learning English vocabulary by using guessing game and the problem of students in learning English vocabulary by using guessing game in First semester of the First Grade of SMKN 3 Bandar Lampung in 2017/2018 Academic Year.

## **D. Formulation of the Problem**

From identification and the limitation of problem above, the problem can be formulated into :

1. How was the process of learning English vocabulary by using guessing game in the first semester of hotel accommodation the first grade students of SMKN 3 Bandar Lampung in 2017/2018 academic year?
2. What are the students' problems in learning English vocabulary by using guessing game the first semester of hotel accommodation the first grade students of SMKN 3 Bandar Lampung in 2017/2018 academic year?

### **E. The objective of Research**

Based on the formulation of the problem above, the objectives of the research are as follows :

1. To know the process of learning English vocabulary by using guessing game the first semester of hotel accommodation the first grade students of SMKN 3 Bandar Lampung in 2017/2018 academic year?
2. To know the students' problems in using guessing game in learning English vocabulary the first semester of hotel accommodation the first grade students of SMKN 3 Bandar Lampung in 2017/2018 academic year?

### **F. Uses of the Research**

The uses of research are as follows :

1. Theoretically, to enrich previous research that related to the use of guessing game toward students English vocabulary
2. Practically.
  - a. Teacher: Give the information of the English teacher of SMKN 3 Bandar Lampung, the students' problem in learning English vocabulary by using guessing game.
  - b. Students: By understanding their problems in learning vocabulary by using guessing game, the researcher can try to find the best solution to help the students.
  - c. Researcher: The researcher conducted the process, and problems in learning vocabulary using guessing game and also it will be useful as a references for

the next researcher who wants to conduct research about students' learning English vocabulary by using guessing game.

## **G. Scope of the research**

### **1. Subject of the research**

The subject of this research was the first semester students of the first grade students of SMKN 3 Bandar Lampung in 2017/2018 academic year?

### **2. Object of the research**

The object of the research was the process of learning vocabulary especially by using guessing game

### **3. Place of the research**

The place of the research conducted at SMK Negeri 3 Bandar Lampung. It is located on Jl. Cut Mutia No.21 , RT.1/RW. 5, Gulak Galik, Teluk Betung Utara, Kota Bandar Lampung, Lampung 35214.

### **4. Time of the research**

The research conducted at the first semester of 2017/2018 in the Academic Year.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Vocabulary

##### 1. Concept of Vocabulary

Vocabulary is one of language elements that important in English. Vyogotsky in Thornbury says that a word is a microcosm of human consciousness.<sup>1</sup> It means that if the vocabulary is assumed like the cells that make up the organs in the human body, so it is a component of language that we must learn first before the four skills in English.

Hornby says that vocabulary is the total number of word in a language, vocabulary is a list of words with their meanings.<sup>2</sup> It means that vocabulary is items of word which has different meanings and vocabulary is a listing of all words that are thought and learned in the foreign language.

Richard and Renandya say that vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write.<sup>3</sup> It means that vocabulary is a centre of all language, it is used by every skills in english. vocabulary has important role in developing another skills.

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<sup>1</sup>Scott Thornbury, *How To Teach Vocabulary* (England: Pearson Education Limited, 2002), p. 1

<sup>2</sup> A S Hornby, "Oxford Advanced Learner's Dictionary of Current English", *English Dictionary* (5<sup>th</sup> ed) (Oxford: Oxford University Press, 2010), p. 1662

<sup>3</sup>Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press, 2002), p.255

Based on theories above it can be concluded that vocabulary is collection of words in one language that have different meanings. Vocabulary is centre of language, because it is used when we learn the four skills in English and they are used by all people from all countries and profession as a communication tool.

Vocabulary is the most important things in studying English. Students' will be easy to understand the meaning of words when they listen, speak, read, and write in English, by mastering vocabulary. We must learn vocabulary, because it is the fundamental of us to express ourself and as a tool to understand the meaning of everyone expression. Without vocabulary it is impossible to learn language.

## 2. Kinds of Vocabulary

Vocabulary has some kinds that needs to be learnt. There are types of vocabulary that are explained by the experts. One of explanations is explained by Thornbury. He explained that there are at least eight kinds of vocabulary.<sup>4</sup> There are noun, pronoun, verb, adjective, adverb, preposition, conjunction, determiner. Those can be described as follows:

In learning vocabulary there are classifications of word. According Thornbury some the words class. The classification of wordshare:

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<sup>4</sup>Scott Thornbury, *Op.Cit*, p. 13

### a. Nouns

Noun is a word that is the name of person, a place, a thing, or activity or a quality idea. Noun can be used as the subject or object of a verb. Noun can be divided into some classes:

- a) Proper noun is a noun that indicates the specific name of thing. It begins with a capital letter. Examples: Robin, Alice, London, and Civil War.
- b) Common noun is a noun that names of general thing, not a specific thing. Examples: country, company, boy and girl.
- c) Countable nouns is noun that indicates something you could actually count. For example, you could count pig: one pig, two pigs, three pigs.
- d) Uncountable noun is a noun that indicates something you cannot count. For examples: furniture, advise, information, and news.
- e) Abstrack noun is a noun that names of idea, not a physical thing. Examples: hope, knowledge, trouble, ability, and success.
- f) Concrete noun is a noun that names of physical thing. For examples: table, floor, beach, coffee and children.

### b. Pronouns

A pronoun is a word which is considered equivalent to a noun that is replaced.

#### a) Subjective Pronoun

A subjective pronouns act as the subjects of a sentence. The subjective pronouns are she, he, it, I, you.

#### b) Objective pronouns

An objective pronoun acts as the object of the sentence. It receives the action of the verb. The objective pronouns are her, him, it, me, them, us, and you.

c) Reflexive pronouns

A reflexive pronoun refers back to the subject of the sentences. The reflexive pronouns are herself, himself, itself, myself, ourself, themselves, and yourself.

d) Possessive pronouns

A possessive pronoun tells you who own something. The possessive are hers, his, its, mine, ours theirs, and yours.

e) Demonstrative pronouns

A demonstrative pronoun point out a noun. The demonstrative pronoun are that, these, this, those.

f) Interrogative pronouns

An interrogative pronoun is used in a question. It help to ask something. The interrogative pronoun are what, which, who, whom, and compound word ending in “ever”, such as whatever, whichever, whoever, whomever.

g) Indefinite pronouns

An indefinite pronouns refers to an indefinite, or general, person, or thing. Indefinite pronouns include all, any, both, few, each, everyone, many, neither, none, nothing, several, some, and somebody.

### c. Verbs

Verbs are a word which is used in describing an action, experience, or state. In activities (run, walk, look, for), accomplishment (build, kill), achievement (recognize, find), and states ( know, love, have). For example in sentence:

- We *walked* to the store yesterday

### d. Adjective

Adjective is a modifier that used to highlight quantities or attributes.

The types of adjective are:

#### a) Determiners

They are articles (the, an, a), demonstrative adjective (this, that, these, those), possessive adjectives (my, your, her), numeral adjective (fourth, first, tenth, third) and adjectives of indefinite quantity (some, few, all).

#### b) Descriptive adjectives

They usually indicate an inherent quality (old, young, new) or a physical state (blue, red, and yellow) size or age.

### e. Adverbs

Adverbs is a word that describe or modify verbs, adjectives, and other adverbs. Adverbs express ideas of time, place, cause, degree. (carefully, politely, much).

### **f. Preposition**

Preposition is a word which is used to show the way in which other connected. For example: in, on, beside, at, between.

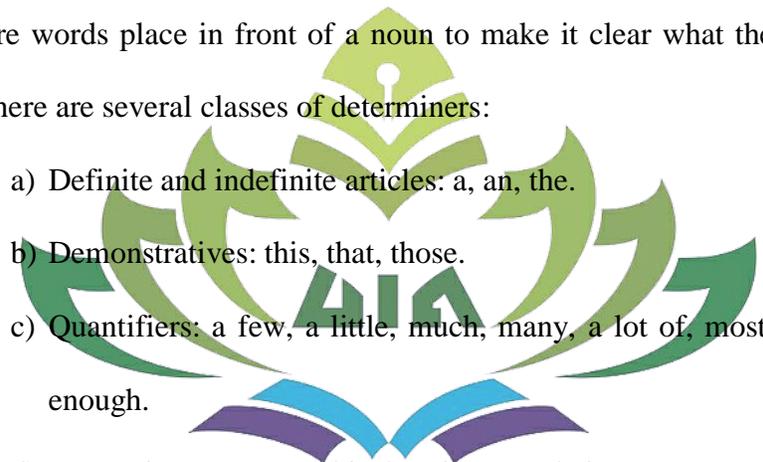
### **g. Conjunction**

Conjunction is a word that connects sentences, phrase or clause. For example: and, but, and etc.

### **h. Determiner**

Are words place in front of a noun to make it clear what the noun refers to.

There are several classes of determiners:

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- a) Definite and indefinite articles: a, an, the.
  - b) Demonstratives: this, that, those.
  - c) Quantifiers: a few, a little, much, many, a lot of, most, some, any and enough.
  - d) Possessive: my, your, his, her, its, our, their.
  - e) Numbers: cardinal, ordinal number.

## **3. Concept of Teaching Vocabulary**

Vocabulary is important in learning language because without vocabulary the learners cannot communicate to other people. The quality of students' language depends on to the extent of their vocabulary knowledge. According to Brown in Nurbaeti teaching is a process hawing or helping someone to learn how to do

something, giving instructions, guiding in the study of something, providing with knowledge, causing to know to understand.<sup>5</sup>

Brown offers some techniques for teaching vocabulary, among other are:

- a. To determine the goal of teaching, such as:
- b. To improve the reading vocabulary skills of ESL students
- c. To teach ESL students word-building skills
- d. To teach ESL students to guess word a meaning from context clues.
- e. To get students to make word building; that is derived from suffixes, prefixes and roots.
- f. To definition clues, which comprises the parentheses and footnotes, and synonyms and antonyms.
- g. To inference clues; these clues have three types, such as example, summary, and experiences.<sup>6</sup>

Based on the explanation above, it can be said that the English teacher should be able to choose and use appropriate technique that is suitable to attract students attention and encourage them to know the form and the meaning of the words simultaneously.

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<sup>5</sup>Bayu Nurbaeti, *Op.Cit*, p. 2

<sup>6</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*. (4<sup>th</sup> ed). (San Francisco: Pearson Longman, 2000), p. 8

#### 4. Concept of Learning Vocabulary

Learning is activity to gain knowledge or skill by studying. Learning is the process of gaining knowledge and expertise.<sup>7</sup> It means that learning is treat or action that do by the students, to get new knowledge and skill. Learning as the transformative process of taking in information that when internalized and mixed with what we have experienced changes what we know and builds on what we do. It's based on input, process, and reflection. It is what changes us.<sup>8</sup> It means that learning is an action or process from learners to get new knowledge from some information and mixed with experience from tutor, teacher, or from another source. Learning is a process that leads to change, which occurs as a result of experience and increases the potential of improved performance and future learning.<sup>9</sup> It means that learning is process that guided us to the next level of study, it is caused as the result of impression and increases the skill that had to learned.

Based on the theories above it can be concluded that learning is an activity, or a process to get knowledge from any sources. Learning also as a guided for learners to continue to the next steps, or levels. In learning English, students should be able to understand words being used because by understanding the vocabulary of the target language, it will be easier for them to get the idea of what they have learnt. Based on

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<sup>7</sup>Malcolm Knowles, Elwood F. Holton Iii, Richard A. Swanson, *The Adult Learner* (6th ed) (California: Elsevier Inc, 2005), p. 17

<sup>8</sup>Tony Bingham, Marcia Conner, *The New Social Learning* (1st ed) (California: Berret-Koehler Publisher, Inc, 2010), p. 19

<sup>9</sup>Susan Ambrose, et.al. *How Learning Works* (1st ed) (California: Jhon Wiley & Sons, Inc, 2010), p. 23

theories above, it can be concluded that learning vocabulary is extremely large. Nobody ever learns all the words in any language, but they can enlarge the number of words they have. With learning vocabulary the students can help in many ways at reading and writing ability will improve as they learn new words, and the more words they know the better their chance will be to do well on the vocabulary questions, in the school.

### **5. Students' Problem in Learning Vocabulary**

Vocabulary learning is central to language acquisition, whether the language is first, second, or foreign. However in the practice of learning vocabulary in the classroom, there are some problems which often happen in process of learning vocabulary. Huyen and Nga say that even though students realize the importance of vocabulary when learning language, most students learn vocabulary passively due to several factors.

- a. They consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical functions boring. In this case scenario, language learners have nothing to do in a vocabulary learning section but to listen to their teacher.
- b. Students only think of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignore all other functions of the words.

- c. Students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons. For example, learners find many new words in a text and then ask the teacher to explain the meanings and usage's.
- d. Many learners do not want to take risks in applying what they have learnt. Students may recognize a word in a written or spoken form and think that they already "know the word", but they may not be able to use that word properly in different contexts or pronounce it correctly.<sup>10</sup>

Thornbury states that some factors that make some words more difficult than others are:

- a. **Pronunciation:** research shows that difficult to pronounce are more difficult to learn potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of students.
- b. **Spelling:** sound spelling mismatches are likely to be the cause of errors. Either of pronunciation of spelling, and can contribute to a word's difficulty. Words that contain silent letters are particularly problematic.
- c. **Length and Complexity,** long words seem to be more difficult to learn than short ones. Dealing with complex word also tends to be more difficult than the simple one.

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<sup>10</sup>Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga, "Learning Vocabulary Through Guessing Games (The Effectiveness of Learning Vocabulary Through Games)". *Asian EFL Journal*, Vol. 5 No. 4 . (2003), p.3

- d. **Grammar**, also problematic is grammar associated with the word grammar of phrasal verb is particularly troublesome. Some phrasal verbs are separable, but others are not
- e. **Meaning**, when two words overlap in meaning, students are likely to confuse them. Words with multiple meaning can also be troublesome for students'. Range connotation, and idiomatically, words that can be used in a wide range of context will generally be perceived as easier than their synonyms with a narrower range. Uncertainty as to the connotations of some words may cause problems too.<sup>11</sup>

Based on theories above, it can be concluded that in learning vocabulary, the students may have some problems. Some of those problems are:

- a. They confused about what the teachers explanation for meaning.
- b. Students only think of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignore all other functions of the words.
- c. Students usually only acquire new vocabulary through new words in their textbook or when given by teacher during classroom lessons.
- d. Many learners do not want to take risks in applying what they have learn.
- e. Lack of understanding of words construction make some word are difficult (pronunciation, spelling, grammar, meaning).

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<sup>11</sup>Scott Thornbury. *Op.Cit*, p. 27-28

From the explanation above it shows that they did not have confidence to use their vocab. their motivation in learning vocabulary still low, they just learn in the classroom, and only know new words if their teacher give some text or new words.

## **B. Game**

### **1. Concept of Game**

Game is effective and efficient in improving students communicative ability. Game is very simple way to make students interest in English classroom. Students want to sit and listen to the teacher explanation and try their best to remember vocabulary. Hadfield says that a game is activity with rules, a goal and an element of fun.<sup>12</sup> It means that games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of the term. Game is a form of competitive play or sport with rules.<sup>13</sup> It means that game is a fun activity that has many steps. Games should not be as an activity that do in the end of learning process or to filling the void of time when the material has been completed and the time has not run out, but games must be as an alternative activity to replace the boring learning process.

Games can make the student more feel comfortable in the classroom, they will become brave to elaborate and explore their knowledge about vocabulary. Besides as a technique to develop students vocabulary, with games students will be more active,

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<sup>12</sup> Jill Hadfield, *Intermediate Vocabulary Game* (Edinburg: Pearson Education Limited, 1999), p. 4

<sup>13</sup> A S Hornby, *Op.Cit*, p. 486

help each other, and interest to try the new things. Finding an effective way to motivate learners is always the interest of teachers, researchers, and linguists. By game the students will be more motivated, and more interested to know much vocabulary, moreover the students were silent will begin to dare express their curiosity.

Based on theories above, it can be concluded that games are the important thing that can help students in learning English vocabulary, games should not be used as an entertaining activity, but it can also be a good learning techniques to replace the boring learning activities. Games can increase the students' knowledge about vocabulary and can develop their ability to remember words. Games can make student more confidence, help each other, and students can be more sociable.

## 2. Kinds of Game

As stated above, the main purpose of using games in English classes is to practice students different skills, especially their communicative ability. A variety of techniques in using games is an important part of involving games into lessons. Lewis and Bedson in Kupečková classify the game as follows:

- a. **Movement games:** the type of game when learners are physically active (Find your partner). All children can be involved and the teacher usually just monitors the game. Movement games have clearly given rules and they

can be either competitive or cooperative; it depends on the concrete game or how the teacher designs it.

- b. **Board games:** games played on the board in this case. Teacher needs whatever kind of boards (black, white or interactive board). They can be played in all types of grouping and teacher needs to prepare some material in most of board games. This type of the game can be either competitive or cooperative; it deals with the type of grouping. Teacher can operate as a controller, organizer, participant and facilitator.
- c. **Matching games:** games involve matching correct pairs (e.g. Vocabulary Scramble). They need to have material prepared. Learners cooperate to reach the goal of the game. The goal of the game and the type of grouping can make the game cooperative (learner in pair, learners of one group, whole class) or competitive (pair/group vs. pair/group).
- d. **Card games:** familiar game with board game. The cards have an important value in the game (What is that card?) so material is required in this case.
- e. **Desk games:** these games can be played as an individual work game or pair and group game. Desk games need material and they can work both competitively and cooperatively. For example scrabble or memory game are competitive games whereas puzzle is cooperative game.

- f. **Role-play games:** it can be either the game it self or an element of other games. It needs active performing of the learner cooperating in pairs or smaller groups. Material is not necessary but can be useful.
- g. **Task-based games:** belongs to popular games nowadays, especially because of its connection with cooperative schooling. Usually pairs or groups work on meaningful task in the way they enjoy. Learners obey clear rules and they have got a chance to practise all language skills.
- h. **Computer games :** are a very popular type of the games nowadays. It can be played either at school or at home. It requires individual or pair work and learners practise their reading and writing skills.
- i. **Guessing games:** based on the principle when one holds the information and another tries to guess it. There exists a wide variety of guessing games with teacher as a participant or facilitator. Teacher needs to prepare none or some material and learners practice their speaking and listening skills while cooperating. Learners follow given instruction and rules which do not have to be strict.<sup>14</sup>

Based on theories above, it can be concluded that there are many kind of games that can help students' to memorized vocabulary, not just depend on textbook or

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<sup>14</sup>Deguang Zhu. "Using Games to Improve Students' Communicative Ability". *A Journal of Language Teaching and Research*. Vol. 1 No. 4 (July 2012), pp. 803-804

teacher explanation, game can be an alternative way, to increasing their motivation to learn vocabulary.

### C. Concept of Guessing Game

Guessing game is one of some game in teaching technique. This game is played by several teams in the class. Guessing game is a game in which the object is to guess some kind of information, such as a word, a phrase, a title, or the location of an object. According to Webster in Khasanah, guessing game is a game in which the participants compete individually or in teams in the identification of something indicated obscurely (as in riddles or charades).<sup>15</sup> According to Klippel the basic rule of guessing games is eminently simple, one person knows something that another one wants to find out.<sup>16</sup> It means that guessing game are game that can be played by making a group or not. If we want to make groups, one group will give question about something and another group will guess the answer from question.

The students use the context to guess the meaning of the English words. It can be a tool to introduce, review and reinforce new vocabulary to students. It can make the students to be more memorizing the words. Philips suggests that guessing game is used to present vocabulary, to practice guessing meaning from context.<sup>17</sup> It means that guessing game is not to be taught but to be present, an activity which can help the

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<sup>15</sup>Ika Kurniawati Khasanah, *Op.Cit*, p. 22

<sup>16</sup>Friederike Klippel, *Keep Talking, Communicative Fluency Activities for Language Teaching* (New York: Cambridge University Press, 1991), p. 22

<sup>17</sup>I Ketut Purnata, "Teaching Vocabulary by Using Guessing Game to The Seventh Grade Students' of SMP N 4 Pupuan in Academic Year 2012/2013". (a Thesis Mahasaraswati Denpasar University, Denpasar, 2013). p. 24

students remember many words, so the students can get the meaning from the context. According to Klippel says that the basic role of guessing game is very simple. One person knows something that the other one wants to find out. He further states as the person guessing has a real urge to find out something, guessing games are true communication situations and as such are very important for foreign language learning<sup>18</sup>. They are generally liked by students of all ages because they combine language practice with fun and excitement.<sup>19</sup>

Based on theories above, it can be concluded that guessing games is a game in which a person or participant knows something and competes individually or in a team to identify or to find out the answer. Guessing game is flexible, it can be played by making group or couples, it can be played inside or outside classroom. Guessing game can be used as a tool to convey much new vocabulary. It can make the students interested in vocabulary and help the students to memorize the vocab.

#### **D. Learning Vocabulary by Using Guessing Game**

Stainess in Al Zaabi suggests that there is no mystery to learning through play. When children play, they cannot help but learn and develop.<sup>20</sup> It means that learning vocabulary using game is not a taboo, and it is commonly used by teacher to teach English vocabulary. Game can make the students learn to remember the words that have just heard. Similarly, Moon in Al Zaabi argues that when we use games with

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<sup>18</sup> Friederike Klippel, *Op. Cit.*, p. 22

<sup>19</sup> Ika Kurniawati Khasanah, *Op.Cit.* p. 22

<sup>20</sup> Haifa Rashed Al Zaabi. "The Use of Memory and Guessing Games in Teaching Vocabulary". A Reasearch Paper, p.82

young learners, we appeal to their sense of fun and arouse their interest. Games give them a real purpose for using language and provide opportunities for them to use language more freely.<sup>21</sup> It means that game can make the students dare to develop their skills, they will feel challenged when they see another friends more capable. Moreover, according to Rixon in Al Zaabi says that games help students revise vocabulary and recalling something that happened in a game may help a student remember the language connected with it, and vocabulary games provide a good chance for students to learn something from one another.<sup>22</sup> It means that by playing game students can remember another vocabulary that associated with previous vocabulary.

Based on theories above, it can be concluded that by using guessing game in learning vocabulary the students feel fun, enjoy in the game and competitive to each other. It is because most of students naturally like game in their lives. By playing game students take parts and used vocabulary more naturally.

#### **E. Teaching Vocabulary by Using Guessing Game**

The goal of learning vocabulary is to make students master the material of vocabulary and make the students to be able to use the words with find the meaning of words. According to Case, guessing game is a game in which the object is to guess some kinds of information, such as: a word, a phrase, a title, and the location object.

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<sup>21</sup> *ibid*, p.82

<sup>22</sup> *Loc. Cit*

Steps of guessing game according to Lishikawa:

- a. Divide the whole class into group and the number of students in each group is depend the condition of the students in the class,
- b. Each group has to come to in front of the class.
- c. Each student in the group receives the topic that they take randomly and the students have to hold the topic that they get, and may not show the topic to their friend.
- d. Each student has to tell to his/her partner or group about the material that they get without mentioning it. So the students have to describe the topic with their own words.
- e. And others student in each group has to try to guess what their friend says.
- f. This activity continues after all students get the part to describe the material. Which group that finishes this game quickly is the winner of this game.<sup>23</sup>

Here are some of the procedures in apply guessing game technique in the classroom according to Herauld:

- a. Divide the class into two groups. Have each of these groups sit together and tell them they must come up with a team name.

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<sup>23</sup>The Use of Guessing Game in Teaching Speaking an Experimental Study” (On-Line), tersedia di <https://papirizal.wordpress.com/2014/05/05/html> (06 Oktober 2017).

- b. Tell each team that they must select a teammate to go to the front of the classroom and face their team. Explain both teams that you will be giving their selected teammate a secret word that can be anything.
- c. This person can say only 2 words, YES or NO.
- d. Each team will then rotate asking questions to their teammate who is standing at the front of the classroom. They will continue to ask questions until one of the teams has correctly guessed their respective word.
- e. The winning team will get three options:
  - a) They can make the other team come to the front and sing a song in English.
  - b) They can make the other team come to the front and do 20 jumping jacks.
  - c) They can leave the classroom first and the losing team must wait to leave until each person from the winning team has left the classroom.<sup>24</sup>

Based on the procedure of playing guessing game above, it can be concluded that, there are many ways to apply the guessing game, the teacher just need to adapt the games based on the situation on the class and students.

Here are the procedure of guessing game that had been applied by the teacher in the hotel accommodation classes:

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<sup>24</sup> Stephanie Herault, "Guessing Game" (On-Line), tersedia di:  
<http://www.eslcafe.com/idea/index.cgi?display:913582787-24086.txt> (06 Oktober 2017).

- a. Divide the whole class into group and the number of students in each group is depend the condition of the students in the class,
- b. By using pictures of popular characters, call one student away from group
- c. Show the student a card (make sure that the students recognizes the individual on the card) and then stand in front of the class and his/ her classmate from the student group ask the questions in order to guess who the individual is.
- d. Student may as questions such as:
  - a) Are you male or female?
  - b) Are you a real person?
  - c) Are you a child or an adult?
  - And so on
- f. Each team will then rotate asking questions to their teammate who is standing at the front of the classroom. They will continue to ask questions until one of the teams has correctly guessed their respective word.
- g. The winning team will get two options: They can make the other team come to the front and sing a song in English or they can make the other team come to the front and do 20 jumping jacks.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In this research the researcher used qualitative research. Berg in Satori and Komariah says that qualitative research (QR) thus refers to the meaning, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things.<sup>1</sup> Creswell in Satori and Komariah says that qualitative research is an inquiry process of understanding based on distinct mythological traditions of inquiry that explore social or human problem. The researcher builds a complex, holistic picture, analyse words, reports detailed views of informants, and conduct the study in natural setting.<sup>2</sup> By this qualitative research, the researcher focuses on the students' process and problem in learning vocabulary by using guessing game.

#### B. Research Subject

In this research the researcher used purposive sampling technique. According to Teddlie and Yu say that, purposive sampling technique are primarily used in

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<sup>1</sup> Djam'an Satori, Aan Komariah. *Metodologi Penelitian Kualitatif*, (Bandung : Alfabeta, 2014), p. 23

<sup>2</sup> *Ibid.* p. 24

qualitative studies and may be defined as selecting units based on specific purposes associated with answering a research study's questions.<sup>3</sup> Based on Maxwell in Teddlie and Yu says that purposive sampling is a type of sampling in which, particular setting, persons, or events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices.<sup>4</sup> It means that in this research, the researcher was determining who as a subject or object based on the aim of researcher. The researcher chose a subject or object as an analysis unit. In this research the researcher chose hotel accommodation major as the subject because in this class the most students have low score.

**Table 3.1**  
**The situation of Students of Hotel Accommodation**  
**The First Grade of SMKN 3 Bandar Lampung 2017/2018**

No	Class	Total	Average
1	X. AP. 1	32	72
2	X. AP. 2	30	70
3	X. AP. 3	29	71

In this research, average score class X. AP 1 are 72, average score class X. AP. 2 are 70, average score class X. AP. 3 are 71. From the data above average score highest are X,AP 1 and lowest are X.AP 2. Thus, class X.AP 2 as the subject because average score lowest than class X.AP 1 and X. AP 3.

<sup>3</sup> Charles Teddlie and Fen Yu. "Mixed Methods Sampling (A Typology with Example)" *A Journal of Mixed Methods Research*, Vol. 1 No. 1, (January 2007), p. 77

<sup>4</sup>*Ibid*, p. 77

### C. Data collecting technique

The researcher was used three kinds of instrument. There were observation, interview and questionnaire. Observation was conducted to get the data of certain activity. Interview was conducted to students to answered the questions that given by the researcher. Questionnaire was conducted to the students to confirm the answer given by the researcher. The steps are as follows:

#### 1. Observation

Observation is the way to get data of research. According to Arikunto observation method is scientific term that refer to research activities have survey and write systematically the phenomenon and fact in the research field.<sup>5</sup> Observation method is the data collecting method which is used to collect research data this research the writer observes the situation.<sup>6</sup> It was used to get data of language switching in teaching learning process, it know and interpret setting happened activity of teacher and students in the classroom.

In this research the researcher function as observer to get the data, the researcher was not involved directly in the classroom activity. The researcher was made a note during learning process by using the instrument. The researcher was used specification as follows.

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<sup>5</sup> Suharsimi Arikunto, *Op.Cit*, p. 127

<sup>6</sup> Kusumah Wijaya dan Dwitagama Dedi. *Mengenal Penelitian Tindakan Kelas* (Cetakan ketiga) (Jakarta: PT. Indeks, 2009), p.9

**Table 3.2**  
**Observation Sheet (based on guessing game in the classroom)**

No	Activities	Yes	No	Note/Explanation
1	Make 4 group and the number of students in each group is defend the condition of the students in the class,			
2	By using pictures of popular characters, call one student away from group			
3	Show the student a card (make sure that the students recognizes the individual on the card) and then stand in front of the class and his/her classmate from the student group ask the questions in order to guess who the individual is.			
4	Student may ask questions such as: a) Are you male or female? b) Are you a real person? c) Are you a child or an adult? And so on			
5	Each team will then rotate asking questions to their teammate who is standing at the front of the classroom. They will continue to ask questions until one of the teams has correctly guessed their respective word.			
6	The winning team will get two options: They can make the other team come to the front and sing a song in English or they can make the other team come to the front and do 20 jumping jacks.			

## 2. Interview

Interview is kind of verbal communication that has a purpose to conduct information. Esterberg in Sugiono says that interview is a meeting of two people to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic.<sup>7</sup> For this study, interview was addressed to obtain additional information about students' attitudes toward guessing game activity and benefits perceived by them through guessing game activity, together with their suggestion for implementing guessing game. In addition, the information from the interview could support and clarify the data from the observations and questionnaires.

The interviews were conducted with six students as the samples. The researcher assumed that six students represent all numbers of the class.<sup>8</sup> The researcher used one-to-one types to interview the samples. According to Lodico, there are five types of interview; they are one-to-one, group interview, structured interview, semi structured interview, and unstructured interview.<sup>9</sup> One-on one interview is the one of the interview types, where the researcher asks questions to the interviewer and records answers from only participant in the study at a time. The interview was recorded by voice recorder. To avoid misunderstanding and made students answered

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<sup>7</sup> Sugiono, *Op.Cit.* p.317

<sup>8</sup> Jhon .W. Creswell, *Research Design: Qualitative, Quantitative, Mixed Methos Approaches* (3<sup>rd</sup> ed) (California: SAGE Publications, 2009), p. 181

<sup>9</sup> Marguirite Lodico, *Methods in Educational Research* (USA: Wiley Inprint, 2010), p.139

to the questions more easily, the questions were delivered in Indonesian. The data can be collected as many as possible from this interview.

**Table 3.3**  
**Interview sheet**

No	Categories (Students' Problem in Learning Vocabulary)	No Item	Total Item
1	They confused about what the teachers explanation for meaning.	1	6
2	Students only think of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignore all other functions of the words.	2	
3	Students usually only acquire new vocabulary through new words in their textbook or when given by teacher during classroom lessons.	3	
4	Many learners do not want to take risks in applying what they have learn.	4	
5	Lack of understanding of words construction make some word are difficult (pronunciation, spelling, grammar, meaning).	5,6	

### 3. Questionnaire

In this research, the researcher has given the questionnaire to the students. According to Babbie in Acharya states that a questionnaire is defined as a document containing question and other types of items designed to solicit information appropriate to analysis.<sup>10</sup>

<sup>10</sup>Bidhan Acharya, "Questionnaire Design (A working paper)", *Education Journal* (University Grants, June 2010)

Based on theories above the researcher concluded that questionnaire is a data collecting technique that forms like a document and obtain questions to give to the respondent that aims to get information. The researcher has given questionnaire to the students in order to know the further opinion about their difficulties in learning vocabulary. The researcher did the questionnaire after the process of learning vocabulary by using guessing game technique. The aim was to find out problems face by the students in learning vocabulary by using guessing game technique activities. Furthermore, in this research, the researcher was made specification of Questionnaire as follows:

**Table 3.4**  
**Specification of Questionnaire**

No	Categories (Students' Problem in Learning Vocabulary)	No Item	Total Item
1	They confused about what the teachers explanation for meaning.	1	9
2	Students only think of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignore all other functions of the words.	2	
3	Students usually only acquire new vocabulary through new words in their textbook or when given by teacher during classroom lessons.	3, 4, 5	
4	Many learners do not want to take risks in applying what they have learn.	6	
5	Lack of understanding of words construction make some word are difficult (pronunciation, spelling, grammar, meaning).	7, 8, 9	

#### **D. Research Procedure**

In this research, the researcher was used the procedure of the research as follows:

- a. Formulating the research questions and determining the focus of the research.
- b. Determining the cases, the way of collecting and analysing the data as well as the way of reaching the conclusion.
- c. Preparing the instruments (Observation, Interview and Questionnaire) of collecting the data
- d. Finding the subject of the research. The researcher determines the class which become the subject of the research. The subject of this research is students' at first semester of hotel accommodation the first grade of SMKN 3 Bandar Lampung in the academic year of 2017/2018.
- e. Collecting the data from the subject of the research through observation, interview and questionnaire.
- f. Documented the collecting data.
- g. Evaluating and analysing the data to come at the fixed result of the research.
- h. Reporting the result of the data analysis to induce the research finding.

## E. Trustworthiness of the Data

In the qualitative research, Trustworthiness has four criteria:

- a. Credibility: is evaluation of whether or not the research findings represent a “credible” conceptual interpretation of the data from the participants’ original data.
- b. Transferability: is the degree to which the findings of this inquiry can apply or transfer beyond the project.
- c. Dependability (stability of the data): is an assessment of the quality of the integrated process of data collection.
- d. Conformability (neutral and objective): is a measure of how well the inquiry’s findings are supported by the data collect.<sup>11</sup>

From the explanation above the researcher chose the credibility to reveal data as the real of the subject. This qualitative research used some methodologies to keep the credibility of data in order to have more accurate conclusion. To make the credible data, triangulation was employed. According to Setiyadi, triangulation is the combination of two methods or more in collecting data about the attitude the subject of the research. Because the attitude of human being is quite complex, the use of single method in collecting the qualitative data is often considered not enough.<sup>12</sup>

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<sup>11</sup> Sugiyono. *Metode Penelitian Kualitatif, Kuantitatif dan R&D* (Bandung: Alfabeta, 2012), p.367

<sup>12</sup>Ag Bambang Setiyadi, *Op.Cit*, p.243

In this research, the researcher was used triangulation. There were many kinds of triangulation: time-triangulation, place-triangulation, theory-triangulation, method-triangulation, and research-triangulation. The researcher was used two type of triangulation. They were time triangulation especially longitudinal triangulation, and method triangulation. In time triangulation the researcher was collected the data from the same group at different times and some method triangulation, the researcher used three data collecting techniques, and they were observation, interview and questionnaire.

#### **F. Data Analysis**

Data analysis is the process of organizing the data in order to obtain regularity of the pattern of form of the research. Data analysis was conducted to create understanding of the data and to enable the researcher to present the result of this research to the readers. In this research, the writer analysed the data by qualitative descriptive with steps as follows:

##### **a. Data Reduction**

Data reduction means refers to the selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. The data reduction/transforming process continuous after field work, until a final report is completed.<sup>13</sup> It means that in data reduction the researcher notes all the data that appear in detail for the first research

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<sup>13</sup> Matthew B. Miles, A. Micheal Huberman. *Qualitative Data Analysis* (2<sup>nd</sup> ed) (London: SAGE Publication. Inc, 1994), p. 10

until the final report was complete. In this step the researcher discard the irrelevant data. The activity is to select the data that suitable with the focus of the problem. In this step the researcher discarded the irrelevant data.

b. Data Description

Data display is an organized, compressed assembly of information that permits conclusion drawing and action.<sup>14</sup> It means that data display can be made if the information from conclusion drawing has completed. The activity is to explain the data in order to be meaningful. Data description was finished in the form narrative, graphic, or table. Through the presentation of these data, the data organized, arranged in a pattern of relationship, thus it will be more easily understood.<sup>15</sup> It means that with make a grapihic or a table the data can be read easily.

c. Data Conclusion

The third steam of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst is beginning to decide what things mean is nothing regularities, patterns, explanation, possible configuration, casual flows and propositions.<sup>16</sup> It means that data conclusion is the last step of analyze the data. After get all the information and transform it into notes. The researcher makes a grapich, and table to

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<sup>14</sup> *Ibid.* p. 11

<sup>15</sup> *Loc. Cit*

<sup>16</sup> Matthew B. Miles, A. Micheal Huberman. *Op.Cit.* p. 12

explain it in detail. After analysed the data the researcher was made a conclusion.

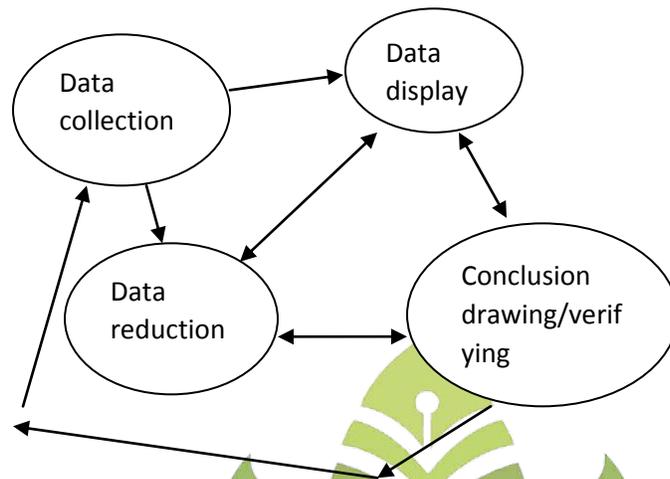
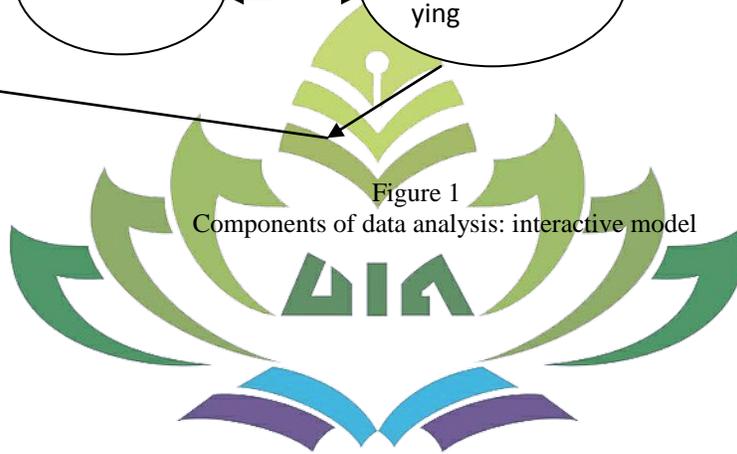


Figure 1  
Components of data analysis: interactive model



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. General Description of the Research Place

##### 1. Brief History of SMK Negeri 3 Bandar Lampung

SMK N 3 Bandar Lampung was established on September 1, 1965 with the name SKKA Preparation. SKKA Preparation was addressed at Jl. General Sudirman No. 74 TanjungKarang. In January 1968 with SK. NO. 88 / IDTK 5/1968, SKKA was renamed SKKA Negeri, and started its own building on Jl. Cut Mutia No.21 TelukBetung which is the assistance of the governor of KDH Tk I Lampung, namely Mr. Zainal Abidin Pagar Alam. Based on SK Mendikbud No.0290/1976 On December 9, 1976 SKKA Negeri was changed to SMKK Negeri Tanjung Karang, then on April 22, 1997, based on SK Mendikbud No. 036/0/1976 transformed into SMK Negeri 3 Bandar Lampung. At the beginning until 1980 it was opened the center of cooking and sewing, then in 1980 increased to 3 departments there are Cooking, Sewing, and Housekeeping (TLRT). In the school year 1995/1996 opened Beauty Class, then in the school year 1997/1998 was opened the Department of Hotel Accommodation and the last, at the school year 2002/2003 it was opened the Department of Tourism Services (UJP).

In globalization today the people need of human resources are ready and tough with a variety of challenges, so that SMK Negeri 3 Bandar Lampung as one of the formal educational institutions and non-technical vocational responsible for the procurement of personnel, not just free from problems which is being.

There are the departments in SMK Negeri 3 Bandar Lampung, among others:

1. Catering Industry
2. Fashion Design
3. Beauty Skin Care
4. Hairstyles
5. Hotel Accommodation
6. Tourism Services Business.



### **SMK Negeri 3 Bandar Lampung's Identity**

Name : SMK Negeri 3 Bandar Lampung

NSS : 401126006004

NIS : 400040

### **ADDRESS**

Jalan : Cut Mutia No.21 RT 01/ RW 05

Kelurahan : Gulak-Galik

Kecamatan : TelukBetung Utara

Kota : Bandar Lampung

KodePos : 35214

Telp./Fax. : (0721) 482037 / 471561

E-mail : info@smkn3-bdl.sch.id

## 2. Condition of School, Teachers and Staffs, and Students' in SMKN 3 Bandar

### Lampung

**Table 4.1**  
**Teacher and Staff in SMKN 3 Bandar Lampung**

No	Name	M/F	Diploma	Explanation
1	Suniar	F	M.Pd	Head Master
2	Endang Martin	F	M.Pd	Head of Travel Business Department
3	Budi Miharti	F	S-1	Head of Restaurant Department
4	Rosmini	F	S-1	English Teacher
5	Solichin	M	S-1	Vice-Principle Curriculum
6	MHD. Amin	M	S-1	Moslem Relegion
7	Surya Atmil	M	S-1	Vice-Principle
8	Sutiadi	M	S-1	Moslem Relegion
9	TuttiYuniEtti	F	S-1	Head of Restaurant Department
10	Suharno	M	S-1	English Language
11	RinaSusiyani	F	S-1	English Language
12	RictaChairani	F	S-1	Head of Beauty Skill Department
13	Yuhanis	F	S-1	Travel Business
14	Cory Pardede	F	S-1	Beauty Skill
15	Fatimah BA	F	S-1	Mathematic
16	Suyatmi	F	S-1	Beauty Skill
17	ErinalLutfi	M	S-1	Mathematic
18	JhonySuhendra	M	S-1	Travel Business
19	WirdaWahyuninAyu	F	S-1	IPA
20	Dian Anggraini	F	S-1	English Language
21	HusniThamrin	M	S-1	Mathematic
22	DhieniYushri	F	S-1	France Language
23	Nurhuda Budi pamungkas	M	S-1	Computer
24	Nurlina	F	S-1	Conceling
25	Hasmidiana	F	S-1	Conceling
26	Nuraminah	F	S-1	Restaurant
27	Elliani	F	S-1	Restaurant

28	DwiSumarni	F	S-1	Restaurant
29	SyarifSulthon	M	S-1	Travel Business
30	Efa	F	S-1	Beauty Skill
31	Nora Shinduhidayati	F	S-1	Beauty Skill
32	YuniRamadhani	F	D-3	Beauty Skill
33	leniNorita	F	D-3	Hotel Accommodation skill
34	Rosmawizar	F	D-3	Head of Hotel Accommodation Department
35	KurniaEkaNingrum	F	S-1	Hotel Accommodation skill
36	Netty	F	S-1	Pattern Making Skill
37	Hamurwany	F	S-1	Head of Pattern Making Department
38	WelasGiatnozar	F	S-1	Hotel Accommodation skill
39	F. Ishudiarty	F	S-1	Pattern Making Skill
40	Budi Raharti BA	F	S-1	Pattern Making Skill
41	Trisna Amir	F	S-1	Pattern Making Skill
42	Amy PujiRisyatun	F	S-1	Design Skill
43	Harmini	F	S-1	Pattern Making Skill
44	Kun Marettin	F	S-1	Vice-Principle of Public Relation
45	Mulyadi	M	S-1	Pattern Making
46	BowoPrasetyo	M	S-1	Head of Administrative
47	Erni Dahlia	F	M.MPd	Personel Affairs Coordinator
48	Indah Indriani	F	S-1	Coordinator of Financial Administration
49	Sulistiyowati	F	S-1	Coordinator of Rilater Affairs with Students'
50	Sudiyo	M	S-1	Coordinator of Facilities and PDG
51	Mahayati	F	S-1	Associate Librarian
52	SitiMukhawanah	F	S-1	Library Staff
53	Daryono	M	S-1	Technician
54	Ako	M	S-1	Cleaning Service
55	Rahmayani	M	S-1	Security

Source :Teacher Documentation of SMK Negeri 3 Bandar Lampung

**Table 4.2**  
**Students in SMKN 3 Bandar Lampung**

No	Class	Department	Gender		Total of Students'
			Male	Female	
1	X	Catering Industry	55	63	118
		Fashion Design	8	80	88
		Beauty Skin Care	-	84	84
		Hairstyles	-	82	82
		Hotel Accommodation	45	46	91
		Tourism Services Business	37	50	87
2	XI	Catering Industry	40	55	95
		Fashion Design	10	74	84
		Beauty Skin Care	-	78	78
		Hairstyles	-	74	74
		Hotel Accommodation	35	44	79
		Tourism Services Business	20	45	65
3	XII	Catering Industry	30	45	75
		Fashion Design	7	70	77
		Beauty Skin Care	-	64	64
		Hairstyles	-	78	78
		Hotel Accommodation	30	38	68
		Tourism Services Business	25	30	55
<b>Total</b>			<b>342</b>	<b>1.100</b>	<b>1.442</b>

*Source: Documentation Students' of SMKNegeri 3 Bandar Lampung*

**Table 4.3**  
**Teacher and Staff in SMKN 3 Bandar Lampung**

No	Room Name	Total	Condition
1	Headmaster's Room	1	Good
2	Administration's Room	1	Good
3	Teachers' Room	7	Good
4	Library	1	Good
5	Classroom	24	Good
6	Practice Room	7	Good
7	Guidance and Counseling	1	Good
8	Osis Room	1	Good
9	Toilet for Teachers'	2	Good
10	Toilets for Students	4	Good
11	Parking Spot for Teacher	1	Good
12	Parking Spot for Students	2	Good
13	Computer Room	1	Good
14	Aula	1	Good
15	Canteen	3	Good

*Source: Facilities and Condition Documentation of SMKNegeri 3 Bandar Lampung*

## B. Research Finding

In this part the researcher would like to discuss about the finding of the process learning English vocabulary by using guessing game and the students' problem in learning English vocabulary by using guessing game.

The research conducted in SMKN 3 Bandar Lampung started from November 7<sup>th</sup>, 2017 up to November 17<sup>th</sup>, 2017. In this research the researcher includes the date or planned schedule of work as follows:

- a. On November 7<sup>th</sup>, the researcher met the teacher to discuss the lesson plan and technique to be used.
- b. On November 8<sup>th</sup>, the researcher conducted the first observation on the first meeting.
- c. On November 10<sup>th</sup>, the researcher conducted the second observation on the second meeting and in the end of class the researcher gave questionnaire to the students.
- d. On November 13<sup>th</sup>, the researcher conducted interview to the students and asked the data of school such as history, profile, and so on.

### 1. The Process of Learning English Vocabulary by Using Guessing Game

The researcher employed an observation to know how is the process of learning English vocabulary by using guessing game and the problem that may rise in the process of learning. The observation conducted in two meetings, and the teacher applied all the procedures in guessing game. The

result were, the students still confused although the teacher had to explained, its because some of students not focus and talked with each other, and the students did not have a confidents to apply the words that had they known in real situation. So in learning process most of students chose to quite.

## **2. The Students Problems in Learning English Vocabulary by Using Guessing Game**

The researcher employed a questionnaire and interview to know the students' problem in learning English vocabulary by using guessing game. Based on the result of questionnaire and interview that answered by the students, the problems are:

- a. The students confused about the teacher explanation about how to play the game.
- b. The students had difficulties in confident. They were still doubt to apply the words. So some of students chose to quite in the game activity.
- c. Some of the students just acquire new vocabulary from teacher and their textbook. They did not find new vocabulary by their self from another source.
- d. The students had difficulties in pronouncing and spelling. They got difficulties when the teacher asked to say the words. The students think it was embarrassing if they are wrong to say the words. The students had difficulties in meaning and grammar. They got difficulties to remind many words and formulas.

## C. Discussion

The researcher did the research through observation, interview, and questionnaire as instruments to know the process of learning. The researcher found out some results of the research in the process of learning vocabulary by using guessing game technique in English subject in SMKN 3 Bandar Lampung. In the observation the researcher observed the process of learning in the classroom. The researcher interviewed the students to know the students' problem then the researcher gave questionnaire to the students to know their responds and their problems in learning English vocabulary by using guessing game.

### 1. Observation Report

The observation was conducted to know how the process learning vocabulary by using guessing game. The researcher observed the students, the learning process, and the situation of classroom process. The observation was also used to know the procedure of learning vocabulary by using guessing game that was applied in the classroom. In the observation process, the researcher prepared an observation sheet. This observation was conducted in learning vocabulary by using guessing game activities in two meetings. The data of observation have been identified as described in the following discussion. The observation consists of six points. The explanation of the application of those basic procedures can be seen it (the appendix of observation page 84). In this process the researcher as

observer who observed the students' learning process, the teacher as a tutor and mediator, the students as participants.

#### **a. The First Meeting**

In the first meeting, the teacher started class by greeting the students and then checking the students' attendance. Then the teacher made a brief explanation and also some questions about guessing game. The teacher introduced about guessing game and how to play it. She gave some examples of how to play guessing game.

Before the game was played, the teacher makes 4 groups in this class, every group consist of 8 until 7 students. Every group has one volunteer to come up. The teacher used superhero pictures like Avenger (Black Widow, Hulk, Iron-man, Thor and Captain America). Then the teacher asked the volunteer from each group to come up. The teacher gave the card/picture to the all-volunteer that was come up. One volunteer got one card /picture. The students from each group had given chance to guess and ask questions, one student only has 2 chances to ask and guess. Only 1 volunteer until the object has guessed, and change to another volunteer. To guess the object, the student that raised their hand and guessed the object correctly, will get 2 points. The students asked the physical appearance (gender, part of the body) from a superhero. The volunteer is just only allowed to talk yes or no.

After that, the game played. Some of the students looked confused to follow the game so they chose to quite, then the other students looked interesting and active to follow the game. They looked enjoy this game. Every group that could guess the object will get 2 points. The first group that had reached 10 points wins the game, and then the group that lost would do a punishment. They sang a song with dance.

The last point of observation was to know the students' problem. After the researcher observed the class activity, the researcher noted that the students got difficulties when the teacher explained about the game. Some students played attention while other did not care and talked to each other. When the game played some of students are interested and activated, and other students just quite and did not follow the game. The data of problem faced by the students in the first meeting can be seen in (Appendix 3 page 85)

#### **b. The Second Meeting**

The observation consists of six points. The explanation of the application of those basic procedures can be seen in (appendix 4). In this process the researcher as observer who observed the students' learning process, the teacher as a tutor and mediator, the students as participants.

Before the game was played, the teacher makes 4 groups in this class, every groups consist of 8 until 7 students. Every groups has one volunteer to come up.

The teacher used actress and singer Hollywood (Taylor Swift, Bruno Mars, Brad Pitt, and Angelina Jolie), then the teacher asked the volunteer from each group to come up. The teacher gave the card or picture to all volunteer that was come up. One volunteer got one card or picture. The students from each group had given chance to guess and ask questions, one student only has 2 chances to asked or guessed. Only 1 volunteer until the object has guessed, and change to another volunteer. To guess the object, the student that raised their hand and guessed the object correctly, will get 2 points. The students asked the physical appearance (gender, part of the body) from a superhero. The volunteer was just allowed to talk yes or no.

After that, the game was played. Almost all of the students looked active and interesting in this game. Only some of the students that still quite and did not follow the game. Every group that could guess the object correctly will get 2 points. The first group had reached 10 points wins the game. Then the group that was lost would do a punishment. They sang a song with dance.

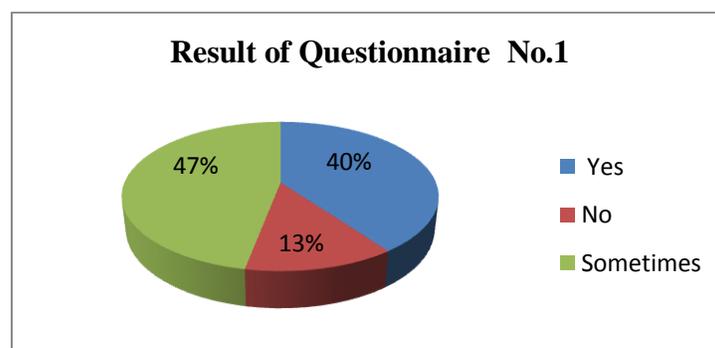
The last point of observation was to know the students' problem. After the researcher observed the class activity, the researcher noted that almost all the students interested and activated to follow this game. Only some students that still quite and did not follow the game and talked to each other. The data of problem faced by the students in the second meeting can be seen in (Appendix 5 page 87).

After that the classroom atmosphere turned into noisy. The students looked active, they looked confident to follow this game, and they had understood to do this game. The teacher looks difficult when she wanted to make calm situation.

## 2. Questionnaire Report

The questionnaire was made to support the data from observation and the interview. Through this instrument, the students' problems also can be identified. The questionnaire was given and answered by the whole students of class AP.2. the number of students was 30 students. The questionnaire was distributed to the students by taking ten minutes after the study time in the classroom. The questionnaire consisted of 9 questions (see Appendix 6 page 94).

- a) The first questions are “Do you confuse when the teacher explains meaning from a word in learning English using guessing game?”

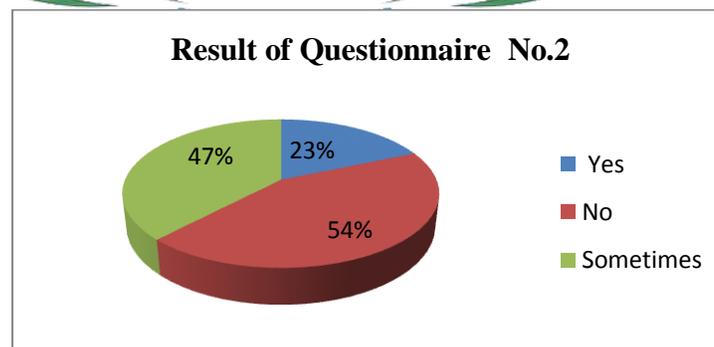
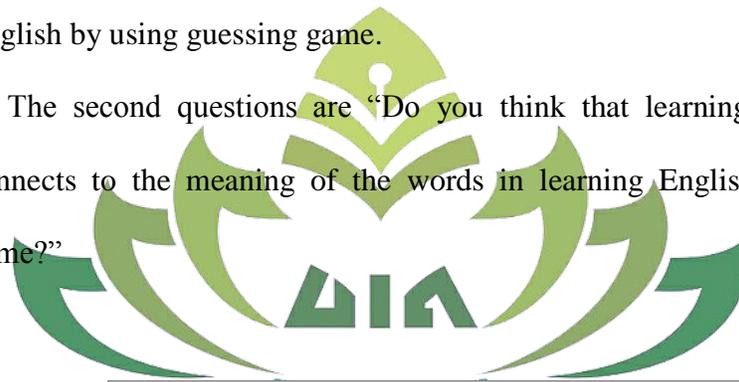


From the chart above 12 or 40%, students chose option A (Yes) indicating that they confuse when the teacher explains meaning from a word in learning English using guessing game. The second respond showed that 4 or 13%,

students chose option B (No) indicating that they understood when the teacher explains meaning from a word in learning English using guessing game. The third respond showed that 14 or 47%, students chose option C (Sometimes) indicating that sometimes they got difficulties when teacher explain meaning from a word in learning English using guessing game.

From the data about the first question above investigated that the students' difficulties in understanding explanation meaning of words in learning English by using guessing game.

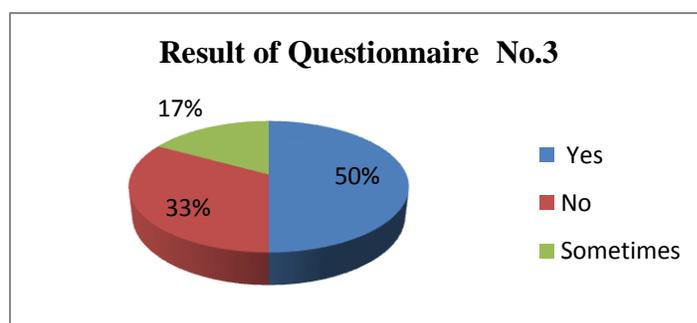
b) The second questions are "Do you think that learning vocabulary just connects to the meaning of the words in learning English using guessing game?"



From the chart above it showed that 7 or 23%, students chose optionA (Yes) indicating that they did not know the other function of learning vocabulary. The second respond showed that 16 or 54%, students chose option B (No) indicating that they knew the other function of learning vocabulary. The third

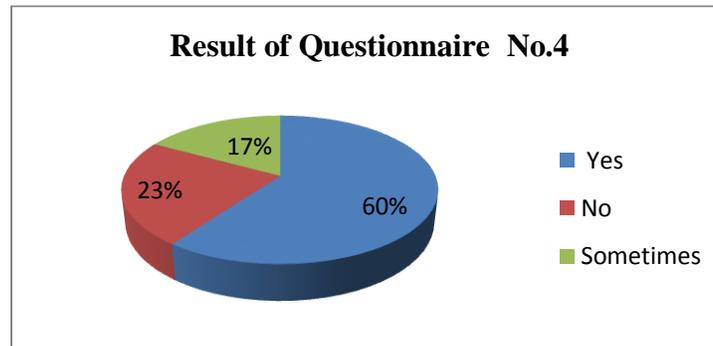
respond showed that 7 or 23%, students chose option C (Sometimes) indicating that they little knew the other function of learning English vocabulary.

- a) The **third** questions were “Do you only accept the new vocabulary from teacher and textbook in learning English using guessing game?”



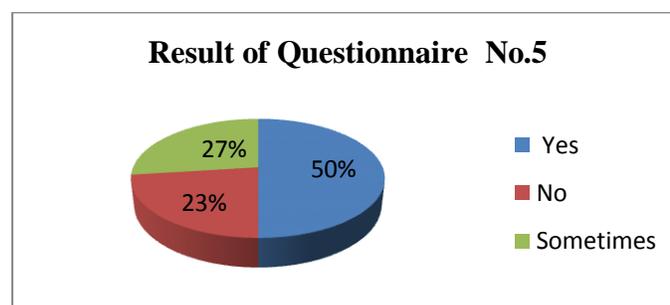
From the chart above, it showed that 15 or 50%, students chose option A (Yes) indicating that they only accept the new vocabulary from the teacher and textbook in learning English vocabulary by using guessing game. The second respond showed that 10 or 33%, students chose option B (No) indicating that they did not only accept the new vocabulary from the teacher and textbook in learning English vocabulary by using guessing game, they found new vocabulary from another source. The third respond showed that 5 or 17%, students chose option C (Sometimes) indicating that they did not only accept the new vocabulary from the teacher and textbook in learning English vocabulary by using guessing game, sometimes they found it in another source.

- b) The **fourth** questions were “Do you get much new vocabulary from learning English by using guessing game?”



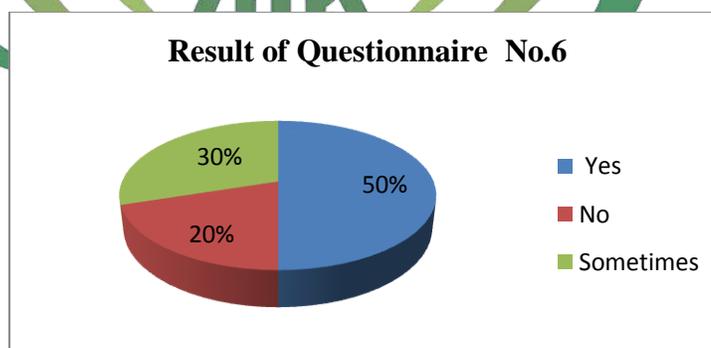
From the chart above, it showed that 18 or 60%, students chose option A (Yes) indicating that they got much vocabulary from learning English vocabulary by using guessing game. The second respond showed that 7 or 23%, students chose option B (No) indicating that they did not get much vocabulary from learning English vocabulary by using guessing game. The third respond showed that 5 or 17%, students chose option C (Sometimes) indicating that sometimes they got much vocabulary from learning English vocabulary by using guessing game.

- c) The **fifth** questions were “Do you become more motivated to get new vocabulary?”



From the chart above, it showed that 15 or 50%, students chose option A (Yes) indicating that they became motivated to get new vocabulary from another source not only in learning vocabulary by using guessing game. The second respond showed that 7 or 23%, students chose option B (No) indicating that they did not become motivated to get new vocabulary from another source. The third respond showed that 8 or 27%, students chose option C (Sometimes) indicating that they did not too motivated to get new vocabulary from another source did not only in learning vocabulary by using guessing game.

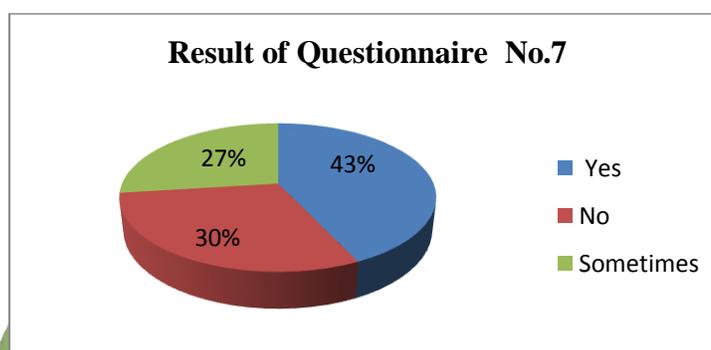
d) The **sixth** questions were “Do you often apply vocabulary that was you knew in learning English by using guessing game?”



From the chart above, it showed that 15 or 50%, students chose option A (Yes) indicating that they often applying the vocabulary that they knew in learning English vocabulary. The second respond showed that 6 or 20%, students chose option B (No) indicating that they never applied the vocabulary that they knew in learning English vocabulary. The third respond showed that

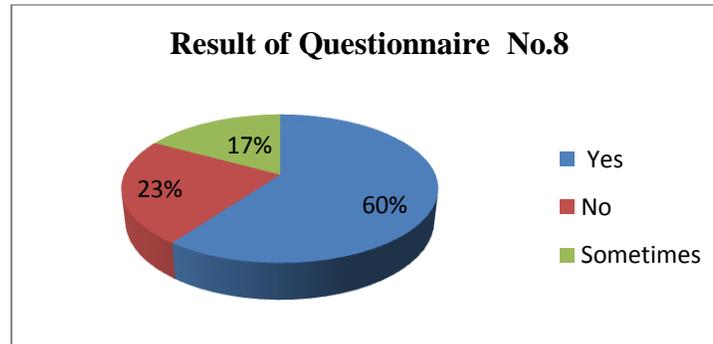
9 or 30%, students chose option C (Sometimes) indicating that they sometimes applying the vocabulary that they knew in learning English vocabulary.

- e) The **seventh** questions were “Do you get difficulties in pronouncing, in learning English by using guessing game?”



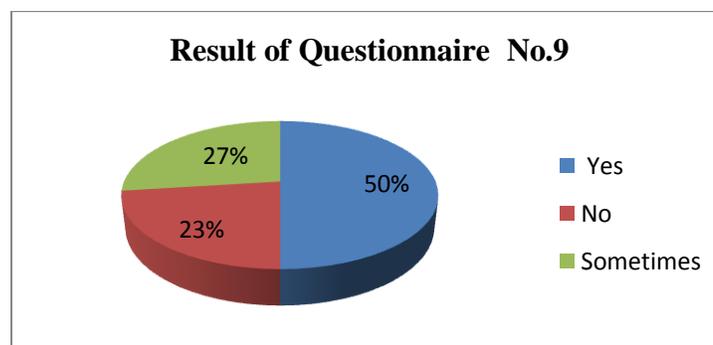
From the chart above, it showed that 13 or 43%, students chose option A (Yes) indicating that they got difficulties in pronouncing in learning English vocabulary by using guessing game. The second respond showed that 9 or 30%, students chose option B (No) indicating that they did not get difficulties in pronouncing in learning English vocabulary by using guessing game. The third respond showed that 8 or 27%, students chose option C (Sometimes) indicating that sometimes they got difficulties to pronouncing in learning English vocabulary by using guessing game.

- f) The **eight** questions were “Do you get difficulties to spelling in learning English by using guessing game?”



From the chart above, it showed that 11 or 60%, students chose option A (Yes) indicating that they got difficulties to spelling in learning English vocabulary by using guessing game. The second respond showed that 12 or 23%, students chose option B (No) indicating that they did not get difficulties to spelling in learning English vocabulary by using guessing game. The third respond showed that 7 or 17%, students chose option C (Sometimes) indicating that sometimes they got difficulties to spelling in learning English vocabulary by using guessing game.

- g) The **ninth** questions were “Do you get difficulties in meaning a new word, in learning vocabulary in learning English by using guessing game?”



From the chart above, it showed that 13 or 50%, students chose option A (Yes) indicating that they got difficulties in meaning a new word in learning English vocabulary by using guessing game. The second respond showed that 6 or 23%, students chose option B (No) indicating that they did not get difficulties in meaning a new word in learning English vocabulary by using guessing game. The third respond showed that 11 or 27%, students chose option C (Sometimes) indicating that sometimes they got difficulties in meaning a new word in learning English vocabulary by using guessing game.

From the data above, it showed that some of the students in X.AP.2 did not too happy in learning English vocabulary by using guessing game because the first questions answered (yes) by half of the students. It means that the students did not understand when learning English vocabulary by using guessing game. The second questions answered (no) by many students. It means that the students had known the other function of vocabulary, not only knowing the meaning. The third, fourth, and fifth questions were answered (yes) by many students. It means that the students only got a new vocabulary from the teacher, and their textbook, but half of the students were motivated to get new vocabulary from another source. The sixth questions were answered (yes) by any students. It means that the students had known how to apply the words that were they got. The seventh, eight, and ninth questions were answered (yes) by half of the students. It means that the students' got difficulties in pronouncing the words and memorizing the meaning. They also

had difficulties in spelling word of vocabulary in learning English vocabulary by using guessing game.

### 3. Interview Report

To support the data of observation, the researcher had employed and interview to the six students to investigate the problems faced by the students during learning vocabulary. The interview was holding on Thursday, November 9<sup>th</sup>, 2017. There were six questions that the researcher asked to the teacher (see appendix of interview page 88).

a) The **first** question of interview was intended to investigate the students' opinion about students' comprehension in teacher explanation when learning English vocabulary by using guessing game. Did the students' understand about teacher explanation?

Five from six students were liked learning English vocabulary by using guessing game. The reasons were because by using guessing game learning English became more fun, enjoy, and curious. The students' more concentrate and fast respond whit the teacher explanation. Learning English vocabulary by using guessing game is very helpful. One student was answered just so so, because she thinks that game can break her focus in learning.

b) The **second** questions of interview wereintended to investigate the students' opinion learning English vocabulary did the students become energetic and more motivated when learning English vocabulary by using guessing game?

Four from six students answered yes. It means that the students were energetic, and motivated when they learning English vocabulary by using guessing game, because they felt easier to understand, and they though lose in game was embarrassing thing for them. So they motivated to learning English vocabulary using guessing game. Two from six students were just so so, because they did not like English and they cannot focus because of game.

- c) The **third** questions of interview were intended to investigate the students' opinion about learning English vocabulary. Did the students like learning English vocabulary by using guessing game?

Five from six students were liked learning English vocabulary by using guessing game, the reasons were because learning process become more challenging, game can sharpen their brain, game was fun, and more play than material. One student actually interested in guessing game, but just a little. So it can be concluded that the students very liked learning English vocabulary by using guessing game.

- d) The **fourth** questions of interview wereintended to investigate the students' opinion about how often the students applied the vocabulary in learning English vocabulary by using guessing game.

Four from six students answered that they often apply the words. Especially, when they want to made sentence. Learning English vocabulary by using guessing game was very helped the students to reminded the words easier.

- e) The **fifth** questions of interview were intended to investigate the students' opinion about the students' difficulties in pronouncing, spelling, grammar, and meaning.

Five from six students got problems in pronouncing. The reasons were because many strange words. How to pronounce was not same with the words. So it made the students still confused. All students had problem in spell the words, especially in H, I and R.

Three from three students got difficulties in meaning. The reasons were because game can break their concentration, and made the students dizzy. Another three students did not get the difficulties in meaning the words. The reasons were, because guessing game can make the students fell fun and enjoy, so they can reminded the words easier. All the students had difficulties in grammar, because it was too dizzy to remind the formula.

- f) The **sixth** questions of interview were “What the benefit that was you got from learning English by using guessing game?”

From the table above it showed that they got many benefit when using guessing game in learning English vocabulary. They extremely enjoy learning English by using guessing game. They can remind the words easier.

All the students got many difficulties, especially in pronouncing, grammar and meaning. Another problem was they did not confident although the teacher had to explain. Actually the students very like to play guessing game.

Although. They still confuse but they had motivated. Of course learning English by using guessing game the students will be confident to speak English

### **C. Conclusion Drawing and Verifying**

In this step, the researcher drew the conclusion and verified the answer of research question that was done in displaying the data by comparing the observation data, interview data, and questionnaire data. In this part, the data explained in data display are going to be discussed deeply in order to make a finding of the research. In this part, the discussion and findings are divided into two parts:

#### **1. The Process of Learning English Vocabulary by Using Guessing Game**

The researcher employed an observation to know how is the process of learning English vocabulary by using guessing game and the problem that may rise in the process of learning. The observation conducted in two meetings, and the teacher applied all the procedures in guessing game. The result were, the students still confused although the teacher had to explained, its because some of students not focus and talked with each other, and the students did not have a confidence to apply the words that had they known in real situation. So in learning process most of students chose to quite.

## 2. The Students Problems in Learning English Vocabulary by Using Guessing Game

The researcher employed a questionnaire and interview to know the students' problem in learning English vocabulary by using guessing game. Based on the result of questionnaire and interview that answered by the students, the problems are:

- e. The students confused about the teacher explanation about how to play the game.
- f. The students had difficulties in confident. They were still doubt to apply the words. So some of students chose to quite in the game activity.
- g. Some of the students just acquire new vocabulary from teacher and their textbook. They did not find new vocabulary by their self from another source.
- h. The students had difficulties in pronouncing and spelling. They got difficulties when the teacher asked to say the words. The students think it was embarrassingly if they wrong to say the words. The students had difficulties in meaning and grammar. They got difficulties to remind many words and formulas.

These findings supported by the theory from Huyen and Nga, and Thornbury. All the students' problems that got by researcher was same whit the theory of Huyen and Nga, and Thornbury. (see students' problem in chapter 2 page 20).



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The result of the research shows that guessing game is the good technique which can be implemented in the process of learning English vocabulary. Guessing game is not only easy to be implemented both by teacher and students, but also can increase the students' motivation and participation in learning process. Moreover, the students also showed an improvement in their English ability especially their vocabulary.

Having discussed the result of the research, it can be concluded that:

1. Learning process was done on two meetings, the classroom atmosphere in learning English vocabulary by using guessing game looked active in learning English vocabulary by using guessing game technique, but some of them looked less responsive in learning vocabulary.
2. The problems faced by students in learning English vocabulary by using guessing game are:
  1. The students confused about the teacher explanation about how to play the game.
  2. The students had difficulties in confident. They were still doubt to apply the words. So some of students chose to quite in the game activity.

3. Some of the students just acquire new vocabulary from teacher and their textbook. They did not find new vocabulary by their self from another source.
4. The students had difficulties in pronouncing and spelling. They got difficulties when the teacher asked to say the words. The students think it was embarrassing if they wrong to say the words. The students had difficulties in meaning and grammar. They got difficulties to remind many words and formulas.

## **B. Suggestion**

After the researcher has done the research at SMK Negeri 3 Bandar Lampung, the researcher would like to give some suggestion as follows:

### **1. For the students**

- a. The students should be more focus in learning process, do not talk to each other too much when the teacher explain the material.
- b. Although the students just acquire new vocabulary from teacher and their textbook, the students should memorize it. Better for students be more active to enrich their self with vocabulary. They must find new vocabulary from another source like song, or movie. Do not just acquire new vocabulary from the teacher.
- c. The students should be feeling confident to apply the words. So that they can improve their ability in learning English. The students should practice the vocabulary that they have learned in real situation, more practice can

make their pronunciation, and spelling better. If the students keep doubt to say and apply new word, their ability will never develop.

## 2. For the Teacher

- a. The teacher should explain how to play the guessing game with show a video recorder.
- b. The teacher should more pay attention to the students that choose to quiet and did not join the game. Ask them to come up, and guide them. So that they will be more confident.
- c. The teacher should give the students homework. Ask them to find 5 until 10 new vocabulary from song. If the students did not do the homework, give them a punishment.
- d. The teacher should give the students a task to find a song lyric. And ask them to come up and practice it in front of the class.

## 3. For the School

The school should provide some media (LCD) to support the students in learning English.

*Appendix 1*

<b>No</b>	<b>Name of Students'</b>	<b>Male/Female</b>
1	ADINDA AYU SAPUTRI	Female
2	ADYA MAHARANI	Female
3	AHMAD FEBRIANTO	Male
4	AHMAD SUPRIAN	Male
5	AMBAR WATI	Female
6	ANDRE ASMARA	Male
7	DIAZ FARANDHY AJI	Male
8	ENDANG SETIAWATI	Female
9	FERY ADI HARTONO	Male
10	FIRDAUS	Male
11	GALUH	Male
12	INORA IRAWAN	Male
13	ISMA DEWI	Female
14	IQBAL MUHININ	Male
15	JECKY MAULANA	Male
16	M. ANDIKA	Male
17	M. ARROHMAN	Male
18	M. EDO FEBRIANSYAH	Male
19	M. RISKY TANUJAYA	Male
20	MARLIN KURNIA PUTRI	Female
21	NENENG SUPRPTI	Female
22	NUR FULAD HASYIM	Male
23	PENI IRWANSYAH	Male
24	RAHMAT	Male
25	SAMSUL HIDAYAT	Male
26	SHERLY ADELYA SYAHNI	Female
27	SITI KHOLIFATUN HIDAYAH	Female
28	SITI NURANIAH	Female
29	SRI WINENGSIH	Female
30	WINDI LESTARI	Female

*Appendix 2*

**Observation Sheet (based on guessing game in the classroom)  
The application of Procedure (First Meeting)**

No	Activities	Yes	No	Note/Explanation
1	Divide the whole class into group and the number of students' in each group is defend the condition of the students in the class,	√		The teacher make 4 groups in this class, every groups consist of 8 until 7 students. Every group has one volunteer come up.
2	By using pictures of popular characters, call one student away from group	√		The teacher uses superhero pictures like Avanger (Black Widow, Hulk, Iron-man, Thor and Captain America). And teacher asks the volunteer from each group to come up.
3	Show the student a card (make sure that the students recognizes the individual on the card) and then stand in front of the class and his/her classmate from all group ask the questions in order to guess who the individual is.	√		The teacher gives the card/picture to the all volunteer that was come up. One volunteer one card/picture. The student that raised their hand and guesses the object correctly wins 2 point for their team.
4	Student may as questions such as: a) Are you male or female? b) Are you a real person? c) Are you a child or an adult? And so on	√		The students asked the physical appearance (gender, part of body) from superhero. The volunteer are just only allowed to talk yes or no
5	Each team will then rotate asking questions to their teammate who is standing at the front of the classroom. They will continue to ask questions until one of the teams has correctly guessed their respective word.	√		The students from each group had gave chance to guess and ask questions, one students only have 2 chances to ask/guess. Only 1 volunteer until the object had guessed, and change to another volunteer.
6	The winning team will get two options: They can make the other team come to the front and sing asong in English or they can make the other team come to the front and do 20 jumping jacks.	√		Every group that can guess the object will get 2 points. The first group to reach 10 points wins the game. And the group was lost will do a punishment. They sing a song with dance.

*Appendix 3*

**Data of Problem Faced by the Students in the First Meeting**

No	Aspect	Explanation	
1	They confused about what teacher explanation	The researcher noted some of students had difficulty to understand the game.	
2	Students' only think of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignore all other functions of the words.	Some students are confused when they ask/guessed the picture,, besides they actually know the meaning of the word. They confused when say physical appearance from an object.	
3	Students' usually only acquire new vocabulary through new words in their textbook or when given by teacher during classroom lessons.	When the students guessed the object, they just say the same vocabulary that had given by teacher before game was started.	
4	Many learners do not want to take risks in applying what they have learned.	Some students were doubted to say their vocabulary, because they still afraid if they were wrong that was embarrassing. So they choose to quite.	
5	Lacks of understanding of words construction make some word are difficult (pronunciation, spelling, grammar, and meaning).	Pronunciation	Some students had difficulty in pronouncing word.
		Spelling	Sometimes the students were still wrong in spelling when the teacher ask them especially in (h, r, e, i, g).
		Grammar	The teacher did not teach about grammar in this session
		Meaning	When the teacher said in English, she must translate in bahasa Indonesia because many students cannot understand the meaning.

*Appendix 4*

**Observation Sheet (based on guessing game in the classroom)  
The application of Procedure (Second Meeting)**

No	Activities	Yes	No	Note/Explanation
1	Divide the whole class into group and the number of students' in each group is defend the condition of the students in the class,	√		The teacher make 4 groups in this class, every groups consist of 8 until 7 students. Every group has one volunteer come up.
2	By using pictures of popular characters, call one student away from group	√		The teacher uses actress and singer Hollywood (Taylor Swift, Bruno Mars, Brad Pitt, and Angelina Jolie). And teacher asks the volunteer from each group to come up.
3	Show the student a card (make sure that the students recognizes the individual on the card) and then stand in front of the class and his/her classmate from all group ask the questions in order to guess who the individual is.	√		The teacher gives the card/picture to the all volunteer that was come up. One volunteer one card/picture. The student that raised their hand and guesses the object correctly wins 2 point for their team.
4	Student may as questions such as: d) Are you male or female? e) Are you a real person? f) Are you a child or an adult? And so on	√		The students asked the physical appearance (gender, part of body) from superhero. The volunteer are just only allowed to talk yes or no
5	Each team will then rotate asking questions to their teammate who is standing at the front of the classroom. They will continue to ask questions until one of the teams has correctly guessed their respective word.	√		The students from each group had gave chance to guess and ask questions, one students only have 2 chances to ask/guess. Only 1 volunteer until the object had guessed, and change to another volunteer.
6	The winning team will get two options: They can make the other team come to the front and sing asong in English or they can make the other team come to the front and do 20 jumping jacks.	√		Every group that can guess the object will get 2 points. The first group to reach 10 points wins the game. And the group was lost will do a punishment. They sing a song with dance.

*Appendix 5*

**Data of Problem Faced by the Students in the Second Meeting**

<b>No</b>	<b>Aspect</b>	<b>Explanation</b>	
1	They confused about what teacher explanation	The researcher noted that almost all students understand the game.	
2	Students' only think of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignore all other functions of the words.	Some students were almost understood when they ask/guessed the picture, besides they actually know the meaning of the word. They confused when say physical appearance from an object.	
3	Students' usually only acquire new vocabulary through new words in their textbook or when given by teacher during classroom lessons.	When the students guessed the object, they just say the same vocab that had given by teacher before game was started.	
4	Many learners do not want to take risks in applying what they have learned.	Some students were still doubted but not too much as the first meeting, the researcher noted that the students had some confident. But some students So they choose to quite.	
5	Lacks of understanding of words construction make some word are difficult (pronunciation, spelling, grammar, and meaning).	Pronunciation	Some students had difficulty in pronouncing word.
		Spelling	Sometimes the students were still wrong in spelling when the teacher ask them especially in (h, r, e, i, g).
		Grammar	The teacher did not teach about grammar in this session
		Meaning	When the teacher said in English, she must translate in bahasa Indonesia because many students can not understand the meaning.

*Appendix 6*

**INTERVIEW WITH THE STUDENTS**

Date/day :  
Name :  
Q : QUESTION  
A : ANSWER

1. Q: Jika guru memberikan penjelasan tentang vocabulary menggunakan guessing game apakah kamu bisa lebih mudah memahaminya?

A:

2. Q: Apakah belajar bahasa Inggris menggunakan permainan guessing game membuat kamu menjadi bersemangat dan lebih termotivasi?

A:

3. Q: apakah kamu menyukai cara belajar vocabulary menggunakan permainan guessing game?

A:

4. Q: Apakah kamu sering menggunakan kosa kata yang telah kamu pelajari saat sedang belajar bahasa inggris?

A:

5. Q; Selama belajar bahasa Inggris menggunakan permainan guessing game, apakah kamu mengalami kesulitan seperti pengucapan, pengejaan, arti, serta tata bahasa. Atau kamu memiliki masalah lainnya?

A:

6. Q: manfaat apa yang kamu dapatkan dari belajar bahasa inggris menggunakan permainan guessing game?

A:





4. Dengan belajar bahasa Inggris melalui bantuan “guessing game” apakah kamu mendapatkan lebih banyak tambahan kosa kata bahasa Inggris?
- A. Ya                      B. Tidak                      C. Kadang-kadang
5. Dengan adanya belajar bahasa Inggris dengan menggunakan guessing game apakah kamu menjadi lebih termotivasi untuk mencari kosa kata baru?
- A. Ya                      B. Tidak                      C. Kadang-kadang
6. Apakah kamu sering menggunakan kosa kata yang telah kamu ketahui (membuat sebuah kalimat atau berbicara) pada saat belajar bahasa Inggris dengan menggunakan permainan guessing game?
- A. Ya                      B. Tidak                      C. Kadang-kadang
7. Apakah kamu memiliki kesulitan pronounciation (pengucapan) dalam belajar bahasa Inggris dengan menggunakan permainan guessing game?
- A. Ya                      B. Tidak                      C. Kadang-kadang
8. Apakah kamu memiliki kesulitan spelling (ejaan) dalam belajar bahasa Inggris dengan menggunakan permainan guessing game?
- A. Ya                      B. Tidak                      C. Kadang-kadang
9. Apakah kamu merasa kesulitan dalam mendefinisikan (mengartikan) sebuah kosakata baru, dalam belajar bahasa Inggris dengan menggunakan permainan guessing game?
- A. Ya                      B. Tidak                      C. Kadang-kadang
- 