

THESIS

**THE EFFECT OF GUESSING WORD GAME ON STUDENTS' VOCABULARY
ACHIEVEMENT AT MTsN LIMA PULUH**

*Submitted to Faculty of Tarbiyah and Teachers Training UIN SU as a Partial
Fulfillment of The Requirements for S1 Degree*

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Demikian kami sampaikan atas, perhatian saudara kami ucapkan terimakasih
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ABSTRACT

This research was aimed to find out the effect of Guessing word game on students' vocabulary achievement. It was conducted by using experimental research design. The population of this study was the students of MTsN Lima Puluh. This study was conducted with two randomized groups namely experimental group and control group. The experimental group was taught by using Guessing word game, while the control group was taught by using conventional method. The data was analyzed by using t-test formula. The analysis showed that the mean scores of the students in the experimental group was significantly higher than the mean scores of the students in the control group at the level of significant $\alpha= 0.05$ with the degree of freedom (*df*) 30 with t-observed value 5,635 > t-table value 2, 00. Therefore, null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. The findings indicated that using Guessing word game significantly affected the students' vocabulary achievement.

Keywords: *Guessing word game, Students' vocabulary achievement.*

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CHAPTER I

INTRODUCTION

1.1 Background of The Study

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

Teaching vocabulary is the one important aspect of English in learning process. 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.

When students improve their vocabularies, they feel smarter. They find themselves understanding more of what they read and they hear. They find it easier to express themselves because they have a better command of their language. They feel more powerful because, indeed, they are more powerful.

In fact, it is often found that the students learn English as a foreign language still face a lot of difficulties in mastering the language due to the lack of vocabulary and this situation makes them lazy to study English. They feel like they just use the same words over and over again in their writing, they don't like to read on their own because they don't understand lots of the words in the book, they often not

able to find the right word to describe something, they had questions about a lot of word meanings in a grade appropriate text, they are not able to make connections among words in various text, they were not able to hear the English words from speakers.

Based on the problem above, So I choose Guessing Word Game as a technique to improve students in learning vocabulary. To make the students fun in studying, and make them be easy to improve their English especially in mastering vocabulary and guessing word game will help the students obtain vocabulary and memorizing the words which have already introduced by teacher.

One of the technique that can be use to solve the problem in teaching Vocabulary by using games. Games will make the students fun in studying because they will enjoy to study and to attract students motivation to follow the teaching and learning process. Games will help the students to improve their motivation in learning English, so they will be more serious to learn.

Guessing word game is one of some game in teaching technique. 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. Guess the object is students guess vocabulary items from the definitions. The game will make the students trying to guess the words that wanted. It will make them to be more memorizing the words which have introduced. Guessing word game will improve the students' motivation in learning English and will improve their vocabularies. Therefore based on the above facts, the researcher is very motivated to improve the students' vocabularies of the second grade students of MTsN LIMA PULUH.

1.2 The Problem of The Study

In relation to the background of the study, a research problem is formulated in the form question as:

1. What is the effect of students' achievement on vocabulary by guessing word game?
2. Is there any effect of students' achievement on vocabulary by guessing word game?

1.3 The Objective of The Study

The present study intends to find out the effect of vocabulary achievement of Second grade students MTsN LIMA PULUH in studying vocabulary by using guessing word game.

1.4 The Significance of The Study

1. Theoretically, the finding of the presents study are hopped to give addition of information in teaching technique to improve the students' vocabulary achievement and to enrich the knowledge about the implementation of guessing game.
2. Practically, the finding of the present investigation are intended to improve the students' achievement in English vocabulary through guessing game, and they are expected to be more motivated in studying English.

1.5 The Scope of The Study

There are many kinds of technique in teaching English, and the researcher is very interested in conducting study that focuses on guessing word game in teaching vocabulary of Second grade students of MTsN LIMA PULUH.

1.6 Definition of The Key Terms

There are three terms, which need to be operationally defined so as to avoid miss understanding on the part of the readers, they are provided as follows:

1. Vocabulary

Vocabulary is the teaching material that will be taught to the students by the researcher according to the topics. It is best to teach by giving illustration of the meaning of the words. Vocabulary is knowledge the meaning of words that learnt by students at school. Vocabulary is a list of words that used to distribute communication with other people.

2. 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. In teaching vocabulary the students have to guess the words that wanted. It can make the students memorizing the words which have already introduced by teacher.

3. MTsN LIMA PULUH.

MTsN LIMA PULUH is the junior high school where the subject of study is conducted in Jl. Besar Medan, Kec. Lima Puluh, Kab. Batu Bara

1.7 The Previous Study

This research is similar to the previous research that have conducted by Eka Wati on the title: Improving Students' Vocabulary Achievement Through Riddle Game at SMP 1 Tanjung Pura, whereas my research title: The Effect of Guessing Word Game on Students' Vocabulary Achievement at MTsN LIMA PULUH. The differences are only in Variable X and the location of the study. Her variable X is Riddle Game while my variable X is Guessing Word Game and She conducted the research in SMP 1 Tanjung Pura and I conduct this research in MTsN LIMA PULUH.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theory of Vocabulary

Vocabulary study is a list or set of words for particular language or a list or set of words that individual speakers of language might use.¹ Helping students improve their vocabularies is a project with enormous benefits. When students improve their vocabularies, they feel smarter. They find themselves understanding more of what they read and what they hear. They find it easier to express themselves because they have a better command of their language. They feel more powerful because, indeed, they are more powerful.²

Experienced teachers of English as a second language know very well how important vocabulary is. They know students must learn thousands of words that speakers and writers of English use.

When we think about vocabulary, we become aware of five facts :³

1. Foreign words for familiar objects and persons are important to teach, but we cannot expect most members of the class to learn them easily.

¹ Evelyn Hatch and Cheryl Brown,(1995) *Vocabulary, Semantics, and Language Education*,Cambridge: Cambridge University Press, p.1

² Amy Rider,(2003) *The Amazingly Sensible Approach to Teaching Vocabulary*, cottonwood press: p.5

³ Virginia French Allen,(1983) *Techniques in teaching vocabulary*, Oxford university press: p.9

2. Teaching such words will require special skills because students often feel their native-language words for familiar objects and persons are all they really need.
3. Students are very likely to feel that foreign words for familiar objects are not really needed when the foreign language is not used for communication outside the language class.
4. When a student feels no real need to learn something, a feeling of need must be created by the teacher.
5. To create in students' minds a sense of personal need for a foreign word, it is not enough to say, "Here is a word to learn." "Here is what the word means." "The word will be useful to you some day."

Allah SWT has given us ability to do everything even to communicate especially in developing vocabulary. He says in the words in surah Al-Baqarah in the 31-33 verse :⁴

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾ قَالُوا سُبْحٰنَكَ لَا عِلْمَ لَنَا بِأَلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ ﴿٣٢﴾ قَالَ يَقَادِمُ أَنْبِئَهُمْ بِأَسْمَائِهِمْ فَلَمَّا أَنْبَأَهُمْ بِأَسْمَائِهِمْ قَالَ أَلَمْ أَقُلْ لَكُمْ إِنِّي أَعْلَمُ غَيْبَ السَّمٰوٰتِ وَالْأَرْضِ وَأَعْلَمُ مَا تُبْدُونَ وَمَا كُنْتُمْ تَكْتُمُونَ ﴿٣٣﴾

It means : 31. and He taught Adam All the names (of everything) , Then He showed them to the angels and said, "Tell Me the names of These if You are truthful."

⁴ Muhammad Shohib,(2007) *The Meaning of The Holy Qur'an*. 9th Edition Belville, Maryland: Amana publications. P.6

32. *they (angels) said: "Glory be to you, we have no knowledge except what You have taught us. Verily, it is you, the All-Knower, the All-Wise."*

33. *He said: "O Adam! Inform them of their names," and when He had informed them of their names, He said: "Did I not tell You that I know the Ghaib (unseen) In the heavens and the earth, and I know what You reveal and what You have been concealing?"*

2.2 The Important of Vocabulary

Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This is how the linguist David Wilkins summed up the importance of vocabulary learning. It means that vocabulary is very important in communication. We cannot communicate with others in a certain language if we do not know much words of the language . His viewed is echoed in this advice to students from a recent coursebook (Dellar H and Hocking D, Innovations, LTP): "If you spend most of your time studying grammar, your english will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!"⁵

Most learners, too acknowledge the importance of vocabulary acquisition. Here are some statements made by learners, in answer to the question *How would you like to improve your English?*

a. Oral is my weakness and I can't speak a fluent sentence in English.

Sometimes, I am lack of useful vocabularies to express my opinions.

⁵ Scott Thornburry,(2002) *How to teach vocabulary*, Pearson education limited:p.13

- b. My problem is that I forget the words soon after I have looked in the dictionary. For example when I read a English book.
- c. I would like to improve my vocabulary. I have the feeling that I always use the same idiomatic expressions to express different sort of things.
- d. I'd like to enlarge my vocabulary. Too often my speaking is hard caused by missing words.

English vocabulary has a remarkable range, flexibility and adaptability.⁶ However, vocabulary teaching has not always been very responsive to such problems, and teachers have not fully recognised the tremendous communicative advantage in developing an extensive vocabulary. For a long time teaching approaches such as the Direct Method and audiolingualism gave greater priority to the teaching of grammatical structures. In order not to distract from the learning of these structures, the number of words introduced such courses was kept fairly low.

There are various why we remember some words better than others: the nature of the words themselves, under what circumstances they are learnt, the method of teaching and so on. The following is an interesting way to examine some of these factors. It is actually a memory experiment, involving the recall of as many items as possible on a learned list. Obviously, we do not usually do this

⁶ Michale McCarthy and Felicity O'Dell,(1994) *English Vocabulary in Use*, Cambridge: Cambridge University Press, p. 2

in the classroom, but its results have clear relevance for conventional vocabulary learning and teaching.⁷

The advent of the communicative approach in the 1970s set the stage for a major re-think of the role of vocabulary. The communicative value of a core vocabulary has always been recognised, particularly by tourists. A phrase book or dictionary provides more communicative mileage than a grammar in the short term at least. Recognition of meaning-making potential of words meant that vocabulary became a learning objective in its own right. In 1984, for example in the introduction to their *Cambridge English Course*, Swan and Walter wrote that Vocabulary acquisition is the largest and most important task facing the language learner. Coursebooks began to include activities that specifically targeted vocabulary.⁸

We have been talking about the importance of having an extensive vocabulary that is, knowing lots of words. But what does it mean to know a word? At the most basic level, knowing a word involves knowing:

- Its form, and
- Its meaning

Knowing a word is one thing. But how is that knowledge acquired? In learning their first language the first words that children learn are typically those used for labelling that is, mapping words on to concepts. So that the concept, for

⁷ Penny Ur,(2003) *A course in Language Teaching Practice and Theory*. Cambridge: University Press, P. 64

⁸ Scott Thornburry, *Ibid.*, p.14

example of dog has a name, dog. Or doggie. But not all four legged animals are dogs: some may be cats, so the child then has to learn how far to extend the concept of dog, so as not include cats, but to include other people's dogs, toy dogs, and even pictures of dogs. In other words, acquiring a vocabulary requires not only labelling but categorising skills. Finally, the child needs to realise that common words like *apple* and *dog* can be replaced by superordinate terms like *fruit* and *animal*.⁹

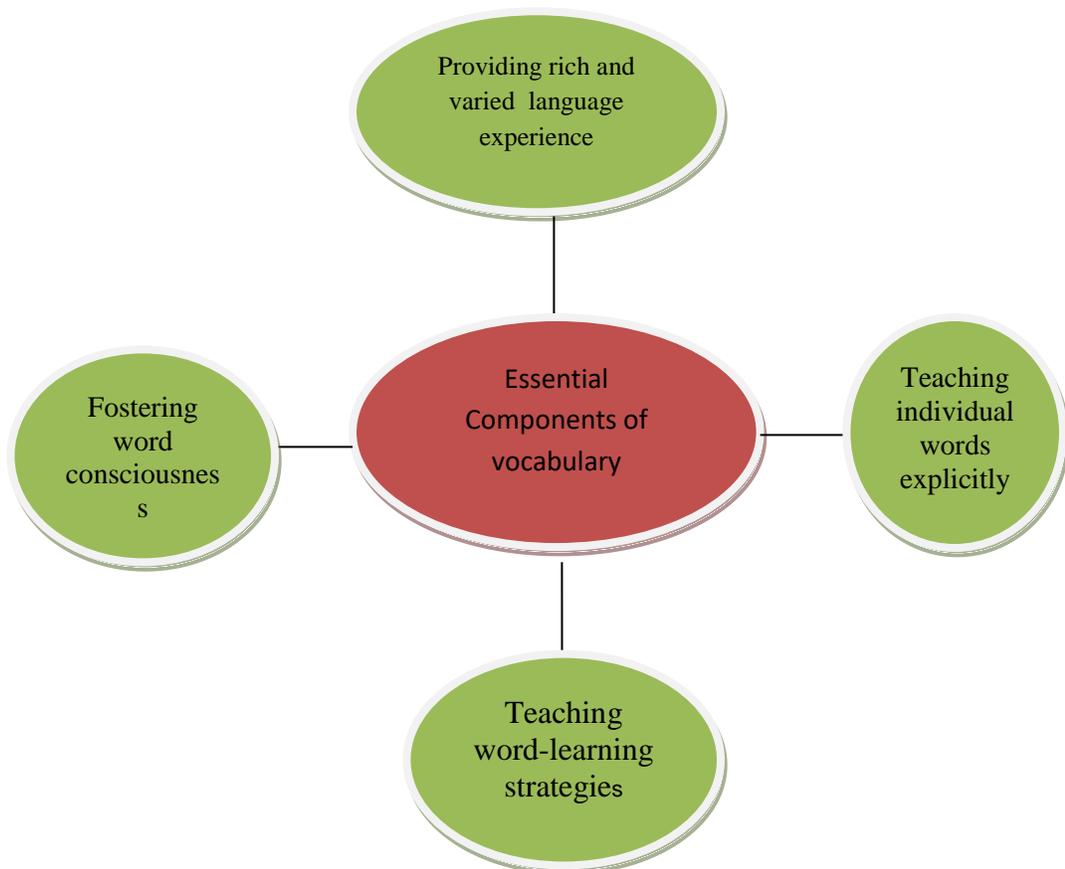
A further major difference between first and second language vocabulary learning is in the potential size of the lexicon in each case. An educated native speaker will probably have a vocabulary of around 20,000 words (or more accurately, 20,000 word families). This is the result of adding about a thousand words a year to the 5,000 he or she acquired by the age of five.

There are four essential components of vocabulary instruction listed below. For each component, there are specific strategies to enable students to increase their vocabulary (see Figure 1).¹⁰

⁹ Scott Thornburry, Op.Cit., p.18

¹⁰ Susan Hanson and Jennifer F.M. Padua, *Teaching Vocabulary Explicitly*, (U.S. Department of Education's Institute of Education Sciences (IES), p.8

Table 2.1



1. Providing Rich and Varied Language Experiences

According to research, students' vocabulary increases when they are exposed to new words through various language experiences, such as reading aloud, independent reading, and oral discussions (Graves, 2006). In addition, when students are exposed to a wide variety of reading genres, from biographies to fairy tales to how-to books, they learn different types of vocabulary. students need to

spend time reading books and having books read to them. Several researchers have concluded that reading aloud has the potential to significantly increase children's vocabularies.¹¹

2. Fostering word consciousness

The next component of promoting vocabulary development is fostering word consciousness. Word consciousness can be thought of as “an awareness of, and interest in words, and their meanings”. Teachers can increase students' vocabulary by helping them develop word conscious behaviors such as showing strong interest in words, noticing words, and learning new words. Personal interest and excitement in new words can be contagious. Encouraging students to be word conscious helps them to become lifelong learners of new words. Ways to foster word consciousness include playing word games, telling tongue twisters or jokes, and highlighting interesting words found in the texts.

3. Teaching Individual Words Explicitly

In addition to learning vocabulary indirectly through various reading and writing activities, students benefit from direct and explicit teaching of individual words (Graves, 2006). Although students will learn many words from the various classroom language experiences, explicit instruction of carefully selected words is needed for students to understand content-specific texts. Through the direct

¹¹ Susan Hanson and Jennifer F.M. Padua, *ibid.*, p.9

teaching of key words, students acquire the in-depth knowledge they need in order to understand the meaning of words they will encounter while reading.¹²

4. Teaching word-learning strategies

Word learning strategies are the tools students can use to figure out the meaning of unfamiliar words and increase their word knowledge. Direct teaching of word-learning strategies can help students become better independent words.

The following are effective wordlearning strategies:

- Identifying and using context clues
- Knowing how to use word-part information
- Using a dictionary accurately

2.3 Measuring Vocabulary

A great deal of vocabulary research involves measurement of lexical items in one way or another. This means that vocabulary researchers must be able to choose or design measurement instruments or procedures which validly and accurately describe the aspects of vocabulary being explored. This section will discuss a number of measurement issues specifically related to vocabulary. It will start with some general issues which need to be considered.¹³ In discussing vocabulary measurement, it is useful to first explore ways in which the various measurements' formats differ. Tests which focus specifically on vocabulary

¹² Susan Hanson and Jennifer F.M. Padua, Op.Cit.,p.11

¹³ Norbert Schmitt,(2010) *Researching Vocabulary: a Vocabulary Research Manual*, London: Palgrave Macmillan, p.173

knowledge are likely to be *discrete* in the sense that particular lexical items are highlighted.

However, vocabulary measures can be a component of measures of broader linguistic proficiency, and in this case, the test would be *embedded*. Receptive vocabulary measures are almost always *selective*, because the test writer needs to select the lexical items to measure, determine their characteristics, and then write test items for them. On the other hand, a measure of the complete vocabulary output of learners' speaking or writing production would be *comprehensive*. If this is 'free' output, it poses difficulties for the tester, as there is no way to know in advance exactly what the produced vocabulary will be. In terms of context, vocabulary items can range from completely *context-independent* (e.g. an L2-L1 translation task), to completely *contextdependent* (e.g. define the target word according to the meaning sense used in Passage X). Context-dependent formats will obviously provide a better way of tapping into the 'contextualized' facets of word knowledge like collocation and register.¹⁴

2.4 Principles in Learning and Teaching Vocabulary

Teaching is what we do, in lectures, classes, seminars, workshops, tutorials, by telephone, in teaching texts, websites, online. We study literary texts and movements, theoretical and critical works, performances and so forth, and

¹⁴ Norbert Schmitt, *Ibid.*, p.173-174

analyse and discuss them with our students; we try to help our students become better at expressing their ideas and feelings.¹⁵

There are four main sources vocabulary that can be used by the teacher in the class;

- a. Through the course book. This will include the written and spoken texts, activities for the presentation and practice of grammatical structures, testing exercises, and so on.
- b. Through supplementary materials (not designed specifically for vocabulary development) provided by the educational institution or selected by the teacher himself.
- c. Through the students. A wide range of unanticipated and unpredictable items will inevitably surface from students enquiries, queries, and errors.
- d. Through specific vocabulary activities designed by the teacher for his particular group of students.¹⁶

2.4.1 Grouping of Items of Vocabulary

Since vocabulary consists of a series of interrelating systems and is not just a random collection of items, there seems to be a clear case for presenting items to a student in a systematised manner which will both illustrate the organised nature of vocabulary and at the same time enable him to internalise the items in a coherent way.

¹⁵ Ellie Chambers & Marshall Gregory,(2006) *Teaching & Learning English Literature*, British:SAGE Publications, p.40

¹⁶ Ruth Gairns and Stuart Redman,(2003) *Working with Words*, Cambridge: Cambridge University Press,P. 54

Semantics fields, or as they are commonly called in pedagogical terms, lexical sets, are made up of sets of semantically similar items. These fields may range from very broad categories, such as life and living things' to smaller areas such as "kinds of man" (e.g. man, gentleman, fellow) or 'kinship relations' (e.g. son, daughter, and clearly the same item will occur in different fields). 'Man' may occur in a semantic field with types of mammal or types of servant or human gender. Lexical sets, for example form useful 'building blocks' and can be revised and expanded as students progress they often provide a clear context for practice as well.

The groupings below consist of different types of semantic field as well as phonological and grammatical sets. Clearly, some grouping are more appropriate at certain levels than at others.¹⁷

2.4 Four Problems with Teaching Word Meanings

One would think that the problem of teaching word meanings is a simple one just determine what words need to be learned and teach them to children as efficiently as possible. There are, however, four problems with this approach:

1. The sheer number of words that children need to be learn.

Achieving thorough vocabulary knowledge is a goal that may never be reached, even by intelligent adults. Even though we, as educated adults, know

¹⁷ Ruth Gairns and Stuart Redman, *ibid.*, p.69

thousands of words, there are always words that we see or hear that we do not know. A few years ago, as an example, I was reading *Newsweek* and encountered the word *quotidian*. This is a word that I did not know, and I was surprised to see it in a mass-market magazine. Since then, however, I have come across *quotidian* numerous times. Estimates of how many words are in the English language vary. English is promiscuous in the way that it adds words and takes words from sources such as other languages, slang, and compounding. Of course, neither children nor adults need to know all of these words, but they are out there to be learned and used.¹⁸

A more reasonable estimate for the number of words that children need to know is that of Nagy and Anderson (1984), who estimated that the number of different word families found in the books that children read from Grades 1 through 12 is approximately 87,000. Of course, many of these words appear only once and readers may not have to know them to understand what they read. Forty-five thousand is still a great many words to learn. If it is assumed that a child enters Grade 1 knowing roughly 6,000 different words, the child needs to learn 39,000 additional words or so over the next 12 years. That's about 3,000 new words per year. Three thousand new words a year means that the child must learn roughly 10 new words each *day*. But although this may sound like an

¹⁸ Elfrieda H. Hiebert and Michael L. Kamil,(2005) *Teaching and Learning Vocabulary Bringing Research to Practice*,USA: Lawrence Erlbaum Associates, Inc., Publishers, p. 96

impossible goal to achieve, research suggests that the average child *does* learn roughly 3,000 words per year (White, Graves, & Slater, 1990).

2. The gap in levels of word knowledge among children.

If we accept that children must learn 10 words a day to make normal progress in vocabulary development, we then need to find ways to facilitate this learning. Clearly, 10 words a day is more than can be taught directly. Typically, I have observed teachers directly teaching 10 to 12 words per *week*, but never that many per day, at least not successfully. Although direct teaching of specific words is effective in improving comprehension (National Reading Panel, 2000; Stahl & Fairbanks, 1986), the large number of words that average children must learn cannot be acquired in any way other than from seeing words in context—that is, from wide reading (Stahl, 1991).¹⁹

The widening gap in word learning between children who have reading problems and normally achieving children is an important result of reading problems. Because children with reading problems tend to have smaller vocabularies (mainly through a lack of exposure to words in challenging books rather than through differences in abilities), they often have difficulty understanding and participating in class discussions of reading selections that contain challenging words.

3. The gap in levels of word knowledge begins even before children enter school.

¹⁹ Elfrieda H. Hiebert and Michael L. Kamil Ibid., p.98

The word-learning gap may begin before children enter school. Although children may have sufficient vocabulary to communicate well at home and in their immediate neighborhoods, the "academic" vocabulary they encounter when they start school can be as unfamiliar as a foreign language.²⁰ In a widely cited study, Hart and Risley found that children from advantaged homes (i.e., children of professionals) had receptive vocabularies as much as five times larger than children from welfare homes. They found that children in welfare homes had fewer words spoken to them, with more words spoken in imperative sentences (e.g., "Turn off the TV.") and fewer in descriptive or elaborative sentences ("Look at the yellow daffodils starting to bloom over by the door."). These early differences in vocabulary knowledge can influence children's reading throughout the elementary years—and beyond.

4. Traditional vocabulary instruction

At issue, then, is not whether to provide instruction, but how best to do so. As others in this book note, vocabulary instruction traditionally has consisted of minimal instruction involving memorization of definitions, instruction that was not very effective. I maintain that, instead, vocabulary instruction should be part of the fabric of the classroom—an integral part of all instruction. All of these approaches view word learning as a part of a knowledge curriculum; that is, as an

²⁰ Elfrieda H. Hiebert and Michael L. Kamil, *Op.Cit.*, p.99

"instructional conversation" (Saunders & Goldenberg, 1999) in which words are embedded, rather than taught as isolated factoids.

From this historical perspective we are also able to see that the concerns that have prompted modern method innovations were similar to those that have always been at the center of discussions on how to teach foreign languages. Changes in language reaching methods throughout history have reflected recognition of changes in the kind of proficiency learners need, such as a move toward oral proficiency rather than reading comprehension as the goal of language study; they have also reflected changes theories of the nature of language and of language learning.²¹

2.4 Guessing Game

Game is mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.²² Guessing game is a simply game that can be applied in the class. This game is played by several group in the class. Allen's said that Guessing game can be applied in the class in intermediate school. There are some rules in Guessing game. We can choose and adjust depend on the material and situation in the class. One such game is conducted as follows:

²¹ Jack C. Richards and Theodore S. Rodgers,(1986) *Approaches and Methods In Language Teaching*, United States of America: Cambridge University Press, p.1

²² Andrew Wright, David Betteridge and Michael Buckby,(2006) *Games for Language Learning*, (United Kingdom: Cambridge University Press, p. 1

1. Four students are asked to come to the front of the classroom. One of them is selected to draw a slip from a box which contains words related to many different categories.
2. The student who has drawn a slip from a box which contains words related to many different categories.
3. The other members of the class try to guess the word on the slip which has been drawn from the box. They take turns asking first about the category, “is it a word for food? For furniture? For transportation?” The four students who have seen the slip take turns answering “No, it isn’t” until the right category has been guessed.
4. After the correct category has been discovered (transportation, for instance) members of the class continue to ask Yes/No questions: “Is the word bus? Is it taxi? Is it train?”
5. The one whose guess is correct may draw a slip from the box the next time the game is played.²³

Games are helpful because they can make students feel that certain words are important and necessary, because without those words, the object of the game can not be achieved. Guessing game, for example create conditions in which the use of the target language is necessary for leading the players to the correct guess.

²³ Allen.,Ibid p.10

2.5 Guessing Game Teaching Technique

As a teacher we have to be able to choose good technique to teach students especially in teaching vocabulary. We have to be able to make the activities which can make students improve their vocabulary. Wilga Rivers in Thornbury states that vocabulary cannot be taught. It can be presented, explained, included in all kinds of activities, and experienced in all manner of associations but ultimately it is learned by the individual. As language teacher, we must arouse interest in words and certain excitement in personal development in this area. We can help our students by giving ideas on how to learn to them, but each will finally learn a very personal selection of items, organized into relationships in an individual way.²⁴

Knowing the importance of vocabulary, English teacher must be aware of the significance in applying an appropriate teaching technique. One of the techniques in teaching vocabulary is through games. For instance, when practicing games in teaching vocabulary. Many advantages have been proven from the English teaching technique through games to help the learners obtain vocabulary. For example, the students will find different situation in the class, so it will break down the monotonous situation.²⁵

Playing game in teaching vocabulary is very important because teaching through game can create a fun situation and of course can increase

²⁴ Scott Thornbury, *op.cit.*, p.144

²⁵ Mazidatuz Zahro, Bambang Suharjito, Sudarsono, *The Effect of Guessing Games on The Eight Year Students' Vocabulary Achievement at SMPN 03 Balung Jember*, ©Pancaran, Vol. 2, No. 3, hal 115-124, Agustus 2013

students' motivation. Game not only helps the students to encourage them in learning but also can help the teacher to create useful and meaningful context.

Games help and encourage many learners to sustain their interest and work. 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. In addition Huyen and Nga (2003) said that games are seen as a time-filling activity in most English classrooms. They believed that games are just for fun and they have effect in teaching and learning. The students' interest and motivation can be improved under teaching vocabulary with game. They will be enthusiastic in memorizing new words.

In order to optimize the use of games in teaching and learning process, a teacher must consider what kind of game that will be used and teacher must select the games which are appropriate. Some advice to choose game in teaching and learning language: ²⁶

- a. Games should be regarded as supplementary activities. The whole syllabus should not be based on games only-even for young learners.
- b. When choosing a game, the teacher should be careful to find appropriate one for the class in the term of language and type of participation.

²⁶ Mazidatuz Zahro, Bambang Suharjito, Sudarsono Ibid., P. 118

c. Once the game has begun, the teacher should not interrupt to correct mistakes in language use.

d. The teacher should not compel an individual to participate. Some learners may not want to participate due to personal reasons. Forcing students to participate usually does not have successful results.

e. A game which looks wonderful on the paper may not work in the actual classroom setting. If it is tiring or boring, it should be stopped.

f. Give clear instruction. Unless the learners know what he is expected to do and how to do it, the aim cannot be achieved, and the game cannot be played.

Based on the explanation above, it can be concluded that the teacher should choose the appropriate game for teaching and learning English, particularly the vocabulary. The game must be more than just fun and it is not tiring and discouraging. Besides that, the teacher must give the instruction and explain to the students how to play the game. Make sure that all the students will be willing to participate in the game without being forced.²⁷

2.7 The Hypothesis of The Study

This study is to answer such a question “is there any significant difference between the students’ vocabulary achievement through guessing game activity and without guessing game activity? To get the answer the

²⁷ Mazidatuz Zahro, Bambang Suharjito, Sudarsono, Op.Cit., p. 119

writer proposes Null Hypothesis (Ho) and Alternative hypothesis (Ha) as below:

1. Null hypothesis (Ho): there is no significant difference between the students' vocabulary achievement through guessing game activity and without guessing game activity to the Second grade students of MTsN LIMA PULUH.
2. Alternative hypothesis (Ha): there is significant difference between students' vocabulary achievement through guessing game activity and without guessing game activity to the second grade students of MTsN LIMA PULUH.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Place Time and Study

This research took place at MTsN LIMA PULUH. Jl. Besar Medan, Kec. Lima Puluh, Kab. Batu Bara.

3.2 Population and Sample

3.2.1 Population

Population is the generalization area which consist of object and subject that has the quantity and particular characteristics settled by the researcher to analysed and concluded the.²⁸

Based on the explanation above, the population of this research is all of the students in second grade of class in MTsN Lima Puluh. The population

²⁸ Syahrums and Salim,(2016) *Metodologi Penelitian Kuantitatif*, (Bandung: CitaPustaka Media, p. 113.

is consists of six classes which every classes is forty students. Therefore, the population of this research is 207 students.

Table 3.1
Population

No	Class	Population
1	VIII-1	30
2	VIII-2	31
3	VIII-3	40
4	VIII-4	37
5	VIII-5	38
6	VIII-6	31
	Total	207

3.2.2 Sample

A sample design is a definite plan for obtaining a sample from a given population. The writer use cluster random sampling to take the sample. The writer made some pieces of paper that contained the list of class. After that, the writer choose two of pieces of paper. From that, the writer got VIII-2 and VIII-6. The writer used two classes from the 6 class. As the sample : VIII-2 as the experimental class and VIII-6 as the control class. The control class was the class which is used a different technique and the experimental class was the class which is used treatment by guessing word game.

Table 3.2

Sample

No	Class	Students
1	VIII-2	30
2	VIII-6	30
	Total	60

3.3 Research Design

The writer use quantitative research in this study. Quantitative data analysis is a powerful research form, emanating in part from the positivist tradition. It is often associated with largescale research, but can also serve

smaller scale investigations, with case studies, action research, correlational research and experiments.²⁹ The writer use experimental study and use Pre-test and post-test design. In this research, the writer does two observations, before experiment and after experiment. The observation before experiment is called Pre-test (O1), and the observation after experiment is called Post-test (O2).³⁰ In the middle of Pre-test and Post-test, the writer gives the treatment to the class that is use guessing game activity in the class. Then, at the end of the treatment the writer administered the result of pretest and post test score to find out whether the guessing game activity effective or not in teaching vocabulary.

3.4 Instrument of Collecting Data

The instrument that the writer used for collecting data was test. The test divided into two tests, pre-test and post-test. The pre-test would give to the students before the treatment and the post-test after the treatment. There were 15 items of multiple choices in each of the test.

3.5 The Technique of Collecting Data

The techniques of collecting data used in this research are:

1. Pre-test

²⁹ Jennifer Peat,(2001)*Health Science Research*, Singapore:South Wind Productions, p.501

³⁰ Sugiyono,(2016) *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, Bandung, Alfabeta CV, p. 159

The writer will give a pre-test to the class. There are 15 items of multiple choices that consist of 5 question of synonym, 5 questions of antonym, and 5 questions of describing of words.

2. Treatment

The writer will teach vocabulary in the rest 15 minutes in every English meeting. I will deliver guessing game activity to the class in teaching vocabulary.

3. Post-test

The last step is giving post-test. It will give after the treatment will finish. The post-test is purposed to know the result of students' achievement after the students' have been given teaching/ treatment.

3.6 The Technique of Analyzing Data

To find out the differences of students' score in using guessing game, the writer used pre-test and post-test. After getting the data from pre-test and post-test, they analyzed and processed by using statistic calculation of the t-test formula. The formula is:³¹

$$t = \frac{(M_a - M_b)}{\sqrt{\left(\frac{da^2 + db^2}{N_a + N_b - 2}\right) \left(\frac{1}{N_a} + \frac{1}{N_b}\right)}}$$

t = total score

³¹ Ronald E. Walpole,(1982) *Pengantar Statistika*, Jakarta:PT Gramedia Pustaka Utama:p.289

M_a = the mean of experimental group

M_b = the mean of control group

da^2 = the standard deviation of experimental group

db^2 = the standard deviation of control group

N_a = the total sample of experimental group

N_b = the total sample of control group

3.6.1 Validity

The validity of a test refers to the degree to which what is being measured is what the researchers intended. There are a number of aspects of the validity of a measure that should be checked.³²

To find out the validity of the test we can use product moment correlation by Pearson:³³

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\}\{N(\sum Y^2) - (\sum Y)^2\}}}$$

³² David Clark-Carter, (2004) *Quantitative psychological research*, (psychological press, p. 28-29

³³ Sudjana,(2009) *Metode statistika*, Tarsito Bandung, p. 369

N = Number of samples

$\sum X$ = Score item

$\sum Y$ = Total scores

r_{xy} = Correlation coefficient

To interpret the test validity price, consult the price at the criticism price of r at product moment, $\alpha = 0.05$. If $r_{count} > r_{table}$ so the item is valid.

3.6.2 Realibility

To find out the realibility of the test, we can use Kuder Richardson-21 formula. The formula can be seen as follows:³⁴

$$r_{11} = \frac{K}{K-1} \left(1 - \frac{M(K-M)}{KS^2} \right)$$

Where :

K = The number of test items

M = Mean of the score

S = Standard deviation of the score³⁵

3.6.3 Normality Test

Normality test was held to determine whether normal or abnormal research data or research variables.

- a. The observation $X_1, X_2, X_3, \dots, X_n$ are served raw numbers $Z_1, Z_2, Z_3, \dots, Z_n$ using the formula.

³⁵ Marzuki, (2000) *Statistika Terapan*, Gadjah Mada University Press, p.299

to count of raw numbers with the formulas :

$$Z_i = \frac{X_i - \bar{X}}{SD}$$

X = Average sample

S = Standard deviation

- b. For each of these raw numbers using standard normal distribution is calculated odds $F(Z_i) = P(Z \leq Z_i)$
- c. Furthermore, in calculating the proportion that expressed by $S(Z_i)$ then :

$$S(Z_i) = \frac{\text{total of } Z_1, Z_2, \dots, Z_n \text{ which } \leq Z_n}{n}$$

- d. Calculate $F(Z_i) - S(Z_i)$ and define the absolute price
- e. Determine the largest price of the difference $F(Z_i) - S(Z_i)$ as Lo.

3.6.4 Homogeneity Test

Homogeneity Test is used to determine whether the sample variance has the same or homogeneous variance, test of homogeneity is used with the following formula :³⁶

$$F = \frac{\text{Highest varians}}{\text{lowest varians}}$$

Criteria for testing H_0 is rejected if $F \geq F_{0,05}(v_1, v_2)$ where $F_{0,05}(v_1, v_2)$ obtained from the F distribution list with a chance of $\alpha = 0,05$ and $\alpha = 0,01$, whereas the v_1 and v_2 degrees of freedom each corresponding to df numerator and denominator of the formula above.

³⁶ Sudjana, Ibid., p.149

CHAPTER IV

THE DATA AND DATA ANALYSIS

4.1 Description of The Data

This chapter discusses the data which was based on the data obtains during the process of research. As mentioned in the third chapter, the data were taken from pre-test and post-test administrated in experimental and control groups. Experimental group was taught by using guessing word game while control group was taught by using conventional strategis. The data were taken from a class which consists of 30 samples for each group.

The data was obtained by giving the multiple choice test to the students in order to know their ability in vocabulary. It was calculated by using the scores of vocabulary test in both the experimental and control group. Both experimental and control group was given multiple choice test form on the pre-test and post-test, and then, they were given the treatment.

Table 4.1

The Result of Pre-Test and Post-Test in Experimental Group

No	Initial	Pre-test	Post-test
1	AS	53	73
2	ACP	20	93
3	CR	33	93
4	COS	40	73
5	CA	53	67
6	DP	40	67
7	DS	47	87
8	DY	40	73
9	EWL	47	80
10	FY	47	60
11	IH	53	93
12	KS	60	67
13	LA	33	87
14	LK	47	93
15	MA	47	67
16	MSS	60	93
17	MR	47	73
18	NR	80	87
19	NL	33	67
20	NLS	27	80
21	PMK	53	67
22	RW	40	87
23	RPS	47	87
24	SAA	40	73
25	SN	20	87
26	SA	40	73

27	SAG	60	80
28	TL	53	93
29	WY	27	87
30	YSN	33	93
31	YS	40	80
JUMLAH		1360	2480
MEAN		43.87096774	80

From the table, it can be seen that the highest score of pre-test for experimental group was 80, while the lowest score was 20. The mean score of pre-test in experimental group was 43. The highest score of post-test was 93, while the lowest score was 60. The mean score of post-test was 80.

Table 4.2

The Result of Pre-Test and Post-Test in Control Group

N0	Initial	Pre-test	Post-test
1	AP	33	60
2	AA	47	60
3	AN	53	60
4	AS	33	60
5	AM	40	40
6	DA	27	53
7	FA	60	60
8	FAD	27	53
9	FS	47	60
10	EIP	53	53
11	IL	27	53
12	IPS	27	53
13	IM	20	53

14	MLP	73	60
15	MA	53	60
16	MP	33	53
17	MAR	47	53
18	MSM	67	60
19	MAP	47	40
20	NA	53	40
21	NTW	33	60
22	NF	67	53
23	PN	33	60
24	PR	27	47
25	RHP	13	60
26	RF	47	47
27	SD	33	53
28	SA	60	60
29	TR	33	60
30	YA	27	60
31	ZN	53	63
JUMLAH		1293	1707
MEAN		41.70967742	55.06451613

From the table, it can be seen that the highest score of pre-test of control group was 73, while the lowest score was 13. The mean of pre-test in control group was 41,7. The highest score of post-test of control group was 60, while the lowest score was 40. The mean of score of post-test on control group was 55,6.

4.2 Data Analysis

The instruments for data analysis which is multiple choice test, they are test of validity and reliability.

4.2.1 Validity Test

The validity test is calculated using the product moment formula :

$$r_{count} = \frac{N \sum X_i Y_i - \sum X_i \sum Y_i}{\sqrt{\{N \sum X_i^2 - (\sum X_i)^2\} \{N \sum Y_i^2 - (\sum Y_i)^2\}}}$$

$$r_{count} = \frac{34(354) - (25)(468)}{\sqrt{\{34(25) - 625\} \{34(6536) - 219024\}}}$$

$$r_{count} = \frac{12036 - 11700}{\sqrt{(225)(3200)}}$$

$$r_{count} = \frac{336}{848,53} = 0,396$$

Table 4.3

Finding The Validity of Data

No	r_{count}	Valid/invalid
Subject		
1	0,396	Valid
2	0,053	Invalid
3	0,380	Valid
4	0,393	Valid
5	0,379	Valid

6	0,355	Valid
7	0,469	Valid
8	0,341	Valid
9	0,410	Valid
10	0,344	Valid
11	0,354	Valid
12	-0,220	Invalid
13	-0,060	Invalid
14	-0,013	Invalid
15	-0,014	Invalid
16	0,568	Invalid
17	0,378	Invalid
18	0,381	Invalid
19	0,391	Invalid
20	0,375	Invalid

By comparing the values of R_{count} for its items to R_{table} for $N=34$ and $\alpha = 0,05$. The result is 5 items have lower score or are not significantly correlated. The items that can not use as research instrument are items number 2, 12, 13, 14, 15. The 15 questions are valid, or significantly correlated be able to use as research instrument. They stated as valid items, because $R_{\text{count}} > R_{\text{table}} (0,33)$.

4.2.2 Realibility Test

The kuder- Richardson's 21 formula is used to test the realibility of multiple choice question.

$$r_{11} = \frac{K}{K-1} \left(1 - \frac{M(K-M)}{KS^2}\right)$$

a. Variant

The Variant can be calculated as a formula :

$$S^2 = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N}$$
$$= \frac{6539 - \frac{219024}{20}}{20}$$
$$= -220,61$$

$$r_{11} = \frac{20}{20-1} \left(1 - \frac{23,4(20-23,4)}{(20)(-220,61)}\right)$$

$$r_{11} = 1,0526 \left(1 - \left(-\frac{79,56}{-4412,2}\right)\right)$$

$$r_{11} = 1,0526 \times 0,9 = 0,945$$

The result of realibility level is high category, because $r_{\text{count}} > r_{\text{table}}$ ($0,945 > 0,33$) at significance level $\alpha = 0,05$. It means that the test is reliable ($0,33 \leq 0,945 \leq 1,00$).

4.2.3 Test of Normality

Normality test is aimed to know that data result is normally distribution or not. The normality test was done by both class, experimental group and control group. Calculating the value of permanent number (Z_i) by formula:

$$Z_i = \frac{X_i - \bar{X}}{S}$$

a. Experimental Group

$$Z_1 = \frac{60 - 80}{10,38} = -1,926$$

$$Z_2 = \frac{67 - 80}{10,38} = -1,252$$

$$Z_3 = \frac{73 - 80}{10,38} = -0,674$$

$$Z_4 = \frac{80 - 80}{10,38} = 0$$

$$Z_5 = \frac{87 - 80}{10,38} = 0,674$$

$$Z_6 = \frac{93 - 80}{10,38} = 1,252$$

b. Control group

$$Z_1 = \frac{40 - 55,06}{6,537} = -2,304$$

$$Z_2 = \frac{47 - 55,06}{6,537} = -1,234$$

$$Z_3 = \frac{53 - 55,06}{6,537} = -0,316$$

$$Z_4 = \frac{60 - 55,06}{6,537} = 0,755$$

$$Z_5 = \frac{63 - 55,06}{6,537} = 0,888$$

Table 4.4

Finding the Normality of Data Distribution

No	Research sample	Data	L _{count}	L _{table}	conclusion
1	Experimental group	Post-test	0,16	0,2	Normal
2	Control grup	Post-test	0,19	0,2	Normal

The table show that data result has $L_{table} > L_{count}$, the sample of research is normal distribution.

4.2.4 Test of Homogeneity

The homogeneity test is used to test the variance of the population, using F-test two sample by formula :

$$F = \frac{\textit{Biggest Varians}}{\textit{Smallest Varians}}$$

- a. Experimental group

$$\bar{X} = 80$$

$$SD = 10,3$$

$$df = 30$$

b. Control group

$$\bar{X} = 55,064$$

$$SD = 6,5$$

$$df = 30$$

$$F_{count} = \frac{\textit{biggest varians}}{\textit{smallest varians}}$$

$$F_{count} = \frac{106,1}{42,3}$$

$$= 2,24$$

Table 4.4

Finding the Homogeneity of Data Distribution

No	Data	Research sample	F _{count}	F _{table}	Conclusion
1	Post-test	Experimental group			
		Control group	1,630	2,17	Homogeneous

The table shows the comparison between the treatment of Guessing word games and conventional method. The significance level for $\alpha = 0,05$, and $F_{count} < F_{table}$ means the samples are homogeneous.

4.3 Hypothesis Test

Having finished the data analysis above, the next step is doing hypothesis test. Hypothesis test is done to answer the statistical hypothesis that have arranged in the previews chapter before. This test is aimed to decide whether the hypothesis will be accepted if the value of the observation is higher than t_{table} at the real level $\alpha = 0,05$, or rejected if the value of t_{count} is lower than t_{table} .

Based on the analysis of the found data, it showed that both of groups those are the data of students' vocabulary achievement were taught by guessing word game (experimental class) and the data of students' vocabulary achievement that were taught by conventional method (control class) have qualified the requirements of statistical hypothesis. Those have done the normality and homogeneity test. So, to test the hypothesis in this research, it is used two average similarity test by using statistic as follow:

$$t = \frac{(M_a - M_b)}{\sqrt{\left(\frac{da^2 + db^2}{N_a + N_b - 2}\right) \left(\frac{1}{N_a} + \frac{1}{N_b}\right)}}$$

$$M_a = 36,13$$

$$M_b = 13,35$$

$$da^2 = 9157,48$$

$$db^2 = 7611,1$$

$$N_a = 31$$

$$N_b = 31$$

$$\begin{aligned}
t &= \frac{36,13 - 13,35}{\sqrt{\left(\frac{9157,48 + 7611,1}{60}\right)\left(\frac{1}{31} + \frac{1}{31}\right)}} \\
&= \frac{22,78}{\sqrt{(279,4763)(0,06452)}} \\
&= \frac{22,78}{4,246} \\
&= 5,365
\end{aligned}$$

Based on the calculation above, it can be conclude that $t_{count} > t_{table}$ or $5,365 > 2,0$. It means, H_0 is rejected and H_a is accepted ($H_a: \bar{X}_1 \neq \bar{X}_2$), which is proposed by researcher that there is the differences mean (average score) in both of sample; or in another words, there is significant effect of Guessing word game on students' Vocabulary achievement at Second Grade of MTsN Lima Puluh. In addition, Guessing word game technique is more effective to improve students' vocabulary achievement than conventional teaching method.

4.4 Research Finding

The result of this research shows that the mean score of experimental group is higher than the mean of the control group. From the data analysis, the researcher found the value of the t-observe (5,635) was higher than t-table (2,0) at the level significant $\alpha = 0,05$. It means H_a is accepted.

This indicates that the use of Guessing Word Game has significant effect on students' vocabulary achievement at second grade of MTsN Lima Puluh.

BAB V

CONCLUSION

5.1 Conclusion

Based on the result of the data analysis and discussion, the researcher concludes that the use of Guessing word game has significantly effects of students' vocabulary achievement, since the score of the students who were taught by Guessing word game is higher than using conventional method. And from the t-test calculation it was found that the t-observe is higher than t-table. Therefore, then $t\text{-observe} > t\text{-table}$ ($5,635 > 2,0$; $df= 30$, $\alpha= 0,05$). It means that the hypothesis alternative (H_a) is accepted which shows that Guessing word game technique significantly effect on students' vocabulary achievement.

5.2 Suggestion

Based on the conclusions above, the researcher gives the some suggestions:

- a. Through this research, the researcher hopes to the principal of MTsN Lima Puluah to motivate the educators especially to the English teachers, to give them the direction about the suitable English Teaching method based on the students' backward and the materials, especially the materials to improve students' ability in english vocabulary.
- b. Especially to the English teachers, in order to increase the students' language ability in vocabulary and the other materials, the researcher suggests that to use the various, suitable, and excite teaching activity.
- c. To the other researchers who want to doing research, this research finding is a material which can be developed further and deeper conform to the development of knowledge

about teaching. So, this finding research can be changed when more variables are added or when the other instruments and methods are used in the field.

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LIST OF APPENDIX

APPENDIX I : LESSON PLAN (Experimental Group)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MTsN Lima Puluh
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan) /2
Alokasi Waktu	: 2x40 Menit (2 Pertemuan)

A. Standar Kompetensi

Mendengarkan

Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar

Merespon makna dalam percakapan transaksional (to get things done dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan-kn diri sendiri/orang lain, dan memerintah atau melarang.

Indikator

Siswa mampu:

1. Memahami “Kosa kata berdasarkan teks ”
2. Memberikan respon berdasarkan “kosa kata ”

Aspek / Skill : Mendengar dan Berbicara (Vocabulary)

C. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu:

- Mengungkapkan “Asking for and Offering Something”

D. Materi Pembelajaran

Descriptive Text

TASK .2

Read the text

My School

My school is a green and beautiful school. There are so many large trees which make the air around my school become very fresh and clean. It is very large with an area around 600 m² and surrounded by high fences. Overall, it has 30 buildings consisting of 21 classrooms, 2 teacher room, a language laboratory, a Science Laboratory, Library, 2 toilets, a Multimedia room and a Hall. Those buildings are arranged to form a rectangle and surrounded field in the middle commonly used as sports place and ceremony.

When enter my school, we are greeted by billboards that written “Let’s go forward with us” in front of the gate. Beside the gates, there is a black security post. The security post is guarded by two securities. They are in charge of maintaining security in my school. Beside the security post there is a large fish pond which beautifies my school.

E. Teknik Pembelajaran : Guessing Word Game

F. Langkah-langkah Kegiatan

1. Kegiatan Pendahuluan

- _ Mengucapkan salam
- _ Greeting (mengungkapkan greeting yang berbeda, seperti *how is your life?*)
- _ Tanya jawab berbagai hal terkait kondisi siswa
- _ Memberikan motivasi dan stimulus kepada siswa

2. Kegiatan inti

Eksplorasi:

- _ Memberikan gambaran awal materi hubungannya dengan permainan *Guessing Word game* yang akan diberikan kepada siswa
- _ Guru mengarahkan siswa pada sebuah teks bacaan
- _ Guru menayakan kepada siswa tentang arti kosa kata yang ada pada teks bacaan

Elaborasi:

- _ guru menerangkan tentang “Guessing Word Game”

_ guru menggunakan Guessing word game dalam mempelajari kosa kata yang ada pada teks bacaan guru

Konfirmasi:

- _ Siswa bertanya dan berdiskusi dengan guru tentang arti kata berdasarkan teks bacaan
- _ Siswa bertanya tentang “Guessing Word Game”

2. Kegiatan Penutup

- _ Menyimpulkan materi pembelajaran
- _ Menanyakan kesulitan siswa selama proses belajar mengajar
- _ Mengakhiri pelajaran dan meminta siswa untuk memahami kembali di rumah materi yang telah di ajarkan.

G. Sumber Pembelajaran:

- o Buku Paket Bahasa Inggris kelas VIII (Semester Genap)
- o Internet

H. Penilaian

1. Rubrik penilaian

The correct answer was given 6,67 and the wrong answer was given 0 by applying this formula:

$$\frac{R}{I} \times T = S$$

Uraian	Skor
Jawaban Benar	6,67
Jawaban Salah	0

2. Instrument : Terlampir

Medan, 2017

Mengetahui

Kepala MTsN Lima Puluh

Guru Mata Pelajaran

Peneliti

H. Bakhtiar, S.Pd

Rohayati, S.Pd

Wilda Novri Anisah

APPENDIX II : LESSON PLAN (Control Group)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MTsN Lima Puluh
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan) /2
Alokasi Waktu	: 2x40 Menit (2 Pertemuan)

E. Standar Kompetensi

Mendengarkan

Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

F. Kompetensi Dasar

Merespon makna dalam percakapan transaksional (to get things done dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang.

Indikator

Siswa mampu:

1. Memahami “Kosa kata berdasarkan teks ”
2. Memberikan respon berdasarkan “kosa kata ”

Aspek / Skill : Mendengar dan Berbicara (Vocabulary)

G. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu:

- Mengungkapkan “Asking for and Offering Something”

H. Materi Pembelajaran

Descriptive Text

TASK .2

Read the text

My School

My school is a green and beautiful school. There are so many large trees which make the air around my school become very fresh and clean. It is very large with an area around 600 m² and surrounded by high fences. Overall, it has 30 buildings consisting of 21 classrooms, 2 teacher room, a language laboratory, a Science Laboratory, Library, 2 toilets, a Multimedia room and a Hall. Those buildings are arranged to form a rectangle and surrounded field in the middle commonly used as sports place and ceremony.

When enter my school, we are greeted by billboards that written “Let’s go forward with us” in front of the gate. Beside the gates, there is a black security post. The security post is guarded by two securities. They are in charge of maintaining security in my school. Beside the security post there is a large fish pond which beautifies my school.

E. Metode Pembelajaran : Conventional

F. Langkah-langkah Kegiatan

1. Kegiatan Pendahuluan

- _ Mengucapkan salam
- _ Greeting (mengungkapkan greeting yang berbeda, seperti *how is your life?*)
- _ Tanya jawab berbagai hal terkait kondisi siswa
- _ Memberikan motivasi dan stimulus kepada siswa

2. Kegiatan inti

Eksplorasi:

- _ Memberikan gambaran awal materi
- _ Guru mengarahkan siswa pada sebuah teks bacaan
- _ Guru menayakan kepada siswa tentang arti kosa kata yang ada pada teks bacaan

Elaborasi:

- _ guru menerangkan materi

_ guru menggunakan metode ceramah dalam mempelajari kosa kata yang ada pada teks bacaan guru

Konfirmasi:

_ Siswa bertanya dan berdiskusi dengan guru tentang arti kata berdasarkan teks bacaan

2. Kegiatan Penutup

- _ Menyimpulkan materi pembelajaran
- _ Menanyakan kesulitan siswa selama proses belajar mengajar
- _ Mengakhiri pelajaran dan meminta siswa untuk memahami kembali di rumah materi yang telah di ajarkan.

G. Sumber Pembelajaran:

- o Buku Paket Bahasa Inggris kelas VIII (Semester Genap)
- o Internet

H. Penilaian

1. Rubrik penilaian

The correct answer was given 6,67 and the wrong answer was given 0 and by applying this formula:

$$\frac{R}{I} \times T = S$$

Uraian	Skor
Jawaban Benar	6,67
Jawaban Salah	0

2. Instrument : Terlampir

Medan, 2017

Mengetahui

Kepala MTsN Lima Puluh

Guru Mata Pelajaran

Peneliti

H. Bakhtiar, S.Pd

Rohayati, S.Pd

Wilda Novri Anisah

APPENDIX III : Instrument of Validity

English Vocabulary Test

Name :

Class :

I. Answer These Questions!

1. If you are in library, you have to be...
 - a. Crowded
 - b. Busy
 - c. Silent
 - d. Laugh
2. What does teacher do in the class...
 - a. Teach
 - b. Laugh
 - c. Smile
 - d. Run
3. A place to set the book is called...
 - a. Table
 - b. Bookshelf
 - c. Place
 - d. Room
4. Someone who hates another and desire to hurt, is.....
 - a. Friend
 - b. Enemy
 - c. Partner
 - d. Boss
5. An animal which is furry, usually being a pet, and often find at a home and eat the mouse, is...
 - a. Rabbit
 - b. Dog
 - c. Cat
 - d. Goat
6. A thing that you must have before you write, is...
 - a. Scissors
 - b. Pen
 - c. Ruler
 - d. Glue

16. Your secret is safe with me.

- a. Tempat
- b. Terlindungi
- c. Aman
- d. Tidak hilang

17. For more information, you can visit our website.

- a. Mendatangi
- b. Mengunjungi
- c. Mengampiri
- d. Menguasai

18. The wind has dropped the door.

- a. Cuaca
- b. Grup musik
- c. Mudah bernafas
- d. Angin

19. I find my cat in the park.

- a. Menemukan
- b. Melihat
- c. Mengambil
- d. Mengintip

20. Do you need something?

- a. Membutuhkan
- b. Mengabaikan
- c. Membicarakan
- d. Membeli

ANSWER KEY

- | | |
|-------|-------|
| 1. C | 11. C |
| 2. A | 12. A |
| 3. B | 13. D |
| 4. B | 14. A |
| 5. C | 15. B |
| 6. B | 16. C |
| 7. D | 17. B |
| 8. B | 18. A |
| 9. A | 19. A |
| 10. B | 20. A |

APPENDIX IV : Pre Test

English Vocabulary Test

Name :

Class :

I. Answer These Questions!

1. Someone who hates another and desire to hurt, is.....
 - a. Friend
 - b. Enemy
 - c. Partner
 - d. Boss
2. An animal which is furry, usually being a pet, and often find at a home and eat the mouse, is...
 - a. Rabbit
 - b. Dog
 - c. Cat
 - d. Goat
3. A place to set the book is called...
 - a. Table
 - b. Bookshelf
 - c. Place
 - d. Room
4. If you are in library, you have to be...
 - a. Crowded
 - b. Busy
 - c. Silent
 - d. Laugh
5. What does teacher do in the class...
 - a. Teach
 - b. Laugh
 - c. Smile
 - d. Run

II. Choose the *synonym* of the underline word!

1. What do you think about the class?

ANSWER KEY PRE TEST

1. B
2. C
3. B
4. C
5. A
6. A
7. B
8. D
9. C
10. B
11. A
12. B
13. C
14. B
15. D

APPENDIX V : POST TEST

English Vocabulary Test

Name :

Class :

III. Answer These Questions!

1. If you are in library, you have to be...
 - a. Crowded
 - b. Busy
 - c. Silent
 - d. Laugh
2. What does teacher do in the class...
 - a. Teach
 - b. Laugh
 - c. Smile
 - d. Run
3. A place to set the book is called...
 - a. Table
 - b. Bookshelf
 - c. Place
 - d. Room
4. Someone who hates another and desire to hurt, is.....
 - a. Friend
 - b. Enemy
 - c. Partner
 - d. Boss
5. An animal which is furry, usually being a pet, and often find at a home and eat the mouse, is...
 - a. Rabbit
 - b. Dog
 - c. Cat
 - d. Goat

IV. Choose the *synonym* of the underline word!

1. She watches the movie every Saturday.
 - a. Smell
 - c. Push

ANSWER KEY

1. C

2. A

3. B

4. B

5. C

6. D

7. B

8. A

9. B

10. C

11. A

12. B

13. C

14. B

15. D

APPENDIX VI

List of Students' Initial and Full Name in Experimental Group

No	Initial	Full Name
1	AS	Angga Setiawan
2	ACP	Adisti Cahya Puteri
3	CR	Chici Ramika
4	COS	Cinta Octavia Syaputri
5	CA	Citra Andini
6	DP	Dedek Pramudia
7	DS	Desi Syahfitri
8	DY	Devyana
9	EWL	Eka Widya Lestari
10	FY	Fitriyani
11	IH	Ikhwanul Hafiz
12	KS	Khairiah Sari
13	LA	Luli Andriani
14	LK	Lisa Kartika
15	MA	Muhammad Amin
16	MSS	Mutiara Salsabila Syahputra
17	MR	Murni
18	NR	Natasya Razma
19	NL	Nirmala Lubis

20	NLS	Nur Ieli Suseno
21	PMK	Putri Melinda Khazar
22	RW	Rian Widiansyah
23	RPS	Rizky Putri Sabrina
24	SAA	Sakira AL-Anikmah
25	SN	Salsabina Nelani
26	SA	Shelin Anggraini
27	SAG	Silvia Agustin
28	TL	Tri Lestari
29	WY	Widyawati
30	YSN	Yudha Satya Now
31	YS	Yusnandar

APPENDIX VII

Table of Students' Initial and Full Name in Control Group

No	Initial	Full Name
1	AP	Anggun Pratiwi
2	AA	Annisa Anggraini
3	AN	Annisa
4	AF	Annisa Farhanah
5	AM	Arya Mandoza
6	DA	Diki Alpandi
7	FA	Fazal Alfari

8	FAD	Finta Ananda
9	FS	Firmansyah
10	EIP	Ilham Prayuda
11	IL	Imelda Lidyana
12	IPS	Indah Puspa Sari
13	IM	Indra Maulana
14	MLP	Malika Lia Putri
15	MA	Masryan Adha
16	MP	Melani Putri
17	MAR	Mhd Aufa Reza
18	MSM	Mhd Sukma Mumtaha
19	MAP	Muthya Adinda Putri
20	NA	Nadia Anggraini
21	NTW	Nana Tri Wanda
22	NF	Nurlia Fadhila
23	PN	Putri Nadia
24	PR	Putri Rahmadani
25	RHP	Rendi Hidayat Purba
26	RF	Rizki Fajar
27	SD	Selvi Damayanti
28	SA	Surya Aduha
29	TR	T ryan Pramuja
30	YA	Yusva Adawiyah
31	ZN	Zainudin

APPENDIX VIII

The Critical Value Liliefors Test

<i>N</i>	$\alpha = .20$	$\alpha = .15$	$\alpha = .10$	$\alpha = .05$	$\alpha = .01$
4	.3027	.3216	.3456	.3754	.4129
5	.2893	.3027	.3188	.3427	.3959
6	.2694	.2816	.2982	.3245	.3728
7	.2521	.2641	.2802	.3041	.3504
8	.2387	.2502	.2649	.2875	.3331
9	.2273	.2382	.2522	.2744	.3162
10	.2171	.2273	.2410	.2616	.3037
11	.2080	.2179	.2306	.2506	.2905
12	.2004	.2101	.2228	.2426	.2812
13	.1932	.2025	.2147	.2337	.2714
14	.1869	.1959	.2077	.2257	.2627
15	.1811	.1899	.2016	.2196	.2545
16	.1758	.1843	.1956	.2128	.2477
17	.1711	.1794	.1902	.2071	.2408
18	.1666	.1747	.1852	.2018	.2345
19	.1624	.1700	.1803	.1965	.2285
20	.1589	.1666	.1764	.1920	.2226
21	.1553	.1629	.1726	.1881	.2190
22	.1517	.1592	.1690	.1840	.2141
23	.1484	.1555	.1650	.1798	.2090
24	.1458	.1527	.1619	.1766	.2053
25	.1429	.1498	.1589	.1726	.2010
26	.1406	.1472	.1562	.1699	.1985
27	.1381	.1448	.1533	.1665	.1941
28	.1358	.1423	.1509	.1641	.1911

APPENDIX IX

Table of T Distribution

t Table

cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646

APPENDIX X

Table of F Distribution

F Values for $\alpha = 0.05$

d_2	d_1								
	1	2	3	4	5	6	7	8	9
1	161.4	199.5	215.7	224.6	230.2	234.0	236.8	238.9	240.5
2	18.51	19.00	19.16	19.25	19.3	19.33	19.35	19.37	19.38
3	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81
4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00
5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77
6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10
7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68
8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39
9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18
10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02
11	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90
12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80
13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71
14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65
15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54
17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46
19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42
20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39
21	4.32	3.47	3.07	2.84	2.68	2.57	2.49	2.42	2.37
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34
23	4.28	3.42	3.03	2.80	2.64	2.53	2.44	2.37	2.32
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30
25	4.24	3.39	2.99	2.76	2.60	2.49	2.40	2.34	2.28
26	4.23	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27
27	4.21	3.35	2.96	2.73	2.57	2.46	2.37	2.31	2.25
28	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24
29	4.18	3.33	2.93	2.70	2.55	2.43	2.35	2.28	2.22
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21

APPENDIX XI

Table of R Distribution

Tabel nilai kritis untuk r Pearson Product Moment								
dk=n-2	Probabilitas 1 ekor							
	0,10	0,05	0,025	0,01	0,005	0,0025	0,001	0,0005
	Probabilitas 2 ekor							
	0,20	0,10	0,05	0,02	0,01	0,01	0,002	0,001
1	0,951	0,988	0,997	1,000	1,000	1,000	1,000	1,000
2	0,800	0,900	0,950	0,980	0,990	0,995	0,998	0,999
3	0,687	0,805	0,878	0,934	0,959	0,974	0,986	0,991
4	0,608	0,729	0,811	0,882	0,917	0,942	0,963	0,974
5	0,551	0,669	0,754	0,833	0,875	0,906	0,935	0,951
6	0,507	0,621	0,707	0,789	0,834	0,870	0,905	0,925
7	0,472	0,582	0,666	0,750	0,798	0,836	0,875	0,898
8	0,443	0,549	0,632	0,715	0,765	0,805	0,847	0,872
9	0,419	0,521	0,602	0,685	0,735	0,776	0,820	0,847
10	0,398	0,497	0,576	0,658	0,708	0,750	0,795	0,823
11	0,380	0,476	0,553	0,634	0,684	0,726	0,772	0,801
12	0,365	0,458	0,532	0,612	0,661	0,703	0,750	0,780
13	0,351	0,441	0,514	0,592	0,641	0,683	0,730	0,760
14	0,338	0,426	0,497	0,574	0,623	0,664	0,711	0,742
15	0,327	0,412	0,482	0,558	0,606	0,647	0,694	0,725
16	0,317	0,400	0,468	0,543	0,590	0,631	0,678	0,708
17	0,308	0,389	0,456	0,529	0,575	0,616	0,662	0,693
18	0,299	0,378	0,444	0,516	0,561	0,602	0,648	0,679
19	0,291	0,369	0,433	0,503	0,549	0,589	0,635	0,665
20	0,284	0,360	0,423	0,492	0,537	0,576	0,622	0,652
21	0,277	0,352	0,413	0,482	0,526	0,565	0,610	0,640
22	0,271	0,344	0,404	0,472	0,515	0,554	0,599	0,629
23	0,265	0,337	0,396	0,462	0,505	0,543	0,588	0,618
24	0,260	0,330	0,388	0,453	0,496	0,534	0,578	0,607
25	0,255	0,323	0,381	0,445	0,487	0,524	0,568	0,597
26	0,250	0,317	0,374	0,437	0,479	0,515	0,559	0,588
27	0,245	0,311	0,367	0,430	0,471	0,507	0,550	0,579
28	0,241	0,306	0,361	0,423	0,463	0,499	0,541	0,570
29	0,237	0,301	0,355	0,416	0,456	0,491	0,533	0,562
30	0,233	0,296	0,349	0,409	0,449	0,484	0,526	0,554

APPENDIX XII : DOCUMENTATION

Experiment Group

Ice Breaking before starting Study



Doing Pre Test



Giving Treatment



Inviting the Students to Guessing Word



Doing post Test



The Headmaster of MTsN Lima Puluh



The English Teacher of MTsN Lima Puluh

