THE EFFECT OF GUESSING ACTIVITIES ON THE STUDENTS’ VOCABULARY ACHIEVEMENT

A THESIS

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

By:
Angela Merici Timu

1213007083

ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
JULY 2012
APPROVAL SHEET

(1)

This thesis entitled: **THE EFFECT OF GUESSING ACTIVITIES ON THE STUDENTS’ VOCABULARY ACHIEVEMENT** which is prepared and submitted by *Angela Merici Timu* has been approved and accepted as partial fulfillment of the requirements for the Sarjana Pendidikan Degree in English Language Teaching Faculty by the following advisor:

Dr. V. Luluk Prijambodo, M.Pd

Advisor
APPROVAL SHEET

(2)

This thesis has been examined by the committee on oral Examination

with grade of __________ on July 25th, 2012.

Y. G Harto Promono, Ph. D
Chairman

Dr. Kuruh Mindari, M.Pd
Member

Maria Josephine K.S, M.Pd
Member

Dr. V. Luluk Prijambodo, M.Pd
Member

Approved By

H. Amin Santi Widiandi, M.Pd
Dean of the Faculty of Teacher Training Education

P. Hadi Sutris Winarlim, M.Sc.
Head of English Department
SURAT PERNYATAAN
PERSETUJUAN PUBLIKASI KARYA ILMIAH

Demi perkembangan Ilmu Pengetahuan, saya sebagai mahasiswa Universitas Katolik Widya Mandala Surabaya:

Nama Mahasiswa : Angela Merici Timu
Nomor Pokok : 1213007083
Program Studi : Pendidikan Bahasa Inggris – Jurusan Pendidikan Bahasa & Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Perguruan Tinggi : Universitas Katolik Widya Mandala Surabaya
Tanggal Lulus : 25 Juli 2012

Dengan ini SETUJU/TIDAK SETUJU*2) Skripsi atau Karya Ilmiah saya,
Judul: THE EFFECT OF GUESSING ACTIVITIES ON THE STUDENTS’ VOCABULARY ACHIEVEMENT

Untuk dipublikasikan/ditampilkan di Internet atau media lain (Digital Library Perpustakaan Universitas Katolik Widya Mandala Surabaya) untuk kepentingan akademik sesuai dengan Undang-undang Hak Cipta yang berlaku.

Demikian surat pernyataan SETUJU/TIDAK SETUJU*2) publikasi Karya Ilmiah ini saya buat dengan sebenarnya.

Catatan:
*) contoh yang tidak perlu

Surabaya, 13 Agustus 2012
Yang menyatakan,

Angela Merici Timu
NRP: 1213007083
ACKNOWLEDGEMENTS

First of all, the writer would like to thank God for His blessing, spirit, and guidance which enable her to finish this thesis. Furthermore, she would also like to express her deepest gratitude and appreciation to those who had given their valuable guidance and time especially to:

1. Dr. V. Lulk Priambodo, MPd, as the advisor, who has kindly guided the writer with critics, comments, and suggestions, and willingly to spare his valuable time in examining the writer's thesis.

2. Dra. Aufrida Mintarsih, M.Pd as the headmistress of Kristus Raja Catholic Elementary School, who has given the opportunity and permission to the writer in conducting the experiment at Kristus Raja Catholic Elementary School.

3. All the fifth grade students of Kristus Raja Elementary Catholic Elementary School for their participation.

4. All the lectures for the recommendations and guidance they have given.

5. The writer’s beloved family for their love, help, prayer, care and support to the writer in completing this thesis.

6. The writer’s boyfriend for his plenty of love, care and support.

7. The writer’s friends (Theresia Dian Kumala, Berta Jajul, Ivone Bisara, Vianey Bisara, Filia Enggal, Kristina Odung) for their support, help and love.
Finally, the writer would also like to thank all other people who had not been mentioned here individually for giving the writer contribution so that she could finish her thesis. May God Bless you all.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover</td>
<td>i</td>
</tr>
<tr>
<td>Approval Sheet (1)</td>
<td>ii</td>
</tr>
<tr>
<td>Approval Sheet (2)</td>
<td>iii</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>vi</td>
</tr>
<tr>
<td>Abstract</td>
<td>ix</td>
</tr>
</tbody>
</table>

## CHAPTER I: INTRODUCTION

1.1 Background of the Study    | 1    
1.2 Statement of the Problem  | 4    
1.3 Objective of the Study    | 5    
1.4 Significant of the Study  | 5    
1.5 Scope and Limitation of the Study | 5 |
1.6 Definition of the Key Terms| 6    
1.7 Hypothesis                | 7    
1.8 Theoretical Framework     | 7    
1.9 Organization of the Thesis| 8    |

## CHAPTER II: REVIEW OF THE RELATED RELATED RETELATUTRE

2.1 The Nature of Vocabulary  | 9    
2.1.1 Definition of Vocabulary| 10   
2.1.2 Vocabulary Mastery      | 10   
2.1.3 Kinds of Vocabulary     | 11   

2.1.4 The Importance of Vocabulary 13
2.2 The Concept of Teaching Vocabulary 14
2.3 The Important of Teaching Vocabulary 15
2.4 The Teaching Vocabulary to Young learners 16
2.5 Teaching English Vocabulary Using Games 17
   2.5.1 The Use of Games 20
   2.5.2 The Advantage of Using Games 21
2.6 Guessing Game in Teaching Vocabulary 22
   2.6.1 The Guideline of Using Guessing Games in Teaching Vocabulary 23
   2.6.2 Suitable Guessing Games for children 24
2.7 Previous Study 25

CHAPTER III: RESEARCH METHODE

3.1 Research Design 27
3.2 The Variable 28
3.3 Population and Sample 29
3.4 The Research Data and Instruments 29
3.5 Try Out 30
   3.5.1 Test Validity 30
   3.5.2 Test Reliability 31
   3.5.3 Item Analysis 32
       3.5.3.1 Item Facility 32
       3.5.3.2 Item Discrimination 33
3.6 Treatments 34
3.7 Procedure of Collecting Data 35
3.8 Procedure of Data Analysis

CHAPTER IV: FINDINGS AND DISCUSSION

4.1 Findings

4.2 Discussions

CHAPTER V: CONCLUSION AND SUGGESTIONS

5.1 Conclusions

5.2 Suggestions

5.2.1 Suggestion for the Teacher

5.2.2 Suggestion for Further Studies on Guessing Game

References: 46-47

Appendices

Appendix 1: Reliability of 20 Items

Appendix 2: Item Facility

Appendix 3: Item Discrimination

Appendix 4: Lesson Plan I (First Treatment)

Appendix 5: Lesson Plan II (Second Treatment)

Appendix 6: Lesson Plan III (Third Treatment)

Appendix 7: Lesson Plan IV (Fourth treatment)

Appendix 8: Lesson Plan V (Fifth Treatment)

Appendix 9: Lesson Plan VI (Sixth Treatment)

Appendix 10: Pretest and Posttest

Appendix 11: Pretest and Posttest Result

Appendix 12: T-test
Learning vocabulary is really important. Some experts consider it as the most important part in learning a language because all of English skills such as listening, reading, speaking and writing contain vocabulary and vocabulary is a core component of language proficiency. However, it is often difficult for the students especially elementary school students to learn and memorize many vocabularies. One of the problems is that the teaching of vocabulary has not been done well. Looking at this problem, the writer suggests guessing activities to be applied to teaching and learning vocabulary. That is why a study on the effect of guessing activities on the students’ vocabulary achievement was conducted.

The writer had done pre-experimental study to see if the effect of using guessing activities in teaching vocabulary to the fifth graders on their vocabulary achievement is significant. The population and sample of this study is a grade-five class (class A) of Kristus Raja Catholic Elementary School (SDK Kristus Raja). The writer gave 6x35’ guessing game and other guessing activities treatments to that group. The treatments were taught by Mis. Endang, the English teacher of the concerned class. First of all, the teacher explained the topic and gave some exercises. Then, she used guessing game and others guessing activities to teach the students. The use of guessing activities was meant to avoid the boredom and arise the students’ motivation as well as attract them to participate more in the classrooms activities.

After the statistical calculation of calculating the results of pretest, which was administered prior to the treatment, and the posttest, which was administered after the treatment, it was found out that the result of the posttest was higher than the result of pretest. The mean of pretest was 66 and the mean of posttest was 89. The difference of the two means is significant at the level of 5% or 0.05. With this significant difference, the null hypothesis (Ho) stating that there is no significant effect of using guessing activities on the students vocabulary achievement is rejected, or the alternative hypothesis (Ha) stating that there is significant effect of using guessing activities on the students vocabulary achievement is accepted. The rejection the null hypothesis (Ho) means that the use of guessing activities in teaching vocabulary significantly improve the students’ vocabulary achievement.

Based on the research finding, the researcher recommends for the further teaching and further researcher to apply guessing activities in teaching vocabulary to any graders so they learn vocabulary with fun and improve their vocabulary achievement.