IMPROVING STUDENTS' VOCABULARY BY USING GUESS THE WORD GAME OF SMKN 9 LUWU

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FACULTY OF TEACHER TRAINING AND EDUCATION
COKROAMINOTO PALOPO UNIVERSITY
2021

IMPROVING STUDENTS' VOCABULARY BY USING GUESS THE WORD GAME OF SMKN 9 LUWU

A THESIS

Submitted to the English Language Education Study Program
Faculty of Teacher Training and Education Cokroaminoto Palopo University
as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

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2021

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ABSTRACT

Nova Bachtiar. 2021. Improving Students' Vocabulary By Using Guess The Word Game of SMKN 9 Luwu. (Supervised by Sri Damayanti and Tsamratul'aeni).

This research aims to know whether Guess the Word Game can improve students' vocabulary of SMKN 9 Luwu. This research used quantitative method and pre-experimental as a resesearch design. The population of the research was tenth grade students of SMKN 9 Luwu. The researcher chose automotive class as the sample of this research that consist of 15 students by convenience sampling. The instrument of the research was vocabulary test that consist of 50 numbers vocabulary. Based on the data, there is difference result between pre-test and post-test. The mean score of the students' pre-test is 23.60 and the mean score of the students' post test is 62.13. The result of t-test shows that P-value < α (0.00 < 0.05). It indicates that, alternative hypothesis (H_1) is accepted and null hypothesis (H_0) is rejected. Therefore, the researcher concludes that Guess the Word Game can improve students' vocabulary of SMKN 9 Luwu.

Keywords: Vocabulary, Guess the Word Game.

ACKNOWLEDGEMENT

The researcher would like to send her pray to God Almighty who has given His blessing and guidance to accomplish her thesis with the title "Improving Students' Vocabulary by Using Guess the Word Game Of SMK Negeri 9 Luwu". In accomplish her thesis the researcher got many help, guidance and support from other people. Therefore, the researcher would like to express her great thanks to all people.

The great appreciation to Prof. Drs. H. Hanafie Mahtika, M.S. as the Rector of Cokroaminoto Palopo University, Dr. Rusdiana Junaid, M.Hum., M.A. as the Dean of Teacher Training and Education Faculty and Andi Mangnguntungi S, S.Pd., M.Pd. as the Head of English Language Education Study Program.

The researcher expresses her gratitude to Sri Damayanti, S.S., M.Hum. as the first supervisor and Tsamratul'aeni, S.S., M.Hum. as the second supervisor, for their guidance, suggestion and support. And also thanks to all of lecturers and staff in Cokroaminoto Palopo University.

Special thanks the researcher gives to her parent Bachtiar, S.Sos and Isnawati Lata, her brother, her big family and all of her friends who always give her motivation, suggestion and support until this day.

The researcher realizes that her thesis is still lack of perfection. Therefore, constructive criticism and suggestion are needed. Once again, thank you so much to all people who have helped in accomplish her thesis.

Palopo, November 2020

Nova Bachtiar

CURRICULUM VITAE



Nova Bachtiar was born on June, 12th 1998 in Sabbang, North Luwu. She is the first child of Bachtiar, S.Sos and Isnawati Lata. She only has one brother. She commenced her study at SDN 494 Pongko in 2004 and graduated in 2010. She continued her study at SMPN 3 Lamasi and graduated in 2013. Then, She studied in SMAN 2 Masamba (now SMAN 8 Luwu Utara) and graduated in 2016, after that at the same year She continued her study at Cokroaminoto Palopo University and choose English Language Education Study Program.

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CHAPTER I
INTRODUCTION

1.1 Background of the Research

Vocabulary is one of the components that are taught in English learning, because vocabulary is an important aspect for the learners of foreign language. The students who acquire a lot of vocabulary will be able to construct a good communication. The students will be able to interact with others through listening, speaking, writing and reading (Muafi and Roza, 2018:148).

At the time, there are so many students continue their study at vocational high school after graduating from junior high school. The reason why they choose vocational high school because after graduating from vocational high school they can be easy to look for a job based on their major because they have a basic skill. Another reason to choose vocational high school because they want to continue their study at university and take the same major, then they can master their major.

Learning English especially in vocational high school is different with general school. In vocational high school, the students have to know the vocabulary in their major, because in vocational high school has an own vocabulary. For example, the words of *baggage* and *trunk*. In vocational high school especially automotive major we use *trunk*, but in general school we use *baggage* even though *baggage* and *trunk* have the same meaning.

In vocational high school especially automotive major there are many automotive vocabularies that have to know by students. But, in fact student who takes automotive major rarely given the vocabulary related to their major. Students' vocabulary generally shows the intelligence of student.

There are many way that can be used to teach vocabulary, one of them is by using guessing game. According to Tovey (in Masyhur, 2018:4) says that guessing game can help students to learn an effective means for decoding language. Wahyuni (2018:3) states that guessing game can attract the students' attention and their involvement in teaching and learning process.

Based on explanation above and observation at SMKN 9 Luwu, there are many students who less vocabulary especially in tenth grade students of automotive major. Therefore, the researcher is interested to find out their ability in a research with the title "Improving Students' Vocabulary by Using Guess the Word Game of SMKN 9 Luwu".

1.2 Research Question

The question in this research:

Is Guess the Word Game can improve students' vocabulary of SMK Negeri 9 Luwu?.

1.3 Objective of the Research

The aim of this research is to know whether Guess the Word Game can improve students' vocabulary of SMKN 9 Luwu.

1.4 Significance of the Research

The significances of this research are:

1. For teacher, it can give information about a good technique to improve students' vocabulary.
2. For students, it can help to improve their vocabulary.
3. For next researcher, it can be used as reference when to conduct the similar topic.

1.5 Scope of the Research

In this research, the researcher focuses on Guess the Word Game to improve students' vocabulary especially in automotive class of SMK Negeri 9 Luwu. The researcher focuses on vocabulary especially noun, verb and adjective.

1.6 Operational Definition

The operational definitions of this research are:

1. Vocabulary is a collection of words that used to interact with other people.
2. Guess the Word Game is one of the game that can be used to teach vocabulary, where the students have to guess the word based on clue or keyword that provided by the teacher.

CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Vocabulary

a. The Definition of Vocabulary

Vocabulary is an important factor in developing English skills (listening, speaking, reading and writing). According to Wahyuni (2018:9), vocabulary can be defined as one of the language component that has a big role in communication and must be taught to the students because vocabulary has an important role in all language skills. Felogau (2018:9) states that vocabulary is the most important thing in learning English. It should be given a priority and attention than other skills, because knowledge of vocabulary is a key to understand the skills in English.

According to Richard and Renandya (in Masyhur, 2018:8), vocabulary is the core component of language proficiency and provides much of the basis for how well learners listen, speak, read and write. Alqahtani (2015:21) says that vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner.

Based on explanations above, the researcher can assume that vocabulary is the core component in language. Vocabulary plays an important role in foreign language especially in English skills (speaking, listening, reading and writing). Therefore, the student has to know and improve their vocabulary as a basic for developing English language skills.

b. Kind of Vocabulary

Hatch and Brown (in Alqahtani 2015:25), there are two kinds of vocabulary, as follow:

1) Productive Vocabulary

Productive vocabulary is the words which the learners understand, can pronounce correctly and use constructively in speaking and writing.

2) Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but they cannot produce correctly.

Goodman and Mohr (in Mirnawati, 2019:8) divides vocabulary into four kinds as follow:

1) Oral vocabulary, consist of words actively used in speech.
2) Writing vocabulary are the words which are actively used in writing.
3) Listening vocabulary is the stock of word to which one responds with meaning and understands meaning in the speech other.
4) Reading vocabulary is the word to which one responds with meaning and understanding in the writing of other.

Based on theories above, the researcher conclude that there are some kind of vocabulary namely: oral or speaking vocabulary, writing vocabulary, listening vocabulary, reading vocabulary, productive vocabulary and receptive vocabulary that can be used to improve skill in learning English.

2. Game

a. Definition of Game

Game is one of the activities that can be used in teaching process with the aim to attract student's attention and make them fun, so the teaching process can be run effectively. Cahyani (2017:24) states that game can increase the students' knowledge about vocabulary and can develop their ability to remember words, make students more confidence, help each other and can be more sociable.

According Harmer (in Kumalasari, 2018:13) says that game is a vital part of a teacher's equipment, not only for language practice they provide, but also for the therapeutic effect they have. Prenky (in Sari, 2016:11) states that game is recognized as organized play that gives us enjoyment and pleasure.

Based on the theories above, the researcher can conclude that game is an activity that has a rule and benefit in applying it, so it can be used to attract student's attention during learning process. Game can make the students enjoy the learning process and they can express their knowledge.

b. The Kinds of Game

Hadfield (in Sari, 2016:11) divides game into two kinds, namely:

1) Competitive game, in which the player or team race to be the first in reaching goal.
2) Co-operative game, in which player or team work together toward a common goal.

In this research, the researcher used game as a technique in teaching vocabulary where the students work together toward a common goal. The researcher hope that the application of game in teaching process can be run effectively and useful to improve student's vocabulary especially in tenth grade students of automotive class.

c. Guessing Game

Guessing game is one the types of game that can be applied in learning process. According to Zhu (in Cahyani, 2017:26) says that guessing game based on principle when one holds the information and another try to guess it. Allen (in Masyhur, 2018:4) says that guessing game can help students to acquire English word.

Masyhur (2018:18) states that guessing game is a game that let person guess something which is not mentioned what is that thing. The player has to identify the thing based on their knowledge. This game can be conducted individually or team. The thing that should be guessed can be in a form or single word, phrase or sentences.

Based on explanation above, the researcher conclude that guessing game is one of the game that let the students to know something with guess the clue or keyword based on their knowledge.

In this research, the researcher used Guess the Word Game that adapted from guessing game. Guess the Word Game is a simply game that can be applied in learning process. The reason why the researcher choose Guess the Word Game to improve students' vocabulary because, the researcher want to apply this game where the students have to guess the word based on the clue or keyword.

2.2 Previous Studies

There are three researchers who have done research about vocabulary, they are:

1. Indah Sari (2016), in her research *"Increasing the Students' Vocabulary Mastery through Guessing Game at SMK Neco Jaya Palopo"*. The result of her research states that teaching vocabulary through guessing game to the first grade students of SMK Neco Jaya Palopo is not affective. This research shows that guessing game is not affective in enhancing the students' vocabulary.
2. Nurjanna (2017), in her research *"Enriching Students' Vocabulary through Spelling Bee Game at SMP Negeri 1 Malili".* The result of her research shows that spelling bee game is effective to enrich students' vocabulary through spelling bee game at SMP Negeri 1 Malili in 2016/2017.
3. Mirnawati (2019), in her research *"The Use of Dice Game in Teaching Vocabulary at the Seventh Grade Students of SMPN 3 Bupon".* The result of her research states that use of dice game is effective in teaching vocabulary at the seventh grade students of SMPN 3 Bupon.

Based on previous study above, the researcher conclude that the similarity of this research with three previous studies above are the topic of the research that focus on vocabulary and game as facilitate or tool that use to teach or increase students' vocabulary. The difference of this research with three previous studies above are the types of game, there are dice game, spelling bee game and guessing game (use picture).

2.3 Conceptual Framework

The researcher designs the framework of the research into three steps. They are pre-test, treatment and post-test. This research focuses on improving students' vocabulary by using Guess the Word Game. To support the conceptual framework, the researcher shows the scheme as follow:

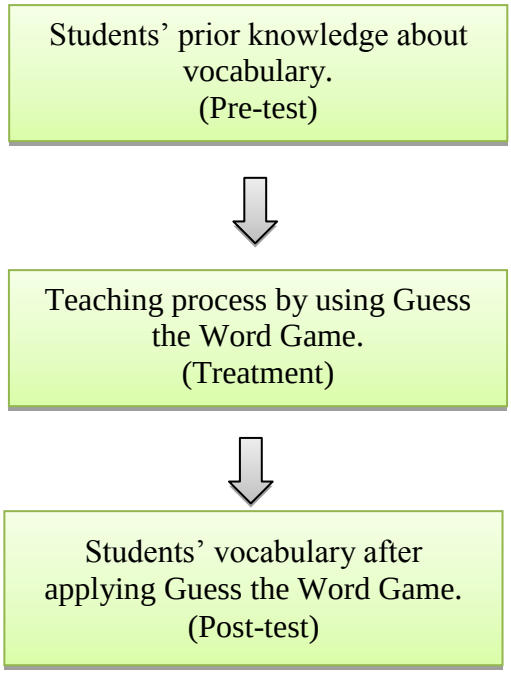


Figure.1 Conceptual Framework

Pre-test : refers to the students' prior knowledge about vocabulary before giving a treatment.

Treatment : refers to teach vocabulary by using Guess the Word Game.

Post-test : refers to the students' knowledge about vocabulary after giving a treatment

In this research, the researcher uses Guess the Word Game in teaching process especially in automotive class. The researcher hope that Guess the Word Game can improve students' vocabulary of SMKN 9 Luwu.

2.4 Hypothesis

The researcher formulates a hypothesis as follow:

1) Null hypothesis (H_0): There is no significant difference between the result of pre-test and post-test students' vocabulary after using Guess the Word Game.
2) Alternative hypothesis (H_1): There is significant difference between the result of pre-test and post-test student's vocabulary after using Guess the Word Game.

The criteria of hypothesis:

1) If Sig < α = H_0 is rejected, H_1 is accepted
2) If Sig > α = H_0 is accepted, H_1 is rejected

If the significance (p-value) is smaller than significant level (0.05), the null hypothesis (H_0) is rejected and alternative hypothesis is accepted. It means that Guess the Word Game can improve students' vocabulary. If the significance (p-value) is higher than significant level (0.05), the null hypothesis (H_0) is accepted and alternative hypothesis is rejected. It means that Guess the Word Game cannot improve students' vocabulary.

CHAPTER III
RESEARCH METHOD

3.1 Research Method and Design

In this research, the researcher used quantitative method and pre-experimental as a research design. The pre-experimental design is presented as follow:

O_1 X O_2

Note:

O_1 = Pre-test

X = Treatment

O_2 = Post-test

3.2 Time and Location of the Research

The researcher conducted this research on October - November 2020 at SMK Negeri 9 Luwu.

3.3 Population and Sample

1. Population

The population of this research took tenth grade students of SMK Negeri 9 Luwu. There are 49 students in tenth grade that divided in two majors. They are computer and network engineering class that consist of 19 students and automotive class that consist of 30 students.

2. Sample

The researcher took automotive class as the sample of this research that consist of 30 students (because of pandemic, the researcher only took 15 students as the sample of the research). In this case, the researcher used convenience sampling based on the situation. The students of automotive class are chosen because still less of vocabulary based on the teacher's answer in observation and interview by the researcher, therefore the researcher want to improve students' vocabulary by using Guess the Word Game.

3.4 Instrument of the Research

In this research, the researcher used vocabulary test as a research instrument to collect data. The researcher gave pre-test and post-test that consist of 50 numbers of vocabulary. The students asked to translate 20 words into Indonesian and English, match 10 pictures with the right word and match 20 words with the right meaning.

3.5 Procedure of Collecting Data

The procedures of collecting data are:

1. Pre-test

The researcher gave the students pre-test that consist of 50 numbers of vocabularies. It intends to know the students' prior vocabulary in automotive class before giving a treatment.

2. Treatment

The researcher conducted the treatment in four meetings. The materials focus on vocabulary especially noun, verb and adjective. The steps are:

a. The first meeting

1) The researcher prepared the students
2) The researcher introduced the material (noun)

Bolt	: Baut
Bumper	: Bamper
Headrest	: Sandaran Kepala
Gear Wheel	: Gir
Diesel Fuel	: Solar
Rear View Mirror	: KacaSpion
Exhaust Pipe	: Knalpot
Acceelerator	: Pedal Gas
Tire Valve	: Pentil Ban
Tank	: Tangki
Fossil Fuel	: BBM
Spare Tire	: Ban Serep
Gasoline	: Bensin
Differential Gear	: Gardan
Windshield	: Kaca Depan Mobil
Wrench	: Kunci Inggris
Rear Light	: Lampu Belakang

Clutch	: Kopling
Gear	: Persneling
Back Tire	: Ban Belakang
Indicator Fuel	: Indikator Bensin
Sunroof	: Ventilasi Udara Kecil
Wing Mirror	: Kaca Spion
Carpet	: Karpet
Rim	: Vleg/Pelek
Sun Visor	: Penghalang Sinar Matahri
Wind Screen	: Jendela/Kaca depan mobil
Window Film	: Kaca Film
Wheel Brace	: Kunci Roda
Jack	: Dongkrak

3) The researcher divided students into three groups
4) The researcher provided the words in a small paper
5) Each student in a group took one small paper and describe it with their own language to their group
6) Each group only have 5 minutes to guess the word
7) The researcher asked the students to write down all the words that they got in worksheet.

b. The second meeting

1) The researcher prepared the students
2) The researcher reviewed the material (noun) before giving new material
3) The researcher introduced the material (verb)

Order	: Memesan
Put	: Meletakkan
Patch	: Menambal
Waste	: Membuang
Cut	: Memotong
Begin	: Memulai
Change	: Mengganti
Damage	: Merusak
Borrow	: Meminjam
Burn	: Membakar
Check	: Memeriksa
Collect	: Mengumpulkan
Compare	: Membandingkan
Repair	: Memperbaiki

Tell	: Menceritakan
Work	: Bekerja
Examine	: Menguji
Sell	: Menjual
Cheat	: Menyontek
Buy	: Membeli
Push	: Mendorong
Visit	: Mengunjungi
Say	: Mengatakan
Invite	: Mengundang
Pay	: Membayar
Offer	: Menawarkan
Wrap	: Membungkus
Pull	: Menarik
Drive	: Mengendarai
Wipe	: Mengelap

4) The researcher divided students into three groups
5) The researcher provided the words in a small paper
6) Each student in a group took one small paper and describe it with their own language to their group
7) Each group only have 5 minutes to guess the word
8) The researcher asked the students to write down all the words that they got in worksheet.

c. The third meeting

1) The researcher prepared the students
2) The researcher reviewed the material (verb) before giving a new material
3) The researcher introduced the material (adjective)

Kind	: Baik Hati
Diligent	: Rajin
Friendly	: Ramah
Lazy	: Malas
Smart	: Pintar
Stupid	: Bodoh
Arrogant	: Sombong
Weak	: Lemah
Strong	: Kuat
Big	: Besar
Small	: Kecil

Large	: Lebar
High	: Tinggi
Short	: Pendek
Old	: Tua
Young	: Muda
Easy	: Gampang/Mudah
Difficult	: Susah/Sulit
New	: Baru
Good	: Bagus
Long	: Panjang
Bad	: Buruk
Right	: Benar
Wrong	: Salah
Tidy	: Rapi
Simple	: Sederhana
Happy	: Senang
Humble	: Rendah Hati
Talkative	: Cerewet
Patient	: Sabar

4) The researcher divided students into three groups
5) The researcher provided the words in a small paper
6) Each student in a group took one small paper and describe it with their own languange to their group
7) Each group only have 5 minutes to guess the word
8) The researcher asked the students to write down all the words that they got in worksheet.

d. The fourth meeting

1) The researcher prepared the students
2) The researcher reviewed the material (adjective) before giving the material
3) The researcher introduced the material (noun, verb and adjective)

Trunk	: Bagasi
Garage	: Garasi
Brake	: Rem
Spark plug	: Busi
Horn	: Klakson
Tire	: Ban
Used Car	: Mobil Bekas
License Plat	: Nomor Plat

Engine/Machine	: Mesin
Battery	: Aki
Sad	: Sedih
Loyal	: Seti
Fine	: Baik
Safe	: Aman
Interesting	: Menarik
Hot	: Panas/Pedas
Cold	: Dingin
Cool	: Sejuk
Popular	: Terkenal
Smooth	: Halus
Pinch	: Mencubit
Prick	: Menusuk
Raise	: Mengangkat
Refuse	: Menolak
Rescue	: Menyelamatkan
Shave	: Mencukur
Terrify	: Menakuti
Twist	: Memutar
Weigh	: Menimbang
Yawn	: Menguap

4) The researcher divided students into three groups
5) The researcher provided the word in a small paper
6) Each student in a group took one small paper and describe it with their own language to their group
7) Each group only have 5 minutes to guess the word
8) The researcher asked the students to write down all the words that they got in worksheet.

3. Post-test

The researcher gave post-test after giving treatment in four meetings. In post-test, the researcher gave the similar test in pre-test. The researcher gave the students post-test that consist of 50 numbers of vocabularies. It intends to know the students' vocabulary in automotive class after giving treatment.

3.6 Technique of Analyzing Data

In analyzing data, the researcher conducted the procedures bellow:

1. Scoring the students answer of pre-test and post-test by using the formula:

$$Score = \frac{total\ correct\ answer}{total\ number\ of\ test\ items}\ x\ 100$$

2. Calculating the rate percentage of students score, the researcher will use the formula:

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

Note:

P = Percentage

F = Cumulative frequency of respondents

N = Total number of respondents

Gay (in Riskah, 2019:26)

3. Rating the score by using classification:

Table1. The classification of rating score:

No.	Score	Classification
1	96-100	Excellent
2	86-95	Very Good
3	76-85	Good
4	66-75	Fairly Good
5	56-65	Fair
6	36-55	Poor
7	0-35	Very Poor

Gay (in Riskah, 2019:26)

4. Calculating the students' mean score, standard deviation and test of significance by using Statistical Package for Social Scienes (SPSS).

CHAPTER IV
FINDINGS AND DISCUSSION

4.1 Findings

1. The Students' Score in Pre-test and Post-test

The students' score in pre test and post test can be seen in the table below. The table shows all of the students' score in pre-test and post-test with classification.

Tabel 1. The students' score in pre-test and post-test

No.	Name	Pre-test	Classification	Post-test	Classification
1	MAG	76	Good	64	Fair
2	SRL	44	Poor	64	Fair
3	FTR	42	Poor	78	Good
4	FAP	36	Poor	66	Fairly Good
5	YPA	24	Very poor	62	Fair
6	MAD	18	Very poor	62	Fair
7	HLD	18	Very poor	40	Poor
8	MAN	16	Very poor	70	Fairly Good
9	PLD	16	Very poor	68	Fairly Good
10	PDL	14	Very poor	64	Fair
11	NWN	14	Very poor	48	Poor
12	ERT	14	Very poor	62	Fair
13	DDT	8	Very poor	60	Fair
14	NPH	8	Very poor	58	Fair
15	DAG	6	Very poor	66	Fairly Good

The table of students' score in pre-test and post-test above shows that the highest score in pre-test is 76 and the lowest score is 6. While, the highest score in post test is 78 and the lowest score is 40 from 15 students or sample.

2. Scoring Classification of the Students' Pre-test and Post-test

a. The result of students' score in pre-test

The classification, frequency and percentage of the result students' score in pre-test can be found in the table below.

Table 2. The result of students' score in pre-test

No.	Classification	Score	Frequency	Percentage (%)
1	Excellent	96-100	0	0
2	Very good	86-95	0	0
3	Good	76-85	1	7
4	Fairly Good	66-75	0	0
5	Fair	56-65	0	0
6	Poor	36-55	3	20
7	Very poor	0-35	11	73
	Total		15	100

On the table 2 before giving a treatment by using Guess the Word Game, it can be seen that there are no student get excellent, very good, fairly good and fair classification. Then, there is 1 student get (7%) "good", there are 3 students get (20%) "poor" and there are 11 students get (73%) "very poor" classification. It is possible to say that the students still less of vocabulary.

b. The result of students' score in post-test

The classification, frequency and percentage of the result students' score in post-test can be found in the table below.

Table 3. The result of students' score in post-test

No.	Classification	Score	Frequency	Percentage (%)
1	Excellent	96-100	0	0
2	Very good	86-95	0	0
3	Good	76-85	1	7
4	Fairly Good	66-75	4	27
5	Fair	56-65	8	53
6	Poor	36-55	2	13
7	Very poor	0-35	0	0
	Total		15	100

On the table 3 after giving a treatment by using Guess the Word Game, it shows that there are no student get excellent and very good classification. But, there is 1 student get (7%) "good". Then, there are 4 students get (27%) "fairly good", there are 8 students get (53%) "fair", and there are 2 students get (13%) "poor". No one student get very poor classification again. It indicates that, there is improvement students' vocabulary after giving treatment by using Guess the Word Game.

3. The Mean Score and Standard Deviation of the Students' Pre-test and Post-test

After calculating the students' score in pre-test and post-test, then the mean score and standard deviation of the students' pre-test and post-test are present in the table below.

Table 4. The mean score and standard deviation of pre-test and post-test

Type of Test	Mean Score	Standard Deviation
Pre-test	23.60	18.719
Post-test	62.13	8.863

Based on the table above, the mean score of pre-test (23.60) is lower than the mean score of post-test (62.13), while standard deviation of pre-test is 18.719 and standard deviation of post test is 8.863.

4. Test of Significance (T-test) and Hyphotesis

In this research, the researcher used t-test (testing of significance) for paired sample test. T-test is a test to know the significance different between the result of students' mean score in pre-test and post-test.

Based on the result analysis for the level of significance (α) = 0.05 with the degree of freedom (df) = N-1, N=15. The t-test can be seen in the following table.

Table 5. The t-test of students' pre-test and post-test

Variable	P-value	α
O_1 X O_2	0.00	0.05

Based on the table above, it found that the p-value = 0.00 and α = 0.05. It indicated that p-value is smaller than α (0.00 < 0.05) with df (15-1 = 14). Therefore, the null hyphotesis (H_0) is rejected and alternative hyphotesis (H_1) is accepted. Based on the result of data analysis, it concluded that Guess the Word Game can improve students' vocabulary.

4.2 Discussion

This section presents about explanation of the theory and data analysis. In this research, the researcher used quantitative methode and pre-experimental as a research design. This research aims to know whether Guess the Word Game can improve students' vocabulary of SMKN 9 Luwu.

As we know that vocabulary is an important factor in developing English skills (listening, speaking, reading and writing). Felogau (2018:9) states that vocabulary is the most important thing in learning English. It should be given a priority and attention than other skills, because knowledge of vocabulary is a key to understand the skills in English.

Game is one of the activities that can be used in learning process with the aim to attract student's attention. Guessing game is one the types of game that can be applied in learning process. Masyhur (2018:18) states that guessing game is a game that let person guess something which is not mentioned what is that thing. In this research, the researcher used Guess the Word game that adapted from Guessing game to improve students' vocabulary.

This research used vocabulary test that consist of 50 numbers of vocabulary as a research instrument to collect the data. The procedures of collecting data are: pre-test, treatment and post test. Before the researcher conducted the treatment, the researcher gave pre-test to the students with the aim to know the students' prior knowledge about vocabulary. When the researcher gave pre-test to the students, the researcher said that the students should answer the test based on their own knowledge.

The treatment conducted in four meetings. The researcher applied Guess the Word Game in learning process. The first meeting, the researcher taught about noun. In the first meeting, the researcher divided students into three groups and provided the word in a small paper. Each students in a group took one small paper and describe it with their own language to their group. After that, the researcher asked the students to write down all the words that they got in workshet.

The second meeting, the researcher taught about adjective. The third meeting, the researcher taught about verb and the fourth meeting, the research taught about noun, adjective and verb. In the second meeting until fourth meeting,

the researcher did the same activity with the first meeting. The students were enthuasiastic and happy during learning process. After giving treatment in four meetings, the researcher gave post-test to the students with the aim to know students' knowledge about vocabulary. The researcher gave the similar test in pre-test. The researcher always said to the students that they should answer the test based on their own knowledge. After applying Guess the Word Game in learning process, the students can improve their vocabulary and understand the meaning of words.

In the result of pre-test, there was no student got excellent, very good, fairly good, and fair calssification. Only 1 student got (7%) good classification. Then, there were 3 students got (20%) poor classification and there were 11 students got (73%) very poor classification. It showed that most of student got low score. Meanwhile, in the result of post-test there was no student got excellent and very good classification. But, there was 1 student got (7%) good classification. Then, there were 4 students got (27%) fairly good classification, there were 8 students get (53%) fair classification, and there were 2 students got (13%) poor classification. No one student got very poor classification again.

The result of the data analysis by using Statitical Package for Social Science (SPSS) showed that $P = 0.00$ and $\alpha = 0.05$. Therefore, $P < \alpha$ ($0.00 < 0.05$). It indicates that, the alternative hypothesis (H_1) is accepted and null hypothesis (H_0) is rejected. Based on P-value, it can be seen that there is significant difference between the result of pre-test and post-test after giving treatment by using Guess The Word Game. It is supported by the result of students' score in pre-test and post test.

So, according to Allen in (Masyhur 2018:18) guessing game can help students to acquire English word. It is possible to say that Guess the Word Game (adopted from guessing game) can improve students' vocabulary after applying in learning process. It can be seen through mean score in pre-test is 23.60 and mean score in post-test is 62.13.

Based on explanation above, it can be concluded that Guess the Word Game can improve students' vocabulary of SMKN 9 Luwu.

CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

Guess the Word Game can improve students' vocabulary of SMKN 9 Luwu. It is proven by the students' result mean score. Mean score of students' post-test (62.13) is higher than pre-test (23.60). It indicates that there is significant difference between the result of pre-test and post-test. Meanwhile, the P-value is smaller than α (0.00 < 0.05). It indicates that the alternative hypothesis (H_1) is accepted and null hypothesis (H_0) is rejected.

5.2 Suggestions

1. The Student

For the student should be more active in learning process and increasing the vocabulary mastery in English.

2. The Teacher

For the teacher especially English teacher should be more creative in teaching vocabulary. Find out a good technique that can be applied in teaching process especially in teaching vocabulary, so the student can enjoy the learning process. The teacher can apply Guess the Word Game in teaching process.

3. The Next Researcher

For the next researcher if want to do a research about vocabulary can choose the other interesting technique.

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A P P E N D I C E S

INSTRUMENT OF THE RESEARCH
(PRE-TEST)

Name :

Class :

A. Translate into Indonesian and English the vocabulary below!

Vocabulary	Meaning
1. Battery	1.
2. Trunk	2.
3. Garage	3.
4. Key	4.
5. Brake	5.
6. Hood	6.
7. Oil	7.
8. Chain	8.
9. Engine/Machine	9.
10. Mechanic	10.
11. Aki Mobil	11.
12. Air Aki	12.
13. Air Radiator	13.
14. Busi	14.
15. Sabuk Pengaman	15.
16. Kunci Mobil	16.
17. Mesin Mobil	17.
18. Mekanik Mobil	18.
19. Mobil Bekas	19.
20. Klakson	20.

B. Matching the picture below with the right word!

1. Driver



2. Car



3. Tire



4. License Plate



5. Speedometer



6. Steering Wheel



7. AC (Air Conditioner)



8. Car Key



9. Window Switch



10. Windscreen Wiper



C. Matching the vocabulary below with the right meaning!

1. Drive	(…..)	a. Memperbaiki
2. Friendly	(…..)	b. Rajin
3. Tidy	(…..)	c. Kecil
4. Long	(…..)	d. Bersih
5. Big	(…..)	e. Mengendarai
6. Diligent	(…..)	f. Mengganti
7. Repair	(…..)	g. Besar
8. Pull	(…..)	h. Rapi
9. Pay	(…..)	i. Mendorong
10. Sell	(…..)	j. Panjang
11. Clean	(…..)	k. Menambal
12. Buy	(…..)	l. Menarik
13. Small	(…..)	m. Pendek
14. Talkative	(…..)	n. Ramah
15. Push	(…..)	o. Mengelap
16. Patch	(…..)	p. Baik
17. Short	(…..)	q. Menjual
18. Wipe	(…..)	r. Membayar
19. Kind	(…..)	s. Cerewet
20. Change	(…..)	t. Membeli

KEY ANSWER
(PRE-TEST)

Part A

1. Aki
2. Bagasi
3. Garasi
4. Kunci
5. Rem
6. Kap Mobil
7. Oli
8. Rantai
9. Mesin
10. Mekanik
11. Car Battery
12. Battery Water
13. Radiator Coolant
14. Spark Plug
15. Seat Belt
16. Car Key
17. Car Engine
18. Car Mechanic
19. Used Car
20. Horn

PART B

1. Driver	(7)
2. Car	(4)
3. Tire	(10)
4. License Plate	(6)
5. Speedometer	(9)
6. Steering Wheel	(1)
7. AC	(3)
8. Car Key	(2)
9. Window Switch	(5)
10. Windscreen Wiper	(8)

Part C

1. Drive	(e) Mengendrai	11. Clean	(d) Bersih
2. Friendly	(n) Ramah	12. Buy	(t) Membeli
3. Tidy	(h) Rapi	13. Small	(c) Kecil
4. Long	(j) Panjang	14. Talkative	(s) Cerewet
5. Big	(b) Besar	15. Push	(i) Mendorong
6. Diligent	(s) Rajin	16. Patch	(k) Menambal
7. Repair	(a) Memperbaiki	17. Short	(m) Pendek
8. Pull	(l) Menarik	18. Wipe	(o) Mengelap
9. Pay	(r) Membayar	19. Kind	(p) Baik
10. Sell	(q) Menjual	20. Change	(f) Mengganti

INSTRUMENT OF THE RESEARCH
(POST-TEST)

Name :

Class :

A. Translate into English and Indonesian the computer vocabulary below!

Vocabulary	Meaning
1. Baut	1.
2. Bamper	2.
3. Sandaran Kepala	3.
4. Gir	4.
5. Solar	5.
6. Kaca Spion	6.
7. Knalpot	7.
8. Pedal Gas	8.
9. Pentil Ban	9.
10. Tangki	10.
11. Fossil Fuel	11.
12. Spare Tire	12.
13. Gasoline	13.
14. Differential Gear	14.
15. Windshield	15.
16. Wrench	16.
17. Rear Light	17.
18. Clutch	18.
19. Gear	19.
20. Back Tire	20.

B. Matching the picture below with the right word!

1. Indicator Fuel



2. Sunroof



3. Wing Mirror



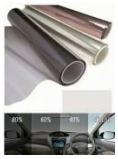
4. Carpet



5. Rim



6. Sun Visor



7. Wind Screen



8. Window Film



9. Wheel Brace



10. Jack



C. Matching the vocabulary below with the right meaning!

1. Smart	(…..)	a. Menguji
2. High	(…..)	b. Memotong
3. Cheat	(…..)	c. Memesan
4. Order	(…..)	d. Mengunjungi
5. Cut	(…..)	e. Menyontek
6. Happy	(…..)	f. Tinggi
7. Arrogant	(…..)	g. Membungkus
8. Examine	(…..)	h. Mengumpulkan
9. Young	(…..)	i. Menawarkan
10. Collect	(…..)	j. Pintar
11. Strong	(…..)	k. Mengatakan
12. Visite	(…..)	l. Mengundang
13. Weak	(…..)	m. Sombong
14. Soft	(…..)	n. Sederhana
15. Invite	(…..)	o. Kuat
16. Wrap	(…..)	p. Senang
17. Offer	(…..)	q. Lemah
18. Offer	(…..)	r. Lembut
19. Say	(…..)	s. Muda
20. Simple	(…..)	t. Malas

KEY ANSWER
(POST-TEST)

Part A

1. Bolt
2. Bumper
3. Headrest
4. Gear Wheel
5. Diesel Fuel
6. Rear View Mirror
7. Exhaust Pipe
8. Acceelerator
9. Tire Valve
10. Tank
11. BBM
12. Ban Serep
13. Bensin
14. Gardan
15. Kaca Depan Mobil
16. Kunci Inggris
17. Lampu Belakang
18. Kopling
19. Persneling
20. Ban Belakang

Part B

1. Indicator Fuel (4)
2. Sunroof (8)
3. Wing Mirror (5)
4. Carpet (7)
5. Rim (3)
6. Sun Visor (1)
7. Wind Screen (2)
8. Window Film (6)
9. Wheel Brace (10)
10. Jack (9)

Part C

1. Smart (j) Pintar
2. High (f) Tinggi
3. Cheat (e) Menyontek
4. Order (c) Memesan
5. Cut (b) Memotong
6. Happy (p) Senang
7. Arrogant (m) Sombong
8. Examine (a) Menguji
9. Young (s) Muda
10. Collect (h) Mengecek
11. Strong (o) Kuat
12. Visite (d) Mengunjungi
13. Weak (q) Lemah
14. Soft (r) Lembut
15. Invite (l) Mengundang
16. Wrap (g) Membungkus
17. Lazy (t) Malas
18. Offer (i) Menawarkan
19. Say (k) Mengatakan
20. Simple (n) Sederhana

LESSON PLAN

School	: SMKN 9 Luwu
Subject	: English
Grade/Semester	: X/I
Theme	: Vocabulary
Time	: 2x45 Minutes
Meeting	: I

A. Learning Material

"Noun"

1. Bolt : Baut
2. Bumper : Bamper
3. Headrest : SandaranKepala
4. Gear Wheel : Gir
5. Diesel Fuel : Solar
6. Rear View Mirror : KacaSpion
7. Exhaust Pipe : Knalpot
8. Acceelerator : Pedal Gas
9. Tire Valve : Pentil Ban
10. Tank : Tangki
11. Fossil Fuel : BBM
12. Spare Tire : Ban Serep
13. Gasoline : Bensin
14. Differential Gear : Gardan
15. Windshield : Kaca Depan Mobil
16. Wrench : Kunci Inggris
17. Rear Light : Lampu Belakang
18. Clutch : Kopling
19. Gear : Persneling
20. Back Tire : Ban Belakang
21. Indicator Fuel : Indikator Bensin
22. Sunroof : Ventilasi Udara Kecil
23. Wing Mirror : Kaca Spion
24. Carpet : Karpet
25. Rim : Vleg/Pelek
26. Sun Visor : Penghalang Sinar Matahri
27. Wind Screen : Jendela/Kaca depan mobil
28. Window Film : Kaca Film
29. Wheel Brace : Kunci Roda
30. Jack : Dongkrak

B. Purpose

"Students can understand about noun by using Guess the Word Game"

C. Learning Process

No	Aspects	Activities	Duration
1.	Opening Activities	1. Preparing the students 2. Greeting 3. Pray 4. Asking and response about students' condition 5. Check the students' attendance list	10 Minutes
2.	Main Activities	1. The researcher introduces the material (noun) 2. The researcher divides students into three groups 3. The researcher provides the word in a small paper 4. Each student in a group took one small paper and describe it with their own languange to their group 5. Each group only have 5 minutes to guess the word 6. The researcher asks the students to write down all the words that they get in worksheet.	70 Minutes
3.	Closing Activities	1. The researcher reviews the material 2. The researcher informs the material for the next meeting.	10 Minutes

Pongko, October 2020
The Researcher

Nova Bachtiar
1601404039

LESSON PLAN

School	: SMKN 9 Luwu
Subject	: English
Grade/Semester	: X/I
Theme	: Vocabulary
Time	: 2x45 Minutes
Meeting	: II

A. Learning Material

"Verb"

1. Order : Memesan
2. Put : Meletakkan
3. Patch : Menambal
4. Waste : Membuang
5. Cut : Memotong
6. Begin : Memulai
7. Change : Mengganti
8. Damage : Merusak
9. Borrow : Meminjam
10. Burn : Membakar
11. Check : Memeriksa
12. Collect : Mengumpulkan
13. Compare : Membandingkan
14. Repair : Memperbaiki
15. Tell : Menceritakan
16. Work : Bekerja
17. Examine : Menguji
18. Sell : Menjual
19. Cheat : Menyontek
20. Buy : Membeli
21. Push : Mendorong
22. Visit : Mengunjungi
23. Say : Mengatakan
24. Invite : Mengundang
25. Pay : Membayar
26. Offer : Menawarkan
27. Wrap : Membungkus
28. Pull : Menarik
29. Drive : Mengendarai
30. Wipe : Mengelap

B. Purpose

"Students can understand about verb by using Guess the Word Game"

C. Learning Process

No	Aspects	Activities	Duration
1.	Opening Activities	1. Preparing the students 2. Greeting 3. Pray 4. Asking and response about students' condition 5. Check the students' attendance list 6. Review the last material	10 Minutes
2.	Main Activities	1. The researcher introduces the material (verb) 2. The researcher divides students into three groups 3. The researcher provides the word in a small paper 4. Each student in a group took one small paper and describe it with their own languange to their group 5. Each group only have 5 minutes to guess the word 6. The researcher asks the students to write down all the words that they get in worksheet.	70 Minutes
3.	Closing Activities	1. The researcher reviews the material 2. The researcher informs the material for the next meeting.	10 Minutes

Pongko, November 2020
The Researcher

Nova Bachtiar
1601404039

LESSON PLAN

School	: SMKN 9 Luwu
Subject	: English
Grade/Semester	: X/I
Theme	: Vocabulary
Time	: 2x45 Minutes
Meeting	: III

A. Learning Material

"Adjective"

1. Kind : Baik Hati
2. Diligent : Rajin
3. Friendly : Ramah
4. Lazy : Malas
5. Smart : Pintar
6. Stupid : Bodoh
7. Arrogant : Sombong
8. Weak : Lemah
9. Strong : Kuat
10. Big : Besar
11. Small : Kecil
12. Large : Lebar
13. High : Tinggi
14. Short : Pendek
15. Old : Tua
16. Young : Muda
17. Easy : Gampang/Mudah
18. Difficult : Susah/Sulit
19. New : Baru
20. Good : Bagus
21. Long : Panjang
22. Bad : Buruk
23. Right : Benar
24. Wrong : Salah
25. Tidy : Rapi
26. Simple : Sederhana
27. Happy : Senang
28. Humble : Rendah Hati
29. Talkative : Cerewet
30. Patient : Saba

B. Purpose

"Students can understand about adjective by using Guess the Word Game"

C. Learning Process

No	Aspects	Activities	Duration
1.	Opening Activities	1. Preparing the students 2. Greeting 3. Pray 4. Asking and response about students' condition 5. Check the students' attendance list 6. Review the last material	10 Minutes
2.	Main Activities	1. The researcher introduces the material (adjective) 2. The researcher divides students into three groups 3. The researcher provides the word in a small paper 4. Each student in a group took one small paper and describe it with their own languange to their group 5. Each group only have 5 minutes to guess the word 6. The researcher asks the students to write down all the words that they get in worksheet.	70 Minutes
3.	Closing Activities	1. The researcher reviews the material 2. The researcher informs the material for the next meeting.	10 Minutes

Pongko, November 2020
The Researcher

Nova Bachtiar
1601404039

LESSON PLAN

School	: SMKN 9 Luwu
Subject	: English
Grade/Semester	: X/I
Theme	: Noun, Verb and Adjective
Time	: 2x45 Minutes
Meeting	: IV

A. Learning Material

"Noun, Verb and Adjective"

1. Trunk : Bagasi
2. Garage : Garasi
3. Brake : Rem
4. Spark plug : Busi
5. Horn : Klakson
6. Tire : Ban
7. Used Car : Mobil Bekas
8. License Plat : Nomor Plat
9. Engine/Machine : Mesin
10. Battery : Aki
11. Sad : Sedih
12. Loyal : Setia
13. Fine : Baik
14. Safe : Aman
15. Interesting : Menarik
16. Hot : Panas/Pedas
17. Cold : Dingin
18. Cool : Sejuk
19. Popular : Terkenal
20. Smooth : Halus
21. Pinch : Mencubit
22. Prick : Menusuk
23. Raise : Mengangkat
24. Refuse : Menolak
25. Rescue : Menyelamatkan
26. Shave : Mencukur
27. Terrify : Menakuti
28. Twist : Memutar
29. Weigh : Menimbang
30. Yawn : Menguap

B. Purpose

"Students can understand about noun, verb and adjective by using Guess the Word Game"

C. Learning Process

No	Aspects	Activities	Duration
1.	Opening Activities	1. Preparing the students 2. Greeting 3. Pray 4. Asking and response about students' condition 5. Check the students' attendance list 6. Review the last material	10 Minutes
2.	Main Activities	1. The researcher introduces the material (Noun, Verb and Adjective) 2. The researcher divides students into three groups 3. The researcher provides the word in a small paper 4. Each student in a group took one small paper and describe it with their own languange to their group 5. Each group only have 5 minutes to guess the word 6. The researcher asks the students to write down all the words that they get in worksheet.	70 Minutes
3.	Closing Activities	1. The researcher reviews the material 2. The researcher gives motivation to the students.	10 Minutes

Pongko, November 2020
The Researcher

Nova Bachtiar
1601404039

WORKSHEET OF THE STUDENTS

Name : Date:

Class :

Vocabulary	Meaning
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

PRE-TEST

$\frac{3}{50} \times 100 = \frac{6}{=}$

Name : Dion Anggara

Class : Automotive

A. Translate into Indonesian and English the vocabulary below!

Vocabulary	Meaning
~~1.~~ Battery	1.
~~2.~~ Trunk	2.
~~3.~~ Garage	3.
~~4.~~ Key	4.
~~5.~~ Brake	5.
~~6.~~ Hood	6.
~~7.~~ Oil	7. Oli
~~8.~~ Chain	8.
~~9.~~ Engine/Machine	9.
~~10.~~ Mechanic	10.
~~11.~~ Aki Mobil	11.
~~12.~~ Air Aki	12.
~~13.~~ Air Radiator	13.
~~14.~~ Busi	14.
~~15.~~ Sabuk Pengaman	15.
~~16.~~ Kunci Mobil	16. ~~Broken~~ Car key
~~17.~~ Mesin Mobil	17.
~~18.~~ Mekanik Mobil	18.
~~19.~~ Mobil Bekas	19.
~~20.~~ Klakson	20.

B. Matching the picture below with the right word!

1. Driver
2. Car
3. Tire
4. License Plate
5. Speedometer
6. Steering Wheel
7. AC (Air Conditioner)
8. Car Key
9. Window Switch
10. Windscreen Wiper













C. Matching the vocabulary below with the right meaning!

1. Drive	(.....)	a. Memperbaiki
2. Friendly	(.....)	b. Rajin
3. Tidy	(.....)	c. Kecil
4. Long	(.....)	d. Bersih
5. Big	(.....)	e. Mengendarai
6. Diligent	(.....)	f. Mengganti
7. Repair	(.....)	g. Besar
8. Pull	(.....)	h. Rapi
9. Pay	(.....)	i. Mendorong
10. Sell	(.....)	j. Panjang
11. Clean	(.....)	k. Menambal
12. Buy	(.....)	l. Menarik
13. Small	(.....)	m. Pendek
14. Talkative	(.....)	n. Ramah
15. Push	(.....)	o. Mengelap
16. Patch	(.....)	p. Baik
17. Short	(.....)	q. Menjual
18. Wipe	(.....)	r. Membayar
19. Kind	(.....)	s. Cerewet
20. Change	(.....)	t. Membeli

$\frac{22}{50} \times 100 = 44$

Name : Syanril

Class : Otomotif

A. Translate into Indonesian and English the vocabulary below!

Vocabulary	Meaning
~~1.~~ Battery	1. baterai
~~2.~~ Trunk	2.
~~3.~~ Garage	3.
~~4.~~ Key	4. kunci
~~5.~~ Brake	5.
~~6.~~ Hood	6.
~~7.~~ Oil	7. minyak
~~8.~~ Chain	8.
~~9.~~ Engine/Machine	9. mesin
~~10.~~ Mechanic	10. mekanik
~~11.~~ Aki Mobil	11.
~~12.~~ Air Aki	12.
~~13.~~ Air Radiator	13.
~~14.~~ Busi	14.
~~15.~~ Sabuk Pengaman	15.
~~16.~~ Kunci Mobil	16. car key
~~17.~~ Mesin Mobil	17.
~~18.~~ Mekanik Mobil	18.
~~19.~~ Mobil Bekas	19.
~~20.~~ Klakson	20.

B. Matching the picture below with the right word!

1. Driver
2. Car
3. Tire
4. License Plate
5. Speedometer
6. Steering Wheel
7. AC (Air Conditioner)
8. Car Key
9. Window Switch
10. Windscreen Wiper













C. Matching the vocabulary below with the right meaning!

1. Drive	(.R.)	a. Memperbaiki
2. Friendly	(.N.)	b. Rajin
3. Tidy	(.....)	c. Kecil
4. Long	(.J..)	d. Bersih
5. Big	(.G..)	e. Mengendarai
6. Diligent	(.....)	f. Mengganti
7. Repair	(.F..)	g. Besar
8. Pull	(.....)	h. Rapi
9. Pay	(.....)	i. Mendorong
10. Sell	(.....)	j. Panjang
11. Clean	(.D..)	k. Menambal
12. Buy	(.T..)	l. Menarik
13. Small	(.....)	m. Pendek
14. Talkative	(.....)	n. Ramah
15. Push	(.I..)	o. Mengelap
16. Patch	(.....)	p. Baik
17. Short	(.M..)	q. Menjual
18. Wipe	(.....)	r. Membayar
19. Kind	(.....)	s. Cerewet
20. Change	(.....)	t. Membeli

$\frac{21}{50} \times 100 = 42$

Name : Fathur ramad hani

Class : Otomotive

A. Translate into Indonesian and English the vocabulary below!

Vocabulary	Meaning
1. Battery	1. baterai
2. Trunk	2. -
3. Garage	3.
4. Key	4. kunci
5. Brake	5.
6. Hood	6.
7. Oil	7. oli
8. Chain	8.
9. Engine/Machine	9.
10. Mechanic	10.
11. Aki Mobil	11.
12. Air Aki	12.
13. Air Radiator	13.
14. Busi	14.
15. Sabuk Pengaman	15.
16. Kunci Mobil	16.
17. Mesin Mobil	17.
18. Mekanik Mobil	18.
19. Mobil Bekas	19.
20. Klakson	20.

B. *Matching the picture below with the right word!*

1. Driver
2. Car
3. Tire
4. License Plate
5. Speedometer
6. Steering Wheel
7. AC (Air Conditioner)
8. Car Key
9. Window Switch
10. Windscreen Wiper





















C. Matching the vocabulary below with the right meaning!

1. Drive	(.B..)	a. Memperbaiki
2. Friendly	(.....)	b. Rajin
3. Tidy	(.....)	c. Kecil
4. Long	(.J..)	d. Bersih
5. Big	(.G..)	e. Mengendarai
6. Diligent	(.....)	f. Mengganti
7. Repair	(.A..)	g. Besar
8. Pull	(.L..)	h. Rapi
9. Pay	(.R..)	i. Mendorong
10. Sell	(.I..)	j. Panjang
11. Clean	(.D..)	k. Menambal
12. Buy	(.E..)	l. Menarik
13. Small	(.C..)	m. Pendek
14. Talkative	(.M..)	n. Ramah
15. Push	(..I..)	o. Mengelap
16. Patch	(.....)	p. Baik
17. Short	(.....)	q. Menjual
18. Wipe	(.....)	r. Membayar
19. Kind	(.....)	s. Cerewet
20. Change	(.....)	t. Membeli

POST-TEST

33/50 x 100 = 66

Name : Dion Anggana
Class : Outomotif TKJ

A. Translate into English and Indonesian the computer vocabulary below!

Vocabulary	Meaning
1. Baut	1. Bolt
2. Bamper	2. Bumper
3. Sandaran Kepala	3. ~~Gear~~ when ~~headgear~~ headrest
4. Gir	4. Gear Wheel
5. Solar	5. Diesel fuel
6. Kaca Spion	6. Rear view mirror
7. Knalpot	7. exhaust pipe
8. Pedal Gas	8. accelerator
9. Pentil Ban	9. tire valve
10. Tangki	10. Tank
11. Fossil Fuel	11. BBM
12. Spare Tire	12. Ban serep
13. Gasoline	13. Bensin
14. Differential Gear	14. Gardan
15. Windshield	15. kaca depan mobil
16. Wrench	16. kunci inggris
17. Rear Light	17. Lampu belakang
18. Clutch	18. kopling
19. Gear	19. persneling
20. Back Tire	20. Ban belakang

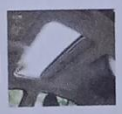
B. Matching the picture below with the right word!

1. Indicator Fuel
2. Sunroof
3. Wing Mirror
4. Carpet
5. Rim
6. Sun Visor
7. Wind Screen
8. Window Film
9. Wheel Brace
10. Jack









C. Matching the vocabulary below with the right meaning!

1. Smart	(..J..)	a. Menguji
2. High	(..F..)	b. Memotong
3. Cheat	(..E..)	c. Memesan
4. Order	(..C..)	d. Mengunjungi
5. Cut	(.....)	e. Menyontek
6. Happy	(..P..)	f. Tinggi
7. Arrogant	(..M..)	g. Membungkus
8. Examine	(..A..)	h. Mengumpulkan
9. Young	(..S..)	i. Menawarkan
10. Collect	(.....)	j. Pintar
11. Strong	(..O..)	k. Mengatakan
12. Visite	(.....)	l. Mengundang
13. Weak	(..Q..)	m. Sombong
14. Soft	(..R..)	n. Sederhana
15. Invite	(..I..)	o. Kuat
16. Wrap	(..G..)	p. Senang
17. Lazy	(..T..)	q. Lemah
18. Offer	(..i..)	r. Lembut
19. Say	(.....)	s. Muda
20. Simple	(..N..)	t. Malas

$\frac{32}{50} \times 100 = 64$

Name : Syahril

Class : XI Otomotif

A. Translate into English and Indonesian the computer vocabulary below!

Vocabulary	Meaning
1. Baut	1. Bolt
2. Bamper	2. Bumper
3. Sandaran Kepala	3. headrest
4. Gir	4. Gear wheel
5. Solar	5. diesel fuel
6. Kaca Spion	6. wing mirror
7. Knalpot	7.
8. Pedal Gas	8.
9. Pentil Ban	9. ~~Bolt~~ Tire
10. Tangki	10. Tank
11. Fossil Fuel	11. BBM
12. Spare Tire	12. Ban serep
13. Gasoline	13. Bensin
14. Differential Gear	14.
15. Windshield	15.
16. Wrench	16.
17. Rear Light	17.
18. Clutch	18.
19. Gear	19. Persneling
20. Back Tire	20. ~~Pedal~~ BAN Belakang

B. Matching the picture below with the right word!

1. Indicator Fuel
2. Sunroof
3. Wing Mirror
4. Carpet
5. Rim
6. Sun Visor
7. Wind Screen
8. Window Film
9. Wheel Brace
10. Jack












C. Matching the vocabulary below with the right meaning!

1. Smart	(J)	a. Menguji
2. High	(F)	b. Memotong
3. Cheat	(E)	c. Memesan
4. Order	(C)	d. Mengunjungi
5. Cut	(.....)	e. Menyontek
6. Happy	(P)	f. Tinggi
7. Arrogant	(M)	g. Membungkus
8. Examine	(D)	h. Mengumpulkan
9. Young	(S)	i. Menawarkan
10. Collect	(H)	j. Pintar
11. Strong	(O)	k. Mengatakan
12. Visite	(.....)	l. Mengundang
13. Weak	(Q)	m. Sombong
14. Soft	(R)	n. Sederhana
15. Invite	(L)	o. Kuat
16. Wrap	(.....)	p. Senang
17. Lazy	(T)	q. Lemah
18. Offer	(.....)	r. Lembut
19. Say	(.....)	s. Muda
20. Simple	(N)	t. Malas

Name : FATHUR RAMAD HANI

Class : ~~TKR~~ Otomotif

$\frac{35}{50} \times 100 = 70$

A. Translate into English and Indonesian the computer vocabulary below!

Vocabulary	Meaning
1. Baut	1. bolt
2. Bamper	2. Bumper
3. Sandaran Kepala	3. Headrest
4. Gir	4. gear wheel
5. Solar	5. Diesel ful
6. Kaca Spion	6. rear view mirror
7. Knalpot	7. exhaust pipe
8. Pedal Gas	8. Acceelelator
9. Pentil Ban	9. tire valve
10. Tangki	10. Tank
11. Fossil Fuel	11. BBM
12. Spare Tire	12. ban serep
13. Gasoline	13. Bensin
14. Differential Gear	14. gardan
15. Windshield	15. kaca depan mobil
16. Wrench	16. kunci inggris
17. Rear Light	17. lampu belakang
18. Clutch	18. kopling
19. Gear	19. Persneling
20. Back Tire	20. ban belakang

B. Matching the picture below with the right word!

1. Indicator Fuel
2. Sunroof
3. Wing Mirror
4. Carpet
5. Rim
6. Sun Visor
7. Wind Screen
8. Window Film
9. Wheel Brace
10. Jack









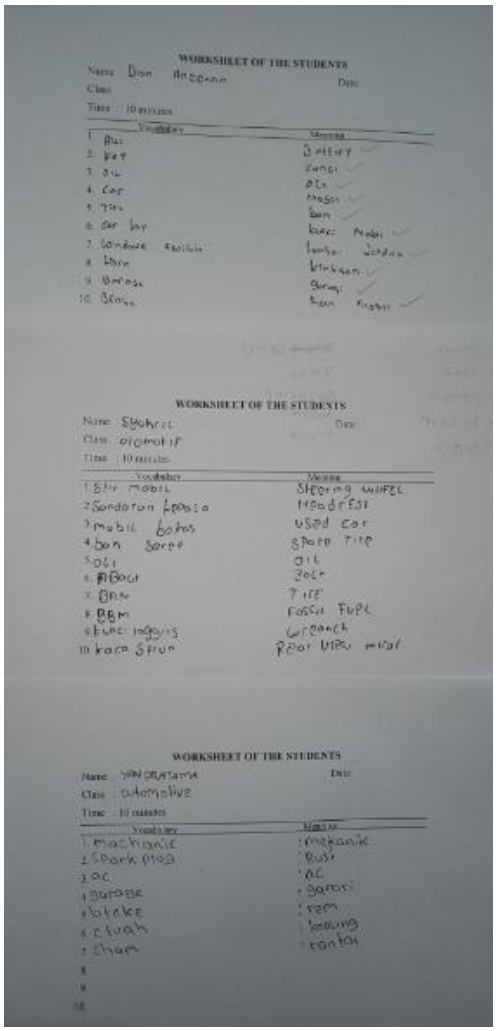




C. Matching the vocabulary below with the right meaning!

1. Smart	(.j..)	a. Menguji
2. High	(.f...)	b. Memotong
3. Cheat	(.e..)	c. Memesan
4. Order	(..c..)	d. Mengunjungi
5. Cut	(.b..)	e. Menyontek
6. Happy	(.p...)	f. Tinggi
7. Arrogant	(m..)	g. Membungkus
8. Examine	(.d..)	h. Mengumpulkan
9. Young	(.s..)	i. Menawarkan
10. Collect	(.h..)	j. Pintar
11. Strong	(.o..)	k. Mengatakan
12. Visite	(.d..)	l. Mengundang
13. Weak	(..q..)	m. Sombong
14. Soft	(r...)	n. Sederhana
15. Invite	(.i..)	o. Kuat
16. Wrap	(.g..)	p. Senang
17. Lazy	(..z..)	q. Lemah
18. Offer	(..i..)	r. Lembut
19. Say	(.k.)	s. Muda
20. Simple	(.n..)	t. Malas

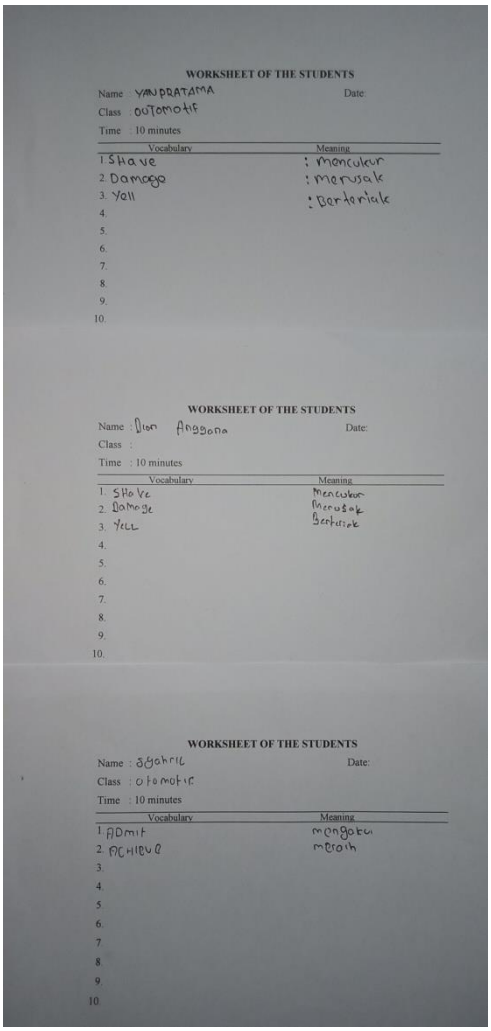
WORKSHEET OF THE STUDENTS



WORKSHEET OF THE STUDENTS

Name : Dion Anggona Date:
Class :
Time : 10 minutes

Vocabulary	Meaning
1. Aki	Battery
2. Key	kunci
3. Oil	oli
4. Car	mesin
5. Tire	ban
6. Car bar	kaca mobil
7. Window	lampu sorot
8. Lamp	kerusakan
9. Broken	gerigi
10. Gear	ban



WORKSHEET OF THE STUDENTS

Name : YANDRATAMA Date:
Class : OUTOMOTIF
Time : 10 minutes

Vocabulary	Meaning
1. Shave	: mencukur
2. Damage	: merusak
3. Yell	: berteriak
4.	
5.	
6.	
7.	
8.	
9.	
10.	

WORKSHEET OF THE STUDENTS

Name : Syahril Date:
Class : otomotif
Time : 10 minutes

Vocabulary	Meaning
1. Stir mobil	Steering wheel
2. Sandaran kepala	Headrest
3. mobil bekas	used car
4. ban sepeda	speed tire
5. oli	oil
6. Baut	bolt
7. Ban	Tire
8. BBM	fossil fuel
9. Rem tangan	Parking
10. kaca spion	rear view mirror

WORKSHEET OF THE STUDENTS

Name : Dion Anggona Date:
Class :
Time : 10 minutes

Vocabulary	Meaning
1. Shave	Mencukur
2. Damage	Merusak
3. Yell	Berteriak
4.	
5.	
6.	
7.	
8.	
9.	
10.	

WORKSHEET OF THE STUDENTS

Name : YANDRATAMA Date:
Class : automotive
Time : 10 minutes

Vocabulary	Meaning
1. mechanic	: mekanik
2. Spark plug	: busi
3. AC	: AC
4. Battery	: baterai
5. brake	: rem
6. clutch	: kopling
7. Chain	: rantai
8.	
9.	
10.	

WORKSHEET OF THE STUDENTS

Name : Syahril Date:
Class : otomotif
Time : 10 minutes

Vocabulary	Meaning
1. Admit	mengaku
2. Achieve	meraih
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

DOCUMENTATION



Picture 1. The student took one small paper



Picture 2. The student described the word



Picture 3. The student tried to guess the word

UNIVERSITAS COKROAMINOTO PALOPO
FAKULTAS KEGURUAN DAN ILMU KEPENDIDIKAN

SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
NOMOR: 021/D/FKIP-UNCP/I/2020
TENTANG
PENETAPAN DOSEN PEMBIMBING PENELITIAN DAN PENULISAN SKRIPSI

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menimbang : Bahwa dalam rangka pelaksanaan penelitian dan penulisan skripsi bagi mahasiswa, maka dipandang perlu menetapkan dosen pembimbing.

Mengingat :
1. Undang-undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional;
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi;
3. Keputusan Mendiknas No.095/D/O/2005 tanggal 06 Juli 2005 tentang Status Terdaftar Universitas Cokroaminoto Palopo;
4. Statuta Universitas Cokroaminoto Palopo.

Memperhatikan : Pengajuan judul skripsi **Sdr. Nova Bachtiar NPM 1601404039** Program Studi Pendidikan Bahasa Inggris dengan tema "Vocabulary".

MEMUTUSKAN

Menetapkan :

Pertama : Menunjuk Dosen Pembimbing Skripsi mahasiswa tersebut diatas
Sri Damayanti, S.S., M.Hum. (Pembimbing I)
Tsamratul'Aeni, S.S., M.Hum. (Pembimbing II)

Kedua : Surat Keputusan ini berlaku sejak tanggal ditetapkan, dengan ketentuan apabila dikemudian hari terdapat kekeliruan didalamnya akan diadakan perbaikan sebagaimana mestinya.

Ditetapkan di : Palopo
Pada Tanggal : 11 Januari 2020

Dekan,

Dr. Rusdiana Junaid, M. Hum., MA.
NIP. 19680624 199403 2 003

Tembusan disampaikan dengan hormat kepada:
1. Rektor UNCP
2. Ketua Program Studi
3. Yang bersangkutan
4. Arsip

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS COKROAMINOTO PALOPO
Jl. Latammacelling No. 9 B Kota Palopo Sulawesi Selatan
Tlp. 0471-23421 Website http://www.uncp.ac.id

Nomor : 006/FKIP-UNCP/X/2020 Palopo, 5 Oktober 2020
Lampiran : -
Perihal : Permohonan izin melakukan penelitian

Kepada Yth.
Kepala SMKN 9 Luwu
di-
Tempat

Dengan Hormat,
Sehubungan dengan pelaksanaan penelitian bagi yang tersebut dibawah ini:

Nama	: Nova Bachtiar
NIM	: 1601404039
Tempat/Tanggal Lahir	: Sabbang, 12 Juni 1998
Jenis Kelamin	: Perempuan
Program Studi	: Pendidikan Bahasa Inggris Fakultas
: Keguruan dan Ilmu Pendidikan Alamat	:
Desa Pongko, Kec. Walenrang Utara Tempat Penelitian	:
SMKN 9 Luwu	
Waktu Penelitian	: Bulan Oktober-November 2020

Dimohon kesediaan Bapak/Ibu untuk menerbitkan surat izin melakukan penelitian di instansi yang Bapak/Ibu pimpin guna menyusun karya ilmiah (Skripsi) yang berjudul **"Improving Students' Vocabulary by Using Guess the Word Game of SMKN 9 Luwu".**

Atas bantuan dan kerjasamanya, kami ucapkan terima kasih.

Dekan FKIP.

Dr. Rusdiana Junaid, M. Hum., M.A.
NIP. 19680624 199403 2 003

Tembusan disampaikan kepada yang terhormat:
1. Rektor UNCP (Sebagai Laporan)
2. Arsip

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMK NEGERI 9 LUWU
Alamat: Jl. Trans Sulawesi, Km. 34, Desa Pongko, Kec. Walenrang Utara, Kab. Luwu, Kode Pos 91952

SURAT KETERANGAN

Nomor : 421.5/ 036-UPT SMKN.9/LUWU/DISDIK

Sehubungan dengan surat dari Fakultas Keguruan dan Ilmu Pendidikan Universitas Cokroaminoto Palopo, Nomor: 006/FKIP-UNCP/X/2020, perihal : Permohonan Izin Melakukan Penelitian tertanggal 05 Oktober 2020, maka Kepala UPT SMK Negeri 9 Luwu dengan ini menerangkan nama mahasiswa di bawah ini :

Nama	:	Nova Bachtiar
NIM	:	1601404039
Tempat/Tanggal Lahir	:	Sabbang, 12 juni 1998
Jenis Kelamin	:	Perempuan
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Keguruan dan Ilmu Pendidikan
Alamat	:	Desa Pongko, Kec. Walenrang Utara

Benar telah mengadakan penelitian di UPT SMK Negeri 9 Luwu pada Bulan Oktober sd November 2020 guna melengkapi data pada penyusunan karya ilmiah (Skripsi) yang berjudul **"Improving Students' Vocabulary by Using Guess the Word Game of SMKN 9 Luwu"**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Walenrang Utara, 09 Desember 2020
Mengetahui,
Kepala UPT SMKN 9 LUWU

Drs. SUARDI ARIF, MM
NIP. 19611231 199002 1 013

PUSAT STUDI ANALISIS DAN INTERPRETASI DATA
UNIVERSITAS COKROAMINOTO PALOPO
Kampus II: Jl. Lamaranginang Kota Palopo-Sulawesi Selatan
Telp./Hp. 085330245132
Email: psaid.uncp@gmail.com

LEMBAR PENGESAHAN HASIL

VALIDASI ANALISIS DATA

Nomor : 190/PSAID/XI/2020

Yang bertandatangan di bawah ini, Koordinator Pusat Studi Analisis dan Interpretasi Data, menerangkan bahwa :

Nama	:	Nova Bachtiar
NIM	:	1601404039
Prodi Instansi	:	Pendidikan Bahasa Inggris
Judul	:	Improving Students' Vocabulary by Using Guess the Word Game of SMKN 9 Luwu
Analis	:	Marwan Sam, S.Si., M.Si.
Jumlah Variabel	:	2 (Dua Variabel)

Berdasarkan hasil pemeriksaan Tim Pusat Studi Analisis dan Interpretasi Data bahwa data hasil penelitian telah divalidasi dan memenuhi standar analisis data yang tepat.

Demikian lembar validasi analisis data ini dibuat dengan sesungguhnya untuk dipergunakan sebagaimana mestinya.

Palopo, 20 November 2020
Mengetahui :
Koordinator PSAID

Marwan Sam, S.Si., M.Si.
NIDN. 0930038602

PUSAT STUDI ANALISIS DAN INTERPRETASI DATA
UNIVERSITAS COKROAMINOTO PALOPO
Kampus II: Jl. Lamaranginang Kota Palopo-Sulawesi Selatan
Telp./Hp. 085255260620
Email: psaid.uncp@gmail.com

Palopo, 20 November 2020

HASIL ANALISIS DATA

Nama : **Nova Bachtiar**
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A. Descriptives

Descriptives

			Statistic	Std. Error
Nilai Pre Test	Mean		23.60	4.833
	95% Confidence Interval for Mean	Lower Bound	13.23	
		Upper Bound	33.97	
	5% Trimmed Mean		21.67	
	Median		16.00	
	Variance		350.400	
	Std. Deviation		18.719	
	Minimum		6	
	Maximum		76	
	Range		70	
	Interquartile Range		22	
	Skewness		1.804	.580
	Kurtosis		3.480	1.121
Nilai Post Test	Mean		62.13	2.288
	95% Confidence Interval for Mean	Lower Bound	57.23	
		Upper Bound	67.04	
	5% Trimmed Mean		62.48	
	Median		64.00	
	Variance		78.552	
	Std. Deviation		8.863	
	Minimum		40	
	Maximum		78	
	Range		38	
	Interquartile Range		6	
	Skewness		-1.057	.580
	Kurtosis		2.447	1.121

B. Normality test

Hipotesis Pernyataan:

H0 : Data mengikuti distribusi normal
H1 : Data tidak mengikuti distribusi normal

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Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Nilai Pre Test	.284	15	.002	.793	15	.003
Nilai Post Test	.227	15	.036	.889	15	.065

a. Lilliefors Significance Correction

Kriteria :

- Tolak H0 apabila nilai signifkansi (Sig.) < 0.05 berarti distribusi sampel tidak normal.
- Terima H0 apabila nilai signifikansi (Sig.) > 0.05 berarti distribusi sampel normal.

Interpretasi:

- Uji Normalitas Menggunakan Kolmogorov-Smirnov
  Dari hasil perhitungan diperoleh bahwa untuk Pre-Test, angka Sig. 0.002< 0.05, maka distribusi data variabel Pre-Test berdistribusi **tidak normal**, sedangkan untuk Post-Test, angka Sig. 0.036> 0.05, maka distribusi data variabel Post-Test juga berdistribusi **tidak normal**.
- Uji Normalitas Menggunakan Shapiro-Wilk
  Dari hasil perhitungan diperoleh bahwa untuk Pre-Test, angka Sig. 0.003< 0.05, maka distribusi data variabel Pre-Test berdistribusi **tidak normal**, sedangkan untuk Post-Test, angka Sig. 0.065> 0.05, maka distribusi data variabel Post-Test berdistribusi **normal**.

C. Homogenity

Hipotesis Pernyataan

H0 : Data memiliki varian yang sama (homogen)
H1 : Data tidak memiliki varian yang sama (heterogen)

Uji homogenitas untuk tiap variable adalah sebagai berikut:

Test of Homogeneity of Variances[a]

Nilai Pre Test

Levene Statistic	df1	df2	Sig.
.	2	.	.

a. Test of homogeneity of variances cannot be performed for Nilai Pre Test because the sum of caseweights is less than the number of groups.

Test of Homogeneity of Variances[a]

Nilai Post Test

Levene Statistic	df1	df2	Sig.
.	3	.	.

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a. Test of homogeneity of variances cannot be performed for Nilai Post Test because the sum of caseweights is less than the number of groups.

Kriteria:
- Jika probabilitas (sig.) > 0.05 maka H0 diterima
- Jika probabilitas (sig.) < 0.05 maka H0 ditolak

Interpretasi:
Dari tabel test of Homogenity of Variances diperoleh:
- Untuk pre-test, nilai probabilitas tidak muncul sehingga data nilai pre-test diasumsikan bervarians **homogen**.
- Untuk post-test, nilai probabilitas juga tidak muncul sehingga data nilai post-test diasumsikan bervarians **homogen**.

Uji homogenitas untuk keseluruhan data adalah sebagai berikut:

Test of Homogeneity of Variances

Nilai Pre Test dan Post Test

Levene Statistic	df1	df2	Sig.
5.295	1	28	.029

Kriteria:
- Jika probabilitas (sig.) > 0.05 maka H0 diterima
- Jika probabilitas (sig.) < 0.05 maka H0 ditolak

Interpretasi:
Dari tabel test of Homogenity of Variances diperoleh nilai probabilitas (sig.) 0.029 < 0.05 sehingga data sampel bervarians **tidak homogen (heterogen)**.

D. T - Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Nilai Pre Test	23.60	15	18.719	4.833
	Nilai Post Test	62.13	15	8.863	2.288

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Nilai Pre Test - Nilai Post Test	-38.533	18.353	4.739	-48.697	-28.370	-8.132	14	.000

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Analisis Output:

Output pertama:
Sama dengan table deskriptif pada bagian A.

Output kedua:
Rumusan Hipotesis untuk kasus ini adalah:
H0 : tidak terdapat perbedaan nilai pre-test dan post-test
H1 : terdapat perbedaan nilai pre-test dan post-test

Kriteria Pengambilan Keputusan:
- Jika probabilitas (sig.) > 0.05, maka H0 diterima
- Jika probabilitas (sig.) < 0.05, maka H0 ditolak.

Interpretasi:
Dari output Paired Samples Test ternyata probabilitasnya yaitu 0.000 < 0.05, maka H0 ditolak berarti **terdapat perbedaan nilai pre-test dan post-test**.

Analis,

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