# DEVELOPING ENGLISH VOCABULARY AT THE ELEVENTH YEAR STUDENTS OF MAN PALOPO THROUGH CARD GUESSING GAME

A THESIS

Submitted to the English Language of S1 Tarbiyah Department of State College for Islamic Studies of Palopo in Partial Fulfillment of the Requirement for S.Pd Degree in English Study Program

By,

MULIANA

Reg. Num. 09.16.3.0143

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO 2013

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The researcher realizes that the existence of this thesis was receiving much advice, guidance, encouragements and comments from many people. Therefore, the researcher would like to express thankfull to:

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Palopo, 30th September 2013

Researcher

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ABSTRACT

MULIANA Writer, 2013. **Developing English Vocabulary at The Eleventh Year Students of MAN Palopo through Card Guessing Game.** Thesis, English Study Program of Tarbiyah Department of State College for Islamic Studies (STAIN) Palopo. Supervised by Madehang, S.Ag., M.Pd. and Wahibah, S.Ag., M.Hum.

Key word: Developing Vocabulary, Card Guessing Game

This thesis is about developing English Vocabulary at the Eleventh Year Students of MAN Palopo through Card Guessing Game, The problem statements of this thesis: 1. Is Card Guessing Game effective in developing students' English vocabulary at the eleventh year students of MAN Palopo? 2. How are the students responses about the use Card Guessing Game at the eleventh year students of MAN Palopo?.

The research applied experimental technique. The population of this research was the Eleventh year students of MAN Palopo, consisted of 120 students. In this research the researcher used purposive sampling technique, where the reseacher took 18 students as sample in this research. Since the researcher know that IPA_2 has low ability in vocabulary. The researcher collected data by using vocabulary test. The students were asked to translate the words. The test aimed to determine the development of the students' vocabulary after they were taught through card guessing game.

Having analyzed the data, it was founding out that the students vocabulary developed through card guessing game at the Eleventh year students of MAN Palopo. There was significant difference between the result of pre-test and post-test, which was post-test was higher than pre-test, the mean score of pre-test was 4,3 and post-test was 7,1. From t-test value was 7 was greater than t-table was 2,110 or 7 > 2,110. It means that the students' vocabulary was improved through the use of card guessing game at the eleventh year students of MAN Palopo in 2013/2014 academic year.

ABSTRAK

MULIANA, 2014. *"Developing English Vocabulary at The eleventh Year Students of MAN Palopo through Card Guessing Game".* Skripsi, Program Studi Bahasa Inggris, Jurusan Tarbiyah, Sekolah Tinggi Agama Islam (STAIN) Palopo. dibimbing oleh Madehang S.Ag.,M.Pd and Wahibah,S.Ag.,M.Hum.

Key word: meningkatkan Vocabulary, Permainan Card Guessing

Skripsi ini telah disetujui dengan judul meningkatkan kosakata pada siswa MAN Palopo melalui permainan card guessing. Rumusan masalah pada skripsi ini adalah 1.apakah permainan card guessing efektif dalam meningkatkan kosakata bahasa Inggris pada siswa kelas 11 MAN Palopo ? 2. Bagamana respon siswa tentang permainan card guessing ?.

Populasi dalam penelitian ini adalah siswa kelas 11 MAN Palopo yang terdiri atas 120 siswa. Pada penelitian ini, penulis menggunakan teknik purposive sampling, dimana penulis mengambil 18 siswa sebagai sample dalam penelitian ini.

Peneliti mengumpulkan data dengan menggunakan tes kosakata dimana siswa mengartikan kata. Tes bertujuan untuk menentukan peningkatan siswa setelah mereka diajar melalui permainan card guessing.

Setelah data dianalisis, ditemukan bahwa kosakata siswa meningkat melalui permainan card guessing pada siswa kelas 11 MAN Palopo. Ada perbedaan signifikan antara hasil pre-test dan post-test, nilai dari post-test lebih tinggi dari pre-test, dimana skor Mean dari pre-test adalah 4,3 dan post-test 7,1. Dari nilai t-test yaitu 7 lebih besar dari t-table yaitu 2,110 atau 7 > 2,110. Itu berarti bahwa kosakata siswa meningkat melalui permainan card guessing Tahun Akademik 2011/2012.

CHAPTER I

INTRODUCTION

A. *Background*

English is an international an language is used by people all over the world and every person learn it, because it is very important and the large number of non native speaker who use it for part of their international contact. English is used as a trade, tourism, and other important international affairs. It is tool and medium to develop the language, people can talk everything such as culture, social, and politic. English is also the key to open the scientific and technical knowledge which is economic and political development of many countries in the world.

There are four skills in English lesson such as listening, reading, writing, and speaking. The English teachers must teach about the four components of language. Those are vocabulary, structure and pronunciation. Vocabulary has an important role, because vocabulary is one of components in language and it is impossible to study reading, speaking, listening and writing without having vocabularies. Children start school with a vocabulary which has been learned mainly from their contact with parents and the literacy environment at home, as well as their experiences with the wider world. A child's vocabulary at this age will largely be oral (i.e.words which they can understand when heard and use themselves), with some elements of a reading or writing vocabulary (i.e.words which they can understand when read, and

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words which they can write).[1]

If the students have vocabulary in their mind, they can understand the meaning of the text and they can converse to others. But in the reality, many students can not understand text and sometimes miscommunication, because they do not have much vocabulary. Sometimes the English learners or students are lazy to memorize vocabularies eventhough they know the rule in studying foreign language. Beside that the way to memorize words is not effective for them. In this case the researcher should apply the appropriate and technique to make teaching vocabulary much be better.

 Many methods that the teachers use to improve the students vocabulary such as use Card Guessing game. Card Guessing game is an alternative way to be used for studying and memorizing vocabulary. Game which is to guess some kind information such as a word and location of an object. Card guessing game is kind of game which describe the meaning of vocabulary word and guess vocabulary words from clue given.

Based on the assumption above, the researcher is interested to do a research entitled "Developing English Vocabulary at the Eleventh Year Students of MAN Palopo through Card Guessing Game"

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[1]Sue Hackman, *Teaching Effective Vocabular,*. (America: Department for Children, 2008), p. 4.

B. Problem Statements

Based on the problem above the writer formulates the research question as follow:

1. Is Card Guessing Game effective in developing students' English vocabulary at the eleventh year students of MAN Palopo?

2. How are the students responses about the use Card Guessing Game at the eleventh year students MAN Palopo?

C. Objectives of the Research

The objective of the research is to find out whether the Card Guessing Game is effective or not developing English vocabulary at the eleventh year students of MAN Palopo.

D. Significances of the Research

Through this researcher certainly will get the information and determine the conclusion of the research, beside the information can be utilized as some suggestion for people are followed below:

1. Students

The students will be motivated to learn English so they can develop their vocabulary through game especially Card Guessing Game.

2. Teacher

The English teacher can use in their teaching activity, so that they will develop their quality their teaching English

3. Other researcher

The result of this study are expected to be useful for the reader who want to know more about using game especially Card Guessing Game for teaching vocabulary and the result of this study can also be useful for those would like to cunduct furthet study

E. Scope of the Research

This research conducted at the Eleventh year students of MAN Palopo. Especially to examine the effectiveness of Card Guessing Game to develop English vocabulary. The researcher focuses on evaluating the students' lexical vocabulary namely about noun (thing, job, place), verb (regular and iiregular), and adjective (base adjective).

F. Definition of Term

Vocabulary is all the words with their meanings and all the words in a language.[2]

Develop is a change or increase in something or a situation[3]

Card guessing game is kind of game which ilustrate the meaning of the vocabulary after giving the clue(s).

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[2]Victoria Bull, *Oxford-Learners Pocket Dictionary*, (Great Clarendon Street: Oxford university press, 2008), p. 495.

[3]Anonym *Definition of Develop*, http://www.ask.com/question/what-does-develop-mean, Internet available Online, Accessed on 18th October 2013

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

There are few researchers who has conducted previous research aimed at improving students' vocabulary skills.

1. Alfiyatul Khusnah in her the thesis in tittle "A Study on Teaching English by Using Pictures and Guessing Game to Increase The Students' Vocabulary for The Third Grade of MI Ma'arif Pamon " the researcher finds that mean of the post test in the class is higher than pre test. The mean of pre test is 57.16 and the mean of post test is 75.48. By using t test, based on significance 0.1% and degree of freedom (db) n – 1 = 31 – 1 = 30, the t table shows 3.646 and the t value is 10.64 so, the t value is higher than t table. The data shows that t value is 10.64 so, 10.64 > 3.646 it means that there is significant difference between pre test and post value. It can be concluded that there is significance difference in students' vocabulary achievement between before and after being taught by using pictures and guessing games. The data interpretation also shows that there is increasing significance in students' vocabulary achievement. So, the result is teaching English by using pictures and guessing game influences the students' vocabulary achievement.[1]

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[1]Khusnah, Alfiyatul, *A Study on Teaching English by Using Pictures and Guessing Game Increase The Students' Vocabulary for The Third Grade of MI Ma'arif Pamon,* http://bIgfkp unirow2008c.wordpress.com/2011/07/27/name-alfiyatul-khusnah-class-2008-c-npm-1106080155/card guessinggame, The internet available Online, Accessed 22nd October 2013

2. Hastuti Rajiman in her the thesis in title "Teaching English Vocabulary Through Guessing Game to The Elementary School of The Fourth Grade at SD Negeri 61 tondok Alla' Palopo". The researcher concluded that using game to teach vocabulary is very good. It was supported by the ideal score in the second cycle (1st & 2nd) namely in participation 85% and mean score in vocabulary evaluation have achieved, in the first cycle was 51.00 in the second cycle was 85.50. So, the score of students increased in the second cycle. The guessing game has a significant effect on the tenth year students' vocabulary of SD Negeri 61 Tondok Alla' Jaya Palopo due to the significant differences between the cycle 1 and cycle 2 scores. Teaching vocabulary by using guessing game is one effective and interesting way that can be applied in any classroom.[2]

All these researches have similarities and differences. The similarities are using games for teaching and developing the students' vocabularies. While the differences is using different games in their research where Alfiyatul Khusnah gives and shows the picture to the students and the students guess what the meaning of it for example teacher: what is the color of that moon and students answer: the color of the moon is yellow and Hastuti Rajiman give the clue to the students and students guess the clue for example teacher: I live in water, can swimming and i have scales and students answer: fish. In this research the researcher using card guessing game for developing vocabularies. It can stimulate students to describe the meaning of vocabulary word

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[2]Hastuti Rajiman, *Teaching English Vocabulary Trough Guessing Game to The Elementary school of The Fourth at SD Negeri 61 Tondok Alla' Palopo*, (Palopo: STAIN Palopo, 2013), p. 69.

and guess vocabulary words from clue given, for example clue giver: instrument for showing the time and clue receiver answer the clue: o'clock.

B. Some Pertinent Ideas

1. Definition of vocabulary

   In oxford learner's pocket dictionary

a) All the words that a person knows or uses.

b) All the words in a language.

c) List of words with their meanings, especially in a book for learning a foreign language[3]

   Vocabulary are:

1) Stock of word used by person, class of people, professional, etc

2) A collection or list of words, usually alphabetical order and defined[4]

   Vocabulary are a list or collection of words arranged in alphabetical order and explained; a dictionary or lexicon, either of a whole language, a single work or author, a branch of science, or the like; a word-book[5]

   A person's vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually develops with age, and serves as a useful and

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[3]Victoria Bull, *Oxford-Learners Pocket Dictionary*, (Great Clarendon Street: Oxford university press, 2008), p. 495.

[4]Merriam, *Online Dictionary*, http://www.merriam-webster.com/dictionary/vocabulary, The internet available Online, Accessed on 1st May 2012

[5]Anonym *The Free Dictionary*, http://www.thefreedictionary.com/vocabulary, The internet available Online, Accessed on 1st May 2012

fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.

Based on some understanding of the above researchers concluded that vocabulary is something very fundamental in learning English because it covers four basic skills in English.

2. Types of Vocabulary

There are four main types of vocabulary. These are reading, writing, listening and speaking vocabularies. A vocabulary means both a list of words and the range of words known by any one person. A person's vocabulary develops with age and learning.

a) Reading vocabulary

A literate person's reading vocabulary is all the words he or she can recognize when reading. This is generally the largest type of vocabulary simply because it includes the other three, though in some cases, notably Chinese characters, as in Chinese and Japanese, where the pronunciation is not transparent, some words may be part of the oral vocabulary but not the written. For example, a Chinese speaker may not recognize that giraffe is pronounced *qi lin*, a Japanese speaker may not recognize that giraffe is pronounced *kirin*

b) Writing vocabulary

A person's writing vocabulary is all the words she or he can use in write

c) Listening vocabulary

A person's listening vocabulary is all the words she or he can recognize when

listening to speech. This vocabulary is aided in size by context and tone of voice.

d) Speaking vocabulary

A person's speaking vocabulary is all the words she or he can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice, or hand gestures.[6]

3. Concept of Vocabulary

Vocabulary is an important thing in learning language. It would be impossible to learn a language without knowing vocabulary. Vocabulary is one of the components of language and that no language exists without words. More words we know, more ideas we can explore. So, we can communicate the ideas effectively.

There are so many general concept of vocabulary, the writer would like to explain about some definition or concept of vocabulary. The lists below are the appearance some definition of vocabulary. Manser on his book he wrote that vocabulary is:

a) Total number of words in a language

b) Word known to a person

c) List of word with their meaning, especially at the back of a book used for teaching foreign language.

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[6]Anonym *Vocabulary*, http://en.wikipedia.org/wiki/Vocabulary, The internet available Online, Accessed on 23rd April 2012

From the explanation above, the writer concludes that vocabulary is words or total of word, which use in learning language with meaning of word itself in order to know the meaning of words or sentences and next definition vocabulary is a group of words which are arranged in alphabetical order and briefly explained and should be studied in context. Words or sentences become meaningful when these are studied and considered in context. That is, with all the other words which surround them and which help give them their meaning.[7]

4. Vocabulary Selection

Teaching vocabulary is an important part of language and it must be done carefully. English teacher should know which words will not be useful to the students. Useful words are the word that occurs frequently in everyday English.

To select the important vocabulary, means that the teacher or instructor should choose the actual words that can be used by the students. In this case, before teaching it, the teacher should select the vocabulary students need. Vocabulary for beginners, middle, and intermediate the teacher or instructor should choose what vocabulary the students need.

Incorrect use of search vocabulary is the single largest cause of a failed search. Here are three tips to help you use better search vocabulary.

a) Be deliberate in your choice of a keyword versus a subject heading search.

b) Use the appropriate search terms used by each database.

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[7]Anonym *Concept of vocabulary*, http://www.shvoong.com/writing-and-speaking/self-publishing/2105539-general-concept-vocabulary/, The internet available Online, Accessed on 1st May 2012

c) Keep a research log.[8]

5. The Class of Words

a. Content words

Content words is not a function word, including nouns, verbs, adjectives, and most adverbs with the exception of the likes of "then" and "why".[9]

1) Noun

A noun is a word used to name a person, animal, place, thing, and abstract idea. Nouns are usually the first words which small children learn. The highlighted words in the following sentence are all nouns:

Late last year our **neighbrou** bought a goat.

Portia white was an **opera singer**.

The **bus inspector** looked at all the **passenger's passes**.

A noun can function in a sentence as a subject, a direct object, an indirect object, a subject complement, an object complement, an appositive, an adjective or an adverb.

a) Types Nouns

There are many different types of nouns. As you know, you capitalize some nouns, such as "Canada" or "Louise," and do not capitalize others, such as "badger" or "tree" (unless they appear at the beginning of a sentence). In fact, grammarians have

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[8]Anonym *Vocabulary Selection*, http://www.libraries.psu.edu/psul/ebsl/how/searchstrategy/vocab.html, The internet available Online, Accessed on 6th May 2012

[9]Anonym *Content Word*, http://en.wiktionary.org/wiki/content_word, The internet available Online, Accessed on 6th May 2012

developed a whole series of noun types, including the proper noun, the common noun, the concrete noun, the abstract noun, the countable noun (also called the count noun), the non-countable noun (also called the mass noun), and the collective noun. You should note that a noun will belong to more than one type: it will be proper or common, abstract or concrete and countable or non-countable or collective.

If you are interested in the details of these different types, you can read about them in the following sections.

1) Proper Nouns

You always write a proper noun with a capital letter, since the noun represents the name of a specific person, place, or thing. The names of days of the week, months, historical documents, institutions, organizations, religions, their holy texts and their adherents are proper nouns. A proper noun is the opposite of a common noun

In each of the following sentences, the proper nouns are highlighted:

Many people dread **Monday** mornings.

Beltane is celebrated on the first of **May**.

Abraham appears in the **Talmud** and in the **Koran**.

2) Common Nouns

A common noun is a noun referring to a person, place, or thing in a general sense -- usually, you should write it with a capital letter only when it begins a sentence. A common noun is the opposite of a proper noun.

In each of the following sentences, the common nouns are highlighted:

According to the **sign**, the nearest **town** is 60 **miles** away.

I don't understand why some **people** insist on having six different **kinds** of **mustard** in their **cupboards**.

Many child-care **workers** are underpaid.

3) Concrete Nouns

A concrete noun is a noun which names anything (or anyone) that you can perceive through your physical senses: touch, sight, taste, hearing, or smell. A concrete noun is the opposite of a abstract noun.

The highlighted words in the following sentences are all concrete nouns:

The **judge** handed the **files** to the **clerk**.

Whenever they take the **dog** to the **beach**, it spends hours chasing **waves**.

The **book binder** replaced the flimsy paper **cover** with a sturdy, cloth-covered **board**.

4) Abstract Nouns

An abstract noun is a noun which names anything which you can *not* perceive through your five physical senses, and is the opposite of a concrete noun. The highlighted words in the following sentences are all abstract nouns:

Buying the fire extinguisher was an **afterthought**.

Tillie is amused by people who are nostalgic about **childhood**.

Justice often seems to slip out of our grasp.

Some scientists believe that **schizophrenia** is transmitted genetically.

5) Countable Nouns

A countable noun (or count noun) is a noun with both a singular and a plural form, and it names anything (or anyone) that you can *count*. You can make a countable noun plural and attach it to a plural verb in a sentence. Countable nouns are the opposite of non-countable nouns and collective nouns.

In each of the following sentences, the **highlighted** words are countable nouns:

We painted the **table** red and the **chairs** blue.

Miriam found six silver **dollars** in the **toe** of a **sock**.

The oak **tree** lost three **branches** in the **hurricane**.

6) Non-Countable Nouns

A non-countable noun (or mass noun) is a noun which does not have a plural form, and which refers to something that you could (or would) not usually count. A non-countable noun always takes a singular verb in a sentence. Non-countable nouns are similar to collective nouns, and are the opposite of countable nouns.

The highlighted words in the following sentences are non-countable nouns:

Oxygen is essential to human life.

The **furniture** is heaped in the middle of the room.

Gravel is more expensive than I thought.

7) Collective Nouns

A collective noun is a noun naming a group of things, animals, or persons. You could count the individual members of the group, but you usually think of the group as a whole is generally as one unit. You need to be able to recognise collective nouns

in order to maintain subject-verb agreement. A collective noun is similar to a non-countable noun, and is roughly the opposite of a countable noun.

In each of the following sentences, the highlighted word is a collective noun:

The **flock** of geese spends most of its time in the pasture.

The steering **committee** meets every Wednesday afternoon.

The **class** was startled by the bursting light bulb.[10]

2) Verbs

A verb is a word that shows action or being. Whatever you are doing can be expressed by verb. A sentence can have only one word as long as that word is a verb. Play! Stop! Run!

Verbs can be classified according to whether they are action verbs or linking verbs.

a) Action verbs

There are two types of action verbs: transitive and intransitive.

1) Transitive verbs

A transitive verbs expresses an action and as followed by an object that receives the action of the verb.

In the following example, transitive verbs are shown in color and direct object of these verbs are underline.

I washed (what?) the car yesterday.

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[10]Anonym *Noun*, http://grammar.about.com/od/mo/g/nounterm.htm, The internet available Online, Accessed on 1st May 2012

I took (whom?) my <u>sister</u> to the movie.

John studies (what?<u>) English</u>.

2) Intransitive verbs

Intransitive verbs an intransitive verb expresses an action but is not followed by an object. Applying (what?) or (whom?) test to an intransitive verb shown immediately that an object cannot follow.

Tom's grades improve (what? Whom?) with the help of a tutor.

The child cried (what? Whom?) loudly.

The mother sang (what? Whom?) to her children.

b) Linking verbs

Linking verbs do not show action. A linking verb (also called copulative verb) links or establishes a relationship between the subject and its complement. It describes or renames the subject.

She is angry.

The word is (a form of the verb to be) links the subject she to the subject complement angry.

Linking verb followed by predicate noun:

My friend is a teacher.

My became the president of the company.

Linking verb followed by predicate adjective:

I feel nervous.

That pie taste delicious.

List of common linking verbs: appear, become, feel, get, grow, look prove, remain, seem, smell, sound, taste, turn and be

Only *become* and *seem* are always linking verbs. Other verbs from the list above sometimes can function as action verbs.

In the following examples, verbs *feel* a*nd taste* are functioning *as* action verbs.

I *feel* pain from the injury.

Taste the pie and tell me if you like it.

To determine whether a verb is a linking verb substitute *am, is,* or *are* for the verb. If it fits the substituted verb is a linking verb.

In the following examples, verb *feel* is substituted with *am.*

I *feel* nervous.

I *am* nervous

Make sense so feel is linking verb.

I *feel* pain from the injury.

I am pain from the injury.

Does not make sense so feel is action verb

The verb *To Be* is the most common/used verb in the English language. Here are eight words to the verb to be :*am, are, is, was, were, be, being, been.* Here are tenses of the verb to be.

1) Present tense : I am, you/ we/ they (are), he/ she/ it (is).

2) Past tense: I/ he/ she/ it (was), you/ we/ they (were).

3) Future tense: I/ you/ they/ we/ he/ she/ it (will be)

4) Present perfect tense: I/ you/ they/ we (have been), he/ she/ it (has been)

5) Past perfect tense: I/ you/ they/ we/ he/ she/ it (had been)

6) Future perfect tense: I/ you/ they/ we/ he/ she/ it (will have been)

The three principal parts of verbs: Present, Past, and Past Participle.

a) The Present is used by itself for the present tense.

I *jump*.

I *eat*

b) And with helping verb *will* for the future tense

I will *jump*.

I will *eat*.

c) The Past is used for the past tense

I *jumped*.

I *ate*.

The Past participle is used with the verb *have (has, had)* to form perfect tenses

1) Present perfect

I have *jumped*.

I have *eaten*.

2) Past perfect

I had *jumped*.

I had *eaten*.
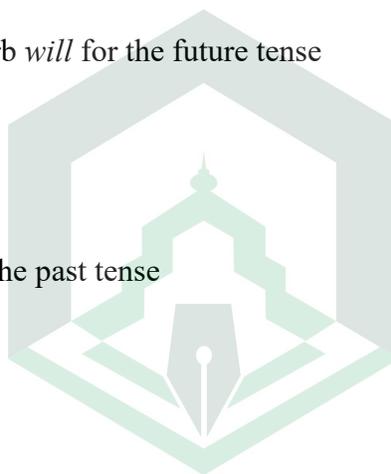
3) Future perfect

   I will *have jumped*.

   I will *have eaten*.

English regular and irregular verbs

Most English verbs are regular. Regular verbs just add d and ed when they change principal parts from the present to the past to the past participle.

I *learn* English now. (present)

I *learned* English last year. (past)

I a short time she has learned English well. (past participle)

Irregular Verbs form their past tenses and past participles in unpredictable ways. There are some patterns among them (*blow-blew, know-knew,...*), (*spring-sprang, drink-drank,...*) but it is not always easy to apply these patterns. The only way to learn irregular verbs is to memorize them.

3) Adjectives

   Adjectives is word that described a noun.

   e.g. green in garden grass.

   A word used to describe or qualify noun is known as an adjective.

   Example:

   Telugu is a regional language

   Pedmaja is a beautiful girl

   I read a historical novel

There are two types uses of every adjective namely.

a) Attributive uses, an adjective used with a noun is known as attributive use

Example:

Beautiful girl

Clever student

Fair face

b) Predictive use, an adjective used with a verb is known as adjective use

Example:

They are dead

My father is a live

Taherucha is afraid

4) Adverb

Adverb is a word modify a verb, an adjective or another adverb or used to explain how, where, when, and why an action is performed is know as an adverb

Example:

They lived happily

Rucha is very beautiful

She speaks English quite well.[11]

Adverb is market by their ability to appear in utterance final position following a nouns functioning as complement. A few adverbs, mostly those which are identical with adjectives (flat adverbs), use inflectional suffixes –as and –est to form

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[11]Masruddin, *Error Analysis*, (Stain Palopo: Penerbit LPS Press, 2009), p. 60.

comparative and superlative degrees. According to murthy adverb are divided into eight kinds on the basis of their use:

a) Adverb of manner

An adverb use to show how an action done is known as an adverb of manner. e.g. quickly, bravely, happily, probably, possibly, sadly, clearly, evidently, soundly.

Example:

She dance beautifully

They speak English well

b) Adverb of place

An adverb used to show where an action done is known as an adverb of place. e.g. here, up, down, away, every, by, in, out, above, below, near.

Example:

She went away

He lives near me

c) Adverb of time

An adverb used to show when an action done is known as an adverb of time. e.g. now, the, today, tomorrow, early, soon, still, yet, before ago, often, never, always, again, seldom, sometime.

Example:

We will soon be there

Write today

He has not finished (his breakfast) yet
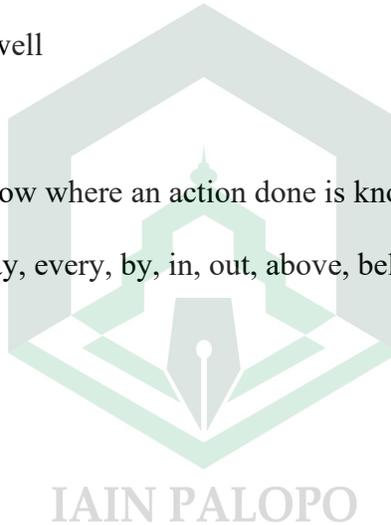
d) Adverb of frequency

An adverb used to show how often an action is done is known as an adverb of frequency, such as: once, twice, often, never, always, again, seldom, sometimes.

Example:

They sometimes stay up all night.

He can never understand.

e) Adverb of certainly

An adverb used to show definition of the action is known as an adverb of certainly.

e.g. certainly, serenely definitely, obviously.

Example:

I shall certainly help me

Ramya is obviously very clever

f) Adverb of degree

An adverb used to show how much or in what degree or to what extent an action is done is known as an adverb of degree, such as: very, rather, fairly, quite, too, almost, hardly, fully, enough, so, altogether, no, pretty, any, party.

Example:

The box is not big enough

I almost ready

g) Interrogative adverb

An adverb use to ask question is know as an interrogative adverb.

e.g. where, when, why, how.

Example:

When do you come?

How long will you stay in Delhi?

Where did you go yesterday?

h) Relative adverb

An adverb used to relate two clauses or statement is known as an relative adverb.

e.g. where, when, why.

Example:

I did not you where she had gone.

Do you know when Hehi come here

I do not now why ika went to canada[12]

6. Teaching Vocabulary

In the past, vocabulary teaching and learning were often given little priority in second language programs, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching. Thus, although the course curriculum was often quite specific about aspects of teaching such as grammar, reading, or speaking little specification was given to the role of vocabulary. The status of vocabulary now seems to the changing.[13]

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[12]*Ibid*., p. 61-64.

[13] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (*Teaching Vocabulary*), (USA: Cambridge University Press), 2010. p. 255-256.

Vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speaker, using the language in different contexts, reading, or watching television. Research on vocabulary in recent year has done a great deal to clarify the levels the vocabulary learning learners need to achieve in order to read both simplified and unsimplified materials and to process different kinds of oral and written text, as well as the kinds of strategies learners use in understanding, using, And remembering words.[14]

It may seem a little strange to see meaning-focused speaking and writing as ways of expanding learners vocabulary, but the most exciting finding of recent research on vocabulary learning have revealed how spoken production of vocabulary items help learning and how teacher and course designers can influence this spoken production. This research is reported in Newton (1995), Joe (1995) and Joe, Nation, and Newton (1996). The main finding of the research into spoken communicative activities are as follow:

a) The written input to a communicative task a major effect on vocabulary is used and negotiated during the task. Newton (1995) found that all of the vocabulary negotiated in the ranking problem-solving tasks he investigated was in the written task sheet handed out to the learners. Joe (1995) found that in in retelling task,

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[14]*Ibid*., p. 255-256.

vocabulary from the written text was produced during the retelling even when the written text could not not be consulted and some of the vocabulary items were previously unknown

b) Negotiation of the meaning of unknown vocabulary meant that words had a greater chance of being learned. However because much more previously unknown vocabulary was used and not negotiated, quantitatively more vocabulary was learned through being used productively or receptively.

c) The quality of leaning depends on the quality of use of the previously unknown vocabulary during the communicative task (Joe 1995). The more the vocabulary is observed or used in contexts which differ from its occurrence in written input, the better it is learned.

d) learners are able to provide useful information to each other on most of the vocabulary in a typically communicative task; that is, if someone in a group does not know a particular word, there is likely to be someone else in the group who knows something useful about it and who can communicative this information effectively.

e) Learners who actively negotiated the meaning of known words do not seem to learn more than learners who observe the negotiation.

f) Only a small amount of the negotiation in a communicative task (about 6% in a Newton's study) is negotiation of word meaning. The other kinds or negotiation include negotiation of procedure, negotiation of comprehension, negotiation of mishearing and so on.

g) Research on learning from negotiation needs to be careful about distinguishing what is negotiation.[15]

The significance of the findings for vocabulary learning is that by carefully designing and monitoring the use handout sheets for spoken tasks, teacher can have a major influence on determining what vocabulary could be learned from such task, and how well it is learned.[16]

7. Media

a) Definition of Media

1) In general, "media" refers to various means of communication. For example, television, radio, and the newspaper are different types of media. The term can also be used as a collective noun for the press or news reporting agencies. In the computer world, "media" is also used as a collective noun, but refers to different types of data storage options.[17]

2) Communication channels through which news, entertainment, Education, data, or promotional messages are disseminated. Media includes every broadcasting and narrowcasting medium such as newspapers, magazines, TV, radio, billboards, direct mail, telephone, fax, and internet. Media is the plural of medium and can take a plural or singular verb, depending on the sense intended.

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[15]Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice (*Alan Hunt and David Beglar. *Current Research and Practice in Teaching Vocabulary)*, (New York: Cambridge University Press, 2010), p. 268-269.

[16]*Ibid*., p. 269.

[17]Anonym *Definition of Media*, http://www.iwebtool.com/what_is_media.html, The internet available Online, Accessed On 6th May 2012

3) Arsyad states that definition of media as the component of learning source that can stimulate students in learning.[18]

b) The Function of Media

Internet vs. hard copy, analog vs. digital, 'physical' or 'virtual,' my media or your media it's an argument with one basic message: "My way of communicating is best." No matter how much energy is funneled into this tired debate it still leaves a curious, empty feeling. Subtle but absolutely essential, message falls by the wayside as rivals fight bitterly over what type of images and sound our future can be built out of. This classic, and even anachronistic, struggle leads to bounded lists of 'acceptable' and 'unacceptable' formats, instruments, and practices, while real discourse fails to materialize. The theory of media is a story of media about media, a discussion that today has become the worst kind of abstraction: an empty one. Perhaps it is time to take a step back, could something be missing? Media is humankind's platform for abstraction but it's lessons are outside of, not within, its dreams and nightmares. The role of media is found not in it's production but in its application; the message is not the medium, but how the medium is used.

Mediate is what media does; by definition it is a metaphor of reality, not reality itself. Still, mediation does not exist to abstract away our messages, but rather to give us an ever increasing level of insight into what that message is. There is no intrinsic action, no immovable statement inherent in any medium. Any media provides us with

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[18]Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Penerbit PT Raja Grafindo Persada, 2007), p. 4.

a scope: a range of things that might be said and a range of ways to say them. Television can expand our vision or manipulate our minds; the web can augment our education or encourage our addictions. Sometimes a new medium can give us ways to say things that couldn't be said before; the same is true of an old medium used in a new way. Nevertheless, what we choose to say is most important.

When we critique media, we should discuss it's messages. We should recognize the different ways a format can be leveraged, and identify this use as part of its message. It is common to blame

Television' for various societal ills and situations, but the responsibly actually lies with the creators[19]

Azhar Arsyad writes that the result of research has been prove that using aids very useful to help actively is learning process in the classroom, especially to increase learning achievement, while the learning theory is known that interaction between students who is learning with source can influence learning process[20].

c) Card guessing game

A guessing game is created by ora and theo coster, also know as theora design, first manufacture by Milton Bradley in 1991 in great britain. It was brought to the United States in 1982 each player stars the game with a board that includes cartoon image of 24 people and their first names. The game starts with each player

[19]Anonym *Function of Media*, http://void.fromthegut.org/writings/vtxt008_thefunctionofmedia .pdf, The internet available Online, Accessed on 6th May 2012

[20] Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Penerbit PT Raja Grafindo Persada, 2007), p. 7.

selecting a card of their choice from a separate pile of card containing the same 24 image. The object of the game is to be the first to determine which card one's opponent has selected. Player alternate asking various yes or no question to to eliminate candidates, such as "Does this person wear glasses?" well-crafted guestion allow players to eliminate one or more possible cards.[21]

Card guessing game is an alternative way to be used for studying and memorizing vocabulary. Game which is to guess some kind information, such as a word and location of an object.

1. How to do Guessing Game in English in Teaching

Teacher need various technique when teaching English in the classroom. One of technique is playing educating, interesting and fun to increase students' motivation yo learn English.

Guess the word learning model, as the name suggest the students were invited to play charades with the use of media cards / language body.

Media :

Cards 4x5 or large, write one vocabulary word or term on each card.

Activities in the classroom

Arrange one chair/desk to face the front of the class; it should face the same direction as all the other students' desks. Place a second chair in front of that one so that it faces the first chair and the other students. Divide the class into two teams of

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[21]Milton Bradley, *Guessing Game* http://en.wikipedia.org/wiki/guessinggame/ingreatbritain, The internet available Online, Accessed On 21st May 2012

equal size. The game is more fun if each team comprises students of all ability levels. Choose one volunteer from each team; one of those students will serve as the official Timekeeper and the other will be the Scorekeeper.

To start the game, invited two students from one team to the chairs at the front of the room. One student will be the Clue Giver; that student will sit in the chair facing the front of the classroom. The Clue Receiver will sit in the chair that faces the Clue Giver and the other students. Have the Timekeeper set the timer for 60 seconds. Then show one of the vocabulary cards to the Clue Giver and the rest of the students in the class; the Clue Receiver is the only person in the class who cannot see the word. The Clue Giver must give clues that can help the Clue Receiver say the word on the card. When the Clue Receiver says the correct word, immediately hold up the next word. Continue play in this manner until the timer goes off to signal the end of 60 seconds.

When preparing the word cards, I usually use very easy words. Noun,verb and adjective are easier to guess than other word types. For older students you might use some more difficult words. Advise students to try their best, but if they don't know the word the best option might be to call "pass." They lose a tally mark that way, but they go on to the next word. It helps to model how the Clue Giver can use what the Clue Receiver says as help to guide what to say next. Advise students that it is wasting time to say "No" in response to each guess by the Clue Receiver. Advise Clue Receivers that it is a waste of time to delay making a guess. Often, saying whatever comes first to your head gets a right guess quickly. This game can be an

effective vocabulary-teaching tool. You might pause between turns to give students a chance to model "good clues" for words that were passed on during the round. Doing that gives more exposure to the vocabulary; that is especially helpful for students who might not be strong in this area. Sometimes you might even address the Clue Receiver by asking, "What could [Mary] have said to make you say this word?" If a student with weak vocabulary skills is sitting in the Clue Giver or Clue Receiver seat, you might hand-select easier word cards for that round. It works well to praise good effort, even when the scoring isn't great. I regularly mix up the cards and recycle "passed" cards. Arrange teams so when it comes to players getting a second turn in a game they

1) are paired with a different partner than the first time around.

2) play a different role than they played the first time around. If the player was Clue Giver last time, he or she should be Clue Receiver the second time around.

About halfway through the game, you might change Timekeeper and Scorekeeper to give others a chance to play those roles. This game works well in a 45-minute teaching period. If students have played many times before, it can be a good 15-minute filler activity.[22]

Sample Card

Clue giver   : Instrument for showing the time

Clue receiver   : o'clock

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[22]Susan Person, *Listen and guess Vocabulary Game*, (Ohio: Piqua Junior High School, 2006)

C. Conceptual Framework

Vocabulary is one of problem in mastering English especially at the eleventh year students of Madrasah Aliyah Negeri (MAN) Palopo. There are many methods to teach vocabulary. One of method is through card guessing game. Card guessing game is a method to help the students and will be easy to learn vocsbulary. Card guessing game is independent variable and vocabulary is dependent variable. Through this game leads the students to improve their vocabulary.

Based on the statement above, the researcher focuses on improving vocabulary by using card guessing game. In this research the students will be given pre-test to know improving vocabulary of the students in english before giving treatments. After that they will be given some treatment as a process of learning vocabulary by using card guessing game.

After conducting both items, the researcher come to the last items namely giving post-test to know whether any significance development to the students or the output after giving treatment.

Conceptual framework in this research is shown in the diagram as follows:

```
                    ┌─────────────────────┐
                    │ Madrasah Aliyah Negeri │
                    │    (MAN) Palopo       │
                    └─────────────────────┘
                              │
                              ▼
                    ┌─────────────────────┐
                    │  Lack of Vocabulary  │
                    └─────────────────────┘
                              │
                              ▼
                    ┌─────────────────────┐
                    │ Card Guessing Game   │
                    └─────────────────────┘
                    ╱         │         ╲
                   ▼          ▼          ▼
              ┌────────┐ ┌────────┐ ┌───────────┐
              │  Noun  │◄►│  Verb  │◄►│ Adjective │
              └────────┘ └────────┘ └───────────┘
                    ╲         │         ╱
                     ┌─────────────────────┐
                     │ Students' Vocabulary │
                     │       Ability        │
                     └─────────────────────┘
```

IAIN PALOPO
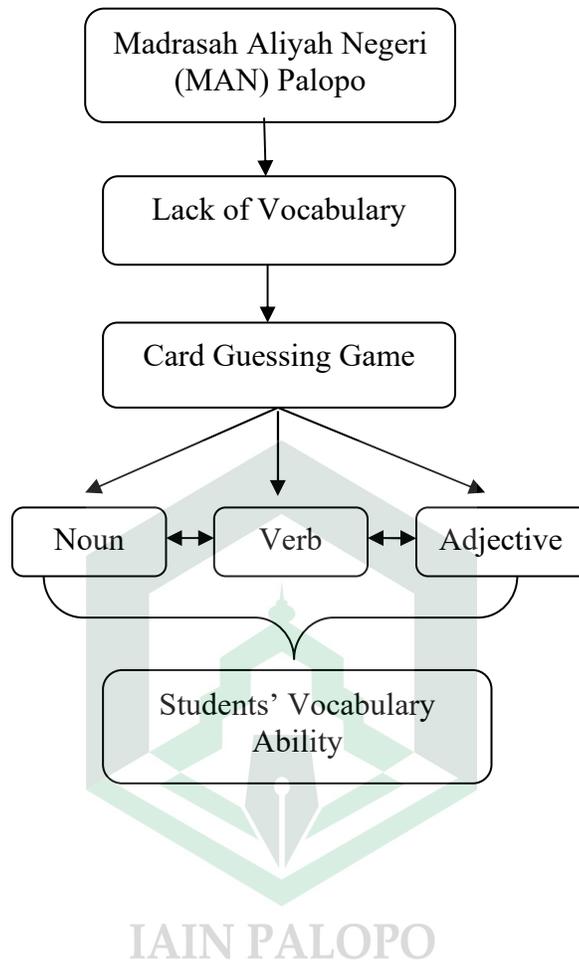
D. Hypothesis

The statistical hypothesis of this research will be given us as follow:

1. Null hypothesis (Ho) is comparing hypothesis from alternative hypothesis which tested by the teacher by using statistic. Null hypothesis means students' vocabulary does not improve through card guessing game at the eleventh year students of MAN Palopo.

2. Alternative hypothesis (Ha) is hypothesis from which formed by the researcher in her research. Alternative hypothesis means students' improve through card guessing game at the eleventh year students of MAN Palopo.

IAIN PALOPO
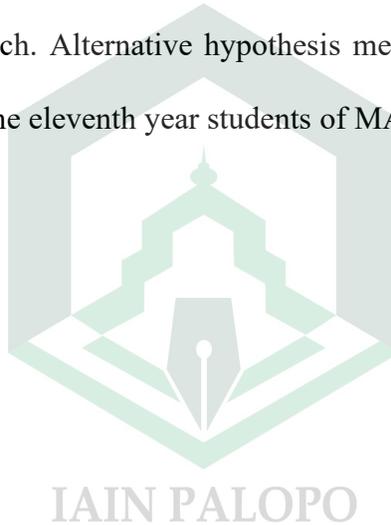
CHAPTER III

METHOD OF RESEARCH

A. Method and Design of Research

The method of this research was Pre-experimental method with one group pre-test – postest design. The treatment (X) was conducted after pre-test (O_1) and before post-test (O_2). It can be described as follow :[1]

Pre-test	Treatmen	Post-test
0_1	X	0_2

B. Variable of Research

This research consisted of two variables, namely:

1. Independent variable was the use of Card Guessing Game.

2. Dependent variables was vocabulary development.

C. Population and Sample

1. Population

The population of this research was the eleventh year students of MAN Palopo in 2013/2014 academic year. The total number of population was 120 students from six classes.

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[1] Suharsimi Arikunto, *Manajemen Pendidikan,* (Jakarta : PT Rineka Cipta, 1998), p. 279.

2. Sample

The technique of this research was purposive sampling. It chose class IPA$_2$ as sample. There were 18 students as sample in this research. Since the researcher know that has low ability in vocabulary.

D. Instrument of the Research

1. Tests

The tests were used to know the effectiveness of card guessing game in developing students' vocabulary at the eleventh year students of MAN Palopo

2. Questionnaire

In this instrument the research prepared the sheet of questionnaire, that contains of some questions about learning vocabulary.

E. Procedure of Collecting Data

1. Giving Pre-test

The pre-test was intended to know the vocabulary development of the students in English before giving treatments.

2. Giving treatment

a) The first meeting, after giving pre-test the researcher introduced the material about *noun* to the students by using card guessing game. The researcher invited two students from one team. One students would be clue giver and one students became clue receiver. The researcher showed one of the vocabulary cards to the clue giver and clue receiver can not see the word. The clue giver must give clues that can help the clue receiver guessed the word on the card. When the clue receiver guessed the

correct word. Immediately hold up the word on the next card. If the clue receiver did not know the word on the card, the clue receiver said "pass" they go on to the next word.

b) The second meeting, the researcher gave material about *verb* to the students by using card guessing game. The researcher invited two students from one team. One students would be clue giver and one students became clue receiver. The researcher showed one of the vocabulary cards to the clue giver and clue receiver can not see the word. The clue giver must give clues that can help the clue receiver guessed the word on the card. When the clue receiver guessed the correct word. Immediately hold up the word on the next card. If the clue receiver did not know the word on the card, the clue receiver said "pass" they go on to the next word.

c) The third meeting, the researcher gave material about *adjective* to the students by using card guessing game. The researcher invited two students from one team. One students would be clue giver and one students became clue receiver. The researcher showed one of the vocabulary cards to the clue giver and clue receiver can not see the word. The clue giver must give clues that can help the clue receiver guessed the word on the card. When the clue receiver guessed the correct word. Immediately hold up the word on the next card. If the clue receiver did not know the word on the card, the clue receiver said "pass" they go on to the next word.

d) The fourth meeting, the reseacher gave material about *occupation* to the students by using card guessing game. The researcher invited two students from one team. One students would be clue giver and one students became clue receiver. The

researcher showed one of the vocabulary cards to the clue giver and clue receiver can not see the word. The clue giver must give clues that can help the clue receiver guessed the word on the card. When the clue receiver guessed the correct word. Immediately hold up the word on the next card. If the clue receiver did not know the word on the card, the clue receiver said "pass" they go on to the next word.

e) The fifth meeting, the researcher gave material about *place* to the students by using card guessing game. The researcher invited two students from one team. One students would be clue giver and one students would became clue receiver. The researcher showed one of the vocabulary cards to the clue giver and clue receiver can not see the word. The clue giver must give clues that can help the clue receiver guessed the word on the card. When the clue receiver guessed the correct word. Immediately hold up the word on the next card. If the clue receiver did not know the word on the card, the clue receiver said "pass" they go on to the next word.

f) The sixth meeting, the reseacher gave material about *noun, verb, adjective* to the students by using card guessing game. The researcher invited two students from one team. One students would be clue giver and one students became clue receiver. The researcher showed one of the vocabulary cards to the clue giver and clue receiver can not see the word. The clue giver must give clues that can help the clue receiver guessed the word on the card. When the clue receiver guessed the correct word. Immediately hold up the word on the next card. If the clue receiver did not know the word on the card, the clue receiver said "pass" they go on to the next word.

3. Giving post-test

The researcher gave the same test to the post test to the students. It aims to know the vocabulary development of the eleventh year students of MAN Palopo.

4. Giving questionnaire

The sheets of questionnaire contains some questions to measure the students' response. There are four choices in the questionnaire namely strongly agree, agree, disagree and strongly disagree. Every items have score where strongly agree = 4, agree = 3, disagree = 2, strongly disagree = 1.[2]

F. Technique of Data Analysis

The technique of analysis data, write used the following steps:

1. Scoring the students correct answer of pre-test and post-test by using the following formula:[3]

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Number of item}} \times 10$$

2. Computing frequency of the rate precentage of the students' score by using the following formula :[4]

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

[2]Subana, *Dasar-Dasar Penelitian Ilmiah*, (Bandung: Pustaka Setia, 2005), p. 136.

[3]Anas Sodjiono, *Pengantar Evaluasi Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2001), p. 318.

[4]Ridwan, *Dasar-Dasar Statistik* , (Jakarta: PT Rineka Cipta, 2003), p. 41.

Where :

P   : Persentage

F   : The frequencies of item

N   : Total sample

The score is classified into criteria interpretation score as follow:

9.5 – 10 = Excellent

8.6 – 9.5 = Very good

7.6 – 8.5 = Good

6.6 – 7.5 = Fairly good

5.6 – 6.5 = Fairly

3.6 – 5.5 = Fairly poor

0 – 3.5   = poor[5]

3. Mean score

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

Where: MD = Mean Difference

$\sum X$ = Total row score

N   = Total number of respondents

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[5]Oemar Hamalik, *Tekhnik Pengukuran dan Evaluasi Pendidikan,* (Bandung: Mandar Maju, 1989), p. 122.

4. Standard deviation

Calculating the standard deviation of written test in pre-test and post-test by using the following formula:

$$SD = \sqrt{\frac{n(\sum X_1)^2 - (\sum X_1)^2}{n(n-1)}}$$

Where: SD $\quad$ = Standard Deviation

$\quad (\sum X_1) \quad$ = The Sum of X_1 Score

$\quad \left(\sum X_1\right)^2 \quad$ = The square of X_1

$\quad n \quad$ = Total sample

5. Test significance

Calculating the t-test to know the diffrence between the result of pre-test and post-test by using the following formula:

$$t = \frac{Md}{\sqrt{\frac{\sum X^2}{n(n-1)}}}$$

Where: t $\quad$ = Test of significance

$\quad$ Md $\quad$ = Mean deviation between pre-test and post-test

$\quad \sum D \quad$ = The mean of difference score

$\quad \sum X^2 d \quad$ = Different deviation and mean deviation

$\quad n \quad$ = Total number of sample

$\quad$ 1 $\quad$ = constant number[6]

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[6]Suharsimi Arikunto, *prosedur penelitian: Suatu Pendekatan Baru Dalam Teori Praktek* (Jakarta: PT Rineka Cipta, 1992), p. 327.

Criteria of hypothesis acceptability

$t_o \geq t_t$: acceptable null hypothesis

$t_o \leq t_t$: unacceptable null hypothesis[7]

in which :

t_o = test of signifigance (t-test)

t_t = level of significance on one tailed test (t-table)

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[7]*Ibid*., p. 91.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research finding and discussion:

A. Findings

1. Test Analysis

In the previous description, it has been explained that the data analysis in this research used descriptive quantitative. Those descriptions explain the result of the research (pre-test and post-test). The data will be analyzed and performed in the following table:

a. The score of the students in Pre-test (X_1) and Post-test (X_2)

Table 1. The Score of Students in Pre-test (X_1)

Respondents	Value of Students' Correct Answer	Score
001	5	2
002	1	0,3
003	11	4
004	8	3
005	8	3
006	23	8
007	11	4
008	10	3,3
009	11	4

010	22	7,3
011	8	3
012	17	6
013	16	5,3
014	15	5
015	25	8,3
016	18	6
017	7	2,3
018	9	3

The table above shows the value of students' correct answer and their score in doing the pre-test. It shows in that all students taken as sample in this research got very low score. The highest score was 8,3 and just one student got it, and the lowest score was 0.3. It means that the students' vocaburary at the eleventh year students of Madrasah Aliyah Negeri (MAN) Palopo is still low.

Table 2. The Score of Students in Post-test (X$_2$)

Respondents	Value of students' correct answer	Score
001	21	7
002	17	6
003	20	7
004	19	6,3

005	17	6
006	26	8,6
007	24	8
008	22	7,3
009	17	6
010	23	8
011	20	7
012	20	7
013	21	7
01`4	18	6
015	29	9,6
016	20	7
017	21	7
018	21	7

The table above shows the value of students' correct answer and their score in doing the post-test. It shows the difference between the result of pre-test (in the first table) and post-test, where all the students taken as sample in this research got very low score in pre-test and became high in the post-test. The highest score of pre test was "8,3" and just one students got it, and lowest score was "0,3". The lowest score

was "6" and five students got it, and the highest score "9,6" and just one student got it. Another students got 8.6, 8, 7.3, 7, and 6.3 score.

b. Rate Percentage of Students' Score in Pre-tes (X_1) and Post-test

The score of students in pre-test and post-test are illustrated in the following table:

Table 3. Rate Percentage of Students' Score in Pre-test (X_1)

No	Classification	Score	Frequency	Percentage
1	Excellent	9,6 – 10	-	
2	Very good	8,6 – 9,5	-	
3	Good	7,6 – 8,5	2	11%
4	Fairly good	6,6 – 7,5	1	6%
5	Fair	5,6 – 6,5	2	11%
6	Poor	3.6 – 5,5	5	28%
7	Very poor	0 – 3,5	8	44%
Total			**18**	**100%**

The table above shows that in the pre-test, the number of students taken as sample in the research there were 8 (44%) students got very poor score, there were 5 (28%) students got poor score, there were 2 (11%) students got fair score, there were 1 (6%) students got fairly good score, and just 2 (11%) students got good score. It means that all the students' vocabulary is still low, because just two students got expected score, another students got unexpected score.

Table 4. Rate Percentage of Students' Score in Post-test (X$_2$)

No	Classification	Score	Frequency	Percentage
1	Excellent	9,6 – 10	1	6%
2	Very good	8,6 – 9,5	1	6%
3	Good	7,6 – 8,5	2	11
4	Fairly good	6,6 – 7,5	9	50%
5	Fair	5,6 – 6,5	5	27%
6	Poor	3.6 – 5,5	-	
7	Very poor	0 – 3,5	-	
Total			**18**	**100%**

Table above shows that the score that the score of students in pre-test and in the post-test was different, where we can see from the table above that all the students got expected score there were 5 (27%) students got fair score, there were 9 (50%) students got fairly good score, there were 2 (11%) students got good score, there were 1 (6%) score and just 1 (6%) got excellent score. It means that the score of students after doing the treatment process during sixth meetings was very significance because the students' score improve from the pre-test to the post-test.

It means that all the students' vocabulary teaching through card guessing game to the eleventh year students of Madrasah Aliyah Negeri (MAN) Palopo after the treatment was done.

c. The score of the students' vocabulary in Pre-test and Post-test

Table 5. Score of The Students' vocabulary in Pre-test and Post-test

No	Pre-Test (X₁)	X₁²	Post-Test (X₂)	X₂²	Deviation D= X₂-X₁	D²
001	2	4	7	49	5	25
002	0,3	0,09	6	36	5,7	32,49
003	4	16	7	49	3	9
004	3	9	6,3	39,69	3,3	10,89
005	3	9	6	36	3	9
006	8	64	8,6	73,96	0,6	0,36
007	4	16	8	64	4	16
008	3,3	10,89	7,3	53,29	4	16
009	4	16	6	36	2	4
010	7,3	53,29	8	64	0.7	0.49
011	3	9	7	49	4	16
012	6	36	7	49	1	1
013	5,3	28,09	7	49	1,7	2,89
014	5	25	6	36	1	1
015	8,3	68,89	9,6	92,16	1,3	1,69
016	6	36	7	49	1	1
017	2,3	5,29	7	49	4,7	22.09

018	3	9	7	49	4	16
Total	$\sum X_1 =$ 77,8	$\sum X_1 2 =$ 415,54	$\sum X_2 =$ 127,8	$\sum X_2 2 =$ 922,83	$\sum D = 50$	$\sum D^2 = 184,9$

The table above shows that $\sum X_1 =$ 77,8, $\sum X_1 2 =$ 415,54, $\sum X_2 =$ 127,8, $\sum X_2 2 =$ 922,83, $\sum D =$ 50, $\sum D^2 =$ 184,9. The next finding the mean score of pre-test (X_1) and post-test (X_2), the difference of standard deviation between variable X_1 (Pre-test) and variable X_2 (post-test) as follows.

d. Mean score of Pre-test (X_1) and Post-test

1. Mean score of pre test (X_1) :

   $M = \dfrac{\sum X_1}{N}$

   $M = \dfrac{77,8}{18}$

   $M = 4,3$

2. Mean score of post-test (X_2) :

   $M = \dfrac{\sum X_2}{N}$

   $M = \dfrac{127,8}{18}$

   $M = 7,1$
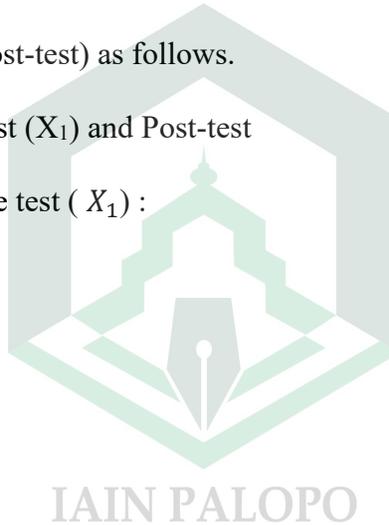
Table 6. The Students' Mean Score

Component	Pre-Test	Post-Test
Mean	**4,3**	**7,1**

The table above indicates that the mean score of students in the post-test was very different with their mean in the Pre-test or post-test > pre-test = 7,1 > 4,3

e. Standard Deviation of Pre-test and Post-test

1. Standard deviation of Pre-Test

$$SD = \sqrt{\frac{n(\sum X_1)^2 - (\sum X_1)^2}{n\,(n-1)}}$$

$$SD = \sqrt{\frac{18(77,8)^2 - (77,8)^2}{18(18-1)}}$$

$$SD = \sqrt{\frac{18(6053) - (6053)}{24(17)}}$$

$$SD = \sqrt{\frac{108954 - 6053}{408}}$$

$$SD = \sqrt{252}$$

$$SD = 15,87$$

2. Standard deviation of Post-Test

$$SD = \sqrt{\frac{n(\sum X_2)^2 - (\sum X_2)^2}{n\,(n-1)}}$$

$$SD = \sqrt{\frac{18(127,8)^2 - (127,8)^2}{18(18-1)}}$$

$$SD = \sqrt{\frac{18(16333)-(16333)}{18(17)}}$$

$$SD = \sqrt{\frac{293994-16333}{408}}$$

$$SD = \sqrt{680}$$

$$SD = 26{,}07$$

Table 7. Standard Deviation

Component	Pre-Test	Post-Test
Standard Deviation	15,87	26,07

The table above shows that standard deviation of pre-test lower than post-test, where standard deviation of pre-test 15,87 and post-test 26,07. It shows a different although not very big.

f. Test of significance

After finding the mean score and standard deviation of pre-test and post-test, the next finding is test of significance as follows :

1. T-test

$$t = \frac{Md}{\sqrt{\frac{\sum X^2}{n(n-1)}}}$$

$$\sum X^2 d = \sum D^2 - \frac{(\sum D)^2}{N}$$

$$\sum X^2 d = 184{,}9 - \frac{(50)^2}{18}$$

$$\sum X^2 d \quad = 184{,}9 - \frac{(2500)}{18}$$

$$\sum X^2 d \quad = 184{,}9 - 137$$

$$\sum X^2 d \quad = 47{,}9$$

$$\text{Md} = \frac{\sum D}{N} = \frac{50}{18}$$

$$\text{Md} = 2{,}8$$

$$t \quad = \frac{2{,}8}{\sqrt{\frac{47{,}9}{18(18-1)}}}$$

$$t \quad = \frac{2{,}8}{\sqrt{\frac{47{,}9}{18(17)}}}$$

$$t \quad = \frac{2{,}8}{\sqrt{0{,}16}}$$

$$t \quad = \frac{2{,}8}{0{,}4}$$

$$t \quad = 7$$

Table 8. T-test and t-table Value

Component	t-Table	t-Test
t-value	2,110	7

Based on table above indicates that the result of t-test was greater than t-table. t-value above compared with t-table for certain real level α = 0,05 by the degree of freedom n-1. The value is 2,110. It means that t-test was greater than t-table or 7 >

2,110, it means that the students vocabulary upgraded through card guessing game at the eleventh year students of MAN Palopo.

The base of taking decision: by compare the value of t-test with t-table, as follow: if value of t-test > value of t-table, so Ho accepted means not improved.

2. Questionnaire Analysis

This point describes about respond of respondent in answering 10 (ten) questions based likert scale related about teaching vocabulary through card guessing game to developing vocabulary students'. The analysis of questionnaire showed at the following tables:

Table 9. Recapitulation of Questionnaire

Respondents	Item of Questionnaire										Total
	I	II	III	IV	V	VI	VII	VIII	IX	X	Variable
001	4	3	4	4	3	4	4	4	4	4	38
002	3	4	4	3	3	4	4	4	4	4	37
003	4	4	4	4	3	3	3	3	3	3	34
004	3	3	3	4	4	4	4	4	4	4	37
005	3	3	3	4	3	4	4	3	4	4	35
006	3	3	4	3	3	3	3	3	4	3	32
007	4	4	4	4	4	4	4	3	4	3	38
008	3	4	4	4	4	4	4	4	4	4	39
009	3	3	4	3	3	3	3	4	4	3	33

010	4	4	4	4	4	4	4	4	4	4	40
011	3	3	3	4	4	4	4	4	4	4	37
012	4	4	4	4	4	3	4	4	4	3	38
013	4	4	4	4	4	3	4	4	4	3	38
014	4	4	4	4	4	3	4	4	4	3	38
015	3	4	4	3	3	3	3	4	4	4	35
016	4	4	4	4	4	3	4	4	4	3	38
017	4	4	4	4	4	4	4	4	4	4	40
018	3	4	4	4	4	4	4	4	4	4	39
$\sum$ **Total**											**666**

Based on the variable of questions about card guessing game, the researcher explains in each variable and shows at the following tables:

Table 10. Questionnaire no. 1

Are these vocabularies suitable to your level?.

No	Item of Choice	Frequency	Percentage
1	Strongly agree	9	50%
	Agree	9	50%
	Disagree	-	
	Strongly disagree	-	
Total		**18**	**100%**

Base on the table above indicates that the eleventh year students of Madrasah Aliyah Negeri (MAN) Palopo. From the answer of respondents there were 9 (50%) students choose strongly agree category and there were 9 (50%) students choose agree category.

Table 11. Questionnaire no. 2

Do you think developing vocabularies means you must memorize them

everyday?.

No	Item of Choice	Frequency	Percentage
2	Strongly agree	12	67%
	Agree	6	33%
	Disagree	-	
	Strongly disagree	-	

		Total	18	100%

Base on the table above indicates that the eleventh year students of Madrasah Aliyah Negeri (MAN) Palopo. From the answer of respondents there were 12 (67%) students choose strongly agree category and there were 6 (33%) students choose agree category.

Table 12. Questionnaire no. 3

Do you think memorizing many vocabularies can develop your vocabulary?.

No	Item of Choice	Frequency	Percentage
3	Strongly agree	15	83%
	Agree	3	17%
	Disagree	-	
	Strongly disagree	-	
	Total	**18**	**100%**

Base on the table above indicates that the eleventh year students of Madrasah Aliyah Negeri (MAN) Palopo. From the answer of respondents there were 15 (83%) students choose strongly agree category and there were 3 (17%) students choose agree category.

Table 13. Questionnaire no. 4

Do you think card guessing game can enrich students' vocabulary?.

No	Item of Choice	Frequency	Percentage
4	Strongly agree	14	78%
	Agree	4	22%
	Disagree	-	
	Strongly disagree	-	
Total		**18**	**100%**

Base on the table above indicates that the eleventh year students of Madrasah Aliyah Negeri (MAN) Palopo. From the answer of respondents there were 14 (78%) students choose strongly agree category and there were 4 (22%) students choose agree category.

Table 14. Questionnaire no. 5

Do you agree if teaching vocabulary by using card guessing game?.

No	Item of Choice	frequency	Percentage
5	Strongly agree	11	61%
	Agree	7	39%
	Disagree	-	
	Strongly disagree	-	
Total		**18**	**100%**

Base on the table above indicates that the eleventh year students of Madrasah Aliyah Negeri (MAN) Palopo. From the answer of respondents there were 11 (61%) students choose strongly agree category and there were 7 (39%) students choose agree category.

Table 15. Questionnaire no. 6

Do you think card guessing game is effective to develop students' vocabulary of Madrasah Aliyah Negeri (MAN) Palopo?.

No	Item of Choice	Frequency	Percentage
6	Strongly agree	10	56%
	Agree	8	44%
	Disagree	-	
	Strongly disagree	-	
Total		**18**	**100%**

Base on the table above indicates that the eleventh year students of Madrasah Aliyah Negeri (MAN) Palopo. From the answer of respondents there were 10 (56%) students choose strongly agree category and there were 8 (44%) students choose agree category.

Table 16. Questionnaire no. 7

Do you think using card guessing game is very important in learning process?.

No	Item of Choice	Frequency	Percentage
7	Strongly agree	14	78%
	Agree	4	22%
	Disagree	-	
	Strongly disagree	-	
Total		**18**	**100%**

Base on the table above indicates that the eleventh year students of Madrasah Aliyah Negeri (MAN) Palopo. From the answer of respondents there were 14 (78%) students choose strongly agree category and there were 4 (22%) students choose agree category

Table 17. Questionnaire no. 8

Do you think card guessing game can motivate students in learning vocabulary?.

No	Item of Choice	Frequency	Percentage
8	Strongly agree	14	78%
	Agree	4	22%
	Disagree	-	
	Strongly disagree	-	
Total		**18**	**100%**

Base on the table above indicates that the eleventh year students of Madrasah Aliyah Negeri (MAN) Palopo. From the answer of respondents there were 14 (78%) students choose strongly agree category and there were 4 (22%) students choose agree category.

Table 18. Questionnaire no. 9

Do you think studying English by card guessing game is more fun?.

No	Item of Choice	Frequency	Percentage
9	Strongly agree	17	94%
	Agree	1	6%
	Disagree	-	
	Strongly disagree	-	
Total		**18**	**100%**

Base on the table above indicates that the eleventh year students of Madrasah Aliyah Negeri (MAN) Palopo. From the answer of respondents there were 1 (6%) students choose strongly agree category and there were 17 (94%) students choose agree category.

Table 19. Questionnaire no. 10

Do you think your vocabulary increase after studying English by using card guessing game?.

No	Item of Choice	Frequency	Percentage
10	Strongly agree	10	56%
	Agree	8	44%
	Disagree	-	
	Strongly disagree	-	
Total		**18**	**100%**

Base on the table above indicates that the eleventh year students of Madrasah Aliyah Negeri (MAN) Palopo. From the answer of respondents there were 10 (56%) students choose strongly agree category and there were 8 (44%) students choose agree category.

B. Discussion

1. Test Analysis

Looking at the data finding, the researcher present the discussion of data given to the students. The students of Madrasah Aliyah Negeri (MAN) Palopo was lower in the pre-test than post-test. In this case discussion about test analysis, which was intended to find out the development on the students' vocabulary through card guessing game, it could be identified through the result of pre-test and post-test.

Based on the result of testing that has described above, it can be proved that the students' vocabulary developed through card guessing game at the eleventh year students of MAN Palopo. Card guessing game is effective to develop students' vocabulary at MAN Palopo. The table 6 shows that the mean score of students in pre-test is 4,3 and in the post-test rise become 7,1. It is also seen in the table 3 where in the pre-test, all students taken as sample in this research got unexpected score, it shows that there were 8 (44%) students got very poor score, there were 5 (28%) students got poor score, there were 2 (11%) students got fair score, there were 1 (6%) students got fairly good score, and just 2 (11%) students got good score. While in the post-test (after doing the treatment process) was change, where the students got expected score, the table 4 above shows that there were there were 5 (27%) students got fair score, there were 9 (50%) students got fairly good score, there were 2 (11%) students got good score, there were 1 (6%) score and just 1 (6%) got excellent score.

It means that after doing the treatment during sixth meetings, the students' vocabulary improve through card guessing game at the eleventh year students of MAN Palopo. This development is proved by calculating the difference of both tests (pre-test and post test) by using t-test anaysis, where the result of t-test value is 7. The value is greater than t-table value (2,110) for α = 0,05 level of significance and the degree of freedom (17)

Based on the discussion above, null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. So, it can be said that the students' vocabulary improved throught card guessing game at the eleventh year students of MAN Palopo.

In this research, the researcher explained to use card guessing game to develop their vocabulary ability. Allen points out that "Guessing games, for example, create conditions in which the use of the target language is necessary for leading players to the correct guess". games seem to provide young learners with the element of fun and enjoyment which is important for learning. However, not a lot of teachers consider games worthwhile, and only worry about finishing the curriculum.[1]

According to Haifah Rashed Al Zaabi "Guessing games and other strategies designed to attract students' interest were used to enhance the learning of vocabulary. During the action plan, I used games to gain students' attention in learning vocabulary. When I monitored and observed students playing a game, I saw them talk to each other about the game; take turns hearing each other try to spell the words; and some were asking me if the words were correct or not. These observations were confirmed by my supervising college teacher, whose reports revealed that I used games that promoted learning and that students were engaged. Moreover, surveys demonstrated that students enjoyed playing language games, and parents as well agreed that their children told them that they liked playing the vocabulary development games provided in the English class."[2]

Learning vocabulary through games is one of effective and interesting ways that can be applied in any classroom. Because games are used not only for more fun, but

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[1] Haifah Rashed Al Zabbi, *The Use and Guessing Games in Teaching Vocabulary to Young Learners*, (Al Ain: Al Ain Woman's Collage, 2000), p. 82-83.

[2] *Ibid*., p. 85.

more importantly, for the useful presenting, practice and review of vocabulary to develop the learner's communicative competence. However learning English vocabulary using game has importance role for teachers and students because this research is appropriate with the argument stated by Allen and Haifah Rashed Al Zabbi.

2. Questionnaire Analysis

The questionnaire related to the students' responses in learning vocabulary showed at the following table:

Based the students' responses on the treatment every meeting and students answer in the questionnaire. it proved that students have positive response toward the card guessing game. It can be seen on the table of questionnaire. And it had proved that the students' vocabulary can develop.

For first item in questionnaire, "Are these vocabularies suitable to your level?". There were 9 (50%) students strongly agree, 9 (50%) students agree, none of student disagree and strongly disagree. It means that these vocabularies suitable to their level.

The second item, "Do you think developing vocabularies means you must memorize them everyday?". There were 12 (67%) students strongly agree, 6 (33%) students agree, none of student disagree and strongly disagree. It means that to developing vocabularies means they must memorize them everyday.

The third item, "Do you think memorizing many vocabularies can develop your vocabulary?". There were 15 (83%) students strongly agree, 3 (17%) students agree,

none of student disagree and strongly disagree. It shows that the respondents find that memorizing many vocabularies can develop their vocabulary.

The fourth item, "Do you think card guessing game can enrich students' vocabulary?". Showed that there were 14 (78%) students strongly agree, 4 (22%) students agree, none of students disagree and strongly disagree. It means that card guessing game can enrich students' vocabulary.

The fifth item, "Do you agree if teaching vocabulary by using card guessing game?". Indicated that there were 11 (61%) students strongly agree, 7 (39%) students agree, none of student disagree and strongly disagree. It shows that the respondents was agree if teaching vocabulary by using game.

The sixth item, "Do you think card guessing game is effective to develop students' vocabulary of Madrasah Aliyah Negeri (MAN) Palopo?". indicated that there were 10 (56%) students strongly agree, 8 (44%) students agree, and none of student disagree and strongly disagree. It shows that the use card guessing game is effective to develop students' vocabulary of MAN Palopo.

The seventh item, "Do you think using card guessing game is very important in learning process?". indicated that there were 14 (78%) students strongly agree, 4 (22%) students agree, and none of student disagree and strongly disagree. It means that the use card guessing game is very important in learning process.

The eighth item, "Do you think card guessing game can motivate students in learning vocabulary?". Indicated that there were 14 (78%) students strongly agree, 4

(22%) students agree, and none of student disagree and strongly disagree. It means that the use card guessing game can motivate students in learning vocabulary.

The ninth item, "Do you think studying English by card guessing game is more fun?". Indicated that there were 17 (94%) students strongly agree, 1 (6%) students agree, and none of student disagree and strongly disagree. It means that the use card guessing game can make fun.

And the last item, "Do you think your vocabulary increase after studying English by using card guessing game?". Indicated that there were 10 (56%) students strongly agree, 8 (44%) students agree, and none of student disagree and strongly disagree. It means that their vocabulary increase after studying English by using card guessing game.
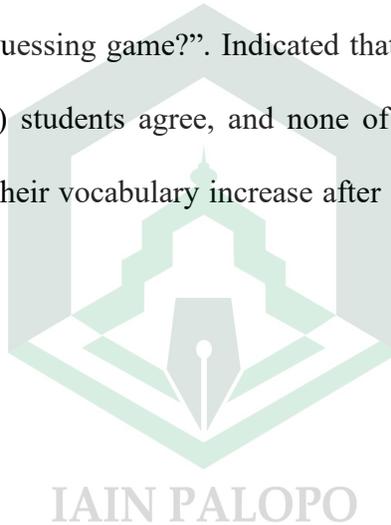
CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

Based on description in result of the research in the previous chapter , the research described the conclusion as follow:

1.	The result of data analysis in the previous chapter, the researcher would like to conclude that the students' vocabulary effectively developed through the use of card guessing game at the eleventh year students of Madrasah Aliyah Negeri (MAN) Palopo in 2013/1014 academic years. This development is proved by calculating the difference of both test (pre-test and post-test) by using t-test analysis, where the result of t-test value is 7. The value is greater than t-table value(2,110) for $\alpha = 0,05$ level of significance and the degree of freedom (17) or value of t-test > value of t-table or 7 > 2,110. So, rejected. It can be said that the students in post-test was greater than post-test or pre-test or 7,1 > 4,3. It means, null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. So, it can be said that the students' vocabulary developed through card guessing game at the eleventh year students of MAN Palopo.

2.	The students' responses on the treatment every meeting and students answer in the questionnaire. It proved that students have positive response toward the card guessing game. It can be seen on the table of questionnaire. And it had proved that the students' vocabulary can develop.

B. Suggestions

Based on the result of the research and conclusion, the researcher gave some suggestion as follow:

1. For the teacher, it is suggested to the teacher who want to teach English vocabilary through Card Guessing Game, since this game has been proved to develop the students' vocabulary.

2. For the students, it is suggested to learn vocabulary through Card Guessing Game, because through Card Guessing Game the students may find the easier way to learn or develop English vocabulary

3. For the other researcher, it is also suggested to other researcher who want to conduct a research dealing with Card Guessing Game. Since the research through Card Guessing Game in teaching English vocabulary is very few. So, this research is still opened to be more explored by other researcher.

IAIN PALOPO
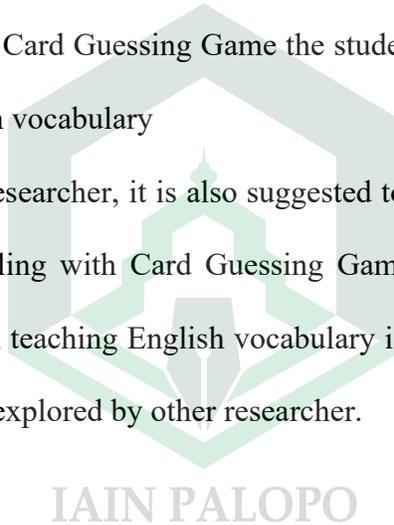
AUTOBIOGRAPHY

Muliana was born on october 6th, 1991 in Gowa. Her fathers' is Herman and her mothers' name is Jumatiah. She startedto go to school at elementary school number in 1996 and graduated 2002. Then she continued her study at SMPN 1 Baebunta in 2002 and graduated in 2005. She had ever unemployed for a year. And then she continued her study at SMAN 1 Sabbang in 2006 and graduated in 2009. After that she continued her study at STAIN Palopo in 2009 and tried to take English department. She finished at STAIN Palopo in 2013
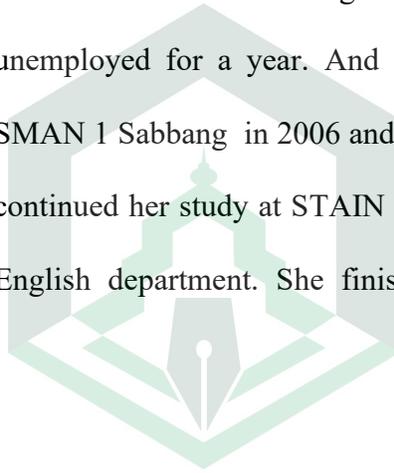
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