AN ANALYSIS ON GUESSING GAME TECHNIQUE USED IN TEACHING ENGLISH VOCABULARY AT FIRST GRADE OF TPHP SMKN 1 PRAJEKAN

THESIS

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AN ANALYSIS ON GUESSING GAME TECHNIQUE USED IN TEACHING ENGLISH VOCABULARY AT FIRST GRADE OF TPHP SMKN 1 PRAJEKAN

THESIS

This thesis is submitted to meet one of the requirements to achieve

Sarjana Degree in English Language Education

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Motto

“Varily, along with every hardship is relief. Along with every hardship is relief”

– Al. Insyirah 5–6 –

“Everything is OK in the end. If it’s not OK then it’s not the end”

–Anonymous–

“Do it with passion, or not at all!”

–Irhazz55–
DEDICATION

I dedicated this thesis to:

My awesome Mother, Father, Brother,

and all of my family

And all of my friends
ORIGINALLITY DECLARATION

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I declared that the work presented in this thesis was carried out by myself and does not incorporate without any acknowledgement any material previously submitted for a degree or diploma in any university. To the best of my knowledge this thesis does not certain any material previously published or written by another person except where due reference is made in text.

Malang, May 3, 2016

Irhas Siswahyudi
AN ANALYSIS ON GUESSING GAME TECHNIQUE USED IN TEACHING ENGLISH VOCABULARY AT FIRST GRADE OF TPHP SMKN 1 PRAJEMAN

ABSTRACT

Guessing game is one of game types that is using game guess as a way to teach vocabulary. Teaching vocabulary is important to make students able to communicate by using language learnt. The learners have to master English vocabularies before mastering English. They will not be able to express themselves clearly and effectively if they do not master vocabulary.

The aim of this research was to analyze the implementation of guessing game techniques used in teaching English vocabulary. In this study, the researcher used qualitative research design. The data of this research was collected from the class observation and interview with the English teacher.

The result of observation and interview showed that the English teacher implemented the guessing game technique in teaching vocabulary with three-phase steps, which include pre-teaching, whilst-teaching, and post-teaching. However, there were also three problems faced by the teacher in implementing guessing game technique, they were: (1) the students felt tired and less motivated to study, (2) the students did not bring a dictionary to teaching learning process, and (3) they had a little vocabulary mastery. In addition, the teacher had some ways to cope with the problems such as: consulting the dictionary, practicing English every day, and sharing with other student who had high-level vocabulary mastery. The English teacher’s ways to cope with the problems had been good. From the researcher’s observation during the data collection, he could also see that it was proven by the students’ difference before and after using guessing game technique. Before using guessing game, the students had a little vocabulary mastery and less motivation to study English. Then, after the teacher implemented the guessing game technique, the students showed that their vocabularies were increased.

Key words: Guessing Game Technique, Teaching English, Vocabulary

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Finally, the researcher expects this study would be advantageous for the readers and the related individuals who are focusing on education studies. I hope that there will be an upgrading of education studies itself along with some researchers conducted in the present and future.

Malang, May 3, 2016

The researcher,

Irhas Siswahyudi
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