

**THE EFFECT OF FUN LEARNING BY USING GUESSING WORD  
METHOD ON STUDENTS' VOCABULARY IN PRIVATE ENGLISH  
COURSE**

**SKRIPSI**

*Submitted In Partial Fulfillment of the Requirements  
for the degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

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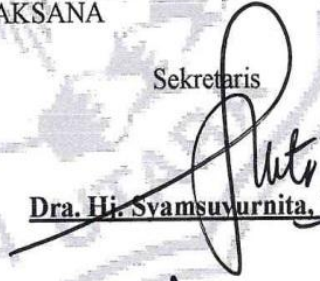
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20 Feb 2019	chapter iii future to past on writing tense	
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## ABSTRACT

**PutriRamadhani. 1402050179. The Effect of Fun Learning by Using Guessing Word Method on students' vocabulary in private English course. Skripsi.English Department of Teacher Training and Education.University of Muhammadiyah Sumatera Utara. Medan. 2019.**

The objective of the researcher is to find out the significant effect of fun learning by using guessing word method which focused on students' vocabulary in private English course. The research design in this research was quantitative experimental research. This research conducted at Herman Course Belawan academic years 2018/2019. The population of this research in Elementary Class which consist of two classes. The total of number of sample was 63 students. The technique of sampel used total sampling to determine the experimental and control group. The sampel divided into two groups, the first group elementary which consist of 33 students was experimental group which given treatment by using guessing word method and second group elementary which consist of 30 students was control group which given treatment by using observe and remembering method. The experimental research method given complete test as the instrument. Each group was given a treatment, pre-test and post-test. Because t-test value was higher than t-table ( $16.72 > 1.67$ ), it show that the result in t-test was accepted ( $H_a$ ). Based on the result of this research, it can be concluded that there was significant effect of fun learning by using guessing word method on students' vocabulary. After analyzing the data, the result that the students who were taught by using guessing word method got better than taught by observe and remembering method. Because the effect of fun learning by using guessing word method(16.72) is more higher than observe and remembering method (13.25)

**Keywords : Fun Learning, Guessing Word Method, Vocabulary**

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The aim of writing this study is to fulfil the requirements for the degree of Sarjana Pendidikan (S.Pd) English Education Program.

In resolving this study with the title “ The Effect Of Fun Learning by using Guessing Word Method on students’ vocabulary in private English course”, the researcher faced a lot of difficulties and problems and without much help from the following people, it was imposible for her to finish it. For that, the writer wants to thanks her beloved father **Bahtiar** and her mother **Syamsiah** who had given support both in material and spiritual to complete her study for the researcher from the first education until the completion of the study. Thanks a lot for their pray and motivation. The researcher got may contribution and guidance from various parties. Therefore, the researcher would like to thanks a lot of to :

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# **CHAPTER I**

## **INTRODUCTION**

### **A. The Background of the Study**

Language is the main instrument of communication in human life. People need language to communicate and interact with one another. There are many languages in the world and one of them is English which has become an International language. There are many countries use this language as their introductory language based on formal or non-formal activities. In Indonesia, English stand as a foreign language. Indonesia has also decided English as the formal subject, that has been taught as a formal subject from elementary school to university.

English is taught as a supplementary subject in Elementary school and as a compulsory subject in Junior high school and Senior high school. A study of language includes four skills, namely listening, speaking, writing and reading. It is impossible that one masters one of them without mastering vocabulary. Vocabulary is the most useful component. Without it, the learners cannot speak, read and write. Of course vocabulary is not the whole problem. The system of language (its' grammar or structure') is also important; how the plural is formed, how past tense is significant, and so on. It is possible to have a good knowledge of how the system of a language works which includes the mastery of vocabulary. So far, the failure in mastering the vocabulary by the students is still a crucial problem. In this case, the teacher should be able to apply a suitable method or

approach that can easily be understood by them. So that they can master it better. Many strategies in teaching vocabulary are based on research findings in the second language acquisition. One of the findings shows a great emphasis on the teaching vocabulary based on the students' participant in building practice on their own vocabulary. In teaching vocabulary, an English teacher can use several strategies.

The aims of using the variety of strategies in teaching are to make the lesson easy for the students to learn and understand. The teacher must know how to stimulate students' curiosity and must be able to present the lesson so that it is more interesting and relevant to the need of learning. To make sure the originality of the idea in this study, the researcher will present several relevant related studies that have relevance with this kinds of the study that the witer will conduct.

Games in the classroom force interaction and communication among the students. The teacher makes sure that everyone has a turn to participate in the game and assists with communication wherever necessary. Students are playing games to learn English strive to win the game. Through their language usage, the students learn to master the language, thus instilling a sense of accomplishment when their hard work help them to win. Games make the students having fun and enjoy it (Allan and Vallete 1991:13). One of advantages of games to learn English is that a game motivates students to progress in the use of the language and to develop a real understanding of English. This is particularly through a game that challenges students in a manner that pushes their skills without making them feel

defeated. A game helps teacher create particular context where language is most meaningful and useful.

According to Alfitriani Siregar(2018:103) “Joyful Learning is an approach used by the teacher to make students more able to receive the material conveyed because of the pleasant and tense atmosphere in creating a sense of pleasure”. This sense of pleasure is not a riot situation in the classroom while studying but pleasure here is their awareness of the interest of study, motivation to learn, full involvement and being able to master the material learned and get maximum value. The theory explains that fun learning is an activity by acting and communicating directly also using in thinking to remember vocabulary. To remember vocabulary, you can use a fun method with the guessing word method

They was many games to teach vocabulary. One of them is using guessing word method. According to Klippel (1994:13) said that “The basic rule of guessing word games is eminently simple, one person knows something that another one wants to find out”. Guessing word game can be used in teaching and learning activity in order to make the students interested and enjoyable in learning English. The teacher uses the guessing word method in teaching to motivate the students in learning activity, especially in learning vocabulary. Vocabulary is one of important factors in language learning and develops the language skills.

The problems are told by the English teacher. The first problem is the students are very difficult to remember new words of English. Most of students are still unable to master vocabularies. The second is related to the students’ unable to use the vocabulary in conversation. For example, while the teacher is



speaking English in the class, the students don't understand, so the teacher combines it with Indonesia language so that they can understand. Based on reasons above, the researcher interests to apply this method to that course, because the researcher wants the students can enjoy English subject and no pain to study it. Through this method the researcher's hope is the students can be more interesting, faster and easier to remember every new word in English and also can improve the ability of the students in mastering vocabulary.

#### **B. The Identification of Problem**

The problems of this research can be identified as follows :

1. The students are very difficult to remember new words of English.
2. The students' unable to use the vocabulary in conversation.
3. The students are less interested in the English class, the class situation is not condusive and have bad pronounciation to spell vocabulary.

#### **C. The Scope and Limitation**

Based on the identification of problem, the scope of this research is vocabulary by using Guessing Word Method at Herman Course Belawan. The limitation of this research is the boredom of student in learning English in conventional method and the weakness of students in remembering vocabulary in English.

#### **D. The Formulation of the Study**

The formulation of problem of this study is formulated as the following :

1. Is there any significant effect of fun learning by using guessing word method on students' vocabulary ?

#### **E. The Objective of the Study**

The Objective of the Study will be explained as follows :

1. to find out a significant effect of fun learning by using guessing word method on students' vocabulary

#### **F. The Significance of the Study**

The result of the study are expected to be useful for :

##### **a. Theoretically**

The theoretically explains that useful research result contribute ideas or enrich the concepts, theories on the science of the study, useful for other reseachers.

##### **b. Practically**

1. For the researcher

By doing the research, the researcher hopes that they can study and get more information to identify the problem in mastering vocabulary.

2. For the students

By using guessing word method, the students can know increase their vocabulary and can more interested in learning English.

### 3. For the teachers

This research is expected to provide the information about using guessing word method to increase students' vocabulary. The teacher can use the result of the study as a feedback on teaching vocabulary activities.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **1. Fun Learning**

Fun learning implies that you are teaching the students to enjoy the subject you are teaching, so that they will want to learn. Fun in this sense is not entertainment or silliness but it is enjoyment of the learning process. Referring to this thing, enjoyable learning can be likened to an uphill process toward knowledge, which involves physical and mind tension, but the outcome that is knowledge itself is perceived as a very reward.

In contrast to learning that is not fun, in learning is not fun reward is the fatigue due to process that is not accompanied by thirst for knowledge, and the process is not uphill, but decreased, involving negative self attitude.

Fun learning method is a fun and fun learning that centered on the psychology of students and the atmosphere of the environment in learning process. This method is a way to create a comfortable atmosphere in the learning process so as to create a sense of love and desire to learn.

Dave Meier(2005) states that Fun Learning is a learning system that seeks to arouse interest, full involvement, and the creation of meaning, understanding and a happy value to students. According to BambangYulianto Fun Learning is making the class fun don't be monotonous. Meanwhile according to Yanu

Armanto Fun learning is an approach that can make students have the motivation to continue to find out, to keep learning.\

So Fun Learning is the approach used by teachers in this case is the teacher to make the students more able to receive the material delivered which is due to the pleasant atmosphere and without the tension in creating a sense of pleasure. The creation of a sense of fun in relation to the condition of the soul is not a process of learning, it create a noisy atmosphere.

## **2. The Application of Fun Learning**

The application of fun learning can be done by motivating the growth of positive self-esteem to children and provide the right environment and conditions for all children. In other words, all children feel that :

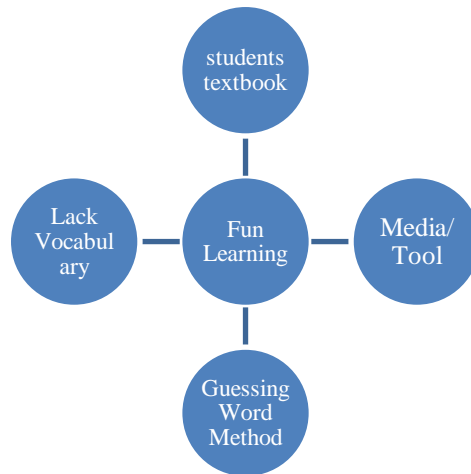
- a. Their smallest contribution is appreciated
- b. They feel secure (physical and psychic) in the learning environment
- c. Their ideas are respected in other words the child should be appreciated for what it is. They should feel safe, be able to express their oponions, and be successful in learning. It is this kind of hospitably that helps children enjoy learning and teachers can reinforce this pleasure through the creation of more “fun” classes.

Therefore teachers are expected to nit limit the students’ arguments, because by listening to the arguments students feel more cared for and feel comfortable in the classroom. In addition the arrangement of classes can also make students feel comfortable and happy to be in the classroom.

### **3. The Formation of Fun Learning**

Learning process is an interaction between the lecturer / teacher / instructor and students. Hamzah (2014: 2) said that learning or teaching is an effort to teach students. In this activity can be explained implicitly in teaching there is the activity of choosing, determining, developing, mastering, developing methods, using the media to achieve the desired teaching results. The concept of learning from this research is used with fun learning. According to Rusman (2011: 326) said fun learning is a pattern of good relationships between teachers / lecturers and students in the learning process. Then Rusman (2011: 327) added that this activity creates a democratic learning atmosphere and there is no burden both of lecturers / teachers and students in carrying out the learning process. And to realize a fun learning process, the teacher / lecturer must be able to design learning well, choose the right material, choose and develop strategies that can involve students in ongoing learning.

Fun learning is a process which is the student has less interest to study English, and difficult to remember new words of vocabulary and so that the teacher has a method like guessing word method to attract students' interest and using media. So the teacher can make the students have fun in learning english



#### 4. Vocabulary

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

Hiebert (2005: 3) state Vocabulary is the knowledge of meanings of words. We must master vocabulary to be able using language. In learning vocabulary we have to know the meaning of words itself and can use it in sentences. Vocabulary is one of the major problems uncouneted by teaching of English as a foreign language. Vocabulary is foundation or a basic of a language.

Hiebert (2005:3) suggest that words come in at least two forms: oral and print. Knowledge of words also comes in at least two forms, receptive that which we can understand or recognize and productive the vocabulary we use when we write or speak. Oral vocabulary is the set of words for which we know the

meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently. Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. Conversely, receptive, or recognition, vocabulary is set of words for which an individual can assign meanings when listening or reading.

The researcher use vocabularies to express our ideas, feeling, motivation and information to the people clearly. Vocabulary is each one of English subject at school that learnt by students. In this study vocabulary means the students' ability in mastering any kind of words or stock of words such as: noun, verb, adjective, adverb, and others in teaching and learning process and the students know how to use in a particular way and regularly in their daily life.

Based on the explanation above, it can be concluded that vocabulary is knowledge the meaning of words which come in at least difference form to know the meaning of words when listening, speaking, reading and writing, vocabulary is used to express ideas, feeling, motivation and information to the people clearly, and it is each one of English subject at school that learnt by students.

## **5. The Importance of Vocabulary**

The vocabulary is one of a foundation or a basic of a language. Rasinski (2008: 13) suggests that vocabulary is knowledge of word meanings. We cannot improve our English without mastering vocabulary. Words mastery is not only to support the for skills namely: listening skill, speaking skill, reading skill, and also



writing skill, but also the existence of words mastery is very crucial in learning English as a foreign language. Students with poor mastery of vocabulary cannot communicate in the target language well; consequently they will not be able to infer any ideas transmitted to them.

In learning English as a foreign language, vocabulary as one of the aspects of foreign language components is seemed to be the big problem. If the learners' vocabularies are poor, they will be difficult in expressing their ideas, feeling, opinion, and they will not be able to grasp any expression addressed to them, and also they will be difficult to comprehend words that heard or content of reading. Rasinski (2008:15) states an extensive vocabulary helps students read fluently, discuss what they have read and learn.

Thornbury (2002:13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This is how the linguist summed up the importance of vocabulary learning, his view is echoed in this advice to students from a recent course book. If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words.

Based on the fact, it can be concluded that vocabulary is the most important in studying English. Mastering vocabulary make the learners be easy to understand the meaning of words when they listen, speak, read and write in English.

## **6. Teaching Vocabulary**

To learn foreign language especially English, it can't be separated from learning vocabulary. Vocabulary supports all the words to express opinion, ideas, and feeling in communication. Vocabulary is one of linguistic component that must be involved in learning English because the knowledge of vocabulary plays an important role mastering the four language skills. In teaching vocabulary, a teacher needs material, exercises, and strategies. Bordon (cited in Suara, 2014) states as follow :

- a. Material motivating the students
- b. Classes presented in a variety ways
- c. Several strategy for unlocking the meaning the words, ways of showing the students how to remember what they have learned.

Vocabulary is number of words of language which is based on native speaker's experiences because each experience, thing or idea has name which is called 'word'. Every language has many words. A language has more than 450.000 words. Therefore, it is impossible that someone will be able to master all words of a certain language. Teaching vocabulary is seen as incidental to the main language teaching namely the acquisition of grammatical knowledge about the language.

The goals of vocabulary teaching must be more than simply to covering a certain number of word lists. The teacher must look to how teaching technique numbers can help realize their concept of what it means to know a word. As in all

areas of the syllabus, the understanding of the nature what they are teaching should be reflected in the way about teaching it. Brumfit (1984:15) says that vocabulary has been one area of the syllabus while the link between method and technique has been developed.

Kustari (1988:15) says that teaching vocabulary is guiding students to define the meaning of words and arrange words in correct sentence. In other words, teaching can defined as guidance to the students to identify the meaning of the target language and in this case is English. Then, the teaching vocabulary does mean teaching word in isolation. Words should be taught in context because it is often a word has different meaning depending on the context.

Based on the explanation above, it can be said that teaching vocabulary is a set of work done by a teacher to enable the students to master the total amount of words(vocabulary) presented in the vocabulary test.

## **7. Assesment of Vocabulary**

Assessment or test is important in teaching and learning at school. Assessment can be used as the instrument to know the achievement of student in learning. The students will have more motivation in learning if they know their achievement in school subject. Philips (2003: 14) suggests that even though formal assessment may not be a compulsory part of your work, it is always useful for the teacher to make regular notes about each child's progress. Thornbury (2002: 129) states testing has a useful backwash effect: if learners know they are going to be tested on their vocabulary learning, they may take vocabulary learning

more seriously. The teachers will also know the effectiveness of their technique in teaching by using assessment or test. Thornbury (2002: 129) states without testing, there is no reliable means of knowing how effective a teaching sequence has been.

Assessment of vocabulary is not only to know the achievement of students in mastering vocabulary, but also useful to improve the memory of words that found. McCarty (2001:5) suggest that practice words and expressions that you have already encountered, is a useful way of helping yourself to fix the vocabulary you are working on in your long-term memory. Rider (2003:7) states that test will be a positive experience, for they will know the words and do well.

Multiple choice test is popular test to know the students achievement because multiple choice test is more easy to score. Thornbury (2002: 132) states multiple choice tests are a popular way of testing in that they are easy to score, and they are easy to design. The students will also be easy to answer the tests that given in form of multiple choice. It will be helped the teachers to find the students' weakness and difficulties.

In this research the researcher use multiple choice tests to know the effectiveness guessing game in teaching technique. There are some tests for students in this research. Those are pre-test that given to measure the pre existing ability of the students in mastering vocabulary before the researcher start cycle I and Cycle II or teach them by using guessing game, post tests to know the students' achievement in mastering vocabulary after the researcher teach

vocabulary to the students by using guessing game, and questionnaire that used to know the motivation of students when the teaching and learning process.

## **8. Guessing Word**

Guessing words have the following understanding, guessing words consists of two words “guessing and words” “guessing means guessing” and “words means words”. The guessing words process is performed by each group. The time is given to each group to implement is 5-8 minutes.

Kipple states that “the basic rules of guessing words game is very simple, someone knows about the vocabulary of something and the other is trying to find it. Wirght and Buck says “ it is very important in the guessing words game and speculating game, someone knows something and the other must find what it means”. Beside that the same thing mentioned by Marriem Webster that “guessing words game is a game in which one has to complete with another person or group about guessing something that has been given his clue.

## **9. The Technique Teaching Guessing Word**

According to Rivers (in Thorbury, 2002, “vocabulary can’t be taught. It can be presented, explained, included in all kinds of activities, and experienced in all manner of associations but it is learned by individual”. As we know, game is an activity with rules, a goal and an element of fun. Teaching vocabulary through game will make the students be easy to memorize the words and the students will also be fun in learning.

Guessing game is one of some games in teaching technique. In addition, Philip (2003) states that the children read a text that is mostly in their first language but has some English words mixed into it. They use the context to guess the meaning of English words. It can be a tool to introduce, review and reinforce new vocabulary to the students. It can make the students to be more memorizing the words. It is clear that guessing game is a good technique in teaching vocabulary in the class to make the learners or students fun in learning and make them be easy to improve their English vocabulary.

#### **10. Application of Guessing Word Method in Process**

In applying the game, there are several things that must be prepared as follows :

1. Prepare the material to be conveyed
2. Prepare the teaching materials needed
3. Prepare keywords that will be questioned

##### **a. Media**

Create a 10 x 10 cm card and fill in other features or words that lead to the answer (term) on the card you want to guess. Create a 5 x 2 cm card to write words or term that you want to guess (this card will be folded and pasted on the forehead or tucked in the ear).

##### **b. Steps**

1. The teacher explains the competencies to be achieved or material ± 45 minutes

2. The teacher tells students to stand in pairs in front of the class
3. A student is given a 10 x 10 cm card that will be read to his partner. Another student (his partner) is given a card that is 5 x 2 cm in size, the contents of which cannot be read by students who will guess the word. Cards may be affixed to the forehead or in places that can't be read by students who will guess the word
4. While students carry a 10 x 10 cm card read the words written in it while their partner guesses what is meant on a 10 x 10 cm card. The right answer if it matches the contents of the card that is affixed to the forehead or ear
5. If the answer is correct (as written on the card) then the couple may sit. If it is not right at the appointed time, you can direct it with other words, as long as you don't give the answer immediately

## **B. Relevant Studies**

There are some previous studies which relate of this research, namely:

1. Ketut Pernata (2013), the objective of this research to find out the extent of vocabulary mastery of seventh grade students at SMP N 4 Pupuan in studying vocabulary by using guessing game in academic year 2012/2013. The result of the research showed the comparative percentages of 58,07%, 32,98%, 8,97% and 0%. This figure proved that the subject's learning behaviors changed positively, that was their attitude and motivation heightened significantly. The findings of the present classroom action

study explicitly revealed the improvement and progressing of the vocabulary mastery by seventh grade students at SMP N 4 Pupuan.

2. Dian Fitriana (2012), The objective of the research was to improve the English speaking skills of VII A grade students of SMP Muhammadiyah 1 Seyegan. This research categorized as action research. The guessing games were applied to improve the students' skills in learning speaking English. The research was carried out on the first semester. It started from 4<sup>th</sup> September to 26<sup>th</sup> September 2012 in SMP Muhammadiyah 1 Seyegan. The members consisted of the researcher, the principal, the English Teacher, and the students of grade VII A. The research steps were: reconnaissance, planning, action and observation, and reflection. The research was conducted in two cycles. The data were obtained by interviewing the English teacher and the students of grade VII A, observing the teaching and learning process, taking pictures of the teaching and learning process. The instruments were the researcher, photo camera, interview guidelines, and questionnaire. The data were in the forms of interview transcripts, field notes, photos and questionnaire scores. The validity of the data was obtained by applying the democratic validity, dialogic validity, catalytic validity, process validity, and outcome validity. The result of this study showed that the implementation of guessing games in the speaking class is believed effective to improve students' skills to learn speaking English, maximizes students' participation during the speaking activities, and reduces the students'



boredom on learning. This implies that the implementation of guessing games gives the positive effects on improving students' skills in speaking English.

### **C. Conceptual Framework**

In learning foreign language, vocabulary is a basic need. When students want to learn English, they should have enough vocabularies. A lot of applications of language in daily life force the language users to enrich their vocabulary. In learning vocabulary many methods should be applied by the teachers. The teacher should be able to choose the interesting method which is able to increase students' motivation in learning vocabulary.

Variation in teaching influences to the teaching learning process, one of the variations is game. Guessing Word Method is a method which is used to stimuli the students in order to master the number vocabulary playing a game. In this case, the students are hoped to be active analyzing the right word. They will choose the word based on the question given.

Student problems are mastery of vocabulary by memorizing or remembering so that this makes it very monotonous. So with the guessing word method can provide fun learning. The guessing word method is learning designed by guessing.

#### **D. Research Hypothesis**

Based on the formulation of problem, so the researcher determined this study with the testing hypothesis as follows:

Ha : There is significant the effect of fun learning by using guessing word method on students' vocabulary

Ho : There is not significant the effect of fun learning by using guessing word method on students' vocabulary

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Location and Time**

The research was conducted at Herman Course Belawan. That is located at Jalan Sumatera no.11 Belawan of the Academic year of 2018/2019. It was chosen because the researcher found some problems in students' vocabulary.

#### **B. Population and Sample**

The population of this research was the elementary class. There were two classes, Elementary one which consisted of 33 students and Elementary two which consisted of 30 students. So all the population was 63 students.

Based on Arikunto's theory if the members of the students consist less than 100 the sample becomes all the population, so the sample took by using total sampling technique by Arikonto (2010: 177). They consisted of 63 students and the researcher took the sample, as shown in the table below :

**Table 3.1**  
**Population and Sample of Research**

No	Class	Population	Sample
1	Elementary One	33 students	33 students
2	Elementary two	30 students	30 students
	<b>Total</b>	<b>63 students</b>	<b>63 students</b>

### C. Design of Research

Tuckman (1978:1) says that Research is a systematic attempt to provide answers to questions. Such answer maybe abstract and general as is often the case in basic research or they may be highly concrete and specific as is often the case in applied research. This is an experimental research, which is designed as the following:

**Table 3.2**  
**The Research Design**

Group	Pre test	Treatment	Post test
Experimental (X)	√	Guessing Word Method	√
Control (Y)	√	Observe And Remember Method	√

In this research was conducted to using an experimental research. In this study, they were two groups, namely the experimental group and the control group. The experimental group was the class which was taught by using the

guessing word method. Meanwhile, the control group was taught by observe and remember method.

There are three stages in doing procedure of research, they are : pre-test, treatment, and post-test

1. Pre-test

The researcher gave the pre-test to both of groups, they were experimental and control groups to know average score on preliminary data. The purpose of pre-test was to know the students' vocabulary before treatment. This research was used complete test. The test were taken from students' book. The test consist of 20 items test.

2. Treatment

This research was conducted to two classes. They were experimental group and control group. Both of experimental class and control groups was given the same material but each of class would get different treatment. The experimental group was taught by using Guessing Word Method and the control group was taught by Observe and Remember Method.

3. Post-test

The researcher delivered material to experimental group and control group, the researcher was given the test to both of the groups on post-test by using same test instrument and items. Giving the post-test in experimental and control groups by giving test in the form of complete test. The researcher analyzed the students' score and then the researcher

compare the score of the both groups. Finally, the researcher analyzed the test hypothesis to find out the effect of fun learning by using guessing word method on students' vocabulary to the experimental class in teaching vocabulary.

#### **D. Instrument of the Collecting Data**

The instrument to collect the data in this research was complete test. The test were taken from students' work sheet book. There were 20 items to answer and the score for each correct answer was scored 1 and the wrong answer is scored 0. So, the total score were calculated by using the formula.

$$\text{Score} = \frac{R}{N} \times 100 \%$$

Notes :

S = Scoring of the Test

R = Number of Correct Answer

N = Number of Item

#### **E. Technique of Collecting Data**

In this research, the data was collected by following procedures as follows:

1. Giving pre-test to experimental and control groups
2. Giving treatment.
  - a. Teaching the experimental group by using Guessing Word Method.
  - b. Teaching the control group by using Observe And Remember Method.

3. Giving post-test in experimental and control groups by giving same test as in the pre-test.
4. Correcting the students' answer sheets.

## F. Technique of Data Analysis

In analyzing the data, the result of the data were analyzed by using statistical procedure which consisted of mean, standard deviation (SD) and dependent t-test. The mean used to find out the average of the sample. To find the mean, Ary (2010):

- a. Mean

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

Where:

$\bar{x}$  = mean

$\Sigma$  = sum of

x = raw score

N = number of cases

- b. Standard Deviation

$$S_D = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N - 1}}$$

Where:

SD = standard deviation

D = differences between with t-test and post-test

N = numbers of pairs

c. Dependent sample T-test

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

$t$  = t-ratio

$\bar{D}$  = average difference

$\sum D^2$  = different score pre-test and post test

$(\sum D)^2$  = difference score experimental group and control group

N = number of student

## G. Statistical Hypothesis

In this research, statistical hypothesis is used to decide whether the hypothesis is accepted or rejected.

Ho : There is no a significant effect of using guessing word method to increase students' vocabulary.

Ha : There is a significant effect of using guessing word method to increase students' vocabulary.





## CHAPTER IV

### DATA COLLECTION AND DATA ANALYSIS

#### A. Data Collection

The data of the study were obtained from the vocabulary test score. There were two kinds of test for each group, there were pre-test and post-test.

#### B. Data Analysis

After the researcher assessed students' scores, then they were calculated into formulas to find out Standard Deviation and T-test to know the differences between the students' score in the experimental group and control group. The differences the students' score in Experimental Group could be seen in the tables 4.1 below:

**Table 4.1**  
**The difference of Students' Scores in Experimental Group**

No	Students' name	Score		D	D <sup>2</sup>
		Pre-test	Post-test	(x <sub>2</sub> -x <sub>1</sub> )	
1	AA	55	65	10	100
2	AAZ	50	75	25	625
3	AS	55	70	15	225
4	BS	55	90	35	1225
5	DA	45	85	40	1600
6	DHS	70	90	20	400
7	DS	60	85	25	625

8	EF	60	80	20	400
9	FT	65	85	20	400
10	HNR	70	90	20	400
11	IS	45	70	25	625
12	LM	60	85	25	625
13	MN	65	75	10	100
14	MP	75	95	20	400
15	MS	50	80	30	900
16	NN	55	60	5	25
17	NR	55	85	30	900
18	OY	70	95	25	625
19	PF	60	80	20	400
20	RA	60	80	20	400
21	RAP	55	75	20	400
22	RSH	65	85	20	400
23	SH	60	90	30	900
24	SR	70	85	15	225
25	SRS	70	90	20	400
26	SS	50	85	35	1225
27	TA	70	90	20	400
28	VG	65	90	25	625
29	YBP	45	60	15	225
30	YGS	60	75	15	225
31	YP	75	95	20	400

32	ZBU	60	85	25	625
33	ZH	55	70	15	225
<b>Total</b>		<b>1.980</b>	<b>2.695</b>	<b>715</b>	<b>17.275</b>
<b>Mean</b>		<b>60</b>	<b>81.67</b>	<b>21.67</b>	<b>5.23</b>

The above table shows the students' name (sample) and the total score of pre-test. The pre-test total score was 1.980 and the mean was 60. In post-test, the table score was 2.695 and its mean was 81.67. The Standard Deviation was analyzed investigate the differences between pre-test and post-test. So, following formula was applied.

$$\begin{aligned}
 S_D &= \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N - 1}} \\
 &= \sqrt{\frac{17.275 - \frac{(715)^2}{33}}{33 - 1}} \\
 &= \sqrt{\frac{17.275 - \frac{511.225}{33}}{32}} \\
 &= \sqrt{\frac{1.275 - 15.491}{32}} \\
 &= \sqrt{\frac{1.784}{32}} \\
 &= \sqrt{55.75} \\
 &= 7.47
 \end{aligned}$$

So, Standard Deviation of experimental group was 7.47. Thus, those value can be used to find out the result of applying t-test formula. It can be seen in the following:

$$\begin{aligned}
 t &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\
 &= \frac{21.67}{\sqrt{\frac{17.275 - \frac{(715)^2}{33}}{33(33-1)}}} \\
 &= \frac{21.67}{\sqrt{\frac{17.275 - \frac{511.225}{33}}{33(32)}}} \\
 &= \frac{21.67}{\sqrt{\frac{17.275 - 15.491}{1056}}} \\
 &= \frac{21.67}{\sqrt{\frac{1.784}{1056}}} \\
 &= \frac{21.67}{\sqrt{1.68}} \\
 &= \frac{21.67}{1.296} \\
 t &= 16.72
 \end{aligned}$$

The result of t-calculation showed that t-test is 16.72 and t-table is 1.67. The t-test is higher than t-table ( $16.72 > 1.67$ ). After know students' scores in the experimental group, then the researcher calculated in Standard Deviation and t-test to know the students' score in control group, it could be seen in the tables 4.2 below:

**Table 4.2**  
**The difference of Students' Score in Control Group**

No	Students' name	Score	D	D <sup>2</sup>
----	----------------	-------	---	----------------

		<b>Pre-test</b>	<b>Post-test</b>	<b>(x2-x1)</b>	
1	AAH	30	50	20	400
2	AAN	30	50	20	400
3	AS	50	70	20	400
4	BAP	50	75	25	625
5	BPG	45	60	15	225
6	CDP	30	50	20	400
7	EH	40	60	20	400
8	FSS	60	70	10	100
9	BTA	35	55	20	400
10	ES	60	75	15	225
11	LI	40	55	15	225
12	KAI	50	65	15	225
13	R	65	80	15	225
14	AK	40	60	20	400
15	CM	45	60	20	400
16	SR	65	80	15	225
17	MGS	35	55	20	400
18	MR	50	65	15	225
19	DWA	65	75	10	100
20	S	50	75	25	625
21	HAS	35	50	15	225
22	MFT	55	70	15	225
23	AZR	55	70	15	225
24	CJS	70	85	15	225
25	GVK	70	80	15	225
26	NR	40	60	10	100
27	MH	40	55	15	225
28	YC	65	75	15	225
29	ZRR	40	55	15	225
30	MQD	30	50	20	400
<b>Total</b>		<b>1.435</b>	<b>1.935</b>	<b>505</b>	<b>8.925</b>
<b>Mean</b>		<b>47.83</b>	<b>64.5</b>	<b>16.83</b>	<b>297.5</b>

Based the above table, it can be concluded that the total score of pre-test was 1.435 and the mean was 47.83. In post-test, the total score was 1.935 and its mean was 64.5. It means that, the total and mean score in post-test in the experimental group was higher than the total and mean score in post-test in the

control group. To measure Standard Deviation in the control group, the researcher analyzed the data by using formula as follow:

$$\begin{aligned}
 S_D &= \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N - 1}} \\
 &= \sqrt{\frac{8.925 - \frac{(505)^2}{30}}{30 - 1}} \\
 &= \sqrt{\frac{8.925 - \frac{225.025}{30}}{29}} \\
 &= \sqrt{\frac{8.925 - 7.500}{29}} \\
 &= \sqrt{\frac{1.425}{29}} \\
 &= \sqrt{49.13} \\
 &= 7.00
 \end{aligned}$$

So, Standard Deviation of control group was 7.00. Thus, those values can be used to find out the result of applying t-test formula. It can be seen in the following:

$$\begin{aligned}
 t &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\
 &= \frac{16.83}{\sqrt{\frac{8.925 - \frac{(505)^2}{30}}{30(30-1)}}}
 \end{aligned}$$

$$\begin{aligned}
&= \frac{16.83}{\sqrt{\frac{8.925 - \frac{225.025}{30}}{30(29)}}} \\
&= \frac{16.83}{\sqrt{\frac{8.925 - 7.500}{870}}} \\
&= \frac{16.83}{\sqrt{\frac{1.425}{870}}} \\
&= \frac{16.83}{\sqrt{1.63}} \\
&= \frac{16.83}{1.27}
\end{aligned}$$

$$t = 13.25$$

Based analyzed above, the result of t-test in control group was 13.25. It means that the result of experimental group was higher than the result of t-test in control group, namely  $16.72 > 13.25$ .

### C. Testing Hypothesis

In analyzing the hypothesis, it referred to the t-table at the level significant of  $\alpha 0.05$ . The testing criterion used for hypothesis result is: if  $t\text{-test} > t\text{-table}$ , it means that that the alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_o$ ) is rejected. Furthermore, the t-table with the level significant of  $\alpha 0.05$  with the degree of freedom (df)  $\rightarrow (2n-2 = 63-2= 61)$  is 1.67. This means that  $H_a$  is this study was accepted since students' t-test in the experimental group is 16.72 and the t-table 1.67. Because the t-test value is higher than the t-table ( $16.72 > 1.67$ ). Therefore, it can be concluded that Guessing Word Method can be improve students' vocabulary.



#### **D. Research Finding**

The finding of the research, there was significant effect of fun learning by using guessing word method on students' vocabulary. Teaching vocabulary in experimental group by using Guessing Word Method was more effective than teaching reading vocabulary by Observe and Remember Method. The t-observe value was higher than t-table in without t-observed was 16.72 and 13.25 (16.72 >13.25).

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing the data, it was found there was a significant effect of fun learning by using guessing word method on students' vocabulary. Guessing Word Method was one of resolution to help students more active and develop the students' vocabulary. It proved from the total scores of pre-test and post-test, 1.980 and 2.695 respectively. It was found that was t-test higher than t-table or  $16.72 > 1.67$ . Based on the questionnaire, most of the students said that the effect of fun learning by using guessing word method on students' vocabulary could help them in mastering vocabulary. Moreover, guessing word method answer the problem of the study whether it motivate students to learn English vocabulary.

#### B. Suggestion

Based on the conclusions above, the following suggestions are offered. First, the use of guessing word method should be maintained frequently and recommended to the English teacher, in order to attract their motivation in learning English to be more interested. Second, it is hoped that the students kept reminding the vocabulary more and more. It is also suggested that teachers want to use guessing word method in teaching vocabulary.

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## **APPENDIX**

### **LESSON PLAN**

Place : Kursus Herman Belawan  
Subject : English  
Class/Semester : Elementary  
Meeting : I  
Time : 1x 45 Minutes

In the first meeting, the researcher just introduced herself and gave the reason what the researcher did in their class. The researcher sat on the back class and pay attention to the English teacher who is teaching in front of class.

Medan, February 11th 2019

The Researcher

(Putri Ramadhani)

## LESSON PLAN

Place : Kursus Herman Belawan  
Subject : English  
Class : Elementary  
Meeting : II  
Time : 1x 45 Minutes

In the second meeting, the researcher gave pre-test for them. The students answer the test with fill in the blanks in each question.

Medan, February 15th 2019

The Researcher

(Putri Ramadhani)

## LESSON PLAN

Place : Kursus Herman Belawan

Subject : English

Class/Semester : Elementary

Meeting : III

Time : 1x 45 Minutes

A. Standard Competence :

To learn vocabulary by using guessing word method

B. Base Competence:

To make the students easy in remembering vocabulary

C. Indicators :

1. The students are able to learn vocabulary by using guessing word method and know how to use it.
2. The students are able to increase their vocabulary.

D. Objectives:

1. The teacher introduce about guessing word method to the students and how to answer the questions.
2. The students are able to answer the question in guessing word method answer sheet.
3. The students are able to remembering the new vocabulary through guessing word method.

E. Materials:

Animals, Plants, Seasons

F. Source/Media:

Guessing Word Method answer sheet

G. Evaluation :

In the third meeting, the teacher introduced about guessing word method and explained to the students how to answer the question in guessing word answer sheet.

Medan, February 18<sup>th</sup> 2019

The Researcher

(Putri Ramadhani)

### The Names of Students in Experimental Group

No	Names of Students	Initial Names
1	Ahmad Ali	AA
2	Alya Anwar Zahra	AAZ
3	Ahmad Sauzi	AS
4	Bella Syafira	BS
5	Dony Anggara	DA
6	Della Hanafiah Siregar	DHS
7	Danti Sari	DS
8	Ervel Falentino	EF
9	Fitra Tambunan	FT
10	Hamida Nayla Rahma	HNR
11	Indah sari	IS
12	Lola Manurung	LM
13	Mario Nainggolan	MN
14	Muhammad Padlan	MP
15	Maya Sari	MS
16	Naura Nadiva	NN
17	Nanda Raudah	NR
18	Orlando Yehezkiel	OY
19	Puspita Fitriyani	PF
20	Rio Anggara	RA
21	Ratih Asyifa Putri	RAP
22	Rahmayani Sari Hasibuan	RSH
23	Sania Hawa	SH
24	Sri Ramadan	SR
25	Suci Rianti Simanungkalit	SRS
26	Sinta Sintia	SS
27	Tyo Angkasa	TA
28	Velix Gabriel	VG
29	Yohansen Brian Pakpahan	YBP
30	Yessi Gyna Sihombing	YGS
31	Yofandri Purnama	YP
32	Zaskia Bumi Umari	ZBU
33	Zahra Hamida	ZH



### The Names of Students in Control Group

No	Names of Students	Initial Names
1	Anggi Aulia Harahap	AAH
2	Andi Amirullah Nasution	AAN
3	Ananda Salsabila	AS
4	Bisma Aditya Pratama	BAP
5	Briyan Priduanta Ginting	BPG
6	Cinta Deatri Putri	CDP
7	Eka Hasibuan	EH
8	Felix Santos Sitanggang	FSS
9	Bella Tri Agustia	BTA
10	Elyna Sufy	ES
11	Lyra Indriani	LI
12	Khairul Alamal Insan	KAI
13	Rajak	R
14	Anil Kumar	AK
15	Citra Madalia	CM
16	Selfi Ramasari	SR
17	Muhammad Gilang Syaidan	MGS
18	Muhammad Ridwan	MR
19	Dery Wanda Aritonang	DWA
20	Syafaruddin	S
21	Hastu Aulia Shahira	HAS
22	Muhammad Fadyan Thabrani	MFT
23	Amanda Zahra Rangkuti	AZR
24	Chiko Jeremy Sianturi	CJS
25	Gracia Vania Kadang	GVK
26	Nur Ratih	NR
27	Misha Hanifa	MH
28	Yohana Cecilia	YC
29	Zienta Revanie Reykinta	ZRR
30	Muhammad Qawaqib Deli	MQD



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Kepada Yth: Bapak Ketua & Sekretaris  
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Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

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Kredit Kumulatif : 133 SKS

IPK= 3,41

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
28/11-2017 	The Effect of Fun Learning by Using Guessing Word Method on Students' Vocabulary in Private English Course	
-	The Influence of Private English Course in Students' Speaking Ability	
	The Effect of Using a Sketch Technique in Teaching Writing a Report Text	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 28 November 2017  
Hormat Pemohon,

**Putri Ramadhani**

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan

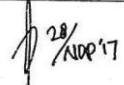


MAJELIS PENDIDIKAN TINGGI  
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**


Dengan ini saya:

Nama Mahasiswa : Putri Ramadhani  
NPM : 1402050179  
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Effect of Fun Learning by Using Guessing Word Method on Students' Vocabulary in Private English Course	 28/11/17

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh  
Dosen Pembimbing

  
Alfitriani Siregar, S.Pd, M.Ed

Medan, 28 November 2017  
Hormat Pemohon,

  
Putri Ramadhani



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
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Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu 'alaikum Wr, Wb*

Dengan hormat, yang bertanda tangan di bawah ini:

Nama Lengkap : Putri Ramadhani  
N.P.M : 1402050179  
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of Fun Learning by Using Guessing Word Method on Students'  
Vocabulary in Private English Course

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Alfitriani Siregar, S.Pd, M.Ed

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 01 Desember 2017  
Hormat Pemohon,

**Putri Ramadhani**

Keterangan

Dibuat rangkap 3 :  
- Untuk Dekan / Fakultas  
- Untuk Ketua / Sekretaris Prog. Studi  
- Untuk Mahasiswa yang Bersangkutan

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 6887 /IL.3-AU /UMSU-02/F/2017  
Lamp : ---  
Hal : **Pengesahan Proyek Proposal  
Dan Dosen Pembimbing**

*Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa : Putri Ramadhani  
NPM : 1402050179  
Program Studi : Pend. Bahasa Inggris  
Judul Skripsi : The Effect of Fun Learning by Using Guessing Word Method on Students' Vocabulary in Private English Course

Pembimbing : Alfitriani Siregar.,S.Pd.,M.Ed

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **06 Desember 2018**

Medan, 16 Rab. Awwal 1439 H  
05 Desember 2017 M

Wassalam  
Dekan



Dibuat rangkap 4 (Empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :

**WAJIB MENCIKUTI SEMINAR**



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

---



**LEMBAR PENGESAHAN PROPOSAL**

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Putri Ramadhani  
N.P.M : 1402050179  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Fun Learning by Using Guessing Word Method on  
Students' Vocabulary in Private English Course

Sudah layak diseminarkan.

Medan, 18 September 2018

Disetujui oleh  
Pembimbing

**Alfitriani Siregar, S.Pd, M.Ed**



**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Putri Ramadhani  
N.P.M : 1402050179  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Fun Learning by Using Guessing Word Method on Students' Vocabulary in Private English Course

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
8 Ags 2018	Bab I Background of study Problems of study	
10 Ags 2018	Bab II Application of game in the class- room	
24 Ags 2018	Bab III Structure " will be + V <sub>2</sub> Conventional method changed	
14 Sep 2018	References	

Medan, 18 September 2018

Diketahui oleh:  
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Alfitriani Siregar, S.Pd, M.Ed)



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

---



**SURAT KETERANGAN**

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,  
Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Putri Ramadhani  
N.P.M : 1402050179  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Fun Learning by Using Guessing Word Method on  
Students' Vocabulary in Private English Course

benar telah melakukan seminar proposal skripsi pada hari Rabu, tanggal 24, Bulan Oktober,  
Tahun 2018

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan  
Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, 04 Februari 2019

Ketua,

**Mandra Saragih, S.Pd, M.Hum**





**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL**

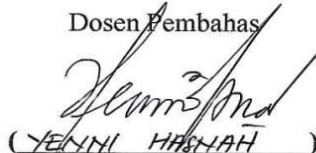
Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

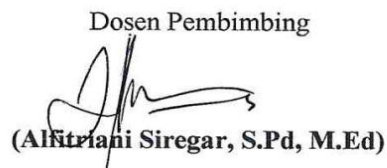
Nama Lengkap : Putri Ramadhani  
N.P.M : 1402050179  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Fun Learning by Using Guessing Word Method on Students' Vocabulary in Private English Course

Pada hari Rabu..... tanggal 24. bulan Oktober..... tahun 2018 sudah layak menjadi proposal skripsi.

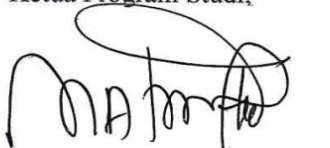
Medan, September 2018

Disetujui oleh:

Dosen Pembahas  
  
(YENNI HARAHAP)

Dosen Pembimbing  
  
(Alfitriani Siregar, S.Pd, M.Ed)

Diketahui oleh  
Ketua Program Studi,

  
(Mandra Saragih, S.Pd., M.Hum)

## SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Putri Ramadhani  
N.P.M : 1402050179  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Fun Learning by Using Guessing Word Method on Students' Vocabulary in Private English Course

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 04 Februari 2019  
Hormat saya  
Yang membuat pernyataan,



**Putri Ramadhani**

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

**Mandra Saragih, S.Pd, M.Hum**



Unggul, Cerdas & Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 - 6631003  
Website: <http://fkkip.umsu.ac.id> E-mail: [fkkip@umsu.ac.id](mailto:fkkip@umsu.ac.id)

Nomor : 196 /II.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Mohon Izin Riset

Medan, 01 Jum. Akhir 1440 H  
06 Februari 2019 M

Kepada Yth, Bapak/Ibu Kepala  
Kursus Herman Belawan  
di-  
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Kursus Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Putri Ramadhani  
N P M : 1402050179  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effect of Fun Learning by Using Guessing Word Method on Students' Vocabulary in Private English Course.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak kami ucapkan terima kasih. Akhirnya selamat sejahtera lah kita semuanya, Amin.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



Dr. H. Efrianto Nst, S.Pd, M.Pd.  
NIDN : 0115057302

\*\* Pertinggal \*\*



**YAYASAN PENDIDIKAN & PELATIHAN HERMAN  
(YPPH)  
KURSUS HERMAN BELAWAN  
(KHB)**

Jl. Sumatera No. 11 Belawan 201411, Telp. (061) 6940643, 6943519  
Fax. (061) 6943519, e-mail : ypph@telkom.net.id

Nomor : 03/LPLH/BLW/III/19  
Lampiran : ---  
Perihal : Surat Balasan Izin Riset

Belawan, 07 Februari 2019

Kepada Yth:

Dekan Fakultas Perguruan dan Ilmu Pendidikan

Bapak Dr H. Elfrianto nst, S.Pd, M.Pd.

Di Tempat,

Wa'alaikum Salam Warahmatullahi Wabarakaatuh

Dengan Hormat,

yang bertanda tangan di bawah ini:

Nama : Sri Rokayah

Jabatan : Wakil Pemimpin Kursus Herman Belawan

Menerangkan Bahwa,

Nama : Putri Ramadhani

NPM : 1402050179

Program Studi : Pendidikan Bahasa Inggris

Judul Penelitian : The Effect of Fun Learning by Using Guessing Word Method on Students' Vocabulary in  
Private English Course

Telah kami setuju untuk mengadakan riset di Kursus Herman Belawan. Demikian surat ini kami sampaikan dan atas kerjasamanya kami mengucapkan terima kasih.



## **CURRICULUM VITAE**

NAME : Putri Ramadhani  
PLACE AND DATE BIRTH : Medan, 14 Januari 1997  
AGE : 22 Years Old  
GENDER : Female  
NATIONALITY : Indonesia  
RELIGION : Islam  
ADDRESS : Jl. Belanak LK.XVII Pajak Baru  
Belawan Bahagia

### **BACKGROUND OF EDUCATION**

- Elementary School at SD Swasta Muhammadiyah 16, Medan Belawan (2002-2008)
- Junior High School at SMP N 44 Medan, Medan Labuhan (2008-2011)
- Senior High School at SMA Swasta Hang Tuah Belawan, Medan Belawan (2011-2014)
- Students of English Department Faculty of Teacher Training and Education, UMSU 2014 until Reaching the Degree of Sarjana Pendidikan (2014-2019)