

**THE USE OF GUESSING GAMES IN SONGS TO ENHANCE
VOCABULARY OF VERB EFL STUDENTS**

THESIS

Submitted in Partial Fulfillment of the Requirement for Degree of
Bachelor of Education in English Language Education



Arranged by:

SUGIYANTO

1803046055

**ENGLISH DEPARTMENT
EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG**

2022



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus 2) Semarang 50185 Telp. 024-7601295, Fax.
7615387

THESIS STATEMENT

I am students with the following identity :

Name : Sugiyanto
Student Number : 1803046055
Department : English Language Education

Certify that this thesis :

THE USE OF GUESSING GAMES IN SONGS TO ENHANCE VOCABULARY OF VERB EFL STUDENTS

Is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, 16 June 2022

The Researcher

Sugiyanto
Sugiyanto
1803046055



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus 2) Semarang 50185 Telp. 024-7601295, Fax.
7615387

RATIFICATION

Thesis with the following identity:

Title : **THE USE OF GUESSING GAMES IN SONGS TO ENHANCE
VOCABULARY OF VERB EFL STUDENTS**

Name of Student : Sugiyanto

Students Number : 1803046055

Department : English Language Education

Had been ratified by the board of examiners of Education and Teacher Training
Faculty of Walisongo State Islamic University Semarang and can be received as one
of the requirements for gaining the Bachelor Degree in English Language Education.

Semarang, 22 June 2022

THE BOARD OF EXAMINERS

Chair Person,

Secretary,


Nadiyah Ma'mun, M. Pd

NIP. 197811032007012016


Sayvidatul Fadlilah, M. Pd

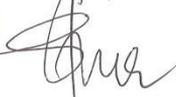
NIP. 198109082007102001

Examiner I,

Examiner II,


Dr. H. M. Nafi Annury, M. Pd

NIP. 197807192005011007


Dr. Hj. Siti Mariam, M. Pd

NIP. 196507271992032002

Advisor,


Nadiyah Ma'mun, M. Pd

NIP. 197811032007012016

ADVISOR NOTE

Semarang, 16 June 2022

To
The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University

Assalamu 'alaikum Wr. Wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

Title : **The use of Guessing Games in Songs to
Enhance Vocabulary of Verb EFL Students**

Name of the Students : Sugiyanto

Students Number : 1803046055

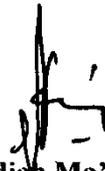
Department : English Language Education

Field of of Study : English Language Teaching

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University, to be examined at Munaqosyah session.

Wassalamu 'alaikum Wr. Wb.

Advisor 1



Nadian Ma'mun, M.Pd.

NIP:197811032007012016

ABSTRACT

Title : **The use of Guessing Games in Songs to Enhance Vocabulary of Verb EFL Students**
Name : **Sugiyanto**
Students' Number : **1803046055**

Vocabulary mastery is a measure of a person's understanding of the vocabulary of a language and his ability to use that vocabulary both orally and in writing. Vocabulary mastery is a person's ability to recognize, understand, and use words properly and correctly by listening, speaking, reading, and writing. The purpose of this research is to explain the effectiveness of guessing games in songs to enhance vocabulary of verb EFL students. This research was conducted and analyzed in class VIII MTS NU 01 Cepiring. The research method used is a quasi-experimental research design with pre-test and post-test control group design. The research instrument is a test. The experimental class is taught by using guessing game techniques in song, while the control class used conventional method. Furthermore, to analyze the research data using SPSS Statistics 23. The results showed that the average score of the experimental class students was 73.85 and the control class students' average score was 42.41. This means that there is a significant difference in the average value of the two classes. Hypothesis testing shows that sig. The calculated t value is -20,984 with an alpha of 0.05 which means it has a t table of 2.060. In other words, $t_{count} < t_{table}$. This shows that H_0 is rejected and H_a is accepted. In other words, guessing games are effective for increasing vocabulary of verb in grade VIII MTS NU 01 Cepiring students.

Keywords: Guessing Game, Song, Vocabulary.

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Semarang, 17 June 2022

The writter,

Sugiyanto

MOTTO

“AFTER EATING, WASH THE DISHES.”

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CHAPTER I

INTRODUCTION

This chapter presents background of the research, research question, research objectives, and pedagogical significance.

A. BACKGROUND OF THE RESEARCH

English is a foreign language that plays an important role in this globalization which is spoken by many people in the world. English is believed to be the key to survival and success in the future era. However, most people have realized that learning English is not an easy matter. Especially for Indonesians, because the vocabulary used in English is different from their mother tongue, that is Indonesian language.

Mastery of English subject matter at the MTS level includes four language skills, namely: listening, speaking, reading and writing. All of this is supported by elements of language that are no less important, namely: vocabulary (vocabulary), grammar (grammar) and pronunciation (pronunciation). Mastery of language requires a large vocabulary and adequate grammatical form. A large number of vocabulary without being based on a strong grammar does not allow us to understand well any of the English skills above and vice versa, good grammar without having a lot of vocabulary then a writing cannot be read

perfectly.¹ Vocabulary mastery affects sentence making and understanding English.

Vocabulary mastery is a measure of a person's understanding of the vocabulary of a language and his ability to use that vocabulary both orally and in writing.² Vocabulary mastery is a person's ability to recognize, understand, and use words properly and correctly by listening, speaking, reading, and writing. Vocabulary is an important element in languages other than pronunciation and grammar. We can't express the idea inside English without learning English vocabulary. So that when students are given parts with words that should have been taught beforehand, they still find it hard to understand the meaning. Moreover, the vocabulary relating to verbs which incidentally has 5 forms, namely the infinitive form (basic form or V-1), simple present, simple past (V-2), past participle (V-3), and present participle (V-ing).³

Many students do not understand what the teacher is saying because of the inability of students to master vocabulary, in addition to the methods used by teachers in learning English which are less creative and innovative and the teacher's inability

¹Yusran Pora. 2001. *Enrich Our Vocabulary Through Reading and Idioms.*(Yogyakarta: Pustaka pelajar.)

²Purwo. 1993. *Pembelajaran Bahasa*,(Jakarta IKIP Yogyakarta: Remaja Rosdakarya.)

³<https://blog.cakap.com/ebook-belajar-bahasa-inggris>. Accessed on 10 march 2021

to manage learning in class with the help of media that can make it easier for students to understand language material more quickly English. The teacher only explains grammatically then gives assignments and collects student work, so that student participation in class is not optimal, students feel bored, lack motivation and enthusiasm for learning and feel pressured, especially when English lessons are taught in the last hours of class. Teaching methods greatly affect learning, inappropriate teaching methods will also affect student learning. Inappropriate teaching methods can occur, for example, because the teacher lacks preparation and lacks mastery of the subject matter so that the teacher presents it unclearly or the teacher's attitude towards students and or the subject itself is not good, so students are not happy with the learning provided. lesson or teacher. As a result, students become lazy to study.

The interactive method learning process emphasizes discussion activities, which is indicated by the interaction between teachers and students, students and students with the material being studied. As we know that every student has different knowledge and abilities, often students who have low abilities cannot participate. participate in the learning process, so that students with limited abilities cannot improve their learning achievements.⁴ There are many media that can be used in a

⁴Muhammad ali. 2004. *Guru dalam Proses Belajar Mengajar*,(Bandung: Sinar Baru Algesindo.)

learning process. Media can create more interesting atmosphere in the class. Making students more enthusiastic and excited in learning writing is the goal of teacher in teaching and learning process. There are kinds of media that often used in language learning process, such as songs, pictures, and videos.

Some students especially in MTS have problems in memorizing and understanding the meaning of words. During the learning process, students have difficulty in defining words when they read or write texts. In understanding a text, it takes a lot of vocabulary. Not only memorization and understanding are problematic, but also spelling and word errors. Therefore, there must be an appropriate method in teaching vocabulary, especially for MTS students who are in the process of understanding a foreign language. To make students motivated and happy to learn vocabulary, teachers must be creative in delivering material. We must use a variety of strategies in teaching vocabulary. One of the strategy that teachers can use is to use media to support learning process. There are several learning media available today, according to the author use several songs to improve students' verb vocabulary.

However, it is not easy to expand the vocabulary. The students were asked to use their words in daily life such as conversation and writing a diary etc. In learning English as a foreign language, many students are confused about using

vocabulary for their English. The researcher observed the eighth grade students of MTS NU 01 Cepiring. He found that teaching vocabulary was explicitly taught by the teacher even though the syllabus and lesson plans did not explain how to teach vocabulary. How to teach and the technique depends on the teacher. This obviously makes it difficult for students to develop their vocabulary. He found a similar situation that occurred at MTS NU 01 Cepiring. Namely repetition and dictation used to teach vocabulary. The researcher also interviewed students about what made learning English difficult. The students generally said that they did not know the meaning of the words because it was difficult to memorize English vocabulary and they did not pay attention to the use of the vocabulary taught by the teacher in their daily life or in class. The researcher also found that the students lost focus and attention on English. Because of these activities, the students became disinterested and the teacher lost the students' attention. Therefore, he found that the main problem in teaching vocabulary is that the techniques and strategies used are less varied. In addition, students will have difficulty in increasing their vocabulary.

There are some reasons why the writer chooses this topic. Firstly The Vocabulary is essential to improve the language. Vocabulary learning has been mastered by the students in order to be able to communicate in English. secondly Most students in MTS still have difficulties in vocabulary,so that they can not

convey their ideas clearly because of their limited vocabulary. Thirdly games and songs can be wonderful media for natural language, guessing game is also a game that only guesses without having to think so it can make it easier for students to play games with a question and answer system to the teacher, furthermore songs will make the students relax and fun. By using games and songs, learning English vocabulary will be interesting and enjoyable.

B. RESEARCH QUESTION

By looking at the background above, the researcher formulated the question as follows:

1. How is the effectiveness of guessing games in songs to enhance vocabulary of verb of EFL students?

C. RESEARCH OBJECTIVES

The objectives of the study are :

1. To explain the effectiveness of guessing games in songs to enhance vocabulary of verb of EFL students

D. PEDAGOGICAL SIGNIFICANCE

This research are expected to be useful theoretically , practically and pedagogically.

a. Theoretically Benefit

The result of this research is expected to enrich the knowledge of developing teaching verbal verb for senior high school, especially in foreign language.

b. Practically Benefit

The result of this research is expected to help the readers take consideration before choosing teaching media to teach verbal verb as an attempt to improve students' vocabulary. In addition, this research can be used by the next researchers to get information and reference in conducting the relevant studies.

c. Pedagogically Benefit

1. For the students, this research is expected to be useful to make the students more interested and motivated in improving mastery their vocabulary.

2. For the teachers, this research is expected to be useful for English teachers as one of the alternative technique to teach vocabulary.

3. For the school, This research is expected to be useful for schools so that they can determine the right method for teaching vocabulary

4. For the other researcher, this research is expected to be useful for those who are interested in conducting relevant studies with this various research objects.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will present previous research and theoretical review

A. PREVIOUS RESEARCH

There are some researches done and related to this topic, those are :

A thesis by sukma syam maspa, student's number 14.1300.015, English program of tarbiyah and adab department state Islamic institute (IAIN) parepare 2019, the tittle the effectiveness of guessing game to improve students' vocabulary mastery at "mindset english center (MEC) course" kabupaten pinrang.⁵ He use guessing game to improve students' vocabulary mastery. The population of his study is mindset English center (MEC) in academic year 2017/2018 which consist of six classes so the totally population are 78 studens. He choose one class which is consist of 18 students as the sampling. In this research the writer used test and questionnaires the instruments. The test applies for pre-test and post-test. the pre-test to find out the students prior knowledge before using of guessing game, in this case vocabulary test, and post-test to find out improvement of the

⁵ Sukma Syam Maspa, *effectiveness of guessing game to improve students' vocabulary mastery at "Mindset English Center (MEC) course"*, (Pinrang: under graduated, IAIN parepare, 2019)

students in using guessing game, and using questionnaire to know the students respond toward combination of guessing game. The result is using Guessing game can improve students' vocabulary in learning English. Because most of students' are interested in learning to use these strategies. Before studying or understand English, we must first understand the vocabulary. According to Hammer vocabulary is can help people to express their wish and feeling with a lot of vocabulary which they have. Then according to researchers, this strategy is very suitable for junior high school students or for elementary school students. Because, their times are active periods in moving or playing so when learning they enjoy receiving material and are more interested in learning English. In the research he found the students' were very positive after learning vocabulary through guessing game. Its mean that the students are very excited about this lesson. They got enjoyable and feel interesting in learning English. Most of them show their positive responses about the material in the guessing game. The differences between this research and my research will be in specification of the guessing games, he use guessing games but not specific then my research use guessing games in song.

A thesis by Kustiana Dewi, student's number 05420142, EnglishEducation of IKIP PGRI Semarang 2009.

The title is Improving Students' Vocabulary Mastery Through Listening English Song of the Eighth Year Students of SMPN 25 Semarang 2009/ 2010.⁶ She was using listening English song to improve students' vocabulary mastery. The population of her study was the eighth year students of SMPN 25 Semarang 2009/ 2010. She chooses two classes to be result. One class as a control class and one class as experimental class. For the experimental class, she used listening English song for students and other class she did not use game. And the result was significant. There is significance difference in score of Vocabulary test achieved by the students after they have been taught using Listening English Song. Song could give contribution in teaching vocabulary. Song that used in this study can motivate the students to learn more about vocabulary. The differences between this research and my research will be in specification of the vocabulary, she did the research to know the vocabulary mastery of students and to find out whether listening to English song can improve their vocabulary mastery whereas the writer will do the research to know whether or not song lyrics is effective to improve students' Vocabulary of verb. Besides that, this research was conducted with eighth grade of SMPN 25 Semarang 2009/ 2010 and the

⁶ Kustiana Dewi, unpublished thesis under title *Improving Students' Vocabulary Mastery Through Listening English Song*, (Semarang: under graduated IKIP PGRI, 2009).

writer will do the research with Eight grade of MTS NU 01 Cepiring in the academic year of 2021/2022.

A journal by Weiyi Ma, Anna Fiveash, Elizabeth Margulis, Douglas Behrend, William Forde Thompson, Song and Infant-Directed Speech Facilitate Word Learning, 2019. song and IDS facilitated word learning and long-term memory, and that the facilitative strength of the added musical attributes did not differ between song and IDS. Furthermore, we showed that song and IDS facilitated language learning by enhancing encoding of the speech signal rather than facilitating word recognition. Language learning is critical to human development, as language enables information communication, self-expression, and the formation and maintenance of social relationships. Like language, music serves as a major auditory channel of communication, and is widespread across human culture. An extensive body of research shows that sung words can enhance language learning and memory in children and adults.⁷ In this study using experimental study which is each participant was tested in a word learning task immediately after exposure and then one day later to assess both immediate word learning and long-term memory of the learned words.

⁷ Weiyi Ma, Anna Fiveash, Elizabeth Margulis, Douglas Behrend, William Forde Thompson, 2019, “Song and Infant-Directed Speech Facilitate Word Learning”. *Quarterly Journal of Experimental Psychology*.

A journal by Jahangir Mardali & Masood Siyyari, English teachers' beliefs and practices in teaching vocabulary: The case of teaching experience, 2019. The result of the present study shed more light on the differences between novice and experienced teachers when it comes to beliefs and practices concerning vocabulary learning. Thus, teacher educators are encouraged to consider the differences between novice and experienced teachers' beliefs and practices in vocabulary teaching in teacher education courses. Moreover, based on the findings of the present study, teacher educators and trainers may devise and plan courses through which teacher trainees become familiar with how their belief systems can possibly affect their practice in real classroom environments. In this way, teachers will gain more awareness, which will ultimately affect their practices positively. Teachers should receive explanations about the benefits of thinking about the way their teaching beliefs may interact with their teaching practice so as to be encouraged to become reflective practitioners. The relationship between teachers' beliefs and practices suggests that theory and practice are not separated. This is of great importance to language teachers. In other words, any attempt to change teachers' theories and beliefs about teaching and learning would have consequences for their actual teaching in classrooms.⁸

⁸ Jahangir Mardali & Masood Siyyari, 2019, "English teachers' beliefs

A journal by Norah Almusharraf, English as a foreign language learner autonomy in vocabulary development: Variation in student autonomy levels and teacher support⁹, 2018. An examination of the research literature suggests that no attempt has been made to examine learner autonomy development within female university-level English as a Foreign Language (EFL) students in the Kingdom of Saudi Arabia. Given that English has become the world's predominant lingua franca for academia, business, and politics, the purpose of this paper, therefore, is to fill this gap in the literature. This research to be used to identify students' level of autonomy, particularly inside the classroom. However, because of some of the examples of activities pertaining to how they learned vocabulary outside the classroom, they were not related to classroom teaching. A future study could be undertaken to measure and quantitatively analyze learners' vocabulary development on a larger scale. Research could also be conducted using a pretest, an intervention, and a posttest to measure the effectiveness of learning vocabulary autonomously. In addition, other pedagogical approaches could be utilized to measure EFL students' intrinsic motivation and autonomy, which play critical roles in

and practices in teaching vocabulary: The case of teaching experience". *Cogent education journal*.

⁹Norah Almusharraf, 2018, "English as a foreign language learner autonomy in vocabulary development: Variation in student autonomy levels and teacher support". *Journal of Research in Innovative Teaching & Learning*.

learning. Allowing learners to self-select their preferred method of learning can help them to develop their vocabulary knowledge. This is a qualitative case study that aims to explore learner autonomy in vocabulary development. The results showed that teachers are cognizant of the concept of learner autonomy. However, they are not all certain of the benefits of autonomous vocabulary learning. This study reveals how six adult learners' levels of autonomy are highly influenced by their teachers' practices. This study draws out suggestions for English language teachers who promote learner autonomy theory and practice. It also offers specific guidance, models, and adapted learning approaches of how to promote autonomy inside the classroom. and the writer will do the research with Eight grade of MTS NU 01 Cepiring in the academic year of 2021/2022, to know the influence in western song to improve student vocabulary.

An article by Rui Li, Does Game-Based Vocabulary Learning APP Influence Chinese EFL Learners' Vocabulary Achievement, Motivation, and Self-Confidence?¹⁰, 2021. Game-based vocabulary learning that is well documented to improve students' vocabulary learning outcomes is gaining increasing attention. However, no consensus has been reached

¹⁰Rui Li, 2021, "Does Game-Based Vocabulary Learning APP Influence Chinese EFL Learners' Vocabulary Achievement, Motivation, and Self-Confidence?", *SAGE open journal*.

regarding the impact of game-based vocabulary learning application (APP) on the vocabulary learning achievement, motivation, and self-confidence among Chinese EFL (English as a foreign language) students, so large a population that should never be neglected. To address the issues, a total of 70 college students in two groups participated in a quasi-experiment. One is the experimental group in which students received the game-based vocabulary learning; the other is the control group in which students received the conventional paper-based wordlist learning. Each group consisted of 35 students. The experiment was carried out to evaluate how the implementation of game-based vocabulary learning influences students' vocabulary learning achievement, motivation, and self-confidence. In addition, a regression analysis was exploited to examine the influence of motivation and self-confidence on vocabulary achievement. Results demonstrated that the game-based vocabulary learning APP benefited students in vocabulary achievement, motivation, and self-confidence. Furthermore, learning self-confidence and motivation did not predict learning achievement. Implications of the study were also given. The current study endeavored to compare the uses of control group with the conventional paper-based wordlist learning approach and the experimental group with the game-based vocabulary learning approach on Chinese EFL students' vocabulary learning achievement,

motivation, and self-confidence. In addition, the influence of motivation and self-confidence on learning achievement with the game-based learning approach was also calculated in a regression analysis. Results demonstrated that Chinese EFL students who used the game-based vocabulary learning APP showed the higher vocabulary learning achievement, motivation, and self-confidence than those using the conventional wordlist learning approach. Furthermore, both vocabulary learning motivation and self-confidence did not play a significant role in students' improved learning achievement. and the writer will do the research with Eight grade of MTS NU 01 Cepiring in the academic year of 2021/2022, to know the influence in western song to improve student vocabulary.

An article by Changhong Zhai, Practical research on college English vocabulary teaching with mobile technology, 2021¹¹. With the development of mobile technology, the intellectualization and intellectualization of mobile learning technology have greatly expanded the dimension of time and space of learning, and become a useful supplement to the traditional teaching mode. Taking College English vocabulary teaching as an example, this paper studies college English

¹¹Changhong Zhai, 2021, "Practical research on college English vocabulary teaching with mobile technology", *International Journal of Electrical Engineering & Education*.

vocabulary teaching under the support of mobile technology, in order to provide new ways and methods to meet the individual learning needs of different learners. This paper designs College English vocabulary teaching based on mobile technology and puts forward a basic framework of mobile learning for college students' English vocabulary learning. In this paper, English vocabulary technology is applied to college English vocabulary teaching. Through experiments, it promotes college students' English vocabulary memory level, vocabulary use level and interest in English learning, respectively, to verify the effectiveness of College English vocabulary teaching mode based on mobile technology. The experimental results show that the flexibility of mobile learning can take into account the different learning needs of students at different levels of the same group, categorize and categorize the individual needs of students, and adjust different learning content and learning difficulty ladder to a certain extent. The experimental results show that the flexibility of mobile learning can take into account the different learning needs of students at different levels of the same group, take into account the individual needs of students in different levels, and adjust different learning content and learning difficulty steps to a certain extent. For traditional centralized classroom teaching, mobile learning has great advantages.

This research differs from previous research in several ways. First, this research will use guessing games in songs as a teaching method. This method was chosen so that students can enjoy understanding what they are going to study further and can use songs to improve their vocabulary in English, especially verbs. second, the choice of verbs as a goal to influence whether or not a guessing game is used because verbs are often used in everyday life, but many students do not understand what a verb is and what it looks like, so with the aim of improving verbs, it is hoped that students can better understand verbs.

B. LITERATURE REVIEW

a. Guessing games

Teaching vocabulary by using games can be interesting, fun, creative, and fun. Therefore, it can help students to remember new vocabulary words easily. In addition, the use of games in teaching and learning vocabulary can be done outside and inside the classroom. Playing games is an activity that is both entertaining and engaging, often challenging and also one in which students play and interact with others.¹²This activity is a

¹²Andrew Wright, et. al, *Games for Language Learning*, (New York: Cambridge University Press, 1984). p. 1.

strategy to help students not only enjoy and entertain the language they are learning but they can practice it by chance. The game has several goals:

- a. Physical activity: to release physical and nervous tension and increase mental alertness by stopping exercise routines.
- b. Enjoyment: to create a fun and engaging climate that will help students look forward to their English lessons.
- c. Cultural content: using games as a way to dispel common cultural patterns that should improve students' understanding of the way people speak English.
- d. Language learning: to serve as an adjunct to new language grammar and grammar teaching techniques.¹³

From the purpose of the game, the author chose a guessing game in the song that can be applied in physical activities such as students being able to use words according to context and knowing the meaning of a word. The use of guessing games in songs will make the class come alive because students can more or less sing along and guess the meaning of the word in question and also the teacher can use game media, namely guessing games and songs to teach vocabulary, especially verbal verbs.

¹³David Crookall & Rebecca L. Oxford, *Simulation, Gaming and Language Learning*, (New York: Newbury House Publisher, 1990), p. 11

Guessing game is a game in which the player has to correctly guess the answer —often used figuratively.¹⁴ A guessing game is a game in which an object guesses some type of information, such as a word, phrase, title, or location of an object. Guessing game is one of the strategies developed by several experts. In this guessing game, the goal is for students to find the verbs in the song lyrics. The purpose of this guessing game is so that students do not feel bored with the learning applied by the teacher. With the implementation of guessing games, it is hoped that students can understand what the teacher will discuss. The steps of this guessing game are very simple, namely the teacher plays a song and the students listen and immediately write down the verbs they find in the lyric song. If there are verbs in the song that are considered quite difficult, the teacher can provide hints or synonyms for those verbs. The purpose of this game is to increase students' understanding of the existing verbs and make students able to distinguish the verbs they find.

The purpose of this guessing game is that the teacher must pay attention to student learning and interest, not limiting teaching only in the classroom, from several existing teaching media such as flash cards, graphics, real

¹⁴<https://www.merriam-webster.com/dictionary/guessing%20game>. Accessed on 20 march 2021

objects, pictures, and games. Andrew stated that games help and encourage many students to maintain their interests and work.¹⁵ Games also help teachers to create contexts in which language is useful and meaningful. Games will make students happy in learning because they will enjoy learning. And games will help students to increase their motivation in learning English. He also stated that students must unpack, understand what other people say or write, and they should speak or write to express their own point of view or provide information.¹⁶ Aydan Ersoz added that the game was very motivating because it was both fun and challenging. Furthermore, they use meaningful and useful language in real contexts. They also encourage and enhance cooperation.¹⁷

Guessing Game was founded by Duane R. Tovey Assistant Professor and Department of Early and Secondary Education, Ohio State University, Mansfield, in his research stating that psycholinguistic guessing games can help students to learn effective ways to decode

¹⁵Andrew Wright, et. al., *Games for Language Learning*, (New York: Cambridge University Press, 1984). p. 1

¹⁶ Ibid. p.1

¹⁷Aydan Ersoz, *The Internet Journal*, Six Game for the EFL/ESL Classroom, (Vol. VI, No.6, June 2000).

language.¹⁸He also stated that guessing games are useful because they can make students feel that certain words are important and necessary. Because without those words, the goal of the game will not be achieved.

Guessing game can be played in the class by several groups in the class. There are several concepts to play modified guessing game from expertise. According to Rider, there are such games that can be conducted as follows:

- a. Four students are asked to come to the front of the classroom. One of them is selected to draw a slip from a box which contains words related to many different categories. The student who has drawn a slip from shows it to his three companions at the front of the room, but not to other members of the class.
- b. The other members of the class try to guess the word on the slip which has been drawn from the box. They take turns asking first about the category, “is it a word for food? For furniture? For transportation?” the four

¹⁸Duane R. Tovey, *Language Arts*, The Psycholinguistic Guessing Game, (National Council of Teachers of English, Language Arts, Vol. 53, No. 3 March 1976, pp.319-322), p. 322.

students who have who have seen the slip take turns answering “No, it isn’t” until the right category has been guessed.

- c. After the correct category has been discovered (transportation, for instance) members of the class continue to ask Yes/No questions: “is the word bus? Is it a taxi? Is it a train?”
- d. The one whose guess is correct may draw a slip from the box the next time the game is played.¹⁹

The guessing game in song can be played in the classroom under the supervision and guidance of the teacher. There are several concepts for playing the guessing game modified from the experts. Teachers can choose and adjust depending on the material and situation in the classroom. following are some of the game steps that can be done:

- a. The teacher distributes the song lyrics that will be used for the game to the students.
- b. Students who have received the lyrics begin to observe the words in the lyrics for a moment.

¹⁹Amy Rider, *Abravocabra*, (New York: Cottonwood Press) p. 51.

- c. The teacher starts playing the song that has been prepared and the students listen (it is allowed for the teacher and students to sing if it is considered conducive)
- d. After finishing listening to the music, the teacher started giving guesses to the students, such as "how many vocabulary of verb words are there in the lyrics of the song", "which one is included in the vocabulary of verb in the first lyric" and so on.
- e. if it feels boring, the teacher can play the song again and then give a clue regarding the guess given.

The guessing game above is designed to be implemented in learning English and learning vocabulary. The concept of a guessing game that prioritizes student involvement and cooperation during the learning process, provides benefits for students to increase speaking motivation, self-confidence, independence, and social skills. In addition, guessing games also help teachers to create a fun learning atmosphere that can maximize the effectiveness of the teaching and learning process in vocabulary learning. According to Schmitt, although students should take some responsibility for learning their

own vocabulary, it is necessary to introduce them to vocabulary learning strategies.²⁰

b. Songs

According to Merriam Webster, song is a melody for a lyric poem or ballad²¹ Song is one of teaching media that can be used to teach any material, it may be used to create a more relaxing in learning foreign language. It also can be used to teach vocabulary because in the lyrics of song there are several kinds of vocabularies. Song, based on the oxford dictionary, is a little part of music. In addition Griffiee states that song is a part of music which have words, and it has some elements that make song differ from the poetry or speech although they are have many similarity.²²

Songs can also be called music. Music is a part of everyone's life. It consists of melody, harmony, rhythm, sound etc. Music is sound arranged in a pattern that can please the ear or communicate feelings or moods.²³Music helps students to control their thoughts and experience emotions and create a good mood during class. Most

²⁰Norbert Schmitt, *Vocabulary in Language Teaching*, (Cambridge:Cambridge University Press, 2000), p. 138.

²¹<http://www.merriam-webster.com/dictionary/song>. Accessed on 20 march 2021

²² Dale T. Griffiee, *Songs in Action*, (New York: Prentice Hall, 1992), p. 3.

²³Oxford. *Oxford Children's Encyclopedia*, (UK: Oxford University Press, 2004)p 60

people like to sing and listen to music. Music is humanly regulated sound. Learning English is easy with music and songs, when students like the song, it is easy to follow and know the lyrics. This activity can increase students' motivation to be better at learning English, especially in vocabulary.

in a song or music, of course, cannot be separated from the lyrics. Lyrics are an important part of musical elements. Lyrics with music express feelings, emotions, moods, state of mind, expressions or thoughts etc. music lyrics only in a symbolic way; it was created by lyric poets paying attention to things like patterns of repetition and variation.²⁴

Songs are often a welcome change from the routine of classroom activities in language learning. Songs also make learning English a fun and enjoyable experience. There are several reasons for using songs in English class.

- a) The song provides examples of everyday language; the language of most songs is simple, often in a conversational style.
- b) Songs are easy to find. Everyone has access to recordings, CDs, tapes, videos, mini discs, and

²⁴Francis Blessington. Is There a Lyric Center?, *The Sewanee Review*, Vol.107, No. 2 (Spring, 1999) p 216

songbooks. If your own collection is not enough, the students themselves will surely have an endless supply.

c) Songs are very motivating. Both young people and adults tend to enjoy being taught through song.

d) Music and songs are part of everyday life. In cars, at home, at sporting events, at celebrations, in theaters, in theaters, and even on the streets, people hear – and sing – songs incessantly. Therefore it seems natural to make humans an integral part of the language learning process.

e) The song is a natural opportunity for meaningful repetition which other texts would find students spontaneously 'practicing', both with others and alone? Songs and music are very important for students learning English as a foreign language to master verbs. The students can use it anytime and anywhere they can play it.

This study used three songs, that is: "When my life begins?" tangled soundtrack, "love story" Taylor Swift, "fireflies" Owl City. The choice of this song is because these three songs have suitable verbs to enhance students' vocabulary skills especially in verbs.

In Indonesia, most of students have difficulties in learning English. They are less motivated in studying English because they believe that English is difficult material. In that case, an English teacher needs to be responsive to the students' condition. The teacher should

make students enthusiastic in learning English. Teacher also should consider some factors in teaching and learning process, Brown states that teaching is helping someone to learn how to do something, giving instruction, guiding in study of something, providing with knowledge, and causing to know or understand. So, teacher as facilitator in learning process should think creatively how to make English can be learnt well and make students interested in learning. One of the strategies that can be used by teacher is using media to support teaching and learning process.

c. Vocabularies of Verb

Vocabulary is one of the language components which should be mastered by English learners. Vocabulary has role, which parallel with phonology and grammar to help the learner mastering four language skills. There are some definitions of vocabulary given by experts. Hatch and Brown define vocabulary as a list or set of words for a particular language or a list or set of words that individual speakers of language might use.²⁵ Beside that Ur adds that vocabulary can be defined as the word that the

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Evelyn Hatch and Cheryl Brown, *Vocabulary Semantics and Language Education* (Cambridge University Press, 1995), p.1

teachers teach in Foreign Language.²⁶ Verbs are words that show an action or an event will be happen. Whatever we are doing can be expressed by using a verb. Finocciaro explains that” the students’ vocabulary can be divided into two kinds, namely active vocabulary and passive vocabulary”. Active vocabulary refers to the words in which the students can understand and pronounce correctly can use them in speaking or in writing used by person to encode his idea. Passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing. The words or vocabularies can be spoken and also written.²⁷

According to Ruth Gairns and Stuart Redman, vocabulary is divided into two kinds:

a. Active Vocabulary: refers to objects that the learner can use appropriately in speaking and writing. Active vocabulary is also called productive vocabulary²⁸

²⁶ Penny Ur, *A Course in Language Teaching* (Cambridge: Cambridge University Press, 1998), p. 60.

²⁷ M. Finocciaro, *English As a Second Language 'From Theory to Practice'* (New York : Regent Publishing Company, 1974) p.73.

²⁸ Ruth Gairns and Stuart Redman, *Working with Words a Guide to Teaching and Learning*, (New York: Cambridge University Press, 2003), p. 65.

b. Passive Vocabulary: refers to language items that can be recognized and understood in the context of reading and listening also called receptive vocabulary.²⁹

Meanwhile, Haycraft also divides vocabulary into two types, namely receptive vocabulary and productive vocabulary.

a. Receptive vocabulary: words that learners recognize and understand when used in context, but cannot produce. This means that learners identify vocabulary when they find it in reading texts but do not use it in speaking and writing.

b. Productive vocabulary: words that are understood, spoken, and used by learners in speaking and writing.³⁰

The importance of vocabulary in English is that vocabulary is related to the four main skills of English, therefore, by having vocabulary, learners will be able to learn the four main skills of English. Subon stated that without mastering basic vocabulary, students will have difficulty mastering the four main English skills, namely speaking, reading, listening, and writing.³¹ This means

²⁹ Ibid. p.65

³⁰Mofareh Akqahtani, The Importance of Vocabulary in Language Learning and How to be Taught, *International Journal of Teaching and Education*, 2015, p. 25.

³¹Frankie Subon, Vocabulary Learning Strategies Employed by Form 6 Students *International Journal of Scientific and Research Publications*, 3 (6), 2013, p. 1

that learners must master the basics of vocabulary well so that it is easy to master the four main English skills. In other words, vocabulary can be said as an important component that affects the fluency of language acquisition. This means that learners have to practice more English skills in order to have a high potential in mastering the language. In fact, people will not be able to master speaking skills if they do not speak. Then, people will not be able to master writing skills if they do not read. Furthermore, people will not be able to master listening skills if they do not listen. The key to making it happen, can be done by mastering vocabulary first.

In other words, the more vocabulary the learner has mastered, the easier it is for the learner to do with language skills. This means that the importance of vocabulary for English learners cannot be compared. However, it does not mean that language learning is determined by vocabulary alone. However, it is stated that vocabulary is a fundamental role of successful English learning. Vocabulary is important for students to understand the four language skills. In learning a foreign language, it is very important for the learner to learn as many words as possible. By having vocabulary, learners will easily communicate with others in written and oral form.

In studying language, verb is a part of word classes in learning vocabulary. It is include into important component. The words of verb in English have the forms relevant to the time that they indicate. Verb is learnt by every people in the word. It is also has important role of forming the sentences.

According to Oxford Dictionary of English Grammar by Sylvia Chalker and Edmund Weiner, verb is³²:

- 1) A member of a major word class that is normally essential to clause structure and which inflects and can show contrasts of aspect, number, person, mood, tense and voice.
- 2) A major and usually essential, element of clause structure.

d. Teaching verb vocabularies through guessing games

Teaching verbs through guessing games in songs is also a learning method. There are several theories that mention methods here. Pitchard states that learning theory is a process of changing behavior as a result of experience or experiment. This theory obtains a science or knowledge

³² Sylvia C and Edmund W, *Oxford Dictionary Of English Grammar*, (New York, Oxford University press,1988) p. 415.

obtained from the learning process.³³ Schunk stated that learning theory is the process of collecting and modifying knowledge, skills, strategies, beliefs, attitudes and behaviors. Starting from knowledge and skills in the form of cognitive, linguistic, social, and so on. The learning process is influenced by various factors and principles applied in the context of education.³⁴ There are several kinds of learning theories. Initially, one theory and another were considered different and had their own characteristics. But in practice, the various theories will complement each other. There is no one perfect theory that can always guarantee a good teaching and learning process. Some of the well-known theories include: Behavioristic learning theory explains the learning process as an observable event³⁵. The difference between one learning theory and another can be seen from how the theory solves a crucial problem. Some theories focus more on how the learning process occurs. Then, some theories focus more on the role of memory, the role of motivation, and the role of self-regulation in students. This theory emphasizes the relationship between stimulus and response in behavior.

³³Pritchard, A. (2009). *Ways of Learning: Learning Theories and Learning Styles in the Classroom 2nd Edition*. New York: Routledge. P. 1

³⁴Schunk, D. H. (2012). *Learning Theories an Educational Perspective 6th Edition*. Boston: Pearson Education. P. 5

³⁵ Ibid. P. 30

Social cognitive learning theory is a theory that emphasizes that a person learns from the social environment around him³⁶. Based on Bandura's theory, human function is seen as a set of interactions that include personal factors, behavior, and events in the surrounding environment. Social cognitive learning theory holds that a person can learn to build dreams, regulate cognition, emotion, and behavior. The key to self-regulation consists of self-observation, self-assessment, and self-reaction. By observing others, one can learn new knowledge, rules, skills, and behaviors. Information processing theory or information processing theory is included in one of the learning theories in the world of educational psychology.³⁷ Information processing theory focuses on attention, perception, coding and memory storage in the brain. Information processing in individuals is influenced by various factors. Among these are communications, computer technology, and neuroscience. In other words, information processing theory focuses on the process of processing information, storing information in memory, and recalling memory when needed. As we know, humans hear and get a lot of information every day. Well, of

³⁶ Ibid. P. 185

³⁷ Ibid. P. 119

course, humans will sort and choose which information will be remembered and forgotten.

The next learning theory is related to cognitive processes, namely the important role of cognitive processes in the learning process. There are a number of things involved in a person's cognitive processes when thinking. Namely metacognition, problem solving, learning to use concepts, instructions and technology, and the application of instructional knowledge.³⁸Next, motivation, a topic often associated with learning theory.³⁹ Motivation is the process of maintaining behavior that will lead to goals and dreams. This theory is related to cognitive because it deals with how a person sets dreams and goals (plans and monitors behavior). Self-regulation is a process that is used systematically to keep them focused on their thoughts, feelings, and actions in achieving their dreams. Initially, self-regulation is often associated with clinical behaviors such as aggression, addiction, sexual disorders, interpersonal conflicts, and so on. However, at this time, self-regulation has begun to develop into the world of education and learning theory.⁴⁰ The definition of development from the perspective of learning theory is change over time to be able to survive.

³⁸ Ibid. P. 285

³⁹ Ibid. P. 396

⁴⁰ Ibid. P. 352

These changes occur progressively in the span of human development (not just at one point in time). Development has a close relationship with learning. As a simple example, cognitive development will go hand in hand with the development of learning abilities.⁴¹

Then, language teaching requires good and interesting media. In fact, the use of media in teaching and learning activities will make students focus on the teacher, so that the class will be under the control of the teacher. However, the media used must be effective and attractive. Using interesting media in teaching vocabulary can help students to understand the material easily. According to Hamalik, the use of learning media in the teaching and learning process can generate new desires and interests, generate motivation and stimulate learning activities, and can even cause psychological effects for students.⁴² The use of learning media at the learning orientation stage will greatly help the effectiveness of the learning process and delivery of messages and lesson content at that time. In addition to arousing students' motivation and interest, learning media can also help students improve understanding, present data in an attractive and reliable

⁴¹Ibid. P. 452

⁴²AzharArsyad,*Media Pembelajaran.*(Jakarta: PT Raja Grafindo Persada. 2010.) p.15

manner, facilitate data interpretation, and condense information.

Basically the function of learning media is as a learning resource. According to Munadi, the functions of learning media are divided into five:⁴³

a) Learning Media Functions as Learning Resources

Mudhoffir⁴⁴ stated that learning resources are essentially components of a learning system that includes messages, people, materials, tools, techniques, and the environment, which can affect student learning outcomes. Thus, learning resources can be understood as all kinds of sources that exist outside a person (student) and allow (facilitate) the learning process.

b) Semantic Functions

The purpose of the semantic function is the ability of the media to add vocabulary (verbal symbols) whose meaning or intent is truly understood by students (not verbalistic).

Language includes symbols and content, namely thoughts and or feelings, both of which have become a totality of messages that cannot be separated. The basic element of language is the

⁴³Yudhi,Munadi,*Media Pembelajaran: Sebuah Pendekatan Baru*.(Tangerang:Gaung Persada Press, 2008)p. 36

⁴⁴ Ibid. p.37

"word". The word or words is clearly a verbal symbol. A symbol is something that is used or seen to represent something else.

c) Manipulative Function

The manipulative function is based on the general characteristics it has as mentioned above. Based on these general characteristics, the media has two abilities, namely overcoming the boundaries of space and time and overcoming the limitations of the senses.

d) Psychological Function

Psychological functions here include:

(1) Attention Function

Learning media can increase students' attention to teaching materials. Everyone has inhibitory nerve cells, which are special cells in the nervous system that function to get rid of a number of sensations that come. With this inhibitory nerve, students can focus their attention on stimuli that they think attract and discard other stimuli.

(2) Affective Function

Affective function, which evokes feelings, emotions, and the level of acceptance or rejection of students towards something. The

right learning media can increase student acceptance or acceptance of certain stimuli. The welcome or acceptance is in the form of a will. This can be seen from the willingness of students to accept the burden of the lesson, and for that their attention will be focused on the lessons they follow. Another thing in this acceptance is the emergence of a response in the form of student participation in the entire learning process voluntarily, this is a student response to the stimuli they receive.

(3) Cognitive Function

This cognitive function is seen if the media used is field trip, students are able to tell their experiences during activities to their friends. Seeing this, it is clear that learning media has a role in developing students' cognitive abilities. The more he is exposed to objects, the more thoughts and ideas he has, or the richer and wider his cognitive realm.

(4) Imaginative Function

Learning media can improve and develop students' imagination. This imagination includes the generation or creation of new objects as a future plan, or it can also be a

fantasy (delusion) which is strongly dominated by autistic thinking.

(5) Motivation Function

Teachers can motivate students by generating interest in learning and by giving and generating hope. The hope of achieving a desire or goal can be the motivation given by the teacher to his students. One way to give hope is to make it easier for students, even those who are considered weak, to accept and understand the content of the lesson, namely through the use of appropriate learning media.

e) Socio-cultural function

The function of the media is seen from a socio-cultural perspective, namely overcoming socio-cultural barriers between learning communication participants. It is not easy to understand that there are quite a lot of students (at least one class \pm 40 people). They each have different characteristics. This problem can be overcome with learning media, because learning media have the ability to provide the same stimuli, equate experiences, and generate the same perceptions.

Teaching vocabulary is a complex task because it includes the meaning of the words. A good teacher should use appropriate techniques and enough practice for certain words, so that the objectives will be achieved. Concerning the appropriate techniques, a teacher must choose suitable method to teach vocabulary. The teacher has to teach not only the meaning of the words but also has to use appropriate method for each other aspect of language. Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to.⁴⁵ Learning language must be given special attention in order to get the goal of language learning. According to the concept and function of English state in 2006 curriculum the teaching English aims to develop the four skills, they are, listening, reading, speaking and writing. To support the developing of four language skills, English language component, vocabulary, grammar and pronunciation or spellings are also taught. Besides that in constructing a sentence, we do not need just grammar and pronunciation correctly but also the appropriateness of choosing vocabulary.

Then, Teaching vocabulary is very significant for the students because in the increasing of vocabulary

⁴⁵Jack C. Richards, *Curriculum Development in Language Teaching*, (New York: Cambridge University Press, 2001), p. 4.

extension. More vocabularies the learners have, more chances they master the language. In fact, teaching activities will be more fluently if the word is in a context form because students will know it clearly. Teaching vocabulary and grammar will be more effectively if it has relation with children's environment, so they can practice them easily.

Ruth Gairns and Stuart Redman say, "There are many techniques of vocabulary teaching. There are: visual aids, verbal explanation, and contextual guesswork".⁴⁶

1) Visual Aids.

In this technique, a teacher can use paper of song lyrics and whiteboard. The teacher use paper to song lyrics and underline the words that we need. One of the visual aids is whiteboard. It is a writing the words and their meaning on the whiteboard.

2) Verbal Explanation.

In this technique, a teacher should select and provide words will be taught based on the students' level, the aim and the time allocated. A teacher can explain the meaning of the words. The use of this technique is often a quick and efficient way of explaining unknown words, but

⁴⁶Ruth Gairns and Stuart Redman, *Working with Words: A Guide to Teaching and Learning Vocabulary*, (New York: Cambridge University Press, 2003), p. 73

usually the students become bored in teaching learning process.

3) Contextual Guesswork.

In this technique, the students learn vocabulary from a text. The students can understand the meaning of difficult words from a text through song lyrics.

The guessing game is designed to be implemented in the English teaching and learning of vocabulary learning. The concept of guessing games which give priority to students' involvement and cooperation during the learning process, gives benefits for the students to improve their speaking motivation, confidence, independence, and social skills. Besides, guessing games also help the teacher to create an enjoyable learning atmosphere which can maximize the effectiveness of teaching and learning process in vocabulary learning. According to Schmitt, even though students have to take some responsibilities for their own vocabulary learning, it is necessary to introduce them vocabulary learning strategies.⁴⁷

⁴⁷Norbert Schmitt, *Vocabulary in Language Teaching*, (Cambridge: Cambridge University Press, 2000), p. 138.

E. HYPOTHESIS

The hypothesis is the provisional answer to the problems of the research the theoretically considered possibly or highest the level of the truth. It is provisional truth determined by researcher that should be tested and proved.⁴⁸

Kinds of hypothesis which are used here are: Zero hypothesis (Ho), is the hypothesis which state that there is not any significant effect of the object of the research. It is also called with Negative hypothesis and Alternative hypothesis (Ha), is the hypothesis which state that there is any significant effect of the object of the research. It is also called with positive hypothesis.⁴⁹

The criteria of the test of hypothesis as follow:

Ha : There is a significant effect of guessing verb game song to improve students' vocabulary of verb at the Eight grade of MTS NU 01 Cepiring in the academic year of 2021/2022. (Guessing games are significantly effective in teaching verb vocabularies)

Ho : There is not any significant effect of using verb game song to improve students' vocabulary of verb at the Eight grade of MTS NU 01 Cepiring in the academic year of 2021/2022.

⁴⁸SuharsimiArikunto, *ProsedurePenelitian: Suatu Pendekatan Praktik*, (Jakarta: PTRineka Cipta, 2006), p. 71.

⁴⁹ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta,2003), p. 65-66.

CHAPTER III

RESEARCH METHOD

In this chapter will discuss the research method used in this research. Those are research design, location and time of the research, population, sample, the technique of data collection, and technique of data analysis.

A. RESEARCH DESIGN

This research is quantitative method, and the design of research is experimental research, John W. Creswell best defined experimental research as the description and analysis of what will be or what will occur, under carefully controlled condition⁵⁰ In this research the writer used simple experimental design (Pretest-Posttest non equivalent Control Group Design). In a simple experimental design, there are two groups selected not randomly.⁵¹ One group acted as the control group and another group acted as the experimental group. that group given treatment is referred to as the experimental group, while the group not given treatment is called the control group. Then in the period the predetermined time is given to the experimental group treatment.

After the treatment is complete, measurements are taken on both

⁵⁰ Yogesh Kumar Singh, *Fundamental of research Methodology and statistic*, (New Delhi, new Age International Publisher, 2006), p. 134

⁵¹ Sugiyono, *Metode Penelitian pendidikan pendekatan Kuantitatif kualitatif dan R&D*, (Bandung, Alfabeta), 2012, h. 77.

group. Comparison of results between the two groups shows the use of the treatment given.⁵² The control group serves as compared with the experimental group that has been given treatment over a certain period of time.

There are two variables in this research. First, paragraph The use of guessing games in song (independent variable), and the second one is student vocabulary of verb(dependent variable), these two groups focus on enhance verbal vocabullary. In other side there are also two groups in this research, which are experimental group and control group

B. EXPERIMENTAL FORMULA

Researchers used a quasi-experimental design withNonequivalent Control Group Design. In this design, there were experimental and control groups who were not chosen randomly. The experimental group was a group That was treated with guessing games in song, that is class VIII A. While the control group was the group that was not given treatment (conventional method), that is class VIIIB.

The following is a drawing of the research design carried out by researchers:

⁵²Latipun, Psikologi Eksperimen Edisi Kedua, (Malang, UMM Press), 2004, h. 74.

Table 3.1 The Research Design

Control group	O1	X1	O2
Experimental group	O3	X2	O4

Explanation:

O1: pretest pada kelas kontrol

X1: pembelajaran metode konvensional

O2: posttest pada kelas kontrol

O3: pretest pada kelas eksperimen

X2: pembelajaran menggunakan model Guessing games in song

O4: posttest pada kelas eksperimen

This research begins by giving a pretest to the control class and the experimental class for the homogeneity test. The experimental class was treated by applying a learning model using the guessing games in song, while in the control class still using conventional learning. After giving different treatments, a posttest were given to determine the learning outcomes related to the material provided and student learning activeness. Based on the learning outcomes were used to compare learning outcomes and learning activeness between the experimental and control classes.

C. SETTING OF THE RESEARCH

1. Place of the Research

This research was conducted at MTS NU 01 Cepiring for the 2021/2022 academic year in semester 2, which is located at Jalan Karangsono, Cepiring District, Kendal Regency, Central Java. This school was chosen because based on observations, this school has a shortage in teaching English verb techniques. This school has three classes, namely grade seven, grade eight and grade nine. The researcher chose the eighth grade because the eighth grade students had to understand what a verb was, and they did not understand the vocabulary. They are used to being taught by conventional methods in terms of vocabulary.

2. Time of the Research

The researcher starts to write the research, developing research instrument, conducting seminar proposal, giving treatment and collecting data, discussing the data analysis, and last activity is writing the research report. Schedule planning of the research will be as follow:

Table 3.2 Time of the research

Activities	Month					
	january	February	March	April	May	June
Observation Permission						
Proposal draft Consultation						
Giving Pre- test						
Conducting the Research						
Giving treatment to Experimental group and Control group						
Giving Post- test						

D. POPULATION ANDA SAMPLE

1. Population

Sugiyono (2009: 117) states that population is not only about quantitative of the subject or object that is going to be learnt, but also involves the whole characteristics of the subject or object. Population is group of people want to generalize, Muijis (2004: 15). Based on the definition above can be concluded that the population is a group of subjects that have certain characteristics uses by the researcher.

The researcher will conduct this research in MTS NU 01 Cepiring for the 2021/2022 academic year in semester 2, which is located at Jalan Karangsuno, Cepiring District, Kendal Regency, Central Java. The total number of populations is 320 students.

2. Sample

The sample of this study is selected by using purposive sampling technique. As mentioned by Muijs, in conducting quasi-experimental study, the control and experimental group must be as similar possible as in gender, achievement, or ability.⁵³ So, 8A class and 8B class will be the sample in this study. Both of the class have similar characteristics and

⁵³Daniel Muijs. *Doing Quantitative Research*, (London: SAGE Publications, 2004), p. 28.

English score. The experiment class is the 8A class which consists 26 students. and the control class is the 8B class which consist of 27 students. Thus, the total of sample is 53 students.

E. VARIABLES

In this study there are two variables. They are Independent Variable (x) and Dependent Variable (y).

1. The independent variable (x)

Independent variable is the variable that the experimenter expects to influence the other.⁵⁴ The independent variable of this research is The use of guessing games in song

2. The dependent variable (y)

Dependent variable is variable that measures the influence of the independent variable.⁵⁵ Dependent variable in this study is student vocabulary of verb

⁵⁴ David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1992), p. 25.

⁵⁵Ibid, p. 25.

F. METHODS OF COLLECTING DATA

The techniques of data collections will be used by the qualitative and quantitative data :

1. Test

Test is a question which is used to measure competence, knowledge, intelligence, and ability of talent which is possessed by individual or group to collect data.⁵⁶In this study, the researcher gave a pretest before treatment and post test after teaching students in two classes, namely the experimental class and the control class

The instrument of the test in this research is objective test. Objective test is frequently criticized on the grounds that they are simpler to answer than subjective test. Objective tests are divided into transformation, completion, combination, addition, rearrangement, matching, correct and incorrect (true/false) and multiple choice.⁵⁷ The writer used multiple choice types. The test consists of 20 items with 4 alternative options. Alternative option includes one correct and three incorrect answers.

G. INSTRUMENTS

The instrument in this study will use test that will be given to sample of the population, those are class VIII A and VIII B in

⁵⁶Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2006), p. 150

⁵⁷J.B Heaton, *Writing English Language Tests* (London: Longman, 1975), p. 12-13

MTS NU 01 Cepiring This instrument is used to obtain information that can be used as data to be processed using SPSS. SPSS itself is a tool to test the relationship between variables, both among latent variables and with indicator or manifest variables..

In this research, is used a test as an instrument to collect the information of the students. The test use pre-test and post-test. Nunan states that the group that receives the new treatment is called the experimental group and the group that receives a different treatment or is treated as usual is called control group⁵⁸.The test was given for both control and experimental groups..

H. METHODS OF ANALYZING DATA

1. Normality Test

It is used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. The normality test with Chi-square is done to find out the distribution data.

⁵⁸ David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1992), p. 41.

The writer used Chi-square formula, as follows:

$$X^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Cited from Sudjana⁵⁹

Where:

X^2 = Chi-square

O_i = Frequency that was obtained from data

E_i = Frequency that was hoped

k = the sum of interval class

2. Validity

Validity relates to the accuracy of the measuring instrument against the concept being measured⁶⁰, so that it actually measures what it is supposed to measure. Therefore, validity is the most important requirement in an evaluation tool (test). A test can be said to have high validity if the test can measure what is actually being measured, namely measuring certain specific goals with the material or content of the lessons provided. The higher the validity test kit, the more targeted.

⁵⁹Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2002). p. 273

⁶⁰Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2006), p.168

The following formula is used to calculate the coefficients correlation :

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Keterangan:

r_{xy} = koefisien korelasi antara variabel X dan Y

N = banyaknya sampel (peserta tes)

X = skor item X

Y = skor item Y

3. Reliability

Reliability refers to the stability or the consistency of the test scores, besides having high validity, a good test should have high reliability too. Heaton states that reliability is a necessary characteristic of any good test; for it to be valid at all, a test must first be reliable as a measuring instrument.⁶¹ In this study, the reliability of the test was measured by comparing the obtained score with r-score product moment. Thus, if the obtained score was higher than the table r-score, it could be said that the test was reliable.

⁶¹J.B Heaton, *Writing English Language Tests*(London: Longman, 1975), p. 155

To calculate the reliability of the test, the writer used the formula as follows⁶²:

$$r_{11} = \left\{ \frac{k}{k-1} \right\} \left\{ \frac{V_t - \sum pq}{V_t} \right\}$$

Where:

r11 = Reliability of instrument

k = Total of question valid

p = the proportion of correct answer

q = The proportion of incorrect answer

Vt = Varians total

The researcher uses criterion by Arikunto to determine whether the best is reliable or unreliable, as follows:

0.80 < r11 = 1.00 : Reliability degree is very high

0.60 < r11 = 0.80 : Reliability degree is high

0.40 < r11 = 0.60 : Reliability degree is medium

0.20 < r11 = 0.40 : Reliability degree is low

0.80 < r11 = 0.20 : Reliability degree is very low

The test instruments are reliable if r_o is higher than r_t.⁶³

⁶²Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2006), p.188

⁶³*Ibid*, p. 276

4. Hypothesis test

To respond the objectives of the study, the researcher examined the data in the following steps. Firstly, the test was done in both groups, experimental group that using guessing games in song to teach vocabulary of verb and control group without using guessing games in song to teach vocabulary of verb (using conventional method to teach vocabulary of verb). Secondly, the result of the test was scored by using analytic scale. Thirdly, the means score of the two groups were determined. Finally, the two means were compared by applying T-test formula. T-test was used to differentiate if the students' result of students' verbal vocabulary by using guessing games in song and without using guessing games in song was significant or not.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Cited from Sudjana⁶⁴

⁶⁴Sudjana, *Metoda Statistika*, (Bandung: Tarsito ,2002,) p. 239

Where:

\bar{x}_1 = the mean score of the experimental group

\bar{x}_2 = the mean score of control group

n_1 = the number of the experimental group

n_2 = the number of the control group

s = standard deviation

s^2 = variance

H_0 is rejected and H_a is accepted, if the score is lower than the t table score using a significance alpha of 0.5. H_0 is rejected, meaning H is accepted: “The guessing game in song is effective forenhance the Vocabulary of verb of eighth grade EFL students at MTS NU 01 Cepiring”

CHAPTER IV

RESEARCH FINDINGS AND ANALYSIS

In this chapter, the researcher presents the data that got from the subject of the study.

A. RESEARCH FINDINGS

a. Result of data research

The Mean Score and Standard Deviation of The Students' for Experimental Group:

Table 4.1Result of pretest and posttest

code	kelas eksperimental		kelas kontrol	
	pre test	post tes	pre test	post test
1	35	70	25	40
2	30	70	30	45
3	25	80	20	30
4	25	80	25	30
5	40	85	35	50
6	25	80	30	35
7	15	45	30	35
8	35	75	30	40
9	25	65	35	40

10	15	65	30	45
11	30	80	20	30
12	20	95	30	45
13	30	80	30	35
14	25	75	30	40
15	20	75	30	35
16	35	70	25	40
17	30	75	30	45
18	30	75	35	45
19	30	55	35	45
20	35	80	40	50
21	35	80	35	45
22	30	60	45	60
23	35	75	35	40
24	20	85	35	55
25	25	60	30	45
26	35	85	35	45
27			35	55
MEAN	28.27	73.85	31.30	42.41
Deviation	6.625	10.706	5.476	7.642
n				

The writer used IBM SPSS Statistics 23 program to analyze the mean and devian in both experimental and controlled class. The result was presented as the tables below:

Table 4.2 Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre tes Eksperimen	26	15	40	28.27	6.625
Pos tes Eksperimen	26	45	95	73.85	10.706
Pre tes Kontrol	27	20	45	31.30	5.476
Pos tes Kontrol	27	30	60	42.41	7.642
Valid N (listwise)	26				

b. Result of data analysis

1. Validity test

Data normality of this research used Therefore, validity is the most important requirement in an evaluation tool (test). A test can be said to have high validity if the test can measure what is actually being measured, namely measuring certain specific goals with the material or content of the lessons provided. The higher the validity test kit, the more targeted. the results of calculations sed IBM SPSS Statistics 23 program for validity are as follows :

Table 4.3 Result validity test

No soal	Pearson correlation	Nilai sig.	Conclusion	Interpretation
Soal 1	.454	,001	Valid	Enough
Soal 2	.452	,001	Valid	Enough
Soal 3	.419	,002	Valid	Enough
Soal 4	.229	,100	Tidak Valid	
Soal 5	,163	,244	Tidak Valid	
Soal 6	.392	,004	Valid	Low
Soal 7	.309	,024	Valid	Low
Soal 8	.340	,013	Valid	Low
Soal 9	.553	,000	Valid	Enough
Soal 10	.342	,012	Valid	Low
Soal 11	.424	,002	Valid	Enough
Soal 12	.300	,029	Valid	Low
Soal 13	.487	,000	Valid	Enough
Soal 14	.325	,018	Valid	Low
Soal 15	.463	,000	Valid	Enough
Soal 16	.283	,040	Valid	Low
Soal 17	.371	,006	Valid	Low
Soal 18	.389	,004	Valid	Low
Soal 19	.342	,012	Valid	Low
Soal 20	.382	,005	Valid	Low

if the value of sig. < 0.05 then the
instrument of the question can be said to be
"VALID"

interpretation of validity values

0.800-1.00=very high

0.600-0.799= height

0.400-599=enough

0.200-0.399=low

0.000-0.199=very low

From the table above, it can be concluded that there are two numbers of questions that are not valid because the value of sig. of the two questions > 0.05 , from 20 questions there are 18 questions whose validity is calculated between low – enough

2. Reliability test

in this reliability test we use the Croanboach's alpha method. the result is as follows:

Table 4.4 Reliability Statistics

Cronbach's Alpha	N of Items
.712	21

The value of the reliability test measurement according to the provisions put forward by Heale and Twyeros is 0.70, so that according to the data above the test results are at least greater than r_{11} , namely 0.70 with the calculation results 0.712 or $0.712 > 0.70$ then the item is declared **reliable**

if alpha value > 0.7 means sufficient reliability, whereas if alpha > 0.80 this indicates that all items are reliable and all tests consistently have strong reliability. Or, some interpret it as follows:

If alpha > 0.90 then the reliability is perfect. If the alpha is between 0.70 – 0.90 then the reliability is high. If the alpha is 0.50 – 0.70 then the reliability is moderate. If alpha < 0.50 then the reliability is low. If the alpha is low, it is possible that one or more items are not reliable.

3. Normality test

Data normality of this research used IBM SPSS Statistics 23 program to analyze and was presented as the tables below:

Table 4.5 Tests of normality

Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
hasil pre-test belajar eksperimen siswa	.180	26	.030	.927	26	.065
post-test eksperimen	.197	26	.011	.936	26	.110
pre-test control	.221	27	.002	.907	27	.020
post-test control	.182	27	.022	.942	27	.140

a. Lilliefors Significance Correction

Based on the output data above, it is known that the significance value (Sig.) for all data both on the Kolmogorov-Smirnov test and the Shapiro-Wilk test > 0.05 , it can be concluded that the research data is normally distributed.

4. Hypotesis test

Data hypothesis test of this research is paired sample t-test and used IBM SPSS Statistics 23 program to analyze and was presented as the tables below:

Table 4.6 Paired samples test

		Paired Samples Test								
		Paired Differences				95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper				
Pair 1	PreEks - PostEks	-45.577	11.075	2.172	-50.050	-41.104	-20.984	25	.000	
Pair 2	PreKon - PostKon	-11.111	4.668	.898	-12.958	-9.264	-12.367	26	.000	

1. based on the output pair 1 obtained the value of sig. (2 tailed) of $0.000 < 0.05$, $t \text{ count} < t \text{ table}$ where $t \text{ count}$ here is $-20,984$ and $t \text{ table}$ is $2,060$, so it can be concluded that $t \text{ count} (-20,984) < t \text{ table} (2,060)$ it can be concluded that there is a difference in the average student learning outcomes for the experimental class pretest and posttest experimental class (using guessing games in song)
2. based on the output pair 2 obtained the value of sig. (2 tailed) of $0.000 < 0.05$, $t \text{ count} < t \text{ table}$ where $t \text{ count}$ here is -9.264 and $t \text{ table}$ is $2,056$, so it can be concluded that $t \text{ count} (-9.264) < t \text{ table} (2,060)$ it can be concluded that there is a difference in the average student learning

outcomes for the control class pretest and posttest control class (using conventional method).

To see more clearly the average learning outcomes before and after the guessing games in song model is carried out, it can be seen in the following table:

Table 4.7 Paired samples statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreEks	28.27	26	6.625	1.299
	PostEks	73.85	26	10.706	2.100
Pair 2	PreKon	31.30	27	5.476	1.054
	PostKon	42.41	27	7.642	1.471

The result is:

there is a significant effect before (pretest) use method guessing games in song and after (posttest) using games in song to enhance vocabulary of verb of EFL student.

because $t \text{ count} < t \text{ table}$, namely $t \text{ count}$ here is -20,984 and $t \text{ table}$ is 2,060, it can be said that there is a significant difference so that it can be interpreted that there is an effect of guessing games in song to enhance vocabulary of verb, meaning H_0 is rejected and H_a is accepted.

B. DISCUSSION

The results of the research that have been described show that student achievement in the experimental class is better than the scores of students in the control class for the post-test. It was explained that there was a significant difference between the increase in students' vocabulary achievement in the experimental class that used song guessing games and the control class that did not use guessing games or use conventional methods. This can be proven by the students' scores before and after treatment. Before treatment, the average value of the experimental class was 28.27 and the control class was 31.30. Based on the average value of the pre-test of the two classes, it can be seen that the experimental class has a lower score than the control class. Vocabulary teaching using guessing games in songs was applied in the experimental class to improve students' vocabulary achievement.

During the treatment in the experimental class, vocabulary was given by using a guessing game in the song. Therefore, in the experimental class the researcher used the technique of finding verbs in songs in the guessing game method in songs so that students were more active and happy to participate in class activities. This is all according to

Andrew⁶⁵ who revealed that it is an entertaining and interesting activity, often challenging and also where students play and interact with other people. Therefore, by using this method in teaching, the post-test scores of the experimental class students had higher scores than the control class. It can be seen from the average value of the experimental class of 73.85 and the control class of 42.41.

After calculating the normality test using IBM SPSS Statistics Version 23, it can be proven that the experimental and control class data on the pre-test and post-test are normally distributed. The results of the pre-test showed that the Kolmogrov-Smirnov data in the experimental class was 0.180 and the control class was 0.221. Higher than the significance value of 0.05. Then, the post-test results also showed that the Kolmogrov-Smirnov data in the experimental class was 0.197 and the control class was 0.182. This value is higher than the significance value of 0.05. As stated in the results of the normality test, all data used in this study were normal.

The discussion of the data confirms that teaching and learning vocabulary using guessing games in song has a significant effect in improving students' vocabulary of verb. This is indicated by the increase in students' vocabulary of

⁶⁵Andrew Wright, et. al, *Games for Language Learning*, (New York: Cambridge University Press, 1984). p. 1.

verb by using guessing games in song who got better scores than students who did not get the guesswork game treatment. All of this proves that the use of media as a teaching method which in this study uses guessing games in song media can improve student vocabulary because the learning media here has a learning resource function as stated by Munadi.⁶⁶ In addition, teaching vocabulary using guessing games shows a positive effect to be applied to students, especially the eighth grade students of MTS NU 01 Cepiring.

⁶⁶Yudhi,Munadi,*Media Pembelajaran: Sebuah Pendekatan Baru.* (Tangerang:Gaung Persada Press, 2008)p. 36

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestions of the research, especially the suggestion to the teacher.

A. Conclusion

Based on the data described in the previous chapter, then it can be concluded that the guessing game in the song is effective in enhance EFL vocabulary of verb. The conclusion above is supported by the analyzed data by using the IBM SPSS Statistics 23 program. The data explains that the average score experimental class increased by 45.58 points; from 28.27 to 73.85. in short, the experimental class has a higher average value than the control class after being given treatment given.

Based on hypothesis testing shows that sig. The value of 2 tails (p) is less than ($p <$); ($0.000 < 0.05$). The data also shows that t count is smaller than t table, namely $-20,984(t \text{ count}) < 2,060(t \text{ table})$. which means that H_0 (zero hypothesis) is rejected and H_a (alternative hypothesis) is accepted.

So it can be concluded that the guessing game in the song has a significant effect on increasing vocabulary of verb of EFL students eight grade in MTS NU 01 Cepiring

B. Suggestion

Based on the research that had been conducted, the researcher would like to present some suggestions for the teachers, students, and other researchers who are interested in this particular field.

1. For Teacher

The teacher is a facilitator and is the key to the success of the English teaching and learning process. Teachers must be more creative in conveying activities in the classroom such as using guessing games in songs as a learning method. It is suggested to the teacher to apply the type of guessing game in the song in the classroom that has been proven by the researcher. Guessing games that can be an alternative strategy to teach vocabulary effectively.

2. For Student

It is recommended for students to practice vocabulary inside or outside the classroom by playing guessing games in songs that students can use as learning media to enhance vocabulary skills, especially on verbal verbs.

3. For Researcher

This is useful for future researchers to conduct research with larger data samples, diverse learning methods, find different types of research findings, etc. In addition, a quasi-experimental method is needed so that researchers have valid conclusions and see improvements in research findings whether the results are consistent or not.

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APPENDIX

Appendix 1. Pre-Research Letter of permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Hamka Km.7 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: 25/14/Un.10.3/D/1/TA.00.01/05/2022

13 Mei 2022

Lamp : -

Hal : Mohon Izin Riset

a.n. : Sugiyanto

NIM : 1803046055

Yth.

Kepala MTS NU 01 Cepiring Kendal

di Kendal

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Sugiyanto

NIM : 1803046055

Alamat : Bangkalan, Madura

Judul skripsi : The effect of guessing games in songs to enhance Verbal Vocabulary of EFL students eight grade in MTS NU 01 Cepiring Kendal

Pembimbing :

1. Nadiah Mahmud, M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 30 hari, mulai tanggal 16 mei 2022 sampai dengan tanggal 15 juni 2022.

Demikian atas perhatian dan terkabuhnya permohonan ini disampaikan terimakasih.

Wassalamu'alaikum Wr.Wb.



Tembusan :

Dean Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Appendix 2. Lesson Plan of Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : MTS NU 1 Cepiring

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Ganjil

Judul Bab : Teks *Recount*

Materi Pokok : memberi dan meminta informasi terkait pengalaman pribadi di waktu

lampau,

Alokasi Waktu : 2x30 Menit

A. Kompetensi Dasar

3.1 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal

recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi

di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.1 Teks recount

4.1.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur

kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman

pribadi di waktu lampau (personal recount)

4.1.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman

pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur

teks, dan unsur kebahasaan, secara benar dan sesuai konteks

B. Indikator Pembelajaran

3.1.1 Mengidentifikasi dan menentukan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan

dari beberapa teks personal recount lisan dan tulis

Yang diajarkan

1. Social function of writing Recount Text
2. Generic Structure of Recount Text
3. Kinds of Recount text (Personal and Factual)
4. Language feature
 - a. Kalimat berbentuk Past tense (Kalimat Declarative dan Interrogative)
 - b. Verb
 - c. Regular/Irregular Past verb
 - d. Frasa adverbial : Last holiday, Last Sunday morning etc
 - e. Sequence Conjunction
 - f. Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
 - g. Noun phrase

4.1.1 Peserta didik mampu Memahami isi beberapa text Recount tulis secara mandiri, Menyusun text

Recount tulis secara mandiri dengan menjawab pertanyaan pertanyaan yg berfungsi sebagai

Guideline

C. Tujuan pembelajaran

Melalui bahan ajar berbasis aktivitas ini, Peserta didik mampu membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal *recount* lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.

Media : buku paket, laptop, musik box, papan tulis, spidol.

Sumber Belajar : Buku Pegangan siswa (Pembelajaran Berbasis Aktivitas), Youtube,

Google

D. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan

1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin dengan cara memanggil nama siswa satu persatu urut sesuai buku absen
2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.

3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan&manfaat) dengan mempelajari materi

Kegiatan Inti

1. Peserta didik memperhatikan materi yang dijelaskan guru di depan kelas dengan seksama
2. Peserta didik mengamati verb dan macam-macam verb yang ada dalam lirik lagu yang telah diputar guru.
3. Peserta didik menyebutkan verb yang ada dalam lirik lagu sesuai intruksi guru
4. Peserta didik menyimpulkan verb dan macam-macam verb yang ada kemudian mengerjakan lembar kerja yang ada.
5. Peserta didik mampu memahami isi beberapa *text Recount* tulis secara mandiri
6. Peserta didik mampu menyusun kalimat acak yang tersedia menjadi paragraf yg padu

Penutup

Guru beserta peserta didik menyimpulkan kegiatan dengan menekankan kembali poin poin penting

E. Penilaian hasil pembelajaran

1. Penilaian Pengetahuan

Tes, Matching, Pilihan ganda, uraian, dll.

2. Penilaian Keterampilan

Peserta didik mampu membaca dan menyusun *text recount* tulis secara mandiri

Kendal, 19 mei 2022

Mengetahui,

Kepala MTS NU 01 Cepiring

Guru matapelajaran

.....

.....

Appendix 3. Lesson Plan of control Class

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : MTS NU 1 Cepiring

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Ganjil

Judul Bab : Teks *Recount*

Materi Pokok : memberi dan meminta informasi terkait pengalaman pribadi di waktu

lampau,

Alokasi Waktu : 2x30 Menit

A. Kompetensi Dasar

3.1 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal

recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi

di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.1 Teks recount

4.1.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur

kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman

pribadi di waktu lampau (personal recount)

4.1.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

B. Indikator Pembelajaran

3.1.1 Mengidentifikasi dan menentukan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks personal recount lisan dan tulis
Yang diajarkan

1. Social function of writing Recount Text
2. Generic Structure of Recount Text
3. Kinds of Recount text (Personal and Factual)
4. Language feature
 - a. Kalimat berbentuk Past tense (Kalimat Declarative dan Interrogative)
 - b. Verb
 - c. Regular/Irregular Past verb
 - d. Frasa adverbial : Last holiday, Last Sunday morning etc
 - e. Sequence Conjunction
 - f. Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
 - g. Noun phrase

4.1.1 Peserta didik mampu Memahami isi beberapa text Recount tulis secara mandiri, Menyusun text

Recount tulis secara mandiri dengan menjawab pertanyaan pertanyaan yg berfungsi sebagai

Guideline

C. Tujuan pembelajaran

Melalui bahan ajar berbasis aktivitas ini, Peserta didik mampu membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal *recount* lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.

Media : buku paket , papan tulis, spidol.

Sumber Belajar : Buku Pegangan siswa (Pembelajaran Berbasis Aktivitas), Youtube,

Google

D. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan

1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin dengan cara memanggil nama siswa satu persatu urut sesuai buku absen
2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman

peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.

3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan&manfaat) dengan mempelajari materi

Kegiatan Inti

1. Peserta didik memperhatikan materi yang dijelaskan guru di depan kelas dengan seksama
2. Peserta didik mampu memahami isi beberapa *text Recount* tulis secara mandiri
3. Peserta didik mampu menyusun kalimat acak yang tersedia menjadi paragraf yg padu

Penutup

Guru beserta peserta didik menyimpulkan kegiatan dengan menekankan kembali poin poin penting

E. Penilaian hasil pembelajaran

1. Penilaian Pengetahuan

Tes, Matching, Pilihan ganda, uraian, dll.

2. Penilaian Keterampilan

Peserta didik mampu membaca dan menyusun *text recount* tulis secara mandiri

Kendal, 19 mei 2022

Mengetahui,

Kepala MTS NU 01 Cepiring

Guru matapelajaran

.....

.....

Appendix 4. Modul

Pengertian Recount Text

Recount text adalah jenis text dalam Bahasa Inggris yang menceritakan tentang suatu cerita, tindakan, atau kegiatan. Biasanya, recount text menceritakan tentang pengalaman seseorang. Tujuan dari recount text adalah untuk menghibur pembaca, sehingga tidak terdapat konflik dalam text ini. Selain itu, teks ini juga bertujuan untuk memberikan informasi pada pembaca.

Ciri-ciri Recount Text

1. Menggunakan kalimat Past Tense (lampau), seperti went, departed, would, woke up, dan lain sebagainya.
2. Menggunakan adverb dan adverbial phrase untuk mengungkapkan waktu, tempat dan cara, seperti: last September, Pari Island, on then second day, dan lain sebagainya.
3. Menggunakan conjunction dan time connectives guna mengurutkan peristiwa atau kejadian, seperti: and, before, then, after that, dan lain sebagainya

Generic Structure of Recount Text

1. Orientation

Menceritakan mengenai latar belakang informasi tentang siapa, di mana, kapan kejadian atau peristiwa terjadi.

2. Events

Menceritakan serangkaian peristiwa yang terjadi sesuai urutan kronologis.

3. Re-orientation

Merupakan penutup atau kesimpulan cerita. Untuk menutup suatu cerita, kita bisa memberikan opini kita mengenai cerita tersebut.

Contoh Recount Text

Contoh Recount Text Singkat (tentang Perjalanan Wisata)

My First Trip to Pari Island

Last September, I went to Pari Island for a holiday. I went there with Sarah, Andi, Eveline, and Yoko. That was my first time to travel there.

Our boat departed from Muara Angke port to the island at 8.00 AM. We arrived at Pari Island around 10.00 Am. After that, we went to our guest house that we had booked before. Fortunately, our guest house was located near to the port, so we did not have to walk so far. The first thing that we did after that was rent bicycle. It only cost IDR 20.000 per day. Then we did cycling for a while and had lunch before we decided to do snorkeling.

When we went snorkeling, the fisherman who became our guide brought us to the beach far enough from our guest house. We did snorkeling there. The water was very clear. We could see groups of tiny fishes and beautiful coral under the sea. After we did snorkeling for approximately three hours, we returned to our guest house. We ended up the first day by getting dinner and took some walks around. On the second day, we woke up so early to watch sunrise. We did not need to go far to watch the sunrise because our guest house was so near to the beach and we could watch the sunrise there. Sunrise on the beach, what a beautiful view.

After we spent long enough time to watch the sunrise, we decided to get breakfast. There was a festival at that time. We went to the festival and had breakfast there. We ate some delicious sea foods. We felt time went so fast that day. We needed to return to our guest house because our boat that would bring us home would depart at 10.00 AM.

In summary, my first trip to Pari Island was so enjoyable. I would like to visit this place again together with my family in another chance.

TRANSLATE

Perjalanan Pertama Saya ke Pulau Pari

September lalu, aku pergi ke Pulau Pari untuk liburan. aku pergi bersama Sarah, Andi, Eveline, dan Yoko. Itu adalah pertama kalinya aku bepergian ke sana.

Perahu kami berangkat dari pelabuhan Muara Angke ke pulau pada pukul 8.00 pagi. Kami tiba di Pulau Pari sekitar jam 10.00 pagi. Setelah itu, kami pergi ke penginapan yang telah kami pesan sebelumnya. Untungnya, penginapan kami terletak di dekat pelabuhan, jadi kami tidak perlu berjalan sejauh ini. Hal pertama yang kami lakukan setelah itu adalah menyewa sepeda. Harganya hanya Rp20.000 per hari. Kemudian kami bersepeda sebentar dan makan siang sebelum kami snorkeling.

Ketika kami snorkeling, nelayan yang menjadi pemandu kami membawa kami ke pantai yang cukup jauh dari penginapan kami. Kami melakukan snorkeling di sana. Airnya sangat jernih. Kami bisa melihat ikan-ikan kecil dan karang yang indah di bawah laut. Setelah kami snorkeling selama kurang lebih tiga jam, kami kembali ke rumah

penginapan. Kami mengakhiri hari pertama dengan makan malam dan berjalan-jalan.

Pada hari kedua, kami bangun pagi-pagi untuk menyaksikan matahari terbit. Kami tidak perlu pergi jauh untuk menyaksikannya karena penginapan kami sangat dekat dengan pantai dan kami bisa menyaksikan matahari terbit di sana. Matahari terbit di pantai, pemandangan yang indah!

Setelah menghabiskan waktu cukup lama untuk menyaksikan matahari terbit, kami memutuskan untuk sarapan. Ada sebuah festival pada waktu itu. Kami pergi ke festival dan sarapan di sana. Kami makan beberapa makanan laut yang lezat. Kami merasa waktu berjalan sangat cepat hari itu. Kami harus kembali ke rumah penginapan karena kapal kami yang akan membawa kami pulang akan berangkat pukul 10.00.

Singkatnya, perjalanan pertamaku ke Pulau Pari begitu menyenangkan. Aku ingin mengunjungi tempat ini lagi bersama keluargaku di kesempatan lain.

Penjelasan :

Teks tersebut merupakan Recount Text karena menceritakan pengalaman seseorang dan menghibur pembaca. Selain itu, teks tersebut mempunyai ciri-ciri dan struktur yang sama dengan Recount Text:

Ciri-ciri

- Menggunakan kalimat Past Tense (lampau), seperti went, departed, would, woke up, dan lain sebagainya.

- Menggunakan adverb dan adverbial phrase seperti: last September, Pari Island, on then second day, dan lain sebagainya.
- Menggunakan conjunction dan time connectives seperti: and, before, then, after that, dan lain sebagainya

Struktur

- Orientation

Last September, I went to Pari Island for a holiday. I went there with Sarah, Andi, Eveline, and Yoko.

- Events

Depart from Muara Angke → Arrived → Went to the guest house → Rent bicycle and cycling → Had lunch → Snorkeling → dan seterusnya.

- Re-orientation

In summary, my first trip to Pari Island was so enjoyable.

Appendix 5. lembar kerja siswa

Lembar Kerja Siswa

LATIHAN

Susunlah kalimat-kalimat yang tertera di bawah ini menjadi sebuah cerita dengan mengikuti struktur *recount text*!

1. Go to zoo

1. Orientation:

- a. I went to the zoo, a place with lots of animals.
- b. I went there with my friends and my teacher, Mr. James.
- c. Yesterday was a bright sunny day.
- d. I saw a lot of animals there at the zoo.

2. Event:

- a. It was the tallest animal at the zoo, even taller than me!
- b. When I got there, the first animal I saw was giraffe.
- c. The fun part was when I get to have a picture with an animal.
- d. Then I went to see the lion's den.
- e. The animal I took a picture with was an orangutan.
- f. The lion was sleeping, so I was upset I couldn't get to hear it roar.
- g. The orangutan kept hugging me that the zookeeper had to do extra effort to take the orangutan back.

3. Reorientation:

- a. Especially when I took a picture with the orangutan.
- b. I wish I spent my time at the zoo longer.
- c. That was the most fun part of the whole trip.
- d. It was really fun day at the zoo.

e. I can't wait to go there again!

Jawaban Soal:

1. c, a, b, d.
2. b, a, d, f, c, e, g.
3. d, a, c, b, e.

Go to zoo

Yesterday was a bright sunny day. I went to the zoo, a place with lots of animals. I went to the zoo, a place with lots of animals. I saw a lot of animals there at the zoo.

When I got there, the first animal I saw was giraffe. It was the tallest animal at the zoo, even taller than me! Then I went to see the lion's den. The lion was sleeping, so I was upset I couldn't get to hear it roar. The fun part was when I get to have a picture with an animal. The animal I took a picture with was an orangutan. The orangutan kept hugging me that the zookeeper had to do extra effort to take the orangutan back.

It was really fun day at the zoo. Especially when I took a picture with the orangutan. That was the most fun part of the whole trip. I wish I spent my time at the zoo longer. I can't wait to go there again!

2. Go to Singapore

1. Then just before we went to the airport we stopped at the Bugis street.
2. On last day we had lunch on the Orchard road.

3. On second day we went to the Merlion statue.
4. Last year my friend and I went to Singapore.
5. On the first day we went to the universal studio.
6. There we bought some gifts for friends.
7. We took. a lot of pictures around the famous statue.
8. We enjoyed a lot of rides from famous movies.

Jawaban Soal:

4-5-8-3-7-2-1-6

Last year my friend and I went to Singapore.

On the first day we went to the universal studio. We enjoyed a lot of rides from famous movies. On second day we went to the Merlion statue. We took. a lot of pictures around the famous statue. On last day we had lunch on the Orchard road.

Then just before we went to the airport we stopped at the Bugis street. There we bought some gifts for friends.

3. Go to Yogyakarta

1. On Friday morning we went to Yogya Kraton. We spent about two hours there.
2. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing.
3. We stayed at Dirgahayu Hotel which is not far from Malioboro.
4. Then we continued our journey to Borobudur.
5. On Thursday, we visited the temples in Prambanan.
6. In the evening we left for Jakarta by wisata bus.

7. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.
8. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.
9. On Wednesday, my students and I went to Yogyakarta.

Jawaban Soal:

9-3-5-2-7-1-4-8-6

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated. On Friday morning we went to Yogya Kraton. We spent about two hours there. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus.

Appendix 6. Experimental class attendance list

Experimental Class (VIII A)

No	Nama		
1	Adibah Mahfudhoh		
2	Adinda Eka Nur Aulia		
3	Aditya Dani Setiawan		
4	Agus Fahmi Ilma		
5	AienurRokhim		
6	AisyunNajikhah		
7	Azza Ardiyansyah		
8	Dian Agustina		
9	Farhan Ferdiansyah		
10	Karisma TazkiyatunNufus		
11	Kinkin		
12	Kirana Nikmatul Ula Rizkiaulia		
13	Lutfi Hidayat		
14	M Sahil Ubaidillah		
15	Marsha ihlaulabilqis		
16	Muhammad Sahrul Mubarak		
17	Muhammad Danish Firmandani		
18	Muhammad Naqib Rayhan		
19	Nadia Nazura		
20	Nailatun Naja		
21	NIkma Hasin Yulianti		

22	Putri Nasikhatul Asliyah		
23	Siti Muafidah		
24	Siti Nur Khasanah		
25	Mahammad YayidMustofa		
26	Muhammad Rakha AushafSetyawan		

Appendix 7. Control class attendance list

Control Class (VIII B)

No	Nama		
1	Affan Akmalul Mujib		
2	Ahmad Faqih Imanul Haq		
3	Alanna Lahul Hadid		
4	Aski Ulumuddin		
5	Azka AuliaSyahida		
6	Bela Etika Lutfiya		
7	Dista Ramadhanti		
8	Farel Adi Saputra		
9	FazaKhoiroton Nisa		
10	Imroatus Sofiyah		
11	Kholilatul Umami		
12	M Fika Nurul Hammam		
13	Maya KhalilatulAdilla		
14	Muhammad Habibullah		
15	Muhammad Alfin		
16	Muhammad Nasyrul Mufid		
17	Muhammad Nur Falah		
18	Muhammad Syifa		
19	Najma Nurjihan		
20	Nimas Dinar Aprillia		
21	Nur Laila Nafisa		

22	Nurul Faiz		
23	Rahayu DyahPitaloka		
24	Risma Rahmawati		
25	Vicky Arif Ardiansyah		
26	Indra Rizki Maulana		
27	Ayu Nur Azizah		

Appendix 8. Pretest Question

Pre Test Question

A. Choose the correct answer by crossing (X) for a, b, c or d!

1. They.....the Indonesia Raya song together

- a. sing b. stand c. run d. stop

2. Ito school everyday

- a. dance b. go c. eat d. sing

3. The sunin the east

- a. rises b .turns c. stops d. rides

4. He.....clever

- a. it b. were c. am d. is

5. A doctor..... patients

- b. treats b. turns c. stops d. serves

6. Tina the computer for work

- a. rides b. deals c. uses d. holds

7. We mustEnglish seriously

- a. laugh b. walk c. study d. run

8. Everyday I at 9 o'clock

- a. sleep b. wake c. take d. make

9. A sailor..... on a ship

- a. works b. does c. stays d. lives

10. Hegames

- a. chats b. plays c. takes d. writes

11. Carpentersfurniture

- a. play b. make c. work d. treat

12. Singerspeople with songs
a.play b. entertain c. make d. amuse
13. Robert and Denyhomework together
a.work b. try c. do d. play
14. The words below is verb, except
a.read b. listen c. write d. people
15. the words below is verb, except
a.melody b. play c. work d. sing

B. For number 16-18, choose the synonym from the words that underlined by crossing a, b, c, d!

16. Tommy likes listening music to improve her vocabulary.
a.expand b. increase c. get d. choose
17. You would not believe your eyes
a.certain b. think c. sure d. trust
18. She learns English language
a.stands b. studies c. plays d. works

C. For number 19-20, choose the antonym from the words that underlined by crossing a, b, c, d!

19. We stand on the top of the building
a.wake b. cry c. sleep d. sit
20. They love peaceful melody
a.like b. believe c. hate d. need

Answer Key

Pre test	
1.	A
2.	B
3.	A
4.	D
5.	A
6.	C
7.	C
8.	A
9.	A
10.	B
11	B
12	B
13	C
14	D
15	A
16	B
17	C
18	B
19	D
20	C

Appendix 9. Post test Question

Post Test Question

A. Choose the correct answer by crossing (X) for a, b, c or d!

1. Students.....the Indonesia Raya song together

a. sing b. stand c. run d. stop

2. Ito school everyday

a. dance b. go c. eat d. sing

3. The sunin the west

a. sets b. turns c. stops d. rides

4. I.....clever

a. it b. was c. am d. is

5. Ali the computer for work

a. rides b. deals c. uses d. holds

6. Carpentersfurniture

a. play b. make c. work d. treat

7. We mustEnglish seriously

a. laugh b. walk c. study d. run

8. Everyday Iup at 6 o'clock

a. sleep b. wake c. take d. make

9. A doctor..... patients

a. treats b. turns c. stops d. serves

10. A sailor..... on a ship

a. works b. does c. stays d. lives

11. Heon the internet

a. chats b. plays c. takes d. writes

12. John and Denyhomework together

a. work b. try c. do d. play

13. Singerspeople with songs

a. play b. entertain c. make d. amuse

14. The words below is verb, except

a. see b. look c. sea d. watch

15. The words below is verb, except

a. stand b. home c. steal d. leave

B. For number 16-18, choose the synonym from the words that underlined by crossing a, b, c, d!

16. Hani likes listening music to improve her vocabulary.

a. expand b. get c. increase d. choose

17. You would not believe your eyes

a. certain b. think c. trust d. sure

18. She learns English language

a. stands b. studies c. plays d. works

C. For number 19-20, choose the antonym from the words that underlined by crossing a, b, c, d!

19. We stand on the top of the building

a. wake b. cry c. sleep d. sit

20. I love peaceful melody

a. believe b. like c. hate d. Need

Answer Key

Post test

1.	A
2.	B
3.	A
4.	C
5.	C
6.	B
7.	C
8.	B
9.	A
10.	A
11	A
12	C
13	B
14	C
15	B
16	C
17	D
18	B
19	D
20	C

Appendix 10. Songs

First song

"When Will My Life Begin?" ~ (from "Tangled" soundtrack)

7 AM, the usual morning line-up:

Start on the chores and sweep 'til the floor's all clean

Polish and wax, do laundry, and mop and shine up

Sweep again

And by then

It's like 7:15

And so I'll read a book or maybe two or three

I'll add a few new paintings to my gallery

I'll play guitar and knit, and cook and basically

Just wonder when will my life begin?

Then after lunch it's puzzles and darts, and baking

Papier-mâché, a bit of ballet and chess

Pottery and ventriloquy, candle making

Then I'll stretch

Maybe sketch

Take a climb, sew a dress!

And I'll re-read the books if I have time to spare

I'll paint the walls some more, I'm sure there's room somewhere

And then I'll brush and brush, and brush and brush my hair
Stuck in the same place I've always been

And I'll keep wonderin' and wonderin', and wonderin', and wonderin'
When will my life begin?

Tomorrow night the lights will appear
Just like they do on my birthday each year
What is it like out there where they glow?
Now that I'm older, mother might just let me go

Keterangan :

Biru = verb 1

Kuning = verb 2

Merah = verb 3

Hijau = verb-ing

Second song

Love story ~ Taylor Swift

We were both young when I first **saw** you
I **close** my eyes and the flashback **starts**
I'm **standin'** there
On a balcony in summer air
See the lights, **see** the party, the ball gowns
See you **make** your way through the crowd
And **say**, "Hello"
Little **did** I **know**
That you were Romeo, you were **throwin'** pebbles
And my daddy **said**, "**Stay** away from Juliet"
And I was **cryin'** on the staircase
Beggin' you, "Please don't **go**," and I **said**
Romeo, **take** me somewhere we **can** be alone
I'll **bewaiting**, all there's **left** to **do** is **run**
You'll **be** the prince and I'll **be** the princess
It's a **love** story, baby, just **say**, "Yes"
So I **sneak** out to the garden to **see** you
We **keep** quiet, 'cause we're dead if they **knew**
So **close** your eyes
Escape this town for a little while, oh oh
'Cause you were Romeo, I was a scarlet letter

And my daddy said, "Stay away from Juliet"
But you were everything to me
I was beggin' you, "Please don't go, " and I said
Romeo, take me somewhere we can be alone
I'll be waiting, all there's left to do is run
You'll be the prince and I'll be the princess
It's a love story, baby, just say, "Yes"
Romeo, save me, they're tryna tell me how to feel
This love is difficult, but it's real
Don't be afraid, we'll make it out of this mess
It's a love story, baby, just say, "Yes"
Oh, oh
I got tired of waiting
Wonderin' if you were ever comin' around
My faith in you was fading
When I met you on the outskirts of town, and I said
Romeo, save me, I've been feeling so alone
I keep waiting for you, but you never come
Is this in my head? I don't know what to think
He knelt to the ground and pulled out a ring
And said, "Marry me, Juliet
You'll never have to be alone
I love you and that's all I really know
I talked to your dad, go pick out a white dress
It's a love story, baby, just say, "Yes"

Oh, oh, oh, Oh, oh, oh, oh

'Cause we were both young when I first saw you

Keterangan :

Biru = verb 1

Kuning = verb 2

Merah = verb 3

Hijau = verb-ing

Third song

Fireflies ~ Owl city

You would not **believe** your eyes

If ten million fireflies

Lit up the world as I **fell** asleep

'Cause they **fill** the **open** air

And **leave** teardrops everywhere

You'd **think** me rude but I would just **stand** and **stare**

I'd **like** to **make** myself **believe** that planet Earth **turns** slowly

It's hard to **say** that I'd rather **stay** awake when I'm asleep

'Cause everything is never as it seems

'Cause I'd **get** a thousand hugs

From ten thousand **lightning** bugs

As they **tried** to **teach** me how to dance

A foxtrot above my head

A sock **hop** beneath my bed

A disco ball is just **hanging** by a thread (thread, thread)

I'd **like** to **make** myself **believe** that planet Earth **turns** slowly

It's hard to **say** that I'd rather **stay** awake when I'm asleep

'Cause everything is never as it seems (when I **fall** asleep)

Leave my door **open** just a crack

Please **take** me away from here

'Cause I **feel** like such an insomniac

Please **take** me away from here

Why do I **tire** of **counting** sheep?

Please **take** me away from here
When I'm far too tired to **fall** asleep
To ten million fireflies
I'm weird 'cause I **hate** goodbyes
I **got** misty eyes as they **said**, "Farewell" (they said farewell)
But I'll **know** where several are
If my dreams **get** real bizarre
'Cause I **saved** a few and I **keep** them in a jar (jar, jar, jar)
I'd **like** to **make** myself **believe** that planet Earth **turns** slowly
It's hard to **say** that I'd rather **stay** awake when I'm asleep
'Cause everything is never as it seems (when I **fall** asleep)
I'd **like** to **make** myself **believe** that planet Earth **turns** slowly
It's hard to **say** that I'd rather **stay** awake when I'm asleep
'Cause everything is never as it seems (when I **fall** asleep)

Keterangan :

Biru = verb 1

Kuning = verb 2

Merah = verb 3

Hijau = verb-ing

Appendix 11. Documentation
Control class



Experiment class



Consultation with subject teachers



CURRICULUM VITAE

Name : Sugiyanto
Place and date of birth : Pamekasan, 27 September 1997
Original address : Paeng, Modung, Bangkalan, Madura
Educational Background :

1. SD :
SD negeri Paeng
Year 2004-2010
2. SMP :
SMP negeri 1 Blega
Year 2010-2013
3. SMA:
Pondok pesantren Al-Amien Prenduan
Year 2013-2017
4. University:
Students of Education and Teacher Training Faculty UIN Walisongo
Semarang
Year 2018-Now

Semarang, 17 June 2022

The Researcher

Sugiyanto

1803046055