

**THE IMPLEMENTATION OF TEACHING VOCABULARY
THROUGH GUESSING STRATEGY AS A TRIGGER IN READING
DESCRIPTIVE TEXT TO THE SEVENTH GRADERS OF
MTSS DARUL MUKHLISIN MAYANG JEMBER**

THESIS



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

By;

Ahmad Fudaili
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**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
JUNE 2024**

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Submitted to the State Islamic University of Kiai Haji Achmad Siddiq Jember
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MOTTO

وَمَا أَرْسَلْنَا قَبْلَكَ إِلَّا رِجَالًا نُوْحِي إِلَيْهِمْ فَسَلِّطُوا أَهْلَ الذِّكْرِ إِنْ كُنْتُمْ لَا تَعْلَمُونَ ﴿٧﴾

Meaning: “We did not send ‘messengers’ before you ‘O Prophet’ except mere men inspired by Us. If you ‘polytheists’ do not know ‘this already’, then ask those who have knowledge ‘of the Scriptures’.” (QS. Al-Anbya : 7)*



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* Qur'an, “Verse : al- Anbya, Ayah : 7,” (Translation by Dr. Mustafa Khattab). <https://quran.com/al-anbya>

DEDICATION

I dedicate this thesis to:

1. My beloved mother, Busia, is the strongest hero of my life. She has greatly fought to raise me and my siblings, no matter how hard the storm hit and the harshness of life greeted me. Thanks for the prayers and love.
2. My precious father, Almarhum Surawi, the superb family priest, I hope heaven is the last home, and I wish you were here and proud of me. My thesis and undergraduate title are dedicated to you.
3. My grandfather and grandmother, Almarhum Maksan and Almarhumah Busina, Thank you for supporting me in continuing my education until now.
4. My big family: my old brothers and sisters, my brothers-in-law, and my nephew and niece. Thank you for becoming one of my reasons to always keep going on with my life well and enthusiastically.
5. All my teachers from formal and non-formal knowledge who have guided me with calm, and thank you for all your science
6. Lastly, all my friends; Azwar, Muta'aly, Dadang, Roni, Alfiah, Kholis, and Yaumi Laila have supported me in finishing this thesis. Thanks a lot.

ACKNOWLEDGMENT

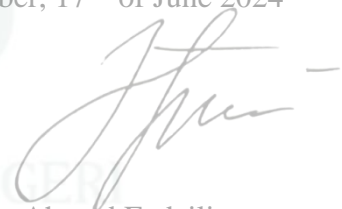
Praise and gratitude to the presence of Allah SWT, the most gracious and merciful, the lord of the world, who has given abundant mercy, relief, and guidance so that the writer can complete this thesis well, entitled "The Implementation of Teaching Vocabulary Through Guessing Strategy as a Trigger in Reading Descriptive Text to the Seventh Graders of MTSS Darul Mukhlisin Mayang Jember," that becomes one of the requirements to fulfil the bachelor's degree. Sholawat and salam may praise our great prophet Muhammad SAW, peace be upon him, who has guided us from the darkness into the lightness, especially for the bright future and the world civilization. At this point, the author would like to express her gratitude and appreciation to the following individuals who assisted, contributed, and encouraged the researcher throughout this research:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM. as the Rector of UIN KHAS Jember who has allowed me to study at this institute.
2. Dr. H. Abdul Mu'is, S.Ag. M.Si, as the Dean of Education and Teacher Training Faculty of UIN KHAS Jember has permitted me to do this research.
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9. All the staff of the main library of UIN KHAS, thank you for helping the writer to find many references.

Finally, the researcher recognized that this thesis is far from perfect, but the author hopes that it will be beneficial and valuable to future researchers and readers in the teaching-learning process, particularly in speaking skills.

Jember, 17th of June 2024



Ahmad Fudaili

ABSTRACT

Ahmad Fudaili, 2024: The Implementation of Teaching Vocabulary Through Guessing Strategy as a Trigger in Reading Descriptive Text to the Seventh Graders of MTSS Darul Mukhlisin Mayang Jember.

Key words: teaching vocabulary, guessing strategy

Vocabulary is one of the language components that plays a significant part in the development of English skills. English has four skills that should be mastered by students, and one of them is reading. Students can improve their vocabulary by actively reading, whether it be articles, descriptive texts, or so on. Guessing is one of the strategies that can help students enhance their vocabulary. At the MTSS Darul Mukhlisin, there have been difficulties increasing the vocabulary of the seventh graders. Firstly, students do not have enough time to learn English. Second, the students lack interest in enhancing their vocabulary. Third, the majors of teachers are not linear with a subject. As a result, the English teacher at MTSS Darul Mukhlisin used a guessing strategy as a trigger in reading descriptive text to enhance the students' vocabulary.

The research focus forms as follows: 1. What is the purpose of teaching vocabulary through guessing strategies in reading descriptive text to the seventh graders? 2. How are the steps in teaching vocabulary through guessing strategy in reading descriptive text to the seventh graders? 3. How is the evaluation of teaching vocabulary through guessing strategy in reading descriptive text to the seventh graders?

The research design employed a qualitative approach, particularly a case study. This research was conducted at MTSS Darul Mukhlisin Mayang Jember. The informants of this research were the English teacher and the seventh graders as the participants, but the researcher chose four students to facilitate the data collection process. The data was collected through observation, interview, and document review. Furthermore, this study employed data analysis techniques from Miles Huberman and Saldana's theories, including condensation, data display, and drawing and verifying conclusions. Lastly, data validity was clarified by source triangulation and method triangulation.

The findings of the research were: 1) The purpose of teaching vocabulary through a guessing strategy was: a) The students were able to comprehend what they read. b) Improve language skills c) The students were able to be more confident when reading. and d) enhance the students' vocabulary. 2) The steps were as follows: a) The teacher explained the material and provided examples. b) The teacher allowed students to ask questions about the material. c) The teacher instructed the students to actively learn about the material to read and guess the meaning of words that were unfamiliar to them. d) The students concluded they had learned. e) The teacher then corrected the students' work and provided feedback and appreciation for the students' work. f) reviewed the material by asking the students about their understanding. 3) The evaluation type was formative evaluation, using techniques such as a) knowledge assessment, b) skill assessment, and c) attitude assessment.

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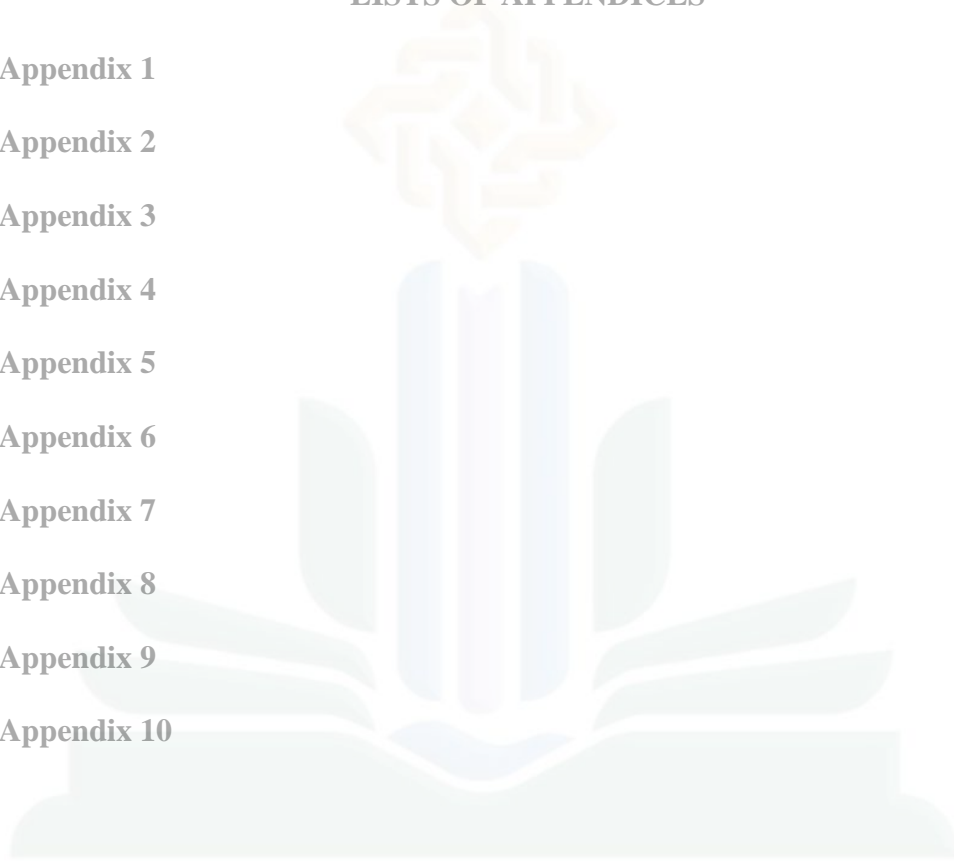
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CHAPTER I

INTRODUCTION

This chapter provides an introduction covering the thesis component of the research context, research focus, research objective, significance of the research, scope of the research, the definition of the key terms, and systematic discussion

A. Research Context

In the current globalised and technologically advanced period, English is the most popular language that should be taught in schools. In teaching and learning English, vocabulary is one of the most important components. Today, it is impossible to overstate the value of vocabulary acquisition in the teaching of foreign languages. Mastering vocabulary is the first step to successfully learning English. It refers to the student's capacity to apply their knowledge and skills in a certain language. Teaching vocabulary is one of the most critical aspects of any language. According to Hanson and Padua, vocabulary refers to words we use to communicate in languages that are written and spoken.² It means that all English language skills, including speaking, listening, reading, and writing, are supported by vocabulary, which is one of the language components. To help students learn more effectively, teachers facilitate their learning by acting as catalysts, inspirations, motivators, and triggers. The vocabulary allows students to read a text more effectively. However, many students experience difficulty learning vocabulary, especially when reading descriptive text.

² Khoiril Umam, "The Use of Jigsaw to Improve the Students' Vocabulary for the Eighth Year Students of MTs Miftahul Ulum." (Pedagogika: Jurnal Ilmu-Ilmu Kependidikan, 1, 2021), 22.

A descriptive text is a type of text in the form of fantasy stories, real stories that are fabricated, or fairy tales. Descriptive text tells a story that has a series of chronological events that are interconnected, and the purpose of descriptive text is to entertain the reader. Descriptive text can also be fiction or non-fiction. This text also has a lot of vocabulary in the present tense.³

Descriptive text is a type of language that explains or describes something in detail. These can be objects, places, people, animals, or certain conditions. This descriptive text is used to provide details about what a person, place, or object is like so that readers can understand clearly. Vocabulary plays an important role in helping students understand the meaning and structure of descriptive texts. Therefore, teaching vocabulary through descriptive text can help students improve their reading skills in English.

Besides that, a good strategy in the teaching and learning process has top ratings that must be attended to because the strategy of learning can determine the final result of the teaching and learning process. Education provides teachers with a variety of methods for teaching English lessons, and each teacher will have a strategy to help students understand the material.

According to the Qur'an, Allah commends us to seek wasilah (the way or strategy to make our activity more effective and easier). In the Qur'an Surah Al-Maidah, ayah 35, Allah SWT says:

³ Muhammad Tahir. "Guessing Meaning Strategy Through Reading Discriptive Text For Senior High School Students." (Jurnal Review Pendidikan dan Pengajaran, Vol 7, No 1, 2024). 2275

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَابْتَغُوا إِلَيْهِ الْوَسِيلَةَ وَجَاهِدُوا فِي سَبِيلِهِ لَعَلَّكُمْ تُفْلِحُونَ

The meaning: “O ye who believe! Do your duty to Allah, seek the means of approach to Him, and strive with might and main in his cause: that ye may prosper.”⁴

In the aforementioned verse, Allah commands us believers to use techniques or strategies to make the educational path we live on easier. This will not only make education easier, but it can also increase student engagement and efficiency in understanding scientific subjects.

The government has also suggested developing an educational plan to encourage students to take an active role in the learning process by using tactics or methodologies. This aligns with the Merdeka Curriculum, which was developed by the Ministry of Education of the Republic of Indonesia. This curriculum's framework makes it obvious to teachers what kind of approach to use with their students. These are the structures that need to be brought up. Three elements form the basis of Merdeka School's curriculum structure: Pancasila traits, flexible learning, and competency. Here are some principles for developing the Merdeka Curriculum structure. First, the minimal curriculum structure is established by the government. Second, the curriculum provides a foundation for students and teachers to guide learning processes and materials that are relevant. Third, the previous curriculum's output was likely small but significant. Goals, changes, and their implementation are made clear so that school and mental health professionals can understand them easily. Fourth, curriculum merdeka and instruction are

⁴ Qur'an, “Surah Al-Ma'idah Ayat 35 (5:35 Quran) With Tafsir,” (My Islam: Translated by Yusuf Ali). <https://myislam.org/surah-maidah/ayat-35/>

the results of collaboration between several institutions, including the Department of Religious Education, universities, schools, and other educational organisations.⁵ However, a single educational institution can develop programs and activities that are in line with the vision, mission, and available resources.

According to Chohen, a strategy is a plan that is consciously aimed at meeting a goal. In line with the term, strategy has largely fallen away, but conscious control, intention, and goal-directedness remain essential criteria for a strategy in education.⁶ Learning strategies consist of specific actions, behaviours, steps, techniques, or thoughts, such as seeking out conversation partners or encouraging oneself to ease difficult language tasks to enhance learning. Learning strategies can help students improve their perception, reception, storage, retention, and retrieval of language information.

In the 1980s, the guessing strategy was used as an effective way to improve students' vocabulary skills. Guessing strategies can help students learn vocabulary more interactively and enjoyably. In the guessing strategy, students have to guess unknown words using context and text structure. Thus, guessing strategies can help students improve their vocabulary skills and reading comprehension.

According to O'Malley, the guessing strategy is an alternative that allows students to guess unknown or difficult words based on the contextual

⁵ <https://kurikulum.kemdikbud.go.id/>

⁶ Rebecca L. Oxford, "Language Learning Styles and Strategies: Concept and relationships." (Iral, 41, 2003), 274

clues given in sentences.⁷ The implementation of this language learning strategy is very important to be applied by teachers. Besides that, building a useful vocabulary is the foundation of learning a foreign language, like English. This is significant because it can be used as the fundamental framework for adding a word to a strong sentence structure. Therefore, learning vocabulary is expected of students.

Teaching vocabulary through guessing strategies has become an effective approach to improving students' ability to understand and use vocabulary in various contexts, including in writing descriptions. The guessing strategy allows students to think critically and actively about understanding the meaning of words in the text, as well as improving their ability to use vocabulary effectively in various situations. In teaching vocabulary, the guessing strategy can be used as a trigger in teaching descriptive text. Using this strategy, students can be prepared to understand relevant vocabulary when reading descriptive text in detail and accurately.

Regarding the interview with Mr. Hamdi as the English teacher of MTSS Darul Mukhlisin for the seventh graders, there is a problem that appears in English learning at MTSS Darul Mukhlisin Mayang Jember about enhancing vocabulary. A brief explanation of MTSS Darul Mukhlisin: MTSS Darul Mukhlisin is a pesantren-based educational institution where, first, students have limited time to learn in formal school because pupils are more pressed to do non-formal school activities such as reading or studying holy

⁷ Cetinavci, B.M. "Contextual factors in guessing word meaning from context in a foreign language". (ELSEVIER: Procedia - Social and Behavioral, 116, 2014), 2670 -2674

books (*Kitab Kuning*). Therefore, students do not have enough time to make maximum progress in learning English. Second, the students lack interest in enhancing vocabulary because there is no motivation in the area of the institute. Third, the majors of teachers are not linear with a subject.⁸ As a result, these problems have an impact on their reading skill practice development. The researcher then looked into what the English teachers at MTSS Darul Mukhlisin were doing to address the students' lack of vocabulary competence. Through preliminary research with observation and interviews, it has been found that English teachers implemented a guessing strategy as a trigger in teaching descriptive text to enhance students' vocabulary mastery.

Facing these phenomena, English teachers have a strategy to seek proper teaching and learning strategies for enhancing vocabulary mastery. This study is important to clarify issues with English students dealing with their weaknesses in enhancing vocabulary. Many previous researchers have studied English learning strategies to enhance vocabulary mastery, but some anomalies have not been studied regarding English learning strategies at schools within Islamic boarding schools, such as first, according to an article written by Anna Stasya Prima (2022).⁹ The primary goal of this classroom action research, or CAR, is to demonstrate how using the guessing strategy can help students become more proficient with English phrasal verb vocabulary. The study uses a single method of data collection, which may not

⁸ Hamdi, Interviewed by researcher, MTSS Darul Mukhlisin, May 14 2024.

⁹ Anna Stasya Prima Sari, "The Application of Guessing Strategy to Improve Students' Vocabulary Mastery on English Phrasal Verbs". (JSP: Jurnal Suluh Pendidikan 9, 2021), 1.

provide a full understanding of the problem. Using different approaches, such as surveys, interviews, and observations, may provide a more complete picture. Second, an article was written by Fitri Handayani Suleman (2021).¹⁰ The goal of this study was to investigate the effectiveness of guessing games in improving vocabulary mastery among students. The study employed a quasi-experimental methodology, with data collected using written examinations and questionnaires. The results revealed significant gains in vocabulary knowledge, with the average score rising from 48.3 to 58.4. The researcher identified in this study a lack of information on how guessing games might be introduced into English language training to improve vocabulary learning. Specifically, the study underlines the need for more research into the precise approaches and strategies employed in guessing games to increase vocabulary mastery. Third, the thesis was written by Arjuna (2022).¹¹ This research needs positive criticism and ideas on how to improve the thesis. The researcher admits that the thesis has multiple errors and argues for the necessity of input in improving the study's quality and validity. Fourth, the journal was written by Ahmad Hariyadi (2018).¹² The study's findings demonstrate that using the Guess the Word game can improve student vocabulary mastery. To get the mean score pre-test, cycle 1 and cycle II, the researcher got a mean score of 55.5, 66.7, and 85.7. The

¹⁰ Fitri Handayani Suleman, "Increasing Student Vocabulary by Using Guess Word Game". (Majesty: Maspul Journal Of English Studies, 3, 2021) 11

¹¹ Arjuna, "Using Guessing Game To Improve Students Vocabulary Mastery". (Thesis, Ar-Raniry State Islamic University, 2022).

¹² Ahmad Hariyadi, "Improving student vocabulary mastery by using guess The word game at the seventh-grade student of smp islam temayang". (Repository: Jurnal Pendidikan Edutama, 2020).

implications of the research motivate the student in English learning to improve their achievement. but this study did not discuss the potential limitations of the Guess the Word Game or the research design. This could have helped to strengthen the conclusions drawn from the study.

Previous research has investigated guessing strategies using verbal verbs, pictures, and games. However, no one has discussed using the guessing strategy as a trigger for teaching descriptive text to increase vocabulary. The prior studies mentioned shared certain similarities and differences with the current study, which will be discussed in Chapter II. The differences were clarified in various areas, such as research subject, research location, research method, and research site.

To fill the theory and phenomenon above, the researcher decided to conduct a study about “The Implementation of Teaching Vocabulary Through Guessing Strategy as a Trigger in Reading Descriptive Text at the Seventh Graders of MTSS Darul Mukhlisin Mayang Jember.”.

The conclusion from the description of the background, why I wonder to take this research, is to describe the purpose of teaching vocabulary through the guessing strategy as a trigger in reading descriptive text to the seventh graders, the steps in teaching vocabulary through the guessing strategy as a trigger in reading descriptive text at the seventh graders, and the evaluation of teaching vocabulary through the guessing strategy as a trigger in reading descriptive text at the seventh graders of MTSS Darul Mukhlisin Mayang Jember.

B. Research Focus

Based on the background described above, it can be determined that the focus of the research to be discussed is as follows:

1. What is the purpose of teaching vocabulary through guessing strategies in reading descriptive text to the seventh graders of MTSS Darul Mukhlisin Mayang Jember?
2. What are the steps in teaching vocabulary through a guessing strategy in reading descriptive text to the seventh graders of MTSS Darul Mukhlisin Mayang Jember?
3. How is the evaluation of teaching vocabulary through a guessing strategy in reading descriptive text to the seventh graders of MTSS Darul Mukhlisin Mayang Jember?

C. Research Objective

Based on the focus that has been identified and formulated, specifically, the purpose of this research is to describe and inform as follows:

1. To describe the purpose of teaching vocabulary through guessing strategies when reading descriptive text to the seventh graders of MTSS Darul Mukhlisin
2. To describe the steps of teaching vocabulary through guessing strategies in reading descriptive text to the seventh graders of MTSS Darul Mukhlisin
3. To describe the evaluation of teaching vocabulary through guessing strategies in reading descriptive text to the seventh graders of MTSS Darul Mukhlisin.

D. Significance of research

The results of this study are expected to provide information on theoretical knowledge and practical knowledge that can be used as knowledge and a reference in the English teaching and learning process, with the following explanation:

1. Theoretical Significance

This research is expected to provide knowledge related to theories or strategies that can be used in English learning, provide knowledge about the benefits of teaching vocabulary through a guessing strategy as a trigger in reading descriptive text before learning reading, especially to the students or teacher, and can also be a reference for future researchers.

2. Practical Significance

a. For English Teachers

Provide information related to the benefit of teaching vocabulary, through a guessing strategy that can be applied to assist teachers in the process of teaching and learning English, particularly in enhancing students' vocabulary, and serve as a consideration for overcoming the problems that exist in teaching and learning English so that teachers can evaluate and take action to overcome the difficult problems, thus learning and teaching will run smoothly and effectively.

b. For Students

This study aims to encourage students to learn English, particularly to expand their vocabulary by using guessing strategies as

triggers in reading descriptive text that can help them increase their vocabulary and comprehend what they read.

c. For Further Research

The results of this study are expected to be used as a reference by further researchers so that they can help to conduct better research.

E. Scope of the Research

Vocabulary in this research refers to the vocabulary used in reading descriptive text. For this reason, this descriptive text is related to text-based language learning, and the implementation of the guessing strategy here before learning descriptive text reading. In this study, the researcher only focuses on the purpose, the steps, and the evaluation of teaching vocabulary through guessing strategy as a trigger in reading descriptive text to the seventh graders at MTSS Darul Mukhlisin Mayang-Jember.

F. Definition of Key Terms

1. Teaching vocabulary

Vocabulary is one of the language components that plays a significant part in the development of language skills for the majority of learners. The ultimate objective of learning is to be able to communicate.

Teaching vocabulary is an important task in teaching English because vocabulary achievement is related to all language learning and affects all four language skills. It means that vocabulary has an important place to be learned in the teaching and learning process because vocabulary is a foundation for mastering a language. With vocabulary,

we can easily understand one of the four English skills. Especially in reading skills.

Teaching vocabulary in English language classes is a comprehensive process that includes a variety of concepts and methods to improve the learning process. Teachers can assist students in developing a strong vocabulary foundation and improving their language competency by focusing on contextual learning, word form, meaning and use, word formation, cultural connotations, and semantic field theory. It means that teaching English is a complex process that comprises several key components. The goal of vocabulary instruction is to help students develop the ability to infer meaning from context and memorize vocabulary words. Learning vocabulary effectively requires using a variety of techniques to enhance the learning process.

2. Reading Descriptive Text

Reading is an activity that involves the process of understanding the contents of what is written, either orally or just silently. Descriptive text is written to explain, describe, or describe something, such as people, objects, places, or events. The purpose of descriptive text is to provide a clear and detailed picture of the object being discussed so that readers can have a better understanding of it.

Descriptive text is a form of English text that provides a comprehensive description or account of an object. It is possible to describe inanimate objects, places, humans, or other living creatures. The

objective of descriptive text is to provide a detailed account of a person, place, or thing.

In summary, reading means understanding written words, whether you read them out loud or in your head. While descriptive text is used to explain, describe, or show something, like people, objects, places, or events. It paints a clear picture for readers to help them fully grasp the subject, to give a complete overview.

3. Guessing Strategy

The guessing strategy is an alternative that allows students to make informed guesses about unfamiliar or challenging words using the contextual signals provided in sentences. The goal of a guessing strategy is to help students improve their vocabulary skills in language learning.

Vocabulary is a part of the linguistics component that must be learned. Vocabulary is a basic foundation that plays an important role in learning English language skills, especially reading abilities. While a descriptive text is a text that explains or describes something, whether in the form of an item, person, or place. This descriptive text can be used as material to improve vocabulary through a guessing strategy as a trigger for understanding the words in the text, whether in the form of nouns, verbs, or adjectives. In summary, teaching vocabulary through a guessing strategy to seventh graders at MTSS Darul Mukhlisin is a trigger or stimulus for students' understanding in teaching descriptive text. This descriptive text is related to text-based learning, which is applied before teaching reading skills.

G. Structure of the Thesis

The structure of the thesis explains how the discussion moves from the introduction to the last chapter. The structure of systematic writing is a descriptive narrative, not a table of contents. The systematic discussion is arranged into the following points:

Chapter I discusses the thesis, including the research context, research focus, research purpose, research significance, research scope, term definition, systematic discussion, and thesis structure.

Chapter II discusses a review of related literature, including the previous research and the theoretical framework.

Chapter III discusses the current research method, which includes the research approach and design, research location, research subject, data collection technique, data analysis, validity of the data, and research procedure.

Chapter IV discusses the research object, explication, data presentation, and discussion.

Chapter V discusses the conclusion and suggestions for research.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, two points are explained, namely the previous research and the theoretical framework.

A. Previous Research

There have been many previous researchers who have researched English learning strategies to enhance vocabulary mastery. This action aims to be used as a reference in efforts to develop English language skills or abilities for enhancing vocabulary. Therefore, the researcher has selected four relevant previous studies to serve as similarities and differences in conducting research.

1. An article was written by Anna Stasya Prima (2022)¹³ entitled “The Application of Guessing Strategy to Improve Students’ Vocabulary Mastery on English Phrasal Verbs”. The primary goal of this classroom action research, or CAR, is to demonstrate how using the guessing strategy can help students become more proficient with English phrasal verb vocabulary. The pre-test, formative test, and post-test were not included in the two cycles of this CAR, which each comprised three meetings. This CAR is for fourth-semester English Language Education Study Programme students at the Catholic University of Saint Thomas' Faculty of Teachers Training and Education in the academic year 2019–2020.

Twenty students make up the research subjects. The quantitative data

¹³ Anna Stasya Prima Sari, " The Application of Guessing Strategy to Improve Students’ Vocabulary Mastery on English Phrasal Verbs" in *Journal JurnalSuluh Pendidikan (JSP)* Vol 9, No 1. Maret 2021 quoted from <https://jurnal.uhn.ac.id/index.php/jsp/article/view/524/211>

analysis demonstrates that when the guessing strategy was used in the learning-teaching processes of English phrasal verbs, the mean of the student's scores in the pre-test, formative test, and post-test increased significantly. The pre-test mean for the students was 65.8, and their overall score was 1.316. The mean formative test score was 69.2, and the student received a total score of 1.384. The student's post-test mean is 80, and their overall score is 1.600. On the pre-test, eight students (or 40%) received a score greater than 75; on the formative test, eight students (or 40%) received a score greater than 75; and on the post-test, fifteen students (or 75%) received a score greater than 75. After using the guessing strategy, the students' activity and enthusiasm for learning and mastering English phrasal verbs increased.

2. An article was written by Fitri Handayani Suleman (2021)¹⁴ entitled "Increasing Student Vocabulary by Using Guess Word Games." This study aimed to find out whether song media can significantly impact students' growth in English vocabulary in the seventh grade at MTs Darul Falah Islamic Boarding School Enrekang and whether song media use is more efficacious than conventional media use. There were sixty students involved in this study. There are two classes, each with thirty students. The value of $t_0 = 1.517 < t_t = 2.001$, which was obtained from calculations made at the time of the pre-test or before treatment, indicates that both classes are worthy of further investigation because there is no discernible

¹⁴ Fitri Handayani Suleman, "Increasing Student Vocabulary by Using Guess Word Game". (Majesty: Maspul Journal Of English Studies, 3, 2021) 11

difference in the amount of vocabulary that students increase after taking the t-test. but after giving treatment and posttest values obtained $t_0 = 3.201 > t_t = 2.001$, with a significance level $\alpha = 0.05$ and $df = n_1 + n_2 - 2 = 58$, then t_0 is higher than t_t , which indicates there is a significant difference in increasing of students English vocabulary between classes taught guess word games (experimental class) and classes taught using conventional media (control classes) after being given a pre-test. Besides that, the use of song media is more effective and has a greater effect than the use of conventional media.

3. A thesis was written by Arjunia (2022)¹⁵ entitled "Using Guessing Games to Improve Students' Vocabulary Mastery." The purpose of this study was to determine whether using a guessing game helps students' vocabulary and to learn how the students felt about it. The participants in this study were second-year students at SMP Islam YPUI Banda Aceh. The researcher once made educated guesses. The pre-test, post-test, and questionnaire were the instruments used by the researcher to gather the data. The researcher chose a quantitative research approach because it allowed her to gather factual information about the research goal rather than abstract data. The student's mean score in the post-test rose noticeably to 7.9. As a result, H_0 (the null hypothesis) was rejected and H_a (the alternative hypothesis) was accepted, indicating that there is a significant difference in the students' mean scores before and after the treatment using

¹⁵ Arjunia, "Using Guessing Game To Improve Students Vocabulary Mastery". (Thesis, Ar-Raniry State Islamic University, 2022).

the guessing game technique. The researcher discovered that the t-observed value was higher than that of the t-table ($17.6 > 2.093$). Thus, it can be said that using guessing games can greatly enhance students' command of vocabulary.

4. An article written by Ahmad Hariyadi (2020)¹⁶ entitled “Improving Student Vocabulary Mastery by Using Guess the Word Game at the Seventh Grade Student of Smp Islam Temayang” It is critical to teach junior high school students vocabulary so that they can communicate what they have learned. There are certain issues with teaching vocabulary to students so they can comprehend and learn new words in the English language. It was tedious for them to apply their vocabulary knowledge in the English classroom. Students would therefore have difficulty meeting the teaching and learning objectives. To address this issue, teachers should come up with creative activities. The Guessing the Word Game method is another learning tool that will help students enjoy and easily memorize words. The study's goal is to determine whether or not seventh-grade students at SMP Islam Temayang can benefit from vocabulary instruction via the Guess the Word game. In this study, the researcher employed classroom action research. The researcher uses qualitative data to obtain information from tests, observation checklists, and questionnaires. According to the study's findings, students' vocabulary mastery can be increased by playing the guess-the-word game.

¹⁶ Ahmad Hariyadi, “Improving student vocabulary mastery by using guess The word game at the seventh-grade student of smp islam temayang”. (Repository: Jurnal Pendidikan Edutama, 2020).

Table 2.1
Similarities and Differences
Previous Research and This Research

No	Writer's Name	Title	Similarities	Differences
1	2	3	4	5
1	Anna Stasya Prima (2022)	The Application of Guessing Strategy to Improve Students' Vocabulary Mastery on English Phrasal Verbs	a. Both researchers study guessing strategies to improve students' vocabulary.	<p>a. Annastasya's research included university students, whereas this research included seventh-grade students at MTSS Darul Mukhlisin.</p> <p>b. Annastasya's has used Phrasal verbs as material. While this research uses descriptive text</p> <p>c. Anna Stasya Prima used the quantitative method. The researcher used the descriptive qualitative research method.</p>
2	Fitri Handayani Suleman (2021)	Increasing Student Vocabulary by Using Guess Word Game	a. Both researchers study the guessing strategies that are suitable to use in learning English	<p>a. The subject of Fitri Handayani Suleman MTs Darul Falah Islamic Boarding School Enrekang, and to find out whether the use of song media. while this research was conducted at MTSS Darul Mukhlisin Mayang Jember</p> <p>b. Fitri Handayani Suleman used a quantitative method. This study uses qualitative.</p>

1	2	3	4	5
				c. Fitri use games as media to implement guessing. this study uses reading descriptive text.
3	Arjunia (2022)	Using Guessing Games to Improve Students' Vocabulary Mastery")	a. Both researchers studied guessing strategies in English.	<p>a. Arjunia direct Pre-test, post-test, and questionnaire were the instruments used by the researcher to gather the data. while in this research use observation, interview, and document review.</p> <p>b. Arjunia used a quantitative design. While this study uses a qualitative method</p> <p>c. Arjunia used pre-experimental research was conduct a treatment, which consisted of four meetings. The population of second-year students at SMP Islam YPUI Banda Aceh. In this study the seventh graders of MTSS Darul Mukhlisin Mayang Jember as the subject in this research.</p>
4	Ahmad Hariyadi (2018)	Improving Student Vocabulary Mastery By Using Guess The Word Game At The Seventh Grade Student Of	a. Both researchers study the strategies that are suitable to use in learning English.	a. The purpose of the study is to find out Guess the Word game can be used in teaching vocabulary to the seventh-grade students of SMP Islam Temayang.

1	2	3	4	5
		SMP Islam Temayang		b. Ahmad Hariyani used classroom action research at SMP Islam Temayang, while this study qualitative descriptive research at MTSS Darul Mukhlisin Sumberkejayan.

Based on the similarities and differences above, it can be stated that Anna Stasya Prima's research focused on university students, while this study involved seventh-grade students at MTSS Darul Mukhlisin. Annastasya used phrasal verbs as material, whereas this research utilised descriptive text. Anna Stasya Prima employed a quantitative method, whereas the researcher in this study used a descriptive qualitative research method.

Fitri Handayani Suleman conducted research at MTs Darul Falah Islamic Boarding School Enrekang, while this study was carried out at MTSS Darul Mukhlisin Mayang Jember. Fitri Handayani Suleman used a quantitative method, whereas this study utilised qualitative research. Fitri used games as a medium to implement guessing strategies, whereas this study used reading descriptive text.

Arjunia's research involved a pre-test, post-test, and questionnaire as instruments, while this study used observation, interview, and document

review. Arjunia employed a quantitative design, whereas this study utilised a qualitative method. Arjunia conducted pre-experimental research with a treatment consisting of four meetings, focusing on second-year students at SMP Islam YPUI Banda Aceh, while this study focused on seventh graders at MTSS Darul Mukhlisin Mayang Jember.

Ahmad Hariyadi's research population consisted of seventh-grade students at SMP Islam Temayang, whereas this study population consisted of seventh-graders at MTSS Darul Mukhlisin. Both researchers studied strategies suitable for learning English. Ahmad Hariyadi's research focused on improving student vocabulary mastery using the "Guess the Word" game, but this study focuses on how the guessing strategy was implemented as a trigger in teaching descriptive text, and this study uses qualitative descriptive research.

Based on the previous research above, the researcher wants to analyse vocabulary teaching through guessing strategies as a trigger in reading descriptive text. Teaching vocabulary through guessing strategies before teaching reading is intended to encourage students to know the vocabulary, especially about Adjectives words.

B. Theoretical Review

A theoretical review is a discussion of any theories that support the researcher's numerous statements. In this research, the researcher will discuss theories about teaching vocabulary and guessing strategies.

1. Concepts of Vocabulary

a. Definition of Vocabulary

Vocabulary is one of the linguistic components to master when students learn English as a foreign language. Vocabulary is related to four skills of English, namely writing, speaking reading, and listening. Vocabulary will be Very useful in conveying ideas. To communicate properly, we need to have a certain vocabulary.¹⁷

Pieter contends that vocabulary is one of the elements of language and that words are necessary for language to exist. Words are signs, symbols of notions. They function as a means for people to share ideas. Our ability to communicate concepts more effectively increases with the number of words we learn.¹⁸

It's clear from the definitions above that vocabulary is a collection of meaningful words for a specific language that can be utilized for communication purposes. Vocabulary is the knowledge of words that have values. However, the definition shows that vocabulary is more complex in two forms: first, words can be oral or printed. Oral vocabulary refers to the words we identify and utilize during listening and speaking. Print vocabulary refers to terms we

¹⁷ Anissa'ul Afidah, Moch Imam Machfudi, "Students' Difficulties in Vocabulary Mastery," in *Journal Critical Review of English-Arabic Word*, (Jember: State Islamic University Kiai Haji achmad Siddiq, 2022), 2

¹⁸ Lia Fitriani, "The Teacher's Strategies In Teaching Vocabulary At The Eleventh Grade Students Of Sma Negeri 1 Banyumas Pringsewu In The Academic Year Of 2020/2021", (Thesis, Raden Intan State Islamic University Of Lampung, 2021). 13

recognize and use when reading or writing. Second, word knowledge can be either receptive or productive.

b. The Types of Vocabulary

Some experts divided vocabulary into two types. According to Nation divided vocabulary into two types:¹⁹

- 1) Active vocabulary refers to vocabulary that students have learned. They are expected to be able to be used by the students.
- 2) Passive vocabulary refers to words, that students will recognize when they meet them, but they will probably not be able to produce.

Furthermore, Good also divided vocabulary into four parts, namely:²⁰

- 1) Oral vocabulary refers to words that are often used and easily remembered.
- 2) Writing vocabulary is a collection of easy-to-understand terms. It is widely used in writing.
- 3) A listening vocabulary is a collection of words that a person can understand when they hear them.
- 4) Reading vocabulary refers to the words people recognize when they encounter them in written material.

From the explanations above it can be summarized that

¹⁹ Noerhaetty Hafriana, "The Influence Of Direct Method In Teaching Vocabulary Of The Tenth Grade Students At Sma Negeri 11 Kabupaten Wajo", (Thesis, Muhammadiyah University Of Makassar, 2019) 19

²⁰ Noerhaetty Hafriana, 20.

vocabulary is divided into types active and passive vocabulary. Active vocabulary is the words that students have learned. They are expected to be able to be used by the students. Passive vocabulary is the set of words that students will recognize when they meet them, they will probably not be able to produce. Besides that Good claims that vocabulary has four types; oral vocabulary, writing vocabulary, listening vocabulary, and reading vocabulary.

c. Parts of Speech

Parts of speech are the essential steps in vocabulary introduction. According to Haira and Niswatin identified eight parts of speech: Nouns, adjectives, verbs, pronouns, adverbs, prepositions, conjunctions, and interjections.²¹

1) Naons: nouns include names of people, places, animals, objects, emotions, concepts, qualities, and actions. Nouns in English grammar contain some types:

a) Concrete noun. A concrete noun is something that can be

seen, touched, and tasted using our five senses. Examples: table, car, gold, iron, etc. Concrete nouns can be divided into four categories:

- Proper noun: include the names of individuals, countries, cities, organizations, places, and times.

Capital letters are used for written stars, such as

²¹ Haira Rizka, Niswatin Nurul Hidayati, "Mega Bank of Grammar", (Yogyakarta: Pustaka baru Press, 2015), 13-28

Indonesia, America, Samsul, Anto, October, and December.

- A common noun: nouns that are general and uncertain. command nouns are very easy to find around us. Like, ship, soldier, lawyer, table, chair, etc.
- Collective noun; they are shoes something more than one and accountable. Example team, people, class, group, etc.
- Material nouns: they discuss the basics, which are typically uncountable nouns. For example, sugar, milk, iron, sand, water, oil, and silver coffee.

b) Abstract nouns are words that refer to concepts, feelings, or traits. It cannot see, touch, or handle, but can only imagine.

Most people believed that not everyone was uncountable. such as brotherhood, love, happiness, freedom, leadership, etc.

In addition, Nouns are divided into two types:

a) Countable noun: the nouns that can be accounted for and can be made plural. For example; a car-two > cars, a table-five > tables, etc.

b) Uncountable nouns are those that cannot be contained or pluralized. For example, milk cannot be spoken twice, or fun can not be said twice. Furthermore, uncountable nouns never employ the articles a, an, and the.

- 2) Adjectives: Adjectives are words that describe or modify nouns, or pronouns used before nouns. Examples include a slow student, an obese man, a small room, a new book, an elderly woman, etc.

The types of adjectives are:

- a) Adjective of quality; small fat, large poor short, etc.
 - b) Adjective of quantity; much, some little, enough, half, any, etc
 - c) Adjective of numerals; one, second, single, two, first, double...
 - d) Demonstrative adjectives; this, that, these, etc.
 - e) Proper adjective; English, Dutch, Javanese, Canadian, etc.
 - f) Interrogative adjective; what, whose, which, before noun.
 - g) Possessive adjective; my, you, his, its, her, their, our.
 - h) Distributive adjective; every, each, either, neither.
- 3) A Verb: A verb is a word that expresses action or a state of being, which means that it makes a statement about the subject.
For example: "The boy stole the candy bar."
- 4) Pronouns: Pronouns are words that take the place of nouns and can be used in the same places as nouns. For example; Ely is not here, she is in the classroom now. Pronouns include subject pronouns (I, you, he/she/it, we, you, and they), object pronouns (Me, you, him/her/it, us, you, them), possessive pronouns (mine, yours, his/hers/its, ours, yours, theirs), reflexive pronouns (myself, yourself, himself/herself/ itself, ourselves, yourselves, themselves), indefinite pronouns (Nobody, somebody, anybody,

no one, everybody...), and reciprocal pronouns (each other and other, for example; Tiara and Benn love each other).

- 5) Adverbs: Adverbs are described in terms of verbs, adjectives, and other adverbs. Adverbs provide context for situations or events. Specifying how, when, where, and how often something happens gives verbs context.
- 6) Prepositions: describe the relationship between the noun as an object and another word in the sentence. They demonstrate connections between things or ideas. They are placed before the nouns. Types of prepositions are:
 - a) Preposition which has a syllable; for example: at, about, before, behind, until, since, of, without, etc.
 - b) Preposition which has two syllables or more; for example: according to, instead of, next to, the upside of.
- 7) Conjunction: They can connect two clauses in a phrase, indicating their relationship. They describe several types of links between clauses in a sentence. There are two kinds of conjunctions:
 - a) Coordinate conjunctions connect two clauses or sentences to varying degrees. Examples include: and, but, still, or, for, etc.
 - b) Subordinate conjunctions are words that connect two sentences. Examples include: for, when, while, besides, before, since, that, until, after, etc.

- 8) Interjection: Interjections are used to express emotions such as happiness, sadness, anger, and negativity. Example: ah!...oh...! Look!... Ssst!, etc.

2. Teaching Vocabulary

Since English is a recognized international language, people from many countries can interact, communicate, and share ideas. Furthermore, English is regarded as a difficult language to teach around the world. The pronunciation of words has changed and extended slightly from the sound, for example, the letter K in knife and the letter gh in right. This language has a distinctive pronunciation, so sometimes it doesn't appear like what it is written in.

According to Paul Nation, teaching vocabulary has the advantage of supporting students when they are most in need of it. This is especially true when teaching vocabulary within the framework of message-focused activities that include speaking, listening, reading, and writing, and when the subject matter is something that students find essential to the assignment at hand.²²

Teaching vocabulary is an important aspect of literacy education that can increase reading comprehension and improve school achievement. Teaching vocabulary is the process of giving information to students and helping them learn unfamiliar concepts that they can use in

²² Paul Nation, "teaching vocabulary", (Asian EFL Journal: Victoria University of Wellington, New Zealand), https://www.asian-efl-journal.com/sept_05_pn.pdf.

their daily activities.²³ The process of this activity becomes a system of learning. The learning system consists of several components that interact with each other to obtain effective interaction between students and teachers.

It means that English is a globally recognized language, allowing people to interact and share ideas. However, teaching English is difficult due to its distinctive pronunciation. Teaching vocabulary can support students when they need it, especially in message-focused tasks like speaking, listening, reading, and writing. This approach is important for literacy education, as it can improve reading comprehension and school achievement. Teaching vocabulary entails providing information and helping students learn unfamiliar concepts for their daily activities, creating a learning system that interacts with various components to allow effective interaction between students and teachers. Teaching vocabulary means employing a variety of ways to help students understand, remember, and effectively employ new terms. Teachers help students learn in different situations, including schools, academies, and outdoors. Teaching is a fundamental aspect of teacher competencies. Teachers require the ability to effectively teach in front of students. Teaching aims to enhance human qualities such as cognitive abilities, skills, and values.

²³ Like Raskova Octaberlina and Ida Fitri Anggraini, "Teaching Vocabulary Through Picture Cards in Islamic Elementary School A Case Study in Nida Suksa School Thailand," *Journal Pendidikan dan Pembelajaran Dasar*, 13, no 1. (2020): 28

3. The Principles of Teaching Vocabulary

The principle of teaching vocabulary includes several important components for improving vocabulary learning and acquisition. According to Nation, there are six principles for teaching vocabulary:²⁴

- a. Keeping lessons simple and clear, without confusing explanation
- b. Connecting what is being taught now to what has been learned in the past by using analogies or patterns
- c. using both oral and written presentations
- d. Giving most attention to words that are already completely known.
- e. Telling learners if it is a high-frequency word that is worth noting for future attention, and
- f. Not including other unknown or poorly known related words, such as near-synonyms, opposites, or members of the same lexical set.

The presentation above can summarize the principle of teaching vocabulary. First, the lessons must be simple and clear; a long explanation can make students bored and confused. Second, relate what the student learned to the current topic. Third, use both spoken and written presentations. Fourth, give attention to words that are already completely known. Fifth, inform students that the word is high-level and worth noting for future reference. Sixth, don't include other unknown or poorly known related words.

²⁴ Saniago Dakhi, "The Principles and the Teaching of English Vocabulary," (JET: Journal of English Teaching, 5, 2008), 22.

4. The Elements of Teaching Vocabulary

a. Teaching Purpose

A purpose is a stimulus that motivates and organises short-term goal setting, action goals, and behaviour. When young people have a sense of purpose, they are more inclined to seek out and gain the knowledge and skills they need to achieve their goals. Purpose can motivate learning that produces the essential college and readiness abilities.²⁵ The goal of teaching vocabulary is to help students enhance their ability to communicate successfully in a language by giving them a strong basis for words to express themselves.

According to Sariçoban & Başibek (2012), vocabulary is important for language learning because it is a medium that transfers meaning, and understanding English vocabulary is the first step towards acquiring English well.²⁶ The objectives of teaching vocabulary include the following:

- 1) Improving Reading Success: Vocabulary is a major indicator of reading success, and a high comprehension of variety in vocabulary aids success across the curriculum.

²⁵ Heather Malin, *Teaching for Purpose: Preparing Students for Live of Meaning*, (Harvard Education Press, 2021) 280.

²⁶ Sariçoban, A.& Başibek, N. "Memonics Technique Versus Context Method in Teaching Vocabulary at UpperIntermediate Level." (Selçuk: Hacettepe Universit, 2012).

- 2) **Enhancing Language Skills:** Learning vocabulary is essential for developing all language skills, such as speaking, listening, reading, and writing.
- 3) **Building Confidence:** Students who master vocabulary feel more intelligent, strong, and confident when speaking.
- 4) **Supporting Language Acquisition:** Developing vocabulary is one of the most important parts of learning a language, and teaching vocabulary at an early age can help students comprehend new ideas and develop their language proficiency in general.
- 5) **Fostering Engagement:** Teaching vocabulary in a fun and active way can increase student motivation and interest in learning English.

It can be said that vocabulary is critical for language learning because it transfers meaning and is the first step towards acquiring English well. Teaching vocabulary improves reading success, enhances language skills, builds confidence, supports language acquisition, and fosters engagement. Mastering vocabulary helps students understand new ideas and improves their overall proficiency.

b. Teaching Steps

The teaching steps are referred to as systematic arrangements or lesson plans. A lesson plan is a plan of action that a teacher uses to simplify a lesson in teaching and learning. It usually includes the

following points: First, consider the goal and what pupils must learn. Second, get the goal, such as the execution and procedural technique. Finally, a technique for establishing the objective is effectively utilised; typically, this is done through homework assignments or tests.²⁷ The lesson plan is an organised notation of a teacher's ideas, which will be examined during the lesson. According to David Laton, there are three basic steps in teaching: preparation, delivery, and evaluation.²⁸

1) Preparation

- a) Formulating Objectives: Determine the lesson's learning outcomes (objectives), including any planned modifications to behaviour (cognitive, emotional, or psychomotor).
- b) Researching the Topic: Gather materials and information to support the class's major topics.
- c) Selecting Delivery Methodologies: Select the most appropriate presentation, action, and interaction strategies based on the learning environment, teacher experience, and learner development.

2) Delivery

- a) Presentation of Materials: Teach students about vocabulary, skills, models, theories, and concepts.

²⁷ Jack C. Richards, and Willy A. Renandya, *Methology in Language Teaching: An Analogy of Current Practice*, (Cambridge, New York 2002.), Chapter 3, 31.

²⁸ David Laton, D.Min. "3 Basic Steps Of Teaching". (bitbletak.tv). <https://bibletalk.tv/3-basic-steps-of-teaching>.

- b) Guided Practice: Lead learners through the steps required to perform skills using a variety of activities such as classwork or fieldwork.
 - c) Independent Practice: Allow students to practice alone, such as with homework or presentations.
- 3) Evaluation
- a) Checking for Understanding: To test learners' comprehension of ideas, use a variety of questions.
 - b) Evaluation: Correctly assess students' progress and change their knowledge.
 - c) Re-teaching: If necessary, provide more assistance or review.

However, lesson planning is important for preservice teachers, who may have a strong urge to be in command before the session begins. According to Tyler's methodology, there are four successive steps: Define the objectives, select the learning activities, create the learning activities, and define the evaluation criteria.²⁹ On the other hand, lesson plan sets are a generic component, such;

Table 2.2
The generic component of the lesson plan

Lesson phase	The teacher's role	The student's role
A. Perspective (opening)	Ask students what they learned in previous lessons. Preview the new	Tell them what they've already learned. Respond to the

²⁹ Gail McCutcheon. "How do elementary school teachers plan? The nature of planning and influences on it," *The Elementary School Journal*, 81 no. I (September, 1980), 4-

	lesson.	preview
B. Simulation	Prepare students for new activities. Present attention grabber	Relate activities to their lives. Respond to the attention grabber.
C. Instruction/Participation	Present activity, Check to ensure comprehension. Encourage involvement	Do activity, Show understanding, Interact with others.
D. Closure	Ask what the students have learned. Previews of future lessons	Explain what they have learned. Give input on future lessons.
E. Follow Up	Present alternative activities to reinforce some concepts. Create opportunities for interaction.	Do new activities. Interact with others.

- Adopted from Shrum and Glisan³⁰

Thus, in the formulation of the lesson plan, some elements are required, as follows;³¹

- 1) Identification and the educational unit's name.
- 2) Identity of subject or theme, sub-theme
- 3) The Class and semester.
- 4) The Subject.
- 5) Time allocation is defined by the number of study hours available in the syllabus and decided based on the needs of KD (TP) achievement and learning load.
- 6) Objectives for learning are developed utilising KI-KD (CP-TP) and observable and measurable operative verbs such as attitudes,

³⁰ Judith L. Shrum, and Eileen W Glisan. *Teacher's Handbook: Contextualized Language Instruction* (Boston, MA: Heinle & Heinle, 1994).

³¹ Ninik P, Mpd, Dr. Teguh D,MS, and Ratma Dyah. "Panduan Penyusunan Rencana Pelaksanaan Pembelajaran Sekolah Menengah Atas," Geocities.ws (blog). 2020,

knowledge, and abilities.

- 7) Indicators of basic competence and competency achievement.
- 8) Goals.
- 9) Learning materials provide pertinent information, concepts, principles, and procedures written in the form of points based on the development of competency success indicators.
- 10) Learning methods are a way used by teachers to establish a learning environment and learning process.
- 11) Learning media forms a learning process that aids in conveying subject matter.
- 12) Learning resources can take the form of books, print and electronic media, the natural environment, or other relevant learning resources.
- 13) The steps of learning such as the preliminary, core, and closing stages.
- 14) Learning outcomes assessment

c. Evaluation

Evaluation is frequently confused with testing and measuring, which are different ideas. As a result, many teachers who administer examinations to their students mistakenly believe that they are measuring their intellectual progress. Testing serves as a way to gather information about student behaviour. On the other hand, measurement is limited to providing a quantitative description of

student behaviour. The term "evaluation" is broader, encompassing testing, measurement, and qualitative descriptions of student behaviour. A value judgement regarding the worth or desirability of the behaviour being measured or evaluated is also included.³²

Furthermore, evaluation is defined as "a systematic process of assessing the level of student achievement of educational goals." This definition implies that evaluation is a methodical procedure, and leaves out haphazard, unplanned, or uncontrolled student observation. The term also suggests that prioritizing educational goals is necessary. It is impossible to assess students' development, growth, and progress without establishing the objectives. According to Nation and John Mecalister, there are two types of evaluation: summative evaluation and formative evaluation.³³

It can be said that valuation is a systematic process of assessing student achievement of educational goals, avoiding unplanned or uncontrolled student observations. Prioritizing educational goals is crucial for assessing students' development and progress.

1) Summative Evaluation

Summative evaluation is the most well-known type of evaluation. It happens at the end of a term, course, or instructional program. It consists of formally testing students'

³² Dr. V.K.Maheshwari, Ph.D, "Unit 23 Concept of Educational Evaluation," January 27, 2017,

³³ I.S.P Nation. John Mecalister, "Language Curriculum Design".(New York: Routledge Taylor & Francis Group, 2009), 25-26.

intellectual achievement. This type of evaluation includes annual and semiannual tests, such as public exams. This type of assessment applies to compare, rate, rank, classify, and advance the students. Additionally, certification purposes call for its utilization. Summative evaluation is also utilised to select students for scholarships or admission to certain courses. Based on it, predictions about students' future success in their endeavours can also be made

It can be concluded that summative evaluation is a widely recognised evaluation method that tests students' intellectual achievement at the end of a term, course, or instructional program. It includes annual and semiannual examinations and is used for comparing, rating, ranking, classifying, and advancing students. It is also used for certification purposes, selecting students for scholarships, and making predictions about their future success.

2) Formative Evaluation

Formative evaluation is implemented during course instruction to enhance student learning. The evaluation aims to provide feedback on their development by identifying the student's learning gaps and weaknesses. Then, the teacher can regulate the remedial session for the students.

Additionally, formative assessment provides feedback to

the teacher on the effectiveness of teaching strategies, allowing lesson plans to be modified. It also offers suggestions on how the course of content, resources, and materials are applied well. For example, after teaching and testing, the teacher can determine whether the topic is appropriate for the student's level and whether the textbook addresses the student's comprehension effectively.

It means that formative evaluation is a method used during course instruction to assess pupil learning by identifying learning gaps and weaknesses. It helps instructors adjust remedial sessions and evaluates the effectiveness of teaching strategies. It also provides suggestions on content, resources, and material application, ensuring that the topic is appropriate for the student's level and that the textbook effectively addresses comprehension.

5. Descriptive text

a. Definition of Descriptive Text

Descriptive text is the idea of describing people, places, or things by naming them and outlining their parts, traits, and features. It focuses on particular players, uses describing processes and adjectives, and is written in the simple present tense. Examples include discussing a home, a favourite teacher, and a pet cat.

According to Knapp P (2007:97), descriptive text is a paragraph that may be defined as a group of sentences that are closely related in thought and which serve one purpose, often used to describe what a person looks like and acts like, what a place looks like, and what an object looks like.³⁴

It can be said that descriptive text is a way of describing people, places, or things by naming and outlining their parts, traits, and features. It focuses on specific players, uses descriptive processes and adjectives, and is written in the simple present tense. A descriptive text is a paragraph of closely related sentences serving one purpose, often describing a person's appearance, place, or object.

b. Generic Structure

The generic structure of descriptive text typically comprises two primary components:

- 1) Identification: This part introduces the subject being described.
- 2) Description: This part provides detailed descriptions of the subject's features, forms, colours, and other relevant details.

c. Language Features

- 1) Specific Participant: Describe the subject using unique and specific nouns.
- 2) Adjectives are used to clarify the nouns and provide more detailed descriptions.

³⁴ Tutut, "Students' Reading Comprehension Of Descriptive Tex At Seventh Grade Of Smp Negeri 11 Academic Year 2019/2020." (Selecting: English Education Program Jurnal, Vol 4, No 4, 2021), 61

- 3) Simple Present Tense: Using simple present tense to describe facts about the subject.
- 4) Action Verbs: Using action verbs to describe activities related to the subject

The generic structure of descriptive text consists of two main components: identification, which introduces the subject, and description, which provides detailed descriptions of the subject's features. Language features include specific participants, adjectives, simple present tense, and action verbs. These elements help clarify nouns and provide more detailed descriptions. The structure also includes simple present tense for facts and action verbs for activities related to the subject. For Example: "Lembah Pelangi Waterfall, a popular destination for local and foreign tourists, is surrounded by lush greenery and features a small water pool at its base."

6. Guessing strategies

a. Definition of guessing strategy

The contextual guessing strategy helps language learners identify unknown words when they lack vocabulary, grammar, or other linguistic understanding to read a written piece. Guessing strategies are a technique used to remember more effectively and to retrieve and transfer information needed for future language use. Memorization helps students store important information in the memory gathered from

their learning.³⁵ Thornbury argues that guessing the meaning of unfamiliar or difficult words from context is considered a crucial strategy that students can learn and implement easily in different settings. He also argues that guessing meaning is a skill learners can use unconsciously when using their native language.³⁶ Meanwhile, Nation and Coady (1988) state, "Guessing strategy involves general skills of interpreting a surrounding text, predicting, and testing predictions, which enhance vocabulary mastery as a whole." The guessing strategy can help students infer or guess the meaning of the target word based on their interpretation of its immediate context, with or without reference to world knowledge.³⁷ When the information is needed for use in the future, these strategies help the student get the information back. For example, the semantic map of a group of nouns or verbs shows the relationship between the words.

It can be concluded Contextual guessing is a technique that enables language learners to identify unfamiliar words when they lack vocabulary or linguistic understanding. It helps them remember more effectively and retrieve information for future use. Memorization helps students store important information for their learning. Thornbury argues that guessing meaning is a critical skill

³⁵ Anna Stasya Prima Sari, "The Application of Guessing Strategy to Improve Students' Vocabulary Mastery on English Phrasal Verbs", *Jurnal Suluh Pendidikan (JSP)*, Vol 9 (2021), 1

³⁶ Abeer Al-Ghazo, "The Impact of Implementing Contextual Guessing Strategy on Improving EFL Learners. Vocabulary Competence and Reading Comprehension," (*World Journal of English Language*, Vol. 12, No. 6; 2022), 177.

³⁷ Jack C. Richards, "Methodology in Language Teaching," (New York: Cambridge University Press, 2002) 262.

that can be learned and implemented easily in different settings. Guessing entails the general skills of interpreting text, predicting, and testing predictions, all of which improve vocabulary mastery. These strategies help students infer or guess the meaning of a target word based on its immediate context, with or without reference to world knowledge.

b. The Steps for Implementing The Guessing Strategy

To implement the guessing strategy for improving vocabulary, there are five steps. They are:

- 1) Students must determine the unknown word's part of speech by looking at it and determining whether it is an adjective, verb, noun, or adverb. Understanding the parts of speech will help students understand the meaning of a term or context that they are unfamiliar with.
- 2) The clue or sentence containing the unfamiliar word must be read by the learners.
- 3) Students must consider the connection between the sentence or the other sentences or paragraphs and the sentence with the unknown word.
- 4) Students must apply the knowledge they have learned in steps one to three. In this action, they must make an effort to infer the word's meaning. It is undeniable that students' capacity to infer a word's meaning from its context is greatly impacted by their

command of vocabulary. The more proficient students are in vocabulary, the more adept they become at guessing.

- 5) Check that your guess is accurate.

To improve vocabulary, students must follow five steps: identify the unknown word's part of speech, read the clue or sentence, consider the connection between the sentence and the unknown word, apply the knowledge learned in steps one to three, and infer the word's meaning from its context. Proficiency in vocabulary greatly impacts their ability to guess.

- c. The advantages and disadvantages of guessing strategy

As ESL teachers, we often focus on effective strategies, no matter how disadvantaged they are. The guessing approach provides students with various advantages. According to Aleixia Sandopa Br. Ginting, there are four advantages to the guessing strategy:³⁸

- 1) When taking an exam, students may find it challenging to understand the meaning of the terms; they are not allowed to use a dictionary. As a result, students can effectively employ the strategy of guessing the meaning of the sentences.
- 2) Guessing strategies helps and guide students in developing a vocabulary by correlating listening, speaking, writing, and reading. They require the oral component, teaching of

³⁸ Aleixia Sandopa Br Ginting, "Teaching Vocabulary On Phrasal Verbs Through Guessing Strategy to The Eleventh Mia Grade Studentsof Sma Santo Petrus Medan In The Academy Year Of 2016/2017." (KAيروس ELT JOURNAL, Vol. 3 No. 3, 2019) 200

vocabulary, and a comprehensive introduction to meaningful language.

- 3) Guessing strategy helps students to find out the inferential skill that is needed to decide which meaning is correct, based on the understanding of the clue in sentences, and for second language learners this often depends on the extent of global knowledge.
- 4) No matter what level the students are in, they will often come across difficult words in texts they are exposed to. Inferring and guessing the meaning of unfamiliar words is a strategy that is worth developing.

The disadvantage of the guessing strategy in teaching and learning is that it may happen in inefficient use of time if not controlled effectively.³⁹ Furthermore, guessing can be problematic since it causes a collection of inaccurate information in memory, which may continue even after the correct response is given. Students may recall incorrect answers as correct, potentially leading to long-term error retention.

It can be concluded that the guessing approach in ESL teaching offers four advantages: it helps students understand unfamiliar words, develop vocabulary through listening, speaking, writing, and reading, and helps them develop inferential skills. However, it can also result in inefficient use of time and inaccurate

³⁹ Dian Sinati Bhumi Paramitha. "The Effect Of Using Guessing Game On Students' Speaking Ability At Smp "Plus" Darus Sholah Jember." (Thesis, State Institute Of Islamic Studies Jember, 2020), 24.

CHAPTER III

RESEARCH METHODOLOGIES

A. Research Design

This research used a qualitative methodology for its design. Qualitative research is research that aims to comprehend phenomena about what is experienced by research subjects, such as behaviour, perception, motivation, action, etc.⁴⁰ holistically and using descriptions in the form of words and language, in a specific natural context, and by employing various natural methods. The type of research is descriptive research. Descriptive research is research directed to provide symptoms, facts, or events systematically and accurately regarding the characteristics of a particular population or area.⁴¹

A summary of this study employed a qualitative approach, trying to understand things like behaviour, perception, motivation, and action holistically using descriptive language and natural methods. A descriptive study, on the other hand, is systematically and accurately based on symptoms, facts, or events regarding the characteristics of a particular community or place. Both methods provide useful insights into the subject matter.

The researcher intends to describe the purpose, the steps, and the evaluation in teaching vocabulary through the guessing strategy at seventh-grade MTSS Darul Mukhlisin Mayang Jember

⁴⁰ Lexy J. Moleong, "Metode Penelitian Kualitatif Edisi Revisi," (Bandung: PT. Roesdakarya Offset, 2014), 6

⁴¹ Riyanto Yatim, "Metodologi Penelitian Pendidikan," (Surabaya: SIC, 2010), 23.

B. Research Location

This research was conducted at MTSS Darul Mukhlisin which is addressed: Jl. KH. Abd. Aziz No. 01; Postcode: 68182, Sumber Kejayan, Mayang District, Jember Regency. The choice of this location is because MTSS Darul Mukhlisin was one of the schools that implemented a guessing strategy to enhance students' vocabulary.

C. Research Subject

The research subjects were participants who were used as data sources to report data sources related to the research focus. The description includes what data you want to obtain, who you want to be participants or research subjects, and how the data will be sought and captured to ensure its validity. The research subject is something related to research, information or people in the research setting are used to provide information about the situation and condition of the research setting.⁴²

In the summary, the research subjects were participants who provided data sources related to the study focus, with a description detailing the data to be obtained, volunteers, and methods for data collection. The informant or participants used in this study include:

1. The English teacher at MTSS Darul Mukhlisin Mayang-Jember, one of the considerations in choosing an English teacher at MTSS The English teacher is the right source for data collection at MTSS Darul Mukhlisin Mayang-Jember.

⁴² Muh. Fitrah and lutfiyah, "Metodologi Penelitian, Penelitian, Kualitatif, Tindakan Kelas & Studi Kasus," (Suka Bumi: CV Jejak, 2017), 152

2. For some students at MTSS Darul Mukhlisin Mayang-Jember, this decision was taken because the teacher implemented the strategy for the students at MTSS Darul Mukhlisin Mayang-Jember.

D. Data Collection Technique

1. Observation

Qualitative observations are those in which the researcher takes field notes on the behaviour and activities of individuals at the research site. In these field notes, the researcher records, in an unstructured or semi-structured way (using some prior questions that the inquirer wants to know), activities at the research site. Qualitative observers may also engage in roles varying from a non-participant to a complete participant.⁴³

This study employed non-participant observation, which means that the researcher did not participate in the activities of the research object and instead became an observer. The observation was carried out to collect data on the purpose of teaching vocabulary through the guessing strategy at Seventh MTSS Darul Mukhlisin Mayang Jember, what the steps in teaching vocabulary through guessing strategy at Seventh MTSS Darul Mukhlisin Mayang Jember, and how evaluation of teaching vocabulary through guessing strategy at Seventh MTSS Darul Mukhlisin Mayang Jember English learning strategies are used at MTSS Darul Mukhlisin Mayang-Jember. and how they have implemented the guessing strategy effectively

⁴³ John W. Creswell, "Research Design Qualitative, Quantitative, and Mixed Methods Approaches Third Edition," (Los Angeles: SAGE Publication, Inc, s2009), 181.

2. Interview

Interviews, according to Kvale and Brinkmann, are guided question-and-answer conversations or an "exchange of views between two people conversing about a topic of mutual interest." Unlike other conversations, they are structured and purposeful.⁴⁴ In qualitative research, there are three kinds: structured, semi-structured, and unstructured interviews.⁴⁵ In qualitative research, the researcher conducts face-to-face interviews with participants, telephone interviews with participants, or focus group interviews with six to eight interviewees in each group.⁴⁶

Interviews can be described as guided, purposeful conversations about mutual interests. Qualitative research consists of structured, semi-structured, and unstructured interviews conducted face-to-face, telephone, or focus group with six to eight participants. These conversations are structured and purposeful, unlike other conversations.

This study used semi-structured interviews. A semi-structured interview (in-depth interview) was an interview that was more easily performed than a structured interview. The goal of this interview was to find the problems freely, and the interviewee was asked for their views and ideas. The researcher chose this type of interview because it was very fluid; even though he had prepared the questions, he could add additional questions during the interview.

⁴⁴ Sarah J. Tracy, "Qualitative Research Method," (Chichester: Wiley-Blackwell, 2013), 131.

⁴⁵ Sugiyono, 319

⁴⁶ John W. Creswell, "Research Design Qualitative, Quantitative, and Mixed Methods Approaches Third Edition," 181.

The data that was obtained from this interview was about the purpose of teaching vocabulary through the guessing strategy at the Seventh MTSS Darul Mukhlisin Mayang Jember, the steps in teaching vocabulary through the guessing strategy at the Seventh MTSS Darul Mukhlisin Mayang Jember, and the evaluation of teaching vocabulary through the guessing strategy at the Seventh MTSS Darul Mukhlisin Mayang Jember. English learning strategies are used at MTSS Darul Mukhlisin Mayang-Jember. and how they have implemented the guessing strategy effectively.

3. Document Review

During the research process, the investigator may collect qualitative documents. According to Donald Ary, the term document refers to a wide range of written, physical, and visual materials.⁴⁷ These may be public documents (e.g., newspapers, meeting minutes, official reports) or private documents (e.g., personal journals and diaries, letters, e-mails).⁴⁸

It means that the researcher may gather qualitative documents, including written, physical, and visual objects, such as public or private documents, during the study process. In this study, the researcher required some documents as follows:

- a. Vision, mission, and goals of MTSS Darul Mukhlisin Mayang-Jember.
- b. Lesson plan
- c. Photos of teaching and learning process.

⁴⁷ Donald Ary, "Introduction to Research in Education 8th Edition," (Canada: Wadsworth, 2010), 442.

⁴⁸ John W. Creswell, "Research Design Qualitative, Quantitative, and Mixed Methods Approaches" Third Edition, 181.

E. Data Analysis

Data analysis in qualitative research is a time-consuming and difficult process because the researcher typically has to examine and interpret massive amounts of field notes, interview transcripts, audio recordings, video data, or information from documents.⁴⁹ In this study, the data is analyzed in three steps: data consideration, data presentation, and drawing and verifying conclusions.⁵⁰

It can be said that the study outlines the process of data analysis in qualitative research, which entails examining and interpreting vast amounts of data from various sources, including field notes, interview transcripts, audio recordings, video data, and documents, as well as drawing and verifying conclusions. In this study, the data analysis included data condensation, data display, drawing, and verifying conclusions.

1. Data Condensation

Data condensation is the process of selecting, focusing, simplifying, abstracting, and transforming data from the full corpus (body) of writer field notes, interviews, transcripts, documents, and other empirical materials. In this study, the researcher will summarize and select the necessary field notes from observation and interviews. The researcher collected data on EFL. The purpose of teaching vocabulary through the guessing strategy at Seventh MTSS Darul Mukhlisin Mayang Jember, the steps in teaching vocabulary through the guessing strategy at Seventh

⁴⁹ Donald Ary. 442

⁵⁰ Matthew B. Miles, A. Michael Huberman and Johnny Saldana, *Qualitative Data Analysis: a methos sourcebook*, third edition (Ladon: Sage Publication, 2014), 12-13.

MTSS Darul Mukhlisin Mayang Jember, and how evaluation of teaching vocabulary through guessing strategy at Seventh MTSS Darul Mukhlisin Mayang Jember English learning strategies are used at MTSS Darul Mukhlisin Mayang-Jember. and how they have implemented the guessing strategy effectively.

2. Data Display

Data analysis in this stage is done by organizing the data that has been obtained in the form of a description. Through this stage, the writer could understand what happened and what to do further analyze or take action based on the understanding gained from this presentation. Presenting the data. At this stage, the writer organises the data that has been obtained, for example, if the data is related to the teaching and learning process of educators to students, the researcher combines the data into objectives.

3. Drawing and Verifying Conclusions

The final step in data analysis is to draw and validate the conclusion. The qualitative analyst interprets patterns, explanations, casual flows, and propositions from the beginning of data collection. Then, to conclude, verification is a fleeting second thought that crosses the analyst's mind while writing with the elaboration and argumentation to develop "inter-subjective consensus." In this study, the researcher presented the data and analyzed it to determine the outcome of the analysis based on the problem statement.

This study focuses on data condensation, data display, and conclusion in the teaching of vocabulary through a guessing strategy to the seventh-grade students of MTSS Darul Mukhlisin Mayang Jember. The researcher organizes the data into a description, draws and validates a conclusion, and then presents the data to determine the outcome based on the problem statement.

F. Validity of Data

Qualitative validity means that the researcher checks for the accuracy of the findings using certain procedures.⁵¹ In qualitative research, the researcher employs triangulation to assess the credibility of data. Triangulation is the use of multiple methods or data sources to develop a comprehensive understanding of phenomena. Denzin distinguishes four types of triangulation:⁵²

It can be described that data validity involves assessing data accuracy using specific procedures, such as triangulation, which involves using multiple methods or data sources to develop a comprehensive understanding of phenomena.

1. Source Triangulation

The use of disparate data sources is required for data source triangulation. In other words, it means that the data's credibility is tested by cross-referencing data obtained from various sources.

⁵¹ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* Third Edition, 190.

⁵² Norman K. Denzin, *The Research Act: A Theoretical Introduction to Sociological Methods*. (New York: McGraw-Hill, 1978), 106.

2. Investigator Triangulation

Investigator triangulation involves the use of multiple researchers in an empirical study. It means that investigator triangulation involves using more than one independent investigator in the study.

3. Method Triangulation

Method triangulation entails gathering data using more than one method. It means that method triangulation compares data from different sources using different methods. The methods may include an interview, observation, and field notes.

4. Theory Triangulation

The use of more than one theoretical framework in the interpretation of data is known as theory triangulation. The use of multiple theories when investigating a phenomenon is known as theory triangulation. The perspectives used in the study of theory triangulation may be related or opposing.

In this study, the researcher validated the data using method and data source triangulation. So, after collecting data from observations of the teaching and learning processes, particularly the problems encountered by learners and strategies for overcoming them, the researcher compared it to the results of interviews with various participants (between the teacher and students).

G. Procedures of Research

This section explains the researcher's research strategy, from preface research to design development, real research, and report writing.⁵³ In this research, there are three procedures, which are:

1. Pre-field Stage

This is the stage at which it is determined what needs to be done before a researcher enters the field of study. There are six pre-field stages, which are as follows:

- a. Creating a research plan
- b. Choosing a research field
- c. Managing the license
- d. Exploring and evaluating the research field
- e. Choosing participants or informants
- f. Creating the research instrument

2. Stage of Fieldwork

- a. Understanding the background
- b. Entering the research field
- c. Collecting data
- d. Completing incomplete data

3. Stage of Data Analysis

The data collection process involves data condensation, display, drawing, and verification, followed by data analysis and finalisation into a research report.

⁵³ Tim Penyusun, "Pedoman Karya Ilmiah," 48..

The research strategy of the researcher is delineated in this section, which encompasses preface research, design development, actual research, and report writing. In the research process, there are three primary procedures: the pre-field stage, the fieldwork stage, and the data analysis stage. The pre-field stage includes field selection, research plan development, license management, field exploration, participant selection, and research instrument development. The fieldwork phase entails understanding the context, acquiring data, and completing incomplete data.



CHAPTER IV

FINDING AND DISCUSSION

A. The Overview of the Research Subject

This chapter is meant to deliver the research results that were conducted at MTSS Darul Mukhlisin Mayang Jember. This chapter also explains the overview of the study object, presentation, and data analysis, and the last is the discussion of the findings.

1. The History of MTSS Darul Mukhlisin

First of all, before MTSS Darul Mukhlisin was constructed, the only educational options were Madrasah Ibtidaiyah and other elementary schools that were far from residential areas. However, as society evolves and advances, it becomes necessary for an institution to provide a higher education than MTSS to ensure that students do not drop out of school. For this reason, Madrasah Tsanawiyah was founded with the intention of There were about 36 students in the first class. Because of the rapid growth of MTSS Darul Mukhlisin, it has gained a reputation and can now compete with other institutions.⁵⁴

2. The Geographic Location of MTSS Darul Mukhlisin

The geographical location of MTSS Darul Mukhlisin Mayang Jember is important for researchers to describe in this study, considering that during its initial journey until now, The geographic location is as follows:

⁵⁴ Sofiatu Sobriyah, "Kontribusi Pondok Pesantren Darul Mukhlisin dalam Peningkatan Pendidikan Agama Islam Di Desa Sumber Kejayan, Kecamatan Mayang, Kab. Jember," *Al YAZIDIY: Ilmu Sosial, Humaniora, dan Pendidikan* Volume. 3 No. 2 . Oktober 2021, Page: 28-38

Based on observations that were carried out on May 21, 2024, the location of MTSS Darul Mukhlisin, which is addressed as Jl. KH. Abd. Aziz No. 01; Postcode: 68182, Sumber Kejayan, Mayang District, Jember Regency.

- a. North border: highway (provincial road)
- b. South border: rice fields
- c. West side border: the road to the village
- d. East border: housing residents

A clearer description of the geographical location above is that right to the north there is a highway (provincial road), and south of MTSS Darul Mukhlisin Mayang Jember there are highways or provincial roads in the north and rice fields in the south, while to the west of MTSS Darul Mukhlisin Mayang Jember is the road to the village, and to the east of MTSS Darul Mukhlisin Mayang Jember are housing residents. Thus, we can describe this geographical location.

3. The Profile of MTSS Darul Mukhlisin

A profile is a brief description of a person, organization, object, institution, or region. Profile writing is written briefly and clearly and can describe something we write, whether it is a person, object, institution, or region.

The following is a profile of MTSS Darul Mukhlisin Mayang Jember which was obtained from observations that were carried out on the 21st of May 2024:

- a. School Name : MTSS Darul Mukhlisin
- b. NPSN : 69895131
- c. Education Level : Junior High School
- d. School Status : Private (Non-State Institution)
- e. School Address : Jl. KH. Abd. Aziz No. 01
- f. Postal Code : 68182
- g. Village : Sumberkejayan
- h. Subdistrict : Mayang
- i. Regency : Jember
- j. Province : East Java
- k. Geographical Position : Latitude -8.252260000000 and
Longitude 123.642260000000.
- l. Accreditation Status : B

4. The School Vision and Mission of MTSS Darul Mukhlisin

Schools, as one of the educational institutions that are given the task of realizing the purpose of national education, must carry out their role properly. In carrying out the role, schools must be managed properly to realize their goals of education that have been formulated optimally. Vision and mission are very important elements in the school, where the vision and mission are used so that its operations are moving on the track mandated by stakeholders and expect to achieve the desired condition in the future as a manifestation of the goal.

As a school under the auspices of the Ministry of Religion, MTSS Darul Mukhlisin Mayang Jember is required to have a clear vision and mission to achieve the expected educational goals. Here are the visions and missions of MTSS Darul Mukhlisin that were obtained at the time of observation which was carried out on the 20th of May 2024:⁵⁵

a. Vision: Formation of outstanding students, based on IMTAQ AND IPTEK, with the following indicators:

- 1) have achievements in academic and non-academic fields
- 2) Istiqomah in performing Dhuha and Dhuhur prayers in the congregation
- 3) Istiqomah reading the Qur'an before teaching and learning begins
- 4) develop good morals towards teachers and students.
- 5) The ability to use technology to gain insight and knowledge

b. Mission:

- 1) Improve the quality of teaching and learning
- 2) Improve the quality of learning resources
- 3) Improve the quality of KKM
- 4) Improve the quality of UN and UAM scores
- 5) Become KSM champion at the district level

Based on the vision and mission of MTSS Darul Mukhlisin Mayang Jember above, we can see that the educational goal to be achieved by MTSS Darul Mukhlisin Mayang Jember is to achieve achievements in

⁵⁵ Observation in MTSS Darul Mukhlisin, 21st of May 2024

academic and non-academic fields, develop good morals towards teachers and students. The ability to use technology to gain insight and knowledge, improve the quality of teaching and learning, and improve the quality of learning resources

5. The Organisational Structure of MTSS Darul Mukhlisin

The school management organization is a school organization that has a direct role in designing, implementing, regulating, and evaluating programs run by a school. This organization involves school principals, teachers, parents, and several community leaders in the school environment to monitor and evaluate the course of school programs, such as the structure of school committees, cooperatives, and others.

The following is the composition of the organization structure and education staff and teachers of MTSS Darul Mukhlisin Mayang Jember in the 2023-2024 school year, which were obtained at the time of observation carried out on the 21st of May 2024:

Table 4.1
Core management table of MTSS Darul Mukhlisin Jember

No.	Name	Position
1.	Rudiyanto, S.Pd.	The Head Principle
2.	Ilif Zahrotul Jannah, S.Pd.	The vice Principal of the Curriculum
3.	Ahmad Noval Riadi, S.Pd.	The Vice Principal of Pupils
4.	Arif Nur Huda, S.Pd.	The Vice Principle of Facilities and Construction
5.	Rahmatullah, S.Pd.	The Vice Principle of Society Relation

According to the table above, MTSS Darul Mukhlisin Mayang Jember's core management consists of a principal and four deputy principals who assist the leader. They are the vice principal of curriculum, the vice principal of pupils, the vice principal of facilities and construction, and the vice principal of social relations.

Teachers are the main rule of education. It determines a country's future development. In general, the teacher's job is to teach students to have knowledge and skills in each subject area. Standing as an official state educational institution, MTSS Darul Mukhlisin Mayang Jember is required to have competent educators. The following is a list of educators at MTSS Darul Mukhlisin Mayang Jember according to subjects that were obtained at the time of observation carried out on the 21st of May 2024:

Table 4. 2
Teacher Duties List of MTSS Darul Mukhlisin Mayang Jember

No	Name	Position
1.	Holifatus Sakdiyah, S,Si.	Math Teacher
2.	Muhammad Fauzi, S.Pd.	Bahasa Indonesia Teacher
3	Diki WAhyudi, S.Pd.	IPS Teacher
4	Ibnu Ibtidail Hamdi, S.Sos.	English Teacher
5	Ilif Zahrotul Jannah, S.Pd.	IPA Teacher
6	Wildaniah Kamila, S.Pd.	Aqidah Ahklaq Teacher
7	Sofiyatus Sobriyah, S.Pd.I	Arabic Teacher
8	Amin Syaputra, S.Pd.	Qur'an & Hadist Teacher
9	Ahmad Noval Riadi, S.Pd.	Fiqih Teacher
10	Arif Nur Huda, S.Pd.	Sport Teacher

6. Student Situation at Seventh Graders MTSS Darul Mukhlisin

A description of the condition of the seventh-grade students at MTSS Darul Mukhlisin will then be the final part of the overview of research objects. We will describe the data presentation of the seventh-grade students at MTSS Darul Mukhlisin Mayang Jember in a straightforward manner below. The data exposure was obtained by the researcher after making observations that had been carried out on the 21st of May 2024.

Table 4.3
Data of The Seventh-grade Students of MTSS Darul Mukhlisin

No	Name	Male / Female
1	2	3
1	Ahlus Sofia	Male
2	Arif Aziz Zairofi	Male
3	M. Rizki Al Fino	Male
4	M.Solikin	Male
5	M. Arif Syafiqur Rohman	Male
6	M. Sandi Maulana Ishak	Male
7	Dimas Arya Saputra	Male
8	M.Iqbal Kholilullah	Male
9	M. Ali Marzuki Firmansyah	Male
10	M. Alfatoni	Male
11	M. Andika Pratama	Male
12	M. Arkona Nazril	Male
13	M. Fadilaturrohman Romadhon	Male
14	M. Roihan	Male
15	M. Royhan Firdaus	Male
16	M. Nabili Wildan	Male
17	M Nur Haqiqi	Male
18	Wildan Nurul Haqiqi	Male
19	M Samsul Arifin	Male
20	M Ricky Ardiansyah	Male
21	M Lailul Mubarak	Male
22	Andrian Humam	Male

1	2	3
23	M Wahid Hasbullah	Male
24	Iskandar Zul Qornain	Male
25	M Rizki Nur Rahman	Male
26	M Salman Alfarisi	Male
27	Adelia Defina	Female
28	Ardina Rasti Romadhani	Female
29	Bunga Regita	Female
30	Chayra Fayyola Nadira	Female
31	Darin Zakia	Female
32	Dian Nuril Maulida	Female
33	Diana Firdausiah	Female
34	Eca Wulandari	Female
35	Farahatul Ulumiyah	Female
36	Hoirun Nafida	Female
37	Jauharin Nasir Insiyah	Female
38	Maulidatul Inayah	Female
39	Nadilatul Hasanah	Female
40	Novelina Putri Hardiansyah	Female
41	Nur Aini Nafisah	Female
42	Nur Hasanah	Female
43	Rahma Daniyah	Female
44	Soa Aprilia	Female
45	Safina Tri Utami	Female
46	Siti Nur Haliza	Female
47	Sisillia Regina Putri	Female
48	Lumatul Ansa	Female

Table 4.4
Data Details of Students at The Seventh Graders
at MTSS Darul Mukhlisin Mayang Jember

No.	Class	Amount		
		Male	Female	Total
1.	VII	26		23
2.	VII		22	28
TOTAL AMOUNT				48

B. Presentation and Data Analysis

The methods and processes identified in this chapter generated descriptions and implications of data that have been integrated into our

overall presentation and analysis of the data. When it comes to data classification, A notice must be made regarding these research data since the descriptions were classified by the subject to which they were relevant for the research questions. All research needed data as tangible or physical evidence that the writer had done the research, saw, felt, and directly examined the condition of the object of his study. And has conducted interviews with several informants when collecting data and other supporting documents.

Furthermore, this was relevant to the data collection techniques developed by the researchers through interviews, observations, and document reviews. When the data was collected, an analysis was performed in which the interview results were strengthened by various informants, supported by the results of observations, and also with various document reviews needed in the research, so that related data were described, such as the purpose, steps, and evaluation of the implementation in teaching speaking vocabulary through guessing at the seventh grade of MTSS Darul Mukhlisin Mayang Jember. As follows:

1. The Purpose of Teaching Vocabulary Through Guessing Strategy at the Seventh Graders of MTSS Darul Mukhlisin Mayang Jember

To obtain a complete and valid data presentation, the researcher interviewed, observed, and reviewed documents. Additionally, the researcher described, elaborated on, and interpreted each research focus. Correctly, before teaching in the classroom, the teacher most likely prepared a lesson plan, particularly to teach vocabulary through a

guessing strategy. Mr. Hamdi, an English teacher at MTSS Darul Mukhlisin Mayang Jember, stated in an interview:

“The purpose of teaching vocabulary using the guessing strategy was to help students improve their vocabulary and pronouncing, to help students distinguish word classes, to help them remember vocabulary more effectively, and to teach them to be more confident because vocabulary is the key to learning a language.” Furthermore, I have included the lesson plan's main objectives, such as students becoming more critical in their use of unfamiliar words and language features to create written materials. First, improve reading and writing skills; second, improve language skills. At least, those issues were clarified at the start of the class.”⁵⁶



Interview with the English Teachers of MTSS Darul Mukhlisin.

As the researcher concluded in the statement above, the purposes of teaching vocabulary through a guessing strategy were: first, the students were able to be reminded of vocabulary; second, the students were able to distinguish word classes and teach them to be more confident and critical in using new vocabulary; and third, the students were able to comprehend what they read.

The teacher's statement above was supported by a one-on-one interview with Diana, a student of MTSS Darul Mukhlisin Mayang Jember, who said:

⁵⁶ Hamdi, “English Teacher,” Interviewed by Ahmad Fudaili, May 22, 2024

"In my opinion, Mr. Hamdi explained before beginning the material that the purpose of teaching vocabulary through a guessing strategy was for the students to be more perceptive in adjusting some of the words and language elements, and the students were mastering vocabulary in comprehending a text. It also helped me improve my reading skills and learn new words."⁵⁷

The other student contributed it during the one-on-one interview with Adelia, an MTSS Darul Mukhlisin Mayang Jember student, and she verified that:

"In my opinion, when Mr. Hamdi taught us vocabulary using a guessing strategy, it helped me gain a better understanding of the material, improve my reading skills with friends, and explore new vocabulary. Furthermore, this activity increased my confidence in speaking and writing by training my memory for vocabulary, pronunciation, and intonation. In addition, Mr. Hamdi explained the main goals, which were for me to be responsive in utilizing language elements and adding new vocabulary."⁵⁸



Interview with the Students of MTSS Darul Mukhlisin.

Based on the interview with the teacher and the students of MTSS Darul Mukhlisin Mayang Jember regarding the purpose of teaching vocabulary through a guessing strategy, it was summarized that before the teacher started the classroom activities, the teacher clarified the

⁵⁷ Diana, Interviewed by Ahmad Fudaili, May 22, 2024

⁵⁸ Adelia, Interviewed by Ahmad Fudaili, May 22, 2024

purposes, which were: first, for the students to be more effective at enhancing some of the terms and language elements; and second, for the students to become fluent in vocabulary to understand what they were reading. Second, enhance vocabulary mastery. Those purposes affected student vocabulary development, especially since students were more fluent and confident, and it increased students's vocabulary mastery.

In brief, based on the interview and document review clarification above, the researcher indicated that teaching vocabulary through a guessing strategy to the seventh graders of MTSS Darul Mukhlisin Mayang Jember has great effects on students. The teaching purposes are:

- a. The students were able to comprehend what they read
- b. Improve language skills
- c. To enhance students' vocabulary.

Thus, it improves students' fluency, and pronunciation, of the material, and increases students' vocabulary.

2. The Steps of Teaching Vocabulary through Guessing Strategy at the Seventh Graders of MTSS Darul Mukhlisin Mayang Jember

Teachers and students must complete certain steps to implement teaching and learning activities in the classroom effectively. The preparation of the steps of teaching vocabulary through a guessing strategy is to make it easier for the teacher to convey the material while also making it easier for students to understand the material due to the simple arrangement of the learning implementation.

Next, the researcher will present data from interviews with teachers and students in class seven about how the steps of teaching vocabulary through a guessing strategy are implemented. Researchers also use observation and document review to ensure the validity of the data obtained. According to the statement interview of Mr. Hamdi as the English Teacher of MTSS Darul Mukhlisin:

“For the first time, I prepared materials such as descriptive texts and articles that contained vocabulary that was unfamiliar to the students, and then before I started class, it was important for me to greet the students and ask about the student's condition and check the students' attendance. Next, I asked about the material from the previous meeting, and I related it to the material that will be discussed, providing clear instructions on guessing strategies. After understanding the material's essence, I distributed descriptive text that contained unfamiliar information to them and asked students to read or translate it. If students find an unfamiliar word, they must be able to guess the meaning of the sentence by considering the previous or next sentence.”



The Teacher Explains the Material related to the guessing and descriptive text.

To summarize the teacher's interview statement above, the teacher greets the students and asks about their condition and presence. The next step is that the teacher relates the material from the previous meeting and

delivers the lesson plan at that meeting. The teacher links the previous material with the material that will be discussed, namely strategies. guess, then the teacher explains the material clearly regarding the guessing strategy and descriptive text. After that, the teacher gives an example in the form of descriptive text that has been prepared previously and requires students to read and translate the text. If a student finds an unfamiliar word, they must read it and guess its meaning based on the previous or next sentence.

The statement above was supported by the one-on-one interview with Diana as a student of MTSS Darul Mukhlisin; she confirmed that:

“Mr. Hamdi used to open the class by salam, greet the students, check students’ attendance, and ask about students’ condition. Next, Mr. Hamdi gave us a clue about what topic would be discussed at that time and asked us how much we knew about the topic. While he mentioned the purposes and advantages, we learned about them. After that, he explained the topic and gave examples such as, ‘Okay guys, today we learn about the topic, and I wanted to tell you about the topic and practice it.’ If time was enough, Mr. Hamdi required students to continue at Asrama . because we knew that our school had limited time for formal learning. Our educational institutions prioritize informal education such as reading books, reading the Koran, etc.; we only had 3 hours to learn in formal school. And for English learning, only once a week and for 40 minutes. As a result, Mr. Hamdi required us to continue our lesson in Asrama or do homework.⁵⁹

Based on the interview with the teacher and the seventh graders of MTSS Darul Mukhlisin Mayang Jember regarding the steps of teaching vocabulary through a guessing strategy, it could be concluded that the steps to be taught included preliminary activities, core activities,

⁵⁹ Interviewed in MTSS Darul Mukhlisin Mayang Jember (Seventh Grade), 25th of May 2024

observing, questioning, data collection, data processing, communicating, and closing activities.

Those interviews were also strengthened by the researcher's observation of the classroom on May 25, 2024. The researcher observed that at the start of the teaching-learning process, the teacher said salam, began by praying, checked that the students were in good condition, and then checked the students' attendance. Following that, the teacher informed the students about the topic to be discussed and asked questions about the material. The researcher then noted that the teacher clarified the benefits and purposes of learning. Provided references, such as the delivered material outline and the learning method.⁶⁰

Furthermore, during the core activities, the researcher observed the teacher explain the material, and the students focused on her explanation as well as the article text example. Next, the teacher allowed students to ask questions about the material. The researcher then discovered that the teacher instructed the students to actively learn about the material to read and guess the meaning of words that were unfamiliar to them, and in closing activities, the students concluded they had learned. The teacher then corrected the students' work, provided feedback and appreciation for the student's work, reviewed the material by asking the students about their understanding, concluded the material, supplied the assignment and said salam.⁶¹

⁶⁰ Observation in MTSS Darul Mukhlisin Mayang Jember (Seventh Grade), 25th of May 2024

⁶¹ Observation in MTSS Darul Mukhlisin Mayang Jember (Seventh Grade), 25th of May 2024



The teacher asks for students' understanding regarding guessing strategies and descriptive text material.

In brief, based on the interview, observation, and document review clarifications, the researcher concluded that the teacher employed a guessing strategy to enhance students' vocabulary. This strategy can help students understand more and improve their vocabulary. This classroom activity consists of several specific activities with varying time allocations, including 10 minutes for preliminary activities and 20 minutes for core activities. Then 10 minutes for closing activities.

3. The Evaluation of Teaching Vocabulary Through Guessing Strategy at the Seventh Graders of MTSS Darul Mukhlisin Mayang Jember

Regarding the interview with Mr. Hamdi as the English teacher in MTSS Darul Mukhlisin Mayang Jember, which was related to the evaluation of teaching vocabulary through a guessing strategy, he stated that:

"In the evaluation section, I evaluated the students as they participated in activities. For example, I assessed the student's attitude, knowledge, and skill throughout the teaching and learning process. Besides that, in attitude, I evaluated the student's

attendance (student journal) and self-assessment. Second, in terms of knowledge, I administered a descriptive test and required students to find a word that was unfamiliar to them. Next, I asked them what the text's purpose was, as well as multiple-choice tests from the students' worksheet (LKS). Third, I assessed their skills based on how they learned, scrutinized the subject matter, and completed the assignment. The components used to assess students' vocabulary were comprehension of what they read, pronunciation, and fluency.”

The researcher simplified that the English teacher adapted formative evaluation into the teaching vocabulary through a guessing strategy, and it reached the teaching purposes. The formative evaluation included attitude assessment, knowledge assessment, and skill assessment.

Moreover, the interview report above was reinforced by the one-on-one interview with Iqbal, a student of MTSS Darul Mukhlisin Mayang Jember. Rickey said that:

“As far as the teaching and learning process is concerned, especially with the English class, Mr Hamdi instructed us to complete an assignment in which we were to read a sentence, translate it, and then assess the work by providing comments, suggestions, and corrections to our vocabulary and pronunciation.”

The researcher concluded that the English teacher at MTSS Darul Mukhlisin Mayang Jember used the formative evaluation that was used during the course activities to observe and know the students' gaps during the teaching and learning process. This conclusion was based on the interviews with the teacher and the students of the school about the evaluation of teaching vocabulary through the guessing strategy.

Moreover, those interviews were reinforced by the researcher's observation on May 25, 2024, when the class was taught vocabulary through guessing strategies. The researcher discovered that from the beginning of the English lesson until its conclusion, Mr Hamdi, as the English teacher, would observe the student's performance to determine whether the lesson plan, method, technique, and evaluation were helping the students achieve the learning objective.



Students Practice the Guessing Strategy

In summary, the researcher concluded that the teacher used formative evaluation to teach vocabulary through a guessing strategy based on the information gathered from the interview, observation, and document review clarification above. Additionally, this assessment was conducted to gauge student performance and identify issues within the classroom. The teacher was able to improve the teaching and learning process. One of the methods used to evaluate or assess the students was attitude assessment, which involved student attendance (student journal) and self-assessment. Second, there was a knowledge assessment that

involved translating sentences into a writing and reading test. Finally, skill assessment involves the student's performance and fluency in pronouncing words correctly. The formative assessment has served the educational objectives based on those explanations.

Table 4.5
Data Presentation and Analysis

No	Research Focus	Finding
1	2	3
1	What is the purpose of teaching vocabulary through guessing strategy in 7th grade of MTSS Darul Mukhlisin Mayang Jember?	The purpose of teaching vocabulary through guessing strategy at 7th grade of MTSS Darul Mukhlisin Mayang Jember was: <ol style="list-style-type: none"> a. The students were able to comprehend what they read b. Improve language skills c. The students were able to be more confident when reading d. To enhance students' vocabulary.
2	What are the steps in teaching vocabulary through guessing strategy in 7th grade of MTSS Darul Mukhlisin Mayang Jember?	The steps in teaching vocabulary through guessing strategy at 7th grade of MTSS Darul Mukhlisin Mayang Jember were: <ol style="list-style-type: none"> a. Preliminary activities: The teacher started by 1) Greeting 2) Checking students' condition and attendance 3) giving clues about the topic that would be discussed at that time 4) giving references such as material outline and learning method. b. Core activities: 1) The teacher explained the material 2) the teacher allowed students to ask questions about the material 3) the teacher instructed the students to actively learn about the material by reading and guessing the meaning of words that were unfamiliar to them.

1	2	3
		c. Closing activities: 1) the students concluded they had learned. 2) The teacher then corrected the students' work provided feedback and appreciation for the student's work, 3) Reviewed the material by asking the students about their understanding, 4) Concluded the material, supplied the assignment, and said salam
3	What is the evaluation of teaching vocabulary through guessing strategy at 7th grade of MTSS Darul Mukhlisin Mayang Jember?	The evaluation of teaching vocabulary through the guessing strategy in 7th grade of MTSS Darul Mukhlisin Mayang Jember was a formative evaluation that included; attitude assessment, knowledge assessment, and skill assessment.: a. Attitude assessment that involved student attendance (student journal) and self-assessment. b. Knowledge assessment that involved translating sentences in a writing test and reading skills. c. Skill assessment that involved performance and fluency or pronouncing words correctly

Based on the data presentation above, it can be concluded that the guessing strategy was used to teach vocabulary to seventh graders at MTSS Darul Mukhlisin Mayang Jember, aiming to enhance their reading comprehension, language skills, and reading confidence. The process involved preliminary activities, core activities, and closing activities. The evaluation involved formative assessments of attitude, knowledge, and skill.

C. Discussion of Findings

1. The Purpose of Teaching Vocabulary Through Guessing Strategy at the Seventh Graders of MTSS Darul Mukhlisin

In this section, the researcher discussed the findings of earlier research that were gathered from the field through observation, interviews, and document review. The researcher then went on to present the research findings so that they could be compared with the theories discussed in the previous chapter.

The teacher clarified and informed the students about the goals and advantages of teaching and learning vocabulary through a guessing strategy before explaining the material, according to research findings from interviews, observations, and document reviews. The purpose of this material was to enhance students' motivation to learn new information and expand their vocabulary, particularly to fulfil the goal of instruction. Meanwhile, as Heather Malin stated, young people were more likely to seek out and acquire the knowledge and skills they needed to accomplish their goals when they had a sense of purpose, so purpose could motivate learning that produced the essential college and career readiness abilities.⁶²

Additionally, one of the main goals of the guessing strategy is to increase students' vocabulary. The purpose of teaching vocabulary through guessing strategies in the seventh grade at MTSS Darul

⁶² Heather Malin, *Teaching for Purpose: Preparing Students for Live of Meaning*, (Harvard Education Press, 2021) 280.

Mukhlisin Mayang Jember has been determined based on the findings, which mentioned: First, the students were able to improve their reading comprehension, and second, they improved their language skills. Third, the students were more confident when speaking. Fourth, to improve the students' vocabulary. Those purposes affected students' development, especially since students were more fluent and confident, and it increased students' vocabulary and also improved students' pronunciation.

According to Sariçoban & Başibek (2012), vocabulary is important for language learning because it is a medium that transfers meaning, and understanding English vocabulary is the first step toward acquiring English well. There are five objects in teaching vocabulary: a. Improving reading success; b. Enhancing language skills; c. Building confidence; d. Supporting language acquisition; e. Fostering engagement.⁶³ Besides that Dakun states, that explicit vocabulary teaching is a deliberate approach to mastering the language. There must be a direct and systematic approach, as well as awareness of vocabulary learning objectives. It also requires the learners to grasp the process, anticipate problem solutions, assess, and reflect on the results. For this, cognitive strategies, note-taking, dictionaries, and associational learning approaches (e.g., semantic approach and mnemonic method) are more effective.⁶⁴

⁶³ Sariçoban, A., & Başibek, N. (2012)

⁶⁴ Tira, "The Principles and the Teaching of English Vocabulary: A Review Saniago Dakhi," (Journal of English Teaching, Volume 5, February 2019) 20

Moreover, O'Malley & Chamot added The guessing strategy allows students to guess unknown or difficult words based on contextual clues in sentences. Guessing strategies is a technique for improving memory, retrieving, and transferring information for future language use. Memorization helps students store important information gathered from their learning.⁶⁵

In summary, the research findings on the objectives of teaching vocabulary using the guessing approach were applicable, as was the theory on teaching purpose. These are: first, increased students' motivation to achieve the instructional goal. Second, the students were able to read with comprehension. Third, the students were able to improve their vocabulary. Fourth, improve language skills. Fifth, students were able to understand the text that was read easily.

2. Steps of Teaching Vocabulary Through Guessing Strategy at the Seventh Grade of MTSS Darul Mukhlisin

Based on the findings through interview, observation, and document review, it was demonstrated that the teacher has used a text-based learning (TBL) model for the teaching and learning process, and the teacher used a guessing strategy as a method in the teaching and learning process to expand students' vocabulary and help students comprehend what they read.

⁶⁵ Siska Ria Pandiangan, "The Application of Guessing Strategy to Improve Students' Vocabulary Mastery on English Phrasal Verbs", (Jurnal Suluh Pendidikan JSP, Vol 9 2021), 29.

According to Peter Mickan, "text-based learning implies that learning the target language can be done through reading texts, such as acquiring words' meaning and their typical language environment from texts."⁶⁶ Besides, the finding result above was associated with O'Malley: guessing strategies are an alternative that lets students make educated guesses about unknown or challenging words by using the contextual clues provided in sentences.⁶⁷ Nation (2001) also stated that teachers can improve their students' ability to guess meaning by allowing them to choose appropriate content based on their level. Motivating them to read more. Training students how to read fluently and effectively, as well as how to guess unknown words based on context.⁶⁸

In summary, Text-based learning involves learning a target language through reading texts, acquiring words' meaning and language environment. Guessing strategies help students make educated guesses about unfamiliar or challenging words. Teachers can improve students' guessing abilities by choosing appropriate content, motivating reading, and training them in fluency and context-based guessing.

Furthermore, the steps involved in teaching are referred to as a lesson plan or methodical arrangement. A lesson plan serves as a teacher's road map for streamlining a lesson for students to learn. Lesson

⁶⁶ Peter Mickan, "Text-Based Teaching: Theory and Practice," (Article: ResearchGate, 2015), <https://www.researchgate.net/publication/265011929>.

⁶⁷ Cetinavci, B.M. (2014). Contextual factors in guessing word meaning from context in a foreign language. *Social and Behavioral Sciences*, 1(16), 2670 -2674

⁶⁸ Nation, (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press. <https://doi.org/10.1017/CBO978113952475>

preparation can be done in several ways. The paradigm for lesson planning that is most frequently used is Tyler's rational-linear framework. Tyler's model consists of four steps that go in order: Establish the evaluation criteria, specify the goals, choose the learning activities, and create the learning activities.⁶⁹ Additionally, Shrum and Glisan stated the lesson plan sets as a generic component, such as perspective (opening), simulation, instruction or participation, and closure.⁷⁰ Then, make a follow-up. Therefore, to create the lesson plan, the following tasks must be completed:⁷¹ a) Identity, namely the name of the educational unit. b) subject identity or theme/sub-theme. c) class/semester. d) subject matter. e) Time allocation is determined according to the requirements for achieving KD (TP = *Tujuan pembelajaran*) and learning load by considering the number of study hours available in the syllabus (ATP) and KD (TP = *Tujuan pembelajaran*). f) Learning objectives formulated based on KI-KD (CP-KD) using observable and measurable operational verbs, which include attitudes, knowledge, and skills. g) Basic competence and competency achievement indicators. h) goals. i) Learning materials. j) learning methods. k) learning media. l) Learning resource. m) The learning steps are carried out through the preliminary, core, and closing stages. (n) Assessment of learning outcomes.

⁶⁹ Gail McCutcheon, "How do elementary school teacher plan? The nature of planning and influences on it," *The Elementary School Journal*, 81 no 1 (September, 1980).<http://www.journals.uchicago.edu/doi/abs/>

⁷⁰ Judith L. Shrum, and Eileen W Glisan. *Teacher's Handbook: Contextualized Language Instruction* (Boston, MA: Heinle & Heinle, 1994).

⁷¹ Ninik P, M.Pd, Dr. Teguh Dalyono, MS, and Ratna Dyah, "Panduan Penyusunan Rencana Pelaksanaan Pembelajaran Sekolah Menengah Pertama,," <https://www.geocities.ws/mrteddy/penyusunanRPPSMP.pdf>

In the field of the research, the researcher found the steps of teaching vocabulary through guessing strategy to the seventh graders of MTSS Darul Mukhlisin Mayang were relevant to theories clarified above, such as:

- a. Preliminary Activities: The teacher started a Salam. b) Praying. c) Checking the student's condition and attendance. d) The teacher conveyed that the topic would be discussed. e) The teacher asked the student to relate to the material. f) The teacher also clarified the benefits and purposes of learning. g) Gave references such as the delivered learning competencies, the material outline, and the learning method.
- b. Core Activities: a) The teacher explained the material. b) Students paid attention to her explanation. c) Questions and answers to related material. d) The teacher-guided and told the students to actively discuss the material in pairs. e) The teacher told the student to read and guess the meaning of the contextual text that was prepared before.
- c. Closing Activities: a) the student concluded what they had learned; b) the teacher corrected the student's work and gave feedback and appreciation for the student's work. c) reviewed the material by asking for the student's understanding. d) the teacher concluded the material, supplied the assignment, and said salam.

In summary, the researcher found that the English teacher's approach matched O'mally's theory about the effect of guessing strategy on students' vocabulary development. While the methods used in the research field were connected to the generic component of Shrum and Glisan as well as Tyler's model theory, which was evident in the lesson plan's formatting, on the other side, the steps implemented by the English teacher of seventh graders, MTSS Darul Mukhlisin, have already been based on the lesson plan and related to the guidelines for preparing junior high school learning implementation lesson plans.”

3. Evaluation of Teaching Vocabulary Using Guessing Strategy

The evaluation of teaching vocabulary through the guessing strategy in the seventh graders of MTSS Darul Mukhlisin Mayang Jember was a formative evaluation through some test techniques. Those are first, attitude assessment, which refers to journal observation, self-assessment, and work assessment. Second, knowledge assessment includes writing tests and reading tests. Lastly, a skill assessment such as the student's pronouncing and influencing.

According to Nation and John Mecalister, the following types of assessments are used in classrooms: formative and summative.⁷² One theory of evaluation that was connected to the finding mentioned above was formative evaluation, which was an assessment component that was conducted while activities were underway to improve student learning.

⁷² I.S.P Nation. John Mecalister, “Language Curriculum Design”.(New York: Routledge Taylor & Francis Group, 2009), 25-26.

Besides, the evaluation's goal was to provide feedback on their development by identifying the students' learning gaps and weaknesses. Also, formative evaluation was informal, and it could be carried out using a variety of methodologies, including observation, oral tests, written examinations, etc.

Meanwhile, the scoring rubric on the lesson plan that was created and employed by the English teacher of MTSS Darul Mukhlisin Mayang Jember included five elements: pronunciation, fluency, grammar, comprehension, and vocabulary. The findings were relevant to Nunan, Yenny, and Ertin's statement theory on the various components to be assessed in teaching vocabulary.⁷³ as follows: 1) Grammar is the study of how to use language effectively and avoid grammatical errors. 2) Vocabulary, which assesses effective word usage. It also demonstrates the test taker's level of proficiency. 3) Comprehension, which assesses the ability to understand the conversation's context and respond. 4) Fluency, which indicates a well-delivered speech output in a conversation. It can confidently evaluate a speech and respond to a specific theme without becoming perplexed by word choice. 5) Pronunciation, which evaluates pronunciation errors and characteristics that impede communication. 6) The task is to follow the instructions provided during the speaking test.

⁷³ Nunan, Yenny rahnowati and Ertin, "Developing Assessment for Speaking," journal of EJEE, 1 no 2 (2014), 202

Thus, some theories and findings about the evaluation of teaching vocabulary through the guessing strategy above have relevant parts, such as: First, according to Nation and John Mecalister's theory, they were related to the findings regarding the formative evaluation that was implemented during the teaching-learning process. The formative evaluations were attitude assessment, which refers to journal observation, self-assessment, and work assessment. Next, knowledge assessment includes writing tests, speaking tests, and multiple-choice questions. The writing test referred to making a conversation; the speaking test referred to practising the conversation in pairs orally; and multiple choice referred to assignments on students' worksheets. Lastly, a skill assessment such as a student's performance, an individual or group written report, and a product assignment. Second, the theory statement scoring rubric findings included five elements that had to be taken into account: vocabulary, grammar, comprehension, pronunciation, and fluency.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Following a brief explanation based on Chapter IV, this chapter clarified the conclusion session and highlighted some suggested points:

1. The Purpose of Teaching Vocabulary Through Guessing Strategy at the Seventh Graders of MTSS Darul Mukhlisin Mayang Jember was;

The seventh-grade students at MTSS Darul Mukhlisin Mayang Jember have implemented a guessing strategy to enhance their vocabulary and reading skills. The guessing strategy aimed to improve their understanding and confidence in reading a text. As a result, the students experienced significant progress in their reading speed, comprehension, memory, and word retention, leading to an overall improvement in their vocabulary and reading abilities.

These goals had an impact on how well students developed their vocabulary, particularly on how confidently and fluently they read and how much more they understood, memorized, reminding vocabulary.

2. The Steps of Teaching Vocabulary through Guessing Strategy to the Seventh Graders of MTSS Darul Mukhlisin Mayang Jember were:

The vocabulary teaching process for seventh graders at MTSS Darul Mukhlisin Mayang Jember consisted of several steps. Firstly, the teacher began with preliminary activities such as greeting the students, checking their condition and attendance, and providing clues about the

topic to be discussed. Additionally, the teacher provided references, such as material outlines and learning methods. Secondly, the core activities involved the teacher explaining the material, allowing students to ask questions, and instructing them to actively learn by reading and guessing the meaning of unfamiliar words. Lastly, the closing activities included the students concluding what they had learned, the teacher correcting their work and providing feedback and appreciation, reviewing the material by asking about their understanding, and finally concluding the lesson by assigning homework and bidding farewell.

3. The Evaluation of Teaching Vocabulary Through Guessing Strategy at the Seventh Graders of MTSS Darul Mukhlisin Mayang Jember was:

The assessment of teaching vocabulary through the guessing strategy at the seventh graders of MTSS Darul Mukhlisin Mayang Jember included evaluating knowledge through reading comprehension, translating sentences, and how many words they get in reading text that consist of unfamiliar words, assessing skills through performance and fluency in pronouncing words, and examining attitudes through student attendance and self-assessment.

B. Suggestion

In this section, based on the discussion and conclusion that have been stated, the researcher will elaborate on the following suggestions:

1. The English Teacher

The researcher proposed that the teacher use a guessing strategy to sustain innovation in creating lively and enjoyable classroom activities during the teaching-learning process. Furthermore, the teacher can use a variety of creative media to draw students' attention, make it easier for them to understand the lesson, and increase their vocabulary.

2. The Future Researcher

The researcher realises that this research is far from perfect; in this research, the researcher only focuses on teaching vocabulary as a trigger to increase students' vocabulary before teaching reading descriptive text.

The researcher recommends that future researchers dig deeper into vocabulary related to other texts, such as report text, recount text, etc., to discover new things on the same topic. This is meant to distinguish current research from future research.

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Appendix 1

DECLARATION OF AUTHENTICITY

The Undersigned below:

Name : Ahmad Fudaili
NIM : T20176049
Major : English Education Program
Faculty : Faculty of Tarbiyah and Teacher Training
Institution : State Islamic University of Kiai Achmad Siddiq Jember

State that the Thesis entitled “The Implementation of Teaching Vocabulary Through Guessing Strategy as a Trigger in Reading Descriptive Text to the Seventh Graders of MTSS Darul Mukhlisin Mayang Jember” is truly my opinion work. It does not incorporate any material previously written by another person except those indicated in quotations and references. Do the fact: I am the only person who is responsible for the thesis if there is any objection or claim from others.

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

Jember, June, 14th 2024

Author



A handwritten signature in black ink is written over a red and white 1000 Rupiah stamp. The stamp features the number '1000' and the text 'SERUPAH RIBU RUPIAH' and 'AETERAI TEMPEL'. Below the stamp, the alphanumeric code 'A6096ALX 10272138' is visible.

Ahmad Fudaili
NIMT20176049

Appendix 2

MATRIX OF RESEARCH

Title	Variable	Indicator	Source of Data	Research Method	Research Problem
The Implementation of Teaching Vocabulary Through Guessing Strategy as a Trigger in Reading Descriptive Text to the Seventh Grade Of MTSS Darul Mukhlisin Mayang Jember	1. Teaching Vocabulary	<ol style="list-style-type: none"> 1. Concept of Vocabulary <ol style="list-style-type: none"> a. Definition of vocabulary b. Types of vocabulary c. Kind of vocabulary 2. Teaching Vocabulary 3. Principle of Teaching Vocabulary 4. The Elements of Teaching Vocabulary <ol style="list-style-type: none"> a. The purpose b. The Steps c. The Evaluation 	<ol style="list-style-type: none"> 1. Interview <ol style="list-style-type: none"> a. English Teacher of MTSS Darul Mukhlisin b. Students of MTSS Darul Mukhlisin 2. Observation <ol style="list-style-type: none"> a. Objective condition of MTSS Darul Mukhlisin b. The Implementation of Teaching Vocabulary Through Guessing Strategy in the Class 3. Document Review <ol style="list-style-type: none"> a. The Profil of MTSS Darul Mukhlisin b. The goal, vision, and mission of MTSS Darul Mukhlisin c. The teacher and staff of MTSS Darul Mukhlisin d. The data of students in the seventh grade of MTSS Darul Mukhlisin e. Syllabus f. Lesson Plan 	<ol style="list-style-type: none"> 1. Research approach: <ol style="list-style-type: none"> a. Qualitative approach b. Case Study 2. Collecting Data <ol style="list-style-type: none"> a. Observation b. Interview c. Document Review 3. Data Analysis <ol style="list-style-type: none"> a. Data Consideration b. Data Display c. Drawing/Verification Conclusion 4. Data Validity <ol style="list-style-type: none"> a. Source Triangulation b. Technique Triangulation 	<ol style="list-style-type: none"> 1. What is the purpose of teaching vocabulary through guessing strategy in 7th grade of MTSS Darul Mukhlisin Mayang Jember? 2. What are the steps in teaching vocabulary through the guessing strategy in 7th grade of MTSS Darul Mukhlisin Mayang Jember? 3. What is the evaluation of teaching vocabulary through guessing strategy at 7th grade of MTSS Darul Mukhlisin Mayang Jember?
	2. Guessing Strategy	<ol style="list-style-type: none"> 1. Definition of Guessing Strategy <ol style="list-style-type: none"> a. The steps of guessing strategy b. The advantages and disadvantages of guessing strategy 			

Appendix 3

ALUR DAN TUJUAN PEMBELAJARAN

BAHASA INGGRIS

FASE D

Oleh:

Ibnu Ibtidail Hamdi, S.Sos.

Pengantar

Jalur dan tujuan pembelajaran ini dipetakan ke Tahap D jalur pembelajaran bahasa Inggris, yang merupakan turunan dari Hasil Pembelajaran (CP) yang telah ditetapkan. Mata kuliah dan tujuan ini mencakup enam keterampilan berbahasa yaitu mendengarkan-berbicara, membaca-melihat, dan menulis-menyajikan. Setiap keterampilan berbahasa mempunyai pencapaian tertentu yang semuanya mengarah pada tujuan akhir berkomunikasi dan berkomunikasi dalam bahasa Inggris. Fase ini kemudian dibagi menjadi tiga tingkatan yaitu 7, 8 dan 9. Masing-masing tingkat mempunyai kedalaman dan keluasan konteks materi yang berbeda-beda, dalam hal ini disebut keluarga kelas 7 dan rentang kelasnya. kehidupan remaja di kelas 8 dan global di kelas 9.

Alur dan tujuan penelitian ini meliputi penjelasan singkat masing-masing topik. Hal ini dirancang untuk membantu memberikan pengalaman belajar yang diharapkan. Alur dan tujuan pembelajaran ini tidak bersifat kaku atau mengekang, sehingga memberikan keleluasaan bagi guru untuk berkembang sesuai kebutuhan dan tuntutan mata kuliah yang diampu. Oleh karena itu, kegiatan-kegiatan yang tercantum pada bagian Uraian Singkat merupakan penunjang yang dapat dilakukan oleh guru.

Alur dan tujuan pembelajaran disusun dalam format tabel, dan setiap tujuan pembelajaran diidentifikasi untuk kemudahan pengkodean dan peninjauan. Setiap bagian memuat tujuan pembelajaran, perkiraan waktu kelas, frasa/kata kunci, tema/topik, glosarium, dan penjelasan singkat. Semua ini membantu guru mengembangkan ide pembelajaran untuk digunakan di kelas mereka.

Rational

Alur dan tujuan pembelajaran disusun secara khusus berdasarkan genre. Pendekatan ini sejalan dengan tujuan pembelajaran dan komunikasi, dan dalam prosesnya, siswa mempunyai kesempatan untuk memahami struktur bahasa dan bagaimana penggunaannya dalam komunitas yang berbeda, daripada sekadar menekankan masalah tata bahasa. Konteks.

Capaian Pembelajaran Fase D:

Pada akhir fase D, siswa menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Siswa menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.

Capaian Pembelajaran Fase D per Elemen Berbahasa

Menyimak Berbicara	–	Pada akhir fase D, siswa menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan pergantian kosa kata, pelajar memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat
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	dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.
Membaca – Memirsa	Pada akhir fase D, siswa membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Menulis – Mempresentasikan	Pada akhir fase D, siswa mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

Kelas 7

Tujuan Pembelajaran	7.1 Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari ragam teks lisan/tulisan yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.
Perkiraan Jumlah JP	6 JP
Kata Frasa/Kunci	Mengidentifikasi konteks, gagasan utama, dan informasi terperinci, lingkup keluarga dan kelas.
Topik/Konten Inti	Unsur kebahasaan teks
Glosarium	Konteks : Bagian suatu uraian atau kalimat yang dapat mendukung atau Gagasan Utama : menambah kejelasan makna. Informasi : Pikiran utama terperinci : Penerangan bagian terkecil Teks multimoda : Teks yang disajikan dalam berbagai bentuk baik verbal, visual dan atau audiovisual.
Penjelasan Singkat	<ul style="list-style-type: none">• Fokus pembelajaran adalah tentang aktifitas mengidentifikasi konteks teks, gagasan utama, dan informasi terperinci.• Jenis aktifitas pembelajaran yang dapat diterapkan guru:<ul style="list-style-type: none">• Brainstorming• Analyzing verbal/visual/audiovisual text.• Developing vocabulary• Previewing expression• Predicting content• Discussion

Tujuan Pembelajaran	7.2 Menjelaskan konteks, gagasan utama, dan informasi terperinci dari ragam teks lisan/tulisan yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.
Perkiraan Jumlah JP	8 JP
Kata Frasa/Kunci	Menjelaskan konteks, gagasan utama, dan informasi terperinci, lingkup keluarga dan kelas.
Topik/Konten Inti	Unsur kebahasaan teks
Glosarium	<p>Konteks : Bagian suatu uraian atau kalimat yang dapat mendukung atau</p> <p>Gagasan Utama : menambah kejelasan makna.</p> <p>Informasi : Pikiran utama</p> <p>terperinci : Penerangan bagian terkecil</p> <p>Teks multimoda : Teks yang disajikan dalam berbagai bentuk baik verbal, visual dan atau audiovisual.</p>
Penjelasan Singkat	<ul style="list-style-type: none"> • Fokus pembelajaran adalah tentang aktifitas memahami konteks teks, gagasan utama, dan informasi terperinci. • Jenis kegiatan pembelajaran yang dapat diterapkan guru: <ul style="list-style-type: none"> • Brainstorming • Analyzing verbal/visual/audiovisual text. • Developing vocabulary • Previewing expression • Predicting content • Discussion • Etc.

Tujuan Pembelajaran	7.3 Mengemukakan ide dari berbagai ragam teks yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.
Perkiraan Jumlah JP	8 JP
Kata Frasa/Kunci	Mengemukakan ide, multimoda, lingkup keluarga dan kelas.
Topik/Konten Inti	Unsur kebahasaan teks
Glosarium	<p>Ide : Rancangan yang tersusun dalam</p> <p>Teks multimoda : pikiran, gagasan.</p> <p>Teks yang disajikan dalam berbagai bentuk baik verbal, visual dan atau audiovisual.</p>
Penjelasan Singkat	<ul style="list-style-type: none"> • Fokus pembelajaran adalah tentang aktifitas mengemukakan ide dari berbagai ragam teks. • Jenis kegiatan pembelajaran yang dapat diterapkan guru: <ul style="list-style-type: none"> • Brainstorming • Analyzing verbal/visual/audiovisual text. • Developing vocabulary • Previewing expression • Predicting content • Discussion • Etc.

Tujuan Pembelajaran	7.4 Menggunakan struktur teks dan unsur kebahasaan dari ragam teks yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.
Perkiraan Jumlah JP	8 JP
Kata Frasa/Kunci	Menggunakan struktur teks, unsur kebahasaan, multimoda,

	lingkup keluarga dan kelas
Topik/Konten Inti	Unsur kebahasaan teks
Glosarium	<p>Struktur teks : Hubungan antar unsur-unsur yang membentuk sebuah teks dalam satu kesatuan.</p> <p>Unsur kebahasaan : kesatuan. Unsur-unsur yang membangun sebuah Bahasa atau kalimat.</p> <p>Teks multimoda : Teks yang disajikan dalam berbagai bentuk baik verbal, visual dan atau audiovisual.</p>
Penjelasan Singkat	<ul style="list-style-type: none"> • Fokus pembelajaran adalah tentang aktifitas menggunakan struktur teks dan unsur kebahasaan dari ragam teks. • Jenis kegiatan pembelajaran yang dapat diterapkan guru: <ul style="list-style-type: none"> • Brainstorming • Analyzing verbal/visual/audiovisual text. • Developing vocabulary • Previewing expression • Predicting content • Arranging jumbled text • Discussion • Etc.

Tujuan Pembelajaran	7.5 Menganalisa struktur teks, unsur kebahasaan dan konteks dari ragam teks yang disajikan dalam bentuk multimoda pada konteks yang berbeda dalam lingkup keluarga dan kelas.
Perkiraan Jumlah JP	10 JP
Kata Frasa/Kunci	Menganalisa struktur teks, unsur kebahasaan, konteks teks,

	multimoda, lingkup keluarga dan kelas.
Topik/Konten Inti	Unsur kebahasaan teks
Glosarium	<p>Struktur teks : Hubungan antar unsur-unsur yang membentuk sebuah teks dalam satu kesatuan.</p> <p>Unsur kebahasaan : Unsur-unsur yang membangun sebuah Bahasa atau kalimat.</p> <p>Teks multimoda : Teks yang disajikan dalam berbagai bentuk baik verbal, visual dan atau audiovisual.</p>
Penjelasan Singkat	<ul style="list-style-type: none"> • Fokus pembelajaran adalah tentang aktifitas menganalisa struktur teks, unsur kebahasaan, dan konteks. • Jenis kegiatan pembelajaran yang dapat diterapkan guru: <ul style="list-style-type: none"> • Brainstorming • Analyzing verbal/visual/audiovisual text. • Developing vocabulary • Previewing expression • Predicting content • Discussion • Etc.

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Jember, 23 Januari 2024

Mengetahui,
Kepala Madrasah,

Guru Mata Pelajaran



IBNU IBTIDAIL HAMDI, S.SOS.

Appendix 4

MODUL AJAR BAHASA INGGRIS FASE D KELAS VII

Materi: Descriptive Text

NO	Komponen	Deskripsi
1	INFORMASI UMUM	
	Nama Penyusun	Ibnu Ibtidail Hamdi, S,Sos
	Instansi	MTSS Darul Mukhlisin
	Tahun Penyusunan Modul Ajar	2024
	Jenjang Sekolah	SMP/MTS
	Kelas	VII (Tujuh)
	Alokasi Waktu	Jam Pelajaran (JP) = 2 x 40 menit bagi dua pertemuan
2	TUJUAN PEMBELAJARAN	
	<p>➤ Fase D Elemen : Membaca – Memirsa Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, <i>deskripsi</i>, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.</p>	
	<p>➤ TP. 7.3 Menyajikan dan Mengomunikasikan ide dan pengalaman mereka tentang pengalaman mereka melalui paragraf sederhana dan terstruktur dengan menggunakan kosakata spesifik dan struktur kalimat sederhana melalui karya kunjung. (Describing people).</p>	
	<p>➤ Tujuan Pembelajaran Tujuan pembelajaran modul ini adalah :</p> <ol style="list-style-type: none"> 1. Peserta didik dapat menggunakan teks tulisan dan visual dalam teks deskriptif tentang seseorang. 2. Peserta didik dapat menemukan vocabulary baru dan mengingat 	

	<p>kosa kata yang didapat.</p> <ol style="list-style-type: none"> 3. Peserta didik dapat menyebutkan vocabulary dengan prononunciation dengan benar. 4. Peserta didik dapat memahami isi dari descriptive text. <p>➤ Indikator Pencapaian Tujuan Pembelajaran:</p> <ol style="list-style-type: none"> 1. Peserta didik mampu mengidentifikasi kosakata khusus terkait teks deskripsi tentang seseorang. 2. Peserta didik mampu mengartikan teks tulis terkait deskripsi seseorang. 3. Peserta didik mampu menyesuaikan teks tulis terkait deskripsi seseorang dengan visual yang tepat. 4. Peserta didik mampu menganalisis ciri-ciri fisik seseorang dalam teks tulis deskripsi. <p>➤ Descriptive Text Mengenai Ciri-Ciri Seseorang.</p>
3	<p>KOMPETENSI AWAL</p> <ol style="list-style-type: none"> 1. Sebelum mengikuti pembelajaran peserta didik belum mampu menyebutkan ciri-ciri fisik seseorang ,sedangkan setelah mengikuti pembelajaran peserta didik mampu menyebutkan ciri-ciri fisik seseorang 2. Sebelum mengikuti pembelajaran peserta didik kesulitan untuk menentukan arti kosakata dalam bahasa inggris secara tepat terkait ciri-ciri seseorang, setelah mengikuti pembelajaran peserta didik dapat menentukan arti kosakata dalam bahasa inggris secara tepat terkait ciri-ciri seseorang. 3. Sebelum mengikuti pembelajaran peserta didik belum mampu menyesuaikan teks tulis terkait ciri- ciri fisik seseorang dengan visual yang tepat, setelah mengikuti pembelajaran peserta didik mampu menyesuaikan teks tulis terkait ciri-ciri fisik seseorang dengan visual yang tepat.
4	<p>PROFIL PELAJAR PANCASILA</p> <p>Bergotong royong , bernalar kritis dan kreatif</p>
5	<p>SARANA DAN PRASARANA</p> <ol style="list-style-type: none"> 1. Sarana Sarana yang digunakan dalam pembelajaran teks deskriptif adalah LCD, Laptop, 2. Prasarana Prasarana yang digunakan dalam pembelajaran materi ini adalah slide PPT, gambar, kertas Manila, sticky notes , lembar kerja, dan instrument penilaian.
6	<p>TARGET PESERTA DIDIK</p> <p>Peserta didik yang menjadi target dalam modul pembelajaran ini adalah: peserta didik regular / tipikal : Umum.</p>

7	MODEL PEMBELAJARAN
	Text Based Learning (TBL)
8	METODE STRATEGY PEMBELAJARAN
	Guessing Strategy
9	KOMPONEN INTI
	<ol style="list-style-type: none"> 1. Peserta didik mampu memahami teks tulis terkait deskripsi tentang ciri – ciri fisik seseorang. 2. Peserta didik mampu menyesuaikan teks tulis deskripsi dengan visual yang tepat. 3. Peserta didik mampu menerapkan prinsip gotong royong, bernalar kritis dan kreatif.
10	PEMAHAMAN BERMAKNA
	Peserta didik terampil memahami teks tulis deskripsi tentang ciri-ciri fisik seseorang sehingga mampu menyesuaikan dengan visual yang tepat terkait teks tulis deskripsi yang diberikan.
11	PERTANYAAN PEMANTIK
	<ol style="list-style-type: none"> 1. Pernahkah kamu bertemu seseorang tetapi tidak mengetahui namanya? 2. Bagaimana kamu menjelaskan seseorang kepada orang lain tanpa menyebutkan namanya? 3. Apa yang paling mudah diingat dari seseorang ketika kamu lupa namanya?
12	URUTAN KEGIATAN PEMBELAJARAN
	Pertemuan Pertama


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 JEMBER

- **Kegiatan Awal (10 Menit)**
 1. Menyiapkan peserta didik
 2. Melakukan pembukaan dengan salam pembuka, dan berdoa untuk memulai pembelajaran
 3. Memeriksa kehadiran peserta didik
 4. Mengaitkan materi dan kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik yaitu pengetahuan tentang teks deskriptif.
 5. Memberikan pertanyaan pemantik
 - Pernahkah kamu bertemu seseorang tetapi tidak mengetahui namanya?
 - Bagaimana kamu menjelaskan seseorang kepada orang lain tanpa menyebutkan namanya?
 - Apa yang paling mudah diingat dari seseorang ketika kamu lupa namanya?
 6. Memaparkan tentang manfaat mempelajari materi deskriptif teks
- **Kegiatan Inti (20 Menit)**
 1. Mengorientasikan peserta didik pada masalah
 - a. Guru menayangkan gambar seseorang
 - b. Peserta didik mengamati gambar
 - c. Guru menanyakan beberapa pertanyaan terkait gambar kepada peserta didik
 - d. Peserta didik menjawab pertanyaan guru terkait gambar yang disajikan
 2. Mengorganisasikan kerja siswa
 - a. Guru membagi peserta didik menjadi 8 kelompok. Satu kelompok berisi 6 orang. Guru membagi kelompok secara heterogen dengan melihat kemampuan dan bakat siswa yang terdiri dari siswa Audio, Visual dan kinestetik
 - b. Peserta didik berkumpul dengan grup masing – masing
 - c. Guru membagi lembar kerja peserta didik
 - d. Peserta didik mengidentifikasi kosakata terkait karakteristik tokoh dalam teks deskriptif yang diberikan.
 3. Melakukan penyelidikan atau penelusuran untuk menjawab permasalahan
 - a. Guru meminta peserta didik memahami teks tulis deskriptif yang diberikan.
 - b. Guru meminta peserta didik mengidentifikasi kosakata terkait ciri-ciri seseorang pada teks deskriptif yang diberikan kedalam tabel yang telah disediakan.
 - c. Peserta didik saling berdiskusi dalam kelompok mengidentifikasi dan mendaftarkan kosakata beserta arti kedalam tabel yang telah disediakan.
 - d. Setelah peserta didik mengidentifikasi dan mendaftarkan kosakata terkait ciri-ciri seseorang kedalam tabel, guru meminta peserta didik menentukan gambar tokoh yang sesuai

	<p>dengan teks deskripsi tulis yang diberikan.</p> <p>e. Guru memantau dan memberikan penguatan terhadap kegiatan diskusi kelompok yang dilakukan peserta didik.</p> <p>➤ Kegiatan Akhir (10 Menit)</p> <ol style="list-style-type: none"> 1. Guru bersama peserta didik membuat simpulan daftar kosakata apa saja yang muncul dalam kegiatan pembelajaran 2. Guru bersama peserta didik melakukan refleksi kegiatan belajar hari ini 3. Guru memberikan tindak lanjut terhadap refleksi kegiatan hari ini 4. Guru menyampaikan materi yang akan dipelajari pada pertemuan berikutnya.
	<p style="text-align: center;">Pertemuan Kedua</p> <p>➤ Kegiatan awal (10 Menit)</p> <ol style="list-style-type: none"> 1. Menyiapkan peserta didik 2. Melakukan pembukaan dengan salam pembuka, dan berdoa untuk memulai pembelajaran 3. Memeriksa kehadiran peserta didik 4. Mengaitkan materi dan kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik yaitu pengetahuan tentang teks deskriptif. 5. Memberikan pertanyaan pemantik <ol style="list-style-type: none"> a. Apa saja yang bisa disebutkan untuk menjelaskan ciri-ciri fisik seseorang ? b. Kosakata apa saja yang kalian temukan pada pertemuan sebelumnya? 6. Memaparkan tentang manfaat mempelajari materi deskriptif teks <p>➤ Kegiatan Inti (20 Menit)</p> <ol style="list-style-type: none"> 1. Menyusun hasil kerja dan mempresentasikannya <ol style="list-style-type: none"> a. Peserta didik menggunting dan menempel gambar tokoh yang sesuai dengan teks deskripsi yang diberikan pada kertas Manila yang telah disediakan b. Peserta didik memberikan rangkuman ciri-ciri tokoh dalam teks deskripsi berdasarkan keterangan yang telah dianalisis pada pertemuan sebelumnya pada lembar kertas manila c. Peserta didik menghias kertas manila yang berisi keterangan tentang tokoh pada teks deskripsi.

	<p>d. Peserta didik menempel hasil kerja kelompok di dinding atau di tempat yang telah disediakan.</p> <p>e. Peserta didik mempresentasikan hasil kerja melalui kegiatan windows shopping dengan cara :</p> <ul style="list-style-type: none"> • Setiap kelompok memilih 2 perwakilan untuk tetap tinggal bersama hasil kerja sementara anggota kelompok lain berkeliling untuk melihat hasil kerja dan mencatat informasi penting dari hasil kerja kelompok lain. • 2 perwakilan kelompok bertugas untuk menjelaskan hasil kerja mereka kepada anggota kelompok lain yang datang berkunjung dan bertanya tentang hasil kerja yang ditampilkan. <p>2. Melakukan evaluasi dan refleksi proses dan hasil penyelesaian masalah</p> <ol style="list-style-type: none"> a. Guru membagikan sticky notes untuk setiap peserta didik b. Guru meminta peserta didik untuk memberikan apresiasi kepada kelompok yang memberikan penjelasan terbaik menurut mereka melalui kegiatan menempel sticky notes yang berisi kalimat apresiasi atau memberikan semangat. c. Guru meminta peserta didik untuk saling memberikan komentar terhadap hasil kerja kelompok lain dengan cara menyebutkan kelebihan yang dan kekurangan terhadap hasil kerja yang telah ditampilkan d. Guru memberikan penguatan kepada peserta didik terkait hasil kerja yang telah ditampilkan. <p>➤ Kegiatan Akhir (10 Menit)</p> <ol style="list-style-type: none"> 1. Guru bersama peserta didik membuat simpulan daftar kosakata apa saja yang muncul dalam kegiatan pembelajaran 2. Guru bersama peserta didik melakukan refleksi kegiatan belajar hari ini 3. Guru memberikan tindak lanjut terhadap kegiatan yang telah dilaksanakan. 4. Guru menyampaikan materi yang akan dipelajari pada pertemuan berikutnya.
13	<p style="text-align: center;">REFLEKSI PENDIDIK</p> <ol style="list-style-type: none"> 1. Kendala apa yang dialami saat menyelenggarakan proses pembelajaran? 2. Apa solusi yang dilakukan untuk menghadapi kendala? 3. Apakah tujuan pembelajaran sudah tercapai? 4. Langkah apa saja yang dilakukan ketika tujuan pembelajaran tidak tercapai? 5. Apa rencana tindak lanjut untuk proses pembelajaran yang akan dilakukan?
14	<p style="text-align: center;">REFLEKSI PESERTA DIDIK</p>

	<ol style="list-style-type: none"> 1. Bagaimana proses pembelajaran kali ini? Apakah menyenangkan? 2. Apa yang dapat kalian pahami dari proses pembelajaran ini ? 3. Apa kendala/ kesulitan terbesar dalam mengikuti proses pembelajaran? 4. Apa yang yang paling menyenangkan dalam proses pembelajaran? 5. Apa rencana yang dilakukan untuk menyelesaikan kesulitan terbesar dalam proses pembelajaran?
15	<p>BAHAN BACAAN PENDIDIK</p> <p>Teks adapted from www.sederet.com/tutorial/descriptive-text-mendeskripsikan-seseorang- dalam-bahasa-inggris</p>
16	<p>DAFTAR PUSTAKA</p> <p>Ika Lestari Damayanti (2022) English for Nusantara www.sederet.com/tutorial/descriptive-text-mendeskripsikan-seseorang- dalam-bahasa-inggris</p>

ASESMEN

1. Teknik Penilaian

- a. Sikap
 - 1) Observasi (Jurnal)
 - 2) Penilaian Diri
 - 3) Penilaian Antar Teman
- b. Pengetahuan
 - 1) Test Tertulis
 - Uraian/Esai
 - 2) Tes lisan
 - Tes lisan pemaparan materi dari pemahaman siswa
- c. Keterampilan
 - 1) Proyek Pengamatan dan wawancara
 - Mempelajari buku teks dan sumber lain dari materi pokok
 - Menyimak tayangan/demo tentang materi pokok
 - Menyelesaikan tugas yang berkaitan dengan pengamatan dan ekspolrasi
 - 2) Portofolio/ untuk kerja
 - Laporan tertulis individu/kelompok
 - 3) Produk/

2. Instrumen Penilaian

- a. Pertemuan pertama dan kedua

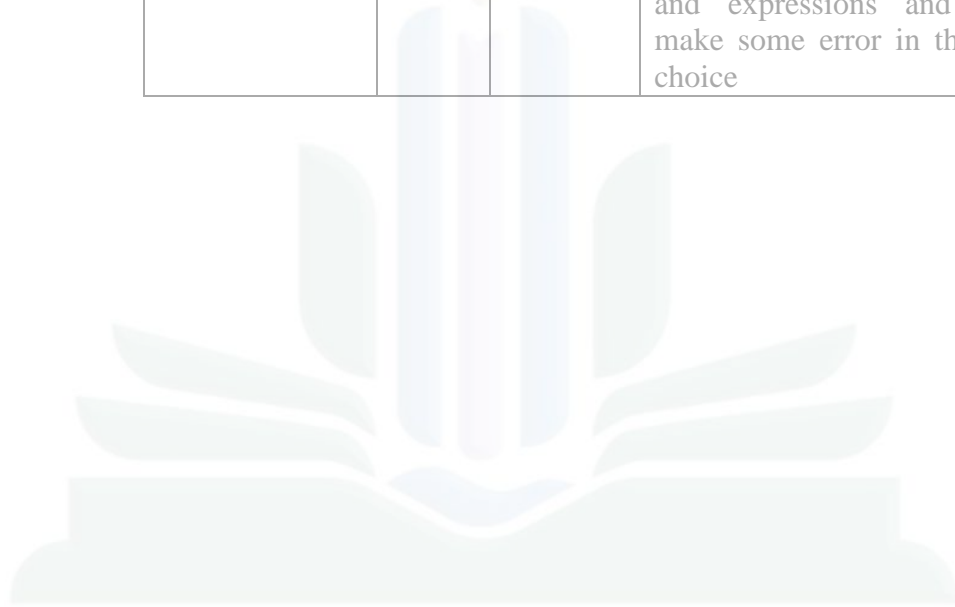
N o	Nama Siswa	Disiplin	Tanggung Jawab	Percaya diri	Kerjasama	Ket.
1						
2						
3						
4						

Kolom aspek perilaku diisi dengan angka yang sesuai dengan kriteria berikut;

- Sangat Baik : (4)
- Baik : (3)
- Cukup : (2)
- Kurang : (1)

Aspect	Score	Criteria	Indicator
Pronunciation	1	Poor	Makes frequent problems with pronunciation
	2	Fair	Pronunciation is sometimes not clear or accurate
	3	Good	Pronunciation is clear and accurate
	4	Excellent	Pronunciation is almost always clear and accurate
Comprehension	1	Poor	The student did not understand or ignore most questions and statements, the student may have been using notes.
	2	Fair	Students failed to answer some questions, appropriately or failed to acknowledge some statements and incorporate these into the reading text
	3	Good	Students responded to most questions, acknowledged some statements, and incorporated these into the reading text
	4	Excellent	Students responded to questions with appropriate answers, acknowledged all statements, and incorporated these into the discussion.
Fluency	1	Poor	Hesitate too often when translating written text including unfamiliar words which interfere with the reading text
	2	Fair	Read with some hesitation,
	3	Good	Read with some hesitation, which seldom interferes the reading text
	4	Excellent	Read smoothly, with little hesitation, which does not interfere with the reading text
Vocabulary	1	Poor	Use only basic vocabulary and

			make expressions
	2	Fair	Use limited vocabulary and expressions
	3	Good	Use a variety of vocabulary and expressions but make errors in the word choice
	4	Excellent	Use a variety of vocabulary and expressions and rarely make some error in the word choice



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3. Pengayaan dan Remedial

- Program Pembelajaran Remedial, dilaksanakan dengan 2 alternatif :
- Program pembelajaran remedial dilaksanakan secara klasikal oleh guru apabila lebih dari 50% peserta didik tidak mencapai Capaian Pembelajaran
- Pembelajaran remedial dilaksanakan secara individu dengan pendampingan oleh guru kelas, memperhatikan prestasi akademik yang dicapai
- Remedial melalui tutor sebaya, diharapkan peserta didik yang menempuh pembelajaran akan lebih terbuka dan akrab.
- Program Pembelajaran Pengayaan dilaksanakan bagi peserta didik yang telah mencapai capaian pembelajaran dengan belajar mandiri untuk lebih mendalami dan pengembangan materi

LAMPIRAN

Materi

Descriptive Text

Teks deskriptif atau *descriptive text* adalah teks yang bertujuan untuk menggambarkan atau menjelaskan sesuatu secara gamblang dan detail. Pada pelajaran kali ini, kita akan membahas tentang teks deskriptif yang berhubungan dengan manusia atau cara mendeskripsikan orang. Dalam konteks ini, yang masuk ke dalam rangkaian deskripsi mencakup kondisi fisik atau karakteristik seseorang.

Struktur yang digunakan dalam teks deskriptif ini terdiri atas identifikasi (pengenalan) dan deskripsi (penjelasan rinci). Umumnya, tes deskriptif ditulis dengan menggunakan *simple present tense*; kecuali jika yang dijelaskan adalah kondisi seseorang di masa lalu.

Dalam mendeskripsikan seseorang, kita perlu mengenal tiga aspek penting yang akan dibutuhkan; yakni *adjectives*, *descriptive words/phrases*, dan *personality/ characteristics*.

Simak penjelasannya di bawah ini:

1. Adjectives

Adjective atau kata sifat adalah kata-kata yang menggambarkan atau memodifikasi seseorang /benda/tempat/konsep dalam sebuah kalimat.

Adjective dapat berlaku sebagai predikat, bisa juga untuk menjelaskan kata benda yang berhubungan dengan orang. Untuk keperluan descriptive text tentang seseorang, contohnya adalah sebagai berikut:

<i>Maria is smart and beautiful</i>	(Maria pintar dan cantik)
<i>Her parents are older than mine</i>	(Orangtuanya lebih tua dari orangtuaku)
<i>Amber has long, curly hair</i>	(Amber memiliki rambut keriting yang panjang)
<i>John is a long-legged guy</i>	(John adalah laki-laki berkaki panjang)

2. Descriptive words & phrases

Selanjutnya, kita perlu mengenal descriptive words atau kata deskriptif untuk menjelaskan tentang seseorang. Descriptive words juga bisa berupa adjective atau kata sifat. Berikut ini adalah beberapa contoh descriptive words/phrases yang berhubungan tentang ciri fisik seseorang.

<i>Complexion</i> (warna kulit)	<i>light</i> (putih)
	<i>fair</i> (cerah)
	<i>tan</i> (kecoklatan)
	<i>dark</i> (gelap)
<i>Height</i> (tinggi badan)	<i>tall</i> (tinggi)
	<i>short</i> (pendek)
	<i>of medium height</i> (sedang)
<i>Age</i> (usia)	<i>old</i> (tua)
	<i>young</i> (muda)
	<i>middle-aged</i> (paruh baya)
<i>Build/Figure</i> (bentuk tubuh)	<i>elderly</i> (tua, usia lanjut)
	<i>small</i> (kecil) <i>big</i> (besar) <i>skinny</i> (kurus) <i>slim</i> (ramping) <i>fat</i> (gemuk) <i>stocky</i> (kekar)
	<i>muscular</i> (berotot)

3. Personality/characteristics



















Dalam mendeskripsikan seseorang, seringkali kita juga menggambarkan kepribadian atau karakteristiknya. Tiap-tiap orang memiliki

ragam sifat yang tidak hanya positif namun juga ada yang negatif.

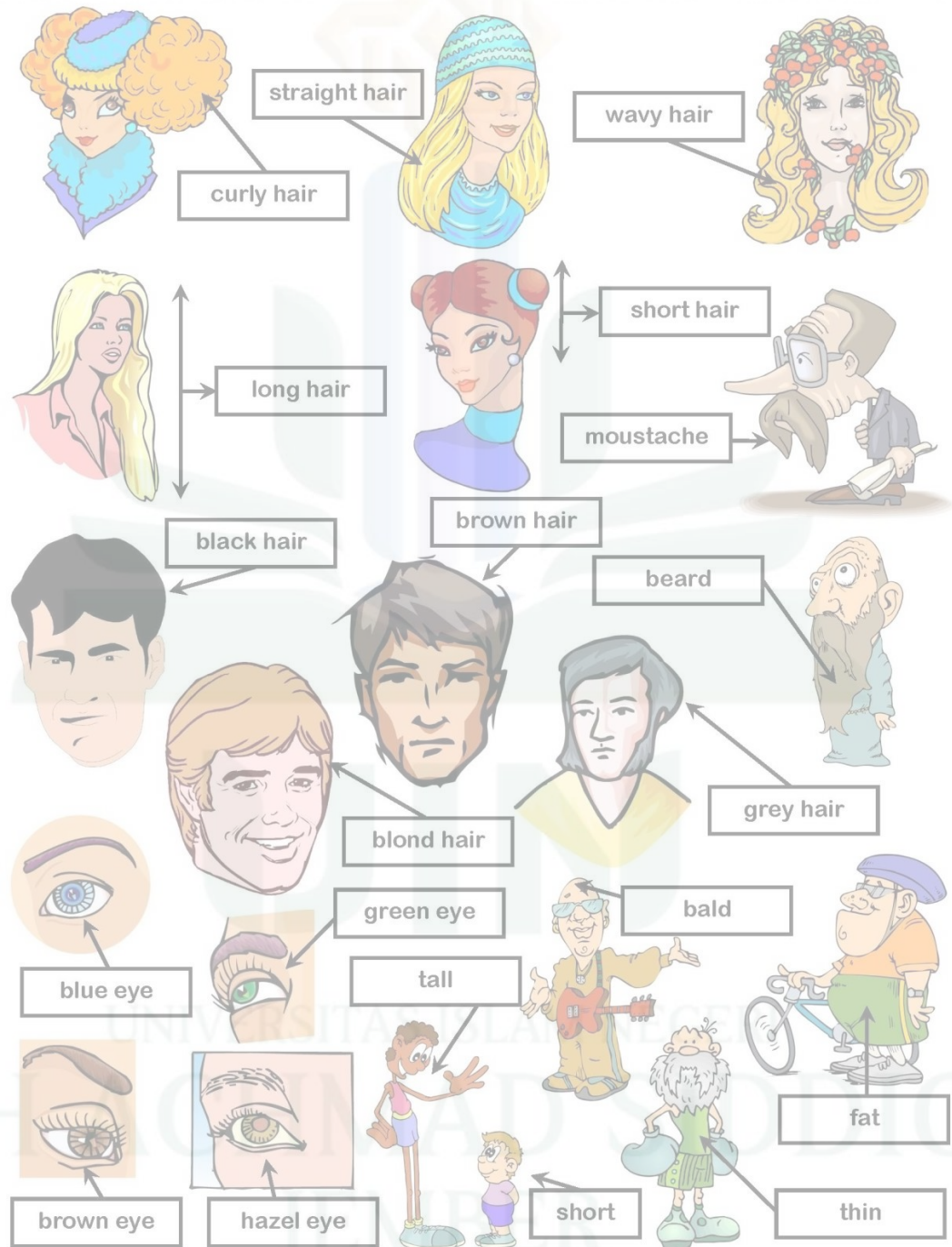
Di bawah ini adalah beberapa contoh kepribadian/karakteristik seseorang dari yang baik serta yang buruk.

<i>Good personal qualities</i>	<i>Bad personal qualities</i>
<i>polite</i> (sopan)	<i>selfish</i> (egois)
<i>honest</i> (jujur)	<i>arrogant</i> (sombong, angkuh)
<i>optimistic</i> (optimis)	<i>careless</i> (ceroboh)
<i>generous</i> (murah hati, dermawan)	<i>short tempered</i> (pemarah)
<i>diligent</i> (rajin)	<i>greedy</i> (tamak, serakah)
<i>confident</i> (percaya diri)	<i>stingy</i> (pelit)
<i>trustworthy</i> (dapat dipercaya)	<i>irresponsible</i> (tidak bertanggung jawab)

Selain tiga aspek di atas, kita juga dapat melakukan elaborasi dalam teks deskriptif yang dibuat untuk memperjelas klaim/deskripsi yang dipilih tentang orang yang dijelaskan. Keterangan tambahan yang dapat dicantumkan dapat berupa bukti, kebiasaan, atau hal-hal lain yang berhubungan dengan pribadi orang tersebut.

Body Parts		 head	 face
 hair	 eye	 nose	 ear
 mouth	 lips	 teeth	 shoulder
 arm	 hand	 fingers	 nail
 leg	 knee	 foot	 toes

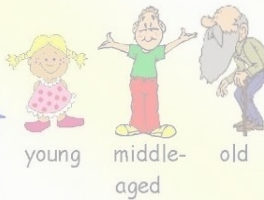
DESCRIBING PEOPLE PICTURE DICTIONARY



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Appearance

1 Age



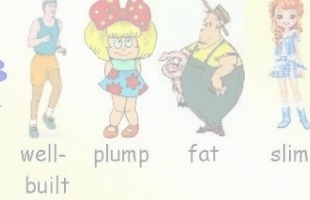
young middle-aged old

2 Height



short medium-height tall

3 Build



well-built plump fat slim

4 Complexion



pale-skinned yellow-skinned olive-skinned dark-skinned

5 Face



oval round square triangle long

6 Hair



short black hair long black hair grey hair wavy brown hair curly hair ponytail red pigtails fair hair (plaits) short spiky hair bold hair

7 Eyes



blue (brown, black, green) eyes hazel eyes oval eyes big round eyes small eyes

8 Nose



small nose turned-up nose straight nose hooked nose long nose

9 Mouth and lips



full lips thin lips curved lips large mouth small mouth

10 Other features



beautiful (pretty) handsome ugly beard moustache wrinkles freckles large ears small ears

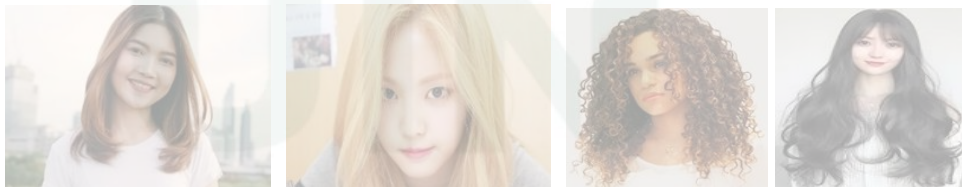
A. Lembar Kerja Peserta Didik

1. Identify the part of body from the text below and its meaning Text

I have a close friend named Olive. She lives in Bandung. She is 17 years old. She is tall. She is about 165 cm height. She has fair skin and slim body. She has pretty face. Her hair is straight and it is brown. She has chubby cheeks. She has thick eyebrows. She has beautiful smile with her white teeth. Her nose is pointed. She has brown round eyes. She is really smart. She always gets good grades. She is still young, but she is really mature. She can give you great advice. She is also kind and warm, that is why she has a lot of friends—especially because she is very helpful. You can say she is a kind of girl who is beautiful inside and outside.

<i>Parts of body</i>	<i>Characteristic</i>	<i>Meaning</i>
<i>Eye</i>		
<i>Hair</i>		
<i>Skin</i>		
<i>Lips</i>		

2. Match the description from the text with the picture below.



3. Put the right picture according you based on the text given onto a piece of big paper then hang it on the wall.

4. Read and answer the questions!

I want to introduce you to one of my best friends. His name is Dani Rahmadan. We have known each other since we were still babies. Dani lives next door. We always play together. We also come to the same school. However, Dani is in class VII-F while I am in class VII-D. He loves to play soccer and he is one of the best players in our school. Dani has one younger brother. His name is kiki. Whenever I come to their house, we will always play together. It is a lot of fun.

1. What is the text about?
2. What is the meaning of “Dani lives next door”?
3. Since when does the two know each other?
4. How many brothers does Dani have?
5. What is Dani’s hobby?
6. Are Dani and the writer classmates? Explain

Jember, 23 Januari 2024

Guru Mata Pelajaran

IBNU IBTIDAIL HAMDI, S.Sos.



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Appendix 5

Research Instrument

1. Observation Instrument

- a. Geographic condition of MTSS Darul Mukhlisin Mayang Jember
- b. The implementation of teaching vocabulary through guessing strategy at the seventh grade of MTSS Darul Mukhlisin Mayang Jember.

2. Interview Instrument




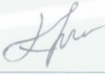




- a. What is the purpose of teaching vocabulary through guessing strategy as a trigger in reading descriptive text to the seventh graders of MTSS Darul Mukhlisin Mayang Jember?
- b. How are the steps in teaching vocabulary through the guessing strategy as a trigger in reading descriptive text to the seventh graders of MTSS Darul Mukhlisin Mayang Jember?
- c. How is the evaluation of teaching vocabulary through guessing strategy as a trigger in reading descriptive text to the seventh graders of MTSS Darul Mukhlisin Mayang Jember?

3. Document Review Instrument

- a. Profile of MTSS Darul Mukhlisin Mayang Jember
- b. Goal, vision and mission of MTSS Darul Mukhlisin Mayang Jember
- c. Teacher and staff data of MTSS Darul Mukhlisin Mayang Jember
- d. the data of students in the seventh grade of MTSS Darul Mukhlisin Mayang Jember
- e. ATP (Alur dan Tujuan Pembelajaran)
- f. The Lesson Plan / Modul Ajar

Appendix 6

RESEARCH JOURNAL MTSS DARUL MUKHLISIN MAYANG JEMBER ACADEMIC YEAR 2023/2024

NO	DAY/ DATE	ACTIVITY	INFORMAN	SIGNATURE
1	Monday, 20 th May, 2024	Giving permission letter	Rudiyanto, S.Pd	
2	Monday, 20th May 2024	Interview with English Teacher	Ibnu Ibtidail Hamdi, S.Pd	
3	Thrusday, 21 May 2024	Obervation in MTSS Darul Mukhlisin Mayang Jember	Ibnu Ibtidail Hamdi, S.Pd	
4	Thrusday, 21 May 2024	Class obervation in VII MTSS Darul Mukhlisin Mayang Jember	Ibnu Ibtidail Hamdi, S.Pd	
5	Wednesday, 22 May 2024	Interview with students in MTSS Darul Mukhlisin	Diana Firdausiah, Muhammad Ricky Saputra and adelia defina	
6	Saturday, 25 th May 2024	Class observation in VII MTSS Darul Mukhlisin Mayang Jember	Ibnu Ibtidail Hamdi, S.Pd and students	
7	Saturday, 25 th May 2024	Interview with English Teacher	Ibnu Ibtidail Hamdi, S.Pd	
8	Monday, 27 th May 2024	Asking and receiving declaration of finishing letter from MTSS Darul Mukhlisin Mayang Jember	Rudiyanto, S.Pd	

Jember, 27 May 2024



Appendix 7



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-7353/In.20/3.a/PP.009/05/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTSS Darul Mukhlisin Mayang Jember
Jl. Kh. Abd. Aziz No. 01, Sumberkejayan, Mayang, Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20176049
Nama : AHMAD FUDAILI
Semester : Semester dua belas
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Implementation of Teaching Vocabulary Through Guessing Strategy at Sevent Grade of MTSS Darul Mukhlisin Mayang Jember" selama 7 (tujuh) hari di lingkungan lembaga wewenang Bapak/Ibu Rudiyanto, S.Pd.I

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 24 Mei 2024

at. Dekan,
Wakil Dekan Bidang Akademik,



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Appendix 8



**YAYASAN PENDIDIKAN ISLAM
MIFTAHUL ULUM DARUL MUKHLISIN
MTs DARUL MUKHLISIN**

NSM : 121235090226 NPSN : 69895131

Email : mtsarulmukhlisin91@gmail.com Tlp. 085258802933 Pos. 68182

Sekretariat : Jl. KH. Abdul Aziz No.01 Tegalan Sumber Kejayan Kec. Mayang Kab. Jember

SURAT KETERANGAN

Nomor : 001/SM/0729/05/2024

Yang bertanda tangan dibawah ini, Kepala MTSS Darul Mukhlisin Mayang Jember menerangkan bahwa,

Nama	: AHMAD FUDAILI
NIM	: T20176049
Status	: Mahasiswa
Intansi	: UIN KHAS Jember
Jurusan	: Tadris Bahasa Inggris

pada tanggal 27-05-2024 telah benar-benar melakukan penelitian guna memenuhi tugas akhir kuliah, penyusunan skripsi mulai tanggal 20-05-2024 sampai 27-05-2024 dengan judul, *The Implementation of Teaching vocabulary Through Guessing Strategy at Seventh Grade of MTSS Darul Mukhlisin.*

Demikian surat keterangan ini dibuat, untuk diketahui dan dipergunakan sebagaimana mestinya.

MAYANG, 27 Mei 2024
Kepala Madrasah,



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Appendix 9



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : AHMAD FUDAILI
NIM : T20176049
Program Studi : Tadris Bahasa Inggris
Judul Karya Ilmiah : THE IMPLEMENTATION OF TEACHING VOCABULARY THROUGH
GUESSING STRATEGY AT SEVENTH GRADE OF MTSS DARUL
MUKHLISIN MAYANG JEMBER

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (18,2 %)

1. BAB I : 16 %
2. BAB II : 29 %
3. BAB III : 29 %
4. BAB IV : 17 %
5. BAB V : 0 %

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 30 Mei 2024

Penanggung Jawab Turnitin
FTIK UIN KHAS Jember

(Ulfa Dina Novienda, S.Sos.I., M.Pd.)

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.

2. Skor Akhir adalah total nilai masing-masing BAB kemudian di bagi 5.

Appendix 10

CURRICULUM VITAE



1. Personal Information

- a. Name : Ahmad Fudaili
- b. SRN : T20176049
- c. Place, Date of Birth : Jember, 16th of January 1997
- d. Gender : Male
- e. Address : Sumberkejayan, Mayang, Jember
- f. Faculty : Education and Teacher Training
- g. Major : English Education Program
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2. Education Background

- a. Elementary School : MI Nurul Hidayah Sumberkejayan Mayang
- b. Junior High School : SMPT Madinatul Ulum Cangkring Jenggawah
- c. Senior High School : SMK Madinatul Ulum Cangkring Jenggawah

3. Organization

- a. PII 2014
- b. FKM MU
- c. Jam'iyah Sholawat Road Show Syabab Situbondo
- d. Sholawat Pribumi Sumberkejayan