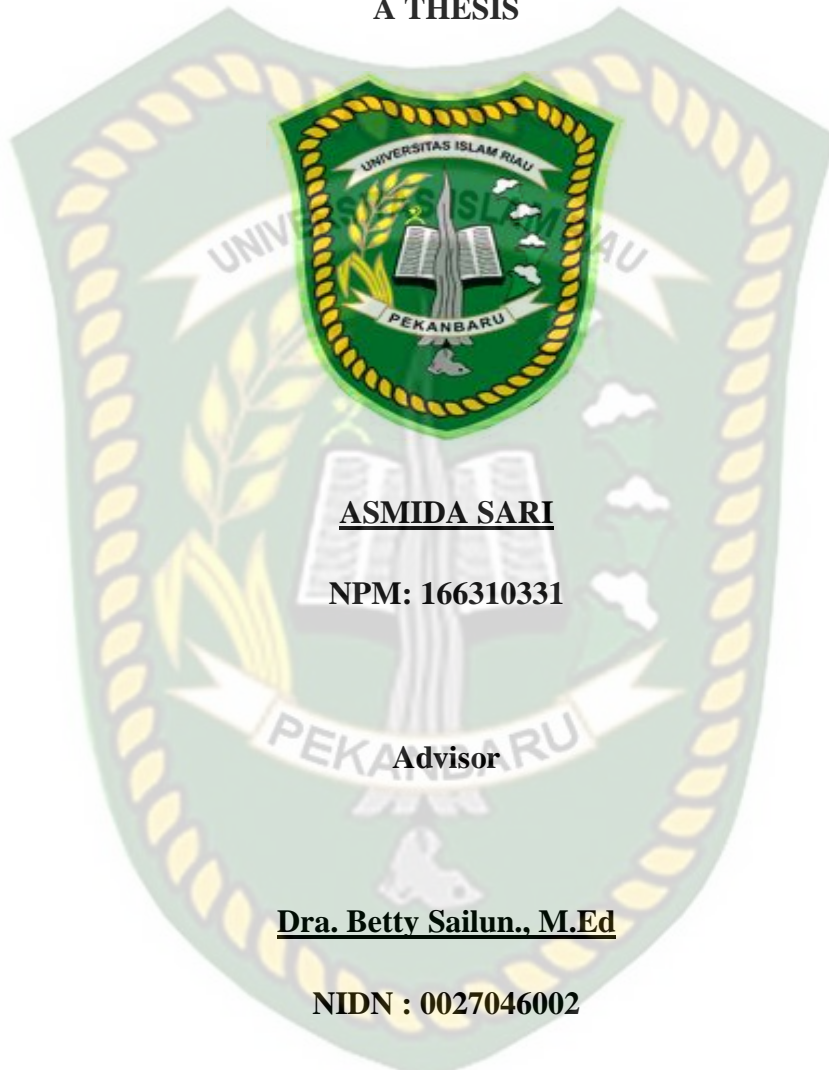


THE EFFECT OF USING GAME (SIMPLER) FOR VOCABULARY

MASTERY AT SMAN 1 KEPENUHAN

A THESIS



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ABSTRAK

PENGARUH PENGGUNAAN GAME (Simpler) TERHADAP PENGUASAAN KOSA KATA DI SMAN 1 KEPENUHAN

Bahasa Inggris telah menjadi bahasa yang penting di era global saat ini. Semua pelajar dan non pelajar dituntut untuk dapat berkomunikasi dalam bahasa internasional. Dan salah satu masalahnya adalah tentang kosakata. Dalam penelitian ini difokuskan tentang kosakata siswa dengan menggunakan permainan.

Penelitian ini menggunakan metode eksperimen dengan permainan untuk menganalisis dan menemukan masalah siswa dalam pembelajaran kosakata. Karena kosakata merupakan komponen dasar dalam mempelajari bahasa asing, maka pada umumnya siswa menyukai permainan, sehingga mereka sangat termotivasi untuk mempelajari kosakata dan menghafal kata-kata yang dilihat siswa dari permainan, selanjutnya permainan akan membuat siswa senang dan menyenangkan.

Ada dua langkah dalam penelitian ini. Langkah pertama adalah pre-test. Langkah kedua adalah post-test. Pada kegiatan pertama peneliti memberikan contoh tentang kosakata dan soal pilihan ganda. Langkah pertama ini adalah hal-hal tentang kosakata dalam kehidupan sehari-hari. Pada kegiatan kedua, peneliti memperkenalkan permainan (Simpler Game) kepada siswa dan setelah mengetahui dan memainkan permainan, peneliti memberikan pertanyaan pilihan ganda.

Berdasarkan analisis data, dapat diketahui bahwa penulis menemukan bahwa nilai total pre-test 2485 dengan mean 82,83. Setelah diberikan perlakuan dalam proses belajar mengajar selama empat pertemuan meskipun permainan dalam pengajaran kosakata, post-test diberikan untuk kelompok. Total skor post-test 29,95 dan mean 99,83.

Dapat dilihat bahwa permainan yang lebih sederhana dapat membantu siswa dalam mengajarkan kosakata dan juga mereka mendapatkan informasi dari pembelajaran bahasa Inggris lebih banyak. Selain itu, berdasarkan perhitungan standar deviasi pre-test ditemukan bahwa skor adalah 8,19 dan post-test 0,63 maka penulis menggunakan t-test untuk mengetahui peningkatan kosakata siswa. Didapatkan nilai t-test sebesar 7,58 dan t-tabel 3,478 pada derajat kebebasan 29 pada taraf 0,05 artinya t-test lebih besar dari t-tabel ($7,58 > 3,478$) i alpha decision level a 0,05. Akibatnya, hipotesis nol ditolak, singkatnya ada pengaruh yang signifikan dari permainan sederhana untuk pengajaran kosakata di SMAN 1 Kepenuhan.

Kata Kunci : Kosa Kata, Bahasa, Permainan, Pilihan Ganda

ABSTRACT

THE EFFECT OF USING GAME (*Simpler*) FOR VOCABULARY MASTERY AT SMAN 1 KEPENUHAN

English has become an important language in the current global era. All students and non students are required to be able to communicate in international languages. And one of the problem is about vocabulary. In this research focused about students vocabulary by using a game.

This research uses experimental method with a game to analyzed and found the student problem in vocabulary learning. Because vocabulary is basic component in learning a foreign language, an generally students like games, so they are highly motivated to learn vocabulary and memorize words that the students watch from games, furthermore, games will make the students enjoy and fun.

*There were two steps in this research. The first step was the pre-test. The second step was post-test. In the frist activity the researcher give example about vocabulary and multiple-choice question. This first step was things about vocabulary in daily life. In the second activity, the researcher inroduce the game (*simpler game*) to the students and after know and play the game, the researcher give a multiple-choice questions.*

Based on the data analysis, it can be seen that the writer found that total score of the pre-test 2485 with mean 82.83. After treatment was given in teaching and learning process for four meetings though game in teaching vocabulary, the post-test was administered for the group. The total score of post-test 29.95 and mean 99.83. It can be seen that simpler game can help the students in teaching vocabulary and also they get information from the learning English more. Moreover, based on calculation of standard

deviation of pre-test it was found that score was 8.19 and the post-test 0.63 then the writer used t-test to find out the increasing of students vocabulary. It was found the value of t-test was 7.58 and t-table 3.478 in degree of freedom 29 at 0.05 level it means that t-test is greater than t-table ($7.58 > 3.478$) i alpha decision level a 0.05. Consequently, the null hypothesis is rejected, in short there is any significant effect of simpler game for teaching vocabulary at SMAN 1 Kepenuhan.

Keywords : Vocabulary, Language, Game, Multiple-choice



CHAPTER I

INTRODUCTION

1.1. Background of the problem

Millennial era requires us to be able to use English, because at this time all are already using very sophisticated technology, in the school environment all the books even use a lot of English, let alone within the scope of education or school, even the electronics that we use everyday use English. English has become an important language in the current global era. All students and non students are required to be able to communicate in international languages (Veronika U.P)

Vocabulary is one element of the language skills, which have to be learned and used by students in during teaching and learning process in classroom. So, vocabulary is one of the language factors that are very important for studying English. The lack of vocabulary will influence the students mastery in language. It means the students feel difficult for understanding the meaning of the text and speaking English well. Then, the students feel difficult for expressing their idea. The more words we know, the more we will be able to understand what we hear or read and better we will be able to say what we want to speaking and writing. In other words, having sufficient vocabulary is a very important in using English both and written form.

The importance of vocabulary in learning English as a foreign language cannot be neglected. Many people in this world know that vocabulary is very

important to be mastered. As one of the language components that influence all language skills, namely speaking, listening, reading and writing, the mastery of vocabulary is really needed. Vocabulary mastery is needed to comprehend the content of the material that is being learned by the students.

Students at this time are no longer interested in reading let alone to open a dictionary, in the teaching and learning process that writer did for 2 months I saw how the students was interested in English, they wanted to be able to speak using English but they did not want to open a dictionary or looking for the vocabulary they need. To prepare students for mastering English as an international language ,teachers need the right method to teach english to students.

Based on the researcher's observation and information from the English teacher, most of the second year students at SMA N 1 Kepenuhan.The writer found that learning vocabulary was still in problem.It was proved by the students' achievement in vocabulary that was still low.And then it was seen when the teacher explained the material,the students did not give a good response because students have lack vocabulary, students are not interested in learning English because students find English so hard to understand. Students still got score under the standard. Most of the students had difficulty in vocabulary.

Beside the lack of confidence in speaking English, students have limited vocabulary so that makes them confused and do not know how to speak English and enjoy English subjects. Learning vocabulary items play a vital role in all languages skills (listening, speaking, reading and writing). By seeing the fact, it being a must

for students to learn and know how to trick in order to have more vocabulary than before, if get a good one trick to have much vocabulary it will confidence and feeling better in English.

Vocabulary mastery is one of the basic components for mastering English as a foreign language at the elementary, secondary and advanced school level. In learning four language skill (listening, speaking, reading and writting), vocabulary is one of the basic components that must be mastered. This is natural, considering that four language skill require knowledge of words because they will not get anything without vocabulary. The more students mastery on the targeted vocabularies, the better their English will be, by having a limited vocabulary, students will find it difficult to master reading and other skill. By having good vocabulary mastery means students have the ability to understand and use the vocabulary at different contextual language use.

According to Hornby (1995: 486) defined game as an activity that you do to have some fun. In this study i want to use a game (*Simpler*), *Simpler* is a game with a vocabulary for English learning more enjoyable. In this game the simplest grammar system, and also a system of memorizing a simple, easy to understand English vocabulary, because students could also see illustration that was prepared specifically to indicate a suitable action for the unknow word, with seeing firsthand the illustrations prolonged the students will remember the vocabulary. And in this game students could choose the difficulty level recognizing elementary to upper intermediate. Therefore,based on the explanation above,it is necessary for a teacher to

do an innovation in teaching to improve students' achievement in vocabulary, one of the ways is by applying a game (*Simpler*), it is hoped that the game method (*Simpler*) can make students more interested in learning English and can improve students achievement in English.

Learning vocabulary through games has gained much attention from language researchers. Donmus (2011) believes that "implementing games into parts of education has been shown to improve student language vocabulary mastery while making language education seem enjoyable" (p. 1497). This is relevant to the opinion of Kuzu and Ural (cited in Donmus, 2010, p.1499) that "when game and education are combined, they synergize with entertaining education. Student who learn through the use of games produce positive moods and attitudes and students are more motivated studying time.

Finally, researcher is interested in carrying out the research activities entitled "**The Effect of Using Game (Simpler) For Vocabulary Mastery At SMAN 1 Kepenuhan.**"

1.2. Identification of the Problem

In SMAN 1 Kepenuhan many students have difficulties in learning English because several factors, First, students have lack of vocabulary. Second, students are not interested in learning English because students find English so hard to understand. Third, students are lazy to open the dictionary, because students feel it

takes a long time to open a dictionary. Next, they are find English to be boring and it makes them sleepy and not serious in English.

1.3. Limitation of the Problem

Based on the background above, i can be seen that there are problem in study, in this research, the researcher limits the research focus on the effectiveness of using game (*Simpler*) for teaching vocabulary with indicator, for students to look at and remember a few nouns, verb and adjcetives from picture in the game.

Because vocabulary is basic component in learning a foreign language, an generally students like games, so they are highly motivated to learn vocabulary and memorize words that the students watch from games, furthermore, games will make the students enjoy and fun.

1.4. Formulation of the problem

Based on the limitation of the problem above, the write formulates the problem of the research follows:

Is there any significant effect of using game (*Simpler*) at SMAN 1 Kepenuhan?

1.5. The objective of the research

The main objective of conducting this research are as follows: To find out the effect of game for teaching vocabulary to the students at SMAN 1 Kepenuhan. In

term of having good understanding to helping them memorize these words is challenging, but it can be an enjoyable activity. There are a few technique that can turn a boring language class into fun learning experience.

1.6. The Needs of The Research

The benefits that can be drawn from the vocabulary of this paper are:

1. For students:

- a. The students are challenged to learn vocabulary.
- b. The students are motivated to improve their vocabulary.
- c. The students can improve their English language skill.
- d. The students are interested in finding new vocabulary.
- e. The students vocabulary will increase automatically.

1. For researcher:

- a. The result of this research can be used as a starting point of improving the teaching and learning activities in class.
- b. It encourages me as a researcher as well as a teacher to conduct action research in improving teaching and learning activities or getting better solution of teaching and learning problem.

1. For teachers:

- a. It encourages the teachers to develop their creativity to improve teaching learning process.

- b. It encourages the teachers to be usual to do teaching reflection.
- c. It stimulates the teacher to motivate their students especially in vocabulary.
- d. It stimulates the teacher to find new techniques to improve the students' language skill.
- e. It stimulates the teachers to do action research to solve the problem of English teaching and learning at the classroom.

1.7. Definition of the key Terms

1. Vocabulary

The definition the word improving it is mean that the process to make better in quality or make more productive to become better. While the word student means a person who is follow a process of study in a college or university. The vocabulary mastery is the knowledge or ability to control in understanding the new words in language. From those explanations above, the writer concludes that improving students' vocabulary mastery is the process to helping student ability to make better for mastering new word in learning foreign language.

2. Game

A game is a structured form of play, usually undertaken for enjoyment and sometimes used as an educational tool. Game are sometimes played purely for

entertainment, sometimes for achievement or reward as well. They can be played alone, in teams, or online.



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CHAPTER II

THEORETICAL FRAMEWORK

2.1 The Nature of Vocabulary

The principle of learning English language is to make the students can communicate with the other people. How can they communicate in English well if they do not master in vocabulary. Studying language cannot be separated from studying vocabulary because it is an essential component of language. Vocabulary is one components of language beside grammar. Students who want to learn a target language, have learn those component .

2.2 The Definition of Vocabulary

Vocabulary mastery is one of the basic components for mastering English as a foreign language at the elementary, secondary and advanced school level. In learning four language skill (listening, speaking, reading and writing), vocabulary is one of the basic components that must be mastered. This is natural, considering that four language skill require knowledge of words because they will not get anything without vocabulary.

The more students' mastery on the targeted vocabularies, the better their English will be. By having a limited vocabulary, students will find it difficult to master reading and other skills. By having good vocabulary mastery means students

have the ability to understand and use the vocabulary at different contextual language use. According to Zimmerman cited by Anova and all (2015:16) vocabulary is central to language and of critical importance to the typical language, because every language needs vocabulary. In addition, according to Naveen (2009:1) vocabulary is the first and foremost important step in language acquisition. without vocabulary we cannot communicate with other, because people cannot understand or express their own ideas.

Moreover, according to sener(2015:16) vocabulary refers to the words used in language, it can be defined as the words which convey a particular meaning. So that vocabulary is a word grouped together into a sentence than can give the information or ask someone else, if we cannot master our vocabulary, then people won't understand what we are saying. For example, when people want to speak and write, people should master many vocabulary, so they can communicate fluently and avoid misunderstandings. Then, when they listen and read about something, they have to understand many vocabulary as a basic for them to absorb and receive information clearly and accurately. But different when people do not master vocabulary, it will be a lot of misunderstanding when talking, writing, listening and reading due to lack of vocabulary. That is way vocabulary very important and considered the center of language.

According to Richards and Renandya (2015:32) vocabulary is one of the core components of language proficiency and determines how well learners speak, listen,

read and write. It means vocabulary is one of the most important parts of language, vocabulary very influence in writing, speaking, reading and listening.

Based on theories above, the researcher concludes that vocabulary is the basic and important thing in language. Master the vocabulary is very important because as the opinion of expert, vocabulary is a central of the language. When someone masters the vocabulary they can deliver a wide range of expressions such as information, feelings or opinions to others.

2.2.1 The Importance of Vocabulary

Vocabulary is a very important to English language because without vocabulary Students cannot understand others or expresstheir own ideas. Teaching vocabulary is a very important task in teaching English. By using successful teachniques to learn new vocabulary, students will find words easier to learn and remember and will become motivated in class. The importance of vocabulary in learning English as a foreign language cannot be neglected. Many people in this world know that vocabulary is very important to be mastered. As one of the language components that influence all language skills, namely speaking, listening, reading and writing, the mastery of vocabulary is really needed. Vocabulary mastery is needed to comprehend the content of the material that is being learned by the students.

According to Team (2000: 13) concludes that vocabulary plays an important role in developing students understanding . In line with this statement, Zimmerman

(in Amer, 2002: 1) state that the central of a language is vocabulary and the language learners need to master it. According to Lehr et.al (2001) vocabulary is a kind of words that students must know to comprehend the text. So if they do not have enough vocabulary, their understanding of the text or information is given by a teacher will not maximize. This idea is supported by Bob (2010) who states that the more vocabulary students know, the better understanding they will have.

Vocabulary usually grows and accuiring knowledge. Thornbury (2002: 13) by questing David Wilkins, say without grammar very little can be conceyed, without vocabulary nothing can be conceyed. This shows that learning vocabulary is almost more important rather than learning grammar. Based on explained above, without knowing grammar, little can people express, but without knowing vocabulary, there is nothing can they express. It is true, because when someone has a good ability about grammar but this capability will be in vain if they do not have sufficient mastery of the vocabulary.

2.2.2 The kind of Vocabulary

Thornbury (2005: 3) states that there are many kinds of vocabulary classification.

There are:

a. Word Classes

Word classes are often called part of speech. Part of speech consist of noun, verb, adjective, preposition and conjunction.

1. Noun,

Noun is one of most important part of speech. It is usually used as subject or object. It is an arrangement with the verb helps to form the sentence. It could be the name of person, place, thing or idea. Example of noun: *Nila, Chair, Elephant, etc.*

2. Pronoun

Pronoun is suitable word. It is used to substitute person, thing, animal, etc. Personal pronoun is to substitute word of person. It is used as normative (subject), accusative (object), possessive adjective and possessive pronoun. Example: *My name is Nila; She is teacher; Her baby is cute.*

3. Verb

Verb is the word which expresses an action or a help to make a statement. It is usually used as predicate in a sentence. Example or verb: *Rina eats bread; I like butterfly.*

4. Adjective

Adjective is a word used to qualify noun or pronoun. Example of adjective: old, new, smart, lazy, etc. Example in sentences: *He is clever student; My brother is lazy boy.*

5. Adverb

Adverb is a word used for qualifying the meaning of verb, adjective, or another adverb. Example: *Mrs. Desi is teaching in the classroom.*

6. Conjunction

Conjunction is word related to one word to another one, one sentence to another one. Example: *My father like apple and banana; I want buy a cake but i have not money.*

b. Word families

- ✓ Affixes, Affixes are feature of grammar of most language. Example: *look; looking; looked.*
- ✓ Inflexion, Inflexion are the different grammatical forms of a word. Example: *Plays; playing; and played are inflexions of play.*
- ✓ Derivative, Derivative is a word that is resulted from the addition of an afiix to a root, and which has a different meaning form the root. Example: *player; replay; and playful are derivation of play.*

c. Word formation

in English word formation is called composite form of word, such as:

- ✓ Compounding is the combining of two or more independent words, example: *second-hand, word processor, typewriter.*
- ✓ Blending is two words can be blended to form one new one. Example: *breakfast + lunch = brunch; information + entertainment= infotainment.*

- ✓ Conversion is the process a word can be co-opted from one part of speech and used as another.
- ✓ Clipping is a new word can be coined by shortening or clipping longer words. Example: flu from influenza; email from electronic mail.

2.3 Teaching of Vocabulary

The teaching of vocabulary is not easy to do. Some people think that vocabulary teaching only wastes the time because vocabulary number is unlimited. The English teacher had better teach English vocabulary first than other aspect of this language, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language.

Vocabulary is a central of English language acquisition, as according to Celce and Murcia (2001: 285) vocabulary learning is a central to language acquisition whether the Language is first, second or foreign. According to Hornby (1995: 125), “Teaching” is Defined as giving instruction to somebody’s knowledge, skill, etc. Based on that explanation, teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life.

Harmer (2001: 155) gives the wide explanation about some technique for teaching vocabulary that is summarized as follows:

1. Demonstration

The teacher demonstration the language where he/ she want the students to study by offering them there in action.

2. Explanation

The teacher explains the construction of language in diagram, using textbook, using board or OHP.

3. Discovery

The students can be encouraged to understand new language form by discovering them in a test or by looking for at grammatical evidence in order to work out grammar rule.

4. Check Question

The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

5. Presentation

The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action and gesture to present the words.

2.3.1 Vocabulary Teaching in Senior High School

Teaching English to Senior High School student are categorized as teaching English to teenager because their average ages are teens. So it is different from teaching English to adult learners. According to Brown (2002: 91-92), teenagers

have special characteristics. First, the operational thought of the teenagers is increasing. They can solve the problem with logical thinking.

Second, attention spans of the teenagers. Third, the teenagers still need varieties of sensory input. Other characteristics of the teenagers are they have a very high ego and self-image and are very sensitive. The last characteristics of the teenagers, they are more and more becoming adult like, so the teacher have to be careful in teaching them. Teenagers are easy to get bored with the lesson compared with adult learners. They need colorful pictures and information that are relevant with their word.

The 11th graders certainly they are learning about identify the name, characters, and the description of people, tourism place and historical place. All of them need words to identify and words relate to vocabulary. It means that if you want to know all of them you should know the vocabulary first. Teaching English vocabulary to Senior High School students needs an extra work and appropriate teaching method which is adjusted to the students need. Therefore, the teacher should be creative in finding interesting ways to teach vocabulary.

2.4 Game

Honrby (1995: 486) defined game as an activity that you do to have some fun. Richard and Schmidt (2002: 580) argue that game is an organized activity that usually has the following properties such as: a particular task or objective, a set of

rule, competition between players, and communication between players by spoken written language. Deesri (2002: 2) added that games involve many factors: rules, competition, relaxation, and learning, in particular. Here we know that a game is not a chaosmaker if we can apply and conduct it straight as its rules. Language game are games that are used in teaching learning activity to make the students easy in learning English. And games are an extremely effective way of motivating the students in the classroom.

The most important thing is the games are fun. Donmus (2010) believe that “implementing games into parts of education has been shown to improve students language vocabulary mastery while making language education seem enjoyable” (p. 1497). This is relevant to the opinion of Kuzu and Ural (cited in Donmus., 2010, p. 1499) that “when games and education are combined, they synergize with entertaining education. Students who learn through the use of games produce positive moods and attitudes and students are more motivated studying time”.

Learning vocabulary is a hard work, so attempt is required to understand, produce and manipulate the target words. Games help and encourage many learners to learn target language more easily. They also help teachers to create contexts in which the target words are useful and meaningful; they also bring fun for students, this help them learn and retain new words more quickly. In other words, game-based learning can create a meaningful context for language learning process. After learning

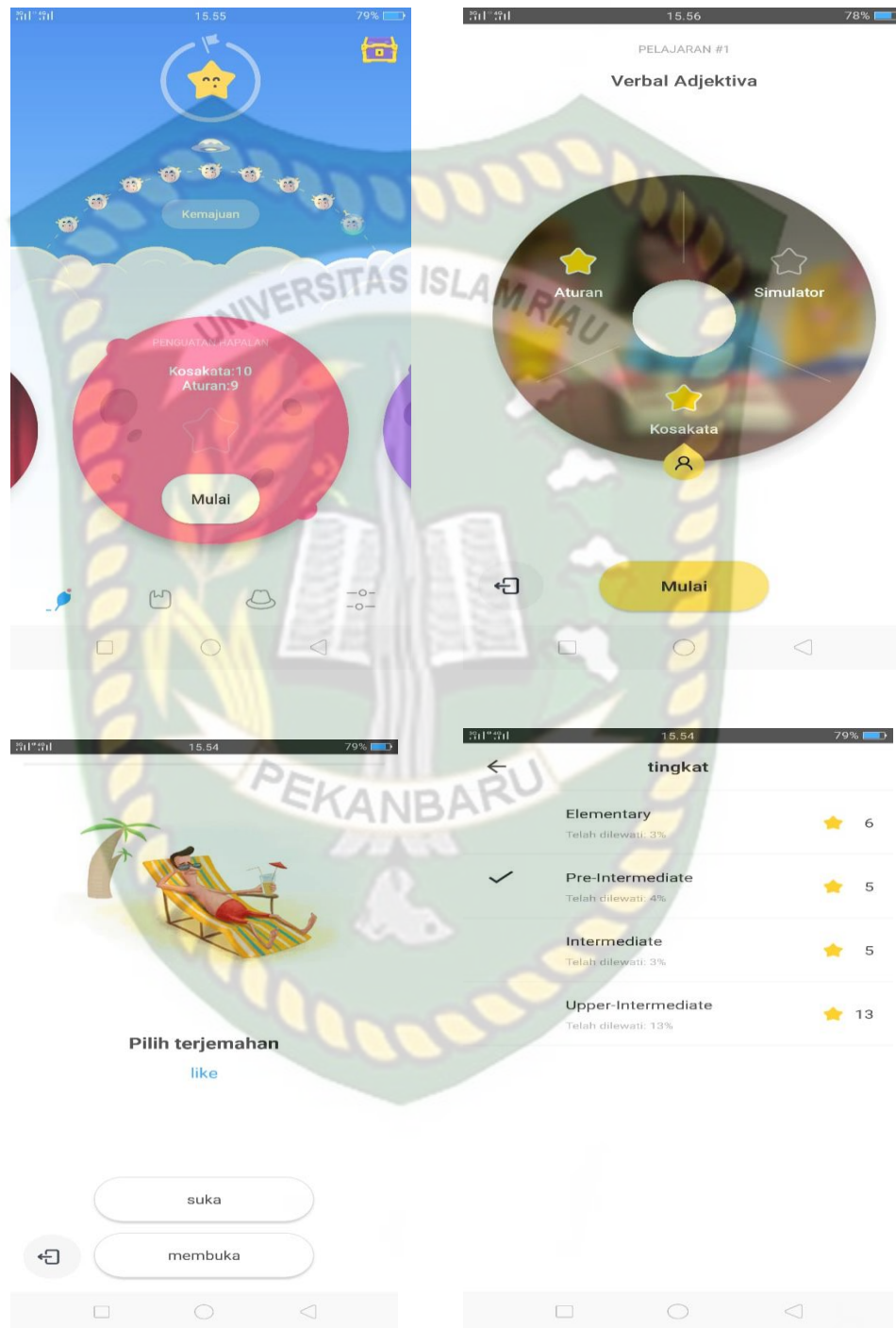
and practicing new vocabulary through games, students have the opportunity to use language in a non-stressful way (Uberman, 1998).

2.4.1 Simpler Game

Simpler is a game with a vocabulary for English learning more enjoyable. *Simpler* game made by GOODVAS, OOO Company in 2018. In this game the simplest grammar system, and also a system of memorizing a simple, easy to understand English vocabulary, because students could also see an illustration that was prepared specifically to indicate a suitable action for the unknown word, with seeing firsthand the illustrations prolonged the students will remember the vocabulary. And in this game students could choose the difficulty level recognizing elementary to upper intermediate.

As for the drawback to using online games in the study, the first one is that not all children have a cell phone and the second one can feel burdened by having an internet package (quota). While the advantage of using online games in learning is that children enjoy learning and are happier learning English, as well as children are more interested and will remember what they see in the game, and of course children will be more motivated and eager to learn English.

Figure 2.1: The Diagram Showed The Action Research in Each Cycle.



2.5 The Procedure of Using Simpler Game

The following procedure exemplifies stages of the use simpler game in the :

1. Download the application (Simpler Game by GOODVAS) in Playstore/Appstore.
2. Open the Simpler Game.
3. In the homepage of Simpler Game, click the Settings
4. Choose the level of game
5. After that, in the homepage of new level click Option
6. Choose the Vocabulary in option to start the game.
7. You will start the game. Enjoy

This game is very interesting and may stimulate the activity of the students in the class.

2.6 Past Studies

previous studies about teaching vocabulary. In 2018, (Veronika U.P) with the title Learning English Vocabulary through Online Game (Case Study of Students in 4th Grade of State Elementary School (SDN) Jombar 01. The teaching method through applying clash of clans games to teach vocabulary for 4th grade students of Jombar 01 Elementary school is quite useful. This can be seen from the result of interviews between students and English teachers at Jombar 01 Elementary School, as well as observations when teacher teach vocabulary with Clash of Clans games,

students were enthusiastic to try the application and were enthusiastic to try the new introduced meanings of the COC games.

Other research, Anik Mutoharoh (2015) in this research entitle The Effectiveness of using Puzzle Game in teaching vocabulary at the seventh grade students of SMP MTA Gemolong in the academic year of 2014/2015. Based on the discussion previous chapter, the mean score both experimental and control class is defferent. The result of research showed that there is significant difference between the students who are taught by using puzzle game and those who taught by worksheet.

Basically, the topic of those previous studies above is the same, teaching vocabulary, but it has different media in focus. In this research the researcher tries to do another research to them. This research examines the effectiveness of using simpler game for vocabulary mastery at SMAN 1 Kepenuhan.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research is an experimental research that involved one group. Sahu (2013:4) states that an experimental ordinary is interested in comparing the effect of different treatments. The researcher applied an experimental research with quantitative approach in order to determine whether the treatment influenced an outcome. The purpose of this design was to establish the cause and effect relationship between dependent variable and independent variable. Related to this study, the experimental research has been chosen because the researcher measured the effect of simpler game to enrich vocabulary. Both of group will be given pre-test and post-test. The pre-test will be given before treatment. The students pre-test score is to see the starting point. Subject will be assigned to the control group will be given a pre-test on the independent variable. The research will be held for four meeting. After the treatment, will be given post-test. Post-test will be compared with pre-test to see the effect simpler game to the students in mastering vocabulary.

The designed can be diagramed as follow:

Groups	Pre-Test	Treatment	Post-Test
E	Y1	X	Y2

(Ari in Hermina, 2000)

Explanation:

E: Experimental class

Y1: Pre-test for experimental class

X: The treatment by using simpler game

Y2: Post-test for experimental class

3.2 Population and Sample

3.2.1 Population

Table 3.1 Population

No	Class	Students
1	XI MIA 1	30
2	XI MIA 2	32
3	XI MIA 3	34
4	XI IIS 1	27
5	XI IIS 2	30
Total		155

The target population of this research is all the second grade students of SMAN 1 Kepenuhan.

3.2.2 Sample

The sample as result the class XI, the total number of the sample is 30 students.

Table 3.2 sample of the research

No	Class	Students
1.	XI MIA 1	30
	Total	30

3.3 Location and Time

The writer will conduct the research at SMAN 1 Kepenuhan. It locates on Jl. Syeh Abdul Wahab Rokan, Kepenuhan Tengah (Rokan Hulu) Riau. The time for conducting the research activities is one month is March 2020.

3.4 Instruments

The instrument of the research is a tool or facility that is used by rese archer for collecting the data in order to get better result. The instrument which will be use to collect the data in this research is multiple choice forms. According to Harris (1969), multiple choice form items to have superior reliability as the most useful of all objective types, since it could be simple administered. Based on the opinion above, the multiple choice type is chosen for research instrument. Heaton (1979) stated that multiple choice items can provide a useful means of teaching and tasting in

various learning situation particularly at the lower levels. The instrument of the study in this research are a test and observation.

1. Test

The test is one of the ways in collecting the data. The researcher will give a test of vocabulary and ask the students to try it. And the instrument which will be use to collect the data in this research is multiple choice forms.

2. Documentation

According to Arikunto (2010:274), documentation is an activity to look for variable like notes, transcribes, books, newspaper, etc. Documentation is done to get important data for the research. In this research, the researcher uses, field notes, photos and records in doing pre-test and post-test as the documentation of the research.

3.4.1 Pre-Test

The writer used test in her study as the instrument for collecting data. The tests were pre-test and post-test. The purpose of giving a pre-test was to know the students ability in mastering English vocabularies before conducting this study. There are 20 multiple choice questions to be tested. There are verb, noun and adjective. If the students result of the pre-test were lower than the criterion that have been confirmed by Depertment of education and culture, the researcher began the cycle of the action research by using the same forty words. The researcher had to change the

words if the results of the pre-test were the same or higher than the criterion. She started to treat the students by using illustration in game as vocabulary instruments.

Table 3.3 The Blue Print of the Pre-Test

No	Topick	Number of Item	Total Number
1	Noun	1,2,3,4,5,6,7,8	8
2	Verb	9,10,11,12,13,14,15,16	8
3	Adjective	17,18,19,20	4

3.4.2 Treatment

After pre-test the students in treatment used game while. Teaching and learning process. In teaching and learning process, the writer herself that applied that and taught the teaching procedure based on the lesson plan.

3.4.3 Post-Test

After give the treatment, the writer gave post-test to the students. The purpose is to know there is effect on teaching vocabulary after treatment by using game in teaching learning process. The test consisted of 20 items of multiple choice.

Table 3.4 The Blue Print of the Post-Test

No	Topick	Number of Item	Total Number
1	Noun	1,2,3,4,5,6,7,8	8
2	Verb	9,10,11,12,13,14,15,16	8
3	Adjective	17,18,19,20	4

3.5 Data Collection Technique

The data of study are score of the students teaching vocabulary that could be obtained by giving a pre-test that was conducted before the instruction used. Post-test was given after the teaching and learning process within four meeting. The test was aimed to measure how much the students understood the material given, the writer constructed the test in multiple choice test with 20 item. The question given in the pre-test is different as the material given in the post-test.

1. Pre-Test

Before treatment will administered to the students, the pre-test will given the the students in order to know the early background ability of students in vocabulary. The test consisted of multiple- choice test.

2. Treatment (Teaching / Research Activities)

After pre-test gave to the students in treatment use game strategy while teaching and learning process. The procedure of game for teaching vocabulary in teaching and learning process will conducted in the following activities.:

Pre-teaching activities:

1. Teacher greeting to the students.
2. Teacher checks students attendance list.
3. Teacher asking students some question about the topick.

Whilst- teaching activities:

- ✓ Teacher explain to the students how use simpler game for teaching vocabulary.
- ✓ Teacher ask the Students download the gaming app first.
- ✓ Teacher explain how to play the game. :
 - The first download the game.
 - I ask my students to choose the beginning level to starts.
 - After the beginning level, i ask the students to show their score.
 - And after that, i ask students to play the next level.
 - And the last, i gave the students a time to free play the simpler game.
- ✓ Students analyze and giving attention to the teacher instructions.
- ✓ And than students start to play simpler game

Post-teaching Activities

- ✓ Teacher review about simpler game
- ✓ Teacher give evaluation to the students

After treatment the writer given post-test to students, the writer constructed the test in multiple choice test with 40 item, in order to know the students in teaching vocabulary after having the treatment by using simpler game at SMAN 1 Kepenuhan.

3.6 .Data Analysis Technique

This study used a quantitative data which is related to numerals and it is analyzed by statistics. She used “t-test” formula to calculate the data by comparing students pre-test and post-test. After collecting the data she needed in research, the data processed and analyzed through the following steps:

1. the first formula is used to find the mean of each group. The mean can be calculated by using the following formula:

Their formula: $p = \frac{x}{n} \times 100$

Notation:

P = Individual Score

X = The number of correct answer

N = The number of items

2. To find the average differences of all score from the mean use the following formula:

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

S = Standard Deviation

$\sum(x - \bar{x})^2$ = Number of individual deviation od students score

N = Number of students

1 = Consultant Number

3. In order to check whether or not score were significantly different or to find the standard error between means, the following formula will be used:

$$S(X_1 - X_2) = \sqrt{\frac{(S_1)^2}{N_1} + \frac{(S_2)^2}{N_2}}$$

Note:

$S(X_1 - X_2)$ = Standard error of two means

S_1 = Standard deviation of pre-test

S_2 = Number deviation of post-test

N_1 = Number of the sample in pre-test

N_2 = Number of the sample in post-test.

Variance is used to measure the variability of each group.

$$\text{Variance } (S)^2 = \frac{\sum(X - \bar{X})^2}{N - 1}$$

(Taken from Hatch and Farhady, 1982)

1. After knowing the standard error of the means score, the writer calculates the t- test be calculated by using the following formula:

$$T_{Obs} = \frac{\bar{X}_1 - \bar{X}_2}{S(X_1 - X_2)}$$

Where:

T : The value which the statistical significant of the mean difference would be judged.

X_1 : Mean score of pre-test

X_2 : Mean score of post-test

S_1 : Standard deviation of pre-test

S_2 : Standard deviation of post-test

(Taken from Hatch and Farhady, 1982)

Having computed t-test, the final step that was to figure out the degree of freedom of two group. The degree of freedom was used to determine whether the t-score is a significant value. To find the degree of freedom, the following formula:

$$df = N-1$$

where :

df : The degree of freedom of experimental group

N : The number of the individual in the experimental group

1 : Constant number.

(Taken from Hatch and Farhady, 1982)

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDINGS

4.1 Description Of the Results

In order to assess the students achievement, the writer used an evaluation. According to the department of education and culture (Depdikbud) evaluation can be defined as follow: Is a series activity to again, analyze, and explain data about a process in teaching and learning done so systematic and continous that it becomes significant to take decision. (Depdikbud, 1995: 2)

From the statement above, it means that evaluation is used to determine the achievement of teaching and learning process. In order to assess the students achievement, the writer uses the criterion evaluation issued by the department of education and culture (Depdikbud 1995: 34) that a students can be said to be successful if he achieves 65% of the score. As mentioned above, the writer used pre-test, post-test, and observation to collect data. Next, the following are the elaboration of each activity.

4.1.1 Analysis of the Pre-Test

But she consumed more time than she had expected. Most of the students took about 30 minute to finish this pre-test. This case occurred, probably because they felt that the items were too difficult for them. The result can be seen in appendix 4.

Table 4.1. The Result of the Pre-Test

NO	Students	PT 1	PT 2	Score	%
1	Alfa Nurhidayah	18	17	35	87,5
2	Alfina Zakiah	19	19	38	95
3	Bia Arrafah Syifa	16	17	33	82,5
4	Dedi Ropian	14	16	30	75
5	Eka Nopia Ananda	16	16	32	80
6	Eka Nugraha Wardana	16	19	35	87,5
7	Habibul Umam	17	16	33	82,5
8	Halimah Salsabila	13	17	30	75
9	Ibnu Hafiz	13	17	30	75
10	Ikhwan Maulana	19	19	38	95
11	Juliana Putri	16	17	33	82,5
12	Makrifatul Fadhilah	17	17	34	85
13	Maria Ulfa	18	6	24	60
14	Muhammad Afiq Anofi	15	17	32	80
15	Mutiara Ningsih	13	16	29	72,5
16	Nenti Cahriyani	16	18	34	85
17	Novi Sari Putri Halawa	14	16	30	75
18	Putri Rama Annisa	14	17	31	77,5
19	Raden Maulana Sabila Hrp	18	20	38	95
20	Rafli Maulana	14	16	30	75
21	Rivaldi Al Pasiri	15	18	33	82,5
22	Rohimatul Azima	19	16	35	87,5
23	Salamatul A'ini	18	19	37	92,5
24	Siti Nurholiza	17	18	35	87,5
25	Sri Dewi Anjani	14	17	31	77,5
26	Suci Anggraeni	14	17	31	77,5
27	Tince Noverlina Halawa	19	20	39	97,5
28	Yulia Sari	17	17	34	85
29	Yulida	19	17	36	90
30	Zeandra Maeta Zami	16	18	34	85
Total of Students = 30				994	2485
Mean				33.13%	82.83

The explanation is as follow:

$$\text{The average mark} = \frac{\sum X}{\sum n}$$

X= Students mark

N= Number of the students

$$\text{The average achievement of the pre-test} = \frac{\sum X}{\sum n}$$

$$= \frac{2485}{30}$$

$$= 82.83$$

The higher score = 97,5

The lower score = 60

According to the criterion provided by Depdikbud(1995: 34), learning process can be said to be successful if students achievement is 60,61% and above. Seeing from the result of the pre-test that is only 48,24%, the writer concluded that the students did not master the material well.

Table 4.2 The Students score of Pre-Test

NO	Students	Score x1 %	mean X	x1-x	(x1-x) ²
1	Alfa Nurhidayah	87,5	82,83	4,67	21,81
2	Alfina Zakiah	95	82,83	12,17	148,11
3	Bia Arrafah Syifa	82,5	82,83	-0,33	0,11
4	Dedi Ropian	75	82,83	-7,83	61,31
5	Eka Nopia Ananda	80	82,83	-2,83	8,01
6	Eka Nugraha Wardana	87,5	82,83	4,67	21,81
7	Habibul Umam	82,5	82,83	-0,33	0,11
8	Halimah Salsabila	75	82,83	-7,83	61,31
9	Ibnu Hafiz	75	82,83	-7,83	61,31
10	Ikhwan Maulana	95	82,83	12,17	148,11
11	Juliana Putri	82,5	82,83	-0,33	0,11
12	Makrifatul Fadhilah	85	82,83	2,17	4,71
13	Maria Ulfa	60	82,83	-22,83	521,21
14	Muhammad Afiq Anofi	80	82,83	-2,83	8,01
15	Mutiara Ningsih	72,5	82,83	-10,33	106,71
16	Nenti Cahriyani	85	82,83	2,17	4,71
17	Novi Sari Putri Halawa	75	82,83	-7,83	61,31
18	Putri Rama Annisa	77,5	82,83	-5,33	28,41
19	Raden Maulana Sabila Hrp	95	82,83	12,17	148,11
20	Rafli Maulana	75	82,83	-7,83	61,31
21	Rivaldi Al Pasiri	82,5	82,83	-0,33	0,11
22	Rohimatul Azima	87,5	82,83	4,67	21,81
23	Salamatul A'ini	92,5	82,83	9,67	93,51
24	Siti Nurholiza	87,5	82,83	4,67	21,81
25	Sri Dewi Anjani	77,5	82,83	-5,33	28,41
26	Suci Anggraeni	77,5	82,83	-5,33	28,41
27	Tince Noverlina Halawa	97,5	82,83	14,67	215,21
28	Yulia Sari	85	82,83	2,17	4,71
29	Yulida	90	82,83	7,17	51,41
30	Zeandra Maeta Zami	85	82,83	2,17	4,71
	Jumlah	2485			1946,67

Variance:

$$(S)^2 = \frac{\sum(X-\bar{X})^2}{N-1}$$

$$S^2 = \frac{1946,67}{30-1}$$

Standard Deviation:

$$S_1 = \sqrt{67,13}$$

$$S_1 = 8,19$$

From the analysis above, the means of pre-test is 48.24 (\bar{X}) the variance is 67.1 (S^2) and the standard deviation is 8.2 (S_1).

4.1.2. The Analysis of the Post-Test

The post-test activity was conducted on Thursday, January 28, 2021 it was followed by 30 students through zoom meeting. Before the activity was started, and before i start to give the test to students, first, i check their presence at zoom meeting and i asked the students if the students have played the simpler game. And of course i was try to asked my students for some vocabulary question. For example :

1. A was asked the students to open the game first.
2. And i was asked the students to open the game from the elementary level to the upper-intemEDIATE.

3. And after that i was asked the students according to the pictures and vocabulary in the game (noun,verb and adjective).

All students answered the teacher questions. After that i was gived time to students played the game, the students seemed very enthusiastically and excited.

At the end the lesson, i gave the students answer a short test. This activty had purpose to check the students understanding about the lesson. The result of the students achievement in the first activity can be seen in the following table:

Table 4.3 The Result of the Post-Test

NO	Students	Post1	Post2	Score	%
1	Alfa Nurhidayah	20	20	40	100
2	Alfina Zakiah	20	20	40	100
3	Bia Arrafah Syifa	20	20	40	100
4	Dedi Ropian	20	20	40	100
5	Eka Nopia Ananda	20	20	40	100
6	Eka Nugraha Wardana	20	20	40	100
7	Habibul Umam	20	20	40	100
8	Halimah Salsabila	20	20	40	100
9	Ibnu Hafiz	20	20	40	100
10	Ikhwan Maulana	20	20	40	100
11	Juliana Putri	20	20	40	100
12	Makrifatul Fadhilah	20	20	40	100
13	Maria Ulfa	20	20	40	100
14	Muhammad Afiq Anofi	20	20	40	100
15	Mutiara Ningsih	20	20	40	100
16	Nenti Cahriyani	19	20	39	97,5
17	Novi Sari Putri Halawa	20	20	40	100
18	Putri Rama Annisa	20	20	40	100
19	Raden Maulana Sabila Hrp	20	20	40	100

No	Students	Post 1	Post 2	Score	%
20	Rafli Maulana	20	20	40	100
21	Rivaldi Al Pasiri	20	20	40	100
22	Rohimatul Azima	20	20	40	100
23	Salamatul A'ini	19	20	39	97,5
24	Siti Nurholiza	20	20	40	100
25	Sri Dewi Anjani	20	20	40	100
26	Suci Anggraeni	20	20	40	100
27	Tince Noverlina Halawa	20	20	40	100
28	Yulia Sari	20	20	40	100
29	Yulida	20	20	40	100
30	Zeandra Maeta Zami	20	20	40	100
	Total Students = 30			1198	2995
	Mean			3993	9983

The explanation is as follows:

The average mark: $\frac{\sum X}{\sum n}$

X= students mark

n= number of the students the average achievement of the pre-test result= $\frac{\sum X}{\sum n}$

$$= \frac{2995}{30}$$

$$=99.83$$

The higher score= 100

The lower score= 97.5

Table 4.4 The Students score of Post-Test

NO	Students	Score x1 %	mean X	x1-x	(x1-x) ²
1	Alfa Nurhidayah	100	99,83	0,17	0,03
2	Alfina Zakiah	100	99,83	0,17	0,03
3	Bia Arrafah Syifa	100	99,83	0,17	0,03
4	Dedi Ropian	100	99,83	0,17	0,03
5	Eka Nopia Ananda	100	99,83	0,17	0,03
6	Eka Nugraha Wardana	100	99,83	0,17	0,03
7	Habibul Umam	100	99,83	0,17	0,03
8	Halimah Salsabila	100	99,83	0,17	0,03
9	Ibnu Hafiz	100	99,83	0,17	0,03
10	Ikhwan Maulana	100	99,83	0,17	0,03
11	Juliana Putri	100	99,83	0,17	0,03
12	Makrifatul Fadhilah	100	99,83	0,17	0,03
13	Maria Ulfa	100	99,83	0,17	0,03
14	Muhammad Afiq Anofi	100	99,83	0,17	0,03
15	Mutiara Ningsih	100	99,83	0,17	0,03
16	Nenti Cahriyani	97,5	99,83	-2,33	5,43
17	Novi Sari Putri Halawa	100	99,83	0,17	0,03
18	Putri Rama Annisa	100	99,83	0,17	0,03
19	Raden Maulana Sabila Hrp	100	99,83	0,17	0,03
20	Rafli Maulana	100	99,83	0,17	0,03
21	Rivaldi Al Pasiri	100	99,83	0,17	0,03
22	Rohimatul Azima	100	99,83	0,17	0,03
23	Salamatul A'ini	97,5	99,83	-2,33	5,43
24	Siti Nurholiza	100	99,83	0,17	0,03
25	Sri Dewi Anjani	100	99,83	0,17	0,03
26	Suci Anggraeni	100	99,83	0,17	0,03
27	Tince Noverlina Halawa	100	99,83	0,17	0,03
28	Yulia Sari	100	99,83	0,17	0,03
29	Yulida	100	99,83	0,17	0,03
30	Zeandra Maeta Zami	100	99,83	0,17	0,03
	Jumlah	2995			11,67

Variance:

$$(S)^2 = \frac{\sum(x - \bar{x})^2}{N-1}$$

$$S^2 = \frac{11.67}{30-1}$$

$$S^2 = \frac{11.67}{29}$$

$$S^2 = 0.40$$

Standard Deviation:

$$S^2 = \sqrt{0.40}$$

$$S_2 = 0.63$$

From the analysis above, the means of post-test is 99.83 (\bar{X}) the variance is 0.40 (S^2) and the standard deviation is 0.63 (S_2).

The average of the post-test was 99.83%. According to the Depdikbud's criterion, this activity can be said successful. The writer saw the students had a tendency to see a game performance again. The score is higher than the pre-test that was only 82.83%. From this fact the writer concluded that the students achievement is improved.

4.1.3 The Increase of the Students Score

After computing the students score in pre-test, calculated the average of the pre-test and post-test, the writer found the average of pre-test is 82.83 and the average of post-test is 99.83. So, the difference mean between the pre-test and post-test are 17. Then the writer calculating the individual deviation and the individual deviation square of the sample students to found the standard deviation in pre-test and post-test. It was obtained from the total individual deviation square of pre-test is 1946.67, and post-test is 11.67. The standard deviation of pre-test is 8.91 and post-test 0.63. After the standard deviation was known, the writer use t-test to know the students vocabulary use simpler game.

The writer compared the average score of pre-test and post-test, as follows:

$$\begin{aligned}
 t\text{-test} &= \frac{X_2 - X_1}{\sqrt{\frac{(S_1)^2}{N_1} + \frac{(S_2)^2}{N_2}}} \\
 &= \frac{99.83 - 82.83}{\sqrt{\frac{8.19}{30} + \frac{0.63}{30}}} \\
 &= \frac{99.83 - 82.83}{\sqrt{\frac{67.13}{30} + \frac{0.40}{30}}} \\
 &= \frac{17}{2.23 + 0.01} \\
 &= 17 \setminus 2.24
 \end{aligned}$$

$$t\text{-test} = 7.58$$

It makes no difference whether the obtained value is positive or negative. Since the distribution is symmetrical, the minus quantities would be the same (Hatch and Farhady, 1982: 110). So the t-test result is 7.58 the degree of freedom is this sample could be calculated as follows:

$$\begin{aligned}
 df &= N - 1 \\
 &= 30 - 1 \\
 &= 29
 \end{aligned}$$

Table Increase of Students Score

	Pre-Test	Post-Test	Increase	df	t-test	t-critical at
X	82.83	99.83	17	29	7.58	3.478
S²	67.13	0.40	66.73			
S¹	8.19	0.63	7.56			

The table should the average score of pre-test is 82.83 and post-test 99.83. it means there is significant effect of simpler game for teaching vocabulary. The progress explain that teaching by game can develop students vocabulary.

The degree freedom 29 is at level 0.05_ and cosequently the critical value is 1.684. it means that the value of t-calculated 7.58. is bigger than value of t-table 3.478 at level 0.05_ therefore null hypothesis was rejected and the alternative hypothesis was accepted. So, there is significant effect of simple game for teaching vocabulary at SMAN 1 Kepenuhan.

4.2 The Interpretation of the Data Research

From the data analysis, the writer found that total score of the pre-test 2485 with mean 82.83. After treatment was given in teaching and learning process for four meetings though game in teaching vocabulary, the post-test was administered for the group. The total score of post-test 29.95 and mean 99.83. It can be seen that simpler game can help the students in teaching vocabulary and also they get information from the learning English more.

Moreover, based on calculation of standard deviation of pre-test it was found that score was 8.19 and the post-test 0.63 then the writer used t-test to find out the increasing of students vocabulary. It was found the value of t-test was 7.58 and t-table 3.478 in degree of freedom 29 at 0.05 level it means that t-test is greater than t-table ($7.58 > 3.478$) i alpha decision level a 0.05. Consequently, the null hypothesis is rejected, in short there is any significant effect of simpler game for teaching vocabulary at SMAN 1 Kepenuhan.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the data analysis in the previous chapter, the writer draws the following conclusions:

- A. The students mastery of vocabulary of nouns,verb and adjective. Students have improved after the played simpler game was given. It was supported by the significant different result of the pre-test. Hat was lower (82.83%) than post-test (99.83%).
- B. The students understood that kind of activity was necessary for them and they expected that teaching by using a simpler game would be given regularly and continuously.
- C. After the treatment in the action research done, the students got closer to the writer. This relationship gave a positive effect to them. They enjoyed more in English subject, because they were given a new mothod to learn English that had never been given by their classroom teacher.

5.2 Suggestions

After presenting the research findings, the writer gives some suggestions to the individuals who those more concern about teaching English to

the students in education domain, particularly the English teacher art senior high school level as in the following :

5.2.1 Some Suggestions for the English Teacher of SMA

Teacher is one of the most important factors in teaching English. It is teacher who actually the actor behind the teaching learning process. Therefore the teacher also are suggested to use varies activities or strategies in teaching to overcome the students boredom and making class a live especially in learning vocabulary that usually make bored the students. One thing that almost teacher forgot, the teacher only teach the material without thing how material is acquired by the students. English is a language; need many practice and exercise rather than theory.

By using game in teaching learning process, the teacher can make the class situation more live. This situation is appropriate with the students expectation when they study, because students likes to do something what the students likes, the students always do act all the time at class than inactive and listen to the teacher explanation. In addition, enhancing the students motivation to study English. The teacher are suggested to explain the students importance of English give them praise, reward and assign them some work. Based on the observation, the teacher is successful in apply the technique in teaching learning by simpler game, the students are involved in teaching learning process and more enjoy the class.

5.2.2 Some Suggestions for the English Students of SMA

Based on the research above, so the students at senior high school should keep improving vocabulary though understanding vocabulary context from the English texts. Students should force themselves to doing exercise or practicing English, whether at home or at the school without waiting instruction from the English teacher. Besides that, the students also should remembered the picture in the game for vocabulary text whether at the school or at home without instruction for the teacher. By having good understanding about simpler game in teaching vocabulary, the students can achievement better understanding of English passage in the future.

5.2.3 Suggestions for the Next Researcher

The writer expected that the next researcher can do better than this research. Moreover, the writer hoped that the existence of the thesis could give meaningful contribution to the other. The problem or the title of the thesis should different with the thesis before. So that there any many kinds of problem can be solved by researchers and there is something new everyday about English research. In this research, the writer have used a simpler game. So, for the next research can use another text.

In the case, the next research must use the other method in teaching vocabulary, the topic of their research that can improve the English students

ability not only comprehend the vocabulary, but also the other skill like listening, speaking and writing.



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