

**IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH HOW
SPECIAL AM I GAME AT THE SECOND SEMESTER OF THE EIGHTH
GRADE OF SMPN 35 BANDAR LAMPUNG IN ACADEMIC YEAR OF
2019/2020**



(A Thesis)

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

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2020**

ABSTRACT

The objective of this research was finding out the implementation of how special am I game in improving students' vocabulary mastery at the second semester of the eighth grade of SMPN 35 Bandar Lampung in academic year of 2019/2020.

Vocabulary is the basic in communication both oral or written form. It should be mastered by students in order to make them are easier to communicate each other. Game is one of interesting ways in teaching learning English, especially in vocabulary. It makes students fun and enjoy while receiving the material. There were two variables in this research, the independent variable was the how special am I game (X) and dependent variable was the students' vocabulary mastery (Y).

The research methodology in this research was Classroom Action Research (CAR). There were two cycles in this research with the pre-test before treatment. The population of this research was the eighth grade of SMPN 35 Bandar Lampung. The samples of research was VIII C that consisted of 29 students. In collecting the data, there were pre-test and post-test instrument. After giving the pre-test and post-test, the researcher analyzed the data of research.

From the result, it was obtained that there was an improvement of students' vocabulary mastery. It can be seen by the mean score of each cycles. In pre-test it was obtained 64.1%. In cycle 1, it was obtained 67.9%. In cycle 2, it was obtained 81.2%. Based on this result, it can be concluded that the implementation of how special am I game can improve the students' vocabulary mastery at the second semester of the eighth grade of SMPN 35 Bandar Lampung in academic year of 2019/2020.

Keywords: *How Special Am I game, Classroom Action Research (CAR), Vocabulary Mastery.*



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DECLARATION

I hereby declare that this thesis entitled, “Improving Students’ Vocabulary Mastery through How Special Am I Game at the Second Semester of the Eighth Grade of SMPN 35 Bandar Lampung in Academic Year of 2019/2020” is completely my own work. I’m fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, April 2020

Declared by,

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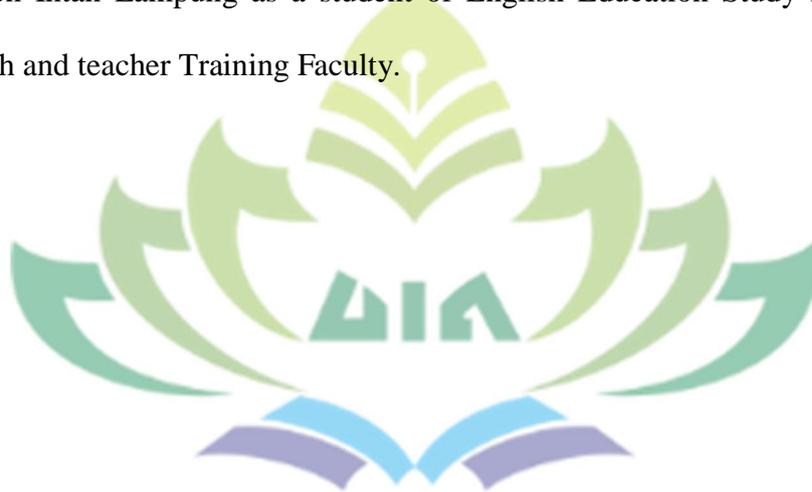
DEDICATION

1. My beloved Parents, Mr. Sudirman Yusuf Alm and Mrs. Rustiati, who always pray to me, give the support and motivation to me.
2. My beloved sister, Dea Laras Ravita Sudirman and Cici Nur Arizka Sudirman who also gives support to me.
3. My beloved brother Danang Adi Nugraha.
4. My beloved almamater, State Islamic University of Raden Intan Lampung.



CURRICULUM VITAE

The researcher's name is Clara Citra Sudirman. Her nickname is Clara. She was born in BukitKemuning, July 30th, 1997. She is the second child of Mr. Sudirman Yusuf Alm and Mrs. Rustiati. She began her study at SDN 02 Bukit Kemuning, Lampung Utara and graduated in 2009. After that, she continued her study at SMP Negeri 1 BukitKemuning and graduated in 2012. After she finished from junior high school, continued her study at SMA Negeri 1 BukitKemuning and graduated in 2015. Then, she continued her study at State Islamic University of Raden Intan Lampung as a student of English Education Study Program of Tarbiyah and teacher Training Faculty.



ACKNOWLEDGEMENT

In the name of Allah, the Almighty, the most beneficent and the most merciful, for blessing the researcher with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, as well as his family and followers.

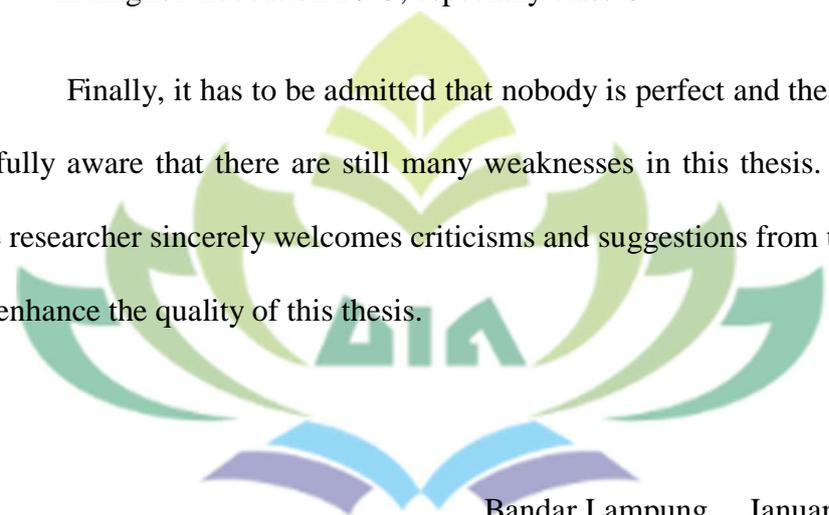
This thesis is presented to the English Education Study Program of State Islamic University Raden Intan Lampung in order to submitted as compulsory fulfillment of the requirements for S1 degree.

The researcher would like sincerely thank to the following people for their ideas, times, guidances, and support for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd. The dean of Tarbiyah and Teacher Training Faculty, State Islamic University Raden Intan Lampung.
2. Meisuri, M.Pd. The Chairperson of English Education Study Program of State Islamic University Raden Intan Lampung.
3. Meisuri, M.Pd. The Advisor for giving guidance and help to finish the thesis.
4. Yulan Puspita Rini, M.A. The Co-Advisor for giving guidance and help to finish the thesis.
5. The English Department Lecturers in State Islamic University Raden Intan Lampung.
6. Nurbaiti, M.Pd., the headmaster of SMP Negeri 35 Bandar Lampung for allowing her to conduct the research.

7. Rina Fitria, S.Pd. as English Teacher and all staffs and teacher in SMP Negeri 35 Bandar Lampung For being helpful and giving suggestion during the research process.
8. The researcher's parents, Mr. Sudirman yusuf Alm and Mrs. Rustiyati, and also the big family H. Nawawi
9. The researcher's friends , Revando Wijaya, Yuli Eviyana, Suci Kurnia Mahardini, Bella Ayoe Dhearosa, Amelia Kirana Febriani, Via Destika, Oliv, Rani Puspita Dewi, Patuh Gumilang Abadi, all friends in English Education 2015, especially class C.

Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.



Bandar Lampung, January 2020
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MOTTO

عَزَمْتَافَاذًا فَتَوَّ كَلَّ عَلَى اللَّهِ ۖ إِنَّ اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ

Then when you taken a decision, put your trust in Allah, Allah loves those who put their trust in him.

(Ali Imran: 159)¹



¹ Departemen Agama RI. Al- Quran Tajwid Dan Terjemahnya. PT Syamil Cipta Media. 2006 P.71

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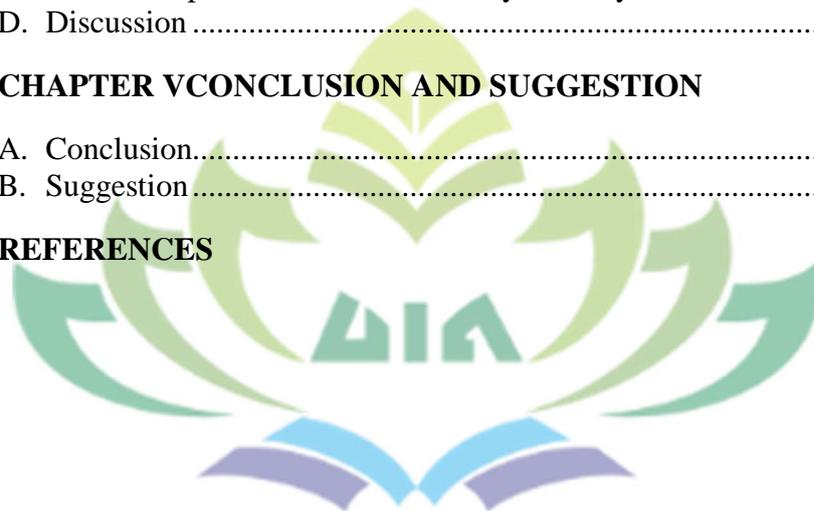
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CHAPTER I INTRODUCTION

A. The Background of Problem

English is one of the languages which become an international language. Many people from different countries use English in order to be able to communicate, not only in oral but also in written communication. English is global language, it means that many people use English for communication or express their ideas to other people from other countries. We also need English to deliver messages or the ideas from the speakers to deliver messages or the ideas from the writers to readers.

In teaching English, many strategies can be applied. These must be appropriate to the classroom situation and could make the students enjoy the lesson. One of those ways is by using game. Game has relevance to the teaching and learning, it has its own unique which makes the students receive the material faster than the other strategies that sometimes have confusing procedures. Game could increase the students' motivation in learning as we know that it is the combination of playing and learning.

From all of the skills in English, vocabulary is the most important one that should be noticed. Because vocabulary is the heart of language, without mastering vocabulary, students would be hard in understanding words or sentences. Vocabulary is all words in the language, it is used by the speaker or author. These words have meaning to support the language of communication.

Vocabulary seems easy to be mastered, but it is actually quite hard eventhough it could be teach by some interesting techniques or strategies. Generally, teacher teaches vocabulary word by word in order to make students understand both the word and meaning. Vocabulary must be taught in detail. A teacher should be able to make students understand and make sure they would not forget the words they have learned before leaving the class. Because usually the students knew the word but in the next day they often forget.

Using a new vocabulary is not only fun, but also the best way to remember all new vocabulary. At least try to use three new vocabularies every day when communicating with others even though in practice we are still stammering or the language we use there is the wrong grammar.

Although vocabulary is easy to be mastered, but there are still many students who are lack of understanding words. They usually found many unfamiliar words in a text or passage but they just skip those words. They got no motivation in finding the meaning of unfamiliar words in dictionary or asking friends. They migh understood the sentence but they did not understand each words in that sentence. In overcoming these problems, the teacher should apply a technique or strategy in teaching vocabulary. Therefore, the students' motivation, effectiveness and score will be increased.

When the researcher conducted preliminary research by interviewing English teacher at eighth class of SMPN 35 TelukBetung Bandar Lampung. It was found that the students have difficulties in learning vocabulary. The

researcher asked some questions to the teacher related to vocabulary activity in teaching-learning. The teacher said that the students were interested to follow the lesson but they have difficulties in comprehend the meaning of unfamiliar words, they have difficulties in exploring their idea to find some vocabularies which is asked by the teacher and the students have difficulties to differentiate between noun and adjective. The students like to be taught by using some media such as power point or with the direct object.

The teacher also said that it is about how to manage the class, and how to manage the students, because the students at junior high school level is the beginner of English learners. Therefore they have difficulties with all aspect of English, especially in vocabulary. They need to be taught by using interesting media or strategy. It supported by the students' score at the eighth grade. The students' score of vocabulary are still low which means under the minimum mastery criteria. The teacher said the minimum mastery criteria at the eighth grade is 75. Below the score of students' vocabulary at the eighth grade of SMPN 35 Bandar Lampung:

Table 1
The Percentage of Vocabulary Score at the Eighth Grade of SMPN 35
Teluk Betung Bandar Lampung at the Second Semester in Acadmic Year
2019/2020

NO	Class	KKM		Number of Students
		> 75	≤ 75	
1	VIII A	12	25	37
2	VIII B	15	19	34
3	VIII C	8	27	35
4	VIII D	9	29	38
5	VIII E	11	22	33
Total		55	122	177

Percentage	31.1%	68.9%	100%
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Source: The Score Data from English Teacher of SMPN 35 Teluk Betung Bandar Lampung

Based on the result above, it can be concluded that the students' vocabulary mastery at the eighth grade of SMPN 35 Bandar Lampung need to be improved. It can be seen that the students who passed the minimum mastery criteria are 55 students (31.1%) and the students who did not pass the minimum mastery criteria are 122 students (68.9%). It is clear that the students have difficulties in vocabulary skill.

To support the result of interview, then the researcher asked the students by using questionnaire. The questionnaire consisted of some questions which related to the students' vocabulary skill and interest. Most of students answered that they face difficulties in learning vocabulary, they like to be taught by using LCD or picture, they do not like if the teacher only use book as a tool in teaching, actually they like English lesson but hard to explore vocabularies.

These problems of vocabulary must be solved, because it can be difficulties for students to continue the next level or grade. Also the students may have low motivation in learning English because they feel learn vocabulary is difficult. Moreover, the students will have boredom in English class.

Based on the students' problems above, the researcher interested to improve students' vocabulary mastery. Game has been chosen as a strategy of teaching vocabulary in this research. The name of the game was How

Special Am I Game. Game is intended can overcome students' problem in learning, because it makes the students fun and enjoy. Agoestyowati mentions that "Game allow students to; work co-operatively, comete with each other, strategize, think in a different way, compare and share knowledge, learn from others, learn from mistakes, work in a less stressful and more productive environment, and allow people to have fun".²

Game is the kind of fun way in teaching, in order to decrease boredom. The students will be easier in receiveing the material through game. They will play but still get the point of material and get new knowledge. There are also so many games which can be used in improving students' skills in English, especially in improving vocabulary mastery. One of those games is How Special Am I Game.

How Special Am I game is personal information game that will ask the students to tell their personal information. The information including their most favorite, their daily activities, and their spesific skill. This game can improve students' vocabulary mastery and activity because the students would not hard to find the words. The words would be related to their own. Therefore, it closes to them.

The effectiveness of how special am I game had been proved on previous research. It was conducted by Sarah Aulia, she did study at SMPN 14 Pontianak Timur entitled "The Use of Personal Information: How Special Am I Game to Teach Students' Vocabulary". The aim of this research is to

² Redjeki Agoestyowati, *102 English Games*, (Jakarta: Gramedia Pustaka Utama), 2007,p.1

find out the effectiveness of using how special am I game in teaching vocabularies on writing descriptive text. The result of this study showed that how special am I game was effective to be applied in teaching learning vocabulary in order to improve students' skill. It can be concluded that, the use of how special am I game to teach vocabularies on writing descriptive text to the students VII grade of SMPN 14 Pontianak Timur was effective.³

The previous study above has relevance to this research where the purpose were the same about finding the effectiveness of how special am i game in teaching vocabulary. Eventhough, there was little difference. It just in the case of additional variable. The previous study was in vocabulary writing descriptive text. But still, the aim of study were the same about the implementation of a game called how special am I. They had relevance because the previous study was succeeded to implement the game and this research also successful in implementation the use of how special am I game in teaching learning vocabulary.

The researcher chose this game because as we know that most of students are lazy to explore vocabulary. The students learned new word quickly, and they would be more excited through this game. For example the teacher asks what is your most favorite colour, tell me something you are very good at, etc.

This game could improve students' vocabulary mastery, especially in nouns and adjectives. Because it provides easy topics about personal

³ Sarah Aulia, *The Use of Personal Information: How Special Am I Game to Teach Students' Vocabulary of SMPN 14 Pontianak Timur in Academic Year 2016/2017*, (Tanjungpura: Tanjungpura University), Retrieved on June, 29 2019.

information. For example the topic about; three adjectives that describe me (positive or negative). Then, the students will answer it; brave, sincere, keen. It is expected that each students have different answer but it seems impossible because someone's characters may be the same. It does not matter because the students' level still on Junior High School.

There are weaknesses of this game such as; it will consume much times for the students to think what are the words that related to the topics eventhough it related to themselves, the students may have the same answers, especially when the topic is about the characteristics, and the students possibly think that it is too easy, etc. Although this game have weaknesses, but it still can be used in appropriate level. Junior High School level is appropriate for this game, that is why the researcher wants to apply this game at that level.

By looking at previous study, the researcher believed that how special am I game could improve students' vocabulary mastery and the vocabulary class could be effective. The researcher done this research due to the implementation of how special am I game itself. This game is quite rare to apply, because it is an unusual game which means many teachers has never used this game, especially at SMPN 35 Bandarlampung. And considering the students' problems above, the researcher conducted the research entitled: "Improving Students' Vocabulary Mastery through How Special Am I Game at the Second Semester of the Eighth Class of SMPN 35 Teluk Betung Bandar Lampung in 2019/2020".

B. Identification of Problem

Based on the background of problem above, the researcher identified the problems as follows:

1. The students have difficulties to explore their mind to find some vocabularies fastly.
2. The students have difficulties to translate unfamiliar words.
3. The students have difficulties to differentiate kind of vocabulary such as noun and adjective.

C. Limitation of Problem

Based on the identification of problem , the researcher focused on the main problem in this research only on “By using How Special Am I game can make the students fun in learning noun and adjective words”. Because based on preliminary research, the researcher found most of students still confused and did not know the differences noun and adjective. These material also available on syllabus at the eighth grade.

D. Formulation of Problem

Based on the background of problem, the researcher formulated the problem in this research:

1. Can the implementation of How Special Am I Game improve the students' vocabulary mastery?

E. Objective of the Research

In general, the research aims at:

1. Identifying the implementation of How Special Am I Game in vocabulary mastery.

F. Scope of Research

1. The Subject of Research

The subject of this research was the students of the eighth class of SMPN 35 Bandar Lampung. Especially at 8C class, it consists of 29 students.

2. The Object of Research

The object of this research was the students' vocabulary mastery, especially in learning noun and adjective.

3. The Place of Research

This research was conducted at SMPN 35 Bandar Lampung. It is located on St. Drs. Warsito No.48, Kupang Kota, Tlk. Betung Utara, Bandar Lampung, Lampung 35211.

4. The Time of Research

This research was conducted at the second semester in the academic year of 2019/2020.

CHAPTER II

FRAME OF THEORY, THINKING AND HYPOTHESIS

In this part, the researcher presented: the concept of vocabulary, teaching and learning vocabulary, the concept of game, game in teaching and learning vocabulary, the concept of How Special Am I game, and the procedure of teaching vocabulary through How Special Am I game.

A. Concept of Vocabulary

Vocabulary is the core or basic in learning English. Because it is all about words and inferred meaning. As Richard & Renandya state that vocabulary is the core in learning all of English skills such as to speak, read, write, or listen. All of these require vocabulary. Someone who have mastered vocabulary will be clear and easy in learning the other skills. Vocabulary could get from watching television, radio, etc. Through this ways, someone could learn how to speak or apply the contet of language just like native speakers.⁴

It means that vocabulary is very important in languages learning because it is hard to use language without vocabulary. All language skills are concerned with words. It is the basic of learners to speak, listen, read, write. They could not speak, read, and write well without mastering vocabulary. Vocabulary should be taught efficiently, in order to make learners remember each words they have learnt and explore new words.

⁴ Jack Richard, & Willy Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: University Press), 2002,p.255.

Vocabulary is the list of words that make the sentence on a language. It is used as the main tool to understand forms, phrases, sentences and texts in one or more paragraphs. It supported by Cameron that "Vocabulary is central to the learning of a foreign language at primary level. First we must mastering vocabulary, because it is basic element and the most important parts in teaching learning process. Vocabulary is just like a ‘mother to family’".⁵

It means that without vocabulary the students will not able to master English well. It is the central of language where everything in English begins by learning vocabulary. The importance of vocabulary is described like a mother to family. As we know that a mother is the heart in family, she is the ones who cares about everything and affects much in the family’s situation.

From the theories above, the researcher concludes that, it is easy to learn vocabulary and also teacher easy to teach vocabulary. This is an easy way to explore ideas word by words and then find the meaning of it. All of the aspects of life needs vocabulary. How could we write, speak, listen, and understand the words or sentences without mastering vocabulary. It can be called first of all to anything else.

B. Kinds of Vocabulary

There are some kinds of vocabulary, it is also called as the types of vocabulary. The students have to know the differences among these types, in

⁵ Lynn Cameron, *Teaching Language to Young Learners*, (London: Cambridge University Press), 2001,p.72.

order to provide appropriate vocabulary in oral or written communication.

Below the kinds of vocabulary:

1. Verb

Verb is an actionword which refers to the actions, events, or states.

Example: go, run, take, throw, etc.

2. Noun

Noun is often name of people or thing. For example : John (name), Singapore (place).

3. Adjective

Adjectives are used when we describe people, things, events, etc. Adjectives are used in connection with nouns and pronouns. Example: beautiful, selfish, crowded, etc.

4. Adverb

It is a word like tomorrow, once, badly which is used to say. Example: when, where, or how something happens.

5. Pronoun

It is a word like it, yourself, their, which is used instead of a more precise noun or noun phrase (*like the cat, peter's self, the family's*). the word pronoun can also be used for a determiner when this includes the meaning of the following noun which has been left out. Example: I will take these.

6. Preposition

Prepositions are word like *on, off, of, into*, normally followed by noun or pronoun.

7. Conjunction

It is a word like and, but although, because, when, if which, can be used to join clauses together. Example: *I rang because I was worried.*

8. Determiner

It is one of a group of words that begin noun phrases. Determiner includes *a/an, the, my, this, each, either, several, more, both, all.*⁶

From the theory above, the researcher concludes that there are kinds of vocabulary, they are: verb, noun, adjective, adverb, pronoun, preposition, conjunction, and determiner. Harmer added that below the kinds of vocabulary:

1. Polysemy

Polysemy is only resolved when we see the word in context, that allows to say which meaning of the words in the particular instance is being used. For example: He is the head of this office. In this case “head” means a leader.

2. Antonym

The term antonym is used for opposite meaning of word. For example: “beautiful” is an antonym of “ugly”.

3. Synonym

It means that two or more words have the same meaning. For example: the synonym of beautiful is pretty, it is also serve meaning to adorable or awesome.

⁶ Scott Thornbury, *How to Teach Vocabulary*, (London: Longman), 2002, p.3.

4. Hyponyms

It means items that serve as specific examples of a general concept. For example: the hyponyms of fruit are apple, cheery, orange, etc.

5. Connotation

A less obvious component of the meaning of an item is its connotation. The associations, positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. Connotation is the communication value as expressed by virtue of what it refers to, over and above its purely conceptual content. For example: “large” has favorable connotations, while “big” has unfavorable; so that one could describe something as “large area” not “big area”.⁷

Based on the explanation above it is clear that there are some kinds of vocabulary. Learners must know these because if they do not know the kinds of vocabulary they will get a little harder to comprehend it from the texts, journals, magazines, etc. By knowing the kinds of vocabulary, learners will be easy to make writing composition or even avoid misunderstanding in oral communication.

C. Concept of Teaching and Learning Vocabulary

Vocabulary constitutes an important factor in all of language teaching, so that in teaching vocabulary, the students should be taken into account and the technique used must be considered too. The application of better technique of

⁷ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Cambridge), 1998, p.18.

teaching vocabulary can be meaningful and useful. The students will be easier to understand the meaning of words. This is automatically increase students vocabulary mastery as well.

According to Schmitt that learning vocabulary helps students to master language. Because learners usually use dictionary than grammar book. In dictionary there are words with the meaning. It is useful to bring the words into language. Learning vocabulary also helps learners to plan their purpose in what they want to learn.⁸

It means that vocabulary is the central of every aspects in language, students will face the problems if they are not enrich vocabulary. The more students learn vocabulary, the more they will be easier to write or speak.

Vygotsky added that if learners spend their time to study grammar, they will face difficulties to communicate with others. But if they spend their time to study vocabulary, they will be fluent to get communication and making expression towards their ideas.⁹ It means that learning grammar might important to EFL learners but the most important is to learn vocabulary. By mastering vocabulary, they will know much words. It makes them easier in speaking or writing sentences. Grammar is important but the first thing in English that we should learn is vocabulary.

Furthermore, Thornbury states that a language teacher must be able to create interesting environment in the classroom. Especially in teaching and

⁸ Schmit, *Vocabulary and it is Important in Language Learning*, (Cambridge: University Press), 2010,p.4.

⁹ Steve Vygotsky, *How to Teach Vocabulary: A Word is Microcosm of Human Consciousness*, (Massachusetts: Harvard University Press), 1978,p.5.

learning vocabulary. Because vocabulary cannot be taught one time. It must be presented and explained to the learners. A teacher also can develop learners excitement by using creative ways of teaching vocabulary then ask them to explore their ideas individually and also receive the material in their own way as individual.¹⁰

It means that vocabulary cannot be taught just like the other English skills. It should be presented, explained through activities. It should be practiced daily in order not to forget the words. Because it is useless if we learn much today but forgetting it tomorrow. The teacher can help the students to learn vocabulary by giving them ideas about how to remember the words long-lasting and explore new words everyday.

From the theories above, the researcher concludes that teacher must help the students to improve the students' vocabulary, especially in teaching learning process. Teacher is responsible to make students feel enjoy in learning vocabulary. So they will be easier in remembering new vocabulary that they have gotten. With much vocabulary, they will easier in communication with other and understanding what they have read. Therefore the students with poor vocabulary need to enrich their vocabulary.

D. Concept of Game

Generally, a lot of people like to play games. They often play game for killing time or to achieve something. Through game, people will know much aspects such as; new friend, new words, new sentences, new experience, or

¹⁰ *Op Cit*, Scott Thornbury, p.144.

new achievement. It supported by Parlett that game is defined as something that has an ending. In the end of the game is about achieving. In this case, the achievement is something occur that must be has purpose whether it is just for fun or can be for achieving.¹¹

It means that game has purposes to achieve something. In playing game, there is an end. In the end of game, people will get rewards based on the game they have been played. If the game relates to education, then they will get new knowledge. But if the game relates to daily fun, they will get self-enjoyment or get rewards for what they have played before.

Moursund mentions that “Games provide an excellent environment to explore ideas of computational thinking”.¹² It means that each games have function to explore ideas or to refresh brain. It is a form of play. Playing while learning is the best recommendation for learners. Still it should be handled by teacher. Playing here means not just play without achievement. But learners play a game that have value in education and can educate them.

Based on the theories above, the researcher assumes that game can be used in teaching-learning English. It can be useful in many aspects of English and education. Because it provides purposes not only for fun, but also for educating learners. The teacher can start teaching by using game, it will make the students enjoy and avoid boredom.

¹¹ Dom Parlett, *Card Games*, (England: Oxford University Press), 2004,p.74.

¹² David Moursund, *Introducing to Using Games in Education: A Guide for Teachers and Parents*, (Oregon, USA: University of Oregon), 2007,p.8.

E. Concept of Game in Teaching and Learning Vocabulary

Learning a new language can be a difficult journey. However, the reward is being able to communicate with whole new country or culture of people. The process of learning a new language takes time. Teaching vocabulary by using game is very recommended because the students will be fun and faster in receiving and remembering the material that have been taught.

According to Martinson & Chu that game is an appropriate strategy for teaching in creating good environment of learning. It helps learners to think fleible, consider alternative, and think how to strategize. Game helps learners to think that they could decrease their risk failure in answering or challenging.¹³ It means that game can be used in teaching learning process, because it will make the students think flexibly and could achieve the goal in learning.

Games are used as methods or techniques to involve students in learning. Well-chosen and designed games are invaluable as they give students a break and at the same time allow learners to practice language skills. Huyen identifies the advantages of using games to learn vocabulary in the classroom:

- a) Games add relaxation and fun, so the learners retain words more easily.
- b) Games involve friendly competition, so it keeps learners interested and motivated.
- c) Vocabulary games bring real world context to the classroom.¹⁴

¹³ Chu & Martinson, *Game-based Learning in Design History*, (Pennsylvania USA : Handbook of Research on Effective Electronic Gaming in Education IGI Global), 2008.p.478.

¹⁴ Huyen, *Learning Vocabulary through Games: The Effectiveness of Learning Vocabulary through Games*, Asian EFL Journal, 2003,p.32. Retrieved on August, 2 2019 from <https://asian EFL journal.pdf>.

From the theories above, it is clear that games allows students to work cooperatively, compete with each other, strategize, think in different way, compare and share knowledge, learn from others, learn from mistake, work in a less stressful and more productive environment, and allow people to have fun.

F. Concept of How Special Am I Game

How special am I game is a game that can be used for teaching and learning vocabulary. It is uses as a strategy for teaching where the teacher will prepare the material and manage the classroom by using this game. According to O'dell and head that how special am I game is a game that talks about finding personal information. This game aim for practicing vocabulary and finding out what the similarities of ourself with the others.¹⁵

It means that how special Am I is a game that has purpose to practice vocabulary by talking about ourselves. It can be about our personal information such as most favorite food, colour, day, etc.

It supported by Agoestyowati that “The personal information can be from our most favorite, it includes colours, animals, song, etc. The students will write down their most favorite based on the categories given”.¹⁶ It means that the game that involves personal information describes our favorite such as song, animals, and the other things. The students will follow the instruction and description based on the categories given by the teacher.

¹⁵ O'dell, & Head, *Games for Vocabulary Practice*, (Cambridge: University Press), 2003,p.13.

¹⁶*Op Cit*, Radjeki Agoestyowati,p.222.

Here is the example of topics:

How special am I? 1.2



1 Three adjectives that describe me (positive or negative)
.....

2 My favourite season of the year
.....

3 Something I am very good at
.....

4 Something I have done which I am proud of
.....

5 Something I would like to be famous for
.....

6 Something I would do if I had enough money
.....

7 A year when something significant happened to me
.....

8 A person who has influenced me a lot
.....

9 A place where I would like to spend a holiday
.....

10 A colour that makes me feel good
.....

11 My ideal dinner guest or guests
.....

12 My most treasured possession
.....

Based on the theories above, the researcher concludes that teaching vocabulary through How Special Am I Game is good. Because the students would not find it hard to find the answer of the words. It relates to themselves and they absolutely know it. It can improve students' vocabulary because they will remember what they have and ofcourse will find the translate of word if they do not know it in English.

G. The Procedure of Teaching Vocabulary through How Special Am I Game

According to O'dell & Head, the procedure of How Special Am I Game in teaching vocabulary as follows:

1. Give each student a copy of the sheet and ask them to complete it individually. Set a time limit for this activity and monitor as necessary.
2. Check a few answer with the class. During feedback make sure that students understand the expression have something in common with someone, by asking them question such as does anyone have something in common Thomas?
3. Devide the students into group of four or six students. Give two dice to each group.
4. Tell the students that they each start with ten points and their aim is to prove that they are different from the other students in the group. Students take turns to throw the dice and speak. For Example if a student throw three and a five, they must speak about either items three or five or eight (the sum of the dice) from the sheet.

5. Explain what they talk about their item can be challenged by another students in the group. If that person can claim their own item has something in common with them e.g my favorite season of the year is spring. Then another student in the group might challenge that student by saying my favorite season of the year is also spring. If a claim is successful. The student who was challenged has to give away one point to the other student. Only one challenge may be made on each turn.
6. You may want to write the key point of the rules and scoring system on the board to help students.
7. The winner is the person with the most points at the end of the game.¹⁷

H. Frame of Thinking

Vocabulary is the heart of language, without it we cannot speak, read, write or even translate much. Since it has important part in language, the teacher should teach vocabulary to the students efficiently. The teacher's role can affect students' behavior in learning. Vocabulary cannot be taught once or twice. It should be taught repeatedly. Because most of people easy to forget what they have learnt.

There are so many techniques, methods, strategies, or games in teaching vocabulary. The teachers can choose one of them as the tool for helping them in teaching. All of those ways have the benefits and weaknesses. That is why the teacher should be selective in choosing the way of teaching. Considering the students' grade is the best thinking before teaching. The students at the

¹⁷ *Op Cit*, O'dell & Head, p.14.

junior grade are different to senior. They need specific and fun way in teaching. Because they still want to learn unheavy and do not want to force their brain to think too much.

Game is a structured form of play, usually undertaken for enjoyment and sometimes used as an educational tool. It can be played alone, in teams, or online. Games are sometimes played purely for entertainment, sometimes for achievement or reward as well. Game also can help people to learn something new. A lot of knowledge we could get in a game, both online game or real game.

Game for real is a game that the application is in the real situation. The players will play directly and face to face. So many games that can be used in education field such as; card game, guessing game, alphabet game, and many more. How special am I game is one of them. This game is easy to be taught and the implementation is appropriate to Junior High School level.

How special am I game is kind of game which talks about personal information. The information includes characteristics, most favorite, most influenced person in life, etc. These informations relate to student personally. Therefore, it makes them fun in explore their minds, searching or recalling vocabularies. The effectiveness of this game had been proved by previous study. The previous reseachers were successful in applying How Special Am I Game.

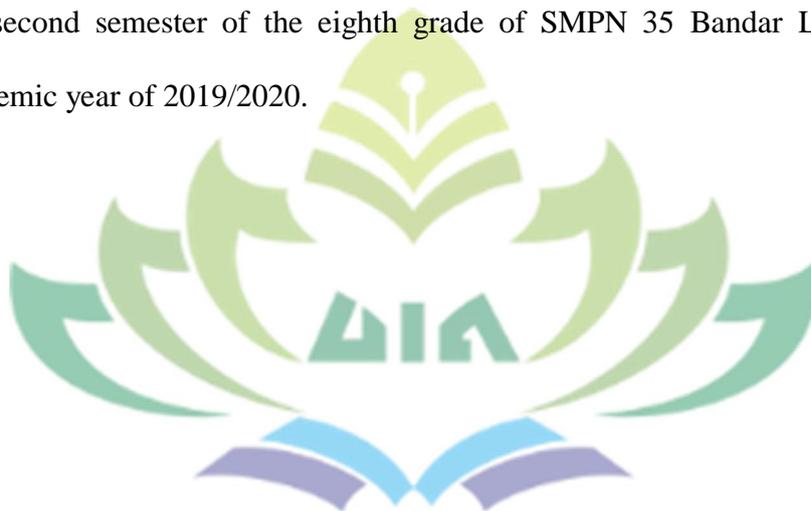
Reffering to the explanations and by reading some experts. In this paper, the researcher used How Special Am I Game in teaching vocabulary. It was

hoped that the best result of previous study could be the same as the future result of this research. It was also hope that the implementation of How Special Am I Game can improve students' vocabulary activity and encourages them to learn vocabulary more.

I. The Hypothesis

Based on theoretical asumption, the researcher formulated the hypothesis as follows:

How Special Am I Game can improve students' vocabularry mastery at the second semester of the eighth grade of SMPN 35 Bandar Lampung in academic year of 2019/2020.



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