

**THE INFLUENCE OF USING FINDING TREASURE GAME
TOWARD STUDENTS' VOCABULARY MASTERY AT THE SECOND
SEMESTER OF THE SEVENTH GRADE OF SMPN 15 BANDAR LAMPUNG
IN ACADEMIC YEAR OF 2019/2020**

A Thesis

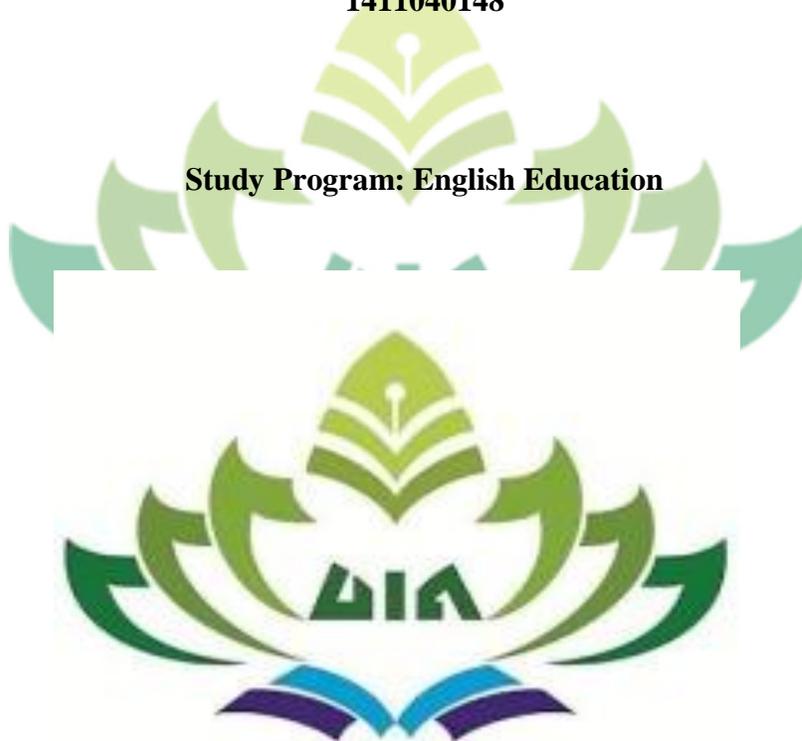
Submitted as a partial fulfillment of
the Requirements for S1-Degree

By

REUPITA MUDA

1411040148

Study Program: English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
RADEN INTAN LAMPUNG
2019/2020**

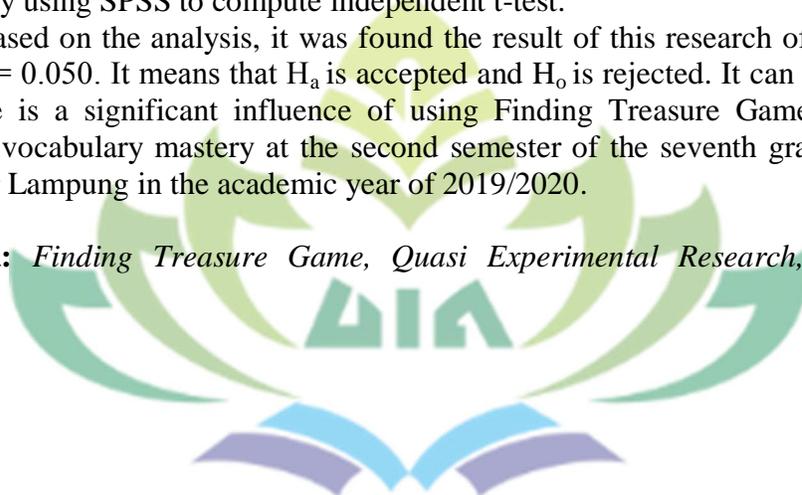
ABSTRACT

English is a compulsory subject that should be learned by the students of junior high school. But in fact, there are many students got difficulties, especially in learning vocabulary. The researcher applied Finding Treasure Game to help the students' problem in vocabulary. The objective of this research was to find out whether or not there was a significant influence of using Finding Treasure Game on students' vocabulary mastery.

This research used quasi-experimental design. Population of this research was 88 students at seventh grade of SMPN 15 Bandar Lampung. The researcher used cluster random sampling technique to choose the sample. The sample of this research was 60 students in which divided into two classes and consisted of 30 students for control class and 30 students for experimental class. The students were taught by using Finding Treasure Game in experimental class and Translation technique in control class. The research used instrument to collect the data in form multiple choice. Before giving treatment, the researcher gave pre-test for both classes. After giving treatment, the researcher gave post-test to students. The researcher analyzed the data by using SPSS to compute independent t-test.

Based on the analysis, it was found the result of this research of $\text{Sig.}(P_{\text{value}}) = .005 < \alpha = 0.050$. It means that H_a is accepted and H_o is rejected. It can be concluded that there is a significant influence of using Finding Treasure Game to improve students' vocabulary mastery at the second semester of the seventh grade of SMPN 15 Bandar Lampung in the academic year of 2019/2020.

Keyword: *Finding Treasure Game, Quasi Experimental Research, Vocabulary Mastery.*





KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBİYAH DAN KEGURUAN

Alamat: Jl.Letkol H. Endro Suratmin Sukarame Bandar Lampung 35131 Telp. (0721) 703260

APPROVAL

Title : THE INFLUENCE OF USING FINDING TREASURE GAME TOWARD STUDENTS' VOCABULARY MASTERY AT THE SECOND SEMESTER OF THE SEVENTH GRADE OF SMPN 15 BANDAR LAMPUNG IN ACADEMIC YEAR OF 2019/2020

Students Name : Reupita Muda
Students Number : 1411040148
Study Program : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED

Was tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, State Islamic University of
Raden Intan Lampung.

Advisor

Dewi Kurnia Wati, S.S., M.Pd
NIP. 198006012006042047

Co-Advisor

Dian Reftyawati, M.Pd
NIP.-

**The Chairperson
of English Education Study Program**

Meisuri, M.Pd
NIP. 198005152003122004



**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Jln. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703260 Kode pos 35131

ADMISSION

A research entitled: **THE INFLUENCE OF USING FINDING TREASURE GAME TOWARD STUDENTS' VOCABULARY MASTERY AT THE SECOND SEMESTER OF THE SEVENTH GRADE OF SMPN 15 BANDAR LAMPUNG IN ACADEMIC YEAR OF 2019/2020**, By: **REUPITA MUDA, NPM: 1411040148**, Study Program: **English Education**, was tested and defended in examination session, held on : **Friday, June, 26th 2020**.

Board of Examiner:

Moderator : Meisuri, M.Pd (.....)

Secretary : Dr. Nur Syamsiah, M.Pd (.....)

Primary Examiner : M. Sayid Wijaya, M.Pd (.....)

Co-Examiner : Dewi Kurniawati, S.S., M.Pd (.....)

Co-Advisor : Dian Reftyawati, M.Pd (.....)

**The Dean of
Tarbiyah and Teaching Training Faculty**



Prof. Dr. H. Nirva Diana, M.Pd
NIP. 196408281988032002

DECLARATION

I Hereby state that this thesis entitled **“The influence of using finding treasure game toward students’ vocabulary mastery at the second semester of the seventh grade of SMPN 15 Bandar Lampung in academic year of 2019/2020”** is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, 2020

Declared by.



MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ
أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

"And He taught Adam all the names (all of them), then presented them to the angels; then He said:
tell me the names of those if you are right".

(Q.S.Al-Baqarah; 31)¹



¹ Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris, (Depok: Al-Huda Kelompok Gema Insani), Al-Baqarah:31,p.6

CURRICULUM VITAE

Reupita Muda was born in Mesir Ilir on February 03, 1995. She is the seventh child of seventh children from Mr. Mukoddas and Mrs. Darmi. She has three brothers and three sisters.

She began her study at SDN 01 Bahuga in 2002 and graduated in 2008. Then, she continued at SMPN 2 Bahuga in 2008. After graduated at Junior High School in 2011, she continued her study at MAN 1 Oku Timur. She graduated from Senior High School in 2014. After graduate at Senior High School, she continued her study at Raden Intan State Islamic University Lampung in 2014 as a student of English Study Program of Tarbiyah and Teacher Training Faculty.



DECLARATION

I Hereby state that this thesis entitled **“The influence of using finding treasure game toward students’ vocabulary mastery at the second semester of the seventh grade of SMPN 15 Bandar Lampung in academic year of 2019/2020”** is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

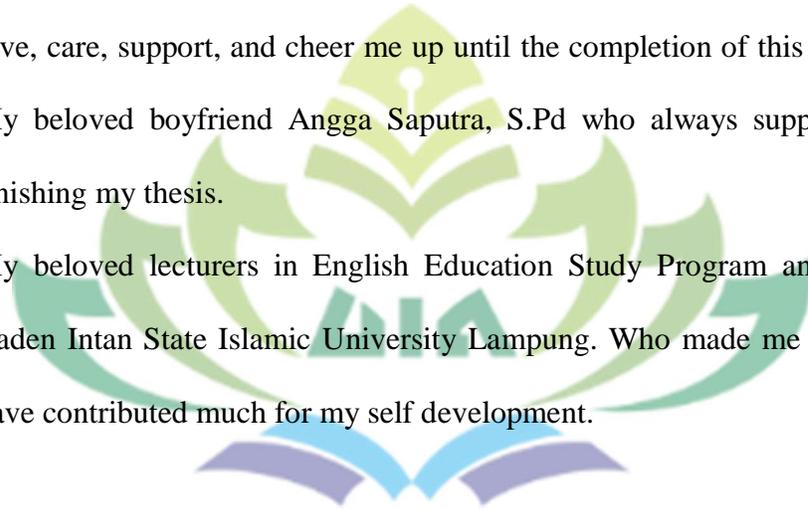
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DEDICATION

From deep of my heart, this thesis is proudly dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. My beloved parents, Mr. Mukoddas and Mrs. Darmi who always love me and keep on praying for my life and success. Thanks for all your motivation. I love you forever.
3. My beloved brothers and my sisters Chandra Muda, Charles Muda, Charia Muda, Remalia Muda, S.Pd, Revina Muda, S.Pd, Restina Muda, S.Pd, who love, care, support, and cheer me up until the completion of this thesis. Then, My beloved boyfriend Angga Saputra, S.Pd who always support me until finishing my thesis.
4. My beloved lecturers in English Education Study Program and almamater Raden Intan State Islamic University Lampung. Who made me grow up and have contributed much for my self development.



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This thesis entitled “The influence of using finding treasure game toward students’ vocabulary mastery at the second semester of the seventh grade of SMPN 15 Bandar Lampung in academic year of 2019/2020” is submitted as a compulsory fulfillment of the requirement for S-1 Degree of English Study Program at Tarbiyah and Teacher Training Faculty of State Islamic University Lampung. When finishing this thesis, the researcher has obtained so much help, aid, support, suggestion and many valuable things of countless people.

Then, the researcher would like to thank the following people for their ideas, time and guidance for thesis:

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9. The last, the researcher would like to say thanks to class C of English Education 2014, especially for "C class" who always cheer up sincerely and gave the unforgettable memories.

May Allah gives goodness and blesses for all guides and helps that has been given to the researcher.

Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still a lot of weakness in this thesis. Therefore, the researcher sincerely welcomes criticism and suggestion from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the

writer particularly and the readers generally, especially for those who are involved in English teaching profession.

Bandar Lampung, 2020
The Researcher,

Reupita Muda
NPM.1411040148



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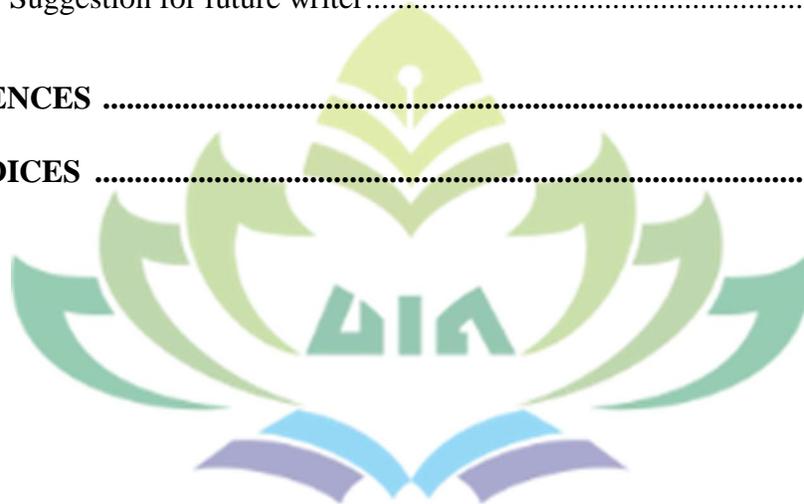
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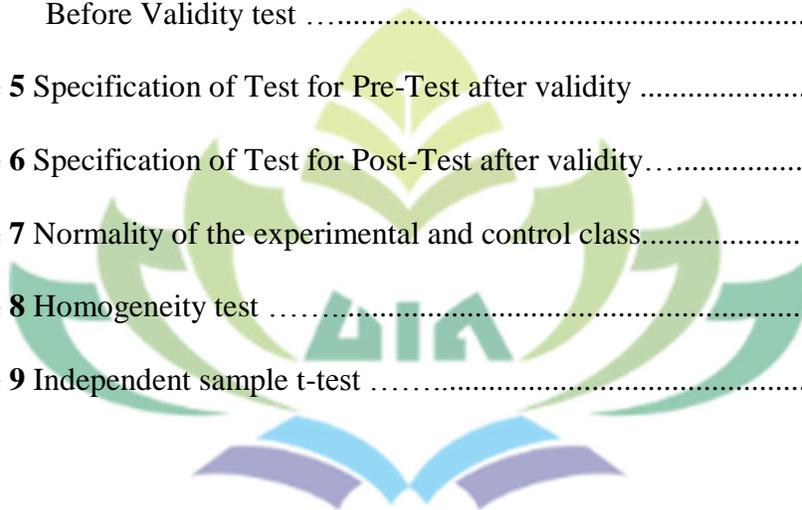


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CHAPTER I INTRODUCTION

A. Background of the Problem

English teaching covers four skills, namely listening, speaking, reading and writing. The four skills are supported by the learning of language elements. They are structure, vocabulary, pronunciation, and spelling. One of the important aspects to be learned in language learning is vocabulary, and it is a major core in studying a foreign language.² It means that vocabulary is very influential to English learners in their efforts to learn the language. It can be considered as the basis for being able to communicate through spoken and written interaction. Without sufficient vocabulary, the learner cannot either understand a reading text or produce a writing text. Without sufficient vocabulary, the learner cannot either comprehend a speech or produce an utterance. In short, the learners must have an adequate vocabulary to communicate well.

Vocabulary is a very important part for us in learning English. It is because vocabulary is an essential element of foreign language learning which contributes to every level to communication and comprehension in the target language.³ It means that vocabulary can support everyone to communicate with other people and comprehend in the target language. Furthermore, without grammar very little can be conveyed but without vocabulary, nothing can be conveyed.⁴ It means that

² Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 2002) p.17

³ Marianne Nikolov, *Early Learning Of Modern Foreign Languages* (Salisbury: Short Run Press, 2009), p.181

⁴ Scott Thornbury, *How To Teach Vocabulary* (Harlow: Pearson, 2002), p.13

vocabulary an important part of learning English. From the theories above, the researcher concludes that vocabulary an important part of learning English because it is supporting everyone to be able to communicate with other people and comprehend the target language.

Based on the preliminary research conducted at SMPN 15 Bandar Lampung, by interviewed the teacher and the students. The researcher found the problem that the students were difficult to memorize the meaning of the words. The students of the seventh grade encountered serious problems in learning vocabulary more over their vocabulary mastery is still low. This problem happens because the technique that is used by the teacher is monotonous and uninteractive so the students became passive, confused, shy, and bored.

The English teacher said that she provided a list of vocabulary. After that, she wrote the translation of the vocabulary list in *bahasa*. She also asked the students to open bilingual dictionary and found the meaning of the words from the dictionary, and the teacher asked the students to do the tasks in the worksheet and at the end of the lesson, the teacher gave homework to make a list of vocabulary related to the topic of their lesson and the students have to translate to words into *bahasa*, and presented it in the next meeting.⁵ The teacher did not try to stimulate the student's interest, motivation, and enjoyment in learning. It is obvious why they became passive, confused, shy, and bored when they study English. The researcher also asked the teacher about the student's vocabulary mastery. From

⁵ Desi Rahmawati, An English teacher at SMPN 15 Bandar Lampung, *Interview for preliminary Research*, (Bandar Lampung: Unpublished,

that interview, the researcher got that more than 75% of students of seventh grade did not pass the minimum score as shown on the table:

Table I
The achievement of KKM at Seventh Grade students of SMPN 15
Bandar Lampung in the Academic Year of 2019/2020

NO	Score	The number of students	Percentage
1	≥ 70	21	23.59%
2	< 70	58	65.16%
	Total	79	100%

Source: document of the achievement of KKM at seventh grade students of SMPN 15 Bandar Lampung in 2019/2020 academic year

Based on the data in table 1, there are 21 students of the 79 students who passed the test based on criteria of minimum (KKM) and 58 students failed. In this case, the students' score of KKM in SMPN 15 Bandar Lampung was 21 and there are 58 students who got the score under the KKM. It means that students who got difficulty in vocabulary mastery.

It can be concluded that the students' vocabulary was still low. From the percentage score of the table, it shows that students' vocabulary mastery is low. It makes them difficult to use English in order to communicate with others. The researcher found out so many difficulties when they are going to have final examination and even they failed in the certain subjects including English. They have problem to understand the reading text, sentence, and the meaning of words.

From the table, it can be assumed that most of the students still feel difficult in learning English vocabulary, the students said that studying English is difficult subject, therefore the students are also passive because the students didn't know the meaning of vocabulary. They also felt bored in learning English

especially in learning vocabulary not only because they have minimum vocabulary mastery but also the teacher did not use the interesting technique to make the students attracted. The teacher used translation technique that only spoke formally in front of the class, gives some explanations and after that the teacher asks the students to open the dictionary, and memorize the vocabulary given by the teacher.⁶

At this time, the teacher is suggested to create a suitable game in the teaching and learning process, and it must involve student's interest in order to avoid their boredom. besides, the appropriate game will make the students understand the lesson easily. the researcher realizes that an interesting way of teaching will encourage students to learn vocabulary more easily. the researcher would like to apply the game in teaching vocabulary. one of the games that can be used in teaching and learning vocabulary is finding treasure game.

Finding treasure games is a form of play that found the hidden vocabulary. Finding treasure was originally an outdoor activity and a game played by children and occasionally by adults. To play finding treasure, an adult prepares a list of hidden objects for children to find. Each team of children receives a duplicate list of the hidden objects. The winner is the first team to find all the items on the list.⁷ It means that finding treasure is a learning activity outside the classroom that requires students to look for a set of hidden instructions which will lead to the

⁶ Interviewing Some Students (Abdul Rohim, Mizar Ardian, Fera Mustika) of The Seventh Grade of SMPN 15 Bandar Lampung , (Bandar Lampung: Unpublished, February 14

⁷ Dong Won Kim and Jing Tao Yao, *A Treasure Hunt Model for Inquiry-Based Learning in the Development of a Web-based Learning Support System*, (Canada : University of Regina, 2009), p.04

discovery of new information. This activity requires adequate time for preparation and results, and students must follow the steps to be completed. Rini says that finding treasure game is a game that fits quite active and played by players of various levels. Finding treasure games is a game where students have to find the treasure by hunting the treasure that hidden. This game category active and suitable to be played for player from every level moreover for junior high school. Several players unlimited that can make this game more interesting.⁸

The previous study was conducted by Masitoh “The effectiveness of finding treasure game to improve elementary school student’s English vocabulary mastery of the fourth graders of SD Islam Darul Huda Semarang in the academic year 2016/2017”.⁹ The result of this research there is significant difference in the vocabulary score before teaching using finding treasure game and after teaching finding treasure game. It means that teaching using finding treasure game is effective in increasing vocabulary mastery.

The last one was done by Wulansari using finding treasure game “To improve the seventh grade students’ comprehension in reading descriptive text at SMPN 2 Gondang Tulungagung in the academic year 2015/2016”.¹⁰ The result of this research is the research findings showed that vocabulary mastery of most students improved

⁸ Ayu Rini, *Excellent English Game*, Kesaint Blanc, Jakarta, 2006, P.58

⁹ Dewi Masitoh. *The Effectiveness Of Finding Treasure Game To Improve Elementary School Student’s English Vocabulary Mastery of the Fourth Graders of SD Islam Darul Huda Semarang in the Academic Year 2016/2017*. <http://repository.unissula.ac.id/8858/>. 18th 2019

¹⁰ Rina Wulansari. *Using Finding Treasure Game To Improve The Seventh Grade Students’ Comprehension In Reading Descriptive Text At Smpn 2 Gondang Tulungagung in the academic year 2015/2016*. <http://repo.iain-tulungagung.ac.id/4253/>. 24th 2019

after finding treasure game was used in the teaching and learning process comprehension in reading descriptive text.

The differences between this research and the previous research are the researcher focuses on the influence of using finding treasure game towards students' vocabulary mastery. While the previous research from Masitoh focuses on the effectiveness of finding treasure game towards students' vocabulary mastery. The last one Wulansari focuses on improving the students reading skill through finding treasure game.

From the explanation above, it assumes that finding treasure game is appropriate to be used in teaching vocabulary mastery, and the research entitled, "The influence of using finding treasure game toward students' vocabulary mastery at the second semester of the seventh grade of SMPN 15 Bandar Lampung in academic year of 2019/2020."

B. Identification of the Problem

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

1. The students' vocabulary mastery is low.
2. The students still find difficulties to improve their vocabulary
3. The teacher technique in teach vocabulary is boring

C. Limitation of the Problem

Based on the identification above, the researcher was only focus on the influence of using finding treasure game toward students' vocabulary mastery at

the seventh grade of the second semester of SMPN 15 Bandar Lampung. Vocabulary here is the verb, noun and adjective. The limitation these kinds of vocabulary are because of the appropriateness with the syllabus.

D. Formulation of the Problem

Based on identification and limitation of the problem above, the researcher formulated the problem as follow: “Is there any significant influence of using finding treasure game toward students’ vocabulary mastery at the seventh grade of the second semester of SMPN 15 Bandar Lampung in the academic year of 2019/2020?”

E. Objective of the Research

The objective of the research were know whether there is significant influence of using finding treasure game toward students’ vocabulary mastery at the seventh grade of the second semester of SMPN 15 Bandar Lampung.

F. Significance of the Research

1. Theoretical Contribution

For the theoretical contribution, the result of this research is expected to support the previous theories about the influence of using finding treasure games in teaching vocabulary mastery.

2. Practical Contribution

For practical contribution, the result of this research is expected that the teacher can improve the students’ vocabulary; also the students can increase their vocabulary mastery through finding treasure game. For the next research,

researcher used this technique to increase students' vocabulary mastery in different level.

G. Scope of the Research

1. Subject of the Research

The subject of the research was the students in SMPN 15 Bandar Lampung year of 2019/2020.

2. Object of the Research

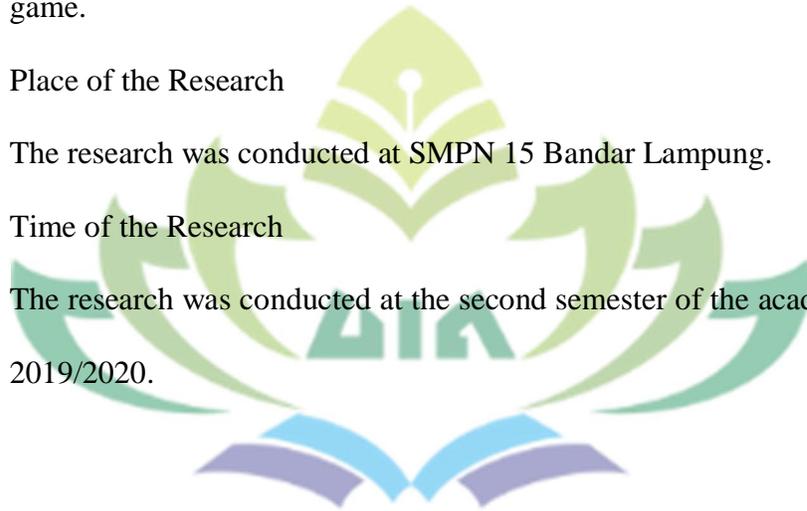
Object of the research was taught vocabulary using finding treasure game.

3. Place of the Research

The research was conducted at SMPN 15 Bandar Lampung.

4. Time of the Research

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



CHAPTER II FRAME OF THEORIES

A. Teaching English as a Foreign Language

Language is highly organized system in which each unit plays an important part which is related their parts.¹¹ It means that language is considered as a tool of communication. In this case, language is so important in our life. By using language, people can express their ideas, and their feelings in instruction to others. Brown said that language is more than a system of communication. It involves whole person, culture, educational, developmental, communicative process.¹² It means that this definition stresses on the social functions of language and the fact that humans use it to express on the social functions of language and the fact that humans use it to express themselves and to manipulate objects in their environment. It means that language is important thing for human life. Language is used to express their thought and feeling. Language is needed to communicate among human beings. Language is a tool of communication, people use it to interact one to another, socially or emotionally how they indicate friendliness, cooperation, etc.

Nowadays, English as one of the international language is one of important languages in this world because almost all countries use English as a communication tool as a native language, a second language, and foreign language. People who are able to communicate in English will get easier to gain more information and

¹¹Lim KiatBoey, *an introduction to linguistic for the language teacher*(Singapore: Singapore university press 1987),p.437

¹²H. Douglass Brown, *teaching by principles an interactive approach to language pedagogy*second edition, san Fransisco, Longman, 2001.p.7

knowledge. Today, millions of people want to improve their command of English by different ways such as formal, or informal instruction through studying abroad, media, and internet. In fact, English should be taught in the school especially in Indonesia.

In Indonesia, English is known as a foreign language. The term foreign language in the field of language teaching is different from the second language. English must be taught in order to the students are able to compete in this global era. Many of the requirements, like getting jobs and continuing study, need English skill.

In teaching English as a foreign language, the teachers should be able to manage the classroom well. The teacher should be creative and manage the classroom with interesting technique as Brown states, teaching is showing or helping students to learn how to do something, giving instruction in the study of something, providing with language, and causing to know or understand.¹³ It means that English in the most students' mind is something hard to be learned and that is why students get difficulty to practice it in real life situations, in this case, the teachers should be creative to make students enjoyable and interest to learn English in the teaching and learning process.

In the teaching and learning process, the foreign language provides the students with the skill which enable to communicate orally with the teachers or other people who have learn the language. According to the Richard, he said:

¹³H. Douglas Brown, *teaching principles of language and teaching*,(San Fransisco: practice Hall regents,1994),p.7

“there are three processes in learning a language, receiving the knowledge or materials, fixing in the memory by repetition, and using it in actual practice until it becomes a personal skill”.¹⁴ It means that from the transferring process the materials, students who learn a language are expected to be a person have a lot of the knowledge.

Based on the explanation above, it can be concluded that language plays an important role in communication. English as a foreign Language is a process to comprehend about the content of English. It is learned by people through teaching and learning process including transferring the material and knowledge to practice it in real life situation. The teaching learning process will be successful if the teacher knows how to teach it well, the teacher should be able to create technique that is fun in the classroom and it is appropriate for students

B. Concept of vocabulary

We need language to communication, without language it will be impossible for human being to express their ideas and to understand what others say. Vocabulary can help students in speaking, writing, listening and reading, because by having enough vocabularies. It can be minimize the difficulties in comprehending the text and in expressing ideas in speaking and writing. They are many aspects of vocabulary such us word meaning, word use, word formation, and word grammar. There are many types of vocabulary such us verb, nouns, adjectives, adverbs, a pronoun.

¹⁴JackRichards, *Approach and methodsinlanguageteaching* (2nded) (New York:Cambridge University press,2001),p.4)

a. Definition of Vocabulary

Vocabulary is one of elements of English that should learn and teach, because vocabulary is a fundamental component of second language proficiency; one of the primary goals of language learning is to know the meaning of the words.¹⁵ It means that vocabulary is important to learn and teach because vocabulary primary goals of language learning.

According to Hibert and Michael, vocabulary is the set of words for which we know the meanings when we speak or read orally and the set of words also that an individual can use when writing.¹⁶ It means that vocabulary is the vital part of language. By having adequate vocabulary, one will be able to communicate to other people and express his idea clearly and easily. In addition, Richard and Renandya state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.¹⁷ It means that vocabulary has big contribution for supporting the success of learning English and it is crucial component because it provides learners how well they speak, listen, read, and write.

From statement above vocabulary can help the students in speaking, listening, writing and reading. Vocabulary is use by the students to understand the sentences of

¹⁵Virginia F. Allen, *Technique in Teaching Vocabulary*, (Oxford : Oxford University Press, 1983), p.4

¹⁶Elfrieda H. Hibert and Michael L. Kamil, *Teaching and Learning Vocabulary (Bringing Research to Practice)*, (London : Laurence Erlbaum Associates (LEA), 2005), p.3

¹⁷Jack C. Richards and Willy A Renandya, *Loc. Cit.*

English, in making sentences, and to speak English. By having enough vocabulary, there will be less difficult in comprehending the text and expressing ideas.

Vocabulary is the collection of words that an individual knows.¹⁸ It means that vocabulary is a list of words that contain meaning rules for combining them to make up a language. According to Hatch and Brown vocabulary is a list of words for a particular language or a list or set of words that individual speakers of language might use.¹⁹ It means that list of words which are known and collected by someone are called vocabulary.

Thornbury says that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.²⁰ It has to be realized that the student's ability to read, to write, to listen, and to speak is conditioned by their vocabulary. This shows that people will do nothing in communication if they do not know the words or vocabulary. As mentioned by Rivers in Nunan, argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, one will be unable to use the structures and functions one may have learned for comprehensible communication.²¹ It can be concluded that vocabulary has a big contribution for supporting the success of learning English and it is a crucial component because it provides learners how well they speak, listen, read, and write.

¹⁸David Nunan, *Practical English Language Teaching Young Learners*, (New York, 2006 : McGraw-Hill ESL/ELT), p.121

¹⁹Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education*, (Cambridge: Cambridge University Press, 1995), p.1

²⁰Scott Thornbury, *How to Teach Vocabulary*, (London : Pearson Education Limited, 2002), p.13

²¹David Nunan, *Language Teaching Methodology; A text Book for Teacher*, (London : Phoenix, 1995), p.117

In addition, Coady and Huckin said that vocabulary is central language and of critical importance to the typical language learner, it is obvious that vocabulary is one of the most important aspects of foreign language learning.²² Based on the statement above, that vocabulary as a central in English learning, the students must have enough vocabulary because it is the key in foreign language learning when the students want to master English. They must get sufficient vocabulary, because without vocabulary the student will not be able to use the language.

From the statement above, it can be conclude that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Vocabulary is collection or a list of words and central elements of English of learning a foreign language that should learn to know the meaning of the words that can help the students use language to communication well.

b. Aspects of Vocabulary

According to Harmer there are some aspects of vocabulary that should be taught or mastered by students in learning foreign language, they are as follows:

a. Word meaning

The least problematic issue of vocabulary, it would seem, is meaning.

According to Harmer word meaning include:

1) Polysemy

²²JammesCoady and Thomas Huckin, *Second Language Vocabulary Acquisiton*, (United Kingdom : Cambridge University Press, 1997), p.5

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: the house is at the **foot** of the mountain.

2) Antonym

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

3) Synonym

It means that two or more words have the same meaning. For example: the synonym of smart is clever, bright may serve as the synonym of intelligent.

4) Hyponyms

It means items that serve as specific examples of a general concept. For example: the hyponyms of animal are cat, horse.

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: “slim” has favorable connotations, while “thin” has unfavorable; so that one could describe something as “slim body” not “thin body”.

b. Word use

Harmer says, it is frequently stretched through the set of metaphor and idiom. We know that the word *hiss* for example, describes the noise that snakes make. But we stretch its meaning to describe the way people talk to each other

(“*Don’t move or you’re dead,*” she hissed). That is metaphorical use. At the same time, we can talk about treacherous people as snakes (*He’s real snake in the grass*). *Snake in the grass* is a fixed phrase that has become an idiom, like countless other phrase such as “*raining cats and dogs, my house is castle, etc*”.

c. Word combinations

According to Harmer, students have to know things about word formation and how to change words to be compatible with different grammatical context. Word formation is also connected with suffixes and prefixes(im-, or in) such as *imperfect and perfect, inappropriate and appropriate*, etc. Word form then means knowing how words are written and spoken form. The students need to know words are spelt and how they sound. For example, there is a clear relationship between the words *death and dead, dying and die*, etc.

c. Word grammar

The last is about word grammar which is employed by distinguishing the use of word based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. Such as make a distinction between *countable and uncountable noun*. The former can be both singular and plural. We can say *one chair or two chairs*, etc.²³

From the statements about, it can be concluded there are some aspects of vocabulary: they are word meaning, word use, word combination, and word grammar. In this research the researcher will focus on the word meaning, word

²³Jeremy Harmer, *The Practice of English Language Teaching*, (London: Cambridge, 1998)p.17-21

use, and word combination and word grammar were suitable with the syllabus of the English.

c. Types of Vocabulary

Vocabulary has some types that need to be learned. There are types of vocabulary that are explained by the expert. According to Thornbury, words fall into one of eight different word classes;

- a. Verb is a word which can be used with a subject to form the basis of a clause. In clauses, the verb is often consists of an auxiliary verb + infinitive or participle. Example: will go. Most verbs refer to actions, events or states.
- b. Nouns are most often the name of people or things. Personal names (e.g. *George*) and place names (e.g. *Birmingham*) are called proper nouns; they are usually used without articles.
- c. Adjectives are used when we describe people, things, events, etc. Adjectives are used in connection with nouns and pronouns. Example: grape, apple, lemon.
- d. Adverbs; a word like tomorrow, once, badly which is used to say. Example: when, where, or how something happens.
- e. A pronoun 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.

- f. Prepositions are word like *on, off, of, into*, normally followed by noun or pronoun.
- g. Conjunction 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*.
- h. The determiner is one of a group of words that begin noun phrases. Determiner includes *a/an, the, my, this, each, either, several, more, both, all*.²⁴

In conclusion, word clauses divided in eight kinds, such as verb, noun, adjective, adverb, pronoun, preposition, conjunction and determiner. In this research, the researcher will focus on verb, noun and adjective. The reason of researcher focuses on verb, noun and adjective as according to learning material syllabus English of the seventh grade at the second semester. Below is an explanation of verb, noun and adjective.

a. Concept of Verb

There are some definitions about verb that proposed by the expert. According to Frank verb is the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentences, statements, questions, commands, exclamations, like the noun, the verb has the grammatical properties of person and number, properties which require agreement with the subject.²⁵ Based on the statement above that verb is a basic component in English grammar. While Sjah and

²⁴ *Op Cit, p.3*

²⁵ Marcella frank, *Modern English a Practical Reference Guide* (new jersey; PrenticeHall, 1972), p.48

Enong states that verb is a word that is showed measured and condition of a thing.²⁶ It means that verb used to show the measure and condition of thing. For example: write, read, listen, and others. Steinberg says that a verb is a word that expresses and action, event, or state of being.²⁷ In other words verb is one kinds of English word that show an action or event.

From those theories it can be conclude that verb is the basic component in English grammar that used to show the measure and condition of action or event.

According to Frank, types of verbs are predicting or linking verb, and transitive or intransitive verb.

a) Predicating or Linking Verb.

A predicating verb is the chief word in predicate that says something about subject. The predicating word has traditionally been called a verb of action, for example: babies *cry*, she *wrote*, I *drive*. Linking verb is a verb of incomplete prediction. Lining verb is also called copulative verb. The more common of linking verb are appear, be, become, get, look, remain, seem, feel, taste, smell, sound. For example: the news *sounds* interesting.

b) Transitive or intransitive verb.

A transitive verb takes a direct object. For example; He is reading a book. While an intransitive verb does not require an object. For example: the train arrived late last night. Describing an action, experience or state that it is own grammatical

²⁶DjalinusSjah and AzimarEnong, *Modern English Grammar*, (Jakarta : CvSinglex, 2000), p. 30

²⁷Evelyn Steinberg, *Canadian Writers in Action Handbook*, Toronto : Gage Learning, 2003, p. 103

rule of the use in a sentence.²⁸ It means that they are four types of verb such as Predicating or Linking Verb and Transitive or intransitive verb.

b. Concept of adjective

According to Frank, the adjective is a modifier that has the grammatical property of comparison. It is often identified by special derivational endings or by special adverbial modifiers that precede it. Its most usual position is before the noun it modifies, but it fills other position as well. Type of Adjective Furthermore Frank classifies the type of adjective as follows:

I. Determiners: consist of a small group of structure word without characteristic form.

a. Articles: the, a-an

b. Demonstrative adjectives: this-plural these, that-plural those

c. Possessive adjective:

c.1. From pronouns: my, your, one's, etc.

c.2. From nouns: John's, the girl's, etc.

d. Numeral adjectives:

d.1. Cardinal: four, twenty-five, one hundred, etc.

d.2. Ordinal: fourth, twenty fifth, one hundredth, etc.

e. Adjectives of indefinite quantity: some, few, all, more, etc.

f. Relative and interrogative adjectives: whose, what, which

2. Descriptive adjectives: it usually indicate an inherent quality (beautiful, intelligent), or a physical state such as age, size, color. Some descriptive adjective take the form of :

²⁸*Ibid*, p.48-49

a. Proper adjectives: a Catholic church, a French disk, a Shakespearian play.

b. Participial adjectives

b.1. Present participle: an interesting book, a disappointing experience, etc.

b.2. Past participle: a bored students, a worn tablecloth, etc.

c. Adjective compounds

c.1. With participle : present participle: a good looking girl, a heart breaking story, etc.

c.2 . With-ed added to nouns functioning as the second element of a compound. The first element is usually a short adjective: absentminded, ill-tempered, tear-stained, far-sighted etc.²⁹It means that they are two types of adjective such as determiners and descriptive adjectives.

c. Concept of Noun

Swan says that noun is the name of a thing. Meanwhile, Frank stated everything that exists has a name, whether you can see it or not.³⁰ It means that noun is related to the name of something like people, place, plant, and others. For example: Richard, Student, house chair, rose, cow, honesty.

From the statement above, the researcher concluded that noun is one of the most important parts of speech that can be used name of people, place, plant, object, animal, quality and abstract concepts. According to Frank, he also stated some nouns belong to more than one of the types, they are:

1) Proper noun

²⁹Marcella Frank, *Modern English a practical reference guide* (Prentice-Hall, New Jersey, 1972) p.109.

³⁰Barbara dykes, *grammar for everyone* (Cambrewell: Acer press,2007),p.22

Begin with a capital letter in writing. It includes personal names, name of geographic units such countries, cities, rivers, etc. Names of nationalities and regions, names holidays, example: (Mr. John smith (name personal), Canada (name of city) etc.

2) Concrete and Abstract Noun

A concrete noun is a word for a physical that can be perceived by the senses we can see, touch, smell the object (flower, girl). An abstract noun is a word for a concept it is an idea that exists in our mind only (beauty, justice, mankind).

3) Countable and Uncountable Noun

A countable noun can usually be made plural by the addition of –s (one girl, two girls, one book, two books). An uncountable noun is not used in plural. There are words for concrete objects stated in a undivided quantity (iron, sugar, sand, soil).³¹Based on the statement the concept of noun, noun is using to name life things, unived things, and even abstract things. Noun also has type or kind, there are seven kinds of noun namely; proper nouns, concrete nouns and abstract noun, countable and uncountable noun, collective noun and common noun. Proper noun is a specific noun that is created with capital letter in front of word. This noun is presenting the specific things like name of people, place, day and institution. Meanwhile, concrete nouns are a noun that can be felt with sense. It can be seen, felt, listened, and smelt. Abstract nouns are reverse of concrete nouns. An abstract noun cannot be felt with human sense, it is like strength, weakness, and honestly. Countable nouns are noun that can be calculated. This noun is divided into two

³¹Marcella frank, *Op.Cit.* 6-7

kinds, they are singular and plural. While, uncountable noun is a noun that cannot be calculated, it reverses of countable noun. All nouns can be further classified as proper of common. In this research the researcher only focuses on proper noun and countable and uncountable noun.

It can be conclude that noun is one of the most important part of speech that can be used name of people, place, plant, object, animal, quality and abstract concepts, which has three types there are: Proper noun, concrete and abstract noun, and countable and uncountable noun. In this research, the researcher was focus on predicating or linking verb and Countable and Uncountable Noun/plural and singular noun.

C. Concept of Vocabulary Mastery

Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to.³² It is supported by Thornbury, he states that without grammar very little thing can be conveyed, without vocabulary nothing can be conveyed.³³ It can be concluded that vocabulary has big contribution for supporting the success of learning English and it is crucial component because it provides learners how well they speak, listen, read, and write.

Vocabulary should be mastered in language learning especially in teaching and learning English as a Foreign Language, vocabulary can be presenting or explaining in all kinds activities. According to Kridalaksana vocabulary represents:

³²Jack C. Richards, *Curriculum development in language teaching*(New York: Cambridge university press,2001),p.4

³³Scott Thornbury, *how to teach vocabulary* (Edinburgh: Pearson Education Limited Edinburgh Gate,2002),p.144-160

(1) Language component claiming all information about the meaning and word usage.

(2) Vocabulary mastery of the speaker or writer of a language.³⁴ It means that in teaching and learning English vocabulary is one of the most important things to mastered by students.

According to Guskey, mastery is a term that all educators use and believe they understand well.³⁵ It means that this means that mastery is used by all educators as a term that is expected and understood by educators very well. While oxford English dictionary defines mastery as comprehensive knowledge or skill in particular subject or activity.³⁶ It means that mastery is comprehensive knowledge which means an action shown the skill or activity of using and understanding vocabulary well.

From some definitions above, the researcher concludes that vocabulary mastery is the students ability to use words of language that they have learned in certain situation which they have experienced in their live, it becomes one of the requirements for them to understand vocabulary well. The vocabulary mastery also know the types of vocabulary mastery, and understand with aspects such of vocabulary mastery as word meaning, word use, and word combination. In this research, the researcher focused on Noun.

³⁴Harimurti Kridalaksana, *KamusLinguistik* (Jakarta: PT. Gramedia Pustaka,2008), p.142

³⁵Thomas R. Guskey, *Getting Students to Master. EL Journal, December 2013/ January 2014* Volume 71 Number 4, p.18, Accessed on February 26th2018

³⁶Oxford *Advance Learner's Dictionary*. (Oxford: Oxford University Press,2000),p.271

D. Concept of Teaching Vocabulary

The purpose of learning vocabulary is to make students understand the meaning of words. To understand means not only to memorize a number of words, but it should be more than that. Teaching English vocabulary is one of the effective ways to make students to be able to communicate well in English. The students have to memorize their new words into mind. As have been explained that vocabulary is important in language. It is useful that through vocabulary students can arrange their own language which appropriate in the context.

Vocabulary is the basic element of language to understand the language. The learner should know the complexity of words. Moreover, the teacher should decide how to teach vocabulary on the class. According to Thornbury here are four of factors that have related on teaching set of words are considering by the teacher :

1. The level of the learner, it means that the teacher should give the material that is proper to the level of the students.
2. The learner likely familiarity with words, it means that the degree of familiarity should be known first by the teacher before he or she teaches the students.
3. The difficulty of item, it should be proper to the students' level.
4. Their teach ability whether items are being learned for production (in speaking and writing) or for recognition only (in listening and reading).³⁷

From the statement above the researcher can conclude that the students have different level and teacher encourages their students to gain success in learning the

³⁷Scott thornbury, *how to teach vocabulary, Malaysia:longman,2002,p.75-76*

language. There are many ways on teaching vocabulary mostly English teacher uses. Such as game, picture, song, etc. Teacher knows that in presenting the new vocabulary the English teacher cannot give the students list of words, but they should be they should be creative to manage and introduce the words with a good and appropriate way.

E. Concept of Game

A game is a structured activity, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which is usually carried out for remuneration, and form art, which is more concerned with the expression of ideas, it is sated by broadly.³⁸ It means that a game should make students interest in learning English and they was enjoy English through game. Games should be fun and always like playing.

Based on the statements above, the researcher assumes that using game can motivate students to practice their English in real-life situation by taking part actively in the classroom. By practicing English, the students can increase their vocabulary. Finding treasure game is a great game, especially to review give a new vocabulary to the students. I think if students can describe / explain words, then it is a good sign for the teacher that they have learned or are learning the vocabulary.

In English teaching and learning process, the activity is going on easily and interesting so that the students are enjoyable. When we hear about “Game”, our mind thinks that something is enjoyable, interesting and competitive. It is

³⁸Broadly.(<http://.Tel.org/wiki/products/ne-/ESO419.html> accessed on (sunday, January 28th,2018)

supported to Hadfield who says that game is an activity with rules, a goal, and element of fun.³⁹ Game can be used in teaching a language as motivation to learn it. Games are enjoyable and encouraging motivation. Wright says that game can help and encourage many learners to sustain their interest and work.⁴⁰ It means that game help teacher to create context in which the language is useful and meaningful. The students want to take part and in order to do must understand what others saying or have written. And they must speak or write in order to express their own point of view or given information.

Harmer states that games are vital part of teacher's equipment, not only for the language practice but also therapeutic effect they have. They can be used at any stage of class to provide an amazing and challenging respite from other classroom activity, and are especially useful to send the students away feeling cheerful about their English class.⁴¹ Furthermore, games are a valuable activity for language learning, especially for young learners.⁴² It means that students as learners enjoy the game as classroom activity, especially in English class.

Based on the statement above, the researcher concludes that games are an activity with rules that can help and encourage Learner's motivation in the classroom as a fun activity and the alternative teaching technique for the teacher.

F. Concept of Finding Treasure Game

³⁹Jill Hadfield, *Intermediate Communication Game* (England: Addison Wesley Longman, 1996), p.4

⁴⁰Andrew Wright, et.al, *Games for Language Learning* (new ed) (New York: Cambridge University Press,1983),p.2

⁴¹Jeremy Harmer, *how to teach English* (England: Longman, 1998), p.1

⁴²GulinYolageldili and ArdaArikan, *effectiveness of using game in teaching Grammar to Young Learners* (Elementary Education Online, 2011), p.2, Accessed On April 12th2016

Games are vital teacher equipment not only for the language practice to provide but also for the beauty. By using games they will more creative can motivate the students in teaching learning process. From Oxford Dictionary, “game is form of play or sport with rules” and “Treasure is gold, silver jewels, etc. But in the treasure game explain about hidden vocabulary”.⁴³ So that, finding treasure game is form of play that found the hidden vocabulary.

a. Definition of Finding Treasure Game

Finding treasure is one of the game that can be used in teaching vocabulary, it will help teacher in teaching english. Finding Treasure is a location-based game which represents a classic and playful approach that was traditionally performed without digital technological means. It was originally an outdoor activity for children who required finding hidden objects. The winners were the first team to find all the objects.⁴⁴ It means that Finding treasure game is form of play that found the hidden vocabulary. Finding treasure was originally an outdoor activity and a game played by children and occasionally by adults. To play finding treasure, an adult prepares a list of hidden objects for children to find. Each team of children receives a duplicate list of the hidden objects. The winner is the first team to find all the items on the list.⁴⁵ It means that finding treasure is a learning activity outside the classroom that requires students to look for a set of hidden instructions which will lead to a discovery of new

⁴³Hornby A S, *Oxford Learner's pocket Dictionary new*, University Press, 2008, P. 181

⁴⁴ Rotem Israel, *Treasure the Moment Communication as a Scaffold for Mobile Learning Activities*, (Sweden : Linaeus University, 2016), p 05

⁴⁵ Dong Won Kim and Jing Tao Yao, *A Treasure Hunt Model for Inquiry-Based Learning in the Development of a Web-based Learning Support System*, (Canada : University of Regina, 2009), p.04

information. This activity requires adequate time for preparation and results, and students must follow the steps to be completed.

This game promotes students' ideas in thinking, ability in understanding the text, kinesthetic approach where students do activities in learning. They can learn not only from the explanation but also they find what they should solve and answer through the game. Pirita Ihamaki said that "Finding treasure games provide pupils with an opportunity to make their own observations and learn things that would otherwise have been read in books".⁴⁶

From the statement above the researcher concludes that finding treasure game is one of teaching techniques which helps the teacher to make a conducive learning atmosphere in the classroom which enables the students to be more active in learning English.

b. Procedures of Treasure Game

Procedures of finding treasure game to improve vocabulary mastery are as follows:

1. Introduce plan a treasure hunt to grade students.
2. Form groups consisting of 3-6 students. Give each group a box and markers.
Explain the meaning of the word "profession", ask the students to give examples and their meaning.
3. Explain that teachers have hidden profession and around the room. Each group had to find 10 professions.

⁴⁶ Pirita Ihamaki, *The Potential of Treasure Hunt Games to Generate Positive Emotions in Learner*, (Finland: University of Turku, 2014), P.06

4. Instructed each group started hunting. Give 10 minutes.
5. After time runs out, calling each group and assign them to make a presentation on the hunt box. They must show what it finds, explain the profession of each object.
6. Once the ideas in the show instructed each student to complete the sentence "I have been studying" in the notebook respectively.⁴⁷

Base on the procedure above, the researcher can take a conclusion that vocabulary by using finding treasure game can be applied based on the all level of students with purpose are same to increase students' vocabulary well. Using finding treasure game should be suitable with the materials and level of the students. by using the procedure, the student can be easy in learning vocabulary.

c. Advantages and Disadvantages of Finding Treasure Game

1. Advantages of Finding Treasure Game

There are some advantages using finding treasure game especially for teaching vocabulary as follow:

- a. Finding treasure game is a game that suitable for all ages.
- b. Influences students to be more creative and active
- c. Improve student's vocabulary mastery, communication and cooperating skill, encourage students to think, interact and communicate.⁴⁸

From the advantages above, it can be concluded that using finding treasure game in teaching vocabulary mastery is effective enough particularly in Junior

⁴⁷ Mei Yii Lim and Mary Ellen Foster. *Let's go for a Treasure Hunt*, (Scotland: Heriot-Watt University,2014)p.02

⁴⁸Marlene,F.*Treasure Hunt*, (America: Celtic Marketing, 2015) p.05

High School, because it can make students remember the vocabulary and can be used to add vocabulary easily.

2. Disadvantages of Finding Treasure Game

1. Makes the class difficult to be controlled
2. Students will be asked to make games continuously more than the material.⁴⁹

From the statement above, the researcher can conclude that by using finding treasure game in a classroom has several limitations, they are: students will be difficult to be controlled, and the teacher difficult to manage the class well. Even though there are some advantages and disadvantages of using finding treasure game in teaching vocabulary, however the researcher assumes that finding treasure game still can be applied in the class. The reason is a finding treasure game leads the vocabulary practice to a communicative situation. The disadvantages of using Finding Treasure Game can be solved by forming students in a small group.

G. Concept of Translation Technique

There are many ways in teaching vocabulary, such as games, pictures, videos, etc. But in this research the researcher will use translation as a technique to teaching vocabulary in control class. In teaching and learning foreign language, translation is very important. Translation technique on this research is a kind of technique for teaching vocabulary by allowing the students to translate unfamiliar word from the texts or sentences that correlated with the materials.

a. Definition of translation technique

⁴⁹ Ibid, p.05

Translation is one of activity where someone changes one language to another language. According to Richard and Schmidt, translation is the process of rendering written language that is procedure in one language (the source language) into another language (the target language), or the target language results from this process. Translation in which more emphasis is give to overall meaning than to exact wording is known as free translation. A translation that approximates to a word for-word representation of the original is known as a literal translation. A translation that has produce by a computer is known as a machine translation.⁵⁰ From opinion above that translation not only do by human, but also can do by the machine like a computer.

Translation process is not easy, because source language not only changes into target language, but also translator should be processing the word into a good sentence. While according to Cat ford, translation is understand as a linguistic phenomenon, as an operation performed on languages. This operation is see as a process of transcending between source language (SL) and target language(TL). Translation may define as the replacement of textual material in one language (Target Language).⁵¹

From the definitions above, it conclude that translation is a process where the source language or original language is changed into the target language.

b. Procedure of Teaching Vocabulary by Using Translation Techniques

⁵⁰Jack C. Richards and Richard Smith, *Dictionary of Language Teaching and Applied Linguistics*, (London : Longman, 2002), p.563

⁵¹Christina Schaffner, *The Concept of Norms in Translation Studies*, (Birmingham: Aston University, 1965) , p.3

Language teachers may develop their own procedures as long as they are in accordance with the characteristic of the translation technique. The following procedure of teaching the target language through the translation technique is adapted from Larsen-Freeman.

1. The teacher prepares the material.
2. The class reads a text written in the target language.
3. Students' translate the passage from the target language to their mother tongue.
4. The teacher ask the students to find in the dictionary
5. The teacher asks students in their native language if they have any questions, student ask questions and the teacher answer the questions in their native language.
6. Students' write out the answers to reading comprehension questions.
7. Students' translate new words from the target language to their mother tongue.
8. Students are given a grammar rule and based on the example they apply the rule by using a new words.
9. Students' memorize vocabulary.
10. The teacher asks students to state the grammar rule.
11. Students' memorize the rule and errors are correct by providing the right answer.⁵²

Based on the explanation above, the researcher can take a conclusion that there are some steps that can be followed by the teacher when they are going to teach

⁵²Diana Larsen and Freeman, *Technique and Principles in Language Teaching*, (Oxford: Oxford University Press, 2000), p. 15-17

vocabulary by using translation technique. Those steps can help the teachers teach easily.

c. Advantages and Disadvantages of Translation Technique

1. Advantages of using Translation Technique

- a. Translation is very important and the easiest way of explaining meaning or words.
- b. Psychological values, contrary to reasons put forth as to why students should be encouraged to use only the target language in class.⁵³

Based on the advantages of using translation technique, it can be concluded translation technique is the easiest way of explaining meanings or words.

1. Disadvantages of using Translation Technique :

The following are weaknesses of translation technique:

- a. Inaccurate words. Somehow, we tend to translate it into languages, but the words that we use are sometimes inaccurate that it does not have in our vocabulary or is slightly different with our language.
- b. Lack of originality. We do think it will be lack of originality as we tend to change the words, thus the meaning of the text itself is marginally or slightly different.
- c. Take time to interpret. It does take time we to interpret, learn, research and finally translate the whole text.
- d. It is uninteresting. Translation technique is dull and mechanical. It is bookish. No aids are use to make lessons interesting.
- e. It makes the students a passive learner.⁵⁴

⁵³ “what is the advantage of using translation as a teaching resource”, available on: [tcl.rit.albany.edu/knilt/index.php/unit 3:what is the advantage of using translation as a teaching resource%3f](http://tcl.rit.albany.edu/knilt/index.php/unit%203:what%20is%20the%20advantage%20of%20using%20translation%20as%20a%20teaching%20resource%3f)(accesd on Feb 16th, 2017).

Based on the disadvantages of using translation technique, it can be concluded translation technique is a good technique to be used in teaching learning vocabulary but there are some disadvantages in implementing this technique because this technique will make the students become passive in teaching learning vocabulary that cause of a communication in one way and the teacher is not good in educating. When students' become passive in learning, the learning will be difficult to be gauged. In order to solve those problems, the teachers must know much about the material well. Not only that, the teachers also need to prepare the material as well as possible and make an interesting class by giving interesting things in learning process so the students will not be passive anymore.

H. Frame of Thinking

Based on all of the explanations, the teacher should apply various interesting teaching techniques that involve students in the classroom interaction. They should try to make that involve students in the classroom interaction. The students will be interested in English if the teacher teaches English in a proper way.

In this case, the researcher choose game as a teaching technique in vocabulary learning process, because it is suitable for learners at junior high school and with this way, the students can learn and develop vocabulary, because they learn a new word and response it directly and physically.

The researcher assumed that teaching vocabulary by using finding treasure game improve the Junior High School students ability, because the students can

⁵⁴ Albany, *Advantages and Disadvantages of Translation*<http://tccl.rit.albany.edu/knit/index.php/unit> what is the advantage of using translation as a teaching resource/, accessed on 05 june

concentrate on the vocabulary material through game, so the researcher made the frame of thinking as follow: Teaching vocabulary using finding treasure game student's vocabulary mastery.

I. The Hypothesis

Based on theoretical and the frame of thinking above, the researcher formulated the hypotheses as follow:

H_o : There is no significant influence of finding treasure game toward students' vocabulary mastery.

H_a : There is a significant influence of finding treasure game towards students' vocabulary mastery.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used experimental research. According to Sugiyono, experimental research is a research method use to look for the influence of a certain variable towards another in a controlled condition.⁵⁵ The researcher used quasi experimental design.

Quasi experimental design similar to rerandomized experimental design in that they involve manipulation of an independent variable but differ in that subject are not randomly assigned to treatment groups.⁵⁶ The researcher used quasi experimental because in quasi experimental, the subject not randomly assigned to the treatment groups. It means that we do not have the opportunity dor random assignment of students to special groups in different conditions, it would disrout the classroom learning.

The researcher selected two classes, one class as experimental class and another class as contol class. The variety of quasi experimental design can be divided into two main categories, they are post-test only design and pre-test post-test design.⁵⁷ In this study, the researcher used pre-test and post-test group design. Creswell stated that we can apply the design approach before and after testing for quasi-experimental designs.

⁵⁵Sugiyono, *Metode Penelitian Pendidika,n (Pendidikan Kuantitatif, Kualitatif, dan R & D)* (Alfabeta, Bandung, 2016), p. 107.

⁵⁶ John W. Creswell, *Educational Research: Planning, Conducting And Evaluating Quantitative and Qualitative Research* (New Yory: Person Education, 2012), p.309

⁵⁷John W. Creswell, *Education Research: Planning, Conducting, and Evaluating Quaitative and Qualitative Reseachr 4th ed*, (Boston,: Pearson Education, 2012), p. 310.

After obtaining the data, researcher analyses them using a quantitative approach, the design described as follows:

G1	=	T1	X	T2
G2	=	T1	O	T2

Where:

G1 = experimental class

G2 = control class

T1 = pre-test

T2 = post-test

X = treatment by using finding treasure game

O = treatment by using translation technique.

In this research, the researcher had selected two classes, one class as experimental class and another class as control class. Then, the students were given pre test to know their vocabulary mastery before treatment. After that, the researcher applied an treatment in experimental class by using finding treasure game and questioning was applied by teacher in control class. After that, the students were given post test to know whether any influence in students vocabulary mastery.

B. Research Variables

Variable is a quantitative which can take a number of different values or states. According to Setiyadi, there are two kinds of variable; they are independent variable and dependent variable. Independent variable is a variable that are easily obtained and

can be diversified into free variable, while dependent variable is the effect of independent variable.⁵⁸ In this study, the researcher focused on two variables:

1. Independent variable

Independent variable is a variable that affects or became the reason of the change or the onset of dependent variable. Independent variable in this research was finding treasure game that is symbolize by (X)

2. Dependent variable

The dependent variable of the research was vocabulary mastery symbolize by (Y).

C. The Operational Definition of variables

1. The independent Variable (X)

Finding treasure is a learning activity outside the classroom that requires students to look for a set of hidden instructions which will lead to a discovery of new information. This activity requires adequate time for preparation and results, and students must follow the steps to be completed. The group that is able to find all the clues that are hidden is the winner.

2. The dependent Variable (Y)

The students' vocabulary mastery is their ability to use or understand word of language that they have learned in certain situation which they really have experienced in their lives, especially the verb and nouns and adjective.

D. Population, Sample and Sampling Technique

⁵ Bambang Setiyadi, *Metode Penelitian untuk pengajaran bahasa asing pendekatan kuantitatif dan kualitatif*, (Yogyakarta; Penerbit graha ilmu, 2006), p.106.

1. Population

According to Arikunto, population is all of the research subjects.⁵⁹ It is supported by Setyadi who states that all individuals which can be the target in research are called population.⁶⁰ It means that the population is every subject that would be researched in the research.

The population of the research was all of the students in the second semester of the seventh grade of SMPN 15 Bandar Lampung. Referring to Setiyadi, all individuals which can be the target in the research are called population.⁶¹ The second years of three classes was taken as the sample of this research, one of experimental class and control class. In determining the experimental class and control class the researcher was used translation technique, so that those all second year class got the same chance to be the sample. There are three classes VII A consisted of 30 students, VII B consisted of 30 students and VII C consisted of 28 students. So, the population at the first grade was 88 students.

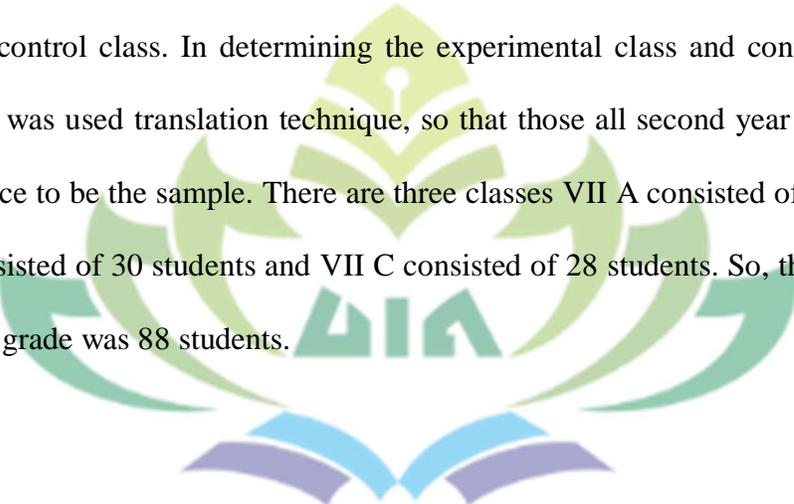


Table III.1
The Number of students' of the Seventh Grade of SMPN 15
Bandar Lampung in the academic year 2019/2020

No	Class	KKM		Total
		<75	≥ 75	
1	VII. A	19	11	30

⁵⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2014), p. 173.

⁶⁰ Ag Bambang Setiadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*. (Yogyakarta: Graha Ilmu, 2006), p.38.

⁶¹ Setiyadi, Bambang.2006. "*Metode Penelitian Pengajaran Bahasa Asing*". Yogyakarta. Graha Ilmu. Page.38

2	VII. B	20	10	30
3	VII. C	18	10	28
Total		57	31	88
Prcentage		65%	45%	100%

Source: The document of vocabulary mastery score of English Teacher at SMPN 15 Bandar Lampung

2. Sample

Arikunto says that sample is the part of population which will be investigated.⁶² Sample is part of the number and characteristics possessed by the population. Sample was this research which will be determined based on the sampling technique done.⁶³ It means that a sample is a group in research study on which information is obtained. The sample of the research was the seventh grade of SMPN 15 Bandar Lampung in 2019/2020 academic year. The samples of the research were class A and class B with consist of 60 students, class A as experimental class and class B as control class. Sample is several or represent of population of research.⁶⁴ It means that sample is a little of population.

3. The Sampling technique

In taking sample, the researcher used sample cluster random sampling because the students have homogeneous characteristic. The researcher drew a lot to get the

⁶²*Op.cit*, p.174

⁶³Sugiyono, *metode penelitian kuantitatif kualitatif dan R & D* (bandung: alfabeta, cetakan ke-16, 2013), h.3

⁶⁴Suharsimi arikunto, *prosedur penelitian suatu pendekatan praktis*, (Rineka Cipta, Jakarta, 2006), P.131

sample. The seventh class was consisted of three classes. The steps in determining the experimental and control class as follows :

1. First, the researcher provided three pieces of paper, each paper contained with VII A, VII B, VII C.
2. Then these papers rolled and put into the box.
3. After that the box shook and the researcher took two pieces of the rolled paper.
4. The first paper was class A as the experimental class and the second paper was class B as the control class.

E. Data collecting technique

To know the influence of using finding treasure game in this quantitative research, the researcher used test as the instruments to get the data through multiple choice questions. There are to kinds of test :

1. Pre-test

The pretest was given before the treatment by using finding treasure game. The pre test was administered to measure the student' vocabulary mastery. The test was in form of multiple choice questions based on the provided topics that consist of 40 items with four alternative options and 60 minutes time allocation.

2. Post-test

The posttest was conducted after the students in experimental and control class given the treatment. It used to know student' vocabulary mastery after being

given treatment by using finding treasure game. It was administered after treatment given to measure the influence of using finding treasure game towards student' vocabulary mastery, the test was in form of multiple choice questions. that consist 40 items with four alternative options and 60 minutes for time allocation.

F. Research Procedure

There are three steps that were done in this research:

1. Planning

Before the researcher applied the research procedure, the researcher made some planning to run the application well. The procedure of making plan of this research as follows:

a. Determining the subject

Researcher chose the seventh grade of SMPN 15 Bandar Lampung, as the research subjects, VII A as the experimental class and VII B as the control class.

b. Preparing try-out

The researcher prepared a kind of test (call try-out). The researcher used instrument of pre-test and post-test as the try-out. Then, the researcher evaluates the test items to get good items that would be test in pre-test and post-test.

c. Preparing pre-test

The researcher prepares a kind of test (call pre-test) that gave to the students and use the instruments which had already been try out before.

d. Determining the material

Researcher determines the material teaches to students and the material is about descriptive text.

e. Preparing the post-test

Post test of vocabulary test was implemented to examine the students' vocabulary mastery after the implementation of finding treasure game.

2. Application

After making plan, the researcher tries to apply procedure of research. There were some steps in doing this research, they are:

- a. First meeting, the researcher gave try-out. The question has multiple choice that consist of 50 items with option A, B, C, and D. This test gave to the student which does not become the sample of the research.
- b. Second meeting, the researcher gave pre-test to the control class and experimental class. The test is multiple choice, it would be taken from the result of try-out test. It meant that only the valid and reliable test item used in pre test.
- c. After give the pre-test to the student, researcher conducted the treatment through finding treasure game.
- d. In the last meeting, gave the post-test. This test is multiple choice test, the total number of test are 40 items. It means that only the valid and reliable test items that used.

3. Reporting

The next steps is one in the research procedure is reporting. There are three steps which done in reporting. The steps as follows:

- a. The researcher analyzes the data that are already received from try-out test.
- b. The researcher analyzes the data that are already received from pre-test and post-test.
- c. Made a report of the finding.

G. Research Instrument

The instrument of this research was the test. According to Thornburry, multiple choice tests are the popular way of testing vocabulary.⁶⁵ It means that Multiple choice questions used in this research as a tool for testing vocabulary instrument. The number of test instruments is the least amount but sufficient to measure the variables of the research.⁶⁶ It means that research instrument is something that used to collect the data in order to the researcher knowing the result the data by using the multiple choice tests. can be assumed that the number of instruments that will be used to collect the data should not be much but already includes all the criteria needed to measure the variable of the research in this case was testing vocabulary. There are four aspects of vocabulary, word formation, word meaning, word use and word grammar.⁶⁷ It means that There are four aspects of vocabulary. In this research was word formation, word meaning, word use and word grammar as the aspects of the

⁶⁵Scott Thornburry, *How to Teach Vocabulary*, (Essex: Person Education Limited. 2002) p. 130

⁶⁶Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2012), P.160

⁶⁷Nation. *Learning Vocabulary in Another Language*, (Cambridge: Cambridge University Press. 2001) P 41

vocabulary test while the type of vocabulary was nouns verb and adjectives. Nouns, verb and adjectives were selected because they were the most important parts of descriptive text that was suitable with the syllabus. The specification of vocabulary test can be seen in table below:

Table III.2
The Specification of Try Out for Pre-Test for Vocabulary Mastery Before Validity Test

No	Aspect	Indicator	Odd	Even	Total	Contribution	
						Odd	Even
1	Word Meaning	Noun	2	2	8	1,3	2,4
		Verb	2	2	3	5,7	6,8
		Adjective	3	4	4	11,9,13	10,12,14
2	Word Grammar	Noun	2	2	2	15,17	16,18
		Verb	2	2	4	19,21	20,22
		Adjective	2	2	3	23,25	24,26
3	Word Use	Noun	2	2	4	27,29	28,30
		Verb	4	4	2	31,33,35,37	32,34,36,38
		Adjective	2	1	2	39,41	40
4	Word Combination	Noun	2	2	1	43,45	42,44,
		Verb	1	2	3	47	46, 48
		Adjective	1	1	5	49	50
TOTAL			25	25		25	25
			50		50		

Based on the table 3 above, the pre test items before validity with 4 aspect : word meaning, word grammar, word use and word combination. In subject noun are 16 items consisting of 8 even numbers and 8 odd numbers, in subject verb are 19 items consisting of 10 even numbers and 9 odd numbers, in subject adjective are 15 items consisting of 7 even numbers and 8 odd numbers. Besides that, The total of the pre test items before validity are 50 items with 25 even numbers and 25 odd number.

Table III.3

The Specification of Try Out for post-Test for Vocabulary Mastery Before Validity Test

No	Aspect	Indicator	Odd	Even	Total	Contribution	
						Odd	Even
1	Word Meaning	Noun	2	2	8	1,3	2,4
		Verb	2	2	3	5,7	6,8
		Adjective	3	4	4	11,9,13	10,12,14
2	Word Grammar	Noun	2	2	2	15,17	16,18
		Verb	2	2	4	19,21	20,22
		Adjective	2	2	3	23,25	24,26
3	Word Use	Noun	2	2	4	27,29	28,30
		Verb	4	4	2	31,33,35,37	32,34,36,38
		Adjective	2	1	2	39,41	40
4	Word Combination	Noun	2	2	1	43,45	42,44,
		Verb	1	2	3	47	46, 48
		Adjective	1	1	5	49	50
TOTAL			25	25		25	25
			50			50	

Based on the table 3 above, the pre test items before validity with 4 aspect : word meaning, word grammar, word use and word combination. In subject noun are 16 items consisting of 8 even numbers and 8 odd numbers, in subject verb are 19 items consisting of 10 even numbers and 9 odd numbers, in subject adjective are 15 items consisting of 7 even numbers and 8 odd numbers. Besides that, The total of the post test items before validity are 50 items with 25 even numbers and 25 odd number.

**Table III.4
Specification of Test for Pre-Test
(After Validity)**

No	Aspect	Indicator	Odd	Even	Total	Contribution	
						Odd	Even
1	Word Meaning	Noun	4	4	8	1,3,5,7	2,4,6,8
		Verb	2	1	3	9, 11	10
		Adjective	2	2	4	13, 15	12,14
2	Word Grammar	Noun	1	1	2	17	16

		Verb	1	2	4	19	18,20
		Adjective	2	1	3	21, 23	22,
3	Word Use	Noun	2	2	4	25, 27	24,26
		Verb	1	1	2	29	28
		Adjective	1	1	2	31	30
4	Word Combination	Noun	-	1	1	-	32
		Verb	2	1	3	33,35	34
		Adjective	2	3	5	37,39	36,38, 40
TOTAL			20	20		20	20
			40			40	

Based on the table 5 above, the pre test items after validity with 4 aspect : word meaning, word grammar, word use and word combination. In subject noun are 15 items consisting of 8 even numbers and 7 odd numbers, in subject verb are 11 items consisting of 5 even numbers and 6 odd numbers, in subject adjective are 14 items consisting of 7 even numbers and 7 odd numbers. Besides that, The total of the pre test items after validity are 40 items with 20 even numbers and 20 odd number.

Table III.5
Specification of Test for Post-Test
(After Validity)

No	Aspect	Indicator	Odd	Even	Total	Contribution	
						Odd	Even
1	Word Meaning	Noun	4	4	8	1,3,5,7	2,4,6,8
		Verb	2	1	3	9, 11	10
		Adjective	2	2	4	13, 15	12,14
2	Word Grammar	Noun	1	1	2	17	16
		Verb	1	2	4	19	18,20
		Adjective	2	1	3	21, 23	22,
3	Word Use	Noun	2	2	4	25, 27	24,26
		Verb	1	1	2	29	28
		Adjective	1	1	2	31	30
4	Word Combination	Noun	-	1	1	-	32
		Verb	2	1	3	33,35	34
		Adjective	2	3	5	37,39	36,38,

							40
TOTAL			20	20		20	20
			40			40	

Based on the table 5 above, the pre test items after validity with 4 aspect : word meaning, word grammar, word use and word combination. In subject noun are 15 items consisting of 8 even numbers and 7 odd numbers, in subject verb are 11 items consisting of 5 even numbers and 6 odd numbers, in subject adjective are 14 items consisting of 7 even numbers and 7 odd numbers. Besides that, The total of the pre test items after validity are 40 items with 20 even numbers and 20 odd number.

H. Scoring System

Before getting the score, the researcher determines the procedure will be use in scoring the students' work. The ideal highest score is 100. The scores of pretest and posttest calculate by using the following formula .⁶⁸

$$S = \frac{r}{n}100$$

Notes :

S : The score of the test.

r : The total of the right answer.

n : The total items

⁶⁸ Masnur Muslich,M.Si, *penilaian Berbasis Kelas dan Kompetensi*, Refika Aditama,2010,P.114

I. Validity and Reliability of the Test

1. Validity of the Test

A good test should have a validity. Arthur states that the validity test is conducted to check whether the test measures what is intended to be measured.⁶⁹ It means that before the test is given, it should be checked first whether the test fulfills the criteria need to be tested or not.

In addition, based on Fraenkel and Wallen said that validity refers to an appropriateness, meaningfulness, correctness, and usefulness, of the inference a researcher makes.⁷⁰

To measure the validity of the test, the researcher used content and construct validity. They are :

- a. Best and Kahn say that content validity refers to the degree to which the test actually measures, or specifically related to, the traits for which it is designed. Content validity is based upon the examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.⁷¹

Content validity It means that when arranging the test for the students, the researcher should make it along with the students' needs and meet based on the curriculum and syllabus. Therefore the researcher should take a look at the translation technique which is used by students in order to make the test suitable to their material and the objective of teaching and learning.

⁶⁹ Hughes Arthur, *Testing for Language Teacher*, Second Edition, (Cambridge: Cambridge University Press, 2003), p.26

⁷⁰ Jack R. Fraenkel And Norman E. Wallen, *How To Design And Evaluate Research And Education*, (Singapore: McGraw- Hill Book Co, 1993), p.90

⁷¹ *Ibid.*

- b. Best and Kahn, states that construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.⁷² It is supported by David Nunan, states that constructed validity is established corrected operational measured for the concept being studied.⁷³

The researcher validated the test instrument to the English lecturer of UIN Raden Intan Lampung Mr.Yuspi, M.Pd at february 18th 2020. Based on the form validation all of the item validation is valid. It means that the test instrument was suitable with the criteria on vocabulary mastery.

- c. *Item validity* According to Creswell, internal validity is relates to the validity of inferences drawn about the cause and effect relationship between the independent and dependent variables.⁷⁴

Item validity used to measure whether test items were valid or not. In the research of the test validity which consist 50 items multiple choice. The researcher calculated the data by using SPSS V.20. The tests of validity employed are Be variate Pearson and Correlated Item-Total Correlation. The result of the items tryout for pretest and post-test

Considered valid. They were number 1,2,3, 4,5, 6, 7, 8, 9,10,12, 13, 14,15,16,17, 18, 19,21,23,25, 26,27,28, 29, 30,32, 33, 34, 35,36,38,39, 41, 43, 44, 45, 48, 49, 50 in pre-test. Mean while, in post test they were number 1, 3,

⁷²John W. Best and James V. Kahn, *Research in Education*, Seventh Edition, (New Delhi: Prentice-Hall, 1995), p.219

⁷³ David Nunan, *Research Methods in Language Teaching*,(Cambridge: Cambridge University Press, 1992), p.80

⁷⁴John W Creswell,*Op.cit*, p. 168

4, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 28, 29, 30, 31, 33, 34, 36, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50.

2. Reliability of the Test

Arikunto says that reliability show that an instrument can be believe to be use as a tool of data collecting technique when the instrument is good enough.⁷⁵ A test is reliable if the test is able to give constant result even though the test give repeatedly to the same individuals or sample. In addition, Sugiyono states that the reliable instrument which is if use to measure the same object for some times will result same data.⁷⁶ Reliability refers to consistency of the test. The researcher used SPSS version 20 program. SPSS can help analysis of item quickly, easy and accurately. SPSS is necessary in the research to asses the instrument are got or not.

Furthermore, to know the degree or the level of the reliability of vocabulary test the researcher also use the criteria of reliability as follows:

1. 0.800 – 1.000 = very high
2. 0.600 – 0.800 = high
3. 0.400 – 0.600 = medium
4. 0.200 – 0.400 = low
5. 0.000 – 0.200 = very low⁷⁷

From the criteria reliability, it can be drawn a conclusion that result obtained in the cronbach alfa of reliability on pre-test was 0.828 (r-Hitung) and $r = 0.361$ (r-

⁷⁵Suharsimi Arikunto, *Op. Cit.*, p. 221.

⁷⁶Sugiyono, *Loc. Cit.*

⁷⁷*Ibid*, p. 311

Table). It means that reliability of pretest items was high then the reliability of the test in this research are very high and reliable.

J. Data Analysis

After collecting the data, the researcher was analyzing the data by used independent sample t-test. There are two assumptions that must be done before analyzing the data by using independent sample t-test. They are normality test and homogeneity test.

1. Fulfilment of the Assumption

a. Normality Test

The researcher uses normality test to know whether the data have a normal distribution or not. Here, the test of *liliefors* will be use.⁷⁸ When the data have been collected, so the normally test will be as follows:

The hypotesis for the normality test was formulated as follows:

H_0 = the data are normality distributed

H_a = the data are not normally distributed

While the criteria of acceptance or rejection of normality test are as follows :

H_0 is accepted if $\text{Sig.} \geq \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

b. Homogeneity Test

⁷⁸ Sujana nana, meode statistic, Tarsito,Bandung,2001,p.466

Homogeneity test was used to determine whether the data obtain from the sample homogeneous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical package for the social science*) for homogeneity of test. The test of homogeneity employing levene statistic test.

The hipottheses for the homogeneity test are formulated as follows :

H_0 = The variances of the data are homogeneus.

H_a = the variances of the data are not homogeneous.

While the criteria of acceptance of rejection of homogeneity test are as follows :

H_0 is accepted if $\text{Sig.} \geq \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.0$

2. Hypothetical Test

If the fulfillment of the assumptions normally test and homogeneity test are fulfilled, the researce was used independent sample t-test. In this case, the researcher usesstatistical computation by using SPSS (*Statistical package for the social science*) for hypothetical of test. The purpose of using SPSS in this case is practicality and efficiency in this study.

The hypotheses are :

H_a : There is a significant influence of finding treasure game towards student vocabulary mastery at the second semester of the seventh grade of SMPN 15 Bandar Lampung in the academic year of 2019/2020.

Ho : there is no significant influence of using finding treasure game towards students' vocabulary mastery at the second semester of the seventh grade of SMPN 15 Bandar Lampung in the academic year of 2019/2020.

While the criteria of acceptance rejection of the test are :

Ha is accepted if Sig. $\leq \alpha = 0.05$

Ho is accepted if Sig. $> \alpha = 0.05$



CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research

The researcher got the data in the form of score. The score was derived from pre-test and post-test. The researcher conducted pre-test before treatments given and post-test after treatment given.

1. Result of pre-test in Experimental Class

The pre-test was conducted on February 24th 2020. It was the first meeting of VII A at SMPN 15 Bandar Lampung as the experimental class, the researcher conducted pre-test order to find out the previous students ability in vocabulary mastery. The scores of students' answer tested in pre-test in Experimental class could be seen in figure 1.

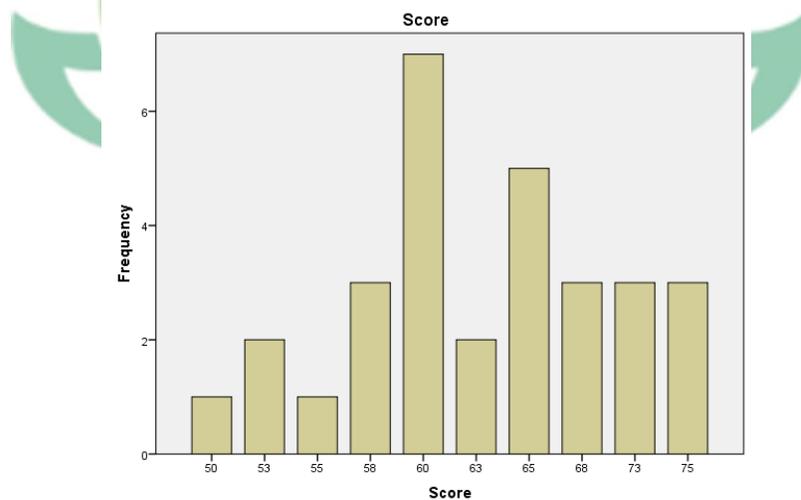


Figure 1
Graph of Pre-test result in Experimental class

Based on figure 1, it could be seen that 1 students who got 50 score, 2 students who got 53 score, 1 student got 55 score, and 3 students who 58 got

score, 7 students who got 60 score, 2 students who got 63 score, 5 students who get 65 score, 3 students who get 68 score, 3 students who get 73 score, and 3 students who get 75 score. The mean of pre-test in experimental class was 63.47, standard of deviation was 6.927, N was 30, median was 63.00, variance was 47,982, minimum score was 50, and maximum score was 75. (see appendix 10).

2. Result of Pre-test in Control Class

The researcher also conducted pre-test of VII B at SMPN 15 Bandar Lampung as the control class, in order to know vocabulary mastery after the treatment. The pre-test was conducted in the control class on February 24th 2020. The scores of students' answer tasted in pre-test in the control class could be seen in figure 2.

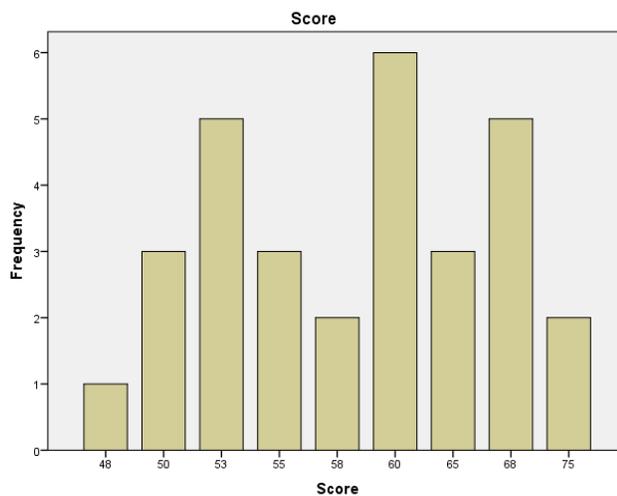


Figure 2
Graph of the pre-test in control class

Based on figure 2, it could be seen that 1 students who got 48 score, 3 students got 50 score, 5 students who got 53 score, 5 students who got 53 score, 3 students who got 53 score, 2 students who got 58 score, 6 students who got 60

score, 3 students who got 65 score, 5 students who got 68 score and 2 students who got 75 score. The mean of pre-test in control class was 59.63, standard of deviation was 7.458, N was 30, median was 60.00, variance was 55.620, minimum score was 48, and maximum score was 75. (see appendix 11).

3. Result of the Post-test in Experimental Class

The researcher also conducted post-test of VII A at SMPN 15 Bandar Lampung as the experimental class, The researcher conducted post-test in order to find out the students' increase in vocabulary mastery, after they got treatment by using Finding Treasure Game. The post-test was administered on March 09th 2020. The scores of students' answer tested in post-test in the experimental class could be seen in figure 3.

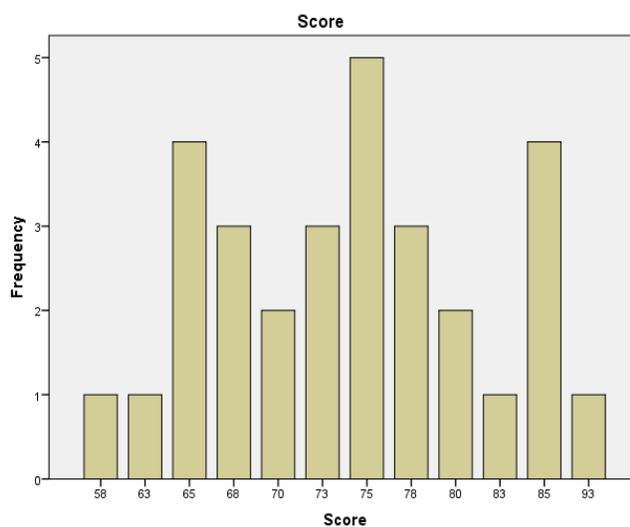


Figure 3
Graph of the post-test in experimental class

There were 1 students who got score 58, there were 1 students who got score 63, there were 4 students who got score 65, there were 3 students who got score 66,

there were 2 students who got score 70, there were 3 students who got score 73, there were 5 students who got score 75, there were 3 students who got score 78, there were 2 students who got score 80, there were 1 students who got score 83, there were 4 students who got score 85, there were 1 students who got score 93. The mean of post-test in experimental class was 74.30, standard of deviation was 8.078, N was 30, median was 75.00, variance was 65.252, minimum score was 58, and maximum score was 93. (see appendix 12).

4. Result of the Post-test in Control Class

The researcher also conducted post-test of VII B at SMPN 15 Bandar Lampung as the control class, The researcher also conducted post-test in control class in order to find out the students' development in students' vocabulary mastery after they got treatment by using Translation technique. The post-test was administered on March 09th 2020. The scores of students tested in post-test in the control class could be seen in figure 4

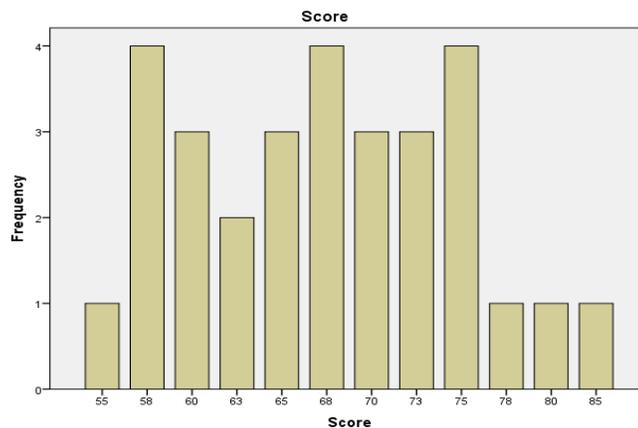


Figure 4
Graph of the post-test in control class

There is only one student who got score 55, there were four students who got score 58, there were three students who got score 60, there were two students who got score 63, there were three students got score 65, there were four students who got score 68, there were three students who got score 70, there were three students who got score 73, there were four students who got score 75, there were one student who got score 78, there were one student who got score 80, and there were one student who got score 85. The mean of post-test in experimental class was 67.73, standard of deviation was 7.547, N was 30, median was 68.00, variance was 56,961, minimum score was 55, and maximum score was 85. (see appendix 13).

Based on the data of pre-test and post-test for both experimental and control class, it can be that there was improvement in both classes. From the figure 1 and 3, the mean of pre-test experimental class was 63.47 and the post-test was 74.30 whereas, from the figure 2 and 4 above, the mean of pre-test of control class was 59.63 and the post-test was 67.73 the improvement can be seen on both classes. But, the score of experimental class was higher than the control class, in experimental class the researcher using finding treasure game, this game was improved students' vocabulary mastery, make a students easy, be more active to learn English. But, control class the teacher just used translation technique.

B. Data Analysis

After concluding the data, the data where analyzed by using SPSS (*Statistical Package for the Social Sciences*) version 20. SPSS is a comprehensive system for

analyzing data. The data were analyzed through three test, they where normality test, homogeneity test and hypothetical test.

1. The Result of Normality Test

Normality test was used to measure whether the data in the experimental class and control class where normal or not. The result of pre-test and post-test which have been obtained where tested their normality by using SPSS (*Statistical Package for the Social Sciences*) version 20.

a. The hypotheses are :

H_0 : The data have normal distribution

H_a : The data do not have normal distribution.

b. The test criteria

If the value $(p) \leq$ significant $(\alpha = 0.05)$ it means that, H_a was accepted.

If the value $(p) >$ significant $(\alpha = 0.05)$ it means that, H_0 was accepted.

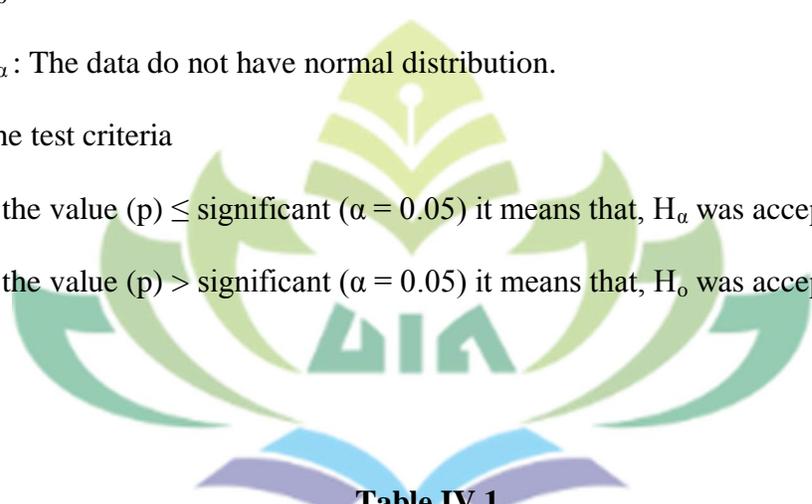


Table IV.1
Test of Normality

Kelas		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Gain	Experimental	.119	30	.200*	.948	30	.146
	Control	.205	30	.002	.939	30	.083

a. Lilliefors Significance Correction

The sample of ea

Based on result, it can be seen Sig. (P_{value}) in the table of Shapiro-Wilk was 0.83 and $\alpha = 0.05$. it means that $\text{Sig. } (P_{\text{value}}) > \alpha$ and H_0 is accepted. The conclusion is that the population is in the normal distribution.

2. Result of Homogeneity Test

Homogeneity test was used to determine whether the data obtained from the sample homogeneous or not. The result pre-test and post-test which have been obtain were tested their homogeneity by using SPSS (*Statistical Package for the Social Sciences*) version 20.

a. The hypotheses were :

H_a = The variance of the data are not homogeneous

H_0 = The variance of the data are homogeneous

b. The criteria of the test were follows :

H_0 = is accepted if $\text{sig} > \alpha = 0.05$

H_a = is accepted $\text{sig} < \alpha = 0.05$

Table IV.2
Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Gain Based on Mean	3.699	1	58	.059
Based on Median	2.911	1	58	.093
Based on Median and with adjusted df	2.911	1	50.334	.094
Based on trimmed mean	3.565	1	58	.064

After analyzing the normality data, the data were analyzed for it was homogeneity. In this research, the levane statistic was used to asses the equality

of variances in different sample. Based on the results obtained in the test of homogeneity of variances in the column, it could be seen that Sig.

(p value) = 0.59 > α = 0.05. it demonstrated that H_0 was accepted because Sig.

(Pvalue) > α = 0.05. it means that the variance of the data was homogenous.

3. Result of Hypothetical Test

After the data was considered as normal and homogenous, the final step was testing the hypothetical of the research. It was used to prove whether or not the objectives of the research accomplished. The hypothetical was tested by using SPSS (*Statistical Package for the Social Sciences*) version 20. The hypotheses as follows :

H_0 : there is no a significance influence of using finding treasure game Towards Students' vocabulary mastery at the second semester of the seventh grade of SMPN 15 Bandar Lampung in the Academic year of 2019/2020.

H_a : There is a significance influence of using finding treasure game Towards Students' vocabulary mastery at the second semester of the seventh grade of SMPN 15 Bandar Lampung in the Academic year of 2019/2020.

The criteria of acceptance or rejection of the hypothetical test was :

H_a is accepted if Sig. < α 0.05

H_0 is accepted if Sig. > α 0.05

Tabel IV.3

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Gain	Equal variances assumed	3.699	.059	2.931	58	.005	2.733	.933	.866	4.600
	Equal variances not assumed			2.931	52.561	.005	2.733	.933	.862	4.604

Independent Sample Test

Based on the result obtained in the independent sample t-test that the value of significant generated Sig. ($P_{\text{value}} = .005 < \alpha = 0.050$). So, H_0 is rejected and H_a is accepted. Based on the computation, it could be concluded that there was significant influence of using finding treasure game towards students' vocabulary mastery at the second semester of the seventh grade of SMPN 15 Bandar Lampung in the Academic year of 2019/2020.

C. Discussion

The students' vocabulary mastery at SMPN 15 Bandar Lampung have difficulties in learning vocabulary, it is proven by the score of the students in preliminary research. There were 65.16% of the students who got the score under 70 as the KKM. It means that the students' vocabulary mastery is still low and need to be increased. To solve the problem, finding treasure game was applied in teaching vocabulary. Thus, the objective of this research is to know whether there is influence of using finding treasure game toward students'

vocabulary mastery at the second semester of the seventh grade of SMPN 15 Bandar Lampung in academic year of 2019/2020. This research had been carried through six steps. They involved try out test, pre-test, three time treatments, and post test.

The research had been conducted since February, 13th 2020, it begun by giving try out test to the students in VII C as tryout class. It was 100 test items as the instrument of the test items for pre-test and post-test. From 100 test items of tryout, some items were chosen as instrument of the test. The choosing of the instrument had been done by considering two categories, validity and reliability. After being tryout, 40 questions for pre-test and post-test were used.

Before conducting treatments, the pre-test for experimental class was conducted on February, 24th 2020 and control class on February, 20th 2020. In pre-test, the test items consist of 40 items of multiple choice test with 4 options (a, b, c and d). The result of pretest was shown that the mean in control class was 59.63 and in experimental class was 63.47.

Three times treatments was conducted after the pretest. The first treatment was administrated on February, 27th 2020 at 07:15 – 08:45. The lesson begun by greeting the students, introducing the researcher and checking their attendance and noticed that 4 students were absent. The next step is teaching learning process. And then the material about nouns was given. The topic in the first treatment was about verb and descriptive text (describing people). Thus, the teaching and learning process was attended by 30 students. After opening the class, the researcher asks students to mention name the noun in the class. After

that, the researcher explained to the students about verb, told the examples and explained how to use it. Then, the researcher introduce plan a finding treasure game to grade students. The researcher devided the students into some groups, each groups consist 6 students and give each group a box and markers. Ask the students to give examples and their meaning. Explain that teachers have hidden various nouns around the room. Each group had to find 10 pictures. After time runs out, calling each group and assign them to make presentation on the hunt box. They must show what it finds, explain the pictures of each object. The researcher chose simple word to introduce students about finding treasure game.

The second treatment was administrated on March, 02th 2020 at 07:15 – 08:45. The same activity with the first meeting was done to begin the class. The learning material in the second meeting was learning noun in descriptive text (describing noun in the class). In the second treatment, it was better than the first treatment, because the students knew the technique and material before the lesson began. The procedure of finding treasure game was done better than previous treatment, therefore the students more active and motivate in learning process with the second treatment.

The third treatment was administrated on March, 05th 2020 at 07:15 – 08:45. The activities in third meeting still same with the first and second meeting. The learning material in the third meeting was countable and uncountable noun and descriptive text (describing animal).

The result of the data analysis showed that the use of finding treasure game in teaching vocabulary seemed to be applicable for the seventh grade of

SMPN 15 Bandar Lampung. The technique made the students easier to memorizing the vocabulary. It means that this research enriches the previous research that was conducted by Dewi Masitoh that the aim of the use of finding treasure game to improve the students' vocabulary mastery. Finding treasure game effective technique to implement students' vocabulary, in the end of the thesis she said that the students made a better improvement in vocabulary mastery after being taught by using finding treasure game.

According to the result of the data analysis by using SPSS (*Statistical Package for the Social Sciences*). The result showed, the post-test was given to measure The Influence of finding treasure Game toward Students' vocabulary mastery in both classes after treatments done. The mean score of post-test in experimental class was 74.30 and the mean score of post-test in control class was 67.73. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class. Next, the researcher analyzed the data of normality test score and showed that the data were normal and the data of homogeneity were homogenous.

Based on the result of the students' pre-test score and post-test score, it showed that the students' post-test is higher than in pre-test. Based on the analysis of the data and the testing of hypothesis, the result of T-test null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means that the treatments have influence of using finding treasure game toward students' vocabulary mastery, so alternative hypothesis is accepted. The result of the data analysis showed that finding treasure game in teaching vocabulary

mastery can be implemented. The technique encouraged the students to be more active and motivated in learning vocabulary.

In conclusion, the researcher concluded that finding treasure game was more helpful to students memorize, enjoyed, understand about vocabulary mastery. So, finally there is significance influence of using Finding Treasure Game toward Students' Vocabulary Mastery at The second semester of Seventh Grade of SMPN 15 Bandar Lampung in the Academic Year of 2019/2020.



CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research and analyzing the data, the researcher draws a conclusion as follows: There is a significant influence of using finding treasure game toward students' vocabulary mastery. by seeing the result of the data calculation in the previous chapter where null hypothesis (H_0) was rejected, and alternative hypothesis (H_a) was accepted, it means that the researcher's assumption is true, finding treasure game can give a significant influence to improve students' vocabulary mastery. It was support by evidence on the scores achieved by students in which they got higher scores after the researcher gave the treatment finding treasure game for teaching vocabulary. The significant can be seen from Sig (2-tailed) of the equal variance assumed in the independent sample t-test table here the Sig (2-tailed) is .005 it is lower than $\alpha=0.05$ and its means H_0 is rejected and H_a is accepted. It can be revealed from the hypothetical test, where alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected.

The researcher concluded that there is a significant influence of using finding treasure game towards students' vocabulary mastery at the seventh grade of SMPN 15 Bandar Lampung in the academic year of 2019/2020.

B. Suggestion

Based on the result of the research and the advantages of using finding treasure game towards students' vocabulary mastery at the seventh grade of SMPN 15 Bandar Lampung in the academic year of 2019/2020, the researcher would like give some suggestion.

1. Suggestionfor the Teacher

- a. Finding treasure game as an alternative game of the teaching process is a good way to be applied in the seventh grade to improve students' vocabulary, since the students not only translate many word but also making them more understand and active in learning process.
- b. The English teacher should be able to choose the appropriate game according to the skill and materials that are going to teach to the students for make an interesting and enjoyable situation in teaching and learning process.
- c. The teacher should give motivation to the students in order they to do several practices for learning vocabulary in real situations.

2. Suggestionfor the students

- a. The students must be active in doing exercise especially vocabulary exercise.
- b. The students should learn harder and more seriously in learning English in order to develop and increase their ability.
- c. The students should practice to use English in their daily activity.

- d. The students also should have motivation to learn English in order to improve their English ability.
- e. The students should not be lazy to open the dictionary when they hard to get the meaning of words because it can be a good habit when they want to try practice harder.

3. Suggestion for the other researcher

- a. The researcher should be able to find out the alternative way to solve the teacher and the students' problem in context teaching learning process, especially in vocabulary and recommend game for the future.
- b. In this research the treatments were done three meetings. Other researcher can spend more time in giving the treatments to the students, so that they can get enough exercise.
- c. In this research, the researcher used finding treasure game to help the students' of Junior High School, especially in vocabulary. Other researcher can use finding treasure game for senior high school.
- d. The next researcher are also suggested to do research that related other aspect of vocabulary such as, teaching learning vocabulary by using game, technique in teaching vocabulary, method in learning vocabulary, etc.

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List of the sample of research

Kelas A			Kelas B		
No	Nama	Code	No	Nama	Code
1	Amelia putri	E1	1	Agustina dwi zahrawati	C1
2	Anggi nirmala	E2	2	Akhmad wilyam khanan	C2
3	Ariani muthoratun	E3	3	Angga sebastian	C3
4	Dewi	E4	4	Anggi setia ningrum	C4
5	Dewi wulandari	E5	5	Anggiat pardede	C5
6	Dita krisma bela	E6	6	Annisa nur rakhmawati	C6
7	Dona kartika febrianti	E7	7	Farel zulfan saputra	C7
8	Dwiky kurniawan putra	E8	8	Febi asti ningsih	C8
9	Eliza neni fauziyah	E9	9	Fera nita	C9
10	Ervan pratama	E10	10	Galih pratama putra	C10
11	Fadli amrulloh	E11	11	Husna lathifu nisa	C11
12	Feri ardinata	E12	12	Iqbal ridho fauzy	C12
13	Fikri febriansyah	E13	13	Isnaeni miftahul khairiah	C13
14	Havid awaludin	E14	14	Khusnul selviana	C14
15	Hendri septiawan	E15	15	Lexa oktavia ramadhani	C15
16	Ipan saputra	E16	16	Lia juwita	C16
17	Irpan saputra	E17	17	Lusi purnama sari	C17
18	Keyla zalvia sahara	E18	18	M. rizqi alhamdi	C18
19	Kinan chandra saputra	E19	19	Marta aditya cahyono	C19
20	M. ferdam suryono	E20	20	Mikhael halomoan P.S	C20
21	M. nafi awaludin	E21	21	Muhamad doni saputro	C21
22	Meygita nauli cahyaningrum	E22	22	Muhamad holil	C22
23	Myechel de vanni	E23	23	Muhammad fariz tamam	C23
24	Redi setiawan	E24	24	Nazua gladis angelika	C24
25	Senia juli kurniasih	E25	25	Reva marizka tasya	C25
26	Sinta dwi ananda	E26	26	Riyan adi saputra	C26
27	Sintia mega kusuma	E27	27	Riyan hidayat	C27
28	Velix fernandes	E28	28	Surya fransisco togatorop	C28
29	Verna salsabila	E29	29	Wahyudina aliyah	C29
30	Wawan supriyadi	E30	30	Widya wahyu ningsih	C30

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List of the sample of research

Kelas A			Kelas B		
No	Nama	Code	No	Nama	Code
1	Amelia putri	E1	1	Agustina dwi zahrawati	C1
2	Anggi nirmala	E2	2	Akhmad wilyam khanan	C2
3	Ariani muthoratun	E3	3	Angga sebastian	C3
4	Dewi	E4	4	Anggi setia ningrum	C4
5	Dewi wulandari	E5	5	Anggiat pardede	C5
6	Dita krisma bela	E6	6	Annisa nur rakhmawati	C6
7	Dona kartika febrianti	E7	7	Farel zulfan saputra	C7
8	Dwiky kurniawan putra	E8	8	Febi asti ningsih	C8
9	Eliza neni fauziyah	E9	9	Fera nita	C9
10	Ervan pratama	E10	10	Galih pratama putra	C10
11	Fadli amrulloh	E11	11	Husna lathifu nisa	C11
12	Feri ardinata	E12	12	Iqbal ridho fauzy	C12
13	Fikri febriansyah	E13	13	Isnaeni miftahul khairiah	C13
14	Havid awaludin	E14	14	Khusnul selviana	C14
15	Hendri septiawan	E15	15	Lexa oktavia ramadhani	C15
16	Ipan saputra	E16	16	Lia juwita	C16
17	Irpan saputra	E17	17	Lusi purnama sari	C17
18	Keyla zalvia sahara	E18	18	M. rizqi alhamdi	C18
19	Kinan chandra saputra	E19	19	Marta aditya cahyono	C19
20	M. ferdam suryono	E20	20	Mikhael halomoan P.S	C20
21	M. nafi awaludin	E21	21	Muhamad doni saputro	C21
22	Meygita nauli cahyaningrum	E22	22	Muhamad holil	C22
23	Myechel de vanni	E23	23	Muhammad fariz tamam	C23
24	Redi setiawan	E24	24	Nazua gladis angelika	C24
25	Senia juli kurniasih	E25	25	Reva marizka tasya	C25
26	Sinta dwi ananda	E26	26	Riyan adi saputra	C26
27	Sintia mega kusuma	E27	27	Riyan hidayat	C27
28	Velix fernandes	E28	28	Surya fransisco togatorop	C28
29	Verna salsabila	E29	29	Wahyudina aliyah	C29
30	Wawan supriyadi	E30	30	Widya wahyu ningsih	C30



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Appendix 1

List of the sample of research

Kelas A			Kelas B		
No	Nama	Code	No	Nama	Code
1	Amelia putri	E1	1	Agustina dwi zahrawati	C1
2	Anggi nirmala	E2	2	Akhmad wilyam khanan	C2
3	Ariani muthoratun	E3	3	Angga sebastian	C3
4	Dewi	E4	4	Anggi setia ningrum	C4
5	Dewi wulandari	E5	5	Anggiat pardede	C5
6	Dita krisma bela	E6	6	Annisa nur rakhmawati	C6
7	Dona kartika febrianti	E7	7	Farel zulfan saputra	C7
8	Dwiky kurniawan putra	E8	8	Febi asti ningsih	C8
9	Eliza neni fauziyah	E9	9	Fera nita	C9
10	Ervan pratama	E10	10	Galih pratama putra	C10
11	Fadli amrulloh	E11	11	Husna lathifu nisa	C11
12	Feri ardinata	E12	12	Iqbal ridho fauzy	C12
13	Fikri febriansyah	E13	13	Isnaeni miftahul khairiah	C13
14	Havid awaludin	E14	14	Khusnul selviana	C14
15	Hendri septiawan	E15	15	Lexa oktavia ramadhani	C15
16	Ipan saputra	E16	16	Lia juwita	C16
17	Irpan saputra	E17	17	Lusi purnama sari	C17
18	Keyla zalvia sahara	E18	18	M. rizqi alhamdi	C18
19	Kinan chandra saputra	E19	19	Marta aditya cahyono	C19
20	M. ferdam suryono	E20	20	Mikhael halomoan P.S	C20
21	M. nafi awaludin	E21	21	Muhamad doni saputro	C21
22	Meygita nauli cahyaningrum	E22	22	Muhamad holil	C22
23	Myechel de vanni	E23	23	Muhammad fariz tamam	C23
24	Redi setiawan	E24	24	Nazua gladis angelika	C24
25	Senia juli kurniasih	E25	25	Reva marizka tasya	C25
26	Sinta dwi ananda	E26	26	Riyan adi saputra	C26
27	Sintia mega kusuma	E27	27	Riyan hidayat	C27
28	Velix fernandes	E28	28	Surya fransisco togatorop	C28
29	Verna salsabila	E29	29	Wahyudina aliyah	C29
30	Wawan supriyadi	E30	30	Widya wahyu ningsih	C30



Apendix 2

Students' of the Seventh Grade Of SMPN 15 Bandar Lampung

Class VII A	
No	Nama
1	Abdul Rahman
2	Abdul Rohim
3	Ades Adelia
4	Andika Saputra
5	Ando Maylana
6	Anisa Zahra Nuromah
7	Dandi Saputra
8	Desi Novuta Sari
9	Dhea Nadika
10	Dimas Arial Fandi
11	Dimas Syahroni
12	Eka Riyani
13	Emiliya
14	Feno Arvansyah
15	Fera Mustika
16	Firlina Sundari
17	Fryzhela Nevyra Sandra
18	Joko Saputro
19	Leni Agustina
20	Lita Agustina
21	M. Iqbal
22	M. Rafli yoga. S.
23	Mizard Ardian
24	Muhamad Diko Fahrurozi
25	Mulia Fitriani
26	Nia Ambarwati
27	Ovi Ulansari
28	Refinda Damayanti
29	Riapitasari
30	Riyan Setiyawan

Class VII B	
No	Nama
1	Ade Irma
2	Adu Putra
3	Andri Andaresta
4	Anggun Febriani
5	Anita
6	Arya Genta
7	Danil Adinata
8	Dendra Firdiansyah
9	Desti
10	Edo Ahmad Saputra
11	Eka Dova Salsalia
12	Evi Alistasari
13	Iman Adji Prasetyo
14	Irvan Setiyadi
15	Kurnia Wulandari
16	Latifah Nur Aisiyah
17	Muhamad Andrean TG
18	Nindi Patricia
19	Novita Rosalina
20	Octa Viyanto
21	Oka Ade Purnama
22	Okta Pitriyani
23	Rama Saputra
24	Revado Sandy Al-Fikri
25	Rifki Apriadi
26	Rika Susilawati
27	Rinanda Elsafani
28	Ririn Roswindah
29	Ristya
30	Rizal Romyun Said

Class VII C	
No	Nama
1	Adi Kusdiantoro
2	Adena Hassania. A.
3	Alfin Hendrike. S.
4	Anwar Anshari
5	Apriya Saputra
6	Bagus Haryadi
7	Bilal Purma Dani
8	Chairunisa Mardiah R.
9	Danda
10	Dika Aprianto
11	Dindra Irawan
12	Edo Ferdiansyah
13	Elsya Dwi Putri
14	Eni Listiawati
15	Idam Satrio
16	Indriyani
17	Irma Toyah
18	Jarna
19	Kusnul Kotimah
20	L. Penderi
21	Lina Astari
22	Lisa Aryani
23	Melfazri Azzahra
24	Muhamad Ridho. S.
25	Nicky Wahyu Indah
26	Rahmat Utama
27	Risdianti
28	Risdianto

