

**THE USE OF LOGICO MAXIMO GAME IN TEACHING VOCABULARY  
AT THE FIRST SEMESTER OF THE SEVENTH GRADE OF  
SMP MUHAMMADIYAH 1 SUKAU WEST LAMPUNG  
IN 2016/2017 ACADEMIC YEAR**



**(A Thesis)**

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

**ENDRYS STIAWAN  
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**TARBIYAH AND TEACHER TRAINING FACULTY  
THE STATE INSTITUTE OF ISLAMIC STUDIES  
RADEN INTAN LAMPUNG  
2016**

## **ABSTRACT**

### **THE USE OF LOGICO MAXIMO GAME IN TEACHING VOCABULARY AT THE FIRST SEMESTER OF THE SEVENTH GRADE OF SMP MUHAMMADIYAH 1 SUKAU WEST LAMPUNG IN 2016/2017 ACADEMIC YEAR**

**By  
ENDRYS STIAWAN**

This research is about the use of logico maximo game in teaching vocabulary at the first semester of the seventh grade of SMP Muhammadiyah 1 Sukau West Lampung in 2016/2017 academic year. The objectives of this research are to describe the process of teaching and learning vocabulary through logico maximo game, to describe the teacher's problem in teaching vocabulary through logico maximo game and to describe students' problem in learning vocabulary through logico maximo game.

In this research, the researcher used qualitative descriptive research method. The researcher used purposive sampling technique to determine the sample. The researcher chose class VII A which consisted of 29 students because the application of logico maximo has been applied there. In collecting the data, the researcher used three kinds of instruments, they were: observation, interview and questionnaire. The researcher used three major phases of data analysis: they were data reduction, data display and conclusion and drawing or verification.

The researcher conducted the research in two meetings. After analyzing the data, there were three points of the results. The first, in the process of teaching and learning vocabulary through logico maximo at SMP Muhammadiyah 1 Sukau West Lampung was not running well. The second, the teacher got problem in teaching vocabulary through logico maximo is difficult to handle the class because the students were quite noisy, busy with their own activity like chatting and having much laugh. the third, the problem faced by the students in learning vocabulary through logico maximo game were lack in understand the meaning and range of words.

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**ENDRYS STIAWAN  
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**Study Program : English Education**  
**Advisor : Iwan Kurniawan, M.Pd**  
**Co-Advisor : Fithrah Auliya Anshar, M.Hum**

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RADEN INTAN LAMPUNG  
2016**

## **DECLARATION**

I hereby state that this thesis entitled: The use of Logico Maximo game in Teaching Vocabulary at the seventh grade of SMP Muhammadiyah 1 Sukau is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung, October 2016  
Declared by,

**Endrys Stiawan**

## MOTTO

وَيُكَلِّمُ النَّاسَ فِي الْمَهْدِ وَكَهْلًا وَمِنَ الصَّالِحِينَ

“He will speak to the people in the cradle and when they will grow old, they become righteous” .<sup>1</sup> ( Ali Imran: 46 )

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<sup>1</sup> Abdullah Yusuf' Ali, *The Holy Qur'an Arabic text with english translation* , New Johar Offset Printers, India, 2006, p.57

## **DEDICATION**

Praise to Allah SWT the almighty for his mercies and blessing to the researcher, I would be happy to say that this thesis is dedicated to:

1. My lovely heroes, father and mother. Mr Ibrohim, S.Pd and Mrs Yusnida, who always pray for my success. Thanks for all the motivation and support, there was not every one born with a super power but I do believe i grow with the greatest power along my life and it is called Love, I love you all.
2. My beloved brother, Mad Nasir, S.E M.E and my lovely young sister Erisca Julianti who always encourage, support, cheer me up, for the sake of our best future may Allah bless us as always.
3. My beloved Almamater and Lecturers of IAIN Raden Intan Lampung who have made me grow up and have contributed much for my self-development and for guiding me until finish my study.

## **CURRCULUM VITAE**



The researcher's name is Endrys Stiawan. He was born in Tapak Siring, on February 10<sup>th</sup>, 1994. He is the oldest child of two children of Mr. Ibrohim, S.Pd and Mrs. Yusnida. At present he lives in Tapak Siring village, Sukau District, Regency of West Lampung.

The researcher graduated from Elementary school of SD Negeri 1 Tapak Siring in 2006. Next he continued his study for junior High School in SMP Negeri 1 Sukau and finished in 2009. After that he continued to SMA Negeri 1 Sukau and completed his study in 2012. After finishing SMA Negeri 1 Sukau he continued his study to IAIN Raden Intan Lampung in English Education study program. He is an active student, he joins some organizations in the campus when he is in the first semester until sixth semester; they are UKM bahasa, ESA, KAMMI and also HMI.

## ACKNOWLEDGEMENT

First of all, all praises to Allah SWT, the most merciful for his mercies, healthy and blessing given to the researcher during complete this final project. Then, peace and salutation may be upon to the great messenger prophet Muhammad SAW who has brought from the darkness to the lightness, from the stupidity to the cleverness then we could find the beauty of peaceful in this world.

This thesis represent to the English Education study program of IAIN Raden Intan Lampung. The primary interest of writing this thesis is to fulfill a part of particular assignment to complete and as a requirement to obtain S-1 degree.

For those reason, the researcher would like to thank the following people for their ideas, time, guidance for thesis:

1. Prof. Dr. H. Moh Mukri, M.Ag, head of university IAIN Raden Intan Lampung.
2. Dr. H. Chairul Anwar, M.Pd, the dean of Tarbiyah and Teacher Training Faculty of IAIN Raden Intan Lampung with his personel who gives an opportunity to the researcher when on going the study until the accomplished of this thesis.
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4. Fithrah Auliya Ansar, M.Hum the Co-Advisor who spent countless time, hours correcting this final project.

5. Ahmad Haris, S.Pd, the principal SMP Muhammadiyah 1 Sukau, Sepriago, S.Pd the English Teacher for giving the contribution while the researcher is conducting the research at the school and staffs who help the researcher in collecting the data.
6. All the students of the second semester of the seventh grade of SMP Muhammadiyah 1 Sukau in 2015/2016 academic year for giving contribution and nice participation to complete this research.
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8. To all my beloved friends of English Department of IAIN Raden Intan Lampung, especially my small family EED A 2012.
9. My beloved father , mother and the only young sister who always encourage me, cheer me up.
10. All the people who helped the researcher to finish his study that cannot be mentioned one by one

Finally, none or nothing is perfect and neither is this final project. Any correction, comments and criticism for this final project are always open-hardly welcome.

Bandar Lampung,        October 2016  
The researcher

**Endrys Stiawan**



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# CHAPTER 1

## INTRODUCTION

### A. Background of The Problem

In community life, language is very important. It is because language is the way of people to communicate with one other. By using language, people start broadening their knowledge and competing with global society. As Brown stated that language is a system of arbitrary conventionalized vocal, written or gesture symbol that enable members of a given community to communicate intelligibly with others.<sup>1</sup> It showed that language is a tool of communication which can be expressed not only through verbal or oral communication but also through on-verbal communication; written form and gesture (body language). Through language, people can express their ideas, thought and feelings.

Language is a method of communicating ideas, feelings, and desires by means of a system of sounds and sound symbol. One of the languages which is taught in Indonesia is English. English has essential role for developing countries such as Indonesia. In Indonesia, the awareness to compete with global society has grown. Therefore, English teaching is spread all over the country. English teacher at school

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<sup>1</sup>H, Douglas Brown, *principles of language Learning and Teaching*, ( Englewood Clifts; Addison Wesley Longman, Inc, 2000), p. 5

involves the development of the four skills: listening, speaking, reading and writing as well as some language components like grammar, pronunciation, and vocabulary.

Vocabulary is important thing in English. We cannot do anything without vocabulary. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed this is the linguistic David Wilkins summed up the importance of vocabulary learning.<sup>2</sup> Generally, teacher at school teaches vocabulary by emphasizing only on memorizing list of vocabulary or translating new words without some techniques or strategies. So the students will difficult to understand vocabularies and they feel bored, in other words, the lack of students' vocabulary mastery might be caused by the technique that is used in teaching vocabulary.

A suitable technique is needed to make the teaching and learning process fun, enjoy and make the students more interested in learning English. An interesting way will encourage students to learn vocabulary easily, actually there are many ways to develop students' vocabulary achievement. It can be taught by using many different techniques, such as by using picture, game and etc. Researcher assumed that the origin playing and games is surely found in children's natural curiosity and their wish to comprehend the environment. Playing game in this context is aimed for interaction, experimenting, acting, testing and training which results in learning.

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<sup>2</sup>Scot Thornbury, *How to teach vocabulary*, (USA, Longman, 2002),p.13

Game is a fun activity. Like board game, game can be defined as something or an instrument that is used to attract students' interested in following the teaching and learning process because game can make the students more focus, enjoy in learning and the students could be more closer to each other, because they do not feel that they are forced to learn. They are able to acquire new experiences within a foreign language which are not always possible during a typical lesson. Logico maximo game can be a technique that will give many advantages for teacher and the students either.

The researcher believes that this technique is able to increase the students' interest in learning English, especially in vocabulary mastery. Technique has to be able to manipulate and proved. At last the teacher hopes that technique can motivate his students to easier in mastering vocabulary and practice it in their daily activity with their friends. The students will play logico maximo in the classroom and will be divided by teacher into some groups, the most important of this game will help them to progress their vocabulary mastery that they found in multicolour card which they can applied it outside of the classroom and easier them to make a little conversation with their friend and help them to communication each other.

Communication is sending and receiving information between two or more people. The person sending the message is referred to as the sender, while the person receiving the information is called the receiver. The information conveyed can include facts, ideas, concepts, opinions, beliefs, attitudes, instructions and even

emotions. Teaching and learning vocabulary is important when teaching certain language skill to the learners. It also teaches vocabulary at the same time. To make the students have strong interest in teaching and learning process especially in teaching and learning vocabulary, the teacher can use technique, technique is used to help the students for easier to mastery vocabulary. Furthermore, the teacher has to prepare the interesting aids before teaching learning process.

Based on preliminary research conducting by the researcher at SMP Muhammadiyah 1 SUKAU, the researcher gained some data from the interview with Mr Sepriago, S.Pd as English teacher in SMP Muhammadiyah 1 SUKAU. The researcher found that teaching and learning vocabulary by using logico maximo had been applied. The teacher said that the students still got low interest in English and they had problem in mastering vocabulary so that they were difficult to understand well about English subject. The teacher said that those factors caused the students do not have an interesting way to learning about English before.

So, there are many students who still get scores below the criteria of minimum mastery (KKM-70). Based on interview with teacher this make researcher are interested in finding out how the process and problems in the application of logico maximo. In this case, the researcher chose VII A as the subject of this research because the application of logico maximo game has been applied at VII A and B, these classes which were used by Mr Sepriago, S.Pd to teach vocabulary through

logico maximo game. Based on previous research which is conducted by Umi Fauziah, logico maximo game is one of good technique in learning English especially in vocabulary mastery<sup>3</sup>. Umi Fauziah stated in her research that there is significant influence in students' vocabulary after they had been treated by using logico maximo. Therefore in this case the researcher assumed that teaching and learning vocabulary by using logico maximo can increase students' vocabulary mastery.

Based on the background of the problem above, the researcher proposes a research with title: The use of Logico Maximo game in teaching vocabulary at the first semester of seventh grade of SMP MUHAMMADIYAH 1 Sukau West Lampung in 2016/2017 Academic year.

### **B. The Identification of The Problem**

Referring to the background of the problem above, the researcher would like to identify some problem as follows:

- a. The students were still found difficulties in mastering vocabulary.
- b. The students' progress on vocabulary was below the expectation.
- a. The teacher already used logico maximo game

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<sup>3</sup> Umi Fauziah, *The Influence of Using Logico Maximo Game Toward Students Vocabulary Mastery*, (IAIN ,2011) , p.44

### **C. Limitation of The Problem**

Based on the identification of the problem above, the researcher would like to focus on the process of Logico maximo game used in teaching vocabulary at seventh grade of SMP Muhammadiyah 1 Sukau West Lampung and the problems faced by the teacher and students.

### **D. The Formulation of The Problem**

Based on formulation and limitation of the problem above, the researcher formulates the problem as follows :

- a. How is the process of teaching and learning vocabulary through logico maximo game at seventh grade of SMP Muhammadiyah 1 Sukau West Lampung ?
- b. What are the problems faced by the teacher during the process of teaching vocabulary through logico maximo game ?
- c. What are the problems faced by the students in learning vocabulary through logico maximo game ?

### **E. The Objective of Research**

The objective of this research is to know how teaching and learning vocabulary through logico maximo. Referring the formulation above, the objectives of the research are formulated as follows:

- a. The researcher was interested in describing the process of teaching and learning vocabulary through logico maximo game at SMP Muhammadiyah 1 Sukau West Lampung.
- b. The researcher was interested in describing the problems faced by the teacher in teaching vocabulary through logico maximo game at SMP Muhammadiyah 1 Sukau West Lampung.
- c. The researcher was interested in describing the problems faced by the students in learning vocabulary through logico maximo game of SMP Muhammadiyah 1 Sukau West Lampung.

## **F. Scope of The Research**

### 1. Subject of The Research

The subject of the research was the students at first semester of seventh grade of SMP Muhammadiyah 1 Sukau West Lampung

### 2. Object of The Research

The object of the research was the use of meaningful logico maximo game in teaching and learning vocabulary.

### 3. Place of Research

The place of research was at seventh grade of SMP Muhammadiyah 1 Sukau West Lampung.

### 4. Time of The Research

The time of this research was at first semester in 2016/2017 academic year.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Teaching and Learning English as Foreign Language

Teaching English as a foreign language means that English is taught by the people because English is not their mother tongue or their native language. In teaching English or other languages actually consist of four skills, they are speaking, listening, reading and writing that should be mastered. Actually the way to teach English as foreign language and as second language is not different but people who learned English depend on the condition of the language is used in their daily live.

Kachru in Harmer describes the world of English in terms three circles. In the inner circle he puts countries such as Britian, the USA, Australia, etc, in addition, English is the primary language. The outer circle contained countries where English had become an official or widely-used second language, these included India, Nigeria, Singapore, etc. Finally, the expanding circle represented those countries where English was learnt as a foreign language such as Poland , Japan, Mexico, Hungary, etc.<sup>1</sup> It means that in some countries, English is not used as first language but as a second language, such as in Malaysia, Nigeria, Singapore, etc, and as a foreign language, such as in Indonesia, Japan, Mexico, and Poland.

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<sup>1</sup>Jeremy Harmer, *the practice of English Language Teaching*, (New York: Pearson Education Limited, 2007), p.17.

For most learner in Indonesia where they learned English only in school and they seldom use it to speak in their daily live. In other side such as in America or Malaysia where they learn English well in the school and fluency in conversation in their daily live. They acquire English because they are exposed to language in the society, they are not always aware of process of gaining the language. Referring to the theory of gaining a target language, Krashenin Teaching English as a foreign language differentiates two different ways of gaining a target language: acquisition and learning. So gaining English in Indonesia is regarded more as a learning while in Malaysia more as acquisition. Acquisition is defined as a subconscious process that is identical to the process used in first language acquisition in all important ways, while learning is defined as conscious knowing about target language.<sup>2</sup>

Teaching English as a foreign language means English as taught to people whose main language is not English and who live in a country where English is not the official or main language. While teaching English as second language is a language which is not their native language but which they use at work or at school, Native English speaker is a person whose mother tongue is English, regardless of whether s/he is from the UK, the USA, Australia or any other English speaking country. English native speaker is an English person(i.e. Born in England).in other words that teaching English as a foreign language and teaching English as a second language is

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<sup>2</sup>Ag.BambangSetiyadi, *teaching English as a foreign language*, (Yogyakarta: Graha Ilmu,2006), p.21

not necessarily different.<sup>3</sup>Based on explanation above the researcher concludes that teaching and learning English is part of transferring knowledge from a teacher to the students by using some creative medias. The objective of teaching English as a foreign language is to provide the students with the skills which enable to communicate with the speaker of other nationalities who also learn English.

### **B. Teaching and Learning Vocabulary**

Teaching is an art as well as a science. Teaching is one of the most creative and satisfying professions to be involved in.<sup>4</sup>Relating to the vocabulary teaching, teacher has to be carefully in selecting the vocabulary that he/she will teach. Cameron in *teaching vocabulary lesson* from Corpus that teaching vocabulary is focus to help learners to build up knowledge of words in ways that will enable them to use the language efficiently and successfully. Corpus tells us about vocabulary, a corpus is basically a collection of texts which is stored in a computer. The texts can be written or spoken language. Written texts like newspapers and magazines can be entered into the computer from a scanner, a CD, or the internet. Spoken texts, like conversations, are recorded and then the recordings are transcribed. For most students, speaking is their priority so for the students make sense to base much of the syllabus on a spoken corpus.

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<sup>3</sup>*ibid*,

<sup>4</sup>Nicholls gill. Versa Lie En, *teaching*, (Taylor & Francis e-library),2005 P,Vii

Many students also have to write in English, especially for examination, therefore it makes sense to look at the kinds of text students will have to write. Most of the examples in this booklet are taken from conversation found in the North American spoken corpus, which is part of the *Cambridge International Corpus* (referred to as “the corpus” hereafter).<sup>5</sup> So what can the students learn from corpus about vocabulary , namely are:

1. Frequency –which words and expression are most frequent and which are rare
2. Differences in speaking and writing –which vocabulary is more often spoken and which s more often written.
3. Context of use –the situation in which people use certain vocabulary.
4. Collocation –which words are often use together.
5. Grammatical pattern –how word and grammar combine to form patternstrategic us of
6. Vocabulary –which words and expressions are used to organized and manage discourse.

Based on explanation above, we can already see how important it is to use in order to give all the right information they to the learners. It would be unrealistic to teach everything there is to know about a word the first time it is presented to students- and any such attempt would make for some very tedious lesson. For example with the word like, in addition to it’s sound and spelling we might choose to teach only one of

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<sup>5</sup>McCarten Jeanne, *Teaching Vocabulary Lesson from the corpus Lesson from the classroom*, Cambridge Univrsity Press, (United State, 2007), Page.3

its meaning (to enjoy, find something to be pleasant) and some associated vocabulary.<sup>6</sup>

One important thing in teaching vocabulary is that teacher should realize that learning a language always deals with a large number of words that it is difficult for the students to memorize such a large number of words. Therefore teacher needs to know the things that influence that students in memorizing process. Memory failure may be cause by lack of attention from environment or inappropriate strategies for study. In teaching and learning technique can help to create a positive intrinsic interest. Intrinsic interest make students learn because they interested in the task or activity itself and take part on it gives them pleasure. Teaching and learning through logico maximo game is one of the effective ways and can be applied in any classroom, because this game can help the students to learn and remember the words easily. Besides that, using logico maximo game in teaching and learning process will be more interesting so that the students not feel bored. Playing is fun and is usually done in a relaxed and emotionally positiv atmosphere.<sup>7</sup>

In this research the researcher focused on teaching and learning vocabulary through logico maximo game and it is hoped that the game can improve the students'

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<sup>6</sup>McCarten Jeanne, *Teaching Vocabulary Lesson from the corpus Lesson from the classrom*, Cambridge Univrsity Press, (United State, 2007), Page 18

<sup>7</sup>Finken, <http://www.finken.de/logico-home>, 25 desember 2015

vocabulary mastery, make the students have fun and enjoy in teaching and learning process, and make all vocabularies stay longer in students' mind.

### **C. Vocabulary**

Vocabulary is set of word for which we know the meaning when we speak or read orally and point vocabulary consists of those words for which the meaning is known when write or read.<sup>8</sup> Learning a language includes learning vocabulary or word. Learning vocabulary cannot be separated from the language skills which are, speaking, reading, listening and writing, it is also related to pragmatics and discourse. Without language it will be difficult to socialize with another people and to express their idea. English teachers should teach vocabulary in its context. Sometimes, the vocabulary that the teacher teaches will lost its exact meaning. So the language user misunderstood during the communicative activity, because vocabulary cannot stand alone in creating meaningful language. Look at how the words work together in sentences and it is the basis of a language before a learner use language as a means of communication.<sup>9</sup> We will look at what is known about vocabulary, in part of the computerized analysis of language data armed with that knowledge we will discuss word meaning, how words extend their use how words combine and the grammar

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<sup>8</sup> Elfrieda H. Hiebert and Michael I. Kamil, *Teaching and Learning Vocabulary*, ( New Jersey: Lawrence Erlbaum Associates, Inc. 2005), p. 3

<sup>9</sup> Sholikin, *strategy in vocabulary teaching*, P.1

words.<sup>10</sup> 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 kind of activities.

Vocabulary represents language component claiming all information about meaning and word usage and vocabulary mastery of the speaker or researcher of a language. It consists of single word, complex word, compound word and idiom.

From these statements above, the researcher concludes that vocabulary is important system on a language. Vocabulary is also called as the basic element of language, because in understanding the language the learners should know the complexity of words. We can communicate with other people if we master the vocabulary. By mastering many vocabularies we can express our ideas easily and effectively.

#### **D.Part of Speech**

In the English language, words can be considered as the smallest element that have distinctive meanings. Based on their use and functions, words are categorized into several types or parts of speech.

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<sup>10</sup> Jeremy Harmer, *the practice of language teaching learning third edition*,( Cambridge, UK), p.16

### A. Noun (noun phrase)

A word (or group words) that is the name of a person, a place, a thing or activity or a quality or idea; nouns can be used as subject or object of a verb. It has form the sentence core which is essential to every complete sentence.

Examples :

- *Tom Hanks* is very versatile.  
The italicized noun refers to a name of a person
- *Dogs* can be extremely cute.  
In this example, the italicized word is considered a noun because it names an animal.
- It is my *birthday*.  
The word “birthday” is a noun which refers to an event.

Types of nouns classified by meaning, some nouns may belong to more than of the types given below.<sup>10</sup>

#### -Proper Nouns

A proper noun begins with a capital letter writing, it includes :

- a. Personal names ( Mr. Jhon Smith )
- b. Names of geographic units such as countries, cities, rivers , etc. (Holland, Paris)
- c. Names of nationalities and religious ( Dutchman, Christianity)
- d. Names of time units ( Saturday, June)

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<sup>10</sup>Marcela frank, *Modern English a practical reference guide*, (United State of America, Prentice-Hall, 1972), p.6

As opposed to proper noun, all other nouns are classified as common nouns.

- Countable or Uncountable Nouns

- A countable noun can usually be made plural by the addition of –s example ( one girl, two girls )
- Uncountable noun is not used in the plural. Mass nouns form one type of uncountable noun. They are words for concrete objects stated in an undivided quantity ( coffee, iron )
- Other example about noun in words:

Eleanor, devon, book, sense, walking stick, town hall

Other example of sentences:

-eleanor arrives tomorrow (noun as an subject )

These example of noun as object

-I love devon

-I recommend this book

-I use your common sense

-I don't need a walking stick

-meet me at the town hall.

## b. Pronoun

The traditional definition of a pronoun as “a word that take the place of a noun” is applicable to some types of pronoun but others. Those pronouns that are substitutes may refer not only to a preceding noun-its antecendent—but to larger part of a discourse that precedes. Those pronouns that are not substitutes may simply have indefinite reference or express indefinite quantity.

Kinds of pronouns:<sup>11</sup>

Subject	Object	Adjective	Possessive
I	Me	My	Mine
You	You	Your	Yours
We	Us	Our	Ours
They	Them	Their	Theirs
He	Him	His	His
She	Her	Her	Hers
It	It	Its	Its

The use of pronoun:

### 1. Pronoun as subject

Position is before a verb or helping word

Example: *I* gave him a book

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<sup>11</sup>*Op.cit*, p.21

*You* give him a book

*She* give him a book

## 2. Pronoun as object

The position is after a verb, the function as an inflection

Example: He gave *me* a book

He gave *you* a book

He sent a letter to *her*

## 3. Pronoun as an adjective

The position is before noun

Example: This is *my* book

This *your* book

These are *our* book

## 4. Pronoun as possessive

The position is not followed a noun. Sometimes after “of” follow a noun/verb

Example: -This is *mine*            -This is *yours*

-A friend of *mine*        -This is *hers*

### **c. Adjective**

The adjective is a modifier that has grammatical property of comparison. It is often identified by special derivation endings or by special adverbial modifiers the precede

it.<sup>12</sup> It's most usual position is before the noun it modifies, but it fills other positions as well.

Types of adjectives:

- Determiners

Determiners consist of a small group of structure words without characteristic form.

1. Article—the, a-an

2. Demonstrative adjectives –This, in plural become *these*

-That, in plural become *those*

3. Possessive adjective

- From pronouns—my, your, one's etc
- From nouns—John's, the girls's, etc

4. Numeral adjectives

- Cardinal—four, twenty, one hundred, etc
- Ordinal—fourth, twenty-fifth, one hundredth, etc

5. Adjectives of indefinite quantity—some, few, all, more, etc

6. Relative and interrogative—whose, what, which.

All of these are determiners except the articles and the possessive adjectives of the personal pronouns may function as pronouns when not followed by nouns. Personal

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<sup>12</sup>*Op.cit*, p.109

have separate forms for the possessive used without a noun—my ( adjective ) book vs the book is mine.

- Descriptive adjectives

Descriptive adjectives usually indicate an inherent quality ( beautiful, smart, handsome ), or a physical state such as age, size, color. Inflectional and derivational endings can be added only to this type of adjective. Some descriptive adjectives take the form of:

1. *Proper adjective* – a Catholic church, a French dish, a Shakespearian play

2. *Participial adjectives*

a) Present participle—an interesting book, a disappointing experience, a charming view, a trifling gift.

b) Past participle—a bored student, a worn tablecloth, a tired house wife, a spoiled child.

3. *Adjective compound*

a) With participle

Present participle—an interesting book, a disappointing experience, a charming view, a trifling gift.

Past participle—a bored student, a worn tablecloth, a tired house wife, a spoiled child

b) *With -ed* added to noun the function as the first element of a compound. The first element is usually a short adjectives – absent-minded, ill-tempered, tear-stained, far-sighted.

#### d. Verb

A verb is one of the main parts of a sentence or question in English. In fact, you can't have a sentence or a question without a verb! That's how important these "action" parts of speech are. The verb signals an action, an occurrence, or a state of being. Whether mental, physical, or mechanical, verbs always express activity.<sup>13</sup>

##### - Physical Verbs – Definition and Examples

Physical verbs are action verbs. They describe specific physical actions. If you can create a motion with your body or use a tool to complete an action, the word you use to describe it is most likely a physical verb.

##### - Physical Verb Examples

The physical verb examples in the following sentences are in bold for easy identification.

- Let's **run** to the corner and back.
- I **hear** the train coming.

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<sup>13</sup>*Op.cit*, p.47

- **Call** me when you're finished with class.

- Mental Verbs – Definition and Examples

Mental verbs have meanings that are related to concepts such as discovering, understanding, thinking, or planning. In general, a mental verb refers to a cognitive state.

- Mental Verb Examples

The mental verb examples in the following sentences are in bold for easy identification.

- I **know** the answer.
- She **recognized** me from across the room.
- Do you **believe** everything people tell you?

- States of Being Verbs – Definition and Examples

Also known as linking verbs, state of being verbs describe conditions or situations that exist. State of being verbs are inactive since no action is being performed. These verbs are usually complemented by adjectives.

- States of Being Verb Examples

The state of being verbs in the following sentences are in bold for easy identification.

- a. I **am** a student.
- b. We **are** circus performers.
- c. Please **is** quiet.

#### e. Adverb

Just like adjectives, adverbs are also used to describe words, but the difference is that adverbs describe adjectives, verbs, or another adverb.

The different types of adverbs are:

- **Adverb of Manner**– this refers to how something happens or how an action is done.

Example: Annie *danced* gracefully.

The word “gracefully” tells how Annie *danced*.

- **Adverb of Time**- this states “when” something happens or “when” it is done.

Example: She came *yesterday*.

The italicized word tells when she “came.”

- **Adverb of Place**– this tells something about “where” something happens or “where” something is done.

Example: Of course, I looked everywhere!

The adverb “everywhere” tells where I “looked.”

- **Adverb of Degree**– this states the intensity or the degree to which a specific thing happens or is done.

Example: The child is *very* talented.

The italicized adverb answers the question, “To what degree is the child talented?”

#### f. Preposition

This part of a speech basically refers to words that specify location or a location in time. Examples of Prepositions: *above, below, throughout, outside, before, near, and since* Sample Sentences:

- Micah is hiding *under* the bed.

The italicized preposition introduces the prepositional phrase “under the bed,” and tells **where** Micah is hiding.

- *During* the game, the audience never stopped cheering for their team.

The italicized preposition introduces the prepositional phrase “during the game,” and tells **when** the audience cheered.

#### g. Conjunction

The conjunction is a part of a speech which joins words, phrases, or clauses together.

Examples of Conjunctions: *and, yet, but, for, nor, or, and so*

Sample Sentences:

- This cup of tea is delicious *and* very soothing.
- Kiyoko has to start all over again *because* she didn't follow the professor's instructions.
- Homer always wanted to join the play, *but* he didn't have the guts to audition.

The italicized words in the sentences above are some examples of conjunctions.

## **E.Problem in Teaching and Learning Vocabulary**

### **1. Teacher's Problem in Teaching Vocabulary**

Teaching vocabulary is clearly more than just presenting new words. Teacher to be careful in selecting the vocabulary that he/she will teach. Both students and teacher need to know how to talk about language at various points during learning and teaching.<sup>14</sup> It means that the teacher has to mastery and know point of language and vocabulary that will be transfered in learning and teaching process.

There are some problems by the teacher in teaching vocabulary which affect the outcomes of teaching learning vocabulary in the class.

Some of the problems, as Thakur states, they can be described as follows :

- a. Over-crowded classes teachers of English experience a lot of problems in handling such a big class. It is difficult to pay do attention to individual students and it is very much desirable in English classroom.

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<sup>14</sup>Jeremy Harmer, *How to Teach English*, (London: Longman , 1998).p.34

- b. Lack of Competent Teachers : In competent teachers are the main source of trouble as far as the teaching of English in schools. They are either trained in old methods and have never cared to look for something better in new techniques or there are those who receive new insight but never apply their knowledge to actual teaching work and remain satisfied with routine methods. Sometimes, English is taught by those who did not offer this subject while under training.
- c. Faulty methods of teaching in the teaching of English suffer from the faulty methods of teaching. In most of the schools, the translation method is the sole favorite with the teachers. The teacher pick up the reader, translate the paragraph, write the meanings of difficult words on the blackboard and assigns some homework and that is all. No attention is ever paid to pronunciation practice, listening comprehension and structure practice so that when they pass out, they are as ignorant as they were when they first entered the English class.
- d. Non-available of good textbooks: the textbook of English used in school are sub-standard. The books are edited or written by those who are not actual practicing teachers. No effort is made to select beforehand graded vocabulary for use in the text books.
- e. Apathy to New Technique and procedures : most of the teachers working in middle and high schools are both ignorant and apathetic to

the new techniques and procedures of teaching English. The new generation of teachers is being given training in new methods but the teachers fail miserably when they are actually put on the job.

- f. Inadequate provision of teaching Aids : a general survey of teaching in schools would reveal that most of the teaching is being done without the help of any aid. The teacher of English hardly takes any initiative to prepare even simple charts or flashcards which can greatly help them in teaching their subject well.<sup>15</sup>

According to the theories above, the researcher can conclude that there are some problems commonly appeared by the teaching vocabulary, such as crowded classes, teacher have faulty technique in teaching, lack of competent as a teacher, the classic of method, non-availability of textbooks and apathy in new techniques.

## 2. Students' Problem in Learning Vocabulary

The students are trying to use the language by using vocabulary into certain sentences in order to be able to communicate and transfer their ideas in any activity of learning language. In learning vocabulary, the students will know that some words seem easier to learn than others. There are 6 (six) factors that make some words more difficult than others, they are : a. Pronunciation b. Spelling c. Length and complexity d.

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<sup>15</sup>Jyati Thakur, *Challenges and Prospects in Teaching English*, (New Delhi: Chitkara University, 2013), pp. 127-128

Grammar e. Meaning f. Range, Connotation, and Idiomatically.<sup>16</sup> Those can be described as follows :

*Pronunciation*; research shows that words which are difficult to pronounce are more likely difficult to learn. Words that are difficult usually containing potentially sounds that unfamiliar to some groups of learners.

- a. *Spelling*; sound-spelling mismatches are likely to be the cause of errors, either of pronunciation of spelling, and can contribute to a word's difficulty. Words that contain silent letters are particularly problematic.
- b. *Length and complexity*; long words seem to be no more difficult to learn than short ones. Dealing with complex words also tends to be more difficult than the simple one.
- c. *Grammar*; also problematic is the grammar associated with the word. Grammar of phrasal verbs is particularly troublesome. Some phrasal verbs are separable, but others are not.
- d. *Meaning*; when two words overlap in meaning, learners tend to be confused understand. Words with multiple meaning can also be trouble some for learners.
- e. *Range, Connotation, and Idiomaticity*; words that can be used in a wide range of context will generally be perceived as easier than their synonyms with a narrower range. Uncertainty as to the connotations of some words

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<sup>16</sup> Scott Thornbury, *How to Teach Vocabulary*. (London: Pearson Education Limited, 2002 ), p. 27-28

may cause problems too. Words or expressions that are idiomatic will generally be more difficult than words whose meaning is transparent.

It means that to get well language the learners can try to include pronunciation, length and complexity spelling, grammar, and meaning by using vocabulary. Because the learners need them to make a good sentences and to good pronouncing.

### **F. Concept of Game**

Harmer stated that one element necessary for successful teaching and learning in class is engaging.<sup>17</sup> Engaging is the point of teaching sequence where teachers try to arise the students' interest. Thus involving their emotion, activities and materials which frequently engage students include: games (depending on age and type), music discussion (when handled challengingly), stimulation pictures, dramatic stories, amusing anecdotes etc.

According to Murcia games are fun and nearly everyone would agree that id learning can be made enjoyable, the students will learn more.<sup>18</sup> Agoestyowati said that using of games in a learning environment will not only change the dynamic of the class, but it will also rejuvenate students and help the brain to learn more effectively. The brain is muscle just like any other, it needs to be worked out, tested and put into competitive situations. The more exciting and interactive a teacher can make the

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<sup>17</sup> Jeremy Harmer, *How to Teach English*, ( Cambridge University Press: Longman, 2007), p. 153

<sup>18</sup> Celce Murcia M. Intosh Lois Mc, *Teaching English as Second or Foreign Language*, (San Francisco: Newbury House publisher, Inc. 1989), p. 120

learning environment, the more a teacher tries to introduce games and activities, the more a teacher change shapes and manipulates both the language environment, the better the circumstance for the learners. Games allow students to work co-operatively, compete each other, strategize, think in a different way, compare and share knowledge, learn from others, learn from mistakes, work in a less stressful and more productive environment, and allow people to have fun.

There are two kinds of game: Competitive game and Co-operative game. Competitive game is which players or teams race to be the first to reach the goal, and co-operative game in which players or teams work together towards common goal.<sup>19</sup> In this research the, researcher focused on a co-cooperative game, in which players or some groups work together to reach the goal. In this case the researcher using Logico Maximo as a game that do in board and cards as media.

### **G. Logico maximo game**

In 1993 Finken-Verlag launched: logico – the new learning system with first titles for Reading and Mathematics in Germany. Logico maximo is sequential readiness program that helps children get a jump start on the critical skill necessary for school success. Logico maximo is a fun game also educate so that students will not even realize they are developing skills in visual discrimination, pattern awareness, sorting

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<sup>19</sup> J. Hadfield, *Intermediate Communication Games* ( Pearson Education Limited: Longman Ltd. 2004), p. 89

and classifying, sequencing, number senses, and letter recognition. Logico has been translated into 24 languages and is available in over 40 countries.<sup>20</sup> Logico maximo is a kind of technique which can be used in teaching English, especially in teaching vocabulary.<sup>21</sup> Alfarisi said that logico maximo is an activity done on a board. The purpose of this activity is to help the students to remember the words easily.

In this game the students will pass some steps that make the words stay in students' mind namely are the student insert the logico card into logico board whereas each assignments in the card is marked by a fun color and make students interest to learn. The students solve the assignments and move the colored buttons to the correct answer positions on the right side of the logico board. It means that this game that designed with fun colored cards can help the students to be more accurate in remembering the words, so the students can explore their cognitive ability and can also increase their vocabulary mastery. In this game the students will be active, they can study while play and it also make the students interest, fun and easy to understand the material.

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<sup>20</sup> Finken, <http://www.finken.de/logico-success-story>, 24 desember 2015, P.1

<sup>21</sup> Umi Fauziah, *The Influence of Using Logico Maximo Game Toward Students Vocabulary Mastery*, (IAIN ,2011) , p.44

Logico maximo consists of a compact plastic board with moveable colored buttons we call “hardware” and manifold challenging assignment cards designated as “software”.<sup>22</sup> This is how it works:<sup>23</sup>

1. Slot in the card with the questions to the front.

The students insert the logico card into the logico board, while each assignments in the card marked by a colour.

2. Move the colored buttons to the correct answers on the right

The students solve the assignments and move the colored buttons to the correct answer position on the right side of logico board

3. Turn the card around, slot in and compare the colored buttons with the color codes on the card. Your answers are correct if the colors match.



Figure 1 The logico cards and logico board

Finken says that logico maximo is an educational game with self-checking for children from 3 to 12 years for learning in kindergarten, at school and at home.

<sup>22</sup> Finken, [www.finked.de/media/pdf/logico\\_learningchoolbrochure.pdf](http://www.finked.de/media/pdf/logico_learningchoolbrochure.pdf), 24 desember 2015.

<sup>23</sup> Finken, [www.finked.de/media/pdf/logico\\_learningatschool.pdf](http://www.finked.de/media/pdf/logico_learningatschool.pdf), 24 desember 2015. P.2

Logico maximo is ideal for independent learning activities. It is self-explanatory and easy-to-handle. Logico maximo attracts the children's curiosity and is very motivating. The self-checking gives children a sense of success and a feeling of self-esteem. This game motivates and makes the students look for further challenges. With the moveable buttons, logico maximo provides learning with eye and hand and gives children the time needed to reflect, memorize and get ready for the next tasks.<sup>24</sup>

Based on statements above the researcher concludes that logico maximo game is a kind of technique to help the students construct and improve their vocabulary consist of board and multicolor card as media, it is designed with exercises to increase perception, concentration, and offer a strong emphasis on language to be played alone or with a partner or in groups.

### **1. The advantages of logico maximo game**

As a tool to play in education, logico maximo makes children feel at home “play”, as well as as develop imagination, logic hone and improve their skill ways distinctive presentation also make children to learn by themselves, almost no need assistance.

- a. Easy-to-handle
- b. Attractive learning cards
- c. Supports communication and language development
- d. Improves concentration and school readiness

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<sup>24</sup> <http://www.finken.de/logico-at-a-glance> 24-12-2015

- e. Ideal for independent, differentiated learning
- f. Covers all major subjects
- g. Always ready-to-use
- h. Helps children acquire
- i. Good study habits
- j. For learning individually or together
- k. For reinforcement and rehearsal
- l. Facilitates enjoyable learning.<sup>25</sup>

## **2. Parts of Logico maximo**

This is parts of logico maximo game

### 1. Features

Board consists with 18 moveable buttons

### 2. Age

Logico maximo is suitable for students from age 8-12.

### 3. Subject/skills use

Logico maximo designed for all subject, but in this research the researcher only focus on English subject. Specifically it use in teaching and learning vocabulary through logico maximo game.<sup>26</sup>

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<sup>25</sup> Finken, logicoThe Learning Game For children aged \_ to \_\_\_ years, pdf, 25 desember 2015

<sup>26</sup> Finken, <http://www.finken.de/logico-at-a-glance> 24-12-2015

### 3. How to play Logico maximo game

Learning with logico maximo is fun for children because of the user-friendly and compact learning tool - no loose parts, the attractive and highly motivational learning cards and the immediate self-checking and confirmation of accomplishment. These are the procedures of logico maximo game :

- a. Slot in card
- b. Make sure all the pieces of color on the board located at the bottom
- c. Note the color matching pieces of color dots on the image problem (identification). Color pieces on the board represent about the same marked with colored dots
- d. Turn around the card, slot in and check the coloured buttons with the colour codes on the card. Your answers are right if the colours match.<sup>27</sup>

### H. Game in English language Teaching and Learning

The origin of playing game is surely found in children's natural curiosity and their wish to comprehend the environment. Playing in this context is aimed to interaction, experimenting, acting, testing and training which results in learning process.<sup>28</sup> In playing, children learn in a natural way. Some good reasons for learning games.<sup>29</sup>

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<sup>27</sup> *Ibid*,

<sup>28</sup> Finken, <http://www.finken.de/logico-home>, 24 Desember 2015, P,1

<sup>29</sup> Finken, <http://www.finken.de/logico-home>, 24 Desember 2015, P,1

- a. Playing needs most concentration. Research has been proved that the ability to memorize grows with the level of concentration.
- b. Playing is fun and usually done in a relaxed and emotionally positive atmosphere. Facts learn in this context are retained and memorized in the long-term memory of the human brain.
- c. And situations of playing and games are kind of 'unreal'. The children feel free of consequences and sanctions - ideal for the learning process.
- d. Learning games avoid repression of learning between the children, because they learn through play with the classmates. In this way learn interaction, communication and other essential social skills.

Games are vital part of teachers' equipment, not only for the language practice but also for therapeutic effect they have. Two points of important functions of using games in teaching and learning through games. First, game as a tool of teaching , makes teacher easier in presenting materials, second, through engaging the students in a game, teacher gives them pleasure and cut down the students' boredom and laziness. This game creates a good atmosphere in the class room , where the students paid more attention to the lesson.

Therefore, game might motivate the students to sustain their interest and work in learning a language. The self-checking gives children a sense of success and a feeling

of self-esteem. It motivates them and makes them look for further challenges.<sup>30</sup> When the students are having fun, they are more likely to take risks, make mistakes without having failure feelings and try to overcome their initial feelings of confusion when they encounter new word and patterns. Game is enjoyable to the students, they can learn, play, get information, become creative, and increase the interest in learning process. By using game in teaching learning process, students not only enjoy the game but also compete each other. So that students are motivated to work harder to win the competition. Every game is usually fun. Students who are having fun are usually motivated, in play game they will find the subject more interesting, more enjoyable and will begin to improve as a result. Fun is a vital ingredient in the fight against the homework syndrome. Games allow students to work cooperatively, compete with each other strategies, think in a different way, compare and share knowledge, learn from others, learn from mistakes, work in a less stressful and more productive environment and allow people to have fun. Concerning the ideas above, this is clear that game can be used as a teaching technique in order to make a lesson more interesting and exciting. It motivates and encourages students to learn English actively.

This technique also served increase the learners' attention to the lesson, create a good atmosphere in the classroom and finally produce better learning. Games are the

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<sup>30</sup> <http://www.finken.de/logico-at-a-glance> 24desember 2015

examples of task activities. The game adds variations to a lesson and increase students' motivation. Games are good devices for practicing English and it can be used to teach vocabulary. And by using games the teacher can distribute their knowledge and make their material more interesting.

### **I. The Procedure Of Teaching And Learning Vocabulary Through logico maximo**

Here is the procedure of teaching and learning vocabulary through logico maximo game :

- a. Ask the students make some groups
- b. Explain what the students should do in the game
- c. Take a card and play board
- d. Select an information card and put it in the play board. Each picture and title item on the card is assigned a colored circle.
- e. Ask the students to Move the coloured buttons to the answers on the right.<sup>31</sup>
- f. Turn around the card, slot in and check the coloured buttons with the colour codes on the card.

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<sup>33</sup>Finken, <http://www.finken.de/how-to-logico>, 25 desember 2015

## CHAPTER IV

### RESULT AND DISCUSSION

#### A. The situation of SMP Muhammadiyah 1 Sukau

##### 1. The location of the school

SMP Muhammadiyah 1 Sukau is located in Jl. Raya Liwa-Ranau KM-20 Negeri Ratu Buay Nyerupa Sukau district regency of West Lampung. It was built 33 KM from the capital city of regency West Lampung.

##### 2. History of the school

SMP Muhammadiyah 1 Sukau was built in 1974 with land area of 5000M<sup>2</sup>. It was started to establish in 1975. Here is the detail information of SMP Muhammadiyah 1 Sukau :

School's Name	: SMP Muhammadiyah 1 Sukau
School Statistic Number	: 202120413001
NPS	: 10803523
Phone Number	: 0828-705-99-37
E-mail	: smpmsukau@gmail.com
School Accreditation Score	: B
Address	: jl. raya Liwa-Ranau, Sukau LAMBAR

Since its establishment until now, SMP Muhammadiyah 1 Sukau has been led by some principles for couple of time, but now the school is under led by Mr Ahmad Haris, S.Pd. The teaching learning process has been being done in the morning until noon. In the morning began at 07.30 a.m and ended at 01.00 p.m. The school had 87 students and 6 classroom from the seventh grade till ninth grade. The total number of the teachers is 22 teachers.

## B. The condition of Teachers and Students

### 1) Teachers

Teachers' Number at SMP Muhammadiyah 1 Sukau in 2016/2017 academic year are 22 teachers that can be identified as follows :

Table 4  
Teachers' Number at SMP Muhammadiyah 1 Sukau

No	Name	Education		
		Grade	Major	Year
1	Ahmad Haris, S.Pd	S.1	Math	2007
2	Wahid Dahlan	SMA	Social	1983
3	Drs. Mat Zuhdi	S.1	FISIP	1990
4	Hamdanihs	SMA	A.2	1990
5	Jarnawi, S.Tp	S.1/A.IV	Science	2004
6	Birlil, S.Ag	S.1/A.IV	Civic education	2001
7	Umisalamah	MAN	Social	1998
8	Muzannayati, A. Md	D.111	Religion	2000
9	Surya Pirnata, S. Pd	S.1	Math	2008
10	Medayanti, S. Sos.I	S.1/A.IV	Religion	2006
11	Leniepiyanti, A.Md	D.111	Secretary	2003
12	Elyamulyana, S.Pd.	S.1	English education	2006
13	Dora Artika, S.Pd.	S.1	Science	2007
14	Tahrilbulkia, S.Pd	S.1	Indonesial	2007
15	Fathanmubina S. S.Pd	S.1	English	2010

			education	
16	Susi Aprina (cuti)	SMA	Social	2006
17	Windayani (cuti)	MAN	Social	2006
18	Eniyanti, S.Pd	S.1	History education	2010
19	Septa Sapari	SMA	Social	2011
20	Sepriago	SMA	Science	2009
21	Erjanah, S.Pd.	S.1	Indonesian	2012
22	Aryana Jaya Sugiri, S.Pd.I.	S.1	Arabic	2015

2) The students

The numbers the students at SMP Muhammadiyah 1 Sukau in 2016/2017 academic year are as follows :

Table 5  
The number of students

YEAR	NEW STUDETNS	CLASS I / VII	CLASS II / VIII	CLASS IX / III	TOTAL
		Students	Students	Students	Students
2012/2013	20 org	20	32	20	72
2013/2014	18 org	18	24	29	70
2014/2015	32 org	32	19	22	73
2015/2016	28 org	28	33	20	81
2016/2017	55 org	55	26	32	101

Table 6  
Students' numbers at SMP Muhammadiyah 1 Sukau in 2016/2017 academic year

NO	CLASS	GENDER		TOTAL
		MALE	FEMALE	
1	CLASS VII A	14	15	29

2	CLASS VII B	10	16	26
	TOTAL			55

Source : The data of SMP Muhammadiyah 1 Sukau in 2016/2017 academic year

### C. The facilities of SMP Muhammadiyah 1 Sukau

For supporting the teaching and learning process, SMP Muhammadiyah 1 Sukau has some facilities. The detail information and the condition of teaching and learning facilities of SMP Muhammadiyah 1 Sukau can be described as follows:

Table 7

Facilities of the SMP Muhammadiyah 1 Sukau

NO	FACILITIES	NUMBERS
1	Class	6 rooms
2	Library	1 room.
3	Biology Lab	1 room.
4	Computer Lab	1 room.
5	Headmaster office	1 room.
6	Teacher office	1 room.
7	Staff	1 room.
8	Social Lab	1 room.
9	Mosque	1 room.
10	Osis room	- room.
11	Auditorium	- room.
12	Games	2 Logico Maximo game

The researcher conducted at SMP Muhammadiyah 1 Sukau in the second first of the seventh grade start July 29<sup>th</sup> 2016 up to August 5<sup>th</sup> 2016. In this research the researcher enclosed the date and schedule of works as follows :

1. On Friday, July 29<sup>th</sup>, 2016, the researcher met the headmaster to get permission to do research at SMP Muhammadiyah 1 Sukau. And then researcher met the English teacher Mr. Sepriago, S.Pd to discuss the schedule to do research.
2. On Tuesday, August 2<sup>th</sup>, 2016, the researcher conducted the first observation/first meeting.
3. On Thursday, August 4<sup>th</sup>, 2016, the researcher conducted the second observation/second meeting.
4. On Friday, August 5<sup>th</sup>, 2016, asked the data of the school as history of the school, profile and so on.

#### **D. Data Analysis**

After collecting the data, the researcher analyzed the data contain of observation, interview, and questionnaire. According to Sugiyono there are three major phrases of data analysis, they are: data reduction, data display, and conclusion drawing or verification.

##### **1. Data reduction**

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or

transcriptions. Thus , the researcher selected which data that are used in his research. There are three instruments used to collect the data: observation, interview, and questionnaire. Observation becomes the main instrument in this research, whereas interview and questionnaire become the supporting instruments. In this step, the researcher analyzed the data based on each instrument.

**a. Observation**

The researcher employ an observation (see appendix 1). The observation was conducted to know how is the process of teaching learning vocabulary through logico maximo. The observation was held in two meetings. In the observation process, the researcher prepared an observation sheet. The data of observation has been identified as described in the following discussion.

1. First Meeting

In the first meeting, the researcher conducted the research on Tuesday , august 2<sup>th</sup> , 2016, in the morning. Before teaching and learning the teacher prepared the material first that would be taught.

a. Pre-activity

The teacher opened the class by greeting to the students, checked the students' attendance and reviewed last lesson. Then the teacher started the lesson by introducing the material about vocabulary and method that would be taught.

The teacher explained the material about descriptive text with a title the lion and mouse, my grandpas' farm etc and explained logico maximo game as a technique in teaching and learning logico maximo game in the class, and gave the example how to play logico maximo game

b. While-Activity

In the while activity, the teacher applied logico maximo game in teaching vocabulary. The teacher asked the students to encourage and sit in some groups, then teacher explained what the students should do in the game. Then teacher please each of groups to take a card that distributed by the teacher and play on board. After that each of groups select an information card that represent some themes like structure practice, what can you see, etc and put it in the play board, each picture and title item on the card is assigned a colored circle then teacher asked the students to have a good cooperation and discuss to move colored buttons to the correction answer to the right answers on the right of the board.

c. Post-Activity

The post-activity the teacher evaluated the students respond in teaching learning vocabulary. Then the teacher concluded the teaching vocabulary process by using logico maximo game by giving the objective in teaching and learning vocabulary through logicomazximo game. Finally the teacher asked

the students to learn more because the next meeting would study it again.

The teacher closed the class.

## 2. Second Meeting

In the second meeting on Thursday, August 4<sup>th</sup>, 2016, in the morning the researcher conducted the second meeting. Before the teaching and learning process began the teacher prepared the material that would be taught. Then do all activities during that day.

### a. Pre-activity

The teacher opened the class by greeting the students, checked the students' attendance and reviewed the last lesson. Then the teacher started the lesson by reviewing the last material about descriptive text about the lion and the mouse and reminded the students about the logico maximo game.

### b. While-Activity

In the while activity, the teacher applied the logico maximo game in teaching vocabulary. The teacher explained what the students should do in the game. Then the teacher asked each of the groups to take a set of cards with themes chosen by the teacher and asked the students to play the game. After that each of the groups selected an information card and put it in the play board, each picture and title item on the card was assigned a colored circle and then, the teacher instructed the students to tell the picture in front of the class. Therefore, the teacher asked the students to come forward by calling their name team by

team. Then after the students understood about the game the teacher asked the students to have a good cooperation and discuss to move colored buttons to the right answers on the right of the board and .

c. Post-Activity

The post-activity the teacher evaluated the students respond in teaching learning vocabulary. Then the teacher concluded the teaching vocabulary process by using logico maximo game by giving the objective in teaching and learning vocabulary through logico maximo game. Finally the teacher asked the students to learn more because the next meeting would study itu again.

The teacher closed the class.

**b. Interview**

To support the data of observation, the researcher had employed an interview to the teacher in order to investigate the problem faced by the teacher and during the teaching and learning vocabulary. There were eight questions that researcher asked to the teacher (see appendix 2).

1. The first point was to know the general process of teaching and learning vocabulary through logico maximo game.
2. The second until the seventh point of interview was to know the teachers' problem in teaching vocabulary through logico maximo game.
3. The eight point was to know the possibility of problems faced by teacher in.

From the result of interview the researcher could conclude that the problem face by the teacher was over crowded class because the students were so busy with their own activity and having much kidding with friends. The teacher absolutely unable to handle the class.

### **c. Questionnaire**

The researcher aslo employed questionnaire to support the data from observation and interview. The questionnaire consisted of seven questions (see appendix 3). The first and the second point were to know the students' respond in learning vocabulary through logico maximo game. The third till the eight point were employed to know the students problem in learning vocabulary by using logico maximo game. The questionnaire was given to the whole students in class VII A that consist of 29 students. Based on questionnaire the researcher concluded that the student have some problems in learning vocabulary, they are pronunciation, spelling, length and complexity, grammar, meaning, range, connotation and idiomaticity

## **2. Data Display**

Data display is the second component or level in model of qualitative data analysis. A display can be extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. In this step, the researcher analyzed the data that have been

reduced in data reduction. In this case the analysis done based on data collected by each instruments.

**a. Observation**

Based on the data showing in the data reduction, in this part the data are going to be identified and displayed for two meetings. The observation consisted of three points. The first point was process that consisted of three parts. The first part was pre-activity that consisted of three points of observation that investigated to know how to the teacher' preparation the class. The researcher noted that the teacher explained the role how to play logico maximo game in teaching and learning vocabulary in the class. The researcher also noted the experiment or sample activity how to play logico maximo game in teaching and learning vocabulary.

The second part of teaching speaking through logico maximo game was while-activity that consisted of five points of observation. It was held to investigate whether the application of the five steps of teaching and learning through logico maximo game applied by teacher or not. (See appendix 1)

Based on the five steps in teaching vocabulary through logico maximo game the researcher took some notes during the activities. The explanation of the application of those five steps, can be seen it the table below:

Table 8  
Observation Result

No	Items of observation	Yes	No	Notes
First meeting				
A.	The teacher ask the students make some groups	✓		The teacher told the students about what they were going to learn.
B.	Explain what the students should do in the game	✓		The teacher told the students about logico maximo game , included history,about how to play, and advantages.
C.	Take a card and play board	✓		The teacher pleased the students to take cards, explained the card and started to play the game
D.	Select an information card and put it in the play board. Each picture and title item on the card is assigned a colored circle.	✓		The teacher told all the students to make a good cooperation to answer the game by using the picture and title and make it match with the color in the right side of the board
E.	Ask the students to move the colored buttons to the answers on the right	✓		The teacher asked each groups to move the colored buttons to the correct answer positions on the right side.
Second meeting				
A.	The teacher ask the students make some groups	✓		The teacher reviewed previous lesson and reminded the students about board game. Then the teacher applied board game in teaching and learning process.

B.	Explain what the students should do in the game	✓		The teacher gave the students a fullest card that represented a theme and the teacher explain how to play with
C.	Take a card and play board	✓		The teacher pleased the students to take a card with theme about “what you can see ?” And started to play the game
D.	Select an information card and put it in the play board. Each picture and title item on the card is assigned a colored circle		✓	The teacher told all the students to make a good cooperation to answer the game by using the picture and title and make it match with the color in the right side of the board then the teacher asked the students to explain the picture in front of the class. Therefore, the teacher asked every students to come forward by calling each team
E.	Ask the students to move the coloured buttons to the answers on the right	✓		The teacher asked each groups to move the colored buttons to the correct answer positions on the right side.
The teacher and students problem				
A.	Teacher’s problem			
	a. Over-crowded the class	✓		The teacher felt difficult to handle the class because some of the students were busy with their own activities like having much kidding and laugh with friends.
	b. Lack of Competent Teachers		✓	The teacher didn’t have difficulties in lack of competent
	c. Faulty methods of teaching	✓		The teacher did not used the conventional teaching method or techniqueduring the process of teaching learning in the class.

	d. Non-available of good textbooks		✓	The teacher used sub-standard book. The book that used by the teacher was LKS only and some books from the library. The book was good enough to be used in teaching and learning process.
	e. Apathy .to New and Technique and procedures		✓	The teacher teaching based on the procedures in teaching vocabulary based on finked de logico maximo.
	f. Inadequate provesion of teaching Aids		✓	The teacher didn't have any difficulties
B.	Students' problem			
	a. Pronunciation	✓		The teacher noted that some students still difficult to pronounce some vocabularies because they were unfamiliar with new vocabularies that explain in logico maximo game.
	b. Spelling		✓	The teacher noted that the students understanding alphabet in how the way to pronounce
	c. Length and complexity	✓		The teacher note that the students' still difficult in understand the long words
	d. Grammar	✓		The researcher noted that the students understanding in grammar is still low.
	e. Meaning;	✓		The researcher noted that students still lack to understand the meaning of words.
	f. Range, Connotation, and Idiomaticty	✓		The researcher noted that students still lack Range, Connotation, and Idiomaticty of words.

The third part of the observation point was the post-activity where the teacher closed the lesson by making reflection and conclusion after playing logico maximo game in teaching vocabulary in the class.

By considering that data gained before, it could be concluded that the process of teaching and learning vocabulary through logico maximo game at SMP Muhammadiyah 1 Sukau from first until second meeting was not running well. Because the atmosphere of the class were over-crowded and some of the students face problems, in learning vocabulary through logico maximo game, such as pronunciation, spelling, length and complexity, grammar, meaning, range, connotation, and idiomaticity.

#### **b. Interview**

To support the data from observation, the researcher also employed an interview. The interview was given to the researcher to know her opinion about the process of teaching learning vocabulary through logico maximo game and problem in teaching learning process. According to Thakur, there are six problems that faced by teacher ; Over-crowded classes, Lack of competent teacher, Faulty methods of teaching, Non-availability of good text books, Apathy to new techniques and procedure, Inadequate provision of teaching aids.<sup>1</sup> Based on the explanation of Thakur, the data of interview has been identified as described in the following discussion.

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<sup>1</sup>Jyati Thakur, *Challenges and Prospects in Teaching English*, (New Delhi: Chitkara University, 2013), P. 127-128

Table 9  
Chart of interview

No	Items of interview
1	how is the process of teaching and learning vocabulary through logico maximogame
2	in the learning process do you find a class in a crowded atmosphere and difficult to control
3	Do you already give your best competency in teaching students
4	are you sure that logico maximo game is a good technique in teaching vocabulary
5	do you have many availability of good text books
6	do you use new some techniques, method or medi
7	do the school has good enough teaching aid or facilities
8	do you have other problem in teaching vocabulary

The first point of interview was to know the general process of teaching vocabulary through logico maximo game that consisted of one question. The first question was “how is the process of teaching and learning vocabulary through logico maximogame?” *Answer: the process of teaching and learning vocabulary through logico maximo game was not running well because the students were over-crowded and some of the students were not serious and having a lot of jokes with friends.*

The second point was “in the learning process do you find a class in a crowded atmosphere and difficult to control ?” *Answer: yes, the class was over-crowded, because they were busy with their own activity and having much laugh.*

The third point was “in your opinion have you given the best your competency in teaching students ?” *Answer: yes, I have given all of my ability to teach the students in the class.*

The fourth point was “are you sure that logico maximo game is a good technique in teaching vocabulary ?” *Answer: yes, logico maximo game was one of the good technique in teaching vocabulary because through this technique the students were not bored and it made enjoy and fun.*

The fifth point was “ do you have many availability of good text books ?” *Answer: yes, the school have many references of books especially in English subject and I have some of good text books for teacher and students.*

The sixth point was “do you use new some techniques, method or technique? “ *Answer: yes, sometimes I used technique like picture, LCD etc.*

The seventh point was “do the school has good enough teaching aid or facilities ?” *Answer : yes, the school had good enough teaching aids or facilities.*

The eight point was “do you have other problem in teaching vocabulary ? “

*Answer: no, so far so good.*

Based on the interview, the problem occurred from the teacher point of view can be concluded that teacher had difficulty in handling the class over-crowded classed because logico maximo game made the class noisy enough. This become the first point stated by Thakur that the problem faced by the teacher is over – crowded class.<sup>2</sup>

However, as stated before that one were six problems that explained by Thakur, it is shown that from the interview with the teacher, the other five problems were not occurred during this classroom teaching implementing logico maximo game.

### **c. Questionnaire**

The researcher also employed questionnaire to support the data from observation and interview. The questionnaire consisted of eight questions (see appendix 3). The first until the second questions were to know the students’ interest in learning vocabulary. The third until the eight points were used to know the students’ in problem in learning vocabulary through logico maximo game. The questionnaire was given to the whole students in class VII A that consisted of 29 students.

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<sup>2</sup>Jyati Thakur, *Op. Cit.* P. 127-128

The questionnaire was distributed to the students by taking ten minutes of the students' study time in the classroom. Here were the students' answer of questionnaire. (see appendix 3)

Table 10  
The chart of questionnaire

No	Items of questionnaire	student answer		Percentage	
		Yes	No	Yes	No
1	Do you feel happy in learning vocabulary by using Logico maximo game	19	10	66%	34%
2	Do you feel your English competence is better than before after learning vocabulary by using Logico maximo game	20	9	69%	31%
3	Do you difficulties to pronounce vocabulary when learning English	18	11	62%	37%
4	Do you feel difficult to spell vocabulary when learning English	17	12	59%	41%
5	Do you feel difficult to understand the length and complexity of vocabulary	25	4	86%	14%
6	Do you distress in understand grammar when learning English	21	8	72%	28%
7	Do you understand well the meaning of each vocabulary	20	9	69%	31%
8	Do you feel difficult to arrange and understand meaning and idiomaticity of vocabulary	23	6	79%	21%

*Source: Recapitulation of students' answer sheet from questionnaire*

Based on the questionnaire filled the students. The researcher could describe as follows :

Based on the data number 1, 66% of the students stated that they like learning vocabulary by using logico maximo game. There were 34% students stated that

they unhappy with logico maximo game in learning vocabulary in the class. It means that few of the students were interested with logico maximo game.

The data number 2, 69% the students stated that they study better than before with logico maximo game in learning vocabulary. There were 31% students stated that there is no good sense in study with logico maximo game in learning vocabulary. It can be concluded that few students happy in learning vocabulary by using logico maximo game.

The data number 3, 62% students stated that they felt difficult to pronounce the words in learning vocabulary with logico maximo game. There were 37% students stated that there was no problem in pronounce the words in learning vocabulary by using logico maximo game. It means that more than half of the students have problem in pronounce the words.

The data number 4, 59% students stated that they were difficult to spelling the words in learning vocabulary with logico maximo game. There were 41% students stated that there was no problem in spelling the words in learning vocabulary by using logico maximo game. It means that half of the students have problem in spelling words.

The data number 5, 86% students stated that they were difficult to understand the length and complexcity the words in learning vocabulary with logico maximo game. There were 14% students stated that there was no problem in understand

the length and complexcity of the words in learning vocabulary by using logico maximo game. It means that most of the students have problem in understand the length and complexcity words.

The data number 6, 72% students stated that they were difficult to understand grammar in learning vocabulary with logico maximo game. There were 28% students stated that there was no problem in understand the grammar in learning vocabulary by using logico maximo game. It can be concluded that most of the students have problem in understand the grammar because the students do not understand how to use grammar in sentence..

The data number 7, 69% students stated that they were difficult to understand meaning the words in learning vocabulary with logico maximo game. There were 31% students stated that there was no problem in understand the meaning the words in learning vocabulary by using logico maximo game. It means that most of the students have problem in understand the length and complexcity words.

The data number 8, 79% students stated that they were difficult to understand the range, connotation and idiomaticity of words in learning vocabulary with logico maximo game. There were 21% students stated that there was no problem in understand the range, connotation and idiomaticity the words in learning vocabulary by using logico maximo game. It means logico maximo is not quite enough to improve students idiomatic of the vocabulary.

From the result of questionnaire showed that the problems faced by the students during teaching and learning speaking through logico maximo game were lack in pronunciation, spelling, grammar, meaning, length and complexcity, range, connotation and idiomaticity

### **E. Conclusion Drawing/Verification**

Verification is linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verifies these emergent conclusions. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. In this part, the discussion and findings were divided into three parts: the process of teaching and learning vocabulary through logico maximo game, the teachers' problem in teaching vocabulary through logico maximo game, and students' problem in learning vocabulary through logico maximo game.

- a. The process of teaching learning vocabulary through logico maximo game  
Teaching and learning process was done in two meetings in VII A class. The researcher employed an observation, interview and questionnaire to know the process during teaching and learning vocabulary through logico maximo game. The English teacher had an interactive class at that time, because the teacher applied the humor many times to relieve students' boredom. After observing two times the teaching vocabulary through logico maximo game are as follows:

- a) In the first meeting the teacher run the steps based on fincken de logico
- b) In the second meeting the teacher still run the steps based on fincken de logico but in the second meeting the teacher chose some themes and cards. The teacher called logico many times because the students were familiar with logico maximo game. The students or groups were who wrong in answer the questions' card got punishment to speak and explain the words in one paragraph in front of class.

It could be concluded that teaching vocabulary by using logico maximo game was the same theory with fincken.

- b. The teacher problem in teaching vocabulary through logico maximo game  
The teacher can run the entire step in teaching vocabulary, it means that the teacher is competence but he still had difficulties in teaching vocabulary through logico maximo game. According to the Thakur, there are six problems that may appear to teacher in teaching vocabulary, they are: a. Over-crowded classes b. Lack competent teacher c. Faulty methods of teaching d. Non-availability of good text books e. Apathy to new techniques and procedures f. Inadequate provision of teaching aids.<sup>3</sup>

Based on the result of interview and observation can be concluded that the problems related with the story that appeared in this case was, over-crowded class. The teacher

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<sup>3</sup>Jyoti Thakur, *Op. Cit.* p. 127-128

cannot handle the class well, because some students were busy with their own business and having much laugh and kidding. The researcher also concluded that from the observation activity there was no problem appeared, because the teacher could run all the steps well, it means that the teacher competence. The teacher has a good method in teaching, it can be seen from how the way the teacher explained the material, it means that the teacher not apathy to new technique or procedures and the teacher adequate in teaching. The book that used by the teacher was sub-standard book. It can be concluded that the book that used by the teacher is good.

c. Students' problem in learning vocabulary through logico maximo game

The researcher employed a questionnaire to know the students' problem in learning vocabulary through logico maximo game. According to Scott Thornbury that there are some problems in learning vocabulary, they are pronunciation, spelling, length and complexity, grammar, meaning, range, connotation and idiomaticity.<sup>4</sup>

Based on result of questionnaire that answered by the students, the problems that related with the theory that stated by Scott Thornbury, Over-crowded classes, Lack competent teacher, Faulty methods of teaching, Non-availability of good text books, Apathy to new techniques and procedures, Inadequate provision of

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<sup>4</sup> Scott Thornbury, *How To Teach Vocabulary*, (London: Pearson Education Limited, 2002), p. 27-28

teaching aids. Most of the problems faced by the students in learning vocabulary through logico maximo game were happened.

## **F. Discussion of Findings**

In this part, the researcher would like to discuss about the findings of the process of teaching and learning vocabulary through logico maximo game the students' problems in learning vocabulary and the teacher problems in teaching vocabulary through logico maximo game by the participants of seventh grade of SMP Muhammadiyah 1 Sukau at the second semester in 2016/2017 academic year had been observed.

### **1. The process of teaching learning vocabulary through logico maximo game**

The researcher employed an observation, interview and questionnaire to know the process during teaching and learning vocabulary through logico maximo game. The English teacher had an interactive class at that time, because the teacher applied the humor many times to relieve students' boredom.

The observation was conducted in two meetings in VII A class. From the data gained through observation, the researcher assumed that the teaching and learning process especially vocabulary through logico maximo was not quite effective. The result of interview also showed that almost the problems were caused by the large of students in the class. The teacher had difficulties to calm and handle the students that seemed so noisy during learning activity.

The result of questionnaire showed that most of the students have difficulties in learning vocabulary such as they had limited vocabulary, wrong pronunciation and grammar. The students felt shy and afraid to make mistake.

It could be concluded that teaching vocabulary by using logico maximo game was the same theory with finken.

2. The teacher problem in teaching vocabulary through logico maximo game

The teacher can run the entire step in teaching vocabulary, it means that the teacher is competence but he still had difficulties in teaching vocabulary through logico maximo game. It supported by Thakur, there are six problems that may appear to teacher in teaching vocabulary, they are: a. Over-crowded classes b. Lack competent teacher c. Faulty methods of teaching d. Non-availability of good text books e. Apathy to new techniques and procedures f. Inadequate provision of teaching aids.<sup>5</sup> All the steps has been applied but it is not running well because the teacher still find some problem that explain above.

Based on the result of interview and observation can be concluded that the problems related with the story that appeared in this case was, over-crowded class. The teacher cannot handle the class well, because some students were busy with their own business and having much laugh and kidding. The researcher also concluded that

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<sup>5</sup>Jyoti Thakur, *Op. Cit.* p. 127-128

from the observation activity there was no problem appeared, because the teacher can run all the steps well, it means that the teacher competence. The teacher have a good method in teaching, it can be seen from how the way the teacher explain the material, it means that the teacher not apathy to new technique or procedures and the teacher adequate in teaching. The book that used by the teacher was sub-standard book it can be concluded that the book that used by the teacher is good.

### 3. Students' problems in learning vocabulary through logico maximo game

The researcher employed a questionnaire to know the students' problem in learning vocabulary through logico maximo game. According to Scott Thornbury that there are some problems in learning vocabulary, they are pronunciation, spelling, length and complexity, grammar, meaning, range, connotation and idiomaticity.<sup>6</sup>

After the researcher has analyzed and found the finding of the research, hopefully the researcher tries to give contribution of the research to the teaching learning vocabulary for better way. Learning vocabulary should be support by a good technique and books. It provides learners with a good encouraging and become positive about their own learning. Moreover, logico maximo that has been applied by some teachers is one of the ways that can be used in learning vocabulary because using logico maximo can develop the students' vocabulary mastery,

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<sup>6</sup> Scott Thornbury, *How To Teach Vocabulary*, (London: Pearson Education Limited, 2002), p. 27-28s

exercise their pronounce, spelling and so on. Even though either teacher and students still face some problems if they apply the game. Therefore, actually the teacher can be suggested to apply the game based on expert's theory, so the good result of the using of the game can give good impact to the students ability in learning vocabulary.

## CHAPTER III

### RESEARCH METHODOLOGY

#### **A. Research Design**

In this research the researcher will use the descriptive qualitative research in collecting and analyzing the data. Qualitative research is research that involves analyzing and interpreting texts and interviews in order to discover meaningful patterns descriptive of a particular phenomenon<sup>1</sup>. Qualitative research believes that multiple ways of interpreting experiences are available to each of us through interacting with others, and that it is the meaning of our experiences that constitutes reality. Reality, consequently is socially constructed.

According to Bodgan and Taylor in Setiyadi stated that qualitative research is a research procedures descriptive data in the form of written word or oral from the subject in its behavior that can be observed, therefore the goal of the research is an individual understanding and it's background completed.<sup>2</sup>

Some methodologies included in this approach are: participant observation, unstructured interviews, and questionnaires.

This research conducts to describe the process of teaching and learning vocabulary through logico maximo game, the problem faced by both the teacher and the students in teaching and learning process by using logico maximo game.

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<sup>1</sup>Silverstein B louise, *qualitative data*,( New York University, united state, 2003), P.3  
<sup>2</sup> Ag. Bambang Setiyadi, *Metode Penelitian untuk bahsa asing*, (Yogyakarta: Graha Ilmu,2006), p.219

## **B. Subject of The Research**

The number of participants or population is all subject of the research. A population is a set (or collection) of all elements possessing one or more attributes of interest.<sup>3</sup> The population is all individuals of interest to the researcher.<sup>4</sup> In the research the researcher used Purposive sampling technique (also known as judgment, selective or subjective sampling) is a sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study.<sup>5</sup> The population or subject of the research is the teacher and the students at the seventh grade of SMP Muhammadiyah 1 Sukau West Lampung. The number of population is 55 students spread into 2 classes namely are class A and B because the application of logico maximo had been applied there but in this research the researcher only focus on class A because there are many students still get low scores below the criteria minimum mastery (KKM-70).

## **C. Data Collecting Technique**

In this research, there are some steps conducted with intention of gaining the data from beginning until the end of teaching process. Therefore, in this research, the

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<sup>3</sup> Suharsimi arikunto, *Prosedur Penelitian Suatu Pendekatan Praktis*, (Rineka Cipta, Jakarta, 2006), p. 130.

<sup>4</sup> Geoffrey marczyk, *essential of research design and metdhology*, (John Wiley & Sons, Inc, canada, 2005), p. 18

<sup>5</sup> Surhasini Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik*. (Rineka Cipta: Jakarta, 2010). P. 173

researcher conducted the observation, interview and questionnaire to get the data of this research. The steps are as follows:

a. Observation

Observation is collecting data process which is in this research the researcher observes the situation of teaching learning process in the class.<sup>6</sup> Observation is properly used in the research which related with teaching and learning process, the students' activity and problems which may arise. Observation as a systematic, planned procedure for real-time, almost surreptitious recording of student verbal and nonverbal behavior. One of the objectives of such observation is to assess students without their awareness (and possible consequent anxiety) of the observation so that the naturalness of their linguistic performance is maximized.<sup>7</sup>

In this research, the researcher was as an observer to get the data. The researcher did not involved directly in the classroom activity. The researcher only made a note during the teaching and learning process. In this case researcher took some notes, analyze, and made inferences related about the object. Before the teaching and learning began the teacher prepared a lesson plan and discuss the material.

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<sup>6</sup> Sugiono, *Metode Penelitian Kualitatif, Kuantitatif dan R&D*, (Bandung, Alfabeta, 2012), p.136

<sup>7</sup> H Douglas Brow, *Language assessment and principle and classroom practices*, (san Francisco university, longman, 2004), P.281

## b. Interview

An oral interview: a test administrator and a test-taker sit down in a direct face to face exchange and proceed through a protocol of questions and directives.<sup>8</sup> Interview is a conversation between two people ( the interviewer and interviewee ) where questions will be asked by the interviewer to obtain information from the interview.<sup>9</sup> Interview because the researcher interested in another live story, to know them deeply. The purpose of in-depth interviewing is not to get answers to questions, nor to test hypotheses, and not to evaluate as the term is normally used. At the root of in-depth interviewing is an interest in understanding the lived experience of other people and the meaning they make of that experience. (for a deeply thoughtful elaboration of a phenomenological approach to research, See Van Manen, 1990, from whom the notion of exploring “lived” experience mentioned throughout this text is taken).

Being interested in others is the key to some of the basic assumptions underlying interviewing media. It requires that we interviewers keep our egos in check. It requires that we realize we are not the center of the world. It demands that our actions

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<sup>8</sup>*Ibid*, p. 181

<sup>9</sup> Sugiono, *Op.cit*, p.137

as interviewers indicate that others' stories are important. At the heart of interviewing research is an interest in other individuals' stories because they are of worth. Interviewing provides access to the context of people's behavior and thereby provides a way for researchers to understand the meaning of that behavior.

In this research, the researcher was the interviewer to get the data. The researcher didn't interview the students but only focus on the teacher. In this case researcher took some notes related problems might the teacher faced during the teaching process.

#### c. Questionnaire

Questionnaire is a list of questions that is used by obtaining information from respondent.<sup>10</sup> The researcher gave questionnaire to the students in order to know the further opinions and to know the aspect that may influent the students learning process and to confirm the answers given by their teacher. From collecting data through questionnaire, the researcher found out the students respond and problems toward the teaching and learning process. The researcher distributed the questionnaire after the process of teaching and learning vocabulary through logico maximo game.

#### **D. Research Instrument**

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<sup>10</sup> Suharsimi Arikunto. *prosedur Penelitian*, ( Jakarta Rineka Cipta 2010)

The researcher is the key instrument in collecting the data. The researcher collected the data that were needed to his research. The researcher is the observer of this research. The researcher observed the activities which lasted during his research. The researcher is the nonparticipant observer. A non-participant observer is an observer who visits a site records and notes without becoming involved in the activities of the participants.<sup>11</sup> As a result , the researcher did not join or participate in the activity of his research subjects. In collecting data the researcher used triangulation media, it consists of observation, interview and questionnaire. The description of those instruments are as follows:

#### 1). Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at research sites.<sup>12</sup> This research used manual observation that the researcher prepared it before. Manual observation observes the process of teaching and learning vocabulary through logico maximo game. The specification of observation is to know about the procedure when the teaching and learning in, teacher's problem in teaching and learning process and to know the student's problem in teaching and learning process in class. The aspect of teaching and learning process are described as follows:

Table 1

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<sup>11</sup> Jhon W Creswell, *Educational Research*, (Perason Education, Boston, 2012), p.214

<sup>12</sup>*Ibid*, p. 211

## Specification of Observation

No	Items of Observation	Yes	No	Notes
A.	Procedure:			
	<p>1. Pre-activity</p> <ul style="list-style-type: none"> <li>a. Explaining the role of logico maximo</li> <li>b. Attract the students' understanding about this game and how to play</li> </ul> <p>2. Main-activity</p> <ul style="list-style-type: none"> <li>a. ask the students make some groups</li> <li>b. explain what the students should do in the game</li> <li>c. take a card and play board</li> <li>d. select an information card and put it in the play board. Each picture and title item on the card is assigned a colored circle.</li> <li>a. Ask the students to Move the coloured buttons to the answers on the right</li> </ul> <p>3. Close-activity</p> <ul style="list-style-type: none"> <li>a. Their answers are right if the colours match</li> <li>b. The teacher makes reflection and conclusion</li> </ul>			
B.	Teachers' problem			

	<ol style="list-style-type: none"> <li>1. Over-crowded classes</li> <li>2. Lack of competent teachers</li> <li>3. Faulty methods/technique of teaching</li> <li>4. Non-availability of good text books</li> <li>5. Apathy to new techniques and procedures</li> <li>6. Inadequate provision of teaching aids</li> </ol>			
C.	Students' problem			
	<ol style="list-style-type: none"> <li>1. Pronunciation of word</li> <li>2. Spelling Length and complexity of word</li> <li>3. Grammar in sentence</li> <li>4. Meaning Range, Connotation, and Idiomatically of word</li> </ol>			

## 2). Interview

Esterberg in Sugiyono stated that interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.<sup>13</sup> The researcher asked the teacher some questions which classified into three categories, they are: the general condition in English class especially in vocabulary learning, the strategy in teaching vocabulary used by the teacher, and the difficulty faced by the students in vocabulary learning. At the end, the researcher also asked about vocabulary in using *logico maximo*. The first teaching learning process was conducted in three phases which are pre activities, while activities and post activities. Second category talked about the

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<sup>13</sup> Sugiyono, *op.cit* , p.137

strategy used by the teacher in teaching vocabulary. The researcher asked the teacher about vocabulary logico maximo media. The topics of interview can be described as follows

Table 2  
Specification of interview

No	Component of interview	No item
1	To know the general process of teaching and learning	1
2	To know the teachers' problem in teaching vocabulary through logico maximo game	2,3,4,5,6,7,8

### 3). Questionnaire

Questionnaire is a list of questions used by obtaining information from respondent. Questionnaire is a method used to get the data by giving written question to respondent. The researcher used the questionnaire to get the data detail information of students' problem in learning vocabulary through logico maximo game. In this research, the researcher used close-ended questions and gave the questionnaire to the students. A close-ended questions is a questions format that limits respondents with a list of answer choices from which they must choice to answer the question. The specification of the questionnaire can be described as follows:

Table 3  
Specification of questionnaires

No	Component of questionnaire	No item
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1	To know students' interest in learning vocabulary a. The student interest in learning English b. The student respond in learning English using logico maximo game	1,2
2	To know how many students' problem in learning vocabulary through logico maximo game a. The student capability in learning and understand vocabulary ( how to pronounce, spell, meaning, idiom, length and complexity of word) b. How many problems faced by the students in learning vocabulary	3,4,5,6,7,8

### **E. Research Procedure**

In this research, the researcher used the procedure of the research as follows:

#### 1. Determining the subject of the data

The researcher took VII A class of Smp Muhammadiyah 1 Sukau

#### 2. Doing observation

The researcher made a note process that occur during the teaching and learning process in the classroom

#### 3. Interview

The researcher gave an interview to the teacher to support the data about the students' difficulties in learning vocabularies

#### 4. Questionnaire

The researcher gave some questionnaires to get the data about the students' difficulties in learning vocabularies.

## 5. Analyzing

There are three kind of analyzing to know the differences between previous and current research in teaching and learning vocabulary through logico maximo game:

- a. Analyzing the teaching and learning process
- b. Analyzing teachers' problems during the teaching based on interview
- c. Analyzing students' problem during the learning based in the questionnaire

## **F. Credibility and Transferability of The Data**

In the qualitative research, the researcher has to reveal the data as the real life of the subject. An extended fieldwork provides time for the researcher to observe a full range of activities in order to identify patterns and relationships and their typicality, which will contribute to valid interpretations. An extended time in the research setting enables the researcher to gain the participants' trust and thus to obtain more detailed and honest responses.

Credibility is threatened by errors in data collection caused by participants providing socially acceptable responses or acting differently because of the researcher's presence.<sup>14</sup> Use of extended fieldwork can reduce this possibility because it provides the researcher more opportunities to check perspectives and allows informants to become accustomed to the researcher's presence. Theory triangulation involves

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<sup>14</sup>Donald Ary,dkk, *introduction to research in education eight edition*, (Wadsworth, 2010), p.500

consideration of how the phenomenon under study might be explained by multiple theories. There are 6 kinds of triangulation, there are triangulation of time, triangulation of place, triangulation of theory, triangulation of method, researcher triangulation and triangulation of methodology.<sup>15</sup> In this research the researcher used three of them, they are triangulation of time, triangulation of method and triangulation of researcher.

Triangulation of times can be either crosssectional and longitudinal, the cross-sectional mean that data collection is implemented in the same time to different groups and in longitudinal triangulation of data collected from the same group in a different time. Triangulation of method, this type of triangulation is done to collect data from the same learning process by using a different approach so the researcher collected the data in one research only. While triangulation of researcher is to collect the same data, can be one by some people. Including several research that produce has a relatively high level of confidence.

While Transferability is the degree to which the findings of a qualitative study can be applied or generalized to other contexts or to other groups.<sup>16</sup> Ag Bambang Stiyadi stated be aware that there are threats to transferability, such as selection effects (the fact that the constructs being investigated are unique to a single group), setting effects

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<sup>15</sup> A.g Bambang Stiyadi, *Metode Penelitian Untuk Penelitian Bahasa Asing*, (Graha Ilmu, Yogyakarta, 2006), p.373

<sup>16</sup>*Op.cit*, p.502

(the fact that results may be a function of the specific context under investigation), and history effects (the fact that unique historical experiences of the participants may militate against comparisons). The researcher should recognize limitations of the study in the description. Detailing of circumstances helps the reader to understand the nature of the data and what might be peculiar to the particular study.

In addition is reactivity (the effect of the research itself) might also limit transferability. Although eliminating the influence of the researcher may be impossible in a qualitative study because the researcher is the key data collection instrument, the researcher can help the reader understand the potential influence by describing his or her own biases through a reflective statement and providing detailed descriptions of such things as observation strategies and interview questions. Reactivity is a more serious threat in studies using interview techniques<sup>17</sup>.

### **G. Data Analysis**

Data analysis is consideration of the data that is going to be analyzed.<sup>18</sup> Data analysis is the process of organizing the data in order to obtain the regularity of the pattern of form in the research. Data analysis was conducted to create understanding of the data and to enable the researcher presents the result of this research to the readers. According to Miles and Huberman there are three major phases of data analysis: data

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<sup>17</sup>*Ibid*,

<sup>18</sup> David Livingstone, *A practical Guide to Scientific Data Analysis*, (WILEY first published, 2009), p.3

reduction, data display and data conclusion.<sup>19</sup> These are components of data analysis interactive model.

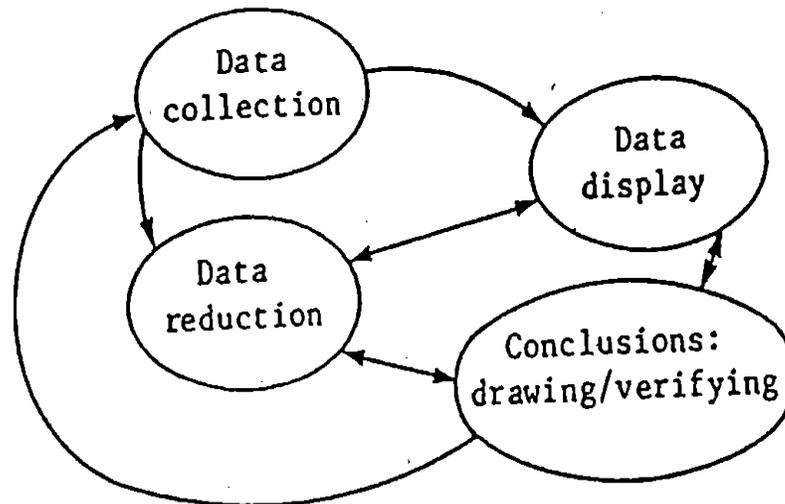


Figure 2 the component of data analysis

These processes occurred before data collection. During study design and planning; during data collection as interim and early analyses are carried out; and after data collection as final products are approached and complete.

### 1. Data reduction

The potential universe of data is reduced in an anticipatory way as the researcher chooses a conceptual framework, research question, cases and instrument.<sup>20</sup> Once actual field notes, interview, tapes, or other data are available, data summaries, coding, finding themes, clustering, and writing stories are all instances of further data

<sup>19</sup> Mathew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (Sage Publications, Thousand Oaks, 1994), P.429

<sup>20</sup> Ibid, p.429

selection and condensation. The researcher assumed that data reduction is the transformation of numerical or alphabetical digital information derived empirically or experimentally into a corrected, ordered, and simplified form.

## 2. Data display

Define as an organized, compressed assembly of information that permits conclusion drawing and/or action taking, is a second, inevitable, parts on analysis. The researcher typically needs to see a reduced set of data as a basis for thinking about its meaning. More focused displays may include structure summaries, synopses, and matrices with text rather than number in the cells.<sup>21</sup> Data displays can take several forms but share the benefit of helping to condense large amounts of data into more manageable forms. They can also help to convey information in a visually stimulating format where presentation time or column space may be limited

## 3. Conclusion drawing and verification

Conclusion drawing and verification involve the researcher in interpretation: drawing meaning from displayed data.<sup>22</sup> The range of tactics used appears to be large, ranging from the typical and wide use of comparison/contrast, noting of patterns and themes, clustering and use of metaphors to confirmatory tactics such as triangulation, looking for negative cases, following up surprises, and checking results which respondents.

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<sup>21</sup> Ibid, p.429

<sup>22</sup> Ibid, p.429

Many account of this aspect of analysis demonstrate that there is a multiple, iterative set of tactics in play rather than one or two central ones. In this sense, we can speak of data transformation as information is condensed, clustered, sorted, and linked over time.

In this step, the researcher drew the conclusion and verified the answer of research question that was done in displaying the data by compare observation data, interview data and questionnaire data. Thus, the researcher conclude the teaching and learning vocabulary through logico maximo game at the seventh grade of SMP Muhammadiyah 1 sukau.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

After collecting data and analyzing the result of the research, the researcher drew some conclusion and suggestion in teaching and learning vocabulary through logico maximo game.

#### **A. Conclusion**

Based on the data analysis, it can be concluded that:

1. The process of teaching and learning vocabulary by using logico maximo game was not running well. The classroom atmosphere in teaching and learning vocabulary through logico maximo game were over-crowded. Because some of the students were not serious and having much laugh. Although the teacher applied all the steps of teaching and learning vocabulary by using logico maximo game.
2. The teachers' problem in teaching and learning vocabulary through logico maximo game were difficulties to calm and control the classes some students were quite noisy because they were busy with their own activity like chatting and having much laugh.
3. The students' problem in learning speaking through logico maximo game were lack of pronunciation, spelling, length and complexcity, grammar,

connotation, idiomaticity, meaning and range. Most of the problem faced by students in learning vocabulary happened.

## **B. Suggestion**

Considering the result of the research, the researcher would like to give some suggestions:

### **a. For The Teacher**

1. To make students vocabulary better gradually, teacher needs to give them feedback which tells them clearly about their weakness and their strength, not only just collect their vocabulary, give score, and then save it as educator collection, because this way just makes students' vocabulary ability are static. They never know their mistakes that need to be corrected.
2. English teacher should know about what is the most appropriate approach, technique and media in teaching language to the students. When the teacher has known that the media to used make the students bored to study, the teacher must be creative to look for the solutions. The researcher has got the solutions from those problems, which is teacher use the new media. The name of new media is Logico Maximo Game. This media can increase the students' interest in learning vocabulary. So, this media can to use English teacher to teach vocabulary.

b. For the students

1. The students should be more creative to look for the way to learning English easier than school and have a good motivation in learning and try to practice day by day with friends.
2. Make some groups like English club etc. and make a program to check spelling, grammar, connotation, and pronunciation.
3. The students shouldn't shy to learn English because English is not a black magic, you don't need to keep calm like reading a mantra but the students should practice and speak up.
4. The students should be more serious in learning English and never afraid to make a mistake in learning English.

c. For the school

1. The school should support programs of English for the students such as English club or English course in order to help students improve their learning in school.
2. The school provide much more English books to be read by the students so that they can increase their knowledge in learning English especially.