

**THE INFLUENCE OF USING TABOO GAME TOWARDS
STUDENTS' VOCABULARY MASTERY AT TENTH
GRADE STUDENT OF SMA YADIKA
BANDAR LAMPUNG**

(A Thesis)

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

**By :
ULFA A'ISATUL FITRIA
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Study Program: English Education

**FACULTY OF TARBIYAH AND TEACHER TRAINING
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1445H/2024M**

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ABSTRACT

Vocabulary is a basic aspect that must be mastered by English language learners, especially SMA Yadika Bandar Lampung students whose vocabulary mastery is still low. To solve this problem, the researcher applied a taboo game. The taboo game is a word guessing game, where students must be able to guess the hidden word, and students may not mention the words written on the taboo card. The objective of this research was to know whether there was an influence of using taboo game towards students' vocabulary mastery.

This research used quantitative approach with the design quasi-experimental. The population of this research was the tenth grade students of SMA Yadika Bandar Lampung, which consists of 124 students. In collecting the data, the researcher used instruments in the form of pre-test and post-test. The research sample consisted of two classes, namely class X2 consisting of 32 students as an experimental class, and X1 consisting of 32 students as a control class. After giving the post-test, the researcher analyzed the data by using SPSS to compute independent sample t-test.

After the researcher analyzed the data by using independent sample t-test, it was found that the result of Sig. (2-tailed) of the equal variance an was $0.006 < \alpha = 0.05$. It means that H_0 is rejected and H_a is accepted. it can be concluded that there was influence of using taboo game towards students' vocabulary mastery at tenth grade of SMA Yadika Bandar Lampung.

Keywords: *Quasi Experimental Design, Taboo Game, Vocabulary Mastery*

DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Taboo Game Towards Students’ Vocabulary Mastery at tenth grade of SMA Yadika Bandar Lampung in The Academic Year of 2023/2024” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

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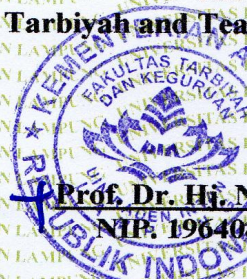
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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥)

Meaning:

“For indeed, with hardship (will be) ease”.¹ (QS. Al-Insyirah: 5)

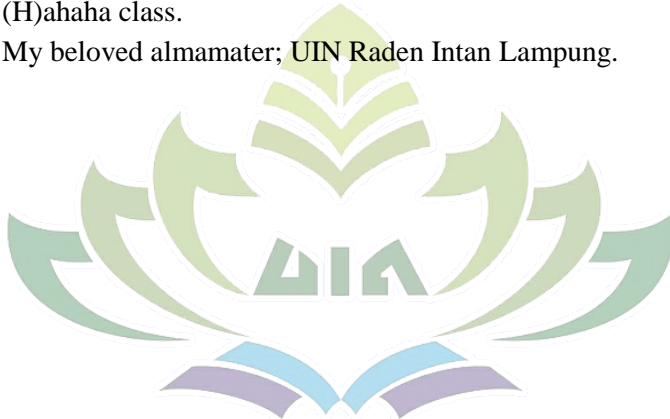


¹ Jabal, Al-Qur'an QS Al-Insyirah: 5

DEDICATION

I dedicate this thesis to everyone who love and care about me from the bottom of my heart. I would like to dedicate this thesis specifically to:

1. My God Allah SWT, whose blessing and mercy have been very crucial to the completion of my thesis.
2. My beloved parents: Mr. Lasmaji, S.Pd.I. and Mrs. Iin Rohani, who always pray for me, give encouragement to complete this education, and support in every process of this educational journey to get the degree of S.Pd.
3. My beloved brother: Haqi Haikal Fadhil.
4. My beloved friends who stay in housing (Santi, Devi, Alfi), and (H)ahaha class.
5. My beloved almamater; UIN Raden Intan Lampung.



CURRICULUM VITAE

Ulfa A'isatul Fitria was born on Desember 27, 2000 in Daya Murni, Tumijajar, Tulang Bawang Barat. She is the first of two children of Mr. Lasmaji S.Pd.I and Mrs. Iin Rohani's daughter. She has one brother. His name is Haqi Haikal Fadhil.

She began her study at TK Dahlia Mulya Kencana, in 2006-2007, and continued her school at SDN 06 Mulya Kencana in 2007-2013. Then, she continued her study at MTS Tri Bhakti At-Taqwa, Rama Puja, Raman Utara, Lampung Timur in 2013-2016. After that, she continued her school at MA Tri Bhakti At-Taqwa, Rama Puja, Raman Utara, Lampung Timur and she graduated in 2019.

After graduating, she continued her education at college in 2019. She was accepted at one of the state university in Bandar Lampung, namely the State Islamic University of Raden Intan Lampung (UIN Raden Intan Lampung). She was accepted in the faculty of Tarbiyah and Teacher Training in the Department of English Education, she was accepted through SPAN-PTKIN.



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Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing the researcher with His mercy and guidance to finish this thesis. The peace is upon to our prophet Muhammad SAW, as well as his family and followers. This thesis entitled “The Influence Of Using Taboo Game Towards Students’ Vocabulary Mastery At Tenth Grade of SMA Yadika Bandar Lampung In The Academic Year of 2023/2024” is submitted as a compulsory fulfillment of the requirements for S1 degree of the English Study Program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, support and many valuable things from various sides. In this occasion, the researcher would like to express great thanks to:

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2. M. Ridho Kholid, S.S, M.Pd., the chairperson of English Education Study Program.
3. Meisuri, M.Pd., as the advisor has given suggestion and guidance the researcher until this thesis is completed.
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8. The students of Tenth grade of SMA Yadika Bandar Lampung for their willingness to be the participants of this research.
9. For everyone whose name cannot be mentioned, thanks for giving moral support and motivation in accomplishing this research. May Allah SWT bless them, aamiin.

May Allah, the Most Gracious and the Most Merciful, always give His blessing and compassion for all Muslims in the world. The researcher is fully aware that there are still a lot of weaknesses in this thesis. For this the researcher truthfully expects criticism and suggestion from the reader to enhance the quality of the thesis.

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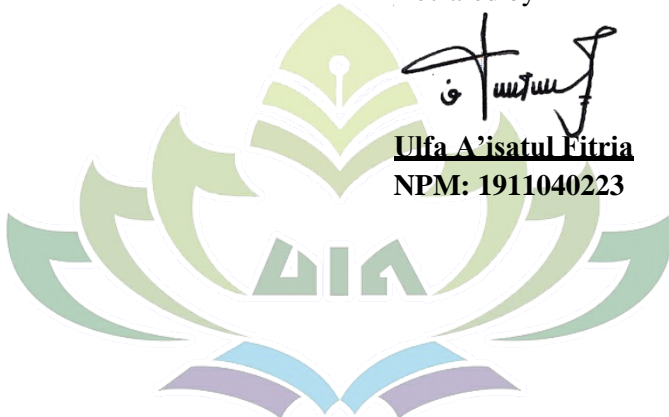


TABLE OF CONTENT

COVER	i
ABSTRACT	ii
DECLARATION.....	iii
APPROVAL.....	iv
ADMISSION.....	v
MOTTO.....	vi
DEDICATION.....	vii
CURRICULUM VITAE	viii
ACKNOWLEDGMENT.....	ix
TABLE OF CONTENT	xi
LIST OF TABLES	xii
LIST OF APPENDICES.....	xiv
LIST OF FIGURES	xv
CHAPTER I INTRODUCTION	
A. Title Confirmation.....	1
B. Background of the Problem	2
C. Identification of The Problems and Limitation of The Problem	5
D. Formulation of The Problem.....	6
E. The Objective of The Research.....	6
F. Significance of The Research.....	6
G. Relevant Researches.....	7
H. Systematic Of The Research	9
CHAPTER II FRAME OF THEORY AND HYPOTHESIS	
A. Theories.....	11
1. The Concept of Vocabulary	11
a. Definition of Vocabulary	11
b. Aspect of Vocabulary	12
c. Types of Vocabulary.....	15
2. Definition of Vocabulary Mastery	21
3. Teaching Vocabulary	22
4. Concept of Taboo Game	23
a. Definition of Taboo Game.....	23
b. Taboo Game Rules	24
c. Procedure of Using Taboo Game in Teaching Vocabulary.....	25
d. Advantages and Disadvantages of Taboo Game	26

5. Concept of Scrabble Game	27
a. Definition of Scrabble Game	27
b. Advantages and Disadvantages of Scrabble Game.....	28
c. Procedure of Teaching Vocabulary through Scrabble Game	28
B. Hypothesis.....	29

CHAPTER III RESEARCH METHODOLOGY

A. Time and Place of the Research	31
B. Research Design.....	31
C. Population. Sample, and Data Collecting Technique.....	32
D. Operational Definition of Variable	35
E. Research Instrument.....	36
F. Validity and Reliability of the Instrument	38
G. Fulfilment of the Assumption.....	39
H. Hypothesis Testing.....	40

CHAPTER IV RESULT AND DISCUSSION

A. Data Description.....	43
1. Result of pre-test	43
2. Result of post-test.....	45
3. Result of Normality Test.....	47
4. Result of Homogeneity Test.....	49
5. Result of Hypothetical Test.....	50
B. Discussion.....	51

CHAPTER V CONCLUSION AND RECOMMENDATION

A. Conclusion.....	57
B. Recommendation.....	57

REFERENCES

APPENDICES

LIST OF TABLES

Table 1.1 The Students' Vocabulary Score	4
Table 3.1 The Research Design.....	32
Table 3.2 The Population of the Students	33
Table 3.3 The Item of Pre-Test on Post-Test Before Validity.....	36
Table 3.4 The Item of Pre-Test on Post-Test After Validity	37
Table 4.1 The Normality Test of Experimental and Control Class.	48
Table 4.2 Test of Homogeneity of Variances	29
Table 4.3 The Result of Hypothesis Test	30



LIST OF APPENDICES

Appendix 1 The Result of Interview For Preliminary research.....	65
Appendix 2 In The Questionnaire for the Students in Preliminary research	66
Appendix 3 Students' Vocabulary Score	68
Appendix 4 Syllabus	72
Appendix 5 RPP Experimental Class	80
Appendix 6 RPP Control Class	91
Appendix 7 Pre-test Item Before Validation	107
Appendix 8 Post-test Item Before Validation	110
Appendix 9 Pre-test Item After Validation	118
Appendix 10 Post-test Item After Validation	125
Appendix 11 N-Gain Score Experimental Class	134
Appendix 12 N-Gain Score Control Class	131
Appendix 13 Result of Validity Pre-test Instrment	132
Appendix 14 Result of Reliability Pre-test Instrument	133
Appendix 15 Result of Validity Post-test Instrment.....	134
Appendix 16 Result of Reliability Post-test Instrument.....	135
Appendix 17 The Result of Descriptive Analysis in the Experimental & Control Class	136
Appendix 18 Result of Normality Test	138
Appendix 19 Result of Homogeneity Test	139
Appendix 20 Result of Hypothetical Test	139
Appendix 21 Answer Sheet.....	141
Appendix 22 Check List Validator Instrument	147
Appendix 23 Response Letter	149
Appendix 24 Documentation.....	150

LIST OF FIGURES

Figure 4.1 Result Pre-test Experimental Class.	44
Figure 4.2 Result Pre-test Control Class	45
Figure 4.3 Result Post-test Experimental Class.	46
Figure 4.4 Result Post-test Control Class.....	47



CHAPTER I

INTRODUCTION

A. Title Confirmation

The title of this research “The Influence of Using Taboo Game towards Students’ Vocabulary Mastery at Tenth Grade Student of SMA Yadika Bandar Lampung”, emphasize the meaning of the title, from the term of the title of this thesis as follows:

1. Influence

Influence is the act or power of producing an effect without apparent exertion of force or direct exercise of command.¹

Influence is action or power to produce an effect without the direct use of force or execution of orders. Influence is an encouragement or inducement that forms an effect or a reaction that arises to change or improve something. Moreover, this research measures the influence of using taboo game as media on students’ vocabulary mastery in tenth grade at SMA Yadika Bandar Lampung.

2. Taboo Game

The Taboo game is a guessing word game created by Parker Brothers in 1989. Then the Taboo game was bought by Hasbro and published by Hasbro² (Hasbro is the largest toy company located in the United States).

Taboo game is a word guessing game, where students must be able to guess the hidden word, and students may not mention the words written on the taboo card.

3. Vocabulary Mastery

Vocabulary is a core component of language proficiency and provides much of a basis for how well learners speak,

¹ Merriam Webster, *Oxford Advanced Learners Dictionary* (United Kingdom : Oxford University Press, 2013), p.222.

² Hasbro, *Taboo Game One of the World’s Largest Toy Companies*, (United State, 1989)

listen, read, and write.³ Without a broad vocabulary, students will find it difficult to communicate with others and express their ideas clearly and easily.

Vocabulary mastery is one of the factors in mastering English as a foreign language. It means that the students have the ability to understand and use the word and its meaning. The larger the vocabulary the students master, the better they perform in their language.

B. Background of the Problem

As humans we need language. Language is important for our lives because language is a tool to communicate with each other. Not only to communicate with each other but also to interact and negotiate. Language is more than a system of communication. It involves the whole person, culture, educational, and developmental communicative process.⁴ It means that language is consider a tool for communication. We can use language to express our ideas, thoughts, opinions, and feelings. It is difficult to do all activities without language. There are many languages in the world, one of them is English.

English is taught as a foreign language in Indonesia, and it is a required subject for students from junior high school to university and even elementary school. As a result, English is extremely important in our country. The teaching of English at school involves the teaching of the four skills: listening, speaking, reading, and writing as well as some language components like grammar, pronunciation, and vocabulary.

Vocabulary is fundamental to using the foreign language as discourse since vocabulary is both learned from participating in discourse and is essential to participating in it. Based on the statement above vocabulary is a basic part of the language, the vocabulary is very needed to learn so we have to increase the

³ Jack C. Richards And Willy A. Renandya, *Methodology in Language Teaching* (New York: Cambridge University Press, 2002), p.255.

⁴ H Douglas Brown, *Principles of Language Learning and Teaching*, (San Fransisco: Longman, 2007), p.6.

vocabulary to facilitate the use of language.⁵ The quality of someone's language skills depends on the quality and quantity of vocabulary they have.⁶ Someone who has sufficient vocabulary will have better performance and a bigger chance to master the language. If they have low vocabulary mastery, they cannot express feelings, ideas, and opinions well. By having a sufficient vocabulary, they can express their idea, and opinions and chat well with others. This is because vocabulary is an important element of language and is a basic element in language, and also because vocabulary is an essential element of foreign language learning, which contributes at every level to communication and comprehension in the target language. This means that vocabulary has a significant impact on everyone's ability to communicate and comprehend the target language. Furthermore, without grammar, very little can be communicated, whereas, without vocabulary, nothing can be communicated. That is, vocabulary is an important part of learning English.

Mastery is regarded as the ability of a student to implant the essence of the lesson given as a whole.⁷ It means that mastery is the possession of skill, ability, and technique in conducting a certain activity.

Based on the definition above the researcher concludes that vocabulary mastery is one of the factors to master English as a foreign language. It means that the students can understand and apply the word and its meaning. The greater the students' vocabulary, the better they perform in their language. Students will struggle to master English skills if they have a limited vocabulary.

Based on the preliminary research in SMA Yadika Bandar Lampung, the researcher conducted interview with one of the English teachers, Mrs. Luh Gede Giri Putri, she said students still

⁵ Lyne Cameron, *Teaching Language to Young Learners*, (Cambridge University: Press, 2001). P.95.

⁶ Tarigan Henry Guntur, *Metodologi Pengajaran Bahasa*, (Jakarta: Depdikbud, 1989). P.2.

⁷ Karen Bromley, *Nine Things Every Teacher Should Know about Words and Vocabulary*, Vol.10, No.2 (Journal of Adolescent & Adult Literacy, 2007)

have difficulty in understanding the meaning of words in English, because their vocabulary mastery is still low, students quickly forget the vocabulary that they have learned, students lack of motivation to learn English, students think English is not important, student lack of independent practice.⁸ It could be seen from students' English score in vocabulary tests. The score can be seen in the table 1.1

Table 1.1
The Students' Vocabulary Score of the First Semester at the Tenth Grade of SMA Yadika Bandar Lampung in the Academic Year of 2023/2024

No	Class	Mean Score (\bar{x})		Number of Students
		< 52	\geq 52	
1.	X1	18	14	32
2.	X2	20	12	32
3.	X3	16	14	30
4.	X4	21	9	30
Total		75	49	124
Percentage		60%	40%	100%

Source: The data from the English teacher of SMA Yadika Bandar Lampung

Based on the table above, it can be concluded that there are 124 students. Students who get a score below the average are very high compared to above the average. The total number of students get a score below the average (< 52) as many as 75 (60%) students, and those who get a score above the average (\geq 52) as many as 49 (40%) students.

The researcher also distributed questionnaires about what obstacles students have in learning English. The researcher found that most students do not like English because they still have

⁸ Luh Gede Giri Putri, an Interview with English Teacher of SMA Yadika Bandar Lampung, February 2, 2023.

difficulty mastering vocabulary, besides that students also have difficulty understanding the meaning of words.

In teaching vocabulary, fun learning methods or techniques are needed. one way is to use games. Playing games can attract students' motivation to participate in the teaching and learning process and students will be more enthusiastic and not feel bored.

The Taboo game is a guessing word game created by Parker Brothers in 1989. Then the Taboo game was bought by Hasbro and published by Hasbro⁹ (Hasbro is the largest toy company located in the United States). Taboo game is a word guessing game, where students must be able to guess the hidden word, and students may not mention the five words written on the taboo card. This game encouraged the students to guess the intended words based on the clues that are explained by the clue-giver without mentioning the taboo word that is written on the cards. Students are required to be able to find new vocabulary so that hidden words can be guessed and students also have to be able to guess as many words as possible to win the game. This game is played in groups. This game also makes students more active and fun, because when they learn vocabulary individually it makes them quickly get bored and give up, on the other hand learning vocabulary by playing games makes them excited.

It can be concluded that the taboo game is an alternative to influence students' vocabulary mastery.

Based on the explanation above, the researcher is interested in doing the research under the title: The influence of using taboo game on students' vocabulary mastery at tenth grade of SMA Yadika Bandar Lampung.

C. Identification of The Problems and Limitation of The Problem

1. Identification of The Problems

Based on the background above, the researcher identified the problem:

⁹ Hasbro, *Taboo Game One of the World's Largest Toy Companies*, (United State, 1989)

1. Students still have difficulty in understanding the meaning of words in English, because their vocabulary mastery is still low.
2. Students quickly forget the vocabulary that they have learned.
3. Students were lack of motivation to learn English.
4. Students think English is not important.
5. Students were lack of independent practice.

2. Limitation of The Problem

The researcher limit the problem just focus to knowing whether there is an influence of using taboo game towards students' vocabulary mastery in the context of word meaning and word grammar as aspect of vocabulary and of vocabulary types namely noun, verb, and adjective at the Tenth Grade of SMA Yadika Bandar Lampung.

D. Formulation of The Problem

Based on the identification of the problem above, the formulation of the problem as follows:

1. Is there any significant Influence of Using Tabo Game towards Students' Vocabulary Mastery at the Tenth grade students of SMA Yadika Bandar Lampung?

E. The Objective of The Research

Based on the research problems above, the objectives of the research were to know whether there was any significant influence of using Taboo Game towards students' vocabulary mastery at the Tenth grade students of SMA Yadika Bandar Lampung.

F. Significance of The Research

This research is expected to have benefits and uses, among other :

1. Theoretical significance

The results of this study are expected to be a reference for English teachers to teach in class using the Taboo Game in vocabulary mastery. The results of this study are also expected to add insight for teachers to optimize the learning process and appropriate learning media.

2. Practical significance

This research is expected to give some benefits for Learners, English Teachers, and Researchers.

a. English Learners

The results of this study can provide information about the improvement of students in participating in class learning by applying the Taboo Game, especially in vocabulary mastery.

b. English Teachers

This research can be used as material to evaluate the learning activities used prior to the research. This research is also expected to provide input in order to be able to apply the Taboo game in the learning process.

c. Next Researchers

For the next reserachers, The results of this study can be used as a source of information regarding the Taboo Game and its application. By reading this research, the next researcher is expected to be able to conduct more in-depth research to look for problems that arise in the process of learning English, especially for vocabulary mastery.

G. Relevant Researches

A research conducted by Nia Nurdiana with the title "Improving the Student's Vocabulary Mastery Through Taboo Game at Sixth Grade of MIS Al-Hikmah Cibadak Tangerang the academic year of 2015/2016". A classroom action research was conducted to solve the problems of class VI students at MIS Al-Hikmah Cibadak, Cikupa, kab. Tangerang. The instruments used in this study were interviews, tests, observations, and field notes. The research of the study, it knows that student can improve their vocabulary and commonly it is good. The average value before using the taboo game is 54,00, and after executing cycle 1 the average is 72,50, up to the implementation of cycle 2 which reaches an average of 83,00. It shows that taboo game have many contributions significantly in improving student vocabulary

mastery. Finally can be concluded that teaching vocabulary using taboo game have improved students' vocabulary mastery.¹⁰

Research conducted by Maria Graciela Wuri Nasiti and Yohana Veniranda. Entitle "Using Taboo Game to Improve Vocabulary of Grade VIII Students of SMP Negeri 01 Semin Gunung Kidul in Academic Year 2020". This study has the purpose to investigate the implementation of the Taboo game to improve students' vocabulary mastery. The method used in this research is classroom action research. The research was conducted in two cycles at SMP Negeri 1 Semin Gunungkidul starting from 13th February 2020 to 27th February 2020. The participants were 32 students of VIII A of SMP Negeri 1 Semin Gunung Kidul. Each cycle consisted of four stages: planning, acting, observing, and reflecting. This research used several data instruments, i.e. observation checklists, tests, questionnaires, and interviews. The research findings showed that the Taboo game can improve students' vocabulary mastery. The mean score of the students in the pre-test increased significantly from 56.07 to 97.3 in the second post-test.¹¹

Research conducted by Yusup Kuncoro Bowo Susilo. Entitle "The Effect Of Using Taboo Game To Ninth Graders' Speaking Skill at SMP Pangudi Luhur Jakarta in Academic Year 2013". This study was conducted to improve the ninth graders' speaking skill. To attain the objective, an experiment was conducted at SMP Pangudi Luhur Jakarta. Thirty live students in the control group were taught speaking in the conventional way, while the thirty nine students in the experimental group were taught by using taboo game. The data collected using tests in both groups were analyzed by using SPSS 15.0 program. The results revealed that there was a significant effect of the implementation the taboo game to the ninth-year students' speaking skill. It was indicated by

¹⁰ Nia Nurdiana, *Improving the student's Vocabulary Mastery Through Taboo Game at Sixth grade of MIS Al-Hikmah Cibadak Tangerang the academic year of 2015/2016.*

¹¹ Maria Graciela Wuri Nasiti and Yohana Veniranda, *Using Taboo Game to Improve Vocabulary of Grade VIII Students of SMP Negeri 01 Semin Gunung Kidul in Academic Year 2020.*

the result of the statistical calculation that the $t_{\text{count}} (=19.395) > t_{\text{table}} (=1.992)$ with sig. level ($=0.05$) and d.f ($=76$). Through the calculation the H_0 was rejected and H_a was accepted. Based on the findings, it was concluded that taboo game was significantly effective to improve students' speaking skill.¹²

Based on the previous research above, there are similarities and differences between previous research and this research. The similarity of previous research with this research is that it uses taboo games. The difference is that the research by Nia Nurdiana (2015) and Maria Graciela Wuri Nasiti and Yohana Verinanda (2020) the purpose to determine the Taboo game to improve students' Vocabulary Mastery and uses the Classroom Action Research (CAR) research method. Yusup Kuncoro Bowo Susilo's research (2013) the purpose to find out whether the use of the Taboo game has an effect on students' speaking skill and uses experimental research methods. Meanwhile, in this research, the researcher used the taboo game to find out whether there is an influence on students' vocabulary mastery and used Quasi-Experimental research methods.

H. Systematic of The Research

1. Chapter I Introduction

This chapter consists of the title confirmation, background of the problem, identification, and limitation of the problem, formulation of the problem, objective of the research, significance of the research, relevant research, and systematic of the research.

2. Chapter II Frame of Theory and Hypothesis

This chapter consists the frame of theory and hypothesis in this research. This is intended to provide an overview to the reader regarding the theories that the researcher uses as a reference or foundation in this research.

3. Chapter III Research Method

This chapter consists the research method such as the place of

¹² Yusup Kuncoro Bowo Susilo, *The Effect Of Using Taboo Game To Ninth Graders' Speaking Skill at SMP Pangudi Luhur Jakarta in Academic Year 2013*.

the research, research design, population, sample data and data collecting technique, operational definition of variable, research instrument, validity and reliability of the instrument, fulfillment of the assumption and hypothesis testing.

4. Chapter IV Research Findings and Discussion

This chapter consist the findings of the research and also the discussion.

5. Chapter V Conclusion And Recommendation

This chapter consists of Conclusion And Recommendation.



CHAPTER II

FRAME OF THEORY AND HYPOTHESIS

A. Theories

1. The Concept of Vocabulary

a. Definition of Vocabulary

Vocabulary is the first basic important aspect of learning English by learners. By mastering vocabulary, they can communicate orally and in writing well. Besides that, by having a large vocabulary, the learners are expect to be able to master the four skills in English such as reading, speaking, writing, and listening.

Vocabulary is a list or set of words for a particular language or a list or set of words that every speaker of the language probably uses.¹ It means a list of words that are known and collect by someone is call vocabulary.

Vocabulary is one element of English that should be learned and taught because vocabulary is a fundamental component of second language proficiency; one of the primary goals of language learning is to know the meaning of the words.²

Thornbury says that without grammar very little can be conveyed. Without vocabulary, nothing can be conveyed.³ It has to be realize that the student's ability to read, write, listen, and speak is condition by their vocabulary. This shows that people will do nothing in communication if they do not know the words or vocabulary.

From the statement above, it is clear that vocabulary has an important function in making up language in communication, either in the form of written or spoken.

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

² Virginia F. Allen, *Technique in Teaching Vocabulary*, (Oxford : Oxford University Press, 1983), p.4

³ Scoot Thornbury, *How to Teach Vocabulary*, (Longman : Pearson Education Limited, 2002), p.13

According to Hibert and Michael, vocabulary is the set of words for which we know the meanings when we speak or read orally and the set of words that an individual can use when writing.⁴ In addition, Richard and Rennadya state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.⁵ Based on the statement above, it means that people use vocabulary in every aspect. Vocabulary can help students in speaking, writing, and reading. Vocabulary is use by the students to understand the sentences of English, in making sentences, and to speak English. By having enough vocabulary, there will be less difficulty in comprehending the text and expressing ideas.

From the statement above, it can be conclude that vocabulary is a collection or a list of words and central elements of English of learning a foreign language that should be learn to know the meaning of the words that can help the students use language to communicate well.

b. Aspect of Vocabulary

In order to master vocabulary, students should learn some aspects of vocabulary. According to Harmer, Ur (1996), there are some aspects of vocabulary that should be taught or mastered by the students in learning foreign languages, the are follows:⁶

1. Word meaning

The least problematic issue of vocabulary, it would seem, is meaning. Vocabulary meaning it often has multiple meanings because word can mean more than that. One has the opposite meaning is understood

⁴ Elfrieda H. Hibert and Michael L. Kamil, *Teaching and Learning Vocabulary* (Bringing Research to Practice), (London : Laurence Erlbaum Associates (LEA), 2005), p.3

⁵ Jack C. Richards and Willy A Renandya, *Communicative Language Teaching Today*, (New York : Cambridge University Press, 2006), p.3

⁶ Jeremy Harmer, *The Practice of English Language Teaching*. (London: Cambridge 2003). p.18

in term of relational element of language According to Harmer, Ur (1996) word meaning include:

a. Polysemy

Polysemy is only resolved when we see the word in context, which allows to say which meaning of the words in the particular instance is using. For example: the house is at the foot of the mountains.

b. Antonym

The term antonym is using for the opposite meaning of word. For example: “tall” is an antonym of “short”.

c. Synonyms

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

d. Hyponyms

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

e. Connotation

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

f. Translation

It refers to a word or expression in the learner’s mother tongue that are equivalent to the meaning in the target language. For example, the

word “Study” in Indonesian has equivalent meaning with the word “Belajar”.⁷

2. Extending Word

Use word do not just have different meanings, however. They can also be stretched and twisted to fit different contexts and different uses. We say that someone is in a black mood or someone is yellow, yet we are not actually describing a color. In such context black and yellow mean something else. It is frequently stretched throw the set of metaphorical and idiom use. For Example: "you are an apple in my eyes" this idioms expression show that it began to praise someone.

3. Word Combination

Although words can appear as single item which are combined in a sentence. (The mongoose bit the snake), they can also occur in two or more items groups (The normally lightning-quick reactions of the reptile let it down). They often combine with each other in ways which competent speakers of the language recognize instantly, but which other often find strange. The kinds of word that go together in one language are often completely different from the kinds of word which live together in another.

4. Word Grammar

The last is about word grammar, which is employed by distinguishing the use of word based on the use of certain grammatical patterns such as noun, verb, adjective, adverb etc. we make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say one chair or two chairs, etc.⁸

From those statements, it can be concluded there are some aspects of vocabulary: they are word

⁷ Penny Ur, *A Course in Language Teaching, Practice and Theory*. (Cambridge: University Press 1996).

⁸ Ibid., 17

meaning, extending word use, word combination, and word grammar. In this research, the researcher would focus on the word meaning and word grammar because idioms and word combinations do not exist in Syllabus class X SMA.

c. Types of Vocabulary

Vocabulary has some types that need to be learn. There are types of vocabulary that are explained by the experts. One of the explanations is explained by Thornburry. He explained that there are at least eight types of vocabulary.⁹ There are nouns, pronouns, verbs, adjectives, adverb, preposition, conjunction, and determiners. Those can be described as follows:

a. Noun

According to Frank noun is one of the most important parts of speech. It's arrangement with the verb helps to form the sentence core which is essential to every complete sentence. In addition, it may function as the chief or head word in many structures of modification.¹⁰ There are some main types of nouns, namely common nouns (words for people, place, and things are called common noun), proper noun (the names of particular people, place, and things), countable noun and uncountable noun, and plural noun.

1) Common Nouns

These are names of everyday things that we can see, hear, and touch.¹¹ These kinds of common noun:

⁹ Scott Thornbury, *How to Teach Vocabulary*, (England: Longman, 2009), p. 75-76

¹⁰ Marcella Frank, *Modern English a Practical Reference Guide*, (New York : Prentice Hall Inc, 1972), p. 7

¹¹ *Ibid.*, 27

a) Common nouns are words for things

These common nouns are words for things: *ruler, chair, hammer, bicycle, truth, pen, table, saw, calculator, crayons, sofa, axe, truck, television, pencil, loyalty, drill, ferry, fridge, book, lamp, ladder, train, cooker, dictionary, carpet, lawnmower, bus, computer, courage, telephone, spade, laziness printer, etc.*

b) Common nouns are words for animals

These common nouns are words for animals: *dog, puppy, cat, kitten, cow, calf, horse, foal, sheep, lamb, goat, kid, frog, tadpole, etc.*

c) Common nouns are words for place

These common nouns are words for places: *bank, airport, hotel, gas station, library, park, museum, farm, mall, zoo, theater, factory, hospital, nursery, etc.*

d) Common nouns are words for people who do certain things

The common nouns are words for people who do certain things: *singer, manager, sailor, gardener, dancer, secretary, pilot, police, officer, etc.*¹²

2) Proper Noun

As mentioned before the proper noun is word that showed about names of particular people, places, and things. According to Sargeant, there are some kinds of proper noun such us:

- a) The people's names are proper nouns. Such as: Robbin Hood, Florence, etc.
- b) The names of the days of the week and the months of the year are proper nouns. – The names of special days and celebrations are also proper nouns.

¹² Howard Sargeant, *Basic English Grammar*, (Essex: Saddleback Educational Publishing, 2009), p.7-8

c) The names of people who live in a particular country are also proper noun.¹³

3) Concrete and Abstract Nouns

A concrete noun is a word for a physical object that can be perceived by the senses, we can see, touch, smell the object (flower, girl). An abstract noun is a word for a concept, it is an idea that exists in our minds only (beauty, justice, mankind).¹⁴

4) Countable and Uncountable Nouns

a) Countable nouns are for things we can count using numbers. They have a singular and a plural form. Countable noun can usually be made plural by the addition of -s. For example : three books, and two girls.

b) Uncountable nouns are for the things that we cannot count with numbers. They may be the names for abstract ideas or qualities or for physical objects that are too small or too amorphous to be counted (liquids, powders, gases, etc.). Uncountable nouns are use with a singular verb. They usually do not have a plural form. For example : oil, water, money, sugar, etc.

b. Verb

Verb is a word or groups of words that expresses an action, an event or a state. For example: eat (an action), happen (an event) , and exist (a state). The verb is use after subject, or before object or complement. According to Frank, types of verbs are predicating or linking verb, and transitive or intransitive verb.

¹³ Ibid., p.8-9

¹⁴ Marcella Frank, *Modern English a Practical Reference Guide*, (New York : Prentice Hall Inc, 1972), p.6-7

1. Predicating or Linking Verb

A predicating verb is the chief word in predicate that says something about subject. The predicating word has traditionally been called a verb of action, for example: babies *cry*, she *wrote*, I *drive*.

A linking verb is a verb of incomplete predication. Linking verb is also called copulative verb. The more common of linking verb are appear, be, become, get, look, remain, seem, feel, taste, smell, sound. For example: The news *sounds* interesting.

2. Transitive or Intransitive Verbs

A transitive verbs takes a direct object. For example: He is reading a book. While an intransitive verb does not require an object. For example: The train arrived late last night.

c. Adjective

Adjective describe noun and pronoun.¹⁵ Harmer states that adjective is a word that gives more information about a noun or pronoun, and it can be use before or after noun. Besides, it can be group of word. Hence, its most usual position is before the noun or pronoun that is modifies, but it fills other positions as well. They give information about people, place, and things. They are kinds of adjective.

a) Adjective about size of people or thing.

Example: *a big house a high mountain*

b) Adjective about color of things.

Example: *a red carpet a black shoes*

c) Adjective about describing quality

Example: *a beautiful woman a rich family*

d) Adjective about what things are made of. They refer to substances

Example: *a plastic folder a paper bag*

¹⁵ Jeremy Harmer, *How to Teach English* (England: Longman, 1998), p.37

e) Adjective are made from proper nouns of place called adjectives of origin.

Example: *a Mexican hat a Japanese lady.*

d. Pronoun

A pronoun is a word that replaces one or more than one noun.¹⁶ There are two types of pronoun, they are personal pronoun and reflexive pronoun. Personal pronouns have different forms depending on their person (first, second, or third), number (singular or plural). And form of case (subject, object or possessive). Reflexive pronouns are unique group of pronouns that always end in either *-self* or *-selves*, for example: *myself, ourselves.*

e. Adverb

There are some definitions of adverb that proposed by the experts. Frank states that adverbs are word that describe or modify verbs, adjective, and other adverbs.¹⁷ And can explain how, when, or where something happened.

There are three basic types of adverb: adverb of manner, adverb of time, and adverb of place.¹⁸

a) Adverb of Manner

Adverb of manner is explain how the action of the verb is done. The manner adverb has the most characteristic adverbial form (an *-ly* ending added to a descriptive adjective.

For Example:

- Mr. Jack drive *slowly*
- Anisa walks through the line *carefully*

¹⁶ Mark Lester, *English rammar Drills* (The Mc-Graw Hill Companies, USA, 2009), p. 67

¹⁷ Marcella Frank, *Modern English a Practical Reference Guide*, (New York : Prentice Hall Inc, 1972), p.141

¹⁸ Mark Lester, *English rammar Drills* (The Mc-Graw Hill Companies, USA, 2009), p.206

b) Adverb of time

These adverb have a fixed boundary in time; yesterday, tomorrow, next, soon, late and early.

For example: He arrived *last night*.

c) Adverb of Place

Adverb of place usually answers the question *where* about the action of the verb, and come after the verb. Common of place *are here, there, far, near, over there, away, and far away*.

f. Preposition

Prepositions belong to small group or class of words which express relations of place, direction, time or possession. Words belonging to this include: *of, in, on, at, to, from, till, with, for, beside, against, by, towards, and so on*.

g. Conjunction

Conjunctions are the word that “joins”. A conjunction join two parts of a sentence and help to show the connection between two parts of sentence. There are two basic functions of conjunction; they are coordinating conjunction and subordinating conjunction. Coordinating conjunctions are use to join two parts of sentence that are grammatically equal.

For Example: and, but, or, nor, for, yet, so.

Subordinating conjunctions are use to join a subordinate.

For Example: although, because, since, unless.

h. Determiner (Articles)

Determiners are words placed in front of a noun to make it clear what the noun refers to. There are several classes of determiners:

- a) Definite and Indefinite Articles : A, An, The.
- b) Demonstratives : This, That, These, Those.
- c) Quantifiers : a few, a little, much, many, a lot of, most, some, any, enough, etc.
- d) Possessive : my, your, his, her, its, our, their.

e) Numbers : cardinal, ordinal number.¹⁹

Based on the explanation above it can be conclude they are many kind of vocabulary that should be master by the learner including, adverb, adjective, noun, verb, pronouns, preposition, conjunction and determiner (articles). In this research, the researcher focused on the verb, noun, and adjective because it is adjusted to the language features of descriptive text. Descriptive text is what tenth-grade students study in the second semester.

2. Definition of Vocabulary Mastery

According to Hornby mastery is to have great skills and completed mastery.²⁰ So, the students that have vocabulary mastery are the students that have a great skills and understanding and can also give responses of the English language in communication.

Mastering vocabularies means mastering the meaning and the ways to use them in context. According to Cameron “Vocabulary is central to learning of a foreign language”.²¹ By mastering a great number of vocabulary, students can learn a foreign language easier. Lewis and Hill define that vocabulary mastery is important for the students.²² It is more than grammar for communication purposes, particularly in the early stage when students are motivate to learn the basic words.

Moreover, from the term ‘mastery’ that means having great skillfulness and knowledge of some activities or subjects, it can conclude that vocabulary mastery is comprehensive knowledge to recognize, to understand, and to produce the stock of words and its

¹⁹ Scoott Thornbury, *How to Teach Vocabulary*, (England: Longman, 2009), p.3

²⁰ A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (Oxford University Press, 1995), p.523

²¹ Lyne Cameron, *Teaching Language to Young Learners*, (Cambridge University Press, 2001), p.72

²² Michael Lewis and Jimmie Hill, *Practical Techniques for Language Teaching*, (London: Commercial Colour Press, 1997), p.12

meaning.

3. Teaching Vocabulary

Teaching is defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.²³ Based on the explanation, teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life. Teaching vocabulary is not easy to do. Teaching vocabulary deals with knowing meaning from the words.

In teaching vocabulary, the teachers have a responsibility to make the students successful in their teaching. The teacher should teach the material that is suitable to the students' needs by using the appropriate strategy, media, technique, etc, and use them to achieve the goal. Cameron says that teaching vocabulary focuses on helping students to build up knowledge of words also it will be able to the students to use the language efficiently and successfully.²⁴ It means that teaching vocabulary must be careful in choosing the material to make students enjoy learning and attract with the English subject with the right way to achieve the goal.

Teaching through game is a variation a lesson and increase students' motivation. By using games, the teacher can create a good atmosphere in the classroom, so that the students do not tense to learn sometimes, students do not realize that they are learning. This enjoyable situation unconsciously also makes students want to speak. If they talk more, it means that they can increase their vocabulary.

Thornbury states that without vocabulary nothing can be conveyed.²⁵ It means that in teaching vocabulary the teachers

²³ H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco : Longman, 2007). p.8

²⁴ Lyne Cameron, *Teaching Language to Young Learners*, (Cambridge University: Press, 2001). p.75

²⁵ Scott Thornbury, *How to Teach Vocabulary*, (England: Longman, 2009), p.13

have to know how to teach students in order to make the students able to remember the vocabulary. They should be more creative in teaching vocabulary and they must be able to know what the technique that should be and suitable with their lesson.

4. Concept of Taboo Game

a. Definition of Taboo Game

Taboo game is a guessing, word game created by Parker Brothers in 1989. Then the taboo game was bought by Hasbro and published by Hasbro. (Hasbro is the largest by company located in the United State).²⁶

Taboo is a word-guessing game. The objective of the game is for a player to have their team guess the word on the player's card without using the word or five additional words listed on the card. The game is lots of fun and is a great way to practice English-speaking skills. The game is normally played with groups or teams. I strongly recommend this game to groups of more than 6 people.²⁷

The following is an example of a taboo card:

ICE
<u>Taboo Words:</u>
Cube
Water
Drink
Winter
Tea

²⁶ Hasbro, *Taboo Game One of the World's Largest Toy Companies*, (United State, 1989)

²⁷ Kevin Peterson, *The Self Study Guide to Improve Your English Speaking Skills* (United States: First Printing, 2018), p.24

Note:

- **ICE:** is a word that must be guessed
- **Cube, Water, Drink, Winter, Tea:** are words that should not be mentioned when giving directions.

Based on the explanation above, the researcher conclude that the taboo game is a game of guessing the word, students must be able to guess the word hidden, and students should not say the words written on the card taboo. Students are require to be able to find new vocabulary so that the word hidden can be guess. This game is play by group. This game also demands students to be active because with this game all students can participle and students must also be able to guess as many words as possible to win the game.

b. boo Game Rules

The basic rules for playing taboo are as follows:

1. This game is play in groups
2. On each card, there is one word to guess and five words that should not be use as a hint (taboo word). The clue-giver must be able to give clues to teammates (can use movement), but must not mention the taboo words listed on the card.
3. If the clue-giver uses a taboo word, "censor" from the other team hits the buzzer. The clue-giver must then move on to the next word and is deducted one point.
4. Teammates may shout as many guesses as possible, and there is no penalty for wrong guesses.
5. After the team member guesses the word correctly, the playing team receives 1 point for each correct guess but loses 1 point for each taboo word that is spoken.

6. When the three minutes expire, it is the other team's turn to play.²⁸

c. Procedure of Using Taboo Game in Teaching Vocabulary

There are also procedures of using taboo games in learning vocabulary mastery, including:²⁹

- a. Before carrying out the game, the teacher explains the rules and methods of this taboo game. The teacher also gives a short example to students by inviting some students to play so that students really understand the ways of this taboo game and its rules.
- b. After students understand the ways and rules of the game, the teacher divides students into four teams.
- c. Then the first team point to their teammates in turn for came to the front of the class and take the taboo card that had been prepared by the teacher and served as a guide.
- d. After that, the teacher appoints one student in turn from the opposing team, namely the second team to monitor if there are taboo words that are accidentally uttered by the students who served as the clue-giver (first team).
- e. Students who serve as clues from the team one get taboo cards as follows:

ICE
Cube
Water
Drink
Winter
Tea

²⁸ Emerita P. Cevantes, *English Teaching Forum* (United States: Departement of State, 2009), p.21

²⁹ Nina Sarmila, *Development of Taboo Game Cards Props as an Alterntive Medium in Teaching English for Seventh Grade Students of SMPN 08 Palopo*, (2002), p.12-13

- f. Students in charge of the clue-giver are given three minutes to try to explain to their teammates so that the word in question can be guessed without using the five taboo words above. If their teammates can answer correctly, then they are given the task of determining the type of word that is guessed, and then describing it, and team one will get one point. However, if the taboo word above is said, you will lose one point.
- g. After that it is team two turn to appoint one of their friends to take the taboo card and do the same as team one. So did teams three and four.
- h. Game activities are carried out alternately until all students advance. The team that gets the most points, that team wins be the winner.

Based on the procedure above, the use of taboo game is a fun word-guessing game that provides benefits in learning vocabulary. The use of this taboo game media can increase students' motivation to learn vocabulary. By using media this taboo game in learning vocabulary, the atmosphere in the classroom is fun, students will easily catch the material being taught, students' vocabulary can develop and increase, and students have no difficulty in communicating with each other.

d. Advantages and Disadvantages of Taboo Game

The taboo game has several advantages, as follows:³⁰

1. Increase student motivation.
2. Students will be more enthusiastic and not feel bored.
3. Create an active and challenging learning atmosphere.
4. Develop student creativity.
5. The establishment of cooperation between students.

However, the Taboo game also has disadvantages, including:³¹

1. Taboo games cannot be use for all learning materials.

³⁰ Ibid., p.11

³¹ Ibid.

2. Requires quite a lot of cards.
3. It takes a long time for all students to have a turn as a guide.

Based on the explanation above, it can be conclude that each game has advantages and disadvantages. Therefore, one teachers should be able to explore the advantages to the maximum and try to be able to cover existing deficiencies so that learning objectives can be achieve optimally achieve.

5. Concept of Scrabble Game

a. Definition of Scrabble Game

Scrabble is a word game in which two to four players score points by placing tiles, each bearing a single letter, into a gameboard which is divided into a 15×15 grid of squares. Each player has eight letters. The tiles must form words which, in crossword fashion, flow left to right in rows or downwards in columns.³² Scrabble is thought of as a game in which luck plays a significant part in determining whether you have good or bad letters on your track.³³

The researcher assumes that Scrabble increases a students creative ability to create new words from the letters provided to them. Student will find the game fun and engaging while they attempt to create different words than the ones already used on the board. The excitement student experience while playing the game increases when they start to score more points and win multiple games. This competitiveness encourages student to think faster than their competitors. Some student can increase their strategic prowess by placing their tiles on a specific area on the board to score more points.

³² Joe Edley, John D. Williams JR, *Everything Scrabble*, (New York: Pocket Books, 2001), p.16

³³ Stewart Holden. 2000. *The Scrabble Player's*, (United State: Hasbro, 2000), p.16

b. Advantages and Disadvantages of Scrabble Game

The advantages of using Scrabble Game:

1. Make students more enjoyable to learn vocabulary.
2. Students will more exited in learning vocabulary.

The disadvantages of using Scrabble Game:

1. The class will be crowded
2. The teacher will be busy to manage the class

But however scrabble is a fun game, and a game that is suitable for almost all ages to help students' learning vocabulary.

c. Procedure of Teaching Vocabulary through Scrabble Game

1. Repairing the class. The teacher tries to attract their attention by asking some question. It is the way to stimulate students background of knowledge about vocabulary.
2. The teacher tells the students that they are going to study about the vocabulary using scrabble game.
3. The teacher divides them into 4 groups randomly.
4. The teacher explains the rules of the activity and gives the example. Students should collect vocabularies to the board. For example student mentions 1 word (run) and put the letter on the board. Then the next group will find word and connect with the "run" word.
5. The teacher commands the students to begin the game. The students try to find new word.
6. The teacher calculates the score and announces the winner which has the highest points after finishing their scrabble game using their words given

7. In the end, the teacher gives the task of describing the words that have been found and evaluating them.³⁴

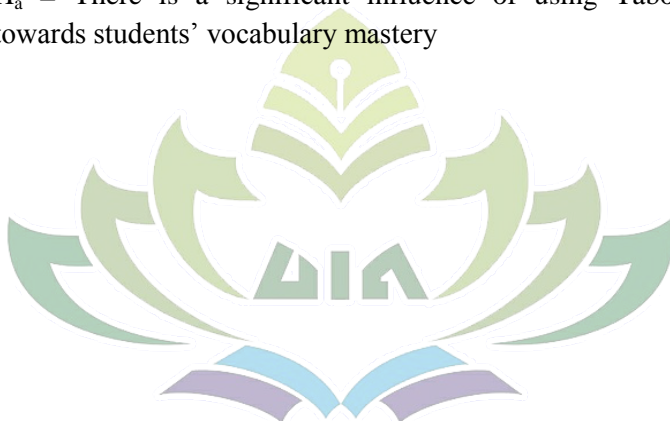
From this procedure, the learning program using the Scrabble game is a class activity plan designed by the teacher. The program designed by the teacher is actually a personal plan about what will be done with the students.

B. Hypothesis

Based on the theories above, the hypotheses would like to propose as follows:

H_0 = There is no significant influence of using Taboo Game towards students' vocabulary mastery.

H_a = There is a significant influence of using Taboo Game towards students' vocabulary mastery



³⁴ Liftin Kharisma, “*The Influence Of Using Scrabble Game On The Students’ Vocabulary Mastery At The Eight Grade Of Smp Pgri 1 Batanghari East Lampung in Academic Year 2017/2018*”. (State Islamic Institute of Metro, 2017), p.27-28

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