

THE INFLUENCE OF I SPY GAME TOWARDS STUDENTS' VOCABULARY
MASTERY AT THE SECOND SEMESTER OF THE EIGHTH GRADE
OF SMPN 12 BANDAR LAMPUNG IN THE
ACADEMIC YEAR OF 2016/2017

(A Thesis)

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ABSTRACT

The Influence of I Spy Game toward Students' Vocabulary Mastery of the Second Semester of The Eighth Grade at SMPN 12 Bandar Lampung in the Academic Year of 2016/2017

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Many students in Junior High School have difficulties in learning English. Based on curriculum, the objective of learning English in Junior High School is to enable students to use English as a means of communication, orally and written. To support those skills they should master four skills of language namely: listening, speaking, reading and writing and components of language such as vocabulary, structure, spelling and pronunciation. Students' vocabulary mastery is influenced by many factors. One of them is the technique, which the teacher uses in teaching. In this research, the researcher applied I Spy Game in teaching vocabulary in the classroom. Then the researcher analyzed the result of the technique in order to know its influence. Most of students still have low score on vocabulary, the students got difficulties in doing tests.

The objective of this research is to know and describe the students' vocabulary mastery who learn vocabulary through I Spy Game and to know and describe about the influence of I Spy Game towards students' vocabulary mastery. In this research, the researcher used two classes as the sample. The sample is taken by using Cluster Random Sampling. In data collecting technique it is used test, the test was objective with multiple choice with five options; a, b, c, and d. The researcher used quantitative analysis with the formula t-test.

Based the calculation, it was found that $t_{\text{observed}} = 14.34$ from the distribution list with $df = 60$ obtained the $t_{\text{critical } t_{0.95}}$ or significance level of 5% is equal to 2.00. And $t_{\text{critical } t_{0.99}}$ or significance level of 1% is equal to 2.66. So the researcher could conclude that there influence of I Spy Game towards students' vocabulary mastery at the second semester of the eighth grade of SMPN 12 Bandar Lampung in 2016/2017. It can be concluded that the average score of the students' vocabulary mastery in post – test who were taught by using I Spy Game (74) is higher than those who were taught by using Crossword Puzzle (53.33).

Keywords : I Spy Game, Quantitative Analysis, Students' Vocabulary Mastery, Teaching Vocabulary

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APPENDICES

CHAPTER I

INTRODUCTION

A. Background of The Problem

The communication among people from different countries requires an international language which can be understood by other people easily. English has been the most widely used as an international language and now the demand of English as tool of communication among people in the world is getting broader. English is taught to relate to wider social needs outside the country. There is often the need to expand overseas trade or to increase understanding between countries by increasing ease of contact through a common language. English being an international language, is widely taught as a foreign language¹

English is important for Indonesian in order to face the development of the world. It has also been a compulsory subject to the Indonesian learners from Junior High School up to University. Based on the Junior High School English curriculum 2006

¹ Lim Kiat Boey, *An Introduction to Linguistics for the Language Teacher*, Singapore, Singapore University Press, 1982, p.112

the students should have four language skills such as: listening, speaking, reading and writing. There are also language components; vocabulary, spelling and structure².

One of the objectives of teaching English in Junior High School based on curriculum 2006 is that the students master a number of vocabularies to support the language skills which are being learned. Having a sufficient numbers of vocabulary the learners can use them in the sentences³. With several sentences the learner can improve their language skills. So learning a language can not be separated from learning vocabulary. It might be impossible to learn a language without vocabulary. The quality of one's language depends upon the quality and quantity of his or her knowledge of vocabulary. If the learner has a lot of vocabulary he or she will be more successful in learning language⁴.

Furthermore, they can use English as a tool to get science and technology for national development. Further in learning language, vocabulary is very important for learners. learning a language cannot be separated from learning vocabulary because the language itself consists of many vocabularies which makes up a language. Knowing a language means knowing the words of that language. It must be impossible to learn English without vocabulary.

² Kurikulum Bahasa Inggris KTSP SMP/Mts

³ ibid

⁴ Tarigan. HG, *Pengajaran Kosa Kata*, Bandung, Penerbit Angkasa, 1986, p.2

Based on English Curriculum in 2006 of Junior High School, the students are hoped to master 500-600 words after finishing their study at Junior High School⁵. If they master a large numbers of vocabulary they will be successful in learning English. In fact, a lot of students get difficulties in learning vocabulary and they have poor vocabulary after they have finished their study at Elementary School and so they get a difficulty in comprehending the meaning of sentences.

In Preliminary research at SMPN 12 Bandar Lampung in 2016/2017 the writer found that, the junior high school students got difficulty in communication with their friends, for example when they asked them to make a short conversation. They were still confused how to manage the dialogue. They needed longer time to make it and they opened dictionary. So the writer concludes that students still have not mastered the vocabulary.

Based on the preliminary research at SMPN 12 Bandar Lampung, the writer got that there were more students who got lower scores or got scores below the criteria of minimum mastery (KKM) of the school 70, as 189 out of 326 students or 58% than those who got scores above the criteria of minimum mastery, as 137 students or 42%. In other words, the number of students who got scores above the criteria is small. It can be seen at the following table :

⁵ Kurikulum Bahasa Inggris KTSP SMP/Mts

Table.1
The Students' Score for Vocabulary Mastery at the Eighth Grade of SMP Negeri 12 Bandar Lampung in 2016/2017 Academic Year

No.	Score	Number Of Students	Percentage
1	≥ 70	137	42%
2	< 70	189	58%
		326	100%

Source: Document of Students' score for vocabulary at the eighth grade students of SMP Negeri 12 Bandarlampung in 2016/2017 academic year

The writer found that the students were having difficulties to master English vocabulary. Most of the students were reluctant to speak because of their limited vocabularies. They often felt frustrated if they had not been able to find out the words they wanted to express. The writer should help the students to overcome the problem or to minimize the problem. The problem above got from the interview of reseacher to the teacher and students.

Dealing with this case, the writer is interested in finding out an effective way in teaching English, especially in developing students' vocabulary through game as the technique of teaching vocabulary. The game made the students able to learn naturally. Vocabulary is acquired more naturally if the students use it in full sentences, rather than memorizing words list.

I Spy is a game commonly played by children in the United States. One person looks around at everything in his line of sight and silently chooses something he can see. He then says " I spy with my little eye, something...."⁶ . This is a very popular

⁶ Bolton, *Vocabulary Games*, available at <http://homesensei.blogspot.com/2007/04/games-for-single-students-lessons-i-spy.html>, [10 January 2016]

children's game. It includes the game of problem-solving activities. Here, the students have to solve the problem by answering/guessing the questions from the other groups.

Beth Edmonds says that this game will help students to understand that nouns are things that can be seen and touched. Then the students will make lists of people, places, and things⁷. It means that, in this game will be much a lot of vocabulary appeared in the process of game, it makes the students increase their vocabulary in their mind.

The teacher in this school usually used Crossword Puzzle in teaching vocabulary in the class. Crossword puzzle consists of two parts. The first consists of some grids with a certain arrangement and the second is clues. The grids are arranged based on the number of the letters of each clue answers both vertically and horizontally.

In this research, writer assumed that game can be used as the technique to develop the students' vocabulary mastery. Therefore, the writer proposes a research entitled : The Influence of I Spy Game towards Students' Vocabulary Mastery at The Second Semester of The Eighth Grade of SMPN 12 Bandar Lampung in The Academic Year of 2016/2017.

⁷ Beth Edmonds, *I spy*, Teaching and Learning From the UNC School of Education, available at <http://www.learnnc.org/lp/pages/3918> [05 2016]

B. Identification of The Problem

Based on the background of the problem above, the writer identified problems. They are:

1. The students were having difficulties to master English vocabulary.
2. Students got difficulty in communication because they have poor vocabulary.
3. There were more students who got lower scores or got scores below the criteria of minimum mastery (KKM).

C. Limitation of The Problem

From the identification of problem, the reseacher emphasized this research on the influence of I Spy Game toward students' vocabulary mastery at Junior High School level.

D. Formulation of The Problem

The formulation in this research is :

Is there a significant influence of I Spy Game towards the students' vocabulary mastery at the second semester of the eighth grade of SMPN 12 Bandar Lampung in the academic year of 2016/2017?

E. Objective and Uses of The Research

1. Objective of The Research

The objective of this research was to know whether there is a significant influence of I Spy Game towards the students' vocabulary mastery at the second semester of the eighth grade of SMPN 12 Bandar Lampung in the academic year of 2016/2017.

2. Uses of The Research

The uses of research were as follows:

1. To the teacher, the research can be used to inform to the English teacher about the influence of I Spy Game in the class.
2. To the students, the research can be used to motivate the students in learning English especially vocabulary.
3. To inform the school about the importance of interesting technique in teaching English especially I Spy Game.

F. Scope of The Research

1. The Subject of Research

The subject of this research was the students at the second semester of eighth grade.

2. The Object of Research

The object of the research was the use of I Spy Game and the students' vocabulary mastery.

3. The Time of the Research

The time of the research was conducted at the second semester in the academic year of 2016/2017.

4. The Place of the Research

The research was conducted at SMPN 12 Bandar Lampung.

CHAPTER II FRAME OF THEORIES AND THINKING, AND HYPOTHESIS

A. Teaching English as a Foreign Language

In teaching English as foreign language, the teachers should prepare the material and the technique well. they can give the motivation for the students to learn English with strong motivation to get best result of learning. Because teacher is the main leader in the class to determine and to know the situation of her class. Fachrurrazy says that realizing the importance of English, it is equally important to prepare the teacher who will teach it¹. The teaching and learning process involves three factors, namely teacher, learner and method/material. Richard and Rodgers adds “On teaching English as a foreign language, they design approaches and methods in language teaching. It consists of six considerations such as; the objective of a method, the types of learning tasks and teaching activities the method and advocates, the roles of learners, the roles of teachers and the roles of instructional material”².

There are so many factors of quality reduction of learning English, one of that, the boring classroom situation. To create enjoyable learning is the challenging where the

¹ Fachrurrazy, *Teaching English as Foreign Language*, Malang, The State University of Malang, 2002, p.4.

² Richard, J. C. & Rodgers, *Approaches and Methods in Language Teaching*, Cambridge, Cambridge University Press, 1986, p.21.

teachers are able to manage all of abilities to be the total learning powerful. The goal of teaching English as a foreign language is to provide the students with the skills which enable them to communicate in the target language. Learning a language requires communication in real life situations. Thus, students need to acquire an array of communication skills that they can use with various kinds of people. It is essential that they learn not only how to communicate in the target language but also the background, history, and culture that defines it³.

In teaching English as foreign language, there are many ways to reach the goal as stated in the curriculum. The teacher of English has a responsibility to create conducive – circumstance in teaching learning activity, in order the students are motivated to follow the lesson. As in William T. Lile says that Motivation is the backbone of any classroom. When the students are motivated, the teacher can perform his/her job the best. A teacher can do a lot to improve the students' motivation, and the effort involved is an essential part of the teaching profession⁴.

B. Concept of Vocabulary

According to Hornby, vocabulary is total number of words, which (with rules for combining them) make up a language⁵. Learning language practically always means

³ Makiko Ebata. *Motivation Factors in Language Learning*. The Internet TESL Journal, Vol. XIV, No. 4, April 2008. Available at <http://iteslj.org/Articles/Ebata-MotivationFactors.html>. [10 January 2015]

⁴ William T. Lile. Motivation in the ESL Classroom. The Internet TESL Journal, Vol. VIII, No. 1, January 2002. Available at <http://iteslj.org/Techniques/Lile-Motivation.html>. [10 January 2015]

⁵ Hornby. AS. *Oxford Advance Learned Dictionary of Current English*, Oxford, Oxford University Press, 1984, p. 959.

primarily learning the words or the language. In order word, word has an important role in learning language. Vocabulary is the first and foremost important step in language acquisition⁶.

Furthermore, Also Celce–Murcia and Rosensweig in Ozqul agree that vocabulary should be recognized as a central element in language instruction from the beginning stages⁷. It is clear that we can say a word, when we arrange of letters in order way and the result will make up the meaning. Furthermore if someone wants to speak, to write and to read exactly he/she will face the word, because the word is important in language. By having many words he/she at least will speak better, arrange the sentences orderly, meaningfully and fast.

Considering the statement above, the writer assumes that vocabulary is important. One can communicate with others if she/he masters adequate vocabulary. One who will learn language means he/she is trying to learn vocabulary. By using vocabulary we can make a language. Furthermore, language can be used to convey our intention

⁶ Naveen Kumar Mehta. *Vocabulary Teaching: Effective Methodologies*. The Internet TESL Journal, Vol. XV, No. 3, March 2009. Available at <http://iteslj.org/Techniques/Mehta-Vocabulary.html>. [10 January 2015]

⁷ Balci, Ozqul. *Teaching vocabulary through collocations in EFL Classes: The case of Turkey*. International Journal of Research Studies in Language Learning. 2012 January, Volume 1 Number 1, 21-32. [10 January 2015]

and to express the message clearly. Napa says that the more words we learn, the more ideas we should have, and so we can communicate the ideas more effectively⁸.

Not surprisingly, vocabulary development is especially important for English-language learners. Poor vocabulary is a serious issue for these students. Considering the definitions above, the writer assumes that vocabulary is important system on a language. One can communicate with others if he masters adequate vocabulary

C. Vocabulary Mastery

Generally, when we are learning vocabulary we have to memory the words. We try to learn it by using kind of techniques, for example by translation, cards of word, pictures, etc.

Vocabulary is the knowledge of words and word meanings. As Steven Stahl in Diamond and Gutlohn, puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-

⁸ Napa. AP, *Vocabulary Development Skills*, Yogyakarta, Kanisus, 1991, p.6

learning strategies⁹. In traditionally, translation has been the most widely used of presenting the meaning of words in monolingual classes. But, this method make boredom situation.

In order to create the live situation, the teacher can use the technique where the students as the centre of lesson, they have to creative and try to break the problem together and try to win the competition. It is the enjoyable situation off lesson. So, they can gain their vocabulary and can be store on their mind longer than use the monotonous technique.

Based on the statement above, the researcher has conclusion that learning vocabulary can be success if teacher able to make students enthusiasm in learning vocabulary, catch the words and the meaning easily, and understand every word. And they can fullfill the indicators of vocabulary mastery such as:

- Mastery on meaning
- Mastery on spelling.
- Mastery on pronunciation.
- Can make sentences

Based on the explanation above the reseacher concluded tat the aim of teaching learning vocabulary is to increase students to understand the meaning of word. To

⁹Linda Diamond and Linda Gutlohn, , 2006, *Teaching Vocabulary* available at <http://www.readingrockets.org/article/9943> [28 January 2015]

understand means not only to memorize a number of words, rather it must be more than that, the students also can make sentences by using those words. As a teacher of English, on teaching vocabulary in the classroom where English as foreign language, the teacher has to select the words that are most important for students to learn at their level and to give the most information about those words. The teacher not only teaches some useful new vocabulary but she/he also helps the students with useful techniques for vocabulary learning in general. The techniques have to help students to improve their English vocabulary. They help them not only the meanings of words but also how they are used.

D. Teaching and Learning Vocabulary

Learning and remember a set of words is prerequisite in learning a particular language¹⁰. The essential area of language learning is the lexicon or vocabulary of the language. From these statements, the writer ensures that vocabulary must be taught absolutely when one learns a language, If not, he learns no language at all. This opinion is also clarified by Fries who says that learning a language practically always mean learning the words of that language¹¹.

¹⁰ Nation. LSP, *Teaching and Learning Vocabulary*, Wellington, Victoria University of Wellington, 1990, p.21

¹¹ Fries Charles C, *Teaching and Learning Language as Foreign Language*, Michigan, An Arbor, The University of Michigan Press, 1982, p .38

In teaching vocabulary, the teachers should consider the components of a word. Because a word consists of components of a word. It is not enough just to know the meaning of a word, the learner also needs to know :

1. What words it is usually associated with.
2. Whether it has any particular grammatical characteristics.
3. How it is pronounced, etc¹².

Visnja Pavicic in Mehta dealt with a way to improve students' abilities to explore, store and usage of vocabulary items. He determined the role of vocabulary teaching and how a teacher could help their learners. He laid emphasis on self initiated independent learning with strategies, in which formal practices, functional practices and memorizing could be included. He said that the teacher should create activities and tasks to help students to build their vocabulary and develop strategies to learn the vocabulary on their own¹³.

Mehta adds that An efficient language teacher can use selected vocabulary activities or can use integrated activities. All this depends upon ability and level of understanding and interest of the learners. There is no sure fire remedy or method to enhance vocabulary in a day or two. A student's vocabulary bank can be enriched on

¹² Mc Carthy and O'Dell, *English Vocabulary in USA*, Australia, Cambridge University Press, 1994, p.2

¹³ Naveen Kumar Mehta, *Vocabulary Teaching: Effective Methodologies*, The Internet TESL Journal, Vol. XV, No. 3, March 2009. Available at <http://iteslj.org/Techniques/Mehta-Vocabulary.html>. [10 January 2015]

a gradual basis and one should always show keen interest and enthusiasm in finding, learning and understanding new words¹⁴.

Based on the theory of teaching and learning vocabulary stated and explained by some linguistics above, the writer concludes that the meaning of word, or vocabulary should be taught in the context. The vocabulary should be practiced systematically, vocabulary should be appropriate with students' level of capability and related to daily life phenomenon and their experiences.

The following is the relationship or aspects vocabulary that are:

1. Words have different function.
2. The same word can have a variety of forms.
3. Words can be added to, or combined, to form new words.
4. Words can group together to form units that behave as if they were single words.
5. Many words commonly co-occur with other words.
6. Words may look or sound the same but have quite different meanings.
7. Different words may share similar meaning, or may have opposite meaning.
8. Some words can be defined in terms of their relationship with other words.
9. Words can have the same or similar meanings but be used in different situation or for different effects¹⁵.

¹⁴ Naveen Kumar Mehta, Ibid

Learning vocabulary is something more than memorizing and knowing the meaning of a list of words. Learning vocabulary needs a good rationale, perseverance, and creativity of the learner.

E. Concept of Game

In order to create the lively situation, the teacher can use the technique where the students are as the centre of lesson, they have to be creative and try to break the problems together and try to win the competition. It is the enjoyable situation of lesson. So, they can gain their vocabulary and can be stored on their mind longer than use the monotonous technique, such as only focus on coursebook or translation. Scott and Ytreberg state that playing with the language in this way is very common in first language development and is a very natural stage in the first stages of foreign learning too¹⁶.

Games can perform a useful function in the teaching English as a foreign language classroom. They allow students to relax and enjoy themselves absolutely reinforcing the target language teachers are attempting to teach. If the students know teachers are intending to play a game as part of the lesson, they are more likely to pay attention throughout the class so they are able to perform well in the game.

¹⁵Scott Thornbury, *How to Teach Vocabulary*, London, Pearson Education Limited, 2002, p.12

¹⁶Wendy A Scott and Lisbeth H Ytreberg, *Op.Cit*, p.5

Harmer states that games are a vital part of teachers' equipment, not only for the language practice but also for the therapeutic effect they have¹⁷. The statement points out two important functions of using games in teaching and learning process. First, games as a tool of teaching make teacher easier in presenting the materials. Second, by engaging the students in a game given them pleasure and kill the students' boredom and laziness. This created a good atmosphere in the classroom, where the students paid more attention to the lesson. Therefore, this might motivate the students to sustain their interest and work in learning a language.

Wallace states that in game there will be additional aim to adding an element of fun, relaxation and enjoyment to the lesson. And there are two main reasons about language games have become more widely used recently, first, an increasing emphasis on the important of motivation and of the appropriate kind of positive affective atmosphere in the classroom. Secondly, increasing emphasis on the important of 'real' communication¹⁸.

From the statements above, it can be concluded that the teaching learning process by using game would seem to be easier, because game can be applied to all students of any levels. It creates interesting situation on the lesson, because everybody likes game; it is challenging, creates cooperation and competition.

¹⁷Jeremy Harmer, *The Practice of English Language Teaching Longman Handbook for Language Teachers*, New York, Longman Publishing, 1991, p.101

¹⁸Malo Wallace, Op.Cit, p.104

F. Teaching and Learning by using Game

Scott and Ytreberg say that playing with the language in this way is very common in first language development and is a very natural stage in the first stages of foreign learning too¹⁹.

A game is a kind of teaching aids that can be applied to a class. A game is an activity which high has some components such as element of fun and also particular rules to be followed. Gibbs in Rixon states that a game as an activity carried out by cooperating or competing decision markers, seeking to achieve, within a set of rules, their objective²⁰.

The writer realizes when she teaches the class means she teaches students with different interest. In order to hold the students' attention and interest, the teacher should vary the technique of teaching such as using games. By doing so, the presentation will be interesting for the students. Games are also motivating. Games introduce an element of competition into language-building activities. This provides valuable impetus to a purposeful use of language²¹.

Games can be played at anytime during a class, but the teacher should consider the effect that they will have on the lesson as a whole. If played at the beginning of a

¹⁹ Scott.WA And Ytreberg. LH, *Teaching English to Children*, USA, Longman Inc, 1990, p.5

²⁰ Rixon.S, *How to Use Games in Language Teaching*, London, Macmillan Publisher Ltd, 1981, p.3

²¹ Prasad, U. (2003). *Achieving communicative competence in English*. India's National Newspaper (29, July). Available at <http://www.hindu.com/thehindu/edu/2003/07/29/stories/2003072900010200.htm>. [11 January 2015]

class, the teacher will build the interest of the students in your chosen subject. It is worth noting, however that if a game is too much fun the student's attention may fade after the excitement. If it is used in the middle of a lesson a game can help explain the teacher concept and allow the students to start practicing the target language. When used toward the end of the lesson, they can be used to test the students understanding of the target language.

Based on the explanations above, the reseacher concluded that teaching and learning by using game has a purpose and an outcome. In order to play, students have to say things. Therefore, they have a reason to communicate and this makes them want to know and learn more. In addition to this, games stimulate and motivate children to a new level. They know that if they do not pay attention, they will not be able to play the game well and they will let their team down so they make more effort to join in and learn as much as possible.

G. Concept of I Spy Game

Retter and Valls states that I Spy Game is one of the best known children's game²². Players try to guess an object beginning with a certain letter. For example; the teacher says I spy with my little eye something beginning with G. Students try to guess the object (E.g. garbage). Use classroom objects and with younger students use colors rather than letters e.g. "I spy with my little eye something beginning with "r" (red).

²² Retter. C & Valls. N, *77 Language Game for young Learners*, London, Longman Group UK Limited, 1984, p.31

I Spy is a game commonly played by children in the United States. One person looks around at everything in his line of sight and silently chooses something he can see.

He then says “ I spy with my little eye, something.....”²³

I Spy is a very old vocabulary guessing game where students say the first letter of a mystery word²⁴. The objectives of this game are to describe common objects; to increase sensory perception; to verbalize sensory detail²⁵.

In I Spy Game players complete to become the next challenger by being the first person to guess the answer to the puzzle²⁶. This is a very popular children’s game. It includes the game of problem-solving activities. Here, the students have to solve the problem by answering/guessing the questions from the other groups.

The space of this game is normal classroom. It is can be played for the whole class, by individual or group. The game can be used at the beginning until advanced level depends on the class that will be taught.

In conclusion, I Spy Game in this reseach is kind of technique for teaching vocabulary by asking the students to guess an object beginning with a certain letter.

²³ <http://homesensei.blogspot.com/2007/04/games-for-single-students-lessons-i-spy.html>

²⁴ <http://www.eslactivities.info/vocabulary/ispy.php>

²⁵ <http://www.els4kids.net/games/spy.html>

²⁶ Rixon,S.(1981). *How to Use Games in Language Teaching*. London: Macmillan Publisher,Ltd. p.13

H. Procedure of Teaching Vocabulary by Using I Spy Game

Here are the procedures of teaching vocabulary by using I Spy game based on Retter and Valls are as follows:

- 1) The teacher divides the students to be small group.
- 2) The teacher explains how to play the game.
- 3) Children say *I Spy with my little eyes something beginning with (D)*. (He can say any letter he wishes).
- 4) Individual children try to guess the object, e.g. Door, Desk, Drawing, etc.
- 5) The child or group who guess successfully then says *I Spy with my little eyes something beginning with (P)*. And the rest of the class try to guess.
- 6) The game ends whenever teacher wishes²⁷.

I. The Strength and The Weakness of Teaching Vocabulary through I Spy Game

1. The Strength of Teaching Vocabulary through I Spy Game

1. It creates enjoyable situation.
2. It creates cooperative situation.
3. It creates competitive class.
4. It challenges the students' ability.

²⁷ Retter. C & Valls. N, *77 Language Game for young Learners*, London, Longman Group UK Limited, 1984, p.31-32

5. It increases the students' vocabulary mastery²⁸

2. The Weakness of Teaching Vocabulary through I Spy Game

1. The situation of class is usually noisy.
2. The passive students give their responsibility to the active students because this game is played in the group.²⁹

J. Concept of Crossword Puzzle

Crossword puzzle gives the students chance to improve the students' vocabulary. This was in line with the objective of this game which is to make as many word as possible, spelling from left to right from right to left, from top to bottom, from bottom to top and diagonally. In addition, Hornby states that crossword puzzle is a puzzle in which words have to be written vertically (clues down) and horizontally (clues cross) in spaces on chequered square. Thus crossword puzzle is a puzzle in which words have to be guessed from clues and written in spaces in a grid vertically and horizontally.

Katie says that "I heart using crossword puzzles in class; not the kind where students just read and fill in words, but the jigsaw activity variety: A has half

²⁸ Retter. C & Valls. N, *77 Language Game for young Learners*, London, Longman Group UK Limited, 1984, p.31-32

²⁹ Ibid Retter. C & Valls. N

the words, B has the other half and both have to think up and give clues or definitions so the other can guess the missing words”³⁰.

From the statements above implied that the crossword puzzle format challenges students to explore past experiences, recall recently learned information, and manipulate vocabularies to find the right word. The process of filling in a crossword puzzle encourages independence, creativity, and engagement.

She also says that “this type of activity is intrinsically motivating, I think, because people want to solve the puzzle and find the missing words. Crossword puzzles are good simply for this – because people tend to be motivated to do them – but also because they give students a chance to practice a highly useful real-world skill: explaining words (or the converse, figuring out a word from a definition)”³¹.

From statements above, we can conclude that the form of the puzzle consists of two parts. The first consists of some grids with a certain arrangement and the second is clues. The grids are arranged based on the number of the letters of each clue answers both vertically and horizontally.

To play this game, the students must fill the grids with letters based on the clues. So, they have to find out the answer of each clue. If they clue answer one clue correctly, this would be easier for them to fill other grids and answer the other clues, because some letters in grids were connected each other. So,

³⁰ Katie, *Crossword Puzzle*, Available at www.teflougue.com, (15 January 2016)

³¹ Katie, *Crossword Puzzle*, Available at www.teflougue.com, (15 January 2016)

they learn how to recognize their mistake and fix it. The students also learn how to spell the letters and pronounce the words correctly because they did those things when they discussed the crossword. The following is the example of Crossword Puzzle grids:

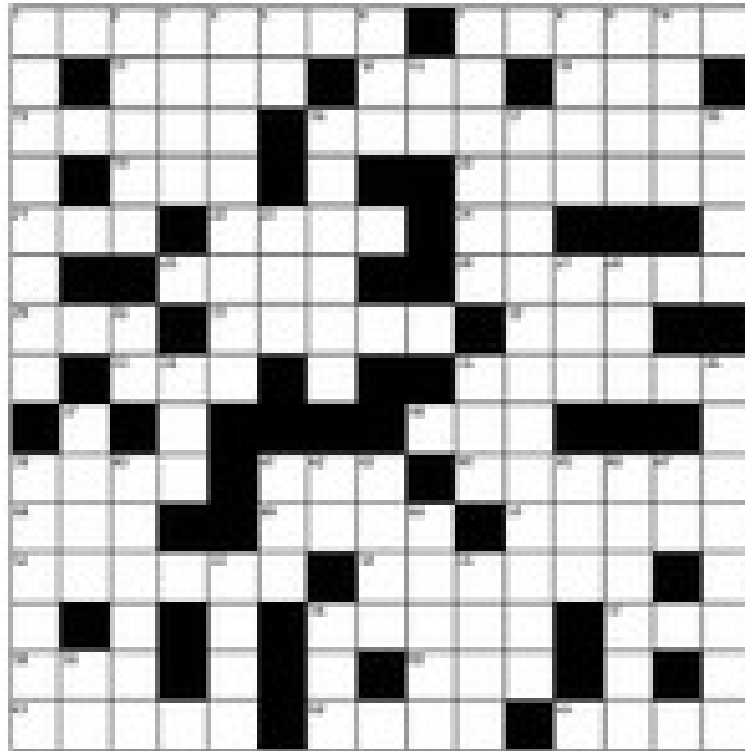


Figure.1 Crossword Puzzle

K. Procedure of Teaching Vocabulary through Crossword Puzzle

Some sequences of material presentation through crossword puzzle game in the classroom will be proposed by the writer as follows:

1. Teacher divides the students into some small groups consisting of 3-4 students.
2. Teacher gives the crossword puzzle to the students.
3. The teacher explains how the puzzle works and the rules to the students.
4. The teacher asks the students to do the puzzle by the certain of time.
5. The students are forbidden to work it out of their group.
6. While the students are playing the teacher monitors them, teacher asks the learners to submit their works.
7. Teacher asks them to exchange their works.
8. Teacher asks one students to write the answer on the board, while the others from the same group were spelling the letter.
9. After he/she finishes writing, together with her/his friends mention the word³².

L. The Strength and The Weakness of Teaching Vocabulary through Crossword Puzzle

1. The Strength of Teaching Vocabulary through Crossword Puzzle

- a. It creates cooperative situation.
- b. It challenges the students' ability.

³² Katie, *Crossword Puzzle*, Available at www.teflougue.com, (15 January 2016)

c. It increases the students' vocabulary mastery

2. The Weakness of Teaching Vocabulary through Crossword Puzzle

a. The situation of class is usually noisy.

b. The passive students give their responsibility to the active students because this game is played in the group³³.

M. Frame of Thinking

I Spy Game may refresh the students' routine vocabulary activity shows any revision. It motivates students to study especially in vocabulary. In this technique the students try to find solution of their I Spy Game. It may do in group, so it creates cooperation and competitive situation in the class.

Based on the theories used in this chapter the writer assumed that there is a positive implementation of using I Spy Game towards students' vocabulary mastery because this technique is interesting and live situation of class. The writer also assumes in this game there are some disadvantages that the noisy situation maybe happened because this game all students are busy in this activity, the teacher should be wise in handling the teaching learning process, to make less students in crowded.

³³ Katie, *Crossword Puzzle*, Available at www.teflougue.com, (15 January 2016)

N. Hypothesis

Based on the explanation above, the writer proposed a hypotheses as follows:

Ho = There is no a significant influence of using I Spy Game towards students' vocabulary mastery

Ha = There is a significant influence of using I Spy Game towards students' vocabulary mastery

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

The writer used experimental method or quasi experimental in this research. It means that the writer did the technique on the sample to know the improvement of students' vocabulary mastery after giving the treatment. Experimental research is the description and analysis of what will be or what will occur, under carefully controlled condition. Experimental Method is a scientific method. It is oriented to the future in the sense that the reseacher is seeking to evaluate something new¹. In this research the writer used two classes, the first class as the experimental class was gotten I Spy Game, and the second class as the control class was gotten puzzle as the treatment. The technique or treatment here is I Spy game. And also the writer also used descriptive quantitative in this research. It means that the data has been shown by numbers.

The design was :

$$\begin{array}{r} E \quad O_1 X O_2 \\ \hline C \quad O_3 X O_4 \end{array}$$

¹ Yogesh Kumar Singh. *Fundamental of Research Methodology and Statistics*. New Age International (P) L Td. New Delhi. 2006. p.143

Note :

- E : Experimental Class using I Spy Game
 C : Control Class using Crossword Puzzle
 X : Treatment
 O₁ and O₃ : Pretest
 O₂ and O₄ : Posttest²

B. Research Variable

The two main variables in an experiment are the independent and dependent variable. An independent variable is the variable that is changed or controlled in a scientific experiment to test the effects on the dependent variable. A dependent variable is a variable being tested and measured in a scientific experiment.

In this research, there were two variables, such as:

1. The independent variable of research was I Spy game (X)
2. The dependent variable of research was the students' vocabulary mastery (Y).

C. Operational Definition of Variable

In order to give a clear definition, the writer gave the operational definition of each variable, as follows:

1. I Spy game is a game that the players try to guess an object beginning with a certain letter.

² Suharsimi Arikunto, *Prosedur Penelitian*, (Yogyakarta, Rineka Cipta, 2005), p.79

2. The students' vocabulary mastery is the students' ability to comprehend and use the proper of word in English. Especially omprehend and use the properties of vocabularies in verb, noun, adjective and adverb.

D. Validity and Reliability of Test

1. Validity of Test

To find out the validity of the research instrument the writer used content and construct validity. It means that the instrument test appropriate with the curriculum.

To be clear the reseacher explained the content and construct validity as follows:

a. Content Validity

Content validity is the extent to which the items on the data collection instrument are sampling the content area or domain of interest in a representative. A data collection instrument has high content validity when it reflects the content of interest³. To get the content validity, the test adapted with the students, book, that is the test is suitable with the material that taught to the students. It means the test have content validity since the test is good representative of material studied in classroom. To know whether the test have a good validity, the items of the test consult to the expert. In this case, the tests will be consulted to the English teacher of SMPN 12 Bandar Lampung.

³ James Schreiber & Kimberly Asner-Self. *Education Research*, USA, John Wiley & Sons, Inc, 2011, p. 114

b. Construct Validity

Construct validity is the extent to which the data collection instrument provides scores that can be used to make inferences about a construct⁴. It means construct validity concerns with whether the test is actually in line with the theory or not. Thus the items should really show whether they have vocabulary mastery that has been taught or not, and should really measure the student's vocabulary mastery. To know whether the test have a good construct validity, the items of the test consulted to the English teacher of SMPN 12 Bandar Lampung.

a. Internal Validity

The point biserial correlation is one of analysis technique is used to test the validity of the items that proposed in this test. Which scores the test result of each tems correlated with the score about the totality of the test result. To found the correlation indicates biserial point by using following formula :

$$r_{pbi} = \frac{Mp}{SDt} \sqrt{\frac{p}{q}}$$

Notes:

R_{pbi} = The amount of point biserial correlation index

M_p = Mean of average score

M_t = Mean of total score

SD_t = Standard of total deviation

p = Proportion of test participatory with right answer

q = Proportion of test participatory with wrong answer⁵

⁴ *Ibid.*

⁵ Anas Sudijono, *Pengantar Evaluasi Pendidikan*, Jakarta, Raja Grafindo Persada, 2015, p.185

The try out result in the first step re-test, there were 8 items considered invalid. They were items number 4, 6, 8, 31, 36, 38, 41, and 45. After dropping those invalid items, the researcher did the second step pre - test try out. Then the researcher found 2 invalid items. They were 32 and 42. Then the researcher found no single item which was considered invalid in Third step pre-test try out. Finally the total valid in pre-test try out were 40 items (see appendix 1).

The try out result in the first step post-test, there were 8 items considered invalid. They were items number 1, 7, 27, 30, 38, 41, 43, and 45. After dropping those invalid items, the researcher did the second step post - test try out. Then the researcher found 2 invalid items. They were 16 and 28. Then the researcher found no single item which was considered invalid in Third step post-test try out. Finally the total valid in post-test try out were 40 items (see appendix 2).

2. Reliability of the Test

In ensuring the reliability of test, the writer used Split Half method, then the writer took some steps as follows:

1. Performing the instrument test items to the students out of the sample of research.
2. Dividing the result to odd items and even items.

3. Analyzing the result by using Product Moment formula to know the coefficient correlation :

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

Notes :

N = The number of student.

R_{xy} = The correlation between X and Y.

Σx = The number of X score (odd items).

Σy = The number of Y score (even score).

Σx² = The number of squares of X scores.

Σy² = The number of squares of Y scores.

Σxy = The total of X and Y

4. After determining the result of r_{xy} to find out the reliability of the test the writer used “Spearman Brown’s Formula” as follows :

$$r_{gg} = \frac{2r_{xy}}{1 + r_{xy}}$$

Notes :

R_{gg} = The reliability of the test.

R_{xy} = The reliability of half the test

1 & 2 = The constant number

5. Next step, the writer consulting the result to the criteria of reliability as follows:

Between 0,800 until 1,000 (High)

Between 0,600 until 0,800 (enough)

Between 0,400 until 0,600 (rather low)

Between 0,200 until 0,400 (low)

Between 0,000 until 0,200 (very low)⁶

Based on the calculation of the formula, it indicated that pre-test items were 0.655 and it is consulted by the criteria of Suharsimi Arikunto that between 0.600 – 0.800 got enough reliability. It means that the pre-test items of vocabulary test can be used in this research (see appendix 3)

And the result of reliability test of post-test, it indicated that pos-test items were 0.92 and it is consulted by the criteria of Suharsimi Arikunto that between 0.800 – 1.000 got high reliability. It means that the post-test items of vocabulary test can be used in this research (see appendix 4).

⁶ Arikunto, S. (1993). *Prosedur Penelitian*. Yogyakarta : Rineka Cipta. p.245

E. Population and Sample of Research

1. Population

The population in this research was the second semester of the eighth grade students at SMPN 12 Bandar Lampung in 2015/2016 academic year. There were 326 students in 11 classes.

Table. 2
Population of the Research

NO	CLASS	MALE	FEMALE	TOTAL
1	8A	13	17	30
2	8B	14	16	30
3	8C	14	16	30
4	8D	12	17	29
5	8E	13	16	29
6	8F	15	15	30
7	8G	14	15	29
8	8H	11	18	29
9	8I	12	18	30
10	8J	14	16	30
11	8K	12	18	30
TOTAL		144	182	326

Source: Document of the Total of Student of the eighth grade students of SMP Negeri 12 Bandarlampung in 2015/2016 academic year

2. Sample

The researcher used the cluster random sampling, it means that the sample was taken by group, class, or the like, not taken by individual. The sample of the research was two classes.

3. Sampling Technique

In getting the sample of research, the writer used Cluster Random Sampling technique because the samples were taken from the groups or classes.

Here are the steps in determining the experimental and control classes:

1. First, the writer provided 11 pieces of paper consisting of the four classes, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 8H, 8I, 8J, and 8K.
2. Next, the writer rolled those pieces of paper and puts them into a box.
3. Then, he shakes the box until the first rolled paper comes out of it and then this rolled paper is taken as the experimental class (8F) and, the second rolled paper is as the control class (8J).

F. Data Collecting Technique

To find out the research, the writer used techniques, they were:

1. Test

To know students' vocabulary mastery the writer was used test. It was the objective test, the multiple choice test which consist of 40 test items with four options.

2. Documentation

Documentation was used to complete the data. It was taken from SMPN 12 Bandar Lampung. It is the students' score of English test.

G. Research Instrument

The instrument of the research was a test. The researcher gave the tests (try out, pre-test, and post-test) to the sample. The type of test is objective test. The test was multiple choice with four options; a, b, c, and d. There were 50 questions of vocabulary test items, for junior high school level, especially for the eighth grade. In this research the writer focused on verbs, nouns, adjectives and adverbs in three themes, they are; flora and fauna, travel, and health. The test items were made based on the indicators of syllabus of English curriculum and they is gotten from course book of school.

The specifications of pre-test and post-test items before validity test are as follows (See Appendix 1 and 2) :

Table 3
The Specification of Test Items of Pre and Post Test before Validity Test

No	Theme	Subject	Even	Odd	Distribution		Total
					Even	Odd	
1	Flora and Fauna	Noun	2	3	2,26	1,25,49	5
		Verb	3	2	4,28,50	3,27	5
		Adjective	2	2	6,30	5,29	4
		Adverb	2	2	8,32	7,31	4
2	Travel	Noun	2	2	10,34	9,33	4
		Verb	2	2	12,36	11,35	4
		Adjective	2	2	14,38	13,37	4

		Adverb	2	2	16,40	15,39	4
3	Health	Noun	2	2	18,42	17,41	4
		Verb	2	2	20,44	19,43	4
		Adjective	2	2	22,46	21,45	4
		Adverb	2	2	24,48	23,47	4
Total			25	25	25	25	50

Based on the table 3 above, the total of the pre-test items before validity were 50 items with 25 even numbers and 25 odd numbers.

Table 4
The Specification of Pre – Test after Validity Test

No	Theme	Subject	Even	Odd	Distribution		Total
					Even	Odd	
1	Flora and Fauna	Noun	2	3	2,26	1,25,49	5
		Verb	1	2	50	3,27	3
		Adjective	1	2	30	5,29	3
		Adverb	1	1	32	7	2
2	Travel	Noun	2	2	10,34	9,33	4
		Verb	1	1	12	11	2
		Adjective	1	2	14	13,37	3
		Adverb	2	2	16,40	15,39	4
3	Health	Noun	2	1	18,42	17	3
		Verb	2	2	20,44	19,43	4
		Adjective	2	1	22,46	21	3
		Adverb	2	2	24,48	23,47	4
Total			19	21	19	21	40

Based on the table 4 above, the pre - test items are invalid they were numbers : 4, 6, 8, 28, 31, 35, 36, 38, 41 and 45. So, the total of the pre-test items after validity were 40 items with 19 even numbers and 21 odd numbers.

Table 5
The Specification of Post – Test before Validity Test

No	Theme	Subject	Even	Odd	Distribution		Total
					Even	Odd	
1	Flora and Fauna	Noun	2	3	2,26	1,25,49	5
		Verb	3	2	4,28,50	3,27	5
		Adjective	2	2	6,30	5,29	4
		Adverb	2	2	8,32	7,31	4
2	Travel	Noun	2	2	10,34	9,33	4
		Verb	2	2	12,36	11,35	4
		Adjective	2	2	14,38	13,37	4
		Adverb	2	2	16,40	15,39	4
3	Health	Noun	2	2	18,42	17,41	4
		Verb	2	2	20,44	19,43	4
		Adjective	2	2	22,46	21,45	4
		Adverb	2	2	24,48	23,47	4
Total			25	25	25	25	50

Based on the table 5 above, the total of the post-test items before validity were 50 items with 25 even numbers and 25 odd numbers.

Table 6
The Specification of Post – Test after Validity Test

No	Theme	Subject	Even	Odd	Distribution		Total
					Even	Odd	
1	Flora and Fauna	Noun	2	1	2,26	49	3
		Verb	3	1	4,28,50	3	4
		Adjective	1	2	6	5,29	3
		Adverb	2	1	8,32	31	3

2	Travel	Noun	2	2	10,34	9,33	4
		Verb	2	2	12,36	11,35	4
		Adjective	0	2		13,37	2
		Adverb	2	2	16,40	15,39	4
3	Health	Noun	2	1	18,42	17	3
		Verb	2	1	20,44	19	3
		Adjective	2	1	22,46	21	3
		Adverb	2	2	24,48	23,47	4
Total			22	18	22	18	40

Based on the table 6 above, the post - test items were invalid they were numbers : 1, 7, 14, 25, 27, 30, 38, 41, 43 and 45. So, the total of the post-test items after validity were 40 items with 22 even numbers and 18 odd numbers.

H. Normality Test

It used to know whether the data of two tests are normally distributed or not. In this research, the writer used formula, as follows:

$$\chi_{cal}^2 = \sum_{cal=1}^k \frac{(O_i - E_i)}{E_i}$$

With the hypotheses were:

$$H_0 = \chi_{cal}^2 \text{ is smaller than } \chi_{tab}^2$$

$$H_a = \chi_{cal}^2 \text{ is higher than } \chi_{tab}^2$$

I. Homogeneity Test

It used to know whether the data are homogeneous or not. The formula of homogeneity test is as follows:

$$F = \frac{S^2(\text{The Highest Variance})}{S^2(\text{The Lowest Variance})}$$

Note: F = The homogeneity of variance

S = Standard deviation

The hypotheses were:

Ho = The variance of the data are homogeneous

Ha = The variance of the data are not homogeneous

The criteria was accepted Ho if F-cal < F-tab.

J. Data Analysis

It used to prove the hypotheses proposed by the researcher whether they were accepted or not.

The formula of t-test was as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{s^2 \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

In which :

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Note :

X_1 = The average score of experimental class

X_2 = The average score of control class

N_1 = The total of students of experimental class

N_2 = The total of students of control class

S_1 = The deviation of experimental class

S_2 = The deviation of control class

S = The combination deviation standard⁷

With hypothesis as follows:

H_0 : $\mu_1 = \mu_2$ (There is no influence of I Spy Game towards students' vocabulary mastery at the second semester of the eighth grade of SMPN 12 Bandar Lampung in 2016/2017)

⁷ Sudjana. (1986). *Metoda Statistika*. Bandung : Tarsito. p.239

Ha1 : $\mu_1 \neq \mu_2$ (There is influence of I Spy Game towards students' vocabulary mastery at the second semester of the eighth grade of SMPN 12 Bandar Lampung in 2016/2017)

The criteria was accepted if Ha 1 if $t\text{-cal} > t\text{-tab}$ at significance level 5% and 1%.