

**THE INFLUENCE OF USING KIM'S GAME TOWARDS STUDENTS'  
VOCABULARY MASTERY AT SECOND SEMESTER OF THE  
SEVENTH GRADE OF SMP MUHAMMADIYAH 3 BANDAR LAMPUNG  
IN 2017/2018 ACADEMIC YEAR**

**A Thesis**

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

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2018**

## ABSTRACT

### THE INFLUENCE OF USING KIM'S GAME TOWARDS STUDENTS' VOCABULARY MASTERY AT THE SECOND SEMESTER OF THE SEVENTH GRADE OF SMP MUHAMMADIYAH 3 BANDAR IN 2017/2018 ACADEMIC YEAR

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Vocabulary is one of the important language elements that should be mastered by the students. Based on the preliminary research at SMP Muhammadiyah 3 Bandar Lampung, it was found that the students' vocabulary score was still low. The objective of this research was to know whether there is a significant influence of using Kim's game towards students' vocabulary mastery or not.

The method of the research was quasi experimental design with the treatment held in three meetings, 2x40 minutes each. The population of this research was the eighth grade students of SMP Muhammadiyah 3 Bandar Lampung. For taking the sample, the researcher used cluster random sampling. The sample which were taken two classes, class VII E as the experimental class and class VIIB as the control class. Both of them consisted of 42 students. In collecting the data, the researcher used tests. The researcher used the test instrument in the form of multiple choice. The test consisted of 40 items before validity test. After the validity test, the instrument test for pre test consisted of 25 items and post test consisted of 18 items. For analyzing the data, the researcher used independent sample T-test.

From the data analysis, it was found that the result of T-test was 0.000. This result is consulted to the score of the value significant generated Sig. ( $p_{\text{value}}$ ) = 0.000 <  $\alpha$  = 0.05. Therefore,  $H_0$  is rejected and  $H_a$  is accepted. In other words, from this research it is known that kim's game can improve the students' vocabulary mastery. It can be concluded that there is a significant influence of using kim's game towards students' vocabulary mastery.

**Keywords:** Kim's game, vocabulary mastery, quasi experimental research



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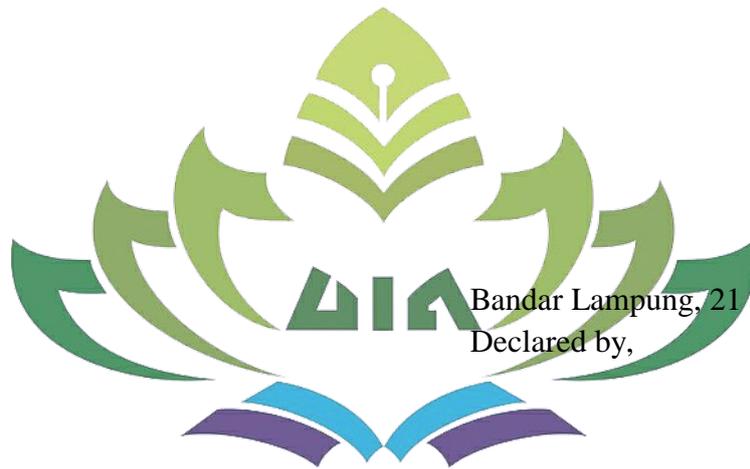


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## DECLARATION

Hereby, I State This Thesis Entitled “The Influence Of Using Kim’s Game Towards Students’ Vocabulary Mastery At The First Semester Of The Seventh Grade of SMP Muhammadiyah 3 Bandar In 2017/2018 Academic Year” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



Bandar Lampung, 21 Desember 2018  
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## MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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

And He taught Adam all the names [all of them], then presented them to the  
angels; then He said: Tell me the names of those if you are right.

(Q.S.Al-Baqarah;31)<sup>1</sup>



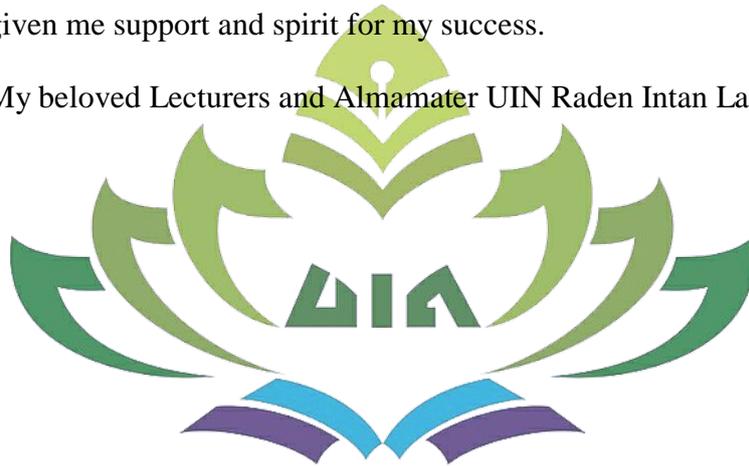
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<sup>1</sup>*AI-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok:Al-Huda KeLompokGema Insani), AI-Baqarah: 31, p.6

## DEDICATION

This thesis is particularly dedicated to:

1. My beloved father (Mr. Firdaus ) and mother (Ms. Yusnidawati) who always love, pray, motivate, and support for my success.
2. My beloved sister, Firdayunsari, S.K.M, and Fathia Azahra who always motivate and pray for accomplishment my thesis.
3. My beloved brothers, Fadilah Firnando,S.H, and Ridho Rahmadi who has given me support and spirit for my success.
4. My beloved Lecturers and Almamater UIN Raden Intan Lampung.



## **CURRICULUM VITAE**

Meri Yulisa was born on 08<sup>th</sup> November 1993 in Bandar Lampung. She lives on Soekarno Hatta, Rajabasa No.52 Bandar Lampung. She is the third child of five children of the couple Mr. Firdaus and Ms.Yusnidawati.

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May Allah bless and give in return for every help and righteous deed they did to the researcher. Finally, it is fully aware that there are still a lot of weakness in this

thesis. For this, the researcher sincerely welcomes criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, 21 Desember 2018  
The writer,

MeriYulisa  
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Language is very important in our life, because everyone uses language to communicate and also it is used to convey ideas or messages from the speakers to the listeners and writers to the readers in interaction among themselves or with their environment. language is a system of changing vocal symbols which of course everyone can communicate or interact.<sup>1</sup> Without language, So we as humans without language we cannot do activities with each other. English is the international language.

English is also used as the language of science and knowledge, so people can find many book and information written in English. It is because English almost used by all countries as the first, the second or the foreign language. It means that in this era people have to master English to get more information.

Nowadays, English has become more important in all sides of life. therefore the Indonesian government should stresses English must be taught from elementary to university. The aim of teaching English in Indonesia is to give chance to the students to understand English comprehensively. In learning English, there are four language skill namely: writing, speaking,

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<sup>1</sup>H. Dauglas Brown, *Principle of Language Learning and Teaching*,( New Jersey: Prentice Hall Regents 1994), p.4

reading, and listening. There are also language components: vocabulary and grammar. Then, vocabulary is one of the parts or components language that must be mastered.

Tarigan said that the students that are rich in vocabulary are better in mastering a language than the poor ones.<sup>2</sup> It means that vocabulary is also needed by every student in English subject at the school, because vocabulary is need to in order to make students able to communicate both in written. He said that it is impossible without mastering vocabulary students can't express what they mean and can't communicate to other people in English well.

According to Hughes the assessment of score vocabulary was still poor if students' vocabulary scores get 5,6 - 6,5<sup>3</sup>. Based on pre-research at SMP Muhammadiyah 3 Bandar Lampung, and the researcher found some problems that caused students' vocabulary still low such as: that most of the students still feel difficult in learning English vocabulary and the students didn't know the meaning of vocabulary. After that, the researcher to try interviewed the English teacher in SMP Muhammadiyah 3, her name is Asliaty, S.Pd. she said "The students have many problems in learning English in vocabulary. The students difficulty to understand the meaning of words. When I gave the students task, the students can't understand the instruction because they do

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<sup>2</sup>Immas Haryanti, *The Influence of Using Hangman Game Towards Students' Vocabulary Mastery The Eight Class of The Second Semester of MTS Negeri Gunung Rejo Way Lima Pesawaran in 2011/2012 Academic Year*, (Bandar Lampung: IAIN Raden Intan, 2012), p.2

<sup>3</sup>Arthur Hughes, *Testing for Language Teacher*.(New York: Cambridge University Press, 2003), p. 131

not know the meaning what I say”.<sup>4</sup> based on the above statement supported by the data of students’s vocabulary score, to know the students’ vocabulary score, the researcher gave them vocabulary test. From 210 students, there are only 60 (28,57%) students who got a score above the criteria and 150 (71,42%) students who got score under the criteria.

Based on preliminary, this research also found several problems in SMP Muhammadiyah 3 Bandar Lampung students’ vocabulary is still low, and the students feel difficulties to understand the meaning of word. This happened because of several factors, that are; the teacher uses monotonous way in teaching vocabulary and sometimes students easily feel to be bored in learning English especially in teaching vocabulary because the teacher did not used the various technique. The teacher used translation technique and gives some explanations and after that the teacher asks the students to open the dictionary.

Based on the explanations of the problem above, it can be concluded that teaching vocabulary using games or other media is better than do the in attractive technique like what the teacher did in the class. As explained by Thornburry :“Most first language word games transfer comfortably to the second-language classroom. Therefore, useful games are those that encourage learners to recall words and, preferably, at speed. Nevertheless, the fun factor may help make words more memorable, and like it or not, a competitive element often serves to

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<sup>4</sup>Asliaty, English Teacher at SMP Muhammadiyah 3 Bandar Lampung, *interview for Preliminary Research*, (Bandar Lampung: Unpublished, January 20<sup>th</sup> 2017)

animate even the most lethargic students”.<sup>5</sup> It can be concluded that using game in teaching vocabulary is the effective way. One of the vocabulary game is Kim’s game.

Kim’s game is a game where students are asked to remember exactly. So, it not only makes learners fun and interested in learning process, but also will challenge their power of observation and memory.<sup>6</sup>

There are several previous research as follow:

Erni Rakhamawati (2011) discussed “The Implementation of Kim’s Game to Improve Students’ speaking skill as Transactional Purpose”. The result finally showed that using Kim’s Game could improve students’ memory, interested, interactive for speaking skill.

Wahyuningtyas Siti Hajar (2016) discussed “The Effect of Kim’s Game on The Student Vocabulary Mastery Viewed From Students’ Motivation” the result showed that the students could improve their vocabularies after being taught through Kim’s Memory game. It can make the students interested to learn vocabulary and the motivating the students to improve their vocabulary mastery.

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<sup>5</sup>Scott Thornburry, *How to Teach Vocabulary*, (Harlow; Longman, 2002), p.

<sup>6</sup>Wahyuningtya Siti Hajar, *The Effect Of Kim’s Game On Students’ Vocabulary Mastery Viewed From Students Motivation*, <http://eprints.ums.ac.id/50767/2/02.ARTICLE%20PUBLICATION.pdf>, accessed on September, 5<sup>th</sup> 2016

Ni Putu Indah Kartika Sari (2009) discussed “The Implementation Vocabulary Mastery Through Kim’s Game”. The research show that difference between the average of students’ score taught using memory words game before they were taught using memory words game (33,94) and after they were taught using memory words game (49,94). The average grand mean score was in 81,06. Researcher said the teaching vocabulary by using pictures based memory game was successfully carried out.

Based on the explanation in previous research above, there were some differences and similarities to this research. The differences lies in skill and research technique applied. This research is interested to conducted the title “The Influence of Using Kim’s Game towards Students’ Vocabulary Mastery at the second semester of the seventh grade of SMP Muhammadiyah 3 Bandar Lampung in 2017/2018 Academic Year”.

## **B. Identification of the Problem**

Based on background of the problems above, can identified some problems as follows:

1. The students’ vocabulary mastery is still low.
2. The teacher uses monotony in teaching vocabulary.
3. The students are easy to be bored in monotonous way in teaching vocabulary.

### **C. Limitation of the Problem**

Based on previous description above, this research only focused on the influence of using Kim's Game towards students' vocabulary mastery especially in noun vocabulary, and the themes are animal, occupation, shopping list. This is based on seventh grade syllabus. In addition, the vocabulary aspects of the study are word use and word combination.

### **D. Formulation of the Problem**

Based on the background of research above, the researcher formulated the problem as follows: Is there any significant influence of Kim's Game towards students' vocabulary mastery?

### **E. Objective of the Research**

The objective of this research is to find out whether there is a significant influence of Kim's game towards the students' vocabulary mastery at the second semester of the seventh grade of SMP Muhammadiyah 3 Bandar Lampung in 2017/ 2018 Academic Year.

## **F. Uses of the Research**

This research is expected to:

1. Practically, to give the information for the English teacher about the influence of Kim's game towards students' vocabulary mastery, and also to give information for further research with similar interest.
2. Theoretically, it help the student to know their strength and weakness in their vocabulary, and will encourage them to improve their vocabulary.

## **G. Scope of the Research**

### **1. Subject of the Research**

The subject of the research was the students at the second semester of the seventh grade of SMP Muhammadiyah 3 Bandar Lampung.

### **2. Object of the Research**

The object of the research is using Kim's Game toward students' vocabulary mastery.

### **3. Time of the Research**

The research was conducted at the second semester of 2017/2018 academic year.

### **4. Place of the Research**

The research was conducted at SMP Muhammadiyah 3 Bandar Lampung.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Teaching English as a Foreign Language

English is taught since junior high school, or even in elementary school. It shows how important English in Indonesia and how much attention is given to English learning. English is a foreign language that must be taught from elementary school up to university. It is supported by Harmer, he says that English is foreign language that is generally taken to apply to the students who are studying general English at school and institutes in their own country or as transitory visitors in a target language country.<sup>7</sup>

According to Murcia,<sup>8</sup> “The goal of teaching English as a second language or foreign language would be for the learning to gain the ability to communication in the target language”.<sup>8</sup> It shows that language learners are expected to use for communicate with the language that he or she learners.

Communicative activities implemented by English teachers in TEFL the dominant communicative activity of each English skill implemented by teachers also reveals that the dominant communicative of each English skill

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<sup>7</sup>Jeremy Harmer, *How to Teach Writing*, (New York : Longman, 2004), p.39

<sup>8</sup>Marianne Celce Murcia, *Teaching English as a Second Language*, (California: California Publisher. 1984), p.3

implemented in TEFL is the teachers' asking the question in speaking, note-taking in listening, pre-question in reading, and making sentences in writing.<sup>9</sup>

In teaching learning process, the foreign language provides the students with the skills which enable them to communicate orally with the teachers or other people who have learned the language. According to Richard “there are three processes in learning a language – receiving the knowledge or materials, fixing in the memory by repetition, and using it in actual practice until it become a personal skill”.<sup>10</sup> It means that from the transferring of the process material, students who learn a language are expected to be a person has a lot of knowledge.

In teaching English as a foreign language the teachers should have known what teacher should do. Harmer States “teaching is facilitating learning, enable the learner to learn, setting the condition for learning and showing or helping someone to learn how to do something, providing with knowledge, and causing to know or understand”.<sup>11</sup> It shows that teaching is a process that should be done by teacher based on experiences, knowledge and

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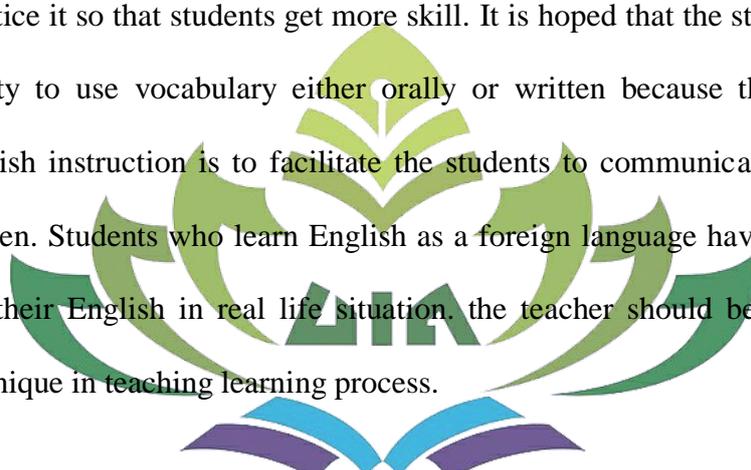
<sup>9</sup>Mohammad Muhassin. Teachers' Communicative Activities in Teaching English as A Foreign Language (Tefl): A Study at Sman 9 Bandar Lampung. *Humaniora*, 7(4).2016, p. 485-492. <https://doi.org/10.21512/humaniora.v7i4.3601>

<sup>10</sup>Jack C Richard, *Approach and Methods In Language Teaching Second Edition*, (New York: Cambridge University Press, 2001), p.41

<sup>11</sup>Jeremy Harmer, *The Practice of English Language teaching Third Edition*, (Singapore: Longman Group UK Limited, 1991), p.39

material preparation, the aim of teaching can be reached. It is also hoped at the end of teaching English as a foreign language activities students will understand the subject that is taught.

Based on the statement above, It shows that language plays an important role in communication and aspect of education. English as a foreign language, it is learned by people through teaching and learning process including transferring material and knowledge about the language then practice it so that students get more skill. It is hoped that the students have the ability to use vocabulary either orally or written because the objective of English instruction is to facilitate the students to communicate in spoken or written. Students who learn English as a foreign language have to practice or use their English in real life situation, the teacher should be able to create technique in teaching learning process.



## **B. Concept of Vocabulary**

Some definitions of vocabulary are proposed by some experts. According to Heibert and Kamil, “vocabulary is set of words for which know the meanings when we speak or read orally and the set of words also that an individual can use in writing”.<sup>12</sup>It means that vocabulary is very important factors of language component that always be used both oral and written form. we can do nothing in listening, speaking, reading, and writing without

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<sup>12</sup>ElfreidaH.Heibert and Michael L Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice*,(London: Publisher Mahwah Jersey,2005),p.3

vocabulary. If we have vocabulary we need, it is easy for us to communicate with other people.

Cameron stated that vocabulary is to know a word if they can recognize its meaning when they see it.<sup>13</sup> It means that in learning vocabulary we have to know the meaning of it and also can use it in sentence context.

According to Hornby, "Vocabulary is the total number of words in a language."<sup>14</sup> It means that if there are no words there will be no language. Vocabulary is the basic element of language which made the language meaningful.

According to Brown, "Vocabulary is seen its central role, conceptualized meaningful language."<sup>15</sup> Based on the statement, it is important for the teacher to create some way in teaching and learning vocabulary. The teaching learning must be enjoyable, so that the students can receive and understand it easily.

Based on the ideas above, it can be concluded that vocabulary is the most important component of language that focus on the meaning of word and become the basic of English skill that should be mastered by the learner, both in spoken and written.

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<sup>13</sup>Lynne Cameron, *Teaching Language to Young Learners*, (New York: Cambridge University, 2001), p.75

<sup>14</sup> As Hornby, *Oxford Advanced learner's of Current English*, (England: Oxford University Press, 1995), p. 133

<sup>15</sup> H Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy Second Edition*, (San Francisco: Longman 2001), p.70

### C. Concept of Vocabulary Mastery

Hornby stated that vocabulary is the total number of word which make up a language.<sup>16</sup>It means that vocabulary is basic element of language in form of words in which will make a language meaningful. Vocabulary is all the words of language. Vocabulary plays important part in learning to read and also to speak, children learn the meaning of most words indirectly, through everyday experiences with oral and written language.

Richard and Renandya stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.<sup>17</sup>It means that the first thing people should learn is vocabulary because with vocabulary people can learn the language skills easier and will be useful for the process of achieving language teaching objectives.

Based in the definition above, vocabulary in this study is the words we teach in English. It is a set of words known to a person or that part of specific language vocabulary plays important part in learning to read and also to speak. Children learn the meaning of most word indirectly, through everyday experiences with oral and written language.

Mastery means understanding well or simply reaching a certain level of understanding of particular content, whereas competence represents the ability to apply what was been mastered. According to Guskey “mastery is a term that all educators use and believe they understand well. But when pressed

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<sup>16</sup> A.S Hornby, Op. Cit., P461

<sup>17</sup> Jack C. Richards and Willy A Renandya, *Methodology in Language Teaching an Anthology of Current Practice*, (New York: Cambridge University Press 2002),p255

to describe precisely what it means to master a concept, skill or subject everyone has a different definition".<sup>18</sup>It can be concluded that vocabulary mastery is a complete skill of the students to understand well and communicate by using words they have learned.

To support it, so in this research researcher focused on common noun, collective noun to help students in mastering vocabulary.

#### D. Aspect of Vocabulary

According to Harmer there are some aspects of vocabulary that should be taught or mastered by students in learning foreign language, they are as follow.<sup>19</sup>

##### 1. Word Meaning

Harmer states that one final point should be made about word meaning, namely that what a word means is not necessary the same as what it suggest or rather that words are different connotations, often depending on context they occur in.<sup>20</sup>The one problem in learning vocabulary is about meaning. It s one difficult in learning vocabulary. People cannot on interpret something only with one meaning, they also have to understand in the context.

To learn a new word, we must not only learn how that word relates to other words (the definitional information), but also how the word changes in

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<sup>18</sup> Thomas R Guskey, *Educational Leadership*, (London: Cambridge University Press 1994). p1

<sup>19</sup> Jeremy Harmer , *The Practice of English Language Teaching*, (London: Cambridge University Press 1988), p.18

<sup>20</sup>Ibid, p.19

different contexts.<sup>21</sup> One of difficulties when learning vocabulary is meaning. One word in English has several meaning, so it can be difficulties to learn English if someone do not learn the meaning of word accurately. In addition, the same collection of sounds and letters can have many different meanings.<sup>22</sup> Therefore, to have an accurate meaning of word, people have to know a context of the text or conversation also. So, they would not have a misunderstanding or misinterpretation. For example: He looks so blue because he get a low score today. “Blue” in this sentence does not mean a kind of color, but it means expressing of sad.

## 2. Word Use

Words do not just have different meanings, however. They can also be stretched to fit different context and different uses.<sup>23</sup> It means that, words that somebody says. It sometimes contains expression and interpretation of the speaker. It explains what the speaker feeling about something that can be imagined for example: My mother water her flowers in the garden. “Water” in this sentence doesn’t mean something to drink, but it means that pour or splash water. So, we can interpret something depend on the context of the sentence itself.

## 3. Word Combinations

Words can be combined in a sentence, they also can in two or more item group. The kinds of word that go together in one language are often completely different from the kinds of word which live together in

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<sup>21</sup>Elfrieda H, Hiebert, Op.Cit,p.103

<sup>22</sup>Jeremy Harmer,Op.Cit,p.18

<sup>23</sup>Ibid, p.19

another.<sup>24</sup> It means that, the words can be combined of two or more words in sentence. For example: fireman, football, businessman, etc.

#### 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. Example: Mr Budi is a postman. He sends the letter everyday.

From those statements, it can be concluded there are some aspect of vocabulary they are word meaning, word use, word combinations and word grammar. In this research focused word use, word combinations.

#### E. Type of Vocabulary

Vocabulary has some types that need to be learnt. There are types of vocabulary that are explained by the experts. One of explanation is explained by Thornbury. He explained that there are at least eight types of vocabulary.<sup>25</sup> There are, noun, verb, adverbs, adjective, pronouns, preposition, conjunction, and determiner. Those can be described as follows:

##### a. Noun

There are some definitions about noun that proposed by the expert. Frank states that noun is one of the most important parts of speech.<sup>26</sup> It's arrangement with the verb helps to form the sentence core which is essential to every complete sentence. While Sjah and Enong states that noun is a word used to name people, place, plant, object, animal, quality, and abstract

<sup>24</sup>Ibid.p.20

<sup>25</sup>Scott Thornbury, Op Cit, p. 4

<sup>26</sup>Marcella Frank, Op. Cit, p.6

concepts.<sup>27</sup> It means that noun is related with name of something like place, plant, people, and others. For example: Jhon, student, house, chair, nose, cat, honesty and others.

From the statements before it can be concluded that noun is of the most important parts of speech that can be used to name people, place, plant, object.

## **b. Verb**

A verb is the part of (or word class) that describes an action or occurrence or indicates a state of being. It means that verb is kind of language component that has an important role. According to Frank states that verb is the most complex part of speech.<sup>28</sup> Its varying arrangements with nouns determine the different kinds of sentences, statements, questions, commands, exclamation, like the noun, the verb has the grammatical properties of person and number, properties which require agreement with the subject. While Sjah and Enong states that verb is a word that is showed measure and condition of a thing.<sup>29</sup> There are some definitions about verb that proposed by the expert. Frank states that verb is the most complex part of speech.<sup>30</sup> While Sjah and Enong states that verb is a word that is showed and condition of a thing.<sup>31</sup> It means that verb can be used to show the measure and condition of a thing. For example: write, read, listen and others. From the statements before, it can be concluded that verb is a word that is the most complex part of speech and show measure and condition of a thing. Verb has the grammatical

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<sup>27</sup>DjalinusSjah and Enong, *Modern English Grammar* (Jakarta: CvSimplex),p.30

<sup>28</sup>Marcella Frank, *Op Cit*, p. 15

<sup>29</sup>DjalinusSjah and AzimarEnong, *Op Cit*, p.30

<sup>30</sup>Marcella Frank, *Op Cit*, p.47

<sup>31</sup>DjalinusSjah and AzimarEnong, *Op Cit*, p.30

properties of person and number, properties which require agreement with the subject.

### c. Adverb

There are some definitions of adverb that proposed by the experts. Frank states that adverbs are words that describe or modify verbs, adjectives, and other adverbs.<sup>32</sup> It means adverb can be used to describe or modify verb, adjectives, and others adverbs. While Sjah and Enong that adverb is a word that explain about how, where and when a thing happen.<sup>33</sup> It means that adverb related with the how process, time, and where the thing happen. Example: now , tomorrow, certainly, maybe, and other.

From the statements before, it can be concluded that adverb is a word that modify verbs, adjectives, and other adverbs and can explain how, when and where a thing happen. For example: now, tomorrow, certainly, maybe and others.

### d. Adjective

There are some definitions of adjective that proposed by the experts. Frank states that adjective is modifier that has the grammatical property of comparison.<sup>34</sup> It is often identified by special derivational endings or by special adverbial modifiers that precede it. While Sjah and Enong states that adjective is a word that use to expand and narrow the meaning of noun.<sup>35</sup> It means that

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<sup>32</sup>Marcella Frank, *Modern English a Practical Reference Guide*, (New York University: Prentice Hall inC, 1972), P.141

<sup>33</sup>DjalinusSjah and Enong,*Modern English Grammar*, (Jakarta: Cv Simplex),p.72

<sup>34</sup>Marcella Frank, Op Cit, p 109

<sup>35</sup>DjalinusSjah and Enong, *Op Clt*, p. 27

adjectives are words that describe nouns. For example beautiful, good, small, and others,

From the statements before, it can be concluded that adjectives is a word that describe noun and has the grammatical property of comparison. For example:

smart, beautiful, small etc.

#### **e. Pronoun**

Pronouns make up a small of very high frequency. The traditional definition of a pronoun as “a word that takes the place of a noun is applicable to some types of pronouns but not to others. Those pronouns that are actual substitutes may refer not only to a preceding noun- its antecedent- but to a large part of discourse that precedes. Those pronouns that are not substitutes may simply have indefinite reference or express indefinite quantity.”<sup>36</sup>

#### **f. Preposition**

The preposition is classified as part of speech in traditional grammar. However, preposition as well as conjunctions differ from other parts of speech in that (1) Each is composed of a small class of words other than those that have no formal characteristic endings (2) Each signals syntactic structures that function as one of the other parts of speech. Prepositions range in meaning from such definite semantic notions as time, place, etc., to such purely structural meanings as those shaped by the subject-verb-complement relationship.<sup>37</sup>

#### **g. Conjunctions**

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<sup>36</sup>Marcella Frank, *Op Cit*, p 18

<sup>37</sup>Ibid. p162

The coordinate conjunction joins structural units that are equal grammatically. It means that the term compound means consisting of two independent elements that have been joined together to form a larger unit. This term is a source of difficulty in grammar because it is applied not only to separate grammatical items joined by a coordinate conjunction ( men and women), but to word groups combined into a single vocabulary unit. In addition, the term compound sometimes also refers to phrasal prepositions, phrasal conjunctions or verb phrases.<sup>38</sup>

#### **h. Determine**

The two articles are *the* and *a*. *The* may be used with a singular or plural noun; *a* is generally used a singular countable noun. Each of the articles undergoes a change before a word beginning with a vowel sound. The chief structural a change function of articles is as determiners that precede nouns. *The* signals a particular person or thing that has been singled out from others: the student sitting next to you. *A* signals an unspecified one of others: a student sitting in the front row.<sup>39</sup>

### **F. Concept of Noun**

There are four kinds of nouns according to Plathottam, such as:<sup>40</sup>

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<sup>38</sup>Ibid. p 206

<sup>39</sup>Ibid, p. 125

<sup>40</sup>Fr. George Plathottam, *Grammarway-4*, (New Delhi: Cholar Publishing House 2007), p.12

## 1. Common Nouns

Word for people, place and things are called common nouns. These are names of everyday things that we can see, hear or touch.

a) These common nouns are words for things.

Ruler, chair, train, bus, printer, computer, dictionary, lamp, etc.

b) These common nouns are words for animals.

Dog, giraffe, elephant, tiger, frog, horse, sheep, goat, etc.

c) These common nouns are words for places.

Bank, Airport, zoo, school, mosque, supermarket, etc.

d) These common nouns are words for people who do certain things.<sup>41</sup>

Singer, Athlete, lawyer, farmer, brother, pilot, etc.

## 2. Proper Nouns

The names of particular people, place, and things are proper nouns, they always begin with a capital letter. For example : January, Sunday, New Year's Day, Monas, Japan, Japanese, etc.

## 3. Material Nouns

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<sup>41</sup>Howard Sargeant, *Basic English Grammar*, (United States of America : Saddleback Educational Publishing, 2007), p.22-27

Material nouns name such things as are used to make different articles of use. Materials include wood, iron, gold, plastic, silvers, etc. A material noun is the name given to substance of which various things are made.<sup>42</sup>

#### 4. Collective Nouns

Words for groups of people, animals or things are called collective nouns.

Based on number, noun divided into two classified :

##### a. Countable Nouns

Countable nouns can be singular or plural : book(s), hotel(s), boat(s), day(s), job(s), piece(s). We use uncountable nouns for separate, individual things such as books and hotels, thing we can count.

##### b. Uncountable Nouns

Uncountable nouns are neither singular or plural : water, sugar, salt, music, electricity, money. We use uncountable that nouns for things donot naturally divide into separate units, such as water and sugar things we cannot count.<sup>43</sup>

Based on the statements about types of noun above, there are kinds of noun namely common noun, proper noun, collective noun, countable noun, uncountable noun.

From the statement above, it is clear that vocabulary is a listing of all words that need to be known and learnt. All the types of vocabulary need to be known and learnt for the successful of mastering vocabulary. Vocabulary

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<sup>42</sup>Fr. George Plathottam, *Op Cit.*, p..20

<sup>43</sup>John Eastwood, *Oxford Guide to English Grammar*, (New York : Oxford University Press, 1994), p.179

should be mastered in language learning especially in teaching and learning English as a foreign language.

In this case, this research focused on words vocabulary mastery based on the seventh grade syllabus. There are consists of common noun, collective noun for teaching vocabulary to young learners especially students of seventh grade.

## G. Concept of Teaching and Learning Vocabulary

### a. 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.<sup>44</sup> Based on 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 responsibility to make the students successful in their teaching. The teacher should teach the material that suitable with the students' need by using the appropriate strategy, media, technique, etc, and use them to achieve the goal. Cameron said that teaching vocabulary focuses on helping students to build up knowledge of words also it

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<sup>44</sup>H.Douglas Brown, Op.Cit, p.8

will be able to the students to use the language efficiently and successfully.<sup>45</sup> It means that teaching vocabulary must be carefully in choosing the material to make students enjoy the 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 stated that without vocabulary nothing can be conveyed.<sup>46</sup> It means that in teaching vocabulary the teachers 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.

#### **b. Learning Vocabulary**

Learning vocabulary is a complex process. Learning vocabulary is not only learning about the words, but also about how to use it into correct usage. Moreover, learning vocabulary of foreign language presents the learner with

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<sup>45</sup>Lynee Cameron, Op.Cit., p.75

<sup>46</sup>Scott Thornbury, Op. Cit., p.13

several challenges. As stated in Brown learning is acquiring or getting of knowledge of a subject or skill by study, experience, or instruction.<sup>47</sup>

Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. Learning new vocabulary through enjoyable and out of the ordinary process may assist the children to learn vocabulary. For making students get enjoyable in learning, teacher has to provide the technique which gives them fun and interactive actively. It can be inferred that one of the technique that can fulfil the characteristics of suitable technique in teaching children is using a game. It makes language learners interested in learning target language because it provides creative activities that keep the children simulated to learn a target language.

#### **H. Game in Teaching and Learning**

Ideally the teacher should be able to create an enjoyable atmosphere during the teaching learning process. To do so, the teacher should attract students' attention and interest. a game is designed to engage students with a list vocabulary items which will be used in the lessons sequences which follows. It does not involve any guessing or complex mental processing.<sup>48</sup>

Game can be used on teaching a language as motivation to learn it. games are enjoyable and encouraging motivation. Wright says that game can

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<sup>47</sup>H.Douglas Brown, Op, Cit., p.7

<sup>48</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 1991), p 101

help and encourage many learners to sustain their interest and work.<sup>49</sup> He also said that game also help the teacher to create context in which the language is useful and meaningful.

Agoestyowaty said that using games in learning environment will not only change the dynamic of the class, but it will also rejuvenate students and help the brain to learn more effectively.<sup>50</sup> It means that by using game can help the teacher and students in creating a good environment in teaching and learning.

According to Hadfield, “A game is an activity with rules, a goal and element of fun. There two kinds of game : competitive game in which players or team race to be the first to reach the goal, and cooperative games in which players or teams work together towards a common goal.”<sup>51</sup>

Based on the statement above, it can be concluded that by using game in teaching and learning, the students feel run, enjoy in the game and compete to each other. It is because most of students use vocabulary more naturally, it is meaningful for the to increase students' skill components of language.

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<sup>49</sup>Andrew Wright, et all, *Game for Language Learning New Edition*, (New York: Cambridge University Press, 1983), p.2

<sup>50</sup>RedjekiAgoestyowaty, *102 English Game*,(Jakarta: PT GramediaPustakaUtama, 2007), p.xiii

<sup>51</sup>Jill Hadfield, *Intermedied Vocabulary GAMES*, ( Longman: England, 1999), p.4

## I. The Concept of Kim's Game

In teaching learning sometime will be bored. The teacher always uses the same method every teaching in class. It makes the students will not enjoy and have fun. In teaching learning method there are some kinds of game to use in teaching learning. Example of game can be used in class are brainstorming, puzzle, or Kim's Game.

Retter and Valls stated that this game includes on memory game was described by Rudyard Kipling in his book Kim. Players have a limited time in which to try to memorize a number of the objects. The game is described below for use with card, but it can of course be done with real object, as in the original.<sup>52</sup>

According to Wright these memory games challenge the player's ability to remember. Surprisingly, perhaps, this simple, basic challenge to lead many different game and variations. Some of memory game are: What behind you?, Kim's game, Pass the message, Pass the picture, Pelmanism and Would you make a good witness?. The inevitable differences between what players lead to discussion, in which opinions and information are exchanged.<sup>53</sup>

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<sup>52</sup>DewiHasanah, *The Influence of Kim's Game toward Student's Descriptive paragraph writing ability Second Semester of the eight grade of SMP Al-Azhar 2 PugungRaharjo*(Lampung, unpublished IAIN RadenIntan,2014),p,35

<sup>53</sup>Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning*(New York: Cambridge University Press), 1983, p139

Kim's Game is a simple (and classic) game which can be played to help memorize a group of objects. As such it's a good game to help students learn vocabulary a certain especially objects within ,semantic field.<sup>54</sup>

Kim's game is a game where students are asked to remember exactly what was on a tray before it was covered. So, it not only makes learners happy and interested in learning process, but also will challenge their power of observation and memory.<sup>55</sup>

Kim's game can be used to teach English for every level. Hutcheson Stated that kim's game is game which is appropriate for any English students level.<sup>56</sup> In this research focused on the students of junior high school at seventh grade.

Based on the statement above Kim's game is a game that include in memory game where the players have a limited time to memorize a number of the object and write down what they remember about the objects.

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<sup>54</sup>ICAL TEFL, *Kim's Game*, <http://www.icaltefl.com/kims-game-tefl-activity>

<sup>55</sup>WahyuningtyaSitiHajar, *The Effect Of "Kim's Game" On Students' Vocabulary Mastery Viewed From Students Motivation*, <http://eprints.ums.ac.id/50767/2/02.ARTICLE%20PUBLICATION.pdf>, accessed on September, 25<sup>th</sup> 2016

<sup>56</sup>Chris Hutcheson, *Kim's Game Memory Skill*, <https://www.tes.com/teaching-resource/kim-s-game-memory-skills-6192310>, accessed on December, 19<sup>th</sup> 2018

## J. Procedure of Playing Kim's Game.

The procedure of using kim's game in teaching and learning vocabulary in the classroom are :

1. The teacher tells the students to make a group consist 7-8 students are divided into several groups.
2. The teacher tells the group to stand in turn.
3. The teacher give the topic.
4. The teacher choose one group to be a beginner.
5. Each group is given 20 seconds.
6. Students are shown the pictures have prepared to each group. All the student must be remember the pictures that have been shown with teacher.
7. Teacher tells to the student that you are going to begin a noun that they remember before. Mention just one noun.
8. Students in their group turns adding a noun. So, they must be continuing noun that had been added by their groups.

For example:

First learner :I see frog

Second learner :I see frog, giraffe

Third learner :I see frog, giraffe ,eagle

Last learner :I see frog, giraffe ,eagle ..... Elephant

9. When the nouns are finished, ask the last learner of the group write their version of it.<sup>57</sup>

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<sup>57</sup>Andrew Wright,Op,Cit, p.140

## K. Advantage and Disadvantages of Kim's Game

### 1. Advantage of Kim's Game

- a. Kim's Game is that easy to conduct.
- b. It can be carried out in doors.
- c. It is directly relevant to tracking in that it develops and sharpens both observational skills and, just as importantly the memory.

### 2. Disadvantage of Kim's Game

- a. Students should be able to have a lot of vocabulary
- b. Students who struggle to try to translate the sentence in to English.
- c. Students had to force brain to think hard.<sup>58</sup>

## L. Concept of Translation Technique

There are many ways in teaching vocabulary, such as games, pictures, videos, etc. But in this research will use translation as a technique to teaching vocabulary in control class.

Translation has always played a role in language teaching. According to Effendi, "Translation is the process of transforming message from one language (source language) into another language."<sup>59</sup> While Newmark States that translation is a craft consisting in the attempt to replace a written message or statement in one language by the same message or statement in other

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<sup>58</sup>DewiHasanah, Op.Cit, p.24

<sup>59</sup> Ahmad Effendi, *Translation*, (Bandung: Tarsito,2000), p.25

languages.<sup>60</sup> It means that translation is a general term referring to the transfer of thought and ideas from one language ( source language ) to another language ( target language ) whether the language in written or spoken forms.

In teaching and learning foreign language, translation is very important. Based on the explanation above, translation technique on this research is a kind of technique for teaching vocabulary by allowing the students to translate unfamiliar word from the texts or sentences that correlated with the materials.

#### **M. Procedure of Teaching Vocabulary through Translation Technique**

1. Class is taught in the mother tongue, with little active use of the target language (English)
2. Much vocabulary is taught in the form of list of isolated word
3. Students translate the list of isolated word from the target language to their mother tongue
4. The teacher asks students in their native language if they have any question, students ask question and the teacher answer the question in their native language.
5. Students memorize vocabulary.<sup>61</sup>

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<sup>60</sup>Peter Newmark, *A Textbook of translation*, (London: Prentice Hall, 1988),p.7

<sup>61</sup>BambangSetiyadi, *Teaching English as a Foreign Language*. (Yogyakarta: Graha Ilmu,2006),p.36

## **N. Advantages and Disadvantages of Translation Technique**

### 1. Advantages of Translation Technique

- a. Understandable. For instance, if we translate an English text to Indonesia language, it is much more understandable by us.
- b. Widen vocabulary, hence increasing our vocabulary indirectly.
- c. Discipline your mind. Researching and discovering new words and even cultures that are in the texts that they translate. As a result, we will have our own experts on translating literary texts that we do not have to import them.

### 2. Disadvantage of Translation Technique

- a. Inaccurate words. Somehow, we tend to translate it into language, but the words that we use are sometimes inaccurate that it does not have in our vocabulary or is slightly different with our language.
- b. Lack of originality, we do think it will be lack or originality as we tend to change the words, thus the meaning of the text itself marginally or slightly different.
- c. Take time to interpret. It does take time we to interpret, learn, research and finally translate.

## O. Frame of Thinking

Vocabulary is one of English components that are mastered by students because it is one way to make any contact to make it easy to communicate between two places or the one people. Vocabulary is difficult to master by the students. Because of that, the teacher must choose good method or approach in teaching vocabulary. The technique must be appropriate with students' level ability. One of the techniques in teaching English is Kim's game technique is an interesting technique for teaching vocabulary. It is expected that learning English by Kim's game technique.

Kim's game can help the students how to memorize new vocabulary on objects, words, or other things with fun. And this technique can make the students enthusiastic to learn vocabulary and motivate the students to increase their vocabulary and the researcher assumes that using Kim's game technique can give influence to the students' vocabulary mastery.

## P. Hypothesis

Based on the frame of theory and frame of thinking above the researcher will make the hypotheses as follows:

$H_a$  = There is significant influence of using Kim's game towards students' vocabulary mastery at the second semester of the seventh grade students of SMP Muhammadiyah 3 Bandar Lampung in 2017/2018 academic year.

$H_0$ = There is no significant influence of using Kim's gametowards students' vocabulary mastery at the second semester of the seventh grade students of SMP Muhammadiyah3 Bandar Lampung 2017/2018 academic year.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Research Design.

Experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusion about the effect of the experimental treatment on the dependent variable<sup>62</sup>.

Experimental research is about studying the effect or the impact of an approach under stringent and controlled conditions to make statements of causality.<sup>63</sup> According to Sugiyono, There are four kinds of experimental design, namely: Pre experimental, True experimental, Factorial experimental, and Quasi experimental<sup>64</sup>. The purpose of experimental research is to investigate causal correlation or influence between free variable with variable tied by comparing result of between experiment group.

In this research used Quasi-experimental design. Quasi-experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not

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<sup>62</sup>Donald Ary, et.al, *Introduction to Research In Education Eight Edition*, (Canada: Wardsworth, 2010), p. 316

<sup>63</sup>Marguerite G. Lodico, Dien T. Spaulding and Katherine H. Voegtler, *Methods In Educational Research: From Theory to Practice*,(New York :Jossey-Bass, 1987 ), p.12

<sup>64</sup>Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2008), p. 73

randomly assigned to treatment groups<sup>65</sup>. The variety of quasi experimental design can be divided into two main categories, they are post-test only control group, and pre-test posttest group design. In this research, the researcher apply quasi-experimental pretest - posttest group design.

From the statements above, the researcher used quasi-experimental research design to know the influence of using Kim's game towards students' vocabulary mastery. This design used because if the researcher randomly assigns the students to classes, it would disturb classroom learning. Therefore, when randomized designs are not feasible, the researcher must use quasi experimental design.

Based on the explanation above, the design used two classes in this research as the sample that included experimental class and control one. One class as experimental class that was given the treatment by using Kim's and the other one as the control class that was given the treatment by using translation technique.

The research design was as follows :

G1 : T1 X T2
G2 : T1 O T2

Notes :

G1 : Group one (Experimental Class)

G2 : Group two (Control Class)

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<sup>65</sup>Donald Ary, et.al, *Loc. cit.*

T1 : Pre-Test

T2 : Post-Test

X : Treatment by Using Kim's

O : Translation Technique<sup>66</sup>

## B. Variables of the Research

Variable is the characteristic of individual, object, event that can be counted.<sup>67</sup> This research contains two variables, namely the independent variable and dependent variable. The variable of the research are follows:

1. The independent variable of the research is using Kim's game (X)
2. The dependent variable of the research is students' vocabulary mastery (Y)

## C. Operational Definition of variable

The operational definitions of variables are as follows:

1. Kim's game is a game that be included in memory game where the players have a limited time to memorize a number of objects and write down what they remember about the objects.
2. The students' vocabulary mastery is their ability to comprehend and use the properties of words in English including common noun, proper noun

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<sup>66</sup>Ibid. .p.143

<sup>67</sup>suharsimiArikunta, *Dasar-dasarEvealuasiPendidikan*, ( Jakarta: BumiAksara, 2006), p.135

collective noun, countable noun, uncountable noun, especially relating to such themes as: occupation, shopping list, and animal.

#### D. The Population, Sample, and Sampling Technique

##### 1. The Population of the Research

According to Arikunto, the population is all the number of subject.<sup>68</sup>

In this research, the population is all of the students of the second semester of seventh grade of SMP Muhammadiyah 3 Bandar Lampung in 2017/2018 academic year. The number of students is 210 distributed in 5 classes. The distribution the population of the research can be seen in the following table.

**Table 1**  
**Number of Population of Research at SMP Muhammadiyah 3 Bandar Lampung in 2017/2018 Academic Year**

No	Class	Gender		Total
		Male	Female	
1	VII A	22	20	42
2	VII B	19	23	42
3	VII C	12	31	42
4	VII D	23	18	42
5	VII E	17	25	42
	<b>TOTAL</b>	93	117	210

Source: Staff official of SMP Muhammadiyah 3 Bandar Lampung

<sup>68</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: PT. Rineka Cipta, 1993, p.102

## 2. The Sample of the Research

Arikunto said that sample is the part of population which will be investigated.<sup>69</sup> Based on the population above the researcher was two classes as the sample of the research, one class as the experimental class and the other one as the control class.

## 3. The Sampling Technique

In this research used Cluster Random Sampling technique because the population is in groups and homogenous.<sup>70</sup>

Steps in determining the experimental class and control class as follows :

1. The first, the researcher provided ten pieces of paper, each paper contained the name of every class: VII B to VII E
2. The second, the paper was rolled and put in a glass and shaken.
3. The researcher took two pieces of rolled papers, the first paper out as the experimental class (VII E), and another one (VII B) as control class of this research.

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<sup>69</sup>Ibid, p.174

<sup>70</sup>Sugiyono, Op. Cit., p.215

## **E. The Data Collecting Technique**

In this research used the data which are taken from:

### **a. Pre-test**

Pre-test is conducted to know the students' vocabulary mastery before the treatment. It was done in control class and experimental class to find out the students' quality before treatment.

### **b. Post-test**

Post-test is conducted to know the students' vocabulary mastery after they were given the treatment. The topics tested in the post-test was the same as those in the pre-test, because both of them was used to measure the students' vocabulary mastery and to know whether there is positive influence of using Kim's Game towards students' vocabulary mastery not.

## **F. The Instrument of the Research**

The research instrument is a tool to get data that used by the researcher. In this research the researcher will use a test to get the data about vocabulary mastery with the common noun, collective noun, and the topics are animal, shopping list, occupation. The specification of test for pre-test and post-test items before validity test as follows.

**Table 2****Table of Specification of Test for Pretest and Posttest before Validity Test**

Vocabulary Aspect	Subject	Item Number	
		Odd	Even
Word use	Common noun	1,3,7,15,19,23,35	18,24,26
	Collective noun	9,27,11,13	2,6,8,10,12,30
Word combination	Common noun	37,17,21,25,29,31,33	16,22,28
	Collective noun	5,39	4,14,20,32,34,36,38,40
Total		20	20
		40	

**Table 3**  
**Specification of Test for Pre-test after Validity Test**

Vocabulary Aspect	Subject	Item Number		Total
		Pre-Test		
		Odd	Even	
Word Use	Common noun	7,19	18,24,26	5
	Collective noun	9,13,27	10,30	5
Word combination	Common noun	17,21,25,29,31,33,37	22,28	9
	Collective noun	5	14,20,32,34,38	6
Total		13	12	25

**Table 4**  
**Specification of Test for Post-test after Validity Test**

Vocabulary Aspect	Subject	Item Number		Total
		Post-Test		
		Odd	Even	
Word Use	Common noun	23	8	2
	Collective noun	13,19,27	10,26,30	6
Word combination	Common noun	21,25,31,33	16,28	6
	Collective noun	-	4,32,36,38	4
Total		8	10	18

## G. Research Procedure

There are three steps in research procedure, they are :

### 1. Planning

Before applying the research procedure, the researcher made some plans to run the application well. There are some steps that should be planned by the researcher. The procedure of making planning of this research can be seen as follows:

#### a. Determining the subject of the research

The subject of the research is the students at the second semester of the seventh grade of SMP Muhammadiyah 3 Bandar Lampung in 2017/2018 academic year.

#### b. Preparing the try-out

The researcher was prepared a kind of test (called try-out test) that was given to the students of SMP Muhammadiyah 3 Bandar Lampung, The researcher prepared try-out for pre-test and post-test. The total number of test is 40 questions. Then, the researcher evaluated the test items to get good items that would be given in pre-test and post-test.

#### c. Preparing the pre-test

The researcher was prepared a kind of test (called pre-test) that was given to the students of SMP Muhammadiyah 3 Bandar Lampung. The researcher used the test instrument which is already been in try-out.

d. Determining the material

The researcher determined the material that was taught to the students. The them of material vocabulary. The themes are: animal, occupation, shopping list.

e. Preparing the post-test

The researcher prepared a kind of test (called post-test) that was given to the students. The researcher used the test instrument which had already been tried out and validated. By giving the test, the researcher knew whether there was significant influence of using Kim's Game towards students' vocabulary mastery or not.

**2. Application**

After making the planning, the researcher tried to apply the research procedure that had been already planned. They were some steps in doing this research:

- a. In the first meeting, the researcher was given try-out. This test is multiple choices that consist of 40 items with options a, b, c, and d. this test was given to the students who were not for sample of research.
- b. In the second meeting, the researcher gave pre-test. The test was multiple choices that consisted of 25 items with 4 options (a, b, c and d). The total number of the test items determined by the validity and realibility analysis of the try-out. It means that only the valid and reliable test items were used in pre-test.

- c. After giving the pre-test to the students, the researcher conducted the treatment in experimental class by Kim's Game in three sessions, while in the control class the researcher used translation technique.
- d. In the last meeting, the researcher gave post-test. The test was multiple choices that consists of 18 items with 4 options (a, b, c and d). The total number of the test items was determined by the validity and reliability analysis of the try out. It means that only valid and reliable test items were given to the students.

### **3. Reporting**

The last point that should be done in the research procedure is reporting. There were three steps done in reporting. They are as follows:

- a. First, the researcher analyzed the data that has already been received from try out test
- b. Then, the researcher analyzed the data that has already been received from pre-test and post-test
- c. Finally, the researcher made a report on the finding.

### **4. Scoring Procedure**

Before getting the score, the determined the procedure to be used in scoring the students work. In order to do that, this research used Arikunto's

formula.<sup>71</sup> The ideal highest score is 100. The scores of pre-test and post-test were calculated by using the following formula:

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

Notes:

S : Score of the test

r : the total of the right answer

n : the total items

## H. Validity and Reliability of the Test

### 1. Validity of the Test

Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations.<sup>72</sup> It means that validity is a measurement which shows the levels of validity or the real of the instrument. A valid instrument has a good validity. To measure that the test has good validity, this research used the content validity and construct validity.

#### a. Content validity

Best and Khan said that content validity refers to the degree to which the test actually measure or is specifically related to the traits for which it was design, content, validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter

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<sup>71</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, Bina Aksara, Jakarta:1989,p271

<sup>72</sup>Donald Ary, at.al., *Op.Cit.*, p. 224

specialists.<sup>73</sup> It means that the content validity is based on the material, and the material is agreement with the objectives of learning in the school which it is based on the syllabus, because the test must be able to measure the students' vocabulary mastery ability at the seventh grade of junior high school

#### b. Construct validity

Construct validity is needed to the measuring instrument that have some indicators to measure on aspect or construct.<sup>74</sup> In other word, construct validity is just like a concept, both of them are abstraction and generalization that need to be define so clearly that can measure and examine. Therefore, construct validity is focus on kind of the test that used to measure the ability. In this section, the researcher consulted of the test English teacher of SMP Muhammadiyah 3 Bandar Lampung to check whether the specification vocabulary mastery and items number and had been fixed. After the teacher consulted the test with the teacher, she said that vocabulary master test material was suitable for the students level.

#### c. Item Validity

The researcher gave some questions to know valid or not the questions that gave the students'. The item validity used to measure the validity of the test items. In this case, the researcher used ANATES to calculated the data obtained from the try-out to find the item validity of each item.

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<sup>73</sup>John W. Best and James V. Khan, *Research in Education Seventh Edition*, New Delhi: PrenticeHall, 1995, p. 219

<sup>74</sup>*Ibid*

## 2. Reliability of the test

Reliability is a measuring instrument. Ary states that reliability of a measurement is the degree of consistency with which it measures whatever it is measuring.<sup>75</sup> A good test must have high validity. This can be done by examining the students' vocabulary test to know the reliability of the test. The next step is to compute the reliability of the test.

According to Fraenkel and Wallen, reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instruments to another and from one set of items to another.<sup>76</sup> Reliability refers to the consistency of the test. The writer used *Anates* to reliability of test. *Anates* can help analysis of item quickly, easy and accurately. *Anates* is necessary in the research to assess the good instrument or not. The criteria of reliability test are:<sup>77</sup>

### The Level of Reliability

0.00 – 0.200	Very low reliability
0.200 – 0.400	Reliability is low
0.400 – 0.600	Medium reliability
0.600 – 0.800	Reliability is high
0.800 – 1.00	Reliability is very high

<sup>75</sup>Donal Ary, *Op.Cit.*, p.236

<sup>76</sup>Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education Seventh Edition*, New York: McGraw Hill, 2009, p. 154

<sup>77</sup>Suharimi Arikunto, *Prosedure Penelitian Suatu Pendidikan Praktik*, Jakarta: Rineka Cipta, 2010, p. 310

## I. Data Analysis

To analyze the data, the researcher used parametric statistics, t-test: In parametric statistic, there are assumptions which must be fulfilled, there are normality and homogeneity test.

### 1. Fulfillment of the assumption

Parametric statistical significance tests, such as analysis of variance and least squares regression are widely used by researcher in many disciplines, including statistic parametric tests to produce accurate result, the assumptions underlying them such as normality and homogeneity test must be satisfied.

#### a. Normality test

The researcher used normality test to know whether the data in the experimental class and control class have normal distribution or not. In this research, the researcher used statistical computation by using SPSS (Statistical Program for Social Science) for normality test.

The hypotheses for the normality test are formulated as follows:

$H_0$ : the data have normal distribution.

$H_a$  : the data do not have normal distribution.

While the criteria acceptance or rejection of normality test are:

$H_0$  is accepted if  $\text{Sig} > \alpha = 0,05$

$H_a$  is rejected if  $\text{Sig} < \alpha = 0,05$

### **b. Homogeneity Test**

After the normality test, the researcher determined the homogeneity of the test. This test is intended to test whether the data obtained from the sample homogeneous or not. In this research, the researcher used statistical computation by using SPSS ( Statistical Program for Social Science) for homogeneity of the test. The test of homogeneity employed Levene statistic test. The hypotheses for the homogeneity test are formulated as follows.

$H_0$  : the variance of the data is homogeneous

$H_a$  : the variance of the data is not homogeneous

While the criteria acceptance or rejection of homogeneity test are:

$H_0$  is accepted if  $\text{Sig.} > \alpha = 0,05$

$H_a$  is rejected if  $\text{Sig.} < \alpha = 0,0$

## **2. Hypothetical Test**

After using homogeneity test, to investigate whether there is an influence of charades game towards students' vocabulary mastery the researcher used independent T-test. Independent sample T-test is used to analyze the data whether the data fulfill the criteria of the quality of variance. In this case, the researcher used statistical computation by using SPSS (Statistical Program for Social Science).

The hypotheses are:

$H_0$ : There is no significant influence of Kim's game towards students' vocabulary mastery.

$H_a$ : There is significant influence of Kim's game towards students' vocabulary mastery .

While the criteria for the hypotheses are:

$H_0$  is accepted if  $\text{Sig.} > \alpha = 0,05$

$H_a$  is rejected if  $\text{Sig.} < \alpha = 0,05$



## CHAPTER IV

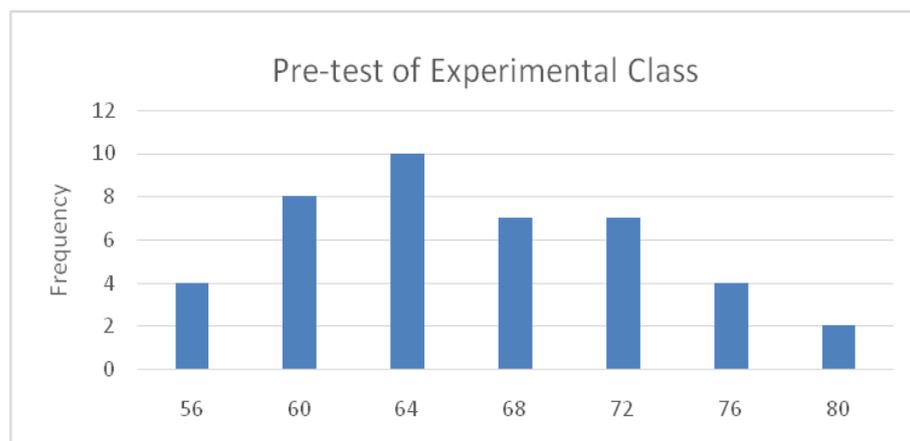
### RESULT AND DISCUSSION

#### A. Result of the Research

This research aims to determine whether there is a significant influence of using Kim's Game towards students' vocabulary mastery after that the students were given treatment by using Kim's game. Researcher was conducted research at SMP Muhammadiyah 3 Banda Lampung, in the second semester in class VII. The population is 121 students. In this school there are 5 classes and two classes as research samples, VII B as the control class and VII E as the experimental class, researcher used cluster random sampling technique. For this research instrument was multiple choices.

##### 1. Result of Pre-test

The pretest was held to find out students' vocabulary mastery in Kim's game before given treatment in class. Researcher was conducted pre-test in the control class and experimental class on April 20<sup>th</sup>, 2018. The score from students that had been tested can be seen in figures 1 and 2.



**Figure 1**

### **Graph The Result of Pre-Test of Experimental Class (VII E)**

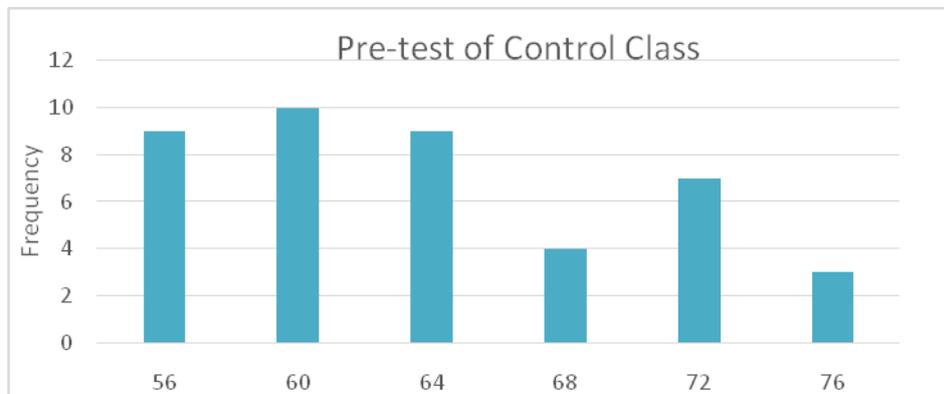
The analysis based on figure 1 above, from 42 students, there were 4 students, got score 56; 8 students, got score 60; 10 students, got score 64; 7 students, got score 68; 7 students, got score 72; 4 students, got score 76; 2 students, got score 80. For the statistics of the result of pre-test of experimental class, it can be seen on Table 5.

**Table 5**  
**Statistics of the Result of the Pre-test of Experimental Class (VII E)**

<b>Statistics</b>	<b>Score</b>
Mean	66.38
Minimum	56.00
Maximum	80.00
Median	64.00
Mode	64.00

The analysis based on table above, the pre test student's score showed that the mean score of experimental class in VII E was 66.28. The max score was 80.00 and the min score was 56.00. The med score was 64.00 and the mod score was 64.00.

**a. Result of Pre-test in Control Class**



**Figure 2**  
**Graph The Result of Pre-Test of Control Class (VII B )**

The analysis based on figure 2 above, from 42 students there were 9 students, got score 56; 10 students, got score 60; 9 students, got score 64; 4 students, got score 68; 7 students, got score 72; 3 students, got score 76. For the statistics of the result of pre-test of experimental class, it can be seen on Table 6.

**Table 6**  
**Statistics of the Result of the Pre-test of Control Class**

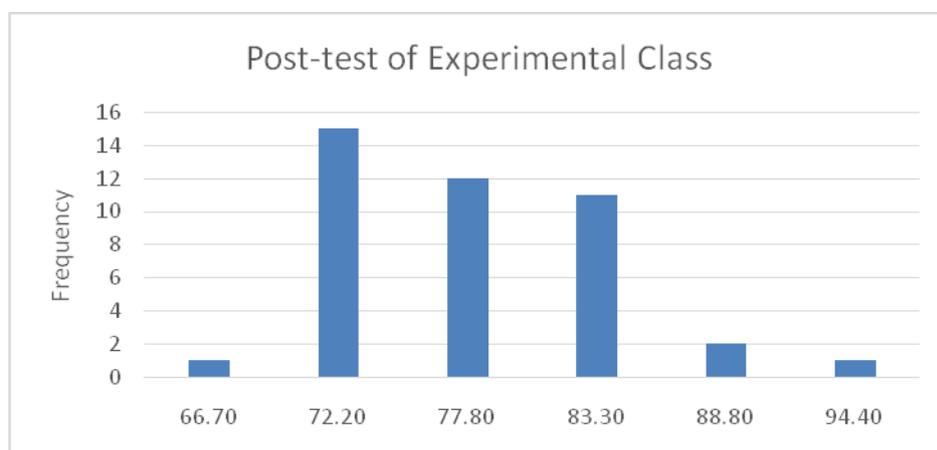
Statistics	Score
Mean	63.90
Minimum	56.00
Maximum	76.00
Median	64.00
Mode	60.00

The analysis based on table 6 above, the pre test student's score showed that the mean score of experimental class in VII B was 63.90. The max score was 76.00. The min score was 56.00. The med score was 64.00. The mod score was 60.00.

## 2. Result of Post Test

### a. Result of Post-test in Experimental Class

The posttest was held to find out students' vocabulary mastery in Kim's game after given treatment in class. Researcher was conducted posttest in the control class and experimental class on Mei 21<sup>th</sup>, 2018. The score from students that had been tested can be seen in figures 3 and 4.



**Figure 3**  
**The Result of Post-test of Experimental Class (VII E)**

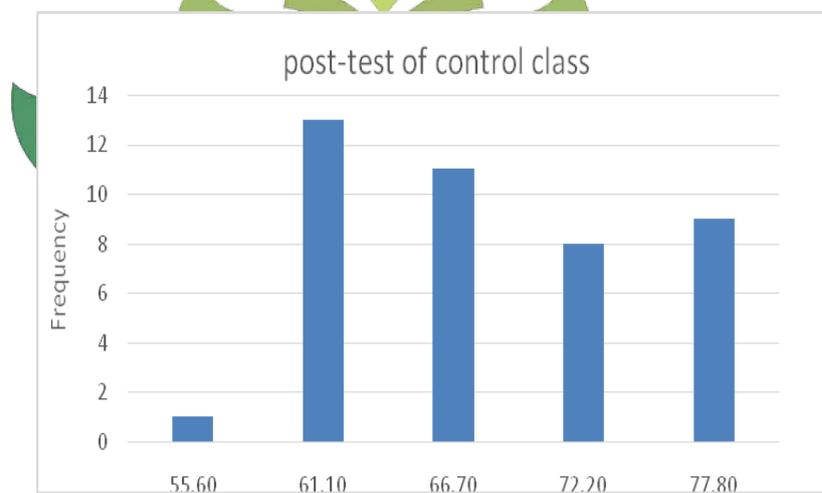
The analysis based on figure 3 above, from 42 students only 1 students got score 66.7; 15students, got score 72.20; 12 students, got score 77.80; 11 students, got score 83.30; 2 students, got score 88.90;1 students, got score 94.4.

For the statistics of the result of post-test of experimental class, it can be seen on Table 7.

**Table 7**  
**Statistics of the Result of the Post-test of Experimental Class**

<b>Statistics</b>	<b>Score</b>
Mean	77.89
Minimum	66.70
Maximum	94.40
Median	77.80
Mode	72.20

The analysis based on table 7 above, the posttest student's score showed that the mean score of experimental class in VII E was 77.89. The max score was 94.40 and the min score was 72.00. The med score was 77.80 and the mod score was 72.20.



The result of the post test of control class can be seen on the following.

**Figure 4**  
**Graph The Result of Post-test of Control Class (VII B)**

The analysis based on figure 4 above, from 42 students there were 1 students got score 55.60; 13 students, got score 61.10; 11 students, got score 66.7; 8 students, got score 72.20; 9 student, got score 77.80.

**Table 8**  
**Statistics of the Result of the Post-test of Control Class**

<b>Statistics</b>	<b>Score</b>
Mean	68.12
Minimum	55.60
Maximum	77.80
Median	66.70
Mode	61.10

The analysis based on table 8 above, the posttest student's score showed that the mean score of control class in VII B was 68.12. The max score was 77.80. The min score was 55.60. The med score was 66.70. The mod score was 61.10.

## **B. Result of Data Analysis**

### **a. Result of Normality Test**

Normality test to find out whether the data in the experimental class and the control class that we are testing are normally distributed or not. And here researcher used statistical calculations by using SPSS (Statistical Package for Social Sciences).

The hypotheses tested are:

The Formula:

The hypotheses for normality test are :

$H_0$  : the variant of data is normal

$H_a$  : the variant of data is not normally

And the criteria for the normality test are as follows:

$H_0$  is accepted if Sig (Pvalue)  $> \alpha = 0.05$

$H_a$  is accepted if Sig (Pvalue)  $< \alpha =$

Shapiro-Wilk		
Statistic	df	Sig.
.955	42	.098
.945	42	.062

**Table. 9**  
**The Normality Test of Experimental and Control Class**

Analysis based on the table 9, it can be seen that Sig. (p<sub>value</sub>) for experimental class was 0.098 and Sig. (p<sub>value</sub>) for control class was 0.042 and  $\alpha = 0.05$ . Because Sig. (p<sub>value</sub>) of experimental class  $> \alpha 0.05$ , it means that Sig (p<sub>value</sub>)  $> \alpha$  and  $H_0$  is accepted. The finally the data are in the normal distribution.

### **b. Result of Homogeneity Test**

The researcher did the homogeneity test to know whether the data are homogenous or not.

The hypotheses for the homogeneity test are formulated as follows.

$H_0$  : The variance of the data is homogenous

$H_a$  : The variance of the data is not homogenous

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

$H_0$  is accepted if  $\text{Sig. } (p_{\text{value}}) > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig. } (p_{\text{value}}) < \alpha = 0.05$

**Test of Homogeneity of Variance**

	Levene Statistic	df1	df2	Sig.
Based on Mean	3.141	1	82	.080

**Table 10**  
**The Result of Homogeneity Test in Experimental and Control Class**

Based on Table 10, it can be seen that  $\text{Sig. } (p_{\text{value}})$  based on mean was 0.080, and  $\alpha = 0.05$ . It means that  $\text{Sig. } (p_{\text{value}}) > \alpha$  and  $H_0$  is accepted. The conclusion is the data have same variance or homogenous.

## 2. Result of Hypothetical Test

After the researcher knew that the data were normal and homogenous, the data were analyzed by using independent samples test in order to know the significance of the treatment effect. The hypotheses are:

$H_0$  : There is no significant influence of using kim's game towards students' vocabulary mastery at the second semester of the seventh grade of SMP 3 Bandar Lampung in 2018 academic year.

$H_a$  :There is a significant influence of using kim's game towards students' vocabulary mastery at the second semester of the seventh grade of SMP 3 Bandar Lampung in 2018 academic year.

While the criteria for acceptance and rejection of the hypotheses for the hypothetical test are:

$H_0$  is accepted if Sig. (p<sub>value</sub>) >  $\alpha = 0.05$

$H_a$  is accepted if Sig. (p<sub>value</sub>) <  $\alpha = 0.05$

**The Result of Hypothetical Test**

T	Df	Sig. (2-tailed)
10.533	82	.000

**Table 11**  
**The Result of Independent Samples Test**

Based on the result obtained in the table 11, it is clear that the value of significant generated Sig. (p<sub>value</sub>) or Sig. (2-tailed) of the equal variance assumed 0.000, and the = 0.05. It means that Sig (p<sub>value</sub>) <  $\alpha$ , so  $H_0$  is rejected and  $H_a$  is accepted. Based on the computation, it can be concluded that there is a significant influence of using Kim's game towards students' vocabulary mastery at the second semester of the seventh grade of SMP Muhammadiyah 3 Bandar Lampung in 2018 in the academic year.

### C. Discussion

Based of data finding out the research, the researcher explained there were some procedures used to know students' vocabulary mastery. Tests were conducted to collect the data such as pre-test and post-test. The pre-test was administered on April 20<sup>th</sup>, 2018 for the experimental class and for control class to know the students' vocabulary mastery before they were given treatments by the researcher. The score of the pre-test and post-test would be

used as the students' score before treatments. Based on the students' pre-test and post-test score, it showed that the students' post-test is higher than in pre-test. The post-test was administered on Mei 21<sup>st</sup>, 2018 for experimental class and for control class.

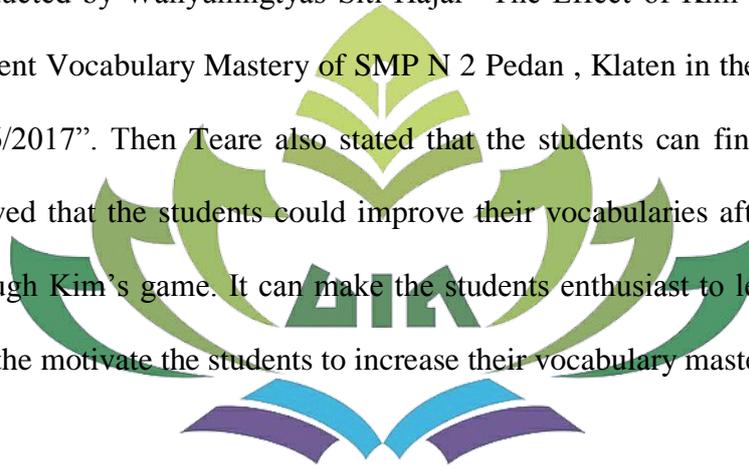
The first treatment was administered on April 23<sup>nd</sup>, 2018. The topic in the first meeting is *animal*. The second treatment was administered on April 26<sup>th</sup>, 2018. The topic in the second meeting is *shopping list*. The third treatment was administered on Mei 14<sup>th</sup>, 2018. The topic in the third meeting is *occupation*.

The result showed that the mean score of pre test between experimental class and control class were slightly different. The score of pre test in experimental class showed that the mean was 66.28 while the score of pre test in the control class was 63.90. Next, after analyzed the data of normality test score and it showed that the data were normal. After the normality test, the researcher analyzed the homogeneity of the data and it showed that the data were homogenous.

In the last of the research, post test was given to measure the improvement of the students' vocabulary mastery in both classes after the treatments done. The score of post test in experimental class showed that the mean was 77.89 and the score of post test in control class showed that the mean was 68.12. Next the researcher analyzed the normality and homogeneity of the data and the result showed that the data were normal and homogenous.

Based on the analysis of the data and the testing of the hypotheses, the result of the independent samples test is that the null hypotheses ( $H_0$ ) is refused and the alternative hypotheses ( $H_a$ ) is accepted. It means that there is influence of kim's game towards students' vocabulary mastery

According to finding of the research, it can be concluded that using Kim's Game in teaching learning process encouraged the students to gain the success in learning the vocabulary. It had been supported in previous research conducted by Wahyuningtyas Siti Hajar "The Effect of Kim's Game on The Student Vocabulary Mastery of SMP N 2 Pedan , Klaten in the academic year 2016/2017". Then Teare also stated that the students can find out the result showed that the students could improve their vocabularies after being taught through Kim's game. It can make the students enthusiast to learn vocabulary and the motivate the students to increase their vocabulary mastery.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of hypothetical test, this research made conclusion that there was a significant influence by using Kim'sGame towards students' vocabulary mastery. It was proved by seeing the result of the data calculation in the previous chapter where null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. It means that the researcher's assumption was true, Kim'sGame can give a significant influence towards students' vocabulary mastery. It was supported by the scores achieved by the students in which they got higher scores after the researcher gave the treatment (Kim'sGame) as a technique in learning vocabulary. The result that value of significant generated Sig. (Pvalue) = 0.000 <  $\alpha$  = 0.05. The average score of post- test also shows that the result of post-test in experimental class is higher than result of post-test in control class. It also proved that Kim's Game can improve the students' vocabulary mastery.

## B. Suggestion

Based on the result of the research that was conducted, the researcher would like to give some suggestions as follows.

### 1. For the teacher

- a. The teacher should be able to find many ways to improve students' vocabulary mastery and able to apply it.
- b. The teacher should give chance to the students to be more active in teaching learning process.
- c. The teacher can use Kim's game to improve and increase the students' vocabulary mastery because it is an active process, enjoyable and fun.

### 2. For the students

- a. The students should learn harder and more seriously in learning English in order to develop their vocabulary mastery.
- b. The students should practice their English regularly to improve their vocabulary mastery even with their friends or teacher.

### 3. For the future researchers

- a. In this research used Kim's game to help students of Junior High School, especially in vocabulary mastery in noun. Further researchers may conduct this strategy on different level of students, for example Elementary School. They can apply other kinds of vocabulary.

- b. In this research the treatments were done three meetings. Other researcher can spend more time in giving the treatments to the students, so that they can get enough exercise.
- a. In this research used Kim's game to help the students of junior high school, especially in vocabulary. Other researcher can use kim's game for elementary, junior, or senior high school.



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