

**THE INFLUENCE OF “WHAT AM I” GAME TOWARDS
STUDENTS’ VOCABULARY MASTERY AT THE
SECOND SEMESTER OF EIGHTH GRADE
OF SMPN 17 BANDAR LAMPUNG IN
THE ACADEMIC YEAR 2018/2019**



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

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2018/2019**

ABSTRACT

THE INFLUENCE OF USING “WHAT AM I?” GAME TOWARDS STUDENTS’ VOCABULARY MASTERY AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF THE SMPN 17 BANDAR LAMPUNG IN ACADEMIC YEAR 2018/2019.

BY
RIRIN ARYANI

In teaching and learning process in the class, there are lot of students who find some difficulties in learning English. One of the difficulties of the students in learning English is vocabulary. The students’ vocabulary mastery in SMPN 17 Bandar Lampung is still low. To solve this problem, the researcher applied “What am I?” game, a game which consisted of spelling and memorizing some word with the clue. The objective of this research is to know whether there is significant influence of using “What am I?” game to improve student’s vocabulary mastery to the eight grade of SMPN 17 Bandar Lampung at the second semester in academic year 2018/2019.

This research methodology used quasi experimental design. The population of this research were 8th grade students of 2nd semester at SMPN 17 Bandar Lampung. This research used cluster random sampling technique in taking sample. The sample was two classes 8.1 and 8.2 which consisted of 64 students. The test was multiple choice tests consist of 25 items after validity. After giving pre-test and post-test, SPSS V.16 was used to analyze the data to compute independent sample t-test.

Based on the data analysis computed by using SPSS V.16, it was obtained that Sig. = 0.002 and $\alpha = 0.05$. it means that H_0 is accepted because Sig. < $\alpha = 0.001 < 0.05$. Therefore, there is a significant influence of using “What am I?” game towards students’ vocabulary mastery the second semester of the eighth grade of SMPN 17 Bandar Lampung.

Keywords: “What am I?” Game, Vocabulary Mastery, Quasi Experimental Research.

DECLARATION

I Heraby stated that thesis entitled “The Influence of using “What am I” Game Toward Students’ Vocabulary Mastery at the second semester of the Eighth Grade of SMPN 17 Bandar Lampung in Academic Year 2018/2019” is completely my own work. I am fully aware that I have qouted some statements and theories from various sources and they are propely acknowledge in this thesis.





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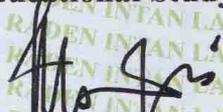
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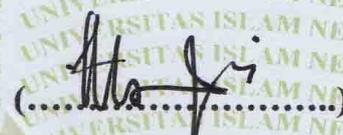
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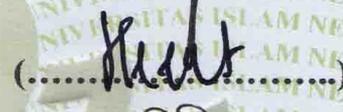
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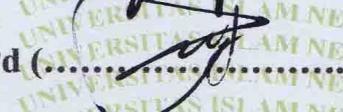
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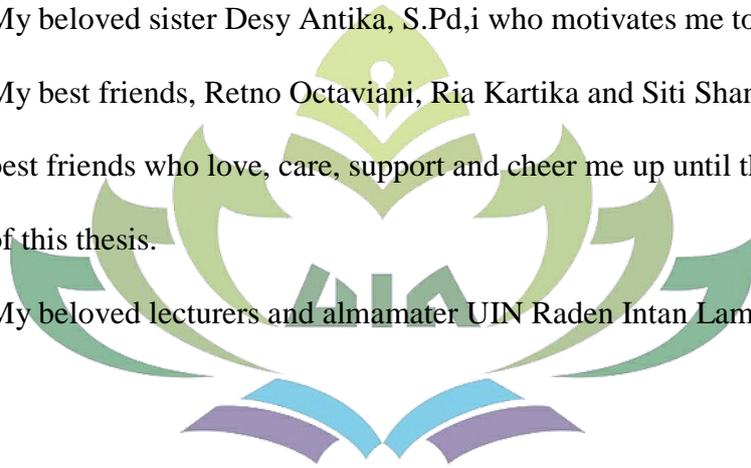
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DEDICATION

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

1. Allah SWT who always love and keeps me everywhere and every time.
2. My beloved parents Mr. Arhamu Heri and Emay Enah who always pray, support and guide me to be success in my study and my life. Thanks for all the motivation.
3. My beloved sister Desy Antika, S.Pd,i who motivates me to success.
4. My best friends, Retno Octaviani, Ria Kartika and Siti Shanniyah as my best friends who love, care, support and cheer me up until the completion of this thesis.
5. My beloved lecturers and almamater UIN Raden Intan Lampung.



CURRICULUM VIATE

Ririn Aryani was born on April 19th 1996 in Pandeglang, Banten. She is the second child of M Arham Muheri and Emay Enah. She has one sister whose name is Desi Antika, S.Pd,i.

She began her study in SDN 1 Bakung and finished in 2008. After that, she continued her study at Junior High School at SMPN 6 Bandar Lampung and finished in 2011. Then she continued at Senior High School at SMAN 8 Bandar Lampung and graduated in 2014.

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Praise be to Allah, the Most Gracious and the Most Merciful, the Most Beneficent for his blessing and mercy given to me during his study and completing this thesis. Then, peace be upon the great messenger prophet Muhammad SAW.

This thesis entitles “The Influence of using “What am I?” Game Towards Students’ Vocabulary Matery at the Second Semester of The Eighth Grade of SMPN 17 Bandar Lampung in Academic year 2018/2019” is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill of the requirements to obtain S-1 degree.

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

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Finally, I am fully aware that there are still lot of weaknesses in this thesis. For this, I truthfully expect criticism and suggestion from the reader to enhance the quality of the thesis.

Bandar Lampung,
The researcher,

2019

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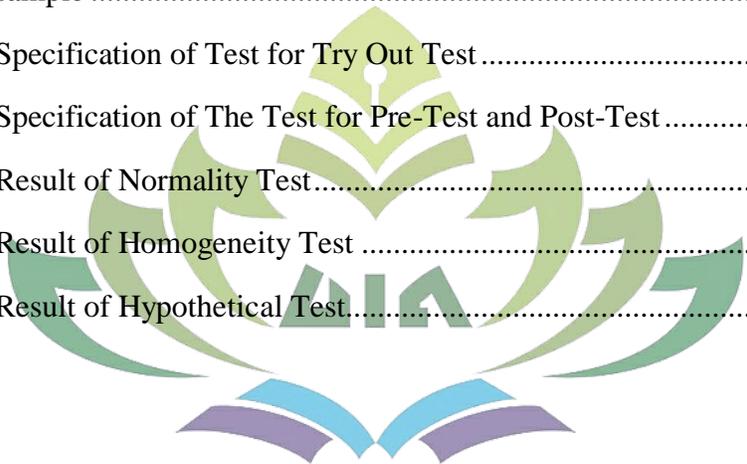
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CHAPTER I

INTRODUCTION

A. Background of the problem

Vocabulary is one of components that important in taeching English as a foreign language, besides the other components such as grammar, only contribute a little thing rather than vocabulary since without vocabulary nothing can be conveyed.¹ It means that vocabulary is very important part in learning English. According to Cameron, Vocabulary is fundamental to using foreign language as discourse.² If the students are lack of vocabulary, they cannot express their ideas to speak, write and read something. Based on statement above, the writer assumes that vocabulary is a part of language and it is basic elements in English.

Mastering vocabulary be comes a complex problem because it is difficult task to do. According to Becker, identified poor vocabulary knowledge is the primary cause of the academic failure of disadvantage students.³ It means that, vocabulary is a part of four skills, so, if the student's low, the students are difficult to express their ideas in from of spoken and written.

Cameron states that vocabulary is to know the word if they can recognize its meaning when they see it.⁴ Its means that learning vocabulary we have to know

¹Scott Thornburry, *How to Teach Vocabulary*, (London : Pearson Education limited, 2002), p.13.

² Lynne Cameron, *Teaching Language to Young Learners*, (London: Cambridge University Press 2002), p.46.

³ Becker, W. C, *Teaching reading and Language to the Disadvantage: What We Have Learn From Field Research*, (London: Harvard University, 1977), p.518.

⁴⁴ Lynne Cameron, *Op. Cit*, p.75

the meaning of the word and also understand moreover can use it in sentence context.

Based on the idea above, the writer concludes that vocabulary is collection or a list of words and central elements of English of learning a foreign language that should be learnt to know the meaning of the words that can help the students use language to communication well.

Based on preliminary research which was conducted at SMP N 17 Bandar Lampung on January, 8th, 2019 by preliminary research the teacher and the students, it got the information that the students often felt difficult in learning English because of their vocabulary mastery and the most the students were still difficult to say words with correct pronunciation. And some students said, Sakinah as the students in SMPN 17 Bandar Lampung said that the teacher teach boring game. Aditya as the student said that he was felt difficult in learning vocabulary because the teacher used difficult game to understands.⁵

Mrs.Emi as the English teacher also said that the students have many problems in learning vocabulary. The students difficulty to understand the meaning of words. When I gave the task students can't understand the instruction because they do not know the meaning what I say.⁶ The students' vocabulary score was given.

Generally, the teacher teach vocabulary by ball game, it is a game that passes the ball around the in circle as fast as possible and show the students english grammar skill. The teacher game is intense conventional. There is no innovation in

⁵ The Students in SMPN 17 Bandar Lampung, January 8th, 2019, questioner form.

⁶ Hermiati, S.Pd, English Teacher in SMP N 17 Bandar Lampung, January 8th, 2019, a questioner form.

learning activity that used by the teacher. The teacher used Ball game which are not effective with the skill or components. As a result it makes the learning process bored. The vocabulary score of the students is presented in **table 1.1**.

Table 1.1

The Students' Vocabulary Score at the Eighth Grade of SMP N 17 Bandar Lampung in Academic Year of 2018/2019

No	Class	Students' Score		Number of Class
		< 70	≥70	
1	8.1	25	7	32
2	8.2	24	8	32
3	8.3	22	7	29
4	8.4	25	5	30
5	8.5	22	10	32
Total		118	37	154
Percentage		76 %	24 %	100%

Source: the data of vocabulary score at Eight Grade of SMP N 17 Bandar Lampung in the Academic year of 2018/2019.⁷

The total number of students who got scores above of the criteria of minimum (KKM) is 118 from 154 students. It means that students who felt difficult to understand vocabulary are 76%. And the number of students who got score vocabulary' above are 37 from 154 students with presentation 24%. It means that that the students' vocabulary is still low and need to be increased. Thus, the students felt difficult in learning vocabulary, because the teacher' game is not interested for the students especially in teaching vocabulary.

From the explanation above, "What am I?" game is suitable to be used in teaching vocabulary. Frist, the students feel happy, enjoy and interest. As the result, the teacher is essey to conduct the students in teach process. Second, the students become more active in doing activities such as; answering teachers'

⁷ The data of vocabulary score at the Eighth Grade , SMPN 17 Bandar Lampung, 2018/2019, unpublished.

questions, listening, speaking and working together with their friends. So, they don't feel bored in their study. Finally they could improve their confidence in learning English in order to improve the students' vocabulary mastery.

This is supported by some previous studies. The first previous study has been conducted by Anisha, entitled "The Use of 'What am I?' Game to Improve Students Vocabulary Mastery at The Second Semester of The Eighth Grade of MTs. Al-Hakma Jember in Academic year 2012/2013."⁸ The result of the study of using "What am I?" game in teaching vocabulary showed that they provide students were interesting and enjoying in the learning process. She said that teaching vocabulary mastery in regular and irregular verb by "What am I?" game the result is very significant.

The second previous study that had been done by Sayang Hartika Trully entitled "The Influence of using "What am I?" Game Toward Students Speaking Ability at The Second Semester of The Seventh Class at The SMP Karya Utama Lampung Selatan in Academic year 2012/2013."⁹ She used "What am I?" game to teach speaking ability of her study showed that "What am I?" game could improve the students' speaking ability. She said there was significant influence of using "What am I?" game toward students' speaking ability.

Based on the explanation of previous studies, it can be concluded that there are significant differences of previous studies to this research. The differences are in

⁸ Anisah, *The Use of 'What am I?' Game to Improve Students Vocabulary Mastery at The Second Semester of The Eighth Grade of MTs. Al-Hakma Jember in Academic year 2012/2013* (Jember: Muhamddiyah University, 2013). Unpublished.

⁹ Sayang Hartika Trully (*The Influence of using "What am I?" game Toward Students Speaking Ability at The Second Semester of The Seventh Class at The SMP Karya Utama Lampung Selatan in Academic year 2012/2013*). P.6 and 61, Unpublished.

these previous studies that had been done by Anisah, she said that “What am I?” game to teach vocabulary but in this research the writer taught regular and irregular verb. Another previous study that had done by Hartika, she used “What am I?” game to taught speaking in spelling and pronunciation. Thus, this research is significant with the previous studies.

Therefore, the writer was interest in doing research entitled: The Influence of using “What am I” game towards students’ vocabulary mastery at the first semester of The Eight Grade of SMPN 17 Bandar Lampung in academic year of 2018/2019.

B. Identification of the problem

Based on the background of study, it will identify the problem as follows:

1. Most the students found difficult in learning vocabulary, because the game is not interested for the sttudents especially in teaching vocabulary..
2. The students were still difficult to recognize the meaning of the words.
3. The teacher’s game in teaching English was still less interesting.

C. Limitation of the Problem

Based on the identification of the problem, this research focused on the influence of using “What am I” game towards students’ vocabulary mastery at the first semester of eight grade of SMPN 17 Bandar Lampung in academic year of 2018/2019. The vocabulary used nouns and adjectives. The limitation of these kinds of vocabulary is because of the appropriateness with the syllabus.

D. Formulation of the Problem

Based on limitation of the problem above, the problem was formulated as follows:

Is there any a significant of using “What am I” game toward students’ vocabulary mastery at the second semester of the eight grade of SMPN 17 Bandar Lampung in academic year of 2018/2019?

E. Objective of the Research

Based on the formulation of the problem, the objective of the research is: To know whether there is any a influence of using “What am I” game toward students’ vocabulary mastery at the second semester of the eight grade of SMPN 17 Bandar Lampung in academic year of 2018/2019.

F. Significance of the Research

The uses of the research are as follows:

1. Theoretically

The result of this research to support the previous theories about the influence of using “What am I” game towards vocabulary mastery and to develop knowledge of the researcher in practicing the theories.

2. Practically

It is hoped that this research can provide useful input in improving the quality of learning in the school and also give information to the English teacher about teaching vocabulary through “What am I” game.

a. The teacher

By using “What am I?” game, the teacher can improve their creativity in their creativity in teaching and learning process, so the goal of learning can be achieved.

b. The Students

By using “What am I” game, the students more will interested and motive in learning vocabulary.

G. Scope of the Research

1. Subject of the research

The subject of this research was the English teacher and the students at the eighth grade at the SMPN 17 Bandar Lampung in academic year of 2018/2019.

2. Object of the research

Object of the research was teaching and learning vocabulary using “What am I” game toward vocabulary.

3. Place of the research

The research was conducted at SMPN 17 Bandar Lampung

4. Time of research

The research was conducted at the second semester in academic year of 2018/2019.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theories

1. Teaching English as a Foreign Language

Language is highly organised system in which each unit plays an important part which is related to other parts.¹ It means that language is considered as a tool of communication. In this case, language is so important in our life. By using language, people can express their ideas, and their feelings in interaction to others. Based on the theoretical above, we can see that someone need communicating, acquiring knowledge and skill, takling education and establishing relation with other people. On theaching and learning process, the teacher of course uses language to communication, especially in teaching and learning process.

As a foreign language, English is called as a target language. English is the language which is most-widely used by people all over the world. They use it as either their native language, second language, or foreign language.² People in Indonesia use English as a foreign language. It means that they do not use it as a means of their everyday communication. However, they just formally learn it at school as a compulsory subject. However, they are taught the four language skill, listening, speaking, reading, and writing and components of language such as grammar, vocabulary, and pronunciation.

¹ Lim Kiat Boey, *An Introduction to Linguistic for the Language Teacher, for Regional English Language Center*, (Singapore: Singapore University Press, 1997), p.1.

²Jeremy Harmer, *The Practice of English Language Teaching*. (London Pearson Education Limited,2007), p.265.

However, teaching English as a foreign should be different from teaching it as a second language. Setiyadi stated that language teaching is influenced by ideas on nature of language (language theories) and the learning conditions that make learners to acquire the language (language theories). Differences in language theories may affect the selection of teaching methods.³ It means that teaching English as a foreign language, the teacher should know what they do in order that he or she can make his or her students learn it.

In other words, the teacher should prepare the materials, instructions, in techniques well. In addition, Brown stated that teaching showing or helping someone to learn how to do something, giving instructions, guiding in study something, providing with knowledge, causing to know or understand.⁴ It means that teaching English gives knowledge to someone from not understood to understand.

Based on explanation above, it can be concluded teaching English as a foreign language is a process to comprehend about content of English, so the so the students can be helped to understands about English. The students who learn English as a foreign language have opportunity to practice or use their English in real life situation. Teaching and learning will success if the teacher knows how to teach it well. To achieve the goal of English teaching, it needs media and other facilities which can support and achieving the goal. In addition, the teaching should be interesting, appropriate for students.

³Ag.BambangSetiyadi, *Teaching English as a Foreign Language*. (Yogyakarta: Graha Ilmu.2006) ,p. 20.

⁴H. Douglas Brown, *Teaching Principles of language and teaching prentice*, (New Jersey: Hall Regents,1994), p.7.

2. Concept of Vocabulary

a) Definition of Vocabulary

Vocabulary is an important component that should be mastered by the students. According to Kamil and Heibert, vocabulary is a set of words for which we know the meaning and also that an individual can use speaking, reading, writing, and listening.⁵ It means that vocabulary is list of words of language that someone has.

Brown states, vocabulary is seen its central role, conceptualized meaningful language.⁶ Based on the statement, it is important for the teacher to create some way or techniques in teaching and vocabulary. So the students can receive and understand the material simply. Moreover, it is expected by mastering great number of vocabulary, it will be easier for students to learn a foreign language and use it for communication.

Vocabulary is the first stage to learn and to know the language. It is supported by Cameron states that vocabulary is central to learning of a foreign language at the primary level.⁷ It can be concluded that vocabulary is central of language and of critical importance to typical language learner. Without sufficient vocabulary, we cannot communicate effectively or express ideas in both oral and written form.

⁵Elfrida H. Heibert and Micheal M. Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice*, (LEA) (New Jersey London: Mahwah, 2005), p.3.

⁶ Douglas Brown, *The Principle of Language Learning and Teaching*,(New Jersey : Prentice Hall,2000),p.337.

⁷ Scott Thornburry, *How to Teach Vocabulary*, (London: Longman, 2002), p.15.

From the explanation about, it can be concluded that vocabulary should be mastered in language learning, especially in teaching and learning English, because vocabulary can be presented or explained in all kinds of activities. It can be said that vocabulary mastery is knowledge of a list or a set of words that make up a language which might be used by a particular person, class or profession.

b) Aspect of Vocabulary

The students are trying to use the language by using vocabulary into certain sentences in order to be able to communicate and transfer their idea in any activity of learning language. In learning vocabulary there are aspects that must be considered so that the students do not get difficulties in learning English especially in vocabulary, they are:

1. Pronunciation: research shows that words are difficult to pronounce, potentially difficult words will typically be those that contain sounds that are unfamiliar to some group of learners.
2. Spelling; sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or spelling, and can contribute to a word's difficulty. Words that contain silent letters are particularly problematic.
3. Length and complexity; long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their 'learnability'.

4. Grammar; also problematic is the grammar associated with the word especially if this differs from that its L1 equivalent. Spanish learners of English, for example, tend, to assume that explain follow the same pattern as both Spanish *explicar* and English *tell*, and *he explain me the lesson*.
5. Meaning; when to words overlap in meaning, learners are like to confuse them. Make and do are a case in point, you make breakfast and make an appointment, but you do the housework and a questioner, word with multiple meanings, such as since still, can also be trouble some for learners.
6. Range, connotation, idiomatic; words that can be used a wide range of context will generally be perceived as easier than their synonyms with a narrower range. Uncertainty as to the connotations of some words may cause problems too. Words or expressions that are idiomatic will generally be more difficult than words whose meaning is transparent.⁸

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

1. Word meaning

The least problematic issue of vocabulary, it would seem, is meaning. According to Harmer word meaning include: Polysemy, antonym, synonym, hyponym, connotation.

^{8 8} Scott Thronburry, *Op Cit*, p. 75-76.

2. Extending word use

Words do not just have different meanings, however. They can also be stretched and twisted to fit different contexts and different uses. We say that someone is in a black mood or someone is yellow, yet we are not actually describing a color. In such contexts black and yellow means something else. It is frequently stretched through the set of metaphorical and idiom use. For example: “you are in apple in my eyes” this is an idiom expression that shows that it began to praise someone.

3. Word combinations

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

4. Word grammar

The last is about word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. We make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say one chair or two chairs, etc.⁹

⁹ Jeremy Harmer, *The Practice of English Language Teaching*, London: Cambridge, 1998), p.18

From the elucidations above, it can be concluded there are some aspects of vocabulary: they are pronunciation, grammar, spelling, meaning, length, complexity, word meaning, word use, word grammar and word combinations. All of the aspect should be mastered by students so that they can make a good improvement in learning English. In this research the writer will focus on word use and word meaning because both of them have learned by the students.

c) **Concept of 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.¹⁰ Relating to the vocabulary teaching, the teacher has responsibility to make students successful. The teacher must be able to know the techniques in teaching vocabulary. Cameron says that vocabulary teaching can be focused to have learners build up to knowledge of the words in ways that will enable them to use the language efficiently and successfully.¹¹ Beside vocabularies the learner mastered, more chances they master the language.

In addition vocabulary can be taught, it can be presented, explained, included in all kinds of activities and experience all in many ways. English teacher can not only give the students a list of the word but related them to the context of words in motivating the students. The teacher decides how to teach

¹⁰ Douglas Brown, *Teaching by Principles an Interactive approach to Language Pedagogy Second Edition*, (San Fransisco: Longman, 2001),p.8.

¹¹ Lynne Cameron. *Teaching Language to young Learners*, (New York: Vocabulary Press, 2001), p.7.

vocabulary in the class according to Throburry, here is the implication of these finding for the teaching:

1. Learners need to be task and strategies to help them organize their mental lexicon by building networks of association the more the better. Teacher need to accept that the learning of new words involves a period of ‘initial fuzziness’.
2. Learners need to wean themselves of a reliance in direct translation from their mother tongue.
3. Words need to be presented in their typical context so that, learners can get a feel for their meaning, their register, their collocation, and their syntactic environments.
4. Teaching should be direct attention to the sound of new words, particularly the way they are stressed.
5. Learners should aim to build a threshold vocabulary as quickly as possible.
6. Learners need to be actively involved in the learning words.
7. Learners need multiple exposures to words and they need to retrieve words memory repeatedly.
8. Learners need to make multiple decisions about words.
9. Memory of new words can be reinforced if they are used to express personally relevant meanings.

10. Not all the vocabulary that the learners need can 'taught': learners will need plentiful exposure to talk as well as training for self-directed learning.¹² It means that there are ten implications which are needs to be considered before teacher teach vocabulary in the class.

From the statement above, it can be concluded that in teaching vocabulary is essential especially for understanding English in the class. Therefore, the English teacher should give the students a way where the students can motivate themselves to find a solution of learning vocabulary and teacher should also give the students a better way for transferring the knowledge and the process of the students to acquiring or getting of knowledge of subject by study, experience, or instruction.

In addition, the students have different levels and teachers' encourages their students to again success in learning language. The method or technique might one motivating them on teaching language. In other words, according to Thornburry there are some technique that can be used in teaching vocabulary, they are:

1. Learner traning
2. Mnemonic (key word technique)
3. Word card (game)
4. Guessing from the text
5. Using dictionary
6. Spelling rules

¹²Scott Thornburry, *How to Teach Vocabulary*, (London : Pearson Education Limited, 2002) , p.30.

7. Keeping records

8. Motivation.¹³

There are many ways to teaching vocabulary mostly English teacher use, teacher know that in presenting the new vocabulary the English teacher cannot give the students a list of words, but they shall be creative to manage and introduce the words with the good appropriate way.

d) How to Test Vocabulary

Many teachers use variety of methods to test vocabulary, without testing, there is no reliable means of knowing how effective a teaching sequence has been. Testing provides a form of feedback, both for learners and teachers. Moreover, testing has a useful backwash effect: if learners know they are going to be tested on their vocabulary learning, they may take vocabulary learning more seriously. Testing motivates learners to review vocabulary in preparation for a test. There are some types of the test vocabulary:

1. Identification tests, where the words are presented orally, visually, or by both methods to the individual subject and the subject asked to respond by orally identifying the word through definition, use, synonym, antonym, illustration or otherwise. Example of identification test:

Please identification the antonym of the word.

A	B
Brave	Coward
Female	Male
Cheap	Expensive

¹³ Scott Thornburry, *ibid*, p. 13.

Asleep	Awake
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2. Matching tests, where the test word are presented in columns and along with these words the definitions are presented in a parallel column, but arranged in different order; the subject being required to arrange the definitions in the same order as the test words. This is the example of matching test :

Choose the correct answer:

Word/Phrase	Definition
Distance	Inspiring great affection; delightful; charming
Shape	Having a sharp, pungent taste of smell; not sweet
Bitter	An amount of space between two thing or place
Adorable	The external form or appearance characteristic of someone or something; the outline of an area or figure.

3. Multiple choice tests are a popular way of testing in that they are easy to score and they are easy to design. Moreover, multiple choice formats can be used with isolate words, words in a sentence context or in whole texts. Here, for example : A hunter shoots a squirrel in a tree.

The underline means?

- a. Pemburu c. Nelayan
b. Petani d. PenjagaToko

Multiple choice test have been criticized because

- Learner may choose the answer by a process of elimination, which hardly constitutes ‘knowing’ the right answer
- Depending on the number of possible answers (called distractors), there is a one- in- three (or one- in- four) chance of getting the answer right.

4. Gap- fill test require learner to recall the word from memory in order to complete a sentence or text. Thus they test the ability to produce a word rather than simply recognize it. This is the example of Gap-fill test:

Choose the correct answers in the table!

1. Club	6. Happy
2. Prize	7. Basketball
3. Bus	8. Started
4. Arrive	9. Trip
5. Hotel	10. Lost

Trip to Bandung

Desi and her (1)... club had a (2)....To Bandung for a national junior basketball match. The match (3)... from Monday to Wednesday. They went to Jakarta on Sunday morning by (4)... They stayed at a (5)... after they (6).... In Bandung.Desi and her team (7) In semi final match. They didn't get any (8).... From all the matches, but they felt (9)....desi and her (10) Went home town on Thursday morning.¹⁴ In this research, the test that will be used to calculate the student's vocabulary score is multiple choice test, because this test is easy to apply on the computer and they are easy to design.

e) Definition of Vocabulary Mastery

¹⁴ The reliability and Validity of Types of Vocabulary Tests. Available online at <https://www.tandfonline.com> on November 9,2018 at 7.33 AM.

According to Kamil and Hiebert, vocabulary is knowledge of meaning of word. So, all of knowledge of word is vocabulary. It means that vocabulary is very vital part of language, because a language is formed by words. If we are having good enough of vocabulary, we will be able to communicate to other people and express our idea clearly and easily.¹⁵

According to Kridaksana, vocabulary represents: (1) language component claiming all information about meaning and word use (2) vocabulary mastery of speaker or writer of a language (3) list of word formed such as a dictionary, but with brief and practical definition.¹⁶ It means that all detail about meaning and word usage should be consisted in language component and it is produced by vocabulary. Vocabulary mastery are not only mastering in written form but also in oral form. Overall, vocabulary can be called as list of word usage and it looks like a dictionaries.

Mastery means understanding well or simply reaching a certain level of understanding of particular content, whereas competence represents the ability to apply what has been mastered. According to Guskey, Mastery is a term that all educators use and believe they understand well. But when pressed to describe precisely what it means to master a concept, skill or subject everyone has a different definition.¹⁷ It can be concluded that vocabulary mastery is complete skill of the students to understand well and communicate by using words they learned.

¹⁵ ElfriedaH.Hiebert and Michel L Kamil, *Teaching and Learning Vocabulary Bringing Research to Prattice*, (London: Laurence Elbaum Associates (LEA), 2005), P.13.

¹⁶Harmurti Kridaklasana, *KamusLinguestik*, (Jakarta: GramediaPustaka, 2008), p.142.

¹⁷ Thomas R Guskey, *Education Leadership*. Cambridge: Cambridge University Press, 1994, p.1.

From the explanations, the students' vocabulary mastery means as the ability of students to use word that they have learn in such aspect as word meaning and word use including nouns, verb and adjective in daily activities.

f) Types of Vocabulary

In English vocabulary have some types that need to be learnt. They are types of vocabulary that are explained by the experts. One of the explanations is explained by Thornburry. He classified into eight words classes such as nouns, pronouns, verb, adjective, adverb, preposition, conjunction, and determiners.¹⁸

Those can describe as follows:

1. Nouns

According to Dykes, the word 'noun' comes from the Latin *nomen* meaning 'name'. A noun is the name of a thing. Everything that exist has a name, whether you can see it to or not (that exist in our minds, like hope, beauty).¹⁹ It means that noun is related with name of something like place, plant, people, and other. For example John, students, house, chair, rose, cat, honesty.

2. Verb

The word 'verb' comes from the Latin *verbum* meaning 'word'. Verbs are doing, being or having words.²⁰ Sentences are complete only if they contain both a subject and a verb. The verb is part of backbone of any sentence joining the noun or subject as one of two absolutely necessary elements of a

¹⁸Scott Thornburry, *How to Teach Vocabulary*. (London : Pearson Education Limited, 2002), p.4.

¹⁹ Barbara Dykes, *Grammar for Everyone*, (Victoria: Acer Press, 2007), p.22.

²⁰*Ibid*, p.22.

complete sentence.²¹ It means that verb can be used to show the measure and condition of thing. For examples: write, read, listen and other.

3. Adjective

The word ‘adjective’ is form Latin *adjacerem* meaning ‘throw to’ or ‘add’. In the grammatical sense, this means to add the characteristics of something.²²

Adjective describe nouns and pronoun. It gives information about people, place and things. Adjective can be used before and after nouns.

4. Adverb

Based on Sarageant, adverbs are words that tell you more about verbs, adjective and other adverbs.²³ Use such adverbs as *quickly, all day, one week, tomorrow, every night, soon, etc.* Adverbs normally follow the verbs, there are three basic types of adverb such as *adverb of manner, adverb of time* and *adverb of place*.

5. Preposition

The word ‘preposition’ is from the Latin word *proepositio* meaning ‘placed-before’ or ‘in front of’. It shows a relationship to something.²⁴ Preposition is words that show a connection between other words.²⁵ Common preposition include: between, inside, near, for, like, after, of, by, in, at, on, over, in front of, beside, etc.

²¹ Phyllis Dutwin, *English Grammar*, (New York: McGraw Hill, 2010), p.30.

²² *Ibid*, p.53.

²³ Howard Sargean. *Basic English Grammar*.(Essex: Saddleback Educational Publishing 2007) p.95.

²⁴ Barbara Dyke, *Grammar for everyone*, (Victoria: Acer Press, 2007), p.71.

²⁵ Howard Sargeant, *Basic English Grammar Demystified*, (Essex: Saddleback Education Publishing, 2007), p.101.

6. Conjunction

This word is from the Latin *con* meaning ‘Together’ and *jungere* meaning ‘to join’. A conjunction has two or more parts of speech of a similar kind or two or more part of sentence.²⁶ There are two basic functions of conjunction, coordinating and subordinating conjunction. Coordinating conjunctions are used to join two parts of sentence that are grammatically equal. The example of coordinating conjunction: and, but, or, nor, for, yet, so. Subordinating conjunction is used to join a subordinate. The example of subordinating are although, because, since, unless.

7. Determiner

According to Sarageat, determiners or noun signals are special adjectives used before nouns. There are many kinds of determiners such as demonstrative determiners, quantifying determiners, interrogative determiners, possessive determiners, etc.²⁷

8. Pronoun

The word ‘pronoun’ comes from the Latin *pronomem* meaning ‘for noun’. As the world implies pronouns are words that we use in place of nouns. The following words are common pronouns for one person or thing: *I, you, he, she, it, me, her, him*. And for more than one person or thing: *we, you, they, us, them*.²⁸

²⁶ Barbara Dykes, *Op. Cit*, p.73.

²⁷ Howard Sargeant, *Op. Cit*, p.44.

²⁸ BarbarDykeys, *Op, Cit*, p.35-38.

This research focused on teaching nouns, adjective and verb because they are included descriptive text that was suitable in the syllabus. Those can be describes are:

g) Concept of Nouns

Noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. According to Dykes, the words 'noun' comes from the Latin *nomen* meaning 'name'. A noun is the name of thing. Everything that exists has a name, whether you can see it or not. Here are some types of nouns such as:

1. Common Nouns

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

a) These common nouns are words for things.

There are ruler, chair, train, bus, computer, dictionary, lamp, ladder, etc.

b) These common nouns are words for animals. notice that special names for young animals are included.

No	Animal	Its young	No	Animal	Its young
1	Dog	Puppy	1	Sheep	Lamb
2	Cat	Kitten	2	Goat	Kid
3	Cow	Calf	3	Frog	Tadpole

c. These common nouns are words for places.

The example Bank, air, port, hotel, library, park, museum, farm, mall, zoo, etc.

- d. These common nouns are words for people who do certain thing.²⁹

The example are Singer, athlete, lawyer, farmer, brother, fiend, pilot, etc.

2. Proper Nouns

Proper nouns are that refer to specific entities. A proper noun begins with a capital letter are not beginning of sentence are often the name of people, place (town, countries, etc.), institution, days of the week, month of the years, name of nationality and language in writing.

The words 'proper' comes from the French word *proper* meaning one's own³⁰. The names of particular people, place and things are proper noun.

They always begin with a capital letter.³¹

- a) These people's names are proper nouns :
Harry potter, Mom, Dad, Santa Clause, Uncle David, Dr Lee, etc.
- b) The names of the days of week and the months of the year are proper nouns. Days of the week (Monday until Sunday), Months (January February until December)
- c) The names of the special days and celebrations are also proper nouns. New Year's Day, Mother's Day, Valentine's Day, Memorial Day, Halloween, Christmas, Ramadhan, etc.

²⁹ Howard Sargeant, *Op. Cit*, 7-8.

³⁰ Barbara Dykes, *Op. Cit*, p.23.

³¹ Howard Sargeant, *Basic English Grammar*. (Essex: Saddleback Educational Publishing, 2007), p.8.

- d) The names famous places, buildings, and monuments are proper nouns. TajMahal, the Great Wall OF China, the Statue of Liberty, the Effil Tower, the Grand Canyon, the Sydney Opera House, etc.
- e) The names of people who live in a particular country are also proper nouns.³²

No	Country	People
1	Afghanistan	Afghans
2	Australia	Australians
3	Britain	British

3. Countable Nouns

Countable nouns can be singular or plural: book(s), hotel(s), boat(s), boy(s), job(s), mile(s), piece(s), dream(s). We use countable nouns for separate, individual things such as books and hotels, things we can count. Many countable nouns are concrete; table(s), car(s), shoe(s), But some are abstract: situation, idea.

4. Uncountable Nouns

Uncountable nouns are neither singular non plural: water, sugar, salt, music, electricity, money. We use uncountable nouns for things that do not naturally divide into separate units, such as water and sugar, things we cannot count.³³

5. Collective Nouns

³²*Ibid*, p.9.

³³JhonEaswood, *Oxford Guide to English Grammar*. (New York: Oxford University Press.1994) p.179.

Collective nouns are name for group of things, animal or people which go together. Example; society, team, police, etc.

6. Concrete Nouns

A concrete noun represents something that can be seen, touched, tasted, heard, or smelt. Example; laptop, man, car, etc.

7. Abstract Nouns

Abstract nouns form what can be the most difficult group to understand, as they represent idea, and have no physical substance that can be touched.

Example; beauty, intelligence, conversation, etc.

According on explanation above, it can be concluded that there are many types of noun it includes common nouns, proper noun, countable nouns, uncountable nouns, uncountable nouns collective nouns concrete noun and adjective.

h) Concept of Adjectives

The word 'adjective' is form Latin *adjacere* meaning 'throw to' or 'add'. In grammatical sense, this means to add the characteristics of something.³⁴

Adjective describe nouns and pronoun. It gives information about people, place and things. Adjectives can be used before and after nouns. There are many kinds of adjectives there are:

1) Some adjective tell about the size of people or things.

- A big house a long bridge tiny feet

³⁴*Ibid*, p.53.

- A large army a high mountain big hands
- 2) Some adjective tell about the color of things.
- A red carpet a gray suit a brown bear
 - A white swan an orange balloon green peppers
- 3) Some adjective tell what people or things are like by describing their quality.
- A beautiful woman a young soldier a flat surface
 - A poor family a kind lady a cold winter
- 4) Some adjectives tell what things are made of. They refer to substances.
- A paper bag a metal box a glass door
 - A cotton short a silk dress s concrete road
- 5) Some adjective are made from proper nouns of place. These adjectives are called adjective of origin.
- 6) Adjective in degrees of comparisons change in form when they show comparison. 1) Positive-Degree: An adjective is said to be in the positive degree when there is no comparison. 2) Superlative Degree: An adjective is said to be in comparative degree when it is used to compare more than two noun/pronouns. 3) Superlative Degree: An adjective is in superlative degree when it is used to compare more than two nouns/pronouns.

According to explanation above, it can be concluded there are many types of adjectives its includes tell about size, about the colors, about what people or things are like by describe their quality tell what things are made and some

adjectives are made from proper nouns or place. These adjective are called adjective of origin.

i) Concept of verb

The verb is part of the back bone of any sentence, joining the noun or subject as one of two absolutely necessary elements of complete sentence. The verb lives in what grammarians call the predicate, which contain verb plus all the words that related specially to it. The verb give the subject its action or expresses its state of being.³⁵ Sentence are complete only if they contain both a subject and a verb. Most verbs describe actions, so they called action verb sych as: drink, eat, etc.³⁶ There are at least seven kinds of verb. There are transitive verbs, transitive verb intrnasitive verb copular, ambitransitive verb, regular and irregular verb. In this research the researcher just focuses on intrasitive and transitive verbs.

a) Transitive verb

Transitive verbs are verb that take a direct object in the sentence.³⁷ To identify them we can ask the question what is the/did the suvject-verb?

Example : Arya is cooking fried chicken.

³⁵ Phyllis Dutwin, *English Grammar*, (New York: McGraw Hill, 2010), p.30.

³⁶ Howard Sargeant, *Basic English Grammar*. (Essex: Saddleback Educational Publishing, 2007), p.52.

³⁷ Marjolijn Verspoor and Kim Saute, *English Sentence Analysis: An Introductory Course*, (Amsterdam: Jhon Bejamins Publishing Company, 2000), p. 91.

here the verb is cooking and the subject is Arya. If we form the question, what is Arya cooking? Answer is Fried chicken.

b) Intransitive verbs

Intransitive verbs are verbs that do not take an object or subject attribute in the sentence.³⁸ It is telling us about the action the subject but there is no specific for the action.

Example: Lona is reading.

Here, if we ask the question what is Lona reading? There is no answers which means that in the sentence reading is an intransitive verb.

3. Game

a. The Definition of game

Game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with other. It is clear that any activity which is interesting, sometimes challenging, and which can make the students enjoy playing and interacting each other can be called a game. Game is an activity with rules, a goal and element of fun.³⁹

People concern about game in their daily activities. Some people plays game for fun thing. Some other also plays game for relaxing their mind. And for Educational people, teachers use game as a technique for their teaching, so

³⁸ *Ibid*, p.65.

³⁹Hadfield, *Advanced Communicative Games*, (Hongkong : Nelson House, 1987), p.iii.

that each person has his own meaning for using the games. Like Moursund said the word “game” means different things to different people.⁴⁰

Enjoyment of games is not restricted by age. Some individuals, regardless of age. May be less fond of games than others. But, so much depends on the appropriateness of the games and the role. Young learner and adult are very willing to play games. In addition, by using the game, the teacher can create the attractive and fun situation, if the teacher can create situations like those suggested above, such students will find themselves drawn into an atmosphere in which they can forget about their lack of confidence and begin to take part along side the less shy or the more competent students.⁴¹

Games are neutral for all levels of education. Providing games are not difficult because we can look for a suitable game for each level. The teacher's role also has great contribution. It seems like so easy to build a game, but if the teacher cannot deliver the games appropriately the student will be bored. It is because the nature of games is making fun activities that involve the students to do it. As Lewis and Bedson said, “games are fun and children like to play them”.⁴² In other words, the teacher should concern about how to make the students enjoying the game by delivering it well.

In conclusion, it is good to use games for making a relaxing way in the teaching process, so the students can involve and get challenge to use English

⁴⁰Dave Moursund, *Introduction to Using Game in Education: a Guide for Teacher and Parent*, (Oregon: University of Oregon, 2007), p.6.

⁴¹L. A Hill and R. D. S Fielden, *English Language Teaching Game*, (London: Evans Brother Limited, 1974), p.iv.

⁴²Gordon Lewis and Gunter Bedson, *Games for Children*, (New York : Oxford University Press, 2004), p.5.

in their classroom activities. Besides, to use games in language teaching learning activity effectively and successfully, as the teacher of English, we should think carefully about the selection of games we want to implement at the classroom. There are so many games can be used in teaching grammar. By considering this explanation, the writer use one kind of fun games in this experiment. That is “What am I” game.

b. Concept of Teaching and Learning by Game

A game is an activity with rules, a goal element of fun⁴³. Games ought to be at the heart of teaching foreign language. The main aim of games should be to develop communication skill. Games are used at all stage of lesson and to make the students easier to understand and remember vocabulary in some topics. Games can be the media to teach vocabulary because they are fun, the pleasant relaxes atmosphere fostered by the game has proven to be efficient learning.

It is supported by Wallace in Haryanti, in game there will be the addition aim to add an element fun, relaxation and enjoyable to the lesson.⁴⁴ It means that games are a vital part of the teacher’s equipment, not only for language practice the provide, but also for the therapeutic effect they have. The can be used at any stage of the class to provide an amusing and challenging respite from other classroom activity and especially useful at the end of long day to send the students away feeling cheerful about their English class.

⁴³ Jill Hadfield, *Elementary Vocabulary Games*, (England : Longman, 1998), p.4

⁴⁴ ImmasHaryanti, *The Influence of Using Hangman Game Towards Students’ Vocabulary Mastery at The Eight Class of The Second Semester of MtsNegriGunungRejoway Lima Pesawaran in 2011/2012 Academic year*; (IAIN RadenIntan, Bandar Lampung, 2012), p.2.

By using games, the students do not feel that they learn something through the activity. Through games the students become active learners. That is why many teachers of English as a second language who use games with children and teenager and event adults are extremely pleased with the result. Chosen games are invaluable as they give students to practice language skill.

However, learning English vocabulary using games has an important role for teacher and students. The first, as students, they have strong and good motivation to depend English language. The second, they are easy to accept the English language because they learn by playing games that nowadays has been grown developed in Indonesia. The third, teaching English vocabulary using games can help teacher in teaching learning process. Finally, they can teach and learn English vocabulary using games.

There are many kinds of games which can be used in teaching English. Lewis and Bedson divided games according to their general character and spirit they distinguish:

- a. Movement games → games in which children are physically active.
- b. Card games → games during which children collect, give away, sort and count cards; can have a meaning in a game, or simply serve as symbol for object or actions.
- c. Board games → all games which mainly involve moving maker along a path.
- d. Dice games → games during which players use one or more dice; a dice can have numbers on the faces or colors, letters of alphabet.

- e. Drawing games → they require creativity and sensitivity toward world the children must be able to understand instruction and describe their art.
- f. Guessing games → the aim in this games is to guess the answer of some kinds question
- g. Role-play games → they can vary from guided drama to free speaking activities but it depend on the language level, curiosity and confidence of players.
- h. Team games → they can belong to other categories but also require cooperative team work.
- i. Word games → this kinds of games allow to utilize children's enjoyment with words.⁴⁵

Based on the statement above, it can be concluded that games is fun, it is can relaxes atmosphere if it use in teaching learning process. So, it can be make the students easier to receive the material. In this research used guessing game, because “What am I?” game is kind of the guessing game.

4. Definition of “What am I” Game

“What am I” game is a guessing game where player use yes or no question to guess the identity of words. Questions are based upon the traits and characteristic of the words, everyone will able to identify. This game works

⁴⁵ Lewis and Bedson, G. *Games for Children* (Oxford: Oxford University Press, 2002), p. 8-16.

well with any size group, however the larger the group, the most fun the game becomes.⁴⁶

This mixer is played just like “Who am I” game, except that it uses objects instead of people or place. It is kind of guessing game that can be done by volunteer students in the group. The students just have to guess the answer by taking turn to ask Yes/No question. This is simple game that will not make the students feel stressed by playing it. It also makes students involve in activity in the class.⁴⁷

“What am I” game with any subject and any level of students. In playing it, you write the names of (for example) famous people of small pieces of paper and the others students guess it. But there are some other ways to play it.⁴⁸

Based on the statement above, it can be concluded that “What am I” game is a fun and creative game that can help students in remembering the word, defining the words, and adjusting the action with the spoken word, because this activities of this uses mime style and engage students in physical activity and provoke curiosity of the student to find out the word.

This game uses exciting ways to define a word, because the students prefer to learn by interacting directly, this game push the students to guess a word. It will help the students define or remember the meaning of the word.

⁴⁶ Agoestyowati, R, *Icebreakers for all*, (Gramedia Pustaka Utama, 2015), p.24.

⁴⁷ Bill Hyman, *The Big Time Games Book*, (Xlibris Corporation, 2012), p.14.

⁴⁸ Anisah, The Use ” *What am I” game to improve the students vocabulary mastery at MTs. Al-Hakma in 2012/2013 academic year*. (Jember: Muhammadiyah University, 2013), p. 13.

a. Procedure of Teaching Vocabulary Through “What am I” Game

The procedure of “What am I” Game:

1. The students sit and make a circle.
2. The teacher chooses five students to come in front of the class. The teacher put the card that has a secret word in his or her back.
3. To know, every students should walk around while ask to other students, that only allowed answer “yes” or “no” , and didn’t allow giving anything clue. The question that can be ask, example: is it thing? , is it an animal? , does it have four legs?,is it a small animal and etc. The question asked until the word have guess.

4. The example of word is elephant

A: Is it a thing?

B: No

A: Is it animal

B: Yes

A: Does it have trunk?

A: It is Elephant

B: The correct answer.⁴⁹

After constructing from the several expert, there was the procedure of “What am I” game which used by the researcher. Such as: The students sit and make a circle by the teacher from their absent. next, the teacher chooses five students, they are the head of the group, to come in front the class. The teacher put the cards that have secret words in back of every students. The chosen students not allowed knowing the word in his or her back. And then, to know the answer, every students should walk around while ask to another students, that only allowed answers yes or no, and did not giving anything clue. The question that

⁴⁹DessyDanarti, *50 Games for Fun*, (Yogyakarta: C.V Andi Offset), 2008,p.29.

can be ask, example: is it a thing? Is it an animal? Is it small animal? Is it a something big? And etc.If the leader of group can answer the secret word, he/she got points. And last, the game was continued by his/her screw friend.

b. The Advantages “What am I” Game

There are many advantages of using games in the classroom :

1. Games are welcome break from the usual routine of the language class.
2. There are motivating and challenging.
3. Learning a language requires a great deal of the effort. Games help students to make and sustain the effort of learning.
4. Games provide language practice in the various skills speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. There are meaningful context for language use.⁵⁰

Base on the explanation above, it can be conclude that steps of using “What am I” Game in teaching vocabulary like this , for example in teaching about place, thing, people and animals. Next, when the teacher gives a card or picture of vocabulary, the students make a list their worksheet and make sure the target words are included. Finally, who group can guess the target word is the winner. Using “What am I” game can increase the students’ vocabulary mastery, because there are many elements in this technique, such as; fun, enjoyment and cooperative. The students’ vocabulary mastery will be increased by the process and steps in this technique.

⁵⁰(<http://www.telfgames.com/why.html>) on 14th2018 at 20:20.

c. The Disadvantages of “What am I” Game

While the Disadvantages of the “What am I” game are:

1. The teacher will be busy in manage the class
2. The teacher find there are many students are wrong is saying the sentence
3. The shy student will be passive.⁵¹

From the explanation above, it can be known that “What am I” game make students enjoy and easy to learn vocabulary. Using “What am I” game in teaching and learning vocabulary the crowded class will happen, and also the shy students will be passive. Its mean that teacher have to take care about it when applying “What am I” game in teaching and learning process.

5. Definition of Ball Game

According to case, ball game is great way of practicing all kinds of language with young learners. Ball game is particularly good for revising a load of old language before moving into presenting the new language point of the day. Ball game is a game that passes the ball around in a cricle as the fast as posiable and show off students’ vocabulary mastery.⁵² It means that ball is a game to practicing language by passing game.

According to rebekah, ball game is a game that played in small groups where the students pass the ball when asked a question to other. This game is

⁵¹ *Ibid*,

⁵² Alex case, *Using ball Game to Teach English*, (available at <http://www.usingenglish.com/acticles/using-ball-games-to-teach-english.html>, accessed on January, 28th, 2019 at 09:00 a.m)

the game have role to pass the ball from students to other while give a questions and the students should be answering when they received the ball.⁵³

From the statement above ball game is a game that passes that ball around in cricle as fast as possiable and shows off the students English vocabulary mastery by asking and answering the questions while passing the ball.

a. Procedure of Teaching Vocabulary through Ball Game

Copland states in his variation of the game, there are some procedures of using ball game as follows:

1. Divided the class into the groups.
2. Tell the students of the area of vocabulary to be used in the game.
3. Throw the ball to a students
4. The student who catches the ball say another word in the series and throws the ball to another student.
5. If the student get a wrong word or cannot remember another item the child is 'out' and the game is countinues until only student is left and the winner.⁵⁴

b. The Advantages Ball Game

1. This game is stimulates students participation and give them confidence.
2. It speeds up response of the students and encouraging the fluency.
3. It will make the students produces the language without worrying if they are wrong; they just produce it and achieve it.⁵⁵

⁵³ Rebekah Stathakis, *Education World: Why using a game?*, (Britannica: Education World copyright, 2013), p.147

⁵⁴ Fiona copland, *Teaching English Young learner Active Book*, (London: British council, 2012), p. 84

c. The Disadvantages of Using Translation Technique

1. The ball hitting things in the classroom.
2. The students who cannot catch (well) getting frustrated or holding the game up.
3. Time wasting, when the students throwing the ball far away from the next person.
4. Students doing nothing while waiting (maybe a long time) for the ball
5. There are not have space enough in learning environment to play game in the class room.⁵⁶

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

⁵⁵ Alex Case, *Op.cit* , p.6

⁵⁶ Alex Case, *ibid*, p.6

B. Frame of Thinking

In teaching vocabulary, an English teacher should be able to help students to memorize the words. Therefore the teacher should have such kind of strategy to make the students are interested and have motivation in learning English. The teacher must prepare the material as well, use suitable strategy and media in teaching and learning vocabulary. In this case, the teacher can help the students by students by using “What am I” game as a media in learning vocabulary. By using “What am I” game in learning vocabulary, the researcher hopes that the students can learn more creatively and have good progress.

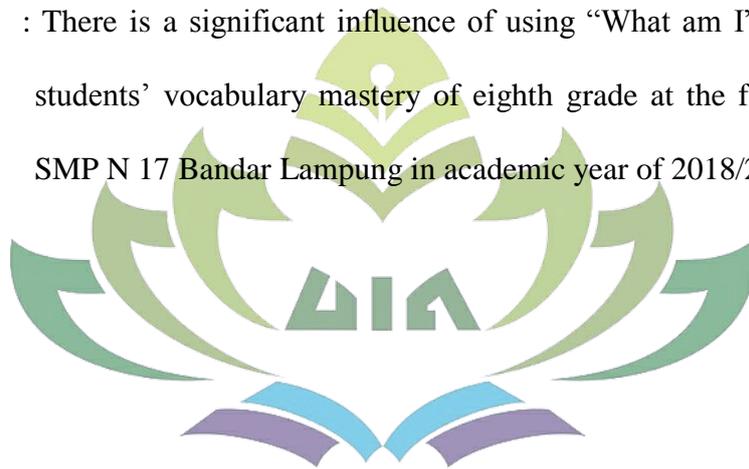
Based on previous explanation, “What am I” game is a game that hope can be used to teach vocabulary. It is challenging and motivating. So, it can make students’ increase, because in this game students should tell their material to their friends, they can change the material that was they got and automatically they will be get a new vocabulary from their friends from other groups. And their vocabulary will be add and increase. In conclusion, “What am I” game is hopefully expected to be an alternative technique which can be teaching vocabulary this game is expected to create fun atmosphere learning and there are so any words appear and it can improve the students’ vocabulary mastery.

C. Hypotheses

Based on the frame of theories and frame of thinking mentioned above, it proposed the hypotheses as follows:

Ho : There are is no significant influence of using “What am I” game towards students’ vocabulary mastery of eighth grade at the first semester of SMP N 17 Bandar Lampung in academic year in 2018/2019.

Ha : There is a significant influence of using “What am I” game towards students’ vocabulary mastery of eighth grade at the first semester of SMP N 17 Bandar Lampung in academic year of 2018/2019.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used experimental research. Experimental research is the general plan for carrying out a study with an active independent variable.¹ The purpose of experimental research is to investigate causal correlation or influence between free variable tied by comparing result of between experiment group.

This research used Quasi-experimental design. Quasi experimental designs are similar to randomized experimental designs that they involve manipulation of an independent variable but differ in that subject are not randomly assigned to treatment groups.² The researcher used quasi experimental because in quasi experimental, the subject were not randomly assigned to the treatment groups. It was appropriate to this research's subject because this research's subject was in groups because if the researcher makes a new class, it would disturb the other learning process in the school. The variety of quasi experimental design could be divided into two main categories, they are post-test only control group, and pre-test, post-test group design.

In this research, the researcher applied quasi experimental and control, administer a pre-test to both groups, conduct treatment activities with the

¹Donald Ary, et. al, *Introduction to Research in Education Eight Edition*, (Ottawa: Wardsworth, 2010), p.301.

²*Ibid*, p.316

experimental group only, and then administer a post-test to assess the difference between the two groups.³ The research design could be presented as follows:

Table 3.1
Pre-test and Post-test Design

Select Control Group	Pre-test	No Treatment	Post-test
Select Experimental Group	Pre-Test	Treatment	Post-tets

This research used two classes as the sample of this research that consist of experimental class and control class. The experimental class taught by using “What am I” game as a treatment, whereas in the control class was taught by using translation technique. In this research, the students were given pre-test to both classes before the treatment to know the students’ early achievement in vocabulary mastery. Then post-test was given to know their vocabulary mastery after the treatment is done only to the experimental class experimental class while the control class by using translation technique. The pre-test and post-test were conducted for experimental class.

B. Variable of the research

According to Sugiono, variable is something that can be an object of research to get in formation of everything about it and can be concluded.⁴ In addition Arikunto said that variable is the object of research or central in the research.⁵ It mean that variable is all of something that can be resource of

³ *Ibid*, 310

⁴ Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D* (Bandung: Alfabeta, 2014), p.38

⁵ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2010), p. 161

object that we get information in our research and to know the influence after giving treatment for target research.

There are two variable of this research, they are :

1. The Independent variable (X) is “What am I” Game
2. The Dependent variable (Y) is the students, vocabulary mastery

C. Operational Definition of Variable

The operational definition of variable in this research as follows :

1. “What am I” is a guessing game that fun and creative by asking the students to guess the words by using card or picture individual parts of word given by teacher that can be used in teaching vocabulary.
2. The students’ vocabulary mastery is their ability to use and understand word of language. Students’ vocabulary mastery here is mastery in noun and adjectives.

D. Population, Sample and Sample Technique

1. Population

According to Arikunto, population is all of research subjects.⁶ It is supported by Nawawi in Margono states that population is all the objects of research consist of human, animal, plants or event as a source of data that have a characteristic in a research.⁷ The population of this research is all the students of eight grade of SMPN 17 Bandar Lampung at the second semester in academic year of 2018/2019.

⁶*Ibid.* p.173

⁷Margono, *Method Penelitian Pendidikan* (Jakarta: Rinneka Cipta,2010), p. 118

Table number 3.2
The Population of the students at the Eight Grade of SMPN 17
Bandar Lampung in academic years 2018/2019

NO	Class	Gender		Total
		Male	Female	
1	8.1	17	15	32
2	8.2	15	17	32
3	8.3	13	16	29
4	8.4	17	13	30
5	8.5	14	18	32
Total		76	78	154

2. Sample of the Research

According to Arikunto, sample is several or representation of population researched.⁸ Frankel adds that sample is any part of a population of individuals on whom information is obtained. It may, for a variety of reasons, be different from the sample originally selected.⁹ Based on the population above, the researcher took two classes as the sample of the research.

3. Sampling Technique

In this research, the researcher was used cluster random sampling because the samples of the population are more than two class in the same grade. The class is where one class as a control class one other class as experimental class. Take the classes as sample:

⁸SuharsimiArikunto, *Op. Cit.*, p.131

⁹ Jack R. Frankel, *How to design and Evaluate Research in Education* (New York: McGraw-Hill,2009), p.105

- a. The first, all the classes of the eight grade is written on some small pieces of paper. Then, the small pieces of paper is rolled and put into a bottle
- b. The second, the bottle is shake, which is jump out in the first time it would be control class and which is jump out in second it would be experimental class.

E. Data Collecting Technique

In collecting the data, it used a test. They are pre-test and post-test.

1. Pre-test

A pre-test provided a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment. Pre-test was conducted before treatment.¹⁰ It means that pre-test was done to know the students ability before treatment. The pre-test was done in control class and experimental class, it was written form by giving students multiple choices test.

2. Post-test

A post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment.¹¹ It means that post-test was conducted after treatment. Post-test was used to know the effect of the treatments toward the students' vocabulary mastery after given

¹⁰John W. Craswell, *Op. Cit.*, p.297

¹¹*Ibid.*, p. 297

the treatment. The post-test was given to control class and experimental class after receiving the treatment.

F. Instrument of The Research

The instrument of this research will be the test. Multiple choice questions will be used in this research as a tool for testing vocabulary. According to Thornburry, multiple choice tests are the popular way of testing vocabulary.¹² The number of the test instrument is the least amount but sufficient to measure the variables of the research.¹³ It can be assumed that the number of instruments that will be used to collect the data should not be much but already includes all the criteria needed to measure the variable of the research in this case was testing vocabulary.

There are three aspects of vocabulary, word formation, word meaning, and word use.¹⁴ In this research are used word meaning and word use as the aspects of the vocabulary test while the types of vocabulary are nouns and adjectives. Noun and adjectives were selected because they were the most important parts of descriptive text that was suitable with the syllabus. The test will consist of 0 items with four alternative options a, b, c, d. the specification of vocabulary test can be seen in table below

¹² Scott Thornburry, *How to Teach Vocabulary*, (Essex: Person Education Limited.2002)p.130

¹³Sugiyono, *Metode Penelitian Pendekatan Kuantitatif, kualitatif dan R&D* (Bandung: Alfabeta,2012), p.160

¹⁴Nation. *Learning Vocabulary in Another Language*, (Cambridge: Cambridge University Press.2001) p.41

Table 3.3
The Specification of Test for Try-Out test
(Before Validity)

Aspect	Type of Vocabulary	Contribution	Total
Word Meaning	Nouns	6, 9, 14, 22, 23, 29, 36, 38, 41	9
	Adjective	7,8, 15, 18, 24, 25, 26, 30	8
	verb	37,42, 46, 47, 43, 44, 50,31	8
Word Use	Nouns	1, 2, 3, 10, 13, 16, 17, 27, 32	9
	Adjective	4, 5, 11, 12, 19, 20, 21, 28	8
	Verb	33, 34, 35,39, 40, 45, 48, 49	8
Total		50	50

Based on the table 3.3 above, the word meaning of nouns consist of 9 numbers. They are number 6, 9, 14, 22, 23, 29, 36, 38 and 41. The word meaning of adjective consists of 8 numbers. They are number 7, 8, 15, 18, 24, 25, 26 and 30 . And the word meaning of verb consists of 8 numbers. They are 37,42, 46, 47, 43, 44, 50,31.

In word use of nouns consist of 9 numbers. They are 1, 2, 3, 10, 13, 16, 17, 27 and 32. In word use of adjective consists of 8 numbers. They are 4, 5, 11, 12, 19, 20, 21 and 28. In word use of verb consist of 8 number. They are 33, 34, 35, 39, 40, 45, 48 and 49. They are 50 numbers in try-out before validity test.

Table 3.4
The Specification of Test for Pre-test and Post-test test
(after Validity)

Aspect	Type of Vocabulary	Contribution	Total
Word Meaning	Nouns	9, 14, 23, 29, 36	5
	Adjective	15, 24, 26, 30, 31	5
	Verb	41, 43, 44, 47	4
Word Use	Nouns	1, 27, 32, 38	4
	Adjective	5, 19, 21, 35	4
	Verb	40, 48, 49	3
Total		25	25

Based on the table 3.4 above, the word meaning of nouns consist of 5 numbers. They are number 9, 14, 23, 29 and 36. The word meaning of adjective consists of 4 numbers. They are number 15, 24, 26, 30 and 31. The word meaning of verb consist number. They are 41, 42, 44 and 47

In word use of nouns consist of 3 numbers. They are 1, 27, 32, 38. In word use of adjective consists of 4 numbers. They are 5, 19, 21, 35. In word use of verb consist of 3 number. They are 40, 48 and 49 They are 25 numbers in pre-test and post-test after validity test.

G. Research Procedure

There are three steps in conducting this research. They are:

1. Planning

a. Determining the subject of the research they are:

The subject of this research was the students at the second semester of the eighth grade of SMPN 17 Bandar Lampung in academic year of 2018/2019

b. Preparing the try-out

Try-out for pre-test and post-test is prepared. The total number of test is 50 questions. Then, the test items are evaluated to get good items that would be given in pre-test and post-test.

c. Preparing Pre-test

The pre-test was prepared that would be given to the students before having treatment. The test instrument is taken based on the question selected from try-out test.

d. Determining the material to be taught

The material was determining based on syllabus. This research will be focus on the vocabulary in descriptive text.

e. Preparing the post-test

In this research, a kind of test (called post-test) was prepared that would be giving to the students. The post-test would be given to know the students' vocabulary master after being given the treatment.

1. Application

After making the planning, the research procedure was applied based on the planning. There were some steps in doing this research :

a. Try-out test

This test is multiple choices consisted of 50 question with 4 options (A, B , C, D). Try out test was given in try out class to evaluate and to know is the test item has valid and reliable before use to pre-test and post-test.

b. Pre-test

This test was multiple choices with 4 options (A, B, C, D). The total number of the test items would be determined by the validity and reliability analysis of the try out.

c. Treatment

The treatment by using “What am I” game is given in experimental class. It is three treatments.

d. Post- test

This test was multiple choices with 4 options (A, B, C, D). The total number of the test items is determined by the validity and reliability analysis of the try out.

2. Reporting

The last point that should be done in the research procedure was reporting.

There are three steps which should be done in reporting. There are:

- a. Analyzing the data received from try-out test.
- b. Analyzing the data received from pre-test and post-test
- c. Making a report on the findings.

H. Scoring System

The score of pre-test and post-test was calculated by using the following

Formula:

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

Notes:

S : The score of the test

r : The total number of the right answer

n : The total items¹⁵

I. Validity and Reliability of the Test

To know whether the test is good or not, some criteria should be test were validity (content validity and construct validity) and reliability.

¹⁵SelvizaMutiandari, *The Influnce of Using PWIM toward Students Vocabulary Mastery at the First Semester of the English Grade of SMPN 1 Talang Padang in academic Year of 2015/216* (Lampung, IAINRadenIntan Lampung, 2015) p.59.

1. Validity of Test

Validity is a matter of relevance. A good test is test that has validity. The test can be said valid if the instrument item can be used to measure should be measured.¹⁶ In addition Ary says that validity was define as the extent to which an instrument measured what it claimed to measure.¹⁷ Its means that a test is valid if the test can really test what needs to be tested correctly. The researcher analyzed the test from content, construct validity and internal validity to measure whether the test was valid or not.

a. Content Validity

Content validity could be done by comparing the content between instruments with the subject matter that has been taught.¹⁸ Content validity can be found by relating material of the test to the curriculum and syllabus at the first semester of the eighth grade of Junior High School. It means that the researcher should make the test based on the curriculum and syllabus that still uses in the school especially for eight grade of SMPN 17 Bandar Lampung.

b. Construct Validity

Construct validity focuses on the kind of the test that is used to measure the ability. It means that the test can measure what needs to be measured. The test items should really measure the students' vocabulary mastery. If the instrument measure the vocabulary, construct validity can

¹⁶Sugiono, *Op.Cit.*, p.121

¹⁷DonalAry, *Introduction to Research in Education* (Wadsworth: Cengage Learning 2006) p.225

¹⁸Sugiono, *Op. Cit.*, p.129

be measured by evaluating all items. To know whether the instrument is fulfilled the criteria of construct validity, the researcher consulted the instrument test with HermiatiS.Pd as English teacher at SMP N 17 Bandar Lampung to check and measure the validity the instrument and he said that the instrument has construct validity.

2. Reliability of Test

Reliability refers to whether the test is consideration in its scoring and giving us an indication of how accurate the test score. Reliability means that scores from an instrument are stable and consistent.¹⁹ It means that a test is reliable is the test was able to give consistence score even though the test is give repeatedly to the same individual or sample. In this case, Anates is used to calculate the reliability test were:

0.80 - 100 = Very high

0.60 – 0.79 = high

0.40 – 0.59 = Medium

0.20 – 0.39 = Low

0.00 – 0.19 = Very low

Based on the criteria of reliability above, it can be drawn a conclusion that the result obtained in Anates of reliability for pre-test and post-test items has hight reliability because it amounts to 0.74. It means that the level of reliability of the item in this research were reliable.

¹⁹ John W. Crwswll, *Op.,Cit.*, p.159

J. Data Analysis

After collecting data, the data was analyzed by using parametric statistics. There were two assumptions that should be fulfilled, they are normality and homogeneity test.

1. Fulfillment of the assumption as follow:

a. Normality Test

The normality test used to measure whether the data in experimental class is SPSS 16 (Statistical Package for Social Science) version 16 for normality of test. The criteria for normality of test. The criteria of normality test as follows :The hypotheses formulas are :

H_0 = The data have normal distribution

H_a = The data do not have normal distribution

The test criteria are:

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

H_a is accepted if Sig. (Pvalue) $< \alpha = 0.05$

b. Homogeneity Test

After known that the data are normal, the homogeneity test is needed to know whether the data is homogeneous or not. In this research, the homogeneity calculated by using statistical computation SPSS 16 (Statistical Package for Social Science) version 16 for homogeneity of test. The test of homogeneity employing, Levene's test.

The hypotheses were:

H_0 : The variance of the data are homogeneous

H_a : The variance of the data are not homogeneous

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

H_a is accepted if Sig. (Pvalue) $< \alpha = 0.05$

2. Hypothetical Test

After known that the data are normal and homogeneous, the data would be analyzed by using. T-test in other to know the significance of the treatment effect. In this research, it will be used statistical computation by using SPSS 16 (Statistical Package for Social Science) version 16 for hypothetical of test. The purpose of using SPSS in this case is to practically and efficiency in the study.

The hypotheses are:

H_0 : There is influence of “What am I” game towards students’ vocabulary mastery of the eighth grade at the second semester of SMP N 17 Bandar Lampung in the academic year of 2018/2019.

H_a : There is no influence of using “What am I” game towards students’ vocabulary mastery of the eighth grade at the second semester of SMP N 17 Bandar Lampung in the academic year of 2018/2019.

The criteria of the test are :

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

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

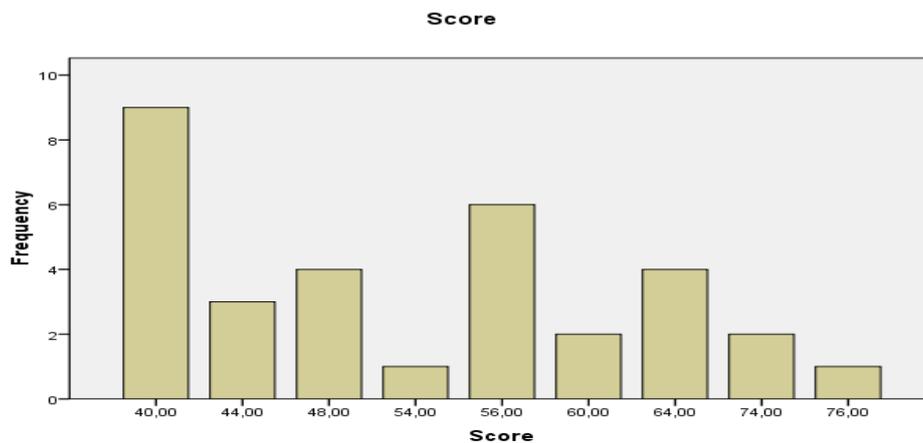
CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research

1. Result of Pre-test

Pre-test was conducted in order to see students' vocabulary mastery before treatment. The score of students' vocabulary mastery that were test in the pre-test can be seen in figure 1 and 2.

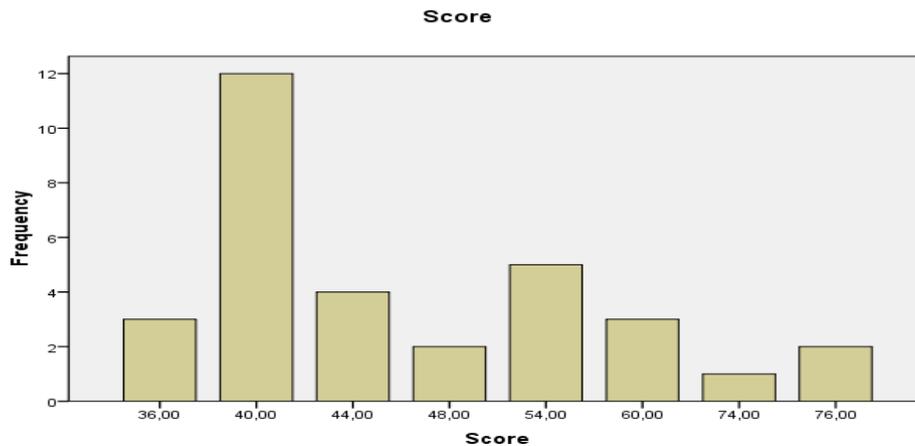
Figure 1
Graph of the Result of the Pre-test in experimantal class



(Graph of the students' vocabulary mastery of the pre-test in experimental class)

Based on figure 1, the mean of the pre-test in experimental class is 52.31, standar deviation = 1.12, N = 32, median = 51.00, variance = 125.70, minimum score = 40.00, maximum score = 76.00. It showed the students's vocabulary mastary in experimantal class before they got treatments.

Figure 2
Graph of the result of the Pre-test in control class



(Graph of the students' vocabulary mastery of the pre-test in the control class)

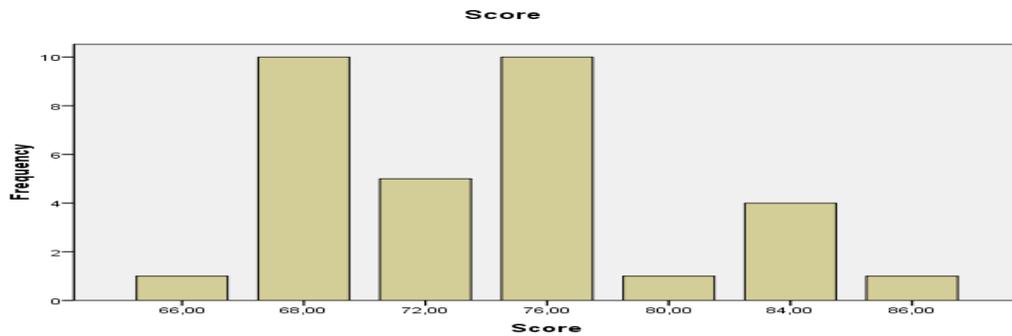
Based on the figure 2, the mean of pre-test in control class was 48.00, standar deviation = 1.15, N = 32, median = 44.00, variance = 132.90, minimum score = 36.00, maximum score 76.00. it was showed students' vocabulary mastery in control class before they got treatments.

According to the data of pre-test above, it can be seen that the mean of pretest in experimental class was 52.31 and the mean in control class was 48.00. It was indicated that the students' vocabulary score in experimental class and control class is almost same before they got treatments.

2. Result of The Post-test

The post-test was administered in students' to know student vocabulary mastery after the treatment given. It can be seen from the post-test score students' vocabulary mastery in the control and experimental class in figure 3 and 4.

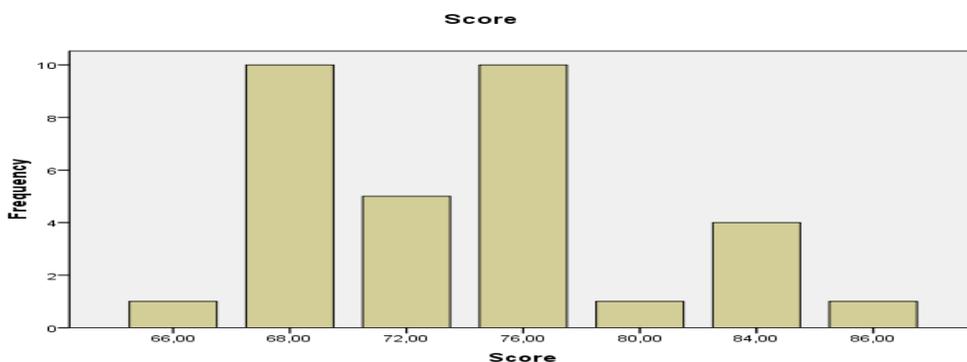
Figure 3
Graph of the Result of the post-test in the Experimental Class



(Graph of the students' vocabulary mastery of the pre-test in experimental class)

Based on the figure 3, the mean of the post-test in the experimental class is 74.00, standar deviation = 589.9, N = 32, median = 74.00, variance = 34.32, minimum score= 66.00, maximum = 86.00. It showed students' vocabulary mastery after they got treatments.

Figure 4
Graph of the Result of the Post-test in the Control Class



(Graph of the students' vocabulary mastery of the post-test in control class)

Based on the figure 4 above, the mean of the post-test is 63.25, standar deviation 13.21, N= 32, median 62.00, variance = 174.64, minimum score 44.00,

maximum score 88.00. it showed students' vocabulary mastery after they got treatments.

According to the data of the post-test above, it can be seen that the mean of post-test in experimental class was 74.00 and the mean of the post-test in the control class was 63.25. The mean in the experimental class was higher than control class, it was indicated that the students' vocabulary mastery has increased after they got treatments by using "What am I?" game.

3. Gain Score

The gain score was gotten from post-test score reduced by pretest score. Gain score was used to analyze normality, homogeneity and hypothetical independent t-test. If the gain score indicated that the post-test score was lower than pretest. The gain score of the students in this research can be seen in appendix 22.

B. Result of Data Analysis

1. Result of Normality

The normality test was administered to know whether the data have normal distribution or not. In the case, SPSS version 16 was used to calculate the data.

a. The hypotheses

The hypotheses are:

H_0 : The data have normal distribution

H_a : The data not have normal distribution

b. The test criteria

The test criteria are:

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

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

Table 4.1
The Normality Test of Experimental and Control Class

Technique		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
core	Experimental	.135	32	.145	.950	32	.140
	Control	.144	32	.089	.940	32	.074

Based on the table 4.1, it can be seen that Pvlue (Sig.) for experimental class was .140 and Pvlue (Sig.) for control class was .047. Because Sig. (Pvlue) of experimental class $> \alpha$ 0.05. So, H_0 is accepted and Sig. (Pvlue) for the control class $> \alpha$ 0.05. So, H_a is rejected. The conclusion is that the data in experimental class and control class had normal distribution. (see appendix 22)

2. Result of Homogeneity

The homogeneity was tasted after got score of students' vocabulary mastery in control class and experimental class (pre-test and post-test of students' vocabulary mastery)

a. The hypotheses are:

H_a = The variance of the data is not homogeneous

H_0 = The variance of the data is homogeneous

b. The critetia of the test are follows:

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

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

Table 4.2
The Result of Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	1.659	1	62	.203
	Based on Median	1.314	1	62	.256
	Based on Median and with adjusted df	1.314	1	56.525	.257
	Based on trimmed mean	1.585	1	62	.213

Based on the Results obtained in the test of homogeneity of variance in the column, it could be seen that Sig. (Pvalue) based on mean was $0.203 > \alpha = 0.05$. It demonstrated that H_0 was accepted because $\text{Sig. (Pvalue)} > \alpha = 0.05$. It means that the variance of the data was homogenous. The complete table can be seen in appendix 23.

3. Result of Hypothetical Test

Based on the previous explanation, the normality and homogeneity test were satisfied. Therefore, the research was used the hypothetical test by using SPSS (*Statistical Program for Social Science*), independent sample t-test.

The hypotheses formulas were:

- Ha There is no influence of using “What am I” game towards students’ vocabulary mastery at the second semester of the eight grade of SMPN 17 Bandar Lampung in academic year of 2018/2019.
- Ho There is influence of using “What am I” game towards students’ vocabulary mastery at the the second semester of the eight grade of SMPN 17 Bandar Lampung in academic year of 2018/2019.

The criteria of acceptance or rejection of the hypothesis for hypothetical test were :

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

H_a is accepted if $\text{Si. (Pvalue)} < \alpha = 0.05$

Table 4.3
The Result of Hypothetical test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	1.659	.203	3.184	62	.002	6.43750	2.02178	2.39603	10.47897
	Equal variances not assumed			3.184	59.145	.002	6.43750	2.02178	2.39214	10.48286

Based on the result obtained in the independent sample t-test in table 4.3 above, the value of the significant generated $\text{Sig. (P}_{\text{Value}}) = 0.002 < \alpha = 0.05$. so, H_a is accepted and H_0 is rejected. Based on the computation, it can be conclude that there was a significant influence of “What an I” game towards students’ vocabulary mastery in the second semester of the eighth grade of SMPN 17 Bandar Lampung in the academic year 2018/2019.

C. Discussion

Based on the finding of the research, it was found that the students who were taught by using “What am I?” game have increased their ability in vocabulary mastery. It might due in “What am I?” game the students were highly involved in vocabulary process, since they had to explore the spoken text and related it to their background knowledge.

Base on result of the pre-test before “What am I?” game was impemented, the abilityof the students to mastery in vocabulary was lower than after “What am I?” game was implemented. After getting the treatments and post test were conducted, it was found that there was significant difference between the experimental class and control class where the post-test score of control class where the post-test score of the experimental class was higher. It could be seen from the pre-test score of control class was 48.00 and in the post-test was 63.25 while mean of pre-test of experimental class was 52.31 and in post-test was 74.00. it means that the most improvement was in the experimental class.

The result of the data analysis showed that the use of “What am I?” game in teaching vocabulary seemed to be applicable for eighth grade of SMPN 17 Bandar Lampung. The teaching encouraged the students to be more actived and motivated in teaching voabulary, especially in types of nouns. Teacher who use good teacnique will make the students interested with the lesson and for the result students can get high score.

Besides, it could be councluded that using “What am I?” game was in the experimental class made the students actively in memorizing the words and

understanding material. It helps the students to develop their vocabulary through a deeper understanding conceptual knowledge by displaying words into categories to show how they related to each other. While, the students were in control class which taught by using ball game looked passive in memorizing the word and understanding the material.

There were differences in the students' outcome that was taught using "What am I?" game between those who taught without "What am I?" game. It could be seen in teaching and learning process, they were as follow:

1. In the experimental class

When the writer taught using "What am I?" game, it made the students more interested in learning. In teaching and learning process, the students felt relaxed, so they could express their idea in the classroom freely. Then using "What am I?" game could help the students understood the material.

2. In the control class

When the writer used Ball game, she explained the material and ask the students to write the word. The students seemed bored with it because they only wrote and remind the words. It looked like monotonous activity in the class that could make the students got tired in their class. It made them difficult to absorb the materials. The students were also lazy to study because the class was not conducive. Some students had difficult to memorizing the words and understanding the materials. Therefore, the students could not get high score in the vocabulary class.

Based on the statement above, it could be seen that there was difference between the students who were taught by using “What am I?” game could increase their vocabulary mastery in understanding and remembering the words, because they saw the object of the material that could make them easier to understand. While the students who were taught using the ball game could not increase their vocabulary mastery in understanding the material.

In conclusion, the teaching and learning process ran well, the students cooperated well through three treatments. And based on analysis of the data and the testing of hypothesis, the result of the calculation is found that the hypothesis null (H_0) is rejected and the alternative hypothesis (H_a) is accepted. From the analysis above, we know that the students who got high frequency of using “What am I?” game get better result than the students using ball game in the teaching vocabulary.

In summary, the writer would like to say that the “What am I?” game is a good game in motivating and students learning English, especially in vocabulary mastery it can be concluded that there is significant influence of using “What am I?” game toward students vocabulary mastery. The research result has supported by several previous kinds of research that were done by Sayang Hartika Trully and Anisah that “What am I?” game had been successful to increase students language skill of components. So, this research and the previous kinds of research have the same result. It means that this research had enriched the students’ vocabulary mastery.

CHAPTER V

CONCLUSIOAN AND SUGGESTION

A. Conclusion

At the end of the research, the post-test was given to measure the influence of the “What am I” game towards students’ vocabulary mastery both classes after treatmeant done. The mean score of post-test in experimental class was 74.00 and the mean score of post-test in control class was 63.25. it showed that the students’ post-test score in experimental class was higher than students’ post-test in control class. The result can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2-tailed) is 0.002. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted.

Based on the result of the data analysis, it can be concluded that there was significant influence of “What am I” game towards students’ vocabulary mastery in the second semester of the eighth grade at the SMPN 17 Bandar Lampung in academic year of 2018/2019.

B. Suggestion

1. For the teacher

- a. The teacher should try a new interesting technique. Considering the technique, the writer suggestion the English teachers apply “What am I” game as one of the way in teaching vocabulary because it can help students in recalling and memorizing new words esaier. Teaching vocabulary by “What am I” game is attractive, it can be able to improve the students’ interest.

- b. To improve the students' independency, it suggested the teacher will let the students to work in groups since work group can provide learners with an opportunity to learn from each other in an active and involved way. In addition, it takes the control away from the teacher and gives it to learners temporarily.

2. For students

Based on the result that was conducted, the researcher suggested; The students should learn harder and seriously to develop their vocabulary. The students had to pay attention and memorize the words in the learning process because English lesson need many vocabularies. The students should practice their English regularly to improve their vocabulary mastery even with their friends or teacher.

3. For other Researcher

The researcher applied that "What am I" game was the best game to increase students' vocabulary mastery. Another researcher can find out the appropriate technique to increase students' mastery. The next researcher can use "What am I" game with another theme because this technique also oppropriates with other themes. In this research, the researcher did the research at junior high school. The next researcher can do it with the different level.

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DOCUMENTATION

POST-TEST



DOCUMENTATION

TREATMENT



DOCUMENTATION

PRE-TEST

