

VOCABULARY CARD GAME
IN DEVELOPING STUDENTS VOCABULARY MASTERY

RESEARCH PAPER

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APPROVAL SHEET
VOCABULARY CARD GAME IN DEVELOPING STUDENTS
VOCABULARY MASTERY
Classroom Action Research at the VIII degree of MTS Al Ittihad, Batujajar
In Academic Year of 2016/2017



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ABSTRACT

Vocabulary is some word collection with a meaning which keep in our memory to express the language. Mastering vocabulary is an essential topics and the method which help to learn and it will be an advantage for English learners. Students commonly have difficulties to learn vocabulary in English. Using Vocabulary Card Game method will be a good possibility to research whether will be helpful or not. The researcher using this topics to research and discuss in this paper. Within this research the researcher using CAR method which combine quantitative analysis and qualitative analysis depends on the aims for every step. CAR is Classroom Action Research, it means that the researcher is also involved in learning teaching activity in class while doing the research. This research has done in MTs. Al Ittihad – Batujajar for Class 8 on April - May 2017. The step is using Action Research Spiral model from Kemmis and Taggart (1998). The step is planning or doing preliminary research to understanding recent situation, by interview the teacher, doing questionnaire and pre-test to the students. The Students got level 62 and only 33% pass KKM. After doing cycle 1 action by teaching the students vocabulary using vocabulary card game method, and observes by checking and evaluating, by doing post test1. The students got level 67,5 and still 55% pass KKM. It's mean that still need more action. After next action by doing this step with reflecting it to new planning as corrected of cycle 1 in cycle 2. By adjusting planning and doing the second action, finally researcher found that these treatments have got good result. Students vocabulary mastery scores have already increased to higher level, it has improved and 90% students pass KKM and got average value 77 more than KKM. Conclude that this research has achieved the target in developing students' vocabulary mastery using vocabulary card game.

Keywords: vocabulary, word, CAR, game

STATEMENT

I hereby certify that this research paper entitled: “VOCABULARY CARD GAME IN DEVELOPING STUDENTS VOCABULARY MASTERY” submitted in partial fulfillment of the requirements for Sarjana Pendidikan Degree is my own work. Except where due references are made in the text, and that it contains no material which had been submitted for any other degree or diploma in university or institution.

PREFACE

In the name of Allah, the most gracious and the most merciful. With the grace of Allah the Almighty, Who has given the writer many things such as chance to learn, strength, health, and time also guidance for writer, therefore this research and the paper can be complete finished on time.

This paper entitled: “VOCABULARY CARD GAME IN DEVELOPING STUDENTS’ VOCABULARY MASTERY - Classroom Action Research at the VIII degree of MTS Al Ittihad, Batujajar In Academic Year of 2016/2017. This paper is accomplished as the final assignment to fulfil the requirement for Sarjana Education Degree in English Educational STKIP Siliwangi.

The writer hopes that this paper would give contribution especially to the writer herself and generally those who are concern with the analysis of student difficulties in Vocabulary Mastery in learning English.

The Writer realize that this paper is far from being perfect. Therefore she would greatly appreciate the constructed crates, comments and suggestion.

Bandung, July 2017

The Writer

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The Writer

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CHAPTER 1

INTRODUCTION

A. Background of the research

As an international language, English has the most user in the worlds. The most English users are foreign countries. English as a second language (ESL) is learnt in many countries for all over the world. English as an international language has an important role as communication in many sectors.

English communication is used for transfer technology, transfer knowledge, for business communication in transactions, business letters, cultures, and also for getting friend from abroad. We need English. We need understanding English. People need to understand and mastering English in order to gain broader knowledge, information, technology and business.

Language consists of words, phrase, and symbols which can be understood by others. Words collection in our memory to express the language is a vocabulary. A phrase also consist of words, but sometimes have a different meaning from the separated words and sometimes called an idiom. All phrase in our memories also include vocabulary make us able to communicate each-others.

To keep in our memory all vocabulary need to practice every day. How to combine we need grammar for good meaning and become a communication more

effective. But remember to communicate by English is not about learning grammar, but the most important thing is we know what other people mean, in their talking or writing exactly.

In one research for students in one institution in Bandung, showed that mastering grammar is not enough to understand English. Many student master the pattern of English (e.g. structure of sentences) and are rarely given guidance on and what is the function of the elements of grammar that they learned, showed that they do not know how to use and apply English Lesson in their daily life. They cannot say anything and need vocabulary to communicate to others, Putri (2002).

In others literature, Wilkins in Thornbury, (2002:13) mention that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. It is also mean that to be able to use English, student have to know English Vocabulary before they are introduced to other English aspects as grammar and pronunciation.

Vocabulary itself is the total number of words in a language, maybe one million, or more words should understand. We can find in a dictionary the words. But because the vocabulary is too much for learning everyday. We need strategy to learn it. As Vocabulary becomes the key aspect in learning language, it should be introduced through interesting ways. Student will not achieve success in learning, unless they enjoy the process. More practice with interest situation can

take all student notice and more easy to remember because the situation, enjoyable and not in strong pressure by the teacher.

B. Research questions

Based on the problem, that mastery vocabulary is not easy but important to study, and need a learning media to make easy achieving the aim. We need to mastery the vocabulary, because it is the main factors for communicating ability. In this research I need the answer of this question as follows:

1. Is it true that learning by vocabulary card game will optimize vocabulary mastery?
2. How is student response to vocabulary card game applied in the class?

C. Objectives of the research

The objectives of this research are as below:

1. To investigate whether the use of Vocabulary Card game is an effective ways to improve student's vocabulary mastery
2. To discover students' responses toward the use of Vocabulary Card game in learning English vocabulary.

D. Limitation of the problem

In this research, the study focuses on the effectiveness of using Vocabulary Card game in developing student's vocabulary mastery. The study was conducted in one of junior high schools in VIII grade MTS Al Ittihad Batujajar, Bandung Barat. Total population sample from this school is 30 students.

E. Benefit

The study is expected to provide information for the next English education students concerning the knowledge of teaching vocabulary. In addition, this study is expected to provide information for English teachers in finding an appropriate method to teach vocabulary.

F. Definition of key terms

There are some terms that will be clarified to avoid misunderstanding. The terms are as follows:

Vocabulary : A unit of language, consisting of one or more spoken sounds or their written representation that functions as a principal carrier of meaning, Kamil, Michael L,et al (2007):284.

Game : An activity which has rules, a goal, and competition as parts of its component and criteria, Kramer, Wolfgang (2000).

Vocabulary Card:

A card made from any particular paper content of a word of target language in one side and the other side is the meaning of the word in the first language learner, Neatty (2011): 14.

Vocabulary Card Game:

A game using Vocabulary Card which playing by learners lead by teacher to get highest scores for right answer as the winner

G. Organization of the research paper

Chapter 1 describes the background of the study, research question, objectives of the research, limitation of the problem, benefits, definition of the key terms, and organizational of paper.

Chapter 2 focuses on the review of the related theories and literatures review to Vocabulary, Game, Vocabulary card game.

Chapter 3 contains explanation about the research methodology of the study. Research design, research method, population and sample, instruments, data collection techniques and analysis.

Chapter 4 covers data collected, data analysis, and the interpretation of the findings from the study by using certain statistical formula so that it would be easier to discuss.

Chapter 5 draw the conclusion of the study and also suggestion for further study.

CHAPTER 2

LITERATURE REVIEW

A. Theoretical of frameworks

This chapter contains the theoretical foundation of the study, which present some theories from the experts and previous research relate to the study. The theories explored range from definition of vocabulary, importance of vocabulary, difficulties in teaching vocabulary, definition of vocabulary card game, way to use vocabulary card in a game set, the design of using vocabulary card, the purposes of using vocabulary card, the advantages and disadvantages of using vocabulary card, and other relevant research used from references about the study.

In a journal of International English Conferences in Korea, Susan & Viki has passed their research that all child informally learning is frequently seen by adult as play. Child learn word firstly and count through pseudo-mimicry, role play, in other words, simulation. Why did they learn this, because they were highly emotionally motivated, Susan & Viki (2006): 77. The child reconstructs their observation through play as Chomsky, as cited in mason, 2006 in Susan & Viki (2006) page 78. In another parts Susan and Viki (2006) passed Bruner stated that game become powerful learning tools because they encourage active problem

solving and strategic thinking, emphasizing exploring and self-discovery rather than learning by rote.

However the games are still dismissed by many adult as inappropriate in the educational setting, and are frequently seen as a waste of time. Parents do complain that their child is having fun, when they should learn. But from educators perspective, the role of game and play in ESL-classroom is considered to be highly beneficial, NZ Ministry of Education, 2000 in Susan & Viki (2006): 78. The pedagogy behind the preposition that game play can effectively promote confidence and competence, or scaffold higher order learning skills. Not only work for child, but also for adult, game can motivate learning. Thus, developing the ESL Learners fluency in English as “a living language” by increasing vocabulary through subtly scaffolding the language – target and supporting language – as the game progress, Susan & Viki (2006) : 78.

In other literature, stated that game help language learners to learn a language and enjoy it. At the same time, Kim, Lee Su (1995), and Mei, YY & Jing, JY (2000), consider that the way children learn their mother tongue is the same when they learn English as a foreign language through playing the game where there is no stressful situation which make them can learn much more.

All literatures above show that how important the role of game in English learning include to mastery vocabulary. Vocabulary is also the main factors in English learning. Both are study in this research paper because they are interesting to apply in our educational system.

Vocabulary has many types. Start from nouns, verb, adjectives, adverb, etc. They should learn gently together. Using Vocabulary card is one of tools to learn all of vocabularies types. We can control, which parts mainly to optimized, which one has enough for our students individually.

B. Definition of vocabulary

Term of Vocabulary has defined in Kamil et.all (2007:284) as mentined in Chapter 1 in Definition of Key Terms, which stated that vocabulary is “a unit of language, consisting of one or more spoken sounds or their written representations, that functions as a principal carrier of meaning”.

“Vocabulary is the foundation to build languages, which plays a fundamental role in communication”, definition from Hatch & Brown (1995). It is mean that Vocabulary is very important for language communication, and describes that by mastering Vocabulary namely the words or phrases used in particular varieties such as dialect, register and terminology. In a similar vein, the Oxford Advanced Learner’s Dictionary defines vocabulary as the total number of words in the language.

C. Importance of teaching vocabulary

There are many types of words in vocabulary context. Those are nouns, pronouns, verb, adverb, adjectives, conjunction, etc. Some words has a different mean when place in a different position or form and or context. This mean that

vocabulary is not about word only, but also how to apply in a certain context. That's why we need to practice vocabulary as often as possible.

No one can have an idea to talk, to write or to ask something without a word. Some combine words or phrase with meaning can make people able to communicate each other. That is a vocabulary. Need to know, need to understand and need to practice in a conversation, in a writing, in any communication ways.

Vocabulary has become an object of research teaching methodology till become as a result of development of communicative language approach. As in David Nunan Book, Krashen and Terrel stated "the status of vocabulary has been considerably enhanced. This has come about partly as a result of the development of communicative approach in language teaching",

It is impossible to learn a language without mastering vocabulary. Vocabulary should be taught especially for foreign language teaching learning activity, because even the students have mastered grammatical form, they could not communicate in the foreign language without mastering a vocabulary.

Indonesian National Education Department also pointed about learning vocabulary: "In accordance essentially language learning, learning vocabulary not taught the words or phrases separated off, but was involved in discourse context, with regard to subjects and also related with specific areas as an example of the discourse on the theme game. In order to achieve optimal learning outcomes vocabulary, teachers need to equip their student with words related to particular field. In every field of science used special words. Vocabulary

enrichment effort needs to be done continuously and can be obtained through certain areas.”

This regulation can be conclude that understanding of vocabulary is very important as one mean to understand the language in context. The students are able to communicate verbally or in writing. To achieve this, student need ability to mastery of vocabulary to optimally their communication level. Therefore, the words related to the students are nouns, verbs, adjectives and adverb.

That’s why teaching Vocabulary has an important role in communication by foreign language. Teacher cannot teach separately between the word and meaning, because need to understand based on context or situation. Because of this important vocabulary need to teach with special method, that is not bored, but with happiness to optimized the learning. That’s why we need vocabulary card game.

D. The difficulties of teaching vocabulary

Actually there are many problem faced by Indonesian students to learn English in Vocabulary, because they are not understand the connection between the new vocabulary with the function. Then they cannot apply their new vocabulary in their mind by using it in the communication, and then forgot.

To mastering of vocabulary, students usually face the problems. Because they don’t understand, how to classify the vocabulary of words. It’s important to help them making sentences or understanding the meaning. The function of a word as a part of speech give meaning to understand the context.

Noun place a certain position in a sentence and serve certain function. Verb, adjective and adverb also play a certain function for a sentence. We cannot just notice a word as a separate part of a sentence, it can be mistake understanding in communication. Each type of word has a certain function and they combine in a sentence or phrase as a complete meaning

Many problem comes out when student cannot understand type of word, they make mistake to place the word in a sentence, the result they cannot understand the message from a speaker or writter, and it will be a weak for them to study English. And it means that many vocabulary is nothing if they cannot understand the position and the function of the word.

Noun is a word used to mention object of anything, person, animal, place, situation, quality or idea. Because a noun is a material, real or abstract, it can be count or uncountable, that's why noun is separated by 2 type: countable noun and uncountable noun. We cannot count the water, the salt, a rice, a music, but we can count book, battery, lamp, song, job. Noun has a gender, and for countable we can say singular (1), or plural (2 or more). Plural we put suffix -s or -es.

Verb is a word that expresses an action or state of being and can show the time context. Timing for verb mainly is divided by 3, present, past and past participle. Because of this different time, they have special form with regular rules or irregular (specific). For regular we can understand if has a suffix -d or -ed, it should be past tense or past participle. But for irregular verb it cannot define in a rule but we need to understand one by one. For example: go (present) – went (past) – gone (Past participle).

Adjective is a word to qualify a noun or pronoun. There are seven adjective, those are: 1. Proper Adjective, 2. Adjective of quality or state, 3. Adjective of number or quantity, 4. Distributif adjective, 5. Demonstratif adjective, 6. Interogative adjective, and 7. Possessive adjective. In English (exception of the demonstrative) the adjective is not influenced by gender, no. singular or plural form.

Adverb is a word that modifies a verb, adjective or another adverb. They are form adjective with additional of suffix “-ly” The most common adverb are expressions of the time, place and manner.

The second reason is, most language teaching courses make vocabulary learning more difficult than it should be as a result of the way vocabulary in the course sequenced. By grouping, opposites, synonyms, and items in a lexical set together courses. Interference that result make a confusion for the learners. Teachers need strategy to plan with grouping first the words before pass to students.

Thirdly, vocabulary learning opportunities and, the quality of vocabulary learning, can be greatly increased through the careful design of both vocabulary and other skill activities. The plan need to combine with others language skill activities, for example writing, or speaking, or translating.

One of the teaching strategies that can make the students motivated to learn English is using the suitable strategy such as game. Actually student do not have to memorize exactly the vocabulary, because in fact they repeat the vocabulary by writing the vocabulary while make the vocabulary card, reading

and playing game by using vocabulary card. Actually, word which is used by students is always the same word around their conversation of their daily activities which consist of noun, verb, adjective and adverb. The teacher only has to improve students' vocabulary by a suitable strategy such as vocabulary card game. As in others research, vocabulary is effectively can improve vocabulary mastery.

E. Definition of vocabulary card game

Vocabulary card game is not a new tool in English learning, but not so famous compare with flash card. Vocabulary card is “a card made from any particular paper content of a word of target language in one side and the other side is the meaning of the word in the first language learner”, (Neatty Mutahiddah, 2011) in Improving Students' in vocabulary through vocabulary card game: p.14.

Vocabulary Card Game is a game which is playing using the Vocabulary Cards. Every member play the roles and compete to get highest score to mastering the most memorized vocabulary card. Every one will try to get highest score to be a winner.

F. Game preparation for teacher

Before playing the game, there will be rules need to understand to achieved the researcher target, as below:

1. Teacher divided class by 5 groups, each group has 6 members.
2. Teacher explain to all groups what is their obligation and task before game beginning and when game is playing
3. Teacher need to show the learners how to make a vocabulary card.
4. Teacher give tasks to every group to get the new or difficult word from certain chapter from school's textbook or related words to re-write and making vocabulary cards with the meaning back side.
5. Teacher give task to each member to memorize they collected words minimum 10 words for every learner with different words (minimum 60 words in a group for every meeting).
6. Teacher ask each group to collect the vocabulary card to teacher and rote the words in front of class without see the vocabulary cards (Teacher hold them when they rote the words).
7. Teach the learners how to memorize the words easily to use “**mneumonic tricks**”.
8. Teacher give point value and scores it individually how much member can memorized the words, and totally in a group. After finish all group, teacher announce the total scores and rank which group is the most score as the winner.
9. After finish the game, teacher ask learners to keep cards and making a record of their progress and can share if full memorize the words

G. Mnemonic tricks

There are some literatures explained about how to help memorize some difficult words, for example in this wordpress, we can find definition of mnemonic <https://nisfaganismefama.wordpress.com/2012/04/28/sistem-mnemonic/>. Mnemonic is from greek words, “mnemonikos”, in English memorizing. Mnemonic tricks is a trick to memorize the hard information to remember. There are 3 basic principles to use mnemonic, those are: imagination, association, and location. Some tricks to help learners in this vocabulary game are, using:

- a. Acronyms; abbreviation of words, for example using abbreviation words: “**because**”: can memorized words: **b**ig, **e**lephant, **c**an, **a**lways, **u**pset, **s**mall, **e**lephants.
- b. Acrostics; making new sentences with same first sound, for example in Indonesian Planet names, “Mercury, Venus, Bumi” acrostics by “Merah Vespa Baru”
- c. Link system, which link the words in a series of story words.
- d. The others tricks are: chunking (grouping number to memorize numerik), Loci methode (usually to memorize chemicals compound by words of something in their rooms), Rhymes and song (usually to memorize alphabet or numbering system)

Preparation to make mnemonic tricks, (1) prepare facts and keywords from objects to memorize, (2) link the words to make story, (3) making

visualization in mind, (4) call back the words. It will work and be easy to memorize.

H. Game preparation for learner

Before vocabulary card game is playing, there are some tasks to prepare as below:

1. Learners need to notice what teacher explained about making card and make sure can do it by self
2. Looking for relevant words as per context and looking for translation. Make a mnemonic word for easy memorizing. Try memorize as much as possible.
3. Making more than 10 Vocabulary Cards, memorize it and after finished give to the teacher, before game class beginning.
4. Go to in front of class to rote the memorized words from vocabulary card as teacher tasks.

I. Playing the vocabulary game : rules of the game

Before game was beginning, teacher need to explain the rules of the game to the students or learners. Teacher roles, and each students in their group roles, need to understand the roles. And how to be compete to be a winner.

1. All group should make vocabulary card minimum 60 words from context book. And memorized it as much as possible. If necessary make a mnemonic words.

2. When class beginning, and start playing, the teacher ask would receive 300 vocabulary cards from learners and will check which card can memorize by learners, and which one is not memorized, and separated it.
3. Teacher will count the most memorized words and announce which group with the most scores, which is the winner.

When checking and filtering the words from each group, teacher should check the words and considering and make some suggestion if need any changes. There are some experiences to notice for teacher, principle from (Neatty Mutahiddah, 2011), those are:

- Keep teaching simple and clear, no complicated explanation.
- Use both oral and written presentation on whiteboard and explain. Tell the students for high frequency word that is worth noting for future attention
- Do not bring in other unknown or poorly known related words like similar synonyms, opposites, or members of the same lexical set.

J. The purpose of using vocabulary card game

Generally as the beginner to understand the sentence is not easy, especially if the student's lack of vocabulary, that is why to know the vocabulary is strongly important to understand the language. However it is crucial to know the technique to present the vocabulary to students.

According to Ruth Gains and Stuart Redman, there are two techniques in presenting vocabulary, visual technique and verbal technique.

- a. Visual techniques includes visual, mime, gesture, visuals include flash card, photograph, blackboard drawing, wall chart. They are extensively used for teaching concentrate items of vocabulary
- b. Verbal technique includes the use of illustrative situation (oral or written), use of synonym and definition, contrast and opposite, scales and example of type.

From the definition above vocabulary card game included both of them. The purpose of vocabulary card game is to improve vocabulary, it is an important part of education. Students tend to learn many words from hearing them, spoken around them, and learn further words from general reading, but they may forget what they have learned. Therefore, this vocabulary card game as a medium for them to improve their vocabulary, many teachers also believe it helps for children to be specifically taught to learn useful words and their meaning. One idea that may help for students is introducing vocabulary game, and one game in particular that can be played for this purpose is vocabulary card game.

K. The advantage and disadvantage of using vocabulary card game

There are several advantages of language game as a medium of learning as below:

1. The game language is a language learning media that can be used to increase level of active learners in the process teaching and learning.

2. Language game can be used to revive learners in the excitement of learning that has begun to will.
3. Competitive nature that exist in the game to encourage learners to advanced racing
4. In addition to generate excitement and practice the skills.
5. Specific language, language game foster a variety of attitudes positive such as solidarity, creativity, and self-confidence.
6. The material is usually communicate through the language game suggest that it is difficult to forget.

Some media or teaching tools has already used in learning activities which can be played by student groups, lass or both, for example: the puzzle game cross, a game with structure pattern of sentences, game to train vocabulary, a game to practice reading and answer some question in writing, and also a game to train hearing to distinguish and identify the words.

All of this teaching tools, the main part is visual elements, and among of them is vocabulary card game. A visual vocabulary is a way to improve and add to messaging that is contained in students' mind. So why this elements should be consistently. There are some advantage over use of a vocabulary card game:

- Simple to make
- Student can write by self on vocabulary form card and it can improve their vocabulary directly

- By visually seeing the students unintentionally getting more vocabulary in continually
- Student will inspire to do their job by self to do a good writing vocabulary card game
- The card is easy to put and take out anywhere
- Using a visual vocabulary card game in materials will automatically make the material look more coherent, credible and professional, through the repetitive use of consistent elements.
- Helping in learning basics and portable will help to summarize and memorize
- The student can refresh the past vocabulary from this card

There are so many advantage of using vocabulary card game, but also has a negative side or disadvantage we need to know. For example:

- It takes long time to prepare, and need time allocation to prepare or as an extra time or need to be a homework for students.
- Sometimes not suitable for an advance learner.
- This card some are used by students as an example to cheat in the examination, need to control

L. Previous studies

There are some previous relevant study can refer. Some researcher before has already make a research about vocabulary mastery using learning media such as flash card as Tanti Febriyanti (2015), "Teaching English

vocabulary using flashcard to the third grade at SDN Sumberjaya 2 Karawang”, STKIP-Siliwangi.

Other research from Ratna Juwita Ningsih (2013),” The use of Spelling Bee Game to improve Students’ Vocabulary Mastery”, UPI, 2013, which research that using Spelling Bee Game Method will increase Vocabulary mastery for students.

Next research by Neatty Muttahidah (2011),” Improving Students’ Vocabulary through Vocabulary Card”, UIN Syarif Hidayatullah, Jakarta, 2011. This research is show that using Vocabulary card game can increase student vocabulary mastery in English learning. By using Classroom Action Research, she can approved that this method can increase the vocabulary mastery for students.

CHAPTER 3

RESEARCH AND METHODOLOGY

A. Research design

There are some theory of research design definition, but the most famous is Tavakolli statements. In one of reference, stated by Tavakolli (2012: 546-547) :

“the arsitectural plan of a research project. Decisions regarding what, where, when, how much, by what means concerning an inquiry or a research study constitute a research design. A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose. In fact, the research design is conducted, it constitutes the blueprint for the collection, measurement, and analysis of data. As such, the design includes an outline of what the researcher will do from the formulation of the research questions and hypothesis to reporting the research findings”. Kaswan, DS, et.al. (2016).

Still in this references, (Tavakolli, 2012), stated that

“the researcher should also be familiar with a wide range of research design in order to choose the most appropriate design to answer the research question and or hypothesis of interest”.

There are 3 types of research design to arrange the basic step of the research, those are: quantitative research design, qualitative research design and mix

methods research design (Tavakolli, 2012; Creswell, 2009; Lavrakas, 2008; Jupp, 2006 in Kaswan, DS, et.al. (2016)). Each types is not opposites each-others, instead they represent different ends on a continuum.

Quantitative research design is a deductive theory-based research process that focuses primarily on testing theories and specific research hypothesis that consider finding: “differences” and “relationship” of variable which analyze with numeric data and statistical method to make conclusion about the phenomena in hypothesis.

Qualitative research design is a research design that places primary importance on studying small samples of purposely chosen individuals, not attempting to control contextual factors, but rather seeking, through a variety of methods, to understand things from the informants-point of view; and creating a rich and in-depth picture of phenomena under investigation.

There are some phenomena usually show in qualitative method:

1. View separate parts as a coherent whole (holistic)
2. Discover or describes the patterns or relationships (heuristic)

With little population and no control and manipulation of the research context, (Tavakolli, 2012 in Kaswan, DS, et.al. (2016)).

Considering the back ground of the problem in this research, and the theory above, I tend the research to qualitative research design. Because I need to

know answer in Introduction Question, by discover or describe the phenomena of using vocabulary card game increasing vocabulary mastery in learning English. And I used a small quantity sample only to research and has already research before to support my research.

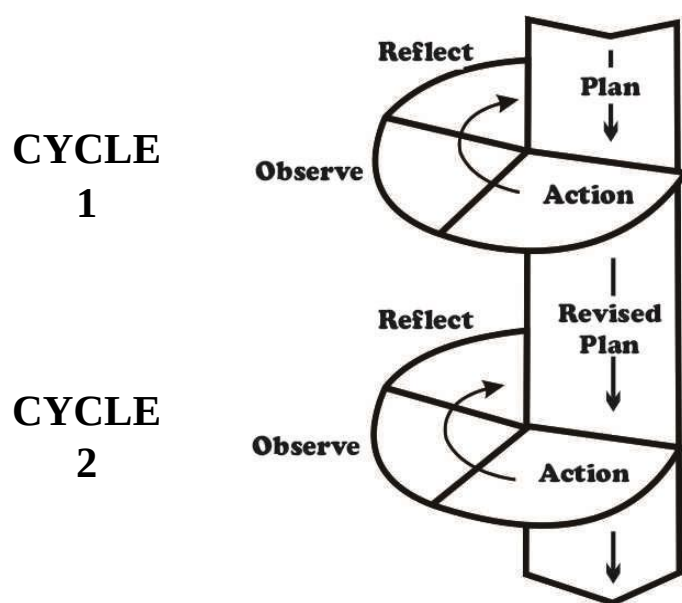


Figure.1. Action Research Spiral Model, from

Kemmis and Taggart (1988)

Explanation for each phases:

Planning Phase: was done after identifying student problem in the class, proven by observing and interviewing. Organizing whole aspects referred to CAR method cycle to cycle based on the result of the observation to achieve the targets (mastering the vocabularies). The planning will revised after observing first cycle to next.

Acting Phase: realization of the planning with act directly to student collaborated with teacher to identify good strategy and what material to be taught (deeply issue research).

Observing Phase: Collaborate with teacher to notice all event happen in class and also carried out for implementation of the action during research running, write structured and unstructured observation sheet. Those are, teacher performances, student's response, class situations.

Reflecting Phase: This phase is done after 3 step before already observes outcome because to reflect or evaluating the result of progress compare with the plan before.

B. Research method

In this research I use Classroom Action Research (CAR) according to Michael J. Wallace. Before implementing this CAR method, teacher need to identify any problem found in the class. CAR method will be carried out by teacher in order to solve the problems or at least to find answer toward context-specific issues.

C. Population and sample

This research is done in VIII grade of MTs Al Ittihad, Kecamatan Batujajar, Kabupaten Bandung Barat, academic year (2016-2017). Total Population for test is 30 students. I choosed this class based upon unstructured

interviewed research to their English teacher, that their achievement in English class test is the worst among other classes especially for vocabulary mastery. That's why teacher need new strategy to help improving their English.

In this research the researcher act in the classroom action research is not only as the researcher but also act as a teacher, a planner, and does in making pre-test, a lesson plan, post-test in each final cycles, collecting data, analyzing, and reports the results of the research .

Target or expectation of this research is to achieve successful of the application of mastery vocabulary using Vocabulary card game. And student can pass KKM (minimum criteria pass value) = 70 by improving their scores in pre-test to post test.

In this research the researcher using qualitative data as an experienced based and quantitative data as a number based. The qualitative data consist of observation within the physical activity in the classroom, and interviewed to be presented for the teacher.

D. Instruments

The instruments of collecting data :

1. Interview: used about implementation to the teacher
2. Questionnaire: conducted both before and after implementing CAR
3. Test: Pre-test before implementing CAR and Post test after implementing CAR

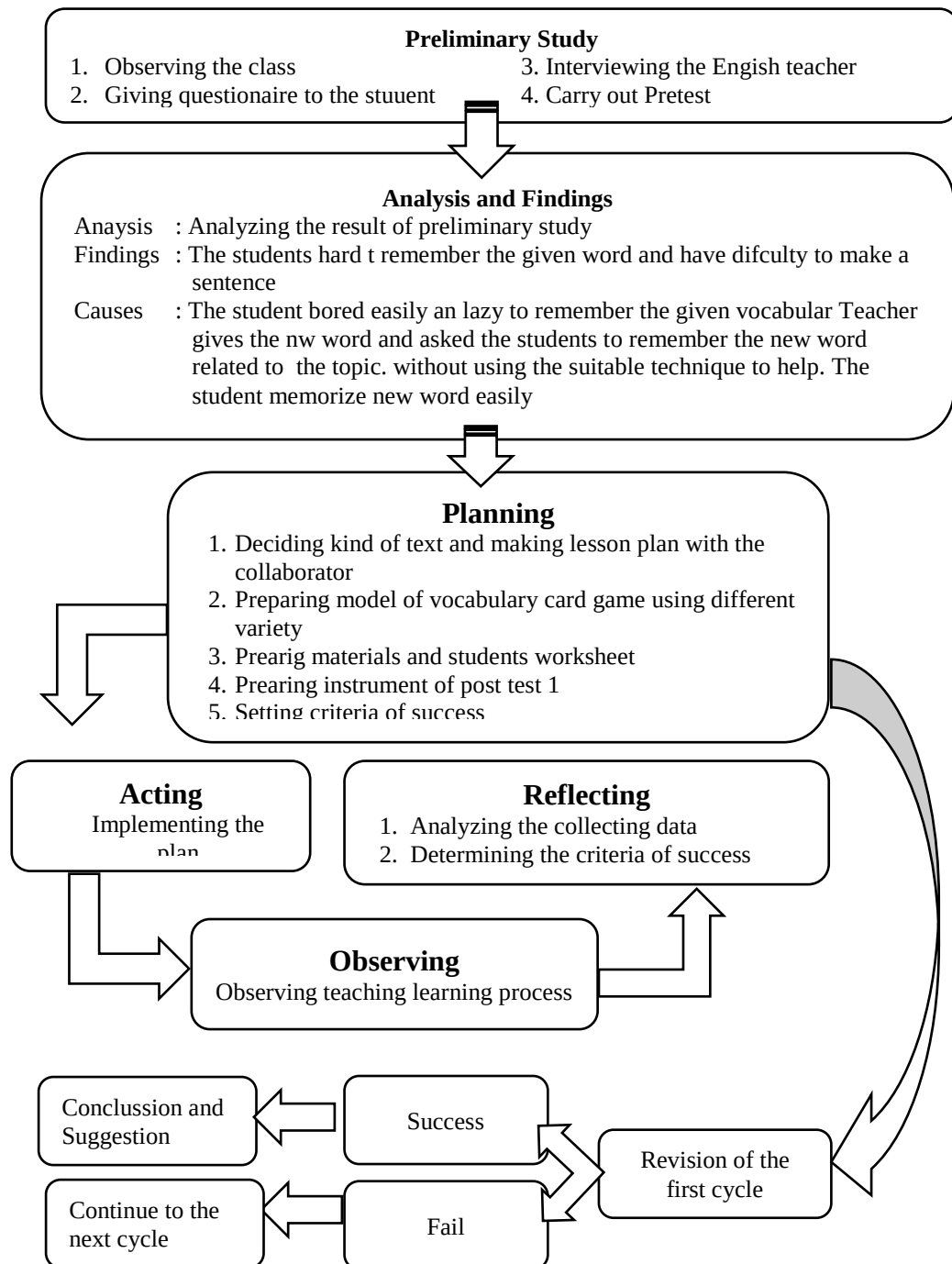


Figure 2. The Phases of CAR modified by researcher

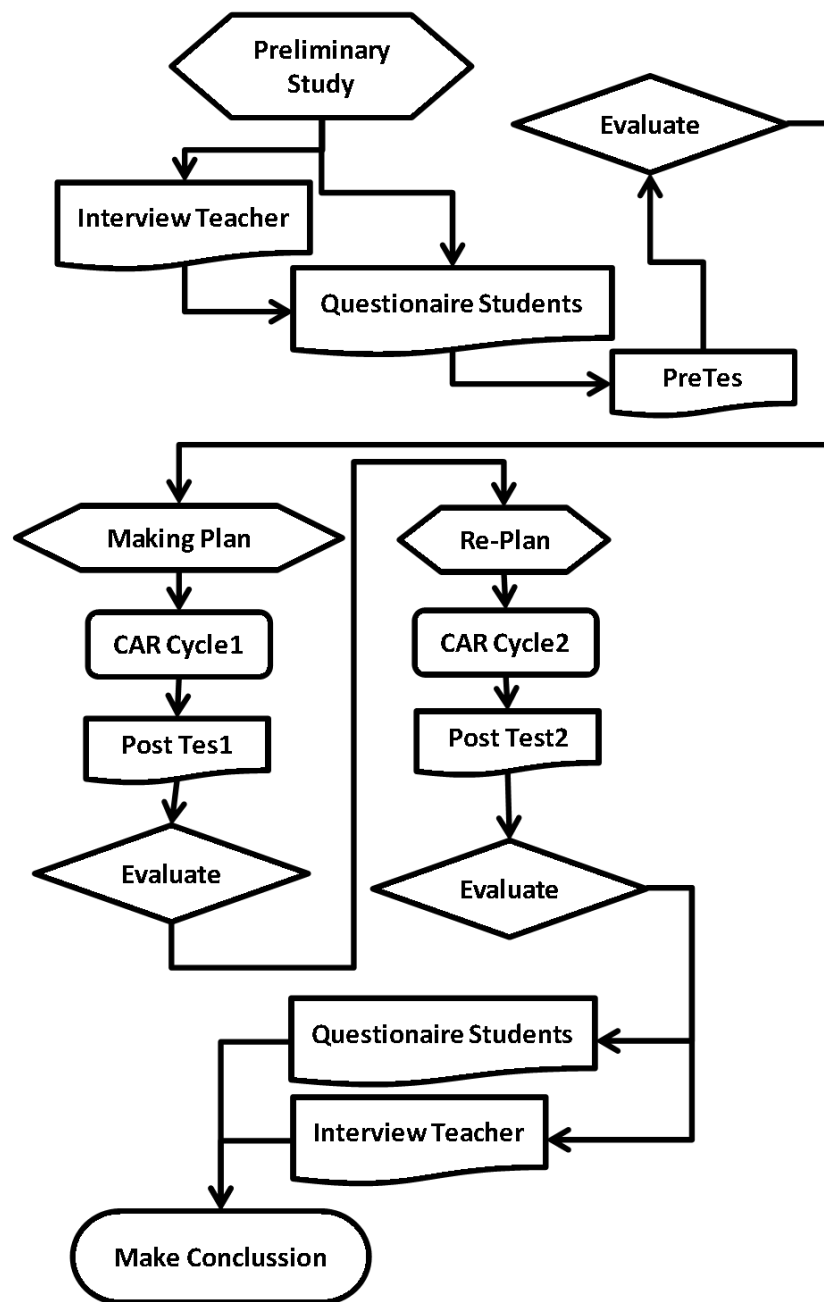


Figure 3: Flow Process of Research

E. Data collection techniques and analysis

Technique of collecting data in this research using qualitative (experience-based), and quantitative data (number-based). The qualitative data consist of observation within the physical activity in the classroom and interview to be presented for the teacher. On the other side, the quantitative data uses pre-test and post-test. The completely explanation as below:

a. Observation:

The researcher uses unstructured or opened observation to know the occurrences within learning process running during CAR applied. About the teacher performances, class situation and student response due to using vocabulary card game.

b. Interview:

The researcher interview the teacher to know student problem and difficulties to learn vocabulary in Class English Activity, student condition and in involving and activity for using vocabulary card game strategies using by teacher.

c. Test

Test in this research is done within 2 main stage, those are pre-test and post-test to understand the progress or influence of using Vocabulary card game method.

F. Technique of data analysis

The analysis of qualitative data in this research is using the observation of students' activities during teaching learning process, and the interview before and after applying CAR. At first the researcher collective data which have gained, get the average of students' vocabulary score per action within one cycle. The aim is to understand how well the student's vocabulary skill scores. Using the formula:

$$\bar{x} = \frac{\sum x}{n}$$

$\bar{x}$: mean

$\sum x$: sum of individual score

n : number of students

The second step is finding class percentage which pass the minimal KKM (minimal mastery level criterion) considering English subject gains score 70 (seventy) which adopted from the school agreement at MTS Al Ittihad Batujajar by using this formula:

$$P = \frac{F}{N} \times 100\%$$

P : the class percentage

F : total percentage score

N : number of students

The third step is getting mean of students' score per actions, the researcher identifies whether or not there might have student's improvement score on by using this formula:

$$P = \frac{y1 - y}{y} \times 100\%$$

P : percentage of students' improvement

y : pre-test result

y1 : post test 1

Vocabulary comprehension from pre-test up to post test score in cycle 1 and cycle 2, and then analyzing that using this formula:

$$P = \frac{y2 - y}{y} \times 100\%$$

P : percentage of students' improvement

y : pre-test result

y2 : post test 2

G. Trustworthiness of research

To analyze the examined test items, Anderson, Herr, and Nihlen mention that the researcher need to implements the trustworthiness of the test include some phases: chek the Validity of Data by checking using Discriminating Power (DP) effects. These three items are the main factor to measure for trustworthiness of the research.

Validity Data is an essential and the most requirements of good educational testing which can represent an acceptable action research. Arthur Hughes stated that “ a test is said to be valid if it accurately what it is intended to measure”. It is mean a test can be valid if the test measures what it will be measured. Validity is not an absolute technique evaluation, but relative for a purpose which will be reached by the test maker.

In this research the researcher adopt Anderson, Herr, and Nihlen’s criteria that mention the validity of action research including democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. The outcomes in this research in three kinds, outcome, process and dialogic validity.

Outcome validity requires that the action emerging from a particular research leads to the successful resolution of the problem that was being studied, that is the research can be considered valid if you learn something that can be applied to be subsequent research cycle. Second one is process validity that requires a research has been conducted in a “dependable” and competent “manne”. The third one is dialogic validity which involves having critical conversation with peers about research finding and practices.

Validity is conclude by outcome validity from the students’ result of the test. It is said successfull if the result of cycle II in after CAR is better than cycle I. If there might have soe mistake in the methode of teaching, need discuss and improve to modify the further strategies.

The analysis of discriminating power of thest items is to know the performance of the test through distinguishing students who have high

achievement and low achievement. IT is provide a more detailed analysis of the test than does item difficulty, because it shows how the top scores and lower scores performed on each item. The formula as below:

$$D = \frac{U - L}{N}$$

D : The indeks of discriminating power (DP)

U : The number of students in upper group (more corrects)

L : The number of students in the lower group (more mistakes)

N : The number of student in each groups.

Table 1: Discriminating Power Indeks Value

DP	Remarks
0.7 – 1.0	Very Good
0.4 – 0.6	Good
0.1 – 0.3	OK
-1 – 0.0	Bad

The difficulty item analysis concern with the proportion of comparing students who answer correctly with all of students who follow the test. Item difficultty is how easy or difficult an item is form the viewpoint of the group of students' in test. The formula as below:

$$P = \frac{R}{T}$$

P : Indeks of difficulty

R : the total number of students who selected the correct answer

T : the total number of students including upper and lower group

H. Criteria of the action success

Classroom Action Research (CAR) is able to be called successful if it can exceed the criteria which as been determined, and fail if it is cannot exceed the criteria which has beed detained. In this research said will succeed when there is 75% number of students could achieve some improvement scores from the pre-test until the second post test in cycle two or minimum could pass the KKM (minimal mastery level criteria).

CHAPTER 4

RESEARCH AND DISCUSSION

To get real situation and factual condition in place of research, preliminary has done before action research. Preliminary study was conducted on April, 1st to 5th 2017 in MTs Al Ittihad Batujajar. Research object was VIII grade. The researcher need to know about the problem faced by the teacher and students in teaching and learning activity, especially for teaching English Vocabulary.

Easy finding when researcher direct involved in teaching learning process as preliminary study, researcher found that the class very crowded. With consist 30 students in class, teacher cannot handle easily all of them. And also when notice about teacher explanation and respon from student, so many students cannot respon, because of method maybe not suitable for them. And the main problem that very limited students can understand vocabularies or poor vocabulary.

For getting data about this situation, researcher then making preliminary research by using interview to teacher, make questi onaire to students and making pre-test to check students performance in English, especially for vocabulary. Pre-interview on April, 8th 2017, questionnaire on April, 9th 2017 and pre-test was on April, 12th 2017. All datas was completely reporting in appendixes.

A. The result of pre-interview

Pre Interview carried out in this research was unstructure interview. It was held on Saturday, April 8th, 2017 started at 10:30 am until 11:00 am. The researcher ask the teacher for some question to get some idea about existing situation in the class. Total question in this interview is 15 questions. From this interview, researcher found that: Activity in class mainly only texting material of subjects and doing the tests.

The most difficult to teach the student is sub skill of vocabulary. Commonly for learning vocabulary, teacher only reading the textbook of subjects and then translate together. The method of learning vocabulary is ask and answer about vocabulary. Learning media mostly using for teaching vocabulary is English textbook and dictionary. Facility from School institution is only books and dictionary. The problems in learning vocabulary for students is to keep in mind the words. Student participation in English learning activities is bring English book and dictionaries from their home, but actually so many students cannot do it because of their parents have no money to buy it.

Student task to learn vocabulary in class is reading the book and translate by self. Pass Minimum Mastery Criterion (KKM) in Class VIII in MTS Al Ittihad is 70. Teacher has already known about Vocabulary Card Game, but never apply it. She has an opinion that Vocabulary Card Game can apply in class, for not

make them boring. Vocabulary card game can improve student vocabulary mastery. Text-Procedure in learning English is most difficult apply in English learning for the students.

The lowest vocabulary mastery is VIII, because they are not easy to control. This is also the reason why researcher use this class for applying this CAR test. Hope there will be a progress and this is the challenge for the researcher. From result as above, we can making some conclusion that the student from Al Ittihad for VIII grade need new methode for learning Vocabulary. Need upgrade their Pass Minimum Mastery Criterion (KKM) level to be more than 70 is also more 70% of classroom member will be pass over this level.

B. The result of pre-questionnaire

How about student side conditions, or what is their opinions for their vocabulary level. Questionnaire has been done on Sunday, April 9th, 2017. The result of questioner tells that student can enjoy learning process, but a little bit hard to understand the teacher explanations. And mainly student has No. confidence to vocabulary mastery, because of their ability to solve the problem which teacher task to them not so happy the results.

To solve this problem, some student communicate their problem to teacher, and still feel that learning methode is fair good enough and only receive

exercise from the teacher to mastery the vocabulary, but actually they honestly said that still cannot solve the problem easily. And they also honestly said that has not rich vocabulary.

Table 2: Result of Student Questionnaire before CAR

QUESTIONNAIRE Before CAR	YES		NO	
	Tot.	%-age	Tot.	%-age
The student's response about the teaching-Learning Process				
Student Enjoy Learning Process	24	80.0%	6	20.0%
Student Understood Explanation	16	53.3%	14	46.7%
The result of the students' vocabulary learning activities				
Student Confident to vocabulary mastery	11	36.7%	19	63.3%
Student able to solve Vocabulary Question	13	43.3%	17	56.7%
The Solution of the problems in vocabulary				
Student communicate their problem	21	70.0%	9	30.0%
Student feel learning methode Good	19	63.3%	11	36.7%
Vocabulary method now easy to follow	19	63.3%	11	36.7%
Student receive exercise for developing Vocabulary mastery	28	93.3%	2	6.7%
Student could solve vocabulary task easily	6	20.0%	24	80.0%
Student had rich vocabulary	8	26.7%	22	73.3%
Mean Pre-questionnaire	16.5	55%	13.5	45%

C. Pre-test of student

To understand first level of student, the researcher try to check student ability using Pre-Test: Pre-test has been done on Wednesday, April 12th 2017 in the morning from 10:00-12:00. They answer the question as per their original ability to solve the problem. The researcher has do nothing, only test. Student mean scores' from this test is 62.8 with range 30 (minimum) till 85 (maksimum value). When check to KKM there are only 10 students can pass (33.3%), and then 20 student under KKM (not good).

$$\text{Students mean scores : } \bar{x} = \frac{\sum x}{n} = \frac{1885}{30} = 62.8$$

$$\text{Percentage of Pass KKM : } P = \frac{F}{N} \times 100\% = \frac{10}{30} \times 100\% = 33.3\%$$

(KKM=70)

$$\text{Discriminating Power: } D = \frac{U-L}{N} = \frac{10-20}{30} = -0.3 \text{ (Bad)}$$

D. Post test 1

Based on the result of Interview, questionnaire and the result of pre-test, researcher has a plan for action in a series of learning-teaching activity on class. The planning is teaching using Vocabulary Card Game in 4 times of meeting. Start on 15th, 16th, 19th, and 22nd of April 2017. In this action, researcher act as a teacher together with usual teacher. She first teachd how to make Vocabulary

Card Game and how the role to play the game. Also explain about mnemonic tricks. She guided them to make the words using mnemonic methode.

As the explanation in chapter 2, researcher give the task to student to make a card minimum 10 words per member (Totally 60 words/group). Then they memorize occur with their capacity to remember the words, and then they make vocabulary card and presented it in front of class. In first meet, students try to make only small quantity of words or cards, but then when they have a confidence, they make it more. They make it more and more they can get new words to understand, its mean that he or she will be a winner. With this motivation, they do the best. And after finish they keep in mind the words and tell the teacher to write his or her words. Next time teacher will ask the student for their words to check their understanding or their memories.

The winner in playing game is announced after finish the game directly. Because the scores can show directly right and wrong answer per group with active member to answer. There are 3 times announced, those are on 16th, 19th and 22nd of April 2017. And Finally announced first winner in the final playing time (22nd April 2016). After doing the action, she need to know how the result by doing post test 1 on April 23rd, 2017. Post Test has done for learners individually. The result show individually achievement not in group. It mean she

can understand actual individually progress. And the result of this test is show a progress:

Student mean scores' from this test is 67.5 with range 40 (minimum) till 85 (maksimum value). When check to KKM there are only 17 students can pass (57%), and then 13 student under KKM (still low level).

$$\bar{x} = \frac{\sum x}{n} = \frac{2025}{30} = 67.5$$

$$P = \frac{F}{N} \times 100\% = \frac{17}{30} \times 100\% = 57\% \text{ (KKM = 70)}$$

Discriminating Power:

$$D = \frac{U - L}{N} = \frac{17 - 13}{30} = 0.1 \text{ (OK)}$$

Percentage of Student Improvements:

$$P = \frac{y^1 - y}{y} \times 100\% = \frac{67.5 - 62.8}{62.8} \times 100\% = 7.4\%$$

This result of test indicate a progress, but not so significant and also the KKM still not so happy. Need more action to improve the Vocabulary Mastery. There are some step to make corrected to improve for next step, those are: teaching method, change some question in test, not focus because of the entushastic of the student to this new method.

E. Post test 2

Some achievements need to catch for this step, improve step before. That is improvement in teaching methods, make the game more interesting, more

control the focus of student and more participated. Teacher position is stand up in the center of class, and give notice to all over the class. This improvement was done on 26th, 29th, 30th April and 3rd of May 2017 from 10:00 to 12:00. The student look more interested in this game. Every one want to full involved in class, and they try more to memorize the words to pass over their friend. After 2-3 meeting, researcher has an opinion about the progress will be better.

The game has been playing on 29th, 30th April and 3rd May 2017. Because on 26th teacher used the time to review lesson before and inform some changing rules for the games. Which is group member should sing an english song if they make mistake in answer. So they can more enjoy the game and try not to make mistake. Knowing the result, researcher do post test 2 on 6th May 2017, and the results: Student mean scores' from this test is 77.0 with range 60 (minimum) till 95 (maksimum value). When check to KKM there are 27 students can pass (90%), and then 3 student under KKM (very good level).

$$\bar{x} = \frac{\sum x}{n} = \frac{2310}{30} = 77.0$$

$$P = \frac{F}{N} \times 100\% = \frac{27}{30} \times 100\% = 90\% \text{ (KKM 70)}$$

$$\text{Discriminating Power: } D = \frac{U-L}{N} = \frac{27-3}{30} = 0.8 \text{ (Very Good)}$$

Percentage of Student Improvements:

$$P = \frac{y1-y}{y} \times 100\% = \frac{77-62.8}{62.8} \times 100\% = 22.5\%$$

Object Test	Pre-Test	Post Test 1	Post Test 2
Student 1	30 (-)	70	70
Student 2	70	70	80
Student 3	85	85	70
Student 4	65 (-)	75	70
Student 5	40 (-)	60 (-)	75
Student 6	65 (-)	80	70
Student 7	65 (-)	70	80
Student 8	75	70	70
Student 9	75	60 (-)	65 (-)
Student 10	70	75	80
Student 11	80	75	75
Student 12	40 (-)	45 (-)	60 (-)
Student 13	30 (-)	80	95
Student 14	65 (-)	55 (-)	90
Student 15	90	80	90
Student 16	65 (-)	75	75
Student 17	65 (-)	70	70
Student 18	60 (-)	60 (-)	85
Student 19	50 (-)	60 (-)	85
Student 20	40 (-)	55 (-)	65 (-)
Student 21	60 (-)	65 (-)	75
Student 22	60 (-)	60 (-)	75
Student 23	65 (-)	55 (-)	70
Student 24	80	80	75
Student 25	75	80	95
Student 26	80	60 (-)	85
Student 27	65 (-)	75	90
Student 28	50 (-)	40 (-)	70
Student 29	60 (-)	75	75
Student 30	65 (-)	65 (-)	80
Total Value	1885	2025	2310
Student Mean Scores	62.8	67.5	77.0
% Class Pass KKM	33%	57%	90%
SI Score Action 1-2		7.40%	22.50%
Discriminating Power	-0.3	0.1	0.8
Remarks	Bad	Well	Very Good
KKM Value	70	70	70

Table 4: Details Result of Test and Evaluations

This result indicated an improvement, and also the KKM is good. There was an improvement for the Vocabulary Mastery.

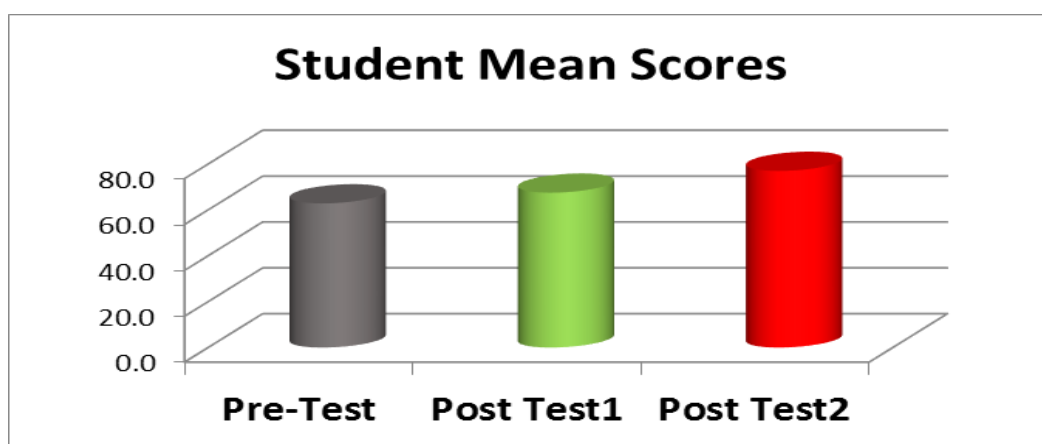


Figure 3: Progress of Student Means Scores (Class average)

F. Student questionnaire after classroom action research (car)

After doing Action research and observing the research, researcher still need to cross check by making questionnaire to students. Researcher want to know and understand how students opinion and how interested in this method. From this questionnaire, researcher can conclude that:

The students were satisfied to vocabulary card game method and it has already motivated them to learn vocabulary better. Students also feel helped in enriching their vocabualry, and has an opini that this method can solve their problem in learning vocabulary. Students also could do the vocabulary task easily, and increase their English Vocabulary Mastery level (prove by post test).

Tabel 3: Result of Students' Questionnaires

QUESTION GROUP / QUESTION NO.		YES		NO	
		Tot.	%	Tot	%
The student's response about the teaching-Learning Process					
1	The students were satisfied in the teaching-learning using Vocabulary card game Method	30	100%	0	0%
3	The Student were motivated learning vocabulary through vocabulary card game	26	87%	4	13%
14	The students could learn vocabulary better through vocabulary card game than the usual learning	27	90%	3	10%
The Result of Students' Vocabulary Learning Activity					
7	The students were helped in enriching their vocabularies through vocabulary card game	24	80%	6	20%
8	The students felt that vocabulary card game can solve their vocabulary problems	18	60%	12	40%
11	The students could do the vocabulary task easily by using vocabulary card game	18	60%	12	40%
13	The students' score were increase after their using vocabulary card game	26	87%	4	13%
15	The student's vocabulary were enriched by vocabulary card game	27	90%	3	10%
The Solution of the problems in Vocabulary					
12	The teacher gave opportunity to ask their difficulties	14	47%	16	53%
The student' response about Vocabulary Card					
2	The students' felt better in learning vocabulary through vocabulary card game	27	90%	3	10%
4	Vocabulary card game is suitable to be implied in teaching learning vocabulary	26	87%	4	13%
5	The students more understand vocabulary easily	28	93%	2	7%
6	The students like learning vocabulary through vocabulary card game	26	87%	4	13%
9	The student feels that vocabulary card game facilitate their vocabulary	24	80%	6	20%
10	The students could remember both their previous vocabulary and the new words easily	24	80%	6	20%
Mean of the Results		24	81%	6	19%

G. Teacher interview after classroom action research (CAR)

To complete conclusion of this research, researcher also do final interview to the teacher to check her respons. The result conclusion as below:

Teacher fell that there is a progress of students mastery of vocabulary by using vocabulary game method in class. She said that the students have an enthusiastic and have a spirit to reminding the words because want to be a winner. Student have good participation and very active and have a good spirit to follow this method. Problems in applying this method that the class is noisy, because their activate their energy in learning.

To solve this problem, she should be warn student for not so noisy and concentrate to learn.

She said that after using this method, student feel more easy to remind new vocabulary. She also has been motivated for using this method onetimes. She has an opinion for making this method is better, that give the students target and control their mastery level per period. She thought that this method can apply in class effectively. Teacher also thought that this method can enrich vocabulary mastery for students.

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

From this research writer conclude that after conducting Classroom Action Research (CAR) at Class VIII MTs Al Ittihad, Batujajar, Vocabulary Card Game Method can improve student Vocabulary mastery and make them very enthusiastic and have spirit to learn Vocabulary. It can be proved for the following facts.

First, related to students' achievement there were 90% who passed The Minimum Mastery Criterion (KKM, Kriteria Ketuntasan Minimal) 70, with the improvement of students' mean scores from pretest to the post test of the second cycles was 22.5% of average scores improvement. In the pretest, there were only 10 students or 33% only who pass the Minimum Mastery Criterion (KKM). Meanwhile in the post test cycle 1 there were 17 student who pass the KKM or 57%. And in next step for cycle 2 there gain 27 or 90% of students who pass the Minimum Mastery Criterion (KKM) in which their mean scores of vocabulary test is 77. This mean this research achieved the criteria of success.

Second, after CAR and post test 2 applied, researcher check both teacher and students respons by interview and questionnaire. The questionnaire result showed

that the implementation of this technique got ***positive responses from students*** in the teaching-learning process of vocabulary. It could be seen from the mean of pre-questionnaire was 55%. Then the mean of post questionnaire was 81%. It improve 26%. Third, based on data of observation showed that the students were more active and participated in the teaching learning process for each meeting. And from English teacher interviewing, the result showed also ***got positive responses from English teacher*** after the implementation of vocabulary card. And the teacher also consider that this method could be an alternatif technique to be used teaching-learning activity of vocabulary.

In conclusions, the facts showed that this Vocabulary Card Game method in this research was optimize in improving Vocabulary Mastery. In other side, this method make student more participated and have spirit to learn vocabulary. It will be a good chance for their improvement in vocabulary mastery. Therefore, vocabulary card can be an alternatif strategy for teacher in teaching vocabulary which can improve and memorize their vocabulary.

B. SUGGESTIONS

There are some suggestion after conclusion this research for English Teacher and other researchers' based on the research findings:

1. Vocabulary Card game can be an alternatif strategy to improve students vocabulary mastery
2. Teaching using Vocabulary Card game can be enjoyed by students and make them easy to memorize new vocabulary

3. The strategy or technique is suggested to English teacher or other researchers who want to conduct in similar research or study.

At last, researcher hope this research can be usefull as an additional reference and make another improvement method or modified this method to improve the result to be better.

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APPENDICES

Appendix 1.a: Form Of Interview for English Teacher in the Preliminary Study Before CAR

HASIL WAWANCARA

Kepada Guru Bahasa Inggris MTS Al Ittihad

Interviewer : Irna Waryanti
Interviewee :
Profession : English Teacher
Day / Date :
Time :
Place :

1. Kegiatan Apa saja yang biasa dilakukan dalam pengajaran Bahasa Inggris
di kelas?

.....
.....
.....

2. Keahlian dan Sub-Keahlian apa yang biasa paling sulit dalam penyampaian
materi pelajaran ke siswa?

.....
.....
.....

3. Aktivitas apa yang sering dilakukan dalam pengajaran Vocabulary pada siswa?

.....
.....
.....

4. Teknik atau metode apa yang biasa digunakan dalam pembelajaran Vocabulary?

.....
.....
.....

5. Media pembelajaran atau alat pembelajaran apa yang biasa digunakan dalam pengajaran vocabulary pada siswa?

.....
.....
.....

6. Untuk menunjang kegiatan belajar mengajar disekolah, sarana atau fasilitas apa saja yang disediakan sekolah?

.....
.....
.....

7. Apa saja kendala yang sering ditemui saat pengajaran vocabulary?

.....
.....
.....

8. Bagaimana partisipasi siswa saat pengajaran Vocabulary berlangsung?

.....
.....
.....

9. Tugas apa yang biasa diberikan dikelas yang berhubungan dengan pengajaran Vocabulary?

.....
.....
.....

10. Berapa KKM untuk Mata Pelajaran Bahasa Inggris untuk kelas VIII di MTS Al Ittihad?

.....
.....
.....

11. Apakah anda pernah tahu tentang Teknik Pengajaran Vocabulary card game?

.....
.....
.....

12. Bagaimana Pendapat anda tentang Efektifitas Strategi Pengajaran Vocabulary card game pada sub-skill Vocabulary?

.....
.....
.....

13. Menurut pendapat anda apakah metode Vocabulary card game akan menambah perbendaharaan kata bagi Siswa?

.....
.....
.....

14. Apakah menurut anda Text-Procedure merupakan materi yang sulit?

.....
.....
.....

15. Menurut penilaian anda selama ini kelas mana yang penguasaan Vocabulary nya paling rendah?

.....
.....
.....

Batujajar, 2017

Interviewer

Interviewee

Irna Waryanti
Reg. No. : 13220164

.....

**Appendix 1.b : The Result Of Interview for English Teacher in
the Preliminary Study / Before CAR (Pre-test)**

HASIL WAWANCARA

Kepada Guru Bahasa Inggris MTS Al Ittihad

Interviewer : Irna Waryanti
Interviewee : Eulis Nurwulan
Profession : English Teacher
Day / Date : April 8th, 2017
Time : 09:00 – 09:30 am
Place : Teacher's Office

1. Kegiatan Apa saja yang biasa dilakukan dalam pengajaran Bahasa Inggris di kelas?

Jawab: Memberikan materi dan Tes.

2. Keahlian dan Sub-Keahlian apa yang biasa paling sulit dalam penyampaian materi pelajaran ke siswa?

Jawab: Dalam pengajaran sub-skill vocabulary.

3. Aktivitas apa yang sering dilakukan dalam pengajaran Vocabulary pada siswa?

Jawab: Membaca buku pelajaran dan mengartikannya bersama-sama

4. Teknik atau metode apa yang biasa digunakan dalam pembelajaran Vocabulary?

Jawab: Metode tanya – jawab.

5. Media pembelajaran atau alat pembelajaran apa yang biasa digunakan dalam pengajaran vocabulary pada siswa?

Jawab: Buku pelajaran bahasa Inggris dan kamus.

6. Untuk menunjang kegiatan belajar mengajar disekolah, sarana atau fasilitas apa saja yang disediakan sekolah?

Jawab: Buku dan kamus.

7. Apa saja kendala yang sering ditemui saat pengajaran vocabulary?

Jawab: Kesulitan dalam menghafal vocabulary baru.

8. Bagaimana partisipasi siswa saat pengajaran Vocabulary berlangsung?

Jawab: Membawa buku pelajaran bahasa Inggris dan kamus.

9. Tugas apa yang biasa diberikan dikelas yang berhubungan dengan pengajaran Vocabulary?

Jawab: membaca buku dan mengartikannya ke dalam bahasa Indonesia.

10. Berapa KKM untuk Mata Pelajaran Bahasa Inggris untuk kelas VIII di MTS Al Ittihad?

Jawab: KKM Pelajaran Bahasa Inggris untuk kelas VIII di MTS Al Ittihad adalah 70.

11. Apakah anda pernah tahu tentang Teknik Pengajaran Vocabulary card game?

Jawab: Pernah tahu, tapi belum pernah menerapkannya dalam pengajaran.

12. Bagaimana Pendapat anda tentang Efektifitas Strategi Pengajaran Vocabulary card game pada sub-skill Vocabulary?

Jawab: Ya, agar siswa tidak jenuh.

13. Menurut pendapat anda apakah metode Vocabulary card game akan menambah perbendaharaan kata bagi Siswa?

Jawab: Ya.

14. Apakah menurut anda Text-Procedure merupakan materi yang sulit?

Jawab: Ya, agak sulit.

15. Menurut penilaian anda selama ini kelas mana yang penguasaan Vocabulary nya paling rendah?

Kelas VIII, karena mereka agak diaturl.

Batujajar, 8 April 2017

Interviewer

Interviewee

Irna Waryanti

Eulis Nurwulan

Reg. No. : 13220164

NUPTK.: 4546 7216 2420 0003

**Appendix 2.a. : Form Of Interview for English Teacher after
CAR**

HASIL WAWANCARA

Kepada Guru Bahasa Inggris MTS Al Ittihad

Interviewer : Irna Waryanti
Interviewee :
Profession : English Teacher
Day / Date :
Time :
Place :

1. Apakah ada peningkatan kemampuan siswa menurut anda setelah penggunaan Teknik Vocabulary card game pada proses Pembelajaran Vocabulary di kelas?

.....
.....
.....

2. Apa pendapat anda tentang penguasaan Vocabulary pada siswa setelah penerapan Teknik Vocabulary card game ini?

.....
.....
.....

3. Selama penerapan Pembelajaran dengan Teknik Vocabulary card game ini, bagaimana tingkat partisipasi Siswa?

.....
.....
.....

4. Masalah apa saja yang muncul saat penerapan pembelajaran menggunakan Vocabulary card game ini?

.....
.....
.....

5. Bagaimana pendapat anda untuk mengatasinya?

.....
.....
.....

6. Setelah melihat penerapan Pembelajaran dengan Teknik Vocabulary card game ini, apa pendapat anda?

.....
.....
.....

7. Apakah ada motivasi bagi anda setelah penerapan teknik Vocabulary card game ini?

.....
.....
.....

8. Menurut pendapat anda, bagaimanakah sebaiknya aktivitas yang dilaksanakan dalam pembelajaran Vocabulary dengan Teknik Vocabulary card game ini agar bisa lebih baik?

.....
.....
.....

9. Setelah observasi pembelajaran dengan teknik pembelajaran menggunakan Vocabulary card game ini, efektif diterapkan dalam proses pembelajaran Vocabulary di kelas?

.....
.....
.....

10. Setelah terlibat menjadi observer, apakah metode Vocabulary card game ini dapat memperkaya penguasaan Vocabulary bagi siswa anda?

.....
.....
.....

Batujajar, 2017

Interviewer

Interviewee

Irna Waryanti
Reg. No. : 13220164

.....

**Appendix 2.b.: The Result of interview for student after CAR
about responsive of applying vocabulary card
game**

HASIL WAWANCARA

Kepada Guru Bahasa Inggris MTS Al Ittihad

Interviewer : Irna Waryanti
Interviewee : Eulis Nurwulan
Profession : English Teacher
Day / Date : May 10th, 2017

Time : 09:00 – 09:30 am
Place : Teacher Office

1. Apakah ada peningkatan kemampuan siswa menurut anda setelah penggunaan Teknik Vocabulary card game pada proses Pembelajaran Vocabulary di kelas?

Jawab: Ya, ada peningkatan.

2. Apa pendapat anda tentang penguasaan Vocabulary pada siswa setelah penerapan Teknik Vocabulary card game ini?

Jawab: Siswa sangat suka dan bersemangat sekali untuk menghafal dan mengingat vocabulary baru, karena ingin jadi pemenang.

3. Selama penerapan Pembelajaran dengan Teknik Vocabulary card game ini, bagaimana tingkat partisipasi Siswa?

Jawab: Partisipasi siswa sangat aktif dan bersemangat sekali mengikuti pelajaran yang diberikan dengan metode ini.

4. Masalah apa saja yang muncul saat penerapan pembelajaran menggunakan Vocabulary card game ini?

Jawab: karena saking bersemangan kadang siswa bikin gaduh kelas.

5. Bagaimana pendapat anda untuk mengatasinya?

Jawab: Guru harus selalu mengingatkan siswa agar tetap tenang dan berkonsentrasi.

6. Setelah melihat penerapan Pembelajaran dengan Teknik Vocabulary card game ini, apa pendapat anda?

Jawab: Pendapat saya setelah menggunakan vocabulary card game ini, siswa menjadi lebih mudah menghafal dan memahami vocabulary baru.

7. Apakah ada motivasi bagi anda setelah penerapan teknik Vocabulary card game ini?

Jawab: Ya, sesekali saya ingin menggunakan metode ini.

8. Menurut pendapat anda, bagaimanakah sebaiknya aktivitas yang dilaksanakan dalam pembelajaran Vocabulary dengan Teknik Vocabulary card game ini agar bisa lebih baik?

Jawab: Ya.

9. Setelah observasi pembelajaran dengan teknik pembelajaran menggunakan Vocabulary card game ini, efektif diterapkan dalam proses pembelajaran Vocabulary di kelas?

Jawab: Ya.

10. Setelah terlibat menjadi observer, apakah metode Vocabulary card game ini dapat memperkaya penguasaan Vocabulary bagi siswa anda?

Jawab: Ya.

Batujajar, 10 Mei 2017

Interviewer

Interviewee

Irna Waryanti
Reg. No. : 13220164

Eulis Nurwulan
NUPTK.: 4546 7216 2420 0003

Appendix 3.a. Form Questionnaire for Students in the Preliminary Study

ANGKET UNTUK SISWA SEBELUM PTK

Nama :

Kelas :

Petunjuk:

1. Tulislah nama dan kelas di tempat yang sudah di sediakan.
2. Berilah tanda check list (√) pada salah satu jawaban, "ya" atau "tidak".
3. Jawablah dengan "jujur" sesuai dengan keadaan yang sebenarnya.
4. Jawaban anda tidak akan mempengaruhi nilai mata pelajaran Bahasa Inggris anda

5. Tidak diperkenankan bekerjasama dengan siswa lain
6. Terimakasih atas bantuan dan kerjasamanya.

No .	Pertanyaan	Ya	Tidak
1	Apakah kamu merasa senang ketika belajar Kosa kata (Vocabulary) dalam Pelajaran Bahasa Inggris?		
2	Apakah selama ini kamu mudah mengikuti materi pelajaran Kosa Kata (Vocabulary) dalam Pelajaran Bahasa Inggris?		
3	Apakah kamu merasa nilai Bahasa Inggris mu selama ini baik?		
4	Apakah kamu dapat menjawab dengan baik pertanyaan guru Bahasa Inggrismu dalam materi pelajaran Bahasa Inggris yang berhubungan dengan Kosa Kata?		
5	Apakah kamu sering menanyakan pada Guru jika ada kesulitan dalam memahami kosa kata dalam pelajaran bahasa Inggrismu?		
6	Apakah kamu merasa teknik yang digunakan gurumu dalam belajar bahasa Inggris selama ini sudah dapat mengatasi kesulitanmu daam belajar kosa kata bahasa Inggris?		
7	Apakah teknik yang digunakan gurumu selama ini dapat membantumu memperkaya kosakata bahasa Inggris dengan cepat?		
8	Apakah sering gurumu memberikan latihan untuk mengembangkan kemampuan kosakata kamu dalam Bahasa Inggris?		
9	Apakah selama ini kamu dapat mengerjakan tugas kosakatamu (vocabulary) dengan mudah?		
10	Apakah kamu merasa Kosa Kata (Vocabulary) bahasa Inggris kamu selama ini sudah banyak?		

**Appendix 3.b. Result of Questionnaire for Students in the
Preliminary Study of Students in Grade VIII MTS
Al Ittihad**

Point		Questionnaire Points	YES		NO	
No .	Quest		Tot.	%-age	Tot.	%-age
1	The student's response about the teaching-Learning Process					
	1	The students were enjoy in the teaching-Learning Process	24	80.0%	6	20%
	2	The Student understood the teacher's explanation easily	16	53.3%	16	46.7%
2	The result of the students' vocabulary learning activities					
	3	The students felt good with their score in vocabulary	11	36.7	19	63.3%

	4	The students could answer the teacher's question about vocabulary material given	13	43.3%	17	56.7%
3	The Solution of the problems in vocabulary					
	5	The students asked their difficulties vocabulary to the teacher	21	70%	9	30%
3	6	The teacher implemented the suitable technique to solve difficulties in learning vocabulary	19	63.3%	11	36.7%
	7	The technique could students memorize vocabulary easily and get the new vocabulary	19	63.3%	11	36.7%
	8	The teacher gave exercise to develop student's ability in vocabulary	28	93.3%	2	6.7%
	9	The student could do the task easily	6	20%	24	80.0%
	10	The students' had rich vocabulary	8	26.7%	22	73.3%
Mean of the Results			16.5	55%	13.5	45%

Appendix 4.a. Form Questionnaire for Students after CAR

ANGKET UNTUK SISWA SETELAH PTK

Nama :

Kelas :

Petunjuk:

1. Tulislah nama dan kelas di tempat yang sudah di sediakan.
2. Berilah tanda check list (√) pada salah satu jawaban, "ya" atau "tidak".
3. Jawablah dengan "jujur" sesuai dengan keadaan yang sebenarnya.
4. Jawaban anda tidak akan mempengaruhi nilai mata pelajaran Bahasa Inggris anda
5. Tidak diperkenankan bekerjasama dengan siswa lain
6. Terimakasih atas bantuan dan kerjasamanya

No .	Pertanyaan	Ya	Tidak
1	Apakah kamu merasa senang ketika mempelajari kosakata (vocabulary) Bahasa Inggris dengan Vocabulary card game?		
2	Apakah kamu merasa belajar kosakata lebih baik dengan menggunakan Vocabulary card game?		
3	Apakah kamu merasa termotivasi belajar kosakata dengan Vocabulary card game ini?		
4	Apakah menurutmu Vocabulary card game cocok diterapkan dalam belajar kosakata Bahasa Inggris?		

5	Apakah kamu lebih mudah memahami kosakata bahasa Inggris dengan metode Vocabulary card game?		
6	Apakah kamu menyukai pembelajaran kosakata bahasa Inggris dengan Vocabulary card game?		
7	Apakah kamu merasa Vocabulary card game dapat membantumu untuk mengembangkan perbendaharaan kosakatamu dalam belajar bahasa Inggris?		
8	Apakah kamu merasa dapat memecahkan permasalahanmu belajar kosakata dalam bahasa Inggris dengan metode Vocabulary card game ini?		
9	Apakah pembelajaran dengan menggunakan Vocabulary card game membantu mempermudah dalam belajar kosakata bahasa Inggris?		
10	Apakah kamu merasa lebih mudah mengingat kosakata baru dan kosakata yang telah kamu miliki dengan belajar menggunakan metode Vocabulary card game ini?		
11	Apakah setelah belajar dengan metode vocabulary card game ini membantumu menjadi lebih mudah mengerjakan tugas kosakata?		
12	Apakah kamu diberikan kesempatan bertanya ketika mengalami kesulitan dalam mengerjakan tugas kosakata dalam bahasa Inggris?		
13	Apakah kamu merasa ada peningkatan dalam nilai bahasa Inggris materi Vocabulary?		
14	Apakah pembelajaran Kosakata Bahasa Inggris dengan vocabulary card game lebih baik dibandingkan dengan pembelajaran yang biasa?		
15	Apakah engkau merasa perbendaharaan kosakata kamu (vocabulary) sudah banyak setelah belajar dengan metode Vocabulary card game ini?		

**Appendix 4.b. Result of Questionnaire After CAR Applied for
Student in Grade VIII MTS Al Ittihad**

Point		Questionnaire Points	YES		No.	
No.	Quest		Tot.	%-age	Tot.	%-age
1	The student's response about the teaching-Learning Process					
	1	The students were satisfied in the teaching-learning using Vocabulary card game Method	30	100 %	0	0%
	3	The Student were motivated learning vocabulary through vocabulary card game	26	87%	4	13%
	14	The students could learn vocabulary better through vocabulary card game than the usual learning	27	90%	3	10%
2	The Result of Students' Vocabulary Learning Activity					
	7	The students were helped in enriching their vocabularies through vocabulary card game	24	80%	6	20%
	8	The students felt that vocabulary card game can solve their vocabulary problems	18	60%	12	40%

2	11	The students could do the vocabulary task easily by using vocabulary card game	18	60%	12	40%
	13	The students' score were increase after their using vocabulary card game	26	87%	4	13%
	15	The student's vocabulary were enriched by vocabulary card game	27	90%	3	10%
3	The Solution of the problems in Vocabulary					
	12	The teacher gave opportunity to ask their difficulties	14		16	
4	The student' response about Vocablary Card					
	2	The students' felt better in learning vocabulary through vocabulary card game	27	90%	3	10%
	4	Vocabulary card game is suitable to be implied in teachinglearning vocabulary	26	87%	4	13%
4	5	The students more understand vocabulary easily	28	93%	2	7%
	6	The students like learning vocabulary through vocabulary card game	26	87%	4	13%
	9	The student feels that vocabulary	24	80%	6	20%

		card game facilitate their vocabulary				
	10	The students could remember both their previous vocabulary and the new words easily	24	80%	6	20%
Mean of the Results			24.3	81%	5.7	19%

Appendix 5.a.: Test Instrument and answer Key in the Pre-test

SOAL PRE-TEST

Name : Day / Date :
 Class/ Program : Times : 40 minutes

A. Choose the Most Appropriate Answer!

1. I'm younger than Hasan, and Hasan is Older. Kata than bermakna:
 - a. tetapi

- b. dan
 - c. daripada
 - d. bersama
2. Hasan, my brother, is 15 years old. Kata brother bermakna:
- a. Saudara laki-laki
 - b. Saudara sepupu laki-laki
 - c. Saudara perempuan
 - d. Saudara kandung
3. Hasan is my older brother. Kata older bermakna:
- a. Lebih tua
 - b. Paling tua
 - c. Sangat tua
 - d. Lebih tua
4. My ruler is longer than dina's. Kata longer bermakna
- a. Lebih lama
 - b. Paling tua
 - c. Lebih panjang
 - d. Sangat panjang
5. Dina's is shorter than mine. My ruler is 50 centimeters long. Kata shorter bermakna....
- a. pendek
 - b. paling pendek
 - c. lebih pendek
 - d. lebih panjang
6. Dina's is only 30 centimeters long. Kata only bermakna....
- a. panjang
 - b. paling
 - c. hanya
 - d. adalah
7. The old car is still faster than the horse cart. Kata still bermakna.....

- a. hanya
 - b. masih
 - c. tidak
 - e. sedang
8. The cart is slower than the car. Kata cart bermakna....
- a. kuda
 - b. mobil
 - c. kereta kuda / gerobak
 - d. kereta api
9. The cart is slower than the car. Kata slower bermakna.....
- a. Lebih cepat
 - b. Sangat rendah
 - c. Lebih pelan
 - d. Lebih rendah
10. The horse cart can run only 20 kilometers an hour. Kata hour bermakna....
- a. kuda
 - b. menit
 - c. waktu
 - d. jam
11. Surti is taller than her older sister, Wuni. Kata taller termasuk jenis kata....
- a. Adjective
 - b. Noun
 - c. Verb
 - d. Adverb
12. Surti is 148 centimeters tall and Wuni is 148 centimeters tall. Kata tall termasuk jenis kata...

- a. Noun
- b. Adverb
- c. Adjective
- d. Verb

13. The older sister is shorter than the younger sister.. Kata older termasuk jenis kata.....

- a. Noun
- b. Verb
- c. Adverb
- d. Adjective

14. The wooden desk is smaller and it is 8 kilograms. Kata desk termasuk jenis kata.....

- a. Adjective
- b. Noun
- c. Verb
- d. Adverb

15. The wooden desk is smaller. Kata smaller termasuk jenis kata.....

- a. Noun
- b. Adjective
- c. Verb
- d. Adverb

16. The plastic desk is bigger but it is only 4 kilograms. Kata bigger termasuk jenis kata....

- a. Noun
- b. Verb
- c. Adjective
- d. Adverb

17. The wooden desk is smaller. Kata wooden termasuk jenis kata....

- a. Adverb
- b. Adjective

c. Verb

d. Noun

18. The wooden desk is smaller but it is heavier. Kata but termasuk jenis kata....

a. Adverb

b. Adjective

c. Verb

d. Noun

19. The plastic desk is bigger but it is only 4 kilograms. Kata only termasuk jenis kata....

a. Adverb

b. Adjective

c. Verb

d. Noun

20. The plastic desk is bigger but it is lighter. Kata plastic termasuk jenis kata....

a. Noun

b. Adjective

c. Verb

d. Adverb

B. Complete the sentences below with the appropriate words from the list!

inviting	Can	don't	forget	See
still	Her	dress	telling	received

Lina's Birthday Invitation

Udin is (1)..... Lina by phone that he will come to (2)..... party.

Udin : Hallo, good morning, this is Udin

Lina : Oh, hi, Udin, good morning, what (3)..... I do for you?

Udin : I just (4)..... an invitation card for your birthday.

Lina : You are coming, aren't you?

Udin : Yes, I am. Thanks for (5)..... me.

Lina : No. problem. Oh, yes. Don't (6).....the (7)..... code, OK?

Udin : I'm (8)..... thinking about it, actually

Lina : Be there, and (9)..... be late.

Udin : I'll do my best.

Lina : Alright, (10)..... you soon!

PRE TEST ANSWER KEY:

1. C
2. A
3. A
4. C
5. C
6. B
7. B
8. C
9. C
10. D
11. A
12. C
13. C
14. B
15. B
16. C
17. A
18. A
19. A
20. D

ESSAY:

1. telling
2. her
3. can
4. received
5. inviting
6. forget
7. dress

8. still
9. don't
10. see

Appendix 5.b.: Students' score in the preliminary Study Pre-Test

THE RESULT OF STUDENTS' VOCABULARY IN PRELIMINARY

STUDY

No	Students' No.	Pre-Test Score
1	Student 1	
2	Student 2	
3	Student 3	
4	Student 4	
5	Student 5	
6	Student 6	
7	Student 7	
8	Student 8	
9	Student 9	
10	Student 10	
11	Student 11	
12	Student 12	
13	Student 13	
14	Student 14	
15	Student 15	
16	Student 16	
17	Student 17	
18	Student 18	
19	Student 19	
20	Student 20	
21	Student 21	
22	Student 22	
23	Student 23	
24	Student 24	
25	Student 25	
26	Student 26	
27	Student 27	
28	Student 28	
29	Student 29	
30	Student 30	
	MEAN	

Remarks:

Score pass to KKM will be write in **Bold** and mark ")*"

Appendix 6.a.: Test Instrument and answer Key Post Test1

SOAL POST TEST 1

Name : Day / Date :
Class/ Program : Times : 40 minutes

A. Choose the best Answer according to what you've learned!

1. The students are saying good things about their objects. Kata *good* bermakna:
 - a. benar
 - b. lucu
 - c. baik
 - d. biasa
2. They are proud of them or love them. Kata *proud* bermakna:
 - a. senang
 - b. bahagia
 - c. bangga
 - d. suka
3. Play the rules of the speakers in the picture. Kata *picture* bermakna:
 - a. gambar
 - b. kiasan
 - c. seni

- d. indah
4. When you go to the station, you can find a wise guy. Kata *wise* diatas bermakna....
- a. lebar
 - b. bijak
 - c. pintar
 - d. kuat
5. My father is a good man, kata *father* bermakna....
- a. paman
 - b. ayah
 - c. bunda
 - d. teman
6. He loves his family. Kata *family* bermakna....
- a. keluarga
 - b. sahabat
 - c. kakek
 - d. pacar
7. He talks to us, his children, about many things. Kata *many* bermakna.....
- a. banyak
 - b. sedikit
 - c. tentang
 - d. nasehat
8. She has motorcycle. Kata *motorcycle* bermakna....
- a. barang
 - b. kereta
 - c. mobil
 - d. sepeda motor
9. She goes to work on foot. Kata *on foot* bermakna...
- a. berjalan kaki

- b. diatas kaki
- c. bersepeda
- d. bersepatu

10. She make me happy. Kata *make* bermakna.....

- a. mendorong
- b. mengucapkan
- c. membuat
- d. menertawakan

11. He does not get angry easily. Kata *angry* termasuk jenis kata.....

- a. Noun
- b. Adjective
- c. Verb
- d. Adverb

12. My father is friendly. Kata *friendly* termasuk jenis kata...

- a. Noun
- b. Verb
- c. Adjective
- d. Adverb

13. He is never absent from the cleaning day. Kata *cleaning* termasuk jenis kata.....

- a. Noun
- b. Verb
- c. Adjective
- d. Adverb

14. She always smiles and never complaint. Kata *smile* termasuk jenis kata.....

- a. Noun
- b. Adjective
- c. Verb
- d. Adverb

15. She has a beautiful face. Kata *beautiful* termasuk jenis kata.....
- Noun
 - Verb
 - Adjective
 - Adverb
16. She is smart and very friendly. Kata *smart* termasuk jenis kata.....
- Noun
 - Adjective
 - Verb
 - Adverb
17. Her English is very good and very clear. Kata *good* termasuk jenis kata:
- Noun
 - Verb
 - Adjective
 - Adverb
18. Aunt Dina is very healthy. Kata *Dina* termasuk jenis kata:
- Noun
 - Verb
 - Adjective
 - Adverb
19. Her skin is smooth. Kata *smooth* termasuk jenis kata:
- Adjective
 - Verb
 - Noun
 - Adverb
20. I love my cat. Kata *cat* termasuk jenis kata:
- Adjective
 - Verb
 - Adverb
 - Noun

POST TEST1 : ANSWER KEY:

1. C
2. C
3. A
4. B
5. B
6. A
7. A
8. D
9. A
10. C
11. B
12. C
13. C
14. C
15. C
16. B
17. C
18. A
19. A
20. D

Appendix 6.b.: Students' score in the Post-Test1

THE RESULT OF STUDENTS' VOCABULARY IN POST TEST 1

No	Students' No.	POST TEST1
1	Student 1	
2	Student 2	
3	Student 3	
4	Student 4	
5	Student 5	
6	Student 6	
7	Student 7	
8	Student 8	
9	Student 9	
10	Student 10	
11	Student 11	
12	Student 12	
13	Student 13	
14	Student 14	
15	Student 15	
16	Student 16	
17	Student 17	
18	Student 18	
19	Student 19	
20	Student 20	
21	Student 21	
22	Student 22	
23	Student 23	
24	Student 24	
25	Student 25	
26	Student 26	
27	Student 27	
28	Student 28	
29	Student 29	
30	Student 30	
	MEAN	

Remarks:

Score pass to KKM will be write in **Bold** and mark
")*"

**Appendix 7.a.: Test Instrument and
answer Key Post Test2**

SOAL POST TEST 2

Name : Day / Date :
Class/ Program : Times : 40 minutes

A. Choose the best Answer according to what you've learned!

1. First make sure that the car is neutral, now start the engine. Kata *neutral* bermakna:
 - a. Bersih
 - b. Netral
 - c. Menyala
 - d. Mati
2. How do I do that?. Kata *how* bermakna:
 - a. Apa
 - b. Siapa
 - c. Bagaimana
 - d. Dimana
3. Just turn the key. Kata *key* bermakna:
 - a. Gantungan
 - b. Tombol
 - c. Setir
 - d. Kunci
4. Helen wants to learn how to drive a car to get a driving license. Kata *want* diatas bermakna....
 - a. Ingin
 - b. Akan
 - c. Sedang
5. Belajar Put your foot on the clutch, kata *clutch* bermakna....
 - a. Kopling
 - b. Gas
 - c. Rem kaki
 - d. Rem tangan
6. That's right, press it down. Kata *press* bermakna....
 - a. Tarik

- b. Tekan
 - c. Dorong
 - d. Ambil
7. And should I press it down? Kata *down* bermakna.....
- a. Ke depan
 - b. Ke atas
 - c. Ke dalam
 - d. Ke samping
8. Yes, remember, don't take your foot off the clutch before you've pressed accelerator lightly. Kata *lightly* bermakna....
- a. Dengan baik
 - b. Pelan
 - c. Encang
 - d. Dengan benar
9. I've put it into gear. Oh the engine has stop. Kata *gear* bermakna...
- a. Kopling
 - b. Gas
 - c. Gigi
 - d. Rem tangan
10. Ok, and now, what should I do?. Kata *do* bermakna.....
- a. Lakukan
 - b. Tekan
 - c. Injak
 - d. Tarik
11. Put your foot on the clutch. Kata *clutch* termasuk jenis kata.....
- a. Noun
 - b. Verb
 - c. Adjective
 - d. Adverb

12. That's right, press it down, but don't put your other foot on the accelerator yet. Kata *other* termasuk jenis kata...
- Noun
 - Verb
 - Adjective
 - Adverb
13. My left foot or the right one?. Kata *left* termasuk jenis kata.....
- Noun
 - Verb
 - Adjective
 - Adverb
14. And should I press it down?. Kata *press* termasuk jenis kata.....
- Noun
 - Verb
 - Adjective
 - Adverb
21. Yes, remember, don't take your foot off the clutch before you've pressed the accelerator lightly. Kata *take* termasuk jenis kata.....
- Noun
 - Verb
 - Adjective
 - Adverb

Find the word which not belong to the group (it could be noun, verb, adjective, and adverb) see the example below:

No	1	2	3	4	5	Part of speech
Spl	Drive	Helen	Instruction	Andri	Clutch	Noun

16	Engine	Key	First	Foot	Driving License	
17	Learn	Start	Do	Take off	Clutch	
18	Stopped	Sure	Accelerator	Right	Left	
19	Gear	Yet	How	Now	Lightly	
20	Gear	Yet	Foot	Engine	Car	

POST TEST1 : ANSWER KEY:

1. B
2. C
3. D
4. A
5. A
6. B
7. C

8. D

9. C

10. A

11. A

12. C

13. C

14. B

15. A

16. First

17. Clutch

18. Accelerator

19. Gear

20. Yet

No	Students' No.	Pre-Test Score
1	Student 1	
2	Student 2	
3	Student 3	
4	Student 4	
5	Student 5	
6	Student 6	
7	Student 7	
8	Student 8	
9	Student 9	
10	Student 10	
11	Student 11	
12	Student 12	
13	Student 13	
14	Student 14	
15	Student 15	
16	Student 16	
17	Student 17	
18	Student 18	
19	Student 19	
20	Student 20	
21	Student 21	
22	Student 22	
23	Student 23	
24	Student 24	
25	Student 25	
26	Student 26	
27	Student 27	
28	Student 28	
29	Student 29	
30	Student 30	
	MEAN	

Appendix 7.b: Students' score in the preliminary Study Post-Test2

THE RESULT OF STUDENTS' VOCABULARY IN PRELIMINARY STUDY

Remarks:

Score pass to KKM will be write in **Bold** and mark ")*"

DOCUMENTATION







AUTOBIOGRAPHY



The writer is Irna Waryanti. She was born in Wonogiri, on October 30th 1983. She lives in Panca Tengah III RT. 6 / RW. 4, Batujajar, West Bandung Regency. Her hobby is listening music.

Her education was started from Elementary School SDN I Nungkulan and graduated on 1996. Then she continued to Junior High School SMPN 3 Girimarto and graduated on 1999. After that she continued to Senior High School in SMK Bakti Nusantara Sidoharjo and graduated on 2002. Then she has a college for Computer, Accounting, and Financial Banking in Magistra Utama Surakarta for one and half year and finished on 2004.

She has worked in Bumi Putera Insurance, Surakarta for about 1 year, as staff administration and then continued working in Wana Artha Life, Bekasi for 6

month as a financial advisor and now she is working in Sanwa Parts Indonesia Bandung as QC Outgoing Quality Control Inspection until now.