

CHAPTER I

INTRODUCTION

This chapter consists of research background, research question, objective limitation the problem, benefits, definition of key term and organization of the research question.

A. Background of The Research

English is a very important language because it's used in almost area of life, such as government, business, entertainment, college and others. Because of its importance english has considered at the first foreign language since the 1950. In responding this situation, the role of communication had become a part that could not be separated from this condition. As English had become very powerful language in the world, it became one of international languages, most global community used English as a media of communication with another.

Mohammad Reza Talebinezhad & Mohammad Aliakbari (2001:7) said that English as an International Language referred to the use of English by people of different nations in order to communicate with one another. As the important of English in communication, it was not something difficult to see that the language was frequently used either to formal or informal places such as foreign companies, embassy office, tourism sector and many other places.

Different from Singapore, Bangkok, Malaysia and India, they put English as their second language as their language communication while Indonesia put English as foreign language. It was used as an instrument of utilizing modern

sciences and technology for national development and it was also used as a mean of communication when Indonesian wanted to communicate to people from overseas. No doubt that only few Indonesians mastered of it, most of them tended to ignore it, they used to think that foreign language was not something useful for their daily life and learned of it would only waste of time.

However, nowadays, the assumption was gradually scraped off by the developing era that demanded the society to be more competitive and to be able to enhance their human resources quality. Therefore, the role of English was needed to face the era of globalization, where it would be many new things happened in our nation. Since English recently was treated as foreign and important language for Indonesian, it had a major portion in Indonesian educational system and became a compulsory subject to study either in junior or senior high schools in today's Indonesian educational system. (Ricardo Schutz 2007 <http://ww.sk.com.br>) said that English in its role as a global language that it had become one of the most important academic and professional tools.

By applying the foreign language to early level (elementary school students), the students' language mastery was expected to be satisfactory although it was only in simple English. As the writer know, since English mostly became difficult subject, it handicapped them (students in any level) all the time whenever they did an English test, this condition would certainly affect to their result of study. In teaching a language, a teacher might realize that he could not apply only one or two strategies to all levels. In reverse, he was required to be able to recognize the characters of his students and to select an appropriate strategy to them. It was not

something different from teaching English to elementary school students, the teacher was supposed to know that children was so closed with something fun and enjoyable. So whenever he taught, he had to be selective in choosing a strategy to introduce a learning material.

A good teaching strategy would automatically facilitate him to get students' interest in learning process. To improve the English educational system, the government had been seeking to a system which was really in line with the students' need. In this case the teaching process could be started from earliest step, by using simple things without trying to introduce language components explicitly before they were really ready.

The teaching strategy was about "The Use of Game (Circle) in Teaching Vocabulary to Elementary School Students" conducted within a set of rules in the objectives. By providing game as a media in teaching vocabulary to elementary school students, the writer hoped that it would make them felt something pleasant and felt it different from what they used to get in the class. The use of game would stimulate them to be more active and it was really matched with the students' world where pre-level students liked to study through movement. By the activity, they were given an opportunity to express their mind, emotion, feeling and attitudes when they were involved in it. Reviewed at the explanation above, the writer assumed that the use of game was one of good and effective ways to teach and to motivate them as young learners to study

B. Research Question

Based on the background, the writer will do the research based on the problem under the following question :

1. Is there any significant difference between the class that used Circle Game as their teaching method and the class which not used Circle Game in teaching vocabulary?
2. How do students responded to the used of Circle Game in teaching vocabulary?

C. Objectives of The Study

1. To find out wheter there is any significant difference between the group that used of Circle Game and the group which does not use it in teaching vocabulary.
2. To find out students' responses to the use of Circle Game in teaching vocabulary.

D. Limitation of Problem

This research is focused on an analysis name of animals to teaching english vocabularies using Circle Game as the materi at 4th grade of a state elementary school students in Padalarang.

E. Benefits of Research

- a. For Students the use of game was a great way to improve the students' mastery in vocabulary that they could enjoy following the lesson without taking it too

seriously. Moreover, by having the situation, they were expected to have an improvement in their mastery in English vocabularies, which appeared in their result of the study.

- b. For Teachers it would give them a description about how to teach and to motivate the students to learn about English especially in vocabulary learning, they would not be stuck only in some particular teaching strategies. The use of game, in this context “CIRCLE GAMES” could be a good alternative or variation in teaching vocabulary, where it would make the students enjoyed following the lesson.

F. Definition of the Key Terms

- a. **Circle Games** are any games or activity that involve the whole class, sitting in a circle. Many of the games recycle vocabulary and involve an element of fun. I would like to outline a selection of my favourite circle games that can be used in young learner and adult classes. Some of the ideas were given to me by colleagues or they are classic children's party games which have been adapted to the English language classroom. I do not claim to have invented them all myself.
- b. **Vocabulary** is major requirement encouraging students achievement in learning english. Without vocabulary there is no communication, reading, and writing cannot be delivered.

- c. **Students Mastery** learning refers to the idea that teaching should organize learning through ordered steps. In order to move to the next step, students have to master the prerequisite step.

G. Organization of The Research Paper

This paper is written in succession and systematically as follow

Chapter I : Introduction

It is provides the background of the study, research questions, objectives of the research, limitation of the problem, benefeits, definition of Key Terms and organization of the paper.

Chapter II : Literature Review

In this chapter, the writer discusses some definition of game, types of game, function of game in educational, advantages of game, disadvantages of game, definition of circle game, function of circle game, definition of vocabulary, the importance of vocabulary, general concept of vocabulary, the principle of teaching vocabulary.

Chapter III : Research Methodology

In this chapter, writer explain research design, research method, population ad sample, instrument, research data collection, procedure of data analysis.

Chapter IV : Research Finding and Discussions

In this chapter, the writer presents about collection data, analysis data, and discussion.

Chapter V : Conclusion

In this chapter, the writer defines the conclusion and suggestion as the result of hypothesis.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the literature review of this research. They include definition of game, types of game, function of game in educational, advantages of game, disadvantages of game, definition of circle game, function of circle game, definition of vocabulary, the importance of vocabulary, general concept of vocabulary, the principle of teaching vocabulary.

A. Definiton of Game

Game is played primarily for entertainment or enjoyment, but may also serve an educational. (Furthermore 2007 *www.eiha.co.uk/glossary.html*) in its article says, a game is a meeting of two teams playing for a specific length of time for the purpose of declaring a winner through the scoring of goals. The game consists of regular playing time and overtime, if such is required. Game is one of many teaching strategies can be engaged to foreign language learners, it is believed that it can give an elements of fun to learners. It has been the reason why the writer have been motivated to present a teaching strategy which involves a game as a media for teaching on vocabulary to young learners. The game will be circle games, “games are any games or activities that involve the whole class, sitting in a circle, that the games recycle vocabulary and involve an element of fun”, Joanna Budden, British Council, Spain (2006).

B. Types of Game

Being aware of the essential character of a type of game (see below) and the way in which it engages the learner can be helpful in the adaption of games or the creation of new games (Andrew, David and Michael 2006:4).

1. Charades

Write vocabulary words on individual index cards. Break your class into two teams and have one individual from each team act out the same word. The team correctly guess the word first scores point.

2. Memory

Create your own memory game using vocabulary words. Write each word on individual index cards. For each existing card, make a matching card with the definition, a synonym or an antonym. Students shuffle the cards and arrange them all face down on a table. Students take turns flipping over two cards and takes an additional turn. The person with the most cards at the end of the games win.

3. Pictionary

Write vocabulary words on individual index cards or use your set form charades. Break your class into two teams, and one individual from each teams draw a picture on the board. Drawers cannot use letters number or symbols in their drawings. The first team to guess the word correctly scores a point.

4. Modified Catch Phrase

Write each vocabulary word on an individual index card. Students sit in a circle with a timer set for a random amount of time (3-8 minutes works well). Shuffle the cards and give the deck to the first person in the circle. That person draws a card and tries to get his classmates to guess the word by giving verbal clues. It cannot say the word or any part of the word, it passes the stack to the next person who takes a turn with another word. The person holding the stack of cards when the timer goes off loses.

5. The Dictionary Games

Choose an unusual word from the dictionary and spell it for your students. Each person creates a fictional definition for the word and writes it on an index card. You write the actual definition on another index card. Collect and shuffle the cards, and then read all definitions. Students must try to guess which definition is the real one.

6. Scattegories

Choose ten categories with your students or before class starts (e.g. types of pets, city names, sports, animal, parts of body, etc). Use an alphabet die to determine the letter for each round of play. Set a timer for three minutes and students must think of one point word for each category that begins with that round's letter.

7. A – Z Pictures

Using a picture with many elements, students attempt to find an object in the pictures that begins with each of the letters A – Z. After about five minutes, students compare answers. The person with the most correct answers wins the round.

C. Function of Game in Educational

Games and games – based learning have been a part of education for decades. However, with new technological advances, digital games have recently emerged as a new teaching tool. Neuroscience has proven that “Games are tailor made to fit the very different task animals and humans will face” (Frost, Wortham and Reifel 2008:66).

An educational game is a game designed to teach humans about a specific subject and to teach them a skill. As educators, governments and parents realize the psychological need and benefits of gaming have on learning, this educational tool has become mainstream. Games are interactive play that teaches us goals, rules, adaption, problem solving, interaction, all represented as a story. They give us the fundamental needs of learning by providing – enjoyment, passionate involvement, structure, motivation, ego gratification, adrenaline, creativity, social interaction and emotion. “Play has a deep biological, evolutionarily important, function, which has to do specifically with learning (Prensky 2001:6)

D. Advantages of Game

Many scholars understand the advantages of games learning. Some of those that strongly support that serious games should become a integrated part of learning in the classroom (Marc Prensky, Clark Quinn, Carly Schunna and the numerous authors behind the Horizon Reports 2011 <http://www.marcprensky.com>).

Studies the fact that serious games create a hands – on, minds – on opportunity that allows players to actively focus, create and change a scenario while simultaneously learning about consequences of choice in the situation. As students become more engaged and committed to succeeding in the game, they become more will to learn about the scenario the situation is taking in place. They begin to care about learning more about the topic and how to solve the problem.

Playing educational games also help us and children with focus, self esteem and memory. Educational games can help a child focus because they are being patient while waiting to achieve getting to the next level. Playing these games help their self esteem because sometime they get a quicker reaction from the game system and they can really see how they have accomplished something.

In the games there are milestones that the children will have to reach and at the end of each stage they receive something that they will have to have in the next stage. This is also where their focus comes into play because they will take their time to make sure they do things correctly so that they may go on longer in the game (Schuna 2010).

In conclusion, the writer argues that children are naturally motivated to play games. Serious games are interactive play that teach students goals, rules, adaption, problem solving, interaction, all represented as a story. They give them the fundamental needs of learning by providing enjoyment, passionate involvement, structure, motivation, ego gratification, adrenaline, creativity, social interaction and emotion.

E. Disadvantages of Game

Games may be more distracting than a typical learning tool and that the goals of the do not necessarily always align with the learning goals of the classroom. There is an idea that students aren't actually learning anything, they are only wasting their time and playing games rather than becoming educated. It seems to put a lot of pressure on the teacher to keep up to date with the content of the game in every aspect also. " Teachers must determine whether the content of the game is appropriate for specific age groups and whether the games are suitable for standards – based accountability movement" (Dr. Heather Coffey 2008). This may mean more work for the teachers, while having students play these games are supposed to take some pressure off the teachers.

F. Definition of Circle Game

Circle games are a great way to encourage the whole class to work together. They also provide an often welcome change in working pattern. Circle games are any games or activity that involve the whole class, sitting in a circle. Many of the games recycle vocabulary and involve an element of fun. I would like

to outline a selection of my favourite circle games that can be used in young learner and adult classes. Some of the ideas were given to me by colleagues or they are classic children's party games which have been adapted to the English language classroom (Joana Budden 2003 <http://www.teachingenglish.org.uk>).

G. Function of Circle Game

The communicative approach encourages teachers to use a lot of pair work and therefore increase 'student talking time'. I believe that for a group to gel and for a good group dynamic to prevail there are times when the class should work together as a whole. Circle games are a good opportunity to bring the group together. I tend to use them to start or end a class. They can be used as warmers at the beginning of a class or as a 'filler' at the end.

Several of the activities, such as Chain Drawings and Consequences are great for when you have to do a last minute substitution class for a colleague. Very little material is required, they're suitable for all levels and a lot of language can be generated. Managing circle games with young learners
Circle games can be incorporated into the regular routine of a young learner class.

If students are introduced to the idea of working in a whole group from the beginning of a course it is easier to establish the rules and acceptable behaviour for this type of activity. They should be seen by the students as a normal part of the class and clear parameters should be set as to what is and isn't acceptable behaviour when participating in a circle game classroom (Joana Budden 2003 <http://www.teachingenglish.org.uk>).

H. Definition of Vocabulary

Vocabulary is major requirement encouraging students' achievement in learning English. Without vocabulary there is no communication, reading, and writing cannot be delivered. It is in line with Erkaya and Drower (2012) stating that vocabulary now becomes essential to the study of any language, whether it is a first, second, third, or fourth language. Then, it is important to know what is vocabulary. There are some definition related with vocabulary according to some experts, these are:

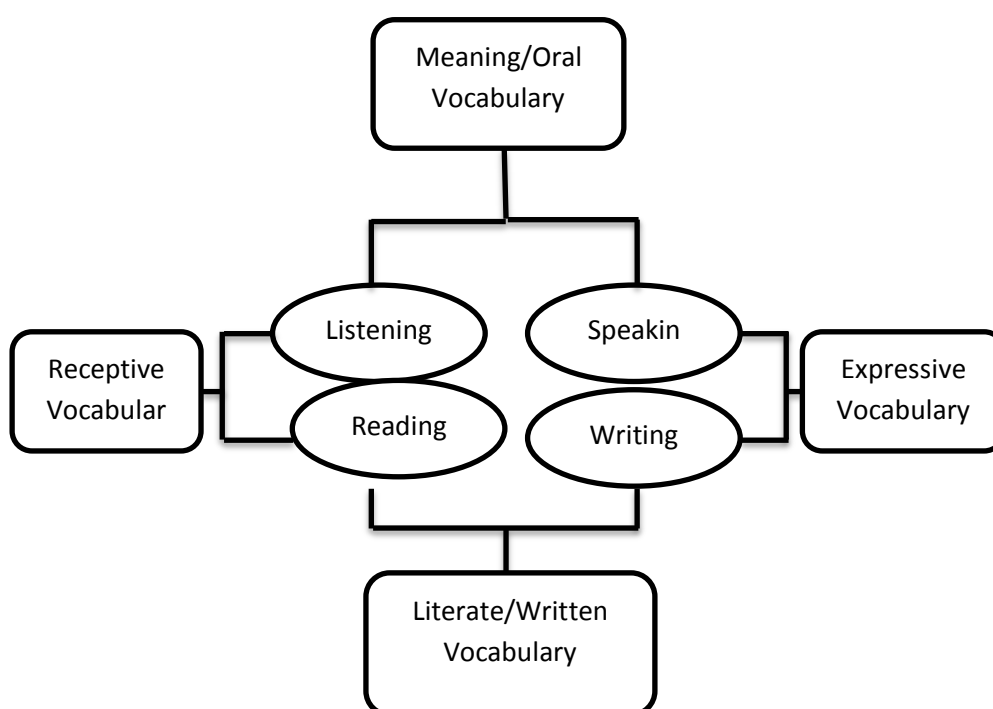
According to Hatch and Brown (1995:1) said that "Vocabulary is the foundation to build languages, which plays a fundamental role in communication". Namaghi and Rajaei (2013) also said" that without the mediation of vocabulary, no amount of grammatical or other types of linguistic knowledge can be employed in second language communication or discourse".

Futhermore, Hiebert and Kamil (2005) said that " vocabulary is the knowledge of words". However, vocabulary is more complex than all the definition suggested above. Here is further information about vocabulary. First, words come into two forms: oral and print. Oral vocabulary means word that we distinguish and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive means words that we distinguish when we hear or see them. Meanwhile, productive vocabulary means to words used when we speak and write.

In addition, Pilkuski and Templeton (2004) said that “there are some differences in number of words than an individual understands and uses”. It means there is relationship between vocabularies that individual understands and uses with language skill. First, *expressive vocabulary* is used to refer to speaking and writing. Second, *receptive vocabulary* is used to refer to listening and reading. Third, *meaning and oral vocabulary* is used to refer to combination of listening and speaking vocabularies. Fourth, *literate vocabulary* is used to refer to combination of reading and writing vocabularies.

Consequently, this research of vocabulary will focus on mastery in english vocabulary. To make it clear, the relationship between four different terms and language skill can be seen in the following figure below:

Figure 1.1



I. The Importance of Vocabulary

Vocabulary is an important element in second language (L2) acquisition. Students can improve their language skill and comprehension production in their second language by learning new words. In line with Suzan (2010) vocabulary word knowledge is just word without meaning. Along with the statements above, it can be said that knowing new foreign language is very important in learning that language. (Wilkins 1972: 111 – 112) said “ while without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed”. This case similiarly happens to English foreign language describing that without gramaar, with some useful words and expressions they still can communicate with others.

In line with this Pilkuski and Templeton (2004) stating that the greatest tools that teacher can give students for succeding, not only in their education but also more commonly in life, are a large, rich vocabulary and the skills for using those words. Then commonly as students they want to develop their fluency and expression in English, it is important for them to aquire more productive vocabulary knowledge and improve their own vocabulary learning strategies.

From the explanation above, it can be be concluded that vocabulary is important for EFL and ESL students because they need to know about the use of vocabulary items to build a meaningful conversation and to understand the ideas from the language.

J. General Concept of Vocabulary

Vocabulary is one of the four language components, which are spelling, grammar, phonology and vocabulary. It is an important element that cannot be separated from each other in language learning process, Since English as foreign language becomes an international language. No wonder, it becomes so important for foreign language learners to learn and master on it that it is a basic element of a language used before learning more about the foreign language. It happens when one who is learning a language has a great mastery on vocabulary, he will succeed in using the language being studied either in comprehending the meaning of a word in the context of spoken or written language. To get further understanding about vocabulary, Donna Young (2007) explains that vocabulary is the study of:

1. The meanings of words

Many words have several different meanings each, study the meanings of the words and the part of speech.

2. How the words are used

Study the words in context, apply what you learn by writing sentences with your words.

3. Root words, prefixes, suffixes

Studying these will aid in the study of vocabulary.

4. Analogies

This is comparing two pairs of words and choosing the pair that goes together. Moreover According to Kamil & Hiebert (2007) in their article accessed from internet, they broadly define; vocabulary is knowledge of words and word

meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that they recognize and use in listening and speaking. Print vocabulary includes those words that they recognize and use in reading and writing.

Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that they recognize when they hear or see them. Kamil & Hiebert (2007) in their article, they also say that Productive vocabulary includes words that they use when they speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which they assign some meaning, even if they do not know their full definitions and connotations or ever use them as they speak and write. In line with the statement above, the writer define vocabulary as knowledge of words and word meanings in both oral and print language and in productive and receptive forms.

More specifically, vocabulary can be used to refer to the kind of words that students must know to read increasingly demanding skills with comprehension. The writer begin by looking closely at why developing this kind of vocabulary is important to some skills such as reading, listening, writing, and speaking. In addition, vocabulary will not only be focused on learning process which leads to improve the students' mastery of language. Furthermore, Vocabulary will let them know about a culture education by looking at its meaning, where vocabularies product learned is completely different from Indonesian language.

Vocabulary is the fundamental part of language, which is used in any situation either; it is in the form of spoken or written language. Review at the discussions above, the writer conclude that the more vocabulary the learners have, the easier for them to develop their four skills (listening, speaking, reading and writing) and learn English second language generally.

K. The Principle of Teaching Vocabulary

Recognizing what students need in learning is necessary for a teacher. The process of transferring knowledge will not simply succeed if he can not see his students' learning absorbing capability toward the material taught and the teaching portion should be given to. It is going to be harder for a teacher to teach young learners than adult, it is because of their character. Involving many theories are not a good idea; I believe, this will not maximally work on them and even bore the pupils. That is a reason; the teaching process must have principles as a reference. To avoid errors in teaching young learner, Cameron (2001: 81) states about several principles of teaching to young learners, they are:

- a. The types of words that children find possible to learn with shift.
- b. Vocabulary development is not just learning more words but it is also importance about expanding and deepening word knowledge.
- c. Words and words knowledge can be seen as being linked in network of meaning.
- d. Basic level words are likely too be more appropriate for children, or when learning vocabulary for new concepts.

e. Children change in how they can learn words.

Looking at the importance of English foreign language to young learners, the teaching principles will very influence the foreign language learners' understanding toward the material taught. That is the reason; the teaching must be based on an appropriate strategy referred to the teaching principles, so that the learners, through a well teaching process and structurally transferred, will gain a good English foundation. Since vocabulary becomes the topic of discussion, the other principles also stated by James Coady (1997) in his article gained from internet offers a synthesis of research on foreign language vocabulary acquisition. He suggests these implications for pedagogy.

Three main principles appear to underlie effective vocabulary teaching. First, learners should be provided with both definitional and contextual information about words. In the case of foreign language learners, this could be related to their often-felt need for dictionary access. Second, learners should be encouraged to process information about words at a deeper level. Among foreign language learners this could be reflected in the current emphasis on authentic communicative activities. Finally, learners need multiple exposures *to words*. It conclusion so to the learning vocabulary we must see from level children and step by step.

L. Previous Study

The writer used several relevant previous study to discuss the mastery in english vocabulary. There are previous study to this research.

The first previous study is the research entitled “ The Correlation between students vocabulary mastery and their reading comprehension to the second semester” of English Departement, the faculty of Tarbiyah and Teachers Training Syarif Hidayatullah State Islamic University Jakarta by Irwan Ro’iyal Ali. The populations of the research are 135 students and 30 students was the object of the research. This research was used method in the quantitative from by collecting the data from the documentations and observation.

Based on this finding from this study, it can counclude that having more vocabulary or vocabulary mastery significantly affects the comperenhension of the students reading activity.

Second is the research entitled “ The mastery of english vocabulary of the eight grade students’ in SMP Muhammadiyah 2 Kudus in Academic Year 2012/2013 taught by using word wall media “ of English Education Department Teacher Training And Education Faculty Muria Kudus University by Hasta Rakhmanta. The populations of the research is 25 students’, the design of this research is experimental research and the test instrument multiple choices and giving the treatment only in one group.

Based on the research it is concluded that there is a significant difference of SMP Muhammadiyah 2 Kudus between before and after being taught by using word wall media.

The last is the research entitled “The Use Of Song Lyrics to Improve Students’ Vocabulary Of Verb” of MTS Uswatun Hasanah Mangkang Semarang. Bachelor Program of English Language Education of State Institute for Islamic Studies Walisongo Semarang 2010 by Masning Zahro. The population of the research was eight grade students’ of MTS Uswatun Hasanah mangkang. The research methodology was an experimental research, which conducted in two class the experimental group VIIIA and control group VIIIB as sample. The VIIIA was taught by using song lyrics, while the VIIIB was taught without song lyrics (using conventional method).

Based on the research is effective media in improving students’ vocabulary of verb at the eight grade of MTS Uswatun Hasanah Mangkang Semarang.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer would present with the method of study, which was important as a guideline to attain the objectivity of the study. It provided with research design, research method, population and sample, instruments, data collection techniques and analysis, will be mentioned as follows:

A. Research Design

In this research, the writer used quantitative method, that is using quasi – experimental. According to Burn (2000:3) “Research is a systematic investigation to find answer to a problem”.

The writer takes two groups in this research. Those are control group and experimental group. Based on Fraenkel and Wallem (1996:275) “ quasi experimental design do not include that used of random assignment”. The writer who employ these designs really instead on other techniques to control (or at least reduce) threats to internal validity.

B. Research Method

Research method is a scientific way used to get some particular data. This study applied quantitative method because it proposed to test a hypothesis then followed by collecting and analyzing numerical data Sugiyono (2008:34) said that quantitative method is used when the study aims to test a hypothesis. Banner (2005) also said that quantitative research show the implementation of numeric approach toward data collection and analysis. Then, because this study

investigated the use of Circle Games to improve the students mastery in English Vocabulary. Gay (1781) stated that experimental is a study that can test hypothesis concerning the causal relationship (Emzir, 2008)

The present study adopted experimental study, particularly quasi experiment with pretest and posttest. The writer used quasi experimental design because in employing the devise, the writer considered the feasibility of the study conducted which were limited time and access. Besides, true experimental design was not feasible to conduct since it requires a huge samples and time (Fraenkel and Wallen, 1790:237). Another experts statement (Ilatch and Farhady, 1782) argue that quasi experimental designs are partical compromises between true experimentation and the nature of human language behavior which the writer wish to investigate.

The subject in this study were devided into two groups , consisting of experimental group and control group. The first group (e1) as the experimental group was given a pretest (X1), trearment (T) and posttest (X2). The second group (c1) as control group was given pretest (X1) and posttest (X2), but the control group was not given a treatment (T). Here is the representation of the design.

Table 3.1

The Quasi – Experimental Design

Group	Pre-test	Treatment	Post-test
Experimental	Xe1	T	Xe2
Control	Xc1	O	Xc2

- Xe 1 : Students vocabulary scores of experimental group on pre-test
- Xc1 : Students vocabulary scores of control group on pre-test
- T : Circle game treatment
- O : Non – Circle game treatment
- Xe 2 : Students vocabulary scores of experimental group on post-test
- Xc 2 : Students vocabulary scores of control group post-test

The tables shows that both classes were given pre-test and post-test, but the difference is in giving treatment. In experimental group , using an Circle game technique was given as a treatment to the students in the teaching learning process. But in control group, conventional teaching (Non-Circle Game) was given as a treatment in teaching learning process. After treatments in the experimental group were finished, both experimental and control group were given the post-test in order to find out the result of using Circle Game as a mastery in English vocabulary.

C. Population and Sample

In a study, population and sample are important elements. “Population is total member of research respondent” (Arikunto, 2006:130). The population of this study was the whole students of fourth grades of a state elementary school in Padalarang. “Sample is limited number of individuals, the smaller than that population” (SutrisnoHadi, 1787:22). The writer used the random technique sampling for deciding the sample of the study. The sample of this study was the

students from two selected classes. Each class consist of 20 students. However, to anticipate the absence of the sample of the study, therefore, the writer only took 20 students from each class the sample. As a result, the total fixed numbers of the sample was 40 students. The samples age ranges from 9 – 10 years old. The writer expected the implementation of the use of Games will help the students improve their motivation in mastery in English vocabulary.

D. Instruments

In conducting a study, data collection competed an important part in the research. The instrument as a tool in collecting the data should accomodate the whole information needed in the research study. It is in line with Fraenkel and Wallen (1990:90) that “An instrument, after all, is a device used to gather data”.

The instrument in this study were written test (pretest and posttest). Those instruments were used to measure the effectiveness of using circle game to improve students vocabulary mastery and to find out the different between two groups after the post-test. And last to find out students preceptions in using circle game to improve mastery in english vocabulary. There are 20 students in each group answered 20 questions. The questions were about their picture of animals.

Pretest was given to assess students vocabulary knowledge before the students in the experimental group were taught the material by using circle game. Meanwhile, control group was taught trough conventional method. In addition , both group used different lesson plan. Experimental group used the lesson plan modified to apply teaching method by using circle game. Moreover, control group

used the lesson plan modified to apply teaching method by using picture of animals. In addition, test instrument must be appropriated to the syllabus of the school to accomplish the purpose of subject.

E. Data Collection Techniques and Analysis

a. Data Collection Techniques

The data were taken from the result of the test (pre-test and post-test) that have been given to the students before and after teaching the students. The data were then collected to be analyzed. The research was conducted in four meeting. In every meeting, the writer applied pre-test before treatment and post-test after treatment.

Pretest

The pretest was conducted in the first for 20 minutes. There were 10 questions matching the picture with the word and 10 questions in the multiple choices items. This test aimed to measure the students vocabulary mastery before the treatment.

Posttest

The posttest was conducted in the last meeting 20 minutes. The test items of the post-test were similiar to that of the pre-test. The aim of the students in vocabulary mastery after they received the treatment.

b. Data Analysis

In analyzing the collected data the writer used t-test formula with significant level at 5% (0,05). According to Mc Millan and Schumacher (2001:369). If the data to be analyzed have equal units of measurement and have been collected by an experiment in which subjects were assigned to groups by means of matched pairs, the t-test for non independent means is the appropriate test statistical significance. The t-test for non independent means is also appropriate for analyzing two sets of data from the same group of people, as for example when one wishes to see if students academic performance is significantly better at the end of the school year than it was at the beginning. A t-test helps you compare whether two groups have different average values (for example, whether men and women have different average height). The t-statistic was introduced in 1908 by William Sealy Gosset. Gosset devised the t-test as a cheap way monitor the quality of stout. The writer wants to determine how circle game depends on the method of instruction used.

a. Mean

Mean is the SUM of scores divided by the number of scores. So the mean of 2 and 4 is the sum of 6 divided by 2 scores which gives a mean of 3,00. The mean is sometimes called the arithmetic mean to distinguish it from other forms of meansuch as the harmonic mean or geometric mean. Because it is the most common form of mean it is usually simply called the mean. It is sometimes abbreviated as M with or without a bar over it.

The mean formula is

b. Data Analysis

a. Mean

Mean is the sum of scores divided by the number of scores. To used Mean, the researcher did the following steps :

1. Open SPSS 18.0 program. In the dialog box, click the “type in data” radio button and then click “OK”.
2. Type “scores” and “group” in the variable view. In the data view type the gain score of both group in the scores coloum and type 1 for experimental group and 2 for the control in the group coloums
3. Then, click analyze > Compare means > Means > Option.
4. Move the mean from statistics to cell statistics > continue > OK. In the SPSS statistic viewer, the frequency result will appear as output.

b. Standart deviation

Standart deviation is the most widely used measure of variability of a set of data in inferential statistical procedures. To used, Standart deviation the researcher did the following steps :

1. Open SPSS 18.0 program. In the dialog box, click the “type in data” radio button and then click “OK”.
2. Type “scores” and “group” in the variable view. In the data view type the gain score of both group in the scores coloum and type 1 for experimental group and 2 for the control in the group coloums
3. Then, click analyze > Compare means > Means > Option.

4. Move the Standard deviation from statistics to cell statistics > continue > OK.

In the SPSS statistic viewer, the frequency result will appear as output.

c. Normal distribution

Normal distribution is a theoretical distribution that shows the frequency or probability of all the possible values that a continuous variable can take. To use, Normal distribution the researcher did the following steps :

1. Open SPSS 18.0 program. In the dialog box, click the “type in data” radio button and then click “OK”.
2. Type “scores” and “group” in the variable view. In the data view type the gain score of both groups in the scores column and type 1 for experimental group and 2 for the control in the group columns
3. Then, click analyze > Descriptive statistics > Explore > Plots.
4. Move score to dependent list, and group to factor list. Give mark in none > Normality with test > continue > OK. In the SPSS statistic viewer, the frequency result will appear as output.

d. Mann –whitney u test

Mann-whitney u test is a non-parametric test used to determine whether scores from two unrelated samples differ significantly from one another. (Cramer & Howitt, 2004 :95-6).

To use Mann-whitney u test, the researcher did the following steps :

1. Open SPSS 18.0 program. In the dialog box, click the “type in data” radio button and then click “OK”.
2. Type “scores” and “group” in the variable view. In the data view type the gain score of both group in the scores coloum and type 1 for experimental group and 2 for the control in the group coloums
3. Then, click analyze > nonparametric test > 2 independent samples-test.
4. Move the variable “scores” to test variable list and groups to groups to grouping variable > define groups > type 1 in group-1 and 2 in group 2 > OK.
5. In the SPSS statistic viewer, the frequency result will appear as output.

CHAPTER IV

RESULT AND DISCUSSION

In this chapter, contains result and discussion of this research. The result involve data displays, data analysis and discussion.

A. Result

1. Data Findings

The collect the data of this research, the writer used two group experimental and control group. The experimental group and control group give the pretest on 16th March, 2016. And give the posttest on 16th April 2016. After administrasing the achievment test, the writer obtained the data of students' score of the pretest and posttest in the Experimental group and Control group task as follow :

a. The result of data of experimental group

Experimental research or experiment refers to “research in which at least one independent variable is manipulated, other relevant variable are controlled and the effect on one or more dependent variables is observed”. (Frraenkel et al :265)

Experimental group

Table 3.2

No	Name of the student	Score Experimental Group		
		Pre-test	Post-test	Gain
1	Student 1	80	90	10
2	Student 2	50	75	25
3	Student 3	45	65	20
4	Student 4	70	85	15
5	Student 5	70	80	10
6	Student 6	70	75	5
7	Student 7	20	50	30
8	Student 8	55	75	20
9	Student 9	65	80	15
10	Student 10	80	95	15
11	Student 11	35	60	25
12	Student 12	45	65	20
13	Student 13	45	60	15
14	Student 14	75	85	10
15	Student 15	35	55	20
16	Student 16	20	45	25
17	Student 17	85	95	10
18	Student 18	80	95	15

19	Student 19	65	80	15
20	Student 20	65	85	20
Total		1155	1495	340

b. The result of data of control group

The control group is defined as the group in experiment or study that does not received treatment by the researchers and is then used as a benchmark to measure how the other tested subjects do (www.yourdictionary.com/control-group)

Control group

Table 3.3

No	Name of the student	Score Control Group		
		Pre-test	Post-test	Gain
1	Student 1	80	85	5
2	Student 2	80	85	5
3	Student 3	80	95	15
4	Student 4	30	40	10
5	Student 5	20	40	20
6	Student 6	85	90	5
7	Student 7	80	90	10
8	Student 8	70	80	10
9	Student 9	30	40	10
10	Student 10	60	75	15

11	Student 11	70	80	10
12	Student 12	65	75	10
13	Student 13	65	75	10
14	Student 14	55	65	10
15	Student 15	45	55	10
16	Student 16	50	65	15
17	Student 17	75	80	5
18	Student 18	75	85	10
19	Student 19	70	85	15
20	Student 20	70	80	10
Total		1255	1465	210

The value of students pretest obtained before doing the treatment for experimental group and control group. The posttest obtained after the treatment done as much as four times meeting. Data in use the data analysis is gain (gain is score posttest minus pretest, gain the experimental group and control group).

1. Mean

Table 3.4

GROUP	SCORE
EXPERIMENTAL	17,00
CONTROL	10,50
Total	13,75

Mean the data of this research for experimental is 17.00 from 20 sample and control is 10.50 from 20 sample. 13.75 is mean from 17.00 – 10.50.

2. Standar Deviation

Table 3.5

GROUP	SCORE
EXPERIMENTAL	6,366
CONTROL	3,940
Total	6,176

Standar deviation the data this research for experimental 6.366 and for control 3.940.

3. Normal Distribution

Normality test is aimed to find out whether the data is normally ditributed or not. It was computed using kolmogorov – sminov test in SPSS 18.0. Basic for making decision in test of normality, if the value of sig > 0.05 then there are significant differences that, but if the value of sig < 0.05 then there is no significant differences.

Table 3.6

Tests of Normality						
GROUP		Kolmogorov-Smirnov ^a			Shapiro-Wilk	
		Statistic	df	Sig.	Statistic	Sig.
SCORE	EXPERIMENTAL	,173	20	,117	,950	,371
	CONTROL	,300	20	,000	,846	,005

Tests of Normality							
GROUP		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
SCORE	EXPERIMENTAL	,173	20	,117	,950	20	,371
	CONTROL	,300	20	,000	,846	20	,005

a. Lilliefors Significance Correction

The table show significant value from group control is 0.00 and the group experimental is 1.77. It concluded the data not normally and must using mann whitney u test.

4. Mann - whitney u test

Mann – whitney u test is one of the part of the statistic nonparametric. Mann whitney u test be an alternative when the data from independent t-test is not normal. The test is performed to determine the difference two sample who didn't relate or pairs of each other.

To using mann withney u test, the first the number of sample research less from 30 sample. The data is not normal in independent t-test mann whitney u test used to test variable category of and one variable interval data. Basic for making decision in mann withney u test is, if the value asymp sig (2-tailed) < 0.05 then there are significant differences that, but if the value of asymp sig ((2-tailed) > 0.05 then there is not significant difference.

Table 3.7

Ranks				
GROUP		N	Mean Rank	Sum of Ranks
SCORE	EXPERIMENTAL	20	26,48	529,50
	CONTROL	20	14,53	290,50
	Total	40		

Table 3.7

Test Statistics ^b	
	SCORE
Mann-Whitney U	80,500
Wilcoxon W	290,500
Z	-3,358
Asymp. Sig. (2-tailed)	,001
Exact Sig. [2*(1-tailed Sig.)]	,001 ^a

The table to shows is significant value because the data > 0.05 .

2. Discussion

Based on the result, it can be seen mean of experimental group is higher than mean of control group $17.00 > 10.50$. Standard deviation of experimental group is higher than standard deviation of control group $6366 > 3.940$.

Based on table test of normality, the data not normaly because the data < 0.00 , it concluded using mann u whitney u test and the data is significant value because to show >0.01 .

It means that teaching English vocabulary using Circle Game is effective in improving the students mastery in english vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter provides Conclusions and Suggestions based on the data in previous chapter.

A. Conclusion

The research findings Circle Game is effective in improving the students mastery in English vocabulary. It can be seen that there are some students who got 95 (4 students), 90 (3 students), 85 (7 students) for their posttest.

Based on the research findings, the writer tries to draw some conclusions as follows :

1. English vocabulary is an important part in teaching and learning English.

Teachers should use different kind of techniques to teach English.

2. Based on the research finding, mean of experimental group is higher than control group $17.00 > 10.50$. Standard deviation of experimental group is higher than control group $6.366 > 3.940$. It shows that there is a significant changes of students scores after being taught using circle game.
3. Based on test of normality, the data not normaly because the data < 0.00 , it concluded using mann u whitney u test and the data is sigificant value because to show >0.01 .

B. SUGGESTION

There are some suggestions for the students and teacher of English of a state elementary school in Padalarang . The students should have high motivation to learn English. It is hoped that through circle game, the teacher can teach vocabulary help the students mastery vocabulary.