

**DEVELOPING STUDENTS' VOCABULARY BY USING POLICEMAN
GAME ON SEVENTH GRADE STUDENTS OF SMPN 8 PALOPO**



IAIN PALOPO

A THESIS

**Submitted to The English Study Program of Tabiyah and Teacher Training
Faculty of State Islamic Institute of Palopo for S.Pd. Degree in English Study
Program**

Composed By

HIJRAH

Reg. Num. 14.16.3.0050

**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC INSTITUTE OF PALOPO**

2018

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declares that thesis I wrote to fulfill of requirement for the degree of Education Bachelor (S.Pd) in Tarbiyah and Teacher Training Faculty, the State Institute Islamic Studies Palopo entitled, “Developing Students Vocabulary By Using Policeman Game On Seventh Grade Students of SMPN 8 Palopo”, is truly my original work. It does not incorporate any materials previously written or published by another person expect does indicate in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

Palopo, January 18th 2019

Researcher

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THESIS APPROVAL

This thesis entitled “ *Developing Students’ Vocabulary By Using Policeman Game on Seventh Grade Student of SMPN 8 Palopo.*”, which is written by **Hijrah**, Reg. Num.14.16.3.0050, S1 English Study Program of Tarbiyah and Teacher Training Faculty of Institute For Islamic Studies (IAIN) Palopo, and has been examined and defended in Munaqasyah session which is carried out on Sunday, **8th of February 2019**, coincided with **5th Rajab 1439 H**, it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

Palopo, on February 8th 2019 M
5th Rajab 1439 H

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menyatakan bahwa skripsi tersebut, sudah layak untuk diujikan. Demikian untuk
diproses selanjutnya.

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Menyatakan bahwa skripsi tersebut, sudah layak untuk diujikan. Demikian untuk diproses selanjutnya.

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ABSTRACT

Hijrah. 2018 “*Developing Students Vocabulary By Using Policeman Game On Seventh Grade Students of SMPN 8 Palopo*.” Thesis, English Study Program Tarbiyah and Teacher Training Faculty of the State Islamic Institute of Palopo. Consultants (1) Dr. Abdul Pirol, M.Ag. (2) Syamsudarni, M.Pd.I., M.Ed

Key Words : Vocabulary, Policeman Game

This thesis discussed Developing Students Vocabulary By Using Policeman Game On Seventh Grade Students Of SMPN 8 Palopo. The problem statement of the research “Does Policeman Game develop the students’ vocabulary on seventh grade students of SMPN 8 Palopo?”. The objective of the research was to find out whether Policeman Games can develop the students vocabulary on seventh grade students of SMP Negeri 8 Palopo.

This research employed Classroom Action Research (CAR) with two cycles namely the first and the second cycle. Each cycle consist for four step, namely planning, action, observation and reflecting. There were four meetings during the research cycle. The sample of this study was class 7.2 that consist of 25 students. In collecting the data, the writer used the observation guide and vocabulary test in evaluation (reflecting). The data was analyzes by using simple percentage to know the mean score of the students and explained clearly in discussion.

The result of this study revealed that the cycle 2 was better than the cycle 1 scores. The students showed a great enthusiasm during the lesson. The mean score of the cycle 2 is 84.2 and the percentage of observation of the students activities is 85%. The vocabulary mastery of students was increase after they got reflection.

The implementation can be concluded that Policeman game can be used as a strategy to develop the students’ vocabulary. Moreover, the students’ opinion about the game also indicates that it helps the students in learning vocabulary.

CHAPTER I

INTRODUCTION

A. Background

Games provide language's statement and language's elements for the students to explore their language skill for them to train. Furthermore, they can be to arise of the students' interest in learning a foreign language in more relaxed way. That is way games can enrich the students' vocabulary word comprehension by using game, it will be able to motivate the students to learn and pay attention to the material in order they will not be bored. According to Carrier in Tanggak, there are some reasons for using games in language teaching such as; to change the phase of lesson, give motivation, encourage students' participation, increase communication, reduce the dominance of teacher, change the role of teacher from formal to organize activities of the students.¹

Language is a very important part of life. Could we imagine if there is no language in this world? How would people make communication well in daily life without language, meanwhile language of mastery in the communication. That is why there is no life without language. Language is the way to express our thought and feeling to each other, either by voices sound or gesture, also by written symbols.

English is an international language. It is spoken by many people all over the world either as a first or second language. It is a key to open the world of scientific and technical knowledge, which is needed for the economic and politics

¹Sri Sutanti Putri, *The Use of Pyramid Game in Teaching Vocabulary*, (Makassar: Thesis of FBG UNM,1996), p. 16. Accessed on July 18th 2018

development of many countries and it is also as a top requirement of those seeking jobs applicants who master either active or passive English are more favorable than those who don't. From that fact, it is obvious that everybody needs to learn English.

English is an important language in the world and has many interrelationship with the various aspects of life which is owned by humans. It can be said to be single most important language. In English learning there are four skills that people have been mastered namely speaking, listening, reading and writing. The four skills are depend on vocabulary. Vocabulary is very important to learn language because vocabulary is a core component of language where all skills in language should have it. That is why it is impossible to study speaking, listening, reading and writing without knowing vocabulary first. If the students have good vocabulary in their mind, it is very useful to support them in learning process because they will be easy to understand the lesson and they can converse to others.²

English is taught in almost all of Indonesian schools, even though every level has different status and purpose. It has been mentioned in Permen Diknas number 19 2015 Standar Nasional Pendidikan that in elementary school, English is taught as local contents, it means that the students learn English if it is relevant to local needs and regional condition. It is different with junior and senior high schools that English is taught as a compulsory subject, every student of junior and senior high school must learn English , students are expected to have ability in listening, speaking, reading, and writing. While in university, students learn

²Aswar, *Developing Students' Vocabulary by Using Computer Game: Big City Adventure at the Eighth Year Students of SMP Muhammadiyah Palopo* (STAIN: Palopo.2014), p. 1.

English as a complementary subject, they learn English in order to have a good command of English and to participate in various academic activities.

Nevertheless, many learners in many schools now have very limited vocabulary. They have little vocabulary, even, their vocabularies are misused and do not have any relationship with their daily activity or their test. It causes learners stressful and under pressure when they are taking test or forced to give their idea by using English language.

Vocabulary is the first component that must be learnt by children in learning language. It is one of the components to master English as a foreign language. Without sufficient vocabulary, we cannot communicate and express the ideas easily, both oral and written form. This vocabulary must be taught from the beginning that is from kindergarten school to give them more chance to learn English.

Vocabulary mastery is one of dominant factors in language learning. Game is one way to learn a language skill, including vocabulary which creates the students involvement. The student's involvement in the learning process will strengthen the student's memory and make them enjoy the course.³To teach vocabulary in junior high school, especially seventh grade is not easy way. The teacher must have extra power to teach them, because the students have certain characteristic and need certain treatment. So, the teacher must give basic vocabulary to make the understand English. Before continuing the next step the

³Sri Sutanti Putri, *Increasing Vocabulary Mastery of the English Education Department Student of FBS UNM Through Word Analysis* (Makassar: Thesis FBS UNM, 2004),p.1. Accessed on July 18th 2018.

teacher must have preparation to teach students, for example the teacher must prepare a media as the teaching tools.

Based on the observation in SMP Negeri 8 Palopo, the researcher found that, the most problem faced by the students in Vocabulary is still decrease in vocabulary. The reason took the title of research which is to enhance the ability of the vocabulary students to make it easier to speak.. According a teacher said “that still decreased to memorize about Vocabulary on the seventh grade students of SMP Negeri 8 Palopo and the students still decrease of time to memorize vocabulary because it is associated with a curriculum that is used”.

Many ways have been found some researches to motivate the students improve their vocabulary. Event though, the ways are not guaranteed to be acceptable for all learners. Student can be encouraged by teacher to really learn a word in some ways or techniques. That is why the teachers have to find a kind of methods that can be used to teach vocabulary in a fun way. People also believe if the students can perceive English as a fun subject, it is easy for them to absorb the material. And using game is one of the methods that can be used as a tool to fulfill not merely fun but also learning.

The method used policeman games that to make students trained to understand that. This policeman games is suitable on seventh grade students, the policeman games in not bored in studying. This method is very cheap without any cost. It indicates that there was a problem in their Vocabulary and the teacher should give some solution for that. It may start introducing a good Vocabulary method or anything else.

Based on observation in the problem, most of the students were lack vocabulary. The researcher chosen for teaching vocabulary used strategy to develop students' vocabulary by using Policeman Game.

B. Problem Statement

Can Policeman Game develop the students' Vocabulary on seventh grade students of SMP Negeri 8 Palopo?

C. Objective of the Research

To find out whether or not Policeman Game can develop the students' Vocabulary on seventh grade students of SMP Negeri 8 Palopo.

D. Significance of the Research

It is expected that this research contribute some significant progresses in teaching vocabulary. The significant of this research are:

1. For the students in general, the research could enhance the students motivation and develop the students vocabulary.
2. For teachers, the research gives input in enriching their teaching media to be implemented in the classroom.
3. For the school, the research will enrich teaching media in the school.
4. For the writer, the research could bring him to a better understanding developing students vocabulary and give practical contributions to him on how to develop the students' vocabulary by using Policeman Games.
5. For other researcher, the research could be a kind of references to conduct the same type of research.

E. *Scope of the Research*

This scope of the research focuses on the students' development in learning Vocabulary by using Policeman Game on the seventh grade student of SMP Negeri 8 Palopo. The scope of this study is restricted to build up the students Vocabulary to learn Noun focused in things of the class, places, school, class and animals. Vocabulary to learn Adjective focused in feelings and appearance. And vocabulary to learn Verb focused in daily activities.

F. *Definition of the Terms*

1. Vocabulary is list of words with their meaning, especially in a book for learning foreign language.⁴
2. Policeman Game is the game begins by singing while clapping the right hand to the left hand of the partner on his left, in a chain.

⁴ *Oxford Learner's Pocket Dictionary* (New Edition, New York : Oxford University Press 2000), p. 482.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous Studies*

Many researchers have reported their study to develop teaching learning process, implemented various techniques and arranging the classroom in several group sizes such as; groups and the whole classes. They research to create the teaching and learning process more effective and to give the students simple opportunities to practice their English in classroom.

Ika Ashari has conducted the research about Improving Students' Vocabulary through Bingo Game at the Seventh Year student of SMPN 8 Palopo. Her conclusion the using bingo game was effective to improve the students' vocabulary. And furthermore, suggest that through using bingo game, the students may find the learning process become interesting and they find it easily to memorize the vocabulary.⁵

Basri, in his thesis under the title Improving Vocabulary through Letter Game at the Students of PMDS Putri Palopo. The formulated conclusion, that most of the students give positive respond and enjoy learning by using letter game. And furthermore, he suggest is to develop the students vocabulary practice in creative ways to enlarge students compost in mastering vocabulary process.⁶

Zainab in her thesis: "Teaching Vocabulary by Using Reordering Word Games to the Eight Years Students of SLTP 1 Wasuponda", she was state that the

⁵Ika Ashari,"a thesis on title *Improving Vocabulary of Students through Bingo Game at the Seventh year Students of SMPN 8 Palopo*". (STAIN Palopo,2008), p.58-59.

⁶Basri, "a thesis on title *Improving Vocabulary through Letter Game at the Eight year Students of Pesantren Modern Datok Sulaiman Putri Palopo*". (STAIN PALOPO,2009), p.60

use reordering words games is effective in teaching the students' vocabulary mastery at SLTP Negeri 1 Wasuponda in the academic 2011/2012. It proved by mean score of the students' post-test (8.273), which is greater than mean score of the students' pre-test (6.46). And the t-test value, that is (13.43), which is greater than t-table (2.045).⁷

Febriana Eka Setyaningsih has conducted the research about The Use of Word Clap Game to Improve Students' Vocabulary mastery on the eighth grade students of SMPN 3 Ungaran in the academic 2014/2015). The result was analysed pre-test mean is 64.4 while the post-test mean is 77.1. Between pre-test and post-test, they were given one assessment at the end of cycle one with the mean of 69.7. The students' vocabulary mastery is improved by 12.7 (19.7%). The students' activity during the treatment shows that they appreciated the Word Clap game I used in the teaching and learning process.⁸

According to the research, all research used different method and have similarities to this study the game that researcher use policeman game and Word Clap Game used method CAR but the different previous study used pre-test and post test, but the researcher not used that.

B. *The Concept and Principle in Teaching Vocabulary*

1. The Concept of Vocabulary

a) Definition of Vocabulary

⁷Zainab, Teaching Vocabulary by Using Reordering Word Games to the Eight Years Students of SLTP 1 Wasuponda. A Thesis S1 (Palopo: 2011). P.60

⁸Febriana Eka Setyaningsih, *word clap game to improve students' vocabulary mastery*, (Semarang State University, 2015)

Vocabulary is one aspect of the language to be learned when people learn a language. Vocabulary is important for anyone who is learning the language in listening, speaking, writing and reading in addition to grammar. The student of a foreign language will speak fluently and accurately and it can be easily write, or understand what he read or heard if he has enough vocabulary and have the ability to use it accurately. SH Burton said, without the vocabulary that much, it's impossible to use the English language correctly and clearly. According to Collier, when a student has mastered the basic grammatical patterns of the language, the next task is to master the vocabulary, at least the vocabulary he needed.

Jeremy Harmer states the vocabulary was seen as incidental to the main purpose of language teaching. Namely the acquisition of grammatical knowledge about the language. Vocabulary was necessary to give students something to hang on when learning structure, but was frequently not a main focus learning itself.⁹ Vocabulary is needed to convey what one wishes to say through vocabulary someone can express his or her feeling, ideas, emotion, and desire.

Vocabulary is a core component of language proficiency and provides much of the basic how learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and maybe discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different context, reading, or watching television. The learner need to achieve in order to read both simplified and not simplified

⁹Jeremy Harmer, *The Practice of English Language Teaching*. (New York:Longman,1992), p.154

materials and process different kinds of oral and writing text, as well as the kinds of strategies learners use in understanding, and remembering word.¹⁰Vocabulary is an important thing in learning language. It would be impossible to learn a language without knowing vocabulary. More vocabulary we know, more ideas we can explore. So, we can communicate the ideas effectively.

b) Types of Vocabulary

In general, the vocabulary we know can be divided into two groups. Those are :

1) Passive Vocabulary

Passive vocabulary contains all the words that you understand when you read or listen, but which we do not use (or cannot remember) in our own writing and speaking.

2) Active Vocabulary

Active Vocabulary is all the words you understand, plus all the words that we can use ourselves. Our active vocabulary, in English and your own language, is probably much smaller than our passive vocabulary.

In detail the vocabulary is divided into four types of vocabulary, those are:

a) Reading Vocabulary

A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other.

¹⁰ Jack C Richards and Willy A Renandya, *Methodology in Language Teaching*, (USA: Cambridge University Press,2002),p.462.

b) Listening Vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by content and tone of voice.

c) Writing Vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulate by its user.

d) Speaking Vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse-though slight and unintentional-may be compensated by facial expressions, tone of voice, or hand gestures.

According to Rusdiana Junaid, Rustan Santari and Sri Damayanti that in Fundamental English the words that from sentence divided into eight parts (the eight parts of speech they are noun, verb, adverb, adjective, prepositions, conjunction, determiner and interjection).

a) Noun

Noun is a word used to name person, animal, plant, day, place, idea, name of an object or things that are dammed.

Example :

- Husna (name of person)
- Cat (name of animal)

- Book (name of thing)

b) Verb

Verb is a word used to indicate the action or state of being a subject.

Example :

- He manded the puncture, smile mounted his by cycle and rode away.
- We are very sad because they have suffered so much.

c) Adjective

Adjective is the word used to explain the nature and add meaning of an object or pronoun.

Example :

- Large garden
- This pen
- My pencil

d) Preposition

Preposition is the word used to indicate the relationship between nouns or pronouns and other words in a sentence. The words are placed before nouns or pronouns with other parts of the sentence. This preposition serves to indicate direction, position and time.

Example :

- My brother jumps into the water
- I live in Palopo
- They studies in Cokroaminoto Palopo University

e) Conjunction

Conjunction are words that connect words to words, parts of sentences with other sentences in a paragraph or in a discourse or text. The conjunctions are not variable, meaning they do not change either plural or plural or have type such as noun or pronoun.

Example:

- You and I are friends
- Ann and Shanty are beautiful girls, but they are arrogant.

f) Determiners

Determiners are words placed in front of nouns which function as markers that clarify the noun's meaning.

Example:

- Article (a, an and the)

g) Interjection

Interjection is a spontaneous speech intended to express or express a feeling/ thought that suddenly feels or appears; like feelings or surprise, pleasure, pain, sadness, wonder, enthusiasm, reproach, laughter, ridicule, impatience and so on.

Interjection is followed by an exclamation mark !

Example:

- Oh !
- Help !

- Well !¹¹

2. Principle for Teaching Vocabulary

Below are some guidelines for the communication treatment of vocabulary instruction.

- a. Allocate specific class time to vocabulary learning

In the hustle and bustle of our interactive classroom sometimes we get so caught up in lively group work and meaningful communication that we do not pause to devote some attention to words. After all, words are basic building blocks of language; in fact, survival-level communication can take place quite intelligibly when people simply string words together-without applying any grammatical rules at all. So, if we are interested in being communicative, words are among the first priorities.

- b. Help students to learn vocabulary in context

The best internalization of vocabulary comes from encounters (comprehension or production) with words within the context of surrounding discourse. Data from linguistic corpora can provide real-world actual language that has been printed or spoken. Rather than isolating words and/or focusing in dictionary definitions, learners get benefit from attending to vocabulary within a communicative framework in which item appear. Students will associate new words with a meaningful context to which they apply.

¹¹ Rusdiana Junaid, Rustan Santari, Sri Damayanti., *Fundamental English*, (Malang: Intimedia, 2014), p. 1-126

c. Play down the role of bilingual dictionaries

A corollary to above is to help students to resist the temptation to overuse their bilingual dictionaries. In recent years, with the common availability of electronic pocket dictionaries, students are even more easily tempted to punch in a word they do not know and get an instant response. It is unfortunate that such practices rarely help students to internalize the word for later recall and use. However, recent years have seen an increasing popularity of learners' dictionaries-which are English dictionaries modified for more learner-friendly definitions, metaphors, idioms, and contrast. When a dictionary is warranted, such publication can be very useful.

d. Engage to “unplanned” vocabulary teaching

In all likelihood, most of attention that you give to vocabulary learning will be unplanned; these moment when a student asks about a word or when a word has appeared that you feel deserves some attention. These impromptu moments are very important. Sometimes, they simply brief little pointers.¹²

3. How to Learn Vocabularies

To get success in learning we must find out how the way learners vocabulary well. According Wilga said that there are seven ways to learn vocabulary as follow:

- a. Student need to learn how to commit vocabulary to long term memory this does not necessarily mean “ memorizing”. Although some students may find this activity suit their learning style.
- b. Students must learn to discriminate variation in distribution and new boundaries of meaning. The teacher may give explanation of contrast with

¹² Jeremy Harmer. *The practice of English Language Teaching*, (New York: Longman Publishing, 1992), p.154

native language distribution, demonstrate schematically the distribution of meaning of apparently comparable words, or promoted activity which requires for success that these boundaries be respected.

- c. Students do not always realize that words are constructed of morphemes which share the burden of the meaning among them.
- d. Students should learn to penetrate disguises with language the some family or from areas where there has been considerable alternative there are many borrowed words and cognates.
- e. Students will learn how to discover new words from themselves.
- f. If students are not become discovered, they need to learn that vocabulary is elastic and that they can make much of the little they know by paraphrase, circum location, and definition as they gradually build up a more precise and varied lexicon.
- g. Students must learn how to augment their own vocabulary steadily and systematically. They will begin early to keep individual list of new words they.

C. Techniques in Presenting Vocabulary

There are many ways in presenting vocabulary, those are:

1. Say the word clearly and write it on the board

The teacher gives the example firstly how to pronounce this word correctly, and say it clearly, then teacher ask to students follow and repeat it, after that write it on the board.

2. Get the class to repeat the word in chorus

Teacher tries repeat word, so that students can practice more, and they understand it.

3. Translate the word into the students' own language

Teacher gives the word on the text that has prepared, and also ask them to translate it into students' own language.

4. Ask students to translate the word

Commonly, the teacher give the text, read it, correctly, after that he or she asks students to translate the word.

5. Draw a picture to show what the word means

One technique of presenting new word is draw a picture to show and explain the word means.

6. Give an English example to show how the word is used

The teacher gives an English example firstly, and students follow and repeat it.

It hopes can show how the word is used.

7. Ask question using the new word

After the teacher gives an English example follow, and repeat correctly.

Then the teacher asks questions using the new word to measure weather students can understand or not.¹³

D. Concept of Teaching Vocabulary

1. Definition of Teaching Vocabulary

Teaching vocabulary is important part of language and it must be done carefully. However, based on the previous study conducted by Inal (2011) the

¹³Miftahul Janah, "Using Games In Improving Students' Vocabulary (Classroom Action Research at Seventh Grade of Yayasan Miftahul Janah (YMJ) Junior High School Ciputat), Syarif Hidayatullah Jakarta, Syarif Hidayatullah Jakarta, 2011), p. 9.

English teacher should know which words are important to learn because many words will not be useful to the students. Useful words are the word that vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a life time. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence.¹⁴ Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word learning strategies.

Teaching is a complex process which can be conceptualized in a number of different ways. Teaching vocabulary process has meaning so that adding new words in repertory our experience. Developing vocabulary is placed new concepts in place good or in a series and arranged vocabulary.¹⁵

2. The Principle of Teaching Vocabulary

David nunan indicate the main principle of teaching and learning vocabulary as follows:

a. Focus on the most useful vocabulary first

Some words can be used in a wide variety of activity. Other have much more limited use. The most useful vocabulary that every English language learner needs whether they use the language in formal and informal situation, is the most frequent 1000 words families of English.

b. Focus on the vocabulary in the most appropriate way

¹⁴Inal, *Improving Students' Vocabulary Through Drama Game at The First Semester of English Department at STAIN Palopo*, (Palopo: STAIN Palopo, 2011), p. 20.

¹⁵Zakiah Yusuf, *Teaching Vocabulary Through Movie Larva at The Seventh Year Students of SMP 8 Palopo*, (Palopo: STAIN Palopo, 2013), p. 20

The first principle looked at what words to teach and learn. This principle looks at how they should be taught and learned. Here we will look at the four most important vocabulary learning strategies of using words part, questing from context, using word cards, and using dictionaries. We will see that teachers need to clearly distinguish the way they treat high frequency words from the way they treat low frequency words.

- c. Give attention to the high frequency words across the four strands of a course

High frequency vocabulary needs to occur in all four strands of a course. It should get deliberate attention through teaching and study and should be met and used in communicating messages in listening, speaking, reading and writing. High frequency vocabulary should also be accessible for receptive and productive use.

- d. Encourage learners to reflect on and take responsibility for learning

There is an important principle that lies behind choosing and learning and that is that learners need to realize that they must be responsible for their own learning. Taking this responsibility requires (1) knowledge of what to learn and the range of options for learning vocabulary, (2) skill in choosing the best options and (3) the ability to monitor and evaluate progress with those options.¹⁶

3. Some component need in Teaching Vocabulary

The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). There are fairly characteristics and one or the other

¹⁶ David Nunan, *Practical English Language Teaching*. P.135-140

will be perceived by the learner when encountering the item for the first time. In teaching, we need to make sure that both these aspects are:

a. Pronunciation and spelling

The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, we need to make sure that both these aspects are accurately presented and learner.

b. Grammar

The grammar of new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical context or may have idiosyncratic way of connecting with other words in sentences; it is important to provide learner with this information at the same time as we teach the base form.

c. Collocation

The collocation typical of particular items are another factor that makes the particular combination sound 'right' or 'wrong' in a given context. So this is another piece of information about new item which may be it worth teaching. When introducing words like decision and conclusion, for example, we may note that you take or make the one, but usually come to other, similarly, you throw a ball or toss a coin; you may talk about someone being dead tired but it sounds odd to say dead fatigued. Collocation are also often noted in dictionaries, either by providing the whole collocation under one of the head-words, or by note in parenthesis.

- d. Aspects of meaning that include denotation, connotation, appropriateness and meaning relationships

The meaning of word is primarily what it refers to on the real world, its denotation; this is often the sort of definition that given in a dictionary. For example, dog denotes a kind of animal; more specially, a common, domestic carnivorous mammal; and both dank and moist mean slightly wet.

A less obvious component of the meaning of an item is its connotation; the associations, or positive or negative feelings evoked, which may or may not be indicated in dictionary definition. The word dog, for example, as understood by most British people, has positive connotation of friendship or loyalty; whereas the equivalent in Arabic, as understood by most people in Arab countries has negative association of dirt or inferiority. Within of English language, moist has favorable connotations while dank has unfavorable; so that you could describe something as 'pleasantly moist' where 'pleasantly dank' would sound absurd.

A more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in certain context or not. Thus it is useful for learner to know that a certain word is very common, or relatively rare, or 'taboo' in polite conversation, or tends to be used in writing but not in speech, or is more suitable for formal than informal source, or belongs to a certain dialect.

- e. Word formation

Vocabulary items, whether one-word or multi-word act often be broken down into their component 'bits'. Exactly how these bits are put together is another piece of useful information perhaps mainly for more advanced learners.

You may wish to teach the common prefixes and suffixes: for example, if learners know the meaning of sub-, un-, -able, this will help them guess the meaning of words like substandard, ungrateful and untranslatable. They should, however, be warned that in many common words the affixes no longer have any obvious connection with their root meaning (for example, subject, comfortable). New combinations using prefixes are not unusual and the reader or hearer would be expected to gather their meaning from an understanding of their components (ultra, modern, super-hero).

Another way vocabulary items are built is by combining two words (two nouns or a gerund and a noun, or a noun and a verb) to make one item: a single compound word, or two separate, sometimes hyphenated words (bookcase, follow-up, swimming pool). Again, new coinages using this kind of combination are very common.¹⁷

4. Some Techniques of Teaching Vocabulary

There are some techniques in teaching, according to Hermer said that there are three techniques or activities which are designed to teach and practice words or vocabulary, there are:

a. Presentation

Not all vocabulary can be learned through interaction and discovery techniques, even if such techniques are possible: however, there are not always the

¹⁷Penny Ur, *A Course in Language Teaching : Practice and Theory*, (Cambridge: Universitas Press, 1996), p.60-62

most cost effective. There are many occasions when some form of presentation and /or explanation is the best way to bring new words into the classroom, we will look at some example: realia, pictures, mimic, action, gesture and contrast, etc.

b. Discovery

Students will be using their bilingual dictionaries; though some of them may know these words through do simple matching task to more complex understanding of connotation and context.

c. Practice

Using new words which are known in real communication so it will not be forgotten easily.¹⁸

5. How to Teach Vocabulary

Teaching vocabulary is clearly more than just presenting new words. This may, of course, have it is place but there other issues, too. For example: students see are not. So we teach some words (which we need for structure practice, for example) and not teach other (which occur incidentally in reading text, for example).

In teaching vocabulary there are many skill can be used to teach, namely:

a. Vocabulary

The teacher select some words given then preliminary discussion so put them into suitable context, then teach them to the students as if the teacher were presenting them a class. Our aim is to teach these words for active control, so the

¹⁸Bunga Sari, *Teaching Vocabulary By Using Realia Outdoor at The Fifth Grade of SDN 45 Padang Alipan Palopo*, (Palopo: STAIN Palopo, 2011), p.11

teacher will have to work out natural ways to elicit the new words from the students make to use it.

b. Remedial vocabulary teaching

After the teacher teach vocabulary and give a test, then teacher think how explain in English the difference between some of these pairs. Think of examples, two or three for each word, contextualizing them, finally work out ways to check that students can distinguish the meaning of the words can use them correctly.

c. Selection vocabulary

Make a group of three or four each group should take a different unit of the course book and isolate it. Then selecting the vocabulary with (1) which lexis will need to be pre-taught for active use, (2) which lexis could be pre-taught for passive control of the problems, or cause students to panic, (3) which words students guess at by asking carefully graded questions, directing them to the correct meaning, (4) the words which are uncommon or just too difficult to teach at this stage, that you may translate, if asked to explain them, but would not bother to teach.

d. Using dictionary

The teacher chose the different reading passage from the course book and look up in the dictionary that the student use. The words they are likely to look up themselves. Cross check to see if a suitable word or meaning is given in both helves dictionary.

e. A game to play

A game can be made more difficulty by putting longer phrase, e.g. ‘ in a suitcase’ nor turn the tv or making them specific, e.g ‘ the suitcase or the man who was walking’.¹⁹

E. *The Theory of Game*

1. Definition of Game

Hornby says that game is an activity or a sport with rules in which people or teams compete against each other.²⁰ According to Khan, Game is an activity that be done based on some arrangement. The children play a game because they are happy. The children study with a game. When they played each other, they interact with each other in the interaction, skill of speak can be improved, especially gather and speaking.²¹

Games is player contest that have interaction me another by followed certain roles to get certain purpose. Games allow students’ to : work co-operatively, complete with each other, strategize, think in a different way, compare and share knowledge, learn from mistakes, work in a less stressful and more productive environment, and allow people to have fun.

In this item is held as a refreshing for the participants who have been active discuss the problem or the discussion item. So that, They want to relax by holding game together with all the participants. Usually conducts methods of building vocabularies that involve all participants. Such game hopes the participants active to join as an entertainment, namely one of the participants lead the game for

¹⁹Fitri Zulyani, *Teaching Vocabulary Through English Song to the Fifth Grade Students at SDN 234 Temmalebba*, (Palopo: STAIN Palopo, 2011), p.12-14

²⁰Hornby. *Oxford Advanced Learner’s Dictionary. Seventh Edition*. (New York: Oxford University Press,2006),p.612.

²¹Kasihani K.E. Suyanto, *English For Young Learners*, (Cet.1. Jakarta, PT. Bumi Aksara, 2007). p.117

example, everyone should mentioned, one will be punished. The punishment depends on the participants decision whether one is asked to sing a song of others forms.

Remember, learning a new language should a fun and challenging experience. So when you take challenge to learn a new language, enjoy it. Have fun, smile a lot, make a new friends, talk a lot and play a lot of games.

Games has four components, namely:

1. Player
2. Place
3. Role
4. Purpose²²

The game enables the presence of active participation from the learner to learn. As we know, the good learning is active learning. Game is activity that you do to have some fun. Games can make the students more focus in learning, because they do not feel that they are forced to learn but every activity take place naturally during teaching and learning process.

2. Advantages of Games

Carrier states that the advantages of using games can be summarized as follows:

- a. Games add variety to the range of learning.
- b. Games can be used to change the pace of a lesson and so maintain motivation.

²² Arif Sadimanl, Media Pendidikan,(Jakarta:PT. Raja Grafindo Persada),p.80

- c. Games can be use to punctuate long formal teaching units and renew students' energy before returning to more formal learning.
- d. Games can give 'hidden' practice of specific language points without students being aware of this.
- e. Games encourage student participation and can remove the inhibitions of those who feel intimidated by formal classroom situations.
- f. Games can change the role of the teacher from that of formal instructor to that of meager or organizer of activities that students enjoy participating in.
- g. Games can increase the students communication, and so reduce the domination of the classroom by the teacher.
- h. Games can act as a testing mechanism, in the sense that they will expose areas of weakness and the need for remedial work.²³

When teacher using game in learning process the students more enjoy for studying and between students with teacher and the other students will be more interactive, because they can participate during playing games. And one of games in developing vocabulary by policeman game, this game can be applied in every level English but it is more proper for junior high school because the game is very easy and simple to practice so the students will be more enjoy to study about vocabulary.

F. Theory of Policeman Game

1. Policeman Game

a) Definition of Policeman Game

²³Irma Saputri Handayani. *The Students' Interest toward the Use of Simon Says Game in Teaching Vocabulary to the First Year at MTs. Negeri Model Palopo.* (Palopo: Cokroaminoto Palpo University,2013).p.19

Policeman Game is a game played in groups by clapping hands from the left and singing a song. Then determine the theme to be discussed. For example the name of the animal, we must mention the name of the animal while clapping the hand that is beside us, when someone does not mention the name of the animal, then he is given a punishment. Such as , memorizing vocabularies until ten vocabulary.

Hardiyanti Sareng (2015) says that Teaching speaking is one of skills which should be taught in the school. In teaching speaking there should be fun way to make students enjoy while learning. So the teachers have to use the right technique or media to teach adolescent learners especially seventh graders. Based on the reality, the researcher used “Policeman game” as a technique to teach speaking of thing around me. This study presents the use of “Policeman game”. The researcher uses observation checklist, interview, and questionnaire as the instruments. The observation was conducted twice. The data collected were analyzed qualitatively through the process of describing, sorting and analyzing. The result showed that the “Policeman game” was easily implemented. The responses of the students showed that they were very excited to speak through the game. It means that the technique could be used in teaching speaking to the seventh graders.²⁴

b) How to use Policeman Game

This Policeman Game is used to make it easier for us to memorize vocabulary. Because we are invited to want to know the vocabulary what more

²⁴ Hardiyanti, Sareng, *The use of “Policeman Game” to Teach Speaking of Things Around me to the Seventh grade*. <http://jurnalmahasiswa.unesa.ac.id/index.php/retain/article/view/10539>. Accessed on 20th 2018.

want to mention on the game based on the theme and curiosity will increase.

Policeman Game provided many benefits to students who use them including:

- a. Helping students structure speaking, writing project
- b. Making easy to memorize
- c. Helping students increase Vocabulary
- d. Allowing students to examine relationship

- c) Teaching with Policeman Game

Used across the curriculum, teachers use Policeman Game to teach many things, including but not limited to:

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

2. Relation of Game

- a) Game about motivation and fun in learning

Motivation is a power from inside of the person to do something or activities. Motivation is not only important to make the students' learning activities, but also determine success or failure everyone. Commonly, in learning process the teacher present the subject is seriously, never make the students are active and interesting classroom. This reasons that make the students are not interested and feel bored in learning.

The students should be fun and enjoyable the learning process in order that they relax and be motivated to study. The teacher have to motivate the students

through enjoyable and interesting classroom. There are many ways that can make the students are motivated to study, one of them is word chain game. This game make the students relax and will be fun because the learning is interesting and enjoyable. So, this game can make the students are motivated in language learning. This case is supported by the result of the analysis of the questionnaires.²⁵

Based on the researcher has been done about Word Chain Game, the result of pre questionnaire is low and in the post questionnaire is high. It means that after giving treatment Word Chain Game influence students' motivation in language.

b) Game about memorize in learning

In general, the strategy refers to the students memorize of vocabulary involving the relationship between words delivered with studied words and some previously learned knowledge. It states that “ the type of elaborative mental process is memorizing strategy plays an important role in helping students to learn new words into memory and the whole process of learning vocabulary. Memorization strategy using keywords or mentioned characteristics of new words or methods using physical action when learning a word, something that is easy to do, but should be considered carefully. Among the various methods of keyword mentions traits or new words that conveyed orally is also one of the effective strategies to improve students' vocabulary. So such a method would be easier to memorize the students to memorize vocabulary back or to learn new vocabulary.

²⁵ Nursiah, *The Influence of Word Chain Game Toward Students' Motivation in Language Learning at The Eighth Year of MTs. Olang*, (STAIN: Palopo,2011), p.59.

Cognitive methods, refer to the written and verbal repetition as well as some mechanical device that involves learning vocabulary. Although repetition as a learning strategy is not widely praised by but may support among students and to help them achieve higher levels of proficiency. In the Schmitt study, for example, up to 76% of students reporting they use oral and written repetition as consolidation methods, making them able to memorize and this method is most often used.²⁶ Cognitive method involves using several types of study aids, such as taking notes in class, record label to physical objects, respectively, or make voice recording the characteristics of the vocabulary he wanted to know and at the same time with a list of words and learn by listening so learning method is efficient and does not spend a lot of time memorizing vocabulary learning style as this is one of the efforts are most relevant and useful to them.

Related to game of memorize in learning is memory game. The results of the research about that is not all the students have upgrading in vocabulary through memory game. Students, especially those with cognitive disabilities, have limited space in their working memory. As we teach them, we must remember that they cannot learn so much so fast. A mistake that many educators make is to present too much information too quickly. Students working memories simply cannot keep up. Pacing the presentation of information in such a way that students have time to process it all will promote learning and memory. Repeating the same information several times, stopping to write important points on the board or overhead

²⁶ Schmitt, *Vocabulary Learning Strategies*, (Cambridge: University Press, 1997), p.23

projector, and providing numerous examples and illustrations promote the processing of information in working.

The capacity of working memory to accomplish a given learning task differs from one individual to the next. One of the main factors in enhancing this capacity is background knowledge. The more a person knows about something, the better able the person is to organize and absorb new information.²⁷

²⁷Rismawati, *Improving Students' Vocabulary Through Memory Game at the Sixth Year Students of Madrasah Ibtidaiyah PMDS Putra Palopo*, (STAIN: Palopo,2011).p.56

CHAPTER III

RESEARCH METHOD

A. Research Design

This research applied the Classroom Action Research (CAR) method. In this method, they are planning, action, observation, and reflection. According to Burns, Classroom Action Research (CAR) has developed since the second world war, this time CAR is growing with the rapid in developed countries such as Britain, America, Australia, and Canada. Education research experts recently put considerable attention to CAR method.

Action research is a form of collective self-reflexive research conducted by participants in social situations to improve the reasoning and fairness of their educational practices and social practices, as well as their

B. Setting and Subject of The Research

This research was carried out in SMPN 8 Palopo, which was located on jalan Agatis Palopo. The subject in this study was the class VII.2 in 2018/2019 academic year that consisted of 25 students. There were 11 males and 14 females.

C. The Procedure of the Research

Cycle 1

The first cycle of this classroom based research consisted of planning, acting, observation and reflecting.

1. Planning

In this planning after identifying and diagnosing student problems in vocabulary mastery as evidenced by classroom observation, the research was be

undertake several plans related to how to solve problems in the classroom. The researcher made lesson plans based on problems in the classroom and to develop students' vocabulary by using policeman game to get students to memorize some vocabulary and more interesting meaning. The first step that was be done by the researcher was create a lesson plan about using policeman game and prepared test vocabulary to give with the students before teaching in the class and Prepare instruments for recording and analyzing data on process and outcome measures.. In the classroom was numbers of students were 25.

2. Acting

Before start to study, the researcher introduced herself to students and explains the aims of the learning process. Then, provide some motivation to students so the students were interested in the learning process, preparing the test that was be given after playing a game. And the researcher introduced of material that was be used in developing vocabulary especially Noun, Adjective and Verb. The researcher explained her aim in conducting an action research in the classroom and introduced Policeman Game as a strategy in learning vocabulary. The researcher started to play Policeman Game. After that, the researcher to ask students divided groups students into three. And then, every groups must be memorize more vocabulary with the material Noun, Adjective, Verb.

3. Observation

Observation toward implementation of the action was carried out by using observation sheets. In this case, the researcher was asked for help from her friends to be an observer in the class. The observer was the students' participation during

the learning process. In order to know the changes made by the implementation of the action toward the subject of the research.

4. Reflecting

This classroom action research was success if some of the following requirement were fulfilled: most of the students which shows that they are encouraged in the learning process. And the students have a good score in evaluation (vocabulary test) must reach 75%, the students have a weaknesses memorizing in vocabulary must 70%, then close the class.

Cycle 2

In this section, the teacher is the next action based on the value cycle 1 reflection namely:

1. Planning

The researcher made lesson plans again in the scenario learning process from the cycle 1 reflection and made situation different. The researcher made lesson plans again in the scenario learning process based on problems in the classroom and to develop students' vocabulary by using policeman game to get students to memorize some vocabulary and more interesting meaning. The first step that was be done by the researcher was create a lesson plan about using policeman game and prepared test vocabulary to give with the students before teaching in the class and Prepare instruments for recording and analyzing data on process and outcome measures.. In the classroom was numbers of students were 25.

2. Acting

In this stage, action is done to upgrade the result based on the cycle 1 reflection. The stages are the same with the previous cycle to encourage the students to develop vocabulary by using policeman game. The researcher was lesson in order to refresh the students' mind and divide the students into big circle in outside the classroom. After that, the students star to played policeman game and the researcher mentioned the material Noun, Adjective and Verb until finish. If the students mentioned wrong vocabulary, the researcher gave punishment to memorize vocabulary maximal 10 into big circle. One of groups came forward to demonstrate policeman game for their friends and the other groups mention vocabulary part of speech (Noun, Adjective and Verb) depend on topic.

3. Observation

Observation toward implementation of the action was carried out by using observation sheets. In this case, the researcher was asked for help from her friends to be an observer in the class. The observer was the students' participation during the learning process. In order to know the changes made by the implementation of the action toward the subject of the research.

4. Reflecting

Reflection was done to see the result of cycle 2 action process, to analyze, understand and make conclusion activity. Researcher analyzed cycle 1 to know whether the action of this cycle research success criteria based on the result of action. The action research would make success if some of the following requirements were fulfilled:

Most of the students are active which shows that they are encouraged in the learning process. And the students' active participation must reach 75%. To get the requirement of the success, the number of *active students* and the number of *very active* students was be accumulated.

D. Techniques and Instruments of Analyzing Data

The collecting data techniques in this classroom action are:

- 1) Test : The test technique was be used to know and measure the ability of the students. The test used is written test. This test aims to measure students 'understanding and memorized vocabulary material (noun, adjective, verb) from the learning results can be known success using policeman game in developing student vocabulary.
- 2) Observation : To find out the students participation during the teaching vocabulary about parts of speech especially (noun,adjective,verb).
- 3) Documentation: Was conducting documentation in meetings in the class of research objects such as the names of 7.2 grade students, take documentation pictures supporting data and was also be evidence that the author has done research in the school.

E. Data analysis

The data which collected in every observation in each cycle are analyzed descriptively through percentage technique.

- a. Vocabulary Test Result : students' score of vocabulary test is counted by using the formula, as allow:

$$\text{Score} = \frac{\text{Total correct answer} \times 100}{\text{Total test items}}$$

Calculating the mean score of students' vocabulary test by using the following formula :

$$X = \frac{\sum x}{N}$$

Where :

X= the mean score

$\sum x$ = the total raw score

N= the number of students²⁸

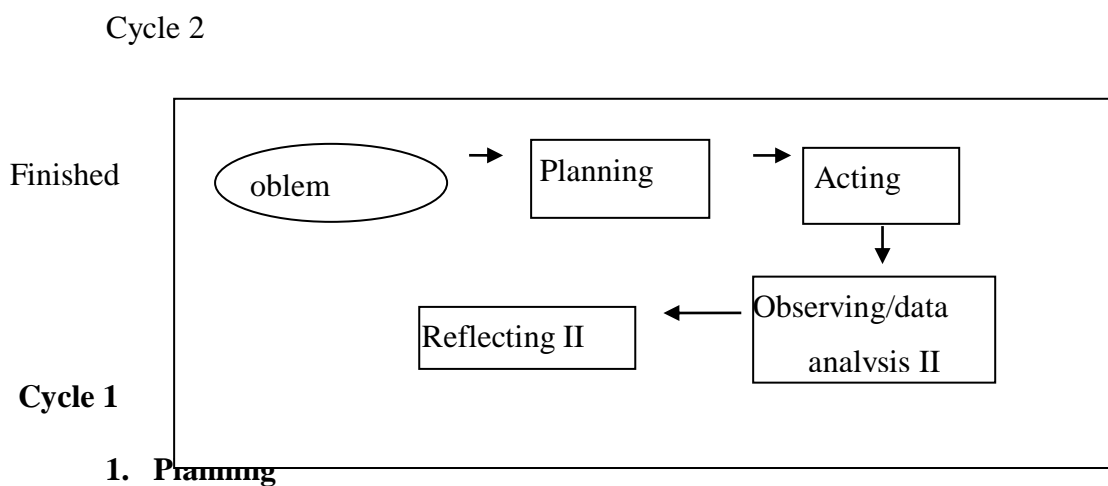
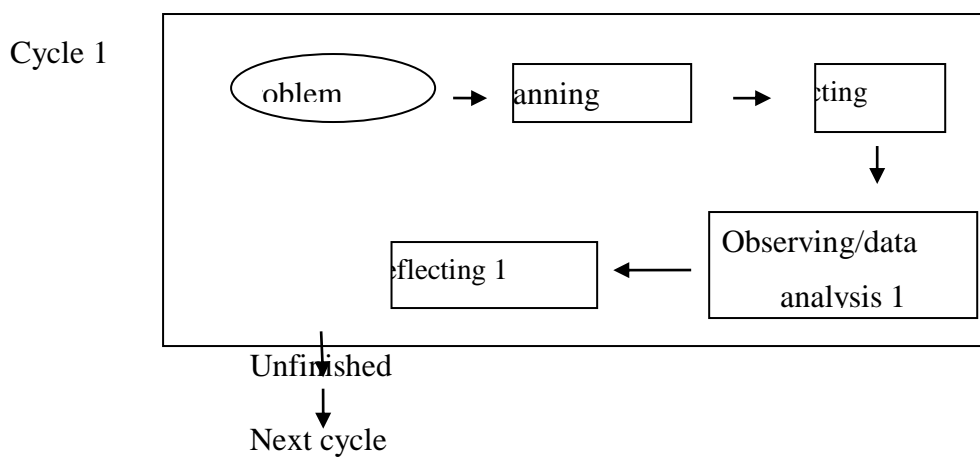
- b. Activities of students during the learning process: this was analyzed by considering of students' participation and classified into passive and active classification. The students classified into passive if the students were only silent,, slow and there were not feedback. The students classified into active if the students were enthusiastic, interest, curiosity and understand in learning vocabulary.
- c. Implementation of learning vocabulary by using policeman game to develop the students' vocabulary by analyzing the successful cycle of implementation, then it categorized into very active, active, less active and not active.

²⁸Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*,(Cet. 11, Jakarta: Bumi Aksara 2010) p. 264.

CHAPTER IV
FINDINGS AND DISCUSSION

A. Finding

The findings of the research explained the cycles of teaching and learning process of this current research. In this case, there were two cycles, those are described as follows:



In this section, the researcher prepared to carry out the action research class required different tools that had been created and developed previously, namely

lesson plan, vocabulary test observation sheet. In this case the preparations which were prepared by the researcher before acting in the cycle I was :

- a. Prepared a lesson plan about the use of think aloud strategy in teaching vocabulary.
- b. Prepared the vocabulary test (Noun, Adverb and Adjective) it was used implementation of vocabulary in Policeman Game
- c. Prepared the instrument which used in cycle of classroom action research. It included observation list activities students in learning process, attendance list of students and evaluation test in the end of cycle.

2. Acting

The implementation of the planning during four meeting and needed a time 2x 45 minutes in one meeting, two meeting used as a learning process and two meeting used as test cycle. Action based on the schedule of the students' regular days, they were Monday and Thursday.

The researcher greeted and asked the students about their condition and prayed together to started lesson. Then the researcher introducing herself, then the researcher explained the strategy which used in teaching vocabulary, explained the vocabulary test that focused on Verb, Adjective and Noun. After giving vocabulary test, the researcher asked to all the students to memorize in vocabulary, especially (Verb, Adjective and Noun) and supported the students by using policeman game. Firstly, the researcher divide the students into three small circle in cycle I, (2) After that, the researcher gave the Verb, Adjective and Noun to each small circle and (3)

The small circle makes discussion with friends to play policeman game, especially (Verb, Adjective and Noun).

3. Observation

Based on observation made by researcher and collaborator in cycle I, that active in the class. Many students became active in learning process in the classroom. The students also have started to understand the material but even though the condition was still noise.

There were still significance weaknesses like:

- a) Some students were still less participation and activeness to memorize the vocabulary and make discussion with their friend.
- b) Some of the students did not learning only playing in the class.

Evaluation the students' vocabulary showed that the students mastery on vocabulary were mostly in low scores. The mean score was only 65,2 (see table 1).

Table 4. 1
The Result of Students Score in Cycle 1

No.	Respondents	Score
1.	01	60
2.	02	30
3.	03	85

4.	04	80
5.	05	75
6.	06	75
7.	07	70
8.	08	80
9.	09	30
10.	10	45
11.	11	85
12.	12	60
13.	13	80
14.	14	65
15.	15	85
16.	16	45
17.	17	70
18.	18	85
19.	19	50
20.	20	80
21.	21	75
22.	22	70
23.	23	85
24.	24	35
25.	25	45

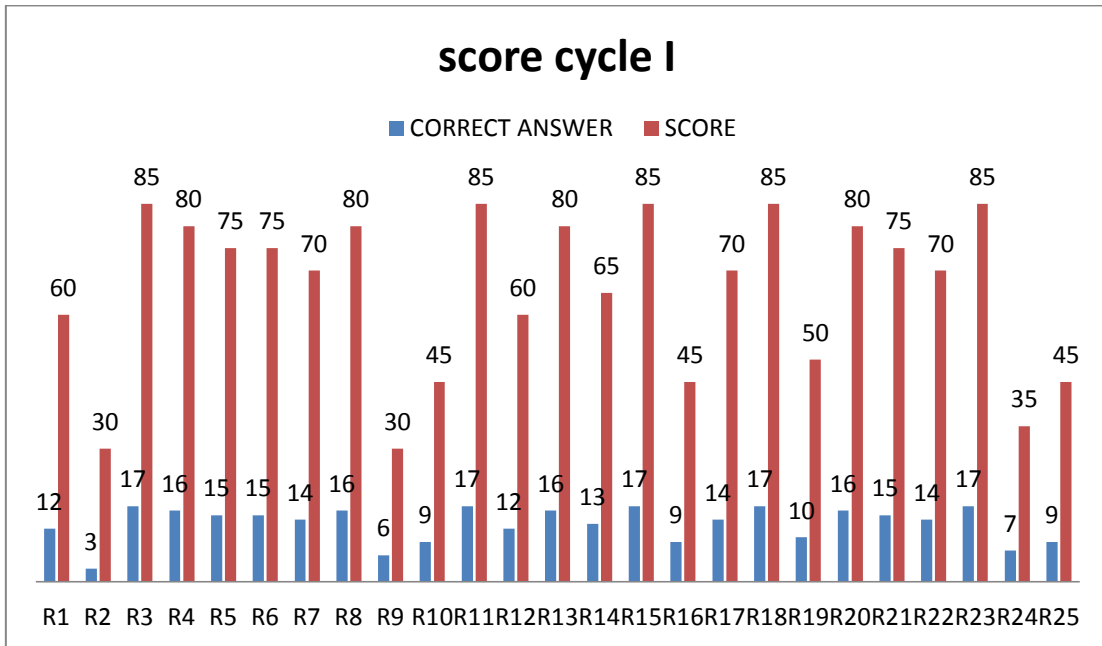
Mean Score	65.8%
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- Calculating the mean score of the students' vocabulary test of cycle 1

$$\begin{aligned}
 X1 &= \frac{\sum X1}{N} \\
 &= \frac{1645}{25} \\
 &= 65.8
 \end{aligned}$$

Text table explain that higher score is 85 and the lowest is 30. There is 5 students who got score 85, 4 students who got score 80.3 students who got score 75.3 students who got score 70.1 students who got score 65.2 students who got score 60.1 students who got score 50.3 students who got score 45.1 students who got score 35 and 2 students who got score 30.

Table 4.2
Diagram Students Score in Cycle I



Total of Students

After that the researcher also did observation about activities of students in the class. The researcher did it with observer and got some data about activities of students learning process. Based on the result of observation got some data, such as 4 students were not active, 9 students were less active, 10 students were active and just 2 students were very active. It can be seen in the table below:

Table 4. 3

The Observation of Students' Activity in Cycle I

No.	Respondents	Students Participation

		Very active	Active	Less Active	Not active
1.	R1				
2.	R2				
3.	R3				
4.	R4				
5.	R5				
6.	R6				
7.	R7				
8.	R8				
9.	R9				
10.	R10				
11.	R11				
12.	R12				
13.	R13				
14.	R14				
15.	R15				
16.	R16				
17.	R17				
18.	R18				
19.	R19				
20.	R20				
21.	R21				

22.	R22				
23.	R23				
24.	R24				
25.	R25				
	Jumlah	2	10	9	4

Where:

- a. **Very Active** : the students are responsive and participated fully in all activities in learning and teaching process.
- b. **Active** : the students responses the material and interacting with other, whether to the teacher or his/her friend.
- c. **Less Active** : the students pay attention and gives responses once in a while.
- d. **Not Active** : the students does not give respond to the material, she/he look confused, bored and sometimes leaves the class, sleepy, fiddling mobile, write or something beyond of the lesson, etc.

Table 4.4
Diagram the Students' Participation

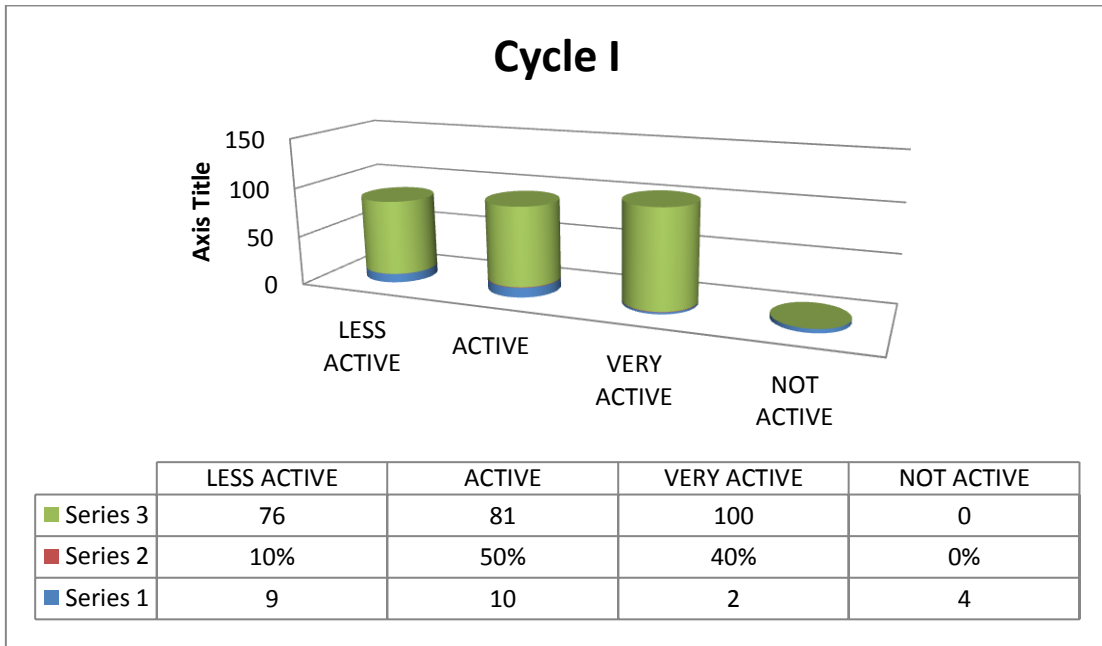


Table 4.5

The Percentage of Students' Active Participation in Cycle I

Classification	Frequency	Percentage (%)
Not Active	4	16%
Less Active	9	36%
Active	10	40%
Very active	2	8%

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

Where:

P : Percentage

F : Frequency

N: Total of Students

Based on the data in cycle I shown by the description above that included 25 students, there were 4 students were not active in vocabulary class when learning process was running and percentage reached 8%. The less active students were 9 and percentage reached 36%. The active students were 10 and percentage reached 40%. The very active students were 2 and percentage reached 8%.

4. Reflecting

There were still significant weaknesses in the first cycle namely. Most of students were still not understand with the learning by using policeman game. They still confuse with the rules of this activity even though the researcher had explained. The students' participation during learning process was low, 4 students were not active, 9 students were less active, 10 students were active and 2 students were very active. It means that the result in the first cycle was still low.

After making observation in the first cycle, the researcher divided 3 groups and made small circle. Then, the researcher mentioned material to start playing policeman game. The researcher concludes that learning process was still not effective. Most of the students did not pay attention and followed the learning process optimally; some of students just disturbed their friends. Therefore, it needs to have a new planning to solve the problem that still find in the first cycle. The researcher will try some development in term of steps of learning and the way to use Policeman Game in learning process.

Cycle II

1. Planning

The researcher had little different plant of cycle II. Before doing the action research, the researcher needed preparation like:

- a. Before starting learning process, the researcher encouraged the students by giving motivation.
- b. The researcher gave more explanation about material (Adjective, Noun and Verb).
- c. The researcher gave the vocabulary test to all students. It would make the learning process more effective and the students more focus in vocabulary.

2. Acting

Like in the cycle I, this is cycle II was also implemented four meeting needed a time 2x40 minutes in one meeting, two meeting used as a learning process and two meeting used as test cycle. Action based on the schedule of the students' regular days, they were Monday and Thursday. The explanation in cycle II as follows:

The researcher greeted and asked the students about their condition, and prayed together to started lesson. After that the researcher gave game before started the material (Noun, Adjective and Verb). Then the researcher gave more explanation about vocabulary. Firstly, the researcher explained the rules of the game by practicing directly to students how the game process works so that students are not confused when the game started. Secondly, the researcher explained into language that can be understood by students and demonstrate the game process along with song in the form of English so that students do not feel familiar playing it. Third,

the researcher was bring the students in outside the classroom and made big circle and playing the policeman game together. the students enjoyed and happy in process playing game.

3. Observation

Based on the observation in cycle, the researcher had found problem but in cycle II , the researcher could overcome the problem and found a better result than cycle I. The students had comprehended about learning vocabulary using policeman game and students more active than before.

Evaluation the students' vocabulary showed Evaluation the students' vocabulary showed that the students mastery on vocabulary were high scores. The mean score was only 8.6. The quality of learning and teaching process increased from cycle I to cycle II could be seen from students' tested (see table 5).

Table 4.6

The Result of Students Score in Cycle 1I

No.	Respondents	Score
1.	01	75
2.	02	75
3.	03	90
4.	04	95
5.	05	90
6.	06	90
7.	07	80
8.	08	85

9.	09	75
10.	10	75
11.	11	90
12.	12	85
13.	13	90
14.	14	80
15.	15	90
16.	16	75
17.	17	90
18.	18	90
19.	19	85
20.	20	85
21.	21	80
22.	22	95
23.	23	90
24.	24	75
25.	25	75
Mean Score		

- Calculating the mean score of the students' vocabulary test of cycle II

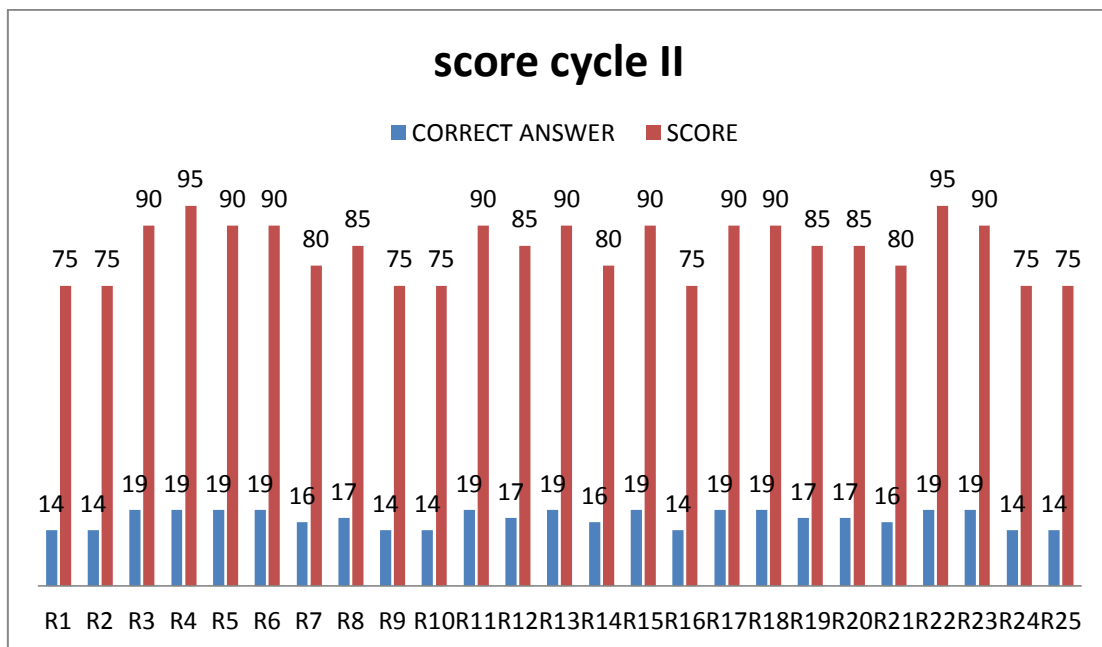
$$\begin{aligned}
 X1 &= \frac{\sum X1}{N} \\
 &= \frac{2105}{25}
 \end{aligned}$$

= 84.2

Text table explain that higher score is 95 and the lowest is 75. There is 2 students who got score 95, 9 students who got score 90, 4 students who got score 85, 3 students who got score 80 and 7 students who got score 75.

Table 4. 7

Diagram Students Score in Cycle II



Total of students

After that the researcher also did observation about activities of students in the class. The researcher did it with observer and got some data about activities of students learning process. Based on the result of observation got some data, such as 4 students were not active, 9 students were less active, 10 students were active and just 2 students were very active. It can be seen in the table below:

Tabel 4. 8

The Observation o f Students' Activity in Cycle II

No.	Respondents	Students Participation			
		Not active	Less Active	Active	Very Active
1.	R1				
2.	R2				
3.	R3				
4.	R4				
5.	R5				
6.	R6				
7.	R7				
8.	R8				
9.	R9				
10.	R10				
11.	R11				
12.	R12				
13.	R13				
14.	R14				
15.	R15				
16.	R16				
17.	R17				
18.	R18				
19.	R19				
20.	R20				

21.	R21				
22.	R22				
23.	R23				
24.	R24				
25.	R25				
	Jumlah	-	3	9	13

Where:

- a. **Very Active** : the students are responsive and participated fully in all activities in learning and teaching9 process.
- b. **Active** : the students responses the material and interacting with other, whether to the teacher or his/her friend.
- c. **Less Active** : the students pay attention and gives responses once in a while.
- d. **Not Active** : the students does not give respond to the material, she/he look confused, bored and sometimes leaves the class, sleepy, fiddling mobile, write or something beyond of the lesson, etc.

Table 4.9
Diagram the Students' Participation

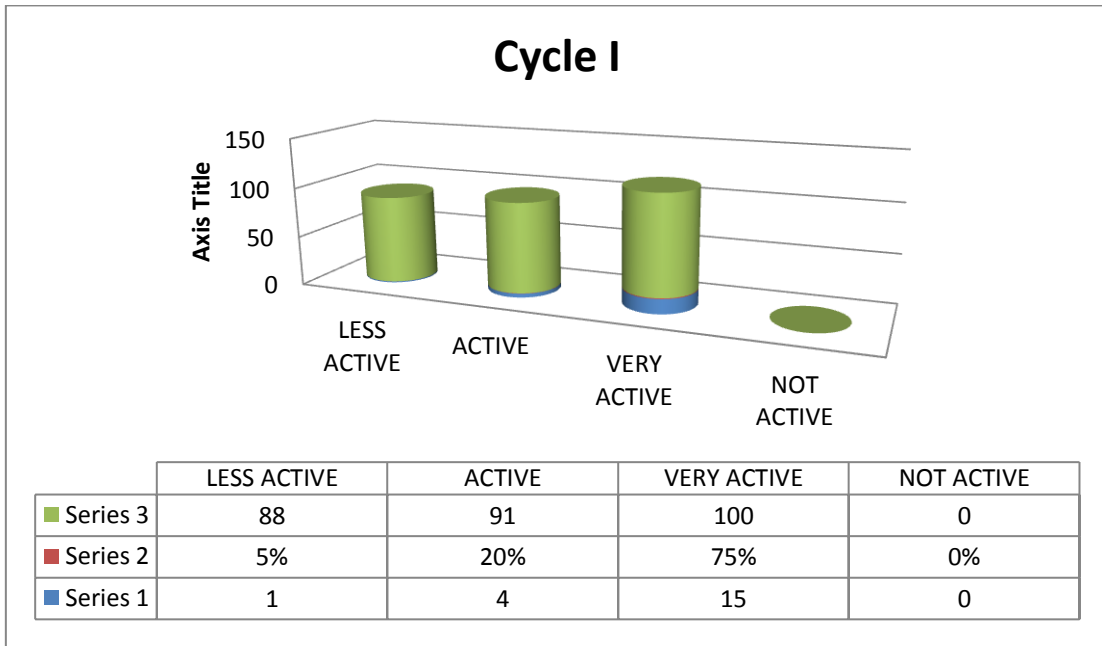


Table 4.10

The Percentage of Students' Active Participation in Cycle I

Classification	Frequency	Percentage (%)
Not Active	0	-
Less Active	3	12%
Active	9	36%
Very active	13	52%

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

Where:

P : Percentage

F : Frequency

N: Total of Students

Based on the data in cycle I shown by the description above that included 25 students, there were 0 students were not active in vocabulary class when learning process was running and percentage reached 0%. The less active students were 3 and percentage reached 12%. The active students were 9 and percentage reached 36%. The very active students were 13 and percentage reached 52%.

4. Reflection

Some successful points were achieved in the second cycle namely: most of students were more easily in memorizing vocabularies, even though they found new words. The students had been familiar with this game. More of students active in learning activities, no students was not active, 3 students less active, 9 students were active and 13 students were very active. The students active in learning process and the ideal mean score had achieved 84,2.

From the result above, the researcher concludes that one of the appropriate ways in teaching vocabulary was by using policeman game because the students would be more enjoyable during learning process in outside the classroom. The more they have the word list, the more they learn new vocabularies. During teaching the students did not feel that they were memorizing vocabulary because after identifying vocabularies they practiced the words directly. So, it would be easier for students to remember it although the vocabularies were unfamiliar for them.

B. Discussion

By considering the findings, the researcher presents the discussion of data given to the students, the section described students' developing students vocabulary by

using policeman game. The students of the seventh class at SMPN 8 Palopo was lower in the cycle I than the cycle II. It could be identified from the result cycle I and cycle II. The use of policeman game was effective in teaching vocabulary at the seventh class at SMPN 8 Palopo.

The improvement of the students vocabulary ability by using policeman game in the case, the researcher discusses the result of the data analysis in students improvement in vocabulary by using policeman game. The students can easily remember the words from the policeman game.

1. Cycle I

Based on the analysis from the students test in cycle I, the mean score was 65,8. The criteria of success in this research with the percentage 75%. It shown that cycle I still far from the goal. Based on observation made by researcher and collaborator in cycle I, that active in the class. Many students became active in learning process in the classroom. The students also have started to understand the material but even though the condition was still noise. There were still significance weaknesses like: Some students were still less participation and activeness to memorize the vocabulary and make discussion with their friend and Some of the students did not learning only playing in the class.

Based on the observation result to the students, the students were not really active because their friends were noise in the class. Only 2 students very active in learning process, they were responsive and participated fully in all of activities in

learning process. Only 10 students active in teaching process, they were response the material (Noun, Adjective,Verb) and interacted to the teacher or his friends. Only 9 students less active and 4 students not active, because they were just once a while gave responses about the material (Noun, Adjective,Verb) even did not give respond. It means that the students' active in class only 52% and 48% did not active.

Besides, the teacher should pay attention the condition, such as; arranging the position of chair before teaching. every group sat very closely, so the researcher was difficult to control all students in the class. The students sometimes disturbed their friend in other small circle. The position of the chair in the cycle I is not effective, because the students did not really paid full attention in the class and did not worked the test seriously.

Evaluation the students vocabulary showed that the students mastery on vocabulary were mostly in low score. The mean score was only 65,8% and still far from the goal. It means that in cycle I the researcher was not success in teaching vocabulary by using policeman game. Before the researcher continued to the next cycle she plan to repair some of aspect that made the goal cannot be achieved, like she weakness in teaching. So, the researcher continued to cycle II.

2. Cycle II

This cycle II was repaired from the cycle I. The researcher had repaired the weakness in implementation policeman game in teaching vocabulary in cycle I. The researcher had planned some solution for the next cycle to solve the problems such as before starting learning process, the researcher encouraged the student by

giving motivation before beginning learning process, gave more explanation about the material (Noun, Adjective, Verb), arranging the position of the field and position of students made big circle in outside the classroom of teaching policeman game. It would make the learning process more effective and the students more focus in vocabulary.

By doing the procedures above, the researcher found that students' participant was very good, they did not look bored. The teaching material (Noun, Adjective, Verb) seemed interesting for the students. They were development from the students on vocabulary test in cycle II and the condition of the class can controlled. The students easier memorize the vocabulary and more active in learning process. They were enthusiasm in learning process.

Meanwhile the percentage students' participation in the cycle II was still varieties too. Which there were 13 students were very active, 9 students were active, 3 students were less active and none students were not active. The result of the observation of the students' activities showed that most of students active 88% in learning activities and there were 12 students no active. It means that there was significant change from the cycle before.

The mean score of the students' test in the cycle I only 65,8, after continued to cycle II the mean score of the students' test had improved was 84,2. The rate percentage of students' score in vocabulary test of cycle II there were 13 (52%) students' got very good, 12 (48%) students' got 'good' and there were no students got 'poor' and 'very poor' classification it means that there were significant changes score from cycle I till cycle II. In cycle II the students easier memorize the

vocabulary and active in teaching policeman game learning process. In addition the goal of research can be achieved.

Based on the result of the mean score and activity in cycle II, so they had level of achievement and the researcher has known that developing vocabulary by using policeman game was effective way in teaching vocabulary, especially vocabulary test report.

By considering the condition in cycle I and cycle II this research proposed some procedures by using policeman game in teaching vocabulary as follow:

- a. Made the students into small circle in cycle I and the cycle II made the students big circle
- b. Arranging the position before teaching policeman game
- c. Gave the material, especially Noun, Adjective and Verb
- d. Gave vocabulary test to all of students
- e. Gave more motivation to the students that working together is more easy memorize the vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTIONS

C. Conclusion

Based on description in result of the research in the previous chapter, researcher described the conclusions.

The result of the research indicated that developing vocabulary especially noun, adjective, verb by using policeman game could improve the students' vocabulary by doing teaching some variation the classroom and separating disturb of the students, and the researcher found the appropriate way in developing English vocabulary (noun, verb, adjective) using policeman game.

As examples to prove that using policeman game to improve students' vocabulary is success in cycle I the students get score average 65% while the acquisition of student learning outcomes in the second cycle is 84% can be categorized as improved student learning outcomes.

D. Suggestions

Based on the result of the data analysis and conclusion, the researcher purpose some suggestion as follows:

1. To develop quality in English vocabulary, the English teacher may apply developing vocabulary using policeman game.
2. The English teacher should have a good strategy in teaching vocabulary. Besides that, they should be more creative in giving the material of vocabulary.

3. To make active the class in teaching, the English teacher may adapt between material and strategy that apply in the classroom.
4. Students should have self discipline in order to get maximum achievement students should be able to improve the confidence in his ability. The students should be obligated to bring dictionary in every class.

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Picture of research

The Researcher Explained about Policeman Game



The students playing game



The students focused answer the vocabulary test



