ABSTRACT

Name : Asria
Reg.Num : 09.16.3.0007
Title : Improving Students' Vocabulary Through Head and Tail Game at The Seventh Year Students of SMP PMDS Putri Palopo

This thesis studies on Improving Students' Vocabulary Through Head and Tail Game at The Seventh Year Students of SMP PMDS Putri Palopo. The problem statement of this thesis is "To what extent does the use of head and tail game effective in improving students' vocabulary at the seventh year of SMP PMDS Putri Palopo"?

The objective of this research is to find out whether or not the use of head and tail game is effective in improving students' vocabulary at the seventh year students of SMP PMDS Putri Palopo.

The researcher applied experimental research with pre-test and post-test design. This research was undertaken at the seventh year students of SMP PMDS Putri Palopo. The numbers of population were 100 students and the researcher took 22 students from class 7D as samples using purposive sampling technique. The researcher as instrument of the data collection.

The result of this research showed that there were significant improvements on students vocabulary skill at the seventh year students of SMP PMDS Putri Palopo after conducting the treatments by using head and tail game. In which the score of t_{test} (10,0229) is bigger than the score of t_{table} (2,831). It means that head and tail game gives significant improvement to the students vocabulary skill.

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Palopo, Desember 2013

The Researcher

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CHAPTER I

INTRODUCTION

A. *Background*

The four important language skills like speaking, listening, reading and writing, are not able to be mastered if the students have not vocabulary. The students cannot express their communicative needs (ideas, emotions, desires, and thoughts) to someone clearly because of their insufficient vocabulary. Therefore, vocabulary as an aspect of language component plays a control role as a tool of communication. So, teaching vocabulary at school has to get a more attention. To achieve this goal, the teacher has to make a more attractive teaching method. It seems that game of instructor is functional to apply.

Vocabulary is important to learn for the students, because we can construct or organize our ideas in the sentences, process of some information through mastery vocabulary. As we know that sentence that we produce are built by vocabulary.There are method to improving vocabullary,one of using games.

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According to Cohen, actually there are many kinds of game which can be used to teach vocabulary to the students. Then, she also explains that nowadays the language teachers have higher duty to teach their students about vocabulary to reinforce their students' vocabulary and to stress its importance.[1] Another, Sasson said that stages of vocabulary practice should be taught in a variety of fun,

[1]Bryan Cohen. *Vocabulary Games for Middle School.* http://www.gobookee.org/get_book. php?u . Accessed on November 22nd, 2013 at 03.40 p.m

communicative and motivating context so students will feel confident using the new words. And one of ways that can create fun and communicative learning is by using or playing game.[2] It shows that the use of game in teaching vocabularies is very meaningful and enjoyable. This is because the game can include another perception and insight to the students.

Furthermore, Koprowski states that both repetition and retrieval practice of new items are keys of learning vocabulary. It is best achieved by organizing fun, competitive, and motivating vocabulary games and activities.[3] Vocabulary is very important to learn because it can construct or organize ideas into the sentence and vice versa it is known that sentences that are produced are built by vocabulary. It means that the students have to pay attention about how important the vocabulary is. It also shows that vocabulary is so essential that is considered as a must. However, the students always feel difficult in speaking not only because of their fewer attitudes toward the importance of process the powerful vocabulary it self but also vocabulary. Vocabulary is not a simple matter, because learning thousand of words by heart make the students bore, that is why the aim of acquiring and having sufficient vocabulary cannot be reached.

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Therefore, the teachers should give strong motivation for the students to always improve their vocabulary mastery in mastering English. Without strong motivation, it will be impossible for the students to learn well. Therefore, the

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[2]Dorit Sasson. *Teaching Vocabulary through Games and Other Activitites*. http://www.suzannelieurance.com/7359/teaching-vocabulary-through-games-other-activities-this-weeks-teaching-tip/. Accessed on November 22nd, 2013 at 03.40 p.m

[3]Mark Koprowski. *Ten Good Games for Recycling Vocabulary*. http://iteslj.org/Techniques/Koprowski-RecylingVocabulary.html. Accessed on November 22nd, 2013 at 03.45 p.m

English teachers should have good strategies or methods in teaching English, especially about vocabulary.

There are many interesting ways to teach vocabulary in classroom. One of alternative ways in teaching vocabulary to the students is by using vocabulary games, such as head and tail game. It is a vocabulary game which tries to close the students with words. They are always faced with many words and expected to improve and master their English vocabulary.

In this research, the researcher chooses SMP PMDS Putri Palopo because she wants to give motivation for the students and to upgrade their vocabulary. The researcher looks that the students of SMP PMDS Putri Palopo always get bored when they were studying English in the classroom. Then, based on the explanation above, the researcher is interested in doing a research entitled "*Improving Students' Vocabulary through Head and Tail Game at the Seventh Year of SMP PMDS Putri Palopo"*

B. *Problem Statement*

Based on the explanation above, the researcher formulates the following problem statement: "To what extent does the use of head and tail game effective in improving students' vocabulary at the seventh year students of SMP PMDS Putri Palopo?"

C. Objective of the Research

The objective of this research is to find out whether or not the use of head and tail game is effective in improving students' vocabulary at the seventh year students of SMP PMDS Putri Palopo.

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D. *Significances of the Research*

Theoritically, the result of this research is expected to be useful reference in English teaching and learning process for English teachers or instructors. Practically, it is also expected to be one of the alternative way to improve the vocabulary at the seventh year students of SMP PMDS Putri Palopo

E. *Scope of the Research*

The scope of this research is the use of head and tail game in teaching vocabulary at the seventh year students of SMP PMDS Putri Palopo. This research is limited to noun and verb of vocabularies.

F. *Operatinal Definition*

1. Students' is all the English words which belong to the students.
2. Head and tail game is a vocabulary game whereas the players have to said a word that has to be begun by the last letter from the last word said by the previous player.
3. Vocabulary is the knowledge of word and word meaning.
4. Improving is the concept of measuring the output of a particular process or procedure to in increase the output, increase efficiency, or increase the effectivinness of the process or procedure.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Review of Related Literature*

Many researchers reported to expose the identification of the student attitude and interest in learning English to make the teaching and learning process more effective especially in teaching vocabulary. Some researchers are:

1. Zainuddin in her thesis entitled, *Developing Students' Vocabulary through Bilingual Comic in Learning English at SDN 81 Langkanae Palopo,* stated showed that bilingual comic can develop the students' vocabulary.[1] This was proved by that the use of experimental method in this research by employing pre-test, post-test and questionnaire.

2. Sumarni in her thesis entitled, *Teaching Vocabulary by Using Reading an English Article at the Eleventh Year Students' of SMA Negeri 4 Palopo,* revealed that the use of article as a media of reading can improve students' vocabularies at SMA Negeri 4 Palopo.[2]

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3. Hasmi in her thesis entitled, *Teaching Vocabulary by Using Missing Vowel Game at the Second Year Students of MTs. Negeri Model Palopo,* stated that the use of missing vowel game can significantly improve students vocabularies at the second

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[1]Adila Zainuddin. *Developing Students Vocabulary through Bilingual Comic in Tearning English at SDN 81 Langkanae Palopo*. (Stain:Palopo), p. 40.

[2]Sumarni, *Teaching Vocabulary by Using Reading an English Article at the Eleventh Year Students' of SMA Negeri 4 Palopo*, (Stain: Palopo), p.32.

year students of MTs. Negeri Model Palopo. This school was classified as school model of MTs in Luwu Region, including Palopo. Then, the researcher also found that the students have positive interest toward the use of this game in teaching vocabulary to the second year at MTs. Negeri Model Palopo.[3]

Much has been written about teaching vocabulary by the students of STAIN Palopo, however there has no research focusing on Head and Tail game in improving students vocabulary at SMP PMDS Putri Palopo. These researches employed certain techniques to improve the student mastery on vocabularies. This research was conducted at PMDS Putri Palopo by using Head and Tail Game in improving students vocabulary.

B. *The Concept of Vocabulary*

1. Definition of Vocabulary

According to Manser in his dictionary, *Oxford Learner's Pocket Dictionary*-, that: vocabulary is all the words that a person knows or uses: all the words in a language; list of words with their meanings, especially in a book for learning a foreign language.[4]

Harmer states that vocabulary is seen as incidental to the main purpose of language teaching, namely the acquisition of grammatical knowledge about the

[3]Hasmi. *Teaching Vocabulary by Using Missing Vowel Game at the Second Year Students of MTs. Negeri Model Palopo.* (Palopo: Cokroaminoto Palopo University, 2013). p. 51.

[4]Martin Manser, O*xford Learner's Pocket Dictionary,* (New Edition: New York: oxford University Press, 1980), p. 482.

language. Vocabulary is necessary to give students something to hang on to when learning of structure, but is frequently not a focus for learning itself.[5]

Vocabulary is an important thing in learning language. It will be impossible to learn a language without knowing vocabulary. Vocabulary is one of components of language and there is no language exists without words. The more we know the words, the more ideas we can explore effectively.[6]

2. Types of vocabulary

In learning vocabulary, there are some types that always used by the learners as follows:

a. Reading vocabulary

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

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 context and tone of voice.

c. Writing vocabulary

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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 stimulated by its user.

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[5]Harmer J. *Practice of English Language*, (New York: Longman,1992), p. 154.

[6]Frisda. *The Effectiveness of Using Games in Teaching Vocabulary at the First Year Students of SMP Negeri 3 Lamasi.* (Palopo: Cokroaminoto University, 2010). p.3.

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.

3. The Importance of vocabulary

Vocabulary is critical to reading success for three reasons:

a. Comprehension improves when you know what the words mean. Since comprehension is the ultimate goal of reading, you cannot overestimate the importance of vocabulary development.

b. Words are the currency of communication. A robust vocabulary improves all areas of communication, listening, speaking and writing.

c. How many times have you asked your students or you own children to 'use of words'? When children and adolescents improve their vocabulary, their academic and social confidence and competence improve too.

4. Function of vocabulary

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In daily life, people use language to say something, to express our ideas, to express our telling, or to communicate with the others, etc. both spoken language or written language. Related to that statement above, it can be concluded that words are very important to use in communication. Then, people can understand what they say to use. Communication cannot run well if we do not know or have a store of the vocabulary of the language

The function of vocabulary is inseparable with the language skills. In speaking, the people need words to communicate their thought, feeling or ideas to the other people. Choosing words accurately and impressed as well as how people react them. In listening, we need vocabulary to understand what someone says through his/her words. In reading, it is very useful to understand the passage or the meaning of the text. In writing, it is also important. Therefore, the writer should clearly and accurately in choosing words to express her ideas and principles to the readers.

5. Content Words

Content words are words which refer to a thing, quality, state, or action and which have meaning (lexical meaning) when the words are used alone.

a. Noun

Manser states that "Noun is word that is the name of a thing quality, person, etc and be the subject of a verb". Furthermore, Murthy says that the meaning or noun is a word used to name a person, place, thing, an idea or a quality of mind is defined as a noun. Example: Mother Teresa is a great social worker

Dictionary is useful for students

Knowledge brings wisdom

There are some types of nouns, they are:

1) Proper Noun

A proper noun begins with a capital letter in writing. It includes (a) personal name (Mr. John Smith); (b) names if geographic units such as countries, cities, rivers,

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etc. (Holland, Paris); (c) names of nationalities and regions (a Dutcheman, Christianity); (d) names of holidays (Easter, Thansgiving, Day); (e) names of time units (Saturday, June); (f) words used for personification-a thing or abstraction treated as a person (Nature, Liberty). Then, as opposd to proper noun, all other nouns are classified as *common noun.*

2) Concrete and Abstract Noun

A conrete noun is a word for a physical object that can be perceived by the senses-we can see, touch, smell, the object (flower, girl). An abstract noun is a word for a concept-it is an idea that exists in mind only (beauty, justice, mankind).

3) Countable and Uncountable Noun

A countable noun can usually be made plural by the addition od *–s* (one girl, two girls). A non-countable noun is not used in the plural. *Mass* nouns form one type of non-countable noun. They are words for concrete object stated in an undivided quantoty (coffee, iron). Abstract noun (including names of school subjects and sports) are non-countable noun.

Some non-countable noun may also be used in a countable sense and will therefore have a plural. In the sentence "We had chicken for dinner", *chicken* is *mass* noun; in "There were many chickens in the yard" the word '*chickens'* is a countable noun. In addition, a non-countable noun may be used in the plural with the special meaning of *kinds of – Many fruits were displayed at the fair.*

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4. Collective Noun

A collective noun is a word for a group of people, animals or objects considered as a single unit. Example of collective nouns are; *audience, committee, class, crew, crowd, enemy, faculty, family, flock, folk, government, group, herd, jury, majority, minority, nation, orchestra, press, public, team.*

In American English a collective noun used as subject usually takes a singular verb "*The committee has decided to make some recommendation*". However, if attention is being drawn to the individual members of the unit, then a plural verb is used "*The committee have disagreed among themselves*". With some of these collective nouns, British usage prefers a plural verb "*the government (*or *the public) were asked to cooperate*".

Collective nouns are countable nouns; they may be used in the plural "*All the committees have now made their recommendations*".

5. Noun Compounds

The term compound, as it is used for a part of speech, refers to a group of words joined together into one vocabulary unit that functions as a single part of speech. Noun compound consist of the following composite forms.

a) Noun + noun (*bathroom, department store, grammar book*)

This kind of noun compound is most common. Noun + noun compounds are more likely to be hyphenated in British English than in American English.

b) Possessive noun + noun (*Lady's maid, artist's model, travelers' checks*)

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Sometimes the *'s* is omitted from the first noun "*a women's college"a citizens bank*"

c) Adjective + noun (*blackbird, common sense, blue print*)

An adjective + noun compound is usually not hyphenated.

d) Verb + noun (*pickpocket, flashlight, dance team*)

e) Noun + verb (*handshake, garbage dump, lifeguard*)

f) Gerund + noun (*dining room, punching bag, wearing apparel*)

g) Noun + gerund (*fortune telling, housecleaning, water skiing*)

h) Preposition + noun (*overalls, by-way, downpour*)

i) Verb + preposition adverb (*breakdown, makeup, grown-up*)

j) Noun + prepositional phrase (*son-in-law, editor-in-chief*) [7]

b.Verb

According to Manser, verb is word or phrase that shows what a person or thing does. Verb is described as a word which is used to indicate an action of a state of being of existence or possession. Moreover, verbs are divided into some kinds:

1. Transitive Verb (a verb which has an object is termed as transitive verb) Example: *She speaks English well*

Sometimes a transitive verb contains two object, namely direct object and indirect object. The following verb can be used with two objects:

bring lend sell make

[7] Marcella Frank. *Modern English.* (New Jersey: Prentice –Hall, 1972). p. 6

give	often	send	get
hand	pay	show	leave
play	sing	pass	promise

The indirect object should be placed before the direct object but the direct object may be placed before indirect object, if the above verb is used with preposition.

2. Intransitive Verb (a verb which has no subject is know as intransitive verb)

Example:

I slept very well

I walked to the theatre

Intransitive verb may be turned into transitive verb, if a preposition is used. Note the following examples:

She laughed at him

I looked at the painting

We talked about the film

They wished for happiness

I have asked for permission

3. Verb of Complete Predication (a verb which requires the help of some other word to complete its meaning is known as verb of incomplete). Example:

He is a teacher

She appears beautiful

My sister looked unhappy

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The sky grew cloudy

The word which required completing the meaning of verb is known as the complement of the verb. If the complement refers to subject, it is subject complement and if the complement refers to object it is object complement.

6. Principle of Teaching and Learning Vocabulary

In this case, the teacher should have some strategies to innovate the students in learning process. In learning, the learners are the main factor to reach the goal of teaching process. Therefore, the teachers are expected to build and to create a conducive situation in learning process, especially in teaching vocabulary. That is all because vocabulary is a main tool of verbal communication.

Furthermore, Wallace indicates the main principle of teaching and learning vocabulary as follows:

a. Aims

The aims of teaching vocabulary must be clear enough so that the difficulty in learning can be avoided.

b. Quantity

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The quantity of vocabulary that will be taught to the students must be diced because to many words given to help then will be confused, discourage and frustrate.

c. Need

Guide the students communicate with words they need.

d. Meaningful presentation

In presentation vocabulary, the teacher has to give clear explanation to the students and show how to use the words in real situation by putting the word in the context.

e. Situation in teaching process

In teaching English vocabulary, the teacher must realize the students situation and the class atmosphere of whether or not the students are ready to accept the learning.[8]

7. The Teaching of Vocabulary

There are several aspects that need to be taught in teaching and learning English:

a. Form: pronounciation and spelling

The learner has to know what a word sounds like (its pronunciation). 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 learned.

b. Grammar

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The grammar of a new item will need to be taught if is not obviously covered by general grammatical rules. An item many have an unpredictable change of form in certain grammatical context or may have some idiosyncratic way of connecting with

[8]David Nunan, *Practical English Language Teaching*, (Ed Internasional),p.133

other words in sentences; it is important to provide learners with this information at the same time as we teach the bas form.

c. Collocation

The collocation typical of particular items are another factor that makes a particular combination sound ‘right’ or ‘wrong’ in a given context.

d. Aspects of meaning (1): denotation, connotation, appropriateness

The meaning of a word is primarily what it refers to in the real world, its denotation; this is often the sortof definition that is given in a dictionary. A less obvious component of the meaningof an item is its connotation: the associations, or positive or negative feelings it evokes, which may not be indicated in a dictionary definition. A more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not.

e. Aspects of meaning (2): meaning relationships

There are various such relationship here are some of the main ones

1. Synonym: items that mean the same, or nearly the same.
2. Antonyms: items that mean the opposite.
3. Hyponyms: items that serve as specific examples of a general concept.
4. Co-hyponyms or co-ordinates: other items that are the same kind of thing.
5. Superordinates: general concept that ‘cover’ specific items.

6. Translation: words or expressions in the learners’ mother tongue that are (more or less) equivalent in meaning to theitem being taught.

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f. Vocabulary items, whether one-word or multi-word, can often be broken down into their component 'bits'. Exactly how these bits are put together is another is another piece of useful information – perhaps mainly for more advanced learners.[9]

8. How to Learn Vocabulary

Every day you hear or read many new English words. You also find them in your possibly learn all these new words, so your first problem is to decide which ones to concentrate on. Here are some sugestions:

a. Learn the Words that are important to the subjects you are studyng
b. Learn the words that you read or hear again and again
c. Learn the words that you know you will often want to use yourself
d. Do not learn words that are or not useful (your teacher can help you with this)

Once you have chose whice words to learn, you next have to decide how you are going to learn them. Here are a few ideas:

a. Write the word in a notebook (with their traslation or definitions)
b. Put the words into different groups (you could use a graphich organizer)
c. Write them in a file for use with a computer program
d. Ask someone to test you.

Some students put a tick or cross in their dictionary next to every word they look up. The next time they turn to a page with a marked word, they quikly check to

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[9]Marwah. *Teaching Vocabulary through Circle Game at the Seventh Year of SMPN 9 bPalopo*. (Stain: Palopo,2013).p.21

see if they remember the meaning of that word. In all of the above ways, you are doing something with the words.

It's usually not enough to just through a list of words with their definitions or translations and try to remember them. Most students find that they memories words better if they do something with them.

a. How to teach eliciting new vocabulary

1) Select some of the words given in section

Put them into a suitable context, then teach them to you neighbor as if you were presenting them to a class. Your aims is to teach these words for active control, so you will have to work out natural ways to elicit the new words from your student and make him or her use it.

2. Do the some for some vocabulary from your textbook that you would pre-teach for active control before beginning on a new unit.

3. Remedial vocabulary teaching.

The list below contains pairs. Think of example : two or three for each word contextualizing them, finally work out ways to check that students can distinguish the meaning of the words and can use them correctly. Example : lend – borrow.

4. Vocabulary selection.

Teaching vocabulary is an important part of language and it must be done carefully. They English should know which words are important to learn because many words will not useful to the students, useful words are the word that occurs frequently in everyday English.

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a. Which lexis will need to be pre – taught for active use.

b. Which lexis could be pre – though for passive control recognition purposes' only.

5. Using a dictionary

Each chooses a different reading passage from your course books and look up in a dictionary that your student use, that words they are likely to look up them selves, cross check to see if a suitable word or meaning is given in both halves of dictionary.[10]

Learning vocabulary through incidental, intentional, and independent approaches technique teacher to plan a wide variety of activities and exercises. The amount of emphasis that teachers and programs decide to place on any given activity will depend on the learners level and the educational gouls of the teacher and the program. In general, it makes most sense to emphasize the direct teaching of vocabulary for learners who still need to learn. The first 3.000 most common word. As learners vocabulary expands in size and depth, extensive reading and independent strategies may be increasingly emphasized. Extensive reading and listening, translation, fluency activities guessing from context, and using dictionaries all have a role to play systematically developing the learners vocabulary knowledge.[11]

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[10]I*bid.* A course In *Language Teaching Practice and theory*: p 23

[11]Jack C Richards.Willy A Renandya *Methodology In Language Teaching* 2010), p. 264

C. The Theory of Game

1. Definition of Games

Hornby says that game is an activity or a sport with rules in which people or teams compete against each other.[12] According to Hadfield defines that, a game is an activity with rules, a goal and an element of fun. From this definition we can see that game enable studens to achieve a goal with recreational activity.[13]

A game is something you play for fun, sport or a as a competitive activity.[14] So as for the conclusion, we can see that the game is something is very attracted to do because there are many experience in this case.

McCallum and George say that games automatically stimulate the students interest and properly introduced game can be one of the highest motivating techniques. And one significant different between language games and other activities is that they introduce an element of competition into the lesson.[15]

Language learning is a hard task constant effort is required to understand language. Well, choosen ESL games are very useful. Provide meaningful and useful language in real context. Games are highly motivating they encourage and increase cooperation. When to use game as a short warm-up activities when there is time left

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[12]Hornby. *Oxford Advanced Learner's Dictionary*. Seventh Edition. (New York: Oxford University Press, 2006). p.612.

[13]Jill Halfield. *Elementary Communication Games*. (New York:Practice Hall,1984). p. 4.

[14]Http://www. *The Free Dictionary*.com/gaming-36k. Accessed on Juny 13rd 2013.

[15]P. McCallum and P. George. *101 Games*. (London: Oxford University Press,1980).p.9

at end of a lesson. At all strages of the lesson to execute review exercises to help learners recall material.

There are some tips how to choose games. In order to choose games, the game should be as follows:

1) Be more them just fun involved and quot : friendly quot; competition.
2) Keep all the student involved and interested.
3) Keep students focus on the use of language.
4) Help students learn, practice, review language, material.

The Advantage of games in the classroom can help and sustain the effort of learning, it can also create a meaningful context for language use, encourage students to interact and communicate, provide language practice in the various skill. They are motivating and challenging games gives students a break.

Benefits of using games in the ESL cassroom benefits such as

a. Affectives means it encourages creative and spontaneous of language promoted communicative competence, motivates, fun.

b. Cognitive means it reinforces review and extend focuses on grammar in a communicative manner.

c. Class dynamic means student cantered teacher acts only as facilitator builds class cohesion fosters whole class participation promotes healthy competition.

d. Adaptability means it is easily adjusted for age, level and interest utilizes all four skills.

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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 situations.

b. Games can be used to change the pace of a lesson and so maintain motivation.

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 student-student 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. [16]

Based on the explanation above, the resarcher may conclude that there are many adventages of using games in learning process. Then, the most important thing is it can create a creative way in teaching about the subject in fun way. Thus, it can

[16]Lee su Kim, 1995. *Creative Games for the Language Class*.p.35 Online :http://www.google.com. Accessed on December 15th2010

automatically create a conducive situation. Furthermore, the use of game in learning process can also refresh the students' mind after facing the complicated subjects or materials.

3. Types of Language Game

Classifying games into categories can be difficult, because categories often overlap. Hadfield explain two ways of classifying language games.

First, she devides language games focus on accuracy, such as supplying the communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym. On the other hand, communicative games focus on succesful exchange of information and ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exctly alike. Correct language usage, though still important is secondary to achieving the communicative goal.

The second taxonomy that Hadfield uses to classify language games has many more categories. As with the classification of games linguistic games or communicative games, some games will contain elements of more than one type :

1. Sorting, ordering or arranging games.
2. Information gap games.
3. Search games.
4. Excharning games.
5. Role play games.
6. Matching games.

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D. *Head and Tail Game*

In teaching vocabulary, an English teacher should use methods, and then one of those methods is by using game. It can help students to remember the words easily. Using game to teach vocabulary will be more interesting for students; they are not only playing the game but also learning, besides it creates the exiting situation in classroom and almost students active during learning process that using game.

Furthermore, games also help and encourage many learners to sustain their interest and work to make and effort to understand, to repeat accurately and manipulate newly understand language. In additions games provide extensive language practice opportunities for both general and specific language skills, games automatically stimulate the students' interest in learning.

Talking about game, one of game that can be used to teach vocabulary to the students is 'head and tail game.' It can make the students to be closer with words. Furthermore, this game does not need any tools. It aims at improving the students' English vocabulary and also training the students to remember the writing of those vocabularies.

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Every game has particular rules in playing them. Head and tail game has some simple rules, they are:

1. All of the students have to stand up and they will get their turn systematically.
2. The teacher starts the game by saying one word and it has to be continued by the students systematically. The next word has to be begun by the last letter at the last word.

Example: *librar**y*** – ***yard*** – ***doll*** – ***lemon*** – ***n**ewspaper* – ***room*** – ***ma t*** – ***tailor*** – ***roof*** - ……. Etc. The words are forbidden to be repeated, thus the students have to find other words.[17]

3. The students who have said words can sit. Then, if the first circle has been done, the next circle can be started more.

Actually, the aim of this game is the students can be more closer with English vocabulary by saying them directly. Furthermore, this game also applies limited time for each player. Thus, it forces the players to quickly remember the suitable vocabulary that begin with the last letter from the last word which has been pronounced by the last player.

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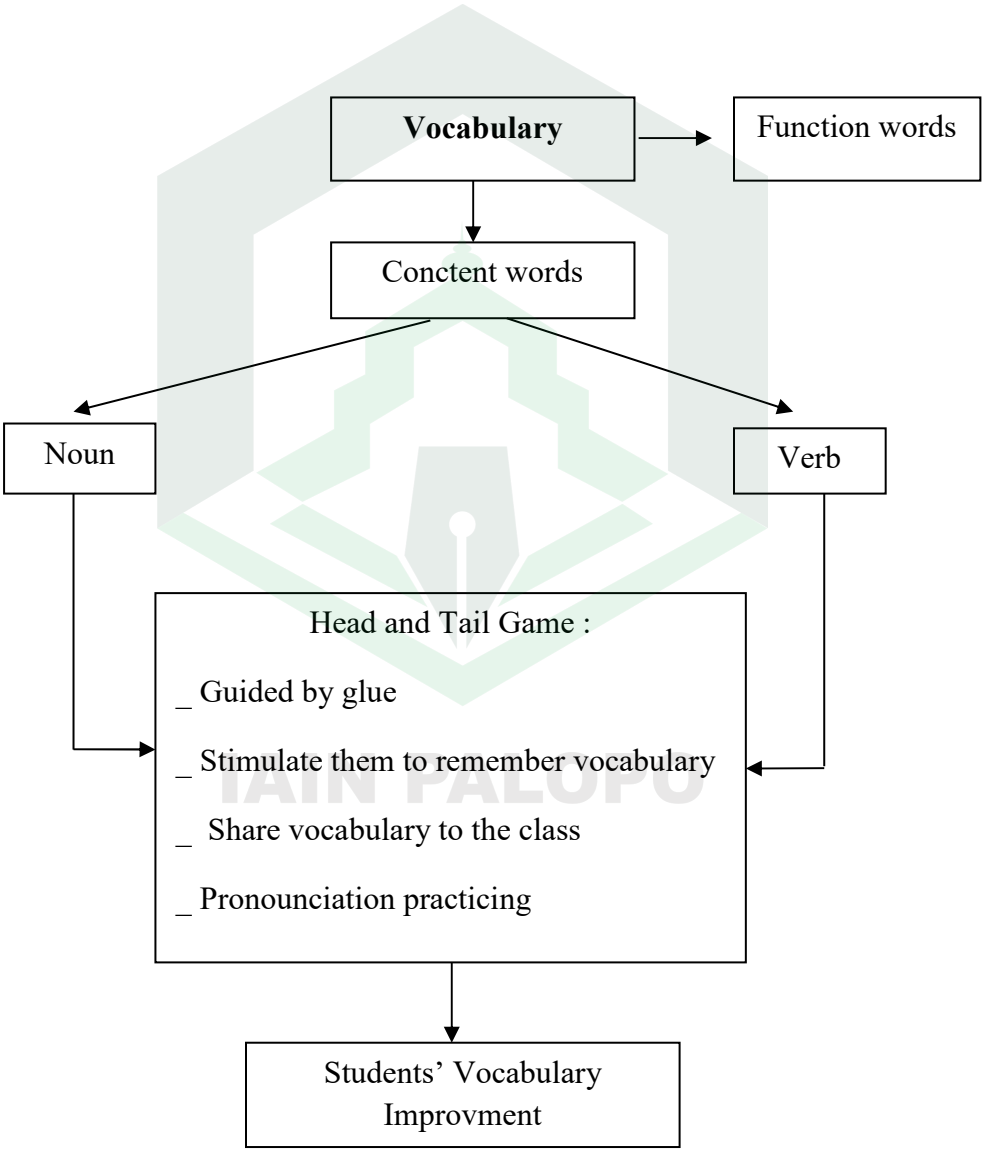
[17] Dessy Danarti. *50 Games for Fun*. (Yogyakarta: Penerbit Andi, 2008). p.46.

E. *Conceptual Framework*

In this research, the researcher focuses on the used of head and tail game in improving the students' vocabulary. The game used to make the students be closer with English vocabulary. Then, the conceptual framework in this research is shown in the diagram below:



In conducting this research, the researcher focused on using head and tail game in improving the students' vocabulary. The scheme above shows the steps of the researcher in conducting this research. The first steps are started with giving pre-test to the students to get the students score of their basic vocabulary. The test was in written form and it has to be finished in 30 minutes.

The next step was the implementation of using head and tail game in learning vocabulary. This step was also called by giving treatment. In this step, the researcher will conduct six meetings in implementing of using head and tail game in learning vocabulary. In each meeting, the theme of vocabulary would be different.

The last step was giving post-test. In this step, the researcher used vocabulary test to find out the students' vocabulary competence after treatment process. The test was in written form and the students must finish it in 30 minutes. The researcher's expectation was the use of head and tail game can improve the students' vocabulary.

F. *Hypothesis*

In this research the writer determined the following hypothesis Head and Tail Game is one of way that effective in teaching vocabulary at the sevent year students of SMP PMDS Putri Palopo.

The statistical hypothesis were determined as follow:

1. Null hypothesis (H_O) : Head and tail game is not effective in improving students vocabulary at the seventh year of SMP PMDS Putri Palopo.

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2. Alternative hypothesis (H_a) : Head and tail game is effective in improving students vocabulary at the seventh year of SMP PMDS Putri Palopo.

Criteria of hypothesis acceptability

If $t_o > t_t$ = reject null hypothesis

If $t_o < t_t$ = receive t null hypothesis

Where :

t_0 = Test of significance (t-test)

t_t = Level of significance on one tailed test (t- table)

To test the hypothesis, the value of t-test is compared to the value of t- table, where :

Level of significance (α) = 0,05 or 5 %

Degree of freedom (df) = n – 1

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CHAPTER III

METHOD OF RESEARCH

A. *Method*

The research method applied in this research was a pre-experimental method. It aims at finding out whether the use of head and tail game is effective or not in improving the students' vocabulary at the seventh year students of SMP PMDS Putri Palopo.

B. Design

This research involved one group of students with pre-test and post-test design. The design of this experimental research was presented in the following pattern:

$$E = O_1 \quad X \quad O_2$$

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Where:

1) E = Experimental Research
2) O_1 = Pre-test
3) X = Treatment
4) O_2 = Post-test[1]

[1]Nuur Insan Tangkelangi. *Stimulating Students' Ability to be a Good Debater by Watching Controversial Video to the Fifth Semester Students of English Education Study Program at Cokroainoto Palopo University.* (Palopo, Cokroaminoto Palopo University, 2013). p.23.

C. Variables of the Research

This research consistsed of two variables namely:

1. Independent variable is Head and Tail Game
2. Dependent variable is the students' vocabulary mastery.

D. Population and Sample

1. Population

The population of this research were the seventh year students of SMP PMDS Putri Palopo in academic year 2013/2014. It consists of 22 students in one classes with the total number of population is 100 students.

2. Sample

In determining the sample of this research, the researcher used purposive sampling technique. Then, the class that would be taken is class VII.D. The researcher chose this class because based on her observation when she taught at that school, the students' vocabulary mastery of that class is lower than other classes. That is why the research is interested to choose the students of class VII.D as the sample of this research with the total number of students is 22 students.

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E. *Instrument of the Research*

In this research, the researcher used vocabulary test, especially about verb and noun. It was used in pre-test and post-test. Then, the researcher used matching and translation to find out the students' mastery about English vocabulary. The number of

questions in this test would be 40 items; 20 items for matching test, 20 items of translation test (English-Indonesia, Indonesia-English). Then, the students have to do the test in 30 minutes.

F. Procedure of Collecting Data

In collecting data, the researcher used some procedures as follows:

1. Pre-test

The pre-test was intended to know the students prior knowledge of vocabulary before giving treatment.

2. Treatment

After giving pre-test, the researcher conducted treatments. There would be six meetings in this treatment process. Then, the kinds of vocabulary which be taught in this treatment process are noun and verb with the topics: *fruits, occupation, home, and school*. Here are the meetings:

a. First Meeting

At the first meeting, the researcher taught vocabulary about *fruits* to the students. First of all, the researcher greeted and asked the students' condition, then she presented the purpose of the meeting and gave short questions to stimulate the students' responses and to find out their basic knowledge about *fruits* vocabularies.

Second, the researcher gave the list of *fruits* vocabularies to the students. Then, she gave them 15 minutes to remember the vocabularies. After that, she explained

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how to play the head and tail game and then start to play the game twice or three times.

At the last, the researcher asked the students about their difficulties during learning process. After that, she concluded the materials and then inform the students about the next material for the next meeting.

b. Second Meeting

At the second meeting, the researcher did the similar procedures with the first meeting, but with the different material. She taught vocabulary to the students about *home*. At the earliest learning process, the researcher not forget to greet and ask the students' condition, and then she asked their basic knowledge of vocabulary about *home*. After that, the researcher gave the vocabulary lists to the students and give 15 minutes for them to memorize those vocabularies. Then, the game played twice or three times.

Before closing this meeting, the researcher did not forget to ask the students about their difficulties during learning process. After that, she concluded the materials and then inform the students about the next material for the next meeting to give reinforcement

c. Third Meeting

In this meeting, the researcher did the same steps with the previous meetings but the material is vocabulary about *school*. In this learning process, the researcher will also give 15 minutes for the students to memorize the vocabularies about *school* that had been given. Then, the head and tail game begun to play twice or three times.

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At the last step, the researcher not forget to ask the students about their difficulties in learning process and she also gave reinforcement for the students to join at the next meetings.

d. Fourth Meeting

In this meeting, the theme of vocabularies which taught was *occupation*. The researcher delivered the list of vocabularies about the kinds of *occupation* to the students. Then, the students had 15 minutes to remorize those vocabularies before playing the game. And before closing the meeting, the researcher not forget to usually ask the students about the difficulties which are faced by them in learning process.

e. Fifth Meeting

At the fifth meeting, the researcher reviewed all of vocabularies which had been learned at the first until the fourth meeting. She helped the students to memorize again about those vocabularies by playing head and tail game. At the end of this meeting, she not forget to give reinforcement to the students to be fun in learning English vocabulary.

f. Sixth Meeting

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In this meeting, the researcher did the same procedures with the previous meeting. She helped the students to keep memorizing about the vocabularies which had been taught at the first until the fourth meeting through playing head and tail game. The game played 3 or 4 times. Then, at the last step she asked the students about their difficulties in learning process and she also gave reinforcement for the students to always increase their English vocabulary.

3. Post-test

At the last day in this research conducting, the researcher gave vocabulary test to find out the students' vocabulary competence after treatment process. The test were in written form and the students must finish it in 30 minutes.

G. Technique of Analysis Data

The data analysis technique involves some steps that are elaborated as follows:

1. Score the students correct answer by using the following formula :

$$\text{Score : } \frac{\text{value of the students' correct answer}}{\text{Total items}} \times 10$$

2. Calculating the means score

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

Where :

M : mean score

$\sum X$: total of raw score

N : number of respond

3. Classification the students score based on the following classification.

The score is classified into interpretation score as follows :

- Excellence = 8,6 - 10 is classified as excellent
- Good = 7,0 – 8,4 is classified as good

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- Fairly = 5,5 – 6,9 is classified as fairly
- Poor = 4,0 – 5,4 is classified as poor
- Bad = 0,0 – 3,9 is classified as bad[2]

4. Calculating the rate percentage of students score by using the following formula :

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

Where :

P = percentage

F = frequency

N = total sample[3]

5. Calculating the standard deviation by using the following formula :

$$SD = \sqrt{\frac{n(\sum X_1)^2 - (\sum X_1)^2}{n(n-1)}}$$

Where :

SD = Standard deviation

$(\sum X_{1)}$ = the sum of X_1 score

$(\sum X_1)^2$ = the square of X_1 score

n = total sample[4]

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[2]R. Oemar hamalik, *Tekhnik pengukuran dan evaluasi pendidikan* (Bandung Mandar Maju, 1989),p.122

[3]Ridwan, *Dasar- Dasar Statistika*, (Jakarta, Rineka Cipta, 2003),p.41

6. Calculating the t – test to know the difference between the result of pre – test and post-test by using formula :

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{n(n-1)}}}$$

Where :

t : Test of Significance

Md : Mean Deviation SS between Pre-test and Post-test

$\sum D$: The Mean of Different score

$\sum X^2 d$: Different Deviation and Mean Deviation

n : Total Number of Deviation

I : Constant Number[5]

7. Criteria of hypothesis acceptability

If $t_o > t_t$ = reject null hypothesis

If $t_o < t_t$ = receive t null hypothesis

Where :

t_0 = Test of significance (t-test)

t_t = Level of significance on one tailed test (t- table)

To test the hypothesis, the value of t-test is compared to the value of t- table, where :

Level of significance (α) = 0,05 or 5 %

Degree of freedom (df) = n – 1

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[4] Ridwan, *Belajar Mudah Penelitian untuk Guru dan karyawan dan peneliti pemula,*(Bandung : Alpabeta,2004),p.122

[5] Suharsimi Arikunto, *Prosedur Penelitian,* (Jakarta : PT. Rineka Cipta,1992),p. 327

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

In the previous description, it was explained that the data analysis in this researched used experimental method. The description explained the result of the research (pre test and post test).

1. The Analysis of Test

a. Score of students in pre test and post test

Table 1

The score of students in pre – test (X_1) and post-test (X_2)

Respondent	Value of student's correct answer		Score	
	Pre-test	Post-test	Pre-test	Pos-test
R1	5	9	2,5	4,5
R2	3	6	1,5	3
R3	4	8	2	4
R4	8	6	4	3
R5	9	14	4,5	7
R6	5	11	2,5	5,5

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R7	7	10	3,5	5
R8	8	10	4	5
R9	5	7	2,5	3,5
R10	3	12	1,5	6
R11	14	18	7	9
R12	11	17	5,5	8,5
R13	8	15	4	7,5
R14	11	17	5,5	8,5
R15	12	17	6	8,5
R16	11	14	5,5	7
R17	8	13	4	6,5
R18	14	17	7	8,5
R19	14	16	7	8
R20	6	14	3	7
R21	9	13	4,5	6,5
R22	11	18	5,5	9

Table above showed the value of the student's correct answer and their score in doing the test (pre-test and post-test). It showed the different between the result of pretest and post-test, where almost students which taken as sample in the researched got low score in pre-test and become high in post-test, even there was not

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students got high score and pre-test and become low in pos-test. The higher score in pre-test was ‘’ 15” and the lowest score is “3 “.

After teaching vocabulary through head and tail game the student’s score was better than before. The highest score was “9 “and the lowest score was “3 “. two students got score “9 “, two students got score “3”.

The score in pre-test and post-test are illustrated in the following table :

b. Rate Percentage of students score

Table 2

Rate percentage of students score

NO	Classifications	Score	Frequency		Percentage	
			Pre-test test (X_1)	Post-Test (X_2)	Pre-test (X_1)	Post-test (X_2)
1	Excellent	8,6 – 10	-	2	-	9,09%
2	Good	7,0 - 8,5	3	9	13,63%	40,90%
3	Fairly	5,5 – 6,9	5	4	22,72%	18,18%
4	Poor	4,0 – 5,4	6	4	27,27%	18,18%
5	Bad	0,0 - ,3,9	8	3	36,36%	13,63%
Total			**22**	**22**	**100%**	**100%**

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Table above shows in pre-test, there were 3 (13,63%) students got good score , there were 5 (22,72%) students got fairly score, there were 6 (27,27%) students got poor, there were 8 (36,36%) students got bad score and there was not students got excellent. It means that the students still do not still understand about vocabular through head and tail game, while in the post- test is different, where we can see from the table above that from 22 students, There was 2 (9,09%) students got excellent score, there was 9 (40,90%) students got good score, there were 4 (18,18%) students got fairly score, there were 4 (18,18%) students got poor, there were 3 (13,63%) students got bad. It means that the score of student after doing the treatment process during six meeting was very significance because the students score was increase from the pre- test to the post- test. Although there are still a few student got poor score.

b. The students mean score in pre- test an post-test.

Table. 3

Respondent	**Variabel X_1**	**Variabel X_2**	**D (gain)**	**D^2**
	Pre-test	**Post-test**	**Y-X**	**$(x-y)^2$**
R1	5	9	4	16
R2	3	6	3	9
R3	4	8	4	16
R4	8	6	2	4

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R5	9	14	5	25
R6	5	11	6	36
R7	7	10	3	9
R8	8	10	2	4
R9	5	7	2	4
R10	3	12	9	81
R11	14	18	4	16
R12	11	17	6	36
R13	8	15	7	49
R14	11	17	6	36
R15	12	17	5	25
R16	11	14	3	9
R17	8	13	5	25
R18	14	17	3	9
R19	14	16	2	4
R20	6	14	8	64
R21	9	13	4	16
R22	11	18	7S	49
N=22	$\sum X_1 = 186$	$\sum X_2 = 282$	$\sum D_1 = 100$	$\sum D^2 = 542$

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c. The students' mean score

1) Pre-test

$$M = \frac{\sum X_1}{N}$$

$$M = \frac{\sum X_1}{N}$$

$$M = \frac{186}{22}$$

M= 8,45

2) Post – test

$$M = \frac{\sum X_2}{N}$$

$$M = \frac{282}{22}$$

M = 12,81

Table 4

The students' mean score

Component	Pre-test	Post-test
Mean	**8,45**	**12,81**

Table above indicate that the mean score of students' in the post-test was different their mean score in the pre-test or post-test > pre-test

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d. Standard Deviation

1). Pre – test

$$SD = \sqrt{\frac{n(\sum X_1)^2 - (\sum X_1)^2}{n(n-1)}}$$

$$SD = \sqrt{\frac{22(186)^2 - (282)^2}{22\,(22-1)}}$$

$$SD = \sqrt{\frac{22(34596) - (79524)}{22\,(21)}}$$

$$SD = \sqrt{\frac{761112 - 79524}{462}}$$

$$SD = \sqrt{\frac{681588}{462}}$$

$$SD = \sqrt{1475{,}2987}$$

SD = 38,409

2). Post – test

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$$SD = \sqrt{\frac{n(\sum X_1)^2 - (\sum X_1)^2}{n(n-1)}}$$

$$SD = \sqrt{\frac{22(282)^2 - (282)^2}{22\,(22-1)}}$$

$$SD = \sqrt{\frac{22\,(79524) - (79524)}{22\,(21)}}$$

$$SD = \sqrt{\frac{1749528 - 79524}{462}}$$

$$SD = \sqrt{\frac{1670004}{462}}$$

$$SD = \sqrt{3614{,}727}$$

SD = 60,122

Table 5

Standard deviation

Component	Pre-test	Post-test
Standard deviation	**38,409**	**60,122**

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Table above showed that standard deviation of pre – test was lowed than post – test. Were standard deviation of pre – test was 38,409 and post-test was 60,122.

f. Test significant

1) T- test

$$T_1 = \frac{Md}{\sqrt{\frac{\sum X^2 d}{n(n-1)}}}$$

Md = Mean deviation between pre-test and post-test

= 12,81 – 8,45

= 4,36

$$\sum\square^2 d = \sum D^2 - \frac{\sum D}{n}$$

$$= 542 - \frac{(100)^2}{22}$$

$$= 542 - \frac{10000}{22}$$

$$= 542 - 454{,}54$$

$$= 87{,}46$$

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T test $t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{n(n-1)}}}$

$= \frac{4,36}{\sqrt{\frac{87,46}{22\,(22-1)}}}$

$= \frac{4,36}{\sqrt{\frac{87,46}{22\,(21)}}}$

$= \frac{4,36}{\sqrt{\frac{87,46}{462}}}$

$= \frac{4,36}{\sqrt{0,189307}}$

$= \frac{4,36}{0,4350}$

= 10,0229

2). T -table

Level of significance (α) = 0,05 or 5 %

Degree of freedom (df) = n – 1

= 22 – 1

= 21

= 2,831

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Table 6

T – Table

Component	T- table	T-test
T Value	2,831	10,0229

The table above indicate that the result of t-test was higher that t-table or 10,0229 > 2,831. So H_0 is rejected and H_a is accepted (Head and Tail game can improve students vocabulary at the Seventh year of SMP PMDS Putri Palopo).

B. Discussion

Learning is one of the primary activities of students in the classroom. Successful learning is only on the right way to lead the process. Good learning atmosphere and method can guide the students to learn more and meaningful. To accomplish such condition, teachers must create variety and attractive methods for the class. What should a teacher do if their students get bored? Using varitype games can be an alternative solution to handle this problem.

The result research Games, as a matter of fact, can help and encourage many students to sustain their interest and work. By this paper the writer wants to share experiences about how to teach English vocabulary using games. There is a common perception that all learning should be serious and solemn in nature and that if one is

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having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games.[1]

Games can help the teachers to create contexts in which the language is useful and meaningful. In the whole process of teaching and learning by games the students can take part widely and open-mindedly. To win the games each student or group should competitively answer the questions addressed by the teacher or other students or groups. In order to do so they must understand what the teacher or others are saying or have written, and they must speak or write in order to express their own point of view or give information.

There are many interesting ways to teach vocabulary in classroom. Then, one of alternative ways in teaching vocabulary to the students is by using vocabulary games, such as head and tail game. It is a vocabulary game which tries to close the students with words. They are always faced with many words and expected to improve and master their english vocabulary.

In this research, the researcher choosed SMP PMDS Putri Palopo because she wants to give motivation for the students and to upgrade their vocabulary. The researcher looks that the students of SMP PMDS Putri Palopo always get bored when

[1]Saverinus Kaka.*Teacching English Vocabulary by Games*. http://verykaka.wordpress.com /2008/05/28/teach-english-vocabulary-by-games/. Accessed on November 22nd,2013 at 03.30 p.m

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they were studying English in the classroom. Head and Tail games is very effective to improve the students vocabulary.

Based on the result of the data analysis above shows that the Head and Tail game in improving their vocabulary ability at SMP PMDS Putri Palopo. It can be seen on the table before giving treatment and after giving treatment, there was significance different between pre -test and post- test, it was found that.

Before giving some information and explanation about Head and Tail Game, the reaearcher gives pre-test the students to know how the students ability on vocabulary. After the researcher gave pre-test there are some, word who students seldom heard or not understand by student amound *that pearch, backyard, bathub, gate*. There are some words that they not know what the meaning they are *pearch, backyard, bathtub, gate, vet, broom, and act.*

In pre-test there was not students got score very good category. There was 3 (13,63%) students got good score, there were 5 (22,72%) students got fairly score, there were 6 (27,27%) students got poor, and there were 8 (36,36%) students got bad score and there was notstudents got excellent.

After the researcher gave treatment to students the research was given post-test to know students vocabulary upgraiding. In post-test the researcher gave the students exercise, the researcher had the students look up their vocabulary and find English translation. The researcher was given pos-test there significant between pre-test and post-test seen that from students ability to understand the meaning words.

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After the researcher gave post-test there are some, word who students seldom heard or not understand by student amound *that thesaurus, comprehension, and count*. There are some words that they not know what the meaning they are : *thesaurus, count, comprehension, and act.*

While in the post- test is different, where we can see from the table above that from 22 students, There was 2 (9,09%) students got excellent score, there was 9 (40,90%) students got good score, there were 4 (18,18%) students got fairly score, there were 4 (18,18%) students got poor, there were 3 (13,63%) students got bad. It means that the score of student after doing the treatment process during six meeting was very significance because the students score was increase from the pre- test to the post- test. Although there are still a few student got poor score.

Head and Tail game is effective to improve the students vocabulary at the seventh year students of SMP PMDS Putri Palopo.It is proved by calculating the difference of both test (pre –test and post-test), by using test analysis were the results of t-test value was 10,0229 and t- table value was 2,831 or value of t- test > value of t-table 10,0229 > 2,831. The result of t-test was higher that t-table or 10,0229 > 2,831. So H_0 is rejected and H_a is accepted (Head and Tail game can improve students vocabulary at the Seventh year of SMP PMDS Putri Palopo).

This indicates that applying head and tail game gave positive contributes to english teacher to teach their students especially into back up the students vocabulary. The researcher concludes that the teacher should accommodate. He/she

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should give full attention esppecially in vocabulary. In teaching vocabulary through head and tail game is one of technique that the teacher use it in teaching to make student enjoy and get more point from material.

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CHAPTER V

CONCLUSION AND SUGGESTION

Based on the findings and discussion in the previous chapter, the researcher then comes to the research conclusion and suggestion. Both items were presented as follows:

A. Conclusion

Having analyzed the data finding, analysis and the discussion in the previous chapter, the researched had come to the following conclusions:

Head and Tail game is effective to improve the students vocabulary at the seventh year students of SMP PMDS Putri Palopo.It is proved by calculating the difference of both test (pre –test and post-test), by using test analysis were the results of t-test value was 10,0229 and t- table value was 2,831 or value of t- test > value of t-table 10,0229 > 2,831. The result of t-test was higher that t-table or 10,0229 > 2,831. So H_0 is rejected and H_a is accepted (Head and Tail game can improve students vocabulary at the Seventh year of SMP PMDS Putri Palopo).

B. Suggestions

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Having concluded the result of this research, the researcher further suggest some points as follows:

1. It is suggested to English teacher to use Head and Tail game to improving English vocabulary.

2. The English teachers are supposed to encourage the students to be more understood about using the Head and Tail game.

3. It is suggested to English teacher to choose method which has correlation between material and the purpose of teaching.

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Appendix 1

INSTRUMENTS OF THE RESEARCH

VOCABULARY TESTS

PRE-TEST

- Match the words in part A below to the suitable meaning in part B!

No	Part A	Answer	Part B
1	Pearch		a. Bola dunia
2	Pear		b. Jambu biji
3	Dragonfruit		c. Bak mandi
4	Guava		d. Persik
5	Watermelon		e. Peta dunia
6	Backyard		f. Pir
7	Bathtub		g. Pilot
8	Broom		h. Kapur
10	Gate		i. Buah naga
11	Atlas		j. Gerbang
12	Book		k. Semangka
13	Chalk		l. Sapu
14	Globe		m. Perawat
15	Glue		n. Halaman belakang
20	Pilot		o. Lem
17	Secretary		p. Buku
18	Nurse		q. Dokter hewan
19	Vet		r. Kepala sekolah
20	Head master		s. Sekertaris

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Appendix 2

POST-TEST

- Translate the following the words below into Indonesian!

1. Instruct =
2. Count =
3. Comprehension =
4. Attend =
5. Thesaurus =
6. Mango =
7. Kiwi =
8. Papaya =
9. Avocado =
10. Lemon =

- Translate the following the words below into English!

1. Tukang batu =
2. Tukangdaging =
3. Penjaga =
4. Tukang kayu =
5. Pelatih =
6. Karpet =
7. Cermin =
8. Kolam =
9. Kipas angin =
10. Jendela =

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Appendix 4

LESSON PLANS

LESSON PLAN I

Unit	: SMP PMDS Putri Palopo
Subject	: English
Grade / Semester	: Seventh / I
Material	: Vocabulary (Fruits and Home)
Duration	: 2 x 90 minutes (2 meetings)

Learning Material:

Meeting 1

The list of vocabularies (fruits):

1.	Apple	= apel	24.	Cherries	= ceri
2.	Pearch	= persik	25.	Prunes	= prem kering
3.	Pear	= pir	26.	Dates	= kurma
4.	Banana	= pisang	27.	Raisins	= anggur Kering, kismis
5.	Plum	= prem			
6.	Apricot	= aprikot	28.	Blueberries	= bluberi
7.	Nectarine	= nectarine	29.	Cranberries	= kranberi
8.	Kiwi	= kiwi	30.	Raspberries	= rasberi
9.	Papaya	= pepaya	31.	Strawberries	= stroberi
10.	Mango	= mangga	32.	Breadfruit	= sukun
11.	Fig	= ara	33.	Citron	= limau
12.	Coconut	= kelapa	34.	Citrus	= jeruk
13.	Avocado	= alpukat	35.	Dragonfruit	= buah naga
14.	Cantaloupe	= kantalop	36.	Durian	= durian
15.	Honeydew (melon)	= melon madu	37.	Elderberry	= sejenis buah mulbei
16.	Pineapple	= nanas			
17.	Watermelon	= semangka	38.	Guava	= jambu biji
18.	Grapefruit	= jeruk besar	39.	Jackfruit	= nangka
19.	Lemon	= jeruk lemon	40.	Loquat	= loquat
20.	Lime	= jeruk limau	41.	Lychee	= leci
21.	Orange	= jeruk	42.	Mandarin orange	= jeruk mandarin
22.	Tangerine	= jeruk kepruk			
23.	Grapes	= anggur			

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Meeting II

The list of vocabularies (home):

1. Appliances = peralatan
2. Attic = loteng
3. Baluster = pegangan tangga
4. Backyard = halaman belakang
5. Basement = ruangan bawah tanah
6. Bathroom = kamar mandi
7. Bathtub = bak mandi
8. Beam = balok / tiang
9. Bedroom = kamar tidur
10. Broom = sapu
11. Carpet = karpet
12. Carport = atap tambahan pelindung mobil
13. Ceiling = langit-langit rumah
14. Chimney = cerobong asap
15. Closet = lemari dinding
16. Concrete = beton
17. Counter = meja panjang
18. Crib = tempat tidur bayi
19. Cupboard = lemari pakaian
20. Cutain rod = tongkat gorden
21. Cutains = gorden
22. Dining room = ruang makan
23. Doorknop = gagang pintu
24. Downstairs = ruang bawah
25. Drain = drainase
26. Drapes = gorden, tirai
27. Duct = pipa / saluran
28. Entrance = pintu masuk
29. Entry = jalan masuk
30. Family room = ruang keluarga
31. Fan = kipas angin
32. Faucet = keran
33. Fence = pagar
34. Fireplace = perapian
35. Floor = lantai
36. Frame = bingkai
37. Furniture = furnitur
38. Garage = garasi
39. Gate = gerbang
40. Greenhouse = rumah kaca
41. Gutters = got / selokan
42. Hall = aula ruangan
43. Hamper = kerangjang pakaian
44. Hinge = engsel
45. Hose = selang
46. Key = kunci
47. Kitchen = dapur
48. Ladder = tangga
49. Pool = kolam
50. Porch = serambi
51. Nursery = kamar anak-anak
52. Mirror = cermin
53. Mat = keset
54. Overhang = serambi
55. Roof = atap
56. Room = ruangan
57. Stairs = tangga ruangan
58. Washer = mesin cuci
59. Window = jendela

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Treatment Process:

No	Aspects	Activities	Duration (a meeting)
1	Pre - Activities	1. Preparing the students 2. Greetings and asking the students condition 3. Presenting the purpose of the meeting 4. Giving short questions to stimulate the students' responses and to find out the basic knowledge of the students about home vocabularies.	**10 minutes**
2	Main Activities	5. Giving the list of fruits vocabularies to the students. 6. Giving 15 minutes for the students toremember the vocabularies. 7. Giving explanation to the students about the rules of the head and tail game* 8. Playing the game.	**70 minutes**
3	The Last Activities	9. Asking the students about their difficulties during treatment process. 10. Concluding the material. 11. Inform the next material for the next meeting to give reinforcement.	**10 minutes**

Note:

The rules of head and tail game are:

1) All of the students have to stand up and they will get their turn systematically.

2) The teacher starts the game by saying one word and it has to be continued by the students systematically. The next word has to be begun by the last letter at the last word. For example: Chai**r** – ***R**uler* – ***R**ospberrie**s*** – ***S**inge**r*** – ***R**oo**f*** – ***F**loo**r*** – ***R**oo**m*** **-** ***M**anggo* ……. *Etc.*

3) The students who have said words can sit. Then, if the first circle has been done, the next circle can be started more.

The Teacher,

Asria

LESSON PLAN II

Unit	: SMP PMDS Putri Palopo
Subject	: English
Grade / Semester	: Seventh / I
Material	: Vocabulary (school and occupation)
Duration	: 2 x 90 minutes (2 meetings)

Learning Material:

Meeting III

The list of vocabularies (School):

1. Answer = Jawaban
2. Assignment = Tugas
3. Atlas = atlas/peta dunia
4. Backpack = tas ransel
5. Binder = penjilid buku
6. Blackboard = papan tulis hitam
7. Book = buku
8. Bookcase = sampul buku
9. Bookmark = pembatas buku
10. Calculator = kalkulator
11. Chalk = kapur
12. Classroom = ruang kelas
13. Classmate = teman kelas
14. Clip board = papan tempel
15. Colored pencil = pencil warna
16. Computer = komputer
17. Crayons = krayon
18. Desk = bangku
19. Dictionary = kamus
20. Eraser = penghapus
21. Exam = ujian
22. Examnation = ujian
23. Experiment = percobaan
24. Folder = map bekas
25. Globe = bola dunia
26. Glossary = daftar kata
27. Glue = lem
28. Grades = peringkat
29. Homework = Pekerjaan Rumah
30. Ink = tinta
31. Rank = rengking
32. Keyboard = papan ketik
33. Laptop = laptop
34. Learn = belajar
35. Lesson = pelajaran
36. Library = perpustakaan
37. Looseleaf paper = kertas file yang berlubang tepinya
38. Lunch = makan siang
39. Map = peta
40. Markers = spidol
41. Memo pad = kertas memo
42. Memorize = menghafal
43. Notebook = buku catatan
44. Paper = kertas
45. Paper clip = klip kertas
46. Paper punch = penjepit kertas
47. Paste = menempelkan
48. Pen = pulpen
49. Pencil = pensil
50. Pencil sharpener = perajut pensil
51. Principle = kepala sekolah
52. Protractor = busur derajat
53. Pupil = murid
54. Question = pertanyaan

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55. Quiz = kuis, ujian kecil
56. Recess = keluar main
57. Ruler = penggaris
58. Science = ilmu pengetahuan
59. Student = siswa / pelajar
60. Teacher = guru
61. Test = ujian
62. Thesaurus = kamus
63. Think = berpikir
64. Vocabulary = kosa kata
65. Whiteboard = papan tulis putih
66. World map = peta dunia
67. Write = menulis
68. Read = membaca
69. Listen = mendengar
70. Ask = bertanya
71. Instruct = memberi instruksi
72. Count = menghitung
73. Try = mencoba
74. Practice = mempraktekkan
75. Task = tugas
76. Exercise = latihan
77. Understand = mengerti
78. Comprehension = pemahaman
79. Attend = hadir
80. Attention = perhatian
81. Concentration = konsentrasi
82. Study = belajar

Meeting IV:

The list of vocabularies (occupation):

1. Actor/Actress = Bintang Film
2. Astronaut = Astronot
3. Author/Authoress = Penulis
4. Baker = Tukang Roti
5. Barber = Tukang cukur
6. Beautician = Ahli kecantikan
7. Biologist = ahli biologi
8. Bricklayer = Tukang batu
9. Butcher = Tukang daging
10. Caretaker = Penjaga
11. Carpenter = Tukang kayu
12. Chemist = Ahli kimia
13. Coach = Pelatih
14. Cobbler = Tukang sepatu
15. Construction worker = pekerja konstruksi
16. Cook = Koki
17. Cosmetician = Ahli kosmetik
18. Coster = Tukang sayur
19. Dentist = Dokter gigi
20. Designer = Disainer
21. Doctor = Dokter
22. Dustman = Tukang Sampah
23. Electrician = Tukang listrik
24. Engineer = Insinyur
25. Explorer = Penjelajah
26. Farmer = Petani
27. Farrier = Tukang besi
28. Fisherman = Nelayan
29. Fireman = Pemadam
30. Florist = Tukang Bunga
31. Gardener = Tkang kebun
32. Glazier = Tukang kaca
33. Goldsmith = Tukang emas

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34. Graver = Tukang ukir
35. Handyman = Tukang
36. Headmaster = Kepala Sekolah (lk)
37. Headmistress = kepala Sekolah (pr)
38. Hairdresser = Penata rambut
39. Hunter/Huntsman = Pemburu
40. Librarian = Penjaga perpustakaan
41. Laundress = Tukang cuci
42. Locksmith = Tukang kunci
43. Jointer = Tukang las
44. Massager = Tukang pijat
45. Mechanic = Mekanik
46. Miner = Penambang
47. Musician = Musisi
48. Newsboy/Paperbo = Tukang koran
49. Nurse = Perawat
50. Painter = Pelukis
51. Photographer = Fotografer
52. Patcher = Tukang tambal
53. Pilot = pilot
54. Plumber = tukang ledeng
55. Policeman/woman = Polisi
56. Postman = Tukang pos
57. Pupil = Murid
58. Secretary = Sekretaris
59. Servant = Pembantu
60. Shepherd/Sheperdess= Penggembala
61. Shop assistant = Penjaga toko
62. Steward = Pramugara
63. Stewardess = Pramugari
64. Student = Pelajar
65. Singer = Penyanyi
66. Surgeon = ahli bedah
67. Driver = Sopir
68. Teacher = Guru
69. Tailor = Penjahit
70. Sailor = Pelaut
71. Vet = Dokter hewan
72. Waiter/Waitress = pelayan

Treatment Process:

No	Aspects	Activities	Duration (a meeting)
1	Pre – Activities	1. Preparing the students 2. Greetings and asking the students condition 3. Presenting the purpose of the meeting 4. Giving short questions to stimulate the students' responses and to find out the basic knowledge of the students about occupation vocabularies.	**10 minutes**
2	Main Activities	5. Giving the list of fruits vocabularies to the students. 6. Giving 15 minutes for the students toremember the vocabularies. 7. Giving explanation to the students about the rules of the head and tail game* 8. Playing the game.	**70 minutes**

3	The Last Activities	9. Asking the students about their difficulties during treatment process. 10. Concluding the material. 11. Inform the next material for the next meeting to give reinforcement.	**10 minutes**

Note:

The rules of head and tail game are:

1) All of the students have to stand up and they will get their turn systematically.

2) The teacher starts the game by saying one word and it has to be continued by the students systematically. The next word has to be begun by the last letter at the last word. For example: *librar**y*** – ***y***ar**d** – ***doll*** – ***l**emo**n*** – ***n**ewspape**r*** – ***r**ambuta**n*** – ***n**urs**e*** – ***e**rase**r*** – ***r**oo**f*** - ……. Etc.

3) The students who have said words can sit. Then, if the first circle has been done, the next circle can be started more.

The Teacher,

Asria

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LESSON PLAN III

Unit : SMP PMDS Putri Palopo
Subject : English
Grade / Semester : Seventh / I
Material : Vocabulary (Fruits)
Duration : 2 x 90 minutes (2 meetings)

Learning Material:

Meeting V and VI : Reviewing all kinds of vocabularies at the previous meetings (I, II, III, IV): fruits, home, school, occupation.

Treatment Process:

No	Aspects	Activities	Duration (a meeting)
1	Pre – Activities	1. Preparing the students 2. Greetings and asking the students condition 3. Presenting the purpose of the meeting 4. Giving short questions to stimulate the students' responses and to find out the basic knowledge of the students about occupation vocabularies.	**10 minutes**
2	Main Activities	9. Giving the list of fruits vocabularies to the students. 10. Giving 15 minutes for the students toremember the vocabularies. 11. Giving explanation to the students about the rules of the head and tail game* 12. Playing the game.	**70 minutes**
3	The Last Activities	9. Asking the students about their difficulties during treatment process. 10. Concluding the material. 11. Inform the next material for the next meeting to give reinforcement.	**10 minutes**

Note:

The rules of head and tail game are:

1) All of the students have to stand up and they will get their turn systematically.

2) The teacher starts the game by saying one word and it has to be continued by the students systematically. The next word has to be begun by the last letter at the last word. For example: *Boo**k*** *– **K**iw**i** – **I**n**k** – **K**eyboar**d** – **D**octo**r** – **R**an**k** –**K**e**y** – **Y**ar**d** –**D**uct* ***-*** *……. Etc.*

3) The students who have said words can sit. Then, if the first circle has been done, the next circle can be started more.

The Teacher,

Asria

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