DEVELOPING STUDENTS' VOCABULARY BY USING COMPUTER GAME: BIG CITY ADVENTURE AT THE EIGHTH YEAR STUDENTS OF SMP MUHAMMADIYAH PALOPO

A THESIS

Submitted to the S1 Tarbiyah Department of State College for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in English Education

By

ASWAR
NIM 08.16.3.0006

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
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Under the Supervision of:

1. **DR. Masruddin, S.S., M.Hum.**
2. **Amalia Yahya, S.E., M.Hum.**

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2014

CONSULTANT APPROVAL

Thesis Entitle   : Developing Students' Vocabulary by Using Computer Game: Big City Adventure at the Eighth Year Students of SMP Muhammadiyah Palopo

Written By   :

        Name   : Aswar

        Reg. Number : 08.16.3.0006

        Department   : English (SI)

Has been corrected adn approved to be examined.

Palopo, 11 Februari 2014

Consultant I   Consultant II

Dr. Masruddin, SS.,M.Hum   **Amalia Yahya, S.E., M.Hum**
NIP. 19800132 005011 005   **NIP 19771013 200501 2006**

NOTA DINAS PEMBIMBING

Palopo, 11 Februari 2014

Hal   : Skripsi

Lamp   : _

Kepada Yth,

Ketua Jurusan Tarbiyah STAIN Palopo

Di_

Tempat

Assalamualaikum Wr.Wb

Sesudah melakukan bimbingan skripsi mahasiswa tersebut dibawah ini :

Nama   : Aswar

Nim   : 08.16.3.0006

Progam Studi   : Bahasa Inggris

Judul Skripsi   : *"Developing Students' Vocabulary by Using Computer Game: Big City Adventure at the Eighth Year Students of SMP Muhammadiyah Palopo"*

Menyatakan bahwa skripsi tersebut sudah layak untuk ujian.

Demikian untuk diproses selanjutnya.

Pembimbing I

Dr. Masruddin, SS.,M.Hum
NIP. 19800132 005011 005

PRONOUNCEMENT

I have been signature below:

      Name   : Aswar

      Reg. Number   : 08.16.3.0006

      Study Program   : Tadris English

      Department   : Tarbiyah

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Palopo, January 11th 2014

Researcher

ASWAR
NIM 08.16.3.0006

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ABSTRACT

Name   : Aswar
NIM   : 08.16.3.0006
Title   : Developing Students' Vocabulary by Using Computer Game:
                  Big City Adventure at the Eighth Year Students of SMP
                  Muhammadiyah Palopo.

This thesis deals with developing students' vocabulary by using computer game: big city adventure at the eighth year students of SMP Muhammadiyah Palopo. This research formulated by the questions "Is the computer game: big city adventure effective in developing students' vocabulary at the eight year students of SMP Muhammadiyah Palopo?"

The research aims; to find out whether the students' vocabulary develop through computer games method in teaching vocabulary at the eight year students of SMP Muhammadiyah Palopo.

In this research, the writer used all total sampling technique, where the writer took all of students at the eighth year as sample in this research. The researcher collected data by using vocabulary test; pre-test and post-test, which consist of fifty (50) questions related to noun vocabulary, aimed to determine the developement of the students' vocabulary after they are taught by using computer games: big city adventure. And also given questioner to know the students' response on learning vocabulary by using computer games: big city adventure.

The result showed that the students' vocabulary developed by using computer games: big city adventure at the eighth year students of SMP Muhammadiyah Palopo. One of the problems that owned by the students, especially in the eight year students of SMP Muhammadiyah Palopo in 2013/2014 academic year are they did not have motivation to study caused by they feel bored in learning process. By using computer game: Big City Adventure as a media in learning process can drive out boredom of the students. On the other way, computer game: Big City Adventure can give enjoyment and pleasure also can increase desire and the interest of students in learning process. So, it can be said that through using computer game: Big City Adventure can give a very significant development and get positive response from the students at the eighth year students of SMP Muhammadiyah Palopo in 2013/2014 academic year.

THESIS APPROVAL

This thesis entitled **"Developing Students' Vocabulary by Using Computer Game: Big City Adventure at the Eight Year Students of SMP Muhammadiyah Palopo"** which is written by **ASWAR,** students ID **08.16.3.0006 English S1 Study Program of Tarbiyah Department of the State College for Islamic Studies,** and has been examined and defended in **MUNAQASYAH** session which was carried out on Saturday, **March 22nd 2014,** coincided with **Rabiul Akhir 21st 1435 H,** it was authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

Palopo,   March 22nd 2014 M

Rabiul Akhir 21st 1435 H

Committee of Examination

1.	Prof. Dr. H. Nihaya M., M.Hum.	Chairman	(………………………)
2.	Sukirman Nurdjan, S.S., M.Pd.	Secretary	(………………………)
3.	Dr. Rustan S, M.Hum.	Examiner I	(………………………)
4.	Jufriadi, S.S., M.Pd.	Examiner II	(………………………)
5.	Dr. Masruddin, S.S., M.Hum.	Consultant I	(………………………)
6.	Amalia Yahya, S.E., M.Hum.	Consultant II	(………………………)

Approved by

The Head of STAIN Palopo   **The Head of Tarbiyah Department**

Prof. Dr. H. Nihaya M, M.Hum.   **Drs. Hasri, M.A.**
NIP 19511231 1980003 1 017   **NIP 19521231 1980003 1 036**

CHAPTER I

INTRODUCTION

A. Background

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 is the master in communication. That is why there is no life without language. Language is the way to express our though and feeling to each other, either by voices sound or gesture, also by written symbols.

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 the people have mastered namely speaking, listening, reading and writing. The four skills are depends 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.

Computer is one of sophisticated technologies in education field and it can help the teacher in learning process, especially in teaching vocabulary. There are many computer programs that can be use in learning process. One of them is computer games. In this research, the researcher use computer games in teaching vocabulary. Computer game is a favorite thing for the people, especially for students because computer games are enjoyable to play that is why it can drive out the boredom of students in learning process. Learning vocabulary by using computer games is a method which can help the students in mastering vocabulary because it can increase the students' interest in learning so that they will be easy to receive the lesson.

Many students do not have good vocabulary that is why they usually faced difficulties when they learn, especially in learning English. One of them is the students at SMP Muhammadiyah Palopo. The researcher chooses SMP Muhammadiyah Palopo to do the research because based on his observation and also from their teacher said that the students there have low motivation to study and they are lazy to memorize vocabulary and also lazy to open the dictionary, so they do not have enough vocabulary. By this research, the researcher wants to develop the student's mastery at vocabulary. The researcher believes that computer game is a good method to apply in a classroom because the teacher can make an attractive situation, so the students more relax to receive the material.

Based on the explanation above, the researcher interested to formulate the research which entitled "Developing Student's Vocabulary by Using Computer Game: Big City Adventure at the Eighth Year Student of SMP Muhammadiyah Palopo."

B. Problem Statement

Based on the background above, the researcher formulates the research questions namely; "Is the computer game: big city adventure effective in developing students' vocabulary at the eight year students of SMP Muhammadiyah Palopo?"

C. Objective of the Research

Based on the problem statements, the objective of the research is to find out whether the students' vocabulary develop through computer games method in teaching vocabulary at the eight year students of SMP Muhammadiyah Palopo.

D. Significance of the Research

The researcher hopes that the result of this research will be useful;

1. For students in improving their English especially their vocabulary through computer games.

2. For English teachers who wants to use computer games to improve the students' vocabulary.

3. For the next researcher who wants to do the next research about vocabulary especially using computer games.

E. Scope of the Research

The scope of the research is restricted to teaching noun vocabulary through computer games for eighth year students' of SMP Muhammadiyah Palopo in academic year 2013-2014. Computer games that use here named "Big City Adventure" which is emphasized on nouns.

F. Operational Definition

The variables to define are:

1. Effectiveness is something to become active and produce the desired or intended result.

2. Vocabulary is the word at the computer games that consist of noun.

3. Computer games as teaching media that are use for educational purpose, the purpose here is to teach and enrich the students' vocabulary of English Language.
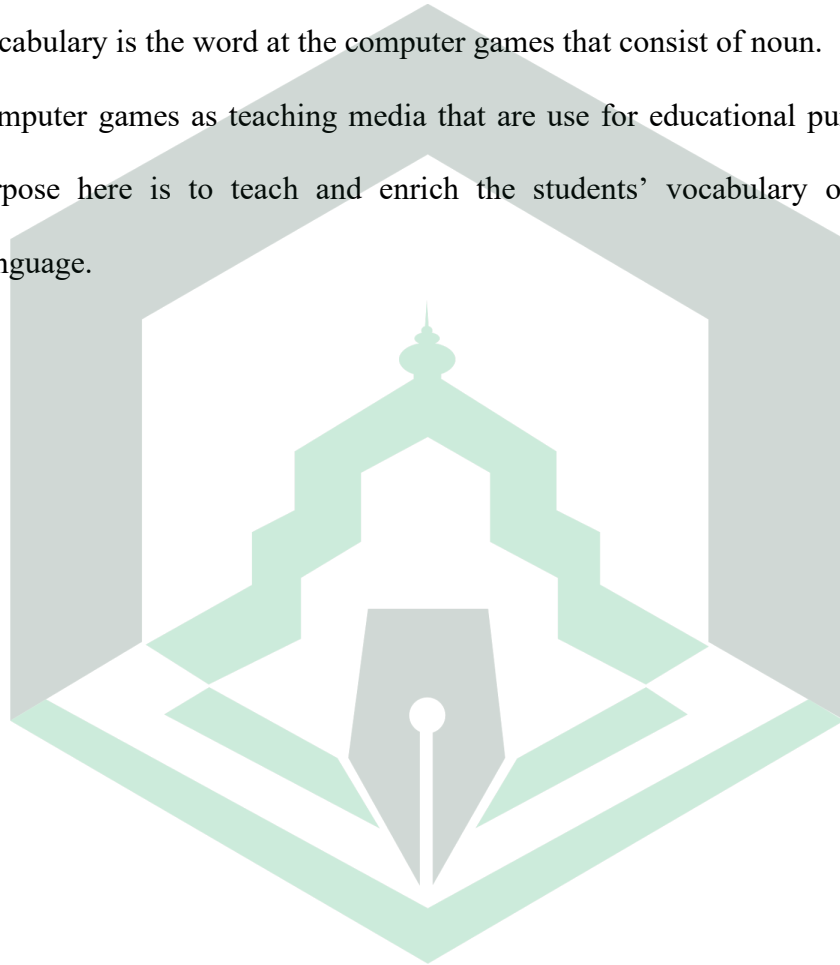
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

There are many language researchers have conducted the use of various methods in teaching English especially in teaching vocabulary namely;

a. Jasmaruddin, *"Improving vocabulary of the sixth year students of SDN 79 Tappong Palopo Through Word list"*. He formulates conclusion that the students vocabulary is improve through word list. It can be seen on table 3, where the mean score of pre test is 61.4167 and in post test rise become 77.0833.[1]

b. Muhammad Solihin, *"Teaching Vocabulary Through Computer Games to the Fifth Year Student of SDN 42 Limpomajang"*. He founds that computer games are effective in teaching vocabulary. It can be proved by the student's result in the pre-test and post-test with mean score 4.0 in the pre-test (before given the computer games) and 8.2 in the post-test (after given computer games).[2]

c. Muliana, "*Developing Student's Vocabulary at the Eleventh Year Student of MAN Palopo Through Card Guessing Game."* She founds that the students'

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[1]Jasmaruddin.*"Improving Vocabulary of The Sixth Year Students of SDN 79 Tappong Palopo Through Word List"*. Thesis S1.Palopo: STAIN Palopo. 2007.

[2] Muhammad , Solihin. "*Teaching Vocabulary Through Computer Games to the Fifth Year Student of SDN 42 Limpomajang Palopo."* Thesis S1. Palopo: STAIN Palopo. 2013

vocabulary effectively developed through card guessing game at the eleventh year student of MAN Palopo.[3]

d. Sahardi, *"Developing Vocabulary Through the English Runway with Green Nature Program at Botta Suli."* He founds that the students' vocabulary upgraded through English run away at the student of Botta Suli in 2012/2013 academic year.[4]

Based on these researchers above, there are many methods can be use in teaching vocabulary especially to develope the students' vocabulary. In this research, the researcher use computer games method to improve the students' ability in vocabulary because computer games make the students enjoyable.

B. Vocabulary

a. Definition of Vocabulary

Vocabulary is an important thing in learning language. It would be impossible to learn a language without knowing vocabulary because there is no language exists without words. More words we know, more ideas we can explore. So, we can communicate the ideas effectively.

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[3] Muliana. *"Developing Students' Vocabulary at the Eleventh Year Students of MAN Palopo Through Card Guessing Game."* Thesis S1. Palopo: STAIN Palopo. 2013

[4] Sahardi. *"Developing Vocabulary Through the English Run Away with Green Nature Program at Botta Suli."* Thesis S1. Palopo: STAIN Palopo.2013

Oxford Learner's Pocket Dictionary, New Edition states that vocabulary is the total number of word in a language, words known to a person; the of a here year old, last of words with their meanings, especially at the back of for teaching a fore in language.[5] According to Richard "vocabulary or word (also called a base word or a word family) is defined as including the base form (e.g., make) and its inflections and derivatives (e.g., makes, made, making, maker and makers). Since the meaning of this different forms of the word are closely related, it is assumed that little extra effort is needed to learn them".[6] According to Good, vocabulary as the words having meaning when heard or seen even though not produced by the individual himself to communicate with others is the words that considered essential for minimal use of language.[7]

Harmer states that vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, word comes in two forms: oral and print. Oral vocabulary includes two those words that we recognize and use in listening and speaking print vocabulary includes those words that we recognize and use in writing and reading. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes

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[5]Martin H. Manser. *Oxford Learner's Pocket Dictionary*. University Press. 1980.

[6]Jack C. Richard and Willy A. Renandya, 2002. *Methodology In Language Teaching.* United State of America: Cambridge University Press.

[7]C.V. Good, *Dictionary of Education*. New York : Mc Brown Hill Book co. 1959

words that we recognize when we hear them. Productive vocabulary includes words that we use when we speak.[8]

Based on definitions above, the researcher concludes that vocabulary is all words which have a meaning and it is use in language especially in writing, reading, listening and also to speak with others.

b. Types of Vocabulary

Harmer divides vocabulary in two groups, namely: active vocabulary and passive vocabulary. Active vocabulary refers to vocabulary that has been learned by the students. They are expected to be able use it. While passive vocabulary refers to words which students will recognize when they meet them, but probably they are not able to produce it.[9]

Good divides vocabulary into four kinds, they are;

a. Oral vocabulary refers to words that a person employs them in expressing ideas orally and actively.

b. Writing vocabulary refers to words that commonly use in writing.

c. Listening vocabulary refers to words that commonly use in writing.

d. Reading vocabulary refers to words that someone can recognize them when he finds them in written form.[10]

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

[9] *Ibid*. p.154

[10] C.V. Good, *Dictionary of Education*. New York : Mc. Brown Hill Book co. 1959

Based on the explanation above, it can be concluded that there are many kinds of vocabulary that we can get in four skill of language, namely oral vocabulary, writing, listening, reading vocabulary and also active and passive vocabulary.

c. The Concept of Vocabulary

Vocabulary seen as incident to the main purpose of language teach, namely the acquisition of grammatical knowledge about language.[11]

According to Hornby that vocabulary is:

a. Total number of words (either used for combination them) make up the language

b. Range of words know to, or used by a person in trade, profession, etc.

c. Book contains a list words used in a book etc-usually with definition or translation.[12]

According to Manser that vocabulary is:

a. Total number of words in language

b. Words known to a person

c.   List of words with their meanings, especially at the back of a book used for teaching a foreign language.[13]

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[11] Jeremy Harmer, *Op. Cit.* p. 154.

[12] Hornby, *Oxford Advanced Learners Dictionary of Current English*, (Tokyo: Oxford University Press, 1974), p. 978

[13] Martin H. Manser, *Op. Cit.* p. 461.

According to Oxford Dictionary vocabulary is:

a.   A list or collection of words and phrase usually alphabetically arranged and explained or defined lexicon.

b.   A sum or stock of words employed by a language group individualy or words in a field of knowledge.[14]

Besides that according Pieter A. Napa, explains that vocabulary is one of the component of language and that no language exist without words. Words are sign or symbols for ideas. There are the means by which people exchange their thought. The more words we learn, the more ideas we should have so we can communicate the ideas more effectively.[15]

Vocabulary as an essential component of all uses of language, it would be impossible to learn a language without it. Vocabulary is one of the components of language and that no language exists without words. Words are signs or symbols for ideas. The more words we learn, the more ideas we should have, so we can communicate the ideas more effectively.

Vocabulary is one language elements that need to be acquired by English learners. This opinion indicates that vocabulary has the same level as phonology and grammatical in supporting the English learning to master a language skill. Mastery of the vocabulary (productive) is usually related to speaking and writing,

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[14] Hornby, *Op. Cit.* p. 318.

[15] Pieter A. Napa, *Vocabulary Development Skills*, (Cet. I; Yogyakarta: Kornisius, 1991), p. 6.

because when someone speaks they produces vocabulary, while the mastery of receptive vocabulary is usually related to reading and listening[16].

Vocabulary as one of the elements of language is important to study, without having enough vocabulary, the ability to communicate and convey our needs could not be established. Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and researcher. Without an extensive vocabulary strategy 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, use the language in different contexts, reading or watching TV. Research on vocabulary in recent years has done a great deal to clarify the levels of vocabulary learning learners need to achieve in order to read both simplified materials and to process different kind of oral and written texts, as well as the kinds of strategies learners use in understanding, using and remembering words.[17]

Jack C. Richard and Willy A. Renandya states that 3000 to 5000 words is suggested for learners continuing to tertiary education studies.[18] As we know that, before the students know to speak teacher must introduce kinds of vocabulary to know many things in their environment. So one general thing such as kinds of

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[16] Jeremy Harmer. *Op. Cit.* p. 154.

[17] Richard, Jack C. and Willy A. Renandya, *Op. Cit.* p. 255.

[18] Richard, Jack C. and Willy A. Renandya, *Op. Cit.* p. 256.

animals, adjective for people, clothes, geography, building, places, bank, cooking, restaurant, down town, etc.

From the definition above, we can see that vocabulary or word is one of the components of language and no language exists without words. Without vocabulary we cannot communicated each other, so we have to learn and memorize many vocabulary in order we can speak English well.

d. How to Learn Vocabulary

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

1) Students need to learn how to commit vocabulary to long term memory. It does not necessarily mean "memorizing". Although some students may find this activity suit with their learning style.

2) Students must learn to discriminate variation in distribution and new boundaries of meaning.

3) Students do not always realize that words are constructed of morphemes which share the burden of the meaning among them.

4) Students should learn to penetrate disguises with language some family or from areas where there has been considerable alternative there are many borrowed words and cognates.

5) Students will learn how to discover new words from themselves.

6) If students are not become discouraged, they need to learn that vocabulary is elastic and they can make much of they know by paraphrase, circumlocution, and definition as they gradually build up more precise and varied lexicon.

7) Students must learn how to augment their own vocabulary steadily and systematically. They will begin early to keep individual list of new words they encounter, words that interest them, and problem words which are continually ripping them up.[19]

e. **Some Technique of Teaching Vocabulary**

There are some technique in teaching vocabulary, according to Harmer said that there are three technique or activities which are designed to teach and practice words or vocabulary, they are;

1) Presentation

Not all vocabulary can be learned through interaction and discovery technique, even if such techniques are possible. However, they are not always effective. There are many occasion 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: pictures, mimic, action, and gesture etc.

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[19] Wilga. M. Rivers. *Teaching Foreign Language Skills,* (Chicago, London: The University of Chicago, 1981), p. 465.

2) Discovery

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

3) Practice

Using new words which are known in real communication so, it will not be forgotten easily.[20]

f. Principle for Teaching Vocabulary

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

a) Allocate specific class time to vocabulary learning

In the hustle and bustle of our interactive classroom sometimes we got so cough 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

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[20] Jeremy Harmer, *Op. Cit.* p.161

discourse. Data from linguistic corpora can provide real-word 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.

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.[21]

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[21] *Ibid.* p. 467.

g. The Important of Learning Vocabulary

Learning a language means learning the words of the language because words are the vital organs in language. Through vocabulary we can express our feeling and meaning. Harmer says that if you want to describe how you feel at this moment you have to be able to find a word which reflected to complexity of your feeling.[22] Goodman and Mohr state that vocabulary is a basic part of reading comprehension. It means that we are going to have trouble to understand the text if we do not know most words in the text.[23] Rivers in Nunan also argues that the acquisition of an adequate vocabulary is essential for successful second language learners because without an extensive vocabulary, we will be unable to use the structure and function we may have learned for comprehensible communication.[24]

Based on the explanation above, it can be concluded that vocabulary is very important in language, because by mastering vocabulary we can describe our feeling, we can understand the text and also we can communicate to others.

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[22] Jeremy Harmer, *Op. Cit.* p.155

[23] D.J. Goodman, and C. Mohr. *Building Vocabulary Skills*. New Jersey : C. Meriam Co. 1991

[24] David Nunan, *Language Teaching Methodology. A Textbook for Teacher*. Hertford Shire: Prenctise Hall International. 1991

C. Media

In teaching vocabulary, teacher need media which can make students master vocabulary. By using media, the learning process is run more smoothly.

a. Definition of Media

1. AECT (Association for Education and Communication Technology) in Rohani, defines media that is all the form of utilize to process of information channeling.[25]

2. Arsyad states that definition of media as the component of learning source that can stimulate students in learning.[26]

3. NEA In Rohani, defines media that art of things which can be manipulated, seen, listened, and can be read with instruments which is use well in teaching process. Therefore, it can influence the effectiveness of instructional program.[27]

Based on the assumption above, the researcher defines media as a source in teaching learning process that can help communication well to get instructional aims.

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[25]Ahmad Rohani, *Media Instruksional Edukatif*. Jakarta: Rineka Cipta. 1997.

[26]Azhar Arsyad, *Media Pengajaran*. Jakarta: PT. Rineka Cipta 2004

[27] Ahmad Rohani, *Op. Cit.* p.

b. The Function of Media

Arsyad researchers that the result of the research has been prove that using aids very useful to help actively of learning process in the classroom, especially to increase learning achievement, while the learning theory is known that interaction between students who is learning with source can influence learning process.[28]

Rohani researchers that there are two factors of function media namely: internal factor and external factors. The internal factors are like attitude, life, style, and feeling, like, dislike, ability and experience, if the students are not interesting in learning, automatically it is difficult to follow learning process. While the external factors are stimulate from outside of students, especially in listening and sight. As an external factor, media can be used to increase efficiency learning of students because it has potency and capability to stimulate learning process.[29]

Rohani defines that media can increase desire and the interest of students in learning. Using media, students will get more experience. So, their perception and understanding more exact. And it will rise to desiring and new motivation in learning.[30]

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[28] Azhar Arsyad, *Op. Cit.*

[29] Ahmad Rohani, *Op. Cit.*

[30] Ahmad Rohani, *Op. Cit.*

From the explanation above, it can be concluded that media can solve the behavior factor learning namely internal factor and external factor through one thing or certain event to the students in the class. The same perception will give desire and the same experience.

Based on the explanation above, the researcher get more convinced to use computer games as media in doing research because, computer games can help teacher in learning process.

D. Computer Games

a. Definition of Games and Computer Games

Prensky states that game is recognized as organized play that gives us enjoyment and pleasure.[31] According to Juul, game is a set of activities involving one or more players. It has goals, constraints, payoffs, and consequence. A game is rule-guided and artificial in some respects. Finally, a game involves some aspects of competition, even if that competition is with one.[32] Hopkins states that games all defined as a form of play governed by a certain rules of convention.[33]

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[31]Prensky. 2001. *Computer Games World.* http://en.wikipedia.org/wiki/personalcomputergame. (Accessed on January, 26th 2013. At: 10 am)

[32] Juul Jesper. *The Computer Games and Digital Textualities Conference.*2009 http://en.wikipedia.org/wiki/personalcomputergame. (Accessed on January, 26th 2013. At: 10 am)

[33] John Hopkins,. *Literature and Electronic Media.*2007. http://en.wikipedia.org/wiki/personalcomputergame. (Accessed on January, 26th 2013. At: 10 am)

From this definition, we can see that in the language classroom games are meant to be enjoyed, wherever they are played. Games are not just a diversion, a break from routine activities, but also they can contribute to language. Games enable students to achieve goals with recreational activity.

According to Prensky, computer games can be characterized by twelve key structural elements when combined together, strongly engage the player;

1. Games are a form of fun. That gives us enjoyment and pleasure.

2. Games are form of play. That gives us intense and passionate involvement.

3. Games have rules. That gives us structure.

4. Games have goals. That gives us motivation.

5. Games are interactive. That gives us doing.

6. Games are adaptive. That gives us flow.

7. Games have outcomes and feedback. That gives us learning.

8. Games have win states. That gives us ego gratification.

9. Games have conflict / competition / challenge / opposition. That gives adrenaline.

10. Games have problem solving. That sparks our creativity

11. Games have interaction. That gives us social groups.

12. Games have representation or story. That gives us emotion.[34]

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[34]Prensky. *Op. Cit.*

Computer games could be played on variety of desktop computer platform. Could be linked together with sometimes hundreds or players playing at the same time and could be used for other purposes (such as office applications).

Based on the explanation above, the researcher concludes that computer games is one of the important technologies that we can use as media in teaching language because computer games can make students enjoyable in studying while playing method in a classroom.

b. Why Use Computer Games for Learning

Many reasons are cited for why computer games engage the users. Some of the reasons given are listed below:

1. Hopkins states that they are seductive, they use technology to represent reality or embody fantasy.[35] Rich visual and spatial aesthetics draw you into extravagant fantasy worlds that nevertheless seem very real on their own therm. These excite awe and also pleasure where environments have recognizable features.

2. Mitchell state that games are played to win or achieve a goal. They key to motivation is winning while remaining challenged. Motivate via fun, part of the natural learning process in human development and instant, visual feedback. This is true both of 'mini-games', where players achieve quick

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[35] John Hopkins, *Op. Cit.*

outcomes and of complex games, such as fantasy or simulation games, which have goals and sub-goals.[36]

3. Unlike many other game environments, complex computer games provide a complete, interactive virtual environment.

Based on the explanation above, it can be concluded that computer games should be use in learning because by computer games the teacher will get lessons objective and computer games will give motivation for the students, so they will have confidence to study especially in learning vocabulary.

c. The Advantage of Computer Games

The advantage of computer games according to Carrier, as follows:

1. Computer games can be use to change the pace of a lesson and so maintain motivation.

2. Computer games can be use to punctuate long formal teaching units and renew students' energy before returning to more formal learning.

3. Computer games can change the role of the teacher from that a formal instructor to that manager organizer of activities that students enjoy participating. This can be useful in reducing teacher-students distance or conflict.

4. Computer games can increase teacher-students communication and so reduce the domination of the classroom by the teacher.[37]

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[36] Mitchell. 2000. *The Case of Narrative in Digital Media.* http://en.wikipedia.org/wiki/personalcomputergame. (Accessed on January, 4th 2013. At: 10 am)

[37] Michael Carrier, *Games and Activities for the Language Learner.* London: Harrap. 1980.

From the explanation above, it can be concluded that the use of computer games in learning process is very important, useful, appropriate and effective way in facilitating the students in learning.

E. Big City Adventure

Big City Adventure is a challenging hidden object game that takes you to new and exciting locations all around the world! The Big City Adventure Treasure Hunt is underway and the first stop is the City by the Bay. Search San Francisco's celebrated sights for thousands of cleverly hidden items in 60 rounds of seek-and-find fun. Between levels, master brain-bending mini-games and continue your trek through this visually stunning challenge. Along the way, collect postcards and discover fascinating facts about San Francisco. Featuring gorgeous graphics, endless replay value, and surprises at every stop.[38]

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[38] http://www.pogo.com/games/bigcityadventure/overview (accessed on February 17th 2013 at 8:30 pm)

Collect hidden objects, while traveling the famous streets of cities all over the world in Big City Adventure! There are 12 hidden objects (noun) to find in each Big City Adventure level. Find the hidden objects by clicking on them.

After completing the level by finding all 12 hidden objects, collect your postcard for that location and you will be directed to your next location and hidden object game level.

If you need some help, use the various Power-Ups to help you out! You start your adventure with some Hint Stars provided. Once you run out, you can wait for the Hint Stars to recharge, find more Hint stars within the scenes, or purchase more Hint stars.
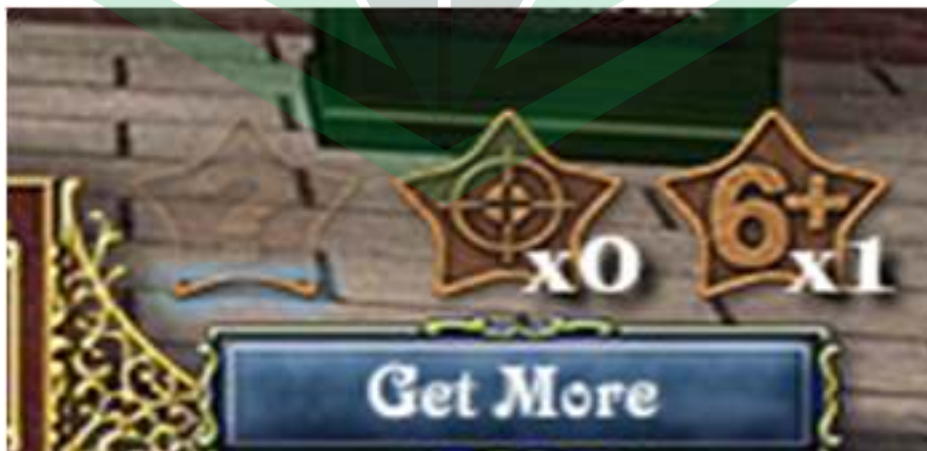
There are many different challenging Big City Adventure mini-games at the end of each episode. Complete them to add to your high score! Or skip them with the Skip Star.

There are a variety of Power-Ups to help you on your Big City Adventure!

- Hint Star - Reveals the location of one hidden object

- Targeted Find Star - Reveals the location of an object of your choice

- Extra Object Star - Adds 6 bonus objects to find

- Skip Star - Skip a mini-game level and go to the next immediately
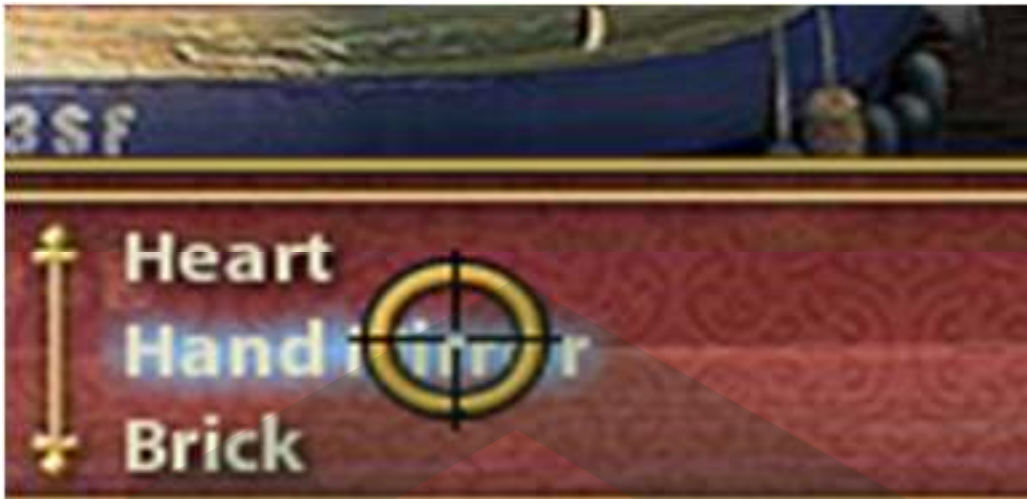
F. Theoretical Framework

Vocabulary is one of problem in mastering English especially at the eighth year students of SMP Muhammadiyah Palopo. There are many media that can be used to teach vocabulary. For example in this research the researcher used computer game: big city adventure as a media in teaching vocabulary. Firstly, the researcher teaches vocabulary by using computer game: Big City Adventure and all students have to involve actively in the learning process. Computer game: Big City Adventure is a method to help the students in mastery vocabulary and also the students will be easy to learn vocabulary. Through learning by using Computer game: Big City Adventure it is hoped that the output of the process will be result in the development of students' vocabulary.

The theoretical framework in this research is presented in the following diagram:

Animals	
Fruits and Vegetables	**Computer Game: Big City Adventure**
Transportation	
Human body	**Vocabulary**
Tools	
Things in classroom	**Students Vocabulary Development**
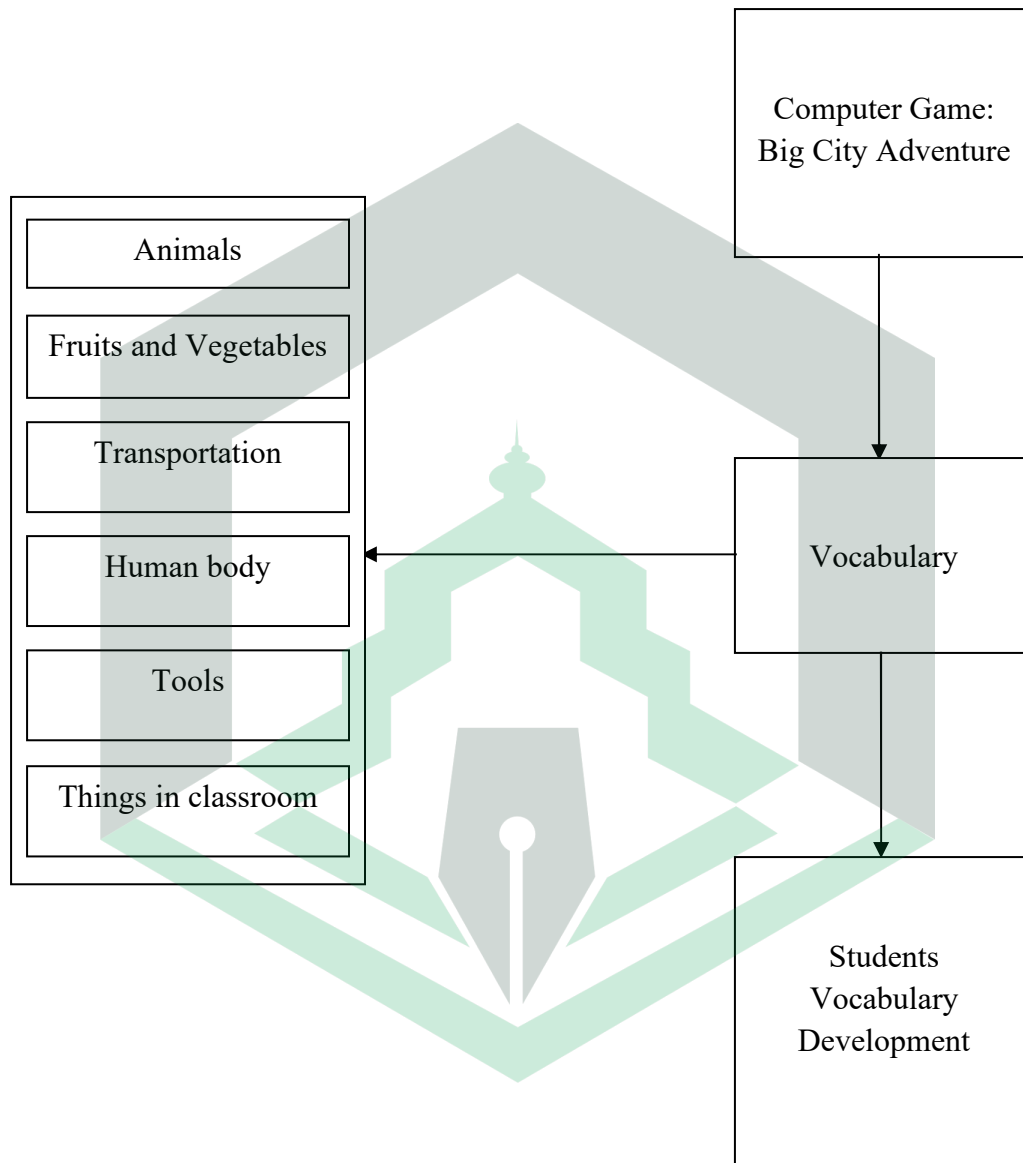
G. Hypothesis

The hypothesis of this research as follows;

1. H_0 = Null hypothesis. H_0 means students' vocabulary does not develop after giving treatment by using computer games at the eighth year students of SMP Muhammadiyah Palopo.

2. H_1 = Alternative hypothesis. H_1 means students' vocabularies are develop after giving treatment by using computer games at the eighth year students of SMP Muhammadiyah Palopo.
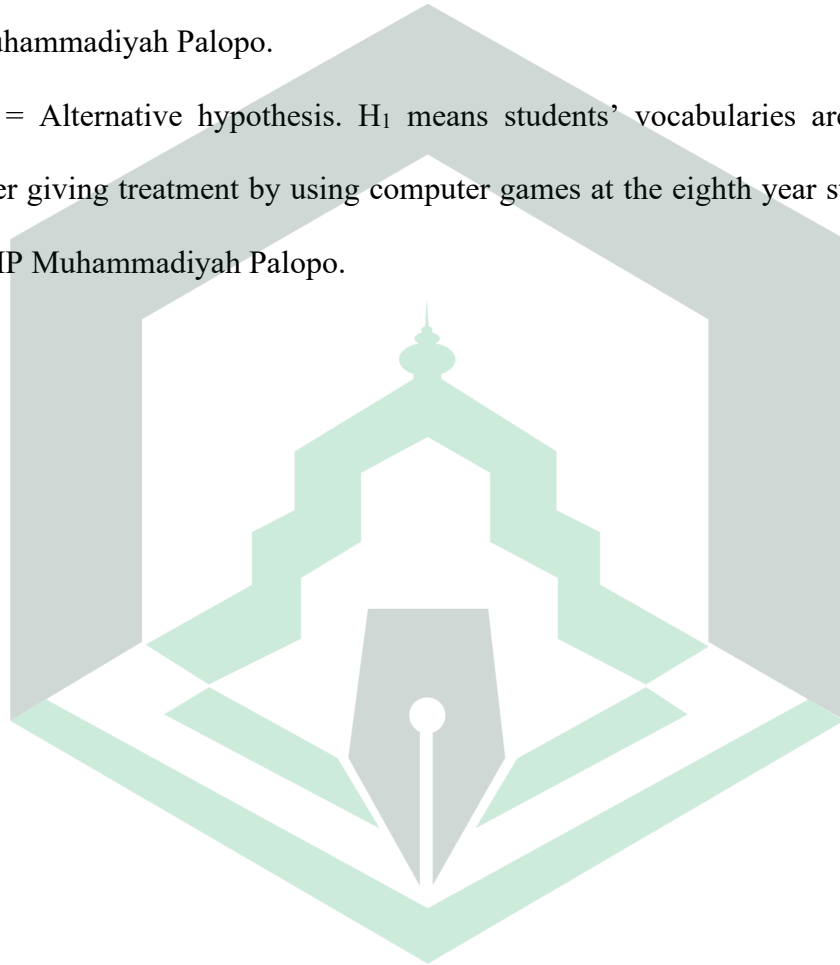
CHAPTER III

RESEARCH METHOD

A. Research Design

The research design will use in this research is experimental design which involved one group that had given pre-test, treatment, and post-test. The design was presented as follows:

Pre-test	Independent variable treatment	Post-test
Y1	**X**	**Y2**

Based on the design above the researcher explains that Y1 as pre-test which is done before treatment, X is the treatment and Y2 is post-test which did after give treatment. The effect of the treatment is determined by the difference between pre-test and post-test.

B. Variable

This research consist of two variables namely:

a. Independent variable. The independent variable is computer games as learning media.

b. Dependent variable. The dependent variable is student's vocabulary.

C. Population and Sample

1. Population

The population of the research will be taken from the eighth year student of SMP Muhammadiyah Palopo 2013/2014 academic year, there are 20 students there.

2. Sample

The research used all total sampling, where the researcher takes all of them as experimental class. The researcher takes the eighth year student of SMP Muhammadiyah Palopo 2013/2014. It is consist of only one class. There are 20 students there.

D. The Instrument

In this research, the researcher use vocabulary test in pre-test and post-test namely translating word and matching word. There are 50 items of vocabulary on the test which related to noun. Each answer is given one point. The pre-test is intended to know the ability of students' vocabulary, while post-test is administrated to know whether any significant development to the students' vocabulary after giving treatment. Also the researcher gives questionnaire to know how the students' opinion about the game in learning vocabulary. The number of questions consist of 10 (ten) questions and have five multiple choice

namely strongest agree, agree, neutral, disagree, and strongest disagree based on liker scale.[39]

Strongest agree (SS)   = 5

Agree (S)   = 4

Neutral (N)   = 3

Disagree (TS)   = 2

Strongest disagree (STS)   = 1

The researcher use computer game namely Big City Adventure as a media on the treatment. It is a kind of matching word game. In the learning process the researcher used computer and LCD to show the game so that the learning process more interesting. Also use dictionary to find the meaning of new words for students that founded on the game during the learning process (treatment).

E. Method of Collecting Data

To collect the data, the researcher will use some procedure as follow:

1. Giving Pre-Test

The researcher distributed pre-test to pre experimental class and intended to know the students' prior knowledge of vocabulary. It takes 45 minutes to finished test.

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[39] Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D*,(Bandung: Alfabeta,2010), p. 94.

2. Giving Treatment

The research conduct treatment. It will take for five meetings. The steps are as follow:

a. The first meeting.

1. First, the researcher introduces himself to the students.

2. The researcher prepared the computer and games.

3. The researcher explained the game to the students (how to play the game and etc.)

4. The researcher gives the list of vocabulary that showing in the game.

The list of vocabularies are;

- Gun
- Flashlight
- Coffee
- Centipede
- Tarantula
- Gavel
- Hanger
- Grenade
- Police car
- Sunglasses

5. The researcher divided them into four groups.

6. The students played the games by operating the computer under guidance and supervision of the researcher.

7. The researcher discussed the difficult vocabularies with the students.

8. The researcher gives conclusion about the vocabulary.

b. The second meeting.

1. The researcher prepared the computer and games.

2. The researcher gives the list of vocabulary that showing in the game.

The list of vocabularies are:

- Alligator

- Giraffe

- Kitten

- Present

- Teapot

- Toaster

- Volleyball

- Polar bear

- Seagull

- Frog

3. The researcher divided them into four groups.

4. The students played the games by operating the computer under guidance and supervision of the researcher.

5. The researcher discussed the difficult vocabularies with the students.

6. The researcher gives conclusion about the vocabulary.

c. The third meeting.

1. The researcher prepare the computer and games.

2. The researcher gives the list of vocabulary that showing in the game.

The list of vocabularies are;

- Sock

- Perfume

- Quill

- Eagle

- Chocolates

- Bear

- Jasmine

- Watering can

- Jewelry box

- Crown

3. The researcher divided them into four groups.

4. The students played the games by operating the computer under guidance and supervision of the researcher.

5. The researcher discussed the difficult vocabularies with the students.

6. The researcher gives conclusion about the vocabulary.

d. The fourth meeting.

    1. The researcher prepare the computer and games.

    2. The researcher gives the list of vocabulary that showing in the game.

       The list of vocabularies are:

- Backpack
- Axe
- Garden hose
- Garden spade
- Rabbit
- Turtle
- Caterpillar
- Radishes
- Cactus
- Rose

    3. The researcher divided them into four groups.

    4. The students played the games by operating the computer under guidance and supervision of the researcher.

    5. The researcher discussed the difficult vocabularies with the students.

    6. The researcher gives conclusion about the vocabulary.

e. The fifth meeting

    1. The researcher prepare the computer and games.

    2. The researcher gives the list of vocabulary that showing in the game.

The list of vocabulary are:

- Tooth brush

- Pearl necklace

- Knocker

- Typewriter

- Bow

- Iron

- Ice bucket

- Strawberry

- Coat hanger

- Powder case
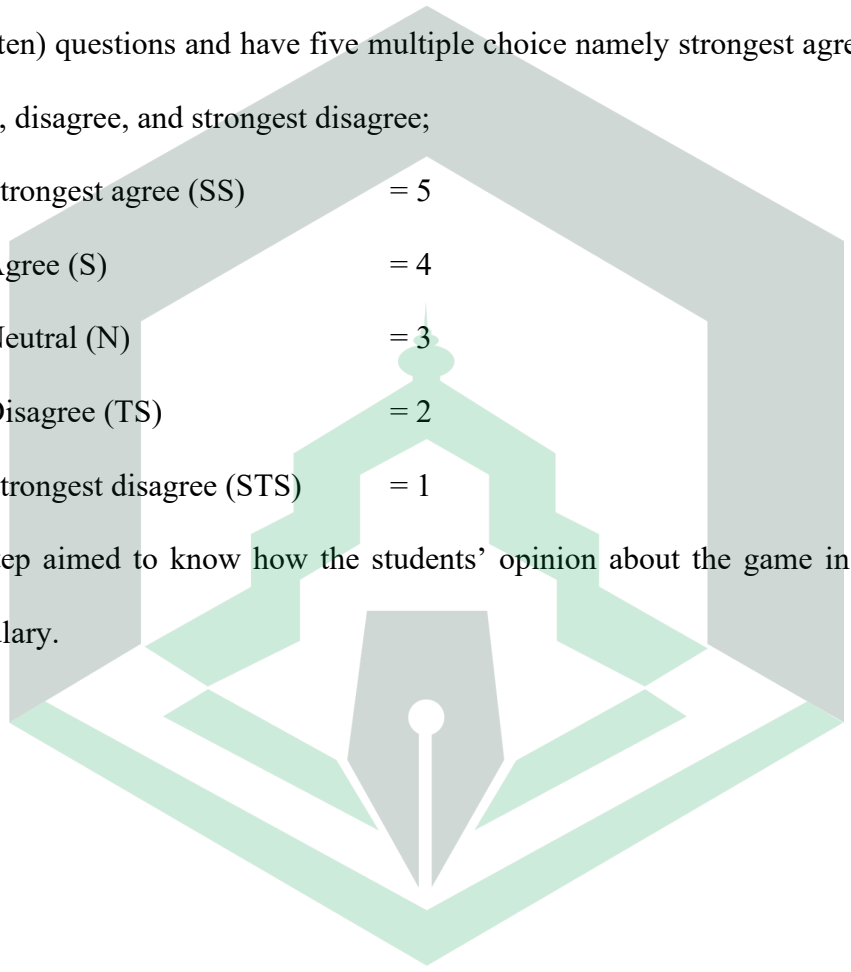
3. The researcher divided them into four groups.

4. The students played the games by operating the computer under guidance and supervision of the researcher.

5. The researcher discussed the difficult vocabularies with the students.

6. The researcher gives conclusion about the vocabulary.

3. Giving Post-Test

The researcher distributed post-test to pre experimental class, this test to know the effectiveness of using computer games in teaching vocabulary for students. It takes 45 minutes too, to do the test.

4. Questionnaire

This point describes about response of respondent in answering questions based on liker scale related to teaching vocabulary by using computer game: big city adventure to develop students' vocabulary. The number of questions consist of 10 (ten) questions and have five multiple choice namely strongest agree, agree, neutral, disagree, and strongest disagree;

Strongest agree (SS)　　　　= 5

Agree (S)　　　　　　　　= 4

Neutral (N)　　　　　　　= 3

Disagree (TS)　　　　　　= 2

Strongest disagree (STS)　　= 1

This step aimed to know how the students' opinion about the game in learning vocabulary.

F. Method of Analysis Data

In analyzing data, the researcher did the procedures below:

1. Scoring correct answer of students of both pre and post-test.

The data through the questionnaire analyzed a percentage by using the formula as follows:

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

Where: P = percentage

F = the cumulative frequency of subjects

N = Total number of subject.[40]

Scoring the students answer from the given test vocabulary test:

$$\textbf{Score} = \frac{\textbf{Students' correct answer}}{\textbf{Total number}} \times \textbf{10}$$

To understand the level of the students' score the following classification were use:

a. 9.6 – 10   is classified as excellent.

b. 8.6 – 9.5   is classified as very good.

c. 7.6 – 8.5   is classified as good.

d. 6.6 – 7.5   is classified as fairly good.

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[40]Ridwan, *Dasar-dasar statistika*.(Jakarta:Rineka Cipta,2003), p. 41.

    e. 5.6 – 6.6   is classified as fairly

    f. 3.6 – 5.5   is classified as fairly poor.

    g. 0 – 3.5   is classified as poor.

2. Looking for Mean score

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

    MD = Mean Difference

    $\sum X$ = total of raw score

    N   = total number of respondent

3. Looking for standard deviation

Calculating the standard deviation of written test in pretest and post test 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. Test Significant

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

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

Where: t = test of significance

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

ΣD = the mean of difference score

$\Sigma X^2 d$ = different deviation and mean deviation

n   = total number of sample

1   = constant number[41]

5. Criteria of hypothesis acceptability

$t_0 \geq t_t$: reject null hypothesis

$t_0 \leq t_t$: receive null hypothesis[42]

in which :

t_0 = test of significance (t-test)

t_t = level of significance on one tailed test (t-tabel).

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[41] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Baru dalam Teori dan Praktek,* (Jakarta: PT.Rineka Cipta, 1992), p. 327.

[42] Anas Sudijono, *Pengantar Statistik Pendidikan* (cet. XIII; Jakarta: PT. Raja Grafindo Persada, 2003), p.289

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

1. Test Analysis

In the previous description, it has been explained that data analysis in this research used descriptive quantitative. Those descriptions explain the result of the research (pre-test and post-test). The data analyzed and performed in the following table:

a. The score of students in Pre-test (X_1) and Post-test (X_2)

Table 4.1. The score of students in pre-test (X_1)
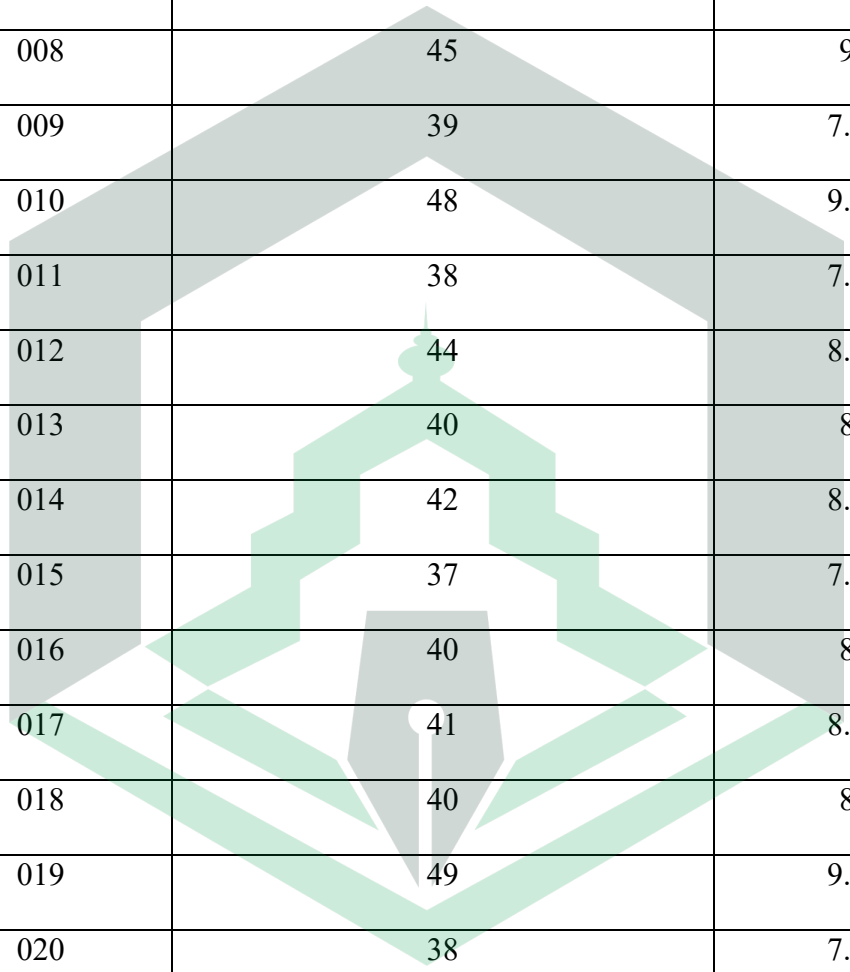
Respondents	Value of Students' Correct Answer	Score
001	24	4.8
002	28	5.6
003	28	5.6
004	30	6
005	14	2.8
006	23	4.6
007	29	5.8
008	36	7.2
009	21	4.2
010	36	7.2

011	18	3.6
012	24	4.8
013	27	5.4
014	22	4.4
015	15	3
016	13	2.6
017	28	5.6
018	24	4.8
019	37	7.4
020	22	4.4

The table 4.1 shows the value of students' correct answer and their score in doing pre-test. It shows that all students taken as sample in this research got very low score. The highest score was "7.4" and only one student got it, and the lowest score was "2.6". It means that, the students' vocabulary at the eighth year students of SMP Muhammadiyah Palopo is still low.

Table 4.2. The score of students in Post-test (X_2)

Respondents	Value of Students' Correct Answer	Score
001	40	8
002	40	8
003	39	7.8

004	49	9.8
005	39	7.8
006	43	8.6
007	47	9.4
008	45	9
009	39	7.8
010	48	9.6
011	38	7.6
012	44	8.8
013	40	8
014	42	8.4
015	37	7.4
016	40	8
017	41	8.2
018	40	8
019	49	9.8
020	38	7.6

The table 4.2 shows the value of students' correct answer and their score in doing the post-test. It shows the difference between the result of pre-test (in the first table) and post-test, where all the students' taken as sample in this research got very low score in the pre-test and became high in the post-test. The highest

score of pre-test was "7.4" and only one student got it, and the lowest score was "2.6". While in post-test, there was only one student got under 7.5 score. The lowest score was "7.4". The highest score was "9.8" and there were two students got it. Another student got "9.6", "9.4", "9", "8.8", "8.6", "8.4", "8.2", "8", "7.8", and "7.6" score

b. Rate Percentage of Students' Score in Pre-test (X_1) and Post-test (X_2)

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

Table 4.3. Rate Percentage of Students' Score in Pre-test (X_1)

No.	Classification	Score	Frequency	Percentage
1.	Excellent	9.6 – 10	-	-
2.	Very good	8.6 – 9.5	-	-
3.	Good	7.6 – 8.5	-	-
4.	Fairly good	6.6 – 7.5	3	15%
5.	Fair	5.6 – 6.5	5	25%
6.	Poor	3.6 – 5.5	9	45%
7.	Very poor	0 – 3.5	3	15%
Total			20	100%

The table 4.3 shows that in the pre-test, the number of students' which taken as sample in the research there were 3 (15%) students got very poor score, there were 9 (45%) students got poor score, there were 5 (25%) students got fair score,

there were 3 (15%) students got fairly good score, and there was no student got good score. It means that all the students' vocabulary is still low.

Table 4.4. Rate Percentage of Students' Score in Post-test (X2)

No.	Classification	Score	Frequency	Percentage
1.	Excellent	9.6 – 10	2	10%
2.	Very good	8.6 – 9.5	5	25%
3.	Good	7.6 – 8.5	12	60%
4.	Fairly good	6.6 – 7.5	1	5%
5.	Fair	5.6 – 6.5	-	-
6.	Poor	3.6 – 5.5	-	-
7.	Very poor	0 – 3.5	-	-
	Total		20	100%

Table 4.4 shows that the score of students in pre-test and in post-test was different. Although there still one student got unexpected score, but the other students got expected score. There was only 1 (5%) student got fairly good score, there were 12 (60%) students got good score, there were 5 (25%) students got very good score, there were 2 (10%) students got excellent score. It proves that the students' score after doing the treatment process got a very significance development from the pre-test to the post-test.

It means that all the students' vocabulary teaching through computer game: Big City Adventure to the eighth year students of SMP Muhammadiyah Palopo after the treatment was done.

c. The score of the students' vocabulary in Pre-test and Post-test

Table 4.5. Score of the students' vocabulary in Pre-test and Post-test

No.	Pre-test (X₁)	X₁²	Pos-test (X₂)	X₂²	Deviation D= X₂ – X₁	D²
001	4.8	23.04	8	64	3.2	10.24
002	5.6	31.36	8	64	2.4	5.76
003	5.6	31.36	7.8	60.84	2.2	4.84
004	6	36	9.8	96.04	3.8	14.44
005	2.8	7.84	7.8	60.84	5	25
006	4.6	21.16	8.6	73.96	4	16
007	5.8	33.64	9.4	88.36	3.6	12.96
008	7.2	51.84	9	81	1.8	3.24
009	4.2	17.64	7.8	60.84	3.6	12.96
010	7.2	51.84	9.6	92.16	2.4	5.76
011	3.6	12.96	7.6	57.76	4	16
012	4.8	23.04	8.8	77.44	4	16
013	5.4	29.16	8	64	2.6	6.76

014	4.4	19.36	8.4	70.56	4	16
015	3	9	7.4	54.76	4.4	19.36
016	2.6	6.76	8	64	5.4	29.16
017	5.6	31.36	8.2	67.24	2.6	6.76
018	4.8	23.04	8	64	3.2	10.24
019	7.4	54.76	9.8	96.04	2.4	5,76
020	4.4	19.36	7.6	57.76	3.2	10.24
Total	**Σ X₁= 99.8**	**Σ X₁²= 534.52**	**Σ X₂= 167.6**	**Σ X₂²= 1415.6**	**ΣD= 67.8**	**ΣD²= 247.48**

From the table 4.5, we had gotten ΣX_1= 99.8, $\Sigma X_1{}^2$= 534.52, ΣX_2= 167.6, $\Sigma X_2{}^2$= 1415.6, ΣD= 67.8, and ΣD^2= 247.48. The next finding the mean score of pre-test (X_1) and post-test (X_2), the difference of standard deviation between variable X_1 (pre-test) and X_2 (post-test) as follows.

d. Mean Score of Pre-test (X_1) and Post-test (X_2)

   1) Mean score of pre-test (X_1)

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

$$M = \frac{99.8}{20}$$

$$M = 4.99$$

2) Mean score of post-test (X_2)

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

$$M = \frac{167.6}{20}$$

$$M = 8.38$$

Table 4.6. The Students' Mean Score

Component	Pre-Test	Post-Test
Mean	4.99	8.38

The table 4.6 indicates that the mean score of students in the post-test was very different with their mean score in the pre-test or post-test > pre-test = 8.38 > 4.99.

e. Standard Deviation of Pre-test (X_1) and Post-test (X_2)

    a. Standard deviation of pre-test:

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

$$SD = \sqrt{\frac{20(99.8)^2 - (99.8)^2}{20(20-1)}}$$

$$SD = \sqrt{\frac{20(9960.04) - (9960.04)}{20(19)}}$$

$$SD = \sqrt{\frac{199200.8 - 9960.04}{380}}$$

$$SD = \sqrt{\frac{189240.76}{380}}$$

$$SD = \sqrt{498.002}$$

$$SD = 22.31$$

b. Standard deviation of post-test:

$$SD = \sqrt{\frac{n(\Sigma X_2)^2 - (\Sigma X_2)^2}{n(n-1)}}$$

$$SD = \sqrt{\frac{20(167.6)^2 - (167.6)^2}{20(20-1)}}$$

$$SD = \sqrt{\frac{20(28089.76) - (28089.76)}{20(19)}}$$

$$SD = \sqrt{\frac{561795.2 - 28089.76}{380}}$$

$$SD = \sqrt{\frac{533705.44}{380}}$$

$$SD = \sqrt{1404.488}$$

$$SD = 37.47$$

Table 4.7. Standard Deviation

Component	Pre-Test	Post-Test
Standard Deviation	22.31	37.47

The table 4.7 shows that standard deviation of pre-test lower than post-test, where the standard deviation of pre-test 22.45 and post-test 37.47. It shows a difference although not very big.

f.   Test of Significance

After finding the mean score and standard deviation of pre-test and post-test, the next finding is test of significance as follows:

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

$$\Sigma X^2 d = \Sigma D^2 - \frac{(\Sigma D)^2}{N}$$

$$\Sigma X^2 d = 247.48 - \frac{(67.8)^2}{20}$$

$$\Sigma X^2 d = 247.48 - \frac{4596.84}{20}$$

$$\Sigma X^2 d = 247.48 - 229.842$$

$$\Sigma X^2 d = 17.638$$

$$Md = \frac{\Sigma D}{N} = \frac{67.8}{20} = 3.39$$

$$t = \frac{3.39}{\sqrt{\dfrac{17.638}{20(20-1)}}}$$

$$t = \frac{3.39}{\sqrt{\dfrac{17.638}{20(19)}}}$$

$$t = \frac{3.39}{\sqrt{0.046}}$$

$$t = \frac{3.39}{0.21} = 16.14$$

Table 4.8. T-test and t-table Value

Component	t-Table	t-Test
t-value	2.093	16.14

Based on table 4.8 indicates that the result of t-test was greater than t-table. t-value above compared with t-Table for certain real level α = 0.05 by the degree of freedom n-1, the value is 2.093. It means that t-Test was greater than t-Table or 16.14 > 2.093; it proves that the students' vocabulary developed by using computer game method at the eighth year students of SMP Muhammadiyah Palopo.

1. Questionnaire Analysis

This point describes about response of respondent in answering 10 (ten) questions based on liker scale related to teaching vocabulary by using computer game: big city adventure to develop students' vocabulary. The analysis of questionnaire showed at the following tables:

Table 4.9. Recap of Questionnaire

Respondents	Item of Questions										Total variable
	I	II	III	IV	V	VI	VII	VIII	IX	X	
001	5	4	5	5	4	5	4	4	4	5	45
002	5	5	5	4	5	5	5	5	5	5	49
003	5	5	5	5	5	5	5	5	5	5	50
004	4	4	4	4	4	4	4	4	4	4	40
005	4	4	4	4	4	4	4	5	4	5	42
006	5	4	5	5	5	5	4	5	4	5	47
007	4	4	4	4	4	5	4	5	4	4	42
008	4	3	4	4	3	5	3	3	3	5	37
009	5	5	5	5	5	5	5	5	5	5	50
010	5	4	5	5	4	5	4	4	4	5	45
011	5	4	4	1	3	3	4	3	4	4	35
012	4	4	4	4	2	4	2	2	4	4	34
013	4	4	3	3	4	5	4	3	4	5	39

014	5	4	5	3	4	5	3	4	3	4	40
015	5	5	5	5	5	5	4	4	4	5	47
016	4	5	5	3	4	3	3	3	3	3	36
017	5	4	4	5	5	5	5	5	5	5	48
018	5	4	4	4	4	4	4	4	4	4	41
019	4	4	4	3	4	3	4	4	4	4	38
020	4	4	4	4	4	4	4	5	4	5	42
∑ Total											847

Based on the variable of questions about computer game: big city adventure, the researcher explained in each variable and showed at the following tables:

Table 4.10. Questionnaire no. 1

No	Item of choice	Frequency	Percentage
1.	Strongest Agree	11	55%
	Agree	9	45%
	Neutral	-	-
	Disagree	-	-
	Strongest Disagree	-	-
Total		20	100%

Based on the table 4.10 indicates that the eighth year students of SMP Muhammadiyah Palopo said that learning vocabualry is very interested and easy to understood if teacher teaching by using computer game: big city adventure. Because from the answer of respondents there were 11 (55%) students choose strongest agree category, and there were 9 (45%) students choose agree category.

Table 4.11. Questionnaire no. 2

No	Item of choice	Frequency	Percentage
2.	Strongest Agree	5	25%
	Agree	14	70%
	Neutral	1	5%
	Disagree	-	-
	Strongest Disagree	-	-
Total		20	100%

Based on the table 4.11 indicates that the eighth year students of SMP Muhammadiyah Palopo said that teaching by using computer game: big city adventure was very good to developed the students' vocabulary. Because from the answer of respondents there were 5 (25%) students choose strongest agree category, there were 14 (70%) students choose agree category, and there were 1 (5%) students choose neutral category.

Table 4.12. Questionnaire no. 3

No	Item of choice	Frequency	Percentage
3.	Strongest Agree	9	40%
	Agree	11	55%
	Neutral	1	5%
	Disagree	-	-
	Strongest Disagree	-	-
	Total	20	100%

Based on the table 4.12 indicates that the eighth year students of SMP Muhammadiyah Palopo said that learning vocabulary by using computer game: big city adventure is more relaxed and pleasant. Because from the answer of respondents there were 9 (40%) students choose strongest agree category, there were 11 (55%) students choose agree category, and there were 1 (5%) students choose neutral category.

Table 4.13. Questionnaire no. 4

No	Item of choice	Frequency	Percentage
4.	Strongest Agree	7	35%
	Agree	8	40%
	Neutral	4	20%
	Disagree	-	-

	Strongest Disagree	1	5%
	Total	20	100%

Based on the table 4.13 indicates that the eighth year students of SMP Muhammadiyah Palopo said that it best for teacher to use computer game: big city adventure teaching vocabulary. Because from the answer of respondents there were 7 (35%) students choose strongest agree category, there were 8 (40%) students choose agree category, there were 4 (20%) students choose neutral category, and there were 1 (5%) student choose strongest disagree.

Table 4.14. Questionnaire no. 5

No	Item of choice	Frequency	Percentage
5.	Strongest Agree	6	30%
	Agree	11	55%
	Neutral	3	15%
	Disagree	-	-
	Strongest Disagree	-	-
	Total	20	100%

Based on the table 4.14 indicates that the eighth year students of SMP Muhammadiyah Palopo said that after participating in learning vocabulary by using computer game: big city adventure, the students' vocabulary are increased. Because from the answer of respondents there were 6 (30%) students choose

strongest agree category, there were 11 (55%) students choose agree category, and there were 3 (15%) students choose neutral category.

Table 4.15. Questionnaire no. 6

No	Item of choice	Frequency	Percentage
6.	Strongest Agree	12	60%
	Agree	5	25%
	Neutral	3	15%
	Disagree	-	
	Strongest Disagree	-	-
	Total	20	100%

Based on the table 4.15 indicates that the eighth year students of SMP Muhammadiyah Palopo said that they are more interested to learn vocabulary by using computer game: big city adventure than used other method. Because from the answer of respondents there were 12 (60%) students choose strongest agree category, there were 5 (25%) students choose agree category, and there were 3 (15%) student choose neutral category.

Table 4.16. Questionnaire no. 7

No	Item of choice	Frequency	Percentage
7.	Strongest Agree	4	20%
	Agree	12	60%
	Neutral	4	20%
	Disagree	-	-
	Strongest Disagree	-	-
	Total	20	100%

Based on the table 4.16 indicates that the eighth year students of SMP Muhammadiyah Palopo said that after participating in learning vocabulary by using computer game: big city adventure, the students more active in the classroom. Because from the answer of respondents there were 4 (20%) students choose strongest agree category, there were 12 (60%) students choose agree category, and there were 4 (20%) students choose neutral category.

Table 4.17. Questionnaire no. 8

No	Item of choice	Frequency	Percentage
8.	Strongest Agree	8	40%
	Agree	7	35%
	Neutral	5	25%
	Disagree	-	-

	Strongest Disagree	-	-
	Total	20	100%

Based on the table 4.17 indicates that the eighth year students of SMP Muhammadiyah Palopo said that learning vocabulary by using computer game: big city adventure more effective than usual. Because from the answer of respondents there were 8 (40%) students choose strongest agree category, there were 7 (35%) students choose agree category, and there were 5 (25%) student choose neutral category.

Table 4.18. Questionnaire no. 9

No	Item of choice	Frequency	Percentage
9.	Strongest Agree	4	20%
	Agree	13	65%
	Neutral	3	15%
	Disagree	-	-
	Strongest Disagree	-	-
	Total	20	100%

Based on the table 4.18 indicates that the eighth year students of SMP Muhammadiyah Palopo said that by using computer game: big city adventure they get more vocabulary. Because from the answer of respondents there were 4

(20%) students choose strongest agree category, there were 13 (65%) students choose agree category, and there were 3 (15%) student choose neutral category.

Table 4.19. Questionnaire no. 10

No	Item of choice	Frequency	Percentage
10.	Strongest Agree	12	60%
	Agree	7	35%
	Neutral	1	5%
	Disagree	-	-
	Strongest Disagree	-	-
	Total	20	100%

Based on the table 4.19 indicates that the eighth year students of SMP Muhammadiyah Palopo said that learning vocabulary by using computer game: big city adventure can increase their motivation in learning vocabulary. Because from the answer of respondents there were 12 (60%) students choose strongest agree category, there were 7 (35%) students choose agree category, and there were 1 (5%) student choose neutral category.

B. Discussion

This research formed with the title developing students' vocabulary by using computer game: Big City Adventure at the eighth year students of SMP Muhammadiyah Palopo. Based on the researcher observation before conducting the research, the students of SMP Muhammadiyah have low motivation to study English and they do not have enough vocabulary. In this case, the point is the students' vocabulary and the way to develop it. That is why by this research, the researcher wants to develop the students mastery at vocabulary. Why vocabulary? Vocabulary is an important thing in learning language. It would be impossible to learn a language without knowing vocabulary because there is no language exists without words. More words we know, more ideas we can explore. So, we can communicate the ideas effectively.

Harmer states that vocabulary was seen as incidental to the main purpose of language. Vocabulary was necessary to give students something to hang on when learning structure, but was frequently not a main focus for learning itself.[43] Nevertheless, vocabulary should give priority attention to learn. According to Richards, vocabulary is a core component of language proficiency and provides much of the basis for how well 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 us listening to the radio,

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[43] Jeremy Harmer, *Op. Cit.* p.154

listening to native speakers, reading or watching television.[44] Vocabulary is important to learn for the students, because if the students have good vocabulary in their mind, it is very useful to support them in learning process. They will be easy to understand the lesson, they can construct or organize their ideas in the sentence, process some information and they can converse to others. As we know that to make a good sentence or to get understand of some information we need to master vocabulary.

The mastery of vocabulary is usually related to speaking and writing also called productive vocabulary, because when someone speaks or writing they produce vocabulary while, the mastery of receptive vocabulary is usually related to reading and listening. That is why the four skills (speaking, writing, reading and listening) are depends on vocabulary. Harmer states that vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, word comes in two forms: oral and print. Oral vocabulary includes two those words that we recognize and use in listening and speaking print vocabulary includes those words that we recognize and use in writing and reading. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear them. Productive vocabulary includes words that we use when we speak.[45]

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[44] Jack C. Richard, and Willy A. Renandya. *Op. Cit.* p.255

[45] Jeremy Harmer, *Op. Cit.* p. 154.

Jack C. Richard and Willy A. Renandya states that 3000 to 5000 words are suggested for learners continuing to tertiary education studies.[46] Before the students know to speaking, reading, listening and writing the teacher must introduce kinds of vocabulary to know many things in their environment. So one general thing such as kinds of animals, adjective for people, clothes, geography, building, places, bank, cooking, restaurant, down town, etc.

There are some technique in teaching vocabulary, according to Harmer said that there are three technique or activities which are designed to teach and practice words or vocabulary, they are;

1) Presentation

Not all vocabulary can be learned through interaction and discovery technique, even if such techniques are possible. However, they are not always effective. There are many occasion 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: pictures, mimic, action, and gesture etc.

2) Discovery

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

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[46]Jack C. Richard, and Willy A. Renandya. *Op. Cit.* p. 256.

3) Practice

Using new words which are known in real communication so, it will not be easily to forgotten.[47]

Based on the explanation above the researcher concluded that there are three appropriate activities that use in teaching vocabulary for the students, they are presentation, discovery and practice. The students can learn the new words with presentation or explanation through pictures, action and etc. that giving to the students in the classroom. In discovery the words, the students can used dictionary and they can practice their words in real communication every day. Of course, it is conducted with interesting media, because media can stimulate the students in learning,[48] also media can give message and stimulate the brain of the students[49] so that the students will get feeling and desire than they will be more creatively in learning. In this research the interesting media that is used by the researcher is computer game: Big City Adventure, where this media make the students more fun and enjoyable so that it can drive out the boredom of students in learning process.

Learning a language means learning the words of the language because words are the vital organs in language. Through vocabulary we can express our feeling and meaning. Harmer says that if you want to describe how you feel at this

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[47] Jeremy Harmer, *Op. Cit.* p.161

[48] Arsyad, Azhar. *Op. Cit.*

[49] Asnawir dan Usman, *Media Pembelajaran,* (Cet. 1; Jakarta: Ciputat Press, 2002), p.11.

moment you have to be able to find a word which reflected to complexity of your feeling.[50] Goodman and Mohr state that vocabulary is a basic part of reading comprehension. It means that we are going to have trouble to understand the text if we do not know most words in the text.[51] It is concluded that to make their-self more confidence in describe their feeling and to make a good or an effective communication in daily life with others they should have to mastery vocabulary. Because if they do not mastery vocabulary how can they make communication to the others well, how can they understand the text. If it happened, then they will found difficulties in learning which can bring them into the worst habit that is called lazy to study, of course study English. It is owned by students of SMP Muhammadiyah Palopo, especially at the eight year student in 2013/2014 academic year.

Media can solve the behavior factor learning namely internal factor and external factor through one thing or certain event to the students in the class. One of the factors is the worst habit namely lazy to study. Because by using media, especially in teaching and learning process, can increase desire and the interest of students, also the students will get more experience so their perception and understanding more exact, and it will rise to desiring and new motivation in learning. There are two factors of function media namely: internal factor and external factors. The internal factors are like attitude, life style, feeling like and

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[50]Jeremy Harmer, *Op. Cit.* p.144

[51]D.J. Goodman, and C. Mohr. *Building Vocabulary Skills*. New Jersey : C. Meriam Co. 1991

dislike, ability and experience. If the students are not interesting in learning, automatically it is difficult to follow learning process. While the external factors are stimulate from outside of students, especially in listening and sight. As an external factor, media can be used to increase efficiency learning of students because it has potency and capability to stimulate learning process.[52] It is accordance with the fact that founded by the researcher when conducting this research, the researcher founds that there is not students who did not involve actively in the learning process. The students enjoy the learning process.

The researcher believes that by using computer game as a media in learning vocabulary will give motivation for the students, so they will have confidence to study and will not be lazy again. Because games are meant to be enjoyed, wherever they are played, games are not just a diversion, a break from routine activities, but also they can contribute to language. Games enable students to achieve goals with recreational activity. Based on the result of testing that has been founded in this research, proved that the students' vocabulary developed by using computer game: Big City Adventure as the method on teaching vocabulary at the eighth year students of SMP Muhammadiyah Palopo. Computer game: Big City Adventure is effective to developed students' vocabulary at the eighth year students of SMP Muhammadiyah Palopo. Table 4.6, shows that mean score of students in pre-test is 4.99 and in the post-test rise become 8.38. It is also seen in the table 4.3, where in the pre-test, all students taken as sample in this research

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[52]Ahmad Rohani, *Op. Cit.*

got unexpected score. While in the post-test was changed, were 95% students got expected score. The table 4.4 above shows that there was only 1 (5%) student got fairly good score, there were 12 (60%) students got good score, there were 5 (25%) students got very good score, there were 2 (10%) students got excellent score.

From the description above showed that the score of the students after giving treatment by using computer game: Big City Adventure got more significant development. It can be happened if the students follow the learning process with enjoyment and pleasure which is gotten from computer game. It is accordance with Prensky's statement who said that computer games have twelve elements that can engage the people who played it;

1. Games are a form of fun. That gives us enjoyment and pleasure.
2. Games are form of play. That gives us intense and passionate involvement.
3. Games have rules. That gives us structure.
4. Games have goals. That gives us motivation.
5. Games are interactive. That gives us doing.
6. Games are adaptive. That gives us flow.
7. Games have outcomes and feedback. That gives us learning.
8. Games have win states. That gives us ego gratification.
9. Games have conflict / competition / challenge / opposition. That gives us adrenaline.

10. Games have problem solving. That sparks our creativity

11. Games have interaction. That gives us social groups.

12. Games have representation or story. That gives us emotion.[53]

It can concluded that computer games is one of the important technologies that we can use as media in teaching language because computer games can make students enjoyable in studying while playing method in a classroom.

Based on the result of the research, proves that after doing the treatment, by use computer game: Big City Adventure in learning vocabulary the students' vocabulary developed at the eighth year students of SMP Muhammadiyah Palopo. This development is proved by calculating the difference of both tests (pre-test and post-test) by using t-test analysis, where the result of t-test value is 8.38. The value is greater than t-table value (2.093) for $\alpha = 0.05$ level of significance and the degree of freedom.

Based on the discussion above, null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. So, it can be said that the students' vocabulary develop through computer games at the eighth year students of SMP Muhammadiyah Palopo.

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[53]Prensky. *Op. Cit.*

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on data analysis and discussion in the previous chapter, the researcher would like to conclude that the students' vocabulary at the eight year students of SMP Muhammadiyah Palopo in 2013/2014 academic year developed through using computer games: Big City Adventure. This development is proved by calculating the difference of both tests (pre-test and post-test) by using t-test analysis, where the result of t-test value is 16.14. The value is greater than t-table value (2.093) for $\alpha = 0.05$ level of significance and the degree of freedom or value of t-test 16.14 > value of t-table 2.093. It also proved by the mean score of students in post-test was greater than pre-test or post-test 8.38 > pre-test 4.99. It means, null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted. So, it can be said that through using computer game: Big City Adventure can give a very significant development to the students' vocabulary at the eight year students of SMP Muhammadiyah Palopo in 2013/2014 academic year.

Teaching vocabulary by using computer game: Big City Adventure is an effective way in improving students' vocabulary, especially at the eighth year student of SMP Muhammadiyah Palopo in academic year 2013/2014. One of the

problems that owned by the students, especially in the eight year students of SMP Muhammadiyah Palopo in 2013/2014 academic year are they did not have motivation to study caused by they feel bored in learning process. By using computer game: Big City Adventure as a media in learning process can drive out boredom of the students. On the other way, computer game: Big City Adventure can give enjoyment and pleasure also can increase desire and the interest of students in learning process.

One of the weakness of this method is we can only apply it in school which is supported by recent technology, such as computer laboratory facility or in the classroom there are electric access.

Based on the result of the questionnaire, it is concluded that students have positive response toward the use of computer game: big city adventure in learning vocabulary of SMP Muhammadiyah Palopo.

B. Suggestions

Based on conclusion above, the researcher would like to forward some suggestion as follow:

1. An English teacher or a lecturer in English teaching should give an appropriate way to the students in learning, which can make them relax, enjoy, happy and easy to understand and memorizing what the teacher said or explain.

2. To achieve the instructional objective teaching, the teacher should adapt between material and method that teacher apply in the classroom.

3. One of the ways to teach vocabulary, the teacher can use computer game in learning process. Not only Big City Adventure but also another computer games that have relation with learning vocabulary.

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APPENDIX 1

Table Distribution of *t*

Df	P			
	10	05	01	001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.533	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.934	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.960	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.143	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.989	3.965
18	1.734	2.101	2.878	3.922
19	1.729	**2.093**	2.861	3.883
20	1.725	2.086	2.856	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1,711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.970	2.-42	2.750	3.646
40	1.840	2.021	2.704	3.551
60	1.671	2.000	2.660	3.460
120	1.658	1.980	2.617	3.373

Gay (1996 :423)

APPENDIX 2

PRE TEST

I. **Artikanlah kata-kata di bawah ini ke dalam bahasa Indonesia!**

1. Gun :
2. Flashlight :
3. Coffee :
4. Centipede :
5. Tarantula :
6. Gavel :
7. Hanger :
8. Grenade :
9. Police car :
10. Sunglasses :
11. Alligator :
12. Giraffe :
13. Kitten :
14. Present :
15. Teapot :
16. Toaster :
17. Volleyball :
18. Polar bear :
19. Seagull :
20. Frog :
21. Tooth brush :
22. Pearl necklace :
23. Knocker :
24. Typewriter :
25. Bow :

II. Pasangkanlah kata-kata di bawah ini sesuai dengan arti katanya!

26. Backpack (…..)	**a.** kura-kura
27. Axe (…..)	**b.** kelinci
28. Garden hose (…..)	**c.** kaktus
29. Garden spade (…..)	**d.** kapak
30. Rabbit (…..)	**e.** ransel
31. Turtle (…..)	**f.** bunga mawar
32. Caterpillar (…..)	**g.** selang taman
33. Radish (…..)	**h.** ulat bulu
34. Cactus (…..)	**i.** sekop taman
35. Rose (…..)	**j.** lobak
36. Iron (…..)	**k.** gantungan baju
37. Ice bucket (…..)	**l.** kotak bedak
38. Strawberry (…..)	**m.** setrika
39. Coat hanger (…..)	**n.** stroberi
40. Powder case (…..)	**o.** tempat es batu
41. Elang (…..)	**p.** Sock
42. Melati (…..)	**q.** Perfume
43. Kotak perhiasan (…..)	**r.** Quill
44. Beruang (…..)	**s.** Eagle
45. Mahkota (…..)	**t.** Chocolates
46. Alat penyiram (…..)	**u.** Bear
47. Kaos kaki (…..)	**v.** Jasmine
48. Parfum (…..)	**w.** Watering can
49. Coklat (…..)	**x.** Jewelry box
50. Bulu ayam (…..)	**y.** Crown

APPENDIX 3

POST-TEST

I. **Artikanlah kata-kata di bawah ini ke dalam bahasa Indonesia!**

1. Bridge :
2. Notebook :
3. Avocado :
4. Potato :
5. Tomato :
6. Gavel :
7. Cigarette :
8. Dice :
9. Kitten :
10. Teapot :
11. Sword :
12. Bow :
13. Skull :
14. Binoculars :
15. Blanket :
16. Comb :
17. Polar bear :
18. Seagull :
19. Bell :
20. Watch :
21. Typeresearcher :
22. Bread :
23. Spoon :
24. Grenade :
25. Bird house :

II. Pasangkanlah kata-kata di bawah ini sesuai dengan arti katanya!

26. Rubber boots (…..)	**a.** kantong teh
27. Ice bucket (…..)	**b.** sepatu karet (tinggi)
28. Wallet (…..)	**c.** ulat bulu
29. Pepper (…..)	**d.** perangko
30. Powder case (…..)	**e.** lobak
31. Hedgehog (…..)	**f.** selang taman
32. Teabag (…..)	**g.** corong
33. Stamp (…..)	**h.** tempat es batu
34. Garden spade (…..)	**i.** kotak perkakas
35. Funnel (…..)	**j.** lada
36. Hair dryer (…..)	**k.** sekop taman
37. Tool box (…..)	**l.** landak
38. Radish (…..)	**m.** dompet (pr)
39. Garden hose (…..)	**n.** pengering rambut
40. Caterpillar (…..)	**o.** kotak bedak

41. Parut (…..)	**p.** Jasmine
42. Kaos kaki (…..)	**q.** Papaya
43. Bulu ayam (…..)	**r.** Grater
44. Burung Beo (…..)	**s.** Alarm clock
45. Gunting (…..)	**t.** Crown
46. Pepaya (…..)	**u.** Sock
47. Boneka (…..)	**v.** Scissors
48. Jam alaram (…..)	**w.** Parrot
49. Melati (…..)	**x.** Quill
50. Mahkota (…..)	**y.** Doll

APPENDIX 4

ANSWER KEY

PRE-TEST

I. Translating Words

1. Gun : senapan, pistol
2. Flashlight : senter
3. Coffee : kopi
4. Centipede : lipan
5. Tarantula : laba-laba besar
6. Gavel : martil, palu
7. Hanger : gantungan
8. Grenade : granat
9. Police car : mobil polisi
10. Sunglasses : kacamata hitam
11. Alligator : buaya kecil
12. Giraffe : jerapah
13. Kitten : anak kucing
14. Present : hadiah
15. Teapot : teko
16. Toaster : pemanggang roti
17. Volleyball : bola voli
18. Polar bear : beruang kutub
19. Seagull : burung camar
20. Frog : katak
21. Tooth brush : sikat gigi
22. Pearl necklace : kalung mutiara
23. Knocker : pengetuk
24. Typeresearcher : mesin ketik
25. Bow : busur

II. Matching Words

26. Backpack (e)   **a.** kura-kura

27. Axe (d)   **b.** kelinci

28. Garden hose (g)   **c.** kaktus

29. Garden spade (i)   **d.** kapak

30. Rabbit (b)   **e.** ransel

31. Turtle (a)   **f.** bunga mawar

32. Caterpillar (h)   **g.** selang taman

33. Radish (j)   **h.** ulat bulu

34. Cactus (c)   **i.** sekop taman

35. Rose (f)   **j.** lobak

36. Iron (m)   **k.** gantungan baju

37. Ice bucket (o)   **l.** kotak bedak

38. Strawberry (n)   **m.** setrika

39. Coat hanger (k)   **n.** stroberi

40. Powder case (l)   **o.** tempat es batu

41. Elang (s)   **p.** Sock

42. Melati (v)   **q.** Perfume

43. Kotak perhiasan (x)   **r.** Quill

44. Beruang (u)   **s.** Eagle

45. Mahkota (y)   **t.** Chocolates

46. Alat penyiram (w)   **u.** Bear

47. Kaos kaki (p)   **v.** Jasmine

48. Parfum (q)   **w.** Watering can

49. Coklat (t)   **x.** Jewelry box

50. Bulu ayam (r)   **y.** Crown

POST-TEST

I. Translating Words

1. Bridge : jembatan
2. Notebook : buku catatan
3. Avocado : alpukat
4. Potato : kentang
5. Tomato : tomat
6. Gavel : martil, palu
7. Cigarette : rokok
8. Dice : dadu
9. Kitten : anak kucing
10. Teapot : teko, ceret teh
11. Sword : pedang
12. Bow : busur
13. Skull : tengkorak
14. Binoculars : teropong
15. Blanket : selimut
16. Comb : sisir
17. Polar bear : beruang kutub
18. Seagull : burung camar
19. Bell : lonceng
20. Watch : jam tangan, arloji
21. Typeresearcher : mesin ketik
22. Bread : roti
23. Spoon : sendok
24. Grenade : granat
25. Bird house : sangkar burung

II. Matching Words

26. Rubber boots (b)	**a.** kantong teh
27. Ice bucket (h)	**b.** sepatu karet (tinggi)
28. Wallet (m)	**c.** ulat bulu
29. Pepper (j)	**d.** perangko
30. Powder case (o)	**e.** lobak
31. Hedgehog (l)	**f.** selang taman
32. Teabag (a)	**g.** corong
33. Stamp (d)	**h.** tempat es batu
34. Garden spade (k)	**i.** kotak perkakas
35. Funnel (g)	**j.** lada
36. Hair dryer (n)	**k.** sekop taman
37. Tool box (i)	**l.** landak
38. Radish (e)	**m.** dompet (pr)
39. Garden hose (f)	**n.** pengering rambut
40. Caterpillar (c)	**o.** kotak bedak
41. Parut (r)	**p.** Jasmine
42. Kaos kaki (u)	**q.** Papaya
43. Bulu ayam (x)	**r.** Grater
44. Burung Beo (w)	**s.** Alarm clock
45. Gunting (v)	**t.** Crown
46. Pepaya (q)	**u.** Sock
47. Boneka (y)	**v.** Scissors
48. Jam alaram (s)	**w.** Parrot
49. Melati (p)	**x.** Quill
50. Mahkota (t)	**y.** Doll

APPENDIX 5

Berilah tanda check list **(√)** pada kolom sesuai dengan pendapat anda pada pernyataan di bawah ini!

No.	Pernyataan	SS	S	N	TS	STS
1	Belajar *kosa kata* sangat menarik dan mudah bila menggunakan *computer game: Big City Adventure* .					
2	Metode yang dipakai mahasiswa penelitian dalam mengajar sangat bagus dalam meningkatkan *kosa kata*.					
3	Belajar *kosa kata* dengan menggunakan metode *computer game: Big City Adventure* lebih santai dan menyenangkan.					
4	Sebaiknya penggunaan *computer game: Big City Adventure* digunakan oleh guru mengajar setiap hari.					
5	Setelah mengikuti pelajaran *kosa kata* melalui *computer game: Big City Adventure*, *kosa kata* saya meningkat.					
6	Saya lebih tertarik belajar *kosa kata* menggunakan *computer game: Big City Adventure* daripada cara yang lain.					
7	Setelah belajar dengan menggunakan *computer game: Big City Adventure* saya lebih aktif di dalam kelas.					
8	Metode pelajaran yang menggunakan *computer game: Big City Adventure* lebih efektif dibandingkan dengan cara biasa.					
9	Dengan menggunakan *computer game: Big City Adventure* saya dapat mengetahui banyak kosa kata.					

10	Motivasi saya belajar *kosa kata* lebih meningkat jika pelajaran menggunakan *computer game: Big City Adventure.*					
	Nilai	5	4	3	2	1
	Jumlah					

Keterangan :   SS   : Sangat Setuju.

                    S   : Setuju.

                    N   : Netral (tidak tahu)

                    TS   : Tidak Setuju.

                    STS   : Sangat Tidak Setuju.

Terima kasih telah menyelesaikan angket penelitian ini dengan jujur.