

**UPGRADING VOCABULARY THROUGH QUICK THINKING GAMES TO
THE EIGHTH YEAR STUDENTS OF SMP NEGERI 5 PALOPO**



A THESIS

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

By,

SANDRAWATI ABDULLAH

Reg Number. 10.16.3.0105

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

THESIS APPROVAL

This thesis entitled “Upgrading Vocabulary Through Quick Thinking Games to the Eighth Year Students’ of SMPN 5 Palopo”, which is written by SANDRAWATI ABDULLAH, REG. NUM. 10.16.3.0105., English S1 Study Program of Tarbiyah Department of State College for Islamic Studies Palopo, and has been examined and defended in *MUNAQASYAH* session which is carried out on Monday, November 24th 2014 M., coincide with Muharram 17TH 1436 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English Language teaching.

Palopo, 24 of November 2014 M
05 Muharram 1436 H

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Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk diproses selanjutnya,

Wassalamualaikum Wr. Wb.

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The researcher hopes this thesis can give some value to the students of English department and English teachers and the readers especially upgrading in teaching-learning of vocabulary. The researcher admits that this thesis is not perfect, so that the researcher will accept suggestions from the readers in order to make better. The researcher hopes that this thesis would be beneficial to everyone.

Finally, the researcher dedicates this thesis may ALLAH SWT, bless us.

Amin.

Palopo, 8 September 2014,

The Researcher

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ABSTRACT

Abdullah, Sandrawati, 2014, **Upgrading Vocabulary Through Quick Thinking Games to the Eighth Year Students of SMP Negeri 5 Palopo**. Thesis, English Study Program of Tarbiyah Department of State College for Islamic Studies (STAIN) Palopo. Under Supervisor: Dr. Masruddin, SS., M. Hum as the first consultant and Wisran, SS., M. Pd as the second consultant.

Key Words : Upgrading, vocabulary, quick thinking games.

This thesis focuses on the upgrade of students' vocabulary through quick thinking games to the eighth year students of SMP Negeri 5 Palopo. This thesis focuses on two research questions are: Is quick thinking effective to upgrade vocabulary at the eighth year students of SMP Negeri 5 Palopo? And, How is students' perception to the quick thinking technique?

The population of this research is the eighth year students of SMP Negeri 5 Palopo, consisted of 126 students. In this research, the researcher used purposive sampling technique, where the writer took 20 students as sample in this research.

The researcher collected data by using vocabulary test which consist four questions based on thematic teaching vocabulary where each number consist of ten vocabularies.

The result of this research shows that there were significant upgrades on students' vocabulary at the eighth year students of SMP Negeri 5 Palopo after conducting the treatment by using Quick Thinking technique. In which the score of ttest (8,65) is bigger than the score of ttable (2,093). It means that Quick Thinking gives significant upgrade to students' vocabulary.

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CHAPTER I

INTRODUCTION

A. Background

English is an important language in the world and has many interrelationships with the various aspects of life which is owned by humans. In English learning there are four skills that the people have mastered namely speaking, listening, reading, and writing. The four skills are depends on the vocabulary.¹

Vocabulary is one of language elements that need to be acquired by English learners. Vocabulary is very important to learn language because the people can not communicate without having enough vocabulary.²

Based on the researcher's observation, it was found some problems when the researcher asked the students of the eighth year of SMPN 5 Palopo to memorize vocabulary. And the problem was that some student's vocabulary are less, because they were not like the teacher's method, their think that learning vocabulary was monotonous.. And the other problems were the students have low motivation and were not interested in memorizing vocabulary. Usually the students were taught by the teacher without being given appropriate method, appropriate technique and interesting media to learning vocabulary.

¹Husni Mubarak, “ *Upgrading Vocabulary through Hidden Word Games To The Eight Year Students of SMP Neg. 3 Palopo*”, Thesis S1, (Palopo: STAIN Palopo, 2011), p 1

²Jerimy Harmer, *The Practise of English Language*, (New York Longman, 1992), p.23

Basically, there are many method and ways to upgrade the vocabulary of students which are applied by teachers of English in the classroom such as memorize vocabularies list and teach them to use the vocabulary in the sentences. However the researcher wants to find another way to upgrading the students' vocabulary namely quick thinking games. Through quick thinking games, describes that the students will be easy to understand and interested to learn vocabulary.

This method is reasonable to be applied at the students of junior high school especially in SMP Negeri 5 Palopo because many students less understand and mastered of vocabulary. The researcher believes that the problems are influenced by many factors such as student's lack of vocabulary, shy to speak, lazy to practice or students don't know what they want to say. But in this cases through quick thinking games recognized to reveal students problem in upgrading their English vocabulary.

Based on the background above, the researcher interested in carrying out an experiment research on the title of "***Upgrading Vocabulary through Quick Thinking Games to the Eighth Year Students of SMP Negeri 5 Palopo.***"

B. Problem Statements

Based on the problem stated, the researcher formulated a research question, as follow:

1. Is a quick thinking effective to improve vocabulary at the eighth year students of SMP Neg. 5 Palopo?
2. How is the students' perception toward the quick thinking technique at the eighth year students of SMP Neg. 5 Palopo?

C. Objective of the Research

Based on the problem statement, the objective of the research was formulated as follows:

1. To find out whether quick thinking games can improve the students' vocabulary skill at the eighth year of SMPN 5 Palopo.
2. To find out the students perception toward the quick thinking games at the eighth year of SMPN 5 Palopo..

D. Significance of the Research

There were two kinds of significance of this research, namely:

1. Theoretically, the result of this research is expected to give contribution for the English teachers in teaching vocabulary, particular focusing in upgrading the vocabulary through quick thinking games and also for all people who want to know about quick thinking games.
2. Practically, the result of this result is expected to be useful for the English teachers in their role as facilitator of learning. It is also hoped be an important as guidance for English teachers in upgrading students' vocabulary through quick thinking games, especially for the English teacher at SMP Neg. 5Palopo.

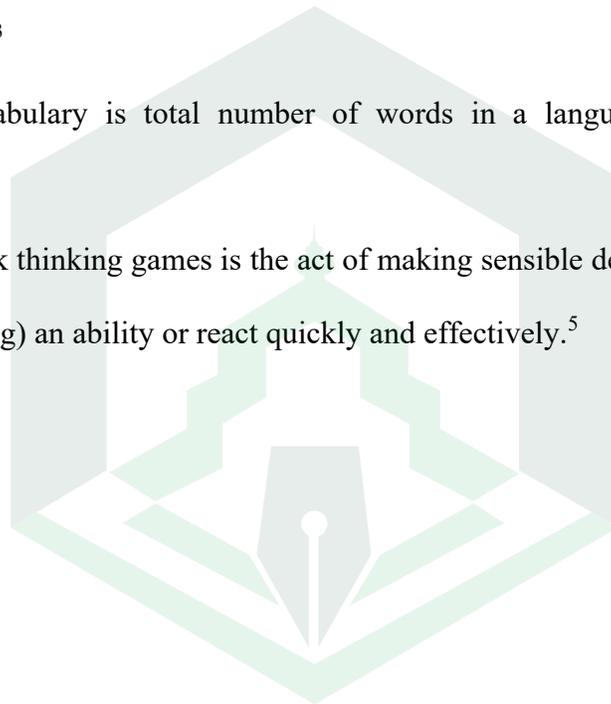
E. Scope of the Research

The scope of the research is limited to upgrading vocabulary through quick thinking games to the eighth year students of SMP Neg. 5 Palopo. The vocabulary in the research specify on vocabulary based on thematic vocabulary teaching namely the kinds of animals, fruits and vegetables, human body, and verb of action.

F. Operational Definition

Based on the title is upgrading vocabulary through quick thinking to the eighth years students of SMP Neg. 5 Palopo, the researcher give definition as follows:

1. Upgrading is to improve the quality by selective breeding for desired characteristics.³
2. Vocabulary is total number of words in a language words known to person.⁴
3. Quick thinking games is the act of making sensible decision very quickly or having (showing) an ability or react quickly and effectively.⁵



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³ Martin H .Manser, *Oxford learner's pocket dictionary* (New Edition, Tokyo: Oxford University), p. 425

⁴*Ibid.*, p. 461

⁵Niponk-thinking.com [http: oxford dictionaries/definition/American English/quick-thinking](http://oxford.dictionaries/definition/American%20English/quick-thinking). Accessed on Mei 29th 2013

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

The researcher is going to describe the related research that has been conducted for the research as follows:

- a. Alfian Djafar in thesis under the title of “Teaching Vocabulary to the Students at SMP Antam Pomalaa Through the use of Word Network.” For the English teacher, particularly these who teach low level students, teaching vocabulary can be a big challenge. Because of the big challenge they have to find out ways of teaching vocabulary.¹
- b. Mujahidda in her thesis under the title of “ Developing Students Vocabulary through Word Formation at the Eleventh Year of MAN Palopo.” There are some groups of word formation, they are derivation, compounding, acronyms, back formation, blending, cilpping, coinage, function shift, and morpological missanalysis but researcher only choose two groups of word formation. English word formation on derivational and compounded.

Word information is the formation of word by using suffix and prefix into adjective to be noun, verb to be noun, and noun to be noun.²

¹AlfianDjafar, 2007, “ *Teaching Vocabulary to the Students at SMP AntamPomalaa Through the Use of word Netword*”, Unplublished Thesis STAIN Palopo

²Mujahidda, 2007, “*Developing Students Vocabulary through Word Formation at the Eleventh Year of MAN Palopo.*” Thesis S1, (Palopo: STAIN Palopo).

Based on the previous finding above, the researcher concludes that the using of interesting technique in teaching vocabulary can stimulate and upgrade students' vocabulary. It motivates the researcher to use another technique, which is quick thinking technique. This technique could make students easier and more effective to upgrade their vocabulary.

B. Theory of Vocabulary

1. Definition of Vocabulary

Vocabularies are words that not easy change and it is difficult to adopt from the other language. It is indicates that teaching or learning English vocabulary should uses an appropriate method.

Beside that According to Harmer, vocabulary is knowledge of words and word meaning. However, vocabulary is more complex than this definition suggest. First, word comes in two forms: oral and point. 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 or write.³

From the explanation above, the writer wants to try or does an experimental method to do a research about hoe to upgrade students' vocabulary.

³ Jeremy Harmer, *The practice of English Language Teaching*, (New York: Longman Publishing, 1992), p. 154

2. The Concept of Vocabulary

Vocabulary seen as incident to the main purpose of language teach, namely the acquisition of grammatical knowledge about language.⁴

Vocabulary is a list of words used in certain book arranged in alphabetical order.⁵

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.
- c. Book contains a list words used in a book etc-usually with definition or translation.⁶

According to Manser that vocabulary is:

- a. Total number of words in language
- b. Words known to person
- c. List of words with their meaning, especially at the back of a book used for teaching a foreign language.⁷

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⁴*Ibid.*,p. 154

⁵ Tanti Yuniar Sip, *Kamus Inggris Indonesia*,(Surabaya,2007),p.347

⁶Hornby, *Oxford Advanced Learners Dictionary of Current English*,(Tokyo:Oxford University Press, 1974),p.978

⁷Martin H. Manser, *Oxford Learner's Pocket Dictionary*, (Tokyo: Oxfords University Press, 1991), p. 461

According to Oxford dictionary that vocabulary is:

1). A list or collection of words and phrase usually alphabetically and explained or defined lexicon.

2). A sum or stock of words employed by a language group individually or words in a field of knowledge.⁸

Besides that according Pieter A. Nopa explains that vocabulary is one of the components of language and that exist without words. Words are sign or symbols for ideas.⁹

Vocabulary as an essential component of all uses of language would be impossible to learn a language without it. Vocabulary in one of the components of language that no language exists without words. Word are signs or symbols for ideas. They are the means by which people exchange their through. The more words we learn, the move ideas we should have, so we can communicate the ideas more effectively.

Vocabulary is group of letter mailed to one another so that became that word having a meaning with realized our life in the case of reading and also conversation.

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

⁸ Hornby, *Oxford Advanced Learners Dictionary of Current English*, p. 318

⁹ Pieter A Napa, *Vocabulary Development Skills*,(Cet.I: Yogyakarta, 1991), p. 6

speaks or writes they produce vocabulary. While, the mastery of receptive vocabulary is usually relate to reading and listening.

The areas of book are: learning grammar, listening, speaking, reading, and writing. In relation to teach, there are exercises that help you to reflect on how you going about your learning. As an example, for vocabulary learning you are asked which method of learning you prefer-learning word by topic, by translating them into FL, by writing them down, and so on.

Vocabulary is 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 hoe well learners speak, listen, read, and write. Without an extensive vocabulary strategies for acquiring new vocabulary, learners often achieves less than their potential and may be 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 context, reading and 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 text, as well as the kinds of strategies learners use in understanding, using and remembering word.

Jack C. Richard and Willy A. Renandya states that 3000 to 5000 word suggested for learners continuing to tertiary education studies.¹⁰

As we know that, before the students know to speak and write the teacher must introduce kinds of vocabulary to know many things in their environment. So one general thing such as animals, adjective of people, clothes, geography, building, places, bank, cooking, restaurant, down town, etc.

From the definition above, we can see that vocabulary 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 of vocabulary in order we can speak English well.

2. Kinds of Vocabulary

Before knowing how to teach vocabulary any further, there are many kinds of vocabulary that should be comprehended by the teachers before giving it to the students. Summarizing many kinds of vocabulary elaborated by Thournbury vocabulary is divided into:¹¹

a. . Word Classes

Word classes are well-known as parts of speech in grammatical English. They include:

¹⁰ Jack C. Richard and Renandya, *Methodology in Langiage Teaching*, New York: Cambridge University, 2001. p. 256

¹¹Thornbury, Scott, *How to Teach Vocabulary*, Pearson Education Limited, 2002.

1. Noun : teacher, Jakarta
2. Pronouns : he, they, us
3. Verbs : do, studying, learned, to write
4. Adjective : old, young, tall, new
5. Adverb : there, continuously, always, yesterday
6. Preposition : on, for, in
7. Conjunction : but, and
8. Determiner : an, a, the

b. Word Families

A word family comprises the base word plus its inflexions and its most common derivatives.

1. Inflexion : plays, playing, played
2. Derivatives : player, replay, playful

c. Word Formation

1. Compounding : second-hand, word processor, typewriter
2. Bland : information + entertainment = infotainment
3. Conversion : she upped and left (preposition to verb)
4. Clipping : email = electronic mail, flu (influenza)

d). Multi-Word Unit

Most well-known multi-word are in the form of phrasal

Phrasal verb : look for, look after

e). Collocation

When two words are collocates if they occur together with more than chance frequency. Example: The biggest threat, this week, once again, once more.

1. Homonyms

Homonyms are words that share the same form but have unrelated meaning. Example: well, left, fair.

4. Technique of Memorizing Vocabulary

Language is word united. If we want to study language we have to memorize its vocabulary first. There are more than 50.000 list of word in English includes its derivation. According Anderson in Hidayat that Indonesian English dictionary which is made Joy John M. Echols and Hasan Sadily only consist of 12.000 vocabularies.¹²

The Problem is how to register all of the vocabulary in our memory strange. While English teaching in senior high school right now only four hours in week and it does not only study vocabulary but it studies all component in English like grammar, reading comprehension, conversation, etc.

It is not secret anymore if most of senior high school student's vocabulary, they are:

1. It is about 5-10 vocabularies you may memorize by using card system. You can write 5-10 vocabularies is a card which is prepare before. Take one card, it about 10 X 7 cm and 1 cm the first page you write 5 until 10 vocabularies with

¹²Hasan Shadily danJhon M Echols, *Kamus Inggris Indonesia*. (Jakarta: PT Gramedia, PustakaUtama, 1976), p. 17

pronunciation and its meaning can be written on the first page. The card, which has been written some vocabularies, is learned by heart, you change it every day with new card and new vocabularies. The card, which have been memorized, should be kept in different place with the card that has not been memorized or empty card. If we can memorize vocabulary every day like that so in short time we will have many vocabularies. You can imagine if you memorize 10 vocabularies in a day. So in a year your vocabularies will 365×10 is 3.650, in two years will be 3.650×2 is 7.300 vocabularies and how if is in three, four, five years? You can count it by yourself.

2. In memorizing and enriching your vocabulary we can make list by:

a. Looking for synonym for example adjective synonym, example:

- 1) Big = large
- 2) Easy = simple
- 3) Dull = interesting
- 4) Begin = start
- 5) Close = shut
- 6) want = wish

Noun synonym:

1. Person = people
2. Shop = store
3. Store = tale

b. Sometimes it is difficult to find its synonym like example above. So we can memorize by giving definition.

Example

1. Committee = group of people who meet together to discuss and make decision.
2. Librarian = person who look after reading books.
3. Synonym = words with similar meaning
4. Moral = having to do with right and wrong.

c. Looking for its opposite or antonym

Example:

- | | | |
|----------|---|-----------|
| 1. easy | × | Difficult |
| 2. Good | × | Bad |
| 3. Laugh | × | Cry |
| 4. Buy | × | Sell |

In addition, there are some vocabularies which, its antonym formed by add, un, dis, im, and in at the beginning of the words.

Example:

- | | | |
|----------|---|------------|
| Afraid | - | Unafraid |
| Happy | - | Unhappy |
| Agree | - | Disagree |
| Polite | - | Impolite |
| Accurate | - | Inaccurate |

d. The other way to enrich our vocabulary is by memorizing its derivative.

Example:

Suffer	= Menderita
Sufferable	= Dapatmenderita
Sufferer	= Penderita
Suffering	= Penderitaan
Sufferance	= Kesabaran

As we know, vocabulary in English just like other language where it is divided into several classification. They are noun, verb, adverb, adjective ended by, etc. From part of example above we can know that for noun its derivative sometimes by -er, -nee, -ion, -ism, -ization, -ment, -ness, -hood, -ist, -ship. Adjective ended by, -y, -ed, -able, -al, -full, -ish, -ing, -ive, and, -ous. Verb sometimes ended by size, like, Islamic, and organize while adverb sometimes ended by lay.

The other thing that be paid attention in forming derivative vocabulary that we have to directive from dictionary. The characteristic that mentioned above are only to make us easy in classification word whether it is noun, adjective, verb, or adverb.

Studying language not only studies the list of vocabularies but if we do not know the meaning, it is impossible to use it, so we have to memorize its meaning ether.

According to Pora that ways to learn vocabulary are:¹³

a. Card method

Sometimes we have many vocabularies but sometimes we cannot use it in order that can useful us. One way that can help us is using card.

1) Write every English vocabulary or phrase that you do not know its meaning. Write them into card which is size 8 x 6 c. Write the word in no capital word because it can help you to always remember it do not forget write the classification of the word like verb, adjective, etc.

2) At the back of the card you can write the meaning of the words and can be with its picture. Besides the meaning, the good card id the card that consist of sentences that are made from that vocabulary. This is very important because you know when that vocabulary used.

3) Let us say you had 20 cards so you can play them. First, you take each card, study and memorize it wither its word or its meaning. Do not memorize in your heart but you loud your voice so you can hear your pronunciation so when you are wrong, you can repeat it, the first the shake the 20 cards and take 5 cards randomly and then examine your memory. If you are failing, please repeat to shake the card and examine once again your memory. If you are success so the 5 card can be put in other place and them takes the next card and test your memory again. The third if you are success in the first step please shake 20 cards once again and test your memory for 20

¹³YusranPora, *Develop Your Vocabulary Grammar and Idiom*, (Yogyakarta: PustakaBelajar, 2003), p. 4

cards. The fourth in the morning examine those 20 cards. If you forget one until three words, it means that you have been success. But if you forget more than 3 vocabularies so you have to repeat it, repeat the first step in the afternoon. If you always do that you will have many vocabularies.

b. Reading method

This method need a little skill in English because in this method you have to able to translate the next, it is little difficult for people who can not translate long sentence. They still need someone to guide them. In this method, you will fine difficult vocabularies in the text but have to find it meaning and then you memorize.

Mastering vocabulary is an important thing who to understand reading conversation or writing in English without enough vocabularies it is impossible for use to get it.

People sometimes ask “how to speak English perfectly” this is classical question and it has many answer, but according to Pora that there are three important things that should be paid attention by the English learners.

a. We should have an interest, ways word says, ”Where there is a will there is a way” so the people who have good desire or interest to study English, it is impossible to master it. The difficulties in English will be very easy when interest have.

b. We should have enough vocabulary; these vocabularies are got by many source, such as reading material and discussion with friends.

c. We should practice the vocabularies that we have. Using vocabularies that we have sometimes been forgotten by English learners. They sometimes have enough

vocabularies but because have being lazy or they never use them in their daily life. So, they can be easy to forget it. So the suggestion is please use the vocabulary that you have had in any time. For example, when you are talking to your friend or want to present your presentation in front of in English club.¹⁴

According Licklider that the most effective way to increase your vocabulary is to read often and widely. More you read, and more you different kind so writing you read, more new words you will acquire.¹⁵

Harmer states that there are three activities, which are designed to teach practice word, they are:¹⁶

a. Presentation

There are occasion when some form of presentation or explanation is best way to being into the classroom, such as picture, reality, and contrast.

b. Discovery

Students will be using their bilingual dictionaries, so they will find the meaning of words.

c. Practice

Using new vocabulary, this is known in real communication, so it would not be forgotten easily.

¹⁴*Ibid.*, p.7

¹⁵Licklider, *Building a Collage Vocabulary*, (New York: Little Brown Company, 1981), p. 1

¹⁶Harmer, *The Practice of English Language Teaching*, New York: Longman, 1992, p. 161

The problems of vocabulary teaching are how to select what words to teach. Dictionaries for upper intermediate students frequently have 55.000 word or more and there may be many meaning for a word.

Language is collection of words. Therefore if we will study about a language, we have to memorize its vocabularies. The list of words in English more than 50.000. (ithas not been included derivation yet). According to Anderson (Indonesia-English Dictionary) who has arranged by John M. Echols and HasanSadily contained 12.000 words only.

The problem is how to absorb many into our mind? Where as English teaching in Junior High School and Senior High School about four hours each week it does.

No study vocabularies only but include another thing, such as grammer, reading comprehension, conversation, etc.

It is impossible thing if have to memorize all English vocabularies. All linguists have the same opinion that to be able to read and simple speaking 35.000 words are enough because another word is seldom used in speaking.

How memorize words effectively? It is not a secret anymore if most of graduation of senior high school has low capability of English vocabulary. Some method show to increase vocabularies as follows:

- 1). Memorize 5-10 words everyday in free time.
- 2). Control vocabulary by card system. It means writing 5 or 10 words in small card.

Take manila card and make card which size 10 cm x 7 cm. the one side of cards is written 3 or 10 words with its pronunciation. Where as its meaning can be written in another side of card. It has been written list the words and the memorize it in your mind (learning by heart), changed with new card every day, and list new word. The cards have been memorized must be separated with blank card. If we can memorize by this way so and so, in a short time our vocabularies, we can make list of word with:

1). Looking for synonym

Example:

Synonym of adjective:

Big-large	: Besar
Dull-uninteresting	: Tidak menarik hati
Easy-simple	: Mudah, gampang

Synonym of verb:

Begin-start	: Mulai
Close-shut	: Menutup
Want-wish	: Menginginkan

Synonym of noun:

Person-people	: Orang-orang
Shop-store	: Toko
Talk-conversation	: Berbicara, bercakap-cakap
Story-tale	: Cerita

2). Sometimes if we look for a word synonym like in (b.1) we have to give definition limitation.

Example:

Committee = group of people who meet together to discuss and make decisions.

Librarian = person who look after reading books.

Synonym = words with similar meaning

Moral = having to do with right and wrong.

3). Looking for the opposite word

Example:

Easy X difficult : Mudah X sukar (adjective)

Good X bad : Baik X buruk (adjective)

Laugh X cry : Tertawa X Menangis (verb)

Love X Hate : Mencintai X membenci (verb)

Buy X sell : Membeli X menjual (verb)

Answer X question : Jawaban X pertanyaan (noun)

They key vocabulary writers that there are two lists, one of function words and one containing a basic 2.000 words English vocabulary. In addition, there is a list of Suffixes and prefixes to be used with 2.000 words list.¹⁷

¹⁷ Collier, *The Key to English*, (London: Macmillan Limited, 1971), p. 4

5. Vocabulary Selection

Vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention to: what words should be taught in a second language? This depends on the objectives of the course and the amount of time available for teaching. Educated native speakers are thought to have a recognition vocabulary of some 17,000 words, but this is a much larger number of words that can be taught in a language course.¹⁸ Not all the words that native speakers know are necessarily useful for second language learners who have only a limited time available for learning. Should they set out to learn 500, 1,000, or 5,000 words. And if so, which ones? This is the issue of vocabulary selection in language teaching.

Some of the earliest approaches to vocabulary selection involved counting a large collection of text to determine the frequency with which words occurred, since it would seem obvious that words of highest frequency should be taught first. But what kinds of material should be analyzed? Obviously a frequency count based on children's books might identify a different set of words than words used in *Time magazine*. The earliest frequency counts undertaken for language teaching were based on analysis of popular reading materials and resulted in *Word frequency list*.¹⁹ (this was in the spoken language and before computers could be used to analyze the words used

¹⁸ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman Publishing, 1992), p. 152

¹⁹*Ibid.*, p. 154

in printed source). Word frequency research revealed some interesting fact about vocabulary usage.

Upgrading vocabulary is an important part of language and it must be done carefully. English teacher should know which words will not be useful to the student. One of the problems of vocabulary teaching is how to select what words to teach. Useful word are the word that occur frequently in everyday English. It is mean that, for beginner they only know from what they see, hear and so on.

There are two criteria used to determine which words to be taught:

- a. Frequently is the common principle of vocabulary selection. We have to decide which word we should teach on the basis of how frequently are used by speaker of the language. The words which are most commonly used are the ones we should teach first.
- b. Coverage, a word which covers more things is more useful than it only has specific meaning.²⁰

In the other view there are various criteria to select vocabulary, they are:

- a. Frequently

The high frequently of an item is no guarantees of usefulness but there is a significant correlation between two items do it is worth examining some of the work on frequently word counts that has been carried out recent decades.

²⁰*Ibid.*, p. 152

b. Cultural factors

One drawback of word count not mentioned is based on the utterance of native speaker that will obviously reflect the cultural interest of the speaker.

c. Need an level

Vocabularies that will be taught have to appropriate with need and level of the student interest, the student demand to know the meaning of word and the course book dictates it.²¹

6. The Ways to Learn Vocabulary

When the students learn the first language, they are developing concept while learning the ways their language community expression. They may later use language in innovative ways to new concept.

These are some ways to learn vocabulary:

- a. Students need to learn how to commit vocabulary to long term memory.
- b. Students must learn to disseminate variation in distribution and new bounds of meaning.
- c. Students do not always realize that words are constructed of morphemes which share the burden of the meaning among them.
- d. Students should learn to penetrate disguises.
- e. Students must learn how to discover new words for themselves.

²¹*Ibid.*,p.164

- f. If they 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,
- g. They must learn how to augment their own vocabulary steady and systematically.²²

7. The Principle of Learning and Teaching Vocabulary

The main principles of learning and teaching vocabulary are:

- a. Aims; the teacher should know the aims of the word taught.
- b. Quantity; The number of new word which students should possess and learn, must clear.
- c. Need; it is necessary to select the word which teacher serve to students is selection process is based on the aims of the objective of the individual lesson, students background and language need.
- d. Frequency exposure and repetition; there is a need of a certain amount of repetition until there that students learn the target words.
- e. Meaningful presentation; in presenting the vocabulary lesson, students should have a clear and specify understanding of what the words refer to or denote. Its presentation should be perfect, meaningful and unambiguous.
- f. Situation presentation; the way in presenting the words should be appropriate to students situation.

²²Wilga M. Rivers. *Teaching Foreign Language Skills*, (Chicago, London: The University of Chicago, 1981), p. 465

- g. Presenting in context; through reading material, new words or in familiar words can be presented as a medium in teaching vocabulary.
- h. Learning vocabulary in the mother tongue as a tool of compare similarities and differences of the words.
- i. Guessing produce in learning vocabulary; guessing is a way in learning vocabulary. It leads students to think the meaning of the word taught.

8. Vocabulary Teaching Strategy

There are some strategies to teach vocabulary:

- a. Visual strategy: Flash cards, photographs, mime, and gesture.
- b. Verbal strategy: use of illustrative situations, use synonym and definition, contrast and opposites, scale.
- c. Translation,
- d. Asking others (friend or teacher),
- e. Using dictionary,
- f. Contextual guesswork, and
- g. Thematic vocabulary.²³

Based on the strategy above, the research is interested to teach vocabulary through thematic vocabulary.

²³Ruth gairns and Stuart Redman, *Working with Words*, (Cet. 4, Melbourne, Australia: Cambridge University: 1989), p. 73

A. Definition of Thematic

In the thematic understanding, some scholars form the “Words the concept of structure” concept of starting will be thematic vocabulary as a verb or a word implies the default.

Some researchers notify a view point at the thematic:

1. According cook, thematic the concept is characterized by a variety of vocabulary.
2. According Jackendoff, thematic is roles assigned by the term conceptual structure to a structure, location.
3. Subtle semantic concept posed by the continuity of the semantic of chaotic physical, thematic is to sort out and cutting of it result.
4. And according Dowty, thematic is structure implication as a prototype of role fuzzy the continuum of wild circles has in common.²⁴

a. Thematic Learning

Thematic learning (often synonym with thematic instruction) is an instructional method of teaching in which emphasis is given on choosing a specific theme for teaching one or many concepts. Based on integrating various information and use it to demonstrate the topic.²⁵

²⁴R memes Sasson, *A Thematic Dictionary* (fact on file writer’s Library). Online: http://www.succesconscience.com/possitive_attitude.htm.2011. Accessed on May 29th2013

²⁵Muhammad Amin Rasyid dan Hafsa J. Nur. *Teaching English As a Foreign Language In Indonesia*. Department of English Education FPBS ikip Ujung Pandang.1997

b. Step of Thematic Learning

1) Deciding a theme: Theme can be decided by teacher and something by students and it can be a smaller concept (e.g. village, mother, climate, etc) to large and integrated system (e.g. ecosystem, atmosphere, etc).

2) Integration of theme with existing curriculum: next step of thematic learning is designing the theme in an integrative ways to existing curricula keeping the skill and content knowledge in mind.

3) Designing instruction and co-curricular plan: this step include organizing other resource and extra-curricular activates for demonstrating the theme (e.g. filed trip or visit to botanical garden).

4) d). Group activities and discussion: Group activities and discussion enable students to participate and reach on a shared perspective of the theme. This also helps in creative exploration of the subject.

c. Thematic Principle

The thematic principle of the 1994 primary and secondary school curriculum for English as a foreign language provides the teachers with a list of themes that the teachers are to present, but at the sometime it challenges the teachers' creativity to develop the themes in a number of subthemes / subtopic that support and / or promote the local confronted with a real challenge that is they have to make their own choices : selecting (making), developing materials, and deciding the interaction models.

C. The Concept of Games

1. Games for Language learning

Game is teaching media that interest that can use in teaching vocabulary. Games are enjoyment in the language lesson. Many teachers find games to be a strong classroom tool for foreign language students. Students can often get bored with books and worksheet. Using game and interactive tools can keep students focused and learning for extended periods. The game enables the presence of active participation from the learner to learn. As we know that the good learning is active leaning.

a. Definition of game

1) Games may be defined as a form of play governed by certain rules on conventions. They are meant to be enjoy wherever they are played.

2) Games is structured playing, usually undertaken for enjoyment and sometimes used as an educational tool.

b. Types of Language Games

Hadfield explained two ways of classifying language games. First, she divides language games into two types: linguistic games and communicative games. The second taxonomy that Hadfield uses to classify language games has many more categories. As with classification of games as linguistic games or communicative games, some games will contain elements of more than one type.

1) Sorting, ordering, or arranging game

2) Information gap game

- 3) Guessing games
- 4) Search games
- 5) Matching games
- 6) Labeling games
- 7) Exchanging games
- 8) Board games
- 9) Role play games

According to Licklider that:

The most effective way to increase your vocabulary is to read often and widely. More you read, and more different kind so writing you read, more new words you will acquire.²⁶

Harmer states that there are three activities, which are designed to teach practice word, they are: ²⁷

a. Presentation

There are many occasion when some of presentation or explanation is best way to bring into the classroom, such as picture, reality, and contrast.

b. Discovery

Students will be using their bilingual dictionaries, so they will find the meaning of words.

²⁶Licklider, *Building a College Vocabulary*, (New York: Little Company, 1981), p. 1

²⁷Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1992), p. 161

c. Practice

Using new vocabulary, this is known in real communication, so it would not forgotten easily.

Some advantages of using games in the classroom are:

- a. Games help students to make and sustain the effort learning.
- b. Vocabulary games bring real word context into the classroom, and increase students' use of English in a flexible, meaningful and communicative way.
- c. Games can help them (children) learn and hang on to new words more easily.
- d. Games usually involve friendly competition and they keep students interest in learning the language.

D. Concept of Quick Thinking

1. Definition of Quick Thinking

Quick thinking is a word game where the students must be quickly to find word if the teacher gives clue. Example the teacher gives letter B, so the student must find the word where the first letter must B like bad, bird, built and etc.

2. The target of Quick Thinking Method

The purposes of quick thinking method as follow:

- a. Supplying skill method to the students in their vocabulary systematically.
- b. Improving students' comprehending and understanding of various games by efficient and effective
- c. Improving achievement of the students in their vocabulary.

Based on some ideas above, the research can interpret that student's vocabulary depends on the method that they use. Meanwhile, quick thinking method is one effective method that can be used in increasing their achievement in vocabulary.

Quick thinking games' book is written by RedjekiAgoestyowati, He said that learning a new language should be fun, interactive and exciting. The use of games in learning environment not only change the dynamic of the class but also rejuvenates students and helps the brain to learn more effectively. The brain also consist of muscles. It needs to be work out, tasted and put into competitive situation. A teacher can create a more exciting learning environment by introducing and activities. Games allow students to: work co-operatively, compete with each other, strategize, think in different way, compare and share knowledge, learn from others, learn from mistake, work in a less stressful and more productive environment, and allow people to have fun.²⁸

3. The step to use of Quick Thinking Games

- a. The teacher divides students in to smallest groups until 4-5 people. Prepare paper and pen.
- b. Ask each group to sit in their chair,
- c. When the game is about to star, make sure that student number 1 all group has the paper and pen ready.

²⁸RedjekiAgoestyowati, *102 English Games*,(PT: GramediaPustakaUtama, 2007), p. 1

d. The teacher mention theme and letter out loud, for example:

“Animals, fruits and vegetable, human body, and verbs of action, letter B, C, D, E, F, H, K, T, S, and W.

e. Student 1 has to write only two word beginning with B, for Example:

BIRD and CAMEL, then give the paper and pen to student number 2.

DOG and ELEPHANT, then give the paper and pen to student number 3.

FISH and HEDGEHOG, then give the paper and pen to student number 4.

KANGAROO and TORTOISE, then give the paper and pen to student number 5.

SNAKE AND WHALE then give the paper and pen to student number 1

BEAN and CARROT, etc.

f. Time allocation is 20 minutes. When 20 minutes is up, the teacher says: *Time is up* and every body put the paper and pen on the table.

g. The winner is the team with the most correct words.

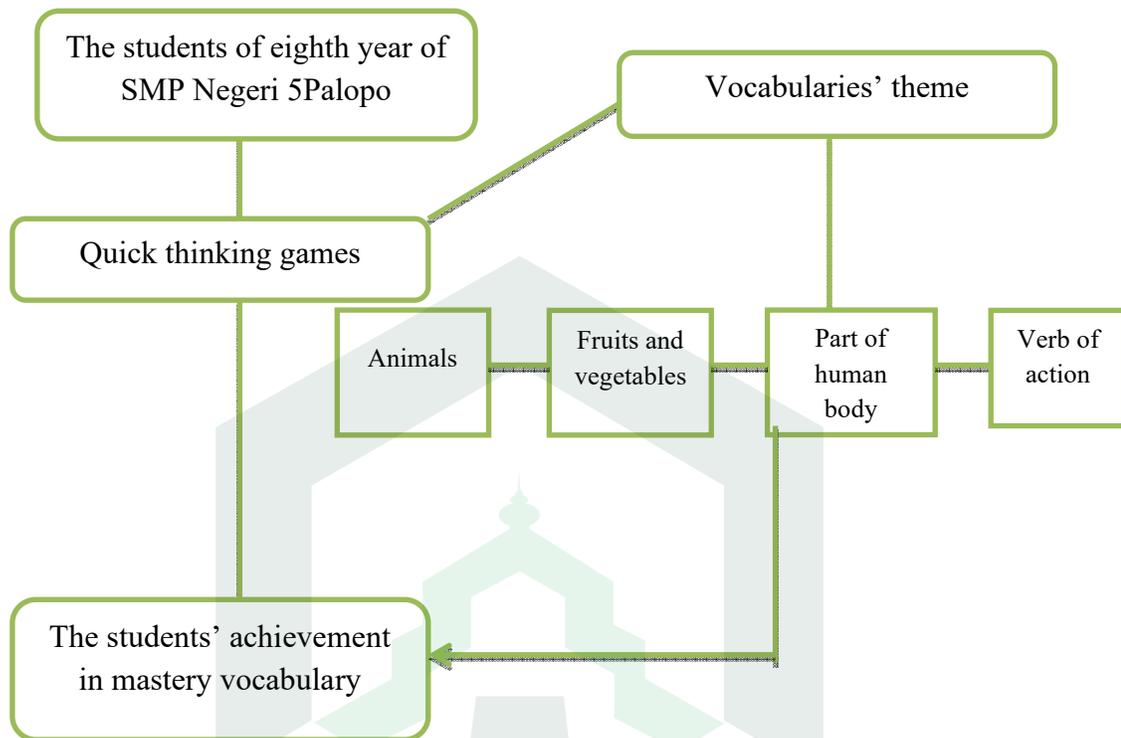
We know that many kinds of games that give student opportunity for collaboration and building skills such as vocabulary games. Quick thinking is one of vocabulary games that used for helping students when learning vocabularies in the class. Where the principle of this game focus on students are given opportunity asked to the vocabulary according to its themes. So the researcher think that quick thinking games is tool for help the students to learn vocabulary and to find words base on theme and alphabet. Quick thinking just give time allocation is thirty second for students to find word for every letter, this is a reason why this games name is Quick thinking because the students just have a few time. Beside that quick thinking is

interest for learning vocabulary because it is one of technique where the student must be quickly to find word if the teacher gives themes and letter. The researcher just take four themes in this time, they are animals, part of human body, fruits and vegetable, and verbs (daily activity).

E. Conceptual Framework

Vocabulary is one of problem in mastering English Especially at the eighth year students of SMP Neg. 5Palopo. There are many methods to teach vocabulary. One of method is through quick thinking games. Quick thinking games to help the students and will be easy to learn vocabulary. Quick thinking games is independent variable and vocabulary is dependent variable. Through this game leads the students to upgrade their vocabulary based on thematic vocabulary teaching namely the kinds of animals, fruits and vegetables, human body, and verb of action. The students of eighth year of SMPN 5 Palopo are given pretest, posttest and treatment. Treatment is as a process of learning vocabulary which focuses on four themes.

The conceptual framework was described below:



F. Hypothesis

There were two hypothesis of this research as follow:

1. Null hypothesis (Ho) is comparing hypothesis from alternative hypothesis which tested by the researcher by using statistic. Null hypothesis means students' vocabulary does not upgrade through quick thinking games at the eighth years students of SMP Neg. 5 Palopo.

2. Alternative hypothesis (Ha) is hypothesis from which formed by the researcher in her research. Alternative hypothesis means students' upgrade through quick thinking games at the eighth year students of SMP Neg. 5 Palopo.

CHAPTER III
METHOD OF THE RESEARCH

A. Method and Design of Research

1. Method of Research

In this research, the researcher applied a pre-experimental research method. It aims to know “the student’s vocabulary upgrades through quick thinking games”.

2. Research Design

Design in this research was one group pretest-posttest design. This research involved one class of students with pre-test, treatment and post-test design. This design of research can be described as follows¹:

Pre-test	Independent variable treatment	Post-test
O ₁	X	O ₂

B. Variable of the Research

This research involved two variables, such as dependent variable and independent variable. They can be described as follows:

1. Dependent variable ⇒ Students’ vocabulary skill.
2. Independent variable ⇒ Quick thinking games.

¹ Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: PT Rineka Cipta, 2002), p. 77

C. Population and sample

1. Population

The population of this research was all of the eighth year students of SMP Negeri 5 Palopo. The number of population was 164 students from six classes. There were VIII₁, VIII₂, VIII₃, VIII₄, VIII₅, and VIII₆.

2. Sample

Sample was a part of population that can represent all of population. In this case, the researcher applied purposive sampling technique. The researcher took 20 students in VIII.6 of SMP Negeri 5 Palopo. The researcher chooses the samples because the researcher found that students' competency of vocabulary at VIII.6 of SMP Negeri 5 Palopo were lower than the other students. It could be seen from their scores that they got when the researcher taught them in the class.

D. Instruments of the Research

The instrument of this research was vocabulary test which consist 4 (four) question based on thematic teaching vocabulary where each number consist 10 (ten) vocabularies. So, the total number test are 40 (forty). Each answer is given one point. If the students answer 15 vocabularies, so the students' score is 15. Beside that the researcher uses questionnaire to know the students perception to the quick thinking technique. The number of question consist 8 (eight) questions and have five multiple

choice namely strongly agree, agree, neutral, disagree, and strongly disagree based on like scale.²

strongly agree (SS)	= 5
agree (S)	= 4
neutral (N)	= 3
disagree (TS)	= 2
strongly disagree (STS)	= 1

E. Procedures of Collecting Data

The data was collected by using the procedures as follow:

1. Giving pre-test

The researcher gave pre-test to the students to know the vocabulary achievement of the students before giving treatment, in this case the researcher identify the students' knowledge about vocabulary. The research gave vocabulary test which consist of 4 numbers of Essay test.

2. Giving treatment

There are four times of treatment with the steps of quick thinking as follow:

a. The first meeting; the researchers explains the material about animals to the students. The researcher invites each group, and the first student (number 1) from every group get 5 letters and start to find the word. If number 1 will be finished, then number 1 give the paper to the number 2 and number 2 starts to find the word. After

² Prof. Dr. Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D*, (Bandung: Alfabeta, 2010). p. 94

finishing, the number 2 gives to number 3 and find the word, after finishing the task the number 3 gives it to number 4, and the last number 4 gives paper to the number 5. The student must be quickly because they just have 5 minutes. If the group finished finding 5 words, the number 5 says “ FINISH”. After that the researcher gives some example in sentence.

b. The second meeting; the researchers explains the material about fruits and vegetables to the students by using quick thinking games. The researcher invites each group, and the first student (number 1) from every group get 5 letters and start to find the word. If number 1 will be finished, then number 1 give the paper to the number 2 and number 2 starts to find the word. After finishing, the number 2 gives to number 3 and find the word, after finishing the task the number 3 gives it to number 4, and the last number 4 gives paper to the number 5. The student must be quickly because they just have 5 minutes. If the group finished finding 5 words, the number 5 says “ FINISH”. After that the researcher gives some example in sentence.

c. The third meeting; the researchers explains the material about part of human body to the students by using quick thinking games. The researcher invites each group, and the first student (number 1) from every group get 5 letters and start to find the word. If number 1 will be finished, then number 1 give the paper to the number 2 and number 2 starts to find the word. After finishing, the number 2 gives to number 3 and find the word, after finishing the task the number 3 gives it to number 4, and the last number 4 gives paper to the number 5. The student must be quickly because they just

have 5 minutes. If the group finished finding 5 words, the number 5 says “ FINISH”.

After that the researcher gives some example in sentence.

d. The forth meeting; the researchers explains the material about verb of action to the students. The researcher invites each group, and the first student (number 1) from every group get 5 letters and start to find the word. If number 1 will be finished, then number 1 give the paper to the number 2 and number 2 starts to find the word. After finishing, the number 2 gives to number 3 and find the word, after finishing the task the number 3 gives it to number 4, and the last number 4 gives paper to the number 5. The student must be quickly because they just have 5 minutes. If the group finished finding 5 words, the number 5 says “ FINISH”. After that the researcher gives some example in sentence.

3. Giving post-test

This post-test were given to the students after doing treatment. The researcher gave a theme to the students and asked them to write vocabulary based on the theme. This test was to know whether the students have different result after giving treatment or not. The research gave vocabulary test which consist of 4 numbers of Essay test. It may take 90 minutes to got the data of post-test.

F. Processing Technique of Data Analysis

In this research, the researcher analyzed the data that was collected from the sample by using following techniques.

1. Scoring the students answer from the vocabulary test that was given

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

2. Classifying the students' score into the following classification:

a). 9,5 – 10 = Excellent

b). 8,6 – 9,5 = Very good

c). 7,6 – 8,5 = Good

d). 6,6 – 7,5 = Fairly good

e). 5,6 – 6,5 = Fairly

f). 3,6 – 5,5 = Fairly poor

g). 0 – 3,5 = Poor³

3. Calculating the rate percentage of students score by using the following formula as follow:

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

Where: P = percentage

F = the cumulative frequency of subjects

N = total number of subjects

³ Suharsimi Arikunto, *Prosedur penelitian: suatu pendekatan baru dalam teori dan praktek* (Jakarta: PT. Rineka Cipta, 1992), p. 327.

4. In determining the mean score, standard deviation, test of significance and standard significance. The researcher calculated it by using SPSS 21 and used table distribution to choose the score of $t_{\text{count}} (t_0)$, the table as follow:

Table 3.1

t-table distribution⁴

Degree of freedom	P (Level of Significance Two Tailed Test)			
	0.10	0.05	0.01	0.001
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	5.781
10	1.812	2.228	3.169	5.587
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

⁴ Tigor Hutapea, *Statistik: Teori dan Aplikasi*. Bandung. Cet 1: (STIE-IBEK). 1995. P. 316

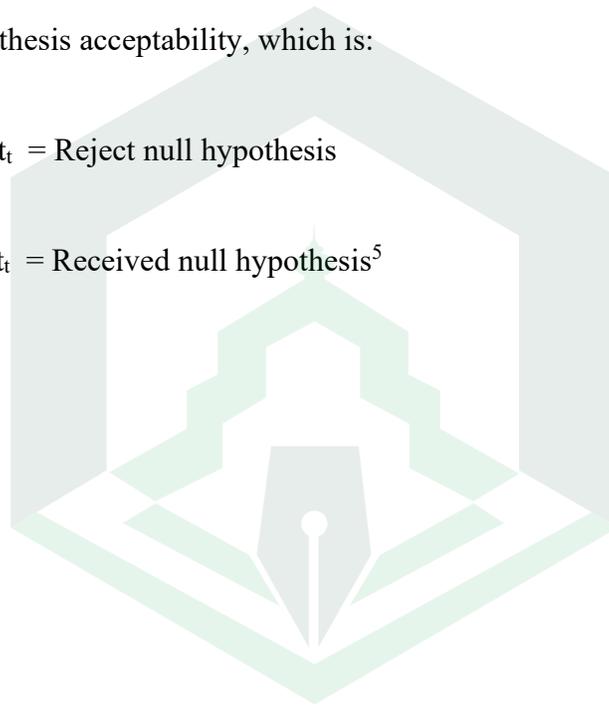
14	1.761	2.143	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.989	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.856	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	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	1.670	2.042	2.750	3.646
40	1.640	2.021	2.704	3.551
60	1.571	2.000	2.660	3.460
120	1.558	1.980	2.617	3.373

5. In analyzing the students' perception the use of quick thinking technique, the researcher analyzed the students' answer the questionnaire qualitatively. Then, the researcher classified the students responses into positive or negative response.

In addition, to know whether the pre-test and post-test were significantly difference and also to know acceptability of hypothesis, the researcher used the criteria of hypothesis acceptability, which is:

If : $t_0 \geq t_t$ = Reject null hypothesis

If : $t_0 < t_t$ = Received null hypothesis⁵



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⁵M. Subana, et.al., *Statistik pendidikan*. (Cet. 1; Bandung: CV PustakaSetia, 2000), p. 172

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter includes two sections. The first is findings and the second is discussions.

A. Findings

The findings of this research were showed to describe the result of the data that were analyzed statistically. It comprises of the students' score in pre-test and post-test, classification percentage of students score in pre-test and post test, the mean score and standard deviation of the student's pre-test and posttest, and analysis data of questionnaires.

1. The analysis students' vocabulary score in pre-test and post-test

a. Pre-test

In this section, the researcher shows the complete score of the students' vocabulary in pre test. The researcher would present them in the tables and calculate the score by using SPSS 21. It tabulated by following table:

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Table 4.1
The score of students in pre-test

Respondent	Score
R1	7,50
R2	2,25
R3	3,25
R4	7,75
R5	4,00
R6	7,25
R7	5,25
R8	6,25
R9	5,25
R10	3,75
R11	3,25
R12	4,50
R13	4,25
R14	5,25
R15	5,50
R16	4,00
R17	7,00
R18	8,25
R19	8,25
R20	2,25

For looking the mean score of students' vocabulary in pre-test, the researcher calculated it by using SPSS 21. The result can be presented in to the table descriptive statistic as follows:

Table 4.2
The mean score of students' vocabulary in pre-test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	2,25	8,25	5,2500	1,92456
Valid N (listwise)	20				

Table 4.2 shows that the highest score of students was 8.25 and the lowest score was 2.25. Besides, it also indicates that the mean score of students' vocabulary in pre-test was 5.25 and the standard deviation error was 1.92.

In other side, the researcher also had written the students scoring classification of the frequency and percentage of the result students' score in the pre-test can be seen in the table below:

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Table 4.3
Scoring classification in pre-test

No.	Classification	Score	Pretest	
			Frequency	Percentage
1	Excellent	9,5-10	0	-
2	Very Good	8,6-9,4	0	-
3	Good	7,6-8,5	3	15%
4	Fairly good	6,6-7,5	3	15%
5	Fair	5,6-6,5	1	5%
6	Poor	3,6-5,5	9	45%
6	Very Poor	0-3,5	4	20%
Total			20	100%

Based on the table 4.3, we can see that before giving the treatment by using quick thinking technique, there were none of students got “Excellent” and “Very good”, classification. There were 3 students (15%) out of 20 students who obtained good classification, 3 students (15%) obtained “fairly good” classification, 1 student (5%) obtained “fair” classification, 9 students (45%) obtained “poor” classification and 4 students (20%) obtained “very poor”. Based on the data above, it can be seen that the students got very poor and poor were more than the students got good score. It can be concluded that the students vocabulary were still low.

b. Post-test

In this section, the researcher shows the complete score of the students vocabulary in post test. The researcher will present them in the tables and calculate the score by using SPSS 21. It tabulates by following table:

Table 4.4
The score of students in post-test

Respondent	Score
R1	8,50
R2	8,00
R3	9,25
R4	9,50
R5	9,50
R6	9,50
R7	8,00
R8	9,00
R9	6,75
R10	9,00
R11	8,00
R12	7,00
R13	5,75
R14	8,00
R15	8,75
R16	8,00
R17	10,00
R18	9,25
R19	9,75
R20	6,00

For looking the mean score of students' vocabulary in post-test, the researcher calculated it by using SPSS 21. The result can be presented in to the table descriptive statistic as follows:

Table 4.5
The mean score of students' vocabulary in post-test
Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	20	5,75	10,00	8,3750	1,22609
Valid N (listwise)	20				

Table 4.5 shows that the highest score of students was 10 and the lowest score was 5.75. Besides, it also indicates that the mean score of students' vocabulary in pre-test was 8.37 and the standard deviation error was 1.22609.

In other side, the researcher also had written the students scoring classification of the frequency and percentage of the result students' score in the pre-test can be seen in the table below:

Table 4.6
Scoring classification in post-test

No.	Classification	Score	Pretest	
			Frequency	Percentage
1	Excellent	9,6-10	2	10%
2	Very Good	8,6-9,5	7	35%
3	Good	7,6-8,5	6	30%
4	Fairly good	6,6-7,5	2	10%
5	Fair	5,6-6,5	3	15%
6	Poor	3,6-5,5	0	-
6	Very Poor	0-3,5	0	-
Total			20	100%

The table above shows the students' score classification in post-test. The data above describe that in posttest there were 2 students (10%) classified as excellent, 7students (35%) achieved very good classification, 6 students (30%) achieved good classification, 2 students (10%) achieved fairly good, and 3students (15%) achieved fair classification. It means that the students' vocabulary ability was improved after treatment.

Beside that, the researcher also would present the total mean score and standard deviation of in pre-test and post-test and then compare both of them. The result would be presented into the table descriptive statistic as follow:

Table 4.7
The mean score and standard deviation of pre-test and post-test
Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	2,25	8,25	5,2500	1,22609
Posttest	20	5,75	10,00	8,3750	1,92456
Valid N (listwise)	20				

Table 4.7 indicates that the standard deviation in pre-test were 1.22 and in post-test were 1.92. It also shows that mean score of the students in pre-test were 5.25 and the mean score of the students in post-test were 8.37. The result of the table above shows that the mean score of students in post-test was higher than the mean score of students in pre-test. It concludes that using quick thinking games was effective in teaching vocabulary.

To know whether the pre-test and post-test were significantly different, and also to know acceptability of the hypothesis of this research, the researcher used t_{test} analysis and calculated it by using SPSS 21. The result can be shown in the table of paired samples statistic, paired samples correlation, and paired samples test. It was presented in the following tables:

Table 4.8
The paired sample statistics of Pre-test and Post-test

Paired Samples Statistics						
		Mean	N	Std. Deviation	Std. Error Mean	
Pair 1	posttest	8,3750	20	1,92456	,43035	
	pretest	5,2500	20	1,22609	,27416	

Paired Samples Correlations					
		N	Correlation	Sig.	
Pair 1	posttest & pretest	20	,551	,012	

The table paired samples statistics of pre-test and post-test above indicates that value of standard deviation in pre-test was 1.22609 and 1.92456 in post-test. Besides, the standard deviation error in pre-test was 0.27416 and in post-test was 0.43035. The table above also shows that mean score in pre-test was 5.25 and in post test was 8.3750. It could be concluded that the students' score improved 5.2 to 8.3.

The table paired samples correlations of pre-test above present that correlation of the students' ability before and after treatment is 0.5. It means that there was a significant correlation of students' ability in teaching vocabulary by using quick thinking technique before and after treatment.

Table 4.9
The paired samples of pre-test and pos-test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	posttest - pretest	3,12500	1,61510	,36115	2,36911	3,88089	8,653	19	.000

From the table samples test 4.9, the researcher got the data that t_0 (t_{count}) = 8.653 and df (degree of freedom) = 19. According to the gay the value of t_t = 2.093. It was the standard of signification 0.05 with degree of freedom (df) = 19. Base on the result, the researcher concluded that t_0 (t_{count}) was higher than t_t (t_{table}), $t_0 > t_t$.

$$8.653 > 2.093$$

Related to the result that (t_0 . t_t) the t_{count} was higher that t_{table} , it meant that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It concluded that there was a significance difference in vocabulary before and after using quick thinking technique. Because of that, the researcher believed that quick thinking games was effective in upgrades vocabulary at the eighth year of SMPNeg. 5 PALOPO.

2. Analysis of Questionnaires

To get data of students' perception in learning vocabulary by quick thinking technique, the researcher made questionnaire that consisted of 10 items. To find out the percentage of students in questionnaire assessment by using the formula below:

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

Where: P = the percentage from the student's perception

F = the frequency

N = total number of subjects

The result and percentages of students' score would be presented by using table. It would be explained one by one according to the indicators on perception and it could be seen by following tables:

Table 4.10

Questionnaire no. 1

The students' opinion about studying vocabulary through quick thinking

No	Statement	Classification	Frequency	Percentages
1	Studying vocabulary by using quick thinking more relax and enjoyable	Strongly Agree	17	85%
		Agree	3	15%
		Neutral	-	-
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	20	100%

Table 4.10 present that there were 17 students (85%) choose "strongly agree" and 3 students (15%) choose "agree". Besides, it shows that there was none of the students (0%) choose "neutral", "disagree" and "strongly disagree".

The result above shows that most of students (17) choose strongly agree and agree than choose disagree and strongly disagree, so it can be concluded the students like studying English vocabulary through quick thinking games. Because of that, the researcher assumes that the students feel relax and enjoyable in learning vocabulary through quick thinking technique.

Table 4.11

Questionnaire no. 2

The students' opinion about learn the vocabulary by using quick thinking games

No	Statement	Classification	Frequency	Percentages
2	Studying vocabulary is very interesting and very easier when the teacher applied quick thinking games	Strongly Agree	10	50%
		Agree	7	35%
		Neutral	3	15%
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	20	100%

Table 4.11 present that there were 10 students (50%) choose "strongly agree", 7 students (35%) choose "agree" and 3 students (15%) choose neutral. Besides, it shows that there was none of the students (0%) choose "disagree" and "strongly disagree", it means that the students are interesting if the teacher applies quick thinking.

Table 4.12

Questionnaire no. 3

Students' opinion towards quick thinking games in learning vocabulary

No	Statement	Classification	Frequency	Percentages
3	Quick thinking is very effective in increasing English Vocabulary	Strongly Agree	10	50%
		Agree	6	30%
		Neutral	4	20%
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	20	100%

Table 4.12 present that there were 10 students (50%) choose "strongly agree", 6 students (30%) choose "agree" and 4 students (20%) choose neutral. Besides, it shows that there was none of the students (0%) choose "disagree" and "strongly disagree". The statement above shows that the students' give positive respond to the quick thinking games. It can be seen from the students' answer, where some of them choose strongly agree, agree, and neutral.

Therefore, the researcher assumes that through quick thinking the students became active during the learning process. And it can be concluded that the students had big attention in learning vocabulary when applying the quick thinking technique.

Table 4.13

Questionnaire no. 4

Students' improvement in learning vocabulary through quick thinking games

No	Statement	Classification	Frequency	Percentages
4	By quick thinking the student is able to learn English vocabulary easily	Strongly Agree	12	60%
		Agree	7	35%
		Neutral	1	5%
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	20%	100%

Table 4.13 present that there were 12 students (60%) choose "strongly agree", 7 students (35%) choose "agree" and 1 students (5%) choose neutral. Besides, it shows that there was none of the students (0%) choose "disagree" and "strongly disagree". The result indicated that most of the students more choose strongly disagree and disagree than choose strongly agree and agree.

Based on the result above, the researcher concludes that the students at the eighth year students of SMPN 5 Palopo could able to learn English easily when the teacher applies the quick thinking. Besides, the result shows that the students had a big attention in learning speaking by applying quick thinking. It means that the students can know vocabulary easily.

Table 4.14

Questionnaire no. 5

The influence of quick thinking for the students in memorizing English vocabulary

No	Statement	Classification	Frequency	Percentages
5	Quick thinking is able to motivate the student in memorizing English vocabulary	Strongly Agree	9	45%
		Agree	8	40%
		Neutral	2	10%
		Disagree	1	5%
		Strongly Disagree	-	-
		TOTAL	20	100%

Table 4.14 present that there were 9 students (45%) choose "strongly agree", 8 students (40%) choose "agree", 2 students (10%) choose neutral and 1 student (5%) choose "disagree". Besides, it shows that there was none of the students (0%) choose "strongly disagree".

The fact that most of students choose "Agree" and "Strongly Agree" showed that the students interest in learning vocabulary through quick thinking technique. Because of the students realize that the quick thinking technique was useful for them especially to improve their vocabulary. One of the benefits that they could be motivated memorize vocabulary.

Table 4.15

Questionnaire no. 6

Students' ability accepting quick thinking games in learning vocabulary

No	Statement	Classification	Frequency	Percentages
6	Quick thinking more effective than conventional methods in increasing English vocabulary	Strongly Agree	8	40%
		Agree	9	45%
		Neutral	2	10%
		Disagree	1	5%
		Strongly Disagree	-	-
		TOTAL	20	100%

Table 4.15 present that there were 8 students (40%) choose "strongly agree", 9 students (45%) choose "agree", 2 students (10%) choose neutral and 1 student (5%) choose "disagree". Besides, it shows that there was none of the students (0%) choose "strongly disagree". It because of the technique in learning vocabulary is very interesting. It shows from the result of students' choices which are most of them more choosing strongly agree and agree. And there was none of them choose strongly disagree.

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Table 4.16

Questionnaire no. 7

The students' opinion about the creativity vocabulary learning process

No	Statement	Classification	Frequency	Percentages
8	Quick thinking brings new paradigm in increasing vocabulary	Strongly Agree	13	65%
		Agree	6	30%
		Neutral	1	5%
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	20	100%

Table 4.16 present that there were 13 students (65%) choose "strongly agree", 6 students (30%) choose "agree" and 1 student (5%) choose neutral. Besides, it shows that there was none of the students (0%) choose "disagree" and "strongly disagree". The reality indicates that most of the students choose "agree" and "Strongly agree". It can be concluded that quick thinking gives new paradigm in increasing vocabulary.

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Table 4.17

Questionnaire no. 8

Students' response toward using quick thinking in learning vocabulary

No	Statement	Classification	Frequency	Percentages
10	Quick thinking is easier to understand and remember in learning vocabulary after the teacher gives some instances	Strongly Agree	12	60
		Agree	6	30%
		Neutral	2	10%
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	20	100%

Table 4.17 present that there were 12 students (60%) choose "strongly agree", 6 students (30%) choose "agree" and 2 students (10%) choose neutral. Besides, it shows that there was none of the students choose "disagree" and "strongly disagree".

It means that the students who studying vocabulary through quick thinking can improve their vocabulary. So, the researcher can conclude that the students interested in learning vocabulary through quick thinking games.

After doing tabulation of the perception questionnaire's data, the researcher needs to analyze the items for the score of the perception questionnaire, which was:

Table 4.18
The List of Students' Perception Score in Questionnaire

No	Res	Number of items								Score
		1	2	3	4	5	6	7	8	
1	R1	5	5	4	5	5	5	5	5	39
2	R2	5	5	4	4	5	5	4	5	37
3	R3	4	5	5	5	4	5	5	5	38
4	R4	5	5	4	5	5	4	5	5	38
5	R5	5	5	5	5	5	5	5	5	40
6	R6	4	4	5	4	4	4	5	4	34
7	R7	5	4	3	5	3	4	4	4	32
8	R8	5	3	5	3	4	4	4	4	32
9	R9	5	4	4	4	4	4	4	4	33
10	R10	5	4	3	5	5	4	5	4	35
11	R11	5	5	5	5	4	4	4	5	37
12	R12	4	4	5	4	5	4	5	5	36
13	R13	5	4	5	5	2	5	5	5	36
14	R14	5	4	3	4	4	5	5	5	35
15	R15	5	5	5	5	4	3	5	3	35
16	R16	5	5	4	4	5	3	3	5	34
17	R17	5	5	5	5	5	5	4	5	39
18	R18	5	3	5	5	4	4	5	3	34
19	R19	5	5	4	4	3	5	5	5	36
20	R20	5	3	3	5	5	2	5	4	32

By totaling the score of the students' answering toward the statement in questionnaire that was given to the students, it could be concluded that the lowest score was 32 and the highest score was 40.

The table distribution frequency about the student' perception score toward the learning process by quick thinking technique was showed by table distribution of single data. It was done because the spreading score that was the researcher presented was not too wide.

To make table distribution frequency, the researcher used the single data of table distribution frequency that was most of the score frequent more than one. The way that was needed to do, that was:

1. Looking for the highest score (H) and the lowest score (L) and from the data that was got, it could be showed that $H= 40$ and $L= 32$. After knowing the score of H and L, the researcher arranged the score of students' interest from the highest rank into the lowest rank, it started from the highest score successively until the lowest score in the first column of table distribution frequency.

2. Counting the frequency in each score that had been got, then its result was come into the second language that had prepared, next the score was added so that it was got the total of frequency ($\sum N$ or N).

For more knowing, it could be seen in the following table :

Table 4.19
Distribution Frequency of Students' perception

Score	Frequency	Percentage
40	1	5%
39	2	10%
38	2	10%
37	2	10%
36	3	15%
35	3	15%
34	3	15%
33	1	5%
32	3	15%
$\Sigma = 712$	N= 20	100%

Based on the table above, it can be seen that the students who got the high score 40 were 1 student (5%) and 3 students (15%) got the lowest score 32. The others got 39 and there were 2 students (10%) got it, 2 students (10%) got score 38, 2 students (10%) got score 37, 3 students (15%) got score 36, 3 students (15%) got score 35, 3 students (15%) got score 34, and 1 students (5%) got score 33.

B. Discussions

In this section, the researcher presented the result of data analysis in findings. It discussed about the using of quick thinking games at the eighth year of SMPNegeri2 Palopo.

After analyzing the data of students' test, it showed that $t_{count}(t_0)$ with the value (8.653) was higher than $t_{table}(t_t)$ with the value (2.093) with degree of freedom (df) = 19 and on the level significance 0.05. It means that there was a significant difference between the result of pre-test and the result of post-test.

Table 4.20
Table of the t-test of the students

Variable	$t_{count}(t_0)$	$t_{table}(t_t)$
X1-X2	8.653	2.093

The table of t_{test} above showed that the value of t_0 was higher than t_t , it could be conclude that the research hypothesis was confirmed.

In this section, the researcher not only presented the result of data analysis in findings but also the researcher would explain some procedures of collecting data that the researcher had done, they were pre-test, treatment and post-test.

1. Pre-Test

When giving pre-test, the researcher found that some of students' vocabularies were still not good among the word and spelling, still difficult to found the word base

on the theme and didn't know translate the easy word. Based on the vocabulary skill that included the word and spelling, the students' vocabulary in pre-test showed that almost all students' word and their spelling were still wrong. In this section, the researcher would show some students' vocabulary skill in pre-test that represented all samples as follows:

Respondent 1 (R1) in pre-test, he gets score 22 points because the respondent only answer 8 numbers in item 2, 7 numbers in item 3, 7 numbers in item 4 and 0 in item one. Many words are not correct and not complete.

Respondent 20 (R20) in pre-test gets 9 points, because the respondent only answer 8 numbers in item 2, 1 number in item 3, and 0 in item 1 and 4. Many numbers is blank.

Respondent 17 (R17) in pre-test gets 28 points, because many number is correct and complete. In item 1, the respondent gets 10 points, 8 points in item 2, 8 points in item 3 and 2 points in item 4.

2. Treatment

During doing treatment, the researcher had done it for four times of treatments. In first treatment, the researcher explained about the definition of quick thinking games and explained the rules of quick thinking as a technique in learning vocabulary in the class. After that, the researcher divided them into smallest groups until 4-5 people, every group must prepare paper and pen. The researcher asked them to discuss, memorizing, and practice before about the job of each person in their group. The first student as number 1, the second student as number 2, the third

student as number 3, the fourth student as number 4 and the last student as number 5. Then, the researcher wrote a theme and letter on the whiteboard and practiced quick thinking games. After that, the researcher checked the students' vocabulary and corrected it in the class. The researcher found students' mistaken in word, for example, errors in spelling. Besides that, if the researcher gives the word that is easy perception like **A, B, C, D**. Such as fruit that has initial letter, for **A: Apple, B: Banana, C: Cherry D: Durian** the researcher is able to find the vocabulary on that word that has an initial stated, it because they daily listen and use it. But when the researcher bring the clue about next word that is begun **W, Y, Z**, the researcher found any obstacles because they are unaccustomed with that word.

For the other treatments, the researcher did same as the researcher did in the first treatment. But the researcher gave different topic in each treatment. As often as possible the students were given practicing of this technique, it made their word became good and also made them more spirit in learning vocabulary. It was seen from their participation in doing this technique until the last treatment. And also their vocabulary skill had showed a good improvement in their spelling

3. Post-Test

The last procedure of collecting data that the researcher did was post-test. In pretest, the researcher asked the students to find the word, translate the word from English to Indonesia, and fill in the blank below using the vocabulary to get the score. This research is test which consist 4 (four) question based on thematic teaching vocabulary where each number consist 10 (ten) vocabularies. So, the total number

test are 40 (forty). Each answer is given one point. If the students answer 15 vocabularies, so the students' score is 15. After giving post-test, the researcher found that there was improvement to the students' vocabulary. Most of students could have written a good word.

From the result showed that in pretest there were 9 (45 %) students got poor classification and 4 (20%) students got very poor classification out of 20 students. The mean score of the students was low (5,25). In pre-test, the minimum score is 2,25 while the maximum score is 8,25.

Related to the analysis of the table of classification of the students in pretest and the students' mean score, the researcher concluded that the students' vocabulary was still *low*.

In post-test, the researcher gave vocabulary test, they are find the word, grouping the word, translate the word from English to Indonesia, and matching the word. The post-test was done after giving four treatments to the students. It was done to get students' score in post-test and to know the students' vocabulary improvement. It was found that in post-test there is no students achieve poor and very poor classification, there is only 3 students who achieved fair classification, 2 students who achieved fairly good and the rest of students achieved good and very good classification. The students mean score in post-test is 8,37. In post-test, the minimum score is 5,75 while maximum score is 10,00.

In this section, the researcher would show some students' vocabulary skill in pre-test that represented all samples as follows:

Respondent 1 (R1) in pre-test, the respondent gets score 30 points because the respondent only answer 10 numbers in item 1, 5 numbers in item 2, 7 numbers in item 3 and 8 in item 4.

Respondent 20 (R20) in pre-test gets 15 points, because the respondent only answer 0 in item 1, 8 numbers in item 2, 2 numbers in item 3, and 5 numbers in item 4. Many numbers is blank.

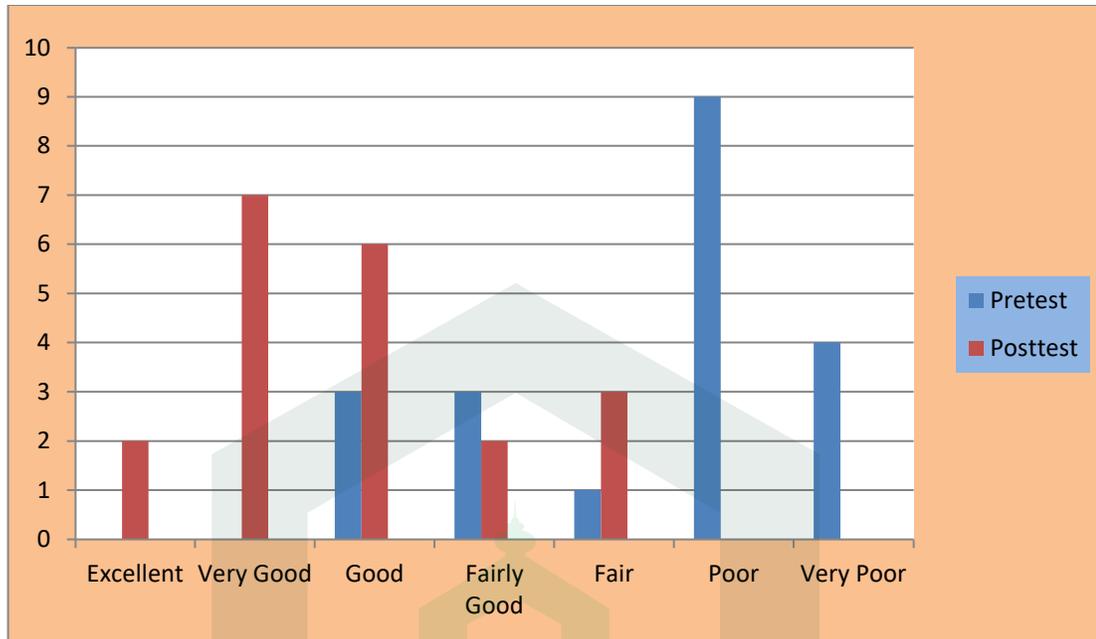
Respondent 17 (R17) in pre-test gets 40 points, because all of items is correct. In item 1, the respondent gets 10 points, 10 points in item 2, 10 points in item 3 and 10 points in item 4.

From the respondents' vocabulary skill in post-test above, it can be concluded that there is improving student's vocabulary.

Based on some respondents' vocabulary as examples that represent all respondents in this research, it can be concluded that there was improving of competency in vocabulary after giving treatment. Although most of the respondents had a good vocabulary after giving treatment but there was a few of them that still have to try more to find the word well by using this technique.

Finally, in comparing the result of t_{count} and t_{table} , the researcher found that the value of t_{count} was higher than t_{table} , $t_0 > t_t$ ($8.653 > 2.093$). It means that there was significance difference between the result of pre-test and the result of post-test.

The score of pretest and posttest can be shown in the following chart:



4. Analysis of Questionnaire

This research present the result of data analysis from questionnaire, in relation to the finding of the percentage on the students' perception in learning vocabulary by quick thinking technique, it could be indicates there are most of the students very interest in learning vocabulary by quick thinking and the others are interest in learning vocabulary.

Learning vocabulary by quick thinking is one of effective and interesting ways that could be applied in the classroom. Besides, this technique could improve the students' vocabulary, and make the students focus active during the learning process. By applying this technique we could learn enjoying.

In addition the students' perception in learning vocabulary by quick thinking technique could be seen through the answer of the questionnaire by the students. Having analyzed the result of students' responses toward the technique applied by the researcher in this research, it shows where the data shows that there were 56.875% students choose strongly agree, 32,5% choose agree, 9.375% choose neutral and only 1.25% choose disagree. Many students choose positive choices in all statements, it shows that the students give positive perception to this technique.

From the result of the questionnaire, the researcher gives analysis about answer majority of the students. Most of students choose agree and strongly agree as their answer. The researcher concludes the students at the eighth year of SMPN 5 Palopo are good perception in learning vocabulary through quick thinking technique.

Based on the researchers' observation, it was found some reasons why the students answered agree because they feel interesting to learn vocabulary, required to help them increase their vocabulary skill, they feel was motivated to learn vocabulary by using quick thinking games, and makes them easily to understand the material. And there is answered disagree because the vocabularies do not set for student to use. So that he feels confuse.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings, data analysis, and discussion in the previous chapter, the researcher presents conclusions as follow:

1. Having implemented the treatments by using quick thinking, it was found that the mean score of post-test (8,37) was greater than pretest (5,25). The data analyzed by using (t_t) standard of significant 5% with degree of freedom (df) = 19, got $t_t = 2,093$ and standard of significant 0,05, the result of t_0 (t count) is 8,653. From this result the researcher gave interpretation that t_0 (t count) is greater than t_t (t table), $8,653 > 2,093$. On the other hand, the improvement of students' skill can be seen along the process. The students' vocabulary ability step by step changing inside the treatment, first the student have weak skill then they improve after doing vocabulary learning process through quick thinking technique. It means that there is a significant difference between students' ability before and after treatment. So the researcher concludes that quick thinking games is effective in upgrading students' vocabulary.

2. The students have positive perception in learning vocabulary by quick thinking technique to upgrade students' vocabulary. It is proved by looking their responses to the statements of the questionnaire. In questionnaire, the statement no 1 and 8 are related to learning vocabulary is very interesting and easy to understand if the teacher teaching by quick thinking.

B. Suggestion

Regarding to learning or teaching vocabulary by using quick thinking games, the writer gives some suggestions as follow:

1. English teachers can apply quick thinking games in teaching vocabulary. But before applying this method, the teachers have to prepare the theme. Theme can be decided by teacher and it can be a smaller concept (animals, part of human body, fruits and vegetables, etc) and can make them more spirit to know vocabulary. And also, when applying this method the researcher can give limited time to the students. It can make them compete to become the fastest group.

2. For all students, quick thinking games can be applied well if the students can work together well among the other students in each group, because this method is cooperative. The students can give motivation and supporting each other. And also this quick thinking games can make the students knows vocabulary from the letter A until Z.

3. For the next researcher who wants to develop this research in the future by using quick thinking games, this method can be applied not only in one or four themes, but maybe it can be used many themes. Recount and the other kinds of paragraph. Not only vocabulary, but also quick thinking may help the students know meaning the word.

Finally, the researcher realizes that this thesis is still far from being perfect and because of that; constructive critics and advice are really expected for the perfection of this thesis. The researcher hopes that the results of this research can be

useful for the readers. It is expected to the readers will have more information about the other technique to know vocabulary.



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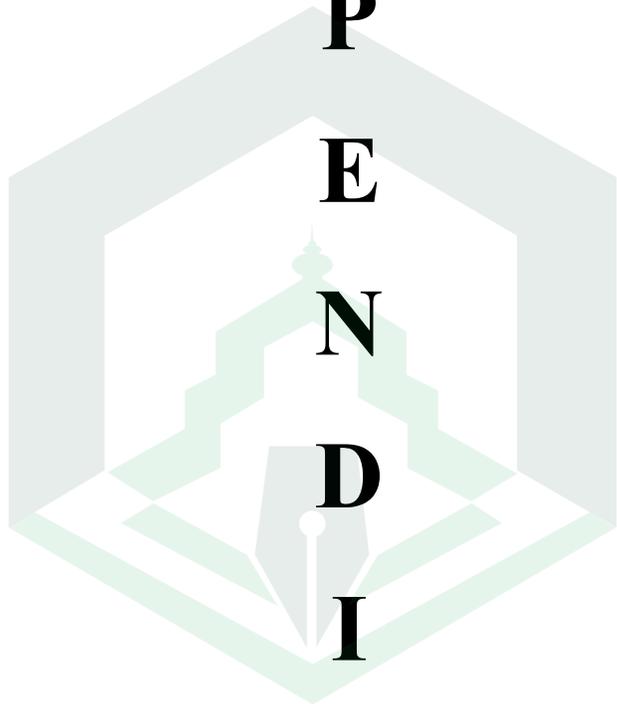
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LESSON PLAN

Subject : English
 Time Allotment : 2 x 45
 Class/Semester : VIII₆ / One
 School : SMP Negeri 5 Palopo
 Treatment : 1st
 Language focus : Vocabulary skill

Standard of Competency : Finding the vocabulary quickly based on the theme and clue.

Basic Competency : Mentioning the vocabulary quickly and correctly based on the theme and clue.

Indicators : 1. Mentioning the vocabulary and arrange it alphabetically.
2. To know the meaning of vocabularies.

Learning materials : The topic is Animals

Steps in Learning

STEP	ACTIVITIES	PROCEDURES	TIME
Warm Up	Greeting / Ice breaking	<ul style="list-style-type: none"> ➤ Greeting and praying ➤ Asking the students' condition 	±5-10 min
	Lead in	<ul style="list-style-type: none"> ➤ Telling the rules of quick thinking games to the students ➤ Asking the students : What animals do you know? Students: dog, cow, cat, monkey, bear, crocodile, bird, mouse. 	±10-15 min
Presentati on	Language/Skill	<ul style="list-style-type: none"> ➤ Animals: A Ape : Kera Ant : Semut B Bird : Burung Bear : Beruang 	±30-35 min

		<p>C Cat : Kucing Camel : Unta D Dog : Anjing Dolphin : Ikan Lumba-lumba E Elephant : Gajah Eagle : Burung rajawali F Fish : Ikan Frog : Katak J Jaguar : Macan tutul Jelly fish : Ubur-ubur</p> <p>Etc.</p> <p>Example in sentence: - My brother like the frog's voice. - She goes to puppies shop to buy a cat.</p>	
Control Practice		<ul style="list-style-type: none"> ➤ The teacher divides students in to smallest groups until 4-5 people. Prepare paper and pen. ➤ Ask each group to sit in their chair, ➤ When the game is about to star, make sure that student number 1 all group has the paper and pen ready. ➤ The teacher mention theme and letter out loud, for example: “Animals, letter B, C, D, E, F, H, K, T, S, and W. ➤ Student 1 has to write only two words beginning with B, for Example: BIRD and CAMEL, then give the paper and pen to student number 2. DOG and ELEPHANT, then give the paper and pen to student number 3. 	±20-25 min

		<p>FISH and HEDGEHOG, then give the paper and pen to student number 4. KANGAROO and TORTOISE, then give the paper and pen to student number 5. SNAKE AND WHALE.</p> <ul style="list-style-type: none"> ➤ Time allocation is 5 minutes. When 5 minutes is up, the teacher says: <i>Time is up</i> and every body put the paper and pen on the table. ➤ The winner is the team with the most correct words. 	
Closing		<ul style="list-style-type: none"> ➤ Explaining the corrections of the students' vocabulary 	± 5 min



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LESSON PLAN

Subject : English
 Time Allotment : 2 x 45
 Class/Semester : VIII₆ / One
 School : SMP Negeri 5 Palopo
 Treatment : 2nd
 Language focus : Vocabulary skill

Standard of Competency : Finding the vocabulary quickly based on the theme and clue.

Basic Competency : Mentioning the vocabulary quickly and correctly based on the theme and clue.

Indicators : 1. Mentioning the vocabulary and arrange it alphabetically.
2. To know the meaning of vocabularies.

Learning materials : The topic are Fruits and Vegetables

Steps in Learning

STEP	ACTIVITIES	PROCEDURES	TIME
Warm Up	Greeting / Ice breaking	<ul style="list-style-type: none"> ➤ Greeting and praying ➤ Asking the students' condition 	±5-10 min
	Lead in	<ul style="list-style-type: none"> ➤ Telling the rules of quick thinking games to the students ➤ Asking the students : What fruits and vegetables do you know? Students: Apple, grape, tomato, potato. 	±10-15 min
Presentati on	Language/Skill	<ul style="list-style-type: none"> ➤ Fruits and vegetables: A Apple : Apel Avocado : Alpokat B Banana : Pisang Breadfruit : Sukun 	±30-35 min

		<p>C Cucumber : Mentimun Carrot : Wortel D Durian : Durian Date : Kurma E Egg-plant : Terong G Guava : Jambu biji Grape : Anggur L Long bean : Kacang Panjang Lemon : Jeruk Limun Lychee : Leci M Mango : Mangga</p> <p>Etc. Example in sentence: 1. Dani likes to eat durian although he always get spike. 2. My elder sister always buys apple when she goes to the supermarket, because she loves to eat fruits.</p>	
Control Practice		<ul style="list-style-type: none"> ➤ The teacher divides students in to smallest groups until 4-5 people. Prepare paper and pen. ➤ Ask each group to sit in their chair, ➤ When the game is about to star, make sure that student number 1 all group has the paper and pen ready. ➤ The teacher mention theme and letter out loud, for example: “Fruits and Vegetable, letter B, C, D, E, G, S, P, T, W and Z. 	±20-25 min

		<ul style="list-style-type: none"> ➤ Student 1 has to write only two words beginning with B, for Example: BANANA and CHERRY, then give the paper and pen to student number 2. DURIAN and EGG-PLANT, then give the paper and pen to student number 3. GUAVA and SPINACH, then give the paper and pen to student number 4. TOMATO and WATERMELON, then give the paper and pen to student number 5. ZALACCA. ➤ Time allocation is 5 minutes. When 5 minutes is up, the teacher says: <i>Time is up</i> and every body put the paper and pen on the table. ➤ The winner is the team with the most correct words. 	
Closing		<ul style="list-style-type: none"> ➤ Explaining the corrections of the students' vocabulary 	± 5 min

LESSON PLAN

Subject : English
 Time Allotment : 2 x 45
 Class/Semester : VIII₆ / One
 School : SMP Negeri 5 Palopo
 Treatment : 3rd
 Language focus : Vocabulary skill

Standard of Competency : Finding the vocabulary quickly based on the theme and clue.

Basic Competency : Mentioning the vocabulary quickly and correctly based on the theme and clue.

Indicators : 1. Mentioning the vocabulary and arrange it alphabetically.
2. To know the meaning of vocabularies.

Learning materials : The topic is part of human body

Steps in Learning

STEP	ACTIVITIES	PROCEDURES	TIME
Warm Up	Greeting / Ice breaking	<ul style="list-style-type: none"> ➤ Greeting and praying ➤ Asking the students' condition 	±5-10 min
	Lead in	<ul style="list-style-type: none"> ➤ Telling the rules of quick thinking games to the students ➤ Asking the students : What part of human body do you know? Students: head, tooth, foot, eyes, ear, cheek. 	±10-15 min
Presentat ion	Language/Skill	<ul style="list-style-type: none"> ➤ Part of human body: A Arm : Lengan Armpit : Ketiak Ankle : Mata kaki B Buttock : Pantat Back : Punggung C Cheek : Pipi 	±30-35 min

		<p>Chin : Dagu Calf : Betis E Ear : Telinga Eye : Mata Eyelash : Bulu mata F Face : Wajah Foot : kaki Finger : jari H Head : Kepala Hand : Tangan</p> <p>Etc. Example in sentence: 1. The function of our ear is hearing. 2. Rudi wants to operate his eyes because he loves to shoot panorama with his camera.</p>	
Control Practice		<ul style="list-style-type: none"> ➤ The teacher divides students in to smallest groups until 4-5 people. Prepare paper and pen. ➤ Ask each group to sit in their chair, ➤ When the game is about to star, make sure that student number 1 all group has the paper and pen ready. ➤ The teacher mention theme and letter out loud, for example: “Part of human body, letter B, C, E, F, H, J, K, L, T and W. ➤ Student 1 has to write only two words beginning with B, for Example: BACK and CHEEK, then give the paper and pen to student number 2. 	±20-25 min

		<p>EYES and FACE, then give the paper and pen to student number 3.</p> <p>HEAD and JAW, then give the paper and pen to student number 4.</p> <p>KNEE and LIPS, then give the paper and pen to student number 5.</p> <p>THUMB AND WRIST.</p> <p>➤ Time allocation is 5 minutes. When 5 minutes is up, the teacher says: <i>Time is up</i> and every body put the paper and pen on the table.</p> <p>➤ The winner is the team with the most correct words.</p>	
Closing		<p>➤ Explaining the corrections of the students' vocabulary</p>	± 5 min



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LESSON PLAN

Subject : English
 Time Allotment : 2 x 45
 Class/Semester : VIII₆ / One
 School : SMP Negeri 5 Palopo
 Treatment : 4th
 Language focus : Vocabulary skill

Standard of Competency : Finding the vocabulary quickly based on the theme and clue.

Basic Competency : Mentioning the vocabulary quickly and correctly based on the theme and clue.

Indicators : 1. Mentioning the vocabulary and arrange it alphabetically.
 2. To know the meaning of vocabularies.

Learning materials : The topic is verb of action

Steps in Learning

STEP	ACTIVITIES	PROCEDURES	TIME
Warm Up	Greeting / Ice breaking	<ul style="list-style-type: none"> ➤ Greeting and praying ➤ Asking the students' condition 	±5-10 min
	Lead in	<ul style="list-style-type: none"> ➤ Telling the rules of quick thinking games to the students ➤ Asking the students : What verb of action do you know? Students: fry, eat, drink, cook. 	±10-15 min
Presentation	Language/Skill	<ul style="list-style-type: none"> ➤ Verb of action: A Add : Menambahka B Buy : Membeli Borrow : Meminjam C Cook : Memasak Clean : Membersihkan D 	±30-35 min

		<p>Drink : Minum Disturb : Mengganggu E Eat : Makan F Fry : Menggoreng J Jump : Melompat Write : Menulis Wash : Mencuci Watch : Menonton</p> <p>Etc. Example in sentence: 1. Ani is smart girl because she is diligent to study 2. My mother cook in the kitchen.</p>	
Control Practice		<ul style="list-style-type: none"> ➤ The teacher divides students in to smallest groups until 4-5 people. Prepare paper and pen. ➤ Ask each group to sit in their chair, ➤ When the game is about to star, make sure that student number 1 all group has the paper and pen ready. ➤ The teacher mention theme and letter out loud, for example: “Part of human body, letter B, C, E, F, H, J, K, L, T and W. ➤ Student 1 has to write only two words beginning with B, for Example: BUY and COOK, then give the paper and pen to student number 2. EAT and FRY, then give the paper and pen to student number 3. HELP and JUMP, then give the paper and pen to student number 4. 	±20-25 min

		<p>KICK and LISTEN, then give the paper and pen to student number 5. THINK AND WRITE.</p> <ul style="list-style-type: none"> ➤ Time allocation is 5 minutes. When 5 minutes is up, the teacher says: <i>Time is up</i> and every body put the paper and pen on the table. ➤ The winner is the team with the most correct words. 	
Closing		<ul style="list-style-type: none"> ➤ Explaining the corrections of the students' vocabulary 	± 5 min



IAIN PALOPO

PRE-TEST

Nama :

Kelas :

Semester :

A. Temukan kosa kata di bawah ini sesuai dengan tema !

No	Animals	Fruits and vegetable	Part of human body	Verb of action
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

B. Beri tanda centang (✓) pada kolom di bawah ini sesuai dengan kelompok katanya !

No	Vocabulary	Animals	Fruits and vegetable	Part of human body	Verb of action
1	Banana				
2	Bird				
3	Eye				
4	Come				
5	Strawberry				
6	Dog				
7	Cheek				
8	Drink				
9	Hair				
10	Lemon				

C. Terjemahkan kata-kata di bawah ini ke dalam bahasa Indonesia !

1. Grape
2. Watermelon
3. Arm
4. Listen
5. Cow
6. Mouse
7. Knee
8. Tomato
9. Help
10. Fry

D. Fill in the blank using the vocabulary below!

Study	Apple	Dog	Tomato
Cook	Ear	Cow	
Durian	Eye	Sleep	

1. Ani is smart girl because she is diligent to
2. My mother in the kitchen.
3. Dani likes to eat although he always get spike.
4. My elder sister always buys when she goes to the supermarket, because she loves to eat fruits.
5. The function of our is hearing.
6. Rudi wants to operate his because he loves to shoot panorama with his camera.
7. Ciwi goes to puppies shop because he wants to have a
8. On idul adha, people buys as sacrificing.
9. I go to earlier because I am so sleepy.
10. Everyday there are so many people sells in traditional market.

POST-TEST

Nama :

Kelas :

Semester :

A. Temukan kosa kata di bawah ini sesuai dengan tema dan hurufnya!

No	Animals	Fruits and vegetable	Part of human body	Verb of action
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

B. Beri tanda centang (✓) pada kolom di bawah ini sesuai dengan kelompok katanya !

No	Vocabulary	Animals	Fruits and vegetable	Part of human body	Verb of action
1	Mango				
2	Bird				
3	Eye				
4	Come				
5	Strawberry				
6	Dog				
7	Cheek				
8	Drink				
9	Hair				
10	Lemon				

C. Terjemahkan kata-kata di bawah ini ke dalam bahasa Indonesia !

1. Banana
2. Orange
3. Lips
4. Listen
5. Head
6. Mouse
7. Knee
8. Tomato
9. Help
10. Fry

E. Fill in the blank using the vocabulary below!

Monkey	Mango	Hair	Nose
Crocodile	Fry	Cheek	
Carrot	Chicken	lips	

1. is an animal which likes banana.
2. is an animal which always lives in the river.
3. My mother always cooks dad's favorite soup, which fill in
4. Nurul does not like juice because it smells bad.
5. If you work in KFC, you will chicken everyday.
6. Every morning, mycrowing.
7. Her looks like pinky peach.
8. Any has long which maintain in salon.
9. Every time my aunt goes to party, she always uses lipstick in her
10. Which interesting in Nurul's face is her pointed

A. ANGKET

1. Bacalah dengan teliti petunjuk sebelum menjawab pertanyaan !
2. Tulislah identitas Anda pada tempat yang telah disediakan !
3. Pada setiap pertanyaan disediakan lima pilihan jawaban sesuai dengan keadaan anda secara jujur.
4. Bubuhkan tanda (x) pada pilihan jawaban yang telah disediakan pada jawaban yang dianggap benar!
5. Terimah kasih atas kesediaannya telah menyelesaikan angket penelitian dengan jujur.

B. IDENTITAS RESPONDEN

Nama :

Kelas :

C. PERTANYAAN

1. Belajar kosa kata dengan quick thinking technique lebih santai dan menyenangkan.

- | | |
|------------------|------------------------|
| a. Sangat setuju | d. Tidak setuju |
| b. Setuju | e. Sangat tidak setuju |
| c. Netral | |

2. Belajar kosa kata sangat menarik dan mudah dipahami jika guru mengajar dengan quick thinking.

- | | |
|------------------|------------------------|
| a. Sangat setuju | d. Tidak setuju |
| b. Setuju | e. Sangat tidak setuju |

c. Netral

3. Quick thinking technique sangat sangat efektif dalam meningkatkan kosa kata bahasa Inggris.

a. Sangat setuju

d. Tidak setuju

b. Setuju

e. Sangat tidak setuju

c. Netral

4. Melalui quick thinking technique siswa dapat belajar kosa kata bahasa Inggris dengan mudah.

a. Sangat setuju

d. Tidak setuju

b. Setuju

e. Sangat tidak setuju

c. Netral

5. Quick thinking technique mampu memotivasi siswa dalam peningkatan kosa kata bahasa Inggris.

a. Sangat setuju

d. Tidak setuju

b. Setuju

e. Sangat tidak setuju

c. Netral

6. Quick thinking technique lebih efektif dibanding dengan metode biasa dalam peningkatan kosa kata bahasa Inggris.

a. Sangat setuju

d. Tidak setuju

b. Setuju

e. Sangat tidak setuju

c. Netral

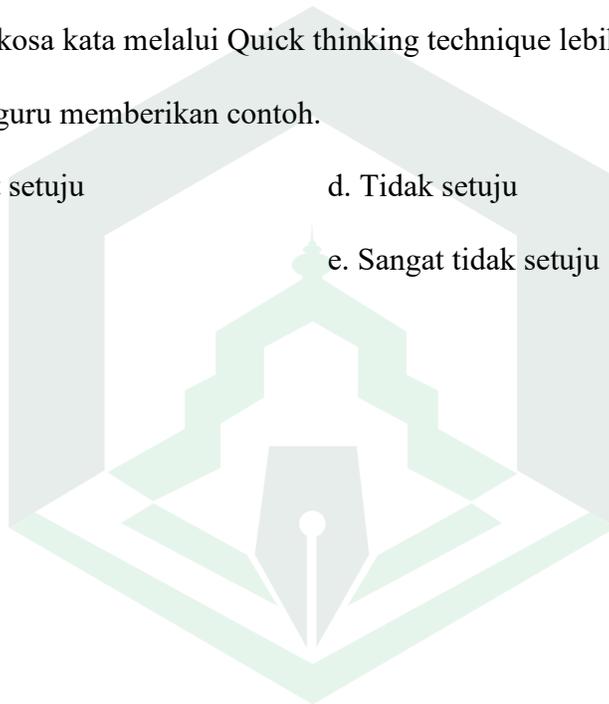
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7. Quick thinking technique member nuansa baru dalam peningkatan dan proses pembelajaran kosa kata.

- a. Sangat setuju
- b. Setuju
- c. Netral
- d. Tidak setuju
- e. Sangat tidak setuju

8. Belajar kosa kata melalui Quick thinking technique lebih mudah diketahui dan diingat setelah guru memberikan contoh.

- a. Sangat setuju
- b. Setuju
- c. Netral
- d. Tidak setuju
- e. Sangat tidak setuju



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THANKS

**THE PICTURES DURING APPLYING QUICK THINKING GAMES IN
VOCABULARY SKILL AT THE EIGHTH YEAR STUDENTS OF SMPN 5
PALOPO**





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