

**TEACHING VOCABULARY BY USING SHOP TRAVELLING GAME AT  
THE FIFTH GRADE OF ELEMENTARY SCHOOL  
20 CIMPU**



**A THESIS**

*Submitted to the English Language 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,**

**MISRA SYAM  
NIM 09.16.3.0173**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT  
OF THE STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN) PALOPO  
2013**

**TEACHING VOCABULARY BY USING SHOP TRAVELLING GAME AT  
THE FIFTH GRADE OF ELEMENTARY SCHOOL  
20 CIMPU**



**A THESIS**

*Submitted to the English Language 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,**

**MISRA SYAM  
NIM 09.16.3.0173**

**Supervised By:**

- 1. Dr. Masruddin, S.S., M.Hum**
- 2. Syamsudarni, S.Pd.I., M.Pd**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT  
OF THE STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN) PALOPO  
2013**

## NOTA DINAS PEMBIMBING

**Palopo, May 3<sup>rd</sup> 2013**

Hal : Skripsi  
Lamp : -

Kepada Yth.  
Ketua Jurusan Tarbiyah STAIN Palopo  
Di-  
Palopo

*Assalaamu 'Alaikum Wr. Wb*

Sesudah melakukan bimbingan terhadap skripsi mahasiswa tersebut dibawah ini.

Nama : Misra Syam

Nim : 09.16.3.0173

Program Studi : Tadris Bahasa Inggris

Judul Skripsi : *“Teaching Vocabulary by Using Shop Travelling Game at the Fifth Grade of Elementary School of 20 Cimpu”*

Menyatakan bahwa skripsi tersebut, sudah layak untuk di ujikan. Demikian untuk proses selanjutnya.

*Wa 'Alaikum Salaam Wr. Wb*

Pembimbing I

**Dr. Masruddin, M.Hum**

Nip. 19800613 2005011 005

## NOTA DINAS PEMBIMBING

**Palopo, May 3<sup>rd</sup> 2013**

Hal : Skripsi  
Lamp : -

Kepada Yth.  
Ketua Jurusan Tarbiyah STAIN Palopo  
Di-  
Palopo

*Assalaamu 'Alaikum Wr. Wb*

Sesudah melakukan bimbingan terhadap skripsi mahasiswa tersebut dibawah ini.

Nama : Misra Syam

Nim : 09.16.3.0173

Program Studi : Tadris Bahasa Inggris

Judul Skripsi : *“Teaching Vocabulary by Using Shop Travelling Game at the Fifth Grade of Elementary School of 20 Cimpu”*

Menyatakan bahwa skripsi tersebut, sudah layak untuk di ujikan. Demikian untuk proses selanjutnya.

*Wa 'Alaikum Salaam Wr. Wb*

Pembimbing II

**Syamsudarni, S.Pd.I, M.Pd**  
Nip. 19811106 2006 041 003

**CONSULTANT APPROVAL**

Thesis Entitled : *“Teaching Vocabulary by Using Shop Travelling Game at the Fifth Grade of Elementary School of 20 Cimpu”*

Written By

Name : Misra Syam

Reg. Number : 09.16.3.0173

Department : Tarbiyah

Study Program : TADRIS INGGRIS

Has been corrected and approved to be examined

Palopo, May 3<sup>rd</sup> 2013

Consultant I

Consultant II

**Dr. Msruddin, M.Hum.**  
Nip. 19800613 2005011 005

**Syamsudarni, S.Pd.I, M.Pd**  
Nip. 19811106 2006 041 003

## **PRONOUNCEMENT**

Signature by:

Name : MISRA SYAM  
Nim : 09.16.3.0173  
Study Program : BAHASA INGGRIS  
Department : TARBIYAH

With all awareness and consciousness, the researcher who sign below, pronounces that this literary is worked by writer herself. If somebody proven that this thesis is duplicated, copied or made by other people as whole or partially, so this thesis caused use and this thesis invalid for law.

Palopo, May 3<sup>rd</sup> 2013  
Researcher

**MISRA SYAM**  
Reg. Number 09.16.3.0173

## **LIST OF APPENDIXES**

### **APPENDIXES**

- 1.1. Lesson Plan of Cycle I
- 1.2. Lesson Plan of Cycle II
- 2.1. Students' Worksheet / Vocabulary Test
- 3.1. Answer Key of Vocabularies list Fruits, vegetables and food.
- 4.1. Interview sheets for the students
- 5.1. Table of the students' score of first cycle and second cycle
- 5.2. The table of observation sheet of students' activeness in learning process in the first cycle
- 5.3. The table of observation sheet of students' activeness in learning process in the second cycle.
- 6.1. Profil of the students' learning process of SDN Negeri 20 Cimpu.

## ACKNOWLEDGEMENT



Syukur Alhamdulillah Robbil ‘Alamiin, the researcher expresses her gratitude to the Almighty Allah SWT who has been given her guidance, inspiration, and good health, good chance, so that this thesis as the requirement for degree of Sarjana Pendidikan (S.Pd) at the State College for Islamic Studies (STAIN) Palopo on the title *“Teaching Vocabulary by Using Shop Travelling Game at the Fifth Grade of Elementary School of 20 Cimpu”* could be finished.

The researcher realizes that the existence of this thesis was by receiving much advices, guidances, encouragements and comments from many people. Therefore, the writer would like to express thankful to:

1. Prof. Dr. H. Nihaya M, M.Hum. as the Head of STAIN Palopo, who always support the researcher during her study at STAIN Palopo.
2. Sukirman, S.S., M.Pd. as the first deputy head of STAIN Palopo, who always advises the researcher during her study at STAIN Palopo.
3. Drs. Hisban Thaha, M.Ag. as the second deputy head of STAIN Palopo, who always gives motivations to the researcher during her study at STAIN Palopo.
4. Dr. Abdul Pirol, M.Ag. as the third deputy of STAIN Palopo, who always gives helps and supports to the researcher during her study at STAIN Palopo.



5. Drs. Hasri, M.A. as the head of Tarbiyah Department of STAIN Palopo, who always gives the best way in writing this thesis.

6. Dr. Masruddin, S,S., M.Hum. as the head of Prodi Tadris STAIN Palopo, who always supports and gives the best ideas how to be a good person in understanding English language as a tool of social interaction between the researcher and all people around the researcher during her study at STAIN Palopo.

7. Dr. Masruddin, S,S., M.Hum. and Syamsudarni, S.Pd.I, M.Pd as the researcher's consultants who have given guidances, explanations, corrections, suggestions, and some ideas until the researcher finished her thesis.

8. All the lecturers of English Department of STAIN Palopo who have given the researcher more motivations and attentions in learning English language.

9. All the students of English Study Program especially Tadris 3 who have given the researcher more supports and spirits.

10. The Headmaster (Murni M, S.Pd), St. Rohani, S.Ag as a teacher of Elementary School of 20 Cimpu, and all the teachers and staffs of SDN 20 Cimpu who have given the researcher a chance to do a research in their school.

11. The researcher gives more grateful to the students of SDN 20 Cimpu, especially the fifth grade students, for their participation as respondents of her research.

12. Special thanks to her lovely parents, especially her beloved husband (Abd. Majid Mansyur), her father (Syamsuddin), her mother (Juhena) her lovely children (Keyza Zahrah, Muh. Kobal, Kamilah Haura Insia), her beloved sisters (Hasdah Syam, Darmawati, Rosmini, Evi Zulfajri), her father in law (Mansyur

Siro, B.A), her mother in law (Juneni, A.Ma) and my second cousin Dra. Ratna Umar, S.Ag, M.HI and all of my family in Cimpu and Pammanu who have given the researcher much supports, helps, motivations, and strength to finish this thesis. Thanks for their loving, strength in pray, supports, and sacrifices when the researcher was studying at STAIN Palopo.

13. Her best friends since she has been in STAIN Palopo, (Sartina, Rusdi, Bunga Rapang, and Asmiati) and the researcher could not mention their name one by one. Thanks for everything.

May Allah S.W.T shower divine judgment of their service who has given to the researcher in the end; the researcher expects that this thesis can give a lot of contributions for all the readers, the next researchers, the teachers, especially for the regional, nation and state. Therefore it could be a charity.

Palopo, May 3<sup>rd</sup> 2013

**Researcher**

## THESIS APPROVAL

This thesis entitled *“Teaching Vocabulary By Using Shop Travelling Game At The Fifth Grade of Elementary School 20 Cimpu”*, which is written by Misra Syam, Student’s ID 09.16.3.0173, English S1 Study Program of Tarbiyah Department of the State College For Islamic Studies, and has been examined and defended in MUNAQSAH session which is carried out on Tuesday, May 21<sup>st</sup> 2013, coincided with 11 Rajab 1434 H. It is authorized and acceptable as Partial Fulfillment For S.Pd degree in English Language Teaching.

Palopo, May 21<sup>st</sup> 2013

11 Rajab 1434 H

## COMMITTEE OF EXAMINATION

- |                                  |               |         |
|----------------------------------|---------------|---------|
| 1. Prof. Dr. H. Nihaya M., M.Hum | Chairman      | (.....) |
| 2. Sukirman Nurdjan, S.S., M.Pd  | Secretary     | (.....) |
| 3. Drs. Nurdin K, M.Pd           | Examiner I    | (.....) |
| 4. Amalia Yahya, SE., M.Hum      | Examiner II   | (.....) |
| 5. Dr. Masruddin, S.S., M.Hum    | Consultant I  | (.....) |
| 6. Syamsudarni, S.Pd.I., M.Pd    | Consultant II | (.....) |

Approved by,

The Head of STAIN Palopo

The Head of Tarbiyah Department

**Prof. Dr. H. Nihaya M., M.Hum**

Nip. 19511231 198003 1 017

**Drs. Hasri, M.A**

Nip. 19521231 198003 1 036

## TABLE OF CONTENT

	Page
<b>COVER PAGE</b> .....	i
<b>TITLE PAGE</b> .....	ii
<b>THESIS APPROVAL</b> .....	iii
<b>NOTA DINAS PEMBIMBING</b> .....	iv
<b>CONSULTANT APPROVAL</b> .....	vi
<b>PRONOUNCEMENT</b> .....	vii
<b>LIST OF APPENDIXES</b> .....	viii
<b>ACKNOLEDGMENT</b> .....	ix
<b>TABLE OF CONTENT</b> .....	xii
<b>ABSTRACT</b> .....	xiv
<b>CHAPTER I: INTRODUCTION</b> .....	1
A. Background .....	1
B. Problem Statement .....	5
C. Objective of the Research .....	5
D. Significance of the Research .....	6
E. Scope of the Research .....	6
<b>CHAPTER II: RIVIEW OF RELATED LITERATURE</b> .....	8
A. Previous Studies.....	8
B. Theoretical Background .....	9
1. Vocabulary .....	9
2. Shop Travelling Game .....	20
3. Game .....	23
4. Classroom Action Research .....	29
<b>CHAPTER III: RESEARCH METHODOLOGY</b> .....	33
A. Research Method .....	33

B. Design of the Research .....	34
C. Research Preparation .....	34
D. Research Instrument .....	34
E. Research Procedure .....	35
F. Procedure of Collecting Data .....	40
G. Data Analysis .....	40
<b>CHAPTER IV: FINDINGS AND DISCUSSIONS .....</b>	<b>42</b>
A. Findings .....	42
B. Discussions .....	61
<b>CHAPTER V: CONCLUSIONS AND SUGGESTIONS .....</b>	<b>67</b>
A. Conclusions .....	67
B. Suggestions .....	68
<b>REFERENCES.....</b>	<b>69</b>
<b>LESSON PLAN.....</b>	<b>72</b>
<b>APPENDIX OF LESSON PLAN.....</b>	<b>77</b>
<b>APPENDIXES.....</b>	<b>80</b>
<b>AUTOBIOGRAPHY .....</b>	<b>92</b>

## ABSTRACT

Misra Syam, 2013. *“Teaching Vocabulary by Using Shop Travelling Game at the Fifth Grade of Elementary School of 20 Cimpu”*. A Thesis of English Studies Program of Tarbiyah Department at State College for Islamic Studies (STAIN) of Palopo. Under Consultants (1) Dr. Masruddin, M.Hum, (2) Syamsudarni, S.Pd.I., M.Pd.

Key words : Teaching, Vocabulary, Shop Travelling game.

This thesis focused on teaching vocabulary by using shop travelling game at the fifth grade of elementary school of 20 Cimpu. The problem statements were “How was the appropriate way in using shop travelling game to improve the students’ vocabulary in learning English at the fifth grade students of elementary school of 20 CIMPU? And “How was the students’ participation in learning English process through shop travelling game at the fifth grade students of elementary school of 20 CIMPU?”

This research used a Classroom Action Research. The target populations of the research were 20 students of the fifth grade students. The procedure of the research used two cycles, they were cycle I and cycle II, it was done to find out the appropriate way in teaching vocabulary by using shop travelling game, and to find out the students’ participations in learning process since the learning process was running. Then the researcher analyzed their score by using simple percentage to know the students’ mean score in each cycle.

The result of analysis revealed that using shop travelling game could improve the students’ vocabularies. It was proved by the students’ score in each cycle. Their mean score in cycle I only 71.5 and in cycle II the students’ score increased to be 93.50. the students’ activeness in cycle I got 90% , in the cycle II, the students activeness rised up to 100%, 60% categorized as active and 40% categorized as very active. It meant that using shop travelling game could improve the students’ vocabulary result and the students’ activeness in learning English vocabulary.

# CHAPTER I

## INTRODUCTION

### *A. Background*

English is a language that is learned by all the people around the world. Learning English is a must now. That is why? Because students who learn in senior high school and junior high school have to learn English as a lesson which is examined in the school, besides Mathematic and Indonesia language that are examined, English is examined too. So, to face an English lesson in senior high school and junior high school, the students have to prepare learning English at elementary school or as soon as possible.

Learning English at elementary school is specified in the Curriculum Mount Set of Education or KTSP as a local payload lesson. It is hoped to improve students' ability and useful for students to learn English more at junior high school. Equally, the students can interact to each other in English to support the students' activities in the class and school. English lesson at elementary school is also hoped to improve the students language accompanying action and to make the students get ready to face the global era.<sup>1</sup>

In learning English, there are something must be done by the learner first. To speak, to read, to listen and to write English, we have to understand a vocabulary first, because when we have enough vocabularies we can be easily to understand the language. So, we have to know what vocabulary is.

---

<sup>1</sup> Departemen Pendidikan Nasional, Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah, Direktorat Pembinaan Taman Kanak-kanak dan Sekolah Dasar, *Bahan Pendampingan Tahap 1 – Bintek KTSP*, Jakarta, 2007. P.192

Vocabulary is one of language elements that needed to be acquired by English learners. Vocabulary is important to be learnt by the students, because we can construct or organize our ideas in the sentences, process of some information through mastery vocabulary. As we know that sentences that we produced are built by vocabulary.

According to curriculum of Elementary school, the standard of competence is the students can understand the simple intructions in the school context and common context, and the basic competence is the students could understand and speak to ask, give a service, a commodity acceptednced involved speech actions, asking for help, giving help, asking for commodity or goods, and giving commodity or goods.<sup>2</sup>

In the case, we can see some Indonesian students from elementary school faced a problem to improve their vocabularies, they can't remember the vocabulary that they have learnt, for example students of elementary school of 20 Cimpu, when they are tought the vocabulary just now, they forget tomorrow. In this context, the teacher should realize that target of the period of the English lesson should be used productively, by providing many kinds of materials that can create an interesting classroom atmosphere. Teaching vocabulary is clearly more than just presenting new words. This method of course had its place but there are other issues, too. For example, people see a lot of words in the course of a week. Some of them are used straight away, others are not.

---

<sup>2</sup> Ibid. P.192



In learning vocabulary, of course it need a method. The methods have to be effective and efficient. There are many methods we can use. One of the methods is through a game. Through game, the people will not feel bored. They can study relax, fun, enjoy and even also serious. And one of them is shop travelling game. Shop travelling game can make learning process are easier, fun and the students will not get bored, because through this method teacher and learners always communicate each other and students are motivated to learn English vocabulary easy and fun. According to Danarti Dessy, shop travelling game has positive impact in learning vocabulary, the students can improve their vocabulary faster, the students can practice to do speed of thinking, memorizing new words faster, easy and fun.<sup>3</sup>

The researcher applied this teaching method to the students; the methodology in teaching vocabulary is shop travelling game. Shop travelling game is an old game that always we find when we see children played game, they play this game like real life, they make toys and shopping place to sell their toys, and also they make money toys to be used as a tool to buy their toys each other. We can see the children feel happy when playing this game.

Based on the explanation above, the researcher tried to use the method of this game in learning English vocabulary. Because why? There are many researches talk about teaching vocabulary by using game and tell the successful of the game, for example Jia-Jiun Lo and Fang-Li Tseng states that they have applied the concept digital game based learning for English vocabulary learning.

---

<sup>3</sup> Danarti Dessy, *50 Games for Fun "Belajar Bahasa Inggris Lebih Menyenangkan"*, Andi: Yogyakarta. 2008. p.106-107.

This study applied the concept of bingo game to develop an online multiple user digital game-based learning system for English vocabulary. It is expected to enhance student's motivation for learning and memorizing English vocabulary.<sup>4</sup>

In this research, the researcher has a different thinking in teaching English vocabulary through game. The researcher uses a game of shop travelling game in teaching English vocabulary, that's why? Because when we teach English vocabulary to the students by using a simple and well known game, it can be easy to use it in teaching and learning English vocabulary process.

The writer thinks that shop travelling game is a simple game and well known game for students. Why? According the researcher's experience all the children always do it when they play with their friends in their everyday life, they make a shop, they make toys to be used as a game, they play the game, one is a seller and one is consumer, and they feel like real shopping and enjoy the game. This combination helps the students improving their vocabulary. Also the writer choose SDN 20 Cimpu because the students get bored and lazy when they study English in the class, because the English teacher always uses speech method in teaching English, and also they are lack of vocabulary and the researcher wants to give motivations to the students in learning English, especially improving English vocabulary, it is hoped that shop travelling game can stimulate the students to play with words. Besides that, the students absorbs new vocabulary and concepts directly, and remembered what they had learned.

---

<sup>4</sup> LoJia-Jiun and TsengFang-Li, "A bingo Game For english Vocabulary Learning " Department of Information Management , Chung hua University, Hsinchu, t.t, Taiwan. 2011.p.4

Based on the problem above, the writer thought that it was necessary to find out the other way in teaching English. So it was conducted under the topic *“Teaching Vocabulary by Using Shop Travelling Game at the Fifth Grade of Elementary School of 20 Cimpu”*.

### ***B. Problem Statement***

Based on the background above, the problem statement was formulated as follows:

1. How is the appropriate way in using shop travelling game to improve the student’s vocabulary in learning English at the fifth grade students of elementary school of 20 CIMPU?

2. How is the student’s participation in learning English process through shop travelling game at the fifth grade students of elementary school of 20 CIMPU?

### ***C. Objective of the Research***

Based on the problem statement above, the objectives of the research were:

1. To find out the appropriate way of shop travelling game to improve the student’s vocabulary at the fifth grade students of elementary school of 20 CIMPU.

2. To find out student’s participation in learning English process, especially in improving student’s vocabulary through shop travelling game at the fifth grade students of elementary school of 20 CIMPU.

#### ***D. Significance of the Research***

The result of this research was hoped to be useful information to the English learners as a foreign language in general they were:

1. Theoretically

- a. It was expected the learners who wanted to use shop travelling game in learning English especially in improving vocabulary.

- b. It was expected the students who wanted to use shop travelling game in learning English vocabulary.

2. Practically

- a. It was expected to give information for the teachers to use shop travelling game in teaching vocabulary to enrich student's vocabulary.

- b. It was expected to give contributions to the teacher to improve the quality of learning process in teaching vocabulary through games, in this case shop travelling game. It was hoped it could be useful way for students in learning English.

- c. It was expected to simulate others who wanted to conduct the further research.

#### ***E. Scope of the Research***

This research focused on using shop travelling game to improve the students' vocabularies, especially about nouns kinds of fruits, vegetables, and foods at the fifth grade students of elementary school of 20 Cimpu. In this research, the researcher made a class to be like a shop, and the researcher prepared card toys like card fruits toys, vegetables toys and food toys in each shops of the class.

Then, the students must go around to each shop, and they were given one chance to do it. Then, the researcher also made money toys to be used as a tool to buy the fruit toys, vegetable toys and food toys. And also the researcher asked to the students one by one by asking *“What could you find or buy in the shop?”* Each student must answer the researcher’s questions, and they must answer what they saw or found or bought in the shop as much as possible. And each student was given 1 to 2 minutes to do it.

To get confirmation about the aim of research title, the researcher would explain the term of the research: Shop travelling game was an activity or the act process of movement in taking or buying something in the shop center of the classroom to entertain the students in teaching and learning process to make them happy and fun. They played this game by using many toys like a real things, the real things mean things that they assumed as real things in the game. For example, the researcher provided a card of banana, the students assumed, that the card of banana was like a real banana. Everything happened in the game, it was assumed as like real activities to make the students fun in learning English vocabulary process.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### *A. Previous Studies*

The researcher would describe the related researches that had been done by the previous researchers. The related researches as follows:

1. Ika Ashari, in her research entitled “improving vocabulary of students through bingo game the seventh year students of SMP 8 Palopo”. She stated that by using bingo game was effective to improve the students’ vocabulary. And furthermore, she suggested that through using bingo game, the students might find the learning process became interesting and they found it was easy to memorize the vocabulary.<sup>1</sup>

2. Basri, in his research entitled “Improving vocabulary through letter game at the eight year students of PMDS Putri Palopo”. He stated that most of the students gave positive responds and enjoyed the learning by using letter game. And furthermore, he suggested that letter game could develop the students’ vocabulary practice in creative ways to enlarge students’ compost in mastering vocabulary process.<sup>2</sup>

3. Sartina, in her research entitled “Improving English vocabulary through logico game at the sixth year student of elementary school of 20 Cimpu” she stated that logico game could help the students to improve their vocabulary with

---

<sup>1</sup> Ika Ashari, ” *Improving Vocabulary of Students through Bingo Game at the Seventh Year Students of SMPN 8 Palopo*”. Unpublished Thesis Stain Palopo, 2008.p. 58- 59.

<sup>2</sup> Basri, ” *Improving vocabulary Trough Letter Game at the Eighth Year Students of Pesantren Modern Datok SulaimanPutriPalopo*”. Unpublished Thesis Stain Palopo, 2009.p.54

fun game, the method was logico game she said.<sup>3</sup>

According to Jeremy Harmer in his book *The Practice of English Language Teaching*, he stated that perhaps the greatest revolution in vocabulary investigation and design, however, had been the harnessing of the computer to the tasks of finding out which words are used and how they were used. That was the beauty of a computer, of course, you could key in a word and it would immediately give you examples showing you the sentence or phrases the word occurs in and the frequency with which it was used.<sup>4</sup>

Based on the researches above, it means that the researcher tried to improve her own thinking abilities in express her own words. So, the researcher interested to do a research about the use of shop travelling game in improving student's vocabulary. And also the researcher thought that this method and this game was still new used in learning and teaching English vocabulary, so the researcher was sure that this game would be effective in teaching English vocabulary especially teaching English vocabulary in Elementary School of 20 Cimpu.

### ***B. Theoretical Background***

To know the explanation about parts of vocabularies would be presented below:

#### **A. Vocabulary**

##### **a. Definition of Vocabulary**

Some researches notified a view point at the vocabulary in the classroom teaching process.

---

<sup>3</sup> Sartina, *“Improving English vocabulary through logico game at the sixth year students of Elematary School of 20 Cimpu”*. Unpublished Thesis of STAIN Palopo, 2011. p.59

<sup>4</sup> Jeremy Harmer, *The Practice of English Language*, New York: Longman, 1992, p.155.

1) Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.<sup>5</sup>

2) *Oxford Learners dictionary vocabulary as:*

- a) Vocabulary is total number of words known to person.
- b) Vocabulary is total number of the words in a language.
- c) Vocabulary is list of the words with their meanings, especially a book for teaching a foreign language.<sup>6</sup>

3) John M. Echols and Hassan Shadily states that vocabulary means that all of the words in the world which registered.<sup>7</sup>

There are many concept of vocabulary, some of them are:

- a) Vocabulary is the stock of words used by a people, or by a particular class or person. Vocabulary is a list or collection of the words of a language, book, author, branch of science, or the like, usually in alphabetical order and defined.
- b) Vocabulary is the sum or scope of one's expressive technique, as in arts.

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

---

<sup>5</sup> Jack C. Richad and Willy A. Renandya, *Methodology in Language Teaching*, cet. I: United States of America; Cambridge University Press, 2002, p.255

<sup>6</sup> *Oxford Learner's Pocket Dictionary*, New Edition : 1995, p.461

<sup>7</sup> John M. Echols & Hasan Shadily, *Kamus Inggris-Indonesia*, Jakarta ; PT. Gramedia Pustaka Utama, 1997, p.631.



Based on the statement above the researcher concluded that vocabulary is one of part of English language, learning and memorizing vocabulary was a need, it is important to be learnt by everyone who wants to study English. Without vocabulary we cannot communicate to each other, so we have to learn and memorize many vocabularies in order we can speak English well. The writer stated that we could learn vocabulary from many sources, for example; from game, book, magazine, dictionary, songs, film, etc.

#### b. Types of Vocabulary

In general, the vocabulary we know, it can be divided into two groups passive vocabulary and active vocabulary. Passive vocabulary contains all the words that you understand when you are reading and listening, but we do not use (or cannot remember) in our own writing and speaking. Active vocabulary is all the words you understand, plus all the words that we can use ourselves. Our active vocabulary, in English and your own language, is probably much smaller than our passive vocabulary.

Harmer also divides vocabulary into two types, these are:

- 1) Passive vocabulary refers to words, which the students will recognize when they meet them but they will probably not be able to produce.
- 2) Active vocabulary refers to words that students have learned. They are expected to be able use by the students.

According to David Nunan, Vocabulary is divided into four, the division of which refers to the four language skills: speaking vocabulary, writing vocabulary, reading vocabulary, and listening vocabulary. Speaking vocabulary is

the words that come reading to the tongue when giving a speech. Writing vocabulary is the words that come readily when writing. Reading vocabulary is the words that are rarely use of production and understood when they are seen, moreover, listening vocabulary is the words which rarely use but they understood, practical English language teaching when they heard.<sup>8</sup>

Collier writes that there are words lists, one of function words and contain words that containing basic two thousand words English vocabulary.<sup>9</sup> White page and Thomas in Ali divides vocabulary into four kinds as follows:

1. Oral vocabulary; consist of words actively used speech.
2. Writing vocabulary; the word that come reading to one finger vocabulary.
3. Listening vocabulary; the stock of words one responds with meaning and understanding in the speaking of other people.
4. Reading vocabulary; the words which one responds in the writing of others.<sup>10</sup>

Vocabulary refers to words we must know to communicate effectively. In generally, vocabulary can be describes as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize our use in print or the words we need to know to understand what we hear. Writing vocabulary refers to the words we use in writing.

---

<sup>8</sup> David Nunan, *Practical English Language Teaching*. 1991,p.13

<sup>9</sup> Collier, *The Key to English Vocabulary* Collier-Macmillah limited, London, 1997. p.6

<sup>10</sup> *Ibid.*,p.10

### c. Kinds of Vocabulary

In English, there are many kinds of vocabulary, include noun, verb, also adjective, adverb, interjection, preposition, conjunction and etc. in this case the researcher explained only noun, verb, and adjective.

#### 1) Noun

Noun is word that refers to a person, a place or a thing, a quality an activity.<sup>11</sup> Noun is one of the most important parts of speech. It is arrangement with the verb helps to form the sentence core which is essential to every complete sentence. In addition it my function as the chief or “head“, words in my structures of modification. Noun is a word used to name or identify any of class of things, people, places or ideas, or particular one of these. Noun in English divide in two parts namely countable noun and uncountable noun.

There are four function of noun namely:

- a) Noun as subject
- b) Noun as subject complement
- c) Noun as object
- d) Noun as modifier or nominative by opposition.

#### 2) Adjective

Adjective is used to describe the quality of things.<sup>12</sup> Adjective are marked by their ability to fill certain positions and follows qualifiers.

Adjective are two subclasses.

- a) Base adjective get the inflection suffix -er and–est in their comparative and superlative degrees.

---

<sup>11</sup> *Oxford Learner’s Pocket Dictionary*. New Edition: Oxford University press, 2000.p.291

<sup>12</sup> Heldin Manurung, *Learner’s English Grammar*. Cet.I.Bogor: Great Media, 2011. p.26

They form nouns with the derivational suffix –ness and form adverbs with derivational suffix- ly.

b) Derived adjective are formed from various bases by derivational suffixes like –ours,-al and –able.

We have seen in the previous section a number of suffixes that form nouns from verbs. Now, we shall consider some that are add to nouns and adjective to from verbs.

### 3) Verb

Verb is word or phrase that expresses an action, an event or a state.<sup>13</sup> Verb is a word or phrases indicating an action or event or a state. Verb is the important items in part of speech, because without verb, word can't say as a sentence. But without subject, we sometimes said that verb is a sentence, for example the word 'go', we can use for 'you go' but word 'you', we can understand what it means.

There are many kinds of verbs, these are:

- a) Intransitive verb, that is a verb didn't need an object
- b) Transitive verb, that is a verb needs an object as complement
- c) Copulative verbs or linking verb. That is verb connect the subject with the other word in sentence follow by adjective or noun as a complement. We can say the copulative verbs as incomplete prediction verb, because it does not have a meaning if we use it as predicate without complement.
- d) Causative verb. That is a verb showing a caused by the action in the words.

---

<sup>13</sup> *Oxford Learner's Dictionary*, New Edition: Oxford University Press. 2000. p.478.

e) Regular verb or weak verbs. That is a verb forming imperfect tense and past participle adding by –ed at the end of word (e.g. walk –walked, love – loved, etc).

f) Irregular verb or strong verbs. That is a verb form imperfect tense and past participle is change or not change and we can add – d or – ed at the end word.

g) Auxiliary verb. That is a verb using to describe the time, character or other suggestion.

#### d. Function of Vocabulary

In daily life, to communicate with other people, we use language to say or speak something, to express our ideas, to express our telling, etc. both is spoken language or written language. Related to that statement above, we can conclude that words are very important to use in communication. By using words accompanied by rules of language, our ideas, feeling, emotion, thought can be expressed. Furthermore, the people can understand what they say to us. Communication cannot run well if we do not know or have a store of the vocabulary of the language.

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

#### e. The Aim of Teaching English Vocabulary

In language learning, the aim of teacher is to get the student to use the items of language in meaningful situation, this, of course, can only come into being through gradual states language items. Including vocabulary are introduced to students systematically and each item is carefully drilled before a new one is presented the responsibility of language teachers is not completed when the student can use new item of language correctly in class drill the language taught must become part of the student's speech. Something they will use side the classroom.

Teaching vocabulary of language can be done in various ways, whether through individual words or in context. Stated that vocabulary because of its direct association with meaning. May be the most important single factor in learning a second language and adult intuitively seek out the meaning of words in learning a second.

The concept viewing that teaching vocabulary is more important than teaching the grammar of language is basic on the notion that a person who knows the meaning of all the words of an utterances but none of its grammar will understand most of the message, where as another who knows all of the grammar and none the words will understand very little if anything.

#### f. Teaching Language Technique

Technique of teaching that will be applied in the effort to develop the students' vocabulary will be elected. It means that no single method will be dominant everything will be suited to the students' condition and the relevance

with the teaching items. If the teaching items are mostly on introducing nouns, the game will be more applicable as well as helpful. If the teaching items are verbs, the action, gesture and game are considered to be more helpful. However using game will given higher priority than the other.

g. Strategy of Language Teaching

In English teaching vocabulary, we need strategy in teaching the vocabulary, because without strategy of teaching in English we will difficult to application want to teach at the students. Although, strategy of teaching very important to know when we teaching in English.

According to Ruth and Stuart, There are some strategies to teach English vocabulary, such as:

1) Visual Strategy, use of photographs, reliant, mime, flash card, and gesture.

2) Verbal strategy, use of illustrative situations, use synonym, and definition contracts and opposites, scales.

3) Translation

4) Using Dictionary

5) Asking Others ( Friends or teacher )

6) Contextual guesswork, and

7) Thematic vocabulary<sup>14</sup>

---

<sup>14</sup> Ruth gairns and Stuart, *Working with words*, Cet.4 Melbourne, Australia : Cambridge University: 1998),p.78-83

#### h. Definition of thematic

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

Some researches notify a view point at the thematic:

1) According Jackendoff, thematic is roles assigned by the term conceptual structure to a structure, location.

2) According Cook, thematic the concept is characterized by a variety of subtle semantic concept posed by the continuity of the semantics of chaotic physical, thematic is to sort out and cutting of it results.

3) And According RmemesSasson, thematic is structure implication as a prototype of role fuzzy the continuum of wild circles has in common.<sup>15</sup>

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. Is based on integrating various information and use it to demonstrate the topic.

Some Steps of Thematic Learning :

a) 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 a large and integrated system ( e.g. ecosystem, atmosphere ect )

---

<sup>15</sup> Remes Sasson, *A Thematic Dictionary Facts on File Writer's Library*. Online: [http://www.succesconsciousness.com/positive\\_attitude.htm](http://www.succesconsciousness.com/positive_attitude.htm). Accessed on September 11<sup>st</sup> on 2012



- b) Integratiomm 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.
- c) Designing Intructions and co- curricular plans : this step include organizing to other resources and extra- curricular activites for demostrating the theme ( e.g. field trip or visit to botanical garden )
- d) Group Activities and discusion : Group activities and discusion enable students to participate and reach on a shared perspective of the theme. This also helps in creative exploration of the subject.

- i. Principle of Thematic

The mentions of principles above, theme in take as the focal point of teaching learning interaction. Each theme or topic should be the crystallization of the student' need in the sense that the students realize that they will benefit for their own development and advancement from the topic discussed. This will arouse their intrinsic motivation to be voluntarily engaged in any classroom activities as their interest has been captured by their own realized need.

The thematic principle of the 1994 primary and secondary school curriculum for English as a foreign language provider the teachers are present, but at the sometime it challenges the teachers. Creativity to develop the themes in number of sub themes / sub topic that a support or promote the local contents of the curriculum.<sup>16</sup> At this point, teachers are controlled with a real challenge that is they have to make their own choices.

---

<sup>16</sup> Muhammad Amir Rasyid and Hafzah J. Nur, *Teaching English As A Foreign Language (TEFL) In Indonesia.Theory Thematic ,and Research.*(FPBS IKIP.Ujung Pandang,1997). p.157

## B. Shop Travelling Game

### a. Definition of Shop Travelling Game

Shop is a small retail store or a specialty department in a large store. Shop is also a place for manufacturing or repairing goods or machinery and a place, especially a small building, for the retail sale of goods and services, and also shop is the activity of buying goods<sup>17</sup>. In this case, the shop that meant is a place which is prepared by the researcher for the students to take or buy something in the shop center of the classroom by using money toys.

Travelling is an activity or the act process of movement or passage from one place to another<sup>18</sup>. But in this case, travelling is a process of students' movement in the first place to another place to take something in the shop centre of the classroom. Game is an activity providing entertainment or amusement, game is also a contest with rules to determine a winner<sup>19</sup>. Fun is purpose of game.

### b. The important of shop travelling game in learning English vocabulary

There are some advantages of the use shop travelling game in learning English vocabulary, they are:

- 1) The students can improve their vocabulary faster.
- 2) The students can practice to do speed of thinking.
- 3) The students can practice memorizing new English words<sup>20</sup>

---

<sup>17</sup> <http://www.thefreedictionary.com/shop>. Accessed on October 13<sup>rd</sup> 2012.

<sup>18</sup> <http://www.thefreedictionary.com/travel>. Accessed on October 13<sup>rd</sup> 2012.

<sup>19</sup> <http://www.thefreedictionary.com/game>. Accessed on October 13<sup>rd</sup> 2012

<sup>20</sup> Danarti Dessy, *50 Games for Fun "Belajar Bahasa Inggris Lebih Menyenangkan"*, Andi: Yogyakarta. 2008. p.106-107.

Based on explanation above, the researcher concluded that shop travelling game is an activity or the act process of movement in taking or buying something in the shop center of the classroom to entertain the students in teaching learning process to make them happy and fun. So, the students are not bored when they learn English, especially in learning English vocabulary. In this research, the students will do something like real shopping, but it is done in the classroom.

#### c. Benefits of Shop Travelling Game

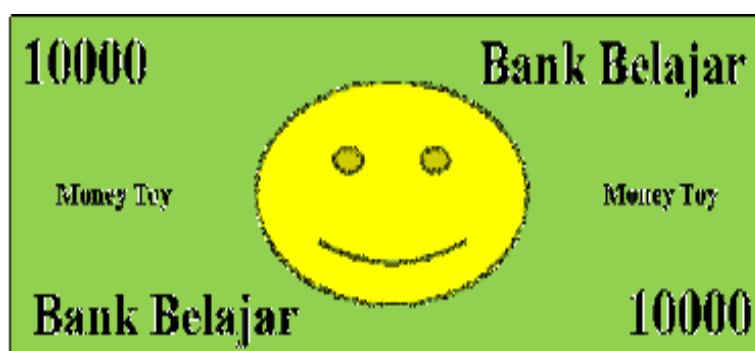
There are three parts of the word shop travelling game, first is shop, it means that when we are doing shopping, we are really happy, because we can buy everything we want. The second word is travelling; it means that, when we are doing a travel, we can go anywhere to forget our problem for a while; we can feel happy because we can enjoy our free time. And the last word is game. Of course game is a word that always we hear every time. When we are talking about a game, we can guess that a game is an activity to make us enjoy and fun.

The researcher concluded that the benefit of shop travelling game for students was a good technique in teaching learning process, because shop travelling game was a combination of game activities for children especially for students of the fifth grade students. When the students did these activities, they would feel like real situation in their life. Children liked doing something like real situation, like shopping game, marriage game and travel game, so the researcher tried to combine this game in one way.

d. Teaching Learning of Shop Travelling Game

1) The first, the researcher prepared a class to be like a shop or store. Then put cards of toys from a paper in each store. Each store were put some cards of toys. Also the researcher gave students some money toys to be used as a tool to buy things to make a real shopping. It could make the students feel like real shopping so they could enjoy learning English vocabulary.

The money was like the picture below:



2) The second, the students were given one chance to make a shopping; they had to go around to each store to buy or find something in the store.

3) The third, the researcher asked to students by asking “what could you see or buy or find in the store?”

4) The last, the students had to answer the researcher’s questions what something they could see in the store as much as possible and as fast as possible, and they were given 1 to 2 minutes.

For example:

Q : What could you find in a sport store?

A : I could see rackets, balls and golf sticks in the sport store.

## C. Game

### a. Definition of Game

According to Khan, Game is an activity that be done based on some arrangement. The children play a game because they are happy. The children study with a game. When they played each other, they interact with each other. In the interaction, skill of speak can be improved, especially gather and speaking.<sup>21</sup>

According to Singer in Kusantanti opening that playing at can be used by a children to explore its world, developing interest in effort overcome its world and develop the child's creativity. By playing at the child own the ability to comprehend the concept scientifically, without constraint.<sup>22</sup>

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

In this item is held as a refreshing for the participants who have been active discuss the problem or the discussion item. So that, they want to relax by hold game together with all of the participants. The game usually conducts methods of building vocabularies that involve all participants. Such game hopes the participants active to join as an entertainment, namely one of the participants lead this game for example, everyone should mentioned, one will be punished.

---

<sup>21</sup> Kasihani K.E. Suyanto, *English For Young Learners*, Cet.I. Jakarta, PT. Bumi Aksara, 2007. p.117

<sup>22</sup> Devi Ari Mariani, M.Si., *Bermain dan Kreativitas Anak Usia Dini*. Online: [http://www.prel.Deviarimariani\\_Bermain](http://www.prel.Deviarimariani_Bermain). Accessed on Juni 12<sup>nd</sup>, 2012. P.4

The punishment depends on the participants decision whether one is asked to sing a song of other forms.

Do not forget, learning a new language should a fun and challenging experience. So when you take challenge to learn a new language, enjoy it. Have fun, smile a lot, make new friends, talk a lot and play a lot of games.

Game has four components, namely:

- 1) Player
- 2) Place
- 3) Role
- 4) Purpose<sup>23</sup>

Game will be interested because there is competition; there is hesitation because of first we did not know who will be the winner and the looser.<sup>24</sup> In learning process, by using game, teacher's role or tutor is not shows while student's interaction to become more cons and learning process effectively. By using game the subject matter will be really have a role as facilitator of learning process in group.

Play at according to Mulyadi, in general is often related to by a children activity conducted spontaneously. There are three congeniality play like this, they are:

- a) Something that please and own the intrinsic valueat the child.
- b) Do not own the target ekstrinsic, its motivation to more intrinsic having the character of.

---

<sup>23</sup> Arif Sadiman, et.al, *Media Pendidikan*, Jakarta: PT. Raja Grafindo Persada, 2000. p.80.

<sup>24</sup> *Ibid*.p.97

child. Owning special systematic relation by something is which not playing at, like creativity, trouble-shooting, learn the language, social growth etc.<sup>25</sup>

#### b. The Advantages of Game

There is common a perception that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is misconception it is possible to learn a language as well as enjoy one self at the some time. One of the best ways of doing this is through games.

There a many advantages of using game in the classroom :

- 1) Games are a welcome break from the used routine of the language class
- 2) They are motivating and challenging
- 3) Learning a language vequises a great deal of effort. Games help the students to make situation the effort o learning.
- 4) The encourage students to interact and communicate.
- 5) They create meaningfull context for language use.<sup>26</sup>

#### c. Types of Language Games

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

First, she divides language games into two types: linguistic games and communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym.

---

<sup>25</sup> *Ibid.* p.70

<sup>26</sup> Leesu Kim, *Creative Games For The Language Class*. p.35 Online: <http://www.google.com>. Accessed on December 15<sup>th</sup> 2012.

On the other hand, communicative games focus on successful exchange of information and ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal. The second taxonomy that Hadfield uses to classify language games has many more categories. As with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type.

- 1) Sorting, ordering, or arranging games
- 2) Information gap games
- 3) Search games.
- 4) Exchanging games.
- 5) Role play games.
- 6) Matching games.<sup>27</sup>

#### d. Benefits of Using Games in Teaching Vocabulary

Many teachers concentrated to help their students to increase their ability relate to others, as they helped them to increase their ability to use the foreign language. Games were an aspect of method, that representative to be complemented.

There are some benefits if we use games in teaching vocabulary:

- 1) They are great fun and provide practice in an amusing context
- 2) More enjoyable.
- 3) More interesting.

---

<sup>27</sup> Hadfield, Jill, *Elementary Vocabulary Games*, online: <http://www.google.com>. Accessed on December 15<sup>th</sup> 2012.



- 4) The students feel cheerful.
- 5) Communicative.
- 6) Reinforcing social skill.
- 7) Increasing the motivation of the learners.
- 8) More valuable.

e. Reality in Shop Travelling Game

Shop travelling game is an old game that is forgotten by some of people. If we look around us, we always find the children play this game, they do it like a real life but they play this game by using many toys, and we can see, when they play this game they feel happy and fun.

Children play this game, it means that they like doing it, because it gives them a lesson how to manage the store, how to use their money in buying what they need, and they can practice to do speed of thinking, and also they can practice memorizing new things that they never know before. We can imagine that, if we use this game in learning vocabulary, the students will think that it is easy like a game always they play in their everyday life.

f. Learning Attitude

According to Baker, states that language attitude is an umbrella term, under which resides a variety of specific terms, such as attitude to language groups, to language lesson, and to the uses of specific language. Attitude is a relatively constant system of evaluative processes towards an object based on what individuals have a learned in previous settings.<sup>28</sup>

---

<sup>28</sup> A.g Bambang Setiyadi, *Teaching English As A Foreign Language*. PT.Graha Ilmu.1999. p.29

The affective evaluation towards an object may range along continue from positive values to negative values.

Related to teaching English as a second foreign language, there may be three types of attitude:

- 1) Attitude to English
- 2) Attitudes to English as a subject to be learned,
- 3) Attitudes to native speakers of English.

Language attitude is believed form or relative cognitive of long term a part of language, about object of language, that is give someone's will to interact with sure method. But the attitude such as positive and negative, so attitude to the language, according Garvhim and Mathiot form three positive language attitudes, namely:

- a) Language loyalty, make a society to use their language continuously and present other languages.
- b) Language pride to develop their language and use it as identity symbol and unity of society.
- c) Consciousness toward awareness of the norm ask the people use the language smartly and common is a factor that has big influence to attitude namely language use.

And Garvhin and Mathiot three negative characteristic of language attitude, Such as:

(1) Language attitude to a language of someone. There is not will to state a language, it is a symbol of negative attitude, the faithfulness or language be weak perhaps it is lost at all.

(2) Negative attitude, there is language in a people or a team doesn't have a pride to the attitude, and move to other language.

(3) Negative attitude, there is the effect if someone or team of people doesn't have consciousness to awareness of the norm<sup>29</sup>. Attitude in learning a target language may affect motivation in learn to language, motivation can mediate any relation between language attitudes and language achievement.

g. Classroom Action Research.

#### 1) Definition of Classroom Action Research

According to John Elliott, Classroom action research is the process through which teachers collaborate in evaluating their practice jointly; raise awareness of their personal theory; articulate a shared conception of values; try out new strategies to render the values expressed in their practice more consistent with the educational values they espouse; record their work in a form which is readily available to and understandable by other teachers; and thus develop a shared theory of teaching by researching practice.<sup>30</sup>

---

<sup>29</sup> Pusat Bahasa Al - Aazhar. *Sikap Bahasa (Language Attitude)* at Online: [http://pusatbahasa.al-azhar.wordpress.com/hakikat – hakiki – kemerdekaan / sikap – bahasa - language attitude](http://pusatbahasa.al-azhar.wordpress.com/hakikat-hakiki-kemerdekaan/sikap-bahasa-language-attitude). Accessed on December September 11<sup>st</sup> 2012. P.5

<sup>30</sup> John Elliot, *Definition of Classroom Action Research*, Adapted from St. Louis Action Research Evaluation Committee, on [www.iusb.edu/~gmetteta/Classroo\\_Action\\_Research.html](http://www.iusb.edu/~gmetteta/Classroo_Action_Research.html). Accessed on December 9<sup>th</sup> 2012. P.10

According to Rustam Mundilarto, Classroom action research is a research which is done by the teachers in their own class by using ways plan, act, and reflect the action collaborative and participative to fix their job as a teacher so that students' study result can improve.<sup>31</sup>

## 2) Steps of Classroom Action Research

The classroom action research process includes seven manageable steps. Instructors may complete small projects within a single semester, while projects more ambitious in scope might require planning ahead or collecting data over several semesters.

a. Step 1: Identify a question. A good question has three major qualities. First, the question is significant to your classroom situation; that is, you think that it might make a difference in student learning. Second, the research findings will lead to action, such as keeping or changing a teaching strategy. Third, the question should lead to a project that is feasible in terms of time, effort, and resources.

Some questions seek to describe, such as, "How many of my students read the assignments before coming to class?" Other questions may look for relationships, such as, "Do students who participate frequently in class do better on the exams?"

Many questions take the form of "How does X affect student learning?" For example, "Are students' test scores higher when I use case studies?" Or "Do students pay more attention and perform better on exams when I use presentation software (such as PowerPoint)?" Good questions might involve using a particular

---

<sup>31</sup> Rustam Mundilarto, *Definisi Penelitian Tindakan Kelas*, Presented by Drs. Darwis Sasmedi, M.Pd as a leader of Widyaiswara, LPMP Sulawesi Selatan, 2010. P.30

teaching strategy, a change in course structure or materials, or different assessment techniques.

b. Step 2: Review the literature. You need background information on your question, but a brief review of secondary sources is adequate for these purposes. One good source of information is general books on teaching, often available through your teaching and learning center. Another excellent source is the Educational Resources Information Center (ERIC) database, which indexes teaching-related publications of all types. You can search the database at <http://ericir.syr.edu/>. The information from these sources may help refine your question and choose your method of research.

c. Step 3: Plan a research strategy. There is no single best strategy for data collection. Depending on your research question, you might gather data about individual students or an entire class. You might describe a single situation (e.g. skills of entering students), look at the relationship between different types of data (e.g. student age and use of on-line office hours), or look for cause and effect relationships (e.g. the impact of homework assignments on test performance). Although a tightly controlled experimental design is usually impractical, you can use a quasi-experimental design such as comparing student outcomes from two sections of the same course.

d. Step 4: Collect data. This data could be quantitative (e.g. test scores, grades, survey results) or qualitative (e.g. dialogue from focus groups or class discussions). Start with data that you already have, such as assignments, exam

scores, and teacher evaluations. If more information is needed, choose data that is fairly easy to collect and analyze.

e. Step 5: Analyze data. The goal of data analysis is to look for patterns.

f. Step 6: Take action based on results. Your research findings should inform your teaching decisions. If the new strategy increases student learning, you would continue to use it in that teaching context. If it does not increase student learning, you might return to your old strategy, or continue to test new strategies.

g. Step 7: Share your findings. Teaching can be a solitary activity, with successes and failures rarely acknowledged to others. Sharing your classroom action research findings can provide an exciting forum for discussions on teaching. Results can be shared informally, through departmental or teaching center brown-bags, or more formally at teaching conferences.<sup>32</sup>

---

<sup>32</sup> Angelo, T., and Cross, P., *Classroom Assessment Techniques* (2<sup>nd</sup>ed.) San Francisco: Jossey-Bass, 1993. At online [www.iusb.edu/~gmetteta/Classroom\\_Action\\_Research.html](http://www.iusb.edu/~gmetteta/Classroom_Action_Research.html). Accessed on December 9<sup>th</sup> 2012

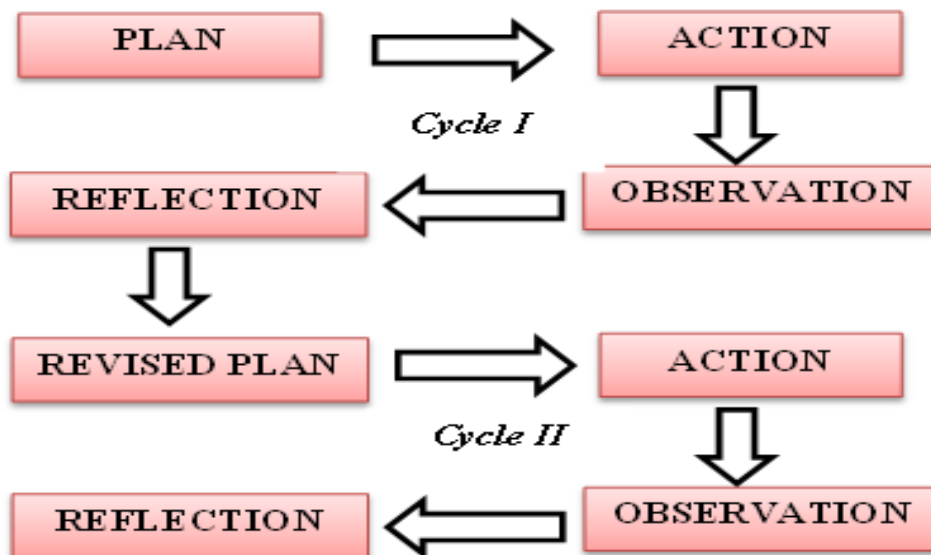
### CHAPTER III

#### RESEARCH METHODOLOGY

##### A. *Research Method*

The researcher applied Classroom Action Research method with using four stages, such as: Planning, Acting, Observation, and Reflection.

In this research the researcher used a classroom action research. This research helped to fix a system, work method and process in teaching learning situations. Classroom action research also helped the teacher or researcher to improve their skill in teaching English, and classroom action research told that the important of work together between teachers and researchers. John Elliot also presents the general structure of action research with the following picture.



Picture 1. General structure by John Elliot<sup>1</sup>

---

<sup>1</sup> John Elliot, *Definition of Classroom Action Research*, Adapted from St. Louis Action Research Evaluation Committee, on [www.iusb.edu/~gmetteta/Classroo\\_Action\\_Research.html](http://www.iusb.edu/~gmetteta/Classroo_Action_Research.html). Accessed on December 9<sup>th</sup> 2012

### ***B. Design of the Research***

This research used a classroom action research (CAR). It covered research location and sample, research time and classroom action research cycles as follows:

#### 1. Research Location and sample

This classroom action research was conducted at Elementary school of 20 Cimpu for English subject. The object of this research was at the fifth grade students. This class consists of 20 students.

#### 2. Research Time

The planning of the research was began on April 8<sup>th</sup> until April 13<sup>rd</sup> 2013.

#### 3. Classroom action research Cycles

This classroom action research consisted of two cycles, they were: cycle I and cycle II. It aimed to observe the students' improvement in learning vocabulary by using shop travelling game.

### ***C. Research Preparation***

1. Designed a lesson plan
2. Prepared observation sheet
3. Prepared a form on assessment/test

### ***D. Research Instrument***

In this research, the researcher used some instruments for collecting data:

1. Observation sheet

Observation sheet aimed at finding out the student's data during learning process. Observation sheet was used to check the students attendance, to check the



student's understanding about the vocabulary, to check the student's attitude and activeness to take a part in learning process of learning vocabulary through shop travelling game.

## 2. Evaluation test

The test was used to know the student's improvement of vocabulary or to find out the student's score

The instruments were used to collect the data, the researcher also used vocabulary test and observation list. It would be useful to observe the student's participation during learning process, also as a main instrument in discussion part among the teachers and the collaborators as a way to make reflection in each cycle. The researcher also used guide interview list to find out the level of successful in implementing shop travelling game in teaching vocabulary. And also there would be a discussion result among the teachers to fix the problems that found in teaching learning process.

## 3. Interview

Interview was used to collect the data especially to know the student's opinions about the method of the research.

### ***E. Research Procedure***

This classroom action research was conducted in two cycles, they were cycle I and cycle II.

#### Cycle I

##### a. Planning

- 1) Analyzed English subject curriculum of Elementary school 20 Cimpu.

2) Making learning scenario

3) Making observation sheet to record the teaching learning process

b. Acting

1) Motivating the students to improve their interest in learning process.

2) The researcher gave explanation about vocabulary, especially noun vocabulary such as fruit, vegetable and food.

3) The researcher gave explanation about shop travelling game in learning English vocabulary.

4) After explaining the material, the researcher prepared a class to be like a shop or store. Then put cards of toys from a paper in each store. Each store were put some cards of toys. Also the researcher gave students some money toys to be used as a tool to buy things to make a real shopping. It could make the students feel like real shopping so they could enjoy learning English vocabulary.

The money was like the picture below:



After that the students were given one chance to make a shopping; they had to go around to each store to buy or find something in the store. the researcher asked to students by asking “what could you see or buy or find in the store?” The last, the

students had to answer the researcher's questions what something they could see in the store as much as possible and as fast as possible, and they were given 1 to 2 minutes.

For example:

Q : What could you find in a sport store?

A : I could see rackets, balls and golf sticks in the sport store.

### c. Observing and Evaluating

The writer evaluated the action step by using observation sheet.

#### 1) Instruments

- Direct test : asking the student to answer about definition of vocabulary and shop travelling game.
- Writing test : asking the students to check off some vocabularies with suitable pictures.
- Observation list : based on the writer explanation of the research previously, the students were lack vocabulary, getting bored when they were taught by using speech method. Therefore the writer thought to improve the student's vocabulary by using shop travelling game to make the students enjoyed and fun learning. It was useful to observe the student's participation during teaching and learning process. It was also used as the basic instrument in motivation part among the teacher and collaborator as a way to make reflection in next cycle.

The data which collected in every observation in each cycle were analyzed descriptively through percentage technique. In collecting data, the researcher used direct test or direct question and writing test.



Example of direct test or direct question:

Q : what could you find in the food store?

A : I could see bread and cheese.

Example of written test:

The students answered the questions by checked off the vocabularies with suitable picture.

1. Eggplant	A	
2. Egg	B.	

d. Reflecting

This classroom action research in success if some of the following requirements were fulfilled:

- 1) Most of the students (80%) had a good participation during the acting.
- 2) Most of the students had a good score in evaluation (75).

If most of the student's active in pre-evaluation and discussion, the research was just done in two cycles, but if the researcher found student's problem in learning vocabulary through shop travelling game, the researcher would do the next cycle.

### Cycle II

a. Planning

- 1) Studying the English subject curriculum of Elementary school 20 Cimpu.

- 2) Making learning scenario
- 3) Review the learning scenario
- 4) Making observation sheet to record the teaching learning process

b. Acting

- 1) The researcher reviewed about the lesson that have done.
- 2) Motivating more to the students to improve their interest in learning process.
- 3) The researcher gave more explanations about vocabulary, especially noun vocabulary such as fruit, vegetable and food.
- 4) The researcher gave more explanations about shop travelling game in learning English vocabulary.
- 5) After explaining the material, to ensure that the students have mastered the vocabulary and understanding shop travelling game, the writer asked to the students to do something like in the first cycle. The researcher gave direct questions, and gave written test.

c. Observing and Evaluating

The researcher evaluated the action step by using observation sheet.

d. Reflecting

The result of cycle two in observation step was analyzed whether that action had to improve the student's vocabulary. The result of data analysis was used as guided for students' improvement of vocabulary.

### ***F. Procedure of Collecting Data***

1. The data source: the data source in this research was the students of the fifth grade of elementary school of 20 Cimpu.

2. The data analysis

The type of data consisted of :

- a) The result of the study as quantitative data
- b) The result of observation as qualitative data

3. The way in taking data

- a) The result of student's data was taken by giving the test to the students, by asking the students to check off the vocabularies with the suitable pictures.
- b) The activities of student's data in learning process was taken from the process of observation format.

### ***G. Data Analysis***

to analyze the quantitative and qualitative data was analyzed by using descriptive analysis. The descriptive analyses that used were mean score, distribution of frequency, minimum value, maximum value, and percentage.

1. To calculate the student's mean score of the test, the researcher used the following formula:

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{The total of item}} \times 100$$

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

Where:

$\bar{x}$  = Mean score

$$\sum x = \text{Total score}$$

$$N = \text{Total respondents}$$

Score of the test classified into criteria as follows:

No.	Score	Criteria
1	81 – 100	classified as very good
2	61 – 80	classified as good
3	41 – 60	classified as fair
4	21 – 40	classified as poor
5	1 – 20	classified as very poor

2. To describe the student's vocabulary achievement collected in every observation in each cycle would be analyzed descriptively through percentage technique:

Formula of percentage:

Where:

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

P = Rate percentage

F = Frequency

N = Total sample<sup>2</sup>

---

<sup>2</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*, Jakarta: Raja Grafindo, 1995, p.289

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter consisted of findings and discussions and also this chapter explained about students' score in some cycles and explained the implementation and reflection of some cycles.

#### *A. Findings*

In the previous description, the researcher described some procedures to analyze the data, the procedures could be seen separately as follow:

##### 1. The Implementation of First Cycle

###### a. Planning

To carry out this action research, the researcher needed some tools that had been created and developed before by the current school, namely: Lesson Plan (RPP) about "fruits, vegetables and foods vocabularies" teaching of classroom management. The researcher managed the classroom by taking 20 students of the fifth grade of elementary school of 20 Cimpu to be the object of the research.

For the first, the researcher taught the students about what vocabulary is, then explained what shop travelling game is, after that the researcher asked the students to remember what the researcher explained about vocabulary and shop travelling game.

###### b. Acting

In this action, the researcher gave the students explanation about vocabulary and shop travelling game. Then the researcher gave a chance to the



students to ask about material, the students began asked about the parts that they did not understand and then the researcher answered and helped them to solve their problems. After that the researcher prepared a class to be like a shop or store. Then put cards of toys from a paper in each store. Each store were put some cards of toys. Also the researcher gave students some money toys to be used as a tool to buy things to make a real shopping. It could make the students feel like real shopping so they could enjoy learning English vocabulary. Then the students were given one chance to make a shopping, they had to go around to each store to buy or find something in the store. After that the researcher asked to students by asking “what could you see or buy or find in the store?”, The last, the students had to answer the researcher’s questions what something they could see in the store as much as possible and as fast as possible, and they were given 1 to 2 minutes, then the researcher gave a direct questions to students about the vocabularies that were taken from each store.

c. Observation

1) The conditions of classroom were quiet, but the students confused when heard about shop travelling game.

2) When the researcher explained the topic, the students focused their attention.

3) After the researcher explained about shop travelling game and the vocabulary, some of them still did not understand about shop travelling game.

4) Evaluation/test showed that the students mean score of understanding was good, that was 71.5.

When the students were doing their activities or learning process, the observer observed the students activities. It was done to know the students' motivation and their activeness in learning English vocabularies by using shop travelling game. In this activity, the researcher wrote the student's development of activeness and score happened during the observation.

The result of the implementation of first cycle showed that the student's vocabulary was not improved, and the student's activeness improved, but it had not achieved the criteria of success. It could be seen on the table below.

**Table 1.**

**The students' scores for the first cycle could be seen in the following table.**

No	Respondents	Class	Students' Score
			Cycle I
1	R-1	V	62.5
2	R-2	V	62.5
3	R-3	V	60
4	R-4	V	80
5	R-5	V	70
6	R-6	V	80
7	R-7	V	62.5
8	R-8	V	80
9	R-9	V	60
10	R-10	V	60
11	R-11	V	80
12	R-12	V	70
13	R-13	V	70
14	R-14	V	70
15	R-15	V	70
16	R-16	V	80
17	R-17	V	70
18	R-18	V	80
19	R-19	V	80
20	R-20	V	80
Mean Score			71.5

## d. Students' Mean Score

$$\bar{x} = \frac{\sum x}{N} = \frac{1427.5}{20} = 71.5$$

Based on the table 1 above, there were 3 students got scores 60, it was classified as fair criteria, 3 students got scores 62.5, it was classified as good criteria, 6 students got scores 70, it was classified as good criteria and 8 students got scores 80, it was classified as good criteria and no one students classified as very good criteria. The minimal standard criteria of the student's vocabulary were the mean score of all the students was 75 of KKM. But the result reveals that the mean score of the students' was only 71.5. It meant that the study had not been successful yet.

**Table 2.**

**The classification of students' score in the first cycle.**

Classification	Score	Frequency	Percentage
Very good	81 – 100	-	0%
Good	61 – 80	17	85%
Fair	41 – 60	3	15%
Poor	21 – 40	-	0%
Very poor	1 – 20	-	0%
Total		20	100%

Based on the table 2 above, there were 17 students (85%) got "good" score, there were 3 students (15%) got "fair" score.

**Table 3.**

**The table of observation sheet of students' activeness in learning process in the first cycle.**

No	Respondents	Active	Very Active	Not Active	Very not Active
1.	R-1	√			
2.	R-2	√			
3.	R-3			√	
4.	R-4		√		
5.	R-5	√			
6.	R-6		√		
7.	R-7	√			
8.	R-8	√			
9.	R-9			√	
10.	R-10	√			
11.	R-11	√			
12.	R-12	√			
13.	R-13	√			
14.	R-14	√			
15.	R-15	√			
16.	R-16	√			
17.	R-17	√			
18.	R-18	√			
19.	R-19	√			
20.	R-20	√			

Based on the table 3 above, there were 16 students were classified active, and 2 students were classified very active, then 2 students were classified not active. It was classified almost success, because the total of percentage of the students' activeness as active and very active criteria was 90%, and there were still the students got not active criteria that was 10%, while the successful of implementation of the research was 80%. Actually, it was classified as success method, but the researcher really wanted the students could get active and very

active criteria in the observation of learning process, and the researcher hoped no more students got not active or not very active criteria.

**Table 4.**

**The classification of students' activeness in the first cycle.**

Classification	Frequency	Percentage
Active	16	80%
Very active	2	10%
Not active	2	10%
Not very active	-	0%
Total	20	100%

Based on the table 4 above, there were 16 students (80%) classified active, there were 2 students (10%) classified very active and there were 2 students (10%) classified not active.

Based on explanation above, the researcher did an interview for the students who were active, very active and not active in the explanation above by asking these questions below.

**Table 5.****Student's interview/questionnaire list of the first cycle.**

No.	Respondents	Questionnaires			
		1. Are you Happy with this method?	2. Are you interest this method?	3. Why are you not active?	4. Why are you very not active?
1	R-1	Yes	Yes	-	-
2	R-2	Yes	Yes	-	-
3	R-3	No	No	Because I don't understand	-
4	R-4	Yes	Yes		-
5	R-5	Yes	Yes	-	-
6	R-6	Yes	Yes	-	-
7	R-7	Yes	Yes	-	-
8	R-8	Yes	Yes	-	-
9	R-9	No	No	Because I don't understand	-
10	R-10	Yes	Yes	-	-
11	R-11	Yes	Yes	-	-
12	R-12	Yes	Yes	-	-
13	R-13	Yes	Yes	-	-
14	R-14	Yes	Yes	-	-
15	R-15	Yes	Yes	-	-
16	R-16	Yes	Yes	-	-
17	R-17	Yes	Yes	-	-
18	R-18	Yes	Yes	-	-
19	R-19	Yes	Yes	-	-
20	R-20	Yes	Yes	-	-

Based on the table of interview for the students above, the researcher found there were 2 students who answered "No" for the question number 1, they were respondent 3 and respondents 9, 2 students who answered "No" for the question number 2, they were respondent 3 and respondents 9, and then there were 2 students answered "Because I don't understand" for the question number 3, they were respondent 3 and respondents 9. Those data showed that, in the first

cycle could be said almost success because there were 2 students still confused and did not understand about the method of the material of shop travelling game, so the next cycle was done by researcher to fix the problem showed in the first cycle. The researcher hoped in the next cycle no more students got not active or not very active criteria in the observation of learning process.

**Table 6.**

**The classification of students' answer for the questionnaire number 1.**

Classification	Frequency	Percentage
Yes	18	90%
No	2	10%
Total	20	100%

Based on the table 6 above, there were 18 students (90%) who answered "yes" They were respondents 1,2,4,5,6,7,8,10,11,12,13,14,15,16,17,18,19,20. and there were 2 students (10%) who answered "no", they were respondent 3 and respondents 9.

**Table 7.**

**The classification of students' answer for the questionnaire number 2**

Classification	Frequency	Percentage
Yes	18	90%
No	2	10%
Total	20	100%

Based on the table 7 above, there were 18 students (90%) who answered “yes” They were respondents 1,2,4,5,6,7,8,10,11,12,13,14,15,16,17,18,19,20 and there were 2 students (10%) who answered “no” they were respondent 3 and respondents 9.

**Table 8.**

**The classification of students’ answer for the questionnaire number 3.**

Classification	Frequency	Percentage
Because I don’t understand	2	10%
-	-	0%
Total	2	10%

Based on the table 8 above, there were 2 students (10%) who answered “Because I don’t understand” they were respondent 3 and respondents 9. and no answer for the question why are you not active and why are you not very active for active students and very active students, because some students were active.

**2. Reflection for First Cycle**

There were weakness in the first cycle, they were: some of students were still confused about the use of shop travelling game in learning vocabulary. Evaluation showed that the implementation of using shop travelling game in teaching vocabulary to improve the students’ vocabulary was not successful yet, because the criteria of success was if the mean score of all the students was at least 75 according to KKM. And the students were active 80% in learning process. In the data above showed that the mean score of students was 71.5, and



the students' activeness was 90%, it is classified success but the students' mean score was not balance with the students' activeness, so the researcher did the next cycle to make the students got good score and made the students more active and even very active.

In terms of the students' activeness in learning activities, the result of observation showed that 16 students were active and 2 students very active, but 2 students were not active in learning vocabulary process. They looked still confused and did not understand the method of the material of shop travelling game. Although some students showed their improvement in learning vocabulary motivation and vocabulary score, the second cycle needed to be conducted; this was done because some students got score under the standard which was determined. Many students got score below 75. The second cycle was done to find out the appropriate way in improving students' vocabulary using shop travelling game.

Descriptions of respondents' mistakes that must be repaired, it could be seen at the explanation below:

Respondent 1,2,3,5,7,9,10,12,13,14,15,17, they were lack of vocabulary, and still confused the used of shop travelling game in learning vocabulary. They got score 62.5 to 70 only, it did not reach the minimum criterion mastery (KKM).

Respondent 4,6,8,11,16,18,19,20, they understood the vocabulary, and understood the used of shop travelling game in learning vocabulary. They all got score 80, it reached the minimum criterion mastery (KKM).

Based on the result of the test, the researcher planned to revise the planning and repaired some weakness for the next cycle. However before doing the next cycle, researcher gave advices to the students to learn at their home and memorized the vocabulary at their home.

### 3. The Implementation of Second Cycle

#### a. Planning

In order to improve the weakness in the first cycle, the second cycle was planned as follows:

- 1) The researcher gave more motivations to the students in order to be active in learning vocabulary process of shop travelling game.

- 2) The researcher gave more explanations and intensive guidance who got difficulties in learning vocabulary by using shop travelling game.

- 3) Gave a chance to the students who got good score to share their knowledge in learning vocabulary by using shop travelling game.

#### b. Acting

- 1) In the second cycle, the researcher still used shop travelling game to teach vocabulary to the students, but in this cycle the researcher gave more examples and more explanations about the vocabulary and how to apply shop travelling game in learning process especially in learning English vocabulary. And also the researcher gave a chance five minutes to the students who got good score to share their knowledge each other in learning vocabulary by using shop travelling game.

After the students understood and had confident, the researcher gave them again vocabularies about fruits, vegetables and food vocabularies. In this

meeting, the researcher did the procedures like in the first cycle, but the researcher did something different in this cycle, the writer gave more explanations and gave more motivations in learning English vocabulary and the writer tried to make the students more confident in learning process then gave them test again to know the students' achievements.

c. Observation

1) The conditions of the classroom were quiet, and the students paid attention to the lesson carefully.

2) When the researcher explained more the topic, the students focused listening to the researcher.

3) After the researcher explained more the material, the students understood about the use of shop travelling game in learning vocabulary.

4) The result of observation showed that most students were very active and serious in learning vocabulary by using shop travelling game, when they were interviewed; they stated that they understood how to apply shop travelling game in learning English vocabulary, and they stated that they were happy and felt easy in learning English vocabulary by using shop travelling game. They also stated that by paying attention to the examples and researcher's explanations, the students were easier to learn vocabulary. Besides that the students not only could remember the meaning of vocabulary but also they could remember the objects of the vocabularies, for example when they remember eggplant, they could described the model of the eggplant.

When the students were learning English vocabulary by using shop travelling game, the writer observed the students activities. It was done to know the student's motivation and their activeness in learning English vocabulary by using shop travelling game after the researcher gave them more examples and more explanantions, the researcher wrote the students' development happened during the observation.

The result of students' vocabulary scores and the students' activeness could be seen in the following table.

**Table 9.**

**The students' scores for the second cycle could be seen in the following table.**

No	Respondent	Class	Students' Score
			Cycle I
1	R-1	V	92.5
2	R-2	V	92.5
3	R-3	V	80
4	R-4	V	100
5	R-5	V	90
6	R-6	V	100
7	R-7	V	92.5
8	R-8	V	100
9	R-9	V	80
10	R-10	V	92.5
11	R-11	V	100
12	R-12	V	100
13	R-13	V	95
14	R-14	V	90
15	R-15	V	90
16	R-16	V	80
17	R-17	V	95
18	R-18	V	100
19	R-19	V	100
20	R-20	V	100
Mean Score			93.50

## e. Students' Mean Score

$$\bar{x} = \frac{\sum x}{N} = \frac{1870}{20} = 93.50$$

Based on the table 3 above, there were 8 students got scores 100, it was classified as very good criteria, 2 students got scores 95, it was classified as very good criteria, 4 students got scores 92.5, it was classified as very good criteria, and 3 students got scores 90, it was classified as very good criteria, and 3 students got scores 80, it was classified as good criteria. The minimal standard criteria of the students' vocabulary were the mean score of all the students was 75. And the result reveals that the mean score of the students' was 93.50

**Table 10.**

**The classification of students' score in the second cycle.**

Classification	Score	Frequency	Percentage
Very good	81 – 100	17	85%
Good	61 – 80	3	15%
Fair	41 – 60	-	0%
Poor	21 – 40	-	0%
Very poor	1 – 20	-	0%
Total		20	100%

Based on the table 2 above, there were 17 students (85%) got “very good” score, and 3 students (15%) got “good” score.

**Table 11.**

**The table of observation sheet of students' activeness in learning process in the second cycle.**

No	Respondent	Active	Very Active	Not Active	Very not Active
1.	R-1	√			
2.	R-2	√			
3.	R-3	√			
4.	R-4		√		
5.	R-5	√			
6.	R-6		√		
7.	R-7	√			
8.	R-8		√		
9.	R-9	√			
10.	R-10	√			
11.	R-11		√		
12.	R-12		√		
13.	R-13	√			
14.	R-14	√			
15.	R-15	√			
16.	R-16	√			
17.	R-17	√			
18.	R-18		√		
19.	R-19		√		
20.	R-20		√		

Based on the table 11 above, there were 12 students were classified active, and 8 students were classified very active, then there was no student was classified not active and not very active. It was classified success, because the total of percentage of the students' activeness as active criteria was 60% and very active criteria was 40%, and no more students got not active criteria and not very active criteria.

**Table 12.****The classification of students' activeness in the second cycle.**

Classification	Frequency	Percentage
Active	12	60%
Very active	8	40%
Not active	-	0%
Not very active	-	0%
Total	20	100%

Based on the table 12 above, there were 12 students (60%) classified active, there were 8 students (40%) classified very active.

Based on explanations above, the researcher did an interview for the students to know the students activeness and the success of the study.

**Table 13.****Student's interview/questionnaire list of the second cycle.**

No.	Respondents	Questionnaires			
		1. Are you Happy with this method?	2. Are you interest this method?	3. Why are you not active?	4. Why are you very not active?
1	R-1	Yes	Yes	-	-
2	R-2	Yes	Yes	-	-
3	R-3	Yes	Yes	-	-
4	R-4	Yes	Yes	-	-
5	R-5	Yes	Yes	-	-
6	R-6	Yes	Yes	-	-
7	R-7	Yes	Yes	-	-
8	R-8	Yes	Yes	-	-
9	R-9	Yes	Yes	-	-
10	R-10	Yes	Yes	-	-
11	R-11	Yes	Yes	-	-
12	R-12	Yes	Yes	-	-
13	R-13	Yes	Yes	-	-
14	R-14	Yes	Yes	-	-
15	R-15	Yes	Yes	-	-
16	R-16	Yes	Yes	-	-
17	R-17	Yes	Yes	-	-
18	R-18	Yes	Yes	-	-
19	R-19	Yes	Yes	-	-
20	R-20	Yes	Yes	-	-

Based on the table of interview for the students above, the researcher did not find students who answered "No" for the question "Are you happy with this method?", No one student who answered "I don't Know" for the question "Are you interest this method?", and then No one student answered "Because I don't understand" for the question "why are you not active?". It showed that, in the Second cycle could be said success because there were no students confused



about the material of shop travelling game method in learning English vocabulary, so the second cycle could be said successful.

**Table 14.**

**The classification of students' answer for the questionnaire number 1.**

Classification	Frequency	Percentage
Yes	20	100%
No	-	0%
Total	20	100%

Based on the table 14 above, there were 20 students (100%) who answered "yes" and no one student who answered "no".

**Table 15.**

**The classification of students' answer for the questionnaire number 2.**

Classification	Frequency	Percentage
Yes	20	100%
I don't know	-	0%
Total	20	100%

Based on the table 15 above, there were 20 students (100%) who answered "yes" and no one student who answered "I don't know".

**Table 16.****The classification of students' answer for the questionnaire number 3.**

Classification	Frequency	Percentage
I don't understand	-	0%
-	-	0%
Total	0	0%

Based on the table 16 above, no answer for the question why you are not active and why are you no very active, because all of the students were active and very active.

#### 4. Reflection for Second Cycle

Based on the data on the table above, the researcher concluded that the students' vocabulary was improved. The criterion of success was if mean score of all students was 75.00 or more, the data showed that the students' mean score was 93.50. In terms of the students' activeness in learning vocabulary through group work was improved, the students' activeness in active criteria was 60% and very active criteria was 40%. In other words, the teaching vocabulary by using shop travelling game could improve the students' vocabulary especially for students SDN 20 Cimpu.

Descriptions about respondents' result in cycle 2 could be seen at the explanations below:

Respondent 1 to 20 showed good improvements from the result of test on cycle 1, in this cycle they got score 80 up to 100. It reached the minimum

criterion mastery (KKM). And also they had understood about the use of shop travelling game in learning vocabulary.

Based on result of the test in the cycle 2, the researcher concluded that the students of the fifth grade of elementary school of 20 Cimpu in learning vocabulary by using shop travelling game had good responses. Therefore, the teacher could apply shop travelling game in teaching learning English vocabulary process.

### ***B. Discussions***

Based on the result above, the result showed that teaching English vocabulary by using shop travelling game could improve students' vocabulary little by little. In the first cycle, the learning process was too difficult to teach the students about English vocabulary, because the students' motivations of learning English were so low, so the researcher motivated the students to learn English by using easy way and fun in the first meeting. After the students' motivations were increase, the researcher began the study of shop travelling game. The first, the researcher prepared a class to be like a shop or store. Then put cards of toys from a paper in each store. Each store were put some cards of toys. Also the researcher gave students some money toys to be used as a tool to buy things to make a real shopping. It could make the students feel like real shopping so they could enjoy learning English vocabulary. After that, the researcher chose student one by one to make a shopping, the student who was chosen had to go around to each store to buy or find something in each store. The student had to do it as fast as possible, and each student was given 2 minutes to make a shopping to buy or find

something or vocabularies in each store. After 2 minutes passed, the student was asked by the researcher by asking what could you see or find or buy in each store?, then student answered the researcher's question by remembering the vocabularies or something that the student found in each store.

In learning process of cycle one, the researcher found the students' motivations were still low, and found the students were still confused about the the use of shop travelling game in teaching learning English vocabulary process, so the researcher discussed this problems with the observer, and the researcher found the idea to solve the problem, the researcher gave more examples of material, and gave more explanations about the use of shop travelling game in learning English vocabulary, and then the researcher gave more motivations to students to learn English.

Based on the explanation above, the students' scores and the students' motivations were different between the first cycle and second cycle. It could be seen on the table of the score in first cycle and in the second cycle. This research could be successful when the researcher gave more examples of material and gave them more explanations of shop travelling game, and gave them more motivations in learning English, especially in learning vocabulary. And each cycle showed that the result of study was different.

After looking the result of data analysis, the researcher presented the discussion of the data given to the students. In the first meeting of the first cycle, the students had low vocabulary with mean score 71.5. in the first cycle there were 3 students got scores 60, it was classified as fair criteria, 3 students got

scores 62.5, it was classified as fair criteria, 6 students got scores 70, it was classified as good criteria, and 8 students got scores 80, and it was classified as good criteria. The data means that 17 students (85%) got “good” score, there were 3 students (15%) got “fair” score, and the students’ activeness in the first cycle were 16 students were classified active, and 2 students were classified very active, then 2 students were classified not active. The classification of students’ activeness in the first cycle were 16 students (80%) classified active, there were 2 students (10%) classified very active and there were 2 students (10%) classified not active. The total of percentage of the students’ activeness as active and very active criteria was 90%, and there were still the students got not active criteria that was 10%, and it was still classified failed, although the student’s activeness achieved 90%, but the students’ mean scores was still out of target or still 71.5.so it was still classified failed, and the researcher did the next cycle.

After they were explained more about the materials, researcher gave them more examples, more explanations and more motivations in learning English vocabulary by using shop travelling game, the students’ achievement increased with mean score 93.50 based on the result of the second cycle. Not only good score that had been gotten by the students but also the students could understand how to use, how to apply shop travelling game in learning English vocabulary process, and they felt happy and fun in learning English, especially learning English Vocabulary. The result of the students’ achievements in the second cycle could be seen in the following explanations. In the second cycle the student’s mean score was 93.50, there were 8 students got scores 100, it was classified as

very good criteria, 2 students got scores 95, it was classified as very good criteria, 4 students got scores 92.5, it was classified as very good criteria, and 3 students got scores 90, it was classified as very good criteria, and 3 students got scores 80, it was classified as good criteria. The classification of the students' scores were 17 students (85%) got "very good" score, and 3 students (15%) got "good" score.

The result of the data analysis above showed that by using shop travelling game, teaching English vocabulary had different effect for the students in learning English vocabulary, not only good score were gotten but also they got good activeness in learning process. The students' activeness could be seen in the following explanation, there were 12 students were classified active, and 8 students were classified very active, then there was no student was classified not active and not very active. It was classified success, because the total of percentage of the students' activeness as active criteria was 60% and very active criteria was 40%, and no more students got not active criteria and not very active criteria, the classification of the students' activeness were 12 students (60%) classified active, there were 8 students (40%) classified very active.

The detail explanations of shop travelling game were explained below, Shop is a small retail store or a specialty department in a large store. Shop is also a place for manufacturing or repairing goods or machinery and a place, especially a small building, for the retail sale of goods and services, and also shop is the activity of buying goods.<sup>1</sup> In this case, the shop means is a place which is prepared

---

<sup>1</sup> <http://www.thefreedictionary.com/shop>. Accessed on October 13<sup>rd</sup> 2012.

by the researcher for the students to take or buy something in the shop center of the classroom by using money toys.

Travelling is an activity or the act process of movement or passage from one place to another.<sup>2</sup> But in this case, travelling is a process of students' movement in the first place to another place to take something in the shop centre of the classroom.

Game is an activity providing entertainment or amusement, game is also a contest with rules to determine a winner. Fun is purpose of game.<sup>3</sup>

The researcher concluded that shop travelling game is an activity or the act process of movement in taking or buying something in the shop center to entertain the students in teaching learning process to make them happy and fun. So, the students are not bored when they learn English, especially in learning English vocabulary. In the Education system, easy and simple method is one of the important skills to make learning process easy and fun, and they all are in one packet of learning method, that is shop travelling game. Fun learning is purpose of the Education.

Using shop travelling game in teaching English vocabulary has positive impact, the first the students could memorize vocabulary more quickly, and the students could see the object directly, because when the students learn English vocabulary by using shop travelling game the students were prepared card pictures of vocabularies by the researcher, so the students could see the object of vocabulary directly, they could memorize directly, and they could practice to do

---

<sup>2</sup> <http://www.thefreedictionary.com/travel>. Accessed on October 13<sup>rd</sup> 2012.

<sup>3</sup> <http://www.thefreedictionary.com/game>. Accessed on October 13<sup>rd</sup> 2012

speed of thinking. There are some advantages of the use shop travelling game in learning English vocabulary, they are:

- 1) The students can improve their vocabulary faster.
- 2) The students can practice to do speed of thinking.
- 3) The students can practice memorizing new English words<sup>4</sup>

The implementation of shop travelling game in teaching English vocabulary need much time to prepare the the material, need much time to change the class to like a shop or store, and that was the weakness of shop travelling game.

---

<sup>4</sup> Danarti Dessy, *50 Games for Fun "Belajar Bahasa Inggris Lebih Menyenangkan"*, Andi: Yogyakarta. 2008. p.106-107.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter consisted of two parts, they were conclusions and suggestions.

#### *A. Conclusions*

Based on result of the research in the previous chapter, the researcher described the conclusions as follows:

1. The result of the research indicated that teaching vocabulary by using shop travelling game could improve the students' vocabulary. The researcher found the appropriate way in teaching English vocabulary by using shop travelling game, before continuing the material, the researcher looked the students' readiness in learning English vocabulary by using shop travelling game, after that the researcher asked the students' problem in understanding the material, after that the researcher begun the next cycle. In the second cycle the researcher still used teaching method like in the first cycle, chose student one by one to make a shopping, the student who was chosen had to go around to each store to buy or find something in each store. The student had to do it as fast as possible, and each student was given 2 minutes to make a shopping to buy or find something or vocabularies in each store. After 2 minutes passed, the student was asked by the researcher by asking what could you see or find or buy in each store?, then student answered the researcher's question by remembering the vocabularies or something that the student found in each store. but the researcher gave the students more explanations about the material and the use of shop travelling game in learning

English vocabulary, also the researcher gave the students more examples about the material, and then the researcher gave more motivations about the important of learning English. By applying that method, the students' result or score were improved; it was showed that the students' mean score in the second cycle was 93.50. It fulfilled the criteria of success which was determined 75.00 or more.

2. The result of the research indicated that in terms of students' motivation and activeness, during the teaching and learning process in learning vocabulary by using shop travelling game, the students were actively involved and more motivated to learn vocabulary, it was showed that the students' activeness were two classified as active 60% and as very active 40%. It happened when the writer gave more motivations about the important of learning English vocabulary to face global era and to get brither future.

### ***B. Suggestions***

Based on the result of the research and conclusions, the researcher gave some suggestions as follow:

1. For the teachers who want to teach English vocabulary should have a good methods in teaching English vocabulary, one of the alternative method is by using shop travelling game, and they should be more creative in giving material.

2. For the students, It is suggested to use shop travelling game, because the students may find the easier and funniest way to learn or improve English vocabulary.

3. For the others researchers who want to conduct further research about shop travelling game. It can be an interesting method and used to improve speaking.

## REFERENCES

- A.g, Setiyadi, Bambang, *Teaching English As A Foreign Language*, PT. Graha Ilmu, 1999.
- Amir, Rasyid, Muhammad and Hafzah J. Nur, *Teaching English As A Foreign Language (TEFL) In Indonesia. Theory Thematic and Research*, FPBS IKIP Ujung Pandang, 1997.
- Angelo, T., and Cross, P., *Classroom Assessment Techniques* (2<sup>nd</sup> ed.) San Fransisco: Josey – Bass, 1993. At online: [www.iusb/~gmetteta/CAR.html](http://www.iusb/~gmetteta/CAR.html). Accessed on December 9<sup>th</sup> 2012.
- Ashari, Ika, *Improving Vocabulary of Students Through Bingo Game at the Seventh Year Students of SMPN 8 Palopo*. Unpublished Thesis STAIN Palopo, 2008.
- Basri, *Improving vocabulary Trough Letter Game at the Eighth Year Students of Pesantren Modern Datok Sulaiman Putri Palopo*. Unpublished Thesis STAIN Palopo, 2009.
- Collier, *The Key to English Vocabulary*, Collier-Macmillan limited, London, 1997.
- Danarti, Dessy, *50 Games for Fun “Belajar Bahasa Inggris Lebih Mudah dan Menyenangkan”*, Yogyakarta: Andi, 2008.
- Departemen Pendidikan Nasional, Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah, Direktorat Pembinaan Taman Kanak-kanak dan Sekolah Dasar, *Bahan Pendampingan Tahap 1 – BinteK KTSP*, Jakarta, 2007.
- Elliot, John, *Definition of Classroom Action Research*, Adapted from St. Louis Action Research Research Evaluation Committee, at online: [www.iusb.edu/~gmetteta/Classroo\\_Action\\_Research.html](http://www.iusb.edu/~gmetteta/Classroo_Action_Research.html). Accessed on December 9<sup>th</sup> 2012.
- Gairns, Ruth and Stuart, *Working with words*, Cet.4 Melbourne, Australia : Cambridge University, 1989.
- Hadfield, Jill, *Elementary Vocabulary Games*, online: <http://www.google.com>. Accessed on December 15<sup>th</sup> 2012.
- Harmer, Jeremy, *The Practice of English Language*, New York: Longman, 1992.
- <http://www.thefreedictionary.com/shop>. Accessed on October 13<sup>rd</sup> 2012.

- <http://www.thefreedictionary.com/travel>. Accessed on October 13<sup>rd</sup> 2012.
- <http://www.thefreedictionary.com/game>. Accessed on October 13<sup>rd</sup> 2012.
- Jack C., Richad and Willy A. Renandya, *Methodology in Language Teaching*, cet. I: United States of America; Cambridge University Press, 2002.
- John M., Echols & Hasan Shadily, *Kamus Inggris – Indonesia*, (Jakarta ; PT. Gramedia Pustaka Utama, 1997.
- Kasihani, K.E. Suyanto, *English For Young Learners*, Cet. I. Jakarta, PT. Bumi Aksara, 2007.
- Kim, Leesu, *Creative Games For The Language Class*, Online: <http://www.google.com>. Accessed on December 15<sup>th</sup> 2012.
- Lo Jia-Jiun and Tseng Fang-Li, "A bingo Game For English Vocabulary Learning" Department of Information Management, Chung hua University, Hsinchu, Taiwan, 2011. [Jlo@chu.edu.tw](mailto:Jlo@chu.edu.tw); [m09810028@chu.edu.tw](mailto:m09810028@chu.edu.tw). Accessed on March 2<sup>nd</sup> 2013.
- Mariani, Devi, Ari, M.Si, *Bermain dan Kreativitas Anak Usia Dini*, Online: [http://www.prel.Deviarimariani .Bermain](http://www.prel.Deviarimariani.Bermain). Accessed on Juni 12<sup>nd</sup> 2012.
- Manurung, Heldin, *Learner's English Grammar*, Cet. I. Bogor: Great Media, 2011.
- Mundilarto, Rustam, *Definisi Penelitian Tindakan Kelas*, Presented by Drs. Darwis Sasmedi, M.Pd as a leader of Widyaiswara, LPMP Sulawesi Selatan, 2010.
- Nunan, David, *Practical English Language Teaching*, 1991.
- Oxford Learner's Pocket Dictionary, *Concept of Vocabulary*, New Edition : Oxford University press, 1995.
- Oxford Learner's Pocket Dictionary, *Kind of Vocabulary*, New Edition: Oxford University press, 2000.
- Oxford Learner's Dictionary, *Verb Definition*, New Edition: Oxford University Press, 2000.
- Pusat Bahasa Al-Azhar, *Sikap Bahasa ( Language Attitude)* Online: [http://pusatbahasa.alazhar.wordpress.com / hakikat - hakiki kemerdekaan/ sikap - bahasa - language -attitude/2010](http://pusatbahasa.alazhar.wordpress.com/hakikat-hakiki-kemerdekaan/sikap-bahasa-language-attitude/2010), accessed on September 20<sup>th</sup> 2012.
- Sadiman, Arif et.al, *Media Pendidikan*, Jakarta: PT. Raja Grafindo Persada. 2000.

Sartina, *Improving English Vocabulary Through Logico Game at the Sixth Year Students of Elementary School Of 20 Cimpu*, Unpublished Thesis STAIN Palopo, 2011.

Sasson, Remes, *A Thematic Dictionary (Facts on File Writer's Library)*. Online: [http://www.succesconsciousness.com/positive\\_attitude.htm](http://www.succesconsciousness.com/positive_attitude.htm). Accessed on September 11<sup>st</sup> 2012.

Sudijono, Anas, *Pengantar Statistik Pendidikan*, Jakarta: Raja Grafindo, 1995.

## LESSON PLAN OF CYCLE I

**School** : SDN Negeri 20 Cimpu

**Meeting** : 1<sup>st</sup>

**Duration** : 2 X 35 minutes

**Indicator** :

- The students could memorize vocabularies effectively.

**I. Objective of the study** :

- Students would be able to memorize vocabularies about fruits, vegetables and foods.

**II. Teaching materials** :

- Fruit vocabularies. ( Enclosed )
- Vegetable vocabularies. ( Enclosed )
- Food vocabularies. ( Enclosed )
- The meaning and the pictures of the fruit vocabularies.( Enclosed )
- The meaning and the pictures of the vegetables vocabularies.( Enclosed )
- The meaning and the pictures of the food vocabularies.( Enclosed )

**III. Teaching method** :

- Shop travelling game, ( prepared a class to be like a store, put cards of vocabularies from a paper in each store, gave the students some money toys, then let the students make a shopping like a real their daily life and then answered the researcher's questions. )

**IV. Learning process:**

A. Pre activity :

- Greetings, asking about situation of the students' appreciation.
- Asking for the students in understanding the materials.

B. Main activity:

- The first, the researcher prepared a class to be like a shop or store. Then put cards of vocabularies from a paper in each store. Each store were put some

cards of fruits toys. Also the researcher gave students some money toys to be used as a tool to buy things to make a real shopping. It could make the students felt like real shopping so they could enjoy in learning English vocabulary.

- The second, the students were given one chance to make a shopping; they had to go around to each store to buy or find something in the store.
- The third, the researcher asked to students by asking “what could you see or buy or find in the store?”.
- The last, the students had to answer the researcher’s questions what something they could see in the store as much as possible and as fast as possible, and they were given 1 to 2 minutes.

For example:

Q : What you could find in a sport store?

A : I could see rackets, balls and golfsticks.

C. Post Activity: Conclusion, the researcher explained more about shop travelling game in learning English vocabulary.

#### **V. Technique of Assessment:**

The students’ scores were analyzed by using the following formula:

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{The total of items}} \times 100$$

#### **VI. Source of the study :**

A Research title: “*Teaching Vocabulary By Using Shop Travelling Game at the Fifth Grade of Elementary School of 20 Cimpu*”.

Kasiwang, April 11<sup>st</sup> 2013

Approved by:

**Head Master of SDN 20Cimpu**

**The Researcher:**

**Murni M, S.Pd**  
NIP.19581231198012 2 032

**Misra Syam**  
Reg.Number:09.16.3.0173

## LESSON PLAN OF CYCLE II

**School** : SDN Negeri 20 Cimpu  
**Meeting** : 2<sup>nd</sup>  
**Duration** : 2 X 35 minutes

**Indicator** :

- The students could memorize vocabularies effectively and efficiently.

**I. Objective of the study** :

- Students would be able to memorize vocabularies about fruits, vegetables and foods.

**II. Teaching materials** :

- Fruit vocabularies. ( Enclosed )
- Vegetable vocabularies. ( Enclosed )
- Food vocabularies. ( Enclosed )
- The meaning and the pictures of the fruit vocabularies.( Enclosed )
- The meaning and the pictures of the vegetables vocabularies.( Enclosed )
- The meaning and the pictures of the food vocabularies.( Enclosed )

**III. Teaching method** :

- Shop travelling game, (prepared a class to be like a store, put cards of vocabularies from a paper in each store, gave the students some money toys, then let the students make a shopping like a real their daily life and then answered the researcher questions) the researcher did a method like in the first meeting, but in this meeting the researcher gave more explanations and gave more examples of shop travelling game.

**IV. Learning process:**

A. Pre activity :

- Greetings, asking about situation of the students' appreciation and asking what difficulties were faced by the students in the learning process by using shop travelling game.



- Asking for the students to listen the researcher's explanations carefully about applying shop travelling game in learning English vocabularies.

B. Main activity :

- In this meeting, the researcher did the same method with the first meeting, but the researcher gave more explanations and more examples of shop travelling game.

- The researcher prepared a class to be like a shop or store. Then put cards of vocabularies from a paper in each store. Each store were put some cards of fruits toys. Also the researcher gave students some money toys to be used as a tool to buy things to make a real shopping. It could make the students felt like real shopping so they could enjoy in learning English vocabulary.

- The second, the students were given one chance to make a shopping; they had to go around to each store to buy or find something in the store.

- The third, the researcher asked to students by asking "what could you see or buy or find in the store?".

- The last, the students had to answer the researcher's questions what something they could see in the store as much as possible and as fast as possible, and they were given 1 to 2 minutes.

For example:

Q : What you could find in a sport store?

A : I could see rackets, balls and golfsticks.

Q : What could you find in a food store?

A : I could see breads, cakes and biscuits.

Q : What could you find in a fruit store?

A : I could see mangoes, bananas, coconuts and watermelons.

C. Post Activity: Conclusion, the researcher explained more about how to apply a shop travelling game in learning English vocabulary.

#### **V. Technique of Assessment:**

The students' scores were analyzed by using the following formula:

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{The total of item}} \times 100$$

#### **VI. Source of the study :**

A Research title: *“Teaching Vocabulary By Using Shop Travelling Game at the Fifth Grade of Elementary School of 20 Cimpu”*.

Kasiwang, April 13<sup>rd</sup> 2013

Approved by:

**Head Master of SDN 20Cimpu**

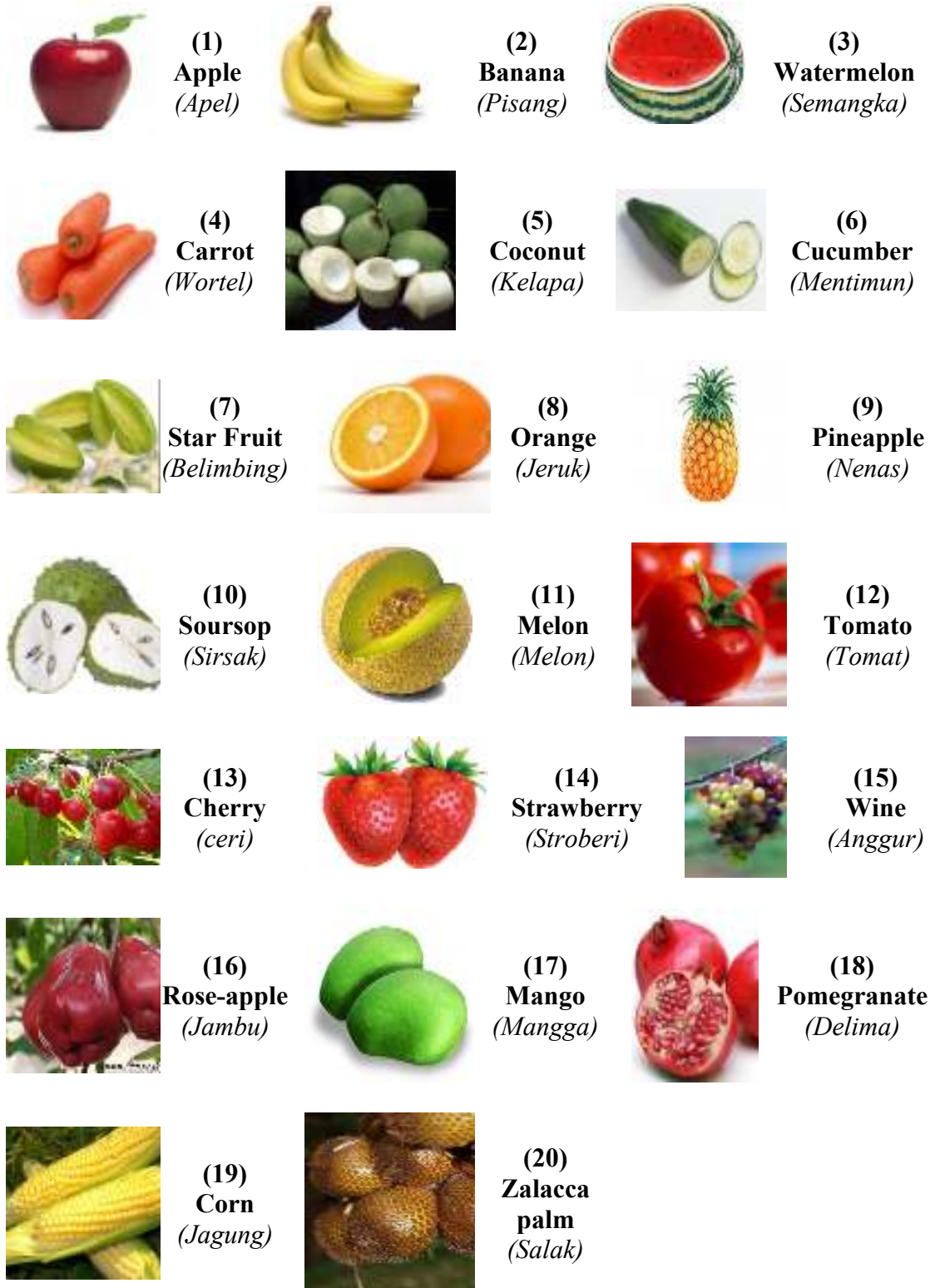
**The Researcher:**

**Murni M, S.Pd**  
NIP.19581231198012 2 032

**Misra Syam**  
Reg.Number:09.16.3.0173

## APPENDIX OF LESSON PLAN

## A. Fruits = Buah-buahan



## B. Vegetables = Sayur-sayuran



(1)  
**Spinach**  
(*Bayam*)



(2)  
**Leafy  
Vegetable**  
(*Kangkung*)



(3)  
**Broccoli**  
(*Brokoli*)



(4)  
**Cabbage**  
(*Kubis*)



(5)  
**Eggplant**  
(*Terung*)



(6)  
**Gourd**  
(*Labu*)



(7)  
**Green  
beans**  
(*Buncis*)



(8)  
**Bean  
sprouts**  
(*Tauge*)



(9)  
**Fern**  
(*Pakis*)



(10)  
**Squash**  
(*Gambas*)

## C. Foods = Makanan



(1)  
**Bread**  
(*Roti*)



(2)  
**Butter**  
(*Mentega*)



(3)  
**Cake**  
(*Kue*)



(4)  
**Cheese**  
(*Keju*)



(5)  
**Fried  
Chicken**  
(*Ayam  
goreng*)



(6)  
**Fried  
egg**  
(*Telur  
goreng*)



**(7)  
Fried  
Fish  
(Ikan  
goreng)**



**(8)  
Meat  
(Daging)**



**(9)  
Fried  
rice  
(Nasi  
goreng)**



**Biscuit  
(Biskuit)**

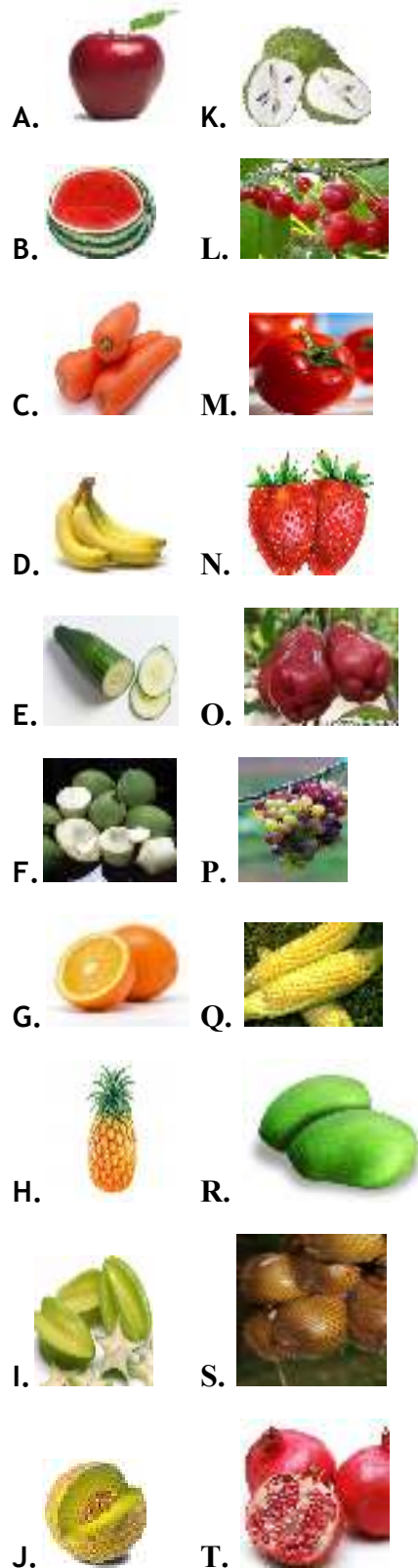
## APPENDIX 1

1. Students' Worksheets / Vocabulary test.

## A. Check off the words below with suitable pictures!

## Fruits = Buah-buahan

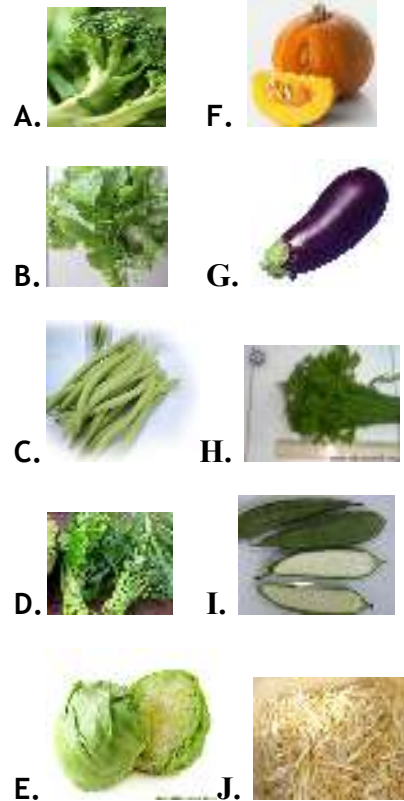
1. Apple =
2. Banana =
3. Watermelon =
4. Carrot =
5. Coconut =
6. Cucumber =
7. Star fruit =
8. Orange =
9. Pineapple =
10. Soursop =
11. Melon =
12. Tomato =
13. Cherry =
14. Strawberry =
15. Mangosteen =
16. Rose-apple =
17. Mango =
18. Pomegranate =
19. Corn =
20. Zalacca palm =



**B. Check off the words below with suitable pictures!**

**Vegetables = Sayur-sayuran**

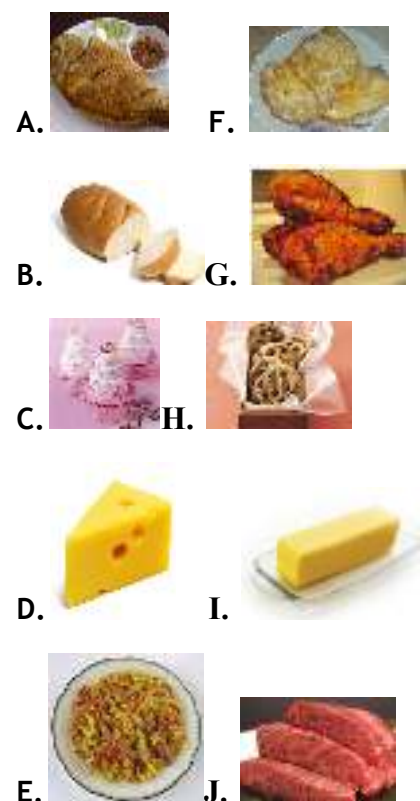
1. Spinach =
2. Leavy vegetable =
3. Broccoli =
4. Cabbage =
5. Eggplant =
6. Gourd =
7. Green beans =
8. Bean spurts =
9. Fern =
10. Squash =



**C. Check off the words below with the suitable pictures!**

**Foods= Makanan**

1. Bread =
2. Butter =
3. Cake =
4. Cheese =
5. Chicken =
6. Egg =
7. Fish =
8. Meat =
9. Fried rice =
10. Biscuit =





## APPENDIX 2

Answer Key

## A. Fruits = Buah-buahan



(1)  
**Apple**  
(Apel)



(2)  
**Banana**  
(Pisang)



(3)  
**Watermelon**  
(Semangka)



(4)  
**Carrot**  
(Wortel)



(5)  
**Coconut**  
(Kelapa)



(6)  
**Cucumber**  
(Mentimun)



(7)  
**Star Fruit**  
(Belimbing)



(8)  
**Orange**  
(Jeruk)



(9)  
**Pineapple**  
(Nenas)



(10)  
**Soursop**  
(Sirsak)



(11)  
**Melon**  
(Melon)



(12)  
**Tomato**  
(Tomat)



(13)  
**Cherry**  
(ceri)



(14)  
**Strawberry**  
(Stroberi)



(15)  
**Wine**  
(Anggur)



(16)  
**Rose-apple**  
(Jambu)



(17)  
**Mango**  
(Mangga)



(18)  
**Pomegranate**  
(Delima)





(19)  
**Corn**  
(*Jagung*)



(20)  
**Zalacca  
palm**  
(*Salak*)

### B. Vegetables = Sayur-sayuran



(1)  
**Spinach**  
(*Bayam*)



(2)  
**Leafy  
Vegetable**  
(*Kangkung*)



(3)  
**Broccoli**  
(*Brokoli*)



(4)  
**Cabbage**  
(*Kubis*)



(5)  
**Eggplant**  
(*Terung*)



(6)  
**Gourd**  
(*Labu*)



(7)  
**Green  
beans**  
(*Buncis*)



(8)  
**Bean  
sprouts**  
(*Tauge*)



(9)  
**Fern**  
(*Pakis*)



(10)  
**Squash**  
(*Gambas*)

### C. Foods = Makanan



(1)  
**Bread**  
(*Roti*)



(2)  
**Butter**  
(*Mentega*)



(3)  
**Cake**  
(*Kue*)



**(4)**  
**Cheese**  
*(Keju)*



**(5)**  
**Fried  
Chicken**  
*(Ayam  
goreng)*



**(6)**  
**Fried  
egg**  
*(Telur  
goreng)*



**(7)**  
**Fried  
Fish**  
*(Ikan  
goreng)*



**(8)**  
**Meat**  
*(Daging)*



**(9)**  
**Fried  
rice**  
*(Nasi  
goreng)*



**Biscuit**  
*(Biskuit)*

### APPENDIX 3

#### A. Interview for the students

- 1) Are you happy with this method?
  - a. Yes
  - b. No
- 2) Are you interest this method?
  - a. Yes
  - b. No
- 3) Why are you not active?
  - a. Because I am boring with this method
  - b. Because I don't understand
- 4) Why are you very not active?
  - a. Because the lesson is to hard
  - b. Because I don't like this lesson

#### B. Discussion among the teachers/observer and the researcher

- 1) What are the difficulties faced by students in learning vocabulary?
- 2) Why are the students not active?
- 3) Why are the students very not active?

## APPENDIX 4

### A. Table of students' score.

No	Name	Class	Students' Score	
			Cycle I	Cycle II
1.	A	V	62.5	92.5
2.	B	V	62.5	92.5
3.	C	V	60	80
4.	D	V	80	100
5.	E	V	70	90
6.	F	V	80	100
7.	G	V	62.5	92.5
8.	H	V	80	100
9.	I	V	60	80
10.	J	V	60	92.5
11.	K	V	80	100
12.	L	V	70	100
13.	M	V	70	95
14.	N	V	70	90
15.	O	V	70	90
16.	P	V	80	80
17.	Q	V	70	95
18.	R	V	80	100
19.	S	V	80	100
20.	T	V	80	100

In each cycle, the students were given a score based on the table above.

## APPENDIX 5

Observation sheet of students' activities in learning process

Day/date :

Observer's name :

Cycle : I (First)

No	Name	Active	Very Active	Not Active	Very not Active
1.	A	√			
2.	B	√			
3.	C			√	
4.	D		√		
5.	E	√			
6.	F		√		
7.	G	√			
8.	H	√			
9.	I			√	
10.	J	√			
11.	K	√			
12.	L	√			
13.	M	√			
14.	O	√			
15.	P	√			
16.	Q	√			
17.	R	√			
18.	S	√			
19.	T	√			
20.	U	√			

Each component would be given (√) sign.

Active : Student was categorized active was the student who was doing something in learning process like answered a question, worked together or discuss with his/her friends in

the class.

Very Active : Student was categorized very active was the student who was doing something in learning process like answer a question, worked together or discussed with his/her friends in the class about the materials and asked some question if she/he did not know something, and also helped his/her friends who was in the trouble in understanding about the materials.

Not Active: Student was categorized not active was the student who was not doing something in learning process, just silent.

Very not Active: Student was categorized very not active was the student who was not doing anything in learning process. He/she just came to sit.

## APPENDIX 6

Observation sheet of students' activities in learning process

Day/date :

Observer's name :

Cycle : II (Second)

No	Name	Active	Very Active	Not Active	Very not Active
1.	A	√			
2.	B	√			
3.	C	√			
4.	D		√		
5.	E	√			
6.	F		√		
7.	G	√			
8.	H		√		
9.	I	√			
10.	J	√			
11.	K		√		
12.	L		√		
13.	M	√			
14.	O	√			
15.	P	√			
16.	Q	√			
17.	R	√			
18.	S		√		
19.	T		√		
20.	U		√		

Each component would be given (√) sign.

Active : Student was categorized active was the student who was doing something in learning process like answered a question, worked together or discuss with his/her friends in

the class.

Very Active : Student was categorized very active was the student who was doing something in learning process like answer a question, worked together or discussed with his/her friends in the class about the materials and asked some question if she/he did not know something, and also helped his/her friends who was in the trouble in understanding about the materials.

Not Active: Student was categorized not active was the student who was not doing something in learning process, just silent.

Very not Active: Student was categorized very not active was the student who was not doing anything in learning process. He/she just came to sit.



## APPENDIX 7

## A. PROFIL OF THE STUDENTS' LEARNING PROCESS OF SDN NEGERI 20 CIMPU.



Picture I : The researcher explained about the material of shop travelling game.





**Picture II : the researcher asked to the students one by one to make a shopping to buy or find something or vocabulary in each store.**



**Picture III : the researcher explain more about shop travelling game, and also the researcher gave more motivations to the students.**



**Picture IV : the researcher and the observer/teacher discussed about the students' result of test and discussed about the students' problem in learning process.**

## AUTOBIOGRAPHY



**MISRA SYAM** was born in Cimpu on July 03<sup>rd</sup> 1985.

She has a lovely husband named Abd. Majid Mansyur,

she has three children, they are Keyza Zahrah, Muh.

Kobal, Kamilah Haura Insia. She has five sisters, she has

one sister in-law and four brother in-law. Her father's

name is Syamsuddin and her mother name is Juhena, her

father in-law's name is Mansyur Siro, BA., and her

mother in-law's name is Juneni, A.Ma.

She began going to Elementary School of 247 Tondo Tangga in 1992, and

graduated in 1997, graduated from Junior high school (SMP) of number 1 Suli in

2000, and graduated from Senior high school (SMAN) 1 Belopa in 2003. She

continued study at STAIN Palopo in 2005, she took (PGK) department and

graduated in 2007, she continued study at State College For Islamic Studies

(STAIN) Palopo, she took English Tadris Departement, and she finished her study

at State College For Islamic Studies (STAIN) Palopo in 2013. And she now teaches

in SDN 20 Cimpu since 2005 to 2013.

In the end her study at State College For Islamic Studies (STAIN) Palopo,

she writes a thesis entittled: "*Teaching Vocabulary by Using Shop Travelling*

*Game at the fifth Grade of Elementary School 20 Cimpu*".

Below is her Motto:

**Never give up to learn.**