

**TEACHING VOCABULARY THROUGH FIRST LETTER ONLY GAME
AT THE EIGHTH GRADE OF SMP NEGERI 8 PALOPO**



A THESIS

**Submitted to the English Language Studies Program of S1 Tarbiyah
Departement of state College ForIslamic Studies of Palopo in
partial Fulfillment of Requirement for S.Pd
Degree in English Teaching**



**By,
ROSITA
Student ID: 09.16.3.0095**

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

**TEACHING VOCABULARY THROUGH FIRST LETTER ONLY GAME
AT THE EIGHTH GRADE OF SMP NEGERI 8 PALOPO**



A THESIS

**Submitted to the English Language Studies Program of S1 Tarbiyah
Departement of state College ForIslamic Studies of Palopo in
partial Fulfillment of Requirement for S.Pd
Degree in English Teaching**

By,

ROSITA

Student ID : 09.16.3.0095

Under Supervisor

- 1. Muh. Irfan, S.Ag, M.A.**
- 2. Jufriadi, S.S., M.Pd.**

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

CONSULTANT APPROVAL

Thesis Entitled : *Teaching Vocabulary Through First Letter Only Game at
The Eight Grade of SMP Negeri 8 Palopo*

Written By :

Name : Rosita

Reg. Num. : 09. 16. 3. 0095

Department : English (S1)

Has been corrected and approved to be examined.

Consultant I

Muh. Irfan Hasanuddin, S. Ag, M. A.
NIP. 19740623 199903 1002



Palopo, November 12th 2013

Consultant II

Jufriadi, S.S.,M.Pd.
NIP.19720727 200604 1002

IAIN PALOPO

NOTA DINAS PEMBIMBING

Hal : Skripsi

Palopo, December 12th 2013

Lamp : 6 eksemplar

Kepada Yth,

Ketua Jurusan Tarbiyah STAIN Palopo

Di

Palopo

Assalamu' Alaikum Wr. Wb

Sesudah melakukan bimbingan terhadap skripsi mahasiswa tersebut di bawah ini :

Nama : Rosita

Nim : 09.16.3.0095

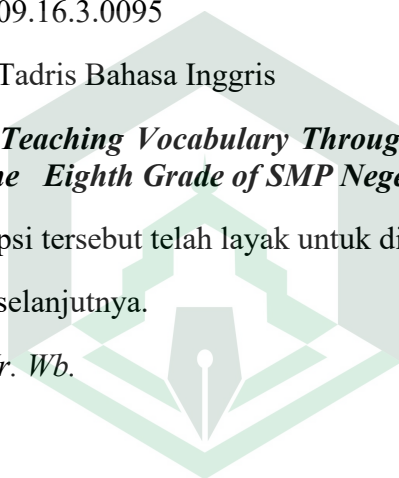
Program Studi : Tadris Bahasa Inggris

Judul Skripsi : ***Teaching Vocabulary Through First Letter Only Game at the Eighth Grade of SMP Negeri 8 Palopo.***

Menyatakan bahwa skripsi tersebut telah layak untuk diujikan.

Demikian untuk proses selanjutnya.

Wassalamu' Alaikum Wr. Wb.



IAIN PALOPO
Pembimbing 1

Muh. Irfan Hasanuddin, S. Ag, M. A

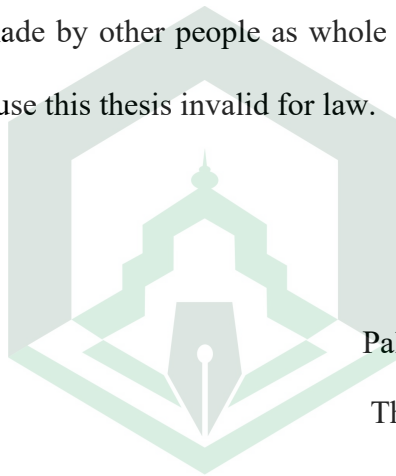
NIP. 19740623 199903 1002

PRONOUNCEMENT

I have been signature below:

Name : Rosita
Reg. No. : 09. 16. 3. 0095
Study Program : Tadris English
Department : Tarbiyah

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



Palopo, November 12th 2013

The Writer

IAIN PALOPO

ROSITA
NIM. 09.16.3.0095

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the beneficent and the most merciful, lord of the world has created judgment day in the hereafter and to our prophet Muhammad Saw., safety and peace be upon him. The writer expresses her gratitude to the almighty God that has been given her guidance, inspiration and good health, so that the writer could finish this thesis on the title “ Teaching Vocabulary Through First Letter Only Game at The Eight Grade of SMP Negeri 8 Palopo ”.

The writer realizes that in writing this thesis cannot be accomplished without helping, guidance, motivation and useful advice from the others. Therefore, in this occasion the writer would like to express her appreciation and respecting to them, especially to the following:

1. Prof. Dr. H. Nihaya M., M.Hum., as chief of the state college for Islamic Studies (STAIN) Palopo.
2. Drs. Hasri, M.A., the chief of Tarbiyah Department of STAIN Palopo.
3. Jufriadi, S.S., M.Pd., the head of English Study Program of STAIN Palopo.
4. Muh. Irfan Hasanuddin, S.Ag, M.A., as the first consultant and Jufriadi, S.S., M.Pd as second consultant, who have guided, assisted, encouraged, given advice and motivation and correction this thesis since preliminary stage until the completion it.
5. All of the lectures and Staffs STAIN Palopo for their valuable advice and guidance during her study and who have helped many aspects.

6. The head of library of STAIN Palopo and all staffs who always provide good service during writing this thesis.

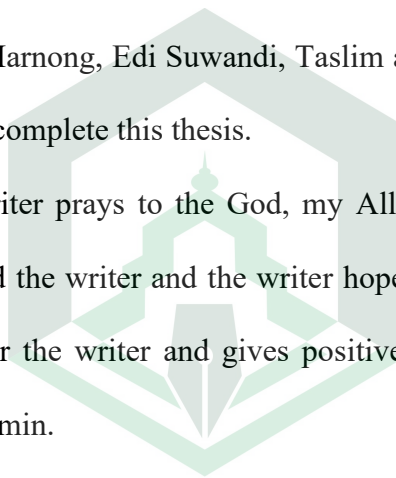
7. Thanks to the Eight grade of SMP Negri 8 Palopo for their participation

8. Special thanks to my beloved father (Moh. Tahir Riu), mother (Radiah), my brother and my sister and all of my big family who always pray and support when the writer was studying at the English Study Program of Tarbiyah Department STAIN Palopo.

9. Special thank for K'Faisal Faizsheta who have helped, give motivation and given explanation to the writer in writing the result of this research.

10. Special thanks to my friends at of English study program, specially my best friends (Indah Nirmala Said, Musfira Syamhar, Irnawati Israil, Nurmin Maulana, Fahrul Rizal, Ramona Harnong, Edi Suwandi, Taslim and Suardi Sahid) who always help and support to the complete this thesis.

Finally, the writer prays to the God, my Allah SWT., gives reward to all people who have helped the writer and the writer hopes this thesis can be useful for the others especially for the writer and gives positive contribution for the readers, religion and the state, Amin.



IAIN PALOPO

Palopo, December 12th 2013

The Writer

LIST OF CONTENTS

COVER	i
THESIS APPROVAL	ii
CONSULTANT APPROVAL	iii
NOTA DINAS PEMBIMBING	iv
PRONOUNCEMENT	v
ACKNOWLEDGEMENT	vi
LIST OF CONTENT	viii
LIST OF TABLES	x
ABSTRACT	xi
CHAPTER I INTRODUCTION	1
A. Background	1
B. Problem Statement	4
C. Objective of the Research	4
D. Significance of the Research	4
E. Scope of the Research	5
F. Definition of Terms	5
CHAPTER II REVIEW OF RELATED LITERATURE	6
A. Previous of Research Finding	6
B. Some Concept of Vocabulary	7
C. The Class of Word	20
D. Games for Language Learning	25
E. First Letter Only Game	29
F. Theoretical Framework	33
G. Hypothesis	35
CHAPTER III METHOD OF THE RESEARCH	36
A. Research Method	36
B. Variable	37
C. Populasi and Sample	37
D. Instrument of the Data Collection	38
E. Technique of Data Collection	38
F. Procedure of Collecting Data	39
G. Technique of Data Analysis	44
CHAPTER IV FINDINGS AND DISCUSSIONS	47
A. Findings	47
B. Discussions	64

CHAPTER V CONCLUSIONS AND SUGGESTIONS	67
A. Conclusion	67
B. Suggestion	67
BIBLIOGRAPHY	68
APPENDIXES	



IAIN PALOPO

LIST OF TABLE

Table 1	Score of students' vocabulary in pre-test.....	47
Table 2	Score classification of students' vocabulary in pre-test.....	49
Table 3	Score of students' vocabulary in post-test.....	50
Table 4	Score classification of students' vocabulary in post-test.....	51
Table 5	Students' score, deviation, and gain score of test.....	52
Table 6	Students' mean score.....	54
Table 7	Standard deviation.....	56
Table 8	T-Test and T-Table.....	58
Table 9	Questionnaire Number 1.....	59
Table 10	Questionnaire Number 2.....	60
Table 11	Questionnaire Number 3.....	60
Table 12	Questionnaire Number 4.....	61
Table 13	Questionnaire Number 5.....	61
Table 14	Questionnaire Number 6.....	62
Table 15	Questionnaire Number 7.....	62
Table 16	Questionnaire Number 8.....	63
Table 17	Questionnaire Number 9.....	63
Table 18	Questionnaire Number 10.....	64

ABSTRACT

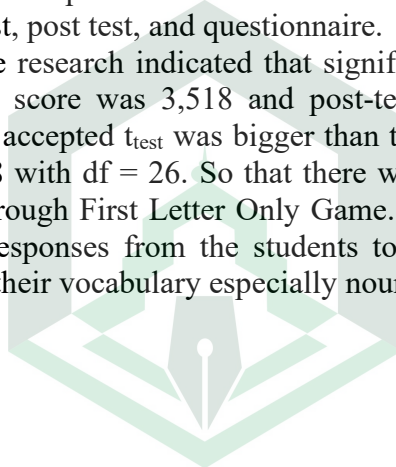
Rosita, 2013. “ *Teaching Vocabulary Through First Letter Only Game at The Eighth Grade of SMP Negeri 8 Palopo*”. A thesis, English Study Program of Tarbiyah Department The State College for Islamic Studies (STAIN) Palopo. Consultant 1 Muh.Irfan Hasanuddin, S.Ag,M.A and Consultant II Jufriadi, S.S.,M.Pd.

Key Words : Teaching, Vocabulary, First Letter Only Game .

This thesis deals with teaching vocabulary through First Letter Only Game at the eighth grade of SMP Negeri 8 Palopo. The problem statement of this thesis : “ Can FLO Game improve students’ vocabulary at the eight grade of SMPN8 Palopo’?and what are the students’perception toward the FLO Game?.

The researcher used pre-experimental method and the population of this research was the eighth grade students of SMP Negri 8 Palopo where was consisted of 182 students. Thus, the researcher used purposive sampling where the researcher took 27 students as the sample in this research. The instrument that were used to collect data were pre-test, post test, and questionnaire.

The result of the research indicated that significance difference between the result of pre-test mean score was 3,518 and post-test mean score was 7,296. In addition, the result was accepted t_{test} was bigger than t_{table} , $t_{test} = 16,58$ and t_{table} with significant $0,025 = 2,78$ with $df = 26$. So that there was significant development of students’ vocabulary through First Letter Only Game. And data quetionnaire shows that there were good responses from the students toward First Letter Only game because it can improve their vocabulary especially noun.



IAIN PALOPO

CHAPTER I

INTRODUCTION

A. Background

This study examined whether or not game can improved the mastery of the students at SMPN 8 toward vocabularies. The study would be specifically discern First Letter Only as an effective game which the teacher can applied in the class. Using game as an alternative medium of teaching and learning can be considered as one of the alternative ways since it pleases the students a lot. It is also a precious resource to develop students' abilities in listening, speaking, reading, and writing. Even though there some ways to the acquisition of vocabularies, the researcher believes that First Letter Only game gives much opportunity for the students to enrich and improve vocabularies. It is hoped that the students can retain new vocabulary in long term memory and can memorize the words easily through this game.

Some researchers argue that games can increase motivation of the students in the learning process. In this regard, Syamsu Sanusi said that learning model called "Pakem" which includes participative, ative, kreative, effective, dan menyenangkan in the learning process can upgrade students' motivation by providing an activity such as games.¹ To increase the mastery of English vocabulary, a lot of ways in which the

¹Syamsu S., *Strategi Pembelajaran*, (Palopo: LPK-STAIN Palopo, 2011), p.57.

teacher-students can use such as joining English course, watching movies, reading books about the English and many others. However, no one can beat fun of learning English through games.² In the same sound, Mr. Luu Trong agreed the positive function of game in teaching-learning process. He stated that there are three function of games as follows. *First*, using games is a good way to increase exposure to vocabulary which enhances students' vocabulary acquisition. *Second*, games can maintain students' motivation in vocabulary learning because they are amusing and interesting faster and better. *Third*, games can provide student with intensive and meaningful practice of language.³ In addition, There are many advantages of using game as follows. *First*, games are a welcome break from the used routine of language class. *Second*, they are motivating and challenging. *Third*, games help the students to make situation the effort to learning. *Fourth*, The encourage students to interact and communicate. *Fifth*, they create meaningful context for language use.⁴

From this consideration, the researcher conclude that by playing games not only functions to maintain good motivation to the students but also worthy for the teachers to achieve the instruction goals.

In order to help the learners in studying foreign language, Mary Slaterry and Jane Willis suggest some ways to teach them. *First*, making learning English

²Dian Yulianto, *Belajar Bahasa Inggris dengan Ragam Permainan Kata*, (Yogyakarta, DIVA Press,2010), p.7.

³Luu Trong Tuan., *Vocabulary Recollection through Games*, From Academic Publisher Manufactured in Finland, [http:// theory and practice in language studies](http://theoryandpracticeinlanguagestudies.com),Vol.2, no 2,p.257-264 eca.state. Retrieved on February 14,2013

⁴Lee su kim, 1995. *Creative Games for the Language Class*. p.35. online:<http://www.google.com>. Accessed on December 15, 2010.

enjoyable and fun. *Second*, not worry about mistake. *Third*, using a lot of actions, and pictures to demonstrate what you mean. *Fourth*, talking a lot to them by using English, especially about things they can see. *Fifth*, playing game, sing a song. *Sixth*, telling simple stories in English, using pictures and acting with different voices. *Seventh*, do not worry when they use their mother tongue. *Eighth*, be consistent to recycle new language but don't be afraid to add new things or to use words they won't to know. *Ninth*, making a lesson plan with varied activities, for instance activities with some quite, noisy, sitting, standing and moving.⁵ It seems that the use of games in English instruction become a necessary factor and condition to make English subject much more fun, interesting, and enjoyable to the students.

Based on my personal observation in SMP 8 Palopo, The Researcher interviewed some of the students about the four English language skills (writing, reading, listening, and speaking). In fact, the students face some difficulties in learning English when they are speaking. It was due to a lack of vocabulary that is influenced by some reasons such as laziness in memorizing vocabulary, lower motivation in learning English subject, and no enough time practice vocabularies in everyday conversation. For that The Researcher interested in teaching vocabulary through First Letter Only Game.

The research believes that the students can improve their vocabulary through First Letter Only game. Therefore the researcher is interest in conducting the

⁵Mary Slaterry and Jane Wilis, *Teaching for Foreign Language*. (New York: Oxford University Press, 2003)p. 4

research entitle “ **Teaching Vocabulary Through F L O Game at The Eight Grade of SMP Negeri 8 Palopo** ” .

B. Problem Statment

1. Can F L O game improve students’ vocabulary at the Eight Grade of SMPN 8 Palopo ?
2. What are the students’ perception toward the F L O game SMPN 8 Palopo ?

C. Objective of the Research

The objectives of this research are :

1. To find out whether or not F L O game improve the students’ vocabulary achievement .
2. To find out the students’ perception toward the F L O game in teaching vocabulary .

D. Significance of the Research

The result of the research is expected to be useful information for the teacher. Especially for the English teacher in order to increase the student’s vocabulary through F L O game . It also important for the students and everyone who want to study English

E. Scope of the Research

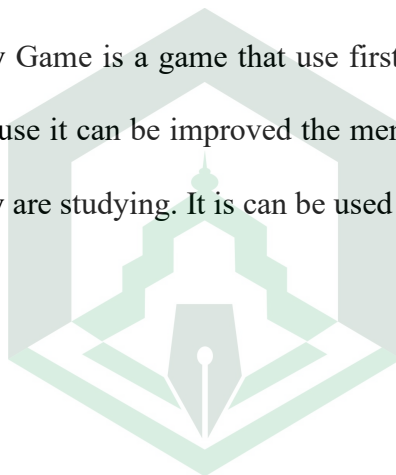
This research limited on the discussion about noun specially things at home, fruits and vegetables, animals, part of body, sports through F L O game for the students of SMPN 8 Palopo.

F. Definition of Terms

Based on the little is " Teaching Vocabulary through F L O Game at the Eight Grade of SMP Negeri 8 palopo. The researcher gives definition as follow :

1. Teaching vocabulary is part of most important to master language , than teacher as motivator in teaching proces must formatted their teaching more effective and enjoyable.

2. First Letter Only Game is a game that use first letter from the alfabet. This game is very good because it can be improved the memory skills and concentration of the student when they are studying. It is can be used by the individual or group.



IAIN PALOPO

CHAPTER II

PREVIOUS OF RELATED LITERATURE

A. Previous of Research Finding

Discussion of learning by using Games has been discussed by several authors. The following will be presented on research related to learning vocabulary through games. There are some writers who discuss vocabulary learning and the following Games.

Basri, *“Improving Vocabulary through Letter Games at the Eight Year Students of PMDS Putri Palopo.2009”*. He describes the process of learning vocabulary by using Letter Game that promote and encourage students to find as many words as possible. He uses these Games Letter to overcome problems faced by students. Having analyzed the result of the students toward the letter game perception applied by the researcher, It is found that most of the students give positive responses and enjoy learning by using Letter Game.⁶

Makmur *“Improving Student vocabulary through jumping word at MAN palopo,2008”*. He said that Jumping Word Games is a good technique for teaching vocabulary at the second class in MAN Palopo. There was a significant improvement on vocabulary at the second class of MAN palopo after jumping words conducted.

⁶Basri, *Improving Vocabulary through Letter Games at the Eight Year Students of PMDS Putri*, (Palopo: Undergraduate Thesis of Tarbiyah Faculty, STAIN Palopo, 2008).

Alfiana Djafar in her thesis under the title of “ *Teaching Vocabulary to the Students at SMP Antam Pomala Through the use of word Network*”. Teaching vocabulary can be a big challenge because of the big challenge they have to find out ways of teaching vocabulary.⁷

This research same used games in teaching vocabulary but in this thesis, the researcher used vocabulary game like First Letter Only game to improve students' vocabulary specially noun.

B. Some Concept of Vocabulary

1. Definition of Vocabulary

Vocabulary is necessary to give students something to hang on when learning structures. Students need to know how to memorize vocabulary for long term memory and then students should practice their daily life. The students can feel comfortable when they are speaking or writing the vocabulary into a good sentence if they have a lot of words or vocabularies.

According to Victoria Bull, vocabulary is all the word that a person knows or used, all the words in a language, list the words with their meaning, especially in a book for learning foreign language.⁸

⁷ Alfian djafar, *Teaching Vocabulary to The Students at SMP Antam Pomala Through Use of Word Network*. (Palopo: Undergraduate Thesis of Tarbiyah Faculty, STAIN Palopo, 2008)

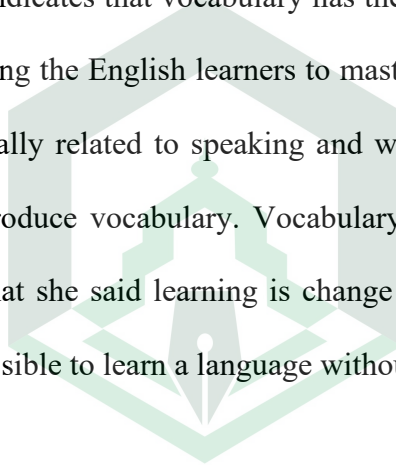
⁸Victoria Bull, *Oxford Learner's Pocket Dictionary* (Fourth edition; New York: Oxford University Press,2008), p.459.

Vocabulary is the words of language, which have meaning and function. The important point of the definition is that vocabulary of words influence people to make up a language.⁹

Handy Learner's defines vocabulary is words known, learned used, short list of word with their meaning .¹⁰

Napa writes that vocabulary is one of the component or language that no language exist without words. Words are sign or symbols for ideas. People exchange their thought. The more words we learn, the more ideas we should have so we can communicate the ideas more effectively.¹¹

Vocabulary is one of the 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 learners to master a language skills, to master of the vocabulary is usally related to speaking and writing because when someone speaks or writes she produce vocabulary. Vocabulary is ussally related or reading and listening. Beside that she said learning is change in performance as a result of practice. It would impossible to learn a language without vocabulary or word.



IAIN PALOPO

⁹Rismawati, *Improving Students Vocabulary Games through Memory Game At the sixt Year Student of Madrasah Ibtidayah PMDS Putra* (Palopo: Undergraduate Thesis of Tarbiyah Faculty, STAIN Palopo, 2011).

¹⁰Handy Learner's, Dictionary of American English.

¹¹Pieter A. Napa, *Vocabulary Development Skill*, (Oxford University: New York,2000),p.67.

Vocabulary is the main part in a sentence, very important to be mastered. We can not organize our idea in a sentence without words.¹²

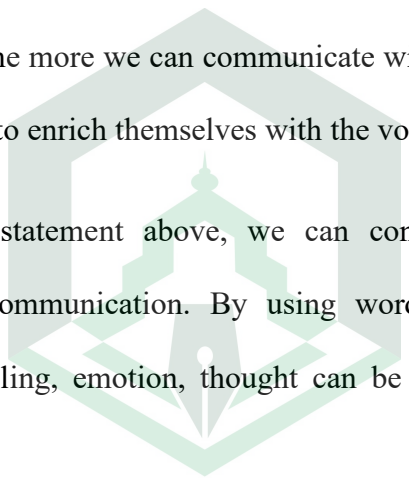
Vocabulary is the set of words they are familiar with in a language that used function as a tool for communication and acquiring knowledge.¹³

From definition above I conclude that vocabulary is the word have meaning and function that used by people to improve four skills such as writing, speaking, reading, listening.

2. Function of Vocabulary

In daily life communicate with the other people, we use the language to say something, to express our idea, to express our telling, etc. both is spoken language or written language. Rich vocabulary determines our ability to communicate. More vocabulary we collect the more we can communicate with others. So, wise step to be able to communicate is to enrich themselves with the vocabulary.¹⁴

Relate to that statement above, we can conclude that words are very important to use in communication. By using word accompanied by rules of language, our idea, feeling, emotion, thought can be expressed. Furthermore, the



IAIN PALOPO

¹²Rusma, *Improving Vocabulary of Students Through Silent Way at the MI Datok Sulaiman Palopo*(Palopo: Undergraduate Thesis of Tarbiyah Faculty, STAIN Palopo, 2011).

¹³Wikipedia. Vocabulary:Online [Http:En Wikipedia.Org/Wiki/Vocabulary](http://en.wikipedia.org/wiki/Vocabulary) Html. Accessed april, 25,2011.

¹⁴Indra Muis,*Vocabulary Enrichment*, <http://www.englishcenter.web.id>. Accessed on March 20, 2013

people can understand what they say to us. Communication can not 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 idea to the other people. Choosing words accurately, and impressed as well as how people react them. In listening, we need vocabulary to understand the passage or the meaning of the text. In writing, is also important, therefore the writer should clearly and accurately in choosing words to express her idea and principles to the readers.

3. Types of Vocabulary

In general, the vocabulary can be divided into two groups are passive vocabulary and active vocabulary. Passive vocabulary contains all the word that you understand when you read or listen, but which we do not use (or can not remember) in our own writing and speaking. Active vocabulary is all the words you understand, plus all the words that we can use ourselves.

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

- a. Active speaking vocabulary is words that the speakers are to use in speaking.
- b. Passive listening vocabulary, words that listener recognizes but can not necessary produce when speaking.
- c. Passive reading vocabulary refers to words that a reader recognizes but can not necessarily be able to produce.

d. Active writing cocabulary , words that a writer is able to use in witting.¹⁵

Harmer also devides vocabulary into two types, those 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.¹⁶

Vocabulary is very important. We need to learn what words and how they are used. For learning activities, vocabulary divedes in two kinds:

(1) Receptive vocabulary refers to language items which can only recognize and compherend in the context of reading and listening

(2) Productive vocabulary refers to be language items which the learner can recall and use appropriately in speech and writing.¹⁷

4. Technique of Memorizing Vocabulary

Teaching vocabulary is crucial process in learning of language and it must be managed properly. In english structure the words have integral point. It is due to lack of vocabulary referential for the students can make students poor in language skill. One of the problem of teaching vocabulary is how to select what words to teach. To select the important vocabulary , means that the teacher or instructor should choosen the actual word that can be used by the students. In this case , before teaching it , the

¹⁵Kenji Kitao S. Kathelen Kitao, *Testing Vocabulary*,([http://www.mifi.gof/partnership for reading / publishing / reading first vocab.](http://www.mifi.gof/partnership_for_reading_publishing_reading_first_vocab)) . Retrieved on Decamber 25,2012.

¹⁶ Jeremi Harmer, p.159

¹⁷ Ruth G. Michael Mc. Carthy. *English Vocabulary in Use "Upper Intermediate*,(Jakarta:Erlangga.)p.2.

teacher should select the vocabulary student needs for beginner, middle, and intermediate.

A general principle of vocabulary selection has been that of frequency. We can decide which words we should teach on the basis of how frequently they are used by speakers of the language. The words which are most commonly used are the one we should teach first.

According to Thornbury Scott at the minimum level estimated that if students learned word around of 50 words a week, He thinks that is not unreasonable, especially if the learning just focus on grammar teaching and of course this target just will be reach in 40 weeks or one academic year, more or less.¹⁸ Most researchers nowadays recommend for a basic vocabulary must know at least 3.000 word families while for more special needs must know at least 5000 words.

Not all vocabulary can be learnt through interaction and discovery techniques. Jane Willis says that there are sixteen focus on vocabulary. Such as: draw (picture, diagrams, maps), explain simply, write in figure, use a model, take students out of the classroom, bring the real thing into the classroom, action, give a context, bring a (maps, charts, graphs), mime, synonym antonyms, use symbols, demonstrate, lexical sets, translate, exemplify in English and let students guess.¹⁹

¹⁸ Thornbury Scott, *How to Teach Vocabulary*, 2008, P.21

¹⁹ Willis, Jane. *Teaching English Through English*. (England : Longman Group UK limited, 1981) p.124

Teach vocabulary must be related to the students need by considering their level / age, environment and anything that relate to their word. The students may like to study by picture, games, role plays, sing a song, etc.²⁰.

Language is word united. If we want to study a language we have to memorize its vocabulary first. There more than 50.000 list of word in English include its derivation. According to Andresson in Hidayat that Indonesian English dictionary which is made by John M. Echols and Hasan Shadily only consist of 12.000 vocabularies.²¹

Vocabulary is very important because it will be used in all aspects of the English language but one of the difficulties faced by the begginers are memorize and understand the vocabulary and pronunciation. While English teaching Elementary School right now four hours in weeks and it does not only study vocabulary but it studies all component in English like grammer, reading comprehension, conversation, etc.

Studying language not only studies the list of vocabularies but if we do not know the meaning, it is impossible to use it, so we have to memorize its meaning better. According to Pora that ways to learn vocabulary are:²²

²⁰ Muh. Syahrullah, *Learning English Vocabulary throught Songs*, Paper D3 (English Departement STAIN Palopo, 2004), p. 13.

²¹ John M. Echols & Hasan Shadily, *Kamus Inggris-Indonesia*, (Jakarta: Pustaka umum).

²² Yusran Pora, *Develope Your Vocabulary Grammar and Idom*, (Yogyakarta: Pustaka Belajar, 2003, p.4-6.

a. Card method

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

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

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

(3) You have to get 20 cards so you can play them. First, you take each card, study and memorize it . Do not memorize in your heart but you loud your voice so you can hear you pronunciation so when you are wrong, you can repeat it. The second is shake the 20 cards and take 5 cards randomly and examine your memory. If you are failing, please repeat to shake the cards and examine once again your memory. If you are success so the 5 cards can be put in other place and then take the next card and test your memory again. The third, if you are success in the second step please take shake the 20 cards once again and test your memory for 20 cards. The fourth in the morning examine those 20 cards. If you forget one until three words, it means that you have been success, but if you forget more than 3 vocabularies so you have to

repeat it, repeat the first step in the afternoon. If you always do that you will have many vocabularies.

b. Reading Method

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

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

People sometimes ask “How to speak English perfect”? this is a classical question and it has many answer, but according to that there are three important things that should be paid attention by the English learners :

(1) We should have an interest, wise word say, “ Where there is a will there is a way” so the people who have good desire or interest to study English it is possible to master it. The difficulties in English be very easy when interest have.

(2) We should have enough vocabularies; these vocabularies are got by many source, such as reading material, and discussing with friends.

(3) We should practice the vocabularies that we have. Using vocabularies that we have sometimes been forgotten by English learners. The sometimes have enough vocabularies but because of being lazy or they never use them in their daily

life. So, they can be easy to forget it. So the suggestion is “ please use the vocabularies that you have had in any time” for example, when you are talking to your friend or want to present your presentation in front of English club.²³.

According to Licklider, the most effective way to increase your vocabulary is to read often and widely. More you read, and more different kind so writing you read, more new you will acquire.²⁴

Harmer states that there are three activities, which are designed to teach practice word, they are presentation, discovery and practice. ²⁵

a. Presentation

Presentation is one of the most important and complex preliminary stages in teaching vocabulary. There are many occasion when someone want to presentation or explanation their vocabularies into the classroom, such as use picture , reality, and contrast.

b. Discovery

Student will be using their bilingual dictionaries so they will find the meaning words

c. Practice

We often hear “ practice make perfect”, This is right. When someone do action in directly the action moving from short-term memory into permanent

²³*Ibid*, p. 4 - 6

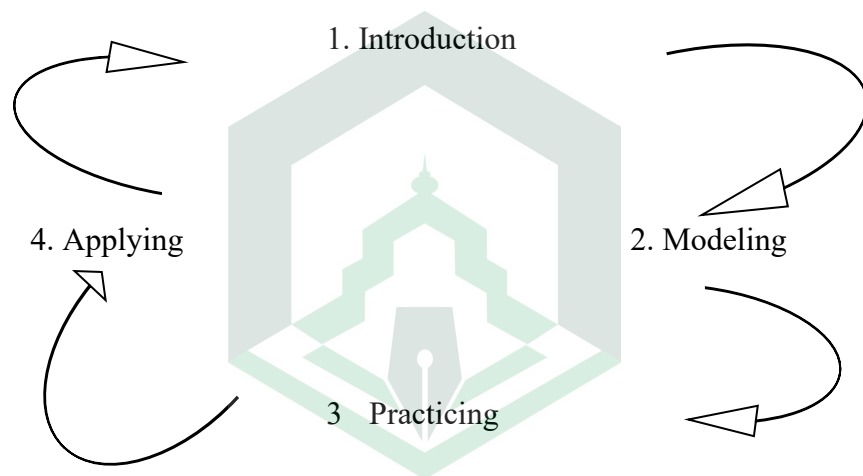
²⁴ Licklider, *Building A College Vocabulary*, (New York: Little Brown Company, 1981).p.1

²⁵ Harmer, *op.cit .*, p. 161.

memory. When the teacher presents the meaning of the words, they can only become student passive vocabulary, and students may easily forget them or don't know how to use them properly. Students' vocabulary can only be activated effectively if the teacher gives the learners opportunities to practice them through vocabulary exercises or activities, this use is known in real communication so it would not be forgotten.

Similarly, According to Michael said that one very important aspect of learning vocabulary is to *organize* the words and expressions you meet.²⁶

Kasihani K.E. Suyanto points out learning vocabulary can also be done through four stages: Introduction, Modeling, Practicing, Applying.



Introducing : The teacher introduces new words with clear and true pronunciation, use picture, and real object

Modeling : The teacher gives example by being a model

²⁶ Michael McCathy, *Academic Vocabulary in Use*,(Cambridge University Press, New York,2008)p.8

Practicing : The teacher trains the students to imitate and train

Applying : The students apply in the situation with the teacher help.²⁷

One of the problem of vocabulary teaching is how to select what words to teach. Dictionaries for upper intermediate students frequently have 55.000 words or more and three may be meanings for a word.

The problem is how to select absorb many word into our mind ? Where is English teaching in Junior High School about four hours each week it does ?. Not study vocabularies only but include aanother thing, such as grammar, reading comprehension, conversation, etc.

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

How memorize words effectively? It is not secret anymore if most of graduation of Senior High School has low capability of English vocabulary. Some method show to increase vocabularies as follow :

a. Read, Read, Read! Most vocabulary words are learned from context. The more words you're exposed to, the better vocabulary you will have. While you read, pay close attention to words you don't know. First, try to figure out their meanings from

²⁷ Kasihani K.E. Suyanto *English for Young Learners* (Bumi Aksara , Jakarta, 2007)

context. Then look the words up. Read and listen to challenging material so that you'll be exposed to many new words.

b. Improve your context skills. Research shows that the vast majority of words are learned from context. To improve your context skills pay close attention to how words are used.

c. Practice, practice, practice.. Research shows that it takes from 10 to 20 repetitions to really know about word, it means that if you dont know the meaning the word do a search on dictionary.

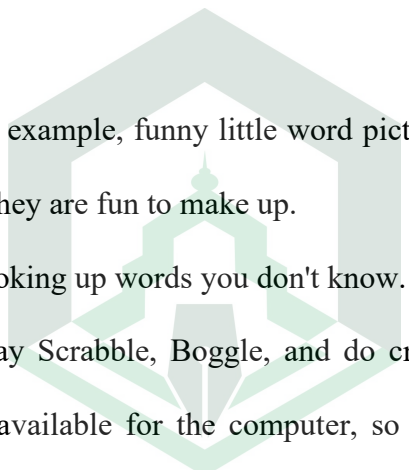
d. Make up as many associations and connections as possible. Say the word aloud to activate your auditory memory. Relate the word to words you already know. For example, the word (very large) has a similar meaning to the words huge, large, gigantic.

e. Use mnemonics. For example, funny little word pictures will help you remember what words mean, and they are fun to make up.

f. Get in the habit of looking up words you don't know.

g. Play with words. Play Scrabble, Boggle, and do crossword puzzles. These and other word games are available for the computer, so you are not dependent on a partner to play.

h. Use vocabulary lists. Take vocabulary tests. Playing games, such as the ones on this site, that test your knowledge will help you learn new words and also let you know how much progress you're making



IAIN PALOPO

- i. Take vocabulary tests with playing agames. Playing games will help you learn new words and also let you know how much progress you're making.
- j. Get excited about words. Learn to say what you really mean and discover the joys of being able to express yourself in writing.²⁸

Simply, tips memorize vocabularies are :

- a. Starting from the words that are often heard by us
- b. Memorize litle by litle 5-10 vocabulary every day
- c. Write the vocabulary that we have memorized and never stop to repeat it
- d. Use the vocabulary in everyday conversation so that we do not forget.
- e. Make a note that can be attached to the wall..²⁹

From definition I can conclude that the effective way to improving your vocabularies by reading, write down words whenever your hear or see and practicing the word in your daily activities with enjoy feeling.

C. The Class of Words

1. Function Words

By “function word” we mean a word that does not belong to one of the four major parts of speech in English (noun, adjective, verb and adverb). Their purpose is not only to express meaning but to relate other words to teach other. These are the

²⁸ Paul Shoebottom,2007, *Teaching Vocabulary* , online http://www.sheppardsoftware.com/vocabulary_tips.htm. Accessed on March 20, 2013.

²⁹Sesep Abdillah Wahidin, *Menghafal Vocabulary*, online http://www.vocabulary_tips.htm. Accessed on March 20, 2013.

words you have to know in order to speak or understand English with any fluency at all. Not only are among the most frequently in the language, but they are also indispensable in forming sentence. Function word are also called form word, empty words, and factors.

Among the function words are article, auxiliary verb, conjunctions, preposition, pronouns, noun determine, substitute nouns, intensifier and other specialized expression. They also include numeral, day of week, and month of the year. Many of the words can be used in more than one way.

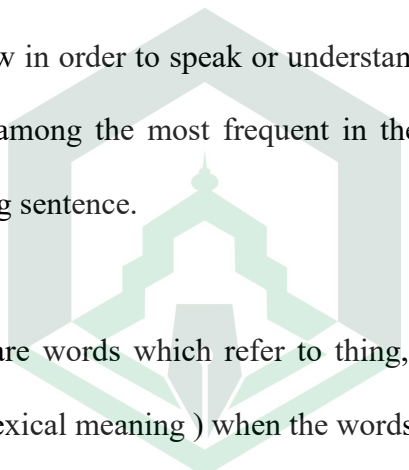
The other function of words is the basic building in speech and writing. No one can communicate without word that convey exact meaning. The purpose the word is not only to express meaning but to relate other words to each other. There are the words we must know in order to speak or understand English with any fluency at all. Not only they are among the most frequent in the language but they are also indispensable in forming sentence.

2. Content Words

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

a. Noun

The noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. In addition it may function as the chief or “ head” words in my structures of



IAIN PALOPO

modification³⁰. Noun is a word used to name or identify any of class of things, people, places or ideas, or particular one of these³¹. Noun in English divide in two parts namely countable noun.

There are four function of noun namely :

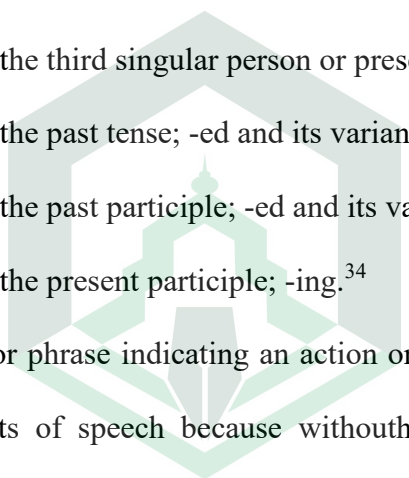
- (1) Noun as subject
- (2) Noun as subject complement
- (3) Noun as object
- (4) Noun as modifier or nominative by opposition. ³²

b. Verbs

Verb is word or phrase that expresses an action. ³³ According to Herpinus verb has four inflections are :

- (1) Inflection of the third singular person or present tense –s or es
- (2) Inflection of the past tense; -ed and its variants
- (3) Inflection of the past participle; -ed and its variants
- (4) Inflection of the present participle; -ing.³⁴

Verb is a word or phrase indicating an action or event or a state. Verb is the important items in parts of speech because without verb, word can't say as a



IAIN PALOPO

³⁰ Frank Marcella, *Modern English A Practical Reference Guide*.

³¹ Jeremi Harmer, *The Practice of English Language Teaching*, P. 159

³² Anis M. Basalamah, *Sistem Analisis Kalimat Untuk TOEFL Dalam Bahasa Inggris*, (Cet 1: Jakarta: Rineka Cipta, 1994). P.18

³³ Martin Manser, *Oxford Learners Pocket Dictionary*, (Third Addition; Oxford University Press), p. 478

³⁴ Herpinus Simajuntak. P.17

sentence but without subject, we sometimes said that verb is a sentence, for example the word “go” we can use for “you go.

There are many kinds of verb, there are :

(1) Intransitive verb that is a verb did not need an object,
(2) Transitive verb is a verb needs an object as a complement,
(3) Copulative verbs. We can say the copulative verb as incomplete prediction verbs, because it does not have a meaning if we use it is predicate without complement.

(4) Causative verb. That is a verb showing a caused by the action in the words.

(5) Regular verb that is a verb forming imperfect tense and past participle adding by –ed at the end of word (e.g. walked – walked)

(6) Irregular verb that is a verb forming imperfect tense and past participle is change and we can add –d or –ed at the end word

(7) Auxiliary verb that is a verb using to describe time, character or other suggestion.³⁵

c. Adjective

Adjective is word that describe a noun. e.g, green in the garden grass. Adjective are marked by their ability to fill certain positions and follow qualifier. Adjective are to subclasses :

³⁵ Ibid, Anis H Basalamah, p. 53

(1) Base adjective get the inflection suffixs – er and est in their comparative and superlative degrees. They form nouns with the derivational suffix – ness and form adverbs with the derivational suffix – ly .

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

d. Adverb

According to Azhar Arsyad the kinds of adverb are :

(1) Adverb of manner is the adverb which used to explain the situation or to explain how the activities happen.

Example : - Past - Well

- Hard - Late

(2) Adverb of place is the adverb which shown the place of something happen

Example : - Here

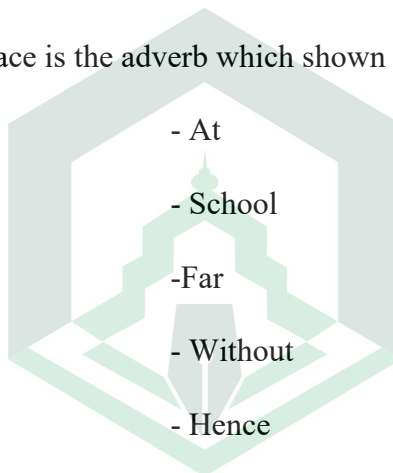
- There

- Above

- in

- inside

- about



- At

- School

-Far

- Without

- Hence

IAIN PALOPO

(3) Adverb of time which used to explain when the activities happen

Example : Next week, New year, Next month, Tomorrow, Yesterday, At seven o'clock, Next time, Next future.³⁶

D. Games for Language Learning

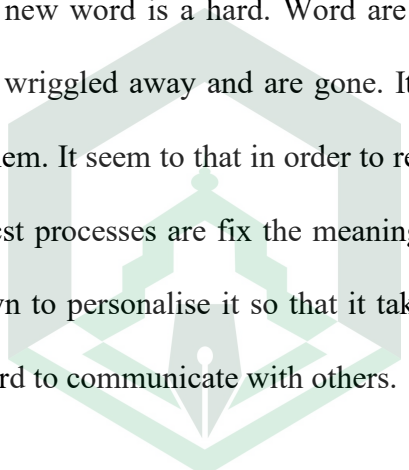
1. Definition of Games

a. Games may be defined as a form of play governed by certain rules on conventions. They are meant to be enjoyed wherever they are played.³⁷

b. Games is structured playing, usually undertaken for enjoyment and sometimes used as an educational tool.³⁸

2. Kinds of Games in Language Teaching and Learning

Remembering a new word is a hard. Words are very slippery things. Before you know it, they have wriggled away and are gone. It takes a lot of effort to keep them where you want them. It seems that in order to retain a word, students have to go through three distinct processes: fix the meaning of the words in your mind, make the word their own to personalise it so that it takes on a colour and character for them and use the word to communicate with others.



IAIN PALOPO

³⁶ Azhar Arsyad, *Dasar Dasar Penguasaan Bahasa Inggris*, (Yogyakarta:Pustaka Pelajar, 1997), p.112

³⁷ Risnawati *Using Sequence Word Games to Improve the Students Vocabulary* Makassar Unpublished Thesis Muhammadiyah University, 2010).p.12.

³⁸ Wikipedia, Games, Online. <http://wikipedia.org/wiki/game>,2011.accessed on Maret 13

Different writers have different classification of games :

Lee, classifies games into ten kinds such as structure games, vocabulary games, spelling games, pronunciation games, number games, listen and do games, read and do games, games and writing, miming and role- play and discussion game.³⁹

However, McCallum categorizes games for language learning into seven kinds such as vocabulary games, number games, structure games, spelling games, conversation games, writing games, and role play and dramatics.⁴⁰

From these two writers' division, we have five kinds of games such as vocabulary games, structure games, writing games, reading games, and games for developing speaking and listening skills. Each kind of game focuses on a language component or a skill, so when choosing games, one of the factors that teachers have to consider is the aim of the lesson. As mentioned above, the language games chosen in this study must server the purpose of helping the learners recall vocabulary. Therefore, vocabulary games were choosen in this study.

Haldfield said that classify language games has many more categories like linguistic games and communicative games. In addition, games can take one of the following forms:

³⁹ W.R.Lee, *Language Teaching Games and Context*. (Oxford: Oxford University Press, 2000)

⁴⁰ McCallum, *Word Games*. (Oxford: Oxford University Press)

- a. Information gap. Students ask their partners to get missing information to complete the task or card they have or together solve a problem.
- b. Gussing games. The player with the information deliberately with hold it, while others guess what it may be.
- c. Search games. Players must obtain all or a large amount of the information available to fill in aquestionaire or to solve problem.
- d. Matching games . These games involve matching pairs of cards or pictures. Every one must find a partner with a corresponding card or a picture.
- e. Matching up games. Each player in a group has a list of opinions, preference, wants or possibilities. Through discussion and compromise, the group must reach an agreement.
- f. Exchanging games, Players have certain article,or ideas which they wish to exchange for others. The aim of the game is to make an exchange that is satisfactory to both sides.
- g. Collecting games. Player need to collect cards in order to complete a set. Combining activities. Players must act or certain information in order to arrange themself in groups.
- h. Arranging games. Players must acquire information and act on it in order to arrange items in a specific order.⁴¹

⁴¹Jill Hadfield, *Vocabulary Games* a Collection of Vocabulary Games and Activities for Elementary Students of English. Longman.p.4.

3. The advantageous of games in teaching and learning

In order to learn and retain new words, learner should participate in different task- based activities in their classroom and such activities also include vocabulary games with especially focus and helping learners develop and use words in different context by making the lesson enjoyable. Therefore, it is necessary to explore whether students learn vocabulary effectively through games and how they learn it. Many experts of language teaching methodology agree that playing games is a good way to learn vocabulary, especially in communicative language teaching classes. Games have been shown to have advantages and effectiveness in learning vocabulary in various ways.

According to Osha Saed Al- Neyadi said that using games and activities to practice vocabulary enhances students' ability to memorize words, encourages student interaction, and enhances student motivation. Furthermore, games also provided a challenge, where they need their concentration to get the tasks done which strengthens students' mental work. Such activities were also new to students' experience, and they think carefully to get the right answers.⁴²

Uberman Said, games can maintain students' motivation in vocabulary learning because they are amusing and interesting and games also help learners recall material in a pleasant, entertaining way.⁴³

⁴²Osha Saed Al Neyadi. *The Effects of Using Games to Reinforce Vocabulary*, (Cambridge: Cambridge University Press) p.105.

⁴³Urban, A. *The Use of Games for Vocabulary Presentation and Revision English Teaching*, From <http://eca.state.gov/forum/vols/vol36/nol/p20.htm>. Retrieved on February 14, 2013.

Lee, S. K , games can provide students with intensive and meaningful practice of language. In fact, most vocabulary games make learners use the language instead of thinking about learning the correct forms.⁴⁴

From explanation above I conclude that games have many function not only enjoyable but also improve their self and able to changes to the students in improving their vocabularies, because students are given oppurtunity for collaboration with their friends by rienforcment, review, and enrichment their vocabulary after teaching and learning process with aims helping students acquire productive vocabularies. In the reviewing stage, students have more apportunities to use language and receive feedback and refresing students' memories or as a preparation for a new presentation. In nutshell, with games students able to train four skills are reading, writing, listening and speaking

E. First Letter Only Game

Games have many benefits, not only enjoy but also to motivate students in the learning process. Collecting games it is important to note what language need only be understood by the players and what language must be used by them.⁴⁵

⁴⁴Lee,S.K. *Creative Games for the Language Class*, from <http://eca.state.gov/forum/vols/vol33/nol/p35.htm>. Accessed on March 15, 2013.

⁴⁵Andrew Wright, *Games for Language Learning*,(London : Cambridge University Press)p.7.

According to Luu Trong Tuan, games have some characteristic that are advantageous to language learners as follows :

1. First, game engage all students in the learning students in the learning process. When students play games in pairs of group, they have the opportunity to recognize and appreciate the contribution of others and use team building skills.

2. Second, games provide an opportunity for collaboration and or cooperation. Classroom game provide an opportunity for students to collaborate and cooperative with each oher, while working towards a common goal- winning. In some games, students are paired or grouped, which may lead to peer tutoring and the use of cooperative skills in order to win. They may not realize that they are actually learning, but they are working together towards a common goal.

3. Third, games provide an enjoyable learning experience. Creating a fun and enjoyable learning enviroment is a large first step toward motivating students. Research indicates that classroom games are effective strategies that facilitate learning.⁴⁶

Concisely, games have engage all students , provide an oppurtunity for collaboration and or cooperation and provide and enjoyable learning experience.

We are know, Indonesia have many some kinds of games that give students oppurtunity for collaboration and building skills such as vocabulary games.

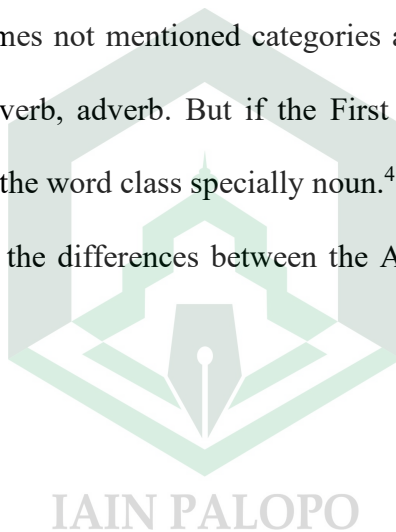
⁴⁶Luu Trong Tuan., *Vocabulary Recollection through Games*, From Academic Publisher Manufactured in Finland, [http:// theory and practice in language studies](http://theoryandpracticeinlanguagestudies.com),Vol.2, no 2,p.257-264 eca.state. Retrieved on February 14,2013.

First Letter Only game is one of the many vocabulary games that used for helping students when learning vocabularies in the class. Where the principle of this game focus on students are given opportunity asked to mention the vocabulary according to its category.

Zaenal Abidin said that use First Letter Only Game as a medium of teaching English can give positive effect in improving English vocabulary or in other words, students who were taught using the First Letter Only Game better than the student not use First Letter Only game.⁴⁷

Dewi Nuryanti said that First Letter Only game similar to the Alphabet in the Cup game only difference lies in the category and word classification. If the Alphabet in the cup games not mentioned categories and word classification, it can be an adjective, noun, verb, adverb. But if the First Letter Only game mentioned categories and focus on the word class specially noun.⁴⁸.

Here is an overview of the differences between the Alphabet in the Cup game and First Letter Only game :

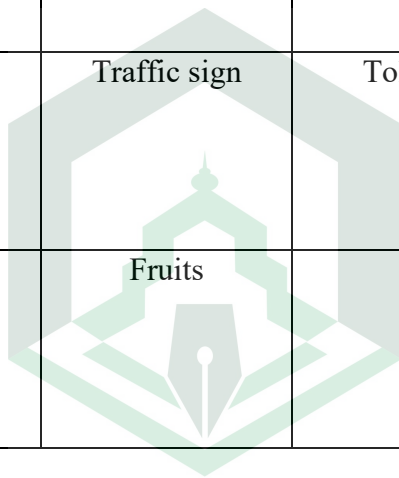


⁴⁷ Zainal abidin, F L O games, online <http://www.Perpus.FKIP.Ups.Web>. Accessed on March 15,2013.

⁴⁸ Dewi nuryanti, *Alphabet- in- the Cup*, online <http://www. Games Bahasa Inggris Vocabulary Alphabet in the cup> . Accessed on March 17, 2013.

a First Letter Only Game.

NO	LETTER	CATEGORIES	WORD CLASS (NOUN)
1	S	Animal	Sea lion, Sea horse, Spider.
2	H	Electronic	Handphone, Headset and Handycame.
3	E	Country	Ekuador, Elsavador.
4	T	Traffic sign	Toll road, Traffic light.
5	A	Fruits	Avocado, Apple.



IAIN PALOPO

b. Alphabet in the Cup game

NO	LETTER	WORD CLASS (adjective , noun, verb, adverb)
1	A	Apple, Angry, Afrika.
2	B	Ball, Bit, Bored.
3	C	Candy, Cruel, etc.

First Letter Only game can be played by individual or group with used one set alphabet (A – Z). This games usually used by level upper Intermediate.

By way of team or individual, the game can be done. You as a leader should prepare a set of alphabet. After that take a letter and show it to the players. Determine the type of words that must be formed by the players with the prefix letter you choose. For example, you point the letter S and define categories of words that must be established sport, then each player must say sports beginning with the letter S, such as soccer, softball, skiing.⁴⁹

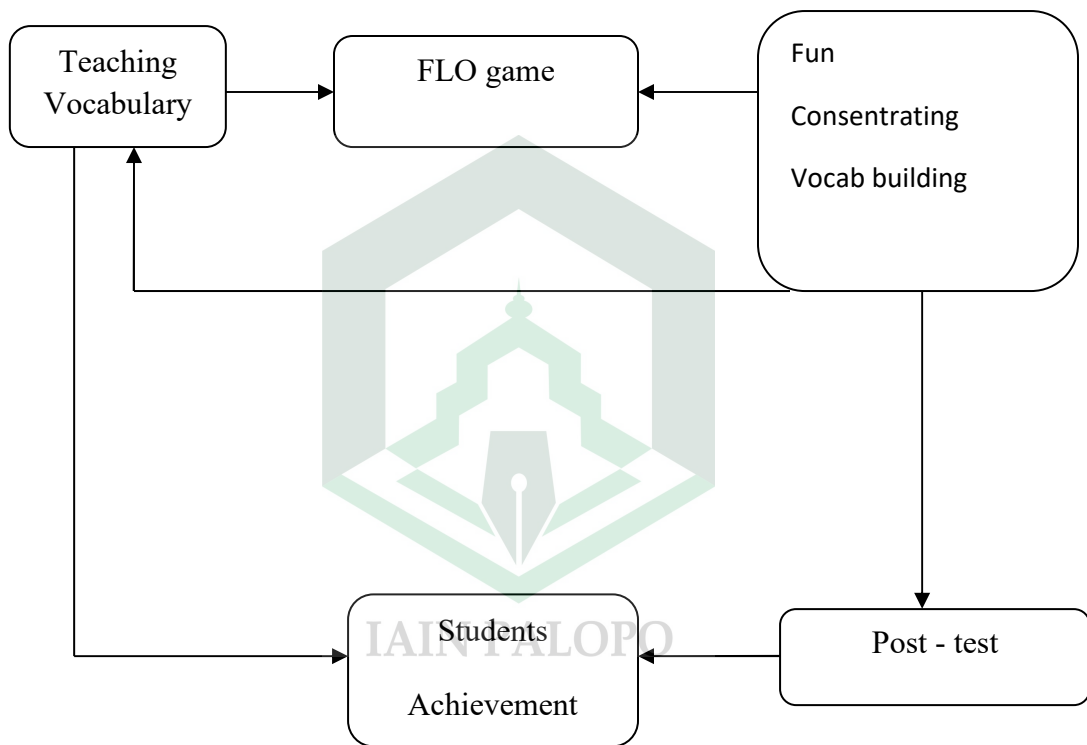
⁴⁹ Ayu Rini, *Excellent English Games*,(Jakarta : Kesaint Blance,2012) p.27.

F. Theoretical Framework

Vocabulary is an important part of language. By having enough vocabularies, people can make sense easily in teaching vocabularies. There are many technique can be used and one of them is used First Letter Only Game.

Based on the statement above the researcher focused on the effectiveness of First Letter Only Game in teaching English Vocabulary.

The theoritical framework of this research is shown in the diagram as follow :



G. Hypothesis

First Letter Only Game is effective way in improving student in teaching English vocabulary of the Eight Grades Students of Junior High School 8 Palopo.

The statistic hypothesis of this research is given as following :

1. Null Hypothesis (Ho) : There is no significant improvement on the vocabulary achievement after the treatment using F L O game.
2. Alternative Hypothesis (Ha) : There is a significance improvement on the vocabulary achievement after the treatment using F L O game.



IAIN PALOPO

CHAPTER III

METHOD OF THE RESEARCH

A. Research Method

The research method is very important in a study, due to the method of research, it shows how the research done. This chapter discussed about Method of the Research, Variable, Population and sample, Instrument of the data collection, Technique of data collection, Procedure of collecting data, and Technique of data Analysis.

1. Method

Method of this research used pre-experimental method. It used to teach vocabulary through First Letter Only Game to the students of SMP Negeri 8 Palopo.

2. Design

This research involved group of students with Pre-test and Post Test design. The design of this research can be described as follows:



Pre test	Treatment	Post test
O_1	T	O_2

Where:

O_1 : Pre test

T : Treatment

O_2 : Post test

B. Variable

This research consist of two variables namely:

- a. The independent variable is teaching vocabulary to the students about noun
- b. Dependent variable is First Letter Only game, where those are suitable for the students.

C. Population and Sample

1. Population

Dealing with the aim of this thesis, the population of the research was the eighth grade students of SMP 8 Palopo, that comprise of 182 students .

2. Sample

The researcher used purposive sampling, where all of students in one class taken as a sample of this research. Sample of this research was the eighth students of SMP 8 Palopo specially class A. There were 27 students I took as samples an ideal teaching learning process.

D. Instrument of the Data Collection

The instruments of the study in this research were tests and questionnaire .

1. Tests : To find out the students' score.
2. Questionnaires : It is used to support the primary data from the teaching learning activities and measure the extent of students interest by using First Letter Only game.

E. Technique of data collection

To collect the data the researcher used :

1. Test

The researcher used test in their study as the instrument for collecting data. The tests were pre-test and post-test. The purpose of giving a pre-test is to know the students' ability in mastering English vocabularies before conducting this study. There were 20 questions in pre test and there were 20 questions in post test. If the students results of the pre-test are lower so the researcher begin teach students about vocabulary specially noun by using games. The researcher will change the words if the results of the pre-test are higher than the criterion.

2. Questionnaire

The last technique in collecting data is used questionnaire. The purpose is to gather information about the interest of the students, after being teaching by using First Letter Only Game and also it used to support the primary data from the teaching

learning activities and the test. It can be a multiple choice questionnaire (multiple choice items).

F. Procedure of Collecting Data

The process of collecting the data through experimental method in seven meetings are :

First meeting the researcher gave the pre test.



Picture 1



Picture 2

In picture 1 and 2, the students were doing pre-test

The second meeting, the researcher introduced to the students about FLO game, explaining how to play FLO game, explaining the material about noun which would be taught them in the class. The researcher asked the students to practice FLO game and mention the vocabulary what they got.



Picture 3

The researcher was explaining First Letter Only Game.

The third meeting, the researcher started the class by telling the importance of vocabulary in English then told the steps and formed the students into five (5) groups. Each groups consisted of five (5) students. Before using FLO game, the researcher posed some questions to the students about noun, to know whether they were encouraged their vocabulary or not. But in fact, it was still like in the previous meeting that they were not encouraged their vocabulary. To encourage the students vocabulary, the researcher taught things about in the home, fourth meeting about fruits, fifth meeting about the part of body, sixth meeting about sports and others.

This is material that I taught :

➤ Fruits

A : Avocado, Almond, Apple.

B : Billiard, Bowling, basket ball.

➤ Vegetable

C: Cabbage, courgette, cauliflower.

➤ Part of body

G: gra, Gum, Genital.

➤ Building



IAIN PALOPO

H: Harbour, Hut, hospital

➤ Clothes

J : jacket, jumpers, jeans.

➤ Hospital

M : Medicine, Microscope, Masker.

➤ Transportasi

P : Plane, Passenger ship, patrol car

➤ Animals

S: Sea lion, Sea horse , sark, spider,

➤ Traffic Sign

T : Toll road , Traffic light, The narrow, Things in the home

➤ Things in the home

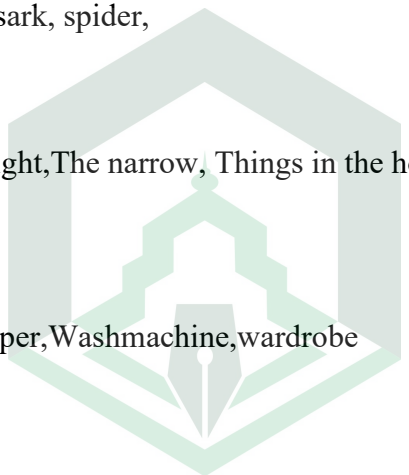
W: Washbasin, Wastepaper, Washmachine, wardrobe

➤ Country

V : Vatikan, Venezuela, Vietname.

➤ Electronic

H : Hadset, Handphone, Handycame



IAIN PALOPO

After 15 minutes, the researcher invited each groups to mention the vocabulary and students were asked to stand in front of their friend. To activate the students, the researcher asked them also to explain the meaning of the vocabulary what they got. Furthermore, the other were also supposed to response. Meanwhile, the researcher observed the students' active participation and once in a while the researcher corrected the students' mistakes in pronouncing. Seventh meeting, the researcher distributed post- test. It took 80 minutes to do the test.

G. Technique of Data Analysis

To analyze of data, the researcher used the following steps:

The data analysis technique involved some steps that are elaborate as follows:

1. Scoring the students' correct answer by using the following formula

$$\text{Score} = \frac{\text{value of students correct answer}}{\text{Total item}} \times 10$$

2. Calculating the *Mean score* of the students

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

Where:

M = Mean Score

$\sum X$ = Total of raw score

N = Total number of students

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

- a. Excellent = 9,6 - 10 is classified as excellent.

- b. Very good = 8,6 – 9,5 is classified very good
- c. .Good = 7,6 – 8,5 is classified as good.
- d. Fairly good = 6,6 – 7,5 is classified fairly good
- e. Fairly = 5,6 – 6,5 is classified as fairly.
- f. Poor = 3,6 -5,5 is classified as poor.⁵⁰

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

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

Where:

P = Percentage

F = Frequency of subject

N= Total sample

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

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

Where:

SD =Standard Deviation

$(\sum X_1)$ =The sum of X_1 score

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

⁵⁰Oemar Hamalik, *Tekhnik Pengukuran dan Evaluasi Pendidikan* (Bandung : Mandar Maju, 1989). P. 122

n = Total sample⁵¹

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

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

Where :

t =Test of significance

Md = Mean deviation between pre test and post test

$\sum D$ =The mean of difference score

$\sum X^2 d$ = Different deviation and mean deviation

n = Total number of sample

1 =Constant number.⁵²

To the hypothesis, the value of t-test is compared to the value of t-table at the level of significance $\alpha = 0.05$ % and degree of freedom (df)= n-1 . The criteria of these as follow:

If $t_o \geq t_t$ =Reject null hypothesis

If $t_o \leq t_t$ =Accept null hypothesis⁵³

⁵¹Ridwan, *Belajar Mudah Penelitian: Untuk Guru-Guru Karyawan dan Peneliti Pemula*, (Bandung: Alfabeta, 2004), p. 122.

⁵²Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 1992), p. 327

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of two parts. The first part is the finding of data analysis and the second part is discussion or the description of the findings.

A. Findings

1. Students' score in pre-test and post test

The score of students were observed based on their test result. The data can be seen in the following table .

- a. Looking for the score of the students' correct answer in pre-test

Table 1. The score of the students' vocabulary in pre-test

No	Respondent	Correct Answer	Score
1	Respondent 1	4	2
2	Respondent 2	8	4
3	Respondent 3	7	3,5
4	Respondent 4	7	3,5
5	Respondent 5	6	3

⁵³ Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Baru dalam Teori dan Praktek*, p. 79.

6	Respondent 6	5	2,5
7	Respondent 7	7	3,5
8	Respondent 8	10	5
9	Respondent 9	8	4
10	Respondent 10	4	2
11	Respondent 11	6	3
12	Respondent 12	6	3
13	Respondent 13	6	3
14	Respondent 14	9	4,5
15	Respondent 15	6	3
16	Respondent 16	6	3
17	Respondent 17	6	3
18	Respondent 18	6	3
19	Respondent 19	6	3
20	Respondent 20	4	2
21	Respondent 21	9	4,5
22	Respondent 22	10	5
23	Respondent 23	14	7

24	Respondent 24	6	3
25	Respondent25	3	1,5
26	Respondent 26	7	3,5
27	Respondent 27	14	7

The table above showed that there were two students who got score 7, there were two students got score 5, there were two students got score 4,5, there were two students got score 4, there were four students got score 3,5, there were ten students got score 3, there were one student got score 2,5, there were two students got score 2, and one student got score 1,5.

b. Score classification of the students' vocabulary in pre-test.

Table 2. Score classification of the students' vocabulary in pre-test.

Classification	Score	Frequency	Percentage
Excellent	9,6 – 10	-	0 %
Very good	8,6 – 9,5	-	0 %
Good	7,6 – 8,5	-	0 %
Fairly good	6,6 – 7,5	2	8%
Fairly	5,6 – 6,5	-	0 %
Fairly poor	3,6 – 5,5	6	22%
Poor	0 – 3,5	19	70%
Total		27	100

The table showed that students of SMP Negeri 8 Palopo in answering vocabulary test, there was no students who got excellent, very good, and good. There were 2 students (8 %) had fairly good, 6 students (22 %) had fairly poor, and there were 19 students (70 %) had poor.

c. Looking for the score of students' correct answer in post-test

Table 3. The score of the students' vocabulary in post-test

No	Respondent	Correct Answer	Score
1	Respondent 1	16	8
2	Respondent 2	16	8
3	Respondent 3	16	8
4	Respondent 4	17	8,5
5	Respondent 5	15	7,5
6	Respondent 6	15	7,5
7	Respondent 7	13	6,5
8	Respondent 8	16	8
9	Respondent 9	16	8
10	Respondent 10	16	8
11	Respondent 11	16	8
12	Respondent 12	12	6

13	Respondent 13	15	7,5
14	Respondent 14	17	8,5
15	Respondent 15	12	6
16	Respondent 16	12	6
17	Respondent 17	16	8
18	Respondent 18	16	8
19	Respondent 19	14	7
20	Respondent 20	8	4
21	Respondent 21	15	7,5
22	Respondent 22	17	8,5
23	Respondent 23	18	9
24	Respondent 24	12	6
25	Respondent 25	10	5
26	Respondent 26	10	5
27	Respondent 27	18	9

The table above showed that there were two students got score 9, there was three student got score 8,5, there were nine students got score 8, there was four student got score 7,5, there were one student got score 7, there were one student got score 6,5, there were four students got score 6, and there were two students got score 5, and one student got score 4.

d. Score classification of the students' vocabulary in pos-test.

Table 4. Score classification of the students' vocabulary in pos-test.

Classification	Score	Frequency	Percentage
Excellent	9,6 – 10	-	0 %
Very good	8,6 – 9,5	2	7,5%
Good	7,6 – 8,5	12	44%
Fairly good	6,6 – 7,5	6	22%
Fairly	5,6 – 6,5	5	19%
Fairly poor	3,6 – 5,5	2	7,5%
Poor	0 – 3,5	-	0 %
Total		27	100

The table showed that students of SMP Negeri 8 Palopo in answering vocabulary test, there was no students who got excellent. There were 2 students (7,5%) had very good category, 12 students (44%) had good category. There were 6 students (22%) had fairly good, 5 students (19%) had fairly category, 2 students (7,5%) had fairly poor category and there was not student fairly poor category.

e. The score of the students' ability in using vocabulary in pre-test and post test.

Table 5. The students' score, deviation, and gain score of test

No	Pre test (X_1)	X_1^2	Post test (X_2)	X_2^2	Deviation $D=X_2 - X_1$	D^2
----	--------------------	---------	---------------------	---------	-------------------------	-------

R ₁	2	4	8	64	6	36
R ₂	4	16	8	64	4	16
R ₃	3,5	12,25	8	64	4,5	20,25
R ₄	3,5	12,25	8,5	72,25	5	25
R ₅	3	9	7,5	56,25	4,5	20,25
R ₆	2,5	6,25	7,5	56,25	5	25
R ₇	3,5	12,25	6,5	42,25	3	9
R ₈	5	25	8	64	4	16
R ₉	4	16	8	64	4	16
R ₁₀	2	4	8	64	6	36
R ₁₁	3	9	8	64	5	25
R ₁₂	3	9	6	36	3	9
R ₁₃	3	9	7,5	56,25	4,5	20,25
R ₁₄	4,5	20,25	8,5	72,25	4	16
R ₁₅	3	9	6	36	3	9
R ₁₆	3	9	6	36	3	9
R ₁₇	3	9	8	64	5	25
R ₁₈	3	9	8	64	5	25
R ₁₉	3	9	7	49	4	16
R ₂₀	2	4	4	16	2	4

R ₂₁	4,5	20,25	7,5	56,25	3	9
R ₂₂	5	25	8,5	72,25	3,5	12,25
R ₂₃	7	49	9	81	2	4
R ₂₄	3	9	6	36	3	9
R ₂₅	1,5	2,25	5	25	3,5	12,25
R ₂₆	3,5	12,25	5	25	1,5	2,25
R ₂₇	7	49	9	81	2	4
	$\sum X_1 = 95$	$\sum X_1^2 = 380$	$\sum X_2 = 197$	$\sum X_2^2 = 1481$	$\sum D = 103$	$\sum D^2 = 430,5$

f. The students' Mean Score

1). Pre test

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

$$M = \frac{95}{27}$$

$$M = 3,518$$

2) Post test

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

$$M = \frac{197}{27}$$

$$M = 7,296$$



IAIN PALOPO

Table 6. The Students' Mean Score

Component	Pre test	Post test
Mean	3,518	7,296

The table above, indicates that the mean score of students' in the post test was different with their mean score in the pre test or post test \Rightarrow pre test or 7,296 \Rightarrow 3,518. It means generally the students' achievement was improved.

g. Standard Deviation

1). Pre test

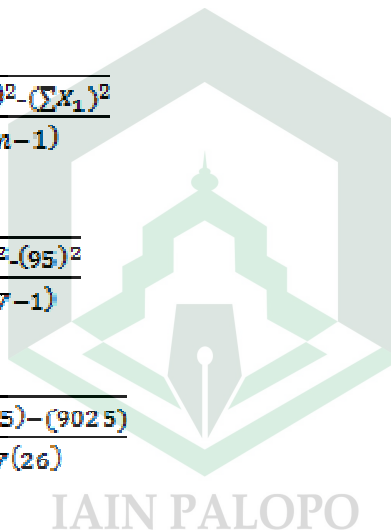
$$SD = \sqrt{\frac{n(\sum X_1)^2 - (\sum X_1)^2}{n(n-1)}}$$

$$SD = \sqrt{\frac{27(95)^2 - (95)^2}{27(27-1)}}$$

$$SD = \sqrt{\frac{27(9025) - (9025)}{27(26)}}$$

$$SD = \sqrt{\frac{243675 - 9025}{702}}$$

$$SD = \sqrt{\frac{234650}{702}}$$



IAIN PALOPO

$$SD = \sqrt{334,259}$$

$$SD = 18,282$$

2). Post-test

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

$$SD = \sqrt{\frac{27(197)^2 - (197)^2}{27(27-1)}}$$

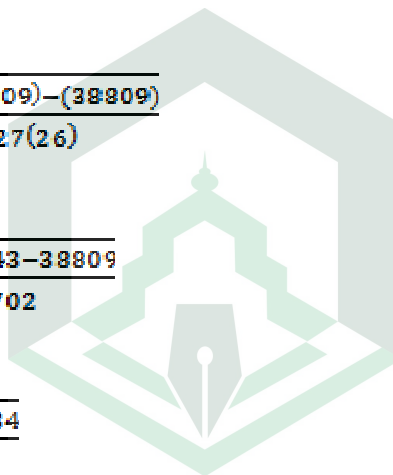
$$SD = \sqrt{\frac{27(38809) - (38809)}{27(26)}}$$

$$SD = \sqrt{\frac{1047843 - 38809}{702}}$$

$$SD = \sqrt{\frac{1009034}{702}}$$

$$SD = \sqrt{1437,37037}$$

$$SD = 37,912$$



IAIN PALOPO

Table 7. Standard Deviation

Component	Pre test	Post test
Standard Deviation	18,282	37,912

Table above showed that standard deviation of pre test was lower than post test, where standard deviation of pre test was 18,282 and post test was 37,912 or **37,912 > 18,282**.

h. Test of Significance

1). T-test

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

$$\sum x^2 d = \sum d^2 - \frac{(\sum D)^2}{N}$$

$$\sum x^2 d = 430,5 - \frac{(103)^2}{27}$$

$$\sum x^2 d = 430,5 - \frac{10609}{27}$$

$$= 430,5 - 392,925$$

$$\sum x^2 d = 37,575$$

$$Md = \frac{\sum D}{N}$$

$$= \frac{103}{27}$$

$$Md = 3,814$$



IAIN PALOPO

$$t = \frac{3,814}{\sqrt{\frac{37,575}{27(27-1)}}}$$

$$= \frac{3,814}{\sqrt{\frac{37,575}{27(26)}}}$$

$$= \frac{3,814}{\sqrt{\frac{37,575}{702}}}$$

$$= \frac{3,814}{\sqrt{0,053}}$$

$$t = \frac{3,814}{0,230}$$

$$t_{test} = 16,58$$

2). T-table

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

Degree of freedom = n-1

$$= 27-1$$

$$= 26$$

T-table

$$= 2,78$$

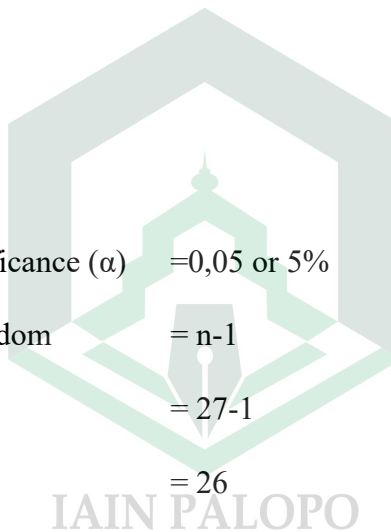


Table 8. T-test and T-table

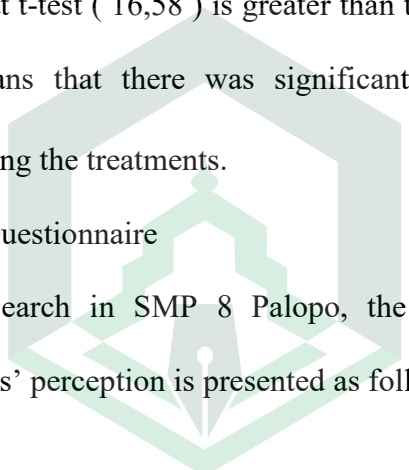
Component	T-table	T-test
Standard Deviation	2,78	16,58

The result of t-table was found in the tabulation of the test of signification namely (16,58). It means that the result of t-test (16,58) is greater than t-table(2,78). Because of $t\text{-test} > t\text{-table}$, it means that there was significant improvement on students' vocabulary after following the treatments.

It indicates that t-test (16,58) is greater than t-table (2,78). Because of $t\text{-test} > t\text{-table}$, it means that there was significant improvement on students' vocabulary after following the treatments.

2. The Analysis of Questionnaire

After doing research in SMP 8 Palopo, the writer found the students' perception . The students' perception is presented as follows :



IAIN PALOPO

Questionnaire 1 .

Students' interest in learning vocabulary through FLO game

Statement	Category	Frequency	Percentage (%)
Studying English by using FLO games more interesting and fun ?	Strongly Agree	16	59
	Agree	11	41
	Disagree	-	-
	Strongly Disagree	-	-
		27	100

Questionnaire 2.

Students' involvement in learning vocabulary through FLO game

Statement	Category	Frequency	Percentage (%)
I am always active when studying by using FLO game.	Strongly Agree	15	55
	Agree	11	41
	Disagree	1	4
	Strongly Disagree	-	-
		27	100

Questionnaire 3 .

Students' motivation in learning vocabulary through FLO game

Statement	Category	Frequency	Percentage (%)
I am more motivated to improve my vocabulary with FLO game.	Strongly Agree	14	52
	Agree	13	48
	Disagree	-	-
	Strongly Disagree	-	-
		27	100

Questionnaire 4 .

Students opinion about the used of FLO game to the teacher

Statement	Category	Frequency	Percentage (%)
FLO game should be used by vocabulary teacher	Strongly Agree	13	48
	Agree	11	41
	Disagree	2	7
	Strongly Disagree	1	4
		27	100

Questionnaire 5 .

Students' ability in accepting vocabulary through FLO game

Statement	Category	Frequency	Percentage (%)
For me the most important in English language is the vocabulary.	Strongly Agree	20	74
	Agree	7	26
	Disagree	-	-
	Strongly Disagree	-	-
		27	100

Questionnaire 6.

Students' opinion about the implementation FLO game at school

Statement	Category	Frequency	Percentage (%)
FLO game is suitable applied for the second class of SMP.	Strongly Agree	12	44,44
	Agree	12	44,44
	Disagree	3	11,11
	Strongly Disagree	-	-
		27	100

Questionnaire 7 .

Students' understand in learning vocabulary through FLO game

Statement	Category	Frequency	Percentage (%)
The material that was giving by teacher with used FLO game was so easy than the other way	Strongly Agree	17	63
	Agree	9	33
	Disagree	1	4
	Strongly Disagree	-	-
		27	100

Questionnaire 8.

Students' opinion about the creativity a teacher

Statement	Category	Frequency	Percentage (%)
Creativity of a teacher is needed in teaching vocabulary	Strongly Agree	17	63
	Agree	10	37
	Disagree	-	-
	Strongly Disagree	-	-
		27	100

Questionnaire 9.

Students' vocabulary achievement through FLO game

Statement	Category	Frequency	Percentage (%)
After attending vocabulary lesson through FLO game, my vocabulary is increased	Strongly Agree	16	60
	Agree	9	33
	Disagree	2	7
	Strongly Disagree	-	-
		17	100

Questionnaire 10.

Students' superiority of First Letter Only game

Statement	Category	Frequency	Percentage (%)
I am interested more in learning vocabulary by using FLO game than the other way.	Strongly Agree	10	37
	Agree	17	63
	Disagree	-	-
	Strongly Disagree	-	-

		27	100
--	--	----	-----

B. Discussion

Learning vocabulary through game is one effective and interesting way that can be applied in any classrooms. The results suggested that games are used not only for fun, but also more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence.

Using games to practice vocabulary improves learners' ability to memorize the word effectively. Games provide comprehensible input while learners interact in the group, allowing students to clarify meanings of words in such contexts. The used of games also enhanced students' motivation to learn vocabulary. This might be because the students have experienced new methods of teaching, as they have been used only to learning the new language through drilling the vocabulary. The strategy I adopted also allow them to interact with peers, which is also a new experience for them since they are used to teacher-centered methods for the whole of their learning experience. The games also provided a challenge, where they need their concentration to get the tasks done which strengthens students' mental work. Such activities were also new to students' experience, and they think carefully to get the right answers.⁵⁴

⁵⁴ Paul Nation, *Teaching Vocabulary*. (New Zealand: Victoria University of Wellington).

More words we learn, the more idea we should have so we can communicate the ideas more effectively and more a person knows about something, the better able the person is to recognize and absorb new information.

According to Ayu Rini teaching vocabulary through First Letter Only game is one of the technique that teacher used in teaching to make students enjoy and get more point from the material because First Letter Only game not only as a game that make them enjoy but it also can help developed students ability to remember the word.⁵⁵

This indicates that applying First Letter Only game gave positive contribution to the students for memorizing the words effectively and also enhanced students' motivation to learn vocabulary.

The result of the data analysis above showed that F L O game can improved students' vocabulary. It can be seen on the table before and after treatment (different result between pre-test and post-test).

The table pre-test showed that in answering vocabulary test through F L O game there was there was no student having excellent, very good, and good. There were 2 students (8 %) had fairly good, 6 students (22 %) had fairly poor, and there were 19 students (70 %) had poor.

The table post-test showed that students of SMP Negeri 8 Palopo in answering vocabulary test, there was no student having excellent. There were 2 students (7,5%) had very good category, 12 students (44%) had good category.

⁵⁵ Ayu Rini, *Excellent English Games*,(Jakarta : Kesaint Blance,2012)

There were 6 students (22%) had fairly good, 5 students (19%) had fairly category, 2 students (7,5%) had fairly poor category and there was not student fairly four category.

Furthermore, we have seen that all component of vocabulary in pre-test and post-test, not all the students have upgrading in vocabulary through F L O game.

Therefore, the mean score of pre-test is 3,518, which classified as the low score (poor category), while the mean score of post-test is 7,296 which classified as the higher score (good category).With comparing t_t and t_o which is got in pre-test and post-test the researcher gives interpretation “ t_o ” is bigger that “ t_t ” it is showed as follows:

$$2,78 \leq 16,58 \geq 2,78$$

There is a significant difference between “ t_o ” and “ t_t ”. It means that F L O game is effective in teaching vocabulary .

Games have many function. Jufriadi said that, games not only for fun but also give motivation and apportunity to the students for training their consentration.⁵⁶

The table of questionnaire showed that most of the students were interested. It can be seen in questionnaire number 1 most of students interested, with percentage 59 % strongly agree and 41 % agree. Beside that in questionnaire number 2, the students involvement in learning vocabulary about 55 % strongly agree and 41 % agree and also it can be seen in questionnaire number 3 about students motivation

⁵⁶ Jufriadi, S. S. M.Pd

about 52 % strongly agree and 48 % agree. While, in questionnaire number 9 students' vocabulary achievement through FLO game about 60 % strong agree and 33 % agree.

From explanation above, the researcher conclude that FLO game gave positive effect to the student. It can be seen most of the students were interested , actived and motivated in learning vocabulary through FLO game.



IAIN PALOPO

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the result of data analysis in the previous chapter, the researcher would like to conclude that :

1. First Letter Only game is effective way to increase the students' vocabulary, especially at the eight grade of SMP 8 Palopo. It is proved by calculating the difference of both tests (pre-test and post-test) by using test analysis, where the result of t-test value was 16,58 and t-table value was 2,78 or value of t-test $>$ value of t-table or $16,58 > 2,78$. It means that there is significant difference between the students' especially vocabulary at the eight grade student of SMP 8 Palopo before applying First Letter Only game .

2. After analyzing, the result of students' perception toward the technique applied by the researcher in this research, it was found that most of the students were interested in teaching vocabulary. By using FLO game gave positive perception for the students for memorizing the word effectively and also it can be seen from the data questionnaire that students' interested about (59 % strongly agree and 41 % agree) students' involvement about (55 % strongly agree and 41 % agree), students' motivation about (52 % strongly agree and 48 % agree) while, students vocabulary achievement through FLO game about (60 % strongly agree and 33 % agree).

B. Suggestions

Based on the conclusion above, the researcher presents some suggestions as follows:

1. The teachers must be creative in teaching vocabulary, in order that the students are interested in learning vocabulary.
2. The teachers in teaching process should pay attention to choose technique which has correlation between material and the purpose teaching.
3. One of effective way to increase students' vocabulary by using First Letter Only game. So, the teacher should try this game.



IAIN PALOPO

BIBLIOGRAPHY

- Abdillah, Sesep Wahidin, *Menghafal Vocabulary*, online http://www.vocabulary_tips.htm. Accessed on March 20, 2013.
- Arsyad, Azhar. *Dasar Dasar Penguasaan Bahasa Inggris*, (Yogyakarta : Pustaka Pelajar, 1997).
- Basalamah, Anis M. *Sistem Analisis Kalimat Untuk TOEFL Dalam Bahasa Inggris*, (Cet 1:Jakarta: Rineka Cipta, 1994).
- Basir, Mulidah. *Motivation of The Eighth Year Students of MTS Batusitanduk in Learning English*, (Palopo: STAIN Palopo, 2009).
- Basri, *Improving Vocabulary through Letter Games at the Eight Year Students of PMDS Putri*, (Palopo: Undergraduate Thesis of Tarbiyah Faculty, STAIN Palopo, 2008).
- Beglar , Hunt A. *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press)
- Djafar, Alfian . *Teaching Vocabulary to The Students at SMP Antam Pomala Through Use of Word Network* . (Palopo: Undergraduate Thesis of Tarbiyah Faculty, STAIN Palopo, 2008)
- Hadfield, Jill. *Vocabulary Games a Collection of Vocabulary Games and Activities for Elementary Students of English*. Longman.
- Hamalik, Oemar. *Tekhnik Pengukuran dan Evaluasi Pendidikan* (Bandung : Mandar Maju, 1989).
- Harmer, Jeremy. *The Practice of English Language Teaching*.
- Hornby, *Oxford Advance Learners Dictionary of Current English*, (Tokyo: Oxford Universty Press,1974).
- Khuat, T.T.N & Nguyen, T.T.H. *The effectiveness of Learning vocabulary Through Games* . Asian EFL Journal, from <http://www.telfgames.com/why.html>. Retrieved March 8, 2013.
- Kitao, Kenji. *Testing Vocabulary*, ([http://www.mifi.gof/partnership for reading / publishing / reading first vocab. Html,2000](http://www.mifi.gof/partnership%20for%20reading%20publishing%20reading%20first%20vocab.html)) .
- Learner's, Handy . *Dictionary of American English*.
- Lee W.R. *Language Teaching Games and Context*. (Oxford : Oxford University Press, 2000).
- Licklider, *Building A College Vocabulary*, (New York: Little Brown Company, 1981).
- Marcella, Frank. *Modern English A Practical Reference Guide*.

- McCallum. *Word Games*. (Oxford: Oxford University Press)
- Suharsini, Arikunto. *Prosedur Penelitian*. (Jakarta : PT. Rineka Cipta).
- Suyanto, Kasihani K.E. *English For young Learners* (Bumi aksara , jakarta, 2007)
- Syahrullah, *Learning English Vocabulary through Songs*, Paper D3 (English Departement STAIN Palopo, 2004).
- Thornbury S. *How to Teach Vocabulary*, (Harlow:Longman, 2002).
- Trong Luu Tuan. *Vocabulary Recollection through Games*, From Academic Publisher Manufactured in Finland, [http:// theory and practice in language studies](http://theoryandpracticeinlanguage.com). Retrieved on Juli 14, 2013
- Urban, A. *The Use of Games for Vocabulary Presentation and Revision English Teaching*, From <http://eca.state.gov/forum/vols/vol36/nol/p20.htm>. Retrieved on February 14, 2013.
- Willis, Jane. *Teaching English Through English*. (England : Longman Group).
- Wikipedia. *The Problem Vocabulary Online*, <http://www.Readingrockets.org/helping/target/vocabulary>, 2013.
- Wikipedia. Vocabulary. Online, [http : Wikipedia.Org/Wiki/Vocabulary](http://Wikipedia.Org/Wiki/Vocabulary) Html. Accessed april, 25,2013.
- Wikipedia Games Online. <http://wikipedia.org/wiki/game>,2011. Accessed on Maret 2013
- Wright, Andrew . *Games for Language Learning*, (London : Cambridge University Press).
- Yulianto, Dian. *Belajar Bahasa Inggris dengan Ragam Permainan Kata*, (Yogyakarta, DIVA Press, 2010).



IAIN PALOPO

CURRICULUM VITAE



The writer, Rosita was born in Palopo, October 2nd 1991. Her friends usually call her Ita, she is have seven brothers and one sister and her parents' names are Moh. Tahir Riu and Radiah.

A. Educational Background

1. Elementary school : SDN 484 Salupikung Palopo 1997 -2003
2. Junior High School : SMP Negeri 8 Palopo 2003 – 2006
3. Senior High School : SMA Negeri 2 Palopo 2006 – 2009

4. English Departement of State Collage for Islamic Studies (STAIN) Palopo 2009 – 2013

During her study at STAIN Palopo, she had ever joined some of training such as OSCAR in 2009, Freshmen Training Camp (FTC) in 2009, Association extra organization in 2010, and she had ever joined at SMART International Language College, KRESNA English Language in kediri 2011, and also joined in American Scholarship Workshop and National Educational Seminar 2012.

In the end her study at STAIN Palopo, she writes a thesis entitled “ Teaching Vocabulary Through First Letter Only Game at the Eighth Grade of SMP Negeri 8 Palopo”.