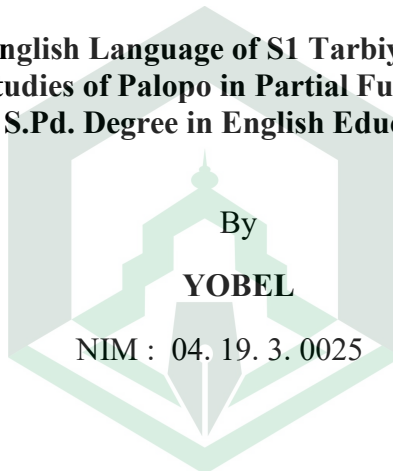


**IMPROVEMENT OF STUDENTS' VOCABULARY THROUGH WORD  
ASSOCIATION GAME OF THE EIGHTH YEAR AT MTS BATUSITANDUK**



**THESIS**

**Submitted to the English Language of S1 Tarbiyah Dapertement of State  
College for Islamic Studies of Palopo in Partial Fulfillment of Reguiremen for  
S.Pd. Degree in English Education**



By

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(STAIN) PALOPO**

**2012**

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SEKOLAH TINGGI AGAMA ISLAM  
(STAIN) PALOPO  
2012**

## THESIS APPROVAL

This thesis entitled “ **Improvement Of Students’ Vocabulary Through Word Association Game Of The Eighth Year At MTS Batusitanduk**” which is written By **YOBEL, Reg. NUM 04. 19. 3. 0025**, English S1 study program of Tarbiyah Departemen of State College for Islamic Studies Palopo, and has been examined and defended in MUNAQASYAH session which is carried out On Sunday, Januari 09<sup>th</sup> 2012, it is authorized and acceptable as partial fulfillment for S.Pd degree in English teaching.

Palopo, Januari 09<sup>th</sup> 2012

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11. My Wife, Ikrana Landung is always give me motivation and pray to Allah for my succes.

Finally, the writer prays to the God, and may Allah SWT give reward to all people who have helped the writer, and the writer hopes this thesis can be useful and gives positive contribution for the readers, religion and each step of ours, amien.

*Wassalam Alaikum Wr. Wb.*



## ABSTRACT

**Yobel, 2013.** Improvement of Students' Vocabulary Through Word Association game of the Eighth Year at MTs Batusitanduk Thesis, English Study Program of Educational Department of State College for Islamic Studies (STAIN) Palopo. Consultants: Dr. Rustan S., M.Hum.. as the first consultant and Amalia Yahya, S.E., M.Hum. as the second consultant.

Key Words, Improvement Vocabulary, Association game

This study attempts to discover students' ability in Improvement of Students' Vocabulary Through Word Association game of the Eighth Year at MTs Batusitanduk. There were two research pretest and posttest, namely can improve students' vocabulary of MTs Batusitanduk and how is the students' attitude toward Association game to improve their vocabulary at the Eighth Year at MTs Batusitanduk. This research was done through description of the research, it was held Word association game as a teaching media, Vocabulary test consisted of .

This research took place in the Eighth Year at MTs Batusitanduk, it was exactly in classroom VIII The sample were 20 students, which were chosen by using a random sampling technique through drawing. The scope of the researcher was restricted to the increasing of vocabulary by using word association game of the eighth class of MTS Batusitanduk. The kinds of vocabulary presented in this research were nouns. The researcher given pretest was administered before treatment. The writer gave them objective test, with 30 items where divide with 10 item of multiple choice, 10 items of matching test and 10 true / false questions. The first meeting the writer gave the pretest and the second meeting, the writer explained the word association game, The writer wrote all common words that have relation with school on the blackboard and then asked the students to read and ask them write again in their books. This treatment will be done ten meetings but it has different topic.

Students' score after treatment better than before treatment were given. From 20 students in the pretest, there were in 19 students (95%) classified into poor, 1 students (5 %) classified into very poor. None of them were categorized as excellent, very good, good, fairly good and fair score. Through the test explained in the previous section shows that the students' English vocabulary was improved'



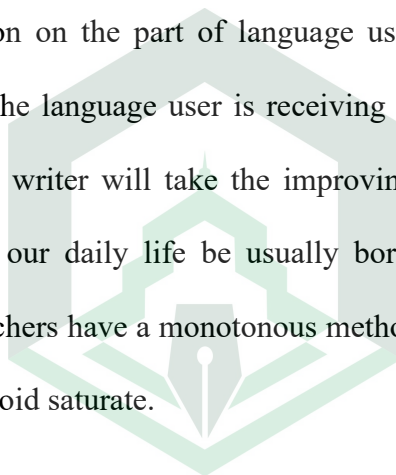
## CHAPTER I

### INTRODUCTION

#### A. *Background*

Language is a tool of communication, therefore we have to use the language well, in order the other people can understand what we are talking about and miscommunication will not happen. Language is a system of conventional signals used in communication by a whole community.<sup>1</sup>

There are four skills in learning language, they are writing skill, listening skill, reading skill and speaking skill. Those components cannot be separated because they support one another. Speaking and writing are obviously skills and involve some kind of production on the part of language user. Listening and reading are receptive skills is that the language user is receiving written or spoken languages.<sup>2</sup> But in this writing, the writer will take the improving vocabulary through part of speech letter game. In our daily life be usually bored to memorize and practice English because the teachers have a monotonous method. Beside that we look for the attractive situation to avoid saturate.



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<sup>1</sup> A. C. Gimson, *An Introduction to The Pronunciation Of English*, ( London: Edward Arnold, 1980), p. 4

<sup>2</sup> Jeremy Harmer , *The practice of English Language Teaching*, (Longman: New York, 1983 ), p. 16

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

In the case of vocabulary, most Indonesian students from junior high school, face a serious problem to improve their vocabularies. In this context, the teacher should realize that the 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.

Vocabulary is one of the important language components to be mastered by the English student, with purpose to practice their English. It is one way of students to understand and know English in any circumstances. Furthermore, Vocabulary is useful especially for understanding the English text, even the simple one. Without knowing most of the words, the students will find some difficulties to cope with the text.

Vocabulary is considered playing a central role, because through vocabulary we can communicate ideas, emotions and desires, beside, by a good command of vocabulary on language. It can express ideas effectively and efficiently.

Vocabulary includes in all skill that have been mentioned previously. It can not only communicate ideas better but also can actually think through ideas and problems with greater accuracy, clarity, and precision. In other words it must be

admitted that with vocabulary, language any form of mental and physical, creativities, and activities can be communicated and conveyed.

One reality in some school is that they still cannot convey their ideas in English well. It is believed that one problem that they have is related to their vocabulary. It is impossible for the student to speak English fluently without having enough vocabulary although they understand the patterns

In this case the writer interested to increase students' vocabulary through word association game. Word association is one of game where the players mention words having association or connection with the key words or first word by teacher.

### ***B. Problem statement***

Based on the previous background, the writer formulates a research questions as follow:

Is there any improvement of students' vocabulary through word association game of the eighth class of MTS Batusitanduk?

### ***C. The objective of the research***

The objective of the research was to find out whether or not the word association can increase the vocabulary of the eighth class of MTS Batusitanduk

**D. *The significance of the research***

The result of the research was expected to be useful contribution for the teachers and the students in improving the student's English learning vocabulary.

**E. *Scope of the research***

The scope of the researcher was restricted to the increasing of vocabulary by using word association game of the eighth class of MTS Batusitanduk. The kinds of vocabulary presented in this research were nouns.



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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### ***A. Previous Related Research Findings***

This research aims at findings out whether card is effective in improving vocabulary or not . This research uses experimental method. The mean score in pretest is 4,53 and in posttest is 7,87 , this indicates the students ability before treatment is low but after giving treatment the students ability is hanger . It means that using card is effective to improve the students vocabularies.<sup>1</sup>

The objective of this research was to find out the effectiveness of private English course in teaching vocabulary to the first year students of SMP Negeri 4 Binturu Larompong. This research applied experimental method. This instrument of the research was vocabulary test. This research shows tat vocabulary of students at SMP Negeri 4 Binturu Larompong developed after the treatment. The significant improvement could be seen from the data mean score of the test 2,9 while the mean score post test is 8,3.<sup>2</sup>

The objective of this research was to find out the effectiveness of games in teaching vocabulary to the fifth year students of SDN 444 Bulu Datu Palopo. This research applied experimental method. The instrument of the research was

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<sup>1</sup> Hasriati Bte Darlis, *Improving Student's Vocabulary by using card of SMP Negeri 4 Palopo.* ( A Thesis English Edukational of Cokrominoto Universiti Palopo, 2008)

<sup>2</sup> Kurniawan Kurais, *Improving Vocabulary of the Firs Year Students at SMP Negeri 4 Binturu Larompong through Throung Private Englis Course.* (A. Thesis : Universitas of Cokrominoto Palopo 2008)

vocabulary test. This research shows that the vocabulary of students at SDN 444 Bulu Datu Palopo improved after treatment. The significant improvement could be seen from the data mean score of the pretest 5,66 while the mean score in post test is 78,7.<sup>3</sup>

Those above research are focused also on the vocabulary building, but the difference with this current research is the use of word association game.

## **B. *Some partiment ideas***

### **1. The Definition of Vocabulary**

In English dictionary, John M. Echols and Hasan Shadily stated that vocabulary means that all of the words in the world which registered.<sup>4</sup> While in oxford dictionary, vocabulary is the total number of words in a language, words known to a person, list of words with their meaning, especially at the back of a book used for teaching a foreign language.<sup>5</sup>

As we know that vocabulary as an essential thing of every languages very. Vocabulary is one of the components of a language and every language consists of words. Words are sign or symbol for ideas. They are means for people to exchange

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<sup>3</sup> Norma Nita, *Imprufing Vicabulary by Using Game to Fifth Year Year Students of SDN 444 Bulu Datu Palopo*. (A. Thesis : University of Cokro Minoto Palopo,1995)

<sup>4</sup>John M. Echols & Hasan Shadily, *Kamus Inggris-Indonesia*, (Jakarta; PT. Gramedia Pustaka Utama, 1997), p. 631.

<sup>5</sup> Martin Manser, *Oxford Dictionary*, (New Edition: New York: Oxford University Press, 1995), p. 1331.

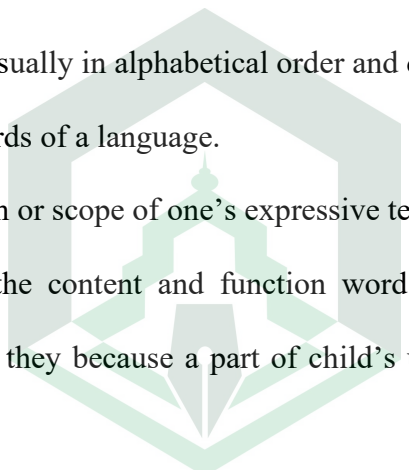
and show their thought. The more word we learn, the more ideas we will have, and of course we can communicate to other people and express our ideas effectively.

Vocabulary is very necessary to study for the English language students. Jeremy Harmer states that vocabulary was seen as incidental to main purpose of language teaching, namely the acquisition of grammatical knowledge about the language.<sup>6</sup>

There are many concept of vocabulary, some of them:

- a. Vocabulary is the stock of words used by a people, or by a particular class or person.
- b. 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.
- c. Vocabulary is the words of a language.
- d. Vocabulary is the sum or scope of one's expressive technique, as in arts.<sup>7</sup>

Vocabulary as the content and function words of a language which are learned thoroughly that they because a part of child's understanding, speaking, and



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<sup>6</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1991), p. 154

<sup>7</sup> Ernyanti Hamid, *Increasing Students Vocabulary Through Poem Reading*, A thesis S1 (Pare-pare: 2004), p. 5

later reading and writing vocabulary. The words having meaning when heart of seen even thought not produced by individual itself.<sup>8</sup>

Long Hung Richard defines the vocabulary as an essential component of all uses of language, because it would be impossible to learn a language without vocabulary or words.<sup>9</sup>

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

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

The areas of book are: learning vocabulary, learning grammar, listening, speaking, reading, and writing. In relation to teach, there are exercises that help you to reflect on how you are going about your learning. As an example, for vocabulary

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<sup>8</sup> C.V. Good, *Dictionary of Education*, (New York: Mc. Graw Hill Book Company, 1959), p. 642

<sup>9</sup> Michael H. Long and Jack C. Richard, *Methodology in TESOL: a book of Reading* (New York: Harper & Row Publisher Inc, 1967), p. 305.



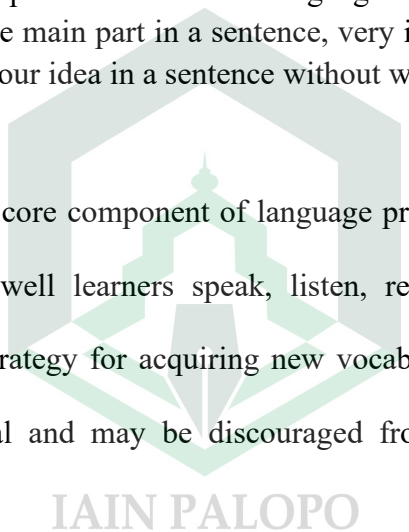
learning you are asked which method of learning you prefer-learning words by topic, by translating them into FL, by writing them down, and so on.

Although historically the importance of vocabulary has been minimized, some of the more recently published EFL course books have adopted a systematic approach to vocabulary learning and have become increasingly aware of the importance of developing vocabulary learning strategies Ruth Gairs.<sup>10</sup>

Vocabulary as one of elements of language is important to study, without having enough vocabulary, the ability to communicate and convey our needs could not be established. According to Wilga M. Rivers:

“It would be impossible to learn a language without vocabulary or words. Vocabulary is the main part in a sentence, very important to be mastered. We cannot organize our idea in a sentence without words”.<sup>11</sup>

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.<sup>12</sup> Without an extensive vocabulary strategy for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning.



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<sup>10</sup> Ruth Gairs, *Working With Words A Guide to Teaching and Learning Vocabulary*, (New York: 1968), p. 171.

<sup>11</sup> Wilga M. River, *Teaching Foreign-Language Skills*, (Second Edition; London: The University of Chicago Press, 1981), p. 462.

<sup>12</sup> Jack C. Richard and Renadya, *Methodology in Language Teaching*, (USA: Cambridge University Press, 2002), p. 256.

Opportunities around them such as listening to the radio, listening to native speakers, use the language in different contexts, reading or watching TV. Research on vocabulary in recent years has done a great deal to clarify the levels of vocabulary. Learning learners need to achieve in order to read both simplified and un-simplified materials and to process different kind of oral and written text, as well as the kinds of strategies learners use in understanding, using, and remembering words.

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

## **2. The Importance of Vocabulary**

Vocabulary is critical to reading success for three reasons:

- a. Comprehension improves when you know what the words mean. Since comprehension is the ultimate goal of reading, you cannot overestimate the importance of vocabulary development.
- b. Words are the currency of communication. A robust vocabulary improves all areas of communication – listening, speaking, reading and writing.
- c. How many times have you asked your students or your own children to “use your words”? When children and adolescents improve their vocabulary, their academic and social confidence and competence improve, too.

### 3. Technique of Memorizing Vocabulary

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 Anderson in Hidayat that Indonesian English dictionary which is made by John M. Echols and Hasan Shadily only consist of 12.000 vocabularies.<sup>13</sup>

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

It is not secret anymore if most of senior high school students' vocabulary, they are:<sup>14</sup>

a. It is about 5-10 vocabularies. To control your vocabularies you may memorize by using card system. You can write 5-10 vocabularies is a card which is prepare before. Take one card, it about 10 x 7 cm 1 cm the first page you write 5 until 10 vocabularies. With pronunciation and its meaning can be written on the first page.

The card, which has been written some vocabularies, is learned by heart, you change it every day with new card and new vocabularies. The cards, which have been memorized, should be kept in different place with the card that has not been

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<sup>13</sup> John M. Echols & Hasan Shadily, *Kamus Inggris-Indonesia*, Jakarta:PT. Gramedia, Pustaka Utama, 1976.

<sup>14</sup> *Ibid.*

memorized or empty cards. If we can memorize vocabulary every day like that so in short time we will have many time vocabularies. You can imagine if you memorize 10 vocabularies in a day, so in year your vocabularies will  $365 \times 10$  is 3,650 vocabularies, in two years will be  $3.650 \times 2$  is 7.300 vocabularies and how if it is in three, four, five years? You can count it by yourself.

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

1) Looking for synonym for example adjective synonym, example:

- a.) Big = Large
- b.) Easy = Simple
- c.) Dull = Interesting

Verb synonym

- d.) Begin = Start
- e.) Close = Shut
- f.) Want = Wish

Noun synonym

- g.) Person = People
- h.) Shop = Store
- i.) Story = Tale

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

Example:

- a). Committee = Group of people who meet together to discuss and make decision.
- b). Librarian = Person who look after reading books
- c). Synonym = Words with similar meaning.
- d). Moral = Have to do with right and wrong.

3) Looking for its opposite or synonym.

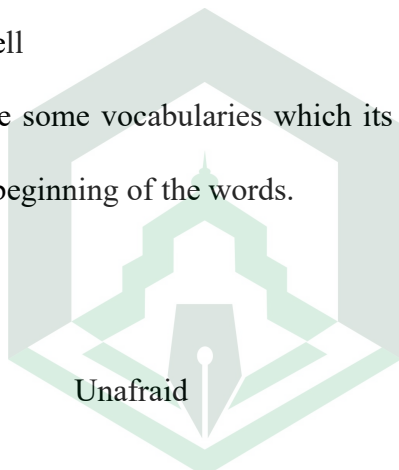
Example:

- a) Easy <> Difficult
- b) Good <> Bad
- c) Laugh <> Cry
- d) Buy <> Sell

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

Example:

- Afraid - Unafraid
- Happy - Unhappy
- Agree - Disagree
- Polite - Impolite



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

Example:

Suffer (V) = Menderita

Sufferable (Adj) = Dapat diderita

Sufferer = Penderita

Suffering (N) = Penderitaan

Sufferance (N) = Kesabaran

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

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

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

According to Pora that ways to learn vocabulary are:<sup>15</sup>

#### 1. 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.

- a) Write every English vocabulary or phrase that you do not know its meaning. Write them into card which its size 8 x 6 cm. write the word in no capital word because it can help you to always remember it do not forget write the classification of the word like verb, adjective, etc.
- b) At back of the card you can write the meaning of the words and can be with its picture. Besides the meaning, the good card is the cards that consist of sentences that are made from that vocabulary. This is very important because you know when that vocabulary used.
- c) Let us say that you had 20 cards so you can play them. First, you take each card, study and memorize it wither its word or its meaning. Do not memorize in your heart but you loud your voice so you can hear your pronunciation so when you are wrong, you can repeat it. The second is shake the 20 cards and take 5 cards randomly and

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<sup>15</sup> Yusran Pora, *Develope Your Vocabulary Grammar and Idiom*, (Yogyakarta: Pustaka Belajar, 2003), p. 4-6.

then 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 cards and test your memory again. The third if you are success in the second step please 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.

## 2. 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 little difficult for people who can not translate long sentences. 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 use to get it.

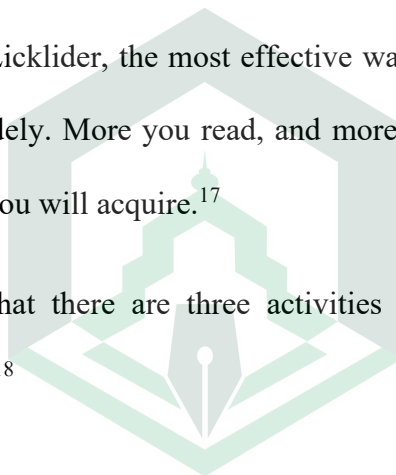
People sometime ask “How to speak English perfectly?” this is a classical question and it has many answer, but according to that there are three important things that should be paid attention by the English learners.



- a). We should have an interest, wise word says, “Where there is a will there is a way” so the people who have good desire or interest to study English it is possible to master it. The difficulties in English will be very easy when interest have.
- b). We should have enough vocabularies; these vocabularies are got by many sources, such as reading material, and discussing with friends.
- c). We should practice the vocabularies that we have. Using vocabularies that we have sometimes been forgotten by English learners. They sometimes have enough vocabularies but because 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.<sup>16</sup>

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 words you will acquire.<sup>17</sup>

Harmer states that there are three activities which are designed to teach practice word, they are:<sup>18</sup>



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<sup>16</sup> *Ibid*, p. 4 – 6

<sup>17</sup> Licklider, *Building A College Vocabulary*, (New York: Little Brown Company, 1981)., p.

<sup>18</sup> Harmer, *op, cit.*, p. 161

a. presentation

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

b. Discovery

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

c. Practice.

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

One of the problems of vocabulary teaching is how to select what words to teach. Dictionaries for upper intermediate students frequently have 55,000 words or more and there may be many meanings for a word.

Language is a collection of words. Therefore, if we will study about a language, we have to memorize its vocabularies. The list of words in English more than 50,000 (it has not been included derivation yet). According to Anderson (Indonesia-English dictionary) who was arranged by John M. Echols and Hasan Shadily contained 12,000 words only.

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

Not study vocabularies only but include another thing, such as grammar, reading comprehension, conversation, etc.

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

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

- a. Memorize 5-10 words every day in free time.
- b. Control vocabulary by card system. It means by writing 5 or 10 words in small cards

#### **4. Types of Vocabulary**

There are four type of vocabulary, those are:

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

d. Active writing vocabulary, words that a writer is able to use in writing.<sup>19</sup>

Harmer also divides vocabulary into two types, those are:

Passive vocabulary refers to words, which the student will recognize when they meet them but they will probably not be able to produce.

Active vocabulary refers to words that student have learners. They are expected to be able to use by the student.<sup>20</sup>

Collier writes that there are two word list, one of function words and one containing a basic 2.000 words list.<sup>21</sup> White Page and Thomas in Ali divided vocabulary into four kinds as follows:

- a. Oral vocabulary; consists of word actively used I speech
- b. Writing vocabulary; the word that come reading to one finger vocabulary.
- c. Listening vocabulary, the stock of words one responds with meaning and understanding in the speaking of other,
- d. Reading vocabulary, the word which one responds in the writing of others.<sup>22</sup>

Vocabulary refers to words we must know to communicate effectively. In generally, vocabulary can be described as oral vocabularies are reading vocabulary. Oral vocabulary refers to words that we used in speaking or recognize in listening.

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<sup>19</sup>Kenji Kitao and S. Kathlen Kitao, *Testing Vocabulary*.  
([http://www.mifi.gof/partnershipforreading/publishing/reading firstvocab. html](http://www.mifi.gof/partnershipforreading/publishing/reading%20firstvocab.html), 2000)

<sup>20</sup> Jeremy Harmer, *The Practice of language Teaching*, 1983, p. 159.

<sup>21</sup> Collier, *The Key to English Vocabulary* (Collier-Macmillah Limited, London, 1971), p. vi.

<sup>22</sup> *Ibid*, p. 10

Reading vocabulary refers to words recognize our use in print or the words we need to know to understand what we hear. Writing vocabulary refers to words we use in writing.

Vocabulary plays an important part in learning to read. As beginning readers, children use the words they have heard to make sense of the words they see in print. Consider, for example, what happen when a beginning readers comes to the word dig in book. As the beginning to figure out the sound represented by the letter d, I, g, the reader recognizes that the sound make up a very familiar word that she has heard and said many times. Beginning readers have a much more difficult time reading words that are not already part of their oral vocabulary.

## **5. The class of Words**

### **a. Function of 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 each other. These are the words you must know in order to speak or understand English with any fluency at all. Not only are among the most frequent in the language, but they are also indispensable in forming sentences. Function words are also called from words, empty words, and factors.

Among the function words are articles, auxiliary verb, conjunctions, preposition, pronouns, noun determine, substitute nouns, intensifiers, and other specialized expressions. They also include numeral, day of the 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 words that convey exact meaning. The purpose the word is not only to express meaning but to relate other words to each other. These 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 sentences.

#### **b. Content Words**

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

##### 1) 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 modification.<sup>23</sup> Noun is a word used to name or identify any of class of things,

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<sup>23</sup> Frank Marcella, *Modern English A Practical References Guide* (Prentice-Hall, INC, Englewood Cliffs, New Jersey, 1972).

people, places or ideas, or particular one of these.<sup>24</sup> 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.<sup>25</sup>

## 2). Verbs

Verb is words or phrase that expresses an action.<sup>26</sup> According to Herpinus verb has four inflections are:

- a) Inflection of the third singular person or present tense –s or es
- b) Inflection of the past tense; -ed and its variants
- c) Inflection of the past participle; -ed and its variants
- d) Inflection of the present participle: -ing.<sup>27</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

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<sup>24</sup> Jeremy Harmer, *The Practice of English Language Teaching*, h. 159.

<sup>25</sup> Anis M. Basalamah, *Sistem Analisis Kalimat Untuk TOEFL Dalam Bahasa Inggris*, (Cet I: Jakarta: PT. Rineka Cipta, 1994), h. 18

<sup>26</sup> Martin Manser, *Oxford Learners Pocket Dictionary*, (Third Addition; Oxford University Press), p. 478.

<sup>27</sup> Herpinus Simanjuntak, p. 17

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 a complement
- c. Copulative verbs or linking verb. That is verb connected the subject with the other word in a sentence followed by adjective or noun as a complement. We can say the copulative verbs as incomplete predicate verbs, 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,
- 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 verbs 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.<sup>28</sup>

### 3) Adjective

Adjective is words that describe a noun, e.g. green in garden grass.<sup>29</sup>

Adjectives are marked by their ability to fill certain positions and follow qualifiers.

Adjectives are two subclasses.

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<sup>28</sup> *Ibid*, Anis H Basalamah, p. 53




a) Base adjective get the inflection suffix –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.

b) Derived adjective are formed from various bases by derivational suffixes like -ours, -al and –able.<sup>30</sup>

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

- -ize. This suffix is spoken with medium stress. It is extremely productive. It combines with many noun and adjective bases, and new words using it are readily coined, especially in science, industry and advertising.



Agony	agonize
Commercial	commercialize
Crystal	crystallize
Drama	dramatize
Economy	economize
Harmony	harmonize
Item	itemize

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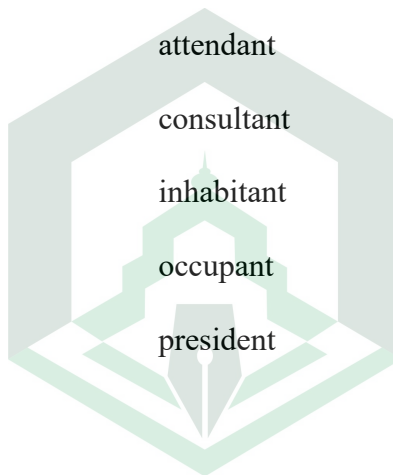
<sup>29</sup> *Ibid*, p. 19

<sup>30</sup> *Ibid*, p. 20

Philosophy	philosophize
Sympathy	sympathize
Terror	terrorize
Vapor	vaporize
Victim	victimize

• -ant, -ent. These suffixes also form agent nouns. They are not very productive, but many of the words in which they accrue are quite common.

Verb	Noun
Assist	assistance
Attend	attendant
Consult	consultant
Inhabit	inhabitant
Occupy	occupant
Preside	president

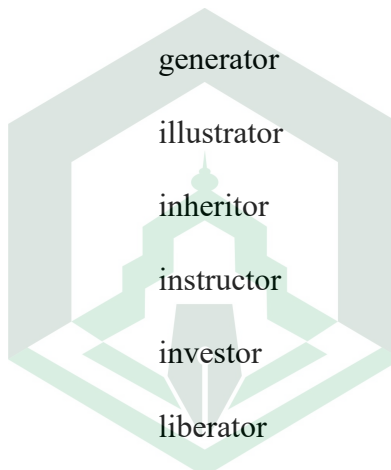


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- -er, -or. Both spelling are used, though –er is more frequent, especially in new words. These are hundreds of these words in English, and new ones are easily created.

Noun ending in *-or*

Verb	Noun
Administrate	administrator
Contribute	contributor
Counsel	counselor
Create	creator
Edit	editor
Execute	executor
Generate	generator
Illustrate	illustrator
Inherit	inheritor
Instruct	instructor
Invest	investor
Liberate	liberator
Operate	operator
Project	projector



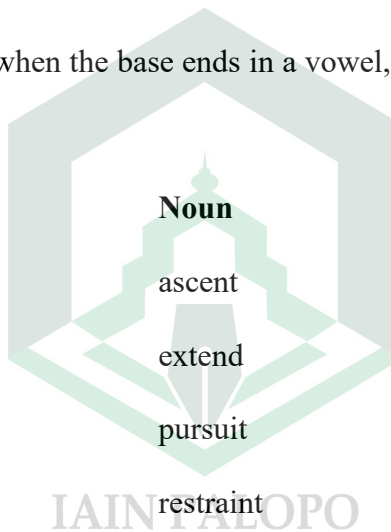
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- **-al**, always with weak stress. Not very productive. Very little change in base except occasionally in spelling. Do not confuse with the adjective forming suffixes – al

<b>Verb</b>	<b>Noun</b>
Bestow	bestowal
Betray	betrayal
Dispose	disposal
Refer	referral
Renew	renewal
Reverse	reversal
Survive	survival

- **-t**. Rare, except when the base ends in a vowel, always requires a change in the final sound of the base.

<b>Verb</b>	<b>Noun</b>
Ascend	ascent
Extend	extend
Pursue	pursuit
Restrain	restraint



- **-ance or –ence**. Both have the sound. Moderately productive. Sometimes produces a stress change in the base.

<b>Verb</b>	<b>Noun</b>
Acquaint	acquaintance

Assist	assistance
Convey	conveyance
Emerge	emergence
Inherit	inheritance
Resemble	resemblance

• **-(t)ure.** There is almost always some change in the base when this suffix is added. The following list is composed of basis verbs and -ure

<b>Verb</b>	<b>Noun</b>
Fix	fixture
Mix	mixture
Press	pressure
Proceed	procedure

Adjective is indicates a quality of a person, or thing referred to by a noun.

Adjective can describe the noun in many ways, these are:

- a. Descriptive adjective
- b. Possessive adjective
- c. Demonstrative adjective
- d. Limiting adjective.<sup>31</sup>

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<sup>31</sup> *Ibid*, M. Basalamah

### c) Adverb

As we know that adverb is part of grammar in English learning so there are several definition of adverb as follows:

Adverb is a word modifies a verb, an adjective, or another adverb used to explain hoe, where, when and why an action is performed is know as an adverb.

Example: They lived *happily*

Fatimah is *very* beautiful

She speaks English *quite* well.<sup>32</sup>

The italicized word 'happily', 'very', 'quite' are adverb in the first sentence the word 'happily' modifies the verb, the word 'very' modifies the adjective beautiful. In third sentence the word 'quite' modifies another adverb well.

Adverb is word that adds information to a verb, adjective, phrase or another adverb, e.g. quickly in run quickly.<sup>33</sup>

According to Hariyono the kinds of adverb are:

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

Example:

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<sup>32</sup> *Ibid*, p. 29

<sup>33</sup> *Ibid*, p. 24

- Fast            - well

- Hard            - Late

b. Adverb of place is the adverb which shown the place of something happen.

Example:

- Here            - above

- There           - at school

- Above           - Below

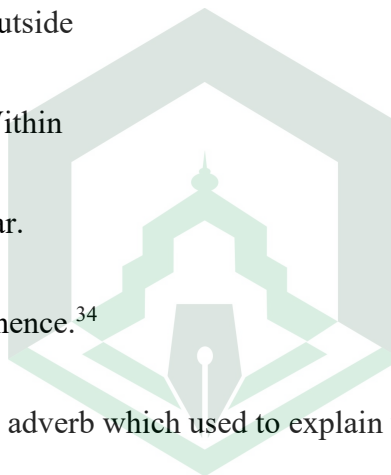
- In                - Out

- Inside           - Outside

- Hither           - Within

- Without        - Far.

- Hence           - Thence.<sup>34</sup>



c. Adverb of time is the adverb which used to explain when the activities happen.

Example:

- Next Week                    - Next Time

- Next Year                     - Next Future

- Next Month

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<sup>34</sup>Manaf Asmoro Saputro Dkk, *English Grammar* , (Edisi Baru,Surabaya: Penerbit Indah, 2003), p.301

- Tomorrow
- Yesterday
- At seven o'clock.<sup>35</sup>

Adverb is the word that adds more information about place, time, circumstance, and manner, cause to a verb, an adjective, a phrase or another adverb.<sup>36</sup>

In giving explanation about verb, adjective and another word, an adverb can shows about the place, time and character, etc. this is adverb have many kinds and describe it. Kinds of adverb are:

- a. Adverb of affirmation or adverb of intensity, this word shows the agreement for something, like absolutely, really, actually, certainly, doubtless, etc.
- b. Adverb of cause or reason, which is used for answer the question like; why, on what account, for what purposes.
- c. Adverb of degree, this adverb shows quality and intensity an action. It used to answer the question like; how much, how little, is it more or is it less, and in what degree. Parts of this words namely: all, almost, altogether, as barely, beside, but, chiefly, clear, completely, enough, entirely, equally, even, ever so, exceedingly, excessively, extravagantly, extremely, etc.

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<sup>35</sup>Azhar Arsyad, *Dasar – Dasar Penguasaan Bahasa Inggris*, ( Yogyakarta: Pustaka Pelajar, 1997), p. 112

<sup>36</sup> A.S. Hornby, *The Advanced Learners Dictionary of Current English*, p. 18



- d. Adverb of manner, this word shows the character in action, suggestion or quality. This adverb is used to answer the question like; in what way, by what method. Parts of these words namely: beautifully, foolishly, etc.
- e. Adverb of direction, this word shows where, what direction of where, what place. Parts of these words are above, back, back and forth, forwards, hence, hither, hitherwards, in, in and out, etc.
- f. Adverb of place or adverb of location, this word shows the place or position; this adverb is used to answer the question like; where, in what place, etc.
- g. Adverb of doubt or alternative adverb, this word shows the doubt or unrest,
- h. Adverb of negation, this word shows the refusal like 'no, not, nowise, never, etc.
- i. Adverb of time, this word shows the time of the happenings. This word is used to answer the question like: 'how long, how often, how soon, when, at what time, etc'.<sup>37</sup>
- j. In receptive and refusal, as word yet, better or worse, haply, however, maybe, nevertheless, etc.

Productive vocabulary, we know that receptive vocabulary to mean language items which can only be recognized and comprehended in the context of reading and listening material, and productive vocabulary to be language items which use appropriately in speech writing. (These term are often called 'passive' and 'active' vocabulary).

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<sup>37</sup>*Ibid*, Anis Basamalah, p. 76

Polarizing vocabulary into productive and receptive categories in this way may seem rather artificial and indeed in many cases the decisions to be made are by no means clear – out. Nonetheless it seems useful to bear the distinction in mind and to strive toward selectivity based on the students' needs and learning environment.<sup>38</sup>

1. The kinds of the games

a). Hangmen

Hangmen is the kinds of game guess word with arrange word which had guess by player.

b). Alphabet games

Alphabet game is the kind of game which use to media learning English for children

c). Back to the board

Back to the board is the kind guess word. This game someone students ask for guess word, phrase, the name noun , verb, and another word in English write in with board through index finger. By their friends.

d). Bingo

Bingo is the kind game to train number and words in english whom had be studied students before.

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<sup>38</sup> Ruth Girns and Stuart, *Working With Word*, p. 64

e). Blindfold

This game is adaptation from games traditional with use close eyes to guide player avoid hindrance based index finger by their friends.

f). Easy hard

This game usual use to remember vocabulary which had be teach students with using flash card.

g). Find card

This game using with method looking the car draw hab be contained who say theirs teacher and students must found the card.

h). Join the dot

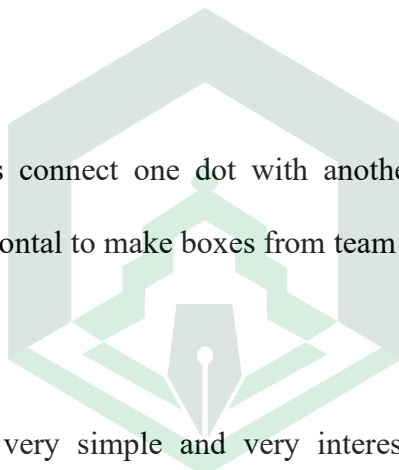
Join the dot is connect one dot with another dot with using line return manner vertical or horizontal to make boxes from team or another player.

i). Musical chairs

This game is very simple and very interesting. Purpose this game is emphasize and give force on know the new vocabulary in English, especially for children, it is like color, animal, and food.

j). sentence soup

This game is game arrange sentence from strip words which it is randomly.



k). Tic-tac-toe

Tic-tac-toe is a game word can combine with skill language, it is like reading, speaking, writing, and grammatical.

l). Stop

This game is a simple word game which can be played with two difficulties: language, with suitable level competence and ability for English students.

m). The coffee pot game

This game is a traditional word-guessing game, but very interesting because it causes curiosity. This game uses word-guessing mystery with a question in English with word clues or the key word. "coffee pot."

n). Word Association

Word association is one of the games where the player mentions words having an association or connection with the key words or the first word the teacher says.

o). Gesture games

This game uses a gesture-guessing activity which is used by someone playing.

p). Who am I?

This game is a kind of word-guessing game which must be guessed by students through a process of asking and answering in communication language. The word will be guessed by sticking on

overhead in next player, they surround in their friend for guess with right word conclude through ask answer with form ( yes no question).

q). Whispering message

This game is game work using with manner say message from one people to remember group manner chain and using whispering.

r). Match and catch the riddle

This game is game partner question and answer in form teka –teki which must be played by groups.

2. Advantage of games activity

For this Case carries in Herna (2007) the advantages of game activity as follow ;

- a) games add variety to the range of learning situation .
- b) games can be used to change the pace of lesson and so mention motivation.
- c) Games can be used punctuate long formal teaching units and the new students energy before retaining to more formal learning.
- d) Games can give “hidden” practice of language points without students being aware of this.
- e) Games can encourage students’ participation and remove the inhibition of these who fell intimidate by formal classroom situations.
- f) Games can change the role of the teacher from that formal instructors to the manager organizer of activities that students enjoy participating in this can be useful in reducing teachers students distance or conflict.

g) Games can increase teacher students' communication and so reduce the dormitory of the classroom by the teacher.

h) Games can act as a testing mechanism in the sense that they will expose areas of weakness and the need for remedial work.

According to Kurniawan (2007)

- 1) Games can motivation students and challenge for study.
- 2) Games can entertain and dissappear level tight or stress routin study.
- 3) Games can help students or teacher for defened their interest in study English.
- 4) Games can giving practek variasi and activity to increase skill language, they are listening , speaking , reading, and writing.
- 5) Games can push and race students for can interaksi and communication.
- 6) Games can create context whom meaning in using language.

### 3. Procedure of word association game

- a) The teacher say one word
- b) The teacher asks students for saying word which have relation with the mentioned word before.
- c) The word who have anything correlation can be true.
- d) If students mention word association which it can't understand or strange, the students are asked for explain the word.
- e) If students can't answer question in five calculation students or player whom involve is stated fail and it can't be to continue play and player must stand.

#### **d. Nouns**

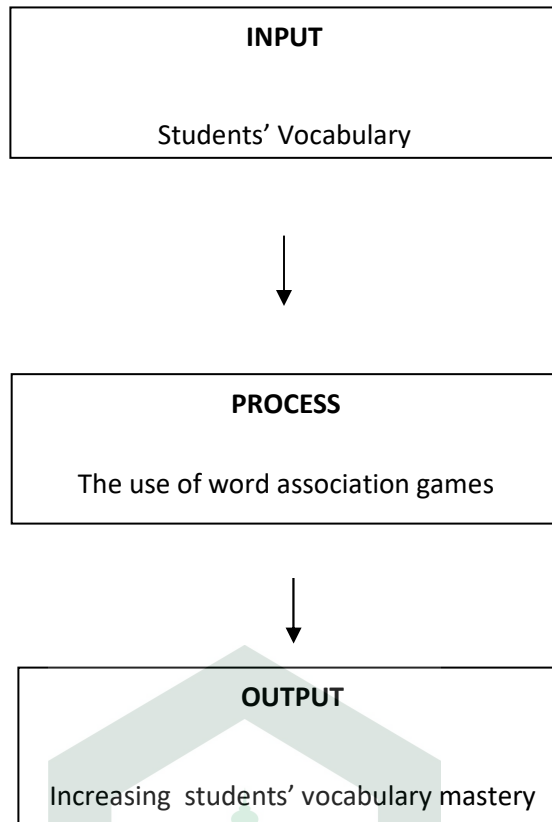
According to Jim K. Giles (2004:9), noun is:

1. A noun is the name of any thing, person, place, or an animal.
2. A noun is a name given to all that is seen, felt or heard.

According to Jim K. Giles (2004:9), there are four types of noun which are as follows:

- a) Common noun is name given to any individual, animal, thing, or place, but it is always given in general without any reference to somebody in particular. For example girls, lion, table, town.
- b) Proper noun is a name given to any person, animal, thing, or place in particular with a purpose of pointing of them. For example: yasharaj, moti, joipur, dangla.
- c) Collective noun is a name to a group of people or things for example: a crowd, a heard of sheep, a bunch of flowers, a pack of wolves.
- d) Abstract noun is a name given to quality, vice or a state of being, these are such things that we cannot touch but can feel. For example: sincerity, hurt, fury, widowhood, girlhood.
- e) Material noun is a name given to any material from which an object is prepared. For example: gold, silver, wood, steel.

### C. Theoretical framework



In this research the writer focused on the improvement of students' vocabulary through word association game. The writer applied the games for some meetings in English class at MTs Batusitanduk. The students were encourage to master vocabulary with fun activities. Finally the students' vocabulary were improved after the treatments.s



#### **D. Hypothesis**

Based on the review of related literature and some findings previously described, the writer's formulated the hypothesis as follows;

(H0) : The use of world association can increase the students vocabulary mastery.

(H1) : The use of world association cannot increase the students vocabulary mastery.



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## CHAPTER III

### METHODOLOGY

This chapter deals with the description of the research design, variables, population and sample, instrument of the research, procedure of data collection and technique of data analysis.

#### A. *Research Design*

This research applied a pre-experimental design with pretest and posttest design, it aimed at finding out the students achievement in learning vocabulary by using words association game. This design may also be presented as follows:

**O1 x O2**

Where:

O1 = pretest

X = treatment

O2 = posttest<sup>1</sup>



#### B. *Research Variables* **IAIN PALOPO**

There were two variables in this research :

1. Independent variable; Word association game as teaching media

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<sup>1</sup> Suharsimi Arikunto. *Prosedur Penelitian*. Jakarta: Rineka Cipta, 1998, P.84

2. Dependent variable is the students' achievement in learning English vocabulary.

### ***C. Population and Sample***

1. The population of the research were the eighth class of MTS Batusitanduk total number is 40

2. The sample were 20 students, which were chosen by using a random sampling technique through drawing.

### ***D. Instrument of the research***

In collecting data, the research applied the instrument as follow

1. Word association game as a teaching media
2. Vocabulary test consisted of
  - a. Pretest was administered before treatment. The writer gave them objective test, with 30 items where divide with 10 item of multiple choice, 10 items of matching test and 10 true / false questions.
  - b. Posttest, was given after treatment. This aimed to know the students' vocabulary mastery after giving treatment.

### ***E. Collecting Data Procedures***

In collecting the data, the writer used treatment. The treatment was given in twelve meetings. The treatment was done continuously without any pause. The treatment was divided into steps. Step in teaching by using word association game.

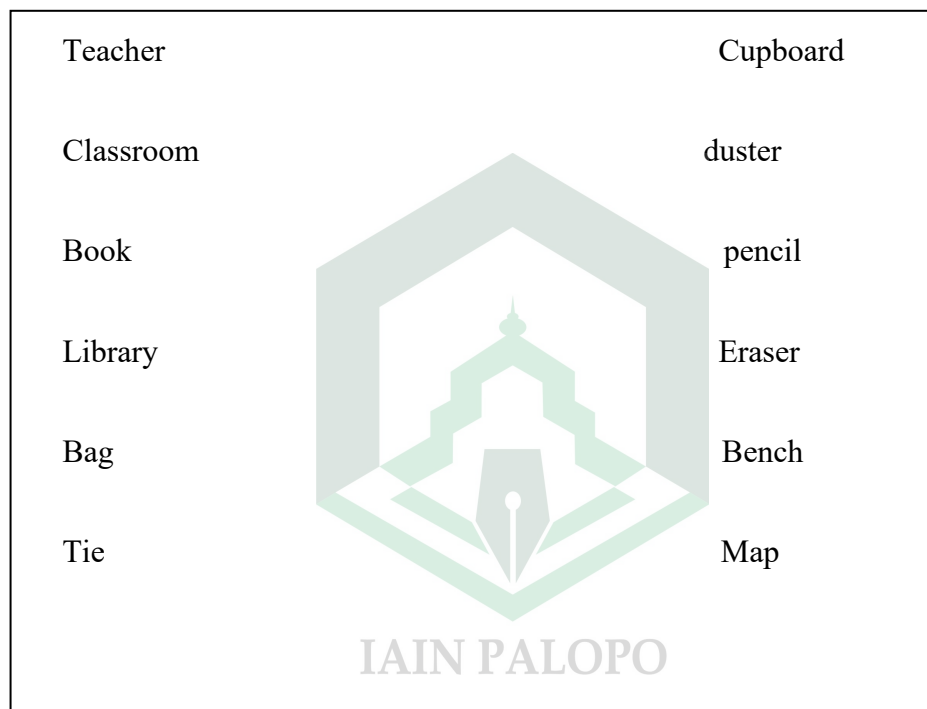
The first meeting:

The writer gave the pretest

The second meeting:

The writer explained the word association game. After that the students were taught vocabularies that have relation with things of the school. The writer wrote all common words that have relation with school on the blackboard and then asked the students to read and ask them write again in their books. This treatment will be done ten meetings but it has different topic.

Example vocabulary of in the school



### The third meetings

In the third meeting, the writer gave topic “bedroom” .

Example vocabulary of bedroom	
Wardrobe	bed
Hair brush	pillow
Mirror	blanket
Table cover	comb
Tissue	sheet

### The fourth meetings

In the fourth meeting, the writer gave topic “places”

Example vocabulary of places	
Air-port	hospital
Bathroom	hotel
Beach	zoo
Bedroom	post office
Book store	library

The fifth meetings

In the fifth meeting, the writer gave topic “animals”

Example vocabulary of animals

Ant	cow
Bat	dog
Bear	fly
Bedbug	rabbit
Bird	frog
Cat	monkey

The sixth meetings

In the sixth meeting, the writer gave is topic “part of body”

Example vocabulary of part body

Hair	hand
Ear	back
Neck	finger
Fore head	nail
Eye brow	palm
Nose	elbow

### The seventh meetings

In the seventh meeting, the writer gave the topic “kitchen”.

Example vocabulary of kitchen	
Stove	knife
Pot	fork
Friying pan	pail
Plate	matches
Urn	flask

### The eighth meetings

In the eighth meeting, the writer gave the topic “fruits”

Example vocabulary of fruits	
Banana	coconut
Manggo	potato
Apucado	grape
Apple	pineapple
Watermelon	carrot

The ninth meeting, the writer gave the topic “living room”

Example vocabulary of living room

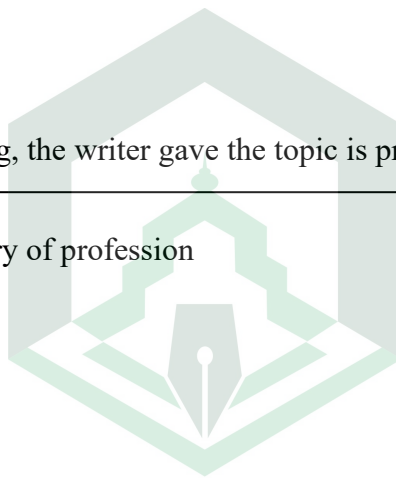
Clock	sofa
Fan	switch
Rug	telephone
Astray	lamp
Picture	stair
Wall	desk

The tenth meetings

In the tenth meeting, the writer gave the topic is profession

Example vocabulary of profession

Doctor	clown
Teacher	headmaster
Butcher	lecturer
Briclayer	driver
Sailor	tailor



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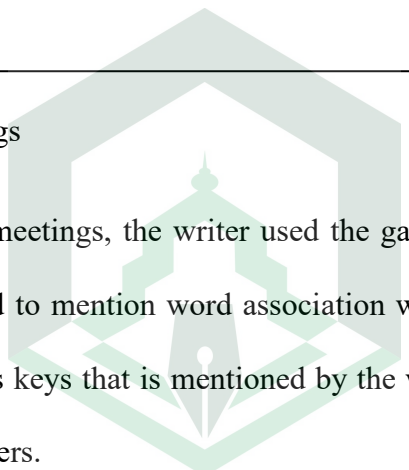
The eleventh meetings

In the eleventh meeting, the writer gave the topic “family”

Example vocabulary of family	
Father	cousin
Mother	younger brother
Sister	sister n law
Husband	son
Uncle	brother in law
Nephew	daughter

The twelve meetings

In the twelve meetings, the writer used the game of word association. The students will be ordered to mention word association which as suitable on what the writer says of the words keys that is mentioned by the writer with the sequence way to one students with others.



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The thirteenth meetings.

The writer gave posttest, after the students answer it. The writer discussed the answer of the test in the class.

## F. *Technique of Data Analysis*

The data collected through the test are analyzed using descriptive and inferential statistics as follows:

### 1. Scoring the students answer

Scoring the students answers of pretest and posttest by using the following formula :

$$\text{Score} = \frac{\text{Students' Correct Answer Score}}{\text{The Total Number of Items}} \times 10$$

### 2. The data on the students' Vocabulary mastery was analyzed using the mean score as below :

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

Where :  $\bar{X}$  = mean score

$\sum X$  = the sum of all score

N = number of student<sup>2</sup>

---

<sup>2</sup> Suharsimi Arikunto, *Mnejemen Penelitian*, (Yogyakarta: Rineka Cipta), p.371

3. The rating score is used :

Point	Status
9.6 – 10	Excellent
8.6 – 9.5	Very good
7.6 – 8.5	Good
6.6 – 7.5	Fairly good
5.6 – 6.5	Fair
3.6 – 5.5	Poor
0 – 3.5	Very poor

a. Calculating the rate percentage of students score by using the following data:

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

Where : P = Mean score of deviation

F = The total score of difference

N = Total Number of the students<sup>3</sup>

---

<sup>3</sup> Ridwan, *Dasar- Dasar Statistika* (Bandung : Alfabeta, 2003)

- b. Calculating the mean score the students by using the following formula:

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

Where :      X      = Mean Score  
                   $\sum X$    = Total Score  
                  N      = Total Sample

- c. Finding out the significance different between the pretest and posttest by using the following formula:

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

Where :       $\bar{D}$       = Deviation  
                   $\sum D$       = Standard Deviation  
                  N      = Number Of Students

The standard deviation formulas follows:

$$\sum D = \frac{\sqrt{\sum x^2 - \frac{(\sum x)^2}{N}}}{N - 1}$$

$$t = \frac{D}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N(N-1)}}$$

Where :      t      = Test Of Significance  
                  D      = The Mean Of Different Score  
                   $\sum D^2$    = The Sum Of Total Different Score  
                  N      = Total Number Of Sample

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter particular presents the findings of the research and discussion of the findings. In this chapter, the writer analyzed the data consisted of the result of the pretest and posttest.

#### A. Findings

##### 1. The students score in pretest and posttest scores

NO	SAMPLE	RAW SCORE		LEVEL SCORE	
		PRETEST	POSTTEST	PRETEST	POSTTEST
1	A <sub>1</sub>	12	25	4	8.33
2	A <sub>2</sub>	14	24	4.67	8
3	A <sub>3</sub>	13	26	4.33	8.67
4	A <sub>4</sub>	10	20	3.33	6.67
5	A <sub>5</sub>	11	27	3.67	9
6	A <sub>6</sub>	14	21	4.67	7
7	A <sub>7</sub>	13	24	4.33	8
8	A <sub>8</sub>	13	25	4.33	8.33
9	A <sub>9</sub>	14	20	4.67	6.67
10	A <sub>10</sub>	15	24	5	8
11	A <sub>11</sub>	12	27	4	9
12	A <sub>12</sub>	12	26	4	8.67
13	A <sub>13</sub>	11	24	3.67	8
14	A <sub>14</sub>	10	18	3.33	6
15	A <sub>15</sub>	12	24	4	8
16	A <sub>16</sub>	11	18	3.33	6
17	A <sub>17</sub>	11	23	3.33	7.67
18	A <sub>18</sub>	12	27	4	9
19	A <sub>19</sub>	14	27	4.67	9
20	A <sub>20</sub>	15	23	5	7.67
TOTAL		249	473	82.33	157.68

## 2. The rate percentage of the pretest and posttest scores

Table 2. The rate percentage of the pretest and posttest scores.

No	Clasification	Score	Pretest		Posttest	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	9.6-10	0	0	0	0
2	Very Good	8.6-9.5	0	0	6	30
3	Good	7.6-8.5	0	0	9	45
4	Fairly Good	6.6-7.5	0	0	3	15
5	Fair	5.6-6.5	0	0	2	10
6	Poor	4.6-5.5	19	95%	0	0
7	Very Poor	0-3.5	1	5%	0	0
TOTAL			20	100	20	100

The rate percentage of the pre test. No student (0%) got an excellent score, no student (0%) got very good score. No student (0%) got good score, no student got fairly good score, no student (0%) got fair score, 19 (95%), students got poor score, 1 (1%) student got very pore score. While the rate percentage. Of the posttest are presented as follows: no student ( 0%) got excellent score, 6 (30 %) students got very good score, 9 (45%) got students good score, 3 (15%) students got fairly good score, 2 (10%) students got fair score, no student (0%) poor score, no student (0%) got very poor score. In short, the rate percentage of pre test was higher than the rate percentage of posttest.

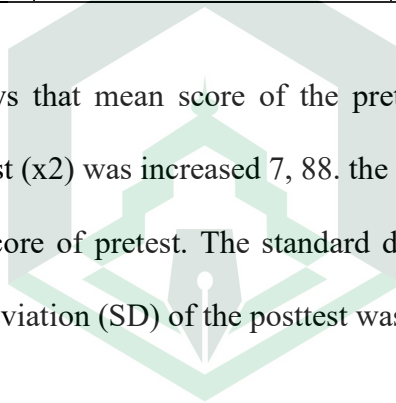
### 3. The mean score and standard deviation of the pretest and posttest

In finding out the answers to the research questions in the previous chapter, the research administered tests that were in both pretest and posttest. A pretest was administered before the treatment, which aims to know the student's prior knowledge of vocabulary. A posttest was given after the treatment, which aims to know whether or not there was a significant difference of the student's vocabulary mastery before and after treatment. The results of the pretest are presented in the following table:

Table 4. The mean score and standard deviation of the pretest and posttest.

Test	Mean Score	Standard Deviation
Pretest	4, 12	1,38
Posttest	7, 88	0, 96

Table 4 shows that mean score of the pretest ( $x_1$ ) was 4-12, while the mean score of posttest ( $x_2$ ) was increased 7, 88. the mean score of the posttest was greater than mean score of pretest. The standard deviation of pretest was 1, 38, while the standard deviation (SD) of the posttest was 0,96.



#### 4. Hypothesis testing

To know whether or not there is a significant difference between the mean scores of the students in pretest and posttest, a t-test was used

Hypothesis testing

$$\alpha = 0.05$$

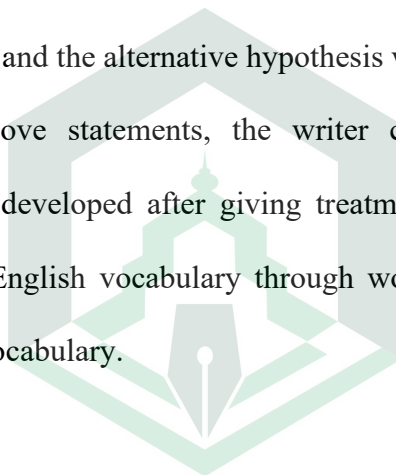
$$t = 10.89$$

$$dF = n - 1 = 20 - 1 = 19$$

critical value of  $t = 2.093$

After analyzing the data using the T test, the t-test value was 10.89, that is greater than t-table value 2.093. The result proves that there was a significant difference between the mean score of pretest and posttest. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted.

Based on the above statements, the writer concluded that the students' vocabulary increase is developed after giving treatment through word association game. Thus, teaching English vocabulary through word association is effective in increasing the students' vocabulary.



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## **B. Discussion**

The description of the data collected through the test explained in the previous section shows that the students' English vocabulary was improved. This research support the previous theory such as cries, who states that game activity can give advantages for language learning process. Futhermore, this study can improve the motivation of students, it is in line with the statement of kurniawan (2007) that game can motivate students in learning.

Students' score after treatment better than before treatment were given. From 20 students in the pretest, there were in 19 students (95%) classified into poor, 1 students (5 %) classified into very poor. None of them were categorized as excellent, very good, good, fairly good and fair score.

In the posttest, there were 6 students (30%) classification into very good, students (45%) classified into good 3 students (15%0 classified into fairly good and 2 students (10%) classified as fair. None of them were categorized as excellent, poor and very poor scores.

The mean score of pretest is 4.12 and posttest 7.88. it shows that the mean score of the posttest greater than the pretest or the score of the students increase.

The value of the t-test is greater than t-table ( $10.89 > 2.093$ ). Based on the t-test, the writer found that there was significant difference between the result of pretest and posttest. In other words, word association game is effective in increasing students' English vocabulary.

Students' were motivated to learn vocabulary. It can be seen when the treatment was conducted. This teaching can attract the students' attention and make them curious to the subject that was taught.

Considering the discussion above, it can be argued that the eighth class of MTS Batusitanduk have better vocabulary after the use of word association game in teaching vocabulary. The writer infers that the word association game is effective way in teaching vocabulary particular for the eighth class of MTS Batusitanduk. By applying the word association students were active to learn vocabulary.



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## CHAPTER V

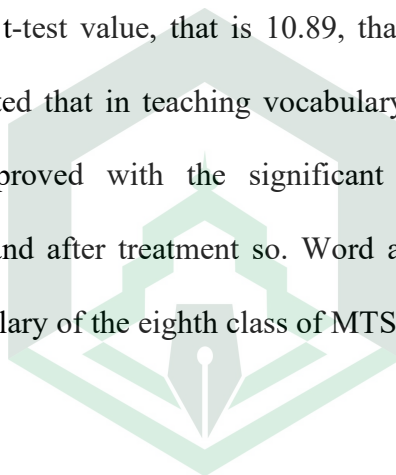
### CONCLUSSIONS AND SUGGESTIONS

This chapter consists of two parts. The first deals with the conclusions of the findings, and the other part deals with suggestions.

#### A. Conclusions

Based on the result of t -test statistic procedure and discussion in the previous chapter, the writer has come to the following conclusions:

Words association can increase the students' vocabulary and is an effective way to increase the English vocabulary of the eighth class of MTS Batusitanduk. It is proved by the t-test value, that is 10.89, that is greater than t-table value 2.093. it can be noted that in teaching vocabulary word association game as a good method. It proved with the significant difference of the students' vocabulary before and after treatment so. Word association game can increase significantly vocabulary of the eighth class of MTS Batusitanduk.



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## B. Suggestions

In relation to the achievement of the students' vocabulary mastery in English, the writer puts forward the following suggestion:

1. The word association game should frequently be used in increasing and developing the students' vocabulary mastery it can challenge them to mastery more vocabularies.
2. The teacher can use the word association in teaching vocabulary in order to motivate the students to master more vocabulary.



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**A**

**P**

**P**

**E**

**N**

**D**

**I**

**X**

**E**

**S**



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**APPENDIX 1****INSTRUMENT****A. Choose the best answer**

1. Yang mana kata dibawah ini yang mempunyai kaitan dengan buah?
  - a. Spoon
  - b. Apple
  - c. Rice
  - d. Backboard
2. Yang mana kata dibawah ini yang mempunyai kaitan dengan keluarga?
  - a. Cat
  - b. Radio
  - c. Father
  - d. Chair







**B. test match**

Match A with B ( looking for the word bellow have association )

A	B
1. Family	A. Bed
2. Bedroom	B. Black Board
3. Kitchen	C. Mango
4. Part body	D. Ashtray
5. Place	E. Carpenter
6. Living room	F. Market
7. Profession	G. Mother
8. School	H. Cat
9. Fruits	I. Stomach
10. Animal	J. Stove

**C. True / False question**

1. Spoon is one thing in the kitchen ( ... )
2. Leech is one thing in bedroom ( ... )
3. Bed sheet is one thing in school ( ... )
4. Cheek is one thing in part body ( ... )
5. Aunt is one thing in family ( ... )

6. Glass is one thing in the sea ( ... )
7. Fork is one thing in the bedroom ( ... )
8. Armchair is one thing in the bedroom ( ... )
9. Stove is one thing in the bedroom ( ... )
10. Ambulance is one thing in the hospital ( ... )



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## APPENDIX 2

### ANSWER KEY

#### A. Multiple choice

1. b. Fish
2. c. Father
3. c. Pillow
4. c. Plate
5. d. Nose
6. c. Sofa
7. a. Air-Port
8. d. Office
9. a. Cat
10. a. Ship

#### B. Match

1. g (mother)
2. a (bed)
3. j (stove)
4. i (stomach)
5. f (market)
6. d (ashtray)



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7. e (carpenter)
8. b (black board)
9. c (mango)
10. h (cat)

C. True / False

1. T
2. F
3. F
4. T
5. T
6. F
7. F
8. F
9. F
10. F



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### APPENDIX 3

Table 1. Students' score of pretest and posttest, gain and difference between the match pairs (D) and the square of the gain.

No	Sample	Pretest ( $X_1$ )	( $X_1$ ) <sup>2</sup>	Posttest ( $X_2$ )	( $X_2$ ) <sup>2</sup>	Gain / D ( $X_2 - X_1$ )	D <sup>2</sup>
1	A <sub>1</sub>	4	16	8.33	69.39	4.33	18.75
2	A <sub>2</sub>	4.67	21.81	8	64	3.33	11.09
3	A <sub>3</sub>	4.33	18.75	8.67	75.17	4.34	18.84
4	A <sub>4</sub>	3.33	18.75	6.67	44.49	3.34	11.16
5	A <sub>5</sub>	3.67	13.47	9	81	5.33	28.41
6	A <sub>6</sub>	4.67	21.81	7	49	2.33	5.43
7	A <sub>7</sub>	4.33	18.75	8	64	3.67	13.47
8	A <sub>8</sub>	4.33	18.75	8.33	69.39	4	16
9	A <sub>9</sub>	4.67	21.81	6.67	44.49	2	4
10	A <sub>10</sub>	5	25	8	64	3	9
11	A <sub>11</sub>	4	16	9	81	5	25
12	A <sub>12</sub>	4	16	8.67	75.17	4.67	21.81
13	A <sub>13</sub>	3.67	13.47	8	64	4.33	18.75
14	A <sub>14</sub>	3.33	18.75	6	36	2.67	33.83
15	A <sub>15</sub>	4	16	8	64	4	16
16	A <sub>16</sub>	3.33	18.75	6	36	2.67	7.13
17	A <sub>17</sub>	3.33	18.75	7.67	58.83	4.34	18.84

18	A <sub>18</sub>	4	16	9	81	5	25
19	A <sub>19</sub>	4.67	21.81	9	81	4.33	18.75
20	A <sub>20</sub>	5	25	7.67	58.83	2.67	7.13
TOTAL		$\sum X_1 =$ 82.33	$\sum X_1^2 =$ 375.43	$\sum X_2 =$ 157.68	$\sum X_2^2 =$ 1260.75	$\sum D =$ 75.35	$\sum D^2 =$ 328.39

$$\text{Mean score of pretest} = \frac{\sum X_1}{N} = \frac{82.33}{20} = 4.12$$

$$\text{Mean score of posttest} = \frac{\sum X_2}{N} = \frac{157.68}{20} = 7.88$$



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## APPENDIX 4

### STANDARD DEVIATION OF PRETEST

$$\Sigma D = \frac{\sqrt{\Sigma x^2 - \frac{(\Sigma x)^2}{N}}}{N - 1}$$

$$\Sigma D = \frac{\sqrt{375,43 - \frac{(82,33)^2}{20}}}{20 - 1}$$

$$\Sigma D = \frac{\sqrt{375,43 - \frac{6.778,23}{20}}}{19}$$

$$\Sigma D = \frac{\sqrt{375,43 - 338,91}}{19}$$

$$\Sigma D = \sqrt{\frac{36,52}{19}}$$

$$\Sigma D = \sqrt{1,92}$$

$$\Sigma D = 1.38$$



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## APPENDIX 5

### STANDARD DEVIATION OF POSTTEST

$$\Sigma D = \frac{\sqrt{\Sigma x^2 - \frac{(\Sigma x)^2}{N}}}{N - 1}$$

$$\Sigma D = \frac{\sqrt{1.260,75 - \frac{(157,68)^2}{20}}}{20 - 1}$$

$$\Sigma D = \frac{\sqrt{1.260,75 - \frac{24.862,98}{20}}}{19}$$

$$\Sigma D = \frac{\sqrt{1.260,75 - 1.243,15}}{19}$$

$$\Sigma D = \sqrt{\frac{17,6}{19}}$$

$$\Sigma D = \sqrt{0,93}$$

$$\Sigma D = 0,96$$



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## APPENDIX 6

### THE DIFFERENCE BETWEEN THE MEAN SCORE OF PRETEST AND POSTTEST

$$\bar{D} = \frac{\sum D}{N} = \frac{75,35}{20} = 3,77$$

$$t = \frac{\bar{D}}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N(N-1)}}$$

$$t = \frac{3,77}{\frac{\sqrt{328,39 - \frac{(75,35)^2}{20}}}{20(20-1)}}$$

$$t = \frac{3,77}{\frac{\sqrt{328,39 - \frac{5.677,62}{20}}}{20 \cdot 19}}$$

$$t = \frac{3,77}{\frac{\sqrt{328,39 - 283,88}}{380}}$$

$$t = \frac{3,77}{\frac{\sqrt{49,51}}{380}}$$

$$t = \frac{3,77}{\sqrt{0,12}}$$

$$t = \frac{3,77}{0,346} = 10,89$$

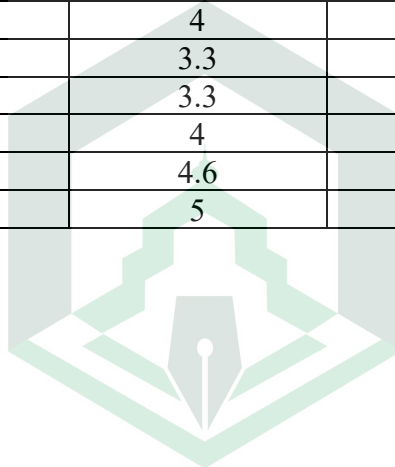


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## APPENDIX 7

### CLASSIFICATION OF STUDENTS' PRETEST

N	SAMPLE	SCORE	CLASSIFICATION
1	A <sub>1</sub>	4	Poor
2	A <sub>2</sub>	4.6	Poor
3	A <sub>3</sub>	4.3	Poor
4	A <sub>4</sub>	3.3	Very Poor
5	A <sub>5</sub>	3.6	Poor
6	A <sub>6</sub>	4.6	Poor
7	A <sub>7</sub>	4.3	Poor
8	A <sub>8</sub>	4.3	Poor
9	A <sub>9</sub>	4.6	Poor
10	A <sub>10</sub>	5	Poor
11	A <sub>11</sub>	4	Poor
12	A <sub>12</sub>	4	Poor
13	A <sub>13</sub>	3.6	Poor
14	A <sub>14</sub>	3.3	Poor
15	A <sub>15</sub>	4	Poor
16	A <sub>16</sub>	3.3	Poor
17	A <sub>17</sub>	3.3	Poor
18	A <sub>18</sub>	4	Poor
19	A <sub>19</sub>	4.6	Poor
20	A <sub>20</sub>	5	Poor

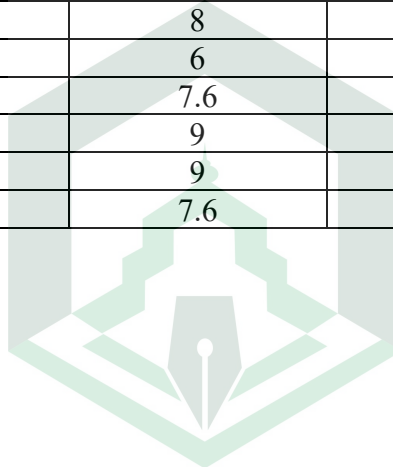


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## APPENDIX 8

### CLASSIFICATION OF STUDENTS POSTTEST

N	SAMPLE	SCORE	CLASSIFICATION
1	A <sub>1</sub>	8.3	Good
2	A <sub>2</sub>	8	Good
3	A <sub>3</sub>	8.6	Very Good
4	A <sub>4</sub>	6.6	Fairly Good
5	A <sub>5</sub>	9	Very Good
6	A <sub>6</sub>	7	Fairly Good
7	A <sub>7</sub>	8	Good
8	A <sub>8</sub>	8.3	Good
9	A <sub>9</sub>	6.6	Fairly Good
10	A <sub>10</sub>	8	Good
11	A <sub>11</sub>	9	Very Good
12	A <sub>12</sub>	8.6	Very Good
13	A <sub>13</sub>	8	Good
14	A <sub>14</sub>	6	Fair
15	A <sub>15</sub>	8	Good
16	A <sub>16</sub>	6	Fair
17	A <sub>17</sub>	7.6	Good
18	A <sub>18</sub>	9	Very Good
19	A <sub>19</sub>	9	Very Good
20	A <sub>20</sub>	7.6	Good



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## APPENDIX 11

TABLE DISTRIBUTION OF t

DF	P			
	10	05	01	001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.533	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.934	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.960	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.143	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.989	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.856	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.670

28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.619
30	1.970	2.042	2.750	3.646
40	1.840	2.021	2.704	3.551
60	1.671	2.000	2.660	3.460
120	1.658	1.980	2.617	3.373



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Pictures Of Cycle







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## **AUTOBIOGRAPHY OF WRITER**

Yobel was born in 05<sup>th</sup> April, 1983 in Bulo, He is the second child of two Brother and two sisters. His Father's name is Rannuki and His Mother's name is Salwiati.

He started elementary school in 1990 and graduated at SDN 235 Bolong in 1996, he graduated junior high school in 1999 at SLTP 2 Lamasi and he continued his study at SMA Negeri 1 Walenrang and He graduated in 2002, He continued his study at Sekolah Tinggi Agama Islam (STAIN) Palopo and taking English Dapertement. He finished his study at Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo in 2012. And during in STAIN Palopo he active in Himpunan Mahasiswa Islam (HMI) one of Organization in STAIN Palopo. By this organization he motivate himself and developing her skill.

In the end of he study at Sekolah Tinggi Agama Islam Negeri Palopo him writes a thesis entitled “ Improvement of Students' Vocabulary Through Word Association Game Of The Eighth Year At Mts Batusitanduk “.



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