

**IMPROVING STUDENTS' VOCABULARY BY USING QUARTET CARD
GAME AT THE SEVENTH GRADE OF SMPN 10 PALOPO**



IAIN PALOPO

A THESIS

Submitted as a Part of the Requirements for S.Pd. Degree
in English Language Education Study Program

Written by

W A R N I

REG. NUMBER: 14.16.3.0154

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

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Supervised By,

- 1. Madehang, S.Ag., M.Pd.**
- 2. Syamsudarni, S.Pd.I., M.Ed.**

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TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2019

THESIS APPROVAL

This thesis, entitled "Improving Students' Vocabulary By Using Quartet Card Game at the Seventh Grade of SMPN 10 palopo" written by Warni, Reg. Number 14 163 0154, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Friday, September 20th 2019 M, coincided with Muharram 20th 1441 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.


Palopo, September 20th 2019 M
Muharram 20th 1441 H

COMMITTEE OF EXAMINATION

- | | | |
|---------------------------------|---------------|---------|
| 1. Madehang, S.Ag., M.Pd | Chairman | (.....) |
| 2. Syamsudarni, S.Pd.I, M.Ed | Secretary | (.....) |
| 3. Amalia Yahya, S.E., M.Hum. | Examiner I | (.....) |
| 4. Muhammda Iksan, S.Pd., M.Pd. | Examiner II | (.....) |
| 5. Madehang, S.Ag., M.Pd | Consultant I | (.....) |
| 6. Syamsudarni, S.Pd.I, M.Ed | Consultant II | (.....) |

Approved by:


The Rector of IAIN Palopo
Dr. Abdul Pirol, M.Ag.
NIP. 19691104 199403 1 004


The Dean of Tarbiyah and
Teacher Training Faculty
Drs. Mirdin K, M.Pd.
NIP. 19681231 199903 1 014

NOTA DINAS PEMBIMBING

Hal : Skripsi

Lamp : -

Kepada Yth.

Bapak Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di,-

Palopo

Assalamu Alaikum Wr. Wb.

Sesudah melakukan bimbingan skripsi mahasiswa tersebut di bawah ini:

Nama : Warni

Nim : 12.16.3.0154

Program Study : Pendidikan Bahasa Inggris

Judul : *Improving Students' Vocabulary by Using Quartet Card Game at the Seventh Grade of SMPN 10 Palopo*

Menyatakan bahwa skripsi tersebut, sudah layak untuk di ujikan untuk seminar hasil.

Demikian untuk di proses selanjutnya.

Wassalamu Alaikum Wr. Wb.

Palopo, 26 Agustus 2019

Consultant I



Madehang, S. Ag. M. Pd
NIP 19730615200003 1 004

NOTA DINAS PEMBIMBING

Hal : Skripsi

Lamp : -

Kepada Yth.

Bapak Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di,-

Palopo

Assalamu Alaikum Wr. Wb.

Sesudah melakukan bimbingan skripsi mahasiswa tersebut di bawah ini:

Nama : Warni

Nim : 14.16.3.0154

Program Study : Pendidikan Bahasa Inggris

Judul : *Improving Students' Vocabulary by Using Quartet Card Game at the Seventh Grade of SMPN 10 Palopo*

Menyatakan bahwa skripsi tersebut, sudah layak untuk di ujikan untuk seminar hasil.

Demikian untuk di proses selanjutnya.

Wassalamu Alaikum Wr. Wb.

Palopo, 26 Agustus 2019

Consultant II,



Svamsudarni, S.Pd.L., M.Ed.
NIP 19811106 200604 1 003

CONSULTANT APPROVAL

Thesis Entitled : *Improving Students' Vocabulary by Using Quartet Card Game at the Seventh Grade of Smpn 10 Palopo*

Researcher by:

Name : Warni

Reg. Number : 14.16.3.0154

Faculty : Tarbiyah and Teacher Training

Study Program : English Department

Has been corrected and approved to be examined.

Palopo, August 26th 2019

Consultant I



Madehang, S.Ag., M.Pd.
NIP. 19730615200003 1 004

Consultant II



Syamsudarni, S.Pd.L., M.Ed.
NIP.19811106 200604 1 003

EXAMINER APPROVAL

Thesis Entitled : **Improving Students' Vocabulary by Using Quartet Card
Game at the Seventh Grade of SMPN 10 Palopo**

Written By:

Name : Warri
Reg. Number : 14.16.3.0154
Faculty : Tarbiyah and Teacher Training
Study Program : English Study Program

Has been corrected and approved to be examined.

Palopo, September 18th, 2019

Examiner I



Amalia Yahya, S.E., M.Hum.
NIP. 19771013 200501 2 006

Examiner II



Muhammad Iksan, S.Pd., M.Pd.
NIP. 1986032720180011001

PRONOUNCEMENT

Signatred by:

Name : Warni
Reg Number : 14.16.3.0154
Department : Tadris Bahasa Inggris
Faculty : Tarbiyah

Declares that thesis I wrote to fulfill of requirement for the degree of Sarjana Pendidikan (S.Pd) in Tarbiyah Faculty, English Study Program of Teacher Training of State Institute for Islamic Studies entitled "*Improving Students' Vocabulary by Using Quartet Card Games at the Seventh Grade of SMPN 10 Palopo*" was truly my original work. It did not incorporate and materials previously written or published by another person except does indicated in quotations and bibliography. Do to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

Palopo, 29th October 2019



WARNI
NIM 14.16.3.0154

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خَيْرِ الْأَنْبَاءِ سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

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Palopo, 22 Agustus 2019

The Researcher

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ABSTRACT

Warni, 2019, *Improving Students' Vocabulary By Using Quartet Card Game At The Seventh Grade Of SMPN 10 Palopo*. Thesis Tarbiyah Department of the Institute college for Islamic Studies (IAIN) Palopo, Consultant (1) Madehang S.Ag.,M.Pd (2) Syamsudarni, S.Pd.I.,M.Ed.

Key Word : *Vocabulary, Quartet Card Game*

This thesis studied about improving students' vocabulary by using quartet card game at the Seventh Grade of SMPN 10 Palopo in academic year 2018/2019. The problem statements "Is the use of Quartet game effective in improving Student's vocabulary at the Seventh Grade of SMPN 10Palopo by Using Quartet Game" objective of the research to find a significant effectiveness of using quartet game on students' vocabulary mastery of seventh grade of SMP N 10Palopo. The scope of the research is focused to teach vocabulary about noun they are, The human body, Thing, Animal, Public place & Transportation, food & drink by using Quartet card game.

The method of research is quantitative method, the design of this research is quasi-experimental. The number of the sample in this research is 40 students in experimental and controlled class. The sampling technique was chosen by using purposive sampling. Sample of this research are VII A and VII B as the experimental class and controlled class. Experimental class taught by using Quartet card game and controlled class taught without Quartet card game. The instrument of this research was a test vocabulary such translation word and matching word. It was conducted before and after the students getting treatments. The data was analyzed by using SPSS. The mean score of experimental class is 84.7 and the mean score controlled class is 75.1 ($\alpha < \alpha$ ($0.00 < 0.05$) which mean H_0 is rejected and H_1 is accepted. It was prove that using Quartet card game is effective to improve students' vocabulary.

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is central of English Language learning because without sufficient vocabulary, students cannot understand others or express ideas. Therefore, the learning of English vocabulary has a very essential role for Indonesian students to master English as foreign language. If someone does not have sufficient number of vocabulary, Someone will not be able to communicate with others.

In mastering English, vocabulary is one of the most important thing necessary for teaching and learning. It is the basic to master the other skills such as: reading comprehension, speaking, writing, and listening. Those skills support each other. Vocabulary is the basic that must be learnt first by learner.¹Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. If the teaching and learning process take places, problems would appear to the teacher. They have problem in teaching students in order gain satisfying result. The teacher should prepare and find out the appropriate techniques, which is implemented to the students.²

In learning vocabulary, many problems faced by students, such as the students have difficulties to understand all of material that teacher was explained,

¹Helena Fariska. *The importance of vocabulary in English learning* Universityofibnkhaldunbogor-indonesia.blogspot.co.id/2010/01/importance-of-vocabulary-in-english.html?m=1(accessed 6th January 2010)

²MofarehAlqahtani(2015).”The importance of vocabulary in language learning and how to be taught”.*International journal of teaching and education*, vol.III(3),pp.21-34.,10.20472/TE.2015.3.3002

so a good teacher should prepare various and up-to-date techniques to gain the target of language teaching. In the researcher's opinion, using Quartet game is one of the techniques that can be used to improve students' vocabulary. The researcher is inspired by a quartet card game that researcher used to play when she was a kid. This game combines pictures and cards.

Quartet game is Families fun game that can also be used as a teaching technique. By using quartet card game, it can overcome student's boredom feeling. The students are given something new and different from what they usually get in the class. Quartet card games can be used as one of many techniques in which students are given a chance to learn English more fun and they will be more motivated.

Based on pre survey done in SMPN 10 Palopo in the class VII A, The researcher came to the class to observed the teaching learning process and found out that students were still considered having difficulties in vocabulary mastery. They asked many words' meaning during the teaching and learning process, students also were not enthusiastic while doing task in the teaching learning process because they have difficulties in understanding what they listen or read.

Other problem was related to the teaching method, teacher usually only use monotonous traditional method that is to translate words from English to Indonesia. The students sometimes found difficulties and they also discourage in learning vocabulary. The students were also rarely given chances to practice the words that had been given in other activities. They learnt the words naturally at

the different opportunity of teaching-learning. Therefore, they merely knew the words meaning and forgot the words easily.

Therefore, based on the problem, the researcher concluded that the students of seventh grade in SMPN 10 Palopo still have problem in vocabulary. This research focuses on exploring the effect of Quartet card game technique to improving vocabulary. In this case, the researcher is very interested in doing research under the title “Improving Students’ Vocabulary by Using Quartet Card Game at The Seventh Grade of SMPN 10 Palopo”

B. Problem Statement

Based on the explanation above, the researcher formulated the research question namely: Is the use of Quartet card game effective in improving Students’ vocabulary?

C. Objective of the Research

Based on the research problem above, the objective of the research is to find out whether Quartet card game is effective or not in improving students’ vocabulary.

D. Significant of the Research

The research is focused on the effectiveness of using quartet game on students’ vocabulary. The researcher hopes that this research on teaching vocabulary using Quartet card game has some benefits to the researcher and the readers in general.

1. Theoretical benefit

- a. The result of the research can be used as an input in english teaching learning process.
- b. The result of the research can be used as the reference for the other researcher who want to conduct a research in teaching English.

2. Practical benefit

- a. By teaching vocabulary using Quartet card game, the teacher can motivate the students in order to make them interested in learning vocabulary.
- b. This study can be used by the teacher to provide the better technique for teaching vocabulary.

E. Scope of the Research

The scope of this research is focusing on productive vocabulary the implementation of Quartet card game model in teaching vocabulary. The material of vocabulary is limited at nouns, such as: The human body, Thing, Animals, food & drink, Profession, Transportation and Public Place, by using Quartet game at the Seventh grade of SMP N 10 Palopo in 2018/2019 Academic year

F. Operational Definition

To avoid the misunderstanding about the definitions that are used in the research, The researcher gives some explanations that concern with definition are:

1. Vocabulary is a set of words that an individual knows and might used in constructing new sentences or in daily communication.
2. Quartet is one kind of the card games that using a card to play it. Which is the player who have collected as many as cards is the winner.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

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

The first was from Maeryam (2010) in her thesis "*Building up Interest Towards Learning English at the Elementary School By Song and Quartet Game*" the result of the research show that the implementation of Quartet card game significantly build up the interest, involvement and enjoyment of the pupils in learning English. It is proved that all the pupils paid attention, followed game rules, and work together. Besides, the game could be as an alternative activity to strengthen the students' motivate in learning english as well.³

The seceond from Widya Maretta Lestiani (2009) in her thesis "*Improving the Students' Speaking Skill by Using English Quartet Cards For the Fourth Year Students of SDN Tlogomas II Malang*" Research finding resulted indicated that using Quartet game can improve the students speaking ability. It can be seen from the result of pre-test and post-test mean score. Based on the result of mean score on pre test is 56.00 after the researcher teach by using Quartet card game the students mean score become 68.70 in post test 1. Then in post test 2, the students mean score improve to be 78.55, so quartet card game could help the students more confident in speaking activity. During teaching and learning process using

³Maeryam, Building up Interest Towards Learning English at the Elementary School by Songs and Quartet Game, A thesis S2 (Makassar: University Makassar,2010),p.72

Quartet card game, students showed that they were more active and enthusiastic in learning English.⁴

The last from Akhmad Nihad Fauzan (2017) in his thesis "*The Effectiveness of Using the Combination Quartet Card and Dart Game in Teaching Writing Descriptive Text at the Second Grade of Mts Al Mumtaz Pulosari*" the result of research was the student's descriptive writing before using the combination quartet card and dart game is less, but after using it, students' descriptive writing is better and show increasing significantly. It can be seen from the average score in pre-test and post-test, the lowest score experimental class in pre-test is 45, the highest score is 80, in post-test the lowest score is 65, and the high score is 95. The findings of the study showed that Quartet card game could be significantly effective in teaching writing descriptive text.⁵

Based on the statements above, the researcher conclude that there are some difference between those previous theses and the writer's research, they are; (1) in Maeryam's thesis, she focused for teaching English by combination song and quartet card game and she applied descriptive method. (2) in Widya Mareta Lestiani's thesis took speaking skill and she used a classroom action research. Her research was done in SDN Tlogomas II Malang. (3) Akhmad Nihad Fauzan's thesis took writing descriptive text. His research was done in Mts Al Mumtaz Polosari to the second grade students.

⁴Widya Mareta Lestiani "*Improving the Students' Speaking Skill by Using English Quartet Cards For the Fourth Year Students of SDN Tlogomas II Malang*" A thesis S1 (Malang : University of Muhammadiyah, 2009),P.56

⁵Akhmad Nihad Fauzan, "*The Effectiveness of Using the Combination Quartet Card and Dart Game in Teaching Writing Descriptive Text at the Second Grade of Mts Al Mumtaz polosari pandeglang*"(IAIN : Sultan Maulana Banten, 2017)

The similarity of the previous research with this research is the same independent variables by teaching technique using Quartet card game.

Based on the research and experience above, method in teaching was not only enjoyable and interesting but it also could cover the students' attention through making them active in each activity. The researcher decided to apply Quartet game in improving students' vocabulary because it could make the students easy and helpfull to understand and memorize vocabulary easily.

B. Vocabulary

1. Concepts of vocabulary

There are several concepts about vocabulary, some of them

- a. In oxford dictionary, vocabulary is the total number of words in language, words know to a person, list of word with their meaning, especially at the back of a book used for teaching a foreign language.⁶
- b. Vocabulary is word known, learned used. Short list of word with their meaning.⁷
- c. Vocabulary is List of word with their meaning, especially are which accompanies a text book in a foreign language⁸
- d. Vocabulary is all about words in language
- e. Vocabulary is the collection of words that an individual knows⁹.

⁶Martin manser, oxford dictionary,(New Education: New York: oxford university press, 1995).P.408

⁷ Handy Learner's Dictionary Of Americas English

⁸Nurhidayah Ahmad, *Teaching Vocabulary Skill Through Asking Questions Method at the Eight Grade of SMPN Muhammadiyah Palopo*, (STAIN: palopo,2013), p 8

f. .Vocabulary is generically defined as the knowledge of words and word meaning

Vocabulary is one of the components of language which supports the speaker in communication. In other words, vocabulary plays a very important role in developing the four language skill (listening, speaking, reading and writing). As mentioned by Cameron, in language teaching. a major resource between the development of words, the meaning and the links will be covered under vocabulary¹⁰

Vocabulary as one of the elements of language is important to study, without having enough vocabulary, the ability to communication and convey our needs could not be established. According 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.¹¹

Vocabulary is one of language elements that need to be acquired by English learners. This opinion indicate that vocabulary has the same level as phonology and grammatical and supporting the English learners to master a language skill. To mastery vocabulary productive is usually related to speaking and writing, because when someone speaks or writes he or she produces

⁹Caroline T. Linse, *Practical Language Teaching: Young Learners* (New York: Mcgraw-Hill,2005)P.121

¹⁰Lynne Cameron, *Teaching Language to Young Learner*, (Cambridge: Cambridge University press,2001), p. 94

¹¹Wilga M. Rivers, *Teaching Foreign-Language Skill*. P. 426

vocabulary. While the mastery of receptive vocabulary is usually related to reading and listening.

Vocabulary is very necessary to study 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 language.¹²

Vocabulary is vital to communicating with others and understanding what one is reading. I know that information is known to everyone, but acknowledging it instead of taking it for granted add important goals to your child's list of basic skills to master.¹³

Vocabulary or word also called a based word or a word family is defined as including the base form (e.g.: make) and its inflection and derivatives (e.g.: makes, made, making maker and makers). Since the meaning of these different forms of the word is closely related it is assumed that little extra effort is needed to learn them.

From the definition above, we can see that vocabulary is one of the most important language component that are used to communicate between someone to another, no language exists without vocabularies and words are signs or symbols for idea. The more words we learn, the more ideas should we have. It means that without vocabulary we will be unable to use the language communicatively.

¹²Jeremy Harmer, *The Practice of English Teaching*, (New York: Longman, 1991),P. 154

¹³Asmawati Ambas Tekeng, "*Improving Students' Vocabulary at The Seventh Year of MTsS DarulIs tiqamahLepangang by Using Hypernym and Hyponym*", A thesis S1, (Palopo: STAIN Palopo, 2007),P.8

The teaching and learning vocabulary has never aroused the same degree of interest within language teaching as have such issues as grammatical competence, contrastive analysis, reading or writing, which have received considerable attention from scholars and teacher.¹⁴

C. The Importance of Vocabulary

Language includes four basic skills: listening, speaking, reading and writing. Apparently, it seems that everyone who intend to master a language, either L1 or L2, must only attempt these four skill. But in addition to these skills, the fact is that language has three more components: Vocabulary, pronunciation, and grammar. Vocabulary is fundamental to English Language teaching. Without adequate vocabulary, students cannot understand others or express their own thoughts Vocabulary is defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning. Vocabulary knowledge is important because it encompasses all the words we must know to access our background knowledge, express our ideas and communicate effectively, and learn about new concepts.

The function of vocabulary is inseparable from the language skill, 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 reach them. In listening we need vocabulary to understand what someone says through his/her words. In reading, it is very useful to understand the passage or the meaning of the text. In writing, it also important, therefore, the writer

¹⁴RicardC.Jack, *The Context of Language Teaching* (Cambridge University Press:1958),P.

should clearly and accurately in choosing words to express her ideas and principle to the readers.

There are four the importance of vocabulary, such as:

- a. An extensive vocabulary aids expression and communication.
- b. Vocabulary size has been directly linked to reading comprehension
- c. Linguistic vocabulary is synonymous with thinking vocabulary.
- d. A person maybe judged by others based on his or her vocabulary¹⁵

Vocabulary is ultimately expression: having an extensive vocabulary will help students express themselves clearly and communicate well with clearly, a linguistic vocabulary is also identical to thinking vocabulary meaning that students be able to think concise thoughts with precision. Although much of students' vocabulary is built up throughout childhood, it will certainly plateau once you leave education. In order to keep the vocabulary in order and expend after this time it is advisable to read, play word games or even set themselves goals to learn a new word each day.¹⁶

D. Kinds of Vocabulary

Vocabulary is a basic element combine to the four skills: reading, listening, writing, and speaking, it be impossible to learn foreign language without knowing or have good vocabulary. We should have more, it seem with we should have vocabulary so we cannot lack the word and vocabulary. If we have that we can communication with another people with good.

¹⁵Stahl, Steven A. *Vocabulary Development*, (Cambridge: Brookline Books,1999) P.3

¹⁶Solopress. The Importance of Vocabulary,www.Solopress.com/blog/print-inspiration/the-importance-of-vocabulary/(accessed 8 july,2015)

Read in Assessing Vocabulary consists of two, namely, function and content word, those are.¹⁷

1) **Function word**

The function word can be seen in grammatical aspects, such as articles, propositions, pronouns, conjunction, auxiliaries, etc.

a. Articles

Article is word that place in front of noun and it function as determines or divides noun in a sentence. This is their traditional term of, a, an, and the. The correct use of these little words is extremely in English. There is a lot of deference between “man” and “the man” for instance. Some should be included among the articles, since it is use before plural count nouns the way a/an is used before singulars: “a man” “some man”.

Aandan are used in front of singular count noun. A and an have the same meaning. A is used in front of words that begin with consonants: b, c, d, f, g, h, j, k, l, etc

For example:

| | | |
|-------|------------|--------|
| A car | A language | A girl |
| A cat | A city | A book |

An is used in front of words that begin with a, i, u, e, and o

For example:

| | | |
|----------|---------|----------|
| An apple | An idea | An ocean |
|----------|---------|----------|

¹⁷John Read, Assessing Vocabulary, (Cambridge University press, 2000). P.1

An ear An office An apartment

Article a also use if a word that begin with “u” has a vowel sound: e.g.an umbrella, an ugly picture. Use “a” if a word that begins with “u” has a vowel sound: a university, a union, as usual event.

Compare:

I have an umbrella

My father works a university.

We do not normally pronounce the sound /ə/ before a vowel. So before a vowel, the article a (/ə/) change to an. Compare:

A rabbit A grape

An elephant An elephant

b. Conjunction

Conjunction is the words have function to connect word to word, phrase to phrase or connected sentence to sentence.

Example:

Justin and Mona are students

Based example above, “and” is conjunction. Because “and” connect two nouns that Justin and Mona.

In English there are two conjunctions, they are:

a) Coordinate conjunction

Coordinate conjunction is that prominent are “and, but, or, nor”. Generally, used to connect clauses that is the same degree or level. Its mean, to

connect noun to noun, adjective to adjective, verb to verb, phrase to phrase, clause to clause, sentence to sentence, etc.¹⁸

The words include in coordinate conjunction are:

| | |
|-----|--------------------------------|
| And | both...and... |
| But | not only...but(also) |
| Or | either ...or... |
| Nor | neither...nor... ¹⁹ |

b) Subordinate conjunction

Subordinate conjunction is the word connected two sentences that is not the same degree or level. Each of the two sentences is as main clause and sub clause. Sub clause always depends on main clause. The sub clause does not have the complete meaning without the main clauses

Example:

She will go the market tomorrow if she is better.

The including in conjunction subordinate are:

| | |
|---------|---------------------|
| However | moreover |
| In case | in order (that) |
| Since | so that |
| Then | therefore |
| Thought | until ²⁰ |

¹⁸ Windy Novia, Essential English Grammar, (Complete Edition: Wipres, 2009),p. 149.

¹⁹Ibid.,p. 150

²⁰ Ibid.,p.152

c) Preposition

Preposition is word placed before noun or pronoun to indicate relation among the parts of other sentences.

Noun or pronoun the following preposition always hold the position as object sentences. In English grammar there are words the including preposition, they are:

| | |
|--------|--------------------|
| Behind | below |
| Above | about |
| Down | across |
| Among | etc. ²¹ |

d) Pronoun

Pronoun the words are used to change noun. The function pronoun is in order lest occur word repeating in the sentences.

Example:

Susy lost Susy's pen when Susy was going to Susy's home. At the sentence above, the word of noun "Susy" repeated. So that, in order not occur repeating is used pronoun. It should be "Susy lost her pen when she was going to her home."

Pronoun divided to be some group:

Personal pronoun

Personal pronoun is pronoun the indicate the first person, the second

²¹ Ibid.,p.107

person and third person. Personal pronoun divides to be two groups, like:²²

➤ nominative case

The included in nominative case are:

I you

He she

It we

You they

Nominative case must be there before neither verb, neither verb to be nor verb.

➤ Objective case

The included Objective case are:

Me you your

Him her them

It us

Objective case must be there after verb or other preposition.²³

2) Content words.

Content word are words which refer to a thing, quality, state, or action and which have meaning (lexical meaning) when the words are used alone. These words modify the meaning and provide links to the sentence. The kinds of these words are noun, verb, adjective, and adverb.

²²Ibid.,p.155

²³Ibid.,p.157

Indonesia, Malaysia, Singapore, (countries name)

Gajah Mada University, Harvard University (school name)²⁵

➤ Common noun

Common noun is a name given in common to every person or thing of the same class or kind, for example:

- Boy - merchant
- Woman - Traveler
- Teacher - City
- Doctor - Village
- Girl -Town

➤ Collective noun

Collective noun is the name of collection of things or person, for example:

- Crowd - Family
- Team - Nation
- Army - Cattle
- Fleet - Gentry
- Jury - Class

➤ Material Noun

Material noun is the name of a material or substance out of which things are made, for example:

- Gold - Ink
- Silver - Money

²⁵Ibid.,p.13

- Wood
- Air
- Clay
- Milk
- Butter
- Water
- paper
- Glass²⁶

2) Abstract noun

Abstract noun is the name of a quality, action or state for example:

- Freedom
- Liberty
- Thought
- Sorrow
- Love
- Death
- Goodness
- kindness
- childhood
- admission
- life
- truth
- beauty
- justice²⁷

3) Countable noun

For examples:

- Book
- Horse
- Cow
- car
- Table
- tie etc.

4) Uncountable noun

For examples:

- Sand
- Coffee
- tea
- rain

²⁶Asmawati Ambas Tekeng., Op.Cit.p.17

²⁷ Ibid.,P.18

- Water - sugar
- Snow - money etc.²⁸

b. Adjective

Adjective is word that used to explain noun by describing, identifying, or quantifying. Sargeant states that adjective describe nouns, and pronouns. They give you more information about people, place, and thing.²⁹ There some type of adjective :

1. Qualitative adjective is used to explain the situations of thing, people, place or animal. Example, The **beautiful** woman, a **big** house, the **bad** picture, etc
2. Proper adjective: they describe a person or things with a certain name such as: Turkish, English and etc
3. Quantitative adjective : they describes quantity of thing (how much) such as: much, little, a lot of, some, any, enough, etc

c. Verb

Verb are words that show an action or an event or being. Whatever we are doing can be expressed by using verb. Verb is a word (or group of words) which is used in describing an action, experience or state.³⁰

1. Transitive verbs

Transitive verbs is verb which has and need an object,

²⁸ Windy Novia.,Op Cit., P.24

²⁹Sargeant.Howard, *Basic English Grammar For English Language Learner* (United State : Saddleback Educational Publishing, 2007), P.32

³⁰ Jeremy Harmer *How to Teach English*, (New York : Longman, 1998), P.37

Example:

- He made a cup of tea
- I have bought a new car

But, there some transitive verb must be used two objects:

Example:

- Bring - make
- Give - show
- Show - buy

2. Intransitive verb Intransitive verb is a verb that does not need an object.

According Redman that many phrasal verb are intransitive and need a direct object, Ex: cry, laugh, sleep, etc.³¹

3. Auxiliary verb is a verb that helps another verb or the principle verb to express action or condition or state being. Auxiliary helping verbs, are used before infinitives to add a different meaning, ex: is, am, are, was, were, etc.³²

d. Adverb

Adverb is the words which explain about verb, adjective, noun, and adverb.³³ There some type of adverbs:

³¹ Redman and Stuart *English Vocabulary In Use, Pre-Intermediate and Intermediate*, (United Kingdom: Cambridge University press, 1997), P. 38

³² Sargeant. Op Cit., P.88

³³ Nugrohosatrio Drs. *Practical Complite English Grammar: Tata Bahasa Inggris Lengkap*, (ed; Surabaya: Kartika),

1. Adverb of manner: are words that used to explain how something happen.

In general adverbs of manner are formed by adding suffix –LY at adjectives it used after or before object on a sentence such as:

| | |
|---------|-----------|
| Quickly | Sadly |
| Bravely | evidently |
| Happily | luckily |

2. Adverb of time: are words that used to explain the time when something happens, such as;

| | | |
|-------|----------|-------|
| Now | Tomorrow | Yet |
| Today | Since | Soon |
| Early | Ago | Daily |

3. Adverb of place; are words that used to explain the location where something happens, such as;

| | |
|-------|------|
| Here | Near |
| Below | Back |
| Down | Out |
| Away | Up |
| In | By |

4. Adverb of degree is: are the adverb that clarifies the extent of something or event, such as:

| | |
|--------|--------|
| Very | rather |
| Fairly | quite |
| Hardly | almost |

According to Paul Meara at the minimum level estimated that if students learn words 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 less³⁵. Most researcher now days recommend for basic vocabulary must know at least 3.000 word families, while for most special needs must know at least 5,000 words.

When teaching vocabulary you normally start by doing one of two things, you either give the students the word and ask the meaning, or you can explain the meaning or concept, and ask the word and finally your students can understand.³⁶

Michael Graves argues that there are four components of an effective teaching vocabulary program:

1. Teach individual words: teach new words explicitly, meaning or purpose. Make sure students understand the definition. Make sure the definition are in student-friendly vocabulary. It does not help you to understand a word if you do not know the words in the definition, either. Show the word in a variety of contexts. Have students generate their own definitions. Have them engage with the words interactively, playing with them. Vary the method so you are not teaching the same way for every word.
2. Provide reach and varied language experience: we need reading, listening, speaking, and writing experience across multiple genres. Yes, there is math poetry. Read out loud to students. Encourage book clubs and reading challenges. The idea: create an environment saturated with words.

³⁵ Scott Thornbury, *How to Teach Vocabulary*, (Malaysia Longman Group, 2008), P.21

³⁶ Jane Willis, *Teaching English through English* (England: Longman Group, 1981), P 118

3. Teach word-learning strategies: teach students how to infer word meaning from context clues. Teach students how and when to use a dictionary. We cannot assume that students know that strategies they need to make sense of words.
4. Foster words consciousness: point out useful, beautiful, powerful, or painful lessons. Be playful with words.³⁷

F. Games

1. Definition of games

A game is an activity with rules, a goal and an element of fun. There are two kinds of games: Competitive games, in which players or teams race to be the first to reach the goal, and cooperative games, in which players or team work together towards a common goal. The emphasis in the game is on successful communication rather than on correctness of language.³⁸

Clark define the concept games as one of the most enjoyable supplementary activities Thus, games are best used to review or practice material that has already been introduced. He explain that a really fun game can wake pupils up and bring laughter back into the classroom. Games help and encourage them to sustain their interest and work. Games also create contexts in which the language is useful and meaningful. The need of meaningfulness in language learning has been accepted for some years. A useful interpretation of 'meaningfulness' is that the learners respond to the content in a definite way. They

³⁷Susan Hanson and Jennifer F. mpadua *Teaching Vocabulary Explicitly*, (U.S facific resources for education and learning number ED-06-CO-0024),P.8

³⁸Toth, M, *children's games*. Oxford : Heineman www.google.com (*Accessed on October 2003*)

want to take a part and in order to do. If they are amused, angered, challenged, intrigued, or surprised the content is clearly meaningful to them.³⁹

Many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities, but have a great educational value. Games can lower anxiety, it can give shy learners more opportunity to express their opinion and feeling, games also highly motivating and entertaining.

The objectives of games must be clear that the students know what they expect to do in the activities. Sometime the teachers use a strategy in playing games in order to make them more interesting. It is according to *oxford learner's pocket dictionary*. Game is "a secret plan or trick".⁴⁰ It means that the teacher can make games more interesting by trick, so that students enthusiastic to play this game. Quartet is one of the collection of index card game for learners of English.

From some explanations above, it can be argued that games are part of interesting activities, which it can be done in the classroom as a secret plan or trick, so that it entertains for the students, and it also can make the teaching learning process fun, especially either for the teacher or the students.

2. Language games features

Language games have many features which make them a potentially valuable activity in the language class. Brown observes that there are six aspects of language games that deserve special attention: communication context; mood

³⁹Clarck and Sharon Elwell, *Match it! A collection of index Card Games for Learners of English*. (United States of America: Pro Lingua Associated, 2000) P.13.

⁴⁰Martin H. Manster, *oxford Learners's Pocket Dictionary, New Edition*. (London. Oxford University press, 2003) .P.1

enhancement; group-building; student participation; competitiveness; incidental or spontaneous learning.

a. Communication context

Games provide what Brown calls “meaningful contexts of genuine communication” students need not mimic the contrived, artificial, and stilted conversations but can attempt to formulate appropriate language to express their own thoughts and emotions. Once the student has something to say, the teacher can act as a counselor to perfect that communication.

b. Mood enhancement

The importance of the affective domain takes part in determining the language process. The student’s readiness to learn is influenced by physical as well as psychological factors. In playing games in small groups, students have a great deal more freedom than in more formal learning situations. The freedom to move chairs and stretch limbs contributes to a sense of autonomy and well-being. As a result, students enter into an activity with a sense of excitement and anticipation rather than threatening.

c. Group-building

The teacher who is aware of the importance of the affective domain does everything in his or her power to make the classroom a friendly and supportive place. The relationships and interactions among students are dynamics which play a critical role in determining the success of class. Small group work fosters greater intimacy and cooperation among students and provides an opportunity for them to use their pooled knowledge to solve problems.

d. Students participation

The old wise saying that “you can lead a horse to water but you cannot make him drink” is particularly apt for learning. It is the students who are finally responsible for his own learning and he must play an active role in that process. Student-centered classes try to reserve the traditional situation in which the teacher is the actor and the students are the audiences. Small group work is a way assuring that the teacher has a less obtrusive role to play. While playing games, the students may entirely forget about the presence of the teacher, which means that they are absorbed in their task and focusing their attention what to do the best.

e. Competitiveness

Rivalry plays an important role in all human affairs and to some extent the progress of civilization seems to be linked to competition. There has probably never been a human society in which competitions has not played a part. Games, contests and matches of skill seem, indeed, to be ununiversal in the human experience. Because competition is such a persistent human characteristic and game-playing such a natural trait, competitive activities may well be able to facilitate the learning process. A word of caution, however, is necessary here. Competition is a double-edged sword. While it can, just as easily retard it by causing intimidation. What teacher should build up is friendly competition.

f. Incidental or spontaneous learning

This kind of spontaneous, unconscious learning can be put to good use in the language classroom. When an objective of learning is set to absorb the attention of the participant, the real objective is frequently achieved without

special effort. If a student is drilled on sentence pattern, he or she may make errors because of his very attention. But if the student's attention is distracted by some unrelated task such as playing a game, the forgotten linguistic objective may be fulfilled effortlessly. Game-playing is an especially effective device for making the real lesson.⁴¹

3. Advantages of language games

In an effort to supplement lesson plan in the ESL classroom, teacher often turn to games. The justification for using games in the classroom has been well demonstrated as benefiting students in a variety of ways. These benefits range from cognitive aspect of language learning to more cooperative group dynamics.

Lee Su Kim further elicits the advantages of using games in the classroom

- a. Games are a welcome break from the usual routine of the language class;
- b. They are motivating and challenging
- c. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
- d. Games provide language practice in the various skill-speaking, writing, listening, and reading
- e. They encourage students to interact and communicate. They create a meaningful context for language use.⁴²

Yin Yong Mei and Jang Yu-jing in their article write the advantages of language game:

⁴¹H. Douglas Brown, *principle of Language Learning and Teaching*. (London: Prentice Hall International Ltd 1980), P.77

⁴²Lee Su Kim *creative game for the language class* (Forum Volume 33 no 1 January-march) P.35.

- a. Games are fun and children like to play them. Through games children experiment, discover, and interact with their environment.
- b. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many young learners, language learning will not to be the key motivational factor. Games can provide this stimulus;
- c. The game context make the foreign language immediately useful to the children it brings the target language for life;
- d. The game make the reasons for speaking plausible even to reluctant children;
- e. Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot;
- f. Even shy students can participate positively.⁴³

ChenI-Jung also sums the benefits of using games in language learning in points. He says that the games:

- a. Are learner centered;
- b. Promote communicative competence;
- c. Create a meaningful context for language use;
- d. Increase learning motivation;
- e. Reduce learning anxiety;
- f. Integrate various linguistic skill;
- g. Encourage creative and spontaneous use of the language;

⁴³Ying Young Mei and Jang Yu-Jing *using games in an EFL Class for children* <http://english.daejin.oc.kr.ryison/fall2000/elt/games.html>. (Accessed 12th February 2010)

h. Construct a cooperative learning environment;⁴⁴

4. Game types

Aydan Ersoz states “game are highly motivating because they are amusing and interesting, the game can be used to give practice many types of communication.”⁴⁵. There are many different types of games: card games, board games, movement games, game with music, and others. Therefore, these following game types are based on their most outstanding feature.

a. Movement game

In this type, the children are physically active. Movement game are generally “rousers” and need to be closely monitored.

a. Card Game

Children collect, give away, exchange, sort, and count cards. The cards have a meaning or value in game, or simply serve as symbols for objects or actions. Cards are often components of other game types as well.

b. Board game

Any game which mainly involves moving markers along a path. Board games can be made by the children as a fun craft activity.

c. Dice game

Dice game is incredibly versatile. The dices need not only have numbers on the face. They can have colors, letters of the alphabet-virtually anything that can get children interest.

⁴⁴Chen I-Jung *Using Game to Promote Communicative Skill in language Learning m* <http://itselj.org/technique/chen-Using-Game.html>. (Accessed 12th February 2010)

⁴⁵AydanErsoz Six Game for the EFL/ESL Classroom. <http://www.telfgames.com/why.html>

d. Drawing game

Drawing game is special because it spans a gap between key functions of the brain. On the one hand, drawing requires creativity and sensitivity towards the world. On the other hand, the children must be able to understand instruction and describe their art.

e. Quiz game

Quiz game has many variations. The main features are the students propose guessing. They conduct asking and answering either in pair, groups, or in a whole class. Well organized quiz games offer opportunity for every student in the classroom.⁴⁶

G. Quartet Card Game

1. The understanding of Quartet card Game

In the dictionary of the Indonesian Language, the card is thick paper that not big, rectangle shaped (for various purpose, almost the same as tickets).⁴⁷ Quartet is a card Games and collection of multiple sets of 4 matching cards. There are totally 32 Card (8 themes and one theme is presented with four Card). Quartet Games is played by two until four players. If this Games is played by two players, so each player gets six card and twenty-six remaining Card in the stack. But if it is played by four players, so each player gets four and there are twenty-eight remaining Card in the stack. The goal of this Game is to collect a set

⁴⁶Maeryam, *Building up interest towards Learning English at The Elementary School by songs and Quartet game* (thesis UNM: Makassar,2010),P.39

⁴⁷Departemen pendidikan Nasional, *Kamus Besar Bahasa Indonesia*, (jakarta: Pusat Bahasa,2008),P,823

of Quartet Cards many Quartet Card as possible.⁴⁸ Each card indicates to what set it belongs.

According to Subhani in Amin Syahputras' journal, Quartet card is a form of game which is played by two until four players. Picture that is provided has variety such as cartoon, superstars, animal, actors, and also formed as a knowledge. Quartet card can be designed by using computer and printer, so that teachers can design quartet card as expectation.⁴⁹ In addition, Quartet card has identical shape with domino, consist of several sets of card, each set of card has four suit cards. The difference is the total number set of card is unlimited, adjusted to the necessary.

As far as quartet concerned, Agustika explain:

“Quartet card is a card game which provides the pictures and title, the title is written on the top of card using text bold. This title is a theme or topic of quartet card. Whereas on the top of picture there are words, two rows on the right and two rows on the left. One of the words are referring to the pictures usually has different colour of text”.⁵⁰

According Hertog, Kil, and Haverkate stated for designing the Card, colorful pictures are chosen to spark the children's interest. For every card, a brief description is provided on what is shown on the picture. While waiting for their

⁴⁸Agustika Ultari, Ultari. *Efektivitas Teknik Permainan Kuartet dalam pembelajaran Kosa kata bahasa Jerman*. (Skripsi, Bandung: FPBS UPI, 2001), P.7.

⁴⁹Amin Syahputra, *Penggunaan Media Permainan Kartu Quartet Pada Pembelajaran Menulis Karangan Narasi*, (Jurnal, 2012), P.10

⁵⁰Agustika, Ultari *Efektivitas Teknik Permainan Kuartet Dalam Pembelajaran Kosa kata Bahasa Jerman* (Skripsi, Bandung: FPBS UPI, 2001) P.12

turn, it is the idea that the children will read these explanations. The class discussions at the end of the Games can further stimulate the children's thinking.⁵¹

According, Nation and Jonathan the use of such card game should be combined mnemonic technique as the key word technique, or word part analysis, or simply creating a mental picture of the word or a situation where it is used.⁵²

Quartet card can be designed by teacher as the media for the class. Based on the explanation above, it can be stated that quartet card is a card game consist of picture card which is referring to the same topic. In each card provided an explanation about the picture.

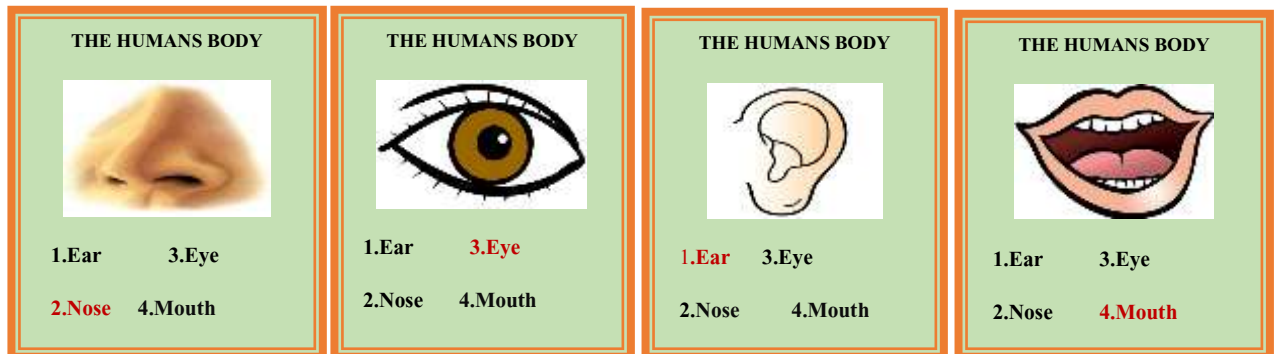
The researcher can conclude that by using colorful pictures make students are interested. For example, there is the human body picture, so there is a brief description about the human body. Actually colorful pictures create students are able to hint the meaning of brief descriptive provided. While waiting for their turn, the students can see the picture and read the text.

In addition, picture has important role in developing students' knowledge especially vocabulary, they can remember what they have seen in the picture and it's so easy to memorize the vocabulary. Based on the topic. That's why quartet card can be used by teacher to help students' vocabulary ability.

⁵¹Hertog, Luna, & Kil, Monique, *Quartets: Learning by Playing Card*, (Manchester: Global Citizenship, 2013) P.2.

⁵²Paul Nation, Jonathan Newton. *Teaching ESL/EFL Listening and Speaking*, (Routledge, 2008), p.135

Here the example of quartet card:



2. The advantages and disadvantages of quartet card

A. The advantages of quartet card

This game is very fun and also improving students' vocabulary ability, students can interact with the content of the game, then it helps student to remember vocabulary because the quartet combine with picture main idea of the topic. It can be easily for the teacher motivating the students to learn⁵³

Beside it, if quartet game is designed for teaching media of vocabulary, students are interested to learn. Then when the game is played, they will be stimulated to memorize about the topic of vocabulary. Teachers ask the students to observe the picture, then remembering the vocabulary. So, quartet card will develop students' interest to learn and memorize vocabulary easily.

B. Disadvantages of quartet card

Quartet card is made from paper, so it has no good durability. If teachers don not keep it carefully, it will be broken. In addition, to design quartet needs much time and cost the money. It is not easy to be made, need patient and

⁵³Kusumah Hendra, *Pembelajaran Menulis Karangan Deskripsi Melalui Pemanfaatan Kartu Kuartet di Kelas X di SMA*

creativity. Moreover during teaching by using this game, the situation in the class will be uncontrolled, many students are noisy.

C. Procedure for applying quartet card

Unicef-Esaro states, “Quartet game is a collecting game for a small number of player” the step are:

1. One of the players must to shuffles the cards and deals the cards to each player.
2. On the cards there some picture with their subtitle, each family of cards has four members
3. The goal of the game is to collected the family of cards that same with the subtitle
4. The player turn have to say the name of the cards, when the player say the right card he/she must to take the card with the opponent. The player who has collected the most of cards is the winner.⁵⁴

For the step of Quartet game implemantation, the researcher has modified it in simply implemantation in order that the students can follow the teaching-learning activity well. the steps as follow,

1. The teacher divided students into five groups each groups consists of four students.
2. After the group has been formed, the researcher gives a set of quartet card to each group, one of the students asked to shuffle the cards randomly and distrubute them to the each students, every players get four cards the rest of the card is unused stored in the midst of deck.

⁵⁴Unicef-Esaro, *Games and Exercises*, New York 1998

3. The game starts from the lowest card number, If participant get the four series card then it happened quartet
4. Each player checks the cards without show it with the other player, when the player turn, he/she must say the name of the card that has the same subtitles as the card has. for example
Ayu : “The humans body” in Budi
Budi : Yeah I have one card
Ayu : Is a nose card ?
Budi : Yeah it is a nose card (Budi gives the right card that ayu asked)
when player if does not have the requested card, The player turn is finished and take the card in the deck.
5. If there is a player who already has four cards series, the card series called quartet
6. The game ends when the eighth quartet have all been collected by the players

In this game, a player who are quickly collect quartet card is the winner. in the end of lesson, the researcher gives a student a task to remember the vocabulary that they have got it in the game.

H. Operational Variable Definition

1. Vocabulary is an essential component of all used in language would be impossible to learn a without it
2. Quartet game is one of game which the student can be improve vocabulary.

I. Theoretical Framework

Vocabulary is one of the essential part of language which are taught for language learner. Without grammar very little can be conveyed, but without vocabulary nothing can be conveyed.⁵⁵ In others words, the first thing that has to be mastered by language learners in learning language is vocabulary. It is known that vocabulary mastery supports the mastery of four language skill. All of those skill will be easily reached if the students understand the meaning of the words or vocabulary well. Therefore, vocabulary is very important in teaching English.

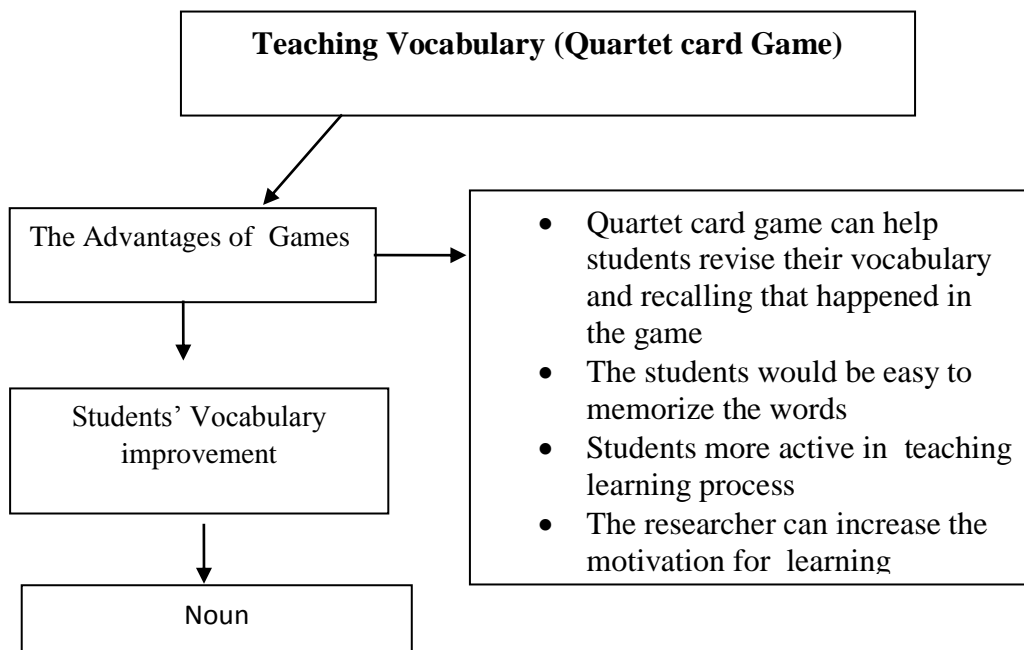
As has been stated in chapter 1, the seventh grade students at SMPN 10 Palopo have main problem which are related to vocabulary skill. They still have a lot of trouble to memorize the unfamiliar words that they heard or read in the text, they had difficulties in understanding or comprehending the meaning of unfamiliar words.

Based on that fact teacher have to choose the best way, approach or technique, or media which is going to be used when teaching vocabulary. Game can be modified into attractive teaching aids and the students will be motivated as well. Quartet card game is still rarely used in teaching vocabulary. Quartet card game can be used as one of interesting activities to review their vocabulary during the lesson. It can attract the students' attention and their involvement in the teaching and learning process. Quartet game can create an enjoyable enviroment. Students can enjoy fun in learning. It means that Quartet game can help students revise their vocabulary and recalling something that happend in the game. It may

⁵⁵Scott Thornburry, *How to Teach Vocabulary*,(Malaysia Longman Group,2008,)P.13

help students remember the language connected with it. Because of that students will be lured to become more active in the classroom. The researcher can also increase the students' spirits and motivation by giving a reward for winner of the game. Therefore, Quartet card game that serves many attractive and fun learning is proposed to help the teacher in teaching vocabulary.

Based on the theories and all about Quartet game and vocabulary mastery, the researcher believes that by using Quartet game in teaching and learning process the students' motivation, attention, and enthusiasm will be stimulated and the classroom environment will be conducive for studying so that the quality of teaching-learning process will improve. Then finally, the vocabulary mastery of the students in this case junior high school students will be improved. The conceptual framework could be described as follows;



J. Hypothesis

In this research the writer propose the following hypothesis :

1. H1 : Teaching vocabulary by using Quartet game is effective in improving students' vocabulary at the seventh grade of SMPN 10 Palopo.
2. HO : Teaching vocabulary by using Quartet game is not effective in improving students' vocabulary at the seventh grade of SMPN 10 Palopo.

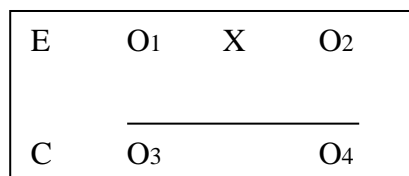
CHAPTER III
METHOD OF THE RESEARCH

In this chapter, the researcher presents the method of the research design, variables, population, instrument of the research, procedure of collecting data and technique of the data analysis.

A. *Research Method and Design*

This research applied a quasi experimental design that involving two groups of classes. One group would be treated as the experimental class, and other group would be treated as the control class. In experimental class, the researcher applied Quartet card game in teaching vocabulary while in control class used conventional teaching method.

The researcher used pre-test and post-test design in both experimental and control class. The aim was to find out of the using of Quartet card game in teaching students' vocabulary. To get the significant effectiveness by comparing the pre-test and post-test both of experimental class and control class. This is a model of Quasi-Experimental Design. This design is present as follows:



Which :

E : Experimental class

C : control class

- O1 : Result of Pre-test (in experimental class)
- O3 : Result of pre-test (in controll class)
- X : Treatment for experimental class
- O2 : Result of post-test (in experimental class)
- O4 : Result of post-test (in controll class)⁵⁶

B. Variable

The variable of this research, the researcher was consist of two variables namely independent variable and dependent variable:

1. Independent variable is a quartet game
2. Dependent variable is the students vocabulary improvement by using quartet game

C. Population and Sample

1. Population

The population of this research was the seventh grade of SMPN 10 Palopo they are VII A, VII B, VII C, with the total population are 64 students.

2. Sample

The researcher used two classes as sample and divide into two groups, experimental class and controll class. The researcher take VII.A consist of 20 students as experimental class and VII.B consist of 20 students as controll class.

⁵⁶Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta) P.2015

D. Instrument of the Research

The instrument used by researcher was subjective test. Vocabulary test with consist of 60 items. The test modified into two kinds such as translating words and matching words. 30 items translation words , 12 items translating picture into English, and 18 items matching words.

E. Procedure of Collecting Data

Collect the data, the researcher use some procedure as follows:

1. Pre-test

The researcher give pre-test, It aimed to know students' vocabulary before treatment. The students were given 45 minutes to done the test. The test modified into two kinds of vocabulary test such as translating words and matching.

2. Treatment

After giving pre-test, the researcher treated the experimental group through Quartet game, while the control group was without Quartet game. Each meeting has different material. The materials were the humans body, public place & transportation, animals, fruit, profession, food & drink. There were six meetings in this treatment. The following were the steps:

- a. The researcher explained the material to the students before playing Quartet card game.
- b. The researcher asked the students to mention vocabulary which interconnected with the topic
- c. The researcher wrote list of vocabulary in the whiteboard

- d. The researcher asked the students to understand and memorize the vocabulary
- e. The researcher explained the rules of game to the students as follow:
 - The students are divided into five group every group consists of four students
 - If a group has been formed, the researcher gives a set of quartet card to each group, one of the students asked to shuffle the cards randomly and distribute the cards to each player. Each player gets four cards.
 - The game starts from the lowest card number, if participant get the four series card then it happened quartet.
 - Each player checks the cards without show it with the others player, when the player turn, the player must to say the name of the card that has same subtitles as the card has.
 - If player who already has four cards that same with subtitle the series called Quartet
 - The games ends when the eight quartet have all been collected by the player

3. Post-test

After doing the treatments, the researcher gave post test to the students at the last meeting. For both test (pretest and posttest) use the difference test. By post-test we can know the improvement students' vocabulary by using quartet game. The same as pre-test students were given 45 minutes to do the test.

F. Technique of Data Analysis

1. Descriptive Analysis

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

- a. Scoring the students vocabulary test answer.

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

- b. Classification the score of the test were classified into criteria as follows:

1. The score 90 – 100 as Excellent classification
2. The score 80 – 89 as Good classification
3. The score 70 – 79 as Adequate classification
4. The score 60 – 69 as Inadequate classification
5. The score below 60 as Failing classification⁵⁷

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

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

Where :

P = percentage

F = the cumulative frequency of subjects

N = total number of subjects

In determining the mean score, standard deviation, test of significance and standard significance. The researcher calculated it by using SPSS 22 and used table distribution to choose the score of $t_{\text{count}}(t_0)$.

⁵⁷H. Douglas Brown, *Language Assessment: Principle and Classroom Practices*, (San Fransisco, California: Pearson Longman, (2003),P.287

2. Inferential Analysis

a. Hypothesis

Before deciding the result of hypothesis, there are statistical research hypothesis as follow :

$$H_0 : \{ \mu_1 = \mu_2 \}$$

$$H_2 : \{ \mu_1 \neq \mu_2 \}$$

Notes :

H_0 (Null hypothesis) = Students' vocabulary who are taught through Quartet card game

H_1 (Alternative hypothesis) = Students' vocabulary who are taught through Quartet card game was not same with not taught through Quartet card game.

μ_1 = Students' vocabulary achievement, who are taught through Quartet card game

μ_2 = Students' vocabulary achievement, who are not taught Quartet card game.

The researcher's assumption of those hypothesis are as follow:

1. If probability value (ρ) < 0.05 H_0 is rejected and H_1 is accepted, It means there is significant of students' vocabulary who are taught through Quartet card game and students who are not taught through Quartet card game
2. If probability value (ρ) > 0.05 H_0 is accepted and H_1 is rejected, It means there is no significant of students' vocabulary who are taught through Quartet card game and students who are not taught through Quartet card games.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The researcher achieved the data in the form of score. The score were derived from the test. There were pre-test and post-test. The pretest was held in 22nd July, 2019. Before giving the pretest, the researcher did the treatment to experimental class (VII A). The treatment were held 23rd July to 22nd August 2019. The researcher will discuss the finding the students' vocabulary between the experimental class were given the treatment and control group were not given the treatment.

1. Descriptive Analysis

In the following description, it would be presented research findings. The score of students' pretest and posttest were collected. The researcher discussed the finding of the students' vocabulary between the experimental class were given the treatment and control class were not given the treatment.

a. Analysis Students' Score of Experimental Class and Control Class

1) Students' Pretest Score of Experimental Class and Control Class

The pretest was conducted in order to measure the students' vocabulary in experimental and control group before giving treatment by using Quartet card game in for experimental group and without Quartet card game in control group. The following are the description of the students' pretest score in the experimental and control class.

Table 4.1

The students' Pretest Score of Experimental and Control Group

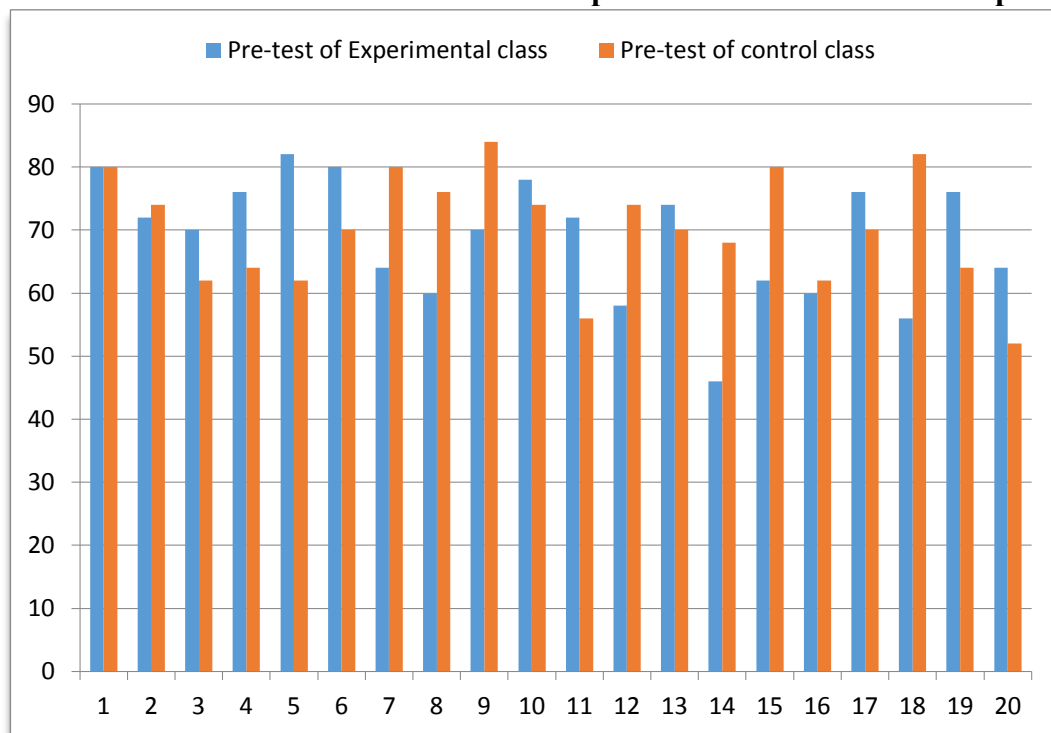
| Responden | Pretest of Experimental Group | Pretest of Control Group |
|------------------|--------------------------------------|---------------------------------|
| R1 | 80 | 80 |
| R2 | 72 | 74 |
| R3 | 70 | 62 |
| R4 | 76 | 64 |
| R5 | 82 | 62 |
| R6 | 80 | 70 |
| R7 | 64 | 80 |
| R8 | 60 | 76 |
| R9 | 70 | 84 |
| R10 | 78 | 74 |
| R11 | 72 | 56 |
| R12 | 58 | 74 |
| R13 | 74 | 70 |
| R14 | 46 | 68 |
| R15 | 62 | 80 |
| R16 | 60 | 62 |
| R17 | 76 | 70 |
| R18 | 56 | 82 |
| R19 | 76 | 64 |
| R20 | 64 | 52 |

Based on the table 4.1, showed that the data result indicates that the students' pretest score of experimental and control group. The data of pretest score of experimental group showed that 2 students achieved score 80, 2 students achieved score 72, 2 students achieved score 70, 3 students achieved score 76, 1 students achieved score 82, 2 students achieved score 64, 2 students achieved score 60, 1 students achieved score 58, 1 students achieved score 74, 1 students achieved score 46, 1 students achieved score 62, 1 students achieved score 56. while the data pretest of control group showed, 3 students achieved score 80, 3 students achieved score 74, 3students achieved score 62, 2 students achieved score 64, 3 students achieved score 70, 1 student achieved score 76, 1

student achieved score 84, 1 student achieved score 56, 1 student achieved score 68, 1 student 82, 1 student achieved score 52. The following graphic below was of the students' score in pretest of experimental and control group as follow:

Chart 4.1.1

The Grafic Students' Pretest score of Experimental and Control Group



Based on the data in chart 4.1.1 above, showed that the highest and the lowest score of pretest in experimental and control group. The highest score of pretest of experimental group was 82 and lowest score was 46. While the highest score of pretest of control group was 84 and the lowest score was 52.

2. Scoring Classification of Students' Pretest of Experimental and Control Group

The following table was the data achieved from the experimental and control group before giving treatment.

Table 4.2
Frequency and percentage of Students' pretest of Experimental Group and Control Group

| No | Classification | Score | Pretest of Experimental group | | Pretest of Control group | |
|----|----------------|----------|-------------------------------|------------|--------------------------|------------|
| | | | Frequency | Percentage | Frequency | Percentage |
| 1 | Excellent | 90-100 | 0 | 0% | 0 | 0% |
| 2 | Good | 80-89 | 3 | 15% | 5 | 25% |
| 3 | Adequate | 70-79 | 9 | 45% | 7 | 35% |
| 4 | Inadequate | 60-69 | 5 | 25% | 6 | 30% |
| 5 | Failing | Below 60 | 3 | 15% | 2 | 10% |
| | Total | | 20 | 100% | 20 | 100% |

Based on the tabel 4.2 showed that the data of pretest in experimental and control group. The data pretest of experimental group were 3 students (15%) in good classification, 9 students (45%) in adequate classification, 5 students (25%) in inadequate classification, and 3 students (15%) in failing classification. While the data pretest of control group were 5 students (25%) in good classification, 7 students (35%) in adequate classification, 6 students (30%) in inadequate classification, 2 students (10%) in failing calssification, and none students of both classes are classified in excellent.

3. The Mean Score and Standar Deviation of Students' Pretest in Experimental and Control Group

In this part, the researcher described the mean score and standard deviation in order to compare the a mean score of pretest in experimental group and control group before giving treatment.

Tabel 4.3
The Mean Score and Standar Deviation of Students' Pretest in Experimental and Control Group

| Descriptive Statistics | | | | | |
|------------------------|----|---------|---------|---------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| pretest_experimental | 20 | 46,00 | 82,00 | 68,8000 | 9,63328 |
| pretest_control | 20 | 52,00 | 84,00 | 70,2000 | 8,91834 |
| Valid N (listwise) | 20 | | | | |

Tabel 4.3 showed there was a difference between the mean score of pretest in experimental and control group. The mean score of pretest in experimental group was 68.8 and control group was 70.2. it means the mean score of pretest in experimental group was lower than the mean score in control group ($68.8 < 70.2$). Further the statistical hypothesis of the research was described in the table below.

Table 4.4
Paired Sample Test

| | | Paired Differences | | | | | t | Df | Sig. (2-tailed) |
|--------|--|--------------------|----------------|-----------------|---|---------|-------|----|-----------------|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | pretest_experimental - pretest_control | -1,40000 | 14,02404 | 3,13587 | -7,96345 | 5,16345 | -,446 | 19 | ,660 |

Based on the result of data analysis as summarized in the table 4.4 above in pretest of experimental and control group, The researcher found that the probability value is higher than alpha (α) ($0.660 > 0.05$) which means that there is no significant difference in pretest of both groups.

4. Students' Posttest Score of Experimental and Control Group

The posttest was conducted after giving treatment in order to find out the influence of Quartet card game toward students' vocabulary in experimental and control group. The following were the description of the students' posttest score in the experimental and control group.

Table 4.5

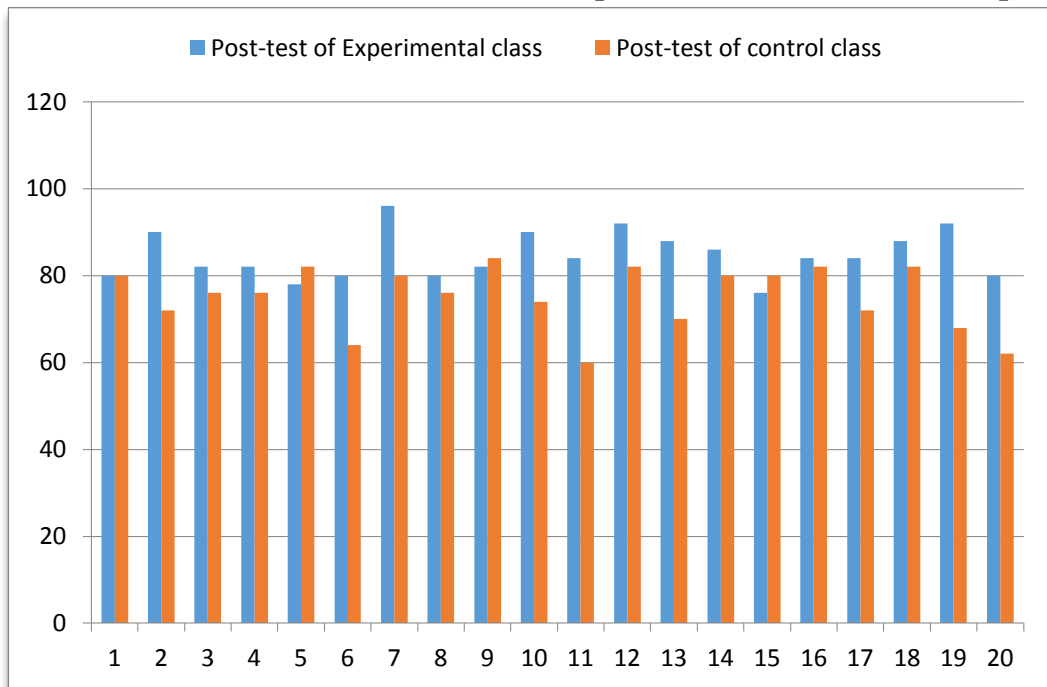
The Students' Posttest Score of Experimental Group and Control group

| Responden | Posttest of Experimental Group | Posttest of Control Group |
|------------------|---------------------------------------|----------------------------------|
| R1 | 80 | 80 |
| R2 | 90 | 72 |
| R3 | 82 | 76 |
| R4 | 82 | 76 |
| R5 | 78 | 82 |
| R6 | 80 | 64 |
| R7 | 96 | 80 |
| R8 | 80 | 76 |
| R9 | 82 | 84 |
| R10 | 90 | 74 |
| R11 | 84 | 60 |
| R12 | 92 | 82 |
| R13 | 88 | 70 |
| R14 | 86 | 80 |
| R15 | 76 | 80 |
| R16 | 84 | 82 |
| R17 | 84 | 72 |
| R18 | 88 | 82 |
| R19 | 92 | 68 |
| R20 | 80 | 62 |

Based on the description in table 4.5, showed that the data result indicates the students' posttest score of experimental and control group. The data of posttest score of experimental group showed that 4 students achieved score 80, 2 students achieved score 90, 3 students achieved score 82, 1 student achieved score 78, 1 student achieved score 96, 3 students achieved score 84, 2 students achieved score 92, 2 students achieved score 88, 1 student achieved score 86, 1 students achieved score 76. While the data posttest of control group showed, 4 students achieved score 80, 2 students achieved score 72, 3 students achieved score 76, 4 students achieved score 82, 1 student achieved score 64, 1 student achieved score 84, 1 student achieved score 74, 1 student achieved score 60, 1 student achieved score

68, 1 student achieved score 62, 1 student achieved score 70. The following graphic below was of the students' score in pretest of experimental and control group as follow:

Chart 4.1.2
The Grafic Students' Posttest score of Experimental and Control Group



Based on the data in chart 4.1.2 above, showed that the highest and the lowest score of pretest in experimental and control group. The highest score of pretest of experimental group was 96 and lowest score was 76. While the highest score of pretest of control group was 84 and the lowest score was 60.

5. Scoring Classification of Students' Posttest of Experimental and Control Group

The following table was the data achieved from the experimental and control group after giving treatment.

Table 4.6
Frequency and percentage of Students' Posttest of Experimental Group and Control Group

| No | Classification | Score | Posttest of Experimental group | | Posttest of Control group | |
|----|----------------|----------|--------------------------------|------------|---------------------------|------------|
| | | | Frequency | Percentage | Frequency | Percentage |
| 1 | Excellent | 90-100 | 5 | 25% | 0 | 0% |
| 2 | Good | 80-89 | 13 | 65% | 9 | 45% |
| 3 | Adequate | 70-79 | 2 | 10% | 7 | 35% |
| 4 | Inadequate | 60-69 | 0 | 0% | 4 | 20% |
| 5 | Failing | Below 60 | 0 | 0% | 0 | 0% |
| | Total | | 20 | 100% | 20 | 100% |

Based on the tabel 4.5 showed that the data of posttest in experimental and control group. The data posttest of experimental group were 5 students (25%) in Excellent classification, 13 students (65%) in good classification, 2 students (10%) in adequate classification. While the data posttest of control group were 9 students (45%) in good classification, 7 students (35%) in adequate classification, 4 students (20%) in inadequate classification.

6. The Mean Score and Standar Deviation of Students' Posttest in Experimental and Control Group

In this part, the researcher described the mean score and standard deviation in order to compare the a mean score of posttest in experimental group and control group after giving treatment

Table 4.7
The Mean Score and Standar Deviation of Students' Posttest in
Experimental and Control Group

| Descriptive Statistics | | | | | |
|-------------------------------|----|---------|---------|---------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| posttest_experimental | 20 | 76,00 | 96,00 | 84,7000 | 5,36166 |
| posttest_control | 20 | 60,00 | 84,00 | 75,1000 | 7,21037 |
| Valid N (listwise) | 20 | | | | |

Tabel 4.7 showed there was a difference between the mean score of posttest in experimental and control group. The mean score of posttest in experimental group was 84.7 and control group was 75.1. it means the mean score of posttest in experimental group was higher than the mean score in control group ($84.7 > 75.1$). The standar deviation of posttest in experimental group was lower than the standar deviation in control group ($5.36 < 7.21$).

2. Inferential Analysis

a. Test of Hypothesis

In this stage, in order to know whether there a significant difference in the result of the pretest and posttest after giving the treatment to experimental group. Moreover, to test this hyphotesis of this research, the researcher used SPSS 22. Nevertheless, to measure and calculate the data the posttest score of experimental and control group were input. Moreover, 0,05or 5% was determined as the significant value (α) following the formula. The result of the T-test is presented in the table below:

Table 4.8
Paired Samples Statistics

| | | Mean | N | Std. Deviation | Std. Error Mean |
|--------|-----------------------|---------|----|----------------|-----------------|
| Pair 1 | posttest_experimental | 84,7000 | 20 | 5,36166 | 1,19890 |
| | posttest_control | 75,1000 | 20 | 7,21037 | 1,61229 |

The table 4.8 described the statistical result of the experimental and control group. From the group as table above, N was the total of the subject data which was 20 from the experimental and 20 from control group. It could be seen between experimental and control group there was significant different. The mean that acquire by the experimental group was 84.7 while the mean score of control group was 75.1. Further the statistical hypothesis of the research was described in the table below:

Table 4.9
The Paired Sample test
Paired Samples Test

| | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|---|--------------------|----------------|-----------------|---|----------|-------|----|-----------------|
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | Upper | | | |
| Pair 1 posttest_experimental - posttest_control | 9,60000 | 8,86388 | 1,98202 | 5,45158 | 13,74842 | 4,844 | 19 | ,000 |

From the data of the paired sample test in table 4.9 based on the output, it was achieved that sig. (2-tailed) the score was 0.00 smaller than 0.05. Which means that there is significant difference in posttest of both groups. Thus, Quartet card game was effective in improving students' vocabulary.

B. Discussions

Based on the finding of the research, it was found that the students who were taught by using quartet card game can improve their vocabulary. It was proven by the mean score between experimental and control class increased. We can compare the result of students in pretest before Quartet card game was implemented was lower than after Quartet card game was implemented. After doing the treatment and posttest, it was found that there were significant differences between the experimental group and control group. It can be seen from table 4.8 that sig. (2-tailed) the score was 0.00 smaller than 0.05. Therefore, it could be seen that $p < \alpha$ ($0.00 < 0.05$) which means H_0 is rejected and H_1 is accepted. It was proved that using Quartet card game is effective to improve students' vocabulary.

The using Quartet card game in teaching vocabulary can make the process of teaching and learning vocabulary mastery more enjoyable. The students are highly motivated in doing the activity and they like it very much. Hansen said that, "game are highly motivating and entertaining, and students have opportunity to express their opinions and feeling."⁵⁸ The explanation is also supported by ChabibBasirun's in DoniAnggoro' Journal that "by playing quartet card game students are able to enrich their vocabularies and expression."⁵⁹

In collecting data, the researcher did several procedures as follows: students were given a pretest to determine their ability. After that they were given

⁵⁸Hansen, The use of games for Vocabulary presentation and Revision, <http://www.teflgames.com/why.html>.

⁵⁹DoniAnggoro Ari Susanto. *Teaching Speaking by Using Quartet Card Game at SMPN 275, East Jakarta* jurnal vol. 11. No 01, summer 2019 P 34

treatment as a vocabulary learning process through Quartet card game. In the pretest, the researcher asked the students to answer the vocabulary test. Based on thematic question teach noun such as: the human body, public place & transportation, animal, fruit, thing, and profession. In part A of the test (Translate word), the students difficult to answer questions number 6 and 25. In other number the students can answer but they did not know to write the word well. The question number 10 was the easier question because the word was familiar. In part B of the test (matching word) the students difficult to distinguish word between chef and coffee. While in part C of the test (Translate picture into English) the students found difficult to translate picture number 7 and 11. In the posttest, the researcher gave test vocabulary which had different content with pretest. Posttest done after giving six times to get the students' score.

In this research, there are some difference between those previous theses and the writer's research, they are; (1) in Maeryam's thesis, she focused for teaching English by combination song and quartet card game and she applied descriptive method, while this research applied Quasi experimental method and the material was focused teaching English vocabulary. (2) in Widya Mareta Lestiani's research took speaking skill and she used a classroom action research. Her research was done in SDN Tlogomas II Malang, while this research the researcher applied Quasi experimental method (3) Akhmad Nihad Fauzan's thesis took writing descriptive text. His research was done in Mts Al Mumtaz Polosari to the second grade students. The different between this research was in the research material he taught writing skill while this research taught vocabulary mastery. The

similarity of the previous research with this research is the same independent variables by teaching technique using Quartet card game.

The finding of the research showed that using quartet card game make students more active in the learning process. It was supported by some experts' Lewis stated that, "games are fun and children like to play them, through games children experiment, discover, and interact with their environment."⁶⁰ Aydan Ersoz also added that "games are highly motivating because they are amusing and interesting. The game can be used to give practice many types of communication."⁶¹ Nation and Jonathan statement the use of such card game should be combined mnemonic technique as the key word technique, or word part analysis, or simply creating a mental picture of the word or a situation where it is used.⁶²

Based on the statements above, it is clear that games can be applied in teaching all skills, one of them is vocabulary. While in the research finding when taught the students in mastering vocabulary by using Quartet game in teaching and learning process, the students did not remind well the previous lesson. Moreover, when implementing the procedure of quartet game especially when identifying the words in quartet, most of the students did not know how to read

⁶⁰W.R Lee The use of Games for Vocabulary Presentation and Revision
<http://www.teflgames.com/why.html>

⁶¹Aydan Ersoz Six Game for the EFL/ESL Classroom.
<http://www.teflgames.com/why.html>

⁶²Paul Nation, Jonathan Newton. *Teaching ESL/EFL Listening and Speaking*, (Routledge, 2008), p.135

the words well. While in theory said “The game can be used to give practice many types of communication”

The theories expected the research should achieve all the theory’s target in teaching vocabulary to students but in fact the students could not achieve it, but it does not mean that it is as a contradiction. However, the researcher hopes that the theory will be applied by the next researchers next time.

After getting the result of the research, the researcher stated some implication of the research as follows.

- a. This game is one of technique that be can applied in teaching learning
- b. Quartet game is an interesting game and make students motivated in learning
- c. The students can use this media (Quartet) as a stimulation to improve their vocabulary mastery.
- d. The game can encourage the students to be actively involved in vocabulary mastery
- e. The English teacher can use Quartet game as a guideline to improve the students’ ability in mastery vocabulary

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was a quasi-experimental that was intended to get an empirical evidence of the improvement students' vocabulary by using Quartet card game at the seventh grade of students of SMPN 10 Palopo. The result of the research explained there a significant effect of Quartet card game in teaching vocabulary. After presenting and analyzing data in the previous chapter, the researcher accomplishes to the conclusion as follow: there was a significant influence of using Quartet card game to improve students' vocabulary. Because by seeing the result of the data analysis in previous chapter where null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted, it means that the researcher's assumption is true, by using Quartet card game can give significant influence to improve students' vocabulary. It was supported by the students' score achieved in which they got high score after the researcher gave the treatment Quartet card game as a media for teaching vocabulary.

The significant can be seen from the table paired sample showed sig (2-tailed) is 0.00. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_1 is accepted. It can be revealed from the hypothesis test, where alternative hypothesis is accepted and null hypothesis is rejected. In other words, there is a significant influence of using Quartet card games in improving students' vocabulary at seventh grade of SMPN 10 Palopo.

B. Suggestion

Based on the result of the research, there some suggestion for the English teacher, students, and further researcher, The suggestions are as follows:

1. Suggestion for the Teacher

The researcher suggests for the teacher to use some technique for teaching vocabulary and one of the technique is playing Quartet card game in teaching learning. It is an interesting media because it could attract the students' interest. Students are easy to memorize the material and motivated in learning. English teacher should make the teaching learning process enjoyable, because students like to play and learn best when they feel enjoyable.

2. Suggestion for the Students

For the students have to study to master vocabularies, because by mastering vocabularies all skill of English can be reached. Therefore, students should develop their knowledge of vocabulary using interesting media like Quartet card because Quartet card can attract the students' interest and motivation in learning process.

3. Suggestion for the Researcher

Based on the experience of the researcher in teaching by using quartet card game, the researcher recommended for the next researcher to using this media (Quartet card) in teaching speaking skill, because it is an interesting game for training the students to communicate. The researcher also hopes the result of this research can be used and additional reference, There will be a further researcher

with different discussion which can make a revision within development of this Quartet card.

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CURRICULUM VITAE



Warni was born on June, 12th 1996 in Lamasi Pantai. She is the second child from the couple Yunus and Harija. She started her study when she was six years old in Elementary School (SDN 104 Jalajja) in Jalajja and graduated in 2008. After that, she continued her study in Junior High School Number 3 of Burau (SMPN 3 Burau), She graduated in 2011. Then she continued her study in Senior High School Number 4 of Palopo (SMAN 4 Palopo), Palopo City South Sulawesi. In the second years, she took Sains course and graduated in 2014. She continued again for her degree (S1) in the State Institute For Islamic Studies (IAIN) of Palopo. She took English Education Study Program in Tarbiyah and Teacher Training Department. She has been writing her thesis with the title **“Improving Students’ Vocabulary by Using Quartet Card Game at the Seventh Grade of SMPN 10 Palopo”**.

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 10 Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/II

Pertemuan : Pertama

Alokasi Waktu : 2x45 Menit

Kompetensi inti : K1. Menghargai dan menghayati ajaran agama yang dianutnya

K2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli(toleransi, gotong royong), santun percaya diri,dalam berinteraksi secara efektif dengan lingkungan sosial dan dalam jangkuan pergaulan dan keberadaany.

K3. Memahami pengetahuan (faktual, konseptua, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan,teknologi, seni, budaya terkait penomena dan kejadian tampak mata.

K4 Mencoba, mengolah, dan menyaji dalam rana konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan rana abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar : Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari

Indikator : 1. Siswa mampu mengetahui berbagai macam kosa kata bahasa
bahasa

Inggris yang berkaitan dengan Noun.

2. Siswa mampu menghapal kosa kata yang mereka temukan dalam
Permainan Quartet

A. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Menyusun kosa kata yang berkaitan dengan Tema
2. Memahami kosa kata yang berkaitan dengan Tema

B. Materi Pembelajaran

1. Quartet Card Game

Quartet merupakan permainan yang menggunakan kartu sebagai alat untuk memainkannya dengan jumlah kartu sebanyak 32 (Terdiri dari 8 tema setiap tema terdiri dari 4 kartu). Permainan Quartet dapat dimainkan 2 atau 4 orang. jika dimainkan oleh 2 orang maka setiap pemain mendapatkan 10 kartu jika dimainkan oleh 4 orang maka setiap pemain mendapatkan 4 kartu. tujuan dari permainan ini yaitu mengumpulkan kartu sebanyak mungkin hingga tak ada kartu yang tersisa. pemain yang mengumpulkan kartu terbanyak dialah yang akan menjadi pemenang dalam permainan.

Quartet card dapat dimodifikasi dengan berbagai macam variasi gambar seperti gambar kartun, hewan, artis dll. kartu quartet dapat di desain dengan menggunakan computer dan printer.

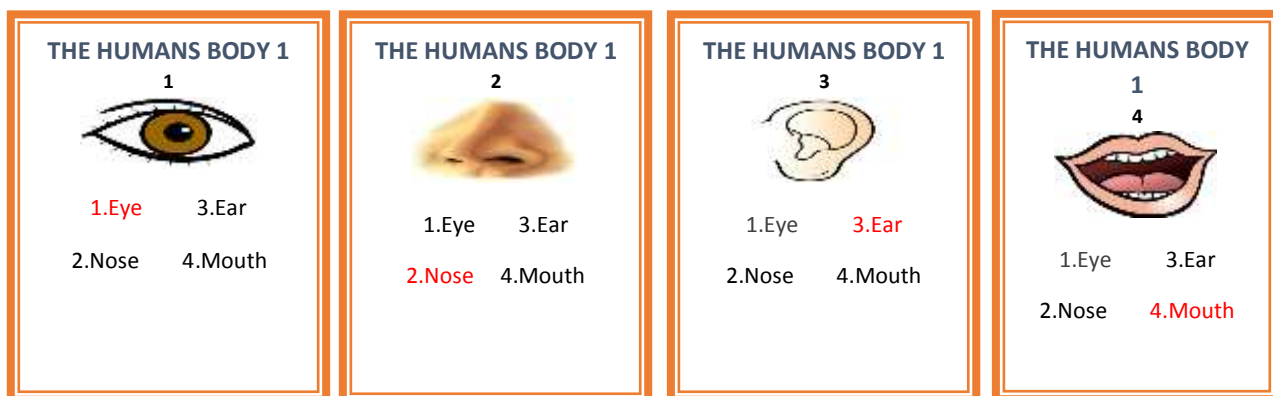
Dalam kartu quartet terdapat gambar dan judul. judul dalam kartu terletak diatas kartu dengan teks yang tebal judul ini merupakan tema atau topik dari quartet tersebut. dibagian bawah kartu terdapat 4 kosa kata, setiap kosa kata mendefinisikan gambar yang terdapat dalam kartu salah satu dari 4 kosa kata ini memiliki warna yang berbeda, umumnya kata ini berwarna merah.

1. Cara memainkan:

1. Guru membagi siswa menjadi 5 group setiap group terdiri dari 4 siswa
2. Sebelum bermain guru meminta siswa untuk mengocok kartu secara acak seperti bermain kartu pada umumnya.
3. kartu dibagi kepada Setiap pemain dan mendapatkan 4 lembar kartu tanpa memperlihatkan kartu yang dimiliki kepada pemain lainnya. kartu yang tersisa disimpan ditengah arena permainan
4. Pemain yang mendapat giliran harus mengumpulkan kartu dari pemain lainnya dengan cara menyebut nama kartu serta kata yang terdapat dalam kartu secara tepat, apabila pemain dapat menyebutnya secara tepat maka ia berhak mengambil kartu dari pemain lainnya.

5. jika pemain giliran tidak tepat dalam menyebut kartu (salah) maka permainan dilanjut tanpa ada kartu dari masing-masing pemain yang diambil, namun ia diperbolehkan mengambil 1 kartu pada tumpukan kartu ditengah arena permainan
6. setiap pemain yang berhasil mengumpulkan kartu terbanyak maka ia dianggap sebagai pemenang dalam permainan.
- 7.

2. Kosa kata Noun (The humans body) Example :



Tanya jawab
Tugas
Role play
Cooperative learning

D. Model Pembelajaran

Pembelajaran Langsung

E. Langkah-langkah

1. Kegiatan Awal (10 menit)
 - Menyapa Siswa
 - Berdoa sebelum belajar
 - Mengecek kehadiran siswa
 - Memperkenalkan diri
 - Memberi motivasi agar siswa Antusias dalam mengikuti pelajaran
2. Kegiatan inti core (75 menit)
 - Menjelaskan kosa kata Mengenai The Human Body

- Menjelaskan cara bermain quartet kepada siswa
 - Peneliti menyuruh siswa membentuk kelompok untuk memainkan quartet game, setiap kelompok terdiri dari 4 siswa
 - Setelah permainan berakhir guru meminta siswa untuk menyebutkan berbagai macam kosa kata mengenai The Human Body yang mereka dapatkan selama game berlangsung.
 - Menyuruh siswa mencatat kosa kata yang ia temukan dalam permainan dibuku catatan
3. Kegiatan Akhir (5 menit)
- Mereview kembali mengenai materi yang telah diberikan
 - Menugaskan siswa untuk menghafal kosa kata yang berkaitan dengan tema

F. Sumer belajar

Buku panduan
 Dasar-dasar penguasaan bahasa inggirs/Prof Dr. Asyad

G. Penilaian

Test Tertulis
 Test Lisan

H. Pedoman Penilaian :

1. Setiap jawaban benar skor = 10
2. Setiap jawaban salah = 0
3. Jumlah skor maksimal = 100
4. Nilai maksimal = 100
5. Nilai peserta didik = $\frac{\text{skor perolehan}}{\text{skor maksiml}} \times 100$

Guru Mata Pelajaran

Mahasiswa Peneliti

.....

.....

Mengetahui,

Kepala Sekolah SMPN 10 Palopo

.....

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 10 Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/II

Pertemuan : Kedua dan ketiga

Alokasi Waktu : 2x45 Menit

Kompetensi inti : K1. Menghargai dan menghayati ajaran agama yang dianutnya

K2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli(toleransi, gotong royong), santun percaya diri,dalam berinteraksi secara efektif dengan lingkungan sosial dan dalam jangkuan pergaulan dan keberadaany.

K3. Memahami pengetahuan (faktual, konseptua, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait penomena dan kejadian tampak mata.

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Inggris yang berkaitan dengan Noun.

2. Siswa mampu menghapal kosa kata yang mereka temukan dalam

Permainan Quartet

C. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Menyusun kosa kata yang berkaitan dengan Tema
2. Memahami kosa kata yang berkaitan dengan Tema

D. Materi Pembelajaran

4. Defenisi Quartet

Quartet merupakan permainan yang menggunakan kartu sebagai alat untuk memainkannya yang terdiri dari 32 jumlah kartu. setiap kartu meliputi gambar dan kosa kata dimana kosa kata yang terdapat dalam kartu berfungsi sebagai penjelas dari gambar. permainan ini dapat dimainkan 2 atau 4 orang pemain yang berhasil mengumpulkan kartu terbanyak dialah yang keluar sebagai pemenang dari permainan tersebut.





5. Cara memainkan:

8. permainan quartet dapat dimainkan minimal 2 orang (berpasangan), maksimal 4 orang
9. Sebelum bermain kartu dikocok secara acak seperti bermain kartu pada umumnya.
10. kartu dibagi kepada setiap pemain dan mendapatkan 4 lembar kartu tanpa memperlihatkan kartu yang dimiliki kepada pemain lainnya. kartu yang tersisa disimpan ditengah arena permainan
11. Pemain yang mendapat giliran harus mengumpulkan kartu dari pemain lainnya dengan cara menyebut nama kartu serta kata yang terdapat dalam kartu secara tepat, apabila pemain dapat menyebutnya secara tepat maka ia berhak mengambil kartu dari pemain lainnya.
12. jika pemain giliran tidak tepat dalam menyebut kartu (salah) maka permainan dilanjut tanpa ada kartu dari masing-masing pemain yang diambil, namun ia diperbolehkan mengambil 1 kartu pada tumpukan kartu ditengah arena permainan

13. setiap pemain yang berhasil mengumpulkan kartu terbanyak
 maka ia dianggap sebagai pemenang dalam permainan

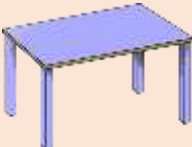



6. Kosa kata Noun (Animals and Thing)

Example of Animals quartet :

| | | | |
|---|---|--|---|
| <p>Animal Part 1 1</p>  <p>1. Horse 3. Bee 2. Crab 4. Turtle</p> | <p>Animal Part 1 2</p>  <p>1. Horse 3. Bee 2. Crab 4. Turtle</p> | <p>Animal Part 1 3</p>  <p>1. Horse 3. Bee 2. Crab 4. Turtle</p> | <p>Animal Part 1 4</p>  <p>1. Horse 3. Bee 2. Crab 4. Turtle</p> |
|---|---|--|---|

| | | | |
|---|---|--|---|
| <p>Animal part 2 5</p>  <p>1. Eagle 3. Wolf 2. Tiger 4. Bear</p> | <p>Animal part 2 6</p>  <p>1. Eagle 3. Wolf 2. Tiger 4. Bear</p> | <p>Animal part 2 7</p>  <p>1. Eagle 3. Wolf 2. Tiger 4. Bear</p> | <p>Animal part 2 8</p>  <p>1. Eagle 3. Wolf 2. Tiger 4. Bear</p> |
|---|---|--|---|

| | | | |
|--|--|---|--|
| <p>Thing Part 1 1</p>  <p>1. Shirt 3. Tie 2. Pants 4. Hat</p> | <p>Thing Part 1 2</p>  <p>1. Shirt 3. Tie 2. Pants 4. Hat</p> | <p>Thing Part 1 3</p>  <p>1. Shirt 3. Tie 2. Pants 4. Hat</p> | <p>Thing Part 1 4</p>  <p>1. Shirt 3. Tie 2. Pants 4. Hat</p> |
|--|--|---|--|

| | | | |
|--|--|---|--|
| <p>Thing Part 5 5</p>  <p>1. Table 3. Guitar 2. Chair 4. Lamp</p> | <p>Thing Part 5 6</p>  <p>1. Table 3. Guitar 2. Chair 4. Lamp</p> | <p>Thing Part 5 7</p>  <p>1. Table 3. Guitar 2. Chair 4. Lamp</p> | <p>Thing Part 5 8</p>  <p>1. Table 3. Guitar 2. Chair 4. Lamp</p> |
|--|--|---|--|

E. Metode Pembelajaran

Tanya jawab
Tugas
Role play
Cooperative learning

F. Model Pembelajaran

Pembelajaran Langsung

G. Langkah-langkah

4. Kegiatan Awal (10 menit)
 - Menyapa Siswa
 - Berdoa sebelum belajar
 - Mengecek kehadiran siswa
 - Memberi motivasi agar siswa Antusias dalam mengikuti pelajaran
5. Kegiatan inti core (75 menit)
 - Menjelaskan kosa kata Mengenai Animals/Thing
 - Guru menyuruh siswa membentuk kelompok untuk memainkan quartet game, setiap kelompok terdiri dari 4 siswa
 - Setelah permainan berakhir guru meminta siswa untuk menyebutkan berbagai macam kosa kata mengenai Animal/Thing yang mereka dapatkan selama game berlangsung.
 - Menyuruh siswa mencatat kosa kata yang ia temukan dalam permainan dibuku catatan
6. Kegiatan Akhir (5 menit)
 - Mereview kembali mengenai materi yang telah diberikan
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H. Sumer belajar

Buku panduan
Dasar-dasar penguasaan bahasa inggirs/Prof Dr. Asyad

I. Penilaian

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Test Lisan

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- 9. Nilai maksimal = 100

10. Nilai peserta didik $= \frac{\text{skor perolehan}}{\text{skor maksiml}} \times 100$

Guru Mata Pelajaran

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Mahasiswa Peneliti

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Mengetahui,

Kepala Sekolah SMPN 10 Palopo

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Pre-test

| No | INDONESIA | ENGLISH |
|----|----------------|---------|
| 1 | Sungai | |
| 2 | Leher | |
| 3 | Beruang | |
| 4 | Keju | |
| 5 | Dagu | |
| 6 | Lengan | |
| 7 | Roti | |
| 8 | Suster | |
| 9 | Sepatu | |
| 10 | Kelinci | |
| 11 | Perahu | |
| 12 | Telur | |
| 13 | Cacing | |
| 14 | Tentara | |
| 15 | Rambut | |
| 16 | Guru | |
| 17 | Singa | |
| 18 | Jus Alpokat | |
| 19 | Kentang goreng | |
| 20 | Ikan | |
| 21 | Bioskop | |
| 22 | Badut | |
| 23 | Ambulance | |
| 24 | Siku | |
| 25 | Polisi | |
| 26 | Pintu | |
| 27 | Batu | |
| 28 | Sosis | |
| 29 | Daging | |
| 30 | Sendok | |



1.....



2.....



3.....



4.....



5.....



6.....



7.....



8.....



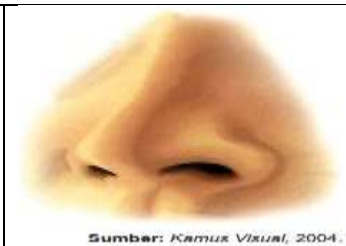
9.....



10.....



11.....



Sumber: Kamus Visual, 2004.

12.....

Matching Words (memasangkan kata)

- | | | |
|----------------|---------|------------------|
| 1. kepala | (.....) | A. Ball |
| 2. Beruang | (.....) | B. Fried Chicken |
| 3. Kue | (.....) | C. Chef |
| 4. kopi | (.....) | D. Bear |
| 5. Ayam goreng | (.....) | E. Tea |
| 6. Ular | (.....) | F. Head |
| 7. Bola | (.....) | G. Coffee |
| 8. Teh | (.....) | H. Snake |
| 9. Semut | (.....) | I. Cake |
| 10. Juru masak | (.....) | J. Ant |

Matching Words(memasangkan kata)

- | | |
|-------------|-----------|
| 1. Wolf | Majalah |
| 2. Finger | Bandara |
| 3. Ear | Mentega |
| 4. Megazine | Kura-kura |
| 5. Aiport | Jari-jari |
| 6. Turtle | Rakit |
| 7. Butter | Telinga |
| 8. Raft | Srigala |

Post-test

| No | INDONESIA | ENGLISH |
|----|------------|---------|
| 1 | Kereta Api | |
| 2 | Leher | |
| 3 | Kuda | |
| 4 | Keju | |
| 5 | Telinga | |
| 6 | Kepiting | |
| 7 | Roti | |
| 8 | Penjahit | |
| 9 | Sepatu | |
| 10 | Kepiting | |
| 11 | Perahu | |
| 12 | Gereja | |
| 13 | Lebah | |
| 14 | Nasi | |
| 15 | Rambut | |
| 16 | Guru | |
| 17 | Singa | |
| 18 | Air | |
| 19 | Sekolah | |
| 20 | Ikan | |
| 21 | Payung | |
| 22 | Lidah | |
| 23 | Perut | |
| 24 | Siku | |
| 25 | Perawat | |
| 26 | Pintu | |
| 27 | Batu | |
| 28 | Telur | |
| 29 | Daging | |
| 30 | Sikat Gigi | |



1



2



3



4



5



6



9



8



10



10



11



12

Matching Words (Memasangkan Kata)

- | | | |
|-----------------|---------|------------------|
| 11. Nasi | (.....) | A. Donut |
| 12. Udang | (.....) | B. Fried Chicken |
| 13. Kue | (.....) | C. Singer |
| 14. Donat | (.....) | D. Rice |
| 15. Ayam goreng | (.....) | E. Coffee |
| 16. Harimau | (.....) | F. Shrimp |
| 17. Daging | (.....) | G. Meat |
| 18. Kop | (.....) | H. Tiger |
| 19. Hakim | (.....) | I. Cake |
| 20. Penyanyi | (.....) | J. judge |

Matching Words(Memasangkan Kata)

- | | |
|------------|------------|
| 9. Bicycle | Cermin |
| 10. Finger | Kereta Api |
| 11. Hummer | Roti |
| 12. Miror | Kura-kura |
| 13. Train | Jari-jari |
| 14. Turtle | Rakit |
| 15. Bread | Palu |
| 16. Raft | Sepeda |

Picture 1.1 Gave pre-test



Picture 1.2 Teaching in the control class



Picture 1.3 Students playing Quartet Card Game



