TEACHING STUDENT'S VOCABULARY THROUGH DICTIONARY GAME AT THE EIGHT YEAR OF SMP NEGERI 9 PALOPO

A THESIS

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

By

HUSNI
Reg. Num. 09.16 3.0187

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

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Palopo, 09st Februari 2014

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Palopo, 09st Februari 2014

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Finally, the researcher prays to the God May Allah SWT., shower divine judgment of their service who has given to the researcher expects that this thesis can give a lot of contribution for all readers for the regional, nation, and state. Therefore, it can be a charity.

Palopo , 09st Februari 2014

The researcher

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ABSTRACT

Husni, 2014. Teaching Vocabulary Through Dictionary Game at the Eight Year of SMP Negeri 9 Palopo. Thesis, English Study Program Educational Departement of State College for Islamic Studies (STAIN) Palopo. Under Supervisor (1) Dr. Djumharia Jamereng, M.Hum. (2) Wisran, S.S., M. Pd

Key Words : Teaching, Vocabulary, Dictionary game.

This research aimsed at finding out the good procedures of dictionary game in teaching students' ability in vocabulary adverb at the eight year of SMP Negeri 9 Palopo. The problem statement of this research was " Is Dictionary Game Effective in Improving Student's Vocabulary of Eight Year Students' of SMP Negeri 9 Palopo?"

This research employed Classroom Action Research (CAR) in which the implementation consisted of 2 cycles namely the first cycle and second cycle. Each cycle consisted of four steps namely planning, acting, observation, and reflecting. The sample of this research was class $VIII_5$ consist of 26 students. In collecting the data, the writer used observation and vocabulary test in evaluation (reflecting).

The result of this research showed that in cycle 1, the students' mean score was 48, 65 and the students were still less active in learning vocabulary and in cycle 2 the students' mean score was 78,84. In the last cycle students were more active in learning vocabulary than cycle 1.

This thesis showed that the effective procedure in using Dictionary game in teaching vocabulary especially noun and verb are as follow: (a) Using group in learning process. (b). Involving students directly by asking the vocabulary (c) Using dictionary to make the students more easy to mention the vocabulary. (d) Reviewed the lesson that had been taught in previous meeting. It applied to remind them about

the previous lesson, whether the students had memorized and understand noun and verb or not. (e) Giving more intensive guidance and motivation to the students, In order to be more active in learning process.

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CHAPTER 1

INTRODUCTION

A. Background

Language is an important part of communication. People need to be able to communicate with other people from other countries. They are expected to master more than one language, especially English as the international language. In order to communicate well, people will need selection of English words known as vocabulary.

Vocabulary is one of language aspects, it is very important to be mastered by students. It is also useful in the process of building sentences. People cannot speak and build sentences without as a result. They also cannot speak, read, write, and listen well. English student who has lack of vocabulary will face difficulties in speaking with other, especially to foreigner.

Building a large vocabulary is essential when learning a second or foreign language. People with large vocabulary are more proficient readers than those with limited vocabularies. Furthermore, the quality of language ability is evidently depending on the quantity or the quality of the vocabulary they have, the more vocabularies the people have, the more chance the people have to be able to use the language.[1]

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[1] H.G. Tarigan, *Pengajaran Kosa Kata*, (Bandung : Angkasa, 1993), p.2

Teaching vocabulary is one of important part of communicated one another. People who want to learn language of course they have to memorize vocabularies before use vocabulary to arrange them into good sentences. English vocabulary has more than one meaning. Sometimes students were lazy in learning english becouse they lack of vocabulary. Even they memorize some of vocabularies but sometimes they cannot keep them in long term memory.

There are many ways that have been applied by some researches in order that student can improve their vocabulary. Eventhough the ways are not guaranteed to be acceptable for all learners. Student can be encouraged by teacher to learn a word in some ways. That is why teacher has to find a kind of method that can be used to teach vocabulary in a fun way. People also believe if the students can improve English as a fun subject, it is easy for them to understand material.]

Games can be a great source of learning for students. One of the famous games, commonly held in teaching-learning process, is dictionary game. To solve any games a person must be able to identify and understand the terms which are being used. This often involves acquiring new vocabulary or terminology. It can also involve making differentiations between similar words or phrases. Correctly deciphering a dictionary game also requires exact spelling, which for students may mean practicing dictionary skills. Another benefit of using dictionary game in the classroom is that they are related to recreation, and can be less intimidating for students as review.

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Games play role to vocabulary and explore the languange. If someone lack of vocabulary, student is difficulty to communicate with other people. Some English learners start learning of vocabulary on the wall of their bedroom, using some English song, quiz, etc. It maybe for the learners who like to do this actifities will be interested in this way, but the others will try to find another way.

Relating to the problem above, the researcher interested in doing this research on the students vocabulary skill of SMP Negeri 9 Palopo. Eventhough the students of SMP negeri 9 Palopo studied about English at school their ability in is still low. Based on the preliminary observation, Indeed, this also supported by the teacher who say that the students there could not memorize a vocabulary. Therefore, the research interested in doing research vocabulary skill of the students of SMP NEGERI 9 PALOPO. Therefore the researcher thought that in necessary to find out the other way in teaching English. By conducting the research which entitled ***"Teaching Students' Vocabulary through Dictionary Game At Second Year of SMP NEGERI 9 PALOPO".*** Teaching vocabulary by using games will give an easy way to the students to remember what they have been studied. Besides, game can be used to remind the students to the real life, real experience, and real situation.

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B. Problem Statements

Based on the background above, the problem statement will be formulated "What is the effective ways in teaching vocabulary by using dictionary game at the second years student's of SMP Negeri 9 Palopo?"

C. Objective of the research

The main objective in conducting this research "to find out the effective ways in improve student's vocabulary Through Dictionary Game At Second Year Of SMP NEGERI 9 PALOPO.

D. Significance of the research

The result of this study expected to be useful information for the teachers how to teach vocabulary through dictionary game, for all students hope to be usefull information for to improve their education quality And for all people of this reseacher can be new information and reference in language teaching.

E. Scope of the Research

The scope of the research will restricted to the improving student's English vocabulary by using Dictionary game at SMP NEGERI 9 PALOPO. The use game application of the game in the learning can increase students' vocabulary, expecially Adverb.

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CHAPTER II

REVIEW OF THE RELATED LITETATURE

A. Previous study

Fadliyah Ramah Muin carried out a research about the effective of color in improving vocabulary at the fifth year students of SDN 486 salutete. She concluded that there was significance score of students before and after giving treatment through color picture,it meants that color has effect in improving students vocabularies at fifth class of SDN 486 Salutete.

Rachmah Bulan carried out a research about the effectiveness of using picture in teaching vocabulary at SDN 91 Walenrang. The result indicates that using picture in teaching English vocabulary to the students especially the students of SDN 91 Walenrang is effective.

Ali Sorayaie Azar did research on the effect on EFL Learners vocabulary Learning Strategies. He concluded that learning a new language and its vocabulary through game in one significant and interesting way that can be applied for low level language learners. Through experimental research, Ali Sorayaie Azar shows they are effective in helping students to improve their vocabulary building skills.[2]

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[2] Ali rayaie Azar, "The Effect On EFL Learners Vocabulary Learning Strategies" *In Interational Journal Of Basic And Applied Science* (Iran: Islamic Azad University; Maraghed Branch. 2012, p. 1-256

Based on the research and experience above, the telling about improving students' vocabulary, it mean that how to make the students memorize the vocabulary although with the different way. So the researcher interest to research about the know your dictionary game to improve their vocabulary.

B. Concept Of Vocabulary

Vocabulary is important componenet that should be learn, practiced and thaught to master a languange. It will be impossible to lean and master a languange without mastering and understanding certain number of vocabulary by having many vocabularies we can communicate succesfully with other people.

Vocabulary as the content and fanction words of a languange which are learned throughly that they because, a part of child's understanding speaking and later reading and writing vocabulary. The words having meaning when heart of seen eventought not produced by individual itself.

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1. *Definitions of Vocabulary*

There are many concept about vocabulary,some of them.

1. Vocabulary is the stock of words used by a people or by a particular class or person.

2. Vocabulary is a list or collection of the words of a language book outhor branch of science,or the like, usually in alpabeticall order and defined.

3. Vocabulary is the words of a language.

4. Vocabulary is the sum or scope one's expressive technique, as in the arts.

Vocabulary is one of the component of language and that language axist without words. Words are signs or symbols for ideas. There are the means by which people exchange their throught. The more words we learn, the more ideas we should have so we can communicate the ideas more effectively.

Vocabulary as the content and fanction words of a language which are learned throughly that they becouse a part of child's understanding speaking and later reading and writing vocabulary. The words having meaning when heart of seen eventhough not produced by individual it self.

In oxford,vocabulary is total number if words in a language, work known to a person, the three years old. Last of word with their meanings, especially at the back of book for teaching a foreign language. [3]

Jeremy harmer states that vocabulary was seen as incidental to the main purpose of language teaching namely the acquisition of grammatical knowladge about the language, vocabulary was necessary to give students something to hang on to when learning structure, but was frequently not a main focus for learning itself.[4]

Vocabulary is a total number of words that make up a language. Based on the definition above, so the important point of the these definition is the vocabulary or

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[3] Martin H. Manser, *Oxford Learners' Pocket Dictionary (New Edition : Oxford University, 2000)* p.402

[4] Jeremy harmer, *The Practice English Language Teaching New Edition, (New York: Longman Publishing,1991)*,p.101.

words influence people to make up the language. They are sometimes arranged alphabetically with their meaning, recognized and understood by particular person in speaking, listening, reading, and writing

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

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

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

Although historically the importence of vocabulary has beeen minimized, some of the more recently published EFL course books have adopted a systematic approach to vocabulary learning and have become increasingly aware of the

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importance of developing vocabulary learning strategies ruth gairs. Vocabulary as one of the elements of language in important to study, without having enough vocabulary, the ability to communicate and convey our need could not be esthabilished.

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

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

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From the definitions above, we can see that vocabulary is one of the components of language and nothing language axists words without vocabulary we cannot communicated each other, so we have to learn and memorize many vocabulary in order we can speak english well.[5]

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[5]Stuart redman, *English Vocabulary In Use. (Pre-Intermediate And Intermediate),Cambridge, University Press.*1997.

2. Types of vocabulary

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

In detail the vocabulary are divided into four types of vocabulary, tose are:

a. Active speaking vocabulary is words that the speakers are able to use in speaking.

b. Passive listening the vocabulary, words that the listeners recognize but cannot necessary produce hen speaking.

c. Passive reading vocabulary refers to words that a readerrecgnizes but would not necessarily ba eble to produce

d. Active writing vocabulary , words that a writer is able to use in writing.[6]

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Harmer also divides the vocabulary into two types, those are:

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

b. Active vocabulary refers to words that student have learned. They are expected to be able use by the student.[7]

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[6] Kenji Kitao and S. Kathlen kitao, *Testing Vocabulary, online: http//www.mifi.gof /partnershipforreading.html* .2000

Vocabulary is essensial to learn languange. We need to learn that words and how they are used. For learning activities, vocabulary dividis into two kinds:

1. Receptive vocabulary refers to languange items which can only recognize and comeherend in the contex of reading and listening.

2. Productive vocabularyrefers to be languange items which the learner can recall and use appropriately in speech and writing.

Sometimes the learners are able to recognize and understand the vocabulary that teachers give to them but they find difficult to recall or do not know sufficientlywell to use accurately.

In learning vocabulary we know the content words or class words. There are noun, verb, adjective and adverb.

a. Noun

Noun is a word used to name or identify any of class of things, people, place or ideas or a particular on of these.

1. Kinds of noun

a. Common Noun : Dog, Man, Table.

b. Proper Noun : France, Madrid, Mrs., Smith, Tom.

c. Abstract Noun : Beauty, charity, courage.

d. Collective Noun : Crowd, flock, group, team.

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[7] Jeremi Harmer, *The Practice Of English Languange Testing (New York : Longmen, 1992)*, p.159

2. There are two form nouns

a. Concrete Noun

Example:

- Richard - Gold
- Man - Table
- Surabaya - Iron

b. Abstract noun

Example:

- Wisdom - Happiness
- Wealth - Life[8]

3. Function noun

a. The Subject of a verb : Tom Arrived

b. The complement of the verb : Tom is an actor

c. The object of the verb : I Saw Tom

D. the object of preposition : I Spoke to Tom

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b. Verb

Verb is a word or phrase that expresses an action, an event, or a state. Verb is important items in part of speech, because without verb, words can not be said as a sentence. But without subject , we sometimes said that verb is a sentences.

[8] Satria Nugroho, *Complete English Grammar, (* Surabaya : Kartika Surabaya *),* p.961

There are many kinds of verbs, these are:

1) Auxiliary verb is a verb using to describe the time, the character or other suggestion. Example: *can, must, may*.

2) Regular verb is or weak verb. Example: *hate - hated - hated*

3) Irregular verb is not regular. Example: *pay - paid - paid*

4) Transitive verb is a verb needs an object as a complement. Example: *please call me.*

5) Intransitive verb is a verb did not needs an object. Example: *let's walk*

6) Copulative verb or linking verb. Example: *He looks tired.*

7) Causative verb is a verb showing a caused by the action in the words.[9]

c. Adverb

Adverb is the word that explain noun or pronouns. The kinds of adverb are:

1. Adverb Of Time

That explain the time when something to do.

Example: yesterday, tomorrow

2. Adverb Of Place

That is explain about the place where something to do.

Example: at home, here, there.

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[9] Herpinus Simanjuntak, *"Bahasa Inggris Sistrem 52 M",* (11th Edition; Bekasi Timur; Percetakan KBI, 2003), p.64

3. Adverb Of Manner

That is explain the manner something to do.

Example: Quickly, warmly.

4. Adverb Of Frequency

That is explain seldom or not something to do.

Example: always, usually, seldom.

5. Adverb Of Degree

That is explain about level a job to do.

Example: very, rather, enough.

6. Adverb Of Sentence

Explain about all sentence and put in begin of sentence.

Example: actually, the last, in fact, generally.[10]

d. Adjective

Adjective is word that describes a noun or pronoun. The kinds of adjective are:

a. Descriptive adjective

b. Limiting adjective

3.Vocabulary Selection

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[10] Imam Baehaqi, "*Complete English"* (First Edition; Jakarta: Cakrawala Ilmu, 2009), p.182-185

Teaching vocabulary is important part of languange and it must be dont carefully. The teacher should know with words a important to learn because many words will not be useful to the student. Useful words occurss frequently in everyday english.

To select the important vocabulary, means that we choose the actual words that can be used by the student. In this case, before teaching it, the teacher should select the vocabulary student need. The vocabulary needed by the student the vocabulary that can be used for communication, or for human relation in the class particulary and acuity generally.

4. How to Learn Vocabulary

Every day you hear or read many new English words. You also find them in yur dictionary when you are translating from your own language. You can't possibly learn all these new words, so your first problem is to decide which ones to concentrate on. Here are some suggestions:

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1. Learn the words thaat are important to the subjects you are studying.
2. Learn the words that you read or hear again and again
3. Learn the words that you know you will often want to use yourself
4. Do not learn words that are not useful (your teacher can help you with this)

Once you have chose wich words to learn, you next have to decide how you are going to learn them. Here are a few ideas:

a. Write the words in a notebook (with their translations or definitions)

b. Write the words and difinitions on small cards.

c. Say the words many time (if you have an electronic dictionary you can hear how the words is pronounced)

d. Put the words into different groups (you could use a graphic organiser)

e. Write them in a file for use with a computer program.

f. Make associations (in pictures or with other words)

g. Ask someone to test you

h.Use the wordsin your own speaking or writing.

Some students put a tick or cross in their dictionary next to every word they look up. The net time they turn to a page with a marked work, they quickly check to see if they remember the meaning of that word. In all above of the ways, you are doing something with the words. It's usually that enough to just read thought a list word with their defenition and try remember them. Most student find thst they memories word that better if they do something with them.even better is to try and learnthe words intypical combination with other words. Learning that to apalogize means to say srry is a good star , but it's much better learn to whole expression containing the word, e.g. he apologized for being late. Not only in this often easier to remember, but you are also lerning some very important information on how the

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word is used. Usually the first thing you learn about a new English word are what it means and its translation in your own languange. But there are other things you need to find out before you can say that you know a wordlike a narative speaker does, for example, you have to learn:

a. How is spelled
b. How is pronounced
c. How is inflected (how it changes if it isa verb, noun or adjective)
d. Other grammar information about it.
e. How it collocates (what other words are often used with it)
f. If it has a particulr style or register.

Native speaker learn these things about words by hearing them and reading them again. This is the best way for you to learn them, too.

5. Teaching English Vocabulary

The principles of teaching vocabulary

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The writer has assumption to fit explenation on some principles of teaching vocabulary, there are:

1. The teaching of vocabulary should be based on the student's ability.
2. The teaching of vocabulary should be suitable with student's capability.
3. The words are taught from easiest to the difficult.

One of the principles that had been found useful in all methodological decisions is the principles of time effectiveness. The key in all, vocabulary teaching is to keep motivation high while encouraging students to develop strategies that they can continue to use once they leave the classroom.

According to the assumption above, explains that to know a word in a language as well as the native speakers knows it needs the ability to:

1. Recognize it in its spoken or written form.
2. Recall it will.
3. Relate it to an appropriate object or concept.
4. Use it in the appropriate grammatical form.
5. In speech, pronounce it in a recognisable way.
6. In writing spell it correctly
7. Use it with the words it correctly goes with i.e. in the correct collocation
8. Use it at the appropriate level or formality.

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The teaching and learning vocabulary has never aroused the song the same degree of interest within of languange teaching.

As have such issness as grammatical compotence, contrasted, analyzed, reading or writing wich have received considerable attention from scholars and teachers. Assumption inative speakers of languange continue to expand their

vocabulary in adulhood. Whereas there is comparatifely little development of syntax in adult life.

A great deal of researchers has been carried out in recent years in the area of syntactic and semantic development in child languange. Less attention has been given to vocabulary development, thought this was extensively studied untill the 1950.

Whereas is syntax the period of maximum development appears to be from age 2 to age 2, with only minor changes according to spesial role and mode of discourse place in adulthood.[11]

In vocabulary there is continued development beyond the chilhood years, with adukts constanly adding new words to their vocabulary.

Through reading, occupation and other actifities the primary period for conceptual development, however is early childhood.

The vocabulary is adult has been variously estimated at between 10,000 for a nonacademic adult to over 150,000 for a special scientist. The implication of the teaching vocabulary in memory appear to change as a function of languange proficiency low, proficiency languange learners, althought a test indicated to encode then in memory of the basis of acustic and to arthograpic similarities rather than by association of meaning.

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[11] Marlina, *The Effectiveness Of The Use Pictures Of Traffic Sign Terms In Teaching Vocabulary Of SMPN 8 PALOPO (STAIN,2010),* P.11

Vocabulary teaching thus involves showing how a word can take on emotional connotation in particular text. Perhaps one of the most useful exercises to deal globally with many of aspects of word knowledge implied in the assumption discussed here is the cloze exercise student fill inblanks to a passage from which words have been deleted.

6. Technique of Memorizing Vocabulary

Language is word united. If we want to study a language we have to memorize its vocabulary first. There are more then 50.000 list of word in english include it's derivation. According to anderson in hidayat that indonesian english dictionary which is made by John m. Echols and Hasan Shadily only consist of 12.000 vocabularies.[12]

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

It is not secret animore if most of senior high school students vocabulary, they are:

[12] Hasan Shadily, John mechols. *Kamus Inggris Indonesia*. (jakarta PT gramedia),pustaka utama,1976.

It is about 5 -10 vocabularies. To control your vocabularies you may memorize by using card system. You can write 5 – 10 vocabularies, is a card which is prepare before. Take one card, it about 10 x 7 cm,1 cm thefirst page you write 5 until 10 vocabularies with pronounciation and it's meaning can be written on the first page. The card which, which has been written some vocabularies is learned byheart. You change it very day with new card and new vocabularies.the cards, which have been memorized, should be kept in different, place with the card that has not been memorized or empty cards. If we can memorize vocabulary everyday like that so in short time we will have many vocabularies. Your can imagine if you memorize 10 vocabularies in a day. So in a year your vocabularies will 365 x 10 is 3,650 vocabularies, in two years will be 3.650 x is 7.300 vocabularies and how if it is in three. Four five years? You can count it by yourself.

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

a. Looking for synonim for example adjective synonim.

Example :

1. Big = large
2. Easy = simple
3. Dull = interisting
4. Verb = synonim
5. Begin = start
6. Close = shut
7. Want = wish

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Noun synonym:

a. Person = people

b. Shop = store

c. Story = tale

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

Example:

1. Commite : group of people who meet to gether to discuss and make decision.
2. Librarian : person who look after reading books.
3. Synonym : words with similiar meaning
4. Moral : having to do with righ and wrong

c. Looking for its opposite or antonym.

Example,

1. Easy >< difficult
2. Good >< bad
3. Lough >< cry
4. Buy >< sell

2. Here are some techniques for teaching vocabulary, especially new words:

a. Say the words clearly and write it on the board.

b. Get the class to repeat the word in chorus.

c. Translate the word into the students' own language.

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d. Ask the students to translate the word.

e. Draw a picture to show what the words mean.

f. Give and english example to show the word is used.

g. Ask a question by using the new word.

There are some special items of vocabulary to describe graphs,pie charts, or tables.

- Preposition : between..... and.....from .....to
- Adjectives : a litle
- Adverbs : considerably.

7. Class of Words

a. Function of words

By' function words we mean a word that does not belong to one of the four major parts of the speech in English (noun, adjective, verb and adverb). Their purpose is not only to express meaning but to relate other words to each other. These are the words you must know in order to speak or understand English with any fluency at all. Not only are among the most frequent in the languange, but they are also called from words, empty words, and factors.

Among the function words are article, auxiliary verb, conjunction, preposition, pronouns and determine, subtitude nouns, intensifiers and other

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specialized expressions. They also include numeral, they of the week, and month of the year. Many of the words can be used in more than one way.

The other function words is the basic building in speech and writing. No one can communicated without words can convey exact meaning. The purpose the words is not only to express meaning but to related other . there are the words we must know in order to speak or understand English with any fluence at all. Not only they are among the most frequent in the languange, but they are also indispensable in forming sentence.

Languange make an important distinction between two kinds of words. Function words are those that often have little meaning in the dictionary sense but which serve important functions in relating other words in the languange to each other. For example are: is, at, to which, for, by, etc.

b. Content Words

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

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Content words name and describe the infinitive number of thing, people, event and process that speakers of English want to talk about some of them (water, man, eat, drink, house)are extremely old and have been used by English speakers, in one form or another , for many centuries. Content words can be dividid into three general classess:

a. Words naming things, ideas, and entities

b. Words naming actions

c. Word ysed to describe the qualities of the king or actions.

These devisions correspod closely to tradiaional part of speech, noun, verbs, and adjective-adverbs. When we disscuss the way we can increase the vocabulary, it is from these three classes of words that we will draw our example**.**

C. Dictionary Games

1. Teaching Vocabulary using Dictionary Game

Dictionary game is a very popular game in the word because almost every state has often implement this game in the class. Dictionary games is the type of game that emphazises vocabulary on the player as control teacher who will implement this game, you have to limit the vocabulary ever taught in the days before, or at least the players have about the vocabulary.

There are many ways in applying dictionary game:

There are by pronouncing or writing down the words on a paper or a blackboard.

The other way used is orally, by choosing a student to say a word and the next student continues it with the last letter or practically free without beginning the last especially in warning them up.

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The advantages of dictionary game

There are many advantages we can take from the game. They are:

a. The game can be used to change the pace of a lesson and maintain the student's motivation.

b. The game encourages student participation.

c. The game can be used to recall or even add their vocabulary.

d. The game adds variety to range of learning situation.

2. Advantages Of Games

There are many adventages of game, they are:

a. Teaching learning process can be fun relax.

b. Compete against a machine or situation rather than other students.

c. Immediate feed back

d. Teacher has time to observe the students.

Dictionary game is the purpose of the games is quick thinking that helps boost vocabulary, spelling, speed of thought, as well as increasing analytical, observational and typing skills. When you begin, you will be greeted with a single letter. Underneath will be a dictionary definition to a word, which will begin with the letter in the box. Fill in the rest of the word and be rewarded with points and extra time.

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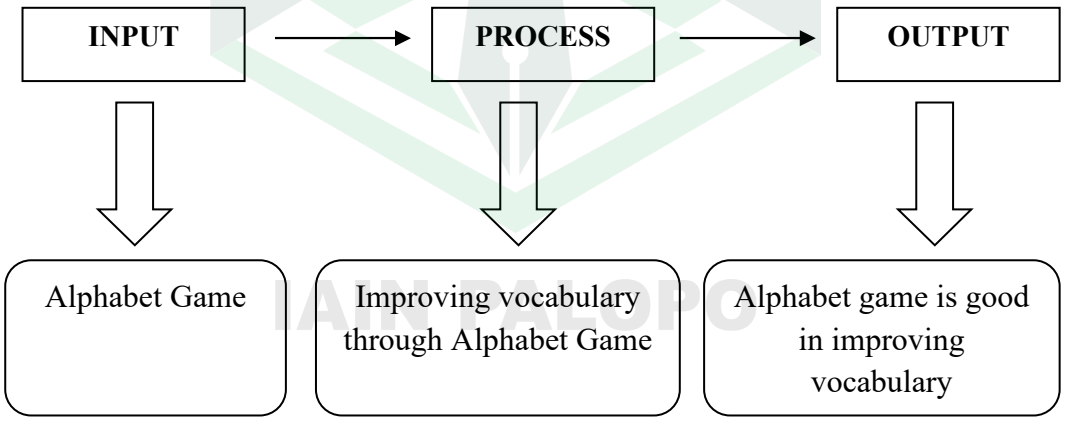
The object of the game is to complete as many words as possible. All the definitions are randomly generated and if at any time you get stuck, you can simply click “skip” to receive a new word. After your time has expired you will be given a final score. If you have an account with us, your score will be included on the player ranking system, which you can try to better on your next game. And each student will be divided into 5-6 groups. The entire group of tasks in the target time when your start the game, you will be greeted one letter and the text letter and so on, you will organize and form a single word meaning, you must complete the meaning of the word as possible and will be matched together using a dictionary.

D. Conceptual Framework



In conceptual framework the researcher explained about the use of dictionary game and gave students example vocabulary especially adverb and gives them exercises through dictionary game. Finally to find out the student ability in memorizing vocabulary.

CHAPTER III

METHOD OF THE RESEARCH

A. Research type and design

This research was follow the principal working of Classroom Action Research (CAR). It aims to find out whether the effort to improve students vocabulary to the eight year of SMPN 9 Palopo through dictionary games,

The researc involved a class of students at the tenth year of SMPN 9 palopo collaboration with the english teacher of the class. because the writer is not a teacher so the writer was stand as the supervisor at the learning process meanwhile the teacher was teach the students with the writer method.

B. Time and place of the research

This research conducted at the tenth year students in SMPN 9 Palopo in academik year 2013-2014 which of 26 students

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1. Object of research

The object of the research was the implementation of learning in improving vocabulary, the research was conducted in from cycle namely: planning, acting, observation, and reflecting.

2. Subject of research

This research would apply classroom action research, it aims to find out the effective procedure of using Dictionary games improve students vocabulary at the tenth year students of SMPN 9 Palopo, in collaboration with the english teacher in charge, Sukarningsih, S.Pd.I. because the writer will be not a teacher so the writer stood as supervisor at learning process meanwhile the teacher taught the students with the writer's method and media.

Classroom action research aims to solve problem that teacher find in the class. this classroom action research will conduct in four steps; they are preliminary study, planning the action, observing and reflection.

1. Preliminary study

In this preliminary study, the writer will do observation of learning and teaching activity. The researcher will see how students and teacher participation in the class and will find out way how to solve the problem that will occung in learning teaching process. Then, the writer will do interview to the teacher. The interview will be about the students condition in the class.

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2. Planning the action

Planning is the first step in this research procedure. Teacher and writer who make collaboration will construct the plan how to solve problem which will occur in the learning in teaching process based on preliminary study above related to the use of Dictonary games to improve student's vocabolary. It covers to prepare the strategy, design the lesson plan,determine the criteria of success and set up the instrumen.

3. Preparing the strategy

In this section, the writer will focus in improving students through Dictionary game. The collaboration between writer and teacher will try to make strategy how to use Dictionary games as the metod to improve students vocabulary.

Briefly illustrate, before doing the method, first teacher will encourage the student that english is easy by giving them funny story or motivated story about the easiness of english. The the students will be given material in english by using Dictionary games. The writer as supervisor will observe what students problem and also teacher's problem in using Dictionary games. After that the teacher and writer will review and clarify the weakness that the writer finds in the learning teaching process.

4. Designing the Lesson plan

In this designing lesson plan, the teacher writer in collaboration will make lesson plan for the material by considering some aspects such as students aspect, teacher aspect,material aspect and also the method's aspect it self.

Generally, in learning teaching process consist of three procedure pre-activities, main activities and post activities. In pre- activities, the teacher tries to engange students mind with the material in order to make students be focus to continue to the next activities. In main activities, the teacher gives the students material by using Dictionary games and the last activities will be post-activities that

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consist of feedback and correction for what the teacher or even the students do in learning and teaching process.

5. Reflecting

In this step, the writer would conduct reflection after completing the cycle of study. The writer and teacher collaboration would analyze the data both qualitative and quantitative data also compare them with the criteria that have been decide before, the reflective cycle can be managed as follow as:

Reflection in CAR is much more dynamic than simply being the last phase in the cycle. Reflection involves creative insights,thoughts and understanding about what you have been doing and finding, and it happens right from the beginning, for action researchers,reflection flavors and moulds the whole AR experience.[13]

a. The roles of teachers and learners interact
b. Learners learn and how their diversity affect learning:
c. To develop new modes of interaction with students;
d. The curiculum works and the theories that underpin it;
e. To select and sequence units of work and the material that go with them
f. To introduce and try out new classroom technologies
g. To assess students progress and evaluate the course

[13]Anne Burns. *Doing Action Research In English Language Teaching, New* York:2010,Routladge Taylor And Francis Book,P.152

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h. To test out and apply current ideas and theories from the field of language teaching[14]

D. Method of collecting data

1. Techniques

The collecting data techniques in this classroom action are:

a).Test : To find out the students score

b) Observation : to find out the students participation during the used of Dictionary games in learning vocabulary

c) Interview : to find out the level of succesful in implementing the used of Dictionary games in learning vocabulary.

2. Instruments

The instruments used in collecting data in this classroom action research were:

a. Dictionary games in learning vocabulary as a media of teaching

b. Check list

Active √

Less active √

Passive √

[14] Ibid.153

c. Observation list : it will be useful to observe the students participation during the use of Dictionary games in learning vocabulary. Also, as the basic instrumen in discussion part among the teacher and the collaboration as a way to make reflection in each cycle,

d. Guide interview list : to find out the level of successful in implementing the use of Dictionary games in learning vocabulary

e. Camera : The researcher take student's picture in learning process.

E. Data Sources

1. Teacher

English teacher was researcher, where the English teacher apply play games while teaching vocabulary in the class.

2. Students

The position of the student in this research as subject of the research, the researcher hopes after researching the student can improve their vocabulary.

3. Partner and collaborators

The position of collaborators in research as observe the students, so the researcher caan be able to know the students condition in lerning process and gave suggestion for the problem in each cycle.

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F. Instrument of the Research

Observation carry out to observe and determine the performance of students in learning activities about vocabulary by using Dictionary games and the writer gave students test in vocabulary that consisted of 5 numbers of vocabulary, each item had 20 score if the students could answer it well. So, the total of the score were 100 if the students could answer all of the questions correctly. The test aimed to know the significant of Dictionary games in teaching vocabulary at SMPN 9 palopo.

G. Technique data analysis

The data which collected in very observation in each cycle were analyzed descriptively through precentage technique. And the result of understanding vocabulary : students score of using Dictionary games test is counted by using the formula, as follow :

$$\text{Score}=\frac{Total\ correct\ answer}{Total\ test\ items}X100$$

The formula :

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

X : Mean score

∑x : Total Row score

N : Total sample[15]

[15] Anas Sudijono, *Pengantar Statistik Pendidikan*, Radjawali Persada.2009.P.13

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Tabel 3.1

No	Score	Classification
1	90 – 100	Excellent
2	80 – 89	Very good
3	70 – 79	Good
4	60 – 69	Average
5	50 – 59	Fair
6	40 – 49	Poor
7	0 – 39	Very poor

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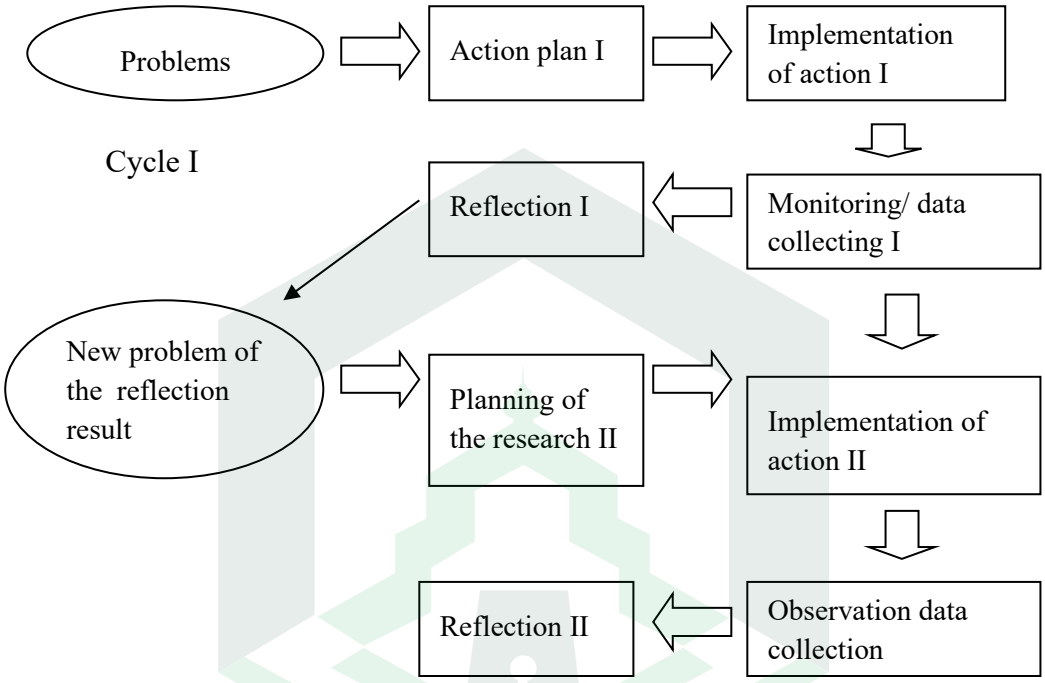
H. Procedures of the Research

picture 3.1



The Classroom Action Research Cycle.[16]

G. working indicator

Determining the criteria of success in action research is very important to know, how success the using of Dictionary games applied in the class. the criteria success is also important to measure whether the Dictionary games effective to improve students vocabulary.

[16] Baedhowi, *Membimbing Guru Dalam Penelitian Tindakan Kelas*, (Jakarta: Januari 2010), P. 15

The study considered to be succesful if it has these following criteria;

a. The average of students final score is 70 within the range of 10 to 100

b. 70 % students have positive response and active involvements.

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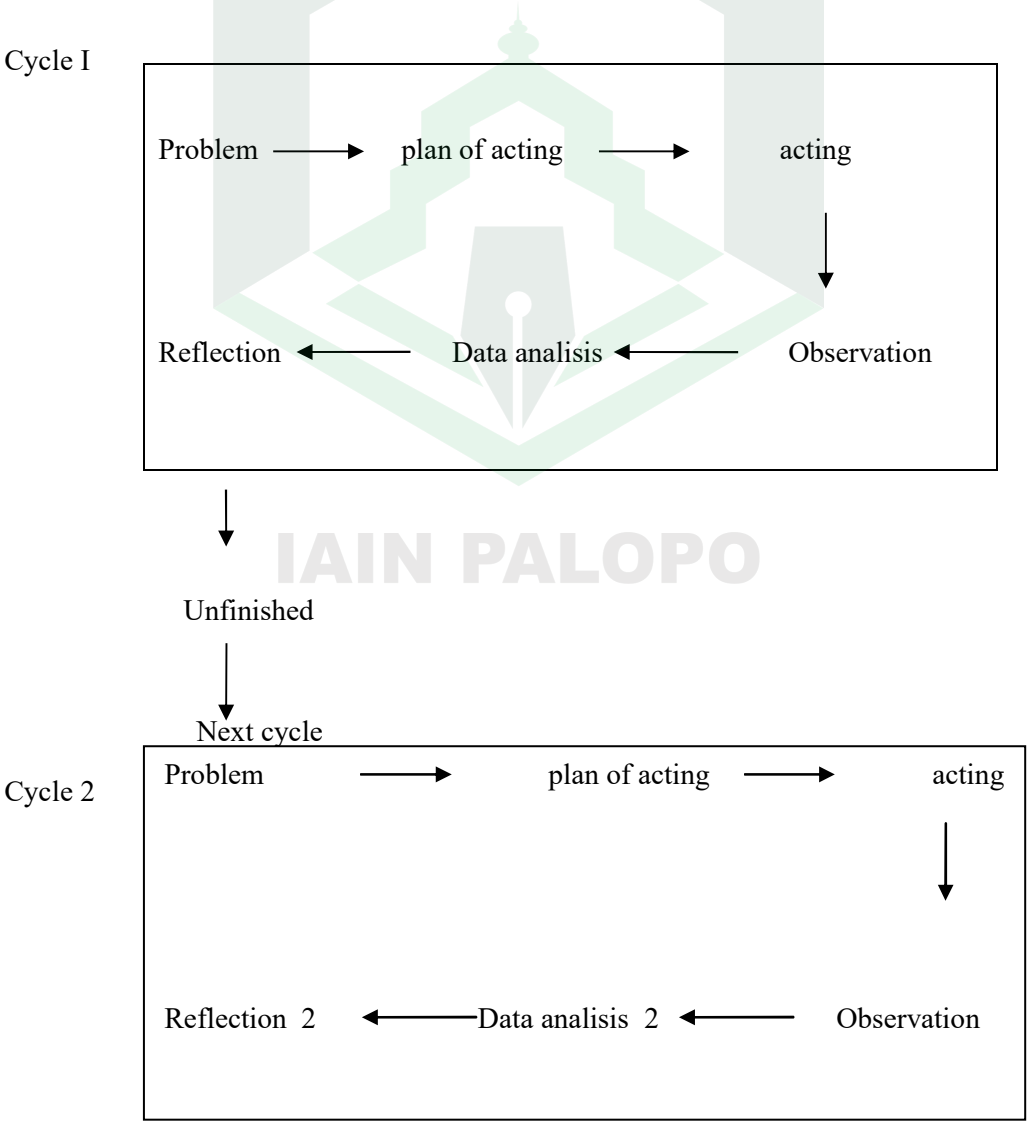
CHAPTER IV

FINDINGS AND DISSCUSSIONS

A. FINDINGS

The findings of the reseach explain the cycles of learning and teaching procces of this current research. In this case, there were two cycles, it can be seen in general through the following chart:

Picture 4.1



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Cycle 1

a. The first meeting

1. Planning

Learning method used in the first cycle is Dictionary games, teaching materials are on the subject of english vocabulary in the use to be and allocation of time was (80 minutes) and distributed into a lesson plan, to make the good management in the classroom.

2. Acting

The first meeting in class VIII5. the researcher introduce his self, the purpose the research inthis class, then the researcher started with gave the explained the title of thesis. Before game, the researcher gave the material about adverb after 15 minute. The researcher explained the dictionary game,some of students understand about the material and some didn't understand. So, the researcher repeat the explaination about dictionary game, when the student had understand. The researcher started gave the task to the student with dictionary game, In dictionary game there were 10 cut different alphabet enter in envelope and the students started the dictionary game and find the different vocabulary, each group find a few and many vocabulary. the researcher gave is minute 15 to students to find the vocabulary who did could find in cut alphabet. After that, the researcher the commanded each group for wrote in whiteboard the result of vocabulary the fine.

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Then the researcher and each group opened the dictionary and couple with the words that them find. And examples of words that the students found in the form of the alphabet that has been distributed is yesterday, Tomorrow, today, etc.

The result from vocabulary that they find did not increast, because in every group there is student focus in their group and dictionary game. There is student did not focus, so the researcher return exchange every student that did not focus in focus group in dictionary game for average the way work of student. In found and increast vocabulary that their found. And in the first cycle, and 1,2, and 4 group found high score, and 3,5, and 6 group only got averange score.

3. Observation

a. The students were not discipline and condition of the class was very noisy when the researcher gave explanation because the students did not attractive with the material.

b. The students were not having much vocabulary because the students difficulty in translate the vocabulary.

c. The students were not familiar with the using dictionary game in learning process because the students always used the three-phase technique and group discussion in learning process.

d. Evalution on the student's vocabulary showed the students matery on vocabulary was mostly in low scores.

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4. Reflection

There were still significant weaknesses in cycle I to the second meeting:

a. Most of the students were difficult with the adverb in dictionary game because they must used the target language but in fact their vocabulary still low.

b. The students were still confused about the dictionaryt game.

c. Many students only played when the researcher gave the explanation.

d. The students were still not disciplined when the learning process.

e. The students difficulty was made the word in the sentence especially adverb.

b.The second meeting

1. Planning

Learning method used in the first cycle to the second meeting is Dictionary games worksheet with vocabulary sentence then cross the false word and translate one by one the meaning of the words. the research asked student's forward one by one to write vocabulary on the whiteboard, and asked the students were student confused about the using of vocabulary.

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2. Acting

In the second meeting, the researcher gave the material about adverb.The purpose of the researcher gave the material adverb for remember about the material

that have explained and the gave the explanation about 10 minutes, before started in dictionary game. After gavethe explanation the researcher started the dictionary game and each group gave envelope with alphabet that different from the first meeting. In the second meeting, the students in each group have find many vocabulary and showed in crease better than before.

3. Observation

a. The condition of the class still little bit noisy when the research gave explanation and gave example the vocabulary through Dictionary games.

b.The students were not interested about the material.

c. The students were still bit confused with the using of vocabulary in Dictionary games worksheet

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Picture 4.2

situation of student were not discipline

d.Evaluation the students' vocabulary ability showed that students master in vocabulary were mostly in low score,the mean score was only 48,65. After seeing the researcher of student's evaluation, the concluded second cycle.

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Table 4.1

" The raw score of students vocabulary in cycle I (individual)

No	Students	Score
1	R 1	80
2	R 2	40

3	R 3	45
4	R 4	25
5	R 5	35
6	R 6	35
7	R 7	25
8	R 8	25
9	R 9	80
10	R 10	50
11	R 11	25
12	R 12	25
13	R 13	75
14	R 14	40
15	R 15	50
16	R 16	55
17	R 17	40
18	R 18	75
19	R 19	75
20	R 20	70
21	R 21	70
22	R 22	70
23	R 23	70

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24	R 24	55
25	R 25	5
26	R 26	25
	Mean Score	48,65

The mean score of the student's vocabulary test of cycle I:

$X = \frac{\Sigma x}{N}$

= 1625

= 48,65

d) .Evaluation on the student's vocabulary showed the student's mastery on vocabulary was mostly in low scores, The mean score was only 48,65. The table above showed that the highest score was 80 and the lows score 5, and only two student's got score 80 and one student's got score 5.

The result of observation student's activities during the teaching and learning procces it can be seen in the tab below:

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Table 4.2
“ The result of student’s active participantion”

NO	Sudents Name	ACTIVENESS			
		NOT ACTIVE	LESS ACTIVE	ACTIVE	VERY ACTIVE
1	R 1				
2	R 2				
3	R 3				
4	R 4				
5	R 5				
6	R 6				
7	R 7				
8	R 8				
9	R 9				
10	R 10				
11	R 11				
12	R 12				
13	R 13				
14	R 14				
15	R 15				

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16	R 16				
17	R 17				
18	R 18				
19	R 19				
20	R 20				
21	R 21				
22	R 22				
23	R 23				
24	R 24				
25	R 25				
26	R 26				
	MEAN SCORE	1	16	7	2

Explanation of observing the students activity is :

a. Very Active : The student is responsive and participle fully in all activities in the teaching process.

b. Active : The student's responses the material (focus on vocabulary) in Dictionary games and interact with the teacher and the other in teaching process.

c. Less active : The students pay attention and give response one in while in teaching process

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d. Not Active : The student's pays attention and give responds to the material, he looks confused and sleepy and difficulties in mention the use of vocabulary through Dictionary games. In the teaching procces.

Picture 4.3
" Student's Active in Cycle I"

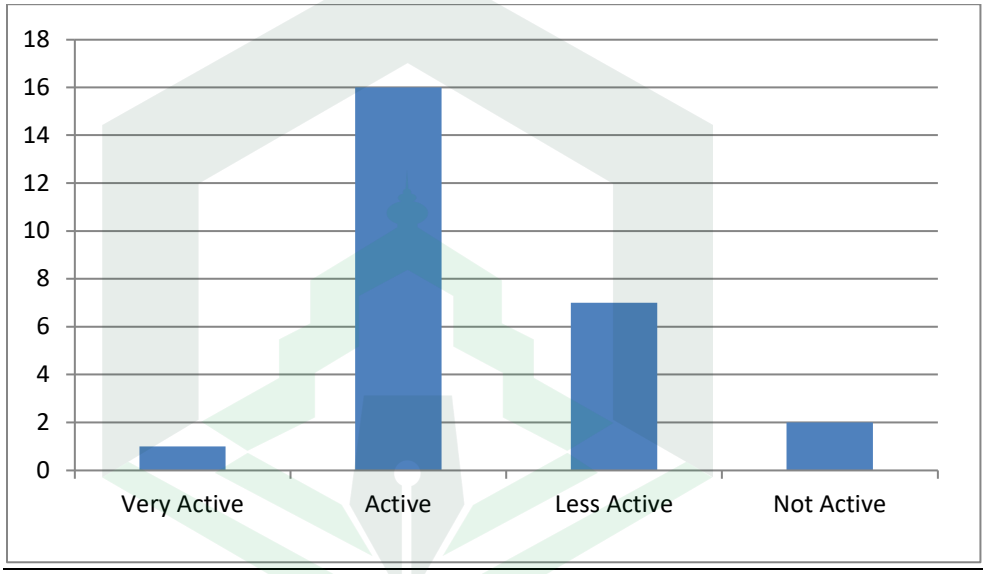

Table 4.3
The result of observation student's percentage in cycle I

Option	Frequency	Percentage
Very Active	2	8 %
Active	7	27%
Less Active	16	61%

Not Active	1	3%

Above that include 26 respondents, there were students very active in class by using of vocabulary through Dictiona]ry games, and present age reached 8%. The active student's were 7,and precentage reached 27%. The less active students were 16,and precentege 61%. And there was one students who was not active and precentage 3%. The criteria of succes wich is determined 70%,the criteria of succes in the cycle I had been not achieved as the accumulation from the percentage of very active and active. It reached 34%.

Based on table score of the test skill and the table score observation above still disappointed in the first cycle,because the students' achievment in vocabulary skill unsatisfactory. The students average score in teaching vocabulary was 46,65, it means that student score in teaching vocabulary still low so far from the minimum mastery criteria in teaching english was 70. And based on the result the observation made by observer to activities researcher execution the application of teach vocabulary through Dictionary games shown still not good, because the mastering vocabulary of the students still low so thet some students are not active in giving respond and the student's were confused different the use of be in sentence.

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4.Reflection

Based on data above that included 29 respondents, there were 2 students very active in teaching vocabulary by using Alphabet game, and present age reached 8%. The active students were 7 and percentage 27 %. The less active students were 16 and percentage 61%. And there was 1 students who was not active and percentage 3%. The criteria of success in the cycle 1 had been not achieved as the accumulation from the percentage of very active and active. It reached 34%.

Based on the table score of the test skill and the table score observation above still disappointed in the first cycle, because the students' achievement in vocabulary unsatisfactory. The students' average score in teaching vocabulary was 46, 65 it means that students' score in teaching vocabulary still low so far from the minimum mastery criteria in teaching English was 70. And based the result the observation made by observer to activities researcher execution the application of teaching vocabulary by using dictionaryt game shown still not good, because the mastering vocabulary of the students still low so that some students are not active in giving responded.

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Referred to the result of cycle 1, the researcher and partner intended to continue the research to the cycle 2 by repairing and making planning and doing the action to reach the criteria of success in the learning process. To repaired weakness and kept success already be reached on first cycle, both of the researcher and partner made some plan to the cycle 2.

Cycle 2

Based on schedule that has been agreed among the research at SMPN 9 Palopo on March 29th and 30th.

a. The first meeting

1. Planning

In the order to improve the weaknesses and to keep the succesful the first cycle, then the second cycle was planned as follows:

a. Gave motivation to the students in order to be active in vocabulary and learning process in the class.

b. Gave more explanation and intensive guidance to the students who got difficulties when the use of be through Dictionary games worksheet.

c. Gave chance to the students who got good score share their knowladge in vocabulary.

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d. Review the lesson about vocabulary through Dictionary games and gave the other vocabulary.

Picture 4.4

situation of student were noisy

2. Acting

Like in the first cycle, in this action the researcher gave explanation about the material in vocabulary through Dictionary games and gave intructions about the game. First, the researcher gave the papper who wrote some alphabet then gave the example to the students about dictionary game. After the student understand about game the researcher start the dictionary game with group.

The students in each group began to form a vocabulary that is contained in alphabets which are in the envelope, and vocabulary that students began to increase this form of vocabulary results obtained in the first cycle.

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3. Observation

a. The students understand with the dictionary game.

b. The students were afraid to wrong with their answer.

c. The condition in the clasroom was silent.

Picture 4.5

students mention the vocabulary by using Dictionary game

4. Reflecting

There were still significant weaknesses in the cycle II to the first meeting namely:

a.most of the students were understand about dictionary game that given and besides the students were afraid to wrong with their answer.

b. Most of the students (75%) have a good participation during the acting.

c.Most of the students have a good score in evaluation (70).

d. Most of the students active in peer evaluation and discussion

b. The second meeting

1. Planning

a. The researcher would guide students who were afraid to wrong with their answer.

b. Gave more motivation to the students who have less convidence.

c. The researcher also helped them if students find difficulties to do their task

d. The research divided students think pair shares with the other friend.

2. Acting

Like in the first meeting to cycle I, this action the researcher gave more explanation about the material in vocabulary through dictionary games with directly. Then, the researcher gave a new paper to the students and the students mention the vocabulary that arrange from the words. After arrange the word the students write the word that arrange in the whiteboard and mention the meaning of the vocabulary. After taht, the researcherand students discuss about the vocabulary.

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This back saw clear from every group dividid by 2 student and gave a cut alphabet and they found again more of vocabulary. The researcher did this because they saw improvement that the student increaase in improving their vocabulary. in the first cycle, the group got high score by 1,2, and 4 group. From the vocabulary that the students found in alphabet that had into envelope. Fromdictionary game. And the second cycle, every group the same got high score is 1,2,3,4,5, and 6 group, because add vocabulary that they got.

3. Observation

a. The students understand with the dictionary game.

b. The students were afraid to wrong with their answer.

c. The condition in the clasroom was silent.

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Picture 4.6

The Result of the Test In The Cycle

a. Evaluation on student's vocabulary ability showed that students got better score than in the second cycle. The mean score was 78,84.

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Table 4.4

The raw score of student's vocabulary cycle II

No	Students	Score
1	R 1	90
2	R 2	60

3	R 3	80
4	R 4	70
5	R 5	70
6	R 6	100
7	R 7	80
8	R 8	60
9	R 9	80
10	R 10	90
11	R 11	80
12	R 12	100
13	R 13	90
14	R 14	40
15	R 15	100
16	R 16	60
17	R 17	60
18	R 18	80
19	R 19	90
20	R 20	100
21	R 21	80
22	R 22	70

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23	R 23	80
24	R 24	100
25	R 25	40
26	R 26	100
	Mean Score	78,84

$X = \frac{\Sigma x}{N} = \frac{2050}{26} = 78{,}84$

The table above showed that the highest score was 100 and the lowest score was 40 and 6 students got score 100 and two students got score 100 and two students also got score 40.

b.The result of observation student's activities during the teaching and learning process. It can be seen in the table below.

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Table 4.5

The result of the student's participation cycle I

NO	Sudents Name	ACTIVENESS			
		NOT ACTIVE	LESS ACTIVE	ACTIVE	VERY ACTIVE

1	R 1				
2	R 2				
3	R 3				
4	R 4				
5	R 5				
6	R 6				
7	R 7				
8	R 8				
9	R 9				
10	R 10				
11	R 11				
12	R 12				
13	R 13				
14	R 14				
15	R 15				
16	R 16				
17	R 17				
18	R 18				
19	R 19				
20	R 20				
21	R 21				

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22	R 22				
23	R 23				
24	R 24				
25	R 25				
26	R 26				
	MEAN SCORE	0	2	18	6

Explanation of absorving the student's activity is :

a. Very active : the student is responsive and participle fully in all activities in the teaching process.

b. Active : the student's responses the material (focus on vocabulary) in Dictionary games and interact with the teacher and the other in teaching process

c. Less active : the students pay attention and give response ine in while in teaching process

d. Not active : the student's pays attention and give responds to the material, he looks confused and sleepy and difficulties in mention the use of vocabulary through Dictionary games.in the teaching process

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picture 4.7
Student's activities in cycle 11

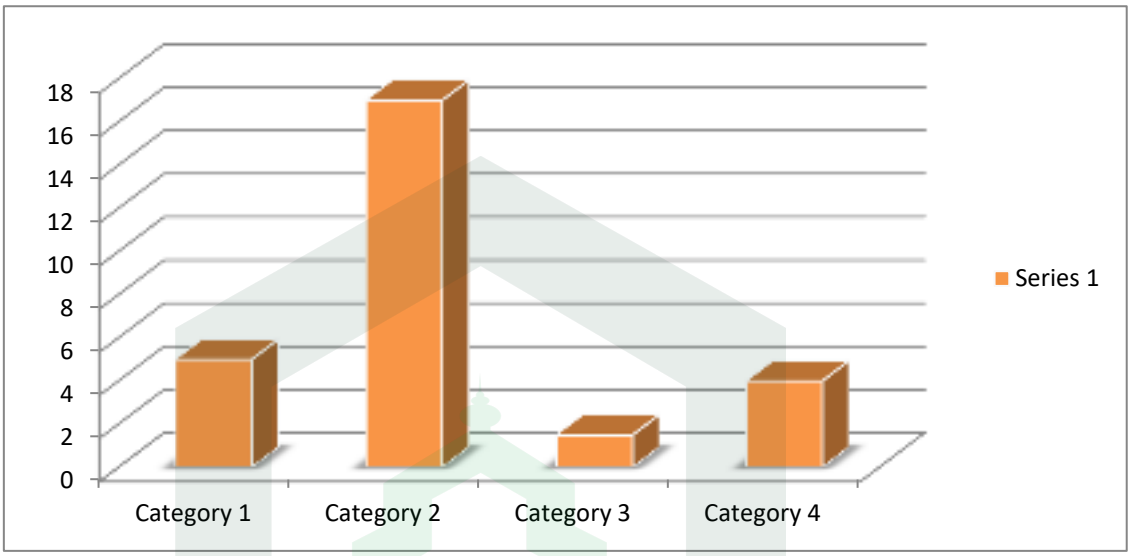

Table 4.5

The result of observation student's percentage in cycle II

Option	Frequency	Percentage
Very Active	6	23 %
Active	18	69%
Less Active	2	8%
Not Active	0	0%

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Based on the research data in the second cycle which is shown by the description above that included 26 respondents, there were 6 respondents were very active in the class in the using vocabulary worksheet, and percentage reached 23%.the active students were 18 and the percentage 69%,the active student were 2 and the percentage 8% and there were not students who were not active in learning process and based on the table result of the student's score and the researcher was satisfied because the mean score of the test in second cycle was got the minimum mastery criteria, the students got mean score 78.84.So that the students in cycle I had succes.

d. Reflection

There was some improve that could be gathered from reflection stage, learning in a class action cycle II was better than the cycle I. The student's activeness in classroom was increased. Some successful point in the cycle II namely: most of the students were familiar with the using dictionary games in vocabulary. More of the students active in learning activities, 18 students active,6 students very active,2 students less active and 0 student not active. It mean 92% active in learning process and 8% is not really active. The condition of the class was not noisy. The ideal mean score have achieved: 78,84. In the discussion, some students active in giving respond to talk about the material that the researcher given.

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B. Discussion

Looking at the finding,the research presented the discussion of data of the students. The section presents the result of data analysis. It aims describing the students insolvet in teaching vocabulary through Dictionary games. And to make this discussion clear, the researcher would like to explain in part: teaching vocabulary through Dictionary games at the Eight year students of SMPN 9 Palopo with two cycle that have analyzed. Procedures implemented that improve the student's vocabulary through Dictionary and combination of picture and statement for this research like: what is the appropriate way teach vocabulary by using Dictionary games at the tenth years students of SMPN 9 Palopo. The researcher discussed the result of the data analysis in accordingt with the scope of this research, the research cover the students command in vocabulary, especially in writing vocabulary then the choose the one of vocabulary who did not unsuitable class of word in the games and gave 30 minutes translate answer question, then the research gave Dictionary games workseet with vocabulary standing of adverb.

This study employ qualitative research,in this case classrom action research as designed since it was the most appropriate research design which related to solve the classroom problem. According to Oxford taxonomy,include:

1. Organizing and evaluating youre learning
2. Managing youre emotion

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3. Learning with other[17]

Based on the result that has described above, it can be proved that the students improve learning vocabulary through Dictionary games at the tenth year SMPN 9 Palopo. Teaching is one effective and interisting way that can be applied in teaching and learning process. Dictionary games worksheet are appropriate media to learning english because the students learning in different situation where the students could

See Dictionary games so that the students interisting in learning vocabulary and media games is media visual; the function of media as a tool aids in the learning activities and streamline the time in teaching and learning activities.the use of instruction media to attract student's attention and understanding by helping catch explanation from the teacher and besides describing or decorate fact that will be fast forgotten if not describing.[18]

To teach vocabulary in senior high school,especialy for young learners is not easy way and teaching young learner is different from teaching adult,with that we must have extra power to teach them because the young learner's have certain characteristic and need certain kinds of treatment. The teacher can use kinds of media to teach young learners for example Dictionary games,the research believes

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[17] H.Dougles Brown,*Teaching By Principles An Interactive Approach To Language Paedagog*y, (San Fransisco State University 2007), P.269

[18]Pupuh Fathurrohman, *Media Pembelajaran, Http;//Www.Respository. Upi.Edu/Campus.* Accessed On November 29th2012

Dictionary games is a apropriate media to learning english for students can improve mastering vocabulary.

Cycle I

Based on the analysis from the student's test in cycle I the mean score in the first cycle was only 48.67,while the criteria of succeds in working indicator was 70 or more. It means the student's ability was low and based on observation activities in first cycle, the researcher was found some weakness in teaching process. They are:

a).most of the students were still not familiar with the using Dictionary games in vocabulary ability.

b). Some of the students did not really active in learning activities,only 7 students active,2 students very active.16 students less active,and 1 students not active. Only 34% active and 65% did not really active.

c). The condition of the class wass little bit noisy.

d). In the discussion,there were only some student active in giving respond to talk about the material that reseaqrcher given.

e). Most of the students un confidence to ask questions though they were not clear

f). Their used of vocabulary were still low and besides there were students who did not pay attention when the lesson presented.

So the researcher needed to reflect to get the best way in teaching vocabulary through Dictionary games. The student's activeness in the cycle I was less interested.

a. The first meeting

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In the first meeting of this cycle, the researcher did not apply the method directly but only introduction to student's hopefully between the researcher, and students could be built good relation, the researched asked to students one by one to introduce them selves in front of the classroom by teeling about favorite subject, ambition, condition in the class ,their teacher and many others about them, after giving explanation about material and what the purposes in learning of vocabulary and then the researcher explained the meaning of vocabulary, the researcher asked to students forward one by one write vocabulary in the whiteboard. Researcher and students to reflected in learning that taken place and close the meeting.

Observation about situation of this cycle in the first meeting,namely:

a).The student's were not discipline

b). Condition of the class was very noisy when the researcher gave explanation the material. And besides there were significant familiar with the using Dictionary games because the students never heard about Dictionary games before.

c). The students were very confuse the using of vocabulary.

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b. The second meeting

In the second meeting of the first cycle, the researcher gave greet to the students and asked their condition after that gave motivation to the students before star our lesson,learning method used in the first cycle to second meeting is Dictionary games worksheet with vocabulary ,after that the researcher explained about

vocabulary in Dictionary games,and the researcher asked students forward to write vocabulary on the whiteboard and asked to students were confuse about the using of vocabulary. The next, the researcher gave Dictionary games worksheet with vocabulary to measure the students vocabulary on the paper after that researcher collected that paper and close the meeting.

Observation in the second meeting, the researcher knew that classroom situation was still conductive because the students were little bit noisy when the researcher explained the material in front of the class. Based on the observation activity made researcher and in the first cycle to the second meeting. It was found some weaknesses during learning process namely:

a) The class situation was not effective during learning process because the students still crowded in the classroom.

b) The students were still litle bit confuse with the using dictionary games worksheet

c) The students were bored in learning process

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Cycle II

The result of the observation students activities showed that students active the mean score in the second cycle in creased vocabulary 78,84 in the learning activities. It was found that there were 6 students very active the presentage reached 23%. The active students were 18 and percentage 69%. The less active students were 2 and the percentage reached 8% and there were not students who were not active so percentage 0%. The criteria off successes in working indicator was 70. It mean

students ability vocabulary in second cycle was better than the ability in cycle I. The progress they got as a result of the reflection based on the observation made researcher and observer.

According this research,researcher carry out a research that applied Dictionary games method in teaching vocabulary. From the researcher had known that the application of effective way teaching vocabulary related the students focus on learning,the students ability in vocabulay through Dictionary games workheet related to the test result in the cycle 2, they were performed good responses. It could be seen from their insolvent in learning activities along the time of method application. The students activeness in classroom was increased and the students were very enthusiastic to do Dictionary games. The condition was not noisy and full attention.

The application of innovative learning method is very important in learning process.[19] The teacher has more creative in choose and apply innovative learning method that appropriate with the material. Leraning method is the way of teacher to do the teaching learning process. The research also in accordance with tarigan, he states that teaching method is the way of implementation in teaching learning process or how to give material technically to the students in the scholl.[20]

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[19] Suwarno Priggwidagdo,*Strategy Penguasaan Bahasa,Yogyakarta*: Adi Citra Karya Nusa 2002,P.12

[20] Tarigan, Strategi,Penguasaan Dan Pembelajaran Bahasa,Bandung:Angkasa 1990,P.25

a. The first meeting

The first meeting in the second cycle and planning in this cycle as follow:

1. Gave motivation to the students in order to be active in learning process,
2. Review the lesson about Dictionary games worksheet with vocabulary so the students were not confuse,
3. Gave more explanation and intensive guidance to the students who got difficulties when the use of be through Dictionary games worksheet.

And the action in the second cycle to the first meeting, the researcher explanation about Dictionary games worksheet with vocabulary and gave guidance to the students, how to use of vocabulary in good way. After that, the researcher gave another vocabulary about: (adverb) and distributed with picture and forward to write vocabulary on the whiteboard and asked to students,what did not understand during learning process. And observation the first meeting in the second cycle: condition in the class has silent but there were significant weaknesses in the second cycle to the first meeting namely:

a. The students were not confidence to do exercise
b. The students were afraid to wrong with their answer

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b. The second meeting

The researcher can guide the students who were afraid to wrong their answer,gave more motivation again to students who have less convidence, the researcher also helped them if students find difficulties to do their task,and then

devided students think pairs share the other friend, after that the researcher gave more explanation about the material in vocabulary with translate to indonesian abou what is the mean of vocabulary 10 minutes and gave real material in the class namely: (adverb) so the students were not bored. And gave 30 minutes translate and answer question and the next, the researcher gave Dictionary games worksheet with fiill in the blank sentence to measure the students vocabulary on the paper and after that the researcher asked students forward one by one to write vocabulary in the blank sentence on the whiteboard.

To solve the problem in the first cycle to the second cycle namely:

a)the researcher planned to fix the lack,in the second cycle by giving students different technique to get maksimal score based on the success characteristic that had been decide before. b) the researcher always gave motivation to the students who have less confidence. c) the researcher always guides the students who were afraid to wrong with their answer. d) gave motivation to the students in order to be active in learning process of the class. e) the researcher gave explanationb and insentive guidance to the students who got difficulties when the students do exercise that given, f) the researcher divided students to think pairs share with the other friend so the students answer of question that given. Students ability in the using of vocabulary in the second cycle, the students had better achievement. The percentage of students score learning process, above that include 26 respondents, there were 2 students very active, percentage (8%), only 7 students active and percentage (27%), 16 students less active and percentage (61%), and 1 student no active and percentage (3%). The

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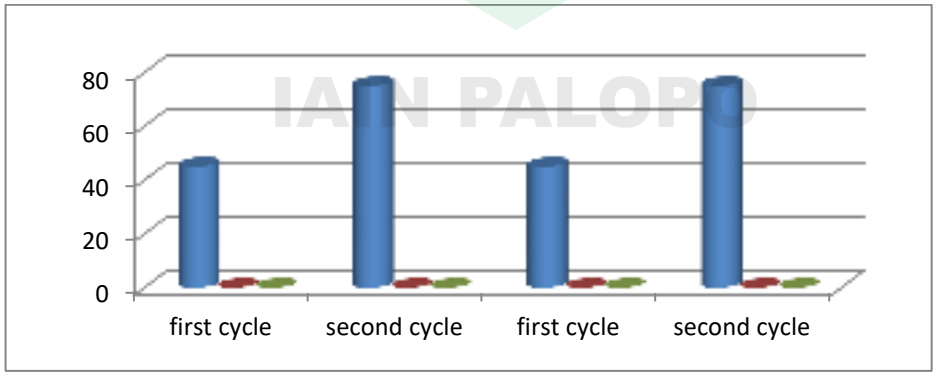
evaluation mean score the first cycle was only 48,65. And base on research data in second cycle which is shown by description above that include 26 respondents, there were 6 students very active and percentage reached (23%), there were 18 students active and percentage (69%), there were 2 students less active and percentage (8%) and there were not students score and the researcher was satisfied because the mean score of the task in second cycle was got the minimum mastery criteria, the students got mean score 78,84, so that students in cycle II had success.

Based on the result the students had been better achievement in using of vocabulary in Dictionary games, besides that the students enthusiasm in the learning was increased, the research had known in the application of effective way in teaching the use of vocabulary through Dictionary games, the students were fun and enjoyed in the class. the students were easier to understand the material.

Pcture 4.8

The result of mean score in the first and second cycles as the chart



Based on the researcher above the researcher concluded Dictionary games is affective to apply in learning process. The researcher should use games methode to

increase the students english ability. Dictionary games is a teaching method that worked guide well is mall group, where each group consists of students of different ability levels, and Dictionary games learning the students more interest to follow the learning process, and students were easier to express their idea in their idea in their couple because they just interact with their friends.

This researcher was supported by Stuart watson carolyn in this research on Dictionary model games and their implication for the acquisition of children learning and curiculum development in social studies, learning Dictionary games names like a rhyme, easy and simple with fun in english just as nursery rhymes for students, making learning fun.that is a very popular game in the world because almost every state has often implement this game in class. Dictionary is the type of game that emphasizes vocabulary on the player as control a teacher who will implement this game, you have to limit the vocabulary will be used. highly recommended for use only in the vocabulary ever taught in the days before, or at least the players have about the vocabulary.[21] A researcher should create enjoy learning situation, in order that the student are not bored to learning in the class, more over studied vocabulary that difficult because many pattern and sometimes students confuse about it, especially understanding mean of vocabulary in using of sentence to solve the problem a teacher and teacher must be able to create a favorable condition in teaching and learning process to make the students comprehend and use english easily.

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[21] Stuart Watson Carolyn Sulaeman*,Mary Collins Jati Sambogo,Make English Fun*,(Jakarta: Grafindo Media Pratama),P.14

CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

This chapter consisted of two parts, they were conclussions and suggestion:

A. Conclusions

After finishing the research, the researcher concluded that in learning English especially teaching vocabulary through Dictionary game is good procedure. The advantages could be describing, as follow:

1. Teaching vocabulary through Dictionary game in learning English to increase the student's ability at SMPN 9 Palopo was good procedure. It was supported by the achieving of the of ideal score in the second cycle namely in participation 92% and in Vocabulary's evaluation mean score 78,84%.

2. The researcher concluded the best way in teaching vocabulary by using Dictionary game. They are :

a. Using group in learning process.

b. Directly involve the student by requesting that the vocabulary has been in getting the student.

c. Using dictionary to the student more easily said and memorize vocabulary.

d. And teaching vocabulary through games of this dictionary, can be applied to remind the student about the previous intruction, if the student has to memorize and understand the adverb.

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e. Provide more intensive quidance and motivation in student in order to be more active in the learning process and help those who have difficulties, such as how to the vocabulary in a sentence is identified.

B. Suggestion

Based on the conclusion above the researcher gives some suggestion as follow:

1. To develop quality in English vocabulary, the English teacher or the researcher should apply the teaching vocabulary used Dictionary game as one the best of ways in improving vocabulary.

2. The English teacher and the researcher should have a good way or method in teaching vocabulary. Besides that, they should be more creative in giving the material of vocabulary.

3. To achieve the goal of teaching, the teacher should adapt between material and strategy that teacher apply in classroom.

4. Students should have self discipline in order to get maximum achievement' students should be able to increase the confidence in his ability.

5. It is suggested to the teacher and lecture who wants to teach English vocabulary especially adverb through Dictionary game, since this method has been proved to improve the students' vocabulary, because in my research the students interested in learning vocabulary through Dictionary game in the second cycle had better from first cycle.

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Finally, the researcher realizes that this thesis was still far completeness, however, the writer or the researcher really hopes that this thesis can be meaningful for contribution for English teacher.

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Appendix

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RENCANA PELAKSANAAN PEMBELAJARAN
(RPP CYCLE I)

Sekolah **: SMPN 9 palopo**
Mata pelajaran **: vocabulary**
Kelas / semester **: VII/V**
Time **: 2 x 40**
Meeting **: 1-2 (pertemuan 1 dan 2)**
Standar kompetensi **:** Memahami makna dan informasi sederhana baik dengan tindakan tindakan maupun bahasa dalam konteks sekitar peserta didik.
Kompetensi dasar **:** Merespon makna dan informasi sederhana baik dengan tindakan maupun bahasa dalam konteks sekitar peserta didik.
Indikator **:** Memahami dan mengetahui penggunaan vocabulary yang tepat dalam bahasa inggris
T**ujuan pembelajaran** **:** a) siswa dapat memahami dan mengetahui penggunaan vocabulary yang tepat
b) siswa dapat menerjemahkan vocabulary dalam kalimat
c) siswa dapat memahami vocabulary dalam kalimat khususx penggunaan noun and verb
d) siswa dapat memberi contoh penggunaan vocabulary dalam kalimat
Materi pembelajaran **:** a) penggunaan vocabulary melalui games
b) noun
c) verb

Langkah- langkah kegiatan **:**

a) Kegiatan pendahuluan
- ☞ Greetings
- ☞ Menyampaikan SK,KD,indikator dan tujuan pembelajaran
- ☞ Memberi materi tentang Dictionary games
- ☞ Memotioivasi

b) Kegiatan inti
- Pertemuan pertama
  1. Menjelaskan vocabulary dan bagian- bagianx
  2. Menjelaskan arti dari kosa kata tersebut
  3. Merespon pertanyaan dan materi yang di ajarkan
  4. Meminta siswa ke depan untuk latihan menerjemahkan kosa kata
  5. Siswa dapat memahami materi yang telah di jelaskan
- Pertemuan ke dua :
  a. Menjelaskan bagaimana penggunaan vocabulary
  b. Latihan menerjemahkan vocabulary dengan menggunakan vocabulary noun and verb

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c. Membagi lembaran- lembaran not belong games dengan vocabulary yang terdiri dari kata benda dan kerja kepada siswa
d. Merespon pertanyaan tentang materi
e. Siswa mampu memahami materi yang telah di jelaskan

Kegiatan akhir :

- ❖ Menanyakan kesulitan atau masalah selama proses kegiatan belajar mengajar
- ❖ Menyimpulkan materi pembelajaran
- ❖ Memotivasi siswa/ peserta didik untuk membiasakan diri untuk memperaktekkan kedalam kehidupan sehari- hari

Sumber belajar :

- o Buku teks yang relevan yg menyangkut tentang vocabulary
- o Dictionary games
- o Lembaran-lembaran soal

Penilaian :

- ➢ Procedure :
  1. Tes tertulis dan lisan
- ➢ Jenis tes :
  1. Tulisan : menjawab pertanyaan di lembar jawaban
  2. Lisan : pertanyaan secara mandiri
- ➢ Pedoman penilaian
  1. Tiap jawaban yang benar 20
  2. Nilai maksimal 100
  3. Nilai siswa = $\frac{skor\ perolehan}{skor\ maksimal} x100$

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP CYCLE II)

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Sekolah : SMPN 9 Palopo
Mata pelajaran : vocabulary
Kelas / semester : XI
Time : 4 x 40 menit
Meeting : 1-2 (pertemuan 1 dan 2)

Standar kompetensi : Memahami makna dan informasi sederhana baik dengan tindakan maupun bahasa baik dengan tindakan maupun bahasa dalam konteks sekitar peserta didik.

Kompetensi dasar : Merespon makna dan informasi sederhana baik dengan tindakan maupun bahasa dalam konteks sekitar peserta didik.

Indikator : Memahami dan mengetahui penggunaan vocabulary yang tepat dalam bahasa inggris

Tujuan pembelajaran : a) siswa dapat memahami dan mengetahui penggunaan vocabulary yang tepat dalam kalimat,

b) siswa dapat menerjemahkan dan mengetahui arti vocabulary

c) siswa dapat memahami vocabulary

Materi pembelajaran : a) penggunaan vocabulary

b) Noun

c) Verb

Langkah- langkah kegiatan :

a) Kegiatan pendahuluan

= Greetings

= Menyuampaikan SK,KD, indikator dan tujuan pembelajaran

= Memberi materi tentang kosa kata

= Memotivasi siswa

b) Kegiatan inti

Pertemuan pertama

= Membahas kembali lembaran soal not belong games mengenai kosa kata

= Menjelaskan kembali tentang kosa kata

= Menjawab secara bersama- sama soal dictionary games yang berisikan tentang kosa kata

= Meminta siswa maju ke depan menuliskan penggunaan kosa kata secara tepat

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= Siswa mampu memahami dalam penggunaan kosa kata khususx pada kata benda dan kata kerja.

Pertemuan kedua

- Membahas penggunaan kosa kata melalui dictionary games dengan filling the blank sentence
- Menjelaskan arti kosa kata dengan menggunakan contoh-contoh yang nyata yang ada di sekitar ruangan.
- Menjelaskan apa-apa saja yang harus di perhattikan dalam penggunaan vocabularysehingga penerapannx sesuai dalam conteks kalimat.
- Meminta siswa kerja sama dengan teman sebangkunya untuk mengerjakan lembaran not belong games dalam bentuk susunan kata.
- \Membagi lembaran soal kepada siswa
- Membantu siswa yang mendapat kesulitan dalam proses menjawab lembar pertanyaan
- Siswa mampu memahami materi yang di ajarkan

Pedoman penilaian :

1. Untuk soal,tiap jawaban benar di beri skor 10
2. Jumlah skor maksimal 10 x 100
3. Nilai siswa = $\frac{skor\ perolehan}{skor\ maksimal} x100$

Rubrik penilaian :

NO	URAIAN	SKOR
1	Setiap jawaban benar	10
2	Setiap jawaban yang salah	0

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ANSWER KEY

A. Vocabulary in according to noun and verb

1. Pillow
2. Whiteboard
3. Lamp
4. Picture
5. floor
6. Cooking
7. washing
8. Watching tv
9. Run
10. Kill

B.choosing vocabulary with the use of not belong games on category (fruits and transportasions).

a. Category fruits

- Banana
- Strawbery
- Apple
- **Book**
- Jack fruit

b. Category transportations

-Bus
- Cycle
- Student
- Tricycle
- Plane

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Appendix : the checklist of the students active and not active in learning proccess

Cycle I

NO	Sudents Name	ACTIVENESS			
		NOT ACTIVE	LESS ACTIVE	ACTIVE	VERY ACTIVE
1	Abdullah ilham			✓	
2	Agus gunawan		✓		
3	Bayu subakti		✓		
4	Harianto palimban		✓		
5	Harmiadi		✓		
6	Herman		✓		
7	Achmad taufiQ R.		✓		
8	Fitrah riswanto		✓		
9	Muh. Amrullah				✓
10	Muh.Alimuddin		✓		
11	Selwanus		✓		
12	Muh.sahrul.R		✓		
13	Joko sutrisno			✓	
14	Kaharuddin Karim		✓		
15	Warsel Papang		✓		
16	Ababil		✓		
17	Ridyanto Pardis		✓		
18	Hardianti				✓
19	Nasdar			✓	
20	Hendra			✓	
21	Faisal			✓	

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22	Alwi			✓	
23	Randy		✓		
24	Alya			✓	
25	Mustafa	✓			
26	Rahmat		✓		
	MEAN SCORE	1	16	7	2

Cycle II

NO	Sudents Name	ACTIVENESS			
		NOT ACTIVE	LESS ACTIVE	ACTIVE	VERY ACTIVE
1	Abdullah ilham			✓	
2	Agus gunawan			✓	
3	Bayu subakti			✓	
4	Harianto palimban			✓	
5	Harmiadi				✓
6	Herman				✓
7	Achmad taufiQ R.			✓	
8	Fitrah riswanto				✓
9	Muh. Amrullah			✓	
10	Muh.Alimuddin			✓	
11	Selwanus				✓
12	Muh.sahrul.R			✓	
13	Joko sutrisno		✓		

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14	Kaharuddin Karim				✓
15	Warsel Papang			✓	
16	Ababil			✓	
17	Ridyanto Pardis			✓	
18	Hardianti				✓
19	Nasdar			✓	
20	Hendra				✓
21	Faisal			✓	
22	Alwi			✓	
23	Randy				✓
24	Alya		✓		
25	Mustafa			✓	
26	Rahmat			✓	
	MEAN SCORE	0	2	18	8

Appendix :

Mohon di beri tanda (√) pada kotak pilihan yang tersedian untuk setiap pernyataan berikut sesuai fakta yang ada (dapat di beri keterangan tambahan jika di perlukan) 2:

Lembar Observasi

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No	Pertanyaan	SB	B	C	K	SK	Catatan
1.	siswa tampak antusias belajar bahasa inggris melalu dictionary games	✓					
2.	Penggunaan dictionary games dapat membantu siswa		✓				

	meningkatkan input sehingga kemampuan siswa dalam menggunakan vocabulary meningkat						
3.	Siswa lebih termotivasi untuk belajar vocabulary melalui dictionary games	✓					
4.	Siswa ingin memiliki kesempata lebih banyak untuk belajar bahasa inggris			✓			
5.	Siswa lebih sering latihan vocabulary menggunakan dictionary games				✓		

Notes : Sangat baik (SB) : Jika 90 % - 100% dari siswa (berhasil)

Baik (B) : zjika 75% - 89% dari siswa (berhasil)

Cukup (C) : Jika 60% - 74% dari siswa (berhasil)

Kurang (K) : Jika 45% - 59% dari siswa (gagal)

Sangat kurang (SK): Jika 0% - 44% dari siswa (gagal)

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P : Apakah anda mempunyai ketertarikan dalam belajar bahasa inggris ?
J :

P : Apakah anda senang belajar bahasa inggris khususnya vocabulary dengan menggunakan Not belong games?
J :

P : Apakah anda mengalami kesulitan ketika belajar vocabulary utamanya penggunaan vocabulary melalui Not belong games?
J :

P : Bagaimana menurut anda belajar bahasa inggris dengan menggunakan Not belong games yang di kombinasikan dengan contoh- contoh real?
J :

P : Apakah sangat membantu menggunakan Not belong games dalam belajar vocabulary?
J :

P : Bisakah anda menyebutkan kendala apa saja yang anda hadapi dalam belajar bahasa inggris utamanya vocabulary dalam penggunaan noun and verb?
J :

P : Apakah anda mempunyai saran- saran dalam hal belajar vocabulary utamanya dalam penggunaan noun and verb melalui Not belong games?
J :

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